

**February 23, 2018  
Board Meeting  
Attachments**

<b>Agenda Item</b>	<b>Motion No.</b>	<b>Page No.</b>
1. EDUCATION QUARTERLY REPORT	24553/18	3
2. ATTENDANCE IMPROVEMENT OPERATIONAL PLAN	24555/18	21
3. POLICY 3 ROLE OF A TRUSTEE (APPENDIX A & B)	24560/18	34
4. BOARD CHAIR REPORT	24566/18	45
5. SUPERINTENDENT'S REPORT	24567/18	56
6. MONITORING REPORTS (AREA 3 ASSOCIATE SUPERINTENDENT/ STUDENT SERVICES)	24568/18	58





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 (2<sup>nd</sup> Quarter)

**RECOMMENDATION:**

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

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**BACKGROUND:**

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

**RISK ANALYSIS:**

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**Education Quarterly Report to the Board for February, 2018**


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**Purpose:**

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

<b>Quarterly Content for February, 2018</b>		
<b>1. Enrolment, Staffing Positions and Staff and Student Attendance</b>	<b>Bulletin #1</b>	Divisional Priorities
	<b>Bulletin #2</b>	Student Attendance
	<b>Bulletin #3</b>	Student Attendance by Division in Percentage
	<b>Bulletin #4</b>	Staff Attendance
	<b>Bulletin #5</b>	Staffing Update
	<b>Bulletin #6</b>	School Visits by Staff
<b>2. School and Division Success Stories</b>	<b>Bulletin #7</b>	Excellent Conversations During a Community Engagement at Grouard Northland School
	<b>Bulletin #8</b>	Motivational speaker inspires a community
	<b>Bulletin #9</b>	AMA Youth Run Club Ambassador Rilee Many Bears Visits Peerless Lake School
	<b>Bulletin #10</b>	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
<b>ECS</b>	47	27	74	57	23	23	38	289
<b>Gr. 1</b>	49	28	57	48	33	20	27	262
<b>Gr. 2</b>	49	12	67	31	22	14	18	213
<b>Gr. 3</b>	50	33	69	28	23	16	13	232
<b>Gr. 4</b>	50	20	68	33	25	3	19	218
<b>Gr. 5</b>	57	30	59	45	17	10	15	233
<b>Gr. 6</b>	49	24	67	22	23	8	13	206
<b>Gr. 7</b>	34	27	50	26	22	8	12	179
<b>Gr. 8</b>	38	12	46	31	15	7	17	166
<b>Gr. 9</b>	35	14	31	29	19	10	30	168
<b>Gr. 10</b>	41	11	21	15	15	5	24	132
<b>Gr. 11</b>	27	10	12	14	7	11	28	109
<b>Gr. 12</b>	20	5	16	2	11	10	25	89
<b>Student Totals</b>	<b>546</b>	<b>253</b>	<b>637</b>	<b>381</b>	<b>255</b>	<b>145</b>	<b>279</b>	<b>2496</b>

\*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
<b>Totals</b>	<b>182</b>	<b>23.6</b>	<b>33.75</b>	<b>37.6</b>	<b>2</b>	<b>2.5</b>	<b>2.25</b>	<b>14.6</b>	<b>19.55</b>	<b>317.85</b>

## Bulletin 6

<b>School Visits</b>		
<b>September 1, 2017 - January 31, 2018</b>		
	<b>Executive Team</b>	<b>Totals</b>
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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 Phone: 1-800-362-1360 | 780-624-2060 | Fax: 780-624-5914  
 www.nsd61.ca | Facebook.com/NorthlandSchoolDivisionNo61 | @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*



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"> <li>• Daily attendance record</li> <li>• Accurate attendance data for each school</li> <li>• Documented reasons for absenteeism for each school</li> </ul>	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 Superintendent	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	Executive Assistant Superintendent	Time: 3 hr/year	
<b>PERFORMANCE MEASURE(S):</b>					
<ul style="list-style-type: none"> <li>Percentage of schools submitting accurate school attendance information monthly.</li> <li>Satisfaction of Superintendent, Associate Superintendents, and Board of Trustees with school attendance information</li> </ul>					

TRACK PROGRESS

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	
	<b>PERFORMANCE MEASURE(S):</b> <ul style="list-style-type: none"> <li>Twice annually, chronic non-attender data is analyzed.</li> </ul>					



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	
<b>TRACK PROGRESS</b>					
<p><b>PERFORMANCE MEASURE(S):</b></p> <ul style="list-style-type: none"> <li>Percentage of principals meetings that have an attendance agenda item for data analysis</li> </ul>					

**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	
<b>PERFORMANCE MEASURE(S):</b> <ul style="list-style-type: none"> <li>• Percentage of at-risk/transient/chronically absent students with a student attendance success plan and percentage of teachers that are trained in RTI</li> <li>• 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.</li> <li>• 100% of teachers are trained in RTI by June 2019</li> </ul>					

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	
<b>PERFORMANCE MEASURE(S):</b>					
<ul style="list-style-type: none"> <li>Satisfaction of students and parents with their learning opportunities in Northland School Division</li> </ul>					

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	
<b>PERFORMANCE MEASURE(S):</b>					
<ul style="list-style-type: none"> <li>• The percentage of students and parents that are satisfied with the attendance recognition program</li> <li>• The percentage of students and parents that are satisfied with the Board of Trustees Challenge</li> <li>• The number of students interviewed by Family Wellness Workers</li> </ul>					

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	
<b>PERFORMANCE MEASURE(S):</b>					
<ul style="list-style-type: none"> <li>Percentage of students who have access to transition supports.</li> <li>The number of post-secondary tours that include contact with FNMI supports</li> </ul>					

**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	
	<b>PERFORMANCE MEASURE(S):</b> <ul style="list-style-type: none"> <li>• The number of Family Wellness Workers in place</li> <li>• The number of students who have accessed the Family Wellness Worker program</li> </ul>					

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		
<b>PERFORMANCE MEASURE(S):</b>						
<ul style="list-style-type: none"> <li>Percentage of survey participation rates</li> <li>Percentage of parents satisfied with district communications</li> <li>The "Focus On" Communication series is developed</li> <li>The number of collaborative partnerships</li> <li>Number of interagency agreements</li> </ul>						

**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	
<b>PERFORMANCE MEASURE(S):</b>					
<ul style="list-style-type: none"> <li>Number of students who are paired with supportive adult in the school</li> </ul>					



Strategy 5.2: Use student data to inform decision-making

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

POSITIVE CONNECTIONS



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

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### 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**

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**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

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### 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)  
[AP Table of Contents](#)



# Board Package 45

# 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 +</u> <u>COMMIT</u>	<u>BUDGET</u>	<u>BALANCE</u> <u>REMAINING</u>
<b>REGULAR INSTRUCTION</b>					
<b>OTHER BOARD EXPENSES</b>					
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
<b>Total For OTHER BOARD EXPENSES</b>	<b>200,601.52</b>	<b>0.00</b>	<b>200,601.52</b>	<b>411,750.00</b>	<b>211,148.48</b>
<b>ELECTION BOARD</b>					
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
<b>Total For ELECTION BOARD</b>	<b>23,179.17</b>	<b>0.00</b>	<b>23,179.17</b>	<b>80,000.00</b>	<b>56,820.00</b>
<b>COMMITTEES BOARD</b>					
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 is

**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
<b>1.</b>	<b>Accountability: Student Learning &amp; Wellness</b>															
1.1	Hold Board meetings	Board	Monthly	x	x	x		x	x	x	x	x	x	x		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			x				x			
1.15	Area 3 East Associate Superintendent report	Board	Triannual			x			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.	<b>Engagement</b>															
2.1	Survey key partners to determine if satisfied with involvement with NSD	CW	Annually													

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
<b>3. Community Assurance</b>															
3.1	Welcome Back (messages, events, etc.)		Annually	x											
3.2	Review collaborative partnership work initiatives & discuss other areas for possible collaboration (housing, maintenance, etc.)	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					
<b>4. Accountability: To Alberta Government</b>															
4.1	Within the Superintendent's Education Quarterly Report, review plans to ensure all students, teachers and Division leaders learn about First Nations, Métis and Inuit perspectives, experiences and contribution throughout history; treaties, and the history and legacy of residential schools.	Board	Quarterly							x					x
4.2	Review, approve and submit Annual Education Results Report (AERR) to the provincial government	Board	Annually							x					
<b>5. Accountability: Fiscal</b>															
5.1	Review and complete budget process	CW	Annually							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												x
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	
<b>6. Board/Superintendent Relations</b>																
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	
<b>7. Board Development</b>																
7.1	New Board Orientation	CW	After each election		x											
7.2	Tour Division Facilities		To be planned													
7.3	Fall Planning (FP) & Board Development (with ASBA Fall Conference)	CW/BW	FP			x										
a	Review Positive Path Forward plan progress	CW/BW	FP			x										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	
<b>8.</b>	<b>Policy</b>														
8.1	Hold Organizational meeting: choose chair, vice-chair, set Board meeting dates; appoint committee and board representatives	Board	Annually		x										
8.2	Review Board Policies as per schedule	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		S	O	N	D	J	F	M	A	M	J	J	A
<b>9.</b>	<b>Political Advocacy</b>												
9.1	Develop a plan for advocacy including focus, key messages, relationships and mechanisms												
9.2	Meet with key partners and locally elected officials												
9.3	Meet with prov. and fed. Officials as appropriate												
9.4	ASBA Zone meetings (Zones 1 & 2/3)	x		x		x		x		x			x
9.5	PSBAA Council meeting			x				x					
9.6	Review ASBA & PSBAA resolutions, policies for Spring AGM									x			
9.7	ASBA Spring Conference											x	
9.8	PSBAA Spring General Meeting												x
9.9	Review ASBA & PSBAA resolutions, policies for Fall AGM			x									
9.10	ASBA Fall General Meeting									x			
9.11	PSBAA Fall General Meeting			x									



# Superintendent's Report

February 23, 2018

<b>Attendance Initiative Meeting with Alberta Education</b>	<b>January 29, 2018</b>
Met with Alberta Education representatives regarding 'Every Day Counts' attendance initiative.	
<b>AERR and 3 Year Plan Review with Alberta Education</b>	<b>January 29, 2018</b>
Met with Alberta Education to go over NSD's AERR and 3 year plan.	
<b>Alberta Education Aggregation of Supports Meeting</b>	<b>January 29, 2018</b>
Discussed the Aggregation of Supports for Northland School Division and share the latest (January 2018) version of the aggregation list.	
<b>Werklund School of Education, University of Calgary</b>	<b>January 30, 2018</b>
Northland School Division Community based Cohort meeting.	
<b>Everactive Schools - Shaping the Future</b>	<b>January 31 - February 2, 2018</b>
Health conference in Lake Louise.	
<b>Alberta School Councils of Alberta Teleconference</b>	<b>February 5, 2018</b>
Teleconference regarding the April 20th ASCA conference.	
<b>Public School Boards Association Council Meeting</b>	<b>February 8, 2018</b>
Held at the DoubleTree in Edmonton.	
<b>Quality of Work/Life Meeting</b>	<b>February 12, 2018</b>
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.	
<b>Administrators' &amp; Secretary Meeting</b>	<b>February 13/14, 2018</b>
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.	



<b>New Opportunities for NSD</b>	<b>February 15, 2018</b>
<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>	
<b>University of Calgary Community Based Education</b>	<b>February 16, 2018</b>
<p>Persons interested in our CBEP met with University of Calgary representatives to learn about the program details and registration requirements.</p>	
<b>Minister's visit to Marten Lakes</b>	<b>February 21, 2018</b>
<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>	
<b>Capital Planning Workshop</b>	<b>February 22, 2018</b>
<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

<b>Alberta Rural Education Symposium</b>	<b>March 4 - 6, 2018</b>
<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>	
<b>ASBA Zone 1</b>	<b>March 14, 2018</b>
<p>Will be held at Holy Family Catholic School Division in Peace River.</p>	
<b>Dr. Mary Jackson Community Meeting</b>	<b>March 15, 2018</b>
<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 East  
**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 East Associate Superintendent Report, as presented and attached (handout).**

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

**RISK ANALYSIS:**

Area 3 Schools

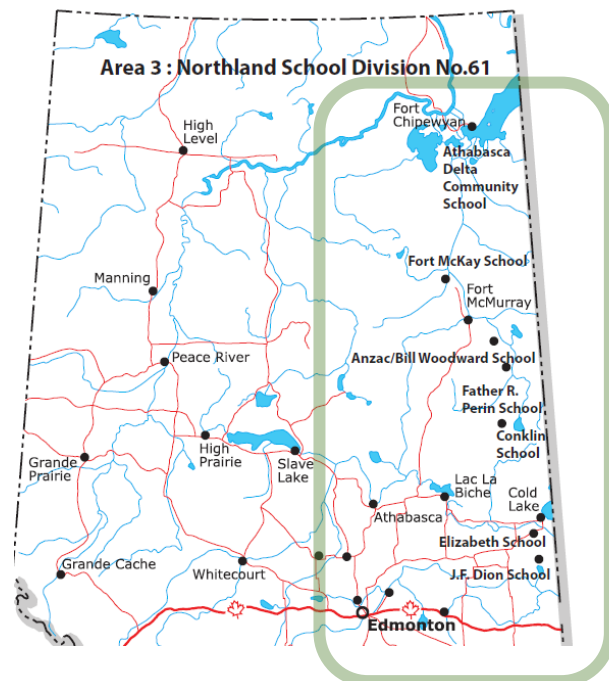
Athabasca Delta  
Community  
Fort McKay  
Anzac Community  
Bill Woodward  
Father R. Perin  
Conklin  
Elizabeth  
JF Dion

**NORTHLAND**

School Division No. 61

February  
2018**Area 3 Associate Superintendent's Report to Board****Priority Initiatives in Area 3**

- Coherence in Strategic Planning
- Focus on Instructional Leadership
- Supporting Student Learning Through Technology
- Co-Management Education Agreement
- School Consultation and Review
- High School Redesign



## Supporting Student Learning Through Technology

*Outcome 1 – Northland School Division students are strong in identity, healthy and successful.*

The School Technology and Learning Plan was completed in the 2016/17 school year. The next step for enacting this plan is to implement the components in the plan to improve teaching with technology and enhancing student learning through technology. By using technology in effective ways we assist in developing students as thoughtful digital citizens.

## School Consultation and Review Process at Athabasca Delta Community School

*Outcome 2 - Northland School Division is a leader for indigenous education excellence.*

School reviews support the establishment and maintenance of appropriate instructional, program and management standards that contribute to a high level of student development and achievement in a school.

The consultation process occurred for five days in late December and Early January, 2018.

Consultation included:

- Parent Surveys and conversation
- 27 focus groups – including staff, students, and stakeholders.

Key questions were used to guide conversations in the focus groups. Some of the questions we asked were:

- What does success in school mean to you?
- What do you hope the school will provide to the students?
- What do you feel the school does well?
- What else could we do to support students in being successful in learning?
- How can we work together to further support learning?

Findings from the review process will be shared and developed into an action plan. The review process will inform continuous improvement for the students, school, and Northland School Division.

## High School Redesign

*Outcome 3 - Northland School Division is inclusive, each child's ways of knowing and ways of being is respected and essential.*

All area 3 high schools have been participating in the initial stages of the High School Redesign Process.

Moving Forward with High School Redesign is a province-wide initiative focused on three outcomes:

- engaged students
- high levels of achievement
- quality teaching

High School Redesign involves a shift in mindset to focus on student-centered learning. This happens as a number of key practices are put in place, including:

- personalizing learning
- developing meaningful relationship
- creating rigorous and relevant learning opportunities; and supporting mastery learning

## Student Centred/Instructional Leadership

*Outcome 4 – Northland School Division has excellent teachers, system leaders and school leaders.*

In the past school and system leadership primarily emphasized buildings, books, and budget.

Student centered leadership represents a shift to ensuring that leadership beliefs, decisions and actions are guided by having student learning as the priority.

Instructional leadership is how we work as leaders to ensure there is a focus on optimal student learning.

Area Principal meetings focus on working in collaborative ways to build our capacity as instructional leaders. A focus for the first half of the year has been on defining what optimal learning looks like in school and defining what they would see when students are engaged in optimal student learning.

Principals took the information from Area Principal meetings and continued the conversation with school staff members about what they are seeing in terms of optimal learning in their school.

Regular school visits from the Associate Superintendent and area staff allows for additional support for enhancing teaching and student learning and making it sustainable.

The Associate Superintendent visits focus on how the school is working towards continuous and sustainable improvement. This is supported by discussion of the education results and three year plan, addressing questions the principal may have, discussing work that has been taken up in the Area Principal meeting and participating in classroom walkthroughs.

### Co-Management Education Agreement between the Fort McKay First Nation and Northland School Division No. 61

*Outcome 5: Northland School Division is well governed and managed.*

This agreement outlines the parameters for the Fort McKay First Nation (FMFN) and NSD to continue working together in a collaborative partnership to further the educational outcomes and well-being of all students within the FMFN, and to develop agreements as required to support this partnership.

Initial meetings and conversations have occurred to start the process of working towards the agreed upon terms. First steps include the establishment of a working group and developing a timeline to meet the expectations set out in the agreement.

### Coherence in Strategic Planning

*Outcome 5: Northland School Division is well governed and managed.*

NSD is implementing a new strategic planning tool called Envisio. This software assists with aligning the organization with the strategic and departmental plans to drive accountability. Coherence in strategic planning means the policy, strategic actions, and resources are working together to reach the agreed upon priorities which results in success for students, communities, and teachers.



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.

<b>Peace Country RCSD</b>	<b>Northern Lakes RCSD</b>	<b>Wood Buffalo RCSD</b>	<b>Eastern Edge RCSD</b>
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.