



**NORTHLAND SCHOOL DIVISION**  
**REGULAR BOARD MEETING NO. 21-03**  
**AGENDA**

**Location:** Zoom Meeting

**Meeting ID:**

**Passcode:**

**Date & Time:** Saturday, March 20, 2021 9:00 am – 4:30 pm

*If you would like to join the public meeting, please contact Media Relations Manager, Curtis Walty at 780-624-2060, ext. 6183 or [curtis.walty@nsd61.ca](mailto:curtis.walty@nsd61.ca)*

Note: If agenda is ahead of schedule, items will be moved up

**A. CALL TO ORDER - Chair Guild**

No.	Title	Responsible	Action	Page No.
1.	Recognition of Traditional Lands	Chair Guild		-
2.	Opening Prayer, Cultural Reflection or Reflection	Trustee		-
3.	Approval of Agenda	All	Motion	-
4.	In-Camera	All	Motion in/out of in-camera	-

**B. MINUTES**

No.	Title	Responsible	Action	Page No.
1.	Board Meeting Minutes, February 20, 2021	All	Motion	<b>04</b>
2.	Special Meeting Minutes, February 25, 2021	All	Motion	<b>11</b>
3.	Business Arising from Previous Meetings - Board Action Items	Superintendent Dr. Spencer-Poitras	Information	<b>14</b>



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**C. CONSENT AGENDA (Motion to approve)**

No.	Title	Responsible	Action	Page No.
1.	Superintendent Report	Superintendent Dr. Spencer-Poitras	Information	17
2.	Association Reports	None Submitted	Information	-
3.	Board Chair Report	Chair Guild	Information	20
4.	Committee and/or Board Representative Reports	None Submitted	Information	-
5.	Trustee Activity Reports	Trustees	Information	21

**D. ACTION ITEMS**

No.	Title	Responsible	Action	Page No.
1.	Policy 4 - Trustee Code of Conduct Sanctions (Appendix A)	Policy Committee	Motion	22
2.	Policy 13 - Appeals and Hearings Regarding Student Matters	Policy Committee	Motion	25
3.	Policy 19 - Welcoming, Caring, Respectful, Safe and Healthy Learning and Work Environments	Policy Committee	Motion	31
4.	Wellness Committee Update	Superintendent Dr. Spencer-Poitras	Information	36
5.	Monthly Financial Report - Review of Quarterly Financial Statements	Secretary-Treasurer Aird	Information	38
6.	2021-2022 Capital Plan	Secretary-Treasurer Aird	Motion	40
7.	Enrollment Update	Associate Superintendent of Human Resources Oginski	Information	105
8.	Projected Enrollment Numbers for 2021-2022	Associate Superintendent of Human Resources Oginski	Information	108
9.	Preliminary Revenue/Expense Figures - Budget 2021	Secretary-Treasurer Aird	Information	110
10.	Paraprofessional and Support Staff Education Leave	Associate Superintendent of Human Resources Oginski	Information	112



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11.	2021-2022 School Calendar	Associate Superintendent of Human Resources Oginski	Motion	<b>113</b>
12.	Progress Review of 3 Year Education Plan	Superintendent Dr. Spencer-Poitras	Information	<b>116</b>
13.	Board Advocacy Update	Superintendent Dr. Spencer-Poitras	Information	<b>117</b>

**E. TECH TALK WITH TIM STENSLAND – ASSOCIATE SUPERINTENDENT**

**F. MONITORING REPORTS (Motion to Approve)**

No.	Title	Responsible	Action	Page No.
1.	Board Chair Highlights	Chair Guild	Information	<b>128</b>
2.	Superintendent Highlights	Superintendent Dr. Spencer-Poitras	Information	<b>142</b>
3.	Associate Superintendent Report	Associate Superintendent Robinson	Information/ Discussion	<b>152</b>

**G. PRELIMINARY DISCUSSION OF BOARD ITEMS**

No.	Title	Responsible	Action
1.	Retirement and Long-Term Service Awards	Superintendent Dr. Spencer-Poitras	
2.	Policy Committee Meeting	Chair Guild	

**H. ADJOURNMENT & CLOSING CULTURAL REFLECTION**



Location: Via Zoom

Date & Time: Saturday, February 20, 2021

Membership		
✓	Carmen Laboucane	Trustee Ward 1
✓	Cathy Wanyandie	Trustee Ward 2
✓	Randy Anderson	Trustee Ward 3
✓	Jesse Lamouche	Trustee Ward 4
✓	Louis Cardinal	Trustee Ward 5
x	Silas Yellowknee	Trustee Ward 6
✓	Robin Guild	Chair Ward 7
✓	Loretta Gladue	Trustee Ward 8
x	Dr. Rubi Shirley	Trustee Ward 9
✓	Jules Nokohoo	Vice-Chair Ward 10
✓	Skye Durocher	Trustee Ward 11
✓	Dr. Nancy Spencer-Poitras	Superintendent of Schools
✓	Dr. Tim Stensland	Associate Superintendent
✓	Cully Robinson	Associate Superintendent
✓	Wesley Oginski	Associate Superintendent of Human Resources
✓	Douglas Aird	Secretary-Treasurer
✓	Dr. Don Tessier	Director of Student Engagement, Attendance, and Completion
✓	Curtis Walty	Media Relations Manager
✓	Cheryl Osmond	Executive Assistant

## A. CALL TO ORDER

### 1. Call to Order

Chair Guild called the meeting to order at 9:20 a.m. with a traditional lands' acknowledgement.

### 2. Opening Reflection

Trustee Cardinal provided the opening prayer, cultural reflection or reflection.

### 3. Adopt Agenda

MOTION: Trustee Cardinal moved that the Board of Trustees acknowledge that the Trustees have reviewed and approved the agenda.

**25197/21 CARRIED**

### 4. In-Camera Session

Motion: Trustee Lamouche moved that the meeting go in-camera at 9:23 a.m.

**25198/21 CARRIED**

**5. Regular Session**

MOTION: Trustee Nokohoo moved that the meeting revert back to regular session at 11:30 a.m.

**25199/21 CARRIED**

MOTION: Trustee Cardinal moved that the Board of Trustees approve the proposal to amend the contract for employee 18923 upon approval from the Minister of Education.

**25200/21 CARRIED**

MOTION: Trustee Lamouche moved that the Board of Trustees approve the Board Retreat date for April 9, 2021 at 9:00 a.m. with location to be determined.

**25201/21 CARRIED**

**Recess:** 11:30 a.m. – 12:15 p.m.

<b>B. MINUTES</b>
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**1. Board Meeting Minutes January 23, 2021**

MOTION: Trustee Anderson moved that the Board of Trustees approve the January 23, 2021 Corporate Board Meeting minutes as presented.

**25202/21 CARRIED**

**2. Informational Meeting Minutes January 26, 2021**

MOTION: Trustee Laboucane moved that the Board of Trustees approve the January 26, 2021 Informational Meeting minutes as presented.

**25203/21 CARRIED**

**3. Board Action Items**

Superintendent Dr. Spencer-Poitras reviewed the current Board Action items.

MOTION: Trustee Lamouche moved that the Board of Trustees accept as information the Board Action items as attached.

**25204/21 CARRIED**

**C. CONSENT AGENDA**

**1. Adopt Consent Agenda**

MOTION: Trustee Cardinal moved that the Board of Trustees approve the consent agenda which approves the items as follows:

- C1. Superintendent's Report
- C2. Association Reports
- C3. Committee and/or Board Representative Reports
- C4. Trustee Activity Reports

**25205/21 CARRIED**

**D. ACTION ITEMS**

**1. Policy 3 – Role of a Trustee**

MOTION: Trustee Lamouche moved that the Board of Trustees approve the housekeeping changes to Policy 3 – Role of a Trustee.

**25206/21 CARRIED**

**Policy 14 – Hearings on Teacher Matters**

MOTION: Trustee Lamouche moved that the Board of Trustees approve the housekeeping changes to Policy 14 – Hearings on Teacher Matters.

**25207/21 CARRIED**

**2. Monthly Financial Report**

MOTION: Trustee Nokohoo moved that the Board of Trustees approve as information, the Monthly Financial Report, as attached.

**25208/21 CARRIED**

**3. Enrollment Report**

Superintendent Dr. Spencer-Poitras shared January's enrollment with the Board of Trustees.

MOTION: Trustee Nokohoo moved that the Board of Trustees accept as information, the Student Enrollment Report, as attached.

**25209/21 CARRIED**

**4. Professional Improvement Leave Clause 9.4 Collective Agreement**

As per Clause 9.4 in the Collective Agreement, Superintendent Dr. Spencer-Poitras advised the Board of Trustees, that the Division did not receive applications for professional improvement leave for the 2021-2022 school year.

MOTION: Trustee Nokohoo moved that the Board of Trustees accept as information, the Professional Improvement Leave Clause 9.4 Collective Agreement, as attached.

**25210/21 CARRIED**

**5. Education Quarterly Report**

Dr. Spencer-Poitras shared the Education Quarterly Report with the Board of Trustees. The report includes areas on enrollment, staffing positions, student and staff attendance as well as school and Division success stories.

MOTION: Trustee Laboucane moved that the Board of Trustees accept as information the Education Quarterly Report, as attached.

**25211/21 CARRIED**

**6. School Attendance Report**

Associate Superintendent Tessier reviewed the Division's attendance for the month of January.

MOTION: Trustee Cardinal moved that the Board of Trustees accept as information, the School Attendance Report, as attached.

**25212/21 CARRIED**

**7. Student Services Department Report**

MOTION: Trustee Laboucane moved that the Board of Trustees accept as information the Student Services Department Report, as attached.

**25213/21 CARRIED**

**8. Dual Credit Program Partnership with MacEwan University**

Superintendent Dr. Spencer-Poitras gave an update to the Board of Trustees advising that the Division has signed a Dual Credit Agreement with MacEwan University for Course 100 – Indigenous Studies.

MOTION: Trustee Lamouche moved that the Board of Trustees accept as information the Dual Credit Program Partnership with MacEwan University, as attached.

**25214/21 CARRIED**

**E. RECESS**

Recess: 1:36 p.m. to 1:46 p.m.

**F. TECH TALK WITH DR. TIM STENSLAND, ASSOCIATE SUPERINTENDENT**

Associate Superintendent Dr. Stensland demonstrated to the Board of Trustees software tools that are being used in classrooms and meetings.

**G. MONITORING REPORTS**

**1. Monitoring Reports**

MOTION: Trustee Laboucane moved that the Board of Trustees accept as information the Monitoring Reports as presented and attached.

**25215/21 CARRIED**

- G1. Board Chair Highlights
- G2. Superintendent Highlights
- G3. Associate Superintendent Report

**H. PRELIMINARY DISCUSSION OF BOARD ITEMS**

**I. ADJOURNMENT**

**1. Adjournment**

MOTION: Trustee Lamouche moved that the board of Trustees declare the meeting adjourned at 3:06 p.m.

**25216/21 CARRIED**

**2. Closing Reflection**

Trustee Cardinal provided the closing prayer, cultural reflection or reflection.

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Robin Guild, Board Chair

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Dr. Nancy Spencer-Poitras,  
Superintendent of Schools

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Douglas Aird, Secretary-Treasurer



Location: Zoom Meeting

Date: Thursday, February 25, 2021

Time: 7:00p.m.

Membership					
✓	Carmen Laboucane	Trustee Ward 1	✓	Dr. Nancy Spencer-Poitras	Superintendent of Schools
x	Cathy Wanyandie	Trustee Ward 2	x	Dr. Tim Stensland	Associate Superintendent
✓	Randy Anderson	Trustee Ward 3	✓	Douglas Aird	Secretary-Treasurer
✓	Jesse Lamouche	Trustee Ward 4	✓	Cheryl Osmond	Executive Assistant
x	Louis Cardinal	Trustee Ward 5			
x	Silas Yellowknee	Trustee Ward 6			
✓	Robin Guild	Chair Ward 7			
✓	Loretta Gladue	Trustee Ward 8			
✓	Dr. Rubi Shirley	Trustee Ward 9			
✓	Jules Nokohoo	Vice-Chair Ward 10			
✓	Skye Durocher	Trustee Ward 11			

<b>A. CALL TO ORDER</b>
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**1. Call to Order**

Chair Guild called the meeting to order at 7:13 p.m. with a traditional land acknowledgement.

**2. Adopt Agenda**

MOTION: Trustee Lamouche moved that the Board of Trustees acknowledge that Trustees have reviewed and approve the agenda as presented.

**25217/21 CARRIED**

<b>B. ACTION ITEMS</b>
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**1. Education Services Agreement with Mikisew Cree First Nation**

Secretary-Treasurer Aird presented to the Board of Trustees the Education Services Agreement between Mikisew Cree First Nation and Northland School Division for the 2020-2021 school year.

MOTION: Trustee Yellowknee moved that the Board of Trustees approve the Education Services Agreement between Mikisew Cree First Nation and Northland School Division for the 2020-2021 school year, as presented.

**25218/21 CARRIED**

<b>C. ADJOURNMENT</b>
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**C1. Adjournment**

MOTION: Trustee Yellowknee moved that the Board of Trustees declare the meeting adjourned at 7:22 p.m.

**25219/21 CARRIED**

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Robin Guild, Board Chair

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Dr. Nancy Spencer-Poitras,  
Superintendent of Schools

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Douglas Aird, Secretary-Treasurer



Meeting	Date of Meeting	Assigned To	Agenda Item	Task	Due Date	Status	Action
Board	2/20/2021	Secretary-Treasurer Aird	Lubicon Lake Meeting	Secretary-Treasurer Aird to schedule a meeting between the Lubicon Lake Band Chief and KTC AI Rollins to discuss the land and building transfer.	2/28/2021	Complete	The meeting is scheduled for March 1, 2021 at 11:00 a.m.
Board	1/23/2021	Administration	Viability Study - Hillview School	Administration and Trustees to reach out to the Leadership, parents and staff to find out why students are attending school in High Prairie instead of Hillview; remind them of the potential risk of losing the school.	5/1/2021	In Progress	
Board	1/23/2021	Secretary-Treasurer Aird	Chipewyan Lake School	Secretary-Treasurer Aird to schedule meeting with MD of Opportunity to discuss Chipewyan Lake School septic tank.	3/31/2021	In Progress	
Board	1/23/2021	Secretary-Treasurer Aird	Electoral Boundary Map	Secretary-Treasurer Aird to contact Alberta Education to obtain an electoral boundary map for the Division.	3/31/2021	In Progress	
Board	11/28/2020	Communications Coordinator	ASBA Zone 1 Reflection Questions	Communication Coordinator to put this into a presentation with links and assist Trustee Anderson with the presentation.	1/15/2021	Complete	In the January Board Package
Board	11/28/2020	Administration	Lubicon Lake Band	Administration to set up a meeting between the Superintendent, Board Chair, Vice-Chair, Ward 5 Trustee and Lubicon Lake Band.	1/15/2021	In progress	Doug will contact and schedule. In progress - working with the KTC CEO and Lubicon Lake Lawyer on transfer of school land/building/F&F and sale of teacher housing. One transfer when all is agreed. Peerless Trout Lake Band assets will be similar.
Board	11/28/2020	Executive Assistant	AERR	Administration to set up an AERR review meeting for the Board on January 26, 2021	12/15/2020	Complete	
Board	11/28/2020	Communications Coordinator	Dan Williams, MLA	Curtis to connect with Dan Williams to tag him in NSD news. And send him a thank you letter for meeting with the Board on November 28th.	1/23/2021	Complete	Sent letters to all MLAs and Minister of Education
Board	10/24/2020	Secretary-Treasurer Aird	2021 Budget Update	The Board directed administration to do a cost analysis of bus contractors vs. supplying the buses and hiring drivers.	1/23/2021	Complete	In the January Board Package
Board	9/19/2020	Secretary-Treasurer Aird	Organizational Chart	Administration to develop a three year plan for the Facilities & Maintenance department.	1/5/2021	Complete	Department overview and annual plan presented Oct 24th, then the 3-year plan will be developed for January 5th. Scheduled for the January Board Meeting.
Board	8/24/2019	Board Chair/Vice Chair	Fort McKay Land Transfer	To meet with the elected officials of Fort McKay First Nation to discuss the transfer.	1/22/2021	In progress	At the Nov. 22, 2019 Board Meeting - Jules to make contact with FMFN to arrange. Dec. 6 - request for meeting dates sent to the Nation awaiting a response. March and April, 2020 - Meeting requests have been sent to the Nation. <b>Nov. 2020</b> - scheduled to be reviewed for next month





# Superintendent's Report

March 20, 2021

<b>Nichols Applied Management Inc. Meeting</b>	<b>February 14, 2021</b>
Met with Nichols Applied Management Inc. to discuss and participate in the regulatory application for Suncor Socio-Economic Impact Assessment.	
<b>Research Partnerships Program Webinar</b>	<b>February 16, 2021</b>
Attended a webinar on "Exploring How the Teaching Quality Standard Supports Early Literacy".	
<b>Scott Meunier Meeting re Technology</b>	<b>February 16, 2021</b>
<b>Mistassiniy New School Meeting</b>	<b>February 16, 2021</b>
Met with NSD personnel to discuss the CTS Culinary Arts kitchen at the new Mistassiniy School.	
<b>Legal Meeting</b>	<b>February 16, 2021</b>
Met with legal counsel from McLennan Ross to discuss legal issues.	
<b>Reciprocal Meeting</b>	<b>February 18, 2021</b>
Zoom meeting with members of Athabasca Chipewyan First Nation, Mikisew Cree First Nation, the Metis Local, and legal representatives regarding the Education Services Contract.	
<b>Mistassiniy New School Meeting</b>	<b>February 18, 2021</b>
Regular recurring meeting to discuss the new Mistassiniy School.	
<b>CASS Zone 1 Meeting</b>	<b>February 19, 2021</b>
Attended the CASS Zone 1 meeting via Zoom.	
<b>Corporate Board Meeting</b>	<b>February 20, 2021</b>
Attended the Corporate Board meeting via Zoom.	
<b>ASBA Meeting</b>	<b>February 23, 2021</b>
Met with ASBA consultant T. Gunderson.	
<b>Mistassiniy New School Meeting</b>	<b>February 23, 2021</b>
Met with NSD personnel to discuss the new kitchen design.	

<b>Legal Meeting</b>	<b>February 24, 2021</b>
Met with McLennan Ross LLP to discuss legal issues.	
<b>Principals Meeting</b>	<b>February 24, 2021</b>
Held a Principals meeting to discuss the following: Edwin Parr Nominations, Honouring Spirit: Indigenous Student Awards, Minister's Youth Council, COVID, School Success Report Cards, Staffing Update, and Division PD Day.	
<b>Alberta Education Budget Press Conference</b>	<b>February 25, 2021</b>
Attended the Provincial Budget Press Conference that was held by the Ministry.	
<b>Special Board Meeting</b>	<b>February 25, 2021</b>
Attended the Special Board Meeting which discussed the Education Services Agreement.	
<b>Lubicon Lake Band Meeting</b>	<b>March 1, 2021</b>
Met with Chief Billy Joe Laboucan and Al Rollins with KTCEA, Board Chair Guild, Trustee Cardinal and Secretary Treasurer Aird to discuss land and building transfers.	
<b>Policy Committee Meeting</b>	<b>March 1, 2021</b>
Attended the Policy Committee meeting; reviewed Policies 4 Appendix A, 13 and 19. Changes will be brought to the March 20, 2021 Board meeting.	
<b>ASBA Meeting</b>	<b>March 2, 2021</b>
Met with ASBA consultant T. Gunderson.	
<b>Legal Meeting</b>	<b>March 2, 2021</b>
Met with McLennanRoss LLP to discuss legal issues.	
<b>Mistassiniy New School Meeting</b>	<b>March 4, 2021</b>
Met with division personnel, school principal, Alberta Infrastructure and architect to discuss finalizing the kitchen layout.	
<b>Legal Meeting</b>	<b>March 4, 2021</b>
Met with McLennan Ross LLP to discuss legal issues.	
<b>Meeting regarding partnership</b>	<b>March 5, 2021</b>
<b>Attraction &amp; Retention/Teaching &amp; Learning Committee Meetings</b>	<b>March 6, 2021</b>
Attended the Attraction & Retention/Teaching & Learning Committee meetings with Chair Guild,	

Trustee Anderson, Trustee Lamouche, ATA Local and Associate Superintendent of Human Resources.	
<b>ASBA Zone 1 Meeting with the Minister of Education</b>	<b>March 9, 2021</b>
ASBA Zone 1 hosted a meeting with Minister LaGrange where she met with the School Boards and Superintendents.	
<b>ASBA Zone 1 Meeting</b>	<b>March 10, 2021</b>
Attended the ASBA Zone 1 Meeting via Zoom with Trustee Anderson, where he presented the Division key messages to the group.	
<b>NSD High School Principal's Meeting</b>	<b>March 11, 2021</b>
Attended the Division's High School Principal's meeting via Zoom which was hosted by the Associate Superintendents.	
<b>NSD Division PD Day</b>	<b>March 12, 2021</b>
Provided opening remarks and attended the Division wide PD Day. The theme this year was: "Connecting the Dots with Technology: Creating Community and Continuity in the Classroom."	
<b>CASS Zone 1 Superintendents' Meeting</b>	<b>March 12, 2012</b>
Superintendents input on various items.	

\*\*\*Have not included meetings with AHS\*\*\*







## Policy 4 – Appendix A

### TRUSTEE CODE OF CONDUCT SANCTIONS

#### Informal Complaint Process

1. Any person who identifies or witnesses behaviour or activity by a Member **Trustee** that they reasonably believe, in good faith, is in contravention of this Code of Conduct is encouraged to attempt to address the prohibited behaviour or activity informally, where appropriate, by:
  - 1.1 Advising the Member **the Trustee** that the behaviour or activity appears to contravene this Code of Conduct;
  - 1.2 Encouraging the Member **the Trustee** to acknowledge and agree to stop the prohibited behaviour or activity and to avoid future occurrences of the prohibited behaviour or activity;
  - 1.3 Requesting the Chair to assist in **an** informal discussion of the alleged complaint with the Member **the Trustee** in an attempt to resolve the issue. In the event that the Chair is the subject of, or is implicated in a complaint, request the assistance of the Vice Chair.
2. People are encouraged to pursue this informal complaint procedure as the first means of remedying behaviour or activity that they believe violates this Code of Conduct. However, a person is not required to complete this informal complaint process prior to pursuing the formal complaint process outlined below.

#### Formal Complaint Process

3. Any person who identifies or witnesses behaviour or activity by a Member **Trustee** that they reasonably believe, in good faith, is in contravention of this Code of Conduct may file a formal complaint in accordance with the following conditions:
  - 3.1 a complaint must be made in writing and include the complainant's name and contact information;
  - 3.2 a complaint must be addressed to the Board, attention of the Chair. In the event that the Chair is the subject of, or is implicated in a complaint, the complaint shall be addressed to the attention of the Vice Chair;
  - 3.3 a complaint must include the name of the Member **Trustee(s)** alleged to have contravened the Code of Conduct, the provision(s) of the Code of Conduct allegedly contravened and the facts surrounding the allegation, including any witnesses.
4. Upon receipt of a complaint, the Board will meet **in-camera**, excluding the Member **Trustee(s)** alleged to have contravened the Code of Conduct, and decide whether to proceed to investigate the complaint or not. If the Board **(with quorum)** is of the opinion that:

- 4.1 a complaint is frivolous or vexatious or is not made in good faith,
- 4.2 a complaint is outside the jurisdiction of the Board or is more appropriately dealt with by another applicable legislative appeal, complaint or court process, or
- 4.3 there are no grounds or insufficient grounds for conducting an investigation,

The Board may choose not to investigate or, if already commenced, may terminate any investigation, or may dispose of the complaint in a summary manner. In such event, the complainant shall be advised of the Board's decision in writing, with reasons, and provided with information regarding other options to pursue the complaint, if applicable.

5. If the Board decides to investigate the complaint, it shall take such steps as it may consider appropriate in the circumstances having regard for the specific nature of the complaint, which may include, but is not limited to, proceeding to investigate on its own, appointing a committee of the Board to conduct the investigation, seeking legal advice and/or engaging a third party investigator.
6. Investigations will be conducted in a fair, timely, and confidential manner that respects the principles of procedural fairness and natural justice.
7. Prior to commencing an investigation, the complainant and the respondent Member(s) will be advised of the investigation, and the respondent Member(s) will receive a copy of the complaint.
8. During an investigation, a complainant or witness may be asked to provide additional information. Staff may also be requested to provide information, and any person conducting an investigation under this Code of Conduct may look at any record or thing belonging to or used by the School Division, and enter any School Division facility for the purpose of completing the investigation.
9. The respondent Member(s) is entitled to disclosure of all relevant information gathered during an investigation and must be given an opportunity to respond to the complaint before the Board deliberates and disposes of the complaint.
10. Upon conclusion of the investigation, the Board will convene at an in-camera meeting of the Board, excluding the Member(s) alleged to have contravened the Code of Conduct, to consider the results of the investigation and dispose of the complaint.
11. All complaints received under this Code of Conduct and all information and records received, reviewed or generated during the course of an investigation and disposition of a complaint, including interviews and investigation reports, are and shall remain strictly confidential, unless the Board directs otherwise.

Legal Reference: Sections 33, 34, 51, 52, 53, 64, 67, 85, 86, 87, 88, 89, 90, 91, 93, 94, 95, 96 Education Act



## Policy 13

# APPEALS AND HEARINGS REGARDING STUDENT MATTERS

## Background

Under relevant sections of the ~~School~~ Education Act, the only matters on which the Minister of Education will consider appeals are:

- Special education placement;
- Language of instruction;
- Home education programs;
- Student expulsion;
- Amount and payment of fees or costs;
- Access to, or the accuracy or completeness of student records;
- Amount of fees payable by a Board to another Board; or
- Board responsibility for a specific student.

Generally, the Board will hear appeals on matters appealable to the Minister.

## All Matters Other Than Expulsion of a Student

The Board will hear appeals in this manner on administrative decisions on all matters other than expulsion of students, which are submitted in accordance with relevant section(s) of the ~~School~~ Act Education Act (include section from Act) and that significantly affect the education of a student.

1. Prior to a decision being appealed to the Board, it must be appealed to the Superintendent.
2. Parents of students, and independent students sixteen (16) years of age or over, have the right to appeal to the Board, a decision of the Superintendent that significantly affects the education of the student. The Superintendent must advise parents and students of this right of appeal. Include section
3. The appeal to the Board must be made within five (5) days from the date that the individual was informed of the Superintendent's decision. The appeal must be filed in writing and must contain the name of the party filing the appeal, the date, the matter at hand, and the reason for the appeal.
4. Parents or students, as above, when appealing a decision to the Board, have the right to be assisted by a resource person(s) of their choosing. The responsibility for engaging and paying for such assistance rests with the parents or students.
5. The hearing of the appeal must be scheduled within thirty (30) days so as to ensure that the

person making the appeal and the Superintendent or designate, whose decision is being appealed, has sufficient notice and time to prepare for the presentation.

6. The appeal will be heard in-camera, with specified individuals in attendance.
7. The appeal hearing will be conducted in accordance with the following guidelines:
  - 7.1 The Board Chair will outline the purpose of the hearing, which is to provide:
    - 7.1.1 An opportunity for the parties to make representation in support of their respective positions to the Board. This information may include expert medical, psychological, and educational data and may be presented by witnesses. The information presented may include both written and verbal communications;
    - 7.1.2 The Board ~~with the means to~~ will receive information and to review the facts of the dispute;
    - 7.1.3 A process through which the Board can reach a fair and impartial decision.
  - 7.2 Notes of the proceedings will be recorded for the purpose of the Board's records.
  - 7.3 The Superintendent and/or staff will explain the decision and give reasons for the decision.
  - 7.4 The appellant will present the appeal, and the reasons for the appeal and she/he will have an opportunity to respond to information provided by the Superintendent and/or staff.
  - 7.5 The Superintendent and/or staff will have an opportunity to respond to information presented by the appellant.
  - 7.6 Committee members will have the opportunity to ask questions or clarification from both parties.
  - 7.7 No cross-examination of the parties shall be allowed, though questions may be directed to the other party through the Board Chair with the permission of the Board Chair.
  - 7.8 The Board will meet without the respective parties to the appeal in attendance to arrive at a decision regarding the appeal. The Board may have legal counsel and an administrator in attendance.
  - 7.9 If the Board requires additional information or clarification in order to make its decision, both parties to the appeal will be requested to return to the hearing for the required additional information.
  - 7.10 The Board decision and the reasons for that decision will be communicated to the appellant once a decision has been reached and confirmed in writing following the hearing. Included in the communication to the appellant shall be information that the appellant has the right to seek a review by the Minister if the appellant is dissatisfied with the decision of the Student Appeals Committee, if the matter under appeal is a matter described in section 124 of the School Education Act.(Confirm Section)

### Expulsion of a Student

It is expected that all students will comply with relevant section(s) of the School Education Act,

Board policy and school policy.

In accordance with **section 61** of the ~~School~~ **Education** Act, the Board delegates to the Student Expulsion Committee the power to make decisions with respect to the expulsion of students.

The Student Expulsion Committee will hear representations with respect to a recommendation for a student expulsion in accordance with relevant sections of the ~~School~~ **Education** Act.

If a student is not to be reinstated within five (5) school days of the date of suspension, the Principal shall immediately report in writing all the circumstances of the suspension and provide a recommendation to the Student Expulsion Committee through the Office of the Superintendent.

The Student Expulsion Committee will convene in an in-camera session upon the call of the Superintendent, but in no event shall the meeting occur later than ten (10) school days from the first day of suspension.

Parents of students, or independent students sixteen (16) years of age or over, have the right to be assisted by a resource person(s) of their choosing. The responsibility for engaging and paying for such assistance rests with the parents or students.

The Student Expulsion Committee may have legal counsel in attendance.

Notes of the proceedings will be recorded for the purpose of the Board's records.

The expulsion hearing will be conducted in accordance with the following guidelines:

1. The Committee Chair will outline the purpose of the hearing, which is to:
  - 1.1 Provide an opportunity to hear representations relative to the recommendation from the Principal;
  - 1.2 Provide an opportunity for the student and/or the student's parents/**guardians** to make representations;
  - 1.3 Reinstatement or expel the student.
2. The Committee Chair will outline the procedure ~~to be followed~~, which will be as follows:
  - 2.1 The Principal will present the report documenting the details of the case and the recommendation to expel the student;
  - 2.2 The student and the student's parents/**guardians** will be given an opportunity to respond to the information presented and to add any additional relevant information;
  - 2.3 The members of the Student Expulsion Committee will have the opportunity to ask questions of clarification from both the Principal and the student and the student's parents/**guardians**;
  - 2.4 The Student Expulsion Committee will meet, without either the administration or the student and the student's parents/**guardians** present, to discuss the case and the recommendation. The recording secretary may remain in attendance. Legal counsel may also remain in attendance;

- 2.5 Should the Student Expulsion Committee require additional information, both parties will be requested to return in order to provide the requested information;
  - 2.6 The Student Expulsion Committee will then make a decision to either reinstate or expel the student; and
  - 2.7 The Student Expulsion Committee decision shall be communicated in writing to the student and the student's parents/guardians within five (5) days of the hearing, with copies being provided to the Principal and the Superintendent. The Superintendent's office will attempt to inform the parent(s)/guardians and the student of the decision by telephone or personal communication as soon as possible after a decision has been reached.
3. If the Student Expulsion Committee's decision is to expel the student, the following information must be included in the letter to the student and the student's parents/guardians:
- 3.1 The length of the expulsion which must be greater than ten (10) school days;
  - 3.2 The educational program to be provided to the student and the name of the individual to be contacted in order to make the necessary arrangements; and
  - 3.3 The right of the student and the student's parents/guardians to request a review of the decision by the Minister of Education.

**Legal Reference:** Section 3, 4, 11, 31, 33, 36, 37, 41, 42, 43, 44, 51, 52, 53, 222 Education Act





NORTHLAND SCHOOL DIVISION  
**ADMINISTRATION RECOMMENDATION TO THE BOARD**

**TO:** THE BOARD OF TRUSTEES **DATE:** MARCH 20, 2021

**SUBMITTED BY:** Policy Committee

**SUBJECT:** Policy 19 - Welcoming, Caring, Respectful, Safe and Healthy Learning and Working Environments

**REFERENCE(S):**

**ATTACHMENTS:** Policy 19 - Welcoming, Caring, Respectful, Safe and Healthy Learning and Working Environments

<b>RECOMMENDATION:</b>
<b>THAT the Board of Trustees approve the housekeeping changes to Policy 19 - Welcoming, Caring, Respectful, Safe and Healthy Learning and Working Environments, as attached.</b>

\*\*\*\*\*

<b>BACKGROUND:</b>
<b>RISK ANALYSIS:</b>

## Policy 19

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### **WELCOMING, CARING, RESPECTFUL, SAFE AND HEALTHY LEARNING AND WORKING ENVIRONMENTS**

The Board is committed to providing a welcoming, caring, respectful, safe and healthy learning and working environment that respects diversity and fosters a sense of belonging. Each student and staff member within the Division has the right to learn and work in facilities that promote equality of opportunity, dignity, and respect.

The Board is further obligated to protect all students and staff from harassment, discrimination and violence, or threat thereof during the Division's school-related activities. All those involved with the Division including Trustees, employees, students, parents, volunteers, contractors and visitors must share in the responsibility for eliminating bullying, discrimination, harassment and violence. The Board prohibits bullying, harassment, discriminatory and violent behaviours and expects allegation of such behaviours to be investigated in a timely and respectful manner.

Inclusion and a sense of belonging for all students and staff – those from diverse backgrounds, those with learning challenges, those who excel academically or on the sports field, those of different colour, race, sexual orientation or beliefs, those who are absolutely “average” – stems from creating an environment that focuses on our right to learn and work, not on the things that make us different.

One key outcome of our vision for the Division is that all students will possess a strong connection to their schools as a welcoming, caring, respectful, safe and healthy learning and work environment focused on their individualized success.

The Comprehensive School Health approach in the Division focuses on three specific tenets: positive social environments, active living, and healthy eating, and acknowledges the causal relationship between the three. The school lunch program is an important component of the services provided to students by the Division to positively impact the reciprocal relationship between health and education outcomes.

#### 1. Positive Social Environment

Students who have a strong sense of self and belonging, and who feel cared for at school, are more likely to achieve greater academic success, have successful and rewarding relationships, and exhibit positive social behaviours and character traits.

#### 2. Active Living

Students who are physically active are more likely to exhibit on-task behavior, academic success, and social inclusion. Engagement in physical activities encourages students to make health-enhancing choices and reduces the risk of obesity.

### 3. Healthy Eating

Nutrition plays a significant role in student growth, developing disease resistance, and physical and mental health. Students who make healthy nutritional choices reduce their risk of obesity and health issues.

#### Specifically

1. The Board acknowledges its responsibility to ensure welcoming, caring, respectful, safe and healthy learning and working environments for all students. It recognizes the importance of students' emotional, social, intellectual and physical wellness to their success in school and expects students to adhere to the Division Student Code of Conduct and schools' codes of conduct.
2. The Board expects all Trustees, members, employees, students, parents, volunteers, visitors, and contractors to embrace and support this policy.
3. This policy covers behavior not only at all campuses, but also at any school-related functions. This applies whether contact is face-to-face, by phone, fax, e-mail, Internet or Intranet, or by any other means of communication. Threatening, harassing, intimidating, assaulting or bullying, in any way, any person within the school community including aggressive behaviors such as "cyber" hate messaging and websites created in the student's home, in cyber cafes or other settings by any person within the school community is prohibited.
4. The Board encourages reporting to a responsible adult all incidents of threats, bullying, harassment, violence or intimidation, regardless of the identity of the alleged harasser or offender.
5. The Board supports the establishment of student organizations and student-led activities that promote quality and non-discrimination, including but not limited to gay-straight alliances, queer-straight alliances, diversity clubs, anti-racism clubs and anti-bullying clubs.
6. Safe, Caring and Healthy Environments - The Superintendent shall ensure that all Division schools and workplaces:
  - 6.1 Recognize the importance of staff and students' emotional, social, intellectual, spiritual and physical wellness to their success at school.
  - 6.2 Establish environments that support, ensure and integrate positive social environments, active living and healthy eating.
  - 6.3 Acknowledge that emotional well-being, active living and healthy eating, play significant roles in students' overall health.
  - 6.4 Promote lifestyles that support healthy attitudes toward emotional well-being, positive social environments, active living and healthy eating.
7. Positive Social Environments – The Superintendent will ensure that principals will:
  - 7.1 Actively build relationships within the school and community.
  - 7.2 Support and embed character education programs to support emotional well-being.

- 7.3 Create learning environments where emotional well-being is role modeled and developed in students.
  - 7.4 Access resources and link with community agencies, partners and support networks to help students develop the skills to be aware of and monitor their emotional well-being.
  - 7.5 Encourage reporting ~~to a responsible adult~~ of all incidents of threats, bullying, harassment, violence, intimidation or discrimination **to a responsible adult**.
  - 7.6 Expect students to adhere to the Division Code of Conduct for students
8. Active Living – **The** Superintendent will ensure that principals will:
- 8.1 Implement Alberta Education’s Daily Physical Activity (DPA) initiative.
  - 8.2 Meet the minimum time allocations for quality Physical Education.
  - 8.3 Implement the philosophical and curricular shift to outcome-based learning experiences that ensure successful, meaningful engagement in physical activity and encourage lifelong fitness.
  - 8.4 Encourage students to engage in physical activity inside and outside of **the** regular curriculum (e.g. community events, clubs, special events, teams, intramurals, etc.) to support their development as healthy, active learners.
9. Healthy Eating – **The** Superintendent will ensure that principals will:
- 9.1 Foster knowledge, skills and attitudes that promote healthy eating by:
    - 9.1.1 Promoting nutrition education and creating an environment of positive food messages.
    - 9.1.2 Establishing a strong connection between nutrition education and foods available at the school.
  - 9.2 Examine school nutrition practices and provide opportunities, support and encouragement for staff and students to eat healthy foods by:
    - 9.2.1 Creating an environment where healthy foods are available, affordable and promoted as the best choice.
    - 9.2.2 Reviewing options with food suppliers to maximize the nutritional value of the items.
    - 9.2.3 Choosing healthy fundraising options.
    - 9.2.4 Modeling healthy nutritional practices.
  - 9.3 The primary reference for the provision, promotion, sale and distribution of food in school shall be the **Alberta Nutrition Guidelines for Children** and Youth from which schools shall include foods from the “choose most often” and “choose sometimes” categories, and limit foods from the “choose least often” category in accordance with the Canada Food Guide.
  - 9.4 The school lunch program shall align with the Alberta Nutrition Guidelines for Children and Youth.

Legal Reference: Section 8, 31, 33, 35, 35.1, 36, 37, 41, 51, 52, 53, 222 Education Act  
Alberta Bill of Rights  
Alberta Human Rights Act  
Teaching Profession Act  
Canadian Charter of Rights and Freedoms  
Criminal Code  
Alberta Nutrition Guidelines for Children and Youth  
Canada Food Guide



NORTHLAND SCHOOL DIVISION  
**ADMINISTRATION RECOMMENDATION TO THE BOARD**

**Policy 8 Board Committees**

10. Wellness Committee

10.1 Purpose

10.1.1 To develop, implement and evaluate a comprehensive workplace health promotion program.

10.2 Powers and Duties of Board Representative

10.2.1 Attend meetings as required.

10.2.2 Represent the interests of the Board and its priorities.

10.2.3 Provide a report to the Board after each meeting.

10.3 Representation

10.3.1 One (1) trustee, one (1) alternate

10.3.2 Superintendent or designate.

10.3.3 Director of Student Services.

10.3.4 The committee shall select the Chair at the first meeting.

10.3.5 The Superintendent or designate shall ensure the first meeting is called

10.4 Meetings

10.4.1 As scheduled.

@ meet 2 times /year

4 and 4

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**NORTHLAND SCHOOL DIVISION**  
**Budget to Actual Variance**  
**as of February 28, 2021**

REVENUE	2020-2021					%
	Budget	YTD Budget	YTD	Variance		
Alberta Education	\$ 46,143,365	\$ 23,071,683	\$ 24,355,442	\$ 1,283,760		6
Federal Government & First Nations	15,349,464	7,674,732	7,670,261	(4,471)		(0)
Other Revenue	2,678,420	1,339,210	821,961	(517,249)		(39)
	<u>\$ 64,171,249</u>	<u>\$ 32,085,625</u>	<u>\$ 32,847,665</u>	<u>\$ 762,040</u>		2
<b>EXPENSES</b>						
Schools (inc. school cert. staff)	\$ 24,556,710	\$ 12,278,355	\$ 11,565,141	\$ 713,214		6
Instructional Support	7,667,034	3,833,517	3,481,229	352,288		9
Instructional Supply	7,628,664	3,814,332	3,723,732	90,600		2
External Services	4,521,543	2,260,772	2,205,290	55,482		2
Board and System Administration	3,108,717	1,554,359	1,379,885	174,473		11
Operations and Maintenance	10,504,182	5,252,091	\$4,856,030	396,061		8
Transportation	4,611,762	2,305,881	\$2,084,112	221,769		10
	<u>\$ 62,598,612</u>	<u>\$ 31,299,306</u>	<u>\$ 29,295,419</u>	<u>\$ 2,003,887</u>		6
<b>NET SURPLUS (DEFICIT)</b>	<u>\$ 1,572,637</u>	<u>\$ 786,319</u>	<u>\$ 3,552,245</u>	<u>\$ 2,765,927</u>		
<b>Salaries and Benefits Detail</b>						
Certificated salaries and benefits	\$ 21,567,108	\$ 10,783,554	\$ 9,820,035	\$ 963,519		9
Uncertificated salaries and benefits	15,743,015	7,871,508	7,734,720	136,787		2
	<u>\$ 37,310,123</u>	<u>\$ 18,655,062</u>	<u>\$ 17,554,755</u>	<u>\$ 1,100,306</u>		6

**VARIANCE ANALYSIS**

**Overall** - At the end of the second quarter we remain on track for a positive result.

As planned in the Fall Budget Update both revenues and expenses are favorable or close to budget.

With 50% of the year gone we have received 52% of our planned revenues and spent 47% of our planned expenses.

**Revenue**

Revenue is on track with the budget:

Special Approvals funding has now been received and the portions payable and deferred have been set up

Lower Federal/First Nations tuition rates have been offset by additional students and federal COVID support.

Other revenues including SGF and donations have diminished from the pandemic in line with expenses (\$0.5M)

**Expenses**

The \$2.0M (6%) favorable variance is due to operational changes offset by Housing renovations/ pandemic costs

Schools are 6% under budget due primarily to the pandemic, reducing subs and other expenses (-\$0.7M)

Certificated salaries are 9% under budget (-\$1.0M)

External Services is slightly overbudget due to the Housing deficit

Instructional Support and Transportation net of Housing comprise the balance (-\$0.1M)

**Watching:**

	Budget	YTD Budget	YTD	Variance
Housing	\$ 1,404,991	\$ 702,496	\$ 538,700	\$ 163,796
Housing Renovations Program	\$ 1,900,000	\$ 950,000	\$ 491,172	\$ 458,828
Pedagogical	\$ 689,950	\$ 344,975	\$ 405,942	\$ (60,967)

**Housing** - Net Underbudget 23% YTD

Journal entries have been made to match Housing renovation YTD project costs to the funding sources.

Overall 10 units have been renovated with 10 more underway from the program total of 37 units.

**Pedagogical** - Overbudget 18%

The cost structure is being reviewed and monitored to ensure that 2021 plans align with the revised budget





**Northland School Division**  
**March 20, 2021**

## 2021 Capital Plan

### Overview

The Capital Plan ranks the proposed projects for the Division based on criteria first developed through our collaboration with Edmonton Public School Division (EPSB) in 2018 and based on provincial requirements. The facilities team has worked with EPSB to update the plan based on work completed or underway

Recommendations are based on building condition evaluations provided by Alberta Infrastructure, ten-year enrolment projections and qualitative facility evaluations. Recommendations are divided into short, medium and long-term timeframes in order to establish an integrated facility strategy that includes maintenance, environment, programming and student accommodations. Short-term priorities are the Division's 3-year Capital Plan. Medium and long-term recommendations take into consideration the time required to prepare capital funding requests to Alberta Education.

The proposed rankings are a factor of the key matrix criteria:

- *5-Year Enrolment Average* – The average enrolment count between 2014 and 2018.
- *10 Year Enrolment Projections* – Projected enrolment change over a 10-year time horizon.
- *Utilization* – An overall rank of each school's utilization % as provided by Alberta Education.
- *Building Age* – An overall rank of each facility's core building age.
- *FCI* – An overall rank of each school's Facility Condition Index calculated by dividing the Deferred Maintenance by the Replacement Value as provided by Alberta Infrastructure.
- *5-Year Maintenance* – An overall rank of the cost to repair or replace major components as they become due over the next 5 years.
- *BECI (Building Energy Cost Index)* - A calculation of annual energy cost per unit of floor area. The BECI can help to identify opportunities when different utilities (i.e.: gas vs. electricity) are billed at different rates. BECI is measured in \$/m<sup>2</sup>.
- *BEPI (Building Energy Performance Index)* - A calculation of annual energy consumption by unit of floor area. The BEPI can be used to easily compare buildings of different sizes. These results are used to focus efforts on poorly performing buildings.

### Capital Priority Recommendations

Short Term (1 – 3 Years)	School	Ward (current)	Description	Cost
	Grouard Northland Replacement School	4	Replacement of Grouard Northland School with a new 150 student capacity school on an adjacent parcel next to the existing school.	\$13,120,000
	Paddle Prairie Replacement School	1	Replacement of Paddle Prairie School with a new 150 student capacity school on an adjacent parcel next to the existing school.	\$8,600,000
	Susa Creek Replacement School	2	Replacement of Susa Creek School with a new 150 student capacity school replaces aging infrastructure and reduces utility consumption.	\$6,670,000
	Anzac Major Modernization	10	Major modernization including flooring, interior finishes and major building components/systems (electrical, mechanical and envelope)	\$1,876,000

Medium Term (4-6 Years)	School	Ward (current)	Description	Cost
	Calling Lake Major Modernization	8	Major modernization including flooring, interior finishes and major building components/systems (electrical, mechanical and envelope)	\$3,195,000
	Elizabeth Major Mod/Addition	11	Major modernization including flooring, interior finishes and major building components/systems (electrical, mechanical and envelope). Addition of a Gymnasium.	\$5,590,000
	Chipewyan Lake Major Modernization	7	Major modernization including flooring, interior finishes and major building components/systems (electrical, mechanical and envelope)	\$2,100,000

	School	Ward (current)	Description	Cost
Long Term (7– 10 Years)	Conklin Major Modernization	10	Major modernization including flooring, interior finishes and major building components/systems (electrical, mechanical and envelope)	\$1,753,000
	J.F. Dion Major Modernization	11	Major modernization including flooring, interior finishes and major building components/systems (electrical, mechanical and envelope)	\$834,000
	Fort McKay Major Modernization	10	Major modernization including flooring, interior finishes and major building components/systems (electrical, mechanical and envelope).	\$1,183,000
	Fr. R. Perin Major Modernization	10	Major modernization including flooring, interior finishes and major building components/systems (electrical, mechanical and envelope).	\$1,237,000
	St. Theresa Major Modernization	7	Major modernization including flooring, interior finishes and major building components/systems (electrical, mechanical and envelope).	\$592,000

For more information the detailed capital plan report attached shows the context, factors considered and the development of the detailed rankings.



10-Year Facility Plan 2021-2031  
and  
3-Year Capital Plan 2021-2024

March 8, 2021

Prepared by:  
Edmonton Public Schools | Infrastructure Planning | **Regional Planning**

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## Executive Summary

The following recommendations are divided into short, medium and long-term timeframes in order to establish an integrated facility strategy that includes maintenance, environment, programming and student accommodations. Short-term priorities are generally identified as the Division's 3-year Capital Plan and indicate the Division's most pressing needs. Medium and long-term recommendations take into consideration the time required to prepare capital funding requests to Alberta Education.

### *E1.1 – Major Modernizations and New Capital Requests Recommendations*

	School	Ward	Description	Cost
Short Term Recommendations (1 – 3 Years)	Grouard Northland Replacement School	4	Replacement of Grouard Northland School with a new 150 student capacity school on an adjacent parcel next to the existing school.	\$13,120,000
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Medium Term Recommendations (4-6 Years)	Calling Lake Major Modernization	8	Major modernization including flooring, interior finishes and major building components/systems (electrical, mechanical and envelope)	\$3,195,000
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	Chipewyan Lake Major Modernization	7	Major modernization including flooring, interior finishes and major building components/systems (electrical, mechanical and envelope)	\$2,100,000
Long Term Recommendations (7–10 Years)	Conklin Major Modernization	10	Major modernization including flooring, interior finishes and major building components/systems (electrical, mechanical and envelope)	\$1,753,000
	J.F. Dion Major Modernization	11	Major modernization including flooring, interior finishes and major building components/systems (electrical, mechanical and envelope)	\$834,000
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## 1.0 Background

The Northland School Division (NSD) Ten-Year Facility Plan aims to create a cohesive infrastructure strategy that aligns with the Division's priorities, vision and mission while outlining a framework for high-functioning educational environments. The plan is reviewed annually to ensure it is consistent with Alberta Education policy documents as well as pedagogical initiatives that drive the direction for learning within NSD. The infrastructure strategy outlined in this plan identifies timelines and goals to provide high-quality learning opportunities, respond to community needs, and address the deferred maintenance deficit to effectively meet short to long-term needs.

The Ten-Year Facility Plan reviews projected enrolment to ensure the Division has sufficient infrastructure capacity to accommodate students in their respective geographic locations. The plan builds on the Five-Year Grant Investment report prepared in 2018 to assess imminent issues pertaining to the condition of each school in the Division. The plan aims to integrate the Division's educational mandate with facilities that can enable the implementation of the vision, mission and goals of NSD.

A regular review of current pedagogical practices ensures the Ten-Year Facility Plan not only addresses spatial requirements and lifecycle asset maintenance, but also supports functional improvements to meet the needs of learners and teachers over the next decade and beyond.

## 2.0 Guiding Principles

The priorities identified in this plan combine best practice planning principles with NSD Administrative Procedure *AP 540 Planning for School Facilities*. The objective is to ensure fair and equitable access to programs and facilities for students across the Division. In keeping with NSD's Board mandate (Policy 1):

*"To provide an education program that aligns with the standards of education set by Alberta Education and enables students to successfully complete grade 12 and to provide programs and opportunities that enhance and support the integrity and self-development of each child entrusted to its care"*

the guiding principles of this long-range facility plan support a model of evidence-based decision making that provides recommendations that are clear, coordinated and consistent with NSD's outcomes.

### .1 Alignment with NSD's Outcomes and Priorities

#### **Excellence in Leadership**

Priority 1: Through excellent leadership practices by everyone, everyone feels welcome and valued.

Facility recommendations balance statistical information provided by Alberta Infrastructure and Education with first-hand knowledge of each facility as discussed with leaders within the Division.

#### **Excellence in Relationships**

Priority 2: Actively develop and purposefully work to maintain healthy relationships.

Facility recommendations are developed, discussed, amended and approved in accordance with NSD's Board of Trustees *Policy Making document*. Specifically, ensuring that the all decision makers involved understand the rationale for making such decisions.

#### **Excellence in Learning**

Priority 3: Students achieve their potential in literacy and numeracy.

The essence of the Ten-Year Facility Plan and Three-Year Capital Plan is to ensure that students across the Division have an equal opportunity to learn in high-quality learning environments.

Recommendations to modernize or replace facilities are designed to advance the types of learning environments that take advantage of current pedagogical research while respecting cultural practices.

### **Excellence in Financial Practices**

Priority 4: Northlands has a balanced budget for 2020-2021.

Resource allocation, as a financial practice, is a driving force in the development of a long-range facility plan. Striking a balance between maintaining current capital assets and requesting new ones is a key component of good fiscal management.

## **3.0 Setting Conditions for Effective Learning**

The ultimate goal of the Ten-Year Facility Plan is to support teaching and learning through equitable access to high-quality learning environments. In order to plan for success in this area, it is important to understand what a “high-functioning learning environment” looks like. Since schools are dynamic environments that shape and influence the way students think, learn and interact with their environment, establishing a framework around how to care for existing physical assets as well as a vision for new or modernized assets is a vital component to the successful implementation of any long-range facility plan. Key indicators of high-functioning learning environments start in the *classroom* and radiate outward to the *teacher community* (also known as communities of practice), *school building*, *school division* and *physical community* (identified as a Sector for the purpose of this Ten-Year Facility Plan).

The heart of every positive learning environment is the classroom. Research consistently suggests the largest impact on student achievement is classroom instruction and environmental factors that yield opportunity for participation and collaboration. Classroom instruction, therefore, should allow for diversity in learning methods, maintain high expectations for all students, use formative and summative assessment, set learning objectives based on regular feedback and help students draw connections between different disciplines.

The “teacher community” is also an integral component to the development of high-quality learning environments. Establishing a culture around professional learning environments that encourages new teaching methodologies sets the stage for collaborative spaces that allow teachers to teach and test new instructional ideas. The “teacher community” within each school should also incorporate an *invitational teaching philosophy*<sup>1</sup> that addresses the global nature of schools to encompass elements of care, trust, respect, optimism and intentionality. This takes on a unique context for a division such as NSD that services students across such a vast geographic area. Schools need to be equipped with technology that can enable teachers to interact with their peers within the Division and with others across the province and beyond. In many ways, NSD is uniquely positioned to be a leader in this type of virtual professional development. The broad geographic area that NSD supports has meant that teachers and staff have had to develop technology-based strategies for professional development for many years.

<sup>1</sup> Purkey, W. W. and Novak, J. M. (2015)

Equally important to the technical skills that enable NSD’s teachers to provide opportunities for diversity in learning and encouraging connections between curricular disciplines are the Land Based Learning outcomes; inherent to the livelihood and culture of many NSD students and families. The intersection of these two areas is where the Division shows its greatest promise. The Ten-Year Facilities Plan serves as a tool to ensure schools within the Division are able to support teachers and learners in providing a wide spectrum of educational opportunities.

## 4.0 Land-based Learning in a 21st Century Context

### 4.1 Land-based Learning Programs

Land-based learning programs provide opportunities for students to engage in culturally relevant outdoor activities while applying a project-based learning approach. Sometimes referred to “Walking in Two Worlds,” land-based learning activities are typically co-taught by both a community Elder and a certificated teacher<sup>2</sup>. Students actively explore real-world problems and tackle challenges while acquiring a deeper knowledge of culturally relevant traditions. Alberta Education curricular outcomes are achieved through the use of First Nations and Métis culture, language, and traditions. Land-based learning programs, starting from kindergarten through to grade 12, provide an opportunity to scaffold on previously acquired skills and traditions while engaging students in ways that do not normally occur in typical lessons.

Delivering a physical environment that is conducive to land-based learning will vary based on the communities served by each respective school. The basic building blocks are similar to what one would expect to see in an outdoor classroom. Weather resistant natural seating, a level demonstration area, and groundcover that drains adequately are the minimum requirements; however, the local culture and traditions will dictate the need for any specialized design. In some cases, this may include an area for meat drying and field dressing.

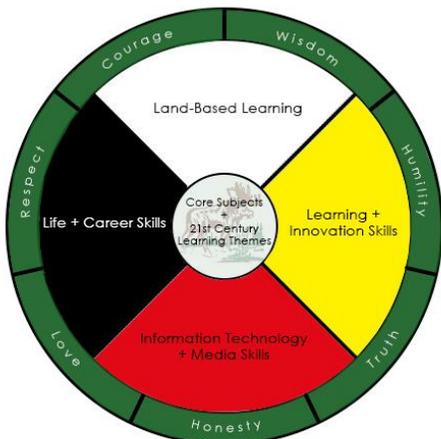
School ground design presents an opportunity to foster community development and trigger positive change. School grounds are often challenged by the intensive use of space in all seasons and weather conditions. This is different from other landscapes that tend to be used mostly, if not exclusively, in favourable weather conditions. Furthermore, as with nearly all public spaces, school grounds are invariably open to the public for use after school hours.

Due to intensive use and the inability to close down active areas of the school ground, after construction there is often limited time available to establish new landscapes, especially sod and seed. As a result, design solutions that are successful for parks, commercial sites, gardens, institutional and residential properties are rarely transferable to schools.

<sup>2</sup> <https://saskschoolboards.ca/wp-content/uploads/pa15lssd.pdf>

## .2 Land-based Learning in a 21<sup>st</sup> Century Context

Combining a land-based learning approach with 21<sup>st</sup> Century Learning strategies has obvious advantages for the Northland School Division. It enables the Division to bring community leaders into the school to provide relevant cultural experiences while keeping up with current pedagogical research.



Land-based Learning in a 21<sup>st</sup> Century Context supports conditions in which humans learn best – systems that accommodate the unique learning needs of every learner and support the collaboration required for effective learning. Similar to the core aspects of Land-based Learning, the core principles of 21<sup>st</sup> Century Learning are rooted in elements of collaboration, flexibility, and community.

According to leading researchers in the field of 21<sup>st</sup> Century Learning, teaching must take place in a context that “promotes interaction and a sense of community [which] enables formal and informal learning<sup>3</sup>.” Based on the

definitions for both Land-Based and 21<sup>st</sup> Century Learning, this graphic helps demonstrate the objectives of Land-Based Learning in a 21<sup>st</sup> Century Context. The following sections (5.1 through 5.6) explain the graphic in more detail.

### .1 Core Subjects and 21st Century Outcomes

Central to the Northland School Division are the curricular outcomes mandated by the Alberta Program of Studies. These outcomes are further refined by two policy documents from Alberta Education: Learning and Technology Policy Framework (LTPF) and Inspiring Education (2009). The LTPF provides imperatives, principles, and policy directives for 21<sup>st</sup> Century Learning. It highlights the development of the following competencies across the province. These are considered 21<sup>st</sup> Century competencies and are widely articulated in educational research. These competencies include:

- critical thinking
- communication
- problem-solving
- collaboration
- managing information
- cultural and global citizenship
- creativity and innovation
- personal growth and well-being

<sup>3</sup> [http://www.p21.org/storage/documents/le\\_white\\_paper-1.pdf](http://www.p21.org/storage/documents/le_white_paper-1.pdf)

*Inspiring Education (2009)* defines the learner characteristics of all students in Alberta. The document was designed to develop an inquiry, constructivist-based pedagogy in schools for the year 2030. These characteristics describe learners who are Engaged Thinkers, Ethical Citizens and exhibit an Entrepreneurial Spirit.

### *.2 Land-Based Learning*

A Land-based learning strategy provides teaching and learning opportunities through relevant cultural connections, traditional storytelling, and project-based activities. The involvement of Elders also strengthens the bond between the community and school, an important aspect arising from recommendations within the Truth and Reconciliation Commission.

### *.3 Learning and Innovation Skills*

Learning and innovation skills are increasingly being recognized as the skills that separate students who are prepared for complex life and work environments in the 21<sup>st</sup> century, and those who are not. A focus on creativity, critical thinking, communication, and collaboration is essential to prepare students for the future.

### *.4 Information Technology and Media Skills*

Today's society is built on technology and unfettered media. Aside from having ready access to an abundance of information, there are rapid changes in technology tools, and the ability to collaborate and make individual contributions on an unprecedented scale. Citizens and workers must be able to create, evaluate, and utilize information to be effective in the 21<sup>st</sup> century.

### *.5 Life and Career Skills*

Today's students need to develop thinking skills, content knowledge, and social and emotional competencies to navigate complex life and work environments. Alberta Education establishes these outcomes through Career and Life Management (CALM). The aim is to “help students to make well-informed, considered decisions and choices in all aspects of their lives and to develop behaviours and attitudes that contribute to the well-being and respect of self and others, now and in the future” (Alberta Education, CALM)<sup>4</sup>.

### *.6 NSD Values*

Northland School Division develops policy that remains consistent with the seven sacred teachings. The concept of *Land-Based Learning in a 21<sup>st</sup> Century Context* is further supported through the Division's mission statement “To inspire students to be the best they can be by providing outstanding holistic educational opportunities, with amazing staff and strong partnerships with families and communities<sup>5</sup>.”

### **Courage – Sohkeyihtamowin – Nētlēth**

To have the power of strong will and character to face adversity. To never give up, to persevere. Courage is the ability to face danger, fear or changes with confidence and bravery.

<sup>4</sup> [http://www.learnalberta.ca/content/mychildslearning/highschool\\_cal.html](http://www.learnalberta.ca/content/mychildslearning/highschool_cal.html)

<sup>5</sup> <https://nsd61.ca/download/130307>

**Wisdom – Iyinisowin - H̄ya**

To have deep and comprehensive understanding of the spiritual, mental, physical and emotional aspects of being. Wisdom is the ability to make decisions that balance all aspects of being.

**Humility – Tapahteyimowin - Ēdēnēschapile**

Never to think that we are more important than anyone else. Freedom from pride and arrogance. Humility is being humble.

**Truth – Tapewewin – Ełth'iyati**

The act of telling the truth. Truth is to know and understand all that the seven teachings have been given to us by the Creator and to remain faithful to them.

**Honesty - Kwayaskyesihcikewinihk – Wats'ı zile**

To do things in an upfront and upright manner. Honesty is speaking and acting truthfully, and thereby remaining morally upright.

**Love - Sakeyihtowin - Negh̄nest̄a**

Expression of love, intense feeling of deep affection. Love must be unconditional.

**Respect - Pakakatisowin - Borı̄cha**

The basic law of life is to respect all people at all times. Special respect is given to elders and parents. Show respect to all of nature, every living thing. Respect is the condition of being honored.

Recommendations for *Land-Based Learning in a 21<sup>st</sup> Century Context* aim to build on the success of previously implemented programs at NSD and KTC partnership schools. The commonalities between 21<sup>st</sup> Century teaching techniques and Land-Based experiential learning work to improve student engagement, attendance, learning, and achievement for all student groups.

## 5.0 Current Context

The context in which the Division conducts infrastructure planning has experienced significant changes over the past year. Impacts from the COVID-19 pandemic, Provincial restructuring of funding to the Division, including the introduction of the Weighted Moving Average (WMA) funding framework, and the introduction of the Rural Small Schools Grant will all have an impact on the way resources are allocated and facilities are planned.

### .1 COVID-19 Pandemic

The World Health Organization (WHO) declared COVID-19 a global pandemic in March 2020. Shortly thereafter, Alberta Education mandated the closure of all in-person learning; transitioning education to online learning. The uncertainty surrounding the COVID-19 pandemic remains a significant challenge to the Division's planning and allocation of Division resources.

Funding for education in Alberta is dependent on the health and stability of the provincial economy. The recent cancellation of the Keystone XL Pipeline project has increased challenges to Alberta's economic recovery plan. Despite the uncertainty brought on by the pandemic and economic conditions, NSD

observed a 2.3% increase in new students entering the Division, across all grades for the 2020/2021 school year. This is a positive sign of resilience for the First Nations, Métis and Inuit (FNMI) communities in Alberta.

According to the 2016 Federal Census, most of the communities served by NSD had proportions of residents aged 0 to 14 years that are noticeably higher than the proportion for Alberta (19.2%) and Canada as a whole (16.6%). Census data shows that Aboriginal children aged 0-14 represented 29.1% of the total Aboriginal population, while non-Aboriginal children aged 0-14 accounted for 18.7% of the non-Aboriginal population. The average age of the Aboriginal population in Alberta was 29.8 years, compared with 37.8 years for the non-Aboriginal population. The average age was 28.1 years for First Nations people; it was 31.8 years for Métis; and it was 28.5 years for Inuit<sup>6</sup>. As a whole, the FNMI community in Alberta is younger than the general population.

### *.2 Provincial Funding Restructure / Rural Small Schools Grant*

With the recent restructuring of the provincial funding model for school divisions in Alberta, NSD has had to explore ways to adapt to the new budget realities. The Province eschewed a per-student based funding model; instead adopting a weighted moving average (WMA) enrolment calculation and a block funding allotment according to the size of each school. This is identified as the Rural Small Schools Grant allocation. Alberta Education states that:

*“The Rural Small Schools grant is designed to address challenges associated with operating small schools in rural Alberta. Rural small schools will be provided with a guaranteed block of funding to ensure that funding is predictable and sustainable.”*

Under the Rural Small Schools allocation formula, all schools equal to or greater than 35 and less than 155 students qualify for block funding. Schools with an enrolment of less than 35 students receive a base amount plus instruction funding based on WMA enrolment.

Although guaranteed block funding does provide a degree of predictability for some NSD schools, a number of schools fall within the average year-to-year enrolment change. The following table lists schools that are +/- 7 students from a block funding cut-bracket.

<b>Rural Small Schools Grant Block Funding Rate Per School</b>				
<b>Groups</b>	<b>WMA Enrolment (FTE) Thresholds</b>	<b>Block Funding Rate</b>	<b>Schools with Enrolment +/- 7 students from Thresholds</b>	<b>Potential Budget Fluctuation</b>
Group 1	> 35	\$25,000 + Base Funding per WMA FTE	Pelican Mountain (28)	
Group 2	=> 35 < 55	\$450,000		
Group 3	=> 55 < 75	\$620,000	J.F. Dion (68)	J.F. Dion (+\$130K)

<sup>6</sup> <https://www12.statcan.gc.ca/census-recensement/2016/as-sa/fogs-spg/Facts-PR-Eng.cfm?TOPIC=9&LANG=Eng&GK=PR&GC=48>

Group 4	=> 75 < 96	\$750,000	Anzac (88), Career Pathways (88), Fr. R. Perin (80)	Anzac (+\$110K), Career Pathways (+\$110K), Fr. R. Perin (-\$110K)
Group 5	=> 95 < 115	\$860,000	Paddle Prairie (109), Bill Woodward (111)	Paddle Prairie (+\$80K), Bill Woodward (+\$80K)
Group 6	=> 115 < 135	\$940,000	Gift Lake (128)	Gift Lake (+60K)
Group 7	=> 135 < 155	\$1,000,000	ADCS (149)	Difference between WMA and Group 7 <sup>7</sup>

Additional grants are available to NSD Schools under the following categories:

**Specialized Learning Support** – Support for students with an inclusive learning environment.

**Program Unit Funding (PUF)** – A modified Pre-K funding grant for students with severe disabilities and language delays

**English as a Second Language** – Supports for students requiring additional English language instruction.

**Refugee Student Grant** – Allocated to school authorities based on a WMA of the number of students with refugee status.

**First Nations, Métis and Inuit** – Allocated to assist schools in the improvement of educational outcomes for FNMI student populations.

**Operations and Maintenance** – Provided to ensure safe and well-maintained schools. Based on a WMA formula.

**Transportation** – Based on allocations previously provided to Alberta Education and subject to change once a new model is developed and implemented.

**Socio-economic Status** – Based on factors in each school authority, using Statistics Canada 2016 census data (mother's education, lone parent households, home ownership, average income and parents' post-secondary education).

**Geographic** - allocated based a number of variables for each school authority, including rurality, sparsity-distance, and northern location factors, as well as the size of the rural area served by the school jurisdiction.

**Nutrition** - Based on WMA enrolment and Socio-economic Status Index for each school authority.

<sup>7</sup> If eligible rural smalls school with WMA enrolment (FTE) between 155 to 165 students receive less base instruction funding for ECS to grade 12 than the Group 7 rate of the Rural Small Schools Grant, the school jurisdiction will be provided with the difference in the subsequent school year (in addition to applicable funding for the next school year).

**System Administration** - Targeted funding to cover governance (board of trustees) and school authority central administration costs.

## 6.0 Sector Profiles by Ward

### .1 Ward 1 (Schools: Paddle Prairie School)

#### *Keg River*

Administered as part of the County of Northern Lights, Keg River is not recorded separately in either the Federal or Alberta Municipal censuses.

Keg River is predominantly a farming community, along with some bison ranching and oil & gas extraction activity. The area is popular for fishing, hunting, and camping. The now-closed Dr. Mary Jackson School is located in Keg River.<sup>8</sup>

#### *Paddle Prairie Métis Settlement*

Located in the County of Northern Lights, Paddle Prairie Métis Settlement had a population of 544 in 2016, a decrease of 3.2% from the population of 562 in 2011. In 2016, 29.6% of the population were aged 0 to 14 years.<sup>9</sup> The most recent Alberta Municipal Census data (based on a census dated June 5, 2018) recorded a usual resident count of 536 with 41 members on leave, giving a total population of 577.<sup>10</sup>

The overarching focus of the local economy is resource extraction: timber harvesting, natural gas production, and farming. Residents use the vast lands around the settlement for traditional activities of hunting, fishing, trapping, and gathering. Recently developed solar energy projects help subsidize the power consumption of community buildings: a 240-panel installation at the water treatment plant and an 80-panel installation at the community arena.<sup>11</sup> There is a Northern Lakes College Community Access Point in Paddle Prairie.<sup>12</sup>

A wildfire in May 2019 burned half the land in the community, including 15 homes and extensive areas of forest used for timber, hunting, trapping and gathering. By March 2020, all but one of the homes destroyed in the fire had been replaced with a modular home, but the damage to the forest and its wildlife will likely take many years to repair.<sup>13</sup>

<sup>8</sup> From <https://discoverthepeacecountry.com/htmlpages/kegriver.html>

<sup>9</sup> Statistics Canada. 2017. *Paddle Prairie, MET [Designated place], Alberta and Alberta [Province]* (table). *Census Profile*. 2016 Census. Statistics Canada Catalogue no. 98-316-X2016001. Ottawa. Released November 29, 2017. <https://www12.statcan.gc.ca/census-recensement/2016/dp-pd/prof/index.cfm?Lang=E>

<sup>10</sup> Alberta Government, *2019 Municipal Affairs population list*, <https://open.alberta.ca/dataset/2368-7320/resource/61cd908d-e2b9-4837-939b-533848d723b9>, last updated January 22, 2020.

<sup>11</sup> From <https://paddleprairiemetis.com/>

<sup>12</sup> <https://www.northernlakescollege.ca/about-us/campus-locations>

<sup>13</sup> From <https://www.cbc.ca/news/canada/edmonton/it-s-just-hard-paddle-prairie-residents-begin-to-rebuild-1.5239101> and <https://www.aptnnews.ca/national-news/everything-is-gone-the-fire-that-changed-paddle-prairie-metis-settlements/>

## .2 Ward 2 (Schools: Susa Creek School)

*Susa Creek*

Susa Creek is not recorded separately in either the Federal or Alberta Municipal censuses – it is administered as part of the Municipal District of Greenview No. 16.

Susa Creek Cooperative is one of six Aboriginal communities of the Aseniwuche Winewak Nation (AWN) in the area around Grande Cache. Land tenure arrangements imposed on the communities of the Aseniwuche Winewak Nation in the 1960s make processes for development and economic growth in the area complex. Despite these challenges, AWN emphasize the generally positive relationships and partnerships with provincial authorities and industry partners in the regional economy (power generation, forestry, coal mining, and oil & gas extraction).<sup>14</sup>

It is worth noting that the economic challenges in the Grande Cache area (especially difficulties facing coal mining in the area) resulted in the Town of Grande Cache dissolving in 2018, reverting to the status of hamlet within the Municipal District of Greenview No. 16.<sup>15</sup>

## .3 Ward 3 (Schools: Bishop Routhier School, Gift Lake School)

*Gift Lake Métis Settlement*

The Federal Census records two parts for the Gift Lake Métis Settlement: Gift Lake part A and Gift Lake part B, but part B had no recorded population in 2016 or 2011. The population of Gift Lake (part A) was 658 in 2016, a decrease of 0.6% from 662 in 2011. Just over one-third (34.8%) of the population was aged 0 to 14 years in 2016.<sup>16</sup> The most recent Alberta Municipal Census data (based on a census dated June 5, 2018) recorded a usual resident count of 812 with 80 members on leave, for a total population of 892.<sup>17</sup>

Located in Big Lakes County, Gift Lake Métis Settlement lies approximately 203 km northeast of Grande Prairie and 84 km northeast of High Prairie along Highway 750. The settlement shares a boundary with the nearby Peavine Métis Settlement and extends over 81,273 hectares of land. A Métis community existed at Gift Lake prior to the formal establishment of the Métis settlement in 1938. Local Aboriginal people viewed the lake as a special gathering place and used the site for hunting, fishing, trade and exchanging gifts.

Current members are involved in the oil and gas, forestry, farming, road construction, retail and hospitality industries, along with many self-owned businesses in the settlement and surrounding communities. The settlement has numerous facilities including an administration office, water

<sup>14</sup> From <https://www.aseniwuche.ca/traditional-land-use>; <https://www.aseniwuche.ca/partnerships>.

<sup>15</sup> From <https://www.cbc.ca/news/canada/edmonton/grande-cache-alberta-town-vote-dissolve-1.4839239>

<sup>16</sup> Statistics Canada. 2017. *Gift Lake part A, MET [Designated place], Alberta and Alberta [Province]* (table). *Census Profile*. 2016 Census. Statistics Canada Catalogue no. 98-316-X2016001. Ottawa. Released November 29, 2017.

Statistics Canada. 2017. *Gift Lake part B, MET [Designated place], Alberta and Alberta [Province]* (table). *Census Profile*. 2016 Census. Statistics Canada Catalogue no. 98-316-X2016001. Ottawa. Released November 29, 2017.

<https://www12.statcan.gc.ca/census-recensement/2016/dp-pd/prof/index.cfm?Lang=E>

<sup>17</sup> Alberta Government, *2019 Municipal Affairs population list*, <https://open.alberta.ca/dataset/2368-7320/resource/61cd908d-e2b9-4837-939b-533848d723b9>, last updated January 22, 2020.

treatment plant, the K-9 school built in 2015, a recreation centre and hall. The settlement also provides various services, including public health, roads and the Gift Lake Development Corporation.<sup>18</sup>

There is a Northern Lakes College campus in Gift Lake.<sup>19</sup>

### *Peavine Métis Settlement*

In the 2016 Federal Census, Peavine Métis Settlement has a population of 607, a decrease of 12.0% from 690 in 2011. In 2016, 26.2% of the population were aged 0 to 14 years.<sup>20</sup> The most recent Alberta Municipal Census data (based on a census dated June 5, 2018) recorded a total population of 605, with a usual resident count of 566 and 39 members on leave.<sup>21</sup>

Peavine Métis Settlement is located in Big Lakes County, approximately 56 km north of High Prairie along Highway 750. With 82,364 hectares of land, the settlement shares a boundary with nearby Gift Lake Métis Settlement. The economy of Peavine Métis Settlement is supported by the construction, forestry, agriculture, logging, and transportation sectors, along with oil and gas exploration and development. The community continues to invest in resource development and has expanded its focus on supporting tourism and hospitality.<sup>22</sup>

There is a Northern Lakes College campus in the Peavine Métis Settlement.<sup>23</sup>

.4 Ward 4 (Schools: Grouard Northland School, Hillview School)

### *East Prairie Métis Settlement*

Founded in 1939, East Prairie Métis Settlement is located within Big Lakes County, approximately 168 km east of Grande Prairie and 40 km south of High Prairie.

The 2016 Federal Census recorded a population of 304, a decrease of 16.9% from 366 in 2011. In 2016, 27.9% of the population were aged 0 to 14 years.<sup>24</sup> Based on a census dated June 5, 2018, the most recent Alberta Municipal Census data recorded a usual resident count of 491 with 95 members on leave, giving a total population of 586.<sup>25</sup>

Traditional harvesting activities including hunting are still a big part of life in East Prairie Métis Settlement. The main sectors in East Prairie Métis Settlement's diverse economy include forestry, oil and gas, transportation, and construction. The settlement has a fully developed transportation network

<sup>18</sup> From <https://msgc.ca/gift-lake-metis-settlement/> and <https://giftlakemetis.ca/>

<sup>19</sup> <https://www.northernlakescollege.ca/about-us/campus-locations>

<sup>20</sup> Statistics Canada. 2017. *Peavine, MET [Designated place], Alberta and Alberta [Province]* (table). *Census Profile*. 2016 Census. Statistics Canada Catalogue no. 98-316-X2016001. Ottawa. Released November 29, 2017.

<https://www12.statcan.gc.ca/census-recensement/2016/dp-pd/prof/index.cfm?Lang=E>

<sup>21</sup> Alberta Government, *2019 Municipal Affairs population list*, <https://open.alberta.ca/dataset/2368-7320/resource/61cd908d-e2b9-4837-939b-533848d723b9>, last updated January 22, 2020.

<sup>22</sup> From <https://msgc.ca/peavine-metis-settlement/>

<sup>23</sup> <https://www.northernlakescollege.ca/about-us/campus-locations>

<sup>24</sup> Statistics Canada. 2017. *East Prairie, MET [Designated place], Alberta and Alberta [Province]* (table). *Census Profile*. 2016 Census. Statistics Canada Catalogue no. 98-316-X2016001. Ottawa. Released November 29, 2017.

<https://www12.statcan.gc.ca/census-recensement/2016/dp-pd/prof/index.cfm?Lang=E>

<sup>25</sup> Alberta Government, *2019 Municipal Affairs population list*, <https://open.alberta.ca/dataset/2368-7320/resource/61cd908d-e2b9-4837-939b-533848d723b9>, last updated January 22, 2020.

and infrastructure including a water treatment plant, lift station and lagoon, fire hall, health centre, day care facility, and an outdoor arena, as well as a natural gas and electrical supply. A team of professionally trained Métis firefighters, the Wildland Firefighters, is based in East Prairie Métis Settlement.<sup>26</sup>

There is a Northern Lakes College Community Access Point in East Prairie.<sup>27</sup>

### *Grouard*

Grouard (or Grouard Mission) lies 17 km east of High Prairie, Alberta, along Highway 2, then another 19 km north on secondary Highway 750 in Big Lake County. The community was originally founded as a fur trading post in the early nineteenth century and was later the site of a Catholic mission in the area. The Catholic church in Grouard, completed in 1902, is a Provincial Historic Site. The Kapawe'no Cree Nation is immediately adjacent to Grouard.<sup>28</sup>

According to the 2016 Federal Census, the population of Grouard was 255, a decrease of 15.8% from the 2011 population of 303. In 2016, 29.4% of the population were aged 0 to 14 years.<sup>29</sup>

Northern Lakes College has a campus and administrative offices in Grouard. The campus incorporates the Native Cultural Arts Museum.<sup>30</sup> There is a fire hall and municipal service facility in Grouard, but for most services (e.g., health, shopping, banking, and police) the nearest available facilities are in High Prairie.<sup>31</sup>

While not related to Northland School Division, it is worth being aware of the existence and history of the St. Bernard's Residential School in Grouard. The school was founded by 1895 and operated throughout the first half of the twentieth century. The school closed in 1961 after enrollment declined due to the opening of local day schools.<sup>32</sup>

.5 Ward 5 (Schools: Kateri School, Little Buffalo School, and Peerless Lake School transferred to the Kee Tas Kee Now Tribal Council Education Authority on August 31, 2018.)

### *Little Buffalo*

Little Buffalo is located in Northern Sunrise County on Highway 986, approximately 100 km northeast of the Town of Peace River and 47 km west of Highway 88. Little Buffalo is the home of the Lubicon Lake Band #453.<sup>33</sup> The Band's leadership have overseen the provision of an extensive range of improvements

<sup>26</sup> From <https://msgc.ca/east-prairie-metis-settlement/>

<sup>27</sup> <https://www.northernlakescollege.ca/about-us/campus-locations>

<sup>28</sup> From <https://www.biglakescounty.ca/your-county/community-profiles>

<sup>29</sup> Statistics Canada. 2017. *Grouard Mission, UNP [Designated place], Alberta and Alberta [Province] (table). Census Profile. 2016 Census.* Statistics Canada Catalogue no. 98-316-X2016001. Ottawa. Released November 29, 2017.

<https://www12.statcan.gc.ca/census-recensement/2016/dp-pd/prof/index.cfm?Lang=E>

<sup>30</sup> <https://www.northernlakescollege.ca/about-us/campus-locations>; <https://www.northernlakescollege.ca/about-us/native-cultural-arts-museum>

<sup>31</sup> <https://discoverthepeacecountry.com/htmlpages/grouard.html>

<sup>32</sup> <https://memorial.nctr.ca/?p=1491>

<sup>33</sup> <http://www.lubiconlakeband.ca/about>

and services over the past decade, including new housing, a health centre, an Adult Education Centre, improved roads and drainage, an Administration Building, and a solar power installation.<sup>34</sup>

The 2016 Federal Census recorded a population of 452 in the Indian Settlement (Census Subdivision) of Little Buffalo, an increase from the 2011 population of 387 of 16.8%. In 2016, 37.8% of the population were aged 0 to 14 years.<sup>35</sup>

### *Peerless Lake*

Peerless Lake is located the Municipal District of Opportunity No. 17, 65 km northeast from Red Earth Creek on Secondary Road 686, which is 170 km north of Slave Lake on Highway 88. Facilities in Peerless Lake include a general store, Community Outreach Centre, and Community Hall. The area around Peerless Lake is densely forested and used for outdoor recreation pursuits (camping, hunting and fishing).<sup>36</sup>

The Federal Census recorded a population of 334 in 2016, an increase of 19.7% from 279 in 2011. Just over one-third (36.4%) of the population were aged 0 to 14 years in 2016.<sup>37</sup>

There is a Northern Lakes College campus in Peerless Lake, serving both Peerless Lake and Trout Lake.<sup>38</sup>

### *Trout Lake*

Trout Lake is located 90 km from Red Earth Creek on Secondary Road 686, which is 170 km north of Slave Lake on Highway 88 in the Municipal District of Opportunity No. 17. Community facilities include an Outreach Center, outdoor arena, ball diamonds, Community Hall, and playground. In the past, Trout Lake was referred to as “Old Post” because Hudson Bay Store had operated in the area. Logging and oil & gas provide the community’s economic base.<sup>39</sup>

According to the 2016 Federal Census, the population of Trout Lake was 349 in 2016, an increase of 1.5% from the 2011 population of 344. In 2016, 32.4% of the population were aged 0 to 14 years.<sup>40</sup>

.6 Ward 6 Schools: Career Pathways, Mistassiniy School, Pelican Mountain School

### *Desmarais*

Desmarais is a hamlet in the Municipal District of Opportunity No. 17, immediately adjacent to Wabasca (see below). The 2016 Federal Census recorded a population of 74 in the unincorporated hamlet of

<sup>34</sup> <http://www.lubiconlakeband.ca/elections>

<sup>35</sup> Statistics Canada. 2017. *Little Buffalo, S-É [Census subdivision], Alberta and Division No. 17, CDR [Census division], Alberta* (table). *Census Profile*. 2016 Census. Statistics Canada Catalogue no. 98-316-X2016001. Ottawa. Released November 29, 2017. <https://www12.statcan.gc.ca/census-recensement/2016/dp-pd/prof/index.cfm?Lang=E>

<sup>36</sup> <http://www.mdopportunity.ab.ca/peerless-lake>

<sup>37</sup> Statistics Canada. 2017. *Peerless Lake, UNP [Designated place], Alberta and Alberta [Province]* (table). *Census Profile*. 2016 Census. Statistics Canada Catalogue no. 98-316-X2016001. Ottawa. Released November 29, 2017. <https://www12.statcan.gc.ca/census-recensement/2016/dp-pd/prof/index.cfm?Lang=E>

<sup>38</sup> <https://www.northernlakescollege.ca/about-us/campus-locations>

<sup>39</sup> <http://www.mdopportunity.ab.ca/trout-lake>

<sup>40</sup> Statistics Canada. 2017. *Trout Lake, UNP [Designated place], Alberta and Alberta [Province]* (table). *Census Profile*. 2016 Census. Statistics Canada Catalogue no. 98-316-X2016001. Ottawa. Released November 29, 2017. <https://www12.statcan.gc.ca/census-recensement/2016/dp-pd/prof/index.cfm?Lang=E>

Desmarais, decreasing 46.4% from the 2011 population of 138. In 2016, 20.0% of the population were aged 0 to 14 years.<sup>41</sup> The adjacent Indian Settlement (Census Subdivision) of Desmarais had a population 105 in 2016, a decrease of 18.6% from population of 129 in 2011. Just under one-sixth (14.3%) of the population in Desmarais Indian Settlement was aged 0 to 14 in 2016.<sup>42</sup>

### *Sandy Lake*

Also known as Pelican Mountain, Sandy Lake is a hamlet in the Municipal District of Opportunity No. 17. According to the 2016 Federal Census, Sandy Lake had a population of 52, a decrease of 23.5% from the 2011 population of 68. Of those residents in Sandy Lake in 2016, 25.0% were aged 0 to 14 years.<sup>43</sup>

Sandy Lake is located on Highway 813, between Calling Lake and Wabasca. Community facilities and amenities include various playgrounds, a skate park, a Community Outreach Center with an outdoor volleyball court and outdoor rink, a boat launch, and a swimming area with fishing dock.<sup>44</sup>

.7 Ward 7 Schools: Chipewyan Lake School, St. Theresa School

### *Chipewyan Lake*

The population of Chipewyan Lake in 2016 was too low for Statistics Canada to report, in order to ensure the privacy/confidentiality of Census respondents. In 2011, the population was 38.<sup>45</sup>

Chipewyan Lake is located 110 km from Wabasca on Chipewyan Lake Road in the Municipal District of Opportunity No. 17. The nearest facilities, services, and amenities are in Wabasca.<sup>46</sup>

### *Wabasca*

Together with Desmarais (see above), Wabasca is the largest hamlet in the Municipal District of Opportunity No. 17. The headquarters of the Municipal District and of Bigstone Cree Nation are located in Wabasca, along with some provincial government area offices. Facilities/amenities in Wabasca include an airstrip, health care centre, pool and fitness centre, a 17,500sq ft gymnasium and indoor track, tennis courts, Community Outreach Centre, skateboard park, ball diamonds, outdoor rinks, and an arena.<sup>47</sup> There is a Northern Lakes College campus in Wabasca.<sup>48</sup>

<sup>41</sup> Statistics Canada. 2017. *Desmarais, UNP [Designated place], Alberta and Alberta [Province]* (table). *Census Profile*. 2016 Census. Statistics Canada Catalogue no. 98-316-X2016001. Ottawa. Released November 29, 2017.

<https://www12.statcan.gc.ca/census-recensement/2016/dp-pd/prof/index.cfm?Lang=E>

<sup>42</sup> Statistics Canada. 2017. *Desmarais, S-É [Census subdivision], Alberta and Division No. 17, CDR [Census division], Alberta* (table). *Census Profile*. 2016 Census. Statistics Canada Catalogue no. 98-316-X2016001. Ottawa. Released November 29, 2017.

<https://www12.statcan.gc.ca/census-recensement/2016/dp-pd/prof/index.cfm?Lang=E>

<sup>43</sup> Statistics Canada. 2017. *Sandy Lake, UNP [Designated place], Alberta and Alberta [Province]* (table). *Census Profile*. 2016 Census. Statistics Canada Catalogue no. 98-316-X2016001. Ottawa. Released November 29, 2017.

<https://www12.statcan.gc.ca/census-recensement/2016/dp-pd/prof/index.cfm?Lang=E>

<sup>44</sup> <http://www.mdopportunity.ab.ca/sandy-lake>

<sup>45</sup> Statistics Canada. 2017. *Chipewyan Lake, UNP [Designated place], Alberta and Alberta [Province]* (table). *Census Profile*. 2016 Census. Statistics Canada Catalogue no. 98-316-X2016001. Ottawa. Released November 29, 2017.

<https://www12.statcan.gc.ca/census-recensement/2016/dp-pd/prof/index.cfm?Lang=E>

<sup>46</sup> <http://www.mdopportunity.ab.ca/chipewyan-lake>

<sup>47</sup> <http://www.mdopportunity.ab.ca/wabasca-desmarais>

<sup>48</sup> <https://www.northernlakescollege.ca/about-us/campus-locations>

According to the Federal Census, the population of Wabasca was 1,406 in 2016, an increase of 8.0% from the 2011 population of 1,302. In 2016, 28.5% of the population were aged 0 to 14 years.<sup>49</sup> There are five Indian Reserves (Census Subdivisions) of Bigstone Cree Nation adjacent to the hamlet: Wabasca 166, Wabasca 166A, Wabasca 166B, Wabasca 166C, and Wabasca 166D. Population statistics from the Federal Census for the five reserves are set out in the following table:<sup>50</sup>

Subdivision Name	Population in 2016	Population in 2011	Percentage change 2011 to 2016 (%)	Percentage aged 0 to 14 years in 2016 (%)
Wabasca 166	160	152	5.3	31.3
Wabasca 166A	658	738	-10.8	33.6
Wabasca 166B	190	250	-24.0	36.8
Wabasca 166C	188	182	3.3	28.9
Wabasca 166D	961	885	8.6	36.5

## .8 Ward 8 Schools: Calling Lake School

### *Calling Lake*

Calling Lake is located in the Municipal District of Opportunity No. 17 along Highway 813, immediately north of Calling Lake Provincial Park. Facilities/amenities in the community include a pool and fitness center, tennis courts, Community Outreach Center, skateboard park, ball diamonds, outdoor rinks, and an arena. There are numerous lakeside cottages in Calling Lake, so the local population increases noticeably in summer.<sup>51</sup>

The 2016 Federal Census recorded a population of 299 in Calling Lake, an increase of 58.2% from the 2011 population of 189. In 2016, 21.7% of the population were aged 0 to 14 years.<sup>52</sup>

<sup>49</sup> Statistics Canada. 2017. *Wabasca, UNP [Designated place], Alberta and Alberta [Province] (table). Census Profile. 2016 Census. Statistics Canada Catalogue no. 98-316-X2016001. Ottawa. Released November 29, 2017.*

<https://www12.statcan.gc.ca/census-recensement/2016/dp-pd/prof/index.cfm?Lang=E>

<sup>50</sup> Statistics Canada. 2017. *Wabasca 166, IRI [Census subdivision], Alberta and Division No. 17, CDR [Census division], Alberta (table); Census Profile; Wabasca 166A, IRI [Census subdivision], Alberta and Division No. 17, CDR [Census division], Alberta (table). Census Profile; Wabasca 166B, IRI [Census subdivision], Alberta and Division No. 17, CDR [Census division], Alberta (table). Census Profile; Wabasca 166C, IRI [Census subdivision], Alberta and Division No. 17, CDR [Census division], Alberta (table). Census Profile; Wabasca 166D, IRI [Census subdivision], Alberta and Division No. 17, CDR [Census division], Alberta (table). Census Profile. 2016 Census. Statistics Canada Catalogue no. 98-316-X2016001. Ottawa. Released November 29, 2017. <https://www12.statcan.gc.ca/census-recensement/2016/dp-pd/prof/index.cfm?Lang=E>*

<sup>51</sup> <http://www.mdopportunity.ab.ca/calling-lake>

<sup>52</sup> Statistics Canada. 2017. *Calling Lake, UNP [Designated place], Alberta and Alberta [Province] (table). Census Profile. 2016 Census. Statistics Canada Catalogue no. 98-316-X2016001. Ottawa. Released November 29, 2017. <https://www12.statcan.gc.ca/census-recensement/2016/dp-pd/prof/index.cfm?Lang=E>*

## .9 Ward 9 Schools: Athabasca Delta Community School

### *Fort Chipewyan*

Fort Chipewyan is a hamlet within the Regional Municipality of Wood Buffalo, approximately 223 km north of Fort McMurray, adjacent to Wood Buffalo National Park. It is the second largest community in the Regional Municipality after Fort McMurray. Fort Chipewyan is accessible only by air or boat in summer or by winter road from Fort McMurray; there is no all-weather road to the community. The 2018 municipal census recorded 981 residents.<sup>53</sup> Economic activity is focused on employment in nearby oil sands plants and in Wood Buffalo National Park, as well as on seasonal hunting, trapping and fishing.<sup>54</sup>

The 2016 Federal Census recorded a population of 852, an increase of 0.6% from 847 in 2011. In 2016, 22.6% of the population were aged 0 to 14 years.<sup>55</sup>

## .10 Ward 10 (Schools: Anzac School, Bill Woodward School, Conklin School, Fort MacKay School, Father R. Perin School)

### *Anzac*

The hamlet of Anzac lies on the western shore of Willow Lake in the southern region of the Regional Municipality of Wood Buffalo, near Gregoire Lake Provincial Park. Located approximately 45 kilometres southeast of Fort McMurray, Anzac can be accessed from Highways 63 and 881. According to the 2018 municipal census, there were 659 residents in Anzac. The surrounding area is also home to Fort McMurray First Nation and the Willow Lake Métis. Community services include a volunteer fire department, a community meeting hall, several outdoor recreational facilities, Bill Woodward School and the Anzac Community School.<sup>56</sup>

In 2016, the Federal Census recorded a population of 548 in Anzac, a decrease of 6.3% from a population of 585 in 2011. Slightly less than one-quarter (22.7%) of the population were aged 0 to 14 years in 2016.<sup>57</sup>

### *Chard*

Chard is an alternate name for the hamlet of Janvier/Janvier South. Situated on the shores of Bohn Lake, the hamlet of Janvier is in the southern region of the Regional Municipality of Wood Buffalo. It is approximately 120 kilometres south of Fort McMurray and can be accessed from Alberta Highway 881 as well as via a small airstrip located in the community.

<sup>53</sup> <https://www.rmwb.ca/en/indigenous-and-rural-relations/fort-chipewyan.aspx>

<sup>54</sup> <https://www.thecanadianencyclopedia.ca/en/article/fort-chipewyan>

<sup>55</sup> Statistics Canada. 2017. *Fort Chipewyan, UNP [Designated place], Alberta and Alberta [Province]* (table). *Census Profile*. 2016 Census. Statistics Canada Catalogue no. 98-316-X2016001. Ottawa. Released November 29, 2017. <https://www12.statcan.gc.ca/census-recensement/2016/dp-pd/prof/index.cfm?Lang=E>

<sup>56</sup> <https://www.rmwb.ca/en/indigenous-and-rural-relations/anzac.aspx>

<sup>57</sup> Statistics Canada. 2017. *Anzac, UNP [Designated place], Alberta and Alberta [Province]* (table). *Census Profile*. 2016 Census. Statistics Canada Catalogue no. 98-316-X2016001. Ottawa. Released November 29, 2017. <https://www12.statcan.gc.ca/census-recensement/2016/dp-pd/prof/index.cfm?Lang=E>

Janvier has a large Métis population and is home to the Chard Métis and the Chipewyan Prairie Dene First Nation. Community assets and supports include the Janvier Dene Wood Buffalo Community Association, the Sekewha youth centre, and a volunteer fire department. According to the 2018 municipal census, there were 141 people living in Janvier.<sup>58</sup>

In 2016, the Federal Census recorded a population of 100 in Chard/Janvier, a decrease of 3.8% from the 2011 population of 104. In 2016, 15.8% of the population was aged 0 to 14 years.<sup>59</sup>

### *Conklin*

Conklin is the southernmost community in the Regional Municipality of Wood Buffalo, approximately 155 kilometres southeast of Fort McMurray on Christina Lake. Conklin is accessible from Alberta Highways 63 and 881. Commercial facilities in Conklin include a gas bar, a post office, a store and a cafe and lounge. Recreation facilities include the Conklin Multiplex and the Christina Lake Recreation Resort; a popular destination for many visitors and residents of Conklin. The 2018 municipal census recorded 229 residents in Conklin, the majority of whom are of Métis decent.<sup>60</sup>

The 2016 Federal Census recorded a population of 185, a decrease of 12.3% from the 2011 population of 211. Just over a quarter (27.0%) of the population were aged 0 to 14 years in 2016.<sup>61</sup>

### *Fort McKay*

The hamlet of Fort McKay is located 58 km north of Fort McMurray on the west bank of the Athabasca River and is situated amongst many oil sands operational sites. Fort McKay can be accessed from Highway 63 or an airstrip located in Mildred Lake, three km to the south. The oil sands industry is the primary employer in Fort McKay, but forestry, hunting and trapping remain a significant part of the local economy.

The 2018 municipal census recorded 59 people living in Fort McKay, but the census did not account for transient oil sands workers or residents of the nearby Fort McKay First Nation. Many residents are active members of the Fort McKay First Nation which is part of the Athabasca Tribal Council. The community is also the home of the Fort McKay Métis Nation.<sup>62</sup>

The 2016 Federal Census recorded a population of 742 in the Fort McKay Indian Settlement (Census Subdivision), an increase from the 2011 population of 562 of 32.0%. In 2016, 29.7% of the population were aged 0 to 14 years.<sup>63</sup> In the most recent Alberta Municipal Census data (based on a census dated

<sup>58</sup> <https://www.rmwb.ca/en/indigenous-and-rural-relations/janvier.aspx>

<sup>59</sup> Statistics Canada. 2017. *Janvier South, UNP [Designated place], Alberta and Alberta [Province]* (table). *Census Profile*. 2016 Census. Statistics Canada Catalogue no. 98-316-X2016001. Ottawa. Released November 29, 2017. <https://www12.statcan.gc.ca/census-recensement/2016/dp-pd/prof/index.cfm?Lang=E>

<sup>60</sup> <https://www.rmwb.ca/en/indigenous-and-rural-relations/conklin.aspx>

<sup>61</sup> Statistics Canada. 2017. *Conklin, UNP [Designated place], Alberta and Alberta [Province]* (table). *Census Profile*. 2016 Census. Statistics Canada Catalogue no. 98-316-X2016001. Ottawa. Released November 29, 2017. <https://www12.statcan.gc.ca/census-recensement/2016/dp-pd/prof/index.cfm?Lang=E>

<sup>62</sup> <https://www.rmwb.ca/en/indigenous-and-rural-relations/fort-mckay.aspx>

<sup>63</sup> Statistics Canada. 2017. *Fort McKay, S-É [Census subdivision], Alberta and Division No. 17, CDR [Census division], Alberta* (table). *Census Profile*. 2016 Census. Statistics Canada Catalogue no. 98-316-X2016001. Ottawa. Released November 29, 2017. <https://www12.statcan.gc.ca/census-recensement/2016/dp-pd/prof/index.cfm?Lang=E>

August 1, 2019), the Fort McKay First Nation recorded 437 member residing on-reserve and/or on Crown land and 456 members off-reserve, giving a total population of 893.<sup>64</sup>

.11 Ward 11 (Schools: Elizabeth School, J.F. Dion School)

#### *Elizabeth Métis Settlement*

Elizabeth Métis Settlement is located within the Municipal District of Bonnyville No. 87 near the Alberta-Saskatchewan border, approximately 36 km south of Cold Lake, 46 km east of Bonnyville, and 300 km northeast of Edmonton. It was founded in 1939, has 25,641 hectares of land and shares a southern border with Fishing Lake Métis Settlement.

The 2016 Federal Census recorded a population of 653, a decrease of 0.2% from 654 in 2011. Just under one-third (32.1%) of the population were aged 0 to 14 years in 2016.<sup>65</sup> The most recent Alberta Municipal Census data (based on a census dated June 5, 2018) recorded a usual resident count of 639 with 5 members on leave, giving a total population of 644.<sup>66</sup>

Elizabeth Métis Settlement's economy is diverse, with members being involved in a variety of industries including oil and gas, forestry and construction. Services provided to the community include health services, counselling, educational programming, homecare assistance for elders, day care and family and child services along with programs focused on culture and language, health, nutrition and parental involvement. Community facilities include the Elizabeth Administration Office, Elizabeth Métis Settlement Hall, Elizabeth Community Hall and Roman Catholic Church. The settlement has natural gas and electrical power, along with telephone, Internet and satellite capabilities.<sup>67</sup>

#### *Fishing Lake Métis Settlement*

Fishing Lake Métis Settlement is located 52 km south of Cold Lake and 15 km east of Highway 897, within the Municipal District of Bonnyville No. 87, along the Alberta-Saskatchewan border. Fishing Lake Métis Settlement was established in 1938 and its current land boundaries delineated in 1949, covering an area of 204,381 acres with a border shared with Elizabeth Métis Settlement.

Community members are employed in different ways including farming, oil and gas, administration, and entrepreneurial endeavors. Hunting and fishing remain popular. A variety of recreation opportunities are available in Fishing Lake Métis Settlement including baseball, hockey, golf, a skate park and an extensive network of trails for skiing, snowmobiling and ATVs, as well as different social activities. Fishing Lake Métis Settlement owns the Riel Beach Campground, located along the shores of Frog Lake.<sup>68</sup>

<sup>64</sup> Alberta Government, *2019 Municipal Affairs population list*, <https://open.alberta.ca/dataset/2368-7320/resource/61cd908d-e2b9-4837-939b-533848d723b9>, last updated January 22, 2020.

<sup>65</sup> Statistics Canada. 2017. *Elizabeth, MET [Designated place], Alberta and Alberta [Province]* (table). *Census Profile*. 2016 Census. Statistics Canada Catalogue no. 98-316-X2016001. Ottawa. Released November 29, 2017. <https://www12.statcan.gc.ca/census-recensement/2016/dp-pd/prof/index.cfm?Lang=E>

<sup>66</sup> Alberta Government, *2019 Municipal Affairs population list*, <https://open.alberta.ca/dataset/2368-7320/resource/61cd908d-e2b9-4837-939b-533848d723b9>, last updated January 22, 2020.

<sup>67</sup> <https://msgc.ca/elizabeth-metis-settlement/>

<sup>68</sup> <https://msgc.ca/fishing-lake-metis-settlement/>

In 2016, the Federal Census recorded a population of 446, an increase of 2.3% from 436 in 2011. Slightly less than one-third (30.3%) of the population were aged 0 to 14 years in 2016.<sup>69</sup> The most recent Alberta Municipal Census data (based on a census dated June 5, 2018) recorded a usual resident count of 436 with 159 members on leave, giving a total population of 595.<sup>70</sup>

## 7.0 Enrolment Trends

The variability in oil prices over the past five years (with several significant price slumps occurring since 2014) has led to significant variability in the Province's ability to fund school capital projects. Despite the current economic conditions in the Province, NSD has demonstrated a growth in enrolment over the past two school years.

School Year	Total Enrolment	Growth (%)	Enrolment Increase from Previous Year	Notes
2016-17	2,706	-4.5	-125	Winter 2016: oil prices at lowest since Winter '09
2017-18	2,577	-5.0	-129	
2018-19	1,883	-36.8	-694	Transferred 4 schools to Kee Tas Kee Now Tribal Council Education Authority August 2018
2019-20	1,927	2.3	+44	Fall 2019: oil prices still only half of 2014 prices
2020-21	1,998	3.5	+61	COVID-19 School closures in March 2020. Transition to virtual learning.

Enrolment projections for the Division forecast a stable student population for the next decade. Enrolment projections may impact capital and facility planning in light of the numerous changes to the Provincial funding. The Division will continue to monitor student population changes to determine which service areas may be impacted.

### .1 Division Utilization

In the spring of each year, the Province provides Area, Capacity and Utilization (ACU) calculations to each school jurisdiction. The NSD's utilization rate for the 2020–2021 school year is 39 per cent. This is based on 15,583 square metres of instructional area, 4,803 student spaces and a total adjusted enrolment of 1,892 students. The current provincial assessment of surplus student spaces is 2,911.

In 2014-2015, the Province created a new model for calculating capacity that focused on the instructional area of a school, as opposed to the former ACU formula, which establishes a capacity based on a building's total area.

<sup>69</sup> Statistics Canada. 2017. *Fishing Lake, MET [Designated place], Alberta and Alberta [Province]* (table). *Census Profile*. 2016 Census. Statistics Canada Catalogue no. 98-316-X2016001. Ottawa. Released November 29, 2017. <https://www12.statcan.gc.ca/census-recensement/2016/dp-pd/prof/index.cfm?Lang=E>

<sup>70</sup> Alberta Government, *2019 Municipal Affairs population list*, <https://open.alberta.ca/dataset/2368-7320/resource/61cd908d-e2b9-4837-939b-533848d723b9>, last updated January 22, 2020.

The Division’s utilization rate is considered by the Province in determining capital funding available to the Division. A utilization rate of 100 per cent or higher is an indication that additional infrastructure may be required. However, the Division’s vast rural geography, and community use of these facilities are also taken into consideration. Over the past 10 years, the Division’s utilization has stabilized.

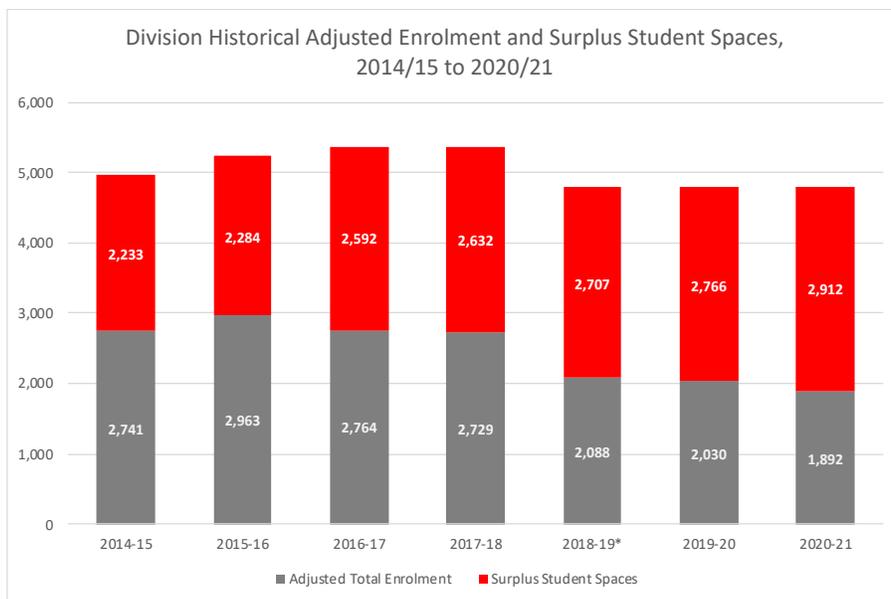


Figure 1: Division total capacity and enrolment by school year, 2014/15 – 2020/21  
 \* Dr. Mary Jackson School closed and Kateri School, Little Buffalo School, and Peerless Lake School transferred to the Kee Tas Kee Now Tribal Council Education Authority, August 2018

Figure 1 compares the Adjusted Total Enrolment to the amount of surplus space in from 2014 to the present. NSD currently has 2,912 surplus student spaces. These areas continue to require maintenance despite not receiving funding to support their upkeep.

Figure 2 displays the Division’s utilization as a percentage of unutilized space to utilized space. This indicates that 61% of the space in the Division is underutilized.

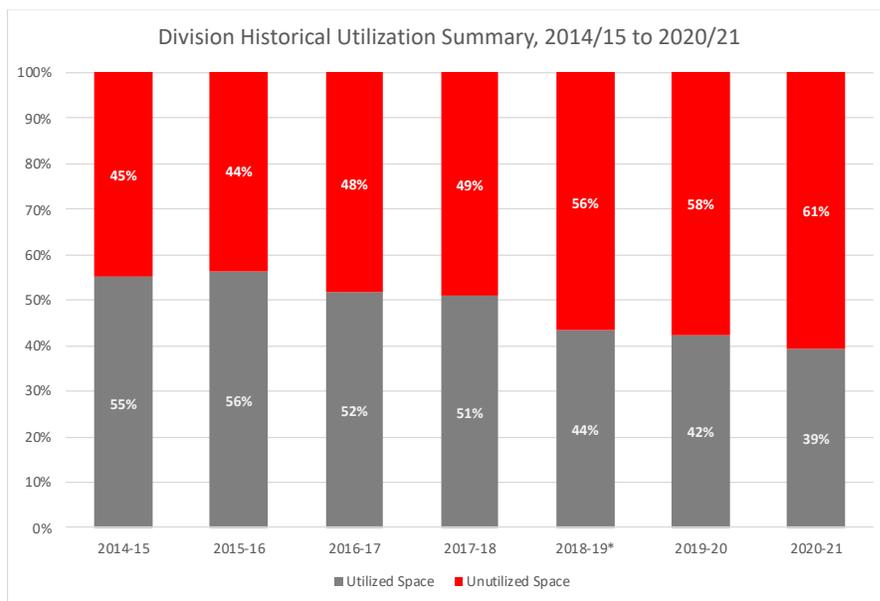


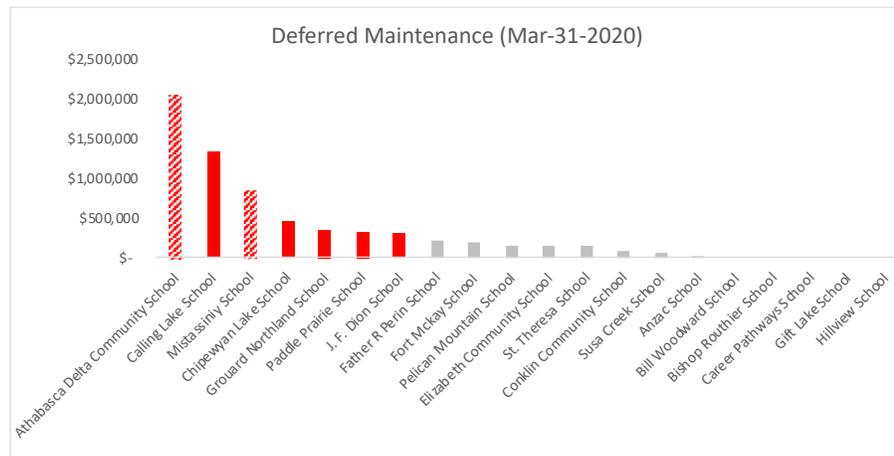
Figure 2: Division utilization summary by school year, 2014/15 – 2020/21  
 \* Dr. Mary Jackson School closed and Kateri School, Little Buffalo School, and Peerless Lake School transferred to the Kee Tas Kee Now Tribal Council Education Authority, August 2018

The Division’s utilization has remained relatively stable since the transfer of schools to the Kee Tas Now Tribal Council Education Authority.

## 8.0 Operation and Maintenance

### .1 Deferred Maintenance

Deferred maintenance reflects the amount of money needed to bring a facility to fair condition at the time of the audit. This is to say that it is a “snapshot” of repairs required at the time of review. It does not take into consideration building components that may reach the end of their



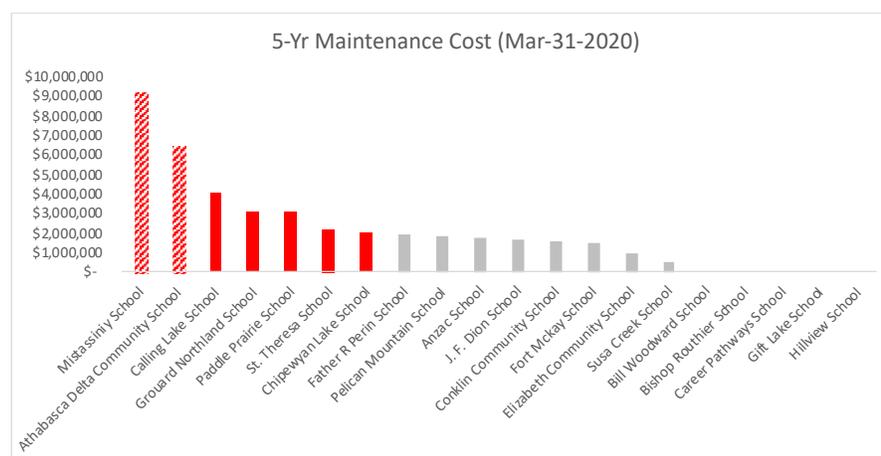
functional life cycle in the upcoming years. Long standing deferred maintenance issues increase the probability of critical mechanical, electrical and envelope failures. The Division’s present deferred maintenance deficit is recorded as \$6,707,479.

Mistassiniy and Athabasca Delta Community School are both slated for replacement/modernization which makes the top five schools with the highest 5-year maintenance cost, based on data provided by Alberta Infrastructure: Calling Lake, Chipewyan Lake, Grouard, Paddle Prairie and J.F. Dion schools.

### .2 Five-Year Maintenance Cost

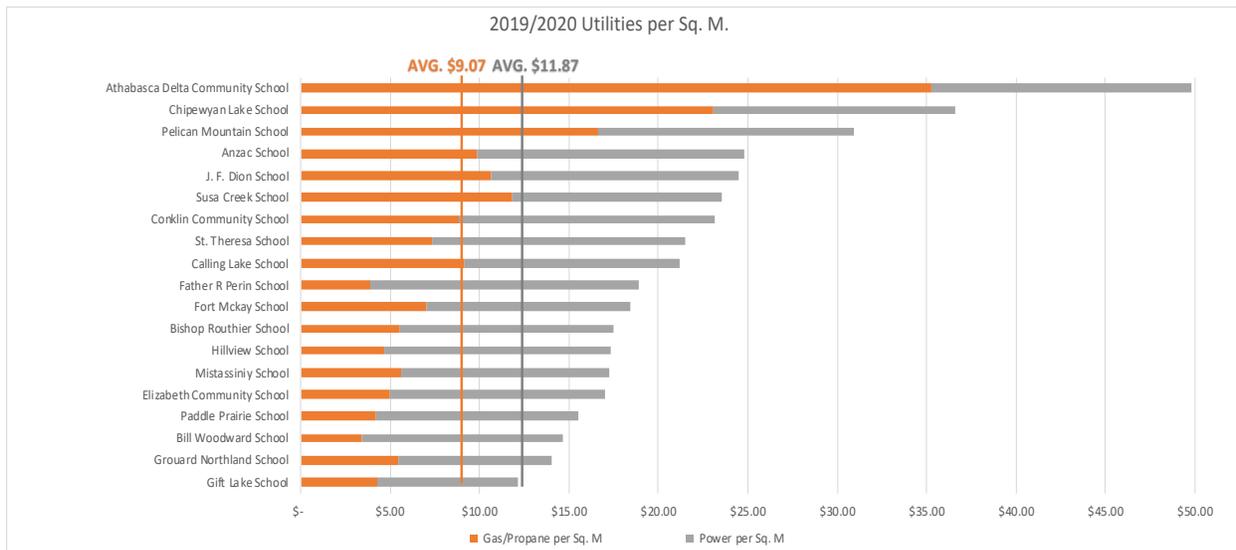
Five-Year Maintenance Cost refers to the amount of money required to repair or replace major building systems over the next five years. This five-year maintenance cost tends to be a more useful, forward looking metric. The top schools for this category include: Calling Lake, Grouard, Paddle Prairie, St. Theresa and Chipewyan Lake schools.

The Division continues to lack adequate funding to implement preventative maintenance programs for school facilities. Currently, the Division projects a five-year deferred maintenance of \$41,435,941.00.



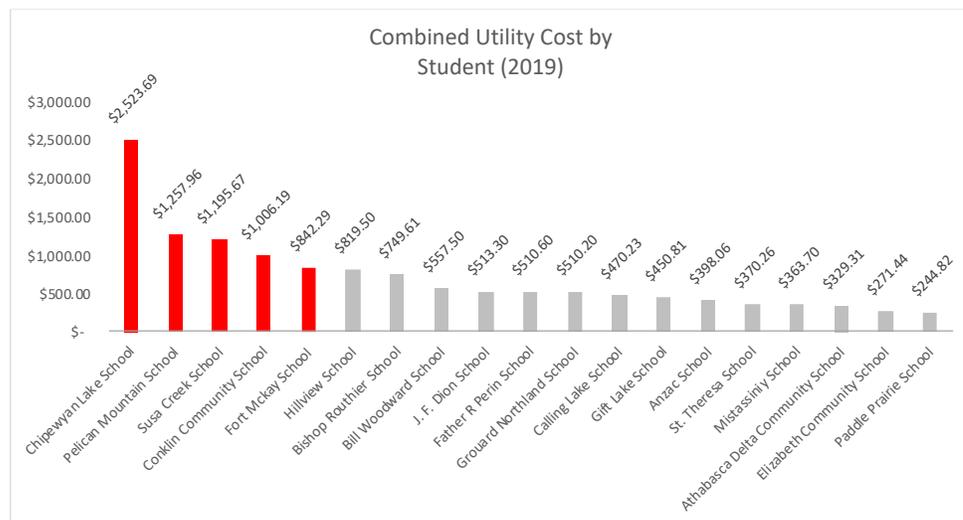
The 10-Year Facilities Plan will help identify timelines and goals to address the deferred maintenance deficit and ensure that finite fiscal resources are used to support high quality learning environments.

### .3 Utility Costs



In 2018, NSD developed an energy charter to help manage the utility expenditure for the Division. Guiding principles of the charter included: Balance of efficiency with simplicity, Standardization of equipment, and Remote access. The energy charter aims to accomplish a 27% reduction in utility costs over the next 10 years while reducing operational costs through the use of standardized equipment and remote access. As much as possible, local contractors are also used to conduct retrofits and upgrades. Major projects that followed the charter included lighting upgrades, control system replacements and optimizations.

The graph above shows the utility cost, per square metre, for each school within the Division. The data was provided by NSD and their contract utility consultant, Rede Energy Solutions. The orange and grey vertical lines identify the average natural gas/propane cost per square metre and the electricity cost per

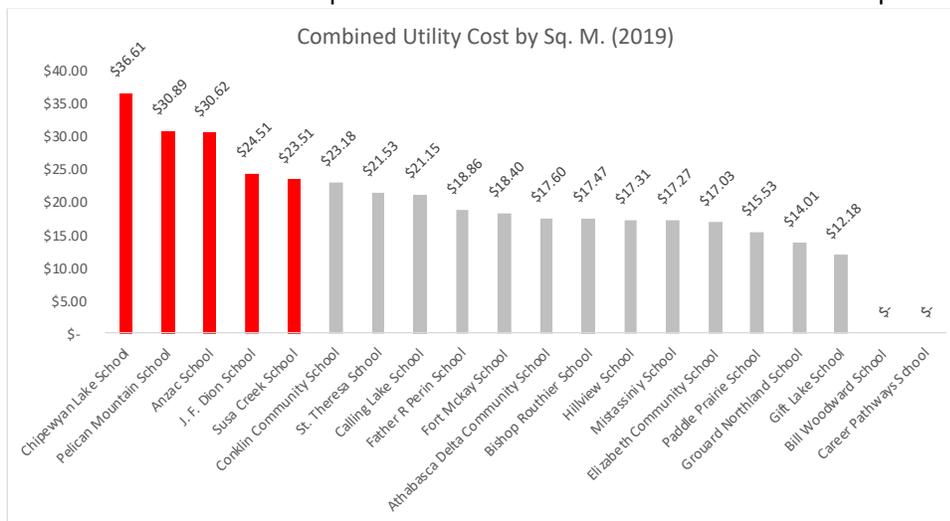


square metre, respectively. This graph effectively represents the schools that use the most utilities, based on a standardized area. The top 5 schools are: Athabasca Delta (Scheduled for a replacement/modernization), Chipewyan Lake, Pelican Mountain, Anzac, J.F. Dion, and Susa Creek schools. In 2018, the average cost of gas/propane per square metre was \$11.70 as compared to 2019 wherein the average cost per square metre was \$9.07. This represents a 29% reduction. In 2018 the

average cost of electricity per square metre was \$14.46 per square metre as compared to 2019 wherein the average cost per square metre was \$11.87. This represents a 23% reduction.

The Combined Utility Cost by Student graph helps visualize the relationship between enrolment and utility costs and lends well to creating a conversation about energy efficiency. The top 5 schools that have the highest utility costs per student include: Chipewyan Lake, Pelican Mountain, Susa Creek, Conklin, and Fort McKay schools.

Another way of analyzing the utility expenses within the Division is to look at the cost per square metre. This allows for relative comparison of cost over area. Based on 2019 data provided by Rede Energy



Solutions, the top five schools are Chipewyan Lake, Pelican Mountain, Anzac, J.F. Dion and Susa Creek schools. Key performance indicators provided by Rede also include the Building Energy Cost Index (BECI) – A calculation of annual energy cost per unit of floor area and

Building Energy Performance (BEPI) – A calculation of annual energy consumption by unit of floor area.

## 9.0 Aggregated Facility Recommendations

Recommendations within this plan are based on building condition evaluations provided by Alberta Infrastructure, ten-year enrolment projections and qualitative facility evaluations. Recommendations are divided into short, medium and long-term timeframes in order to establish an integrated facility strategy that includes maintenance, environment, programming and student accommodations. Short-term priorities are generally identified as the Division’s 3-year Capital Plan. Medium and long-term recommendations take into consideration the time required to prepare capital funding requests to Alberta Education.

## .1 Aggregated Facility Recommendations

	School	Ward	Description	Cost
Short Term Recommendations (1 – 3 Years)	Grouard Northland Replacement School	4	Replacement of Grouard Northland School with a new 150 student capacity school on an adjacent parcel next to the existing school.	\$13,120,000
	Paddle Prairie Replacement School	1	Replacement of Paddle Prairie School with a new 150 student capacity school on an adjacent parcel next to the existing school.	\$8,600,000
	Susa Creek Replacement School	2	Replacement of Susa Creek School with a new 150 student capacity school replace aging infrastructure and reduce utility consumption.	\$6,670,000
	Anzac Major Modernization	10	Major modernization including flooring, interior finishes and major building components/systems (electrical, mechanical and envelope)	\$1,876,000
Medium Term Recommendations (4-6 Years)	Calling Lake Major Modernization	8	Major modernization including flooring, interior finishes and major building components/systems (electrical, mechanical and envelope)	\$3,195,000
	Elizabeth Major Mod/Addition	11	Major modernization including flooring, interior finishes and major building components/systems (electrical, mechanical and envelope). Addition of a Gymnasium.	\$5,590,000
	Chipewyan Lake Major Modernization	7	Major modernization including flooring, interior finishes and major building components/systems (electrical, mechanical and envelope)	\$2,100,000
Long Term Recommendations (7– 10 Years)	Conklin Major Modernization	10	Major modernization including flooring, interior finishes and major building components/systems (electrical, mechanical and envelope)	\$1,753,000
	J.F. Dion Major Modernization	11	Major modernization including flooring, interior finishes and major building components/systems (electrical, mechanical and envelope)	\$834,000
	Fort McKay Major Modernization	10	Major modernization including flooring, interior finishes and major building components/systems (electrical, mechanical and envelope).	\$1,183,000
	Fr. R. Perin Major Modernization	10	Major modernization including flooring, interior finishes and major building components/systems (electrical, mechanical and envelope).	\$1,237,000
	St. Theresa Major Modernization	7	Major modernization including flooring, interior finishes and major building components/systems (electrical, mechanical and envelope).	\$592,000

## 10.0 Short Term Recommendations (Capital Plan 2021-2024)

The following recommendations are for Northland School Division's Board of Trustees review and consideration. Recommendations for years 1 through 3 were identified as the highest priority through the use of a weighted matrix in combination with qualitative data collected as part of the Outcome Five Facility Study. This study provided a set of recommendations for programming, maintaining, and enhancing facilities within the Division. This established a base for decision-making through objective, comprehensive and measurable information to the senior administration, trustees, stakeholders, and Alberta Education on the current maintenance needs and capital requirements of NSD facilities.

This revised list of capital requests takes into account any upgrades and modifications conducted through funding via Alberta Education's Five-Year Investment Project and Capital Maintenance Renewal Grant (CMR) funding in 2019 and 2020. Ranked categories in the matrix include the following:

*5-Year Enrolment Average* – The average enrolment count between 2014 and 2018.

*10 Year Enrolment Projections* – Projected enrolment change over a 10-year time horizon.

*Utilization* – An overall rank of each school’s utilization percentage as provided by Alberta Education.

*Building Age* – An overall rank of each facility’s core building age.

*FCI* – An overall rank of each school’s Facility Condition Index calculated by dividing the Deferred Maintenance by the Replacement Value as provided by Alberta Infrastructure.

*5-Year Maintenance* – An overall rank of the cost to repair or replace major components as they become due over the next 5 years.

*BECI (Building Energy Cost Index)* - A calculation of annual energy cost per unit of floor area. The BECI can help to identify opportunities when different utilities (i.e.: gas vs. electricity) are billed at different rates. BECI is measured in \$/m2.

*BEPI (Building Energy Performance Index)* - A calculation of annual energy consumption by unit of floor area. The BEPI can be used to easily compare buildings of different sizes. These results are used to focus efforts on poorly performing buildings. BEPI is measured in ekWh/m2.

**Grouard Northland Replacement School**

Grouard Northland School ranks high in the facility matrix and is an important asset to the provision of education within Big Lakes County. The school is 38 years old, 73% utilized and has an adjusted FCI score of 39%. This is considered “poor” according to Alberta Infrastructure. “Poor” indicates that upgrading is required to comply with minimum codes or standards and deterioration has reached the point where major repairs or replacement are necessary. A 150-student replacement school would provide a high-quality learning environment along with an additional space for Career and Technology Foundations (CTF) programming. A new school would be constructed on the open space adjacent to the existing building. Students would remain in the current building until the new school is completed. The estimated cost of this new construction is based on the size and scope of similar projects within the same region including the cost of demolition. The total cost of \$12-13 Million is deemed reasonable at the current time but is subject to review by a professional cost consultant. An assessment of the facility was conducted in 2018 as part of Alberta Education’s Five-Year Investment Project. The following qualitative data was collected as part of the facility study:

Rank: 1 Grouard – Replacement School	
Concerns	
<p>Exterior paving stone and concrete sidewalks have been addressed for safety concerns and surface drainage somewhat but needs complete replacement. Exterior brick veneer requires numerous repairs. Roof mansard, soffits, eavestrough and downpipes are in very poor shape.</p> <p>Exterior windows are outdated aluminum. Window security shutters are not the correct application. Exterior metal doors are in poor shape due to abuse. Exterior lighting is outdated and not effective. Door hardware is outdated and worn. Millwork is original and beyond service life. CTS Foods classroom is outdated and requires upgrade. CTS woodworking has outdated equipment. Dust extraction should be reviewed. The building heating, ventilation, electrical are original and beyond service life expectancy.</p>	
Suggested Response Priority	Rough Order of Magnitude Cost

Complete sidewalk replacement including new compacted gravel base (concrete pilings at door aprons).	\$400,000	
Repair brick veneer all locations.	\$50,000	
Remove and replace all mansards, soffits, eavestrough, downpipes and replace with new heavy gauge commercial grade prefinished.	\$300,000	
Window replacement.	\$250,000	
Remove existing window security shutters and replace with new appropriate type.	\$125,000	
Exterior door replacement.	\$60,000	
New exterior lighting.	\$30,000	
Replace all interior door hardware with new.	\$150,000	
Remove all original building millwork and replace with new.	\$250,000	
Upgrade foods classroom millwork, appliances and exhaust / make-up air.	\$200,000	
Upgrade CTS woodworking equipment.	\$75,000	
Essential modernization of building mechanical and electrical systems.	\$3,000,000	
Window blinds - security	\$6,500	
Air conditioning	\$35,000	
<b>Estimated Replacement Cost: \$ 12,538,558</b>	<b>Adjusted FCI: 0.39</b>	<b>Total: \$4,931,500 (2018)</b>

### Paddle Prairie Replacement School

Paddle Prairie School ranked third highest on the facility matrix. The school is 45 years old and is 83% utilized. The adjusted FCI score of 39%. This is considered “poor” according to Alberta Infrastructure. “Poor” indicates that upgrading is required to comply with minimum codes or standards and deterioration has reached the point where major repairs or replacement are necessary. A 150-student replacement school would include updated CTS space along, a dedicated front entrance, cultural gathering area and functional control point. A new school would be constructed on open space behind the existing school. Due to the high-water table in the area, it is recommended that a replacement school be constructed on a structural slab to mitigate ground shifting. Students would remain in the current building until the new school is completed. The estimated cost of this new construction is based on the size and scope of similar projects within the same region including the cost of demolition. The total cost of \$8-10 Million is deemed reasonable at the current time but is subject to review by a professional cost consultant. An assessment of the facility was conducted in 2018 as part of Alberta Education’s Five-Year Investment Project. The following qualitative data was collected as part of the facility study:

<b>Rank: 2 Paddle Prairie – Replacement School</b>	
<b>Concerns</b>	
Most of the paving whether concrete sidewalk or asphalt is in poor condition. Interior and exterior concrete flatwork is subject to the high-water table of the site. At one location the exterior pad below a door had to be removed because it had heaved high enough to prevent the door from opening. At least one wall of the link serving modular classroom was replaced due to excessive movement. The south side of the school paving stone that is overgrown with weeds and grass. Heating and air handling systems condition beyond service life expectancy.	
<b>Suggested Response Priority</b>	<b>Rough Order of Magnitude Cost</b>

Remove and replace all asphalt paving and concrete sidewalks complete with new compacted gravel base. Concrete pilings required at entrance / exit pads	\$400,000
Remove existing paving stone and replace with concrete flatwork c/w new compacted gravel base	\$60,000
Essential modernization of mechanical heating and ventilation systems, domestic water, electrical, fire alarm	\$2,250,000
Window blinds - security	\$6,500
Air conditioning	\$20,000
<b>AB INFR Replacement Cost: \$6,949,891</b>	<b>Adjusted FCI: 0.39</b>
<b>Total: \$2,736,500 (2018)</b>	

### School Susa Creek - Replacement School

Susa Creek School ranked in the top 10 on the facility matrix. The school is 32 years old however the building is comprised of an assembly of modulars, varying in age. The lack of an administrative area prevents the school from having a reliable control point for guests coming and leaving the school creating a potential security issue. Susa Creek School recorded at 92% utilized with an adjusted FCI score of 37%. This is considered “poor” according to Alberta Infrastructure. “Poor” indicates that upgrading is required to comply with minimum codes or standards and deterioration has reached the point where major repairs or replacement are necessary. A 150-student replacement school would provide a high-quality learning environment along with an additional cultural spaces. A new school would be constructed on open space behind the existing school. Students would remain in the current building until the new school is completed. The estimated cost of this new construction is based on the size and scope of similar projects within the same region including the cost of demolition. The total cost of \$5.7-6.3 Million is deemed reasonable at the current time but is subject to review by a professional cost consultant. An assessment of the facility was conducted in 2018 as part of Alberta Education’s Five-Year Investment Project. The following qualitative data was collected as part of the facility study:

<b>Rank: 3 Susa Creek – Replacement School</b>	
<b>Concerns</b>	
A major concern is that the existing 'rural' type of property servicing as in standalone septic system, water storage, propane tanks and water well adds a significant layer of critical upkeep to the Division maintenance team. Normally this infrastructure maintenance belongs to utility companies in a municipal setting. Secondly, the 'building' is a combination of modular components which do not have a core admin / general office or common area. The current kitchen is basically residential in configuration and fit-up. Maintenance would benefit from complete Building Management System. The building is not barrier free.	
<b>Suggested Response Priority</b>	<b>Rough Order of Magnitude Cost</b>
Building Management System	\$30,000
Potable water system commissioning / calibration	\$1,500
Sanitary system flush and pump replacement, disposal	\$8,800
Drain, clean, repair firefighting water storage	\$25,000
Modernize / Replace washrooms	\$150,000
Barrier Free Upgrades (ramps, wheelchair lift	\$60,000
Upgrade Fire Alarm	\$40,000

Commercial Kitchen Modular for hot lunch		\$300,000
Electrical upgrades to support Kitchen and Admin Suite		\$100,000
Administration Suite Modular		\$300,000
Window blinds - security		\$5,000
Air conditioning		\$26,000
<b>AB INFR Replacement Cost: \$2,841,525</b>	<b>Adjusted FCI: 0.37</b>	<b>Total: \$1,046,300 (2018)</b>

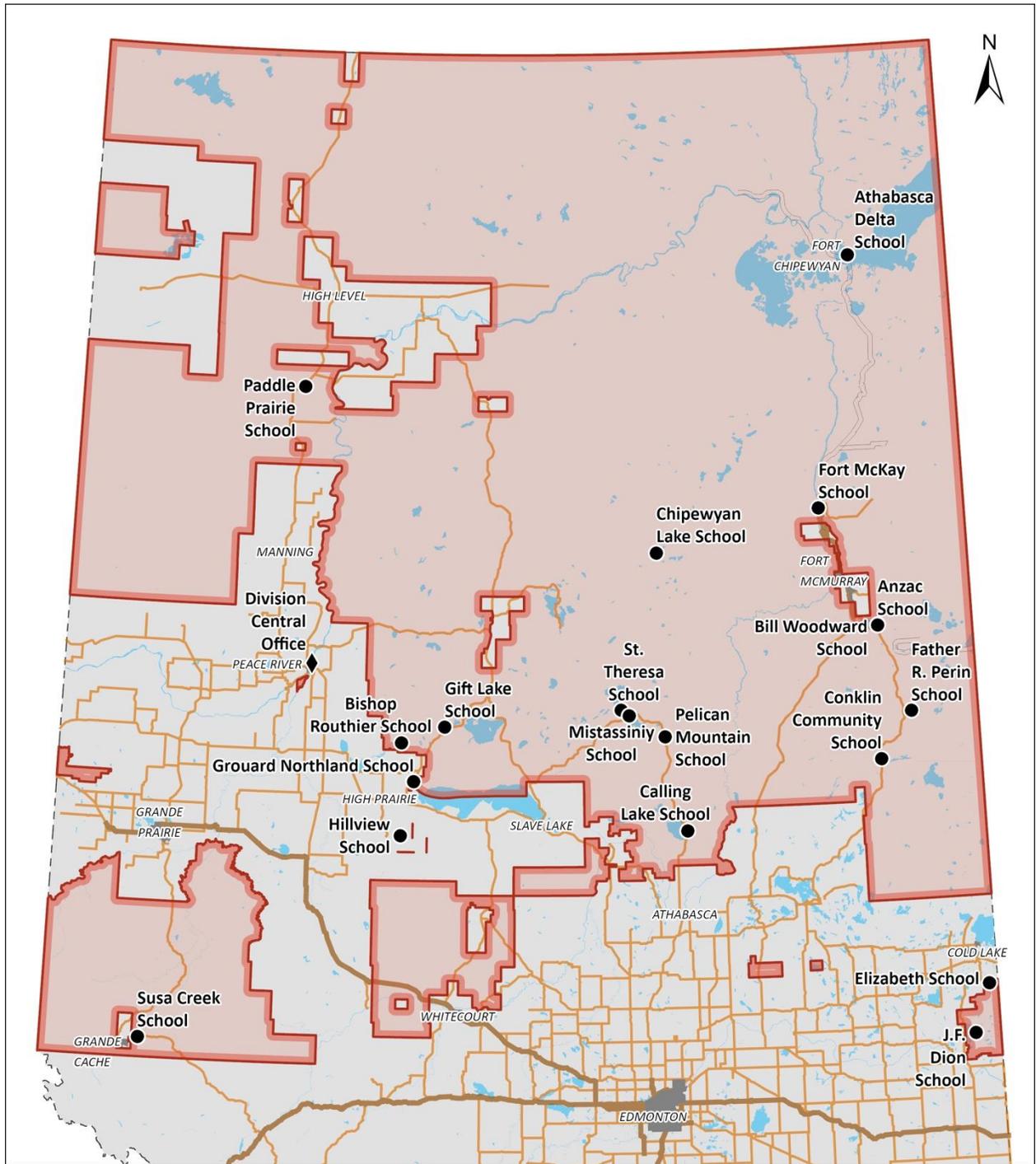
### Anzac School - Major Modernization

Anzac Community School ranked in the top 10 on the facility matrix. The school is 38 years old, 84% utilized and has an adjusted FCI score of 33%. This is considered “poor” according to Alberta Infrastructure. “Poor” indicates that upgrading is required to comply with minimum codes or standards and deterioration has reached the point where major repairs or replacement are necessary. A major modernization of Anzac Community School would include a complete overhaul of the building management system, the construction of a commercial kitchen, repairs to the exterior envelope (new cladding where appropriate) and the replacement of major system components including electrical, mechanical and structural where required. The estimated cost of this modernization is based on the size and scope of similar projects within the same region. The total cost of \$1.7-2.1 Million is deemed reasonable at the current time but is subject to review by a professional cost consultant. An assessment of the facility was conducted in 2018 as part of Alberta Education’s Five-Year Investment Project. The following qualitative data was collected as part of the facility study:

#### Rank: 4 Anzac – Major Modernization

Concerns		
Earth is burmed up against the foundation which is the original design. Masonry retaining walls are exhibiting deterioration. Recessed plaza outside of library requires concrete slab with drainage management. Millwork of original building is outdated and worn. Requires replacement. The mechanical and electrical systems are original and are at the end of service life expectancy. Kitchen facilities require an upgrade. Complete Building Management System required.		
Suggested Response Priority	Rough Order of Magnitude Cost	
Essential modernization	\$1,500,000	
Millwork upgrade	\$70,000	
Kitchen upgrade	\$50,000	
Retaining walls and library plaza	\$100,000	
Window blinds - security	\$5,000	
Air conditioning	\$20,000	
<b>AB INFR Replacement Cost: \$5,324,884</b>	<b>Adjusted FCI: 0.33</b>	<b>Total: \$1,745,000 (2018)</b>

Appendix 1 – Division Map



- Schools
- ◆ Northland School Division Central Office
- ▭ Northland School Division Boundary

- Roads & Highways
- Main Road
  - Highway
  - Winter Road
  - Lakes & Rivers

Scale: 1:3,250,000

Data from Alberta Education and Ahtais

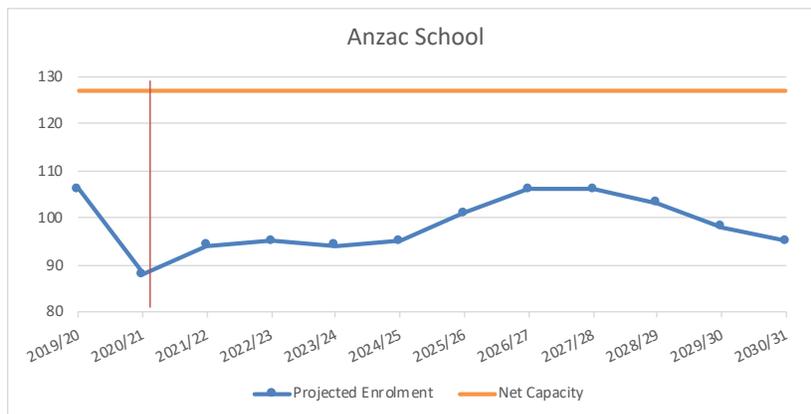
Prepared by Infrastructure Planning, Edmonton Public Schools

## Appendix 2 – School Profiles

### .1 Anzac (Pre K-4)

#### *Community and Culture*

Anzac School, in the Hamlet of Anzac, is adjacent to Bill Woodward School. As previously noted, the hamlet is located on Treaty 8 Territory and approximately 760 citizens as indicated in the last census report. In addition to Anzac residents, the school also teaches children from Janvier. Both Anzac and Bill Woodward



Schools are under the same administration; the Principal and Vice Principal oversee both schools. Anzac school currently has 88 students enrolled as of September 30<sup>th</sup>. Projections indicate an increase to approximately 95 over the next 10 years.

	September 30 Enrolment					1 Year	5 Year	10 Year
Regular Program	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2025/26	2030/31
Total (Headcount)	73	90	83	106	88	94	101	95

There are cultural similarities between Anzac School and Bill Woodward School, mostly because of their shared leadership. The school contains a well-decorated Cree Culture room which includes a miniature Tipi. Anzac School also operates a land-based learning program. The school received an outdoor class learning grant from Evergreen Learning, an organization that helps schools “create outdoor classrooms to provide students with a healthy place to play and learn”<sup>71</sup>.

#### *Twenty-First-Century Learning*

Anzac School has begun to embrace twenty-first-century learning in a few ways. First, the school has started to introduce a learning commons. Similar to Bill Woodward School, Anzac incorporated some flexible furniture in the library, but faces storage as an obstacle moving forward. The Library mezzanine could be optimized for future collaboration space. Furthermore, Anzac School provides Chromebooks to students for technology-based learning; this represents another positive twenty-first-century learning practice.

#### *Infrastructure*

The Regional Municipality of Wood Buffalo has recently upgraded and repaired asphalt and sidewalks of the adjacent roadway. Part of this ongoing work needs to address the school site drainage pattern; erosion has occurred from the drop off to the roadway. The rear of the property slopes slightly toward the tree line and more so where the modulares are connected to the main building. Furthermore, the

<sup>71</sup> <https://www.evergreen.ca/our-projects/school-ground-greening-grants/>

playground space is well maintained and surrounded by a chain-link fence. Anzac School's interior presents cleanly and well looked after, with the original construction primarily concrete block. The school features new suspended acoustic ceiling, and most rooms contain primarily recessed fluorescent lighting, which is acceptable. Anzac's gymnasium has a vinyl sports floor that is cushioned, and the steel roof structure is exposed with circular ductwork painted. Interior furnishings are a mixture of older and current pieces. The library has a mezzanine space closed-in with glazing and is visible from the main entrance through non-moveable glass partition.

### Concerns

Anzac School contains issues surrounding landscaping and mechanical. Masonry retaining walls are exhibiting deterioration. The recessed plaza outside of the library requires a concrete slab with drainage management integrated. The original building millwork is outdated, worn, and requires replacement. The mechanical and electrical systems are original and are at the end of service life expectancy; a complete Building Management System is also required. The kitchen facilities are worn and outdated, and millwork will require an upgrade within the next 3-4 years.

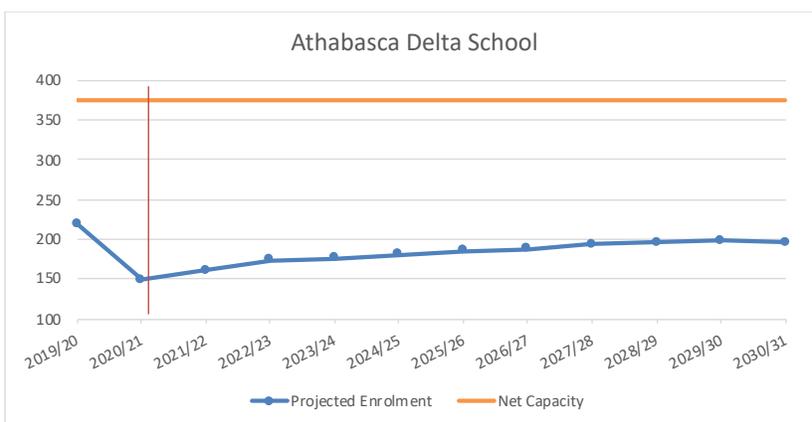
### Other Recommendations

- Continuing to advance the current land-based learning program to incorporate more regular activities and community involvement.
- Purchasing flexible furniture for the learning commons and all classrooms to encourage twenty-first-century learning practice.

## .2 Athabasca Delta Community School (K-12)

### Community and Culture

The 2020 Provincial budget presented on April 9, 2020 saw funding for either a replacement or modernization of Athabasca Community School (ADCS). Alberta Education and Alberta Infrastructure are currently reviewing options to make a final determination in the later part of 2021 on the direction of the project. ADCS is located in Fort Chipewyan, a community north of Fort McMurray which is only accessible by boat or plane in the summer, and winter road in the winter. Fort Chipewyan is on Treaty 8 Territory and borders the northwest shore of Lake Athabasca. The community of 1261 residents is the second largest in the Regional Municipality of Wood Buffalo. Fort Chipewyan faces several unique challenges because of its remote location including retaining resources, obtaining labour, and maintaining facilities. ADCS accommodates students from kindergarten to grade twelve and has 149 enrolled with a forecasted increase over the next 10 years.



	September 30 Enrolment					1 Year	5 Year	10 Year
Regular Program	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2025/26	2030/31
Total (Headcount)	218	223	212	219	149	161	185	196

Athabasca Delta Community School boasts strong community and cultural relationships. The school gym is used heavily by the community through hosting events, First Nations meetings, and assemblies. Fort Chipewyan contains a swimming facility that is adjacent to the school; these two entities have a formal joint-use agreement which allows the students to use the facility on Wednesday, Thursday, and Friday afternoons.

ADCS has an impressive land-based learning program that allows students to learn hunting, fishing, trapping, and other activities that take place in the surrounding wilderness. The organizers of the land-based learning program intend that students be introduced to career possibilities related to the environment, along with learning valuable skills that are not otherwise taught in classrooms. Furthermore, ADCS contains a Cree Culture room that is used to facilitate Cree heritage teaching.

### *Twenty-First-Century Learning*

Twenty-first-century learning in ADCS is slowly being adopted and implemented in classrooms and spaces. Beginning with the positives, the leadership of ADCS are advocates of this learning style; historically, teachers are either in-serviced by school leadership, or sent to Fort McMurray to learn about twenty-first-century learning. The school displays their commitment and understanding by their newly renovated computer lab. This space has new computers, flooring, flexible furniture, and a dedicated breakout/collaboration area. Pieces of the modern computer desks can detach and be used as whiteboards, or adjusted to tilt and provide privacy for student work. Although there is only programming for grade seven students currently, the school staff plans on expanding to accommodate a higher population. One area in ADCS that needs attention is the library. Currently, the library is part of a main thoroughfare that becomes crowded and loud during student circulation periods. This creates an environment that is not conducive of project or quiet work. The space has an upstairs mezzanine that is not being utilized, in addition to unorganized, outdated books. Since Fort Chipewyan does not have a public library, it is essential the school provide this service for the students and residents. With adjustments, transforming Athabasca Delta Community School's library into a modern, collaborative learning commons is a possibility. Furthermore, a replacement school will encourage opportunities to partner with the Regional Municipality of Wood Buffalo on services and spaces such as community gym, library, childcare etc.

### *Infrastructure*

ADCS was constructed in the mid-1980's and is primarily comprised of exposed heavy timber and concrete block. Suitable to its location, part of the school floor plan layout is reminiscent of fort-like construction. Around the perimeter, a large portion of the exterior wood siding is currently being replaced with vertical metal cladding. Within the school, classrooms are connected by a single corridor along the outer wall with plenty of natural lighting. The open structure allows for larger classroom volumes, particularly on the upper floor, where the sloped roof trusses are visible. The interior design exposes mechanical circular ductwork, which is painted; the sizing of ductwork is imposing in certain areas. ADCS's two-storey library has a heavy timber curved staircase feature and curved mezzanine leading edge. The library connects the academic wing with the Gym/CTS wing. In the CTS space, there is a large foods classroom which has extra height with clerestory windows. This space is capable of hosting

functions other than classroom use. Last, the washrooms have undergone upgrading, including stainless steel toilet partitions.

### Concerns

ADCS suffers from surface water drainage problems; the site catch basins are problematic and ineffective due to constant uplift. All of the paved surfaces, whether asphalt or concrete, need to be replaced. Also, the parking area should be redesigned with an elevated slope to ensure positive drainage; this would help with many issues. Furthermore, the roof ice damming has damaged the overhangs, fascia, eavestrough, and downpipes; these components require reconstruction/replacement. Inside, the corridor and gathering space flooring is quarry/ceramic tile. Second-floor corridors exhibit cracks at substrate joints due to structural flex. The exposed timber structure has developed numerous cracks over the years which need to be monitored to ensure no effect on structural integrity. ADCS's original millwork is outdated but functioning; however, a replacement program is required, particularly for countertops. A portion of the school's library has been partitioned-off to create office space. However, heating/cooling and air delivery were not adequately considered since the area overheats easily. The gymnasium concrete acoustic blocks are damaged in numerous locations with large holes. Concerning building operations, the mechanical heating and ventilation, and electrical systems require modernizing. Finally, the school requires a complete Building Management System.

### Other Recommendations

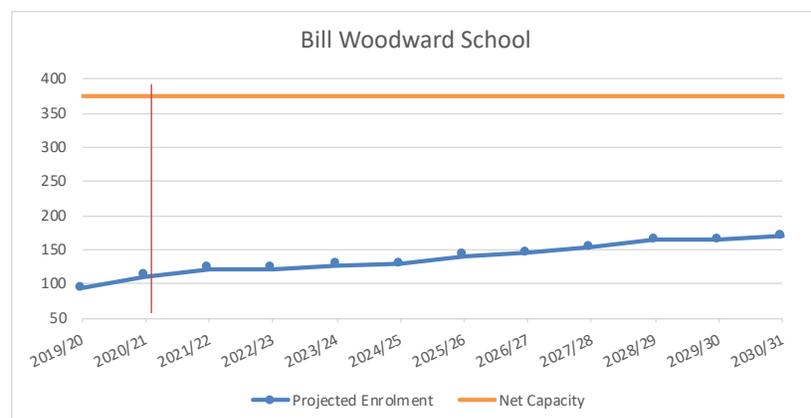
- Continuing to advance the current land-based learning program to incorporate more regular activities and community involvement.
- Purchasing flexible furniture the library and all classrooms to encourage twenty-first-century learning practices.

## .3 Bill Woodward (4-12)

### Community and Culture

Bill Woodward School is located in the Hamlet of Anzac, which is roughly 45 kilometres southeast of Fort McMurray. As of 2015, the community consists of approximately 760 residents, and is part of Treaty 8 Land. Anzac recently constructed a new recreation centre that Bill Woodward School holds an informal joint-use agreement

with. The Division has established an informal agreement to use the recreation centre's facilities. In terms of current and future enrolment, Bill Woodward School currently has 111 students enrolled as of September 30<sup>th</sup>, 2020. Enrolment projections suggest a modest increase of over the next 10 years.



	September 30 Enrolment					1 Year	5 Year	10 Year
Regular Program	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2025/26	2030/31
Total (Headcount)	112	114	131	100	111	122	141	169

The community of Anzac maintains a strong relationship with industry and cultural traditions. Adjacent to the school's CTS workshop is an industry-donated space, which features several workstations that support students learning trades-related skills. Bill Woodward School integrated the equipment donated by industry through including programming for grades 10 to 12 students, allowing them to earn credits for completing modules. Furthermore, the school represents its cultural commitment through facilitating a land-based learning program, as well as including a traditional, full-sized Tipi outside the front of the school. Students participate in land-based learning programs every Friday, which range from firearm training to trapping. The school has a partnership with the national charity, Actua, which helps prepare youth to be "innovators and leaders by engaging them in exciting and accessible STEM experiences that build critical skills and confidence"<sup>72</sup>. Beyond land-based learning activities, Bill Woodward School combines curriculum with cultural settings, such as the outside Tipi. In the past, teachers have taught circle math to students while using the Tipi as a physical point of reference. Not only does this help students visualize math concepts, but it also incorporates cultural themes.

### *Twenty-First-Century Learning*

Bill Woodward School embraces some aspects of twenty-first-century learning, primarily through their learning commons. Within this space, there is comfortable, flexible furniture, organized book shelving, a designated project area, and a Smartboard™. Beyond the learning commons, the school features collaboration spaces integrated into the locker areas. Students can plug into outlets that are encased in millwork while sitting at bar-style chairs. Despite these strong twenty-first-century design components, the school is lacking in strong internet connectivity. This creates a barrier for teachers and students when trying to embrace technology.

### *Infrastructure*

Bill Woodward School consists of new steel and masonry construction and is of current design in terms of layout and interior spatial adjacencies. In the school, there are appropriate staff and administration spaces. The building's exterior is set up to drain well, except where the municipality upgraded sidewalk and roadway with elevations slightly above the higher end of the school property. Bill Woodward School's gymnasium is a good size and has maple hardwood flooring, fold up basketball goals, a divider curtain, stage, and pull-out bleachers. Last, the school's CTS spaces are appropriate for power engineering, metal working, welding, and woodworking; however, with increasing interest in trade related programming, additional space may be required in the future.

### *Concerns*

Bill Woodward is approximately 11 years old and does not have any significant deferred maintenance concerns. That said, the existing BMS is not performing properly and has compatibility issues with the Division's monitoring system. The air delivery via displacement air seems minimal in various locations.

<sup>72</sup> <https://actua.ca/en/about>

Also, of note is the undersized home economics space is not adequate for the student population (one kitchen layout).

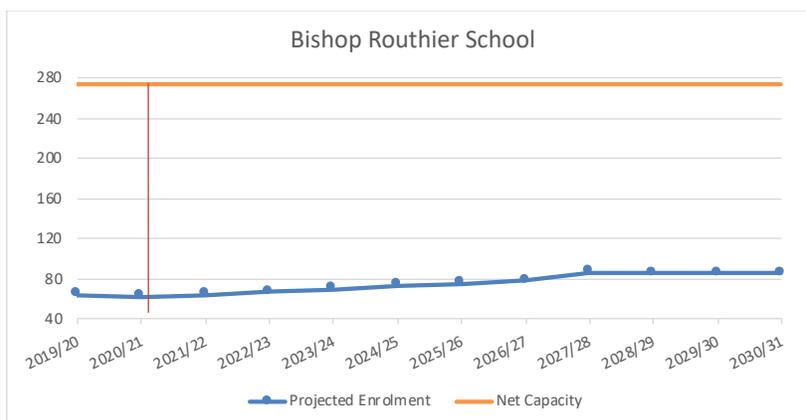
*Other Recommendations*

- Continuing to advance the current land-based learning program to incorporate more regular activities and community involvement
- Purchasing flexible furniture for all classrooms and upgrading the school’s internet to encourage twenty-first-century learning practices
- Repurposing the auxiliary parking lot for sports fields.
- Functional Program study for school CTS spaces.

.4 Bishop Routhier (K-6)

*Community and Culture*

Bishop Routhier School is located in the Peavine Métis Settlement, part of Treaty 8 territory. The school was initially intended to accommodate grades kindergarten to nine, but construction delays caused many older students to enroll in nearby High Prairie schools. Although there is infrastructure in place for junior high students, many still



travel into High Prairie to attend school. Bishop Routhier has 62 students enrolled as of September 30<sup>th</sup>. 10-year enrolment projections indicate an increase of approximately 23 students over the next 10 years.

	September 30 Enrolment					1 Year	5 Year	10 Year
Regular Program	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2025/26	2030/31
Total (Headcount)	60	70	61	64	62	64	75	85

The school and residents of Peavine Metis Settlement possess varying views on incorporating culture in education. According to school staff, the encouragement of a cultural curriculum is largely mixed. In the past, parents within the Peavine community have expressed they are not comfortable with cultural education, as they believe the school should not be responsible for the spirit of the child. School leadership discussed that communities sometimes grapple with cultural identities, therefore creating conflict around teaching heritage. Despite these challenges, the school partnered with the Peavine Métis Settlement to integrate local stories and history into the curriculum<sup>73</sup>. The school converted one of their portables to a dedicated Culture, music, and community room. School staff anticipates this room will help create community and cultural strength.

<sup>73</sup> <https://www.rivercountry.fm/nsd-to-partner-with-peavine-metis-settlement-teach-indigenous-languages-in-school/>

### *Twenty-First-Century Learning*

Bishop Routhier School recently moved towards creating a learning commons through purchasing new furniture for their library; the space features bean bag chairs, couches, and rugs which all invite collaboration between students. The school's leadership is confident in the ability of their teachers to embrace twenty-first-century learning; it is merely a matter of having reliable technology to use.

### *Infrastructure*

Beginning with the exterior of Bishop Routhier School, there are new asphalt drop-offs, concrete walks, and grassed areas that frame the building footprint. Entering the school, there is a welcoming extra height (clearstory glass) lobby, flanked by full height glazing into the general office on one side, and a learning commons the other. These glass panels roll open to provide a spacious gathering area. The school's exterior and interior wall construction is concrete block; there are gypsum board wall surfaces for office partitions, modular classroom, and typical bulkhead construction. Bishop Routhier School's gymnasium is large and bright, and their modular classrooms are modern. The school features an outstanding CTS woodworking shop, complete with a dust extraction system. Additionally, the heating and ventilation systems are of current design and include a Building Management System. Bishop Routhier is an excellent facility overall.

### *Concerns*

First, the surface drainage at the building rear is a concern due to the minimal slope of lawn area and the gravel lane construction which creates a dam. The roof drains are discharging into the building frontage and could use longer splash blocks to take advantage of the large lawn area. Bishop Routhier School's gymnasium floor has a non-cushioned floor finish and shows evidence of slab movement telegraphing through the surface. Although the gymnasium locker rooms include showers, these spaces are used for storage; there are modifications required to bring these spaces to code compliance. Moreover, modular classrooms crawlspace ventilation and positive drainage for roof drains are both required. The modular classrooms also need roof parapet flashing, since some was removed when the school made changes to the spaces. Last, the main school building roof has 'weather screen,' seemingly to deflect prevailing wind away from roof top air handling units; the history behind this installation should be understood.

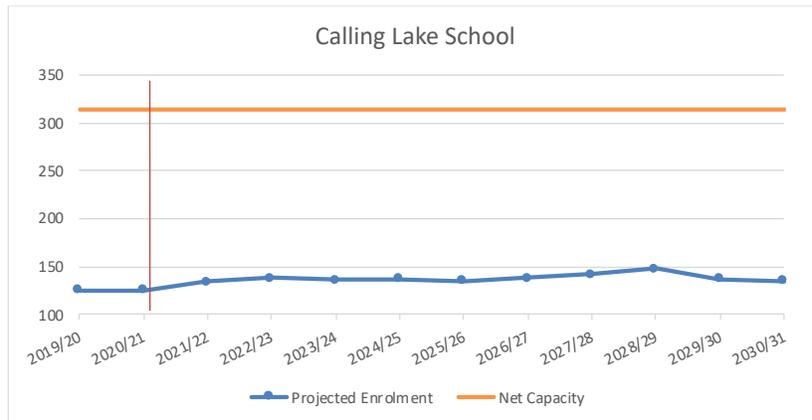
### *Other Recommendations*

- Purchasing movable furniture for classrooms to continue encouraging twenty-first-century learning practices
- Continuing to purchase relevant materials for the Cree, music, and community room.

.5 Calling Lake (K-12)

*Community and Culture*

Calling Lake School, in the community of Calling Lake, is a growing school that serves students in grades kindergarten to twelve. Calling Lake community has a population of 448, most of which are of Métis or Cree descent, and is roughly 60 kilometers north of Athabasca. The school is located on Treaty 8 Territory and



currently has 126 students enrolled as of September 30<sup>th</sup>. The student population is projected to increase to 135 over the next ten years.

	September 30 Enrolment					1 Year	5 Year	10 Year
Regular Program	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2025/26	2030/31
Total (Headcount)	111	100	117	126	126	134	135	135

The community and cultural relationship of Calling Lake School are becoming increasingly prominent through a variety of ways. A strong graphic design program connects students with local or distant business owners, sports teams, and individuals. Students create and sell custom merchandise, including branded lanyards, coffee cups, and shirts. Not only are students learning graphic design material, but they are also discovering how business practices work within, and beyond their community. Calling Lake features a multiplex which the school can utilize to organize new programs and activities. Furthermore, the sewing room within the school is used by community members on a weekly basis in the evenings. Calling Lake School supports and embraces the Aboriginal Teacher Education Program (ATEP), which is “designed to improve the educational success of Aboriginal children by increasing the number of Aboriginal teachers with an understanding of Aboriginal perspectives in communities in Northern Alberta”<sup>74</sup>. The program gives locals a pathway to completing education undergraduate degrees and working for their hometown school or those of northern communities.

Calling Lake School represents cultural strength through their regular smudging ceremonies and the development of a Métis and indigenous peoples’ culture room. Smudging ceremonies occur in the morning with the grade seven and eight students with plans of being expanded to more grade levels. According to the school leadership, there has always been strong involvement from the local elders. Developing a proper culture room will help support community relationships as the years progress.

<sup>74</sup> <https://www.ualberta.ca/education/programs/undergraduate-admissions/aboriginal-teacher-education-program>

### *Twenty-First-Century Learning*

The school is beginning to develop 21<sup>st</sup> Century teaching practices through the use Smartboards™ in the classrooms. The library at Calling Lake School has the potential to be converted into a learning commons with ample space and a large, unused mezzanine. Updates to the library could be rearranged to support teacher collaboration.

### *Infrastructure*

The mixed construction of Calling Lake School is primarily masonry but also features glulam beam and steel construction. There is vertical metal siding used on upper portions of the most recently built part of the school, and full height metal siding on the original school building. The entrance rotunda consists of a high-volume space with exposed glulam beam and lumber roof structure. There is a sizable gym that is accessible from the rotunda and main office. The gym also has an open roof structure, showcasing the substantial glulam beams running the length of the space.

### *Concerns*

Calling Lake School requires the built-up asphalt and gravel roofing to be replaced. Additionally, the mechanical systems have reached the end of service life expectancy. Last, the electrical systems have reached or are very near the end of service life.

### *Other Recommendations*

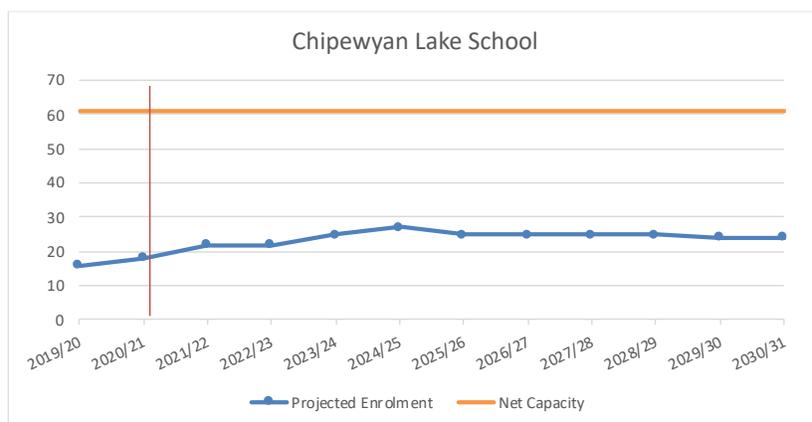
- Purchasing movable furniture for the library and all classrooms to encourage twenty-first-century learning practice.
- Continuing to advance the current land-based learning program to incorporate more regular activities and community involvement.

## .6 Chipewyan Lake (K-12)

### *Community and Culture*

Chipewyan Lake is an unincorporated community that houses roughly 40 people and is part of Treaty 8 Land. Apart from Chipewyan Lake School, there are no other services in the community. The nearest hamlet to Chipewyan Lake is Wabasca, which is 110 kilometres north; alternatively, Fort McMurray is 128 kilometres west. Chipewyan Lake School has 18 students

enrolled, and projections indicate a moderate increase in student population to 24 by 2030.



	September 30 Enrolment					1 Year	5 Year	10 Year
Regular Program	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2025/26	2030/31
Total (Headcount)	18	15	29	16	18	22	25	24

Community involvement and cultural integration are increasingly present at Chipewyan Lake School. Since introducing a new principal in 2018, student enrolment rose by 14, from 15 to 29. The community's use of the school's facilities, including the gym and showers, is also representative of their support. In the past, out-of-town family and friends who came to visit Chipewyan Lake for an event were welcomed and encouraged to stay in the school gym. Last, school leadership regularly hosts events for the community, such as holiday meals. In terms of cultural inclusion, Chipewyan Lake School has a Cree Culture room and encourages students to participate in the drawing, painting, and creation of culturally themed artwork. Recently, students helped design and paint the new school logo, and a traditional medicine wheel on the walls of the school.

### *Twenty-First-Century Learning*

Twenty-first-century learning in Chipewyan Lake School is limited to incorporating technology such as Smartboards™. The library has the potential to be converted into a learning commons. With flexible, comfortable furniture, and updated learning materials, the space would present as a twenty-first-century learning environment.

### *Infrastructure*

From the Hamlet of Wabasca, there is 150kms of gravel road to arrive at Chipewyan Lake School. The school has a straightforward floor plan with no entrance treatment, neither exterior nor interior. There is some concrete sidewalk surrounding the building. The nature of the layout grants no interior gathering spaces, and the exterior weathered wood cladding is deteriorated and will require significant repair or replacement of the next 3-4 years.

### *Concerns*

Beginning with the exterior, the 'half log' vertical wood siding is extremely weathered and deteriorated; large gaps are present between logs. The siding does not provide adequate rain screen and grants sanctuary for pests. Chipewyan Lake School's mechanical and electrical systems have reached their lifecycle expectancy and should be replaced. The school's millwork is original and requires replacement, including the plumbing fixtures. Concrete work is needed in throughout Chipewyan Lake School, in spaces such as the gymnasium and main entry. The gymnasium concrete floor slab is exhibiting movement; there is no vestibule at the main entrance and no asphalt parking lot. Lawn areas should also receive minor regrading to better shed run-off from the higher site elevations.

### *Other Recommendations*

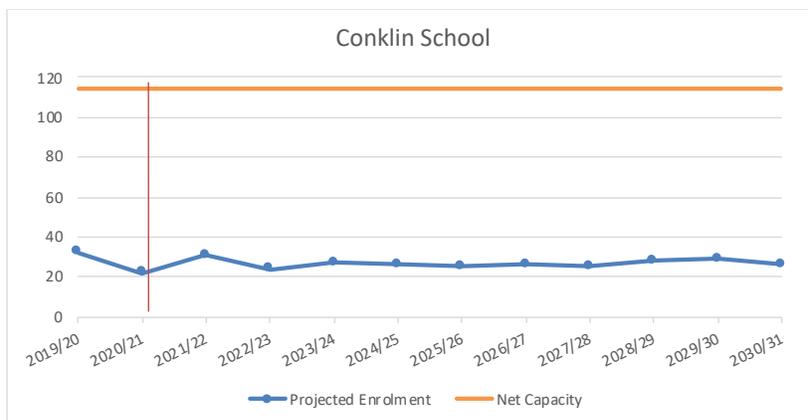
- Continuing to advance the current land-based learning program to incorporate more regular activities, community involvement and cultural connectivity
- Purchasing flexible furniture and shelving for the library and all classrooms to encourage twenty-first-century learning practice.

.7 Conklin (K-12)

*Community and Culture*

Conklin School is in the rural community of Conklin which is between Fort McMurray and Lac La Biche.

Conklin is the most southern community in the Regional Municipality of Wood Buffalo and sits on Treaty 8 Land. As of a 2010 census, Conklin has 185 residents, the majority being of Métis descent. Conklin is surrounded by various industry camps, from mining to forestry, making it a commonplace for workers to visit or reside. Conklin School



currently has 22 students enrolled as of September 30<sup>th</sup>. Long-range enrolment projections indicate moderate enrolment changes leading to a projected 10-year enrolment of 26.

	September 30 Enrolment					1 Year	5 Year	10 Year
Regular Program	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2025/26	2030/31
Total (Headcount)	39	28	31	32	22	31	25	26

Community and cultural involvement are becoming increasingly present in Conklin School. Conklin recently constructed a multiplex which provides several opportunities for the school to utilize new facilities. Within the multiplex is a large commercial kitchen which can potentially be used by the school to facilitate home economics programs. As the school discovers more ways to use the building’s amenities, the two entities will need to establish a joint-use agreement. Regarding culture within Conklin School, they are in need of a culture room and dedicated teacher. The school indicated plans to convert a modular classroom to a Cree Culture room. Apart from these plans, the school does not have a formal land-based learning program.

*Twenty-First-Century Learning*

Conklin School has begun integrating some aspects of twenty-first century learning into their classrooms and library. All of the classrooms have Smartboards™ that help facilitate technology-based learning. Additionally, the library has the beginnings of a learning commons with the inclusion of a large rug and pillow seating. Despite these pieces, the library is in need of new shelving, carpet, paint, stair tile, and plexiglass. Also, removing the obstructing storage in the library’s mezzanine would create a suitable collaboration space.

*Infrastructure*

Conklin School is comprised of masonry wall construction with a steel framed roof. The brick design of the school creates a 'Log Building' appearance from a distance. Regarding room layout, Conklin is a mirrored floor plan of Anzac School. Although the property is smaller overall, it is a beautiful setting next to a treed valley. The surface drains positively toward the forested areas, and the approaches and parking area is gravel.

*Concerns*

The gymnasium flooring has exceeded service life expectancy, and the VCT is exhibiting edges lifting. The school’s washroom fixtures are original to the building and require replacement. Last, the boilers and air handling units have surpassed their service life expectancy.

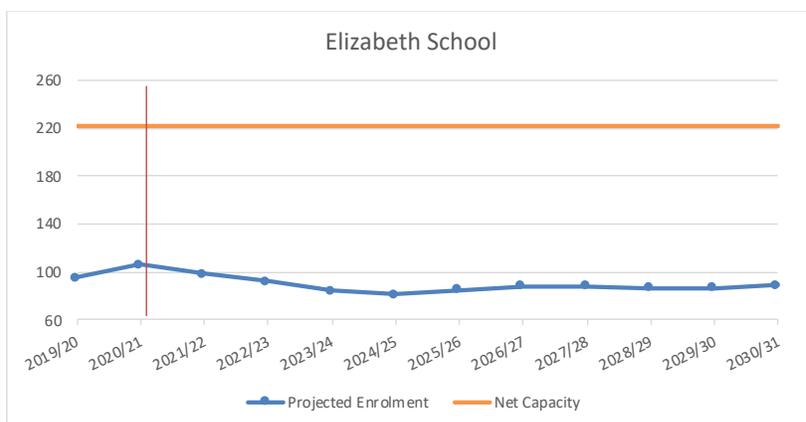
*Other Recommendations*

- Continuing to advance the current land-based learning program to incorporate more regular activities, community involvement and cultural connectivity
- Purchasing flexible furniture for the library and all classrooms to encourage twenty-first-century learning practice.

.8 Elizabeth (K-8)

*Community and Culture*

Elizabeth School is located on the Elizabeth Métis Settlement, within the eastern quadrant of the NSD. Elizabeth Métis Settlement is near the City of Cold Lake, where many students go to continue education into junior high, high school, and post-secondary; both the settlement and Cold Lake are on Treaty 6 Territory. As of September 30<sup>th</sup>, Elizabeth School has 106 students enrolled. Long range enrolment projections suggest a moderate decline of 17 students by 2030.



	September 30 Enrolment					1 Year	5 Year	10 Year
Regular Program	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2025/26	2030/31
Total (Headcount)	146	127	109	95	106	98	85	89

One key issue Elizabeth School faces is community involvement, mainly because there is no proper space for functions to occur. The gym at Elizabeth shows signs of structural issues pertaining to lateral splitting of the glulam support beams. Additionally, the gym is undersized for the school population and is not suitable to host community events in its current state. Creating a joint-use facility for the community could help establish a deeper connection between Elizabeth School and the settlement’s residents. The school does not currently support any land-based learning activities, but the Principal anticipates community members being open to becoming involved.

*Twenty-First-Century Learning*

Elizabeth School has taken positive steps toward embracing twenty-first-century learning practices. The school provides Chromebooks for students to learn in a technology-focused manner, in addition to having Smartboards™ installed in the classrooms. There is room for improvement with twenty-first-century learning in the school’s library. With maintenance and new, flexible furniture, the space could

function as a learning commons. Encouraging collaboration among students and introducing the area to the community would benefit the Elizabeth Settlement as a whole.

### *Infrastructure*

Elizabeth School presents very well from the exterior, given the black split-face concrete block flanking the entrance with a dark blue metal clad canopy overhead. The interior spaces are bright, clean, and well kept. The walls of the core are painted concrete block; whereas, modular classroom walls are painted gypsum board. Exposed painted circular metal ventilation ductwork is a 'feature' of the interior design which imposes overhead, particularly in the main corridor. The gymnasium has an upgraded and upsized rooftop air handling unit. Moreover, the commercial kitchen is well outfitted and appears to have plenty of make-up air capacity to feed the exhaust canopy. The stormwater from the main building is collected into an underground large-diameter pipe, which is then discharged to grade that slopes away from the building effectively. Elizabeth School has some environmental control automation in place. Exterior doors, frames, hardware and windows are of current commercial/institutional quality and in good condition

### *Concerns*

Currently, there are gym roof leak issues, and concern was raised regarding cracks observed in the glulam beam structure. Also, visible water stains down the interior face of gym concrete block walls and in some locations into the beam support pocket. The gym is relatively small but does have a storage room attached. It is noted that there are classroom heating issues that may be partly due to shared thermostats. Within the school, municipal water is provided but not used for drinking; plumbing fixture staining is apparent due to water composition. The commercial kitchen dishwasher has a canopy to collect steam but does not exhaust out. On the school grounds, gophers are a problem throughout the property; gopher eradication is currently underway. Moreover, the school's parking lot is gravel and would benefit greatly if paved, along with the concrete flatwork at the main entrance needs replacement. In classrooms, smartboard installations would benefit from cable management accessories, as several loose cords are hanging which can be hazardous. Last, the former septic discharge north of the school property should be decommissioned entirely, and maintenance would benefit from a complete Building Management System.

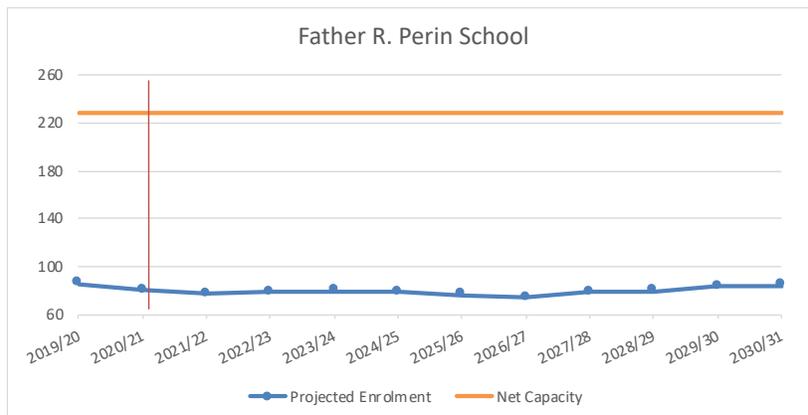
### *Other Recommendations*

- Constructing a new gym, community space and expanded administration space. that supports the students and Elizabeth Settlement residents.
- Continuing to advance the current land-based learning program to incorporate more regular activities, community involvement and cultural connectivity
- Purchasing modern, flexible furniture for the library and all classrooms to encourage twenty-first-century learning practice.

.9 Father R. Perin (K-9)

*Community and Culture*

Father R. Perin School is in the Hamlet of Janvier, a community 120 kilometres south of Fort McMurray. Janvier is located on Treaty 8 Territory and is home to many Métis people and the Chipewyan Prairie First Nation. According to a 2016 census, the hamlet has approximately 414 residents. Like Fort McKay School, Father R. Perin School



experiences a fluctuation in student numbers to surrounding cities and towns, such as Fort McMurray and Anzac. The school current has 80 students enrolled as of September 30<sup>th</sup>. Long range projections suggest a school population of 84 students by 2030.

	September 30 Enrolment					1 Year	5 Year	10 Year
Regular Program	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2025/26	2030/31
Total (Headcount)	78	71	80	85	80	77	76	84

The Cree room and outdoor Tipi mainly represent cultural inclusion within Father R. Perin School. The Cree room features venting that accommodates smudging ceremonies; school leadership also plans on wallpapering the room with nature-themed paper. On the outside of the school is a full-sized, traditional Tipi. Although there was no indication of regular Tipi use, it has the potential to be included in their curricula, such as circle math or land-based learning. Father R. Perin School lacks a land-based learning program; this can partially be attributed to the community not being regularly involved with the school. Developing an in-depth program will help connect the students with their surroundings and foster a deeper relationship between the school and residents of Janvier.

*Twenty-First-Century Learning*

Father R. Perin School does not currently incorporate strong twenty-first-century learning practices. Although the library has sufficient space to accommodate a learning commons. The mezzanine and large main floor could be reconfigured for a functional learning common and flexible study space. If the storage in the mezzanine is relocated or removed, the space could be used for a collaboration or cultural study area. With new shelving units, flexible furniture, and room layout, the library could transform into a truly unique twenty-first-century learning environment. A positive aspect of classroom spaces within the schools is that they feature new Epson boards. Overall, Father R. Perin School shows tremendous potential to transform into a division-leading twenty-first-century learning community.

*Infrastructure*

The building is masonry construction with steel frame structure. Regarding CTS spaces, the areas are quite generous but underutilized. There is presently a catch-all for storage items. Numerous skylight glazing provides plenty of natural light through corridor spaces, and the boilers are of recent installation.

### Concerns

Concerning school site, there is gravel access and parking, and the municipal upgrades underway include paving an adjacent roadway, which is higher in elevation than school property. With these additions, the site could accumulate surface runoff. There is landscaping care required around the building to deal with weed growth and unused planter; damage to masonry caused by ice damming. Moreover, the school's skylights, gymnasium rubber floor, and air handling units have all surpassed service life expectancy. There is a partial BMS installed, and the millwork is mostly original and requires upgrading/replacement. The main corridor would benefit from noise reverberation acoustic treatment.

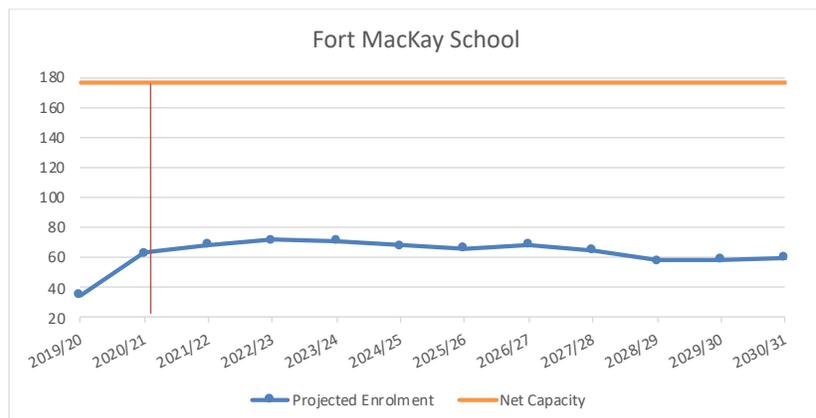
### Other Recommendations

- Continuing to advance the current land-based learning program to incorporate more regular activities, community involvement and cultural connectivity
- Purchasing flexible furniture for the library and all classrooms to encourage twenty-first-century learning practices throughout the school
- Acquiring staffing for CTS and home economics programming.

## .10 Fort McKay (K-6)

### Community and Culture

Fort McKay School is located in the Hamlet of Fort McKay, a community 50 kilometres north of Fort McMurray. Situated amongst many oil sands operational sites, Fort McKay is home to approximately 742 people, according to the 2016 census. The hamlet is on Treaty 8 Land and many residents are members of the Fort McKay First



Nation. In addition to being connected with industry, the band is part of the Athabasca Tribal Council. As a result of ongoing discussions and negotiations with the Federal government, the band started acquiring funds for a new, band-operated school. Currently, Fort McKay School has 63 students enrolled as of September 30<sup>th</sup>. Long range projections do not take into account the construction and opening of the Fort McKay First Nation School scheduled to open in 2022. Fort McKay's close proximity to Fort McMurray means that many students opt to attend school in Fort McMurray. Fort McKay First Nation Education Department transported 122 to and from schools in Fort MacMurray during the 2019/2020 school year<sup>75</sup>.

<sup>75</sup> <https://www.fortmckay.com/programs-services/transportation-bussing/>

	September 30 Enrolment					1 Year	5 Year	10 Year
Regular Program	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2025/26	2030/31
Total (Headcount)	74	80	45	35	63	69	66	60

The school's Cree Culture room is an impressive space and a suitable example for other schools to adopt. After 30 thousand dollars in renovations in 2018, the Cree Culture room has new, wood log-cabin siding, wood flooring, a culturally themed rug, and special ventilation to accommodate smudging ceremonies. As part of the curriculum, students learn 30 minutes of Cree language each day from the dedicated culture teacher. Since the school struggles with gathering community involvement, it is difficult to organize land-based learning activities and programs. Therefore, there is a gap in land-based learning curriculum which needs to be addressed in conjunction with the issues of community support.

### *Twenty-First-Century Learning*

Twenty-first-century learning in Fort McKay School is limited to the beginning of a learning commons. The school recently invested in flexible, comfortable furniture and movable shelving units. In addition to completing the learning commons, Fort McKay School would benefit from more twenty-first-century learning environments within each classroom.

### *Infrastructure*

The original construction of Fort McKay School is from 1976, and the school has not had a modernization. Fort McKay School is comprised of masonry construction with a steel framed roof. Kitchen facilities consist of a modular unit which is not utilized (due to loss of enrollment). The school's corridors and classrooms are clean and well looked after.

### *Concerns*

The school's mechanical system consists of all forced air rooftop units, approximately 20 years old. These units are in need of replacement, along with the millwork, which is original to the building. The southeast classroom in the school has a mould odour. Furthermore, Fort McKay School has municipal water service throughout, but it is not used for drinking or personal hygiene. The school's former shower facilities are used as storage, and the washroom facilities are dated for the most part. Fort McKay School does not have a Building Management System and contains a gravel parking lot.

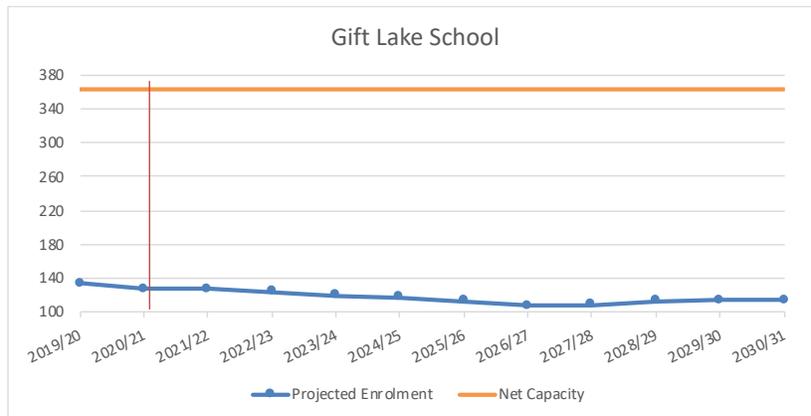
### *Other recommendations*

- Purchasing flexible furniture for all classrooms to create several twenty-first-century learning environments.
- Continuing to advance the current land-based learning program to incorporate more regular activities, community involvement and cultural connectivity.

.11 Gift Lake (K-9)

*Community and Culture*

Gift Lake School is within the Gift Lake Métis Settlement, a community 40 kilometres northeast of High Prairie and part of Treaty 8 Land. Constructed in 2015, the school is one of the newest in the Northland School Division. Like many communities that near larger towns, some students from Gift Lake travel into High Prairie for school.



Fortunately, there is a college attached to the school, as well as a Head Start preschool program for children. There is a tripartite agreement between the college, Head Start program, and Gift Lake School which enables shared use of resources and building spaces between signatories and the community. These three signatories are identified as the Gift Lake Community Learning Centre and act as a hub for the settlement. The school’s design makes it easy for residents to access certain parts of the school, such as the gym or library while remaining restricted from other areas. A second main entrance and dividers separate the hallways, in effect only permitting specific spaces to be accessed. This is necessary since the school is most commonly used after-hours by community members. Gift Lake School currently has 128 students enrolled and projects a modest decrease of 14 students over the next 10 years.

	September 30 Enrolment					1 Year	5 Year	10 Year
Regular Program	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2025/26	2030/31
Total (Headcount)	190	177	148	134	128	128	113	114

Gift Lake School features a culture room that provides students with the opportunity to learn Cree language and heritage. Although maintaining an active cultural room is supportive of cultural connectivity, there is a need for accompanying land-based learning programming. Not only does land-based learning teach students valuable skills they would otherwise not learn in the classroom, but it also provides community members with the opportunity to become involved with the school.

*Twenty-First-Century Learning*

The modern design of Gift Lake School is a positive example of twenty-first-century learning practice for numerous reasons. Classrooms contain breakout rooms between them which encourage teachers to approach student work and projects collaboratively. The physical connections between the school, college and Head Start program invites collaboration between the different education providers. As a community learning centre, the building’s occupants can easily arrange shared learning activities. Gift Lake School has a large and functional learning commons. Beyond the design benefits of Gift Lake School, school administration expressed it is vital that staff be adequately trained in twenty-first-century learning to ensure effective teaching practice and utilization of facilities and technology.

### Infrastructure

Gift Lake School features a welcoming front entry that connects a gathering space with the commercial kitchen, general office, foods classroom, learning commons, and stage. On the opposite end of the building, there is the college entry which has controlled access and is located adjacent to the gymnasium. All of these spaces have rolling glass partitions that can be opened up for various configurations of interconnection. The gym tournament sized has maple hardwood flooring. Direct/indirect lighting is used throughout the school which provides comfortable illumination and is also augmented by plenty of natural light via clerestory glazing. The school's furnishings, millwork and equipment are all of the current variety.

### Concerns

Beginning with the building exterior, there is earth settling directly against the foundation wall adjacent to the main entry; exploratory hand excavation is required to view backfill further below. Also, the exterior masonry (split face concrete block) is exhibiting moisture on the surface, and is not consistent with the weather; again, exploratory removal of masonry in strategic locations is required to rule out excessive moisture trapped in the airspace. On the interior, displacement air ventilation in some areas seems to be operating at less than optimum. Therefore, a commission study to review building HVAC requirements versus the capacity of current systems should be conducted.

### Other Recommendations

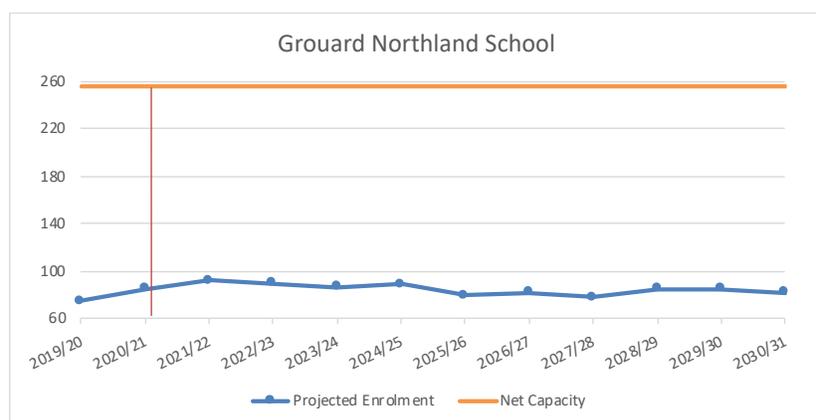
- Continuing to advance the current land-based learning program to incorporate more regular activities, community involvement and cultural connectivity.
- Purchasing flexible furniture for the learning commons and all classrooms to encourage twenty-first-century learning practice.

## .12 Grouard Northland (K-9)

### Community and Culture

Grouard School, located in the Hamlet of Grouard, is a community of approximately 255 residents as of the 2016 census. Grouard is approximately 30 kilometres from High Prairie and is on Treaty 8 Land. There are many services within the hamlet, including the Northern Lakes College. Although the college gives residents the opportunity to

pursue higher education, some families leave after finishing programs. As a result, mature students with children that would otherwise attend Grouard School leave the community soon after they have completed their program at Northern Lakes College. Connectedness with the community plays a role in retaining a healthy student and hamlet population. Grouard School has 85 students currently enrolled and projections indicate stable enrolment over the next 10 years.



	September 30 Enrolment					1 Year	5 Year	10 Year
Regular Program	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2025/26	2030/31
Total (Headcount)	68	76	70	75	85	92	80	82

Grouard School has faced challenges in establishing relationships with the hamlet residents. According to the school's administration, there has been difficulty finding willing and eligible community members to volunteer. Apart from these challenges, Grouard School reflects a rich cultural presence in a number of ways. The school contains a Cree Culture room with a dedicated teacher. The Cree teacher recently taught plant identification to students by utilizing the surrounding nature; this is a strong example of land-based learning. Grouard School often hosts the annual Northland Games. Grouard is part of the Kee Tas Kee Now Tribal Council (KTC) and Northland School Division Partnership Agreement, which outlines six key objectives, including developing and delivering "traditional land-based-experimental education"<sup>76</sup>.

### *Twenty-First-Century Learning*

Grouard School exhibits the beginnings of a learning commons but would benefit from furniture and technology classrooms. The school purchased several new pieces of furniture for the library which is a step toward creating an effective learning commons. Throughout the school's classrooms, there is a mix of technological inclusion that is not consistent; for instance, some classrooms have chalkboards, while others feature modern Epson boards.

### *Infrastructure*

Grouard School was built in the early 1980's but has never had a modernization. Despite its age, the interior of the building is well kept and clean. The gypsum board ceilings have been recently refreshed, the walls have been repainted, and the vinyl tile flooring is in good condition. One improvement the school has seen is the asphalt roof shingles, which were installed in 2000 and still appear in decent shape. Furthermore, regarding paving, the exterior has paving stone and concrete sidewalks around the building perimeter, and the bus drop-off received new asphalt paving, and the laneway extending to the receiving doors has been replaced. Finally, the CTS woodworking shop is in good condition.

### *Concerns*

Around the exterior, the paving stones, concrete sidewalks, and surface drainage have been partially addressed for safety concerns but need complete replacement. The exterior brick veneer requires numerous repairs, in addition to the roof mansard, soffits, eavestrough and downpipes, which are in poor condition. There are several issues concerning the wall openings. First, the exterior windows are outdated aluminum and require replacement. Second, the window security shutters are not the correct application. Last, the outer metal doors are in poor shape and provide little in the way of heat loss mitigation. The exterior lighting around the school is outdated and damaged. Within the school, the millwork is original and beyond service life. Moreover, the CTS foods classroom is outdated and requires upgrading. Similarly, the CTS woodworking has outdated equipment; dust extraction should also be reviewed. Finally, the building heating, ventilation, electrical are original and beyond service life expectancy.

<sup>76</sup> <https://education.alberta.ca/media/1224757/ktcnsd-partnership-agreement.pdf>

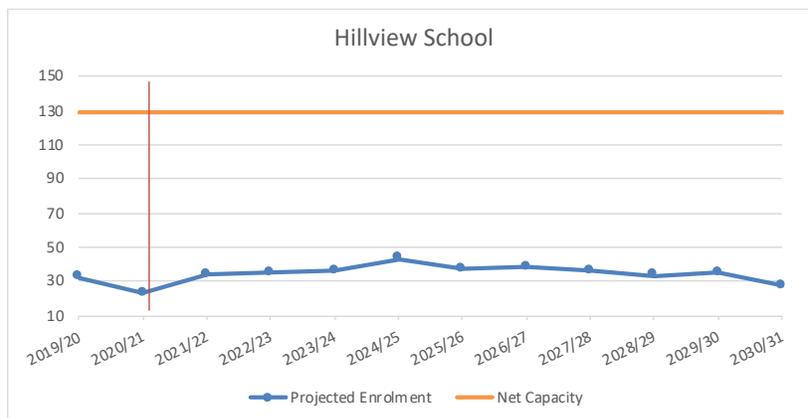
*Other Recommendations*

- Advancing the current land-based learning program to incorporate more regular activities and community involvement.
- Purchasing flexible furniture and modern technology for all classrooms to encourage twenty-first-century learning techniques.

.13 Hillview (K-6)

*Community and Culture*

Hillview School is part of the East Prairie Métis Settlement, a community roughly 50 kilometres southeast of High Prairie. The settlement is located on Treaty 8 Territory and is home to approximately 304 people, as of the 2016 census. One crucial issue Hillview faces is low student enrolment. Administration at the school indicated that the rate of



failure among Hillview students was high and resulted in a severe drop in enrolment. In the 2014/2015 school year, 33 students were enrolled. Members from the East Prairie Métis Settlement council have lobbied to train and hire more bus drivers to transport students into High Prairie for all grades of schooling. The leadership of Hillview School acknowledges these challenges and hopes to build trust with the East Prairie community. Hillview School currently has 23 students enrolled and anticipates this number will increase slightly over the next ten years.

	September 30 Enrolment					1 Year	5 Year	10 Year
Regular Program	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2025/26	2030/31
Total (Headcount)	27	16	15	32	23	34	37	27

In light of their enrolment issues, Hillview School has taken positive steps towards building a healthier relationship with the East Prairie Métis Settlement. The library is used as a community gathering space, hosting events such as blanket ceremonies. These activities tie into the cultural strength of the school and surrounding community. Hillview School features several culturally reflective murals and ornaments throughout the school which complement the library; however, there is no land-based learning program in place. Although the school is in need of help and is welcome to community involvement, they have faced challenges in acquiring qualified volunteers.

*Twenty-First-Century Learning*

Hillview School has begun transitioning to a twenty-first-century learning environment through purchasing flexible furniture for their library. As the library moves towards becoming a central learning commons for the school and community, the school should look towards converting more spaces in this direction. Introducing and adopting twenty-first-century learning practices will help connect students and teachers through collaboration.

*Infrastructure*

Hillview School was opened in 2008 and is constructed with low maintenance materials, such as structural steel and concrete block walls. Entering the building, the lobby has extra height for clerestory glass, providing additional natural light. The school’s learning commons is directly adjacent to the lobby/gathering space and has rolling glass panels that open up to create direct adjacency. Finally, the gymnasium is of good size, and facility as a whole is well kept and clean.

*Concerns*

The exterior of Hillview School comprises the majority of infrastructure concerns. First, the parking area and bus drop-off are not paved; also, the existing gravel should be graded for more effective drainage. Next, the parapet portion of exterior concrete block veneer corners is exhibiting cracking at mortar joints. Staff reports an unpleasant, sewage-like smell that circulates throughout the school which is thought to originate from the commercial kitchen. The source of these odours should be investigated so that corrective measures can be taken.

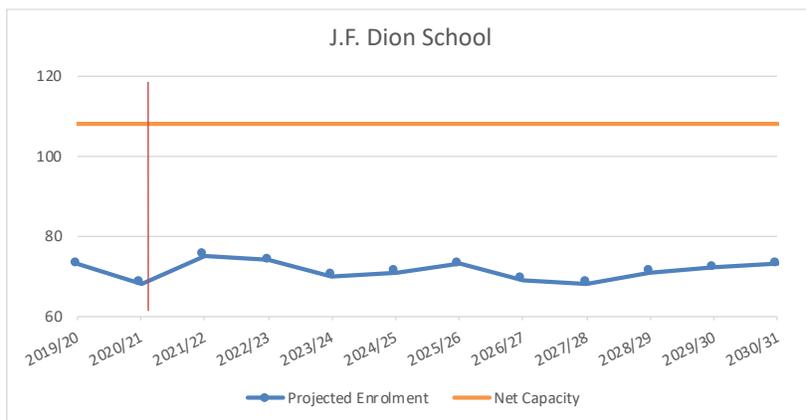
*Other Recommendations*

- Continuing to advance the current land-based learning program to incorporate more regular activities, community involvement and cultural connectivity. Such a program will help Hillview establish trust, respect, and confidence with the residents of East Prairie Métis Settlement.
- Purchasing flexible furniture for all classrooms to encourage twenty-first-century learning techniques.

.14 J.F. Dion (K-8)

*Community and Culture*

J.F. Dion School is part of the Fishing Lake Métis Settlement (FLMS), a community of approximately 446 people that sits on Treaty 6 Land. Cold Lake, Bonnyville, and Lloydminster are within a one-hour drive from the FLMS and provide an outlet for students to continue education. FLMS has rich historical ties with settlers such as Louis Riel, who



camped in Fishing Lake during the Métis Resistance of 1885. This cultural significance has carried over in J.F. Dion School and the surrounding settlement. J.F. Dion currently has 68 students enrolled as of September 30<sup>th</sup>. This number is projected to remain steady over the next 10 years.

	September 30 Enrolment					1 Year	5 Year	10 Year
Regular Program	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2025/26	2030/31
Total (Headcount)	85	83	82	73	68	75	73	73

The Cree room at J.F. Dion is the primary representation of their cultural connectedness. Within this space, there is an area named “The Cree Cafe,” which is used by local Elders to teach students about

Cree language and culture. Traditional clothing, garments, art, and other items are featured throughout the culture room and are used for reference as kids learn about Cree heritage. There is also a kitchenette with oven ventilation, but it is not used besides the countertop. One issue this space faces is excessive heat gain. The school repurposed their old gym into a two-story space, with the library on the main level, and Cree Culture room above. The mezzanine also includes a light CTS space which is inoperable and primarily used for storage. Lack of windows and cooling ventilation create overheating in the warmer months, causing the Elders to use fans. In addition to the support from Elders, other local volunteers help with home economics activities, including sewing and cooking. Since the school does not have a dedicated home economics room, the volunteers use the staff kitchen to conduct their teaching. With regard to sewing, volunteers have access to the mezzanine CTS space, but it is not currently being utilized.

### *Twenty-First-Century Learning*

In terms of twenty-first-century learning, J.F. Dion features Chromebooks, Smartboards™, and the beginning of a learning commons. Introducing a proper learning commons through adding flexible furniture and space for collaboration would benefit the students and connect teachers.

### *Infrastructure*

Beginning with the perimeter of the school, the site drainage on the back side, toward the lake is satisfactory; however, the main entrance face of the school is significantly lower than the adjacent roadway, which causes some drainage issues. The interior of the school features a circular entrance lobby that has sloped glazing, creating a pleasing solarium effect. J.F. Dion School's main gym is large and has an upper bleacher section. Generally, the school is well kept given the outdated finishes, washroom fixtures, lighting, and millwork; however, the building would benefit from concentrated major maintenance upgrades.

### *Concerns*

Since the property slopes from the main community road down to the school front entrance, runoff is subject to freeze up, creating a hazard. One of the main safety concerns is the brick veneer wall on the north side of the modular classrooms. Since the brick is pulling away from the substrate, there is potential for the brick to detach eventually, given the height of the wall. Continuing with the exterior, there are exposed decorative timber rafters which are very weathered and require replacement. Exterior lighting of the entrance colonnade is insufficient and poorly located; the lighting should be upgraded and relocated. The front entrance's concrete walkway/plaza concrete requires replacement and also features brick planters that are no longer used, so they should be removed.

Moreover, the crawlspace of the original 'modulars' may have residual lime from a previous hazmat cleanup, posing a threat to future maintenance. Within the interior of J.F. Dion, the gymnasium shower rooms are out of service and used for storage; these rooms must be modified to comply with the building code if maintained as storage. The gym floor is a non-cushioned rubber sheet product. All of the school's windows are aluminum and of reasonable quality, however, they exhibit air leakage around rough openings. The municipal water quality is in question, so it is not used for drinking. Last, maintenance would benefit from a complete Building Management System.

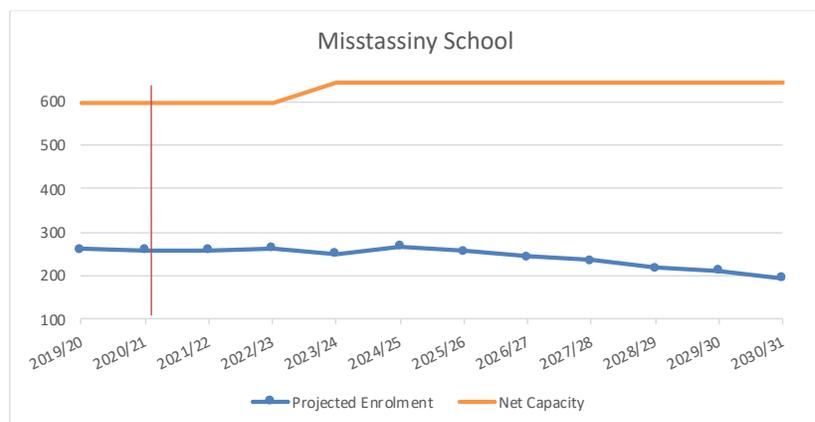
*Other Recommendations*

- Improving the Cree Culture room through adding new furniture, including couches and rugs. Also, rethinking the location of the space. The kitchenette could be used as a home economics space, rather than the Cree Cafe.
- Purchasing new, flexible furniture for the library to create a collaborative learning commons. The Cree Cafe/Culture room could be integrated in this space as well.
- Purchasing flexible furniture for all classrooms to encourage immersive twenty-first-century learning environments.

.15 Mistassiniy (7-12)

*Community and Culture*

Mistassiniy School is located in the Hamlet of Wabasca-Desmarais. As mentioned, the hamlet is on Treaty 8 Territory and sits between the north and south Wabasca Lakes. Mistassiniy School has been a Capital priority for NSD since 2002. In 2014, Alberta Education approved a modernization of the existing plant. As planning progressed,



Alberta Infrastructure sought to conduct a comprehensive value scoping exercise in 2016. The result of the value scoping study suggested that a full replacement would be the best outcome. The study also recommended a more distinctive separation between junior high and high school students, more natural light, more open space, more options with respect to Career and Technology Studies, and new gymnasium and enhanced cultural elements. Currently, the school has no appropriate space for cultural ceremonies and meetings with elders.

In 2019, the Province announced that the project would be a full replacement of the school with a capacity of 450 students. Currently, there are 259 students enrolled as of September 30. The opening of Oski Pasikoniwew Kamik (OPK or Bigstone Community School) on the adjacent Bigstone Cree Nation has drawn some junior high students from Mistassiniy School. A future high school expansion at OPK has been approved by the Federal government, which will also impact Mistassiniy School enrolment.

Enrolment projections suggest a moderate decline over the next 10 years. However, a new replacement building for Mistassiniy School may positively affect these projections and will be reviewed annually.

	September 30 Enrolment					1 Year	5 Year	10 Year
Regular Program	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2025/26	2030/31
Total (Headcount)	343	273	241	261	259	259	257	194

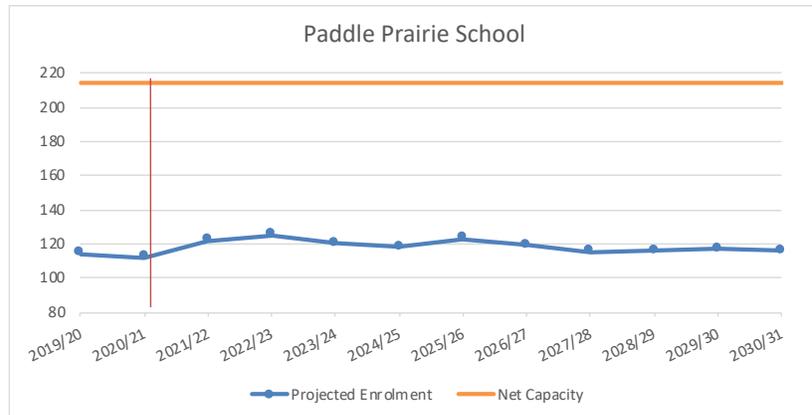
*Twenty-First-Century Learning*

The replacement school will incorporate a number of breakout spaces, a learning commons that will open up into a CTS area and a large lobby that can function as central gathering place. The gymnasium will be tournament size with sufficient space for bleachers; and important feature as Mistassiniy School regularly hosts the Annual Northland Games.

.16 Paddle Prairie (K-12)

*Community and Culture*

Located on Treaty 8 Territory, Paddle Prairie School is within the Paddle Prairie Métis Settlement (PPMS), a community 70 kilometres south of High Level and home to approximately 544 people. Kindergarten to high school programming is offered at Paddle Prairie, allowing students to remain near home until post-secondary level education. The



school has 112 students enrolled and projects a stable enrolment over the next 10 years.

	September 30 Enrolment					1 Year	5 Year	10 Year
Regular Program	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2025/26	2030/31
Total (Headcount)	121	118	121	114	112	122	123	116

Paddle Prairie Métis Settlement features a Communiplex, or community complex, and fire hall, which are both used by the school to host programs. Community members frequently volunteer to assist students with CTS activities such as home economics and construction. In the absence of a proper CTS space, teachers and volunteers utilize the school’s commercial kitchen and Communiplex kitchen for home economics activities. Also, students occasionally use the local fire hall for construction CTS labs. Paddle Prairie School has given residents access to the gym, where they are welcome to host events. The Communiplex, which is adjacent to the school, contains a large hall, hockey rink, and outdoor basketball courts. Students utilize some amenities for physical activity, while residents host regular gatherings in the hall. Regarding culture within Paddle Prairie, the school does not have a dedicated culture room.

*Twenty-First-Century Learning*

Paddle Prairie School has embraced some aspects of twenty-first-century learning in recent years. More specifically, the school purchased new furniture for their library, which they are converting into a learning commons. The flexible chairs and modern shelving opened the space for collaboration and learning. Aside from the learning commons, Paddle Prairie has Smartboards™ and Chromebooks in their classrooms to facilitate technology-focused education.

*Infrastructure*

Generally, the interior of Paddle Prairie School is well kept and clean. The building layout consists of narrow concrete block corridors lined with metal lockers branching to the classrooms, gym, and general office. There are no spaces for gathering other than the classroom areas or gym. The school’s entrance vestibule and corridors do not function well at arrival and dismissal times, with the area becoming crowded and hectic. Other than the newer modular classrooms, the millwork and fixtures throughout the school are outdated. Overall, the building has succumbed to prolonged service.

*Concerns*

The first concern is the school’s paving. Whether it is concrete sidewalk or asphalt most is in poor condition. Paddle Prairie School’s interior and exterior concrete flatwork is subject to the high-water table of the site, contributing to heaving. At one location, the exterior pad below a door was removed because it had heaved high enough to prevent the door from opening. Also, the south side of the school paving stone is overgrown with weeds and grass. Furthermore, at least one wall of the links serving modular classroom was replaced due to excessive movement. Last, the school’s heating and air handling systems are beyond service life expectancy.

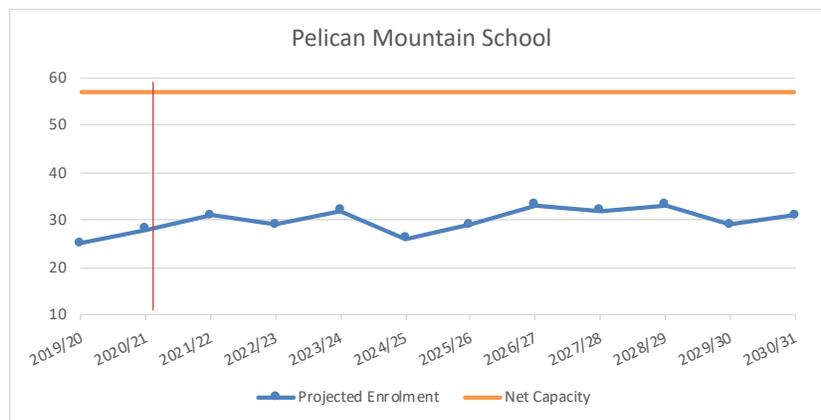
*Other Recommendations*

- Establishing a formal joint-use agreement with the community for the Communiplex.

.17 Pelican Mountain (K-6)

*Community and Culture*

Pelican Mountain School is within the Hamlet of Sandy Lake, just 39 km southeast of Wabasca-Desmarais. The hamlet sits on Treaty 8 Territory. According to the 2016 Federal Census, Sandy Lake had a population of 52<sup>77</sup>. Despite the population size, Pelican Mountain School only enrolls 28 students; projections indicate a



stable student population over the next 10 years. Additionally, the hamlet is the headquarters for the Municipal District of Opportunity and Bigstone Cree Nation.

	September 30 Enrolment					1 Year	5 Year	10 Year
Regular Program	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2025/26	2030/31
Total (Headcount)	20	17	16	25	28	31	29	31

<sup>77</sup> Statistics Canada. 2017. *Sandy Lake, UNP [Designated place], Alberta and Alberta [Province] (table). Census Profile. 2016 Census.* Statistics Canada Catalogue no. 98-316-X2016001. Ottawa. Released November 29, 2017. <https://www12.statcan.gc.ca/census-recensement/2016/dp-pd/prof/index.cfm?Lang=E>

The degree of community support towards Pelican Mountain School is weak when compared to other schools in the sector. Many students travel to alternative schools, such as St. Theresa School in Wabasca and OPK School on the Bigstone Cree Nation, to pursue an education that offers more options. This trend has affected the enrolment of Pelican Mountain School, thus impacting the sustainability of its maintenance and operation. On a positive note, the School has invested in creating a combined culture room and learning commons space. The room has pictures of past community elders and a large rug that represents the colours of the medicine wheel.

### *Twenty-First-Century Learning*

There is inconsistency in including twenty-first-century learning practices in Pelican Mountain School. For example, some classrooms have Smartboards™, chalkboards, or both. As previously mentioned, the school invested in a culture room and learning commons space. Within the last year, the school purchased and arranged new furniture, including comfortable seating and flexible book shelving. Although the size of the school lends some limitations, the leadership effectively integrated culture and twenty-first-century learning into one space.

### *Infrastructure*

Pelican Mountain School is a clean and well-kept building. The property has a generous sports field area that is surrounded heavily by trees. Generally, site drainage seems fine, although roof drainage is discharging on the front sidewalks of the school; this should be addressed to reduce freeze-thaw damage to concrete and to improve pedestrian safety. Most of the interior wall construction is composed of concrete block. One interesting feature is that the interior doors are solid core mahogany veneer.

### *Concerns*

The exterior brick veneer exhibits damage resulting from freeze-thaw conditions. Most of the concrete sidewalks and entrance plaza concrete flatwork is broken, cracked, and spalled. Also, the paving stone has significant weed growth. Pelican Mountain School's millwork and plumbing fixtures, mechanical, and electrical systems have all exceeded service life expectancy. Moreover, the gymnasium lighting seems excessive, with several full arrays. Last, the kitchen equipment appears original and should be updated, including the corresponding mechanical components.

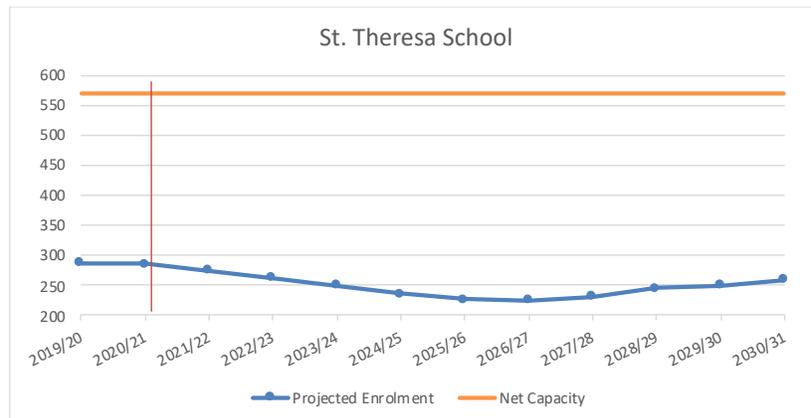
### *Other Recommendations*

- Continuing to advance the current land-based learning program to incorporate more regular activities, community involvement and cultural connectivity.
- Purchasing flexible furniture for all classrooms to encourage twenty-first-century learning practice.

.18 St. Theresa (K-6)

*Community and Culture*

St. Theresa School is located in the Hamlet of Wabasca-Desmarais, not far from Pelican Mountain School. As mentioned, the hamlet is on Treaty 8 Territory and sits between the north and south Wabasca Lakes. Unlike Pelican Mountain School, St. Theresa has strong enrolment, with 286 students as of September 30<sup>th</sup>. A portion of the declining enrolment is parallel with the oil field economy; fortunately, projections indicate student population will remain stable in the coming years. Another aspect that is affecting enrolment is students leaving to attend a different local school. This issue affects many Northland schools, and St. Theresa is no exception. Since the previous school year, the local, band-run school has absorbed around 40 students that previously attended St. Theresa School.



Since the previous school year, the local, band-run school has absorbed around 40 students that previously attended St. Theresa School.

	September 30 Enrolment					1 Year	5 Year	10 Year
Regular Program	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2025/26	2030/31
Total (Headcount)	363	332	302	288	286	275	227	259

There is strong cultural and community involvement at St. Theresa School, some of which is unique from other schools. Namely, there are meat drying racks and a nature trail behind the school which can be used for land-based learning activities. In the past, students have used the nature walk to identify plants and animals, but since then, the trail has not been regularly maintained. The inside of St. Theresa School contains two Cree Culture rooms which provide students with lessons on heritage. Moreover, the community is involved with St. Theresa School through the use of the gym to host events, such as birthday parties and community events. There is a formal joint-use agreement in place to govern community use of school facilities.

*Twenty-First-Century Learning*

St. Theresa School features the beginnings of a learning commons, literacy room that functions as a breakout space, and two twenty-first century learning inspired classrooms. One of the two classrooms serves as an excellent example for other schools to adopt, as there are many positive, progressive additions to the room. The class has new, flexible tables and chairs, lamps, rugs, and a suite of Chromebooks for students to use. Providing each classroom and the library with similar furniture would propel the school forward as a prime example of an overall twenty-first-century learning environment.

*Infrastructure*

St. Theresa School is one of the largest buildings in the Division. Despite its size, the school is well maintained. Its exterior consists primarily of brick veneer, but the upper walls have metal cladding. Fortunately, there are mostly low maintenance materials of note. The main entrance overhead timber

open canopy has been replaced with new material; however, minor weatherproofing detailing remains to be completed at the junctions against masonry.

### Concerns

The exterior of St. Theresa School features brick veneer which has either been painted or contains clear 'graffiti coating' on many building facades. Some of these locations are shedding the coating, and the control joint sealants have failed; this is evidence of trapped moisture that causes damage to masonry. The exterior concrete flatwork (sidewalks and pads) have heaved and cracked in parts around the building perimeter; some large panels are currently being replaced. Moreover, several areas of the school seem to be overheating; the library is an example. There are interior spaces observed having overhead radiant heating which may be contributing to the discomfort. The existing BMS could also be at the root of this overheating issue; regardless, it must be resolved to benefit the learning environment. On the rooftop, mounted pyramid skylights have been leaking and therefore need replacing. Also, there is chronic back-drafting in the boiler room, causing heavy condensation and risk of carbon monoxide exposure. On the interior, some of the modular classroom skirting needs replacement. Additionally, the fire suppression system sprinkler tree leaks periodically.

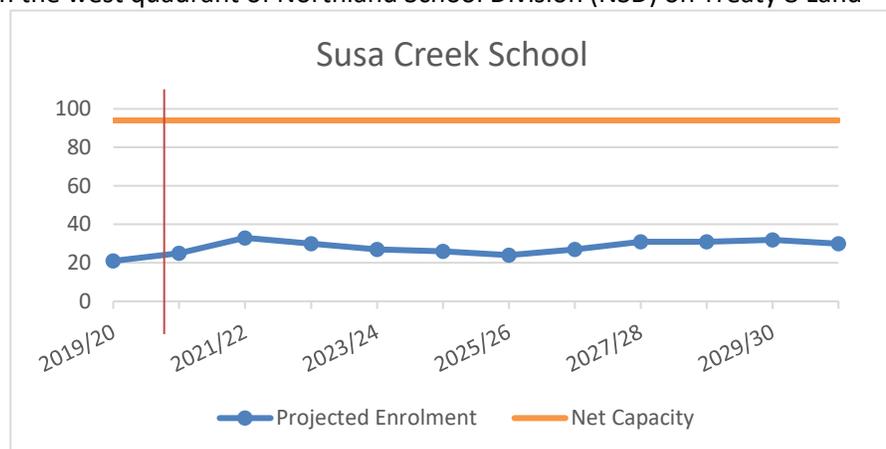
### Other Recommendations

- Continuing to advance the current land-based learning program to incorporate more regular activities, community involvement and cultural connectivity.
- Purchasing flexible furniture for the library and the remainder of classrooms to complete the school as a twenty-first-century learning environment.

## .19 Susa Creek (K-8)

### Community and Culture

Susa Creek School is located in the west quadrant of Northland School Division (NSD) on Treaty 8 Land and nears the town of Grande Cache. The Asinewuche Winewak Nation of Grande Cache owns the Susa Creek land as a part of seven other land holdings in the surrounding area<sup>78</sup>. The school currently operates on well water and septic sanitation. Susa Creek School currently has 25 students enrolled and projections indicate stable enrolment over the next 10 years.



<sup>78</sup> <https://www.aseniwuche.ca/traditional-land-use>

	September 30 Enrolment					1 Year	5 Year	10 Year
Regular Program	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2025/26	2030/31
Total (Headcount)	33	43	45	21	25	33	24	30

Susa Creek is a culture-rich community that embraces many aspects of land-based learning. The school features a Cree room that acts as a hub for students and elders to connect. As students become more acquainted with the Cree language, interactions with Elders help apply their learnings. Through land-based learning, students participate in cultural activities, such as snaring, fishing, and canoeing. Apart from the Cree Culture room, Susa Creek School's gym was recently painted the colours of the traditional medicine wheel with the help of the students. This activity encouraged school pride in the students and represented positive community involvement. Although the gym is large enough to host community events, this seldom occurs. There is gym equipment storage partially blocking what could be a separate community entrance used for hosting events.

### *Twenty-First-Century Learning*

Susa Creek features desk cycles which help accommodate restless students by providing an outlet for fidgeting. Smartboards™ are also installed in every classroom. Susa Creek is in need of a modern, twenty-first-century learning commons. The current library is scarce with books and comfortable furniture. It also includes art supplies and instruments as a multi-use room. Movable furniture and updated research material would benefit the space as a learning commons.

### *Infrastructure*

Susa Creek School is completely comprised of an assembly of modular structures, including two of recent vintage (2007); all have individual heat and ventilation. The gymnasium is a small by typical standards, metal clad wood frame addition with a non-cushioned rubber floor surface on concrete. Washroom facilities are of modular construction as well, with exposed plumbing and also serve as custodial storage. There is minimal administration and staff space. The modular classrooms are of standard size (approx. 80 square meters). Of note, most classroom lighting consists of outdated fluorescent fixtures with acrylic lens. Other than newer technology items such as VOIP communication, Supernet and Smartboards™, the newest building infrastructure item is the well-water filtration/chlorination system. Overall, the facility and grounds are well maintained. New vinyl flooring has been installed to the main corridor/common area. The heating system is fueled by propane. There are large underground water storage tanks near the school to be used for firefighting purposes; this is/was required by the building code. The school's sanitary outflow is pumped out to a septic field.

### *Concerns*

A significant concern is that the existing 'rural' type of property servicing (standalone septic system), water storage, propane tanks, and potable water well add a significant layer of critical upkeep to the NSD maintenance team. Normally, this infrastructure maintenance belongs to utility companies in a municipal setting. Second, the building is a combination of modular components which do not have a core administration/general office or common area. The current kitchen is constructed of residential grade material. Maintenance would benefit from a complete Building Management System. Last, the building is not barrier-free.



<b>Northland Monthly Summary Enrollment Update for 2020-2021</b>						
<b>Schools</b>	<b>September</b>	<b>October</b>	<b>November</b>	<b>December</b>	<b>January</b>	<b>February</b>
Athabasca Delta Community School	149	149	150	150	149	147
Anzac Community School	88	90	92	90	95	92
Bill Woodward School	111	114	115	115	115	112
Bishop Routhier	62	60	59	57	61	58
Calling Lake	126	129	128	128	129	123
Career Pathways School	88	78	84	83	87	97
Chipewyan Lakes	18	20	17	17	21	19
Conklin	22	17	18	18	21	21
Elizabeth School	106	110	112	111	112	110
Father R. Perin	80	80	76	76	82	78
Fort McKay	63	60	61	61	62	62
Gift Lake	128	130	126	126	128	128
Grouard Northland	85	84	75	75	72	67
Hillview School	23	25	26	26	29	33
J.F. Dion	68	66	69	68	69	69
Mistassiniy School	259	255	244	243	244	249
Paddle Prairie	112	110	111	111	114	114
Pelican Mountain	28	27	29	29	29	30
St. Theresa	286	290	291	290	291	291
Susa Creek	25	25	25	25	25	25
<b>TOTAL</b>	<b>1927</b>	<b>1919</b>	<b>1908</b>	<b>1899</b>	<b>1935</b>	<b>1925</b>

<b>February 2021 Enrollment</b>															
	<b>PUF</b>	<b>ECS</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>Total</b>
Athabasca Delta Community School	0	9	11	20	19	15	17	18	17	14	2	3	1	1	<b>147</b>
Anzac Community School	0	14	20	19	18	19	2	0	0	0	0	0	0	0	<b>92</b>
Bill Woodward School							9	13	17	11	20	14	16	12	<b>112</b>
Bishop Routhier	0	6	5	7	8	10	12	10	0	0	0	0	0	0	<b>58</b>
Calling Lake	3	7	5	14	12	18	3	8	6	14	11	9	10	3	<b>123</b>
Career Pathways School												26	31	40	<b>97</b>
Chipewyan Lakes	0	2	1	6	2	1	3	2	1	1	0	0	0	0	<b>19</b>
Conklin	0	0	3	3	1	0	3	2	2	5	2	0	0	0	<b>21</b>
Elizabeth School	0	7	7	13	13	15	12	14	14	15	0	0	0	0	<b>110</b>
Father R. Perin	0	4	11	8	7	13	10	7	7	7	4	0	0	0	<b>78</b>
Fort McKay School	0	14	9	8	6	8	9	8	0	0	0	0	0	0	<b>62</b>
Gift Lake	0	7	17	11	11	14	13	14	15	13	13	0	0	0	<b>128</b>
Grouard Northland	0	7	4	6	9	5	11	7	8	5	5	0	0	0	<b>67</b>
Hillview School	0	4	8	3	5	3	5	5	0	0	0	0	0	0	<b>33</b>
J.F. Dion	0	8	5	8	11	6	8	12	5	6	0	0	0	0	<b>69</b>
Mistassiniy School									36	44	33	51	40	45	<b>249</b>
Paddle Prairie	0	9	11	5	8	8	7	15	17	6	10	9	5	4	<b>114</b>
Pelican Mountain	1	3	2	2	8	3	7	4	0	0	0	0	0	0	<b>30</b>
St. Theresa	3	29	36	40	52	49	40	42	0	0	0	0	0	0	<b>291</b>
Susa Creek	0	0	4	0	5	5	2	6	1	2	0	0	0	0	<b>25</b>
<b>2020 September Enrollment (as of Sept 30/20)</b>	<b>7</b>	<b>130</b>	<b>159</b>	<b>173</b>	<b>195</b>	<b>192</b>	<b>173</b>	<b>187</b>	<b>146</b>	<b>143</b>	<b>100</b>	<b>112</b>	<b>103</b>	<b>105</b>	<b>1925</b>



Projected SEPTEMBER 2021 Count	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	Gr. 9	Gr. 10	Gr. 11	Gr. 12	E.C.S.	Grand Total Enrollment	Difference (Sept/20 Vs Sept/21)
ATHABASCA DELTA	9	11	19	19	15	19	17	17	0	0	0	0	9	135	-14
ANZAC	13	20	19	18									15	85	-3
BILL WOODWARD					20	10	13	17	10	20	14	15	0	119	8
BISHOP ROUTHIER	5	4	8	6	10	10							4	47	-15
CALLING LAKE	5	5	16	14	18	4	8	5	15	10	8	11	15	134	8
CAREER PATHWAYS										45	20	15		80	-8
CHIPEWYAN LAKE	1	1	6	3	1	4	1	2	1				1	21	3
CONKLIN	0	3	2	1	0	3	2	1	4	2	7	6	2	33	11
ELIZABETH	7	8	13	13	15	13	14	14					9	106	0
FATHER R. PERIN	3	10	9	8	13	10	7	6	7				14	87	7
FORT MCKAY	13	8	9	7	6	8							8	59	-4
GIFT LAKE	8	16	10	11	14	12	13	16	12				12	124	-4
GROUARD	8	5	6	9	7	12	8	9	5				8	77	-8
HILLVIEW-EAST PR	2	8	3	4	2	4							2	25	2
J. F. DION	8	6	8	13	6	7	11	5					8	72	4
MISTASSINIY							38	35	41	60	45	51		270	11
PADDLE PRAIRIE	8	10	5	9	6	8	15	18	5	10	7	6	7	114	2
PELICAN MOUNTAIN	3	2	2	8	3	6							3	27	-1
ST. THERESA	30	36	40	51	48	39							36	280	-6
SUSA CREEK	2	5	0	4	3	2	4	1	2				2	25	0
<b>TOTAL Projected SEPTEMBER 2021 Count</b>	125	158	175	198	187	171	151	146	102	147	101	104	155	1920	-7



## The Northland School Division

### Projected Operational Funding - New Funding Framework - As of April 2020

#### New Funding Framework Grants

<b>Base Instruction</b>	Grade ECS	\$104,705
	Grades 1 - 9	\$1,479,616
	High Schools	\$827,296
	Rural Small Schools	\$7,577,265
	Home Education & Shared Responsibility	\$6,800
	Outreach Programs	\$150,000
	Distance Education	\$0
	<b>Sub -Total</b>	<b>\$10,145,682</b>
<b>Services &amp; Supports</b>	Specialized Learning Support (SLS)	\$1,335,391
	First Nations, Metis and Inuit Education	\$2,487,101
	English as a Second Language	\$339,117
	Francisation	\$0
	Refugee Student	\$0
	Institutional Programs (EPI)	\$0
	ECS Pre-K Program Unit Funding (PUF)	\$102,940
<b>Schools</b>	Operations & Maintenance Grant	\$2,818,828
	SuperNet	\$182,400
	Transportation	\$2,312,636
	Infrastructure Maintenance Renewal	\$635,949
<b>Community</b>	Socio-Economic Status	\$1,488,698
	Geographic	\$4,986,166
	Fort McMurray Allowance	\$644,882
	School Nutrition Program	\$250,000
	Francophone Equivalency	\$0
<b>Jurisdictions</b>	System Administration	\$3,648,416
<b>Total</b>	<b>\$31,378,206</b>	
<b>Budget 2019 - Estimated Operational Funding</b>	\$36,579,000	
Bridge Funding for New Framework	\$5,378,145	
<b>Total Funding Support with Bridge Funding</b>	<b>\$36,756,350</b>	
\$ Increase	<b>\$177,350</b>	







# Northland School Division 2021-2022 SCHOOL YEAR CALENDAR



## 2021

### August

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

24: New Principal Orientation  
25-26: New Teacher Orientation  
25-26: Administrators' Meeting  
August 30 – September 3:  
School Organization Days

### September

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

August 30 – September 3:  
School Organization Days  
6: Labor Day  
7: First Day for Students

### October

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

11: Thanksgiving Day  
22: Division PD

### November

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

1: Metis Settlement  
Proclamation Day  
11: Remembrance Day

### December

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

20-31: Christmas Break

## 2022

### January

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

4: Students & Staff Return

### February

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

15: In-lieu Day for Interviews  
16: Travel Day  
17-18: Teachers' Convention  
(tentative)  
21: Family Day

### March

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

18: Division PD  
March 28 – April 1: Spring Break

### April

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

March 28 – April 1: Spring Break  
15: Good Friday  
18: Easter Monday

### May

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

23: Victoria Day

### June

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

21: Indigenous Peoples Day  
29: Last Day Students  
30: Organization Day

LEGEND	
	SCHOOL ORGANIZATIONAL DAY (NO STUDENTS)
	NON-OPERATIONAL DAY (NO STAFF OR STUDENTS)
	FIRST/LAST DAY FOR STUDENTS
	DIVISION PD (NO STUDENTS)
	DAY IN LIEU PTI (NO STAFF OR STUDENTS)
	TEACHER CONVENTION/TRAVEL DAY (OPERATIONAL DAYS FOR STAFF, NO STUDENTS)

182 Instructional Days (Green)

194 Operational Days

**Please assign to your available instructional days:**

- 3 Local PD Day

- 2 Wellness Days

**= 177 Instructional Days**

**Please assign in the text box below the calendar:**

- Up to the equivalent of 5 days for PLCs when deemed appropriate. Please deduct early dismissal time for PLC and staff meetings from the "Deductions" section of your plan and list the exact dates in the section below.

NOTE: Schools will follow common Christmas and Easter holiday breaks; however to align holidays with neighboring jurisdictions some exceptions will be made on a case by case basis. There is an expectation that schools will organize Community Engagement Events.

Minimum Hours of Instruction:

ECS = 475 hours;

Elementary (1-9) = 950 hours;

High School = 1000 hours.

**School Organizational Days**

Monday, August 30, 2021

Tuesday, August 31, 2021

Wednesday, September 1, 2021

Thursday, September 2, 2021

Friday, September 3, 2021





## Board Advocacy Update

School board trustees are local politicians elected by and accountable to the community they serve and understand they have a fiduciary duty to all students. The Board of Trustees of Northland School Division (NSD) is responsible for advocating on behalf of the school community to decision-makers and stakeholders on important topics that affect education, and to ensure education is a top priority. During the 2019-2020 school year, the Board Positive Path Forward Action Plan (BPPFAP) was developed. Below are priorities the Board, with support from Administration have accomplished.

Northland School Division Strategic Plan for Board Priorities			
Excellence in Leadership	Excellence in Relationships	Excellence in Learning	Excellence in Financial Practices
Priority 1: Through excellent leadership practices by everyone, everyone feels welcome and valued.	Priority 2: Actively develop and purposefully work to maintain healthy relationships.	Priority 3: Students achieve their potential in literacy and numeracy.	Priority 4: Northland has a balanced budget for 2020-2021.

### Board Advocacy Accomplishments

Excellence in Leadership	
Goal	Action
1.1 Parents and community members actively welcome and show support for staff.	First Nations, Métis Settlements and Municipalities have been reaching out to schools to actively welcome and show support for staff. For example, the Municipal District of Opportunity organized a tour in Wabasca-Desmarais to show NSD teachers what the community has to offer and to help them feel more comfortable.
1.2 Trustees effectively facilitate community members through the process of resolving concerns.	The Board and Superintendent schedule regular meetings with communities to keep them up to date on programming, good news stories and COVID-19 related topics. Being

	able to use technology tools such as Zoom (video conferencing) is allowing NSD to meet with communities regularly instead of once or twice a year.
1.3 Staff morale increases due to purposeful leadership actions by the Board.	The Board, with support from the Administration, are focused on making sure everyone feels welcome and valued through excellent leadership practices. This year, Administration is organizing activities to boost staff morale. One such activity drew high praise from the hundreds of staff that attended.
1.4 Discuss ways the division can achieve the goal of welcoming schools and ways to ensure students know they are cared about at school and by NSD as a whole.  Students know that their school and Northland School Division care about them through celebrations.	The Board implemented <a href="#">Policy 19 - Welcoming, Caring, Respectful, Safe and Healthy Learning and Working Environments</a> .  To support schools during the COVID-19 pandemic, NSD implemented a <a href="#">re-entry plan</a> .  To ensure students know they are cared about, resources are distributed to schools on a regular basis. In addition, NSD created a <a href="#">Mental Health Resources</a> webpage to support students.  Recognizing individual students for their accomplishments such as attendance and personal successes.
1.5 Trustees increased awareness and understanding of policy.	The Policy Committee regularly reviews policies, with support from Administration. All recommended amendments are brought forward to Regular Board Meetings.
<b>Excellence in Advocacy Leadership</b>	
1.6 Northern living allowances are given to all NSD staff similar to Alberta Health Services (AHS) staff.	In 2019-2020, the Board sent letters and held in-person/virtual conversations with the Minister of Education and local MLAs to discuss an adjustment to the current Northern Living allowance.

	<p>The Board has been advocating with some of our other partners to ask the provincial government to consider the Northern Living Allowance for more NSD school staff. For example, Fort Chipewyan.</p>
<p>1.7 Funding from the provincial government or other sources to improve housing for staff.</p>	<p>The Board met with the provincial government to discuss NSD's housing situation in 2019-2020. The provincial government has committed funding to support housing. The support is in addition to the internal funding prioritized by NSD. A total of \$3.9 million has been allocated to improve housing for staff.</p> <p>To date, the division has completed 10 housing renovations. In the coming months, 10 additional renovations are scheduled.</p>
<p>1.8 Boundaries for Wards 5, 6 &amp; 7 are evaluated and changes made if any.</p>	<p>The Board, with support from Administration, scheduled regular meetings to address the boundaries in question.</p> <p>At the September 19, 2020 Regular Board Meeting, the Board approved changing the Electoral Wards of Northland School Division (Bylaw 01- 2020). The approved motion resulted in boundary adjustments to Wards 5, 6 and 7, a clearer description of the boundaries for Wards 6 and 7 and a reduction in the number of Trustees from 11 to 10.</p> <p>At the October 24, 2020 Regular Board Meeting, Secretary-Treasurer Douglas Aird proposed to renumber Ward 11 to Ward 5 so that the 10 wards are sequential from 1-10. The Board approved the recommended renumbering Ward 11 to be Ward 5 effective for the October 2021 election</p>
<p>1.9 Funding is secured for all capital projects identified in the audit of schools completed by Edmonton Public Schools.</p>	<p>The Board, with support from Administration, organizes ongoing conversations with the provincial government about funding for capital projects.</p>

	<p>Board Advocacy has helped support the approval for a new junior/senior high school to replace Mistassiniy School and to secure full funding to either modernize or replace the Athabasca Delta Community School (ADCS) in Fort Chipewyan.</p> <p>NSD received Capital Maintenance Renewal funding to support school maintenance projects.</p>
<p><b>**Added in 2020-2021**</b> Students, staff and communities should have adequate connectivity and access to the internet.</p>	<p>The Board has been conversing with community leaders about the internet and how they can advocate together to address connectivity and bandwidth challenges.</p> <p>On November 28, 2020, they discussed successes and challenges in NSD with Dan Williams, MLA for Peace River. The Board Chair sent a follow-up letter to Mr. Williams on January 14, 2021.</p>

Excellence in Relationships	
Goal	Action
<p>2.1 Parents and community members are actively involved with education and are aware of many successes in Northland.</p>	<p>The Media Relations Manager regularly communicates success stories in the following ways:</p> <ul style="list-style-type: none"> <li>● NSD website</li> <li>● NSD Facebook</li> <li>● NSD Twitter</li> <li>● Send articles to local media and community newsletters.</li> <li>● Superintendent has participated in several radio and television interviews to share good news stories.</li> <li>● Board Highlights</li> <li>● Schools also post success stories on their Facebook pages and in</li> </ul>

	<p>newsletters.</p> <p>In addition, parents and guardians are able to get involved by attending or joining School Council or Principal Advisory Committee meetings.</p>
<p>2.2 The relationship between the school, principal, and the Trustee is positive and enhances community engagement.</p>	<p><a href="#">Policy 3 - Trustee and Administration Working Relationships Guidelines</a> was developed to support this work.</p> <p>Trustees are attending School Council/Principal Advisory Committee meetings.</p>
<p>2.3 Ensure prospective teachers are aware of the need to engage with the community and ways to engage.</p> <p>2.4 Discuss ways to help ensure school staff engage with their community</p>	<p>Leveraging the benefits of technology not only supports student learning, it's helping NSD improve with respect to engagement.</p> <p>Teachers are conversing with parents/guardians on a regular basis to discuss student learning.</p> <p>With support from central office staff, principals and teachers have access to a number of technology tools to engage with parents and community members.</p> <p>In addition, schools also engage with parents and community members via School Council or Principal Advisory Committee.</p>
<p><b>**2.5 Board Advocacy Committee review school council calendar of topics.** Remove?</b></p>	
<p>2.6 Communication Campaigns</p> <ul style="list-style-type: none"> <li>● Tips about the importance of pre-school years learning (Early Childhood Coalition of Alberta campaign)</li> <li>● Tips for supporting education (good sleep, good nutrition, ask how school went, homework done, discuss with</li> </ul>	<p>The Media Relations Manager, with support from the Superintendent, have developed communication to address:</p> <ul style="list-style-type: none"> <li>● COVID-19. A re-entry plan was developed and is updated regularly.</li> <li>● Mental health concerns with students, staff and communities. This increased as a result of the COVID-19 pandemic.</li> </ul>

<p>teacher any challenges, etc.)</p> <ul style="list-style-type: none"> <li>● Messages about how regular attendance impacts achievement.</li> <li>● Celebrating academic achievements by current and former students.</li> <li>● Explain What is School Council?</li> </ul>	<ul style="list-style-type: none"> <li>● How attendance impacts achievement. We do this by including messages on Facebook, websites, messages from the Board Chair and Superintendent.</li> <li>● Academic achievements by students. We share student success stories in the following ways:             <ul style="list-style-type: none"> <li>○ NSD website</li> <li>○ NSD Facebook</li> <li>○ NSD Twitter</li> <li>○ Send articles to local media and community newsletters.</li> <li>○ Superintendent has participated in several radio and television interviews to share good news stories.</li> <li>○ Board Highlights</li> <li>○ Schools also post success stories on their Facebook pages and in newsletters.</li> </ul> </li> </ul> <p>In addition, the Media Relations Manager networks regularly with neighbouring school divisions to share best practices.</p>
<p>2.7 Key partners are given the opportunity to share their thoughts and ideas with Northland and are kept well-informed about Northland.</p>	<p>The Board and Superintendent schedule regular meetings with communities to keep them up to date on programming, good news stories and COVID-19 related topics. Being able to use technology tools such as Zoom (video conferencing) is allowing NSD to meet with communities regularly instead of once or twice a year.</p> <p>During these meetings, NSD shared the good things happening across the division, changes in programming and how we are keeping schools safe during this challenging year.</p>

Excellence in Learning	
Goal	Action
<p>3.1 The Board encourages innovation and supports initiatives, through the budget, to ensure students achieve their potential in literacy and numeracy</p>	<p>The trustees are supporting how NSD is leveraging the benefits of technology.</p> <p>The Secretary Treasurer provided a Budget 2021 status update in October. The budget will continue to see NSD invest in technology to meet software and hardware needs. With a reduction in travel expenses throughout the division, utilizing technology to support student learning will be the norm; which aligns well with NSD’s goal of enhancing and leveraging the use of technology, as well as continuing to engage students in meaningful learning experiences.</p> <p>Northland students will soon be flashing university identification cards! NSD and MacEwan University are finalizing a dual credit agreement that would give students access to an Indigenous Studies course. It's called “dual credit” as students will receive high school credits as well as three credits with MacEwan University.</p>
<p>3.2 The Board knows and understands literacy and numeracy results and can share them with the community.</p> <p>3.3 Trustees are knowledgeable about effective literacy and numeracy strategies</p> <p>Trustees are seen as role models for literacy and numeracy.</p>	<p>The Superintendent met with the Board to review the results in the <a href="#">Three Year Plan and Annual Education Results Report</a>.</p> <p>Trustees at public events will include statements regarding the importance of literacy and numeracy.</p> <p>Trustees support schools by reading to students.</p> <p>Trustees are featured on community posters with a favourite book.</p>
<p>3.4 Share successes of students and staff in numeracy and literacy</p>	<p>The Media Relations Manager regularly communicates success stories in the</p>

	<p>following ways:</p> <ul style="list-style-type: none"> <li>● NSD website</li> <li>● NSD Facebook</li> <li>● NSD Twitter</li> <li>● Send articles to local media and community newsletters.</li> <li>● Superintendent has participated in several radio and television interviews to share good news stories.</li> <li>● Board Highlights</li> <li>● Schools also post success stories on their Facebook pages and in newsletters.</li> </ul>
3.5 Trustees model the value of literacy and numeracy.	<p>Trustees at public events will include statements regarding the importance of literacy and numeracy.</p> <p>Trustees support schools by reading to students.</p> <p>Trustees are featured on community posters with a favourite book.</p>

Excellence in Financial Practices	
Goal	Action
4.1 The Board budget is balanced for 2020-21	Administration has been monitoring expenses closely and on a monthly basis with the Board. Given the cost pressures and the operations dynamic of the pandemic, particularly for maintenance/cleaning, resources have been carefully used, or reallocated as much as possible to address changing priorities.
4.2 The division budget is balanced for 2020-21	The division remains on track for its goal of a balanced budget this year.

<p>4.3 The Board supports and encourages the use of combined grades as a means to increase student success as well as help keep schools in communities.</p>	<p>Administration will develop key messages for the Board regarding combined grades as need arises.</p>
<p>4.4 Innovative and creative ways to offer programs and courses increase.</p>	<p>Northland students will soon be flashing university identification cards! NSD and MacEwan University are finalizing a dual credit agreement that would give students access to an Indigenous Studies course. It's called "dual credit" as students will receive high school credits as well as three credits with MacEwan University.</p> <p>Utilizing technology also helped NSD develop a new and meaningful relationship with the Telus World of Science. With support from the Science in Motion team, our teachers have been learning innovative ways to deliver science-related topics into the classroom environment. Being able to learn from Telus World of Science - Edmonton staff is not only a benefit to our teachers, but it assists our students by enhancing the science experience.</p>
<p>4.5 The number of non-attending students decreases</p>	<p>The Media Relations Manager, with support from the Superintendent, have developed communication to address:</p> <ul style="list-style-type: none"> <li>● How attendance impacts achievement. We do this by including messages on Facebook, websites, messages from the Board Chair and Superintendent.</li> </ul> <p>The <a href="#">NSD Attendance Operational Plan</a> includes strategies to help a chronic non-attender resume their learning journey.</p>
<p>4.7 Trustees increase financial monitoring skills</p>	<p>Providing monthly financial reports allows the Board to ask questions.</p>

	<p>The formation of an Audit and Finance Committee is to assist the Board and the Superintendent in fulfilling their oversight responsibilities for the financial reporting process, the system of internal control over financial reporting, the audit process (including Public Sector Accounting Standards (PSAS) compliance), and monitoring the Division's compliance with laws and regulations pertaining to financial operations.</p>
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- Our staff must get into the community, participate in community activities and have fun.
- Sharing food is key.

### Honoring Treaty Rights

- Indigenous and world are not only included but must be integrated into the education system.
- What our schools look like can be a barrier, our schools must not bring back memories of a residential school.

<b>UPCOMING EVENTS:</b>	
Central Office Closure for Easter	Central Office will be closed Friday, April 2nd for Good Friday and Monday, April 5, 2021 for Easter Monday.
PSBAA Upcoming Events	April 16, 2021 - PSBC Meeting via Zoom April 19, 2021 - PSBAA April Professional Development Sessions
Corporate Board Meeting	April 24, 2021
CAPSLE Conference May 2-4, 2021	CAPSLE will be holding a virtual conference taking place May 2-4, 2021. This year's theme is Rivers of Change: Trans Canada Trends in Education Law. The conference will be having three keynote speakers and 33 presentations. For more information: <a href="http://www.capsle.ca/conference/">http://www.capsle.ca/conference/</a>

February 2021

[View this email in your browser](#)

## THE ADVOCATE

### Welcome to the February 2021 issue of *The Advocate!*

In this edition you'll find information about the April PSBC Meeting, a new blog post from PSBAA President Cathy Hogg, messages from Jody Trembecki, Board Chair of Grasslands Public Schools and Robin Guild, Board Chair of Northland School Division, and much more - including notices for grants, free webinars, the minister's Youth Council recruitment and a contest, with a chance to win a prize!

Please feel free to share this edition with your colleagues.

Happy reading!

## UPCOMING EVENTS

### April 2021 Public School Boards' Council meeting

Friday, April 16, 2021 *(Please note new meeting date and extended time!)*

9:00 a.m. - 4:00 p.m.

Zoom videoconference

Due to ongoing provincial restrictions on large indoor gatherings, the April PSBC meeting will be held by Zoom. Further details regarding this meeting will be sent to PSBC Representatives and Board Chairs shortly. Registration is required.

Click [here](#) to register.

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## April 2021 PSBAA Professional Development sessions

Monday, April 19, 2021

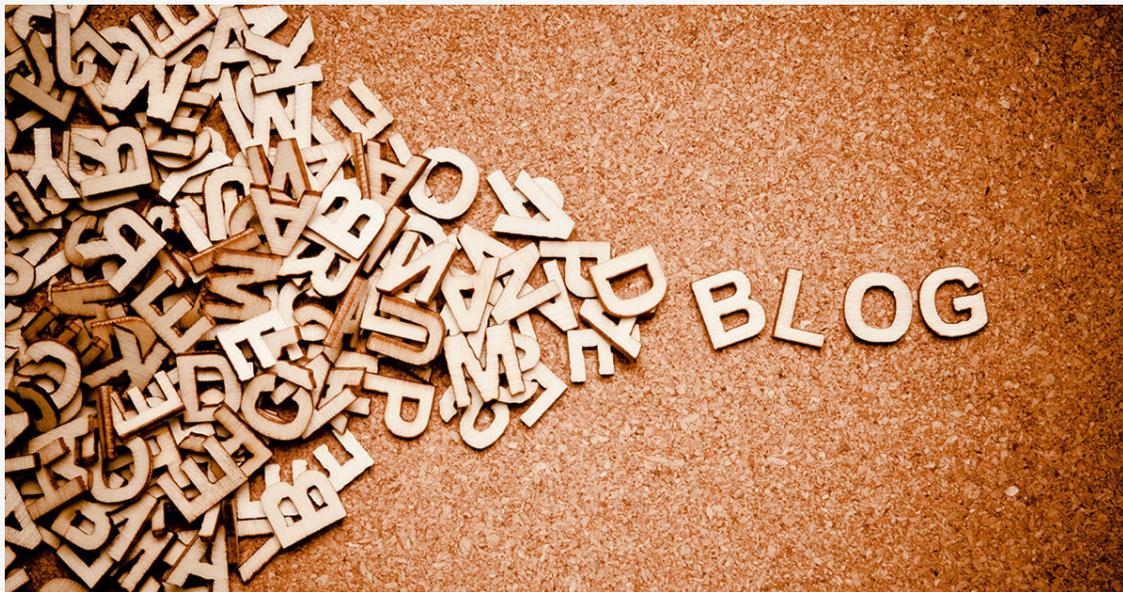
9:00 a.m. - 4:00 p.m.

Zoom videoconference

Details on the sessions are being finalized and will be published in the *March Advocate*.

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## PRESIDENT'S BLOG



### President's blog: Two new blog posts for February

**February 15: *Why public schools are the first choice of our communities***

*In my last blog post, I talked about the importance of belief statements, and why they are especially important for the Public School Boards' Association of Alberta.*

Read the rest of the President's February 15 blog post [here](#) (scroll down after clicking on link).

**February 28: *Why is it so important to have democratically elected public school board trustees?***

*This is an election year for locally-elected school board trustees. I have been writing about the Public School Boards' Association of Alberta (PSBAA) belief statements, and why they are especially important this year.*

Read the rest of the President's February 28 blog post [here](#).

We share all of the President's blog posts on Facebook and on Twitter, and hope you are following us on both social media channels! If you are, would you please like and share these posts to your own social media channels? We want to spread the word about the importance of public schools and public school board trustees as far and wide as possible.

The President's next blog will be posted on the PSBAA website, Facebook and Twitter accounts on March 15, 2021.

## BOARD CHAIR'S MESSAGES

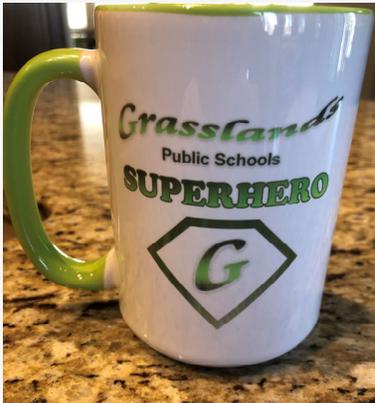
### **Board Chair's message: Grasslands Public Schools**



Greetings from Grasslands Public Schools!!

Grasslands Public Schools is made up of 13 public schools and 7 Hutterite colony schools. We have approximately 3635 students and over 450 staff. We are the second largest employer within the city of Brooks and the County of Newell. Our board consists of 6 trustees; 3 city trustees and 3 rural trustees.

COVID Update: Grasslands, much like other school divisions when it comes to COVID, has had challenges. However, despite these challenges we are doing our absolute best to provide an optimal learning experience for all our students under the circumstances. There are many things we could talk about that have been negative but, there is too much negative in the world these days. Even with such uncertainty and unpredictability there are always positives along the way. Right from the start of the pandemic the board has been extremely proud of all of our staff. Our superintendent and his senior leadership team have shown amazing leadership. Our school administrators and department heads have been willing to do whatever it takes to continually support our staff, students and families. Our staff, no matter what their position, have had their sleeves rolled up and doing what it takes. As a board we have done our best to provide whatever support we can by always asking where we can help and what we can do.



We did not want anyone to feel lost or left out, or most of all, unsupported. The pandemic has made people's jobs harder and considerably more challenging. Their time, dedication, professionalism, strength and empathy have been put to the test. Many of our staff did not get the summer holidays that they were used to and very much deserved. Communication has been a key tool in our toolbox as we continue to support and check in with our students, staff, and families. Simple emails and radio ads have been effective way to check in and rally to troops. We want our people to see how each and every staff member, no matter their role, plays a critical part in the effective and efficient operation of our schools and, as such, we regard every one of them as Superheroes! In recognition of their "Superhero" status the board sent every staff member a Grasslands Superhero coffee mug!! The simplest gestures go a long way.

As we all know mental health in our communities, schools and households has taken a devastating turn for the worst during the pandemic. Mental health has always been at the forefront of our decision making and is a focal point we take very seriously and advocate strongly for. We are very much proud of our wellness team within Grasslands but, with the pandemic and the state our communities, province and country, we need to provide additional supports and advocate now more than ever. We not only need to be there to support the people who need it, but we must remember the amazing people who do the hard work to support our vulnerable. In January Grasslands hosted a division wide Wellness PD Day of all of our staff.....everyone who works for Grasslands was able to attend and participate. We hope to now make this PD day an annual event. The keynote speakers and facilitators we connected to anything wellness professionally and personally. As a board we hoped for everyone to take home even one little nugget of information that can help them in their professional and/or personal life. I firmly believe if we do not take care of ourselves we cannot take care of our students and therefore, cannot deliver the most optimal learning experience in which they all deserve. To further support our staff in their efforts to be the best they can be, Grasslands has teamed up with Headversity. Headversity is a company that focuses on health and wellness in the workplace. Every member of our staff along with one family member has the opportunity to be a part of the Headversity community. Employees download the app, take a short quiz and begin their wellness journey.

Trustees and senior administration met with our MLA in January. We were able to address concerns regarding COVID, parent choice in education, MWA (hold harmless), budget and the progress of our new school in construction. We are thankful for our opportunity to have a positive and informing conversation. We very much appreciate the common goal of addressing COVID by health zones and school jurisdictions. We stressed how the province wide lockdowns need to be addressed differently. In class learning for our students is the best way for optimal learning. People are built for connection.!!!

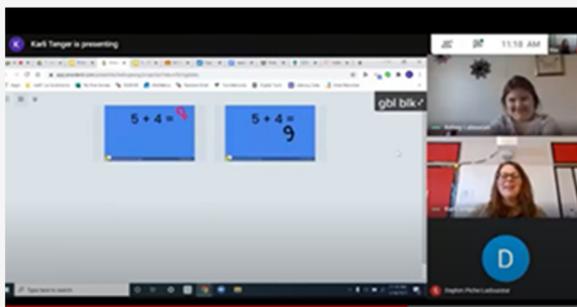
In closing I would just like to reiterate that, regardless of what COVID can throw at us moving forward, we at Grasslands will continue to strive to do our very best to support our entire school community and we look forward to brighter days ahead!

Jody Trembecki  
 Board Chair  
 Grasslands Public Schools  
[jody.trembecki@grasslands.ab.ca](mailto:jody.trembecki@grasslands.ab.ca)

## Board Chair's message: Northland School Division

Tansi, Edlánat'e, Greetings everyone:

I am excited to share how Northland School Division (NSD) is leveraging the benefits of technology. To help move the school division forward with respect to technology, NSD hosted almost 900 virtual professional learning opportunities for staff last year (2019-2020). The professional learning opportunities brought NSD educators up to speed on virtual tools and strategies to support student learning. A survey completed by staff in June demonstrated substantial growth in staff development, in particular, the knowledge and skill with using technology tools such as Zoom and Google Classroom.



This year, we continue to focus on supporting the development of staff and students in leveraging the use of technology in the classroom. Recently, a visual example of staff using technology to support student learning was presented at our Regular Board Meeting in January. The [video](#) showed an NSD teacher working with at-home learning students via Zoom and using a tool called Pear Deck. Pear Deck allows teachers to create interactive slides so students can respond to questions.

Utilizing technology also helped NSD develop a new and meaningful relationship with the Telus World of Science. With support from the Science in Motion team, our teachers have

been learning innovative ways to deliver science-related topics into the classroom environment. Being able to learn from Telus World of Science - Edmonton staff is not only a benefit to our teachers, but it assists our students by enhancing the science experience. In January, a number of NSD students experienced an exclusive virtual [“Science Week” event presented by the Telus World of Science – Edmonton team.](#)

In a school division that spans 288,347 square kilometres, we have found investing in technology and utilizing virtual and remote means has enabled Northland to overcome travel distances between schools and access to educational resources. The use of technology has assisted us in becoming a more connected school division despite the distances across the division.

On behalf of the Board of Trustees of Northland School Division, thank you for the opportunity to share what we are proud of.

*Robin Guild*  
*Board Chair*  
*Northland School Division*  
[ward7@nsd61.ca](mailto:ward7@nsd61.ca)

## OTHER NEWS & INFORMATION

### PSBAA's new website!

[PSBAA's new website](#) is now up and running! In addition to being better organized, one of the new features of the website is a password-protected area for members only. Usernames and passwords were emailed to all members last week. Contact the [PSBAA office](#) if you didn't receive yours.



We are still fine-tuning some areas of the website; it is a work in progress. Thank you for your patience!

### Nominations are open for the PSBAA 2021 *Special Recognition awards*

Please take some time to consider colleagues and/or organizations you would like to nominate for any of the following Special Recognition awards:

- [Promoting and advancing the Calls to Action of the Truth and Reconciliation Commission of Canada in relation to education within Alberta](#) (New award category!)
- [Special Contribution to Public Education](#)
- [Special Contribution to Public Education - Media](#)
- [Advancing Association Business and Initiatives](#)
- [Dick Baker Legacy Award](#)
- [Long Service Award](#) (presented after four years of service and in four-year increments thereafter)

Nomination forms are also posted on the PSBAA website under Members --> Member Resources.

**Deadline for nominations is Monday, April 12, 2021.**

## This is a public school board trustee election year!

Election day is Monday, Oct. 18, 2021. We hope you are running again but, if you are not, we ask that you begin to seek out potential candidates who are passionate about promoting and defending the K-12 public education system in Alberta, who might like to let their name stand for election in your jurisdiction.



In the months to come, we will be actively promoting resources and information so that voters can make a more informed choice about how to cast their ballot on election day.

We encourage you to keep an eye out for our social media posts and updates on the President's Blog. And please share resources like the [2021 School Board Elections Information Package](#).



**Northern Gateway**  
Public Schools

## Northern Gateway Public Schools Superintendent/CEO search

Due to the retirement of the incumbent, the Board of Trustees invites applications for the position of Superintendent of Schools/CEO for Northern Gateway Public Schools. Download the advertisement and Ideal Candidate Profile [here](#).

## Grants for school gardens and energy education in Alberta from Inside Education



The mission of Inside Education is to help teachers and students in Alberta better understand the science, technology, and issues related to the environment and natural resources. Funding is provided through two programs:

1. The [Nutrients for Life program](#) awards grants to develop school gardens (\$300) and learning gardens (\$3,000) in Alberta classrooms and school yards. Support is provided for initiatives that engage students in project-based learning about nutrition, health, and food security; build environmental awareness and stewardship skills; foster collaboration, teamwork, and leadership in the community; and enable students to gain outdoor experiences while engaging in physical activity. **The deadline to apply is March 15, 2021.**
2. The [A+ For Energy program](#) provides K-12 teachers with funding of up to \$5,000 to implement creative approaches to energy education. Projects should enhance student understanding of Alberta's energy landscape including energy efficiency, conservation, and the future. **Applications for this program must be submitted by May 14, 2021.**

Visit the [Inside Education website](#) to review the guidelines for both programs.

## Alberta 2021-2022 Minister's Youth Council recruitment

Alberta's Minister of Education, the Honourable Adriana LaGrange, has announced the start of recruitment for the 2021/22 Minister's Youth Council. The Ministry is looking for approximately 40 junior and senior high school students, ages 14 to 19, with diverse interests, identities, backgrounds and perspectives from all regions of Alberta. Of those 40, the Ministry will be accepting up to eight returning council members and at least 32 new members. The council will continue to give students the opportunity to make an impact on education, build their leadership skills at the provincial level and leave a legacy that will last well into the future.

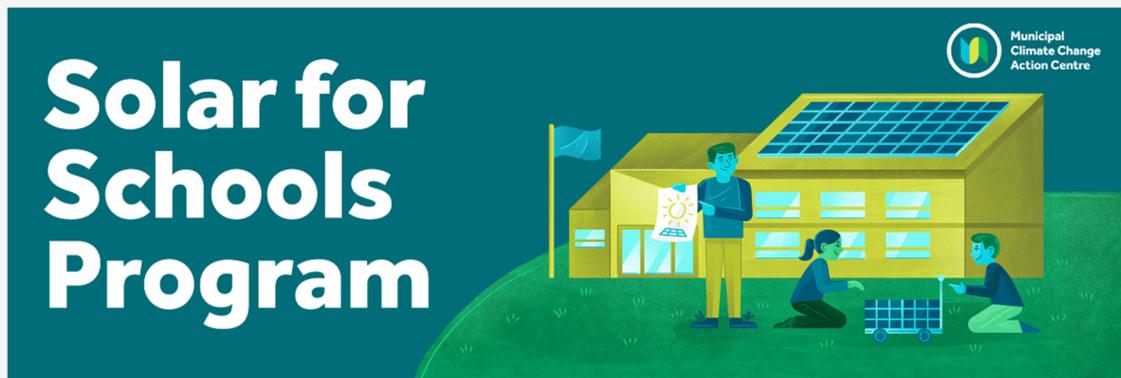
**Students can apply until March 24, 2021.** For more information and instructions on how students can apply, visit this [link](#). Click to download the [poster](#) and [postcard](#) to share with teachers and students.

If you have questions about the council, please contact Sarah Spenrath, Consultant, Strategic Engagement Branch, at [sarah.spenrath@gov.ab.ca](mailto:sarah.spenrath@gov.ab.ca) or 780-289-1352 (toll-free by first dialing 310-0000).

## Alberta Free webinars from the Government of Alberta Community Development Unit

The Government of Alberta Community Development Unit is hosting a series of webinars for community groups, volunteers, and non-profits that may be of interest to you, your network, and your boards.

The series runs from March to June and is a free and useful learning resource. [Click here](#) for a list of upcoming webinars and to register.

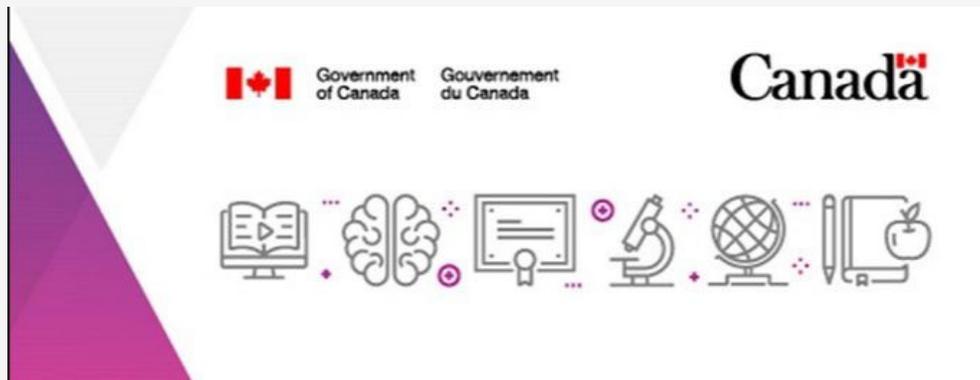


### Solar for Schools program

The Solar for Schools provides funding to Alberta's school authorities to install solar PV systems at schools, teach students about renewable energy, and reduce their environmental impact.

School authorities have an opportunity to reduce operating costs by producing their own electricity, meaning lower utility bills now and in the future. Plus, students are asking for real change and installing solar on schools is a great way to take action.

The [Solar for Schools Program](#) application deadline is April 30, 2022.



## Prime Minister's Awards for Teaching Excellence

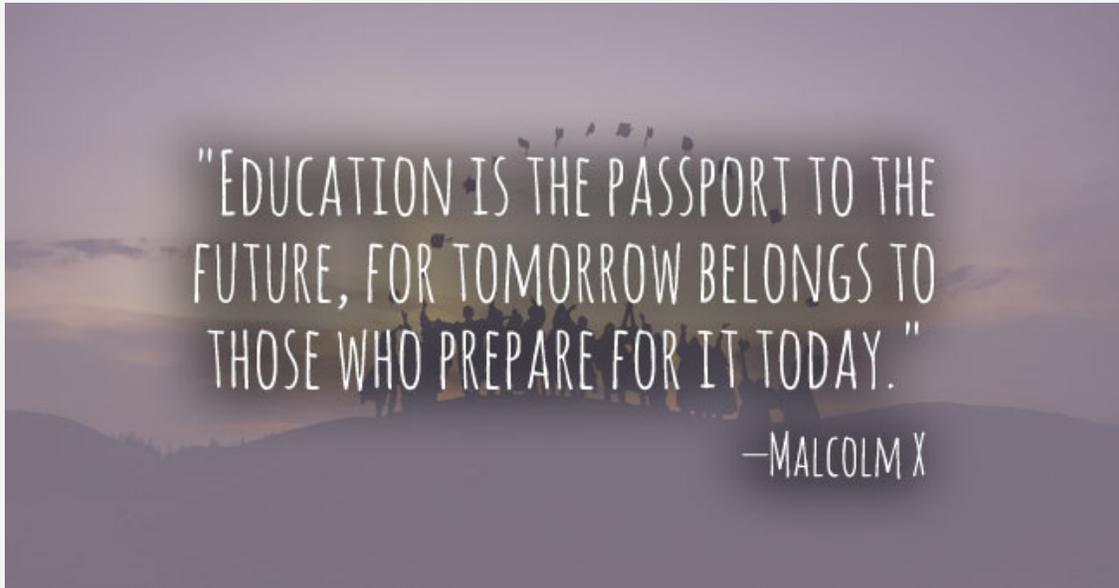
The nomination period for the 2021 competition for the Prime Minister's Awards for Teaching Excellence, Teaching Excellence in STEM and Excellence in Early Childhood Education is being extended until April 27, 2021 due to the COVID-19 pandemic.

Canada's educators are showing unparalleled resilience and commitment to students in the face of COVID-19. If you know an educator who has gone above and beyond, nominate them for a Prime Minister's Award for Teaching Excellence, Teaching Excellence in STEM, or Excellence in Early Childhood Education.

Download your nomination package today at [www.canada.ca/pm-awards](http://www.canada.ca/pm-awards). ***Submit your nomination electronically or by mail by April 27, 2021.***

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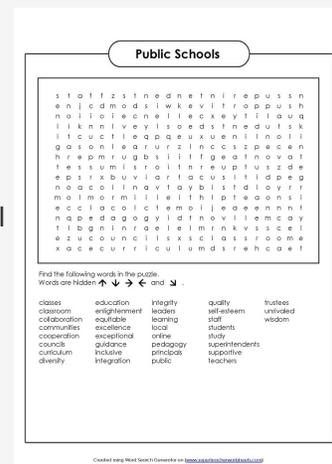
**"Well said!"**



## Word Search contest!

[Click here](#) to download a PDF version of a word search puzzle with words related to public education.

The first person who [emails Troy Tait](#) the completed version with all 35 words accurately identified will receive a stainless steel vacuum tumbler similar to the image below.



## Contact us

Due to the pandemic and in compliance with health officials' recommendations, the PSBAA staff are working from their home offices. Business is operating as normally as possible, given the circumstances.

PSBAA staff can be reached via our PSBAA email addresses or by phoning the office. PSBAA

office hours are 8:00 a.m. - 4:00 p.m., Monday to Friday. If you have any questions or need assistance, please contact us at [execdir@public-schools.ab.ca](mailto:execdir@public-schools.ab.ca) or phone the office at 780.479.8080.

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**DIVERSITY IS A LESSON PLAN FOR LIFE™**



# Superintendent's Highlights

March 20, 2021

## Land Based Learning Update

On February 26, 2021, Connie Twin, Assistant Supervisor of FNMI, provided a workshop on What is TPR? She led by using a variety of the Total Physical Response (TPR) videos and flashcards. She created a video resource to model the rhythmic poem and sounds with granddaughter. Instructors will integrate the visual (watching), auditory (listening) and kinesthetic (imitating) learning modalities to help students give meaning and action to Cree words and phrases.

Instructors will be engaged in another workshop on March 12, 2021 with Dorothy Thunder, Cree instructor at the University of Alberta. Dorothy is a fluent Cree speaker and knowledge keeper who practices the traditional way of life. She co-authored the book, *Beginning of Print Culture in Athabasca Country*, which won the Scholarly and Academic Book of the Year in June 2011. She will provide a half-day session on the most effective literacy strategies to promote student growth and understanding of the Cree language form and patterns, SRO, Syllabics and phonetic spelling.

## Edwin Parr Nominations

The deadline to nominate a first-year Kindergarten to Grade 12 teacher, who has taught in an Alberta school jurisdiction is March 31, 2021. We currently have three teachers who have been nominated.

## NSD Professional Learning Day - March 12, 2021

Northland held a Division wide Professional Learning Day on March 12th and its theme was "Connecting the Dots with Technology: Creating Community and Continuity in the Classroom." The day focused on excellence of in-school/at-home learning practices, exploring tools for engaging students, and sharing examples and ideas on how to maintain learning continuity in this challenging time. The sessions will provide staff with practices, tools, and strategies to support in-school/at-home learning. In addition, examples will be provided to staff on how to maintain learning continuity during this challenging time due to COVID-19.

Seventeen NSD staff and some other speakers offered 27 sessions on this extremely successful day. This is exactly one year from the first ever virtual divisional professional learning day. This was extremely timely last year as two days later the schools were closed and we had to move to a technology based learning environment. Great growth and great staff improvement!

## School Success Report Cards

All of us have the ability to tell a great story. To support schools with storytelling, we have created a template to help schools brag about the great things happening based on measures in the Accountability Pillar Survey. We asked the Principals to share the school's success report card with students, staff, parents and guardians to ensure families understand the measures and the strategies schools have

established. This template will also assist parents and guardians in completing the Accountability Pillar Surveys from Alberta Education when the time comes.

## Critical Worker Benefit Program

In response to COVID-19, the Federal and Provincial Governments are providing a one-time, retroactive lump-sum payment of \$1,200 to qualifying Non-Certificated staff. Staff entitled to this lump-sum payment includes both contracted and employed workers. Funding is coming from the province. By the end of March the division will be paying 182 eligible employees a total of \$218,400. The funding for the 7.66% statutory benefits costs will be provided as well.

This includes:

- 62 Educational/Teacher Assistants (A non-certificated staff member that assists a teacher)
- 43 Bus Drivers – Either board employed or contract
- 35 Custodians – Either a board employed or contract employee
- 20 School Secretaries
- 22 School food services cooks

It should be noted that workers who are no longer employed but met program requirements are eligible.

The eligibility requirements for these Non-Certificated staff in the categories listed above are:

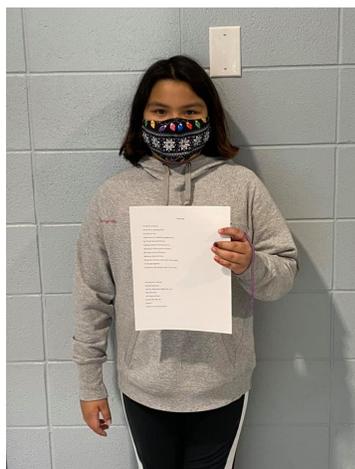
- Non-Certificated staff who interact with students providing front line services and/or a safe environment for students
- Had a minimum of 300 paid hours between October 12th and January 31, 2021
- Paid hours will be prorated for times when schools were closed

This is a welcome recognition of the challenges, hard work and increased risk these staff members have experienced during the pandemic.

## Mistassiniy New School Update

The Division received Schematic Design (SD) formal approval from Alberta Infrastructure and has requested to proceed to Design Development. Attached is the approved schematic design for the new Mistassiniy School. (Approval letter is attached)

## A Conklin student's poem to be published!



A Northland student earned recognition for a poem submitted to the Wood Buffalo Library's Words in Motion program!

Words in Motion is a literacy program that promotes an appreciation for the art of poetry. It is open to everyone living in the Wood Buffalo region.

Ava Boucher-Monias, a student from [Conklin Community School](#), had her poem "Christmas" selected by a panel of judges. As a result of the selection, Ava's poem will be displayed in the 2021 Words in Motion booklet!

Congratulations Ava! The Northland family is very proud of your achievement.

## **Legislation introduced Bill 55 to give more powers to College of Alberta School Superintendents (CASS)**

The College of Alberta School Superintendents Act would apply to superintendents and deputy superintendents employed in public, separate or francophone school authorities. If it is passed into law, Bill 55 would “make the college a legislated organization responsible for upholding the superintendent profession,” see the college become responsible for offering professional development to its members and get rid of the need for the education minister to approve superintendent appointments.

If the legislation is passed, the college “will not assume union functions, engage in collective bargaining on behalf of its members or assist in negotiating employment contracts,” and that superintendents will be required to “respect the authority of the school board as their employer.”

## **Minister of Infrastructure Approves Special Purpose Funding for Housing Renovations**

On February 23, 2021, Alberta Education and Alberta Infrastructure approved special purpose funding of up to \$2 million dollars to be used to renovate and upgrade teacher housing units. Priority communities identified were: Fort Chipewyan, Janvier, Wabasca, and Calling Lake.

To date, the Housing Department has completed 10 renovations and is currently in the process of renovating an additional 10 more units. (Letter is attached)

## **Northland School Division Schools featured in the Fever Newspaper**

Mistassiniy, Calling Lake, St. Theresa and Gift Lake Schools students were featured in the Fever Newspaper supporting Pink Shirt Day!

Canadian Natural Resources Ltd. (CNRL) donated an archery set to the students at Calling Lake School.

Highlights from the February Corporate Board meeting were featured in the March 11, 2021 edition of the Fever Newspaper.

## **Northland School Division Schools featured in the Whistler Newspaper**

The Division was featured in the February 3, 2021 edition of the Whistler newspaper. In recognition of Family Literacy Day in Alberta, many members of the Northland School Division offered their support in reading to students via Zoom. The article captures Superintendent Dr. Nancy Spencer-Poitras and Associate Superintendent of Human Resources, Wes Oginski reading to the students.

**Government of Alberta** ■

## Infrastructure

Learning Facilities Branch

Second Floor, Alberta Infrastructure

6950 – 113 Street  
Edmonton, Albert  
Canada, T6H 5V7

3/4/2021

**Wabasca– Mistassiniy Replacement School**

Schematic Design (SD)

Formal Approval

We the undersigned have reviewed the Revised Schematic Design Report, dated 12/22/2020, and the CTS Foods Lab & Culinary Arts drawing, dated 03/032020 prepared by **BR2 Architecture**. and are in agreement that this meets our Program needs, and requests permission for **Wabasca – Mistassiniy Replacement School** to proceed to Design Development.



Nancy Spencer-Poitras

Superintendent

**Northland School Division No. 61**

We the undersigned have reviewed the Schematic Design Report, dated 12/22/2020, prepared by **BR2 Architecture**. and we grant approval for the **Wabasca – Mistassiniy Replacement School** to proceed to Design Development.

This approval is given noting the following:

1. The current design meets the approved area allowances supported in the School Capital Manual and outlined in Schedule A R1
2. The current estimated costs, as reported by the Independent Cost Consultant, align with the approved budget identified in Schedule B R1.

---

Peter Burgess

Senior Manager, Capital Planning North

**Alberta Education**

---

Greg Leitch

Director, North Region

Learning Facilities Branch, CPDD

**Alberta Infrastructure**



Deputy Minister  
 7th floor Commerce Place  
 10155 - 102 Street  
 Edmonton, Alberta T5J 4L5  
 Canada  
 Telephone 780-427-3659  
 Fax 780-427-7733

ARI14736

FEB 23 2021

Dr. Nancy Spencer-Poitras  
 Superintendent of Schools  
 Northland School Division  
 PO Bag 1400  
 9809 - 77 Avenue  
 Peace River AB T8S 1V2

Dear Dr. Spencer-Poitras:

On July 20, 2020, the Honourable Adriana LaGrange, Minister of Education, and the Honourable Prasad Panda, Minister of Infrastructure, approved special purpose funding of up to \$2 million, to be used to renovate and upgrade teacher housing units throughout your school division. I understand that your division has worked closely with department staff and has identified the following communities as its highest priorities:

- Fort Chipewyan;
- Janvier;
- Wabasca; and
- Calling Lake.

Recognizing that this work is underway, please note that the work is to be completed by March 31, 2022.

Attached to this letter are two copies of the grant terms and conditions associated for your review. If you concur, please countersign both copies on behalf of your school authority and return a hard copy to each department at the addresses noted below. Please also email a scanned, signed copy to Dale Box and Judith Wright at [dale.box@gov.ab.ca](mailto:dale.box@gov.ab.ca) and [judith.wright@gov.ab.ca](mailto:judith.wright@gov.ab.ca).

Alberta Education  
 Attention: Dale Box  
 7<sup>th</sup> Floor Commerce Place  
 10155 - 102 Street  
 Edmonton AB T5J 4L5

Alberta Infrastructure  
 Attention: Judith Wright  
 2<sup>nd</sup> Floor Infrastructure Building  
 6950 - 113 Street  
 Edmonton AB T6H 5V7

.../2



Dr. Nancy Spencer-Poitras  
Page Two

As per the attachment, once you have signed and returned the documents to us, the first payment will be released. As Northland School Division is required to perform monthly reporting on this project, please work with Judith Wright regarding the form through which the reports will be submitted, as well as the required content.

We appreciate Northland School Division's efforts to improve teacher housing in the communities it serves.

Sincerely,

A handwritten signature in blue ink, appearing to be 'Andre Tremblay', with a long horizontal stroke extending to the right.

Andre Tremblay  
Deputy Minister, Alberta Education

A handwritten signature in blue ink, appearing to be 'Shannon Flint', written in a cursive style.

Shannon Flint  
Deputy Minister, Alberta Infrastructure

Attachment:

1. Northland School Division Grant Appendix (two copies)



## Pink Shirt Day Variety Pack



Clockwise from left: Pierre Stuart of Mistassiny School, three Calling Lake students, St. Theresa School had their students draw pink shirts, and Gift Lake School produced a nice collage of their pink shirt students.





### Bigstone Cree Nation Child and Family Services

IS SEEKING FOR COMMUNITY MEMBERS FROM CALLING LAKE, ALBERTA TO JOIN OUR CHILD WELL BEING COMMITTEE

**This committee will come together to discuss the Child Well-Being Legislation, exploring options in the development of an evolving Legislation Strategic Plan.**

Ability to speak and understand the Cree Language is an ASSET.

Experience working with First Nations Communities will be considered an ASSET.

For More Information, please call Gloria Cardinal at 780.773.8730. (all applications will be considered)

**It is our sacred duty to protect our Children and our Youth.**

If you are interested in joining our committee, please submit the following:  
 Letter of Interest, Criminal Record Check, Vulnerable Sector Check, plus a Child and Youth Intervention Check

Attention to: Gloria Cardinal - Child Well Being Coordinator via email to [gloria.cardinal@bigstone.ca](mailto:gloria.cardinal@bigstone.ca)  
**Deadline for all applications: March 10, 2021**



### Bigstone Cree Nation Child and Family Services

IS SEEKING FOR COMMUNITY MEMBERS FROM CHIPEWYAN LAKE, ALBERTA TO JOIN OUR CHILD WELL BEING COMMITTEE

**This committee will come together to discuss the Child Well-Being Legislation, exploring options in the development of an evolving Legislation Strategic Plan.**

Ability to speak and understand the Cree Language is an ASSET.

Experience working with First Nations Communities will be considered an ASSET.

For More Information, please call Patsy L'Hirondelle at 780.891.6953. (all applications will be considered)

**It is our sacred duty to protect our Children and our Youth.**

If you are interested in joining our committee, please submit the following:  
 Letter of Interest, Criminal Record Check, Vulnerable Sector Check, plus a Child and Youth Intervention Check

Attention to: Patsy L'Hirondelle, Executive Director via email to [patsy.lhirondelle@bigstone.ca](mailto:patsy.lhirondelle@bigstone.ca)  
**Deadline for all applications: March 10, 2021**



Thanks to a donation from Canadian Natural Resources Limited (CNRL), students at Calling Lake School can now take up the sport of archery. When it is safe to do so during or after the pandemic, the National Archery in Schools program will be used.

# Online doctor appointments offered by clinic as all its staff going into covid isolation

March 1 news release from MD #17

Although the Golden Opportunity Medical Clinic staff have been very effective keeping the Covid-19 out, we unfortunately had our first case.

This has forced the MD to close the clinic for a minimum of seven days.

We will sanitize the facility today (Monday), and have a staff member answer the telephones to cancel current in-person appointments and to make new virtual bookings from Tuesday.

We are awaiting the results of all the staff members tested, and if there are more positive cases, we will be forced to re-eval-

uate the situation.

Alberta Health Services made a swabbing service available Tuesday. This service is accessible by dialing 811 or visiting the AHS website to book a test online: <https://www.albertahealthservices.ca/topics/Page-17058.aspx>.



We understand the urgency of some of your medical concerns, and encourage you to phone for a virtual appointment. If it is a more severe or acute need, please call 911 or go to the hospital.

Please keep our frontline workers in your prayers, as we are all aware of the vital service they are providing our community.



## To the Community of Wabasca Desmarais

*It is with regret we wish to inform you that*

### Dr. K. Abbasi

**will be closing his practice in the community of Wabasca Desmarais EFFECTIVE MARCH 14, 2021.**

All patient charts and records will remain the property of the Golden Opportunity Medical Clinic.

*We would like to wish Dr Abbasi well in all his future endeavors.*

GOLDEN OPPORTUNITY MEDICAL CLINIC

## CHIROPRACTIC SERVICES

upstairs at the GOLDEN OPPORTUNITY MEDICAL CLINIC



**Dr. Kurt Deutscher**  
Wednesday • Open at 2:00 p.m.



**Dr. Joshua Deutscher**  
Monday • Open at 2:00 p.m.

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## Advice

## Failure is wrong term for end of marriages

By Psychologist Gwen Randall-Young

I shudder when I hear the term 'failed marriage,' or that someone 'failed' a grade at school. To 'fail,' according to the dictionary, is "to not succeed; be unable to do or become what is wanted, attempted, or expected; come out badly".

According to this definition we must all be failures at something. Education and marriage are two of the most important aspects of many lives, and it would be healthier if we abandoned the concept of failure in relation to both of them.



If someone attempts to climb Mount Everest and does not make it all the way to the top, we do not consider that climber a failure. A marathon runner who does not complete the course is not said to have failed the race. We do not need to make others, or ourselves, feel like failures because things did not go the way we had hoped.

No doubt almost everyone who marries intends to stay married forever. It is painful when it does not work out that way.

It can take a lot more courage to be truthful about the fact that the marriage is no longer a happy union, than to pretend to the world that it is. It can be just as honorable to separate and spare the children from living in an atmosphere of tension, as it is to attempt to hold it together so that they will not have to experience their parents' divorce.

In retrospect couples might see that there were many good years and feel thankful for the children that they share. It is wrong to condemn the entire marriage as a failure simply because it did not reach the 25-year mark.

We are all learners here, and no one has the right to judge how others should live. If a marriage dies, we might do well to handle it with the same respect we accord when a person passes on. We can grieve for what is lost, celebrate what was good and wish the survivors well.

A marriage that ends in divorce may be less of a failure than one that continues in name only, for there may be more truth, more honesty and more healthy communication. The partners may go on to find true happiness.

No one could disagree that remaining happily married is the best scenario, and one worth working for. Marriage vows are not to be taken lightly. But when life does not go according to plan, perhaps we could adopt a more encouraging attitude.

If a couple has made the decision to part, we could honor that, saying that we are sure that it must have been a difficult decision, and we will support them however we can. It is hard enough for a couple to deal with this between themselves, without feeling that the whole world views them as having failed.

Let's become more real, honor our humanness, and embrace the view that no one fails at life. Brakes, memories, and hearts might fail, but people learn and grow.

For permission to reprint this article, or to obtain books, CDs or MP3s, visit [www.gwen.ca](http://www.gwen.ca). Follow Gwen on Facebook for daily inspiration.

## Northland Division gives highlights of trustees' meeting

A number of reports on new ongoing programs were given when the Northland School Division (NSD) Board of Trustees held its February meeting.

Here are some of the highlights:

- NSD and MacEwan University are finalizing a dual credit agreement that will give students access to an Indigenous Studies course.

The course will introduce students to various aspects of Indigenous culture such as historical, sociological, oral and literacy components.

Additional opportunities are built into the course which includes meeting with Elders and participating in ceremonies.

Students will receive high school credits as well as three credits with MacEwan University.

- Superintendent of Schools Dr. Nancy Spencer-Poitras presented the latest education quarterly report to the Board.

The quarterly report highlights progress with meeting or exceeding the following priority areas for NSD: Leadership, Relationships, Learning and Financial Practices.



Dr. Spencer-Poitras

Some of the accomplishments noted included the administration is organizing activities to boost staff morale; progress with improving housing for staff; and board members with support from Dr. Spencer-Poitras, are meeting regularly with communities to keep them up to date on programming and Covid-19 related topics.

Being able to use technology tools such as Zoom (video conferencing) is allowing NSD to meet with communities regularly instead of once or twice a year.

- The Student Services Department has been focused on making sure at-home students still have access to all the learning materials and support they need.

In addition, the department plays an important role in ensuring schools receive the required personal protective equipment (e.g. masks). With support from Ever Active Schools, NSD received a donation of masks from Canadian Tire Jumpstart.

- Trustees learned about another technology tool, Screencastify, which allows NSD educators to record video and audio to support lesson plans.

Students are also using the learning tool to record themselves reading, which helps support assessment.

- NSD students have been nominated for Alberta School Board Association awards.

Career Pathways school student Mercede Ominayak and Fort McKay school student Samuel River Cree were nominated for an award.

- Supervisor of First Nations, Métis and Inuit Language and Culture and Land Based Learning Debbie Mineault and Assistant Supervisor Connie Twin, have been developing a vision to revitalize the Cree, Dene and Michif languages in the division.

Language instructors utilize vocabulary flash cards and syllabic blocks and charts to support language development.

To support this movement, the following strategies have been established:

- Cree Language Instructors are working with two Linguistic and Knowledge Keepers.

- Dene Instructors are conversing with Elder John Janvier and Linguistic Educator Lynda Minoose.

- The First Nations, Métis and Inuit Language and Culture and Land Based Learning team launched a mentorship program using language instructors with at least 20 years of experience working with the younger instructors.

- The First Nations, Métis and Inuit Language and Culture and Land Based Learning team established weekly Zoom (video conferencing) sessions.

- Utilizing technology tools such as Screencastify to share knowledge.

The next regular board meeting will be March 20.

The Fever on Facebook  
at Bruce Thomas Scope Fever

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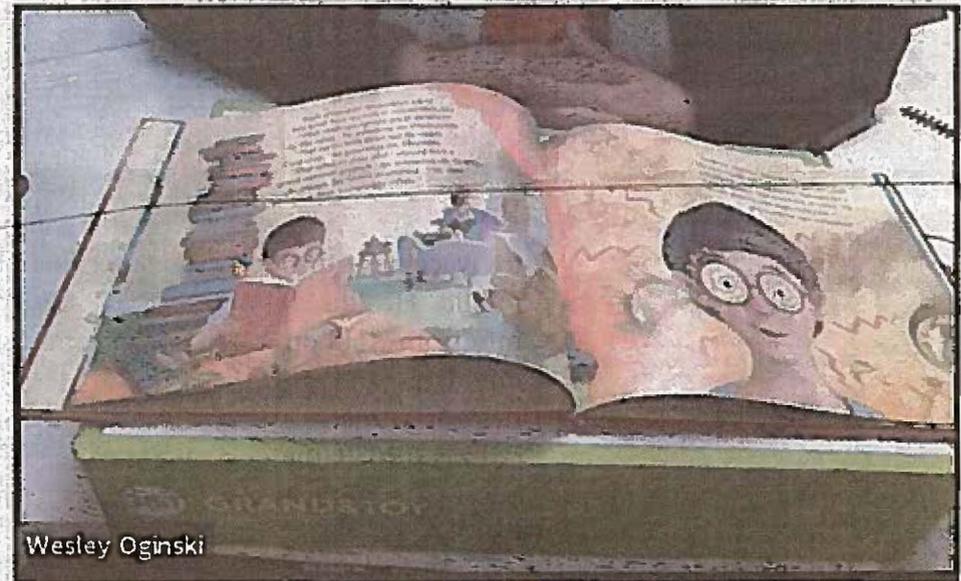
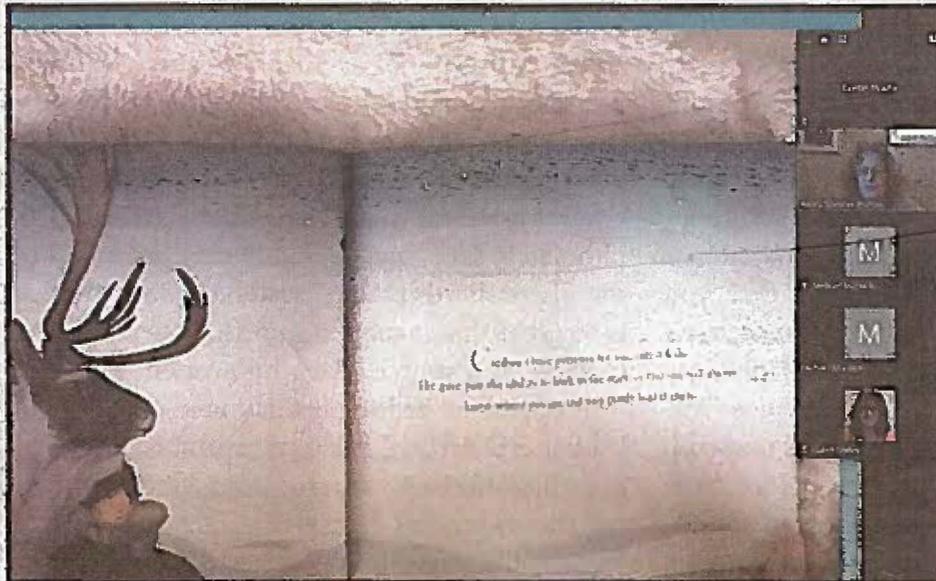
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# THE JOY OF READING



Wesley Oginski

## Lori Noel, Whistler Press

In honour of Family Literacy Day, students within the Northland School Division had the opportunity to participate in a number of activities to help raise awareness about the importance of reading.

Family Literacy week takes place during the last week of January.

Since 1967, Literacy Day has been celebrated all over the world. According to UNESCO, Literacy Day is an annual celebration to bring awareness to the importance of reading skills as a "matter of dignity and human rights". Reading well is essential for a modern society and early liter-

acy education can improve the lives of students as they grow and enter the workforce.

In recognition of Family Literacy Day in Alberta, many members of the NSD offered their support. Dr. Nancy Spencer-Poitras, Superintendent of Schools, as well as other members of the senior admin-

istration, have been taking part by reading to students via Zoom Webinar video conferencing. Reading themes focused on children's stories that highlight Indigenous culture and characters.

In previous years, these reading sessions would have taken place in person, but this year, things are slightly dif-

ferent as we continue to navigate education and learning through the pandemic. NSD Communications Coordinator, Mr. Curtis Walter, shared that the NSD administration is grateful that they were still able to connect with students using technology. No matter the circumstances, it's important to celebrate

the impact that reading has in our lives.

To all members of the community, remember to take the time to sit and read with a child. Offering a positive example of literacy can make all the difference!

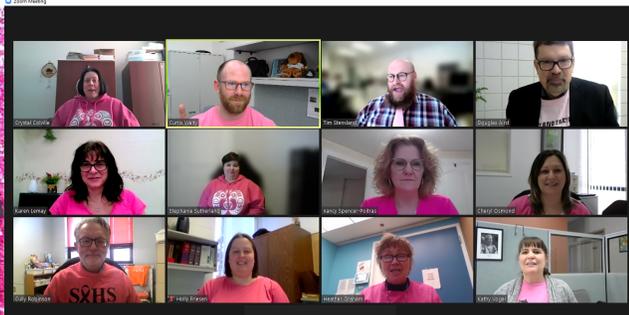
## ASSOCIATE SUPERINTENDENT'S REPORT - CULLY ROBINSON

### Pink Shirt Day - February 24, 2021



We all have a role to play in promoting healthy relationships and preventing bullying – in our schools, our homes, and our communities. On February 24, 2021, Northland School Division staff, students and central office staff wore pink shirts in recognition of Pink Shirt Day - Anti-Bullying Day.

Pink Shirt Day began in 2007 when two teens in Nova Scotia noticed a younger student in their school being bullied for wearing a pink shirt to class. To show their support, the students bought pink shirts and gave them to students and teachers at their high school to wear on the same day. Since then, Pink Shirt Day is celebrated internationally to promote bullying prevention and healthy relationships.



## COVID-19 - Mental Health Resources

This has been a challenging year for all of us due to COVID-19. The challenges and pressures brought on by the pandemic has brought exacerbated feelings of stress, anxiety, fear, sadness and loneliness. To support students, staff and families, we regularly compile mental health information from several sources. Our Director of Student Services, Stephanie Sutherland is working continuously with Wellness workers and outside agencies to support students and families in our division.

### Resources for Students:

As part of supporting our staff, students, parents and community we are currently updating our mental health resources almost every week. Recently, we shared the newly created [Alberta COVID-19 Youth Mental Health Resource Hub](#) on Jack.org. Alberta's government partnered with the Kids Help Phone and Jack.org to create this hub where youth, educators and parents can find easy-to-access tools and supports.

The youth-focused resources on this hub include:

- Jack Chapters – Youth-led, community-driven mental health advocacy clubs at schools or in the community.
- Jack Talks – Mental health presentations delivered to young people by young people.
- Jack Summits – Mental health conferences developed by youth, where young people within a region connect, strategize and learn from one another.
- Do Something – Tools to take small, simple steps that make a big difference to youth mental health and the mental health of others.
- Be There – Tools to support someone who may be struggling with their mental health.

Schools also have access to the following resources to support students:

- [Student Learning Hub](#) – in particular, [Mental Health Supports for Parents, Guardians and Families](#);
- [alberta.ca/COVID-19 info for Albertans](http://alberta.ca/COVID-19%20info%20for%20Albertans);
- [Help in Tough Times](#); and
- [Supporting Learning at Home](#).

Another resource the division shares on a regular basis is the APPLE Slice newsletter. NSD has a partnership with APPLE Schools to create a sustainable healthy school community. APPLE Schools is an innovative school-focused health promotion initiative proven to make a difference in schools. The newsletter included the following resources to support students:

- APPLE Schools presented two sessions at the annual Shaping the Future conference this year. We pre-recorded the sessions to give health champs go-to ideas to promote mental health and physical activity in classrooms. They are now available for all on YouTube.
  - [Go -To Strategies for Positive Mental Health in Schools](#)
  - [Grab and Go! Physically Distanced DPA](#)
- **Mental Health**
  - Connected to Self: Connected to Self lesson plans from Ophea provide simple ideas to help students get grounded, focus, regulate their emotions, and relax. Explore activities to connect with the breath, meditate, stop worrying, and find gratitude. [Get your zen on.](#)
- **Healthy Eating:**
  - Food's Story: This lesson plan prompts students to explore the farm to plate story with a chosen food item. They make a poster and use their creative artistic side to present the story to the class as if the food item were a celebrity! [Start your lesson!](#)
- **Physical Activity:**
  - A Blackfoot Movement Story: An Introduction to the Blackfoot Creation Story. While she explains how the creator turned space dust into the earth, the story prompts students to move, re-enacting how the creator moved through space, gathered dust, turned it into a ball, and made the first man. Students will enjoy an engaging story while moving throughout! [Find it here](#)
  - The Outdoor Education Toolkit for Grades 9 -12 by Ophea provides guidance, tips, safety considerations, and checklists for before and during outdoor education activities. The toolkit also includes lesson plans, conversation starters, and reflection activities. [Get started!](#)

Northland continues to have two mental health capacity building projects in the communities of Fort Chip, Gift Lake, Peavine Metis Settlement, and Grouard.

- Helping Hands to Success which is based out of Athabasca Delta Community School in Fort Chipewyan.
- When We Are Healthy, which is based out of Gift Lake School, Bishop Routhier and Grouard Northland School.

The projects have secured funding to ensure the projects will continue till August 31.2022.

#### **Resources for Staff:**

On a regular basis, the division shares mental health resources in an internal newsletter. Recently, we shared the following resources:

- In the Round - Ever Active Schools: Ever Active Schools is hosting several four-part In the Round professional development sessions. This is a professional development opportunity ideal for those interested in a deeper, community-based learning experience. [Click here](#) for more information.
- Crisis & Trauma Resource Institute Professional Learning:
  - [Anxiety in Children and Youth](#)
    - Date: March 27, 2021 (9:00 AM - 4:00 PM Central Time)
  - [Critical Incident Group Debriefing](#)
    - Date: March 31, 2021 (9:00 AM - 4:00 PM Central Time)
  - [Trauma-Informed Care - Building a Culture of Strength](#)
    - April 12, 2021 (9:00 AM - 4:00 PM Central Time)

When staff need additional support, they have access to the [Employee and Family Assistance Program](#). NSD will also contact Homewood Health when staff at the school level need additional support

### **Resources for Students, Staff and Communities**

NSD understands this is a time of high anxiety for many. We continually remind staff and communities that if you need some help, please visit our [COVID-19 Mental Health Resources webpage](#). We have compiled mental health information from several sources.

The Student Services team will continually monitor the mental health of students and work with students, parents and communities as the needs arise.