

April 20, 2017 Board Meeting Attachments

Agenda Item	Motion No.
1. STUDENT SERVICES REPORT	24302/17
2. SECOND QUARTER FINANCE REPORT	24304/17
3. POLICY READING TIMELINE	24305/17
4. POLICY 14 – HEARINGS ON TEACHER MATTERS (3 RD READING)	24306/17
5. POLICY 15 – SCHOOL CLOSURE (3 RD READING)	24307/17
6. POLICY 18 – ALTERNATIVE PROGRAMS (3 RD READING)	24308/17
7. POLICY 8 – BOARD COMMITTEES (2 ND READING)	24309/17
8. POLICY 9 – BOARD REPRESENTATIVES (2 ND READING)	24310/17
9. POLICY 10 – POLICY MAKING (2 ND READING)	24311/17
10. POLICY 11 – BOARD DELEGATION OF AUTHORITY	24312/17
11. POLICY 17 – STUDENT TRANSPORTATION SERVICES	24313/17
12. POLICY 20 – TEACHER HOUSING	24314/17
13. PROCEDURE 320 (306) ALTERNATE ATTENDANCE PLACEMENTS	24315/17
14. SUPERINTENDENT’S REPORT	24318/17
15. OFFICIAL TRUSTEE’S REPORT	24319/17

BOARD OF TRUSTEES

**TO: LOIS BYERS
TRUSTEE OF THE BOARD**

DATE: APRIL 20, 2017

PRESENTED BY: STEPHANIE SUTHERLAND, SUPERVISOR OF STUDENT SERVICES

SUBJECT: STUDENT SERVICES REPORT

<p>RECOMMENDATION</p>

<p>That the Board of Trustees receive as information the Student Services Report as presented.</p>
--

CURRENT SITUATION:

Students Services Report

The Portfolio of Student Services encompasses a number of items:

- Supporting the needs of students
- RCSD – 4 Leadership tables
- PUF and ECS Services
- Mental Health Capacity Building Projects (When We Are Healthy, and Helping Hands)
- Wellness Grant
- Fort McMurray Wildfire

Supports for Students

Northland School Division No. 61 provides a wide range of special education services to the students it serves, and strives to ensure inclusive educational principles which are keystones in all educational programs. This usually includes in-classroom support which can consist of individualized program plans, teacher assistant support, material support, and technological support. As well, some schools have special education teachers on staff to support the special needs students in the classroom with teachers. Where deemed necessary or appropriate, some schools provide intensive, short-term support in alternative settings. Additional supports are supplied by the Supervisor of Student Services.

Various specialized professional services are regularly contracted by the Division. In exceptional circumstances, Northland School Division No. 61 provides support for our students attending specialized programs outside of the Division.

Northland School Division Student Services staff focus primarily on students identified as developmentally delayed, disabled or gifted. All students who need extra assistance from time to time are provided the appropriate interventions by divisional staff using the Response to Intervention Model (RTI).

In Alberta, students with developmental delays or disabilities participate in an assessment process where parental consent exists in writing. An assessment clearly describes the child's particular strengths and needs, and provides teachers and parents with important information to consider when planning educational programs for the students identified as having special needs.

Regional Collaborative Service Delivery

What is Regional Collaborative Service Delivery?

Regional Collaborative Service Delivery is an approach to ensure that children, youth and families have access to supports they need to be successful at school and in the community. It is a partnership among school authorities, Alberta Health Services (AHS), Human Services and other community stakeholders.

These partners work together on a regional basis to meet the identified needs of children and youth. In keeping with the collaborative focus, Regional Collaborative

Service Delivery partners are the stewards of resources that are shared to support the identified needs of children and youth within a given region. Supports can include, but are not limited to: mental health supports, speech-language therapy, and occupational therapy.

There are 17 Regional Collaborative Service Delivery regions across the province. Supports and services available in a particular region depend on what service priorities have been identified by the regional partners.

What does Regional Collaborative Service Delivery do?

Regional Collaborative Service Delivery is not a program or service. It is an approach to more effectively meet the learning needs of children and youth and support their well-being. Its purpose is to support regions in providing streamlined, coordinated, integrated and enhanced access to supports and services for children and youth so that they can be successful in their educational program and in their community.

The goal of the Regional Collaborative Service Delivery approach is that children and youth will have access to the right supports at the right time in their school and community. It achieves this goal by improving access to supports; building capacity within communities, including school staff, service providers and families; and by improving integration and coordination of services.

How does Regional Collaborative Service Delivery work?

Regional Collaborative Service Delivery partners collaborate within the 17 provincial regions. Partners include school authorities, Alberta Health Services (AHS), Human Services (including Child and Family Services, Family Support for Children with Disabilities, and Persons with Developmental Disabilities) and community organizations and stakeholders who deliver supports and services. Priorities vary according to identified regional needs and plans. All regional collaborative supports offered must improve a child or youth's ability to take part in their educational program or community.

Who are we helping through the Regional Collaborative Service Delivery approach?

The approach is intended to better meet the needs of:

- Children or youth who are registered with Alberta Education in Early Childhood Services (ECS) to Grade 12
- Children and youth with complex needs* between the ages of 0 and 20 years old
- Children and youth (from birth to age 20) with a low incidence disability including:
 - Blind or Visually Impaired (BVI)
 - Deaf or Hard of Hearing (DHH)
 - Deafblind (DB)
 - Complex Communication Needs (CNN)

- school staff, families and service providers who need cross-sector training or skill development in relation to collaboratively supporting children and youth in school and the community.

* Children and youth with complex needs are those who require significant extraordinary care due to the severity of their impairment(s) and require services from more than one government ministry. This may include children and youth:

- With multiple impairments, complex mental health and health issues and/or severe behavioral needs
- For whom all currently available resources have been utilized with limited success
- Who require fiscal and human resources that strain the capacity of any one ministry
- For whom there are questions about the safety of the child, youth, family, or public.

How Is Regional Collaborative Services Delivery funded?

The Government of Alberta provides funding for Regional Collaborative Service Delivery. This funding is distributed to each region through a funding allocation aimed at supporting collaboration and enhancing supports for children and youth. Collaboration occurs among Regional Collaborative Service Delivery partnerships including school authorities, Alberta Health Services (AHS), Human Services and other community stakeholders.

Is the Regional Collaborative Service Delivery approach being used everywhere in Alberta?

Yes, there are 17 Regional Collaborative Service Delivery regions across the province. Each region determines the needed supports for children, youth and their families by assessing all available resources within the region and using data to identify regional needs. Each RCSD region has developed operational processes that are aligned with their regional needs and identified priorities.

The Northland View

In the past, Northland School Division No. 61 has received services from its local Student Health Initiative Partnerships (SHIP). Because the division is spread out over much of Northern Alberta, we were members of five (5) SHIPs.

As of September 2013, we began a new Regional Collaborative Service Delivery Model. The new model includes the old SHIP plus Complex Needs. The boundaries for the new model remain the same; therefore, Northland School Division belonged to five (5) RCSDs. As of September 2014, the school division belongs to 4 RCSDs. Each RCSD develops its own annual service plan, based on the needs of the various partners. The services and priorities differ from one RCSD to another as does the service delivery model. For example, in some RCSDs the leadership team has hired a team who provides the services; this provides the most flexibility for the region. Other areas have

services provided through partners such as Alberta Health Services; this option has less flexibility because of contract restrictions. In a few situations, the leadership team makes the decision to provide the school boards an amount of money to hire and supervise the staff.

Regional Collaborative Service Delivery is a model for integrating and coordinating services, supports and programs through cross-sector partnership. This model serves children and students from birth to age 20, including those with complex needs, from before pre-school to the end of grade 12. The model is intended to strengthen the ability to families, schools, service providers and community partners to understand and respond to the needs of these children, students and youth in a timely, inclusive and equitable manner.

The Regional Collaborative Service Delivery Models, of which we are members, and the schools they serve, are listed below.

Peace Country RCSD	Northern Lakes RCSD	Wood Buffalo RCSD	Eastern Edge RCSD
Dr. Mary Jackson School	Bishop Routhier School	Anzac Community School	Elizabeth Community School
Little Buffalo School	Calling Lake School	Athabasca Delta Community School	J.F. Dion School
Paddle Prairie School	Chipewyan Lake School	Bill Woodward School	
Susa Creek School	Gift Lake School	Conklin Community School	
	Grouard Northland School	Father R. Perin School	
	Hillview School	Fort McKay School	
	Kateri School		
	Mistassiniy School		
	Peerless Lake School		
	Pelican Mountain School		
	St. Theresa School		

Challenges for Northland School Division

With the Division belonging to a number of different RCSDs, it faces a number of challenges. One major challenge occurs when we have families who move from one school within the Division to a different school in the Division as the provided services, as well as the service model, may be different. This is a challenge for the families as they try to understand why their student was able to access a specific service in one RCSD and not in another. This is also a frustration for school-based staff because they want the model that another RCSD may have. The second major challenge that our schools face concerns the dollar amounts which are allocated based on population. In

most cases, as Northland's population is shared by four RCSD, our numbers are low, and the allocation of services may not necessarily be based on need.

PUF and ECS Services

PUF

Program Unit Funding grants (PUF) are targeted specifically for children between the ages of 2.5 and 6 years with severe developmental delays or disabilities.

In Northland School Division, we usually service between 30 and 90 children with needs severe enough to be considered for PUF funding/support. Although only provincial students qualify for PUF funding, both provincial and federal students in need of significant support, receive the needed support by Northland School Division. Minimally, services may include extra instructional support (EA), assessments/professional services, and an IPP. Depending on the delay or disability, the support provided may be more extensive.

Children (both federal and provincial) with significant needs must be brought to the attention of the Student Services department as soon as possible once the child registers in an ECS program or once the child's needs are brought to the attention of the school. Often the first information source indicating a significant need will be a health professional, a parent.

The 2016-2017 school year has identified 88 students as PUF, including 51 Provincial and 37 Federal students who are receiving additional services. Each provincial student generates approximately \$23,000 to cover the cost of services, equipment and additional staffing.

EYE- Early Years Evaluation

About the Early Years Evaluations

The impetus for the Early Years Evaluation (EYE) assessment tools came from a World Bank project which required an instrument that was suitable for assessing the early years' outcomes of children as they enter school. KSI Research International Inc. developed an instrument that assesses the five domains identified with early childhood development. Over the years, the instrument has been updated and revised to meet the needs of teachers, government, and parents. The EYE has been used across Canada and internationally.

Overview of the Early Years Evaluation

Learning to read is the critical challenge of the primary grades (K-3). Children must "learn to read" by grade three so that they can "read to learn" in grades four and beyond. However, in Canada and the US about 25% of children encounter significant difficulty learning to read. When these children reach the fourth grade, they do not read fluently enough to grasp what is instructed. Although there are many reasons children do not learn to read well during the primary grades, the consequences are uniformly

negative – children who struggle with reading are often susceptible to lower academic and social functioning, both during and beyond the school years.

The Early Years Evaluation (EYE) is designed to assist educators in assessing the skills of children ages 3 - 6 years as they prepare for and make the transition to school. The EYE consists of two complementary components: the EYE-Teacher Assessment (EYE-TA), a teacher rating scale, and the EYE-Direct Assessment (EYE-DA), an individually-administered measure. Results are provided at the government, district, school, and child levels using colour codes to represent development as: appropriate (green), experiencing some difficulty (yellow), and experiencing significant difficulty (red).

The school division is currently in the third year of administering the EYE for all of our ECS students. In 2016-2017, the ECS teachers took part in a PD session which provided the teachers with the knowledge of how to plan lessons which would assess a number of domains during one lesson. The ongoing support and training which has been provided by the learning bar has made the tool very beneficial. The EYE tool will be continued into 2017-2018.

Wildfire Update

BACKGROUND

On May 4th 2016, a provincially declared state of emergency for the Regional Municipality of Wood Buffalo forced approximately 80,000 people from their homes. All schools across the regions were evacuated, closed and did not reopen until September, 2016.

The School boards of the region have worked with the support of Alberta Education to build a framework to respond to the May, 2016 wildfire. Included in the framework are tools and resources to prepare our schools for student re-entry, and to build resiliency within over the next three to five years through the implementation of trauma sensitive strategies.

Funding for year one was provided in combination from Red Cross as well as Alberta Education. Throughout the 2016-2017 school year we continue to have support from Alberta Education.

Highlights from year one

Building school capacity and culture

- Creating safe and caring schools
- Academic and non-academic strategies

Staff training and building distributed leadership

- Psychological First Aid (PFA)
- Skills for Psychological Recovery (SPR)
- Grief Loss
- Heart Math

Linking school staff with mental health professionals

- Enhanced crisis support and referral process to mental health supports

- Enhanced staffing, including an FSLW- Social Worker, Project Strong Coordinator and Counsellors within our schools, through RCSD funding.

Supporting and communicating with parents and the community

- Communication with parents regarding evening sessions provided by Charmaine Hammond; clothing banks in the community as well as in Fort Mc Murray; after school and evening sessions within the communities.

Moving Forward

The psychosocial recovery process will continue over a 3 to 5 year period. As the recovery process evolves and learnings are gathered, actions outlined in this framework will also shift to meet the developing needs of the community. In order to accommodate the flexible delivery of psychosocial services and supports over the long term, this framework outlines broad areas of focus.

Continued collaboration among all partners will be crucial in sustaining this work over the next 3-5 years. Monitoring and evaluation will play key roles in ensuring services and supports offered to the community effectively meet their needs and promote long term recovery. Proper monitoring allows lessons learned during this recovery to be utilized for response to future disaster situations in other areas of Alberta and, perhaps, nationally and internationally.

Currently Northland School Division, with the support of Alberta Education, is working with Alberta Red Cross to secure funding for the next four years.

Wellness Grant

Northland School Division received a \$60,000 wellness grant in January 2016. The wellness grant extends through June 2017, its main focus being to develop an understanding of and implementing comprehensive school health, as well as building capacity within the schools.

Highlights from year one;

- A school team attended the "Resilience as a path to Healthy School Communities" conference (January 2016)
- Stephanie Sutherland and the Wabasca community Education Coordinator Attended "Shaping the Future Conference" (2016)
- School based staff in the Wood Buffalo Region took part in the fourth R training in Fort Mc Murray (January 2016)
- Kainai Board of Education shared their journey to creating healthy school communities. The Director from Ever Active Schools provided information on resources which can be provided by Ever Active Schools (February Admin Meeting 2016)
- Wabasca area schools organized a health and wellness professional development day for staff (March 2016)

- Alberta Health Services facilitated a session to develop a vision as the first steps for using the community engagement framework and the comprehensive school health process. (May 2016)
- Four Northland School Division staff attended South Slave professional development on filling your bucket. (August 2016)
- Ever Active Schools facilitated a session on Alberta Education competencies and their ties to comprehensive school health (October 2016 Admin meeting)
- Zones of Regulation professional development for a number of schools (November 2016/ March 2017)
- One school Participated in the "Circle of Courage Training" in Fort McMurray (January 2017)
- Stephanie Sutherland co-presented with Alberta Health Services at the "Shaping the Future Conference". (January 2017)
- Mind up Curriculum Professional Development at a number of schools (January 2017/ May 2017)
- A Mental Health First Aid Course was held for 20 staff in Peace River (January 2017)
- Ever Active Schools presented Physical Literacy (February 2017)
- Schools in the Wabasca area hosted a professional development Yoga

Moving Forward

A new grant cycle will start in July 2017. Northland School Division will apply for another wellness grant. The focus for the proposal for 2017-2018 will be to continue with comprehensive school health, the creation of health champions for the division, as well as a focus for staff wellness.

Mental Health Capacity Building Projects

Northland School Division continues to have two mental health capacity building projects:

- Helping Hands to Success which is based out of ADCS school in Fort Chipewyan;
- When We Are Healthy, which is based out of Gift Lake Bishop Routhier and Grouard Schools.

These projects have secured funding for three years: September 2016 through until August 2019.

BOARD OF TRUSTEES

**TO: LOIS BYERS
TRUSTEE OF THE BOARD**

DATE: APRIL 20, 2017

PRESENTED BY: TRUDY RASMUSON, SECRETARY-TREASURER

SUBJECT: SECOND QUARTER FINANCE REPORT

RECOMMENDATION

That the Board of Trustees receives as information, the Second Quarter Finance Report, as presented and attached.



NORTHLAND SCHOOL DIVISION NO. 61

Second Quarter Report

2016/2017

This document includes the Financial Statements of Northland School Division No. 61 for the period September 1, 2016 to February 28, 2017 and variance notes to these statements.

This information has not been audited.

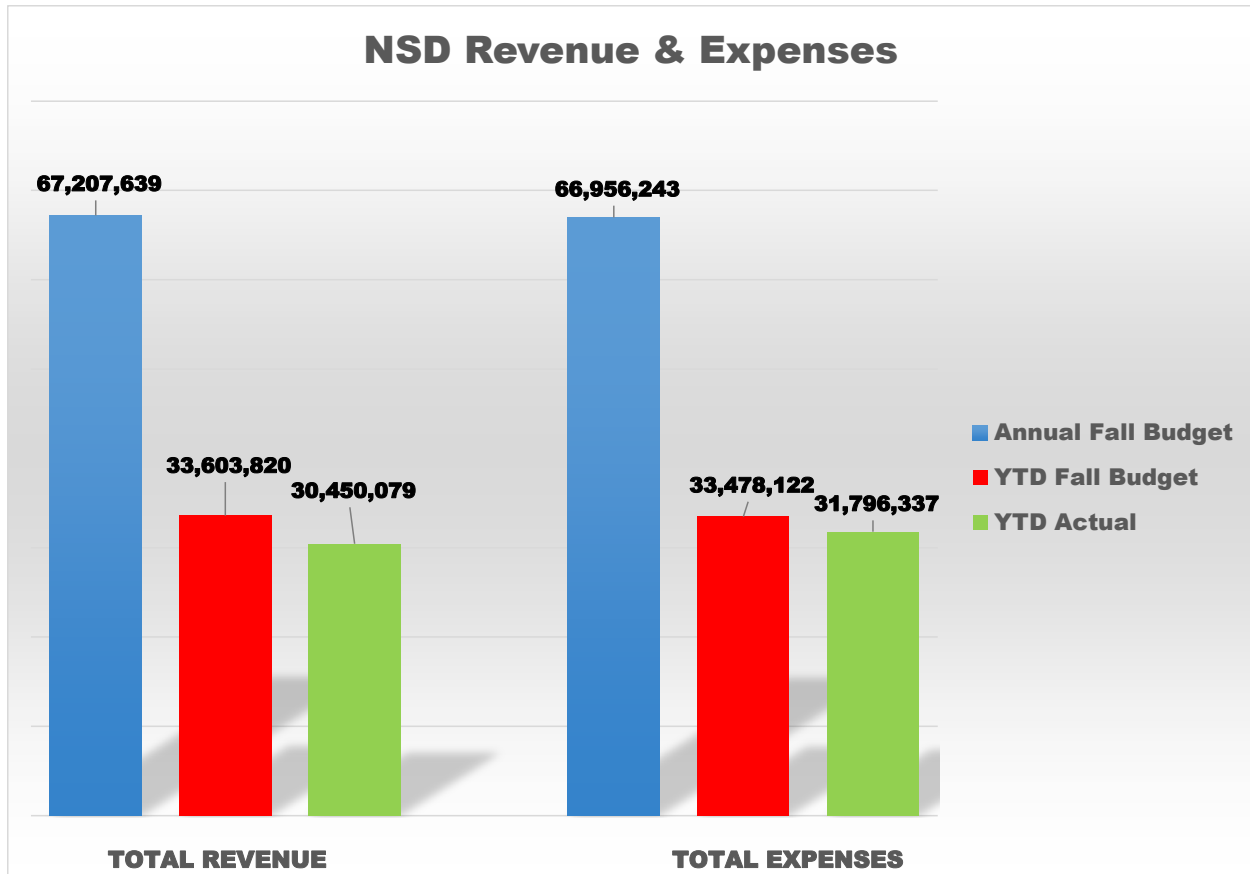
Report to the
Board of Trustees
April 20, 2017

Northland School Division No. 61
Highlights
For the 6 Month Period Ended February 28, 2017

NSD Revenues

Revenues are 9.39% under YTD budget, due to the following:

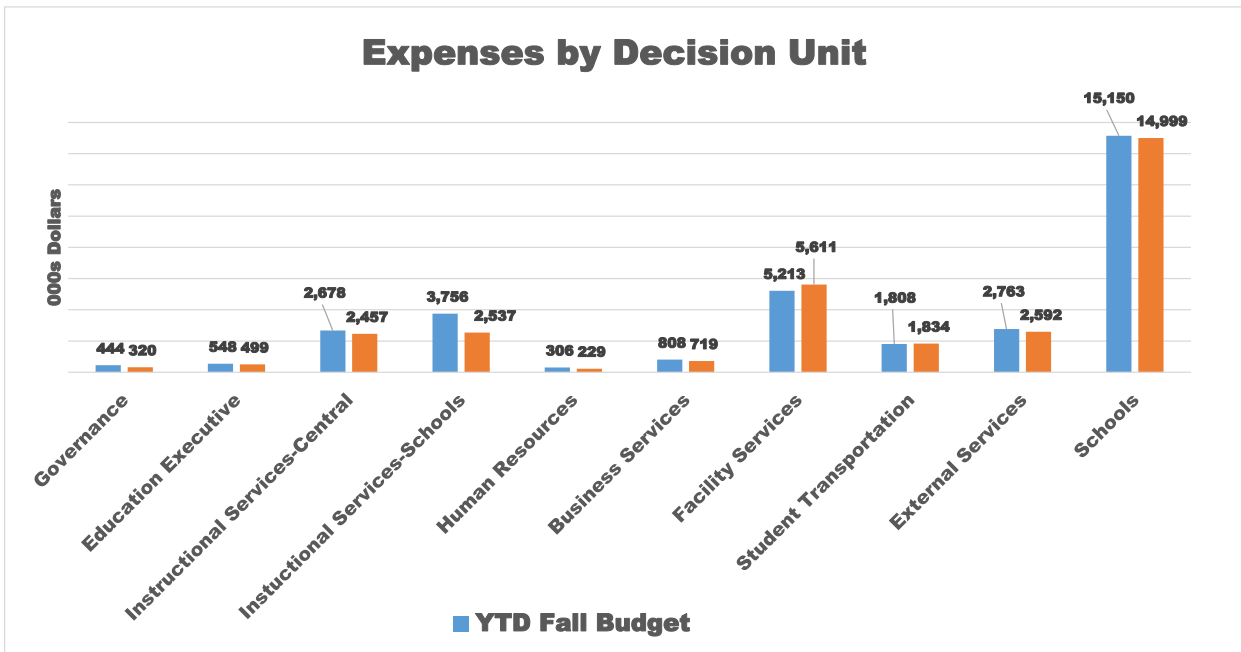
- Alberta Education funding is generally in line, any large percentage variances are on small amounts. Equity of Opportunity Grant is almost fully received. Special approvals funding is not received until late spring. IMR funding is not recorded until qualifying projects are completed (none have been coded to IMR as of Feb. 28).
- Building Collaboration and Capacity Grant was received last fiscal year, but will be posted to revenue as the expenses are recorded.
- One-time funding money of \$3 million will not be received this year, as it was not approved.
- The \$11,695 received to date consists of some wildfire expense money repaid from the Alberta Government, and a small wellness grant.
- Supported Amortization is recorded as income as the expense is recognized.
- Federal revenue is under budget due to the timing of the invoicing and the payments. Invoicing happens two weeks after month-end, and payments may not arrive within 30 days after invoicing. This is generally a timing issue, and will continue in this trend throughout the year. Federal outreach revenue is not received until after the school year is complete, so this will remain unpaid until then. Additional federal revenue is the collection of part of the outstanding receivable from Mikisew Cree First Nation, and that has not been collected yet.
- Industry-funded revenue and Alberta Mental Health Project revenue is received as a result of invoice payment. Again, a bit of a timing issue in first quarter. SGF revenue is adjusted at year-end, so will remain at zero until August.



NSD Expenses

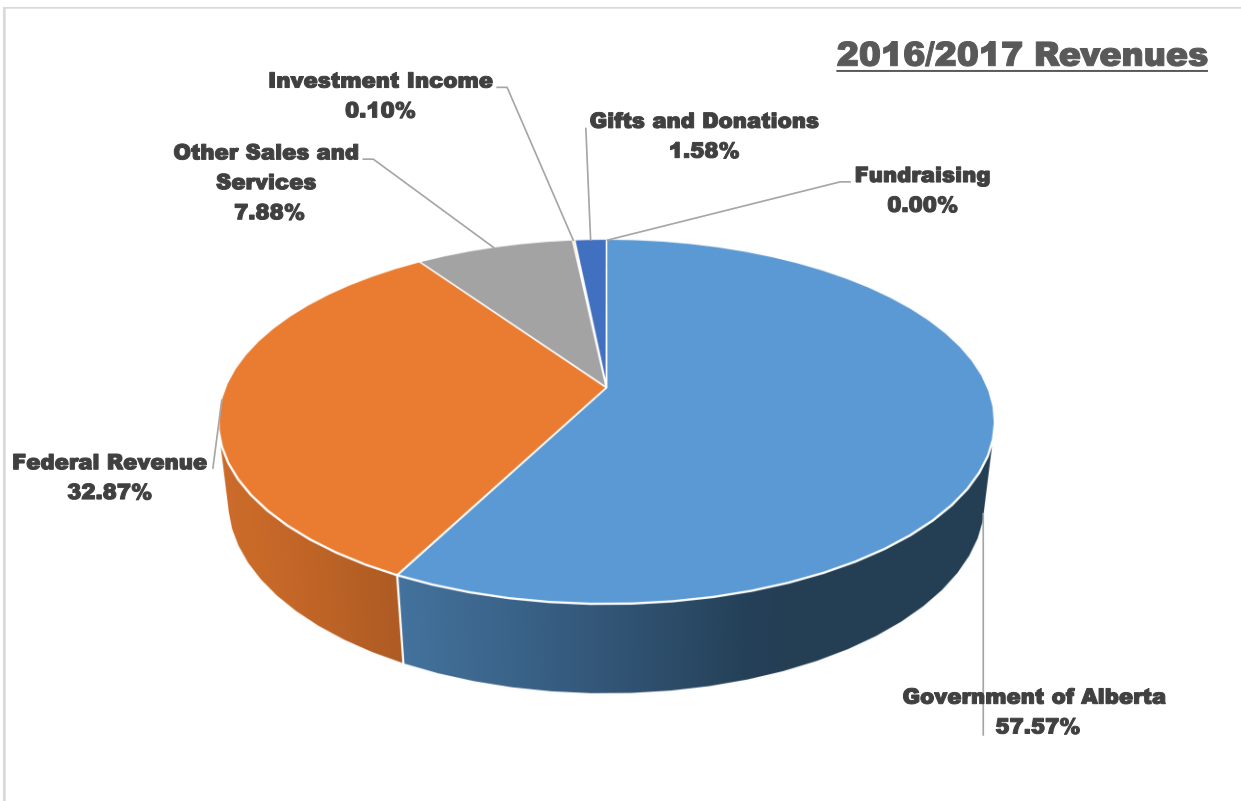
Expenses are about 5% under budget. Main considerations for this are:

- The LSBC are almost 45% under budget, to date. About 30% of this year's budget is carryforward from previous years – it may be the case that some of this money will be unspent by year-end.
- The FNMI expense now contains the expenses of the Building Collaboration and Capacity in Education Grant, which was expensed under Instructional Services - Schools. Staff members budgeted for in Testing and Achieving have not been hired.
- Many instructional services (subs, projects, training) are not done evenly, every quarter, so may not have been completed during the first quarter. Special approvals are not paid until late spring.
- Recruiting is a large part of the Human Resources budget, and does not take place until spring, but is accounted for quarterly in the budget. Much of the budget surplus will be accounted for when those activities take place.
- Facilities Services is over budget by almost 8%, partly due to the high amount of utilities paid over the winter months. IMR revenue is being close to being fully used; however, there is additional carryforward from previous years which could be pulled into income if the expenses are higher than this year's revenue.
- External services often link revenue and income. At this point, the Alberta Mental Health Project expenses are lower than budgeted, due to billing and invoicing cycles. Housing expenses are over budget, but spending will be curtailed during the next several months, to bring the expenses back into line.



NORTHLAND SCHOOL DIVISION NO. 61
Statement of Expenses by Decision Unit
For The 6-Month Period Ended February 28, 2017

	Annual Budget		Year To Date		Variance Favorable/ (Unfavorable)
	Spring Budget	Fall Budget	Fall Budget	Actual	
REVENUES					
Government of Alberta					
Alberta Education	\$ 32,120,377	\$ 32,189,374	\$ 16,094,687	14,408,644	\$ (1,686,043)
Other Government of Alberta	3,742,588	6,742,588	\$ 3,371,294	3,120,467	\$ (250,827)
	<u>35,862,965</u>	<u>38,931,962</u>	19,465,981	17,529,111	\$ (1,936,870)
Federal Revenue	23,262,246	21,585,999	\$ 10,793,000	\$ 10,008,868	\$ (784,132)
Other Sales and Services	5,141,545	5,137,678	\$ 2,568,839	\$ 2,399,872	\$ (168,967)
Investment Income	40,000	40,000	\$ 20,000	\$ 30,624	\$ 10,624
Gifts and Donations	1,087,000	1,062,000	\$ 531,000	\$ 481,605	\$ (49,395)
School Generated Funds	450,000	450,000	\$ 225,000	\$ -	\$ (225,000)
				\$ -	
	<u>65,843,756</u>	<u>67,207,639</u>	<u>33,603,820</u>	<u>30,450,079</u>	\$ (3,153,741)
EXPENSES BY OBJECT					
Certificated Salaries and Benefits	23,756,903	26,525,643	\$ 13,262,822	\$ 12,707,311	\$ 555,511
Uncertificated Salaries and Benefits	15,660,491	17,517,988	\$ 8,758,994	\$ 8,344,754	\$ 414,240
Services, Contracts and Supplies	21,402,267	17,822,869	\$ 8,911,435	\$ 8,092,968	\$ 818,467
Capital & Debt Services	4,589,743	4,589,743	\$ 2,294,872	\$ 682	\$ 2,294,190
School Generated Funds	500,000	500,000	\$ 250,000	\$ -	\$ 250,000
	<u>65,909,404</u>	<u>66,956,243</u>	<u>33,478,122</u>	<u>31,796,337</u>	\$ 1,681,784
OPERATING SURPLUS/(DEFICIT)	<u>(65,648)</u>	<u>251,396</u>	<u>125,698</u>	<u>(1,346,259)</u>	\$ 1,471,957
EXPENSES BY PROGRAM					
Instruction (excluding SGF)	42,145,620	42,677,810	\$ 21,338,905	\$ 20,711,932	\$ 626,973
Plant Operations and Maintenance	10,186,557	10,425,067	\$ 5,212,534	\$ 5,610,623	\$ (398,090)
Transportation	3,553,135	3,615,635	\$ 1,807,818	\$ 1,833,642	\$ (25,825)
Board and System Administration	4,068,702	4,212,393	\$ 2,106,197	\$ 1,048,208	\$ 1,057,989
External Services	5,455,390	5,525,338	\$ 2,762,669	\$ 2,591,932	\$ 170,737
School Generated Funds	500,000	500,000	\$ 250,000	\$ -	\$ 250,000
TOTAL	<u>65,909,404</u>	<u>66,956,243</u>	<u>33,478,122</u>	<u>31,796,337</u>	\$ 1,681,784



NORTHLAND SCHOOL DIVISION
Statement of Revenues
For the 6 Month Period Ended February 28, 2017

	Annual Fall Budget	Year To Date			
		Fall Budget	Actual	Variance Favorable/ (Unfavorable)	% Change
ALBERTA EDUCATION					
Base Funding					
Early Childhood Services (ECS)	\$ 844,752	\$ 422,376	\$ 354,714	(67,662)	-16.02%
Base Instruction (Gr 1-9)	8,471,612	\$ 4,235,806	\$ 4,521,995	286,189	6.76%
Base Instruction (Gr 10-12)	800,028	\$ 400,014	\$ 345,084	(54,930)	-13.73%
Home Education	15,037	\$ 7,519	\$ 4,177	(3,342)	-44.44%
System Administration Reduction	(397,000)	\$ (198,500)	\$ (340,230)	(141,730)	71.40%
Board Governance & Administration	471,000	\$ 235,500	\$ 236,165	665	0.28%
Base Funding Enrolment Adjustment (1.5%)	(50,582)	\$ (25,291)		25,291	-100.00%
	<u>10,154,847</u>	<u>5,077,424</u>	<u>5,121,906</u>	<u>(44,482)</u>	<u>-0.88%</u>
Differential Cost Funding					
ECS Program Unit Funding (PUF)	1,100,000	\$ 550,000	\$ 514,593	(35,407)	-6.44%
Equity of Opportunity	1,335,000	\$ 667,500	\$ 1,207,168	539,668	80.85%
English as a Second Language	432,952	\$ 216,476	\$ 205,284	(11,192)	-5.17%
First Nation, Metis, Inuit Funding	1,400,761	\$ 700,381	\$ 721,586	21,206	3.03%
Inclusive Education	2,977,500	\$ 1,488,750	\$ 1,570,693	81,943	5.50%
Northern Allowance	740,235	\$ 370,118	\$ 368,508	(1,610)	-0.43%
Outreach Program Funding	125,946	\$ 62,973	\$ 62,973	(0)	0.00%
Plant Operation & Maintenance	2,959,630	\$ 1,479,815	\$ 1,524,827	45,012	3.04%
Small Schools by Necessity	3,252,000	\$ 1,626,000	\$ 1,542,532	(83,468)	-5.13%
Socio Economic Status	202,640	\$ 101,320	\$ 105,217	3,897	3.85%
Special Approvals Funding	550,000	\$ 275,000	\$ -	(275,000)	-100.00%
Enrolment Adjustments	(35,445)	\$ (17,723)		17,723	-100.00%
	<u>15,041,219</u>	<u>7,520,610</u>	<u>7,823,380</u>	<u>302,771</u>	<u>4.03%</u>
Targeted Funding					
Supernet Funding	211,200	\$ 105,600	\$ 123,193	17,593	16.66%
Regional Collaborative Service Delivery	159,508	\$ 79,754		(79,754)	-100.00%
	<u>370,708</u>	<u>185,354</u>	<u>123,193</u>	<u>(62,161)</u>	<u>-33.54%</u>
Transportation Funding	2,441,324	\$ 1,220,662	\$ 1,135,491	(85,171)	-6.98%
Infrastructure Maintenance Renewal (IMR)	681,261	\$ 340,631	\$ 204,673	(135,957)	-39.91%
Other Alberta Education Revenue					
Fort McMurray COLA	500,000	\$ 250,000	\$ 290,004	40,004	16.00%
Investment/deficit funding	3,000,000	\$ 1,500,000	\$ 11,695	(1,488,305)	-99.22%
Deferred Regional Collaborative Service Delivery	72,698	\$ 36,349	\$ 1,647	(34,702)	-95.47%
Building Collaboration and Capacity in Education Grant	669,890	\$ 334,945	\$ 4,326	(330,619)	-98.71%
	<u>4,242,588</u>	<u>2,121,294</u>	<u>307,671</u>	<u>(1,813,623)</u>	<u>-85.50%</u>
Alberta Education Supported Amortization	3,500,015	\$ 1,750,008	\$ 1,602,264	(147,744)	-8.44%
Teacher Retirement Fund	2,500,000	\$ 1,250,000	\$ 1,210,532	(39,468)	-3.16%

FEDERAL REVENUE**Regular Tuition**

Bigstone First Nation	7,845,237	\$ 3,922,619	4,134,916	212,297	5.41%
Chip Prairie	974,131	\$ 487,066	504,506	17,440	3.58%
Indigenous and Northern Affairs Canada	1,861,287	\$ 930,644	921,272	(9,372)	-1.01%
Athabasca Chip First Nation			246,223	246,223	0.00%
Lubicon Lake Band	2,226,586	\$ 1,113,293	722,077	(391,216)	-35.14%
Mikisew Cree First Nation	2,897,512	\$ 1,448,756	1,116,212	(332,544)	-22.95%
Peerless Trout First Nation	3,618,202	\$ 1,809,101	1,528,141	(280,960)	-15.53%
Lesser Slave Lake IRC			34,047		
Woodland Cree First Nation			362,836	362,836	0.00%
Fort Chipewyan Education Authority	81,000	\$ 40,500	-	(40,500)	-100.00%
	<u>19,503,955</u>	<u>9,751,978</u>	<u>9,570,229</u>	<u>(181,748)</u>	<u>-1.86%</u>
Early Childhood Services Tuition					0.00%
Bigstone First Nation	370,258	\$ 185,129	160,405	(24,724)	-13.36%
Chip Prairie	-	-	32,081	32,081	0.00%
Mikisew Cree First Nation	32,631	\$ 16,316	-	(16,316)	-100.00%
Indigenous and Northern Affairs Canada	-	-	112,283	112,283	0.00%
Lesser Slave Lake IRC			7,147	7,147	0.00%
Athabasca Chip First Nation			30,480	30,480	0.00%
Peerless Trout First Nation	222,155	\$ 111,078	96,243	(14,835)	-13.36%
	<u>625,044</u>	<u>312,522</u>	<u>438,638</u>	<u>126,116</u>	<u>40.35%</u>
Federal Outreach	643,000	\$ 321,500	-	(321,500)	-100.00%
Additional Federal Revenue	814,000	\$ 407,000	-	(407,000)	-100.00%

LOCAL REVENUES

School Food Services	3,168,314	\$ 1,584,157	1,584,157	-	0.00%
Apple Schools			66,289	66,289	100.00%
Literacy			26,062	26,062	100.00%
Rental Revenue	1,045,540	\$ 522,770	596,557	73,787	14.11%
Hot Lunch Revenue	32,508	\$ 16,254	23,974	7,720	47.49%
Industry Funded Revenue/Donations	1,062,000	\$ 531,000	481,605	(49,395)	-9.30%
Alberta Mental Health Project	871,316	\$ 435,658	102,833	(332,825)	-76.40%
School Generated Fundraising	450,000	\$ 225,000	-	(225,000)	-100.00%
Investment income/rebates	60,000	\$ 30,000	30,624	624	2.08%
	<u>6,689,678</u>	<u>3,344,839</u>	<u>2,912,100</u>	<u>(432,739)</u>	<u>-12.94%</u>
	<u>67,207,639</u>	<u>33,603,820</u>	<u>30,450,079</u>	<u>(3,153,741)</u>	<u>-9.39%</u>

1 BCCE grant for this year has been received; however, it is not recorded as revenue until it has been spent. The unspent portion will carry over into next year.

2 Mikisew Cree First Nation is not behind; invoicing is done after month-end, so payment for the current month is not due until the following month.

NORTHLAND SCHOOL DIVISION NO. 61
Statement of Expenses by Decision Unit
For The 6-Month Period Ended February 28, 2017

	Annual Fall Budget	Year To Date				% Change
		Fall Budget	Actual	Variance Favorable/ (Unfavorable)		
Governance						
Corporate Board	\$ 521,750	\$ 260,875	\$ 218,752	\$ 42,123		16.15%
Local School Board Advisory Committees	\$ 365,631	\$ 182,816	\$ 101,383	\$ 81,432		44.54%
	887,381	443,691	320,135	\$ 123,555		27.85%
Education Executive						
Superintendent Office & PR	1,096,939	548,470	499,044	\$ 49,425		9.01%
Instructional Services-Central						
CTS Mobile	229,779	\$ 114,890	110,157	\$ 4,733		4.12%
First Nations, Metis and Inuit	344,736	\$ 172,368	309,761	\$ (137,393)		-79.71%
Literacy	295,966	\$ 147,983	171,606	\$ (23,623)		-15.96%
Occupational Health and Safety	118,787	\$ 59,394	55,879	\$ 3,515		5.92%
CTS/FNMI/Literacy/OHS	989,268	494,634	647,403	\$ (152,769)		-30.89%
Pedagogical	454,417	\$ 227,209	168,999	\$ 58,210		25.62%
System Computers	1,753,371	\$ 876,686	795,895	\$ 80,791		9.22%
Testing and Achievement	2,159,191	\$ 1,079,596	845,155	\$ 234,441		21.72%
	5,356,247	2,678,124	2,457,452	\$ 220,672		8.24%
Instructional Services-Schools						
Substitues	600,000	\$ 300,000	128,546	\$ 171,454		57.15%
Teacher Pension	2,500,000	\$ 1,250,000	1,210,532	\$ 39,468		3.16%
Educational Leaves	160,000	\$ 80,000	112,498	\$ (32,498)		-40.62%
Projects	134,000	\$ 67,000	19,667	\$ 47,333		70.65%
Boarding Home Allowances and Supplies	175,000	\$ 87,500	105,102	\$ (17,602)		-20.12%
Training and Inservices	858,000	\$ 429,000	235,177	\$ 193,823		45.18%
Donations and SGF	672,144	\$ 336,072	-	\$ 336,072		100.00%
Operating expenses	959,090	\$ 479,545	12,839	\$ 466,706		97.32%
Northland Games	15,000	\$ 7,500	-	\$ 7,500		100.00%
Special Approvals	600,000	\$ 300,000	314,550	\$ (14,550)		-4.85%
Instructional Committees	141,000	\$ 70,500	80,553	\$ (10,053)		-14.26%
Amortization	697,855	\$ 348,928	317,593	\$ 31,335		8.98%
Allowance for Doubtful Accounts	-	\$ -	-	\$ -		0.00%
	7,512,089	3,756,045	2,537,056	\$ 1,218,988		32.45%
Human Resources						
	612,229	\$ 306,115	229,029	\$ 77,086		25.18%
Business Services						
	1,615,843	\$ 807,922	718,531	\$ 89,391		11.06%
Facility Services						
Facilities	9,743,806	\$ 4,871,903	5,105,546	\$ (233,643)		-4.80%
Infrastructure Maintenance Renewal (IMR)	681,261	\$ 340,631	505,077	\$ (164,447)		-48.28%
	10,425,067	5,212,534	5,610,623	\$ (398,090)		-7.64%
Student Transportation						
	3,615,635	\$ 1,807,818	1,833,642	\$ (25,825)		-1.43%
External Services						
	5,525,338	\$ 2,762,669	2,591,932	\$ 170,737		6.18%
	<u>36,646,768</u>	<u>18,323,384</u>	<u>16,797,444</u>	<u>\$ 1,525,940</u>		8.33%

NORTHLAND SCHOOL DIVISION NO. 61
Statement of Expenses by School Sites
For the 6 Month Period Ended February 28, 2017

	Annual Fall Budget	Year To Date			
		Fall Budget	Actual	Variance Favorable/ (Unfavorable)	% Change
Athabasca Delta	3,031,882	1,515,941	1,363,297.44	152,644	10.07
Anzac	1,044,026	522,013	489,006.46	33,007	6.32
Bill Woodward	1,385,299	692,650	678,686.98	13,963	2.02
Bishop Routhier	771,009	385,505	401,137.68	(15,633)	(4.06)
Calling Lake	1,418,058	709,029	658,451.19	50,578	7.13
Calling Lake Outreach	288,556	144,278	50,565.29	93,713	64.95
Career Pathways	492,684	246,342	171,180.06	75,162	30.51
Chipewyan Lakes	371,389	185,695	190,817.98	(5,123)	(2.76)
Conklin	671,499	335,750	358,763.63	(23,014)	(6.85)
Dr. Mary Jackson	379,060	189,530	181,527.12	8,003	4.22
Elizabeth	1,413,479	706,740	749,206.22	(42,467)	(6.01)
Father R. Perin	957,183	478,592	589,795.28	(111,204)	(23.24)
Fort McKay School	1,274,832	637,416	668,238.88	(30,823)	(4.84)
Gift Lake School	2,034,427	1,017,214	840,681.82	176,532	17.35
Grouard	852,446	426,223	459,849.42	(33,626)	(7.89)
Hillview	323,941	161,971	148,431.93	13,539	8.36
Home Education	20,266	10,133	677.01	9,456	93.32
J.F. Dion	894,403	447,202	470,211.54	(23,010)	(5.15)
Kateri	1,059,969	529,985	490,969.81	39,015	7.36
Little Buffalo	1,611,877	805,939	793,401.11	12,537	1.56
Mistassiniy	2,922,787	1,461,394	1,495,784.71	(34,391)	(2.35)
Paddle Prairie	1,133,104	566,552	537,193.90	29,358	5.18
Peerless Lake	1,272,889	636,445	601,958.59	34,486	5.42
Pelican Mountain	327,660	163,830	158,085.79	5,744	3.51
St. Theresa	3,843,719	1,921,860	2,160,258.11	(238,399)	(12.40)
Susa Creek	504,452	252,226	290,714.99	(38,489)	(15.26)
	\$ 30,300,896	\$ 15,150,448	\$ 14,998,893	\$ 151,555	1.00

() over budget

Father R. Perin is over its quarterly budget by 23%. However, it was one of the schools affected by the wildfire, and when the principal arrived at the school in late August, it was discovered that many of the supplies in the school were thrown out when the school was remediated. Those supplies had to be replaced. As well, graduation and year-end award were purchased and presented in September, as the school was evacuated in May, before the events could take place.

NORTHLAND SCHOOL DIVISION NO. 61
Statement of Income and Expenses for External Services
For the 6 Month Period Ended February 28, 2017

	Annual Fall Budget	Year To Date				% Change
		Fall Budget	Actual	Variance Favorable/ (Unfavorable)		
External Services						
Alberta Mental Health Project Revenue	\$ 871,316	\$ 435,658	\$ 102,833	\$ (332,825)	-76.40%	
Alberta Mental Health Project Expenses						
Salaries and Benefits	\$ 418,010	\$ 209,005	\$ 120,380	\$ 88,625	42.40%	
Services, Contracts and Supplies	\$ 444,945	\$ 222,473	\$ 11,038	\$ 211,435	95.04%	
OPERATING SURPLUS/(DEFICIT)	\$ 8,361	\$ 4,181	\$ (28,585)	\$ (32,765)		
School Food Services Revenue	\$ 3,200,822	\$ 1,600,411	\$ 1,608,131	\$ 7,720	0.48%	
School Food Services Expenses						
Salaries and Benefits	\$ 1,417,734	\$ 708,867	\$ 764,893	\$ (56,026)	-7.90%	
Services, Contracts and Supplies	\$ 2,040,756	\$ 1,020,378	\$ 997,175	\$ 23,203	2.27%	
OPERATING SURPLUS/(DEFICIT)	\$ (257,668)	\$ (128,834)	\$ (153,937)	\$ 40,543	-31.47%	
Housing Revenue	\$ 1,045,540	\$ 522,770	\$ 596,557	\$ 73,787	14.11%	
Housing Expenses						
Salaries and Benefits	\$ 151,306	\$ 75,653	\$ 46,104	\$ 29,549	39.06%	
Services, Contracts and Supplies	\$ 1,052,586	\$ 526,293	\$ 652,342	\$ (126,049)	-23.95%	
OPERATING SURPLUS/(DEFICIT)	\$ (158,352)	\$ (79,176)	\$ (101,890)	\$ (22,714)	28.69%	

Note: Insurance costs in housing have risen from \$18,600 in 2011 to almost \$76,000 in 2017. These are general increases, not as a result of any claims on our part, but as a result of the flooding in southern Alberta and the wildfires in Slave Lake and Fort McMurray.

NORTHLAND SCHOOL DIVISION NO. 61
Statement of Income and Expenses for Housing
For the 6 Month Period Ended February 28, 2017

	Annual Fall Budget	Year To Date			
		Fall Budget	Actual	Variance Favorable/ (Unfavorable)	% Change
REVENUE					
Rent	\$ 1,045,540	\$ 522,770	\$ 440,226	\$ (82,544)	-15.79%
Supported Amortization			\$ 156,331		
TOTAL REVENUE			\$ 596,557		
EXPENSES					
Salaries and Benefits	\$ 151,307	\$ 75,654	\$ 46,104	\$ 29,549	39.06%
Casual Labour	\$ 4,350	\$ 2,175	\$ -	\$ 2,175	100.00%
Legal Services	\$ 1,000	\$ 500	\$ 2,453	\$ (1,953)	-390.51%
Professional Services	\$ 1,500	\$ 750	\$ 1,931	\$ (1,181)	-157.47%
Office Supplies	\$ 1,000	\$ 500	\$ -	\$ 500	100.00%
Printing and Binding	\$ 1,000	\$ 500	\$ 236	\$ 264	52.87%
Postage	\$ 300	\$ 150	\$ 52	\$ 98	65.11%
Travel and Subsistence	\$ 5,000	\$ 2,500	\$ 2,892	\$ (392)	-15.68%
Insurance	\$ 24,056	\$ 12,028	\$ 76,690	\$ (64,662)	-537.60%
Repair and Maintenance	\$ 373,347	\$ 186,674	\$ 162,717	\$ 23,957	12.83%
Furniture and Equipment R&M	\$ 8,920	\$ 4,460	\$ -	\$ 4,460	100.00%
Electricity	\$ 38,000	\$ 19,000	\$ 23,176	\$ (4,176)	-21.98%
Sewer	\$ 22,105	\$ 11,053	\$ 6,584	\$ 4,468	40.43%
Water	\$ 37,110	\$ 18,555	\$ 13,546	\$ 5,009	26.99%
Propane/Gas	\$ 187,100	\$ 93,550	\$ 61,234	\$ 32,316	34.54%
Rent - Other properties	\$ 8,500	\$ 4,250	\$ 21,637	\$ (17,387)	-409.11%
Copier	\$ 500	\$ 250	\$ -	\$ 250	100.00%
Telephone - Houses	\$ 2,000	\$ 1,000	\$ 171	\$ 829	82.89%
Taxes	\$ 51,081	\$ 25,541	\$ 21,142	\$ 4,399	17.22%
Vehicle	\$ 3,350	\$ 1,675	\$ -	\$ 1,675	100.00%
Software	\$ 1,500	\$ 750	\$ -	\$ 750	100.00%
Furniture and Equipment	\$ 30,232	\$ 15,116	\$ 13,724	\$ 1,392	9.21%
Interest	\$ 324	\$ 162	\$ -	\$ 162	100.00%
Unsupported Depreciation	\$ 126,326	\$ 63,163	\$ 45,009	\$ 18,154	28.74%
Supported Depreciation			\$ 199,148	\$ (199,148)	
	\$ 1,079,908	\$ 539,954	\$ 698,447	\$ (158,493)	
Net surplus (deficit)	\$ (34,368)	\$ (17,184)	\$ (101,890)		
Net surplus (deficit) cash basis			\$ (59,073)		

BOARD OF TRUSTEES

**TO: LOIS BYERS
TRUSTEE OF THE BOARD**

DATE: APRIL 20, 2017

PRESENTED BY: TRUDY RASMUSON, SECRETARY-TREASURER

SUBJECT: POLICY READING TIMELINE

RECOMMENDATION

That the Board of Trustees receive as information the Policy Reading Timeline, as attached.

BOARD OF TRUSTEES

**TO: LOIS BYERS,
TRUSTEE OF THE BOARD**

DATE: APRIL 20, 2017

FROM: GORD ATKINSON, SUPERINTENDENT OF SCHOOLS

SUBJECT: POLICY 14, HEARINGS ON TEACHER MATTERS

ORIGINATOR: TERRY GUNDERSON, ASBA EDUCATION CONSULTANT

RECOMMENDATION

That the Board of Trustees approve third and final reading of Policy 14, Hearings on Teacher Matters, as attached.

CURRENT SITUATION: This policy has been reviewed and revised by Terry Gunderson, ASBA Education Consultant in consultation with Lois Byers, Official Trustee and executive staff.

Correspondence was sent to all stakeholders requesting the policy be reviewed and discussed and send any feedback to Melanie Mantai, Executive Secretary. Feedback received to date is attached.

FEEDBACK: POLICY 14 – HEARINGS ON TEACHER MATTERS

Janvier – LSBC Meeting Minutes – February 8, 2017

Policy 14, 15,18 review

The Superintendent asked LSB members to review proposed policy 14, 15 and 18. All 3 policies were discussed by LSB members with the only concern expressed re: policy 14. The chairperson expressed concern about receiving teacher transfers and not being given enough information to assess the suitability of the transfer. The Principal informed LSB members that all transfers are discussed with the Principal and that discussions with HR take place when a transfer occurs.

Policy 14

HEARINGS ON TEACHER MATTERS

The School Act gives the Superintendent the authority to make all decisions on employee matters.

The Superintendent may transfer a teacher in accordance with the relevant section of the School Act. The teacher may make a written request to the Board to have a hearing before the Board for the purpose of objecting to the transfer. Prior to the commencement of the hearing, Trustees shall declare any conflict of interest and excuse themselves from the proceedings.

Specifically

1. The Board respects the teachers' right to a Board of Reference and therefore shall not hear any appeals that are dealt with by the Board of Reference.
2. A teacher who has received a notice of transfer may, within seven (7) days from the day on which the teacher receives the notice of transfer, make a written request to the Board to have a hearing before the Board for the purpose of objecting to the transfer.
3. The request for a hearing before the Board shall be submitted by the teacher to the Board Secretary with a copy being provided to the Superintendent.
4. The Board may set a date and time for the hearing requested not earlier than fourteen (14) days after the teacher receives the notice of transfer, unless the teacher agrees in writing to an earlier date.
5. The Board Secretary shall advise the teacher in writing of the date, time and location of the hearing.
6. Any written materials the teacher or the Superintendent wishes trustees to consider must be submitted to the Board Secretary not less than four (4) days prior to the scheduled date of the meeting. The Board Secretary will provide copies of all such documentation to the parties prior to the hearing, where possible, and to the trustees at the hearing.
7. The teacher or the Superintendent may be accompanied by counsel or other representative, and may bring witnesses if, not less than four (4) days prior to the scheduled date of the meeting, the following is provided by the teacher or the Superintendent in writing, the names of counsel, other representatives, and any witnesses.
8. Notwithstanding, the Board Chair shall reserve the right to receive further documentation or witnesses as deemed relevant or necessary to the determination.

9. Procedure at Hearings

- 9.1 The hearing shall be conducted at an in-camera session of the Board, and chaired by the Board Chair, or in the Board Chair's absence, the Vice-Chair or designate.
- 9.2 The Board Chair will introduce all parties, and the parties or their representatives shall introduce all witnesses at the hearing.
- 9.3 The sequence of the hearing shall be as follows and will be outlined by the Chair:
 - 9.3.1 An opening statement to be made by each of the parties;
 - 9.3.2 Written and oral presentation by the Superintendent or designate, including any evidence by witnesses where appropriate;
 - 9.3.3 Written and oral presentation by the teacher, including any evidence by witnesses where appropriate;
 - 9.3.4 Superintendent or designates opportunity for a response to the teacher's presentation;
 - 9.3.5 Teacher's opportunity for a response to the administration's presentation;
 - 9.3.6 An opportunity for the Board to ask questions of both parties and any questions of clarification of both parties and any of the other witnesses;
 - 9.3.7 An opportunity for the Superintendent or designate to make final comments;
 - 9.3.8 An opportunity for the teacher to make final comments; and
 - 9.3.9 No cross-examination of witnesses shall be allowed unless the Board Chair deems it advisable.
- 9.4 The Board will meet without the respective parties to the appeal in attendance to arrive at a decision regarding the appeal. The Board may have the Board Secretary or legal counsel in attendance.
- 9.5 If the Board requires additional information or clarification in order to make its decision, both parties will be recalled to appear before the Board and the request for information will be made in the presence of both parties.
 - 9.5.1 If the information is not readily available, the Board Chair may request a recess, or if necessary an adjournment of the hearing to a later date.
 - 9.5.2 In the case of an adjournment, trustees are prohibited from disclosing the evidence presented or matters raised at the hearing, either amongst themselves or with the parties and their representatives or witnesses until the hearing is reconvened.
- 9.6 When the Board is ready to make its decision on the matter, both parties, if still present, will be advised that the Board will be reconvening and will consider a motion to move into a regular or special Board meeting in order to consider the resolution.
- 9.7 The Board decision will be communicated to the teacher, in writing, following the hearing.

Legal Reference: Section 19, 60, 61, 95, 96, 98, 101, 102, 104, 105, 107, 109, 109.1, 110, 113 School Act

BOARD OF TRUSTEES

TO: LOIS BYERS,
TRUSTEE OF THE BOARD

DATE: APRIL 20, 2017

FROM: GORD ATKINSON, SUPERINTENDENT OF SCHOOLS

SUBJECT: POLICY 15, SCHOOL CLOSURE

ORIGINATOR: TERRY GUNDERSON, ASBA EDUCATION CONSULTANT

RECOMMENDATION

That the Board of Trustees approve third and final reading of Policy 15, School Closure, as attached.

CURRENT SITUATION: This policy has been reviewed and revised by Terry Gunderson, ASBA Education Consultant in consultation with Lois Byers, Official Trustee and executive staff.

Correspondence was sent to all stakeholders requesting the policy be reviewed and discussed and send any feedback to Melanie Mantai, Executive Secretary. To date there has not been any feedback received.

Policy 15

SCHOOL CLOSURE

The Board may from time to time be required to close existing schools or to realign attendance areas to ensure the efficient and effective operation of the Division.

Specifically

1. Definition

1.1 "Closure" means to:

- 1.1.1 Close a school permanently or for a specified period of time;
- 1.1.2 Close entirely three (3) or more consecutive grades in a school; or
- 1.1.3 Transfer all students from one (1) school building to one (1) or more other school buildings on a permanent basis.

2. Review

- 2.1 Prior to December 31 of each year, the Superintendent will conduct a school viability review to determine if further action needs to be taken on the matter of closure or the nature of the educational program that will be provided.

3. School Closure Considerations

- 3.1 One (1) or more of the following consideration factors may lead the Superintendent to submit a school closure proposal to the Board:

- 3.1.1 The costs incurred by the Board in maintaining the school and educational program are high and it is viable to transport students to another school.
- 3.1.2 The ability to provide an adequate educational program to the students in attendance.

- 3.2 A proposal for school closure may also be initiated at the request of the Board.

4. School Closure Proposal

A school closure proposal prepared by the Superintendent shall include the following:

- 4.1 The consideration factors precipitating the proposed school closure;
- 4.2 How the closure would affect the attendance area defined for that school;
- 4.3 How the closure would affect the attendance at other schools;
- 4.4 Information on the Board's long-range capital plan;
- 4.5 The number of students who would need to be relocated as a result of the closure;
- 4.6 The need for, and extent of, busing;

- 4.7 Program implications for other schools and for the students when they are attending other schools;
- 4.8 The educational and financial impact of closing the school, including the effect on operational costs and capital implications;
- 4.9 The educational and financial impact if the school were to remain open;
- 4.10 The capital needs of the schools that may have increased enrolment as a result of the closure;
- 4.11 Possible uses of the school building or space if the entire school is being closed, or three (3) or more consecutive grades in the school are being closed entirely.

5. Notice of Motion – Proposed School Closure

- 5.1 In the event that the Board decides to proceed with the proposed school closure following its review of the Superintendent's school closure proposal, the matter shall be raised by way of a Notice of Motion made at a regular meeting of the Board.
- 5.2 The Notice of Motion signals the beginning of the Division's public consultation process. No decision with respect to the school closure will be made until the completion of the procedures outlined in sections 5, 6 and 7 of this policy and at least twelve (12) weeks have passed since the date of this Notice of Motion.
- 5.3 The Notice of Motion shall include:
 - 5.3.1 The school and grades affected by the proposed school closure;
 - 5.3.2 The date upon which the Board plans to vote on the motion to close the school.

6. Notification of Proposed School Closure

- 6.1 Where a Notice of Motion is tabled to consider the closure of a school, the Board shall, in writing, notify the parents of every student enrolled in the school who, in the opinion of the Board, will be significantly affected by the closure.
- 6.2 This written parental notification shall provide the following information:
 - 6.2.1 The school closure proposal prepared by the Superintendent pursuant to section 4 of this policy;
 - 6.2.2 The date, time, format and location of the public meeting organized and convened by the Board for the purpose of discussing the information provided to the parents in the school closure proposal;
 - 6.2.3 The date upon which the Board plans to vote on the motion to close the school.

7. Public Meeting – Proposed School Closure

Where a Notice of Motion is tabled to consider the closure of a school, the Board shall:

- 7.1 Organize and convene a public meeting for the purpose of discussing the information provided to the parents in the school closure proposal;

- 7.2 Post the time and place of the public meeting in at least two (2) areas of the school or schools affected by the closure for a period of at least ten (10) business days prior to the date of the public meeting;
- 7.3 Advertise the time and place of the public meeting in a newspaper circulating within the area or areas of the school or schools affected by the closure, for two (2) consecutive weeks as close as is practicable to the date of the meeting;
- 7.4 Ensure at least two (2) Trustees are in attendance at the meeting.
- 7.5 Ensure that minutes of the public meeting are prepared;
- 7.6 Provide an opportunity for the Council of the municipality in which the school is located to provide a statement to the Board of the impact the closure may have on the community; and
- 7.7 Establish a date by which written submissions relating to the proposed school closure will be received for its consideration following the meeting.

8. Board Decision on Proposed School Closure

- 8.1 The Board shall not make a final decision on the proposed school closure until at least three (3) weeks have passed since the date of the public meeting and until at least twelve (12) weeks have passed since the date of the Notice of Motion in section 5.
- 8.2 The Board shall give due consideration to any written submissions related to the proposed school closure that it receives after the public meeting referred to in section 7 of this policy.
- 8.3 The Board shall by resolution decide whether or not to close the school.
- 8.4 If the decision is to close the school, the Division shall forthwith notify the Minister in writing of the decision.
- 8.5 All school closure procedures shall be initiated and completed within the school year in which the decision to close the school is made.

Note: Items four (4) through eight (8) are as per Alberta Regulation 238/1997 up to and including amendment 136/2016

Legal Reference: Section 45, 45.1, 58, 60, 113, 200, 201, 270, 271 School Act
 Alberta Regulation 238/1997 up to an including amendment 136/2016

BOARD OF TRUSTEES

**TO: LOIS BYERS,
TRUSTEE OF THE BOARD**

DATE: APRIL 20, 2017

FROM: GORD ATKINSON, SUPERINTENDENT OF SCHOOLS

SUBJECT: POLICY 18, ALTERNATIVE PROGRAMS

ORIGINATOR: TERRY GUNDERSON, ASBA EDUCATION CONSULTANT

RECOMMENDATION

That the Board of Trustees approve third and final reading of Policy 18, Alternative Programs, as attached.

CURRENT SITUATION: This policy has been reviewed and revised by Terry Gunderson, ASBA Education Consultant in consultation with Lois Byers, Official Trustee and executive staff.

Correspondence was sent to all stakeholders requesting the policy be reviewed and discussed and send any feedback to Melanie Mantai, Executive Secretary. To date feedback has not been received.

Policy 18

ALTERNATIVE PROGRAMS

The Board supports the provision of Alternative Programs within the Division as an educational choice for students and parents.

An alternative program means an education program that emphasizes a particular language, culture, religion or subject matter, or uses a particular teaching philosophy; but that is not a special education program.

Specifically

1. Alternative Programs shall:
 - 1.1 Emphasize a particular language, culture, religion or subject matter, or use a particular teaching philosophy which is distinctly different from that emphasized in the regular program;
 - 1.2 Be established only with Board approval of a detailed program proposal;
 - 1.3 Be closed only with Board approval;
 - 1.4 Receive a Division budget allocation upon the recommendation of the Superintendent or designate and approval by the Board, only where significant costs beyond those of regular school programs can be identified;
 - 1.5 Be allowed to charge a non-instructional fee.
2. The Principal, Alternative Program Society, or other proponents shall submit to the Superintendent or designate, a proposal to establish an Alternative Program.
 - 2.1 This submission shall be made with sufficient time before the expected "start up" date to allow clarification, discussion, planning and approval before the Division budget for the first year of operation is determined.
 - 2.2 Feedback regarding the proposal shall be provided to the originators of the Alternative Program proposal.
 - 2.3 Once the proposal is complete, the Superintendent shall arrange for the originators to make a presentation of the proposal to the Board.
 - 2.4 The Board may accept or reject the proposal or may direct administration to bring a recommendation to the Board for further discussion and a decision to accept or reject the proposal.
 - 2.5 If the proposal is accepted by the Board, the proponents of the program in conjunction with the Superintendent and/or designates, shall complete detailed preparations (timelines, transportation, student recruitment, staffing, location, budget, administrative services, and fees, if required) and submit them for approval to the

Superintendent or designate.

3. Each Alternative Program proposal shall include the following elements:
 - 3.1 Background research;
 - 3.2 Philosophy, objectives, and mission statement;
 - 3.3 Distinguishing feature of the Alternative Program;
 - 3.4 Operational budget including all instructional and support costs;
 - 3.5 Proposed fee for non-instructional costs;
 - 3.6 Staffing profiles desirable to meet the Alternative Program objectives;
 - 3.7 Evaluation of Alternative Program methodology and objectives;
 - 3.8 Projected student population and geographical location/ages;
 - 3.9 Transportation of students to and from the Alternative Program if other than through Policy 17 – Student Transportation Services;
 - 3.10 A list of curriculum and instructional materials in addition to those approved by Alberta Education;
 - 3.11 A completed Initiative Impacts Checklist (Form 18-1) and a summary of possible human and financial resource implications for any other part of the current system;
 - 3.12 A list of start-up costs and sources of funding.

4. Where an Alternative Program is offered as an alternative school:
 - 4.1 The alternative school shall not qualify for the Small School Allocation;
 - 4.2 The alternative school shall receive all other budget allocations and services available to other schools.

5. Criteria for approval and continued support of an Alternative Program include:
 - 5.1 All provincial and federal legislation must be met. Division policies and procedures apply unless specifically exempted by the Board.
 - 5.2 There is a supportable education approach and there are numbers of students sufficient to warrant the program.
 - 5.3 The program is financially viable within the operational budget submitted as part of the program proposal.
 - 5.4 The program does not interfere with any student's access to a regular program of instruction.
 - 5.5 The program follows the Program of Studies for Alberta.
 - 5.6 The program is integrated as part of the Division within existing schools wherever feasible.
 - 5.7 Transportation to Alternative Programs shall be granted according to Policy 17 –

Student Transportation Services or as per an agreement in the program proposal.

- 5.8 Staff shall be employed by, evaluated by, and responsible to the Division, according to Division procedures.
6. Alternative Program(s) shall be reviewed on an ongoing basis by the Superintendent to assess its viability.
 - 6.1 The Superintendent shall provide six (6) months notice to the Principal, Alternative Program Society, or other advisory body (as approved by the Board) if the Alternative Program is to be considered for termination.
 - 6.2 Notice of less than six (6) months may be accepted by mutual agreement.
7. The Principal, Alternative Program Society, or other advisory body (as approved by the Board), shall provide six (6) months notice to the Superintendent or designate that it no longer plans to offer or support the Alternative Program.
 - 7.1 Notice of less than six (6) months may be accepted by mutual agreement.
8. The Board shall decide whether the alternative program will be terminated.

Legal Reference: Sections 10, 13, 20, 21, 22, 47, 60, 61, 113 School Act

BOARD OF TRUSTEES

TO: LOIS BYERS,
TRUSTEE OF THE BOARD

DATE: APRIL 20, 2017

FROM: GORD ATKINSON, SUPERINTENDENT OF SCHOOLS

SUBJECT: POLICY 8, BOARD COMMITTEES

ORIGINATOR: TERRY GUNDERSON, ASBA EDUCATION CONSULTANT

RECOMMENDATION

That the Board of Trustees approve second reading of Policy 8, Board Committees, as attached.

CURRENT SITUATION: This policy has been reviewed and revised by Terry Gunderson, ASBA Education Consultant in consultation with Lois Byers, Official Trustee and executive staff.

Correspondence was sent to all stakeholders requesting the policy be reviewed and discussed and send any feedback to Melanie Mantai, Executive Secretary. To date there has not been any feedback received.

SYNOPSIS OF PROPOSED CHANGES
Policy 8 Board Committees - current to proposed

Current	Proposed
1	1
2	1
3	1
4	Resource Personnel
Standing Committees	
1	Board of Whole
2	Board of Whole
Personnel & Education Committee	
1	Board of Whole
2	Board of Whole

x means item from current policy not included in proposed policy

The reason for the move away from standing committees is to enable the new Board to discuss and learn about everything as a committee of the whole and then with time they can put standing committees in place if they wish. Generally Boards do not use a lot of committees but rather work as a committee of the whole.

Policy 8

BOARD COMMITTEES

The Board may delegate specific powers and duties to committees of the Board that are established by the Board, subject to the restrictions on delegation in the School Act.

General Specifications

1. The Board may appoint Standing Committees and Ad Hoc Committees and shall prescribe their terms of reference (purpose, powers and duties, membership and meetings).
2. The Board Chair shall act as an ex-officio member, with voting privileges, of all committees appointed by the Board, with the exception of the Student Expulsion Committee.
3. Committee meetings are not public meetings.
4. In order to enhance efficiencies within the geographic context and fiscal responsibility, Committee meetings may be held by electronic means.

Standing Committees

Standing committees are established to assist the Board with governance work of an ongoing or recurring nature. Standing committees are usually appointed annually at the Organizational Meeting. The appointed member shall serve on the committee for approximately one (1) year unless s/he is unable to perform the duties assigned or until replaced by a subsequent appointment.

1. Agenda Review Committee

1.1 Purpose

- 1.1.1 To make decisions regarding agenda items for regular Board meetings.

1.2 Powers and Duties

- 1.2.1 After careful consideration, to determine items to be placed on the agenda of regular Board meetings, including requests for presentations to the Board.
- 1.2.2 Within the framework for Board agendas, determine the order of items placed on the agenda of regular Board meetings.

1.3 Membership

- 1.3.1 Board Chair.
- 1.3.2 Vice-Chair

1.3.3 One (1) trustee on a rotational basis.

1.3.4 Superintendent and/or designate(s).

1.4 Meetings

1.4.1 At least two (2) weeks prior to each regular Board meeting.

2. Board Committee of the Whole

The Board Committee of the Whole is established as a standing committee of the Board, with responsibility for work as detailed below. Membership includes all trustees and the Superintendent and/or designate(s). Meetings will be held monthly, as required, dependent upon agenda items.

2.1 Purpose

2.1.1 To allow the Board to explore matters to much greater depth than can be accomplished in a scheduled regular meeting of the Board.

2.1.2 To solicit and receive information from the Superintendent relevant to the development of various system activities and plans.

2.2 Powers and Duties

2.2.1 Make recommendations for agenda items for subsequent Board meetings.

2.2.2 Maintain confidentiality of proceedings unless otherwise stated.

3. Student Expulsion Committee

3.1 Purpose

3.1.1 To make decisions regarding the recommendations for the expulsion of any student.

3.2 Powers and Duties

3.2.1 On a recommendation for expulsion, reinstate or expel the student. (If reinstated, state date for return and conditions to be met. If expelled, state term of expulsion and conditions for re-entry).

3.2.2 Inform the Board of the action taken by the Committee.

3.3 Membership

3.3.1 Student Expulsion Committee would be an ad hoc committee of at least three (3) people to deal with each student expulsion and may include Trustees, LSBC members and/or Elders, members with expertise in a particular area if required.

3.3.2 Superintendent and/or designate(s).

3.4 Meetings

3.4.1 As detailed in Policy 13 – Appeals and Hearings Regarding Student Matters.

Ad Hoc Committees

Ad hoc committees are established to assist the Board on a specific project for a specific period of time. The terms of reference for each ad hoc committee will be established by Board motion at the time of the formation (e.g. Labour Relations Committee).

Resource Personnel

The Superintendent may appoint resource personnel to work with committees and shall determine the roles, responsibilities and reporting requirements of the resource personnel.

Legal Reference: Section 60, 61, 62, 63, 70, 113 School Act
Collective Agreement

BOARD OF TRUSTEES

**TO: LOIS BYERS,
TRUSTEE OF THE BOARD**

DATE: APRIL 20, 2017

FROM: GORD ATKINSON, SUPERINTENDENT OF SCHOOLS

SUBJECT: POLICY 9, BOARD REPRESENTATIVES

ORIGINATOR: TERRY GUNDERSON, ASBA EDUCATION CONSULTANT

RECOMMENDATION
That the Board of Trustees approve second reading of Policy 9, Board Representatives, as attached.

CURRENT SITUATION: This policy has been reviewed and revised by Terry Gunderson, ASBA Education Consultant in consultation with Lois Byers, Official Trustee and executive staff.

Correspondence was sent to all stakeholders requesting the policy be reviewed and discussed and send any feedback to Melanie Mantai, Executive Secretary. To date there has not been any feedback received.

Policy 9

BOARD REPRESENTATIVES

The Board may appoint trustees to represent the Board on various external committees, agencies and organizations. Such representation is established at the discretion of the Board to facilitate the exchange of information on matters of mutual concern and/or to discuss possible agreements between the Division and other organizations to further student success.

The Board will determine the terms of reference for each representative. The Superintendent may appoint resource personnel to work with representative and shall determine the roles, responsibilities and reporting requirements of resource personnel.

The following committees/organizations will have Board representation as determined at the annual Organizational Meeting.

The Board representative will provide a report to a subsequent Board meeting.

1. Alberta School Boards Association (ASBA) Zone Meetings

Purpose of the Association Zones

- 1.1.1 Act as a forum for discussion of relevant, timely and emerging issues identified from individual boards, ASBA Board of Directors, Alberta Education, and other sources.
- 1.1.2 Discuss, and/or develop, policy issues for submission at the Fall General Meeting of the ASBA.
- 1.1.3 Facilitate the development of trustee skills and knowledge.
- 1.1.4 Act on action requests from ASBA Board of Directors.

1.2 Powers and Duties of the Board Representative

- 1.2.1 Attend ASBA Zone meetings.
- 1.2.2 Represent the Board's positions and interests at the Zone level.
- 1.2.3 Communicate to the Board the work of ASBA Zone.
- 1.2.4 Build relationships.

1.3 Representation

- 1.3.1 One (1) trustee; one (1) alternate per Zone

1.4 Meetings

- 1.4.1 As called by ASBA Zone.

2. Organizations the Board determines it is important to have a strong partnership with.

- 2.1 Purpose of the Liaison
 - 2.1.1 To explore and/or strengthen partnership opportunities/challenges.
 - 2.2 Powers and Duties of the Board Representative
 - 2.2.1 Meet with organization representatives to:
 - 2.2.1.1 Explore ways to ensure/enhance student success.
 - 2.2.1.2 Share successes.
 - 2.2.1.3 Ensure effective two-way communication.
 - 2.2.1.4 Build relationships.
 - 2.2.2 Represent the Board's positions and interests at meetings.
 - 2.3 Representation
 - 2.3.1 One trustee; one alternate per organization, in coordination with Local School Board Committee representation.
 - 2.4 Meetings
 - 2.4.1 At least two (2) times per year, or as mutually determined.
3. Public School Boards' Association of Alberta (PSBAA) Council
- 3.1 Purpose of the Association Council
 - 3.1.1 The Public School Board Council is a forum for public school boards to discuss issues with an equal voice, to address public school education issues on a provincial level to effect change and improvement.
 - 3.2 Powers and Duties of the Board Representative
 - 3.2.1 Attend PSBAA Council meetings as required.
 - 3.2.2 Represent the Board's positions and interests at PSBAA Council meetings.
 - 3.2.3 Communicate to the Board the work of PSBAA Council.
 - 3.2.4 Build relationships.
 - 3.3 Representation
 - 3.3.1 One (1) trustee; one (1) alternate.
 - 3.4 Meetings
 - 3.4.1 As called by PSBAA Council.
4. Second Languages Caucus
- 4.1 Purpose of the Second Languages Caucus
 - 4.1.1 To promote program offerings in second languages by Boards across the province.
 - 4.2 Powers and Duties of the Board Representative

BOARD OF TRUSTEES

**TO: LOIS BYERS,
TRUSTEE OF THE BOARD**

DATE: APRIL 20, 2017

FROM: GORD ATKINSON, SUPERINTENDENT OF SCHOOLS

SUBJECT: POLICY 10, POLICY MAKING

ORIGINATOR: TERRY GUNDERSON, ASBA EDUCATION CONSULTANT

RECOMMENDATION

That the Board of Trustees approve second reading of Policy 10, Policy Making, as attached.

CURRENT SITUATION: This policy has been reviewed and revised by Terry Gunderson, ASBA Education Consultant in consultation with Lois Byers, Official Trustee and executive staff.

Correspondence was sent to all stakeholders requesting the policy be reviewed and discussed and send any feedback to Melanie Mantai, Executive Secretary. To date there has not been any feedback received.

SYNOPSIS OF PROPOSED CHANGES

Policy 10 Policy Making - current to proposed

Current	Proposed	Current	Proposed
Planning	1		
Development	2		
Implementation	3		
Evaluation	4		
1	1		
2	2		
3	5		
3.1	5.1		
3.2	5.2		
3.3	5.3		
4	6		
5.00	Policy 12		
6	14		

x means item from current policy not included in proposed policy

Policy 10

POLICY MAKING

Policy development is a key responsibility of the Board. Policies constitute the will of the Board in determining how the Division will be operated and communicate the Board's values, beliefs and expectations.

Policies provide effective direction and guidelines for the action of the Board, Superintendent, staff, students, electors and other agencies. Policies also serve as sources of information and guidelines to all who may be interested in or connected with the operation of the Division.

Adoption of new Board policies or revision of existing policies is solely the responsibility of the Board.

The Board shall be guided in its approach to policy making by ensuring adherence to the requirements necessary to provide community based public education and compliance with the School Act, the Northland School Division Act and other provincial as well as federal legislation.

Community based public education must also reflect the beliefs and values of the communities served.

Board policies shall provide an appropriate balance between the responsibility of the Board to develop the broad guidelines to guide the Division and the opportunity for the Superintendent to exercise professional judgment in the administration of the Division.

The Board believes in the establishment of policy which reflects its values and perspectives.

The Board shall adhere to the following stages in its approach to policy making:

1. Planning

The Board, in cooperation with the Superintendent, shall assess the need for a policy, as a result of its own monitoring activities or on the suggestion of others, and identify the critical attributes of each policy to be developed.

2. Development

The Board may develop the policy itself or delegate the responsibility for its development to the Superintendent or a committee of the Board.

3. Implementation

The Board is responsible for the implementation of policies governing its own processes. The Board and Superintendent share the responsibility for implementation of policies

relating to the Board-Superintendent relationship. The Superintendent is responsible for the implementation of the other policies.

4. Evaluation

The Board, in cooperation with the Superintendent, shall evaluate each policy in a regular manner in order to determine if it is meeting its intended purpose.

Specifically

1. Any person or party may make suggestions regarding the possible development of a policy or the need for policy revisions on any matter by presenting a proposal for a policy or revisions, in writing, to the Superintendent. The proposal shall contain a brief statement of purpose or rationale.
2. The Superintendent will present the proposal to the Board or appropriate standing committee of the Board, for initial consideration and determination.
3. If necessary, the Superintendent or designate will draft amendments to an existing policy or a new policy as the case may be.
4. When appropriate, the Superintendent shall seek legal advice on the intent and the wording of the policy.
5. The Board will give each new or revised policy three (3) readings in public session as follows:
 - 5.1 Proposed policies will be circulated for no less than a total of sixty (60) days.
 - 5.2 First Reading
 - 5.2.1 The Board will consider the policy proposal and will determine the manner and timeline for receiving input from interested parties. In most cases, the policy proposal presented to the Board would be circulated to all Local School Board Committees, Division staff, all school staffs, the Northland Local of the Alberta Teachers' Association and key stakeholders groups for consideration and reaction.
 - 5.2.2 The circulation period may be waived in emergency situations or when there are legislative parameters or collective agreement stipulations precluding feedback.
 - 5.3 Second Reading
 - 5.3.1 The policy is discussed further by the Board after taking into consideration any input received and any amendments arising from input and comments received.

BOARD OF TRUSTEES

**TO: LOIS BYERS,
TRUSTEE OF THE BOARD**

DATE: APRIL 20, 2017

FROM: GORD ATKINSON, SUPERINTENDENT OF SCHOOLS

SUBJECT: POLICY 11, BOARD DELEGATION OF AUTHORITY

ORIGINATOR: TERRY GUNDERSON, ASBA EDUCATION CONSULTANT

RECOMMENDATION
That the Board of Trustees approve first reading of Policy 11, Board Delegation of Authority, as attached.

CURRENT SITUATION: This policy has been reviewed and revised by Terry Gunderson, ASBA Education Consultant in consultation with Lois Byers, Official Trustee and executive staff.

Correspondence will be sent to all stakeholders requesting the policy be reviewed and discussed and send any feedback to Melanie Mantai, Executive Secretary.

Policy 11

BOARD DELEGATION OF AUTHORITY

The School Act allows for the Board to delegate certain of its responsibilities and powers to others.

The Board authorizes the Superintendent to do any act or thing or to exercise any power that the Board may do, or is required to do, or may exercise, except those matters which, in accordance with section 61(2) of the School Act, cannot be delegated. This delegation of authority to the Superintendent specifically:

- Includes any authority or responsibility set out in the School Act and regulations as well as authority or responsibility set out in other legislation or regulations;
- Includes the ability to enact Administrative Procedures, practices or regulations required to carry out this authority; and also
- Includes the ability to sub-delegate this authority and responsibility as required.

Notwithstanding the above, the Board reserves to itself the authority to make decisions on specific matters requiring Board approval. This reserved authority of the Board is set out in Board policies, as amended from time to time.

Further, the Board requires that any significant new provincial, regional or local obligations must be initially brought to the Board for discussion and determination of decision-making authority.

Specifically

1. The Superintendent is authorized to suspend a teacher from the performance of the teacher's duties or to terminate the services of a teacher. The suspension or termination shall be conducted in accordance with the requirements of the School Act, and the decision shall not be appealable to the Board.
2. The Superintendent is authorized to suspend from the performance of duties or to terminate the services of any non-certificated staff member. The suspension or termination shall be in accordance with all relevant legislation, and the decision shall not be appealable to the Board.
3. The Superintendent is delegated the authority to develop Administrative Procedures that are consistent with provincial policies and procedures for the following program areas:
 - 3.1 Dispute Resolution.
 - 3.2 Early Childhood Services.
 - 3.3 Student Evaluation.

- 3.4 Surplus Land and Buildings.
- 3.5 Teacher Growth, Supervision and Evaluation.
- 4. The Superintendent is directed to develop an Administrative Procedure to fulfill Board obligations created by any federal legislation or provincial legislation other than the School Act.

Legal Reference: Section 19, 60, 61, 95, 96, 98, 101, 102, 105, 106, 107, 109, 109.1, 110, 113 School Act

BOARD OF TRUSTEES

TO: LOIS BYERS,
TRUSTEE OF THE BOARD

DATE: APRIL 20, 2017

FROM: GORD ATKINSON, SUPERINTENDENT OF SCHOOLS

SUBJECT: POLICY 17, STUDENT TRANSPORTATION SERVICES

ORIGINATOR: TERRY GUNDERSON, ASBA EDUCATION CONSULTANT

RECOMMENDATION
That the Board of Trustees approve first reading of Policy 17, Student Transportation Services, as attached.

CURRENT SITUATION: This policy has been reviewed and revised by Terry Gunderson, ASBA Education Consultant in consultation with Lois Byers, Official Trustee and executive staff.

Correspondence will be sent to all stakeholders requesting the policy be reviewed and discussed and send any feedback to Melanie Mantai, Executive Secretary.

Policy 17

STUDENT TRANSPORTATION SERVICES

The Board believes the priority of transportation services is to provide safe transportation for students to Board designated programs within Northland School Division.

School bus transportation service is provided in accordance with provisions of the School Act, and the specifications outlined in this policy. Responsibility for students' safety and well-being is retained by the parents or guardian of the student up until the students are picked up by the school bus and after they are dropped off by the school bus.

Specifically

1. The Board will provide transportation at no cost for students:
 - 1.1 Eligible for provincial transportation funding: over 2.4 km from their designated school.
2. The Board may require students to walk to a congregated stop.
3. Transportation services for student on-reserve to Northland Schools shall be as per contract.
4. Non-resident students transported by Northland School division must be covered by a transportation agreement.
5. The Board may provide transportation for students residing less than 2.4 km from their designated school.
6. Students residing less than 2.4 km from their designated school who wish to access transportation may be required to pay an annual fee as determined by the Board, provided there is space on the bus and the bus route does not have to be substantially altered.
7. The Alberta Education transportation conveyance allowance may be forwarded to a parent of a student qualifying for alternative transportation services.
8. Funding received for a student may be forwarded to a parent of a student directed by the Board to attend a school of another board or an organization or agency providing special education services, that requires the student to be absent from their home community.
9. The Board shall approve all school attendance and transportation service areas.
10. For safety reasons, where practical, student pick-ups and drop-offs, will be organized so that students who are picked up first in the morning are dropped off first in the afternoon.

Legal Reference: Section 13, 45, 45.1, 51, 52, 53, 60, 61, 113 School Act
Traffic Safety Act
Commercial Vehicle Safety Regulation 121/2009
Student Transportation Regulation
Use of Highway and Rules of the Road Regulation 304/2002
Vehicle Equipment Regulation 122/2009
Funding Manual for School Authorities

BOARD OF TRUSTEES

**TO: LOIS BYERS,
TRUSTEE OF THE BOARD**

DATE: APRIL 20, 2017

FROM: GORD ATKINSON, SUPERINTENDENT OF SCHOOLS

SUBJECT: POLICY 20, TEACHER HOUSING

ORIGINATOR: TERRY GUNDERSON, ASBA EDUCATION CONSULTANT

RECOMMENDATION
That the Board of Trustees approve first reading of Policy 20, Teacher Housing, as attached.

CURRENT SITUATION: This policy has been reviewed and revised by Terry Gunderson, ASBA Education Consultant in consultation with Lois Byers, Official Trustee and executive staff.

Correspondence will be sent to all stakeholders requesting the policy be reviewed and discussed and send any feedback to Melanie Mantai, Executive Secretary.

Policy 20

TEACHER HOUSING

The Board will provide safe reliable housing for teachers resident in communities identified as requiring such services and believes this to be an essential component of teacher attraction and retention.

Specifically

1. The Division Teacher Housing Services will be structured in the form of a separate financially self-sufficient entity.
2. Teacher housing shall be maintained to a high standard.
3. Teacher housing may be provided to others only if there is excess space and they are providing services to Northland School Division.

Legal Reference: Section 18, 19, 20, 45.1, 60, 61, 97, 113 School Act
Public Health Act
Residential Tenancy Act

BOARD OF TRUSTEES

**TO: LOIS BYERS,
TRUSTEE OF THE BOARD**

DATE: APRIL 20, 2017

FROM: DON TESSIER, ASSOCIATE SUPERINTENDENT

SUBJECT: PROCEDURE 320 (306), ALTERNATE ATTENDANCE PLACEMENTS

RECOMMENDATION
That the Board of Trustees receive as information and implementation, the changes to Procedure 320 (306), Alternate Attendance Placements, which will replace existing Procedure 320, Financial Support for Education Placement Outside of the Division.

CURRENT SITUATION: Lois Byers, Official Trustee requested that this procedure be brought back to the April 20, 2016 Corporate Board meeting with the legal opinion and the information from the Alberta Education Funding Manual. The requested change to amend clause 5.2 to include that the Principal in consultation with the parents will make a recommendation for an alternate school attendance placement, has been put in the feedback section of the Administrative Feedback for review.

BACKGROUND: This administrative procedure will remain numbered as 320 until the new set of administrative procedures come to the May 2017 Corporate Board meeting as information and implementation and this procedure will be numbered as 306.



Administrative Procedure 320 (306)

Alternate Attendance Placements

Background

It is the intent of the Division to educate its students within its own schools. However, the Division also accepts that there may be students who need to leave their designated school or Division in order to have their particular or exceptional educational needs met.

If a student is directed by the Division to attend a school which results in the student being unable to live in the residence of the student's parent, the Division will make available financial support to subsidize the student's maintenance/boarding costs outside of the home community, in an amount prescribed by the Board, and in accordance with provincial funding rules.

Procedures

1. In the event that a student is directed to attend a school which results in the student needing to live in a residence other than the student's parent, the Division shall pay a maintenance/boarding allowance in respect of that student in an amount prescribed by the Board.
2. It is the intent of the Division to educate students within its own schools. Where this is not possible and a direction is required, such direction will be based upon the best educational interests of the student and an assessment by Division officials. Independent students or parents who choose to permit their child to attend a school which requires such a move, are eligible for the payment of a maintenance allowance.
3. In some cases a conveyance allowance may be recommended for parental transportation of students rather than a maintenance/boarding allowance. The conveyance allowance, if approved, will be at Division rates.
4. Decisions shall be made by the respective Associate Superintendent by June 30 for first semester and November 30 for second semester, of the coming school year.
5. High School Students
 - 5.1 Every attempt shall be made to educate children in their home schools and regular classrooms.
 - 5.2 In the event this is not deemed possible, the Principal will make a recommendation for an alternate school attendance placement.
 - 5.2.1 When the Division provides transportation to an alternate school attendance placement, a maintenance/boarding allowance will not be paid.

- 5.3 The Principal shall ensure that:
- 5.3.1 All supporting documents accompany the recommendation.
 - 5.3.2 The school cannot in any way provide for the needs of the student.
- 5.4 The Principal shall forward the recommendation to the respective Associate Superintendent who will review the recommendation for approval or denial. Notification of the decision in writing shall be provided to the independent student or the parents/guardians of students who are dependent.
- 5.5 In the event of a denial the parent/guardian/independent student may appeal the decision to the Superintendent.
- 5.6 Should the maintenance/boarding allowance recommendation be approved, parents/guardians/independent students will make the selection of the maintenance/boarding home, assisted by local Division staff if requested.
- 5.7 In accordance with the School Act, Section 12, subsection (a) and (b), the respective Associate Superintendent has the authority to monitor the student's academic progress each reporting period and school attendance on a monthly basis. Records will be kept by the Student Services Secretary.
- 5.8 It is anticipated that students will carry a full course load. If a student fails to demonstrate and maintain personal academic progress and/or good attendance, parents/guardians/independent students shall be provided with written notification of a thirty (30) day probation placement.
- 5.8.1 Within thirty (30) days probation, if progress in attendance and academics is not noted, the Superintendent will terminate the maintenance allowance within two (2) weeks.
 - 5.8.2 Once terminated, the student will be suspended from the Maintenance/Boarding Home Program for a period of time, anywhere from one (1) semester to one (1) school year.
- 5.9 If there is no high school program in the home school, special consideration will be given to students who are not carrying a full course load. Every student has the right to succeed, therefore, during the students' last year of high school, the student may be allowed to carry less than a full course load to fulfill the requirements for graduation.
6. Students with Exceptional Needs
- 6.1 Every attempt shall be made to educate these children in their home schools and in their regular classrooms.
 - 6.2 The need for special education placement of a student outside of the home school is recognized as a viable option, provided placement is based on completed formal assessments and parent/ guardian/teacher support and is at the discretion of the Superintendent.

- 6.3 Placement of students with exceptional needs must be requested by the Principal, in consultation with the parent/guardian, in writing to the respective Associate Superintendent or designate.
 - 6.4 In the event of a denial, the parent/guardian may appeal the decision to the Superintendent.
 - 6.5 In accordance with the School Act, Section 12, subsection (a) and (b), the Superintendent or designate has the authority to monitor educational progress and personal development of students placed outside the Division under the maintenance/boarding home program, and will be formally monitored by the Superintendent or designate and the home school.
 - 6.6 In the event that a parent does not agree with the Division's assessment that a student requires a program to meet his/her exceptional needs, the Superintendent may refer the matter to a Special Needs Tribunal for a determination on the matter. If the finding of the Tribunal confirms the need for an alternate attendance placement, the Division will provide the necessary assistance allowance at the rate determined by the Board.
7. Each Associate Superintendent must maintain a list of approved students and report to the Superintendent.

Adopted/Revised: Mar 20/09, Aug 22/09, Nov 28/09, Mar 20/14, Dec 8/16

Reference: Section 8, 20, 23, 44, 45, 45.1, 51, 60, 61, 113, 123 School Act
Funding Manual for School Authorities
ASBA Legal Opinion - October 27, 2016

[Leave Feedback Link](#)



October 27, 2016

File: nor03 305

Northland School Division No. 61
 Bag 1400
 9809 - 77 Avenue
 Peace River, AB T8S 1V2

Attention: Don Tessier
 Associate Superintendent

Dear Sir:

Re: Procedure 320 – Financial Support for Education Placement Outside the
 Division

You have asked for our review and advice as to how Procedure 320 could be streamlined. As I understand matters, this request for a review has come about as a result of inconsistencies in application of the policy which were noted by yourself as you reviewed matters this year. It would also appear that the allowance is being granted to non-resident students, begging the question as to when such allowances are properly payable.

In this regard, it is important to analyze the Board's obligation in light of the statutory scheme. The relevant provisions are as follows:

1. *School Act*

Section 53 – Maintenance Allowance

“If a student is directed by a board to attend a school and as a result of attending that school the student is unable to live in the residence of the student's parent, the board shall pay a maintenance allowance in respect of that student in an amount prescribed by the board.”

Section 45 – Responsibility to Students

“(1) A board shall ensure that each of its resident students is provided with an education program consistent with the requirements of this Act and the regulations.

(2) Subject to subsection (3) and section 13(3), a board shall direct a resident student of the board to enroll in and attend a particular school operated by the board.”

Section 44 – Resident Student

“(1) Subject to this section, a student is a resident student of the board of the district or division, as the case may be, in which the student’s parent resides.”

Section 47 – Special Education Program

“(1) A board may determine that a student is, by virtue of the student’s behavioural, communicational, intellectual, learning or physical characteristics, or a combination of those characteristics, a student in need of a special education program.

(2) Subject to section 48, a student who is determined by a board to be in need of a special education program is entitled to have access to a special education program provided in accordance with this Act.

(3) Before a board places a student in a special education program it shall

- (a) consult with the parent of that student, and
- (b) where appropriate, consult with the student.”

Section 48 – Special Needs Tribunal

“(1) A board may determine that a student has special needs that cannot be met in an education program that can be proved by the board under any other provision of this Act.

(2) If a board makes a determination under subsection (1) in respect of a student, the board shall refer the matter to a Special Needs Tribunal, which shall confirm the board’s determination or determine that the board is able to provide the student with an education program that is appropriate to the needs of the student.

(9) A parent or a board may request in writing that the Minister review a decision made by a Special Needs Tribunal under this section.”

2. *Funding Manual for School Authorities*

Section 1.19 – Boarding Formula

Allocation Criteria

- The parents of the eligible funded student must reside in the school jurisdiction.
- Boarding funding is paid if the funded student is directed by a board to attend a school in Alberta under section 53 of the *School Act* or a program of studies prescribed by the

Minister and as a result of attending that school the student is unable to live in the residence of the student's parent.

- Funding for boarding is not paid to a school jurisdiction for a resident student who is:
 - a) attending a private school outside Alberta when the education program has not been previously approved by the Minister; or
 - b) enrolled after the September count date; or
 - c) boarded after November 30.

(emphasis added)

There are two new interesting provisions within this year's funding manual which set out limitations on the use of funds provided by the government. These include the following:

- Funding is provided to support the delivery costs for ECS to Grade 12 programs. It cannot be distributed directly to students or families through cash or cash equivalents, scholarships or capital assets where the primary or sole criteria is completion of a certain number of courses or credits.
- School authorities are not permitted to provide funding to students or families in cases where a student is enrolled in an online or regular school program. The only permissible instance for grant funding to be provided to parents is for students enrolled in a home education program.

Analysis

The starting with section 53, which is triggered when a student is "directed" by a board to attend a school (without any mention of whether that school is within or outside the jurisdiction) and as a result of that direction, is unable to live in their parent's home.

A board's only obligations, as set out under sections 44 and 45 as above indicated, are to provide an education to a "resident student", with residency being determined by where the parents live. In the event that one parent lives in one jurisdiction and the other parent in another, the parents are required to elect the district or division which will be the resident district or division, as the case may be.

Sections 47 and 48 may raise special circumstances for your consideration. Under this section where a board determines that a student, by virtue of their behaviour, communicational, intellectual, learning or physical characteristics, or a combination of those characteristics is in need of a special program, and it cannot meet the needs of that student, it is to refer the matter to a Special Needs Tribunal. I am presuming that the maintenance allowance has not been used in those circumstances, as presumably if you cannot meet the needs of that student in a particular school the student will be directed to another school. I have referenced section 48,

October 27, 2016
Page 4 of 10

under which a board must refer any determination that a student cannot be appropriately serviced by the board to a Special Needs Tribunal, as presumably that student would be directed to obtain those services at another board, raising the question as to whether a maintenance allowance would be required. It would however be important to have procedures in place which clearly articulate those differences, or to appreciate that if you do in the end direct a student to a placement which is upheld by a Special Needs Tribunal, that you may also then be responsible for the payment of a maintenance allowance.

In that regard, it is also important to note that section 53, which is mandatory in nature, is triggered wherever a direction is made by the board that results in the student needing to attend another school but being unable to live with their parents. **This is an important distinction as the Procedure, as currently drafted, only applies to placements outside of the Division.**

While I have not been provided with many examples, I understand that there are certain areas that do not have high schools. If the student were directed to attend a high school which resulted in their need to be boarded in another community, that would, based upon section 53, require the board to pay a maintenance allowance on behalf of that student in accordance with section 53.

With respect to the new limitations set out in this year's *Funding Manual*, I suggest that you check with your Alberta Education district representative as to the meaning of the second criteria, which prohibits the provision of funding to students or families where a student is enrolled in an online or a regular school program. This is important as, in your case, if the board needs to direct a student to, for example, attend a high school program in another district which results in the student needing to live elsewhere, to whom would the boarding allowance be paid? This may be an exception they forgot to reference, though I am not sure.

In any event, as we discussed earlier, the Procedure in my view should clearly set out the criteria upon which a student will become eligible for maintenance funding. **Those criteria should be premised upon the requirements of section 53 of the *School Act*.**

The Procedure could build upon the documentation or proof that is required to establish eligibility, and set out the timelines within which such an application should be made and to whom it should be made.

As discussed, I am also of the view that this type of application should be made directly to the decision-maker, perhaps based upon the recommendations and background work undertaken by the principal responsible for the assessment of that student.

This is not a matter that needs to be appealed to the Local School Board Committee. The Local School Board Committee does not have a statutory role, pursuant to the *Northland School Division Act*, which requires their participation, nor have they been empowered under the existing Policy 7 to make such decisions. Rather, their role is typically advisory. I therefore recommend that you consider not including the Local School Board Committee in the process as it exposes them to high levels of community pressure without enabling them to gather the information or have the expertise to determine what the needs of the students are. Rather, I suggest that that is best

October 27, 2016

Page 5 of 10

determined by the educators. If the Division proceeds from this basis, that being that a direction of a student to attend another school is the only factor that will trigger a request for maintenance, you should avoid a lot of the issues that you currently encounter where parents are invited to apply for such allowance, where it appears that they want to send their student to another school outside of the jurisdiction. That circumstance is very different from that which is authorized under section 53 of the *School Act*.

In determining the scope of the Procedure, it will therefore be important to appreciate that there may be times when a board directs a student to attend another school within the jurisdiction which will result in a need for the student to move, and an entitlement to payment of a maintenance allowance. In this circumstance, and the current circumstances which are provided for under Procedure 320 where a student needs to move outside of the Division to access appropriate programming, would both be addressed. Similarly, as above mentioned, a decision that the board cannot meet the special needs of a student which would result in an appeal to a Special Needs Tribunal under section 48, and potentially appeal to the Minister, could also result in a request for the payment of a maintenance allowance should that student be required to move and live in a community away from the parents.

Based upon this framework, I suggest that Procedure 320 be revised to address the Division's statutory obligation. What I am not aware of is whether there is any special FNMI funding which is available to cover other costs also currently referenced under Procedure 320, for students who come from a community with no high school to participate in any learning programs. This is particularly important in light of the new restriction, item 7 under Limitations of the *Funding Manual*, under which school authorities are not permitted to provide funding to students or families in cases where a student is enrolled in an online or regular school program.

Procedure 320

What follows are comments with respect to the existing framework and identification of those provisions which are not necessary and comment on those portions which may need to continue to be included.

Background

I recommend that a new second paragraph reference the Board's obligation to pay a maintenance fee in accordance with section 53. It could be worded as follows:

"If a student is directed by the Board to attend a school which results in the student being unable to live in the residence of the student's parent, the Board will make available financial support to subsidize the student's educational and/or boarding costs outside of the home community, in an amount prescribed by the Board, and in accordance with any applicable regulations."

Paragraphs three and four in my view are not appropriate. It should be the Division itself which determines the eligibility of a student for placement in another school jurisdiction. With respect to the fourth paragraph, I am unaware of any rules or regulations which would permit the

October 27, 2016
Page 6 of 10

Division to make payments to parents for support of students residing outside of the Division who are not boarding home students. I therefore recommend that this provision be deleted, unless you can provide me with authority for making such payments.

Procedures

The current procedures seem to be drafted from the perspective that it is up to the parents to make a case as to whether or not they will be entitled to a maintenance allowance. Section 53 however mandates that a board shall pay a maintenance allowance where the student is directed to attend another school. If the Division follows this line of reasoning, it need not invite parents to apply for a maintenance allowance where it has not directed that the student attend a school outside of their attendance area which results in a need for the student to move. In other words, why would you invite parents to request funding when they are not boarding home students? (See procedure 2.) Rather, the procedure could be premised upon there being an automatic entitlement to payment of a maintenance allowance where the student must move from their parent's residence to a residence in another community in order to attend school, based solely on the Board's direction and not on parental request unrelated to a direction.

Sample Eligibility Provision

The Procedure section could commence with an eligibility provision along the following lines:

"In the event that a student is directed to attend a school which results in the student needing to live in a residence other than the student's parent, the Board shall pay a maintenance allowance in respect of that student in an amount prescribed by the Board.

It is the intent of the Board to educate students within their own schools. Where this is not possible and a direction is required, such direction will be based upon the best educational interests of the student and an assessment by Division officials. Independent students or parents who choose to permit their child to attend a school which requires such a move, are eligible for the payment of a maintenance allowance. This amount will be payable on the following basis: describe the procedure or any conditions."

Given that that would amount to a significant change in practice, you may wish to identify the circumstances when the direction could be made. For example, when there is no high school available in the student's community which meets the needs of the student, the student could be directed to attend a program at another location. If the parent is to have any say in where the student will be directed for the high school program, which appears to be appropriate, you could then outline the parameters, making it clear that a direction will need to be made by the Division. Similarly, if the Division determines that the special needs of a student cannot be met in their home community, the student will need to be directed to attend school elsewhere. In each of these cases the parents of the student would be eligible for the payment of a maintenance allowance.

To ensure that there is an identification of students who may be entitled to a maintenance allowance, you may require, for example, the principal to make recommendations for directed placements of students to an identified individual who would then take steps to notify the parent

October 27, 2016
Page 7 of 10

of any entitlement to a maintenance allowance. If this individual requires backup documentation upon which their assessment will be made, the principal could be required to provide that documentation to the designated individual, rather than indicating, as currently done, what the applications are to include without identifying who is to assemble that information.

Presumably, such direction should be the exception rather than rule. Presumably the real issue will be whether or not the student can or should be directed to an alternate placement rather than having the parent choose a school of choice which would necessitate a move for their son or daughter, and expect the Board to pay a maintenance allowance.

In that regard, the Procedure could make it clear that directions for placements of students in schools, which result in a need for the student to change their place of residence from their parent's home to another location, will be premised upon an educational assessment completed by or on behalf of the Division. If this assessment can be triggered by a parental request, such requests should presumably be dealt with either under a separate procedure or at the school level, reserving this Procedure only for the payment of a maintenance allowance.

The Procedure could then go on to set out any conditions upon which continuation of a maintenance allowance will be payable, such as are currently done under clauses 4.11 and 4.12. Clause 4.13 indicates that if there is no high school program in the home community, special consideration will be given to students who are not carrying a full course load. I did not however note any criteria that says that a student must maintain a full course load in order to be entitled to the maintenance allowance. If that is a criterion, it needs to be specified.

Respecting clause 4.14, based upon the wording of the new Alberta Education funding limitation which prohibits the payment of funding to students or families in cases where a student is enrolled in online or regular school programs, this type of payment would no longer appear to be permissible. Again, if the Division has secured alternate funding that could clearly be used for such payments, it may then be in a position to continue it. I am however not aware of any such flexibility.

Clause 5 is entitled "Students with Exceptional Needs". It is not clear to me as to whether or not this is a reference to the Board's obligations under sections 47 and 48 of the *School Act*. As I am sure you are aware, in the event that a student is determined to have such exceptional needs, the Board can place a student in a special education program provided that it first consults with the parent of that student, and where appropriate, with the student. On the other hand, if the Board determines that the student has needs which cannot be met in an education program provided by the Board, it must refer the matter to a Special Needs Tribunal who will rule on the Board's determination. That ruling can be reviewed by either the parent or the Board upon request to the Minister of Education.

While the finding that a student has special needs that cannot be met by the Board and may result in a direction, one should not confuse the appeals for disputes over special needs programming with the right or entitlement to a maintenance allowance. These matters should, in my view, be addressed under separate procedures.

October 27, 2016
Page 8 of 10

With respect to special education placements, I note that the Board has a currently existing policy, Policy 14, which describes the process that parents are to undertake if they disagree with a special education program or services placement for their child. Procedure 208 presumably compliments that policy, though I have not reviewed the same.

With respect to clause 1 you indicated that a student must be a registered resident student within the Division for a minimum of one year before being considered for financial support. That in my view is not consistent with the Board's mandatory obligations under section 53 of the *School Act* to provide a maintenance allowance wherever a student is directed to attend an educational program which results in the student needing to live with someone else. Again, if you view this matter as being one that will only be triggered by such a direction being made, you will greatly simplify this process and rather could implement a new procedure involving the issuance of a form to be completed by parents where they have accepted a new placement, and confirmed that the student will be living in a boarding arrangement.

If I have misconstrued your intention, and the Division truly does intend to make available to parents a program under which they can elect to have their child attend what in essence is a school of choice under section 45(3) of the *School Act*, which would result in a need for the student to be boarded, a separate set of procedures would be necessary. This would be premised upon certain of the provisions in the existing Procedure 320, but I do not see the basis for the Board making such payments. Such payments certainly would not be made in accordance with section 53 of the *School Act*, as maintenance allowance payments are only permissible where the student is directed to attend such a program. Presumably the Board would only be in a position to make such a direction if it agreed with the submissions of the parent, together with those of the appropriate educational experts, and then made such a direction. This would seem to provide a second avenue through which the parents could apply for a maintenance allowance, and also necessitate a policy under which the parents would be applying for, in essence, approval to have their child educated in an alternative program. This is quite A-typical of the usual process. Under section 45(3) of the *School Act*, a board shall enroll a resident student of the board or of another board in the school operated by the board that is requested by the parent of the student if in the opinion of the board asked to enroll the student, there is sufficient resources and facilities available to accommodate the student. If a parent wants to enroll their child in a school of choice, and it does not result in the need for the child to move from the parent's residence, there is no entitlement to a maintenance allowance. Neither is there a requirement to provide a maintenance allowance if the parent wishes to move the student to a school of choice without there being an educational need as determined by the Division and a consequent direction to attend that school.

Before you implement any new procedure the Division must determine how it will handle the most likely scenario, where there is not a high school program available for a child, which results in the need for the child to be directed to a placement in another community, which in turn results in the need for the child to live outside the parent's home. If you want to grant some form of choice to a parent in those circumstances, that could be addressed within the procedure.

October 27, 2016
Page 9 of 10

However, no matter how these procedures are revised it should be clear that the boarding allowance will only be payable in the event that the student is directed to attend a school outside of their community by the Board. The rules for each of these circumstances could be addressed under separate portions of the procedure.

As above indicated, there are good reasons for not involving the Local School Board Committee in any of these procedures. Presumably the best educational interests of the student can be determined by the Division, together with parental input, where it involves the movement of a high school student from one community to another.

It is also unclear to me whether the Board itself operates the "boarding program", based upon materials in the Boarding Home Program Manual. The operation of such programs exposes the jurisdiction to great liability. That could be the subject matter of another detailed legal review.

It seems to me that what the Division really needs is a process to identify when a student's needs cannot be met in their home community. When that happens the Board would need to direct the student to a placement which would then trigger the requirement of paying a maintenance allowance. It is also interesting to note that under section 53 it does not indicate to whom the maintenance allowance would be payable. I note under your Handbook that it is actually payable to the person who provides room and board for the Division student.

Appeals

In the event that you decide that the maintenance allowance will only be payable in those circumstances where a student is directed to attend a school which results in the need for the child to move out of their parent's residence, and that decision will be made by one individual designated on behalf of the Board, there is in my view no need for the matter of payment of the maintenance allowance to be appealed. However, the parent may well have the ability to appeal the placement of the student which will have been made through a direction by a designated individual on behalf of the Board.

As that is the issue likely to be contested, if it is not based upon any input of the parent, I could envision there being one level of appeal, perhaps under the section 123 Appeal Process, given that arguably will significantly affect the education of the child. Any such appeal will need to be defined within a specified time period, with the regular appeal process for such appeals being followed.

What that appeal mechanism may look like will depend upon the way in which section 123 *School Act* appeals are structured under the Board's new governance policies. Under Policy 13, I note that it is the Superintendent who has been delegated the authority by the Board to deal with all appeals, with exception of the 10 items listed, which would not include the placement of a student except in the special education program. As this policy currently provides that a decision that has been made by the Superintendent can be appealed, which is overly broad and should be addressed, the Superintendent should not be the final decision-maker with respect to the direction of a student to attend a school in any particular area.

October 27, 2016
Page 10 of 10

In short, it is my view that these matters could be more appropriately addressed, clearly specifying the circumstances in which a student can and will be directed to attend a school outside of their home community. It is hard to envision a circumstance where a student would be directed to attend a school outside of the jurisdiction. In such cases, if section 53 of the *School Act* is applied, the maintenance allowance would naturally follow.

As this approach is substantively different from that currently covered under Procedure 320, I suggest that your senior executive team review these comments and determine how you would like to proceed.

Before we can assist in recommending an actual procedure to be followed, I need you to consider the issues set out herein and advise as to how you wish to proceed. I would be pleased to review these matters with you at your convenience.

Yours truly,

A handwritten signature in black ink, appearing to read "Debra Tumbach". The signature is written in a cursive style with a large initial "D".

Debra Tumbach
Solicitor, Legal Services

Maintenance allowance

53 If a student is directed by a board to attend a school and as a result of attending that school the student is unable to live in the residence of the student's parent, the board shall pay a maintenance allowance in respect of that student in an amount prescribed by the board.

1988 cS-3.1 s36

Off-campus education programs

54(1) A board may provide off-campus education programs for its students.

(2) Subject to the regulations, a board may enter into an agreement with a person to provide a workplace for students who are participating in an off-campus education program.

(3) When a student wishes to participate in an off-campus education program, the board shall obtain the consent of the student's parent or, if the student is 16 years of age or older, the student.

(4) A student who is participating in an off-campus education program is considered to be attending school while at the workplace provided for the program.

1988 cS-3.1 s37;1998 c27 s2

Continuing education

55(1) A board, in addition to its obligation to provide courses and education programs to students enrolled in schools operated by the board under this Act, may develop or provide courses to any person on any subject.

(2) A board shall employ teachers in accordance with section 92 to provide instruction in courses provided under this section that conform with the courses of study prescribed or approved under section 39, and may employ any person to provide instruction in other courses provided under this section.

(3) When a board provides a course under this section, the board shall ensure that the course does not interfere with normal school operation.

(4) Notwithstanding section 49, a board may charge a student registered in a course provided by it under this section any fees it considers appropriate, but it may not require a student who is enrolled in a school operated by the board to pay a fee for a course provided under this section.

(5) Any person may apply to a board to register in a course provided under this section and the board may in its discretion accept or refuse the applicant.

TRANSPORTATION

Section 1.19 — Boarding Funding

ALLOCATION FORMULA

$$\text{Boarding Allocation} = \frac{\text{\# of funded students eligible for funding}}{\text{}} \times \text{Funding Rate for Boarding}$$

ALLOCATION CRITERIA

1. The **parents** of the eligible funded student must reside in the **school jurisdiction**.
2. Boarding funding is paid if the **funded student** is directed by a **board** to attend a **school** in Alberta under section 53 of the *School Act* or a program of studies prescribed by the **Minister** and as a result of attending that school the student is unable to live in the residence of the student's parent.
3. Funding for boarding is not paid to a **school jurisdiction** for a **resident student** who is:
 - a) attending a **private school** outside Alberta when the education program has not been previously approved by the **Minister**; or
 - b) enrolled after the **September count date**;
 - c) boarded after November 30.

Section 1.20 — Rural Transportation Funding

ALLOCATION FORMULA

1. A rural school jurisdiction may apply for the following rural transportation funding:
 - a) Rural Transportation Support

$$\text{i. Basic Allocation} = \frac{\text{Eligible Passenger/Eligible Transported ECS Child}}{\text{}} \times \text{Applicable Rural Transportation Rate}$$

PLUS

$$\text{ii. Distance Allocation} = \frac{\text{Applicable Eligible Transportation Distance (kms) for each Eligible Passenger/Eligible Transported ECS Child}}{\text{}} \times \text{Applicable Distance Rate}$$

Total rural transportation support is the sum of the amounts calculated in i) and ii) above multiplied by the applicable weighting factor for each eligible passenger and eligible transported ECS child.

- b) Inter-School Transportation Support

Support to a rural school jurisdiction for a bus providing inter-school transportation to each group of 66 weighted **eligible passengers**, or portion thereof, is calculated as follows:

$$\text{Inter School Allocation} = \frac{\text{Daily kms (not including deadhead kms) of inter school transportation for the bus}}{\text{}} \times \frac{\text{\# of days of inter-school transportation in the school year for the bus}}{\text{}} \times \text{Support Rate}$$

The total annual support for inter-school transportation is the aggregate of the amounts calculated for each bus providing inter-school transportation.

Superintendent's Report

April 20, 2017



			Student Learning	Student Wellness	Fiscal Responsibility	Personnel Management	Policy and Administrative Procedures	Superintendent/Board Relations	Strategic Planning and Reporting	Organizational Management	Communications and Community Relations	Leadership Practices
3/22/17	Teleconference	Meeting with Providence Dental	✓	✓								
	Google Hangout	NSD61 Budget			✓	✓	✓	✓				
3/23/17	Fort McMurray	NSD/Wood Buffalo Housing Meeting			✓		✓		✓			
	Fort McKay	Meeting with Fort McKay First Nation						✓			✓	✓
3/24/17	Edmonton	Kee Tas Kee Now Tribal Council Partnership Meeting	✓	✓				✓		✓	✓	✓
3/27/17	Teleconference	Alberta Teachers Association Mediation Process Meeting				✓	✓	✓				✓
	Teleconference	NSD61 Budget			✓	✓	✓	✓				
3/29/17	Teleconference	Anzac Lockdown Debrief	✓	✓		✓	✓					
3/30/17	Edmonton	Meeting with Alberta Education	✓	✓				✓	✓			
	Teleconference	NSD61 Special Board Meeting			✓			✓				
	Teleconference	WE Schools Advisory Committee	✓	✓							✓	✓
4/3/17	Peace River	PMH Insights Investment Review	✓	✓	✓					✓	✓	✓
		Board Agenda Review			✓			✓				
		Susa Creek Busing Meeting		✓	✓		✓				✓	
4/4/17	Grouard	Grouard Junior High Busing Pilot Community Meeting		✓	✓		✓				✓	
4/5/17	Google Hangout	Executive Team Meeting	✓	✓	✓	✓	✓		✓	✓		✓
	Peace River	Central Office Staff Meeting		✓	✓		✓				✓	
	Edmonton	Native Language Instructors Dinner Meeting				✓		✓			✓	✓
4/6/17	Sherwood Park	Meeting with NSD61 Official Trustee	✓	✓	✓			✓				
	Edmonton	NSD61 Progress Report with the Office of the Auditor General	✓	✓	✓	✓	✓		✓		✓	
4/7/17	Edmonton	Meeting with Alberta School Boards Association				✓				✓		
		Meeting with Alberta Teachers Association				✓						
		Native Provincial Hockey Tournament	✓	✓							✓	
4/10/17	Edmonton	Athabasca Tribal Council Education Services Agreement Meeting			✓		✓	✓		✓		
4/11/17	Edmonton	Athabasca Tribal Council Education Services Agreement Meeting			✓		✓	✓		✓		
		Funding Support for NSD61 Meeting with Alberta Education			✓							
		Engagement Sub-Committee Meeting with Alberta Education					✓	✓			✓	

Superintendent's Report

April 20, 2017



			Student Learning	Student Wellness	Fiscal Responsibility	Personnel Management	Policy and Administrative Procedures	Superintendent/Board Relations	Strategic Planning and Reporting	Organizational Management	Communications and Community Relations	Leadership Practices
4/12/17	Teleconference	Meeting with Alberta Education	✓	✓				✓	✓			
	Teleconference	Meeting with PMH Insights	✓	✓	✓					✓	✓	✓
4/13/17	Edmonton	Meeting with Kee Tas Kee Now Tribal Council	✓	✓				✓		✓	✓	✓
4/18/17	East Prairie	Meeting with East Prairie Métis Settlement	✓	✓							✓	
	High Prairie	Bill 6 Orientation Meeting with Alberta Education					✓	✓	✓		✓	
		Spring Engagement Session					✓	✓			✓	
4/19/17	Fishing Lake	Meeting with Fishing Lake Métis Settlement	✓	✓							✓	
		Spring Engagement Session					✓	✓			✓	
4/20/17	Elizabeth	Executive Team Meeting	✓	✓	✓	✓	✓		✓	✓		✓
		NSD61 Corporate Board Meeting			✓			✓				

Organized sport bringing Indigenous students back to school in northern Alberta

'Some of the talent I've seen in these kids — wow, it's so amazing'

Roberta Bell · [CBC News](#) March 20, 2017



The Whitefish Warriors senior girls basketball team from Atikameg School pose with their KTC-NSD banner after winning the league championship in March 2017. (Facebook)

881 shares

When Danielle Cardinal started at the reserve school at Peerless Lake First Nation, she rarely stayed late.

Now, as she finishes Grade 12, the 19-year-old regularly finds herself in the gymnasium after class.

Cardinal plays for the school's senior girls volleyball team, which became part of a formal league this year under a joint partnership of the Kitaskinaw Tribal Council and the Northland School Division (KTC-NSD).

- [Sport takes you places, says Ontario teen heading to Native American Basketball Invitational](#)
- [Power of sports: Why the North American Indigenous Games matter](#)

KTC-NSD schools:

- Hillview School, East Prairie Métis Settlement
- Gift Lake School, Gift Lake Métis Settlement
- Bishop Routhier School, Peavine Métis Settlement
- Atikameg School, Whitefish Lake First Nation

- Clarence Jaycox School, Loon River First Nation
- Peerless Lake School, Peerless Lake First Nation
- Kateri School, Trout Lake
- Grouard Northland School
- Cadotte Lake School
- Little Buffalo School

"Everyone plays after school," she explained. "There's opportunities now to go other places."

Peerless Lake is an isolated community in central northern Alberta. The hamlets of Red Earth Creek and Loon River First Nation are about an hour away. Whitefish Lake First Nation is two hours away and the hamlet of Grouard is two and a half.

Having a sports league in which the students can compete makes a difference when it comes to engagement in school, said phys-ed teacher, Chelsea Cattroll.

"It's been a great attendance initiative," she said. "It's brought a lot of kids, say, who weren't attending, back into the school."

KTC-NSD sports launched in September 2016. It brings together 10 rural schools, mostly comprised of First Nation and Métis students, for league games in tournament-style competition.

Around 250 students compete in cross-country running, dodge ball, floor hockey, volleyball, basketball, horseshoes and archery.

Sparking school spirit

Deen Flett, hired to co-ordinate the program, said a lack of school spirit which appeared at the outset to be one of the biggest hurdles, has turned into its biggest strength.

"The first thing I thought was that these schools need a logo. They need a logo. When our Aboriginal youth are lost, they fall through the cracks. They need to belong somewhere," Flett said.



The logo for the Peerless Lake Predators (Facebook)

He said the students now have a greater understanding and appreciation of their community.

"The communities are absolutely just stoked because they're so proud of who they are and where they come from," Flett said.

"They're starting to order their uniforms — the whole school is ordering apparel."

Flett runs the events as if the students are competing at the highest level and said enthusiasm is growing.

Play has been formalized with referees and scorecards. He kicks things off with upbeat music and takes on the role of an announcer throughout the tournaments.

Flett, from the Gift Lake Métis Settlement, said he's so blown away by the natural ability and skills of some of the students and that it's hard not to share their excitement.

"Some of the talent I've seen in these kids — wow, it's so amazing. Some of these kids have a chance to go to university, college, with their sports," he said. "My job is to inspire them and get them there to the next level."



Deen Flett is the sports co-ordinator for Kitaskinaw Tribal Council-Northlands School Division. (Pete Evans/CBC)

'It gives us another outlet'

Atikameg School principal Laura Okemaw said the emphasis on organized sports appears to be generating excitement throughout the community and in neighbouring communities.

When the school gym was open two weekends ago, 14 people — not just students — spent most of Saturday in there scrimmaging. On Sunday, twice as many people showed up.

"One of the students said: 'This is very good that the gym is open. It give us another outlet to be involved in rather than walking around and getting in trouble,' " Okemaw said.

Another conversation with a student and her mother reinforced the need for the Atikameg School to keep the gym open after hours, Okemaw said.



Senior students play KTC-NSD league volleyball at Clarence Jaycox School in Loon River First Nation in October 2016. (Facebook)

"She was wanting to be in the gym after school because she says that's the only thing she's got going for her right now," Okemaw said.

She's been getting texts to her phone asking for open gym nights — and now, she is keeping the gym open until 10 p.m.

Okemaw, from Sucker Creek First Nation, knows first-hand the role sports can play in students' lives. Growing up, she played volleyball and basketball.

- [Aboriginal sports centre helps teen reach goals](#)
- [Basketball offers bright future for First Nations youth in B.C.](#)

"I think it gave me the push to be able to go out there and go on with my career and it gave me the strength in being able to stand up against adversity — and I think it's important for the students here as well," she said.

roberta.bell@cbc.ca

[@roberta bell](#)

20th

Anniversary

Traditional Celebration of



Achievement

Honouring our First Nations
Métis & Inuit Graduates

Keyano College

May 25, 2017

7:00PM

Featuring:
Adrian LaChance
Throat Singers
Red River Dancers



Fort McMurray
Public Schools



February 2017 Division Attendance by School

	95-100%	90-94 %	80-89%	70-79%	60-69%	50-59%	Below 50%	Total
Anzac Community School	34 (43%)	14 (18%)	11 (14%)	13 (16%)	3 (4%)	4 (5%)	0 (0%)	79
ADCS	47 (22%)	18 (8%)	28 (13%)	30 (14%)	17 (8%)	23 (11%)	50 (23%)	213
Bill Woodward School	35 (32%)	29 (27%)	15 (14%)	13 (12%)	10 (9%)	2 (2%)	5 (5%)	109
Bishop Routhier School	31 (48%)	8 (12%)	9 (14%)	2 (3%)	4 (6%)	3 (5%)	8 (12%)	65
Calling Lake School	20 (20%)	11 (11%)	26 (26%)	8 (8%)	9 (9%)	12 (12%)	14 (14%)	100
Chippewyan Lake School	1 (4%)	5 (22%)	7 (30%)	3 (13%)	3 (13%)	3 (13%)	1 (4%)	23
Conklin Community School	14 (40%)	6 (17%)	8 (23%)	5 (14%)	2 (6%)	0 (0%)	0 (0%)	35
Dr. Mary Jackson School	6 (25%)	4 (17%)	2 (8%)	8 (33%)	0 (0%)	1 (4%)	3 (13%)	24
Elizabeth School	61 (46%)	32 (24%)	21 (16%)	11 (8%)	4 (3%)	1 (1%)	3 (2%)	133
Father R. Perin School	23 (31%)	18 (24%)	19 (26%)	4 (5%)	3 (4%)	3 (4%)	4 (5%)	74
Fort McKay School	25 (34%)	18 (25%)	13 (18%)	7 (10%)	5 (7%)	1 (1%)	4 (5%)	73
Gift Lake School	40 (23%)	27 (15%)	53 (30%)	21 (12%)	8 (5%)	16 (9%)	11 (6%)	176
Grouard Northland School	17 (24%)	13 (18%)	9 (13%)	13 (18%)	7 (10%)	9 (13%)	4 (6%)	72
Hillview School	7 (37%)	3 (16%)	2 (11%)	5 (26%)	2 (11%)	0 (0%)	0 (0%)	19
JF Dion School	30 (35%)	15 (18%)	20 (24%)	10 (12%)	2 (2%)	5 (6%)	3 (4%)	85
Kateri School	0 (0%)	11 (12%)	11 (12%)	17 (18%)	18 (20%)	13 (14%)	20 (22%)	90
Little Buffalo School	40 (21%)	30 (16%)	38 (20%)	18 (9%)	23 (12%)	15 (8%)	28 (15%)	192
Mistasiniy School	46 (15%)	32 (10%)	48 (16%)	48 (16%)	46 (15%)	35 (11%)	54 (17%)	309
Paddle Prairie School	36 (33%)	14 (13%)	22 (20%)	24 (22%)	8 (7%)	4 (4%)	1 (1%)	109
Peerless Lake School	3 (2%)	0 (0%)	67 (54%)	21 (17%)	19 (15%)	7 (6%)	7 (6%)	124
Pelican Mountain School	4 (17%)	7 (29%)	6 (25%)	0 (0%)	2 (8%)	3 (13%)	2 (8%)	24
St. Theresa School	118 (34%)	52 (15%)	87 (25%)	43 (12%)	21 (6%)	17 (5%)	9 (3%)	347
Susa Creek School	7 (22%)	15 (47%)	8 (25%)	1 (3%)	1 (3%)	0 (0%)	0 (0%)	32

	95-100%	90-94 %	80-89%	70-79%	60-69%	50-59%	Below 50%	Total
Career Pathways School	21 (36%)	0 (0%)	2 (3%)	7 (12%)	4 (7%)	6 (10%)	19 (32%)	59
Calling Lake Outreach School	0 (0%)	0 (0%)	0 (0%)	1 (20%)	0 (0%)	1 (20%)	3 (60%)	5

DIVISION ATTENDANCE FEBRUARY 2017

	95% - 100%	90% - 94%	80% - 89%	70% - 79%	60% - 69%	50% - 59%	Below 50%	Total
ECS	56	37	69	30	22	21	32	267
Gr. 1	66	39	50	29	20	19	16	239
Gr. 2	62	37	55	36	16	10	9	225
Gr. 3	75	45	44	27	16	11	16	234
Gr. 4	76	44	60	32	13	16	5	246
Gr. 5	83	44	49	24	7	14	5	226
Gr. 6	67	42	41	24	19	12	10	215
Gr. 7	51	23	37	26	28	13	25	203
Gr. 8	39	30	35	30	21	16	19	190
Gr. 9	20	20	38	27	17	10	28	160
Gr. 10	22	9	25	16	12	19	29	132
Gr. 11	11	7	17	15	13	8	15	86
Gr. 12	17	5	10	9	13	8	22	84
Student Totals	645	382	530	325	217	177	231	2507

*Does not include Outreach Schools

March 2017 Division Attendance by School

	95-100%	90-94 %	80-89%	70-79%	60-69%	50-59%	Below 50%	Total
Anzac Community School	39 (49%)	14 (18%)	11 (14%)	9 (11%)	4 (5%)	1 (1%)	1 (1%)	79
ADCS	24 (11%)	19 (9%)	33 (15%)	42 (20%)	20 (9%)	22 (10%)	53 (25%)	213
Bill Woodward School	36 (33%)	22 (20%)	16 (15%)	12 (11%)	7 (6%)	8 (7%)	7 (6%)	108
Bishop Routhier School	16 (24%)	13 (20%)	9 (14%)	12 (18%)	1 (2%)	6 (9%)	9 (14%)	66
Calling Lake School	12 (12%)	13 (13%)	22 (22%)	21 (21%)	5 (5%)	5 (5%)	20 (20%)	98
Chippewyan Lake School	3 (12%)	3 (12%)	7 (27%)	3 (12%)	4 (15%)	3 (12%)	3 (12%)	26
Conklin Community School	20 (57%)	4 (11%)	7 (20%)	2 (6%)	0 (0%)	0 (0%)	2 (6%)	35
Dr. Mary Jackson School	5 (19%)	4 (15%)	0 (0%)	2 (8%)	6 (23%)	5 (19%)	4 (15%)	26
Elizabeth School	66 (52%)	24 (19%)	16 (13%)	11 (9%)	4 (3%)	3 (2%)	2 (2%)	126
Father R. Perin School	8 (11%)	12 (16%)	19 (25%)	8 (11%)	12 (16%)	5 (7%)	12 (16%)	76
Fort McKay School	22 (30%)	10 (14%)	17 (23%)	13 (18%)	4 (5%)	2 (3%)	6 (8%)	74
Gift Lake School	39 (22%)	18 (10%)	43 (25%)	27 (15%)	23 (13%)	12 (7%)	13 (7%)	175
Grouard Northland School	16 (23%)	13 (19%)	13 (19%)	10 (14%)	6 (9%)	7 (10%)	5 (7%)	70
Hillview School	6 (32%)	3 (16%)	5 (26%)	3 (16%)	1 (5%)	1 (5%)	0 (0%)	19
JF Dion School	47 (53%)	6 (7%)	15 (17%)	11 (12%)	3 (3%)	3 (3%)	4 (4%)	89
Kateri School	21 (23%)	18 (20%)	16 (18%)	7 (8%)	6 (7%)	12 (13%)	11 (12%)	91
Little Buffalo School	46 (24%)	26 (14%)	37 (19%)	18 (9%)	18 (9%)	14 (7%)	31 (16%)	190
Mistassiniy School	53 (17%)	45 (15%)	38 (12%)	38 (12%)	31 (10%)	32 (10%)	72 (23%)	309
Paddle Prairie School	14 (13%)	5 (5%)	22 (21%)	26 (25%)	16 (15%)	17 (16%)	6 (6%)	106
Peerless Lake School	28 (24%)	15 (13%)	29 (24%)	16 (13%)	13 (11%)	10 (8%)	8 (7%)	119
Pelican Mountain School	7 (29%)	3 (13%)	3 (13%)	4 (17%)	4 (17%)	1 (4%)	2 (8%)	24
St. Theresa School	121 (35%)	77 (22%)	73 (21%)	31 (9%)	19 (5%)	13 (4%)	16 (5%)	350
Susa Creek School	18 (56%)	8 (25%)	4 (13%)	1 (3%)	1 (3%)	0 (0%)	0 (0%)	32

	95-100%	90-94 %	80-89%	70-79%	60-69%	50-59%	Below 50%	Total
Career Pathways School	17 (29%)	3 (5%)	10 (17%)	4 (7%)	4 (7%)	4 (7%)	16 (28%)	58
Calling Lake Outreach School	1 (17%)	0 (0%)	0 (0%)	2 (33%)	0 (0%)	0 (0%)	3 (50%)	6

DIVISION ATTENDANCE MARCH 2017

	95% - 100%	90% - 94%	80% - 89%	70% - 79%	60% - 69%	50% - 59%	Below 50%	Total
ECS	69	39	62	32	15	16	36	269
Gr. 1	59	37	51	29	24	17	21	238
Gr. 2	78	35	37	38	16	16	11	231
Gr. 3	72	34	47	30	19	9	19	230
Gr. 4	91	46	42	30	14	11	11	245
Gr. 5	75	55	33	23	19	10	7	222
Gr. 6	72	29	48	28	11	13	12	213
Gr. 7	51	31	37	24	21	15	24	203
Gr. 8	41	19	36	28	18	20	28	190
Gr. 9	16	22	27	32	19	15	30	161
Gr. 10	22	7	22	17	13	19	32	132
Gr. 11	11	10	8	11	10	10	26	86
Gr. 12	10	11	5	5	9	11	30	81
Student Totals	667	375	455	327	208	182	287	2501

*Does not include Outreach Schools

2014/15 - 2016/17 Division Attendance

	95-100%	90-94 %	80-89%	70-79%	60-69%	50-59%	Below 50%	Total
September 2014	1347 (48%)	347 (12%)	470 (17%)	272 (10%)	149 (5%)	82 (3%)	146 (5%)	2807
September 2015	1445 (52%)	305 (11%)	450 (16%)	249 (9%)	127 (5%)	79 (3%)	116 (4%)	2771
September 2016	1169 (45%)	465 (18%)	468 (18%)	214 (8%)	113 (4%)	76 (3%)	85 (3%)	2590
October 2014	1168 (42%)	390 (14%)	496 (18%)	294 (10%)	170 (6%)	84 (3%)	204 (7%)	2806
October 2015	1229 (45%)	245 (9%)	516 (19%)	287 (10%)	152 (6%)	101 (4%)	228 (8%)	2758
October 2016	954 (37%)	416 (16%)	594 (23%)	259 (10%)	143 (6%)	84 (3%)	130 (5%)	2580
November 2014	793 (28%)	456 (16%)	579 (21%)	316 (11%)	235 (8%)	133 (5%)	271 (10%)	2783
November 2015	873 (32%)	399 (14%)	603 (22%)	303 (11%)	184 (7%)	121 (4%)	270 (10%)	2753
November 2016	955 (37%)	348 (14%)	522 (20%)	309 (12%)	173 (7%)	93 (4%)	172 (7%)	2572
December 2014	596 (21%)	439 (16%)	531 (19%)	355 (13%)	290 (10%)	161 (6%)	426 (15%)	2798
December 2015	895 (32%)	396 (14%)	478 (17%)	362 (13%)	212 (8%)	129 (5%)	283 (10%)	2755
December 2016	653 (25%)	362 (14%)	464 (18%)	327 (13%)	265 (10%)	164 (6%)	337 (13%)	2572
January 2015	902 (32%)	223 (8%)	529 (19%)	372 (13%)	249 (9%)	173 (6%)	338 (12%)	2798
January 2016	846 (31%)	402 (15%)	554 (20%)	305 (11%)	250 (9%)	128 (5%)	267 (10%)	2752
January 2017	672 (27%)	379 (15%)	528 (21%)	341 (14%)	214 (9%)	135 (5%)	231 (9%)	2500
February 2015	793 (29%)	430 (16%)	536 (19%)	350 (13%)	239 (9%)	174 (6%)	240 (9%)	2762
February 2016	909 (34%)	393 (15%)	527 (20%)	295 (11%)	228 (9%)	114 (4%)	200 (8%)	2666
February 2017	645 (26%)	382 (15%)	530 (21%)	325 (13%)	217 (9%)	177 (7%)	231 (9%)	2507
March 2015	873 (32%)	296 (11%)	569 (21%)	352 (13%)	225 (8%)	146 (5%)	296 (11%)	2557
March 2016	603 (23%)	424 (16%)	577 (22%)	395 (15%)	229 (9%)	178 (7%)	262 (10%)	2665
March 2017	667 (27%)	375 (15%)	455 (18%)	327 (13%)	208 (8%)	182 (7%)	287 (11%)	2501
April 2015	688 (25%)	443 (16%)	598 (22%)	306 (11%)	225 (8%)	152 (6%)	317 (12%)	2729
April 2016	653 (24%)	417 (16%)	573 (21%)	384 (14%)	228 (9%)	176 (7%)	242 (9%)	2673
May 2015	880 (32%)	250 (9%)	542 (20%)	324 (12%)	226 (6%)	162 (6%)	364 (13%)	2748
May 2016	839 (36%)	200 (9%)	440 (19%)	294 (13%)	163 (7%)	103 (4%)	269 (12%)	2308
June 2015	658 (23%)	373 (13%)	571 (20%)	321 (11%)	241 (9%)	171 (6%)	492 (17%)	2817
June 2016	745 (32%)	156 (7%)	388 (17%)	331 (14%)	195 (8%)	148 (6%)	341 (15%)	2304

*Does not include Outreach

*May 2016 and June 2016 do not include Anzac, Bill Woodward, Father R. Perin, or Fort McKay due to Fire Evacuation



Official Trustee's Report

April 20, 2017

February, 2017

24	Peerless Lake	Peerless Lake School Visit
27-28	Edmonton	Associate Superintendent Interviews

March, 2017

6	Teleconference	Alberta School Councils' Association
8	Edmonton	Meeting with Indigenous and Northern Affairs Canada and Bigstone Cree Nation
9	Edmonton	Meeting with the Minister of Education
	Edmonton	Meeting with Alberta Education, First Nation, Métis and Inuit Branch
14	Peace River	Meeting with Northern Sunrise County
		Work in Peace River Office
15	Peace River	Capital Planning Meeting; Peace River office
	East Prairie	Hillview School Viability Community Meeting
16	Teleconference	Conference Calls Alberta Education Re: Funding; Governance
22	Edmonton	Northland Engagement Subcommittee Meeting
27	Teleconference	Northland Engagement Subcommittee Meeting Re: Governance
30	Teleconference	Northland School Division Special Board Meeting
	Edmonton	Meeting with Indigenous and Northern Affairs Canada and Bigstone Cree Nation

April, 2017

4	Edmonton	Minister of Education Introduces the new Northland School Division Act to the Alberta Legislature
5	Edmonton	Dinner Meeting with Northland School Division Native Language Instructors
6	Sherwood Park	Meeting with Northland School Division Superintendent of Schools
11	Teleconference	Northland Engagement Subcommittee Meeting; AB Ed re finances
18	East Prairie	Meeting with East Prairie Métis Settlement Council
	High Prairie	Spring Community Engagement Meeting (Re: Wards)
19	Fishing Lake	Meeting with Fishing Lake Métis Settlement Council
		Spring Community Engagement Meeting
20	Elizabeth	Northland School Division Corporate Board Meeting

**NORThLAND SCHOOL DIVISION NO. 61
LOCAL SCHOOL BOARD COMMITTEE REPORT
201 5/2016 SCHOOL YEAR
PERIOD ENDING - March 31, 2017**

	Future Pay Out	Paid During Yr.	Total Pd. & Committed	Budget	Difference	Percent Expended
<u>Anzac</u>						
Quarterly Honorarium	3,914.84	1,153.24	5,068.08	4,920.00	(148.08)	
Travel & Subsistence		-	-	5,032.00	5,032.00	
In - Service			-		-	
Prior Year Carryover			-	15,608.00	15,608.00	
Casual Labour, Supplies & Awards		236.63	236.63	250.00	13.37	
Total	3,914.84	1,389.87	5,304.71	25,810.00	20,505.29	20.6%
<u>Athabasca Delta</u>						
Quarterly Honorarium	2,516.41	1,463.20	3,979.61	4,920.00	940.39	
Travel & Subsistence		-	-	5,340.00	5,340.00	
In - Service			-		-	
Prior Year Carryover			-	14,505.00	14,505.00	
Casual Labour, Supplies & Awards		-	-	250.00	250.00	
Total	2,516.41	1,463.20	3,979.61	25,015.00	21,035.39	15.9%
<u>Bishop Routhier</u>						
Quarterly Honorarium	2,459.50	2,459.50	4,919.00	4,920.00	1.00	
Travel & Subsistence		2,259.36	2,259.36	1,992.00	(267.36)	
In - Service			-		-	
Prior Year Carryover			-	3,977.00	3,977.00	
Casual Labour, Supplies & Awards		-	-	250.00	250.00	
Total	2,459.50	4,718.86	7,178.36	11,139.00	3,960.64	64.4%
<u>Calling Lake</u>						
Quarterly Honorarium	4,959.00	-	4,959.00	4,920.00	(39.00)	
Travel & Subsistence	-	-	-	3,060.00	3,060.00	
In - Service	-	-	-		-	
Prior Year Carryover	-	-	-	13,814.00	13,814.00	
Casual Labour, Supplies & Awards		188.85	188.85	250.00	61.15	
Total	4,959.00	188.85	5,147.85	22,044.00	16,896.15	23.4%
<u>Chipewyan Lakes</u>						
Quarterly Honorarium	988.50	1,168.91	2,157.41	4,920.00	2,762.59	
Travel & Subsistence			-	2,740.00	2,740.00	
In - Service			-		-	
Prior Year Carryover			-	15,041.00	15,041.00	
Casual Labour, Supplies & Awards		-	-	250.00	250.00	
Total	988.50	1,168.91	2,157.41	22,951.00	20,793.59	9.4%
<u>Conklin</u>						
Quarterly Honorarium	2,712.50	2,459.50	5,172.00	4,920.00	(252.00)	
Travel & Subsistence			-	4,144.00	4,144.00	
In - Service			-		-	
Prior Year Carryover			-	8,779.00	8,779.00	
Casual Labour, Supplies & Awards		-	-	250.00	250.00	
Total	2,712.50	2,459.50	5,172.00	18,093.00	12,921.00	28.6%

	Future Pay Out	Paid During Yr.	Total Pd. & Committed	Percent Expended		
				Budget	Difference	
<u>Dr. Mary Jackson</u>						
Quarterly Honorarium	2,459.50	2,459.50	4,919.00	4,920.00	1.00	
Travel & Subsistence	-	-	-	2,184.00	2,184.00	
In - Service	-	-	-	-	-	
Prior Year Carryover	-	-	-	4,495.00	4,495.00	
Casual Labour, Supplies & Awards	-	463.74	463.74	250.00	(213.74)	
Total	2,459.50	2,923.24	5,382.74	11,849.00	6,466.26	45.4%
<u>East Prairie</u>						
Quarterly Honorarium	2,459.50	2,459.50	4,919.00	4,920.00	1.00	
Travel & Subsistence	-	-	-	2,128.00	2,128.00	
In - Service	-	-	-	-	-	
Prior Year Carryover	-	-	-	2,545.00	2,545.00	
Casual Labour, Supplies & Awards	-	-	-	250.00	250.00	
Total	2,459.50	2,459.50	4,919.00	9,843.00	4,924.00	50.0%
<u>Elizabeth</u>						
Quarterly Honorarium	4,220.82	1,777.93	5,998.75	4,920.00	(1,078.75)	
Travel & Subsistence	-	-	-	3,816.00	3,816.00	
In - Service	-	-	-	-	-	
Prior Year Carryover	-	-	-	13,029.00	13,029.00	
Casual Labour, Supplies & Awards	-	92.07	92.07	250.00	157.93	
Total	4,220.82	1,870.00	6,090.82	22,015.00	15,924.18	27.7%
<u>Father R Perin</u>						
Quarterly Honorarium	2,700.75	2,459.50	5,160.25	4,920.00	(240.25)	
Travel & Subsistence	-	-	-	4,144.00	4,144.00	
In - Service	-	-	-	-	-	
Prior Year Carryover	-	-	-	8,593.00	8,593.00	
Casual Labour, Supplies & Awards	-	-	-	250.00	250.00	
Total	2,700.75	2,459.50	5,160.25	17,907.00	12,746.75	28.8%
<u>Fort McKay</u>						
Quarterly Honorarium	988.50	988.50	1,977.00	4,920.00	2,943.00	
Travel & Subsistence	-	-	-	4,144.00	4,144.00	
In - Service	-	-	-	-	-	
Prior Year Carryover	-	-	-	16,999.00	16,999.00	
Casual Labour, Supplies & Awards	-	-	-	250.00	250.00	
Total	988.50	988.50	1,977.00	26,313.00	24,336.00	7.5%
<u>Gift Lake</u>						
Quarterly Honorarium	2,459.50	2,459.50	4,919.00	4,920.00	1.00	
Travel & Subsistence	-	-	-	2,292.00	2,292.00	
In - Service	-	-	-	-	-	
Prior Year Carryover	-	-	-	6,330.00	6,330.00	
Casual Labour, Supplies & Awards	-	-	-	250.00	250.00	
Total	2,459.50	2,459.50	4,919.00	13,792.00	8,873.00	35.7%
<u>Grouard</u>						
Quarterly Honorarium	2,700.75	2,218.25	4,919.00	4,920.00	1.00	
Travel & Subsistence	-	221.70	221.70	2,028.00	1,806.30	
In - Service	-	-	-	-	-	
Prior Year Carryover	-	-	-	4,370.00	4,370.00	
Casual Labour, Supplies & Awards	-	-	-	250.00	250.00	
Total	2,700.75	2,439.95	5,140.70	11,568.00	6,427.30	44.4%

	Future Pay Out	Paid During Yr.	Total Pd. & Committed	Percent Expended		
				Budget	Difference	
<u>J.F. Dion</u>						
Quarterly Honorarium	2,459.50	2,459.50	4,919.00	4,920.00	1.00	
Travel & Subsistence	-	-	-	4,052.00	4,052.00	
In - Service	-	-	-	-	-	
Prior Year Carryover	-	-	-	9,347.00	9,347.00	
Casual Labour, Supplies & Awards	-	908.17	908.17	250.00	(658.17)	
Total	2,459.50	3,367.67	5,827.17	18,569.00	12,741.83	31.4%
<u>Kateri</u>						
Quarterly Honorarium	1,977.00	1,976.99	3,953.99	4,920.00	966.01	
Travel & Subsistence	-	-	-	2,416.00	2,416.00	
In - Service	-	-	-	-	-	
Prior Year Carryover	-	-	-	9,032.00	9,032.00	
Casual Labour, Supplies & Awards	-	-	-	250.00	250.00	
Total	1,977.00	1,976.99	3,953.99	16,618.00	12,664.01	23.8%
<u>Little Buffalo</u>						
Quarterly Honorarium	2,436.00	2,436.00	4,872.00	4,920.00	48.00	
Travel & Subsistence	-	-	-	1,880.00	1,880.00	
In - Service	-	-	-	-	-	
Prior Year Carryover	-	-	-	1,024.00	1,024.00	
Casual Labour, Supplies & Awards	-	-	-	250.00	250.00	
Total	2,436.00	2,436.00	4,872.00	8,074.00	3,202.00	60.3%
<u>Mistassiniy</u>						
Quarterly Honorarium	1,953.50	1,953.50	3,907.00	4,920.00	1,013.00	
Travel & Subsistence	-	-	-	2,836.00	2,836.00	
In - Service	-	-	-	-	-	
Prior Year Carryover	-	-	-	2,818.00	2,818.00	
Casual Labour, Supplies & Awards	-	451.79	451.79	250.00	(201.79)	
Total	1,953.50	2,405.29	4,358.79	10,824.00	6,465.21	40.3%
<u>Paddle Prairie</u>						
Quarterly Honorarium	3,234.17	1,900.49	5,134.66	4,920.00	(214.66)	
Travel & Subsistence	-	300.00	300.00	2,288.00	1,988.00	
In - Service	-	-	-	-	-	
Prior Year Carryover	-	-	-	8,859.00	8,859.00	
Casual Labour, Supplies & Awards	-	-	-	250.00	250.00	
Total	3,234.17	2,200.49	5,434.66	16,317.00	10,882.34	33.3%
<u>Peerless Lake</u>						
Quarterly Honorarium	2,459.50	2,459.50	4,919.00	4,920.00	1.00	
Travel & Subsistence	-	-	-	2,340.00	2,340.00	
In - Service	-	-	-	-	-	
Prior Year Carryover	-	-	-	(538.00)	(538.00)	
Casual Labour, Supplies & Awards	-	395.35	395.35	250.00	(145.35)	
Total	2,459.50	2,854.85	5,314.35	6,972.00	1,657.65	76.2%
<u>Pelican Mountain</u>						
Quarterly Honorarium	988.50	1,494.50	2,483.00	4,920.00	2,437.00	
Travel & Subsistence	-	-	-	3,096.00	3,096.00	
In - Service	-	-	-	-	-	
Prior Year Carryover	-	-	-	8,660.00	8,660.00	
Casual Labour, Supplies & Awards	-	-	-	250.00	250.00	
Total	988.50	1,494.50	2,483.00	16,926.00	14,443.00	14.7%

	Future Pay Out	Paid During Yr.	Total Pd. & Committed	Budget		Percent Expended
				Budget	Difference	
St. Theresa						
Quarterly Honorarium	2,459.50	2,459.50	4,919.00	4,920.00	1.00	
Travel & Subsistence		-	-	2,860.00	2,860.00	
In - Service			-		-	
Prior Year Carryover			-	2,969.00	2,969.00	
Casual Labour, Supplies & Awards		1,131.66	1,131.66	250.00	(881.66)	
Total	2,459.50	3,591.16	6,050.66	10,999.00	4,948.34	55.0%
Susa Creek						
Quarterly Honorarium	3,264.20	908.08	4,172.28	4,920.00	747.72	
Travel & Subsistence	-	-	-	2,984.00	2,984.00	
In - Service			-		-	
Prior Year Carryover			-	13,839.00	13,839.00	
Casual Labour, Supplies & Awards		-	-	250.00	250.00	
Total	3,264.20	908.08	4,172.28	21,993.00	17,820.72	19.0%
GRAND TOTAL	56,771.94	48,224.41	104,996.35	365,631.00	260,634.65	

TOTAL NUMBER OF LSBC WITHIN BUDGET	22	260,634.65
TOTAL NUMBER OF LSBC OVER BUDGET	0	-
TOTAL NUMBER OF LSBC	22	260,634.65

NORTHLAND SCHOOL DIVISION NO. 61
BOARD REPORT
2016/2017 SCHOOL YEAR
PERIOD ENDING - March 31, 2017

	ACTUAL	BUDGET	VARIANCE
<u>ELECTIONS</u>			
REMUNERATION TRUSTEES	-	-	-
EMPLOYEE BENEFITS--TRUSTEES	60.00	-	(60.00)
LEGAL FEES	-	-	-
POSTAGE--ELECTIONS	-	-	-
INSERVICE--ELECTIONS	-	-	-
RENUMERATION--ELECTIONS	-	80,000.00	80,000.00
TRAVEL & SUBSISTENCE--ELECTIONS	-	-	-
PRINTING & BINDING--ELECTIONS	-	-	-
ADVERTISING--ELECTIONS	-	-	-
OFFICE SUPPLIES--ELECTIONS	-	-	-
SUB-TOTAL	60.00	80,000.00	79,940.00
<u>COMMITTEES</u>			
REMUNERATION TRUSTEES	-	-	-
EMPLOYEE BENEFITS - TRUSTEES	-	-	-
PROFESSIONAL SERVICES - POLICY REVIEW	-	-	-
TRAVEL & SUBSISTENCE - PERSONNEL	-	-	-
TRAVEL & SUBSISTENCE - EDUCATION	-	-	-
TRAVEL & SUBSISTENCE - FINANCE	-	-	-
TRAVEL & SUBSISTENCE - NEGOTIATION	-	-	-
TRAVEL & SUBSISTENCE - PAC	-	-	-
TRAVEL & SUBSISTENCE - AD HOC	2,971.61	30,000.00	27,028.39
TRAVEL & SUBSISTENCE - QUALITY OF WORK LIFE	411.47	-	(411.47)
TRAVEL & SUBSISTENCE - KTC PARTNERSHIP	-	-	-
TRAVEL & SUBSISTENCE - RECRUITMENT	-	-	-
TRAVEL & SUBSISTENCE - POLICY 1 REVIEW	-	-	-
TRAVEL & SUBSISTENCE - COMMUNITY ENGAGEMENT	2,787.93	-	(2,787.93)
TRAVEL & SUBSISTENCE - MENTAL HEALTH INITIATIVE	-	-	-
SUB-TOTAL	6,171.01	30,000.00	23,828.99
<u>OTHER EXPENSES</u>			
REMUNERATION TRUSTEES	-	-	-
RENUMERATION - RECRUITMENT	-	-	-
REMUNERATION TRUSTEES - RETREAT	-	-	-
EMPLOYEE BENEFITS - TRUSTEES	53.34	4,000.00	3,946.66
EMPLOYEE BENEFITS - RECRUITMENT	-	-	-
PROFESSIONAL SERVICES	106,572.66	200,000.00	93,427.34
IN-SERVICE - BOARD	-	60,000.00	60,000.00
IN-SERVICE - BOARD (ORIENTATION)	-	-	-
IN-SERVICE - N.S.D. P.D. - TRUSTEES	-	-	-
LEGAL FEES - BOARD TRUSTEES	24,682.92	25,000.00	317.08
RENUMERATION ALTERNATES	-	-	-
VISA PURCHASES - TRUSTEE	-	-	-
TELEPHONE - TRUSTEE	343.65	3,000.00	2,656.35
TELEPHONE - VICE CHAIRMAN	-	-	-
TRAVEL & SUBSISTENCE - BOARD/OTHER	72,125.74	40,000.00	(32,125.74)
TRAVEL & SUBSISTANCE - PSBA	-	-	-
TRAVEL & SUBSISTANCE - ASBA	-	-	-
TRAVEL & SUBSISTENCE - TRUSTEE	-	-	-
TRAVEL & SUBSISTENCE - VICE CHAIRMAN	-	-	-
TRAVEL & SUBSISTENCE - RECRUITMENT	-	-	-
TRAVEL & SUBSISTENCE - RETREAT	-	-	-
A.S.B.A. & P.S.B.A. FEES - BOARD	35,640.67	38,000.00	2,359.33
PRINTING & BINDING	851.57	3,500.00	2,648.43
INSURANCE - BOARD OF TRUSTEES	170.00	250.00	80.00
ADVERTISING - BOARD	-	3,000.00	3,000.00
OFFICE SUPPLIES	630.10	5,000.00	4,369.90
AWARDS	2,950.95	25,000.00	22,049.05
POSTAGE - BOARD	356.38	4,000.00	3,643.62
FURNITURE& EQUIPMENT	-	1,000.00	1,000.00
SUB-TOTAL	244,377.98	411,750.00	167,372.02
TOTAL	250,608.99	521,750.00	271,141.01