

**NESD Regular Board Meeting**

**DATE: Tuesday, June 18, 2024**

**TIME: 1:30 pm**

**LOCATION: Hanover Room – Tisdale Recplex, Tisdale, SK**

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1. CALL TO ORDER

2. LAND ACKNOWLEDGEMENT

3. DECLARATION OF CONFLICT OF INTEREST

4. ADOPTION OF AGENDA

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

5. ADOPTION OF MINUTES

- That the minutes of the [May 14, 2024 Regular Board Meeting](#) be adopted as presented.

6. DELEGATIONS and SPECIAL PRESENTATIONS

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7. CONSENSUS AGENDA ITEMS:

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

- [Administrative Procedures](#)
- Correspondence.

8. DISCUSSION/DECISION - BOARD DIRECTION

A. New Business

1. [School Board Elections](#)
2. [TMSS Roof - Federal Capital Tuition](#)

B. Monitoring and Reporting Items:

1. [Human Resources Accountability Board Report](#)
2. [Board Evaluation](#)
3. [Balanced Scorecard - 2024-2025 updated measures](#)
4. [Balanced Scorecard Reporting: Early Years Evaluation; Violent Threat Risk Assessment and Student Wellness](#)
5. [Secure Record Destruction](#)

C. Board of Education Strategic Direction Items:

1. [Budget 2024-2025](#)

9. INFORMATION ITEMS

1. [Administrative Policies](#)

a. **For Board Review:**

- [AP 514 - Harassment Prevention - AMENDED](#)
- [AP 514.1F - Conflict Resolution Harassment Form](#) - NEW
- [AP 706 - Purchasing - AMENDED](#)

10. CORRESPONDENCE

- [Confirmation of Ministers Order - Reduction of Trustee](#)

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11. CELEBRATING EXCELLENCE:

- [June 2024 Board Celebrations](#)

12. SASKATCHEWAN SCHOOL BOARDS ASSOCIATION

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13. IDENTIFICATION OF EMERGENT ITEMS FOR NEXT MEETING

14. ADJOURNMENT

15. TEN-MINUTE RECESS and MEDIA INTERVIEWS (if necessary)

16. CLOSED SESSION ROUNDTABLE and MEETING REVIEW



**NORTH EAST SCHOOL DIVISION**  
**BOARD MEETING MINUTES**  
**Tuesday, May 14, 2024**

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**MINUTES OF A MEETING:** of the Board of Education of the North East School Division No. 200 of Saskatchewan, held on Tuesday, May 14, 2024, at 1:30pm at the Carrot River Valley School in Carrot River, SK.

**TRUSTEES:**

Kathrene Bank  
Kevin Graham  
Sherri Hanson  
Lori Kidney - CHAIR  
Marla Walton

**NESD ADMINISTRATION:**

Director of Education: Stacy Lair  
Supt. of Business Admin.: Wanda McLeod  
Director Administrative Assistant: Triki Zenner

**ABSENT:**

Dustin Kelsey  
Ted Kwiatkowski

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**CALL TO ORDER** at 1:50 pm.

**LAND ACKNOWLEDGMENT**

2024-05-170 M. Walton provided the land acknowledgement.

*"This beautiful and bountiful land, which I am honoured to call my home, is an Indigenous space. As a newcomer to Turtle Island, I recognize that I, along with my family, my community, and our school division benefit from this land, and from the flora and fauna that nurtured First Nations people for thousands of years before me.*

*I also recognize and acknowledge that all the benefits from this land have come at a great cost to First Nation and Métis people.*

*As part of my personal commitment to and my responsibility in reconciliation as a leader within my division, my community, and my family roles, I honour and acknowledge the land on which we meet today is the homeland of the Métis and Treat 6 Territory."*

**DECLARATION OF CONFLICT OF INTEREST**

There was no conflict of interest declared.

**ADOPTION OF AGENDA**

2024-05-171 K. Bank moved that the agenda be adopted as amended:

- Remove - New Business: Board Policy Approval.

*CARRIED*

**MINUTES**

2024-05-172 M. Walton moved that the minutes of the April 23, 2024, Regular Board Meeting be adopted as presented.

*CARRIED*

**DELEGATIONS and SPECIAL PRESENTATIONS:**

- Tour of the new Carrot River Valley School happened at 12:00pm.

**CONSENSUS ITEMS**

2024-05-173 M. Walton moved that the Board approve the following consent items as presented and that the Board receive the following items as information:

- Administrative procedures:
  - AP 201 - Establishment and Maintenance of School Community Council – AMENDED
  - AP 417 - Student Fees - AMENDED
  - AP 706 – Purchasing – AMENDED.

*CARRIED*

## **NEW BUSINESS**

- 2024-05-174 K. Bank moved that the Board approve the Preventative Maintenance and Renewal plans for the fiscal years 2024-25, 2025-26, 2026-27 and 2027-28 as presented. *CARRIED*
- 2024-05-175 M. Walton moved that the Board approve the movement of Preventative Maintenance and Renewal projects from future years into the 2024-25 expenditures if a planned project is either under budget or will not be completed which results in additional funds being available. *CARRIED*
- 2024-05-176 S. Hanson moved that:  
Whereas, the Brunswick School Community Council (SCC) has amended their constitution to guide its operations; and whereas, the proposed constitution has been reviewed by the Director of Education and found to be in compliance with school division policies and regulatory requirements; the Board of Education approves the constitution of the Brunswick School Community Council as presented; and that this constitution shall take effect immediately upon approval. *CARRIED*
- 2024-05-177 S. Hanson moved to amend the motion to the following:  
\* The Board approves the use of up to \$375,000 from Unexpected School Maintenance-Internally Restricted Accumulated Surplus to replace the windows and blinds in the elementary classrooms and fix and paint or cover/replace the stucco on the exterior of Arborfield School. *DEFEATED*
- 2024-05-178 S. Hanson moved that the Board approves the use of funds from the accumulated surplus to replace the windows and blinds in the elementary classrooms and to fix and paint or cover/replace the stucco on the exterior of Arborfield School. *DEFEATED*

## **MONITORING AND REPORTING ITEMS**

The North East School Division award recipients from the 15<sup>th</sup> Annual Staff Appreciation Banquet was presented.

## **STRATEGIC DIRECTION ITEMS**

- 2024-05-179 K. Graham moved that the Continuous Agenda of the Board of Education for 2024-2025 be adopted. *CARRIED*
- Information was provided by S. Lair, Director of Education, about the NESD 2024-2025 Strategic Focus for Schools – School Community Council (SCC) Support.

## **CELEBRATING EXCELLENCE**

May Board Celebrations were reviewed by S. Lair, Director of Education.

## **ADJOURNMENT**

- 2024-05-180 M. Walton moved that the Board Meeting adjourn at 2:45 pm. *CARRIED*
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NESD Board Chair/Vice-Chair

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Superintendent of Business Administration



# NESD Board of Education

Meeting Date: June 18, 2024

Topic: School Board Elections

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

PUBLIC

## BACKGROUND

On November 13, 2024, the elections for the school boards in Saskatchewan will be held.

According to *The Local Government Elections Act, 2015 (LGEA)* and *The Education Act, 1995* and related regulations, there are board motions that are required.

## CURRENT STATUS

The Board will be provided time during the meeting to discuss the possible motions and decide which motions will be made.

According to legislation, the motions regarding the returning officer and the requirement of a criminal record check must be made 90 days before an election. The other proposed motions do not have a specified date included in legislation.

The City of Melfort:

- will be conducting their urban municipality election on the same day as the school board elections and will administer the voting for the school division election for the electors within the City;
- uses electronic vote counting equipment and
- offers mail-in ballots and homebound voting.

Board motions are required for the use of electronic voting equipment, mail-in ballots and homebound voting.

Section 87(1)(aa.2) of *The Education Act, 1995* requires a board resolution if the board decides to require every candidate nominated to hold office to submit a current criminal record check.

The default on both the nomination form and the ballot is to have no occupation noted. The board would need to make a motion to include this information. The 2020 election required both to be provided.

## RECOMMENDATION



## NESD Board of Education

### Proposed Board Motions:

- a. That the Board approves the appointment of Tanya Biesenthal as Returning Officer for the 2024 general election of the school board for the North East School Division No. 200.
- b. That the Board approves the use of electronic vote counting equipment for the 2024 general election of the school board for the North East School Division No. 200.
- c. 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 2024.
- d. That the Board require candidates to provide a Criminal Record Check along with their nomination form as permitted by Section 87(1)(aa.2) of *The Education Act, 1995*.
- e. That the Board approves the use of homebound and mail-in voting for the 2024 general election of the school board for the North East School Division No. 200 in the City of Melfort, as administered by the City of Melfort.
- f. That the Board approve the requirement of the occupation of a candidate to appear on the nomination form and the ballot.

PREPARED BY	DATE	ATTACHMENTS
<b>Wanda McLeod, Superintendent of Business Administration Tanya Biesenthal, Manager of Business</b>	<b>June 12, 2024</b>	



# NESD Board of Education

Meeting Date: June 18, 2024

Topic: Federal Capital Tuition

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

## BACKGROUND

The North East School Division receives funding from the federal government for students living on reserves attending a school within the school division. In the past, the federal government required that a portion of this funding be set aside for future capital projects at schools that have federally funded students attending. There is \$338,330 of Federal Capital Tuition that has accumulated over the years. Approximately ten years ago, the requirement to set aside this funding ended.

In the past, there was approximately \$75,000 used at MUCC to fund a renovation at the school.

## CURRENT STATUS

Administration would like to request the use of \$200,330 of the remaining funding for the roof replacement at TMSS. This will reduce the amount of PMR funding used for this project. \$138,000 has been included in the 2024-24 budget for renovation projects at TMSS. Almost all of the federally funded students attend TMSS.

## RECOMMENDATION

### Proposed Board Motions:

That the Board approve the use of \$200,330 of the Federal Capital Tuition externally restricted accumulated surplus to partially fund the replacement of the roof at Tisdale Middle and Secondary School.

PREPARED BY	DATE	ATTACHMENTS
Wanda McLeod, Superintendent of Business Administration	June 12, 2024	



# NESD Board of Education

Meeting Date: June 18, 2024

Topic: Board Evaluation

MEETING	AGENDA ITEM		INTENT
<input checked="" type="checkbox"/> Board Meeting	<input type="checkbox"/> New Business	<input type="checkbox"/> Information Items	<input type="checkbox"/> Information
<input type="checkbox"/> Committee of the Whole	<input type="checkbox"/> Board Strategic Direction	<input type="checkbox"/> Correspondence	<input type="checkbox"/> Decision
<input checked="" type="checkbox"/> Public	<input checked="" type="checkbox"/> Monitoring or Reporting Items	<input type="checkbox"/> Celebrating Excellence: Innovation, Connections, Empowerment, Inclusion	<input checked="" type="checkbox"/> Discussion
<input type="checkbox"/> Closed			

## BACKGROUND

As part of board policy, each spring the Board conducts a self-evaluation followed by a discussion to provide insights into evaluating and improving Board operations. This aligns with the new board evaluation policy, focusing on; corporate governance, board personnel relations, responsibilities related to diversity, equity, inclusion, and accessibility (DEIA), and board policy compliance.

## CURRENT STATUS

Board members participated in a self-evaluation exercise facilitated by Dr. Ted Amendt, the Director of Board Development, and Indigenous Education with the Saskatchewan School Boards Association. This exercise culminated in a session on June 11, 2024, with all Board members in attendance.

## RECOMMENDATION

That the 2023-2024 Board Self-Evaluation be approved and filed.

PREPARED BY	DATE	ATTACHMENTS
Stacy Lair, Director of Education	June 12, 2024	





# NESD Board of Education

Meeting Date: June 18, 2024

Topic: Balanced Score Card Report -Year End Strategic Plan Monitoring

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

## BACKGROUND

The inaugural Balanced Scorecard aligned with the NESD 2023-2026 strategic plan was shared with the Board in September 2023. The plan, consistent with the NESD vision, mission, and values, will be monitored through the utilization of the Balanced Scorecard.

The Balanced Scorecard is a strategic management tool, providing a view of the school division's performance. The information provided is intended to help the Board and Division leaders assess and monitor progress towards the NESD strategic objectives.

In their governance role, the Board employs the Balanced Scorecard to ensure:

**Alignment with Strategic Goals:** Ensuring NESD's operational activities and decisions align with the strategic vision set by the Board, confirming a unified effort towards the shared mission.

**Performance Measurement:** Measuring and evaluating the progress of key performance metrics related to strategic imperatives, student achievement, and financial, operational, and organizational goals and objectives.

**Accountability:** Cultivating a culture of responsibility, holding staff accountable for their contributions to achieving strategic objectives.

**Informed Decision-Making:** Regularly reviewing Balanced Scorecard data to inform policy development based on performance trends.

**Continuous Improvement:** Encouraging a mindset of continuous improvement, prompting NESD senior leadership to adjust strategies and tactics in response to evolving circumstances and emerging challenges.

**Long-Term Planning:** Utilizing historical data and insights to guide the Board in making informed decisions about the evolution of the district's strategic priorities.

## CURRENT STATUS

As part of its ongoing agenda, the Board consistently monitors Balanced Score Card data throughout the year. Each January, they conduct a comprehensive review to evaluate the strategic plan. In June, the Board reviews the measures for the upcoming year and examines the initial year-end data.

## RECOMMENDATION

The Board accept the Annual Balanced Scorecard report for the 2023-2024 school year as presented.

PREPARED BY	DATE	ATTACHMENTS
Stacy Lair, Director of Education	June 14, 2024	Balanced Score Card - June '24

Strategy Map		Measure	Method	Frequency	Measure Owner	Baseline	Progress	Progress	Target			Notes	
Category	Strategic Objective	What is the measure for this objective?	How will we measure our performance?	How often will we measure this?	Who owns the measure?	2022-2023	2023-2024	2024-2025	Year 1	Year 2	Year 3		
									2023-24	2024-25	2025-26		
Strategic Imperative	Our students have a positive sense of wellbeing and are engaged.	Belonging Engagement	OurSCHOOL	Annual	Learning Superintendents	72 52 77 56 75 53	77 56 80 58 80 52		75% Sense of belonging 4-6 55% Sense of belonging 7-12 80% Positive Wellbeing 4-6 59% Positive Wellbeing 7-12 77% Interest & Motivation 4-6 56% Intellectual Composite 7-12	80% Sense of belonging 4-6 59% Sense of belonging 7-12 83% Positive Wellbeing 4-6 62% Positive Wellbeing 7-12 82% Interest & Motivation gr 4-6 56% Intellectual Composite 7-12	82% Sense of belonging 4-6 62% Sense of belonging 7-12 83% Positive Wellbeing 4-6 65% Positive Wellbeing 7-12 84% Interest & Motivation gr 4-6 60% Intellectual Composite 7-12	OurSchool Survey Belonging (Social Engagement) - report scoring higher than 6/10 self-assessed ranking Positive Sense of Wellbeing (Eudaimonia) Intellectual Engagement 2023-24 - Interest & Motivation gr 4-6, Intellectual Composite (Effort/Skills/Challenge in Math, ELA, Science ) gr 7-12	
	Our staff have a positive sense of wellbeing and are engaged.	Wellbeing Engagement	Guarding Minds at Work	2023 2025	Human Resources Superintendent	100% 77% Q4	100% 93% Q1		TBD% - Teacher collective efficacy 100% Sprint Teacher Engagement 85% Q1 Sprint goal and reflection complete Guarding Minds Survey	TBD% - Teacher collective efficacy Synthesis-Sprint lead survey(praction, huddle, reflection) 95% Q1 Sprint goal and reflection complete Guarding Minds Survey	TBD% - Teacher collective efficacy Refinement-Sprint lead survey(praction, huddle, reflection) 97% Q1 Sprint goal and reflection complete Guarding Minds Survey	Sprint lead survey - factors 8 sprint collective efficacy questions associated with the sprint cycle. Guarding Minds is a tool for employers to effectively assess and address the psychosocial factors known to have an impact on organizational health, the health of individual employees, and the financial bottom line. It was used as a reference for the National Standard of Canada on Psychological Health and Safety in the Workplace.	
Customers	Students "My teacher cares about me." "My friends and I have opportunities to learn about so many things at school." "I am curious." "I'm ready for my next step."	Achievement	a. Early Years Evaluation (gr PK, K) b. Reading (DLR gr 1,2,3) c. ELA - (Edsby, TBD gr 10) d. Writing (Edsby, holistic CC/CR/ gr 4,7) e. Math -Numbers (Edsby, holistic gr 5,9)	a. December, June b. December, September c. February, September d. February, September e. February, September	Learning Superintendents	15 52 62 64 49 NM	17 59 62 61 64 58		20% KD EYE growth 60% DLR gr 1 60% DLR gr 2 (from 52) 70% DLR gr 3 (from 62) 70% DLR gr 4 (from 64) 71% DLR gr 5 (from 67)	20% KD EYE growth 60% DLR gr 1 65% DLR gr 2 68% DLR gr 3 76% DLR gr 4 76% DLR gr 5	20% KD EYE growth 60% DLR gr 1 65% DLR gr 2 76% DLR gr 3 76% DLR gr 4 82% DLR gr 5	Early Years Evaluation (EYE) 2022-2023 57% of students entering PK ready to learn Awareness of Self & Environment 54%, Cognitive Skills 40%, Language & Communication 51%, Fine Motor 66%, Gross Motor 75% 15% difference of students entering (60%) and exiting KD(75%) ready to learn Developmental Reading Assessment (DLR) 2022-2023 June % reading at or above level for gr 1-5 cohorts (COV = no data due to COVID) Grad 2029: 63%, 73%, Cov, 49% NM Grad 2030: 68%, Cov, 70%, 60%, 49% Grad 2031: Cov, 70%, 63%, 67% Grad 2032: 56%, 57%, 64% Grad 2033: 55%, 62% Grad 2034: 52%	
		7-12 Wellbeing	OurSCHOOL	Annual	Learning Superintendents	18 21 34 9 18	21 26 28 9 16		24% Engaged 19% Disengaged 32% Disconnected 9% Struggling 16% Alienated	30% Engaged 19% Disengaged 28% Disconnected 9% Struggling 14% Alienated	36% Engaged 19% Disengaged 24% Disconnected 9% Struggling 12% Alienated	% at or above grade levels gr 1-5 all and FNM students 2023-24 ALL Gr1: 52% Gr2: 62% Gr3: 64% Gr4: 67% Gr5: 49% FNM Gr1: 23% Gr2: 39% Gr3: 46% Gr4: 46% Gr5: 23% English Language Arts (ELA) - Compose and Create / Comprehend and Respond % at or above grade level, gr 1-12 Writing % of students at or above grade level gr 4,7 Math - Numbers % of students at or above grade level gr 2,5,8 (2023-24) gr 5,9 (2024-25) Grade 7-12 Wellbeing 2022-2023 18% Engaged, 21% Disengaged, 34% Disconnected, 9% Struggling, 18% Alienated Transitions 2022-2023 % of gr 6-9 students transitioning to Grade 10 (focus on lost students) 81% of gr 10 student receiving 8+ credits overall, 44% FNMI 91% (78% FNM) of students graduating within 3. 94% and 74%FNM 5 years of entering Grade 10 71% (44%FNM) of students completing at least 8 credits per year in Grade 10-12 75.6% of students present more than 80% (grade 1-12) (Prov 76.4%) 52.5% FNM students present more than 80% (grade 1-12) (Prov 52.7%)	
		Graduation Planning Credit Attainment	MyBlueprint / Family Engagement Feedback Student engagement tool (prov) Ministry Data	Annually (October)	Director				Semester 1	Family engagement feedback TBD Maintain gr 5 engagement level to 12 83% all gr 10 achieving 8+ credits 47% FNM gr 10 achieving 8+ credits 80.6%gr 10-12 achieving 8+ credits 48% FNM 10-12 achieving 8+ credits	Family engagement feedback TBD Maintain gr 5 engagement level to 12 84% all gr 10 achieving 8+ credits 50% FNM gr 10 achieving 8+ credits 75%gr 10-12 achieving 8+ credits 50% FNM 10-12 achieving 8+ credits	Family engagement feedback TBD Maintain gr 5 engagement level to 12 85% all gr 10 achieving 8+ credits 53% FNM gr 10 achieving 8+ credits 76%gr 10-12 achieving 8+ credits 52% FNM 10-12 achieving 8+ credits	
		Successful Transitions; -grade 6 to 10 -post-secondary education or training or work -Graduation Rates -Attendance	OurSCHOOL - Engagement (gr 6-10) Attendance - Edsby(gr 6-10), MoE Former student exit interviews Ministry Data - Graduation Rates	Annual - Board/Student Rep September - Grade 10 credits Semi Annual - Attendance September - Graduation Rates	Board Director					Student Rep Board engagement 55% FNM students attend >80% 78% of students attend >80% 83% all OT graduation rate 56% FNM OT graduation rate	Student Rep Board engagement 56% FNM students attend >80% 79% of students attend >80% 85% all OT graduation rate 58% FNM OT graduation rate	Student Rep Board engagement 57% FNM students attend >80% 79% of students attend >80% 86% all OT graduation rate 63% FNM OT graduation rate	
	Families/Parents "I am proud to send my child to our school." "I see the value of school, it is making a difference in my child's life." "I am part of my child's learning experience."	Connection to Children's School	Provincial Parent Perception Surveys	TBD	Province Learning Superintendents Director				Establishing 85% Establishing	Deployment of communications plan (family engagement goals) 90% of guardians active in Edsby Parent Perceptual Survey (prov)	SCC survey - awareness of NESD communications 90% of guardians active in Edsby Parent Perceptual Survey (prov)	SCC survey - awareness of and efficacy NESD communications 90% of guardians active in Edsby Parent Perceptual Survey (prov)	Provincial Target: By 2030, all Saskatchewan parents/caregivers have a strong sense of connection to their children's schools. Province is developing measures from indicators in the parent perceptual survey
Community "Our students are the future of our community." "NESD is a valuable partner in building strong communities and workplaces."	Perceived value and impact of partnership	Frequency/Completion of Engagement	Ad Hoc	Learning Superintendents					MLA & Board Linkage PEPIT contributions and leadership NEOSS partnership participation Joint Library Board participation SCC & Dir annual engagement SCC & Board monthly engagement Family Resource Center participation KSN&ECFN Partnership supported	MLA & Board Linkage PEPIT contributions and leadership NEOSS partnership participation Joint Library Board participation SCC & Dir annual engagement SCC & Board monthly mt engagement Family Resource Center participation KSN&ECFN Partnership supported	MLA & Board Linkage PEPIT contributions and leadership NEOSS partnership participation Joint Library Board participation SCC & Dir annual engagement SCC & Board monthly mt engagement Family Resource Center participation KSN&ECFN Partnership supported	Initial measurement to focus on community partners where there is an active relationship. Identify key partners and consider pre partnership and post partnership touchpoints OR determine the 5-10 key partnerships and check in once a year on perceptions .	
Financial Goals and Objectives	2.1 Sustain												
	2.1.1 Develop a long-term financial plan.	Financial Reporting	Completion of milestones (noted in target)	Annual	CFO - Board	Complete	Complete		Internal restricted accumulated surplus balances identified and allocated	Long term plan to reduce dependency on accumulated surplus created	Long term plan to reduce dependency on accumulated surplus implemented	This measure focuses on the accumulated surplus being allocated as per a Board approved plan.	
	2.2 Growth												
2.2.1 Position NESD for the future in a fiscally responsible way.	Financial Reporting	Completion of milestones (noted in target)	Annual	Administration	On track / in progress	On track / in progress		Establish advocacy strategies for long-term funding by the board. Plan for viable staffing and facility plan.	Implement advocacy strategies for long-term funding by the board. Implement plan for viable staffing and facility plan.			Planning/implementation for viable staffing plan will be dependent on classroom composition and complexity provincial direction.	
2.2.2 Define funding strategies to advance priorities.	100% of Strategic Priorities are Funded	Budget Allocation	Annual	Administration	On track / in progress	On track / in progress		February/March planning and budget flow complete.	February/March planning and budget flow complete.	February/March planning and budget flow complete.	February/March planning and budget flow complete.		
3.1 Indigenous Knowledge Systems, Cultures and Language													

Category	Strategic Objective	Measure	Method	Frequency	Measure Owner	Baseline	Progress	Progress	Target			Notes	
									Year 1	Year 2	Year 3		
		What is the measure for this objective?	How will we measure our performance?	How often will we measure this?	Who owns the measure?	2022-2023	2023-2024	2024-2025	2023-24	2024-25	2025-26		
Operational Goals and Objectives	3.1.1 All staff have the opportunity to gain knowledge and understanding of the worldviews and historical impacts of First Nations and the Metis Nation.	IDENTIFY PRIORITY FROM FRAMEWORK AND INCORPORATE INTO MEASURES. LEVERAGE EVALUATION RUBRIC FOR MEASURES.  Ratio of Policies Intentionally Redesigned	# of Learning Experiences (Curricula) Intentionally Designed to # Total	Annual	Kerr		TBD		Measures established in collaboration with FNM employees and stakeholders utilizing the observe/support/disrupt continuum	TBD	TBD	Provincial Target: By 2030, Indigenous knowledge system, culture and languages will be foundational within the structures, policies and curricula of the education system.  Based on Provincial Target this work will extend past the timeframe of this plan.  Set targets based on current state assessment of Division in these areas.	
	<b>3.2 Communication</b>												
	3.2.1 Promote the NESD, aligning messaging with our value statements.	Strategy Developed and Actualized	Yes/No	Weekly	Director		On track / in progress						
	3.2.2 Strengthen communication methods and practices both within and outside the NESD.	Perceived Effectiveness of Communication	Survey	Annual	Director	Progressing	Progressing		Complete	Complete	Complete	Complete	This can be incorporated into pulse surveys with one to two standardized questions; or, alternatively an annual employee engagement survey.
	<b>3.3 Process Improvement</b>												
	3.3.1 Improve strategic and operational planning. (staff identified)	Process Developed and measured	Yes/No - Revised annually Strengths and Challenges - Anecdotal Evaluation	Annual	Administration	Complete	Complete		Ongoing	Ongoing	Ongoing	Ongoing	Sustain work established by the strategic plan. Analyze Organizational challenges and strengths Apply organizational changes to support needs and challenges.
3.3.2 Ensure decision making is consistent and transparent, mindful of the impact of stakeholders.	Framework Developed	Yes/No - Department check-in	Semi Annual	Administration	Progressing	Progressing		Establishing	Establishing	Establishing	Establishing	Once the framework is developed, it is recommended that you begin measuring frequency of decisions based on the Framework. The intent is to facilitate collaboration and on what is best for learning.	
3.3.3 Prioritize and improve high impact, internal processes.	RTI - quality indicators Sprint - teacher process/cycle OH&S - legislated requirements checklist	RTI - checklist and evidence Sprint - OurStudents Innovation Sprint report OH&S - checklist	Quarterly	Learning/HR Superintendents	77%	Establishing	93%	Establishing	RTI quality indicators 85% Q1 Sprint goal and reflection complete 80% - Legislated checklist complete	?- RTI quality indicators 7% - Q1 Sprint completion rate Sprint focus quality indicators 80% - Legislated checklist complete	?- RTI quality indicators 7% - Q1 Sprint completion rate Sprint focus quality indicators 80% - Legislated checklist complete	Monitoring process completion, complimented with quality indicators/analysis	
Organizational Goals and Objectives	<b>4.1 Leadership</b>												
	4.1.1 Grow leaders across the workforce.	Leadership development plan  Succession Plan  Implementation of plans	Survey to determine plan results	TBD	Administration		Establishing	Establishing	Leadership Development planning Succession Strategy Developed	Leadership Development PD PD aligned with succession strategy	Leadership Development PD PD aligned with succession strategy	Decisions will need to be made re: traditional engagement survey versus pulse surveys or other methods i.e. focus groups. These measures will be updated following work by Heather/Eric	
	4.1.2 Create leadership capacity for collaboration and innovation.	Factors of collective efficacy	Milestones Completed Collective Efficacy Survey 2025-26	Quarterly	Administration	Y	Y	Y	Leadership collab teams established Scheduled time for L. Collab teams Planned purposeful work for L.Collab teams	Collective Efficacy Survey	Collective Efficacy Survey	Decisions will need to be made re: traditional engagement survey versus pulse surveys or other methods i.e. focus groups. This area will focus on school leaders (teachers and admin)	
	4.1.3 Establish accountability framework across the workforce.	Framework Developed  Framework Implemented	Yes/No	TBD	Administration		33/130	In progress	% Admin procedures updated AP handbooks for growth and eval complete	TBD	TBD		
	4.1.4 Continue to cultivate and support a talented workforce that represents the students, staff, and community we serve.	Committee Developed  Workforce Demographics Collected	TBD	Annual	Administration		Planned Start 2024-2025		TBD	TBD	TBD	There are a number of approaches that can be used to measure this objective. Need to discuss to confirm the appropriate measure.	
	<b>4.2 Human Resource Practices</b>												
	4.2.1 Professional growth and learning across the workforce is intentionally planned, aligned with our values and focus on personal growth.	TBD	TBD	TBD	Administration	Y	Planned Start in 2024-2025		Workplace competencies established: Facilities Finance Teachers Support Staff IT Transportation	Workplace competencies measured and aligned to PD: Facilities Finance Teachers Support Staff IT Transportation	Workplace competencies measured and aligned to PD: Facilities Finance Teachers Support Staff IT Transportation	Begin measurement with number of plans in place and move to number of plans activated/completed. Best practice is build this into annual work/performance plans.	
	4.2.2 Focused orientation processes.	Staff Process/Procedure Probationary Evaluation	Ratio - New staff to orientation completion  Evaluation Results	Ad Hoc	Learning/HR Superintendents		On track / in progress		EA Onboarding Process complete	TBD	TBD		
	4.2.3 Focus recruitment and retention on hard to recruit positions.	# Vacancies Filled	% Achieve Target	Monthly	Administration		pending		Increase application numbers Employee satisfaction-post hire survey Increased awareness (branding)	TBD	TBD		
	4.2.4 Improve internal efficiencies and processes for absent management and HR/payroll	% of Vacancies	Plus/Minus within Target	Monthly	Administration		progress with delay		Implement new absent management and HR/Payroll software	TBD	TBD	This work will follow the tracking ability following implementation of Sparkrock HR software, expected January 2024.	
<b>4.3 Governance</b>													
4.3.1 Develop understanding of Board roles.	SSBA module completion Board self-evaluation	Evaluation Survey	Annual	Board	N			Fiduciary Duties, Bia & Conflict of Interest	Orientation for new trustees	TBD	Director plans or prepares and facilitates Board learning sessions.		
4.3.2 Commitment to regular, ongoing professional development for all Board members.	Board PD Participation	Record of Board Participation	Monthly	Director Board	/8 trustees	/8 trustees		Governance & strategy Governance & risk management Governance & financial resources Governance & human resources Policy amendments begun	Governance & strategy Governance & risk management Governance & financial resources Governance & human resources	Governance & strategy Governance & risk management Governance & financial resources Governance & human resources			
4.3.3 Enhance communication and relationship building with the community.	Board SCC engagement	Record of Board/SCC connections (Board Chair)	Monthly	Director Board	5/19	19/19	pending	School SCC & Dir annual engagement SCC & Board monthly engagement	School SCC & Dir annual engagement SCC & Board monthly engagement	School SCC & Dir annual engagement SCC & Board monthly engagement			



# NESD Board of Education

Meeting Date: June 18, 2024

Topic: Balanced Scorecard – Early Years Evaluation, Violence Threat Risk Assessment (VTRA), and Student Wellness

MEETING	AGENDA ITEM		INTENT
<input checked="" type="checkbox"/> Board Meeting	<input type="checkbox"/> New Business	<input type="checkbox"/> Information Items	<input checked="" type="checkbox"/> Information
<input type="checkbox"/> Committee of the Whole	<input type="checkbox"/> Board Strategic Direction	<input type="checkbox"/> Correspondence	<input type="checkbox"/> Decision
<input checked="" type="checkbox"/> Public	<input checked="" type="checkbox"/> Monitoring or Reporting Items	<input type="checkbox"/> Celebrating Excellence: Innoavtion, Connections, Empowerment, Inclusion	<input type="checkbox"/> Discussion
<input type="checkbox"/> Closed			

## BACKGROUND

September 2023 represented the inaugural Balanced Scorecard report aligned with the NESD 2023-2026 strategic plan. The plan will be overseen and directed through the utilization of Balanced Scorecard data aligned with the NESD vision, mission, and strategic objectives. The information provided at each meeting populates the balanced scorecard and is intended to help the Board and Division leaders assess and monitor progress towards goals.

## CURRENT STATUS

The 2023-24 Early Years Evaluation, Violence Threat Risk Assessment, and Student Wellness data are shared with the Board.

## RECOMMENDATION

The board accepts the June Balanced Scorecard report as presented.

PREPARED BY	DATE	ATTACHMENTS
Stacy Lair, Director of Education	June 12, 2024	

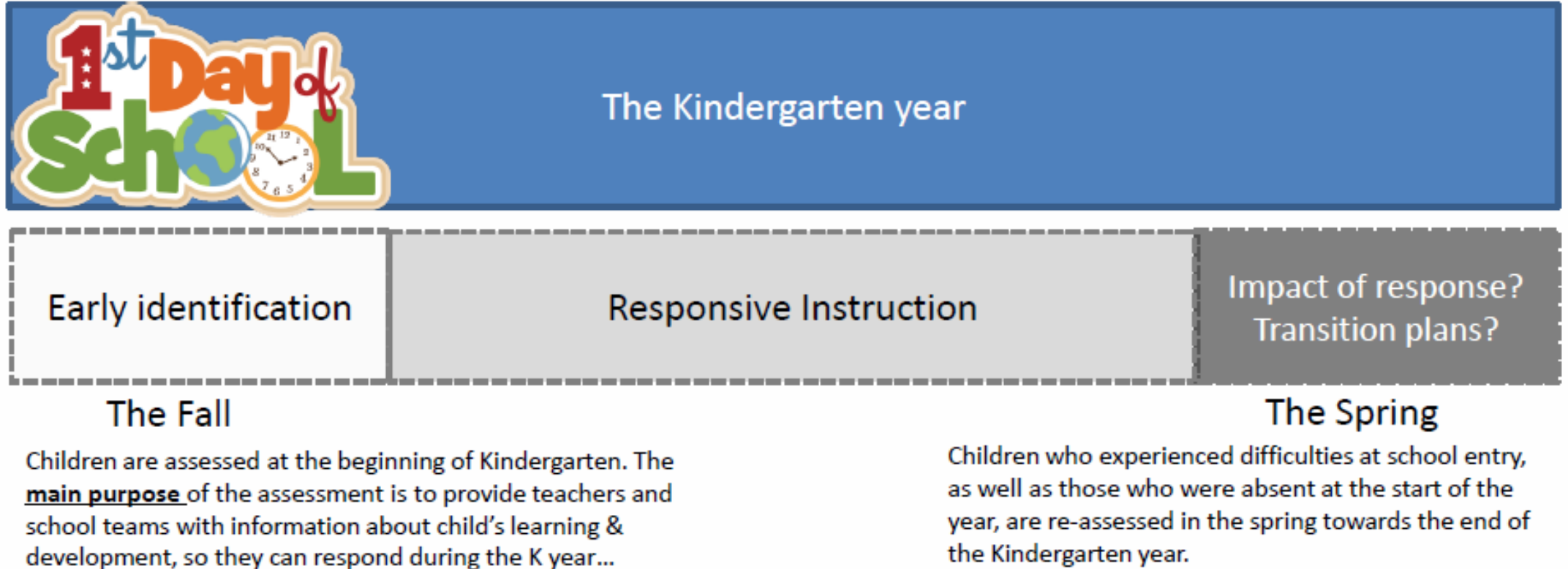


# EYE-TA Data

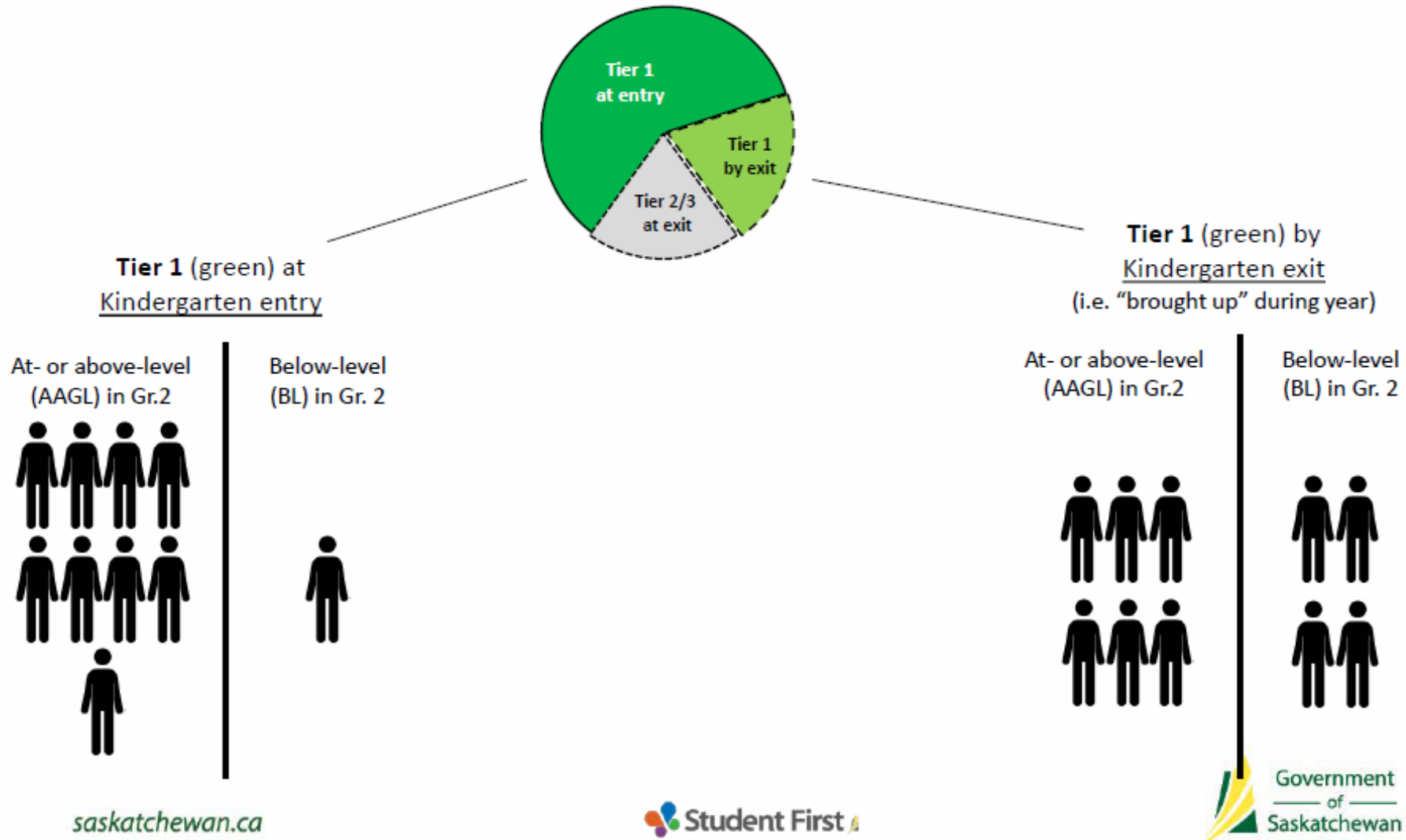
Board Presentation June 18, 2024



# How does the EYE-TA work?

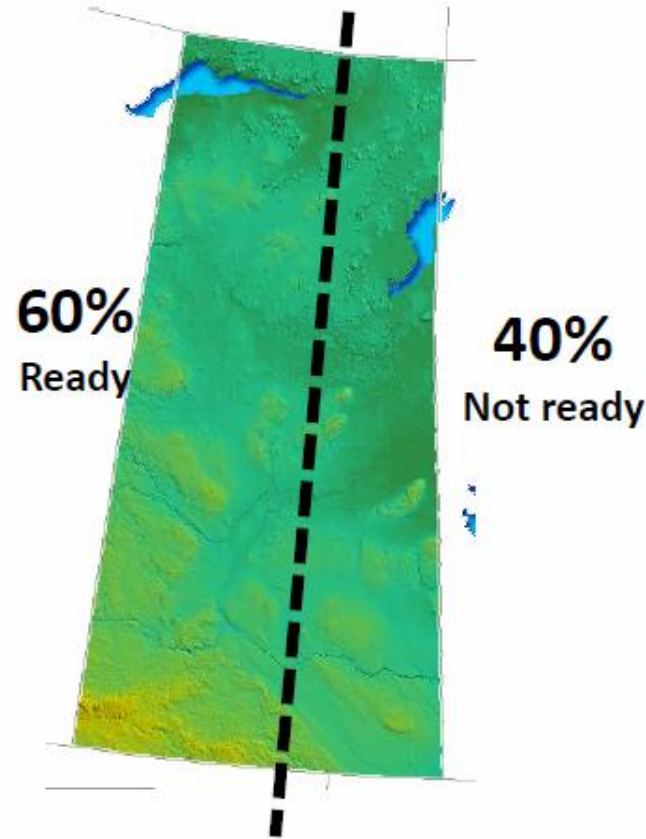


# Entering Kindergarten at Tier 1 provides a more reliable indicator than being "brought up"...





# How can we impact children's readiness BEFORE entry to Kindergarten?



- What can we bring to the table for a conversation about school readiness in Saskatchewan?
- What actions can we take with partners to improve monitoring and connect more children to services prior to Kindergarten?



**40%** of Saskatchewan children aren't ready for school at Kindergarten entry...



...most of them live in communities like these



# EYE-TA Longitudinal Data

Year	Kindergarten Entry		Kindergarten Exit	
	Tier 1	Tier 2/3	Tier 1	Tier 2/3
2013-14	60%	40%	85%	15%
2014-15	55%	45%	82%	18%
2015-16	59%	41%	78%	22%
2016-17	57%	43%	83%	17%
2017-18	58%	42%	73%	27%
2018-19	57%	43%	79%	21%
2019-20	56%	44%	NA	NA
2020-21	56%	44%	80%	20%
2021-22	55%	45%	78%	22%
2022-23	60%	40%	75%	25%
2023-24	51%	49%	68%	32%

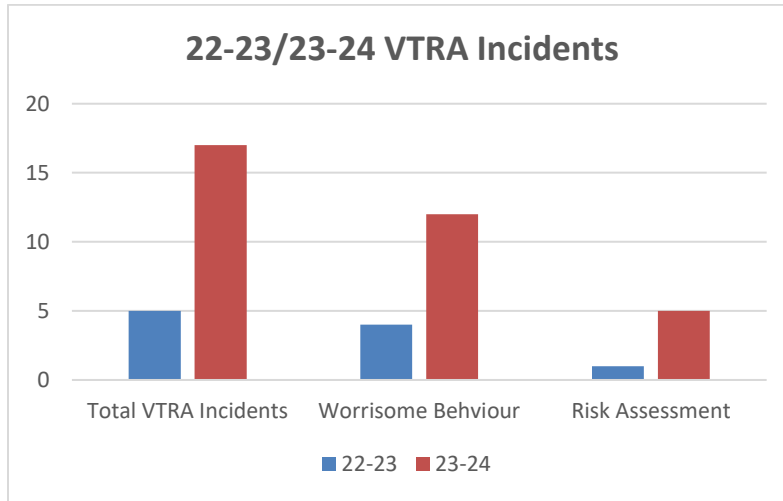


# NESD Board of Education

## NESD Violence Threat Risk Assessments

### 2022-23:

- 5 VTRA Incidents
- 4 Worrisome
- 1 Risk Assessment

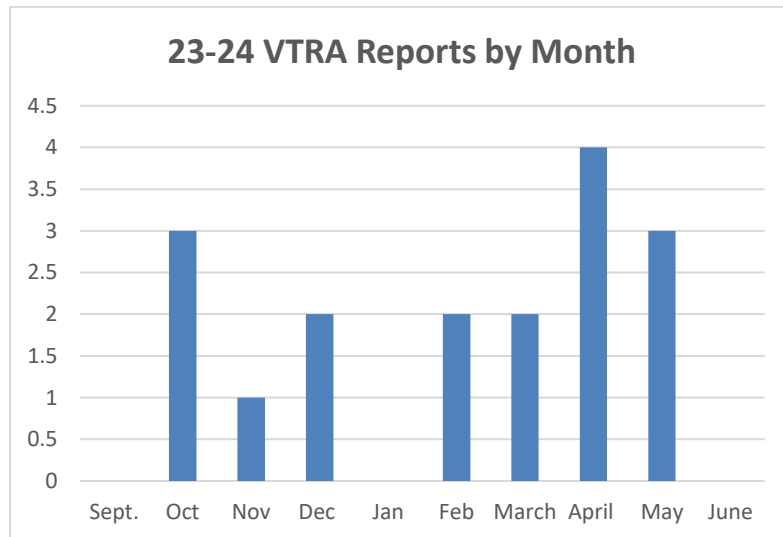


### 2023-24 (to date, May 25, 2024):

- 17 VTRA Incidents
- 12 Worrisome
- 5 Risk Assessment

### North American Context - Past October Shooting:

- Marysville
- West Nickel



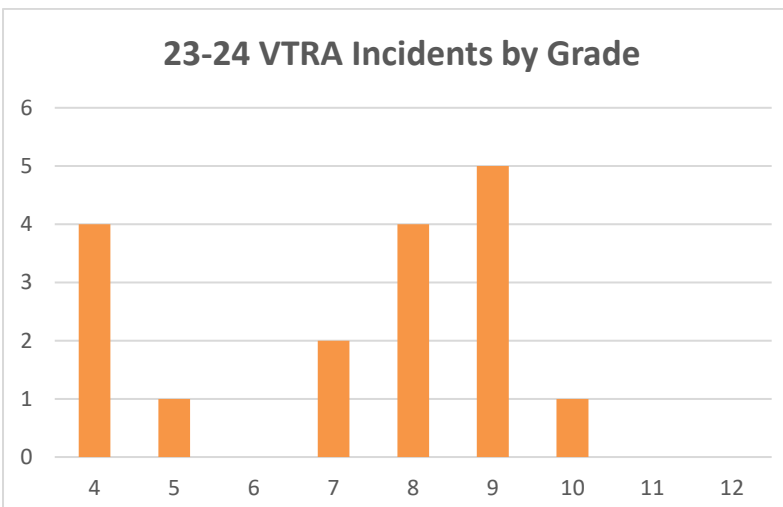
### North American Context - Past April Shooting:

- Columbine
- Taber

### - Past May Shooting:

- Robb Elementary, 2022

### 23-24 VTRA Incidents by Grade



### Risk Assessments:

- 3 Gr. 9
- 2 Gr. 8

# Student Use of Personal Device in Schools – Policy Development – Teacher Survey Responses

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## *Survey Summary*

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The survey on personal device use in schools gathered responses from administrators and teachers, revealing a variety of existing guidelines and perspectives on the impact of device usage. A significant portion of respondents (84) reported having guidelines, while 24 did not, and some schools exhibited discrepancies in their enforcement of these policies. Overall, there was a strong consensus on the negative impacts of personal device use, particularly in terms of learning, attention, social interactions, and mental health.

Teachers noted that devices often distract students, shorten attention spans, and lead to disengagement from learning activities. Social and behavioral issues such as bullying, privacy invasions, and addiction to devices were also prevalent concerns. Many educators observed that students' dependence on their devices negatively affected their social skills, causing them to prefer virtual interactions over face-to-face communication. Additionally, managing device use in the classroom posed significant challenges, with students often resisting rules and parents interfering by contacting their children during school hours.

When asked about the ideal policy for personal device use, many respondents advocated for a complete ban or strict limitations. There was a strong preference for conditional use, where devices could be utilized for academic purposes under teacher supervision and stored away during instructional time. Some suggested grade-specific policies, with elementary students having no access to devices and older students allowed limited use. Parental involvement and support were deemed crucial for any policy's success, along with consistent enforcement and clear consequences for violations.

To effectively implement and enforce a new policy, respondents emphasized the need for additional support and resources. A few mentioned the need for more or different devices, such as additional iPads or Chromebooks, raising concerns about the school division's asset deployment. **\*This deployment is tied to an instructional vision that requires a shift from using devices for whole-group instruction to utilizing technology tools for supporting small-group instruction. These comments likely in part reflect discomfort with the changes necessary to achieve this vision.** The technology department continuously monitors the asset deployment.

Key recommendations included increasing the availability or improving the scheduling of school-owned devices like Chromebooks and iPads, educating parents about the impacts of device use, and ensuring a consistent division-wide policy. Teachers also emphasized the importance of training on digital citizenship, secure storage solutions for devices, and consistent technology infrastructure to support educational activities without relying on personal devices.

Overall, the survey underscores the need for comprehensive policies on personal device use in schools, supported by adequate resources, consistent enforcement, and strong collaboration with parents.

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## *Survey Details*

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108 responses, 26 Administrators, 82 Teachers

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*To the question – Do you currently have a guideline regarding student use of cellphones and personal devices during school hours in your classroom/learning space?*

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- 84 -yes
- 24 -no
- 11/19 schools had discrepancy in answers, some staff yes while others answered no.

Summary of School Responses to Student Personal Communication Device Policy: Overall, the responses indicate a variety of policies ranging from strict bans to conditional use based on teacher discretion and specific educational purposes. The majority of schools enforce some level of restriction on personal device usage, with clear rules and consequences for misuse.

Frequency of Policy Types:

1. Strict Ban on Devices (6 responses):

- No cell phones allowed at school.
- No cell phones or personal devices allowed during school hours in the elementary classroom.
- PreK-Grade 3 students are not allowed to have cell phones at school; devices brought on the school bus must stay in backpacks.
- Phones are not to be brought to school; exceptions made for long bus rides with parental communication.
- No phones out of backpacks.
- Senior teachers require students to put devices away during instruction.

2. Conditional Use Allowed (9 responses):

- Devices may be used for academic purposes at the teacher's discretion with a warning system for misuse.
- Students can use phones as an aid or for music with teacher discretion; misuse leads to principal intervention.
- No devices during instructional periods; PreK-6 no devices; 7-12 can use phones during breaks and noon hours.
- Co-created classroom policy with students; phones not allowed without permission; hierarchy of consequences for misuse.
- Use only with explicit teacher permission for approved purposes; responsible for device security.
- Responsible use policy varying by classroom.
- Available during breaks with teacher permission; otherwise stored safely.
- Teacher discretion during class times; some teachers collect phones; misuse managed with a 3-strike policy.
- Devices used only with permission; taken away if the rule is not followed; warnings generally given.

### 3. Limited Use for Specific Purposes (5 responses):

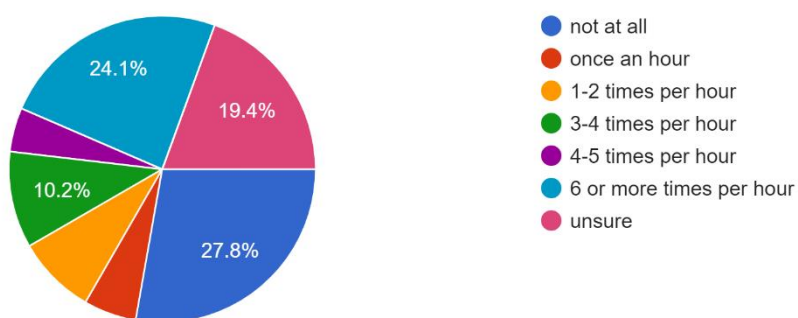
- School provides necessary technology; no need for personal devices; not responsible for loss or damage.
- Phones kept in backpacks during school hours for primary elementary students.
- Not allowed in class except with explicit teacher permission; use limited to educational purposes like Edsby.
- Depends on the classroom; sometimes used for research and calculators.
- Junior high students sometimes use devices for specific purposes like research.

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*To the question – From your perspective, how often do you suspect most students use their personal devices during school learning time (excluding education use)?*

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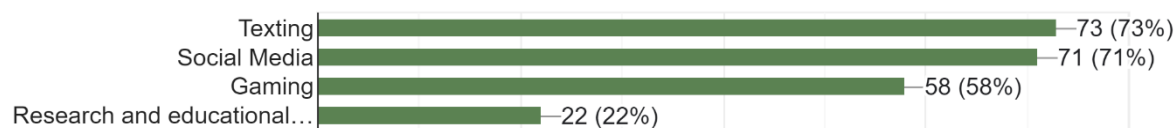
108 responses



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*To the question – What are the most common purposes for which students use their personal devices during school hours*

100 responses



*(select all that apply)?*

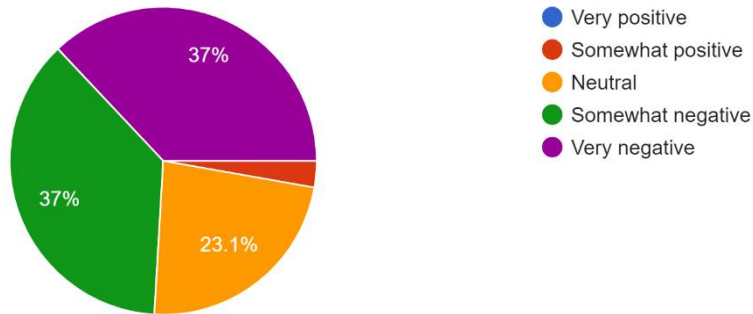
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#### Other (less than 1%):

On rain days kids play games on their phone - at elementary most kids with phones have them for parent emergence to and from school  
parent contact - pretty rare though  
Music  
Phone calls  
Learning Evidence  
Needed lots when computers don't work  
Taking pictures or making videos of other students and staff without permission  
Taking photos  
I had a diabetic student who used her phone for an alarm that went off if her blood sugar was too low or too high.

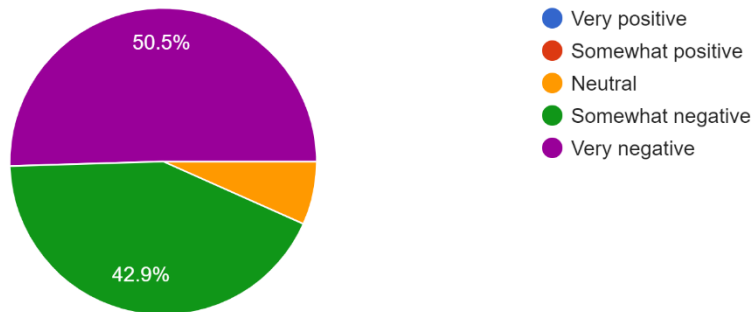
To the question – How do you perceive the impact of personal device use on student academic performance?

108 responses



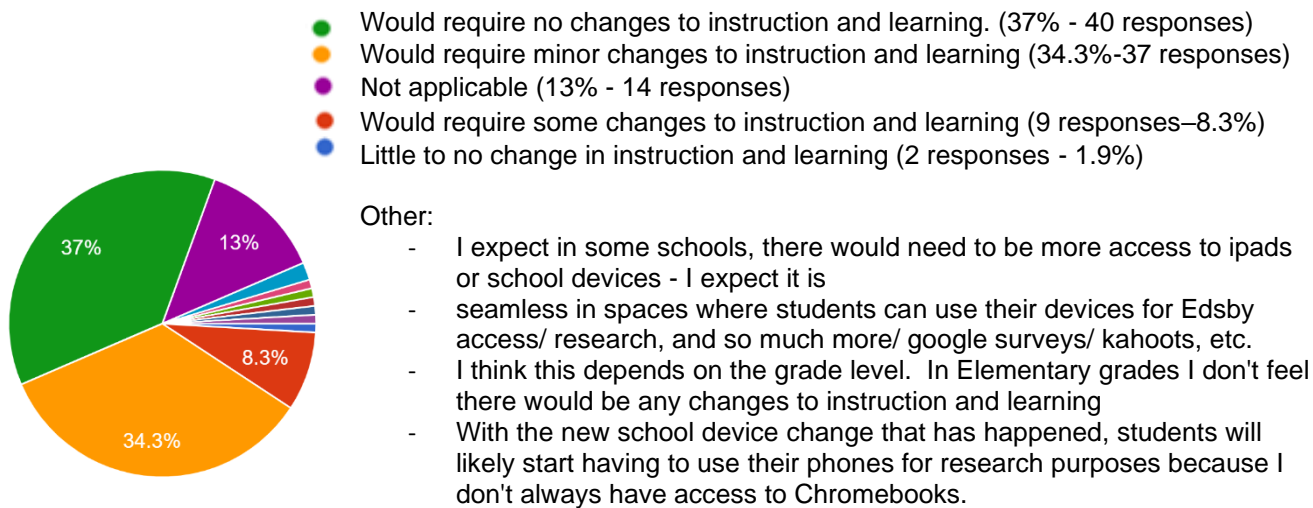
To the question – How do you perceive the impact of personal device use on student social skills and interactions?

105 responses



To the question – If student personal devices use were limited or banned in schools, would instruction be negatively impacted in your school/learning space?

108 responses





Overall, the responses highlight a significant need for a comprehensive policy on cell phone usage in schools, with many advocating for a ban but recognizing the need for increased availability and better scheduling of division-owned devices to support educational activities.

Frequency of Response Types:

1. Ban Cell Phones (9 responses):

- Students spend too much time on phones, which has no place in education.
- Phones should be banned for mental health reasons and to encourage socializing.
- Elementary students do not need personal devices.
- Clear rules and consistent enforcement are needed across classrooms and schools.
- Teachers would need more access to iPads and laptops to compensate for the lack of personal devices.

2. Issues with Current Device System (7 responses) (\*see page1):

- Previous systems with centralized device locations were more efficient, share is not as efficient.
- Limited access to devices like Chromebooks and iPads affects teaching.
- Devices at one school need better maintenance and updated.

3. More School-Owned Devices Needed (13 responses):

- Increased need for school devices to replace student-owned devices for educational tasks.
- Specific mention of needing better scheduling of iPads, Chromebooks, and laptops.
- School devices needed for activities like posting to Edsby, research, and classroom assessments.

4. Use of Personal Devices for Specific Purposes (10 responses):

- Personal devices are used for quick tasks, research, and specific applications.
- Some teachers find phones convenient for certain tasks but acknowledge they are a distraction.
- Phones are used for listening to music to help focus, which would need an alternative solution.

5. Implementation of Cell Phone Policies (5 responses):

- Need for phone lockers where phones can be accessed for teacher-directed activities.
- Clear communication and consistency in rules and expectations about phone usage.
- Consideration of student and parent perspectives on phone policies.

6. Adaptation and Coordination Required (8 responses):

- Teachers would need to plan around the availability of school devices.
- Increased coordination to ensure device availability for classroom use.
- Adaptation to new rules and ensuring all students have access to necessary technology.



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*To the question – Have you observed any specific behaviors or incidents that suggest a significant impact associated with personal device use on students? Please provide examples or observations*

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Overall, the responses highlight significant concerns related to personal device use in schools, including its impact on learning, behavior, social interactions, and mental health. There is a consensus on the need for effective policies and strategies to manage device use and mitigate its negative effects.

Frequency of Observed Issues:

1. Negative Impact on Learning and Attention (17 responses):

- Shorter attention spans and constant distractions from notifications.
- Students unengaged in learning activities, preferring to use their phones.
- Difficulty in completing homework and assignments due to distractions.
- Poor academic performance and productivity due to reliance on devices.
- Students rushing through assignments to use their phones.
- Inability to concentrate even if phones are stored away in the classroom.

2. Social and Behavioral Issues (16 responses):

- Increased bullying, gossip, and negative interactions via social media.
- Recording and sharing inappropriate photos and videos without consent.
- Manipulating and sharing videos to bully or harass others.
- Cyberbullying and online insults leading to in-person conflicts.
- Students becoming socially isolated, preferring device use over face-to-face interactions.
- Teenage drama and conflicts stemming from online interactions.

3. Addiction and Dependence on Devices (15 responses):

- Students showing signs of addiction to their devices, unable to unplug.
- Meltdowns and significant emotional reactions to losing device access.
- Constant need to check notifications, including on smartwatches.
- Lack of self-control in device use, leading to defiant behavior when asked to hand over devices.

4. Privacy and Safety Concerns (11 responses):

- Invasion of privacy through unauthorized photography and recording.
- Sharing personal and inappropriate content, leading to larger safety issues.
- Recording and manipulating videos for malicious purposes.
- Sexting and sharing nude photos among students.

5. Impact on Social Skills and Mental Health (12 responses):

- Decline in social skills and face-to-face interactions.
- Increased anxiety and depression linked to social media use.
- Students' inability to balance device usage with social and academic demands.
- Parents and students staying constantly connected, causing additional stress.

#### 6. Classroom Management Challenges (8 responses):

- Teachers facing resistance and defiance when enforcing device policies.
- Students feeling entitled to use their devices, leading to power struggles.
- Parents interfering with classroom management by texting or calling students during school hours.
- Difficulties in maintaining a focused and disciplined classroom environment.

#### 7. Specific Incidents and Examples (9 responses):

- Students using phones to cheat, game, or watch videos during class.
- Incidents of students sneaking devices into the bathroom to use them.
- Parents calling or texting students, disrupting classroom activities.
- Students using devices for inappropriate activities, such as contacting parents during conflicts before reporting to teachers.

---

*To the question - What are the most common issues or challenges related to student use of personal devices that have been reported to you?*

---

Overall, the responses highlight significant concerns related to personal device use in schools, including its impact on learning, behavior, social interactions, and mental health. There is a consensus on the need for effective policies and strategies to manage device use and mitigate its negative effects.

#### Frequency of Observed Issues:

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  - Parents calling or texting students, disrupting classroom activities.
  - Students using devices for inappropriate activities, such as contacting parents during conflicts before reporting to teachers.

---

*To the question -In your opinion, what would be the ideal policy regarding student use of personal devices at school?*

---

Overall, the responses suggest a strong preference for restricting personal device use in schools, with many advocating for complete bans or strict limitations. The recommendations emphasize the need for consistent enforcement, parental involvement, and clear guidelines to ensure devices are used appropriately and do not interfere with learning and social interactions.

#### Frequency of Policy Recommendations:

1. Complete Ban on Devices (14 responses):
  - Entire ban on cell phones at school, including use of signal blockers.
  - No personal devices allowed during the school day.
  - Personal devices should be left at home or kept in lockers.
  - Not allowed in classrooms or hallways; only used during breaks.
  - Banned from school property during school hours.
  - Rollout bans gradually starting with younger grades and moving up.
2. Conditional Use with Restrictions (18 responses):
  - Devices used only for academic reasons with teacher permission.
  - Devices stored in a classroom space or "phone locker" and used at the teacher's discretion.
  - No devices during instructional time but allowed during breaks and lunch hours.
  - Devices kept in lockers unless required for specific educational purposes.
  - Devices not allowed during class time, collected at the beginning of class and returned at the end.
  - Clear and consistent policies across all grades and schools.
3. Grade-Specific Policies (9 responses):
  - No devices for elementary students (Pre-K to Grade 6); limited use for Grades 7-12.
  - High school students allowed devices in specific circumstances, such as for teacher-led instruction.
  - Different policies for elementary versus secondary schools.

4. Parental Involvement and Support (6 responses):
  - Involvement of parents in enforcing device policies.
  - Educating parents about the impact of device use on students.
  - Parental support for leaving devices in lockers or at home.
5. Device-Free Zones and Times (5 responses):
  - Designated device-free zones and times in the school.
  - Clear guidelines on when and where devices can be used.
6. Consistent Enforcement and Consequences (8 responses):
  - Consistent enforcement of device policies with clear consequences for misuse.
  - Specific consequences, such as confiscation and parental pick-up for repeated offenses.
  - School-wide policies with actual accountability measures.
7. Educational Use Only (7 responses):
  - Devices used only for educational purposes, with strong filters and oversight.
  - No free-time gaming or non-educational use during school hours.
8. Flexibility and Teacher Discretion (7 responses):
  - Policies allowing teacher discretion in managing device use in their classrooms.
  - Flexibility to develop classroom-specific rules based on educational needs.

---

*To the question - What additional support or resources might your school need to effectively implement and enforce a policy on personal devices?*

---

Overall, the responses highlight the need for more school devices, strong parental support, consistent division-wide policies, effective teaching and training, clear enforcement measures, and appropriate storage solutions to implement and enforce personal device policies effectively.

Frequency of Support or Resource Needs:

1. More School Devices (13 responses)>(\*see page 1)::
  - Increase the ratio of Chromebooks, laptops, and iPads available for student use.
  - Ensure sufficient technology resources to replace personal device functions.
  - Invest in updated and reliable school devices.
2. Parental Support and Education (18 responses):
  - Educate parents about the impact of device use on learning and social skills.
  - Encourage parents to support school policies and limit contact with children during school hours.
  - Clear communication and guidelines for parents to understand and support device policies.
3. Consistent Division-Wide Policy (12 responses):
  - Establish a clear, consistent policy across all schools in the division.
  - Ensure all teachers, staff, and administrators enforce the policy uniformly.
  - Division support in communicating and upholding the policy.
4. Teaching and Training (9 responses):
  - Provide education on personal internet safety, digital citizenship, and appropriate social media use.
  - Training for teachers on how to effectively enforce device policies.
  - Resources to teach students about the benefits of regulating device use.

5. Policy Enforcement and Consequences (7 responses):

- Clear and consistent consequences for policy violations.
- Support from administration and division in handling persistent issues.
- Tools and resources for managing and monitoring device use in classrooms.

6. Storage and Management Solutions (6 responses):

- Secure places in classrooms to store personal devices, such as lock boxes or shoe holders.
- Systems like Yondr pouches to manage device access.
- A central location for confiscated devices with clear protocols for return.

7. Parent and Student Engagement (5 responses):

- Involve parents and students in creating and supporting device policies.
- Engage the community in understanding the reasons behind the policies and their benefits.

8. Improved Technology Infrastructure (5 responses):

- Ensure school technology infrastructure can support increased use of school devices (\*see page1).
- Tools for teachers to control and monitor student use of devices (e.g., screen control software).

9. Communication and Consistency (4 responses):

- Consistent messaging from the division to ensure all stakeholders understand and follow the policy.
- Support from superintendents and division leaders in dealing with pushback.



# NESD Board of Education

Meeting Date: June 18, 2024

Topic: Board Celebrations

MEETING		AGENDA ITEM		INTENT
<input checked="" type="checkbox"/> Board Meeting	<input checked="" type="checkbox"/> New Business	<input type="checkbox"/> Information Items	<input checked="" type="checkbox"/> Celebrating Excellence: Innovation, Connections, Empowerment, Inclusion	<input checked="" type="checkbox"/> Information
<input type="checkbox"/> Committee of the Whole	<input type="checkbox"/> Board Strategic Direction	<input type="checkbox"/> Correspondence		<input type="checkbox"/> Decision
<input checked="" type="checkbox"/> Public	<input type="checkbox"/> Monitoring or Reporting Items			<input type="checkbox"/> Discussion
<input type="checkbox"/> Closed				

## BACKGROUND

Sharing celebrations during school board meetings is a multifaceted approach that reinforces the NESD's values, vision, mission, and strategic imperatives. It nurtures a positive, inclusive, and engaged school community that values growth, achievement, and wellbeing.



## CURRENT STATUS

### Celebrating Connections

We are delighted to share the remarkable success of our community volunteer initiative in Tisdale and Melfort. This initiative, which aims to maintain regular school schedules and prevent a compressed day for our students, has seen tremendous support from our local communities.

In Tisdale, we have engaged 26 volunteers, and in Melfort, 54 volunteers have come forward. These volunteers collectively fill 29 supervision spots daily during noon hour, ensuring our students have a safe and structured environment.

A significant portion of this success can be attributed to the unwavering support of the six School Community Councils in both communities. These councils have been instrumental in mobilizing their local networks and friendships, ensuring all volunteer spots are consistently filled. Their commitment to shoulder-tapping and rallying community members has been invaluable.

We extend our heartfelt gratitude to all the volunteers and the School Community Councils for their continued dedication and support. This collaborative effort is a testament to the strength and unity of our community, ensuring the best possible educational experience for our students.

Thank you for your ongoing support and commitment to our schools.



# NESD Board of Education

## Celebrating Connections

Our CUPE Local 4875 has contributed \$5000.00 to provide nutrition baskets to families in the north east. With this contribution NESD Outreach Workers were able to purchase nutritional food from local grocery stores and deliver over 100 food baskets across the north east to support families.

## Celebrating Connections

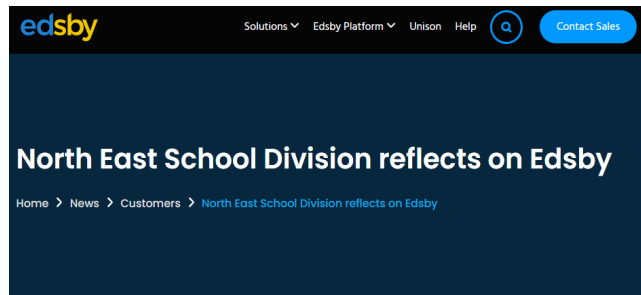
The exceptional contributions of Prairie North Co-op in supporting school nutrition programs in Melfort is a highlight for the NESD. Prairie North Co-op's commitment to our Melfort schools goes far beyond mere supply; their dedication and time investment have made a significant impact on the health and well-being of our students.

Prairie North Co-op not only supplies the necessary ingredients but also takes the initiative to do a significant amount of the work necessary to prepare school snacks. This invaluable support enables our schools to offer nutritious options that would otherwise be unattainable. Their efforts ensure that our students have access to healthy snacks, fostering better learning environments and promoting overall well-being.

Thank you, Prairie North Co-op, for your unwavering support and for going above and beyond to ensure our students have access to nutritious snacks.

## Celebrating Innovation

Edsby has highlighted the work of NESD teachers as they progress the NESD strategic goal, to advance effective student assessment practices, <https://www.edsby.com/north-east-school-division/customers/>



### District explored how its teachers are using Edsby to promote student learning

The North East School Division (NESD) is a public school district north of Regina, in the Canadian province of Saskatchewan. The district manages 21

## RECOMMENDATION

### PREPARED BY

Stacy Lair, Director of Education

### DATE

May 21, 2024

### ATTACHMENTS

See linked document



# NESD Board of Education

Meeting Date: June 18, 2024

Topic: Administrative Procedure Review

MEETING	AGENDA ITEM	INTENT
<input checked="" type="checkbox"/> Board Meeting	<input type="checkbox"/> New Business	<input checked="" type="checkbox"/> Information
<input type="checkbox"/> Committee of the Whole	<input type="checkbox"/> Board Strategic Direction	<input type="checkbox"/> Decision
	<input type="checkbox"/> Monitoring or Reporting Items	<input type="checkbox"/> Discussion
	<input checked="" type="checkbox"/> Information Items	
	<input type="checkbox"/> Correspondence	
	<input type="checkbox"/> Celebrating Excellence: Innovation, Connections, Empowerment, Inclusion	

## BACKGROUND

In accordance with [AP306 Procedure Making](#), feedback is requested from stakeholders for new and significantly changed administrative procedures. After the feedback is received, the Director approves the changes before the administrative procedure is taken to the Board as an information item. The Director also reports housekeeping changes to the Board.

## CURRENT STATUS

The NESD Executive Council is currently reviewing all the North East School Division Administrative Procedures.

## RECOMMENDATION

For the May 14<sup>th</sup>, 2024 Board Meeting, the following [Administrative procedures](#) are ready for the Board to review:

[AP 514 Harassment Prevention](#) and [APF 514.1 – Conflict Resolution Harassment Form](#)

- Notable Updates (highlighted): File storage update, Process Update

[AP 706 – Purchasing \(AMENDED\)](#)

- Notable updates – start date of July 1, 2024 (not September 1, 2024) and quotes are needed for construction costs of over \$50,000 (not \$10,000). Costs associated with renovations/construction have increased substantially since the previous threshold of \$10,000 was introduced in 2006 or earlier.

PREPARED BY

Stacy Lair, Director of Education

DATE

May 9, 2024

ATTACHMENTS



# North East School Division - Administrative Procedures

 <b>AP 514 Harassment Prevention</b>	<b>References:</b> The Education Act, 1995 <a href="#">The Saskatchewan Employment Act</a> <a href="#">Occupational Health and Safety Regulations</a> (OHS) <a href="#">The Saskatchewan Human Rights Code</a> Harassment Prevention: An employer’s guide for developing a harassment prevention policy (2022), Government of Saskatchewan.	<b>Tracking:</b> Revised - November 2019 Revised - September 2015 <b>Revised</b> - June 2023- legislative changes. Revised – April 2024
	<b>Related:</b> BP 101: Foundations and Direction (2014) <a href="#">Strategic Plan of the Board</a> AP 504 Recruitment & Selection <a href="#">AP 511 Respect for Human Diversity</a> NESD Code of Conduct	<b>Status:</b> Draft

## SCOPE

The North East School Division is committed to taking every reasonably practical measure to create and maintain work environments where employees, students and volunteers are treated with respect and dignity and free from harassment.

## PROCEDURES

### 1. Harassment – Definition

- a. Pursuant to 3-1 (1) (l) of *The Saskatchewan Employment Act*, harassment means:
  - i. any inappropriate conduct, comment, display, action or gesture by a person; that either:
    - ii. is based on race, creed, religion, color, sex, sexual orientation, marital status, family status, disability, physical size or weight, age, nationality, ancestry or place of origin; or
    - iii. adversely affects the worker’s psychological or physical well-being and that the person knows, or ought to reasonably know, would cause a worker to be humiliated or intimidated; and
    - iv. that constitutes a threat to the health and safety of the worker.

### 2. Types of Harassment

Personal harassment typically involves repeated occurrences. A single incident may also constitute personal harassment if it is serious or severe and shown to have a lasting harmful effect on an employee. Personal harassment may include:

- Verbal or written abuse or threats;
- Insulting, derogatory or degrading comments, jokes or gestures;
- Personal ridicule or malicious gossip;
- Unjustifiable interference with another's work or work sabotage;
- Refusing to work or co-operate with others'; or
- Interference with or vandalizing personal property.

Sexual harassment may be verbal, physical or visual. It may be one incident or a series of incidents. It is always unsolicited and unwelcome behaviour, and can't take many forms, including but not limited to:

- Sexual remarks;
- "jokes" with sexual overtones;
- A sexual advance or invitation;
- Displaying offensive pictures or photographs;
- Threats;
- Leering; physical contact like touching, patting, pinching or brushing against; and
- Sexual and physical assault.

Bullying is a situation where one or several individual persistently over a period of time perceive themselves to be on the receiving end of negative actions from one or several persons, in a situation where the target of bullying has difficulty defending themselves against these actions.

### 3. What is Not Harassment

- a. Reasonable day-to day supervisory practices and decisions towards employees and students are not to be construed as harassment. These actions might include decisions involving work assignments, job assessment and evaluation, workplace inspections, implementation of appropriate dress codes and disciplinary action. These actions are not harassment, even if they sometimes involve unpleasant consequences. Managerial actions should be carried out in a manner that is reasonable and not abusive.
- b. Other situations that do not constitute harassment include:
  - i. Physical contact necessary for the performance of work using acceptable industry standards
  - ii. Conduct which all parties agree is inoffensive or welcome
  - iii. Conflict or disagreements in the workplace, where the conflict or disagreement is not based on one of the prohibited grounds.

- c. The administrative procedure also does not extend to harassment that arises out of matters or circumstances unrelated to an employee's employment. For example, harassment that occurs during a social gathering of co-workers after work that is not sponsored by the employer is not covered. However, harassment that occurs while attending a conference or training session at the request of the employer is covered under this administrative procedure.

Harassment can exist even where there is no intention to harass or offend another. Every person must take care to ensure his or her conduct is not offensive to another.

#### 4. Responsibilities

##### Employer Commitment

The NESD it's leadership team and its administrators, managers and supervisors will take all complaints of harassment seriously. We are committed to implementing this administrative procedure in a timely manner and to ensuring it is effective in preventing and stopping harassment, as well as creating productive and respectful workplace.

Employees are entitled to employment free of harassment. The responsibility for employment free from harassment falls to everyone in the workplace. As Identified In Part III, Section 3-9 and 3-10 of *The Saskatchewan Employment Act*, all individuals employed by the Division shall refrain from causing or participating in the discrimination or harassment of another employee or student and must co-operate with any person investigating allegations of discrimination or harassment.

- a) A copy of this Harassment Prevention Administrative Procedure will be posted on the school division website.
- b) New employees shall review a copy of this Administrative Procedure as part of their orientation.
- c) If a worker reasonably believes that they have been personally harassed, appropriate measures are to be undertaken. For the purpose of these procedures, the person who feels harassed is the complainant and the alleged harasser is the respondent.
- d) Because allegations of harassment are of a sensitive nature and may have serious consequences for both the complainant and the respondent, it is strongly encouraged:
  - That complainants, respondents, and supervisors keep a record of all events, dates, and circumstances related to any alleged incident or review;
  - That reviews be conducted so as to respect the confidentiality of all parties but recognize the principles natural justice;

- That summaries of decisions confirming complaints form part of the personnel file or appropriate student file of the respondent;
- That the initiation of vexatious or malicious complaints is of itself a form of personal harassment and is subject to the provisions of this procedure;
- That workers may, at any time throughout a harassment review or investigation, file a complaint with the Saskatchewan Human Rights Commission or Saskatchewan Labour, Occupational Health and Safety Branch;
- That each school or workplace staff discusses a code of practice intended to establish common understandings as to acceptable standards of conduct so as to prevent or forestall incidents of personal harassment.

## 5. Confidentiality

The Division will protect the confidentiality of information regarding a potential violation of this procedure to the fullest extent possible. The Division will not disclose the name of the complainant or an alleged harasser, or the detail of the complaint to any person except where disclosure is necessary for the purposes of interviewing the complaint, taking corrective action and with respect to the complaint, or as required by law. All parties involved in a complaint are expected to act in the same.

## 6. Complaint Procedure

If an employee feels they have been subject to behaviour that violates this Procedure, they should immediately inform/approach the respondent to attempt to resolve the situation by informing them that their behavior is unwelcome and ask for the behavior to stop. If the behaviour continues, or be of a significant nature, they should report their concerns to their immediate supervisor, who will work in conjunction with Human Resources to address their concern.

Allegations of discrimination or harassment may be resolved using information and/or formal processes outlined below:

### Informal Process

- a. The Supervisor is to review the complaint and report verbally his or her findings to the complainant and the respondent within two (2) weeks. Such a review is to include an interview with the respondent and may include other interviews as deemed appropriate.
- b. Reports of harassment shall be dealt with in strict confidence; however, the complainant must understand that confidentiality must be distinguished from anonymity

## Formal Process

- c. Notwithstanding the preceding protocols, the complainant may submit a formal, written complaint to the Superintendent of Human Resources. The complaint should be made in writing using Form 514.1 – Harassment Complaint.
- a. Following receipt of a formal, written complaint, the Superintendent of Human Resources or other designated superintendent is responsible to investigate the complaint. This responsibility does not preclude the Superintendent of Human Resources from employing an outside third party to complete or assist in the investigation if necessary.
- b. The guidelines for investigation of a complaint is as follows:
  - i. Receipt of complaint
  - ii. Interview or request statements from complainant
  - iii. Make a decision to proceed - if not proceeding, a report will be prepared and this process terminates, otherwise;
  - iv. Advise and interview or request statements from respondent
  - v. Interview or request statements from, if necessary, other individuals
  - vi. Review files to determine if the respondent has a previous record of harassment or other related behavior
  - vii. Conclude the investigation with a report indicating either:
    - the action and follow up necessary, or
    - the fact that no further follow up is necessary

At any step of the complaint procedure, the complainant or respondent may be accompanied by a union representative, Occupational Health Officer or family member.

A worker has a right to request the assistance of an Occupational Health Office to resolve the harassment complaint under section 3-32 of *The Saskatchewan Employment Act*. Prior to requesting the assistance of an office, the complainant should try and resolve the matter with the employer. If the complainant feels the employer has failed in resolving the matter, they can contact the Occupational Health and Safety Branch at the Ministry of Labour Relations and Workplace Safety for assistance.

- c. If the alleged harassment is determined to be true, the respondent will be subject to disciplinary procedures as determined by the Director of Education or designate, which may include any or a combination of an oral reprimand, written reprimand, suspension, and/or dismissal.
  - i. A record of the disposition of the complaint and a copy of the initial complaint shall be kept in the respondent's personnel file.

- ii. If no harassment was found to have occurred, no record of the complaint would be kept in the respondent's personnel file.
- d. There is no appeal under this procedure for complainants or respondents who are members of a bargaining unit.

Where an exceptional circumstance arises, the Director of Education may authorize modifications to this procedure provide the modification does not compromise procedural fairness.

## **7. Taking Action to Stop and Prevent Harassment**

During this process, both the complainant and respondent may be:

- i. Removed from the workplace on a temporary basis while the complaint is being investigated.
- ii. Offered support through available resources such as the Employee Family Assistance Program, Member Assistance Plan or other supports.

### Mediation

Mediation offers both parties the opportunity to develop and understanding of the problem and resolve the complaint before or during the formal investigation process. The mediator facilitates separate discussion or joint meetings between the complainant and the alleged harasser, for the purpose of resolving the complaint. Mediation may take lace at any point in the resolution process as long as both parties agree to participate in mediation.

Any interference or attempt at coercion in the investigative process, by or on behalf of the complainant or respondent, shall be considered grounds for immediate disciplinary action in response to the interference or coercion.

Harassment is a form of discrimination protected by *The Saskatchewan Human Rights Code* and therefore employees also have the right to file a complaint with Occupational Health and Safety or the Saskatchewan Human Rights Commission. The complainant will not be discouraged from exercising any other legal rights pursuant to any other law.

# North East School Division Administrative Procedure Form

## APF-514.1

### Harassment Complaint and Conflict Resolution

In accordance with AP 514, Harassment Prevention, the Code of Conduct and other applicable division policies and procedures the following information will be kept confidential. Confidentiality does not mean anonymity as witnesses may be required during the formal investigation process.

#### Complainant Information

Name	Job Title/Classification
Site/Facility	
Work phone	Cell phone
Work email	Home email
Principal/Supervisor	

#### Witness Information (List names of possible witnesses)

Name	Position	Contact Number

#### Respondent Information (name of person(s) against whom this complaint is made)

Name	Position Title
Site/Facility	
Respondent's work relationship to you (if applicable)	







# North East School Division - Administrative Procedures



## AP 706 Purchasing

### References:

The Education Act, 1995  
New West Partnership Trade Agreement, 2010 (NWPTA)  
Canadian Free Trade Agreement (CFTA)  
Canada-European Union Comprehensive Economic and Trade Agreement (CETA)

### Related:

AP 702 – Budget

### Tracking:

Revised - June 2016  
Revised - Dec. 2020  
Revised - Jan 2021  
Revised - Apr 2021  
Revised – Sept 2022  
Revised – April 2024

**Status:** For Board Approval – May 2024

## PURCHASING

Purchases of materials, supplies, and equipment by the Board are to be made in accordance with principles and procedures designed to acquire best value for the school division.

## PROCEDURES

### 1. Definitions

The following definitions are cited to ensure consistent interpretation:

- *Formal Competitive Bid*—A process requiring the document be posted publicly on SaskTenders.ca.
- *Request for Proposal (RFP)*—A formal process for obtaining offers from competing organizations and evaluating those proposals against stated requirements, using a predefined evaluation process and a predefined set of evaluation criteria in which price is not the only factor.
- *Request for Quotation (RFQ)*—A formal or informal process requiring vendors to submit written quotations.
  - a) Formal RFQ – May be utilized when the value exceeds \$75,000 for goods and services or \$200,000 for construction. Must be posted publicly.
  - b) Informal RFQ – Utilized when the value is between \$10,000 and \$75,000 for goods or less than \$200,000 for construction. Selected vendors submit written quotations.
- *Purchase Order*—A legal contract between the school division and a vendor that gives the vendor authority to ship and charge for the goods specified in the order.
- *Standing Purchase Order*—A contract that provides for a vendor to supply specified products or services for a specified period of time with actual requirements to be determined, requested, and delivered when and as required.
- *Good* – means a good that is produced, manufactured, grown or obtained in, used for a commercial purpose in, or distributed from.
- *Service* – means a service supplied or to be supplied.
- *Construction* - means a construction, reconstruction, demolition, repair or renovation of a building, structure or other civil engineering or architectural work and includes site preparation, excavation, drilling, seismic investigation, the supply of products and materials, the supply of equipment and machinery if they are included in and incidental to the construction, and the installation and repair of fixtures of a building, structure or other civil engineering or architectural work, but does not include professional consulting services related to the construction contract unless they are included in the procurement.

- *Memberships* – means a contract whereby NESD enters into agreement to allow for bulk purchasing arrangements.
- *Prequalified Consulting Services* – The school division has completed a request for proposal process to short-list vendors that would provide similar services.

## 2. Processing Purchases

a) *Formal Competitive Bid* is required when:

- The Director of Education, or designate deems it to be in the best interests of the school division; or
- It is a requirement of *The Education Act, 1995* and *The Education Regulations, 2019*; or
- It is a requirement of the *New West Partnership Trade Agreement, 2010*, *Canadian Free Trade Agreement*, or *Canada-European Union Comprehensive Economic Trade Agreement* for goods, services and construction.
- All *Formal Competitive Bid* processes are to be administered by the Business Manager.

A *Formal Competitive Bid* process for goods or services valued at \$75,000 or more and at \$200,000 or more for construction will require posting on the [SaskTenders.ca](http://SaskTenders.ca) website. See threshold table below:

MASH SECTOR	New West Partnership Trade Agreement Part II, Article 14.1 (c)	Canadian Free Trade Agreement* Article 504.3 (b)	Canada-EU CETA** Annex 19-2
Goods	\$75,000	\$133,800	\$353,300
Services	\$75,000	\$133,800	\$353,300
Construction	\$200,000	\$334,400	\$8,800,000

\*The procurement thresholds for the Canadian Free Trade Agreement are adjusted with inflation by the Internal Trade Secretariat in accordance with Annex 504.4 of that Agreement. The values above are for the years 2022-2023

\*\*The procurement thresholds for the World Trade Organization (WTO) Agreement on Government Procurement, the Canada-European Union (EU) Comprehensive Economic and Trade Agreement (CETA) and Comprehensive and Progressive Agreement for Trans-Pacific Partnership are periodically adjusted to account for changes in currency strength. The values above are for the calendar years 2022-2023. The Canadian-U.K. Trade Continuity Agreement means that CETA procurement obligations and thresholds continue to apply to the United Kingdom.

b) Prior to July 1, 2024: a minimum of three (3) written quotations shall be requested (and a minimum of two (2) received) when:

- The value of the item(s) is expected to be between \$10,000 and \$75,000 for good and services; or
- For the Facilities Department, the value of the services is expected to be between \$40,000 and \$75,000;
- The value is between \$10,000 and \$200,000 for construction; or
- The Director of Education or designate deems it to be in the best interests of the school division.
- A quote is not needed for prequalified consulting services.

c) Starting July 1, 2024: a minimum of three (3) written quotations shall be requested (and a minimum of two (2) received) when:

- The value of the item(s) is expected to be between \$10,000 and \$75,000 for goods; or
- The value is between \$50,000 and \$200,000 for construction (excluding services); or
- The Director of Education or designate deems it to be in the best interests of the school division.
- A quote is not needed for prequalified consulting services.

- d) Goods up to an aggregate cost of \$10,000 may be purchased directly by budget managers. Goods obtained through the *Formal Competitive Bid* process are excluded from this authority.
- e) Purchase orders are a legal contract with the vendor and are required for purchases of goods greater than \$5,000 for terms less than one year, when a purchase card is not used. For multi-year purchases, refer to clause l).
- f) For purchases not requiring a purchase order (purchases less than \$5,000), authorization for payment will be indicated by an authorizing individual signing the invoice. An authorizing individual must be identified on the 'Designated Signing Authorities' document.
- g) Where no competitive supply market exists, or it is considered in the best interests of the Board, purchasing practices are to employ such value analysis and negotiation methods considered appropriate for obtaining acceptable materials at the lowest possible price.
- h) For purchases that have only a single source provider prior approval is required from the Business Manager. If approval is granted a purchase order is still required for schools and departments based on the threshold limit identified in 2(d). However, if the purchase is over \$10,000, the requirement to obtain three (3) quotes is waived. A quote is still required from the single source provider, and a note on the invoice must be made indicating that the vendor is the sole source provider of the item being purchased.
- i) The Government of Saskatchewan secures pricing on various items from vendors that the school division can opt to purchase (i.e. standing offers). If a purchase is being made from the approved vendor listing of the Government, then the requirement to obtain three (3) quotes for purchases over \$10,000 or a request for proposal over \$75,000 is waived. A note on the invoice must be made indicating that the purchase was made from the Government of Saskatchewan's listing (standing offer). If possible, proof of the standing order should be provided.
- j) Another school division or group of school divisions may complete a procurement process consistent with the guidelines noted in this administrative procedure. The successful proponent, as a result of this process, may extend this same pricing to other school divisions. The Superintendent of Business Administration may approve these purchase(s) from the successful proponent and the requirement to obtain three quotes for purchases over \$10,000 or a request for proposal over \$75,000 is waived. A note on the invoice must be made.
- k) No school division employee utilizing purchasing processes is to accept any gift or benefit, whether in the form of goods, services, loans, or favours, from any individual, organization, or corporation which is interested directly or indirectly in dealings with the Board, subject to normal exchange or hospitality between persons doing business together.
- l) Purchases shall not be split to avoid following the requirements of this Administrative Procedure.
- m) Contracts
  1. Purchase of goods and services with a term exceeding one year in length and that in the opinion of the Superintendent of Business Administration includes complex terms and conditions requiring more formal documentation, will be made using a written contract as the purchasing document.
  2. The Superintendent of Business Administration may consult with the School Division's legal counsel as necessary to establish contract terms and conditions for purchase orders and written contracts for goods and services.
  3. The Director of Education or Superintendent of Business Administration may sign the contracts referenced in this section.

### 3. *Membership Purchase Agreements*

- a) NESD may enter into membership agreements that allow for bulk purchasing arrangements. The membership organization must adhere to procurement guidelines as outlined in this administrative procedure.
- b) These agreements shall be evaluated and approved by the Superintendent of Business Administration.
- c) If a membership agreement is signed, the procurement process outlined in Administrative Procedure 706-Purchasing is deemed to be met.
- d) If a purchase is being made through a membership agreement, the requirement to obtain three (3) quotes for purchases over \$10,000 or a request for proposal over \$75,000 is waived. A note on the invoice must be made indicating that the purchase was made from the membership agreement.

### 4. *Responsibilities and Authorities*

- a) The Board of Education provides approval for award of tenders for all major capital construction.
- b) The Board of Education provides approval for tangible capital expenditures for motor vehicles, furniture and fixtures, equipment and computer hardware and software, as well as minor renovations and Preventative Maintenance and Renewal items through the budget approval process.
  - 1. Any tangible capital asset items purchased through *Formal Competitive Bid, Request for Quotes or Requests for Proposal* that were not included in budget or exceed budget by more than 10% require approval by the Director or designate.
  - 2. Any purchases with a budget variance greater than the Director limitations require board approval in accordance with **ADMINISTRATIVE POLICY 702 - BUDGET**.
- c) The Superintendent of Business Administration is responsible for purchasing practices and procedures.
- d) The Superintendent of Business Administration has the authority to revise requisitions according to established standards, provided such revisions are discussed with the requisitioner.
- e) Purchases may be authorized only by budget managers, namely the Director of Education, Superintendents, Managers, Supervisors, Coordinators, Principals, Consultants, and other designated managers as identified on the 'Designated Signing Authorities' document.

## Declaration:

I hereby confirm the statement(s) contained in this complaint are true to the best of my knowledge. I understand a copy of this complaint will be provide to the alleged harasser (s) for the purpose of investigating this complaint.

Signature:

Date:

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### Please return the completed form to:

North East School Division – Human Resources Department  
Box 6000  
Melfort, SK S0E 1A0  
Email – [hr@nesd.ca](mailto:hr@nesd.ca)  
Confidential Fax: (306)752-4533



Government  
of  
Saskatchewan

Minister of Education  
Legislative Building  
Regina, Canada S4S 0B3

### MINISTER'S AMENDING ORDER

I, Jeremy Cockrill, Minister of Education, pursuant to the powers vested in me by section 42 and section 61 of *The Education Act, 1995*, and section 6 of *The School Division Administration Regulations*, do hereby order the following, with respect to the North East School Division No. 200 of Saskatchewan, to be effective October 23, 2023:

1. This Minister's Order temporarily allowing the North East School Division to operate with seven trustees and one vacancy residing in subdivision no. 5 until the next election in 2024; and
2. The member elected for subdivision no. 6 of the North East School Division will also accept the office for subdivision no. 5 effective October 24, 2023, until a new member is elected and accepts office for subdivision no. 5 following the next general election in 2024.

Dated at Regina, Saskatchewan, this 5th day of February, 2024.

Number ED07-2023-24

  
Minister of Education