

*(08/24/2020)

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 – [2020_06_16-Regular Board Minutes.FINAL.pdf](#)

Proposed Motion: That the minutes of the Regular Meeting of June 16, 2020 adopted (as presented) or (as amended).

5. DELEGATIONS & SPECIAL PRESENTATIONS -

-

6. CONSENSUS AGENDA ITEMS

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

- June and July 2020 Director's Personnel Report
- AP 709 - Tangible Capital Assets
- AP 510 (revised) - Workplace Safety
- AP 527 (new) - Access to Information (LAFOIP)
- Correspondence.

7. DISCUSSION/DECISION - BOARD DIRECTION

A. New Business

1. Updated NESD School Reopening Plan - [NESD Reopening-Fall 2020-FINAL.pdf](#)
2. School Board Elections - 2020 - [Elections 2020-0.docx](#)
3. Provincial Stimulus Funding - [Provincial Stimulus Funding-082520.docx](#)
4. Purchase of Chromebooks for Schools - [Purchase-Chromebooks for school-082520.0.docx](#)
5. New and Revised Administrative Procedures - Human Resources - [AP510 AP527-HR Admin Procedures-082520.FINAL.pdf](#)
6. Additional Caretakers - [Additional Caretakers-082520-0.docx](#)

B. Monitoring and Reporting Items

1. Calendar Change - new start date - [Premier message-Change School start date-Sept.8.pdf](#)

NESD Board Meeting Agenda - DRAFT
Tuesday, August 25, 2020
2:00pm - 4:00pm
via Board Team due to the COVID-19 Pandemic

- [2020-21 School Calendar-FINAL.pdf](#);
 - [2020-21 White Fox School Calendar-FINAL.pdf](#)
2. Financial Report for Nine Months Ending May 31, 2020 - [Financial Report-082520-FINAL.pdf](#)

C. Board of Education Strategic Direction Items

- 1.

*8. INFORMATION ITEMS

A. Director's Personnel Report -

1. June 2020 - [06 2020-Director's Personnel Report June 2020 \(2\).pdf](#)
2. July 2020 - [07 2020-Director's Personnel Report July 2020.pdf](#)

B. Out of Province Travel - NONE

C. CONFIDENTIAL Student Suspensions - NONE

D. Administrative Procedures -

1. AP 709 - Tangible Capital Assets - [AP 709-Tangible Capital Assets-080620.pdf](#)
2. AP 510 (revised) - Work Place Safety [AP510 Workplace Safety.pdf](#)
3. AP 527 (new) - LAFOIP-Access to Information - [AP527 Access to Information LAFOIPP and 527.1 Confidentiality Form.pdf](#)

*9. CORRESPONDENCE -

- [Director emergent succession letter 2020.doc](#)
- [Saas, Lynne-LTR.pdf](#)
- [2020-21 Budget Approval LTR - North East.pdf](#)
- [ED06-2020-21-North East School Division No.200-Sign MO with Appendix \(1\).pdf](#)
- [MoE-Letter to School Divisions re 20-21 COVID funding FINAL.pdf](#)
- [Corr-2020-21 Draft School Year Proclamations \(1\).docx](#)
- [Corr-Public Section Update June 2020.pdf](#)
- [Board Administrator-June-2020.pdf](#)
- [Board Administrator-July 2020.pdf](#)

10. SASKATCHEWAN SCHOOL BOARDS ASSOCIATION - [2019-2020 SSBA](#)

- [SSBA Letter to Chief Electoral Officer.pdf](#)
- [SSBA-Calendar 2020-2021.pdf](#)
- [SSBA-InvestigationReport-2020.docx](#)
- [SSBA-MemoSubmissionByIAmRes20.pdf](#)
- [2020-21 Draft School Year Proclamations \(2\).docx](#)

NESD Board Meeting Agenda - DRAFT
Tuesday, August 25, 2020
2:00pm - 4:00pm
via Board Team due to the COVID-19 Pandemic

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 -

Board Events - [Board event table](#)

MINUTES OF A MEETING: of the Board of Education of the North East School Division No. 200 of Saskatchewan, held on Tuesday, June 16, 2020 at 2:00pm via Microsoft Teams due to the COVID-19 pandemic.

PRESENT:

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

<u>CALL TO ORDER</u> – 1:55 pm.		
<u>ADOPTION OF AGENDA</u>		
2020-06-50	M. Walton moved that the agenda be adopted as presented.	<i>CARRIED</i>
<u>MINUTES</u>		
2020-06-51	R. Hildebrand moved that the minutes of the Regular Board Meeting held on May 26, 2020 be adopted as presented.	<i>CARRIED</i>
<u>SPECIAL PRESENTATION:</u> ❖ NONE		
<u>CONSENSUS ITEMS</u>		
2020-06-52	L. Erickson moved that the Board approve the following consent item as presented and that the Board receive the following item as information: ❖ May 2020 – Director’s Personnel Report.	<i>CARRIED</i>
<u>NEW BUSINESS</u>		
2020-06-53	L. Kidney moved that the Board approves the following 2019-20 internally restricted allocations from the unrestricted accumulated surplus: <ul style="list-style-type: none"> • \$150,000 for Chemistry Labs in Schools – Chemical Clean-up • \$120,000 for Vehicle Replacements • \$706,000 for School Bus Replacements • \$330,000 for Computer Software Replacement and Software Upgrade. 	<i>CARRIED</i>
2020-06-54	T. Kwiatkowski moved that the Board approves that the 2019-20 LED project will be funded from the unrestricted accumulated surplus.	<i>CARRIED</i>
2020-06-55	B. Gagné moved that the Board approves the appointment of Wanda McLeod as Returning Officer for the 2020 general election of the school board for the North East School Division No. 200.	<i>CARRIED</i>
2020-06-56	M. Botterill moved that the Returning Officer be authorized to establish polls in personal care facilities or other similar institutions if appropriate.	<i>CARRIED</i>
2020-06-57	M. Walton moved that the Board pay election officials at the same rate as the municipality when working with a municipality and when coordination does not occur, then the default rate is the Election Saskatchewan rate for 2020.	<i>CARRIED</i>
2020-06-58	R. Hildebrand moved that the Board approve the Preventative Maintenance and Renewal plans for the fiscal years 2020-21, 2021-22, 2022-23 and 2023-24 as presented.	<i>CARRIED</i>
2020-06-59	T. Kwiatkowski moved that the Board approve the movement of Preventative Maintenance and Renewal projects from future years into the 2020-21 expenditures if a planned project is either under budget or will not be completed which results in additional funds being available.	<i>CARRIED</i>

<u>MONITORING AND REPORTING ITEMS</u>		
2020-06-60	L. Kidney moved that the North East School Division Board of Education receive the week seven summary of supplemental learning update as presented.	<i>CARRIED</i>
2020-06-61	B. Gagné moved that the Board of Education has found the performance of the Director of Education to be acceptable for the 2019- 2020 school year.	<i>CARRIED</i>
2020-06-62	L. Erickson moved that the Octobers 19, 2020 school improvement planning day (non-instructional day) be changed to October 26, 2020 in the regular calendar and White Fox School alternate calendar.	<i>CARRIED</i>
<u>STRATEGIC DIRECTION ITEMS</u>		
2020-06-63	M. Walton moved That the Board of Education has reviewed the Education Continuity Plan for 2020-2021 as provided by Administration and has found the plan to be acceptable.	<i>CARRIED</i>
2020-06-64	R. Hildebrand moved that the Board approve the annual operating and capital budget estimates for the fiscal year September 1, 2020 to August 31, 2021 as detailed in the 2020-21 Budget Report.	<i>CARRIED</i>
<u>ADJOURNMENT</u>		
2020-06-65	B. Gagné moved that the Board Meeting adjourn at 2:35 pm.	<i>CARRIED</i>



NESD Board of Education

Meeting Date: August 25, 2020

Topic: North East School Division School Re-opening Plan

MEETING	AGENDA ITEM	INTENT
<input checked="" type="checkbox"/> Board Meeting	<input type="checkbox"/> New Business	<input checked="" type="checkbox"/> Information
<input checked="" type="checkbox"/> Committee of the Whole	<input checked="" type="checkbox"/> Board Strategic Direction	<input checked="" 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

On June 30, 2020 the North East School Division submitted a School Reopening Plan to the Ministry of Education. In July the plans were reviewed by members of the Education Response Planning Team (RPT) and feedback was provided to school division administration on July 29, 2020. Further changes to the plan were made in response to Education Minister Wyant’s media conferences and again when the Premier spoke to school reopening in August.

Executive Council met with Dr. Mohamad Khan and public health officials on August 18, 2020 to discuss the return of students to school. The administration decided to follow the suggestions of local public health officials regarding a mask policy for students and staff in instances where two-meter distancing is not possible. This decision to require masks effectively moves the North East School Division to Level 2 of the Ministry’s four level approach to school operations during the pandemic.

CURRENT STATUS

The school division submitted a revised school reopening plan on August 20, 2020 to the Ministry of Education and the revisions were found acceptable. The division plan informs school level planning and local decision making that was shared with school principals.

A parent communication flyer was sent to parents on Friday, August 21, 2020. School level plans will be posted on August 25, 2020 to comply with the direction from Premier Moe in a parent friendly format.

RECOMMENDATION

Proposed Board Motions:

That the Board of Education has reviewed the attached NESD Re-Open - Fall 2020 plan and finds it acceptable.

PREPARED BY	DATE	ATTACHMENTS
Don Rempel, Director of Education	August 20, 2020	NESD School Re-opening Plan



North East School Division

Return to School Planning Document

August 20, 2020

(Edits in blue – August 13, 2020)

School division plans will evolve as required by emerging health risk assessments.

Contents

The COVID-19 Pandemic and Saskatchewan Schools	4
NESD Beliefs During COVID-19.....	4
In-Class Learning Resumes Fall 2020	4
Preparing for Reopening	5
Safe Alternatives (edited) August 13, 2020)	6
Contingency Planning	6
Re-opening the NESD: Roles and Responsibilities	6
NESD Schools	6
NESD Departments	7
School Day and School Operations	7
Enhanced Personal Hygiene.....	7
Limiting Physical Contact	8
Limiting Shared Materials and Equipment	9
Managing Guests, Volunteers, and Visitors and Shared Use Clients	9
Arrival, Dismissals and Movement of Students	10
Noon Periods and Recesses	10
Physical Education, PAA and Fine Arts Courses	11
Food Service and Nutrition Programs.....	11
Students and Student Care	12
Student Attendance	12
Illness and Care	13
Mental Health and Social-Emotional Supports.....	14
Schools will:.....	14
Students with Intensive Needs	14
Learning Services	15
Prekindergarten and Kindergarten Environments.....	16
Human Resources	16
Staff Health	16
Coordination of Student Services Staff	17
Communication.....	18
Facilities and Cleaning/Sanitation.....	18
Transportation of Students.....	19
Extra-Curricular - High School and Elementary School Sport	21

Band and Choral Activities 21

APPENDIX A - Sample Return to School Staff Meeting Agenda 22

APPENDIX B - School Based Discussion Template..... 23

APPENDIX C - *Band/Choral Guidelines and Recommendations* 24

Classroom Set-up and General Safety 24

Teaching Recommendations..... 24

Equipment 24

Concerts and Performances 25

Appendix D - Prekindergarten and Kindergarten Guidelines 26

Mindset and Perspective 26

Developing Successful Transitions and Connecting with Families 26

Daily Hygiene and Safety Practices..... 27

School Supplies and Personal Belongings 27

Considerations for Play-based Learning Practices and Learning Materials 28

Physical Distancing and Interactions that Build in Conversations..... 29

Considerations for Whole Group Discussions/Small Group Activities 29

Appendix E- Mask Use..... 30

References 31

The COVID-19 Pandemic and Saskatchewan Schools

The Government of Saskatchewan and Saskatchewan Health officials are currently taking steps to prevent the introduction and spread of COVID-19 into our communities. Schools play an important role in this effort. Through collaboration and coordination with local health departments, schools should take steps to disseminate information about the disease and its potential transmission within their school community. Schools should prepare to take steps to prevent the spread of COVID-19 among their students and staff during the pandemic.

Schools should continue to collaborate, share information and review plans with Executive Council and local health officials to help protect the whole school community, including those with special health needs. The division and school plans should be designed to complement other community mitigation strategies to protect high risk populations and the healthcare system, minimize disruption to teaching and learning, and protect students/staff from social stigma and discrimination. Plans should build on everyday practices (e.g. encouraging hand hygiene, social distancing where possible, monitoring absenteeism, and communicating routinely) that include strategies for before, during and after a possible outbreak.

NESD Beliefs During COVID-19

- The health and safety of students, staff and community is paramount.
- An understanding and support of the social-emotional impact on students and staff is important.
- All students and staff must stay home if they are sick.
- Information about local levels of transmission should be gathered and monitored regularly.
- All decisions about implementing school-based strategies (e.g., dismissals, event cancellations, field trips, assemblies, other social distancing measures) should be made locally, in collaboration with the local Medical Health Officer who can help determine the level of transmission in the community.
- Collectively we must determine and adhere to numbers of students and staff permitted to gather and other health enhancing practices as directed by the Public Health Order issued by the CMHO.
- *Local decisions will follow directives from the local MHO, who would consult the CMHO.*
- An acceptance and appreciation that local decisions will follow directives from the Chief Medical Health Officer and the Ministry of Education.
- All students will have equitable access to the provincial curriculum.
- The focus will be on learning outcomes rather than the amount of time per subject.

In-Class Learning Resumes Fall 2020

The Government of Saskatchewan announced classes in Saskatchewan Pre-Kindergarten to Grade 12 schools will resume in-class learning for the upcoming school year. Students and staff will return to school with reasonable protective provisions in place. The Ministry of Education, with the input of the provincial education Response Planning Team (RPT), has distributed Primary and Secondary Education Institution Guidelines and Return to School Fall 2020 – Learning Guidelines to school divisions to ensure schools are safe places of learning for students, staff and families.

As students return to school to once again take part in mandatory learning in September 2020, school and school division staff will work together to ensure that their educational programs once again meet the high standards established prior to the suspension of classes in March 2020. While increased emphasis will be placed on precautions such as cleaning and sanitizing and limiting physical contact, all students will once again receive the full Saskatchewan curriculum taught by their teachers.

While each school will have responsibility for developing local plans and contingencies in multiple areas in order to address the unique circumstances of their students, configurations, facilities and parents, the North East School Division is prepared to provide supports. Please ensure this plan is shared with all staff, including itinerant staff.

Throughout this planning document, schools will be responsible for completing the tables below, specifically the salmon coloured sections.

School Level Planning	
Issue/Consideration	Solution (*indicate supports required)
1.	Any text in these sections are suggestions and for the school's consideration in developing solutions.

Preparing for Reopening

- School staff should review, discuss and consider the implications of the Reopen NESD plan.
- Administrators are encouraged to use the following templates in their initial planning stages with school staff:
 - **Appendix A: Sample Return to School Meeting Agenda**
 - **Appendix B: School Based Discussion Template**
- School plans should be designed to complement other community mitigation strategies to protect high risk populations.
- Develop a communication plan to keep school stakeholders informed (staff, students, families, SCC, and community). Pay attention to the transition of students returning to school, reiterating steps to stay healthy and providing direction that if students and staff are sick, they must remain home.
- School administrators should discuss their communication plan with their Executive Council contact.
- Schools should consider creating a **Return to School** campaign (e.g., welcome video, graphics, website, and social media content) for students and staff.
- The North East School Division will work with families who decline to send their children to school.

Safe Alternatives (edited) August 13, 2020)

To ensure preparedness, there are four scenarios that may be activated regionally or provincially based on the advice of Chief Medical Health officer. They include:

- *Level 1 – Return to school, as normal as possible with additional health measures and precautions.*
- *Level 2 – Mask usage as determined by the Chief Medical Health Officer.*
- *Level 3 – In the event it becomes necessary, school capacity will be reduced. This may include establishing cohorts and hybrid learning models as considerations.*
- *Level 4 – Implementing learning continuity plans, which means transitioning to mandatory remote learning. (see Contingency Planning below)*

Contingency Planning

We may experience a period with subsequent waves of COVID-19. While a return to the classroom in the fall is the scenario being planned for, there must be a contingency plan in place if there becomes an elevated transmission risk, and in-class learning cannot resume as planned, either locally, regionally or provincially. Teachers will be prepared to move to a blended or full-time remote delivery using **Google Classroom** in grades K-4 and **Moodle** courses in grades 5-12. The full Saskatchewan curriculum will be delivered through multiple modes of delivery. Specialized therapies, professional assessments and unique transitions that can't be provided virtually may be provided face-to-face.

Re-opening the NESD: Roles and Responsibilities

NESD Schools

- **Teachers** - Regular duties; identify potential accommodations, reasonable personal protective measures. Plan for students to return, but also plan for the potential of moving to an at home experience. Consider pre-assessment and appropriate interventions to remediate Supplemental Learning gaps.
- **School Administrators** - Regular duties: supervise, monitor and support students and staff. Work with school, facilities and maintenance staff to ensure the health and safety of students and staff. Lead and monitor scheduling and assist in tracking student and staff attendance.
- **Administrative Assistants** - Regular duties with the necessary protective shields at desks/counters, if required. Monitoring and recording of student attendance.
- **Educational Assistants** - Regular duties.
- **Library Personnel** – Regular duties.
- **Cafeteria/Nutrition Workers** – Regular duties following health and safety guidelines.
- **Caretaking and Facilities Staff** - Heightened cleaning, sanitization with appropriate solutions and processes. Increased attention to points of contact and commonly used rooms and areas.

NESD Departments

- **Learning** - Continue to support teachers and students in the areas of curriculum, instruction and assessment. Emphasis on ensuring “catch up” and remediation or mitigation of learning gaps *with the use of spiral and accelerated learning strategies.*
- **Student Services** - Regular duties with emphasis on reconnecting with vulnerable students and families.
- **Employee Services/Payroll** - Regular duties and discussion regarding continuing to allow flexibility for the worksite.
- **Accounts Payable** - Regular duties and discussion regarding continuing to allow flexibility for worksite.
- **Facilities and Maintenance** - Continue to work in a fashion like the cold and flu season with heightened cleaning and sanitization *that includes the addition of temporary caretaking staff.*
- **Transportation** - Provide service to students with heightened sanitizing of the school buses between and after runs.
- **Information Technology** - Regular duties with discussion and planning regarding social distancing and possible needs for a flexible work site.

School Day and School Operations

Enhanced Personal Hygiene

- Schools will promote proper hygiene for staff and students.
 - **Handwashing with soap and water will be a primary strategy** with the use of hand sanitizer as a supporting strategy. All washrooms and staffrooms will have signage to teach and support proper handwashing.
 - Schools and classrooms will develop procedures to support handwashing.
 - Schools and teachers will teach students the importance and techniques of proper hand hygiene and sanitizing. Hand sanitizer will be located as appropriate throughout the school (numbers and locations to be determined, not necessary at every classroom entrance) At entrances, numbers to be determined by SBA. (Considerations to access and visibility for safety, possibility of misuse)
 - *Ensure hand sanitizer is used properly and supervised in younger grades.*
- The School Division will supply schools with the following supplies:
 - Sanitizer (must secure dispensers)
 - Caretaker supplies – disinfectant cleaning products, rags (implications for laundering rags; disposable products are cost prohibitive and less effective).
 - Masks and gloves (for staff or students displaying potential symptoms and when personal care is being performed or medication is being administered)
 - Signage for proper handwashing protocols etc.
- Schools may list the following supplies as optional on students’ supply lists: (for personal use)
 - Personal hand sanitizer
 - Disinfecting wipes – *highly encouraged (CMO standard, unscented, 70%)*
 - Kleenex – *be sure proper disposal techniques are used and hand hygiene follows.*

School Level Planning	
Issue/Consideration	Solution (*indicate supports required)
1. Developing procedures to support handwashing. *frequency and procedure	<ul style="list-style-type: none"> Use of classroom sinks
2. Teaching students the importance and techniques of proper hand hygiene and sanitizing	<ul style="list-style-type: none"> Ensure that personal hygiene related components of Health Education and Science programs are taught first Daily hygiene and sanitizing announcements
3. Storage of hand sanitizer	
4. 'Good handwashing' posters in washrooms	<ul style="list-style-type: none"> Link to SHA Information and Posters

Limiting Physical Contact

Schools will:

- Limit physical contact during instruction, recess and noon periods and avoid activities that require clustering of students.
- Minimize the number of teachers and support staff working with a specific group of students.
 - *This will include teacher and class cohorting, with a focus on cohorting teachers to a limited number of students and keeping students within a single cohort as much as possible.*
 - *This would be the homeroom model within an elementary setting.*
 - *The NESD will have a block scheduling within our high school environments to promote limiting the number of cohorts that students will be exposed to within any given day. (August 13, 2020)*
- Consider options for physical distancing within classrooms and other instructional spaces.
- *Instruction should occur in a front facing manner whenever possible. Exceptions are to be approved by public health. (August 13, 2020)*
- Modify the use of shared spaces including shared instructional spaces, bathrooms, change rooms, boot rooms, hallways. Existing computer labs will remain as is, procedures may need to be altered.
- Modify procedures for entering and leaving the building, parent drop offs.
- Consider the need to stagger recess, noon period and other school day transitions.
- Provide students with alternatives to activities that require physical contact with other students. Student play during physical education and recesses are primary considerations.
- Promote and practice the use of non-physical greetings.
- If directional flow is recommended at the schools, logistics and code compliance is required for signage (paper on walls, consider fireproof signage).

School Level Planning	
Issue/Consideration	Solution (*indicate supports required)
1. Minimizing the number of teachers and support staff working with a specific group of students	
2. Promoting physical distancing within classrooms and other instructional spaces	<ul style="list-style-type: none"> No large school gatherings.
3. Modifying the use of shared spaces including shared instructional spaces, boot rooms, hallways.	<ul style="list-style-type: none"> Create a plan for usage of all rooms (include computer labs, libraries, flex centres, etc.).
4. Modifying procedures for entering and leaving the building, parent drop offs	
5. Staggering recess, noon period and other school day transitions (including accessing lockers)	
6. Providing alternatives to play that requires physical or shared use of equipment	

Limiting Shared Materials and Equipment

Schools will establish procedures for:

- bringing materials into and out of the schools.
- controlling and limiting the shared use of school materials and equipment including:
 - Eliminating or limiting the use of materials that encourage group interactions or play. Keep materials that promote individual exploration. Consider decreasing the amount of equipment that is available to students.
 - Limit the number of students who share the use individual technology devices including laptops, iPads and SMART Boards.
- Engaging staff and students to support increased cleaning of shared materials and equipment. Use of non-standard furniture that is not easily disinfected is discouraged (e.g. cloth material)

School Level Planning	
Issue/Consideration	Solution (*indicate supports required)
1. Bringing materials into and out of the schools.	
2. Eliminating or limiting the use of materials that encourage group interactions or play.	
3. Limiting the number of students who use individual devices.	
4. Engaging staff and students to support increased cleaning of shared materials and equipment.	
5. Limiting shared materials (textbooks, library resources, toys, blocks)	

Managing Guests, Volunteers, and Visitors and Shared Use Clients

- Ensure hand sanitizer is available for guests

- *Ensure guest review the daily risk assessment and answering “no” to all questions prior to entry.*
- *Ensure guest sign-in when entering/exiting the school. (August 13, 2020)*
- When possible, reduce the number of entrance points for guests and visitors' access
- Reduce access to school-based areas such as libraries and gymnasiums for shared use clients
- Review Administrative Procedures associated with Volunteers (insert AP)
- Consider virtual meetings

School Level Planning	
Issue/Consideration	Solution (*indicate supports required)
1. Develop protocol for guests and shared use.	Share plan with daycares and others.
2.	

Arrival, Dismissals and Movement of Students

- Review current arrival and dismissal protocols and revise as necessary considering:
 - the number of students arriving and departing at the same time.
 - *Staggered start times breaks and end times where possible. (Aug. 13, 2020)*
 - the number of students who use each entry
 - increasing hours of supervision or number of supervisors for students.
- Develop protocols to regulate the flow of students through the school considering:
 - The layout of the school including the location of the gymnasium, library, washrooms, lockers, access to the playground and so on.
 - The number of different instructional spaces required to deliver each class’ educational program. This will differ by program (elementary versus high school) and grade configurations.

School Level Planning	
Issue/Consideration	Solution (*indicate supports required)
1. Reviewing and revising arrival and dismissal protocols	<ul style="list-style-type: none"> • Staggering arrivals and departures by bus students/non-bus students? • Classroom specific entry points? • Encourage non-bus students to arrive at school just prior to entry bell?
2. Accessing student lockers	

Noon Periods and Recesses

- The School Division will:
 - Review noon supervision allocations in collaboration with school-based administrators.
- Schools will:
 - *Examine recess and noon schedules as well as entrance and exit procedures in order to determine the structure that offers students break periods while best promoting physical distancing in hallways and playgrounds. This may include staggered start times, breaks and end times where possible. (August 13, 2020)*

- Revise student eating locations, if necessary, to ensure that students are eating in their classrooms.
- Review and revise duties of noon supervisors and students to facilitate cleaning of eating surfaces and emptying of garbage bins.
- Attempt to limit the number of external noon supervisors used to provide supervision services.
- Ensure that physical activity occurs and that neither recess nor noon hour entail sedentary activities.

School Level Planning	
Issue/Consideration	Solution (*indicate supports required)
1. Examining recess and noon schedules as well as entrance and exit procedures	<ul style="list-style-type: none"> ● Schedule staggered recesses? ● Allow teachers latitude to take students for recesses on an ad hoc basis? ● Schedule half of students to take noon recess in first 25 minutes of lunch and second half of students to take noon recess in last 25 minutes of noon recess? ● Encourage students/families who can go home for lunch to go home for lunch?
2. Revising eating areas	<ul style="list-style-type: none"> ● Ask for staff cooperation in supervising students eating in classrooms.
3. Reviewing and revising supervisor duties	
4. Attempting to limit the number of external noon supervisors.	

Physical Education, PAA and Fine Arts Courses

- Schools will need to consider planning for courses where close interactions occur among students, and make plans to minimize contact, enhance cleaning procedures, etc.
 - This will include all spaces utilized for shop, band, labs and physical education.
- Physical Education, Health Education and outside activities will be permitted according to Re-Open Saskatchewan Guidelines.

School Level Planning	
Issue/Consideration	Solution (*indicate supports required)
1. Develop plans to support instruction for PAA and Fine Arts Courses	
2. Develop plans for Physical Education as well as Health Education	

Food Service and Nutrition Programs

- Nutrition programs will not include curricular programming such as Foods or Commercial Cooking programs.
- Students participating in those programs must be taught and follow safe food handling protocols as indicated in the respective curricula.
- Regardless of the use of a nutrition program or school server, proper hand hygiene must be practiced before and after eating.

School nutrition programs and serveries:

- School-supplied food should be delivered directly to the classroom.
- Students should eat lunches in their classrooms.
 - No self-serve or family-style meal service. There should be no common food items. Food should be served in individual portions to each child by a designated staff member.
 - Utensils should be used to serve food items. Reusable utensils must be cleaned and sanitized after each use.
 - Food from home must not be shared with other students and should be stored with the student’s belongings.
 - Students are not allowed to participate in food preparation.
- Consider payment systems other than cash.

School Level Planning	
Issue/Consideration	Solution (*indicate supports required)
1. Practicing hand hygiene prior to eating.	
2. Delivering food directly to the classroom.	
3. Eating lunches in their classrooms.	
4. Increased cost of food and food preparation if previously provided by Foods or Commercial Cooking programs.	
5. Foods and Commercial Cooking programs – safe food handling courses offered	

Students and Student Care

Student Attendance

- Attendance at school is not optional.

Schools will:

- Monitor daily student attendance using existing protocols.
- Review existing school-level follow up procedures and revise as necessary.
- Implement follow-up procedures to ensure student safety.
- If a student absence is the result of student compromised immunity or anxiety stemming from COVID-19, the school shall work with the student and family to determine necessary accommodations.

The School Division will:

- Support student attendance through:
 - Division-level follow-up procedures will continue to be implemented in support of the efforts of schools to resolve chronic non-attendance.
 - A communication strategy.

School Level Planning

Issue/Consideration	Solution (*indicate supports required)
1. Reviewing school follow-up procedures.	
2. Implementing school follow up procedures.	
3. Supporting students with compromised immunity or anxiety in the event of non-attendance.	

Illness and Care

- Students who are sick should be advised to stay home.
 - Checking temperatures, detailed screening or requiring COVID-19 testing of students and staff **are not required or recommended at this time**, based on current evidence.
 - Except when in close contact with a sick student, masks and eye protection are not required, beyond those used by staff as part of their regular precautions for hazards normally encountered in the workplace. They should only be used when all other controls have been fully explored.
- All parents, guardians, and students who are confirmed to be COVID-19 positive and/or under mandatory self- isolation must not enter the school. Instead, they must stay home and self-isolate.
- Students and staff can return to school once they are cleared by public health.

The School Division will:

- Develop an Administrative Procedures to support precautions specific to COVID-19.
- Communicate the content and implications to all stakeholders and will provide for any training that may be required.

Schools will:

- Identify an appropriate isolation area for anyone with COVID-19 symptoms who are not able to immediately leave the facility.
 - If a student develops symptoms at school or upon arrival at school, the student should be isolated from other students and the parent or guardian should be notified to pick up the student immediately.
 - If a separate room is not available, the student will wear a mask if safe to do so and needs to be kept at least two metres away from other students and staff.
 - If the student requires close contact and care, staff must wear a procedural/surgical mask and eye protection during all interactions with the sick child and should try to avoid contact with the student’s respiratory secretions.
- Have a sign-in book/*digital sign-in (August 13, 2020)* to ensure all visitors to the school are documented.

School Level Planning	
Issue/Consideration	Solution (*indicate supports required)
1. Identifying an appropriate isolation area while considering facilities and supplies needs	
2. Identifying staff who may need to care for student	

3. Communicating and messaging to parents when student is sick	
4. Student privacy concerns	
5. Review amended Administrative Procedures specific to COVID 19	
6. Sign-in book	

Mental Health and Social-Emotional Supports

Schools will:

- Participate in Adverse Childhood Experiences and Trauma Informed Systems Professional Development throughout the 2020-2021 school year as developed by Integrated Services.
- Continue to work towards implementing trauma-informed practice to support staff and students including:
 - providing inclusive and compassionate learning environments.
 - understanding coping strategies.
 - supporting independence.
 - helping to minimize additional stress or trauma by addressing individual student needs.
- Provide staff with professional development opportunities.

Employee Services will:

- Provide access to EFAP and additional resources for staff.
- Consider flexibility in staffing and scheduling.
- Develop plans to manage employee sickness and absenteeism.
- Provide direction around physical distancing guidelines where possible, maximum gathering numbers and requirements for PPE.
- Clearly define expectations for PPE usage when and where it is appropriate.
- Coordinate training to ensure safe and proper use of PPE.
- Develop and communicate processes for employees requiring accommodation.

School Level Planning	
Issue/Consideration	Solution (*indicate supports required)
1. Ensuring that all staff members will be part of Trauma Informed practice professional development	
2. Implementing and supporting trauma-informed practices	

Students with Intensive Needs

The School Division will:

- Support schools in the provision of services to students with intensive needs.
- Support school in the provision of necessary training for staff working with students with intensive needs.

- Provide PPE as defined by the provincial guidelines.
- Take into consideration directions given by the professional governing body of the staff providing the supports.

Schools will:

- Develop individual student transition plans to facilitate the re-entry of students with intensive needs back to the school environment. Transition plans are developed to meet students' individual needs.
- Review the Individual Program Plans of all students with intensive needs and revise goals as required to ensure student health and safety.
- Ensure that the provision of supports for all students can be accomplished within a safe, secure and supervised environment (may include the school setting or other appropriate spaces)
- Deploy staff to limit the number of different student/staff contacts while meeting health/safety and academic needs to students.
- Ensure health and safety measures are in place and communicated with the relevant staff and family prior to the provision of the service.
- Ensure that staff do not enter private residences or provide personal transportation.
- Providing service or additional precautions may be suggested for those with compromised immune systems, in consultation with a medical professional.

School Level Planning	
Issue/Consideration	Solution (*indicate supports required)
1. Reviewing the Individual Program Plans of all students with intensive needs	
2. Ensuring that the provision of supports for all students can be accomplished within a safe, secure and supervised environment	
3. Ensuring health and safety measures are in place and communicated with the relevant staff and family	
4. Identifying students with compromised immune systems and working with medical professionals	
5. Reviewing and revising staff schedules as necessary to limit staff/student contacts	
6. Developing individual transition plans for students with intensive needs	

Learning Services

- The following general parameters for school-based delivery of the academic program have been provided:
 - Participation in the academic program is not optional
 - Full Saskatchewan curriculum will be delivered at all grade levels
 - Student-teacher contact time must be prioritized regardless of the delivery format
 - Differentiation of instruction will be important due to the supplemental learning that occurred

- The focus will be on teaching of outcomes, rather than amount of time per subject (a cross-curricular approach is recommended)
- Focus on efficient learning opportunities and approaches that are conducive to flexible learning spaces and interaction time with teachers
- Teachers are encouraged to continue to explore options for blended learning. Due to the uncertain nature of COVID, teachers should be prepared to deliver curriculum remotely (see contingency planning). Support from school divisions should be considered to enable this exploration.
- Subjects impacted by the physical environment will be delivered if the curriculum is able to be delivered using an approach that allows for flexible learning spaces and considers safety.

The School Division will:

- Support staff so that a smooth transition to the NESD's Contingency plan will occur.
- Ensure Google and Moodle platforms and support are in place.
- Provide a detailed Early Years-specific plan (attached).
- Provide additional technology if required.
- Determine a common system of reporting.

Schools will:

- Emphasize the use of pre-assessment prior to instruction at all grade levels and in all subject areas, especially where prerequisite learning is required.
- Ensure staff are prepared to deliver programming as per the NESD's Contingency Plan.
- Ensure teachers introduce students to Google and/or Moodle platforms as needed to facilitate a smooth transition if assigned to home.

School Level Planning	
Issue/Consideration	Solution (*indicate supports required)
1. Emphasizing the use of pre-assessment	
2. Ensure staff are prepared to deliver programming as per Contingency Plan if needed	
3. Students are prepared to engage in online delivery if assigned to home	

Prekindergarten and Kindergarten Environments

These environments present unique challenges based on the demographic and the fact that they are play based and very much hands on in terms of curricular pedagogy.

Please refer to Appendix D

Human Resources

Staff Health

- All staff must self-monitor for symptoms and use the online [Saskatchewan COVID-19 Self-Assessment Tool](#).

- Staff who are sick should be advised to stay home.
- Not all symptoms of illness need to be subject to this requirement
- Staff who are confirmed to be COVID-19 positive and/or under mandatory self-isolation must not enter the school. Instead, they must stay home and self-isolate. Staff can return to school once they are cleared by public health.
- Staff are not be required to enter the school when sick to create plans for substitute teachers.
 - Staff are advised to have materials prepared in advance if they cannot attend school.
 - If staff are using a combination of in-person and virtual delivery methods, providing some instruction on the use of the virtual delivery
- Staff are encouraged to review contract provisions for applicable leaves and applicable absence codes to use
- Ensure staff are aware of EFAP program and how to access.

School Level Planning	
Issue/Consideration	Solution (*indicate supports required)
1. Lack of subs - teachers, support staff, etc.	<ul style="list-style-type: none"> • Must get creative, video conference into classrooms • Inform subs of all the measures being taken • Reassign duties

Coordination of Student Services Staff

The School Division will:

- Promote block scheduling for Consultants.
- Monitor Visitation Logs to minimize the volume of external visitors.

Schools will:

- Communicate with SS staff class schedules and available workspaces.
- Where possible, limit the number of staff and the number of facilities to which individuals travel.
- Consider that shared-use spaces for outside agencies may not be possible.
- Maintain appropriate protocols.

School Level Planning	
Issue/Consideration	Solution (*indicate supports required)
1. Schools consider opportunities to limit itinerant moving from class to class.	

Communication

The School Division will:

- Provide consistent messaging from the Director of Education.
- Maintain up-to-date plan on website.
- Support communication platforms for common use.
- Regular use of surveys to gather information and Thought Exchange to engage with stakeholders.

Schools will:

- Consistently communicate to families.
- Ensure website is up to date with school level plans.
- Ensure all staff have access to these plans.

School Level Planning	
Issue/Consideration	Solution (*indicate supports required)
1. Virtual meetings whenever possible with outside groups	• • •
2. Regular monthly meetings with School Community Council	

Facilities and Cleaning/Sanitation

The School Division will:

- Continue to follow provincial and SHA products and protocol regarding cleaning and disinfection frequency and high touch points.
- **Hire additional temporary caretaking staff so there are caretakers at each school all day.**
- Ensure adequate soap and paper towels and hand sanitizer in each building, especially near entrances.
- Make spray bottles filled with disinfectant & rags available for wiping down frequently used surfaces.
- Signs and markings in hallways should be considered to limit cross-exposure. Provincial resources are available for school use.
- Provide schools with information regarding proper cleaning protocols for shared spaces and food contact areas, with consideration for water fountains.
- Review the caretaker roles and responsibilities:
 - Revise, if necessary, to enhance critical cleaning and sanitation.
 - Communicate any changes to caretakers and school administration.
- Community use, shared use, joint use considerations – review and make decisions about 20-21 usage. Communication will be required.
- Collaborate with schools with respect to caretaker availability and scheduling.
- Options will be provided regarding cleaning technological devices and equipment.

Schools will:

- Post signs reminding parents and guardians not to enter the facility if they are sick. Signs should be posted at school entrances.

- Establish a plan to prevent mingling of groups in washrooms and to minimize the number of shared surfaces.
- Consider modifying room configurations to promote physical distancing.
- If physical distancing cannot be improved, physical barriers (i.e. engineered controls) may be required, the Facilities Department will work with schools to develop solutions.

Establish procedures for:

- Cleaning shared use spaces between user groups during the school day.
- Cleaning food contact areas and eating locations immediately following use.
- Emptying garbage bins frequently.
- Cleaning technology devices between users.

School Level Planning	
Issue/Consideration	Solution (*indicate supports required)
1. Posting signs at entrances	
2. Developing plans for controlling the use of washrooms	
3. Considering configuration of physical spaces to enhance and maximize physical distancing.	
4. Cleaning shared use spaces	
5. Cleaning food contact areas and eating locations	
6. Emptying garbage bins frequently	
7. Cleaning technology devices between users (brainstorm options to limit number of users per device to reduce the number of times items are cleaned as it can cause damage to equipment).	

Transportation of Students

- School Division transportation services are to be used for delivering students to and from school or school programs. No field trips or extra-curricular trips will be supported until permission is granted by the School Division. **Only registered students will be permitted on the bus; no guest ridership will be permitted.**

The School Division will:

- Work with schools and bus drivers to develop drop-off and pick-up protocols that coordinate with school entry and dismissal procedures (below).

Schools will:

- Support bus drivers with enforcing of seating plans and student behaviour expectations on buses.
- Work with the Transportation Department and bus drivers to develop drop-off and pick-up protocols that coordinate with school entry and dismissal procedures (below).
- Teach students drop-off and pick-up procedures and school entry and dismissal procedures (below).
- Develop and teach parent and guardian pick-up and drop-off protocols:
 - Encourage pickup and drop-off of students outside of the building.

- If parents or guardians must enter the school, they should maintain physical distancing from staff and other children. They should be reminded to practice diligent hand hygiene.
- Bus Drivers will:
 - Create and enforce seating plans that group together students who live in the same household.
 - Work with the Transportation Department and schools to develop drop-off and pick-up protocols that coordinate with school entry and dismissal procedures (below).
 - Clean and sanitize buses following each run.
 - Re-communicate student behaviour expectations to families and students.

Transportation Services Level Planning Issue/Consideration	Solution
Cleaning and sanitation of buses between each run is mandatory	<ul style="list-style-type: none"> ● Provide instruction for Drivers. ● Additional time (that may need to be compensated). ● Potential challenges with storing cleaning materials on buses. Public health officials and other agencies (SGI) would need to provide guidance on specifics.
Cleaning and sanitization of buses between each use will add time to the run.	<ul style="list-style-type: none"> ● Adjust routes and fleet distribution to minimize transfers, multi-tier busing, and hot-seating (unloading some passengers and loading new passengers using the same seats).
Provide Drivers with appropriate PPE and supplies.	<ul style="list-style-type: none"> ● Provide instruction for drivers on proper use.
Establish seating plans for all runs.	<ul style="list-style-type: none"> ● Encourage Drivers to seat by stop order (first on to the back seats) and unload from front to back. ● Seat siblings together.
Potential of increased vehicle traffic at schools.	<ul style="list-style-type: none"> ● Encourage parents to “drop and go” to minimize parent entry to the school. ● Consider alternate drop off area away from the school and bus zones.
Communication with parents/caregivers regarding expectations related to hygiene and behaviours.	<ul style="list-style-type: none"> ● Co-ordinate with schools to provide consistent messaging.

Extra-Curricular - High School and Elementary School Sport

School sport, as we knew it, may not be possible until such time as there is a vaccine or treatment for COVID-19. In the meantime, efforts must be made to continue to achieve the objectives of school sport by supporting our members, schools, student athletes, coaches and officials.

The safety of all is the primary focus of any return to school sport plan that continues to contribute to the development of citizenship skills in our student athletes. *We will be taking direction from Re-Open Saskatchewan, the Saskatchewan Health Authority, the RPT and the Saskatchewan High School Athletics Association.*

Band and Choral Activities

In-school learning of band, choral and other related performing arts activities will continue with some necessary adaptations and precautionary measures to ensure the health and safety of students and staff.

Is playing an instrument safe?

(Excerpt from: Amro Music (Considerations for a Safe Return to the Instrumental Music Classroom))

“As many educators and musicians can attest, although the musician is blowing air into the instrument, the design of the instrument is such that the air is slowed down to produce a tone, and in doing so, the instrument retains the moisture and aerosols associated with the spread of COVID-19. Accordingly, frequently disinfecting the musical instruments in our program, ensuring students properly maintain their own equipment, and closely following the CDC’s guidelines recommended for social distancing will allow us to continue offering a quality music education to students while proactively preventing the spread of COVID-19....

Encouraging students not to share classroom supplies, implementing a structured cleaning regimen, following the CDC’s guidelines for social distancing, and utilizing appropriate cleaning solutions that are both effective and safe for the instrument’s finish, will play an active role in preventing the spread of COVID-19 in the orchestra classroom.”

Many of the personal protective measures will be taken from Saskatchewan Health Authority (SHA) guidelines and will be based on school and community infection prevalence. Activities involving unprotected (without a mask or physical barrier) in-person singing, cheering or shouting or playing wind instruments will be offered if reasonable protective measures have been implemented and the SHA permits the operation of such programming.

Other alternatives will need to be offered if our prevalence rates increase or at such time the SHA no longer permits these activities. Alternatives may be considered when face to face performing and instruction can no longer be performed, such as:

- Recording or live-streaming individual performers in separate locations.
- including more lessons focused on music appreciation or music theory.
- Choose to play instruments that are lower risk (e.g., percussion or string instruments over wind instruments).

For additional information, please refer to ***Appendix C: Band/Choral Guidelines and Recommendations.***

APPENDIX A - Sample Return to School Staff Meeting Agenda

1. *Welcome back!*
2. *Where are people at? What do you need? What are you feeling?*
3. *Teamwork – What will be required as we prepare to reopen?*
4. *Fall school reopening and contingency planning*
5. *Review Reopening NESD*
 - a. *Beliefs*
 - b. *Best practices*
 - c. *Workplace readiness*
 - d. *Returning to the workplace considerations*
 - e. *Learning considerations; supplemental learning gaps*
 - f. *Reopening NESD School Based Discussion Template*
6. *Student Transitions*
 - a. *What things remain the same*
 - b. *What things may be different*
 - c. *Easing transitions*
7. *What things are on and what things are off in your school?*
8. *What additional things do you need to be comfortable and safe?*
9. *Supplemental Learning Reflections: What worked and did not work? How might we prepare for contingency if it were to happen?*
10. *Questions, concerns, other.*

APPENDIX B - School Based Discussion Template

1. *How do we deliver academics in the fall and what does contingency planning look like for our school?*
 - *What supports are needed? What are the implications?*
2. *What does staff returning to the worksite look like?*
 - *Supports needed? Implications?*
3. *What sort of personal protective equipment will staff require or request?*
4. *How do we handle student refusal to return to school?*
 - *Supports needed? Implications?*
5. *What facility changes are required? (cleaning, etc.)*
 - *Supports? Implications? Markings? Limiting gathering spaces? Monitoring?*
6. *What potential IT changes are required?*
 - *Supports? Implications?*
7. *Are counselling services required for students? For staff?* ○ *Supports? Implications?*
8. *How will our school handle differentiation for students?* ○ *Supports? Implications?*
9. *What, if any, type of additional student services may we require? (SLP, OT, etc.)* ○ *Supports? Implications?*
10. *How will we handle/prepare for student transitions (e.g., program needs, learning gaps) - grade to grade, school to school?*
 - *Supports? Implications?*
11. *How will our staff manage supervision - lunch, recess, hall/lockers, etc.*
 - *Supports? Implications*
12. *How will we manage division-provided student transportation?*
 - *Supports? Implications?*

APPENDIX C - *Band/Choral Guidelines and Recommendations*

Classroom Set-up and General Safety

- The priority is the health and safety of students and staff.
- Music Room Supplies Needed for before and after playing
 - Access to a sink with running water (soap, and paper towels)
 - Hand sanitizer
 - Wipes that contain one of the following: bleach, isopropyl alcohol, medical virox
 - Sterisol for instruments MSDS Sheet can be found here and steri-spray MSDS Sheet can be found here. Investigation into other appropriate items for disinfection is ongoing.
- According to the CDC, COVID-19 can live on the following materials:
 - Brass: up to 5 days
 - Plastic: up to 3 days
 - Cork: up to 2 days
 - Wood: up to 4 days
 - Strings: up to 3 days
- The generic classroom items in the music classroom (e.g. wiping down chairs, stands, equipment and surfaces etc.) will need to be sanitized on a regular basis.
- Choral
 - Markers on floor to indicate where people should stand/sit to ensure proper distancing (aerosols are a concern with singing), circle formation facing outward, singers in three sided cubicles with open side facing the conductor, additional rooms/space needed to separate singers into smaller groups/sections.

Teaching Recommendations

- Music could be selected to accommodate the need for small ensembles based on the number of students allowed in the room (flex music).
- If practice rooms are available, use them for small student sectionals to space out students around the band room.
- Choral - Begin with sectionals only, then combine sections (e.g., Sop & Bass together), then octets. Create combos in more advanced ensembles. Additional rooms/space needed to accommodate small groups.

Equipment

- Shared (e.g., large instruments, percussion instruments, mallets, music):
 - Wind instruments, guitars, or music will not be shared between students.
 - Percussionists should have a personal set of drumsticks, yarn mallets and timpani mallets (not to be shared with other students).
 - Mallets for large percussion instruments (e.g., bass drum, gong mallet, etc.) must remain at the front of the class by the teacher. They will be sanitized in between uses.

- Large instruments such as tubas, etc. will not be shared.
- Brass Instrument Condensation Dumping:
 - Each brass player will have an individual container with an absorbent cloth to dump their condensation into. These will be kept with the student and kept in their case and taken home to be cleaned.
- Choral - Individual microphones and music will be provided to each Choral participant. Music stands will need to be sanitized and/or labelled for individual students who are in multiple ensembles. Pianos must be sanitized after each use.

Concerts and Performances

- Virtual concerts will be the norm until COVID restrictions have passed (live-streamed concerts or recorded concerts).
- Need to consider copyright when sharing performances and make sure that students have media permission.
- Performance is an important part of band, but it could occur in small ensembles.

Source: Ontario Music Educators' Association (A Framework for the Return to Music Classes in 2020/2021)

Appendix D - Prekindergarten and Kindergarten Guidelines

The following guidelines are intended to support Early Learning educators in establishing provincial health and safety recommendations with reference to the *Provincial Response Team Plan* and *North East School Division Reopening Plan 2020-21* while continuing to implement quality practices and responsive learning opportunities for children in Prekindergarten and Kindergarten programs.

It is anticipated that the guidelines outlined below will likely change as the school year progresses.

Mindset and Perspective

- Use a strengths-based, growth mindset and believe in the capabilities and competencies of children and what they bring to the classroom:
 - Dr. Jean Clinton: [Capable, Competent Children](#)
 - Margaret Henningsen: [Young Children are Competent](#)
 - Rita Pearson: [Every Child Needs a Champion](#)
- Be aware of your own personal energy and what you are bringing into the classroom; children are intuitive and energy and thoughts that we bring determines how we respond.
- Try to remain calm and try to find joy and learning through everyday interactions.
- Slow down and savor patience - routines take time to be established; scaffold the year to increase in complexity and expectations as children experience success and gain confidence.
- Be flexible and accept that you will not get as much accomplished in a day; value the relationships and connections you are making with children.

Developing Successful Transitions and Connecting with Families

Orientation to School

- During the first week of school, host virtual or small orientation/parent information sessions with families to allow them to tour the classroom briefly (20 minutes).
- After the first week, ask families to drop children off outside at the school entrance to be picked up by the teacher or Educational Assistant.
- For further ideas and suggestions on ways to successfully transition children to school that focus on building relationships and developing positive school experiences, please refer to the [Planning for Transitions in Early Learning](#) document.
- Throughout the month of September to December, begin regularly contacting families through telephone, emails, or on-line video meetings/teleconference calls.
- Host tutorials virtually with families to help them with using the technology that is integrated in classroom practices (e.g. [Google Meets](#) for Family Days).

Home Visits and Family Days

- For Prekindergarten home visits, conduct outdoor visits with families in the local school playground, a nearby park or on the front lawns in September to begin building a relationship with parents/caregivers.
- Family Days can be hosted virtually or in-person in a community space on one day a month for October, November and December in small 30-minute sessions (four families at a time if in-person).
- Duration and occurrence of Family Days for the rest of the school year, will be determined at the school level by the administrator and educator.

Daily Hygiene and Safety Practices

- Educate and establish consistent routines for proper hygiene practices and follow handwashing guidelines as outlined in the provincial health regulations and as explained in the ECERS-3 rating scale:
 - Children wash their hands when they enter the classroom.
 - Before and after eating.
 - After encountering bodily fluids: after they blow their nose, cough or sneeze.
 - After using the washroom; and,
 - Before and after using sand/water/sensory bins and painting centers.
 - Additional option: have children wash their hands before and after learning center times
- Use hand sanitizer in extremely limited quantities, as it is toxic for young children.
- Look for learning/teaching opportunities within the extra cleaning and hygiene routines (e.g., practice counting, singing rhymes and songs, following a sequence of steps/directions)
- Schedule in time within each instructional day for the cleaning of frequently shared items
- Schedule weekly cleaning of materials in learning centers on Fridays or as required throughout the week
- Wear gloves when disinfecting tables and materials.
- Designate cleaning materials (e.g., bucket/pail, gloves, disinfectant, dish soap, vinegar) to a space in the classroom (e.g., on a shelf by the sink, in a cupboard) out of the way of children.
- Wash tables before and after snack and lunch times.
- Sweep or vacuum floors after snack and lunch times.
- Prioritize using soap and water, vinegar solutions, over disinfecting wipes as the chemicals are toxic to young children.
- Stay within classrooms as much as possible and avoid having to go into other areas of the school.
- Stagger outdoor times.
- Ensure all staff are aware of the hygiene and cleaning procedures and understand the adaptations to routines and instructional practices.

School Supplies and Personal Belongings

- ***It is advised that children not bring school supplies from home. However, it may occur if appropriate measures are in place so that sharing of individual supplies does not occur.***
- Have one class set of pencils, one box (basic 8 colors) of both markers and crayons that can be shared by four children at a time. This would be the same with scissors and glue - 1 per 4 children. Store school supplies in containers to keep them contained and help with cleaning
- Ask families to send lunches in small brown paper bags (lunch bags) ***if possible*** and have food packaged using baggies or food wrap so it can be disposed of easily. ***Do not allow children to share food.***
- Only allow water bottles, no juice boxes or thermoses.
- Limit borrowing books from the library – books are not easily cleaned; allow children to use books from classroom libraries and continue to update/rotate books on a bi-monthly basis to keep children’s interests
 - If needed library books can be borrowed but would have to be limited to school use only and allow exchanging books once a month.

- Sets of library books can be assigned to classrooms and exchanged on a monthly basis.

Considerations for Play-based Learning Practices and Learning Materials

- Create spaces that surround the children with hope and possibility; inspire innovation and curiosity
- While considering the elements of space – materials, physical and aesthetic as interdependent and interconnected to go beyond “an environment” to assist with teaching curricular outcomes, strive to maintain a home-like, cozy, safe and culturally responsive environment
- Wash all learning materials before offering the materials to children and placing in learning centers
- Put away materials that may be hard to clean or cannot be washed in a washing machine
- Ensure everything is well organized, labelled and in containers (e.g., take photos of the items to and include the names of materials) Articulated in the ECERS-3 rating scale
- Provide individual buckets or materials/mini invitations for learning for children to use through the week (e.g., I Spy bins)
 - Include closed and open-ended materials to keep their interests
 - Assign to a child for the week then clean at the end of the week and rotate invitations to another child the following week
- Limit the amount of materials in learning centers – less is more
 - How can one material or group of materials offer numerous opportunities as opposed to having numerous materials?
 - *Quality over quantity*
 - See the complexity of simplicity
 - Give reason for children to communicate with adults, ask and wait (Hanan LLLI strategy)
- Use open-ended materials in learning centers that can be used in many ways and repurposed throughout the day
 - Boxes, cardboard tubing, gems, rocks, sticks, recycled materials can be used for several things throughout the day, in play and through inquiry-based learning
- Extend materials to include things that can't necessarily be touched – exploring light and shadows, exploring sound, color (e.g. use the smart board, overhead, projector, flashlights, prisms, crystals, water and food coloring, paint)
- Offer materials that keep the children's interests, allow them to work with their favorite materials
 - Look for opportunities to use the materials in a variety of ways (e.g., Lego can be used for building, for counting, shape, size, patterning/Math, for print making/Art, for exploring properties, designing structures/Science)
 - Allow the potential of materials to be explored in-depth
- Pay attention to how the materials are set up to invite the children to play and explore so that it keeps their interest and offers possibilities for them to discover rather than telling them how to play with the materials
 - We can accidentally restrict how we use materials based upon how it is set up
- Interchange materials and rotate items to keep interest; add complex materials as the year progresses
- Change the context of space that the materials are being offered in – take the materials outside, closer to a window, move to a different shelf or in another part of the room

- Look for ways to open or close off areas in the classroom space or outdoor environment (e.g., shower curtain to block an area that is off limits, pylons to map out a space for big body play)
- Engage and interact with the children to model inquiry/exploring materials; “Have similar materials what the children have so you can:
 - Imitate what they are doing
 - Expand on what they are doing by doing something different using the same materials
 - Extend the topic when appropriate by making a comment or asking questions that encourages children to think more deeply” (Hanan Center, *Balancing Precautions While Building Interactions*, 2020)
- Use open-ended questions to further the children’s learning with the materials
- At the end of the week, materials can be washed and left to dry for the weekend. When the students return, they can help put the items back into the containers and in the learning centers

Physical Distancing and Interactions that Build in Conversations

- While maintaining physical distancing aim to be at the child’s level so that they can read non-verbal cues and engage in interactions/conversations
- Use OWL – observe, wait and listen (Hanan LLLI strategy) to see what children are interested in and to begin conversations
- Follow the child’s lead when involved in an activity; incorporate activities that allow builds on language and interactions without materials (e.g., I spy, Simon Says, 20 Questions)
- Look for opportunities to have incidental conversations using Hanan strategies: talk about what you are doing, make interesting comments, ask questions to invite conversations, change routines into games
- Label children’s emotions
- Give children roles to take on and lead” (Hanan Centre, *Balancing Precautions While Building Interactions*, 2020)
- Physical distancing ideas for hosting whole group discussions/Morning Meetings:
 - Use shapes made of cloth to define personal space and where children can sit during discussions
 - Use carpet samples to define personal space and assigning seating
 - Use stickers or painters' tape on floors to mark off spots (be mindful that it doesn’t become a distraction)
- Physical distancing ideas for hosting small group discussions/group work/focused stations:
 - Keep children in the same groups for a month at a time and develop a tracking system
 - Always wash before having groups come together
 - Provide materials for each child to avoid too much sharing of materials
 - Keep materials contained and sorted
 - Rotate materials on a weekly basis and clean at the end of the week

Considerations for Whole Group Discussions/Small Group Activities

- “Balance individual learning activities with small group interactions; using creativity to mix individual and group interactions (for example, individual reflection/work, followed by “turn and show your neighbor”)
- Use [SSCAN](#) to build language-rich interaction within the group “(Hanan Centre, *Balancing Precautions While Building Interactions*, 2020)

- Develop a comprehensive understanding of the developmental levels of the children and their ability to participate in small groups to plan activities and keep them engaged for extended periods of time (refer to the [Prekindergarten Essentials – Developmental Milestones](#) chart)
- Focus on including imaginative play, physical games that can respect some social distancing, singing, individual art projects
- Include times that offer activities, games and projects where each child can contribute individually (e.g., shared writing experiences: whole group writes a story)
- Provide shared reading experiences to encourage whole group engagement through puppetry, storytelling, singing new songs, interactive read aloud/big book, turn and talks, think, pair, share ([SK Ministry of Education Early Literacy: A Resource for Teachers, 2000](#); UNICEF Guidance for Re-opening of Preschools and Kindergartens Post Covid-19, 2020)
- For further information on ways to maintain quality interactions and supporting children with emerging literacy and language development refer to The Hanen Centre: [Balancing Precautions While Building Interactions](#) document.

Appendix E- Mask Use

The North East School Division in consultation with public health, has decided to begin the school year at level 2 of the Safe Schools Plan which includes the use of masks.

All grade 4-12 students are required to wear a mask on school buses unless not able to do so safely.

Students in pre-k to Grade 3 will be encouraged, but not required, to wear masks while in school or on buses.

It is strongly recommended that students in Grades 4-8 wear a mask in high traffic areas and all other areas where 2-meter distancing is not possible.

Masks will be required for all students in Grades 9 to 12 in high traffic areas and wherever 2-meter physical distancing is not possible.

All staff members are also required to wear masks on buses and when working within a school facility when physical distancing of 2-meter cannot be maintained.

Parents and guardians are encouraged to purchase or construct reusable masks for their child(ren), but the school division will supply disposable non-medical masks as needed.

Parents and guardians are asked to wash reusable student masks according to appropriate guidelines. [Here is more information](#) on mask etiquette and maintenance provided by the Government of Canada.

What if my child cannot or does not want to wear a mask?

These situations will be assessed on individual basis and a medical note may be required. Please work closely with your school based administrator to determine options for your unique situation.

References

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Saskatchewan Ministry of Education (2017). [Responsive teaching, practice and assessment in Early Learning programs](#). Regina: Author.

Saskatchewan Ministry of Education (2010). [Children First: A resource for Kindergarten](#). Regina: Author.

Saskatchewan Ministry of Education (2008). [Play and Exploration: Early learning program guide](#). Regina: Author.

Saskatchewan Ministry of Education (2017). [Prekindergarten essentials](#). Regina: Author.

The Hanen Centre. (2020). [Childcare After COVID-19: Balancing Precautions While Building Interactions](#). Website: Author.

UNICEF. (2020). [UNICEF Guidance for Re-opening of Preschools and Kindergartens Post Covid-19 document](#) Website: Author



NESD Board of Education

Meeting Date: August 25, 2020

Topic: 2020 School Board Elections

MEETING	AGENDA ITEM	INTENT
<input checked="" type="checkbox"/> Board Meeting	<input checked="" 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 type="checkbox"/> Monitoring or Reporting Items	<input checked="" type="checkbox"/> Discussion
	<input type="checkbox"/> Information Items	
	<input type="checkbox"/> Correspondence	

BACKGROUND

At the June 16, 2020 Regular Meeting of the Board, the following board motions were made in preparation of the school board elections on November 9, 2020:

- That the Board approves the appointment of Wanda McLeod as Returning Officer for the 2020 general election of the school board for the North East School Division No. 200.
- That the Returning Officer be authorized to establish polls in personal care facilities or other similar institutions if appropriate.
- That the Board pay election officials at the same rate as the municipality when working with a municipality and when coordination does not occur, then the default rate is the Election Saskatchewan rate for 2020.

CURRENT STATUS

Due to a workload reallocation, Administration would like to request the appointment of Tanya Biesenthal as Returning Officer. The person that completes the most election work should be appointed the Returning Officer.

In addition, the City of Melfort will be using electronic vote counting equipment for the first time. According to *The Local Government Elections Act, 2015*, a Board motion is required to allow voting equipment to be used for the school board elections.

The deadline to post and publish the Notice of Call for Nominations is September 22, 2020 and the Nomination Day will be October 7, 2020.

RECOMMENDATION

Proposed Board Motions:

- i. That the Board rescind the following motion from the Regular Board meeting dated June 16, 2020:
 - That the Board approves the appointment of Wanda McLeod as Returning Officer for the 2020 general election of the school board for the North East School Division No. 200.
- ii. That the Board approves the appointment of Tanya Biesenthal as Returning Officer for the 2020 general election of the school board for the North East School Division No. 200.
- iii. That the Board approves the use of electronic vote counting equipment for the 2020 general election of the school board for the North East School Division No. 200.

PREPARED BY	DATE	ATTACHMENTS
Wanda McLeod, Superintendent of Business Administration	August 20, 2020	



NESD Board of Education

Meeting Date: August 25, 2020

Topic: Provincial Stimulus Funding

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

BACKGROUND

On May 6, 2020, the provincial government announced a \$7.5 billion, two year capital plan to stimulate Saskatchewan's economic recovery from the impact of the COVID-19 pandemic. This plan was \$2.0 billion increase over the existing capital plan of \$5.5 billion.

CURRENT STATUS

As a result of this funding, the North East School Division will be receiving up to \$1.2 million for the replacement of roof sections 1, 11 and 12 at Tisdale Middle and Secondary School. This roof project has been completed and was initially approved by the Board to be funded with Preventative Maintenance and Renewal funding for sections 11 and 12 and the Climate Action Incentive Fund (CAIF) for section 1. The injection of new money by the province will result in an opportunity to spend this PMR funding on other projects of the North East School Division. The CAIF money can be used for the new energy efficient furnaces at Reynolds School that was submitted in the original application (as an alternate project).

The Facilities Department would like to provide additional PMR projects to the Board for approval at a later date.

RECOMMENDATION

Proposed Board Motion:

That the Board approve that the Tisdale Middle and Secondary School roof replacement project of sections 1, 11 and 12 will not be funded with the Climate Action Incentive Fund and Preventative Maintenance and Renewal provincial grant and will be funded with the provincial economic stimulus funding of up to \$1.2 million.

PREPARED BY	DATE	ATTACHMENTS
Wanda McLeod, Superintendent of Business Administration	August 21, 2020	



NESD Board of Education

Meeting Date: August 25, 2020

Topic: Purchase of Chromebooks during 2020-21

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

BACKGROUND

The 2019-20 budget included approximately \$110,000 for the purchase of 400 Chromebooks for the schools.

CURRENT STATUS

On June 8, 2020, the North East School Division placed an order to purchase the Chromebooks. Unfortunately, the devices will be delivered in November (after the August 31st year end).

RECOMMENDATION

Proposed Board Motion:

That the Board approve that during the 2020-21 fiscal year, up to \$110,000 of the unrestricted accumulated surplus is used to purchase Chromebooks for the schools.

PREPARED BY	DATE	ATTACHMENTS
Wanda McLeod, Superintendent of Business Administration	August 20, 2020	



NESD Board of Education

Meeting Date: August 25, 2020

Topic: Additional Caretakers in 2020-21

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

BACKGROUND

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

CURRENT STATUS

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

Given the enhanced cleaning that is required during this time and the guidelines around illness and care, Administration would like to request additional caretaking staff for the 2020-21 school year. This would be considered a temporary increase in staffing of approximately 9.5 full time equivalent positions.

Administration plans to submit a Pandemic Funding Application to the Ministry of Education requesting funds to cover this cost. However, it is unknown at this time whether or not this funding will be received. First, the school division must use any savings as a result of the pandemic during the 2019-20 fiscal year. In addition, the application would need to be approved by the Ministry.

RECOMMENDATION

Proposed Board Motion:

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

PREPARED BY	DATE	ATTACHMENTS
Wanda McLeod, Superintendent of Business Administration	August 24, 2020	

Premier's social media message - new information

Triki Zenner <Zenner.Triki@nesd.ca>

Sat 2020-08-22 11:50 AM

To: Triki Zenner <Zenner.Triki@nesd.ca>

Subject: Premier's social media message - new information

Hello everyone,

I have returned from a great hike in the mountains in Canmore....

I have also just been informed that the Premier has just posted on facebook that school will resume on Sept. 8. Please see the attached facebook post. I am finding out the specific details and they include:

-school-specific information will be finalized and posted online and communicated to parents and students no later than August 26th.

-we are pushing back the first day for the kids to be back at school to the Tuesday after Labour Day, September 8th.

-The province will allocate \$40 million from the COVID contingency fund for additional costs related ensuring the safety of students and staff through the pandemic.

- \$10 million will be allocated to the Ministry of Education to purchase masks, PPE and other supplies; \$2.3 has already been spent.
- \$10 million will be available to provide non-classroom options like distance learning to help ensure our immunocompromised and medically fragile students have continuous access to learning – this won't just be for anyone who doesn't want to attend school.
- And \$20 million will be available to school divisions for other pandemic-related costs like staffing and sanitation supplies.

-This funding will be application based only. Divisions are fully expected to use their savings before considering the application process.

-The overall capacity for testing in the province will increase to 4000 tests per day by September 1st. Universal testing will be provided – so any teacher, parent or student who wants a test now can get one now.

-also establishing a specific process for testing in schools. Students will have the option of taking part in randomized voluntary testing with parental consent at their school.

-Participating schools will be selected based on a number of factors, such as number of students in the school and if the community is experiencing a recent surge of new cases. New testing methods will be explored, including testing by cheek swabs, which is less invasive and easier to administer to children.

-As well, in school public health visits for routine childhood vaccinations will now include Covid-19 testing,... with parental consent.

Stay tuned....I will communicate with you once I have more information.

Take care,

Rob Currie
Government of Saskatchewan
Deputy Minister
Deputy Minister's Office, Ministry of Education
5th Floor - 2220 College
REGINA SK S4P 4V9
Bus: 306-787-2471

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1:34 LTE

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Scott Moe ⋮
57m ·

Over the past few weeks, we've been listening to concerns from students, parents and teachers about returning to school during the COVID-19 pandemic.

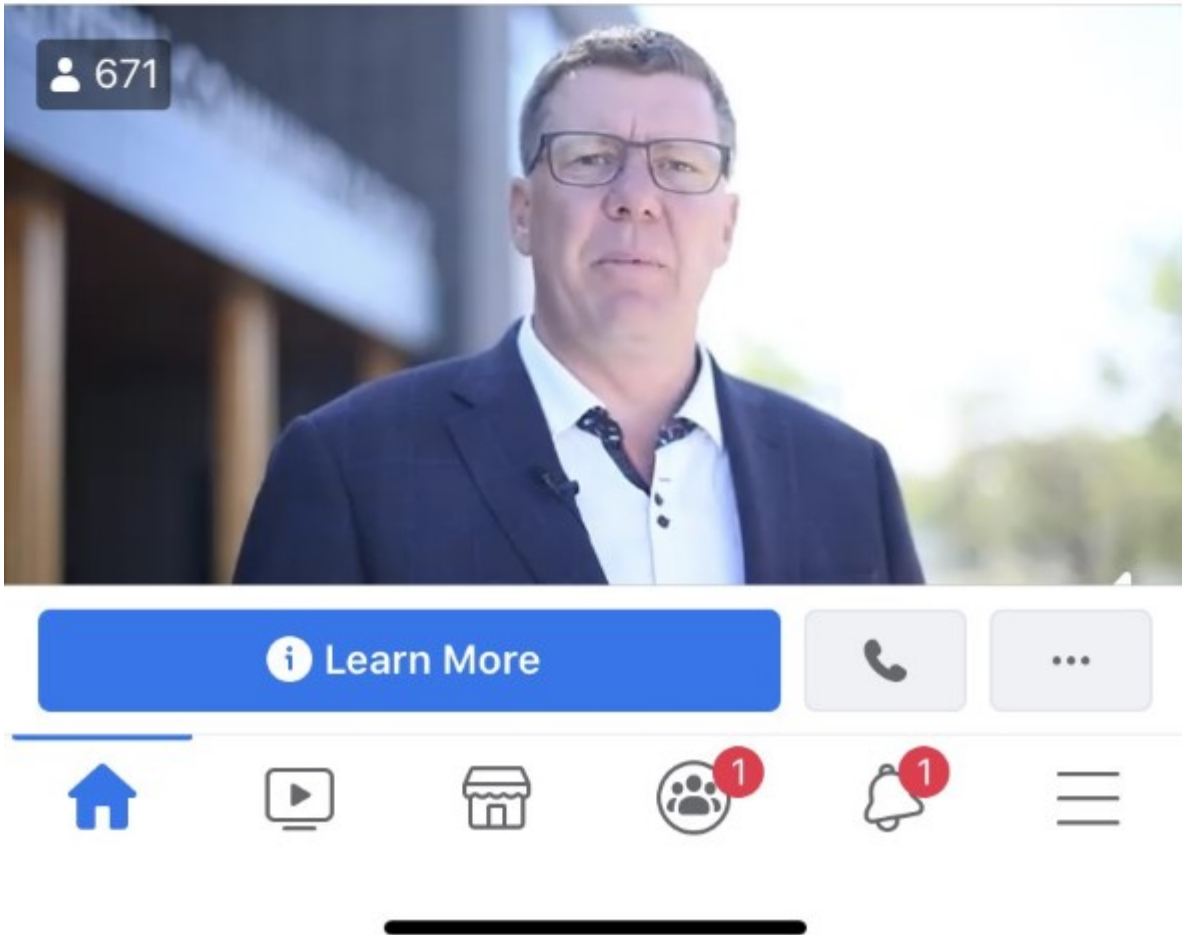
Our government hears you.

We're acting by investing an additional \$40 million so that more resources are available for safe classrooms.

The start of the school year will start on the Tuesday after Labour Day, September 8th, to provide teachers and school staff more time to prepare.

And we're adding an aggressive new testing strategy focused on voluntary testing for teachers and students.

I'm looking forward to providing more details and answering questions about this on Monday. But for now, I wanted you to know we are listening and we are acting.





NESD School Calendar – FINAL

2020 - 2021

Aug 2020						
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Sep 2020						
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Oct 2020						
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Nov 2020						
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Dec 2020						
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Jan 2021						
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Feb 2021						
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Mar 2021						
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Apr 2021						
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May 2021						
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June 2021						
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July 2021						
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LEGEND				STATUTORY HOLIDAYS			
	First day of School		Last Day of School	Aug 3	Civic Holiday	Jan 1	New Years
	School Improvement Planning – no students		School Admin - no students	Sept 7	Labor Day	Feb 15	Family Day
	Teacher Convention –none in 2020-21		Student Led Conferences	Oct 12	Thanksgiving	Apr 2	Good Friday
	Division In-service- no students		School Break	Nov 11	Remembrance Day	Apr 5	Easter Monday
	Statutory Holiday			Dec 25	Christmas Day	May 24	Victoria Day
T	Teacher days = 194	S	Student Days = 181	Dec 26	Boxing Day	July 1	Canada Day



White Fox School Calendar – FINAL

2020 - 2021

Aug 2020						
S	M	T	W	T	F	S
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Sep 2020						
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Oct 2020						
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Nov 2020						
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Dec 2020						
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Jan 2021						
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Feb 2021						
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Mar 2021						
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Apr 2021						
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May 2021						
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June 2021						
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July 2021						
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18	19	20	21	22	23	24
25	26	27	28	29	30	31
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LEGEND				STATUTORY HOLIDAYS			
	First day of School		Last Day of School	Aug 3	Civic Holiday	Jan 1	New Years
	School Improvement Planning – no students		School Admin - no students	Sept 7	Labor Day	Feb 15	Family Day
	Teacher Convention –none in 2020-21		Student Led Conferences	Oct 12	Thanksgiving	Apr 2	Good Friday
	Division In-service- no students		School Break	Nov 11	Remembrance Day	Apr 5	Easter Monday
	Statutory Holiday			Dec 25	Christmas Day	May 24	Victoria Day
T	Teacher days = 183	S	Student Days = 170	Dec 26	Boxing Day	July 1	Canada Day



NESD Board of Education

Meeting Date: August 25, 2020

Topic: Financial Report for the Nine Months Ending May 31, 2020

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	<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 Division Board is provided with quarterly financial reports from Administration.

CURRENT STATUS

Please find attached the following for the nine months ending May 31, 2020:

1. Memo for the Nine months ending May 31, 2020
2. Statement of Operations
3. Statement of Cash Requirements
4. Accumulated Surplus Activity Statement
5. Statement of Tangible Capital Asset Purchases

Please contact Wanda McLeod, Superintendent of Business Administration, with any specific questions prior to the Board meeting.

RECOMMENDATION

Proposed motion:

That the Board accept the financial report for the nine months ending May 31, 2020.

PREPARED BY	DATE	ATTACHMENTS
Wanda McLeod, Superintendent of Business Administration Donna Eberle, Manager of Finance	August 24, 2020	1) Memo for Quarter End 2) Statement of Operations 3) Statement of Cash Requirements 4) Accumulated Surplus Activity Statement 5) Statement of Tangible Capital Asset Purchases



North East School Division

Box 6000, 402 Main St.
Melfort, SK S0E 1A0

Phone: (306) 752-5741
Fax: (306) 752-1933

Toll Free: 1-888-752-5741
Website: www.nesd.ca

TO: Board of the North East School Division

FROM: Wanda McLeod, CPA, CA
Donna Eberle, CPA, CA

DATE: August 25, 2020

RE: Financial Report for Quarter Ending May 31, 2020

May 31, 2019 marks the end of the third quarter. At May 31, we would expect the actual ten month expenses for school based lines to be reporting at 90% of budget and the twelve month expenses for central office lines to be reporting at 75% of budget.

Below is an executive summary of information for the first, second and third quarters of 2019-20 as well as comparisons to the same time period for 2018-19. There is also some forward looking information into the fourth quarter of 2019-20 due to the COVID-19 pandemic. It is important that this document be used in conjunction with the Statement of Operations, Statement of Cash Requirements and Statement of Accumulated Surplus.

STATEMENT OF OPERATIONS

Revenues

Grants

The provincial grants totaled approximately \$40.6 million at quarter end. This amount includes the operating and other Ministry of Education grants. The overall impact of the December operating grant (that takes into account the September 30, 2019 actual school enrolments) will result in approximately \$312,000 less funding (increase to deficit) for the year. This number takes into account the grant calculation for the federally funded students and the students who are enrolled in the Adult Basic Education program at Cumberland Regional College. The shortfall in funding was caused by the enrolment projections provided to the Ministry in January 2019 being too high. The budget and initial operating grant from the Ministry are based on the estimated September 30, 2019 enrolment.

On March 20, 2020 the Saskatchewan government suspended classes indefinitely due to the COVID-19 pandemic. However, the provincial government guaranteed that the North East School Division will continue to receive the monthly operating grant as anticipated until August 31, 2020.

In the second quarter of 2019-20, the school division received a Preventative Maintenance & Renewal (PMR) payment of \$173,775 from the Ministry in recognition of current infrastructure needs. PMR funding announced on March 20, 2020 Provincial Budget Day indicated funds to be received in the amount of \$1,580,394. This PMR funding will be received in the fourth quarter. In 2018-19, the PMR funding was received in the fourth quarter.

Tuition and Related Fees

The tuition and related fee revenues will be under budget. The actual tuition revenue calculations for federally funded students are based on the actual enrolments at three points in time during the school year. As classes were suspended as of March 20, 2020, the third school division billing was based on January 2020 student enrolments. There were less federally funded students enrolled at the North East School Division from September 2019 to May 2020 compared to budget. All tuition revenue for 2019-20 has been reported at May 31, 2020.

In 2018-19, there were less federally funded students enrolled at North East School Division from September 2018 to May 2019 compared to the budget.

In the first three quarters of 2019-20, \$111,469 has been recognized as income relating to the Federal Tuition Capital Holdback. The \$150,000 budget will be recognized as income as progress is made on the multi-use washroom renovations at Melfort Unit Comprehensive Collegiate (MUCC).

School Generated Funds

School generated fund revenues will be under budget at year-end. As classes were suspended as of March 20, 2020, there will be minimal changes to revenues from what is presented in the first three quarters of 2019-20.

Complementary Services

Complementary service revenues are currently at 84% of the budgeted amount. The complementary service revenue represents the provincial grants for the pre-kindergarten programs. Additional funding in the amount of \$13,900 was received from the Town of Nipawin for outreach services in the third quarter. This is consistent with the additional funding received in 2018-19.

External Services

External services revenues have \$222,218 or 81% of the total budgeted amount recognized at May 31, 2020. External services are comprised of cafeteria sales and grant funding for the Invitational Shared Services Initiative (ISSI).

As classes were suspended as of March 20, 2020, there will be minimal changes to cafeteria revenues at both LP Miller and MUCC from what is presented in the first three quarters of 2019-20.

Other Revenue

Other revenue is currently at 77% of the budgeted amount. Miscellaneous revenue, rentals, interest income and gain on disposal of tangible capital assets are in this category. Interest income is anticipated to be under budget as the year progresses, due to an unexpected decrease in interest rates in March 2020. In 2018-19, the school division sold outdated technology and received approximately \$50,000 for these items, which had been unbudgeted, resulting in the gain on disposal of tangible capital assets being over budget.

Expenses

Governance

Governance is 72% of the budgeted amount, which is lower than the expected percentage of budget. In the third quarter of 2019-20, the Board did not attend the SSBA Spring Assembly that was cancelled due to COVID-19. Due to additional COVID-19 pandemic school planning, there will be an unbudgeted August board meeting. Starting in March, there have been virtual Board meetings which has saved travel costs. It is expected that governance will be under budget at year end.

Administration

Administration expenses are at 73% of budget, which is slightly lower than the expected level of expenses for this category. Due to the COVID-19 pandemic, all division office administrative staff has been working from home as of March 23, 2020. It is anticipated that minor savings will be realized in supplies and services due to minimizing purchases required in this area.

Instruction

Total instruction expenses are at 85% of the budgeted amount, which is consistent to the amount spent at May 31, 2019. Most instruction expenses would be expected to be at 90% spent (based on nine out of ten months of the fiscal year being completed).

Instructional expenses will be under budget at year-end. With in-school classes being suspended as of March 20, 2020, there is a decrease in substitute teacher costs in the third and fourth quarters. Teachers have delivered supplementary education to students rather than the traditional classroom instruction to engage students in continued learning. It is anticipated that there will be cost savings realized in instructional aids, supplies and services, student related expenses and travel costs. In addition, professional development opportunities were minimal during this time.

Plant

Overall the plant expenses are less than the expected 75% at 62% of budget (which is lower than the 73% in 2018-19). The main factor for this is that building operating expenses are under budget, as the majority of the minor renovation projects are undertaken during the summer months. In addition, the budget for minor renovations is significantly higher in 2019-20 compared to 2018-19. 2019-20 contains the \$1.5 million for the LED project. A similarly large project was not included in the 2018-19 budget. This also helps to explain the 62% of budget in 2019-20 compared to the 73% of budget in 2018-19.

Plant salaries and benefits are under budget as a maintenance supervisor and a helper position were not filled. There has been a decrease in casual workers in the facilities department in the current year from what was utilized in 2018-19. Substitutes were not required for any caretaker leaves since March 20, 2020 when classes were suspended.

There are two school roof replacements planned for 2019-20 at LP Miller Comprehensive School and Tisdale Middle and Secondary School (TMSS). Both projects were under construction in the third quarter. The LP Miller Comprehensive School (LP Miller) plumbing and control upgrades were also in the construction phase in the third quarter.

There are two minor renovation projects that started in the second quarter of 2019-20 and are still under construction in the third quarter. These projects include the multiuse bathroom at Melfort Unit Comprehensive Collegiate (MUCC) and the division wide LED retrofit project.

On May 5, 2020, it was announced that the school division would receive \$347,059 from the Climate Action Incentive Fund and this was not included in the budget. As a result, plant expenses will have unexpected costs due to the projects completed with this funding.

There were three school roof replacements underway in the first three quarters of 2018-19 at Bjorkdale School, LP Miller and MUCC. All three projects were included in the budget and will be funded using Preventative Maintenance and Renewal (PMR) grants from the Ministry.

Student Transportation

Student transportation is currently at 77% of the budgeted amount, with the expected percentage being at 90%. In the first two quarters of 2019-20, the school bus fuel costs were slightly over budget due to an unexpected increase in fuel prices compared to the anticipated costs at budget time. However, with classes being suspended as of March 20, 2020, there will be minimal fuel costs from this date until the end of the school year. Casual bus drivers from this date forward will also not be required, thereby resulting in salary savings in the third quarter. The repairs and maintenance of bus costs will not be affected by the suspension of classes.

Tuition and Related Fees

The tuition and related fees will be under budget. The number of students enrolled in the regional college adult basic education program is lower than expected. Cumberland College invoiced North East School Division for 17 students and the budget included 22 students. The operating grant provides funding for the students that attend this program at Cumberland College. In 2018-19, the budget was for 25 students and billing was for 18 students.

School Generated Funds

The school generated expenses are at 74% of the budget (compared to 101% of the budget in the prior year). School generated fund expenses will be under budget at year-end. As classes were suspended as of March 20, 2020, there will be minimal changes to expenses from what is presented in the first three quarters of 2019-20.

Complementary Services

Complementary services include costs associated with outreach workers and the pre-kindergarten programs in the division. Complementary services are at 78% of the budget, with the expected percentage being at 90%. Complementary services will be under budget at year-end. With classes being suspended as of March 20, 2020, payments to staff will be maintained, but savings are anticipated in the supplies and services area as no additional purchasing is expected other than costs already committed.

External Services

External services are at 85% of the budget, with the expected percentage being at 90%. External services include the costs associated with operating the cafeterias at MUCC and LP Miller, as well as expenses related to ISSI. External services will be under budget at year-end, with classes being suspended as of March 20, 2020, there will be minimal supplies purchased for the cafeterias until the end of the school year.

ISSI expenses were incurred in the amount of \$150,000 in the third quarter of 2019-20, which is consistent with 2018-19.

Other Expenses

Other expenses are in line with budget. Other expenses include services charges and interest paid on the capital loan for the construction of the Hudson Bay Community School.

STATEMENT OF CASH REQUIREMENTS

The Public Sector Accounting Standards (PSAS) provide statements that include items that do not have an impact on the cash of the school division (such as amortization expense) and omit purchases that do have an impact on cash flows (such as the purchase of tangible capital assets). When budgeting, it is more important to look at the full picture for the organization. This would include the purchase of tangible capital assets and the use of the accumulated surplus. The Statement of Cash Requirements provides additional detail for a more complete picture for the 2019-20 fiscal year of the school division.

Tangible Capital Assets

The tangible capital asset (TCA) purchases totaled \$285,396 in the first three quarters, out of the total \$1.9 million budgeted. A maintenance vehicle had been purchased in the third quarter. The vehicle had not been budgeted but was approved by the Board. There have been some school and department purchases of furniture and equipment and computer hardware. However, with classes being suspended as of March 20, 2020, not all planned school purchases will be made this school year. In the fourth quarter, there are expenditures planned for wireless access point as well as other technology purchases. The school bus purchases will also be purchased in the fourth quarter.

Amortization

Amortization expense is being recorded at 75% of the budgeted amount. The actual amortization expense will be calculated at year-end. In 2018-19, the same process for amortization was used.

Statement of Accumulated Surplus

Please refer to the statement titled "Statement of Accumulated Surplus" for more information.

NORTH EAST SCHOOL DIVISION
Statement of Operations
For the quarter ended May 31, 2020

	19 - 20				18 - 19			
	Budget 2019-20	Actual 2019-20	Variance	%	Budget 2018-19	Actual 2018-19	Variance	%
REVENUES								
Grants	\$ 55,830,238	\$ 40,565,631	\$ 15,264,607	73%	\$ 55,199,772	\$ 40,339,425	\$ 14,860,347	73%
Tuition and Related Fees	870,800	700,429	170,371	80%	710,400	541,635	168,765	76%
School Generated Funds	1,145,825	838,783	307,042	73%	982,950	1,116,981	(134,031)	114%
Complementary Services	606,828	508,896	97,932	84%	600,996	454,552	146,444	76%
External Services	273,500	222,218	51,282	81%	280,000	248,734	31,266	89%
Other Revenue	733,600	562,537	171,063	77%	642,000	610,680	31,320	95%
Total Revenues	\$ 59,460,791	\$ 43,398,494	\$ 16,062,297	73%	\$ 58,416,118	\$ 43,312,007	\$ 15,104,111	74%
EXPENSES								
Governance	\$ 257,775	\$ 186,842	\$ 70,933	72%	\$ 241,900	\$ 196,349	\$ 45,551	81%
Administration	2,386,330	1,735,504	650,826	73%	2,289,287	1,721,930	567,357	75%
Instruction	42,388,402	35,826,472	6,561,930	85%	42,043,682	36,276,138	5,767,544	86%
Plant	12,626,153	7,806,393	4,819,760	62%	9,960,118	7,241,967	2,718,151	73%
Transportation	4,670,386	3,582,000	1,088,387	77%	4,479,089	3,825,008	654,081	85%
Tuition and Related Fees	254,980	197,402	57,578	77%	289,750	209,167	80,583	72%
School Generated Funds	1,005,586	739,861	265,725	74%	963,573	976,860	(13,287)	101%
Complementary Services	1,494,499	1,166,253	328,247	78%	1,483,259	1,200,481	282,778	81%
External Services	366,580	311,367	55,213	85%	387,851	329,172	58,679	85%
Other Expenses	317,094	243,075	74,019	77%	332,876	279,834	53,042	84%
Total Expenses	\$ 65,767,785	\$ 51,795,167	\$ 13,972,618	79%	\$ 62,471,385	\$ 52,256,906	\$ 10,214,479	84%
Operating Deficit for the Year	\$ (6,306,994)	\$ (8,396,673)	\$ 2,089,679		\$ (4,055,267)	\$ (8,944,899)	\$ 4,889,632	

NORTH EAST SCHOOL DIVISION
Statement of Cash Requirements
For the quarter ended May 31, 2020

	Budget 2019-20	Actual 2019-20	Variance
OPERATING DEFICIT FOR THE YEAR	\$ (6,306,994)	\$ (8,396,673)	\$ (2,089,679)
TANGIBLE CAPITAL ASSETS:			
(-) Purchases	1,903,445	285,396	(1,618,049)
(+) Proceeds from disposals	14,000	5,611	(8,389)
LONG TERM DEBT:			
(-) Repayments of the year	387,986	289,474	(98,512)
(+) Debt issued during the year	-	-	-
NON-CASH GAIN/EXPENSES:			
(+) Amortization expense	4,278,591	3,208,943	(1,069,648)
(-) Gain on disposals of tangible capital assets	14,000	5,611	(8,389)
(+) Employee Future Benefits expenses	67,000	-	(67,000)
OTHER CASH REQUIREMENTS:			
(-) Employee Future Benefits expected payments	16,500	-	(16,500)
DEFICIT CASH FOR THE YEAR	\$ (4,269,334)	\$ (5,762,600)	\$ (1,493,266)
ACCUMULATED SURPLUS CHANGES:			
<i>Internally restricted:</i>			
School bus replacement (capital)	675,000	-	(675,000)
Contingency - LED Project	1,500,000	-	(1,500,000)
Contingency	398,528	-	(398,528)
Contingency - Carbon Tax costs	150,000	-	(150,000)
School generated funds (net change)	130,041	(71,119)	(201,160)
School carry forwards	70,000	(586,402)	(656,402)
Following Their Voices carryover	25,000	-	(25,000)
Digital projector replacement	-	(11,886)	(11,886)
	<u>2,948,569</u>	<u>(669,407)</u>	<u>(3,617,976)</u>
<i>Preventative Maintenance and Renewal (PMR) Funding:</i>			
PMR - use of funds for projects	2,113,600	342,059	(1,771,541)
PMR - funding	(1,751,000)	(173,775)	1,577,225
	<u>362,600</u>	<u>168,284</u>	<u>(194,316)</u>
NET CHANGE IN CASH POSITION (UNRESTRICTED)	\$ (958,165)	\$ (6,263,723)	\$ (5,305,558)

NORTH EAST SCHOOL DIVISION
Statement of Accumulated Surplus
For the quarter ended May 31, 2020

	August 31, 2019	Additions during the year	Reductions during the year	August 31, 2020
Invested in Tangible Capital Assets:				
Net Book Value of TCA	71,543,474	285,396	3,208,943	68,619,927
Less: Debt owing on TCA	7,732,837	-	289,474	7,443,363
	63,810,637	285,396	2,919,469	61,176,564
PMR maintenance project allocations	2,167,163	173,775	342,059	1,998,879
Externally Restricted Surplus:				
Broadway School Sale Agreement	50,556	-	-	50,556
Designated Assets:				
Capital Projects:				
Bus Fleet Renewal	682,132	-	-	682,132
Computer Software Replacement and Software Upgrade	98,037	-	-	98,037
Digital Projector Replacement	18,114	11,886	-	30,000
Hudson Bay Community School Project	35,489	-	-	35,489
Non-School Buildings	786,913	-	-	786,913
Surveillance Equipment Replacement	174,132	-	-	174,132
	1,794,817	11,886	-	1,806,703
Other:				
Invitational Shared Services Initiatives (ISSI)	5,671	150,000	150,000	5,671
School Budget Carryover	439,631	1,376,603	790,201	1,026,033
School Generated Funds	979,054	884,570	813,451	1,050,173
School Improvement Initiative	63,861	-	-	63,861
Teachers for Diversity and Small Schools	1,845,511	-	-	1,845,511
Contingency	4,975,600	-	-	4,975,600
	8,309,328	2,411,173	1,753,652	8,966,849
Unrestricted surplus	2,973,379	-	11,886	2,961,493
Totals	15,295,243	2,596,834	2,107,597	15,784,480

NORTH EAST SCHOOL DIVISION
Statement of Tangible Capital Asset Purchases
For the quarter ended May 31, 2020

	Actual	Budget	Variance
	2019-20	2019-20	
Computer hardware (note 1)	\$ 78,641	\$ 772,280	\$ (693,640)
School buses (note 3)	-	675,000	(675,000)
Furniture and equipment	158,388	251,115	(92,727)
Playground equipment	5,698	179,550	(173,852)
Computer software (note 3)	-	25,500	(25,500)
Vehicles (note 2)	42,670	-	42,670
Totals	<u>\$ 285,396</u>	<u>\$ 1,903,445</u>	<u>\$ (1,618,049)</u>

Notes:

1. The bulk of the technology related purchases will be made in the fourth quarter.

2. A maintenance vehicle had been purchased in the third quarter. The vehicle had not been budgeted but was approved by the Board.

3. Purchases are anticipated in the fourth quarter.

Administrative Procedures



AP 709 - Tangible Capital Assets

References:

The Education Act, 1995,

Related:

Attachment 1 - ASSET TYPES, THRESHOLDS AND AMORTIZATION

Tracking:

Original – September, 2013
Revised – February 2020

Status: Draft 4

BACKGROUND

A Tangible Capital Asset (TCA) administrative procedure provides overall direction for the capitalization of assets, technical guidance in the creation of a tangible capital assets accounting system and addresses areas that may require professional judgement. In addition, a TCA administrative procedure provides a framework in which to make consistent and sound decisions, plan ahead for future needs and provide public confidence in accounting and financial reporting processes.

All tangible property owned by the School Division, either through donation or purchase, and which qualifies as a tangible capital asset is included in the scope of this administrative procedure.

1. PROCEDURES

1. Definitions

Tangible Capital Assets

According to PSAB Section 3150, tangible capital assets are non-financial assets having physical substance that:

- i. are held for use in the production or supply of goods or services, for rental to others, for administrative purposes or for the development, construction, maintenance or repair of other tangible capital assets;
- ii. have useful economic lives extending beyond an accounting period;
- iii. are to be used on a continuing basis; and
- iv. are not for sale in the ordinary course of operations.

Cost

Is the gross amount of consideration given up to acquire, construct, develop or better a TCA, and includes all costs directly attributable to acquisition, construction, development or betterment of the TCA, including installing the asset at the location and in the condition necessary for its intended use. The cost of a contributed TCA, including a TCA in lieu of a developer charge, is considered to be equal to its fair value at the date of contribution.

Amortization

Most tangible capital assets have limited useful lives. This fact is recognized by amortizing the cost of TCA in a rational and systematic manner over their useful lives.

Fair Value

Is the amount of the consideration that would be agreed upon in an arm's length transaction between knowledgeable, willing parties who are under no compulsion to act. The cost of a contributed asset is considered equal to its fair value at the date of contribution (using market or appraisal values). If an estimate of fair value cannot be made, the tangible capital asset would be recognized at nominal value.

2. Asset Categories

A category of assets is a grouping of assets of a similar nature or function in the School Division's operations. The following list of categories and sub-categories shall be used:

CATEGORY	SUB-CATEGORY
Land	N/A
Land Improvements	Pavement, playground equipment, fencing, lighting, etc.
Buildings	Structure, site elements, interior components, exterior components, mechanical/electrical system, elevator, site services, fire & safety
Buildings – short term	Offices, portables, storage sheds, outbuildings, garages
School Buses	Licensed and unlicensed school buses, multi-function school activity buses
Other Vehicles – passenger	Cars, vans, half-ton trucks
Furniture & Equipment	PAA equipment, appliances, bulk furniture purchases, cabling, miscellaneous equipment & fixtures
Computer Hardware & Software	Hardware & peripherals, software, radio equipment, other audio visual equipment

It is the responsibility of the Director, department manager and staff members to ensure capital assets assigned to his or her custody are maintained and safeguarded.

Costs of betterments are considered to be part of the cost of the tangible capital asset and are added to the recorded cost of the related asset. A betterment is a cost incurred to enhance the service potential (increase in physical output or service capacity) of a tangible capital asset. The cost of the betterment is amortized over the remaining useful life of the related asset. For North East School Division purposes, roof projects, replacing carpeting/flooring, heating and ventilation equipment replacements (HVAC systems), boiler replacement, painting, and electrical upgrades will generally not be considered a betterment. As a result, the cost of the project would be expensed as an operational cost.

3. Capitalization Methods

Individual Asset Approach

Under this approach, TCA purchases are tracked, capitalized, and amortized as an individual asset until the date in which they are disposed of and/or fully amortized. The school division uses this method for land, land improvements, buildings, short-term buildings, school buses and vehicles.

Pooled Cost Approach (Pooling)

Under this approach, similar TCA are grouped into one TCA class and are tracked, capitalized, and amortized as a group until the date in which they are fully amortized. Once a TCA has been added to a pooled TCA class, it generally remains in the class until it is fully amortized. The school division uses this approach for capitalizing assets for furniture and equipment, computer hardware and audio visual equipment, and computer software.

4. Capitalization Thresholds

Capitalization thresholds are established to determine whether expenditures are to be capitalized as assets and amortized or treated as current year expenditures. Refer to ATTACHMENT I for the asset category threshold levels.

The School Division's capitalization thresholds are set based on guidelines from the Ministry of Education, information gathered from various industry sources and experts combined with the consideration of the materiality of the asset category.

Effective September 1, 2020 and future years, only individual items greater than \$1,000 (\$100 in 2019-20) will be posted to similar TCA groupings for pooling purposes. This means that individual items with a cost of \$1,000 (\$100 in 2019-20) or greater will be added to the category pool, tracked and amortized.

5. Amortization

Amortization is a charge to expenditures for the use of a capital asset. Refer to ATTACHMENT I to determine how the asset categories are amortized.

When a capital asset is tracked by "Asset" or by the "Pooling" method, a full year's amortization is expensed in the year, regardless of when the asset is purchased. Amortization will continue to be expensed evenly over its useful life (i.e., straight-line basis).

Useful life is the estimated period over which the tangible capital asset is expected to be used by the School Division.

6. Write-Downs

When the value of future economic benefits associated with the tangible capital asset is less than the asset's net book value, the cost of the asset should be reduced to reflect the decline in the asset's value.

The write down should be accounted for as an expense in the statement of operations and accumulated surplus. A write down should not be reversed.

7. Disposals

Disposal procedures for capital assets are in accordance with the School Division's Inventory Management Administrative Policy 703.

The difference between the net proceeds on disposal of a tangible capital asset and the net book value of the asset should be accounted for as a revenue (gain) or expense (loss) in the statement of operations and accumulated surplus.

When a capital asset is tracked by "Asset" and sold during the year, any amortization expensed in the year for that particular asset must be reversed, as no amortization is taken in the year of disposal. Assets recorded using the pooled cost approach will have a deemed disposal at the end of their useful life; individual disposals are not generally recorded. If the asset is sold or disposed of before the end of its useful life, the proceeds are to be recorded as revenue. In exceptional circumstances where there is a significant loss or disposal incurred in a pooled class, the pool would be decreased for the loss of the disposals.

8. Contributed/Donated Capital Assets

The cost of a contributed tangible capital asset is considered to be equal to its fair value at the date of contribution. Fair value would be estimated using market or appraisal values. For contributed materials and

services that are normally purchased, fair value would be determined in relation to the purchase of similar materials and services.

Due to the infrequent nature of this type of activity and the resources needed to determine the fair value of the contributed asset, these items will not be recorded unless a determination by the Manager of Financial Services indicates that the individual asset value may be greater than \$1,000.

9. Presentation and Disclosure

The School Division will present and disclose the capital assets by each major category in accordance with PS3150.40, 41 and 42.

Education in a Culture of Excellence

ASSET TYPES, THRESHOLDS AND AMORTIZATION

<u>ASSET TYPE</u>	<u>CAPITALIZATION THRESHOLD</u>	<u>ESTIMATED USEFUL LIFE IN YEARS</u>	<u>TRACKING METHOD</u>	<u>AMORTIZATION METHOD</u>
Land	\$10,000	Indefinite	By Asset	Not Amortized
Land improvements	\$25,000	20	By Asset	Straight line useful life
Buildings	\$50,000	50	By Asset	Straight line useful life
Buildings – Short Term	\$10,000	20	By Asset	Straight line useful life
School Buses	\$10,000	12	By Asset	Straight line useful life
Other Vehicles – Passenger	\$10,000	5	By Asset	Straight line useful life
Furniture & Equipment	\$1,000	10	Pooling	Straight line useful life
Computer Hardware & Software	\$1,000		Pooling	Straight line useful life
Hardware & Audio Visual		5		
Software		5		
Communication systems/Equipment		10		
Assets Under Construction	\$5,000	N/A	By Asset	Not Amortized

Education in a Culture of Excellence

Administrative Procedures

<p>AP-510</p> <p>Workplace Safety</p>	<p>References: The Saskatchewan Employment Act, 2013 The Occupational Health and Safety Regulations, 1996: Section 35 Understanding Occupational Health and Safety in Saskatchewan (2015) OH&S School Kit The Education Act, 1995</p> <p>Related: AP 410 Safety NESD Code of Conduct NESD Employee Handbook Manual</p>	<p>Tracking: Approved by Board: September 2015</p> <p>Updated: June 2020</p>
		<p>Status:</p>

Background

The North East School Division (NESD) is committed to the protection of our employees, contractors and volunteers. The NESD will provide and maintain a safe and healthy work environment in accordance with industry standards and in compliance with legislative requirements. We will strive to eliminate any foreseeable hazards that may result in injury, illness or damage. All employees, contractors and volunteers are expected to comply fully with applicable health and safety laws, rules and regulations.

It is the obligation of all NESD employees to take reasonable precautions for their own health and safety and that of others. Incidents can be prevented through good management in combination with active employee involvement. Participation in the health and safety program is the direct responsibility of all employees. The information in this procedure does not take precedence over legislation. All employees should be familiar with their rights and responsibilities under [The Saskatchewan Employment Act \(SEA\)](#) as it relates to Occupational Health and Safety (Part III) and relevant parts of [The Occupational Health and Safety Regulations, 1996](#). We will collectively strive for continuous improvement and eliminating any foreseeable hazards that may result in injury, illness or damage.

Everyone within the operations of the NESD has responsibilities to help create and maintain a safe working environment for themselves and others. Clear expectations are necessary to ensure that everyone is aware of their rights and obligations. This will enable the NESD's health and safety program, which includes all administrative procedures and practices that relate to health and safety, to operate effectively.

Everyone has the right to work in a safe and healthy environment. Employees have the right to refuse to perform work at a place of employment if they have reasonable grounds to believe the work is unusually dangerous until the matter is resolved in accordance with [The Saskatchewan Employment Act \(SEA 3-31\)](#). Therefore, the NESD will describe the roles and responsibilities of all levels within the operations clearly, including the board and/or division, management, employees and contractors.

These expectations will be a condition of employment and must be followed. The following outlines the general roles and responsibilities for safety at the NESD.

Procedures

1. The School Division Executive Leadership Team will ensure that:

- a. It plays a leadership role in health and safety,
- b. Every reasonable precaution is taken to ensure the workplace is safe and in compliance with, legislative and regulatory requirements,
- c. The facilities, grounds, tools and equipment are maintained in safe working condition,
- d. Processes, policies, procedures and rules to manage safety effectively and to ensure the safety of all employees, contractors, suppliers and visitors are established and monitored,
- e. Adequate resources are provided to manage and sustain NESD's health and safety program,
- f. All employees are aware of their legal rights, roles and responsibilities concerning safety, and are held accountable,
- g. NESD's health and safety processes, policies, procedures and rules are reviewed regularly and revised as needed,
- h. Information regarding the health and safety of employees is made available and that all employees are made aware of this information,
- i. An appropriate safety reporting system is available,
- j. It has satisfied all health and safety activities, roles and responsibilities required of them by the legislation (*SEA 3-8* and all applicable regulations)

2. Principals, Vice-Principals and Supervisors shall, to the best of their ability, ensure that:

- a. They play leadership roles in health and safety,
- b. They have satisfied all health and safety activities, roles and responsibilities required of them by the legislation (*SEA 3-9* and all applicable regulations) and NESD's health and safety program,
- c. Reasonable precautions are taken to keep employees, contractors, supplier and visitors safe. This includes maintaining buildings, grounds and equipment in safe working condition,¹
- d. Employees under their supervision are aware they have access to information about their legal rights, roles and responsibilities concerning safety,
- e. They provide a safety orientation to new employees under their direct supervision, before they start work, that covers all the information applicable to their position required by the legislation and regulations and the NESD's health and safety program,
- f. There is adequate and competent supervision to manage safety effectively during all working hours within their areas of responsibility,
- g. They coach and correct, employees under their direct supervision as appropriate and necessary to maintain a safe work environment,
- h. Hazards/hazardous activities are identified, assessed, prioritized according to risk and controlled within their areas of responsibility. Where further action or authority is required, the principal, vice-principal or supervisor will report the hazard as soon as possible to the appropriate department or superintendent,
- i. Align annual goal-setting to achieve the stated outcomes,

¹ NESD supports principals in this role with internal areas of maintenance and IT.

- j. Workplace incidents are reported to the applicable regulator as required by law,
- k. Workplace incidents are properly investigated,
- l. Appropriate and adequate records are maintained to support, monitor and track all the efforts/activities undertaken in support of health and safety in the workplace,
- m. Data relating to the efforts/activities undertaken in support of workplace safety is periodically reviewed to assess compliance and to determine performance levels, and
- n. They establish, consult and cooperate with a joint Occupational Health Committee.

3. Employees will ensure they:

- a. Take reasonable precautions for their own health and safety and the health and safety of others,
- b. Adhere to and follow all applicable health and safety processes, policies, procedures and rules,
- c. Inspect, use and maintain all personal protective equipment as per manufacturer specifications, legal requirements and NESD requirements,
- d. Use any and all safeguards and devices provided for the protection of themselves or others,
- e. Follow approved standardized practices and procedures when using all tools and equipment,
- f. Use all tools, equipment and materials in a safe manner and within the capacity and purpose intended,
- g. Report any hazardous conditions, procedures, equipment operations or material concerns to their supervisor immediately,
- h. Report all injuries, no matter how small, as soon as is reasonably practical to their supervisor and never leave a NESD facility without reporting an injury,
- i. Consult and cooperate with the OHC, and
- j. Satisfy all health and safety activities, roles and responsibilities required by the legislation (*SEA 3-10* and all applicable regulations) and NESD's health and safety program.

4. Contractors and suppliers will ensure that they:

- a. provide valid proof of good standing with the Saskatchewan Workers Compensation Board (WCB), or proof of insurance, if applicable, as required by the Facilities Department,
- b. Take reasonable precautions for their own health and safety and that of others,
- c. Adhere to and follow the highest standard for health and safety, be it NESD or contractor health and safety processes, policies, procedures and rules, and
- d. Have satisfied all health and safety activities, roles and responsibilities required of them by legislation, industry practices and their health and safety program and NESD's health and safety program.

5. Visitors, parents, guests and volunteers will ensure that they:

- a. Report to the main office prior to entering the facility, and
- b. Follow the instructions and rules of the location

6. Occupational Health and Safety Committee (OHC)

The school principal is to arrange for the establishment, and on-going cooperation and consultation of an Occupational Health and Safety Committee (OHC) in the designated school in accordance with the

Saskatchewan Employment Act (Part III). In other division-owned facilities, the direct supervisor(s) will be responsible.

An OHC works with employers and employees to create a healthy and safe work environment by detecting Occupational Health and Safety (OHS) hazards and developing practical approaches to eliminate or control those hazards. OHCs are essential for bringing health and safety concerns into the open, focusing attention on them, and recommending ways to correct and resolve them.²

The OHC does not have direct responsibility for workplace health and safety but are the internal monitors of the workplace responsibility system.

OHC Co-Chairpersons are responsible for:

- Completing OHC Level 1 and Level 2 training, and
- Conducting OHS legislated incident investigations.

OHCs are responsible for:

- a. Participating in the identification and control of health and safety hazards,
- b. Receive, consider and resolve matters respecting the health and safety of employees and contractors,
- c. Meet at least quarterly and have quorum at the meetings, maintain meeting minutes (7 years),
- d. Post all OHC minutes on the safety bulletin board in the work location,
- e. Conduct annual inspection,
- f. Investigate serious incidents (regulation 29), dangerous occurrences (regulation 31) and work refusals (SEA 3-31),
- g. Make recommendations for corrective actions/solutions to address issues/items, and
- h. Maintain records and carry out all duties as specified in the legislation (SEA 3 -27 and all applicable regulations)

² [Occupational Health Committees](#); Government of Saskatchewan.

7. Working Alone or at an Isolated Place of Employment

NESD has employees who are working alone, whether as a substantial part of their working day or on an occasional basis. This includes working without close or direct supervision, by themselves, without colleagues or in isolated work areas during non-office/non- school hours.

[The Occupational Health and Safety Regulations, 1996, Section 35](#) defines working alone as “working at a worksite as the only worker of the employer or contractor at that worksite, in circumstances where assistance is not readily available to the worker in the event of injury, ill health or emergency.”

Where an employee is working alone, the direct supervisor, in conjunction with the OHC, shall identify the risks arising from the conditions and/or circumstances of the work or the isolation of the place the work is to be performed. All reasonably practical steps to eliminate or reduce the risks that have been identified will be taken, including but is not limited to:

- a. The establishment of an effective communication system that consists of phone, cellular phone, email or radio communication.

If the area of risk identified does not have reasonable safety measures in place, the area of risk should be brought to the attention of the supervisor. The supervisor, in collaboration with OHC, will then assess the risk area to determine whether specific communication methods, safety equipment or additional standard procedures may be required.

The steps to be taken to eliminate or reduce the risks pursuant to subsection 35 may include:

- a. Provision of personal protective equipment when required. If additional training is required, the appropriate training will be provided by the employer,
- b. In isolated areas where an employee is required to work on an *occasional* basis, the employee will inform the supervisor when they will be required to work alone and the location in which the work will take place so that regular contact by the employer with the individual working alone may take place,
- c. Supervisors placing limitations on, or prohibitions of, specified activities if deemed unsafe while working alone,
- d. Establishment of additional minimum training or experience, or other standards of competency along with supporting procedures, and
- e. Provision of emergency supplies for use in travelling under conditions of extreme cold or other inclement weather conditions.

Administrative Procedures

AP-527 Access to Information – Local Authority Freedom of Information and Protection of Privacy (LAFOIPP)	References: The Education Act, 1995, Local Authority Freedom of Information and Protection of Privacy (LAFOIPPP) SSBA Privacy and Access to Information in Saskatchewan School LAFOIPP SSBA Record Retention and Disposal Guide	Tracking: Created July 2020 Updated:
	Related: APF 520.1 Confidentiality AP 518 Social Media AP 525 Acceptable Use AP 708 Records AP 711 Record Retention and Disposal AP 517 Employment Records Student Registration Form	Status:

Background

North East School Division is a local authority subject to the provisions of The Local Authority Freedom of Information and Protection of Privacy Act (LAFOIPP). NESD recognizes that individuals have a right to access records that are in the possession of the organization with the exception of those records which are exempt in accordance with LAFOIPP. As a local authority, the Board will ensure through its designate, the Director of Education, access to information that can be made public and will protect confidential information and personal information.

The Board through the Director of Education shall:

- Encourage and facilitate the appropriate collection, use, access and retention of information in accordance with privacy and freedom of information laws and regulations.
- Ensure that appropriate security measures are in place to protect personal information.
- Facilitate access to personal information by the individuals who are entitled to access.
- Collect only that personal information which is required for the purposes of the school division.
- Use information collected only for the purposes for which it was collected.

Definitions

1. **Personal Information**

Any information about an identifiable individual that is recorded in any form, as per Section 23 of The Local Authority Freedom of Information and Protection of Privacy Act (LAFOIPP).

2. Confidential Information

Any information learned during the course of employment that would reasonably be considered to be personal or confidential, unless identified otherwise, as per the Code of Conduct.

3. Appointment of Head under LAFOIPP

The Superintendent of Human Resources or designate shall act as the Head within the requirements of LAFOIPP and shall be known as the Privacy Officer.

Procedures

1. Collection of Personal Information

Only information which is required to provide educational services to students under *The Education Act, 1995*, shall be collected by the Board or its employees.

- a. All forms used for the collection of personal information from parents or guardians, students, employees, volunteers or members of the public shall:
 - be approved by the Privacy Officer before being used; and
 - include a disclosure statement indicating the purpose for which the information is being collected.

- b. *The Local Authority Freedom of Information and Protection of Privacy Act* requires that schools obtain informed consent for the collection and use of personal information that is not authorized under *The Education Act, 1995* or used for purposes other than those for which it was collected.

2. Storage of Information

- a. All personal information collected by the Board or its employees shall be stored in a secure environment with adequate security precautions to prevent unauthorized access.

- b. The Privacy Officer shall periodically review arrangements made for storage of information.

- c. Employees who collect or use personal information in the course of employment will follow all procedures established for the storage of such information and shall take reasonable precautions to ensure the security of such information.

- d. See AP 517 Employee Records, AP 708 Records and AP 711 Record Retention and Disposal for more information.

3. Access to Personal Information

- a. Only those persons requiring access to personal information in order to perform the duties of their employment shall be allowed access to that information.
- b. Any employee accessing personal information without authority to do so may be subject to disciplinary measures up to and including termination.
- c. Any employee or volunteer's name, position, employment responsibilities, business contact information and salary may be accessed by a third party or released through an LAFOIPP request without the consent of the employee, as per section 23 of *The Local Authority Freedom of Information and Protection of Privacy Act*.

4. Release of Information

- a. No member of the Board, staff or administration, other than the Privacy Officer shall release any document, record or information to any person unless such release is specifically authorized by this procedure or by the Privacy Officer.
- b. All applications for the release of information pursuant to LAFOIPP shall be made to the Privacy Officer and all enquiries about such applications shall be directed to the Privacy Officer.
- c. The Privacy Officer shall ensure that each request made pursuant to LAFOIPP is dealt with in the appropriate manner in accordance with the provisions of LAFOIPP.
- d. All Board members and staff shall cooperate fully with the Privacy Officer and provide to the Privacy Officer, in a timely manner, all documents, records, and information requested by the Privacy Officer.
- e. The Privacy Officer may from time to time provide direction to school administrators concerning the release of personal information from student files to parents or guardians that shall include:
 - i. A description of the types of personal information that may be released without formal application under LAFOIPP; and
 - ii. The procedures to be followed when releasing such personal information.

5. Confidentiality

- a. All employees of the NESD shall keep confidential any and all personal information concerning students, Board members, teachers and other employees which may acquire during the course of their employment, whether such information is oral, written or electronic.

- b. The Privacy Officer shall consider each application and give written notice to the applicant within 30 days regarding the disposition of the request. The Privacy Officer will provide a fee estimate to an applicant. Depending upon circumstances, the division also has the right to waive payment of all or part of the fee.

6. Education and Training

Training related to the principles and application of LAFOIPP and protection of personal information will be provided to board members, employees and contractors with access to personal information.

Administrative Procedure Form

APF-527.1 Confidentiality

In accordance with AP 527, Access to Information - LAFOIPP, and all applicable division policies and procedures the following measures are to be followed concerning confidentiality¹.

All employees of NESD shall keep confidential any and all information they acquire during the course of their employment that would reasonably be considered to be personal or confidential². Confidentiality is defined as being limited to persons authorized to use information, documents, etc., so classified.

1. This includes, but is not limited to:
 - personal information concerning students;
 - personal information concerning all employees of the Board;
 - confidential information obtained from third parties;
 - confidential information about matters under consideration by school administration or the board of education;
 - confidential information concerning the business or operations of the board of education;
 - content of tenders and other contractual negotiations; and
 - details of business operations, financial matters and other confidential records of businesses which deal with the Board.

No person shall disclose such information unless such disclosure is required within the course of employment.

2. Information covered by this procedure shall include information that is written or unwritten or stored electronically.
3. Subject to legislation and regulations, any personal or confidential information shall be released only as required in the necessary course of employment and only by those persons authorised to release such information.
4. An employee shall make their best efforts to ascertain whether or not release of personal or confidential information is authorized, and if uncertain shall direct the inquiry to his or her supervisor or the Privacy Officer.

¹ Confidentiality does not mean anonymity as witnesses may be required during a formal investigation process regarding breach of confidentiality.

² Source: SSBA LAFOIP

5. Any person who knowingly, recklessly or negligently releases personal or confidential information without appropriate authority may be subject to disciplinary action up to and including termination of the employment contract.
6. All volunteers who may have access to confidential or personal information shall be provided with a copy of this procedure and required to adhere to its requirements as a condition of being a volunteer.
7. All Contractors who may have access to confidential or personal information shall be provided with a copy of this policy and required to adhere to its requirements as a condition of their contract.
8. All supervisors shall ensure that all employees, volunteers and contractors covered by this procedure shall be provided with a copy of this policy prior to commencing employment or duties with the school division and shall sign an acknowledgement of review of this policy.

Information (print)

Name	Position
School/Facility	

I have read, understand and been provided a copy of AP 527 Access to Information- LAFOIPP

Signature: _____ Date: _____



North East School Division

Box 6000, 402 Main St.
Melfort, SK S0E 1A0

Phone: (306) 752-5741
Fax: (306) 752-1933

Toll Free: 1-888-752-5741
Website: www.nesd.ca

August 17, 2020

Mr. Luke Perkins
Chairperson of the Board of Education
North East School Division
Box 6000, Melfort, SK
S0E 1A0

Dear Luke,

The purpose of this letter is to inform you that I have designated two superintendents, Eric Hufnagel and Stacy Lair, to assume the responsibilities of Director of Education on a temporary basis should I be unable to perform my duties.

As a result, I have advised these individuals to assume my duties in the following order only if required during the 2020-21 year: Eric Hufnagel will be first to assume duties of the Director of Education if required. In addition, Stacy Lair is prepared to assume duties of the Director of Education if both Eric and I are unable to. Mr. Hufnagel and Ms. Lair are both members in good standing of the League of Education Administrators' Directors and Superintendents (LEADS) in Saskatchewan.

This designation is to provide for continuity in school division operations on an emergent basis and is not intended to limit the Board's succession planning for a permanent Director of Education/CEO in any way.

Sincerely,

Don Rempel
Director of Education

CC: Board of Education
Executive Council
Triki Zenner



Government
— of —
Saskatchewan

Minister of Education

Legislative Building
Regina, Canada S4S 0B3

MINISTER'S ORDER

Pursuant to the authority vested in me by sections 42, 54 and 61 of *The Education Act, 1995*, and sections 6 and 7 of *The School Division Administration Regulations, I*, Gordon S. Wyant, Q.C., Minister of Education, do hereby order the following, effective September 1, 2020, in the manner set forth herein:

1. That the North East School Division No. 200 of Saskatchewan is continued to be established, effective the date of this Order.


2. That this Order repeals and replaces all previous Orders describing for the North East School Division No. 200 of Saskatchewan including but not limited to the following:
 - a. Minister's Order 010/2005-06, dated April 19, 2005;
 - b. Minister's Order 042/2005-06, dated May 25, 2005;
 - c. Minister's Order ED21/2009-10, dated September 16, 2009;
 - d. Minister's Order ED12/2012-13, dated May 23, 2012;
 - e. Minister's Order ED19/2012-13, dated August 28, 2012; and
 - f. Minister's Order ED07/2018-19, dated August 14, 2018.

3. That the boundaries of the North East School Division No. 200 of Saskatchewan shall be established as described in Schedule "A" attached hereto.

4. That the boundaries of the subdivisions and the number assigned to each subdivision of the North East School Division No. 200 of Saskatchewan shall be established as described in Schedule "A" attached hereto.
5. That the number of members comprising the Board of Education of the North East School Division No. 200 of Saskatchewan shall be eight (8) and the members comprising the Board of Education immediately prior to the effective date of this order are continued as members of the Board of Education and assigned as representative, if applicable, for the same subdivision.
6. That all assets and liabilities of the North East School Division No. 200 of Saskatchewan or its predecessors, continue to be the assets and liabilities and shall remain vested in said name.
7. That all parcels of the aforementioned lands that may be registered in the name of the Board of Education of the North East School Division No. 200 of Saskatchewan or its predecessors, shall remain vested in said name.

Dated at Regina, Saskatchewan, this 23 day of July, 2020.

Number ED06/2020-21



Minister of Education

Schedule "A"
North East School Division No. 200

Subdivision 1

- 1) In Township 42:
 - a) Ranges 30-31: Theoretical sections 1-36,
 - b) Range 32: Theoretical sections 1-4, 9-16, 21-28, 33-36;
- 2) In Townships 43-46:
 - a) Ranges 30-31: Surveyed and/or theoretical sections 1-36,
 - b) Range 32: Surveyed and/or theoretical sections 1-2, 11-14, 23-26, 35-36;
- 3) In Townships 47-50:
 - a) Ranges 30-31: Surveyed and/or theoretical sections 1-36,
 - b) Range 32: Surveyed and/or theoretical sections 1, 12, 13, 24, 25, 36;
- 4) In Townships 51-54:
 - a) Ranges 30-31: Surveyed and/or theoretical sections 1-36;

All west of the First Meridian;

and,

- 5) In Township 42:
 - a) Ranges 1-3: Theoretical sections 1-36,
 - b) Range 4: Sections 1-2, 11-14, 20-36,
 - c) Range 5: Sections 25-36;
- 6) In Township 43:
 - a) Ranges 1-5: Surveyed and/or theoretical sections 1-36,
 - b) Range 6: That portion of section 31 which lies north of the centreline of Red Deer River,
 - c) Range 7: Those portions of sections 32-36 which lie north of the centreline of Red Deer River;
- 7) In Township 44:
 - a) Ranges 1-7: Surveyed and/or theoretical sections 1-36,
 - b) Range 8: Sections 1-3, 10-15, 22-27, 34-36;
- 8) In Township 45:
 - a) Ranges 1-7: Surveyed and/or theoretical sections 1-36,
 - b) Range 8: Sections 1-3, 10-15, 22-27, 34-36;

- 9) In Townships 46-48:
 - a) Ranges 1-8: Surveyed and/or theoretical sections 1-36,
 - b) Range 9: Surveyed and/or theoretical sections 1-2, 11-14, 23-26, 35-36;

- 10) In Townships 49-54:
 - a) Ranges 1-4: Surveyed and/or theoretical sections 1-36;

All west of the Second Meridian;

Subdivision 2

- 11) In Township 45:
 - a) Range 10: Section 31,
 - b) Range 11: Sections 31-36,
 - c) Range 12:
 - i) East half of section 19,
 - ii) Section 20,
 - iii) West half of section 25,
 - iv) Sections 26-29,
 - v) East half of sections 30-31,
 - vi) Sections 32-36;

- 12) In Township 46:
 - a) Range 9: Sections 3-10, 15-22, 27-34,
 - b) Ranges 10-11: Sections 1-36,
 - c) Range 12:
 - i) Sections 1-5,
 - ii) East half of section 6,
 - iii) North half and southeast quarter of section 7,
 - iv) Sections 8-36,
 - d) Range 13:
 - i) East half of sections 13, 24,
 - ii) Sections 25-27,
 - iii) Sections 34-36;

- 13) In Township 47:
 - a) Range 9: Theoretical sections 3-10, 15-22, 27-34,
 - b) Ranges 10-12: Sections 1-36,
 - c) Range 13:
 - i) Sections 1-4,
 - ii) North half of section 5,
 - iii) Sections 8-17, 20-36;

- 14) In Township 48:
 - a) Range 9: Theoretical sections 3-10, 15-22, 27-34,
 - b) Ranges 10-12: Sections 1-36,
 - c) Range 13:
 - i) Sections 1-6,
 - ii) East half of section 7,
 - iii) Sections 8-16,
 - iv) Southeast quarter of section 17,
 - v) Sections 23-24;

- 15) In Township 49:
 - a) Ranges 5-12: Surveyed and/or theoretical sections 1-36,
 - b) Range 13: Sections 11-14, 23-24;

- 16) In Township 50:
 - a) Ranges 5-11: Surveyed and/or theoretical sections 1-36,
 - b) Range 12:
 - i) Sections 1-17,
 - ii) South half of section 18,
 - iii) Sections 20-29, 32-36;

- 17) In Township 51:
 - a) Ranges 5-11: Surveyed and/or theoretical sections 1-36,
 - b) Range 12:
 - i) Sections 1-4,
 - ii) East half of sections 5, 8,
 - iii) Sections 9-16,
 - iv) East half of sections 17, 20,
 - v) Sections 21-28,
 - vi) East half of sections 29, 32,
 - vii) Sections 33-36;

- 18) In Township 52:
 - a) Ranges 5-10: Surveyed and/or theoretical sections 1-36,
 - b) Range 11:
 - i) Sections 1-28,
 - ii) Those portions of sections 29, 32 which lie east of the western shoreline of Tobin Lake,
 - iii) Sections 33-36;
 - c) Range 12:
 - i) Section 1,
 - ii) East half and southwest quarter of section 2,
 - iii) South half of sections 3-4,
 - iv) Southeast quarter of section 5,
 - v) East half of section 11,
 - vi) Sections 12-13,
 - vii) East half of sections 14, 23,
 - viii) Section 24;

- 19) In Township 53:
- a) Ranges 5-10: Surveyed and/or theoretical sections 1-36,
 - b) Range 11:
 - i) Sections 1-4,
 - ii) Those portions of sections 5, 8 which lie east of the western shoreline of Tobin Lake,
 - iii) Sections 9-14,
 - iv) Those portions of sections 15-17, 21-22 which lie east and south of the western shoreline of Tobin Lake,
 - v) Sections 23-26,
 - vi) Those portions of sections 27-28 which lie east and north of the western shoreline of Tobin Lake,
 - vii) Those portions of sections 31-33 which lie north of the western shoreline of Tobin Lake,
 - viii) Sections 34-36;
- 20) In Township 54:
- a) Ranges 5-8: Theoretical sections 1-36,
 - b) Range 9:
 - i) Theoretical sections 1-29,
 - ii) Those portions of theoretical sections 30-32 which lie east of the centreline of Old Channel River,
 - iii) Theoretical sections 33-36,
 - c) Range 10:
 - i) Theoretical sections 1-6,
 - ii) Those portions of theoretical sections 7-9 which lie south of the northern shoreline of Tobin Lake,
 - iii) Theoretical sections 10-14,
 - iv) Those portions of theoretical sections 15-16 which lie south and east of the northern shoreline of Tobin Lake,
 - v) That portion of theoretical section 22 which lies east of the centreline of Old Channel River,
 - vi) Theoretical sections 23-24,
 - vii) Those portions of theoretical sections 25-27 which lie south of the centreline of Old Channel River,
 - d) Range 11:
 - i) Theoretical sections 1-5,
 - ii) Those portions of theoretical sections 6-12 which lie south of the northern shoreline of Tobin Lake;

- 21) In Township 55:
- a) Range 8:
 - i) Theoretical sections 1-3,
 - ii) Those portions of theoretical sections 4-6 which lie south of the centreline of Old Channel River,
 - iii) Those portions of theoretical sections 9-10 which lie south of the centreline of Old Channel River,
 - iv) Theoretical sections 11-13,
 - v) Those portions of theoretical sections 14-15, 23-25 which lie south of the centreline of Old Channel River;
- 22) In Township 55:
- a) Range 9:
 - i) Those portions of theoretical sections 1-4 which lie south of the centreline of Old Channel River;

All west of the Second Meridian;

Subdivision 3

- 23) In Township 48:
- a) Range 13:
 - i) West half of section 7,
 - ii) West half and northeast quarter of section 17,
 - iii) Sections 18-22, 25-36,
 - b) Range 14:
 - i) Northeast quarter of section 12,
 - ii) Section 13,
 - iii) West half and northeast quarter of section 14
 - iv) Sections 15-17, 20-29, 31-36,
 - c) Range 15: Section 36,
 - d) Range 19: Those portions of sections 30-31 which lie west of the centreline of Saskatchewan River,
 - e) Range 20:
 - i) Those portions of sections 25-26 which lie north of the centreline of Saskatchewan River,
 - ii) Those portions of sections 27-29 which lie north of the centreline of Saskatchewan River and north of the southern edges of owner parcels 133901120, 133901029, 133901063, 133901085, 133901142, and 133901007,
 - iii) That portion of section 30 which lies north of the centreline of Saskatchewan River,
 - iv) Sections 31-35,
 - v) That portion of section 36 which lies west of the centreline of Saskatchewan River,
 - f) Range 21:
 - i) Those portions of sections 25, 36 which lie north of the centreline of Saskatchewan River;
- 24) In Township 49:
- a) Range 13: Sections 1-10, 15-22, 25-36,
 - b) Ranges 14-15: Sections 1-36,
 - c) Range 16: Sections 1-4, 9-16, 19-36,
 - d) Range 17:
 - i) Those portions of sections 18-20 which lie north of the centreline of Saskatchewan River,
 - ii) The north half and southeast quarter of section 23,
 - iii) Sections 24-27,
 - iv) That portion of sections 28-29 which lies north of a line extending diagonally from the southwest corner of the southeast quarter of section 28 to the centreline of Saskatchewan River in the southeast quarter of section 29,
 - v) Those portions in the southwest and northwest quarters of section 29 which lie north and west of the centreline of Saskatchewan River,
 - vi) Sections 30-36,

- e) Range 18:
 - i) Those portions of sections 13, 16-18 which lie north of the centreline of Saskatchewan River,
 - ii) Sections 19-21,
 - iii) Those portions of sections 22-24 which lie north of the centreline of Saskatchewan River,
 - iv) Sections 25-36,
- f) Range 19:
 - i) Those portions of sections 6-11, 13 which lie north of the centreline of Saskatchewan River,
 - ii) Section 14,
 - iii) Those portions of sections 15-16 which lie north of the centreline of Saskatchewan River,
 - iv) Sections 17-36,
- g) Range 20:
 - i) That portion of section 1 which lies north of the centreline of Saskatchewan River,
 - ii) Sections 2-36,
- h) Range 21:
 - i) Those portions of sections 1-2, 10, 12-15, 19-22 which lie north and east of the centreline of Saskatchewan River,
 - ii) Sections 23-36,
- i) Range 22:
 - i) Those portions of sections 21-23 which lie north of the centreline of Saskatchewan River,
 - ii) That portion of section 24 which lies north of the centreline of the North Saskatchewan and Saskatchewan Rivers,
 - iii) Those portions of sections 25-28 which lie north of the centreline of North Saskatchewan River,
 - iv) Sections 33-36;

- 25) In Township 50:
- a) Range 12:
 - i) North half of section 18,
 - ii) Sections 19, 30-31,
 - b) Range 13: Sections 1-36,
 - c) Range 14:
 - i) Sections 1-28,
 - ii) Those portions of sections 29-31, 33 which lie outside the urban municipality boundary of Nipawin,
 - iii) Sections 34-36,
 - d) Ranges 15-21: Sections 1-36,
 - e) Range 22:
 - i) Sections 1-4, 9-16,
 - ii) South half and northeast quarter of section 21,
 - iii) Sections 22-27, 34-36;
- 26) In Township 51:
- a) Range 12:
 - i) West half of section 5,
 - ii) Sections 6-7,
 - iii) West half of sections 8, 17,
 - iv) Sections 18-19,
 - v) West half of sections 20, 29,
 - vi) Sections 30-31,
 - vii) West half of section 32,
 - b) Ranges 13-20: Sections 1-36,
 - c) Range 21:
 - i) Sections 1-30,
 - ii) South half of sections 31-32,
 - iii) South half and northeast quarter of section 33,
 - iv) Sections 34-36,
 - d) Range 22:
 - i) Sections 1-3, 10,
 - ii) South half of section 11,
 - iii) Southwest quarter of section 12;

- 27) In Township 52:
- a) Range 11:
 - i) That portion of section 29 which lies west of the western shoreline of Tobin Lake,
 - ii) Sections 30-31,
 - iii) That portion of section 32 which lies west of the western shoreline of Tobin Lake,
 - b) Range 12:
 - i) Northwest quarter of section 2,
 - ii) North half of sections 3-4,
 - iii) North half and southwest quarter of section 5,
 - iv) Sections 6-10,
 - v) West half of sections 11, 14,
 - vi) Sections 15-22,
 - vii) West half of section 23,
 - viii) Sections 25-36,
 - c) Ranges 13-20: Sections 1-36,
 - d) Range 21:
 - i) Sections 1-3,
 - ii) East half of sections 4, 9,
 - iii) Sections 10-15,
 - iv) East half of sections 16, 21,
 - v) Sections 22-27, 34-36;
- 28) In Township 53:
- a) Range 11:
 - i) That portion of section 5 which lies west of the western shoreline of Tobin Lake,
 - ii) Sections 6-7,
 - iii) Those portions of sections 8, 15-17 which lie west and north of the western shoreline of Tobin Lake,
 - iv) Sections 18-20,
 - v) Those portions of sections 21-22, 27-28 which lie west, south, and north of the western shoreline of Tobin Lake,
 - vi) Sections 29-30,
 - vii) That portion of section 31 which lies south of a line extending diagonally from the northwest corner to the southeast corner of the northeast quarter of section 31,
 - viii) That portion of the southeast quarter of section 31 which lies south of the western shoreline of Tobin Lake,
 - ix) Those portions of sections 32-33 which lie south of the western shoreline of Tobin Lake,
 - b) Ranges 12-20: Sections 1-36,
 - c) Range 21: Sections 1-3, 10-15, 22-27, 34-36;

- 29) In Township 54:
- a) Range 12:
 - i) Those portions of sections 1-2 which lie north and west of the northern shoreline of Tobin Lake,
 - ii) Theoretical sections 3-36,
 - b) Ranges 13-18: Surveyed and/or theoretical sections 1-36,
 - c) Ranges 19-20: Theoretical sections 1-36,
 - d) Range 21: Theoretical sections 1-3, 10-15, 22-27, 34-36;
- 30) In Township 55:
- a) Ranges 12-15: Theoretical sections 1-36,
 - b) Ranges 16-17: Surveyed and/or theoretical sections 1-36,
 - c) Ranges 18-20: Theoretical sections 1-36,
 - d) Range 21: Theoretical sections 1-2, 11-14, 23-26, 35-36;

All west of the Second Meridian;

Subdivision 4

- 31) In Township 42:
- a) Range 16:
 - i) Sections 1-23,
 - ii) South half of section 24,
 - iii) Sections 26-30,
 - b) Range 17:
 - i) Sections 1-31,
 - ii) West half of section 32,
 - c) Range 18: Sections 1-36,
 - d) Range 19:
 - i) Sections 1-5,
 - ii) South half and northeast quarter of section 6,
 - iii) Sections 7-36;
- 32) In Township 43:
- a) Range 17:
 - i) West half of sections 4, 9, 16, 21, 28, 33,
 - ii) Sections 5-8, 17-20, 29-32,
 - b) Ranges 18-19: Sections 1-36,
 - c) Range 20:
 - i) East half of section 9,
 - ii) Sections 10-15,
 - iii) East half of section 16,
 - iv) Sections 20-29,
 - v) Sections 32-36;
- 33) In Township 44:
- a) Range 17:
 - i) West half of section 4,
 - ii) Sections 5-7, 18-19, 30-31,
 - b) Ranges 18-19: Sections 1-36,
 - c) Range 20: Sections 1-5, 8-17, 20-29, 31-36,
 - d) Range 21A: Section 36,
 - e) Range 21: Section 25;
- 34) In Township 45:
- a) Range 17: Sections 6-7, 18-19, 30-31,
 - b) Ranges 18-19: Sections 1-36,
 - c) Range 20: Sections 1-17, 20-29, 32-36,
 - d) Range 21A: Sections 1, 12;

- 35) In Township 46:
- a) Range 17: Sections 6-7, 18-19, 30-31,
 - b) Range 18: Sections 1-36,
 - c) Range 19:
 - i) Sections 1-30,
 - ii) West half of section 31,
 - iii) Sections 34-36,
 - iv) Sections 6A, 7A, 18A, 19A, 30A, 31A;
 - d) Range 20:
 - i) Sections 1, 12-13,
 - ii) North half of section 14,
 - iii) Sections 23-26,
 - iv) Sections 35-36;
- 36) In Township 47:
- a) Range 17: Sections 5-8,
 - b) Range 18: Sections 1-12, 16-21, 28-32,
 - c) Range 19: Sections 1-2, 11-14, 23-26, 35-36;
- 37) In Township 48:
- a) Range 18: South half of sections 5-6,
 - b) Range 19:
 - i) Sections 1-2,
 - ii) South half of sections 11-12;

All west of the Second Meridian;

Subdivision 5

- 38) In Township 38:
- a) Range 17:
 - i) Sections 14-17,
 - ii) North half and southeast quarter of section 18,
 - iii) Sections 19-23,
 - iv) West half of section 25,
 - v) Sections 26-35,
 - vi) West half of section 36,
 - b) Range 18: Sections 14-36,
 - c) Range 19:
 - i) Section 16,
 - ii) South half and northeast quarter of section 21,
 - iii) East half of section 24,
 - iv) Section 25,
 - v) East half of section 26,
 - vi) East half of sections 28, 33,
 - vii) South half of section 34,
 - viii) Sections 35-36;
- 39) In Township 39:
- a) Range 15:
 - i) North half of section 7,
 - ii) Sections 18-19, 30-31,
 - b) Range 16:
 - i) Sections 6-7,
 - ii) North half of sections 8-12,
 - iii) Sections 13-36,
 - c) Ranges 17-18: Sections 1-36,
 - d) Range 19:
 - i) Sections 1-2,
 - ii) Southeast quarter of section 8,
 - iii) Section 9,
 - iv) Northwest quarter of section 10,
 - v) Sections 11-15,
 - vi) South half and northeast quarter of section 16,
 - vii) Sections 23-27,
 - viii) Sections 33-36;

- 40) In Township 40:
- a) Range 15:
 - i) Sections 5-8,
 - ii) Sections 17-20,
 - iii) North half of section 21,
 - iv) Sections 29-32,
 - b) Ranges 16-18: Sections 1-36,
 - c) Range 19: Sections 1-5, 8-17, 19-36;
- 41) In Township 41:
- a) Ranges 16-18,
 - b) Range 19:
 - i) Sections 1-30,
 - ii) South half and northeast quarter of section 31,
 - iii) Sections 32-36,
 - c) Range 20: Southeast quarter of section 12;
- 42) In Township 42:
- a) Range 16:
 - i) Sections 31-33,
 - ii) West half of section 34,
 - b) Range 17:
 - i) East half of section 32,
 - ii) Sections 33-36;
- 43) In Township 43:
- a) Range 16: Sections 3-10, 15-22, 27-34,
 - b) Range 17:
 - i) Sections 1-3, 10-15, 22-27, 34-36,
 - ii) East half of sections 4, 9, 16, 21, 28, 33;
- 44) In Township 44:
- a) Range 16:
 - i) Sections 3-10, 15-22,
 - ii) West half of section 26,
 - iii) Sections 27-34,
 - iv) West half of section 35,
 - b) Range 17:
 - i) Sections 1-3,
 - ii) East half of section 4,
 - iii) Sections 8-17, 20-29, 32-36;

- 45) In Township 45:
 - a) Range 16:
 - i) West half of section 2,
 - ii) Sections 3-10,
 - iii) West half of sections 11, 14,
 - iv) Sections 15-22,
 - v) West half of sections 23, 26,
 - vi) Sections 27-34,
 - vii) West half of section 35,
 - b) Range 17: Sections 1-5, 8-17, 20-29, 32-36;

- 46) In Township 46:
 - a) Range 16: Sections 3-10, 15-22, 27-34,
 - b) Range 17: Sections 1-5, 8-17, 20-29, 32-36;

- 47) In Township 47:
 - a) Range 15:
 - i) Section 19,
 - ii) West half of sections 20, 29,
 - iii) Sections 30-32,
 - iv) North half and southwest quarter of section 33,
 - v) Northwest quarter of section 34,
 - b) Range 16: Sections 4-9, 16-36,
 - c) Range 17: Sections 1-4, 9-36,
 - d) Range 18: Sections 13-15, 22-27, 33-36;

- 48) In Township 48:
 - a) Range 14: Sections 19, 30,
 - b) Range 15:
 - i) West half of section 3,
 - ii) Sections 4-10,
 - iii) West half of sections 11, 14,
 - iv) Sections 15-35,
 - c) Ranges 16-17: Sections 1-36,
 - d) Range 18:
 - i) Sections 1-4,
 - ii) North half of sections 5-6,
 - iii) Sections 7-36,
 - e) Range 19:
 - i) North half of sections 10-12,
 - ii) Sections 13-16,
 - iii) East half of section 17,
 - iv) That portion of the west half of section 17 which includes parcels:

- a. Lld SW 17-48-19-2 Ext 2,
 - b. Lld NW 17-48-19-2 Ext 0,
 - c. Lld SW 17-48-19-2 Ext 1,
 - v) That portion of section 19 which includes:
 - a. Northwest quarter,
 - b. Parcel Lld SE 19-48-19-2 Ext 0,
 - c. Parcel Lld SW 19-48-19-2 Ext 0,
 - d. Parcel Lld NW 19-48-19-2 Ext 0,
 - vi) Section 20, excluding parcel Lld SW 20-48-19-2 Ext 1,
 - vii) Sections 21-29,
 - viii) East half of section 30, and that portion of the west half of section 30 which includes parcels:
 - a. Lld NW 30-48-19-2 Ext 0,
 - b. Lld SW 30-48-19-2 Ext 0,
 - ix) That portion of section 31 which lies east of the centreline of Saskatchewan River,
 - x) Sections 32-36,
 - f) Range 20:
 - i) That portion of the northeast quarter of section 36 which lies east of the centreline of Saskatchewan River;
- 49) In Township 49:
- a) Range 16: Sections 5-8, 17-18,
 - b) Range 17:
 - i) Sections 1-17,
 - ii) Those portions of sections 18-20 which lie east of the centreline of Saskatchewan River,
 - iii) Sections 21-22,
 - iv) Southwest quarter of section 23,
 - v) That portion of the southwest quarter of section 28 which lies south of a line extending diagonally from the southeast corner of section 28 to the centreline of Saskatchewan River in section 29,
 - vi) That portion of section 29 which lies south of the centreline of Saskatchewan River;

- 50) In Township 49:
- a) Range 18:
 - i) Sections 1-12,
 - ii) That portion of section 13 which lies south of the centreline of Saskatchewan River,
 - iii) Sections 14-15,
 - iv) Those portions of sections 16-18, 21-24 which lie south of the centreline of Saskatchewan River,
 - b) Range 19:
 - i) Sections 1-5,
 - ii) Those portions of sections of 6-9 which lie south of the centreline of Saskatchewan River,
 - iii) Section 10,
 - iv) That portion of section 11 which lies south of the centreline of Saskatchewan River,
 - v) Section 12,
 - vi) That portion of section 13 which lies south of the centreline of Saskatchewan River,
 - c) Range 20:
 - i) That portion of section 1 which lies south of the centreline of Saskatchewan River;

All west of the Second Meridian;

Subdivision 6

- 51) In Township 41:
- a) Ranges 13-14: Sections 13-36,
 - b) Range 15:
 - i) Section 13,
 - ii) Northeast quarter of section 22,
 - iii) Sections 23-26, 31-36;
- 52) In Township 42:
- a) Range 13:
 - i) Sections 1-11, 15-22, 27-31,
 - ii) West half of section 32,
 - b) Ranges 14-15: Sections 1-36,
 - c) Range 16:
 - i) North half of section 24,
 - ii) Section 25,
 - iii) East half of section 34,
 - iv) Sections 35-36;
- 53) In Township 43:
- a) Range 13: Sections 5-8, 17-20, 29-36,
 - b) Ranges 14-15: Sections 1-36,
 - c) Range 16: Sections 1-2, 11-14, 23-26, 35-36;
- 54) In Township 44:
- a) Range 12:
 - i) North half of sections 29-30,
 - ii) Sections 31-32,
 - b) Range 13-15: Sections 1-36,
 - c) Range 16:
 - i) Sections 1-2, 11-14, 23-25,
 - ii) East half of sections 26, 35,
 - iii) Section 36;
- 55) In Township 45:
- a) Range 10: Sections 6-7, 18-19, 30,
 - b) Range 11: Sections 1-30,
 - c) Range 12:
 - i) Sections 1-18,
 - ii) West half of section 19,
 - iii) Sections 21-24,
 - iv) East half of section 25,

- v) West half of sections 30-31,
- d) Ranges 13-15: Sections 1-36,
- e) Range 16:
 - i) Section 1,
 - ii) East half of sections 2, 11,
 - iii) Sections 12-13,
 - iv) East half of sections 14, 23,
 - v) Sections 24-25,
 - vi) East half of sections 26, 35,
 - vii) Section 36;

56) In Township 46:

- a) Range 12:
 - i) West half of section 6,
 - ii) Southwest quarter of section 7,
- b) Range 13:
 - i) Sections 1-12,
 - ii) West half of section 13,
 - iii) Sections 14-23,
 - iv) West half of section 24,
 - v) Sections 28-33,
- c) Ranges 14-15: Sections 1-36,
- d) Range 16: Sections 1-2, 11-14, 23-26, 35-36;

57) In Township 47:

- a) Range 13:
 - i) South half of section 5,
 - ii) Sections 6-7, 18-19,
- b) Range 14: Sections 1-36,
- c) Range 15:
 - i) Sections 1-18,
 - ii) East half of section 20,
 - iii) Sections 21-28,
 - iv) East half of section 29,
 - v) Southeast quarter of section 33,
 - vi) East half and southwest quarter of section 34,
 - vii) Sections 35-36,
- d) Range 16: Sections 1-3, 10-15;

- 58) In Township 48:
- a) Range 14:
 - i) Sections 1-11,
 - ii) South half and northwest quarter of section 12,
 - iii) Southeast quarter of section 14,
 - iv) Section 18,
 - b) Range 15:
 - i) Sections 1-2,
 - ii) East half of section 3,
 - iii) East half of section 11,
 - iv) Sections 12-13,
 - v) East half of section 14;

All west of the Second Meridian;

Subdivision 7

- 59) In Township 39:
- a) Range 8: Sections 27-34,
 - b) Range 9: Surveyed and/or theoretical sections 25-36,
 - c) Range 10: Sections 35-36;
- 60) In Township 40:
- a) Range 4: Theoretical sections 19-20, 29-32,
 - b) Range 5: Surveyed and/or theoretical sections 21-36,
 - c) Range 8: Sections 3-10, 15-22, 27-34,
 - d) Range 9: Sections 1-36,
 - e) Range 10: Sections 1-2, 7-36,
 - f) Range 11: Sections 8-17, 20-29, 32-36;
- 61) In Township 41:
- a) Range 4: Theoretical sections 3-10, 15-22, 27-34,
 - b) Ranges 5-11: Surveyed and/or theoretical sections 1-36,
 - c) Range 12: Sections 1-5, 8-36;
- 62) In Township 42:
- a) Range 4: Sections 3-10, 15-19,
 - b) Range 5: Sections 1-24,
 - c) Ranges 6-12: Sections 1-36,
 - d) Range 13:
 - i) Sections 12-14, 23-26,
 - ii) East half of section 32,
 - iii) Sections 33-36;
- 63) In Township 43:
- a) Range 6:
 - i) Sections 1-30,
 - ii) That portion of section 31 which lies south of the centreline of Red Deer River,
 - iii) Sections 32-36,
 - b) Range 7:
 - i) Sections 1-31,
 - ii) Those portions of sections 32-36 which lie south of the centreline of Red Deer River,
 - c) Ranges 8-12: Sections 1-36,
 - d) Range 13:
 - i) Sections 1-4,
 - ii) Sections 9-16,
 - iii) Sections 21-28;

- 64) In Township 44:
- a) Range 8: Sections 4-9, 16-21, 28-33,
 - b) Ranges 9-11: Sections 1-36,
 - c) Range 12:
 - i) Sections 1-28,
 - ii) South half of sections 29-30,
 - iii) Sections 33-36;
- 65) In Township 45:
- a) Range 8: Sections 4-9, 16-21, 28-33,
 - b) Range 9: Sections 1-36,
 - c) Range 10: 1-5, 8-17, 20-29, 32-36;

All west of the Second Meridian;

Subdivision 0-1 At-Large: Urban Municipality of Nipawin

66) In Township 50:

a) Range 14:

i) That portion of section 29 which includes Lld parcels:

- a. SW 29-50-14-2 Plan 63PA13783 Ext 1,
- b. Blk/Par X-Plan 66PA16549 Ext 1,
- c. St/L 1-Plan 59PA12954 Ext 0,
- d. St/L 2-Plan 60PA11426 Ext 0,
- e. Lot 3-Blk/Par 1-Plan 64PA15457 Ext 0,
- f. Lot 3-Blk/Par 47-Plan 102032198 Ext 0,
- g. Blk/Par D-Plan 64PA15457 Ext 1,
- h. NW 29-50-14-2 Plan 63PA13783 Ext 1,
- i. Lot 2-Blk/Par 1-Plan 64PA15457 Ext 0,
- j. Lot 2-Blk/Par 47-Plan 102032198 Ext 0,
- k. Blk/Par B-Plan 60PA11426 Ext 1,
- l. Lot 4-Blk/Par 1-Plan 64PA15457 Ext 0,
- m. Blk/Par F-Plan 101411008 Ext 0,
- n. St/L 1-Plan 60PA11426 Ext 0,
- o. St/L 1-Plan 61PA07047 Ext 0,
- p. St/L 2-Plan 64PA15457 Ext 0,
- q. Blk/Par A-Plan 59PA12954 Ext 1,
- r. Lot 1-Blk/Par 1-Plan 64PA15457 Ext 0,
- s. St/L 1-Plan 66PA16549 Ext 0,
- t. Blk/Par C-Plan 61PA07047 Ext 1,
- u. Lot 1-Blk/Par 47-Plan 102032198 Ext 0,
- v. St/L 3-Plan 60PA11426 Ext 0,
- w. Blk/Par H-Plan 101860769 Ext 0,
- x. Blk/Par G-Plan 101860769 Ext 0,
- y. All parcels north and east of a line which extends east from the midpoint of the eastern boundary of Lld parcel Blk/Par D-Plan 64PA15457 Ext 1 to the eastern boundary of the northeast quarter of section 29,

ii) Those portions of sections 30-31 which lie east of the eastern shoreline of Saskatchewan River,

iii) Section 32, including the eastern road allowance in the southeast quarter section,

iv) Northwest quarter of section 33;

- 67) In Township 51:
- a) Range 14:
 - i) Section 4,
 - a. South half of section,
 - b. That portion of the northeast quarter contained within a boundary line extending from the southeast corner 581 meters north, then 488 meters west, then 581 meters south, then 488 meters east to the point of commencement,
 - ii) That portion of the southern half of section 5 which is south of the northern track of the Torch River rail line and east of the eastern shoreline of Saskatchewan River;

All west of the Second Meridian;

INCLUDING those lands which lie within the boundary of an incorporated urban municipality; and, EXCLUDING those lands which lie within the boundary of an Indian Reserve, EXCEPT in the case where an Indian Reserve constitutes its own subdivision.



August 18, 2020

Directors of Education:

Re: Safe School Plan Funding

Premier Scott Moe announced yesterday that \$40 million is being allocated from the \$200 million provincial COVID-19 contingency fund for additional costs related to ensuring the safety of students and staff through the pandemic. The \$40 million in new funding for education will be allocated as follows:

- \$20 million will be available on an application basis for pandemic-related costs including sanitation supplies and short-term temporary staffing;
- \$10 million will be available to enhance non-classroom options like distance learning to help ensure immunocompromised and medically fragile students have continuous access to learning, available on an application basis; and,
- \$10 million will be allocated to the Ministry of Education to centrally procure masks and personal protective equipment (PPE).

The \$20 million for pandemic-related costs, as well as the \$10 million for distance learning, will be considered based on planned and actual costs for eligible expenditures as noted below.

School divisions may apply for eligible expenditures that are required to implement your school division's re-opening plan at the beginning of the school year. Applications for costs related to equipment and supplies may be submitted at the beginning of the year if required, as well as throughout the year. Applications can also be made throughout the year for eligible staffing cost increases, once actual costs exceed those incurred in prior years. Additional funding outlined in this letter will not be provided until all savings from the 2019-20 school year related to the pandemic are fully spent or committed.

School divisions will be required to apply for the funding noted above. Applications for eligible expenditures according to your school divisions' reopening plan should be returned to the ministry by August 27. Applications for unexpected equipment and supply costs as well as eligible short-term temporary staffing cost increases that occur during the year can be submitted to the ministry December 1 and then on a quarterly basis thereafter, through the ministry's quarterly forecast process.

... 2

Eligible Expenditures

The payment of future eligible expenditures is subject to review by the ministry and will not be approved until review and consideration of all submissions. This funding is one-time funding for the 2020-21 school year and is not ongoing operating funding, nor is it available for retroactive purchases already made by school divisions. Your school division's preventative maintenance renewal funding (PMR) should first be accessed for any facility purchases/modifications. The additional funding to school divisions will be communicated and distributed upon consideration and approval.

Eligible expenditures for the \$10 million to enhance non-classroom options for immunocompromised or medically fragile students include the following:

- Increased technology requirements
- One-time planned staffing increases for exceptional circumstances, must be temporary, short-term staff

Eligible expenditures for the \$20 million for pandemic related expenses include the following:

- Equipment and supplies:
 - cleaning and sanitization supplies or equipment (e.g. disinfecting fog machines)
 - increased cleaning costs for student transportation
 - increased supplies or technology for students to lower shared usage
- Substitute staffing cost increases:
 - increased substitute teacher costs: application can be made only once actual costs exceed historical costs
 - other increased substitute costs (e.g. school bus drivers, janitorial staff, etc.) in excess of previous years' costs
- One-time planned staffing increases for exceptional circumstances only (e.g. janitorial staff), must be temporary, short-term staff

Included is a template to be submitted as part of your application. Please submit your application to Rory Jensen by the timelines outlined in this letter. If you have any questions please contact Rory Jensen at rory.jensen@gov.sk.ca or 306-787-6115.

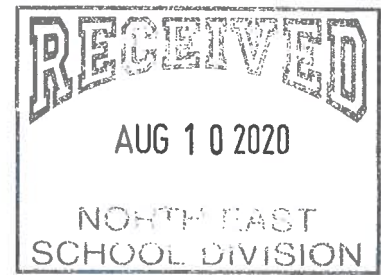
Sincerely,



J. Robert Currie
Deputy Minister

Attachment

cc: Honourable Gordon S. Wyant, Q.C., Minister of Education
Board Chairs
Chief Financial Officers
Susan Nedelcov-Anderson, Assistant Deputy Minister, Education
Gerry Craswell, Assistant Deputy Minister, Education
Rory Jensen, A/Assistant Deputy Minister, Education
Angela Chobanik, Executive Director, Ministry of Education
Phil Pearson, Executive Director, Ministry of Education
Thomas Sierzycki, Northern Education Advisor, Ministry of Education
Randy Schmaltz, Executive Director, Saskatchewan Teachers' Federation
Shawn Davidson, President, Saskatchewan School Boards Association
Ben Grebinski, Executive Director, Saskatchewan League of Educational
Administrators Directors & Superintendents
Phil Benson, Executive Director, Saskatchewan Association of School Business Officials
Jaime Valentine, Executive Director, Saskatchewan Association of School Business
Officials
Darren McKee, Executive Director, Saskatchewan School Boards Association



From: Lynne Saas, Retired Director of Education
Volunteer and Advocate for vulnerable populations
saas@sasktel.net, cell: (306) 630-9698

To: **North East School Division No.113** **Director:** Don Rempel
Board Chair: Luke Perkins
info@nesd.ca

Date: August 3, 2020

I am reaching out to Saskatchewan School Divisions on behalf of **those students and/or teachers who will be most vulnerable** when they return to school on or shortly after Sept.1st.

Canada Health (July 2020) defines vulnerable populations as being persons with: heart disease, hypertension, diabetes, chronic respiratory disease, cancer, or a compromised immune system from a medical condition or from treatment such as chemotherapy.ⁱ

I have studied the province's 8-page Institutional Guidelinesⁱⁱ document which contains many excellent recommendations about hygiene, physical distancing, facilities, nutrition, mental health, and transportation. It is clear, however, that the province is still leaving it up to schools and school divisions to make the final and most difficult specific decisions.

My follow-up thoughts about school opening have centered on two questions:

1) How can we protect those students or staff within our most vulnerable populations?

Most students and parents are anxious for students to return to the classrooms. Sometimes, however, politicians and the media are too quick to argue that children and young people typically have only mild symptoms when they become infected with the Coronavirus. This observation, while generally true, **does not apply** to children, youth or adults within our **most vulnerable populations, for whom contacting the virus can be potentially life-threatening.**

These students are referred to on pages 7/8 of the Institutional Guidelines which acknowledges that "conditions must be created to allow for the provision of support within a safe and secure environment which may include the school setting or other appropriate spaces". The document rightly states that all such health and safety measures "must be communicated with the relevant staff and family **prior to** the provision of service".

I believe that school divisions should be **reaching out to all parents as soon as possible**, seeking out parents whose child is included in these vulnerable groups and inviting them to make an appointment for a meeting with a designated school division coordinator, at which time the parent would be asked to present medical evidence about the student's condition and begin discussion with the school system for a **safe plan** for that student's education.

School divisions need to be aware of the names, ages, and locations of these students and to have engaged with their parents about:

- Whether the parents prefer to (or are able to) home school;
- Whether the parents would approve of the child being placed in a **sheltered multi-grade low-enrolment classroom especially for these most vulnerable students;**
- What other provisions are envisioned.

I suggest that the first step to planning for these highly at-risk students is to determine how many there are, in which school district they live, and what their parents are seeking on their behalf. The time to do it is during the next 4 week before schools open. **One can only imagine the anguish of parents of vulnerable students who are told that schools are opening this fall but have not yet been reassured about whether their child will be accommodated safely.**

I further believe that each school division should be similarly ***reaching out to all teachers and educational support staff as soon as possible***, asking those who fall within these vulnerable groups to make a similar appointment with the designated school coordinator with the goal of discussing ways for that staff person to ***work safely*** in the school system.

2) Why are we not planning to keep Covid-19 out of our school buildings?

During the past four months, I have watched diligent staff keep 130 senior residents safeⁱⁱⁱ by restricting the entry into the building of anyone who might have been carrying the Covid-19 virus. I have envisioned similar efforts used by a school staff.

- Imagine every school bus driver equipped with a contactless thermometer so that each student could be checked by the bus driver before climbing onto the bus (a 3 second procedure).
- Imagine designated entry doors to schools buildings being monitored by an adult with a contactless thermometer^{iv}.
- Students with a temperature above normal would be assigned to a waiting room until family came to take them home.^v

These thermometers are not error-proof, but they greatly increase the probability of stopping an infected individual from entering the building.^{vi} Surely if it has worked for grandpa and grandma, might it not also work for the kids?

It's time for school divisions to consider some more proactive approaches than the province's document mentions, designed especially to foster safe school buildings.

ⁱ <https://www.canada.ca/en/public-health/services/publications/diseases-conditions/vulnerable-populations-covid-19.htm>.

ⁱⁱ ***Primary and Secondary Educational institutional Guidelines*** by the Saskatchewan Educational Response Team (Ministry, School Boards, Teachers, Administrators, Business Officials), July 2020.

ⁱⁱⁱ At Providence Place in Moose Jaw.

^{iv} With other non-essential doors opening only from the inside.

^v Prices for these contactless thermometers range from \$80 to \$150. Equipping 3 entry doors and 7 school buses could cost \$1500 for a small school.

^{vi} Why does page 5 of the Guidelines document recommend against thermometers?



Government
— of —
Saskatchewan

Ministry of Education
Deputy Minister
5th Floor, 2220 College Ave.
Regina, Canada S4P 4V9

August 14, 2020

Luke Perkins, Board Chair
North East School Division No. 200
perkins.luke@nesd.ca

Dear Luke Perkins:

Thank you for the submission of your school division's estimated revenues and expenditures for the 2020-21 school division fiscal year as required by Section 51 of *The School Division Administration Regulations*.

Your 2020-21 estimated revenues and expenditures have been reviewed by the ministry. On behalf of the Minister of Education, I approve these revenues and expenditures, as submitted and enclosed, in accordance with Section 280 of *The Education Act, 1995*.

Provincial operating grants are authorized to your Board of Education pursuant to Section 310 and 311 of *The Education Act, 1995 (Act)*. Monthly authorization will occur provided eligibility criteria in Subsection 312(3) of the Act are met; if any requirements are in breach, it can lead to use of the Minister's powers as laid out in 315.1 of the Act. In addition to meeting eligibility criteria in the Act, payments for the period of April to August 2021 are subject to the Legislative Assembly of Saskatchewan having appropriated funds out of which the grants may be paid in the 2021-22 government fiscal year.

I would like to take this opportunity to thank your board and division staff for their time and effort in completing these documents. If you have any questions or concerns, please contact Kayla Edgerton, A/Director of Financial Analysis and Reporting, Education Funding at 306-787-6634 or by email at kayla.edgerton@gov.sk.ca.

Sincerely,

A handwritten signature in blue ink that reads "J. Robert Currie".

J. Robert Currie

Enclosure

cc: Don Rempel, Director of Education, North East School Division No. 200
Wanda McLeod, Chief Financial Officer, North East School Division No. 200
Rory Jensen, A/Assistant Deputy Minister, Education
Kayla Edgerton, A/Director, Financial Analysis and Reporting, Education Funding,
Ministry of Education

North East School Division No. 200
CASH BUDGET
For the period ending August 31, 2021

Chart of Accounts	Description	Budget 2020-21
REVENUES		
1-1-01-000-000	Property Taxes and Other Related Revenue	-
1-1-02-000-000	Grants	57,563,166
1-1-03-000-000	Tuition and Related Fees	589,800
1-1-04-000-000	School Generated Funds	1,161,575
1-1-07-000-000	Complementary Services	617,504
1-1-08-000-000	External Services	262,000
	Restructuring	-
1-1-05-000-000	Other Revenue	528,600
	Total Revenues	<u>60,722,645</u>
EXPENDITURES		
1-2-10-000-000	Governance	285,875
1-2-11-000-000	Administration	2,610,718
1-2-12-000-000	Instruction	42,461,056
1-2-13-000-000	Plant Operation and Maintenance	9,964,278
1-2-14-000-000	Student Transportation	4,710,276
1-2-15-000-000	Tuition and Related Fees	267,520
1-2-16-000-000	School Generated Funds	1,074,236
1-2-21-000-000	Complementary Services	1,454,684
1-2-22-000-000	External Services	365,073
	Restructuring	-
1-2-17-000-000	Other Expenses	300,643
	Total Expenditures	<u>63,494,359</u>
	Excess (Deficit) for the year	<u>(2,771,714)</u>

ADDITIONAL INFORMATION REQUESTED FROM THE SCHOOL DIVISIONS:

	Budget 2020-21
Tangible Capital Assets:	
(-) Purchases	2,804,198
(+) Proceeds from disposals	11,000
Long Term Debt, including capital leases:	
(-) Repayments of the year	404,438
(+) Debt issued during the year	-
NON-CASH GAIN/EXPENSES:	
(+) Amortization expense	4,209,841
(-) Gain on disposals of tangible capital assets	11,000
(+) Employee Future Benefits expenses	81,400
OTHER CASH REQUIREMENTS:	
(-) Employee Future Benefits expected payments	21,400
NET EXCESS (DEFICIT) CASH OF THE YEAR	<u>(1,710,509)</u>
FINAL DEFICIT/EXCESS POSITION WILL BE COVERED BY/ALLOCATED TO:	
S.286 Capital Reserves	-
Unused PMR funding from previous years	(304,634)
Designated Assets	1,163,439
Unrestricted Surplus	851,704
Other	-
REVISED CASH POSITION	<u>-</u>

**DRAFT MINISTRY OF EDUCATION
2020 – 2021 SCHOOL YEAR PROCLAMATIONS LIST**

Provincial Students' Day	September 1, 2020	
Literacy Day in Saskatchewan (International Literacy Day)	September 8, 2020	
Youth Safety Education Day	September 10, 2020	
Orange Shirt Day	September 30, 2020	
CAA School Safety Patrol Month	September or October 2020 (Date TBC – Moved from May 2020)	
Learning Disabilities Awareness Month	October	(TBC)
School Sport Week	October	(TBC)
Media Literacy Week Theme: TBC	October -TBC (Proclaimed Nationally by Media Smarts)	
Saskatchewan Library Week	October 18-24, 2020	
Education Week Theme: TBC	November 2020	(Dates TBC)
School Bus Driver Appreciation Day	November 2020	(Date TBC)
Family Literacy Day & Week Theme: TBC	January 27, 2021	(TBC)
International Holocaust Remembrance Day	January 27, 2021	(Proclaimed Nationally)
Aboriginal Story Telling Month	February 2021	(TBC)
Inclusive Education Month	February 2021	(TBC)
French Second-Language Education Week Theme: TBC	February 2021	(TBC)
Teacher/Staff Appreciation Week Theme: TBC	February 2021	(TBC)
International Heritage Language Day	February 2021	(TBC)
Red Cross Pink Day	February 2021	(TBC)
One Book, One Province Book: TBC	March 2021	(TBC)

Talk With Our Kids About Money Day	April 2021	(TBC)
Early Childhood Education Month	May 2021	(TBC)
CAA School Safety Patrol Month	May 2021	(TBC)
Saskatchewan Aboriginal Head Start Day	May 2021	(TBC)
Early Childhood Educator Appreciation Day	May 2021	(TBC)
Early Childhood Intervention Program Week	May 2021	(TBC)

DRAFT



Public Section Update

June 30, 2020

Hello everyone,

These past few months have been the strangest of my career in education and maybe in my life. Who would have thought that 2020 would be this type of year? On the bright side, the Public Section social media presence has become more evident to many and we have had the opportunity to recognize the exceptional efforts of teachers to respond to the closure of schools due to the pandemic.

As I said in the April edition, I truly have been impressed with public educators in Saskatchewan and the manner in which they have embraced distance education and the concept of reaching out in whatever way will work for individual students and families. In my opinion, this rather abrupt change in teaching and learning methodology has been remarkable. Further to that, the excellent work of school divisions to provide technology for those without it, and paper learning packages for others, has been inspirational. Using resources like school busses to deliver instructional materials and working with internet providers to create hot-spot access are but two examples of this exceptional work. During these challenging times, I have been proud to say I work for the public schools in this province.

I wish you a wonderful summer with some well-earned rest. I hope you find safe and enjoyable ways to spend your time. Thank you for your support of the Public Section and me over the past school year. Let's hope the 2020-2021 school year is at least slightly less challenging.

Norm Dray
Executive Director

1. As you know, our strategic plan was adopted by the Public Section membership at the November 2018 AGM. The Executive adopted the work plan for 2019-2020 in October of 2019.

Meetings Emanating from our Strategic Plan – In our strategic plan, one of the goals is to advocate for public education and one of the strategic actions to attain that goal is to meet with key actors in the education sector. Another goal is to protect the rights of public education and one of the strategic actions is to ensure the position of the Public Section is expressed within the SSBA and in conversations with the Catholic Section of the SSBA. With those goals and strategic actions in mind, virtual meetings were held as follows:

- A. Discussion with Education Critic – On May 1, in response to our news release, I had a phone discussion with Education Critic Carla Beck regarding our decision to seek leave to appeal to

the Supreme Court. The reasons for our appeal were affirmed. The position of the Official Opposition concerning our case was discussed (again).

- B. Executive Directors' Meeting – On May 13 , I met virtually with SSBA Executive Director Darren McKee and Catholic Section Executive Director Tom Fortosky. The goal of these ongoing meetings is to maintain open lines of communication. Items for discussion included the SSBA governance review, options for school reopening and SSBA spring and fall events (in light of COVID-19).

We continue to work to actualize the strategic plan and the work plan.

The strategic plan and work plan are on our website. See the link below.

<https://www.saskpublicschools.ca/public-section/strategic-plan/>

- 2. Social Media – Our social media presence is ongoing on Twitter and Facebook. We have increased our followers and interactions. Since my Executive Director's report to the AGM in November 2019, we have gone from 500 Twitter followers to 730. Social media have become increasingly relevant during this time of physical distancing.

Please take an opportunity to follow us on Facebook and Twitter.

<https://www.facebook.com/publicschoolsofsaskatchewan/>

[@publicschoolssk](https://twitter.com/publicschoolssk)

- 3. Application to Seek Leave to Appeal – Our application seeking leave to appeal to the Supreme Court of Canada was filed on May 22. Colleen and I were involved with counsel in helping to prepare for that process. In that regard, we met with and engaged Justice Louis LeBel, a retired Supreme Court justice, to act as an advisor to Khurram Awan through the process of seeking leave to appeal. In addition to that, we found a paralegal through a law firm in Ottawa to help with the submission of our documents to the Court.

The process of seeking leave to appeal will be slowed down by the pandemic and the fact that "July doesn't count" in the deadlines that are established by the courts. Normally, Christ the Teacher and the Government would have until August to respond but, with the pandemic, there is no absolute deadline for them to do so.

We continue to work collaboratively with our Alberta public school colleagues as we seek leave to appeal. They have indicated that they will likely seek to act as an intervenor if leave to appeal is granted. We have also had discussions with the organizations representing Ontario English and French public schools but we are not sure what, if any, role they might play if our appeal is granted.

4. Student Citizenship Awards – As you know, due to COVID-19, the awards have been postponed until 2021. Our website has been updated with this change.

<https://www.saskpublicschools.ca/docs/Public-Section-Student-Citizenship-Awards-Information-and-Application-Form.pdf>

5. 2020-2021 Public Section Fees – During an Executive meeting conference call on June 5, the Executive adopted in principle a budget that established membership fees at \$.70 per student, which is the same rate as the past three years.

Note: The reason that the budget was adopted in principle rather than finalized was that normal practice is for the budget to be adopted at our General Meeting in June. Since the meeting was cancelled, the Executive adopted the budget in principle with review and finalization to take place at the November AGM, which normally is part of the SSBA Fall General Assembly and AGM. However, the SSBA has yet to determine if its AGM will be held virtually or in person so we are unsure of the format of our Public Section AGM.

6. 2021 General Meeting and Professional Development Event – This event will be held on June 3 and 4 in the Saskatoon Travelodge (as the 2020 event was scheduled to be).