

**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**

a) Minutes of Regular Meeting – [2017 09 26 Regular Board minutes-FINAL.pdf](#)

Proposed Motion: That the minutes of the Regular Meeting of September 26, 2017 be adopted (as presented) or (as amended).

**5. DELEGATIONS & SPECIAL PRESENTATIONS**

- Mark Jensen - Coordinator of Continuous Improvement

**6. CONSENSUS AGENDA ITEMS**

Proposed Motion: That the following consent items be received and recommendations be approved as presented:

- Information Items
- Correspondence

**7. DISCUSSION/DECISION - BOARD DIRECTION**

**A. New Business**

1. September 30, 2017 FINAL Enrolments - [Sept 30 Enrolment Count for 2017-18-FINAL.pdf](#)
2. Approve Application for Portables - [Applications to the Ministry-Relocatables-FINAL.pdf](#)
3. SSBA Fall General Assembly - [SSBA Fall Assembly-FINAL.pdf](#)
4. Gronlid Little Giggles Daycare Inc.

**B. Monitoring and Reporting Items**

1. Wall Walk - [October Wall Walk 2017-FINAL.pdf](#)
2. NESIP Reports - [NESIP REPORTING 2016-17-FINAL.pdf](#)
3. School Learning Improvement Plans-LIP (Level 3-A3's) - [LIP 2017-18 approvals-0.pdf](#)

**C. Board of Education Strategic Direction Items**

1. Adoption of Strategic Plan 2017-2021 - [NESD Strategic Plan 2017-2021-FINAL.pdf](#)
2. Director of Education Goals - [Director Goals 2017-2018-0.pdf](#)

**\*8. INFORMATION ITEMS**

- A. Director's Personnel Report - [2017 09 Director's Personnel Report Sept 1 - Sept 30 2017.pdf](#)
- B. Out of Province Travel - [2017 10 24-Out of Province.pdf](#)
- C. CONFIDENTIAL Student Suspensions -
- D. Administrative Procedures - NONE
- E. CONFIDENTIAL -
- F. Melfort Daycare -

**\*9. CORRESPONDENCE**

- a. [Min Ltr to North East SD-photocopiers-101117.pdf](#)
- b. [Ltr SDs Governance Conditionality.pdf](#); [Letter to Board Chairs - governance conditionality.pdf](#)
- c. CONFIDENTIAL - [Wapiti Valley Regional Park-FINAL.pdf](#)

**10. SASKATCHEWAN SCHOOL BOARDS ASSOCIATION**

- a. [2017 October-The School Trustee.pdf](#)

**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**

Complete Board Package -

**MINUTES OF A MEETING:** of the Board of Education of the North East School Division No. 200 of Saskatchewan, held on Tuesday, September 26, 2017 at 1:00 at the Division Office, Melfort, Saskatchewan.

**PRESENT:**

Randy Ariss	Richard Hildebrand	Director of Education: Don Rempel
Michael Botterill	Lori Kidney	Supt. of Business Admin.: Wanda McLeod
Linda Erickson	Ted Kwiatkowski	
Bob Gagné	Luke Perkins - Chair	
Todd Goudy	Marla Walton	

**CALL TO ORDER – 1:00pm**

**ADOPTION OF AGENDA**

2017-09-79 B. Gagné moved that the agenda be adopted as presented. *CARRIED*

**MINUTES**

2017-09-80 M. Botterill moved that the minutes of the Regular Board Meeting held on June 20, 2017 be adopted as presented. *CARRIED*

2017-09-81 L. Kidney moved that the minutes of the Audit Committee Meeting of April 3, 2017 be adopted as presented. *CARRIED*

**CONSENSUS ITEMS**

2017-09-82 M. Walton moved that the following consent items be received and recommendations be approved by the Board as presented:

- ❖ Information Items
- ❖ Correspondence

*CARRIED*

**NEW BUSINESS**

2017-09-83 B. Gagné moved that the school attendance boundaries for the North East School Division No. 200 be changed from the Nipawin attendance area to Carrot River in accordance with the following land locations: 11-49-13-W2, 12-49-13-W2, 13-49-13-W2, 14-49-13-W2, 23-49-13-W2 and 24-49-13-W2. *CARRIED*

2017-09-84 T. Goudy moved that the Board approve increasing the monthly credit limit to \$750,000 for the BMO Corporate Purchase Card Program. *CARRIED*

2017-09-85 L. Erickson moved that the Board approve the use of up to \$92,000 of the unrestricted accumulated surplus in 2017-18 to purchase additional features for the photocopier machines. *CARRIED*

**MONITORING AND REPORTING ITEMS**

2017-09-86 R. Hildebrand moved that the Board accept the financial report for the nine months ending May 31, 2017. *CARRIED*

2017-09-87 M. Botterill moved that the Board accept the North East School Division Transportation Report: 2016-17. *CARRIED*

**STRATEGIC DIRECTION ITEMS**

2017-09-88 M. Walton moved that the North East School Division Strategic Plan 2017-2021 be adopted. *DEFEATED*

**NORTH EAST SCHOOL DIVISION  
BOARD MEETING MINUTES  
September 26, 2017**

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2017-09-89 R. Hildebrand moved that the Board enter into closed session at 1:35 pm.

*CARRIED*

2017-09-90 B. Gagné moved that the Board move out of closed session at 2:00 pm.

*CARRIED*

**ADJOURNMENT**

2017-09-91 B. Gagné moved that the Board Meeting adjourn at 2:05pm.



# NESD Board of Education

Meeting Date: October 24, 2017

Topic: September 30, 2017 Final Enrolment

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 type="checkbox"/> Decision
	<input type="checkbox"/> Monitoring or Reporting Items	<input type="checkbox"/> Discussion
	<input type="checkbox"/> Information Items	
	<input type="checkbox"/> Correspondence	

## BACKGROUND

In January 2017, school divisions provided September 30, 2017 enrolment projections to the Ministry of Education. These projections were used when the 2017-18 operating grants were calculated. The North East School division had projected a total enrolment of 4,973.

At September 30, 2016, the total enrolment at the North East School Division was 5,036.

## CURRENT STATUS

Please find attached the final actual enrolments of the schools at September 30, 2017. The enrolments total 4,936. This actual enrolment is 37 students less than the January projections. The Ministry will be using the actual September 30, 2017 enrolments for the actual grant calculations that will be completed in November or December. There are less students compared to the projections; however, the grades one to twelve are greater than the projections and the pre-kindergarten, kindergarten and home-school students are less than the projections. As a result, the division expects to receive more operating grant than expected at budget time by approximately \$70,000. For funding purposes, grades one to twelve count as 1.0 full time equivalent (FTE) student and the pre-kindergarten, kindergarten and home-school students count as 0.5 FTE.

The September 30, 2017 actual enrolments are 100 less than at September 30, 2016.

## RECOMMENDATION

PREPARED BY	DATE	
Don Rempel, Director of Education Wanda McLeod, Superintendent of Business Administration	October 13, 2017	<ul style="list-style-type: none"> <li>September 30, 2017 NESD Enrolment Count</li> </ul>

October 13, 2017

NESD Enrollment Count

	Arbor-field	Bjork-dale	Brunswick	CRE	CRHS	C PARK	Gronlid	HBCS	LP MILLER	M BURKE	MUCC	Naicam	PPC	Reynolds	SC Colony	Star City	TES	TMSS	Wagner	W FOX	WM Mason	Total by Grade	Home-school		
Kindergarten	4	4	26	19		79	4	36		33		12	12	32	0	4	35			8	8	316	4		
Grade 1	4	4	45	14		86	9	25		33		16	15	33	4	10	60			8	15	381	13		
Grade 2	11	9	45	20		73	8	25		22		18	22	33	1	1	55			12	15	370	15		
Grade 3	5	6	36	23		76	4	29		36		17	20	36	3	7	56			10	9	373	12		
Grade 4	7	5	40	21			4	30		30		17	13	26	1	4	70		70	11	16	365	12		
Grade 5	10	3	43		22		5	26		29		18	21	36	4	7	56		56	10	13	359	17		
Grade 6	3	5	37		22		5	26		22		17	20	40	1	2		50	71	13	9	343	7		
Grade 7	8	6			16		3	25	66		112	13	20		3	6		62		7	10	357	12		
Grade 8	3	5			21		7	22	70		96	13	13		1	7		55		7	19	339	9		
Grade 9	6	8			15			26	76		100	18	20		4	6		66		6	16	367	9		
Grade 10	11	3			16			26	80		105	9	18		1	11		73			11	364	3		
Grade 11	6	3			23			27	97		93	13	20			10		63			6	361	9		
Grade 12	7	5			22			35	74		110	19	19			8		74			5	378	5		
<b>K-12 totals</b>	<b>85</b>	<b>66</b>	<b>272</b>	<b>97</b>	<b>157</b>	<b>314</b>	<b>49</b>	<b>358</b>	<b>463</b>	<b>205</b>	<b>616</b>	<b>200</b>	<b>233</b>	<b>236</b>	<b>23</b>	<b>83</b>	<b>332</b>	<b>443</b>	<b>197</b>	<b>92</b>	<b>152</b>	<b>4673</b>	<b>127</b>	<b>4800</b> Base	
EE			0	1						2															3 E.E.NMD
Pre K			0			59		10						48			16								133 Pre K
<b>PK-12 total</b>	<b>85</b>	<b>66</b>	<b>272</b>	<b>98</b>	<b>157</b>	<b>373</b>	<b>49</b>	<b>368</b>	<b>463</b>	<b>207</b>	<b>616</b>	<b>200</b>	<b>233</b>	<b>284</b>	<b>23</b>	<b>83</b>	<b>348</b>	<b>443</b>	<b>197</b>	<b>92</b>	<b>152</b>	<b>4673</b>	<b>127</b>	<b>4936</b> TOTAL	
SEPT 30 2016	90	57	277	102	171	374	74	364	453	197	594	226	243	287	19	92	378	447	195	92	151		153	5036	
. +/-	-5	9	-5	-4	-14	-1	-25	4	10	10	22	-26	-10	-3	4	-9	-30	-4	2	0	1		-26	-100	



# NESD Board of Education

Meeting Date: October 24, 2017

Topic: Applications to the Ministry of Education – Relocatable Classrooms

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 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 deadline for the “2018-19 Relocatable Classroom Program Application” is October 31, 2017.

## CURRENT STATUS

Administration would like to apply for two relocatables for the following schools: Tisdale Elementary School, Maude Burke School and Brunswick School. The current utilization rates of the schools:

- Tisdale Elementary School 113%
- Maude Burke School 110%
- Brunswick School 123%

The relocatables at Brunswick and Maude Burke schools could allow the pre-kindergarten programs to move back to their neighborhood schools (from the Reynolds School location).

## RECOMMENDATION

### Proposed Motion:

That the Board approve the submission of the following new 2018-19 relocatable classroom requests, in order of priority, to the Ministry of Education for funding support: Brunswick School (2), Maude Burke School (2) and Tisdale Elementary School (2).

PREPARED BY	DATE	ATTACHMENTS
Wanda McLeod, Superintendent of Business Administration Jeff Zenner, Supervisor of Facilities	Oct. 12, 2017	



# NESD Board of Education

Meeting Date: October 24, 2017

Topic: Saskatchewan School Boards Association 2017 Annual General Meeting Voting Delegates

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

On Monday, November 13, 2017, the 2017 Annual General Meeting for the Saskatchewan School Boards Association will be held at the Regina Double Tree Hilton.

North East School Division has been allocated 15 votes for this meeting.

All the NESD Board Members are planning to attend the SSBA Fall General Assembly.

## CURRENT STATUS

Rooms have been booked at the Regina Ramada (across from the Doubletree) to accommodate the larger vehicles.

**Room Cancellation Deadline – Friday, October 27, 2017**

Board members have been registered for the event.

**Registration Cancellation deadline - Tuesday November 7, 2017.**

## RECOMMENDATION

### Proposed Board Motion

That the Board approve that the list of North East School Division voting delegates at the Saskatchewan School Board Association 2017 Annual General Meeting be as follows, with the number of votes in brackets:

- Luke Perkins (4)
- Marla Walton (3)
- Bob Gagné (1)
- Linda Erickson (1)
- Lori Kidney (1)
- Michael Botterill (1)
- Randy Ariss (1)
- Richard Hildebrand (1)
- Ted Kwiatkowski (1)
- Todd Goudy (1)

PREPARED BY	DATE	ATTACHMENTS
Triki Zenner, Assistant to the Director	October 5, 2017	Agenda



**Saskatchewan School Boards Association**  
**2017 Fall General Assembly**  
**Local Voice in Action**  
**Doubletree by Hilton – Regina**

**Program Overview – Sunday, November 12**

Time	Activity
6:00 p.m.	Registration desk opens (Lobby)
7:15 p.m.	Student Entertainment – Regina Public Schools Campbell Collegiate Choir
7:30 p.m.	Welcome and Introductions (Capital Ballroom) <ul style="list-style-type: none"> <li>• Fall AGM Opens</li> <li>• President’s Address</li> </ul>
7:45 p.m.	Honourable Bronwyn Eyre, Minister of Education (TBD)
8:00 p.m.	Engagement – Keynote Speaker
9:00 p.m.	Cash Bar Reception

**Program Overview – Monday, November 13**

Time	Activity
7:30 a.m.	Registration desk opens – ballot pickup
8:00 a.m.	Breakfast (Capital Ballroom)
8:45 a.m.	Greetings from LEADS and SASBO
9:00 a.m.	Youth Panel: Reconciliation Through our Students Eyes
10:00 a.m.	Annual General Meeting of the Saskatchewan School Boards Association (Closed Session) <ul style="list-style-type: none"> <li>• 2018 Strategic Plan and Budget</li> <li>• Procedures: Bylaw Amendments and Resolutions</li> </ul>
10:15 a.m.	Coffee Break
10:30 a.m.	Networking Groups: Proposed Bylaw Amendments, Resolutions and Budget (see groups and room locations below)
12:00 p.m.	Luncheon Buffet
12:45 p.m.	Greetings from STF and CSBA
1:00 p.m.	Annual General Meeting (continued) <ul style="list-style-type: none"> <li>• Bylaw Amendments and Resolutions</li> </ul>
3:00 p.m.	Coffee Break/Meeting recesses for the afternoon
3:00 p.m.	Aboriginal Constituency meeting (Qu’Appelle) Catholic Section meeting (Swift Current) Public Section meeting (Moose Jaw)
4:30 p.m.	Meetings adjourn for the day
6:00 p.m.	Cash Bar Reception (Location)
7:00 p.m.	Association Banquet and Awards (Capital Ballroom)
8:45 p.m.	Entertainment/Social Evening Rory Allen – Tribute to the King

**Program Overview – Tuesday, November 14**

Time	Activity
8:00 a.m.	Breakfast (Capital Ballroom)
8:45 a.m.	Leadership Candidates Forum
9:45 a.m.	Annual General Meeting (continued – <i>if required</i> ) <ul style="list-style-type: none"> <li>• Bylaw Amendments and Resolutions</li> </ul>
9:45 a.m. (or following Resolutions)	Southern Constituency Election (Moose Jaw) Northern Constituency Election (Qu’Appelle) Fireside Chats for Boards not in Elections (Select one of the following) <ul style="list-style-type: none"> <li>• Table Sharing: Governance Practices/Curriculum Renewal (Capital Ballroom)</li> <li>• Community Safety Education Strategy (Prince Albert)</li> <li>• Social Media 101 (Swift Current)</li> </ul>
10:15 a.m.	Coffee Break
10:30 a.m.	Ministry Project Office: Committee Updates – Liam Choo-Foo, Chief Project Officer
11:00 a.m.	Annual General Meeting (continued) <ul style="list-style-type: none"> <li>• Introduce New Executive</li> <li>• Oath of Office</li> </ul>
11:30 a.m.	Fall General Assembly Concludes Brown Bag Lunch
11:45 a.m.	Board Chairs’ Council – SSBA Executive and Board Chairs or designate only (Moose Jaw)
3:00 p.m.	Strategic Issues Committee – SSBA Executive and Board Chairs or designate only (Moose Jaw)

Southern Boards (Swift Current)	Central Boards (Capital)	Northern Boards (Qu’Appelle)	Urban Boards (Prince Albert)
<p>Chairs: Jerome Niezgoda Janet Kotylak</p> <ul style="list-style-type: none"> <li>• Chinook SD</li> <li>• Good Spirit SD</li> <li>• Prairie South SD</li> <li>• Prairie Valley SD</li> <li>• South East Cornerstone SD</li> <li>• Sun West SD</li> <li>• Christ the Teacher RCSSD</li> <li>• Holy Family RCSSD</li> <li>• Holy Trinity RCSSD</li> </ul>	<p>Chairs: Jaimie Smith-Windsor Martin Prince</p> <ul style="list-style-type: none"> <li>• Englefeld PSSD</li> <li>• Horizon SD</li> <li>• Living Sky SD</li> <li>• Prairie Spirit SD</li> <li>• North East SD</li> <li>• Northwest SD</li> <li>• Saskatchewan Rivers SD</li> <li>• Conseil scolaire fransaskoises</li> <li>• Light of Christ RCSSD</li> <li>• Prince Albert RCSSD</li> </ul>	<p>Chairs: Joe Daigneault Duane Favel</p> <ul style="list-style-type: none"> <li>• Northern Lights SD</li> <li>• Ile a la Crosse SD</li> <li>• Creighton SD</li> </ul>	<p>Chairs: Donna Banks Aleana Young</p> <ul style="list-style-type: none"> <li>• Regina SD</li> <li>• Saskatoon SD</li> <li>• Lloydminster SD</li> <li>• Lloydminster RCSSD</li> <li>• Regina RCSSD</li> <li>• Greater Saskatoon RCSSD</li> </ul>



# NESD Board of Education

Meeting Date: October 24, 2017

Topic: October Wall Walk

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

## BACKGROUND

As part of the Education Sector Strategic Plan (ESSP), Cycle 3 the NESD performs data Wall Walks with its Board of Education as part of the distribution of information and monitoring of key data sets. These Wall Walks occur four times during the year in accordance with reporting periods for school data. Data sets include a selection of statistics and measures from student performance on key assessments and outcomes as well as from the previously agreed upon NESD Key Performance Indicators which are aligned to the NESD Strategic Plan.

## CURRENT STATUS

This data Wall Walk will include data sets from StudentsAchieve and Graduation Rates.

## RECOMMENDATION

### Proposed motion:

That the Board approves, as a monitoring report, the June 2017 Wall Walk for the key data sets of the North East School Division for term four of the 2016-17 school year.

PREPARED BY	DATE	ATTACHMENTS
Mark Jensen, Coordinator of Continuous Improvement and Reporting	Oct.10, 2017	

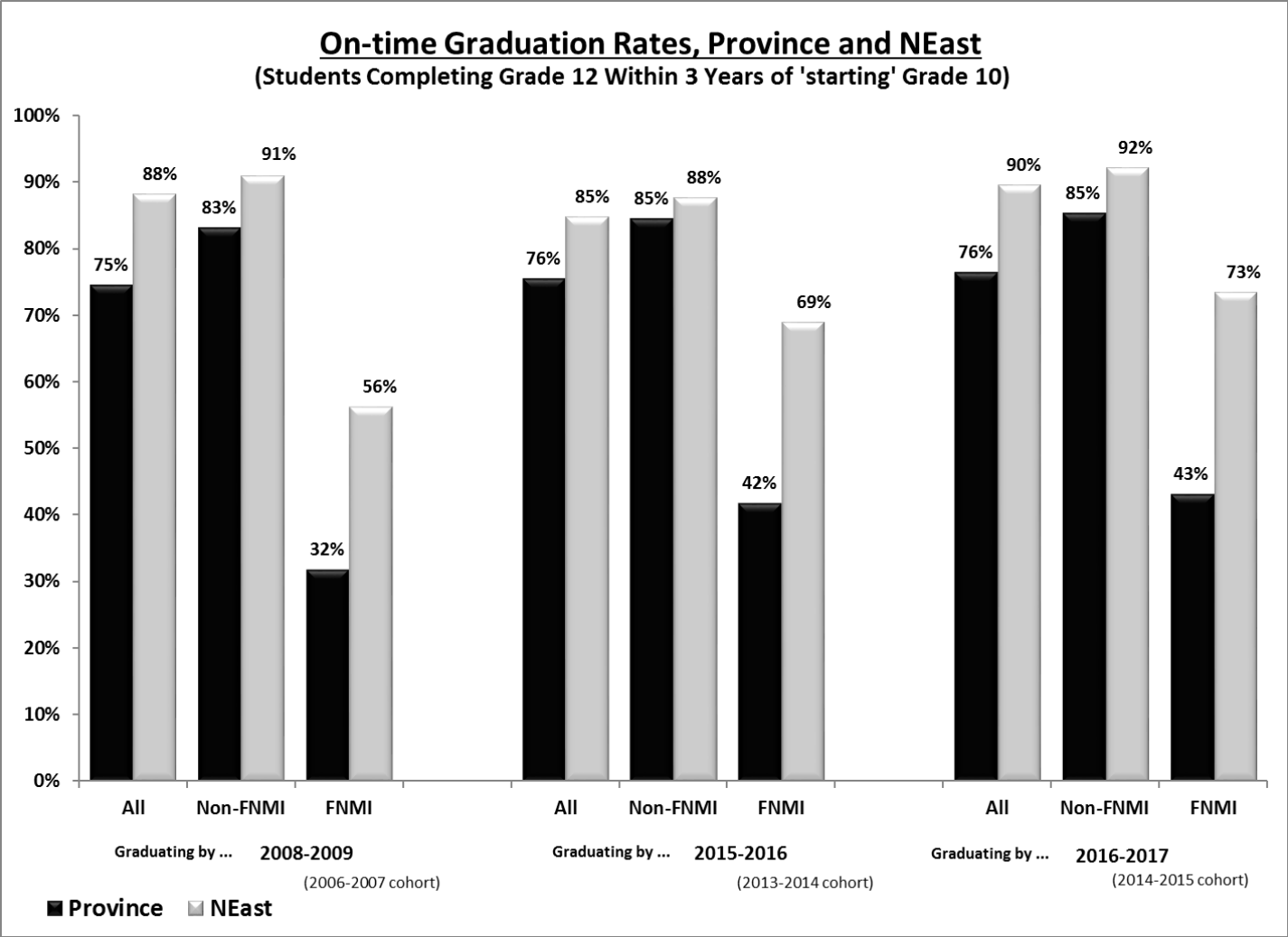
# NESD Level 2 Wall Walk

October 24, 2017

# A3 Presentation Order

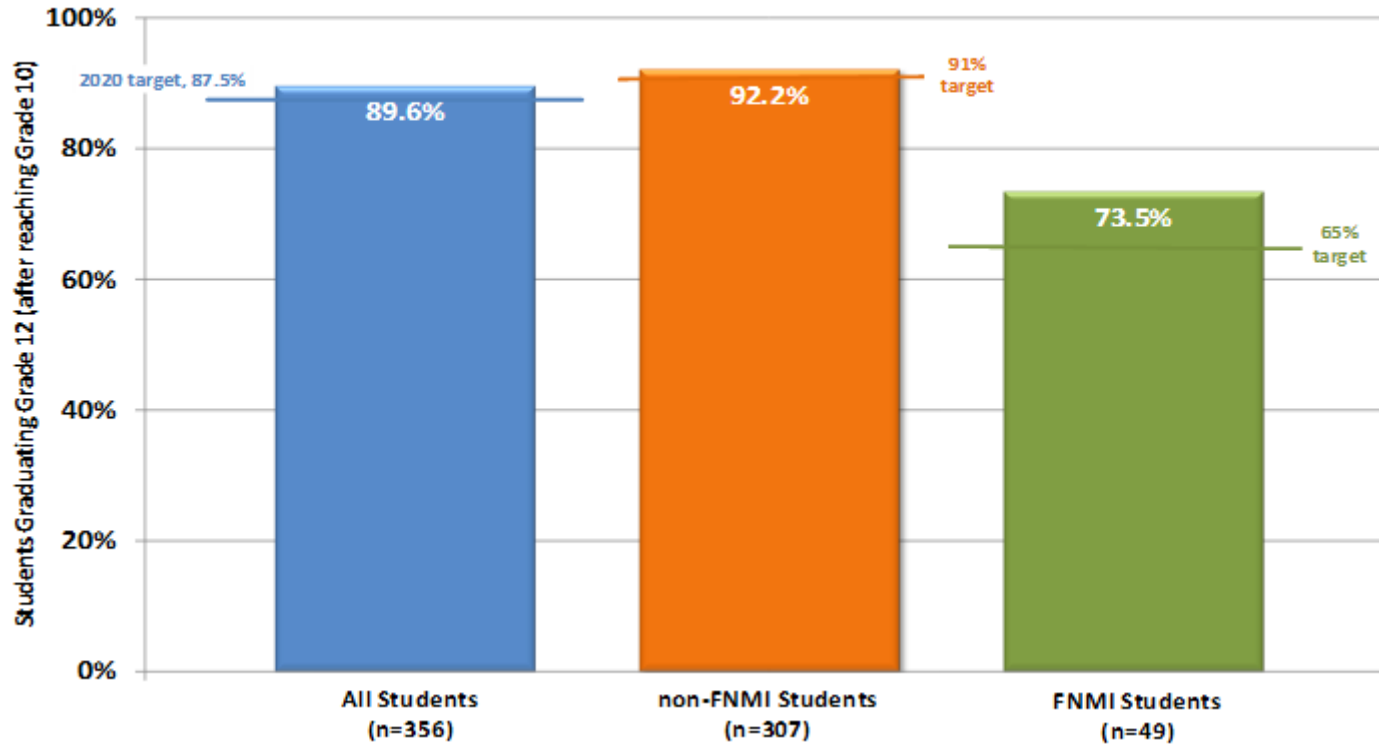
- Grad Rates
- Reading, Writing, Math
- Prekindergarten Tracking

# Graduation Rates, 2016-17



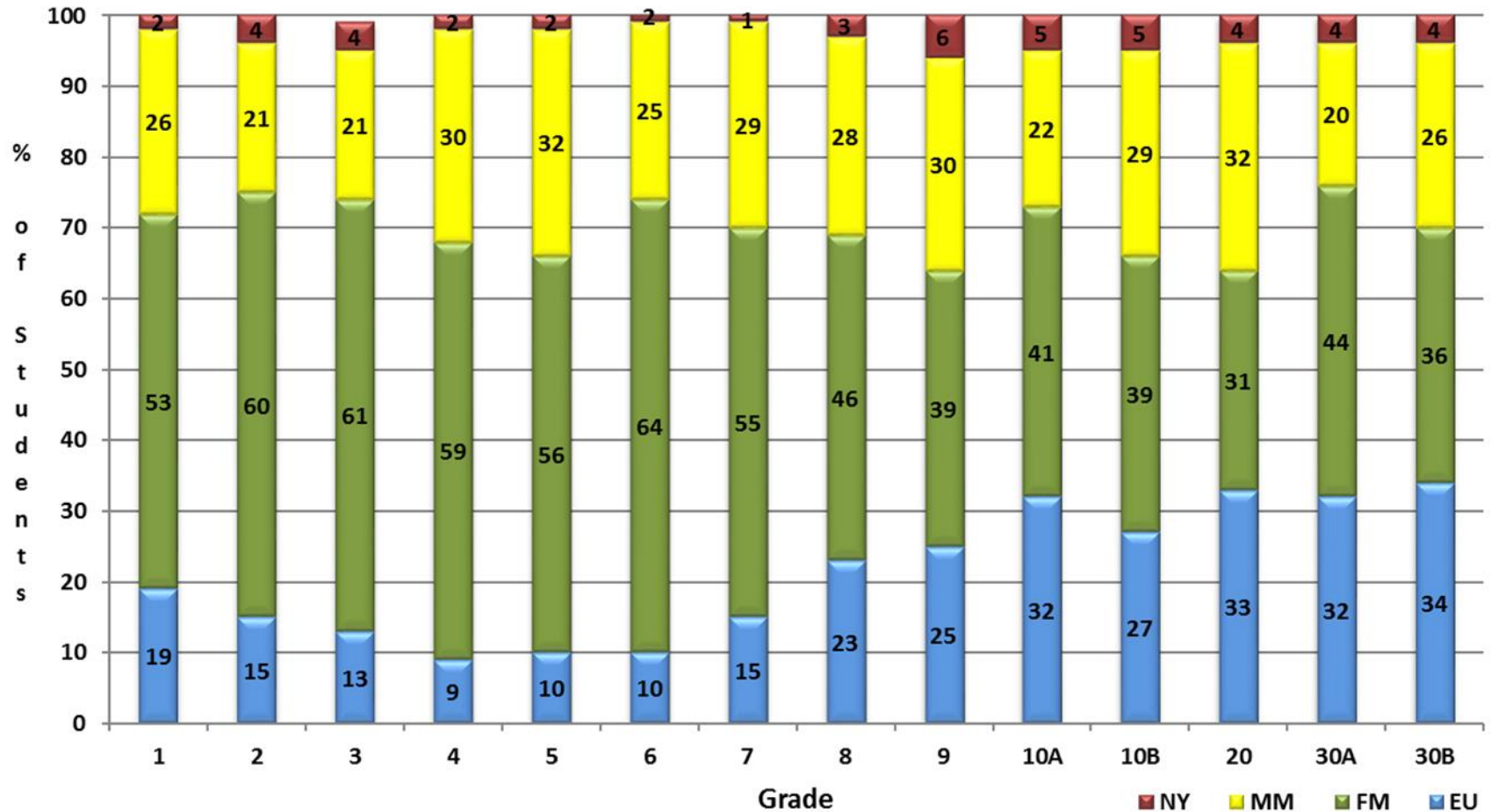
# Graduation Rates, 2016-17

'On-time' Graduation Rates, North East SD 200, 2016-17



# Students Achieve, ELA, 2016-17

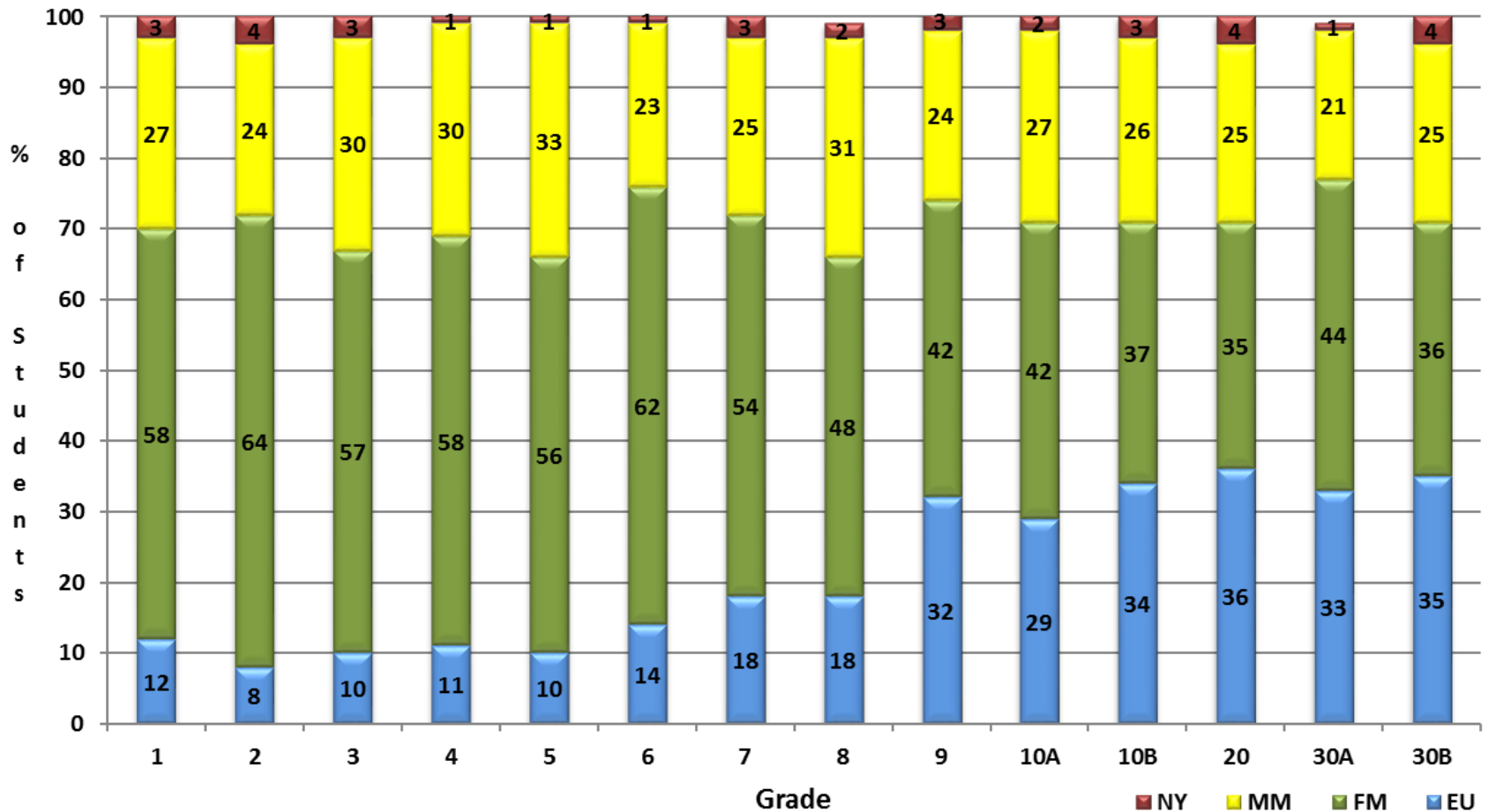
## Comprehend & Respond: ELA, Term 4, All Schools



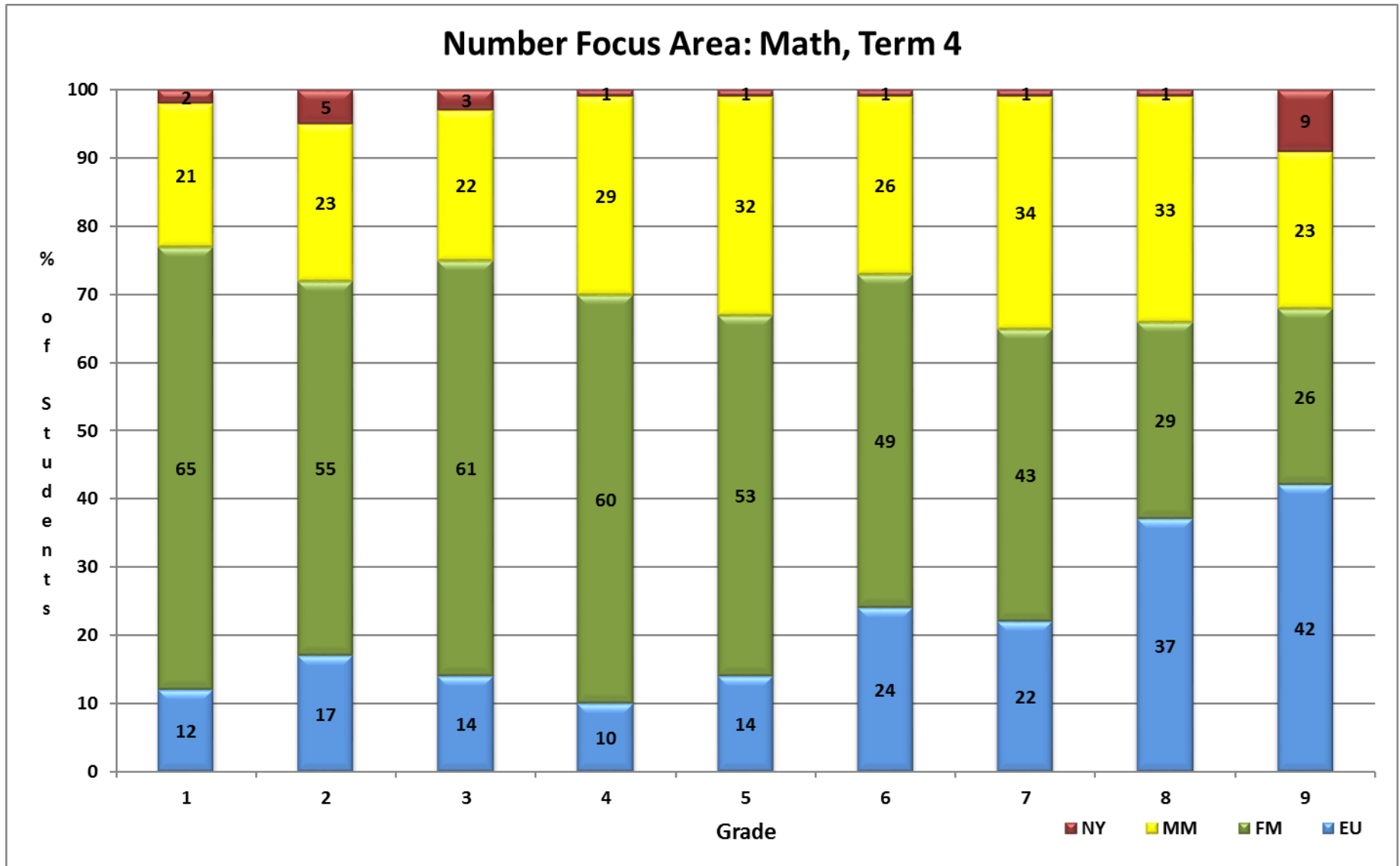


# Students Achieve, ELA, 2016-17

## Compose & Create: ELA, Term 4, All Schools



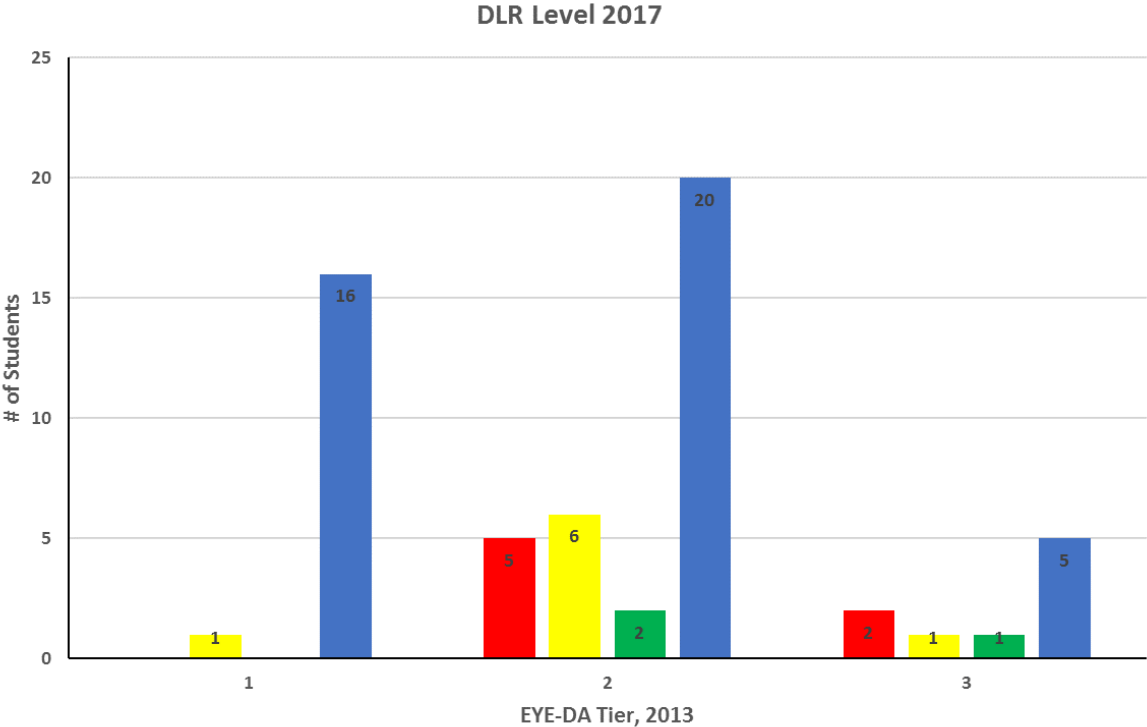
# Students Achieve, Math, 2016-17



# Prekindergarten

- Students from Melfort (Brunswick, Maude Burke, Reynolds), Stewart Hawke, Central Park, and Tisdale Elementary School were tracked
- A total of 80 students from the 2012-13 prekindergarten school year were tracked
- Some of the students have left our system or transferred schools

# DLR Level for Grade 3 Students



Displays the 80 students entry level in PreK (EYE) and their final DLR level in Grade 3

# Concluding Remarks

- Follow-up items & Questions



# NESD Board of Education

Meeting Date: October 24, 2017

Topic: North East School Improvement Project Annual Reports for 2016-17

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 type="checkbox"/> Board Strategic Direction	<input checked="" type="checkbox"/> Decision
<input type="checkbox"/> Audit Committee Meeting	<input checked="" type="checkbox"/> Monitoring or Reporting Items	<input type="checkbox"/> Discussion
	<input type="checkbox"/> Information Items	
	<input type="checkbox"/> Correspondence	

## BACKGROUND

The North East School Improvement Project (NESIP) is an innovative approach for improving student learning by encouraging teachers, parents, and the community to work collaboratively to introduce innovative projects that address local needs. It is modeled after the Alberta Initiative for School Improvement (AIS) that was originally initiated in 1999 by the Alberta Government. NESIP will provide targeted funding to schools to improve student learning and enhance student engagement and performance. \$1 million has been invested in this initiative by the Board of NESD to continuously improve student learning in NESD. The first year of NESIP was 2015-2016.

A NESIP Project Annual Report from the schools shall be submitted to the NESIP Committee. The Principal certifies that the information provided in this NESIP Project Annual Report is accurate, reliable, valid, and, that all NESIP requirements have been met. The schools with NESIP projects which were under way in 2016-2017 were asked to submit a report. A fillable form was provided for the school principal to use in providing the annual report.

## CURRENT STATUS

In 2016-17, the second round of projects was approved. Additionally, schools with projects that were not yet completed or delayed have been allowed to carry forward funds into 2016-17 to complete the 2015-16 projects.

The small engine project from 2015-16 involved seven schools and was originally developed to be completed in that year. We were unable to send participant schools to training until June 2017 and as such the engines were not available for delivery until October 2017 (and will be reported as expenditures in the 2017-18 fiscal year). White Fox School replaced Gronlid Central School at the training sessions as Gronlid was no longer able to provide the program in a kindergarten to grade eight setting. Gronlid students will have access to the program at MUCC.

Funding for year three of the NESIP program was limited to staffing of the previously approved programs at MUCC, TMSS, Wagner School, and LP Miller. Additional proposals for resources were not considered in 2017-18. Remaining funds (\$58,314) could be returned to surplus once all final costs have been confirmed.

## RECOMMENDATION

### **Proposed Motion:**

*That the Board receive the 2016-2017 Annual Reports for the North East School Improvement Projects.*

PREPARED BY	DATE	ATTACHMENTS
Rob McKay, Superintendent of School Services	October 17, 2017	<ul style="list-style-type: none"> <li>NESIP Financial Report</li> <li>NESIP Project Annual Reports 2016-17</li> </ul>

**North East School Improvement Program (NESIP)  
Financial Report**

<b>SCHOOLS</b>	<b>Total Allocated in 2016-17</b>	<b>2016-2017 Spending</b>	<b>2017-2018 Planned Spending</b>
Arborfield School	\$ -	\$ -	\$ -
Bjorkdale School	1,629	-	1,629
Brunswick School	16,563	16,812	-
Carrot River Elementary	10,000	10,179	-
Carrot River Jr & Sr HS	-	-	-
Central Park School	5,000	6,132	-
Gronlid School	14,878	95	-
Hudson Bay Community School	4,071	3,624	-
Maude Burke School	22,000	22,121	-
MUCC	37,884	10,745	27,139
Naicam School	2,918	4,686	-
Porcupine Plain	17,429	2,199	15,230
L.P. Miller Comp	17,429	1,594	15,835
Reynolds School	20,000	26,651	-
Star City School	47,429	13,205	17,838
Star City Colony	-	-	-
Tisdale Elementary	7,994	3,926	-
TMSS	13,138	1,665	11,473
Wagner Elementary School	-	-	-
White Fox School	17,429	2,013	15,416
William Mason School	17,429	2,384	15,045
	<b>\$ 273,220</b>	<b>\$ 128,032</b>	<b>\$ 119,605</b>
Maude Burke - Electrical/Installation Work	-	448	-
LP Miller - Aboriginal Advocate Teacher (.66 FTE)	56,100	56,100	56,100
MUCC - Literacy Project (.6 FTE) - time allotted	51,000	51,000	51,000
TMSS - Student Literacy Continuation (.55 FTE) - time allotted	46,750	46,750	46,750
Wagner - Aboriginal Advocate Teacher (.66 FTE)	56,100	56,100	56,100
	<b>209,950</b>	<b>210,398</b>	<b>209,950</b>
<b>TOTALS</b>	<b>483,170</b>	<b>338,430</b>	<b>329,555</b>

<b>Summary of Activity:</b>	
September 1, 2016 Opening Balance	726,299
2016-17 Spending	338,430
August 31, 2017 Ending Balance	387,869
<b>Less 2017-18 Planned Spending:</b>	
School Carry Forwards to be used in 2017-18	119,605
2017-18 NESIP Salary and Benefits	209,950
Estimated August 31, 2018 Ending Balance	58,314



# NESIP REPORTING FORM 2016-17

**Project Title:** Life Skills Kitchen

**Project Description:** Students within the alternate and functionally integrated programs at MUCC have a large focus on post-high school skills. This includes work experiences, as well as realistic home life situations. In order to meet these needs and help Alt Ed and FIP students gain skills to be independent in their lives beyond high school, a program that incorporates the skills to plan and prepare healthy meals is necessary. Many of these students will be able to live in an independent or semi-independent setting where they will be expected to meet their own daily basic needs, which will include meals.

**School(s):** MUCC

**Project complete:** Yes  No

## Brief Description of project progress:

AODBT Architecture and Design completed architectural drawing for a potential Life Skills Kitchen. The estimate, \$28 245, was far more than we anticipated. We intended to re-apply for further funding through the NESIP Grant this year. We still have approximately \$7000.00 remaining. After discussing with Rob McKay and Jeff Zenner we have decided to use the funds to put a Pantry in the Home Ec. Lab. While this is not ideal for our Life Skill Students, the additional storage space will make it more feasible for Life Skills Students to access the Home Ec Lab. In future years, we will pursue the possibility of a Life Skills Kitchen providing funding is available.

## Project Financial Information (money spent up to August 31, 2017)

Area of Expenditure	Budget \$	Budget (In-Kind)	Actual Cost (up to Aug. 31, 2017)
ADOBT Drawings	2700	Click or tap here to enter text.	1882.86
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# NESIP REPORTING FORM 2016-17

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# NESIP REPORTING FORM 2016-17

**Project Title:** Literacy Project

**Project Description:** NEISIP – B1: Brief Project Description Vision 2020’s commitment to improve education attainment, student achievement and graduation rates and the accompanying provincial sector plan aimed at: increasing graduation rates to 85% having 80% of students at grade level or above in reading, writing, and math decreasing disparity in graduation rates between First Nation/Métis students and their non-aboriginal peers. Reading and Writing A3 – currently MUCC’s “big rock” is to support Literacy. This will further enhance our effectiveness to improve our metrics in this area. Over the past two years, MUCC has successfully implemented a supplementary Literacy program for grades 7 to 9 students. This program implemented a small group strategy for targeted literacy intervention and skills remediation. With the emergence of LLI, as a division wide strategy, we feel that our supplementary literacy program will need to expand to accommodate more student support. Going forward, our future project proposal is as follows: **Continue the targeted literacy intervention: Implement complementary classroom-based approach to develop and strengthen literacy skills for all students and build capacity for all teachers: Classroom teacher/whole class support:** Timetable modeled co-teaching: Embedded individualized reading support and skill building Small group instruction based on continual formative assessment **Build teacher capacity to support literacy regardless of subject and grade level:** Staff PD – staff meetings and SIP days Team teaching with staff members in other subject areas to incorporate literacy into program delivery. **Grade 10–12 Student Support: individualized literacy support:** Students assigned tutorial periods could work on literacy skills when they are not working on completion of course material. It could also be made available to support our Keystone Program.

**School(s):** MUCC

**Project complete:** Yes  No

## Brief Description of project progress:

The staffing component of the Literacy Project is still in effect for 2017-2018 school year. We have used that staffing time as indicated above in the Project Description. We purchased Read Live Software to support both Leveled Literacy Students and regular students. Books were purchased at various levels to provide more reading opportunities for students. These books have been very well received by the students. The remaining budget will be spent this year on Read Life and more books.

Data has been included for the past 3 years of RAD results. Our results continue to fluctuate, but the discussion around reading strategies continue to be rich. This year, Stephanie Rutley is meeting with our ELA 7-9 teachers to assist them in focusing their attention on literacy deficiencies.

GRADE	2014-15	2015-16	2016-17	2017-18	2018-19
7	48%	55%	71%		
8	63%	77%	59%		
9	32%	44%	46%		

**Project Financial Information (money spent up to August 31, 2017)**



# NESIP REPORTING FORM 2016-17

Area of Expenditure	Budget \$	Budget (In-Kind)	Actual Cost (up to Aug. 31, 2017)
Resources (books)	2500	Click or tap here to enter text.	732.43
Read Live Software	2500	Click or tap here to enter text.	968.34
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Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
TOTAL	5000	Click or tap here to enter text.	1700.77
<b>Total</b>			



# NESIP REPORTING FORM 2016-17

**Project Title:** Welding 30 Expansion

**Project Description:** We would like to purchase welding curtains with appropriate portable stands and supplies to expand our Welding 30 program. The curtains would enable us to expand the welding area into the mechanics shop while being mobile enough not to interfere with the mechanics program. This would enable to the students to work on bigger projects that are more industry based. This would also require the purchase of extra supplies as well to aid in the completion of these projects.

**School(s):** MUCC

**Project complete:** Yes  No

## Brief Description of project progress:

This project tied together with the 2015-16 Welding 30 expansion project. We supplemented the project with our own decentralized to purchase an additional equipment such as curtains, cutting tools and additional supplies. The project is complete but Welding continues to be an extremely high cost program to operate.

## Project Financial Information (money spent up to August 31, 2017)

Area of Expenditure	Budget \$	Budget (In-Kind)	Actual Cost (up to Aug. 31, 2017)
XMT350 CC/CV208 575 Auto line	4000	Click or tap here to enter text.	5222.33
Plasma Cutter	0	Click or tap here to enter text.	1764.74
Various Tools & Curtains	0	Click or tap here to enter text.	3735.77
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# NESIP REPORTING FORM 2016-17

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Total			



# NESIP REPORTING FORM 2016-17

**Project Title:** Star City Shop Renovation

**Project Description:** We want to upgrade the shop to include a new overhead door, dust collection to all tools, a compound to increase work area and lumber and project storage. We have a drill press that needs to be updated so we would like to purchase a new one as well. We will also like to purchase materials to have the construction class build work benches for the small engine repair classroom.

**School(s):** Star City School

**Project complete:** Yes  No

**Brief Description of project progress:**

We have been upgrading the shop to install dust collection to all stationary power tools. We also had a new overhead garage door installed. We are looking into making a fenced in compound as well where we can store materials or projects in progress.

**Project Financial Information (money spent up to August 31, 2017)**

Area of Expenditure	Budget \$	Budget (In-Kind)	Actual Cost (up to Aug. 31, 2017)
Dust Collector	5,000.00	2919.20	4,421.73
Shop Tables	1200.00	648.79	1,075.96
Garage Door & Installation	6000.00	3000.00	5,798.65
Shelving Hardware	100.00	100.00	50.60
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# NESIP REPORTING FORM 2016-17

**Project Title:** Outdoor Classroom: Revitalize and Grow

**Project Description:** An existing outdoor classroom was created via SCC fundraising. It was plagued with some challenges of communication as we became a brand new division and trees that were planted had to be removed, the contractor that built it finished but his company went under – drainage was not done properly but his business no longer was in operation, and the area became a swamp/slough and weed infested area – which later became a hazardous area for kids to play as we had a bad year of snow that had a loader in to remove snow and the perimeter area and items were destroyed with the weight of the loader, creating boards that needed to be removed but were not replaced, etc. A package was created with the monies that were made available and quotes were requested to dig the area out, create proper drainage, move some tether balls and picnic tables and create the outdoor learning environment that was aesthetic and practical for drainage.

**School(s):** Maude Burke School

**Project complete:** Yes  No

## Brief Description of project progress:

- Lance Martin was a huge asset in this project. He went over my quote packages, met with contractors to go over specs, material specs and expectations. (see attached quote package and quotes)
- Titan contracting was chosen due to the price of the quote for scenario #1
- The scc was not willing to partake in further fundraising for this location as a message from Jeff Zenner was received at the end of June stating that our play structure was nearing the zone of removal due to the shape and age of it.
- I submitted requests for line locates and submitted them to Titan contracting.
- the project started after the school year ended and was completed very quickly and to the specs set out in the package and with Lance.
- a successful project that has created proper drainage, safety and an area for quiet students to visit and read at recess and an area that staff can work with students in an outdoor classroom setting.

## Project Financial Information (money spent up to August 31, 2017)

Area of Expenditure	Budget \$	Budget (In-Kind)	Actual Cost (up to Aug. 31, 2017)
Removal of aggregate, landscaping, materials and regrade.	10000	0	9879
Total			9879







# NESIP REPORTING FORM 2016-17

**Project Title:** Bringing visual technology to the gymnasium

**Project Description:** Installation of a projector in the gymnasium that can easily access the internet and teacher files to support learning in the gymnasium and to support evening literacy or family events.

**School(s):** Maude Burke School

**Project complete:** Yes  No

### Brief Description of project progress:

- Linda Hipkins was a huge asset in this project. Her and her IT dept gave me some specs to work with .
- I created a package request and Linda invited various companies to come in and see me, share specs, measure gym, etc, then provide a quote to us. (see attached quote summary)
- we were able to work with a company that deals with the same projectors utilized in museums and cinemas (Christie) who was able to beat the specs of all the other companies dramatically.
- with the upgraded quality we were going to be slightly over budget – I talked with Rob and Wanda and they approved the monies over (and our next project was under as they suspected various would be under)
- the company did the install and did work at TES at the same time to save us some mileage, meals and motel monies
- We then had an electrician wire the projector
- the quality and use by staff has been phenomenal!

### Project Financial Information (money spent up to August 31, 2017)

Area of Expenditure	Budget \$	Budget (In-Kind)	Actual Cost (up to Aug. 31, 2017)
Projector and installation Hillman AV	12300.67	0	12300.67
Sisson Electric – wiring install	645.95	0	645.95
Total Cost			12946.62



# NESIP REPORTING FORM 2016-17

Total			



# NESIP REPORTING FORM 2016-17

**Project Title:** Reynolds Central School Playground Improvement

**Project Description:** Upgrade/landscape

**School(s):** RCS

**Project complete:** Yes  No

## Brief Description of project progress:

July 2017 – groundwork began for preparation of new playground structure

- excavation of site.
- removal of sand and dirt
- structure arrived
- digging of piling holes
- rain filled holes, hired pumper truck to empty holes
- installed structure
- cement in piling holes
- landscaped
- pea gravel for 18" base
- 

## Project Financial Information (money spent up to August 31, 2017)

Area of Expenditure	Budget \$	Budget (In-Kind)	Actual Cost (up to Aug. 31, 2017)
Murphy Excavating	\$5000	0	\$3937.50
Redi Mix Cement piling holes	\$1695.36	0	\$1695.36
Kirsh Gravel Pit	\$6296	0	\$6925.60
Waste Management	\$500	0	\$409.50
	Playtopia		\$30 717.89
	2 <sup>nd</sup> playtopia		\$1901.00
Total Spent			\$45 586.85
<b>Total</b>			



# NESIP REPORTING FORM 2016-17

**Project Title:** LP Miller Aboriginal Advocate Teacher - Advocacy Project - Mamawe

**Project Description:** Currently in the NESD FNM students experience a lower level of success and engagement than non-aboriginal students. Students have lower credit attainment and on time graduation. Comparatively, the NESD has 3 year graduation rate of 55.9% for FNM students and 92.8% graduation rate for non-Aboriginal students

**School(s):** LP Miller

**Project complete:** Yes  No

## Brief Description of project progress:

Last year we had 13 students registered in grade 10 classes with our Advocacy Teacher, Josie Pelly. These students will work together as a group in the morning for 3 classes/credits each semester. In the afternoon, the students will be placed in partially alike groupings to assist them in being successful at LP Miller.

This year we are tracking these students and providing them with 3 classes of support with Josie or an Advocacy teacher.

We have 12 new students to the Advocacy program with Josie Pelly. They are taking 6 classes with Josie and an additional 4 classes with teachers who are working together in our Advocacy PLC.

## Project Financial Information (money spent up to August 31, 2017)

Area of Expenditure	Budget \$	Budget (In-Kind)	Actual Cost (up to Aug. 31, 2017)
Classroom décor...upgrades for student comfort	Click or tap here to enter text.	\$765.40	Click or tap here to enter text.
Travel – experiential learning opportunities	Click or tap here to enter text.	\$2000.00	Click or tap here to enter text.
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# NESIP REPORTING FORM 2016-17

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# NESIP REPORTING FORM 2016-17

**Project Title:** Outdoor Learning Space

**Project Description:** We had a gazebo built to utilize as an outdoor learning space.

**School(s):** Carrot River Elementary School

**Project complete:** Yes  No

## Brief Description of project progress:

In the 2016-2017 school year we had a gazebo built and benches completed. This year our plan is to add picnic tables and raised garden beds. We will also have a grand opening of the space. In future years, we will add learning opportunities for students. All money we received from our NESIP grant has been spent.

## Project Financial Information (money spent up to August 31, 2017)

Area of Expenditure	Budget \$	Budget (In-Kind)	Actual Cost (up to Aug. 31, 2017)
Holmen Excavating – preparing the land	Equipment/Capital Expenses:\$22,000 (Playground fund used)	Click or tap here to enter text.	2980.25
Rona – Labour and material for gazebo and benches	Equipment/Capital Expenses: \$22,000 (NESIP grant \$10,000 and Playground fund used)	Click or tap here to enter text.	13740.72
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# NESIP REPORTING FORM 2016-17

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Total			16,721.07



# NESIP REPORTING FORM 2016-17

**Project Title:** Wagner Aboriginal Advocate Program

**Project Description:** This advocate teacher will work alongside classroom teachers as well as with Outreach Workers, Counseling Consultants and other Student Support Services personnel in Wagner School to support a model that will focus on: 1) early intervention (academic and social/emotional); 2) fostering a positive school climate; 3) cultivating parental/family engagement; 4) providing personalized attention to students; 5) building self-esteem and supports; 6) providing guidance and access to mental health and counseling as needed; 7) building social skills, life skills and promoting vocational skill development; 8) promoting involvement in extracurricular activities; and 9) easing grade level transitions. Promote programs and strategies that create a sense of belonging for all students

**School(s):** Wagner Elementary School and LP Miller

**Project complete:** Yes  No

## Brief Description of project progress:

We have completed the first year of the two year project. We have seen a high level of growth in the following areas: parent engagement, attendance, behavior, and class engagement. We have also seen a growth in student-staff-parent interactions.

Areas for further growth include building on the strengths gained from this first year and using the inclusive model with all of our students, in each classroom. Our school staff will be engaging in professional development that will include First Nations Sound pedagogy. This will further help our staff build strong connections and relationships with our First Nations students and move towards higher levels of academic success.

Further information has been provided to Katie White.

We plan to continue into next year with our focus on building internal capacity to move the project forward. Further PD will be used to assist staff members in culturally responsive pedagogy.

## Project Financial Information (money spent up to August 31, 2017)

Area of Expenditure	Budget \$	Budget (In-Kind)	Actual Cost (up to Aug. 31, 2017)
Salaries and benefits	\$200,000	Click or tap here to enter text.	\$60,543
Professional Development – Travel and substitute costs	\$1000	Click or tap here to enter text.	0



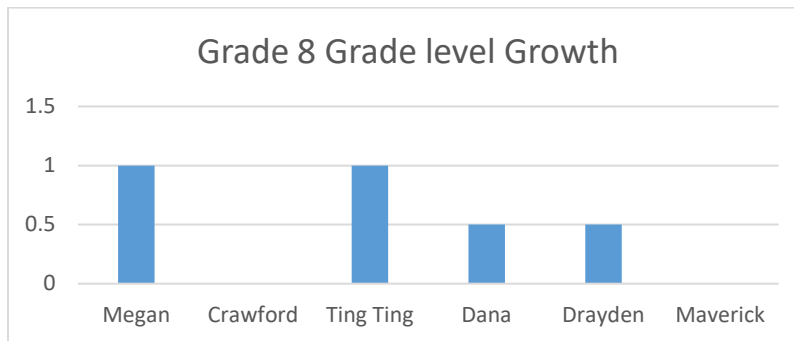
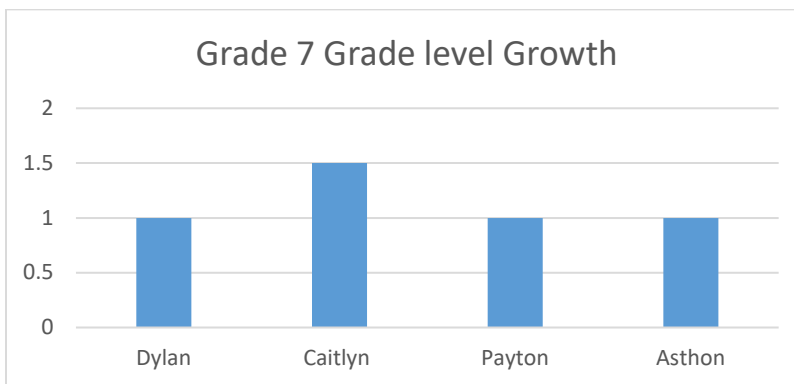
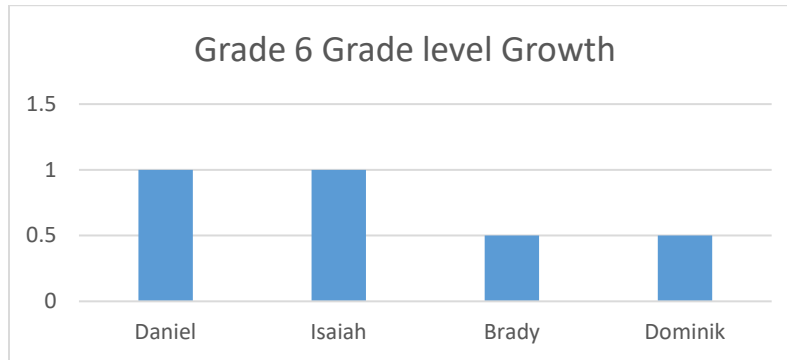


# NESIP REPORTING FORM 2016-17

Advocate Special events – family engagement, FN art, classroom engagement	0	Click or tap here to enter text.	\$3961.90
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Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	\$64504.98
<b>Total</b>			

# TMSS 2016-17 NESSIP Report

## A. Tier Reading Results



Although the charts above give a snap shot of student progress while in reading groups, there is more to the learning than the numbers included. Looking at the grade 8 group, it is important to note that four students have grown between 1.5 and 4 grade levels since they began reading interventions in January of grade 6. When taking a closer look at the 2 students in grade 8 who did not experience any grade growth it became apparent that one of those students requires further testing to give his teachers a better understanding of his learning and processing speed. The other student who did not experience grade level growth was not expected to, as he was already reading at a grade eight level. He was included in the group because of lack of academic attainment within his classes, although

test scores showed that he was capable of achieving grade level outcomes. The school collaborated with his parents and included him in the LLI group and success was experienced, which is included in the parent anecdotal below.

## **B. Parent Anecdotal**

The results were great! We noticed good changes even during the process (not just at the end).

Maverick has become less frustrated with his ability and more confident generally.

Maverick's attitude toward reading has absolutely changed. He volunteers to read things now; previously he would make all attempts to avoid.

He is enjoying his other classes more than he did before. He comes home sharing his daily report of what happened in the class; talks about the interactions between himself, his classmates and his teacher(s).

Maverick had been given a really good understanding of how his marks were applied and his class time shared between both teachers - he liked how it all worked together. As parents, so did we!

He talked to us about what he was reading in class a lot. Maverick excited about his learning and interested in so many new things. He enjoyed reading help and he liked the fact that his grades were improving because of what he was learning to do differently in order to meet expectations.

In addition to the skills that were taught, I think that being in a smaller more intimate environment contributed as well. And also that being allowed the opportunity to learn alongside others who may be struggling more probably helped generate an appreciation or gratitude within him as well. All of these things are so important. And when addressed, can make all the difference in the world in a kid's school year and his future years too.

Thanks so much

## C. Staff Literacy Development

### Opening Day In-service – August 29, 2016

#### PD Plan

*At this time, staff was introduced to the outline that was going to be followed for Professional Development for the 2016-17 school year.*

### September 26, 2016 – Before Strategies

#### “Over Coming Textbook Fatigue” (ReLeah Cossett Lent)

#### Chapter 2. Background Knowledge: The Glue That Makes Learning Stick

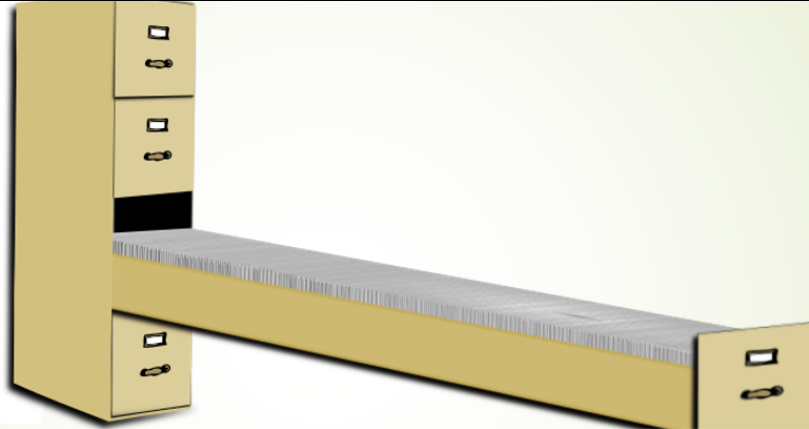
*Goal: To help students acquire meaningful and long-lasting content knowledge.*

*The activation of prior knowledge, both before and during reading, is a way that readers “prime their cognitive pumps” and turn on their central processing units, so to speak. Whether the knowledge stored in long-term memory is factual, conceptual, or experiential, recalling what is already known about a subject and then connecting it to what is being read greatly increases the likelihood, if not the certainty, that readers will understand and remember what is read while also generating **increased levels of motivation and attention.***



Your goal is to help students acquire meaningful and long-lasting content knowledge. To understand how this happens, an important consideration as you design a lesson, consider your own brain

“Activating prior knowledge is not only about asking students what they already know about a specific subject, but it also involves helping them figure out the **connections between what they know and what they are reading.**”



## Long-term Memory

Think of your long-term memory as a gigantic filing system filled with folders similar to those stored on your computer's hard drive or in an actual filing cabinet in your departmental office. The size of your long-term memory is dictated by how much you know. Amazingly enough, however, its capacity is unlimited.

### 1. Carousel Walk

A carousel walk (or gallery walk) allows students to work in groups and move around the room as they share background knowledge. Suppose your next unit in your middle or high school social studies or English curriculum is the story of Homer's Ulysses (or Odysseus). Write one word or term on a separate sheet of chart paper. Examples may include Trojan horse, Penelope, Cyclops, Circe, Sirens, Ulysses, Ithaca, or even concepts such as bravery, adventure, or journey. Tape charts around the room on walls, allowing about five feet between charts.

Place students in groups of three or four and give each group leader a different colored marker. Station one group by each chart. When you say "begin," the students in each group will list everything they know about the term. When you say "move," they will advance to the chart on their right and begin listing everything they know about that term until you again say "move." Groups move and add to the lists until they return to their original charts.

Have students sit down (within their groups) and go through each chart with the whole class, reading the items aloud and asking for clarification from the groups (easily identifiable by the color of the marker used). You can foster discussions and make connections as you assess, activate, and build background knowledge prior to reading

### 2. Free Discussion

One way of assessing background knowledge is by listening to kids talk. Put students in groups (or allow them to choose groups) and throw out a question related to the reading, such as "Why do you feel lighter in water than out of it?" when studying buoyancy in elementary science or "What do you know about China?" before beginning a unit on China in social studies, any grade. Each group shares what they know (or think they know) while the teacher listens carefully. Students often say things that are far from fact, so this activity gives me opportunities to correct misperceptions or ask them to look up information online and then report back to the class the next day.

3. **Textbook Scavenger Hunts:** Here are sample items for your textbook chapter scavenger hunt:

- Choose five words or terms the group thinks will be important to this unit. (Note: Don't use the vocabulary words that are highlighted at the beginning of the chapter.)
- Choose one picture in this chapter and tell why your group thinks this picture is important.
- Choose one graph or map and provide a different caption for it.
- Give a summary of the cycle on page X.
- Write the items needed for the lab on page X. Think of two more items that would be useful for this experiment.
- Find the answer to one "review" math problem in this chapter.
- Record something in this chapter that your group has studied in previous years and discuss what new information is presented.
- List three things to look up online that would help your group better understand this chapter.
- Discuss which visual in this chapter is most interesting to your group. Explain why.
- Discuss which concept in this chapter your group thinks may be most difficult to understand.

4. **Using Picture Books to Build Background**

Picture books, sometimes known as children's books, aren't just for little kids anymore. Surprisingly, picture books contain more rare words per thousand words than prime-time television or the conversation of college graduates (Carr, Buchannan, Wentz, Weiss, & Brant, 2001). A quick perusal of what are called crossover picture books, nonfiction and fiction books for adolescent and adult readers with complex themes and provocative subject matter, will convince you that this new category of books is certainly not written for kindergarteners. They are, however, excellent resources for building background because they focus on a single concept, often in depth. As for building background, the illustrations and text come together in a way that textbooks simply cannot by giving students a rich context prior to reading.

5. **Building Background Virtually**

In classrooms equipped with interactive whiteboards—or if all students have laptops or tablets—building background knowledge is easier than ever before. Websites allow students virtual experiences, such as listening to speeches or music from different eras; watching video clips or newscasts; or examining all sorts of primary documents. These background builders significantly deepen students' comprehension of any topic. The best part of technology is that you can get students to help you. Look through the chapter or unit you are preparing to teach. After assessing students' background knowledge, decide what topics you will scaffold with additional information,

## **BACKGROUND KNOWLEDGE: A NECESSITY**

Background knowledge is not a frill of education, a nicety that simply helps students enjoy reading and learning. **Background knowledge is essential to comprehension, to making connections, and to understanding the big ideas.** Background knowledge is the foundation of all academic study.

*Not taking the time to assess, activate, and build prior knowledge is like throwing the ball to an inexperienced basketball player and demanding that he play like a pro in the big game.*

All learning takes time, and it is incremental. No matter how quickly the textbook skips from topic to topic, it is our responsibility to help students fill in the blanks so meaning is complete and rewarding.

Staff was asked to be ready to share an experience with one of the 5 Activating Prior Knowledge routines at the **November 7<sup>th</sup> Staff Meeting.**

<http://www.ascd.org/publications/books/113005/chapters/Background-Knowledge@-The-Glue-That-Makes-Learning-Stick.aspx>

### **November 7, 2016 – During Strategies**

#### **Teacher Reflections**

I used the “Carousel Walk”, and “Building Background Virtually” as *Before* strategies prior to completing the RAD assessment in ELA class. Recycling is a somewhat difficult topic for students to comprehend as compared to students in BC, where recycling really is a bigger deal there with the larger population. Both strategies had the students actively engaged in the topic. It motivated them to see where this was going to lead them. It gave them more confidence in doing an activity that is usually seen as stressful, boring, or discouraging.

I used this strategy with my Accounting 10 class with a portion of the textbook. They used yellow for places that are confusing, and pink to mark places that they understand well enough to explain to their peer. They underlined any new vocabulary. This worked really well, because they were much more invested in their reading because they had a “job” to do at the same time

**December 5, 2016 – Before and During Strategies**

## **Chapter 2: The "So What?" of Reading Comprehension**

*Do I Really Have to Teach Reading?*

### **Essential Elements of Comprehension Instruction**

1. Assess the text students are expected to read. Is it interesting and pertinent to the instructional goal? Is it at the reading level of the students, or is it too difficult? If the text is too difficult, consider how you will make the text more accessible.
2. Provide explicit modeling of your thinking processes. As an expert reader of your content, identify what you do to make sense of text. Share that information with your students.
3. Define a purpose and help students have a clear reason for their reading and writing. Make sure they know how the information they read and write will be used.
4. Teach students how to hold their thinking and give them opportunities to use the information they've held.

I think back to my days in high school and college as a student. I know I was taught a lot that I don't remember - or use. The information that I remember and use came from constructing meaning while learning about something new. My focus as a teacher has really shifted from covering a body of content and marching through a series of lessons to content comprehension. Strategy instruction is freeing, because I don't feel this incredible pressure to teach every classic novel or SAT vocabulary word or grammar rule.

### **What Works**

1. Ask yourself, "Why am I doing this?" and "How will it help students think, read, or write more thoughtfully about my content?"

*Teaching Point: Good readers use reading, writing, and talk to deepen their understanding of content.*

2. Remember that strategies are only options for thinking. One comprehension tool is not more important than another. There is no specific order, sequence, or template for introducing strategies to students.

*Teaching Point: Good readers have a variety of ways to think about text. They can make connections, ask questions, infer, and visualize, as well as sift and sort the value of different pieces of information.*

3. Ask yourself as the expert of the content and the best reader in the class: "Is this activity authentic?" Would a mathematician, scientist, historian, or artist ever read in ways that



approximate what you are asking your students? If not, how could you make the activity more genuine?

*Teaching Point: Good readers don't need end-of-the-chapter questions or isolated skill sheets. They ask their own questions, based upon their need for a deeper understanding of specific aspects of the text.*

4. Don't isolate strategy instruction into discrete, individual activities from day to day. Plan lessons based on student work from the previous day, using student response as a way to analyze how thoughtfully kids are approaching text.

*Teaching Point: Good readers reread and return to text to build and extend their knowledge of specific concepts, or enhance their enjoyment of texts they have enjoyed previously.*

**At this time, each staff member was given a package of approximately 30 Reading strategies, with instruction and demonstration on how to use some of the strategies. The staff member was challenged to skim through the package and pick out a strategy that they could see being implemented in one of their classes prior to the February 13<sup>th</sup> staff meeting.**

### **February 13, 2017 – Before and During Strategies**

*At this staff meeting, staff shared with a small group their reflections from the strategy they tried. Here are examples of two such reflections:*

#### **Strategy card and Teacher Reflection**

## Possible Uses of Highlighters



Suggestion: Photocopy a short piece of text, a page from a textbook or novel, a graph or word problem. Make a transparency (or use a digital copy) and model places in the text where you highlight. Give students an opportunity to do the same. Use highlighted student's sheets to drive the discussion.

- Give students a yellow highlighter to mark places that are confusing, and a pink highlighter to mark places that they understand well enough to explain to someone else in the class.
- Use any color highlighter to emphasize the reader's purpose in the text. For example: a line that causes the reader to ask a question; a line that the reader can personally relate to; a line that strikes the reader; a word or term that is unknown; a section that is well written.

*page 74*

I have used "Possible Uses of Highlighters". About every two weeks we do a reading comprehension assessment. The class started out not doing very well on these. Throughout the course of the year, we talked about possible strategies to help with their success. They know that they will be required to know important facts, recall ideas, make inferences, summarize and paraphrase, use words precisely, and figure out the author's intent. They started highlighting items as they read to identify things they might need in order to answer the questions. It helped them focus and identify information.

**Strategy card and Teacher Reflection**



## Fast-Write

*Purpose: To discover what students know about a topic: to use continual writing to help students reclaim information.*

### **Guidelines:**

1. Explain how to do a fast write. Model a fast-write. On chart paper, show students how a fast-write works, repeating words when ideas stop flowing.
2. Encourage students to ask questions about the modelled process.
3. Give students a set amount of time to write as much as they can about the assigned topic.
4. Call for volunteers to read their fast-writes and expand everyone's knowledge. If no one volunteers, collect papers and read them to determine the level of students' background knowledge.
5. Continue modelling and asking students to practice until they show you they can comfortably do a fast-write.

I used this strategy with my Accounting 20 class on the topic of Credit/Debit Cards and payment. They had a few minutes to write down everything they knew about the topic based on their prior knowledge. They came up with quite a few things on their papers. When I asked for volunteers to share, no one wanted to start, so then I had to call on each table to say 1 or 2 things they had on their list. The discussion showed me how much they knew going into it, and affected how in depth I would go in certain areas. It also allowed the students a chance to listen to what their peers knew.

**\*\*Having that blue book in my desk was a great reminder of all the ideas I could incorporate into my lessons, quite easily\*\***

**March 13, 2017 – Before and During Strategies**

## Strategy card and Teacher Reflection

### Retelling

*Retelling entire stories is an excellent way for students to monitor how much they remember. The point is not to memorize the exact words, but for a child to recall in his/her own words, details about character, setting, plot, dialogue, or information. When monitoring oral and written retellings, look for the following:*

**Setting:** Student can tell where and when the story takes place.

**Characters and Problems:**

- Names main character and problems he/she faced.
- Names other characters and shows how these connect to the main character.

**Plot:**

- Recalls the important events
- Sequences the events
- Includes rich details
- Includes beginning/middle/end of the story

**Solution:** Shows how the problems were solved

**Personal Connections:** Offers feelings and reactions and makes connections between characters and events and own life.

<http://teacher.scholastic.com/lessonrepro/lessonplans/profbooks/strategies.htm>

I use the “Retelling” strategy during my read aloud. I have been told that all students should be read to, and that it’s so good for them and doesn’t happen enough. I, myself, as a learner, hated being read to. I’m never really sure if the students truly enjoy being read to or if it’s because “they don’t have to do any work”, or if they really do like it, or if they are even listening and retaining anything that I am reading to them. So with this activity, I made a handout for them, and used the exact information from the blue card on the handout. It really focused their listening skills, and also gave me an idea of what they heard and retained. It was a valuable activity that I will use again.

## Strategy card and Teacher Reflection

## Close Reading Record

*Purpose: To build background knowledge by looking at headings, captions, and boldface words in a chapter, then analyze them and start making connections.*

1<sup>st</sup> Read: Read the problem. What is the problem?

2<sup>nd</sup> Read: Reread the problem. What are the questions?

3<sup>rd</sup> Read: Reread the problem. What numbers are important in this problem?

4<sup>th</sup> Read: reread the problem. Did you answer the question?

I used this strategy with my math 9 class with Linear Inequalities problems. We had some pictures that went along with our examples and I asked them to read the example, then re-read the problem. Then ask themselves “What is the question asking?” Then re-read the problem. Then I asked them “What numbers are important in this problem?” Then we did the problem together, and I called on students for each step...then I had them re-read the problem one more time. Then I asked them “Did we answer the question?”

For some students, they are doing this process all the time in their head in math. But they didn't seem to mind doing it out loud together as a class. For other students who normally do not do this process, they realized this is how they should approach almost every math problem.



# NESIP REPORTING FORM 2016-17

**Project Title:** TMSS Literacy Project

**Project Description:** The TMSS Literacy Project is a twofold approach to enhancing literacy through grades 6-12. The first part of the project is devoted to providing additional Tier 3 reading intervention support to students who score two or more years below grade level using the Jerry Johns Reading Assessment. Students in grade 6-8 participate in the program while their peers enhance their literacy capacity during Daily 5 time via a number of different strategies including the use of READ LIVE on-line. The second part to the project has involved building the capacity of our staff to support literacy within the classroom regardless of context, which has been done via Staff and SIP day Professional Development

**School(s):** TMSS

**Project complete:** Yes  No

## Brief Description of project progress:

The project has again met with high success:

Tier 3 intervention (See Attached progress) – all students are showing a minimum of one grade level of growth with many achieving far greater gains as supported by the Eight purchased laptops to support READ LIVE programming.

Tier 2 intervention (LLI) – 2016-17 also saw our project provide tier 2 support to students with the inaugural implementation of Levelled Literacy Intervention. This too yielded positive results, and though the program was primarily facilitated in a pull-out model, 2017-18 will see us explore more efficient/inclusive ways to have LLI delivered grade 6-8 by way of co-teaching support to our ELA teachers from our Literacy Coach.

Staff Literacy Capacity – (See Attached) In 2016-17 TMSS Staff were tasked with “implementing” a number of literacy strategies into their teaching practice regardless of course on a monthly basis that also required reflection and sharing at regular staff meetings.

Resource expenditure – In 2017-18 the remaining dollars have been distributed to targeted teachers at a pro-rated amount to purchase differentiated text in ELA, Social, Science and Health to support students of all reading levels regardless of subject area.



# NESIP REPORTING FORM 2016-17

## Project Financial Information (money spent up to August 31, 2017)

Area of Expenditure	Budget \$	Budget (In-Kind)	Actual Cost (up to Aug. 31, 2017)
Staffing	\$49 925.00	Click or tap here to enter text.	\$49 925.00
Resources	\$26 000.00	Click or tap here to enter text.	\$14 527.46
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
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Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
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<b>Total</b>			



# NESIP REPORTING FORM 2016-17

**Project Title:** Brunswick School Outdoor Learning Area

**Project Description:** As per our playground improvement plan, we are working to complete Phase I of the Outdoor Learning Area to meet the needs of our students.

**School(s):** Brunswick School

**Project complete:** Yes  No

**Brief Description of project progress:**

- Phase I is now completed. Based on the cost of the gazebo structure and site preparation, we did use \$2650.00 from our Playground Improvement Plan NESIP Grant.

**Project Financial Information (money spent up to August 31, 2017)**

Area of Expenditure	Budget \$	Budget (In-Kind)	Actual Cost (up to Aug. 31, 2017)
Mel-View Metal - Gazebo	\$9500.00	Click or tap here to enter text.	\$12650.00
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
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Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
<b>Total</b>	\$9500.00	Click or tap here to enter text.	\$12650.00
<b>Total</b>			





# NESIP REPORTING FORM 2016-17

**Project Title:** Brunswick School Playground Improvement

**Project Description:** As per our playground improvement plan, we are working to complete Phase I, II, and III projects to meet the needs of our students.

**School(s):** Brunswick School

**Project complete:** Yes  No

## Brief Description of project progress:

- We have purchased additional swings for the North end playground area for our Grades 4-6 students.
- Original budget was for \$4400.00 with the actual cost now being \$4696.41 (installation date TBA).

## Project Financial Information (money spent up to August 31, 2017)

Area of Expenditure	Budget \$	Budget (In-Kind)	Actual Cost (up to Aug. 31, 2017)
One-Stop Playgrounds/Henderson Recreation	\$4400.00	Click or tap here to enter text.	\$3912.40
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
<b>Total</b>	\$4400.00	Click or tap here to enter text.	\$3912.40
<b>Total</b>			



# NESD Board of Education

Meeting Date: October 24, 2017

Topic: North East School Level Learning Improvement Plans 2016-2017

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 type="checkbox"/> Board Strategic Direction	<input checked="" type="checkbox"/> Decision
<input type="checkbox"/> Audit Committee Meeting	<input checked="" type="checkbox"/> Monitoring or Reporting Items	<input type="checkbox"/> Discussion
	<input type="checkbox"/> Information Items	
	<input type="checkbox"/> Correspondence	

## BACKGROUND

The Education Sector Strategic Plan (ESSP) provides the direction for the Ministry of Education, publicly funded school divisions, and First Nation Educational Authorities. The goals of the ESSP have been developed to support the Saskatchewan government's Vision 2020. The Board of Education has a four-year strategic plan to support local conditions and establish priorities for the school division aligned with the ESSP. Legislation requires School Community Councils to develop a Learning Improvement Plan (LIP) each year. The LIP's are to be submitted to the board of education for approval.

## CURRENT STATUS

Principals and School Community Councils were asked to finalize the 2017-2018 School Learning Improvement Plans for board approval on or before September 30, 2017. The plans have been posted on the board's portal for review.

## RECOMMENDATION

### Proposed motion:

That the board approve the 2017-2018 Learning Improvement Plans for the schools of the North East School Division.

PREPARED BY	DATE	ATTACHMENTS
Don Rempel, Director of Education	October 3, 2017	School Learning Improvement Plans on Board Portal <a href="#">NESD Board-ESSP</a>



# NESD Board of Education

Meeting Date: October 24, 2017

Topic: Strategic Plan of the Board

MEETING	AGENDA ITEM	INTENT
<input checked="" type="checkbox"/> Board Meeting	<input type="checkbox"/> Principle and Policy Item	<input type="checkbox"/> Information
<input type="checkbox"/> Committee of the Whole	<input checked="" type="checkbox"/> Board Strategic Direction	<input 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.

## CURRENT STATUS

Administration developed a renewed strategic plan, which was presented for board consideration on September 26, 2017.

## RECOMMENDATION

### Proposed Motion:

That the North East School Division Strategic Plan 2017-2021 be adopted.

PREPARED BY	DATE	ATTACHMENTS
Don Rempel, Director of Education	September 27, 2017	Draft strategic plan (one page)



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## STRATEGIC PLAN OF THE BOARD 2017-2021

### 1. Preamble to the Strategic Plan

The North East Board of Education has established this four year strategic plan as a major component of its governance policies and leadership vision. It is intended that this plan will provide a flexible blueprint to direct the activities of the Board in its mandate as an elected board of education.

### 2. Vision Statement

Our vision is education in a culture of excellence.

### 3. Mission Statement

Our mission is to ensure every student has the opportunity to succeed.

### 4. Guiding Principles

Success in the North East School Division is achieved through the following shared values.

*Commitment to Be your Best:* We are committed to the pursuit of excellence and the achievement of one's personal best.

*Responsible:* We are committed to individual and organizational accountability.

*Inclusive:* We are committed to a culture of mutual respect which is responsive to the diversity among people.

*Cooperative:* We are committed to collaborative relationships fostered by open communication.

*Ethical:* We are committed to conducting ourselves with integrity and compassion.

### 5. Goals to Achieve the Vision/Mission

Our school division goals are:

1. Our students and staff support and feed the body, emotions, mind and spirit to increase a sense of well-being, connectedness and resilience, and to improve student achievement.
2. Our students exit kindergarten ready for learning in grades 1 to 3.
3. Our students are at or above grade level in reading, writing and math.
4. Our First Nations and Métis students are resilient, successful in learning, and graduate on time.



# NESD Board of Education

Meeting Date: October 24, 2017

Topic: Director of Education Goals 2017-2018

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 type="checkbox"/> Decision
<input type="checkbox"/> Audit Committee Meeting	<input type="checkbox"/> Monitoring or Reporting Items	<input checked="" type="checkbox"/> Discussion
	<input type="checkbox"/> Information Items	
	<input type="checkbox"/> Correspondence	

## BACKGROUND

Each year, the director of education shares professional goals with the Board of Education. In May of each year, the board conducts a performance review of the director.

## CURRENT STATUS

The director of education has developed the following goals for the 2017-2018 school year:

**Goal #1**

I will support renewal of the Board of Education’s four-year strategic plan for the period 2017-2021.

**Goal #2**

I will work closely with school principals to address the vision, mission, goals and interests of each school community.

**Goal #3**

I will supervise mid-career teachers to enhance professional growth and provide a summative evaluation.

## RECOMMENDATION

**Proposed Board Motion:**

That the Board of Education has reviewed the goals of the director of education and found them acceptable.

PREPARED BY	DATE	ATTACHMENTS
Don Rempel	September 27, 2017	