



# NORTHLAND SCHOOL DIVISION NO. 61

## REGULAR BOARD MEETING NO. 18 – 13

### AGENDA

Location: Star of the North Centre, St. Albert, AB

Date & Time: November 30, 2018

**Note: If agenda is ahead of schedule, items will be moved up. Time specific items will occur at the noted time.**

Page No.

**A. CALL TO ORDER (9:00 a.m.)**

1. Opening Prayer/Cultural Reflection
2. In-Camera (9:00 a.m. – 10:00 a.m.)

**B. PUBLIC MEETING (11:30 a.m. – 3:00 p.m.)**

**C. GENERAL BUSINESS (11:30 a.m. – 11: 45 a.m.)**

1. Approval of Agenda
  - 1.1. Approval of Minutes
2. October 19, 2018 ..... 3
  - 2.1. Business Arising from Previous Meeting(s)
3. Board Action Items ..... 11

**D. ACTION ITEMS (11:45 a.m. – 3:00 p.m.)**

1. 2017-2018 Financial Statements and Audit Results - Includes In-camera between the Board and the Auditor - **1:30 pm** (T. Rasmuson) ..... 13
2. Annual Education Results Report (G. Atkinson) ..... 52
3. January and February, 2019 Board Meeting Dates (G. Atkinson) ..... 90
4. 2018-2019 Fall Budget (T. Rasmuson) ..... 91
5. Policy 3 Role of Trustee, Policy 5 Role of the Chair, Policy 8 Committees and Policy 9 Board Representative Housekeeping Changes (L. Byers) ..... 111
6. Policy 10 Policy Making - Third Reading (T. Rasmuson) ..... 130
7. Policy 7 Board Governance and Operations - Third Reading (T. Rasmuson) ..... 134
8. Policy 5- Signing Authorities - Second Reading (T. Rasmuson) ..... 138
9. Red Cross Donation Contract (T. Rasmuson) ..... 140
10. School Viability Studies (G. Atkinson) ..... 142
11. Superintendent Evaluation Report (M. Daniels) ..... 143
12. Ratification of the Letter of Understanding - ATA and NSD (W. Oginski) ..... 158
13. Withdrawal of ALRB Complaint (W. Oginski) ..... 160

**E. RECESS (2:30 p.m. - 2:45 p.m.)**

**F. REPORTS (3:00 p.m. – 4:30 p.m.)**

1. Board Chair ..... 167
  - 1.1. Board Expenses for the period ending October, 2018 ..... 170
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    - 1.2.1. Activity Guide: FGM2018 Facilitated Generative Discussion (emailed October 30, 2018)
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3.2. Student Engagement Attendance & Completion Report (D. Tessier).....	185
4. Association	
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<b>G. INFORMATION ITEMS (2:30 p.m. – 2:45 p.m.)</b>	
1. Mistassiniy Update (T. Rasmuson) .....	202
2. Revision to AP 163 Alcohol and Recreational Cannabis on Division Premises (W. Oginski) .....	205
3. Revision to AP 413 Employee Benefits (W. Oginski) .....	207
4. Revision to AP 414 Staff Leaves and Absences (W. Oginski) .....	212
<b>H. TRUSTEE REPORTS (2:45 p.m. – 3:00 p.m.)</b>	
(Purpose: 2 minutes to share information: for example attendance at school council meeting(s) or representative meeting(s) the trustee has attended)	
1. Jesse Lamouche, Ward 4 Trustee .....	221
2. Randy Anderson, Ward 3 Trustee .....	223
3. Robin Guild, Ward 7 Trustee .....	224
4. Lois Byers, Board Advisor .....	225
<b>I. ADJOURNMENT &amp; CLOSING CULTURAL REFLECTION (3:00 p.m.)</b>	

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



NORTHLAND SCHOOL DIVISION NO. 61

**ADMINISTRATION RECOMMENDATION TO THE BOARD**

**TO:** THE BOARD OF TRUSTEES **DATE:** November 30, 2018

**SUBMITTED BY:** Krystal Potts, Executive Assistant

**SUBJECT:** Approval of Minutes – October 19, 2018

**ORIGINATOR:** Board of Trustees

Policy 7 Board Governance and Operations

**REFERENCE(S) & ATTACHMENTS:** October 19, 2018 Minutes

**RECOMMENDATION:**

**THAT the Board of Trustees approve the minutes of October 19<sup>th</sup>, 2018 as attached.**

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**BACKGROUND:**

This is a requirement as per Policy 7 Board Governance and Operations section 8.

**RISK ANALYSIS:**

Northland School Division No. 61 October 19, 2018

MINUTES OF THE NORTHLAND SCHOOL DIVISION  
NO. 61 BOARD OF TRUSTEES REGULAR MEETING  
ON OCTOBER 19, 2018 AT STAR OF THE NORTH IN  
ST. ALBERT, AB.

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

CALL TO ORDER	24712/18	Chair Daniels called the meeting to order at 8:59 a.m.
CULTURAL REFLECTION		Trustee Telford gave the opening cultural reflection.
IN CAMERA SESSION	24713/18	Trustee Yellowknee moved that the meeting go in camera at 9:00 a.m.
		9-0 CARRIED
		Trustee Lamouche joined the meeting at 9:20 a.m.
REGULAR SESSION	24714/18	Trustee Yellowknee moved that the meeting revert to regular session at 10:06 a.m.
		10-0 CARRIED

ADOPT AGENDA	24715/18	Trustee Nokohoo moved that the Board of Trustees adopt the agenda as presented.
		10-0 CARRIED
RECESS		The meeting recessed at 10:07 a.m. The meeting reconvened at 10:21 a.m.
		Trustee Wanyandie left the meeting at 10:07 a.m.
MINUTES SEPTEMBER 21, 2018 AND OCTOBER 4, 2018	24716/18	Trustee Yellowknee moved that the Board of Trustees approve the amended minutes of September 21st and October 4th, 2018 as attached.
		9-0 CARRIED
OLD BUSINESS – BOARD ACTION ITEMS	24717/18	Trustee Guild moved that the Board of Trustees receive as information the action taken by administration with respect to directives given by the Board.
		9-0 CARRIED
LOCALLY DEVELOPED COURSES	24718/18	Trustee Shirley moved that the Board of Trustees approve the Locally Developed Courses Forensic Science 25-3 and 35-3 from Edmonton Public School District #7 and Forensic Science 35-5 from Pembina Hills Regional Division No. 7.
		9-0 CARRIED
		Trustee Wanyandie joined the meeting at 10:50 a.m.

Northland School Division No. 61 October 19, 2018

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ATTENDANCE RECOGNITION & AWARD PROGRAM	24719/18	Trustee Yellowknee moved that the Board of Trustees approve the attendance recognition and award program as presented.
		10-0 CARRIED
		Trustee Yellowknee left the meeting at 11:06 a.m. Trustee Yellowknee joined the meeting at 11:08 a.m.
FORT MCMURRAY PUBLIC SCHOOL DIVISION TRANSPORTATION BOUNDARY CHANGE	24720/18	Trustee Nokohoo moved that the Board of Trustees move to re-affirm that Northland School Division will accept Fort McMurray Public School Division's expansion of its transportation boundaries, as outlined
		10-0 CARRIED
APPROVAL OF THE 2017-2018 AUDIT PLANNING LETTER	24721/18	Trustee Yellowknee moved that the Board of Trustees approve the 2017-2018 audit planning letter as attached.
		10-0 CARRIED
SEPTEMBER 2018 ENROLLMENT UPDATE	24722/18	Trustee Yellowknee moved that the Board of Trustees accept as information, the September 30, 2018 student enrolment.
		10-0 CARRIED
POLICY 7 APPENDIX B BOARD PROFESSIONAL DEVELOPMENT PLAN & GUIDELINES	24723/18	Trustee Nokohoo moved that the Board of Trustees approve the second reading as amended of Policy 7 Appendix B Board Professional Development Plan & Guidelines, as attached.
		10-0 CARRIED

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Northland School Division No. 61 October 19, 2018

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POLICY 7 BOARD GOVERNANCE AND OPERATIONS	24724/18	Trustee Nokohoo moved that the Board of Trustees approve housekeeping changes to Policy 7 - Board Governance and Operations as presented.
		10-0 CARRIED
APPOINTMENT OF TRUSTEE LAMOUCHE TO ZONE 1 AD HOC COMMITTEE	24725/18	Trustee Yellowknee moved that the Board of Trustees approve the appointment of Trustee Lamouche to Zone 1 Ad Hoc Committee: Professional Support Advocacy Project.
		10-0 CARRIED
RECESS		The meeting recessed at 11:57 a.m. The meeting reconvened at 1:01 p.m.
DRAFT 2018-2019 FALL BUDGET	24726/18	Trustee Telford moved that the Board of Trustees accept as information the draft 2018-2019 fall budget as presented.
		10-0 CARRIED
POLICY 10 POLICY MAKING	24727/18	Trustee Nokohoo moved that the Board of Trustees approve first and second reading of Policy 10 - Policy Making as presented.
		10-0 CARRIED
BOARD EVALUATION 2017-2018 FINAL REPORT	24728/18	Trustee Wanyandie moved that the Board of Trustees approve the Board Evaluation 2017-2018 Final Report as attached.
		10-0 CARRIED

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Northland School Division No. 61 October 19, 2018

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BOARD CHAIR'S REPORT	24729/18	Chair Daniels presented her report to the Board as information.
		Trustee Sakeskanip moved that the Board of Trustees accept as information the Board Chair's Report as presented and attached.
		10-0 CARRIED
SUPERINTENDENT'S REPORT	24730/18	Superintendent Atkinson presented his report to the Board as information.
		Trustee Anderson moved that the Board of Trustees accept as information the Superintendent's Report as presented and attached.
		10-0 CARRIED
RECESS		The meeting recessed at 2:18 p.m. The meeting reconvened at 2:35 p.m.
MONITORING REPORTS – AREA 2 ASSOCIATE SUPERINTENDENT	24731/18	Trustee Telford moved that the Board of Trustees receive as information the Area 2 Associate Superintendent Report, as presented and attached.
		10-0 CARRIED
MONITORING REPORTS — FNMI DEPARTMENT	24732/18	Trustee Yellowknee moved that the Board of Trustees receive as information the FNMI Department Report, as presented and attached.
		10-0 CARRIED
MONITORING REPORTS – IT DEPARTMENT	24733/18	Trustee Yellowknee moved that the Board of Trustees receive as information the IT Department Report to the Board, as presented and attached.
		10-0 CARRIED

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Northland School Division No. 61 October 19, 2018

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MONITORING  
REPORTS –  
MAINTENANCE  
DEPARTMENT

24734/18

Trustee Shirley moved that the Board of Trustees receive as information the Maintenance Department Report to the Board, as presented and attached.

Trustee Yellowknee left the meeting at 4:03 p.m.

9-0  
CARRIED

RECESS

The meeting recessed at 4:06 p.m.  
The meeting reconvened at 4:21 p.m.

Trustee Anderson left the meeting at 4:21 p.m.  
Trustee Yellowknee joined the meeting at 4:21 p.m.

INFORMATION  
ITEMS

24735/18

Trustee Telford moved that the Board of Trustees receive the following items as information:

- Update on the Paddle Prairie Career and Technology Studies Shop
- 2018-2019 Committee Schedule

9-0  
CARRIED

TRUSTEE REPORTS

Trustees shared verbal reports on the each of the events and meetings that they attended in their respective wards.

Trustee Nokohoo attended a parent council meeting which had a great turnout. He also attended an Athabasca Tribal Council conference call meeting to discuss the Memorandum of Understanding for Dene language instruction.

Trustee Anderson submitted a written report.

Trustee Yellowknee attended a Pelican Mountain parent meeting as well as Mistassiniy and Career Pathways school council meetings.

Trustee Guild attended a St. Theresa school council meeting and Chipewyan Lake school council meeting.

Northland School Division No. 61 October 19, 2018

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Trustee Wanyandie attended the Susa Creek school council meeting, and shared the "Importance of Attendance" chart. The Aseniwuche Winewak Nation newsletter now includes NSD articles.

Trustee Shirley met with the Athabasca Delta Community School staff, and wrote a welcome letter to each teacher. She also made a speech at Orange Shirt Day, and attended the Syncrude presentation on the media room at Athabasca Delta Community School. Attendance is being promoted on Facebook, and Mikisew Cree First Nation is working with NSD on a plan for attendance.

Trustee Telford attended the J.F. Dion school council meeting as well as the Elizabeth parent teacher night where she had a board information table set up. School attendance is great at both schools.

Trustee Lamouche will attend the Grouard Northland School school council meeting and also shared cultural ideas with the principal.

ADJOURN

Trustee Yellowknee moved that the Board of Trustees declare the meeting adjourned at 4:48 p.m.

9-0  
CARRIED

CLOSING CULTURAL  
REFLECTION

Trustee Wanyandie gave the closing cultural reflection.

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Maddy Daniels, Board Chair

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Trudy Rasmuson, Secretary-Treasurer

Recording Secretary: Krystal Potts, Executive Assistant



NORTHLAND SCHOOL DIVISION NO. 61

**ADMINISTRATION RECOMMENDATION TO THE BOARD**

**TO:** THE BOARD OF TRUSTEES **DATE:** November 30, 2018

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

**SUBJECT:** Board Action Items

**ORIGINATOR:** Board of Trustees

**REFERENCE(S) &** Board Action Items

**ATTACHMENTS:** Policy 7 – Board Governance and Operations

**RECOMMENDATION:**

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

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**BACKGROUND:**

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

**RISK ANALYSIS:**

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## Current Board Action Items

	Meeting	Date of Meeting	Assigned To	Agenda Item	Task	Due Date	Status	Action
1	Board	10/19/2018	Gord	Superintendent's Report	Set up a meeting between Louis and Gord regarding KTCEA	11/30/2018	Complete	Meeting occurred Nov. 22, 2018
2	Board	10/20/2018	Gord	Maintenance Report	Add to Advocacy Committee: IMR funding and energy costs	11/30/2018	In progress	
3	Board	8/23/2018	Gord	Superintendent Report	Invite all Trustees to orientation for one day next year or have the board meeting where the orientation is.	3/21/2019	In progress	The Trustees will be sent invitations to new teacher orientation once the details are finalized.
4	Board	5/24/2018	Trudy	Combining of Wards 6 & 7.	Administration to begin the process of seeking Ministerial approval to combine Wards 6 & 7, which would have one ward with 2 trustees.	5/1/2021	In Progress	October 2018 update - with further conversations with Alberta Education, they are willing to work on combining Wards 6 & 7.
5	Board	10/12/2017	Gord/ Trudy	Bigstone Education Authority - MOU	Administration to engage with other First Nation Education Authorities where Northland School Division students attend, with regard to entering into the same revenue based allocation model as Bigstone Education Authority, for the 2017-2018 school year.	5/24/2018 11/30/2017	In Progress	The Board agreed to extend the current MOU for the reciprocal tuition agreement with Bigstone Education Authority to Aug 31/19.



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

**TO:** THE BOARD OF TRUSTEES **Date:** November 30, 2018

**SUBMITTED BY:** Trudy Rasmuson, Secretary-Treasurer

**SUBJECT:** 2017-2018 Audited Financial Statements

**ORIGINATOR:** Administration

**REFERENCE(S) & ATTACHMENTS:** 2017-2018 Audited Financial Statements

**RECOMMENDATION:**

**That the Board of Trustees approve the 2017-2018 audited financial statements, as attached.**

\*\*\*\*\*

**BACKGROUND:**

Policy 2 - Role of the Board, Section 5, Role of the Board, Fiscal Accountability, establishes that the Board of Trustees will approve the audited financial statements.

The financial statements have been prepared by the Finance Department, including the notes, for the year ended August 31, 2017 in the format approved by Alberta Education. Hawkings Epp Dumont LLP has audited these statements and plans to issue an unqualified opinion.

Following approval, the financial statements will be submitted to Alberta Education and posted on the division's website.

**RISK ANALYSIS:**

Having an external auditor, and providing in-camera time with the board and the auditors, are key in ensuring that the division is using its grant money for educating children and the activities that surround that mandate. As well, the audit helps to introduce best practices to the division, and provides assurance to funders and stakeholders that the money is being spent correctly.

November 30, 2018

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

**Attention: Board of Trustees**

Dear Board Members:

**RE: 2018 AUDIT FINDINGS LETTER**

The purpose of this communication is to summarize certain matters arising from the audit that we believe would be of interest to the Board of Trustees. Additionally, during the course of our audit we identified matters that may be of interest to management.

This communication should be read in conjunction with the financial statements and our report thereon, and it is intended solely for the use of the Board of Trustees and should not be distributed to external parties without our prior consent. Metrix Group LLP accepts no responsibility to a third party who uses this communication.

**AUDITOR RESPONSIBILITIES**

It is important for Board of Trustees to understand the responsibilities that rest with Northland School Division No. 61 (the "Division") and its management and those that belong to the auditor in relation to the financial statement audit.

Our audit of the Division's financial statements was performed in accordance with Canadian generally accepted auditing standards. These standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements present fairly, in all material respects, the financial position, results of operations and change in net financial debt, remeasurement gains and losses, changes in accumulated surplus and cash flows of the Division in accordance with Canadian public sector accounting standards.

Accordingly, we planned and performed our audit to provide reasonable, but not absolute, assurance of detecting fraud and errors that have a material effect on the financial statements taken as a whole, including illegal acts whose consequences have a material effect on the financial statements.

Northland School Division No. 61

November 30, 2018

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The audit included consideration of internal control relevant to the preparation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of internal control.

Canadian generally accepted auditing standards does not require the auditor to design procedures for the purpose of identifying supplementary matters to communicate to the Division. Accordingly, our audit would not necessarily identify all such matters that may be of interest to the Board of Trustees and management and it is inappropriate to conclude that no such matters exist.

### **MANAGEMENT RESPONSIBILITIES**

Management is responsible for the preparation of the financial statements in accordance with accounting standards for Canadian public-sector accounting standards and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

### **AUDIT APPROACH**

In gathering our audit evidence, we utilized a ***combined approach*** to the audit of the Division. A combined approach is more appropriate when an entity has proper segregation of duties and adequate internal controls. In utilizing a combined approach, we will obtain our assurance from a combination of substantive procedures (analysis of data and obtaining direct evidence as to the validity of the items such as third-party confirmation) and tests of internal controls. By obtaining some of our assurance through tests of controls, we can reduce the substantive procedures that are required.

### **MATERIALITY**

Materiality in an audit is used as a guide for planning the nature and extent of audit procedures and for assessing the sufficiency of audit evidence gathered. It is also used in evaluating the misstatements found and determining the appropriate audit opinion to express.

A misstatement, or the aggregate of all misstatements in financial statements, is considered to be material if, in the light of surrounding circumstances, it is probable that the decision of a person who is relying on the financial statements, and who has a reasonable knowledge of business and economic activities (the user), would be changed or influenced by such misstatement or the aggregate of all misstatements. The materiality decision ultimately is based on the auditors' professional judgment.

The auditor's determination of materiality is a matter of professional judgment, and is affected by the auditor's perception of the financial information needs of users of the financial statements. In planning our audit, we have concluded that a materiality level of 2% of revenue (\$1,250,000) is appropriate. However, we anticipate that management will record any adjustments that we propose that are of a non-trivial nature.

### **SIGNIFICANT FINDINGS FROM THE AUDIT**

Our objective is to communicate appropriately to the Board of Trustees any deficiencies in internal control that we have identified during the audit and that, in our professional judgment, are of sufficient importance to merit being reported to the Board of Trustees.

Northland School Division No. 61

November 30, 2018

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The audit findings contained in this letter did not have a material effect on the Division's financial statements, and as such, our audit report is without reservation with respect to these matters.

Our audit procedures were performed to form an opinion on the financial statements and although they might bring possible fraudulent or illegal activities to our attention, our audit procedures were not designed to detect fraudulent or illegal activities.

### Significant Deficiencies in Internal Control

Our audit procedures did not reveal any significant deficiencies in internal control. However, we are making a number of internal control recommendations in "other matters" below.

### Significant Qualitative Aspects of Accounting Practices

Management is responsible for determining the significant accounting policies. The choice of different accounting policy alternatives can have a significant effect on the financial position and results of the Division. The application of those policies often involves significant estimates and judgments by management.

We are of the opinion that the significant accounting policies, estimates and judgments, and financial disclosures made by management do not materially misstate the financial statements taken as a whole.

### Uncorrected Misstatements

The total unrecorded misstatements noted during the audit amounted to a \$11,498 overstatement of the Division's operating surplus for the year ended August 31, 2018.

Amount of over (under) misstatement				
Description	Assets	Liabilities	Surplus	Equity
Inventory balance expensed in year	\$ (39,757)	\$ -	\$ (39,757)	\$ (39,757)
Clawback of transportation funding from the Government of Alberta		(34,914)	34,914	34,914
To record net reductions in school authority capital payments	92,251	92,251	-	-
Effect on prior year's misstatements	-	-	16,341	16,341
<b>Total unrecorded misstatements</b>	<b>\$ 52,494</b>	<b>\$ 57,337</b>	<b>\$ 11,498</b>	<b>\$ 11,498</b>

After considering both quantitative and qualitative factors with respect to the uncorrected misstatements accumulated during the audit, we agree with management that the financial statements are not materially misstated.

### Significant Difficulties Encountered During the Audit

We encountered no significant difficulties during our audit that should be brought to the attention of the Board.



Northland School Division No. 61

November 30, 2018

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## Management Representations

Management's representations are integral to the audit evidence we will gather. Prior to the release of our report, we will require management's representations in writing to support the content of our auditors' report.

### **OTHER MATTERS**

#### 1. Bank reconciliations

We noted that bank reconciliations at the school level did not contain consistent evidence of preparer and reviewer.

We **continue to** recommend that all bank reconciliations contain evidence of preparer and reviewer.

#### 2. Goods and Services Tax (GST) – Public Services Bodies Rebate (PSB)

Previously we noted that the Division only filed one PSB rebate form for the 2016/17 fiscal year. Recently the Canada Revenue Agency (CRA) has been disallowing rebates that are not being filed twice per year.

We are pleased to report that the Division filed its PSB rebate forms semi-annually in the year.

#### 3. Expense Claims

Previously we noted while completing our audit over expense claim processes we discovered that the Superintendents expense claim reports were being approved by the Secretary-Treasurer (subordinate).

We are pleased to report that the Superintendents expense claims are being approved by the Board Chair.

#### 4. Inventory

Previously we noted the Division had a balance of \$39,767 of inventory held for consumption as at August 31, 2017. The balance in this account had remained consistent over the past years as no inventory count had been performed at year end.

We are pleased to report that the Division no longer has an inventory balance on its Statement of Financial Position.

#### 5. Credit Cards and Expense Claims

The Division has a large number of credit cards that are causing the potential for staff and board members to accidentally use their assigned credit card for purchases and then to accidentally remit the same receipt under and expense claim report.

The Division may want to revisit the need for individuals to have Division credit cards and instead have them use their own personal credit card for purchases and then submit an expense claim report for reimbursement. This will reduce the potential for transactions to accidentally be claimed twice.

Northland School Division No. 61

November 30, 2018

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6. Board Remuneration

Currently Board members are receiving remuneration without source deductions being withheld and remitted to the CRA.

We recommend that the Division remit source deductions to the CRA as per CRA guidelines.

7. Purchases over \$10,000

While performing tests of controls we discovered an invoice totaling \$39,618 was not submitted to the Secretary Treasurer for final approval. Per the Division's *Administrative Procedure 515 Purchasing 6.1*: "Purchase for greater than \$10,000 must be approved by the Principal and Area Associate Superintendent the submitted to the Secretary-Treasurer for processing, budget checking, and final approval."

We recommend that all invoices greater than \$10,000 be approved based on the Division's purchasing policy/

*Management comments: Since this discovery in August while Metrix Group was performing interim audit work the Secretary Treasurer has approved all invoices in excess of \$10,000 per the Division's Administrative Procedure 515 Purchasing 6.1.*

**AUDITOR INDEPENDENCE**

We have been engaged to audit the financial statements of the Division for the year ending August 31, 2018.

We believe that it is important that we communicate at least annually with you regarding all relationships between the Division and our firm that, in our professional judgment, may reasonably be thought to bear on our independence.

In determining which relationships to report, these standards require us to consider relevant rules and related interpretations prescribed by the Chartered Professional Accountants of Alberta and applicable legislation, covering such matters as:

- (a) holding a financial interest, either directly or indirectly, in a client;
- (b) holding a position, either directly or indirectly, that gives the right or responsibility to exert significant influence over the financial or accounting policies of a client;
- (c) personal or business relationships of immediate family, close relatives, partners or retired partners, either directly or indirectly, with a client;
- (d) economic dependence on a client; and
- (e) provision of services in addition to the audit engagement.

We have prepared the following comments to facilitate our discussion with you regarding independence matters.

Northland School Division No. 61

November 30, 2018

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We are not aware of any relationships between the Division and ourselves that, in our professional judgment, may reasonably be thought to bear on our independence that have occurred from September 1, 2016 – November 30, 2018.

We wish to thank Trudy Rasmuson, Roxane Guindon and all other Division staff for their assistance during the audit. We thank you for choosing Metrix Group LLP as the Division's external auditors.

Yours very truly,

**METRIX GROUP LLP**



Michael H. Epp, CPA, CA, CMA  
Partner

MHE/law

cc: Mr. Gord Atkinson, Superintendent of Schools  
Ms. Trudy Rasmuson, Secretary Treasurer

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School Jurisdiction Code: 1280

**AUDITED  
FINANCIAL STATEMENTS  
FOR THE YEAR ENDED AUGUST 31, 2018**  
[School Act, Sections 147(2)(a), 148, 151(1) and 276]

**Northland School Division No. 61**

Legal Name of School Jurisdiction

**9809 - 77 Avenue Peace River AB T8S 1V2**

Mailing Address

**(780) 624-2060 (Ext. 6141) (780) 624-5914 trudy.rasmuson@nsd61.ca**

Contact Numbers and Email Address

**SCHOOL JURISDICTION MANAGEMENT'S RESPONSIBILITY FOR FINANCIAL REPORTING**

The financial statements of Northland School Division No. 61 presented to Alberta Education have been prepared by school jurisdiction management which has responsibility for their preparation, integrity and objectivity. The financial statements, including notes, have been prepared in accordance with Canadian Public Sector Accounting Standards and follow format prescribed by Alberta Education

In fulfilling its reporting responsibilities, management has maintained internal control systems and procedures designed to provide reasonable assurance that the school jurisdiction's assets are safeguarded, that transactions are executed in accordance with appropriate authorization and that accounting records may be relied upon to properly reflect the school jurisdiction's transactions. The effectiveness of the control systems is supported by the selection and training of qualified personnel, an organizational structure that provides an appropriate division of responsibility and a strong system of budgetary control.

***Board of Trustees Responsibility***

The ultimate responsibility for the financial statements lies with the Board of Trustees. The Board reviewed the audited financial statements with management in detail and approved the financial statements for release.

***External Auditors***

The Board appoints external auditors to audit the financial statements and meets with the auditors to review their findings. The external auditors were given full access to school jurisdiction records.

***Declaration of Management and Board Chair***

To the best of our knowledge and belief, these financial statements reflect, in all material respects, the financial position, results of operations, remeasurement gains and losses, changes in net financial assets (debt), and cash flows for the year in accordance with Canadian Public Sector Accounting Standards.

**BOARD CHAIR**

**Maddy Daniels**

Name

Signature

**SUPERINTENDENT**

**Donald Gordon Atkinson**

Name

Signature

**SECRETARY-TREASURER OR TREASURER**

**Trudy Rasmuson**

Name

Signature

**November 30, 2018**

Board-approved Release Date

c.c. ALBERTA EDUCATION, Financial Reporting & Accountability Branch  
8th Floor Commerce Place, 10155-102 Street, Edmonton AB T5J 4L5  
EMAIL: EDC.FRA@gov.ab.ca  
PHONE: Ash: (780) 415-8940; Robert: (780) 427-3855 FAX: (780) 422-6996

Version 20181015

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## **INDEPENDENT AUDITORS' REPORT**

To the Board of Trustees of Northland School Division No.61:

We have audited the accompanying financial statements of Northland School Division No.61, which comprise the statement of financial position as at August 31, 2018, and the statements of operations, cash flows, changes in net financial assets (net debt), remeasurement gains and losses, and changes in accumulated surplus for the year then ended and the related notes which comprise a summary of significant accounting policies and other explanatory information.

### *Management's Responsibility for the Financial Statements*

Management is responsible for the preparation and fair presentation of these financial statements in accordance with Canadian public sector accounting standards, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

### *Auditors' Responsibility*

Our responsibility is to express an opinion on these financial statements based on our audit. We have conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

### *Opinion*

In our opinion, these financial statements present fairly, in all material respects, the financial position of Northland School Division No.61 as at August 31, 2018 and results of its operations, changes in its net financial assets (net debt), remeasurement gains and losses, changes in accumulated surplus, and its cash flows for the year then ended in accordance with Canadian public sector accounting standards.

Chartered Professional Accountants

Edmonton, Alberta  
November 30, 2018

School Jurisdiction Code: 1280

**STATEMENT OF FINANCIAL POSITION**  
As at August 31, 2018 (in dollars)

		2018	2017
<b>FINANCIAL ASSETS</b>			
Cash and cash equivalents	(Schedule 5; Note 2 (13))	\$ 11,843,563	\$ 7,441,624
Accounts receivable (net after allowances)	(Note 3)	\$ 3,948,236	\$ 5,530,764
Portfolio investments	(Schedule 5)	\$ -	\$ -
Other financial assets	(Note 4)	\$ 84,579	\$ 45,643
<b>Total financial assets</b>		\$ 15,876,378	\$ 13,018,031
<b>LIABILITIES</b>			
Bank indebtedness	(Note 7)	\$ -	\$ -
Accounts payable and accrued liabilities	(Note 9)	\$ 2,836,474	\$ 3,317,118
Deferred revenue	(Note 10)	\$ 70,773,489	\$ 68,976,532
Employee future benefits liabilities	(Note 11)	\$ 6,001	\$ 6,001
Liability for contaminated sites		\$ -	\$ -
Other liabilities		\$ -	\$ -
Debt			
Supported: Debentures and other supported debt		\$ -	\$ -
Unsupported: Debentures and capital loans		\$ -	\$ -
Mortgages		\$ -	\$ -
Capital leases		\$ -	\$ -
<b>Total liabilities</b>		\$ 73,615,964	\$ 72,299,651
<b>Net debt</b>		\$ (57,739,586)	\$ (59,281,620)
<b>NON-FINANCIAL ASSETS</b>			
Tangible capital assets	(Schedule 6)		
Land		\$ 538,792	\$ 538,792
Construction in progress		\$ -	\$ 627,403
Buildings	\$ 148,271,870		
Less: Accumulated amortization	\$ (82,765,984)	\$ 65,505,886	\$ 66,455,395
Equipment	\$ 7,942,794		
Less: Accumulated amortization	\$ (7,433,107)	\$ 509,687	\$ 646,843
Vehicles	\$ 8,959,069		
Less: Accumulated amortization	\$ (6,272,505)	\$ 2,686,564	\$ 2,089,164
Computer Equipment	\$ 5,245,767		
Less: Accumulated amortization	\$ (4,792,030)	\$ 453,737	\$ 686,836
<b>Total tangible capital assets</b>		\$ 69,694,666	\$ 71,044,433
Prepaid expenses	(Note 6)	\$ 455,147	\$ 443,037
Other non-financial assets	(Note 5)	\$ 10	\$ 39,767
<b>Total non-financial assets</b>		\$ 70,149,823	\$ 71,527,237
<b>Accumulated surplus</b>	(Schedule 1; Note 14)	\$ 12,410,237	\$ 12,245,617
Accumulating surplus / (deficit) is comprised of:			
Accumulated operating surplus (deficit)		\$ 12,410,237	\$ 12,245,617
Accumulated remeasurement gains (losses)		\$ -	\$ -
		\$ 12,410,237	\$ 12,245,617
<b>Contractual rights</b>			
<b>Contingent assets</b>			
<b>Contractual obligations</b>	(Note 8)		
<b>Contingent liabilities</b>	(Note 19)		

The accompanying notes and schedules are part of these financial statements.

School Jurisdiction Code: 1280

**STATEMENT OF OPERATIONS**  
For the Year Ended August 31, 2018 (in dollars)

	Budget 2018 (Note 22)	Actual 2018	Actual 2017
<b>REVENUES</b>			
Alberta Education	\$ 44,661,915	\$ 41,610,711	\$ 39,427,229
Other - Government of Alberta	\$ 1,480,156	\$ 436,371	\$ 343,908
Federal Government and First Nations	\$ 21,495,421	\$ 21,719,475	\$ 21,430,725
Other Alberta school authorities	\$ -	\$ -	\$ -
Out of province authorities	\$ -	\$ -	\$ -
Alberta municipalities-special tax levies	\$ -	\$ -	\$ -
Property taxes	\$ -	\$ -	\$ -
Fees (Schedule 8)	\$ -	\$ -	\$ -
Other sales and services	\$ 732,675	\$ 1,196,728	\$ 1,361,639
Investment income	\$ 40,000	\$ 210,913	\$ 84,934
Gifts and donations	\$ 450,000	\$ 338,617	\$ 510,271
Rental of facilities	\$ 658,970	\$ 836,778	\$ 864,427
Fundraising	\$ -	\$ 219,911	\$ 287,227
Gains on disposal of capital assets	\$ -	\$ 19,990	\$ 11,981
Other revenue	\$ -	\$ 649,905	\$ 1,898,216
<b>Total revenues</b>	\$ 69,519,137	\$ 67,239,399	\$ 66,220,557
<b>EXPENSES</b>			
Instruction - ECS	\$ 2,211,880	\$ 3,419,782	\$ 3,476,632
Instruction - Grades 1 - 12	\$ 43,371,421	\$ 38,989,460	\$ 36,835,506
Plant operations and maintenance (Schedule 4)	\$ 10,676,797	\$ 11,948,051	\$ 11,534,175
Transportation	\$ 3,706,060	\$ 4,098,423	\$ 3,867,025
Board & system administration	\$ 4,100,373	\$ 3,343,005	\$ 3,459,140
External services	\$ 5,826,394	\$ 5,276,058	\$ 5,086,313
<b>Total expenses</b>	\$ 69,892,925	\$ 67,074,779	\$ 64,258,791
<b>Operating surplus (deficit)</b>	\$ (373,788)	\$ 164,620	\$ 1,961,766

The accompanying notes and schedules are part of these financial statements.



School Jurisdiction Code: 1280		
<b>STATEMENT OF CASH FLOWS</b> For the Year Ended August 31, 2018 (in dollars)		
	2018	2017
<b>CASH FLOWS FROM:</b>		
<b>A. OPERATING TRANSACTIONS</b>		
Operating surplus (deficit)	\$ 164,620	\$ 1,961,766
Add (Deduct) items not affecting cash:		
Total amortization expense	\$ 4,488,194	\$ 4,654,552
Gains on disposal of tangible capital assets	\$ (19,990)	\$ (11,981)
Losses on disposal of tangible capital assets	\$ 30,742	\$ -
Expended deferred capital revenue recognition	\$ (3,491,473)	\$ (3,528,545)
Deferred capital revenue write-down / adjustment	\$ -	\$ 9,510
Donations in kind	\$ -	\$ -
Changes in:		
Accounts receivable	\$ 1,582,528	\$ (2,137,677)
Prepays	\$ (12,110)	\$ 7,443
Other financial assets	\$ (38,936)	\$ 47,607
Non-financial assets	\$ 39,757	\$ (500)
Accounts payable, accrued and other liabilities	\$ (480,644)	\$ 164,180
Deferred revenue (excluding EDCR)	\$ 5,288,430	\$ 2,430,499
Employee future benefit liabilities	\$ -	\$ (10,837)
Other (describe)	\$ -	\$ -
<b>Total cash flows from operating transactions</b>	<b>\$ 7,551,118</b>	<b>\$ 3,586,017</b>
<b>B. CAPITAL TRANSACTIONS</b>		
Purchases of tangible capital assets		
Land	\$ -	\$ -
Buildings	\$ (1,793,439)	\$ (665,289)
Equipment	\$ (232,744)	\$ (229,944)
Vehicles	\$ (1,179,947)	\$ (455,826)
Computer equipment	\$ -	\$ (91,379)
Net proceeds from disposal of unsupported capital assets	\$ 56,951	\$ 41,912
Other (describe)	\$ -	\$ -
<b>Total cash flows from capital transactions</b>	<b>\$ (3,149,179)</b>	<b>\$ (1,400,526)</b>
<b>C. INVESTING TRANSACTIONS</b>		
Purchases of portfolio investments	\$ -	\$ -
Dispositions of portfolio investments	\$ -	\$ -
Remeasurement (gains) losses reclassified to the statement of operations	\$ -	\$ -
Other (Describe)	\$ -	\$ -
Other (describe)	\$ -	\$ -
<b>Total cash flows from investing transactions</b>	<b>\$ -</b>	<b>\$ -</b>
<b>D. FINANCING TRANSACTIONS</b>		
Issue of debt	\$ -	\$ -
Repayment of debt	\$ -	\$ -
Other factors affecting debt (describe)	\$ -	\$ -
Issuance of capital leases	\$ -	\$ -
Repayment of capital leases	\$ -	\$ -
Other (describe)	\$ -	\$ -
Other (describe)	\$ -	\$ -
<b>Total cash flows from financing transactions</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Increase (decrease) in cash and cash equivalents</b>	<b>\$ 4,401,939</b>	<b>\$ 2,185,491</b>
<b>Cash and cash equivalents, at beginning of year</b>	<b>\$ 7,441,624</b>	<b>\$ 5,256,133</b>
<b>Cash and cash equivalents, at end of year</b>	<b>\$ 11,843,563</b>	<b>\$ 7,441,624</b>

The accompanying notes and schedules are part of these financial statements.

School Jurisdiction Code: 1280**STATEMENT OF CHANGE IN NET FINANCIAL ASSETS (NET DEBT)**

For the Year Ended August 31, 2018 (in dollars)

	Budget 2018	2018	2017
Operating surplus (deficit)	\$ (373,788)	\$ 164,620	\$ 1,961,766
<b>Effect of changes in tangible capital assets</b>			
Acquisition of tangible capital assets	\$ (2,085,000)	\$ (3,206,130)	\$ (1,549,660)
Amortization of tangible capital assets	\$ 5,031,307	\$ 4,488,194	\$ 4,654,552
Net carrying value of tangible capital assets disposed of	\$ -	\$ 67,704	\$ 39,441
Write-down carrying value of tangible capital assets	\$ -	\$ -	\$ -
Other changes	\$ -	\$ -	\$ -
<b>Total effect of changes in tangible capital assets</b>	\$ 2,946,307	\$ 1,349,768	\$ 3,144,333
<b>Changes in:</b>			
Prepaid expenses	\$ -	\$ (12,111)	\$ 7,443
Other non-financial assets	\$ -	\$ 39,757	\$ (500)
Net remeasurement gains and (losses)	\$ -	\$ -	\$ -
Endowments	\$ -	\$ -	\$ -
<b>Increase (decrease) in net financial assets (net debt)</b>	\$ 2,572,519	\$ 1,542,034	\$ 5,113,042
<b>Net financial assets (net debt) at beginning of year</b>	\$ (59,281,620)	\$ (59,281,620)	\$ (64,394,662)
<b>Net financial assets (net debt) at end of year</b>	\$ (56,709,101)	\$ (57,739,586)	\$ (59,281,620)

The accompanying notes and schedules are part of these financial statements.

School Jurisdiction Code: 1280**STATEMENT OF REMEASUREMENT GAINS AND LOSSES**

For the Year Ended August 31, 2018 (in dollars)

	2018	2017
<b>Accumulated remeasurement gains (losses) at beginning of year</b>	\$ -	\$ -
Prior Period Adjustment 1 (Describe)	\$ -	\$ -
Prior Period Adjustment 2 (Describe)	\$ -	\$ -
Unrealized gains (losses) attributable to:		
Portfolio investments	\$ -	\$ -
Other	\$ -	\$ -
Amounts reclassified to the statement of operations:		
Portfolio investments	\$ -	\$ -
Other	\$ -	\$ -
Net remeasurement gains (losses) for the year	\$ -	\$ -
<b>Accumulated remeasurement gains (losses) at end of year</b>	\$ -	\$ -

The accompanying notes and schedules are part of these financial statements.

School Jurisdiction Code:

1280

**SCHEDULE 1****SCHEDULE OF CHANGES IN ACCUMULATED SURPLUS**  
for the Year Ended August 31, 2018 (in dollars)

	ACCUMULATED SURPLUS	ACCUMULATED REMEASUREMENT GAINS (LOSSES)	ACCUMULATED OPERATING SURPLUS	INVESTMENT IN TANGIBLE CAPITAL ASSETS	ENDOWMENTS	UNRESTRICTED SURPLUS	INTERNALLY RESTRICTED	
							TOTAL OPERATING RESERVES	TOTAL CAPITAL RESERVES
<b>Balance at August 31, 2017</b>	\$ 12,245,617	\$ -	\$ 12,245,617	\$ 6,238,554	\$ -	\$ 2,322,399	\$ -	\$ 3,684,664
<b>Prior period adjustments:</b>								
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Adjusted Balance, August 31, 2017</b>	\$ 12,245,617	\$ -	\$ 12,245,617	\$ 6,238,554	\$ -	\$ 2,322,399	\$ -	\$ 3,684,664
Operating surplus (deficit)	\$ 164,620		\$ 164,620			\$ 164,620		
Board funded tangible capital asset additions				\$ 1,481,170		\$ -	\$ -	\$ (1,481,170)
Disposal of unsupported tangible capital assets or board funded portion of supported	\$ -		\$ -	\$ (67,704)		\$ 10,753		\$ 56,951
Write-down of unsupported tangible capital assets or board funded portion of supported	\$ -		\$ -	\$ -		\$ -		\$ -
Net remeasurement gains (losses) for the year	\$ -	\$ -						
Endowment expenses & disbursements	\$ -		\$ -		\$ -	\$ -		
Endowment contributions	\$ -		\$ -		\$ -	\$ -		
Reinvested endowment income	\$ -		\$ -		\$ -	\$ -		
Direct credits to accumulated surplus (Describe)	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Amortization of tangible capital assets	\$ -			\$ (4,488,194)		\$ 4,488,194		
Capital revenue recognized	\$ -			\$ 3,491,473		\$ (3,491,473)		
Debt principal repayments (unsupported)	\$ -			\$ -		\$ -		
Additional capital debt or capital leases	\$ -			\$ -		\$ -		
Net transfers to operating reserves	\$ -					\$ -	\$ -	
Net transfers from operating reserves	\$ -					\$ -	\$ -	
Net transfers to capital reserves	\$ -					\$ -		\$ -
Net transfers from capital reserves	\$ -					\$ -		\$ -
Other Changes	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Changes	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Balance at August 31, 2018</b>	\$ 12,410,237	\$ -	\$ 12,410,237	\$ 6,655,299	\$ -	\$ 3,494,493	\$ -	\$ 2,260,445

School Jurisdiction Code: 1280**SCHEDULE 1****SCHEDULE OF CHANGES IN ACCUMULATED SURPLUS  
for the Year Ended August 31, 2018 (in dollars)**

	INTERNALLY RESTRICTED RESERVES BY PROGRAM									
	School & Instruction Related		Operations & Maintenance		Board & System Administration		Transportation		External Services	
	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves
<b>Balance at August 31, 2017</b>	\$ -	\$ 184,388	\$ -	\$ 1,395,283	\$ -	\$ 135,126	\$ -	\$ 904,135	\$ -	\$ 1,065,732
<b>Prior period adjustments:</b>										
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Adjusted Balance, August 31, 2017</b>	\$ -	\$ 184,388	\$ -	\$ 1,395,283	\$ -	\$ 135,126	\$ -	\$ 904,135	\$ -	\$ 1,065,732
Operating surplus (deficit)										
Board funded tangible capital asset additions	\$ -	\$ (298,634)	\$ -	\$ (442,788)	\$ -	\$ -	\$ -	\$ (696,671)	\$ -	\$ (43,077)
Disposal of unsupported tangible capital assets or board funded portion of supported		\$ 3,200		\$ 44,075		\$ -		\$ 9,676		\$ -
Write-down of unsupported tangible capital assets or board funded portion of supported		\$ -		\$ -		\$ -		\$ -		\$ -
Net remeasurement gains (losses) for the year										
Endowment expenses & disbursements										
Endowment contributions										
Reinvested endowment income										
Direct credits to accumulated surplus (Describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Amortization of tangible capital assets										
Capital revenue recognized										
Debt principal repayments (unsupported)										
Additional capital debt or capital leases										
Net transfers to operating reserves	\$ -		\$ -		\$ -		\$ -		\$ -	
Net transfers from operating reserves	\$ -		\$ -		\$ -		\$ -		\$ -	
Net transfers to capital reserves		\$ -		\$ -		\$ -		\$ -		\$ -
Net transfers from capital reserves		\$ -		\$ -		\$ -		\$ -		\$ -
Other Changes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Changes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Balance at August 31, 2018</b>	\$ -	\$ (111,046)	\$ -	\$ 996,570	\$ -	\$ 135,126	\$ -	\$ 217,140	\$ -	\$ 1,022,655

## SCHEDULE 2

**SCHEDULE OF CAPITAL REVENUE**  
**(EXTERNALLY RESTRICTED CAPITAL REVENUE ONLY)**  
for the Year Ended August 31, 2018 (in dollars)

	Unexpended Deferred Capital Revenue				Expended Deferred Capital Revenue
	Provincially Approved & Funded Projects <sup>(A)</sup>	Surplus from Provincially Approved Projects <sup>(B)</sup>	Proceeds on Disposal of Provincially Funded Tangible Capital Assets <sup>(C)</sup>	Unexpended Deferred Capital Revenue from Other Sources <sup>(D)</sup>	
<b>Balance at August 31, 2017</b>	\$ 22,679	\$ -	\$ 21,922	\$ 43,755	\$ 64,805,870
Prior period adjustments	\$ -	\$ -	\$ -	\$ -	\$ -
Adjusted Balance, August 31, 2017	\$ 22,679	\$ -	\$ 21,922	\$ 43,755	\$ 64,805,870
Add:					
Unexpended capital revenue <u>received</u> from:					
Alberta Education capital funding (excl. IMR)	\$ 1,064,577				
Alberta Infrastructure school building & modular projects	\$ -				
Infrastructure Maintenance & Renewal capital related to school facilities	\$ 427,373				
Other sources: OTHER GRANTS	\$ 217,686			\$ 15,324	
Other sources:	\$ -			\$ -	
Unexpended capital revenue <u>receivable</u> from:					
Alberta Education capital funding (excl. IMR)	\$ -				
Alberta Infrastructure school building & modular projects	\$ -				
Other sources:	\$ -			\$ -	
Other sources:	\$ -			\$ -	
Interest earned on unexpended capital revenue	\$ -	\$ -	\$ -	\$ -	
Other unexpended capital revenue:				\$ -	
Proceeds on disposition of supported capital			\$ -	\$ -	
Insurance proceeds (and related interest)			\$ -	\$ -	
Donated tangible capital assets:					\$ -
Alberta Infrastructure managed projects					\$ -
Transferred in (out) tangible capital assets (amortizable, @ net book value)					\$ -
Expended capital revenue - current year	\$ (1,709,636)	\$ -	\$ -	\$ (15,324)	\$ 1,724,960
Surplus funds approved for future project(s)	\$ -	\$ -			
Other adjustments:	\$ -	\$ -	\$ -	\$ -	\$ -
Deduct:					
Supported tangible capital dispositions					\$ -
Other adjustments:	\$ -	\$ -	\$ -	\$ -	\$ -
Capital revenue recognized - Alberta Education					\$ 3,370,391
Capital revenue recognized - Other Government of Alberta					\$ 24,377
Capital revenue recognized - Other revenue					\$ 96,705
<b>Balance at August 31, 2018</b>	\$ 22,679	\$ -	\$ 21,922	\$ 43,755	\$ 63,039,357
	(A)	(B)	(C)	(D)	
<b>Balance of Unexpended Deferred Capital Revenue at August 31, 2018 (A) + (B) + (C) + (D)</b>				\$ 88,356	

**Unexpended Deferred Capital Revenue**

- (A) - Represents funding received from the Government of Alberta to be used toward the acquisition of new approved tangible capital assets with restricted uses only. Please specify department if funds received from a source other than Alberta Education.
- (B) - Represents any surplus of funding over costs from column (A) approved by Minister for future capital expenditures with restricted uses only.
- (C) - Represents proceeds on disposal of provincially funded restricted-use capital assets to be expended on approved capital assets per 10(2)(a) of Disposition of Property Reg. 181/2010.
- (D) - Represents capital revenue received from entities OTHER THAN the Government of Alberta for the acquisition of restricted-use tangible capital assets.

## SCHEDULE 3

School Jurisdiction Code: 1280

**SCHEDULE OF PROGRAM OPERATIONS**  
for the Year Ended August 31, 2018 (in dollars)

REVENUES	2018							2017
	Instruction		Plant Operations and Maintenance	Transportation	Board & System Administration	External Services	TOTAL	TOTAL
	ECS	Grades 1 - 12						
(1) Alberta Education	\$ 1,611,297	\$ 27,199,681	\$ 6,507,932	\$ 2,217,106	\$ 470,826	\$ 3,603,869	\$ 41,610,711	\$ 39,427,229
(2) Other - Government of Alberta	\$ -	\$ 15,240	\$ 24,378	\$ -	\$ -	\$ 396,753	\$ 436,371	\$ 343,908
(3) Federal Government and First Nations	\$ 1,640,073	\$ 13,656,585	\$ 3,600,768	\$ 1,559,459	\$ 1,262,590	\$ -	\$ 21,719,475	\$ 21,430,725
(4) Other Alberta school authorities	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(5) Out of province authorities	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(6) Alberta municipalities-special tax levies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(7) Property taxes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(8) Fees	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(9) Other sales and services	\$ -	\$ 995,798	\$ 103,491	\$ 6,000	\$ 14,583	\$ 76,856	\$ 1,196,728	\$ 1,361,639
(10) Investment income	\$ -	\$ 210,913	\$ -	\$ -	\$ -	\$ -	\$ 210,913	\$ 84,934
(11) Gifts and donations	\$ -	\$ 319,788	\$ 18,829	\$ -	\$ -	\$ -	\$ 338,617	\$ 510,271
(12) Rental of facilities	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 836,778	\$ 836,778	\$ 864,427
(13) Fundraising	\$ -	\$ 219,911	\$ -	\$ -	\$ -	\$ -	\$ 219,911	\$ 287,227
(14) Gains on disposal of tangible capital assets	\$ -	\$ 2,284	\$ 11,466	\$ 6,240	\$ -	\$ -	\$ 19,990	\$ 11,981
(15) Other revenue	\$ -	\$ 649,905	\$ -	\$ -	\$ -	\$ -	\$ 649,905	\$ 1,898,216
(16) <b>TOTAL REVENUES</b>	\$ 3,251,370	\$ 43,270,105	\$ 10,266,864	\$ 3,788,805	\$ 1,747,999	\$ 4,914,256	\$ 67,239,399	\$ 66,220,557
<b>EXPENSES</b>								
(17) Certificated salaries	\$ 1,737,094	\$ 18,440,273			\$ 342,804	\$ -	\$ 20,520,171	\$ 21,023,587
(18) Certificated benefits	\$ 199,551	\$ 4,319,370			\$ 51,931	\$ -	\$ 4,570,852	\$ 4,398,656
(19) Non-certificated salaries and wages	\$ 1,073,197	\$ 5,793,416	\$ 3,056,208	\$ 1,177,731	\$ 1,342,162	\$ 1,585,703	\$ 14,028,417	\$ 13,456,320
(20) Non-certificated benefits	\$ 249,130	\$ 1,393,351	\$ 779,933	\$ 254,254	\$ 328,008	\$ 436,302	\$ 3,440,978	\$ 3,213,802
(21) SUB - TOTAL	\$ 3,258,972	\$ 29,946,410	\$ 3,836,141	\$ 1,431,985	\$ 2,064,905	\$ 2,022,005	\$ 42,560,418	\$ 42,092,365
(22) Services, contracts and supplies	\$ 160,810	\$ 8,625,984	\$ 5,146,346	\$ 2,231,373	\$ 1,138,250	\$ 2,688,361	\$ 19,991,124	\$ 17,507,115
(23) Amortization of supported tangible capital assets	\$ -	\$ 287,570	\$ 2,792,599	\$ -	\$ 5,389	\$ 405,915	\$ 3,491,473	\$ 3,528,545
(24) Amortization of unsupported tangible capital assets	\$ -	\$ 129,168	\$ 172,637	\$ 401,963	\$ 133,176	\$ 159,777	\$ 996,721	\$ 1,126,007
(25) Supported interest on capital debt	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(26) Unsupported interest on capital debt	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(27) Other interest and finance charges	\$ -	\$ 328	\$ 328	\$ 2,360	\$ 1,285	\$ -	\$ 4,301	\$ 4,759
(28) Losses on disposal of tangible capital assets	\$ -	\$ -	\$ -	\$ 30,742	\$ -	\$ -	\$ 30,742	\$ -
(29) Other expense	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(30) <b>TOTAL EXPENSES</b>	\$ 3,419,782	\$ 38,989,460	\$ 11,948,051	\$ 4,098,423	\$ 3,343,005	\$ 5,276,058	\$ 67,074,779	\$ 64,258,791
(31) <b>OPERATING SURPLUS (DEFICIT)</b>	\$ (168,412)	\$ 4,280,645	\$ (1,681,187)	\$ (309,618)	\$ (1,595,006)	\$ (361,802)	\$ 164,620	\$ 1,961,766

## SCHEDULE 4

School Jurisdiction Code: 1280

**SCHEDULE OF PLANT OPERATIONS AND MAINTENANCE EXPENSES**  
for the Year Ended August 31, 2018 (in dollars)

EXPENSES	Custodial	Maintenance	Utilities and Telecomm.	Expensed IMR, Modular Unit Relocations & Lease Payments	Facility Planning & Operations Administration	Unsupported Amortization & Other Expenses	Supported Capital & Debt Services	2018 TOTAL Operations and Maintenance	2017 TOTAL Operations and Maintenance
Uncertificated salaries and wages	\$ 1,887,766	\$ 1,042,810	\$ -	\$ -	\$ 125,632			\$ 3,056,208	\$ 3,193,710
Uncertificated benefits	\$ 505,837	\$ 247,326	\$ -	\$ -	\$ 26,769			\$ 779,932	\$ 776,255
<b>Sub-total Remuneration</b>	\$ 2,393,603	\$ 1,290,136	\$ -	\$ -	\$ 152,401			\$ 3,836,140	\$ 3,969,965
Supplies and services	\$ 206,382	\$ 2,373,783	\$ -	\$ 551,184	\$ 281,393			\$ 3,412,742	\$ 2,924,063
Electricity			\$ 781,268					\$ 781,268	\$ 766,555
Natural gas/heating fuel			\$ 505,064					\$ 505,064	\$ 508,152
Sewer and water			\$ 106,568					\$ 106,568	\$ 108,685
Telecommunications			\$ 46,627					\$ 46,627	\$ 49,583
Insurance					\$ 214,461			\$ 214,461	\$ 191,144
ASAP maintenance & renewal payments							\$ -	\$ -	\$ -
<b>Amortization of tangible capital assets</b>									
Supported							\$ 2,792,599	\$ 2,792,599	\$ 2,752,655
Unsupported						\$ 172,637		\$ 172,637	\$ 185,848
<b>Total Amortization</b>						\$ 172,637	\$ 2,792,599	\$ 2,965,236	\$ 2,938,503
<b>Interest on capital debt</b>									
Supported							\$ -	\$ -	\$ -
Unsupported						\$ -		\$ -	\$ -
Lease payments for facilities				\$ 79,617				\$ 79,617	\$ 77,157
Other interest charges						\$ 328		\$ 328	\$ 368
Losses on disposal of capital assets						\$ -		\$ -	\$ -
<b>TOTAL EXPENSES</b>	\$ 2,599,985	\$ 3,663,919	\$ 1,439,527	\$ 630,801	\$ 648,255	\$ 172,965	\$ 2,792,599	\$ 11,948,051	\$ 11,534,175
<b>SQUARE METRES</b>									
School buildings								54,197.0	54,197.0
Non school buildings								1,913.8	1,913.8

**Note:**

**Custodial:** All expenses related to activities undertaken to keep the school environment and maintenance shops clean and safe.

**Maintenance:** All expenses associated with the repair, replacement, enhancement and minor construction of buildings, grounds and equipment components. This includes regular and preventative maintenance undertaken to ensure components reach or exceed their life cycle and the repair of broken components. Maintenance expenses exclude operational costs related to expensed IMR & Modular Unit relocations, as they are reported on separately.

**Utilities & Telecommunications:** All expenses related to electricity, natural gas and other heating fuels, sewer and water and all forms of telecommunications.

**Expensed IMR & Modular Unit Relocation & Lease Pmts:** All operational expenses associated with non-capitalized Infrastructure Maintenance Renewal projects, modular unit (portable) relocation, and payments on leased facilities.

**Facility Planning & Operations Administration:** All expenses related to the administration of operations and maintenance including (but not limited to) contract administration, clerical functions, negotiations, supervision of employees & contractors, school facility planning & project 'administration', administration of joint-use agreements, and all expenses related to ensuring compliance with health and safety standards, codes and government regulations.

**Unsupported Amortization & Other Expenses:** All expenses related to unsupported capital assets amortization and interest on unsupported capital debt.

**Supported Capital & Debt Services:** All expenses related to supported capital assets amortization and interest on supported capital debt.



**SCHEDULE 5**School Jurisdiction Code: 1280

**SCHEDULE OF CASH, CASH EQUIVALENTS, AND PORTFOLIO INVESTMENTS**  
for the Year Ended August 31, 2018 (in dollars)

<b>Cash &amp; Cash Equivalents</b>	<b>2018</b>			<b>2017</b>
	<b>Average Effective (Market) Yield</b>	<b>Cost</b>	<b>Amortized Cost</b>	<b>Amortized Cost</b>
Cash		\$ 11,843,563	\$ 11,843,563	\$ 7,441,624
Cash equivalents				
Government of Canada, direct and guaranteed	0.00%	-	-	-
Provincial, direct and guaranteed	0.00%	-	-	-
Corporate	0.00%	-	-	-
Municipal	0.00%	-	-	-
Pooled investment funds	0.00%	-	-	-
Other, including GIC's	0.00%	-	-	-
<b>Total cash and cash equivalents</b>	<b>0.00%</b>	<b>\$ 11,843,563</b>	<b>\$ 11,843,563</b>	<b>\$ 7,441,624</b>

<b>Portfolio Investments</b>	<b>2018</b>				<b>2017</b>
	<b>Average Effective (Market) Yield</b>	<b>Cost</b>	<b>Fair Value</b>	<b>Balance</b>	<b>Balance</b>
Long term deposits	0.00%	\$ -	\$ -	\$ -	\$ -
Guaranteed investment certificates	0.00%	-	-	-	-
Fixed income securities					
Government of Canada, direct and guaranteed	0.00%	\$ -	\$ -	\$ -	\$ -
Provincial, direct and guaranteed	0.00%	-	-	-	-
Municipal	0.00%	-	-	-	-
Corporate	0.00%	-	-	-	-
Pooled investment funds	0.00%	-	-	-	-
<b>Total fixed income securities</b>	<b>0.00%</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
Equities					
Canadian	0.00%	\$ -	\$ -	\$ -	\$ -
Foreign	0.00%	-	-	-	-
<b>Total equities</b>	<b>0.00%</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
Supplemental integrated pension plan assets	0.00%	\$ -	\$ -	\$ -	\$ -
Restricted investments	0.00%	-	-	-	-
Other (Specify)	0.00%	-	-	-	-
Other (Specify)	0.00%	-	-	-	-
<b>Total portfolio investments</b>	<b>0.00%</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>

The following represents the maturity structure for portfolio investments based on principal amount:

	<b>2018</b>	<b>2017</b>
Under 1 year	100.0%	100.0%
1 to 5 years	0.0%	0.0%
6 to 10 years	0.0%	0.0%
11 to 20 years	0.0%	0.0%
Over 20 years	0.0%	0.0%
	<b>100.0%</b>	<b>100.0%</b>

**SCHEDULE 6**School Jurisdiction Code: 1280

**SCHEDULE OF CAPITAL ASSETS**  
for the Year Ended August 31, 2018 (in dollars)

	2018						2017
	Land	Construction In Progress*	Buildings	Equipment	Vehicles	Computer Hardware & Software	Total
Estimated useful life			10-40 Years	5 Years	5-12 Years	5 Years	
<b>Historical cost</b>							
Beginning of year	\$ 538,792	\$ 627,403	\$ 145,997,261	\$ 7,763,544	\$ 8,582,223	\$ 5,245,767	\$ 168,754,990
Prior period adjustments	-	-	-	-	-	-	-
Additions	-	-	1,793,439	232,744	1,179,947	-	3,206,130
Transfers in (out)	-	(627,403)	627,403	-	-	-	-
Less disposals including write-offs	-	-	(146,233)	(53,494)	(803,101)	-	(1,002,828)
Historical cost, August 31, 2018	\$ 538,792	\$ -	\$ 148,271,870	\$ 7,942,794	\$ 8,959,069	\$ 5,245,767	\$ 170,958,292
<b>Accumulated amortization</b>							
Beginning of year	\$ -	\$ -	\$ 79,541,866	\$ 7,116,701	\$ 6,493,059	\$ 4,558,931	\$ 97,710,557
Prior period adjustments	-	-	-	-	-	-	-
Amortization	-	-	3,370,351	337,290	547,453	233,099	4,488,193
Other additions	-	-	-	-	-	-	-
Transfers in (out)	-	-	-	-	-	-	-
Less disposals including write-offs	-	-	(146,233)	(20,884)	(768,007)	-	(935,124)
Accumulated amortization, August 31, 2017	\$ -	\$ -	\$ 82,765,984	\$ 7,433,107	\$ 6,272,505	\$ 4,792,030	\$ 101,263,626
<b>Net Book Value at August 31, 2018</b>	\$ 538,792	\$ -	\$ 65,505,886	\$ 509,687	\$ 2,686,564	\$ 453,737	\$ 69,694,666
<b>Net Book Value at August 31, 2017</b>	\$ 538,792	\$ 627,403	\$ 66,455,395	\$ 646,843	\$ 2,089,164	\$ 686,836	\$ 71,044,433

	2018	2017
Total cost of assets under capital lease	\$ -	\$ -
Total amortization of assets under capital lease	\$ -	\$ -

**SCHEDULE 7**School Jurisdiction Code: 1280**SCHEDULE OF REMUNERATION AND MONETARY INCENTIVES  
for the Year Ended August 31, 2018 (in dollars)**

<b>Board Members:</b>	<b>FTE</b>	<b>Remuneration</b>	<b>Benefits</b>	<b>Allowances</b>	<b>Performance Bonuses</b>	<b>ERIP's / Other Paid</b>	<b>Other Accrued Unpaid Benefits (1)</b>	<b>Expenses</b>
Official Trustee: Lois Byers	0.16	\$25,200	\$0	\$0			\$0	\$3,128
Chair: Maddy Daniels	0.84	\$51,071	\$4,700	\$0			\$0	\$47,172
Other Trustee: Cathy Wanyandie	0.84	\$17,000	\$4,700	\$0			\$0	\$18,512
Other Trustee: Randy Anderson	0.84	\$18,275	\$963	\$0			\$0	\$18,172
Other Trustee: Jesse Lamouche	0.84	\$20,225	\$2,443	\$0			\$0	\$18,868
Other Trustee: Louis Cardinal	0.84	\$11,650	\$887	\$0			\$0	\$11,386
Other Trustee: Silas Yellowknee	0.84	\$13,400	\$4,662	\$0			\$0	\$7,748
Other Trustee: Robin Guild	0.84	\$5,900	\$963	\$0			\$0	\$7,191
Other Trustee: Loretta Gladue	0.84	\$10,925	\$2,405	\$0			\$0	\$14,285
Other Trustee: Rubi Sakeskanip	0.84	\$16,425	\$4,700	\$0			\$0	\$24,842
Other Trustee: Jules Nokohoo	0.84	\$19,800	\$3,620	\$0			\$0	\$22,801
Other Trustee: Karen Telford	0.84	\$19,125	\$4,700	\$0			\$0	\$18,578
<b>Subtotal</b>	<b>9.40</b>	<b>\$228,996</b>	<b>\$34,743</b>	<b>\$0</b>			<b>\$0</b>	<b>\$212,683</b>
Atkinson, Gord	1.00	\$190,000	\$37,849	\$0	\$0	\$0	\$15,712	\$44,900
Rasmuson, Trudy	1.00	\$137,264	\$31,997	\$0	\$0	\$0	\$13,173	\$16,901
		\$0	\$0	\$0	\$0	\$0	\$0	\$0
		\$0	\$0	\$0	\$0	\$0	\$0	\$0
		\$0	\$0	\$0	\$0	\$0	\$0	\$0
		\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Certificated</b>		<b>\$20,330,171</b>	<b>\$4,517,291</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
School based	194.10							
Non-School based	15.00							
<b>Non-certificated</b>		<b>\$13,687,357</b>	<b>\$3,361,065</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
Instructional	154.15							
Plant Operations & Maintenance	51.80							
Transportation	38.80							
Other	53.12							
<b>TOTALS</b>	<b>518.37</b>	<b>\$34,573,788</b>	<b>\$7,982,945</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$28,885</b>	<b>\$274,484</b>

(1) Other Accrued Unpaid Benefits Include: Vacation Payable

Official Trustee remuneration is classified as Services, contracts, and supplies as these services were provided on a contract basis.

**NORTHLAND SCHOOL DIVISION NO. 61**  
**NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED AUGUST 31, 2018**

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**Note 1 Authority**

Northland School Division No. 61 (the "Division") delivers education programs under the authority of the *School Act*, Revised Statutes of Alberta 2000, Chapter S-3 and also operates under the authority of the *Northland School Division Act*, Chapter N-5.1, Statutes of Alberta, 2017.

The Division receives instruction and support allocations under Education Grants Regulation AR120/2008. The Regulation allows for the setting of conditions and use of grant monies. The School Division is limited on certain funding allocations and administration expenses. The Division is a registered charity under the *Income Tax Act (Canada)* and is therefore exempt from the payment of income taxes.

**Note 2 Summary of Significant Accounting Policies**

These financial statements have been prepared in accordance with the CPA Canadian Public Sector Accounting Standards (PSAS). These financial statements have, in management's opinion, been properly prepared within reasonable limits of materiality and within the framework of the accounting policies summarized below:

1. *Measurement Uncertainty*

The precise determination of many assets and liabilities is dependent on future events. As a result, the preparation of financial statements for a period involves the use of estimates and approximations which have been made using careful judgment. Actual results could differ from those estimates.

Accounts receivable are stated after evaluation as to their collectability and an appropriate allowance for doubtful accounts is provided where considered necessary. Amortization rates are based on the estimated useful lives of capital assets. Other significant areas requiring the use of management estimates relate to the potential impairment of assets and estimated employee future benefits.

2. *Tangible Capital Assets*

The following criteria applies:

- a) Tangible capital assets acquired or constructed are recorded at cost which includes amounts that are directly related to the acquisition, design, construction, development or betterment of the asset. Cost also includes overhead directly attributable to construction as well as interest costs that are directly attributable to the acquisition or construction of the asset.
- b) Donated tangible capital assets are recorded at their fair market value at the date of donation, except in circumstances where fair value cannot be reasonably determined, when they are then recognized at nominal value. Transfers of tangible capital assets from related parties are recorded at original cost less accumulated amortization.
- c) Work-in-progress is recorded as a transfer to the applicable asset class at substantial completion.
- d) Buildings include site improvements.

**NORTHLAND SCHOOL DIVISION NO. 61**  
**NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED AUGUST 31, 2018**

- e) Sites and buildings are written down to residual value when conditions indicated they no longer contribute to the ability of the Division to provide services or when the value of future economic benefits associated with the sites and buildings are less than their net book value. For supported assets, the write-downs are accounted for as reductions to Expended Deferred Capital Revenue.
- f) Buildings that are demolished or destroyed are written-off.
- g) Tangible capital assets with costs in excess of \$5,000 are capitalized.
- g) Tangible assets are amortized over their estimated useful lives on a straight line basis, at the following rates:

Buildings and Land Improvements	10 - 40 years
Vehicles	5 - 12 years
Equipment	5 years
Computer Hardware and Software	5 years

**3. *Asset Retirement Obligations***

The Division has determined that it has a conditional asset retirement obligation relating to certain school sites. These obligations will be discharged in the future by funding through the Alberta Government. The Division believes that there is insufficient information to estimate the fair value of the asset retirement obligation because the settlement date or the range of potential settlement dates has not been determined and information is not available to apply an expected present value technique.

**4. *Operating and Capital Reserves***

Certain amounts are internally or externally restricted for future operating or capital purposes. Transfers to and from reserves are recorded when approved by the Board of Trustees. Capital reserves are restricted to capital purposes and may only be used for operating purposes with approval by the Minister of Education. Reserves are disclosed in the Schedule of Changes in Accumulated Surplus.

**5. *Revenue Recognition***

Revenues are recorded on an accrual basis. Instruction and support allocations are recognized in the year to which they relate. Fees for services related to courses and programs are recognized as revenue when such courses and programs are delivered.

Eligibility criteria are criteria that the Division has to meet in order to receive certain contributions. Stipulations describe what the Division must perform in order to keep the contributions. Contributions without eligibility criteria or stipulations are recognized as revenue when the contributions are authorized by the transferring government or entity.

Contributions with eligibility criteria but without stipulations are recognized as revenue when the contributions are authorized by the transferring government or entity and all eligibility criteria have been met.

Contributions with stipulations are recognized as revenue in the period the stipulations are met, except when and to the extent that the contributions give rise to an obligation that

**NORTHLAND SCHOOL DIVISION NO. 61**  
**NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED AUGUST 31, 2018**

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meets the definition of a liability in accordance with Section PS 3200. Such liabilities are recorded as deferred revenue. The following items fall under this category:

- Non-capital contributions for specific purposes are recorded as deferred revenue and recognized as revenue in the year the stipulated related expenses are incurred;
- Unexpended Deferred Capital Revenue; or
- Expended Deferred Capital Revenue.
- Investment income includes interest and is recognized when earned and collection is reasonably assured.

*6. Contributed Services and Materials*

Volunteers assist schools operated by the Division in carrying out certain activities. Because of the difficulty of determining their fair value and of the fact such assistance is generally not otherwise purchased, contributed services and materials are not recognized in the financial statements.

*7. Pensions*

Pension costs included in these statements are comprised of the cost of the employer contributions for current service of employees during the year.

Current and past service costs of the Alberta Teachers Retirement Fund are met by contributions by active members and the Government of Alberta. Under the terms of the Teachers' Pension Plan Act, the School Division does not make pension contributions for certificated staff. The Government portion of the current service contribution to the Alberta Teachers Retirement Fund on behalf of the jurisdiction is included in both revenues and expenses.

*8. Deferred Revenue*

Deferred revenue includes contributions received for operations which have stipulations that meet the definition of a liability per Public Sector Accounting Standard (PSAS) PS 3200. These contributions are recognized by the Division once it has met all eligibility criteria to receive the contributions. When stipulations are met, deferred revenue is recognized as revenue in the fiscal year in a manner consistent with the circumstances and evidence used to support the initial recognition of the contributions received as a liability.

Deferred revenue also includes contributions for capital expenditures, unexpended and expended:

a) Unexpended Deferred Capital Revenue

Unexpended Deferred Capital Revenue represent externally restricted supported capital funds provided for a specific capital purpose received or receivable by the Division, but the related expenditure has not been made at year-end. These contributions must also have stipulations that meet the definition of a liability per PS 3200 when expended.

b) Expended Deferred Capital Revenue

**NORTHLAND SCHOOL DIVISION NO. 61**  
**NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED AUGUST 31, 2018**

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Expended Deferred Capital Revenue represent externally restricted supported capital funds that have been expended but have yet to be amortized over the useful life of the related capital asset. Amortization over the useful life of the related capital asset is due to certain stipulations related to the contributions that require that the Division to use the asset in a prescribed manner over the life of the associated asset.

*9. Employee Future Benefits*

The Division provides certain post-employment benefits including vested and non-vested benefits for certain employees pursuant to certain contracts and union agreements.

The Division accrues its obligations and related costs including both vested and non-vested benefits under employee future benefit plans. Benefits include accumulating sick leave, and post-employment benefit continuation. The future benefits cost is determined using management's best estimate of expected cost rates and benefit usage.

*10. Expenses*

Expenses are reported on an accrual basis. The cost of all goods consumed and services received during the year is expensed.

Allocation of Costs:

- a) Actual salaries of personnel assigned to two or more programs are allocated based on the time spent in each program.
- b) Employee benefits and allowances are allocated to the same programs, and in the same proportions, as the individual's salary.
- c) Supplies and services are allocated based on actual program identification.

*11. Program Reporting*

The Division's operations have been segmented as follows:

- a) **ECS Instruction:** The provision of Early Childhood Services instructional services that fall under the basic public education mandate.
- b) **Grade 1 - 12 Instruction:** The provision of instructional services for grades 1 – 12 that fall under the basic public education mandate.
- c) **Plant Operations and Maintenance:** The operation and maintenance of all school buildings and maintenance shop facilities.
- d) **Transportation:** The provision of regular and special education bus services (to and from school), whether contracted or board operated, including transportation facilities.
- e) **Board & System Administration:** The provision of board governance and system-based /central office administration.
- f) **External Services:** All projects, activities, and services offered outside the public education mandate for ECS children and students in grades 1 - 12. Services offered

**NORTHLAND SCHOOL DIVISION NO. 61**  
**NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED AUGUST 31, 2018**

beyond the mandate for public education are to be self-supporting, and Alberta Education funding may not be utilized to support these programs.

The allocation of revenues and expenses are reported by program, source, and object on the Schedule of Program Operations. Respective instruction expenses include the cost of certificated teachers, non-certificated educational assistants as well as a proportionate share of supplies and services, school administration and instructional support, and System Instructional Support.

*12. Cash and Cash Equivalents*

Cash and cash equivalents include cash on hand, balances with banks and short term deposits with maturities of three months or less from the date of acquisition. Included in this balance are the School Generated Fund bank balances totaling \$406,756 (2017 - \$502,555) and \$2,260,445 (2017 - \$3,684,664) restricted for capital reserves.

*13. Financial Instruments*

A contract establishing a financial instrument creates, at its inception, rights and obligations to receive or deliver economic benefits. The financial assets and financial liabilities portray these rights and obligations in the financial statements. The Division recognizes a financial instrument when it becomes a party to a financial instrument contract.

Financial instruments consist of cash and cash equivalents, accounts receivable, other financial assets, accounts payable and accrued liabilities, and bank indebtedness. Unless otherwise noted, it is management's opinion that the Division is not exposed to significant credit and liquidity risks, or market risk, which includes currency, interest rate and other price risks.

Financial assets and liabilities are recorded at cost or amortized cost and the associated transaction costs are added to the carrying value of items in the cost or amortized cost upon initial recognition. The gain or loss arising from de-recognition of a financial instrument is recognized in the Statement of Operations. Impairment losses, such as write-downs or write-offs, are reported in the Statement of Operations.

*14. Accounting Policy*

The Division has prospectively adopted the following standards from September 1, 2017: PS3210 Assets, PS3320 Contingent Assets, PS3380 Contractual Rights, PS 2200 Related Party Disclosures, and PS 3420 Inter-Entity Transactions, which are reflected in Schedule 6, and Note 17.

*15. Future Accounting Changes*

The Public Sector Accounting Board has issued the following accounting standards:

- **PS 3430 Restructuring Transactions (effective April 1, 2018)**

This standard provides guidance on how to account for and report restructuring transactions by both transferors and recipients of assets and/or liabilities, together with related program or operating responsibilities.



**NORTHLAND SCHOOL DIVISION NO. 61**  
**NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED AUGUST 31, 2018**

- **PS 3450 Financial Instruments (effective April 1, 2021)**

Adoption of this standard requires corresponding adoption of PS 2601 Foreign Currency Translation, PS 1201 Financial Statement Presentation, and PS 3401 Portfolio Investments in the same fiscal period. These standards provide guidance on: recognition, measurement and disclosure of financial instruments; standards on how to account for and report transactions that are denominated in a foreign currency; general reporting principles and standards for the disclosure of information in financial statements; and how to account for and report portfolio investments.

- **PS 3280 Asset Retirement Obligations (effective April 1, 2021)**

Effective April 1, 2021, this standard provides guidance on how to account for and report a liability for retirement of a tangible capital asset.

Management is currently assessing the impact of these standards on the financial statements.

**Note 3 Accounts Receivable (Net after Allowances)**

	2018		2017
	Gross Amount	Allowance for Doubtful Accounts	Net Realizable Value
Alberta Education – Grants	\$100,458		\$97,447
Alberta Education – Capital	275,769		574,580
Other Alberta School Jurisdictions	13,044	(13,044)	226
Alberta Health Services	36,594		72,000
Federal Government	601,893		812,476
First Nations	2,834,572	(310,768)	3,588,371
Other Alberta Government	2,684		5,480
Other	532,246	(142,600)	315,604
Post-secondary Institutions	35,393	(18,005)	64,580
<b>Total</b>	<b>\$4,432,653</b>	<b>\$(484,417)</b>	<b>\$3,948,236</b>

**Note 4 Other Financial Assets**

Other financial assets consist of advances to Hot Lunch Programs and damage deposits totaling \$84,579 (2017 – \$45,643).

**Note 5 Other Non-Financial Assets:**

Other non-financial assets consist of shares in a purchasing group in the amount of \$10 (2017 inventory of supplies - \$39,267).

**Note 6 Prepaid Expenses**

Prepaid expenses consist of the following:

**NORTHLAND SCHOOL DIVISION NO. 61**  
**NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED AUGUST 31, 2018**

	2018	2017
Lease and rent	\$4,849	\$21,887
Memberships, subscriptions, and fees	103,892	108,209
Property taxes	21,152	23,920
Other supplies	325,254	284,989
<b>Total</b>	<b>\$455,147</b>	<b>\$439,005</b>

**Note 7 Bank Indebtedness**

The Division has negotiated a line of credit in the amount of \$3,000,000 (2017 - \$3,000,000) that bears interest at the bank prime rate less 0.25%. The line of credit is secured by a security agreement, covering all revenue of the Division. There was no balance outstanding on the line of credit at August 31, 2018 (2017 - \$0).

**Note 8 Contractual Obligations**

Estimated payment requirements for each of the next five years are as follows:

	Building Leases	Service Providers	Equipment Leases
2018-19	\$45,087	\$31,400	\$184,339
2019-20	19,562		184,339
2020-21			
<b>Total</b>	<b>\$64,649</b>	<b>\$31,400</b>	<b>\$368,678</b>

**Note 9 Accounts Payable and Accrued Liabilities**

	2018	2017
Alberta Education	\$0	\$199,379
Federal Government	3,989	3,989
First Nations	218,111	394,366
Other Alberta School Jurisdictions	65,594	68,164
Post-secondary Institutions	200	-
Accrued Vacation Pay Liability	533,517	552,209
Other Salaries & Benefit Costs	997,439	753,521
Other Trade Payables and Accrued Liabilities	1,017,624	1,345,490
<b>Total</b>	<b>\$2,836,474</b>	<b>\$3,317,118</b>

**Note 10 Deferred Revenue**

**NORTHLAND SCHOOL DIVISION NO. 61**  
**NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED AUGUST 31, 2018**

SOURCE AND GRANT OR FUND TYPE	DEFERRED REVENUE as at Aug.31, 2017	ADD: 2017/2018 Restricted Funds Received/ Receivable	DEDUCT: 2017/2018 Restricted Funds Expended (Paid/Payable)	ADD (DEDUCT): 2017/2018 Adjustments For Returned Funds	DEFERRED REVENUE as at Aug. 31, 2018
<b>Unexpended Deferred Operating Revenue</b>					
<b>Alberta Education:</b>					
Infrastructure Maintenance Renewal	\$1,586,989	\$774,134	\$(714,820)		\$1,646,303
Regional Collaborative Service Delivery	282,614	165,507	(5,904)		442,217
Other Alberta Education Deferred Revenue	646,358	6,106,850	(2,198,839)		4,554,369
<b>Other Deferred Revenue:</b>					
School Generated Funds	39,417	76,120	(25,324)		90,213
Donations	867,657	370,218	(776,562)	(18,888)	442,425
Indigenous and Northern Affairs Canada	659,271		(189,022)		470,249
<b>Total Unexpended Deferred Operating Revenue</b>	<b>\$4,082,306</b>	<b>\$7,492,829</b>	<b>\$(3,910,471)</b>	<b>\$(18,888)</b>	<b>\$7,645,776</b>
Unexpended Deferred Capital Revenue	88,356				88,356
Expended Deferred Capital Revenue	64,805,870	1,724,960	(3,491,473)		63,039,357
<b>Total</b>	<b>\$68,976,532</b>	<b>\$9,217,789</b>	<b>\$(7,401,944)</b>	<b>\$(18,888)</b>	<b>\$70,773,489</b>

**Note 11 Employee Future Benefit Liabilities**

Employee future benefit liabilities consist of accumulated sick pay liability in the amount of \$6,001 (2017 - \$6,001).

**Note 12 Pension Costs**

The Division participates in a multi-employer pension plan, the Local Authorities Pension Plan and does not report on any unfunded liabilities. Pension costs included in these financial statements are comprised of the cost of employer and Provincial contributions for current service of employees during the year. The pension expense recorded for the Local Authorities Pension Plan is equivalent to the Division's annual contributions paid of \$889,627 for the year ended August 31, 2018 (2017 - \$934,504). For the year ended August 31, 2018, the amount contributed to the Teachers' Retirement Fund by the Province was \$2,506,792 (2017 - \$2,317,936).

As of December 31, 2017 the Local Authorities Pension Plan reported an actuarial surplus of \$4,835,515,000 (2016 – a deficiency of \$637,357,000). At August 31, 2017 the Teachers' Retirement Fund reported an actuarial surplus of \$1,890,528,000 (2016 – \$1,227,749,000).

**Note 13 School Generated Funds**

**NORTHLAND SCHOOL DIVISION NO. 61**  
**NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED AUGUST 31, 2018**

	2018	2017
<b>Unexpended School Generated Funds, Opening Balance August 31</b>	<b>\$523,831</b>	<b>\$626,655</b>
<b>Current Year Activities – Gross Receipts:</b>		
Fundraising	270,707	292,060
Gifts and donations	109,021	246,047
Other sales and services		
<b>Total gross receipts</b>	<b>379,728</b>	<b>538,107</b>
<b>Current Year Activities – Uses of Funds</b>		
Equipment and Supplies	15,324	-
Extra-Curricular Activities	314,819	398,554
Field Trips	59,446	137,963
Fundraising (Direct Costs)	82,984	104,414
Other Activities		
<b>Total Uses of Funds</b>	<b>472,573</b>	<b>640,931</b>
<b>Unexpended School Generated Funds, Closing Balance August 31</b>	<b>\$430,986</b>	<b>\$523,831</b>
Balance included in Deferred Revenue	90,213	39,417
Balance included in Accumulated Surplus	340,773	484,414
<b>Total</b>	<b>\$430,986</b>	<b>\$523,831</b>

**NORTHLAND SCHOOL DIVISION NO. 61**  
**NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED AUGUST 31, 2018**

**Note 14 Accumulated Surplus**

Detailed information related to accumulated surplus is available on the Schedule of Changes in Accumulated Surplus. Accumulated surplus may be summarized as follows:

	2018	2017
Unrestricted surplus	\$3,494,493	\$2,322,399
Operating reserves		
Accumulated surplus (deficit) from operations		
Investment in tangible capital assets	6,655,299	6,238,554
Capital reserves	2,260,445	3,684,664
Accumulated re-measurement gains (losses)		
<b>Accumulated surplus (deficit)</b>	<b>\$12,410,237</b>	<b>\$12,245,617</b>

Accumulated surplus from operations (ASO) include school generated funds of \$340,773 (2017 - \$484,414). These funds are raised at school level and are not available to spend at board level. The Division's adjusted surplus from operations is calculated as follows:

	2018	2017
Accumulated surplus (deficit) from operations	\$12,410,237	\$12,245,617
School Generated funds included in accumulated surplus (Note 13)	(340,773)	(484,414)
<b>Adjusted accumulated surplus (deficit)</b>	<b>\$12,069,464</b>	<b>\$11,761,203</b>

Adjusted accumulated surplus represents unspent funding available to support the Division's operations for the 2018-2019 year.

**Note 15 Tuition Fees**

Pursuant to agreements, the Minister of Indian and Northern Affairs and certain Indian Bands have agreed to pay to the Board of the Division a per capita share of the annual net operating costs of the Board for each Indian Student enrolled. The calculation of the amount recoverable from the Minister and the Bands is subject to possible future adjustments since all components of the net operating costs must be mutually agreed upon by the Minister or Bands and the Board, as required under the agreements. Included in Federal Government and First Nations revenue is \$21,530,453 for tuition fees (2017 - \$20,589,996).

**NORTHLAND SCHOOL DIVISION NO. 61**  
**NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED AUGUST 31, 2018**

**Note 17 Related Party Transactions**

Related parties are those entities consolidated or accounted for on the modified equity basis in the Government of Alberta Consolidated Financial Statements. Related parties also include key management personnel in the Division and their close family members.

All entities that are consolidated in the accounts of the Government of Alberta are related parties of school jurisdictions. These include government departments, health authorities, post-secondary institutions and other school jurisdictions in Alberta.

	Balances		Transactions	
	Financial Assets (at cost or net realizable)	Liabilities (at amortized cost)	Revenues	Expenses
Government of Alberta (GOA): Education				
Accounts receivable/Accounts payable	\$376,227	\$0	\$0	\$10,301
Prepaid expenses/Deferred revenue		6,642,889		
Unexpended deferred capital revenue		22,679		
Expended deferred capital revenue		63,039,357	3,491,473	
Grant revenues and expenses			35,612,446	
ATRF payments made on Division's behalf			2,506,792	
Other revenues and expenses				
<b>Other Related Parties:</b>				
Other Alberta school jurisdictions		65,594		597,869
Alberta Community and Social Services				1,275
Alberta Health Services	36,594		396,753	
ATB Financial			84,934	929
Other Government of Alberta Ministries	2,684		36,427	854
Post-secondary institutions	17,388	200	34,376	8,095
<b>Total 2017/2018</b>	<b>\$432,893</b>	<b>\$69,770,719</b>	<b>\$42,163,201</b>	<b>\$619,323</b>
<b>Total 2016/2017</b>	<b>\$814,313</b>	<b>\$67,238,499</b>	<b>\$42,297,993</b>	<b>\$742,892</b>

**Note 18 Economic Dependence on Related Third Party**

Northland School Division's primary source of income is from the Alberta Government. The Division's ability to continue viable operations is dependent on this funding.

**Note 19 Contingent Liabilities**

*Residential Schools*

A number of claims have been filed against the Government of Canada. The Division has been named as a third party with the Government in these claims in regards to programs offered by the Division from the early 1960's to the early 1970's. In one of the claims the Division has been named as a defendant. The Division has entered into an indemnity agreement in which the Province of Alberta has agreed to indemnify Northland School Division for these claims and related costs incurred.

*Housing Agreement*

**NORTHLAND SCHOOL DIVISION NO. 61**  
**NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED AUGUST 31, 2018**

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In July, 2016, the Division signed a ten year agreement with 914246 Alberta Ltd in which the Division has guaranteed that 6 housing units will be rented by employees of the Division. If these units are vacant, then the Division will be required to pay the monthly rent for these units, which range from \$1,600 to \$1,675 per month.

None of these contingent liabilities involve related parties.

**Note 20 Financial Instruments**

The Division, as part of its operations, carries a number of financial instruments. It is management's opinion that the Division is not exposed to significant interest, currency, credit, liquidity or other price risks arising from these financial instruments except as otherwise noted:

*Interest Rate Risk*

Interest rate risk is the risk that the value of a financial instrument might be adversely affected by a change in the interest rates. Changes in market interest rates may have an effect on the cash flows associated with some financial assets and liabilities, known as cash flow risk, and on the fair value of other financial assets or liabilities, known as price risk. The Division is exposed to interest rate risk primarily through its operating line of credit, which bears interest at a rate that fluctuates with the prime lending rate.

*Credit Concentration Risk*

As at August 31, 2017, one customer (2017 – one) accounted for 32% (2017 – 45%) of accounts receivable. The Division believes that there is no unusual exposure associated with the collection of these receivables. The Division performs regular credit assessments of its customers and provides allowances for potentially uncollectible accounts receivable.

**Note 21 Subsequent Events**

On September 1, 2018, the operation of three schools (Little Buffalo School, Peerless Lake School and Kateri School) of the Division were transferred to the Kee Tas Kee Now Tribal Council Education Authority (KTCEA). During the year ended August 31, 2018, these schools generated revenues of \$8,681,084 and had direct operating expenses of \$5,321,563. The Division is currently in negotiation with the KTCEA regarding the transfer of tangible capital assets with a net book value of \$2,228,102 and expended deferred capital revenue of \$1,775,838 from the Division to the KTCEA.

**Note 22 Budget Amounts**

The budget was prepared by the Division's management with the Board of Trustees approval given on June 22, 2017.

**Note 23 Approval of Financial Statements**

These financial statements were prepared by management and approved by the Board of Trustees on November 30, 2018.

School Jurisdiction Code: 1280							
<b>SCHEDULE 8</b>							
<b>UNAUDITED SCHEDULE OF FEES</b>							
for the Year Ending August 31, 2018 (in dollars)							
	Actual Fees Collected 2016/2017	Budgeted Fee Revenue 2017/2018	(A) Actual Fees Collected 2017/2018	(B) Unexpended September 1, 2017*	(C) Funds Raised to Defray Fees 2017/2018	(D) Expenditures 2017/2018	(A) + (B) + (C) - (D) Unexpended Balance at August 31, 2018*
<b>Transportation Fees</b>	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Basic Instruction Fees</b>							
Basic instruction supplies	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Fees to Enhance Basic Instruction</b>							
Technology user fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Alternative program fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Fees for optional courses	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Activity fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Early childhood services	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other fees to enhance education	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Non-Curricular fees</b>							
Extracurricular fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Non-curricular travel	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Lunch supervision and noon hour activity fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Non-curricular goods and services	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other Fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>TOTAL FEES</b>	\$0	\$0	\$0	\$0	\$0	\$0	\$0

\*Unexpended balances cannot be less than \$0

Please disclose amounts paid by parents of students that are recorded as "Other sales and services", "Fundraising", or "Other revenue" (rather than fee revenue):	Actual 2018	Actual 2017
Cafeteria sales, hot lunch, milk programs	\$0	\$0
Special events, graduation, tickets	\$0	\$0
International and out of province student revenue	\$0	\$0
Sales or rentals of other supplies/services (clothing, agendas, yearbooks)	\$0	\$0
Adult education revenue	\$0	\$0
Preschool	\$0	\$0
Child care & before and after school care	\$0	\$0
Lost item replacement fee	\$0	\$0
Other (Describe)	\$0	\$0
Other (Describe)	\$0	\$0
Other (Describe)	\$0	\$0
<b>TOTAL</b>	\$0	\$0



## SCHEDULE 9

1280

UNAUDITED SCHEDULE OF DIFFERENTIAL FUNDING for the Year Ended August 31, 2018 (in dollars)					
	PROGRAM AREA				
	First Nations, Metis & Inuit (FNMI)	ECS Program Unit Funding (PUF)	English as a Second Language (ESL)	Inclusive Education	Small Schools by Necessity (Revenue only)
Funded Students in Program	1,085	44	249		
Federally Funded Students	1,109				
<b>REVENUES</b>					
Alberta Education allocated funding	\$ 1,270,277	\$ 981,833	\$ 292,758	\$ 2,788,998	\$ 3,158,995
Other funding allocated by the board to the program	\$ -	\$ -	\$ -	\$ -	\$ -
<b>TOTAL REVENUES</b>	\$ 1,270,277	\$ 981,833	\$ 292,758	\$ 2,788,998	\$ 3,158,995
<b>EXPENSES (Not allocated from BASE, Transportation, or other funding)</b>					
Instructional certificated salaries & benefits	\$ 70,415	\$ -	\$ 150,774	\$ 1,153,398	
Instructional non-certificated salaries & benefits	\$ 847,588	\$ 1,301,735	\$ 119	\$ 1,410,790	
<b>SUB TOTAL</b>	\$ 918,003	\$ 1,301,735	\$ 150,893	\$ 2,564,188	
Supplies, contracts and services	\$ 343,231	\$ 151,344	\$ 176,210	\$ 457,577	
Program planning, monitoring & evaluation	\$ -	\$ -	\$ -	\$ 148,297	
Facilities (required specifically for program area)	\$ -	\$ -	\$ -	\$ -	
Administration (administrative salaries & services)	\$ 218,091	\$ -	\$ -	\$ -	
Other (please describe)	\$ -	\$ -	\$ -	\$ -	
Other (please describe)	\$ -	\$ -	\$ -	\$ -	
<b>TOTAL EXPENSES</b>	\$ 1,479,325	\$ 1,453,079	\$ 327,103	\$ 3,170,062	
<b>NET FUNDING SURPLUS (SHORTFALL)</b>	\$ (209,048)	\$ (471,246)	\$ (34,345)	\$ (381,064)	

School Jurisdiction Code: 1280**SCHEDULE 10**

UNAUDITED SCHEDULE OF CENTRAL ADMINISTRATION EXPENSES for the Year Ended August 31, 2018 (in dollars)								
EXPENSES	Allocated to Board & System Administration				Allocated to Other Programs			TOTAL
	Salaries & Benefits	Supplies & Services	Other	TOTAL	Salaries & Benefits	Supplies & Services	Other	
Office of the superintendent	\$ 402,754	\$ 134,505	\$ -	\$ 537,259	\$ -	\$ -	\$ -	\$ 537,259
Educational administration (excluding superintendent)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Business administration	\$ 937,935	\$ 285,902	\$ -	\$ 1,223,837	\$ -	\$ -	\$ -	\$ 1,223,837
Board governance (Board of Trustees)	\$ 238,671	\$ 376,364	\$ -	\$ 615,035	\$ -	\$ -	\$ -	\$ 615,035
Information technology	\$ -	\$ -	\$ -	\$ -	\$ 496,480	\$ 1,059,251	\$ -	\$ 1,555,731
Human resources	\$ 351,558	\$ 200,569	\$ -	\$ 552,127	\$ -	\$ -	\$ -	\$ 552,127
Central purchasing, communications, marketing	\$ 86,973	\$ 83,750	\$ -	\$ 170,723	\$ -	\$ -	\$ -	\$ 170,723
Payroll	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Administration - insurance			\$ 1,209	\$ 1,209			\$ -	\$ 1,209
Administration - amortization			\$ 138,564	\$ 138,564			\$ -	\$ 138,564
Administration - other (admin building, interest)			\$ 104,251	\$ 104,251			\$ -	\$ 104,251
Other (describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>TOTAL EXPENSES</b>	<b>\$ 2,017,891</b>	<b>\$ 1,081,090</b>	<b>\$ 244,024</b>	<b>\$ 3,343,005</b>	<b>\$ 496,480</b>	<b>\$ 1,059,251</b>	<b>\$ -</b>	<b>\$ 4,898,736</b>

		School Jurisdiction Code:	1280
<b>SCHEDULE 11</b>		Average Estimated # of Students Served Per Meal:	0.00
<b>UNAUDITED SCHEDULE OF NUTRITION PROGRAM EXPENDITURES</b>			
<b>for the Year Ending August 31, 2018</b>			
*Note: Northland School Division No. 61 did not participate in the Nutrition Program during the year			
		Budget 2018	2018
<b>REVENUES</b>			
Alberta Education - current		\$ -	\$ -
Alberta Education - prior year		\$ -	\$ -
Other Funding		\$ -	\$ -
<b>TOTAL REVENUES</b>		\$ -	\$ -
<b>EXPENSES</b>			
Salaries & Benefits	FTE		
Project Coordinator		\$ -	\$ -
Cook		\$ -	\$ -
Other (please describe)		\$ -	\$ -
Other (please describe)		\$ -	\$ -
Other (please describe)		\$ -	\$ -
Food Supplies		\$ -	\$ -
Office Supplies		\$ -	\$ -
Small Kitchenwares (e.g. toaster, measuring cups/spoons, bowls, cutting boards)		\$ -	\$ -
Non-Capitalized Assets			
Microwave		\$ -	\$ -
Refrigerator		\$ -	\$ -
Stove		\$ -	\$ -
Tables		\$ -	\$ -
Other (please describe)		\$ -	\$ -
Other (please describe)		\$ -	\$ -
Other (please describe)		\$ -	\$ -
Training (e.g. workshops, training materials)		\$ -	\$ -
Contracted Services (please describe)		\$ -	\$ -
Other Expenses			
Kitchen Aprons		\$ -	\$ -
Food Delivery		\$ -	\$ -
Other (please describe)		\$ -	\$ -
Other (please describe)		\$ -	\$ -
<b>TOTAL EXPENSES</b>		\$ -	\$ -
<b>ANNUAL SURPLUS/DEFICIT</b>		\$ -	\$ -



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

**TO:** THE BOARD OF TRUSTEES **Date:** November 30, 2018

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

**SUBJECT:** Annual Education Results Report

**ORIGINATOR:** Administration

**REFERENCE(S) & ATTACHMENTS:** Policy 2 Role of the Board  
Combined 2017-2018 AERR and 2018-2021 Education Plan

**RECOMMENDATION:**

**That the Board of Trustees approve the 2017-2018 AERR and 2018-2021 Education Plan, as attached.**

\*\*\*\*\*

**BACKGROUND:**

Policy 2, Role of the Board, Section 1, Accountability for Student Learning and Wellness, establishes that the Board of Trustees will annually approve the "rolling" Three-Year Education Plan/Annual Education Results Report for submission to Alberta Education and for public distribution.

School authorities are accountable for results achieved from carrying out their responsibilities to provide education programs to Alberta students. As part of the Accountability Framework for the K-12 Education System, each school authority is required to prepare an Annual Education Results Report (AERR) that publicly reports results, assesses achievement, and indicates whether improvement has taken place.

Following approval, the combined 2017-2018 AERR and 2018-2021 Education Plan will be submitted to Alberta Education and posted on the Northland School Division website.

**RISK ANALYSIS:**

"Our students love to come to school in Northland"

**2018-2021 Three Year Plan  
& 2017-2018 Annual  
Education Results Report**



**NORTHLAND SCHOOL DIVISION NO.61**

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## **Accountability Statement**

The Annual Education Results Report for the 2017-18 school year and the Education Plan for September 1, 2018 for Northland School Division No. 61 was prepared under the direction of the Board in accordance with its responsibilities under the School Act and the Government Accountability Act. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results.

The Board will approve this combined Annual Education Results Report for the 2017/2018 school year and the Education Plan for 2018-2021 on November 30, 2018

## Foundational Statements

### **Commitment:**

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

### **Vision:**

*“Our students love to come to school in Northland”*

### **Values – Seven Sacred Teachings:**

*Courage – Sohkeyihtamowin – Nēt fëth*

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

*Wisdom – Iyinisowin - Huya*

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

*Humility – Tapahteyimowin - Édënëschapile*

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

*Truth – Tapewewin – E fthh’iyati*

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

*Honesty - Kwayaskyesihcikewinihk – Wa f’s’l zile*

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

*Love - Sakeyihtowin - Neghānestā*

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

*Respect - Pakakatisowin - Bori f’cha*

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



## A Profile of the School Authority

Trustee	Ward	Schools	Grades
Maddy Daniels, Board Chair	Ward 1	Paddle Prairie School	K-12
Cathy Wanyandie, Trustee	Ward 2	Susa Creek School	K-8
Randy Anderson, Trustee	Ward 3	Bishop Routhier School	K-6
		Gift Lake School	K-9
Jesse Lamouche, Trustee	Ward 4	Grouard Northland School	K-9
		Hillview School	K- 6
Louis Cardinal, Trustee	Ward 5	Kateri School - Transferred to KTCEA Aug. 31, 2018	K-12
		Little Buffalo School Transferred to KTCEA Aug. 31, 2018	K-12
		Peerless Lake School - Transferred to KTCEA Aug. 31, 2018	K-12
Silas Yellowknee, Trustee	Ward 6	Career Pathways	Outreach
		Pelican Mountain School	K-6
		Mistassiniy School	7-12
Robin Guild, Trustee	Ward 7	Chipewyan Lake School	K-9
		St. Theresa School	K-6
Loretta Gladue, Trustee	Ward 8	Calling Lake School	K-12
		Calling Lake Outreach	Outreach
Helen Rubi Shirley, Trustee	Ward 9	Athabasca Delta Community School	K-12
Jules Nokohoo, Vice Board Chair	Ward 10	Anzac Community School	K-4
		Bill Woodward School	4-9
		Conklin Community School	K-9
		Fort McKay School	K-9
		Father R. Perin School	K-9
Karen Telford, Trustee	Ward 11	Elizabeth Community School	K-8
		J.F. Dion School	K-6

The Northland School Division Act set the boundaries of the jurisdiction as that part of Alberta lying north of the north boundary of township 55 except any lands contained in any other school division or any First Nation.

**Senior Administration**

Gord Atkinson, Superintendent of Schools

Shelley Willer, Associate Superintendent, Area 1

Nancy Spencer-Poitras, Associate Superintendent, Area 2

Tim Stensland, Associate Superintendent, Area 3

Wesley Oginski, Associate Superintendent of Human Resources

Lorraine Cardinal - Roy, Director of First Nation, Métis, and Inuit Education

Don Tessier, Director of Student Engagement, Attendance and Completion

Stephanie Sutherland, Director of Student Services

Trudy Rasmuson, Secretary-Treasurer

## Trends and Issues

### The Board of Trustees

October 26, 2017 is an important milestone date for NSD. That's because it marked the return of an elected board of trustees to the jurisdiction.. Upon being sworn in, the board immediately set to work on an action plan to take NSD into a future in which there will be an even stronger learning foundation and a solid framework that will see not only educational success for our students but personal confidence and high self-esteem. The board worked on and completed a full review and updating of all policies; including Policy 1 - Foundational Statements. They also took time to listen to school communities; but acknowledge there's work to be done to ensure NSD school community are fully engaged in education.

In 2018-2019, the trustees will strengthen their commitment to all students, parents, staff, communities and stakeholders by supporting curriculum development that is culturally appropriate for NSD students, ensuring school facilities are welcoming, caring, respectful, safe, healthy learning and working environments, enhance engagement with school communities and developing a Board Advocacy Plan supporting students success.

### Maintenance

NSD is working on improving school facilities across the jurisdiction. The Maintenance department launched the online platform *Maintenance Care* to formalize requests from central office and schools and improve efficiency. The department also assists schools with classroom improvement projects and help ensure school facilities are more energy efficient and welcoming, caring, respectful, safe, healthy learning and working environments. In 2018-2019, consultants from Edmonton Public Schools will be reviewing all NSD facilities.

### Housing Plan

In 2016-2017, a plan to upgrade housing was developed <https://goo.gl/zT46Fb>. In the spring of 2018, the division hired a housing construction foreman to update and carry out the plan. So far, we have renovated four houses; three in Fort Chipewyan and one in Anzac.

### Labour Relations

The negotiation teams for NSD and Northland Alberta Teachers' Association (ATA) Local are working on finalizing an agreement. The locally bargained agreement will include specific matters related to NSD educators.

### Transfer of NSD schools to KTCEA

As of September 1, 2018, Kateri, Little Buffalo and Peerless Lake Schools transferred from NSD to Kee Tas Kee Now Tribal Council Education Authority (KTCEA). We are working with KTCEA to ensure a smooth transition for the three schools. A partnership agreement is currently in place between NSD and KTCEA to support language and culture, sports and recreation, literacy and high school completion.

### Closure of Dr. Mary Jackson School

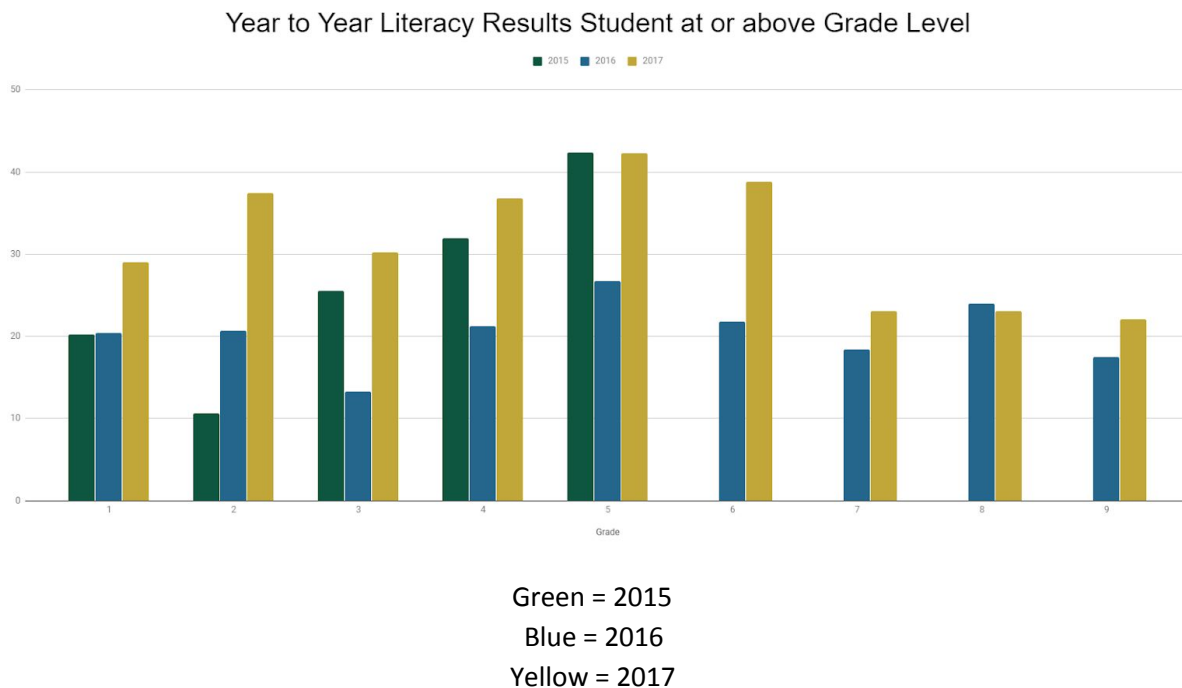
On May 24, 2018, the Board of Trustees approved the closure of the Kindergarten to Grade 12 instructional program at Dr. Mary Jackson School, effective August 31, 2018. The decision was made as

per Section 58 of the *School Act* and NSD's *Policy 15 – School Closure*. On January 26, 2018, the Board of Trustees approved a notice of motion regarding the possible closing of Dr. Mary Jackson School. NSD's Policy 15 – School Closure, the School Act, and Closure of Schools Regulation outlines a process for possible school closures. This included hosting a public meeting at the school on March 15, 2018.

At the public meeting, the Board of Trustees presented the “Dr. Mary Jackson School Viability Report”. The report outlined a rationale for a possible closure, student enrolment, financial analysis, education results and impact of keeping the school open. In addition to the report, families and staff were given the opportunity to help NSD understand why enrolment is down at the school, what they like about the school and changes they would like to see at the school. Families and staff shared information in person at the meeting, via survey and letters to the NSD.

### NSD students showing literacy improvement

The division-wide Literacy Initiative is having a positive impact for our students and it's a credit to efforts being made by students and school staff. **See chart below to view the marked improvement.**



## Summary of Accomplishments

### New Northland Act receives Royal Assent



On May 4, 2017, the new Northland School Division Act received Royal Assent in the Legislative Assembly of Alberta. The proclamation resulted in the reinstatement of an elected board in Northland School Division (NSD) <https://nsd61.ca/governance>.

### Northland host ceremony to celebrate the newly elected Board of Trustees



On October 26, 2017, Northland School Division staff, guests and dignitaries celebrated a historic moment as an elected Board of Trustees returned to the jurisdiction <https://goo.gl/4qinFj>.

### Board of Trustees approve new foundational statements and policy to address community involvement



The Board of Trustees approved the new foundational statements (Policy 1 - Foundational Statements) for Northland School Division on April 20, 2018. The policy includes a new commitment statement, the vision statement "Our students love to come to school in Northland", values (Seven Sacred Teachings), beliefs and mandate <https://goo.gl/fBXoZF>. The same day, trustees approved Policy 21 - Community Voice and Community Engagement <https://goo.gl/QVjbGF>.

### Board of Trustee approve Attendance Improvement Initiative 'Every Day Counts' Operational Plan



On February 23, 2018 the Board of Trustees approved NSD's Attendance Improvement Operational Plan. The plan fits the guidelines set out by the Auditor General of Alberta to include actions, outputs/deliverables, completion dates/checkpoints, responsibility and resource requirements <https://goo.gl/qK6kRu>.

### NSD host Ward Council and Council of School Councils Gathering



On April 20, 2018, Northland School Division (NSD) hosted its first-ever Ward Council and Council of School Councils Gathering at Radisson Hotel Edmonton South. The gathering is an opportunity for the Board of Trustees to engage and to hear from school community representatives <https://goo.gl/xfQHNZ>.

### 5 Year Grant Investment Project

The five year investment project is supporting NSD school communities with First Nations, Métis curriculum, language and culture and land-based learning, literacy, student attendance, wellness, professional learning opportunities for staff and community members and school councils. With respect to attendance, the conditional grant from the province allowed us to hire Don Tessier as Director of Student Engagement, Attendance and Completion.

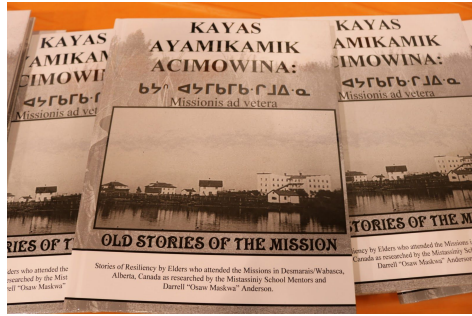
### Team Northland inspiring others at WE Day Alberta 2017



Over 170 students and staff in multi-coloured 'Team Northland' t-shirts celebrated personal accomplishments, listened to inspirational stories from others and received more motivation to improve their community and the world at WE Day Alberta 2017 in Calgary. Mistassiniy School Student Blade Anderson (left), shared the school's WE inspired project in front of thousands of people. The Mistassiniy mentors came up with the idea to research residential school history in Wabasca-Desmarais. Students interviewed Elders about their residential school experiences within the missions. The stories and photos have been published in a book called Kayas Ayamikamik Acimowina:

Old Stories of the Mission <https://goo.gl/UvR13S>.

### Kayas Ayamikamik Acimowina: Old Stories of the Mission Book Release



As part of Mistassiniy Schools way of recognizing Orange Shirt Day, they revealed the newly published book Kayas Ayamikamik Acimowina: Old Stories of the Mission on Friday, September 29, 2017.

### NSD showcases Indigenous education excellence at PSBAA & ASBA Spring General Meetings



On June 2, 2018, Board Chair Maddy Daniels and Director of First Nations, Métis and Inuit Learner Success Lorraine Cardinal-Roy presented “How NSD is overcoming barriers to be a leader for Indigenous education excellence” to the Public School Boards Associations of Alberta (PSBAA) and the Alberta School Boards Association (ASBA). The presentation showcased how NSD has aligned policies and strategies to ensure the jurisdiction is a leader for Indigenous education

excellence <https://goo.gl/EWFGgp>.

### Professional Development for Indigenous Language Instructors



Our First Nations, Métis and Inuit team organized four professional development workshops for the NSD and Kee Tas Kee Now Tribal Council Education Authority (KTCEA) in 2017-2018. The instructors developed a better understanding of how to develop long-term and short-term lesson plans using Google Suite Applications for Education.

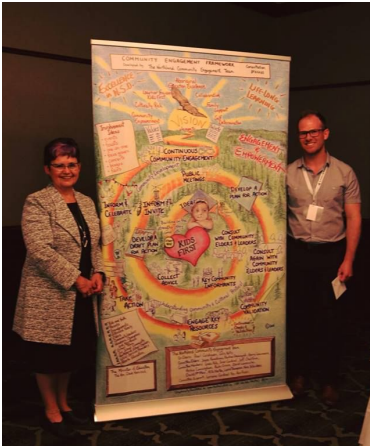
### NSD educators & staff participate in Pebbles Training & Blanket exercise



Throughout the 2017-2018 school year, there was a large focus on helping educators and staff learn and apply First Nations, Métis, and Inuit Foundational Knowledge. Staff participated in Pebbles Training, which helps staff understand historical and legal terminology pertaining to Indigenous peoples, the importance of revitalizing First Nations, Métis and Inuit cultures, deepening awareness and knowledge of First Nations, Métis and Inuit beliefs, tradition and practice to advance reconciliation and planning your path to

reconciliation. School staff and division staff participated in NSD's adaptation of the KAIROS Blanket Exercise. The exercise is an interactive learning experience that covers 500 years of Indigenous history.

### Presenting “A Community Engagement Framework through an Indigenous Lens” at Canadian Association for Communicators in Education (CACE) Conference



On October 2, 2017, Director of First Nations, Métis and Inuit Learner Success Lorraine Cardinal-Roy and Communications Coordinator Curtis Walty shared a “Community Engagement Framework through an Indigenous Lens” at the Canadian Association for Communicators in Education (CACE) Conference in Edmonton.

### Land-based Learning in Janvier showcased by local media



In May 2017, reporters from The Fort McMurray Today and Harvard Broadcasting visited a land-based learning experience at Father R. Perin School. Click on the website link to view the articles.

- Harvard Broadcasting: <https://goo.gl/zbZp8X>
- Fort McMurray Today: <https://goo.gl/hrdLYe>

The photo is courtesy of the Fort McMurray Today.



### Family Wellness Work hired to support NSD students & families



In an effort to achieve Outcome 3 “NSD is inclusive each child’s ways of knowing and ways of being are respected and essential”, the division hired Family Wellness Workers (FWW). They are available in school communities to provide services to students and families in order to support emotional, behavioural and social wellbeing. The Family Wellness Workers were featured on CBC Television and Radio <https://goo.gl/XDbUXP>.

### NSD hosted 1st Annual Health Active Schools Symposium in Wabasca-Desmarais



It was a day of celebration and an opportunity for students to participate in activities about healthy eating, active living and mental well-being. On October 6, 2017, over 150 students did just that while attending the Healthy Active School Symposium (HASS) at the Lakeview Sports Centre in Wabasca-Desmarais. This was the first HASS event ever hosted in a Northland School Division community. The HASS theme "Find the Leader within through the arts, creative expression and a growth mindset" shaped the activities for the entire day <https://goo.gl/hdz5Jm>.

### NSD launches Aspiring Leaders Program



Northland School Division No.61 (NSD) launched a new program to support aspiring school leaders. The Aspiring Leaders Program officially kicked off with a face to face session on February 14, 2018, in Edmonton <https://goo.gl/DEKUV9>.

### NSD staff pursuing a Bachelor of Education through University of Calgary

On June 21, 2018, Associate Superintendent of Human Resources Wes Oginski announced five staff members will begin their journey towards a Bachelor of Education from the University of Calgary Werklund School of Education. As they pursue a Bachelor of Education, NSD will release the staff for a half day each week, pay tuition and course fees as well as support their summer course costs. The Werklund School of Education is an online evening program geared for people living and working in rural and remote locations.

### Minister of Education visits KTCEA-NSD Winter Camp



Minister of Education David Eggen witnessed land-based learning at its best on February 21, 2018. Eggen attended the Kee Tas Kee Now Tribal Council (KTCEA) - Northland School Division (NSD) Winter Camp at Marten Lakes Wilderness Camp - Northern Lakes College Campus. Superintendent of Schools Gord Atkinson, who attended the camp with Ward 6 Trustee Silas Yellowknee, said the Minister of Education described land-based learning as the future of education <https://goo.gl/g8LXQ3>.

### NSD launches new communication tool



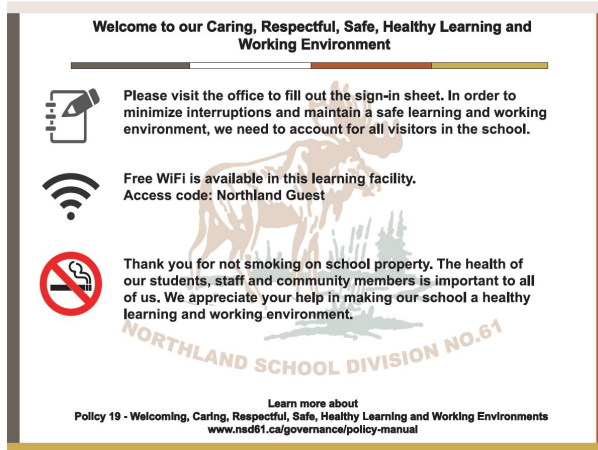
Northland School Division (NSD) launched a new communication system on January 22, 2018. We selected School Messenger Communicate to send notifications to parents and guardians for emergencies, student attendance and other events taking place in the schools or across the division <https://goo.gl/arPVqQ>.

### NSD launches online safety program PublicSchoolWORKS



To help NSD maintain a safe and healthy work and classroom environment, we have partnered with PublicSchoolWORKS to provide online safety training and documents for incident reporting and resources to meet specific needs relating to Occupational Health and Safety <https://goo.gl/ujq2ea>.

## Welcoming, Caring, Respectful, Safe, Healthy Learning and Working Environments



In 2017-2018, NSD began the process of developing signage for all 20 schools. The signage includes messaging for how to sign-in, that there's free WiFi in the facility and there's no smoking on school property. It also includes a website link to NSD's Policy 19 - Welcoming, Caring, Respectful, Safe, Healthy Learning and Working Environments. The Maintenance Department installed the signage in all 20 schools before the 2018-2019 school year began.

## NSD implements a strategic communication plan

In 2017-2018, NSD implemented a strategic communication plan. The strategic goals within the plan are aligned with the division's five outcome statements. The strategic goals address internal and external communication and how we support priorities such student attendance and recruitment of staff. The strategic communication plan is supported by the Board of Trustees.

## Premier Notley announces Mistassiniy School modernization



On April 27, 2018, Premier Rachel Notley announced a modernization for Mistassiniy <https://goo.gl/Ykibwc>. The kick-off meeting for the modernization took place October 26, 2018.

## Area Principal Meeting Highlights



In 2016-2017, NSD revamped the organizational chart <https://goo.gl/U72pGU>. This divided the division into three distinct areas. On a monthly basis, the area associate superintendents host principal meetings. In Area 1, principals participated in sessions focused on improving the quality of teaching for students. To support this work, they developed a better understanding of the Leadership Quality Standard and Curtis Linton's Equity Framework.

In Area 2, there's a large focus on Moving Forward with High School Redesign (MFWHSR), dual credit programming and Career and Technology Foundations with principals. In 2017-2018, students, educators, parents and community members visited two schools to explore different programming possible through MFWHSR. During a presentation to the Board, Area 2 Associate Superintendent Nancy Spencer-Poitras spoke about newly develop Career and Technology Foundations Programming. For example, Calling Lake School students are learning how to use a dye sublimation machine to create designs for t-shirts, coffee mugs, etc.

A health-care aide dual credit program recently launched at Northern Lakes College in Wabasca-Desmarais. NSD is working with schools to have student enroll in the program. In Area 3, principals have been exploring what optimal learning looks like in school and defining what they would see when students are engaged in optimal student learning.

### Division-wide Principal Meeting Highlights



The division-wide principal meetings covered a number of topics in 2017-2018. In October, the division announced available funding to support classroom improvement in NSD schools. A number of schools have created activity affirmative and culturally responsive classrooms with support from the Classroom Improvement Fund. Former Elizabeth School Principal Rick Horon (See photo) showcased a classroom they transformed.

In February, our principal's learned how to use Google Classroom. This extension of Google aims to simplify creating, distributing and grading assignments in a paperless way. It encourages collaboration between teachers and students and supports optimal student learning through technology. For example, Mistassiniy School utilized this technology to enhance a frog dissection unit. In May, they participated in Pebbles Training and NSD's adaptation of the KAIROS Blanket Exercise. Both sessions help principals and teachers apply First Nations, Métis, and Inuit Foundational Knowledge; a requirement in the new Leadership and Teaching Quality Standards.

## 2018-2021 Northland School Division Board of Trustees Priorities

Throughout the 2017-2018 school year, the Board engaged in many activities to develop its vision for Northland School Division - "Our students love to come to school in Northland".

On April 20, 2018 the Board brought together community members, Elders, and school council chairs to hear their ideas on how to achieve the vision, what barriers might exist to achieving the vision and gather their input into the strategic direction of Northland School Division.

Using all the feedback gathered throughout the year, the Board then developed the following five "Board Priorities" through their own self evaluation process.

Below is a chart of the outcomes matching board priorities and all NSD goals.

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

**Board Priority:** Quality education includes seeing and developing the gifts and talents in every child.

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

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

**Goal 1.3** Improve student performance on provincial achievement tests by 5%.

**Goal 1.4** Improve student performance on diploma exams by 5%.

**Goal 1.5** Develop and implement a Kindergarten to Grade 12 Numeracy Framework with a focus on three drivers: leadership, teaching practice and school culture.

**Goal 1.6** Increase the engagement and success for High School students by introducing and implementing the foundational principles for high school redesign.

**Goal 1.7** Enhance program flexibility and choice by developing dual credit partnerships with post secondary institutions.

**Goal 1.8** Improve instructional programming, student success, and community engagement through the school review process.

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

**Goal 1.10** The learning environment will reflect and honour First Nation and Metis culture language and values.

**Goal 1.11** Northland students are engaged in learning.

**Goal 1.12** Northland students are successful in transitioning from grade to grade, school to work and school to post-secondary.

**Goal 1.14** Each area will have 2 Pedagogical Supervisors or a Literacy and Numeracy Lead. Each area will have 1 Educational Technology Supervisor.

**Goal 1.15** Literacy intervention program expansion to high school.

**Goal 1.16** Develop key priorities based on the division-wide technology plan.

**Goal 1.17** Implement the Flexible Learning program across the division for students to access resources and instruction online using Google Classroom through Career Pathways School.

**Goal 1.18** To increase the students reading by a minimum of one grade level (School Goal)

**Goal 1.19** Each school will implement the numeracy framework.

**Outcome 2:** NSD is a leader for Indigenous education excellence.

**Board Priority:** Families and communities are actively and meaningfully involved in their children's education.

- Enhance community engagement and school council operations.
- Honour the Indigenous ways of knowing and ways of being of each local community.

**Goal 2.1** Increase the quality and availability of Indigenous language instruction.

**Goal 2.2** Maintain and improve working relationships with First Nations.

**Goal 2.3** Define Indigenous Education excellence.

**Goal 2.4** Create awareness and understanding about the good work that NSD does in Indigenous education.

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

**Goal 2.6** Collaborative partnerships are in place to support Northland student success.

**Goal 2.7** Northland students know that someone cares about them at school.

**Goal 2.8 (Board Goal)** Meaningful family involvement in every school.

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

**Board Priority:** Welcoming and caring environment exists in all NSD schools.

- Supporting Student Success - honor the Indigenous ways of knowing and ways of being of each local community

**Goal 3.1** Enhance the effectiveness of the communication and understanding of student achievement that represents each child's ways of knowing and ways of being.

**Goal 3.2** Increase the participation of students and value of students participating in experiential learning through Land-Based learning, cultural camps and or other means.

**Goal 3.3** Enhance capacity to deliver programs and services across the division.

**Goal 3.4** A new attendance strategy will be developed and implemented in all schools to support and acknowledge indigenous learning and traditional family learning.

**Goal 3.5** Create a welcoming, caring, respectful, safe and healthy learning and working environment that respects diversity and fosters a sense of belonging.

**Goal 3.6** School Food Services Enhancement.

**Goal 3.7 (Board Goal)** The school jurisdiction will implement the policy on safe and caring, Policy 19.

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

**Board Priority:** The Board actively supports staff through their actions and encourages the community to do this as well.

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

**Goal 4.2** NSD is a system of excellence in the development of the foundational knowledge of First Nation, Metis and Inuit language and culture.

**Goal 4.3** NSD is a system of choice for employment.

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

**Goal 4.5** Develop and implement a strategy for staff wellness.

**Goal 4.6** All school and system leaders work collaboratively to ensure all students are supported and

successful in their learning.

**Outcome 5.** NSD is well governed and managed.

**Board Priority:** Purposefully inform and promote understanding of accomplishments, programs and successes

- Informing Community - honor the Indigenous ways of knowing and ways of being of each local community.

**Goal 5.1** Implement the new NSD governance structure.

**Goal 5.2** Implement new Administrative Procedures

**Goal 5.3 (Board Goal)** Implement the 2018 - 2019 communications plan which focuses on strengthening external communications, sharing successes, and supporting community engagement and involvement in the education system.

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

**Goal 5.5** Implement a new fleet tracking and management system

**Goal 5.6** Implement a new safety management system

**Goal 5.7** Implement a new strategic planning tool

**Goal 5.8** Northland attendance data is accurate and used to inform decision-making.

**Goal 5.9 (Board Goal)** Enhance communication protocols and procedures to ensure effective and timely information flow at all levels within NSD

**Goal 5.10 (Board Goal)** Advocate politically for the betterment of NSD students

## Authority: 1280 Northland School Division No. 61

## Combined 2018 Accountability Pillar Overall Summary (Required for Public/Separate/Francophone/Charter School Authorities and Level 2 Private Schools)

Measure Category	Measure	Northland School Div No. 61			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	80.2	79.5	80.3	89.0	89.5	89.4	Low	Maintained	Issue
Student Learning Opportunities	Program of Studies	63.7	62.2	63.4	81.8	81.9	81.7	Very Low	Maintained	Concern
	Education Quality	82.3	79.9	80.1	90.0	90.1	89.9	Low	Improved	Acceptable
	Drop Out Rate	10.8	12.9	13.0	2.3	3.0	3.3	Very Low	Improved	Issue
	High School Completion Rate (3 yr)	14.6	11.3	12.6	78.0	78.0	77.0	Very Low	Maintained	Concern
Student Learning Achievement (Grades K-9)	PAT: Acceptable	24.2	24.3	26.3	73.6	73.4	73.3	Very Low	Maintained	Concern
	PAT: Excellence	1.2	1.7	1.8	19.9	19.5	19.2	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	29.9	35.5	36.7	83.7	83.0	83.0	Very Low	Maintained	Concern
	Diploma: Excellence	0.9	0.9	0.8	24.2	22.2	21.7	Very Low	Maintained	Concern
	Diploma Exam Participation Rate (4+ Exams)	4.6	2.6	3.8	55.7	54.9	54.7	Very Low	Maintained	Concern
	Rutherford Scholarship Eligibility Rate	34.0	40.8	33.9	63.4	62.3	61.5	n/a	Maintained	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	11.7	15.6	12.6	58.7	57.9	59.0	Very Low	Maintained	Concern
	Work Preparation	79.3	72.0	75.0	82.4	82.7	82.4	High	Improved	Good
	Citizenship	71.7	70.1	69.8	83.0	83.7	83.7	Intermediate	Maintained	Acceptable
Parental Involvement	Parental Involvement	75.9	70.9	72.9	81.2	81.2	81.0	Intermediate	Maintained	Acceptable
Continuous Improvement	School Improvement	72.5	72.3	72.9	80.3	81.4	80.7	Intermediate	Maintained	Acceptable

## Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
- Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
- Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
- Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
- Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
- Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
- Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
- 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.



## Authority: 1280 Northland School Division No. 61

**Combined 2018 Accountability Pillar First Nations, Métis and Inuit Summary  
(Required for Public/Separate/Francophone School Authorities)**

Measure Category	Measure	Northland School Div No. 61 (FNMI)			Alberta (FNMI)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Student Learning Opportunities	Program of Studies	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Drop Out Rate	10.6	12.3	12.4	4.8	5.8	6.3	Very Low	Maintained	Concern
	High School Completion Rate (3 yr)	12.8	9.4	11.2	53.3	53.7	50.5	Very Low	Maintained	Concern
Student Learning Achievement (Grades K-9)	PAT: Acceptable	21.7	22.1	24.7	51.7	51.7	52.0	Very Low	Maintained	Concern
	PAT: Excellence	0.2	0.9	1.1	6.6	6.7	6.5	Very Low	Declined	Concern
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	27.0	31.0	33.9	77.1	77.1	76.6	Very Low	Maintained	Concern
	Diploma: Excellence	1.1	0.0	0.0	11.0	10.7	10.3	Very Low	Maintained	Concern
	Diploma Exam Participation Rate (4+ Exams)	3.2	3.1	3.2	24.4	21.8	21.2	Very Low	Maintained	Concern
	Rutherford Scholarship Eligibility Rate	31.4	36.4	31.0	35.9	34.2	33.0	n/a	Maintained	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	8.5	16.2	12.1	33.0	31.8	32.8	Very Low	Maintained	Concern
	Work Preparation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Parental Involvement	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Continuous Improvement	School Improvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

## Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
- Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
- Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
- Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
- Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
- Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
- Student demographic data used when calculating Student Outcome Measures and Provincial Achievement Tests results was updated in October 2016. This impacted results based on enrolment (e.g., self-identified First Nations, Metis and Inuit), exception (e.g., learning disability) and grant program codes (e.g., English as Second Language students) reported in previous years.
- 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00

## Authority: 1280 Northland School Division No. 61

Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

## Notes:

- 1) For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- 2) Drop Out Rate measure: As "Drop Out Rate" is inverse to most measures (i.e. lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

**Improvement Table**

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

**Overall Evaluation Table**

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

**Category Evaluation**

The category evaluation is an average of the Overall Evaluation of the measures that make up the category. For the purpose of the calculation, consider an Overall Evaluation of Excellent to be 2, Good to be 1, Acceptable to be 0, Issue to be -1, and Concern to be -2. The simple average (mean) of these values rounded to the nearest integer produces the Category Evaluation value. This is converted back to a colour using the same scale above (e.g. 2=Excellent, 1=Good, 0=Intermediate, -1=Issue, -2=Concern)

## Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	25.5	28.2	22.9	24.3	24.2	30	Very Low	Maintained	Concern	35	40	45
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	1.6	1.9	0.8	1.7	1.2	5	Very Low	Maintained	Concern	10	15	20

**Goal 1.3** Improve student performance on provincial achievement tests by 5%.

Strategies:

- Improve the understanding of Provincial Achievement Test results in each school. Provincial Achievement test results in grade 6 and 9 will be reviewed by the school administration, teachers and the Associate Superintendent. They will look for trends in best practices and areas for development. Additional work will be taken up the Divisional Principal Meeting in November of each year. School improvement plans will reflect the analysis for grade 6 and 9 to look for trends of best practices and areas for development.
- Improve the ability of teachers to teach multiple grade classes through instructional leadership, professional learning, and resources. Review current strategies for addressing the coverage and teaching of curriculum in areas where multiple grades are being taught. Locate and make available instructional leadership, professional learning, and resources that focus on teaching of curriculum in areas where multiple grades are being taught.
- Each school will involve staff in the analysis of the grade 6 and 9 Provincial Achievement Test results to develop strategies for improvement.

## Outcome One: Alberta's students are successful (continued)

Performance Measure	Results (in percentages)					Target 2018	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	33.7	38.0	42.4	35.5	29.9	40	Very Low	Maintained	Concern	45	50	55
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	0.0	0.8	0.0	0.9	0.9	5	Very Low	Maintained	Concern	10	15	20

Performance Measure	Results (in percentages)					Target 2018	Evaluation			Targets		
	2013	2014	2015	2016	2017		Achievement	Improvement	Overall	2019	2020	2021
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	22.7	13.4	13.1	11.3	14.6	20	Very Low	Maintained	Concern	25	30	35
Drop Out Rate - annual dropout rate of students aged 14 to 18	12.9	14.2	11.9	12.9	10.8	10	Very Low	Improved	Issue	10	9	8
High school to post-secondary transition rate of students within six years of entering Grade 10.	15.5	8.6	13.7	15.6	11.7	15	Very Low	Maintained	Concern	20	25	30
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	27.0	40.8	34.0	40	n/a	Maintained	n/a	45	50	55
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	5.1	4.2	3.4	2.6	4.6	5	Very Low	Maintained	Concern	6	7	8

**Goal 1.4** Improve student performance on diploma exams by 5%.

Strategy:

- Improve the understanding and analysis of Diploma Exam results in each school. Each school principal will participate in an analysis of the Diploma Exam results with the Associate Superintendent. Principals will participate in an analysis of the Diploma Exam results their staff and develop strategies for improving student success.

**Goal 1.6** Increase the engagement and success for High School students by introducing and implementing the foundational principles for high school redesign.

Strategies:

- Increase the awareness and understanding of the principles of High School Redesign by engaging all high school in professional learning. NSD schools have started working on High School Redesign philosophies and making High School Redesign happen in their schools.
- Increase awareness of High School Redesign by having school administration and key staff visit high schools that are successfully implementing the High School Redesign Initiative. School administration and key staff will visit high schools that are successfully implementing the High School Redesign Initiative.

- Introduce, inform and increase the understanding of the principles of High School Redesign for school staff. School administration will engage with staff in conversations about the principles of High School Redesign. School Principals and select staff will attend the regional collaborative initiative in October and March on High School Redesign Initiative.
- Introduce, inform and increase the understanding of the principles of High School Redesign for students and parents in each school. A group of students and where possible parents will be given the opportunity to visit a school that is successfully implementing the High School Redesign Initiative.

**Goal 3.1** Enhance the effectiveness of the communication and understanding of student achievement that represents each child's ways of knowing and ways of being.

Strategies:

- Implement the second phase of the new elementary report card will be implemented in the remaining schools for the 2018-19 school year.
- Design, develop and implement the student/parent portal for assessment and reporting.

**Outcome One: Alberta's students are successful (continued)**

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	65.2	68.5	70.7	70.1	71.7	75	Intermediate	Maintained	Acceptable	80	81	82
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	69.4	76.2	76.9	72.0	79.3	80	High	Improved	Good	81	82	83

**Goal 3.1** Enhance the effectiveness of the communication and understanding of student achievement that represents each child's ways of knowing and ways of being.

- Implement the new elementary report card in three pilot schools for the first reporting period. The new elementary report card will be implemented in three pilot schools for the first reporting period.
- Implement the second phase of the new elementary report card will be implemented in the remaining schools for the 2018/19 school year.
- Design, develop and implement the student/parent portal for assessment and reporting.

## Outcome Two: Alberta's education system supports First Nations, Métis, and Inuit students' success

(Results and evaluations for First Nations, Métis and Inuit measures are required for Public/Separate/Francophone School Authorities only)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	23.8	27.3	22.5	22.1	21.7	25	Very Low	Maintained	Concern	30	35	40
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	1.3	1.3	0.5	0.9	0.2	1	Very Low	Declined	Concern	5	10	10
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	32.6	36.9	39.7	31.0	27.0	40	Very Low	Maintained	Concern	45	50	55
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	0.0	0.0	0.0	0.0	1.1	5	Very Low	Maintained	Concern	6	7	8

**Goal 1.3** Improve student performance on provincial achievement tests by 5%.

Strategies:

- Improve the understanding of Provincial Achievement Test results in each school. Provincial Achievement test results in grade 6 and 9 will be reviewed by the school administration, teachers and the Associate Superintendent. They will look for trends in best practices and areas for development. Additional work will be taken up the Divisional Principal Meeting in November of each year. School improvement plans will reflect the analysis for grade 6 and 9 to look for trends of best practices and areas for development.
- Improve the ability of teachers to teach multiple grade classes through instructional leadership, professional learning, and resources. Review current strategies for addressing the coverage and teaching of curriculum in areas where multiple grades are being taught. Locate and make available instructional leadership, professional learning, and resources that focus on teaching of curriculum in areas where multiple grades are being taught.
- Each school will involve staff in the analysis of the grade 6 and 9 Provincial Achievement Test results to develop strategies for improvement.

**Goal 1.4** Improve student performance on diploma exams by 5%.

Strategy:

- Improve the understanding and analysis of Diploma Exam results in each school. Each school principal will participate in an analysis of the Diploma Exam results with the Associate Superintendent. Principals will participate in an analysis of the Diploma Exam results their staff and develop strategies for improving student success.

## Outcome Two: Alberta's education system supports First Nations, Métis, and Inuit students' success (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2018	Achievement	Improvement	Overall	2019	2020	2021
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	24.5	13.0	11.2	9.4	12.8	15	Very Low	Maintained	Concern	20	25	32
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	12.8	13.8	11.0	12.3	10.6	9	Very Low	Maintained	Concern	8	7	6
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	17.9	6.8	13.3	16.2	8.5	15	Very Low	Maintained	Concern	20	25	30
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	25.7	36.4	31.4	35	n/a	Maintained	n/a	40	45	50
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	5.1	4.0	2.4	3.1	3.2	5	Very Low	Maintained	Concern	6	7	8

**Goal 1.4** Improve student performance on diploma exams by 5%.

Strategy:

- Improve the understanding and analysis of Diploma Exam results in each school. Each school principal will participate in an analysis of the Diploma Exam results with the Associate Superintendent. Principals will participate in an analysis of the Diploma Exam results their staff and develop strategies for improving student success.

**Goal 1.6** Increase the engagement and success for High School students by introducing and implementing the foundational principles for high school redesign.

Strategy:

- Increase the awareness and understanding of the principles of High School Redesign by engaging all high school in professional learning. NSD schools have started working on High School Redesign philosophies and making High School Redesign happen in their schools.

**Goal 3.1** Enhance the effectiveness of the communication and understanding of student achievement that represents each child's ways of knowing and ways of being.

Strategies:

- Implement the new elementary report card in three pilot schools for the first reporting period. The new elementary report card will be implemented in three pilot schools for the first reporting period.
- Implement the second phase of the new elementary report card will be implemented in the remaining schools for the 2018/19 school year.
- Design, develop and implement the student/parent portal for assessment and reporting.



## Outcome Three: Alberta's education system respects diversity and promotes inclusion

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	76.1	79.6	81.7	79.5	80.2	81	Low	Maintained	Issue	82	83	84

**Goal 3.5** Create a welcoming, caring, respectful, safe and healthy learning and working environment that respects diversity and fosters a sense of belonging.

Strategies:

- Develop awareness and understanding of both staff and communities about Policy 19, welcoming, caring, respectful, safe and healthy learning and working environments through professional learning and communication.
- Each school will facilitate community and staff understanding of how they create a welcoming, caring, respectful, safe and healthy learning and working environments. Each school is required to implement and develop understanding among stakeholders in regards to Policy 19.

## Outcome Four: Alberta has excellent teachers, and school and school authority leaders

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	61.8	63.2	64.8	62.2	63.7	70	Very Low	Maintained	Concern	75	80	80

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

Strategies:

- Design a framework to guide professional learning with the challenges by acknowledging the complexities of wide geographic distribution of teaching staff and the limits to travel. Redesign professional learning to improve instructional leadership and classroom teaching.

## Outcome Five: Alberta's education system is well governed and managed

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	64.5	72.3	74.0	72.3	72.5	75	Intermediate	Maintained	Acceptable	80	85	90
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	69.6	73.2	74.5	70.9	75.9	80	Intermediate	Maintained	Acceptable	85	86	87
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	76.9	80.7	79.5	79.9	82.3	85	Low	Improved	Acceptable	86	87	88

**Goal 5.1** Implement the new NSD governance structure.

**Strategies:**

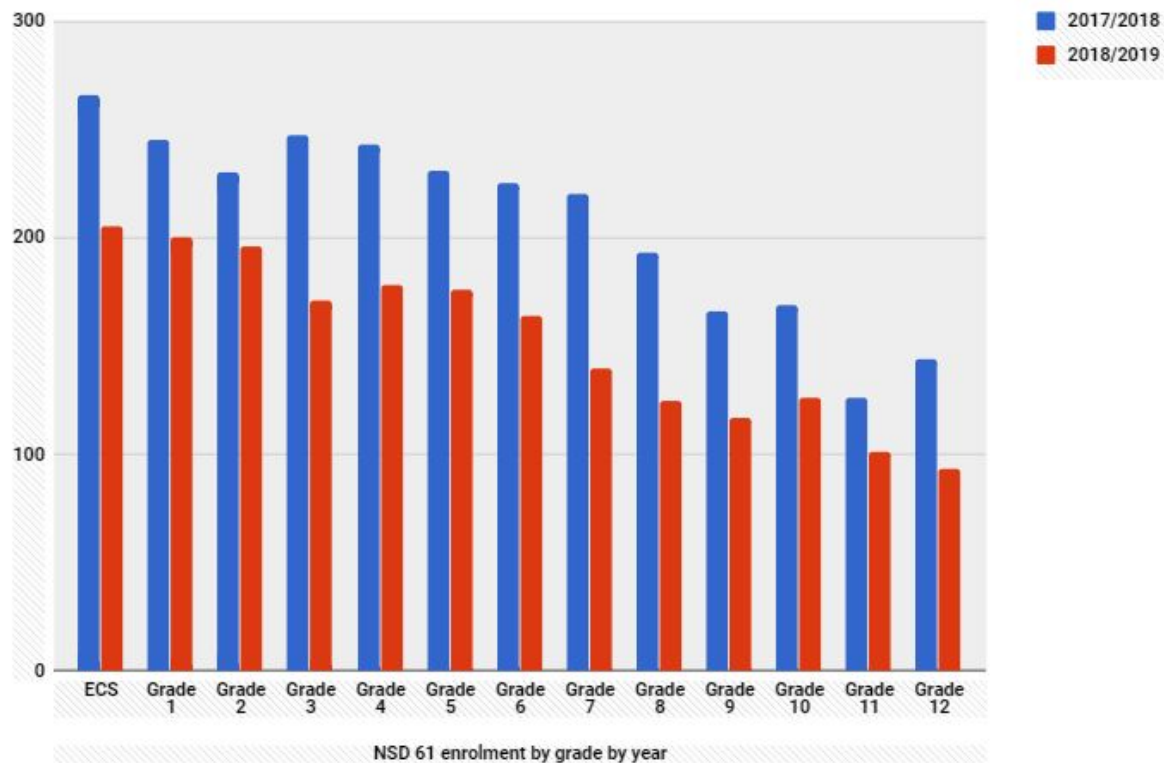
- Establish a School Council or Principal Advisory Committee for each school.
- All schools will hold school council establishment meetings in an attempt to form a School Council or a Principal Advisory Committee.

## Summary of Financial Results

### Enrolment

2018-2019 September enrolment is down by 713 students from 2017-2018 September enrolment. 432 of those students were enrolled in the three schools that were transferred in September to KTCEA. The other 281 are a result of a general decrease.

Federal students have made up about 43% of the student body, and with the transfers, this has fallen to 38%.



### OVERVIEW

In the October draft budget, the deficit was \$4.096 million, with \$3 million attributed to the operations, and \$1 million to the 5-year investment plan.

The current deficit is at \$1.064 million.

The reduction in the above by \$3 million was accomplished by:

Additional revenue of \$400,000 carryforward from the 5-year investment grant.

Reduction in expenses to the schools by \$280,000 due to enrolment changes.

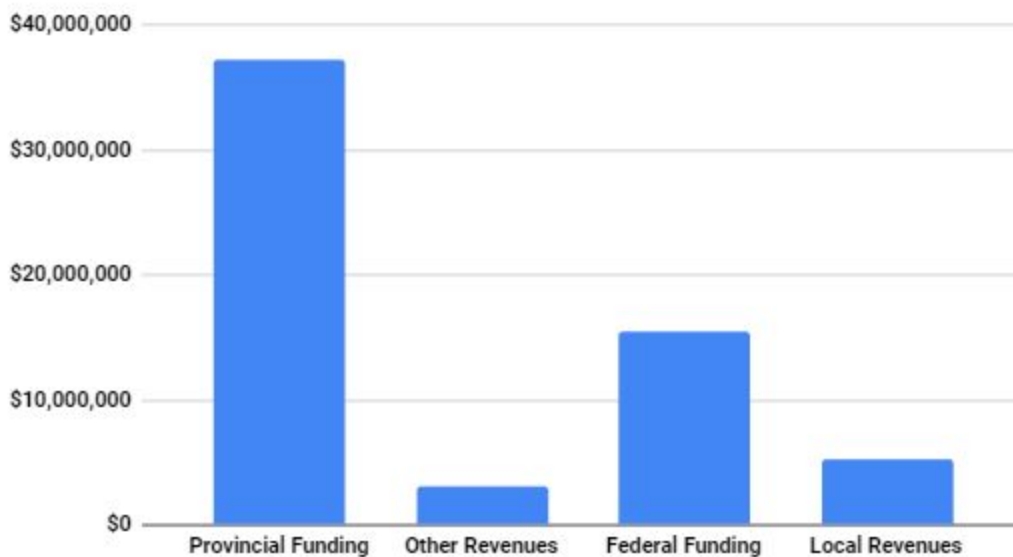
Reduction in expenses to Central Office by \$675,000.

Increase in federal revenue (\$1.5 million) due to the increase in expenses (Five-year investment grant).

The remaining \$1 million will be funded out of unrestricted surplus. Currently, the division has \$3.5 million in unrestricted surplus. After the deficit is funded, and the other plans implemented, the projected balance will be at \$1.55 million. If the Paddle Prairie shop is not funded through the division, but as part of the recommended new school build, the projected unrestricted surplus will change to \$3 million.

Given the trend of declining enrolment, budgeting for the 2019-2020 school year will be critical, given that the current level of operations is unsustainable, with the current funding. Any further reductions to unrestricted surplus will result in less capital projects and reductions in services.

### 2018-2019 Revenue



## REVENUE

Overall, revenue fell from \$62 million in the spring budget to \$61.1 million in the fall budget.

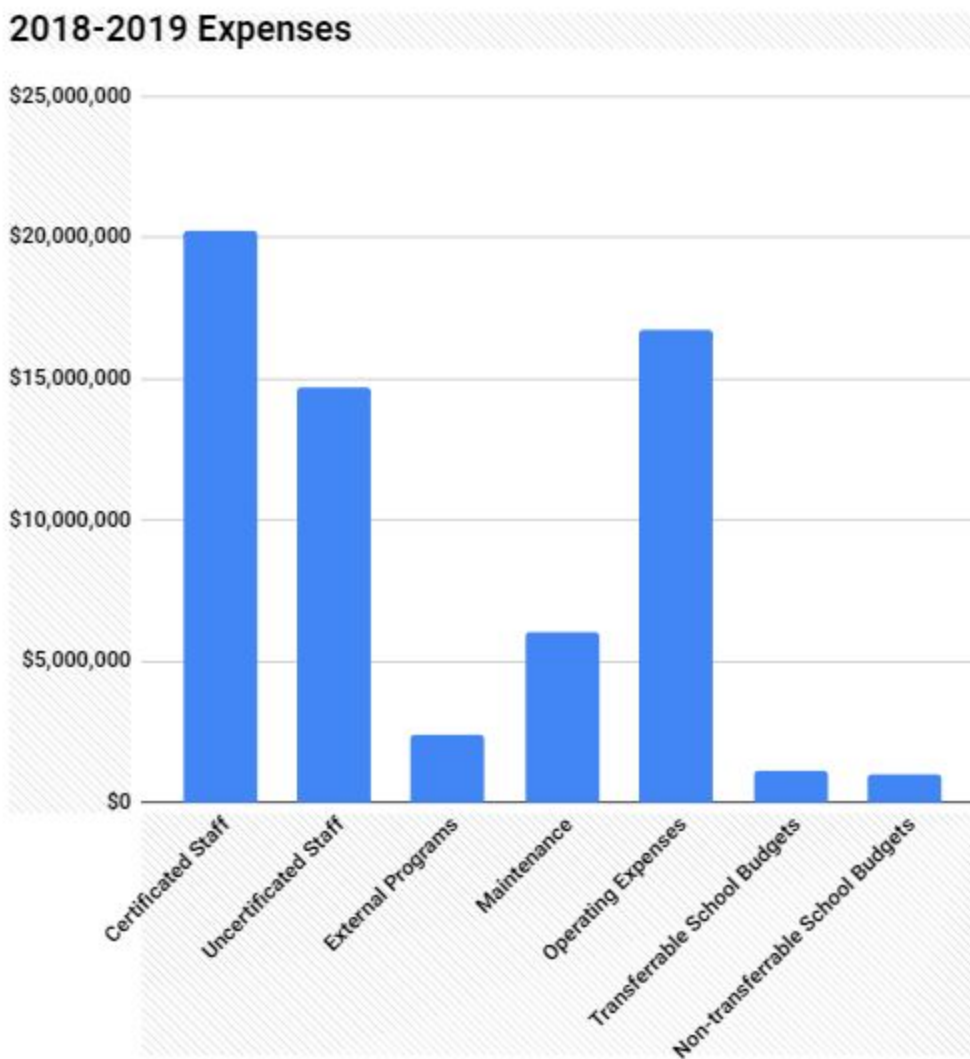
Base funding from the provincial government fell about \$2.6 million, all related to enrolment. Differential funding fell very little, at about \$150,000, as there are other factors involved with the funding calculation, other than just enrolment.

Other provincial funding overall remained steady, with the exception of the 5-year investment grant fund. The province was projecting the funding in the spring guidelines would be at \$6.112 million. However, due to the change in enrolment, the funding will be \$5.023 million, a decrease of \$1.1 million. In order to minimize the impact of the funding reduction, \$0.4 million of the \$2.5 million unspent 5-year investment grant has been included in income.

Revenue from supported amortization from the province is projected to fall this year. Supported amortization is when the province funds a building project. It provides revenue to the division to offset the depreciation expense, until the building (or funded asset) has been fully depreciated.

Revenue from the First Nations has increased almost \$1.5 million, due to the increase in the tuition rate, based on the actual 2017-2018 division costs.

Local revenues are up slightly, by \$200,000. The bulk of this increase is recent grant from Red Cross to ADCS, for wildfire support, in the amount of \$116,000, a Cenovus literacy grant of \$50,000 and some additional funds in Conklin to provide administrative support.



## EXPENSES

Overall, expenses are down just under 1%, or \$570,000 from the Spring budget.

### Schools

Staffing - Certificated staff were budgeted at 158 in the spring, and have been reduced to 155. Uncertificated staff were budgeted at 92.4 in the spring, and are 90.11 in the fall budget. Pupil to teacher ratio was at 13.97 in the spring budget, and has dropped to 12.83 in the fall budget.

Operational Funding - Funding to schools was reduced by \$280,000 over the spring budget, to reflect the change in enrolment. An additional \$675,000 in targeted funding (Classroom Improvement Fund - \$268,000 and Land-Based Learning - \$407,750) was added to the school budgets.

### Central Services

The Central Services budgets have been adjusted, based on actual costs incurred in 2017-2018 school year. Most of the adjustments relate to travel costs, utilities, groceries, and supported and unsupported amortization.

Overall, Central Services budgets have been reduced by \$675,641, or 1.74%. Some of the reduction came from overall operating costs, some from the 5-year investment grant. \$1.6 million was cut from Central Services, but the transportation and maintenance departments increased costs. In the maintenance department, it was determined that the budget cut in the spring of almost \$600,000 was unrealistic, given an analysis of the year-end results. When the true costs of the contracted bus routes in transportation were added to the budget, the cost to run the department rose by \$500,000. Details related to the individual department cuts are available in the Central Services Expenses by Category, later in the the report.

Any further reductions to either the schools or Central Services would have resulted in service reductions, including layoffs, which need to be considered over more time than the fall budget allows.

## CAPITAL RESERVES AND CAPITAL PROJECTS

The balance under unrestricted capital represents all the surpluses and deficits of years past, as well as accounting for school generated funds and amortization.

It is a common practise to move funds into either Operating Reserves, when they are earmarked for operational projects or to fund deficit years, or to Capital Reserves, when funds are earmarked for capital projects or purchases.

However, due to the fact that the division will be funding the 2018-2019 deficit with the surplus, and the uncertainty, at this point, of what the 2019-2020 budget may look like, it is our recommendation that the funds remain in unrestricted surplus, in order to provide as much flexibility as possible for funding.

Capital projects has been reduced significantly this year over the past years to reflect those projects or purchases that must be completed, due to the funding of the deficit. It is critical that deficit funding in subsequent years not be considered, as it will strongly curtail any funding for capital projects or purchases.

### Parental Involvement

Each Northland School has established either a School Council or Principal Advisory Group. The School Councils are a means to reach out to the local communities to foster collaboration, engagement, and improved participation in the school system. Principals were provided with learning opportunities, and assistance with their school council formations.

### Timelines and Communication

Copies will be sent to each Board member, all principals and vice-principals and senior administrative staff.

A copy of this plan is available from the Divisional Office at 1-800-362-1360, or you may view this document on our website at the following link: [www.nsd61.ca](http://www.nsd61.ca)

To view a summary of the report click the following link: [www.nsd61.ca](http://www.nsd61.ca)

### Whistleblower Protection

#### AERR-PIDA Report 2017-2018

The Northland School Division No. 61 Board of Trustees is committed to the highest standard of ethical and accountable conduct, and recognizes the importance of working to deter and detect wrongdoing within the operations of the Board, and to promote public confidence in the administration of the Board. To ensure this, the Board is committed to maintaining a positive and supportive environment whereby employees can disclose potential wrongdoing, or seek advice about disclosing a potential wrongdoing, without retribution, and are provided with clear guidance for how those disclosures may take place.

- The Province of Alberta has enacted the Public Interest Disclosure (Whistleblower Protection) Act (June 2013) in order to:
- Facilitate the disclosure and investigation of significant and serious matters in or relating to public bodies, including school boards that an employee believes may be unlawful, dangerous to the public, or injurious to the public interest,
- Protect employees who make those disclosures,
- Manage, investigate and make recommendations respecting disclosures of wrongdoings and reprisals,
- Promote public confidence in the administration of public bodies.

As required by Section 32 of the Act the Superintendent (Chief Executive Officer) must provide and annual report:

#### Chief Officer's Annual Report

**32(1)** Every chief officer must prepare a report annually on all disclosures that have been made to the designated officer of the department,



public entity or office of the Legislature for which the chief officer is responsible.

- (2)** The report under subsection (1) must include the following information:
- (a) the number of disclosures received by the designated officer, the number of disclosures acted on and the number of disclosures not acted on by the designated officer;
  - (b) the number of investigations commenced by the designated officer as a result of disclosures;
  - (c) in the case of an investigation that results in a finding of wrongdoing, a description of the wrongdoing and any recommendations made or corrective measures taken in relation to the wrongdoing or the reasons why no corrective measure was taken.
- (3)** The report under subsection (1) must be included in the annual report of the department, public entity or office of the Legislature if the annual report is made publicly available, and if the annual report is not made publicly available, the chief officer must make the report under subsection (1) available to the public on request.

*(Public Information Disclosure Act – June 2013)*

In the 2017-2018 school year, Northland School Division No 61 has had:

- 0 disclosures and
- 0 investigations.



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

**TO:** THE BOARD OF TRUSTEES **Date:** November 30, 2018

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

**SUBJECT:** January and February 2019 Board Meeting Dates

**ORIGINATOR:** Maddy Daniels, Board Chair

**REFERENCE(S) & ATTACHMENTS:** ASEBP Trustees' Meeting Schedule 2018-19

**RECOMMENDATION:**

**That the Board of Trustees move the January 18th Board meeting to January 25th, and the February 15th Board meeting to February 22, 2019.**

\*\*\*\*\*

**BACKGROUND:**

There may be scheduling conflicts in January 2019 and February 2019 for Board Meetings. The ASEBP meetings in January and February are on the same dates as the Corporate Board meetings, therefore Chair Daniels has requested the January and February Board meeting dates to be changed to the following week.

**RISK ANALYSIS:**

At this time there are no scheduled appointments for the Board to change. The February Board meeting was set earlier than normal to accommodate the Boards participation in the February 13 Professional Learning with all staff.



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

**TO:** THE BOARD OF TRUSTEES **Date:** November 30, 2018

**SUBMITTED BY:** Trudy Rasmuson, Secretary-Treasurer

**SUBJECT:** 2018-2019 Fall Budget

**ORIGINATOR:** Administration

**REFERENCE(S) & ATTACHMENTS:** Policy 2, Role of the Board  
Fall Budget Update

**RECOMMENDATION:**

**That the Board of Trustees approve the 2018-2019 Fall Budget, as attached, and approve the funds earmarked for the Paddle Prairie CTS shop to be moved to Unrestricted Surplus, for other uses.**

\*\*\*\*\*

**BACKGROUND:**

The 2018-2019 Fall budget is presented to the board for approval.

Policy 2, Role of the Board states in 5.1, under Fiscal Accountability, "Approve the annual budget and allocation of resources to achieve desired results."

The 2018-2019 operating budget was approved by the Board of Trustees in May, 2018. Subsequent to this date there have been changes to enrolment and funding, which is reflected in this budget.

**Overview**

The 2018-2019 budget projects an operating deficit of \$1 million. Significant changes from the prior year budget are decreased enrolment and a decrease in the Five-year Investment Grant and base funding, all related to enrolment.

The deficit will be funded by the Unrestricted Surplus this year, and administration will be conducting a thorough budget review during the budget process, to ensure that the 2019-2020 budget is balanced and sustainable.

**RISK ANALYSIS:**

The involvement of the board in the budget process is critical, to ensure that the resources are allocated based on board priorities. The risk is that if this process is not followed, the resources are not available to achieve the vision and goals set by the board and the results will not be met.



# NORTHLAND SCHOOL DIVISION NO. 61

**Fall  
Budget  
report**

**2018/2019**

This document outlines the updated figures, based on actual fall enrolment.

Report to the  
Board of Trustees  
November 30, 2018

Our students love to come to school in Northland

# **2018-2019 Fall Operating Budget**

## **OVERVIEW**

### **DEFICIT REDUCTION**

In the October draft budget, the deficit was \$4.096 million, with \$3 million attributed to the operations, and \$1 million to the 5-year investment plan.

The current deficit is at \$1.064 million.

The reduction in the above by \$3 million was accomplished by:

Additional revenue of \$400,000 carryforward from the 5-year investment grant.

Reduction in expenses to the schools by \$280,000 due to enrolment changes.

Reduction in expenses to Central Office by \$675,000.

Increase in federal revenue (\$1.5 million) due to the increase in expenses (Five-year investment grant).

The remaining \$1 million will be funded out of unrestricted surplus. Currently, the division has \$3.5 million in unrestricted surplus. After the deficit is funded, and the other plans implemented, the projected balance will be at \$1.55 million. If the Paddle Prairie shop is not funded through the division, but as part of the recommended new school build, the projected unrestricted surplus will change to \$3 million.

Given the trend of declining enrolment, budgeting for the 2019-2020 school year will be critical, given that the current level of operations is unsustainable, with the current funding. Any further reductions to unrestricted surplus will result in less capital projects and reductions in services.

## **OPERATIONS**

### **ENROLMENT**

The final enrolment for the 2018-2019 school year is 1,992, 713 fewer than last year, and 215 fewer than the 2,207 budgeted in the spring. Of the 713, 432 were attending the Little Buffalo, Peerless Lake School and Kateri Schools, which were transferred this fall to the KeeTasKeeNow Tribal Council Education Authority.

It is interesting to note that the percentage of First Nations students attending our schools has dropped from almost 43% of the students to almost 38%, a change of five percent.

## **REVENUE**

Overall, revenue fell from \$62 million in the spring budget to \$61.1 million in the fall budget.

Base funding from the provincial government fell about \$2.6 million, all related to enrolment. Differential funding fell very little, at about \$150,000, as there are other factors involved with the funding calculation, other than just enrolment.

Other provincial funding overall remained steady, with the exception of the 5-year investment grant fund. The province was projecting the funding in the spring guidelines would be at \$6.112 million. However, due to the change in enrolment, the funding will be \$5.023 million, a decrease of \$1.1 million. In order to minimize the impact of the funding reduction, \$0.4 million of the \$2.5 million unspent 5-year investment grant has been included in income. More details regarding the 5-year investment grant are outlined later in the report.

Revenue from supported amortization from the province is projected to fall this year. Supported amortization is when the province funds a building project. It provides revenue to the division to offset the depreciation expense, until the building (or funded asset) has been fully depreciated.

Revenue from the First Nations has increased almost \$1.5 million, due to the increase in the tuition rate, based on the actual 2017-2018 division costs.

Local revenues are up slightly, by \$200,000. The bulk of this increase is recent grant from Red Cross to ADCS, for wildfire support, in the amount of \$116,000, a Cenovus literacy grant of \$50,000 and some additional funds in Conklin to provide administrative support.

## **EXPENSES**

Overall, expenses are down just under 1%, or \$570,000 from the Spring budget.

### **Schools**

Staffing - Certificated staff were budgeted at 158 in the spring, and have been reduced to 155. Uncertificated staff were budgeted at 92.4 in the spring, and are 90.11 in the fall budget. Pupil to teacher ratio was at 13.97 in the spring budget, and has dropped to 12.83 in the fall budget.

Operational Funding - Funding to schools was reduced by \$280,000 over the spring budget, to reflect the change in enrolment. An additional \$675,000 in targeted funding (Classroom

Improvement Fund - \$268,000 and Land-Based Learning - \$407,750) was added to the school budgets.

### **Central Services**

The Central Services budgets have been adjusted, based on actual costs incurred in 2017-2018 school year. Most of the adjustments relate to travel costs, utilities, groceries, and supported and unsupported amortization.

Overall, Central Services budgets have been reduced by \$675,641, or 1.74%. Some of the reduction came from overall operating costs, some from the 5-year investment grant. \$1.6 million was cut from Central Services, but the transportation and maintenance departments increased costs. In the maintenance department, it was determined that the budget cut in the spring of almost \$600,000 was unrealistic, given an analysis of the year-end results. When the true costs of the contracted bus routes in transportation were added to the budget, the cost to run the department rose by \$500,000. Details related to the individual department cuts are available in the Central Services Expenses by Category, later in the the report.

Any further reductions to either the schools or Central Services would have resulted in service reductions, including layoffs, which need to be considered over more time than the fall budget allows.

### **CAPITAL RESERVES AND PROJECTS**

The balance under unrestricted capital represents all the surpluses and deficits of years past, as well as accounting for school generated funds and amortization.

It is a common practise to move funds into either Operating Reserves, when they are earmarked for operational projects or to fund deficit years, or to Capital Reserves, when funds are earmarked for capital projects or purchases.

However, due to the fact that the division will be funding the 2018-2019 deficit with the surplus, and the uncertainty, at this point, of what the 2019-2020 budget may look like, it is our recommendation that the funds remain in unrestricted surplus, in order to provide as much flexibility as possible for funding.

Capital projects has been reduced significantly this year over the past years to reflect those projects or purchases that must be completed, due to the funding of the deficit. It is critical that deficit funding in subsequent years not be considered, as it will strongly curtail any funding for capital projects or purchases.

## NORTHLAND SCHOOL DIVISION NO. 61

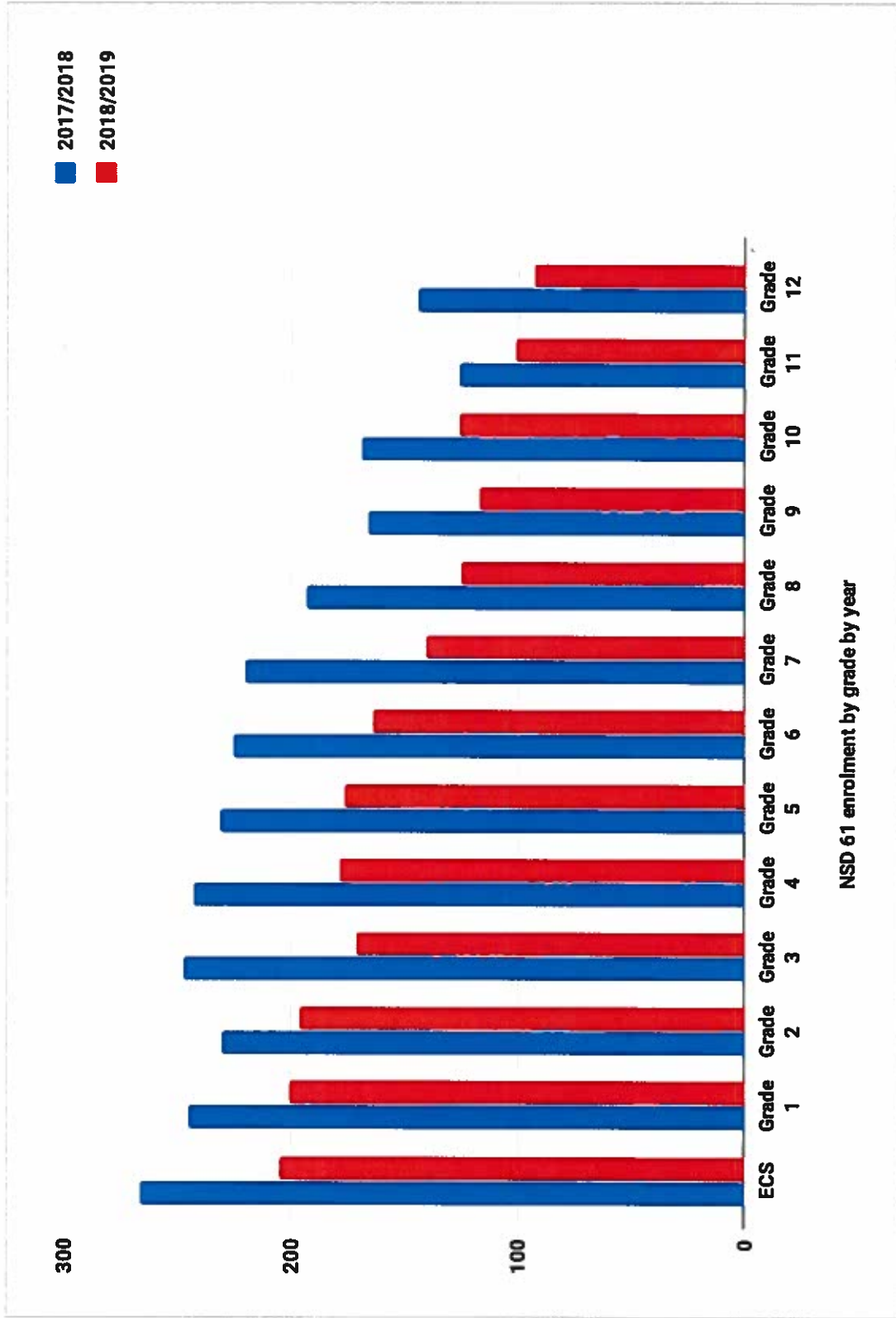
## 2018-2019 Enrolment Detail

## Projected for 2018-2019

	Student Enrolment		Variance	
	2017-2018	2018-2019	Enrolment	%
	Actual	Actual	Change	Change
Athabasca Delta	218	212	(6)	-2.75%
Anzac	73	84	11	15.07%
Bill Woodward	112	131	19	16.96%
Bishop Routhier	60	61	1	1.67%
Calling Lake	111	117	6	5.41%
Calling Lake Outreach	2	1	(1)	-50.00%
Career Pathways	74	48	(26)	-35.14%
Chipewyan Lakes	18	29	11	61.11%
Conklin	39	31	(8)	-20.51%
Dr. Mary Jackson	29	0	(29)	-100.00%
Elizabeth	146	112	(34)	-23.29%
Father R. Perin	78	79	1	1.28%
Fort McKay School	74	45	(29)	-39.19%
Gift Lake School	190	148	(42)	-22.11%
Grouard	68	70	2	2.94%
Hillview	16	16	0	0.00%
J.F. Dion	85	83	(2)	-2.35%
Kateri	96	0	(96)	-100.00%
Little Buffalo	202	0	(202)	-100.00%
Mistassiniy	343	241	(102)	-29.74%
Paddle Prairie	121	121	0	0.00%
Peerless Lake	134	0	(134)	-100.00%
Pelican Mountain	20	16	(4)	-20.00%
St. Theresa	363	302	(61)	-16.80%
Susa Creek	33	45	12	36.36%
	<b>2,705</b>	<b>1,992</b>	<b>(713)</b>	<b>-26.36%</b>
ECS	266	205	(61)	-22.93%
Grades 1-6	1,421	1,085	(336)	-23.65%
Grades 7-9	579	382	(197)	-34.02%
Grades 10-12	439	320	(119)	-27.11%
	<b>2,705</b>	<b>1,992</b>	<b>(713)</b>	<b>-26.36%</b>
Federal Enrolment	1159	755	(404)	-23.65%
% of students	42.85%	37.90%		

Note: Budgeted enrolment for 2018-2019 was 2,207.





**NORTHLAND SCHOOL DIVISION NO. 61**  
**2018-2019 FALL BUDGET**  
**STATEMENT OF REVENUES AND EXPENSES**

	<b>2018/2019 Fall Budget</b>	<b>2018/2019 Spring Budget</b>	<b>\$ Change</b>	<b>% Change</b>	
<b>REVENUES</b>					
Government of Alberta					
Alberta Education	\$ 28,249,549	\$ 29,888,567	\$ (1,639,018)	-5.80%	
Other Government of Alberta	12,192,441	13,158,015	\$ (965,574)	-7.92%	
	<b>40,441,990</b>	<b>43,046,582</b>	<b>(2,604,592)</b>	<b>-6.44%</b>	1
Federal Revenue	15,419,869	13,925,827	\$ 1,494,042	9.69%	2
Other Sales and Services	4,257,363	4,248,028	\$ 9,335	0.22%	
Investment Income	60,000	60,000	\$ -	0.00%	
Gifts and Donations	502,227	311,300	\$ 190,927	38.02%	3
Fundraising	450,000	450,000	\$ -	0.00%	
	<b>61,131,449</b>	<b>62,041,737</b>	<b>(910,288)</b>	<b>-1.49%</b>	
<b>EXPENSES</b>					
Instruction					
Schools	24,153,178	24,117,741	\$ 35,437	0.15%	4
Central Services (Instructional Support)	15,992,728	17,424,011	\$ (1,431,283)	-8.95%	5
	<b>40,145,906</b>	<b>41,541,752</b>	<b>\$ (1,395,846)</b>	<b>-3.48%</b>	
Operations & Maintenance	9,622,353	9,272,364	\$ 349,989	3.64%	6
Transportation	4,073,019	3,568,539	\$ 504,480	12.39%	7
Board and System Administration	3,376,943	3,450,564	\$ (73,621)	-2.18%	
External Services	4,977,953	5,103,160	\$ (125,207)	-2.52%	
	<b>62,196,174</b>	<b>62,936,379</b>	<b>\$ (740,205)</b>	<b>-1.19%</b>	
<b>OPERATING SURPLUS/(DEFICIT)</b>	<b>(1,064,725)</b>	<b>(894,642)</b>	<b>(170,083)</b>		

**Notes:**

- 1 Base funding and the Five-year investment grant were both reduced due to enrolment changes. Supported amortization decreased as some of the capital items funded by the province have been fully depreciated.
- 2 Federal tuition rate increase due to increased expenses (Five-year investment grant).
- 3 Increase in donations - Cenovus, Conklin community and the Red Cross all provided additional funding.
- 4 Slight increase to schools, due to the transfer of Classroom Improvement and Land-based Learning targeted funds.
- 5 Cuts to operating budgets and Five-year investment grant, in order to reduce the projected deficit and have the revenue and expenses align closer with the investment grant.
- 6 Increase due to increased operating costs (using actual 2017-2018 results)
- 7 Increase due to contracted bus service cost increases (using actual 2017-2018 results)

**Northland School Division  
2018-2019 Fall Budget  
Revenue Details**

	2018-2019 Fall Budget	2018/2019 Spring Budget	
<b>ALBERTA EDUCATION</b>			
<b>Base Funding</b>			
Early Childhood Services (ECS)	\$ 524,895	\$ 570,003	
Base Instruction (Gr 1-9)	6,843,210	7,974,108	
Base Instruction (Gr 10-12)	747,809	831,377	
Home Education	15,037	15,037	
System Administration Reduction	(386,000)	(386,000)	
Board Governance & Administration	471,000	471,000	
Funding reduction due file deficiencies	(40,580)	(46,877)	
	<u>8,175,371</u>	<u>9,428,648</u>	1
<b>Differential Cost Funding</b>			
ECS Program Unit Funding (PUF)	1,000,000	1,000,000	
Equity of Opportunity	1,335,000	1,335,000	
English as a Second Language	239,154	432,952	
First Nation, Metis, Inuit Funding	1,361,884	1,361,884	
Inclusive Education	2,977,500	2,977,500	
Northern Allowance	570,995	704,561	
Outreach Program Funding	125,946	125,946	
Plant Operation & Maintenance	3,339,142	3,339,142	
Small Schools by Necessity	3,158,000	3,158,000	
Socio Economic Status	164,724	192,880	
Special Approvals Funding	2,100,000	2,100,000	
Funding reduction due file deficiencies	(33,246)	(35,024)	
	<u>16,339,098</u>	<u>16,692,840</u>	1
<b>Targeted Funding</b>			
Supernet Funding	211,200	211,200	
Regional Collaborative Service Delivery	528,000	560,000	2
	<u>739,200</u>	<u>771,200</u>	
Transportation Funding	2,334,404	2,334,404	
Infrastructure Maintenance Renewal (IMR)	661,475	661,475	
<b>Other Alberta Education Revenue</b>			
Fort McMurray COLA	585,000	585,000	
Classroom Improvement Fund	268,000	268,000	
One-time funding/Five Year Investment Grant/Deferred	5,597,060	6,194,000	3
Innovation Funding	111,000	111,000	
	<u>6,561,060</u>	<u>7,158,000</u>	
Alberta Education Supported Amortization	3,131,381	3,500,015	4
Teacher Retirement Fund	2,500,000	2,500,000	
<b>TOTAL PROVINCIAL FUNDING</b>	<u><b>40,441,990</b></u>	<u><b>43,046,582</b></u>	

**Notes**

- 1 Funding reduction due to change in enrolment.
- 2 RCSD funding was reduced.
- 3 The Five-year investment grant was reduced, due to enrolment change.
- 4 Some of the capital item depreciation that the province funded has now been fully depreciated.

		2018-2019	2018/2019	
<b>FEDERAL REVENUE</b>		<b>Fall Budget</b>	<b>Spring Budget</b>	
<b>Regular Tuition</b>				
	Bigstone First Nation	6,922,825	6,904,634	
	Chip Prairie	1,184,436	1,277,265	
	Indigenous and Northern Affairs Canada	2,491,400	2,850,708	
	Lubicon Lake Band	-	-	
	Mikisew Cree First Nation	3,311,067	1,564,270	
	Peerless Trout First Nation	-	-	
	Fort Chipewyan Education Authority	81,000	81,000	
		<b>13,990,728</b>	<b>12,677,877</b>	<b>5</b>
<b>Early Childhood Services Tuition</b>				
	Bigstone First Nation	555,107	433,704	
	Chip Prairie	128,102	115,654	
	Mikisew Cree First Nation	54,196	61,110	
	Indigenous and Northern Affairs Canada	227,736	173,482	
	Lubicon Lake Band	-	-	
	Peerless Trout First Nation	-	-	
		<b>965,141</b>	<b>783,950</b>	<b>5</b>
	<b>Federal Outreach</b>	<b>400,000</b>	<b>400,000</b>	
	<b>Additonal Federal Revenue</b>	<b>64,000</b>	<b>64,000</b>	
<b>TOTAL FEDERAL FUNDING</b>		<b>15,419,869</b>	<b>13,925,827</b>	<b>5</b>
<b>OTHER REVENUES</b>				
	<b>School Food Services</b>	<b>3,168,000</b>	<b>3,168,000</b>	
	<b>Rental Revenue</b>	<b>583,050</b>	<b>583,050</b>	
	<b>Hot Lunch Revenue</b>	<b>26,400</b>	<b>26,475</b>	
	<b>Industry Funded Revenue/Donations</b>	<b>502,227</b>	<b>311,300</b>	<b>6</b>
	<b>Alberta Mental Health Project</b>	<b>479,913</b>	<b>470,503</b>	
	<b>School Generated Fundraising</b>	<b>450,000</b>	<b>450,000</b>	
	<b>Investment income/rebates</b>	<b>60,000</b>	<b>60,000</b>	
		<b>5,269,590</b>	<b>5,069,328</b>	
		<b>20,689,459</b>	<b>18,995,155</b>	
<b>TOTAL BUDGET</b>		<b>61,131,449</b>	<b>62,041,737</b>	
5	Federal regular tuition rate increased from \$1,908 per month per student to \$2,105.26 per month per student. ECS rate changed slightly from \$1,445.68 per month per student to \$1,423.35 per month per student. Most of this change is attributable to the Five-year investment grant expenses, which increased the cost per student.			
6	Donations increased - \$50,000 from Cenovus for literacy, \$28,000 for Conklin to increase administrative support, and Red Cross donated \$116,000 to ADCS for wildfire support.			

## Funding Sources

**OTHER FUNDING**

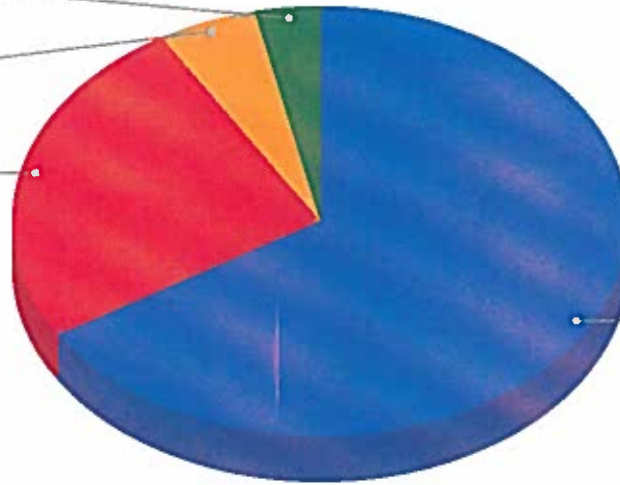
3.4%

**SCHOOL FOOD**

5.2%

**FEDERAL FUNDING**

25.2%


**PROVINCIAL FUNDING**

66.2%

Revenues	2018-2019	2017-2018	Variance	% Change
<b>Total Revenue</b>	<b>\$61,131,449</b>	<b>\$62,041,737</b>	<b>-\$910,288</b>	<b>-1.47%</b>
Base Funding	\$8,175,371	\$9,428,648	-\$1,253,277	-13.29%
Differential Cost Funding	\$12,999,956	\$13,353,698	-\$353,742	-2.65%
Targeted Funding	\$739,200	\$771,200	-\$32,000	-4.15%
Transportation Funding	\$2,334,404	\$2,334,404	\$0	0.00%
Plant Operations and Maintenance	\$3,339,142	\$3,339,142	\$0	0.00%
Other Revenue	\$12,853,916	\$13,819,490	-\$965,574	-6.99%
Federal Revenue	\$15,419,869	\$13,925,827	\$1,494,042	10.73%
Other Revenue	\$5,269,590	\$5,069,328	\$200,262	3.95%

### SPENDING BY PROGRAM

Spending by Program	2018-2019 F	2018-2019 S	Variance	% Change
<b>Total Expenditures</b>	<b>\$62,196,174</b>	<b>\$62,986,379</b>	<b>-\$740,205</b>	<b>-1.19%</b>
Instruction	\$40,145,906	\$41,541,752	-\$1,395,846	-3.48%
Plant Operations and Maintenance	\$9,622,353	\$9,272,364	\$349,989	3.64%
Transportation	\$4,073,019	\$3,568,539	\$504,480	12.39%
Board and Administration	\$3,376,943	\$3,450,564	-\$73,621	-2.18%
External Services	\$4,977,953	\$5,103,160	-\$125,207	-2.52%

### Spending By Program

**External Services**

8.0%

**Board and**

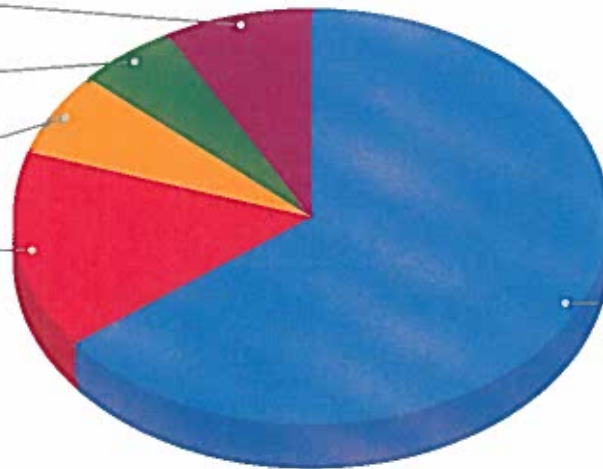
5.4%

**Transportation**

6.5%

**Plant Operations**

15.5%



**Instruction**

64.5%

**NORTHLAND SCHOOL DIVISION NO. 61  
2018/2019 FALL BUDGET  
SCHOOL EXPENSES**

	<b>2018/2019 Fall Budget</b>	<b>2018/2019 Spring Budget</b>	<b>\$ Change</b>
Home Education	20,266	20,266	-
Anzac	1,274,247	1,246,082	28,165
Athabasca Delta	2,873,553	2,822,186	51,367
Bill Woodward	1,302,841	1,244,401	58,440
Bishop Routhier	767,529	736,138	31,391
Calling Lake	1,222,788	1,215,452	7,336
Calling Lake Outreach	-	-	
Career Pathways	689,646	652,015	37,631
Chipewyan Lakes	389,873	370,624	19,249
Conklin	491,628	494,949	(3,321)
Dr. Mary Jackson	-	-	-
Elizabeth	1,441,452	1,300,324	141,128
Father R. Perin	986,283	952,630	33,653
Fort McKay School	789,481	895,658	(106,177)
Gift Lake School	1,802,383	1,777,448	24,935
Grouard	891,419	856,328	35,091
Hillview	323,586	310,920	12,666
J.F. Dion	1,002,910	963,165	39,745
Little Buffalo		-	
Kateri		-	
Mistassiniy	2,483,191	2,596,796	(113,605)
Paddle Prairie	1,115,692	985,943	129,749
Peerless Lake	-	-	-
Pelican Mountain	341,227	332,881	8,346
St. Theresa	3,464,731	3,500,414	(35,683)
Susa Creek	478,452	454,970	23,482
	<b>\$24,153,178</b>	<b>\$23,729,590</b>	<b>\$ 395,423</b>

**1** School budgets were adjusted to reflect enrolment, which reduced funding to schools by about \$280,000. Targeted funds were added to the budgets:  
Classroom Improvement Funds - \$268,000  
Land-Based Learning (Five-year Investment Grant) - \$407,750

The figures for 2018-2019 spring budget do not match with the school expenses in the Revenue and Expenses sheet, as Dr. Mary Jackson school is included in those figures, but has been removed from this worksheet, in order to provide a more meaningful comparison.

**NORTHLAND SCHOOL DIVISION NO. 61**  
**2019/2019 FALL BUDGET**  
**SCHOOL STAFFING (FTEs)**

	2018/2019 Fall Budget		2018/2019 Spring Budget		Change in FTE		Pupil to Teacher Ratio	
	FTE		FTE		Certificated	Uncertificated		
	Certificated	Uncertificated	Certificated	Uncertificated	Certificated	Uncertificated		
Athabasca Delta	20	5.5	19	10	1	-4.5	10.60	1
Anzac	7.5	4.1	7.5	4.1	0	0	11.20	
Bill Woodward	7.5	4	7.5	4	0	0	17.47	
Bishop Routhier	5	3	5	3	0	0	12.20	
Calling Lake	9	3	9	3	0	0	13.00	
Career Pathways	4	2.5	4	2.5	0	0	12.00	
Chipewyan Lakes	2	2	2	2	0	0	14.50	
Conklin	3	2	3	2.5	0	-0.5	10.33	
Elizabeth	9.82	6.6	9	5.25	0.82	1.35	11.41	2
Father R. Perin	7	2.6	7	2.6	0	0	11.29	
Fort McKay School	4	3	5	3	-1	0	11.25	
Gift Lake School	11	9	11	9	0	0	13.45	
Grouard	6	3	6	3	0	0	11.67	
Hillview	2	1.25	2	1.25	0	0	8.00	
J.F. Dion	6	5.16	6	4.5	0	0.66	13.83	
Mistassiniy	18.5	5	19	6.5	-0.5	-1.5	13.03	3
Paddle Prairie	8	2.9	7	2.9	1	0	15.13	
Petican Mountain	2	1.6	2	1.6	0	0	8.00	
St. Theresa	20	22	22	20	-2	2	15.10	4
Susa Creek	3	1.9	3	1.7	0	0.2	15.00	
	155.32	90.11	156.00	92.4	-0.68	-2.29	12.83	

## Notes:

- 1 Two educational assistant positions were reduced in order to increase a teaching position, one position was eliminated and one position (school/ community liaison worker) was replaced by a Wellness Worker from the Testing and Achievement budget
- 2 Two educational assistant positions added due to the need at the school.
- 3 A .5 teaching position and a 1.5 educational assistant positions were reduced due to the change in enrolment.
- 4 Two positions were added from the Five-Year Investment Grant.



**NORTHLAND SCHOOL DIVISION NO. 61**  
**2018/2019 FALL BUDGET**  
**CENTRAL SERVICES EXPENSES BY CATEGORY**

	2018/2019 Fall Budget	2018/2019 Spring Budget	\$ Change	
<b>Governance</b>				
Trustee Expenses	\$ 521,750	\$ 521,750	\$ -	
Election Expenses	20,000	20,000	\$ -	
	<u>541,750</u>	<u>541,750</u>	<u>\$ -</u>	
<b>Education Executive</b>				
Superintendent	615,979	675,979	\$ (60,000)	1
Public Relations	158,447	158,447	\$ -	
Superintendent Office & PR	<u>774,426</u>	<u>834,426</u>	<u>(60,000)</u>	
<b>Instructional Services-Central</b>				
Area Superintendents	809,250	766,714	\$ 42,536	2
CTS Mobile	25,000	25,000	\$ -	
First Nations, Metis and Inuit	640,320	1,003,814	\$ (363,494)	3
Literacy	361,559	345,741	\$ 15,818	
Occupational Health and Safety	263,463	143,701	\$ 119,762	4
Pedagogical	1,016,900	1,136,641	\$ (119,741)	5
System Computers	1,320,935	1,375,172	\$ (54,237)	6
School Councils	70,000	70,000		
Testing and Achievement	3,627,540	3,653,190	\$ (25,650)	7
	<u>8,134,967</u>	<u>8,519,973</u>	<u>\$ (385,006)</u>	
<b>Instructional Services-Schools</b>				
Certificated Substitutes	781,722	781,722	\$ -	
Boarding Home Allowances and Supplies	133,200	133,200	\$ -	
Training	871,500	1,021,500	\$ (150,000)	8
Instructional Supply	6,071,330	6,967,616	\$ (896,286)	9
	<u>7,857,752</u>	<u>8,904,038</u>	<u>(1,046,286)</u>	
<b>Notes:</b>				
1 Reduction in general operating expenses.				
2 Increase to budget to reflect actual costs of travel.				
3 \$400,000 was transferred from this department to be handled directly by the schools for land-based learning.				
4 The addition of an Occupational Health and Safety Manager and associated travel costs, to be in compliance with the province's new OHS legislation.				
5 The reduction of one pedagogical supervisor, to reduce the Five-Year Investment Grant to match the revenue amount.				
6 The reduction of one IT technician, and an increase in general operating expenses to align with actual costs.				
7 A reduction in the travel budget, to align more closely with actual costs.				
8 A reduction in the paraprofessional training and the professional learning for community-based education budgets to reduce the Five-Year Investment grant to match therevenue amount.				
9 Reduction in:				
Education leave benefits (fewer leaves granted in 2018-2019 than budgeted)			\$75,000	
PTR teacher transition (Five-year investment grant)			\$200,000	
Decrease in amortization expense			\$200,000	
Decrease in unallocated expenses for Five-year investment grant			\$420,000	

<b>Human Resources</b>	618,188	563,060	\$ 55,128	10
<b>Business Services</b>	1,442,580	1,511,328	\$ (68,748)	11
<b>Facility Services</b>				
Facilities	8,960,878	8,610,889	\$ 349,989	12
Infrastructure Maintenance Renewal (IMR)	661,475	661,475	\$ -	
	<u>9,622,353</u>	<u>9,272,364</u>	<u>\$ 349,989</u>	
<b>Student Transportation</b>	4,073,019	3,568,539	\$ 504,480	13
<b>External Services</b>	4,977,953	5,103,160	\$ (125,207)	14
	<u>38,042,988</u>	<u>38,818,638</u>	<u>(775,650)</u>	

**Notes:**

- 10 Increase in budget due to counselling expense increase (\$40,000), increase in legal costs (\$35,000), recruitment advertising (\$7,500) and recruitment travel (\$40,000), and an overall decrease in other operating expenses of \$68,000.
- 11 Increase in staffing by \$20,000, to help with the increase in work in Accounts Payable, a decrease in professional development budget (\$7,500), decrease in general operating and depreciation expense (\$81,000).
- 12 Facilities budget increase is a result removing the budget reduction of almost \$600,000 (which was unrealistic, given the actual amount needed to run the facilities department), to a more realistic amount, given the year-end results.
- 14 The decrease is in the housing budget - a reduction in the expenses to match the actual revenue being received in rent.

**NORTHLAND SCHOOL DIVISION NO. 61  
2018-2019 FALL BUDGET  
CENTRAL SERVICES STAFFING (FTEs)**

	2018/2019 FALL Budget		2018/2019 Spring Budget		Change in FTE		
	FTE		FTE		FTE		
	Certificated	Uncertificated	Certificated	Uncertificated	Certificated	Uncertificated	
<b>Education Executive</b>							
Superintendent	1	1.1	1	1.1	0	0	
Communications	0	1	0	1	0	0	
	<u>1</u>	<u>2.1</u>	<u>1</u>	<u>2.1</u>	<u>0</u>	<u>0</u>	
<b>Instructional Services - Central</b>							
Associate Superintendent	4.5	0	4.5	0	0	0	
Testing and Achieving/Pedological	11	13	11	13	0	0	
First Nations, Metis and Inuit	3	0.25	3	0.25	0	0	
System Computers	0	4.08	0	6.08	0	-2	1
	<u>18.5</u>	<u>17.33</u>	<u>18.5</u>	<u>19.33</u>	<u>0</u>	<u>-2</u>	
<b>Instructional Services - Schools</b>							
CTS mobile coordinator	0	0	0	0	0	0	
Literacy	1	0	1	0	0	0	
	<u>1</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>	
<b>Human Resources</b>							
Director Human Resources	1	2	1	2	0	0	
	<u>1</u>	<u>2</u>	<u>1</u>	<u>2</u>	<u>0</u>	<u>0</u>	
<b>Business Services</b>							
Financial Services	0	10.95	0	10.45	0	0.5	2
Purchasing & Contract Services	0	1	0	1	0	0	
	<u>0</u>	<u>11.95</u>	<u>0</u>	<u>11.45</u>	<u>0</u>	<u>0.5</u>	
<b>Facility Services (includes OH&amp;S)</b>	0	50.26	0	51.06	0	-0.8	3
<b>Student Transportation</b>	0	35.1	0	35.1	0	0	
<b>External Services</b>	0	27.91	0	27.91	0	0	
	<u>21.5</u>	<u>146.65</u>	<u>21.5</u>	<u>148.95</u>	<u>0</u>	<u>-2.3</u>	

**Notes**

- 1 A reduction in two positions, to help reduce the deficit. The positions eliminated are a help desk and an east end computer technician. These positions were not filled.
- 2 A slight increase in accounts payable staffing, to reflect the increase in work in relation to the Five-year investment grant and the elected board.
- 3 Staffing reduction due to not filling a position because of budget restraints.

**2018/2019 FALL BUDGET**  
**CHANGES TO ACCUMULATED SURPLUS**

	Unrestricted Surplus	2018-2019		
		Operating Reserves	Capital Reserves	
as of August 31, 2018	\$ 3,497,524		\$ 2,260,445	1
less: School Generated Funds	\$ (380,189)			2
Net 2018-2019 amortization (depreciation)	\$ 1,000,000			3
Budgeted 2018-2019 deficit	\$ (1,064,171)			4
Paddle Prairie CTS shop	\$ (1,500,000)			5
List of capital projects for 2018-2019			\$ (1,450,000)	6
<b>Projected balance, Aug. 31, 2019</b>	<b>\$ 1,553,164</b>	<b>\$ -</b>	<b>\$ 810,445</b>	

**Note:**

**1** Closing balances from the audited year-end financial statements. The total is made up from capital reserves from the following:

School and instruction	\$ (111,046)
Maintenance	\$ 996,570
Board and administration	\$ 135,126
Transportation	\$ 217,140
External services (SFS and housing)	\$ 1,022,655
	<b>\$ 2,260,445</b>

**2** SGF is to be spent by the schools, so is not available for use for operating expenses or capital projects/purchases

**3** Depreciation expense is usually moved to capital reserves, eventually to replace the equipment being expensed. However, due to the fact that the division may need the money for operations, the money will stay in unrestricted surplus for this year.

**4** Budgeted deficit for the 2018-2019 school year.

**5** Funds were earmarked for the Paddle Prairie CTS shop in 2016-2017.

**6** List of capital projects/items from the Capital Projects list.

Five Year Investment Grant  
2018-2019

Outcome	Budget amount	Included in departments	
<b>Outcome 1</b>			
Alberta's students are successful			
Associate Superintendents	\$ 425,000	Associate Superintendents	Down by 1 ped from last year
Professional Learning through Coaching	\$ 866,800	Pedagogical	
Attendance Improvement (DAL)	\$ 150,000	Associate Superintendents	
Technology Plan	\$ 100,000	System Computers	
Flexible Learning	\$ 147,115	1 FTE to Career Pathways \$107,115, \$40,000 for supplies at schools.	Down by almost \$60,000 from last year
High School Literacy	\$ 160,000	Literacy	Down by \$40,000 from last year
<b>Outcome 2</b>			
The systemic education achievement gap between First Nations, Metis and Inuit students and all other students is eliminated.			
Land-based Learning and Culture Camp	\$ 400,000	Allocated to the schools directly	
Language and Culture Instruction	\$ 250,000	Supplementing LA Instructors	
<b>Outcome 3</b>			
Alberta's education system is inclusive			
Assistant Supervisors of Student Services	\$ 300,000	Testing and Achieving	
Family Wellness Workers	\$ 850,000	Testing and Achieving	
Staff Wellness Project	\$ 50,000	Testing and Achieving	
School Food Services	\$ 350,000	School Food Services	
<b>Outcome 4</b>			
Alberta has excellent teachers, and school and school authority leaders.			
Professional Development for EAs	\$ 100,000	Inservice and Training	Down \$50,000 from last year.
Leadership Development	\$ 200,000	Inservice and Training	
Professional Learning for Community Based Ed.	\$ 150,000	Inservice and Training	Down \$100,000 from last year.
<b>Key Priorities</b>			
Inherent Subs	\$ 300,000	Substitutes	
Principal Meetings	\$ 180,000	\$60,000 went to teacher convention, so principal meetings \$120,000	
School Councils/Community Meetings (Northland Act)	\$ 150,000	\$30,000 directly to the schools, \$40,000 to ward councils, \$80,000 to board	
Pupil/Teacher Ratio adjustments	\$ 170,000	0.5 FTE at Arzac, two EAs in St. Theresa	
Work alone/vehicle trackers	\$ 150,000	Transportation	
<b>Total funds budgeted</b>	<b>\$ 5,448,915</b>		
<b>Use of unspent funds from 2017-2018</b>	<b>\$ 425,690</b>		
<b>2018-2019 Five Year Investment Grant</b>	<b>\$ 5,023,225</b>		
<b>Total funds available</b>	<b>\$ 5,448,915</b>		
<b>Deferred Five Year Investment Grant details:</b>			
August 31, 2018	\$ 2,518,539		
2018-2019 budget	\$ 425,690		
Projected August 31, 2019	\$ 2,092,849		

<b>Northland School Division No. 61</b>	
<b>2018/2019 Budget</b>	
<b>Infrastructure Maintenance and Renewal (IMR)/Capital Projects</b>	
<b>CAPITAL PROJECT:</b>	
Replace Grounds, Custodial equipment and 4 service trucks	\$300,000
Cooling Coils added for cooling in 7 schools	\$200,000
Corporate vehicles (10)	\$450,000
School buses (4)	\$500,000
<b>TOTAL</b>	<b>\$1,450,000</b>
<b>IMR PROJECT:</b>	
Door Locks Main Doors, for security purposes	\$46,000
Camera Upgrades, for security purposes	\$25,000
Paging /intercom, for security purposes	\$25,000
Telephone upgrades for security reasons	\$10,000
Building Maintenance Systems Control Automation	\$140,000
Hot Water System (flush/recharge, software upgrades, piping retrofits)	\$60,000
Boiler Replacement	\$20,000
Fire Pump and Generator Maintenance	\$25,000
Fire Panel upgrades (2 schools)	\$50,000
Demolish old bus garage at Paddle Prairie	\$20,000
Elizabeth and Conklin roofs (started in 2017-2018, but completed this year)	\$190,000
Contingency	\$50,000
<b>TOTAL</b>	<b>\$661,000</b>
<p>Note: There is an additional approx. \$1.2 m in carryforward for IMR, which has been earmarked for the energy upgrade.</p>	
<p>2018-2019 IMR funding is \$661,475.</p>	



NORTHLAND SCHOOL DIVISION NO. 61

**ADMINISTRATION RECOMMENDATION TO THE BOARD**

**TO:** Board of Trustees **DATE:** November 30, 2018

**SUBMITTED BY:** Lois Byers, Board Advisor

**SUBJECT:** Policy 3 Role of Trustee, Policy 5 Role of the Chair, Policy 8 Committees and Policy 9 Board Representative Housekeeping Changes

**ORIGINATOR:**

**REFERENCE(S) & ATTACHMENTS:** References Policy 3 Role of Trustee, Policy 5 Role of Chair, Policy 8 Committees, Policy 9 Board Representatives

**RECOMMENDATION:**

**THAT the Board of Trustees approve the housekeeping changes to Policy 3 Role of Trustee, Policy 5 Role of the Chair, Policy 8 Committees and Policy 9 Board Representative as attached.**

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**BACKGROUND:**

There are two changes being recommended. One is with regard to trustees informing the Chair if they cannot attend a meeting (policies 3, 5, 8 & 9) and the second with regard to trustees informing the chair of sensitive issues in a timely manner (policy 3).

The main role of the board chair is to facilitate the effective operation of the board. Part of this role is ensuring the effective representation of the board on committees, as board representatives and at various other board meetings and functions and facilitating communication between trustees and with administration.

In doing this work it is important for the chair to know if a trustee is unable to attend a meeting they are the representative/appointed to and arrange for another trustee to attend. It is also important for the Board Secretary to be aware so they can assist the chair in arranging an alternate.

In looking at policy it only states a requirement for a trustee to inform the chair if they cannot attend a board meeting. These housekeeping changes will require trustees to inform the Chair and Executive Secretary to Finance as soon as they can that they cannot attend a meeting so an alternate can be arranged and briefed.

With regard to trustees informing the chair with regard to sensitive issues this helps ensure a "no surprises" mantra for all trustees and administration.

NORTHLAND SCHOOL DIVISION NO. 61

**ADMINISTRATION RECOMMENDATION TO THE BOARD****RISK ANALYSIS:**

Without these changes it makes it difficult for the chair and administration to fulfill their roles.

If an alternate is not arranged for meetings the board may miss receiving important information and/or being part of decisions and it does not reflect well on Northland if trustees do not attend meetings they are expected at. It is also courteous to let meeting organizers know if a Northland trustee cannot attend and if someone else will be attending in their place.

If all trustees and administration aren't informed of sensitive issues it could result in people being put in embarrassing and/or compromising situations.



## 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.

#### 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 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. Trustees shall deal with complaints or inquiries as per 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.
  - 10.2 Inform the chair of sensitive issues in a timely manner so they can ensure the information gets into the proper process(s) so that all trustees, the superintendent and others are informed as needed.
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. Inform the Chair and Executive Secretary to the Board and Corporate Services if unable to attend a meeting so an alternate can be arranged and briefed.
13. When delegated responsibility, will exercise such authority within the defined terms of reference in a responsible and effective way.
14. All trustees are expected to attend all aspects of the orientation program.
15. Participate in Board/trustee development sessions.
16. Be cognizant of provincial, national and international educational issues and trends.
17. Share the materials and ideas gained with fellow trustees at a Board meeting following a trustee development activity.
18. Strive to develop a positive and respectful learning and working culture within the Board and with school councils.
19. Be mindful of costs and help ensure the Board stays within its own budget.
20. Ward responsibilities include:
  - 20.1 Develop and nurture effective two-way communication with school councils and school community(s). See also Policy 3 Appendix B Trustee Working Relationships Guidelines.
  - 20.2 Attend school council meetings as possible, when invited.
  - 20.3 Attend Ward Council meetings.
  - 20.4 Attend school activities, including graduations as realistically possible.
  - 20.5 Maintain good relationships with other organizations in your ward toward the goal of enhancing the success of students
21. Attend Division functions/events as regularly as possible.
22. Become familiar with, and adhere to, the School Act and Trustee Code of Conduct.
23. Report any violation of the Trustee Code of Conduct to the Board Chair, or where applicable, to the Vice-Chair.

24. Incumbent trustees are encouraged to help newly elected trustees become informed about history, functions, policies, procedures and issues.
25. 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.
26. 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 5

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### ROLE OF THE BOARD CHAIR

The Board, at the annual Organizational Meeting and thereafter at any time as determined by the Board, shall elect one (1) of its members to serve as Board Chair, to hold office at the pleasure of the Board.

The Board Chair's primary function is to facilitate the effective operation of the Board. The Board delegates to the Board Chair the following powers and duties:

1. Act as the official spokesperson for the Board, except for those instances where the Board has delegated this role to another individual or group, and for the Division when there are potential political implications.
2. Preside over all Board meetings and ensure that such meetings are conducted in accordance with the School Act and the policies and procedures as established by the Board.
3. Prior to each Board meeting, confer with the Vice-Chair, the Superintendent and/or designate on the items to be included on the agenda, the order of these items and become thoroughly familiar with them.
4. Be familiar with basic meeting procedures.
5. Perform the following duties during Board meetings:
  - 5.1 Ensure the meeting is opened and recognition of the Traditional Territory and contribution of Metis peoples and adheres to the culture, values and traditions of the community the meeting is in.
  - 5.2 Maintain order, proper conduct and decorum at the meeting so that motions may be formally debated.
  - 5.3 Ensure that all issues before the Board are well-stated and clearly expressed.
  - 5.4 Display firmness, courtesy, tact, impartiality and willingness to give everyone an opportunity to speak on the subject under consideration.
  - 5.5 Ensure that debate is relevant. The Board Chair, in keeping with his/her responsibility to ensure that debate must be relevant to the question, shall, when s/he is of the opinion that the discussion is not relevant to the question, remind members that they must speak to the question.
  - 5.6 Decide questions of order and procedure, subject to an appeal to the rest of the Board. The Board Chair may speak to points of order in preference to other members, and shall decide questions of order, subject to an appeal to the Board by any member duly moved.
  - 5.7 Submit motions or other proposals to the final decision of the meeting by a formal show of hands.
  - 5.8 Ensure that each trustee present votes on all issues before the Board. When

- appropriate advise trustees of a possibility of a conflict of interest.
- 5.9 Facilitate meetings so that the will of the Board is achieved.
  - 5.10 Extend hospitality to trustees, officials of the Board, the press and members of the public.
6. Keep informed of significant developments within the Division.
  7. Assist with the Board's orientation program for trustees.
  8. Keep the Board and the Superintendent informed in a timely manner of all matters coming to his/her attention that might affect the Division.
  9. Be in regular contact with the Superintendent to maintain a working knowledge of current issues and events.
  10. Convey directly to the Superintendent such concerns as are related to him/her by trustees, parents or students that may affect the administration of the Division.
  11. Provide counsel to the Superintendent.
  12. Ensure timely communication with school councils on emergent items and Division level initiatives.
  13. Review and approve the Superintendent's vacation entitlement and expenditure claims.
  14. Review and approve trustee expenditure claims, in accordance with Board policy.
  15. Bring to the Board all matters requiring a decision of the Board.
  16. Act as ex-officio member of all Board committees, except the Student Expulsion Committee.
  17. Act as a signing authority for Board minutes.
  18. Act as a signing authority for the Division as follows:
    - 18.1 As required by the Government of Alberta.
    - 18.2 As required by financial institutions.
  19. Represent the Board, or arrange alternative representation, at official meetings or other public functions.
  20. Ensure alternates are arranged and briefed when a trustee cannot attend a meeting they are appointed to.
  21. Address inappropriate behaviour on the part of a trustee.
  22. Ensure the Board engages in annual assessments of its effectiveness as a Board.
  23. Act on behalf of the Superintendent in his/her inability to act due to conflict of interest.

Legal Reference: Section 60, 61, 62, 64, 65, 67, 70, 72 School Act  
Section 6 Local Authorities Election Act

## Policy 8

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### BOARD COMMITTEES

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

#### General Specifications

1. The Board may appoint Standing Committees and Ad Hoc Committees and shall prescribe their terms of reference (purpose, powers and duties, membership and meetings).
2. The Board Chair shall act as an ex-officio member, with voting privileges, of all committees appointed by the Board, with the exception of the Student Expulsion Committee.
3. Committee meetings are not public meetings.
4. In order to enhance efficiencies within the geographic context and fiscal responsibility, Committee meetings may be held by electronic means.
5. Appointed Trustees shall inform the Committee Chair (if applicable), Board Chair and Executive Secretary to the Board and Corporate Services if they are unable to attend a meeting as soon as possible so an alternate can be arranged and briefed.

#### Standing Committees

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

1. Agenda Review Committee
  - 1.1 Purpose
    - 1.1.1 To make decisions regarding agenda items for regular Board meetings.
  - 1.2 Powers and Duties
    - 1.2.1 After careful consideration, to determine items to be placed on the agenda of regular Board meetings, including requests for presentations to the Board.
    - 1.2.2 Within the framework for Board agendas, determine the order of items placed on the agenda of regular Board meetings.
  - 1.3 Membership
    - 1.3.1 Board Chair.
    - 1.3.2 Vice-Chair
    - 1.3.3 One (1) trustee on a rotational basis.

1.3.4 Superintendent and/or designate(s).

#### 1.4 Meetings

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

### 2. Board Committee of the Whole

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

#### 2.1 Purpose

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

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

#### 2.2 Powers and Duties

2.2.1 Make recommendations for agenda items for subsequent Board meetings.

2.2.2 Maintain confidentiality of proceedings unless otherwise stated.

### 3. Student Expulsion Committee

#### 3.1 Purpose

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

#### 3.2 Powers and Duties

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

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

3.2.3 Ensure all members of an expulsion committee are well-briefed on the process of an expulsion hearing; their legal and other responsibilities.

#### 3.3 Membership

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

3.3.1.1 The Board Chair (or designate) in consultation with the Superintendent (or designate), is responsible for setting up the membership of each student expulsion committee.

3.3.1.2 The trustee for the ward the student attends school in shall be given the opportunity to sit on the expulsion committee.

3.3.1.3 The Board Chair shall ensure that conflict of interest and personal



bias are discussed with potential members of the expulsion committee before choosing to sit on the expulsion committee.

- 3.3.2 Superintendent and/or designate(s) as a resource person to the Board.
- 3.4 Meetings
  - 3.4.1 As detailed in Policy 13 – Appeals and Hearings Regarding Student Matters.
- 4. Board Advocacy Committee
  - 4.1 Purpose
    - 4.1.1 Support the ongoing advocacy efforts of the Board
  - 4.2 Powers and Duties
    - 4.2.1 Develop an action plan to support the Board’s identified advocacy plan.
    - 4.2.2 Identify key messages to support the advocacy plan.
  - 4.3 Membership
    - 4.3.1 Maximum two (2) trustees; one (1) alternate
    - 4.3.2 Superintendent or designate
    - 4.3.3 Secretary-Treasurer
    - 4.3.4 Communications Coordinator
- 5. Local Bargaining Committee
  - 5.1 Purpose
    - 5.1.1 To negotiate and conclude Memoranda of Agreement for recommendation to the Board.
  - 5.2 Powers and Duty
    - 5.2.1 Report to the Board from time to time
    - 5.2.2 Maintain confidentiality of negotiation proceedings
  - 5.3 Membership
    - 5.3.1 Maximum three (3) trustees, one (1) trustee to include TEBA Representative.
    - 5.3.2 Superintendent or designate
    - 5.3.3 Associate Superintendent of Human Resources
    - 5.3.4 Secretary-Treasurer
    - 5.3.5 The Board will appoint the Chair and Vice-Chair
  - 5.4 Meetings
    - 5.4.1 To be called by the Committee Chair.
- 6. Professional Improvement Leave Selection Committee
  - 6.1 Purpose
    - 6.1.1 To review teacher applications for professional leave for the following school

year.

- 6.1.2 This committee is part of the local collective agreement.
- 6.2 Power and Duties of Board Representative
  - 6.2.1 To attend selection committee meetings or ensure alternate is arranged if cannot attend.
  - 6.2.2 Represent the interest of the Board and its priorities.
- 6.3 Representation
  - 6.3.1 One (1) trustee; one (1) alternate
  - 6.3.2 Superintendent
  - 6.3.3 One (1) teacher from the ATA local.
- 6.4 Meetings
  - 6.4.1 One (1) meeting per year, prior to the February Corporate Board meeting.
- 7. Attraction and Retention Committee
  - 7.1 Purpose
    - 7.1.1 To facilitate communication between the Board and the Local Teachers' Association.
    - 7.1.2 To explore ways to enhance the experience of teacher employment in Northland. This is inclusive, but not restricted to: teacher wellness, housing, isolation and the experience of cultural immersion. This committee will also have the opportunity to review and provide input to any proposed changes to Administrative Procedure 508.
    - 7.1.3 This committee is part of the local collective agreement.
  - 7.2 Power and Duties of Board Representative
    - 7.2.1 To attend the Attraction and Retention meetings or ensure an alternate is arranged if cannot attend.
    - 7.2.2 Represent the interest of the Board and its priorities.
    - 7.2.3 Provide a report to the Board after each meeting.
  - 7.3 Representation
    - 7.3.1 Equal representation from the ATA and Board to a maximum of four (4) trustees and four (4) ATA members.
    - 7.3.2 Superintendent or designate
    - 7.3.3 Associate Superintendent of Human Resources
  - 7.4 Meetings
    - 7.4.1 No less than two (2) per year.
    - 7.4.2 The first meeting of the committee will occur no later than November of any school year.

## 8. Teaching and Learning Committee

### 8.1 Purpose

8.1.1 To facilitate communication between the Board and the Local Teachers' Association.

8.1.2 To examine and propose ideas for the improvement of teaching and learning, inclusive of, but not restricted to:

8.1.2.1 Examining and providing feedback for proposed Board policy; and

8.1.2.2 Exploring innovative professional practices specific to Northland schools.

8.1.2.3 This committee is part of the local collective agreement.

### 8.2 Power and Duties of Representative

8.2.1 Represent the interest of the Board and its priorities.

8.2.2 Provide a report to the Board after each meeting.

### 8.3 Representation

8.3.1 Equal representation from the ATA and Board to a maximum of four (4) trustees and four (4) ATA members.

8.3.2 Superintendent or designate

8.3.3 Associate Superintendent of Human Resources

### 8.4 Meetings

8.4.1 No less than two (2) per year.

8.4.2 The first meeting of the committee will occur no later than November of any school year.

## 9. Occupational Health & Safety (OH&S) Committee

### 9.1 Purpose

9.1.1 Is formed and operates in accordance with the Occupational Health and Safety Act effective June 1, 2018.

9.1.2 Provide on OHS compliance in the Division and make recommendations to the Executive Team for action. Members of the Committee will be cross-organizational, representing all major operations of the Division.

### 9.2 Powers and Duties of Representative

9.2.1 Attend OH&S meetings as required.

9.2.2 Represent the interest of the Board and its priorities.

9.2.3 Support the work of the OH&S Committee.

9.2.4 Provide a report to the Board after each meeting.

### 9.3 Representation

9.3.1 One (1) trustee; one (1) alternate

- 9.3.2 Superintendent or designate
- 9.3.3 Safety Officer
- 9.3.4 Other members as required by the Act.
- 9.4 Meetings
  - 9.4.1 As scheduled.
- 10. Student Scholarship and Bursaries Committee
  - 10.1 Purpose
    - 10.1.1 To review student scholarship and bursary applications and select recipients.
  - 10.2 Powers and Duties
    - 10.2.1 Attend scheduled meeting prior to May 30 every school year to select recipients.
    - 10.2.2 Bring the committee's selection to the June Board meeting for information.
  - 10.3 Membership
    - 10.3.1 One (1) trustee; one (1) alternate
    - 10.3.2 Superintendent or designate
    - 10.3.3 Director of First Nation, Metis and Inuit Learner Success
  - 10.4 Meetings
    - 10.4.1 One (1) meeting every year, prior to May 30.
- 11. Wellness Committee
  - 11.1 Purpose
    - 11.1.1 To develop, implement and evaluate a comprehensive workplace health promotion program.
  - 11.2 Powers and Duties of Board Representative
    - 11.2.1 Attend meetings as required.
    - 11.2.2 Represent the interests of the Board and its priorities.
    - 11.2.3 Provide a report to the Board after each meeting.
  - 11.3 Representation
    - 11.3.1 One (1) trustee, one (1) alternate
    - 11.3.2 Superintendent or designate
    - 11.3.3 Director of Student Services
  - 11.4 Meetings
    - 11.4.1 As scheduled.

## **Ad Hoc Committees**

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

## **Resource Personnel**

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

Legal Reference: Section 60, 61, 62, 63, 70, 113 School Act  
Occupational Health and Safety Act  
[Highlights of changes effective June 1, 2018](#)  
Collective Agreement

## Policy 9

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### BOARD REPRESENTATIVES

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

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

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

The following committees/organizations will have Board representation as determined at the annual Organizational Meeting. Appointed Trustees are responsible to inform the assigned Alternate, if applicable, the Chair and Executive Secretary to the Board and Corporate Services if they are unable to attend.

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

#### 1. Alberta School Boards Association (ASBA) Zone Meetings

##### Purpose of the Association Zones

- 1.1.1 Act as a forum for discussion of relevant, timely and emerging issues identified from individual boards, ASBA Board of Directors, Alberta Education, and other sources.
- 1.1.2 Discuss, and/or develop, policy issues for submission at the Fall General Meeting of the ASBA.
- 1.1.3 Facilitate the development of trustee skills and knowledge.
- 1.1.4 Act on action requests from ASBA Board of Directors.
- 1.2 Powers and Duties of the Board Representative
  - 1.2.1 Attend ASBA Zone meetings.
  - 1.2.2 Represent the Board's positions and interests at the Zone level.
  - 1.2.3 Communicate to the Board the work of ASBA Zone.
  - 1.2.4 Build relationships.
- 1.3 Representation
  - 1.3.1 One (1) trustee; one (1) alternate per Zone
  - 1.3.2 All trustees may attend ASBA Zone 1 or ASBA Zone 2/3, subject to what zone is closest and/or most cost effective to attend.
- 1.4 Meetings

- 1.4.1 As called by ASBA Zone.
- 2. Organizations the Board determines it is important to have a strong partnership with, as per Policy 9, Appendix A – Board Representation to Organizations.
  - 2.1 Purpose of the Liaison
    - 2.1.1 To explore and/or strengthen partnership opportunities/challenges.
  - 2.2 Powers and Duties of the Board Representative
    - 2.2.1 Meet with organization representatives to:
      - 2.2.1.1 Explore ways to ensure/enhance student success.
      - 2.2.1.2 Share successes.
      - 2.2.1.3 Ensure effective two-way communication.
      - 2.2.1.4 Build relationships.
    - 2.2.2 Represent the Board’s positions and interests at meetings.
  - 2.3 Representation
    - 2.3.1 One trustee; one alternate per organization.
  - 2.4 Meetings
    - 2.4.1 At least one (1) time per term.
- 3. Public School Boards’ Association of Alberta (PSBAA) Council
  - 3.1 Purpose of the Association Council
    - 3.1.1 The Public School Board Council is a forum for public school boards to discuss issues with an equal voice, to address public school education issues on a provincial level to effect change and improvement.
  - 3.2 Powers and Duties of the Board Representative
    - 3.2.1 Attend PSBAA Council meetings as required.
    - 3.2.2 Represent the Board’s positions and interests at PSBAA Council meetings.
    - 3.2.3 Communicate to the Board the work of PSBAA Council.
    - 3.2.4 Build relationships.
  - 3.3 Representation
    - 3.3.1 One (1) trustee; one (1) alternate.
  - 3.4 Meetings
    - 3.4.1 As called by PSBAA Council.
- 4. Teachers’ Employer Bargaining Association (TEBA)
  - 4.1 Purpose of TEBA
    - 4.1.1 Represent the Board at meetings of TEBA.
  - 4.2 Powers and Duties of the Board Representative

- 4.2.1 Must attend all TEBA meetings as TEBA regulations do not allow alternates. If the appointed Board representative does not attend the meeting, Northland will not have input or a vote if it is called.
- 4.2.2 Represent the Board's position and interests.
- 4.2.3 Communicate to the Board the work of TEBA.
- 4.3 Representation
  - 4.3.1 One (1) trustee (no alternates are allowed as per TEBA regulations).
- 4.4 Meetings
  - 4.4.1 As called by TEBA.
- 5. Northland School Division (NSD) Act Partner Engagement
  - 5.1 Purpose of Engagement with Partners
    - 5.1.1 To gather input with respect to the establishment of the Board's strategic direction.
  - 5.2 Powers and Duties of the Board and/or Board Representative(s)
    - 5.2.1 The Board shall develop and implement a "NSD Act Partner Engagement Plan" for meeting with partners outline in the NSD Act, at least once within the 12-month period immediately following each general election, with respect to gathering input into the Board's strategic direction.
    - 5.2.2 See also Policy 21 Appendix A, School Council Conflict Resolution and Administrative Procedure 159 Community Engagement, Appendix A Community Engagement Framework and Appendix B Community Engagement Process.
  - 5.3 Northland School Division Act Partners
    - 5.3.1 First Nations, Metis and other communities with respect to which the Board provides educational services;
    - 5.3.2 Metis Settlement General Council;
    - 5.3.3 Treaty 8 First Nations of Alberta.
  - 5.4 Meetings
    - 5.4.1 The Board and/or representatives shall meet at least once with the partners identified above within the 12-month period immediately following each general election.
- 6. Rural Caucus of Alberta School Boards (RCASB)
  - 6.1 Purpose of the Rural Caucus
    - 6.1.1 To lobby the Provincial government as a group for rural transportation.
  - 6.2 Powers and Duties of the Board Representative
    - 6.2.1 Attend RCASB meetings.
    - 6.2.2 Represent the Board's positions and interests.
    - 6.2.3 Communicate to the Board the work of the RCASB.



- 6.2.4 Build relationships.
- 6.3 Representation
  - 6.3.1 One (1) trustee; one (1) alternate
- 6.4 Meetings
  - 6.4.1 As called by RCASB.

Legal Reference: Section 61, 68 School Act  
Policy 21 Appendix A, School Council Conflict Resolution  
AP 159 Community Engagement  
AP 159 App A Community Engagement Framework  
AP 159 App B Community Engagement Process  
[Board Representation to Organizations](#)  
[Terms of Reference Board Representation](#)



NORTHLAND SCHOOL DIVISION NO. 61

**ADMINISTRATION RECOMMENDATION TO THE BOARD**

**TO:** Board of Trustees **DATE:** November 30, 2018

**SUBMITTED BY:** Trudy Rasmuson, Secretary-Treasurer and Lois Byers, Board Advisor

**SUBJECT:** Policy 10 Policy Making

**ORIGINATOR:** Trudy Rasmuson, Secretary-Treasurer

**REFERENCE(S) & ATTACHMENTS:** Policy 10 Policy Making

**RECOMMENDATION:**

**THAT the Board of Trustees approve the third and final reading of Policy 10 Policy Making as presented.**

\*\*\*\*\*

**BACKGROUND:**

There has been a practice of approving housekeeping changes to policies that improve processes or other pieces of the policy that do not change the intent of the policy and/or asking for feedback would be inappropriate as the change is required.

The policy does outline parameters for approving all three readings of a policy and does indirectly speak to housekeeping items. The proposed changes would make clearer what housekeeping items are.

A new item 7 has been added to the policy which includes some of the old policy but in a different format to stand alone. 7.1 was in the previous policy. 7.2 was also in the previous policy. It has been reworded to include "... or other parameters ....." precluding feedback. 7.3 is new and speaks to what housekeeping items include.

Having 2 readings now is being recommended so that the policy can come into effect sooner and more clearly enable housekeeping changes.

**RISK ANALYSIS:**

It might be possible for someone to argue the board is approving changes outside of its policy. These changes would mitigate that risk.

## Policy 10

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### POLICY MAKING

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

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

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

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

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

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

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

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

1. Planning

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

2. Development

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

3. Implementation

The Board is responsible for the implementation of policies governing its own processes. The Board and Superintendent share the responsibility for implementation of policies relating to the Board-Superintendent relationship. The Superintendent is responsible for the implementation of the other policies.

#### 4. Evaluation

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

#### Specifically

1. Any person or party may make suggestions regarding the possible development of a policy or the need for policy revisions on any matter by presenting a proposal for a policy or revisions, in writing, to the Superintendent. The proposal shall contain a brief statement of purpose or rationale.
2. The Superintendent will present the proposal to the Board or appropriate standing committee of the Board, for initial consideration and determination.
3. If necessary, the Superintendent or designate will draft amendments to an existing policy or a new policy as the case may be.
4. When appropriate, the Superintendent shall seek legal advice on the intent and the wording of the policy.
5. The Board will give each new or revised policy three (3) readings in public session as follows:
  - 5.1 Proposed policies will be circulated for no less than a total of sixty (60) days.
  - 5.2 First Reading
    - 5.2.1 The Board will consider the policy proposal and will determine the manner and timeline for receiving input from interested parties. In most cases, the policy proposal presented to the Board would be circulated to Division staff, principals, school staff, the Northland Local of the Alberta Teachers' Association and key stakeholders groups for consideration and reaction.
      - 5.2.1.1. The Principal is responsible to ensure the school council has opportunity to provide input.
  - 5.3 Second Reading
    - 5.3.1 The policy is discussed further by the Board after taking into consideration any input received and any amendments arising from input and comments received.
    - 5.3.2 The Board shall consider the information and reaction provided and will either approve the proposed policy in principle or recirculate if deemed appropriate.
  - 5.4 Third Reading
    - 5.4.1 The Board shall give final approval of the policy after it has been given approval in principle.
6. No more than two (2) readings of any policy proposal may be given at any one (1) meeting of the Board unless all trustees are present and unanimously agree to give the policy a third reading.

#### **7. The circulation period may be waived:**

- 7.1 In emergency situations or,**
- 7.2 When there are collective agreement stipulations or legislative or other parameters precluding feedback or,**
- 7.3 When the changes are of a housekeeping nature which improve or align processes and do not change the intent of the policy.**

8. Only those policies which are adopted and recorded in the minutes constitute the official policies of the Board.
9. In the absence of existing policy, the Board may make decisions, by motion, on matters affecting the administration, management and operation of the Division. Such decisions carry the weight of policy. If appropriate, specific written policy will be developed.
10. The Board may request the Superintendent to change an administrative procedure into a draft Board policy and will provide the rationale for same.
11. The Superintendent shall develop administrative procedures as specified in Policy 11 – Board Delegation of Authority and may develop such other procedures as deemed necessary for the effective operation of the Division. These must be in accordance with Board policies.
12. The Board may also delete a policy and subsequently delegate the Superintendent authority over this area. The Superintendent may choose to then develop an administrative procedure relative to this matter.
13. The Superintendent must inform the Board of any substantive directional changes in administrative procedures.
14. The Superintendent shall ensure all Board policies and administrative procedures posted on the Division's website are current.
15. The Board shall ensure that each policy has a specified date by which the policy must be evaluated in order to determine if it has brought about the intended result, is still necessary and is to be maintained or deleted.

Legal Reference: Section 60, 61, 113 School Act



NORTHLAND SCHOOL DIVISION NO. 61

**ADMINISTRATION RECOMMENDATION TO THE BOARD**

**TO:** THE BOARD OF TRUSTEES **DATE:** November 30, 2018

**SUBMITTED BY:** Lois Byers, Board Advisor / Trudy Rasmuson, Secretary-Treasurer

**SUBJECT:** Policy 7 Appendix B Board Professional Development Plan & Guidelines

**ORIGINATOR:** Board of Trustees

**REFERENCE(S) & ATTACHMENTS:** Policy 7 Board Governance and Operations

**RECOMMENDATION:**

**That the Board of Trustees approve the third and final reading of Policy 7 Appendix B Board Professional Development Plan & Guidelines, as attached.**

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**BACKGROUND:**

This draft Professional Development plan was developed after conversations with the Board Chair, Superintendent, Secretary-Treasurer and Executive Secretary. This plan was developed to ensure Board Professional Development was easier to understand.

**RISK ANALYSIS:**

## Policy 7 – Appendix B

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### BOARD PROFESSIONAL DEVELOPMENT PLAN & GUIDELINES

As leaders, it is important that trustees continually expand their knowledge not only to help ensure the success of students but of the Division as a whole, staff and communities. Modelling life-long learning not only sets a good example but sends a strong message about the importance of education, of continually learning.

By its own policy (Policy 2, 7.2), the Board is required to develop a professional development plan for governance excellence in fiduciary, strategic and generative engagement modes.

#### Guidelines

1. Funds to support trustee professional development shall be allocated within the board governance budget each year.
2. Trustees should seek professional development opportunities and sessions at conferences keeping in mind their areas of strength and weakness with regard to governance excellence.
3. It is the responsibility of all trustees to help ensure the board stays within budget.
  - 3.1 Attendance at professional development opportunities shall be discussed in September of each school year and the “Conference Chart for Attendance” completed as fully as possible, with the understanding changes could occur.
    - 3.1.1 Monitoring and changes to the chart will be done by the Board Executive Secretary in consultation with the Chair and Secretary-Treasurer, if required.
  - 3.2 The “Conference Chart for Attendance” provides a guideline for budgeting purposes but closer costs will have to be determined prior to finalization.
  - 3.3 If at any time the budget is close to being used, priority will be given to trustees that have attended the fewest professional development activities within the year and/or terms.
4. Expense and honoraria for professional development will be paid as per Policy 7 Appendix A, Schedule of Rates.
5. A trustee may attend more professional development opportunities than outlined below with special permission of the Board and if budget allows.
6. Association Conferences
  - 6.1 The following conferences may be attended by all trustees:
    - 6.1.1 Alberta School Board Association (ASBA):
      - 6.1.1.1 ASBA Fall General Meeting (FGM) & Conference
      - 6.1.1.2 ASBA Spring General Meeting (SGM) & Conference
      - 6.1.1.3 ASBA Leadership Academy

- 6.1.1.4 ASBA New Trustee Orientation (Part 1 & 2)
  - 6.1.2 Public School Board Association of Alberta (PSBAA):
    - 6.1.2.1 PSBAA FGM & Conference
    - 6.1.2.2 PSBAA SGM & Conference
    - 6.1.2.3 PSBAA Governance Seminar
  - 6.1.3 Alberta School Councils Association (ASCA) Conference
7. Professional Development Opportunities within Alberta:
- 7.1 Trustees may attend up to three (3) additional in-province professional development opportunities per year.
    - 7.1.1 A trustee may "swap" attending an Association Conference listed above for a different professional development opportunity within Alberta with similar costs and expenses.
  - 7.2 The Board believes it would be valuable if some trustees attended the following in-province conferences each year and if each trustee attended each one at least once a term:
    - 7.2.1 College of Alberta School Superintendents (CASS) First Nation, Metis and Inuit Education Gathering
    - 7.2.2 Treaty 8 Education Symposium
    - 7.2.3 Treaty 6 Education Conference
8. Professional Development Opportunities Outside of Alberta:
- 8.1 Trustees may attend professional development outside of Alberta but within Canada, to a maximum of twice a term.
  - 8.2 The Board believes it would be valuable if some trustees attended the following conference which are outside of Alberta but within Canada, each year and if each trustee attended them at least once a term:
    - 8.2.1 Canadian Association for the Practical Study of Law in Education (CAPSLE)
    - 8.2.2 Canadian School Boards Association (CSBA) Annual Conference
    - 8.2.3 CSBA National Trustee Gathering on Aboriginal Education
  - 8.3 Trustees may attend the National School Boards Association (NSBA) Annual Conference & Exposition once a term and the Board encourages each trustee to do so.



## 9. Conference Chart for Attendance per Year:

<b>PD Opportunity</b>	<b>Month</b>	<b>Number of Trustees to Attend</b>	<b>Trustees Attending</b>
PSBAA FGM & SGM	October	11	
ASBA FGM & SGM	November	11	
ASBA New Trustee Orientation, Part 1 & 2	November & January of 1 <sup>st</sup> year	11	
PSBAA Governance Seminar	January of 1 <sup>st</sup> year	11	
Treaty 8 Education Symposium	January	At least 2	
ASBA New Trustee Orientation – Part 2	January	11	
Treaty 6 Education Conference	February/March	At least 2	
Alberta Rural Education Symposium	March	11	
NSBA	April	At least 2	
ASCA	April	11	
CASS FNMI Conference	April	At least 2	
CAPSLE	April	5	
CSBA Annual Conference	July	6	
ASBA Leadership Academy	August	11	

Legal Reference: Policy 2 Role of the Board  
Policy 7 Board Governance and Operations



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

**TO:** THE BOARD OF TRUSTEES **Date:** November 30, 2018

**SUBMITTED BY:** Trudy Rasmuson, Secretary-Treasurer

**SUBJECT:** Signing Authority

**ORIGINATOR:** Administration

**REFERENCE(S) & ATTACHMENTS:** Policy 5, Appendix A, Signing Authority

**RECOMMENDATION:**

**That the Board of Trustees approve the second reading to Policy 5, Appendix A, Signing Authority Chart, as presented.**

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**BACKGROUND:**

There has not been a formalized process for board approval of contracts, board guidelines for signing contracts, or the delegation of authority for approval and signing to the Superintendent. This chart outlines the authority levels, and an Administrative Procedure will be developed, which outlines the further delegation of approvals throughout the administration.

**RISK ANALYSIS:**

Financial/legal risk – Without guidelines, employees are able to commit the division to purchasing services or products that may not be in the best interest of the division. The commitment may hold legal and financial implications that the employee may not be aware of. In addition, the board is ultimately responsible for the fiscal management and the fulfillment of the legal responsibilities of the division, and

needs to ensure that there are checks and balances in place to ensure that the division is not involved in any expensive or risky situations, and that the division is receiving value for money.

Recent addition - it was not clear in the original chart that the signing authority referred to purchasing, and did not take into account contracts required for donations to the school division. This revised chart makes that distinction.

## SIGNING AUTHORITY CHART

PURCHASING BY NORTHLAND SCHOOL DIVISION			
	Board of Trustees	Superintendent	Example/Explanation
<b>APPROVAL OF CONTRACTS</b>			
Approval of contracts for goods and services, excluding consultants providing services to the educational side of the division.	no limit	up to \$125,000	Bus contractors - route over \$125,000 a year, board approval required. Contractors with a total contract (fees and expenses) over \$125,000, board approval required. These contracts are short-term in nature with specific outcomes, and they are not employees of the division.
Approval of contracts for consultants for providing services to the educational side of the division.	no limit	up to \$125,000	Contractors with a total contract (fees and expenses) over \$125,000, board approval required. These contracts are short-term in nature, with specific outcomes, and they are not employees of the division.
<b>SIGNING OF CONTRACTS</b>			
Signing of contract and agreements for goods and services excluding consultant services and construction contracts:	no limit	up to \$125,000	In this instance, approval and signing authority is the same amount. However, in the future, it could be the board approves the contract, and delegates the signing of the contract to the Superintendent.
Consultant Services Contract	no limit	up to \$125,000	This is the signing of the approved contracts above.
Construction Contracts (not capital projects)	no limit	no limit within project, if approved by the board.	The board has approved the budget, which includes approval for \$x in school repairs. If the board has approved the overall plan, the Superintendent can sign all the contracts within the project, regardless of amount.
<b>CAPITAL CONTRACTS</b>			
Purchase of land and buildings	no limit	n/a	The board has authority regardless of amount. Legislative and regulatory process have to be followed, but there is no \$ limit.
Capital projects	no limit	no limit within project, if approved by the board.	The board has approved the capital projects, which includes approval for \$x in capital projects (eg: housing renovations). If the board has approved the overall plan, the Superintendent can sign all the contracts within the project, regardless of amount.
<b>SALE OF ASSETS</b>			
Sale/disposal of land or buildings	no limit	n/a	The board has authority regardless of amount. Legislative and regulatory process have to be followed, but there is no \$ limit.
Sale/disposal of other assets	no limit	up to \$125,000	Other assets include buses, furniture, fixtures, etc. Probably very few of these types of sales would make it to the board table, as there are few assets that would reach this threshold.
Write down of assets/write off uncollectible accounts	no limit	up to \$125,000	Probably very few of these types of accounts would reach the board table, as administration monitors these accounts closely, and takes action when they become aged. Uncollectible accounts have been, historically, tuition fees from First Nations where there is either a disagreement on amount or the organization ceases to do business. Administration will bring to the board, as information, any tuition arrears over 90 days old.
DONATIONS TO NORTHLAND SCHOOL DIVISION			
	Board of Trustees	Superintendent	Example/Explanation
<b>SIGNING OF CONTRACTS</b>			
Signing of contract and agreements for <i>use of funds and/or services that are being donated.</i>	n/a	unlimited	These contracts are usually with a third party (eg. Red Cross) and are for services either in the schools, or between the schools and the community(ies). Usually, NSD handles part or all of the project, and, in turn, receives a donation for the work.



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

**TO:** THE BOARD OF TRUSTEES **Date:** November 30, 2018

**SUBMITTED BY:** Trudy Rasmuson, Secretary-Treasurer

**SUBJECT:** Red Cross Donation Contract

**ORIGINATOR:** Administration

**REFERENCE(S) & ATTACHMENTS:** Schedule A - Description of Initiative and Activities

**RECOMMENDATION:**

**That the Board of Trustees approve the Red Cross contract for the donation of \$232,000 to ADCS school to support the community in relation to the Fort McMurray wildfire.**

\*\*\*\*\*

**BACKGROUND:**

Kerri Ceretzke, the principal of Athabasca Delta Community School, has been negotiating a donation from the Red Cross to support the community in the aftermath of the Fort McMurray fire. The donation is for a total of \$232,000, \$116,000 each year for two years. (See attached project description).

Currently, the board is required to sign any contracts over \$125,000, which is why this is before the board at this time.

However, these types of contracts (donations) are recommended to be signed by the Superintendent, through the new signing authority document, due to the commitment it places on the operations of the division.

**RISK ANALYSIS:**

The school is committing to providing services to the community, through money provided by the Red Cross. It is important that the Superintendent is aware of the commitment and project objectives and outcomes, and the extra work it makes for the school staff.



## SCHEDULE “A”

### DESCRIPTION OF INITIATIVE AND ACTIVITIES

#### **Project Description**

The Northland School Division 61 through the Athabasca Delta Community School, undertakes to support the continued recovery, well-being and resiliency of wildfire-impacted youth and families by facilitating culturally appropriate land-based programming and outreach activities to promote recovery, social cohesion, and academic achievement (the “Project”). The objective of the Project will be met by striving to achieve four priorities that are identified by the Contractor. These priorities are as follows:

1. Create pathways to community supports, and identify who can support;
2. Actively engage students, staff and families in culturally-appropriate support opportunities;
3. Strengthen student and family resiliency and identity as well as emotional, mental, spiritual and physical well-being; and
4. Experience land-based learning opportunity to strengthen culture, traditions, reconnect with the land, and opportunities to learn safe practices.

The Project will be delivered by two qualified Family Coordinators and supported by the Contractor’s administrative structures, who will act as liaison between fire impacted youth & families, the school system and community resources to improve parent/school/community communications, and the child’s social, physical, mental and spiritual wellbeing and in-school functioning. They will be participating in the following activities:

1. Encourage regular school attendance by helping all students feel welcome in the school.
2. Organize information sharing forums and workshops and help parents to advocate for the academic, social, spiritual and emotional well-being of their children.
3. Liaise between the First Nations, Metis, Nunee Health and administrators to provide support for attendance, academics and well-being.
4. Identify children, youth and families affected by wildfire as primary need.
5. Support teachers and youth aged 16 and over in the planning, delivery and evaluation of land-based learning, including a Firefighting Course.
6. Participate in school-based teams to provide support to children, youth and families transitioning into the school and non-school activities.



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

**TO:** THE BOARD OF TRUSTEES **Date:** November 30, 2018

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

**SUBJECT:** School Viability Studies

**ORIGINATOR:** Administration

**REFERENCE(S) & ATTACHMENTS:** Policy 15, Section 2

**RECOMMENDATION:**

**That the Board of Trustees receive as information, notice that Superintendent Atkinson is conducting viability reviews at Hillview School, Pelican Mountain School, And Calling Lake Outreach School.**

\*\*\*\*\*

**BACKGROUND:**

As per Policy 15, section 2 the Superintendent is required to inform the Board prior to December 31 of each year of any school viability studies to be undertaken.

Hillview School in East Prairie, has 16 students registered;  
Pelican Mountain School in Sandy Lake has 15 students registered;  
Calling Lake Outreach in Calling Lake has 1 student registered.

**RISK ANALYSIS:**

The viability of small schools has an impact on the Board's overall ability to serve all of the students' in NSD. Costs of operation and quality of education are the primary drivers of the viability studies. This process will involve community meetings and will align with the Minister's expectations cited in the School Act.

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



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

**TO:** THE BOARD OF TRUSTEES **Date:** November 30, 2018

**SUBMITTED BY:** Robin Guild, Ward 7 Trustee, Local Bargaining Committee Chair

**SUBJECT:** Ratification of Letter of Understanding Section 7.1 Principal Allowance Structure

**ORIGINATOR:** Wes Oginski, Associate Superintendent - Human Resources

**REFERENCE(S) &  
ATTACHMENTS:** Letter of Understanding Northland Principal Allowance

**RECOMMENDATION:**

The Board ratify the Letter of Understanding regarding Section 7.1 Principal's Allowance structure reached with the Northland Local Alberta Teachers' Association.

\*\*\*\*\*

**BACKGROUND:**

Northland ratified a Collective Agreement with the Local ATA on June 15th, 2017 with the exception of administrative allowance clauses. The Principal's Allowance Clause was the basis of a Alberta Labour Relations complaint by TEBA against the ATA and Northland.

In October 2018, NSD was informed of a proposed expedited arbitration process developed by the ATA and TEBA to deal with Central Table conflicts in the new round of negotiations. Northland agreed to participate in the expedited arbitration process conditional on the ALRB complaint being withdrawn.

The first part of the expedited arbitration process is a mediation session. This took place on October 31st, 2018, where NSD and the ATA negotiated a new Principal's Allowance structure that was acceptable to TEBA.

**RISK ANALYSIS:**

This settlement concludes negotiations between Northland and the Local ATA for the 2016-2018 local collective bargaining period. The structure addresses key concerns of both the Division and the Local. In particular:

- Compensation has been improved for smaller school principals who have teach fulltime and administrate; as well as
- Provide additional compensation for the growing complexity of the school principal's role.

Letter of Understanding  
Between  
Northland School Division No 61  
and  
The Alberta Teachers' Association

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The above parties hereby agree that the following constitutes mutual agreement between parties and to recommend ratification of the following:

The parties agree that the language of clause 7.1.2 of the Memorandum of Agreement signed June 15, 2018 and then amended August 30, 2018 shall be as shown below:

7.1.2 Effective September 1, 2017 the principal allowance will be restructured to:

A base allowance of 14% of four years education, maximum experience on the salary grid, plus a per student rate based on four years education, maximum experience on the salary grid of  
0-50 students 0.06% per student  
51-200 students 0.025% per student  
201 plus students 0.02% per student

7.1.3 Effective September 1, 2017 amend maximum allowance to 21.1% of four years education, maximum experience on the salary grid.

No principal or vice principal shall have their allowance reduced by reason of implementation of clause 7.1.3.

There are no other amendments to the June 15, 2017 Memorandum of Agreement.

IN WITNESS WHEREOF the parties have executive this letter of understanding this 31 day of October, 2018.

For

For The Alberta Teachers' Association

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

**TO:** THE BOARD OF TRUSTEES **Date:** November 30, 2018

**SUBMITTED BY:** Karen Telford, Ward 8 Trustee, Teacher Employer Bargaining Association Representative

**SUBJECT:** Letter Withdrawing Alberta Labour Relations Complaint

**ORIGINATOR:** Wes Oginski, Associate Superintendent - Human Resources

**REFERENCE(S) & ATTACHMENTS:** Letter Withdrawing Complaint

**RECOMMENDATION:**

That the Board of Trustees approve and sign the letter withdrawing the complaint to the Alberta Labour Relations Board.

\*\*\*\*\*

**BACKGROUND:**

The Northland Teacher Employer Bargaining Association representative recommends the board approve and sign the letter withdrawing the complaint to the Alberta Labour Relations Board.

Northland ratified a Collective Agreement with the Local ATA on June 15th, 2017 with the exception of administrative allowance clauses. The Principal's Allowance Clause was the basis of a Alberta Labour Relations complaint by TEBA against the ATA and Northland.

In October 2018, NSD was informed of a proposed expedited arbitration process developed by the ATA and TEBA to deal with Central Table conflicts in the new round of negotiations. Northland agreed to participate in the expedited arbitration process conditional on the ALRB complaint being withdrawn.

The first part of the expedited arbitration process is a mediation session. This took place on October 31st, 2018, where NSD and the ATA negotiated a new Principal's Allowance structure that was acceptable to TEBA.

**RISK ANALYSIS:**

Northland's participation in the expedited arbitration process was premised upon the withdrawal of the outstanding labour relations complaint against the Board. This condition is being met and Northland should formalize the complaints closure.

**SETTLEMENT AGREEMENT****BETWEEN:**

**THE TEACHERS' EMPLOYER BARGAINING ASSOCIATION**  
(hereinafter called "TEBA")

of the first part

and

**THE ALBERTA TEACHERS' ASSOCIATION**  
(hereinafter called the "ATA")

of the second part

and

**THE BOARD OF TRUSTEES OF NORTHLAND SCHOOL DIVISION NO. 61**  
(hereinafter called "Northland")

of the third part

**WHEREAS** TEBA and the ATA agreed to the 2016 Teacher Collective Bargaining Finalized Central and Local Matters Table Placement (the "List") in determining what matters are central matters and what matters are local matters for the 2016-2018 round of collective bargaining pursuant to section 8 of the *Public Education Collective Bargaining Act, SA 2015, c P-36.5* ("PECBA");

**AND WHEREAS** TEBA and the ATA engaged in central bargaining pursuant to PECBA and achieved a memorandum of agreement on central terms (the "ATA/TEBA MOA"), which was duly ratified in 2017;

**AND WHEREAS** the ATA and Northland engaged in local bargaining pursuant to PECBA and achieved a memorandum of agreement on June 15, 2017 (the "Local Memorandum"), which includes changes to the principal allowance under clause 7.1.2 of their collective agreement that were further changed by the ATA and Northland on August 25, 2017 (the "Allowance");

**AND WHEREAS** TEBA ~~has~~ raised an objection to the Allowance alleging that it is a central bargaining matter as opposed to a local bargaining matter under the scheme created by PECBA;

**AND WHEREAS** TEBA filed an Application for Determination, Reference of a Difference Application and an Unfair Labour Practice Complaint involving the ATA and Northland on November 6, 2017 with respect to the Allowance (Labour Relations Board File No. GE-07643) ("Complaint GE-07643");

**AND WHEREAS** the ATA filed an Unfair Labour Practice Complaint involving TEBA on December 1, 2017 with respect to TEBA's involvement with the Allowance (Labour Relations Board File No. GE-07665) ("Complaint GE-07665") (hereinafter Complaint GE-07643 and Complaint GE-07665 are referred to collectively as the "Complaints");

**AND WHEREAS** the ATA ~~has~~ ratified the entire Local Memorandum and Northland ~~has~~ ratified the Local Memorandum without the Allowance;

**AND WHEREAS** the ATA and TEBA ~~have~~ agreed to a process of expedited arbitration for differences arising from the interpretation or application of the 2018 Teacher Collective Bargaining Finalized Central and Local Matters Table Placement (the “Process”);

**AND WHEREAS** TEBA, the ATA and Northland (hereinafter referred to collectively as “the Parties”) wish to have the Complaints dealt with as expeditiously as possible;

**AND WHEREAS** the Parties have agreed to resolve the Complaints referenced above, on the terms set out below;

**IT IS THEREFORE NOW AGREED THAT:**

1. The Parties agree to refer the Complaints to the Process as per the terms of this Agreement on a without prejudice and without precedent basis. A copy of the Process is attached as **Schedule “A”**.
2. The Parties agree to deal with the Complaints starting at step 2(b) of the Process ~~and~~, subject to the conditions and the modifications to the Process set out in **Schedule “B”**.
3. Following mediation with the Parties on October 31, 2018, the ATA and Northland agree to make the following modifications to their collective agreement regarding administrative allowances, subject to ratification:
  - a. Effective September 1, 2017 the principal allowance will be restructured to reflect a base allowance of 14% of four years education, maximum experience on the salary grid, plus a per student rate based on four years education, maximum experience on the salary grid of:

<u>0-50 students</u>	<u>.06% per student</u>
<u>51-200 students</u>	<u>.025% per student</u>
<u>201 plus students</u>	<u>.02% per student</u>
  - b. Effective September 1, 2017, the maximum allowance will be amended to 21.1% of four years education, maximum experience on the salary grid.
  - c. Any principal or vice-principal who would suffer a reduction in allowance amount as a result of the amendment of the maximum allowance shall be red-circled at their 2016-2017 allowance amount until such time as the maximum allowance exceeds their red-circled amount or until they transfer to another school.
4. TEBA acknowledges and agrees that the agreement between the ATA and Northland concerning the modification to their collective agreement as set out in paragraph 3 of this Agreement is properly a matter within local bargaining pursuant to the List and under the scheme created by *PECBA*.

- ~~2.5.~~ 2.5. The Parties agree that if the agreement between the ATA and Northland concerning the modification to their collective agreement as set out in paragraph 3 of this Agreement is ratified by both parties it will resolve all matters relating to the Complaints.
- ~~3.6.~~ 3.6. The Parties agree that upon execution of this Agreement, TEBA and the ATA will communicate with the Labour Relations Board to withdraw the Complaints.
- ~~4.7.~~ 4.7. The Parties acknowledge and agree that the above recitals are accurate.
- ~~5.8.~~ 5.8. The Parties agree that the provisions of this Agreement are only intended to apply to the resolution of the Complaints and are made on a without prejudice and without precedent basis.
- ~~6.9.~~ 6.9. This Agreement may not be amended or modified in any respect except by written instruments signed by all Parties.
- ~~7.10.~~ 7.10. This Agreement shall enure to the benefit of and be binding on each of the Parties and each of their respective successors, assigns, heirs, executors or administrators.
- ~~8.11.~~ 8.11. The Parties understand and agree that this Agreement contains the entire agreement between the Parties and that the terms of this Agreement are contractual and not mere recitals.
- ~~9.12.~~ 9.12. The Parties shall be entitled to execute this Agreement in counterpart, not under seal, and to rely on delivery of a facsimile copy or scanned e-mailed copy of this Agreement once executed, and facsimile or e-mail transmissions by the Parties of any such facsimile or scanned copy shall be legally effective to create a valid and binding agreement between the Parties in accordance with the terms of this Agreement.

*[The remainder of this page has intentionally been left blank]*



**Schedule "A"**

**(Copy of the LOU – Trial Expedited Arbitration Process)**

## Schedule "B"

### Conditions and Modifications to the Process

1. The parties agree that Mark Asbell shall act as the arbitrator (the "Arbitrator").
2. The Parties are willing to proceed by Agreed Statement of Facts to the extent possible but it is acknowledged and agreed that this does not preclude the application of the case management process set out in step 2(d) of the Process, as may be requested by any party and/or as may be decided by the Arbitrator.
3. In accordance with step 2(e) of the Process, the Parties are willing to have the Arbitrator first endeavour to assist in mediating a resolution.
4. In terms of step 2(f) of the Process, if the Parties are unable to reach a mediated resolution they will try to hold the hearing within thirty (30) days. To the extent that is not possible, the Parties will endeavour to schedule the hearing as soon as possible but no later than February 15, 2019. Further, while the Parties will endeavour to conclude the hearing in one day if possible, the Parties agree to schedule an additional day(s), as required.
5. In terms of step 2(g) of the Process, the Parties agree that their respective legal counsel will continue to be engaged in the Process.
6. The Parties agree that Step 2(h) of the Process will not apply. The Parties agree that the issue before the Arbitrator is whether the Allowance involves a central bargaining matter or a local bargaining matter pursuant to the List. For greater clarity and without acknowledging issues of relevance, the Parties acknowledge and agree that in deciding this issue the Arbitrator shall have jurisdiction to receive submissions and admit evidence with respect to the List, the ATA/TEBA MOA and *PECBA*, subject to the applicable rules of admissibility and interpretation.
7. The Parties agree that Northland will not address any issue relating to the negotiation of the List or the ATA/TEBA MOA but Northland will be allowed to make submissions in respect of the local bargaining of the Allowance with the ATA, as well as lead evidence and make submissions that support the position of Northland that the Allowance is a local bargaining matter.
8. In the event the Arbitrator determines that the Allowance involves a central bargaining matter, the Parties agree that the ATA and Northland will return to the bargaining table to negotiate with respect to a principal allowance that is within the jurisdiction of local bargaining matters.
9. In accordance with steps 2(j), 2(k) and 2(m), the Parties agree that any decision of the Arbitrator is final and binding, the Arbitrator would retain jurisdiction to address any issues arising from his decision and the Parties agree to bear the costs of their participation and share the fees and expenses of the Arbitrator.



NORTHLAND SCHOOL DIVISION NO. 61

# ADMINISTRATION RECOMMENDATION TO THE BOARD

**TO:** THE BOARD OF TRUSTEES

**DATE:** November 30, 2018

**SUBMITTED BY:** Maddy Daniels, Board Chair

**SUBJECT:** Board Chair Report

**ORIGINATOR:**

**REFERENCE(S) & ATTACHMENTS:** Board Chair Report

**RECOMMENDATION:**

That the Board of Trustees accept as information, the Board Chair Report as presented and attached.

\*\*\*\*\*

**BACKGROUND:**

**RISK ANALYSIS:**





# Board Chair Report

November 30, 2018

## BOARD OF TRUSTEES

WARD 1  
CHAIR  
MADDY DANIELS

WARD 2  
CATHY WANYANDIE

WARD 3  
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 SAKESKANIP

WARD 10  
VICE-CHAIR  
JULES NOKOHO

WARD 11  
KAREN TELFORD

<b>October 2018 Dates</b>		
24-26	Edmonton	PSBAA
22	Paddle Prairie	Parent Council Meeting
31	Janvier	Funeral
<b>November 2018 Dates</b>		
6	Peavine	Meeting with Peavine Metis Settlement
6	Grande Prairie	The Association of Professional Engineers and Geoscientists of Alberta (APEGA) -Dinner
9	Edmonton	Superintendent meeting
7 - 9	Edmonton	Inspire Conference
13	Edmonton	Alberta Chiefs Education talks
15	Edmonton	Agenda Review
16-18	Edmonton	Public School Board Council Meeting
18	Edmonton	Board Advocacy Committee Meeting
18 - 20	Edmonton	Alberta School Boards Association Fall General Meeting
23	Conference	Conference Call-Superintendent-Ward 2-GL
26	Fort Chipewyan	Meeting with Athabasca Chipewyan First Nation
26	Fort Chipewyan	Community Focus Group - Building Relationships Meeting
27	Fort Chipewyan	Mikisew Cree First Nation Meeting

**BOARD  
OF TRUSTEES**

WARD 1  
CHAIR  
MADDY DANIELS

WARD 2  
CATHY WANYANDIE

WARD 3  
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 SAKESKANIP

WARD 10  
VICE-CHAIR  
JULES NOKOHOO

WARD 11  
KAREN TELFORD

29	Edmonton	Meeting with Minister Larivee Pre Minister Meeting
30	St. Albert	Meeting with Gift Lake Council
30	St. Albert	Board Meeting
30	Gift Lake	Community Meeting
Dec 01	St. Albert	COTW
<b>Upcoming Dates</b>		
Dec 03	Paddle Prairie	Parent Advisory Council Meeting
Dec 7	Edmonton	Treaty 8 Christmas Gala
Dec 8	Edmonton	Trustee Christmas Party
Dec 18	Paddle Prairie	Christmas Concert
Dec 22	Edmonton	Metis Settlement General Council Christmas Party

<b>TRUSTEE EXPENSE BUDGET</b>				
<b>2018-2019 YTD</b>				
<b>As of November 15, 2018</b>				
			<b>BUDGET</b>	
	<b>YTD</b>	<b>BUDGET</b>	<b>REMAINING</b>	<b>% SPENT</b>
Trustee Remuneration	\$39,737.50	\$194,450.00	\$154,712.50	20.44%
Trustee Employee Benefits	\$13,955.60	\$36,000.00	\$22,044.40	38.77%
PD/School Council Development	\$659.19	\$6,000.00	\$5,340.81	10.99%
Legal Fees	\$3,530.60	\$3,000.00	-\$530.60	117.69%
Professional Services	\$0.00	\$0.00	\$0.00	0.00%
Advertising	\$0.00	\$0.00	\$0.00	0.00%
ASBA/PSBA Fees	\$24,389.53	\$40,000.00	\$15,610.47	0.00%
Office Supplies	\$245.52	\$3,600.00	\$3,354.48	6.82%
Printing and Binding	\$261.71	\$3,600.00	\$3,338.29	7.27%
Postage	\$0.00	\$600.00	\$600.00	0.00%
Travel and Subsistence - Trustees	\$29,246.14	\$194,450.00	\$165,203.86	15.04%
Insurance (liability)	\$199.38	\$250.00	\$50.62	79.75%
Telephone	\$630.06	\$4,800.00	\$4,169.94	13.13%
Awards	\$35.73	\$35,000.00	\$34,964.27	0.10%
Furniture and Equipment		\$0.00	\$0.00	0.00%
	\$112,890.96	\$521,750.00	\$408,859.04	21.64%
<b>TOTALS</b>	\$112,890.96	\$521,750.00	\$408,859.04	21.64%
<b>TO BE EXPENSED:</b>	\$2,654.27			
<b>TOTALS</b>	\$115,545.23	\$521,750.00	\$406,204.77	22.15%



NORTHLAND SCHOOL DIVISION NO. 61

**ADMINISTRATION RECOMMENDATION TO THE BOARD**

**TO:** THE BOARD OF TRUSTEES **DATE:** November 30, 2018

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

**SUBJECT:** Superintendent Report

**ORIGINATOR:**

**REFERENCE(S) & ATTACHMENTS:** Superintendent Report  
Policy 12 Role of the Superintendent  
Board Work Plan (1.2)

**RECOMMENDATION:**

**THAT the Board of Trustees accept as information the Superintendent Report as presented and attached.**

\*\*\*\*\*

**BACKGROUND:**

Reports required as part of Policy 12, Role of the Superintendent and the Board Work Plan.

**RISK ANALYSIS:**



# Superintendent's Report

November 30, 2018

<b>Superintendent's Evaluation</b>	<b>October 20, 2018</b>
Superintendent Evaluation at Star of the North.	
<b>TEBA Meeting</b>	<b>October 23, 2018</b>
Meeting with the Teachers Employee Bargaining Association, Alberta Teachers Association, and Northland School Division. An update will be provided to the Board on November 30, 2018.	
<b>Teleconference - NSD Classroom Champions</b>	<b>October 24, 2018</b>
Update on bringing Classroom Champions into NSD schools.	
<b>Mistassiniy Modernization Kickoff Meeting</b>	<b>October 26, 2018</b>
Via teleconference. Update is in the Board package.	
<b>TEBA Teleconference</b>	<b>October 29, 2018</b>
Update on TEBA with NSD lawyers, McLennan Ross.	
<b>Teleconference: TEBA Mediation Process</b>	<b>October 30, 2018</b>
Update on the mediation process with Northland School Division Board of Trustees.	
<b>NSD/ATA/TEBA Mediation Hearing</b>	<b>October 31, 2018</b>
Attended the hearing with members of the Board of Trustees, McLennan Ross, and Administration.	
<b>Alberta Research Network</b>	<b>November 1, 2018</b>
Attended the Alberta Research Network meeting with over 107 attendees representing various organizations. Research Partnership Program (RPP) Call for Proposals was announced.	
<b>Meeting with the Peavine Settlement</b>	<b>November 6, 2018</b>
Attended a meeting with the Peavine Settlement, NSD Board Chair and Ward 3 Trustee.	
<b>Meeting with Edmonton Public Schools</b>	<b>November 7, 2018</b>

Met with members of Edmonton Public Schools to discuss the Facility Planning Report.	
<b>Indspire Conference National Gathering</b>	<b>November 7 - 9, 2018</b>
The National Gathering is an annual conference for educators and others who work with Indigenous students to improve educational outcomes. Attendees share best practices and collaborate to translate theory into workable strategies	
<b>Meeting with Gift Lake Metis Settlement</b>	<b>November 13, 2018</b>
Attended a meeting with the Gift Lake Settlement, NSD Board Chair and Ward 3 Trustee.	
<b>Meeting with ATA Local President</b>	<b>November 14, 2018</b>
Met with Northland School Division ATA Local President to discuss business items to move forward.	
<b>Teaching &amp; Learning Committee</b>	<b>November 15, 2018</b>
Met with members of the Board of Trustees, the ATA Local, and administration. Updates are in the November 30th board package.	
<b>Attraction &amp; Retention Committee</b>	<b>November 15, 2018</b>
Met with members of the Board of Trustees, the ATA Local, and administration. Updates are in the November 30th board package.	
<b>Public School Boards Council Meeting</b>	<b>November 17, 2018</b>
Attended the PSBA meeting with members of the Board of Trustees. Topics included a Campaign for students: engage, like, share, meet.	
<b>Alberta School Boards Association Fall General Meeting</b>	<b>November 18 - 20, 2018</b>
Attended the ASBA meeting with members of the Board of Trustees. Topics included school and generative governance.	
<b>Teleconference with the Board of Trustees</b>	<b>November 20, 2018</b>
Teleconference to discuss next steps for community issues.	
<b>NSD/FNMIE Directorate Meeting</b>	<b>November 23, 2018</b>
Meeting with representatives of the FNMIE Directorate of Alberta Education. The purpose of the meeting was to build relationships and share respective work and priorities.	
<b>Athabasca Delta Community School Council Meeting</b>	<b>November 26, 2018</b>
Met with ADCS School Council along with Ward 9 Trustee and Associate Superintendent of Area 3.	

<b>Meeting with Fort Chipewyan Community Focus Group</b>	<b>November 26, 2018</b>
The Community Focus Group has come together in their desire to work with the school in having a conversation regarding the students who attend the Athabasca Delta Community School (ADCS)	
<b>Meeting with Mikisew Cree First Nation</b>	<b>November 27, 2018</b>
Met with Mikisew Cree First Nation along with Ward 9 Trustee and NSD Board Chair to discuss educational topics in Fort Chipewyan.	
<b>Meeting with CEO, Athabasca Tribal Council</b>	<b>November 28, 2018</b>
Met with the CEO of ATC to discuss early childhood literacy and additional supports at elementary levels.	
<b>Meeting with Minister Larivee</b>	<b>November 29, 2018</b>
Met with the Minister of Children's Services and Minister of Status of Women, along with members of the Board of Trustees to discuss attendance for children in care.	

### Committed Dates

<b>Alberta Research Network Meeting</b>	<b>December 4, 2018</b>
<b>OH&amp;S Committee Meeting</b>	<b>December 5, 2018</b>
<b>Balanced Calendar Planning</b>	<b>December 7, 2018</b>
<b>TEBA Central Bargaining Discussion</b>	<b>December 11, 2018</b>

## *Student Spotlight - Calling Lake School*

"I learned how I can be a good cause to the environment and that the world evolves around me. It changed my point of view and perspectives! It is educational, interesting and fun! Lots of info I did not know about and I loved the experience, thank you so much!"

"I learned about being more passionate to others and making the world a better place. It was fun and an amazing experience."

"The most important thing I learned is...that [we] as youth are so powerful because we can change the world."



## WE Schools profiles

# Northland School Division 61

## WE SCHOOLS – OUTREACH TOUR SPRING 2018

**250** NUMBER OF STUDENTS ATTENDED WE MOTIVATIONAL OUTREACH SPEECH

**180** NUMBER OF STUDENTS PARTICIPATED IN WE ACTION PLANNING WORKSHOP

**5-12** GRADES OF STUDENTS PARTICIPATING IN WE OUTREACH TOUR

**8** NUMBER OF SCHOOLS HOSTED WE OUTREACH SPEAKER & FACILITATOR

(Bill Woodward School, Calling Lake School, Father R Perin School, Kateri School, Little Buffalo School, Peerless Lake School, Pelican Mountain School, St. Theresa School)

## Action Planning Highlights

### Local Issues

Environment/Climate Change, Hunger, Homelessness, Health (Cancer), Substance Abuse, Mental Health & Wellness, Bullying, Violence, Youth Career Opportunities and Leadership Skill Development

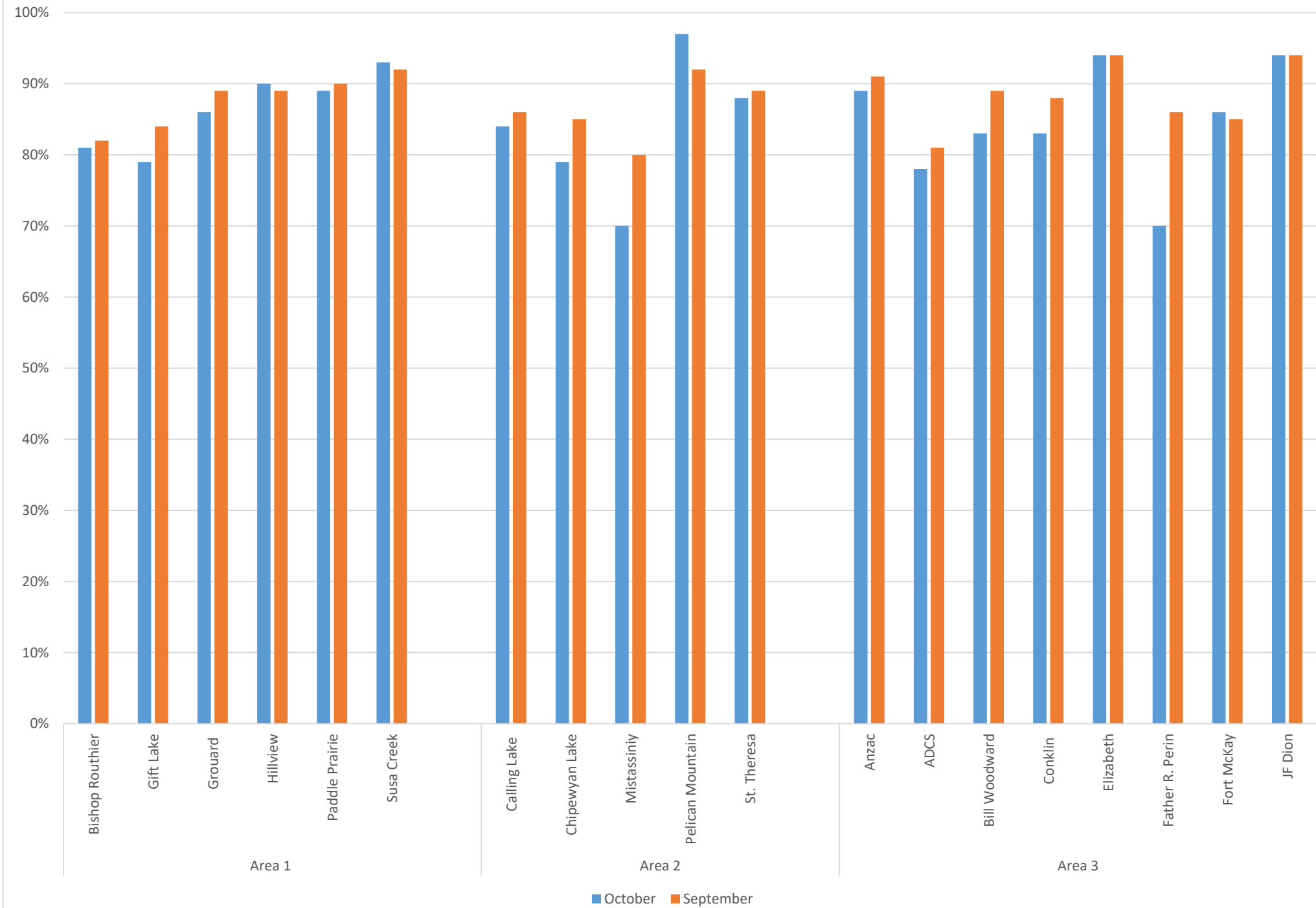
### Global Issues

Child Labour; Gender Equity & Empowerment, Water Access

### Ways of taking action

Bake Sale, Awareness Campaign, Sports Tournament, Feast, Class/School Assembly; Guest Speakers, Class Projects

## September and October, 2018 Attendance



**AREA 1**

	P	E	1	2	3	4	5	6	7	8	9	10	11	12	Other	Total
Bishop Routhier	0	8	9	11	11	7	8	6	0	0	0	0	0	0	0	60
Gift Lake	0	13	16	18	14	20	15	17	15	9	13	0	0	0	0	150
Grouard Northland	0	10	6	10	11	9	11	4	6	3	3	0	0	0	0	73
Hillview School	1	2	2	2	1	2	3	3	0	0	0	0	0	0	0	16
Paddle Prairie	0	6	6	8	7	14	18	7	10	12	7	4	14	7	0	120
Susa Creek	0	6	4	6	2	11	3	5	4	4	0	0	0	0	0	45
<b>Total</b>	<b>1</b>	<b>45</b>	<b>43</b>	<b>55</b>	<b>46</b>	<b>63</b>	<b>58</b>	<b>42</b>	<b>35</b>	<b>28</b>	<b>23</b>	<b>4</b>	<b>14</b>	<b>7</b>	<b>0</b>	<b>464</b>

**AREA 2**

	P	E	1	2	3	4	5	6	7	8	9	10	11	12	Other	Total
Calling Lake	0	14	16	17	5	8	7	13	9	10	10	7	3	0	0	119
Calling Lake Outreach School	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1
Career Pathways School	0	0	0	0	0	0	0	0	0	0	0	29	17	16	0	62
Chipewyan Lakes	0	6	2	1	5	5	1	1	1	0	7	2	0	0	0	31
Pelican Mountain	0	2	3	2	2	2	1	1	0	0	0	0	0	0	0	13
Mistassiniy School	0	0	0	0	0	0	0	0	36	31	43	55	33	39	0	237
St. Theresa	0	50	55	49	41	35	36	39	0	0	0	0	0	0	0	305
<b>Total</b>	<b>0</b>	<b>72</b>	<b>76</b>	<b>69</b>	<b>53</b>	<b>50</b>	<b>45</b>	<b>54</b>	<b>46</b>	<b>41</b>	<b>60</b>	<b>94</b>	<b>53</b>	<b>55</b>	<b>0</b>	<b>768</b>

**AREA 3**

	P	E	1	2	3	4	5	6	7	8	9	10	11	12	Other	Total
Athabasca Delta Community School	0	13	25	16	15	19	16	15	9	17	22	18	19	17	0	221
Anzac Community School	0	29	16	17	16	5	0	0	0	0	0	0	0	0	0	83
Bill Woodward School	0	0	0	0	0	5	19	11	21	11	14	15	15	20	0	131
Conklin	0	4	1	1	3	2	4	5	2	6	3	0	0	0	0	31
Elizabeth School	3	8	16	14	11	14	14	13	12	10	0	0	0	0	0	115
Father R. Perin	0	13	7	16	10	7	7	9	7	5	0	0	0	0	0	81
J.F. Dion	1	11	11	7	11	10	7	9	9	8	0	0	0	0	0	84
Fort McKay School	0	7	8	6	6	5	8	6	0	0	0	0	0	0	0	46
<b>Total</b>	<b>4</b>	<b>85</b>	<b>84</b>	<b>77</b>	<b>72</b>	<b>67</b>	<b>75</b>	<b>68</b>	<b>60</b>	<b>57</b>	<b>39</b>	<b>33</b>	<b>34</b>	<b>37</b>	<b>0</b>	<b>792</b>



NORTHLAND SCHOOL DIVISION NO. 61

**ADMINISTRATION RECOMMENDATION TO THE BOARD**

**TO:** THE BOARD OF TRUSTEES **DATE:** November 30, 2018

**SUBMITTED BY:** Tim Stensland, Area 3 Associate Superintendent

**SUBJECT:** Monitoring Reports – Area 3 Report

**ORIGINATOR:** Board of Trustees

**REFERENCE(S) &** Board Work Plan

**ATTACHMENTS:** Area 3 Associate Superintendent Department Report

**RECOMMENDATION:**

**THAT the Board of Trustees receive as information the Area 3 Associate Superintendent Department Report to the Board, as presented and attached.**

\*\*\*\*\*

**BACKGROUND:**

Monitoring reports are scheduled in the Board's Work Plan.

**RISK ANALYSIS:**

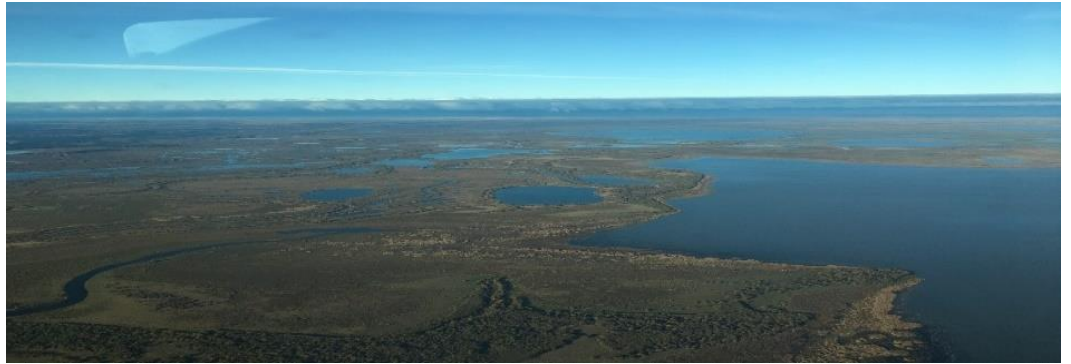
Area 3 Schools

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

# NORTHLAND

School Division No. 61

November 2018



## Area 3 Associate Superintendent's Report to Board



### Seeing the Vision

Our students love to come to school in Northland



## Highlights in Area 3 Schools

### Coordinating Professional Development

Area 3 schools have coordinated many of the professional development days to enable more group professional learning. Schools are sharing the topics they are focusing on for professional development at times, learning together.

### Land Based Learning

All schools are working towards enhancing their land based learning opportunities. Some highlights include:

- Working with Elders and students to plan land-based learning opportunities.
- Working with school councils and community members to build land-based opportunities.
- Traditional Teachings linked to STEM (science, technology, engineering and mathematics)



- Learning experiences that connect jam making, fish camp or other learnings to curriculum.
- Helping teachers find ways to make curriculum connections to land based learning.

- Teachers attended a Land-Based Learning Symposium.
- Schools have invited guests to provide learning on land-based learning.
- Autumn harvest camp.

### Increasing Student Attendance

Schools have created opportunities to highlight the importance of attendance and to celebrate the efforts that students and parents are making. Some comments we heard were:

- Celebration assemblies are a big deal.
- It is very important to get students in the habit of regularly attending. Once this happens, it is much easier to maintain.
- Engaging the community is very critical. The ideas they share and suggestions they have are making a big difference.
- A picture goes a long way in promoting the good work.



### High School Completion

All students from grades 6-12 will be working on developing a plan for High School completion. Working in myBlueprint is the first step in creating their plan.



## High School Redesign

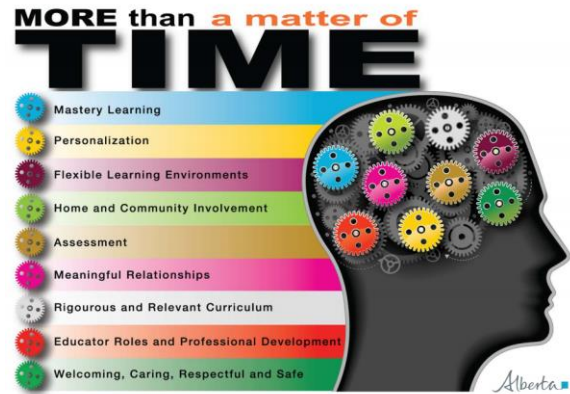
Area 3 high schools continue to participate in the High School Redesign Process.

We are meeting with Alberta Education on December 10. At this time we will review the progress made last year and plan the steps for learning in the year ahead.

Last year both schools worked together to plan for more variety in programming, increase the rigor and relevance of curriculum, and supporting students to be more successful in completion of option classes. As a result of their learning, that included school visits and attending high school redesign collaboratives, each school made changes for this year.

Bill Woodward focused on organizing the school to provide more opportunities to establish meaningful relationships, flex learning blocks, and creating more relevant learning options. Now, more teachers are contributing to junior high and senior high programming and more variety of programming is available for students.

ADCS wanted to enhance the focus on rigorous and relevant curriculum and personalization of learning. This resulted from switching high school teacher roles from generalist positions to more subject specialization. The rigor around strong pedagogy and curriculum instruction is a key element that impacts learning success, student engagement, and attendance.

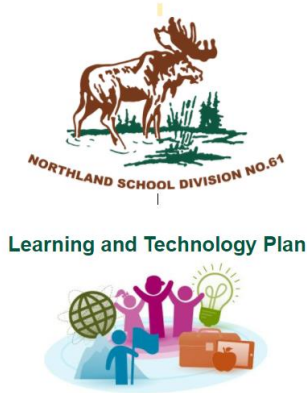


## Technology and Learning Highlights

### Technology and Learning Committee

The Learning and Technology Plan was created in May 2017. The plan provides direction for technology-supported, student-centered learning in an inclusive system to support all learners. A Learning and Technology committee, comprised of central office and school based staff meets on an ongoing basis to address the goals and strategies outlined in the plan. The goal topics include:

- Student-Centered learning
- Research and Innovation
- Professional Learning
- Leadership
- Access, Infrastructure, and Digital Learning Environments



### Google Learning Cohort

A Google Cohort was formed to increase the skills and knowledge at the school level and system level. The goal is to more effectively utilize the Google Tools and Applications for Education to enhance student learning.

The use of technology can encourage collaboration, creativity, and critical thinking, and let teachers work one-on-one or with the whole class. The tools allow students and teachers to work anywhere, anytime, and on any device. Teachers can use GAFE to provide instant feedback and track a student's progress to improve learning and achievement. Tools like Google Classroom also help free up teacher time so that teachers can focus on teaching. Most importantly, these tools allow students to work collaboratively and effectively with peers making learning more meaningful, engaging, and fun.

Twenty teachers participated in the learning session.



They will meet face to face two times during the year and will meet virtually on a monthly basis

to discuss their work. Participants will be eligible for Google Teacher Certification, Level 1.

### Coherence in Strategic Planning

This is the second year of working on strategic planning with 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.

Each school will share the Annual Education Results through a Data Story with the school council and the community. The Data Story identifies the areas of strength, the areas targeted for development, and other observations gained from the results. The Data Story will include perception data gained from parent surveys and achievement data, based on tests the students have participated in.

Based on the results, the school staff create the schools Education Plan that reflects and aligns with the board's 3 Year Plan. Principals are entering the goals/strategies for the Education Plan into Envisio this year.

### Instructional Leadership

The focus for Principal leadership continues to be on enhancing our skills as instructional leaders. Instructional leadership is how we work as leaders to ensure there is a focus on optimal student learning. Our work in Area Principal meetings builds our capacity as instructional leaders.

Last year we established what optimal learning looks like in school settings and we participated in learning walks to observe how students are engaged in optimal student learning.



Principals and staff are continuing the conversation about what they are seeing in terms of optimal learning in their school for all students.

## A Focus on Literacy

Literacy professional learning focuses on two main areas: Early Literacy and Adolescent Literacy.

Early Literacy professional learning offers support for teachers in:

- Leveled Literacy Intervention (targeted support)
- Animated Literacy
- Handwriting Without Tears

Adolescent Literacy professional learning offers support for teachers in:

- Adolescent Literacy and Leveled Literacy Intervention (targeted support)
- Disciplinary Literacy cohort discussions (enhancing literacy learning in all subjects)

Ongoing assessment practices such as reading level assessment, all school writes, and Canadian Achievement Tests assists school with understanding the progress that students are making.



NORTHLAND SCHOOL DIVISION NO. 61

**ADMINISTRATION RECOMMENDATION TO THE BOARD**

**TO:** THE BOARD OF TRUSTEES **DATE:** November 30, 2018

**SUBMITTED BY:** Don Tessier, Director of Student Engagement, Attendance, and Completion

**SUBJECT:** Monitoring Reports – Area 3 Report

**ORIGINATOR:** Board of Trustees

**REFERENCE(S) &** Board Work Plan

**ATTACHMENTS:** Director of Student Engagement, Attendance, and Completion Report to the Board

**RECOMMENDATION:**

**THAT the Board of Trustees receive as information the Director of Student Engagement, Attendance, and Completion Department Report to the Board, as presented and attached.**

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**BACKGROUND:**

Monitoring reports are scheduled in the Board's Work Plan.

**RISK ANALYSIS:**




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## Director of Student Engagement, Attendance, and Completion Report to the Board

November 30, 2018

### Operational Plan Updates to November 30, 2018

#### Strategy 1.1: Standardize attendance tracking processes

- DSEAC presented 2013-2018 attendance information to principals at August Adm. Meeting in Grouard. Specific information concerning school targets, attendance taking procedures and school-based attendance committees were discussed.
- The 'Attendance Planning & Reporting' tool distributed to principals on Sept. 17th, 2018 with a deadline for completion by October 1st, 2018.
- All school principals have completed the 'attendance improvement planning and reporting tool' with the exception of Gift Lake, Mistassiniy, and Chip Lake.
- As of October 24<sup>th</sup>, 2018, DSEAC has met face-to-face with all NSD61 school staff to discuss accurate monitoring, tracking & reporting of student attendance, attendance targets, & strategies to improve attendance.
- During school visits, the DSEAC discussed progress on school-based strategies with staff and administration.
- As of October 28<sup>th</sup>, 2018, Attendance Improvement Committees are established at each school.
- Month-end attendance charts and school initiatives are distributed via Communique to NSD stakeholders – principals, school-based staff and outside agencies (i.e. Alberta Education).
- Student Data Coordinator provided a principal/secretarial workshop at August ADM meeting in Grouard.

- Commencing September 7<sup>th</sup>, 2018, Gayle D. offers every 'MW Monday' in-servicing to secretarial staff and new administrators. When and as necessary, Gayle D. travels to schools offering face-to-face support.
- Student Data Coordinator works with Human Resources Department offering weekly division attendance information for September and October school student count. Monthly reporting to the Superintendent and Board take place thereafter.
- Gayle D. and DSEAC made direct phone calls to secretaries to ensure that MW matches school counts ('bums in seats'), and PASI.
- **Milestone: On September 28<sup>th</sup>, PASI, MW and school counts match/balance. This is the first time in a long time that this has been achieved.**

### **Strategy 1.2: Identify students struggling with attendance**

- Monthly Google.doc: A google.doc (listing all students who have been absent 3 or more days a month) is emailed to principals to identify reasons for absences and what actions the school has taken to return the student to school. **This approach keeps 'attendance improvement' on the front page for all schools.**
- **'Keeping on Track' Newsletter and Monthly Attendance Charts:** In preparation for Board of Trustee meetings and for distribution to school administrators (for staff meeting discussions and improvement strategies), month-end attendance charts are developed for analysis, discussion and action.
- During school-based staff meetings on attendance improvement, DSEAC emphasized/stressed the importance of identifying chronic non-attenders and developing a process/plan to have these students returned to school (i.e. home visits via wellness workers / community liaison and where teachers feel safe to undertake home visits) in a timely way.

### **Strategy 1.3: Analyze attendance data**

- The DSEAC meets with principals to discuss their attendance patterns, areas of chronic non-attendance and attendance successes. The principal, in cooperation with school staff and the School Attendance Committee, develop an action plan to address chronic non-attending students.

- The DSEAC is starting to meet with school councils (i.e. Hillview School), attendance committees (i.e. Susa Creek), students (Focus Groups at Mistassiniy and Calling Lake Schools), and parents (i.e. Father R. Perin School) to discuss the importance of regular attendance and recent division strategies that support school attendance improvement efforts (i.e. Award and Recognition Programs).
- **Home Visits: Denise Rathbone and DSEAC are involved in home visits at Mistassiniy School.**
- Effective October 4<sup>th</sup>, DSEAC received completed 'Planning & Report' templates from 17 school administrators; 3 'planning and reporting documents are outstanding from school with new principals.

### **Strategy 2.1: Address chronic absences in Northland schools.**

- In a number of our communities, with support from Wellness Workers and school-based School/Community Liaison Workers (where they exist), home visits are being conducted to provide support to families.
- My.Blueprint PD is being carried out with principals in Area 3 by the PED.
- A My.BluePrint implementation strategy will commence in Area 1, Area 2 and Area 3 schools to support daily use of My.BluePrint by teacher and Wellness Workers. PD is being arranged for 'go-to' personnel (PED/high school teacher) in each area to support training for principals, teachers and students.

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

- NSD61 schools attend WE DAY – November 1, 2018 in the ice district, Edmonton. Approximately 140 students attended this event.

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

- Attendance Award and Recognition Program' developed, approved and being implemented division-wide.
- Efforts are being expended to ensure that all stakeholders (principals, teachers, support staff, parents, students and interested school community partners are familiar with the

awards and recognition strategies (i.e. posters, Social Media via Facebook, and school distribution to parents, students and interested community partners (i.e. MD of Opportunity #17).

- Schools view monthly attendance charts and engage in healthy but competitive ‘game-play’ to have the best possible attendance patterns in the area and division.
- Associates and principals are aware that the DSEAC is setting up ‘Student Focus Groups’ in each school.
- Student Focus groups have been conducted at Mistassiniy School and Calling Lake School. Student responses are immediately with the principal for possible discussions with staff at staff meetings.
- The DSEAC will analyze student responses and create a division-wide ‘emerging themes’ from the data. This information will be shared with the executive team, superintendent and the Board.

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

- A transition plan has been developed and is being implemented to support students moving from one school to another within NSD61 or moving to another jurisdiction.
- Early in December 2018, the DSEAC will work with school principals, Lorraine Cardinal - Roy and the Associates to build a bridge with Post-secondary institutions to facilitate this strategy.

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

- Wellness Workers have been hired and are currently working to support school community wellness and student/family support.

## Strategy 4.2: Enhance parent and community engagement

- All principals have been advised that the DSEAC will be attending school council meetings. He has requested dates and times for these gatherings.
- The DSEAC has received an invitation from St. Theresa School to attend the December 2018 school council meeting.
- The DSEAC is currently organizing student focus group gatherings with students to hear their voice on school improvement efforts.

The following questions will guide student conversations:

- (1) What are your current barriers to school success?
- (2) What are a few of your school successes?
- (3) What would make you happier and more successful in school?

These questions revolve around student voice in areas of engagement, successes and school improvement.

- Ultimately, the DSEAC will create a NSD61 Youth Council to engage 'at the table' with the Board of Trustees

## Strategy 5.2: Use student data to inform decision-making

- Ongoing and readiness for January / February 2019 implementation of the OurSchool student survey completion.
- Student Focus Groups are now being established (Mistassiniy and Calling schools thus far) to determine current 'student barriers to school success', 'school success', and 'what would you happier and more successful in school'. Student responses are shared with the principal for discussion at staff meetings. Student responses will be shared with the Executive Team and the Board.
- From these focus groups, a NSD61 Youth Council will be established to offer voice at the Board of Trustees table.



**Susa Creek School receives 'Attendance Achievement Award Plaque' for highest overall attendance for 2017-2018!**

**Congratulations Staff, Students, Parents & Community!**





NORTHLAND SCHOOL DIVISION NO. 61

**ADMINISTRATION RECOMMENDATION TO THE BOARD**

**TO:** THE BOARD OF TRUSTEES **DATE:** November 30, 2018

**SUBMITTED BY:** Jesse Lamouche, Ward 4 Trustee

**SUBJECT:** ASBA Zone 1 Report

**ORIGINATOR:** Board of Trustees

**REFERENCE(S) & ATTACHMENTS:** Board Work Plan

**RECOMMENDATION:**  
**THAT the Board of Trustees receive as information the ASBA Zone 1 Report, as presented.**

\*\*\*\*\*

**BACKGROUND:**

**RISK ANALYSIS:**



NORTHLAND SCHOOL DIVISION NO. 61

**TRUSTEE REPORT TO SCHOOL COUNCILS**

<b>TO:</b>	<b>BOARD OF TRUSTEES</b>	<b>DATE:</b>	November 30, 2018
<b>SUBMITTED BY:</b>	Jesse Lamouche, Ward 4 Trustee		
<b>COMMITTEE:</b>	ASBA Zone 1 Update		

**REPORT:**

November 14 - Grande Prairie ASBA Zone 1 Annual Meeting.

Election of Zone 1 - Chair ( Sharilyn Anderson of Peace Wapiti) SharilynAnderson@pwsd76.ab.ca  
 Vice-Chair ( Jamie Schoorlemmer of G.P. Catholic) jamieschoorlemmer@gpcsd.ca  
 Secretary Treasurer (Aimee Hirtle of Holy Family). aimee.hirtle@hfcrd.ab.ca

Our meeting dates were also set -

Jan. 9, 2019 - G.P. Public hosting

Mar. 13, 2019 - GP Catholic hosting

May 8, 2019 - Holy Family hosting

Sept. 11, 2019 - Peace River SD hosting

Nov. 13, 2019 - Northland S.D. hosting

\* Location TBD (Peace River ?)

- Travel to Edmonton

Zone 1 Ad Hoc Committee (Westin Hotel) November 18th 5:30- 7:00 pm

Met and discussed zone 1 topics on the well-being of our students. We do only have 2 school's in the zone Susa Creek and Paddle Prairie. We are in the beginning stages, learning and brainstorming. I will be requesting information to our administration regarding our coded student's and how or what resource's we do provide, have and require.

There is additional information/background I will share today with our board.



NORTHLAND SCHOOL DIVISION NO. 61

# ADMINISTRATION RECOMMENDATION TO THE BOARD

**TO:** THE BOARD OF TRUSTEES

**DATE:** November 30, 2018

**SUBMITTED BY:** Maddy Daniels, Board Chair

**SUBJECT:** Advocacy Committee

**ORIGINATOR:** Board of Trustees

**REFERENCE(S) &** Board Work Plan

**ATTACHMENTS:**

**RECOMMENDATION:**

**THAT the Board of Trustees receive as information the Advocacy Committee Report, as presented.**

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**BACKGROUND:**

**RISK ANALYSIS:**



NORTHLAND SCHOOL DIVISION NO. 61

**TRUSTEE REPORT TO SCHOOL COUNCILS**

<b>TO:</b>	<b>BOARD OF TRUSTEES</b>	<b>DATE:</b>	November 30, 2018
<b>SUBMITTED BY:</b>	Maddy Daniels		
<b>COMMITTEE:</b>	Advocacy Committee - Maddy, Karen, Gord, Lois, Curtis, Krystal/Elaine		

**REPORT:**

## Previous Meetings

October 12 2018, November 18 2018

- Northern Living Allowance Benefit/Living Subsidies in process, additional research being compiled
- 5 year Investment Grant in progress, workshop to be scheduled in January to go through in detail with the Board
- Long Service Awards to be held in areas rather than in Peace River - plan is being drafted for the Board's consideration
- Spirit Wear/Marketing/Division Pride action plans to be developed and brought forward on ongoing basis. Teachers at Attraction and Retention (not sure if this is the right committee Gord) committee meeting expressed a strong interest in being able to purchase Northland spirit wear on an ongoing basis.
- School Tour Plan plan(s) for the Board's consideration to be brought to COTW in November
- Board's Positive Path Forward Action Plan (PPFAP) In progress- The Board's direction from PPFAP has been incorporated into the division "Three Year Plan" that will be presented to the Board at November board meeting for approval. The Three Year Plan is combined with the Annual Education Results Report (AERR) which must be submitted to the government by November 30 of each year. Advocacy committee will be reviewing the actions within the PPFAP to streamline them at their next meeting. The plan will then come to the Board for approval.



NORTHLAND SCHOOL DIVISION NO. 61

# ADMINISTRATION RECOMMENDATION TO THE BOARD

**TO:** THE BOARD OF TRUSTEES **DATE:** November 30, 2018

**SUBMITTED BY:** Robin Guild, Ward 7 Trustee

**SUBJECT:** Teaching & Learning Committee

**ORIGINATOR:** Board of Trustees

**REFERENCE(S) & ATTACHMENTS:** Board Work Plan

**RECOMMENDATION:**

**THAT the Board of Trustees receive as information the Teaching & Learning Committee Report, as presented.**

\*\*\*\*\*

**BACKGROUND:**

**RISK ANALYSIS:**



NORTHLAND SCHOOL DIVISION NO. 61

## TRUSTEE REPORT TO SCHOOL COUNCILS

<b>TO:</b>	<b>BOARD OF TRUSTEES</b>	<b>DATE:</b>	November 30, 2018
<b>SUBMITTED BY:</b>	Robin Guild, Ward 7 Trustee		
<b>COMMITTEE:</b>	Teaching & Learning Committee		

### REPORT:

The Teaching & Learning Committee met at the Royal Executive Inn in Edmonton on November 15, 2018. Membership includes representatives from the Board of Trustees, the ATA Local, and Administration.

#### Meeting highlights:

- **Build Positive Reflections** - change the narrative - let's hear your successes stories - through Facebook or email, twitter hashtags - "Northland Nicies"
- Encourage or support all staff with outside activities to build morale
- Staff wellness funds - partner with the local to do wellness activities
- Encourage & support all staff outside school hours - communication within the school, a school based structure
- A lot of discussion about helping new teachers with the IPP's
- Idea to have a buddy at the school - have a go to person -couldn't there be lead teachers that we allocate time to them - you got to have a certain number of staff
- **Building School Culture** so that the kids/community/teachers want to be there
- The schools have the same names as when they were in residential school system, we should change them
- Encourage all communities to do a local history



NORTHLAND SCHOOL DIVISION NO. 61

# ADMINISTRATION RECOMMENDATION TO THE BOARD

**TO:** THE BOARD OF TRUSTEES **DATE:** November 30, 2018

**SUBMITTED BY:** Robin Guild, Ward 7 Trustee

**SUBJECT:** Attraction & Retention Committee

**ORIGINATOR:** Board of Trustees

**REFERENCE(S) & ATTACHMENTS:** Board Work Plan

**RECOMMENDATION:**

**THAT the Board of Trustees receive as information the Attraction & Retention Committee Report, as presented.**

\*\*\*\*\*

**BACKGROUND:**

**RISK ANALYSIS:**



NORTHLAND SCHOOL DIVISION NO. 61

**TRUSTEE REPORT TO SCHOOL COUNCILS**

<b>TO:</b>	<b>BOARD OF TRUSTEES</b>	<b>DATE:</b>	November 30, 2018
<b>SUBMITTED BY:</b>	Robin Guild, Ward 7 Trustee		
<b>COMMITTEE:</b>	Attraction & Retention Committee		

<b>REPORT:</b>
<p>The Attraction &amp; Retention Committee met at the Royal Executive Inn in Edmonton on November 15, 2018. Membership includes representatives from the Board of Trustees, the ATA Local, and Administration.</p> <p>This was a very good first meeting. Takeaways from the meeting:</p> <ul style="list-style-type: none"> <li>● Local community representation for recruitment fairs</li> <li>● Focus on different schools</li> <li>● Review of teacher orientation - and address in terms of recruitment</li> <li>● Work together to utilize teacher induction and recognition of staff</li> </ul>





NORTHLAND SCHOOL DIVISION NO. 61

# ADMINISTRATION RECOMMENDATION TO THE BOARD

**TO:** THE BOARD OF TRUSTEES

**DATE:** November 30, 2018

**SUBMITTED BY:** Maddy Daniels, Board Chair

**SUBJECT:** Treaty 8 Update

**ORIGINATOR:** Board of Trustees  
Board Workplan

**REFERENCE(S) &  
ATTACHMENTS:**

**RECOMMENDATION:**

**THAT the Board of Trustees receive as information the Treaty 8 update, as presented.**

\*\*\*\*\*

**BACKGROUND:**

**RISK ANALYSIS:**



NORTHLAND SCHOOL DIVISION NO. 61

**TRUSTEE REPORT TO SCHOOL COUNCILS**

<b>TO:</b>	<b>BOARD OF TRUSTEES</b>	<b>DATE:</b>	November 30, 2018
<b>SUBMITTED BY:</b>	Maddy Daniels, Board Chair		
<b>COMMITTEE:</b>	Treaty 8 Education, attended with Rep-Ruby Shirley		

**REPORT:**

November 13th 2018  
 Radisson Hotel  
 All Chiefs Gathering  
 Education

- March 01st 2019- no Treaty 8 Education funding or office
- Treaty 6,7,8 Alberta Chiefs want to revisit all education service agreements
- All education negotiations will be dealt with at each Nations Band Level



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

**TO:** THE BOARD OF TRUSTEES **Date:** November 30, 2018

**SUBMITTED BY:** Trudy Rasmuson, Secretary-Treasurer

**SUBJECT:** Mistassinii Modernization Update

**ORIGINATOR:** Administration

**REFERENCE(S) & ATTACHMENTS:** Email from Greg Leitch, Director North, Learning Facilities, dated Oct. 26, 2018

**INFORMATION:**

**That the Board of Trustees accept as information the update on the Mistassinii modernization.**

\*\*\*\*\*

**BACKGROUND:**

Since 2003, the Mistassinii modernization has been on the division's capital plan to the province.

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

On February 23, 2018, the board moved to support the modernization of the Mistassinii school.

On April 27, 2018, Premier Rachel Notley visited the school and announced the modernization.

On October 26, 2018, a kick-off meeting was held, with NSD representatives, Capital Planning, Alberta Infrastructure, and Learning Facilities from the Alberta Government.

The modernization timeline is attached, in an email from Greg Leitch, Director North, Learning Facilities, dated Oct. 26, 2018.

**RISK ANALYSIS:**

Two risks were identified by the NSD staff after the meeting. The project will be managed by Alberta Infrastructure, and will take place while the school is in use. The risk is that the school principal will be deeply involved in the project, and be unable to fulfill the role of educational leader in the school. As well, NSD learned valuable lessons during the Gift Lake School construction, and feels that more oversight by the division is necessary. A project manager may be necessary to mitigate these risks.




---

## Fwd: Wabasca - Mistassiniy Modernization Kick-off Summary

1 message

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----- Forwarded message -----

From: **Greg Leitch** <[greg.leitch@gov.ab.ca](mailto:greg.leitch@gov.ab.ca)>

Date: Fri, Oct 26, 2018 at 2:45 PM

Subject: Wabasca - Mistassiniy Modernization Kick-off Summary

Hello Everyone,

Thank you for participating in this morning's conference call. To summarize the key items discussed:

- Timelines will be firmed up as the project moves along, but the initial projections are:
 

○ RFQ/RFP Prime Consultant	Nov-Dec 2018
○ Design	Jan-Dec 2019
○ Procurement	Jan-Mar 2020
○ Construction	Apr 2020- Jun 2022
- Scope of work as per Schedule A which reflects the Value Scoping – Revised Option #2.
- Infrastructure will send out Memorandum of Understanding to Northland.
- Infrastructure will deliver the project as a Design-Bid-Build.
- Northland will be involved in consultant evaluations, design and construction. Northland will input into the phasing of construction to minimize impact to the operating school.
- Sign-offs will be required on design. Major changes after design may require funding from Northland.
- No partnerships identified or anticipated.

- The project includes an allowance up to \$750,000 for a Solar Technology System. Education to provide details and a contact regarding educational requirements.
- No known site readiness issues.
- A project site sign will be erected once the contractor is on board.
- Additional destructive hazmat testing may be required and we will try and schedule on weekends or holidays.
- The community will be interested in opportunities for the use of local labour and resources in construction.

Please advise if there is anything I have missed.

Regards,

Greg Leitch

Director, North

Learning Facilities

Tel - 780-638-3227

Cell - 780-886-7581

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

**TO:** THE BOARD OF TRUSTEES **Date:** November 23, 2018

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

**SUBJECT:** Revision to Administrative Procedure 163 Alcohol and Recreational Cannabis on Division Premises

**ORIGINATOR:** Wesley Oginski, Associate Superintendent of Human Resources

**REFERENCE(S) & ATTACHMENTS:** Administrative Procedure 163 Alcohol and Recreational Cannabis on Divisional Premises

**RECOMMENDATION:**

For Information Only

\*\*\*\*\*

**BACKGROUND:**

[The Cannabis Act](#) and its supporting [Regulations](#) came into force on October 17, 2018. Northland School Division procedures do not currently speak to that change of legislation and its expectations within the division

**RISK ANALYSIS:**

Northland needs to update relevant Administrative Procedures in light of the legalization of recreational cannabis. These changes are consistent with the legislation and regulations of the new act.



## Administrative Procedure 163

### Alcohol and Recreational Cannabis on Division Premises

#### Background

Alcoholic beverages **and recreational cannabis** are not permitted on school division property.

#### Procedures

1. The serving or consumption of alcoholic beverages is not permitted on school Division property.
- 2. The use or consumption of recreational cannabis is not permitted on school Division property.**

Adopted/Revised: November 23, 2018

Reference: [Section 20, 60, 61, 96, 113, 117 School Act](#)  
[Cannabis Act](#)



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

**TO:** THE BOARD OF TRUSTEES **Date:** November 23, 2018

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

**SUBJECT:** Revision to Administrative Procedure 413 Employee Benefits

**ORIGINATOR:** Wesley Oginski, Associate Superintendent of Human Resources

**REFERENCE(S) &  
ATTACHMENTS:** Administrative Procedure 413 Employee Benefits

**RECOMMENDATION:**

For Information Only

\*\*\*\*\*

**BACKGROUND:**

A number of health benefits are established through negotiations with the Alberta Teachers' Association. In an effort to be fair, health benefits granted to teachers will generally be granted to other employee groups, as detailed in the procedures.

**RISK ANALYSIS:**

Northland School Division and the Local Alberta Teachers' Association ratified a new Collective Agreement in June 2018. Northland needs to update relevant Administrative Procedures to be consistent with the new agreement.





## Administrative Procedure 413

### Employee Benefits

#### Background

Benefits, in addition to salary, are an integral part of the total compensation plan for employees. These benefits are intended to promote employees' economic security and include a comprehensive health insurance program.

A number of health benefits are established through negotiations with the Alberta Teachers' Association. In an effort to be fair, health benefits granted to teachers will generally be granted to other employee groups, as detailed in the procedures.

#### Procedures

##### 1. Alberta Health Care

- 1.1 The Division shall pay the premiums in accordance with the percentages prescribed by the current Collective Agreement for Alberta Health Care for all employees, except those classified as casual.

##### 2. Alberta School Employee Benefit Plans

- 2.1 The Division shall pay the premiums, in accordance with the percentages prescribed by the current collective agreement, for:
  - 2.1.1 Alberta School Employee Benefit Plan Extended Health Care
  - 2.1.2 Alberta School Employee Benefit Plan Dental Care
  - 2.1.3 Alberta School Employee Benefit Plan Vision Care
  - 2.1.4 Alberta School Employee Benefit Plan Life Insurance
  - 2.1.5 Alberta School Employee Benefit Plan Long Term Disability
 for all employees except those classified as casual, provided that they meet the Alberta School Employee Benefit Plan (ASEBP) eligibility requirements.
- 2.2 Participation in the plans shall be a condition of employment unless:
  - 2.2.1 The employee has Treaty Indian status and wishes to exercise the option of waiving Extended Health Care, Dental Care, and Vision Care only;
  - 2.2.2 The employee has spousal coverage through the Division; or
  - 2.2.3 The employee is no longer eligible for ASEBP benefits due to age.
- 2.3 All premiums for Alberta Health Care and ASEBP in excess of the Division's contribution shall be paid for by the employee through payroll deduction.
- 2.4 **Effective September 1, 2018, employees on a contract of employment with**

**the Board will be eligible for A.S.E.B.P. coverage on the first day of their employment.** ~~Effective September 1, 1999, employees employed on a temporary contract are not eligible for the Alberta Health Care and ASEBP coverage outlined herein until they have provided service on a continuous basis for one (1) full calendar month.~~

~~2.4.1 The coverage will begin on the first day of the following month.~~

~~2.4.2 Where an employee is employed on a temporary contract and wishes to be covered under the ASEBP, such employees may apply for coverage and shall be responsible for the total cost of all premiums for the first month.~~

~~2.4.3 Should an employee be hired for more than one (1) temporary period per school year or consecutive temporary periods of employment, that employee will be required to adhere to the one (1) month waiting period, once.~~

2.5 For staff who have made application for EDB benefits and who do not have enough accumulated sick days to extend through the ninety (90) day waiting period, the Division will be responsible for the EDB, Life Insurance, EHC, Dental, Vision and AHC premiums for those months without pay to the 90th day. ~~After the 90th day, the employee will be responsible for all premiums.~~

**2.5.1 Notwithstanding 2.5, employees who qualify for A.S.E.B.P extended disability benefits will be provided with the employer contribution to benefits plans outlined in clause 2 for the first two years of their disability.**

2.6 A Health Spending Account (HSA) is for the benefit of the employee and his/her spouse and dependents. The HSA will adhere to Canada Revenue Agency (CRA) rules and will be administered by ASEBP.

2.7 The contribution amount is subject to change by the Board.

2.7.1 Effective September 1, 2017 the contribution amount is \$850.00.

### 3. Pension Plan

3.1 The Division shall enroll each employee who holds an Alberta Teacher's Certificate in the Teachers' Retirement Fund Pension Plan.

3.1.1 Contributions to this Plan shall be made solely by the teacher.

3.2 The Division shall enroll, and pay employer contributions, for all eligible non-teaching staff in the Local Authorities Pension Plan (LAPP).

3.2.1 For purposes of this clause, eligibility is determined by the Local Authorities Pension Plan on the basis of a minimum thirty (30) hours worked per week, and who do not have a predetermined-end date.

3.2.2 Participating classes are:

3.2.2.1 Administrative staff not covered by the New Teachers' Salary

## Agreement,

3.2.2.2 Support Staff (Division Office Secretaries, Clerks and School Secretaries)

3.2.2.3 Caretakers and Paraprofessional staff excluding Special Assistants who have a pre-determined end date.

3.2.3 Staff serving a probationary period and who qualify to contribute to LAPP shall participate.

3.2.4 During an approved leave of absence without salary or on approved Extended Disability Benefits or receiving WCB payments and no salary from the employer, no contribution to LAPP will be made by the employer unless the Plan member purchases his/her leave. The Local Authority Pension Plan guidelines will be followed.

3.2.5 All employees currently receiving a monthly pension from LAPP are excluded from membership.

3.2.6 All employees 71 years of age and older are excluded from LAPP membership.

#### 4. Voluntary Life Insurance

4.1 The Division shall make available the ASEBP Voluntary Life Insurance Plan for all interested eligible employees; however, the Division is not responsible to administer the plan in any respect.

#### 5. Worker's Compensation

5.1 The Division shall pay one hundred percent (100%) of the premiums for Worker's Compensation Benefits to designated employees.

5.2 If in the event of injury, an employee's sick leave will be debited and full salary paid until sick leave accrued is completely utilized, up to and including ninety (90) calendar days.

5.2.1 After ninety (90) calendar days or upon the expiry of accrued sick leave, the employee receives benefits directly from Worker's Compensation and sick leave is no longer debited.

5.2.2 In the event the illness causes the employee to be relieved from his/her duties beyond ninety (90) calendar days, an application shall be made for Long Term Disability Benefits to begin upon expiration of Worker's Compensation Benefits.

Adopted/Revised: Aug 9/06, Jan 24/09, Jan 24/13, Sep 8/16, June 22/17

Reference: Section 60, 61, 113, 116 School Act  
Employment Standards Code  
Labour Relations Code  
Section 248L, Canada Tax Act

Labour Relations Code  
Canada Income Tax Regulation 6801  
Local Authorities Pension Plan Regulation  
Collective Agreements  
Employment Practices and Procedures for Professional Support Staff Under Individual Contract



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

**TO:** THE BOARD OF TRUSTEES **Date:** November 30, 2018

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

**SUBJECT:** Revision to Administrative Procedure 414 Staff Leaves and Absences

**ORIGINATOR:** Wesley Oginski, Associate Superintendent of Human Resources

**REFERENCE(S) &  
ATTACHMENTS:** Administrative Procedure 414 Staff Leaves and Absences

**RECOMMENDATION:**

For Information Only

\*\*\*\*\*

**BACKGROUND:**

Leave benefits are established through negotiations with the Alberta Teachers' Association. In an effort to be fair, leave benefits granted to teachers will generally be granted to other employee groups, as detailed in the procedures.

**RISK ANALYSIS:**

Northland School Division and the Local Alberta Teachers' Association ratified a new Collective Agreement in June 2018. Northland needs to update relevant Administrative Procedures to be consistent with the new agreement.



## Administrative Procedure 414

### Staff Leaves and Absences

#### Background

It is recognized that at any time during a working year, unexpected illness, medical appointments, family responsibilities, or civic duty may require a staff member not covered by the teachers' salary agreement, to be absent from his/her work assignment. Staff who do not work full time or who do not work Monday to Friday week, shall have their leave benefits pro-rated based on their full time equivalency (FTE).

#### Procedures

##### 1. General Leave Without Salary and Benefits

- 1.1 An application for a leave of absence shall be made to the Superintendent.
  - 1.1.1 The leave will be without salary and benefits. Benefits include Alberta Health Care and the Alberta School Employee Benefit plan premiums.
  - 1.1.2 An individual enrolled in an employee-sponsored ASEBP plan may request continued coverage at his/her expense during the leave of absence provided he/she meets ASEBP guidelines.
  - 1.1.3 The Associate Superintendent of Human Resources must be advised in writing of the request within thirty one (31) days of the commencement of the leave.
  - 1.1.4 Alberta Health Care will bill the individual directly.
- 1.2 School – based staff shall discuss any requests for a leave of absence with the Principal.
  - 1.2.1 A request for a leave of absence for an entire school year must be received prior to May 30 of the year in which the leave is to commence
- 1.3 When a leave of absence has been granted, the staff member shall be advised in writing indicating all the terms and conditions of the leave including:
  - 1.3.1 The nature of the leave.
  - 1.3.2 The placement of the staff member upon return from the leave.
- 1.4 The leave of absence may be terminated should the staff member accept other employment.
  - 1.4.1 The staff member is to advise the Superintendent when alternate employment has been obtained while on leave.
  - 1.4.2 The period of the leave of absence shall not be recognized as service credited for the accumulation of sick leave, experience, or vacation

entitlements; nor will it be viewed as a breach in service for the aforementioned.

2. Leave for Attendance at a Convocation

- 2.1 The Superintendent may grant a leave up to a maximum of two (2) days, with pay, to a staff member to attend a convocation at a recognized postsecondary institution to receive a diploma or degree.

3. Leave for Civic or Legal Duties

- 3.1 A staff member that is required by law to be absent from work during regular hours in the performance of a civic or legal duty shall not be deducted salary for the day(s) absent providing written evidence is submitted substantiating the necessity to be absent.
- 3.2 Any remuneration related to the above received from the Government or agency for these services will be returned to the Division, except for that portion designated for travel and subsistence.

4. Leave for Salary Negotiations with the Alberta Teachers Association (A.T.A.)

- 4.1 Leave will be provided with pay with the A.T.A. paying the cost of the substitute teacher.
- 4.2 Leave will be granted for a maximum of five (5) staff members.
- 4.3 Leave will continue to be provided until there is third party involvement in the negotiations, or a strike or lockout commences.

5. Leave for Illness

- 5.1 A staff member that is absent due to illness shall immediately advise their supervisor.
- 5.2 A staff member who is absent due to illness, accident, or dental treatment, may be required to provide a medical certificate if requested by the Superintendent or designate.
- 5.3 An employee who is absent because of accident, disability, or sickness may be required to submit a certificate from a qualified medical practitioner when a doctor is reasonably available; and where a doctor is not reasonably available, the employee shall be required to submit to the Superintendent a written statement forthwith.
- 5.4 The Superintendent shall be entitled to require medical examinations by a doctor, approved by the Superintendent before paying accumulated sick leave. In any such case, the Division agrees to pay transportation and accommodation costs at approved "Division" rates for the purpose of the examination.
- 5.5 All staff members shall be entitled to a maximum of twenty (20) days for illness, accident, medical appointments or dental care in their first full year of employment.
- 5.5.1 The Division will apply the sick leave for which the employee is eligible to a

maximum of twenty (20) working days during the year effective the date of commencement of service and each September thereafter, and make any adjustments necessary at the end of each August or upon termination of employment.

- 5.5.2 The unused portion of the statutory sick leave shall be accumulated at the completion of each school year of service with the Division to the credit of each employee, to a maximum of forty (40) days inclusive of current twenty (20) days. This clause applies to unbroken service.
- 5.5.3 At the beginning of the second full year of continuous employment with the Division and provided continuity of employment is not broken, an employee shall be granted ninety (90) calendar days of sick leave credits provided the employee is actively at work on that day. All accumulated but unused sick leave shall be cancelled.
- 5.5.4 An employee who has been absent on sick leave and returns to regular duties shall have the ninety (90) calendar day sick leave entitlement reinstated.
  - 5.5.4.1 However, after notification by the employee of an expected date of return, the Superintendent may request, prior to that date of return that the employee provide a medical certificate, signed by a medical doctor, verifying that the employee is able to return to work on a continuing basis.
  - 5.5.4.2 In addition, if an employee uses more than twenty (20) days casual sick leave in any one (1) school year, the Superintendent may, by written notice, require the employee to comply with the following restriction:
    - 5.5.4.2.1 After each subsequent absence in the same school year, the ninety (90) calendar days shall not be reinstated until the employee has been actively at work for ten (10) consecutive days unless the absence is a result of a new medical condition confirmed by a medical doctor.
- 5.5.5 When an employee is reinstated to a position within ten (10) days, the accumulated sick leave will be reinstated.

## 6. Leave on Election Days

- 6.1 The employer will ensure that any employee eligible to vote in either a national, provincial, or municipal election, plebiscite, or referendum, shall be given the necessary time off work in which to vote in accordance with the statute under which the election, plebiscite, or referendum is being held.
- 6.2 An employee who is required to work during the period allowed to vote immediately preceding poll closing shall be allowed equivalent time off at an earlier time on the



same day as authorized by his/her supervisor.

## 7. Special Leave

- 7.1 An employee shall, upon application to his/her supervisor, be granted family care leave at regular salary due to the employee's spouse, child or parents requiring medical care up to a maximum of ten (10) days per school year.

**7.1.1 In exceptional circumstances involving the care of a child related to the teacher living in the teachers' household, the teacher may apply to the Superintendent or designate to access the provisions of 14.3.1. The Superintendent may grant the leave at their discretion.**

7.1.2 Such leave shall be debited against the employee's cumulative sick leave.

7.1.3 The employee absent for such care may be required to submit a medical certificate.

7.1.4 In exceptional circumstances, involving the care of a child, living in the staff member's household, the staff member may apply to the Superintendent or designate to access the provisions of 7.1.

- 7.2 An employee shall, upon application to his/her supervisor, be granted critical illness leave or compassionate leave with salary.

7.2.1 For critical illness leave or compassionate leave up to a maximum of five (5) work days for each per year in the event of critical illness or death of an employee's relative. The leave must be taken during the time of the actual occurrence of the critical illness or death.

7.2.2 For the purpose of clause 7.2.1, a relative is defined as spouse, parent, legal guardian, parent-in-law, grandparent, son, daughter, brother, sister, and spouse, parent, or children of any of the above.

- 7.3 Employees may request additional days for critical illness or compassionate leave outside the collective agreement and/or Division procedures.

7.3.1 Application for additional days will be made to the immediate supervisor.

7.3.2 The employee absent for additional critical illness or compassionate leave may be required to submit a medical certificate.

7.3.3 The Division administration shall be cognizant of the nature of extended family in Indigenous communities.

## 8. Attendance at Court Proceedings

If an employee is summoned to appear in court as a witness in his/her private capacity:

- 8.1 At a location within the province of Alberta, leave with pay will be allowed but any witness fee that is provided shall be paid to the Division.

- 8.2 At a location outside the province of Alberta, leave with pay may be authorized by the immediate supervisor but any witness fee that is provided shall be paid to the Division.

## 9. Maternity Leave

- 9.1 A pregnant employee who has worked for the Division for a minimum of fifty-two (52) consecutive weeks is entitled to maternity leave and parental leave without pay.
- 9.1.1 A pregnant employee is entitled to maternity leave consisting of fifteen (15) weeks commencing at any time during the twelve (12) weeks immediately preceding the estimated date of delivery.
- 9.1.2 The maternity leave period is to include at least six (6) weeks immediately following the actual date of delivery, or a shortened period provided that the employee provides a medical certificate indicating that returning to work will not endanger her health.
- 9.1.3 The date of delivery is defined as the date the child is born or the pregnancy terminates.
- 9.2 Parental Leave
- 9.2.1 Parental leave entitlement consists of thirty-seven (37) weeks.
- 9.2.2 A birth mother who wishes to take parental leave must commence parental leave immediately following maternity leave.
- 9.2.3 In all other cases, parental leave may begin at any time after the birth or adoption of the child but must be completed within fifty-two (52) weeks after the child's birth or placement with the adoptive parents.
- 9.2.4 Parental leave may be taken by one (1) parent or shared between both parents, but the total of the leave cannot exceed thirty-seven (37) weeks. Where the parents are both employed by the same Division, the Division is not required to grant parental leave to more than one parent at a time.
- 9.3 The employee must provide the Superintendent, wherever possible, with three (3) months written notice of the day the employee plans to take her maternity/parental leave.
- 9.3.1 However, the employee must provide a minimum of six (6) weeks written notice of her desire to commence each of the maternity leave and parental leave.
- 9.3.2 Such notice shall be accompanied by a medical statement certifying that the employee is pregnant and giving the estimated date of birth of the child. If requested, an employee may take only maternity leave.
- 9.4 Parents, who intend to share the parental leave, must provide a minimum of six (6) weeks written notice of their intent to share the parental leave.
- 9.5 An employee who does not give prior notice of maternity leave before starting she is

entitled to maternity leave if, within two (2) weeks after she ceases to work, she provides a medical certificate:

- 9.5.1 Indicating that she is not able to work because of a medical condition arising from her pregnancy, and
  - 9.5.2 Giving the estimated or actual date of delivery.
- 9.6 All employees who qualify for maternity leave will be eligible for sick leave pay and benefits for a period of two (2) weeks prior to delivery and four (4) weeks following the birth of the baby.
- 9.6.1 The employee must provide a medical statement confirming the date of birth of the baby to receive this entitlement.
  - 9.6.2 An employee on maternity leave without salary may access sick leave entitlements provided for in this Administrative Procedure, section 5, if satisfactory evidence of medical disability is provided.
- 9.7 Notwithstanding the above, in the event that the claim falls during a non-teaching period, the employee will not be entitled to payment of any additional salary and benefits.
- 9.8 Upon completion of the leave, the employee will be assigned to her former location and position or to a comparable position with no reduction in salary.
- 9.9 An employee may return to duties prior to the expiration of leave granted under clause 9.1 providing she submits a medical certificate indicating that the resumption of the work will not endanger her health, and providing a suitable position is available.
- 9.10 The employee will be responsible for payment of one hundred percent (100%) of the benefit premium during the non-health related portion of her maternity leave should she wish to maintain benefit premium coverage.
- 9.10.1 In the event that the health related portion of the employee's pregnancy extends beyond this six (6) week period, the employee will be rebated any portion of the premiums paid by the employee for the health related portion of the maternity leave.
- 9.11 Adoption leave is covered under "Parental Leave" in this Administrative Procedure.

## 10. Birth/Adoption Leave

- 10.1 An employee shall be entitled to a birth/adoption leave for the number of days granted teachers under the collective agreement.

## 11. Adoption Leave

- 11.1 Upon request, an employee shall be entitled to adoption leave without pay for a period of up to twelve (12) months.
- 11.2 An employee shall advise the Superintendent, in writing, of his/her acceptance by the

appropriate agency as an adoptive parent within thirty (30) days of such notification of acceptance. Such notice shall include any documentation from said agency confirming the applicant's acceptance.

- 11.3 Commencement of leave shall occur the day on which the adopted child comes into full care of the employee.

## 12. Other Leave

- 12.1 All leaves not covered by this Administrative Procedure or the collective agreement must be approved by the Superintendent.

## 13. Desertion of Assignment

- 13.1 When an employee does not report for work for five (5) consecutive days and does not give any valid reason for this absence on the sixth day of the beginning of the said absence, such absence shall constitute a desertion of the job starting from the date of the beginning of the absence, and shall be without pay.

13.1.1 Should the employee wish to appeal the decision, the appeal must be to the Superintendent in writing and made within fourteen (14) days from the date of the Desertion of Assignment.

- 13.2 If, however, a valid reason for the absence can be given due to physical or mental disability, the burden of proof rests with the employee, such absence cannot be considered a desertion of assignment.

## 14. **Private Business** Personal Leave

- 14.1 An employee shall, upon approval of the supervisor, be granted **Private Business** ~~personal~~ leave with full salary, having regard to all circumstances and the interest of the school and Division, a maximum of two (2) days per school year.

**14.1.1 Such leave will not be attached to school holidays longer than five days or on PD days without permission of the Superintendent or Designate, but leave requests will not be unreasonably denied.**

**14.1.2 Private business leave will be for up to two (2) days with full salary and unused private business days in any school year can be accumulated to a maximum of two (2) additional days.**

**14.1.3 No more than four personal days will be used in any school calendar year.**

- 14.2 Employees employed after the beginning of the school year (September 1) shall receive leave benefits on a pro-rata basis rounded to the nearest half ( $\frac{1}{2}$ ) day.

Adopted/Revised: Feb 29/12, Oct 3/14, Nov 21/14, June 22/17, **Nov 23/18**

Reference: Section 18, 20, 60, 61, 96, 113, 116, 117 School Act  
Employment Standards Code

Labour Relations Code  
Section 248L, Canada Tax Act  
Canada Income Tax Regulation 6801  
Collective Agreement



NORTHLAND SCHOOL DIVISION NO. 61

**TRUSTEE REPORT TO SCHOOL COUNCILS**

<b>TO:</b>	<b>BOARD OF TRUSTEES</b>	<b>DATE:</b>	November 30, 2018
<b>SUBMITTED BY:</b>	Jesse Lamouche, Ward 4		

**REPORT:**

October -Grouard Northland School.

Established parent council.

Chair- Shirley Whitehead

Secretary- Shannon Anderson

November 5th- Hillview meeting moved to 13th

November 7th- Edmonton Indspire Conference

Attended the Pre-Gathering workshop A -on Truth and Reconciliation . I found this to be a repeat of past conversations having to do with this topic. Outside our division I find that the general population attending these events are a few paces behind of what we are doing already. I think going forward, we as trustees need to find a way to promote the positive path we are on, and to share and showcase our success throughout our division.

November 8th & 9th - Edmonton Indspire Conference

The main session that stood out for me was the session on an introduction to Alberta Metis Educational Resources. It was a very well put together. From start to finish I was totally engaged and really needed to find out more about this program. I did obtain links and additional information related to this amazing program.

November 13- Grouard Northland School. Stopped into the school for a short visit.

-Travel to Hillview East Prairie

Hillview parent council meeting East Prairie. We did establish the local parent council.

Chair- Candace Cardinal

Secretary- Stacy Bellerose

We also carried on into the monthly meeting. Items Discussed were,

- Trip to MSGC in Edmonton (Invite to jig on the 15th)
- Christmas activities, concert & turkey dinner and possible raffle.
- Substitute staff (recruiting)
- Land Based Learning Proposal (Localized Learning)
- Kids Community Closet Proposal (Donations)
- Healing Through Art Sessions
- New Attendance Initiative (Don Tessier)
- Report From Ward 4 Rep (Verbal)

I updated to the parent council on our current work, provided board highlights, and let the parent council know that we generated the attendance honors program at our board retreat this August.

NORTHLAND SCHOOL DIVISION NO. 61

**TRUSTEE REPORT TO SCHOOL COUNCILS**

- Travel to Grand Prairie

November 15 - Edmonton Attraction & Retention Meeting (1-4 pm)

Agenda Review (4-6pm)

November 16 - Attended MSGC, Hillview Student's performance (10:30 am-12:30 pm)

\* Get back to Karen L'Hirondelle (Transportation)

November 16 - Edmonton Public School Board Council Meeting Governance Seminar (1:30-4:30 pm)

November 16 - Dinner & Conversation with Kristopher Wells (6-8:30pm)

November 17 - Public School Board Council Meeting (9 am- 3 pm)

November 18 - Edmonton ASBA FGM

November 18 - Edmonton Ad Hoc Committee Meeting 5:30 pm

November 19 - ASBA

November 20 - ASBA



NORTHLAND SCHOOL DIVISION NO. 61

**TRUSTEE REPORT TO THE BOARD**

<b>TO:</b>	<b>Randy Anderson Ward # 3</b>	<b>DATE:</b>	NOVEMBER 2018
<b>SUBMITTED BY:</b>	RANDY ANDERSON		
<b>SUBJECT:</b>	NOVEMBER REPORT		

**SUMMARY:**

- Oct 31st Halloween attended school to help judge the costumes of the children. Had a lot of fun doing that and I was very impressed with the creativity of children.
- November 6th attended meeting in Peavine with Gord and Maddy, the Settlement Council had requested a meeting to mostly talk about how the school can integrate Metis local culture into the curriculum. They also requested we consider transferring the old staff housing to the community so they can renovate and assign them to there members. They brought to our attention the lagoon that was servicing the school and housing maybe leaking and they would like to be reclaimed. This has to be addressed soon has it could become a liability for the Division.
- November 13th attended a meeting with Gift Lake Council and Members. They expressed a lot of concerns on the operation of the school and its leadership, information was taken with the understanding that Gord would investigate. The group from the community are now requesting a meeting with the whole Board. Some of the community members have also contacted the Dept. of Education.
- Still have not attended any School Council meetings, in Peavine I was informed by the chair they are meeting on a quarterly basis and the next meeting is on Jan.9th 2019. (?) In Gift Lake no one attended the scheduled meetings and they recently informed us they have formed their own parent council outside of NCD process. No meetings are scheduled.





NORTHLAND SCHOOL DIVISION NO. 61

**TRUSTEE REPORT TO THE BOARD**

<b>TO:</b>	<b>The Board of Trustees</b>	<b>DATE:</b>	November 30, 2018
<b>SUBMITTED BY:</b>	Robin Guild, Ward 7 Trustee		
<b>SUBJECT:</b>	Report for the Month of November, 2018		

**SUMMARY:**

October 31, TEBA mediation meeting. We came to an agreement that will need to be ratified by the local ATA and Northland.

November 07, attended St. Theresa's local School council.

November 15, Teaching and learning committee meeting 9-12.

November 15, Attraction and retention committee meeting 1-4.

November 16 & 17, PSBA conference

November 27, Wabasca outreach school council meeting.



NORTHLAND SCHOOL DIVISION NO. 61

**BOARD ADVISOR REPORT TO THE BOARD**

<b>TO:</b>	<b>The Board of Trustees</b>	<b>DATE:</b>	November 30, 2018
<b>SUBMITTED BY:</b>	Lois Byers, Board Advisor		
<b>SUBJECT:</b>	Report for Oct 21 to Nov 22, 2018		

**SUMMARY:**

- Involved with mediation of local bargaining agreement with TEBA and ATA.
- Worked on drafting role for Trustee Cardinal
- Assisted with follow up from the Superintendent' evaluation: recommendation page for report to the Board; background and process for compensation re new regulation;
- Discussions about possible ad hoc board committee to review quality indicators for board and supt evaluations for next year.
- Prepared draft documents for Board tours of schools & communities for Nov COTW with Curtis Walty.
- Follow up on Board Positive Path Forward Action Plan with superintendent to incorporate board's direction into the Three Year Learning Plan and the division software Enviso; develop a full year plan of how the various required documents work with each other; Review and categorize notes from the COSC/ward council meeting in April to be sure thoughts are captured in the Three Year Learning Plan.
- Worked on various policy changes and recommendation pages with secretary/treasurer
- Follow up with regard to template for trustees for their school council reports
- Drafted role of Board Advisor with Supt and Chair
- Involved in various discussion with regard to process (e.g. signing authority; supt compensation; supt regulation; upcoming mtg with Minister Larivee)
- Attended agenda review
- Attended Advocacy Committee meeting
  - working on long term funding lobby position draft document
- Various discussions with Chair with regard to process on a number of items
- Prepared draft document with regard to supt comp in new regulation
- Board teleconference with regard to meeting with Gift Lake