

October 12, 2017
Special Board Meeting
Attachments

| Agenda Item | Motion No. |
|--|-------------------|
| 1. POLICY 1 BOARD MISSION, MANDATE, BELIEFS AND VALUES | 24452/17 |
| 2. POLICY 19 WELCOMING, CARING, RESPECTFUL, SAFE AND HEALTHY LEARNING AND WORKING ENVIRONMENTS | 24453/17 |
| 3. BIGSTONE EDUCATION AUTHORITY – MEMORANDUM OF UNDERSTANDING | 24454/17 |



NORTHLAND SCHOOL DIVISION NO. 61

ADMINISTRATION RECOMMENDATION TO THE BOARD

TO: THE BOARD OF TRUSTEES **DATE:** October 12, 2017

SUBMITTED BY: Gord Atkinson, Superintendent of Schools

SUBJECT: Policy 1, Board Mission, Mandate, Beliefs and Values (Houskeeping Change)

ORIGINATOR: Administration

REFERENCE(S) & ATTACHMENTS: Policy 1, Board Mission, Mandate, Beliefs and Values

RECOMMENDATION:

THAT the Board of Trustees approve the housekeeping changes to Policy 1, Board Mission, Mandate, Beliefs and Values, as attached.

BACKGROUND:

As per the new Northland Act, there are no longer Local School Board Committees. The change to this policy is to be in compliance with the Act.

RISK ANALYSIS:



Policy 1

Board Mission, Mandate, Beliefs and Values

The mission of the Board of Trustees of the Northland School Division is to provide the best possible education for all students enrolled in its schools.

The mandate of the Board is to ensure that all students have the opportunity to acquire the knowledge, skills and attitudes to become self-reliant, responsible, caring and contributing members of their own individual communities and the larger society.

The Board believes that:

1. The future foundation of the communities it serves rests upon the experiences of the children today; and
2. The experiences of all children are grounded in the values and social relationships within their own individual communities.

In order to achieve its mission and mandate, the Board commits to a process of active partnership with each community to provide educational services that will enhance and support the integrity and self-development of each child entrusted to its care.

The Board will:

1. Promote and demand academic achievements which reflect optimum opportunities for each child to participate fully as a valued individual in a global society.
2. Strive to provide the level and quality of resources, facilities, and programs which ensure that children develop as confident individuals possessing the necessary skills, knowledge, and self-awareness to enter into any community and any society with contributions based upon self-reliance and personal well-being.
3. Provide programs in a manner which reflects community values within a global context.
4. Provide opportunities and programs which enable children to retain and to share their distinctive cultural identity, spiritual values, languages, traditions, and knowledge of their peoples' histories.



Policy 1

Board Mission, Mandate, Beliefs and Values

5. Require that all forms and aspects of interactions within the school environment and the learning process shall reflect mutual respect and recognition of the personal integrity of every individual.
6. Require that the organizational and administrative structures and practices reflect the shared experiences of all persons as both learners and teachers.
7. Recognize its responsibility for the educational experiences of its resident children attending schools in other jurisdictions, and will strive to ensure that these experiences are consistent with the aims of the vision statement.
8. Require the content of school programs and educational experiences to consistently reflect and teach children respect for the balance and interconnectedness of all living things.

The following principles will guide the actions of the Board in its relationships with students, parents, staff and community members:

1. **Access to Education:** Each student has a right to an education and will be encouraged to participate, taking into consideration factors affecting each individual student.
2. **Equity:** In order to reach all students, all factors such as financial, social and educational shall be considered.
3. **Flexibility:** Consultation with the **School Councils Local School Board Committees** ensures community values are included in the education of the students.
4. **Responsiveness:** Consultation with the **School Councils Local School Board Committees** and various community associations ensures local involvement and input.
5. **Accountability:** Each person involved in the education of the student, including the parent, teacher, community members, and school board members are accountable for their decisions and choices.

Legal Reference: Section 3, 45, 60, School Act – RSA 2000



NORTHLAND SCHOOL DIVISION NO. 61

ADMINISTRATION RECOMMENDATION TO THE BOARD

TO: THE BOARD OF TRUSTEES **DATE:** October 12, 2017

SUBMITTED BY: Gord Atkinson, Superintendent of Schools

SUBJECT: Policy 19, Welcoming, Caring, Respectful, Safe and Healthy Learning and Working Environments (Housekeeping Change)

ORIGINATOR: Administration

REFERENCE(S) & ATTACHMENTS: Policy 19, Welcoming, Caring, Respectful, Safe and Healthy Learning and Working Environments

RECOMMENDATION:

THAT the Board of Trustees approve the housekeeping changes to Policy 19, Welcoming, Caring, Respectful, Safe and Healthy Learning and Working Environments, as attached.

BACKGROUND:

As per the new Northland Act, there are no longer Local School Board Committees. The change to this policy is to be in compliance with the Act.

RISK ANALYSIS:

Policy 19

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

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

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

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

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

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

1. Positive Social Environment

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

2. Active Living

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

3. Healthy Eating

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

Specifically

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

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

- 9.4 The school lunch program shall align with the Alberta Nutrition Guidelines for Children and Youth.

Legal Reference: Section 12, 16.1, 18, 20, 24, 25, 45, 45.1, 50, 60, 61, 105, 113 School Act

Alberta Bill of Rights
Alberta Human Rights Act
Teaching Profession Act
Canadian Charter of Rights and Freedoms
Criminal Code
Alberta Nutrition Guidelines for Children and Youth
Canada Food Guide



NORTHLAND SCHOOL DIVISION NO. 61
ADMINISTRATION RECOMMENDATION TO THE BOARD

TO: THE BOARD OF TRUSTEES **DATE:** October 12, 2017
SUBMITTED BY: Trudy Rasmuson, Secretary - Treasurer
SUBJECT: Bigstone Education Authority - Memorandum of Understanding
ORIGINATOR: Administration
REFERENCE(S) & ATTACHMENTS: Memorandum of Understanding and Appendix A

RECOMMENDATION:
THAT the Board of Trustees approve entering into a Memorandum of Understanding with Bigstone Education Authority as per the attached agreement.

BACKGROUND:

RISK ANALYSIS:

Memorandum of Understanding

Between
Bigstone Education Authority
And
Northland School Division No. 61

Purpose and Scope

Northland School Division No. 61 agrees to pay Bigstone Education Authority a set tuition rate for provincial students attending a Bigstone Education Authority school. The agreed rates per student are:

| | <u>Annual rate</u> | <u>Monthly rate</u> |
|--------------|--------------------|---------------------|
| ECS students | \$10,587.94 | \$1,058.79 |
| Grades 1-12 | \$21,175.87 | \$2,117.58 |

Details regarding the calculation of the rates are attached in Appendix A.

Conditions and Arrangements

Bigstone Education Authority will invoice Northland School Division monthly, over ten months. The invoice will indicate the number of students in each of the categories listed above. Northland School Division will remit the invoice amount within 30 days of receiving the invoice.

This arrangement will remain in force for the 2017-2018 school year.

Both parties commit to continuing to work together to draft a long-term reciprocal tuition agreement during the 2017-2018 school year, to replace this Memorandum of Understanding beginning for the 2018-19 school year.

Bigstone Education Authority

Northland School Division No. 61

Chester Auger, Director of Education

Gord Atkinson, Superintendent

Date

Date

APPENDIX A

TUITION CALCULATIONS FOR 2017-2018

| | ECS | Grades 1-12 |
|--|--------------|--------------------|
| Instructional Services | \$ 3,339.90 | \$ 6,679.79 |
| FNMI | \$ 589.05 | \$ 1,178.10 |
| Equity of Opportunity | \$ 469.31 | \$ 938.62 |
| Socio-Economic | \$ 70.07 | \$ 140.14 |
| Plant, Operation and Maintenance | \$ 1,004.34 | \$ 2,008.68 |
| Small school by Necessity | \$ 1,029.36 | \$ 2,058.73 |
| Infrastructure & Maintenance | \$ 226.56 | \$ 453.12 |
| Northern Allowance | \$ 245.99 | \$ 491.98 |
| Class Size Initiative (Grade 1-3) | \$ 760.84 | \$ 1,521.68 |
| Transportation | \$ 747.42 | \$ 1,494.83 |
| Inclusive Education | \$ 1,048.05 | \$ 2,096.10 |
| Food Services | \$ 1,057.06 | \$ 2,114.11 |
| TOTAL | \$ 10,587.94 | \$ 21,175.87 |