

**September 14, 2017**  
**Board Meeting**  
**Attachments**

| <b>Agenda Item</b>   | <b>Motion No.</b> |
|--|-------------------|
| 1. EDUCATION QUARTERLY REPORT  | 24434/17          |
| 2. LOCALLY DEVELOPED COURSES   | 24435/17          |
| 3. POLICY 2, APPENDIX A BOARD ANNUAL WORK PLAN (3 <sup>RD</sup> )                      | 24437/17          |
| 4. POLICY 2, APPENDIX B FACILITATED BOARD SELF EVALUATION PROCESS (3 <sup>rd</sup> )   | 24438/17          |
| 5. POLICY 2, APPENDIX C BOARD PERFORMANCE ASSESSMENT GUIDE (3 <sup>RD</sup> )          | 24439/17          |
| 6. POLICY 3, APPENDIX A SERVICES, MATERIALS & EQUIPMENT TO TRUSTEES (3 <sup>RD</sup> ) | 24440/17          |
| 7. POLICY 4, APPENDIX A TRUSTEE CODE OF CONDUCT SANCTIONS (3 <sup>RD</sup> )           | 24441/17          |
| 8. POLICY 7, APPENDIX A SCHEDULE OF RATES (3 <sup>RD</sup> )                           | 24442/17          |
| 9. POLICY 16, RECRUITMENT AND SELECTION OF PERSONNEL (3 <sup>RD</sup> )                | 24443/17          |
| 10. POLICY 20 – TEACHER HOUSING (HOUSEKEEPING)   | 24444/17          |
| 11. POLICY 4 – TRUSTEE CODE OF CONDUCT (1 <sup>ST</sup> )                              | 24445/17          |
| 12. OFFICIAL TRUSTEE’S REPORT  | 24448/17          |
| 13. SUPERINTENDENT’S REPORT  | 24449/17          |
| 14. MONITORING REPORT  | 24450/17          |



NORTHLAND SCHOOL DIVISION NO. 61

**ADMINISTRATION RECOMMENDATION TO THE BOARD**

**TO:** THE BOARD OF TRUSTEES **DATE:** SEPTEMBER 14, 2017

**SUBMITTED BY:** GORD ATKINSON, SUPERINTENDENT OF SCHOOLS

**SUBJECT:** EDUCATION QUARTERLY REPORT

**ORIGINATOR:** BOARD OF TRUSTEES

**REFERENCE(S) &** POLICY 12, ROLE OF THE SUPERINTENDENT

**ATTACHMENTS:** EDUCATION QUARTERLY REPORT

**RECOMMENDATION:**

**THAT the Board of Trustees receive as information, the Education Quarterly Report, as presented and attached.**

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**BACKGROUND:**

Reporting regularly on results achieved is a requirement of the Superintendent as per Policy 12.

**RISK ANALYSIS:**

**Education Quarterly Report to the Board for August, 2017**

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**Purpose:**

A key purpose of the Northland Quarterly Education Report is to chronicle progress of Northland School Division No. 61 as a school division with a special purpose focused on excellence in First Nations and Metis education.

| <b>Quarterly Content for August, 2017</b>                                |  |  |
|--|--|--|
| <b>1. Enrolment, Staffing Positions and Staff and Student Attendance</b> | Bulletin #2<br>Bulletin #3<br>Bulletin #4<br><br>Bulletin #5<br>Bulletin #6<br>Bulletin #7 | Divisional Priorities<br>Student Attendance<br>Student Attendance by Division in Percentage<br>Staff Attendance<br>Staffing Update<br>School Visits by Staff |
| <b>2. School and Division Success Stories</b>                            | Bulletin #8<br>Bulletin #9<br>Bulletin #10<br>Bulletin #11                                 | New Principal and Teacher Orientation<br>Northland Day 2017<br>Minister's Youth Council<br>Mistassiniiy WIPCE Presentation                                   |

## August 2017- Quarterly Report Divisional Priorities

Bulletin 2

|  |  |  |
|--|--|--|
| <b>NSD Outcome:</b>  |  |  |
| Outcome 4. NSD has excellent teachers, system leaders and school leaders.  |  |  |
|  | <b>AERR Priority:</b>  |  |
|  | Implement indicators of quality teacher performance related to key improvement areas and enhance instructional leadership and strengthen teacher supervision and evaluation to improve teacher practice. |  |
| <ul style="list-style-type: none"> <li>● Three regional areas have been established to better support Northland administrators and teachers. This includes the appointment of three area Associate Superintendents who will work more directly with school administrators to support the growth, supervision and evaluation of staff.</li> <li>● Redesignation of Supervisor of Student Services to Director of Student Services. This change highlights the authority and support principals need in addressing the needs of their high risk students.</li> </ul>   |  |  |
| <b>NSD Outcome:</b>  |  |  |
| Outcome 5. NSD is well governed and managed  |  |  |
|  | <b>AERR Priority:</b>  |  |
|  | Reorganize central office to provide more administrative and learning support for principals and teachers  |  |
| <p>Northland School Division Organizational Chart: <a href="http://nsd61.ca/download/22803">http://nsd61.ca/download/22803</a></p> <ul style="list-style-type: none"> <li>● A reorganization and expansion of 2nd tier services has been started. This includes the addition of:             <ul style="list-style-type: none"> <li>○ 3.0 Pedagogical Supervisors - for a total of 6 Supervisors. There are 2 supervisors working with an Associate Superintendent in each area.</li> <li>○ 2.0 Assistant Supervisors of Student Services - for a total of 3 Assistant Supervisors. These positions will provide more ground level elbow-to-elbow support needed by teachers and school administrators to ensure our schools are meeting the need of all students in its classrooms.</li> </ul> </li> <li>● Administrative procedures pertaining to central services have been re-written to take ownership of administrative decisions for housing, maintenance, transportation and school food services. Associate Superintendents and Principals are viewed as</li> </ul> |  |  |

|  |  |  |
|--|--|--|
| <p>stakeholders with involvement and direct responsibility for staffing and other business related decisions are held by the Secretary-Treasurer through the appropriate department lead.</p>  |  |  |
| <p style="text-align: center;"><b>NSD Outcome:</b></p> <p style="text-align: center;">Outcome 1. NSD Students are strong in identity, healthy and successful<br/>Outcome 3. NSD is inclusive, each child’s ways of knowing and ways of being is respected and essential</p>  |  |  |
|  | <p><b>AERR Priority:</b></p>   |  |
|  | <p>Continue working with the Attendance Improvement Committee and schools to improve division wide attendance.</p>   |  |
| <p>The attendance improvement committee is refocussed for the 2017/2018 school year. The executive team is working on revising the attendance improvement initiative. School councils and new trustees will have opportunities to become involved with schools and community to reach our stated target of an overall 88% attendance rate by the 2022/2023 school year. This goal represents a 1% improvement year over year for the next 5 years.</p> |  |  |
| <p style="text-align: center;"><b>NSD Outcome:</b></p> <p style="text-align: center;">Outcome 2. NSD is a leader for indigenous education excellence<br/>Outcome 4. NSD has excellent teachers, system leaders and school leaders</p>  |  |  |
|  | <p><b>AERR Priority:</b></p>   |  |
|  | <p>Continue the Literacy Focus Group, principal PLC’s and working with schools to improve Literacy instruction for English, Cree and Dene Languages to meet or exceed division annual improvement targets.</p> |  |
| <p>This year there are plans to work closely with the First Nation, Métis, and Inuit team to enhance Literacy across the division. Our goal is to increase the number of students reading at or above grade level across the Division. To that end there are plans in place to offer workshops to the K-3 teachers in September to enhance their instructional skill set with regards to Early Literacy instruction.</p>                               |  |  |

|   |  |  |
|---|--|--|
| <p><b>NSD Outcome:</b><br/>Outcome 2. NSD is a leader for indigenous education excellence</p>   |  |  |
|   | <p><b>AERR Priority:</b></p>   |  |
|   | <p>Strengthen implementation of land-based and experiential learning to improve student engagement, attendance, learning, and achievement that include First Nations, Métis, and Inuit outcomes.</p>   |  |
| <p>In collaboration with Area Superintendents, Principals, teachers, Language Instructors Knowledge Keepers and Elders and our partners we will continue with cultural camps to weave the language and cultural teachings into the curriculum.</p>  |  |  |
| <p><b>NSD Outcome:</b><br/>Outcome 1. NSD Students are strong in identity, healthy and successful<br/>Outcome 2. NSD is a leader for indigenous education excellence<br/>Outcome 4. NSD has excellent teachers, system leaders and school leaders</p>   |  |  |
|   | <p><b>AERR Priority:</b></p>   |  |
|   | <p>In consultation with the school community, develop and begin implementation of a multi-year operational plan to improve student attendance, achievement and high school completion for junior and senior high school students beginning in Wabasca – Desmarais.</p> |  |
| <p>The area 2 Associate Superintendent and the Principal are working on a plan to include High School Redesign as a visioning process for Mistassiniy school. The result should be a “made in Wabasca” program to meet the educational aspirations of the community. Partners to include Alberta Education HS Redesign team, School Council, interested community members. 3 trips of parents students teachers to look at other similar high schools to Mistassiniy under the redesign model will take place in November/December.</p> |  |  |

**NSD Outcome:**

**Outcome 1. NSD Students are strong in identity, healthy and successful**

**AERR Priority:**

**Establish assessment standards and reporting process across the division including timely parental and student access to student data.**

The new report card is being implemented in the 2017/2018 school year. The report card is undergoing final revisions, draft page 2 is attached. The Report will capture Indigenous Ways of Knowing and Ways of Being in all subject areas and ensuring that the Indigenous Languages of Cree/Dene are part of the assessment process. Committee work completed in 2016/2017 school year, Principals and Associates are implementing the new report card. Overall project stewardship is Nancy Spencer-Poitras. Nancy will also be connecting with Pedagogical Supervisors for aligning assessment practices to the outcomes.

**Academics**

**Language Arts 1** *Lorraine Cardinal*

|  | Term 1 | Term 2 |
|--|--------|--------|
| Understands oral to read                             | (3)    | (4)    |
| Reads with fluency and accuracy                      | (5)    | (5)    |
| Creates writing which conveys meaning                | (4)    | (5)    |
| Uses strategies to revise and edit writing           | (3)    | (3)    |
| Communicates thoughts and ideas in a variety of ways | (5)    | (5)    |

**Cree/Dene Language 1** *Lorraine Cardinal*

|   | Term 1 | Term 2 |
|---|--------|--------|
| Student can introduce themselves and share family information | (5)    | (5)    |

**Mathematics 1** *Cheryl Wilson*

|                                      | Term 1 | Term 2 |
|--------------------------------------|--------|--------|
| Understands math concepts            |        |        |
| Number                               | (4)    | (4)    |
| Patterns and Relations               | (3)    | (4)    |
| Shape and Space                      | (4)    | (3)    |
| Solves mathematical problems         | (5)    | (5)    |
| Demonstrates fundamental math skills | (4)    | (4)    |

**Science 1** *Lorraine Cardinal*

|   | Term 1 | Term 2 |
|---|--------|--------|
| Understands science concepts                      |        |        |
| Diving Colour                                     | (5)    | (4)    |
| The Sun and Moon                                  | (4)    | (4)    |
| Building Things                                   | (5)    | (5)    |
| Sensory   | (4)    | (4)    |
| Use scientific investigation skills and reasoning | (3)    | (3)    |

**Social Studies 1** *Lorraine Cardinal*

|  | Term 1 | Term 2 |
|--|--------|--------|
| Understands social studies concepts                  | (4)    | (5)    |
| Use research skills to find and evaluate information | (3)    | (5)    |

**Art 1** *Lorraine Cardinal*

|                              | Term 1 | Term 2 |
|------------------------------|--------|--------|
| Understands art concepts     | (3)    | (5)    |
| Demonstrates artistic skills | (5)    | (5)    |

**Music 1** *Maria Cruz*

|  | Term 1 | Term 2 |
|--|--------|--------|
| Understands musical concepts and demonstrates musical skills | (5)    | (4)    |

**Physical Education 1** *Lorraine Cardinal*

|   | Term 1 | Term 2 |
|---|--------|--------|
| Demonstrates skill development                  | (4)    | (3)    |
| Demonstrates sportsmanship and cooperative play | (3)    | (3)    |

**Grading Scale**

**Applied Learning Expectations**  
 5 = Exceeding expectations independently uses skills to apply concepts in novel/unseen situations  
 4 = Meeting expectations requires minimal support to apply concepts in new situations  
 3 = Meeting expectations requires moderate support to apply concepts in familiar situations

**Subject Learning Expectations**  
 5 = Approaching expertise in a requires high support to apply concepts in highly structured situations  
 4 = Below expectations, despite high support has difficulty applying skills and strategies to highly structured situations

**NSD Scale:** U = Unknown to NSD NS = Not Reported SP = Refer to student's IEP

|  |  |  |
|--|--|--|
| <p><b>NSD Outcome:</b><br/>Outcome 5. NSD is well governed and managed</p>   |  |  |
|  | <p><b>AERR Priority:</b></p>   |  |
|  | <p>Formalize the Northland school review process related to key improvement focuses and pilot in selected schools.</p> |  |
| <p><a href="#">See AP 280</a> Evaluation of Instruction Programs<br/> <a href="#">See AP 103</a> School Reviews</p> <p>Both procedures were finalized through our AP process in June 2017.</p> <p>Area 1 will have a review process for the regional education program including the schools of Grouard, Gift Lake, Bishop Routhier, Hillview. The review will seek to identify any improvements we can make to the overall education program in the region. The community engagement process will be utilized to ensure communities have opportunity for input.</p> <p>Area 3 will see a formal review of the program and school operation of ADCS.</p> |  |  |
| <p><b>NSD Outcome:</b><br/>Outcome 5. NSD is well governed and managed</p>   |  |  |
|  | <p><b>AERR Priority:</b></p>   |  |
|  | <p>Design and implement a strategy to address teacher housing</p>  |  |
| <p>A housing plan was presented to the Board in the spring. NSD received notice of conditional grant funding to support housing in July 2017. Recruitment is underway to hire a construction manager to oversee the renovations.</p>   |  |  |



### 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  |
| April 2017     | 603 (24%)  | 404 (16%) | 507 (20%) | 363 (15%) | 209 (8%)  | 154 (6%) | 260 (10%) | 2500  |
| 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  |
| May 2017       | 894 (36%)  | 297 (12%) | 470 (19%) | 266 (11%) | 173 (7%)  | 121 (5%) | 273 (11%) | 2494  |
| 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  |
| June 2017      | 712 (29%)  | 173 (7%)  | 507 (20%) | 346 (14%) | 259 (10%) | 167 (7%) | 326 (13%) | 2490  |

\*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

## June 2017 Division Attendance by School

|                          | 95-100%   | 90-94 %  | 80-89%   | 70-79%   | 60-69%   | 50-59%   | Below 50% | Total |
|--------------------------|-----------|----------|----------|----------|----------|----------|-----------|-------|
| Anzac Community School   | 39 (50%)  | 12 (15%) | 14 (18%) | 7 (9%)   | 2 (3%)   | 3 (4%)   | 1 (1%)    | 78    |
| ADCS                     | 11 (5%)   | 11 (5%)  | 44 (21%) | 34 (16%) | 24 (11%) | 18 (9%)  | 69 (33%)  | 211   |
| Bill Woodward School     | 45 (41%)  | 10 (9%)  | 16 (15%) | 14 (13%) | 11 (10%) | 5 (5%)   | 9 (8%)    | 110   |
| Bishop Routhier School   | 24 (35%)  | 10 (14%) | 16 (23%) | 12 (17%) | 3 (4%)   | 1 (1%)   | 3 (4%)    | 69    |
| Calling Lake School      | 11 (11%)  | 0 (0%)   | 26 (26%) | 27 (27%) | 11 (11%) | 12 (12%) | 14 (14%)  | 101   |
| Chipewyan Lake School    | 7 (29%)   | 0 (0%)   | 6 (25%)  | 1 (4%)   | 4 (17%)  | 1 (4%)   | 5 (21%)   | 24    |
| Conklin Community School | 17 (46%)  | 9 (24%)  | 8 (22%)  | 1 (3%)   | 1 (3%)   | 1 (3%)   | 0 (0%)    | 37    |
| Dr. Mary Jackson School  | 14 (34%)  | 0 (0%)   | 4 (10%)  | 1 (2%)   | 20 (49%) | 2 (5%)   | 0 (0%)    | 41    |
| Elizabeth School         | 43 (34%)  | 24 (19%) | 29 (23%) | 18 (14%) | 8 (6%)   | 5 (4%)   | 1 (1%)    | 128   |
| Father R. Perin School   | 16 (20%)  | 0 (0%)   | 12 (15%) | 23 (29%) | 13 (16%) | 7 (9%)   | 8 (10%)   | 79    |
| Fort McKay School        | 20 (27%)  | 19 (26%) | 19 (26%) | 7 (9%)   | 4 (5%)   | 2 (3%)   | 3 (4%)    | 74    |
| Gift Lake School         | 66 (38%)  | 19 (11%) | 29 (17%) | 19 (11%) | 11 (6%)  | 7 (4%)   | 23 (13%)  | 174   |
| Grouard Northland School | 23 (33%)  | 1 (1%)   | 7 (10%)  | 16 (23%) | 8 (11%)  | 4 (6%)   | 11 (16%)  | 70    |
| Hillview School          | 12 (71%)  | 0 (0%)   | 2 (12%)  | 2 (12%)  | 0 (0%)   | 1 (6%)   | 0 (0%)    | 17    |
| JF Dion School           | 33 (37%)  | 16 (18%) | 23 (26%) | 3 (3%)   | 7 (8%)   | 2 (2%)   | 5 (6%)    | 89    |
| Kateri School            | 30 (34%)  | 16 (18%) | 19 (22%) | 8 (9%)   | 6 (7%)   | 6 (7%)   | 3 (3%)    | 88    |
| Little Buffalo School    | 17 (10%)  | 0 (0%)   | 32 (18%) | 36 (20%) | 30 (17%) | 13 (7%)  | 50 (28%)  | 178   |
| Mistassiniy School       | 35 (12%)  | 0 (0%)   | 60 (20%) | 45 (15%) | 43 (15%) | 32 (11%) | 80 (27%)  | 295   |
| Paddle Prairie School    | 62 (57%)  | 0 (0%)   | 12 (11%) | 4 (4%)   | 15 (14%) | 10 (9%)  | 5 (5%)    | 108   |
| Peerless Lake School     | 45 (38%)  | 26 (22%) | 27 (23%) | 5 (4%)   | 5 (4%)   | 3 (3%)   | 6 (5%)    | 117   |
| Pelican Mountain School  | 0 (0%)    | 0 (0%)   | 6 (27%)  | 3 (14%)  | 4 (18%)  | 3 (14%)  | 6 (27%)   | 22    |
| St. Theresa School       | 123 (34%) | 0 (0%)   | 86 (24%) | 56 (16%) | 44 (12%) | 29 (8%)  | 24 (7%)   | 362   |
| Susa Creek School        | 19 (58%)  | 0 (0%)   | 10 (30%) | 4 (12%)  | 0 (0%)   | 0 (0%)   | 0 (0%)    | 33    |

|                        | 95-100%  | 90-94 % | 80-89% | 70-79% | 60-69% | 50-59% | Below 50% | Total |
|------------------------|----------|---------|--------|--------|--------|--------|-----------|-------|
| Career Pathways School | 17 (31%) | 1 (2%)  | 2 (4%) | 2 (4%) | 3 (6%) | 1 (2%) | 28 (52%)  | 54    |

\*Does not include Calling Lake Outreach

## DIVISION ATTENDANCE JUNE 2017

|                       | 95% - 100% | 90% - 94%  | 80% - 89%  | 70% - 79%  | 60% - 69%  | 50% - 59%  | Below 50%  | Total       |
|-----------------------|------------|------------|------------|------------|------------|------------|------------|-------------|
| <b>ECS</b>            | 98         | 23         | 67         | 40         | 14         | 14         | 15         | 271         |
| <b>Gr. 1</b>          | 58         | 16         | 58         | 31         | 27         | 17         | 29         | 236         |
| <b>Gr. 2</b>          | 73         | 22         | 41         | 34         | 28         | 20         | 22         | 240         |
| <b>Gr. 3</b>          | 79         | 20         | 40         | 32         | 25         | 14         | 26         | 236         |
| <b>Gr. 4</b>          | 89         | 25         | 49         | 39         | 16         | 15         | 16         | 249         |
| <b>Gr. 5</b>          | 99         | 16         | 53         | 25         | 14         | 8          | 14         | 229         |
| <b>Gr. 6</b>          | 46         | 20         | 48         | 48         | 25         | 9          | 21         | 217         |
| <b>Gr. 7</b>          | 49         | 14         | 46         | 26         | 20         | 14         | 35         | 204         |
| <b>Gr. 8</b>          | 34         | 11         | 53         | 21         | 26         | 15         | 23         | 183         |
| <b>Gr. 9</b>          | 34         | 3          | 17         | 16         | 30         | 18         | 37         | 155         |
| <b>Gr. 10</b>         | 27         | 2          | 15         | 15         | 12         | 10         | 41         | 122         |
| <b>Gr. 11</b>         | 11         | 0          | 15         | 15         | 12         | 6          | 18         | 77          |
| <b>Gr. 12</b>         | 15         | 1          | 5          | 4          | 10         | 7          | 29         | 71          |
| <b>Student Totals</b> | <b>712</b> | <b>173</b> | <b>507</b> | <b>346</b> | <b>259</b> | <b>167</b> | <b>326</b> | <b>2490</b> |

\*Does not include Outreach Schools

### Student Attendance by Division in Percentage

For the Month of August, 2017

| School                | ECS | Div 1 | Div 2 | Div 3 | Div 4 |
|-----------------------|-----|-------|-------|-------|-------|
| Anzac                 | 88  | 88    |       |       |       |
| ADCS                  | 74  | 74    | 79    | 68    | 43    |
| Bill Woodward         |     |       | 87    | 81    | 84    |
| Bishop Routhier       | 84  | 84    | 88    |       |       |
| Calling Lake          | 80  | 82    | 82    | 69    | 70    |
| Calling Lake Outreach |     |       |       |       | 65    |
| Career Pathways       |     |       |       |       | 69    |
| Chipewyan Lake        | 55  | 75    | 67    | 82    |       |
| Conklin               |     | 91    | 93    | 88    |       |
| Dr. Mary Jackson      | 92  | 84    | 82    | 73    | 92    |
| Elizabeth             | 87  | 90    | 90    | 87    |       |
| Fr. R. Perin          | 72  | 77    | 77    | 73    |       |
| Fort McKay            | 88  | 82    | 88    |       |       |
| Gift Lake             | 74  | 81    | 84    | 84    |       |
| Grouard               | 74  | 82    | 84    | 89    |       |
| Hillview              | 86  | 89    | 87    |       |       |
| J.F. Dion             | 82  | 91    | 90    | 86    |       |
| Kateri                | 76  | 79    | 87    | 75    | 71    |
| Little Buffalo        | 75  | 76    | 80    | 73    | 60    |
| Mistassiniy           |     |       |       | 74    | 65    |
| Pelican Mountain      | 72  | 80    | 81    |       |       |
| Paddle Prairie        | 78  | 88    | 92    | 83    | 77    |
| Peerless Lake         | 80  | 84    | 88    | 84    | 86    |
| St. Theresa           | 87  | 85    | 88    |       |       |
| Susa Creek            | 92  | 92    | 94    | 93    |       |
| All Schools           | 81  | 84    | 86    | 78    | 66    |

Staffing Update - September 6, 2017

Bulletin 6

| Certified Staff  | Certified Staff - NL | ECS - PUF | Teacher Assistants | Special Assistants | School Community Liaison Worker | Family Community Liaison Advisor | Library Assistant | Native Language Instructor | Clerical | Total by School |
|------------------|----------------------|-----------|--------------------|--------------------|---------------------------------|----------------------------------|-------------------|----------------------------|----------|-----------------|
| Anzac            | 5                    | 0         | 0                  | 0.6                | 1                               | 0                                | 0                 | 0.5                        | 1        | 9.1             |
| ADCS             | 17                   | 1         | 0                  | 3                  | 2.5                             | 0                                | 0                 | 0                          | 1        | 25.5            |
| Bill Woodward    | 8                    | 0         | 0                  | 0                  | 2.5                             | 0                                | 0                 | 0.5                        | 0        | 12              |
| Bishop Routhier  | 5                    | 0         | 1                  | 0                  | 2.5                             | 0                                | 0                 | 0                          | 0.5      | 9               |
| Calling Lake     | 9                    | 0         | 0                  | 0                  | 1                               | 0.5                              | 0                 | 0                          | 0.5      | 12              |
| Career Pathways  | 2                    | 0         | 0                  | 0                  | 0                               | 0                                | 0                 | 0                          | 0        | 2.5             |
| Chipewyan Lake   | 2                    | 0         | 0                  | 0.7                | 0.75                            | 0                                | 0                 | 0                          | 0.3      | 4               |
| Conklin          | 4                    | 0         | 0                  | 1                  | 0                               | 0                                | 0                 | 0                          | 0.5      | 5.5             |
| Dr. Mary Jackson | 2                    | 0         | 0                  | 0                  | 1.8                             | 0                                | 0                 | 0                          | 0        | 4.7             |
| Elizabeth        | 9                    | 0         | 2                  | 0.75               | 3.4                             | 0                                | 0                 | 0.25                       | 0.75     | 16.65           |
| Father R. Perin  | 6                    | 0         | 0                  | 0.6                | 0.4                             | 0                                | 0                 | 0                          | 0.6      | 8.6             |
| Fort McKay       | 5                    | 0         | 0                  | 5                  | 0                               | 0                                | 0                 | 0                          | 1        | 12              |
| Gift Lake        | 12                   | 0         | 0                  | 2                  | 5                               | 1                                | 0                 | 0                          | 1        | 22              |
| Grouard          | 6                    | 0         | 0                  | 2                  | 0                               | 0                                | 0                 | 0                          | 0        | 9               |
| Hillview         | 2                    | 0         | 0.3                | 0                  | 0.75                            | 0                                | 0                 | 0                          | 0.25     | 3.55            |
| J.F. Dion        | 6                    | 0         | 1                  | 0                  | 1                               | 1                                | 0                 | 0                          | 1        | 11              |
| Kateri           | 6                    | 0         | 0                  | 1                  | 0.9                             | 0                                | 0                 | 0                          | 1        | 9.9             |
| Little Buffalo   | 12                   | 0         | 0                  | 2                  | 4                               | 0                                | 0                 | 0                          | 1        | 20              |
| Mistassiniy      | 20                   | 0         | 0                  | 2.5                | 0                               | 0                                | 1                 | 0                          | 1        | 26.5            |
| Paddle Prairie   | 7                    | 0         | 0                  | 1                  | 0                               | 0.35                             | 0                 | 0                          | 0.65     | 9.9             |
| Peerless Lake    | 8                    | 0         | 0                  | 2.65               | 0                               | 0.15                             | 0                 | 0                          | 0.9      | 12.6            |
| Pelican Mountain | 2                    | 0         | 1                  | 1.05               | 0                               | 0                                | 0                 | 0                          | 0.25     | 4.6             |
| St. Theresa      | 22                   | 0         | 5                  | 7                  | 7                               | 0                                | 2                 | 1                          | 1        | 47              |
| Susa Creek       | 3                    | 0         | 0                  | 0.9                | 0                               | 0                                | 0                 | 0                          | 0.4      | 4.7             |
| Totals           | 180                  | 1         | 10.3               | 33.75              | 34.5                            | 3                                | 3                 | 2.25                       | 14.6     | 302.3           |

| School Visits by Department<br>September 1, 2016 - August 31, 2017 |            |                        |        |
|--|------------|------------------------|--------|
|  | Management | Learning Services Team | Totals |
| Anzac  | 4          | 7                      | 11     |
| ADCS   | 9          | 8                      | 17     |
| Bill Woodward  | 5          | 5                      | 10     |
| Bishop Routhier  | 6          | 4                      | 10     |
| Career Pathways  | 6          | 5                      | 11     |
| Calling Lake   | 6          | 5                      | 11     |
| Chipewyan Lake   | 6          | 4                      | 10     |
| Conklin  | 7          | 6                      | 13     |
| Dr. Mary Jackson   | 7          | 6                      | 13     |
| East Prairie/Hillview  | 6          | 6                      | 12     |
| Elizabeth  | 7          | 9                      | 16     |
| Fort McKay   | 4          | 10                     | 14     |
| Fr. R. Perin   | 8          | 14                     | 22     |
| Gift Lake  | 6          | 5                      | 11     |
| Grouard  | 9          | 8                      | 17     |
| J.F. Dion  | 4          | 6                      | 10     |
| Kateri   | 10         | 5                      | 15     |
| Little Buffalo   | 6          | 5                      | 11     |
| Mistassiniy  | 9          | 9                      | 18     |
| Paddle Prairie   | 6          | 6                      | 12     |
| Peerless Lake  | 9          | 8                      | 17     |
| Pelican Mountain   | 5          | 6                      | 11     |
| St. Theresa  | 5          | 9                      | 14     |
| Susa Creek   | 8          | 5                      | 13     |

Bulletin 7



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### **New Principal and Teacher Orientation 2017**

From August 21<sup>st</sup> to 24<sup>th</sup>, Northland School Division (NSD) hosted an orientation for new principals and teachers. During the orientation week, new principals and teachers learned about NSD's structure, history, school communities and priorities. They also developed a better understanding of First Nations, Metis and Inuit (FNMI) perspectives, land-based learning and literacy resources.





**New principals and teachers participated in Northland School Division's adaptation of the Kairos Blanket Exercise. The KAIROS Blanket Exercise is an interactive learning experience that teaches the Indigenous rights history we are rarely taught. Developed in response to the 1996 Report of the Royal Commission on Aboriginal Peoples—which recommended education on Canadian-Indigenous history as one of the key steps to reconciliation, the Blanket Exercise covers over 500 years of history in a one and a half hour participatory workshop.**





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### Northland Day 2017



A new tradition is born at Northland School Division (NSD)! All schools celebrated Northland Day by hosting a community gathering to kick-off the 2017-2018 school year.

"Northland Day is an opportunity for school staff to interact with students, parents, Elders and community members," said Gord Atkinson, Superintendent of Schools. "Schools organized a meal along with activities to celebrate dialogue, community and culture. It was exciting to have schools hosting events in unison."

In addition, a representative from Northland School Division or Alberta Education attended Northland Day events to help community members understand the new Northland Act, the process to become a Trustee and the establishment of a School Council. More photos can be viewed on the NSD website <http://nsd61.ca/about-us/division-news/post/northland-day-2017-photo-gallery>.





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## Fort Chipewyan student selected as a Minister's Youth Council member

*For immediate release – August 4, 2017*



An Athabasca Delta Community School student will have his chance to discuss education with the Minister of Education. On June 29<sup>th</sup>, Jeremy Marten was announced as one of 32 members of the Minister's Youth Council. The 32 member council will share diverse student perspectives and provide input on education issues. Collectively, the council will bring broad and diverse range of life experience, knowledge and skills from all types of Alberta Schools.

"The Minister's Youth Council is an excellent opportunity for students to help shape the future of education in this province, said Gord Atkinson, Superintendent of Schools. "I couldn't be more excited for Jeremy. He is an excellent representative for Fort Chipewyan and Northland School Division. Jeremy's voice is important with respect to addressing concerns in our school communities and assisting the Minister to ensure the system is meeting the needs of our students."

Marten was one of 232 students who applied to be part of the Minister's Youth Council. The youth council will attend three meetings in Edmonton on the following dates:

- September 29-October 2, 2017
- February 2-5, 2018
- May 4-7, 2018

To learn more about the Minister's Youth council visit the Alberta Education website <https://education.alberta.ca/student-engagement/minister-s-youth-council/everyone/minister-s-youth-council/>.

For more information please contact:

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## **Mistassiniy School mentors present research project about residential school experiences in Wabasca-Desmarais at World Indigenous Peoples Conference**

*For immediate release – July 28, 2017*

Mistassiniy School, one of 24 schools in the Northland School Division (NSD), is on the world stage this week attending the World Indigenous Peoples Conference (WIPCE) in Toronto. From July 24<sup>th</sup> – 28<sup>th</sup>, WIPCE draws Indigenous representatives from across the globe to share success and strategies for culturally and grounded Indigenous education. The key theme for this year's conference is the role and impact of Indigenous education in truth and reconciliation. On Thursday, July 27<sup>th</sup>, Mistassiniy School mentors presented a research project and a soon to be published book that speaks to truth and reconciliation.

The inspiration for this project came after attending WE Day in Calgary with hundreds of other NSD students October 26, 2016. After learning about changing communities from Me to We, the mentors came up with the idea to research about the residential school history in Wabasca-Desmarais. From January until the end of June, 2017, students interviewed Elders about their residential school experience at the Elders Lodge in Bigstone Cree Nation, at their homes and at the school. The mentors received first-hand accounts from Elders about life within the missions. The students asked questions such as what work they had to do there, and what, if any, good memories did they have in residential school.

"It was good, emotional, heart-felt, and rewarding all at once," said Grade 12 Student Leeander Young. "I'm really glad that they [Elders] wanted to go back, and share these stories. Many Elders want to forget about those memories, so I was happy that they shared their experiences."

"It's unbelievable how they [Elders] were treated but it's what made them who they are today, and I am grateful; that they were willing to share with us." said Grade 11 Student, Zach Zobot.

In addition to these powerful recollection of events, the mentors documented photographs of the missions in Wabasca-Desmarais. The stories and photos will be published in a book titled *Kayas Ayamikamik Acimowina: Old Stories of the Mission*.

"It was an awesome year for the mentors and this piece of work has made it rewarding for not only myself, and the Elders, but it will be for the entire community." said Community Education Engagement Coordinator/Lead Mentor Darrell Anderson. "What an emotional display of resilience and experiences our Elders had in the residential schools."

To commemorate and honour the residential school survivors, mentors from Mistassiniy School, St. Theresa School and O.P.K. (Bigstone Community School) will be building a bench, swing bench and plaque. It will be located where the last mission once stood in Wabasca-Desmarais. The mentors want to thank:

- Bigstone Community Wellness for assisting in getting the book published;
- Lorraine Cardinal-Roy, Director of First Nations, Métis and Inuit Learner Success, Northland School Division for sponsoring the trip to WIPCE;
- the late Clara Yellowknee for her book about Wabasca-Desmarais;
- Jerry Jackson for the graphic design of the front and back cover of the book; and
- the Elders for sharing their stories.

The book will be unveiled in late September.

For more information please contact:

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NORTHLAND SCHOOL DIVISION NO. 61

**ADMINISTRATION RECOMMENDATION TO THE BOARD**

**TO:** THE BOARD OF TRUSTEES **DATE:** September 14, 2017

**SUBMITTED BY:** Gord Atkinson, Superintendent of Schools

**SUBJECT:** Locally Developed Courses

**ORIGINATOR:** Gord Atkinson, Superintendent of Schools

**REFERENCE(S) & ATTACHMENTS:** AP 219 - Locally Developed Courses

**RECOMMENDATION:**

**THAT the Board of Trustees approve the Locally Developed courses from Chinook's Edge School Division No. 73: Big History 15-3, Big History 15-5, and History Through Film: Fact and Fiction 25-3.**

\*\*\*\*\*

**BACKGROUND:**

As per Administrative Procedure 219 - Locally Developed Courses, clause 7; all locally developed courses must be approved by the Board prior to implementation.

These courses will be offered as part of the high school course offering at Career Pathways for the 2017-2018 school year.

**RISK ANALYSIS:**



NORTHLAND SCHOOL DIVISION NO. 61

**ADMINISTRATION RECOMMENDATION TO THE BOARD**

**TO:** THE BOARD OF TRUSTEES **DATE:** SEPTEMBER 14, 2017

**SUBMITTED BY:** LOIS BYERS, OFFICIAL TRUSTEE

**SUBJECT:** POLICY 2, APPENDIX A BOARD ANNUAL WORKPLAN

**ORIGINATOR:** LOIS BYERS, OFFICIAL TRUSTEE/ TERRY GUNDERSON ASBA

**REFERENCE(S) & ATTACHMENTS:** POLICY 2, APPENDIX A BOARD ANNUAL WORKPLAN

**RECOMMENDATION:**

**THAT the Board of Trustees approve third and final reading of Policy 2, Appendix A Board Annual Workplan as attached.**

\*\*\*\*\*

**BACKGROUND:**

This plan was originally developed by Terry Gunderson, ASBA Education Consultant. Over the summer, Official Trustee Byers worked with Gord Atkinson, Superintendent of Schools, Trudy Rasmuson, Secretary-Treasurer and Melanie Mantaj, Executive Secretary to streamline the work plan making it an efficient timeline for the new board to follow.

**RISK ANALYSIS:**

Policy 2 – Appendix A

BOARD ANNUAL WORK PLAN

| Board Activity |  | Meeting             | Frequency                 | S | O | N | D | J | F | M | A | M | J | J | A |
|----------------|--|---------------------|---------------------------|---|---|---|---|---|---|---|---|---|---|---|---|
| <b>1.</b>      | <b>Accountability: Student Learning &amp; Wellness</b>   |                     |                           |   |   |   |   |   |   |   |   |   |   |   |   |
| 1.1            | Hold Board meetings  | Board               | Monthly                   | x | x | x |   | x | x | x | x | x | x |   | x |
| 1.2            | Receive Superintendent's Monthly Report  | Board               | Monthly                   | x | x | x |   | x | x | x | x | x | x |   | x |
| 1.3            | Receive Superintendent's Quarterly Education Report  | Board               | Quarterly                 |   |   |   |   |   | x |   |   |   |   |   | x |
| 1.4            | Review Division achievement results  | Board               | Annually                  |   | x |   |   |   |   |   |   |   |   |   |   |
| 1.5            | Review school achievement results and initiate school/program reviews as necessary to ensure student success   | C of W              | Annually                  |   | x |   |   |   |   |   |   |   |   |   |   |
| 1.6            | Student/Staff Wellness: Within the Superintendent's Education Quarterly Report, review initiatives & planning to ensure Policy 19 Welcoming, Caring, Respectful and Safe Learning and Working Environments, is being achieved. | Board               | Quarterly                 |   |   | x |   |   | x |   |   | x |   |   | x |
| 1.7            | In consultation with communities and key partners identify Division priorities at outset of 3 Year Education Plan process (Strategic Planning) (see 2.3, NSD Act)  | Engagement Sessions | Later in 1st year of term |   |   |   |   |   |   |   |   |   |   | x |   |
| 1.8            | Approve 3 Year Education Plan after consultations.   | Board               | 2nd year of term          |   |   | x |   |   |   |   |   |   |   |   |   |
| 1.9            | Review progress on 3 Year Education Plan   | Board               | Quarterly                 |   |   | x |   |   | x |   |   | x |   |   | x |
| 1.10           | Review, refine and approve 3 Year Education Plan   | Board               | Annually                  |   |   | x |   |   |   |   |   |   |   |   |   |
| 1.11           | Area 1 West Associate Superintendent report  | Board               | Quarterly                 | x |   |   | x |   |   | x |   |   |   | x |   |
| 1.12           | Area 2 Central Associate Superintendent report   | Board               | Quarterly                 |   | x |   |   |   |   |   | x |   |   |   | x |
| 1.13           | Area 3 East Associate Superintendent report  | Board               | Quarterly                 |   |   | x |   |   | x |   |   | x |   |   | x |
| 1.14           | FNMI Department report   | Board               | Annually                  |   |   |   |   |   |   |   |   |   |   |   |   |
| 1.15           | IT Department report   | Board               | Annually                  |   |   |   |   |   |   |   |   |   |   |   |   |
| 1.16           | Student Services Department report   | Board               | Annually                  |   |   |   |   |   | x |   |   |   |   |   |   |
| 1.17           | Personal Department Report   | Board               | Twice a year              | x |   |   |   |   |   |   |   |   |   | x |   |
| 1.18           | Transportation Department report (Review Policy 17 Transportation)   | Board               | Annually                  |   |   |   |   |   |   |   | x |   |   |   |   |

SP= Spring Planning FP=Fall Planning C of W=Committee of the Whole (Board)

| Board Activity                |   | Meeting | Frequency        | S | O | N | D | J | F | M | A | M | A | J | J | A |
|-------------------------------|---|---------|------------------|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1.19                          | Christmas Activities  |         | Annually         |   |   |   | x |   |   |   |   |   |   |   |   |   |
| 1.20                          | School Celebrations   |         | Upon request     |   |   |   |   |   |   |   |   |   |   |   |   |   |
| <b>2. Engagement</b>          |   |         |                  |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 2.1                           | Survey key partners to determine if satisfied with involvement with NSD   | C of W  | Annually         |   |   |   |   |   |   |   |   |   |   |   |   | x |
| 2.2                           | Review relationship with key partners (survey results); set relationship priorities & accountabilities; plan meetings (Review Policy 9 Board Representatives) | C of W  | Annually         | x |   |   |   |   |   |   |   |   |   |   |   |   |
| 2.3                           | Review engagement requirements of NSD Act & ensure have been met (see 1.1 and Review Policy 21 Community Voice)   | Various | 1st year of term |   |   |   |   |   | x |   |   |   |   |   |   |   |
| 2.4                           | Review procedure, process & effectiveness of Ward Councils (Policy 21 Community Voice)  | C of W  | Annually         |   |   |   |   |   | x |   |   |   |   |   |   |   |
| 2.5                           | Review procedure, process & effectiveness of Council of School Councils (Policy 21 Community Voice)   | C of W  | Annually         |   |   |   |   |   | x |   |   |   |   |   |   |   |
| 2.6                           | Communications department report  | Board   | Annually         | x |   |   |   |   |   |   |   |   |   |   |   |   |
| 2.7                           | Nominate individuals/groups for ASBA awards as appropriate  | C of W  | Annually         | x |   |   |   |   |   |   |   |   |   |   |   |   |
| 2.8                           | Determine ASBA Edwin Parr Nomination  | Board   | Annually         |   |   |   |   |   | x |   |   |   |   |   |   |   |
| 2.9                           | Nominate ASBA Zone 1 Friend of Education Award  | Board   | Annually         |   |   |   |   |   |   |   |   |   |   |   | x |   |
| 2.10                          | Nominate ASBA Zone 1 Appreciation Award   | Board   | Annually         |   |   |   |   |   |   |   |   |   |   |   | x |   |
| 2.11                          | Retirement and Long Service Awards event  |         | Annually         |   |   |   |   |   |   |   |   |   |   |   |   | x |
| 2.12                          | Northland Day   |         | Annually         |   |   |   |   |   |   |   |   |   |   |   |   | x |
| <b>3. Community Assurance</b> |   |         |                  |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 3.1                           | Welcome Back (messages, events, etc.)   |         | Annually         | x |   |   |   |   |   |   |   |   |   |   |   |   |
| 3.2                           | Review collaborative partnership work initiatives & discuss other areas for possible collaboration (housing, maintenance, etc.)                               | C of W  | Annually         | x |   |   |   |   |   |   |   |   |   |   |   |   |
| 3.3                           | Report results clearly and openly to public   | Board   | Annually         |   |   |   |   |   | x |   |   |   |   |   |   |   |
| 3.4                           | Review status of buildings and grounds (Maintenance department report - see 5.17)   | Board   | Annually         |   |   |   |   |   | x |   |   |   |   |   |   |   |
| 3.5                           | Review risk management practices  | Board   | Annually         |   |   |   |   |   | x |   |   |   |   |   |   |   |
| 3.6                           |   |         |                  |   |   |   |   |   |   |   |   |   |   |   |   |   |



| Board Activity |   | Meeting | Frequency   | S | O | N | D | J | F | M | A | M | J | J | A |
|----------------|---|---------|-------------|---|---|---|---|---|---|---|---|---|---|---|---|
| <b>4.</b>      | <b>Accountability: To Alberta Government</b>  |         |             |   |   |   |   |   |   |   |   |   |   |   |   |
| 4.1            | Within the Superintendent's Education Quarterly Report, review plans to ensure all students, teachers and Division leaders learn about First Nations, Métis and Inuit perspectives, experiences and contribution throughout history; treaties, and the history and legacy of residential schools. | Board   | Quarterly   |   |   | x |   |   | x |   |   |   |   |   | x |
| 4.2            | Review, approve and submit Annual Education Results Report (AERR) to the provincial government  | Board   | Annually    |   | x |   |   |   |   |   |   |   |   |   |   |
| <b>5.</b>      | <b>Accountability: Fiscal</b>   |         |             |   |   |   |   |   |   |   |   |   |   |   |   |
| 5.1            | Review and complete budget process  | C of W  | Annually    |   |   |   |   | x | x | x |   |   |   |   |   |
| 5.2            | Approve Spring budget   | Board   | Annually    |   |   |   |   |   |   |   | x |   |   |   |   |
| 5.3            | Appointment of auditors   | Board   | As required |   |   |   |   |   |   |   |   |   |   |   | x |
| 5.4            | Approve Audited Financial Statements  | Board   | Annually    |   | x |   |   |   |   |   |   |   |   |   |   |
| 5.5            | Review of Quarterly Financial Statements  | Board   | Quarterly   |   | x |   |   |   | x |   |   |   |   |   | x |
| 5.6            | Approve Fall Budget   | Board   | Annually    |   | x |   |   |   |   |   |   |   |   |   |   |
| 5.7            | Approve transfers from reserves   | Board   | Annually    |   | x |   |   |   |   |   |   |   |   |   |   |
| 5.8            | Approve expense reimbursement rates   | Board   | Annually    |   |   |   |   |   |   |   |   |   |   |   | x |
| 5.9            | Discuss draft capital priorities  | C of W  | Annually    |   |   |   |   | x |   |   |   |   |   |   |   |
| 5.10           | Approve Capital Plan  | Board   | Annually    |   |   |   |   |   |   | x |   |   |   |   |   |
| 5.11           | Review signing authorities & approve changes  | Board   | Annually    |   |   |   |   |   |   |   |   |   |   |   | x |
| 5.12           | Approve Memorandum of Agreement   | Board   | As required |   |   |   |   |   |   |   |   |   |   |   |   |
| 5.13           | Review Policy 2 Role of the Board - 5.Fiscal Accountability to ensure meeting all requirements  | C of W  | SP          |   |   |   |   |   |   |   |   |   |   | x |   |
| 5.14           | Approve revolving credit  | Board   | Annually    |   |   |   |   |   |   |   |   |   |   | x |   |
| 5.15           | Review non-instructional programs to ensure effective operation (Policy 20 Housing, Policy 22 Food Services)  | Board   | Annually    |   |   |   |   |   |   |   | x |   |   |   |   |
| 5.16           | Receive enrollment report   | Board   | Annually    |   | x |   |   |   |   |   |   |   |   |   |   |
| 5.17           | Maintenance department report   | Board   | Annually    |   | x |   |   |   |   |   |   |   |   |   |   |
| 5.18           | Approve fees, if any  | Board   | Annually    |   |   |   |   |   |   |   |   |   |   |   | x |
| <b>6.</b>      | <b>Board/Superintendent Relations</b>   |         |             |   |   |   |   |   |   |   |   |   |   |   |   |
| 6.1            | Review supt performance evaluation process - hire facilitator   | C of W  | Annually    |   |   |   |   |   |   |   |   |   |   | x |   |
| 6.2            | Conduct supt performance appraisal process (includes succession planning & setting goals)   | C of W  | Annually    | x |   |   |   |   |   |   |   |   |   |   |   |

SP= Spring Planning FP=Fall Planning C of W=Committee of the Whole (Board)

| Board Activity              |  | Meeting      | Frequency           | S | O | N | D | J | F | M | A | M | A | J | J | A |
|-----------------------------|--|--------------|---------------------|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 6.3                         | Complete regular discussions with supt on performance  | C of W       | Twice a year        |   |   |   | x |   |   | x |   |   |   |   |   |   |
| 6.4                         | Approve evaluation & compensation for supt   | Board        | Annually            | x |   |   |   |   |   |   |   |   |   |   |   |   |
| 6.5                         | Review Board actions in ensuring good relations & interactions with supt and respecting and supporting authority of Supt through Board evaluation process (see 7.5a) | C of W       | Annually            |   |   |   |   |   |   |   |   |   |   | x |   |   |
| 6.6                         | Review Policy 11 Delegation of Authority to ensure clear delegation of authority and responsibilities of Supt.   | C of W       | Annually            |   |   |   |   |   |   |   |   |   |   |   | x |   |
| <b>7. Board Development</b> |  |              |                     |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 7.1                         | New Board Orientation  | C of W       | After each election |   | x |   |   |   |   |   |   |   |   |   |   |   |
| 7.2                         | Tour Division facilities   |              | To be planned       |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 7.3                         | Fall Planning (FP) & Board Development (with ASBA Fall Conference)   | C of W       | FP                  |   |   | x |   |   |   |   |   |   |   |   |   |   |
| a                           | Review Positive Path Forward plan progress   |              | FP                  |   |   | x |   |   | x |   |   |   |   |   | x |   |
| b                           | Policy 2 Role of Board; Policy 7 Board Operations  | C of W       | FP                  |   |   | x |   |   |   |   |   |   |   |   |   |   |
| c                           | Policy 3 Role of Trustee; Policy 4 Trustee Conduct (Sanctions)   | C of W       | FP                  |   |   | x |   |   |   |   |   |   |   |   |   |   |
| d                           | Policy 5 Role of Chair; Policy 6 Role of Vice-Chair  | C of W       | FP                  |   |   | x |   |   |   |   |   |   |   |   |   |   |
| e                           | Policy 19 Welcoming, Caring, Respectful and Safe Learning and Working Environments   |              |                     |   |   | x |   |   |   |   |   |   |   |   |   |   |
| f                           | School Councils Regulations, operations  | C of W       | FP                  |   |   | x |   |   |   |   |   |   |   |   |   |   |
| g                           | Orientation to each department   | C of W       | FP                  |   |   | x |   |   |   |   |   |   |   |   |   |   |
| h                           | Orientation to each school   | C of W       | FP                  |   |   | x |   |   |   |   |   |   |   |   |   |   |
| i                           | Facilitating concerns of parents, others   | C of W       | FP                  |   |   | x |   |   |   |   |   |   |   |   |   |   |
| 7.4                         | ASBA new Trustee orientation   | Conference   | After each election |   |   | x |   |   |   |   |   |   |   |   |   |   |
| 7.5                         | Spring Planning (SP) & Board Development (with ASBA Spring Conference):  | C of W Board | SP                  |   |   |   |   |   |   |   |   |   |   | x |   |   |
| a                           | Complete Board Performance Assessment process; approve Positive Path Forward (Review Policy 2 Appendices)  | C of W Board | SP                  |   |   |   |   |   |   |   |   |   |   |   | x |   |
| b                           | Review and update Board Work Plan  | C of W       | SP                  |   |   |   |   |   |   |   |   |   |   |   | x |   |
| c                           | Fiduciary & legal responsibilities   | C of W       | SP                  |   |   |   |   |   |   |   |   |   |   |   | x |   |

SP= Spring Planning FP=Fall Planning C of W=Committee of the Whole (Board)

| Board Activity |   | Meeting     | Frequency     | S | O | N | D | J | F | M | A | M | J | J | A |
|----------------|---|-------------|---------------|---|---|---|---|---|---|---|---|---|---|---|---|
| d              | Risk Management: "Risk Management and Good School Board Governance"   |             | SP            |   |   |   |   |   |   |   |   |   | x |   |   |
| e              | Bargaining, Collective Agreement  |             | SP            |   |   |   |   |   |   |   |   |   | x |   |   |
| f              | Advocacy  |             | SP            |   |   |   |   |   |   |   |   |   | x |   |   |
| g              | Policy - writing, monitoring (Review Policy 10 Policy Making)   |             | SP            |   |   |   |   |   |   |   |   |   | x |   |   |
| 8.             | <b>Policy</b>   |             |               |   |   |   |   |   |   |   |   |   |   |   |   |
| 8.1            | Hold Organizational meeting: choose chair, vice-chair, set Board meeting dates; appoint committee and board representatives | Board       | Annually      |   | x |   |   |   |   |   |   |   |   |   |   |
| 8.2            | Review Board Policies as per schedule   | C of W      | Over Term     |   |   |   |   |   |   |   |   |   |   |   |   |
| 8.3            | Approval Board policy changes and updates   | Board       | Over Term     |   |   |   |   |   |   |   |   |   |   |   |   |
| 9.             | <b>Political Advocacy</b>   |             |               |   |   |   |   |   |   |   |   |   |   |   |   |
| 9.1            | Develop a plan for advocacy including focus, key messages, relationships and mechanisms                                     | C of W      | Annually      |   |   |   |   |   |   |   |   |   |   |   |   |
| 9.2            | Meet with key partners and locally elected officials  | As required | Planned basis |   |   |   |   |   |   |   |   |   |   |   |   |
| 9.3            | Meet with prov. and fed. Officials as appropriate   | As required | Planned basis |   |   |   |   |   |   |   |   |   |   |   |   |
| 9.4            | ASBA Zone meetings  | Zone        |               | x |   | x |   | x |   | x |   | x |   |   |   |
| 9.5            | PSBAA Council meeting   |             |               | x |   | x |   | x |   | x |   | x |   |   | x |
| 9.6            | Review ASBA & PSBAA resolutions, policies for Spring AGM  | C of W      | Annually      |   |   |   |   |   |   |   | x |   |   |   |   |
| 9.7            | ASBA Spring Conference  |             | Annually      |   |   |   |   |   |   |   |   |   |   | x |   |
| 9.8            | PSBAA Spring General Meeting  |             | Annually      |   |   |   |   |   |   |   |   |   |   | x |   |
| 9.9            | Review ASBA & PSBAA resolutions, policies for Fall AGM  | C of W      | Annually      |   | x |   |   |   |   |   |   |   |   |   |   |
| 9.10           | ASBA Fall General Meeting   |             | Annually      |   |   | x |   |   |   |   |   |   |   |   |   |
| 9.11           | PSBAA Fall General Meeting  |             | Annually      |   | x |   |   |   |   |   |   |   |   |   |   |



NORTHLAND SCHOOL DIVISION NO. 61

**ADMINISTRATION RECOMMENDATION TO THE BOARD**

**TO:** THE BOARD OF TRUSTEES **DATE:** SEPTEMBER 14, 2017

**SUBMITTED BY:** LOIS BYERS, OFFICIAL TRUSTEE

**SUBJECT:** POLICY 2, APPENDIX B FACILITATED BOARD SELF EVALUATION PROCESS

**ORIGINATOR:** LOIS BYERS, OFFICIAL TRUSTEE/ TERRY GUNDERSON ASBA

**REFERENCE(S) & ATTACHMENTS:** POLICY 2, APPENDIX B FACILITATED BOARD SELF EVALUATION PROCESS

**RECOMMENDATION:**

**THAT the Board of Trustees approve third and final reading of Policy 2, Appendix B Facilitated Board Self Evaluation Process, as attached.**

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**BACKGROUND:**

This evaluation process was originally developed by Terry Gunderson, ASBA Education Consultant. Lois Byers, Official Trustee in consultation with Gord Atkinson, Superintendent of Schools, Trudy Rasmuson, Secretary-Treasurer and Melanie Mantai, Executive Secretary have reviewed the process and made changes accordingly.

**RISK ANALYSIS:**

## Policy 2 – Appendix B

### FACILITATED BOARD SELF-EVALUATION PROCESS

#### Process

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

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

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

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

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

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

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

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

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

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

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

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

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

**Evaluation Tool:** Review the summary of Board motions and **monthly Board Evaluation Assessments** to ensure the entire Board Policy Handbook is subjected to review and revision, identify any lack of alignment of practice with policy (e.g. from review of motions) and make revisions as required in policy or practice as deemed appropriate.

**Part 7:** Reviewing Board actions at least annually to determine how perceived corporate Accomplishments, Regrets, Opportunities and Threats (AROT) can assist in defining a Positive Path Forward (PPF) and avoid repetition of less effective functioning.

**Evaluation Tool:** Conduct an AROT analysis in light of Board motions and direct Board observations.

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

**Part 9:** Board assesses success or lack thereof addressing the Positive Path Forward approved as a result of the last evaluation and includes any required actions in the current PPF.

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

**Part 11:** Board approves the Positive Path Forward (PPF) in a public Board meeting.

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

**Legal Reference:** Section 45, 45.1, 56, 60, 61, 62, 63, 78, 113, 147 School Act  
 Local Authorities Elections Act  
 Northland School Division Act  
 Results-Based Budgeting Act  
 Disposition of Property Regulation  
 Early Childhood Services Regulation



NORTHLAND SCHOOL DIVISION NO. 61

**ADMINISTRATION RECOMMENDATION TO THE BOARD**

**TO:** THE BOARD OF TRUSTEES **DATE:** SEPTEMBER 14, 2017

**SUBMITTED BY:** LOIS BYERS, OFFICIAL TRUSTEE

**SUBJECT:** POLICY 2, APPENDIX C BOARD PERFORMANCE ASSESSMENT GUIDE

**ORIGINATOR:** LOIS BYERS, OFFICIAL TRUSTEE/ TERRY GUNDERSON ASBA

**REFERENCE(S) & ATTACHMENTS:** POLICY 2, APPENDIX C BOARD PERFORMANCE ASSESSMENT GUIDE

**RECOMMENDATION:**

**THAT the Board of Trustees approve third and final reading of Policy 2, Appendix C Board Performance Assessment Guide, as attached.**

\*\*\*\*\*

**BACKGROUND:**

This assessment guide was originally developed by Terry Gunderson, ASBA Education Consultant. Over the summer, Official Trustee Byers worked with Gord Atkinson, Superintendent of Schools, Trudy Rasmuson, Secretary-Treasurer and Melanie Mantai, Executive Secretary, to ensure the assessment is in line with Policy 2.

**RISK ANALYSIS:**

## Policy 2 – Appendix C

| <b>NORTHLAND SCHOOL DIVISION BOARD SELF EVALUATION<br/>PERFORMANCE ASSESSMENT GUIDE</b>   |  |  |
|---|--|--|
| <b><u>Role Expectation:</u><br/><u>Accountability for Student<br/>Learning and Wellness</u></b>   | <b><u>Evaluation Evidence</u></b>  | <b><u>Quality Indicators</u></b>   |
| <p>The Board shall:</p> <p>1.1 Provide overall direction for the Division by establishing vision, mission, beliefs and values.</p> <p>1.2 Support the establishment of a welcoming, caring, respectful and safe learning environment.</p> <p>1.3 <b>Ensure Board policies are respectful of local cultural goals, values and traditions.</b></p> <p>1.4 <del>Enable the infusion of cultural perspectives within student learning, as defined by each community. Enable each community to guide and shape the building of culture, values and traditions into their local school.</del></p> <p>1.5 <del>Ensure the development of pathways beyond the residential school legacy. Enable supports for children regarding the impacts of residential school legacy.</del></p> <p>1.6 Enable processes to support quality teaching.</p> <p>1.7 <del>Initiate school and program reviews as necessary to monitor the achievement of</del></p> | <ul style="list-style-type: none"> <li>• Board Policy Handbook</li> <li>• Annual goals and priorities</li> <li>• Three-Year Education Plan/Results Report</li> <li>• Budget Report Form</li> <li>• Three-Year Capital Plan</li> <li>• Facilities Master Plan</li> <li>• Three-Year Education Plan progress reports</li> <li>• School review reports</li> <li>• Progress review reports</li> <li>• Superintendent's evaluation</li> <li>• Relevant correspondence</li> <li>• Board self-evaluation questionnaire results               <ul style="list-style-type: none"> <li>o Board role</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Foundational statements (Policy 1) for the Division are established which allow it to move forward to a future that continues to enhance student learning and to achieve the Division's educational goals.</li> <li>• Policies are approved which support the establishment of a welcoming, caring, respectful and safe learning environment.</li> <li>• The allocation of resources reflects an effort to ensure student achievement.</li> <li>• Students, staff and communities demonstrate their capacity to move beyond the residential school legacy.</li> <li>• Quality teaching is supported through intentional governance processes.</li> <li>• School and program reviews provide significant data for improvement/modification.</li> <li>• Planning process and timelines allow for development with appropriate Board and stakeholder input.</li> </ul> |



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| <p><del>outcomes.</del> Closely monitor the effectiveness of each school in achieving student success, established priorities and other key performance indicators.</p> <p>1.8 Initiate school and program reviews as necessary to ensure the achievement of outcomes and student success.</p> <p>1.9 Annually approve the process and timelines for the refinement of the Three-Year Education Plan.</p> |  |  |
|---|--|--|

| <p align="center"><b>NORTHLAND SCHOOL DIVISION BOARD SELF EVALUATION PERFORMANCE ASSESSMENT GUIDE</b></p>  |  |   |
|--|--|---|
| <p><b><u>Role Expectation:</u></b><br/><b><u>Accountability for Student Learning and Wellness</u></b><br/><b><u>(continued)</u></b></p>  | <p><b><u>Evaluation Evidence</u></b></p> | <p><b><u>Quality Indicators</u></b></p>   |
| <p>1.10 In consultation with communities, identify Board priorities at the outset of the annual Three-Year Education planning process.</p> <p><del>1.11 Monitor the effectiveness of the Division in achieving established priorities, desired results and key performance indicators.</del></p> <p>1.12 Annually approve the “rolling” Three-Year Education Plan/Annual</p> |  | <ul style="list-style-type: none"> <li>• The Three-Year Education Plan identifies annual educational goals and priorities which move the Division forward.</li> <li>• Policies enable community cultural perspectives to be incorporated.</li> <li>• Division performance and achievement is monitored, evaluated, reported and moves forward.</li> <li>• Strategies to move forward:             <ul style="list-style-type: none"> <li>o 3 YR Education Plan is approved.</li> <li>o AERR is approved.</li> </ul> </li> </ul> |

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| <p>Education Results<br/>Report for submission to<br/>Alberta Education and<br/>for distribution to the<br/>public.</p> |  |  |
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## NORTHLAND SCHOOL DIVISION BOARD SELF EVALUATION PERFORMANCE ASSESSMENT GUIDE

| <b><u>Role Expectation:</u></b><br><b><u>Engagement</u></b>   | <b><u>Evaluation Evidence</u></b>   | <b><u>Quality Indicators</u></b>   |
|---|---|--|
| <p>The Board shall:</p> <p>2.1 Engage at least once within the 12 month period immediately following each general election with respect to the establishment of the Board's strategic direction with:</p> <p>2.1.1 the wards;</p> <p>2.1.2 First Nations, Metis, Municipalities and other communities with respect to which the board provides educational services;</p> <p>2.1.3 Treaty 8 First Nations of Alberta;</p> <p>2.1.4 the Metis Settlements General Council; and</p> <p>2.1.5 the Council of School Councils.</p> <p>2.2 Meet with Council of School Councils (COSC) at least once each school year.</p> <p>2.3 Enable and support the meeting of Ward Councils at least three times per school year.</p> | <ul style="list-style-type: none"> <li>• Meetings/focus groups/surveys</li> <li>• Press releases</li> <li>• Media reports</li> <li>• Board meeting minutes</li> <li>• Three-Year Education Plan/Results Report</li> <li>• Board Policy Handbook</li> <li>• Division publications</li> <li>• Relevant correspondence</li> <li>• Board self-evaluation questionnaire results               <ul style="list-style-type: none"> <li>o Board role</li> <li>o Community engagement</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Promotional materials are developed.</li> <li>• Two way communication processes are established and maintained.</li> <li>• Whenever possible, Board policies allow opportunities for local implementation.</li> <li>• Meetings are scheduled.</li> <li>• Opportunities for formal training and dialogue.</li> <li>• The Board and individual trustees model a culture of respect and integrity and operate in an open, transparent fashion in all review processes.</li> <li>• Fiduciary duties are handled in a transparent fashion by the Board.</li> <li>• Partners are included in developing strategic direction.</li> <li>• Ward Councils operating effectively.</li> <li>• Communities feel heard.</li> <li>• School Councils and Council Of School Councils operate effectively.</li> </ul> |

## NORTHLAND SCHOOL DIVISION BOARD SELF EVALUATION PERFORMANCE ASSESSMENT GUIDE

| <u>Role Expectation</u><br><u>Community Assurance</u>  | <u>Evaluation Evidence</u>   | <u>Quality Indicators</u>   |
|--|--|---|
| <p>The Board shall:</p> <p>3.1 Make informed decisions that represent the best interests of the entire Division, and honour community diversity.</p> <p>3.2 <del>Engage the community in a dialogue about Division programs, needs and desires. Establish ongoing plans for collaborative work between the Division and First Nations and Métis settlements.</del> <b>Establish ongoing plans for collaborative work between the Division and First Nations and Métis settlements.</b></p> <p>3.3 <del>Establish processes and provide opportunities for community engagement; provide feedback on recommendations and input received. Report Division outcomes to the community at least annually.</del> <b>Establish processes and provide opportunities for community engagement; provide feedback on recommendations and input received. Report Division outcomes to the community at least annually.</b></p> <p>3.4 <del>Establish a forum for student engagement. Develop appeal procedures and hold hearings as required by statute and/or Board policy.</del> <b>Establish a forum for student engagement. Develop appeal procedures and hold hearings as required by statute and/or Board policy.</b></p> <p>3.5 <del>Establish plans for collaborative work between the Division and First Nations and Métis settlements. Model a culture of respect and integrity.</del> <b>Establish plans for collaborative work between the Division and First Nations and Métis settlements. Model a culture of respect and integrity.</b></p> <p>3.6 <del>Report Division outcomes to the community at least annually. Maintain transparency in all fiduciary aspects.</del> <b>Report Division outcomes to the community at least annually. Maintain transparency in all fiduciary aspects.</b></p> | <ul style="list-style-type: none"> <li>• Briefing notes and reports</li> <li>• Meetings/focus groups/surveys</li> <li>• Press releases</li> <li>• Media reports</li> <li>• Board meeting minutes</li> <li>• Three-Year Education Plan/Results Report</li> <li>• Board Policy Handbook</li> <li>• Division publications</li> <li>• Superintendent's evaluation</li> <li>• Relevant correspondence</li> <li>• Board self-evaluation questionnaire results               <ul style="list-style-type: none"> <li>o Board role</li> <li>o Community engagement</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Decisions are based on relevant data and are representative of the interests of the entire Division while respecting community diversity.</li> <li>• Processes are established to engage the community in generative dialogue.</li> <li>• Processes for further community engagement are readily available and well understood.</li> <li>• Promotional materials are developed.</li> <li>• Opportunities for student engagement in governance issues are provided.</li> <li>• Division performance and achievement is reported and strategies to move forward.</li> <li>• Information is disseminated to appropriate publics.</li> <li>• Community capacity building initiatives bolster student success.</li> <li>• Appeal hearing processes are transparent and cognizant of due process.</li> <li>• The Board and individual trustees model a culture of respect and integrity and operate in an open, transparent fashion.</li> <li>• Fiduciary duties are handled in a transparent fashion by the Board.</li> </ul> |

~~3.7 Support community engagement, development and capacity building to foster student success.~~

**Monitor Board processes and administrative procedures to ensure they support Board Policy and are respectful of local culture, values and traditions.**

~~3.8 Develop appeal procedures and hold hearings as required by statute and/or Board policy. School Facilities and grounds shall be kept to a high standard.~~

~~3.9 Model a culture of respect and integrity. Monitor the management of division risk by annually reviewing administration's risk assessment, assumptions and mitigation strategies.~~

~~3.10 Maintain transparency in all fiduciary aspects.~~

## NORTHLAND SCHOOL DIVISION BOARD SELF EVALUATION PERFORMANCE ASSESSMENT GUIDE

| <b><u>Role Expectation<br/>Accountability to<br/>Provincial Government</u></b>  | <b><u>Evaluation Evidence</u></b>   | <b><u>Quality Indicators</u></b>  |
|---|---|---|
| <p>The Board shall:</p> <p>4.1 Act in accordance with all statutory requirements to implement provincial standards and policies.</p> <p>4.2 Perform Board functions required by governing legislation and existing Board policy.</p> <p>4.3 Ensure all students, teachers and Division leaders learn about First Nations, Métis and Inuit perspectives, experiences and contribution throughout history; treaties, and the history and legacy of residential schools.</p> | <ul style="list-style-type: none"> <li>• Three-Year Education Plan/Results Report</li> <li>• Budget Report Form</li> <li>• Audited Financial Statements</li> <li>• Accountability Pillar</li> <li>• Published results</li> <li>• Superintendent's evaluation</li> <li>• Policy review</li> <li>• Board Policy Handbook</li> <li>• Division litigation status</li> <li>• Relevant correspondence</li> <li>• Board self-evaluation questionnaire results               <ul style="list-style-type: none"> <li>o Board role</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Statutory obligations are fully met in a timely manner.</li> <li>• Legislated functions are performed in an exemplary fashion.</li> <li>• All resident students are provided an education program consistent with the School Act and the statutory regulations.</li> <li>• Non-resident students are provided an education program consistent with the School Act and the statutory regulations, at the sole discretion of the Board.</li> <li>• Board governance policies clearly specify required Board functions and Board follows them.</li> <li>• Relevant FNMI and staff development sessions are provided.</li> </ul> |

## NORTHLAND SCHOOL DIVISION BOARD SELF EVALUATION PERFORMANCE ASSESSMENT GUIDE

| <u>Role Expectation</u><br><u>Fiscal Accountability</u>  | <u>Evaluation Evidence</u>  | <u>Quality Indicators</u>  |
|--|---|--|
| <p>The Board shall:</p> <p>5.1 Within the context of results-based budgeting, approve budget assumptions/principles and establish priorities at the outset of the budget process.</p> <p>5.2 Approve the annual budget and allocation of resources to achieve desired results.</p> <p>5.3 Approve, if any, annual fees for instructional resources, transportation and tuition.</p> <p>5.4 Approve expense reimbursement rates.</p> <p>5.5 <del>Approve substantive budget adjustments when necessary.</del><br/><b>Approve budget adjustments over \$125,000 when necessary. The Superintendent has the authority to approve budget adjustments under \$125,000, and will report to the board at the next meeting following an approval, outlining the rationale.</b></p> <p style="padding-left: 40px;"><b>6.5.1 The Superintendent has the authority to approve contracts for bus routes if the annual cost of the route is under \$125,000.</b></p> <p>5.6 Enable the development of reciprocal partnership agreements to collectively enhance supports and services for all students,</p> | <ul style="list-style-type: none"> <li>• Budget planning developments</li> <li>• Three Year Capital Plan</li> <li>• Facilities Master Plan</li> <li>• Semi-annual Year-End Projections</li> <li>• Board Work Plan</li> <li>• Internal Audits</li> <li>• External Audit Report</li> <li>• Audited Financial Statements</li> <li>• Annual Education Results Report</li> <li>• Borrowing resolutions</li> <li>• Negotiations mandates</li> <li>• Collective agreements</li> <li>• Classified Handbook</li> <li>• Superintendent's contract</li> <li>• Relevant correspondence</li> <li>• Signing authorities</li> <li>• Investment parameters</li> <li>• Superintendent's evaluation</li> <li>• Board self-evaluation questionnaire results               <ul style="list-style-type: none"> <li>o Board role</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Budget assumptions are clearly understood by the Board.</li> <li>• Needs are determined and prioritized.</li> <li>• The basis for resource allocations within the Division is established by the Board.</li> <li>• The approved budget clearly reflects the Board's priorities.</li> <li>• Resources are used efficiently and effectively.</li> <li>• Reciprocal partnerships are established.</li> <li>• Tenders are approved as required.</li> <li>• Tender and bid processes are above reproach.</li> <li>• At minimum, quarterly variance analyses and year-end projections are received.</li> <li>• An auditor is appointed.</li> <li>• Quality indicators for financial operations are established by the Board and confirmed by internal and/or external audits.</li> <li>• Purchases, contracts and lease agreements are approved as required.</li> <li>• Capital and facility plans allow for suitable student and program accommodation.</li> </ul> |

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| including those attending First Nations operated schools. |  |  |
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## NORTHLAND SCHOOL DIVISION BOARD SELF EVALUATION PERFORMANCE ASSESSMENT GUIDE

| <u>Role Expectation</u><br><u>Fiscal Accountability</u><br><u>(continued)</u>   | <u>Evaluation Evidence</u> | <u>Quality Indicators</u>   |
|---|----------------------------|---|
| <p>5.7 Approve tenders/ purchases/ contracts/ lease agreements in excess of one hundred twenty five thousand dollars (\$125,000), and the Board Chair shall sign the agreements, contracts and leases over \$125,000 with the Secretary-Treasurer. The Vice-Chair may also sign in the absence of the Board Chair or at the direction of the Board Chair.</p> <p>5.8 Ensure fair tender and bid processes.</p> <p>5.9 Monitor the fiscal management of the Division through receipt of at minimum quarterly variance analyses and year-end projections.</p> <p>5.10 Receive Audit Report and ensure the management letter recommendations are addressed.</p> <p>5.11 Approve annually the Three-Year Capital Plan for submission to Alberta Education.</p> <p>5.12 Approve borrowing for capital expenditures within provincial restrictions.</p> <p>5.13 Set the parameters for negotiations after soliciting advice from the Superintendent and others.</p> |                            | <ul style="list-style-type: none"> <li>• Negotiating parameters are established.</li> <li>• Memoranda of Agreements are ratified.</li> <li>• Investment parameters are established.</li> <li>• Decisions for revenue transfers are carefully made.</li> <li>• Program evaluations are conducted.</li> </ul> |

**NORTHLAND SCHOOL DIVISION BOARD SELF EVALUATION  
PERFORMANCE ASSESSMENT GUIDE**

| <u><b>Role Expectation</b></u>   | <u><b>Evaluation Evidence</b></u> | <u><b>Quality Indicators</b></u> |
|--|-----------------------------------|----------------------------------|
| <p align="center"><u><b>Fiscal Accountability<br/>(continued)</b></u></p> <p>5.14 At its discretion, ratify Memoranda of Agreement with bargaining units.</p> <p>5.15 Approve the Superintendent's contract.</p> <p>5.16 <b>Approve Review</b> annually the signing authorities for the Division, and <b>approve changes (if any)</b>.</p> <p>5.17 Approve transfer of funds to/from reserves.</p> <p>5.18 Approve investment parameters.</p> <p>5.19 Ensure all non-instructional programs are regularly reviewed to test the relevancy, effectiveness and efficiency of the programs against desired outcomes.</p> <p>5.20 <b>Approve annually any revolving credit facility held at any financial institutions.</b></p> <p>5.24 <del>Monitor the management of division risk by annually reviewing administration's risk assessment, assumptions and mitigation strategies.</del></p> |                                   |                                  |

| <b>NORTHLAND SCHOOL DIVISION BOARD SELF EVALUATION<br/>PERFORMANCE ASSESSMENT GUIDE</b>   |   |   |
|---|---|---|
| <b><u>Role Expectation<br/>Board/Superintendent<br/>Relations ("First Team")</u></b>  | <b><u>Evaluation Evidence</u></b>   | <b><u>Quality Indicators</u></b>  |
| <p>The Board shall:</p> <p>6.1 Select the Superintendent; provide for succession planning as required.</p> <p>6.2 Provide the Superintendent with clear corporate direction.</p> <p>6.3 Delegate, in writing, administrative authority and identify responsibility subject to provisions and restrictions in the School Act.</p> <p>6.4 Respect the authority of the Superintendent to carry out executive action and support the Superintendent's actions which are exercised within the delegated discretionary powers of the position.</p> <p>6.5 Demonstrate mutual respect and support, which is then conveyed to the staff and the community and act in such a manner as to ensure everyone feels accepted and respected.</p> <p style="padding-left: 20px;"><b>6.5.1 Psychological safety is a shared belief that the team is safe for interpersonal</b></p> | <ul style="list-style-type: none"> <li>• Hiring and re-appointment process</li> <li>• Succession planning</li> <li>• Board Motions summary</li> <li>• Action sheets</li> <li>• Board Policy Handbook</li> <li>• School public events</li> <li>• Board self-evaluation questionnaire results               <ul style="list-style-type: none"> <li>o Board role</li> <li>o Board/Superintendent relations</li> </ul> </li> <li>Superintendent's evaluation</li> </ul> | <ul style="list-style-type: none"> <li>• The Board has a responsibility for Superintendent selection subject to Minister's statutory authority.</li> <li>• Provision is made for Superintendent succession planning as required.</li> <li>• Clear corporate direction is provided to the Superintendent in Board motions.</li> <li>• The Superintendent has been delegated responsibility for all executive functions together with commensurate authority.</li> <li>• The Superintendent is supported in actions exercised with the delegated discretionary powers of the position.</li> <li>• The Chief Executive Officer role of the Superintendent is respected and conveyed to the staff and the community.</li> <li>• The Superintendent is evaluated annually, fairly and thoroughly in relation to specific roles and responsibilities and Board direction.</li> <li>• The Superintendent's compensation package is reviewed annually with due consideration for</li> </ul> |

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| <p><b>risk taking. It can be defined as “being able to show and employ one’s self without fear of negative consequences of self-image, status or career” (Kahn 1990, p. 708). In psychologically safe terms, team members feel accepted and respected.</b></p> <p>6.6 Annually evaluate the Superintendent, in accordance with a pre-established performance appraisal mechanism.</p> <p>6.7 Annually review compensation of the Superintendent.</p> |  | <p>fairness, equity and economic conditions.</p> |
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## NORTHLAND SCHOOL DIVISION BOARD SELF EVALUATION PERFORMANCE ASSESSMENT GUIDE

| <u>Role Expectation</u><br><u>Board Development</u>   | <u>Evaluation Evidence</u>   | <u>Quality Indicators</u>   |
|---|--|---|
| <p>The Board shall:</p> <p>7.1 Annually review and approve the Board work plan.</p> <p>7.2 Develop a professional development plan for governance excellence in fiduciary, strategic and generative engagement modes.</p> <p>7.3 Annually evaluate Board effectiveness in meeting performance indicators, including results of the monthly meeting assessments and set a Positive Path Forward.</p> | <ul style="list-style-type: none"> <li>• Board workshops</li> <li>• Conference/Activity Reports</li> <li>• Three-Year Education planning sessions and updates</li> <li>• Board self-evaluation questionnaire results               <ul style="list-style-type: none"> <li>○ Readiness for Governance</li> <li>○ Board role</li> <li>○ Interpersonal Working Relationships</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• A yearly plan for Board/ trustee development is developed.</li> <li>• Individual trustees participate in conferences and other activities to further Board and trustee effectiveness.</li> <li>• Planning sessions and workshops are scheduled to enhance Board effectiveness.</li> <li>• Interactions amongst trustees demonstrate respect, understanding and integrity.</li> <li>• A regular Board self-evaluation, which defines a positive path forward, is completed.</li> <li>• Workplan is reviewed and updated regularly.</li> </ul> |

## NORTHLAND SCHOOL DIVISION BOARD SELF EVALUATION PERFORMANCE ASSESSMENT GUIDE

| <b><u>Role Expectation</u></b><br><b><u>Policy</u></b>   | <b><u>Evaluation Evidence</u></b>   | <b><u>Quality Indicators</u></b>   |
|--|---|--|
| <p>The Board shall:</p> <p>8.1 Identify how the Board is to function.</p> <p>8.2 <b>Guide the overall direction of the Division.</b></p> <p>8.3 Develop/revise policies using a generative engagement process, when appropriate.</p> <p>8.4 On a regular basis monitor policy currency, relevancy and effectiveness.</p> | <ul style="list-style-type: none"> <li>• Board Policy Handbook</li> <li>• Policy development and review               <ul style="list-style-type: none"> <li>o New policies</li> <li>o Revised policies</li> </ul> </li> <li>• Board Motions summary</li> <li>• Superintendent's evaluation</li> <li>• Board self-evaluation questionnaire results               <ul style="list-style-type: none"> <li>o Board role</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Board governance policies clearly specify required Board functions and implementation standards.</li> <li>• Policies are developed or revised in a generative fashion and facilitate smooth, effective provision of quality educational services for the Division.</li> <li>• Policy impact is regularly monitored to determine if policy is producing desired results.</li> <li>• Policies are reviewed regularly to ensure currency and relevancy.</li> </ul> |

## NORTHLAND SCHOOL DIVISION BOARD SELF EVALUATION PERFORMANCE ASSESSMENT GUIDE

| <u>Role Expectation</u>  | <u>Evaluation Evidence</u>  | <u>Quality Indicators</u>  |
|--|---|--|
| <p style="text-align: center;"><b><u>Political Advocacy</u></b></p> <p>The Board shall:</p> <p>9.1 Act as an advocate for public education and the Division.</p> <p>9.2 Identify issues for advocacy on an ongoing basis.</p> <p>9.3 Develop a plan for advocacy including focus, key messages, relationships and mechanisms.</p> <p>9.4 Promote regular meetings and maintain timely, frank and constructive communication with locally elected officials.</p> <p>9.5 Arrange meetings with elected provincial and federal government officials to communicate and garner support for education in local communities.</p> | <ul style="list-style-type: none"> <li>• Board Work Plan</li> <li>• Advocacy issues identified</li> <li>• Meetings with MPs, MLAs, Ministers, municipal partners, neighbouring educational/public service authorities</li> <li>• Relevant correspondence</li> <li>• Media releases</li> <li>• Active participation in regional, provincial and national organizations</li> <li>• Board self-evaluation questionnaire results               <ul style="list-style-type: none"> <li>o Board role</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• The Board participates in advocacy processes at the local, provincial and national levels.</li> <li>• Issues for the Division are clearly identified.</li> <li>• Strategies for advocacy are developed.</li> <li>• The Board conveys key messages regularly to MPs, MLAs, municipal partners and the media.</li> <li>• The Board arranges meetings with provincial and federal government officials to advance education concerns.</li> </ul> |

Legal Reference: Section 45, 45.1, 56, 60, 61, 62, 63, 78, 113, 147 School Act  
 Local Authorities Elections Act  
 Northland School Division Act  
 Results-Based Budgeting Act  
 Disposition of Property Regulation  
 Early Childhood Services Regulation



NORTHLAND SCHOOL DIVISION NO. 61

**ADMINISTRATION RECOMMENDATION TO THE BOARD**

**TO:** THE BOARD OF TRUSTEES **DATE:** SEPTEMBER 14, 2017

**SUBMITTED BY:** LOIS BYERS, OFFICIAL TRUSTEE

**SUBJECT:** POLICY 3, APPENDIX A SERVICES, MATERIALS & EQUIPMENT TO TRUSTEES

**ORIGINATOR:** LOIS BYERS, OFFICIAL TRUSTEE/ TERRY GUNDERSON ASBA

**REFERENCE(S) & ATTACHMENTS:** POLICY 3, APPENDIX A SERVICES, MATERIALS & EQUIPMENT TO TRUSTEES

**RECOMMENDATION:**

**THAT the Board of Trustees approve third and final reading of Policy 3, Appendix A – Services, Materials & Equipment to Trustees, as attached.**

\*\*\*\*\*

**BACKGROUND:**

This policy was originally developed by Terry Gunderson, ASBA Education Consultant. Official Trustee Byers worked with Gord Atkinson, Superintendent of Schools, Trudy Rasmuson, Secretary-Treasurer and Melanie Mantai, Executive Secretary to ensure that new trustees will be provided with the services, materials and equipment to do their duties.

**RISK ANALYSIS:**



## **Policy 3 – Appendix A**

### **SERVICES, MATERIALS AND EQUIPMENT PROVIDED TO TRUSTEES**

Trustees shall be provided with the following services, materials and equipment from within the Board governance budget while in office (generally by electronic access, paper copies provided if requested):

#### **1. Reference**

Access to:

- 1.1 The School Act, the Regulations and related documents
- 1.2 The Northland School Division Act
- 1.3 Board Policy Handbook and Administrative Procedures Manual
- 1.4 Current Division documents
  - 1.4.1 Budget
  - 1.4.2 Capital Plan
  - 1.4.3 Three-Year Education Plan/Report
  - 1.4.4 Collective Agreements
  - 1.4.5 Audited Financial Statements
- 1.5 School year and meeting calendars
- 1.6 Current telephone listings of schools and principals
- 1.7 Alberta School Boards Association (ASBA) membership services

#### **2. Communications/Public Relations**

- 2.1 Notification of significant media events
- 2.2 Name tags, business cards and lapel pins
- 2.3 Key messages as required
- 2.4 Individual and Board photographs (for Division use)

#### **3. Administrative/Secretarial Services through the Superintendent**

- 3.1 Access to interoffice mail
- 3.2 Conference registration, travel and accommodation arrangements
- 3.3 E-mail address and service support
- 3.4 Photocopying and related secretarial services
- 3.5 Coordination of events sponsored by the Board

#### 4. Equipment

- 4.1 Trustees will be equipped with standard office equipment to assist in Division communications. This office equipment may include a laptop computer or chromebook and may include a printer/fax/copier.
- 4.2 **Monthly daytimer and leather portfolio.**
- 4.3 Trustees may claim for expense of toner and paper.
- 4.4 An outgoing trustee will return the Board provided office equipment within seven (7) days following an election or resignation.
- 4.5 If desired, trustees may purchase the Board provided office equipment at fair market value at the end of their term once it has been reformatted.
- 4.6 A replacement program for the Board provided office equipment will be established.
- 4.7 All Board provided office equipment will be maintained by the Division.
- 4.8 A record of office equipment on loan to each trustee will be kept on file.
- 4.9 Due diligence must be utilized to ensure the security of the office equipment and data.

#### 5. Service/Retirement Awards

- 5.1 Service awards will be presented for every term of service with the Division.
- 5.2 An elected official will qualify for an award at the completion of an elected term of office prior to an election set to determine Board membership.
  - 5.2.1 If a trustee serves less than the full term, the full term of service will be granted on one (1) occasion.
- 5.3 Awards will be given in recognition of the numbers of completed terms of office, as follows:
  - 5.3.1 A 1 term pin.
  - 5.3.2 A 2 term pin.
  - 5.3.3 A 3 term pin.
  - 5.3.4 A 4 term pin.
  - 5.3.5 A 5 term pin and a suitable memento of approximately one hundred and fifty dollars (\$150.00) in value.
  - 5.3.6 For each term beyond five (5) terms, a pin and a suitable memento.
- 5.4 The Superintendent will ensure that service records of trustees are kept accurate and current. Based upon these records the list of recipients will be presented by the Superintendent to the Board by April 30 of each year that an award(s) applies.
- 5.5 Service awards will be assembled by the Board Chair or designate, assisted by the Superintendent or designate.
- 5.6 Service awards will be presented by the Board Chair at a time and place determined by the Board Chair.



NORTHLAND SCHOOL DIVISION NO. 61

**ADMINISTRATION RECOMMENDATION TO THE BOARD**

**TO:** THE BOARD OF TRUSTEES **DATE:** SEPTEMBER 14, 2017

**SUBMITTED BY:** LOIS BYERS, OFFICIAL TRUSTEE

**SUBJECT:** POLICY 4, APPENDIX A TRUSTEE CODE OF CONDUCT SANCTIONS

**ORIGINATOR:** LOIS BYERS, OFFICIAL TRUSTEE/ TERRY GUNDERSON ASBA

**REFERENCE(S) & ATTACHMENTS:** POLICY 4, APPENDIX A TRUSTEE CODE OF CONDUCT SANCTIONS

**RECOMMENDATION:**

**THAT the Board of Trustees approve third and final reading of Policy 4, Appendix A – Trustee Code of Conduct Sanctions, as attached.**

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**BACKGROUND:**

This policy has been reviewed and revised by Terry Gunderson, ASBA Education Consultant in consultation with Lois Byers, Official Trustee, Gord Atkinson, Superintendent of Schools, Trudy Rasmuson, Secretary-Treasurer and Melanie Mantai, Executive Secretary.

These sanctions are from the Calgary Catholic Board of Education and have upheld in court.

**RISK ANALYSIS:**

## Policy 4 – Appendix A

### TRUSTEE CODE OF CONDUCT SANCTIONS

1. Trustees shall conduct themselves in an ethical and prudent manner in compliance with the Trustee Code of Conduct, Policy 4. The failure by trustees to conduct themselves in compliance with this policy may result in the Board instituting sanctions.
2. A trustee who believes that a fellow trustee has violated the Code of Conduct may seek resolution of the matter through appropriate conciliatory measures prior to commencing an official complaint under the Code of Conduct (e.g. Chair have a discussion with Trustee about violation; everyone sit down together and discuss; all agree to mediation; bring in an Elder to help resolve).
3. A trustee who wishes to commence an official complaint, under the Code of Conduct shall file a letter of complaint with the Board Chair within thirty (30) days of the alleged event occurring and indicate the nature of the complaint and the section or sections of the Code of Conduct that are alleged to have been violated by the trustee. The trustee who is alleged to have violated the Code of Conduct and all other trustees shall be forwarded a copy of the letter of complaint by the Board Chair, or where otherwise applicable in what follows, by the Vice-Chair, within five (5) days of receipt by the Board Chair of the letter of complaint. If the complaint is with respect to the conduct of the Board Chair, the letter of complaint shall be filed with the Vice-Chair.
4. When a trustee files a letter of complaint, and a copy of that letter of complaint is forwarded to all trustees; the filing, notification, content and nature of the complaint shall be deemed to be strictly confidential, the public disclosure of which shall be deemed to be a violation of the Code of Conduct. Public disclosure of the complaint and any resulting decision taken by the Board may be disclosed by the Board Chair only at the direction of the Board, following the disposition of the complaint by the Board at a Code of Conduct hearing.
5. To ensure that the complaint has merit to be considered and reviewed, at least one (1) other trustee must provide to the Board Chair within three (3) days of the notice in writing of the complaint being forwarded to all trustees, a letter indicating support for having the complaint be heard at a Code of Conduct hearing. Any trustee who forwards such a letter of support shall not be disqualified from attending at and deliberating upon, the complaint at a Code of Conduct hearing convened to hear the matter, solely for having issued such a letter.
6. Where no letter supporting a hearing is received by the Board Chair in the three (3) day period referred to in section 5 above, the complaint shall not be heard. The Board Chair shall notify all other trustees in writing that no further action of the Board shall occur.
7. Where a letter supporting a hearing is received by the Board Chair in the three (3) day period referred to in section 5 above, the Board Chair shall convene, as soon as is reasonable, a special meeting of the Board to allow the complaining trustee to present

his/her views of the alleged violation of the Code of Conduct.

8. At the special meeting of the Board, the Board Chair shall indicate, at the commencement of the meeting, the nature of the business to be transacted and that the complaint shall be heard in an in-camera session of the special meeting.

Without limiting what appears below, the Board Chair shall ensure fairness in dealing with the complaint by adhering to the following procedures:

- 8.1 The Code of Conduct complaint shall be conducted at an in-camera session, Code of Conduct hearing, of a special Board meeting convened for that purpose. All preliminary matters, including whether one (1) or more trustees may have a conflict of interest in hearing the presentations regarding the complaint, shall be dealt with prior to the presentation of the complaint on behalf of the complaining trustee.
- 8.2 The sequence of the Code of Conduct hearing shall be:
- 8.2.1 The complaining trustee shall provide a presentation which may be written or oral or both;
- 8.2.2 The respondent trustee shall provide a presentation which may be written or oral or both;
- 8.2.3 The complaining trustee shall then be given an opportunity to reply to the respondent trustee's presentation;
- 8.2.4 The respondent trustee shall then be provided a further opportunity to respond to the complaining trustee's presentation and subsequent remarks;
- 8.2.5 The remaining trustees of the Board shall be given the opportunity to ask questions of both parties;
- 8.2.6 The complaining trustee shall be given the opportunity to make final comments; and
- 8.2.7 The respondent trustee shall be given the opportunity to make final comments.
- 8.3 Following the presentation of the respective positions of the parties, the parties and all persons other than the remaining trustees who do not have a conflict of interest shall be required to leave the room, and the remaining trustees shall deliberate in private, without assistance from administration. The Board may, however, in its discretion, call upon legal advisors to assist them on points of law or the drafting of a possible resolution.
- 8.4 If the remaining trustees in deliberation require further information or clarification, the parties shall be reconvened and the requests made in the presence of both parties. If the information is not readily available, the presiding Chair may request a recess or, if necessary, an adjournment of the Code of Conduct hearing to a later date.
- 8.5 In the case of an adjournment, no discussion by trustees whatsoever of the matters heard at the Code of Conduct hearing may take place until the meeting is reconvened.
- 8.6 The remaining trustees in deliberation may draft a resolution indicating what action, if



NORTHLAND SCHOOL DIVISION NO. 61

**ADMINISTRATION RECOMMENDATION TO THE BOARD**

**TO:** THE BOARD OF TRUSTEES **DATE:** SEPTEMBER 14, 2017

**SUBMITTED BY:** LOIS BYERS, OFFICIAL TRUSTEE

**SUBJECT:** POLICY 7, APPENDIX A SCHEDULE OF RATES

**ORIGINATOR:** LOIS BYERS, OFFICIAL TRUSTEE/ TERRY GUNDERSON ASBA

**REFERENCE(S) & ATTACHMENTS:** POLICY 7, APPENDIX A SCHEDULE OF RATES

**RECOMMENDATION:**

**THAT the Board of Trustees approve third and final reading of Policy 7, Appendix A, Schedule of Rates, as attached.**

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**BACKGROUND:**

Official Trustee Byers worked with Gord Atkinson, Superintendent of Schools, Trudy Rasmuson, Secretary-Treasurer and Melanie Mantai, Executive Secretary in amending this new policy.

In updating the rates in this policy, administration reviewed other school boards as well as the ASBA Trustee Compensation Survey.

**RISK ANALYSIS:**

## Policy 27 - Appendix B A

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### SCHEDULE OF RATES

#### Trustee Compensation and Expenses

Trustees and the Chair have a very important role to fulfill and should be fairly reimbursed for their time spent carrying out Board business.

#### Guidelines & Procedures

1. The Honoraria and General Expense Allowance shall be established annually.
2. Services for which Trustees shall receive remuneration shall include:
  - 2.1 Regular School Board Meetings
  - 2.2 Special School Board Meetings;
  - 2.3 Meetings of Committees of the Board;
  - 2.4 ASBA Zone meetings;
  - 2.5 ASBA and PSBAA spring and fall annual general meetings;
  - 2.6 PSBAA Governance Sessions;
  - 2.7 ASCA Annual Conference
  - 2.8 Local Zone Alberta Education Consultation Sessions;
  - 2.9 Conventions, retreats and workshops as authorized by the Board (including ASBA and CSBA);
  - 2.10 Attendance at Christmas concerts of their respective school(s);
  - 2.11 Long Services Awards;
  - 2.12 Attendance at school activities where the trustee is formally invited to participate, and authorized by the Board Chair or Superintendent;
  - 2.13 Attendance at meetings held by other organizations to which the Board has appointed the trustee as a representative;
  - 2.14 Other activities where the Board places an obligation on the trustee(s) to attend and/or participated.

| <b>A. COMPENSATION</b>  | <b>HONORARIA AMOUNT</b>                        | <b>DATE</b>               | <b>BOARD MOTION</b> |
|---|--|---------------------------|---------------------|
| <b>1. Board Meetings:</b>   |  | <del>Sept. 19, 2008</del> | <del>22223/08</del> |
| • Corporate Board Chairperson (per day)   | \$200.00 <del>per diem</del>                   |                           |                     |
| • Trustee (per day)   | \$170.00 <del>per diem</del>                   |                           |                     |
| • Elder attendance Corporate Board Meeting at Council of School Council/Ward Council and Board meetings   | \$200.00 <del>per diem</del>                   |                           |                     |
| <b>2. Committee Work:</b>   |  |                           |                     |
| • 1.0 day (4-8 hours)   | \$170.00                                       |                           |                     |
| • .5 day (2-4 hours)  | \$85.00  |                           |                     |
| • .25 day (less than 2 hours)   | \$42.50  |                           |                     |
| <b>3. Convention Days (per day)</b>   | \$170.00                                       |                           |                     |
| <p>The Board Chair is entitled to claim up to five (5) general Trustee Duties days per month, to a maximum of 55 days per year.</p> <p>All other trustees are entitled to two (2) General Trustee Duties days per month, plus a maximum of four (4) additional days if the trustee is a member of a committee that requires significant additional reading, research and report writing to a maximum of 26 days per year. The committee will provide consensus of who and how many days are claimed.</p> <p>For Board Meetings, a \$50.00 advance is available on the first day of the meeting with the balance to be paid at the end of the meeting.</p> |  |                           |                     |
| <b>B. EXPENSES</b>  | <b>AMOUNT</b>                                  | <b>DATE</b>               | <b>BOARD MOTION</b> |
| 1. Travel   | \$0.51/km                                      | <del>Aug. 30, 2011</del>  | <del>22950/11</del> |
| 2. Regular Meal Rate:   |  |                           |                     |
| Breakfast   | \$15.00  | <del>Sept. 19, 2008</del> | <del>22223/08</del> |
| Lunch   | \$15.00  | <del>Sept. 1, 2007</del>  | <del>21925/07</del> |
| Dinner  | \$20.00  |                           |                     |
| 3. Accommodation:   |  |                           |                     |
| With Receipts   | Maximum \$170.00                               | <del>Sept. 1, 2007</del>  | <del>21925/07</del> |
| Without Receipts *  | \$40.00  |                           |                     |
| <b>G. ELECTION</b>  | <b>AMOUNT</b>                                  | <b>DATE</b>               | <b>BOARD MOTION</b> |
| <del>Presiding Deputy</del>   | <del>\$20.00/hour (includes holiday pay)</del> | <del>Sept. 9, 1992</del>  |                     |
| <del>Deputy Returning Officer</del>   | <del>\$17.50/hour</del>                        | <del>Nov. 17, 2001</del>  | <del>20694/01</del> |



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| *Employees of the Division acting as election officials will receive one half honorarium for election day |  |  |  |
|---|--|--|--|

\*The purpose of this amount is to reimburse claimants for expenses incurred when staying at friends or relatives when away from home.

| 4. SCHOOL FOOD SERVICES | AMOUNT                       | DATE          | BOARD MOTION |
|-------------------------|------------------------------|---------------|--------------|
| Lunch Purchases         | a) \$60.00/month             | May 6, 2006   | 21666/06     |
|                         | b) Book of Tickets — \$40.00 | Sept. 1, 2005 |              |
|                         | c) Head Start — \$3.00/lunch |               |              |

1. Travel Days for the purpose of paying honoraria:

To receive the daily honorarium for travel days, consideration is given to the following; distance between the place of residence of the members and the meeting place:

- 1.1 149 km – no travel day
- 1.2 150–399 km – 1/2 travel day
- 1.3 400+ – 1 travel day

2. In cases where the Board members Trustee comes to the location of the Board of Trustees meeting, conference, or workshops, but does not attend the meeting(s), the Board will not pay honoraria and will reclaim all expenses associated with the member's travel to that meeting: ~~the exception being emergency or illness unless the trustee was ill or a family emergency prevented the trustee from attending.~~

3. Benefits

- 3.1 Life Insurance will be available for trustees.



NORTHLAND SCHOOL DIVISION NO. 61

**ADMINISTRATION RECOMMENDATION TO THE BOARD**

**TO:** THE BOARD OF TRUSTEES **DATE:** SEPTEMBER 14, 2017

**SUBMITTED BY:** LOIS BYERS, OFFICIAL TRUSTEE

**SUBJECT:** POLICY 16, RECRUITMENT AND SELECTION OF PERSONNEL

**ORIGINATOR:** LOIS BYERS, OFFICIAL TRUSTEE/ TERRY GUNDERSON ASBA

**REFERENCE(S) & ATTACHMENTS:** POLICY 16, RECRUITMENT AND SELECTION OF PERSONNEL

**RECOMMENDATION:**

**THAT the Board of Trustees approve third and final reading of Policy 16, Recruitment and Selection of Personnel, as attached.**

\*\*\*\*\*

**BACKGROUND:**

This policy has been reviewed and revised by Terry Gunderson, ASBA Education Consultant in consultation with Lois Byers, Official Trustee, Gord Atkinson, Superintendent of Schools and Wes Oginski, Associate Superintendent of Human Resources.

**RISK ANALYSIS:**

## Policy 16

### RECRUITMENT AND SELECTION OF PERSONNEL

The recruitment and selection of senior administrative personnel is a shared responsibility between the Board and the Superintendent.

The Board further believes strong leadership and administration at the Division and school levels are essential to **student success** and the effective and efficient operation of the school system.

#### Specifically

1. The Board, in the case of the Superintendent, or the Superintendent or designate, in all other instances, will assume the sole responsibility for initiating the advertising process and will make every reasonable effort to ensure all current Division employees are made aware of staff vacancies.
2. The Board has the sole authority to recruit and select an individual for the position of Superintendent.
3. The following process will be followed for Deputy/Associate/Assistant Superintendent positions and for the Secretary-Treasurer position:
  - 3.1 The Superintendent shall be responsible for the creation of a shortlist of candidates for these positions.
  - 3.2 A Committee of the Board and the Superintendent shall constitute the selection committee. The decision will normally be made by consensus of the selection committee.
  - 3.3 The successful candidate must be supported by a majority of the selection committee. The Superintendent must be one (1) of the votes in the majority.
  - 3.4 These positions shall have a role description and each person occupying one (1) of the positions shall have a written contract of employment. The Superintendent is delegated full authority to determine contract renewals.
4. The Superintendent is delegated full authority to recruit and select staff for all Division Office positions other than the senior administration level detailed above.
5. The following process will be followed for the appointment of candidates to the position of Principal:
  - 5.1 The Superintendent or designate shall form an advisory committee which will include central office staff and representatives from the following, if they wish to participate:
    - 5.1.1 School staff member;

- 5.1.2 Ward trustee;
  - 5.1.3 School Council Chair or designate;
  - 5.1.4 Local First Nation and/or Métis Settlement, as applicable.
- 5.2 Generally the successful candidate will be chosen by consensus of the selection committee, with their recommendation being submitted to the Superintendent. The Superintendent will make the final decision on the successful candidate.
- 5.3 The Superintendent is delegated the authority to make all decisions regarding the term of appointment of Principals.
6. The Superintendent is delegated full authority to recruit and select staff for all other school-based positions with the understanding that the principal will be involved and where applicable the school council chair, designate or others as appropriate.
7. All offers of employment shall be conditional on the successful applicant providing a criminal record check and an intervention record check that is acceptable to the Superintendent. Additionally, the Superintendent may require documentation certifying that the candidate is medically fit for the position.

**Legal Reference:** Section 60, 61, 113, 114, 115, 116, 117 School Act  
Freedom of Information and Protection of Privacy Act



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

**TO:** THE BOARD OF TRUSTEES **DATE:** SEPTEMBER 14, 2017  
**SUBMITTED BY:** TRUDY RASMUSON, SECRETARY-TREASURER  
**SUBJECT:** POLICY 20, TEACHER HOUSING  
**ORIGINATOR:** LOIS BYERS, OFFICIAL TRUSTEE  
**REFERENCE(S) & ATTACHMENTS:** POLICY 20, TEACHER HOUSING

**RECOMMENDATION:**

**THAT the Board of Trustees approve the housekeeping changes to Policy 20, Teacher Housing, as attached.**

\*\*\*\*\*

**BACKGROUND:**

At the August 31, 2017 Special Board meeting, Lois Byers, Official Trustee directed administration to make changes to Policy 20 – Teacher Housing to allow administration to make decisions on renting teacherages to tenants that may not be Northland staff, if needed. This came as a result of teacherages that were rented to tenants that were not Northland staff in the spring of 2017. Policy 20, Teacher Housing was adopted at the June 2017 Corporate Board meeting which put the Divison in violaton of Policy.

**RISK ANALYSIS:**

If Northland has an immediate need for the housing units tenants are required by law to receive ninety (90) days' notice.

There is always a risk that tenants could damage the units.

**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 **tenants not related to the Division** only if there is excess space ~~and they are providing services to Northland School Division.~~
4. The Board supports entering into partnerships to have local entities look after teacher housing where feasible.

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



NORTHLAND SCHOOL DIVISION NO. 61

**ADMINISTRATION RECOMMENDATION TO THE BOARD**

**TO:** THE BOARD OF TRUSTEES **DATE:** SEPTEMBER 14, 2017

**SUBMITTED BY:** LOIS BYERS, OFFICIAL TRUSTEE

**SUBJECT:** POLICY 4, TRUSTEE CODE OF CONDUCT

**ORIGINATOR:** LOIS BYERS, OFFICIAL TRUSTEE

**REFERENCE(S) & ATTACHMENTS:** POLICY 4, TRUSTEE CODE OF CONDUCT

**RECOMMENDATION:**

**THAT the Board of Trustees approve first reading of Policy 4, Trustee Code of Conduct, as attached.**

\*\*\*\*\*

**BACKGROUND:**

At the August 31, 2017 Special Board meeting, Lois Byers, Official Trustee directed administration to make changes to Policy 4, Trustee Code of Conduct to indicate measures to take if a Trustee decided to run as an MLA while being a Trustee and bring the changes to the September 14, 2017 Board meeting.

These changes came as a result from a question that was asked during the June 22 Corporate Board meeting on whether a Trustee could also be an MLA. Results received back from Alberta Education stated that the Local Authorities Election Act had no stipulations on a person running for more than one office, but Section 82(g) of the School Act states that you cannot be a Trustee and an MLA. Byers, Official Trustee recommended that a clause be added to Policy 4 – Trustee Code of Conduct that if a Trustee decides to run for the position of MLA that they would need to take a leave of absence from their position as Trustee which would be the same as an employee of the division.

**RISK ANALYSIS:**

## **Policy 4**

### **TRUSTEE CODE OF CONDUCT**

The Board commits itself and its members to conduct which meets the highest ethical standards. It is expected that all personal interactions and relationships will be characterized by mutual respect, which acknowledges the diversity, dignity and worth of each person.

#### **Specifically**

1. Trustees shall carry out their responsibilities as detailed in Policy 3 – Role of a Trustee with diligence.
2. Trustees shall endeavour to work with fellow Board members in a spirit of harmony and cooperation in spite of differences of opinion which may arise during debate.
3. Trustees shall consider information received from all sources and base personal decisions upon all available facts in every case; unswayed by partisan bias of any kind, and thereafter, abide by and uphold the final majority decision of the Board.
4. Trustees shall honour their fiduciary responsibility;
  - 4.1 Fiduciary responsibility supersedes any conflicting loyalty such as that to advocacy or interest groups and membership on other Boards or staffs, or acting as an individual consumer of the Division's services.
5. Trustees shall reflect the Board's policies and resolutions when communicating with the public.
6. Trustees shall respect issues of a sensitive or confidential nature.
7. Trustees shall represent the Board responsibly in all Board-related matters with proper decorum and respect for others.
8. Trustees shall disclose the nature of any pecuniary interest, and abstain and absent themselves from discussion or voting on the matter in question.
9. Trustees shall not use their influence to obtain employment or any other preferential treatment within the Division for immediate family members.
  - 9.1 Immediate Family includes spouse or adult interdependent partners, parents and grandparents, children and grandchildren, brothers and sisters, nieces and nephews, mother in law and father in law, brothers in law and sisters in law, daughters in law



and sons in law.

10. To assist with ensuring effective meetings, among other things, trustees shall ensure electronic devices and side-bar conversations are not interruptive to the meeting or their participation in the meeting.
11. **A Trustee who wishes to be nominated as a candidate for election as an Member of the Legislative Assembly of Alberta (MLA):**
  - 11.1 **must take a leave of absence from their position of Trustee during the campaign period and, if elected;**
  - 11.2 **will be deemed to have resigned that position as a Trustee the day the Trustee takes the official oath of office as an MLA.**
12. Consequences for the failure of individual trustees to adhere to the Trustee Code of Conduct are specified in Policy 4 Appendix – Trustee Code of Conduct Sanctions.

Legal Reference: Section 60, 61, 68, 72, 80, 81, 82, 83, 84, 246 School Act  
Section 22 Local Authorities Election Act

**June, 2017**

|         |                |                             |
|---------|----------------|-----------------------------|
| 23 - 30 | Vacation       |                             |
| 28      | Teleconference | Meeting with Superintendent |

**July, 2017**

|    |          |  |
|----|----------|--|
| 5  | Edmonton | Orientation Training Discussion with Marie Delorme<br>Meeting with Chester Auger   |
| 13 | Edmonton | Associate Superintendent Interviews  |
| 14 | Edmonton | Superintendent Evaluation with Terry Gunderson, ASBA Education Consultant and Gord Atkinson, Superintendent.<br>Alberta Education meeting to discuss supports for Northland<br>Trusteeship meeting |
| 18 | Edmonton | Meeting with Superintendent  |
| 25 | Edmonton | Presentation at U of A - Celdi   |
| 31 | Edmonton | Meeting with Marie Delorme – New Trustee Orientation   |

**August, 2017**

|       |             |   |
|-------|-------------|---|
| 1     | Edmonton    | Meeting with new Associate Superintendent – Nancy Spencer-Poitras   |
| 9     | Peace River | Working out of the PR office  |
| 10    |             | Special Board Meeting   |
| 11    |             | Working out of the PR office  |
| 21    | Wabasca     | Travel Day  |
| 22    | Wabasca     | Classroom Improvement Funding Meeting<br>Classroom Improvement Fund Committee Meeting                               |
| 23/24 | Wabasca     | Principals meeting  |
| 29    | Peace River | Travel  |
| 30    |             | Northland Day – Little Buffalo  |
| 31    |             | Special Board meeting and Trustee Orientation Review meeting with Gord Atkinson, Trudy Rasmuson and Melanie Mantai. |

**September, 2017**

|        |                |  |
|--------|----------------|--|
| 1      | Teleconference | Meeting with Jeremy Nolais                           |
| 5      | Vegreville     | Meeting with Charlene Bearhead                       |
| 11, 12 | Grande Prairie | Alberta Education consultation on School Act changes |
| 13     | Peace River    | ASBA Zone 1 meeting & Friends of Education Banquet   |
| 14     | Peace River    | Corporate Board meeting                              |

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

|   | <b>ACTUAL</b>     | <b>BUDGET</b>     | <b>VARIANCE</b>    |
|---|-------------------|-------------------|--------------------|
| <b><u>ELECTIONS</u></b>                         |                   |                   |                    |
| 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                          | 971.63            | -                 | (971.63)           |
| OFFICE SUPPLIES--ELECTIONS                      | -                 | -                 | -                  |
| <b>SUB-TOTAL</b>                                | <b>1,031.63</b>   | <b>80,000.00</b>  | <b>78,968.37</b>   |
| <b><u>COMMITTEES</u></b>                        |                   |                   |                    |
| RENUMERATION TRUSTEES                           | -                 | -                 | -                  |
| EMPLOYEE BENEFITS - TRUSTEES                    | -                 | -                 | -                  |
| PROFESSIONAL SERVICES - POLICY REVIEW           | -                 | -                 | -                  |
| TRAVEL & SUBSISTENCE - PERSONNEL                | -                 | -                 | -                  |
| TRAVEL & SUBSISTENCE - EDUCATION                | -                 | -                 | -                  |
| TRAVEL & SUBSISTENCE - FINANCE                  | -                 | -                 | -                  |
| TRAVEL & SUBSISTENCE - NEGOTIATION              | 902.15            | -                 | (902.15)           |
| TRAVEL & SUBSISTENCE - PAC                      | -                 | -                 | -                  |
| TRAVEL & SUBSISTENCE - AD HOC                   | 2,971.61          | 30,000.00         | 27,028.39          |
| TRAVEL & SUBSISTENCE - QUALITY OF WORK LIFE     | 1,476.06          | -                 | (1,476.06)         |
| TRAVEL & SUBSISTENCE - KTC PARTNERSHIP          | -                 | -                 | -                  |
| TRAVEL & SUBSISTENCE - RECRUITMENT              | -                 | -                 | -                  |
| TRAVEL & SUBSISTENCE - POLICY 1 REVIEW          | -                 | -                 | -                  |
| TRAVEL & SUBSISTENCE - COMMUNITY ENGAGEMENT     | 19,121.43         | -                 | (19,121.43)        |
| TRAVEL & SUBSISTENCE - MENTAL HEALTH INITIATIVE | -                 | -                 | -                  |
| <b>SUB-TOTAL</b>                                | <b>24,471.25</b>  | <b>30,000.00</b>  | <b>5,528.75</b>    |
| <b><u>OTHER EXPENSES</u></b>                    |                   |                   |                    |
| REMUNERATION TRUSTEES                           | -                 | -                 | -                  |
| RENUMERATION - RECRUITMENT                      | -                 | -                 | -                  |
| RENUMERATION TRUSTEES - RETREAT                 | -                 | -                 | -                  |
| EMPLOYEE BENEFITS - TRUSTEES                    | 91.44             | 4,000.00          | 3,908.56           |
| EMPLOYEE BENEFITS - RECRUITMENT                 | -                 | -                 | -                  |
| PROFESSIONAL SERVICES                           | 188,975.88        | 200,000.00        | 11,024.12          |
| 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                     | 26,426.87         | 25,000.00         | (1,426.87)         |
| RENUMERATION ALTERNATES                         | -                 | -                 | -                  |
| VISA PURCHASES - TRUSTEE                        | -                 | -                 | -                  |
| TELEPHONE - TRUSTEE                             | 667.62            | 3,000.00          | 2,332.38           |
| TELEPHONE - VICE CHAIRMAN                       | -                 | -                 | -                  |
| TRAVEL & SUBSISTENCE - BOARD/OTHER              | 128,418.58        | 40,000.00         | (88,418.58)        |
| 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                | 40,665.23         | 38,000.00         | (2,665.23)         |
| PRINTING & BINDING                              | 9,912.99          | 3,500.00          | (6,412.99)         |
| INSURANCE - BOARD OF TRUSTEES                   | 170.00            | 250.00            | 80.00              |
| ADVERTISING - BOARD                             | -                 | 3,000.00          | 3,000.00           |
| OFFICE SUPPLIES                                 | 695.14            | 5,000.00          | 4,304.86           |
| AWARDS  | 32,321.88         | 25,000.00         | (7,321.88)         |
| POSTAGE - BOARD                                 | 501.27            | 4,000.00          | 3,498.73           |
| FURNITURE & EQUIPMENT                           | -                 | 1,000.00          | 1,000.00           |
| <b>SUB-TOTAL</b>                                | <b>428,846.90</b> | <b>411,750.00</b> | <b>(17,096.90)</b> |
| <b>TOTAL</b>                                    | <b>454,349.78</b> | <b>521,750.00</b> | <b>67,400.22</b>   |

Trustee Calendar

Sep 2017 (Mountain Time - Edmonton)

| Sun | Mon                  | Tue | Wed                      | Thu                   | Fri | Sat |
|-----|----------------------|-----|--------------------------|-----------------------|-----|-----|
| 27  | 28                   | 29  | 30                       | 31                    | 1   | 2   |
| 3   | 4                    | 5   | 6                        | 7                     | 8   | 9   |
| 10  | 11                   | 12  | 13<br>9:30am - ASBA Zone | 14<br>9am - Corporate | 15  | 16  |
| 17  | 18<br>10am - Trustee | 19  | 20                       | 21                    | 22  | 23  |
| 24  | 25                   | 26  | 27                       | 28                    | 29  | 30  |

Trustee Calendar

Oct 2017 (Mountain Time - Edmonton)

| Sun | Mon                   | Tue   | Wed                       | Thu  | Fri | Sat                       |
|-----|-----------------------|---|---------------------------|--|-----|---------------------------|
| 1   | 2                     | 3   | 4                         | 5  | 6   | 7                         |
| 8   | 9                     | 10  | 11                        | 12   | 13  | 14                        |
| 15  | 16<br>10 am - Trustee | 17  | 18                        | 19   | 20  | 21                        |
| 22  | 23                    | 24<br>Trustee Orientation<br>5 pm - Trustee | 25<br>Trustee Orientation | 26<br>9 am - Corporate<br>2 pm - New Trustee | 27  | 28<br>9:30 am - ASBA Zone |
| 29  | 30                    | 31  | 1                         | 2  | 3   | 4                         |



# Superintendent's Report

September 14, 2017

|  |                             |
|--|-----------------------------|
| <b>KTC Partnership Meeting</b>   | <b>June 27, 2017</b>        |
| <p>Together we committed to creating two different working groups. One group focusses on the transition from NSD to KTC for our 3 schools. The other focuses on management for the 2017/2018 school year.</p> <p>NSD will be sharing school plans and operation notes with KTC on September 8th.</p>   |                             |
| <b>Meeting with Alberta Education Implementation Plan Sub-Committee</b>  | <b>June 29, 2017</b>        |
| <ol style="list-style-type: none"> <li>1. NSD Students are strong in identity, healthy and successful.</li> <li>2. NSD is a leader for indigenous education excellence.</li> <li>3. NSD is inclusive, each child's ways of knowing and ways of being is respected and essential.</li> <li>4. NSD has excellent teachers, system leaders and school leaders.</li> <li>5. NSD is well governed and managed.</li> </ol> |                             |
| <b>Meeting with Alberta Education Executive Team</b>   | <b>July 13, 2017</b>        |
| <p>Alberta Education executive team wanted an overview of NSD from the Superintendent's perspective. ½ hour meeting where successes and concerns were shared as well as plans for the coming year and changes that were made throughout the 16/17 school year.</p>   |                             |
| <b>New Teacher Orientation<br/>New Principal Orientation<br/>Secretary Maplewood Training<br/>Administrators' Meeting</b>  | <b>August 21 - 24, 2017</b> |
| <p>Attached are the agendas for the meetings.</p>  |                             |
| <b>Executive Team Meeting</b>  | <b>September 5, 2017</b>    |
| <p>The focus was on student attendance.</p>  |                             |

2016/2017 overall attendance was 83%.

Goal is to improve attendance by 1% / year for the next 5 years. Reaching 88% by 2022.

Strategies are being developed to target those students who are attending less than 80%.

District attendance lead job description was discussed, plan is to advertise for this position by Sept 15.

Updates to the current attendance improvement initiative are planned.

An attendance communication plan is being developed.

Key messages for stakeholders on attendance are part of the revised plan.

"Every day counts" will still be the tagline for attendance.

## ***Committed Dates***

| <b>Establishment Meeting Dates</b> | <b>September, 2017</b> |
|------------------------------------|------------------------|
| ADCS                               | 9/12/17 4:00 PM        |
| Anzac                              | 9/28/17 5:00 PM        |
| Bill Woodward                      | 9/28/17 5:00 PM        |
| Bishop Routhier                    | 9/28/17 5:00 PM        |
| Calling Lake                       | 9/18/17 5:00 PM        |
| Career Pathways                    | 9/19/17 5:00 PM        |
| Chipewyan Lake                     | 9/27/17 5:00 PM        |
| Conklin                            | 9/13/17 5:30 PM        |
| Dr. Mary Jackson                   | 9/19/17 5:00 PM        |
| Elizabeth                          | 9/20/17 5:00 PM        |
| Father R. Perin                    | 9/12/17 4:30 PM        |
| Ft. MacKay                         | 9/14/17 4:30 PM        |
| Gift Lake                          | 9/21/17 5:00 PM        |
| Grouard                            | 9/20/17 5:00 PM        |
| Hillview                           | 9/21/17 5:00 PM        |
| J.F. Dion                          | 9/19/17 4:00 PM        |
| Kateri                             | 9/19/17 5:00 PM        |
| Little Buffalo                     | 9/27/17 5:00 PM        |
| Mistassiniy                        | Already established    |

|  |  |
|--|--|
| Paddle Prairie   | 9/20/17 4:30 PM                                |
| Peerless Lake  | 9/18/17 5:00 PM                                |
| Pelican Mountain   | 9/26/17 5:00 PM                                |
| St. Theresa  | 9/25/17 7:00 PM                                |
| Susa Creek   | 9/12/17 6:00 PM                                |
| <b>Meeting with Edmonton Public Schools</b>  | <b>September 15, 2017</b>                      |
| Professional development - capacity building and educational technology<br>Principals' mentoring opportunities<br>Learning commons visits<br>Numeracy Initiative |  |
| <b>Meeting with MD of Opportunity No. 17</b>   | <b>September 21, 2017</b>                      |
| Partnering opportunities<br>Community development (land use)   |  |
| <b>Meeting with Alberta Education on Attendance</b>  | <b>September 29, 2017</b>                      |
| Alberta Education will be monitoring NSD attendance very closely this year as part of their oversight mandated by the Office of the Auditor General.             |  |
| <b>Area Principal Meetings</b><br><b>Division Principal Meetings</b>   | <b>September 11-13</b><br><b>October 12-13</b> |
| Area meetings in Peace River, Wabasca, Fort McMurray<br>Division meeting in Edmonton   |  |
| <b>New Trustee Ceremony</b>  | <b>October 26, 2017</b>                        |
| This will take place in Peace River.   |  |





# Secretary Maplewood Meeting

August 23-24, 2017

Computer Lab

Mistassiniy School

Wabasca, Alberta

|                  |                            |   |
|------------------|----------------------------|---|
| <b>August 23</b> | <b>8:30 am</b>             | <b>Coffee</b>   |
|                  | <b>8:30 am - 8:45 am</b>   | <b>Introductions</b>  |
|                  | <b>8:45 am - 10:15 am</b>  | <b>Codes (Gayle D'Iugosz)<br/>MW Staff Clean up - Adding and Deleting Teachers</b>  |
|                  | <b>10:15 am - 10:30 am</b> | <b>Nutrition Break</b>  |
|                  | <b>10:30 am - 12:00 pm</b> | <b>Class Setup (Gayle D'Iugosz)</b> <ul style="list-style-type: none"> <li>● Scheduling Students (Elementary)</li> <li>● Timetable (High School)</li> </ul> |
|                  | <b>12:00 pm - 1:00 pm</b>  | <b>Lunch</b>  |
|                  | <b>1:00 pm - 2:30 pm</b>   | <b>Continuation of Class Setup</b>  |
|                  | <b>2:30 pm - 2:45 pm</b>   | <b>Nutrition Break</b>  |
|                  | <b>2:45 pm - 4:00 pm</b>   | <b>Continuation of Class Setup</b>  |



# Secretary Maplewood Meeting

August 23-24, 2017

Computer Lab

Mistassiniy School

Wabasca, Alberta

|                  |                     |   |
|------------------|---------------------|---|
| <b>August 24</b> | <b>8:30 am</b>      | <b>Coffee</b>   |
|                  | 8:30 am - 10:15 am  | <b>Enrolment Codes (Anne Louise Walty)</b> <ul style="list-style-type: none"> <li>● Importance of proper coding</li> </ul> <b>Exploring the Extranet</b> <ul style="list-style-type: none"> <li>● Student Bio Data (Anne Louise Walty)</li> </ul> |
|                  | 10:15 am - 10:30 am | <b>Nutrition Break</b>  |
|                  | 10:30 am - 12:00 pm | <b>Alberta Education Dates (Anne Louise Walty)</b> <ul style="list-style-type: none"> <li>● Importance of Following Guidelines</li> </ul>   |
|                  | 12:00 pm - 1:00 pm  | <b>Lunch</b>  |
|                  | 1:00 pm - 2:30 pm   | <b>Calendar Setup(Gayle)</b>  |
|                  | 2:30 pm - 2:45 pm   | <b>Nutrition Break</b>  |
|                  | 2:45 pm - 3:00 pm   | <b>Grade Book Setup and Administration/Connected Troubleshooting (Gayle D'lugosz)</b> <ul style="list-style-type: none"> <li>● Setting up of Courses</li> <li>● Setting up Terms</li> <li>● Setting up Topics</li> </ul>                          |





# New Principal's Meeting

Monday, August 21, 2017

Mistassiniy School

Wabasca, AB

|                  |                      |  |
|------------------|----------------------|--|
| <b>August 21</b> | <b>08:30</b>         | <b>Coffee and Meet and Greet</b>   |
|                  | <b>08:45 - 09:00</b> | <b>Opening Ceremony</b>  |
|                  | <b>09:00 - 11:00</b> | <b>Understanding &amp; Responding to Social Context</b> <ul style="list-style-type: none"> <li>● NSD Historical Context (Lorraine)</li> <li>● The Northland Act (Shelley)</li> <li>● NSD Organization (Wes)</li> </ul>   |
|                  | <b>11:00 - 12:00</b> | <b>Fostering Effective Relationships</b> <ul style="list-style-type: none"> <li>● Engagement Protocols (Lorraine)</li> <li>● School Councils (Shelley)</li> </ul>  |
|                  | <b>12:00 - 13:00</b> | <b>Lunch</b>   |
|                  | <b>13:00 - 15:00</b> | <b>Embodying Visionary Leadership (Gord)</b> <ul style="list-style-type: none"> <li>● AERR &amp; Three-Year School Plan</li> <li>● Literacy Initiative &amp; Data</li> <li>● Attendance Initiative &amp; Data</li> </ul> |
|                  | <b>15:00 - 15:15</b> | <b>Break</b>   |
|                  | <b>15:15 - 16:30</b> | <b>Managing School Operations &amp; Resources</b> <ul style="list-style-type: none"> <li>● School Instructional Organizational &amp; Delivery Plan (Tim)</li> <li>● Business Services Information (Handout)</li> </ul>   |
|                  | <b>17:00 - 18:00</b> | <b>Dinner at Steak &amp; Pizza Restaurant</b>  |
|                  |                      |  |



# New Principal's Meeting

Tuesday, August 22, 2017

Mistassiniy School

Wabasca, AB

|                  |                      |  |
|------------------|----------------------|--|
| <b>August 22</b> | <b>08:30</b>         | <b>Coffee</b>  |
|                  | <b>08:45 - 10:45</b> | <b>Providing Instructional Leadership (Wes)</b> <ul style="list-style-type: none"> <li>• Supervision &amp; Evaluation to ensure that all teachers consistently meet Alberta's Teaching Quality Standard</li> </ul>                               |
|                  | <b>10:45 - 11:00</b> | <b>Break</b>   |
|                  | <b>11:00 - 12:00</b> | <b>Providing Instructional Leadership (Wes)</b> <ul style="list-style-type: none"> <li>• Supervision &amp; Evaluation to ensure principals consistently meet the Principal Quality Practice Guidelines</li> </ul>                                |
|                  | <b>12:00 - 13:00</b> | <b>Lunch</b>   |
|                  | <b>13:00 - 13:30</b> | <b>Opening Ceremony - Welcome New Teachers</b>   |
|                  | <b>13:30 - 16:00</b> | <b>Understanding &amp; Responding to Social Context</b> <ul style="list-style-type: none"> <li>• Exploring the historic and contemporary relationship between Indigenous and Non-Indigenous peoples in Canada - FNMI Blanket Exercise</li> </ul> |
|                  | <b>16:00 - 17:00</b> | <b>Reflection &amp; Closing Activities</b>   |
|                  | <b>17:00 - 18:00</b> | <b>Dinner (on your own or as part of a group)</b>  |
|                  |                      |  |



# Principal's Meeting

Wednesday August 23, 2017

Thursday August 24th, 2017

Mistassiniy School

Wabasca, AB

|                  |                      |  |
|------------------|----------------------|--|
| <b>August 23</b> | <b>7:45 - 8:45</b>   | <b>Admin Association Meeting</b>   |
|                  | <b>8:45</b>          | <b>Opening Prayer (Elder)</b>  |
|                  | <b>8:50</b>          | <b>Opening Comments</b>  |
|                  | <b>09:15 - 12:00</b> | <b>Land-Based Learning at Mistassiniy School</b> <ul style="list-style-type: none"> <li>• Learning traditional ways through the land</li> </ul>  |
|                  | <b>12:00 - 13:00</b> | <b>Lunch</b>   |
|                  | <b>13:00 - 16:00</b> | <b>Land-Based Learning at Mistassiniy aSchool</b> <ul style="list-style-type: none"> <li>• Linking learning to curriculum outcomes</li> </ul>  |
|                  | <b>16:30</b>         | <b>Golf Offered at Eagle Point</b>   |
|                  | <b>17:00</b>         | <b>Dinner at Eagle Point</b>   |
| <b>August 24</b> | <b>08:30</b>         | <b>Coffee</b>  |
|                  | <b>08:30 - 08:45</b> | <b>Opening Prayer &amp; Opening Comments</b>   |
|                  | <b>08:45 - 9:45</b>  | <b>Opening Handbook &amp; Administrative Procedures (Gord)<br/>OH&amp;S</b>  |
|                  | <b>9:45 - 10:00</b>  | <b>Break</b>   |
|                  | <b>10:00 - 12:00</b> | <b>Alberta Education - Mentoring (Caroline Missal)</b>   |
|                  | <b>12:00 - 12:45</b> | <b>Lunch</b>   |
|                  | <b>12:45 - 14:30</b> | <b>School Councils - Meeting Management &amp; Productive Meetings (ASCA)</b> <ul style="list-style-type: none"> <li>• Northland Day (Gord)</li> <li>• Establishment Meeting Dates</li> </ul> |
|                  | <b>14:30</b>         | <b>Closing Drum Song &amp; Farewell</b>  |



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

**TO:** THE BOARD OF TRUSTEES **DATE:** SEPTEMBER 14, 2017  
**SUBMITTED BY:** CURTIS WALTY, COMMUNICATION COORDINATOR  
**SUBJECT:** MONITORING REPORT - COMMUNICATION  
**ORIGINATOR:** BOARD OF TRUSTEES  
**REFERENCE(S) & ATTACHMENTS:** POLICY 2, APPENDIX A BOARD WORKPLAN

**RECOMMENDATION:**

**THAT the Board of Trustees receive as information the Communication Monitoring Report, as presented.**

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**BACKGROUND:**

This is a requirement of Policy 2, Appendix A Board Work Plan that a Communication Report be provided to the Board annually in September.

**RISK ANALYSIS:**



NORTHLAND SCHOOL DIVISION NO. 61

**ADMINISTRATION RECOMMENDATION TO THE BOARD**

**TO:** THE BOARD OF TRUSTEES **DATE:** SEPTEMBER 14, 2017

**SUBMITTED BY:** WESLEY OGINSKI, DIRECTOR OF HUMAN RESOURCES

**SUBJECT:** MONITORING REPORT - PERSONAL

**ORIGINATOR:** BOARD OF TRUSTEES

**REFERENCE(S) & ATTACHMENTS:** POLICY 2, APPENDIX A BOARD WORKPLAN  
STAFFING UPDATE INFORMATION

**RECOMMENDATION:**

**THAT the Board of Trustees receive as information the staffing update as presented and attached.**

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**BACKGROUND:**

This is a requirement of Policy 2, Appendix A Board Work Plan that a Personal Report be provided to the Board twice per year in September and May.

**RISK ANALYSIS:**



|                        |
|------------------------|
| <b>STAFFING UPDATE</b> |
|------------------------|

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At the end of the 2016/2017 school year, we had 21 resignations from certified staff members and we not renew 21 temporary or probationary contracts that ended June 29<sup>th</sup>, 2017. As of September 4<sup>th</sup>, 2017, we have hired 21 new certified staff members.

The following table is a comparison of September school staffing levels for the previous few years.

|                                  | Sep-13 | Sep-14 | Sep-15 | Sep-16 | Sep-17 |
|----------------------------------|--------|--------|--------|--------|--------|
| Certified Staff                  | 192.48 | 187.8  | 193.6  | 197.08 | 180    |
| Certified Staff - NL             | 1      | 1      | 1      | 1      | 1      |
| ECS Instructors                  | 3      | 2      | 1      | 0      | 0      |
| ECS - PUF                        | 6.8    | 3.8    | 1      | 4.5    | 10.3   |
| Educational Assistant I          | 27.49  | 32.83  | 34.17  | 31.05  | 33.75  |
| Educational Assistant II         | 37.2   | 32     | 35.3   | 39.25  | 34.5   |
| School Community Liaison Worker  | 6      | 5.8    | 3.5    | 3.5    | 3      |
| Family Community Liaison Advisor | 2.25   | 3.25   | 3      | 2      | 3      |
| Library Assistant                | 3      | 3.8    | 2.2    | 2.37   | 2.25   |
| Native Language Instructor       | 12.4   | 12.33  | 12.33  | 12.85  | 14.6   |
| Clerical                         | 21.12  | 20.25  | 19.25  | 19.13  | 19.9   |
|                                  | 312.74 | 304.86 | 306.35 | 312.73 | 302.3  |