
NESD Regular Board Meeting
DATE: Tuesday, May 30, 2023
TIME: 1:30 pm
LOCATION: North East School Division Office, 402 Main Street, Melfort, SK

1. CALL TO ORDER

2. LAND ACKNOWLEDGEMENT

3. DECLARATION OF CONFLICT OF INTEREST

4. ADOPTION OF AGENDA

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

5. ADOPTION OF MINUTES:

- That the minutes of the [April 25, 2023 Regular Board Meeting](#) be adopted (as presented), or (as amended).
- That the minutes of the [May 10, 2023 Regular Board Meeting](#) be adopted (as presented), or (as amended).

6. DELEGATIONS & SPECIAL PRESENTATIONS

8. 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:
 - Administrative Procedures
 - AP 716 – Accumulated Surplus from Operations (NEW)
 - AP 412 – Access to Schools (AMENDED)
 - AP 503 – Professional Growth – Supervision and Evaluation (AMENDED)
 - Out of Province.

9. DISCUSSION/DECISION - BOARD DIRECTION

A. New Business

1. [Use of Internally Restricted Accumulated Surplus – Hudson Bay School](#)
2. [New Board Policy – Accumulated Surplus](#)
3. [Carrot River School - Name of new school](#)
4. [Arborfield Boundary](#)
5. [Arborfield Transition Plan](#)
6. [Endorse Provincial Education Plan \(PEP\)](#)
7. [Allocation of Interest - donation for new school in Carrot River](#)

B. Monitoring and Reporting Items

1. [2023-2024 Continuous Agenda](#)
2. Strategic Intent 4 - Early Years Data

C. Board of Education Strategic Direction Items

1. [Preventative Maintenance and Renewal Projects](#)

10. INFORMATION ITEMS

1. Administrative Procedures

1. [\(NEW\) AP 716 - Accumulated Surplus from Operations](#)
2. [AP 412 - Access to Schools](#) (amended)
3. [AP 503 - Professional Growth – Supervision and Evaluation](#) (amended)

2. Out of Province Travel - [May 30, 2023 Report](#)

11. CORRESPONDENCE

12. SASKATCHEWAN SCHOOL BOARDS ASSOCIATION

- [042823-Public Section Update](#)
- [SSBA - WAG - Exec composition, fees and voting-2021](#)
- [SSBA - WAG - Membership - April 2023](#)
- [SSBA - WAG Spring Assembly PowerPoint - April 2023](#)

13. READINGS

- [04_2023 - Board & Administrator](#)
- [05_2023 - Board & Administrator](#)

14. IDENTIFICATION OF EMERGENT ITEMS FOR NEXT MEETING

15. IN-CAMERA SESSION

16. ADJOURNMENT

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

17. CLOSED SESSION ROUNDTABLE AND MEETING REVIEW

**NORTH EAST SCHOOL DIVISION
BOARD MEETING MINUTES
Tuesday, April 25, 2023**

MINUTES OF A MEETING: of the Board of Education of the North East School Division No. 200 of Saskatchewan, held on Tuesday, April 25, 2023, at 1:30pm at the Hudson Bay Legion Hall in Hudson Bay, SK.

TRUSTEES:

Kathrene Bank
Kevin Graham – Chair
Sherri Hanson
Dustin Kelsey
Lori Kidney
Ted Kwiatkowski
Marla Walton

NESD ADMINISTRATION:

Director of Education: Stacy Lair
Supt. of Business Admin.: Wanda McLeod

ABSENT: Tyson Waldner

CALL TO ORDER at 1:32 pm.

LAND ACKNOWLEDGMENT

M. Walton provided the land acknowledgement:

"I acknowledge that today we meet on the homeland of the Métis and on Treaty 6 territory.

This land, I call home, is an indigenous space and I as a newcomer recognize that I, my family, community, and school division benefit from this land, from the plant world and animal world that nurtured First Nations people for thousands of years before me.

I strive to recognize my responsibility in reconciliation as a leader in my division, community, and family roles. I also acknowledge that all of the benefits from this land have come at a cost to First Nation and Metis people."

DECLARATION OF CONFLICT OF INTEREST

There was no conflict of interest declared.

ADOPTION OF AGENDA

2023-04-27 L. Kidney moved that the agenda be adopted as amended with the in-camera session being moved to the end of the Board Meeting Agenda. **CARRIED**

MINUTES

2023-04-28 D. Kelsey moved that the minutes of the March 27, 2023 Regular Board Meeting be adopted as presented. **CARRIED**

SPECIAL PRESENTATIONS:

Arborfield Delegations:

- Sara Derksen
- George Schropher

CONSENSUS ITEMS

- 2023-04-29 T. Kwiatkowski moved that the Board approve the following consent items as presented and that the Board receive the following items as information: *CARRIED*
- Out of Province – April 2023.

STRATEGIC DIRECTION ITEMS

- 2023-04-30 M. Walton moved that: *CARRIED*
- Whereas the Board of Education of the North East School Division No. 200 of Saskatchewan identified Arborfield School under Board Policy 114: School Viability Review as meeting the criteria for a school viability review; And whereas the Board continued the review after materials relevant to the closure of Arborfield School were reviewed; Therefore pursuant to Section 63(1) of *The School Division Administration Regulations*, the Board moves to discontinue grades 7 through 12 at Arborfield School in Arborfield Saskatchewan, effective July 3, 2023.

NEW BUSINESS

- 2023-04-31 K. Bank moved that the Board of Education approves the Education Services Agreement between East Central First Nation Education Authority and The Board of Education of the North East School Division. *CARRIED*

MONITORING AND REPORTING ITEMS

NESD Strategic Intent 3– OurSchool Data was presented by Director of Education, Stacy Lair.

- 2023-04-32 T. Kwiatkowski moved that the Board accept the financial report for the six months ending February 28, 2023. *CARRIED*

ADJOURNMENT

- 2023-04-33 M. Walton moved that the Board Meeting adjourn at 3:20 pm. *CARRIED*
-

NESD Board Chair/Vice-Chair

Superintendent of Business Administration

**NORTH EAST SCHOOL DIVISION
BOARD MEETING MINUTES
Wednesday, May 10, 2023**

MINUTES OF A MEETING: of the Board of Education of the North East School Division No. 200 of Saskatchewan, held on Wednesday, May 10, 2023, at 12:00pm via Microsoft Teams.

TRUSTEES:

Kathrene Bank
Kevin Graham – Chair
Sherri Hanson
Dustin Kelsey
Lori Kidney
Ted Kwiatkowski
Tyson Waldner (12:08 pm)
Marla Walton

NESD ADMINISTRATION:

Director of Education: Stacy Lair
Supt. of Business Admin.: Wanda McLeod

CALL TO ORDER at 12:03 pm.

DECLARATION OF CONFLICT OF INTEREST

L. Kidney declared a conflict of interest and did not vote on the motion.

ADOPTION OF AGENDA

2023-05-34 L. Kidney moved that the agenda be adopted as presented. *CARRIED*

T. Waldner arrived at 12:08 pm.

NEW BUSINESS

2023-05-36 M. Walton moved that the Board approves the purchase of the building located at 903-100th Avenue in Tisdale, Saskatchewan at a price not to exceed the amount proposed by Administration, pending Ministry of Education approval. *CARRIED*

ADJOURNMENT

2023-05-37 S. Hanson moved that the Board Meeting adjourn at 12:35 pm. *CARRIED*

NESD Board Chair/Vice-Chair

Superintendent of Business Administration



NESD Board of Education

Meeting Date: May 30, 2023

Topic: Use of Internally Restricted Accumulated Surplus – Hudson Bay School

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

There is approximately \$28,000 remaining in the Hudson Bay School Project Internally Restricted Accumulated Surplus. The funding for the construction of the school was not entirely used when the school was built. The school opened in September 2015.

CURRENT STATUS

The principal has submitted a request to use \$20,100 of the funds as follows:

- \$7,000 for desks
- \$5,800 for exercise equipment
- \$500 for book shelves
- \$500 for art frames (art room)
- \$3,000 for furniture for outdoor learning space
- \$600 for flexible seating for students
- \$1,000 for stand-up desks for students
- \$700 for plants for classrooms
- \$1,000 for kitchen equipment

In addition, the two classrooms that were made into one large classroom cost approximately \$15,000. There will be approximately \$7,500 remaining after the above expenditures. Administration would like to fund a portion of this renovation using these funds.

RECOMMENDATION

Proposed motions:

That the Board approve the use of up to \$28,000 from Internally Restricted Accumulated Surplus – Hudson Bay School Project to fund the purchase of items as requested by the principal for the Hudson Bay Community School and to also renovate a classroom.

PREPARED BY	DATE	
Wanda McLeod, Superintendent of Business Administration	May 19, 2023	



NESD Board of Education

Meeting Date: May 30, 2023

Topic: New Board Policy -Accumulated Surplus from Operations

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

A committee, that included members of the Saskatchewan Association of School Board Officials (SASBO), LEADS and SSBA, drafted accumulated surplus guidelines for Saskatchewan school divisions. The committee has requested that school boards voluntarily approve the draft board policy and support the draft administrative procedure.

CURRENT STATUS

Please find attached the draft board policy. With the proposed new board policy and related administrative procedure, the restricted amounts maintained by school divisions do not include internal restrictions for tangible capital assets or facility related projects.

The second suggested board motion would allocate the internally restricted and contingency amounts. Reallocations of the internal restrictions can be made by the Board at any time. In order to access these funds, Administration would require a Board motion or an allocation in the annual budget that is approved by the Board.

RECOMMENDATION


Proposed Board Motions:

That the Board approve the new board policy: Accumulated Surplus from Operations.

That the Board approve the following accumulated surplus transfers:

- \$68,961 from Chemistry Labs in Schools – Chemical Clean-up to Vehicle Replacements;
- \$170,000 from Visible Learning to Vehicle Replacements;
- \$1,825,600 from Contingency to Bus Fleet Renewal;
- \$2,000,000 from Contingency to Unexpected School Maintenance;
- \$1,000,000 from Contingency to Non-School Buildings;
- \$1,000,000 from Teachers for Diversity and Small Schools to Non-School Buildings;
- \$845,511 from Teachers for Diversity and Small Schools to Unexpected School Maintenance.

PREPARED BY	DATE	ATTACHMENTS
Wanda McLeod, Superintendent of Business Administration	May 24, 2023	Board Policy – Accumulated Surplus from Operations

Board Policy		
 <p>BP 118 Accumulated Surplus from Operations</p>	<p>References: SASBO Accumulated Surplus Reporting Manual</p>	<p>Tracking: May 2023 – created</p>
	<p>Related: AP 716 – Accumulated Surplus from Operations</p>	<p>Status: NEW – May 30, 2023</p>

POLICY

The Board of Education (Board) is responsible for ensuring that the division is financially protected from extraordinary circumstances which would negatively impact school division operations and the education of students. Further, a level of financial reserves is an indicator of financial health and can contribute resources to provide for multi-year planning for future educational services, and protection from future financial risk.

An operating surplus represents the extent to which operating revenues in a fiscal year exceed operating expenditures in that year. Conversely, an operating deficit occurs when operating expenditures in a fiscal year exceed operating revenues in the same year. The Board is responsible to maintain a positive combined restricted and unrestricted accumulated surplus from operations to ensure fiscal sustainability.

The purpose of the Internally Restricted Reserve is to support stable programming and ongoing operations for the benefit of the students served by the division. The Internally Restricted Reserve provides an internal source of funds to access in situations such as an unanticipated increase in expenses, one-time unbudgeted expenses including capital expenses, unanticipated funding reductions or shortfalls in uninsured losses. The Internally Restricted Reserve is not intended to replace a permanent loss of funding.

References:

SASBO Accumulated Surplus Reporting Manual

Education in a Culture of Excellence



NESD Board of Education

Meeting Date: May 30, 2023

Topic: Naming of new school in Carrot River

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 new school in Carrot River is expected to open in December 2023. The process to name the school is outlined in Administrative Procedure 905- Naming of Schools and Board Buildings;

NAMING OF SCHOOLS AND BOARD BUILDINGS

In naming a school or Board building it is desirable to use a name that identifies the building as unmistakably being part of the school division.

PROCEDURES

1. Naming

- a. Names for school and Board buildings are to be submitted to the Director of Education who will submit them to the Board for its consideration.
- b. Names may be submitted by School Community Councils for new facilities or as a request to change the name of an existing facility. Discussion of proposals should occur, in the first instance, at the local community level.

2. Signage

a. Signage on school division buildings and grounds must be done in consultation with and under the approval of, the Superintendent of Business Administration.

The Director of Education engaged separately with the School Community Councils of Arborfield, Carrot River Junior and Senior Highschool and Carrot River Elementary School, and then with SCC Chairs together. At the request of the Director, each SCC submitted their proposed name(s) (attached).

CURRENT STATUS

Naming considerations

Pasquia

- Origin of Pasquia - The French Fort Paskoyac (also spelled Pasquia and Paskoya) in the mid-1700s. The origin of the name is uncertain, but it may be the Cree word W'passkwayaw, meaning "wooded narrows".
- Associated Names:
 - An independent grade 1-9 school has been operating in Carrot River for several years (Pasquia Hills Christian School).
 - Pasqua First Nation #79, a Saulteaux/Cree First Nation located 60km northeast of Regina and 15 km west of Fort Qu'Appelle, Saskatchewan. The community has listings for an Elementary (Chief Paskwa Education Center) and high school.
 - Pasquia Regional Park is located just south of the town of Carrot River.
 - Pasquia Hills[2] are hills are located in the east central part of the province in the RM of Hudson Bay No. 394 near the Manitoba border. The hills are the northern most in a series of hills called the Manitoba Escarpment. The Manitoba Escarpment marks the western edge of the pre-historical



NESD Board of Education

glacial Lake Agassiz.[3] The other four hills include Porcupine Hills, Duck Mountain,[4] and Riding Mountain. (Wikipedia)

- Pasquia Place, is an 18 unit Assisted Living facility located in the former Carrot River Hospital building.

Big Bert

- Refers to the world's most complete skeleton of *Terminonaris robusta*. His bones were discovered in 1991 in an outcrop of the Favel Formation along the banks of the Carrot River in the Pasquia Hills of Saskatchewan.[5] (Wikipedia)

Carrot River Valley

- Refers to a provincial electoral district for the Legislative Assembly of Saskatchewan, Canada. Located in the east central area of Saskatchewan... The largest population centers in the constituency are Nipawin (pop. 4,275), Tisdale (pop. 3,063), Hudson Bay (pop. 1,783), and Carrot River (pop. 1,017). Smaller communities in the riding include the villages of Codette, Zenon Park, Aylsham, Mistatim, and Crooked River; and the town of Arborfield. (Wikipedia)

Carrot River Composite School

- Similar to comprehensive, which refers to a school with commercial and industrial programming.
- Traditionally refers to a secondary school that offers both academic and nonacademic programming.
- Frequent used in Saskatchewan to describe schools with rural catchments.

RECOMMENDATION

Proposed motion:

WHEREAS the new school built in Carrot River is planned to open in December 2023, and in accordance with AP 905-*Naming of Schools and Board Buildings*, the Board has conducted a review of all names submitted and has chosen a name that reflects the region; Be it resolved that the Board agrees to name the school Carrot River Composite School.

PREPARED BY	DATE	
Stacy Lair, Director of Education	May 25, 2023	Naming Proposals by the SCC's of Arborfield, Carrot River Elementary and Carrot River Junior and Senior High

Arborfield SCC

Here is a list so far of our brain storming

Pasquia regional school

Pasquia community school

Valley school

River valley school

Big Bert school

Arbor River school

River field school

Taking hills out we hope helps, Pasquia is a big thing behind both our communities Adding community to any of them, hopefully the other SCC members and us can settle on something

Dear Stacy,

Please find enclosed the CRJSHS SCC proposal for naming the new school in Carrot River.

Our SCC discussed possible names for our new school. The name Carrot River School makes the most sense. It is easily recognizable and identifiable. In the event of an emergency, emergency response teams know immediately which town to respond. There is no confusion with the name Pasquia School, Carrot River Valley School or any other name.

When anyone in the public hears that a student from Carrot River School wins gold at provincials, they immediately know where that school is. As opposed to William Mason or LP Miller, the town they are representing is not as easily recognizable. Furthermore, when someone asks where William Mason is, the response is typically 'that's the Choiceland School'. Naming the new school Carrot River School eliminates the confusion and questions.

When a family moves to Carrot River, one of the first things they do is google or search Carrot River schools. A school named North East School, is easily confused with the North East School Division in Melfort, which is inaccurate.

We currently have students and staff from Red Earth, Nipawin and Tobin Lake. As well as Philippines, Ukraine and China. We are essentially a worldwide school, not just a school accommodating 2 communities. The one thing all these students have in common, is that they all go to school IN Carrot River.

It is easier for staff to send and receive deliveries to Carrot River School. No one has to look up where an off name school is located.

Currently, and in the past, Carrot River Jr Sr High School has welcomed Arborfield students into school sports that were not provided within their school. As well, Arborfield students and children are already coming to Carrot River for hockey, ball, music, gymnastics and dance. These children have integrated well in all of these sports and activities.

To date upwards of \$1.4 million for the new school build has been raised. Of that, over \$380,00.00 has been donated, fundraised and sponsored generously by Carrot River businesses, families and alumni. No money has been brought forth from Arborfield at this point. They have not even considered being involved in the fundraising process.

The town of Carrot River has a lot of positive and exciting things happening, the mill expansion, new school, small businesses opening, people moving to town. We have a lot to be proud of. We are a small community who is losing two schools. This new school is our legacy to our students and the town. Arborfield is able to keep their school and their school name. A number of schools in our Division have closed and had grade discontinuance. When Zenon Park closed and those students joined Arborfield, that would have been an opportune time for them to include both communities and change their name to represent and accommodate the Zenon Park students.

According to a facebook post on April 26, 2023 – 'A lawyer has been hired by a community member as legislation was not followed during the review process. The lawyer needed the board to vote discontinuing one or more grades to have committed a "crime". They have also applied to have Arborfield School deemed a School of Opportunity by the Ministry of Education. They would like to remain a K-12 school for 3 years at which point they feel their enrolment will be above the minimum

requirement.’ It feels like we are being asked to accommodate and make allowances in naming our school for a small number of parents from a community who do not want to be involved with our school, while the wishes of the Carrot River students, staff, residents and donors opinions are being overlooked.

We did a quick google search on how to name your school. Some of the suggestions were to keep the name short and simple, it shouldn’t be more than 2 to 3 words, the name should convey our message and it should be a name that connects with the community.

In Saskatchewan there are 770 Ministry run schools. Of that 156 schools belong to Separate School Divisions, 231 schools are in larger communities or cities with more than two school, 74 schools are Colony or Hutterite schools, 66 schools are in smaller towns that have a name not affiliated with their town and 243 schools are named after their town. This means that if you take out the separate school, larger town / city school, 79% of schools in communities similar to ours are named after their town.

In summary we recommend the new school be called Carrot River School as this name is a legacy to the students, staff, residents and donors of Carrot River, it’s a simple, easy and self explanatory name. It’s the only name that makes sense.

Yours truly,

Carla Shmyr
SCC chairperson

Proposal for Naming of the New School

Carrot River Elementary School SCC met on Tuesday, May 16, 2023 to discuss the naming of the New School. We would like to submit the following proposal with the two names we discussed and why we feel like would be suitable names.

Our first choice is **Carrot River Composite School**. We really like this name, as well as the acronym CRCS. We started by researching the definition of "Composite".

Composite is something that is made up of various parts or elements, or branches of different things coming together. We linked this to different towns and communities coming together in one school. It is not just Arborfield we have coming to our school. We also have Aylsham, Red Earth, Jordan River, Blue Jay, Tobin Lake, and Nipawin as well as current students from other countries around the world. We have many communities in our area and our school is just the building they are attending. The students, staff and families and their attitudes will become the heart of the school. Carrot River Composite School is easy to search, we also feel like it's not a new name or rebranding.

Our second choice is **Carrot River School**. Our reasons are as follows; This name is easy to search for new community members. Someone moving into our town may want to research the school, and may be difficult to find if there was a name not related to the town it is situated in, which is Carrot River. It is important to remember that Carrot River Elementary School and Carrot River Junior Senior High school are both closing, and Carrot River School is a legacy name of both schools. We feel like we are not starting our schools over, this is not a rebranding. It is both the elementary and highschool coming together as one.

Naming the school Carrot River School or Carrot River Composite School makes it easy for emergency response services to find and locate in the instance of an emergency.

We feel like the name Carrot River School or Carrot River Composite School, is not just about the town, the actual waterbody of the Carrot River runs directly between both the towns of Carrot River and Arborfield. We feel the name can have more than one community connection.

Business, families and individuals within the town of Carrot River have proudly come together to raise over \$370,000 for this new school. We wish to take their gracious donations into consideration when naming the new school and feel the one common denominator is that each large donation came from someone connected to the community of Carrot River in one way or another.

We currently have students coming to Carrot River from out of area and have heard positive reviews from them on the schooling they are receiving, sports they are involved in and that they feel very welcome and love being a part of our schools. Many of our children play extracurricular sports together already, we spend the summer camping together, and we have many friends that run in the same circles.

Carrot River is closing two schools. One of them is being demolished, and the future of the elementary school is unknown. We know that in the end, the name on the building isn't what is going to make new students feel at home here. The warm welcome they receive from the staff and students is what will make the real difference. We are truly hopeful that this new school will be remembered as the composite that united the communities in the North East for generations to come.

Renee Pihowich CRES

SCC President



NAMING OF SCHOOLS AND BOARD BUILDINGS

In naming a school or Board building it is desirable to use a name that identifies the building as unmistakably being part of the school division.

PROCEDURES

1. *Naming*

- a. Names for school and Board buildings are to be submitted to the Director of Education who will submit them to the Board for its consideration.
- b. Names may be submitted by School Community Councils for new facilities or as a request to change the name of an existing facility. Discussion of proposals should occur, in the first instance, at the local community level.

2. *Signage*

- a. Signage on school division buildings and grounds must be done in consultation with and under the approval of, the Superintendent of Business Administration.

Revised: 01/31/2018



NESD Board of Education

Meeting Date: May 30, 2023

Topic: Arborfield Boundaries

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 April 25, 2023, the Board passed the following motion:

- Whereas the Board of Education of the North East School Division No. 200 of Saskatchewan identified Arborfield School under Board Policy 114: School Viability Review as meeting the criteria for a school viability review; And whereas the Board continued the review after materials relevant to the closure of Arborfield School were reviewed; Therefore pursuant to Section 63(1) of *The School Division Administration Regulations*, the Board moves to discontinue grades 7 through 12 at Arborfield School in Arborfield Saskatchewan, effective July 3, 2023.

CURRENT STATUS

Please find attached the *2023-24 Arborfield Boundary Change Report* with the proposed new attendance boundaries.

RECOMMENDATION

Proposed motion:

That beginning with the 2023-2024 school year, the attendance area for Arborfield School of the North East School Division No. 200 will be allotted to the Carrot River and Tisdale attendance areas for grades 7 to 12 in accordance with the *2023-24 Arborfield Boundary Change Report*.

And that the proposed changes will be communicated in local area papers and correspondence will be sent to the affected families;

And that the Board will be accepting written submissions and/or delegations sharing any concerns about the proposed changes at the June 20, 2023 Regular Board Meeting.

PREPARED BY	DATE	
Wanda McLeod, Superintendent of Business Administration	May 24, 2023	<ul style="list-style-type: none"> Advertising for the Attendance Area Boundaries 2023-24 Arborfield Boundary Change Report

Advertising:

North East School Division No. 200

Notice of Intent to Change School Attendance Area Boundaries

Under authority of Section 85(1)(i) and Section 122(1) of *The Education Act, 1995* the Board of Education made the following motion at their meeting held on May 30, 2023:

That beginning with the 2023-2024 school year, the attendance area for Arborfield School of the North East School Division No. 200 will be allotted to the Carrot River and Tisdale attendance areas for grades 7 to 12 in accordance with the map and land locations described on our website at www.nesd.ca.

And that the proposed changes will be communicated in local area papers and correspondence will be sent to the affected families;

And that the Board will be accepting written submissions and/or delegations sharing any concerns about the proposed changes at the June 20, 2023 Regular Board Meeting.

A written submission should be sent to the division office at 402 Main Street, Box 6000 Melfort SK S0E 1A0 by June 13, 2023.

Anyone wishing to appear as a delegation must contact the Director of Education at 306-752-5741 by June 13, 2023 as per Board Policy No. 103.4 (Meetings).

For the maps of the proposed boundary changes, please visit our website at www.nesd.ca. For additional information regarding the outlined changes, please contact the Transportation Services office at 306-873-4555.

**NORTH EAST SCHOOL DIVISION
2023-24 ARBORFIELD BOUNDARY CHANGE REPORT**

Arborfield School will have grades 7-12 discontinued as of July 3, 2023. Information about the redesign of the boundaries in the Arborfield catchment area for the 2023-24 school year is detailed in this document.

Land Descriptions to Carrot River (grades 7 -12):

31-45-10-W2	03-46-09-W2	02-46-10-W2	27-46-10-W2	16-46-11-W2	05-46-12-W2
31-45-11-W2	04-46-09-W2	03-46-10-W2	28-46-10-W2	17-46-11-W2	E 06-46-12-W2
32-45-11-W2	05-46-09-W2	04-46-10-W2	29--46-10-W2	18-46-11-W2	E&N 07-46-12-W2
33-45-11-W2	06-46-09-W2	05-46-10-W2	30-46-10-W2	19-46-11-W2	08-46-12-W2
34-45-11-W2	07-46-09-W2	06-46-10-W2	31-46-10-W2	20-46-11-W2	09-46-12-W2
35-45-11-W2	08-46-09-W2	07-46-10-W2	32-46-10-W2	21-46-11-W2	10-46-12-W2
36-45-11-W2	09-46-09-W2	08-46-10-W2	33-46-10-W2	22-46-11-W2	11-46-12-W2
E 19-45-12-W2	10-46-09-W2	09-46-10-W2	34-46-10-W2	23-46-11-W2	12-46-12-W2
20-45-12-W2	15-46-09-W2	10-46-10-W2	35-46-10-W2	24-46-11-W2	13-46-12-W2
W 25-45-12-W2	16-46-09-W2	11-46-10-W2	36-46-10-W2	25-46-11-W2	14-46-12-W2
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35-45-12-W2	30-46-09-W2	21-46-10-W2	10-46-11-W2	35-46-11-W2	24-46-12-W2
36-45-12-W2	31-46-09-W2	22-46-10-W2	11-46-11-W2	36-46-11-W2	25-46-12-W2
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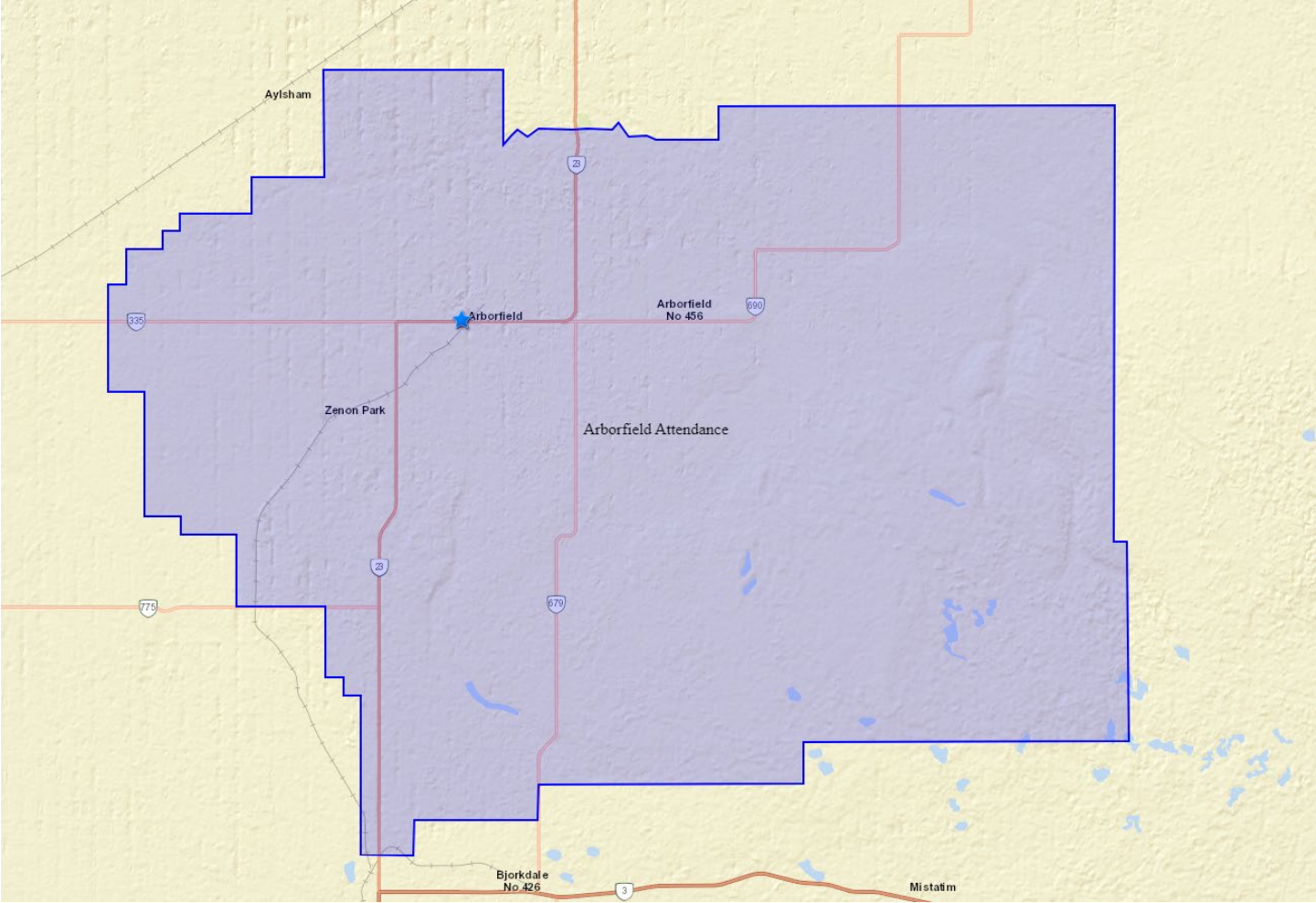
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23-48-13-W2	
24-48-13-W2	

Attendance Areas:

There will be no change to the current boundaries for the Arborfield School attendance area for grades kindergarten to six. Grades 7 to 12 will go to Carrot River.





NESD Board of Education

Meeting Date: May 30, 2023

Topic: Arborfield School K-6 and 7-12 Transition Implementation Plan

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 April 25th, 2023 the Board made the following motion;

Whereas the Board of Education of the North East School Division No. 200 of Saskatchewan identified Arborfield School under Board Policy 114: School Viability Review as meeting the criteria for a school viability review; And whereas the Board continued the review after materials relevant to the closure of Arborfield School were reviewed; Therefore pursuant to Section 63(1) of *The School Division Administration Regulations*, the Board moves to discontinue grades 7 through 12 at Arborfield School in Arborfield Saskatchewan, effective July 3, 2023.

Pursuant to Section 63(3) of *The School Division Administration Regulations*;

the board of education, in consultation with the school community councils of the affected schools, must develop and adopt an implementation plan respecting the closure of the school or the discontinuance of one or more grades taught in the school, by not later than June 15 of the year in which these changes are to come into effect.

CURRENT STATUS

A draft implementation plan was created by Arborfield and Carrot River school administrators, Manager of Transportation, and the Director. The Director of Education and Superintendent of School Services met with the Arborfield SCC on May 5th, 2023. The draft plan was shared, and feedback was gathered. Additionally, Arborfield parents were invited to a May 10th, 2023, parent engagement evening to offer further input. Several families attended. Options to phone or submit feedback through an online survey were also offered.

The Director of Education met with Carrot River Junior and Senior High and Carrot River Elementary Schools on May 4th and 11th to discuss the transition of Arborfield students to Carrot River.

The implementation plan was updated to reflect parent feedback.

RECOMMENDATION

Proposed motion:

Pursuant to Section 63(3) of *The School Division Administration Regulations*, whereas the affected school community councils have been consulted and whereas an implementation plan has been established, the Board moves to adopt the Arborfield School Transition Implementation plan as shared.

PREPARED BY	DATE	
Stacy Lair, Director of Education	May 25, 2023	Arborfield School Transition Implementation Plan



North East School Division
 402 Main Street
 PO Box 6000
 Melfort, SK S0E 1A0
 P: 306-752-5741; F: 306-752-1933

Arborfield School Transition Plan

The goal of this plan is to successfully begin the transition of Arborfield’s K-12 school to a K-6 school and to ensure next year’s grade 7-12 students feel welcome and comfortable and are successful in their new school environment. To do this, school and division staff invite Arborfield SCC and Arborfield families to influence applicable planning considerations.

Work will focus on the positive opportunities for learning and growth while acknowledging the emotional impacts of these changes for families, staff, and the community.

Throughout this work, it will be critical to keep in mind:

- Teachers and support staff must focus on student learning and keep the school operating as normally as possible until the end of the school year.
- Staff members still have routines to follow and duties to perform, all of which must take priority over the huge task of preparing for the transition.
- Students deserve to finish their school year in a typical learning environment.

The timeline of actions and responsibilities on the following pages are intended to be a guide to the process. The plan has been adapted and enhanced with advisement from Arborfield families and SCC. The responsibility for carrying out the actions in this list will be shared between the local school and the school division.

This plan must be completed in advance of the May 30, 2023, NESD Regular Board Meeting.

Decision Day and Immediately Following:

DECISION/ACTION	RESPONSIBILITY	TIMELINE
<input checked="" type="checkbox"/> Notifications – <i>Principals and SCC chairs should be notified immediately following the decisions.</i>	Director	April 25
<input checked="" type="checkbox"/> Publish the notice of above motion in at least 1 issue of a newspaper having general circulation in the school district, attendance area Post notice regarding above board motion in the following locations: – 5 widely separated, conspicuous locations in Arborfield: – in Division Office – On the NESD website	Director	April 26-28
<input checked="" type="checkbox"/> Information letters (emailed and mailed) <ul style="list-style-type: none"> • MLA • RMs • Town of Arborfield, • Town of Zenon Park, • Town of Carrot River • SCC – Arborfield School • SCC – Both Carrot River Schools • <i>Notice shared with Minister of Education</i> 	Director	April 26
<input checked="" type="checkbox"/> Notification to all schools and staff	Director and HR Superintendent	April 26/27

<input checked="" type="checkbox"/>	Relations with media – announcement of decision	Director	April 26
<input checked="" type="checkbox"/>	Relations with NESD departments – announcement of decision	Director	April 26
<input checked="" type="checkbox"/>	Posting of board decision on website	Director	April 26
<input type="checkbox"/>	Decision on transportation boundary -Post draft boundary and share method of input (May 31) -Collect SCC input (May 31- June 7) -Collect family input (May 31 – June 7)	Director/CFO, SCC	May 31 – June 7
<input checked="" type="checkbox"/>	Initial Student Support <i>School will rely on parents to inform students. If students approach staff to discuss, approach the change in a positive way. Have outreach worker available at school following announcement.</i>	Principal, Staff, StudentServices Team (if requested)	As needed
<input checked="" type="checkbox"/>	Meeting with parents to share ideas on handling the transition in a positive way with students. (SCC Advisement collected) – Send home supply lists – Calendars and bell times from Carrot River/Tisdale – welcome letter from the new principal – Meet CR Principal and physed teacher/coach at Arb school – Discuss initial high school course options and course pathway options – Offer time with Principal for K-6 families to discuss plans – Offer alternate calendar option information	Principals, SCC, Division Athletic Commissioner.	May 15, 7:00, Parent night, survey and offer to engage through phone call
<input type="checkbox"/>	Student visits Carrot River AND/OR school staff visit ARB (SCC Advisement Collected) – Welcome to Carrot River Jr/Sr High School Evening –Tour of the existing school to point out homerooms, washrooms, entrances, library, main office etc. –Course selection for Sr students and hand out timetables for grade 7-9 – Meet the Principal and teachers –*If feasible (dependent on construction company), tour new school. – Grade 5 and 6 Fieldtrip to Love Land – Arborfield Grade 5 and 6 students to share in this experience together. – Grade 7-8-9 football invitation – This has taken place already and we currently have a student from Arborfield participating in Jr football this spring season. – Invitation to School Family BBQ – Invitation will be emailed to Arborfield families who will have children attending CRJSHS next school year. – Transition Support Person Identified - Principal Sari Carson will be the transition support person for all students and families. Mrs. Carson will be available to support initial questions and concerns as well as long term support throughout the 2023-2024 school year.	ARB/CR Principals, Staff, SCCs	Date will be shared with parents via email, text, Edsby and note sent home.
<input type="checkbox"/>	Planning for special needs students as per student services transition planning procedures and processes – Diversity Education Teacher will be involved as needed.	Principals, Student Services, Teachers, Parents	May/June
<input type="checkbox"/>	Planning additional supports for transitioning students as per parent request / student needs	Principals, Teachers, Parents	May-August

<input type="checkbox"/>	<p>Plan a celebration of the 7-12 school and history the community (SCC Consideration)</p> <ul style="list-style-type: none"> - Whole school festival planned on June 27th 	<p>SCC, Principal, Staff, Students</p>	<p>June 27</p>
<input checked="" type="checkbox"/>	<p>Grade 7-12 displayed awards, trophies, photos, memorabilia (SCC Consideration)</p> <ul style="list-style-type: none"> - SCC determined to leave all memorabilia at Arborfield School 	<p>Principals, SCC</p>	<p>May 4</p>
<input checked="" type="checkbox"/>	<p>School-generated funds</p> <p><i>Decide what is to be done with the school- earned funds. If no other direction, all funds will remain with Arborfield School.</i> (SCC Consideration)</p> <ul style="list-style-type: none"> -Fund will remain with Arborfield School 	<p>Director, SCC</p>	<p>May 4</p>
<input type="checkbox"/>	<p>Post transition plan on website and share with parents</p> <p>Posting methods and locations (SCC Advisement Collected)</p> <ul style="list-style-type: none"> - Posted on Edsby, school website, emailed and text messaged. -Additional postings throughout town, in line with legislated requirements. 	<p>Director coordinates</p>	<p>May 31</p> <p>Additional postings prior to June 15.</p>
<input checked="" type="checkbox"/>	<p>Registration of students for receiving school</p> <ul style="list-style-type: none"> -Schools complete 	<p>Principals support and updates intake schools.</p>	<p>As required</p>
<input type="checkbox"/>	<p>Notification in writing to families confirming designated receiving school and Transportation Information</p> <ul style="list-style-type: none"> -Email and letter to follow 	<p>Transportation Manager</p>	<p>June 23</p>
<input type="checkbox"/>	<p>Confirmation of School Calendar (Alternate calendar options available to Arborfield K-6 School). SCC has indicated the alternate calendar is preferred.</p> <ul style="list-style-type: none"> -Calendar options shared -Feedback collected – May 10 to June 7 -Calendar confirmed – Prior to June 15 	<p>Director</p>	<p>May - June</p>



NESD Board of Education

Meeting Date: May 30, 2023

Topic: Provincial Education Plan NESD Board Endorsement

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

In spring 2018, the Ministry of Education began to engage with education sector partners to co-construct a plan that would replace the Education Sector Strategic Plan, established in 2014.

The planning partners included: the Federation of Sovereign Indigenous Nations (FSIN), the League of Educational Administrators, Directors and Superintendents of Saskatchewan (LEADS), the Métis Nation-Saskatchewan (MN-S)1/Gabriel Dumont Institute (GDI), the Ministry of Education, the Office of the Treaty Commissioner (OTC), the Saskatchewan Association of School Business Officials (SASBO), the Saskatchewan School Boards Association (SSBA) and the Saskatchewan Teachers' Federation (STF).

Early engagement resulting in a [high level framework](#). Utilizing the framework, to further develop the plan an **Education Council** made up of key education partner organizations provided strategic guidance. An **Implementation Team** made up of senior ministry officials and directors of education in provincial school divisions and interested First Nations and Métis education organizations established the outcomes, measures and key actions to operationalize the plan.

CURRENT STATUS

The Ministry of Education requests all Boards to endorse the draft Provincial Education Plan inclusive of the following Priority Actions and Milestones. Detailed action plans are intended to be complete for member organizations to create organization level plans following the June 7th operational plan approval.

Priority Actions and Milestones

- **Improve student outcomes through effective assessment practices that guide and strengthen responsive instruction.**
 - Develop a provincial assessment plan.
 - Implement the provincial assessment plan.
 - Identify and support responsive teaching strategies.
 - Align professional learning and response with the assessment cycle.
- **Enhance opportunities for learners and their families and support transitions as learners enter and progress through school to graduation and determine a life pathway.**
 - Establish a provincial understanding of family engagement approaches in Prekindergarten to Grade 12 education.
 - Partner with families and providers of early learning, child care and intervention programming (e.g. Headstart, ECIP, Prekindergarten) to identify and provide supports to young children and their families as they enter schools.
 - Identify and support student engagement at key transition points as students' progress through school.
 - Identify and extend opportunities that assist students to prepare for diverse career and life pathways through partnerships with post-secondary education and training, business, and industry.



NESD Board of Education

- **Enrich and enhance mental health and well-being capacity in students.**
 - Create shared understanding students, families, parents, teachers, administrators and others by:
 - developing common definitions of key terms and concepts; and,
 - providing professional development to teachers and administrators.
 - Explore an inter-agency mechanism, locally and provincially to increase access to mental health supports for urban and rural school systems
 - Identify and extend high-quality and culturally responsive programs and practices.
 - Create a self-reflection tool for school systems that can help to assess plans and progress at the system level.
- **Actualize the vision and goals of *Inspiring Success: Prek-12 First Nations and Métis Education Policy Framework*.**
 - Assess and ensure that the policy goals of *Inspiring Success* are being implemented by:
 - developing a common understanding of terminology;
 - using the Indigenous Education Responsibility Framework for assessment and to create local action at the school system level;
 - providing professional development to teachers and administrators; and,
 - developing additional tools for measurement of progress toward the five goals of Inspiring Success
 - Create and implement an inclusive workforce strategy at all levels in the education sector.
 - Continue to include Indigenous voices in curriculum and resource development by engaging Métis and First Nations communities, Elders, and Knowledge Keepers.

RECOMMENDATION

Proposed motion:

That the Board endorse the initial priority actions and milestones for the long-term provincial education plan to 2030, with implementation dependent on funding.

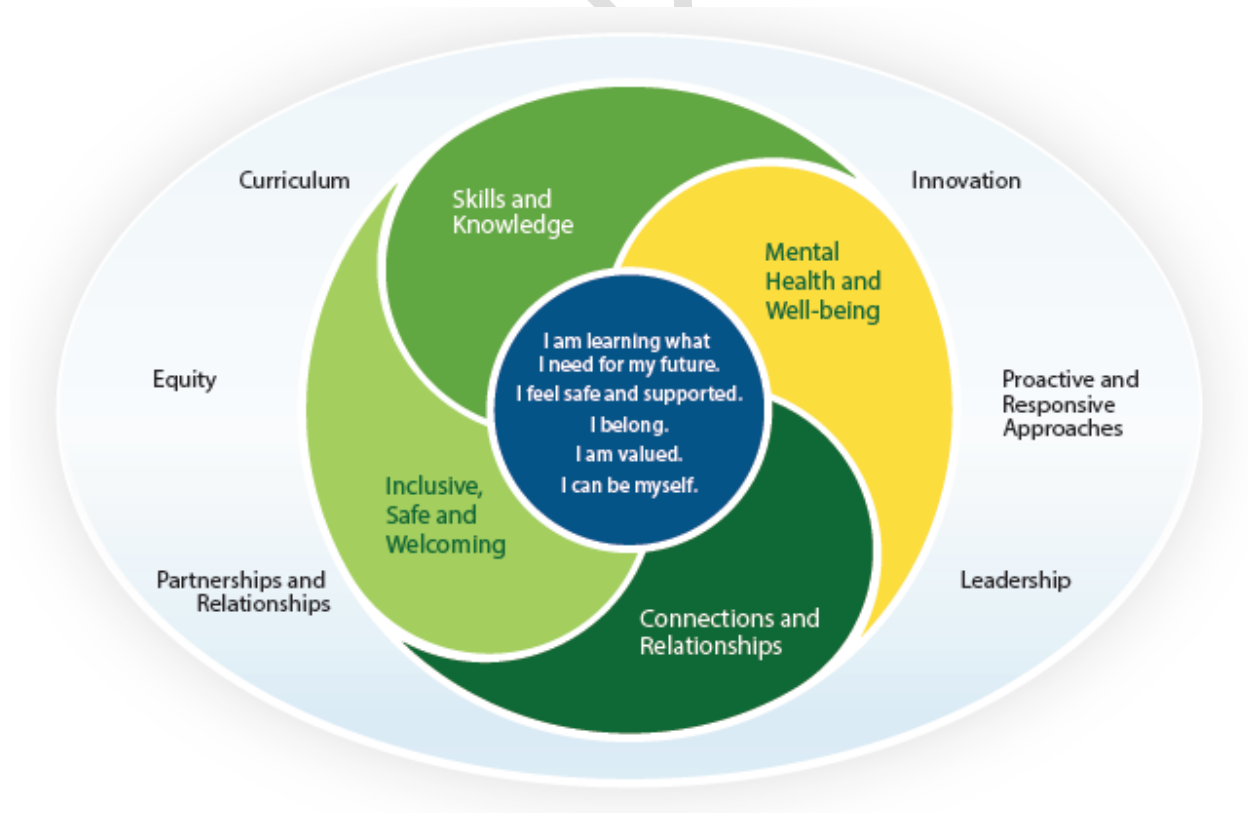
PREPARED BY	DATE	ATTACHMENTS
Stacy Lair, Director of Education	May 24, 2023	Provincial Education Plan Working Document

Provincial Education Plan Working Document

In November 2019, following extensive public and stakeholder consultations, the Provincial Education Planning Team, made up of representatives from the Federation of Sovereign Indigenous Nations, the League of Educational Administrators, Directors and Superintendents of Saskatchewan, the Métis Nation – Saskatchewan/Gabriel Dumont Institute, the Ministry of Education, the Office of the Treaty Commissioner, the Saskatchewan Association of School Business Officials, the Saskatchewan School Boards Association, and the Saskatchewan Teachers' Federation, released the Framework for the Provincial Education Plan. The framework is encompassed in the following visual and explained in the [Framework for a Provincial Education Plan 2020-2030](#).

The plan is intended to “reflect the diversity of the province and ensure the presence and voice of First Nations and Métis education organizations as part of the journey towards reconciliation. At the same time, it will respect and acknowledge First Nations jurisdiction over schools on reserve land” (Framework page 2).

Framework for the Plan



Goals:

At the centre of the visual are the goals for the students,

- I am learning what I need for my future.
- I feel safe and supported.
- I belong. I am valued. I can be myself.

Areas of Focus:

The student-focused goals are encompassed in four areas of focus for the plan. These areas of focus are interconnected.

- Skills and Knowledge for Future Learning, Life and Participation in Society;
- Mental Health and Well-being;
- Connections among people and relationships between systems and structures; and,
- Inclusive safe and welcoming learning environments.

Strategies:

The framework also provides strategies for how the work will be accomplished.

- Curriculum is responsive, relevant and student-centred.
- Partnerships and trusting relationships are developed and nurtured.
- Innovation is practiced throughout the education sector.
- Equity guides the education sector.
- Leadership is cultivated throughout the education sector.
- Proactive and responsive strengths-based approaches are taken.

Two structures were established for the work of the plan. The Provincial Education Council provides strategic guidance to the plan and the Provincial Education Plan Implementation Team develops province-wide actions, measures and targets.

Strategic Guidance for the Plan – Provincial Education Council

Recognizing the *Framework for a Provincial Education Plan 2020-2030* provides broad guidance for the development of the provincial education plan, the Provincial Education Council provided the following commitment statements and added emphasis to the areas of focus. The Council was guided by the wisdom of the *Following Their Voices* Elders, a review of research and e-scan information, and the components of the framework.

Commitment Statements

Within the context of the *Framework for a Provincial Education Plan 2020-2030*, the Provincial Education Council provided the following commitment statements as guides for the development of the long-term provincial education plan.

- From a strengths-based approach, create relevant and responsive family¹-centric models, inclusive of students, staff, parents, families, cultures and communities encompassing the entire framework.
- Deepen understanding of First Nations, Métis and Inuit histories, languages, contributions, values, ways of knowing and learning and cultures within all aspects of the education system.
- Develop deep relationships between and among people, land, curricula, systems and structures in order to enhance students' sense of cultural identity, belonging and security.
- Improve relationships among schools, educators, industry, employers, parents and families and co-construct teaching and learning to ensure the success and well-being of students.
- Value innovation so resources are used effectively to support transformative influential leaders in all aspects of the education system.
- Use a wholistic² (physical, mental, spiritual and emotional) approach in education, developing students' skills, knowledge and values.
- Honour and learn from Elders and Knowledge Keepers on an ongoing basis, respecting the guiding principles of:
 - Wâhkôhtowin – All things are related;
 - Wicîhitowin – Helping each other; and,
 - Wîtaskêwin – Living together on the land in harmony.

Areas of Focus

The Provincial Education Council added expectations to the areas of focus to provide greater direction to the development of actions, measures and targets:

Skills and Knowledge for future learning, life and participation in society

- Improve literacy and numeracy in early years and all grades through a variety of strategies inclusive of diverse languages, cultures and identities.
- Use authentic, meaningful and culturally relevant approaches to assessment that honour Indigenous ways of knowing in process and content.
- Encourage development of diverse skills and knowledge through experiential learning and provide alternative pathways to graduation.
- Nurture students' sense of self and purpose and develop competencies for an interconnected and interdependent world (for example, critical thinking, communication, creativity, problem solving, perseverance, collaboration, information literacy, technological literacy, financial literacy and digital literacy).
- Ease transitions to life beyond Grade 12 by providing more knowledge about diverse career pathways and encouraging partnerships with business and industry and social supports for students experiencing transitions.

¹ For the purposes of this document, the term **family** is inclusive of parents, extended family, and any other individuals connected to and caring for students.

² The term **wholistic** was intentionally chosen in this document over the alternative spelling, 'holistic' in order to emphasize the concept of the 'whole' person.

Mental health and well-being

- Improve student, parent, family and staff access to culturally responsive and wholistic supports for mental, spiritual, emotional and physical health and well-being, shaped by different worldviews in collaboration with other ministries, organizations and communities.
- Enhance mental health literacy³ among students, staff, parents and families to provide supportive environments in collaboration with other ministries, organizations and communities so that people who need access to mental health supports/resources can get it and feel safe in requesting help.
- Co-create supportive cultures and environments in schools where students, parents, families and communities can openly discuss and make use of tools to reduce stigma and enhance mental health.
- Implement trauma-informed⁴ practices.

Connections among people and relationships between systems and structures

- Deepen relationships with parents, families and community organizations to foster engagement, belonging and identity in education/schools.
- Enhance the overall achievement of all students by providing direct, culturally affirming wraparound support/services to students, parents and their families.
- Increase opportunities for students to strengthen their connection to the land through experiential land-based learning⁵.

Inclusive, safe and welcoming learning environments

- Support students, parents, families and communities in facilitating students' transitions throughout Prekindergarten to Grade 12 education and beyond so that children are safe, confident and welcomed.
- Improve transitions into school by decolonizing spaces and sharing knowledge, tools and skills between schools and families so that students are safe, confident, and successful throughout the entire educational journey.
- Support effective leadership (teachers, principals, administrators, school staff, students, parents, families, community and teacher educators) to facilitate a change in organizational culture from school-centric to family-centric in approach.
- Expand and/or embed a renewed approach and commitment to anti-racist and anti-oppressive education and practices for school staff, students, parents, families and community to enhance belonging.

³ **Mental health literacy** encompasses the knowledge, beliefs and abilities that enable the recognition, management or prevention of mental health problems with a range of benefits including early recognition and intervention, and reduction of stigma associated with mental illness.

⁴ **Trauma-informed practices** refers to strategies within school systems that create a shared understanding about how trauma can impact student behaviour and learning. This concept recognizes trauma can result from a number of sources including adverse childhood events such as abuse or witnessing violence, historical trauma and intergenerational trauma resulting from the impacts of residential schools.

⁵ **Land-based learning** supports the Indigenous-led passing of knowledge about cultural, physical and spiritual connections to the land and environment.

What will we do? Priority Actions

The Provincial Education Plan Implementation Team (PEPIT), with guidance from the Provincial Education Council, has established four priority actions to be undertaken in the plan. Each action will include milestones (or steps) that will be accomplished. These priority actions and milestones will be revised over the course of the plan as the work progresses and circumstances change.

There are four priority actions. **All four actions are of equal importance:**

- Improve student outcomes through effective assessment practices that guide and strengthen responsive instruction.
- Enhance opportunities for learners and their families and support transitions as learners enter and progress through school to graduation, **and determine a life pathway.**
- Enrich and enhance mental health and well-being capacity in students.
- Actualize the vision and goals of *Inspiring Success: Prek-12 First Nations and Métis Education Policy Framework*.

The following pages provide milestones and important guidance for the work in each of these priority actions. The milestones represent steps or packages of work to be accomplished to complete the priority action. Guidance for the development of detailed implementation plans is included. This guidance includes important considerations identified by the PEPIT. Connections have been made to the areas of focus developed by the Provincial Education Council, which provide high level guidance for the work.

Priority Action: Improve student outcomes through effective assessment practices that guide and strengthen responsive instruction.

How will we get there? Milestones	Guidance for the development of the detailed implementation plan for this action
<ol style="list-style-type: none"> 1. Develop a provincial assessment plan: <ul style="list-style-type: none"> • establish the purpose for the plan; • review and critique current tools and practices (including provincial examinations); • determine areas to be assessed province-wide and define what success looks like; • develop a schedule for assessment development/renewal, piloting, field-testing and implementation; and, • determine a process and timeline for communication of results to teachers, administrators. 2. Implement the provincial assessment plan: <ul style="list-style-type: none"> • develop/renew, pilot and field test assessment tools and practices; • implement assessments as outlined in the plan; and, • define and report on baselines, targets and measures for each of the areas being assessed province-wide. 3. Identify and support responsive teaching strategies: <ul style="list-style-type: none"> • research effective strategies; and, • develop/recommend resources and professional learning. 4. Align professional learning and response with the assessment cycle 	<ul style="list-style-type: none"> • Implement the provincial assessment plan with fidelity to “<i>Supporting Student Assessment in Saskatchewan 2022.</i>” This document: <ul style="list-style-type: none"> ○ articulates the purpose, principles and dimensions that support student assessment; ○ describes culturally inclusive and affirming classroom-based assessment; ○ provides research-based effective practices for classroom assessment; and, ○ reflects the spirit of continuous improvement. • Recognize that milestones two and three must be accomplished in tandem. • Bring together teachers, consultants and other specialists to develop assessments and instructional strategies to build upon and enhance the good work underway in the province (e.g., SaskMath and SaskReads). • Engage diverse Elders, Knowledge Keepers and others to provide guidance to the development of culturally appropriate tools and processes. • Engage the voices of parents and caregivers throughout the process of developing and implementing the assessment plan. • Align this work with principles of high-quality assessment found in documents such as: <ul style="list-style-type: none"> ○ Kindergarten to Grade12 curricula (recognizing curriculum will be renewed); ○ <i>Actualizing a Needs-based Model</i> (2015a); ○ <i>The Adaptive Dimension</i> (2017); ○ <i>Inclusive Education</i> (2021); and, ○ Supporting Diverse Writers, Responsive Instruction Modules 1 – 4.

How will we know if we are making a difference? Targets and Measure

Targets and measures will be developed as part of the provincial assessment plan and could include areas such as literacy, numeracy, treaty learnings, early years developmental needs or pre-literacy skills.

This action aligns with the following areas of focus:

- Skills and Knowledge

Priority Action: Enhance opportunities for learners and their families and support transitions as learners enter and progress through school to graduation, **and determine a life pathway.**

How will we get there? Milestones	Guidance for the development of the detailed implementation plan for this action
<ol style="list-style-type: none"> 1. Establish a provincial understanding of family engagement approaches in Prekindergarten to Grade 12 education: <ul style="list-style-type: none"> • develop a common understanding of terminology; • provide professional development to teachers and administrators. • determine benchmarks; and, • develop additional tools for measurement. 2. Partner with families and providers of early learning, child care and intervention programming (e.g., Headstart, ECIP, Prekindergarten) to identify and provide supports to young children and their families as they enter schools. 3. Identify and support student engagement at key transition points as students progress through school. 4. Identify and extend opportunities that assist students to prepare for diverse career and life pathways through partnerships with post-secondary education and training, business and industry. 	<ul style="list-style-type: none"> • Engage parents/caregivers voices and insights to inform the work outlined in this action from Prekindergarten to grade 12. • Seek to understand and learn from Indigenous ways of knowing, being and doing. • Be inclusive of all cultures present in schools. • Respect roles, responsibilities and mandates of partners. • Support and encourage innovation. • Recognize that graduation requirements are being revisited and may change. • Engage diverse Elders, Knowledge Keepers and others to provide guidance to the development of tools and processes. • Align this work with documents such as: <ul style="list-style-type: none"> ○ <i>Inspiring Success: First Nations and Métis PreK-12 Education Policy Framework</i>; ○ <i>Indigenous Education Responsibility Framework</i>; ○ Kindergarten to Grade 12 curricula (recognizing curriculum will be renewed); ○ <i>Inclusive Education</i>; ○ <i>Play and Exploration Learning Guide</i>; ○ <i>Leading to Learn</i>; ○ <i>Family Engagement in Prekindergarten</i> ○ Resources/literature on family-centric engagement; ○ Learnings from <i>Following Their Voices</i>; ○ Truth and Reconciliation Commission’s Calls to Action; and, ○ Kindergarten to Grade 9 Treaty Education Learning Resource.

How will we know if we are making a difference? Targets and Measures

Targets and measures will be developed in relation to transitions into school, key transition points in the school experience, progress toward graduation. These targets and measures could include such areas as sense of belonging, connection to school or sense of safety for students. In addition, the development of measures and targets could be developed related to preparation for future learning and career development pathways. As well, there could be targets or measures developed as part of family-centric schools.

This action aligns with the following areas of focus:

- Skills and Knowledge
- Connections and Relationships
- Inclusive, Safe and Welcoming

Priority Action: Enrich and enhance mental health and well-being capacity in students.

How will we get there? Milestones	Guidance for the development of the detailed implementation plan for this action
<ol style="list-style-type: none"> 1. Create shared understanding students, families, parents, teachers, administrators and others by: <ul style="list-style-type: none"> ○ developing common definitions of key terms and concepts; and, ○ providing professional development to teachers and administrators. 2. Explore an inter-agency mechanism, locally and provincially to support access to mental health supports for urban and rural school systems. 3. Identify and extend high-quality and culturally responsive programs and practices. 4. Create a self-reflection tool for school systems that can help to assess plans and progress at the system level. 	<ul style="list-style-type: none"> • Utilize culturally responsive supports and resources that reflect: <ul style="list-style-type: none"> ○ the diversity of cultures in schools; and, ○ parent knowledge and insights. • Recognize that Indigenous practices and knowledge, including land-based learning and language are integral to supporting the mental health and well-being of students. • Use holistic approaches that: <ul style="list-style-type: none"> ○ encompass mental, spiritual, emotional and physical health and well-being; and, ○ are situated in the context of family and community. • Engage diverse Elders, Knowledge Keepers and others to provide guidance to the development of tools and processes. • Engage students in planning to ensure students' voices are incorporated. • Use strengths-based approaches, seeking to build resilience and knowledge and reduce stigma about mental health. • Understand Saskatchewan's language and cultural diversity will impact learning and programming. • Enhance mental health literacy⁶ among students, staff, parents and families to provide supportive environments.

⁶ **Mental health literacy** encompasses the knowledge, beliefs and abilities that enable the recognition, management or prevention of mental health problems with a range of benefits including early recognition and intervention, and reduction of stigma associated with mental illness.

How will we get there? Milestones	Guidance for the development of the detailed implementation plan for this action
	<ul style="list-style-type: none"> Recognize students' diverse life experiences, incorporating trauma-informed practice as appropriate. Emphasize actions related to students at higher risk for mental health concerns (Indigenous students, low SES students, 2SLGBTQIAP+ students). Support and enhance this work through relationships, communication and collaboration among ministries, school systems, Indigenous partners and other stakeholders.

How will we know if we have made a difference? Targets and Measures

Targets and measures will be developed to assess results of this action.

<p>This priority action aligns with the following areas of focus:</p> <ul style="list-style-type: none"> Mental Health and Well-being Connections and Relationships
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Priority Action: Actualize the vision and goals of *Inspiring Success: Prek-12 First Nations and Métis Education Policy Framework*.

How will we get there? Milestones	Guidance for the development of the detailed implementation plan for this action
<ol style="list-style-type: none"> Assess and ensure that the policy goals of <i>Inspiring Success</i> are being implemented by: <ul style="list-style-type: none"> developing a common understanding of terminology; using the Indigenous Education Responsibility Framework for assessment and to create local action at the school system level; providing professional development to teachers and administrators; and, developing additional tools for measurement of progress toward the five goals of Inspiring Success. Create and implement an inclusive workforce strategy at all levels in the education sector. Continue to include Indigenous voices in curriculum and resource development by engaging Métis and 	<ul style="list-style-type: none"> Work toward the five goals of <i>Inspiring Success</i>: <ol style="list-style-type: none"> First Nations and Métis languages and cultures are valued and supported. Equitable opportunities and outcomes for First Nations and Métis learners. Shared management of the provincial education system by ensuring respectful relationships and equitable partnerships with First Nations and Métis peoples at the provincial and local level. Culturally appropriate and authentic assessment measures that foster improved educational opportunities and outcomes. All learners demonstrate knowledge and understanding of the worldviews and historical impact of First Nations and the Métis Nation. Engage diverse Elders, Knowledge Keepers and others to provide guidance to the development of tools and processes. Recognize that <i>Inspiring Success</i> will be renewed during the timeframe of the plan.

How will we get there? Milestones	Guidance for the development of the detailed implementation plan for this action
First Nations communities, Elders, and Knowledge Keepers.	<ul style="list-style-type: none"> Align this work with the Truth and Reconciliation Commission’s Calls to Action, such as inclusion of residential schools in curricula in an age-appropriate manner.

How will we know if we have made a difference? Targets and Measures

Targets and measures will be developed in relation to the goals of *Inspiring Success*.

<p>This action aligns with the following areas of focus:</p> <ul style="list-style-type: none"> Skills and Knowledge Mental Health and Well-being Connections and Relationships Inclusive, Safe and Welcoming
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Working Document



NESD Board of Education

Meeting Date: May 30, 2023

Topic: Donation for New School in Carrot River

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 July 26, 2021, a donor provided \$1 million to the school division to expand the size of the new school in Carrot River:

- Expansion of the practical and applied arts area to provide a space to teach welding;
- Expansion of the performing arts/small gym so it is large enough to host volleyball games and seat approximately 400 people when used as a theatre.

According to the gift agreement with the donor, the donor would jointly (with NESD) determine an appropriate use of any excess funds.

CURRENT STATUS

To date, the Ministry of Education has been funding the new school in Carrot River. It is expected the construction funds from the donor will be needed during the fall of 2023. As a result, the \$1 million has been in the NESD bank account earning interest. By September 30, 2023, the total amount earned will be approximately \$75,000.

Administration would like to request that the interest from these funds be placed in a New School in Carrot River – internally restricted accumulated surplus account. Similar to the gift agreement requirements, NESD would work with the donor to determine the best use of the interest income. The funds could be used to purchase playground equipment and welding equipment.

RECOMMENDATION

Proposed motions:

That the Board approve the allocation of the interest earned on the \$1 million donation that was restricted for the new school in Carrot River to be allocated to the Internally Restricted Accumulated Surplus - New School in Carrot River.

PREPARED BY	DATE	
Wanda McLeod, Superintendent of Business Administration	May 23, 2023	



NESD Board of Education

Meeting Date: May 30, 2023

Topic: Continuous Agenda 2023-2024

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 25, 2023.

A final draft is presented for consideration, revision and adopted by the Board at the May 30, 2023 Regular Business Meeting.

RECOMMENDATION

Proposed Board Motion:

That the Continuous Agenda of the Board of Education for 2023-2024 be adopted.

PREPARED BY	DATE	ATTACHMENTS
Triki Zenner, Admin. Assistant to the Director	May 24, 2023	Continuous Agenda of the Board 2023-2024

Continuous Agenda 2023-2024
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 2024-2025 Calendars		Provincial Budget	Budget Projections	Budget	
						Strategic Plan Review			Review Year-End Audit Recommendations		
									DRAFT Continuous Agenda 2024-2025		
Decisions			School Review	Organizational Meeting			Approve Strategic Plan Updates	Approve Calendars		Approve Continuous Agenda 2024-2025	Approve Budget
Monitoring Reports	Business, Infrastructure Governance	Quarter Three Financial Report ----- School Sustainability	Director’s Goals	Audited Financial Statement & Annual Report		Quarter One Financial Report	Business Continuity Plan ----- Transportation Report	Information Technology Service Delivery, Asset Management, Security	Quarter Two Financial Report	Governance Health Check	
	Student Outcomes	Balanced Scorecard Report	Balanced Scorecard Report	School Level Plans		Balanced Scorecard Report	Balanced Scorecard Report	Balanced Scorecard Report	Balanced Scorecard Report	Balanced Scorecard Report	
	Human Resources	Transportation Report	Human Resources Report				Human Resources Report			Director’s Review	Human Resources Report
Presentations & Linkage			SCC Linkage	SSBA Fall General Assembly			Admin. Council Linkage – Carrot River	SCC & Municipalities Forum	SSBA Spring General Assembly	Grade 12 Student Exit Interview	
				MLA Linkage						Employee Appreciation Night	
			School Meeting Location: William Mason				School Meeting Location: Carrot River		School Meeting Location: Porcupine Plain		



NESD Board of Education

Meeting Date: May 30, 2023

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, 2023.

CURRENT STATUS

Please find attached the proposed PMR budgets for 2023-24 plus the next three years. Administration is proposing that \$2,325,000 would be spent on PMR projects during 2023-24. The PMR funding for the new school in Carrot River was approved by the board in the 2022-23 PMR plan.

RECOMMENDATION

Proposed board motions:

That the Board approve the Preventative Maintenance and Renewal plans for the fiscal years 2023-24, 2024-25, 2025-26 and 2026-27 as presented.

That the Board approve the movement of Preventative Maintenance and Renewal projects from future years into the 2023-24 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 25, 2023	❖ 2023-24 to 2026-27 PMR Budgets

North East School Division: Preventative Maintenance and Renewal Plan

2023-2024

TMSS	Replace roof sections 3,5,6,7,9,13,14 (portion funded by Tisdale facility partners not included in budget)	\$ 1,125,000
L P Miller	Replace roof section 1- auto shop, second floor roof sections 17 & 18	1,200,000
		\$ 2,325,000

2024-2025

William Mason	Replace roof sections 1 to 19	\$ 1,725,000
Wagner	Replace roof sections 1 to 6	1,650,000
		\$ 3,375,000

2025-2026

MUCC	Upgrade windows & all aluminum entry doors	\$ 350,000
MUCC	Elevator to gym balcony (currently no elevator).	200,000
White Fox	Replace roof sections 1 to 9	1,400,000
Wagner	Replace boilers	330,000
		\$ 2,280,000

2026-2027

Bjorkdale	Replace existing gym flooring	\$ 65,000
Central Park	Install new asphalt pad at the grade 3 entrance	80,000
MUCC	Renovation to home economics lab	275,000
L P Miller	Renovate general office area	250,000
TMSS	New locksets (match NESD master key system)	65,000
TMSS	Upgrade student washrooms	250,000
TMSS	Upgrade home economics lab	200,000
Tisdale Elementary	Replace flooring in halls & classrooms	150,000
Wagner	Upgrade aluminum exterior windows. Windows are not energy efficient and some have exceeded their forecasted serviceable lifespan.	225,000
William Mason	Renovate washrooms	150,000
		\$ 1,710,000