

Northland School Division

# Board Agenda



**January 21, 2022**



# NORTHLAND SCHOOL DIVISION REGULAR BOARD MEETING NO. 22-01 AGENDA

**Location:**

Zoom Meeting

**Meeting ID:**

**Passcode:**

**Phone:**

**Date & Time:** Friday, January 21, 2022 9:00 am – 4:30 pm

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

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

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

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

**B. MINUTES**

No.	Title	Responsible	Action	Page No.
1.	Corporate Board Meeting Minutes - November 26, 2021	All	Motion	<b>05</b>
2.	Board Action Items	Superintendent Dr. Spencer-Poitras	Information	<b>13</b>



**NORTHLAND SCHOOL DIVISION  
REGULAR BOARD MEETING NO. 22-01  
AGENDA**

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

No.	Title	Responsible	Action	Page No.
1.	Superintendent Report	Superintendent Dr. Spencer-Poitras	Information	<b>16</b>
2.	Board Chair Report	Chair Guild	Information	<b>20</b>
3.	Committee and/or Board Representative Reports	Trustees	Information	-
4.	Trustee Activity Reports/Association Reports	Trustees	Information	<b>21</b>

**D. ACTION ITEMS**

No.	Title	Responsible	Action	Page No.
1.	Monthly Financial Report	Secretary-Treasurer Aird	Information	<b>22</b>
2.	Student Engagement, Attendance & Completion Report	M. Owens, Director of Student Engagement, Attendance and Completion	Information	<b>24</b>
3.	Monthly Enrolment Report	M. Marran, Associate Superintendent of Human Resources	Information	<b>31</b>
4.	Policy 2 - Role of the Board	Chair Guild	Motion	<b>33</b>
5.	Policy 2 - Appendix B Facilitated Board Self Evaluation Process	Chair Guild	Motion	<b>40</b>
6.	3 Year Education Plan - Tri Annual Update	Superintendent Dr. Spencer-Poitras	Information	<b>44</b>
7.	Draft "2022-2023" School Calendar	M. Marran, Associate Superintendent of Human Resource	Information	<b>54</b>
8.	Conklin Community School Viability Study	Superintendent Dr. Spencer-Poitras	Motion	<b>57</b>
9.	Hillview School Viability Study	Superintendent Dr. Spencer-Poitras	Motion	<b>73</b>
10.	Pelican Mountain School Viability Study	Superintendent Dr. Spencer-Poitras	Motion	<b>88</b>
11.	Susa Creek School Viability Study	Superintendent Dr. Spencer-Poitras	Motion	<b>104</b>
12.	Financial Reserve Adjustments	Secretary-Treasurer Aird	Motion	<b>119</b>
13.	Capital/IMR Plan 2021-2022	Secretary-Treasurer Aird	Information	<b>121</b>
14.	Annual Borrowing Resolution	Secretary-Treasurer Aird	Motion	<b>123</b>
15.	2022-2023 Conferences	Superintendent Dr. Spencer-Poitras	Information	<b>124</b>
16.	ASEBP Participation Agreement	Secretary-Treasurer Aird	Motion	<b>125</b>



**NORTHLAND SCHOOL DIVISION  
REGULAR BOARD MEETING NO. 22-01  
AGENDA**

**E. TECH TALK WITH DR. TIM STENSLAND - DEPUTY SUPERINTENDENT**

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

No.	Title	Responsible	Action	Page No.
1.	Awards/Celebrations (1:00 p.m.) <ul style="list-style-type: none"><li>● Shelley Stevenson, St. Theresa School</li></ul>	Superintendent Dr. Spencer-Poitras	Information	-
2.	Board Chair Highlights	Chair Guild	Information	<b>127</b>
3.	Superintendent Highlights	Superintendent Dr. Spencer-Poitras	Information	<b>128</b>
4.	Associate Superintendent Report	Associate Superintendent C. Johnson	Information	<b>134</b>

**G. PRELIMINARY DISCUSSION OF BOARD ITEMS**

No.	Title	Responsible
1.	Conference and Meetings Attendance	Chair Guild
2.		
3.		
4.		

**H. ADJOURNMENT & CLOSING CULTURAL REFLECTION**



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

**TO:** THE BOARD OF TRUSTEES **DATE:** JANUARY 21, 2022  
**SUBMITTED BY:** Dr. Nancy Spencer-Poitras, Superintendent of Schools  
**SUBJECT:** Board Meeting Minutes, November 26, 2021  
**REFERENCE(S):**  
**ATTACHMENTS:** November 26, 2021 Board Meeting Minutes

**RECOMMENDATION:**  
THAT the Board of Trustees approve the November 26, 2021 Board Meeting Minutes as presented.

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**BACKGROUND:**

**RISK ANALYSIS:**



## NORTHLAND SCHOOL DIVISION

### BOARD MEETING NO. 21-09 MINUTES

Location: DoubleTree West Edmonton/Zoom

Date: Friday, November 26, 2021 Time: 9:00 a.m.

Membership					
x	Carmen Laboucane	Trustee Ward 1	✓	Dr. Nancy Spencer-Postras	Superintendent of Schools
✓	Cathy Wanyandie	Board Vice-Chair Ward 2	✓	Dr. Tim Stensland	Deputy Superintendent
✓	Bonnie Lamouche	Trustee Ward 3	✓	Douglas Aird	Secretary-Treasurer
✓	Jesse Lamouche	Trustee Ward 4	✓	Curtis Walty	Media Relations Manager
✓	Skye Durocher	Trustee Ward 5	x	Murray Marran	Associate Superintendent of Human Resources
✓	Thomas Auger	Trustee Ward 6	✓	Mark Owens	Director of Student Engagement, Attendance & Completion
✓	Robin Guild	Board Chair Ward 7	x	Cheryl Osmond	Executive Assistant
✓	Loretta Gladue	Trustee Ward 8			
✓	Julia Cardinal	Trustee Ward 9			
✓	Aimee McCamon	Trustee Ward 10			

#### A. CALL TO ORDER

##### 1. Call to Order

Chair Guild called the meeting to order at 9:00 a.m. with a traditional land acknowledgment.

##### 2. Opening Reflection

Trustee B. Lamouche provided the opening prayer, cultural reflection or reflection.

##### 3. Adopt Agenda

MOTION: Chair Guild moved that the Board of Trustees acknowledge that Trustees have reviewed and approved the agenda.

**25360/21 CARRIED**

##### 4. In Camera Session

Chair Guild moved that the meeting goes in camera at 9:03 a.m.

**25361/21 CARRIED**

The following individuals left the room at 9:37 a.m.: Chair Guild, Deputy Superintendent Dr. Tim Stensland, Associate Superintendent Scott Meunier and Director of Student Engagement, Attendance and Completion Mark Owens.



## NORTHLAND SCHOOL DIVISION

### BOARD MEETING NO. 21-09 MINUTES

Trustee Thomas Auger left the meeting at 9:48 a.m.

Chair Robin Guild returned to the meeting at 9:49 a.m.

#### 5. Regular Session

Chair Guild moved that the meeting reverts to regular session at 9:55 a.m.

**25362/21 CARRIED**

Break from 9:55 a.m. to 10:13 a.m.

<b>B. MINUTES</b>
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#### 1. Organizational Meeting Minutes - October 29, 2021

Motion: Trustee Auger moved that the Board of Trustees approve the October 29, 2021 Organizational meeting minutes, as presented.

**25363/21 CARRIED**

#### 2. Regular Board Meeting Minutes - October 29, 2021

MOTION: Trustee Gladue moved that the Board of Trustees approve the October 29, 2021 Regular meeting minutes, as presented.

**25364/21 CARRIED**

#### 3. Special Board Meeting Minutes - November 17, 2021

MOTION: Trustee McCamon moved that the Board of Trustees approve of the November 17, 2021 Special Board meeting minutes, as presented.

Trustee Auger abstained from this motion.

**25365/21 CARRIED**

#### 4. Board Action Items

Motion: Trustee McCamon moved that the Board of Trustees receive as information the Board Action items, as attached.

**25366/21 CARRIED**



## NORTHLAND SCHOOL DIVISION

### BOARD MEETING NO. 21-09 MINUTES

#### C. CONSENT AGENDA

##### 1. Adopt Consent Agenda

MOTION: Trustee Cardinal moved that the Board of Trustees approve the Consent Agenda which approves the following items:

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

**25367/21 CARRIED**

#### D. ACTION ITEMS

##### 1. Monthly Financial Report

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

**25368/21 CARRIED**

##### 2. Student Engagement, Attendance & Completion Report

MOTION: Trustee J. Lamouche moved that the Board of Trustees accept as information the Student Engagement, Attendance & Completion Report, as attached.

**25369/21 CARRIED**

##### 3. Monthly Student Enrolment Report

MOTION: Trustee Gladue moved that the Board of Trustees receive as information, the November 1, 2021 Student Enrolment Report, as attached.

**25370/21 CARRIED**

Trustee Cardinal left the meeting at 10:52 a.m. and returned at 10:56 a.m.





**NORTHLAND SCHOOL DIVISION**

**BOARD MEETING NO. 21-09  
MINUTES**

**4. 2020-2021 Annual Results Report (AERR)**

MOTION: Trustee J. Lamouche moved that the Board of Trustees approve the 2020-2021 Annual Education Results Report, as attached.

**25371/21 CARRIED**

Trustee Auger left the meeting at 11:02 a.m.

Trustee Durocher left the meeting at 11:28 a.m.

**5. Policy 1 - Foundational Statements**

MOTION: Trustee Gladue moved that the Board of Trustees approve the housekeeping changes to Policy 1 - Foundational Statements, as attached

**25372/21 CARRIED**

**6. Policy 15 - School Closure**

MOTION: Trustee McCamon moved that the Board of Trustees approve the housekeeping changes to Policy 15 - School Closure, as attached.

**25373/21 CARRIED**

Break from 11:49 a.m. to 1:03 p.m.

**7. NSD Logo Update**

MOTION: Trustee Gladue moved that the Board of Trustees approve version two of the moose sample with version one's font and present the revised version to the community and ask for other logo submissions to be taken for consideration.

**25374/21 CARRIED**



**NORTHLAND SCHOOL DIVISION**

**BOARD MEETING NO. 21-09  
MINUTES**

**8. Approval of 2021-2022 Fall Budget Update**

MOTION: Trustee Gladue moved that the Board of Trustees approve the 2021-2022 Fall Budget Update with transfers of accumulated operating surplus to reserves, as attached.

**25375/21 CARRIED**

Trustee Auger returned to the meeting at 1:30 PM

**9. Capital Maintenance Renewal Report**

MOTION: Trustee McCamon moved that the Board of Trustees receive as information, the Capital Maintenance Renewal report, as attached.

**25376/21 CARRIED**

Break from 1:50 p.m. to 2:08 p.m.

**10. School Viability Studies**

MOTION: Trustee J. Lamouche moved that the Board of Trustees receive as information, notice that the Superintendent Dr. Nancy Spencer-Poitras is conducting viability study reviews at Conklin Community School, Hillview School, Pelican Mountain School and Susa Creek School.

**25377/21 CARRIED**

**11. Approval of Audited Financial Statements for 2020-2021**

MOTION: Trustee Wanyandie moved that the Board of Trustees go in-camera from 2:55 p.m. to 3:39 p.m.

**25378/21 CARRIED**

MOTION: Trustee McCamon moved that the Board of Trustees approve the 2020-2021 Audited Financial Statements as presented by the Auditor, as attached.

**25379/21 CARRIED**



## NORTHLAND SCHOOL DIVISION

### BOARD MEETING NO. 21-09 MINUTES

#### 12. Policy Inservice Session

MOTION: Trustee J. Lamouche moved that the Board of Trustees authorize the Administration to proceed in scheduling a half day Policy In-Service with T. Gunderson, ASBA Consultant in January 2022.

**25380/21 CARRIED**

#### E. TECH TALK

Deputy Superintendent Dr. Tim Stensland did a presentation on the One+ 9 phones.

#### F. MONITORING REPORTS

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

- F1. Awards/Celebrations
- F2. Previous Board Chair Highlights
- F3. Superintendent Highlights
- F4. Associate Superintendent Report

**25381/21 CARRIED**

#### AWARDS/PRESENTATIONS

The Board of Trustees celebrated Mark Owens, Director of Student Engagement, Attendance and Completion on receiving special recognition from the North West Alberta Schools' Athletic Association Zone.

#### G. PRELIMINARY DISCUSSION OF BOARD ITEMS

The Board of Trustees discussed the following:

- Organization of Board Meetings
- Virtual High School
- NSD Online School Trustee Representative
- PSBAA Spring General Assembly



**NORTHLAND SCHOOL DIVISION**

**BOARD MEETING NO. 21-09**

**MINUTES**

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

**1. Adjournment**

MOTION: Trustee Gladue moved that the Board of Trustees declare the meeting adjourned at 4:37 p.m.

**25382/21 CARRIED**

DRAFT

\_\_\_\_\_  
Robin Guild, Board Chair

\_\_\_\_\_  
Dr. Nancy Spencer-Poitras,  
Superintendent of Schools

\_\_\_\_\_  
Douglas Aird, Secretary-Treasurer



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

**TO:** THE BOARD OF TRUSTEES **DATE:** JANUARY 21, 2022  
**SUBMITTED BY:** Dr. Nancy Spencer-Poitras, Superintendent of Schools  
**SUBJECT:** Board Action Items  
**REFERENCE(S):**  
**ATTACHMENTS:** Board Action Items

**RECOMMENDATION:**  
THAT the Board of Trustees receive as information the Board Action items as attached.

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**BACKGROUND:**

**RISK ANALYSIS:**

Meeting	Date of Meeting	Assigned To	Agenda Item	Task	Due Date	Status	Action
Board	1/23/2021	Administration	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	



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

**TO:** THE BOARD OF TRUSTEES **DATE:** JANUARY 21, 2022  
**SUBMITTED BY:** Dr. Nancy Spencer-Poitras, Superintendent of Schools  
**SUBJECT:** Approval of Consent Agenda  
**REFERENCE(S) & ATTACHMENTS:**

**RECOMMENDATION:**  
**THAT the Board of Trustees approves the consent agenda which approves the following items:**

- C1 - Superintendent Report**
- C2 - Board Chair Report**
- C3 - Committee and/or Board Representative Reports**
- C4 - Trustee Activity Reports/Association Reports**

\*\*\*\*\*

**BACKGROUND:**

The consent agenda process is based on the assumption that everyone reads all the consent agenda items, and asks questions outside the meeting. Questions about the items can be directed to the Superintendent, who will answer them by email, letting all trustees know the question, and the response.

Consent agenda items can be pulled from the consent agenda and put into the regular agenda if a trustee feels there needs to be action on something contained in the item. This needs to be done prior to the approval of the agenda and simply requires a trustee to request the item be pulled from the consent agenda and placed on the regular agenda.

**RISK ANALYSIS:**



# Superintendent's Report

January 21, 2022

<b>Consultant Meeting</b>	<b>November 21, 2021</b>
Met with K Kimpton regarding high school completion.	
<b>Consultant Meeting</b>	<b>November 22, 2021</b>
Met with K. Kimpton and various school principals to discuss high school completion.	
<b>Mistassiniy New School Meeting</b>	<b>November 22, 2021</b>
Attended the kickoff meeting for the Mistassiniy new school discussion on furniture.	
<b>Principals Meeting</b>	<b>November 22, 2021</b>
Attended the Principals meeting along with the Deputy Superintendent, Associate Superintendents, Directors and Pedagogical Supervisors.	
<b>TELUS World of Science - Edmonton Meeting</b>	<b>November 23, 2021</b>
Met with Alan and Fred Hines with TELUS World of Science Edmonton to discuss	
<b>Alberta Education Interim Authority Steering Committee Meeting</b>	<b>November 23, 2021</b>
Participated in the Alberta Education Interim Authority Steering Committee meeting.	
<b>Board Orientation Workshop</b>	<b>November 25, 2021</b>
Attended the Board Orientation Workshop in Edmonton.	
<b>Corporate Board Meeting</b>	<b>November 26, 2021</b>
Attended the monthly Corporate Board meeting in Edmonton.	
<b>RCMP Meeting</b>	<b>November 29, 2021</b>
Met with A/Commander J. Ferguson with the Core Policing Services regarding possible partnerships with dual credit students.	
<b>How to Grade for Learning After the Pandemic Webinar</b>	<b>November 29, 2021</b>
Attended the "How to Grade for Learning After the Pandemic" Webinar. The webinar focused on how to grade for learning through CALM grading and what pandemic schooling has shown.	
<b>Principals Meeting</b>	<b>November 30, 2021</b>



Attended the monthly elementary and junior high school principal meeting via Zoom.	
<b>Alberta School Boards Association (ASBA) Curriculum Engagement Session</b>	<b>November 30, 2021</b>
Attended the ASBA meeting on the draft K to Grade 6 curriculum report via Zoom, with the Board Chair.	
<b>High School Principal Meeting</b>	<b>December 1, 2021</b>
Attended the monthly high school principals meeting via Zoom.	
<b>Meeting with Political representative to celebrate Northland success</b>	<b>December 1, 2021</b>
The Board Chair and Superintendent met to discuss the successes and challenges within the Division.	
<b>Alberta School Boards Association (ASBA) Curriculum Engagement Session</b>	<b>December 1, 2021</b>
Follow up meeting to the November 30, 2021 ASBA meeting on the draft K to Grade 6 curriculum report via Zoom.	
<b>CASS Zone 1 Meeting</b>	<b>December 3, 2021</b>
Attended the CASS Zone 1 meeting via Zoom.	
<b>How Will We Teach in A Post-Pandemic Canada Seminar</b>	<b>December 6, 2021</b>
Participated in the EdCan Network seminar on “How will we teach in a post-pandemic Canada”.	
<b>ATA Meeting</b>	<b>December 7, 2021</b>
Met with the ATA to discuss NSD.	
<b>McLennan Ross LLP Meeting</b>	<b>December 8, 2021</b>
Met with legal counsel to discuss legal issues.	
<b>J.F. Dion School Meeting</b>	<b>December 8, 2021</b>
Participated in a meeting with J.F. Dion School Principal, C. Johnson, Associate Superintendent, C. Walty, Media Relations Manager to discuss school issues.	
<b>Meeting with ATA</b>	<b>December 9, 2021</b>

<b>Alberta Education Interim Authority Steering Committee Meeting</b>	<b>December 10, 2021</b>
Participated in the Alberta Education Interim Authority Steering Committee meeting.	
<b>Alberta School Boards Association (ASBA) Meeting</b>	<b>December 13, 2021</b>
Attended the Zoom meeting with ASBA, the Minister of Education and the Deputy Minister to discuss further information related to the announcement of the next steps for the new K-6 curriculum.	
<b>Visible Learning in Early Childhood Webinar</b>	<b>December 13, 2021</b>
Participated in the "Visible Learning in Early Childhood" webinar. Participants learnt ways to apply the Visible Learning research in early childhood education, including understanding the potential impact of instructional strategies from Visible Learning research on young children's learning; describing seven big ideas about effective teaching and learning in early childhood education from the Visible Learning research.	
<b>McLennan Ross LLP Meeting</b>	<b>December 14, 2021</b>
Met with legal counsel and Secretary-Treasurer Aird to discuss legal issues.	
<b>Elizabeth Metis Settlement Community Engagement Meeting</b>	<b>December 14, 2021</b>
Met with the members of Elizabeth Metis Settlement, NSD Board Chair, Trustee Durocher, and Elizabeth School Principal to discuss the successes and challenges within the Division.	
<b>McLennan Ross LLP Meeting</b>	<b>December 16, 2021</b>
Met with legal counsel and Secretary-Treasurer Aird to discuss legal issues.	
<b>Vacation Days</b>	<b>December 20 - 23, 2021</b>
<b>Alberta Education Meeting with Deputy Minister</b>	<b>December 31, 2021</b>
Attended the CASS meeting with the Deputy Minister discussing the extended Christmas break for students.	
<b>Executive Team Meeting</b>	<b>December 31, 2021</b>
Met with the NSD Executive Team to provide them with an update on the delayed start and the operation impact.	
<b>Principal Meeting</b>	<b>January 4, 2022</b>
Called an emergency meeting with all principals to provide them with an update on the delayed start.	
<b>Policy Committee Meeting</b>	<b>January 4, 2021</b>
Attended the Policy Committee meeting which reviewed Policy 2 - Role of the Board and Policy 2 Appendix B: Facilitated Board Self Evaluation Process.	

<b>Principal Meeting</b>	<b>January 7, 2022</b>
Met with all principals and provided an update on the distribution of PPE.	
<b>University of Calgary Meeting</b>	<b>January 10, 2022</b>
Met with Jennifer Turner, Director, Wellbeing in Education to discuss a partnership between NSD and the University of Calgary.	
<b>ASBA Zone 1 Meeting</b>	<b>January 12, 2022</b>
Attended the ASBA Zone 1 meeting via Zoom.	
<b>Alberta Council for Environmental Education</b>	<b>January 13, 2022</b>
Attended the webinar that was hosted by the Alberta Council for Environmental Education. The topic of discussion was Education Leaders.	
<b>Alberta Education Meeting - Annual Education Results</b>	<b>January 13, 2022</b>
Attended the meeting with Alberta Education to discuss the Division's Annual Education Results.	



NORTHLAND SCHOOL DIVISION  
**BOARD CHAIR REPORT TO THE BOARD**

**TO:** THE BOARD OF TRUSTEES **DATE:** JANUARY 21, 2022  
**SUBMITTED BY:** Robin Guild, Board Chair, Ward 7  
**SUBJECT:** As of January 14, 2022

November 23, 2021	Science Week with TELUS World of Science - Edmonton Opening Remarks
November 24, 2021	Career Pathways School Council Meeting
November 25, 2021	Corporate Board Orientation
November 26, 2021	Corporate Board Meeting
December 1, 2021	Meeting with Political Representative to Celebrate Northland Success
December 1, 2021	ASBA Meeting - Curriculum Engagement Focus Group
December 1, 2021	St. Theresa School Council Meeting
December 3, 2021	St. Theresa School Assembly
December 13, 2021	ASBA Meeting with Board Chairs and Minister of Education
December 14, 2021	Elizabeth Metis Settlement/NSD Community Engagement Meeting
December 31, 2021	ASBA Meeting with Board Chairs and Minister of Education
January 4, 2022	Policy Committee Meeting
January 5, 2022	ASBA Meeting with Board Chairs and Minister of Education
January 5, 2022	Agenda Review
January 6, 2022	ASBA Meeting with Board Chairs and Minister of Education
January 11, 2022	Participated in the Assistant Cook Interviews for St. Theresa



NORTHLAND SCHOOL DIVISION

# TRUSTEE REPORT TO THE BOARD

**TO:** THE BOARD OF TRUSTEES **DATE:** JANUARY 21, 2022  
**SUBMITTED BY:** Aimee McCamon, Trustee, Ward 10  
**SUBJECT:** Activity Report for the Months of November 2021 - January 2022

SUMMARY:	
Date	Description
November 25, 2021	NSD Board Retreat
November 26, 2021	Corporate Board Meeting
November 29, 2021	Father R. Perin School Parent Council Meeting
December 15, 2021	Anzac Community School Parent Council Meeting
January 4, 2022	Policy Committee Meeting
January 12, 2022	ASBA Zone 1 Meeting via Zoom - Guest speaker spoke about emotional intelligence and sharing of all district highlights.
January 13, 2022	ACEE Virtual Forum for Education Leaders



NORTHLAND SCHOOL DIVISION

**ADMINISTRATION RECOMMENDATION TO THE BOARD**

**TO:** THE BOARD OF TRUSTEES **DATE:** JANUARY 21, 2022

**SUBMITTED BY:** Douglas Aird, Secretary-Treasurer

**SUBJECT:** Monthly Financial Report - December 31, 2021

**REFERENCE(S):**

**ATTACHMENTS:** December 31, 2021 Monthly Financial Report

<b>RECOMMENDATION:</b>
THAT the Board of Trustees approve as information the Monthly Financial Report as of December 31, 2021, as attached.

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<b>BACKGROUND:</b>

<b>RISK ANALYSIS:</b>



## NORTHLAND SCHOOL DIVISION

### Budget to Actual Variance as of December 31, 2021

REVENUE	2021-2022			Variance	%
	Budget	YTD Budget	YTD		
Alberta Education	\$ 46,624,171	\$ 15,541,390	\$ 14,802,465	\$ (738,926)	(5)
Federal Government & First Nations	12,305,474	4,101,825	4,101,825	-	-
Other Revenue	1,643,749	547,916	545,678	(2,239.00)	-
	<u>\$ 60,573,394</u>	<u>\$ 20,191,131</u>	<u>\$ 19,449,967</u>	<u>\$ (741,164)</u>	<u>(4)</u>
<b>EXPENSES</b>					
Schools (inc. school cert. staff)	\$ 23,330,404	\$ 7,776,801	\$ 8,308,230	\$ (531,429)	(7)
Instructional Support	\$6,908,865	2,302,955	\$1,821,383	481,572	21
Instructional Supply	\$7,007,603	2,335,868	\$957,355	1,378,513	59
External Services	4,521,544	1,507,181	1,635,135	(127,954)	(8)
Board and System Administration	3,121,317	1,040,439	985,045	55,394	5
Operations and Maintenance	10,488,009	3,496,003	3,704,299	(208,296)	(6)
Transportation	4,611,762	1,537,254	1,353,951	183,303	12
	<u>\$ 59,989,503</u>	<u>\$ 19,996,501</u>	<u>\$ 18,765,398</u>	<u>\$ 1,231,103</u>	<u>6</u>
<b>NET SURPLUS (DEFICIT)</b>	<u>\$ 583,891</u>	<u>\$ 194,630</u>	<u>\$ 684,569</u>	<u>\$ 489,939</u>	
<b>Salaries and Benefits Detail</b>					
Certificated salaries and benefits	\$ 20,584,227	\$ 6,861,409	\$ 6,324,449	\$ 536,959	8
Uncertificated salaries and benefits	15,081,400	5,027,133	5,602,868	(575,734)	(11)
	<u>\$ 35,665,626</u>	<u>\$ 11,888,542</u>	<u>\$ 11,927,317</u>	<u>\$ (38,775)</u>	<u>-</u>

#### VARIANCE ANALYSIS

##### Overall - Despite the pandemic, we remain on track for a positive result.

Revenues, expenses and our overall position are on track per the May Budget 2022.

We have received 32% of our planned revenues and spent 31% of our planned expenses.

Based on the audited results updated Federal/First Nation billings are being completed.

#### Revenue

Revenue is on track with the budget (-4%).

Provincial funding has been received in line with the budget.

Federal/First Nations tuition rates and counts have been finalized and billed in January.

#### Expenses

Schools are slightly over budget (7%) with full staffing and coverage, increasing benefits costs, and the pandemic.

Certificated salaries are 8% under budget (\$.5M).

Uncertificated salaries are slightly over budget (11%), due to Jordan's resources added and increased benefit costs.

The pandemic has increased custodial costs and reduced aspects of Instructional Support, Supply and Transportation.

Watching:	Budget	YTD Budget	YTD	Variance	%
Housing	\$1,404,991	\$468,330	\$434,314	\$34,016	7
Housing Renovations Program	\$1,900,000	\$633,333	\$378,859	\$254,474	40

#### Housing - Net Under Budget 7% YTD

Adjusting entries have been accrued to match renovation project costs to the funding sources.

Overall 22 units have been substantially completed of the multi-year program total of 37 units.



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

**TO:** THE BOARD OF TRUSTEES **DATE:** JANUARY 21, 2022

**SUBMITTED BY:** Dr. Nancy Spencer-Poitras, Superintendent of Schools

**ORIGINATOR:** Mark Owens, Director of Student Engagement, Attendance, and Completion

**SUBJECT:** Student Engagement, Attendance, and Completion Report - November & December 2021

**REFERENCE(S):**

**ATTACHMENTS:** Student Engagement, Attendance, and Completion Report - November & December 2021

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

\*\*\*\*\*

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





## The Northland School Division

### Director of Student Engagement, Attendance and Completion Board Attendance Report

## November/December 2021

### Monthly Attendance Rates from previous year to current year (2020-2021 to 2021-2022)

*Strategy 1.1: Standardize attendance tracking processes*

Month	2020-2021	2021-2022	Difference
September	76%	66%	-10%
October	73%	66%	-7%
November	76%	64%	-12%
December	73%	60%	-13%
January	68%		
February	59%		
March	60%		
April	56%		
May	58%		
June	48%		

### November/December Highlights

- There were 6 schools with 75%+ attendance rates for the month of November and 5 schools in December.
- Highlight of 4 schools in Northland to Alberta Education Oversight Committee with the most amount of change in attendance from September to now:
  - Chipewyan Lake increased attendance due to Dr. Volodymyr Yahnishchak reaching out to community;
  - Pelican Mountain increased in attendance due to Dr. Don Tessier's reaching out to community;
  - Grouard and Father R Perin decreased in attendance due to Covid in the community and Covid anxiety.
- There were 8 schools with an attendance increase from November of 2020 to November 2021 and 5 schools with an increase from December 2020 to December 2021. (In school attendance)
- The schools with attendance increases over the past 2 months November and December were:
  - Anzac, Bill Woodward, Grouard Northland, J.F. Dion, Northland Online, Elizabeth
- There has been a tremendous amount of social media presence highlighting all of the activities, celebrations and safe interactions through the first months of the school year as part of the school's attendance improvement plan and has helped to increase school attendance.
- There has been consistent communication about the Division and school health/safety procedures that are put in place that exceed the Alberta Health Guidelines.

**Celebrating the success with excellent school attendance rates for November and December!!!**

*Strategy 2.3: Create and atmosphere of respect and appreciation for individuals*

School	Principal	November 2021	December 2021
Conklin School	Chris Turpin	84%	80%
Pelican Mountain	Acting Principal Don Tessier	78%	73%
Anzac School	Amy Savill	78%	84%
Fort McKay	Michelle Wile	76%	73%
St. Theresa	Shelley Stevenson	76%	70%
Hillview School	Rosalind Best	75%	74%
Bill Woodward	Amy Savill	70%	75%
Grouard Northland	Rachel Starr	71%	76%
J.F. Dion	Angela Sanregret	74%	76%

**November 2020 and November 2021 attendance rates by individual school**

*Highlighted in green shows improvement for in school attendance rates for in school learning from last year*

School	Nov 2020 (In-School)	Nov 2020 (At-Home)	November 2021
ADCS	69%	57%	64%
Anzac	77%	n/a	78%
Bill Woodward	84%	91%	70%
Bishop Routhier	87%	93%	68%
Calling Lake	68%	89%	59%
Career Pathways	N/A	N/A	52%
Chipewyan Lake	88%	n/a	42%
Conklin	46%	63%	84%
Elizabeth	79%	93%	62%
Father R Perin	53%	42%	54%
Fort McKay	70%	89%	76%
Gift Lake	52%	56%	60%
Grouard Northland	79%	85%	71%
Hillview	67%	100%	75%
JF Dion	70%	88%	74%

Mistassiniy	60%	36%	53%
Northland Online	N/A	N/A	57%
Paddle Prairie	77%	84%	55%
Pelican Mountain	84%	N/A	78%
St. Theresa	73%	74%	76%
Susa Creek	84%	100%	72%

### December 2020 and December 2021 attendance rates by individual school

Highlighted in green shows improvement for in school attendance rates for in school learning from last year

School	Dec 2020 (In-School)	Dec 2020 (At-Home)	December 2021
ADCS	69%	57%	56%
Anzac	78%	n/a	84%
Bill Woodward	84%	91%	75%
Bishop Routhier	94%	93%	60%
Calling Lake	85%	89%	60%
Career Pathways	N/A	N/A	29%
Chipewyan Lake	70%	n/a	43%
Conklin	47%	61%	80%
Elizabeth	83%	92%	73%
Father R Perin	61%	42%	51%
Fort McKay	65%	89%	73%
Gift Lake	52%	55%	65%
Grouard Northland	71%	85%	76%
Hillview	65%	100%	74%
JF Dion	76%	100%	76%
Mistassiniy	60%	35%	50%
Northland Online	N/A	N/A	62%
Paddle Prairie	76%	94%	43%
Pelican Mountain	87%	N/A	73%
St. Theresa	73%	73%	70%
Susa Creek	87%	100%	64%

### Individual School Attendance rates by percentile for November 2021

School	95-110	90-94	80-89	70-79	60-69	50-59	Below 50
ADCS	13%	21%	8%	17%	2%	8%	31%
Anzac	12%	21%	31%	11%	8%	7%	11%
Bill Woodward	19%	16%	15%	14%	2%	13%	20%
Bishop Routhier	14%	10%	10%	20%	12%	12%	20%
Calling Lake	11%	4%	8%	14%	14%	13%	36%
Career Pathways	18%	2%	20%	3%	7%	3%	47%
Chipewyan Lake	10%	0%	5%	0%	0%	35%	50%
Conklin	11%	11%	68%	5%	0%	0%	5%
Elizabeth	0%	0%	18%	26%	13%	16%	26%
Father R Perin	5%	7%	7%	13%	13%	14%	40%
Fort McKay	8%	13%	29%	19%	19%	4%	8%
Gift Lake	13%	6%	14%	13%	6%	10%	37%
Grouard Northland	13%	18%	23%	5%	10%	15%	15%
Hillview	9%	14%	27%	14%	23%	9%	5%
JF Dion	0%	15%	26%	21%	23%	10%	6%
Mistassiniy	11%	7%	16%	10%	2%	9%	45%
Northland Online	8%	11%	15%	9%	6%	11%	40%
Paddle Prairie	8%	8%	14%	10%	14%	8%	39%
Pelican Mountain	13%	31%	19%	13%	6%	0%	19%
St. Theresa	18%	16%	22%	17%	4%	7%	14%
Susa Creek	36%	16%	8%	8%	4%	8%	20%

### Individual School Attendance rates by percentile for December 2021

School	95-110	90-94	80-89	70-79	60-69	50-59	Below 50
ADCS	15%	13%	10%	10%	2%	8%	42%
Anzac	46%	11%	19%	4%	7%	4%	9%
Bill Woodward	25%	17%	14%	20%	0%	9%	15%
Bishop Routhier	6%	4%	15%	19%	19%	8%	29%
Calling Lake	17%	5%	10%	18%	7%	5%	39%
Career Pathways	6%	3%	5%	4%	3%	5%	74%
Chipewyan Lake	5%	15%	15%	0%	0%	5%	60%
Conklin	25%	10%	25%	15%	5%	20%	0%
Elizabeth	23%	10%	14%	17%	10%	7%	18%
Father R Perin	6%	4%	14%	11%	7%	13%	46%

Fort McKay	25%	13%	17%	4%	13%	13%	17%
Gift Lake	20%	14%	11%	7%	6%	13%	28%
Grouard Northland	33%	18%	8%	15%	0%	8%	18%
Hillview	23%	5%	32%	9%	5%	9%	18%
JF Dion	23%	5%	21%	21%	8%	15%	8%
Mistassiniy	7%	5%	10%	16%	4%	10%	49%
Northland Online	15%	4%	17%	6%	17%	9%	32%
Paddle Prairie	2%	2%	10%	10%	7%	12%	58%
Pelican Mountain	31%	6%	6%	25%	0%	6%	25%
St. Theresa	23%	11%	15%	20%	2%	5%	23%
Susa Creek	8%	0%	24%	20%	12%	20%	16%

#### Attendance by grade division (K, 1-3, 4-6, 7-9 and High School) for November 2021

ECS	Grades 1-3	Grades 4-6	Grades 7-9	Grades 10-12
65.81	68.78	42.88	58.78	51.79

- There was a drop in attendance due to Covid and Covid anxiety in the schools with the grade 4-6 age group.

#### Attendance by grade division (K, 1-3, 4-6, 7-9 and High School) for December 2021

ECS	Grades 1-3	Grades 4-6	Grades 7-9	Grades 10-12
61.86	67.42	69.55	57.17	43.56

- High School student engagement dropped during the month of December.

#### Monthly Attendance Winners (Drawn from all students attending 90% or higher during the month of November 2021)

*Strategy 2.3: Create and atmosphere of respect and appreciation for individuals*

Grade Level	Name	School
K-3	Scarlette Laroche	Calling Lake
4-6	Manhattan Cardinal	Paddle Prairie
7-9	Jessy Kim	Bill Woodward
10-12	Tori Noskiye	Career Pathways

**Monthly Attendance Winners (Drawn from all students attending 90% or higher during the month of December 2021)**

*Strategy 2.3: Create and atmosphere of respect and appreciation for individuals*

<b>Grade Level</b>	<b>Name</b>	<b>School</b>
K-3	Diana Merrier	St Theresa
4-6	Laila Chalifoux	Gift Lake
7-9	Aaden Mills	ADCS
10-12	Tray Alook	Career Pathways



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

**TO:** THE BOARD OF TRUSTEES **Date:** JANUARY 21, 2022  
**SUBMITTED BY:** Dr. Nancy Spencer-Poirtras, Superintendent of Schools  
**SUBJECT:** January 2022 Enrolment Report  
**ORIGINATOR:** Murray Marran, Associate Superintendent of Human Resources  
**REFERENCE(S) &  
ATTACHMENTS:**

**RECOMMENDATION:**

**THAT the Board of Trustees receive as information, the January 2022 Student Enrolment Report, as attached.**

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**BACKGROUND:**

Administration will provide a monthly update of student enrolment .

**RISK ANALYSIS:**

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



**NORTHLAND SCHOOL DIVISION - MONTHLY ENROLMENT UPDATE  
FOR 2021-2022**

<b>Schools</b>	<b>May 31st 2021</b>	<b>Sept 30 2021</b>	<b>Oct 2021</b>	<b>Nov 2021</b>	<b>Dec 2021</b>	<b>Jan 2022</b>	<b>Feb 2022</b>	<b>Mar 2022</b>	<b>April 2022</b>	<b>May 2022</b>
Athabasca Delta Community School	149	142	148	146	145	145				
Anzac Community School	91	92	91	90	90	90				
Bill Woodward School	100	102	101	98	96	95				
Bishop Routhier School	60	52	52	48	46	46				
Calling Lake School	114	115	117	117	115	115				
Career Pathways School	100	96	89	92	95	94				
Chipewyan Lake School	22	21	22	20	20	22				
Conklin Community School	20	19	19	20	21	21				
Elizabeth School	111	86	87	87	88	88				
Father R. Perin School	78	80	82	82	83	83				
Fort McKay School	57	54	50	48	48	48				
Gift Lake School	125	110	113	113	113	113				
Grouard Northland School	60	31	39	38	38	38				
Hillview School	33	23	22	22	22	22				
J.F. Dion School	69	61	62	62	62	62				
Mistassiniy School	250	285	300	300	297	297				
Paddle Prairie School	113	106	110	110	105	105				
Pelican Mountain School	30	13	16	16	16	16				
St. Theresa School	297	259	264	264	261	261				
Susa Creek School	31	25	25	25	23	23				
Northland Online School	0	47	51	51	53	55				
<b>TOTAL</b>	<b>1910</b>	<b>1819</b>	<b>1860</b>	<b>1849</b>	<b>1837</b>	<b>1839</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

**Summary:**

***We have enrolled 97% of the students from year-end May 2021***

***Down 50 students in total***





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

**TO:** THE BOARD OF TRUSTEES  
**SUBMITTED BY:** Board Chair Guild  
**SUBJECT:** Policy 2 - Role of the Board  
**ORIGINATOR:**

**Date:** JANUARY 21, 2022

**REFERENCE(S) & ATTACHMENTS:** Policy 2 - Role of the Board

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

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**BACKGROUND:**

**RISK ANALYSIS:**



## Policy 2

# ROLE OF THE BOARD

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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 wide 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, establishing 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/ 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:



## Policy 2

### ROLE OF THE BOARD

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- 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 **the** 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



## Policy 2

### ROLE OF THE BOARD

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- 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 Memorandum 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.



## Policy 2

### ROLE OF THE BOARD

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- 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.



## Policy 2 ROLE OF THE BOARD

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### 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.



## Policy 2

# ROLE OF THE BOARD

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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, 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:** JANUARY 21, 2022  
**SUBMITTED BY:** Board Chair Guild  
**SUBJECT:** Policy 2 - Appendix B Facilitated Board Self Evaluation Process  
**ORIGINATOR:**  
**REFERENCE(S) & ATTACHMENTS:** Policy 2 - Appendix B Facilitated Board Self Evaluation Process

<b>RECOMMENDATION:</b>
<b>THAT the Board of Trustees approve the changes to Policy 2 - Appendix B Facilitated Board Self Evaluation Process, as attached.</b>

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





## Policy 2 - Appendix B

### FACILITATED BOARD SELF-EVALUATION PROCESS

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#### PROCESS

The annual facilitated Board self-evaluation process shall be completed subsequent to the Superintendent evaluation process. The two evaluation processes are complementary in nature.

**Part 1:** The Act provides the Board with significant authority including the authority to delegate. The Board must decide the authority it wishes to delegate and the authority to be retained. The Board is the only body in the Division which can hold the Board accountable for performing its legally defined role.

With reference to Policy 2 Role of the Board, Policy 2 Appendix A – Annual Board Work Plan and the motions passed from Regular and Special meetings held during the evaluation period individual trustees will assess the Corporate Board’s effectiveness relative to each area in the role of the Board. The objective is to identify areas of strength on which to build and specific changes for the greater effectiveness that the corporate Board is committed to ~~make during the next evaluation period.~~

**Evaluation Tool:** Collect, collate and analyze responses to a Role of the Board questionnaire.

**Part 2:** The Board functions as a corporate entity. Individual trustees have only the authority granted to them by the Board. Therefore the interpersonal working relationships between and among trustees is vital to the effective functioning of the Board.

**Evaluation Tool:** Collect, collate and analyze responses to a Board Interpersonal Working Relationships questionnaire.

**Part 3:** The Board is elected for a four-year term. One key role is to represent the communities within the boundaries of the Division and effectively communicate to the electorate between elections in a manner ~~which~~ **that** creates assurance and builds confidence.

**Evaluation Tool:** Collect, collate and analyze responses to a Communications/ Representation questionnaire.

**Part 4:** Boards have fiduciary, strategic, and generative governance roles. All must be performed in an ethical manner.

**Evaluation Tool:** Collect, collate and analyze responses to a Readiness for Governance questionnaire.



## Policy 2 - Appendix B

### FACILITATED BOARD SELF-EVALUATION PROCESS

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**Part 5:** With reference to the functioning of the First Team during the evaluation period, trustees will assess Board/Superintendent Relationships. In other words, is the Board effectively performing its role to make the First Team effective?

**Evaluation Tool:** Collect, collate and analyze responses to a Board/Superintendent relations questionnaire.

**Part 6:** The Board's policy role is critical to provide direction for the Division, to delegate and to hold staff accountable through the office of the Superintendent, and to promote and protect publicly funded education. ~~Regular~~ **Ongoing** review of Board policies is required to ensure the currency and effectiveness of such policies.

**Evaluation Tool:** Review the summary of Board motions to ensure the entire Board Policy Handbook is continually ~~subjected to~~ reviewed and ~~revision~~ revised, **to** identify any lack of alignment of practice with policy (e.g. from review of motions) and make revisions as required in policy or practice as deemed appropriate. Ensure Board Evaluation Assessments are performed every 3 months.

**Part 7:** Reviewing Board actions at least annually to **determine accomplishments, opportunities, regrets and threats to assist in improving Board policies, strategies and actions to ensure students are first in decision making.** ~~Board will complete the ASBA survey that addresses the Corporate Accomplishments, Regrets, Opportunities and Threats (AROT) how perceived Corporate Accomplishments, Regrets, Opportunities and Threats (AROT) can assist in modifying the Positive Path Forward (PPF) and avoid repetition of less effective functioning.~~

**Evaluation Tool:** ~~Modifying the PPF with identified outcomes. (To be reviewed at Policy Review meeting)~~ ASBA distributes a survey that covers the areas of Corporate Accomplishments, Regrets, Opportunities and Threats (AROT).

**Part 8:** Board **uses the survey for the directions** ~~approves of the directions~~ to be taken during the next evaluation period to strengthen Board functioning including **determining** setting of Board priorities.

**Part 9:** Board will assess the **areas of success and areas of growth** ~~addressing~~ by examining the previous year's survey results and the directions that had been set. ~~the Positive Path Forward approved as a result of the last evaluation and includes any required actions in the current PPF. (To be reviewed at Policy Review meeting).~~

**Part 10:** Board reviews the process tools and process structure and identifies any changes desired for the next evaluation period.



## Policy 2 - Appendix B

### FACILITATED BOARD SELF-EVALUATION PROCESS

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**Part 11:** Board will approve the areas of success and areas of growth that were identified during the evaluation process. ~~Board approves the Positive Path Forward (PPF) in a public Board meeting.~~ (To be reviewed at the Policy Review meeting)

Note in subsequent years the evaluation process will commence with an accountability review of the previous year's **goals** PPF to ensure actions were taken as required and desired results achieved.

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:** JANUARY 21, 2022

**SUBMITTED BY:** Dr. Nancy Spencer-Poitras, Superintendent of Schools

**ORIGINATOR:**

**SUBJECT:** 3 Year Education Plan: Tri-Annual Update

**REFERENCE(S):**

**ATTACHMENTS:**

<b>RECOMMENDATION:</b>
THAT the Board of Trustees receive as information the 3 Year Education Plan: Tri-Annual Update, as attached.

\*\*\*\*\*

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

# Northland School Division

## 2021-2022 Triannual Report



Emillie Atkinson-Powder, a student from Conklin Community School, is one of many students benefiting from a partnership between Northland School Division and TELUS World of Science - Edmonton.



increase

Tansi, Edlánat'e, Hello everyone! We are pleased to present the Triannual Report for the 2021-2022 school year!

The Board of Trustees are please to report significant improvement following the release of the 2020-2021 Annual Education Results Report (AERR). The AERR is one way Northland School Division (NSD) communicates student achievement, accomplishments, and priorities to the students, parents, community members, and school division partners. The 2020-2021 version of the AERR details the positive progress Northland accomplished in meeting Alberta Education Assurance Measures (AEAMs). Analysis of provincial and local information revealed that:

- **NSD students have shown significant improvement in high school completion. A 20% increase in the number of students completing high school within five (5) years!**
- **There is greater satisfaction with the education quality from NSD parents and guardians. 86% of parents are more satisfied. That is a six (6%) percent increase over the previous year!**
- **83% of parents agree that students have the appropriate supports and services at school. That is four percent (4%) over the provincial average!**
- **There is greater satisfaction with the amount of parental involvement in decisions about their children's future. 80% of NSD parents are more satisfied. That is a 12% increase over the previous year!**
- **Overall, there is a significantly higher belief that NSD students model characteristics of active citizenship. 81% of parents believe students are providing their best effort, following rules and helping others succeed. That is an 11% increase over the previous year!**



# Northland School Division

## 2021-2022 Triannual Report



The Triannual Report highlights progress we have made with meeting or exceeding the priorities for Northland School Division (NSD):

1. Excellence in Learning
2. Excellence in Leadership
3. Excellence in Relationships

On behalf of the Board of Trustees and Administration, thank you for your continued support.

Sincerely,



Robin Guild  
Board Chair  
Northland School Division



Dr. Nancy Spencer-Poitras  
Superintendent of Schools  
Northland School Division

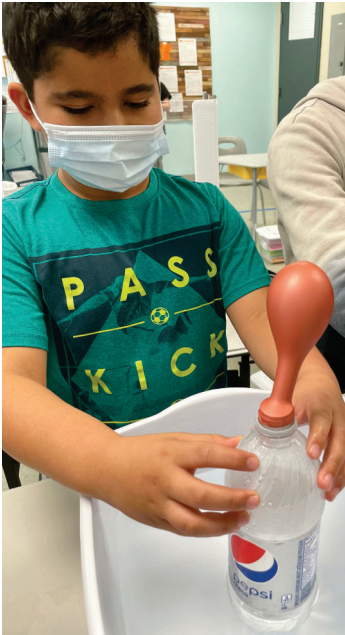
*"I thoroughly enjoyed my time working with the children during my career with Northland School Division. I miss them dearly. Over the years I met many wonderful people and made many friends in the communities I worked in who I'm still in touch with. Perhaps the best experience for me was having the opportunity to become immersed in such a rich and vibrant culture with First Nations people who not only welcomed me into their community but their lives and their homes as well. I truly felt at home among them. I will always treasure my friendships and memories."*

*- Carol Kastelic, Former Northland School Division Teacher*



# Excellence in Learning

## 2021-2022 Triannual Report



Northland students participated in another Science Week (November 23-26, 2021) with the TELUS World of Science - Edmonton. Throughout the week, students explored the earth's super powers (fire, water, earth and air). While learning about earth's super powers, students participated in challenges organized by the Science in Motion Team. Students from Susa Creek School completed the mini parachute challenge!

culture and land-based learning into the curriculum.

### Priority 1: Excellence in Learning

Students achieve or exceed the standards set by Alberta Education in literacy and numeracy.

**Outcome:** Student Success is supported by staff who ensure all students feel supported and have a sense of belonging within their schools.

**Outcome:** The Division uses consistent literacy and numeracy practices to support the growth of educators and student achievement.

#### How is Northland achieving these outcomes?

- Northland School Division (NSD) has designed a new recruitment practice over the last two years to attract and retain teachers and administrators to stay within the Division. The turnover of teachers and principals was minimal last year (2020-2021). This enables NSD professional learning where we continue each year with less time allocated to going back and catching up.
- Northland Online School was started this year (2021-2022) and it has a current enrollment of 60 students. The online school has students from within all areas of NSD, as well as students outside of the Division. These students have the opportunity to learn Cree, participate in a daily physical program, Career Technology Foundations (CTF) opportunities, daily assemblies to build community and as well monthly student awards.
- NSD implemented a common professional learning calendar. This approach enables staff across the Division to participate in common learning. The consistent approach to staff learning new strategies will benefit student learning across the division.
- Cree/Dene instructors use specific learning practices to encourage conversational Cree/Dene language development among students.
- NSD schools, with support from Elders and community members, weave Indigenous language and



Grade 10 students at Bill Woodward School in Anzac learned how to prepare fish for smoking. This was part of the Outdoor Cooking Theory class.

# Excellence in Learning

## 2021-2022 Triannual Report



Bill Woodward School students applied virtual learning from Actua and applied it on the land! Actua presented information to students on the science behind the structural strength of a tipi. Students then went on the land and learned how to put up the tipi and listened to teachings from Gary Boostrom.

### How is Northland achieving these outcomes?

- Schools are focusing on literacy through a practice of five literacy strategies and SMART Learning. Literacy is being stressed in all core subjects.
- Five schools, almost 25% of the schools, are participating in a Jump Math pilot. Teachers are learning how to teach the program by taking University of Calgary courses.
- Our Attendance Improvement Operational Plan continues to be crucial in monitoring attendance, driving improvement and success.

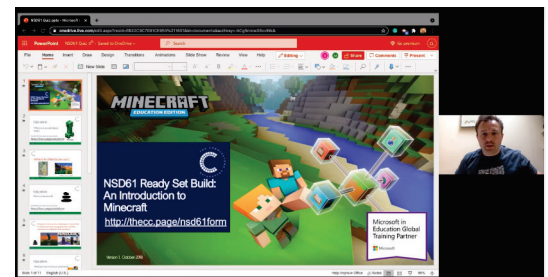
- NSD is using a new platform called Hapara.

The platform allows teachers to track progress, submissions and provide feedback to students and students use it to manage assignments and customize their submissions, giving them greater ownership of their learning. Northland is collaborating with seven other jurisdictions in this work.

- Students and staff have learned how to integrate many motivational ways to



further engage students in learning. Minecraft for Education is one example that promotes creativity, collaboration, and problem-solving. During sessions, students and staff unleashed their creativity by building a local landmark of their choice and working on applying what they learned to core subjects such as English Language Arts, Math, Science and Social Studies.



- Celebration of students and staff achievement is important for validating student success. We celebrate using social media (Facebook, Twitter), websites, letters, Board Highlights, media releases, newspapers, community newsletters, radio and television.
- A number of mental health supports are available for students, families and staff.
- **According to the 2020-2021 Annual Education Results Report, 83 percent of parents agree that students have the appropriate supports and services at school. That is four (4%) over the provincial average.**
- **According to the 2020-2021 Annual Education Results Report, NSD students have shown significant improvement in high school completion. A 20% increase in the number of students completing high school within five (5) years!**





# Excellence in Leadership

## 2021-2022 Triannual Report



### Award Winning Teacher!

During the 2020-2021 school year, Senior Administration hosted a professional learning session to help principals with nominating new teachers for the Edwin Parr Teacher Award. On April 28, 2021, Andrew Belsheim, Anzac Community School, was selected as NSD's 2021 Edwin Parr Teacher Award nominee. The Edwin Parr Award recognizes first year teachers that demonstrate exemplary dedication and commitment in the field of education. Five exceptional educators were originally nominated.

On September 22, 2021, Andrew was selected as the Alberta School Boards Association (ASBA) Zone 1 Edwin Parr Teacher Award recipient. Andrew is the third NSD educator to win the Zone 1 Edwin Parr Teacher Award.

high school athletics in Alberta <https://tinyurl.com/2pxnrh9h>.

- Tessa Dagenais, Northland Online School, received special recognition from the University of Victoria (UVic). Tessa was selected as the Co-op Student of the Year for the Optional and Professional Co-op Program - Coaching Studies <https://tinyurl.com/25v44w7u>.
- **Principal Meetings**
  - Senior Administration hosts Zoom (video conference) meetings with principals, a minimum of 12 times a year. Professional learning is the main focus, developing leadership skills and current teaching practices. Other topics include providing COVID-19 and Alberta Education updates and sharing resources for teaching and mental health.

### Priority 2: Excellence in Leadership

Through excellent leadership practices, everyone feels welcome and valued.

**Outcome:** Northland School Division employs a consistent process for reviewing school improvement and assurance.

**Outcome:** Northland School Division and school leadership models a welcoming learning and working environment that fosters a sense of belonging and pride for First Nations and Métis and non First Nations and Métis learners.

**Outcome:** Finances are well managed, decisions are supported by facts and stewardship is exemplary.

### How is Northland achieving these outcomes?

#### • Award Winning Teachers

- Andrew Belsheim, Anzac Community School, selected as ASBA Zone 1 Edwin Parr Teacher Award recipient <https://tinyurl.com/2p838zj5>.
- Mark Owens, Director of Student Engagement, Attendance and Completion, received special recognition from the North West Alberta Schools' Athletic Association (NWASAA) Zone. He was selected as a recipient of the 2021 Zone Award of Merit for his contributions to



# Excellence in Leadership

## 2021-2022 Triannual Report



Before photo of a house in Wabasca.



After photo of a house in Wabasca.

### How is Northland achieving these outcomes?

- **Professional Learning**

- All school staff and students are supported in leveraging the benefits of technology for in-school and online learning.
- Host ongoing professional learning, such as literacy, numeracy, 21st Century Learning, etc.
- Cree/Dene instructors learn to use a video/audio recording tool called Screencastify to support language, culture and land-based learning development.
- Elders and Knowledge Keepers are teaching instructors in their local context.
- Created a Principals' Portal to support Principals with completing tasks.

- **Division Wellness**

- Organize and host virtual wellness specific activities to boost staff morale. Hundreds of staff have attended the planned activities.
- A variety of mental health supports are in place for all staff.

- **Housing and Maintenance**

- Northland School Division (NSD) continues to prioritize housing improvement for teachers. 22 out of the 37 planned renovations have been completed!

- NSD now has a virtual housing page for prospective teachers to choose a house before actually arriving in a community <https://tinyurl.com/2p8zdwcf>.

- NSD hosted a ribbon cutting to officially celebrate the grand opening of the Calling Lake School Playground on September 10, 2021 <https://tinyurl.com/bdaasjxr>.
- NSD has set-up a permanent Career and Technology Studies (CTS) trailer in Paddle Prairie. The trailer is now the new home for CTS programming.
- Career Pathways School (CPS) students have a new place to call home! The new facility for the outreach program in Wabasca-Desmarais is now located just east of St. Theresa School (2783 Neewatim Drive) <https://tinyurl.com/y28f6xd6>.
- NSD is currently working on breaking ground in spring of 2022 for the new Mistassiniy School.
- The new NSD home for Special Education, First Nations, Métis and Inuit and the Office of the Superintendent is located at the Northern Lakes College - Wabasca Campus.



Before photo of a kitchen in Janvier.



After photo of a kitchen in Janvier.

# Excellence in Relationships

## 2021-2022 Triannual Report



NSD hosted its Long Services Awards on October 14, 2021. The Board recognized staff who have achieved 20, 25, 30, 35, 40 years of services and retirees.

### Priority 3: Excellence in Relationships

Develop and actively promote healthy relationships with students, parents/guardians, staff, community and educational partners.

**Outcome:** Parents and community members engage in their school community and are involved in their child's education.

**Outcome:** Parents, guardians, communities and education partners are informed and involved in Northland School Division (NSD) plans, programs and progress through ongoing and effective communication.

**Outcome:** Northland School Division fosters purposeful and productive working relationships to collaboratively advance division operations to support student learning.

### How is Northland achieving these outcomes?

#### • Community Relations

- The Board and Administration maintain regular contact with the communities we serve. Virtual meetings are arranged to keep community leaders informed about good news stories related to student learning and COVID-19 updates.
  - Superintendent communicates regularly with students, staff, parents and community members on how NSD is moving forward with respect to programming.
  - NSD communicates and engage using social media (Facebook, Twitter), websites, School Messenger, letters, Board Highlights, media releases, newspapers, community newsletters, radio, School Council and Principal Advisory Committees.
  - Parents are excited about the opportunities NSD has given their children to attend lessons virtually with individual google Chromebooks.
  - Parents have more opportunities to work with their children with their education using the division technology. Parents are recording and joining in on some of the learning sessions!
  - **According to the 2020-2021 Annual Education Results Report, there is greater satisfaction with the amount of parental involvement in decisions about their child's future! 80% are more satisfied, a 12% increase!**
- #### • Regular communication and relationship development with expert to help revitalize the Cree, Dene and Michif language
- In June 2021, a Denesųliné camp was co-facilitated to bring together NSD educators, Elders, Knowledge Keepers and parents on the land. The purpose of the camp was to discuss co-creating resources to help students reconnect with culture, language and land-based learning.



# Excellence in Relationships

## 2021-2022 Triannual Report



**NSD and TELUS World of Science - Edmonton officially sign a Memorandum of Understanding on National Indigenous Peoples Day (June 21, 2021)!**

### How is Northland achieving these outcomes?

- **Relations with universities and educational organizations**

- NSD 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 <https://tinyurl.com/366kv5cn>.

- Northland students are able to flash university identification cards while attending high school! NSD and MacEwan University signed a five-year agreement that will give students access to dual credit courses. The current dual credit options include:

- PSSC 112 - Policing in Canada Hours
- Winter 2022; PSSC 121 - Law and the Administration of Justice

- TAST 101 - Child and Adolescent Development
- Indigenous Studies 100/ Aboriginal Studies 30

- Cenovus Energy Inc. is donating \$50,000 to NSD. The money received will assist in focusing on literacy and community storytelling about the land.
- NSD is working on a division-wide agreement with the Breakfast Club of Canada. Breakfast Club of Canada is a national not-for-profit organization dedicated to providing services and funding to school breakfast programs. The goal is to get all schools involved in the Breakfast Club of Canada over the next few years. Nine schools currently receive funding from the Breakfast Club of Canada.



**NSD and MacEwan University officially sign a five (5) year agreement that gives students to dual credit courses!**





*"Our students love to come to school in Northland"*





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

**TO:** THE BOARD OF TRUSTEES **DATE:** JANUARY 21, 2022  
**SUBMITTED BY:** Murray Marran, Associate Superintendent of Human Resources  
**SUBJECT:** 2022-2023 School Year Calendar Draft  
**REFERENCE(S):**  
**ATTACHMENTS:** Draft 2022-2023 Calendar

**RECOMMENDATION:**  
**THAT the Board of Trustees receive as information the draft Northland School Division 2022-2023 School Year Calendar, as attached.**

\*\*\*\*\*

**BACKGROUND:**  
 As per items 1.10 in the Board Work Plan, administration is required to bring a draft calendar to the Board for review and discussion in January. The final draft of the school year calendar will be brought to the March Corporate Board meeting for approval.

The Board has the responsibility to set the school division calendar as set out by Section 60 of the Education Act. The Board approves a draft calendar in its January Board meeting, which is then circulated to school principals to gather feedback from staff and community members. No feedback was received.

**RISK ANALYSIS:**  
 AP130 School Year states the Board must approve an official Division School Year Calendar by its March Board meeting. At this time schools will distribute the draft calendar to their communities for input to work towards this goal.



# Northland School Division 2022-2023 SCHOOL YEAR CALENDAR



**2022**

**2023**

**August**

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			0

- New Principal Orientation August 15-26, 2022
- New Teacher Orientation
- Administrators' Meeting August 25, 2022 @ 8:30 a.m.
- **School Organization Days**  
All Teachers Back Aug 29 – 30, 2022

**January**

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

- Jan 2 - Last day Winter Break- No School
- Jan 3: Students & Staff Return
- Jan 16: Professional Learning - No Classes

**September**

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

- School Organization Days September 1 & 2, 2022
- **Sept 5: Labour Day - school closed**
- Sept 6: First Day for Students
- **Sept 30: Truth & Reconciliation Day- School Closed**

**February**

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

- Feb 13: Professional Learning- No Classes
- **Feb 14: In-lieu Day for Interviews - School Closed and No Classes**
- **Feb 15: Travel Day - School Closed**
- **Feb 16 to 17: Teachers' Convention - School Closed and No Classes**
- **Feb 20: Family Day - School Closed**

**October**

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

- **Oct 10: Thanksgiving Day - School Closed**
- Oct 21: Division PD Day - No Classes

**March**

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

- Division PD Day – No Classes
- March 17: Professional Learning Day - No Classes

**November**

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

- **Nov 1: Metis Settlement Proclamation Day - Schools Closed**
- **Nov 11: Remembrance Day: School Closed**
- Nov 14: Professional Learning Day - No Classes

**April**

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

- April 6: Last day of classes before Spring Break
- **Apr 7: Good Friday - School Closed**
- **April 10 -14: Spring Break - School Closed**
- **April 17 - School Starts**

**December**

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

- Dec 19 - 31: Christmas Break-Schools Closed

**May**

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

- **May 22: Victoria Day - Schools Closed**

**June**

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

- June 21: Indigenous Day
- June 29: Last Day for Students
- June 30: Organization Day

LEGEND	
	School Organizational Day (No Students)
	Non-Operational Day (No Staff or Students)
	First/Last Day for Students
	Division PD Day (No Students)
	Day In-Lieu PTI (No Staff or Students)
	Teacher Convention/Travel Day (Operational days for Staff, no Students)

## Notes:

- Fort McMurray Catholic - Spring Break is from April 7-14th tentatively
- Peace 10 - Christmas Break December 23-January 6, 2023; Spring Break April 11 - 14, 2022,
- Grande Yellowhead (Grande Cache) - Christmas Break December 26 - January 6, 2023, Spring Break March 27 - 31, 2023
- Northern Lights Public (Cold Lake/Bonnyville) - Christmas Break December 19 - January 2, 2023, Spring Break April 3 - 6, 2023
- Fort McMurray Public School Division - left msg for Tracy
- High Prairie School Division - Christmas Break - tentatively the same for Christmas and Spring Break
- 87 days in the first semester and 97 days in the second semester

184 Instructional Days (Green)

194 Operational Days

Please assign to your available instructional days:

- 3 Local PD Days
  - (2 Wellness Days TBD)?
- = 181 Instructional Days

Please assign in the text box below the calendar:

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

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

Minimum Hours of Instruction:

ECS = 475 hours;  
 Elementary (1-9) = 950 hours;  
 High School = 1000 hours.

School Organizational Days

Monday, August 29, 2022  
 Tuesday, August 30, 2022  
 Wednesday, August 31, 2022  
 Thursday, September 1, 2022  
 Friday, September 2, 2022





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

**TO:** THE BOARD OF TRUSTEES **DATE:** JANUARY 21, 2022  
**SUBMITTED BY:** Dr. Nancy Spencer-Poitras, Superintendent of Schools  
**SUBJECT:** Conklin Community School Viability Study  
**REFERENCE(S):** Policy 15 School Closure  
**ATTACHMENTS:** Education Act, Closure of Schools, Section 62  
 Conklin Community School Viability Report

**RECOMMENDATION:**  
**THAT the Board of Trustees make a Notice of Motion at the January 21, 2022, Regular Board meeting to consider the closure of Conklin Community School, Grades K-12, and that this motion will be decided upon by the end of May 2022.**

\*\*\*\*\*

**BACKGROUND:**

As per Policy 15, section 2, the Superintendent of Schools is required to inform the Board prior to December 1 of each year of any school viability students to be undertaken.

At the November 26, 2021 Corporate Board meeting, Superintendent Dr. Spencer-Poitras gave notice that a viability study was being conducted and would be brought to the January 21, 2022 Corporate Board meeting to determine if further action needs to be taken on the matter of closure.

As of December 31, 2021, Conklin Community School, in Conklin, AB had 19 students registered. The school also supports 15 students attending the Flex Program that is supported by Career Pathways.

**RISK ANALYSIS:**

The viability of small schools has an impact on the Board’s overall ability to serve all of the students in the Northland School Division. Operating costs and education quality are the primary drivers of the viability studies. This process will include community meetings.



**Conklin Community School  
Viability Report  
January 21, 2022**

Prepared by

Dr. Nancy Spencer-Poitras  
Superintendent of Schools

## Table of Contents

<b>Purpose Statement</b>	<b>2</b>
<b>Background Information</b>	<b>2</b>
<b>Data</b>	<b>3</b>
Rationale	4
Analysis	4
Financial Analysis	10
Notes:	10
Chart 1. Conklin Community School Viability Analysis	11
<b>Potential School Closure Schedule</b>	<b>12</b>
<b>Recommendation</b>	<b>12</b>
<b>Appendix 1 Conklin Community School Attendance Area Map</b>	<b>13</b>
<b>Appendix 2 Alberta Education Assurance Survey Results, May 2021</b>	<b>14</b>

## **Purpose Statement**

This report is intended to collect information regarding the viability of Conklin School. The report was requested by the Northland School Division Board of Trustees at the November 26, 2021 Board meeting.

The report was prepared to meet the requirements of the:

Education Act, Section 62, Closure of schools  
Northland School Division Policy 15, School Closure

## **Background Information**

Conklin Community School is located in the community of Conklin, Alberta which is approximately 155 kilometres south of Fort McMurray, Albert:

The school mission statement is:

Conklin Community School will work toward developing students who value education and the skills necessary for a successful life.

The school believes that students have the right to achieve their full potential within a caring and respectful environment.

## Data

<b>Position</b>	<b>FTE</b>
Principal	1.0
Teacher	3.0
Educational Assistant(s)/Language Instructor	2.0
School Secretary	0.5
Cook	0.6
Custodian	1.0
Bus Drivers	1.0
<b>TOTAL FTE</b>	<b>9.1 FTE</b>

## Students

<b>Enrolment</b>	
ECS	2
Grades 1 - 6	8
Grade 7 - 9	10
<b>TOTAL</b>	<b>20</b>

The school was constructed in 1983 with two new portables added in 2017. The student capacity of the school is 114.

Community Population - According to the 2018 municipal census, there are 229 residents currently living in Conklin, which shows a decline from 376 residents reported in 2015. Also, in the 2010 census, Conklin had 185 residents. The majority of residents are of Métis descent.

## Rationale

This report is prepared in accordance with Northland School Division Policy 15 School Closures.

The policy rationale includes:

The Board believes that the students of the Division must have the opportunity to receive educational programs that are characterized by excellence, equity, and efficiency. In achieving this objective it may be necessary to close a school or a portion of a school's educational program for operational and/or financial reasons.

The Board also believes that an orderly and fair process must be in place to provide the Board appropriate information prior to any decision being made

The review process is defined as:

2.1. Prior to December 1 of each year, the Superintendent will bring to the Board for information the school(s), if any, for which a viability review will be undertaken to determine if further action needs to be taken on the matter of possible closure, or the nature of the educational program.

2.1.1. Generally, the need for a viability study will be based on enrollment.

2.1.2. The viability review shall be provided to the Board by the end of January of the following year.

Viability includes three factors:

3. The Board recognizes that there are certain critical factors that must be met by a school in order to exist as a viable educational institution:

3.1 Program factors;

3.2 Enrolment factors; and

3.3 Revenue factors.

## Analysis

Per Section 4 of the policy, there are eight criteria to be utilized by the Board in considering the closure of a school. In summary, the viability study is being done to determine whether or not the costs to operate the program are effective and sustainable, and whether or not the school division can provide a good educational program at the school.

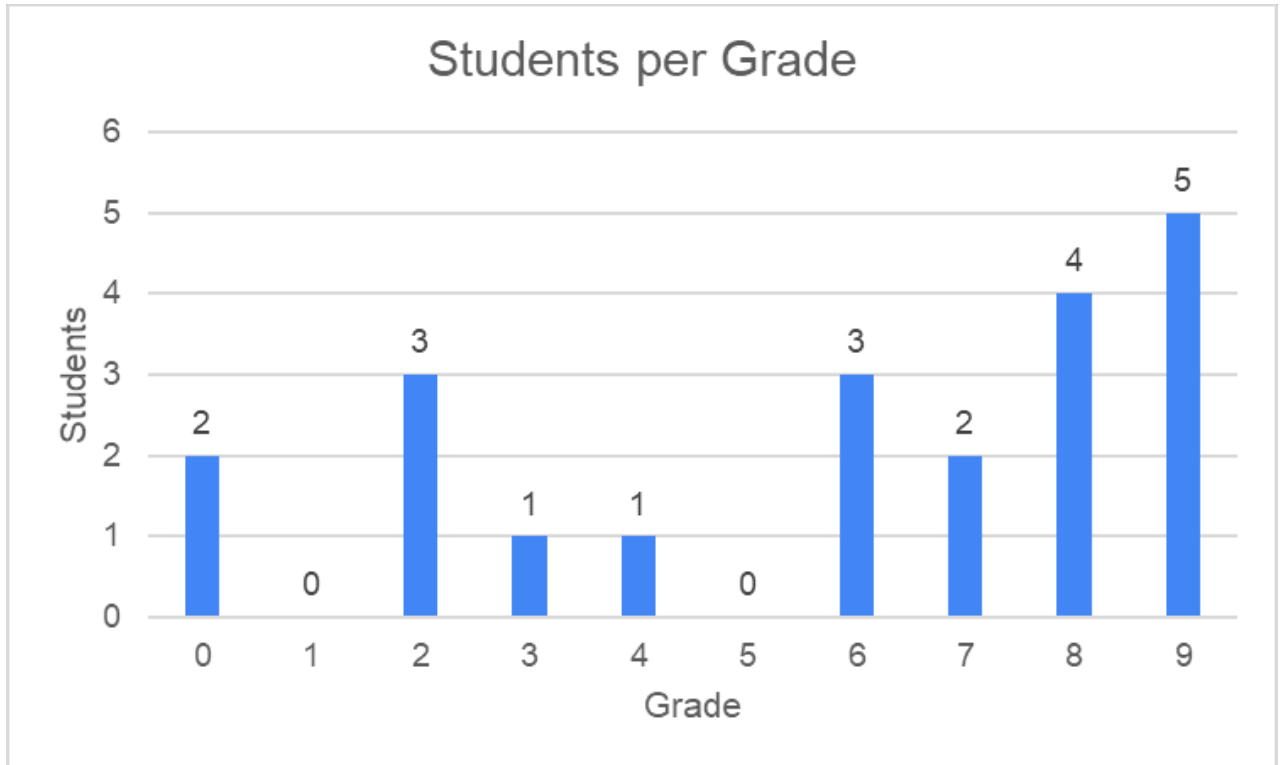
The criteria and the assessment for Conklin are as follows.

1. Student enrollment and trends

As of September 30th:

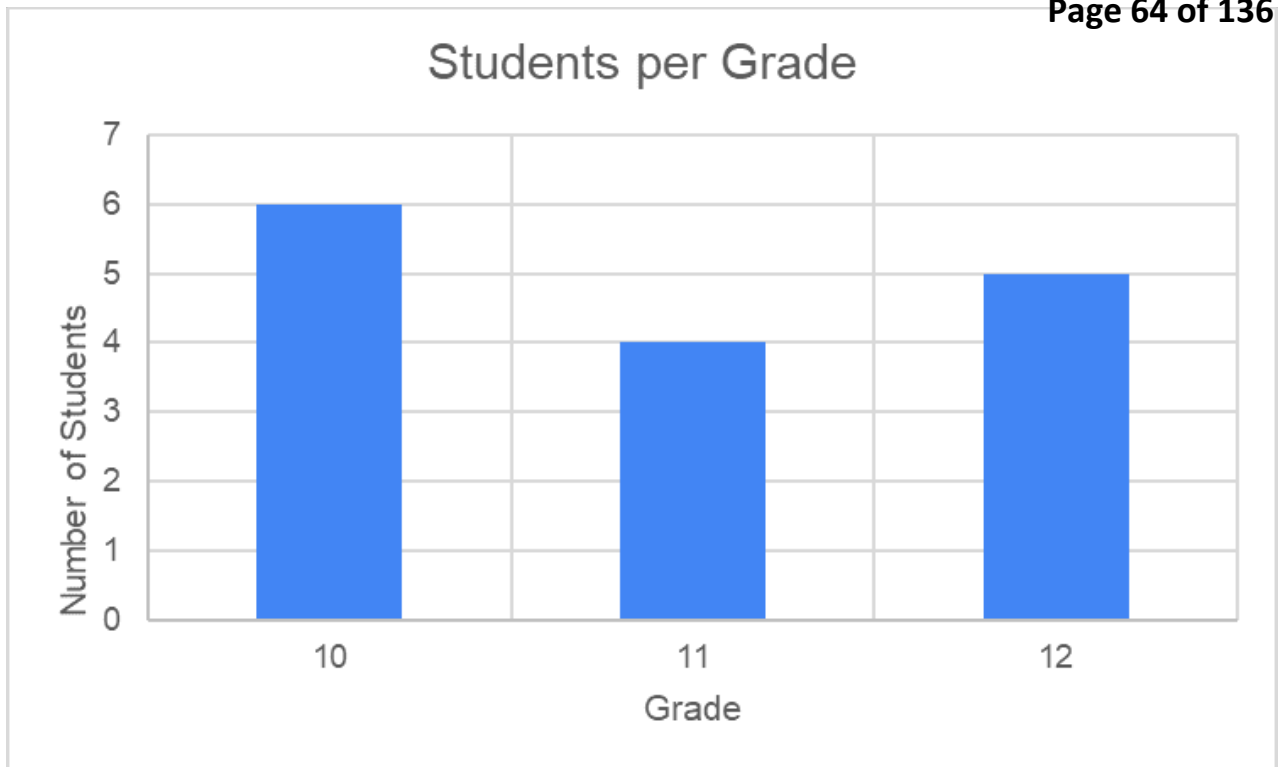
2022	2021	2020	2019	2018	2017	2016	2015
19	19	22	32	31	28	39	33

Current Students Per Grade Kindergarten to Grade 9:



Enrollment changes in the school are likely impacted and reflective of changes to the population of the community. The NSD Capital Plan includes long-range enrolment projections to indicate moderate enrolment changes leading to a projected 10-year enrolment of 26 students in 2030.

Students in grades 10, 11, and 12 attend Flexible Learning at Conklin School or relocate outside the community for these grades. Currently, there are 15 students enrolled in the Flex Learning Program.



The student population at Conklin school tends to go up and down according to many variables, one being the population in the community. The student population in K - 9 has been declining over the last three years. The student population in grades 10-12 has been increasing over the last three years. For example, the number of students in grades 10-12 in 2019 was 3 and presently it is 15. It is forecasted to be 15 next year.

2. Location and suitability of alternative school accommodation for the students affected;

Sustainability at the Conklin School could be better achieved by adjusting staffing according to the current student enrollment numbers. The current teacher-pupil ratio for K-9 is 6.3 students to 1 teacher, which is one of the lowest ratios in NSD. The ratio is 9-12 is 15 students to 1 teacher. The recommended target ratio is 16 students per teacher. Adjustments to the staff allocation could bring this more in line to the targeted ratio.

If a program was not offered at Conklin school it would mean that approximately 19 students would need to find an alternate form of schooling or alternate location for attending school. The alternative form of school could be online schooling.

Only one school, Father R Perin School is within proximity to Conklin. Father R Perin School is located in Janvier.



The suitability of an alternative school location is a question that may require further consultation, consideration, analysis and judgement. The ability to do a community consultation during the concern with Covid-19 would make this very challenging.

The attendance area defined for this school is per the map attached as Appendix 1.

3. Program implications for students currently in the schools to which a transfer of students could be affected and the implications for those students who could be transferred;

Transferring a whole school and merging it with another school would have many implications on the community(s) and students. The impact of this suggestion would need to be further studied and understood prior to a recommendation being made. The unique offerings, expertise, proximity and focus of the Conklin Community School, within the Northland School Division, and the community would be withdrawn from these students.

4. Program implications for other schools to which students could be Transferred;

Program implications for accepting 19 additional students into another school program is achievable.

5. Transportation needs of all students are potentially affected and the implications on both a local and Division basis;

The travel time for the students to bus Father R Perin School would be 60 minutes each way. The educational impact on students would be that some younger students would be riding a bus to school which may be close to 2 hours per day. For young students, this can have a negative impact as they are not used to this type of daily commute. While not preferred, this is within tolerable limits given that many other similar-aged children have similar ride times in the province.

6. Factors related to the school building include but are not limited to:  
The age and expected life of the building; Building modernization requirements; and Education program needs.

Conklin Community School was built in 1983. NSD commissioned a facility review in the fall of 2018. There were several items for which Conklin Community School would require capital investment.

The gymnasium flooring requires further assessment of the condition and possible upgrading. The school’s washroom fixtures are original to the building. The boilers and air handling units require further assessment of the condition

The chart below shows the work should be further investigated for Conklin Community School.

#1	Remove and replace VCT	\$80,000
#2	Replace all plumbing fixtures	\$75,000
#3	Replace mechanical and electrical	\$750,000
#4	Asphalt paving and sidewalks	\$600,000
#5	Landscaping upgrades required	\$100,000
#7	Air Conditioning	\$20,000
<b>Total Estimated Cost</b>		<b>\$1,625,000</b>

- The educational and financial impact of closure and non-closure will include, but is not limited to, on both a local and a Division basis: the effect upon operational costs, and capital implications.

The educational impacts on a school are different for moving to a more sustainable staffing allocation and the consideration of school closure. To fully understand these impacts a thorough consultation is recommended. An adjustment to a sustainable staffing allocation is recommended under normal operating procedures.

Consideration of closure would have many impacts: Withdrawal of the unique offerings, expertise, proximity and focus of the Conklin Community School, within the Northland School Division. This may affect academic achievement, development, dropout and completion rates.

If the school were to remain open the current students would continue to be serviced with the quality of education and educational opportunity that Conklin Community School provides. Northland School Division operates a good educational program in Conklin.

The latest 3 Year Education Results are attached as Appendix 2.

Operational costs, revenues and capital requirements would decline. From a financial perspective, the education system would be more economical. The financial analysis and viability chart are below.

The financial analysis below reports net operating deficits of \$235,887.93 year to date for 2021-22 and \$102,045.67 for the full 2020-21 year. If the school were to continue in operation and no new students were to attend deficits would continue. The cost per student this year is significantly above the average allocation.

Administrative duties are time-consuming and regardless of the number of students in the school, some duties do not reduce in scope. At least .25 time must be given to teachers to be Principals and adequately cover all duties. In the case of Conklin Community School and 21 students, .25 administrative time is not financially viable.

If the school were closed the Board would need to consider alternatives for the use of the building or transferring the building to the community.

8. The capital needs of the school or the schools which may experience increased enrollments as a result of a transfer of students.

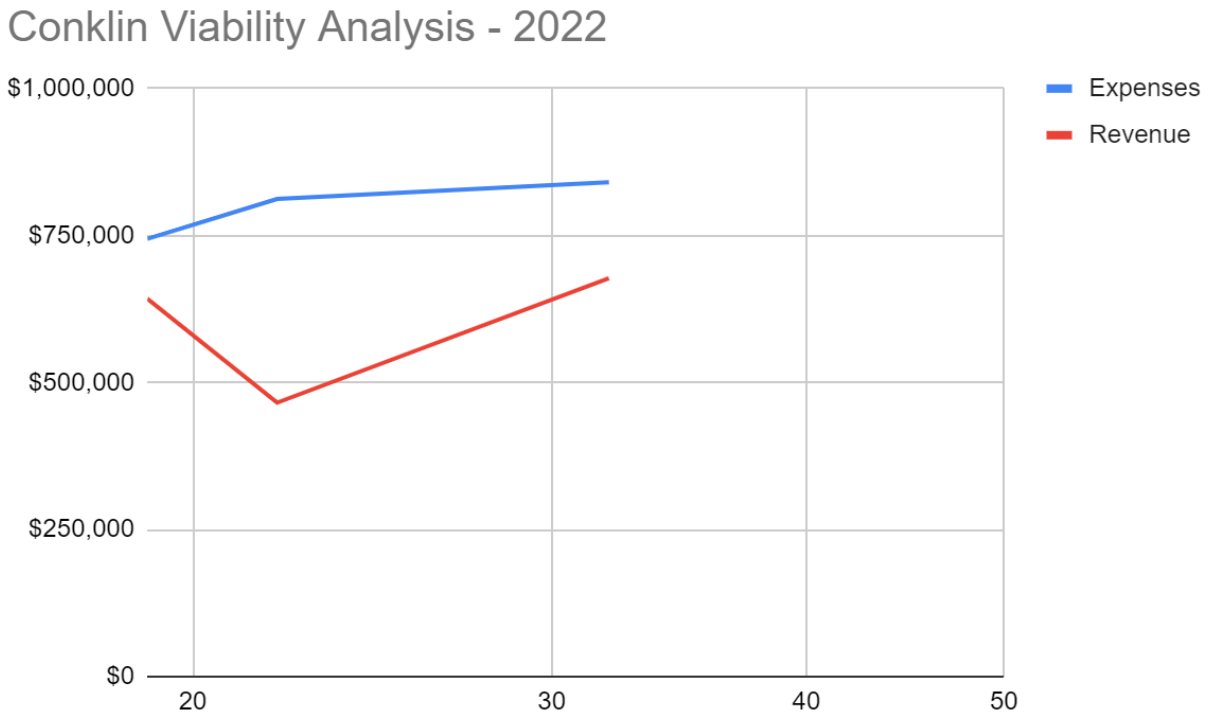
## Financial Analysis

<b>Conklin Community School</b>				
<b>Financial Analysis</b>				
<b>As of December 31, 2021</b>				
	<b>2021-2022</b>	<b>2020-2021</b>	<b>2019-2020</b>	<b>2018-2019</b>
<b>ENROLLMENT</b>				
ECS	2	0	0	4
Grades 1 -8	17	19	22	28
Rate	\$ 16,774.63 +	\$ 17,021.55 +	\$21,175.00+	\$21,175.00
<b>REVENUE</b>				
ECS	NA	NA	0.00	84,700.00
1 -12	NA	NA	465,850.00	592,900.00
<b>TOTAL REVENUE</b>	<b>\$ 160,052.66</b>	<b>\$ 642,538.75</b>	<b>\$465,850.00</b>	<b>\$ 677,600.00</b>
<b>EXPENSES</b>				
Instruction and Supplies	256,359.19	440,748.57	520,657.24	403,332.87
Maintenance	112,923.91	214,269.35	166,030.46	343,186.14
Transportation	10,021.53	26,222.68	18,708.51	21,816.731
Housing	5,358.79	24,145.46	71,106.24	24,841.83
Food Services	11,277.17	39,198.36	35,813.02	47,345.10
<b>TOTAL EXPENSES</b>	<b>\$ 395,940.59</b>	<b>\$ 744,584.42</b>	<b>\$812,315.47</b>	<b>\$ 840,522.67</b>
<b>Surplus (Deficit)</b>	<b>(\$ 235,887.93)</b>	<b>(\$ 102,045.67)</b>	<b>(\$346,465.47)</b>	<b>(\$162,922.67)</b>

*Notes:*

- **2022 YTD is to December 2021, prorated**
- *Alberta Education introduced a new funding formula for the 2020-2021 school year, which includes both per capita grants and a grant for each small school.*
- *Note that one-time costs have increased the annualized rate this year at Conklin*
- *Expenditures do not include amortization*
- *Transportation costs do not include direct bus costs - fuel, maintenance, insurance etc.*

Chart 1. Conklin Community School Viability Analysis



Variable expenses include instruction and supplies, food services, transportation.  
 Fixed expenses include LSBC, maintenance.

## Potential School Closure Schedule

January 21, 2022	Notice of Motion - Proposed School Closure  Conklin Community School ECS to Grade 6  School closure decision May 20, 2022
February 8, 2022	Written notification to parents of Conklin Community School
February 15, 2022	Public notification process
March 10, 2022	Public meeting - proposed school closure
March 17, 2022	Minutes from the public meeting posted
April 8, 2022	Deadline for written submissions
May 20, 2022	Regular Board Meeting  School closure decision

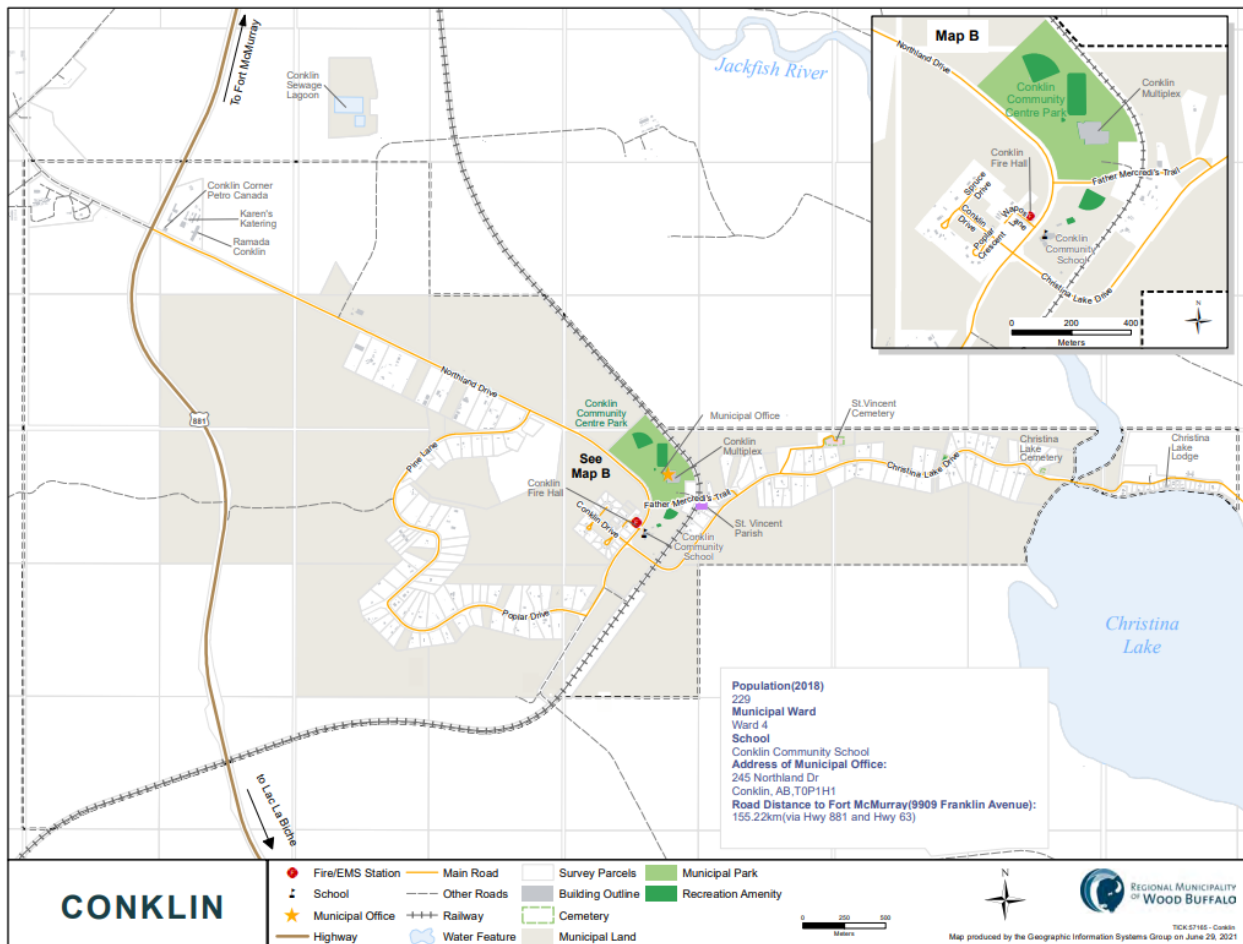
## Recommendation

The intention of this study was to determine the viability of the Conklin Community School. School viability is measured by the ability to provide educational opportunities for students in the Northland School Division in relation to the cost of providing such opportunities.

It is clear that the teachers and administration are responsible for providing quality delivery of service under the current condition. It is also evident that the necessary consultation and further investigation of the viability study is inhibited by the current context of a pandemic.

It is recommended that **the decision on school closure be deferred to the following school year, 2022/2023**. This additional time will allow for further time to complete the necessary consultation and analysis of the impact on the community. This takes longer to do because of the concern over the pandemic.

# Appendix 1 Conklin Community School Attendance Area Map



## Appendix 2 Alberta Education Assurance Survey Results, May 2021

Assurance Domain	Measure	Conklin Community School		
		Current Result	Prev Year Result	Prev 3 Year Average
Student Growth and Achievement	Student Learning Engagement	<b>91.7</b>	n/a	n/a
	Citizenship	<b>80.8</b>	63.6	51.0
	3-year High School Completion	<b>n/a</b>	n/a	n/a
	5-year High School Completion	<b>n/a</b>	n/a	n/a
	PAT: Acceptable	<b>n/a</b>	n/a	7.5
	PAT: Excellence	<b>n/a</b>	n/a	0.0
	Diploma: Acceptable	<b>n/a</b>	n/a	n/a
	Diploma: Excellence	<b>n/a</b>	n/a	n/a
Teaching & Leading	Education Quality	<b>95.8</b>	75.4	77.9
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	<b>84.5</b>	n/a	n/a
	Access to Supports and Services	<b>89.4</b>	n/a	n/a
Governance	Parental Involvement	<b>66.7</b>	n/a	60.0





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

**TO:** THE BOARD OF TRUSTEES **DATE:** JANUARY 21, 2022  
**SUBMITTED BY:** Dr. Nancy Spencer-Poitras, Superintendent of Schools  
**SUBJECT:** Hillview School Viability Study  
**REFERENCE(S):** Policy 15 School Closure  
**ATTACHMENTS:** Education Act, Closure of Schools, Section 62  
 Hillview School Viability Report

**RECOMMENDATION:**  
**THAT the Board of Trustees make a Notice of Motion at the January 21, 2022, Regular Board meeting to consider the closure of Hillview School, Grades K-6, and that this motion will be decided upon by the end of May 2022.**

\*\*\*\*\*

**BACKGROUND:**

As per Policy 15, section 2, the Superintendent of Schools is required to inform the Board prior to December 1 of each year of any school viability students to be undertaken.

At the November 26, 2021 Corporate Board meeting, Superintendent Dr. Spencer-Poitras gave notice that a viability study was being conducted and would be brought to the January 21, 2022 Corporate Board meeting to determine if further action needs to be taken on the matter of closure.

As of December 31, 2021, Hillview School, in East Prairie had 24 students registered.

**RISK ANALYSIS:**

The viability of small schools has an impact on the Board’s overall ability to serve all of the students in the Northland School Division. Operating costs and education quality are the primary drivers of the viability studies. This process will include community meetings.



# **Hillview School Viability Report**

## **January 21, 2022**

Prepared by

Dr. Nancy Spencer-Poitras  
Superintendent of Schools

## Table of Contents

<b>Table of Contents</b>	<b>1</b>
<b>Purpose Statement</b>	<b>2</b>
<b>Background Information</b>	<b>2</b>
<b>Data</b>	<b>3</b>
<b>Rationale</b>	<b>4</b>
<b>Analysis</b>	<b>5</b>
<b>Hillview School Financial Analysis</b>	<b>9</b>
<b>Notes:</b>	<b>9</b>
<b>Chart 1. School Viability Analysis</b>	<b>10</b>
<b>Potential School Closure Schedule</b>	<b>11</b>
<b>Recommendation</b>	<b>11</b>
<b>Appendix 1 Hillview School Attendance Area Map</b>	<b>12</b>
<b>Appendix 2 - Hillview School</b>	<b>13</b>
<b>Alberta Education Assurance Survey Results, May 2021</b>	<b>13</b>

## Purpose Statement

This report is intended to collect information regarding the viability of Hillview School. The report was requested by the Northland School Division Board of Trustees at the November 26, 2021 Board meeting.

The report was prepared to meet the requirements of the:

Education Act, Section 62, Closure of schools  
Northland School Division Policy 15, School Closure

## Background Information

Hillview School is located in East Prairie Métis Settlement, Alberta

The school vision statement is

Hillview School's vision is that all students reach their highest level of achievement and become good citizens within a safe and caring environment. This will be accomplished through the combined efforts of students, staff, parents and community members.

The school mission statement

Embrace diversity in a safe caring environment  
Strive to meet the educational needs of each individual child  
Promote the Metis culture

## Data

<b>Position</b>	<b>FTE</b>
Principal	1.0
Teacher	1.0
Educational Assistant(s)/Language Instructor	2.75
School Secretary	0.25
Cook	0.5
Custodian	1.0
Bus Drivers	3.0
<b>TOTAL FTE</b>	<b>7.5 FTE</b>

## Students

<b>Enrolment</b>	
ECS	5
Grade 1 - 6	19
<b>TOTAL</b>	<b>24</b>

The school was opened in 2008 with a capacity of 137 students.

The population of the community is 491.

There are approximately 18 students whose parents choose to send their children to High Prairie rather than attend Hillview. Northland does not provide transportation for these 18 students.

## Rationale

This report is prepared in accordance with Northland School Division Policy 15 School Closures.

The policy rationale includes:

The Board believes that the students of the Division must have the opportunity to receive educational programs that are characterized by excellence, equity, and efficiency. In achieving this objective it may be necessary to close a school or a portion of a school's educational program for operational and/or financial reasons.

The Board also believes that an orderly and fair process must be in place to provide the Board appropriate information prior to any decision being made

The review process is defined as:

2.1. Prior to December 1 of each year, the Superintendent will bring to the Board for information the school(s), if any, for which a viability review will be undertaken to determine if further action needs to be taken on the matter of possible closure, or the nature of the educational program.

2.1.1. Generally, the need for a viability study will be based on enrollment.

2.1.2. The viability review shall be provided to the Board by the end of January of the following year.

Viability includes three factors:

3. The Board recognizes that there are certain critical factors that must be met by a school in order to exist as a viable educational institution:

3.1 Program factors;

3.2 Enrolment factors; and

3.3 Revenue factors.

The viability of Hillview School was first presented to the Board during the 2016-2017 school year. The following motion was passed at the May 15, 2017 Board Meeting:

Lois Byers, Official Trustee moved that the Board of Trustees approve the continuation of the instructional program at Hillview School with the following recommendations:

1. That Hillview School remain an ECS – grade 6 school for the 2017-2018, 2018-2019 and 2020-2021 school years;

2. That Hillview School be re-evaluated in the fall of 2019 for operational viability;
3. That administration work with the community to develop partnerships to further enhance education opportunities in East Prairie Métis Settlement; and
4. If the student population drops to below 10, in the 2018-2019 school year it will automatically trigger the school closure process (the school enrollment numbers will have a grace period for the 2017-2018 school year).

## Analysis

Per Section 4 of the policy, there are eight criteria to be utilized by the Board in considering the closure of a school. In summary, the viability study is being done to determine whether or not the school division can provide a good educational program at the school, and whether or not the costs to operate the program are effective and sustainable.

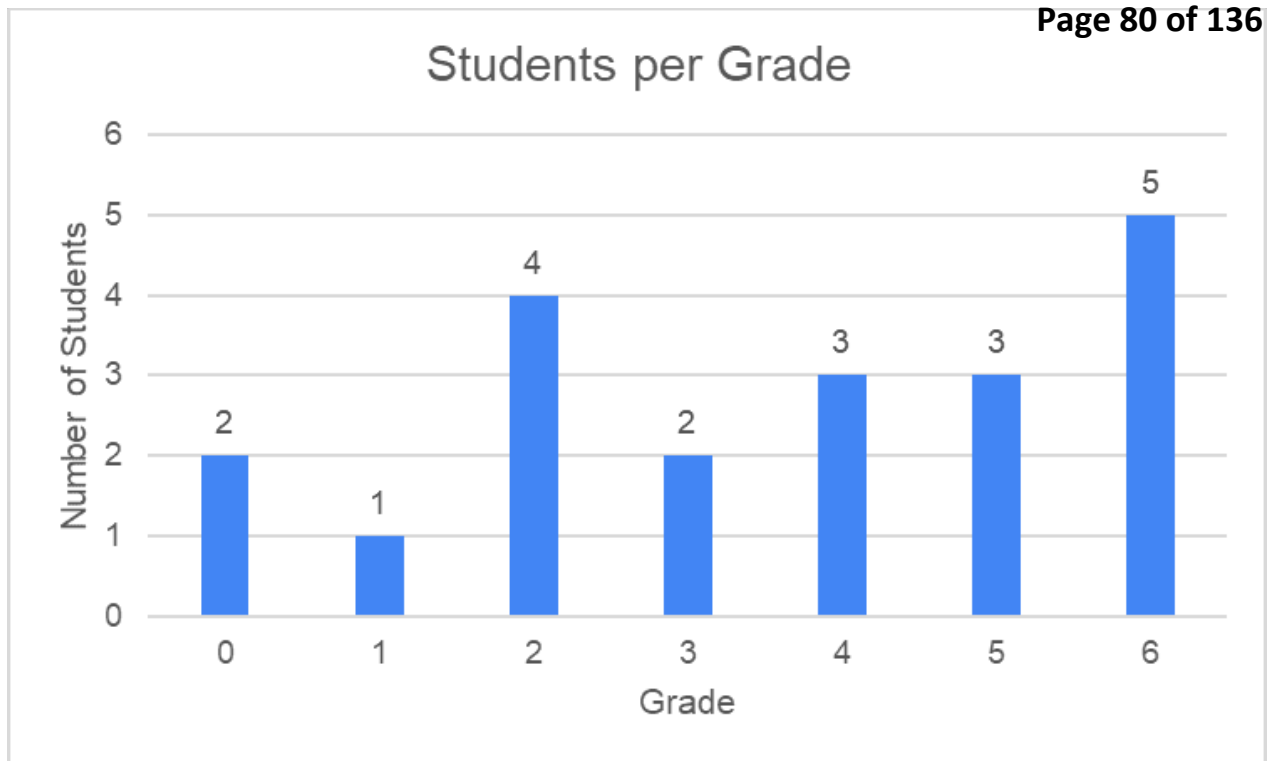
The criteria and the assessment for Hillview School are as follows.

### 1. Student enrollment and trends

As of September 30th:

2022	2021	2020	2019	2018	2017	2016	2015
24	24	23	32	13	16	16	27

Enrollment changes in the school are likely impacted by and reflective of changes to the population of the community. Enrollment shows some signs of stabilizing over the last two years but it is important to note that COVID anxiety in the community has also been a factor impacting enrollment since 2020. Note: (September 30, 2022 enrollment is a forecast).



2. Location and suitability of alternative school accommodation for the students affected;

In the event of a school closure at Hillview, current students would have to be bused to the town of High Prairie, a community of approximately 2,600, served by the High Prairie School Division (HPSD). This would mean students would be travelling 45-50 minutes by bus each way, for a total daily commute of up to 1 hour & 40 minutes per day. The suitability of this alternative is a question that may require further consideration, analysis and judgement.

The attendance area defined for this school is the East Prairie Métis Settlement as per the map attached as Appendix 1. There are no other schools or school divisions affected by the recommendation of closure of this school.

3. Program implications for other schools to which students could be Transferred;

The educational impact on students would be that some younger students would now be riding a bus to school for a longer time. For young students, this can have a negative impact as they are not used to this type of daily commute.

The unique offerings, expertise, proximity and focus of the Hillview School, within the Northland School Division, would be withdrawn from these students.



4. Program implications for other schools to which students could be Transferred;

There is no Northland School close enough to Hillview to allow for the divisional transfer of students. Current Hillview students would have to transfer to the High Prairie School Division. The students would no longer have access to Northland School Division’s programming for Indigenous students.

5. Transportation needs of all students are potentially affected and the implications on both a local and Division basis;

Students would be bussed to High Prairie to attend High Prairie School Division or Holy Family Catholic Regional Division schools. Northland School Division would operate the bus service. The approximate ride time for all students is 45 - 50 minutes each way.

6. Factors related to the school building include but are not limited to:  
The age and expected life of the building; Building modernization requirements; and Education program needs.

The school was built in 2008 and is in excellent condition including the grounds, play structures, and building. Northland School Division has no plans to improve or modernize the building as per the long-range capital plan. Alternative uses or next steps for the facility will need to be determined. NSD commissioned a facility review in the fall of 2018. Hillview school did not have significant capital needs.

The chart below shows the work should be further investigated for Hillview.

Priority	Description	Estimated Cost
#1	Asphalt paving to parking and drop-off	\$250,000
#2	Rectify mortar joints	\$10,000
<b>Total Estimated Cost</b>		<b>\$260,000</b>

Overall the division rates the school and mechanical systems as being in good shape.

7. The educational and financial impact of closure and non-closure will include, but is not limited to, on both a local and a Division basis:

The educational impacts would include the withdrawal of the unique offerings, expertise, proximity and focus of the Hillview School, within the Northland School Division. This may affect academic achievement, development, dropout and completion rates.

If the school were to remain open the current students would continue to be serviced with the quality of education, close proximity, educational opportunity and community building that Hillview provides.

Northland School Division operates a good educational program in Hillview. The academic results are similar to the Division average. The latest 3 Year Education Results are attached as Appendix 2.

The financial analysis below reports net operating deficits of \$86,464.60 year to date for 2021-22 and \$96,132.47 for the 2020-21 year. If the school were to continue in operation and no new students were to attend deficits would continue. The cost per student this year is significantly above the average allocation.

The previous principal of the school reported that it is very difficult to be the only teacher in the school and carry out all principal duties at the same time. Administrative duties are time-consuming and regardless of the number of students in the school, some duties do not reduce in scope. At least .25 time must be given to teachers to be principals and adequately cover all duties. In the case of Hillview and 24 students, .25 administrative time is not financially viable.

There is an economy of scale factor if more students were to attend Hillview school. The approximate break-even point for the school is 6 ECS and 43 grades 1 - 6 students. Any combination comprising a student population of 46 students would make the school financially viable.

Operational costs, revenues and capital requirements would decline from closure. From a financial perspective, the education system would be more economical. The financial analysis and viability chart are below.

If the school were closed the Board would need to consider alternatives for the use of the building or transferring the building to the community.

8. The capital needs of the school or the schools which may experience increased enrollments as a result of a transfer of students

The transfer of this group would be immaterial to the HPSD or alternate schools.

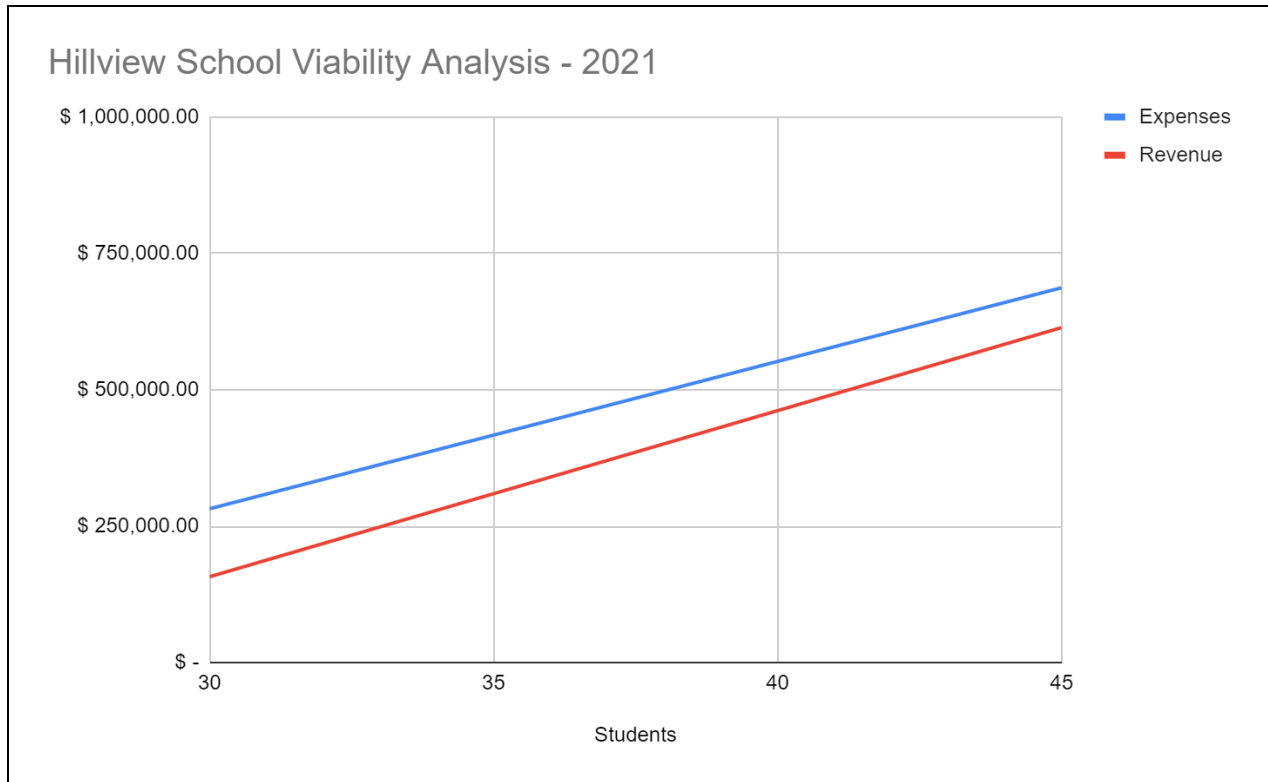
## Hillview School Financial Analysis

Hillview School				
Financial Analysis				
As of December 31, 2021				
	2021-2022	2020-2021	2019-2020	2018-2019
<b>ENROLMENT</b>				
ECS	5	2	6	2
Grades 1 - 6	19	23	26	13
Rate	\$ 16,774.63 +	\$ 17,021.55 +	\$21,175.00	\$21,175.00
<b>REVENUE</b>				
ECS	NA	NA	63,525.00	21,175.00
1 -12	NA	NA	550,550.00	275,275.00
<b>TOTAL REVENUE</b>	<b>\$174,592.49</b>	<b>\$ 615,517.20</b>	<b>\$614,075.00</b>	<b>\$296,450.00</b>
<b>EXPENSES</b>				
Instruction and Supplies	141,860.13	408,942.60	272,349.87	430,046.20
Maintenance	59,309.11	146,091.12	290,330.83	112,426.99
Transportation	46,069.70	120,813.540	88,299.70	108,151.08
Food Services	13,818.15	35,802.410	36,119.33	42,941.56
<b>TOTAL EXPENSES</b>	<b>\$ 261,057.09</b>	<b>\$ 711,649.67</b>	<b>\$ 687,099.73</b>	<b>\$ 693,565.83</b>
<b>Surplus (Deficit)</b>	<b>(\$ 86,464.60)</b>	<b>(\$ 96,132.47)</b>	<b>(\$ 73,024.73)</b>	<b>(\$ 397,115.83)</b>

## Notes:

- **2022 YTD is to December 2021, prorated**
- Alberta Education introduced a new funding formula for the 2020-2021 school year, which includes both per capita grants and a grant for each small school.
- Expenditures do not include amortization
- Transportation costs do not include direct bus costs - fuel, maintenance, insurance etc.

Chart 1. School Viability Analysis



Variable expenses include instruction and supplies, food services, transportation.  
 Fixed expenses include maintenance.

## Potential School Closure Schedule

January 21, 2022	Notice of Motion - Proposed School Closure  Hillview School ECS to Grade 6  School closure decision May 20, 2022
February 8, 2022	Written notification to parents of Hillview School
February 15, 2022	Public notification process
March 10, 2022	Public meeting - proposed school closure
March 17, 2022	Minutes from the public meeting posted
April 8, 2022	Deadline for written submissions
May 20, 2022	Regular Board Meeting  School closure motion decision

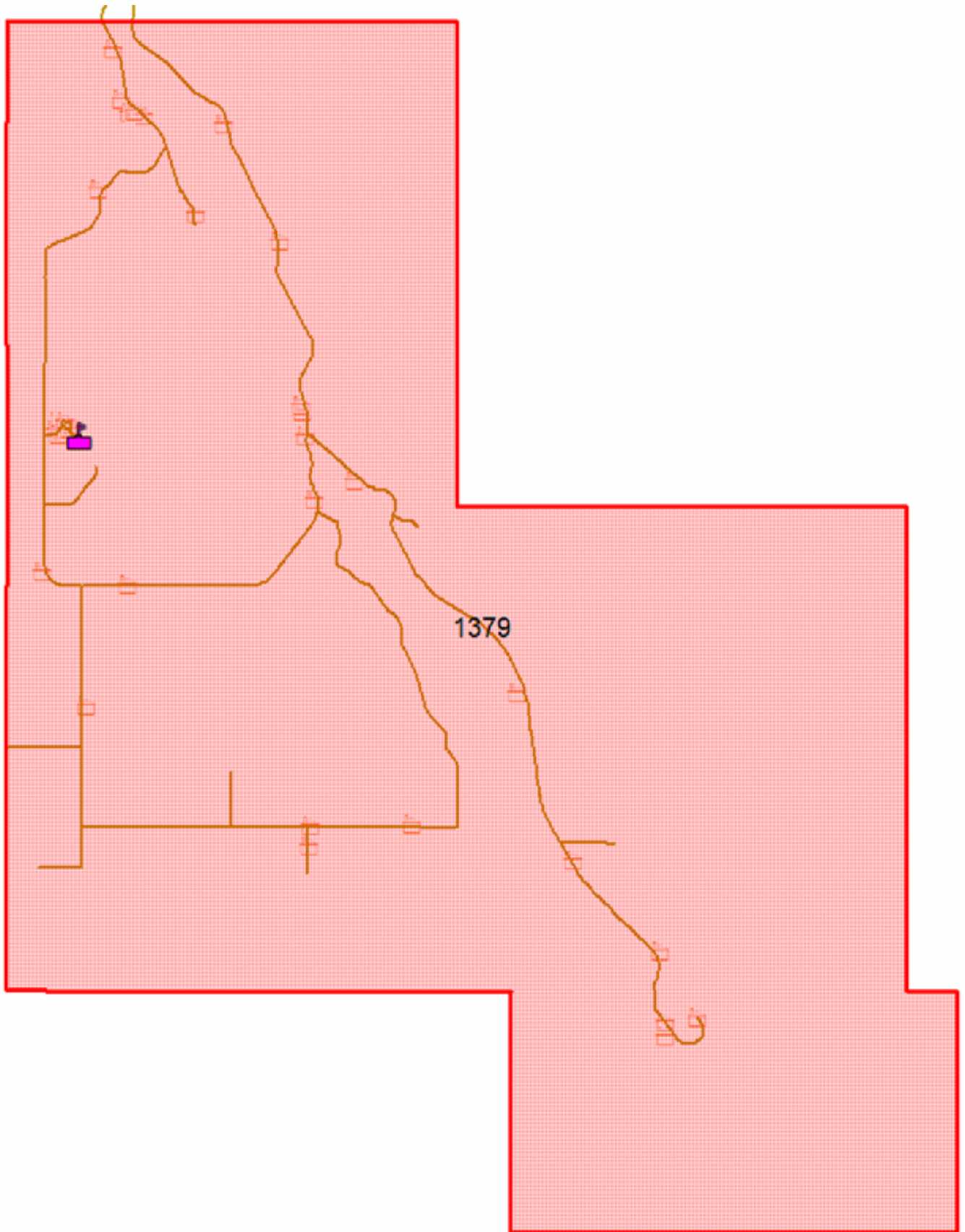
## Recommendation

The intention of this study was to determine the viability of Hillview school. School viability is measured by the ability to provide educational opportunities for students in the Northland School Division in relation to the cost of providing such opportunities.

It is clear that the teachers and administration are responsible for providing quality delivery of service under the current condition. It is also evident that the necessary consultation and further investigation of the viability study is inhibited by the current context of a pandemic.

It is recommended that **the decision on school closure be deferred to the following school year, 2022/2023**. This additional time will allow for further time to complete the necessary consultation and analysis of the impact on the community. This takes longer to do because of the concern over the pandemic.

Appendix 1 Hillview School Attendance Area Map



## Appendix 2 - Hillview School

## Alberta Education Assurance Survey Results, May 2021

Assurance Domain	Measure	Hillview School		
		Current Result	Prev Year Result	Prev 3 Year Average
Student Growth and Achievement	Student Learning Engagement	<b>33.3</b>	n/a	n/a
	Citizenship	<b>29.2</b>	35.8	59.6
	3-year High School Completion	<b>n/a</b>	n/a	n/a
	5-year High School Completion	<b>n/a</b>	n/a	n/a
	PAT: Acceptable	<b>n/a</b>	n/a	n/a
	PAT: Excellence	<b>n/a</b>	n/a	n/a
	Diploma: Acceptable	<b>n/a</b>	n/a	n/a
	Diploma: Excellence	<b>n/a</b>	n/a	n/a
Teaching & Leading	Education Quality	<b>50.0</b>	67.9	83.9
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	<b>55.6</b>	n/a	n/a
	Access to Supports and Services	<b>55.6</b>	n/a	n/a
Governance	Parental Involvement	<b>n/a</b>	n/a	n/a







**Pelican Mountain School  
Viability Report  
January 21, 2022**

Prepared by

Dr. Nancy Spencer-Poitras  
Superintendent of Schools

## Table of Contents

<b>Purpose Statement</b>	<b>2</b>
<b>Background Information</b>	<b>2</b>
<b>Data</b>	<b>3</b>
Rationale	4
Analysis	5
Financial Analysis	10
Chart 1. Pelican Mountain School Viability Analysis	11
<b>Potential School Closure Schedule</b>	<b>12</b>
<b>Recommendation</b>	<b>12</b>
<b>Appendix 1 Pelican Mountain School Attendance Area Map</b>	<b>13</b>
<b>Appendix 2 Pelican Mountain Alberta Education Assurance Survey Results - May 2021</b>	<b>14</b>

## Purpose Statement

This report is intended to collect information regarding the viability of Hillview School. The report was requested by the Northland School Division Board of Trustees at the November 26, 2021 Board meeting.

The report was prepared to meet the requirements of the:

Education Act, Section 62, Closure of schools  
Northland School Division Policy 15, School Closure

## Background Information

Pelican Mountain School is located Sandy Lake, Alberta

At Pelican Mountain School, the family, the Community, and the School are all partners in Learning. Due to learning being lifelong we strive together to help children and community members to reach their full potential. We attempt to Foster Respect, Care, and Enthusiasm for Learning and Education.

The school mission statement

At Pelican Mountain School we believe:

- That each child and each community member is unique.
- That each and every person can learn and should be encouraged to do so to their full potential.
- That each child learns in different ways and at different rates.
- That children need love, respect, encouragement, and a positive environment in order to grow and to fulfill expectations.
- That Families, Community Members and the School need to work together as partners in learning because learning and teaching are both lifelong processes which involve everyone.

## Data

Position	FTE
Principal	1.0
Teacher	1.0
Cook	0.5
Custodian	1.0
Educational Assistant(s)/Language Instructor	1.0
Native Language Instructor	0.25
School Secretary	0.85
Bus Driver	1.0
<b>TOTAL FTE</b>	<b>6.6 FTE</b>

## Students

Enrolment	
ECS	2
Grade 1 - 6	14
<b>TOTAL</b>	<b>16</b>

The school was opened in 1984. The student capacity of the school is 57.

2016 Census data showed that the community population is 52, with 15 school-aged children (aged 0-14 yrs). [Census Data](#)

There are also area students whose parents choose to send their children to Wabasca rather than attend Pelican Mountain School.

## Rationale

This report is prepared in accordance with Northland School Division Policy 15 School Closures.

The policy rationale includes:

The Board believes that the students of the Division must have the opportunity to receive educational programs that are characterized by excellence, equity, and efficiency. In achieving this objective it may be necessary to close a school or a portion of a school's educational program for operational and/or financial reasons.

The Board also believes that an orderly and fair process must be in place to provide the Board appropriate information prior to any decision being made

The review process is defined as:

2.1. Prior to December 1 of each year, the Superintendent will bring to the Board for information the school(s), if any, for which a viability review will be undertaken to determine if further action needs to be taken on the matter of possible closure, or the nature of the educational program.

2.1.1. Generally, the need for a viability study will be based on enrollment.

2.1.2. The viability review shall be provided to the Board by the end of January of the following year.

Viability includes three factors:

3. The Board recognizes that there are certain critical factors that must be met by a school in order to exist as a viable educational institution:

3.1 Program factors;

3.2 Enrolment factors; and

3.3 Revenue factors.

The viability of Pelican Mountain School was first presented to the Board during the 2014-2015 school year. The following motion was passed at the June 26, 2015 Board Meeting:

Colin Kelly, Official Trustee moved that the Board of Trustees receive as information the Pelican Mountain School Survey Summary, as attached.

Colin Kelly, Official Trustee requests that administration bring a school closure process to the October 2/3, 2015 Regular Board Meeting

The viability of Pelican Mountain School was again presented to the Board during the 2018-2019 school year. The following motion was passed at the June 14, 2019 Board Meeting:

*“Trustee Lamouche moved that the Board of Trustees approve the continuation of the instructional program at Pelican Mountain School for the 2019-2020 school year, subject to Ministerial Approval, section 7(2) of the Closure of School Regulation which states, “Notwithstanding (1), on the written request of the board, the Ministers may extend the school closure procedures beyond one school year”.*

NSD closed the school of choice bussing at the June 14, 2019 Board Meeting from Sandy Lake to Wabasca, in hopes it would increase enrolment at Pelican Mountain School:

*“Trustee Lamouche moved that the Board of Trustees approve to discontinue the School of Choice bussing for Pelican Mountain School and to continue School of Choice bussing for Grouard Northland School for the 2019-2020 school year to allow for opportunity for community consultation.”*

Enrollment was 17 students in 2018/2019, 21 students for the 2019/2020 school year and currently, there are 16 students enrolled.

## Analysis

Per Section 4 of the policy, there are eight criteria to be utilized by the Board in considering the closure of a school. In summary, the viability study is being done to determine whether or not the costs to operate the program are effective and sustainable, and whether or not the school division can provide a good educational program at the school.

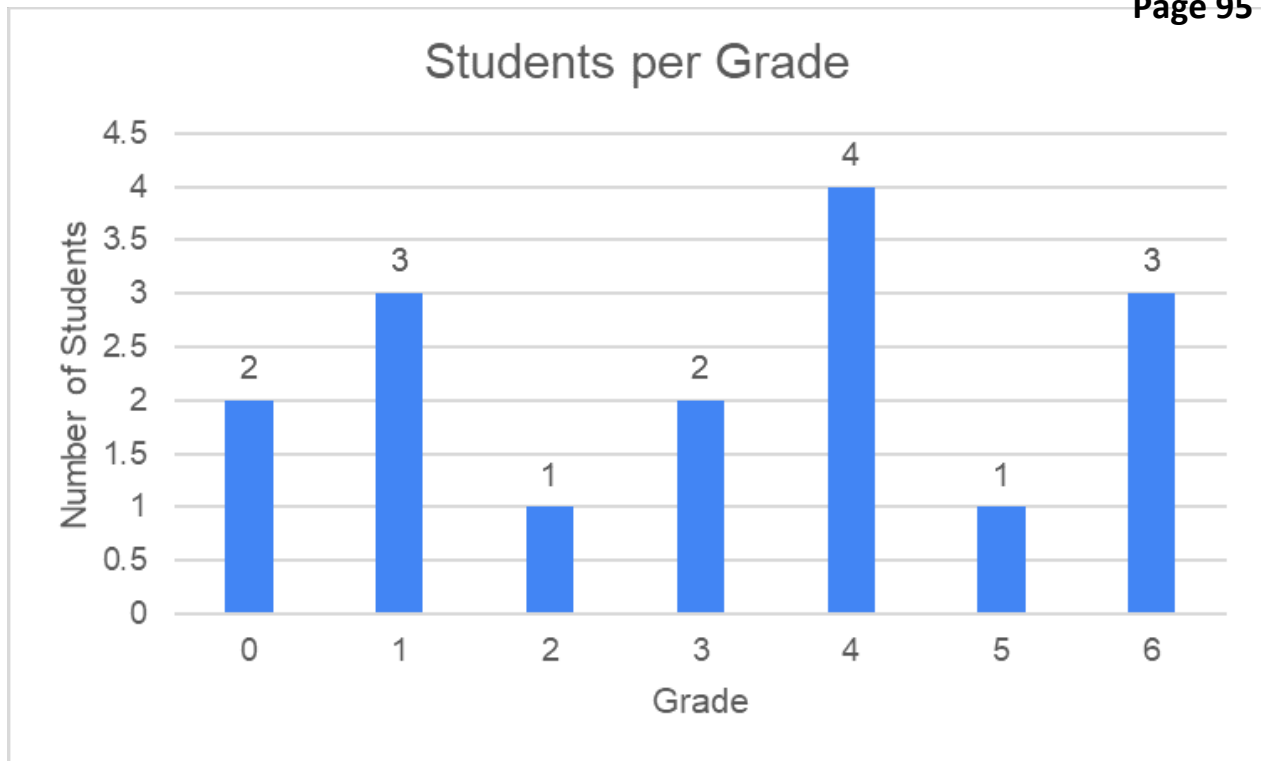
The criteria and the assessment for Pelican Mountain School are as follows.

### 1. Student enrollment and trends

As of September 30th:

2022	2021	2020	2019	2018	2017	2016	2015
16	13	28	26	16	17	20	25

Enrollment changes in the school are likely impacted by and reflective of changes to the population of the community. Enrollment shows some fluctuation over the last two years but it is important to note that COVID anxiety in the community has also been a factor impacting enrollment since 2020. Note: (September 30, 2022 enrollment is a forecast).



2. Location and suitability of alternative school accommodation for the students affected;

Further reductions in teaching staff at schools are a way to make them more sustainable. Students will be bused to Wabasca and attend St. Theresa School (enrollment 286), staying within the Northland School Division.

The travel time for the students on the bus would be 70 minutes each way, a daily commute with a total of over 2.2 hours. The educational impact on students would be that some younger students would be riding a bus to school for a long time. For young students, this can have a negative impact as they are not used to this type of daily commute. While not preferred, this is within tolerable limits given that many other similar aged children have similar ride times in the province.

The attendance area defined for this school is per the map attached as Appendix 1.

1. Program implications for other schools to which students could be Transferred;

Program implications for accepting 16 additional students into another school program is achievable. St. Theresa School or an alternate school would be able to adjust to an increased student population.

The advantage of a larger school is the ability to do additional programming.

Pelican Mountain School fits the profile of an “essential school”. The educational impact on students would be that some younger students might have trouble adjusting to riding a bus for this length of time.

3. Program implications for other schools to which students could be Transferred;

The absorption of 16 students should not significantly impact educational programming at St. Theresa.

4. Transportation needs of all students are potentially affected and the implications on both a local and Division basis;

Students would be bused to St. Theresa School in Wabasca. Northland School Division will operate the bus service. The approximate ride time for all students is 70 minutes one way (2.2 hours daily). Some parents have made the choice to transport their children on their own to St. Theresa each day.

5. Factors related to the school building include but are not limited to: the age and expected life of the building; building modernization requirements; and education program needs.

The school was built in 1984. NSD commissioned a facility review in the fall of 2018. There were items that would require capital investment.

The chart below shows the recommended work needed at Pelican Mountain School.

The exterior brick veneer exhibits damage resulting from freeze-thaw conditions. Most of the concrete sidewalks and entrance plaza concrete flatwork is broken, cracked, and spalled.

Also, the paving stone has significant weed growth. Pelican Mountain School’s Millwork and plumbing fixtures, mechanical, and electrical systems have all exceeded service life expectancy. Moreover, the gymnasium lighting seems excessive, with several full arrays. Last, the kitchen equipment appears original.

The chart below shows the work should be further investigated for Pelican Mountain.



Priority	Description	Estimated Cost
#1	Remove and replace concrete flatwork	\$50,000
#2	Replace outdated millwork and plumbing fixtures	\$200,000
#3	Modernize mechanical and electrical systems /BMS	\$100,000
#4	Rehabilitate brick veneer	\$25,000
#5	Modify gym lighting switching for 'adjustable' lighting levels	\$15,000
#6	Upgrade kitchen equip	\$75,000
#7	Air conditioning	\$30,000
<b>Total Estimated Cost</b>		<b>\$495,000.00</b>

Overall the division rates the school and mechanical systems as being in good shape.

Alternative uses or next steps for the facility will need to be determined.

- The educational and financial impact of closure and non-closure will include, but is not limited to, on both a local and a Division basis: The effect upon operational costs; and, capital implications.

The educational impact on students would be that some younger students would now be riding a bus to school which may be close to 2.2 hours per day. For young students, this can have a negative impact as they are not used to this type of daily commute. While not preferred, this is within tolerable limits given that many other similar-aged children have similar ride times in the province.

Administrative duties are time-consuming and regardless of the number of students in the school, some duties do not reduce in scope. At least .25 time must be given to teachers to be Principals and adequately cover all duties. In the case of Pelican Mountain and 26 students, .25 administrative time is not financially viable.

If the school was closed the Board would need to consider alternatives for the use of the building or transferring the building to the community.

Operational costs, revenues and capital requirements would decline. From a financial perspective, the education system would be more economical.

The financial analysis and viability chart are below.

The financial analysis below reports net operating deficits of \$77,172 year to date for 2021-22 and \$120,913 for the 2020-21 year. If the school were to continue in operation and no new students were to attend deficits would continue. The cost per student this year is significantly above the average allocation.

If the school were closed the Board would need to consider alternatives for the use of the building or transferring the building to the community.

7. The capital needs of the school or the schools which may experience increased enrollments as a result of a transfer of students

The transfer of this group would be immaterial to St. Theresa School or alternates.

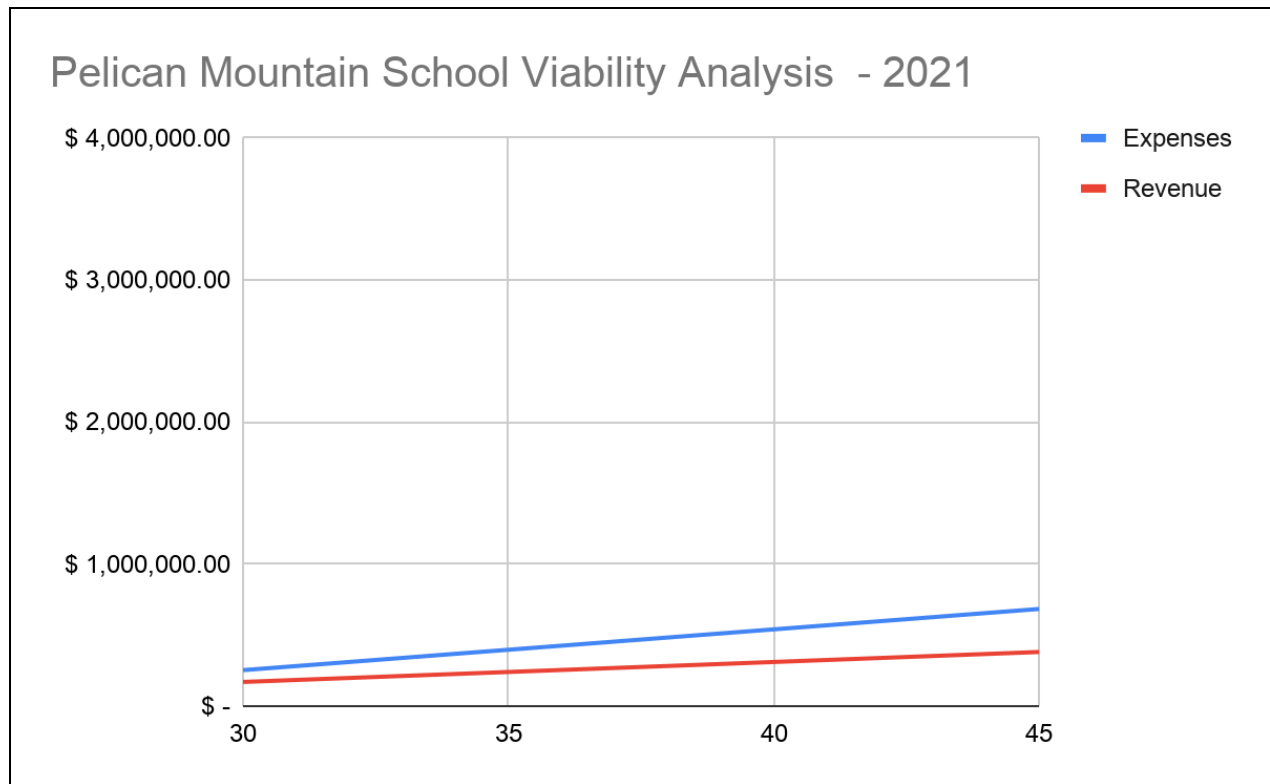
## Financial Analysis

Pelican Mountain School				
Financial Analysis				
As of December 31, 2021				
	2021-2022	2020-2021	2019-2020	2018-2019
<b>ENROLLMENT</b>				
ECS	2	5	4	2
Grades 1 - 6	14	23	22	14
Rate	\$ 16,774.63 +	\$ 17,021.55 +	\$21,175.00	\$21,175.00
<b>REVENUE</b>				
ECS	NA	NA	42,350	21,175
1 -12	NA	NA	456,850	296,450
<b>TOTAL REVENUE</b>	<b>\$ 143,751</b>	<b>\$ 611,049</b>	<b>\$ 508,200</b>	<b>\$317,625</b>
<b>EXPENSES</b>				
Instruction and Supplies	157,807	427,060	432,758	390,235
Maintenance	49,425	228,774	180,899	184,816
Housing	1,671	14,535	9,563	
Transportation	16	28,832	22,590	31,745
Food Services	12,004.	32,762	38,236	34,156
<b>TOTAL EXPENSES</b>	<b>\$ 220.923</b>	<b>\$ 731,962</b>	<b>\$ 684,048</b>	<b>\$640,322</b>
<b>Surplus (Deficit)</b>	<b>(\$ 77,172)</b>	<b>(\$ 120,913)</b>	<b>(\$ 302,898)</b>	<b>(\$322,697)</b>

*Notes:*

- **2022 YTD is to December 2021, prorated**
- *Alberta Education introduced a new funding formula for the 2020-2021 school year, which includes both per capita grants and a grant for each small school.*
- *Expenditures do not include amortization*
- *Transportation costs do not include direct bus costs - fuel, maintenance, insurance etc.*

Chart 1. Pelican Mountain School Viability Analysis



Variable expenses include instruction and supplies, food services, transportation.  
Fixed expenses include maintenance.

## Potential School Closure Schedule

January 21, 2022	Notice of Motion - Proposed School Closure  Pelican Mountain School ECS to Grade 6  School closure decision May 20, 2022
February 8, 2022	Written notification to parents of Pelican Mountain School
February 15, 2022	Public notification process
March 10, 2022	Public meeting - proposed school closure
March 17, 2022	Minutes from the public meeting posted
April 8, 2022	Deadline for written submissions
May 20, 2022	Regular Board Meeting  School closure decision

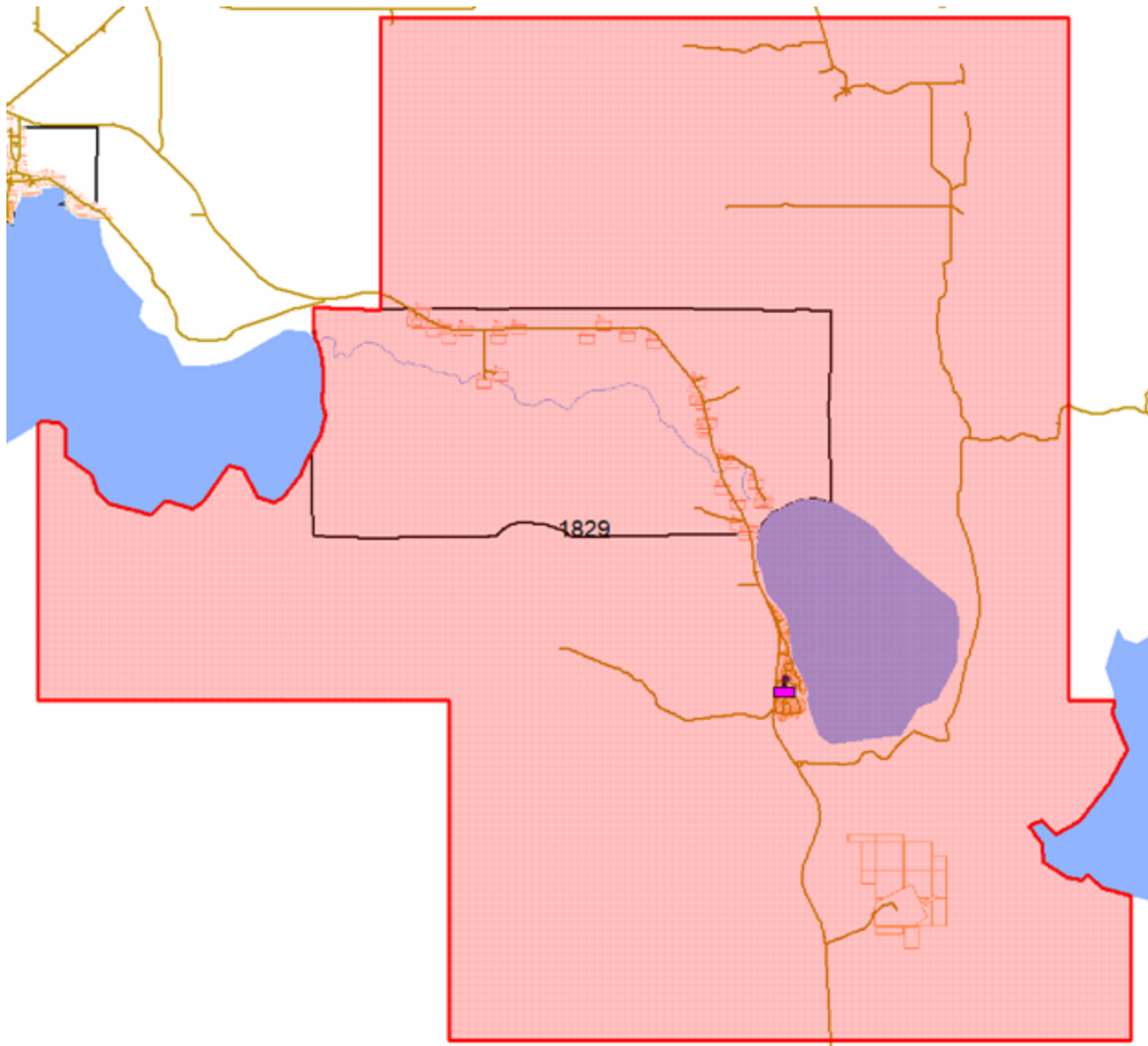
## Recommendation

The intention of this study was to determine the viability of Pelican Mountain School. School viability is measured by the ability to provide educational opportunities for students in the Northland School Division in relation to the cost of providing such opportunities.

It is clear that the teachers and administration are responsible for providing quality delivery of service under the current condition. It is also evident that the necessary consultation and further investigation of the viability study is inhibited by the current context of a pandemic.

It is recommended that **the decision on school closure be deferred to the following school year, 2022/2023**. This additional time will allow for further time to complete the necessary consultation and analysis of the impact on the community. This takes longer to do because of the concern over the pandemic.

# Appendix 1 Pelican Mountain School Attendance Area Map



## Appendix 2 Pelican Mountain Alberta Education Assurance Survey Results - May 2021

Assurance Domain	Measure	Pelican Mountain School		
		Current Result	Prev Year Result	Prev 3 Year Average
Student Growth and Achievement	Student Learning Engagement	<b>90.0</b>	n/a	n/a
	Citizenship	<b>80.8</b>	37.5	37.5
	3-year High School Completion	<b>n/a</b>	n/a	n/a
	5-year High School Completion	<b>n/a</b>	n/a	n/a
	PAT: Acceptable	<b>n/a</b>	n/a	n/a
	PAT: Excellence	<b>n/a</b>	n/a	n/a
	Diploma: Acceptable	<b>n/a</b>	n/a	n/a
	Diploma: Excellence	<b>n/a</b>	n/a	n/a
Teaching & Leading	Education Quality	<b>97.1</b>	95.0	95.0
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	<b>91.1</b>	n/a	n/a
	Access to Supports and Services	<b>78.3</b>	n/a	n/a
Governance	Parental Involvement	<b>93.1</b>	n/a	n/a



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

**TO:** THE BOARD OF TRUSTEES **DATE:** JANUARY 21, 2022

**SUBMITTED BY:** Dr. Nancy Spencer-Poitras, Superintendent of Schools

**SUBJECT:** Susa Creek School Viability Study

**REFERENCE(S):** Policy 15 School Closure

**ATTACHMENTS:** Education Act, Closure of Schools, Section 62  
Susa Creek School Viability Report

**RECOMMENDATION:**  
**THAT the Board of Trustees make a Notice of Motion at the January 21, 2022, Regular Board meeting to consider the closure of Susa Creek School, Grades K-8 and that this motion will be decided upon by the end of May 2022.**

\*\*\*\*\*

**BACKGROUND:**

As per Policy 15, section 2, the Superintendent of Schools is required to inform the Board prior to December 1 of each year of any school viability students to be undertaken.

At the November 26, 2021 Corporate Board meeting, Superintendent Dr. Spencer-Poitras gave notice that a viability study was being conducted and would be brought to the January 21, 2022 Corporate Board meeting to determine if further action needs to be taken on the matter of closure.

As of December 31, 2021, Susa Creek School in Grande Cache had 27 students registered.

**RISK ANALYSIS:**

The viability of small schools has an impact on the Board’s overall ability to serve all of the students in the Northland School Division. Operating costs and education quality are the primary drivers of the viability studies. This process will include community meetings.





# **Susa Creek School Viability Report**

## **January 21, 2022**

Prepared by

Dr. Nancy Spencer-Poitras  
Superintendent of Schools

## Table of Contents

<b>Purpose Statement</b>	<b>2</b>
<b>Background Information</b>	<b>2</b>
<b>Data</b>	<b>3</b>
Rationale	4
Analysis	4
Financial Analysis	9
Notes:	9
Chart 1. Susa Creek School Viability Analysis	10
<b>Potential School Closure Schedule</b>	<b>11</b>
<b>Recommendation</b>	<b>11</b>
<b>Appendix 1 Susa Creek School Attendance Area Map</b>	<b>12</b>
<b>Appendix 2 Susa Creek Alberta Education Assurance Survey Results - May 2021</b>	<b>13</b>

## **Purpose Statement**

This report is intended to collect information regarding the viability of Hillview School. The report was requested by the Northland School Division Board of Trustees at the November 26, 2021 Board meeting.

The report was prepared to meet the requirements of the:

Education Act, Section 62, Closure of schools  
Northland School Division Policy 15, School Closure

## **Background Information**

Susa Creek School is located in Susa Creek, Alberta.

The school philosophy statement is

Susa Creek School will foster a positive, engaging and culturally relevant learning environment in which students will be encouraged to achieve to the best of their abilities.

The school mission statement

Susa Creek School will encourage and promote the best possible education for its students through efficient teaching and administration, which can be accomplished in a disciplined atmosphere with the close cooperation of the parents, the Local School Board Committee, and the staff.

## Data

<b>Position</b>	<b>FTE</b>
Principal	1.0
Teacher	1.3
Cook	0.63
Custodian	1.0
Educational Assistant(s)	0.9
Native Language Instructor	0.5
School Secretary	0.4
Bus Driver	1.0
<b>TOTAL FTE</b>	<b>6.7 FTE</b>

## Students

<b>Enrolment</b>	
ECS	3
Grades 1 - 6	16
Grades 7-8	6
<b>TOTAL</b>	<b>25</b>

The school was opened in 1989. The student capacity of the school is 94.  
 Community Population - there are approximately 400 adults living in the Aseniwuche community, with 63 residing in Susa Creek.

## Rationale

This report is prepared in accordance with Northland School Division Policy 15 School Closures.

The policy rationale includes:

The Board believes that the students of the Division must have the opportunity to receive educational programs that are characterized by excellence, equity, and efficiency. In achieving this objective it may be necessary to close a school or a portion of a school's educational program for operational and/or financial reasons.

The Board also believes that an orderly and fair process must be in place to provide the Board appropriate information prior to any decision being made

The review process is defined as:

2.1. Prior to December 1 of each year, the Superintendent will bring to the Board for information the school(s), if any, for which a viability review will be undertaken to determine if further action needs to be taken on the matter of possible closure, or the nature of the educational program.

2.1.1. Generally, the need for a viability study will be based on enrollment.

2.1.2. The viability review shall be provided to the Board by the end of January of the following year.

Viability includes three factors:

3. The Board recognizes that there are certain critical factors that must be met by a school in order to exist as a viable educational institution:

3.1 Program factors;

3.2 Enrolment factors; and

3.3 Revenue factors.

## Analysis

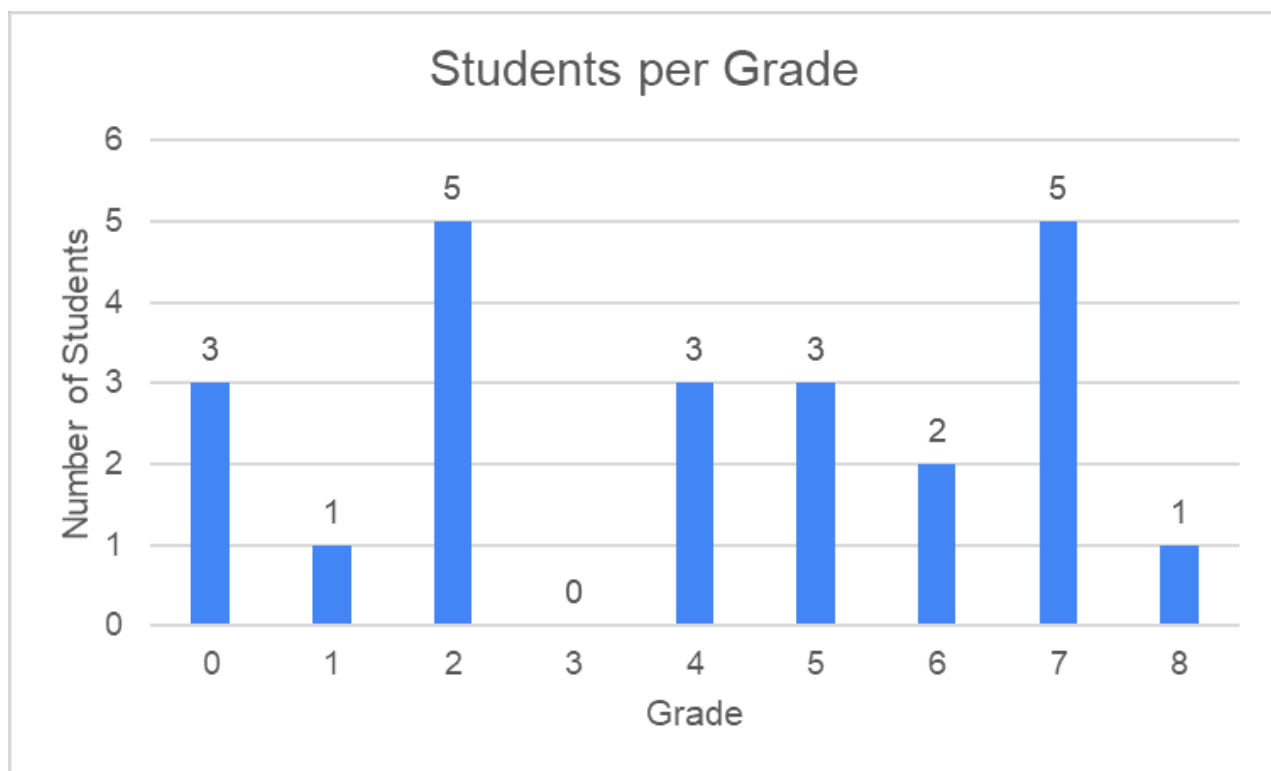
Per Section 4 of the policy, there are eight criteria to be utilized by the Board in considering the closure of a school. In summary, the viability study is being done to determine whether or not the costs to operate the program are effective and sustainable, and whether or not the school division can provide a good educational program at the school.

1. Student enrollment and trends

As of September 30th:

2022	2021	2020	2019	2018	2017	2016	2015
24	25	25	15	38	36	26	43

Enrollment changes in the school are likely impacted by and reflective of changes to the population of the community. Enrollment shows some signs of stabilizing over the last two years but it is important to note that COVID anxiety in the community has also been a factor impacting enrollment since 2020. Note: (September 30, 2022 enrollment is a forecast).



2. Location and suitability of alternative school accommodation for the students affected,

Students will be bused to Grande Cache, a community of approximately 3,500, served by the Grande Yellowhead Public School Division (GYPSD). The suitability of this alternative is a question that may require further consideration, analysis and judgement.

The attendance area defined for this school is per the map attached as Appendix 1. There are no other schools affected by the closure of this school.

3. Program implications for students currently in the schools to which a transfer of students could be affected and the implications for those students who could be transferred;

The transfer of this group would be immaterial to the GYPSD or alternate schools.

Additional programming or options may become available in larger schools. The unique offerings, expertise, proximity and focus of the Susa Creek School, within the Northland School Division, would be withdrawn from these students.

4. Program implications for other schools to which students could be Transferred;

The absorption of 24 students may not significantly impact educational programming at Sheldon Coates Elementary School in Grande Cache.

5. Transportation needs of all students are potentially affected and the implications on both a local and Division basis;

Students would be bussed to Grande Cache to attend Grande Yellowhead Public School Division (GYPSD) schools. Northland School Division will operate the bus service until an agreement is made with GYPSD. The approximate ride time for all students is 15 minutes one way, resulting in a total of 30 minutes commuting time each day for students.

Minimal impacts are expected at the local and Division levels.

6. Factors related to the school building include but are not limited to: the age and expected life of the building; building modernization requirements; and education program needs.

Susa Creek School was built in 1989. NSD commissioned a facility review in the fall of 2018. There were several items for which Susa Creek School would require capital investment.

A significant concern is that the existing 'rural' type of property servicing (standalone septic system), water storage, propane tanks, and potable water well add a significant layer of critical upkeep to the NSD maintenance team. Normally, this infrastructure maintenance belongs to utility companies in a municipal setting.

Second, the building is a combination of modular components which do not have a core administration/general office or common area. The current kitchen is constructed of residential-grade material. Last, the building is not barrier-free.

The chart below shows the work should be further investigated for Susa Creek School.

#1	Drain, clean, repair fire fighting water storage	\$25,000
#2	Modernize / Replace washrooms	\$150,000
#3	Barrier Free Upgrades (ramps, wheelchair lift)	\$60,000
#4	Upgrade Fire Alarm	\$40,000
#5	Commercial Kitchen Modular for hot lunch	\$300,000
#6	Electrical upgrades to support Kitchen and Admin Suite	\$100,000
#7	Administration Suite Modular	\$300,000
#8	Air Conditioning	\$26,000
<b>Total Estimated Cost</b>		<b>\$1,041,000</b>

- The educational and financial impact of closure and non-closure will include, but is not limited to, on both a local and a Division basis:



The effect upon operational costs; and capital implications.

The educational impacts would include the withdrawal of the unique offerings, expertise, proximity and focus of the Susa Creek School, within the Northland School Division. This may affect academic achievement, development, dropout and completion rates.

If the school were to remain open the current students would continue to be serviced with the quality of education and educational opportunity that Susa Creek School provides. Northland School Division operates a good educational program in Susa Creek.

Susa Creek's achievement results and the assurance survey results are listed in Appendix 2. However, due to data suppression constraints on reporting, data is only available in the multi-year reports for some measures.

Operational costs, revenues and capital requirements would decline. From a financial perspective, the education system would be more economical. The financial analysis and viability chart are below.

The financial analysis below reports net operating deficits of \$45,609.35 year to date for 2021-22 and \$98,429.16 for the 2020-21 year. If the school were to continue in operation and no new students were to attend deficits would continue. The cost per student this year is significantly above the average allocation.

Administrative duties are time-consuming and regardless of the number of students in the school, some duties do not reduce in scope. At least .25 time must be given to teachers to be Principals and adequately cover all duties. In the case of Susa Creek and 21 students, .25 administrative time is not financially viable.

If the school were closed the Board would need to consider alternatives for the use of the building or transferring the building to the community.

8. The capital needs of the school or the schools which may experience increased enrollments as a result of a transfer of students

The transfer of this group would be immaterial to the GYPSD or alternate schools.

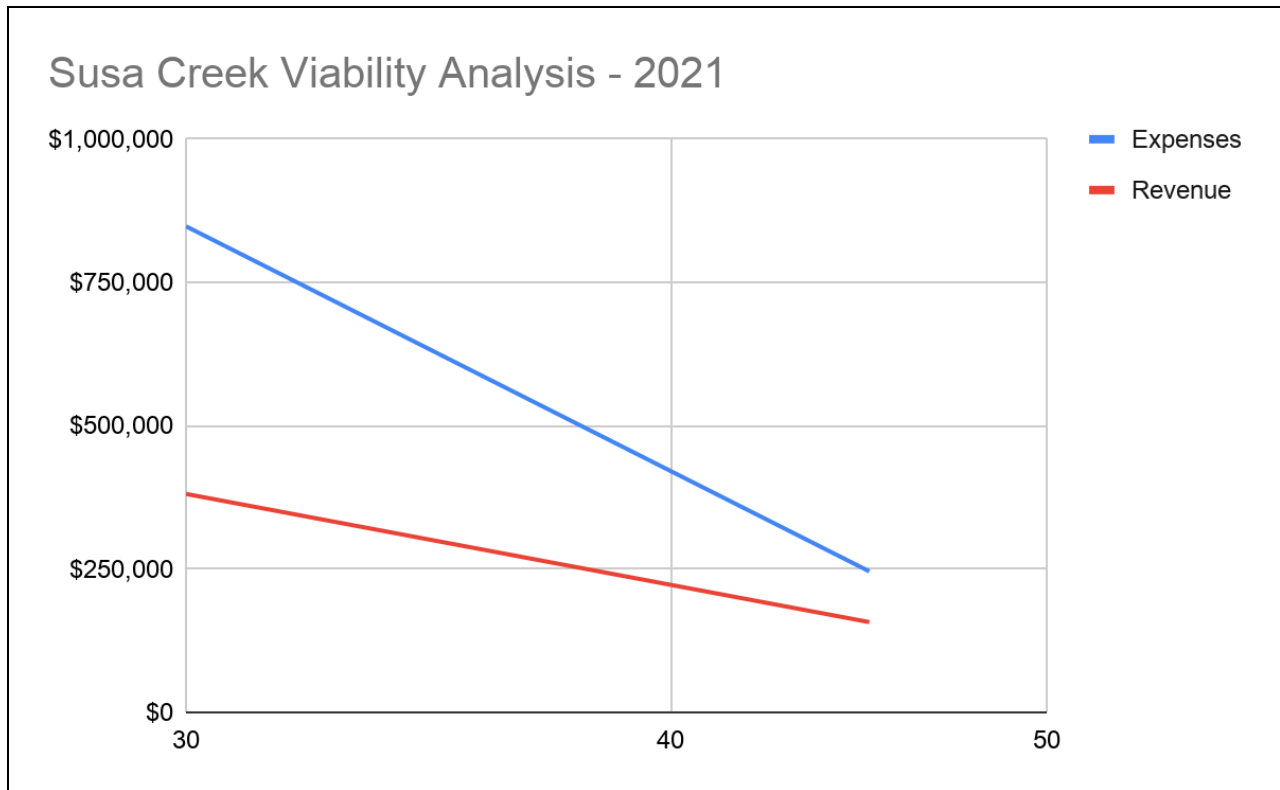
## Financial Analysis

Susa Creek School				
Financial Analysis				
As of December 31, 2021				
	2021-2022	2020-2021	2019-2020	2018-2019
<b>ENROLLMENT</b>				
ECS	0	0	6	6
Grades 1 -8	25	25	15	38
Rate	\$ 16,774.63 +	\$ 17,021.55 +	\$21,175.00	\$21,175.00
<b>REVENUE</b>				
ECS	NA	NA	63,525.00	63,525.00
1 -12	NA	NA	317,625.00	804,650.00
<b>TOTAL REVENUE</b>	<b>\$199,868.05</b>	<b>\$ 571,538.75</b>	<b>\$381,150.00</b>	<b>\$868,175.00</b>
<b>EXPENSES</b>				
Instruction and Supplies	149,681.02	457,010.31	489,090.44	565,640.44
Maintenance	55,645.51	121,420.85	233,162.87	232,886.53
Board & Administration	0.00	0.00	0.00	949.94
Transportation	15,299.11	38,227.54	26,112.46	26,794.31
Food Services	24,851.76	53,309.21	99,687.43	98,647.95
<b>TOTAL EXPENSES</b>	<b>\$ 245,477.40</b>	<b>\$ 669,967.91</b>	<b>\$ 848,053.20</b>	<b>\$ 924,919.17</b>
<b>Surplus (Deficit)</b>	<b>(\$45,609.35)</b>	<b>(\$ 98,429.16)</b>	<b>(\$466,903.20)</b>	<b>(\$56,744.17)</b>

*Notes:*

- **2022 YTD is to December 2021, prorated**
- *Alberta Education introduced a new funding formula for the 2020-2021 school year, which includes both per capita grants and a grant for each small school.*
- *Expenditures do not include amortization*
- *Transportation costs do not include direct bus costs - fuel, maintenance, insurance etc.*

Chart 1. Susa Creek School Viability Analysis



Variable expenses include instruction and supplies, food services, transportation.  
Fixed expenses include LSBC, maintenance.

## Potential School Closure Schedule

January 21, 2022	Notice of Motion - Proposed School Closure  Susa Creek School ECS to Grade 6  School closure decision May 20, 2022
February 8, 2022	Written notification to parents of Susa Creek School
February 15, 2022	Public notification process
March 10, 2022	Public meeting - proposed school closure
March 17, 2022	Minutes from the public meeting posted
April 8, 2022	Deadline for written submissions
May 20, 2022	Regular Board Meeting  School closure decision

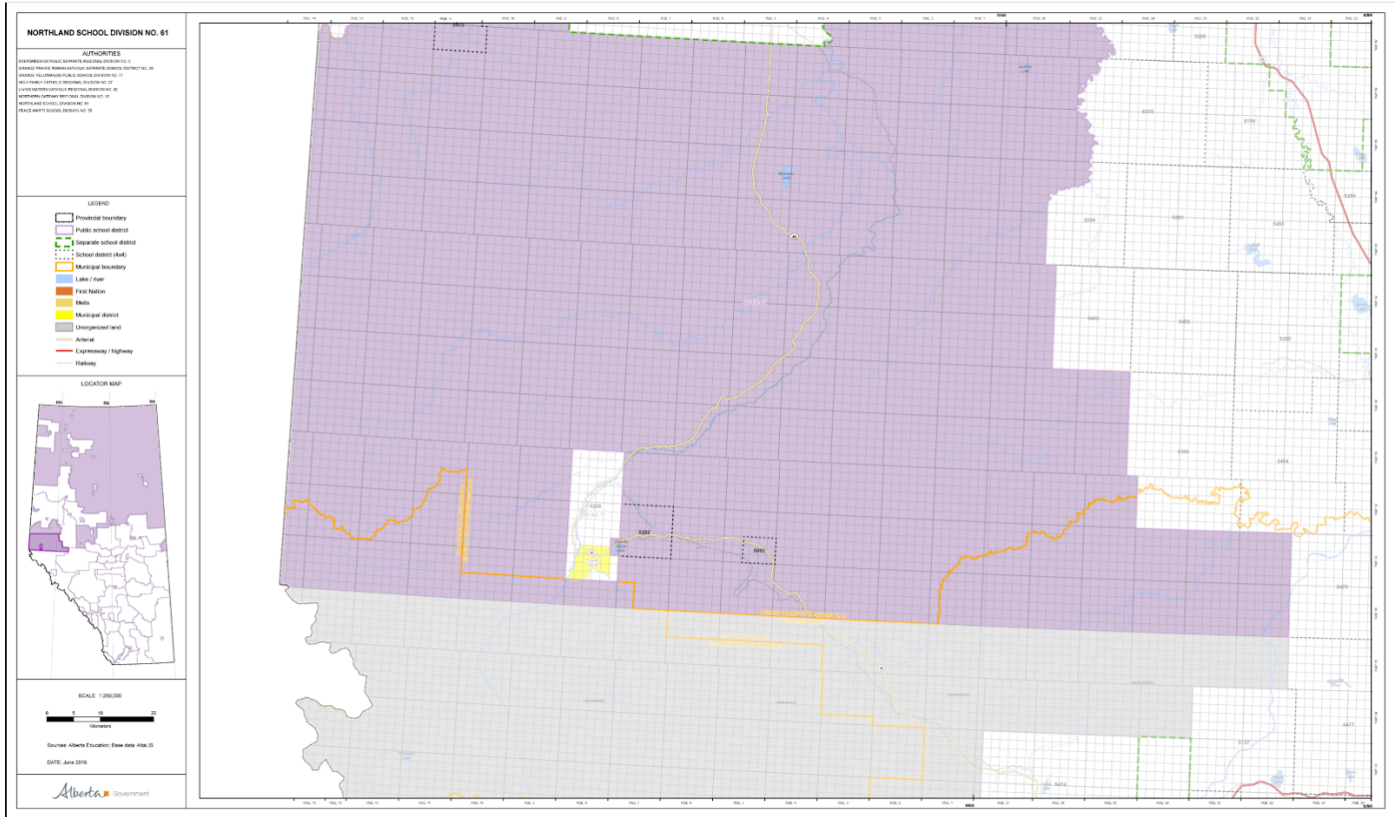
## Recommendation

The intention of this study was to determine the viability of Susa Creek school. School viability is measured by the ability to provide educational opportunities for students in the Northland School Division in relation to the cost of providing such opportunities.

It is clear that the teachers and administration are responsible for providing quality delivery of service under the current condition. It is also evident that the necessary consultation and further investigation of the viability study is inhibited by the current context of a pandemic.

It is recommended that **the decision on school closure be deferred to the following school year, 2022/2023**. This additional time will allow for further time to complete the necessary consultation and analysis of the impact on the community. This takes longer to do because of the concern over the pandemic.

# Appendix 1 Susa Creek School Attendance Area Map



Appendix 2 Susa Creek Alberta Education Assurance Survey Results -  
May 2021



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

**TO:** THE BOARD OF TRUSTEES **DATE:** JANUARY 21, 2022  
**SUBMITTED BY:** Douglas Aird, Secretary-Treasurer  
**SUBJECT:** Financial Reserve Adjustments  
**REFERENCE(S):**  
**ATTACHMENTS:**

**RECOMMENDATION:**

**THAT the Board of Trustees approve the Financial Reserve Adjustments to reduce the unrestricted surplus by \$5.5M and move the funds to Capital Reserves, as attached.**

\*\*\*\*\*

**BACKGROUND:**

**RISK ANALYSIS:**



**Northland School Division  
January 21, 2022**

## **FINANCIAL RESERVE MOVEMENTS**

The recommendation by administration is to fund capital projects including:

- 1. School-based upgrades**
  - Learning technology, resources, upgrades inside/outside, furniture, signage
- 2. Mistassiniy New School**
  - Furnishings, technology, SFS/ CTS Kitchen commitment
- 3. Housing Program Renovations**
  - Renovate/replace an additional 14 units
- 4. Capital Small Works Program**
  - School based equipment, furniture, vehicle replacement and operational software (<\$100K)

That the Board Chair be authorized to approve the request to the Minister seeking approval to use the reserve funds for the purposes described.

That the Division retains the remaining funds in accumulated surplus, for use on operational priorities and future contingencies.

### **CONTEXT**

- Financial reserves are part of good management and ensures accumulated funds are spent carefully over time. These can be used to maintain service during periods of funding fluctuations or economic challenges. They are also used to accumulate funds over time to replace capital assets. A properly balanced approach to the planning and use of reserves is one key pillar of the Division's financial management strategy.
- With \$63.3M in capital assets the annual depreciation and amortization recognizes the declining life of these assets and provides a benchmark for the amount required annually for systematic replacement. Board funded depreciation and amortization is \$1.0 M annually.
- Due to financial challenges the Division has not set aside reserve funds for capital replacement in many years. Last year's surplus provides an opportunity to strategically plan for the future, making investments with future benefits.
- There are a number of restrictions on the use of surplus funds. Per the Education Act S. 143.1 (1) transfers from accumulated surplus require the approval of the Minister.
- In addition there has been consultation on a potential cap on reserves with a clawback of the excess August 31, 2023. Amounts in unrestricted and operating reserves will likely be in scope, while capital reserves are anticipated to be out of scope.





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

**TO:** THE BOARD OF TRUSTEES **DATE:** JANUARY 21, 2022  
**SUBMITTED BY:** Douglas Aird, Secretary-Treasurer  
**SUBJECT:** Capital & IMR Plan for the 2021-2022 School Year  
**REFERENCE(S):**  
**ATTACHMENTS:** Capital & IMR Plan

**RECOMMENDATION:**  
**THAT the Board of Trustees receive as information the IMR Plan for the 2021-2022 School Year, as attached.**

\*\*\*\*\*

**BACKGROUND:**

Attached is the plan for the use of the 2021-2022 Infrastructure, Maintenance and Renewal (IMR) funds. The backlog of maintenance work has been significantly reduced by the Government of Alberta’s CMR program, which provided \$2.5M last year to accelerate capital maintenance/replacements and create employment.

There is a carryforward set aside for contingency. This includes repairs and emerging issues beyond this plan, to ensure the \$154M insured value of Division building assets is well-maintained.

It is the intention of the division to continue to balance the budget creating the opportunity to use financial reserves to fund critical capital projects.

**RISK ANALYSIS:**  
 No risks are perceived.

## NORTHLAND SCHOOL DIVISION

**ADMINISTRATION RECOMMENDATION TO THE BOARD****Infrastructure, Maintenance & Renewal (IMR)  
Projects (2021 - 2022)**

	<b>Cost</b>
ADCS - Main doors locks for Security	\$ 20,000
Calling Lake - Unplanned air quality Issues (ongoing)	25,000
Digital Controls Work various schools (continued)	100,000
Elizabeth School - Roof Top Unit (RTU) replacement	200,000
Elizabeth School - Envelope Roof Repair	50,000
Lock repairs various schools	25,000
Susa Creek School - Roof Top Unit (RTU) repairs	50,000
	<b>\$ 470,000</b>

Note - a technical review of the drainage and heating systems at Gift Lake School is underway. Approximately \$100,000 will be required to upgrade drainage and \$500,000 for the mechanical. Alberta Infrastructure is being approached to support this financially, given that these are related to the build.

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NORTHLAND SCHOOL DIVISION  
ADMINISTRATION RECOMMENDATION TO THE BOARD

TO: THE BOARD OF TRUSTEES DATE: JANUARY 21, 2022

SUBMITTED BY: Douglas Aird, Secretary-Treasurer

SUBJECT: Borrowing Resolution

REFERENCE(S):

ATTACHMENTS:

**RECOMMENDATION:**

THAT the Board of Trustees approve the annual Borrowing Resolution per Alberta Treasury Branch (ATB) in the amount of \$3 Million if required, to meet the current operating expenditures for the 2021-2022 school year.

\*\*\*\*\*

**BACKGROUND:**

The Borrowing Resolution is required by the Alberta Treasury Branch to cover borrowing for current operating expenditures during the school year. It is secured by provincial revenues, provides for an interest rate of 1% above prime and authorizes the two signing officers.

With the Division's strong financial position it is unlikely this will be used.

**RISK ANALYSIS:**

The Borrowing Resolution reduces the cash flow risk of the Division, by allowing it to use a \$3 Million line of credit to cover expenses if there are large outstanding receivables or other impediments to cash flow.



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

**TO:** THE BOARD OF TRUSTEES **DATE:** JANUARY 21, 2022  
**SUBMITTED BY:** Dr. Nancy Spencer-Poitras, Superintendent of Schools  
**SUBJECT:** 2021-2022 Conferences  
**REFERENCE(S):**  
**ATTACHMENTS:**

**RECOMMENDATION:**  
**THAT the Board of Trustees receive as information the 2021-2022 Conferences, as attached.**

\*\*\*\*\*

**BACKGROUND:**

The following conferences will be taking place for the 2021-2022 School Year:

Public School Boards’ Association (PSBAA) Professional Development and PSBC Meeting - Edmonton	February 10-11, 2022
Alberta Rural Education Symposium - Edmonton	March 6-8, 2022
Alberta School Boards Association (ASBA) Spring General Meeting - Red Deer	June 6-7, 2022
Canada’s Education Law Association (CAPSLE) Annual Conference (Virtual)	May 1-3, 2022
PSBAA Spring General Assembly Meeting - Red Deer	June 2-4, 2022

**RISK ANALYSIS:**



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

**TO:** THE BOARD OF TRUSTEES **DATE:** JANUARY 21, 2022  
**SUBMITTED BY:** Douglas Aird, Secretary-Treasurer  
**SUBJECT:** ASEBP Participation Agreement  
**REFERENCE(S):**  
**ATTACHMENTS:**

**RECOMMENDATION:**  
THAT the Board of Trustees approve the revised ASEBP Participation Agreement providing for the continued provision of critical benefits to our staff.

\*\*\*\*\*

**BACKGROUND:**

This one-time change was prompted by federal legislation designed to simplify trust taxation rules. It is a technical change to the structure to maintain the favourable tax status of the trust. It does not affect the products or services ASEBP provides to our staff.

A revised Deed of Trust was approved by ASEBP's two parent bodies (the Alberta School Boards Association and the Alberta Teachers' Association) and went into effect on January 1, 2022.

All participating employer groups are required to sign a new participation agreement whenever the Deed of Trust is updated.

**RISK ANALYSIS:**

The motion is required to maintain ASEBP membership and the provision of staff benefits.

---



January 17, 2022

**SENT VIA EMAIL**

**TO: ALL PARTICIPATING EMPLOYERS**

**Re: Signing New ASEBP Participation Agreement**

I am writing to request your signature on a revised participation agreement with ASEBP.

As you are likely aware, ASEBP transitioned from a Health and Welfare Trust to an Employee Life and Health Trust effective January 1, 2022. This change was a result of federal legislative changes passed in 2021, which required Health and Welfare Trusts to transition to Employee Life and Health Trusts. It's important to note that this change does not impact any of the products or services ASEBP currently provides to you and your employees.

To ensure compliance with the new legislation, necessary changes to the Deed of Trust were identified. In late 2021, a revised Deed of Trust was approved by ASEBP's two parent bodies, the Alberta School Boards Association and the Alberta Teachers' Association, as well as the 10 ASEBP Trustees. This revised Deed of Trust went into effect on January 1, 2022.

All participating employer groups are required to sign a new participation agreement whenever the Deed of Trust is updated. As such, a copy of the revised Deed of Trust and a new participation agreement are enclosed for your signature. Please forward the signed participation agreement to your ASEBP Client Consultant by January 31, 2022.

If you have any questions about this process, please reach out to your Client Consultant directly.

Sincerely,

A handwritten signature in black ink, appearing to read 'Drew Chipman', is written over a light blue horizontal line.

Drew Chipman  
Chair, ASEBP Governing Body

*Enclosures:*

*ASEBP Deed of Trust  
Participation Agreement*



## BOARD CHAIR HIGHLIGHTS

### January 21, 2022

#### Corporate Board Expense Summary As of December 31, 2021

EXPENSES	BUDGET	YTD	VARIANCE
Trustee Remuneration	130,250	47,126	83,124
Trustee Benefits	40,000	25,991	14,009
PD/School Council Development	6,000	3,055	2,945
Legal Fees	50,000	0	50,000
Professional Services		3,658	(3,658)
Advertising	1,700	0	1,700
ASBA/PSBAA Fees	33,000	212	32,788
Office Supplies	2,000	122	1,878
Printing & Binding	2,700	578	2,123
Postage	600	0	600
Travel and Subsistence	125,250	21,594	103,657
Liability Insurance	250	62	188
Telephone	6,000	1,048	4,952
Awards	35,000	15,051	19,949
Furniture and Equipment	10,000	0	10,000
Visa Purchases	91,000	95	90,906
Elections	60,000	41,561	18,439
<b>TOTAL</b>	<b>593,750</b>	<b>160,151</b>	<b>433,599</b>



# Superintendent's Highlights

JANUARY 21, 2022

## **Engaging Family, Community and School Members Project Proposal**

Northland School Division has submitted a proposal to Alberta Education in researching and exploring how family and community engagement in education may contribute to improving student achievement and the outcomes related to literacy, numeracy, Indigenous language and cultural education.

The Division's commitment is to inspire students to be the best they can be by providing outstanding educational opportunities with staff and strong partnerships with families and community members.

## **Principal Portal**

We are excited to announce the creation of the Principals' Portal on the NSD website. This portal is a 1 (one) stop place where a principal can access all necessary information, documentation and timelines that are needed to fulfill their task requirements. Principals no longer search in various drives, different electronic storage areas, or comb through old forms in order to find the tools they need. All aspects of the organization are located in one area with easy one-button click access to OH&S, Finance, AERR reporting and other Alberta Education items.

We truly anticipate this will make the principals' task a little easier to complete.

## **Science Week with TELUS World of Science Edmonton**

Schools within the jurisdiction participated in Science Week that took place from November 23 to November 26, 2021. The theme for the week was Earth's Superheros. The Science in Motion team provided various demonstrations to the students such as the Earth's Super Powers: The Four Elements.

## **Mind Fuels Program**

Grade 7-9 students in five Northland School Division Schools; The NSD Online School, Athabasca Delta School, Father R Perin, Conklin and Bill Woodward School will participate in the Mind Fuels program, which will provide students an introduction to robotics.

This STEM program will begin with two "Train the Trainer" sessions on September 19th and 26th, where teachers from the schools and pedagogical supervisors will participate in an introduction to robotics workshop. Once trained the staff will be able to lead the students through sessions on building a circuit, connecting a circuit to a microcontroller and typing code to control a circuit, in their classrooms. The pedagogical supervisors will be trained so that they can support schools, other than the pilot schools to participate in this STEM program. The 2 day PD will be recorded as a reference piece to support as well. Mind Fuels has provided kits for the students to use as this program is launched in early 2022.



## First Nations, Metis and Inuit Department Update

Pipon (Winter) January

January 17 Professional Learning through Maskosiwini (Resilience, Strength) of Application and TPR components to use language in a variety of community situations. Culturally responsive learning through safe social distancing could involve Elders/Knowledge keepers to collaboratively develop local teaching kits on units and lesson activities such as shelter, snowshoe, legends.

### The Cenovus Project

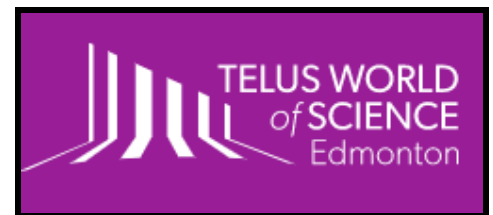
The Division received funds from Cenovus which will be put towards the “This is Who We Are: Local Stories from Our Land” project.

The goal of this project is to acknowledge the land as the historical and present day connection to language, culture and identity. By acknowledging our connection and relationship to the land, local storytellers will reawaken and rebuild our language, culture and identity.

Some key components will be to develop land literacy through knowledge that comes from land, transcribe old Cree to develop appreciation for spirit of the language, and in addition this project will be student lead.

### Science Week with TELUS World of Science Edmonton

Schools within the jurisdiction participated in Science Week that took place from November 23 to November 26, 2021. The theme for the week was Earth’s Superheros. The Science in Motion team provided various demonstrations to the students such as the Earth’s Super Powers: The Four Elements.



### Communities of Practice

Communities of Practice are an approach to professional learning that allows for staff across the division to learn together in a variety of topics. The goals for the communities of practice is to learn more about a topic, to share best practices and create new knowledge with and among each other. Interaction among the participants is an important part of a community. We are fortunate to have the majority of the sessions led by NSD staff.

The topics for the Communities of Practice are:

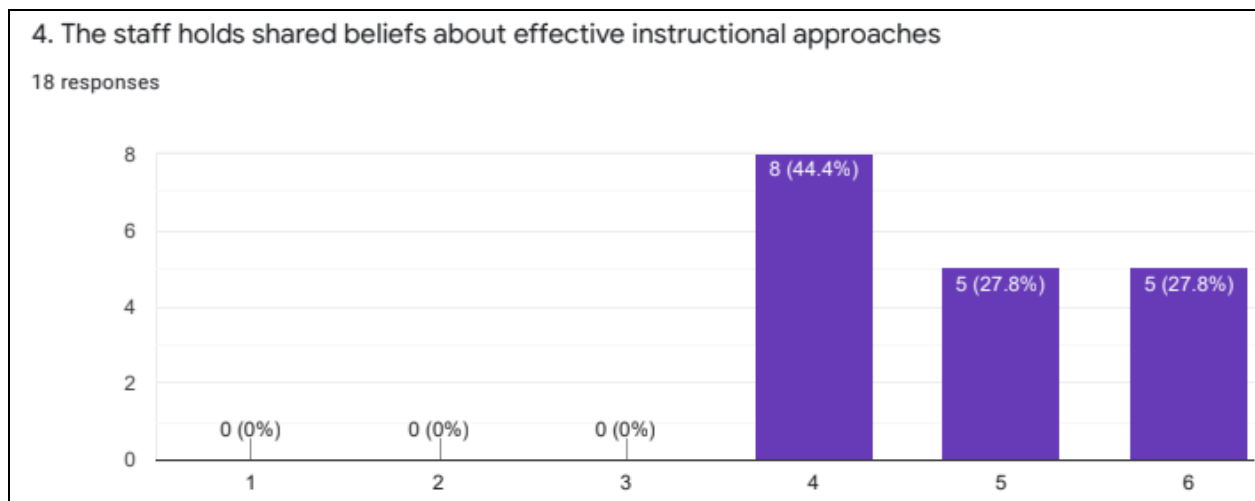
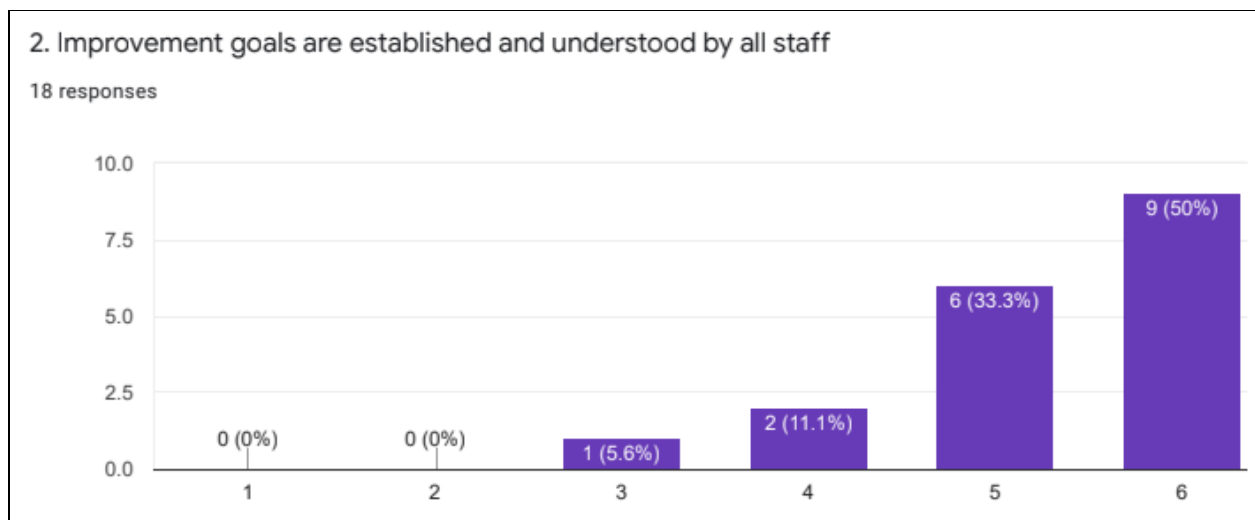
- Incorporating Indigenous literacy into your teaching
- Teaching Language (Cree and Dene) and Culture (Language Instructors are already registered)
- Subject Level Planning through Content Based/ Disciplinary Literacy
- Designing Student Learning within Hapara
- Supporting Students Who Struggle
- Local Stories from Our Land - Capturing these stories - Cenovus.
- Teaching in multiage grade level - cohort groups
- Deeper Learning in Literacy - Smart Learning
- Land Based Learning
- High School Completion

## Collective Efficacy

Collective efficacy has a 1.57 effect size!! (Which makes it the most impactful influence for student learning)

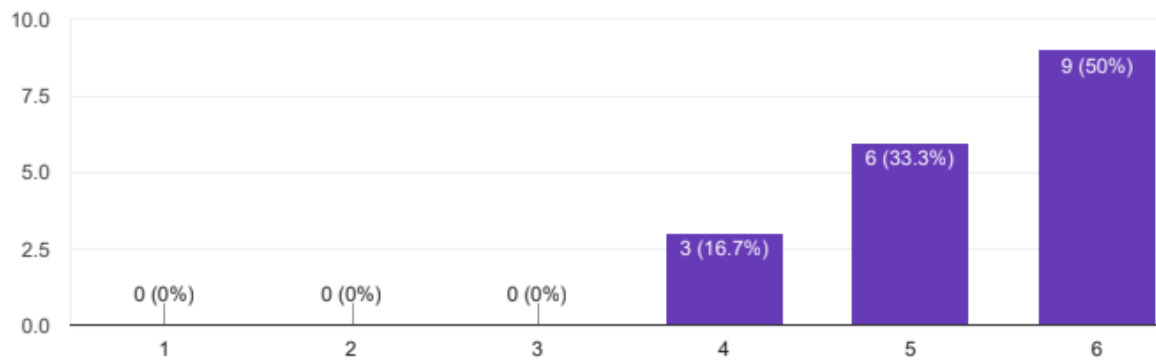
Leaders can build collective efficacy by communicating a strong belief in the capacity of staff to improve the quality of teaching and learning and attain appropriately challenging goals throughout the goal setting process.

On November 30, 2021, all the principals within the Division completed a questionnaire on Collective Efficacy. The following graphs highlight a few of the successes as perceived by principals, moving us closer towards division Collective Efficacy.



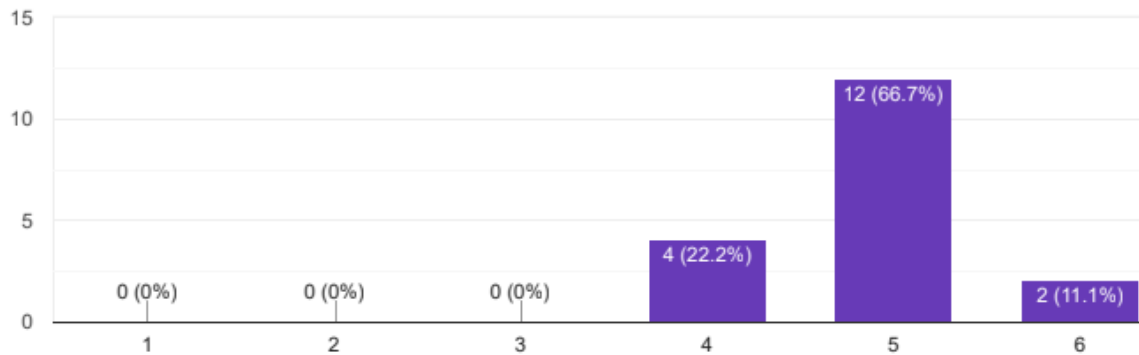
7. There is consensus on school goals among staff

18 responses



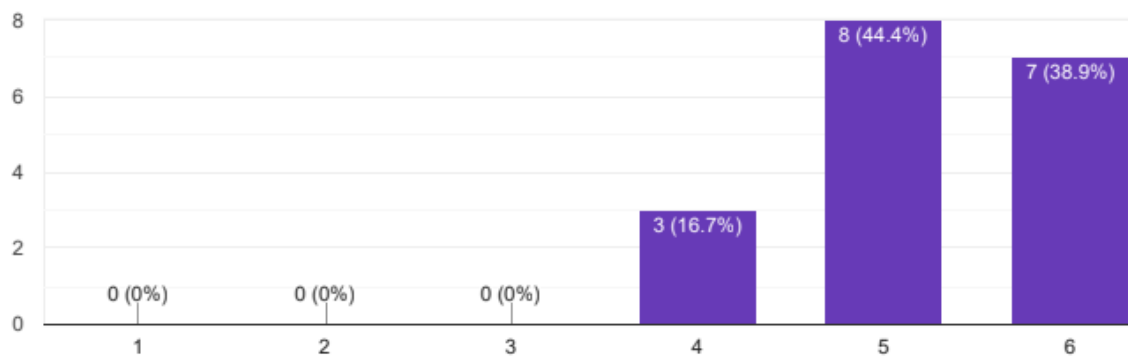
8. The staff agrees about what constitutes effective classroom instruction

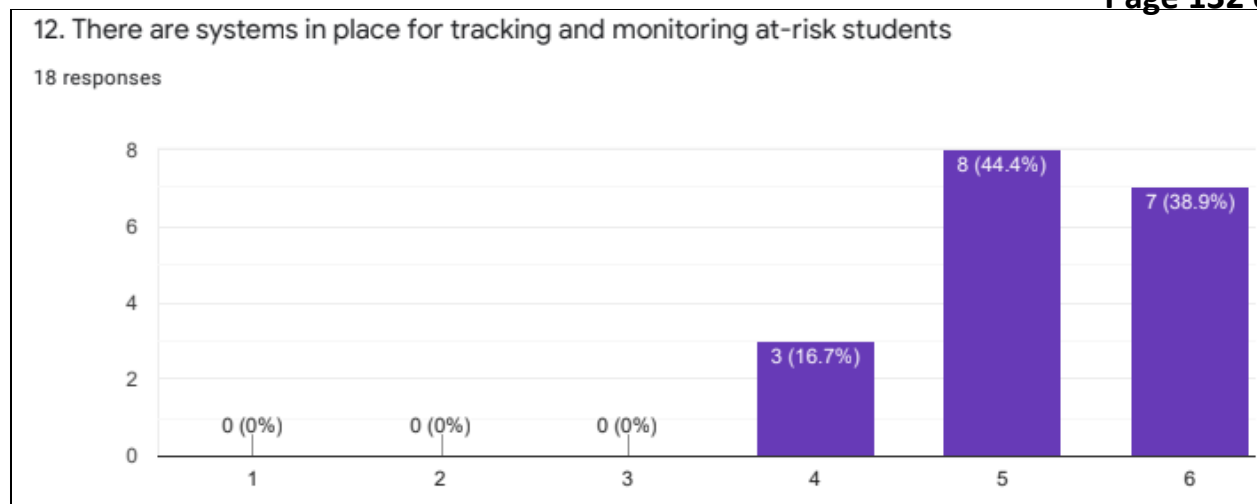
18 responses



10. There are systems in place to ensure high levels of success for all students

18 responses





The charts show that principals have engaged their staff in the beginnings of collective efficacy. The belief for our teachers is to see that improved student performance shifts from external causes to the actual teaching in the classroom. The work of “leaders should be doing, and should be seen doing, that which they expect or require of others to do (Elmore, 2008). Principals have been learning elbow to elbow with the teachers and have high expectations of what needs to be happening in their schools and across the district. If we aim and believe in high expectations, staff and students will be successful in attaining the same high level of success.

### Wellness Night within the Division

On December 2, 2021 the Division and the Northland ATA Local #69 hosted a wellness night activity with over 100 staff participating. Prizes were awarded for the best ugly Christmas sweater.

### Alberta Education Distributes Rapid Test Kits and Masks to Schools

To lower the risk of transmission of the Omicron variant of COVID-19, Northland School Division received voluntary rapid test kits and medical masks for students and staff from the Government of Alberta. All PPE was received at the Central Office and on January 10, 2022, was sorted, packaged and organized for distribution to our schools.

Additional information can be found in our [“Back to School Plan”](#) on our website.

### APPLE Schools 2020-2021 Impact Report

APPLE Schools shared their 2020-2021 impact report with the Division noting that Bill Woodward and St. Theresa schools were featured in the document.



This Bill Woodward school health champion made fruit cups for school staff to ensure that while they were taking care of students, they also took care of themselves.

While this school year was once again interrupted by the pandemic, schools chose to renew their commitment and prioritize their partnership with APPLE Schools while making health fun for students.

The APPLE team is proud of the work being done in the Division to advance healthy schools.

APPLE Schools (A Project Promoting Healthy Living for Everyone in schools) is an innovative school-focused health promotion initiative.

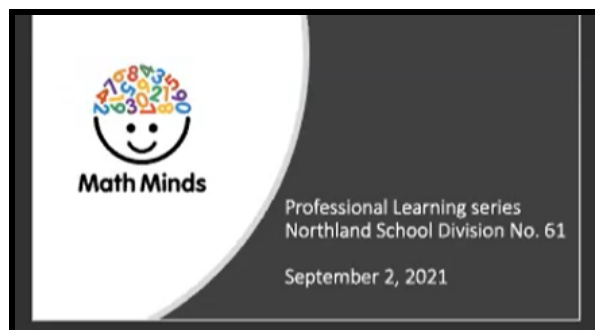
APPLE Schools equips students with the knowledge necessary to be confident, empathetic leaders and take ownership of their own health and social behaviours.



## ASSOCIATE SUPERINTENDENT REPORT - JANUARY 21, 2022

PRESENTED BY: Cal Johnson, Associate Superintendent

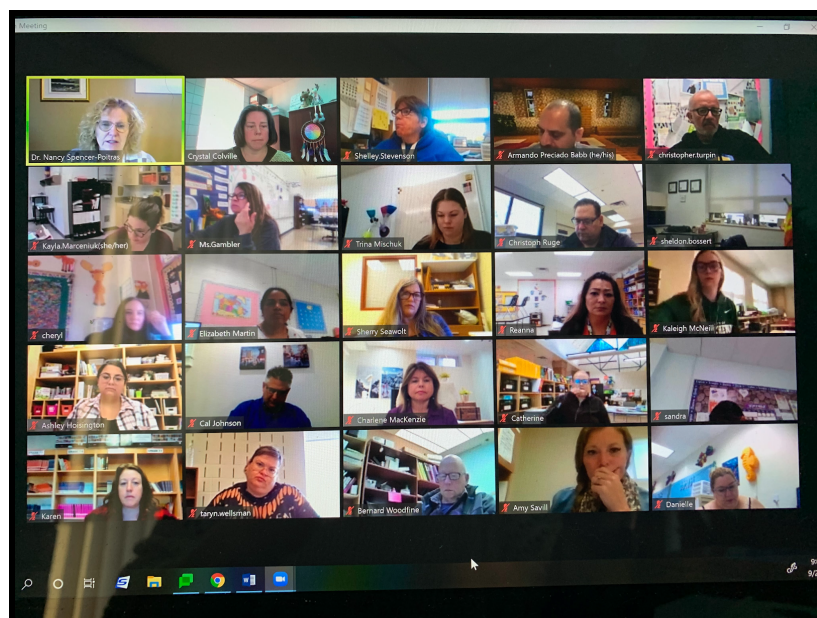
### 1. Northland School Division Focus on Numeracy - Math Minds Pilot



In partnership with the Werklund School of Education at the University of Calgary NSD has embarked on a journey to strengthen numeracy among Northland School Division students in Grades 1-8.

Five pilot schools have formed a community of practice to grow their collective understanding of a cognitive science approach to mathematics pedagogy combined with resources developed in

consultation with Jump Math. The RaPid Model introduces a practical way to structure the learning and teaching relationship to allow students with gaps in their understanding to find an entry point for math understanding and a pathway for accelerated math skills.



#### The Pilot Schools will Participate in the Math Minds Online Course

This free course provides the introduction to the RaPid Model of instruction and will form the framework of pedagogical instruction. The staff from our pilot schools began the course last June and will complete it this year.

The Math Minds Online Course involves three units, with five sections each. Each section usually takes 2 hours to complete, so an approximate time of 30 hours.



## ASSOCIATE SUPERINTENDENT REPORT - JANUARY 21, 2022

PRESENTED BY: Cal Johnson, Associate Superintendent

### The Pilot Schools will also Engage in a Community of Practice

Throughout the school year, a community of practice is being facilitated by an instructor from the University of Calgary. Opportunities to mentor and support one another have been created as the teachers learn a new way of teaching mathematics.

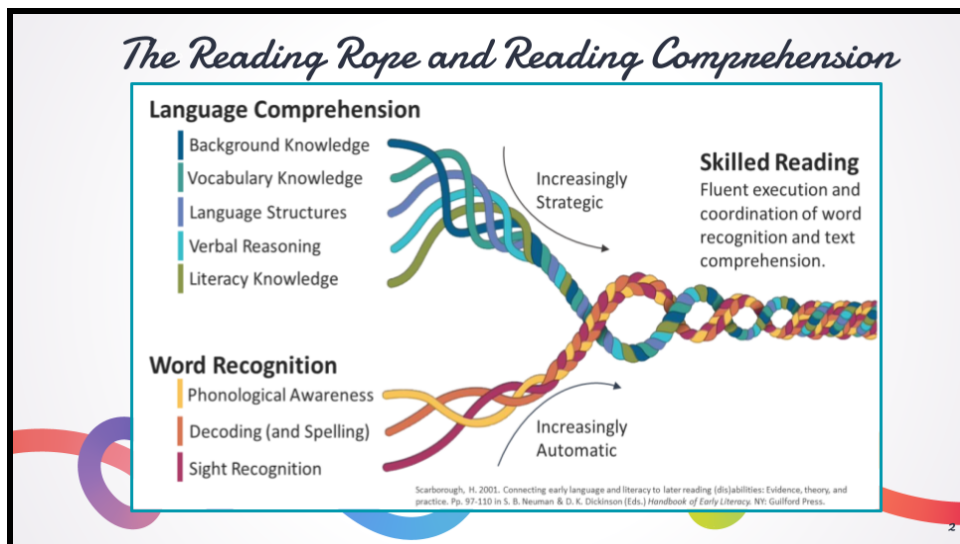
The remaining schools will join in on the Math Minds process next year.

### Orienting Principles

- Mathematics is composed of principles and logics.
- Brains are plastic.
- Working memory is limited.
- Minds are attuned to change.
- Minds link overlapping events.

## 2. Northland School Division Focus on Literacy - A Literacy Plan Specific to Each School

All NSD schools have submitted a literacy plan for this year, which were created together as a staff, led by the school administration teams. Each school analyzed their literacy data and created literacy goals around areas of literacy that they needed to improve on around language comprehension and/or word recognition.





## ASSOCIATE SUPERINTENDENT REPORT - JANUARY 21, 2022

PRESENTED BY: Cal Johnson, Associate Superintendent

For example, if the school felt that the students' lack of background knowledge had a negative impact on their language comprehension, they could make “improving background knowledge” one of their literacy goals and create strategies to make this improvement. An example of this strategy is seen below.

Northland School Division Literacy Plan			
Literacy Goal: To Increase the reading comprehension of every student - in every classroom - each and every day			
School:		Team Members:	
Time Frame: October 1 to Nov 16, 2021			
Comprehension Skill: <a href="#">Background Knowledge</a> (one component as identified by the <a href="#">The Reading Rope</a> )			
Strategy: <a href="#">KWL Plus</a>			
Learning Goal: What do we want students to be able to do and demonstrate?	Target What will success look like for our students?	Evidence of Success How will we collect evidence of success?	Resources What resources will support our strategy?
<ul style="list-style-type: none"> <li>We want students to make connections to the text.</li> <li>We want students to use their own experiences to make sense of what they are reading.</li> <li>We want students to use their background knowledge to understand new ideas and situations.</li> </ul>	Success looks like: <ul style="list-style-type: none"> <li>The ability to use background knowledge as a schema for reading comprehension</li> <li>The ability to use inferencing skills to make connections to unfamiliar content or experiences</li> </ul>	<ul style="list-style-type: none"> <li>Pre and Post KWL work samples</li> <li>Student conversations</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">KWL Plus</a></li> <li>Classroom Resources</li> <li>Communities of Practice</li> </ul>
<b>Communication Plan</b> How will we involve the community to understand and support our literacy plan? <ul style="list-style-type: none"> <li>Share reading comprehension strategy as a whole school learning experiences with parents &amp; community on social media sites</li> <li>Provide virtual parent workshop co-lead with students and teachers</li> </ul> How will we celebrate and recognize moments of success? <ul style="list-style-type: none"> <li>Set a SMART Learning goal and provide ongoing updates</li> <li>Promote virtual literacy open house</li> </ul>			

### The Story of Five

In addition, each teacher will identify five to seven students in each grade that are struggling and set goals for those students. The teacher will meet periodically with their administrators to evaluate the students progress and revise goals and strategies for these students in an effort to bring them up to grade level.