



NORTHLAND SCHOOL DIVISION NO. 61

REGULAR BOARD MEETING NO. 18 – 03

AGENDA

Location: Executive Royal Hotel Edmonton – Jade Room

Date & Time: February 23, 2018 – 9:30 a.m.

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

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A. CALL TO ORDER (9:30 a.m. –10:00 a.m.)

1. In-Camera

B. PUBLIC MEETING (10:00 a.m. - 4:30 p.m.)

C. GENERAL BUSINESS (10:00 a.m. – 10:10 a.m.)

1. Approval of Agenda
2. Approval of Minutes
 - 2.1 January 26, 2018 (includes COTW meeting minutes)..... 3
3. Business Arising from Previous Meeting(s)
 - 3.1 Board Action Items 14

D. ACTION ITEMS (10:10 a.m. – 12:00 p.m.)

1. Education Quarterly Report (G. Atkinson) 16
2. Locally Developed Courses (G. Atkinson) 34
3. Attendance Improvement Operational Plan Approval (G. Atkinson)..... 36
4. Alberta Rural Education Symposium (T. Rasmuson) 49
5. Think Indigenous Education Conference (T. Rasmuson) 52
6. Policy 9, Board Representatives (Housekeeping) (M. Daniels) 54
7. Policy 1 Foundational Statements (1st Reading) (T. Rasmuson) 59
8. Policy 3 Role of a Trustee (1st Reading) (T. Rasmuson) 63
 - 8.1. Appendix A Services Materials and Equipment to Trustees (1st Reading)..... 67
 - 8.2. Appendix B Trustee Working Relationships (1st Reading) 70
9. Policy 21 Community Voice and Community Engagement (1st Reading) (T. Rasmuson) 74
 - 9.1. Appendix A School Council Conflict Resolution (1st Reading)..... 79
10. Mistassiniy Modernization Recommendation (T. Rasmuson) 82

E. RECESS (11:00 a.m. – 11:15 a.m.)

F. REPORTS (1:00 p.m. – 3:00 p.m.)

1. Board Chair (1:00 p.m. – 1:15 p.m.) 84
 - 1.2 Proposed Tobacco Policy (handout)
 - 1.3 Board Expenses for the period ending February 15, 2018 86
 - 1.4 Trustee Calendar 88
 - 1.5 Board Work Plan 90
2. Superintendent (1:15 p.m. – 1:30 p.m.) 95
 - 2.1 Attendance Update included in Education Quarterly Report
 - 2.2 Education Service Agreement verbal if new information
3. Monitoring Reports (Department) (1:30 p.m. - 15 minute each)
 - 3.1 Area 3 East Associate Superintendent Report (Tim Stensland) (handout) 1:30 pm 97
 - 3.2 Student Services Report (S. Sutherland)..... 1:45 pm 98
4. Standing Committee
 - 4.1 (None)
5. Adhoc Committee
 - 5.1 Bargaining Committee
 - 5.2 Wabasca and Area Facility



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G. REPORTS cont... (1:00 p.m. – 3:00 p.m.)

- 6. Association
 - 6.1 ASBA Zone 1
 - 6.2 ASBA Zone 2/3
 - 6.2 PSBAA/PSBC (M. Daniels)verbal

H. RECESS (3:00 p.m. – 3:15 p.m.)

I. TRUSTEE REPORTS (3:15 p.m. – 4:15 p.m.)

(Purpose: 2 minutes to share information: for example attendance at school council(s) meeting or representative meeting(s) the trustee has attended)

J. INFORMATION ITEMS (4:15 p.m. – 4:30 p.m.)

- 1. Innovation in First Nations Education Grant Program Proposal 107
- 2. Dr. Mary Jackson School Update 127
- 3. Paddle Prairie School CTS Space Upgrade verbal
- 4. Update on School Councils 128

K. ADJOURNMENT & CLOSING CULTURAL REFLECTION (4:30 p.m.)

*** Board Assessment Tool (survey link will be sent to Trustees after meeting)**

MINUTES OF THE NORTHLAND SCHOOL DIVISION
NO. 61 BOARD OF TRUSTEES REGULAR MEETING
ON JANUARY 26, 2018 AT THE RADISSON
EDMONTON SOUTH HOTEL, TERRACE 6 IN
EDMONTON, AB.

MEMBERSHIP		
✓	Maddy Daniels	• Chair Ward 1
✓	Cathy Wanyandie	• Trustee Ward 2
✓	Randy Anderson	• Vice-Chair Ward 3
✓	Jesse Lamouche	• Trustee Ward 4
✓	Louis Cardinal	• Trustee Ward 5
✓	Silas Yellowknee	• Trustee Ward 6
✓	Robin Guild	• Trustee Ward 7
✓	Loretta Gladue	• Trustee Ward 8
✓	Rubi Sakeskanip	• Trustee Ward 9
✓	Jules Nokohoo	• Trustee Ward 10
✓	Karen Telford	• Trustee Ward 11
✓	Lois Byers	• Board Advisor
✓	Gord Atkinson	• Superintendent of Schools
✓	Trudy Rasmuson	• Secretary-Treasurer
✓	Curtis Walty	• Communications Coordinator
✓	Krystal Potts	• Executive Assistant
✓	Melanie Mantai	• Executive Secretary – Finance

CALL TO ORDER 24520/18 Chair Daniels called the meeting tor order at 9:04 a.m.

COMMITTEE OF
THE WHOLE
MEETING 24521/18 Trustee Yellowknee moved that meeting go into
Committee of the Whole at 9:05 a.m.

9-0
CARRIED

Trustees Gladue and Anderson were participating in Board photos.

ATTENDANCE
REVIEW

Superintendent Atkinson reviewed the updated draft version of the Attendance Improvement Initiative ‘Every Day Counts’. Attendance remains a main focus for Northland School Division. The action items were discussed and are included in the report for stakeholders to see all the structural changes that have been made to Northland with the expectation that these changes will have a positive impact on student attendance.

The final draft will be brought to the board at a later date for final approval.

Superintendent Atkinson shared statistical data documenting the reasons are for student absenteeism. The data found that almost 60-75% is out of Northland's hands. The report found the following: medical reasons accounted for 33.5%, family issues accounted for 24.1%, bereavement was 3.6% and transient issues is 5.2%, the other area of concerns are behavior which accounted for 14.1% and undetermined was 18.1%.

The Board requests administration to examine if there is a correlation between staff attendance and high school student attendance. Superintendent Atkinson will look into this area of concern.

The Board requests administration to draft an attendance report by ward. Superintendent Atkinson will look into this, but made the trustees aware that wards that do not have high schools will have a much higher attendance rate.

The Board requests administration to review school food services within Mistassiniy.

CAPITAL
PRIORITIES

Secretary-Treasurer Rasmuson reviewed the 2017 Capital Priorities and the 2018 submission process. Superintendent Atkinson discussed the many conversations had with Alberta Education, a number of capital requests were put into the ministry and the safety concerns that need to be fixed immediately. He was able to confirm in December – the Ministry is hiring a contractor to analyze capital projects required for Northland. Atkinson does not have a timeline yet but an RFP is being put together. The 2018 Capital Plan is in the process of being reviewed for submission, the plan will be reviewed with the Board prior to approval.

The Draft 2018 Capital Plan will be brought to the February Board Workshop for review and the final will be brought to the March Board Meeting for approval.

REVIEW OF
BUDGET
PROCESS

Secretary-Treasurer Rasmuson reviewed steps the finance department uses to draft the budget. The process links with Administrative Procedure 500 Budget.

MISTASSINIY
SCHOOL
MODERNIZATION
UPDATE

Superintendent Atkinson discussed new information received from the Minister's office regarding a pro/con list. The Board needs to decide what process to use and will need to involve community members and Bigstone Cree Nation.

An Adhoc Committee will need to be formed with the local trustees, the Superintendent and Secretary-Treasurer, and a meeting scheduled to discuss how to move forward.

COMMITTEE OF
THE WHOLE
MEETING
ADJOURNMENT

24522/18

Trustee Guild moved that the Committee of the Whole meeting adjourn at 10: 19 a.m.

11-0
CARRIED

RECESS

The meeting recessed at 10:19 a.m.
The meeting reconvened at 10:32 a.m.

The following delegates joined the meeting.
Merwan Saher, Auditor General,
Robert Driesen, Assistant Auditor General
Maureen Debaji, Principal
John Zabos, Audit Manager
Nathan Freed, Director North Services Alberta Education

Introductions were made and Maher Sawyer, Auditor General addressed the Board and acknowledged Treaty 6 land and the contribution of Metis people.

IN CAMERA
SESSION

24523/18

Trustee Wanyandie moved that the meeting go in camera at 10:33 a.m.

10-0
CARRIED

Trustee Telford joined the meeting at 10:36 a.m.

Executive Assistant Potts and Communications Coordinator Walty left the meeting.

The delegation left the meeting at 11:17 a.m.
Executive Assistant Potts rejoined the meeting at 11:18 a.m.

RECESS

The meeting recessed for lunch at 12:06 p.m.
The meeting reconvened at 1:08 p.m.

Associate Superintendent Shelley Willier joined the meeting at 1:08 p.m.

Delegation from PSBAA Mary Lynne Campbell, Executive Director and Cathy Hogg, President joined the meeting.

The meeting remained in-camera.

REGULAR
SESSION

24524/18 Trustee Wanyandie moved that the meeting revert to regular session at 1:40 p.m.

11-0
CARRIED

While in camera the board discussed student attendance, reviewed results from their monthly Board meeting evaluation survey, a rental agreement, the Superintendent employment contract was reviewed and discussed and had an in-camera meeting with PSBAA.

OPENING
CULTURAL
REFLECTION

Trustee Sakeskanip gave the opening cultural reflection.

Chair Daniels, acknowledged that the meeting was being held on Treaty 6 land and the contribution of the Metis people.

ADOPT AGENDA

24525/18 Trustee Yellowknee moved that the Board of Trustees adopt the agenda as amended:

Remove Item: D.1 Policy 9

Add to D: Action Items:

- Appoint Trustee to Professional Selection Committee
- Appoint Trustee to Quality of Worklife Committee
- Strike an Adhoc Committee for the Mistassiniy Modernization
- Marten Lakes Minister Visit

11-0
CARRIED

- MINUTES
NOVEMBER 30,
2017
- 24526/18 Trustee Yellowknee moved that the Board of Trustees approve the November 30, 2017 minutes as presented.
- 11-0
CARRIED
- MINUTES
JANUARY 4,
2018
- 24527/18 Trustee Telford moved that the Board of Trustees approve the January 4, 2018 Special Board Meeting minutes as presented.
- 11-0
CARRIED
- OLD BUSINESS –
BOARD ACTION
ITEMS
- 24528/18 Trustee Yellowknee moved that the Board of Trustees receive as information the action taken by administration with respect to directives given by the Board.
- 11-0
CARRIED
- PROFESSIONAL
IMPROVEMENT
LEAVE SELECTION
COMMITTEE
TRUSTEE
APPOINTMENT
- 24529/18 Trustee Yellowknee moved that the Board of Trustees appoint Trustee Guild as Board Representative for the Professional Improvement Leave Selection Committee.
- 11-0
CARRIED
- QUALITY OF
WORKLIFE
COMMITTEE
TRUSTEE
APPOINTMENT
- 24530/18 Trustee Yellowknee moved that the Board of Trustees appoint Trustee Anderson as the Board Representative for the Quality of Worklife Committee.
- 11-0
CARRIED
- BOARD
REPRESENTATION
TERMS OF
REFERENCE
- 24531/18 Trustee Guild moved that the Board of Trustees approve the housekeeping changes to Board Representation Terms of Reference, as attached.
- 11-0
CARRIED

POLICY 8 – BOARD
COMMITTEES

Byers, Board Advisor reviewed the changes made to Policy 8.

24532/18 Trustee Wanyandie moved that the Board of Trustees approve the housekeeping changes to Policy 8 Board Committees, as attached.

11-0
CARRIED

POLICY 7
APPENDIX A –
SCHEDULE OF
RATES

Trustees reviewed and discussed the changes to Policy 7. Going forward meals can be reimbursed with a receipt as long as it is for a reasonable amount, which will be determined by the approving supervisor. This change was made because in many of the communities attended by staff, meals are much higher than the reimbursement rate. It is still the expectation, as possible, that meals are not put on credit cards and are reimbursed on an expense claim form.

24533/18 Trustee Lamouche moved that the Board of Trustees approve the housekeeping changes to Policy 7 Appendix A Schedule of Rates, as amended.

10-1
CARRIED

POLICY 2
APPENDIX A –
BOARD WORK
PLAN

This is being removed as an appendix to policy, because it is a living document and the Board does not want to have to bring it back every time a change needs to be made.

24534/18 Trustee Anderson moved that the Board of Trustees approve that the Board Work Plan be removed as an appendix to Policy 2.

11-0
CARRIED

DRAFT 2018-2019
SCHOOL YEAR
CALENDAR

Superintendent Atkinson reviewed the changes in the calendar, which were made to better accommodate the communities. Going forward the spring break will line up with Native Provincial Hockey dates which has been something communities have been asking for. This calendar will be shared with administration at the

meetings in February and sent out for stakeholder feedback.

- 24535/18 Trustee Yellowknee moved that the Board of Trustees approve in principle the Northland School Division 2018-2019 Draft School Year Calendar, as attached.

11-0
CARRIED

DR. MARY
JACKSON SCHOOL
VIABILITY STUDY

Kathy Omoth, Keg River community member joined the meeting via teleconference at 2:37 p.m.

Superintendent Atkinson reviewed the reasons why administration is conducting a viability study on Dr. Mary Jackson School.

Chair Daniels left the meeting at 2:47 p.m., Vice-chair Anderson assumed the chair.

- 24536/18 Trustee Gladue moved that the Board of Trustees receive as information the Dr. Mary Jackson School Viability Study, as attached.

10-0
CARRIED

Trustee Yellowknee makes a Notice of Motion at the January 26, 2018 Regular Board meeting – to consider a school closure of Dr. Mary Jackson School grades K-12 and this motion will be decided upon by the end of May 2018.

RECESS

The meeting recessed at 3:01 p.m.
The meeting reconvened at 3:15 p.m.

Chair Daniels rejoined the meeting at 3:15 p.m. and assumed the chair.

FIRST QUARTER
FINANCE REPORT

Secretary-Treasurer Rasmuson reviewed the First Quarter Financial Statements with the Board.

- 24537/18 Trustee Yellowknee moved that the Board of Trustees approve First Quarter Financial Statement for the 2017-2018, as attached.

11-0
CARRIED

2017-2018 BOARD
MEETING &
WORKSHOP
SCHEDULE

Chair Daniels presented to the Board an updated schedule for the Corporate Board meetings. Trustees discussed the proposed dates and locations.

- 24538/18 Trustee Lamouche moved that the Board of Trustees amend motion #24562/17 previously adopted at the October 26, 2017 Organizational Board meeting to read:

That the Board of Trustees approve the 2017-2018 Corporate Board Meeting & Workshop Dates schedule, as attached.

11-0
CARRIED

CRISIS RESPONSE
PROTOCOL

Superintendent Atkinson reviewed all the work that has been done to improve safety and communication across the Division. Specifically with School Messenger Communicate/Parent Communicate and how this tool will include the local trustees so they are aware of the going ons in their wards.

- 24539/18 Trustee Lamouche moved that the Board of Trustees receive the Crisis Response Protocol for Northland School Division, as information.

11-0
CARRIED

REGIONAL
ABORIGINAL
RECOGNITION
AWARDS (RARA)

24540/18 Trustee Guild moved that the Board of Trustees receive as information the Regional Aboriginal Recognition Awards to be held on Saturday, February 10, 2018 in Fort McMurray and ask, if able, that Trustees Nokohoo and Sakeskanip attend.

11-0
CARRIED

WABASCA AND
AREA FACILITY
REPS - ADHOC
COMMITTEE

Atkinson reviewed the purpose of forming an Adhoc Committee.

24541/18 Trustee Anderson moved that the Board of Trustees form an Adhoc Committee for the Wabasca and Area Facility and appoint Trustees Yellowknee, Guild and Gladue to sit on this committee.

11-0
CARRIED

MARTEN LAKES
MINISTER VISIT

Superintendent Atkinson reviewed Minister Eggen's visit to Marten Lake Winter Camp on February 21 and asked for trustee representation.

24542/18 Trustee Lamouche moved that the Board of Trustees receive as information, the Minister of Education visit to the Winter Camp at Marten Lake; and for trustees that can attend to let Executive Secretary Mantai know so that arrangements can be made.

11-0
CARRIED

BOARD CHAIR
REPORT

Chair Daniels presented her report to the Board as information.

24543/18 Trustee Guild moved that the Board of Trustees accept as information the Board Chair Report as presented and attached.

11-0
CARRIED

SUPERINTENDENT'S
REPORT

Superintendent Atkinson presented his report to the Board as information. The Government has released standards for Education Services Agreements. This item will be added to the February Board Workshop agenda for review and discussion.

Trustee Yellowknee left the meeting at 4:10 p.m.

Trustee Yellowknee rejoined the meeting at 4:13 p.m.

- 24544/18 Trustee Wanyandie moved that the Board of Trustees accept as information the Superintendent's Report as presented and attached; and ask that Superintendent Atkinson bring the Innovation in First Nations Education Grant Program proposal submitted to the February Board meeting as information.

11-0

CARRIED

MONITORING
REPORTS

Associate Superintendent Willier presented her Area 1 Report to the Board. Willier is responsible for the following schools in area 1: Bishop Routhier, Dr. Mary Jackson, Gift Lake, Grouard, Hillview, Kateri, Little Buffalo, Paddle Prairie, Peerless Lake and Susa Creek.

- 24545/18 Trustee Yellowknee moved that the Board of Trustees receive as information the Area 1 West Associate Superintendent Report, as presented and attached.

11-0

CARRIED

ADHOC
COMMITTEE –
BARGAINING
COMMITTEE –
TEBA UPDATE

Trustee Nokohoo provided a verbal update on the TEBA meeting he attended in Edmonton on January 9, 2018. Information can be shared in an in-camera session with the Board and the Superintendent only. The next meeting is scheduled for March.

Trustee Guild left the meeting at 4:32 p.m.

Trustee Guild rejoined the meeting at 4:34 p.m.

ASSOCIATION
REPORTS

Trustee Telford provided a verbal update on the ASBA Zone 2/3 meeting she attended in Edmonton on January 19, 2018. The legalization of marijuana was discussed and the importance of having a policy in place before the July 1 legalization date.

TRUSTEE REPORTS

Trustees shared verbal reports on the each of the events happening in their respective wards.

Trustee Telford left the meeting at 5:05 p.m.

ADJOURN

24546/17

Trustee Wanyandie moved that the Board of Trustees declare the meeting adjourned at 5:15 p.m.

10-0
CARRIED

CLOSING CULTURAL
REFLECTION

Trustee Sakeskanip gave the closing cultural reflection.

Maddy Daniels, Board Chair

Trudy Rasmuson, Secretary-Treasurer

Recording Secretary: Melanie Mantai, Executive Secretary Finance



NORTHLAND SCHOOL DIVISION NO. 61
ADMINISTRATION RECOMMENDATION TO THE BOARD

TO: THE BOARD OF TRUSTEES **DATE:** February 23, 2018
SUBMITTED BY: Gord Atkinson, Superintendent of Schools
SUBJECT: Board Action Items
ORIGINATOR: Board of Trustees
REFERENCE(S) & Board Action Items
ATTACHMENTS: Policy 7 – Board Governance and Operations

RECOMMENDATION:
THAT the Board of Trustees receive as information the action taken by administration with respect to directives given by the Board.

BACKGROUND:
Policy 7 – Board Governance and Operations clause 8.4.3 – The Superintendent shall ensure all motions are tracked and business arising is completed and reported to the Board.

RISK ANALYSIS:

ACTION ITEMS

Meeting	Date of Meeting	Assigned To	Agenda Item	Task	Due Date	Status	Action
Board	1/26/2018	Gord	Superintendent's Report	Add to the February Board Workshop - Standards for Education Services Agreements.	2/24/2018	Complete	Item is on the Board Workshop Agenda. Review the standard that is attached if there is anyone that has anything to contribute, this is the boards opportunity – i.e. the same information should be shared, nation students that you are educating and need to supply information the nation should be doing the same thing.
Board	1/26/2018	Gord	Superintendent's Report	Bring to the February Board Meeting as information the Innovation in First Nations Education Grant Program Proposal submitted.	2/16/2018	Complete	Will be brought to Board as information.
Board	1/26/2018	Melanie	Marten Lakes Minister Visit	Arrange for trustees to attend Marten Lake for the meeting with the Minister on February 21, 2018 from 4-5pm.	2/16/2018	Complete	Trustee Yellowknee will attend. Working with Krystal to see what schools are attending, so the corresponding Trustee can attend with them.
Board	1/26/2018	Melanie	Regional Aboriginal Recognition Awards (RARA)	RSVP to RARA for Trustees Nokohoo and Shirley and make any additional reservations.	2/6/2018	Complete	Both trustees, along with Associate Superintendent Tim Stensland will attend the Awards Ceremony on February 10, 2018 in Fort McMurray.
Board	10/12/2017	Gord/ Trudy	Bigstone Education Authority - MOU	Administration to engage with other First Nation Education Authorities where Northland School Division students attend, with regard to entering into the same revenue based allocation model as Bigstone Education Authority, for the 2017-2018 school year.	1/30/2017	In Progress	



NORTHLAND SCHOOL DIVISION NO. 61
ADMINISTRATION RECOMMENDATION TO THE BOARD

TO: THE BOARD OF TRUSTEES **DATE:** February 23, 2018
SUBMITTED BY: Gord Atkinson, Superintendent of Schools
SUBJECT: Education Quarterly Report
ORIGINATOR: Board of Trustees
REFERENCE(S) & ATTACHMENTS: Policy 12, Role of the Superintendent
Board Policy Work Plan
Education Quarterly Report (2nd Quarter)

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

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 February, 2018

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.

Quarterly Content for February, 2018		
1. Enrolment, Staffing Positions and Staff and Student Attendance	Bulletin #1 Bulletin #2 Bulletin #3 Bulletin #4 Bulletin #5 Bulletin #6	Divisional Priorities Student Attendance Student Attendance by Division in Percentage Staff Attendance Staffing Update School Visits by Staff
2. School and Division Success Stories	Bulletin #7 Bulletin #8 Bulletin #9 Bulletin #10	Excellent Conversations During a Community Engagement at Grouard Northland School Motivational speaker inspires a community AMA Youth Run Club Ambassador Rilee Many Bears Visits Peerless Lake School Calling Lake School Graduation Celebration

February 2018 - Quarterly Report
Divisional Priorities Update

NSD Outcomes

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

Goal 1.1 Increase student attendance by 2% per year to a target of 88%.

The student information system is tracking attendance more accurately. School messenger is being used to communicate attendance to parents.

Goal 1.2 Increase the number of students reading at grade level by 10%.

PM Benchmark data shows an increase in literacy data consistently across the division.

Goal 1.5 Develop and implement a numeracy initiative that is evidence-based and data informed to improve numeracy skills resulting in increased confidence, engagement and achievement.

Associate Superintendent of Area 1 is working with Northwest Regional Learning Consortium (NRLC) on a numeracy/math professional learning series for teachers.

Goal 1.6 Implement a high school strategy that enhances staff capacity to implement the foundational principles for high school redesign.

Associate Superintendents are working with High School Principals to improve their High School Redesign programs. All revisions must be in by May 1, 2018.

Goal 1.7 Develop and implement a dual credit strategy.

Associate Superintendent of Area 2 delivered a Dual Credit application based on Health Care Aides on January 31, 2018. The program is to be implemented across the division.

Goal 1.8 Conduct school reviews to assist in the establishment and maintenance of the instructional program and management standards that contribute to a high level of student development and achievement in a school.

A school review was conducted in February at ADCS as well as a program review is underway in the High Prairie area.

Goal 1.9 The learning environment will reflect and honour First Nation and Metis culture language and values.

The Classroom Improvement Fund project is underway with materials and resources being ordered in the next 4 - 6 weeks.

The IT team has introduced a new tool (GoGuardian) which will help teachers and principals manage internet resources more effectively and assure our students are using the internet appropriately.

2. NSD is a leader for Indigenous education excellence.

Goal 2.1 All students will have the opportunity to participate in Indigenous language instruction.

All schools have funds to hire Language Instructors. Language Instructors are participating in a professional learning series led by the First Nation, Metis, and Inuit Learner Success team. The learning focuses on planning for instruction and linkages to the provincial program of studies.

Goal 2.2 Education services agreements are signed between each First Nation and NSD.

Education services agreements are all with the respective Nation's and we are working in their priorities and goals in order to move forward.

Goal 2.4 Develop internal and external communications targeted at assuring our stakeholders understand all of the good work in indigenous education.

Achimowin News Flash is produced on a regular basis.

Goal 2.5 All staff have awareness and knowledge of First Nations, Metis and Inuit perspectives, experiences, traditions, and practices to advance reconciliation.

Principals are requesting a formalized plan around education for reconciliation. The new professional standards also indicated statements about education for reconciliation.

3. NSD is inclusive, each child's ways of knowing and ways of being is honored, respected and essential.

Goal 3.1 A new report card that informs parents of student achievement in ways of knowing and ways of being will be implemented K - 6 in all schools.

The pilot project for the new report cards has gone well. Teacher feedback received is that they are satisfied with the process and believe this report card provides quality information to parents. The parent portals for junior and senior high will be opened on March 1st.

Goal 3.2 Land-Based learning, cultural camps and experiential learning will be an integral part of all NSD schools.

Students across NSD have access to land based learning culture camps and experiential learning experiences.

Goal 3.3 Develop and implement the Family Wellness program as described in the NSD investment plan.

Family Wellness Workers are in place in some schools and recruiting for the other schools in underway. A meeting is being planning for all Family Wellness Workers to ensure they are all successfully recruited and on board.

Goal 3.4 Enhance capacity to deliver programs and services across the division.

The Student Services team is now expanded to 4 members from 1 in 2012-2017. More student service programs plans are completed, and more coordinated services are occurring for students.

Goal 3.5 A new attendance strategy will be developed and implemented in all schools to support and acknowledge indigenous learning and traditional family learning.

The new attendance strategy is in the February Board agenda. The draft was shared at the Principals' meeting February 14th.

Goal 3.6 The school jurisdiction will implement the policy on safe and caring, Policy 19.
Policy 19 was reviewed with the Principals' at the meeting February 14th. Concerns have been raised about violence towards staff. An Ad Hoc committee of Principals will form in the next few weeks to discuss the issue and develop strategies for schools to consider.

4. NSD has excellent teachers, system leaders and school leaders.

Goal 4.1 All NSD staff are qualified and meet relevant professional standards.

All staff are qualified, the introduction of the new professional practice standards was discussed at the Principals' meeting. Associate Superintendents will be meeting with all levels of teaching staff to ensure alignment to the standard.

Goal 4.3 NSD is a system of choice for employment.

Recruiting is underway for potential openings in NSD for current opportunities and possible future positions in the 2018-2019 school year.

Goal 4.4 All teachers and leaders have the skills, competencies and capacity to achieve the division's learning agenda.

Associate Superintendents are meeting together with the FNMI team, Pedagogical Supervisors, and principals to develop a professional learning plan for NSD. Principal meetings all have a focus on optimal learning. School walkthroughs by Associates with principals focus on identifying optimal learning and teaching activities that align to school and district goals.

Goal 4.5 Develop and implement a strategy for staff wellness.

There is a staff wellness focus at all meetings. Challenge activities are underway to bolster staff wellness. We are working on full implementation of the wellness spending accounts. Northland was successful in getting a wellness grant from the wellness fund to focus on staff wellness.

5. NSD is well governed and managed.

Goal 5.1 The new NSD governance structure will be implemented. Policy 1 and Policy 21 are passed by Board motion in the 2017-2018 school year.

Policy 1 and 21 are in the final stages of Board review. The two policy drafts were shared at the Principals' meeting.

Goal 5.2 Implement new Administrative Procedures.

New administrative procedures are referred to when questions arise about how to proceed when operational questions are raised.

Goal 5.3 Implement the 2017 - 2018 communications plan.

Communication plan included the implementation of school messenger. The project is started. New signage for all schools is coming to the Board in February for input and consideration.

Goal 5.4 Implement the Housing plan approved at the February 2017 Board meeting, and sponsored by the NSD investment plan.

The housing team is bringing a revised plan to administration. The new team is reviewing and identifying elements of the current plan and they have since made recommendations for improvement.

Goal 5.5 Implement a new fleet tracking and management system.

The transportation department has recently implemented new tools for fleet management, asset tracking, route planning, and field trips requests. A recent review of transportation shows a 94% success rate across the division for the past 5 years. The team is working on strategies to improve this rate.

Goal 5.6 Implement a new safety management system.

Public School Works is now available for all staff use. A learning series on how to use the tool is being planned.

Goal 5.7 Implement a new strategic planning tool.

Associate Superintendent of Area 3 is reviewing the new tool and work is underway for full implementation for the 2018-2019 school year. We are adjusting strategy and goal statements to more closely align with Alberta Education's structures and expectations.

Goal 5.8 Improve accuracy and consistency of daily attendance.

The Student Data Coordinator is working closely with school based admin supports to develop their current knowledge of the student information system. New tools like school messenger, report cards, PASI, and the parent portal do not work without back end infrastructure. Secretaries meet semi-annually with the most recent meeting taking place February 13th and 14th.

January 2018 Division Attendance by School

	95-100%	90-94 %	80-89%	70-79%	60-69%	50-59%	Below 50%	Total
Anzac Community School	20 (23%)	19 (22%)	23 (26%)	9 (10%)	10 (11%)	3 (3%)	4 (5%)	88
ADCS	28 (12%)	18 (8%)	38 (17%)	31 (14%)	30 (13%)	25 (11%)	55 (24%)	225
Bill Woodward School	30 (27%)	25 (23%)	32 (29%)	12 (11%)	8 (7%)	2 (2%)	2 (2%)	111
Bishop Routhier School	17 (23%)	6 (8%)	22 (30%)	8 (11%)	10 (14%)	2 (3%)	9 (12%)	74
Calling Lake School	14 (13%)	19 (18%)	28 (26%)	24 (22%)	11 (10%)	3 (3%)	8 (7%)	107
Chipewyan Lake School	0 (0%)	4 (22%)	3 (17%)	7 (39%)	2 (11%)	2 (11%)	0 (0%)	18
Conklin Community School	0 (0%)	12 (43%)	12 (43%)	3 (11%)	0 (0%)	1 (4%)	0 (0%)	28
Dr. Mary Jackson School	8 (33%)	2 (8%)	5 (21%)	3 (13%)	2 (8%)	2 (8%)	2 (8%)	24
Elizabeth School	11 (9%)	35 (28%)	45 (36%)	17 (14%)	5 (4%)	7 (6%)	5 (4%)	125
Father R. Perin School	18 (23%)	8 (10%)	13 (17%)	18 (23%)	6 (8%)	8 (10%)	7 (9%)	78
Fort McKay School	21 (27%)	16 (21%)	24 (31%)	8 (10%)	2 (3%)	3 (4%)	4 (5%)	78
Gift Lake School	38 (22%)	16 (9%)	44 (26%)	21 (12%)	20 (12%)	13 (8%)	18 (11%)	170
Grouard Northland School	10 (13%)	11 (14%)	19 (25%)	10 (13%)	16 (21%)	5 (7%)	5 (7%)	76
Hillview School	0 (0%)	2 (14%)	4 (29%)	3 (21%)	3 (21%)	2 (14%)	0 (0%)	14
JF Dion School	22 (25%)	13 (15%)	34 (39%)	12 (14%)	4 (5%)	0 (0%)	2 (2%)	87
Kateri School	40 (42%)	10 (11%)	22 (23%)	9 (9%)	4 (4%)	3 (3%)	7 (7%)	95
Little Buffalo School	19 (10%)	16 (9%)	37 (20%)	29 (16%)	18 (10%)	20 (11%)	44 (24%)	183
Mistassiniy School	57 (20%)	0 (0%)	51 (17%)	39 (13%)	49 (17%)	22 (8%)	74 (25%)	292
Paddle Prairie School	32 (27%)	9 (8%)	28 (24%)	20 (17%)	10 (8%)	10 (8%)	10 (8%)	119
Peerless Lake School	29 (27%)	0 (0%)	31 (29%)	26 (25%)	10 (9%)	3 (3%)	7 (7%)	106
Pelican Mountain School	4 (25%)	3 (19%)	5 (31%)	2 (13%)	1 (6%)	0 (0%)	1 (6%)	16
St. Theresa School	121 (35%)	0 (0%)	103 (30%)	62 (18%)	34 (10%)	7 (2%)	15 (4%)	342
Susa Creek School	7 (18%)	9 (23%)	14 (35%)	8 (20%)	0 (0%)	2 (5%)	0 (0%)	40

	95-100%	90-94 %	80-89%	70-79%	60-69%	50-59%	Below 50%	Total
Career Pathways School	3 (4%)	0 (0%)	4 (6%)	4 (6%)	8 (11%)	3 (4%)	49 (69%)	71

*Does not include Calling Lake Outreach

DIVISION ATTENDANCE JANUARY 2018

	95% - 100%	90% - 94%	80% - 89%	70% - 79%	60% - 69%	50% - 59%	Below 50%	Total
ECS	47	27	74	57	23	23	38	289
Gr. 1	49	28	57	48	33	20	27	262
Gr. 2	49	12	67	31	22	14	18	213
Gr. 3	50	33	69	28	23	16	13	232
Gr. 4	50	20	68	33	25	3	19	218
Gr. 5	57	30	59	45	17	10	15	233
Gr. 6	49	24	67	22	23	8	13	206
Gr. 7	34	27	50	26	22	8	12	179
Gr. 8	38	12	46	31	15	7	17	166
Gr. 9	35	14	31	29	19	10	30	168
Gr. 10	41	11	21	15	15	5	24	132
Gr. 11	27	10	12	14	7	11	28	109
Gr. 12	20	5	16	2	11	10	25	89
Student Totals	546	253	637	381	255	145	279	2496

*Does not include Outreach Schools

2014/15 - 2017/18 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
September 2017	1016 (40%)	396 (16%)	568 (22%)	242 (10%)	117 (5%)	97 (4%)	93 (4%)	2529
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
October 2017	1204 (48%)	260 (10%)	444 (18%)	255 (10%)	115 (5%)	71 (3%)	154 (6%)	2503
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
November 2017	820 (33%)	168 (7%)	580 (23%)	380 (15%)	197 (8%)	116 (5%)	227 (9%)	2488
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
December 2017	562 (23%)	485 (19%)	433 (17%)	287 (12%)	293 (12%)	126 (5%)	309 (12%)	2495
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
January 2018	546 (22%)	253 (10%)	637 (26%)	381 (15%)	255 (10%)	145 (6%)	279 (11%)	2496
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

Student Attendance by Division in Percentage

For the period ending January 31, 2018

School	ECS	Div 1	Div 2	Div 3	Div 4
Anzac	84	88			
ADCS	75	76	75	71	56
Bill Woodward			88	83	84
Bishop Routhier	78	78	91		
Calling Lake	81	88	87	80	84
Chipewyan Lake	69	80	60	73	
Conklin	93	93	79	91	
Dr. Mary Jackson	88	91	86	74	
Elizabeth	84	88	90	87	
Fr. R. Perin	76	80	84	81	
Fort McKay	80	85	84		
Gift Lake	77	78	81	77	
Grouard	82	81	81	86	
Hillview	87	79	83		
J.F. Dion	87	91	90	92	
Kateri	73	85	86	86	86
Little Buffalo	64	70	77	74	54
Mistassiniy				72	57
Pelican Mountain	92	84	81		
Paddle Prairie	86	82	88	81	79
Peerless Lake	79	79	87	80	88
St. Theresa	82	85	86		
Susa Creek	81	89	93	95	
All Schools	80	82	85	78	66

*Does not include Outreach Schools

Staff Attendance (Based on Leave Applications)

September 1, 2017 to January 31, 2018

	# of Staff	Calendar Days	Possible Days	Actual Days Recorded	Actual Attendance	# of P.D. Days Taken	# of "Other" Days Taken	% Attendance	% Absent	% Absent for PD	% of Other
Certificated Staff	185	93	17205	2032	15173	334.5	1697.5	88%	12%	1.94%	9.87%
Uncertified Staff	178	93	16554	1868	14686	136	1732	89%	11%	0.82%	10.46%
Maintenance Staff	52	100	5200	530.5	4669.5	7	523.5	90%	10%	0.13%	10.07%
Central Office Staff	52	100	5200	280	4920	32	248	95%	5%	0.62%	4.77%

Types of Leaves:

- ATA
- Mentorship Teachers
- Casual Sick Days
- Personal Paid Leave
- Compassionate
- Personal Unpaid Leave
- Conference
- Principals' Meeting
- Critical Care Leave
- Professional Development
- Evergreen
- School Business
- Family Care Days
- FNMI
- Leave – Other
- Lieu Days

Maintenance includes:

- Area Maintenance Workers
- Custodial Staff

Central Office Staff includes:

- Ped Supervisors

Staffing Update - February 7, 2018

Bulletin 5

	Certified Staff	Educational Assistant II - PUF	Educational Assistant I	Educational Assistant II	School Community Liaison Worker	Family Community Liaison Advisor	Library Assistant	Native Language Instructor	Clerical	Total by School
Anzac	5	1	0.6	1	0	0	0.5	1	1	10.1
ADCS	18	0.5	3	4	0	0	0	1	1	27.5
Bill Woodward	8	0	0	2.5	0	0	0.5	0	1	12
Bishop Routhier	5	1	0	2.5	0	0	0	0.5	0	9
Calling Lake	9	1.6	0	1	0.5	0	0	0.5	1	13.6
Career Pathways	3	0	1.5	0	0	0	0	0	0.5	5
Chipewyan Lake	2	0	0.7	0.75	0	0	0	0.3	0.25	4
Conklin	4	0	1	0	0	0	0	1	0.5	6.5
Dr. Mary Jackson	2	0	0	1.8	0	0	0	0	0.9	4.7
Elizabeth	9	2	0.75	3.4	0	0	0.25	0.75	0.5	16.65
Father R. Perin	7	1	0	0	0	0	0	0	1	9
Fort McKay	5	1	3	0	0	0	0	1	1	11
Gift Lake	12	1	2	5	0	0	0	1	1	22
Grouard	7	0.3	2	0	0	0	0	0	1	10.3
Hillview	2	0.3	0	0.75	0	0	0	0.25	0.25	3.55
J.F. Dion	6	1.3	0	1	1	0	0	1	1	11.3
Kateri	5	1	1	0.9	0	0	0	1	1	9.9
Little Buffalo	11	0	1	5	0	0	0	1	1	19
Mistassiniy	20	0	3.5	1	0	1	0	0.5	1	27
Paddle Prairie	7	0	2	0	0.35	0	0	0.65	0.9	10.9
Peerless Lake	8	0.6	2.65	0	0.15	0	0	0.9	0.9	13.2
Pelican Mountain	2	1	1.05	0	0	0	0	0.25	0.3	4.6
St. Theresa	22	9	7	7	0	1.5	1	1.5	2	51
Susa Creek	3	1	1	0	0	0	0	0.5	0.55	6.05
Totals	182	23.6	33.75	37.6	2	2.5	2.25	14.6	19.55	317.85

Bulletin 6

School Visits		
September 1, 2017 - January 31, 2018		
	Executive Team	Totals
Anzac		8
ADCS		18
Bill Woodward		6
Bishop Routhier		4
Career Pathways		9
Calling Lake		4
Chipewyan Lake		3
Conklin		9
Dr. Mary Jackson		4
East Prairie/Hillview		6
Elizabeth		5
Fort McKay		9
Fr. R. Perin		9
Gift Lake		7
Grouard		5
J.F. Dion		6
Kateri		5
Little Buffalo		8
Mistassiniy		17
Paddle Prairie		5
Peerless Lake		6
Pelican Mountain		6
St. Theresa		11
Susa Creek		5



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www.nsd61.ca | [Facebook.com/NorthlandSchoolDivisionNo61](https://www.facebook.com/NorthlandSchoolDivisionNo61) | [@Northland61](https://twitter.com/Northland61)

Excellent conversations during a community engagement at Grouard Northland School



Northland School Division (NSD) kicked off a series of community engagement sessions at Grouard Northland School to discuss education programming and student success. The sessions are part of NSD's Regional Education Program Review for Grouard Northland School, Gift Lake School, Bishop Routhier School (Peavine Métis Settlement) and Hillview School (East Prairie Métis Settlement).

"NSD created five outcome statements to support student success," said Shelley Willier, Area 1 Associate Superintendent. "In order to meet Outcome Statement #1, Northland students are strong in identity, healthy and successful, we need participation from staff, parents and community members to ensure schools have the resources to support sustainable student success."

At the community engagement at Grouard Northland School, parents, community members, and staff were asked:

- What does Outcome #1 mean to them?
- Where should we focus efforts to improve educational programming?
- How can Grouard, Gift Lake, Bishop Routhier and Hillview Schools work together to further support learning?

The conversation transitioned to high school. Parents, community members, and staff were asked about high school programming options and a regional high school concept to serve students in smaller communities. A regional high school was listed as a recommendation in the Northland Inquiry Team Report. The Regional Education Program Review team will return to Grouard Northland School on Wednesday, February 28, 2018, to share a "What We Heard" Report to parents and community members. The team wants to validate the information before moving forward.

Special thank you to parents, community members, and staff who attended and to everyone who helped with the supper and the door prizes!





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Motivational speaker inspires a community



An internationally recognized motivational speaker inspired students, parents, Elders and community members at Mistassiniy School, Oski Pasikoniwew Kamik (Bigstone Cree Nation Community School) and Career Pathways School January 8-10, 2018. Laura Grizzlypaws, born and raised in Lillooet, British Columbia, shared her story of resilience to overcome obstacles in her life to achieve success. She also performed a grizzly bear dance to showcase her St'át'imc heritage. The dance is a message of being proud of who you are and to celebrate your language and culture.

Videos of Laura Grizzlypaws performing the dance
<https://goo.gl/MK1vag>.

Laura's education background consists of a Masters of Education in Education Foundation Land Based Education (2011); Bachelor of General Studies Degree Double Minor Linguistics & First Nation Studies (2007); Bachelor of Education Degree in Curriculum Development & Instruction (2007); Professional Development Teaching Certificate (2006); Language Proficiency Certificate (2003); Counselling & Wellness Certificate (2003). She was also granted a Language Heroes award for the British Columbia Salishan language family. Her educational accomplishments were made possible through the balance of traditional and spiritual practices of her St'at'imc cultural heritage.

Thank you to Bigstone Cree Post-Secondary Education, Atoske Action Group, Darrell Anderson, Oski Pasikoniwew Kamik (Bigstone Cree Nation Community School), Mistassiniy School for collaborating and working together to bring Ms. Grizzlypaws to our community.



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AMA Youth Run Club Ambassador Rilee Many Bears visits Peerless Lake School



Peerless Lake School recently joined The Alberta Medical Association (AMA) Youth Run Club. The AMA Youth Run Club is a school-based running program designed to get children and youth more active. To help launch the program, AMA Youth Run Club Ambassador Rilee Many Bears came to the school to help with the launch and inspire students. Rilee, who is from Siksika First Nation, won a gold medal while competing at the World Indigenous Games in 2015. He spoke

to students about overcoming the challenges of life. Click here to watch The Failure Way - Rilee Many Bears <https://vimeo.com/176936690>.

During the visit, students received donated shoes, backpacks, bags and water bottles. While students participate in the AMA Youth Run Club, Peerless Lake School Teacher Chelsea Cattroll says they will be tracking kilometers to see if they can accomplish running from Peerless Lake to Siksika First Nation and back.





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Calling Lake School graduation celebration



Students, parents, staff and community members celebrated two high school graduates from Calling Lake School on Saturday, December 2, 2017. The school community honoured Skyler Gagnon and Shania Gambler by organizing a ceremony, a graduation feast and a round dance. The evening began with a pipe ceremony performed by Elder, Victor Gladue. Following the pipe ceremony, Gladue spoke about the importance of education before presenting Skyler and Shania with an Eagle feather encased in personalized shadow boxes. The eagle feather symbolizes respect, honour, love, strength courage and wisdom. They were also presented with commemorative coins from the previous local school board committee. Thanks to drummers from Wabasca, Alexis, Saskatchewan and Mountain Cree Singers, for making this celebration memorable.

Left to right: Shania Gambler and Skylar Gagnon



ADMINISTRATION RECOMMENDATION TO THE BOARD

TO: THE BOARD OF TRUSTEES **DATE:** February 23, 2018
SUBMITTED BY: Gord Atkinson, Superintendent of Schools
SUBJECT: Locally Developed Courses
ORIGINATOR: ADMINISTRATION
REFERENCE(S) & ATTACHMENTS: AP 219 – Locally Developed Courses

RECOMMENDATION:

That the Board of Trustees approve the Locally Developed courses from Calgary School District No. 19 Film and Media Art 15-5; Film and Media Art 25-5; Film and Media Art 35-5; Film and Media Art 25-3; Film and Media Art 35-3 and Film and Media Art 15-3.

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 course will be offered as part of the high school course offering at Mistassiniy School for the 2017-2018 school year.

The course description is as follows:

Film & Media Art is the exploration of film and media art as an artistic form of expression. This course may be paired with Career and Technology Studies, Drama as well as English Language Arts to provide innovative and unique ways for students to engage in the study of this art form as well as the technological and literary aspects of the medium. The literacy and storytelling aspects of film cross over with Language Arts and the technological skills fall within CTS, while Film & Media Art, as a course, is the artistic link that examines the medium as a form of expression.

This course provides an open and active structure for the learning and invites students, with the support of a collaborative community, to engage with ideas, colleagues and audiences through film and media art. To achieve the learning outcomes, students will respond to the guiding questions through creative practice.

Personalized learning occurs through a studio environment in which students engage in deep disciplinary ways of knowing and doing in order to better understand themselves as artists and refine their practice. Flexibility in choice and design allows teachers and students to create avenues of study that meet the personalized needs of each student.

February 1, 2018

Mr. Gord Atkinson
Superintendent
Northland School Division No. 61
9809 - 77 Avenue
P.O. Bag 1400
Peace River, Alberta T8S 1V2

Dear Mr. Atkinson:

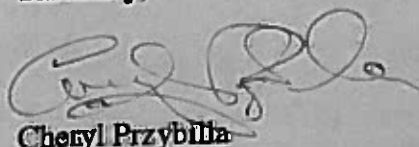
Thank you for your submission of the following locally developed course(s). Authorization is shown in the table below:

Northland School Division No. 61					
Code	Name	Credits	Authorization Period		
LDC1092	Film and Media Art 15	3 credits	Sept. 1, 2017	Aug. 31, 2021	Acquired from Calgary School District No. 19
LDC1092	Film and Media Art 15	5 credits	Sept. 1, 2017	Aug. 31, 2021	Acquired from Calgary School District No. 19
LDC2092	Film and Media Art 25	3 credits	Sept. 1, 2017	Aug. 31, 2021	Acquired from Calgary School District No. 19
LDC2092	Film and Media Art 25	5 credits	Sept. 1, 2017	Aug. 31, 2021	Acquired from Calgary School District No. 19
LDC3092	Film and Media Art 35	3 credits	Sept. 1, 2017	Aug. 31, 2021	Acquired from Calgary School District No. 19
LDC3092	Film and Media Art 35	5 credits	Sept. 1, 2017	Aug. 31, 2021	Acquired from Calgary School District No. 19

Alberta Education authorization is complete and subsequent approval by the school authority board or private school governing body is required prior to implementation. Please note that the approval must be within the authorization period.

For more information, please contact Stephen Wright, Senior Manager, Locally Developed Courses at Stephen.Wright@gov.ab.ca or 780-638-4132 (dial 310-0000 first for toll-free access in Alberta).

Sincerely,



Cheryl Przybilla
Director
Social Studies & Career Pathways Branch



NORTHLAND SCHOOL DIVISION NO. 61
ADMINISTRATION RECOMMENDATION TO THE BOARD

TO: THE BOARD OF TRUSTEES **DATE:** February 23, 2018
SUBMITTED BY: Gord Atkinson, Superintendent of Schools
SUBJECT: Attendance Improvement Operational Plan
ORIGINATOR: Administration
REFERENCE(S) & ATTACHMENTS: Attendance Improvement Operational Plan

RECOMMENDATION:
THAT the Board of Trustees approve the Attendance Improvement Operational Plan, as attached.

BACKGROUND:
In consultation with Alberta Education, Northland School Division completed an attendance improvement operational plan. This operational plan fits the guidelines set out by the Auditor General of Alberta to include actions, outputs/deliverables, completion dates/check points, responsibility, and resource requirements. This plan incorporates the elements of an effective attendance plan and guiding questions by Alberta Education.

RISK ANALYSIS:

NORTHLAND SCHOOL DIVISION ATTENDANCE IMPROVEMENT OPERATIONAL PLAN
February 2018

VISION: ALL STUDENTS LOVE TO COME TO SCHOOL IN NORTHLAND

Goal 1: Northland attendance data is accurate and used to inform decision-making

Long-Term Outcome: Northland School Division is well governed and managed.

Strategy 1.1: Standardize attendance tracking processes

ACTIONS	OUTPUTS/DELIVERABLES	COMPLETION DATE AND CHECK POINTS	RESPONSIBILITY	RESOURCE REQUIREMENTS	RESULTS ACHIEVED
Establish an Office of Student Attendance at the division-level	Hire a Student Attendance and Re-engagement Officer	March 2018	Superintendent	Cost: \$150,000	
Ensure attendance is recorded and documented accurately, as per Administrative Procedure 330 and 330-A	<ul style="list-style-type: none"> • Daily attendance record • Accurate attendance data for each school • Documented reasons for absenteeism for each school 	Beginning immediately; monthly	Principal	HR: teacher, principal Time: Monthly	
Ensure principals use the Attendance Improvement Planning & Reporting Template	School-level progress report	In progress; reporting 3x a year; to be fully implemented 2018/19 school year	Principal	Time: ½ day, 3 times a year	
Implement School Attendance Improvement Committees at each school	School Attendance Improvement Committees will focus on the attendance improvement plans at the school level.	Meet monthly	Principal Associate Superintendent	1 hour per month for the meeting 1 hour per month planning for the meeting Cost of incidentals for the meeting	
Provide semi-annual training/information sessions for school staff who require Maplewood training, skill enhancement and upgrading	Trained staff	Semi-annually: August and February	Student Data Coordinator	HR: Student Data Coordinator, school admin staff Time: 2 days, twice a year	

TRACK PROGRES

Strategy 1.1 (continued): Standardize attendance tracking processes

ACTIONS	OUTPUTS/DELIVERABLES	COMPLETION DATE AND CHECK POINTS	RESPONSIBILITY	RESOURCE REQUIREMENTS	RESULTS ACHIEVED
Develop and submit Maplewood attendance reports (principal monthly reports, student admissions, student retirements) to Central Office	Maplewood attendance reports	5 business days after month end, starting February 2018	Principal	HR: Student Data Coordinator and Records Management Clerk Time: 2 hr/month	
Develop and distribute attendance information charts to Superintendent, Associate Superintendents, Student Services, Principals, Board of Trustees	Monthly attendance charts, school-by-school attendance, school attendance by division → ECS, Div. 1, 2, 3 & 4, comparison of school attendance and division goal	Monthly, starting February 2018	Student Data Coordinator Records Management Clerk Executive Assistant	Maplewood Data Time: 3 hr/month	
Amend or review Administrative Procedure 330 and 330-A to have annual review markers	Updated Administrative Procedures	Annually in February	Superintendent	Time: 3 hr/year	
TRACK PROGRESS					
PERFORMANCE MEASURE(S):					
<ul style="list-style-type: none"> Percentage of schools submitting accurate school attendance information monthly. Satisfaction of Superintendent, Associate Superintendents, and Board of Trustees with school attendance information 					

Strategy 1.2: Identify students struggling with attendance

TRACK PROGRESS	ACTIONS	OUTPUTS/DELIVERABLES	COMPLETION DATE AND CHECK POINTS	RESPONSIBILITY	RESOURCE REQUIREMENTS	RESULTS ACHIEVED
	Identify chronic non-attenders, as per Administrative Procedure 330 and 330-A	Semi-annual attendance analysis charts October and March	Month of October analysis presented in November Month of March analysis presented in April	Superintendent	HR: Associate Superintendents Principals	
	Establish common definition for chronic absence	Chronic absence definition	January 2018	Superintendent	Principal participation	
	PERFORMANCE MEASURE(S): <ul style="list-style-type: none"> Twice annually, chronic non-attender data is analyzed. 					

Strategy 1.3: Analyze attendance data

ACTIONS	OUTPUTS/DELIVERABLES	COMPLETION DATE AND CHECK POINTS	RESPONSIBILITY	RESOURCE REQUIREMENTS	RESULTS ACHIEVED
Analyze attendance data monthly to identify trends and early warnings and to inform decision-making	Monthly attendance data review	5 business days after month end Monthly principal meetings have attendance focus	Principals Associate Superintendent's	HR: Principals, Associate Superintendents Time: 2 days per month	
Share analysis of attendance data with Associate Superintendents, teachers, school council members, attendance improvement committees, parents and students	Monthly updates to stakeholders	Monthly	Principals	HR: Principals	
Develop strategies to address the issues that are identified in the analysis of the attendance data using the Attendance Reporting and Planning Template (e.g., use data to inform decision-making)	Revised strategies are personalized for each student based on their unique circumstance.	Spring and Fall during the school planning process	Principals	HR: Principals Attendance Improvement Committee	
TRACK PROGRESS					
<p>PERFORMANCE MEASURE(S):</p> <ul style="list-style-type: none"> Percentage of principals meetings that have an attendance agenda item for data analysis 					

Goal 2: Northland students are engaged in learning

Long-Term Outcome: Northland School Division students are strong in identity, healthy and successful. Northland School Division is a leader for Indigenous education excellence

Strategy 2.1: Address chronic absences in Northland schools.

ACTIONS	OUTPUTS/DELIVERABLES	COMPLETION DATE AND CHECK POINTS	RESPONSIBILITY	RESOURCE REQUIREMENTS	RESULTS ACHIEVED
Develop a student attendance success plan for each at-risk/transient/chronically absent student Prioritize a division-wide and systemic professional development plan to train all certificated and non-certificated teaching staff in Response to Intervention and Pyramid of Supports	Student success plan in place for each at-risk/transient/chronically absent student Professional development plan Trained staff	Ongoing as needed Plan begins September, 2018 Large scale kick off February 13, 2019	Teachers, Principals Associate Superintendents	HR: Teachers, Principals HR: Teachers, FNMI Department Student Services District Literacy Principal Pedagogical Supervisors \$100,000 per year for 5 years	
PERFORMANCE MEASURE(S): <ul style="list-style-type: none"> • Percentage of at-risk/transient/chronically absent students with a student attendance success plan and percentage of teachers that are trained in RTI • 100% of at-risk/transient/chronically absent students have a student attendance success plan by November in the first semester and March in the second semester. • 100% of teachers are trained in RTI by June 2019 					

Strategy 2.2: Create a culture of learning that engages students, including academic, behavioural, cognitive and affective engagement

ACTIONS	OUTPUTS/DELIVERABLES	COMPLETION DATE AND CHECK POINTS	RESPONSIBILITY	RESOURCE REQUIREMENTS	RESULTS ACHIEVED
Enhance Career & Technology Studies (CTS) programming (e.g., foods, cosmetology, small engine repair)	Robust CTS/CTF progress plan Division wide	Analysis June 2018 Strategies August 2018	Principals	HR: Associate Superintendents Pedagogical Supervisor time HR: Teachers, supervisors, parents Superintendent Associate Superintendents	
Continue field trips to extend learning (e.g., Skills Canada, University tours, WE Day)	Students attend sessions: WE Day (division sponsored) NSD Games (division sponsored) Post-secondary Tours (School sponsored) Skills Canada (Division sponsored)	WE Day - October Skills Canada - May Post-Secondary Tours - winter NSD Games - May	Principals	Travel Budget \$75,000 HR: Associate Superintendents Superintendent High School Principals Alberta Education High School Redesign team	
Revise Moving Forward with High School Redesign Projects	Student centered high school program	Annually in March	Associate Superintendents	\$30,000 Alberta Education Dual Credit Team	
Start a dual credit strategy across the division	Dual credit programming is available	September 1, 2018	Associate Superintendent, Area 2	\$50,000	
PERFORMANCE MEASURE(S):					
<ul style="list-style-type: none"> Satisfaction of students and parents with their learning opportunities in Northland School Division 					

STUDENT ENGAGEMENT

Strategy 2.3: Create an atmosphere of respect and appreciation for individuals.

ACTIONS	OUTPUTS/DELIVERABLES	COMPLETION DATE AND CHECK POINTS	RESPONSIBILITY	RESOURCE REQUIREMENTS	RESULTS ACHIEVED
Implement an attendance recognition and award program (e.g., trustee award, student ambassadorship program, attendance certificates?)	Board of Trustees recognition program	Implement September, 2018	Board of Trustees	HR: Superintendent Principals School Council	
Implement healthy competition between schools; e.g., sports, games	Board of Trustees Challenge	Implement September 2018	Board of Trustees	\$20 per student HR: Superintendent Principals School Council	
Consult students individually about what matters to them (their challenges, interests and achievements)	One on one student conferences	Ongoing	Family Wellness Workers	\$10 per student HR:Principal Associate Superintendents Teachers	
PERFORMANCE MEASURE(S):					
<ul style="list-style-type: none"> • The percentage of students and parents that are satisfied with the attendance recognition program • The percentage of students and parents that are satisfied with the Board of Trustees Challenge • The number of students interviewed by Family Wellness Workers 					

STUDENT ENGAGEMENT

Goal 3: Northland students are successful in transitioning from grade to grade, school to work and school to post-secondary.

Long-Term Outcome: Northland School Division students are strong in identity, healthy and successful. Northland School Division is a leader for Indigenous education excellence

Strategy 3.1: Facilitate smooth transitions for students moving to different schools within Northland and outside of the division.

ACTIONS	OUTPUTS/DELIVERABLES	COMPLETION DATE AND CHECK POINTS	RESPONSIBILITY	RESOURCE REQUIREMENTS	RESULTS ACHIEVED
Collaborate with neighbouring jurisdictions to create transition plans for Northland students moving from NSD to other jurisdictions and authorities	Transition plans Analysis of feeder system	May 2018 Analysis completed November 2018 Transition Plan	Associate Superintendents	Neighbouring School Divisions HR: Principals 2 full days	
Create transition plans for Northland students transitioning to different schools within the division	Transition plans	May 2018	Associate Superintendents	HR: Principals	
Connect with FNMI workers at post-secondary institutions to plan for successful transitions for Northland students moving to post-secondary	Post-secondary tours include FNMI liaison connections	Ongoing	Principals	HR: Principals	
PERFORMANCE MEASURE(S):					
<ul style="list-style-type: none"> Percentage of students who have access to transition supports. The number of post-secondary tours that include contact with FNMI supports 					

Goal 4: Collaborative partnerships are in place to support Northland student success

Long-Term Outcome: Northland School Division students are strong in identity, healthy and successful. Northland School Division is a leader for Indigenous education excellence.

Strategy 4.1: Implement Family Wellness Workers to provide confidential intervention services to students and families.

COLLABORATIVE PARTNERSHIPS	ACTIONS	OUTPUTS/DELIVERABLES	COMPLETION DATE AND CHECK POINTS	RESPONSIBILITY	RESOURCE REQUIREMENTS	RESULTS ACHIEVED
	Implement Family Wellness Workers in three schools	Family Wellness Workers in place	September 2017	Director of Student Services	Cost: \$195,000 HR: 3 FWWs	
	Expand Family Wellness Workers to 13.5	Family Wellness Workers in place	June 2018	Director of Student Services	\$750,000	
	PERFORMANCE MEASURE(S): <ul style="list-style-type: none"> • The number of Family Wellness Workers in place • The number of students who have accessed the Family Wellness Worker program 					

Strategy 4.2: Enhance parent and community engagement

COLLABORATIVE PARTNERSHIPS						
ACTIONS	OUTPUTS/DELIVERABLES	COMPLETION DATE AND CHECK POINTS	RESPONSIBILITY	RESOURCE REQUIREMENTS	RESULTS ACHIEVED	
Develop collaborative relationships among parents/guardians, social workers and services providers	Collaborative relationships begin ward by ward or area by area	June 2018	Family Wellness Workers Principals	HR: Family Wellness Workers time		
Create interagency agreements in the community	Interagency agreements are in place	June 2019	Director of Student Services	HR: Family Wellness Workers		
Organize student attendance discussion events in each school community, based on the <i>Community Engagement Framework</i>	"Focus On" series - attendance - wellness - achievement	Begin September 2018	Communications Coordinator	Associate Superintendents Principals		
Communicate with parents and community members using variety of methods with individualized messaging (Facebook, Twitter, website, newsletters, texting)	Comprehensive communication strategy	In progress	Communications Coordinator	Cost of Meals Superintendent \$25,000		
Engage parents through school councils to respond to Alberta Education parent surveys	Completed parent surveys	Policy 21	Principals	Associates School Councils Board of Trustees		
PERFORMANCE MEASURE(S):						
<ul style="list-style-type: none"> Percentage of survey participation rates Percentage of parents satisfied with district communications The "Focus On" Communication series is developed The number of collaborative partnerships Number of interagency agreements 						

Goal 5: Northland students know that someone cares about them at school

Long-Term Outcome: Northland School Division students are strong in identity, healthy and successful. Northland School Division is a leader for Indigenous education excellence.

Strategy 5.1: Ensure every student has access to a key adult in the school who provides positive support

ACTIONS	OUTPUTS/DELIVERABLES	COMPLETION DATE AND CHECK POINTS	RESPONSIBILITY	RESOURCE REQUIREMENTS	RESULTS ACHIEVED
Create school mentorship opportunities for students in each school	Mentoring program is in place	Begin September 2018	Director of Student Services	HR: Assistant Supervisors of Student Services Family Wellness Workers \$50,000	
PERFORMANCE MEASURE(S):					
<ul style="list-style-type: none"> Number of students who are paired with supportive adult in the school 					

Strategy 5.2: Use student data to inform decision-making

POSITIVE CONNECTIONS	ACTIONS	OUTPUTS/DELIVERABLES	COMPLETION DATE AND CHECK POINTS	RESPONSIBILITY	RESOURCE REQUIREMENTS	RESULTS ACHIEVED
<p>PERFORMANCE MEASURE(S):</p> <ul style="list-style-type: none"> • The number of students completing the OurSchool survey • Analysis report is received by the Board of Trustees in May of each year • The school analysis and information is shared with School Councils in May of each year 	<p>Ensure the participation of grade 4-12 students in the OurSchool student engagement surveys</p>	<p>OurSchool survey results are more meaningful</p>	<p>February Surveys Administrators' Meeting</p>	<p>Superintendent Principals</p>	<p>Survey time for students</p>	
	<p>Analysis of OurSchool data occurs regularly</p>	<p>Report on findings</p>	<p>May annually</p>	<p>Director of Student Services</p>	<p>Surveys collected by AB Education early HR: Associate Superintendents Principals</p>	
	<p>Develop a student and Board gathering for the Board to hear Student voice.</p>	<p>Student Board conference</p>	<p>Spring, Annually</p>	<p>Superintendent</p>	<p>Board of Trustees Associate Superintendents Principals Students</p>	



NORTHLAND SCHOOL DIVISION NO. 61
ADMINISTRATION RECOMMENDATION TO THE BOARD

TO: THE BOARD OF TRUSTEES **DATE:** February 23, 2018
SUBMITTED BY: Trudy Rasmuson, Secretary-Treasurer
SUBJECT: Alberta Rural Education Symposium
ORIGINATOR: Board of Trustees
REFERENCE(S) & ATTACHMENTS: Alberta Rural Education Symposium Program

RECOMMENDATION:
THAT the Board of Trustees receive as information the Alberta Rural Education Symposium, Building Healthy Rural Communities to be held from March 4 – March 6, 2018 in Edmonton and approve of Chair Daniels and trustees Lamouche, Sakeskanip, Nokohoo and Telford to attend.

BACKGROUND:
This information was emailed out all trustees, by the Board Chair. Trustees that could attend followed up with Executive Secretary Mantai for registration and arrangements.

RISK ANALYSIS:

Alberta Rural Education Symposium 2018 --Building Healthy Rural Communities

Presented By: Emily Pilloton, Dr. Jody Carrington, Minister's Panel Discussion, Dr. Mara C. Tieken, Dr. Hobart L. Harmon, Dr. Michael Corbett, Dr. Kai Schafft & Conversation with Deputy Minister Curtis Clarke and Alberta Education Staff

Date(s):

Sunday, March 04, 2018
6:45 PM - 10:00 PM

Monday, March 05, 2018
8:30 AM - 4:15 PM

Tuesday, March 06, 2018
8:30 AM - 1:00 PM

Session Location:

Fantasyland Hotel & Conference Centre
17700 - 87 Avenue, Edmonton, AB

Fantasyland Hotel & Conference Centre
17700 - 87 Avenue, Edmonton, AB

Fantasyland Hotel & Conference Centre
17700 - 87 Avenue, Edmonton, AB

Registration Fee:

\$420.00

Audience: Administration

Grade Level:

About the Session:

The theme of ARES 2018 is, "Building Healthy Rural Communities". Many rural areas experience challenges in securing supports and there are countless stories about how services like mental health are very difficult to find in many rural communities. Together with our partners, we will learn about the services that are available in rural Alberta. At the same time, we will find out what services are needed to support rural communities and how to develop strategies that will ensure that our rural communities receive equitable services when compared to our urban counterparts.

Sunday evening Ministerial Panel: Minister Eggen will be accompanied by a panel of Ministers to provide information on the work of government to support rural Alberta communities. Time will be available to pose questions to the various Minister's in attendance. Following the Minister's Panel, a Minister's Reception will allow participants to engage Ministers and MLA's in one on one conversations.

The Agenda will be posted on the ARES website

www.albertaruraleducation.ca

If you are booking a hotel room at the Fantasyland Hotel, call 780-444-3000 or toll free 1-800-737-3783 and please state that you are attending the **Alberta Rural Education Symposium** or mention the code **#4919395** to obtain the negotiated rate.

About the Presenter(s):

Emily Pilloton

Opening Keynote with Q & A Emily Pilloton is the founder and executive director of Project H Design, a nonprofit design and architecture agency that uses the power of design and hands-on building to catalyze communities and public education from within. See full profile below: https://consortium.tools/uploads/3/files/emily_pilloton_profile.pdf

Dr. Jody Carrington

Closing Keynote Jody is a passionate believer in the power of the relationship in our classrooms, where some of the most important work on the planet takes place. This becomes especially true in our rural communities where sometimes our educators become the safest place for our babes to “land”.

Minister's Panel Discussion

Sunday evening: Minister Eggen will be accompanied by a panel of Ministers to provide information on the work of government to support rural Alberta communities. Time will be available to pose questions to the various Minister's in attendance. Following the Minister's Panel, a Minister's Reception will allow participants to engage Ministers and MLA's in attendance in one on one conversations.

Dr. Mara C. Tieken

Concurrent Session Presenter Mara Casey Tieken is an associate professor of education at Bates College in Lewiston, Maine. Her research focuses on racial and educational equity in rural schools and communities. Her book *Why rural schools matter* (University of North Carolina Press, 2014), an ethnographic study of two rural southern communities, examines how rural schools define and sustain their surrounding communities. She is currently working on a multi-year project, supported by a grant from the Spencer Foundation, that explores the college aspirations, transitions, and persistence of rural, first-generation students. Mara also studies community organizing for education reform and works with the Annenberg Institute for School Reform, where she supports organizing efforts in rural New England. Mara is the 2016 recipient of the Lynton Award for the Scholarship of Engagement for Early Career Faculty. Before receiving her doctorate from the Harvard Graduate School of Education, Mara taught elementary school in rural Tennessee.

Dr. Hobart L. Harmon

Concurrent Session Presenter In joining VASS, Dr. Harmon brings extensive experience as an independent consultant in educational planning, research and evaluation. He is one of the nation's leading experts on public education in rural America. Dr. Harmon held an adjunct Associate Professor of Education (Educational Leadership) appointment in the Department of Education Policy Studies at Penn State University, where he affiliated with the Center on Rural Education and Communities.

Dr. Michael Corbett

Concurrent Session Presenter Michael Corbett works in the School of Education at Acadia University. From 2015-to the beginning of 2018 he served as Professor of Rural and Regional Education at the University of Tasmania. Corbett has studied of rural outmigration, youth educational decision-making, the politics of educational assessment, literacies in rural contexts, improvisation and the arts in education, the position of rural identities and experiences in education, conceptions of space, place and mobilities, the viability of small rural schools, “wicked” policy problems and controversies in education, and the use of film and video as a literate medium in schools. He has published widely for academic audiences contributing more than 200 books, scholarly articles, reviews, book chapters, reports, conference presentations and invited addresses. Corbett works both with rural communities and schools in Australia and Canada as well as doing international comparative work.

Dr. Kai Schafft

Concurrent Session Presenter Dr. Schafft is an Associate Professor of Education at The Pennsylvania State University based within the Educational Leadership Program. Dr. Schafft directs the College's Center for Rural Education and Communities and serves as associate editor for the *Journal of Research in Rural Education*. He comes to Penn State from Cornell University where he received his Ph.D. in Development Sociology in 2003. His research interests broadly concern the relationship between social inequality, spatial inequality and rural development. His recent work examines the school and community impacts of unconventional gas development within Pennsylvania's Marcellus Shale play. Dr. Schafft has also conducted research on rural poverty, student transiency, the determinants of rural childhood obesity, youth aspirations and rural brain drain, and the role of schools in rural community development. During the spring of 2015 Dr. Schafft was a visiting fellow at Central European University's Institute for Advanced Studies in Budapest, Hungary where he conducted research on the social and political implications of Hungary's nationality self-government system for Hungary's Roma minority.

Conversation with Deputy Minister Curtis Clarke and Alberta Education Staff

Dr. Curtis Clarke and staff will participate alongside delegates in a conversation designed to consider different ways our system can support Rural High Schools to be innovative, creative and sustainable.



NORTHLAND SCHOOL DIVISION NO. 61
ADMINISTRATION RECOMMENDATION TO THE BOARD

TO: THE BOARD OF TRUSTEES **DATE:** February 23, 2018
SUBMITTED BY: Trudy Rasmuson, Secretary-Treasurer
SUBJECT: Think Indigenous Education Conference
ORIGINATOR: Board of Trustees
REFERENCE(S) & ATTACHMENTS: Think Indigenous Education Conference Program

RECOMMENDATION:

THAT the Board of Trustees receive as information, the Think Indigenous Education Conference to be held from March 14 – March 16, 2018 in Saskatoon, Saskatchewan and approve trustee Telford to attend.

BACKGROUND:

This conference was brought to Trustee Telford’s attention at the January ASBA Zone 2/3 meeting and trustee Telford requested to attend.

RISK ANALYSIS:



Think Indigenous

Our formal theme, "Inspiring change through Indigenous knowledges & reconciliation" is at the heart of the Indian Teacher Education Program and the College of Education. Through the beauty of education we hope to inspire educators to incorporate Indigenous Knowledges into the everyday practices of teaching.

Conference Goal

Inspiring, informative and provocative, the Think Indigenous Education Conference (TIEC) will offer educators from all backgrounds the opportunity to work together in the enhancement of Indigenous Knowledges & Reconciliation.

Locations

Wednesday, March 14, 2018 at 6:00 pm - Opening Ceremonies at Quance Theatre, Education Building, University of Saskatchewan

Thursday, March 15, 2018 at 8:30 am - Conference at TCU Place

Friday, March 16, 2018 at 8:30 am - Conference at TCU Place

Please check schedule for details once available.

Contact Information

Indian Teacher Education Program
Room 3076
College of Education
University of Saskatchewan

Phone:
(306) 966-7575
Email:
Think.Indigenous@usask.ca

Host Hotels

Hilton Garden Inn, Saskatoon Downtown
90 22 Street, Saskatoon SK, S7K 3X6

(306) 244-2311

Map: to hotel



Map: hotel to conference

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NORTHLAND SCHOOL DIVISION NO. 61
ADMINISTRATION RECOMMENDATION TO THE BOARD

TO: THE BOARD OF TRUSTEES **DATE:** February 23, 2018
SUBMITTED BY: Trudy Rasmuson, Secretary-Treasurer
SUBJECT: Policy 9, Board Representatives
ORIGINATOR: Administration

REFERENCE(S) & ATTACHMENTS: Northland School Division Act Section 5(2)
Policy 9, Board Representatives

RECOMMENDATION:
THAT the Board of Trustees approve the housekeeping change to Policy 9, Board Representatives, as attached.

BACKGROUND:
The changes are in red, and include terms of references for additional committees not previously added.

RISK ANALYSIS:

Policy 9

BOARD REPRESENTATIVES

The Board may appoint trustees to represent the Board on various external committees, agencies and organizations.

Such representation is established at the discretion of the Board to facilitate the exchange of information on matters of mutual concern and/or to discuss possible agreements between the Division and other organizations to further student success.

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

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

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

1. Alberta School Boards Association (ASBA) Zone Meetings

Purpose of the Association Zones

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

1.2 Powers and Duties of the Board Representative

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

1.3 Representation

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

1.4 Meetings

- 1.4.1 As called by ASBA Zone.

2. Organizations the Board determines it is important to have a strong partnership with, as per Policy 9, Appendix A – Board Representation to Organizations.

- 2.1 Purpose of the Liaison
 - 2.1.1 To explore and/or strengthen partnership opportunities/challenges.
 - 2.2 Powers and Duties of the Board Representative
 - 2.2.1 Meet with organization representatives to:
 - 2.2.1.1 Explore ways to ensure/enhance student success.
 - 2.2.1.2 Share successes.
 - 2.2.1.3 Ensure effective two-way communication.
 - 2.2.1.4 Build relationships.
 - 2.2.2 Represent the Board's positions and interests at meetings.
 - 2.3 Representation
 - 2.3.1 One trustee; one alternate per organization.
 - 2.4 Meetings
 - 2.4.1 At least one (1) time per term.
3. Public School Boards' Association of Alberta (PSBAA) Council
- 3.1 Purpose of the Association Council
 - 3.1.1 The Public School Board Council is a forum for public school boards to discuss issues with an equal voice, to address public school education issues on a provincial level to effect change and improvement.
 - 3.2 Powers and Duties of the Board Representative
 - 3.2.1 Attend PSBAA Council meetings as required.
 - 3.2.2 Represent the Board's positions and interests at PSBAA Council meetings.
 - 3.2.3 Communicate to the Board the work of PSBAA Council.
 - 3.2.4 Build relationships.
 - 3.3 Representation
 - 3.3.1 One (1) trustee; one (1) alternate.
 - 3.4 Meetings
 - 3.4.1 As called by PSBAA Council.
- ~~4. Second Languages Caucus~~
- ~~4.1 Purpose of the Second Languages Caucus~~
 - ~~4.1.1 To promote program offerings in second languages by Boards across the province.~~
 - ~~4.2 Powers and Duties of the Board Representative~~
 - ~~4.2.1 Attend Second Languages Caucus meetings.~~
 - ~~4.2.2 Represent the Board's positions and interests at Caucus meetings.~~
 - ~~4.2.3 Communicate to the Board the Caucus meeting proceedings.~~

- ~~4.2.4 Build relationships.~~
 - ~~4.3 Representation~~
 - ~~4.3.1 One (1) trustee; one (1) alternate.~~
 - ~~4.4 Meetings~~
 - ~~4.4.1 Twice per year, during ASBA FGM and SGM, as called by the Caucus Chair.~~
4. Teachers' Employer Bargaining Association (TEBA)
- 4.1 Purpose of TEBA
 - 4.1.1 Represent the Board at meetings of TEBA.
 - 4.2 Powers and Duties of the Board Representative
 - 4.2.1 Must attend all TEBA meetings as TEBA regulations do not allow alternates. If the appointed Board representative does not attend the meeting, Northland will not have input or a vote if it is called.
 - 4.2.2 Represent the Board's position and interests.
 - 4.2.3 Communicate to the Board the work of TEBA.
 - 4.3 Representation
 - 4.3.1 One (1) trustee (not alternates are allowed as per TEBA regulations).
 - 4.4 Meetings
 - 4.4.1 As called by TEBA.
5. Northland School Division (NSD) Act Partner Engagement
- 5.1 Purpose of Engagement with Partners
 - 5.1.1 To gather input with respect to the establishment of the Board's strategic direction.
 - 5.2 Powers and Duties of the Board and/or Board Representative(s)
 - 5.2.1 The Board shall develop and implement a "NSD Act Partner Engagement Plan" for meeting with partners outline in the NSD Act, at least once within the 12-month period immediately following each general election, with respect to gathering input into the Board's strategic direction.
 - 5.2.2 See also Policy 21 Appendix A, Level of Community Voices and Appendix B Community Engagement.
 - 5.3 Northland School Division Act Partners
 - 5.3.1 First Nations, Metis and other communities with respect to which the Board provides educational services;
 - 5.3.2 Metis Settlement General Council;
 - 5.3.3 Treaty 8 First Nations of Alberta.
 - 5.4 Meetings
 - 5.4.1 The Board and/or representatives shall meet at least once with the partners identified above within the 12-month period immediately following each

general election.

6. Professional Improvement Leave Selection Committee

6.1 Purpose of the Leave Selection Committee

6.1.1 To review teacher applications for professional leave for the following school year.

6.1.2 This committee is part of the local collective agreement.

6.2 Power and Duties of Board Representatives

6.2.1 To attend selection committee meetings or ensure alternate is arranged if cannot attend.

6.2.2 Represent the interest of the Board and its priorities.

6.3 Representation

6.3.1 One (1) trustee, Superintendent, one (1) teacher from the ATA local.

6.4 Meetings

6.4.1 One (1) meeting per year, prior to the February Corporate Board meeting.

7. Quality of Work Life Committee (QWL)

7.1 Purpose of the QWL Committee

7.1.1 To consider matters of concern related to school affairs, including proposed educational policy changes and changes in conditions of professional services, divisional housing and make recommendations to the respective parties for specific actions and communicating view of respective parties.

7.1.2 This committee is part of the 2016-17 local collective agreement and will expire when a new local collective agreement is ratified.

7.2 Power and Duties of Board Representative

7.2.1 To attend QWL meetings or ensure alternate is arranged if cannot attend

7.2.2 Represent the interest of the Board and its priorities.

7.2.3 Provide a report to the Board after each meeting.

7.3 Representation

7.3.1 Maximum of one (1) trustee and one (1) alternate, Superintendent or designate, Associate Superintendent of Human Resources, Secretary-Treasurer, member(s) of the local ATA.

7.4 Meetings

7.4.1 Two (2) per school year.

Legal Reference: [Section 61, 68 School Act](#)
[Policy 9, Appendix A Board Representation to Organizations](#)
[Terms of Reference Board Representation](#)



NORTHLAND SCHOOL DIVISION NO. 61
ADMINISTRATION RECOMMENDATION TO THE BOARD

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TO: THE BOARD OF TRUSTEES **DATE:** February 23, 2018
SUBMITTED BY: Trudy Rasmuson, Secretary-Treasurer
SUBJECT: Policy 1, Foundational Statements
ORIGINATOR: Administration
REFERENCE(S) & ATTACHMENTS: Policy 1, Foundational Statements

RECOMMENDATION:
THAT the Board of Trustees approve first reading to Policy 1, Foundational Statements, as attached.

BACKGROUND:
Lois Byers, Board Advisor facilitated the process of rewriting Policy One with the Board Trustees, Superintendent of Schools and Secretary-Treasurer at the January Board Workshop.

If passed, this Policy will then go out for a 60 day cycle to all stakeholders for feedback (as per Policy 10).

RISK ANALYSIS:

Policy 1

FOUNDATIONAL STATEMENTS

Commitment:

To inspire students to be the best they can be by providing outstanding holistic educational opportunities, with amazing staff and strong partnerships with families and communities.

Vision:

“Our students love to come to school in Northland”

Values – Seven Sacred Teachings:

Courage – Sohkeyihtamowin – Nēttēth

To have the power of strong will and character to face adversity. To never give up, to persevere. Courage is the ability to face danger, fear or changes with confidence and bravery.

Wisdom – Iyinisowin - Hūya

To have deep and comprehensive understanding of the spiritual, mental, physical and emotional aspects of being. Wisdom is the ability to make decisions that balance all aspects of being.

Humility – Tapahteyimowin - Édēnēschapile

Never to think that we are more important than anyone else. Freedom from pride and arrogance. Humility is being humble.

Truth – Tapewewin – Elth’iyati

The act of telling the truth. Truth is to know and understand all that the seven teachings have been given to us by the Creator and to remain faithful to them.

Honesty - Kwayaskyesihcikewinihk – Wals’I zile

To do things in an upfront and upright manner. Honesty is speaking and acting truthfully, and thereby remaining morally upright.

Love - Sakeyhtowin - Neghanesta

Expression of love, intense feeling of deep affection. Love must be unconditional.

Respect - Pakakatisowin - Boritcha

The basic law of life is to respect all people at all times. Special respect is given to elders and parents. Show respect to all of nature, every living thing. Respect is the condition of being honored.

1. The Board believes:

- 1.1 The best interests of students must guide all decision-making.
- 1.2 Trust is the foundation of the Seven Sacred Teachings and is woven into each one -- you cannot have any of the sacred teachings without trust first. Trusting relationships are critical to the educational success of students and building a strong school division with communities.
- 1.3 All children have the ability to learn and the right to a quality education.
- 1.4 Provisions must be developed to overcome any factors impeding a student's educational success.
- 1.5 Students are entitled to a welcoming, caring, respectful and safe learning environment that respects diversity, nurtures a sense of belonging, enables development of a strong, positive sense of self and is responsive to each student.
- 1.6 Education must be holistic: providing opportunities that touch all dimensions of the development of a student: spiritual, emotional, intellectual, physical and social.
- 1.7 The experiences of all children are grounded in the values and social relationships within their own individual communities.
- 1.8 The future foundation of communities rests upon the experiences of the children today.
- 1.9 The strength and value of respected Elders and Knowledge Keepers is important.
- 1.10 Parental and community involvement are key factors in a child's success and they have a right and a responsibility to be meaningfully involved in their children's education and to feel welcome and supported.
- 1.11 All staff have a very important role in the success of students and the skills and capacity of all staff must be continually enabled and supported. All staff should always feel valued.
- 1.12 Quality teaching is critical to student success and must be enabled, mentored, supported, monitored and evaluated to help each teacher be the best they can be. – Big statement so read carefully please.
- 1.13 The role of trustees and the board to provide leadership and build the capacity of the division will enable all other elements to be successful.
- 1.14 Board policies must always be respectful of family and local goals, culture, values and traditions

2. The Board's mandate is:

- 2.1 To provide an education program that aligns with the standards of education set by Alberta Education and enables students to successfully complete grade 12 and to provide programs and opportunities that enhance and support the integrity and self-development of each child entrusted to its care.
- 2.2 In order to achieve its' mandate, the Board commits to setting and achieving learning outcomes that are in line with Alberta Education outcomes.

Alberta Education Provincial Outcomes	Northland School Division (NSD) Outcomes
1. Alberta's students are successful.	1. NSD Students are strong in identity, healthy and successful.
2. The systemic education achievement gap between First Nations, Metis and Inuit students and all other students is eliminated.	2. NSD is a leader for indigenous education excellence.
3. Alberta's education system is inclusive.	3. NSD is inclusive, each child's ways of knowing and ways of being is respected and essential.
4. Alberta has excellent teachers, and school, and school authority leaders.	4. NSD has excellent teachers, system leaders and school leaders.
5. Alberta's education system is well governed and managed.	5. NSD is well governed and managed.

Legal Reference: Section 3, 8, 12(a), 45, 60, School Act



NORTHLAND SCHOOL DIVISION NO. 61
ADMINISTRATION RECOMMENDATION TO THE BOARD

TO: THE BOARD OF TRUSTEES **DATE:** February 23, 2018
SUBMITTED BY: Trudy Rasmuson, Secretary-Treasurer
SUBJECT: Policy 3, Role of a Trustee
ORIGINATOR: Administration
REFERENCE(S) & ATTACHMENTS: Policy 3, Role of a Trustee
Appendix A Services, Materials and Equipment to Trustees
Appendix B Trustee Working Relationships Guidelines

RECOMMENDATION:

THAT the Board of Trustees approve first reading to Policy 3, Role of a Trustee: Appendix A Services, Materials and Equipment to Trustees; and Appendix B Trustee Working Relationships Guidelines, as attached.

BACKGROUND:

Lois Byers, Board Advisor facilitated the process of making changes to Policy 3, Role of a Trustee and writing Appendix B Trustee Working Relationships Guidelines with the Board Trustees, Superintendent of Schools and Secretary-Treasurer at the January Board Workshop.

If passed, this Policy will then go out for a 60 day cycle to all stakeholders for feedback (as per Policy 10).

RISK ANALYSIS:

Policy 3

ROLE OF A TRUSTEE

The role of the trustee is to contribute to the Board as it carries out its mandate in order to achieve its vision, core purpose and goals. The oath of office taken by each trustee when s/he assumes office binds that person to work diligently and faithfully in the cause of public education.

The Board of Trustees is a corporation. The decisions of the Board in a properly constituted meeting are those of the corporation. Individual trustees exercise an effective decision making role in the context of corporate action.

A trustee only has authority when so delegated by a motion of the Board. In such cases, the actions of the trustee are those of the Board, which is then responsible for them.

A trustee acting individually has only the authority and status of any other citizen of the Division. Individual trustees do not have the authority to direct the Division's administration and staff.

Trustees shall also carry out their responsibilities as detailed in Policy 4 Trustee Code of Conduct with diligence.

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Specific Responsibilities of Individual Trustees

1. Recognize his/her fiduciary responsibility to the Division to act in the best interests of all students of the Division, understanding that Division needs are paramount.
2. Recognize and model the leadership role of a trustee including areas such as knowledge of governance, education promising practices; use of technology and independence.
3. When attending to business matters outside of the Division, represent the Division's best interests.
4. Become familiar with Division policies and procedures, meeting agendas and reports in order to participate in Board business and effectively interact with individuals.
5. Ensure opportunities are provided for the engagement of parents, students and the community in matters related to education.
6. Respectfully bring forward and advocate for ~~local~~-**school community** issues and concerns.
7. Refer matters not covered by Board policy, but requiring a corporate decision, to the Board for discussion.
8. Refer administrative matters to the Superintendent.
9. The trustee, upon receiving a complaint or an inquiry from a parent, staff member or community member about operations, will refer the parent, staff member or community member to:

- 9.1 The individual making the decision;
 - 9.2 The individual's Supervisor; and further
 - 9.3 The next person in the authority chain, as required and will inform the Superintendent or designate of these actions.
- 9.39.4 See also Policy 3 Appendix B Trustee Working Relationships Guidelines.**
10. Keep the Superintendent and the Board informed in a timely manner of all matters coming to his/her attention that might affect the Division.
 - 10.1 Personnel matters are to be brought to the attention of the Superintendent only.
 11. Attend Board meetings, and committee meetings as assigned, having read all materials and prepared to participate in, and contribute to the decisions of the Board in order to help ensure the best decisions possible for education within the Division.
 12. When delegated responsibility, will exercise such authority within the defined terms of reference in a responsible and effective way.
 13. All trustees are expected to attend all aspects of the orientation program.
 14. Participate in Board/trustee development sessions.
 15. Be cognizant of provincial, national and international educational issues and trends.
 16. Share the materials and ideas gained with fellow trustees at a Board meeting following a trustee development activity.
 17. Strive to develop a positive and respectful learning and working culture within the Board and with school councils.
 18. Be mindful of costs and help ensure the Board stays within its own budget.
 19. Ward responsibilities include:
 - 19.1 Develop and nurture effective two-way communication with school councils and school community(s). **See also Policy 3 Appendix B Trustee Working Relationships Guidelines.**
 - 19.2 Attend school council meetings as possible, when invited.
 - 19.3 Attend Ward Council meetings.
 - 19.4 Attend school activities, including graduations as realistically possible.
 - 19.5 Maintain good relationships with other organizations in your ward toward the goal of enhancing the success of students
 20. Attend Division functions/events as regularly as possible.
 21. Become familiar with, and adhere to, the School Act and Trustee Code of Conduct.
 22. Report any violation of the Trustee Code of Conduct to the Board Chair, or where applicable, to the Vice-Chair.

23. Incumbent trustees are encouraged to help newly elected trustees become informed about history, functions, policies, procedures and issues.
24. Ensure have a good knowledge and understanding of First Nations, Métis and Inuit perspectives experiences and contributions throughout history; treaties, and the history and legacy of residential schools.
25. Develop and increase technology skills and knowledge to enhance communication, cost efficiencies, environmental stewardship and leadership skills.

Legal Reference: Section 60, 61, 68, 72, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 246 School Act
Section 6 Commissioner of Oaths Act

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 chrome book and may include a printer/fax/copier. **The need for a printer shall be determined in consultation with each trustee.**
- 4.2 Monthly day timer 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~~ **four (4) years** of service ~~with the Division~~ **as a trustee.**
- ~~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~~ **5.2** Awards will be given in recognition of the ~~numbers of completed terms of office~~ **completed years of service as a trustee**, as follows:
 - ~~5.3.15~~ **5.2.1** A ~~1 term pin~~ **four (4) year service pin.**
 - ~~5.3.25~~ **5.2.2** A ~~2 term pin~~ **eight (8) year service pin.**
 - ~~5.3.35~~ **5.2.3** A ~~3 term pin~~ **twelve (12) year service pin.**
 - ~~5.3.45~~ **5.2.4** A ~~4 term pin~~ **sixteen (16) year service pin.**
 - ~~5.3.55~~ **5.2.5** A ~~5 term~~ **twenty (20) year service** pin and a suitable memento of approximately one hundred and fifty dollars (\$150.00) in value.
 - ~~5.3.65~~ **5.2.6** For each term beyond ~~five (5) terms~~ **twenty (20) years of service**, a pin and a suitable memento.
- ~~5.4~~ **5.3** 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~~ **5.4** Service awards will be assembled by the Board Chair or designate, assisted by the Superintendent or designate.
- ~~5.6~~ **5.5** Service awards will be presented by the Board Chair at a time and place determined by the Board Chair.

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

Policy 3 – Appendix B

TRUSTEE WORKING RELATIONSHIPS GUIDELINES

The guidelines are provided with the intent to assist trustees and senior administration in their work together.

They are a framework of actions which enable all parties to know and understand each other's role in working together. An understanding which is important in helping to ensure good working relationships as everyone shares the same goals: student success through strong community schools, with lots of meaningful parent and community involvement.

The residential school legacy and oppression of the Metis people has left behind a mistrust and fear of schools that still exists for many people. Some community members feel they can't approach the school because of the history, therefore effectively handling concerns becomes ever more important to help move forward and ultimately student success.

Definitions:

Senior Administration: Superintendent, associate superintendents, Secretary-Treasurer, principals, vice-principals.

Executive Team: Superintendent, associate superintendents, Secretary-Treasurer.

1. Trustee - Superintendent

The goal of a good Trustee – Superintendent working relationship is to enable the Superintendent to ensure the effective management of the Division and ultimately student success.

The Superintendent will ensure the coordination of associate superintendents, principals Secretary-Treasurer and any other senior staff in the resolution of a concern, as needed. (See Administrative Procedure 152 Dispute Resolution).

The Superintendent is the administrative contact for trustees.

Questions of clarification with regard to administrative procedures might be directed to an executive team member with a cc to the Superintendent or directly to the Superintendent.

If a matter is time-sensitive and the Superintendent is not available, the trustee may contact an executive team member. The executive team member shall be responsible to inform the Superintendent.

If in doubt, contact the Superintendent.

2. Trustee - Principal

The goal of a good trustee – principal working relationship is to support student success by working cooperatively within their roles to build strong community schools.

A good working relationship will assist the trustee:

- In hearing the voice of the community;
- In being knowledgeable in a general sense about what is happening in the schools within their ward;
- In helping to engage the community with the school.

A good working relationship will assist the principal:

- In hearing the voice of the community;
- To strengthen communication and engagement with the community;
- In dealing with concerns effectively.

The trustee and principal shall always demonstrate mutual respect and support.

In general, the trustee should be involved with the school through invitation only.

The trustee must not get involved in the day to day operations of the school and understands the principal reports to the Superintendent.

The working relationship is not for the purposes of directing or monitoring each other's work.

3. Trustee – Principal Meeting

3.1 Following an election:

- 3.1.1 Trustees are responsible to contact the principal to arrange a time for an initial meeting.
- 3.1.2 Principals shall facilitate an initial meeting as soon as possible.
- 3.1.3 The meeting should include:
 - 3.1.3.1 Tour of facilities; introductions to staff; students.
- 3.1.4 General discussion on processes for:
 - 3.1.4.1 Sharing of school related information; communications; invitations.
 - 3.1.4.2 How can the principal and trustee assist each other in engaging community; sharing information with community; etc.
- 3.1.5 The principal is responsible for introducing the trustee to the school council chair (or principal advisory committee) and facilitating discussions with regard to trustee participation in school council meetings (or principal advisory committee meetings).
- 3.1.6 Principal and trustee should review the process the trustee will use for handling concerns brought to them with regard to anything at the school and establish best way(s) for the trustee to contact the principal.
- 3.1.7 Review Administrative Procedure 152 Appendix – Communication Protocol.

4. Trustee – School Council

- 4.1 At the initial meeting with the principal ensure arrangements are made for you to meet the school council chair.
- 4.2 It is important for trustees to develop and nurture a good relationship with the school council chair and school council so the community feels connected to the board while keeping in mind it is the community's school council that is advisory to the principal.
- 4.3 Also important is for a trustee to be a champion of promoting parent and community

involvement in education as a number one factor in student success; to be a champion of working together for the success for every student and to promote the vision, *"Our students love to come to school in Northland"* and how can everyone help that to be achieved.

- 4.4 Generally a trustee will provide a report at each school council meeting about the work of the board, but that should be confirmed with the school council chair.
 - 4.4.1 The report would be about items from the previous Board meeting, and could include; policies to review with them; projects that are underway in the Division and other items the trustees feels would be of interest for the school council to hear about.
 - 4.4.2 If a concern is raised with you, refer to the "process for Handling Concerns" below. Do not allow concerns about individual to be discussed as these must be handled with only the individuals involved.
- 5. Processes for Handling Concerns Brought to the Trustee
 - 5.1 Goals Applicable to All Concerns
 - 5.1.1 Ensure the concern is resolved or a decision made.
 - 5.1.2 Details are shared on an "as needed" basis only, with as few people involved as possible for protection of privacy.
 - 5.1.3 Everyone is treated professionally and with respect.
 - 5.1.4 The Superintendent is enabled to ensure the effective management of the Division.
 - 5.1.5 See also Administrative Procedure 408, Staff Code of Conduct.
 - 5.2 Procedures Applicable to All Concerns
 - 5.2.1 Trustees will inform the Superintendent via email of all concerns/issues raised to them with a cc to the Board Chair for their awareness. The email needs to indicate if the trustees is:
 - 5.2.1.1 Requesting the Superintendent to deal with the matter; or
 - 5.2.1.2 Referring the matter to the school.
 - 5.2.2 To help avoid being deemed as having a personal bias, should a concern come through to an appeal, trustees must be careful to only facilitate a person through the process of resolving a concern and not offer any opinion, at any time, with regard to the concern or how it should perhaps be resolved and should not become involved in the resolution.
 - 5.2.3 If the trustee is directing the person to the school they shall contact the principal to provide them with a "heads up" to help enable the principal to facilitate a good resolution process – a "no surprises" mantra.
 - 5.2.4 Trustees are responsible to guide a person through the process of resolving a concern and monitor the process to ensure they know their rights in addressing their concern and that the concern is resolved or a decision mad.
 - 5.2.4.1 Details about a situation must not be shared if it is about an individual due to privacy and legal implications.
 - 5.2.4.2 The Superintendent, associate superintendent or principal will

provide feedback to the trustee as/when the situation is resolved.

5.2.4.3 It is also good practice for the trustee to ask the person bringing the concern forward to communicate back to you once it is resolved or a decision made; or tell them you will assume it is resolved unless they tell you otherwise.

5.3 Process for Handling Concerns that are with Regard to Discrimination, Harassment or Sexual Harassment

5.3.1 If a trustee receives a concern of this nature they are to immediately refer it to the Superintendent.

5.3.2 See also Administrative Procedure 170, Discrimination and Harassment.

5.4 Process for Handling Concerns Involving Teachers

5.4.1 Concerns involving teachers need to be resolved according to legal processes and agreements such as the code of conduct, collective agreement and/or appeal processes that are specific to teachers.

5.4.2 When the concern is about a teacher, the teacher must be given the opportunity to resolve the situation first.

5.4.3 Trustees will guide the person to:

5.4.3.1 Meet with the teacher directly to resolve concern; if not resolved then;

5.4.3.2 Meet with the principal about the concern; if not resolved then;

5.4.3.3 Inform them they have the right to go to the Superintendent, and if still not resolved;

5.4.3.4 Inform them they have the right to appeal to the Board of Trustees on matters that significantly affect the education of the student. Trustees should seek clarification if a matter is appealable to the Board before informing the person it is.

5.4.4 If a person has a concern about a teacher and does not feel comfortable to go and talk to the teacher the trustee shall refer the matter directly to the Superintendent.

5.5 Process for Handling Concerns with Regard to Staff other than Teachers

5.5.1 Concerns with regard to staff other than teachers (education assistants, bus drivers, caretakers, maintenance staff, etc.) need to go directly to the principal or Superintendent.

5.5.2 Steps followed would be the same as for teachers omitting the first step of going to the teacher first.

5.5.3 See Administrative Procedure 418, Staff Suspension, Termination and Appeal (non-teaching staff).

Legal Reference: Section 18, 20, 48, 60, 61, 113, 123, 124 School Act
 AP 152 Dispute Resolution
 AP 152 Appendix – Communication Protocol
 AP 170, Discrimination and Harassment
 AP 408, Staff Code of Conduct
 AP 418, Staff Suspension, Termination and Appeal (non-teaching staff)
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NORTHLAND SCHOOL DIVISION NO. 61
ADMINISTRATION RECOMMENDATION TO THE BOARD

TO: THE BOARD OF TRUSTEES **DATE:** February 23, 2018
SUBMITTED BY: Trudy Rasmuson, Secretary-Treasurer
SUBJECT: Policy 21, Community Voice and Community Engagement
ORIGINATOR: Administration

REFERENCE(S) & ATTACHMENTS: Policy 21, Community Voice and Community Engagement
Appendix A School Council Conflict Resolution

RECOMMENDATION:

THAT the Board of Trustees approve first reading to Policy 21, Community Voice and Community Engagement; and Appendix A School Council Conflict Resolution, as attached.

BACKGROUND:

Lois Byers, Board Advisor facilitated the process of writing Policy 21 Community Voice and Community Engagement; and Appendix A with the Board Trustees, Superintendent of Schools and Secretary-Treasurer at the January Board Workshop.

If passed, this Policy will then go out for a 60 day cycle to all stakeholders for feedback (as per Policy 10).

RISK ANALYSIS:

Policy 21

COMMUNITY VOICE AND COMMUNITY ENGAGEMENT

School Councils, Ward Councils, Council of School Councils and Partners

The Board recognizes and embraces opportunities to engage with their communities. Strong schools, with strong community support, are important factors in student success. The board is committed to engagement through a variety of channels to ensure voices are heard.

The Board, in keeping with the knowledge that meaningful parent and community involvement is a key factor in student success, deeply values the role of school councils. School councils need to be part of the foundation upon which student success is built.

“School councils will have the primary task of facilitating the collaboration and cooperation between members of the communities and their schools in developing shared responsibility for the learning success and well-being of all children and youth through community engagement in school planning and improvement processes (Policy 18, Northern Lights School Division, Sask. June 2009).”

Council of School Councils (COSC) and ward councils build upon community voices that are heard at school councils and ensure these voices travel to division staff, superintendent and Board of Trustees. This system of engagement also ensures information travels back to the school councils and the community.

COSC and ward councils also provide the opportunity for communities to share and learn from each other.

The board shall establish a formal engagement process for engaging with key community partners as the board understands students are more likely to succeed with the entire community supporting them. “It takes a community to raise a child.”

Procedures

1. Opportunities will be provided for communities to be involved in the education of their children.
2. Information is to be shared with school councils, students, parents, staff and the community to enable them to offer input into the programs, policies and procedures of the Division and schools.
3. Communities shall be engaged through effective communication and dialogue with the level of consultation made clear.
4. See Administrative Procedure 159, Community Engagement and 159 Appendix B Community Engagement Framework for process and procedures to follow when undertaking a community engagement project.

1. School Councils

1.1 Role of School Council (or Principal Advisory Committee)

1.1.1 The school council is advisory to the principal.

1.2 Membership and Meetings:

1.2.1 Any person who is interested in being involved in the education of students is eligible to participate in a town hall model of school council (i.e. parents, grandparents, aunts, uncles, caregivers, of child in the school, Elders/Knowledge Keepers, business person; local governance councillor, etc.).

1.2.2 A school council shall be established in each school operated by the Board in accordance with section 22 of the *School Act*, and the Alberta School Council Regulation.

1.2.3 If a school council is not formed then the principal must set up a principal advisory committee (PAC) that shall be open to all community members and have the same rights to involvement as school councils have.

1.2.3.1 A PAC must be established within 30 days of the non-establishment of a school council.

1.2.4 The Alberta School Council Resource Manual shall serve as the handbook for all school councils, outlining:

1.2.4.1 The role of a school council; and

1.2.4.2 Operational procedures of a school council.

1.2.5 The Board shall support the operation of school councils by providing a budget for:

1.2.5.1 Annual membership fee for all school councils for Alberta School Council Association (ASCA).

1.2.5.2 A school council representative from each school, that is already attending the Council of School Council (COSC)/Ward Council meeting with the Board, to attend the ASCA annual conference.

1.2.5.3 Other professional development opportunities as approved by the Superintendent.

1.2.5.4 Refreshments at school council meetings through the school budget.

1.3 Honoraria and Expenses:

1.3.1 No honoraria or expenses shall be paid to any person attending a school council or principal advisory meeting.

1.4 Conflict Resolution Procedure:

1.4.1 In the case of a conflict between the school council and principal, they shall refer to and follow the procedures outlined in Policy 21, Appendix A School Council Conflict Resolution.

1.4.2 The principal shall provide the school council chair a copy of Policy 21, Appendix A School Council Conflict Resolution.

2. Ward Councils

2.1 Membership:

2.1.1 Each ward shall have a ward council that consist of the trustee from the ward, a member of each school council in the ward and other person(s) that may become members (*Northland School Act*).

2.1.1.1 If a school does not have a school council then a representative shall be selected from the principal's advisory committee by the committee.

2.1.2 The Board may appoint any other person(s) as member of a ward council by motion:

2.1.2.1 The term shall be until the end of the school year in which they are appointed or until the board disqualifies them as a member by motion.

2.1.2.2 A person can be reappointed in the next, or any school year.

2.2 Meetings:

2.2.1 There shall be one meeting of all ward councils per school year to be held in conjunction with the Council of School Council and with the Board.

2.2.2 The general purpose of the ward council meeting is to:

2.2.2.1 Hear from communities through their school council representatives.

2.2.2.2 Enable the ward council to advise the board respecting any matter relating to the board's strategic direction and policy in the ward.

2.2.2.3 Discuss and share ideas on strategic direction of NSD and increasing student success.

2.2.2.4 Share information between communities.

2.2.2.5 Discuss general operational bouquets and concerns.

2.2.2.6 Ensure the opportunity to provide input into the Board's strategic direction is provided within the 12-month period immediately following each general election.

2.3 Honoraria and Expenses:

2.3.1 Travel and other expenses, if required, shall be paid as per Board Policy 7 Appendix A, Schedule of Rates, to each person attending a ward council meeting.

2.3.2 If the Board designates an Elder(s) for a ward council meeting by motion, the Elder(s) shall receive honoraria and travel expenses in accordance with Board Policy 7, Appendix A Schedule of Rates.

2.3.3 No member of a ward council shall receive any remuneration, other than an appointed Elder(s), for acting as a member of the ward council (*Northland School Act*).

- 2.3.4 Division administration will facilitate setting the agenda in consultation with the trustee(s), school council reps and principal(s).
- 2.3.5 The ward council shall determine the process for selecting a chair annually. The Superintendent, or designate, shall chair the meeting until a chair is chosen.

3. Council of School Councils (COSC)

3.1 Membership:

- 3.1.1 Each school council may send one representative as chose by the school council.
- 3.1.2 If a school does not have a school council than a representative shall be selected from the principal's advisory committee, by that committee.

3.2 Meetings:

- 3.2.1 Shall meet annually with the Board in conjunction with the ward council meeting.
- 3.2.2 The general purpose of the COSC meeting shall be to:
 - 3.2.2.1 Ensure the opportunity is provided for input into the Board's strategic direction is provided within the 12-month period immediately following each general election.
 - 3.2.2.2 Enable all communities to hear from each other and share information and ideas with the Board.
 - 3.2.2.3 Discuss and share ideas on strategic direction of NSD and increasing student success.
 - 3.2.2.4 Discuss general operational bouquets and concerns.

3.3 Honoraria and Expenses:

- 3.3.1 Travel and other expenses, if required, shall be paid as per Board Policy 7 Appendix A, Schedule of Rates, to each representative attending a COSC meeting.
- 3.3.2 No representative at the COSC shall receive any remuneration for acting as a representative to the COSC meeting.
- 3.3.3 Division administration will facilitate setting the agenda in consultation with the Board Chair.

Legal Reference: Section 20, 43.1 60, 62 School Act
 Northland School Division Act
 Freedom Information and Protection of Privacy Act
 Policy 21, Appendix A School Council Conflict Resolution
 AP 159 – Community Engagement

Policy 21 – Appendix A

SCHOOL COUNCIL CONFLICT RESOLUTION

A board shall establish an appeal process or conflict resolution procedure under which the principal or the school council may apply respecting disputes on policies proposed or adopted for a school.

Procedures

1. It is expected conflicts will be avoided by keeping the focus on what is best for students and working through consensus, with each school council member, the principal and school staff agreeing to always conduct themselves in a respectful and collaborative manner.
2. Should a situation arise whereby the school council and principal cannot resolve a conflict through discussion at a school council meeting they shall first seek resolution through conciliatory measures such as:
 - 2.1 Principal and school council chair sit down together to discuss the situation and attempt to find a resolve. If a resolution is agreed upon then they should present it to the school council together and get consensus on the solution.
 - 2.2 Principal and school council chair agree to seek the advice of an Elder. Protocol of the area should be used in asking an Elder for advice.
 - 2.2.1 May want to ask the Elder to provide advice to the school council and principal as a whole or to the principal and school council chair separately.
 - 2.2.2 Consensus should be reached by the school council and principal on implementing the Elder's advice.
 - 2.3 Other methods identified by the community.
3. If conciliatory measures to resolve a conflict are not successful the school council chair or principals shall contact the associate superintendent of their area and request a meeting, including the principal and school council chair.
 - 3.1 The associate superintendent will hear the concern and determine a process for resolution in consultation with the Superintendent.
 - 3.2 If after implementation of the process outlined by the Associate Superintendent and Superintendent the conflict is still not resolved then the school council chair or principal shall appeal to the Board of Trustees.
4. The school council chair, principal or Superintendent may start the process of an appeal to the Board on behalf of the parties.
 - 4.1 The appeal must be in the form of a letter that outlines the conflict, steps to resolve and the preferred resolution of the principal and school council.
 - 4.2 All parties will be informed that the decision of the Board is final, prior to the appeal proceeding.
 - 4.3 The hearing of the appeal must be scheduled within thirty (30) days of the letter being received.

5. 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 conflict shall be heard in an in-camera session of the special meeting.

The Board Chair shall ensure fairness in dealing with the conflict by adhering to the following procedures and outlining them to all parties at the beginning of the meeting:

- 5.1 The appeal will be heard in-camera with school council representative(s), the principal and associate/Superintendent in attendance.
- 5.2 The appeal hearing will be conducted in accordance with the following guidelines:
- 5.2.1 The Board Chair will outline the purpose of the hearing which is to provide:
- 5.2.1.1 An opportunity for the parties to make representation in support of their respective positions to the Board. The information presented may include both written and verbal communications;
- 5.2.1.1 The Board with the means to receive information and to review the facts of the conflict;
- 5.2.1.1 A process through which the Board can reach a fair and impartial decision.
- 5.2.2 Notes of the proceedings will be recorded for the purpose of the Board's records.
- 5.2.3 The Superintendent and/or staff will explain the decision and give reasons for the decision.
- 5.2.4 The school council representative will present their position on the conflict and their preferred resolution.
- 5.2.5 The principal will present their position on the conflict and their preferred resolution.
- 5.2.6 Board members will have the opportunity to ask questions or clarification from both parties.
- 5.2.7 No cross-examination of the parties shall be allowed:
- 5.2.7.1 Questions may be directed to the other party through the Board Chair with the permission of the Board Chair.
- 5.2.7.2 The Board may ask questions of the parties to help their understanding of the conflict.
- 5.2.7.3 The Board Chair may facilitate more discussion if it is felt that will assist the Board in resolution or understanding of the conflict.
- 5.2.8 The Board will meet without the respective parties to the appeal in attendance to arrive at a decision regarding the appeal. The Board may have legal counsel in attendance.
- 5.2.9 If the Board requires additional information or clarification in order to make its decision, all parties to the appeal will be requested to return to the hearing for the required additional information.
- 5.2.10 The Board decision and the reasons for the decision will be communicated to everyone once a decision has been reached.

- 5.2.10.1 If a decision is not reached immediately following the hearing then it shall be communicated and confirmed in writing following the hearing.
 - 5.2.10.2 Included in the communication to all parties shall be information that the decision of the Board is final.
 - 5.2.11 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 an appeal hearing.
6. The Board may request the Minister dissolve a school council without notice at any time if the Minister is of the opinion that the school council is not carrying out its responsibilities in accordance with this Act and the regulations.

Legal Reference: Section 22(8), (9) School Act



NORTHLAND SCHOOL DIVISION NO. 61

ADMINISTRATION RECOMMENDATION TO THE BOARD

TO: THE BOARD OF TRUSTEES **DATE:** February 23, 2018

SUBMITTED BY: TRUDY RASMUSON, SECRETARY-TREASURER

SUBJECT: MISTASSINIY MODERNIZATION

ORIGINATOR:

REFERENCE(S) & ATTACHMENTS:

RECOMMENDATION:

THAT the Board of Trustees move to support the modernization of Mistassiniy School and that a letter outlining the support be sent to the Minister for the project to be started as soon as possible.

BACKGROUND:

Since 2003, Mistassiniy modernization has been on Northland School Division's capital plan request to the province.

In June, 2016 a value scoping workshop with the community was undertaken by Alberta Education, Alberta Capital Planning, and Alberta Infrastructure with Northland School Division in Wabasca. The final value scoping report delivered on Oct. 20, 2016, recommended to modernize the present school, instead of building a new school.

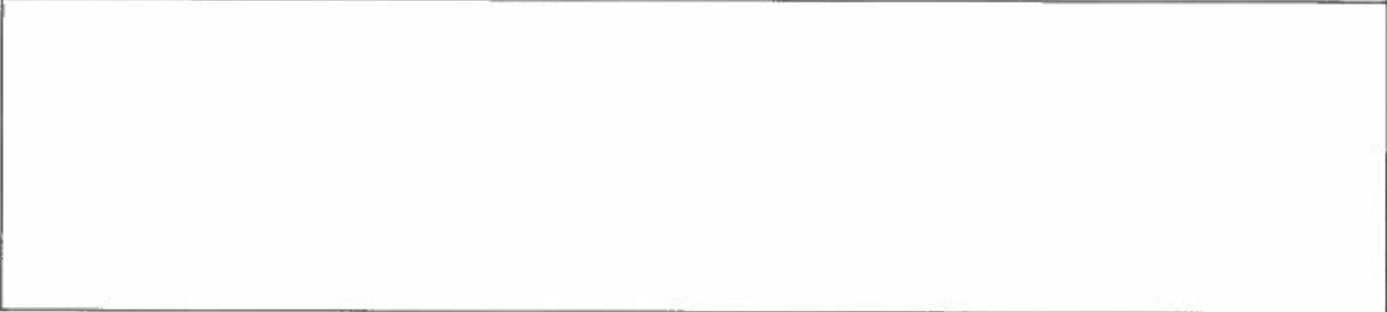
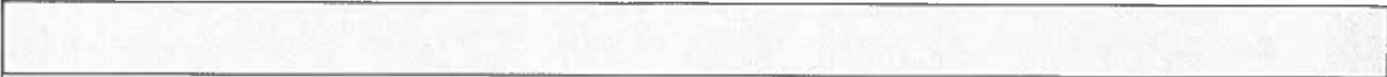
January 11, 2018 correspondence from Amanda Henry, Chief of Staff, Office of the Education Minister, stated:

- There is \$18.9 million set aside for a Mistassiniy modernization
- Two options are on the table right now
 - The modernization that has been scoped (will cost an additional \$6.25 million over and above the \$18.9 million existing commitment)
 - Pro: work can start as soon as the ink is dry on grant agreements
 - Con: it's a modernization, which can have impacts on student learning and student and staff use
 - A replacement (will cost an additional \$11.75 million over the \$18.9million currently set aside)
 - Pro: new school, no modernization process concerns, project isn't limited by existing floorplan constraints
 - Con: will be at least 6 years from approval to new facility ready to go.

NORTHLAND SCHOOL DIVISION NO. 61

ADMINISTRATION RECOMMENDATION TO THE BOARD

Upon further analysis, Alberta Education determined a new school would be several million dollars more than the \$6.25 million over and above the \$18.9 million. With the existing commitment and the time delay, a new school project may potentially not be approved.





Board Package 84

Board Chair Report

February 23, 2018

January 2018

27 Edmonton Board Workshop – The Board together with the Superintendent, Secretary-Treasurer and Board Advisor worked on Policies 1, 3 and 21, discussed the Attendance Plan, budget, the school year calendar and reviewed the Board Work Plan

28 Travel Day

February 2018

6 Peace River Met with Superintendent, Vice-Chair Anderson and trustee Lamouche along with Secretary Treasurer and Executive Secretary to review the Corporate Board agenda for the February 23 Board meeting.

Long Service Awards meeting with Vice-Chair Anderson, Superintendent, Secretary-Treasurer, Executive Assistant Potts, Communications Coordinator Walty, Executive Secretary, Mantai and HR Secretary Friesen, to review the upcoming staff awards in May. * Proposed changes to awards to be discussed at committee of whole.

Council of School Council meeting Discussion with Vice-Chair Anderson, Superintendent, Secretary Treasurer, Executive Assistant Potts, Executive Secretary Mantai, Curtis Walty to review the upcoming council meetings and trustee community nominations. *board motion required

7 Travel Day

8 Edmonton PSBC Governance Seminar-Managing Difficult Conversations-Maurice Fritze; attended with Superintendent Atkinson.

PSBC-Dinner and conversation with Chris Scribe-Director of Indian Teacher Education Program-University of Saskatchewan. Working with Indigenous communities.

9 Edmonton Orientation Seminar-new reps

PSBC meeting. *new council orientation package for review with trustees. Cannabis Legislation for Boards -Les Hagen
 *review of AP tobacco policy and AHS tobacco policy (COTW for Tobacco policy in accordance with new legislation).
 * need motion of support for PSBC moving money into budget line item for Priority 1

10 Edmonton PSBC Meeting continued/ Priorities workshop Brian Callahan.

BOARD OF TRUSTEES

WARD 1
CHAIR
MADDY DANIELS

WARD 2
CATHY WANYANDIE

WARD 3
VICE-CHAIR
RANDY ANDERSON

WARD 4
JESSE LAMOUCHE

WARD 5
LOUIS CARDINAL

WARD 6
SILAS YELLOWKNEE

WARD 7
ROBIN GUILD

WARD 8
LORETTA GLADUE

WARD 9
RUBI SHIRLEY

WARD 10
JULES NOKOHO

WARD 11
KAREN TELFORD

February 2018

- 11 Travel Day .
- 22 Travel Day
- 23 Edmonton Corporate Board meeting.
- 24 Edmonton Board Workshop, working with Byers Board Advisor, the Superintendent and the Board on policies.

Upcoming Dates Scheduled

- March 4-6 Alberta Rural Education Symposium
- March 8 Board Agenda Review
- March 13 Keg River Community Meeting
- March 22 Corporate Board Meeting (Calling Lake)

**CORPORATE BOARD - SUMMARY
MONTHLY REPORT**

G.L. Period Selection: 201806 End Date: FEBRUARY 28, 2018

	<u>Exp To Date</u>	<u>YTD COMMIT</u>	<u>YTD ACTUAL + COMMIT</u>	<u>BUDGET</u>	<u>BALANCE REMAINING</u>
REGULAR INSTRUCTION					
OTHER BOARD EXPENSES					
1-281-07-70-082-90	29,462.00	0.00	29,462.00	0.00	-29,462.00
1-350-07-70-000-90	17,064.30	0.00	17,064.30	4,000.00	-13,064.30
1-381-07-70-000-90	0.00	0.00	0.00	60,000.00	60,000.00
1-412-07-70-000-90	807.72	0.00	807.72	25,000.00	24,192.28
1-418-07-70-000-90	28,809.82	0.00	28,809.82	200,000.00	171,190.18
1-420-07-70-000-90	0.00	0.00	0.00	3,000.00	3,000.00
1-425-07-70-000-90	34,212.51	0.00	34,212.51	38,000.00	3,787.49
1-435-07-70-000-90	563.88	0.00	563.88	5,000.00	4,436.12
1-438-07-70-000-90	1,987.32	0.00	1,987.32	3,500.00	1,512.68
1-441-07-70-000-90	51.45	0.00	51.45	4,000.00	3,948.55
1-461-07-70-000-90	52,977.82	0.00	52,977.82	40,000.00	-12,977.82
1-461-07-70-082-90	30,953.96	0.00	30,953.96	0.00	-30,953.96
1-480-07-70-000-90	171.65	0.00	171.65	250.00	78.35
1-526-07-70-000-90	1,790.38	0.00	1,790.38	3,000.00	1,209.62
1-636-07-70-000-90	1,748.71	0.00	1,748.71	25,000.00	23,251.29
1-660-07-70-000-90	0.00	0.00	0.00	1,000.00	1,000.00
Total For OTHER BOARD EXPENSES	200,601.52	0.00	200,601.52	411,750.00	211,148.48
ELECTION BOARD					
1-381-07-70-079-90	7,801.65	0.00	7,801.65	0.00	-7,801.65
1-418-07-70-079-90	975.00	0.00	975.00	80,000.00	79,025.00
1-420-07-70-079-90	7,548.03	0.00	7,548.03	0.00	-7,548.03
1-438-07-70-079-90	2,116.84	0.00	2,116.84	0.00	-2,116.84
1-461-07-70-079-90	4,737.65	0.00	4,737.65	0.00	-4,737.65
Total For ELECTION BOARD	23,179.17	0.00	23,179.17	80,000.00	56,820.88
COMMITTEES BOARD					
1-461-07-70-071-90	352.76	0.00	352.76	0.00	-352.76
1-461-07-70-078-90	0.00	0.00	0.00	30,000.00	30,000.00
1-461-07-70-095-90	-18,319.40	0.00	-18,319.40	0.00	18,319.40

Package 06

**CORPORATE BOARD - SUMMARY
MONTHLY REPORT**

G.L. Period Selection: 201806 End Date: FEBRUARY 28, 2018

	<u>Exp To Date</u>	<u>YTD COMMIT</u>	<u>YTD ACTUAL + COMMIT</u>	<u>BUDGET</u>	<u>BALANCE REMAINING</u>
Total For COMMITTEES BOARD	-17,966.64	0.00	-17,966.64	30,000.00	47,966.64
Total For REGULAR INSTRUCTION	205,814.05	0.00	205,814.05	521,750.00	315,935.95

Trustee Calendar

Feb 2018 (Mountain Time - Edmonton)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
28	29	30	31	1	2	3
					Trustee Expense	
4	5	6	7	8	9	10
	10 am - Board		AP Cheque Run			Public School Board Council Meeting - Edmonton @ DoubleTree by 5 pm - Regional
11	12	13	14	15	16	17
11 am - Quality of		5:30pm - Tentative -			Trustee Expense	
18	19	20	21	22	23	24
			4 pm - Ministers	AP Cheque Run	8:30 am - Corporate 9:30 am - ASBA Zone	9 am - Board
25	26	27	28	1	2	3
					Trustee Expense 9 am - Labor	

Trustee Calendar

Mar 2018 (Mountain Time - Edmonton)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
25	26	27	28	1	2	3
					Trustee Expense 9 am - Labor	
4	5	6	7	8	9	10
Alberta Rural Education Symposium			AP Cheque Run	Board Agenda		
11	12	13	14	15	16	17
		Community Meeting	2018 Think Indigenous Education Conference - Karen @ TCU Place, 9:30am - ASBA Zone		Trustee Expense 9:30am - ASBA Zone	
18	19	20	21	22	23	24
			AP Cheque Run	9 am - Corporate		
25	26	27	28	29	30	31

BOARD ANNUAL WORK PLAN

Board Activity		Meeting	Frequency	S	O	N	D	J	F	M	A	M	A	J	J	A
1.	Accountability: Student Learning & Wellness															
1.1	Hold Board meetings	Board	Monthly	x	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		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	CW	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 draft school year calendar	Board	Annually					x								
1.11	Approve school year calendar	Board	Annually							x						
1.12	Review, refine and approve 3 Year Education Plan	Board	Annually			x										
1.13	Area 1 West Associate Superintendent report	Board	Triannual		x				x				x			
1.14	Area 2 Central Associate Superintendent report	Board	Triannual						x							
1.15	Area 3 East Associate Superintendent report	Board	Triannual			x				x						
1.16	FNMI Department report	Board	Annually													x
1.17	IT Department report	Board	Annually													
1.18	Student Services Department report	Board	Annually													x
1.19	Personnel Department Report	Board	Annually						x							
1.20	Transportation Department Report	Board	Twice a year		x											x
1.21	Christmas Activities	Board	Annually										x			
1.22	School Celebrations	Board	Annually													
2.	Engagement															
2.1	Survey key partners to determine if satisfied with involvement with NSD	CW	Annually													x

Board Activity		Meeting	Frequency	S	O	N	D	J	F	M	A	M	J	J	A
2.2	Policy 9 Board Representatives (Organizational Meeting)	Org Mtg.	Annually		x										
2.3	Review engagement requirements of NSD Act & ensure have been met (see 1.1 and Review Policy 21 Community Voice)	Various	Year 1						x						
2.4	Review procedure, process & effectiveness of Ward Councils (Policy 21 Community Voice)	BW	Year 1						x						
2.5	Review procedure, process & effectiveness of Council of School Councils (Policy 21 Community Voice)	CW	Annually						x						
2.6	Communications department report	Board	Annually	x											
2.7	Nominate individuals/groups for ASBA awards as appropriate	CW	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	Board	Annually										x		
2.12	Northland Day		Annually												x
3. Community Assurance															
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.)	CW	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 5.1.7)	Board	Annually							x					
3.5	Review risk management practices	Board	Annually							x					
4. Accountability: To Alberta Government															
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	
4.2	Review, approve and submit Annual Education Results Report (AERR) to the provincial government	Board	Annually							x					
5. Accountability: Fiscal															
5.1	Review and complete budget process	CW	Annually						x	x					
5.2	Approve Spring budget	Board	Annually									x			
5.3	Appointment of Auditors/Entrance & Exit Documents	Board	As required												x
5.4	Approve Audited Financial Statements	Board	Annually												
5.5	Review of Quarterly Financial Statements (Nov/Feb/Mar/Apr)	Board	Quarterly	x									x		

Board Activity		Meeting	Frequency	S	O	N	D	J	F	M	A	M	J	J	A	
5.6	Review Draft Fall Budget	Board	Annually		x											
5.7	Approve Fall Budget	Board	Annually			x										
5.8	Approve transfers from reserves	Board	Annually		x											
5.9	Approve expense reimbursement rates	Board	Annually												x	
5.10	Discuss draft capital priorities	CW	Annually					x								
5.11	Approve Capital Plan	Board	Annually							x						
5.12	Review signing authorities & approve changes	Board	Annually												x	
5.13	Approve Memorandum of Agreement	Board	As required													
5.14	Review Policy 2 Role of the Board - 5. Fiscal Accountability to ensure meeting all requirements	CW	SP												x	
5.15	Approve revolving credit	Board	Annually												x	
5.16	Review non-instructional programs to ensure effective operation (Policy 20 Housing, Policy 22 Food Services)	Board	Annually												x	
5.17	Receive enrollment report	Board	Annually			x										
5.18	Maintenance department report	Board	Annually			x										
5.19	Approve fees, if any	Board	Annually												x	
6. Board/Superintendent Relations																
6.1	Review Superintendent performance evaluation process - hire facilitator	CW	Annually													x
6.2	Conduct Superintendent performance evaluation process (includes succession planning & setting goals) Review Policy 11 Role of Superintendent and Policy 12 Delegation of Authority	CW	Annually			x										
6.3	Complete regular discussions with supt on performance	CW	Twice a year					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)	CW	Annually													x
7. Board Development																
7.1	New Board Orientation	CW	After each election													
7.2	Tour Division Facilities		To be planned													
7.3	Fall Planning (FP) & Board Development (with ASBA Fall Conference)	CW/BW	FP													
a	Review Positive Path Forward plan progress	CW/BW	FP													x
B	Policy 3 Role of Trustee; Policy 4 Trustee Conduct (Sanctions)	BW	Year 1													
C	Policy 5 Role of Chair; Policy 6 Role of Vice-Chair (prior to Organizational meeting)	Org Mtg	Annually													

Board Activity		Meeting	Frequency	S	O	N	D	J	F	M	A	M	J	J	A
d	Policy 19 Welcoming, Caring, Respectful and Safe Learning and Working Environments	CW/BW							x						
e	School Councils Regulations, operations	CW	FP		x										
f	Orientation to each school	CW	FP		x										
g	Facilitating concerns of parents, others	CW	FP		x										
7.4	ASBA new Trustee orientation	Conference	After each election		x										
7.5	Spring Planning (SP) & Board Development (with ASBA Spring Conference):	CW/ Board	SP											x	
a	Complete Board Performance Assessment process; approve Positive Path Forward (Review Policy 2 & Policy 7 as part of the Board Evaluation Process).	CW/ Board	SP											x	
b	Review and update Board Work Plan	BW	SP											x	
c	Fiduciary & legal responsibilities	BW	SP											x	
d	Risk Management: "Risk Management and Good School Board Governance"		SP											x	
e	Bargaining, Collective Agreement		SP											x	
f	Advocacy		SP											x	
g	Policy 10 Policy Making (review - writing; monitoring) (part of spring planning)	BW	SP Year 2											x	
8.	Policy														
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	BW	Over Term												
8.3	Approval Board policy changes and updates	Board	Over Term												
8.4	Policy 1 Foundational Statements (part of fall planning workshop)	BW	Year 1			x									
8.5	Policy 8 Board Committees (Organizational Meeting)	Org Mtg.	Annually		x										
8.6	Policy 13 Appeals & Hearings Regarding Student Matters	BW	Year 2						x						
8.7	Policy 14 Hearings on Teacher Matters	BW	Year 2						x						
8.8	Policy 15 School Closure	BW	Year 2			x									
8.9	Policy 16 Recruitment & Selection of Personnel	BW	Year 2					x							
8.10	Policy 17 Student Transportation	BW	Year 2											x	
8.11	Policy 18 Alternative Programs	BW	Year 2												
8.12	Policy 19 Welcoming, Caring, Respectful, Safe and Healthy Learning and Work Environments	BW	Year 1											x	
8.13	Policy 20 Housing	BW	Year 2												x

Board Activity		Meeting	Frequency	S	O	N	D	J	F	M	A	M	J	J	A
9.	Political Advocacy														
9.1	Develop a plan for advocacy including focus, key messages, relationships and mechanisms	CW	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 (Zones 1 & 2/3)	Zone		x	x	x	x	x	x	x	x	x	x	x	x
9.5	PSBAA Council meeting														
9.6	Review ASBA & PSBAA resolutions, policies for Spring AGM	CW	Annually												
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	CW	Annually	x											
9.10	ASBA Fall General Meeting		Annually												x
9.11	PSBAA Fall General Meeting		Annually												x



Superintendent's Report

February 23, 2018

Attendance Initiative Meeting with Alberta Education	January 29, 2018
Met with Alberta Education representatives regarding 'Every Day Counts' attendance initiative.	
AERR and 3 Year Plan Review with Alberta Education	January 29, 2018
Met with Alberta Education to go over NSD's AERR and 3 year plan.	
Alberta Education Aggregation of Supports Meeting	January 29, 2018
Discussed the Aggregation of Supports for Northland School Division and share the latest (January 2018) version of the aggregation list.	
Werklund School of Education, University of Calgary	January 30, 2018
Northland School Division Community based Cohort meeting.	
Everactive Schools - Shaping the Future	January 31 - February 2, 2018
Health conference in Lake Louise.	
Alberta School Councils of Alberta Teleconference	February 5, 2018
Teleconference regarding the April 20th ASCA conference.	
Public School Boards Association Council Meeting	February 8, 2018
Held at the DoubleTree in Edmonton.	
Quality of Work/Life Meeting	February 12, 2018
Meeting in Slave Lake with the ATA Local and Vice-Chair of the Board. Topics discussed included the draft 2018-2019 school calendar, staff wellness, safety procedures, and mentorship.	
Administrators' & Secretary Meeting	February 13/14, 2018
Meetings were held at Fantasyland Hotel. Topics included student learning and technology, report cards, formative assessment best practices, budget process & priorities, attendance, dual credit application, Alberta Labour Regulation changes and implications to Schools, and Policy 1 and 21 review.	

New Opportunities for NSD	February 15, 2018
<p>Students to attend take action camp in Ontario July 22 - 28, 2018. National Film Board selects NSD as one of two pilot jurisdictions in Canada to use new film content and lessons. Oceans, Media - Digital Storytelling, Indigenous Education Resources for Reconciliation</p> <p>Developing a Professional Learning Opportunity for the Board and Sr. Admin and Principals for May 10th.</p> <p>Opening discussions with the Paul Martin Foundation about early learning programs.</p>	
University of Calgary Community Based Education	February 16, 2018
<p>Persons interested in our CBEP met with University of Calgary representatives to learn about the program details and registration requirements.</p>	
Minister's visit to Marten Lakes	February 21, 2018
<p>As part of our plan to strengthen the relationship between KTC and NSD, KTC and NSD will be hosting the Minister of Education at Marten Lakes. Students will share what they are learning. KTC and NSD will share with the Minister the plans underway to transition 3 NSD schools to the KTC Education Authority.</p>	
Capital Planning Workshop	February 22, 2018
<p>Education's Capital Planning Sector and Infrastructure's Learning Facilities Branch will be co-hosting Capital Planning Workshops for school jurisdictions.</p>	

Committed Dates

Alberta Rural Education Symposium	March 4 - 6, 2018
<p>The theme of ARES 2018 is, "Building Healthy Rural Communities". Many rural areas experience challenges in securing supports and there are countless stories about how services like mental health are very difficult to find in many rural communities.</p>	
ASBA Zone 1	March 14, 2018
<p>Will be held at Holy Family Catholic School Division in Peace River.</p>	
Dr. Mary Jackson Community Meeting	March 15, 2018
<p>Will be held at the school, supper will be provided.</p>	



NORTHLAND SCHOOL DIVISION NO. 61
ADMINISTRATION RECOMMENDATION TO THE BOARD

TO: THE BOARD OF TRUSTEES **DATE:** February 23, 2018
SUBMITTED BY: Tim Stensland, Area 3 East Associate Superintendent
SUBJECT: Monitoring Report – Area 3 West
ORIGINATOR: Board of Trustees
REFERENCE(S) & Policy 2, Appendix A Board Work Plan
ATTACHMENTS: Area 3 Associate Superintendent’s Report to the Board

RECOMMENDATION:
THAT the Board of Trustees receive as information the Area 3 West Associate Superintendent Report, as presented and attached (handout).

BACKGROUND:
This is a requirement of Policy 2, Appendix A Board Work Plan.

RISK ANALYSIS:



NORTHLAND SCHOOL DIVISION NO. 61
ADMINISTRATION RECOMMENDATION TO THE BOARD

TO: THE BOARD OF TRUSTEES **DATE:** February 23, 2018
SUBMITTED BY: Stephanie Sutherland, Director of Student Services
SUBJECT: Board Report Student Services February 2018
ORIGINATOR: Board of Trustees
REFERENCE(S) & Policy 2, Appendix A Board Work Plan
ATTACHMENTS: Board Report Student Services February 2018

RECOMMENDATION:
THAT the Board of Trustees receive as information the Board Report Student Services February 2018, as presented and attached.

BACKGROUND:
This is a requirement of Policy 2, Appendix A Board Work Plan.

RISK ANALYSIS:

Board Report Student Services February 2018

The Portfolio of Student Services encompasses a number of items:

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

The student services team has undergone structural changes this year with the addition of two new positions; the team is fully staffed, a director of student services, and three Assistant Supervisors of Student Services. With the addition of two Staff along with the return of a staff member who was off on medical, the team has been working extremely hard providing elbow to elbow supports for the schools as well as providing a number of Professional Development opportunities. The upcoming year Student Services will have a structural change as we transition three schools to KTC.

The demographics of the division currently have 1038 students on an IPP (individual program plan, along with 84 students have been referred to have an educational psychological assessment, 10 of the referrals have been cancelled as the student has moved outside the division, with 13 completed assessments, with 61 assessments to be completed by the end of the year.

Supports for Students

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

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

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

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

Regional Collaborative Service Delivery

What is Regional Collaborative Service Delivery?

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

These partners work together on a regional basis to meet the identified needs of children and youth. In keeping with the collaborative focus, Regional Collaborative Service Delivery partners are the stewards of resources that are shared to support the identified needs of children and youth within a given region. Supports can include, but are not limited to: mental health supports, speech-language therapy, and occupational therapy.

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

What does Regional Collaborative Service Delivery do?

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

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

How does Regional Collaborative Service Delivery work?

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

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

The approach is intended to better meet the needs of:

- Children or youth who are registered with Alberta Education in Early Childhood Services (ECS) to Grade 12
- Children and youth with complex needs* between the ages of 0 and 20 years old
- Children and youth (from birth to age 20) with a low incidence disability including:
 - Blind or Visually Impaired (BVI)
 - Deaf or Hard of Hearing (DHH)
 - Deafblind (DB)
 - Complex Communication Needs (CNN)
- school staff, families and service providers who need cross-sector training or skill development in relation to collaboratively supporting children and youth in school and the community.

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

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

How Is Regional Collaborative Services Delivery funded?

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

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

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

The Northland View

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

As of September 2013, we began a new Regional Collaborative Service Delivery Model. The new model includes the old SHIP plus Complex Needs. The boundaries for the new model remain the same; therefore, Northland School Division belonged to five (5) RCSDs. As of September 2014, the school division belongs to 4 RCSDs. Each RCSD develops its own annual service plan, based on the needs of the various partners. The services and priorities differ from one RCSD to another as does the service delivery model. For example, in some RCSDs the leadership team has hired a team who provides the services; this provides the most flexibility for the region. Other areas have services provided through partners such as Alberta Health Services; this option has less flexibility because of contract restrictions. In a few situations, the leadership team makes the decision to provide the school boards an amount of money to hire and supervise the staff.

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

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

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

Challenges for Northland School Division

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

PUF and ECS Services

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

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

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

The 2017-2018 school year has identified 90 students as PUF, including 43 Provincial and 47 Federal students who are receiving additional services. Each provincial student generates approximately \$23,000 to cover the cost of services, equipment and additional staffing.

EYE- Early Years Evaluation

About the Early Years Evaluations

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

Overview of the Early Years Evaluation

Learning to read is the critical challenge of the primary grades (K-3). Children must “learn to read” by grade three so that they can “read to learn” in grades four and beyond. However, in Canada and the US about 25% of children encounter significant difficulty learning to read. When these children reach the fourth grade, they do not read fluently enough to grasp what is instructed. Although there are many reasons children do not learn to read well during the primary grades, the consequences are uniformly negative – children who struggle with reading are often susceptible to lower academic and social functioning, both during and beyond the school years.

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

The school division is currently in the fourth year of administering the EYE for all of our ECS students. The EYE tool will be continued into 2017-2018.

Wildfire Update

BACKGROUND

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

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

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

Highlights from year one and two

Hire additional school based staff

- Project Coordinator
- Addictions Counsellor shared in the area
- 2 additional school Counsellors
- School Community Liaison Worker

Building school capacity and culture

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

Staff training and building distributed leadership

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

Linking school staff with mental health professionals

- Enhanced crisis support and referral process to mental health supports
- Enhanced staffing, including an FSLW- Social Worker, Project Strong Coordinator and Counsellors within our schools, through RCSD funding.

Supporting and communicating with parents and the community

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

Moving Forward

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

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

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

Wellness Grant

Northland School Division received a \$30,000 wellness grant in June 2017. The Wellness Grant extends through June 2018, its main focus being to develop an understanding of and implementing comprehensive school health, as well as building capacity within the schools.

Highlights from year one;

- Wellness Champion team was developed.
- A number of staff attended the "Shaping the Future Conference" (2017)
- Northland hosted the first HASS in Wabasca in October.
- Creation of Two Wellness rooms in the schools
- Wellness challenges for staff

A number of our schools are Apple Schools, as well we have a number of schools who are registered with Ever Active as part of the mentoring program.

Mental Health Capacity Building Projects

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

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

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

Family Wellness Workers

The Official Trustee approved the plan of Family Wellness workers in our schools; During the April 2017 Board meeting. The plan has started to be rolled out. Currently we have positions in:

- 1 FTE Wabasca shared between Mistassiniy and St. Theresa
- 1 FTE Janvier
- 1 FTE ADCS - this is currently vacant.

The next phase is running ads to hire the remaining positions as follows;

- 1.0 FTE Shared between Elizabeth and J.f. Dion
- 1.0 FTE shared between Mistassiniy and Career Pathways
- 1.0 FTE Calling Lake
- 1.0 FTE Paddle and Dr. Mary
- 0.5 Susa Creek
- 1.0 FTE Gift Lake and Bishop Routhier
- 1.0 FTE Grouard and Hillview
- 1.0 FTE between St. Theresa, Pelican and Chipewyan Lakes School.

INNOVATION IN FIRST NATIONS EDUCATION GRANT PROGRAM

Conditional Grant Proposal for Northland School Division and First Nation Partnerships



Proposal for Literacy Enrichment



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I. Executive Summary

In collaboration with Athabasca Tribal Council and Kapawe'no First Nation, Northland School Division No. 61 (NSD), is seeking grant funding for two Literacy Enrichment projects that focus on improving reading and writing levels in all NSD schools and within the partnering First Nations. NSD is willing and open to work collaboratively with Bigstone Cree Nation. We anticipate Bigstone Cree Nation will be ready to work on the IFNE project when they have the opportunity to do so.

The Literacy Enrichment proposal contains two central components:

1. The Little Eagle Feather Program will offer Pre Early Childhood Services to children the year before they enter kindergarten. The monthly gathering will acquaint children with reading and familiarize them with the schooling environment. Another aspect of this program is the participation of parents and caregivers as they will attend at times determined by the facilitators and the communities. This component of the program targets the Innovation in First Nation Education (IFNE) key priorities of Early Childhood in Primary Schools and Children Not in School. Activities will include a meal, Elder/Knowledge Keeper's support, reading of selected children's books, opportunities to create literacy art and starting a scrapbook that collects the child's creations.
2. The Middle and High School Late Literacy Plan involves implementing the Disciplinary Literacy and a Literacy Intervention program. The Late Literacy program consists of work with teachers and work with students. The professional learning that is designed for the teachers will greatly enhance their ability to offer a new outlook and new approaches with Adolescent Literacy. A major focus will be the professional learning that our teachers undertake together to increase their understanding of how adolescents learn and how to include best practices within their classrooms. All teachers and administrators are involved in the professional learning. This component of the program targets the Innovation in First Nation Education (IFNE) key priorities of Student Centred Supports. The programming includes bringing in training for teachers twice a year and begins in all NSD high schools. After the high school program has been established, the program will be replicated in the middle schools. All teachers will be appraised of the process so literacy support will be continued in the classroom environment.

II. Introduction

NSD is situated in some of the most stunning areas in northern Alberta. Covering 288,347 square kilometers, our schools are located near mountains, lakes, rivers, forests, and wetlands on Treaty 6 and 8 territories. We hold high respect for these traditional territories, its history, language and culture. At NSD, 95% of the student population is of First Nations, Métis and Inuit descent. We have approximately 2600 students in 24 schools. Our schools are located in municipalities, First Nation communities and Métis Settlements.

With a focus on becoming a leader for Indigenous education excellence, NSD strives to create inclusive environments where the heritage, languages and culture of students, parents, teachers and leaders are valued. Division policies and procedures are therefore designed to be representative of the people it serves. To respond to a diverse student population living in this geographically sprawling area, NSD offers instruction in English and language classes in both Cree and Dene. Strategies to include language and cultural content in NSD schools are aimed at a curriculum that becomes increasingly responsive to the Indigenous population.

Overview of NSD Indigenous Education Objectives

1. Improving student learning successes and graduation rates.
2. Increasing infusion of Indigenous perspectives into classroom instruction and teaching materials.
3. Utilization of cultural camps, land-based learning and experiential learning opportunities.
4. Encouragement of Elder/Knowledge Keepers and parent/caregiver engagement.
5. Provisions for student exposure to oral tradition storytelling, regional languages, feasts, singing and drumming.
6. Designing, implementing, and providing ongoing support for enhancement of Cree and Dene language education.

III. Objectives/Purpose of the Project

The purpose and intent of the Literacy Enrichment proposal is to build upon the collaborative work started through the initial Building Capacity and Collaboration in Education (BCCE) Grant. First Nation partners working with NSD agree that literacy is a major concern for the educational success of their students. This project is therefore focused on increasing literacy opportunities in two areas – one for Pre Early Childhood Services and another is a late literacy intervention aimed at improving literacy for NSD High School students who are struggling with reading. Together these new school-based programs concentrate on the key priority areas of Early Childhood Education in Primary Schools, Children and Youth Not in School, Student Centred Supports and Parental/Caregiver Engagement.

Pre Early Childhood Services (ECS)

Background: Children who fall behind in oral language and literacy development in the years before formal schooling are less successful beginning readers. For some the later years become more and more difficult and their literacy achievement often does not keep pace with others.

Northland School Division currently operates full day Early Childhood Services (ECS) program in all of our schools. Currently there is inconsistency in the early childhood services available in each school community. Some communities may have a daycare, a preschool or a Head Start program, while other communities may not have these or other similar services. This means that some children may have opportunities to participate in early childhood developmental learning activities and some may not.

Rationale for Early Literacy: According to the Organization for Economic Co-operation and Development (OECD) a potentially powerful lever for enhancing student achievement is the introduction of high quality early learning programs. In addition, OECD identifies the need for building strong trusting relationships with families. Parents also need to be supported to play an active role in their child's learning. (OECD, 2017).

When children experience language and literacy support during preschool they tend to do better in school than those who do not. Learning to read and write is an ongoing process that progresses from infancy. This is an ideal opportunity to capitalize on the youthful eagerness that small children have as they explore their listening comprehension, oral language vocabulary and ability to discriminate sounds.

Program Plan: The Pre ECS component of the Literacy Enrichment proposal is named 'The Little Eagle Feather Program'. This program will be offered in all schools and is designed to enhance ECS programming by introducing a transition to service that builds on expertise from parents and Elder/Knowledge Keepers. With the support of Elders/Knowledge Keepers, the program will provide a systematic introduction to school services for parents and their pre ECS children.

NSD will also examine the need for preschool and Head Start programs in various communities so these programs have further access to professional development in developmentally appropriate early literacy pedagogy.

Anticipated Outcomes: The Little Eagle Feather Program will provide opportunity to build relationships between the school, the families and Elders/Knowledge Keepers in the community. The program has the potential to demonstrate the value of early childhood learning to communities who presently do not have a daycare, a preschool or a Head Start program. By generating community interest in early childhood learning these types of programs may be further developed.

Middle and High School Late Literacy Plan

Background: NSD has a number of students in grades seven-twelve that are reading below grade level. These students struggle on an ongoing basis with all aspects of school because they are not able to read and comprehend at grade level. One means of addressing the needs of the students is to offer an intervention program to address their needs. In addition, the demands of reading increase as the students get older and the texts get more complex. The different disciplines that students study have very specific strategies that need to be applied within the discipline. For example the comprehension skills needed to work through historical documents and reach true comprehension about the effects of Residential School are very different than the skills and strategies needed to work on a Biology course and understand cell division.

Even students who have developed effective literacy practices in the early years may not have the reading and writing skills they need to successfully read and write the complex texts required in middle and high school. They have learned basic strategies for comprehension of texts across subject areas and genres, including making connections, asking questions, making inferences, summarizing, and monitoring understanding. Yet they still may struggle in identifying and using specialized reading practices to understand, analyze, and interpret important ideas in discipline-specific texts.

Our teachers will need training to understand the instructional strategies and pedagogy that they will need to use to implement the Disciplinary Literacy approach. This includes all subject teachers as well as administrators as they are the experts on their subjects and the types of literacy skills necessary for success in those subjects/disciplines.

Rationale for Late Literacy Intervention:

We know, for instance, that the common characteristics of struggling readers in middle and high school grades include:

- Students that are almost always less fluent readers - may have some multi-syllabic needs and their sight word vocabularies are thousands of words less than the grade-level reader.
- Students that are usually less familiar with the meanings of words.
- Struggling readers usually have less conceptual and content knowledge.
- Less skilled readers have fewer and less-developed strategies to enhance.

- They typically do not enjoy reading or choose to read for pleasure.

Building off of the five fundamental areas found in elementary reading development (phoneme awareness, decoding, fluency, vocabulary and comprehension), the major areas of reading emphasis in middle and high school include:

- Expanded 'sight vocabulary' to unfamiliar words in increasingly challenging text
- Expanded vocabulary development to thousands of unfamiliar terms in increasingly challenging text
- Increasingly detailed knowledge of text structures and genres
- Acquisition of expanded content knowledge in many domains
- Increased thinking and reasoning skill development
- Increased need to build positive and relevant connections regarding reading as a vital skill for current and future endeavors.

Additionally, an intervention program must provide instructional supports and a variety of interventions differentiated enough to 'close the gap' for strategic and intensive struggling readers. Intensity is manipulated by instructional grouping of identified needs, size of group, explicitness of instruction and material, length of instruction and frequency of assessment, and instructional adjustments based on such data.

Intervention must include:

- Explicit and systematic instruction to build vocabulary
- Instruction to enhance active use of efficient comprehension strategies
- Instruction and orchestrated practice to build reading fluency
- Intensive instruction in basic word reading strategies, including phonics

Low academic skills are certainly factors that can contribute to a student dropping out of high school and can increase risk for course failures and dropout. Thus, it is essential that schools provide students with interventions that address both their immediate needs (i.e., what they need right now to be successful in their current courses) and their future needs (i.e., what they need to close large skill gaps) to assure graduation.

To make matters worse, many of our schools also are faced with the challenge of meeting the academic needs of students who are becoming increasingly disengaged over time.

Intervention is key to improving academic success and engagement. With intervention we can hope to see the closing of the education gap for First Nations students.

Our Literacy Enrichment proposal includes both intervention for struggling readers by implementing the Leveled Literacy Intervention and a focus on an instructional philosophy called Disciplinary Literacy which will encompass all students and assist them to be more effective in their literacy skills.

Disciplinary Literacy: This proposal will include the incorporation of a cohort approach to developing capacity in our teachers and administrators to implement Disciplinary

Literacy and the development and implementation of an intervention program for our struggling students.

Leveled Literacy Intervention: The Fountas & Pinnell Leveled Literacy Intervention (LLI) is a powerful, short-term intervention that provides daily, intensive, small-group instruction, which supplements classroom literacy teaching. LLI turns struggling readers into successful readers with engaging leveled books and fast-paced, systematically designed lessons. The LLI systems are designed to be used with small groups of students who need intensive support to achieve grade-level competencies in grades K through 12.

LLI systems for primary, intermediate, and middle/high school grades all feature a wide selection of engaging, carefully written and leveled student books and fast-paced lessons designed for students who are falling below grade-level expectations in reading. Each system also includes tools to facilitate successful implementation. LLI incorporates instruction that goes beyond the comprehensive core program to provide explicit instruction and/or guided practice in targeted, key areas to meet the needs of struggling readers

Each system also includes tools to facilitate Northland School Division teachers who will need intensive training in order to implement the LLI in their classrooms. The proposed training schedule would include two visits per year to train teachers. In this way schools can choose the time that best suits their needs for training. The training is a three-day training session that prepares teachers to implement the program. Training would have to occur two times each year in order to ensure that all teachers have the training. This schedule will also allow new teachers in the division to be trained.

Anticipated Outcomes:

The benefits of a Cohort - Disciplinary Literacy approach are:

- Collective ownership of the commitment to student success
- Collective ownership and responsibility for teachers
- A common data-driven instructional area of focus
- Common understanding, language and instructional practice supports students as they transition from elementary, to junior high, and to senior high.
- Facilitates efficient resource sharing
- Sharing and spreading of talent and innovations.

IV. Partners/Participants in the Project

NSD established partnerships that reflect a commitment to collaborate to further improve educational opportunities and outcomes for students attending First Nations schools and students attending provincial NSD schools. The following partnerships are included in this proposal:

I. NSD and Athabasca Tribal Council Partnership

The Athabasca Tribal Council (ATC) represents five First Nation communities (Athabasca Chipewyan First Nation, Chipewyan Prairie First

Nation, Fort McKay First Nation, Mikisew Cree First Nation and Fort McMurray #468 First Nation). A majority of students from these reserves attend five NSD schools (Athabasca Delta Community School in Fort Chipewyan), Fort McKay School in Fort McKay, Anzac Community School in Anzac), Bill Woodward School in Anzac and Father R. Perin School in Janvier).

2. NSD and Kapawe'no First Nation Partnership

Located at Grouard (near High Prairie, Alberta) this First Nation is comprised of six land bases. NSD students from Kapawe'no First Nation attend Grouard school.

V. Goals/Targets

The Little Eagle Feather Program

NSD will build a strong literacy foundation for children by implementing The Little Eagle Feather Program, a preschool program that encourages literacy enthusiasm in children and engages parents/caregivers during their child's early years.

Goals

1. Support children's transition to school by familiarizing them with the school environment in the year prior to school entry. The benefit of this is that students are already familiar with the school and transition into the school program so much easier.
2. Enhance the home-school connection in the year prior to school entry. The advantage of this is that once key relationships are established students will do so much better with parents and schools both working together in the best interests of the students
3. Enhance community based Early Childhood Services personnel relationships with the school personnel and ease transition from community based programs to school based programs.
4. Provide teachers and preschool teachers with professional development opportunities.
5. Provide children and their parents with developmentally appropriate materials to explore fine motor, literacy and numeracy activities.
 - These materials include high quality literature so children can keep their personal library at home. These books can be read and re-read to the students in this important year prior to the start of school. Fine motor materials will assist preschoolers with fine motor skills need for school based literacy activities. Learning through play and exploration is an important stage in a young child's development and making these materials available for children to explore will greatly enhance their early literacy explorations. Art activities and hands-on activities associated with literacy augment literacy learning.

Objectives:

1. Identify within each community the team which is comprised of parents, Elders/Knowledge Keepers, caregivers, the school principal, ECS teachers, preschool teachers and program support staff (possibly literacy leads, education assistants, counsellor, school/community liaison workers and any other personnel deemed appropriate at the community level.
2. Ensure that parents/caregivers/supporters are present for the first five sessions in the classroom with the child.
3. Develop a scope and sequence of activities, lessons and presentations.
4. Hire a person to organize and develop monthly activities, order materials, meals and caterers.
5. Follow a format that could be an evening activity that starts with a meal shared together followed by classroom activities.
6. Establish the dates on a monthly basis when this would occur. This is a once a month activity.
7. Organize the opening meal for the launch of the program.
8. Order all materials for the Little Eagle Feather Program resource bags: (see Appendix 6).
9. Plan professional development for teachers, Head Start and childcare providers.
10. Prepare a logo and welcoming message from both organizations to welcome parents and student to the program.

Middle and High School Late Literacy Plan

NSD will increase high school literacy rates by addressing students' reading and writing abilities who are assessed at falling behind their grade level. The identified Priority Areas are: Student Centered Support and Children and Youth not in School

Goals

1. Establish school-based expertise for targeted literacy support.
2. Provide specific classes that for literacy strategy development.
3. Provide small group instruction for struggling readers. This addresses the need for reading levels to improve.
4. Provide intensive Professional Development for teachers in Levelled Literacy Intervention and Disciplinary Literacy.
5. Increase student engagement as reading skills improve.

Objectives

1. Purchase LLI and benchmark assessment kits for each school for scheduled implementation in all middle and high schools.

2. Assess literacy rates to identify youth reading below their grade level.
3. Provide student centered programming by implementing the LLI system small reading groups.
4. Bring in trainers to provide proficiency and consistency.
5. Train teachers to establish school-based expertise.
6. Begin with High School implementation and transition to Middle School implement.

VI. Activities Dates/Timelines/Milestones

The Little Eagle Feather Program

Year 1

- Hire personnel to organize, develop monthly activities, order materials and arrange meals.
- Identify community teams.
- Plan professional development for teachers, Head Start and childcare providers.
- Develop a scope and sequence of activities, lessons and presentations.
- Ensure that parents/caregivers/supporters are present for the first five sessions in the classroom with the child.
- Establish the dates on a monthly basis when this would occur. This is a once a month activity.
- Order materials for the Little Eagle Feather resource bags.
- Prepare invitational/welcoming communications representing both NSD and First Nation organizations.

Year 2

- Measure success through reporting, attendance records and personnel/community observations.
- Make changes and order materials in response to recommendations
- Continuation of program for second year.

Year 3

- Measure success through reporting, attendance records and personnel/community observations.
- Make changes and order materials in response to recommendations
- Continuation of program for third year.

Middle and High School Late Literacy Plan

The proposed training schedule would include two visits per year to train teachers. In this way schools can choose the time that best suits their needs for training. The training is a three day training session in order to prepare teacher to implement the program. Training would have to occur two times each year in order to ensure that all teachers have the training. This schedule will also allow new teachers in the division to be trained.

Year 1

- Beginning with high schools, purchase LLI and benchmark assessment kits for each school.
- Introduction to Disciplinary Literacy Approach – May 16 & 17 2018
- May 16 – ERLC - Deeper Learning through Interdisciplinary Literacy - ReLeah Lent <http://www.eric.ca/programs/details.php?id=7119> - \$150.
- May 17- NSD work on implementing a Disciplinary Literacy Approach in each Area and high schools.
- The attendees will include principals and two subject matter specialists from each high school (3 per school), central office: literacy principal, pedagogical supervisors, and associate superintendents.
- Ongoing: work will include:
 - All secondary teachers to engage in understanding disciplinary literacy in school based meetings.
 - Purchase three copies of books on disciplinary literacy for each school – include video access to lessons.

Year 2

- Subject specific focus on disciplinary literacy: (four meetings per year via face to face or videoconference).
- Teachers work in subject groups on understanding how their subject lends itself and to literacy acquisition and development. (supported by pedagogical supervisors)
- Build teachers understanding and approach to disciplinary literacy
- Build common understanding
- Grass roots development from subject specialists
- Identifying best practice
- Principals meeting in via VC to discuss how their leadership work can enhance and support the development of disciplinary literacy. (4 times per year)
- Associate Superintendent and district principal literacy visit schools and support the focus on disciplinary literacy as the focus of optimal learning.
- More teachers from each high school and junior high attend Deeper Learning through Interdisciplinary Literacy - ReLeah Lent

Year 3

- As above, introduce junior high to disciplinary literacy.

VII. Performance Measures/Indicators of Success

The Little Eagle Feather Program

Performance will be measured through school and program facilitator reports. Other measuring tools will include community and personnel observations.

Attendance of children and parents at The Little Eagle Feather Program in the various schools will be monitored through sign in sheets. Increasing interest and attendance numbers will indicate community engagement success.

Another indicator of success will occur when preschool children join the kindergarten classes. It is anticipated that the transition to kindergarten will be much easier for those who attend the Little Eagle Feather Program so kindergarten instructors will be asked to monitor and report observations.

Middle and High School Late Literacy Plan

Performance will be measured through school and program facilitator reports.

One indicator of success will occur when there are established school-based expertise for targeted literacy support in our schools who can share their knowledge with other teachers.

Another indicator of success is the recognizable improved reading and writing skills for middle and high school students.

A third indicator of success will be the noticeable increase in student engagement and attendance as their literacy skills improve.

VIII. Budget Breakdown

LITERACY ENRICHMENT PROGRAM	YEAR 1	YEAR 2	YEAR 3	TOTALS
Little Eagle Feather Program	64000.00	46000.00	46000.00	156000.00
Middle & High School Late Literacy	103217.50	37000.00	37000.00	17217.50
Totals	167217.50	83000.00	83000.00	333217.50

IX. Reporting

Reports to INFE will be provided as required on the following dates:

- March 31, 2019 (Year 1 activities)
- March 31, 2020 (Year 2 activities)
- March 31, 2021 (Final Report)
 - The final report will address:
 - completed activities and outputs
 - outcomes of the project
 - lessons learned and any recommendations to inform future grants;
 - plans for long-term sustainability
 - a certified financial statement report
 - other information as deemed appropriate

X. Letters of Support

Letters of Support have been exchanged between NSD and the partnering First Nation groups. The letters are attached in Appendix 1 and 2

XI. Appendix

Appendix 1: Letter of Support from Athabasca Tribal Council

Appendix 2: Letter of Support from Kapawe'no First Nation



January 29, 2018

First Nations, Métis and Inuit Education Directorate
Alberta Education
10044 – 108 Street (9th Floor)
44 Capital Boulevard
Edmonton, AB T5J 5E6

Attention Grant Manager:

RE: Letter of Support from Athabasca Tribal Council:

On behalf of our Athabasca Tribal Council organization, please accept this letter as a formal commitment to participate in the Athabasca Tribal Council project under the Innovation in the First Nations Education Grant Program through the Ministry of Education and the First Nations, Metis and Inuit Education Directorate for the next three years (March 2018 through March 2021) for the following schools.

1. Athabasca Delta Community School (Fort Chipewyan)
2. Anzac/Bill Woodward Schools (Anzac)
3. Father Perin School (Janvier)
4. Fort McKay School (Fort McKay)
5. Chipewyan Prairie Dene High School (Chipewyan Prairie reserve)

Athabasca Tribal Council will work with our First Nation to undertake the planned literacy activities described and outlined in the Innovations in First Nations Education Grant Proposal submitted by Northland School Division No 61. The Athabasca Tribal Council will engage our schools to ensure it is prepared to undertake the planned activities, achieve the stated milestones and adhere to expected timelines.

Athabasca Tribal Council will ensure the Innovations in First Nations program guidelines are followed for our school and will provide appropriate coordination and support services, including project management, sharing of information, training, specialist and technical support, monitoring compliance, evaluation and reporting. Our First Nation schools will ensure that Athabasca Tribal

Athabasca Tribal Council, in collaboration with your Nations, honours our Treaty and supports a thriving, healthy, and self-reliant future for Cree and Dene people.



Council is provided with the necessary inputs they require in order to complete the application/proposal, reporting and/or other outcome measures reporting related to the project.

By participating with our First Nations and Northland School Division #61 in the Innovations in First Nations Education project until March 2021, ATC will encourage greater efficiencies and economies of scale and will reinforce the ongoing efforts for collaboration and capacity building that our First Nation schools are undertaking.

Sincerely,

Karla Buffalo,
ATC Chief Executive Officer

Athabasca Tribal Council, in collaboration with your Nations, honours our Treaty and supports a thriving, healthy, and self-reliant future for Cree and Dene people.

KAPAWE'NO FIRST NATION

P.O. Box 10, Grouard, Alberta T0G 1C0

Telephone (780) 751-3800
Fax (780) 751-3864

January 30, 2018

First Nations, Metis and Inuit Education Directorate
Alberta Education
10044 – 108th Street (9th floor)
44 Capital Boulevard
Edmonton, AB T5J 5E6

Attention: *Grant Manager Innovations in First Nations Education Grant Program Applicant*

RE: **Letter of Support for Northland School Division**

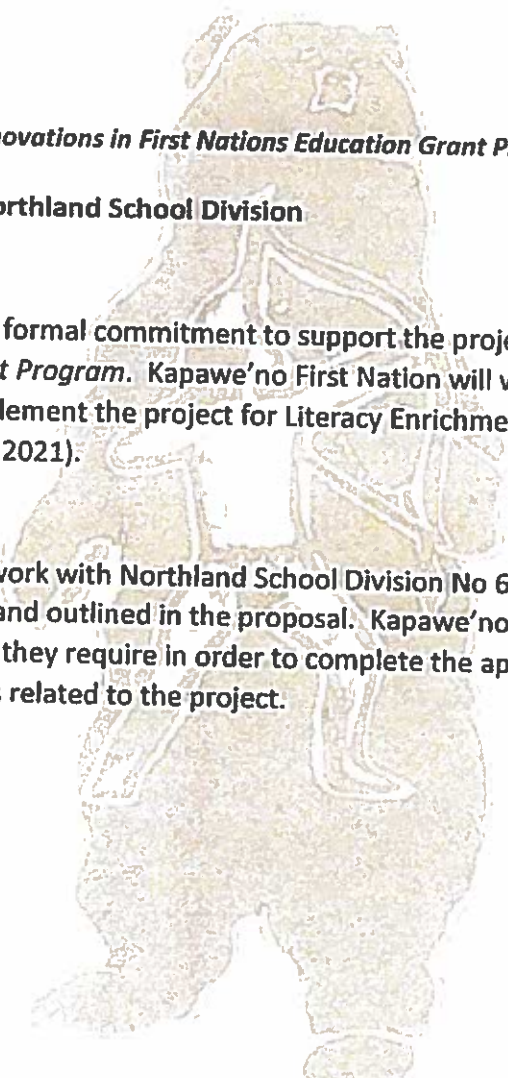
Please accept this letter as a formal commitment to support the project under *Innovations in First Nations Education Grant Program*. Kapawe'no First Nation will work with Northland School Division No 61 to implement the project for Literacy Enrichment for the next three years (March 2018 through March 2021).

Kapawe'no First Nation will work with Northland School Division No 61 to undertake the planned activities described and outlined in the proposal. Kapawe'no First Nation will also provide the necessary inputs they require in order to complete the application/proposal and any other outcome measures related to the project.

Sincerely,



Effie Anderson
Finance Manager





February 8, 2018

To Parents of Dr. Mary Jackson School Students:

We are writing to inform you that on January 26, 2018 the Board of Trustees for Northland School Division No. 61 passed a motion to consider the closure of the Dr. Mary Jackson School at the end of the 2017-2018 school year:

Notice of Motion *Trustee Yellowknee makes a Notice of Motion at the January 26, 2018 Regular Board meeting – to consider a school closure of Dr. Mary Jackson School grades K-12 and this motion will be decided upon by the end of May 2018.*

Dr. Mary Jackson School currently serves K-12 students in the community of Keg River. The student enrolment as of September 30, 2017 was 12 in school and five participating the division's Flexible Learning Program. Currently, the student count is 19 in school and five in the Flexible Learning Program.

We are planning to host a public meeting at Dr. Mary Jackson School on March 15, 2018 at 6:00 pm to provide an opportunity for parent and community input as we consider this decision. We hope that you will attend this meeting and participate in the discussions. Supper will be provided.

In the event that Dr. Mary Jackson School is closed at the end of this school year, students will attend school in Paddle Prairie starting September, 2018.

If you have questions or concerns please contact Gord Atkinson at Gord.Atkinson@nsd61.ca or at 780-624-2060 ext. 6102.

Respectfully,

A handwritten signature in blue ink that reads "Gord Atkinson".

Gord Atkinson
Superintendent of Schools
Northland School Division No. 61

c: Maddy Daniels, Board Chair, Northland School Division No. 61
 Shelley Willier, Area 1 Associate Superintendent, Northland School Division No. 61
 Doreen Batchelor, Principal, Dr. Mary Jackson School

NSD61 Establishment Meetings Schedule

Zone (ASCA)	School	Date(s)/Time (Bold = confirmed)	Instructor	Contact	Notes	Result
1	Susa Creek	10/4/17 5:00 PM	Lynda	taras.danco@nsd61.ca		SC
2	J.F. Dion (Fishing Lake)	9/19/17 4:00 PM	Suzanne	elaine.ward@nsd61.ca		SC
	Elizabeth	9/20/17 5:00 PM	Suzanne	rick.horon@nsd61.ca		PAC - no parents attended
3	Conklin	9/13/17 5:30 PM	Celeste	Wesley.Silliker@NSD61.ca		PAC - choice of parents present
	Father R. Perin (Janvier)	10/4/17 4:30 PM	Celeste	bernard.woodfine@nsd61.ca		SC
4	Anzac	9/28/17 5:00 PM	Celeste	cal.johnson@nsd61.ca		One SC for both schools at this time. Will explore having 2 SCs in the future.
	Bill Woodward	9/28/17 5:00 PM	Celeste	cal.johnson@nsd61.ca	SC OP workshop - complete Jan 25/18	SC (first one in an Outreach Program that ASCA is aware of)
5	Career Pathways	9/19/17 5:00 PM	Angela	nancy.spencerpoitras@nsd61.ca		SC established 16/17
	Mistassinily	11/7/17 7:00 PM	Celeste	shelly.hamelin@nsd61.ca		SC
	St. Teresa	11/7/17 7:00 PM	Celeste	debbie.mineault@nsd61.ca		SC
	Pelican Mtn (Sandy)	9/26/17 5:00 PM	Celeste	don.tessier@nsd61.ca		SC
	Calling Lake	9/18/17 5:00 PM	Angela	gloria.cardinal@nsd61.ca		PAC - 2 parents attended
	Chipewyan Lake	9/27/17 5:00 PM	Celeste	cindy.moore@nsd61.ca	SC OP workshop - complete Nov 8/17	PAC - will try again
6	Peerless Lake**	9/18/17 5:00 PM	Celeste	connie.mokcak@nsd61.ca		SC
	Kateri (Trout Lake)**	9/19/17 5:00 PM	Celeste	shelley.willier@nsd61.ca		SC
	Little Buffalo**	10/3/17 5:00 PM	Angela	arleyne.eldridge@nsd61.ca		SC
	Bishop Routhier	9/28/17 5:00 PM	Angela	bruce.loudrey@nsd61.ca		SC
	Grouard	9/20/17 5:00 PM	Angela	Karen.lemay@nsd61.ca		PAC - 1 parent attended
	Gift Lake	9/21/17 5:00 PM	Angela	barb.laderoute@nsd61.ca		PAC - 1 parent attended. Admin pushing for an FRA so casino license can be obtained.
7	Hillview	9/21/17 5:00 PM	Becky	Patrick.lambton@nsd61.ca		SC
	Paddle Prairie	11/29/17 4:00 PM	Angela	jill.gaudet@nsd61.ca		SC
8	Dr. Mary Jackson (Keg River)	9/19/17 5:00 PM	Becky	doreen.batchelor@nsd61.ca		SC
9	Ft. MacKay	9/14/17 4:30 PM	Celeste	ruth.nvan@nsd61.ca		SC
	ADCS (Ft Chip)	10/30/2017 TBD PM	Celeste	kerricretzke@nsd61.ca		SC

** KTC = Kee Tas Kee Now Tribal Council