

# Board Agenda

June 25, 2021





# NORTHLAND SCHOOL DIVISION REGULAR BOARD MEETING NO. 21-06 AGENDA

**Location:** Courtyard by Marriott Edmonton West/Zoom

**Meeting ID:**

**Passcode:**

**Phone:** 1 (587) 328-1099

**Date & Time:** Friday, June 25, 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.	215 Seconds of Silence in memory of the Kamloops Indian Residential Children Collage of NSD Student Activities	Superintendent Dr. Spencer-Poitras		
4.	FNMI Presentation on Residential Schools	Debbie Mineault, Supervisor of FNMI Language, Culture and Land-Based Learning		
5.	Approval of Agenda	All	Motion	-
6.	In-Camera	All	Motion in/out of in-camera	-

## B. MINUTES

No.	Title	Responsible	Action	Page No.
1.	Board Meeting Minutes, May 29, 2021	All	Motion	<b>05</b>
2.	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	<b>17</b>
2.	Association Reports	Trustees	Information	-
3.	Board Chair Report	Chair Guild	Information	<b>19</b>
4.	Committee and/or Board Representative Reports	Trustees	Information	-
5.	Trustee Activity Reports <ul style="list-style-type: none"> <li>● Trustee Wanyandie</li> <li>● Trustee Shirley</li> </ul>	Trustees	Information	<b>20</b>

**D. ACTION ITEMS**

No.	Title	Responsible	Action	Page No.
1.	Policy 2 - Role of the Board	Trustee Lamouche	Motion	<b>22</b>
2.	Bus Purchase of 3 - 70 Passenger Diesel School Buses	Secretary-Treasurer Aird	Motion	<b>29</b>
3.	Review of Monthly Financial Statements (Quarter End)	Secretary-Treasurer Aird	Information	<b>30</b>
4.	External Auditor - Year End Audit Plan ( <b>11:00 AM</b> )	Secretary-Treasurer Aird	Motion	<b>32</b>
5.	Contract Facilitator for Superintendent and Board Evaluations	Superintendent Dr. Spencer-Poitras	Motion	<b>62</b>
6.	Scholarships & Bursaries	Superintendent Dr. Spencer-Poitras	Motion	<b>63</b>
7.	Update on Division Logo	Superintendent Dr. Spencer-Poitras	Motion	<b>64</b>
8.	Virtual Long Service & Retirement Awards	Superintendent Dr. Spencer-Poitras	Motion	<b>65</b>
9.	September Board Meeting Date	Superintendent Dr. Spencer-Poitras	Motion	<b>66</b>
10.	Student Enrollment	Superintendent Dr. Spencer-Poitras	Information	<b>67</b>
11.	Student Engagement, Attendance & Completion Report	Associate Superintendent Dr. Tessier	Information	<b>70</b>
12.	Roofing Tender Contract Award	Secretary-Treasurer Aird	Motion	<b>77</b>

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



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

<b>No.</b>	<b>Title</b>	<b>Responsible</b>	<b>Action</b>	<b>Page No.</b>
1.	Awards/Celebrations (1:00 p.m.)	Superintendent Dr. Spencer-Poitras	Information	-
2.	Board Chair Highlights	Chair Guild	Information	<b>78</b>
3.	Superintendent Highlights	Superintendent Dr. Spencer-Poitras	Information	<b>86</b>
4.	FNMI Department Report	Debbie Mineault, Supervisor of FNMI Language, Culture and Land-Based Learning	Information	<b>90</b>
5.	IT Department Report	Associate Superintendent Dr. Stensland	Information	<b>100</b>
6.	Human Resources Department Report	Superintendent Dr. Spencer-Poitras	Information	<b>104</b>
7.	School Food Services Department Report	Secretary-Treasurer Aird	Information	<b>106</b>
8.	Trustee Association/Zone Report	Trustee Anderson (Verbal)	Information	-

**G. PRELIMINARY DISCUSSION OF BOARD ITEMS**

<b>No.</b>	<b>Title</b>	<b>Responsible</b>
1.	School Names	Superintendent Dr. Spencer-Poitras

**H. ADJOURNMENT & CLOSING CULTURAL REFLECTION**







**NORTHLAND SCHOOL DIVISION**

**BOARD MEETING NO. 21-05  
MINUTES**

Location: Zoom Meeting

Date: Saturday, May 29, 2021

Time: 9:00 a.m.

Membership					
x	Carmen Laboucane	Trustee Ward 1	✓	Dr. Nancy Spencer-Poitras	Superintendent of Schools
✓	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	✓	Wes Oginiski	Associate Superintendent - HR
✓	Louis Cardinal	Trustee Ward 5	✓	Cully Robinson	Associate Superintendent
✓	Silas Yellowknee	Trustee Ward 6	✓	Dr. Don Tessier	Director of Student Engagement, Attendance & Completion
x	Robin Guild	Chair Ward 7	✓	Curtis Walty	Media Relations Manager
x	Loretta Gladue	Trustee Ward 8	✓	Cheryl Osmond	Executive Assistant
x	Dr. Rubi Shirley	Trustee Ward 9			
✓	Jules Nokohoo	Vice-Chair Ward 10			
✓	Skye Durocher	Trustee Ward 11			

**A. CALL TO ORDER**

**1. Call to Order**

Vice-Chair Nokohoo called the meeting to order at 9:16 a.m. with a traditional land acknowledgment.

**2. Opening Reflection**

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

**3. Adopt Agenda**

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

Due to internet issues, Vice-Chair Nokohoo asked Trustee Yellowknee to chair the meeting for the remainder of the morning.

**25261/21 CARRIED**

**4. In-Camera Session**

MOTION: Trustee Anderson moved that the meeting go in-camera at 9:22 a.m.

**25262/21 CARRIED**

**5. Regular Session**

MOTION: Trustee Durocher moved that the meeting revert back to regular session at 9:38 a.m.

**25263/21 CARRIED**



**NORTHLAND SCHOOL DIVISION**

**BOARD MEETING NO. 21-05  
MINUTES**

**B. MINUTES**

**1. Board Meeting Minutes - April 24, 2021**

Motion: Trustee Cardinal moved that the Board of Trustees approve the April 24, 2021 Corporate Board Meeting minutes as presented.

**25264/21 CARRIED**

**2. 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.

**25265/21 CARRIED**

**C. CONSENT AGENDA**

**1. Adopt Consent Agenda**

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

- C1. Superintendent's Report
- C2. Association Reports
- C3. Board Chair Report
- C4. Committee and/or Board Representative Reports
- C5. Trustee Activity Reports

Trustee Anderson gave a verbal report. In May, Trustee Anderson attended the Zone 1 meeting via Zoom; various topics were discussed including the proposed Alberta Education's draft curriculum. He also sits on the ASBA Selection Committee for the Edwin Parr Award, which will be meeting on June 18 & 23, 2021 to review the nomination packages.

**25266/21 CARRIED**

**NORTHLAND SCHOOL DIVISION****BOARD MEETING NO. 21-05  
MINUTES****D. ACTION ITEMS****1. Policy 1 - Foundational Statements**

MOTION: Trustee Durocher moved that the Board of Trustees approve the housekeeping changes to Policy 1 - Foundational Statements.

**25267/21 CARRIED**

**2. Policy 20 - Teacher Housing**

MOTION: Trustee Nokohoo moved that the Board of Trustees approve the housekeeping changes to Policy 20 - Teacher Housing.

**25268/21 CARRIED**

**3. Policy 21 - Community Voice and Community Engagement**

MOTION: Trustee Nokohoo moved that the Board of Trustees approve the housekeeping changes to Policy 21 - Community Voice and Community Engagement.

**25269/21 CARRIED**

**4. Monthly Financial Statements**

MOTION: Trustee Lamouche moved that the Board of Trustees accept as information, the monthly Financial Report, as attached.

**25270/21 CARRIED**

**5. Enrollment Update**

Associate Superintendent of Human Resources Oginski shared the Enrollment Update with the Board of Trustees.

MOTION: Trustee Nokohoo moved that the Board receive as information, the Enrollment Update, as attached.

**25271/21 CARRIED**

**6. Student Engagement, Attendance & Completion Report**

Dr. Tessier, Director of Student Engagement, Attendance & Completion gave the Board of Trustees an update on April's attendance.



**NORTHLAND SCHOOL DIVISION**

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MINUTES**

MOTION: Trustee Cardinal moved that the Board of Trustees receive as information the Student Engagement, Attendance and Completion Report, as attached.

**25272/21 CARRIED**

**7. Alberta Education Assurance Model Framework/Education Plan for 2021-2024**

Superintendent Dr. Spencer-Poitras reviewed the Alberta Education Assurance Model Framework/Education Plan for 2021-2024 highlighting the priorities, outcomes, measures and strategies that the Division will be implementing.

MOTION: Trustee Lamouche moved that the Board of Trustees approve the Alberta Education Assurance Model Framework for 2021-2024 as attached.

**25273/21 CARRIED**

**Recess from 10:52 a.m. to 11:07 a.m.**

**8. 2021-2022 Spring Final Budget**

Secretary-Treasurer Aird presented to the Board of Trustees the Spring Final Budget.

MOTION: Trustee Anderson moved that the Board of Trustees approve the 2021-2022 Spring Final Budget as attached.

**25274/21 CARRIED**

**9. Year End Auditors**

MOTION: Trustee Lamouche moved that the Board of Trustees accept as information the Year End Auditors, as attached.

**25275/21 CARRIED**

**10. IMR/CMR Support for 2021-2022**

MOTION: Trustee Nokohoo moved that the Board of Trustees accept as information the IMR/CMR support for the 2021-2022 school year, as presented.

**25276/21 CARRIED**



**NORTHLAND SCHOOL DIVISION**

**BOARD MEETING NO. 21-05  
MINUTES**

**11. Projected Enrollment Numbers**

Associate Superintendent of Human Resources Oginski shared the projected enrollment for the 2021-2022 school year with the Board of Trustees.

MOTION: Trustee Nokohoo moved that the Board of Trustees accept as information, the 2021-2022 projected enrollment, as presented.

**25277/21 CARRIED**

**12. Boundary Change for Improvement District #349**

MOTION: Trustee Anderson moved that the Board of Trustees accept as information the boundary change for Improvement District #349, as attached.

**25278/21 CARRIED**

**13. Locally Developed Courses**

MOTION: Trustee Nokohoo moved that the Board of Trustees authorize the Administration to proceed with acquiring the following courses and approve a one year extension on the locally developed courses as attached.

LDC1515 - Competencies in Math (15-5)

LDC0010 - Content Literacy 15 & 25

LDC1011 - History of War and Warfare

**25279/21 CARRIED**

**14. Northland Games**

MOTION: Trustee Lamouche moved that the Board of Trustees approve the cancellation of the 2021 Northland Games due to COVID-19, as presented.

**25280/21 CARRIED**

**15. Paraprofessional Education Leave**

MOTION: Trustee Nokohoo moved that the Board of Trustees approve the Administration's recommendation to grant an education leave to Employee 14360 for the 2021-2022 school year, as attached.

**25281/21 CARRIED**



**NORTHLAND SCHOOL DIVISION**

**BOARD MEETING NO. 21-05  
MINUTES**

**16. Northland Online School**

MOTON: Trustee Lamouche moved that the Board of Trustees authorize the Administration to proceed with the process of developing an online school for the 2021-2022 school year, as attached.

**25282/21 CARRIED**

**Recess: 12:01 p.m - 12:32 p.m.**

Vice-Chair Nokohoo resumed chairing the meeting at this time.

**17. ASBA Friends of Education Award**

Item was tabled until further notice.

**18. ASBA 2021 Zone 1 Appreciation Award**

Item was tabled until further notice.

**19. Purchase of Three (3) 71 Passenger School Buses**

MOTON: Trustee Lamouche moved that the Board of Trustees approve the purchase of three (3) 71 passenger school buses from The Bus Centre in the amount of \$352,674.78 with funds coming from capital reserves, as attached.

**25283/21 CARRIED**

**20. PSBAA Special Contribution to Public Education Nomination**

MOTON: Trustee Yellowknee moved that the Board of Trustees accept as information, the nomination of Councillor Jane Stroud, with the Regional Municipality of Wood Buffalo for the PSBAA Special Contribution to Public Education Award.

**25284/21 CARRIED**

**21. PSBAA Promoting and Advancing in Alberta, The Calls to Action of the Truth and Reconciliation Commission of Canada Nomination**

MOTON: Trustee Yellowknee moved that the Board of Trustees accept as information, the nomination of Trustee Dr. Rubi Sakeskanip, with Northland School Division for the PSBAA Promoting and Advancing in Alberta, The Calls to Action of the Truth and Reconciliation Commission of Canada Award.

**25285/21 CARRIED**



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**E. TECH TALK WITH TIM STENSLAND**

Dr. Tim Stensland shared a powerpoint presentation with the Board of Trustees on Digital Citizenship.

**F. MONITORING REPORTS**

Trustee Yellowknee moved that the Board of Trustees approve as information, the Monitoring Reports , as presented and attached.

- F1. Awards/Celebrations
- F2. Board Chair Highlights
- F3. Superintendent Highlights
- F4. Associate Superintendent Report
- F5. Transportation Services Report

**25286/21 CARRIED**

**AWARDS/PRESENTATIONS**

The Board of Trustees invited Lucas Whittle, Principal of Paddle Prairie School to present an update on the school and its activities.

**G. PRELIMINARY DISCUSSION OF BOARD ITEMS**

**1. June Board Meeting**

MOTION: Trustee Yellowknee moved that the Board of Trustees change the next board meeting date from June 19th to June 25, 2021.

**25287/21 CARRIED**

**2. Other Information Discussed**

- Fall Board Orientation dates and topics
- Proposed board meeting schedule





**NORTHLAND SCHOOL DIVISION**

**BOARD MEETING NO. 21-05  
MINUTES**

- Long Service Awards & Retirement Dates - Virtual Celebration
- Memorandum of Understanding Signing on June 21, 2021 with Telus World of Science - Edmonton and MacEwan University

**H. ADJOURNMENT & CLOSING PRAYER/CULTURAL REFLECTION**

**1. Adjournment**

MOTION: Trustee Yellowknee moved that the Board of Trustees declare the meeting adjourned at 2:02 p.m.

**25288/21 CARRIED**

**2. Closing Prayer/Cultural Reflection**

Trustee Yellowknee 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



Date of Meeting	Assigned To	Agenda Item	Task	Due Date	Status	Action
5/29/2021	Superintendent Spencer-Poitras	Round Table	Proposed Board Meeting dates (Fridays and/or Saturdays)	6/25/2021	In Progress	Every 3rd Friday - Board Evaluation/Superintendent Evaluation and Board Meeting September 15, 16, 17, 2021
5/29/2021	Superintendent Spencer-Poitras	Round Table	Proposed Long Services and Retirement Award Date in September	6/25/2021	In Progress	Virtual celebration on September 22, 2021
4/24/2021	Secretary-Treasurer Aird	Round Table	Trustee Anderson requested information on the carbon tax and how it affects utility costs.	5/29/2021	In Progress	
4/24/2021	Secretary-Treasurer Aird	Round Table	Trustee Anderson requested information on bus contractors rates. Information will be used to present the opportunity of either being a bus contractor and/or a bus driver to parents.	5/29/2021	In Progress	
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	
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	Contact has been made with the MD and an update is underway. <b>May 20, 2021:</b> The Division Facilities Manager is working to reconnect the septic field with Alberta Environment and the MD of Opportunity. He has been advised a community garden is being planned in the area.
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.	5/29/2021	In Progress	Received on March 31, 2021 however the provincial division boundary maps do not indicate the Wards. An internal map is being prepared.
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 <b>May 2021</b> - the transfer of the land will be determined by Alberta Education.





# Superintendent's Report

June 25, 2021

<b>Community Engagement Meeting - Bigstone Cree First Nation</b>	<b>May 25, 2021</b>
Hosted a Community Engagement Meeting with Bigstone Cree First Nation, providing them with a Division update.	
<b>Principals Meeting</b>	<b>May 25, 2021</b>
Attended the Principals meeting.	
<b>Knowledgehook Webinar</b>	<b>May 26, 2021</b>
Attended a one hour webinar on Lessons from New Zealand: Teacher Inquiry and Knowledge Building	
<b>Induction Ceremony</b>	<b>May 26, 2021</b>
Attended the Induction Ceremony via Zoom.	
<b>PSBAA PD Session</b>	<b>May 27, 2021</b>
Attended the PSBAA Professional Development Session on CBE's in Pursuit of Excellence in Governance. CBE Chair Marilyn Dennis, Vice Chair Althea Adams and Trustee Trina Hurdman shared highlights of the work completed in response to the Education Minister's independent review and how it has impacted the Board's governance work.	
<b>PSBAA PD Session</b>	<b>May 27, 2021</b>
Attended the PSBAA PD Session on GPPSD's Continuous Improvement Index.	
<b>NSD/Alberta Education Quarterly Attendance Meeting</b>	<b>May 28, 2021</b>
Met with Ron Taylor, Director of FNMI Services Branch and his team to discuss the Division's attendance.	
<b>School Divisions within the RMWB</b>	<b>May 28, 2021</b>
Met with Fort McMurray Catholic, Fort McMurray Public and Conseil-Scolaire Centre-Nord School Divisions to discuss the return to school in the RMWB area.	
<b>Corporate Board Meeting</b>	<b>May 29, 2021</b>
Attended the monthly Corporate Board meeting via Zoom.	
<b>Hapara Meeting</b>	<b>June 2, 2021</b>
Attended the Hapara meeting along with Dr. Tim Stensland, Associate Superintendent and M. Maciach, Pedagogical Supervisor.	

<b>PSBAA Spring General Assembly</b>	<b>June 3 &amp; 4, 2021</b>
Attended the annual PSBAA's Spring General Assembly.	
<b>Meeting with T. Gunderson, ASBA</b>	<b>June 3, 2021</b>
Met with T. Gunderson to shortlist for the Associate Superintendent positions.	
<b>ASBA Spring General Meeting</b>	<b>June 7 &amp; 8, 2021</b>
Attended the annual ASBA Spring General Meeting.	
<b>Meeting with the Minister of Education</b>	<b>June 7, 2021</b>
Meeting with the Minister of Education Hon. LaGrange along with Board Chair Guild.	
<b>St. Theresa Vice Principal Interviews</b>	<b>June 9, 2021</b>
Participated in the interviews for the Vice Principal position at St. Theresa.	
<b>Policy Committee Meeting</b>	<b>June 9, 2021</b>
Participated in the monthly Policy Committee meeting where Policy 2 was reviewed.	
<b>Agenda Review Meeting</b>	<b>June 9, 2021</b>
Participated in the monthly Agenda Review Meeting for the June 25, 2021 Board meeting.	
<b>Legal Meeting</b>	<b>June 9, 2021</b>
Met with McLennan Ross LLP to discuss legal issues.	
<b>Associate Superintendents Interviews</b>	<b>June 14 &amp; 15, 2021</b>
Participated in interviews for the two Associate Superintendent positions. Interviews took place in Edmonton.	
<b>Community Engagement Meeting with Alberta Education</b>	<b>June 17, 2021</b>
Attended quarterly meeting with Alberta Education.	
<b>Scholarship &amp; Bursary Committee Meeting</b>	<b>June 17, 2021</b>
Attended the Scholarship and Bursary Committee meeting to review and select scholarship and/or bursary candidates.	
<b>Jump Math Meeting</b>	<b>June 17, 2021</b>
Met with Dr. Brent Davis, from the U of C to discuss Math Minds pedagogy and the program Jump Math.	

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









NORTHLAND SCHOOL DIVISION

# TRUSTEE REPORT TO THE BOARD

**TO:** THE BOARD OF TRUSTEES **DATE:** JUNE 25, 2021  
**SUBMITTED BY:** Dr. Rubi H. Shirley, Trustee, Ward 9  
**SUBJECT:** Trustee Activity Report for June 2021

SUMMARY:	
<b>DATE:</b>	<b>DESCRIPTION</b>
June 15, 2021	Overall summary for the month of June. We have had several breakouts of Covid 19 in the school which frightened parents. Students continued to do their work at home via technology.
	Have not heard anything in the community about the school other than the health concerns.
June 25, 2021	Planning to go to the meeting in Edmonton June 25, 2021. Depending on the boat ride there and back.



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

**TO:** THE BOARD OF TRUSTEES                                  **DATE:** JUNE 25, 2021  
**SUBMITTED BY:** Jesse Lamouche, Trustee, Ward 4  
**ORIGINATOR:** Policy Committee  
**SUBJECT:** Policy 2 - Role of the Board  
**REFERENCE(S):**  
**ATTACHMENTS:** Policy 2 - Role of the Board

**RECOMMENDATION:**  
THAT the Board of Trustees approve the housekeeping changes to Policy 2 - Role of the Board, as attached.

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**BACKGROUND:**

**RISK ANALYSIS:**

## Policy 2

### ROLE OF THE BOARD

The Board is a corporate entity established by the provincial legislature and given authority by the Education Act, the Northland School Division Act, and the attendant regulations. Board means Board of Trustees.

The Board is charged with the responsibility of providing an education system that is organized and operated in the best interests of the students and the communities it serves. It exercises this responsibility through setting of effective policies, clear strategic direction; the wise use of resources, and good monitoring practices.

#### SPECIFIC AREAS OF RESPONSIBILITY

1. Accountability for Student Learning and Wellness
  - 1.1 Provide overall direction for the Division by establishing vision, mission/commitment, beliefs, and values.
  - 1.2 Support & ensure the establishment of a welcoming, caring, respectful, safe, and healthy learning and work environment.
  - 1.3 Ensure Board policies are respectful of local cultural goals, values, and traditions.
  - 1.4 Enable each community to guide and shape the building of culture, values, and traditions into their local school.
  - 1.5 Enable supports for children regarding the impacts of residential school legacy.
  - 1.6 Enable processes to support quality teaching.
  - 1.7 Closely monitor the effectiveness of each school in achieving student success, establisheding priorities and learning from other key performance indicators.
  - 1.8 Initiate school and program reviews as necessary to ensure the achievement of outcomes and student success.
  - 1.9 Annually approve the process and timelines for the refinement of the Three-Year Education Plan.
  - 1.10 In consultation with communities, identify Division priorities at the outset of the annual Three-Year Education planning process.
  - 1.11 Annually approve the “rolling” Three Year Assurance Model Framework/ Three-Year Education Plan/ and the Annual Education Results Report for submission to Alberta Education and for public distribution.
2. Engagement
  - 2.1 Engage at least once within the 12 month period immediately following each general election with respect to the establishment of the Board’s strategic direction with:

- 2.1.1 the wards;
  - 2.1.2 First Nations, Metis, Municipalities and other communities with respect to which the board provides educational services;
  - 2.1.3 Treaty 8 First Nations of Alberta;
  - 2.1.4 the Metis Settlements General Council; and
  - 2.1.5 The Council of School Councils.
- 2.2 Meet with Council of School Councils (COSC) at least once a term.
  - 2.3 Enable and support the meeting of Ward Councils at least once each school year.
3. Community Assurance
- 3.1 Make informed decisions that represent the best interests of the entire Division, and honour community diversity.
  - 3.2 Establish ongoing plans for collaborative work between the Division and First Nations and Métis Settlements.
  - 3.3 Report Division outcomes to the community at least annually.
  - 3.4 Develop appeal procedures and hold hearings as required by statute and/or Board policy.
  - 3.5 Model a culture of respect and integrity.
  - 3.6 Maintain transparency in all fiduciary aspects.
  - 3.7 Ensure Board processes and procedures are respectful of local culture, values and traditions.
  - 3.8 School facilities and grounds shall be kept to a high standard.
4. Accountability to Provincial Government
- 4.1 Act in accordance with all statutory requirements to implement provincial standards and policies.
  - 4.2 Perform Board functions required by governing legislation and existing Board policy.
  - 4.3 Ensure all students, teachers and Division leaders learn about First Nations, Métis and Inuit perspectives, experiences and contributions throughout history; treaties, and the history and legacy of residential schools.
5. Fiscal Accountability
- 5.1 Within the context of results-based budgeting, approve budget assumptions/principles and establish priorities at the outset of the budget process.
  - 5.2 Approve the annual budget and allocation of resources to achieve desired results.
  - 5.3 Approve, if any, annual fees for instructional resources, transportation and tuition.
  - 5.4 Approve expense reimbursement rates.
  - 5.5 Approve substantive budget adjustments when necessary.

- 5.6 Enable the development of reciprocal partnership agreements to collectively enhance supports and services for all students, including those attending First Nations operated schools.
  - 5.7 Approve tenders/purchases/contracts/lease agreements in excess of one hundred twenty-five thousand dollars (\$125,000).
  - 5.8 Ensure fair tender and bid processes.
  - 5.9 Monitor the fiscal management of the Division through receipt of, at minimum, quarterly variance analyses and year-end projections.
  - 5.10 Receive and approve annual Audit Plan.
  - 5.11 Receive the Audit Report and ensure the management letter recommendations are addressed.
  - 5.12 Approve annually the Three-Year Capital Plan for submission to Alberta Education.
  - 5.13 Approve borrowing for capital expenditures within provincial restrictions.
  - 5.14 Set the parameters for negotiations after soliciting advice from the Superintendent and others.
  - 5.15 At its discretion, ratify Memoranda of Agreement with bargaining units.
  - 5.16 Approve the Superintendent's contract.
  - 5.17 Approve annually the signing authorities for the Division.
  - 5.18 Approve transfer of funds to/from reserves.
  - 5.19 Approve investment parameters.
  - 5.20 Ensure all non-instructional programs are regularly reviewed to test the relevancy, effectiveness and efficiency of the programs against desired outcomes.
6. Board/Superintendent Relations ("First Team")
    - 6.1 Select the Superintendent; provide for succession planning as required.
    - 6.2 Provide the Superintendent with clear corporate direction.
    - 6.3 Delegate, in writing, administrative authority and identify responsibility subject to provisions and restrictions in the Education Act.
    - 6.4 Respect the authority of the Superintendent to carry out executive action and support the Superintendent's actions which are exercised within the delegated discretionary powers of the position.
    - 6.5 Demonstrate mutual respect and support, which is then conveyed to the staff and the community.
    - 6.6 Annually evaluate the Superintendent, in accordance with a pre-established performance appraisal mechanism.
    - 6.7 Annually review compensation of the Superintendent.
    - 6.8 See also Policy 2 Appendix D Board and Superintendent Communication Guidelines.

7. Board Development

- 7.1 Annually review and approve the Board work plan.
- 7.2 Develop a professional development plan for governance excellence in fiduciary, strategic and generative engagement modes.
- 7.3 Annually evaluate Board effectiveness in meeting performance indicators and set a Positive Path Forward.

8. Policy

- 8.1 Identify how the Board is to function.
- 8.2 Develop/revise policies using an engagement process, when appropriate.
- 8.3 On a regular basis monitor policy currency, relevancy and effectiveness.

9. Political Advocacy

- 9.1 Act as an advocate for public education and the Division.
- 9.2 Identify issues for advocacy on an ongoing basis.
- 9.3 Develop a plan for advocacy including focus, key messages, relationships and mechanisms.
- 9.4 Promote regular meetings and maintain timely, frank and constructive communication with locally elected officials.
- 9.5 Arrange meetings with elected provincial and federal government officials to communicate and garner support for education in local communities.

**SELECTED RESPONSIBILITIES**

The Board shall:

- 1. Acquire and dispose of land and buildings; ensure titles to or enforceable long-term interests in land, are in place prior to capital project construction.
- 2. Approve school attendance areas.
- 3. Establish entrance ages for student admission.
- 4. Approve locally developed/acquired courses for students.
- 5. Name schools and other Division-owned facilities.
- 6. Approve Division Calendar Framework and school calendar(s).
- 7. Provide for recognition of students, staff and community.
- 8. Approve leases, and agreements with municipal authorities; ensure leases are in place for all schools situated on Métis Settlement lands.

9. Approve all international field trips, and out-of-province field trips in excess of three (3) school days.

## ORIENTATION

To ensure continuity and facilitate smooth transition from one Board to the next following an election, trustees must be adequately briefed concerning existing Board policy and practice, statutory requirements, initiatives and long-range plans.

The Board believes an orientation program is necessary for effective trusteeship.

1. The Board Chair and Superintendent are responsible for ensuring the development and implementation of the Division's orientation program for trustees.
2. The Superintendent shall provide each trustee with access to the references listed in Policy 3 Appendix "Services, Materials and Equipment Provided to Trustees" at the Organizational Meeting following a general election or at the first regular meeting of the Board following a by-election.
3. In the year of an election, the Division will host a preliminary orientation session for all elected candidates prior to the Organizational Meeting which will include a review of and an expression of interest in Board assignments and committees.
4. The Division will offer an orientation program for all trustees that provides information on:
  - 4.1 Role of the trustee, ward councils and school councils
  - 4.2 Board policies, agendas and minutes;
  - 4.3 The organizational structure and administrative procedures of the Division;
  - 4.4 Existing Division initiatives, annual reports, budgets, financial statements and long-range plans;
  - 4.5 Division programs and services;
  - 4.6 Divisional Community/School Overview
  - 4.7 Board's function as an appeal body;
  - 4.8 Statutory and regulatory requirements, including responsibilities with regard to conflict of interest;
  - 4.9 Meeting rules and guidelines including: Robert's Rules of Order, meeting etiquette, and key procedures.
  - 4.10 Trustee remuneration, and expenses and associated processes.
  - 4.11 Technology orientation
5. The orientation program may also include:
  - 5.1 A tour of the offices and the opportunity to meet Division Office staff.

5.2 A tour of the schools and the opportunity to meet principals and staff.

6. The Division will provide support within the Board governance budget for trustees attending provincial association sponsored orientation seminars.

Legal Reference: Section 33, 51, 52, 53, 54, 60, 67, 139, 222 Education Act  
Fiscal Planning and Transparency Act  
Borrowing Regulation  
Investment Regulation  
School Fees Regulation  
Trust and Reconciliation Commission Calls To Action  
Local Authorities Elections Act  
Northland School Division Act  
Results-Based Budgeting Act  
Disposition of Property Regulation  
Early Childhood Services Regulation





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

**TO:** THE BOARD OF TRUSTEES **DATE:** JUNE 25, 2021  
**SUBMITTED BY:** Douglas Aird, Secretary-Treasurer  
**ORIGINATOR:** Susanne Jones, Transportation Manager  
**SUBJECT:** Purchase of Three (3) 70 Passenger Diesel School Buses  
**REFERENCE(S):**  
**ATTACHMENTS:**

**RECOMMENDATION:**  
**THAT the Board of Trustees approve the purchase of three (3) 70 Passenger Diesel School Buses from Western Canada Bus, in the amount of \$354,371.82 with the funds coming from reserves (unrestricted surplus).**

\*\*\*\*\*

**BACKGROUND:**

At the May 29, 2021 Board Meeting a motion to purchase 3 buses from the Bus Centre was passed, based on the tender evaluation and recommendation by Administration. However, the vendor has advised that the buses had already been sold. Accordingly this bid has been removed from the ranking.

It is now recommended that the Board accept the best bid remaining, as evaluated and ranked in the tender. This is a total of \$1,697.04 higher.

Western Canada Bus	Cost \$118,123.94/each including GST
	Units are 2021 70 Passenger Diesel School Buses

The Division purchases buses for student transportation through a public tender. Requirements are developed and proponent responses are ranked based on objective criteria determined in advance. The ranking categories include criteria for specifications, price, service and delivery.

**RISK ANALYSIS:**

The Division has confirmed that these buses are available and will meet operational requirements. Accordingly the risk is low.

The Division is open to either gasoline or diesel fueled buses depending on the location and the route. It was determined that diesel buses would be more economical based on life cycle costs.



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

**TO:** THE BOARD OF TRUSTEES **DATE:** JUNE 25, 2021  
**SUBMITTED BY:** Douglas Aird, Secretary-Treasurer  
**SUBJECT:** Monthly Financial Report  
**REFERENCE(S):**  
**ATTACHMENTS:** May 2021 Monthly Financial Report

**RECOMMENDATION:**  
THAT the Board of Trustees approve as information the Monthly Financial Report, as attached.

\*\*\*\*\*

**BACKGROUND:**

**RISK ANALYSIS:**



**NORTHLAND SCHOOL DIVISION**  
**Budget to Actual Variance**  
**as of May 31, 2021**

REVENUE	2020-2021					
	Budget	YTD Budget	YTD	Variance	%	
Alberta Education	\$ 46,143,365	\$ 34,607,524	\$ 35,265,200	\$ 657,677	2	
Federal Government & First Nations	15,349,464	11,512,098	\$12,202,519	690,421	6	
Other Revenue	2,678,420	2,008,815	\$1,251,677	(757,138)	(38)	
	<u>\$ 64,171,249</u>	<u>\$ 48,128,437</u>	<u>\$ 48,719,396</u>	<u>\$ 590,959</u>	1	
<b>EXPENSES</b>						
Schools (inc. school cert. staff)	\$ 24,556,710	\$ 18,417,533	\$ 18,340,224	\$ 77,309	0	
Instructional Support	7,667,034	5,750,276	4,296,045	1,454,231	25	
Instructional Supply	7,628,664	5,721,498	4,746,418	975,080	17	
External Services	4,521,543	3,391,157	3,579,908	(188,750)	(6)	
Board and System Administration	3,108,717	2,331,538	1,997,121	334,417	14	
Operations and Maintenance	10,504,182	7,878,137	\$8,164,706	(286,570)	(4)	
Transportation	4,611,762	3,458,822	\$3,382,935	75,887	2	
	<u>\$ 62,598,612</u>	<u>\$ 46,948,959</u>	<u>\$ 44,507,357</u>	<u>\$ 2,441,602</u>	5	
<b>NET SURPLUS (DEFICIT)</b>	<u>\$ 1,572,637</u>	<u>\$ 1,179,478</u>	<u>\$ 4,212,039</u>	<u>\$ 3,032,562</u>		
<b>Salaries and Benefits Detail</b>						
Certificated salaries and benefits	\$ 21,567,108	\$ 16,175,331	\$ 14,889,203	\$ 1,286,128	8	
Uncertificated salaries and benefits	15,743,015	11,807,261	11,642,455	164,806	1	
	<u>\$ 37,310,123</u>	<u>\$ 27,982,592</u>	<u>\$ 26,531,658</u>	<u>\$ 1,450,934</u>	5	

**VARIANCE ANALYSIS**

**Overall** - At the end of the ninth month 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 75% of the year gone we have received 76% of our planned revenues and spent 71% of our planned expenses.

**Revenue**

Revenue is on track with the budget (+1%):

Provincial funding and COVID funding has been received higher than initially budgeted.

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 (\$0.8M)

**Expenses**

The \$2.4M (5%) favorable variance is due to pandemic operational changes offset by Housing renovations/ pandemic costs

Schools are on budget due primarily to the pandemic, reducing subs and other expenses

Certificated salaries are 8% under budget (\$1.3M)

External Services is slightly overbudget due to Housing investment

Instructional Support, Supply and Transportation primarily comprise the balance (\$2.5M)

Watching:	Budget	YTD Budget	YTD	Variance	%
Housing	\$ 1,404,991	\$ 1,053,743	\$ 975,017	\$ 78,727	7
Housing Renovations Program	\$ 1,900,000	\$ 1,425,000	\$ 728,608	\$ 696,392	49
Pedagogical	\$ 689,950	\$ 517,463	\$ 600,332	\$ (82,869)	(16)

**Housing** - Net Underbudget 7% YTD

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

Overall 12 units have been renovated with 6 more in process from the program total of 37 units.

**Pedagogical** - Overbudget 18%

The budget had only 4 peds while there are and were planned to be 5.



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

**TO:** THE BOARD OF TRUSTEES **DATE:** JUNE 25, 2021  
**SUBMITTED BY:** Douglas Aird, Secretary-Treasurer  
**ORIGINATOR:**  
**SUBJECT:** Year End Audit Plan  
**REFERENCE(S):**  
**ATTACHMENTS:** Audit Planning Report  
 Engagement Letter

**RECOMMENDATION:**  
**THAT the Board of Trustees approve the 2020-2021 audit plan as presented and authorize the Board Chair to approve the engagement letter.**

\*\*\*\*\*

**BACKGROUND:**

As per the Board Work Plan, the external auditors develop an audit plan each year for the year-end audit, and present it to the board.

The audit enhances the confidence of users in the financial statements through the expression of an opinion by the auditor on whether the financial statements are prepared in all material respects in accordance with Canadian public sector accounting standards.

The financial statements subject to audit are prepared by administration with oversight from those charged with governance. The auditor is responsible to the Board and examines the financial records and operations on their behalf to determine whether the information reported in the financial statements is presented fairly. The auditor communicates this assessment to the Board through the audit opinion.

If the auditor discovers the financial statements depart materially from the applicable financial reporting framework, this fact is disclosed in the auditor’s report.

**RISK ANALYSIS:**

The auditors are governed professionals retained for their expertise. Risk is low.



# Northland School Division

Audit Planning Report  
For the year ended August 31, 2021

June 25, 2021



The contacts at Metrix Group LLP in connection with this report are:

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# Executive Summary

We are pleased to provide you with our audit planning report for Northland School Division (the “Division”) for the year-ended August 31, 2021.

The objectives of this report are as follows:

1. To communicate clearly with the Board of Trustees (“Board”) our responsibilities in relation to the financial statement audit and provide an overview of the planned scope and timing of the audit;
2. To obtain from the Board information relevant to the audit;
3. To promote effective two-way communication between the auditor and the Board.

## Commitment to communication

Clear, two-way communication between the auditor and those charged with governance is an integral part of every audit. After reviewing this report, please advise us whether there are additional areas of concerns to the Board which we should consider.

## Services to be provided

As per our previous agreement, we have been engaged to perform the following services:

### **Audit services**

- Audit of the Division’s financial statements.
- Audit of the schedule of Net Operating Costs of Athabasca Delta Community School.



## Independence

At the core of the provision of external audit services is the concept of the independence. Canadian generally accepted auditing standards require us to communicate to the Board, at least annually, all relationships between our Firm and the Division that—in our professional judgement—may reasonably be thought to bear on our independence.

We will confirm our independence up to the date of our auditor report at the conclusion of the audit.

## Materiality

In planning our audit, we will use a preliminary planning materiality threshold of \$1,750,000. The preliminary planning materiality threshold was based on the 2020 audit materiality balances calculated.

In completing our audit, we will re-calculate materiality using 2021 figures and update the materiality thresholds should there be any significant changes from the preliminary planning materiality threshold. We have concluded that a materiality level of 3% of operating expenses is appropriate. Please refer to page 6 for additional discussion on materiality.

## Auditors' responsibilities

It is important for the Board to understand the responsibilities that rest with the Division and its management and those that belong to the auditor in relation to the financial statement audit.

Our audit of the Division's financial statements will be performed in accordance with Canadian generally accepted auditing standards. These standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements present fairly in all material respects, the financial position, the results of operations and cash flows of the Division in accordance with Canadian public sector accounting standards. Accordingly, we will plan and perform our audit to provide reasonable, but not absolute, assurance of detecting fraud and errors that have a material effect on the financial statements.

Canadian generally accepted auditing standards does not require the auditor to design procedures for the purpose of identifying supplementary matters to communicate to the Board.



## Responsibilities of management and those charged with governance

Management is responsible for the preparation of the financial statements in accordance with Canadian public sector accounting standards and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

Those charged with governance, the Board, is responsible for overseeing the Division's financial reporting process.

## Audit approach

In gathering our audit evidence, we will utilize a combined audit approach that allows us to issue an audit opinion on the financial statements in the most cost-effective manner, while still obtaining the assurance necessary to support our audit opinion. In performing our audit, our work will be focused on, but not limited to, areas that we believe have a higher risk of being materially misstated.

Based on our knowledge of the Division, we are planning on utilizing a combination of tests of internal control that are relevant to the audit and substantive procedures (this is the same approach we have used in the past). This approach is more appropriate when an entity processes a high volume of transactions and has strong internal controls. By obtaining assurance through tests of controls, we are able to place reliance on the control environment and reduce the amount of substantive procedures required.

## Audit fees

We understand that the Division demands value, and we strive to provide the highest quality services while working with the Division to control costs.

We estimate our audit fee to be that which was quoted in our proposal dated June 30, 2017, for the 2020-2021 fiscal year. This amount does not include Goods and Services Tax.

The estimated fee, which does not include out-of-pocket expenses, is based on the assumption the Division will provide all necessary supporting working papers, and that minimal adjusting journal entries will be required.

## Reliance on Internal Audit Work

Our goal is to perform both an efficient and effective audit. As part of that goal, we plan to rely on the internal audit work Division staff performs with respect to the accounting for school generated funds at the various schools in addition to our audit of the Division's internal controls and substantive procedures at the school level.

Our firm is responsible for obtaining sufficient appropriate audit evidence to afford a reasonable basis to support the content of our report. Our responsibility is not reduced by using internal audit work; however, certain efficiencies can be gained by using this work as part of our audit evidence (rather than visiting several schools each year). Before relying on any internal audit work, we will evaluate and corroborate the work to determine if it is sufficient and appropriate for our purposes.

We will discuss with the Secretary Treasurer matters such as the objective of the work; the scope and timing of the specific internal audit work; the extend of testing; the documentation of the work performed and the review and reporting procedures. We will also need to be advised of, and have access to, any relevant internal audit working papers and reports, and be kept informed of any significant matters which may affect our work. We are responsible for the opinion or conclusions in our report and therefore we will not refer to the use of any internal audit work in our audit report.

# Planned Scope and Timing of the Audit

## Materiality

Materiality in an audit is used as a guide for planning the nature and extent of audit procedures and for assessing the sufficiency of audit evidence gathered. It is also used in evaluating the misstatements found and determining the appropriate audit opinion to express.

A misstatement, or the aggregate of all misstatements in financial statement, is considered to be material if, in the light of surrounding circumstances, it is probable that the decision of a person who is relying on the financial statements, and who has a reasonable knowledge of business and economic activities (the “user”), would be changed or influenced by such misstatements or the aggregate of all misstatements. The materiality decision ultimately is based on our professional judgement taking into consideration quantitative and qualitative factors.

Materiality	Comments
Benchmark	We have concluded that the use of budgeted expenses is an appropriate benchmark for calculating materiality.
Planning materiality	3% of the relevant benchmark has been determined to be appropriate.
Performance materiality	75% of planning materiality, used primarily to determine the nature, timing and extent of audit procedures.
Trivial threshold	We have set the trivial threshold at 3% of materiality used to accumulate misstatements identified during the audit.

At the conclusion of the engagement, we will inform the Board of all uncorrected misstatements greater than the trivial threshold.

### Risk assessment

To assess risk correctly, we will require a clear understanding of the Division’s business and the environment it operates in. We will gain this understanding primarily through discussions with management and staff. We welcome any insights the Board would like to provide us on what you perceive to be risky.

### Significant accounts and disclosures

Areas of Focus	Why it Matters	Our Response
<b>Management override of controls</b>	<ul style="list-style-type: none"> <li>- Under Canadian Auditing Standards (“CAS”), there is a presumed fraud risk due to the potential of management override of controls through manual journal entries.</li> </ul> <p>We have not identified any indicators of additional risks with respect to management override of internal controls.</p>	<ul style="list-style-type: none"> <li>- We will identify a sample of journal entries and other adjustments and assess the business rationale of the entries recorded.</li> </ul>
<b>Revenue recognition</b>	<ul style="list-style-type: none"> <li>- There is risk of premature revenue recognition of funding amounts received with external restrictions attached to them (e.g. Alberta Education, other – Government of Alberta, federal government and first nations, gifts and donations and other sales and services, etc...).</li> </ul>	<ul style="list-style-type: none"> <li>- We will update our understanding of the processes and controls in place regarding revenues received;</li> <li>- We will review the recognition of amounts subject to external restrictions to ensure they are correctly recognized;</li> <li>- We will examine related agreements and other source documentation containing guidance for the purpose and use of the restricted funds; and</li> <li>- Where possible, we will coordinate with procedures performed over deferred revenue.</li> </ul>

Areas of Focus	Why it Matters	Our Response
<b>Operating expenses</b>	<ul style="list-style-type: none"> <li>- There is an inherent risk with fraudulent expenses being recorded.</li> </ul>	<ul style="list-style-type: none"> <li>- We will update our understanding of the processes and controls in place regarding procurement and payment;</li> <li>- We will evaluate the design and implementation of controls over procurement and payment and test the operating effectiveness of appropriately designed controls;</li> <li>- We will select a sample of expenditures recorded and agree the amounts to supporting documentation.</li> </ul>
<b>Salaries, wages and benefits</b>	<ul style="list-style-type: none"> <li>- There is the risk that fraudulent (“ghost”) employees have been created; and</li> <li>- Moreover, there exists that employees are paid at a rate inconsistent with their employment contract.</li> </ul>	<ul style="list-style-type: none"> <li>- We will evaluate the design and implementation of controls over payroll and procurement and test the operating effectiveness of appropriately designed controls.</li> <li>- We will perform substantive analytical procedures over salaries, wages and benefits; and</li> <li>- Where required, we will design and perform additional substantive procedures to address any additional risk factors that we may identify.</li> </ul>
<b>Receivable balances</b>	<ul style="list-style-type: none"> <li>- There exists the risk that the amounts outstanding will not be collectible;</li> <li>- There exists the risk that receivables have been overstated; and</li> <li>- There exists the risk that receivables outstanding at year-end have not been accrued for.</li> </ul>	<ul style="list-style-type: none"> <li>- We will update our understanding regarding the Division’s policies regarding collections and provisions;</li> <li>- We will test the subsequent receipt of receivable balances outstanding as at year-end;</li> <li>- Where required; we will perform additional substantive procedures to obtain appropriate audit evidence; and</li> </ul>

Areas of Focus	Why it Matters	Our Response
		<ul style="list-style-type: none"> <li>- Where possible, we will coordinate with our work performed over revenues and deferred revenue.</li> </ul>
<b>Tangible capital assets ("TCA")</b>	<ul style="list-style-type: none"> <li>- There exists the risk that TCA has been expensed rather than capitalized or have been recorded incorrectly;</li> <li>- Conversely, there exists the risk that expenditures that are not capital in nature have been capitalized; and</li> <li>- The valuation of TCA is subject to management's estimates which may be complex and subject to change.</li> </ul>	<ul style="list-style-type: none"> <li>- We will review the amortization policy;</li> <li>- We will inquire with management regarding any indicators of impairment. Where required, we will perform an impairment assessment;</li> <li>- We will perform substantive tests of details over additions and disposals;</li> <li>- We will re-calculate amortization expense and any gains / losses on the disposal of TCA;</li> <li>- Where possible, we will coordinate with procedures performed over deferred revenue.</li> </ul>
<b>Accounts payable, accrued liabilities</b>	<ul style="list-style-type: none"> <li>- There is the risk that expenses have not been recorded in the appropriate reporting period. That is, expenses have been prematurely recorded (cut-off); and</li> <li>- Conversely, there is the risk that expenses related to the reporting period have not been fully accrued.</li> </ul>	<ul style="list-style-type: none"> <li>- We perform a search for unrecorded liabilities;</li> <li>- We will examine accrued liabilities for accuracy and completeness.</li> <li>- We will inquire with management and review subsequent Board minutes.</li> </ul>

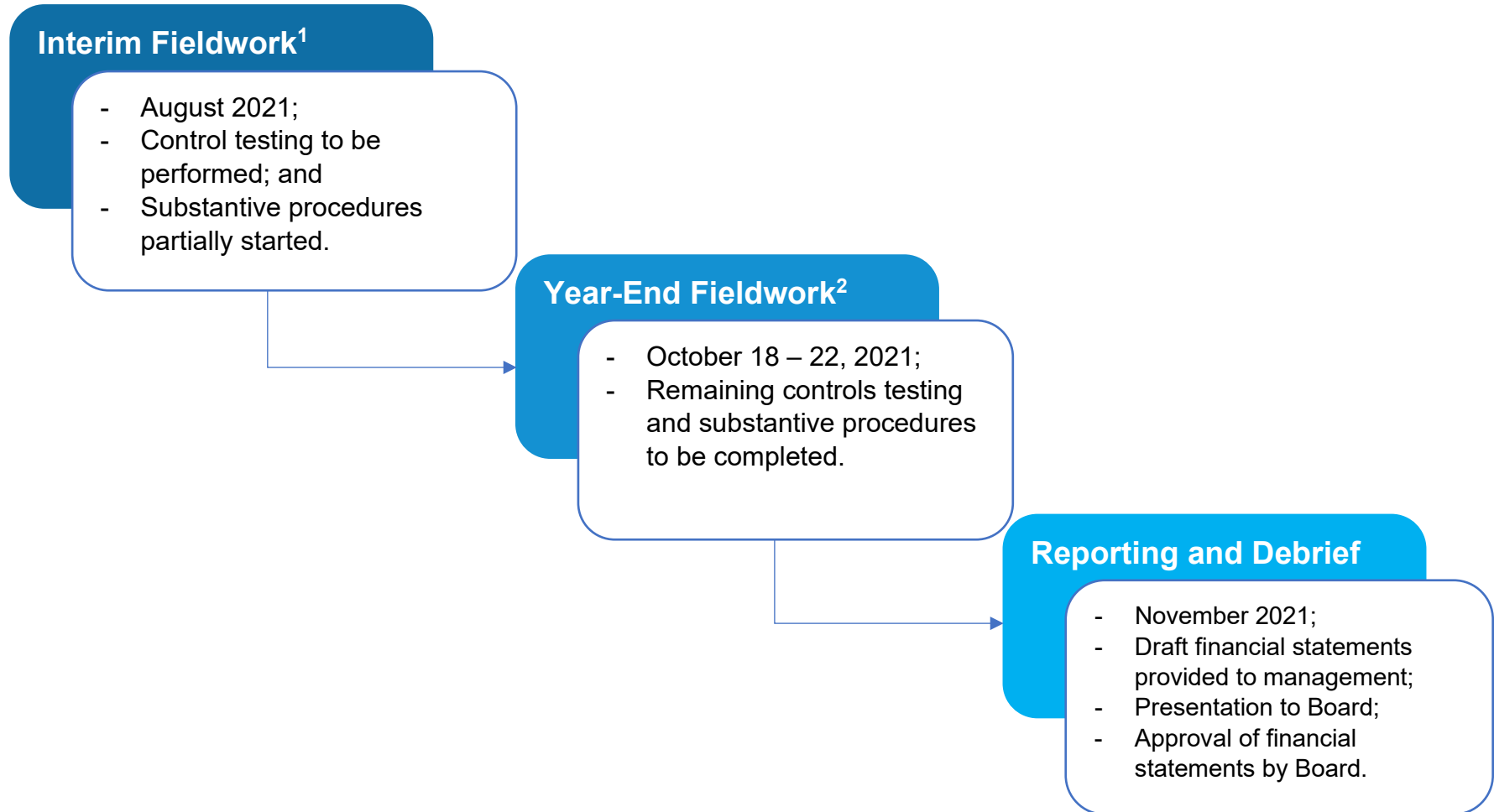
## Requests of the Board

In performing your duties as the Board, you may become aware of additional areas of concern from an audit perspective that you would like us to address. We welcome discussion on any areas of audit concern that the Board may have.

Auditors are required to inquire whether the Board has knowledge of any actual, suspected or alleged fraud affecting the Division. Therefore, should the Board be aware of any of these matters we request that you bring these to us prior to the commencement of our year-end audit work.

## Timing of the audit

We have proposed the following timeline for the audit completion. The proposed timeline has been reviewed by management and is consistent with prior year.



1 – Performed remotely.

2 – Currently expected to perform primarily remotely. May be subject to change. The Division will be consulted with any modification to the planned procedures.



# Audit Team

The Division expect skilled professionals who have experience working on school division audits. We will provide the following team:

Team member	Role	Experience
<p><b>Jeff Alliston, CPA, CA</b> Engagement Partner</p>	<p>As the engagement partner, Jeff will have the responsibility of leading our audit and will be responsible for the quality and timeliness of the audit.</p> <p>Jeff will also be available throughout the audit process and will attend the Board meeting with management and present the financial statements.</p>	<p>Jeff holds over 10 years of public sector auditing experience. He has also delivered many presentations on public sector topics and is also a member of the Emerging Issues Task Force as administered by the Government Finance Officers Association – Alberta Chapter.</p>
<p><b>Craig Poeter, CPA</b> Manager</p>	<p>Craig has been a member of the Division audit team for the last four years. Craig has in-depth knowledge of the School Divisions processes, transactions and requirements.</p>	<p>Craig will work closely with Jeff to ensure all aspects of our audit for the School Division.</p> <p>Craig will have direct responsibility for the planning, execution, and completion of our audit.</p>

# Required Communication

## Engagement letter

The Engagement Letter will document the objective and scope of the audit; define the responsibilities required of Metrix and management; and establish the terms and conditions of the engagement. Please refer to Appendix 1.

## Management representation

Management's representations are integral to the audit evidence we will gather. Prior to the release of our independent audits' report, we will require managements' representations in writing to support the content of our report.

## Communication of results

At the completion of our audit, we will communicate to the Board matters arising from the financial statement audit. Our communication will include the following:

- Matters required to be communicated to the Board under Canadian generally accepted auditing standards including possible fraudulent activities, possible illegal acts, significant weaknesses in internal control and certain related party transactions;
- Our views about significant qualitative aspects of the Division's accounting practices, including accounting policies, accounting estimates, and financial statement disclosures;
- Other matter arising from the audit that, in our professional judgement are important and relevant to the Board; and,
- Any other matters previously agreed with you to be communicated to the Board.

## Appendix 1: New and Revised Accounting Standards

The following is a summary of recently issued *Public Sector Accounting Board* pronouncements. We encourage the Division's accounting staff to review these to determine the potential impact to the Division.

Standard	Summary	Effective Date
<b>PS 1201 Financial Statement Presentation</b>	- This Section establishes general reporting principles and standards for the disclosure of information in government financial statements.	Fiscal years beginning on or after April 1, 2022. Earlier adoption is permitted.
<b>PS 2601 Foreign Currency Translation</b>	- This Section establishes standards on how to account for and report transactions that are denominated in a foreign currency in government financial statements.	Fiscal years beginning on or after April 1, 2022. Earlier adoption is permitted.
<b>PS 3041 Portfolio Investments</b>	- This Section establishes standards on how to account for and report portfolio investments in government financial statements.	Fiscal years beginning on or after April 1, 2022. Earlier adoption is permitted.
<b>PS 3450 Financial Instruments</b>	- This Sections establishes standards on how to account for and report all types of financial instruments including derivatives.	Fiscal years beginning on or after April 1, 2022. Earlier adoption is permitted.
<b>PS 3280 Asset Retirement Obligations</b>	- This Section establishes standards on how to account for and report legal obligations associated with the retirement of certain tangible capital assets and solid waste landfill sites.	Fiscal years beginning on or after April 1, 2022. Earlier adoption is permitted.
<b>PS 3400 Revenue</b>	- This Section will be updated to provide additional guidance regarding the timing of revenue recognition along with additional disclosure requirements.	Fiscal years beginning on or after April 1, 2023. Early adoption is permitted.

## Appendix 2: CAS 540 and the Audit

The Auditing and Assurance Standards Board completed significant revisions for the standards for auditing accounting estimates, *Canadian Auditing Standards 540 – Auditing Accounting Estimates and Related Disclosures* (“CAS 540”). The standard responds to changes to financial reporting standards and the ever-growing complexity of business environments, both of which have increased the significance of accounting estimates to the users of financial statements.

CAS 540 applies to the audit of all accounting estimates in financial statements for periods beginning on or after December 15, 2019.

### What is an accounting estimate?

As defined in CAS 540, an accounting estimate is a monetary amount for which the measurement, in accordance with the requirements of the applicable financial reporting framework, is subject to estimation uncertainty. The accounting estimates are a fundamental component of the financial statements. Given the inherent risks of estimates, the processes and controls for determining the accounting estimates are subject to assessment as part of the audit. Common accounting estimates include:

- The collectability of receivable balances and allowance for doubtful accounts (where necessary).
- The useful life of tangible capital assets (and the corresponding amortization).
- The amount accrued for a contingent liability (i.e. a legal claim against).
- Revenue recognized on long-term contracts (subject to performance obligations).

The level of precision required as part of the audit will vary based on the underlying accounting estimate. Simple accounting estimates will be subject to less strenuous assessment and may not be subject to complex models and methods. Conversely, complex accounting estimates may involve extensive procedures as part of audit procedures performed. Whether an estimate is simple or complex will vary based on the method of estimate, the assumptions used, and the underlying data.

## How will the change impact the audit?

The following highlight how the changes to CAS 540 and how they may impact the audit.

Key Change	Implication for Metrix	Implication on the management
A greater emphasis is placed on the need for auditors to exercise professional skepticism.	We are required to perform procedures that are not biased or exclusive of contradictory evidence.	We may increasingly challenge how the accounting estimates have been determined.
More granular assessments of the risk of a material misstatement resulting from the accounting estimate.	We are required to assess the internal controls that have been designed and implemented to prevent or detect a material misstatement resulting from an accounting estimate.	Our inquiries and procedures in updating our understanding of the estimation process may increase from prior years.
Focus on appropriately responding to the levels of inherent risk factors <sup>1</sup> present.	The accounting estimate may be subject to a higher level of scrutiny from prior years. The level of work performed will be driven by the inherent risk of a material misstatement from the accounting estimate.	As the higher the risk of a material misstatement increases, the work required of us to obtain sufficient appropriate audit evidence will increase and will impact how much and the type of information that will be requested.
More emphasis on auditing accounting estimate disclosures in the financial statements.	The greater emphasis on the accounting estimate disclosures may require us to examine the disclosures present with greater scrutiny.	As the higher the risk of a material misstatement increases, the work required of us to obtain sufficient appropriate audit evidence will increase and will impact how much and the type of information that will be requested.

<sup>1</sup> Inherent risk factors are characteristics of conditions and events that may affect the susceptibility of an assertion to misstatement before consideration of controls. Inherent risk factors include: Estimation uncertainty, Complexity in the process of making an accounting estimate, and subjectivity.

# Appendix 3: Asset Retirement Obligation

## PS 3280 – Asset Retirement Obligation

In August 2018, the Public Sector Accounting Board issued the new *PS 3280 Asset Retirement Obligations* accounting standard. This accounting standard requires a liability be recognized for *legally-enforceable* asset retirement obligations. This standard comes into effect for fiscal years on or after April 1, 2022. For school divisions, this will apply for the year-ended December 31, 2023, unless early adoption is elected.

### What is an asset retirement obligation?

An asset retirement obligation (“ARO”) is defined as a legal obligation associated with the retirement of a tangible capital asset. Costs that are associated with asset retirement activities may include, but is not limited to:

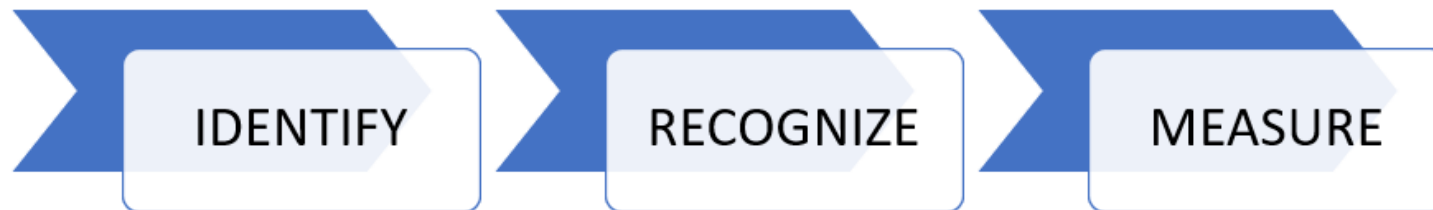
- Decommissioning a tangible capital asset (“TCA”) that has been acquired, constructed or developed;
- Remediation of contamination of a TCA created by its normal use;
- Post retirement activities such as monitoring costs; and
- Constructing other TCA to perform post-retirement activities.

### How will this affect local governments?

The level of effort required to implement this standard will be significantly greater than *PS 3260 Liability for contaminated sites*. This standard requires school divisions to assess for all legally-enforceable liabilities. This will require a comprehensive evaluation of all assets, including active and in-active assets and sites. PS 3280 specifically **includes** asbestos removal as an in-scope ARO. The availability of the information may present a considerable challenge as many school divisions will not have ready data to inform a reliable measurement of the ARO.

## Implementation

To ensure the accounting standard is implemented with minimal difficulties, we recommend that school divisions begin planning for PS 3280 as soon as possible. School divisions can adopt the following approach.



### Phase 1 – Identify

Identifying all AROs is critical to the implementation phase. School divisions will need to be able to demonstrate the completeness of the ARO evaluation performed. An incomplete assessment may result in additional work that will be required in the later phases.

Much of the information may not be known or be readably available to the finance / accounting department. In Phase 1, it is critical to collaborate with all departments (including maintenance / transportation / engineering) and legal counsel, where appropriate, in identifying AROs.

Costs that are in scope for PS 3280 include, but are not limited to:

- Remediation of buildings with asbestos;
- Removal of fuel storage tanks, septic beds, or firewater holding tanks;
- Removal of radiological medical equipment (ie. x-ray or MRI machines);
- End of lease restorations.

A complete inventory will be required and may require the services of third-party vendors to assist with the identification process. Planning early for the extent of the assessment performed will allow for school divisions to budget for additional costs, if any.

## Phase 2 – Recognize

Under PS 3280, an ARO should be recognized when **ALL** of the following criteria are met:

- There is a **legal obligation** to incur retirement costs in relation to a tangible capital asset;
- A **past transaction or event** giving rise to the liability has occurred;
- It is expected that **future economic benefits** will be given up; and
- A reasonable estimate of the amount can be made.

## Phase 3 – Measure

After identifying and assessing the AROs, a measurement will be required for the liability. The estimate of the liability should include all costs **directly attributable** to the asset retirement activities. Costs may include:

- Amounts to restore or retire the existing asset / facility (eg. Payroll and benefits, materials, legal and other professional fees, ...etc.);
- Amounts spent on the post-retirement operations or maintenance and monitoring of the asset retirement (e.g. landfill monitoring costs); and
- Costs of tangible capital assets to be acquired as part of the asset retirement activities to the extent that the assets have **NO ALTERNATIVE** value to the school division.

Costs that should not be included in the initial measurement include routine maintenance, routine replace of TCA, existing operational costs for waste, and any costs incurred to prepare an asset for sale.

The estimated cost should be based on the best information available at the financial statement date. If new information becomes available in a later period, the change is accounted for as a change in estimate and the ARO is revised accordingly.



## Starting PS 3280

We recommend that the school division's administration and Board begin planning for the work required to implement PS 3280 sooner rather than later. The amount of work required will be significant and may require months – years to fully assess the assets. In addition, beginning earlier may allow for opportunities to collaborate with neighbouring school divisions on assets in scope, measurement techniques, and vendor sourcing (if required).

The following questions should be taken into consideration when planning for PS 3280.

- Are there any known assets that require retirement or remediation?
- Has a complete listing of all active and inactive assets or sites been assembled for the purposes of scoping for potential asset retirement obligations?
  - o If yes, can the listing be reconciled to the listing of tangible capital assets and contaminated sites?
  - o Are there any assets that are not recorded? (eg. Previously expensed or removed due to no net book value)
- Are there any buildings that contain asbestos?
  - o If yes, have estimates been obtained for the removal / treatment of the asbestos?
- Does the school division have any underground fuel storage tanks or boilers which must be removed at the end of life?
  - o If yes, does the school division have existing estimates to remove the tanks / boiler?
- Does the school division currently have any lease arrangements where costs will be incurred to restore the site / facility back to the pre-lease condition at the end of the lease term?
  - o If yes, have estimates been obtained for the cost of restoring the site / facility?
- Are there any other contractual or legal obligation for the school division to retire / restore a facility / site, or remove an asset at the end of its useful life?

## Appendix 4: Engagement letter



June 25, 2021

***DELIVERED VIA EMAIL***

Northland School Division  
P.O. Bag 1400  
9809-77 Avenue  
Peace River Alberta T8S 1V2

Attention: Mr. Robin Guild, Board Chair

Dear Mr. Guild:

**Re: Engagement letter**

**The Objective and Scope of the Audit**

Metrix Group LLP are pleased to serve as auditor's for the Northland School Division for the fiscal year ending August 31, 2021. The purpose of this letter is to outline the terms of our engagement to audit the financial statements of the Northland School Division, which comprise the statement of financial position as at August 31, 2021, and the statements of operations, changes in net assets and cash flows for the year then ended and a summary of significant accounting policies and other explanatory information. Jeff Alliston, CPA, CA will be responsible for the services that Metrix Group LLP performs for the Northland School Division. He will, as considered necessary, call upon individuals with specialized knowledge at Metrix Group LLP to assist in the performance of our services.

We are pleased to confirm our acceptance and our understanding of the nature, scope and terms of this audit engagement and all services related thereto, by means of this letter (the "Engagement").

The objectives of our audit are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement (whether due to fraud or error) and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

**The Responsibilities of the Auditor**

We will conduct our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we comply with ethical requirements. As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgment and maintain professional skepticism throughout the audit. We also:

- a. Identify and assess the risks of material misstatement of the financial statements (whether due to fraud or error), design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations or the override of internal control.



- b. Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. However, we will communicate to you in writing concerning any significant deficiencies in internal control relevant to the audit of the financial statements that we have identified during the audit.
- c. Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- d. Conclude on the appropriateness of management's use of the going-concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the entity's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the entity to cease to continue as a going concern.
- e. Evaluate the overall presentation, structure and content of the financial statements (including the disclosures) and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

Because of the inherent limitations of an audit, together with the inherent limitations of internal control, there is an unavoidable risk that some material misstatements may not be detected, even though the audit is properly planned and performed in accordance with Canadian generally accepted auditing standards.

### **Form and Content of Audit Opinion**

Unless unanticipated difficulties are encountered, our report will be substantially in the following form:

To the Board of Trustees of Northland School Division

#### *Opinion*

We have audited the financial statements of Northland School Division (the Division), which comprise the statement of financial position as at August 31, 2021, and the statements of operations, cash flows, change in net assets, and remeasurement gains and losses for the year then ended, and notes to the financial statements, including a summary of significant accounting policies.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of the Division as at August 31, 2021 and its results of operations and its cash flows for the year then ended in accordance with Canadian public sector accounting standards.

#### *Basis for Opinion*

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the *Auditors' Responsibilities for the Audit of the Financial Statements* section of our report. We are independent of the Division in accordance with the ethical requirements that are relevant to our audit of the financial statements in Canada, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

#### *Responsibilities of Management and Those Charged with Governance for the Financial Statements*

Management is responsible for the preparation and fair presentation of the financial statements in accordance with Canadian public sector accounting standards, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is responsible for assessing the Division's ability to continue as a going concern, disclosing, as applicable, matters relating to going concern and using the going concern basis of accounting unless management either intends to liquidate the Division or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Division's financial reporting process.

### *Auditors' Responsibilities for the Audit of the Financial Statements*

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements. As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgment and maintain professional skepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Division's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Division's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditors' report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the Division to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

If we conclude that a modification to our opinion on the financial statements is necessary, we will discuss the reasons with you in advance.

### **The Responsibilities of Management**

Our audit will be conducted on the basis that management and, where appropriate, those charged with governance acknowledge and understand that they have responsibility:

- a. For the preparation and fair presentation of the financial statements in accordance with the Canadian public sector accounting standards;
- b. For the design and implementation of such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error; and
- c. To provide us with timely:
  - i. Access to all the information of which management is aware that is relevant to the preparation and fair presentation of the financial statements, such as records, documentation and other matters;
  - ii. Information about all known or suspected fraud, any allegations of fraud or suspected fraud and any known or probable instances of non-compliance with legislative or regulatory requirements;

- iii. Additional information that we may request from management for the purpose of the audit; and
- iv. Unrestricted access to persons within Northland School Division from whom we determine it necessary to obtain audit evidence.

As part of the audit process:

- a. We will make inquiries of management about the representations contained in the financial statements. At the conclusion of the audit, we will request from management written confirmation concerning those representations. If such representations are not provided in writing, management acknowledges and understands that we would be required to disclaim an audit opinion.
- b. We will communicate any misstatements identified during the audit other than those that are clearly trivial. We request that management correct all the misstatements communicated.

### **Confidentiality**

One of the underlying principles of the profession is a duty of confidentiality with respect to client affairs. Each practitioner must preserve the secrecy of all confidential information that becomes known during the practice of the profession. Accordingly, we will not provide any third party with confidential information concerning the affairs of Northland School Division unless:

- a. We have been specifically authorized with prior consent;
- b. We have been ordered or expressly required by law or by the *Alberta Code of Professional Conduct/Code of Ethics*; or
- c. The information requested is (or enters into) public domain.

### **Communications**

In performing our services, we will send messages and documents electronically. As such communications can be intercepted, misdirected, infected by a virus, or otherwise used or communicated by an unintended third party, we cannot guarantee or warrant that communications from us will be properly delivered only to the addressee. Therefore, we specifically disclaim, and you release us from any liability or responsibility whatsoever for interception or unintentional disclosure of communications transmitted by us in connection with the performance of this Engagement. In that regard, you agree that we shall have no liability for any loss or damage to any person or entity resulting from such communications, including any that are consequential, incidental, direct, indirect, punitive, exemplary or special damages (such as loss of data, revenues, or anticipated profits).

If you do not consent to our use of electronic communications, please notify us in writing.

### **Use of Information**

It is acknowledged that we will have access to all information about identified individuals ("personal information") in your custody that we require to complete our Engagement. Our services are provided on the basis that:

- a. You represent to us that management has obtained any required consents for our collection, use, disclosure, storage, transfer and process of personal information required under applicable privacy legislation and professional regulation; and
- b. We will hold all personal information in compliance with our Privacy Statement.

### **Reproduction of Auditor's Report**

If reproduction or publication of our audit report (or reference to our report) is planned in an annual report or other document, including electronic filings or posting of the report on a website, a copy of the entire document should be submitted to us in sufficient time for our review and approval in writing before the publication or posting process begins.

Should some of the information in the annual report not be available until after the date of the auditor's report, we will request management to provide a written representation that the final version of the document(s) will be provided to us when available (and prior to its issuance) so we can complete our required procedures.

Management is responsible for the accurate reproduction of the financial statements, the auditor's report and other related information contained in an annual report or other public document (electronic or paper-based). This includes any incorporation by reference to either full or summarized financial statements that we have audited.

We are not required to read the information contained in your website or to consider the consistency of other information on the electronic site with the original document.

### **Preparation of Schedules**

We understand that management will prepare certain schedules and locate specified documents for our use before our Engagement is planned to commence.

This assistance will facilitate our work and help to minimize our costs. Any failure to provide these working papers or documents on a timely basis may impede our services and require us to suspend our services or even withdraw from the Engagement.

### **Ownership**

The working papers, files, other materials, reports and work created, developed or performed by us during the course of the Engagement are the property of our Firm, constitute our confidential information and will be retained by us in accordance with our Firm's policies and procedures.

During the course of our work, we may provide, for your own use, certain software, spreadsheets and other intellectual property to assist with the provision of our services. Such software, spreadsheets and other intellectual property must not be copied, distributed or used for any other purpose. We also do not provide any warranties in relation to these items and will not be liable for any lost or corrupted data or other damage or loss suffered or incurred by you in connection with your use of them.

We retain the copyright and all intellectual property rights in any original materials provided to you.

### **File Inspections**

In accordance with professional regulations (and by our Firm policy), our client files may be periodically reviewed by practice inspectors and by other engagement file reviewers to ensure that we are adhering to our professional and Firm standards. File reviewers are required to maintain confidentiality of client information.

### **Accounting Advice**

Except as outlined in this letter, this Engagement does not contemplate the provision of specific accounting advice or opinions or the issuance of a written report on the application of accounting standards to specific transactions and to the facts and circumstances of the entity. Such services, if requested, would be provided under a separate engagement letter.

### **Governing Legislation**

This engagement letter is subject to, and governed by, the laws of the Province of Alberta. The Province of Alberta will have exclusive jurisdiction in relation to any claim, dispute or difference concerning this engagement letter and any matter arising from it. Each party irrevocably waives any right it may have to object to any action being brought in those courts to claim that the action has been brought in an inappropriate forum or to claim that those courts do not have jurisdiction.

### **Indemnity**

Northland School Division hereby agrees to indemnify, defend (by counsel retained and instructed by us) and hold harmless our Firm (and its partners, agents and employees) from and against any and all losses, costs (including solicitors' fees), damages, expenses, claims, demands and liabilities arising out of (or in consequence of):

- a. The breach by Northland School Division, or its directors, officers, agents or employees, of any of the covenants or obligations of Northland School Division herein, including, without restricting the generality of the foregoing, the misuse of, or the unauthorized dissemination of, our engagement report or the financial statements in reference to which the engagement report is issued, or any other work product made available to you by our Firm.
- b. A misrepresentation by a member of your management or board of directors.

### **Time Frames**

We will use all reasonable efforts to complete the Engagement as described in this letter within the agreed upon time frames.

However, we shall not be liable for failures or delays in performance that arise from causes beyond our reasonable control, including any delays in the performance by Northland School Division of its obligations.

### **Estimated Fees**

We estimate that our fees for these services will be \$23,300 for the Engagement, plus direct out-of-pocket expenses and applicable GST. This fee estimate is based on:

- a. The anticipated cooperation from all your personnel in preparing the requested information on a timely basis;
- b. The ongoing assistance of personnel throughout the Engagement; and
- c. The assumption that unexpected circumstances will not be encountered.

If significant additional time is likely to be incurred, we will discuss the reasons with you and agree on a revised fee estimate before we incur the additional costs.

Fees will be rendered as work progresses and are payable on presentation.

### **Billing**

Our fees and costs will be billed monthly and are payable upon receipt. Invoices unpaid 30 days past the billing date may be deemed delinquent and are subject to an interest charge of 1.00% per month or 12.00% (APR) per annum. We reserve the right to suspend our services or to withdraw from this Engagement in the event that any of our invoices are deemed delinquent. In the event that any collection action is required to collect unpaid balances due to us, you agree to reimburse us for our costs of collection, including lawyers' fees.

### **Costs of Responding to Government or Legal Processes**

In the event we are required to respond to a subpoena, court order, government agency or other legal process for the production of documents and/or testimony relative to information we obtained and/or prepared during the course of this Engagement, you agree to compensate us at our normal hourly rates for the time we expend in connection with such response and to reimburse us for all of our out-of-pocket costs (including applicable GST) incurred.

### **Termination**

Management acknowledges and understands that failure to fulfill its obligations as set out in this engagement letter will result, upon written notice, in the termination of the Engagement.

Either party may terminate this agreement for any reason upon providing written notice to the other party *not less than 30 calendar days before the effective date of termination*. If early termination takes place, Northland School Division shall be responsible for all time and expenses incurred up to the termination date.

If we are unable to complete the audit or are unable to come to a conclusion on the financial statements, we may withdraw from the audit before issuing an auditor's report, or we may issue a denial of assurance on the financial statements. If this occurs, we will communicate the reasons and provide details.

### **GST Services**

It should be noted that our audit work in the area of GST and other commodity taxes is limited to that appropriate to form an opinion regarding the financial statements. Accordingly, the audit process may not detect situations where you are incorrectly collecting GST or incorrectly claiming input tax credits. As you are aware, failure to properly account for the GST could result in you or your Division becoming liable for tax, interest or penalties. These situations may also arise for provincial sales tax, custom duties, and excise taxes.



### **Not Liable For Any Failures or Delays Beyond Our Control**

We will use all reasonable efforts to complete the engagement as described in this letter within the agreed-upon time frames. However, we shall not be liable for failures or delays in performance that arise from causes beyond our control, including the untimely performance by your Division of its obligations.

### **Metrix privacy**

The privacy and security of the personal information you provide is important to us. We strive to ensure the strictest compliance with all applicable provincial and federal standards of protection and disclosure of personal information by any and all of our employees, agents, divisions and/or affiliates. You may review our privacy policy at [www.metrixgroup.ca](http://www.metrixgroup.ca). We will not collect, use, or disclose any of your personal information without your knowledge and consent, or as may be required by law or our profession's Rules of Conduct.

By signing this engagement letter you agree that for the purposes of this engagement, Metrix Group LLP may collect, use, and disclose personal information in accordance with our privacy policy. You also agree that Metrix Group LLP may collect and use personal information from you for the purposes of providing other services or informing you of other opportunities from time to time. Personal information that is not relevant to the purposes of this engagement or any other matters will not be disclosed to anyone for any reason without your further prior consent.

### **Metrix working papers**

Metrix Group LLP owns all working papers and files, other materials, reports and work created, developed or performed during the course of the engagement, including intellectual property used in the preparation thereof. We will provide management with a copy of all practitioner-prepared working papers necessary for the company's accounting records. Metrix Group LLP may develop software, including spreadsheets, documents, databases, and other electronic tools, to assist us with our assignment. As these tools were developed specifically for our purposes and without consideration of any purpose for which the company might use them, any such tools provided to the company, are made available on an "as is" basis only and should not be distributed to or shared with any third party.

### **Conclusion**

This engagement letter includes the relevant terms that will govern the Engagement for which it has been prepared. The terms of this letter supersede any prior oral or written representations or commitments by or between the parties. Any material changes or additions to the terms set forth in this letter will only become effective if evidenced by a written amendment to this letter, signed by all of the parties.

The arrangements outlined in this letter will continue in effect from year to year unless changed by either party.

If you have any questions about the contents of this letter, please raise them with us. If the services outlined are in accordance with your requirements, and if the above terms are acceptable to you, please sign the attached copy of this letter in the space provided and return it to us.

We appreciate the opportunity of continuing to be of service to your Division.

Yours truly,

**METRIX GROUP LLP**

Chartered Professional Accountants

Acknowledged and agreed to on behalf of Northland School Division by:

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Mr. Robin Guild, Board Chair

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Date signed



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

**TO:** THE BOARD OF TRUSTEES **DATE:** JUNE 25, 2021  
**SUBMITTED BY:** Dr. Nancy Spencer-Poitras, Superintendent of Schools  
**SUBJECT:** Contract Facilitator for Superintendent and Board Evaluations  
**REFERENCE(S):** Board Work Plan  
Policy 2 Appendix B - Facilitated Board Self-Evaluation Process  
Policy 12 Appendix A - Superintendent Evaluation Process, Criteria and Timeline  
**ATTACHMENTS:**

**RECOMMENDATION:**  
**THAT the Board of Trustees authorize the Administration to proceed with the process of contracting Terry Gunderson with Alberta School Boards Association (ASBA) to conduct the Superintendent's and Board's annual evaluation.**

\*\*\*\*\*

**BACKGROUND:**  
As per section 6.1 of the Board Work Plan, the Division is required to hire a facilitator to review the Superintendent performance evaluation process and Board evaluation.



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

**TO:** THE BOARD OF TRUSTEES **DATE:** JUNE 25, 2021  
**SUBMITTED BY:** Dr. Rubi Shirley, Trustee, Ward 9  
**ORIGINATOR:** Scholarships and Bursaries Committee  
**SUBJECT:** Student Scholarships and Bursaries  
**REFERENCE(S):** Policy 9, AP 370 and Board Work Plan  
**ATTACHMENTS:**

**RECOMMENDATION:**  
**THAT the Board of Trustees receive as information, from the Scholarship and Bursary Committee, the recipients of scholarships and bursaries with funds coming from the current year end budget, as attached.**

\*\*\*\*\*

**BACKGROUND:**

Recipient	Home School	Registered Program	Bursary/Scholarship
Evelyn Alook	St. Theresa/Mistassiniy Schools	Northern Lakes College - Social Work Program	NSD Scholarship (\$800.00) for students entering University Program other than Education Faculty
Abigail Nydokus	Elizabeth School	Lakeland College - Social Work Program	NSD Adele Grace Carifelle Memorial Scholarship (\$1,000.00) for students pursuing studies in Early Childhood Education, Computer Related Studies or Social Work.
Rikki Janvier	Anzac/Bill Woodward Schools	University of Calgary - Bachelor's Degree in the Haskayne School of Business (Bachelor of Commerce)	NSD Scholarship (\$800.00) for students entering University Program other than Education Faculty
Briklyn Pratt	Anzac/Bill Woodward Schools	Mount Royal University - Sociology Program	NSD Scholarship (\$800.00) for students entering a College or Technical Institute
Hunter Pratt	Anzac/Bill Woodward Schools	Mount Royal University - Bachelor of Communication	NSD Scholarship (\$800.00) for students entering University Program other than Education Faculty









**NORTHLAND SCHOOL DIVISION NO. 61  
ADMINISTRATION RECOMMENDATION TO THE BOARD**

**TO:** THE BOARD OF TRUSTEES **Date:** JUNE 25, 2021  
**SUBMITTED BY:** Dr. Nancy Spencer-Poirtras, Superintendent of Schools  
**SUBJECT:** May 2021 Enrollment Report  
**ORIGINATOR:** Wes Oginski, Associate Superintendent of Human Resources  
**REFERENCE(S) & ATTACHMENTS:** NSD 20-21

**RECOMMENDATION:**  
THAT the Board of Trustees receive as information, the May 31st, 2021 Student Enrollment Report, as attached.

\*\*\*\*\*

**BACKGROUND:**  
Administration will provide a monthly update of student enrollment .

**RISK ANALYSIS:**  
It is important for the Division to be aware of student enrollments, as this affects how Northland is able to organize and deliver services. A monthly update will be provided to the Board as information.

[NSD 20-21 Monthly Enrollment Update \(Monthly Summary Tab\)](#)  
[NSD 20-21 Monthly Enrollment \(May 2021 Tab\)](#)

<b>Northland Monthly 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>	<b>March</b>	<b>April</b>	<b>May</b>	<b>June</b>
Athabasca Delta Community School	149	149	150	150	149	147	150	145	145	
Anzac Community School	88	90	92	90	95	92	94	92	91	
Bill Woodward School	111	114	115	115	115	112	112	107	107	
Bishop Routhier School	62	60	59	57	61	58	59	60	60	
Calling Lake School	126	129	128	128	129	123	121	121	114	
Career Pathways School	88	78	84	83	87	97	102	100	100	
Chipewyan Lakes School	18	20	17	17	21	19	20	20	22	
Conklin School	22	17	18	18	21	21	22	20	20	
Elizabeth School	106	110	112	111	112	110	110	111	111	
Father R. Perin School	80	80	76	76	82	78	79	78	78	
Ft McKay School	63	60	61	61	62	62	61	57	57	
Gift Lake School	128	130	126	126	128	128	128	125	125	
Grouard Northland School	85	84	75	75	72	67	70	60	60	
Hillview School School	23	25	26	26	29	33	33	33	33	
J.F. Dion School	68	66	69	68	69	69	69	71	69	
Mistassiniy School School	259	255	244	243	244	249	250	250	250	
Paddle Prairie School	112	110	111	111	114	114	116	113	113	
Pelican Mountain School	28	27	29	29	29	30	30	30	30	
St. Theresa School	286	290	291	290	291	291	296	295	297	
Susa Creek School	25	25	25	25	25	25	28	29	31	
<b>TOTAL</b>	<b>1927</b>	<b>1919</b>	<b>1908</b>	<b>1899</b>	<b>1935</b>	<b>1925</b>	<b>1950</b>	<b>1917</b>	<b>1913</b>	<b>0</b>



May 2021 Enrollment															
	PUF	ECS	1	2	3	4	5	6	7	8	9	10	11	12	Total
Athabasca Delta Community School		10	11	21	19	15	16	18	17	12	3	1	1	1	145
Anzac Community School		15	20	19	17	19	1								91
Bill Woodward School							9	13	17	11	19	13	15	10	107
Bishop Routhier School		6	6	8	8	10	11	11							60
Calling Lake School	2	5	5	11	10	17	3	8	6	14	12	9	10	2	114
Career Pathways School												27	31	42	100
Chipewyan Lakes School		2	1	7	2	1	4	2	1	2					22
Conklin School			3	2	1		3	2	2	5	2				20
Elizabeth School		7	7	13	13	15	12	14	15	15					111
Father R. Perin School		4	11	8	7	13	10	6	6	8	5				78
Ft McKay School		14	9	8	6	5	8	7							57
Gift Lake School		6	17	11	11	14	13	12	14	13	14				125
Grouard Northland School		8	4	6	6	5	9	6	7	4	5				60
Hillview School School		4	8	3	5	3	5	5							33
J.F. Dion School		8	6	7	11	7	8	11	5	6					69
Mistassiniy School School									36	46	34	51	40	43	250
Paddle Prairie School		9	11	5	8	8	7	16	17	6	10	8	4	4	113
Pelican Mountain School	1	3	2	2	8	3	7	4							30
St. Theresa School	3	31	37	41	53	49	40	43							297
Susa Creek School		2	5	1	5	6	2	7	1	2					31
2020 September Enrolment (as of Sept 30/20)	6	134	163	173	190	190	168	185	144	144	104	109	101	102	1913



NORTHLAND SCHOOL DIVISION  
ADMINISTRATION RECOMMENDATION TO THE BOARD

**TO:** THE BOARD OF TRUSTEES **DATE:** JUNE 25, 2021  
**SUBMITTED BY:** Dr. Nancy Spencer-Poitras, Superintendent of Schools  
**ORIGINATOR:** Dr. Don Tessier, Director of Student Engagement, Attendance, and Completion  
**SUBJECT:** Student Engagement, Attendance, and Completion Report for May 2021  
**REFERENCE(S):**  
  
**ATTACHMENTS:** Student Engagement, Attendance, and Completion Report for May 2021

<b>RECOMMENDATION:</b>
<b>THAT the Board of Trustees receive as information the Student Engagement, Attendance, and Completion Report for May 2021, as attached.</b>

\*\*\*\*\*

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



## Director of Student Engagement, Attendance, and Completion Report for Trustees

# NSD Operational Plan Updates to May 2021

### Strategy 1.1: Standardize attendance tracking processes

#### Year to Year Comparison - Division-wide Attendance Results for September 2020 to May 2021

Month	2019-2020	2020-2021	Difference
September	88%	76%	-12%
October	81%	73%	-8%
November	80%	75%	-5%
December	78%	74%	-4%
January	68%	65%	-3%
February	78%	58%	-20%
March	77%	59%	-18%
April	LFH - No Data – Covid-19	55%	
May	LFH – No Data – Covid-19	57%	
<b>Overall Average</b>	<b>79%*</b>	<b>66%</b>	<b>-13%</b>

\* Overall average does not include April/May 2020. Comparison average based on 7 months only (Sept. 2020 to March 2021)

### May 2021 Attendance Highlights for Northland School Division

- Last year, commencing March 16, 2020, Alberta Government, in cooperation with Alberta Health Services, required all schools in the province to transition to home schooling. From March 16 to June 28, 2020, all NSD students were recorded in PowerSchool as 'learning from home'.
- The top attending schools (at-home & in-school combined) for May 2021 are:

Schools	Top Attending Schools for May 2021
Chipewyan Lake School	88%
Susa Cree School	84%
Fort McKay School	78%

- Our overall average division attendance for September 2020 to May 2021 is 66%!
- For May 2021, division-wide, 37% of NSD students have attendance rates between 80% and 100%.



# KEEPING ON TRACK!

## May 2021

### Attendance Improvement Across NSD

Are you keeping on track with your attendance improvement goals? Do you have the latest and most accurate attendance information for your school? Are you communicating your attendance successes & challenges with your school community? If not ... how we can help?

### May 2021 Attendance Results by School

Northland Schools	May 2020	May 2021	
		At-Home	In-School
Bishop Routhier	LFH - No Data – Covid-19	0%	86%
Gift Lake School	LFH - No Data – Covid-19	29%	55%
Grouard Northland	LFH - No Data – Covid-19	22%	63%
Hillview School	LFH - No Data – Covid-19	65%	64%
Paddle Prairie	LFH - No Data – Covid-19	38%	42%
Susa Creek School	LFH - No Data – Covid-19	71%	96%
<b>Average</b>		<b>45%</b>	<b>68%</b>
Calling Lake	LFH - No Data – Covid-19	43%	61%
Chipewyan Lake	LFH - No Data – Covid-19	93%	83%
Mistassiniy	LFH - No Data – Covid-19	13%	31%
Pelican Mountain	LFH - No Data – Covid-19	78%	78%
St. Theresa	LFH - No Data – Covid-19	31%	70%
<b>Average</b>		<b>52%</b>	<b>65%</b>
ADCS	LFH - No Data – Covid-19	44%	52%
Anzac	LFH - No Data – Covid-19	52%	66%
Bill Woodward	LFH - No Data – Covid-19	29%	84%
Conklin	LFH - No Data – Covid-19	39%	76%
Elizabeth	LFH - No Data – Covid-19	42%	60%
Father R. Perin	LFH - No Data – Covid-19	7%	44%
Fort McKay	LFH - No Data – Covid-19	100%	55%
J. F. Dion	LFH - No Data – Covid-19	72%	77%
<b>Average</b>		<b>48%</b>	<b>64%</b>
<b>Overall Average</b>		<b>48%</b>	<b>66%</b>

Note: Combined (at-home & in-school) attendance average is 57% (i.e. 48% at-home + 66% in-school / 2)

**Percentage of Students (at-home & in-school)  
Attending Between 90% – 100% by School for May 2021**

<b>Northland Schools</b>	<b>95-100%</b>	<b>90-94 %</b>		<b>90-100 %</b>
Bishop Routhier School	33%	3%	=	36%
Gift Lake School	8%	4%	=	12%
Grouard Northland School	2%	5%	=	7%
Hillview School	23%	6%	=	29%
Paddle Prairie School	11%	0%	=	11%
Susa Creek School	53%	16%	=	69%
<b>Sub-Total Avg.</b>	<b>22%</b>	<b>5%</b>	<b>=</b>	<b>27%</b>
Calling Lake School	12%	5%	=	17%
Chipewyan Lake School	34%	48%	=	82%
Mistassiniy School	1%	2%	=	3%
Pelican Mountain School	34%	2%	=	36%
St. Theresa School	13%	13%	=	26%
<b>Sub-Total Avg.</b>	<b>19%</b>	<b>14%</b>	<b>=</b>	<b>33%</b>
ADCS	15%	6%	=	21%
Anzac Community School	14%	13%	=	27%
Bill Woodward School	15%	12%	=	27%
Conklin Community School	22%	0%	=	22%
Elizabeth School	10%	10%	=	20%
Father R. Perin School	2%	2%	=	4%
Fort McKay School	68%	4%	=	72%
JF Dion School	25%	22%	=	47%
<b>Sub-Total Avg.</b>	<b>21%</b>	<b>8%</b>	<b>=</b>	<b>29%</b>
<b>Overall</b>	<b>20%</b>	<b>9%</b>	<b>=</b>	<b>29%</b>

### Percent by Attendance Category by School for May 2021 (combined)

Northland School	95-100%	90-94 %	80-89%	70-79%	60-69%	50-59%	Below 50%
Bishop Routhier School	33%	3%	9%	2%	1%	0%	52%
Gift Lake School	8%	4%	8%	10%	8%	10%	52%
Grouard Northland School	2%	5%	5%	12%	16%	18%	42%
Hillview School	23%	6%	6%	20%	0%	20%	25%
Paddle Prairie School	11%	0%	2%	5%	8%	3%	71%
Susa Creek School	53%	16%	18%	0%	0%	0%	13%
<b>Sub-Total</b>	<b>21%</b>	<b>5%</b>	<b>8%</b>	<b>8%</b>	<b>6%</b>	<b>9%</b>	<b>43%</b>
Calling Lake School	12%	5%	10%	8%	4%	16%	45%
Chipewyan Lake School	34%	48%	4%	0%	4%	10%	0%
Mistassiniy School	1%	2%	1%	4%	4%	8%	80%
Pelican Mountain School	34%	2%	11%	25%	9%	4%	15%
St. Theresa School	13%	13%	11%	7%	2%	4%	50%
<b>Sub-Total</b>	<b>19%</b>	<b>14%</b>	<b>7%</b>	<b>9%</b>	<b>5%</b>	<b>8%</b>	<b>38%</b>
ADCS	15%	6%	12%	8%	6%	3%	50%
Anzac Community School	14%	13%	17%	13%	5%	4%	34%
Bill Woodward School	15%	12%	8%	12%	5%	6%	42%
Conklin Community School	22%	0%	0%	13%	3%	47%	15%
Elizabeth School	10%	10%	17%	10%	4%	4%	45%
Father R. Perin School	2%	2%	3%	7%	5%	6%	75%
Fort McKay School	68%	4%	4%	0%	0%	2%	22%
JF Dion School	25%	22%	9%	11%	7%	9%	17%
<b>Sub-Total</b>	<b>20%</b>	<b>8%</b>	<b>8%</b>	<b>9%</b>	<b>4%</b>	<b>11%</b>	<b>38%</b>
<b>Overall</b>	<b>20%</b>	<b>9%</b>	<b>8%</b>	<b>9%</b>	<b>5%</b>	<b>9%</b>	<b>40%</b>

**Students attending between 80-100% compared with students  
attending below 80% for May 2021 by School**

School	80-100%	Below 80%		Total
Bishop Routhier	45%	55%	=	100%
Gift Lake School	20%	80%	=	100%
Grouard Northland School	12%	88%	=	100%
Hillview School	35%	65%	=	100%
Paddle Prairie School	13%	87%	=	100%
Susa Creek School*	87%	13%	=	100%
<b>Avg. Sub-Total</b>	<b>35%</b>	<b>65%</b>	<b>=</b>	<b>100%</b>
Calling Lake School	27%	73%	=	100%
Chipewyan School *	86%	14%	=	100%
Mistassiniy School	4%	96%	=	100%
Pelican Mountain School	47%	53%	=	100%
St. Theresa School	37%	63%	=	100%
<b>Avg. Sub-Total</b>	<b>40%</b>	<b>60%</b>	<b>=</b>	<b>100%</b>
ADCS School	33%	67%	=	100%
Anzac School	44%	56%	=	100%
Bill Woodward School	35%	65%	=	100%
Conklin Community School	22%	78%	=	100%
Elizabeth School	37%	63%	=	100%
Father R. Perin School	7%	93%	=	100%
Fort McKay School *	76%	24%	=	100%
J.F. Dion School	56%	44%	=	100%
<b>Sub-Total</b>	<b>39%</b>	<b>61%</b>	<b>=</b>	<b>100%</b>
<b>Overall Avg.</b>	<b>37%</b>	<b>63%</b>	<b>=</b>	<b>100%</b>

\* Note: Green highlights showcase schools with exceptional May 2021 attendance during Covid-19.

## May 2021 Attendance Gift Card Winners

**Award Strategy #6: Monthly Attendance draws by division (e.g. K-3, 4-5, 7-9 & 10-12) for students achieving 90% or better**

Congratulations to the following students who received a \$50 Gift Card for their outstanding May 2021 Attendance Successes!

<b>Grade Groupings</b>	<b>Student</b>	<b>School</b>	<b>% Attendance Achieved</b>
Kindergarten to Gr. 3	Yellowknee, Garrison Joel	Chip Lake School (K)	92%
Grade 4-6	L'Hirondelle, Karma Faith	Hillview School (4)	95%
Grade 7-9	Thunder-Riley, Markadalynn Angel Ryhanna Kelly	Grouard Northland School (8)	93%
Grade 10-12	Laboucane, Brandi Mae	Paddle Prairie School (12)	94%

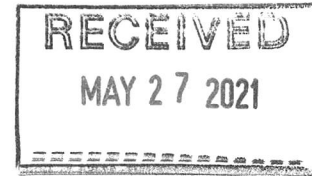








Office of the Minister



MAY 20 2021

AR115506

Mr. Robin Guild  
Board Chair  
Northland School Division  
P.O. Bag 1400  
9809 – 77 Avenue  
Peace River AB T8S 1V2

Dear Mr. Guild:

*Robin*

Thank you for your March 31, 2021 letter on behalf of the Northland School Division's Board of Trustees regarding Regional Collaborative Service Delivery (RCSD) funding.

Support for vulnerable students is an important aspect of the new funding model. Alberta Education believes that all children in Alberta deserve an education that prepares them for success. We are committed to working with all stakeholders to ensure success for children, youth and their families, and this will not change.

During the 2019/20 school year, Alberta Education conducted a review of the existing funding and assurance frameworks. As part of the review process, the department consulted with school authorities throughout the province. The review of the funding and assurance frameworks addressed all existing Alberta Education grants, including RCSD.

The funding review concluded that in general, school authorities preferred that RCSD funding be distributed directly to school jurisdictions starting in the 2020/21 school year. School authorities requested this change in order to have greater control and oversight for delivery of student learning supports, services and outcomes. Under the *Education Act*, school boards have a number of responsibilities, including:

- delivering appropriate education programming to meet the needs of all students;
- providing access to specialized supports and services, where it has been determined that the student is in need of these services, so that the student has the opportunity to meet the standards of education set by the Minister; and
- providing students with a continuum of supports and services that is consistent with the principles of inclusive education; and collaborating with municipalities, other boards and community-based service agencies to effectively address the needs of all students and manage the use of public resources.

.../2

Mr. Robin Guild  
Page Two

What was RCSD funding is now allocated as part of the Specialized Learning Support (SLS) Grant. To support school authorities in providing a continuum of supports and services, we have provided school authorities with a SLS Grant totaling \$556 million in the 2021/22 school year. The SLS Grant is updated for the 2021/22 school year, and dedicates funding to Kindergarten children with severe disabilities or severe language delays through the SLS Kindergarten Severe Grant. School jurisdictions are expected to direct this funding to support Kindergarten children with severe disabilities and language delays.

School authorities are responsible for ensuring their SLS funding is disbursed based on child/student needs related to supports required for learning, including access to additional supports and services and educational assistants.

SLS Grant funding is comprised of the following three allocations:

- Multi-disciplinary Supports Allocation, provided for school jurisdictions to build capacity in evidence-based practices. This allocation may also be used to support specialized assessment, helping teachers, educational assistants and other professionals better understand and adapt to the unique needs of their children and students;
- Jurisdiction Composition Allocation, which is provided to address inclusive learning needs that may vary between school jurisdictions; and
- Student Wellness Program Allocation, which allows for child/student wellness supports, such as psychological and social-emotional support, access to mental health workers and behavioral consultants, and other wellness supports as needed.

We believe that the SLS Grant will enable school jurisdictions to create multi-disciplinary teams and individual educational supports for students with disabilities and to address inclusive learning needs. This grant will also support school jurisdictions' capacity to offer supports for student wellness and to improve education outcomes for all students.

When the new funding model was implemented in the 2020/21 school year, I committed to monitoring any significant implementation issues that arose. Based on the feedback from school authorities, adjustments have been made to the Program Unit Funding (PUF) grant.

- PUF dedicates funding to Kindergarten children with severe disabilities or severe language delays through the SLS Kindergarten Severe Grant.
- Under the previous model, funding for Family Oriented Programming Sessions was calculated using the number of hours delivered to children on an individual basis. Under the new model, teacher-directed instruction can take place in a variety of settings, like classrooms, playschools, preschools and daycares. Parent-and-child engagement sessions may include activities such as visits to the child's home and demonstration of skills and strategies to parents and/or caregivers.
- Changes to required ECS programming hours in half-day programs now require children who are two years, eight months, access to a minimum of 300 hours of teacher-directed instruction; children who are three years, eight months, access to minimum of 400 hours; and children who are four years, eight months, access to a minimum of 475 hours.

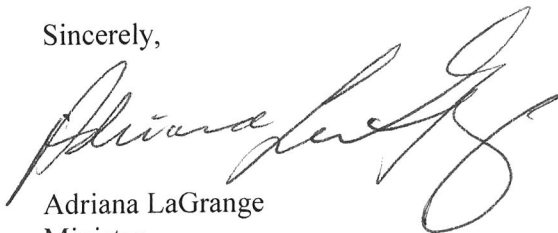
Mr. Robin Guild  
Page Three

- Additionally, an allowance of up to 20 per cent of required full and half-day program hours can be parent-and-child engagement sessions for children aged two years, eight months, to four years, seven months, and up to 10 per cent of total full and half-day programming hours for children aged four years, eight months.
- The New Moderate Language Delay grant will be provided to school authorities in the 2021/22 school year. This grant will assist with the programming needs of children identified through specialized assessments and diagnosed with moderate language delays.

For the 2021/22 school year, Alberta Education is committed to providing school authorities with the same or more operational funding as in the 2020/21 school year. School authorities will not experience reduced operational funding due to lower-than-anticipated enrolments that occurred in the 2020/21 school year. Over \$130 million will be provided in COVID-19 mitigation funding.

I trust this information is helpful, and I appreciate you taking the time to write.

Sincerely,



Adriana LaGrange  
Minister



ALBERTA  
EDUCATION

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*Office of the Minister  
MLA, Red Deer-North*

AR115781

June 22, 2021

Chief Allan Adam  
President  
Athabasca Tribal Council  
9206 McCormick Drive  
Fort McMurray AB T9H 1C7

Dear Chief Adam:

Thank you for your April 27, 2021 letter on behalf of the Athabasca Tribal Council outlining your request to shift Northland School Division to at-home/online learning. I apologize for the delay in responding, but have appreciated our conversations in the past few weeks.

I appreciate you sharing information about the challenges that your community is facing, as well as the Athabasca Tribal Council's perspectives on the recent short-term shift of Grades 7 to 12 students in Fort McMurray to at-home learning. I commend the actions being taken by schools, school boards and communities to ensure the safety of students and staff.

Our school re-entry plan indicates that the Alberta government will make decisions, where appropriate, to transition the Kindergarten to Grade 12 education system between scenarios in recognition that the COVID-19 pandemic's system-wide implications require a systems approach. In addition, Alberta Education will decide, in consultation with local officials and Alberta Health, if a school(s) or school authority will shift for a short period of time to teacher-directed, at-home/online learning due to operational challenges. Alberta Education's Deputy Minister communicated this process to superintendents on April 16, 2021. We acknowledge that a decision to approve a school authority's request(s) requires careful consideration of the local context.

Given the significant impacts of COVID-19 in communities around Alberta, we announced on May 4, 2021 that all Kindergarten to Grade 12 students across the province would temporarily shift to at-home learning beginning May 7, with a return to in-school learning on May 25, which was further extended for your area.

This decision was part of a province-wide approach to limit the spread of COVID-19, as well as to relieve some operational strains our system has experienced. Schools in Alberta have been experiencing a shortage of substitute teachers, rising numbers of students and staff in quarantine or isolation, as well as increased community spread, which is reflected in the increasing number of cases in schools.

The temporary shift to at-home learning allowed for a reset within the school system, which would allow us to return to in-class learning and have a strong finish to the school year.

We will continue to follow the advice of the Chief Medical Officer of Health, and remain ready to make changes to the school re-entry plan as needed. Alberta Education staff and I are in regular contact with education partners, including school boards across Alberta, to deal with the educational challenges that arise in the COVID-19 environment. The safety and well-being of our staff and students continues to be our number one priority.

I trust this information is helpful. Thank you for your continued commitment to student learning and safety in these challenging times.

Sincerely,

A handwritten signature in blue ink that reads "Adriana LaGrange". The signature is written in a cursive style with a small flourish at the end.

Adriana LaGrange  
Minister

cc: Robin Guild, Board Chair  
Northland School Division

April 27, 2021

Honourable Adriana LaGrange  
Minister of Education  
Office of the Minister  
228 Legislature Building 10800-97 Ave  
Edmonton, Alberta  
T5K 2B6  
Email: education.minister@gov.ab.ca

The Northland School Division  
Board of Trustees  
9809 77 Ave. PO Box 1400  
Peace River, Alberta  
T8S 1V2

Dear Minister LaGrange & Board of Trustees Northland School Division,

**RE: MOVING NORTHLANDS SCHOOL DIVISION TO ONLINE LEARNING ONLY**

As I am sure you know by now, the Regional Municipality of Wood Buffalo (RMWB) leads the country in most Covid-19 cases per capital. To date all mitigation efforts have failed, our hospitals do not have the required staff or beds to serve the public and the virus continues to run rampant through our community. As such the Indigenous communities of the RMWB have requested your assistance to stop the spread.

Thankfully the Public and Catholic school boards as well as the adult learning centre, Fort Chipewyan Community High School have made the decision to move to online learning only. However, we have been informed by Northlands School division that they cannot do the same without direction from the Education Minister. However, we have also heard from the Ministers office that you cannot move to online learning without a board motion from Northlands. We are asking that the two parties agree to



immediately tell Northland School division to move to online learning. We have sent out this letter to all of you in hopes of facilitating this.

We regret that it has come to this, however drastic measures must be taken. Moving to online learning would help protect our children and their families while still providing education. Some of our communities have already taken the step to remove their community's children from the classroom, and more are soon to follow should no action take place. Please move Northlands School division to online learning only so our children can stay safe while receiving the education they deserve.

To set up this meeting please contact Karla Buffalo, Athabasca Tribal Council CEO, at 780-715-8113 or [karla.buffalo@atcfn.ca](mailto:karla.buffalo@atcfn.ca).



Chief Allan Adam  
Athabasca Tribal Council, President



# Superintendent's Highlights

June 25, 2021

## **Telus World of Science Edmonton, MacEwan University and NSD MOU Signing**

Northland School Division formally celebrated a new partnership with TELUS World of Science - Edmonton on National Indigenous Peoples Day, June 21, 2021. The Board of Trustees and Superintendent of Schools Dr. Nancy Spencer-Poitras, Superintendent of Schools, officially signed a Memorandum of Understanding with TELUS World of Science - Edmonton.

The MOU between TELUS World of Science - Edmonton and Northland School Division will provide enhanced science programming for K-12 students. One of the goals of the partnership is to support students in discovering their career passions and interests as well as increased interest in post-secondary science programs. This includes hands-on science learning (remote and in-person), Indigenous perspectives, a renewed focus on Science, Technology, Engineering, and Mathematics (STEM) subjects, and more.

Since the beginning of our relationship with TELUS World of Science, NSD teachers have been able to learn innovative ways to deliver science-related topics into the classroom environment. In addition, the Science in Motion team organized science themed events exclusively for NSD. These events have enhanced the science experience and improved student engagement.

“We are excited to expand and formalize our partnership with the Northland School Division. We have already had many successes working together and we look forward to creating additional fun, engaging, learning opportunities for their students and staff.” Alan Nursall, President and CEO, TELUS World of Science – Edmonton.

This partnership will continue to have students engaged and excited about their learning in the areas of science. The invitation is below.

## **Math Minds and Jump Math**

The Division will be working with the University of Calgary to develop a math initiative for grades k-8 using Math Minds and Jump Math. Math Minds is the pedagogy used to teach math and Jump Math is the program that will be implemented in 5 pilot schools as of September 1, 2021. Other schools will be engaging on a volunteering basis but the research component will focus on the 5 schools. This pedagogy and program has been researched and has proven to be a successful math methodology to improve student learning in math. We have 13 schools who are very excited with this initiative.

## **Kindergarten for 2021-2022 School Year**

Starting September 1, 2021, Kindergarten students will be attending school 5 days a week.

## Professional Learning Common Calendar

For the 2021-2022 Northland School Division has developed a common Professional Learning Calendar. Eight days were selected as common professional learning times. The PLC calendar will assist in organizing professional development sessions for teachers and paraprofessionals across the Division. This combined learning calendar enables NSD to move learning initiatives across the division in a more efficient and timely manner.

## Commitment Agreement for the Mistassiniy New School

Alberta Infrastructure and Northland School Division has entered into a Funding Contribution Agreement for the CTS Culinary Arts kitchen for the Mistassiniy new school. The estimated cost is approximately \$271,000.

## Public School Boards' Association of Alberta (PSBAA) Award

The Division received a letter from PSBAA advising Northland that Dr. Rubi Shirley has been selected to receive the Association's 2021 inaugural award for Promoting and Advancing the Calls to Action of Truth and Reconciliation Commission of Canada as it related to education in Alberta.

At their Spring General Assembly on June 3, 2021, Rubi was presented with a plaque in honour of her contributions to public school education.

## Mistassiniy New School Furniture & Equipment and Career and Technology Studies Budget Allocation

Northland received a letter from Shannon Flint, Deputy Minister stating the following:

- Furniture & Equipment has increased by \$239,346 as a result of the change in scope from a modernization to a replacement project
- The CTS equipment budget remains at \$200,000
- Total amended budget is now \$1,152,044

## Apple Schools Year End Message

APPLE Schools would like to extend a huge congratulations and express our appreciation for the fantastic job your schools did during a very challenging year. You continued to support healthy kids in healthy schools, even with the changes and struggles of this year. Despite the circumstances, your schools managed to continue providing healthy messages, uphold healthy practices and activities safely when possible, and especially – promote mental health when it was needed the most.

We would like to re-share this [video](#) with you that we showed during our Spring Knowledge Exchange event, to celebrate all the wonderful work completed this year.



Once again, thank you for continuing to promote health and wellness in your school community, especially during this unique time!



We are very excited to share with you the work we have been doing with the Hāpara learning management system. This is an important step in furthering opportunities for optimal learning and will serve as a foundational piece to complement the integration of the Northland School Division Vision for Technology, Teaching, Learning, and Leading.

Hāpara is a learning management system that makes learning visible while managing and simplifying teacher and student workflows. Hāpara simplifies the use of Google Workspace tools by placing all student work in one area for easy access and retrieval by students and teachers.

We are working in collaboration with six other school divisions; Buffalo Trail, Horizon, Grande Yellowhead, Livingstone Range, Sturgeon, and West Wind school divisions. This collaboration enhances and broadens the Hāpara network of resources. The digital backpack provides students with access to electronic textbooks and open source resources that they can access anytime and anywhere through their school division login and Hāpara account.

Teachers use the Hāpara dashboard for simplifying lesson planning, monitoring student work, instructional delivery, assessment, differentiating instruction, providing formative feedback and collaborating. This means teachers have a broader access to workspaces shared by teachers that are vetted and aligned to the Alberta curriculum. The Hāpara online community creates a space for teachers to support each other with strategies and best practices for enhancing student learning using technology. Two components that are unique are a school division library and a digital backpack.

Students use a digital dashboard that supports them to organize their learning, manage assignments and learning tasks, understand learning expectations and receive ongoing and timely support and feedback throughout their learning process.

School administrators use Hapara to increase their visibility into teaching and learning both remotely, at school and in hybrid settings.

Hāpara gives parents visibility into their child's learning performance, teacher expectations, due dates, missing assignments, grades, alerts, teacher feedback, teacher messages, and teacher-shared schoolwork all from a single source of visibility.

Hāpara creates a level of visibility into student learning that allows for ongoing support, feedback, and guidance. This high level of visibility combined with engaging workspaces and access to quality online resources creates an online portal for optimal learning with opportunities for equitable, differentiated and personalized learning for all students.



Alan Nursall, President & CEO of TELUS World of Science – Edmonton  
invites you to a celebration of

## National Indigenous Peoples Day

June 21, 2021, 11:00 am to 1:00 pm



June is National Indigenous History Month. It is a time for all Canadians – Indigenous, non-Indigenous, and newcomers – to reflect upon and learn the history, sacrifices, cultures, contributions, and strengths of First Nations, Métis, and Inuit Peoples.

In honor of National Indigenous Peoples Day, join us in celebrating at TWOSE with Tipi raising, Drummers, Elders, Special Guests, and Speakers. We will also be celebrating partnership with the signing of Memoranda of Understanding between Northland School District and its partners, TWOSE and MacEwan University.

Event start	11:00 am
Bison burgers with corn	11:30 am
Metis Jiggers	12:15 pm
MOU signing	12:45 pm

**Please note:** This event will meet all AHS requirements for outdoor gatherings during the Covid-19 pandemic.



## First Nations, Metis and Inuit Department Report to Board of School Trustees June 2021

### Language Grant Updates

Currently, we are implementing projects supported by five Innovations in First Nations Education (IFNE) grants. Four of the IFNE grant programs have been granted a full-year extension to August 31, 2022. The programs are Land-Based Learning Infusion into Alberta Curriculum, Little Eagle Feather, Middle and High School Late Literacy, and the Student Success Grad Coach, Credit Recovery, and Summer School Director.

### 2021-2022 Land-Based Learning Infusion into Alberta Curriculum

A Cree Language and Wellness collaborative plan is underway for the new school year. The plan is to host the camp in the last week of August or the first week of September at Kapaskwatinahk for the day. The camp will include Elders and Knowledge Keepers from our communities to teach and model their Woodland oral tradition. Instructors will continue to model our collaborative effort to teach by mentoring others on local tradition of the Birch Bark Guide and putting into practice how they plan to use Oral fluency, SRO and Syllabic across subjects (see attachment). The practice will be to share how they can weave in other seasonal/traditional content by using similar Total Physical Response (TPR), Total Physical Response-Storytelling (TPR-S), Communicative Approach, and Accelerated Language Acquisition (ASLA) into their planning for 2021/2022. We will have Wabasca Elders, Gloria and Charlie Ghostkeeper share their expertise on the steps for making birch bark sap. As well, we will include wellness sessions for supporting student healthy wellbeing.



### [Spring Sap Making Video](#)

The Dene camp will be in Cold Lake on June 25, 2021, to create consensus on the sound system chart. Elders will assist to guide and advise on appropriate and respectful Dene curriculum content.



**2021-2022 Teaching Kits**

In support of furthering the development of local resources for conversation Cree to connect identity and land relationships into the classroom. Instructors will continue to be trained in the Woodland sound system uniquely tailored to meet the NSD community dialect of the Sakaw Nihiyawiwin.

We will purchase a combination of SRO and Syllabic keyboards for instructors. As well we are purchasing two CNC Router Machines to create large Cree and Dene syllabics for each classroom and classroom sets of syllabics for the instruction of the Cree and Dene languages. It is very exciting that NSD students will be playing a lead role in making the syllabics as part of their student learning. This project also allows for further work increasing knowledge and use of local dialects in the communities. After the syllabic project is completed the CNC Router Machines will be used for CTS projects in the schools.

<p>Knowledge Keeper Resource – Charles Houle</p>	<p>Charles Houle’s Woodland Cree Chart containing SRO and Syllabic chart showing the consonants needed to teach local sounds. (See attachment)</p>




**TQS # 5: Applying Foundational Knowledge about First Nations, Métis, and Inuit.**

Assistant Supervisor, Connie Twin is applying to take the U of A Teaching Foundational Indigenous Knowledge Summer Institute 2021 from July 5 – 23. She will use what she learns to support teacher growth for First Nations, Métis and Inuit ways of being, knowing, and doing.

### Traditional Practice – Birch Bark Vocabulary and Phrases for Sap Making

#### Land Based Learning Total Physical Response

Use picture cues in the classroom daily of the words.

	Roman Orthography	Syllabic	Translation – English
	Askiy	ᐱᓃᓂ	Land (soil)
	sîkwan	ᓴᓃᓂ	Spring
	mîtosak	ᓂᓃᓂ	Trees



	<p>waskwayak</p>	<p>ᐱᐱᐅᐅᐱᐱ</p>	<p>Birch Trees</p>
	<p>waskwayâhtik</p>	<p>ᐱᐱᐅᐅᐱᐱᐱᐱ</p>	<p>Birchwood</p>
	<p>Wâpiski- mîtos</p>	<p>ᐱᐱᐅᐅᐱᐱ ᐅᐅᐱᐱ</p>	<p>White Tree</p>
	<p>waskwayâpôhkîwin</p>	<p>ᐱᐱᐅᐅᐱᐱᐱᐱᐱᐱᐱᐱ</p>	<p>Sap making</p>



 <p>gettyimages Image captured by Joanne Hedger 696613012</p>	<p>Kâ-ôhcikawit mîtos</p>	<p>ᓃ ᓃᓃᓃᓃᓃ ᓃᓃᓃ</p>	<p>tree draining</p>
	<p>âkocihwâw askihkwak</p>	<p>ᓃᓃᓃᓃᓃᓃᓃ ᓃᓃᓃᓃᓃᓃᓃ</p>	<p>pails hanging</p>
	<p>Iskotîw</p>	<p>ᓃᓃᓃᓃᓃᓃᓃ</p>	<p>Fire</p>

## Land Based Learning of Total Physical Response-Storytelling

Use vocabulary and phrases to create storytelling by drawing the steps

SRO	Syllabic	English
Pimohtî mîskanâsihk	ΛJ"U 7"bâp <sup>x</sup>	1. Walk on the path
wîcikâpawîstaw waskway	∇"b̄<∇"C° <∇"b̄ <sup>+</sup>	2. Stand next to the birch
Poyakin waskway	>7p> <∇"b̄ <sup>+</sup>	3. Carefully peel the birch bark
mîstasow	7"Ċ"j	4. Drill the holes (tap into tree)
Sâmina waskwayâpoy	ÿΓ <sub>a</sub> <∇"b̄ <sup>+</sup> > <sup>+</sup>	5. Touch the sap
Astâ---	<∇"Ċ	6. put the _____ on the _____
Ohpina akwanâpowîhikan	▷"Λ <sub>a</sub> <b̄.â>∇"Δb <sup>?</sup>	7. Lift the lids
Iyitisinamow askihkwa kîhtîyâya	Δ7"7 <sub>a</sub> Ċ"j <∇"p"b̄. p"U7	8. pass the pail to Elder
nâcimihî	â7"U	9. Pick wood for fire
Papîyahtik itîha waskwayâpoy	<∇7"7" ΔU"Δ	10. Slowly stir the sap

### Land Based Learning Communicative Approach

Using the vocabulary already taught, students will incorporate them into their stories.

**Objective:** To get students talking by practicing real life scenario for oral and writing phrases by role playing phrases



SRO	Syllabic	English
Elder: pîsô askihk Student: îhî, kahkî pîtamâtin askihk	p"U77: ∇7" <∇"p <sup>x</sup> ▷p"p <sub>a</sub> "<Ċ"Ċ"b̄>: ∇"∇ b"q ∇ĊL7" <∇"p <sup>x</sup>	<b>Elder:</b> Bring me the pail. <b>Student:</b> Yes, I can bring you the pail.
Student: tânisîsi itwîyîk waskway ôsih Elder: omisîsi itwîyîk waskway ôsih	▷p"p <sub>a</sub> "<Ċ"Ċ"b̄>: Ċ"σ7" ΔU7" <∇"b̄ <sup>+</sup> Ċ"7" p"U77: ▷7"7" ∇ ∇7" ∇U <sup>x</sup> <∇"b̄ <sup>+</sup> Ċ"7"	<b>Student:</b> How do I say birch bark canoe? <b>Elder:</b> This is how you say birch bark canoe.
Elder: waskwayâpoy ôhcikawayipîyîk kâ-sîkwahk poko	p"U77: <∇"b̄.â> ▷"7"b̄<7"∇7" b̄ 7"b̄ <sup>x</sup> >d ▷p"p <sub>a</sub> "<Ċ"Ċ"b̄>: Ċ"σ"p b̄ 7"b̄ <sup>x</sup> >d b̄ ▷"7"b̄<7"∇7" <sup>x</sup>	<b>Elder:</b> Sap is harvested in Spring. only <b>Student:</b> Why is sap harvested in Spring?

Student: tâñîhki kâ-sîkwahk poko kâ-ohcikiwayipîkîhk		
Elder: poyakin waskway Student: ni-poyakinâw waskway kâ-atosiyin sâsay	P"Ułł: >łP° <ñb.+ ▷P°P_μ"◁Ĺ◁Īb>: σ >łP_°◦ <ñb.+ b̄ ◁▷Ył° <Ī+	<b>Elder:</b> Peel the birch bark off the birch bark tree <b>Student:</b> I peel the birch bark as you asked.
Elder: sikopita waskway kika pônîñ Student: ni-sikopitîñ waskway ikwa ni-macostîhîñ	P"Ułł: łdΛC <ñb.+ P_b >°σ ▷P°P_μ"◁Ĺ◁Īb>: σ łdΛU° Δb_σ LJ°U"∇°	<b>Elder:</b> Crumble the bark in the fire pit <b>Student:</b> I crumbled the bark in the fire pit



**Land Based Learning Language Acquisition**

Creating a mastery of birch bark vocabulary and phrases by using images.

**Objective:** To build noun skillset by words and phrases through images and repetition

SRO Noun	Syllabic Nouns	Image -	English/SRO/Syllabic Phrase
Student ▷P°P_μ"◁Ĺ◁Īb> okiskinohamawâkan	Students ▷P°P_μ"◁Ĺ◁Īb_` okiskinohamawâkanak	 <a href="#">This Photo</a> by Unknown Author is licensed under <a href="#">CC BY-</a>	<b>English— Students getting ready to drill holes</b> ◁∇-4◁` ▷P°P_μ"◁Ĺ◁Īb_` q"łP◁łVĈ.° wawiyîwak okiskinohamawâkanak kîhcikiwayipîtâw
Woman Δ°q.° Iskwîw	Women Δ°q◁` iskwîwak		<b>English – Woman boiling the sap</b> ◁bł° Δ°q.° <ñbł>+ pakâsam iskwîw waskwayâpoy



<p>Elder ᑭᑭᑲᑦ Kihtiyaya</p>	<p>Elders ᑭᑭᑲᑦ kihtiyaya</p>		<p><b>English- Elder drinking the sap</b> ᑭᑭᑲᑦ ᑭᑭᑲᑦ ᑲᑲᑲᑦ Kihtiyaya minihkwîw waskwayâpoy</p>
<p>Child ᑲᑲᑲᑦ awâsis</p>	<p>Children ᑲᑲᑲᑦ awâsisak</p>		<p><b>English – A child licking the sap dripping</b> ᑲᑲᑲᑦ ᑲᑲᑲᑦ ᑲᑲᑲᑦ ᑲᑲᑲᑦ awâsis kotîspitam waskwayâpoy ohcikawaniyîk</p>
<p>Relatives ᑭᑲᑲᑦ ᑲᑲᑲᑦ ni-wâhkômâkanak</p>	<p>Family ᑲᑲᑲᑦ piyakôskân</p>		<p><b>English- Family member making birch bark sap</b> ᑲᑲᑲᑦ ᑲᑲᑲᑦ waskwayâpohkîwin</p>

**Woodland Cree Syllabics (Y Dialect)**

▽ î	△ i	▷ o	▷̇ wo	◁ a	◁̇ â	
▽̇ wî	△̇ wi	▷̇ wo	▷̇̇ wô	◁̇ wa	◁̇̇ wâ	◦ w
∨ pî	∧ pi	> po	>̇ pô	< pa	<̇ pâ	! p
U tî	∩ ti	∪ to	∪̇ tô	∩ ta	∩̇ tâ	/ t
9 kî	ρ ki	∫ ko	∫̇ kô	∫ ka	∫̇ kâ	\ k
∩ cî	∩ ci	∩ co	∩̇ cô	∩ ca	∩̇ câ	- c
∩ mî	∩ mi	∩ mo	∩̇ mô	∩ ma	∩̇ mâ	∩ m
∩ nî	∩ ni	∩ no	∩̇ nô	∩ na	∩̇ nâ	∩ n
∩ sî	∩ si	∩ so	∩̇ sô	∩ sa	∩̇ sâ	∩ s
∩ yî	∩ yi	∩ yo	∩̇ yô	∩ ya	∩̇ yâ	+ y
∩ lî	∩ li	∩ lo	∩̇ lô	∩ la	∩̇ lâ	∩ l
∩ rî	∩ ri	∩ ro	∩̇ rô	∩ ra	∩̇ râ	∩ r

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"▽ hî "△ hi "▷ ho "▷̇ hô "◁ ha "◁̇ hâ " h

The " (h) before a vowel is used as a middle or ending sound only

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Aspirated final hk sound ᕐ̇ᕐᕐ (in the bush), ᕐ̇ᕐᕐᕐ (in the trees), ᕐ̇ᕐᕐᕐᕐ (inside) This symbol is never used as a beginning or a middle sound.

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The ∩ (s) and the " (h) are the only symbols used in the middle of a word when writing in Cree Syllabics. The final sounds are: ◦ ! / \ - ∩ ∩̇ + ∩̇̇ ᕐ. The ∩ and the " symbols are also used as final sounds: ∩̇ᕐ (mitâs) ᕐ̇ᕐ (boat), ∩̇ᕐ (heart). All words written in Cree Syllabics must be written in their full form: e.g. ∩∩̇ᕐᕐ (tipiskâw)

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**INFORMATION TECHNOLOGY DEPARTMENT UPDATE**  
**JUNE 25, 2021**  
**PRESENTED BY: Jason Winters, Network Administrator**

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### **Staffing**

- 3 full time staff; Network Administrator and 2 Field Technicians. System Analyst position is vacant
- We currently have an ad out for the Systems Analyst position but have not had much interest yet.

### **Chromebooks**

- As of June 2021 we have slightly more chromebooks than we have students. This is the first full year of students taking Chromebooks home. We realize some may have a little more wear and are prepared to respond to what needs to be done. We have a plan to collect the broken ones as school ends and will be working on repairs over the summer.
- We are hoping over the next school year to start an in school repair program at some of the larger schools where the students are the one trained to do the repairs by the I.T staff and supervised by a teacher who also has the necessary knowledge.
- We have 400 new Chromebooks that have just arrived as part of our regular evergreen/replacement plan.

### **Windows Devices**

- Roughly 700 Windows devices. This number has held fairly steady over the last couple of years. Students are mainly using Chromebooks instead of computer labs and PC's in the classroom.

### **Networking and other Equipment**

- 400 VOIP phones
- 50 Server
- 70 switches and routers
- 1 Firewall

### **Smart Boards / Projectors**

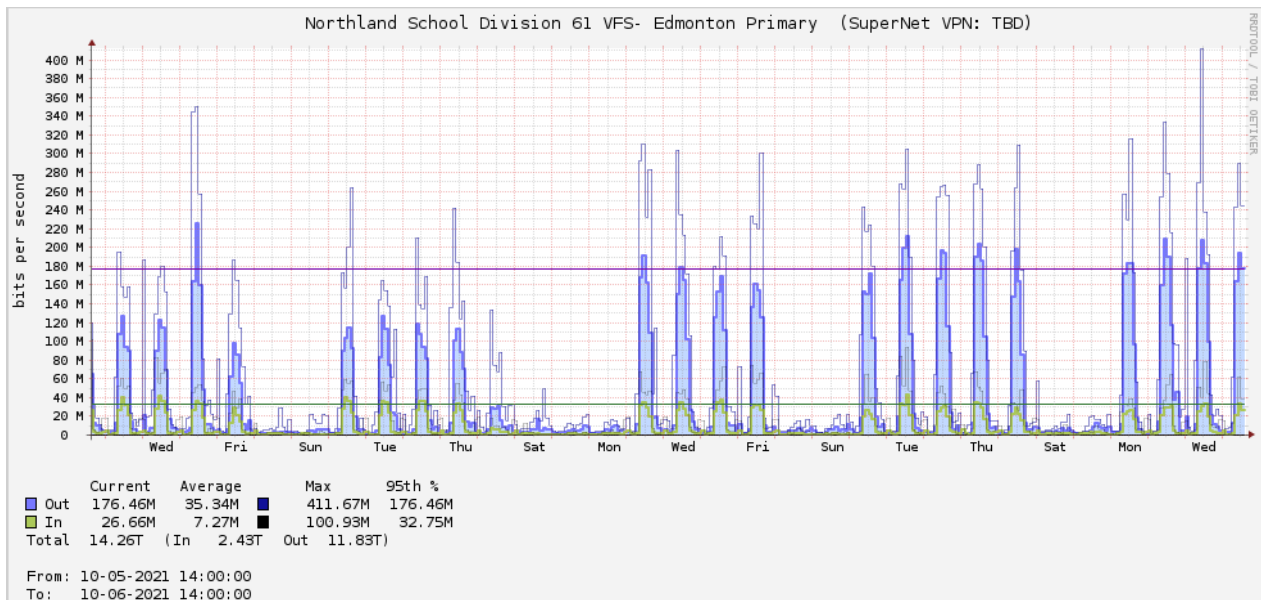
- 200 classrooms with 1 smartboard or interactive TV In every classroom

### **Bandwidth usage**

- Our internet provider is Cybera. Cybera is a not-for-profit organization responsible for driving Alberta's economic growth through the use of digital technology. Its core role is to oversee the development and operations of Alberta's cyberinfrastructure - the advanced system of networks and computers that keeps government, educators, not-for-profits,



and entrepreneurs at the forefront of technological change.



### Internet Traffic through Cybera

- Bell Canada is the current manager of the Alberta Supernet. They were awarded the contract in the summer of 2018 and purchased Axia as a result. Approximately 15,000 Terabytes of traffic flows through the NSD network during a month.

### Projects over the past year

#### Azure Cloud Migration Planning

- As part of our Disaster recovery plan and ongoing upgrades to make sure that no interruptions to any of the services provided over the summer we will begin the migration of our server infrastructure into the Microsoft Azure environment. Any servers moved will have protection from natural disasters like fires and floods. As well things like HVAC / A/C malfunctions that can cause damage. This will also give us more capabilities to more easily deploy laptops and PC's as we grow into the new features.

#### Supernet Hardware Upgrade

- An ongoing project that started in the middle of this school year and will continue through the summer. We are working with Bell to upgrade the hardware at each school that gives us access to the Supernet.

#### Hapara Learning Management System

- This powerful Learning Management System built specifically for school environments that integrates directly with our Google for Workplace Environment was deployed in the second half of this school year. Hapara gives the teachers additional tools to monitor and work with students no matter where they are located, whether they are at a different school or working from home.

#### Minecraft for Education

- Working with Pedagogical Supervisors and directly with the teachers we have made Minecraft for Education available to any those that want to use it with their students. This is a tool when used to its full potential can drive student engagement and also help them reach some of the learning goals while having fun.

#### Laptops to Teachers

- As much as possible we have been migrating teachers from desktops to laptops in an effort to give them more flexibility in where they can teach. We've installed 96 laptops over this year. This is part of our evergreening computer process.

#### Chromebook collection

- We've never had as many Chromebooks go home as this year. So as we close out the year, we know schools will do their best to get all the devices back. Once returned, they will be evaluated, updated, and determined if they need to be repaired or evergreened.

#### Projector / Smart Board Replacement

- Targeted replacements for some projectors will be done over the summer.
- We will also be evaluating projector upgrades to interactive TV's.

#### School Server Upgrades

- As part of our regular server maintenance we have half a dozen sites that have servers at the school that are 8-10 years old that we will be transitioning to newer hardware.

#### Security Camera Expansion/Upgrade

- Worked hand in hand with the Maintenance Department to continue the expansion of the security camera network as well as the purchase and setup of the new servers for the cameras.

#### Secretaries Computers Upgraded

- All school secretaries received new computers and monitors at the beginning of the school year.

## Projects over the next year

### Chromebook Repairs in School

- Work hand in hand with the Pedagogical Supervisors to develop in school Chromebook repairs at a few of the schools. Schools and teachers will be selected to start this project. Teachers will assist and supervise the students as they learn the skills. Work areas will need to be set up (including some tools) and I.T. will need to do the training of the teachers and students.

### Migrate Phone system to SIP Trunks

- In an effort to reduce our overall cost create failover redundancy on the phone systems at the we will be moving to SIP Trunks

### Evaluate Wi-Fi infrastructure

- We need to evaluate the Wi-Fi coverage and infrastructure in schools. Additional access points may need to be purchased and installed in places that do not have enough coverage. Our goal eventually is 1 Wi-Fi access point per classroom.

### Cloud Migration Continued

- After moving many of the servers/services to Azure we will be learning about and evaluating the infrastructure to see if there are other opportunities for cost savings, disaster recovery protection and centralization of services. As part of this we need to identify critical services that must be running as soon as possible, such as the financial and HR software.

### Smartboard Replacements

- Next year we will review replacements for Smartboard infrastructure with 75" TV's in the Junior High and High School classes and 75" interactive TV's in the K-6 classes. Early estimate is approximately 20-30 classes next year.

### Working/Assisting with Maintenance Dept.

- Planning for the new Mistassiniy School
- Building Management systems (HVAC) upgrades, wireless thermostats and remote connectivity is an ongoing project that continues year to year.
- Avigilon Door access controls and Security Cameras



## HUMAN RESOURCES DEPARTMENT UPDATE

JUNE 25, 2021

**PRESENTED BY: Wes Oginski, Associate Superintendent of Human Resources**

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The Community Based Teacher Education Program (CBTEP) at the Werklund School of Education of the University of Calgary (U of C) allows students to remain in their home community while pursuing their Bachelor of Education. There will be seven participants from Northland School Division continuing into the 2021-2022 school year. Three are starting their third year and four will be starting their second year.

Our future teachers have had a busy year in 2020-2021. The first-year cohort completed their first field placements in the fall and the second year cohort completed a four-week placement earlier this spring. The first field experience, which our year 1 cohort experienced, allows the student teachers to visit a few different classrooms in order to experience the “culture” of the classrooms and school. The second placement, experienced by our year 2 cohort, is a four week placement in one classroom and the student teacher begins working with small groups and planning some activities for the class. Students from each cohort expressed how much they enjoyed their placements and how much they learned from their mentor teachers and from the experience in general.

Both cohorts have also been busy taking their “teachables” and electives through institutions outside the U of C, such as Northern Lakes College (NLC) and Athabasca University (AU). Teachables are the courses that support the student teacher’s primary areas of study. Most of our student teachers have a focus in Social Studies or English Language Arts, but are also expected to take courses in other areas such as Science, Math and Fine Arts. Normally, the students would be expected to attend summer courses on campus, but due to Covid restrictions, their summer courses will be online once again this year and begin July 5, 2021.

The students have experienced a few challenges this year. As mentioned, the summer on-campus courses have been changed to online, which is a disappointment to some. While Zoom and other media platforms have been used to connect, it’s not quite the same, as the cohorts have not had an opportunity to meet in person to build the relationships and sense of community that would have been experienced in normal, non-Covid times.

Most of the students take their teachables through Athabasca University and the format of learning that takes place through AU has proven to be challenging for some of our students. Courses are asynchronous and completely at the student’s own pace. The less structured format has proven difficult for some who benefit from deadlines and more structure. This has led some to look for more structured opportunities elsewhere. Despite the challenges, they continue to persevere and are approaching the end of the term.

Another challenge for some has been how to balance school, work and home life and add to this the uncertainty and stresses related to Covid 19. These determined students are full time staff members in our Northland schools and manage full time studies, full time work and home obligations, which can be stressful at times, but they are making it happen.

In spite of the challenges, these resourceful students have made connections and reached out in order to have a successful year. They have supported each other and in some courses have collaborated on assignments. Karen Lemay, Pedagogical Supervisor, has been available to support the students in whatever way they may need. She reaches out to the students regularly via email and phone calls to check on their progress. She also has regular virtual office hours where students can connect to ask questions and share how their studies are going. She has worked individually with some students to set up a schedule to help them manage their time. Karen will continue to work with these students moving forward.



## SCHOOL FOOD SERVICES DEPARTMENT UPDATE

JUNE 25, 2021

PRESENTED BY: Emily Hunt, SFS Operations Manager

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School Food Services offers nutritious lunchtime meals to nineteen Northland School Division schools at a cost of less than \$5 per day per child. Twenty four cooks, with support from one operations manager and one program consultant provide meals to registered students. The program has an annual budget of \$2.6M. Support is received from across the Division.

### Highlights and Improvements

Improvements were again made this year to the grocery delivery system. Last year, the menu at Chipewyan Lake was revised. Fresh products were served more frequently during the first two weeks and more shelf stable items were provided for the next two weeks. Delivery was reduced to once per month and groceries were flown in. This year to reduce costs, have more consistent deliveries and minimize disruption to the principal's schedule, groceries were delivered to Mistassiniy School and delivered by the program consultant.

In previous years, Fort McKay School had a nutrition program only due to the difficulty of retaining a cook. Last year School Food Services worked with the Fort McKay Band to provide lunches. Lunches were prepared at the Fort McKay Daycare kitchen and School Food Services provided funding to cover the cost of the lunches. This school year School Food Services also prepared a nutrition break menu and had these items delivered by Sysco.

One of the challenges this year with the pandemic was to monitor the attendance and adjust the amount of food ordered so that sufficient inventory was on hand without wasting food. We maintained an emergency menu so that items such as personal pizzas and individual pot pies were on hand in the event that kitchen staff were ill or had to quarantine, and no substitute cooks were available. Everyone worked very well together with school staff pitching in to help and Vince and I going to schools to assist where possible. When we thought that a school closure was likely, we temporarily used more frozen items, and extended shelf life products instead of fresh produce and dairy products. Both of our suppliers were very supportive and cancelled orders on short notice or even took items back that were already on the truck to be delivered. Any perishable, individually packed items were sent home for the students when their school work was dropped off.

We tried to disrupt staffing as little as possible, but had a few programs with a significant decline in the number of students where we were able to reduce staffing costs through resignations, maternity leaves and people going on EDB.

One of the goals this year was to do our part to keep students and staff members physically well and feeling secure that we had taken all precautions to keep their environment safe. For many years we have followed a food safety system in the kitchens called HACCP (Hazard analysis and critical control point). This involves looking at the flow of food from purchasing, through receiving, storage, production and serving, and putting in controls at the locations where food safety hazards have the potential to exist. Some examples of this are keeping records of freezer and refrigerator temperatures, food temperatures and cleaning logs, step by step instructions for cleaning equipment, lists of chemicals and concentrations, and maintenance schedules. Proper dishwashing, handwashing and glove use guidelines are posted. When Covid-19 became an issue, we felt confident that we were already using universal precautions. We have also provided masks, and food safe, ready to use sanitizer that comes at the required dilution.

School Food Services participated in planning the CTS and home economics kitchens for the new school at Mistassiniy. The operations manager took the opportunity to provide food safety training at some schools during school closures.

As part of the attendance initiative at Mistassiniy School, the operations manager and cooks participated in a recipe “Taste Testing” week. The students provided input as to which items on the current menu they like, don’t like, and items they would like to try. A menu consisting of a week’s worth of hot breakfast and lunch items was created and prepared the week of June 7 to 11, 2021. Each day the students filled out an evaluation, the results were compiled and a meeting will be held with the principal, operations manager and cooks to plan the menu for next year. This event also provided an opportunity to provide more hands-on training in the kitchen. While some tasks can be completed through Zoom, it also reinforced the fact that school food services consultants need to spend time in the kitchen teaching cooking skills, reinforcing food safety, and assisting cooks to work efficiently.

## Future Plans

Staff coverage on a small team is a challenge with the resignation of Vince McIntyre. We are recruiting for temporary coverage as Maria Johnson is due back in February. A balance is being achieved between keeping costs down and having sufficient staff to properly support the program.

Operational goals for the upcoming year include enhancing our customer service and feedback, improving processes and engaging each team member. Tactically we will support the cooks to enhance their computer skills, continue to make food delivery/logistics more cost effective and efficient, provide food safety training/ update, provide WHMIS training consistent with the current regulations, and revise and updating the School Food Services policies and procedures.

