

1. IN-CAMERA SESSION

2. CALL TO ORDER

3. ADOPTION OF AGENDA

Proposed Motion: That the agenda be adopted (as presented) or (as amended).

4. ADOPTION OF MINUTES

Proposed Motion: That the [minutes of the Regular Board Meeting of April 20, 2021](#) be adopted (as presented) or (as amended).

5. DELEGATIONS & SPECIAL PRESENTATIONS

6. CONSENSUS AGENDA ITEMS

Proposed motion: That the Board moved that the following consent items be approved as presented and that the Board receive the following items as information:

- [Director's Personnel Report - April 2021](#)
- Administrative Procedures – [AP 410 - Safe Schools \(with Mark-up\)](#)
- Correspondence.

7. DISCUSSION/DECISION - BOARD DIRECTION

A. New Business

1. [Preventative Maintenance and Renewal Projects \(PMR\)](#)
2. [Enhanced Caretaking Services-2021-22](#)

B. Monitoring and Reporting Items

NONE

C. Board of Education Strategic Direction Items

1. [2021-2022 Continuous Agenda](#)
2. [Strategic Direction - Board Endorsement of the Provincial Interim Education Plan 2021-2022](#)

***8. INFORMATION ITEMS**

1. [Director's Personnel Report - April 2021](#)
2. Out of Province Travel - NONE
3. CONFIDENTIAL Student Suspensions - None
4. Administrative Procedures –
 - [AP 410 - Safe Schools \(with Mark-up\)](#)

***9. CORRESPONDENCE**

- [Provincial Auditor Plan - 05072021](#)
- [Garchinski-Thank you-050421](#)

10. SASKATCHEWAN SCHOOL BOARDS ASSOCIATION

- [Public Section Update-April 30, 2021](#)
- [April 2021 School Trustee](#)

11. IDENTIFICATION OF EMERGENT ITEMS FOR NEXT MEETING

12. ADJOURNMENT

13. TEN-MINUTE RECESS AND MEDIA INTERVIEWS (if necessary)

14. CLOSED SESSION ROUNDTABLE AND MEETING REVIEW

**NORTH EAST SCHOOL DIVISION
BOARD MEETING MINUTES
April 20, 2021**

MINUTES OF A MEETING: of the Board of Education of the North East School Division No. 200 of Saskatchewan, held on Tuesday, April 20, 2021 at 1:30pm pm virtually via BOARD TEAMS, due to the COVID 19 Pandemic.

PRESENT:

Kathrene Bank	Ted Kwiatkowski	Director of Education: Don Rempel
Kevin Graham	Kevin Trew	Supt. of Business Admin.: Wanda McLeod
Dustin Kelsey	Tyson Waldner	
Lori Kidney	Marla Walton - Chair	

ABSENT: None

CALL TO ORDER at 2:30pm.

ADOPTION OF AGENDA

2021-04-41 L. Kidney moved that the agenda be adopted as presented. *CARRIED*

MINUTES

2021-04-42 T. Waldner moved that the minutes of the Regular Board Meeting of March 16, 2021 be adopted (as presented) or (as amended). *CARRIED*

SPECIAL PRESENTATION:

- Mark Jensen, Coordinator of Continuous Improvement and Reporting - Wall Walk

CONSENSUS ITEMS

2021-04-43 K. Graham moved that the Board approve the following consent items as presented and that the Board receive the following items as information: *CARRIED*

- Director's Personnel Report - March 2021
- AP 308 – COVID 19
- AP 706 - Purchasing
- Correspondence.

NEW BUSINESS

2021-04-44 T. Kwiatkowski moved that the Board indemnity rates be set as follows: *CARRIED*

- The indemnity for the chairperson is to be \$275 when chairing meetings and
- \$226 for all Regular and/or Committee of the Whole meetings of the Board of Education and
- \$226 for one day per month for each month that a regular meeting is held, for preparation time and
- An additional \$113 per month that a regular meeting is held, for preparation time of the chairperson and

- \$50 per hour (or portion thereof) be paid for meetings and/or professional development including virtual or conference call platforms to a maximum of \$226 per day (excluding Regular and Committee of the Whole meetings of the Board of Education) and
- \$25 per hour for traveling to and from meetings, and conferences.

And, that the Board indemnity rates for attending School Community Council meetings be set as follows:

- A maximum of \$226 per year per school in the subdivision of the Trustee. Mileage expenses will be paid for any additional School Community Council meetings attended.

2021-04-45 K. Trew moved that the Board approve the use of up to \$225,000 of the Preventative Maintenance and Renewal Funds for the sewer and building management system upgrade project at L.P. Miller Comprehensive School. *CARRIED*

MONITORING AND REPORTING ITEMS

2021-04-46 K. Bank moved that the Board accept the financial report for the six months ending February 28, 2021. *CARRIED*

2021-04-47 D. Kelsey moved that the Board approve, as a monitoring report, the April 2021 Wall Walk for the key data sets of the North East School Division for the time period of January 31, 2021 to March 31, 2021. *CARRIED*

STRATEGIC DIRECTION ITEMS

2021-04-48 K. Graham moved that the Board receive the 2021-22 Provincial Budget information as presented. *CARRIED*

ADJOURNMENT

2021-04-49 T. Kwiatkowski moved that the Board Meeting adjourn at 3:30pm. *CARRIED*

NESD Board Chair/Vice-Chair

Superintendent of Business Administration



NESD Board of Education

Meeting Date: May 18, 2021

Topic: Preventative Maintenance and Renewal (PMR)

MEETING	AGENDA ITEM	INTENT
<input checked="" type="checkbox"/> Board Meeting	<input checked="" type="checkbox"/> New Business	<input type="checkbox"/> Information
<input type="checkbox"/> Committee of the Whole	<input type="checkbox"/> Board Strategic Direction	<input checked="" type="checkbox"/> Decision
	<input type="checkbox"/> Monitoring or Reporting Items	<input type="checkbox"/> Discussion
	<input type="checkbox"/> Information Items	
	<input type="checkbox"/> Correspondence	

BACKGROUND

The deadline for submitting the three-year PMR plans and budgets to the Ministry of Education is May 31, 2021.

CURRENT STATUS

Please find attached the proposed PMR budgets for 2021-22 plus the next three years. Administration is proposing that \$2,137,460 would be spent on PMR projects during 2021-22. This is the amount that has been included in the 2021-22 draft budget.

RECOMMENDATION

Proposed Board Motions:

That the Board approve the Preventative Maintenance and Renewal plans for the fiscal years 2021-22, 2022-23, 2023-24 and 2024-25 as presented.

That the Board approve the movement of Preventative Maintenance and Renewal projects from future years into the 2021-22 expenditures if a planned project is either under budget or will not be completed which results in additional funds being available.

PREPARED BY	DATE	ATTACHMENTS
Wanda McLeod, Superintendent of Business Administration Jeff Zenner, Manager of Facilities	May 12, 2021	❖ 2021-22 to 2024-25 PMR Budgets



NESD Board of Education

Meeting Date: May 18, 2021

Topic: Continuation of the Additional Caretakers in 2021-22

MEETING	AGENDA ITEM	INTENT
<input checked="" type="checkbox"/> Board Meeting	<input checked="" type="checkbox"/> New Business	<input type="checkbox"/> Information
<input type="checkbox"/> Committee of the Whole	<input type="checkbox"/> Board Strategic Direction	<input checked="" type="checkbox"/> Decision
<input type="checkbox"/> Audit Committee Meeting	<input type="checkbox"/> Monitoring or Reporting Items	<input type="checkbox"/> Discussion
	<input type="checkbox"/> Information Items	
	<input type="checkbox"/> Correspondence	

BACKGROUND

The COVID-19 pandemic has required enhanced cleaning and disinfecting at the schools. Typically, the best time to clean/disinfect a school is when there are no staff and students in the schools. As a result, prior to the pandemic, the smaller schools have had split shifts so that most of the cleaning/disinfecting is completed before and after school. However, a split shift means there are times during the day (usually from 10 am to 2 pm) that the school does not have a caretaker on site.

If a student becomes ill at school, the provincial guidelines provided for illness and care requires a thorough cleaning and disinfecting of any areas the sick student may have encountered. This needs to be completed by caretaking staff in a timely manner.

Given the enhanced cleaning that has been required during this time and the guidelines around illness and care, Administration requested additional caretaking staff for the 2020-21 school year.

As a result, the Board made the following motion on August 25, 2020:

- That the Board approve the use of up to \$420,000 from unrestricted accumulated surplus for additional caretaking staff during the 2020-21 school year.

This resulted in approximately 9.5 full time equivalent additional positions.

The additional caretakers were not included in the 2020-21 budget. The province funded the additional caretaker costs in 2020-21 with the Safe School Plan/Contingency Funding; therefore, the NESD unrestricted accumulated surplus was not required.

CURRENT STATUS

During 2020-21, the Ministry of Education provided approximately \$797,000 for pandemic costs in 2021-22 that would include sanitation expenses. Administration plans to include the additional 9.5 FTE caretakers in the 2021-22 budget. The 2021-22 budget will be provided to the Board for approval at the June 15, 2021 meeting of the board.

Administration would like to start the hiring process for these additional caretakers during the month of May to ensure this work can be done in a timely manner and the additional caretakers are in place for the 2021-22 school year.

As a result, Administration is requesting a board motion to allow the hiring process to start in May; otherwise, this work will need to wait until after the 2021-22 budget has been approved.

RECOMMENDATION

Proposed board motion:

That the Board approve the use of up to \$440,000 from Pandemic Support Funding Externally Restricted Accumulated Surplus for additional caretaking staff during the 2021-22 school year and this will also be reflected in the 2021-22 budget of the North East School Division.

PREPARED BY	DATE	ATTACHMENTS
Wanda McLeod, Superintendent of Business Administration	May 14, 2021	



NESD Board of Education

Meeting Date: May 18, 2021

Topic: Continuous Agenda 2021-2022

MEETING	AGENDA ITEM	INTENT
<input checked="" type="checkbox"/> Board Meeting	<input type="checkbox"/> New Business	<input type="checkbox"/> Information
<input type="checkbox"/> Committee of the Whole	<input checked="" type="checkbox"/> Board Strategic Direction	<input checked="" type="checkbox"/> Decision
	<input type="checkbox"/> Monitoring or Reporting Items	<input type="checkbox"/> Discussion
	<input type="checkbox"/> Information Items	
	<input type="checkbox"/> Correspondence	

BACKGROUND

Board Policy No. 115 provides that each year the Board establishes a continuous agenda which includes a timeline of:

- Planning discussions
- Decision items
- Monitoring reports
- Presentations and linkages

Monthly meeting agendas are established by the board chairperson in consultation with board members and administration.

CURRENT STATUS

The attached draft of a continuous agenda was reviewed, discussed, and developed by the Committee of the Whole on April 20, 2021

A final draft is presented for consideration, revision and adopted by the Board at the May 18, 2021 Regular Business Meeting.

RECOMMENDATION

Proposed Board Motion:

That the Continuous Agenda of the Board of Education 2021-2022 be adopted.

PREPARED BY	DATE	ATTACHMENTS
Don Rempel, Director of Education	May 6, 2021	Continuous Agenda of the Board 2021-2022

Continuous Agenda 2021-2022

NESD Board of Education

	September	October	November	December	January	February	March	April	May	June
Planning Discussion	School Viability Review	Review SSBA Resolutions & Budget	Year End Audit Findings		Draft 2022-2023 Calendars		Provincial Budget	Budget Projections		
								Review Year-End Audit Recommendations	Budget	
								Continuous Agenda		
Decisions		School Review	Organizational Meeting		Draft School Year Calendars Approved				Approve Continuous Agenda 2022-2023	
							Approve Calendars			Approve Budget
Monitoring Reports	Wall Walk	Director’s Goals	Audited Financial Statement & Annual Report		Wall Walk	Business Continuity Plan		Wall Walk	Governance Health Check & CEO Review	Wall Walk
	Quarter Three Financial Report	Enterprise Risk Management	School Level Plans		Quarter One Financial Report			Quarter Two Financial Report		
	School Sustainability Update									
Presentations & Linkage		SCC Linkage	SSBA Fall General Assembly				SCC & Municipalities Forum	SSBA Spring General Assembly		Grade 12 Student Exit Interview
		MLA Linkage	Admin. Council Linkage					Employee Appreciation Night		



NESD Board of Education

Meeting Date: May 18, 2021

Topic: Strategic Plan of the Board

MEETING	AGENDA ITEM	INTENT
<input checked="" type="checkbox"/> Board Meeting	<input type="checkbox"/> New Business	<input checked="" type="checkbox"/> Information
<input type="checkbox"/> Committee of the Whole	<input checked="" type="checkbox"/> Board Strategic Direction	<input checked="" type="checkbox"/> Decision
	<input type="checkbox"/> Monitoring or Reporting Items	<input checked="" type="checkbox"/> Discussion
	<input type="checkbox"/> Information Items	
	<input type="checkbox"/> Correspondence	

BACKGROUND

The North East Board of Education has established a four-year strategic plan as a major component of its governance policies and leadership vision. It is intended that the strategic plan of the board establish the vision, mission and values by which the school division will operate and that the goals of the board guide the operational planning of the school division and schools. The plan's timeline aligns with the four-year term of the elected board, beginning with the school year following board elections.

The focus for the 2021-2022 school year will be a one-year approach responsive to the pandemic based on three priorities: Mental Health and Well Being; Learning Response; and Reading.

The current plan 2017-2021 should be renewed before the end of June 2021 and provide direction until June 2025.

CURRENT STATUS

Work has been underway by school divisions and education authorities since 2018 to develop a long-term education plan to guide, develop and implement a long-term plan for education in Saskatchewan. A Provincial Education Council (Council) was established in 2020 to provide strategic guidance to the development and renewal of a provincial education plan (PEP). A Provincial Education Plan Implementation Team (PEPIT) works to establish the outcomes, measures, and key actions to operationalize the plan. The PEPIT includes directors of education, participating First Nations and Métis education authorities, two representatives of Saskatchewan Teachers' Federation Professional Learning, and senior Ministry of Education officials.

A one-year interim PEP has been developed to respond to the pressures experienced by school systems as a result of the COVID-19 pandemic. The interim PEP includes three priorities for the 2021-22 school year and includes provincial-level key actions to meet the needs of all students in the areas of reading, learning response, and mental health and well-being. The priorities of the interim PEP are aligned with the four pillars of the *Provincial Education Plan Framework* (2019): skills and knowledge; mental health and well-being; connections and relationships; and, inclusive, safe, and welcoming learning environments.

The interim PEP was informed by feedback from Council and PEPIT member organizations during mid-February to mid-March. It is now being presented to all PEPIT member organizations for endorsement by May 31, 2021 so that work may begin on these important priorities. Our organization is a member of the PEPIT and has been fully involved in the development of the draft interim plan presented for your consideration today. The PEPIT seeks School Board endorsement of this province-wide work.

The PEPIT will meet to discuss plans for implementation and monitoring of the interim PEP in early June. The PEPIT will also continue to develop a long-term provincial plan to guide education to 2030. Boards of education and the Minister of Education will have future opportunities to review and endorse the long-term plan.



NESD Board of Education

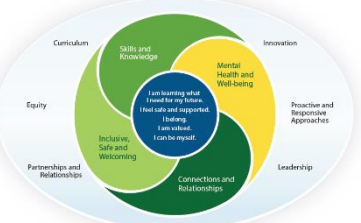
RECOMMENDATION

Proposed Board Motion:

That the Board of Education of the North East School Division (endorses/ does not endorse) the Interim Provincial Education Plan for the 2021-2022 school year.

PREPARED BY	DATE	ATTACHMENTS
Don Rempel, Director of Education	May 11, 2021	DRAFT Plans: <ul style="list-style-type: none">❖ Level 1 Reading,❖ Learning Response,❖ Mental Health and Well Being

Provincial Level 1 Priority Action Plan: Learning Response - Reading

 <p>Which PEP pillars and goals does this action plan support? Skills and Knowledge</p>	<p>Leader (this is a member of the operational structure): Sean Chase</p>	<p>Secondary Leader (a member of the operational structure who is back-up for the leader): Tony Baldwin</p>	<p>Project Manager (this is the person who facilitates the work): Julie Smith & Delise Pitman</p>
<p>N/A</p>		<p>Team Members: Nicole Bear, Mark Benesh, Kelli Boklaschuk, Terri Fradette, Kevin Garinger, Duane Hauk, Davin Hildebrand, Karen Hrabinsky, Donna Johnson, Kevin Kusch, Nigel McCarthy, Tricia McEwen, Susan Nedelcov-Anderson, Amanda Olson, Katherine Oviatt, Cory Rideout, Kathy Robson, Shane Skjerven, Kevin Tonita, Mike Walter, Flo Woods, Lisa Wotherspoon, Lorel Trumier</p>	
<p>Date of Original Draft: January 15, 2021</p>	<p>Date Last Updated: April 27, 2021</p>		
<p>Date Approved (by the PEP Implementation Team):</p>			
<p>1. Current Situation What is the reason action is needed</p>	<p>2. Future State What will the future state look like when the need is successfully addressed?</p>	<p>3. Conditions for Success/Strategic Considerations Are there any barriers in achieving this priority? How will those be overcome? What needs to be in place prior to starting this work?</p>	<p>4. Progress Monitoring What are the success indicators (short, medium, long term) that will measure progress?</p>
<p>Some students' reading results/levels have not progressed over the past two years due to pandemic-related disruptions in learning.</p>	<p>Reading levels in June 2022 will be as high or higher than reading levels in June 2019, the last year that scores are available that were uninterrupted by COVID-19.</p> <p>Parent/caregiver experiences from at-home learning situations will form the basis for a greater level of engagement in the teaching and learning process.</p>	<ul style="list-style-type: none"> Collecting reading data for students in grades 1-3 in June 2021 (using existing tools). Reviewing reading proficiency of students in grades 4 and 5 in September 2021. Reviewing literacy skills with emergent readers as necessary. Teachers in older grades will increase knowledge of (early) literacy strategies. A clear picture of which children need skill development is needed. This will require time to identify who needs additional support and time for focused literacy instruction. A provincially sanctioned increased emphasis on English Language Arts grades 1-3 curricular outcomes, as well as instructional time, will be necessary to meet the desired future state. 	<p>June 2022 reading results.</p>

5. Implementation

Deliverables What specific process result(s) or work product output(s) are required to complete the action and move the project forward? What data are required and how are they collected?	Actions What are the key actions that will be taken to achieve the deliverables and lead to the described Future State?	Lead Who will provide leadership/management of the work related to each action?	Resources Required (human and financial) <i>Estimate</i> the FTEs and other resources required to complete the work.	Stakeholders to be Engaged Who needs to be involved in the activity (e.g., children, parents, teachers, community members, etc.?) How will they be engaged in the activity described?	Timeframe for Completing the Actions and Deliverables		Key Risks and Responses: What are the risks to achieving the action on time? What can be done to reduce the probability and/or impact of the risks?
					Start Month/Year	End Month/Year	
1. Provincial Data Analysis	1.1. Re-share June 2019 reading data and identify students who were below reading level. Reassess and provide reading support.	Ministry School Systems	Work previously completed	School Systems Ministry	March 2021	June 2021	Accuracy and timeliness of data sharing Availability of interim data Determining reading proficiency of grades 4 - 5 students will increase teacher workload. Collecting reading data of students who have been learning from home.
	1.2. Collect at the system level interim (mid-year) reading data for grades 1-3 from 2020-2021. School systems consider analysis of available school system data from recent years. Review reading proficiency of students in grades 4 and 5 in September 2021.	School Systems	Work is likely already underway, however some school systems may not have collected interim data this year.		March 2021	September 2021	
	1.3. Collect and prepare June 2021 grades 1-3 reading data using the usual process for sharing in the same format as June 2019.	Ministry School Systems	Regular work cycle		June 2021	July 2021	
2. Provincial Communication	2.1. Provide high level provincial messaging related to the anticipated challenges in building language and reading skills in our current context that sets the stage for a one-year focus on reading (and other) literacies with clear language on: <ul style="list-style-type: none"> ○ The COVID-19 pandemic is a major cause of the current challenge; we will meet students at their individual skill levels; ○ Setting a moral imperative; one opportunity in Saskatchewan in 2021-2022 to focus efforts on closing literacy gaps caused by implications of education in pandemic times but recognize this will require an ongoing focus in the Provincial Education Plan (September 2022); and, ○ Acknowledging professional flexibility at the classroom level to alter academic schedules to 	PEP Implementation Team	Ministry Communications Staff	Sector Partners SCCs School and school system administration teams	April 2021	June 2022	

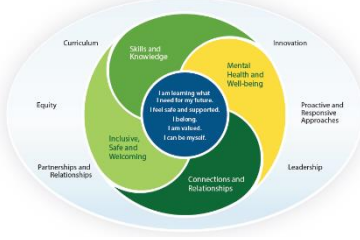
	emphasize literacy in the primary grades.						
3. Post-COVID Literacy Research Summary	3.1. Develop and share e-scan summarizing national and North American impacts of the COVID pandemic on literacy development.	Ministry			March 2021	April 2021	Availability of data/research.
4. Reading Intervention Plans for Grades 1-5	<p>4.1. Implement reading intervention plans for grades 1-5 that identify every child by name/strength/need related to literacy at each grade level based on the following process:</p> <ul style="list-style-type: none"> ○ review reading proficiency of all grades 1-5 students. ○ provide intensive support for students below grade level. ○ implement highly effective instructional strategies for reading (SaskReads) including early literacy strategies. <p>4.2. Reference research-based literacy skills continua with a focus on literacy behaviours to support teachers in taking students from where they are at and moving them as far along as possible. E.g., F&P, SaskReads</p>	School-based administration, teachers and support professionals	School systems will resource grades 1-5 classrooms according to need, with additional FTE as required and available to address the goals. Incorporate reading selections that infuse Indigenous content, perspectives, values, and lessons.	School systems	September 2021	June 2022	Student physical attendance Family engagement Resource availability Unknown pandemic effects

Provincial Level 1 Priority Action Plan: Learning Response

<p>Which PEP pillars and goals does this action plan support? Skills and Knowledge pillar Relationships and Connections pillar</p>	<p>Leader (this is a member of the operational structure): Luc Lerminiaux Lori Jeschke</p>	<p>Secondary Leader (a member of the operational structure who is back-up for the leader): Aaron Hiske Tracey Young</p>	<p>Project Manager (this is the person who facilitates the work): Julie Smith Delise Pitman</p>
<p>N/A</p>		<p>Team Members:</p>	
<p>Date of Original Draft: January 18, 2021</p>	<p>Date Last Updated: April 27th, 2021</p>	<p>Nicole Bear, Vincent Brittain, Greg Chatlain, Maria Chow, Randy Emmerson, Randy Fox, Stacey Gherasim, Cathy Herrick, Rory Jensen, Rick Johnson, Bob Kowalchuk, Lynn Little, Ed Mirasty, Janet Mitchell, Trisha Rawlake, Quintin Robertson, Kevin Tonita, Lorel Trumier, Flo Woods</p>	
<p>Date Approved (by the PEP Implementation Team):</p>			
<p>1. Current Situation What is the reason action is needed?</p>	<p>2. Future State What will the future state look like when the need is successfully addressed?</p>	<p>3. Conditions for Success/Strategic Considerations Are there any barriers in achieving this priority? How will those be overcome? What needs to be in place prior to starting this work?</p>	<p>4. Progress Monitoring What are the success indicators (short, medium, long term) that will measure progress?</p>
<p>Students have experienced significant academic learning interruptions as well as widely varied contextual and personal experiences as a result of the education sector's response to the COVID-19 pandemic. This has created a situation where many students have experienced amplified disparities in learning achievement upon their return to an in-school environment in 2021.</p> <p>The pandemic has created a situation where some students were isolated, stressed out, unable to engage in learning, unable to access resources, lonely, in unstructured environments, lacking supervision, and struggling to engage in the opportunities available to them. We also have students/families who have thrived in spite of everything. They've explored new ways of engaging online, created virtual communities, engaged in hands on learning opportunities in their yards and communities, reading every book they could get their hands on, and have flourished as learners.</p> <p>Also, some students and families may elect to continue learning in the home environment rather than return to school in the fall of 2021.</p>	<p>K-12 students will successfully transition from one grade level to the next, and graduates will successfully transition from school to higher education or the work world.</p> <p>Students will be supported with strength-based and focussed intervention and instruction in reading, writing and math to increase their individual academic learning achievement.</p> <p>Teachers will be well-versed in pedagogies that build literacy through subject area disciplines, including high-impact strategies identified by Hattie (2017).</p> <p>Families are engaged in students' learning journey, including in school and out of school experiences.</p> <p>Students and parents/caregivers will know what they are learning, why they are learning it, their next steps in learning and when they have achieved their learning goals.</p>	<p>Teachers and students are able to compare their reading, writing and math skills to existing provincial or educational organization exemplars.</p> <p>All educational organizations, including the ministry, will continue to offer options to support students in obtaining necessary high school credits, e.g., offering courses out-of-sequence or online, special project credits.</p> <p>Learning environments will encourage students and families to be engaged and to feel safe, cared for and valued.</p> <p>Increased staff professional knowledge of trauma informed classrooms and schools will contribute to student success.</p> <p>Engaging families in the co-creation of conditions for successful transitions that align with trauma informed practices will contribute to student success.</p> <p>Increased professional development opportunities related to intensive language instruction and cross-curricular planning, will include in school and out of school experiences.</p>	<p>An assessment of student grade level achievement at the end of the 2021 school year would provide a reference point for the further adaptation of pedagogy to suit the current needs of students. A full return to provincial data collection in 2022 would then provide a clear indication of the extent of further adaptations required.</p> <p>Student perceptual survey data can be used to shed light on student engagement and anxiety at the provincial, school organization, and school level.</p> <p>Teachers, students and parents/caregivers, will monitor what students are learning, why they are learning it, their next steps in learning and when they have achieved their learning goals.</p>

5. Implementation							
Deliverables What specific process result(s) or work product output(s) are required to complete the action and move the project forward? What data are required and how are they collected?	Actions What are the key actions that will be taken to achieve the deliverables and lead to the described Future State?	Lead Who will provide leadership/management of the work related to each action?	Resources Required (human and financial) <i>Estimate</i> the FTEs and other resources required to complete the work.	Stakeholders to be Engaged Who needs to be involved in the activity (e.g., children, parents, teachers, community members, etc.?) How will they be engaged in the activity described?	Timeframe for Completing the Actions and Deliverables		Key Risks and Responses: What are the risks to achieving the action on time? What can be done to reduce the probability and/or impact of the risks?
					Start Month/Year	End Month/Year	
Connections Gap (Social and Academic)							
1. Increased student literacy and numeracy levels	1.1. Identification of crucial literacy and numeracy outcomes in grades 1-9. 1.2. Focus on intensive literacy instruction and pedagogy in all subject areas grades 1-12. 1.3. Develop professional development opportunities to increase pedagogical knowledge of intensive language instruction and cross-curricular planning (begin resource bank development). 1.4. Promising practice appendix (co-creating and sharing of resources and practices among school divisions, parents/caregivers, and education partners). 1.5. Provincial-level analysis will indicate the extent to which pedagogical adaptations (to be further defined) are to be continued.		SaskMath SaskReads The Adaptive Dimension for Saskatchewan K-12 Students Inspiring Success Provincial comparison of 2019 and June 2021 grade-level learning results (OurSCHOOL, Lost Student list, On-time to Graduate etcetera)		ASAP	June 2021	
2. Co-create communication strategies to develop and share to engage students, parents/caregivers and school communities.	2.1. Identify strategies to re-engage and support students at all grade levels (with an emphasis on importance of face to face instruction, but also include home based, virtual school, delayed registrants, and non-attenders.) 2.2. Develop a provincial public awareness campaign to reengage students (schools are safe, importance of a flexible graduation plan and timeline, message of hope, trauma informed pedagogy), including messaging to be used in local context. 2.3. Additional provincial messaging customizable for school divisions. 2.4. Engage critical friend to craft public messaging and PD opportunities for systems to share through school communities (i.e., Kevin Cameron).	Ministry of Education, Parents/Caregivers and Education Sector Partners	Social media messaging, newsletter items, posters, radio ads, newspaper ads, etcetera Human resources, such as Kevin Cameron, Debbie Pushor and parents		ASAP	September 2021	

Provincial Level 1 Priority Action Plan: Mental Health and Well-Being

 <p>Which PEP pillars and goals does this action plan support? <i>Mental Health and Well-Being Priority in Response to COVID-19 Pandemic</i> Mental Health and Well-Being pillar</p>	<p>Leader (this is a member of the operational structure): <i>Vince Cable</i></p>	<p>Secondary Leader (a member of the operational structure who is back-up for the leader): <i>Gwen Keith and Ward Strueby</i></p>	<p>Project Manager (this is the person who facilitates the work): <i>Felice McKay and Shea Duncan</i></p>
<p>Date of Original Draft: <i>January 28, 2021</i></p>		<p>Date Last Updated: <i>April 28, 2021</i></p>	
<p>Date Approved (by the Implementation Team):</p>		<p>Team Members: Robert Bratvold, Pat Bugler, Maureen Johns, Ronald Ajavon, Darrell Paproski, Thomas Sierzycki, Todd Robinson, Gerry Craswell, Angella Pinay, Domenic Scuglia, Joanna Landry, Chad Holinaty, Kevin Kleisinger, Tricia Wuschenny, Flo Woods, Sandy Pinay-Schindler, Brenda Green, Shaun McEachern, Brenda Vickers, Barbara Mackesey, Linda Greyeyes-Highway, Glenda Kary, Gerry Guillet, Nancy Schultz</p>	
<p>1. Current Situation What is the reason action is needed?</p>	<p>2. Future State What will the future state look like when the need is successfully addressed?</p>	<p>3. Conditions for Success/Strategic Considerations Are there any barriers in achieving this priority? How will those be overcome? What needs to be in place prior to starting this work?</p>	<p>4. Progress Monitoring What are the success indicators (short, medium, long term) that will measure progress?</p>
<p>Current state: There is an urgent need to address the mental health and well-being (MHWB) of Saskatchewan staff and students in response to the COVID-19 pandemic. The COVID-19 situation has exacerbated mental health concerns. The topic of MHWB and its challenges have been priorities and of key interest to all of the province's school systems (includes both First Nations education authorities and provincial school divisions) for some time, as evidenced by: Saskatchewan lens:</p>	<p>Resources committed to by inter-ministerial collaborations and partnership with other stakeholder organizations. School systems have an autonomous action plan based on the provincial plan to articulate MHWB and are supported by ministries that impact the implementation of the plan.</p> <ul style="list-style-type: none"> • Post pandemic plan • Professional development • Community collaboration • Classroom/staff/family support 	<p>Barriers:</p> <ul style="list-style-type: none"> • COVID-19 fatigue • Sector overload • Lack of high impact inter-ministry collaboration • Lack of awareness of shared services <p>These pieces must be in place:</p> <ul style="list-style-type: none"> • Template for action plans 	<p>Monitoring Options:</p> <ul style="list-style-type: none"> • New baseline data to inform the long term plan • Spring 2021 and Spring 2022 symposium surveys • Sharing of plans with school systems <ul style="list-style-type: none"> ○ How many school systems have plans as part of their work? • School system, Ministry of Education and school based accountability plans • Reporting on the number and types of shared services and resources <p>Potential avenues for data:</p>

<ul style="list-style-type: none"> • About 1 in 4 Saskatchewan students (23 per cent) considered suicide in 2019 (Saskatchewan Alliance for Youth and Community Well-being, 2019) (MHWB Policy Brief, p. 5, 2021). • The 2019-20 Saskatchewan <i>OurSCHOOL</i> grades 7-12 data (MHWB Policy Brief, p.5, 2021) • Saskatchewan data from Kids Help Phone (2019) <p>National lens:</p> <ul style="list-style-type: none"> • The World Health Organization (2018) (WHO) describes mental health as “a state of well-being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully and is able to make a contribution to his or her community” (MHWB Policy Brief). • The Public Health Agency of Canada defines it as “the capacity of each and all of us to feel, think, and act in ways that enhance our ability to enjoy life and deal with the challenges we face.” • Students who experience mental health challenges often struggle academically, experience social difficulties at school, are less engaged in the classroom, have lower levels of academic performance and achievement and are more likely to drop out of school (Government of Canada, 2020) (MHWB Policy Brief). • The Mental Health Commission of Canada (2020) estimates that about 1.2 million children and youth in Canada are affected by mental illnesses each year, and that about one in five will experience a mental illness by age 25 (para. 1) (MHWB Policy Brief). <p>Root Causes:</p> <ul style="list-style-type: none"> • The impacts of COVID- 19 and the fatigue it has created • Insufficient coordination between sectors; problems around sharing • Amounts of funds allocated to mental health • Stigma towards mental health issues 	<p>The Spring 2021 Symposium has provided information for school systems to inform the development of their plans.</p> <p>The Spring 2022 Symposium has provided best practices and will inform the development of a long-term PEP MHWB plan.</p> <p>Goals to be considered in long-term MHWB planning:</p> <ul style="list-style-type: none"> • Students are welcomed and included and feel a sense of belonging and caring at school; • Students learn skills that help them to identify emotions and cope with stress; • Students learn about mental health and know when and how to ask for help; • Students receive timely and responsive evidence-based prevention and early intervention services at school; and, • Students, parents and/or caregivers know where to turn for more intensive support when needed. <p>(Source: School Mental Health Ontario, www.smho-smso.ca)</p>	<ul style="list-style-type: none"> • Sustainable funding for mental health supports beyond the pandemic • Spring 2021 symposium to help school systems plan for 2021-22 • Role and scope of entities 	<ul style="list-style-type: none"> • OurSCHOOL • SAYCW • <i>Measuring Hope</i> – other measures – Gallop survey, tools that go with it • Graduation rates • Attendance data <p>Long-Term:</p> <ul style="list-style-type: none"> • Research professional with a background in MHWB to collect data for a baseline <p>Consideration:</p> <p>How will we address the issues around federal and provincial data with regards to First Nations education organizations and provincial systems?</p>
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5. Implementation

Deliverables What specific process result(s) or work product output(s) are required to complete the action and move the project forward? What data are required and how are they collected?	Actions What are the key actions that will be taken to achieve the deliverables and lead to the described Future State?	Lead Who will provide leadership/management of the work related to each action?	Resources Required (human and financial) <i>Estimate</i> the FTEs and other resources required to complete the work.	Stakeholders to be Engaged Who needs to be involved in the activity (e.g., children, parents, teachers, community members, etc.?) How will they be engaged in the activity described?	Timeframe for Completing the Actions and Deliverables		Key Risks and Responses: What are the risks to achieving the action on time? What can be done to reduce the probability and/or impact of the risks?
					Start Month/Year	End Month/Year	
<p>1.A. Divisions will determine current year offsets in order to apply those funds to support this area.</p> <p>1.B. Engage in multi-ministry conversations regarding MHWB in school systems.</p>	<p>1.A.1. Explore additional resources and funding from the Ministry of Education, federal government, as well as other sources from local to national, for the MHWB initiatives.</p> <p>1.A.2. Request Deputy Ministers to look at joint partnerships (funding and staffing) to address MHWB.</p> <p>1.B.1. Explore multi-ministry joint partnership to secure funding and or support for the MHWB priority, such as:</p> <ul style="list-style-type: none"> • Resources • Professional development • Shared services <ul style="list-style-type: none"> ○ Multi-ministerial mental health liaison ○ Shared positions <ul style="list-style-type: none"> ▪ Counsellors, psychologists, mental health workers, social workers 	<p>Vince Cable Gwen Keith</p> <p>Deputy Minister and Assistant Deputy Ministers of Education</p>	<p>Multi-ministry staff participation</p> <p>School system leadership advocate for funding</p> <p>Multi-ministry mental health liaison</p>	<ul style="list-style-type: none"> • Ministries of Health, Education, Social Services • First Nations Authorities • Indigenous Elders and Knowledge Keepers 	<p>April 2021</p>	<p>June 2022</p>	<ul style="list-style-type: none"> • Continue to be reactive as opposed to proactive • Coordinated efforts, understandings, and funding among ministries • Funding for MHWB
<p>2. Each school system will develop a plan to address the added pressures on MHWB as a result of the pandemic.</p>	<p>2.1. Develop a template (i.e., exemplars) that school systems can use as a reference to create their own plan.</p> <p>2.2. Provide guidance and support to the provincial school systems (Level 1 organization in the PEP) to create their own local action plans around MHWB.</p> <ul style="list-style-type: none"> • 2021/22 school system plan/post-pandemic plan 	<p>Ward Strueby</p>	<p>Developed by MHWB team members</p>	<ul style="list-style-type: none"> • Education Organizations • Medicine Wheel concept - teachers and students (Indigenous/non-Indigenous) sessions on Mental Wellness. e.g., Thunderbird Lodge mental 	<p>March 2021</p> <p>May 2021</p>	<p>June 2022</p>	

	<ul style="list-style-type: none"> Professional development Community collaboration (Indigenous and critical friends) Relationship building Classroom/staff/student/parent and caregiver support 			wellness workshops online			
3. Spring 2021 Symposium aimed at school systems sharing information/resources, as well as SHA, so each system can be informed to develop plans for the fall.	3.1. Sharing & Refinement - Plan and coordinate a symposium where school systems and the SHA will share best practices, draft action plans and discuss future long-term goals.	Symposium subcommittee	Symposium subcommittee Ministry / PEP Secretariat (technology support) Honoraria for Elders and critical friends	<ul style="list-style-type: none"> Critical friends (i.e., Kevin Cameron) Indigenous Elders EdCan Wade Repta Coralee Pringle-Nelson 	The week of May 10-14 2021	May 2021	
4. Spring 2022 Symposium	4.1. Celebration & Innovation - Plan and develop a post-symposium to celebrate and help validate ideas for the long term plan.	Symposium subcommittee	Symposium subcommittee Ministry / PEP Secretariat (technology support) Honoraria for Elders and critical friends	<ul style="list-style-type: none"> Indigenous Elders Critical Friends 	Spring 2022	May 2022	