



NORTHLAND SCHOOL DIVISION NO. 61

REGULAR BOARD MEETING NO. 19-01

AGENDA

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

Date & Time: Friday, January 18, 2019 (9am - 3pm)

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. – 10:30 a.m.)

B. PUBLIC MEETING (10:30 a.m. – 3:00 p.m.)

C. GENERAL BUSINESS (10:30 a.m. – 11:45 a.m.)

1. Approval of Agenda
2. Approval of Minutes1
 - 2.1 November 30, 2018
3. Business Arising from Previous Meeting(s).....10
 - 3.1 Board Action Items

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

1. Peavine Metis Education Program (Superintendent G. Atkinson).....12
2. Draft school year calendar for review (Superintendent G. Atkinson).....handout
3. Policy 5 - Signing Authorities - Third Reading (Secretary-Treasurer T. Rasmuson).....13
4. School Viability Studies (Superintendent G. Atkinson)
 - a. Hillview School.....15
 - b. Pelican Mountain School.....28
 - c. Calling Lake Outreach School.....41
5. Quarterly financial statement approval (Secretary-Treasurer T. Rasmuson).....51
6. Joint Statement on Physical Punishment of Children and Youth from Ron Ensom (Superintendent G. Atkinson)....59
7. Role of Board Advisor (Board Chair M. Daniels)64
8. Role of Ward 5 Trustee (Board Chair M. Daniels).....66
9. Policy 5 Role of Chair - First Reading (Secretary-Treasurer T. Rasmuson).....68

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

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

1. Board Chair Report.....72
 - 1.1. Board Expenses for the period ending December 31, 2018.....75
 - 1.2. Correspondence
2. Superintendent Report.....76
 - 2.1 Highlights/Correspondence
 - 2.1.1 Urban Rez Cultural Society Letter.....81
 - 2.1.2 Alberta Research Partnership Proposal - University of Alberta / NSD.....82
3. Monitoring Reports (Department) -
 - 3.1 Area 1 West Associate Superintendent Report (Area 1 Associate Superintendent S. Willier).....84
 - 3.2 Occupational Health and Safety Report (OHS Manager S. Elle) (15 minutes).....97
 - 3.3 Indigenous Languages Grant Proposal (First Nations, Metis, Inuit Director L. Cardinal-Roy).....106
 - 3.4 Enrollment update (Associate Superintendent HR - Wes Oginski).....160

"Our students love to come to school in Northland"



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3.5 Attendance Operational Plan Update (Director of Student Engagement, Attendance and Completion - D. Tessier).....163

4. Association Reports

4.1 ASBA ZONE Meetings

5. Committee and/or Board Representative Reports

5.1 Advocacy Committee

5.2

5.3

5.4

G. ITEMS FOR DISCUSSION (2:30 p.m. – 2:45 p.m.)

- 1.
- 2.

H. TRUSTEE REPORTS (2:45 p.m. – 3:00 p.m.)

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

- Board Trustee R. Anderson.....170
- Board Trustee K. Telford.....171

I. ADJOURNMENT & CLOSING CULTURAL REFLECTION (3:00 p.m.)

*** 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:** January 18, 2019

SUBMITTED BY: Trudy Rasmuson, Secretary-Treasurer

SUBJECT: Approval of Minutes – November 30, 2018

ORIGINATOR: Board of Trustees

Policy 7 Board Governance and Operations

REFERENCE(S) & ATTACHMENTS: November 30, 2018 Minutes

RECOMMENDATION:
THAT the Board of Trustees approve the minutes of November 30, 2018 as attached.

BACKGROUND:
This is a requirement as per Policy 7 Board Governance and Operations section 8.
RISK ANALYSIS:

**MINUTES OF THE NORTHLAND SCHOOL DIVISION
NO. 61 BOARD OF TRUSTEES REGULAR MEETING
ON NOVEMBER 30, 2018 AT STAR OF THE NORTH
IN ST. ALBERT, AB.**

MEMBERSHIP		
✓	Maddy Daniels	• Chair Ward 1
x	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
x	Rubi Sakeskanip	• 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
✓	Elaine Edgar	• Executive Secretary

CALL TO ORDER

Chair Daniels called the meeting to order at 9:05 a.m.

**CULTURAL
REFLECTION**

Vice-Chair Nokohoo gave the opening cultural reflection.

**IN CAMERA
SESSION**

24736/18 Trustee Guild moved that the meeting go in camera at 9:07 a.m.

8-0
CARRIED

**REGULAR
SESSION**

24737/18 Trustee Guild moved that the meeting revert to regular session at 12:02 p.m.

8-0
CARRIED

RECESS

The meeting recessed at 12:02 p.m.
The meeting reconvened at 1:52 p.m.

ADOPT AGENDA	24738/18	Trustee Telford moved that the Board of Trustees adopt the agenda as presented.
		8-0 CARRIED
MINUTES OCTOBER 19, 2018	24739/18	Trustee Yellowknee moved that the Board of Trustees approve the minutes of October 19, 2018 as attached.
		8-0 CARRIED
OLD BUSINESS – BOARD ACTION ITEMS	24740/18	Trustee Yellowknee moved that the Board of Trustees receive as information the action taken by administration with respect to directives given by the Board.
		8-0 CARRIED
2017-2018 AUDITED FINANCIAL STATEMENTS	24741/18	Trustee Yellowknee moved that the Board of Trustees approve the 2017-2018 audited financial statements, as attached.
		8-0 CARRIED
ANNUAL EDUCATION RESULTS REPORT	24742/18	Trustee Lamouche moved that the Board of Trustees approve the 2017-2018 AERR and 2018-2021 Education Plan, as attached.
		8-0 CARRIED
JANUARY AND FEBRUARY, 2019 BOARD MEETING DATES	24743/18	Trustee Guild moved that the Board of Trustees move the January 18th Board meeting to January 25th, and the February 15th Board meeting to February 22, 2019.
		1-7 NOT CARRIED

2018-2019 FALL BUDGET	24744/18	Trustee Yellowknee moved 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.
		8-0 CARRIED
POLICY 3 ROLE OF TRUSTEE, POLICY 5 ROLE OF THE CHAIR, POLICY 8 COMITTEES AND POLICY 9 BOARD REPRESENTATIVE HOUSEKEEPING CHANGES	24745/18	Trustee Yellowknee moved 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.
		8-0 CARRIED
POLICY 10 POLICY MAKING	24746/18	Trustee Anderson moved that the Board of Trustees approve the third reading of Policy 10 Policy Making as presented.
		8-0 CARRIED
POLICY 7 BOARD GOVERNANCE AND OPERATIONS	24747/18	Trustee Yellowknee moved that the Board of Trustees approve the third and final reading of Policy 7 Appendix B Board Professional Development Plan & Guidelines, as attached.
		8-0 CARRIED
POLICY 5- SIGNING AUTHORITIES	24748/18	Trustee Guild moved that the Board of Trustees approve the second reading to Policy 5, Appendix A, Signing Authority Chart, as presented.
		8-0 CARRIED

**RED CROSS
DONATION
CONTRACT**

24749/18 Trustee Yellowknee moved that the Board of Trustees approve the Red Cross contract for the donation of \$232,000 to Athabasca Delta Community School to support the community in relation to the Fort McMurray wildfire.

8-0
CARRIED

**SCHOOL VIABILITY
STUDIES**

24750/18 Trustee Nokohoo moved 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.

8-0
CARRIED

**SUPERINTENDENT
EVALUATION
REPORT**

24751/18 Trustee Yellowknee moved that the Board of Trustees approve the Superintendent's Evaluation Report as developed in the evaluation workshop of October 20, 2018 as an accurate accounting of the Superintendent's performance for the period July 1, 2017 to August 31, 2018; and further, the Board authorizes the Chair to make any required technical edits and to sign the report on the Board's behalf.

8-0
CARRIED

Superintendent Atkinson truly values the work that has been done. Thanks to the Trustees for their support and thank you to the staff for all of their hard work.

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- | | | |
|--|----------|--|
| RATIFICATION OF
THE LETTER OF
UNDERSTANDING -
ATA and NSD | 24752/18 | Trustee Guild moved that the Board of Trustees table the Letter of Understanding regarding Section 7.1 Principal's Allowance structure reached with the Northland Local Alberta Teachers' Association. |
| | | 8-0
CARRIED |
| WITHDRAWL OF
ALRB COMPLAINT | 24753/18 | Trustee Guild moved that the Board of Trustees approve and sign the letter withdrawing the complaint to the Alberta Labour Relations Board. |
| | | 8-0
CARRIED |
| RECESS | | The meeting recessed at 4:18 p.m.
The meeting reconvened at 4:29 p.m. |
| BOARD CHAIR
REPORT | 24754/18 | Trustee Guild moved that the Board of Trustees accept as information, the Board Chair Report as presented and attached. |
| | | 8-0
CARRIED |
| SUPERINTENDENT'S
REPORT | 24755/18 | Trustee Nokohoo moved that the Board of Trustees accept as information, the Superintendent's Report as presented and attached. |
| | | 8-0
CARRIED |
| AREA 3 ASSOCIATE
SUPERINTENDENT
REPORT | 24756/18 | Trustee Yellowknee moved that the Board of Trustees receive as information the Area 3 Associate Superintendent Department Report to the Board, as presented and attached. |
| | | 8-0
CARRIED |
-

-
- STUDENT
ENGAGEMENT
ATTENDANCE &
COMPLETION
REPORT** 24757/18 Trustee Guild moved 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.
- 8-0
CARRIED
- Trustee Yellowknee left the meeting at 5:30 p.m.
- ASBA ZONE 1
REPORT** 24758/18 Trustee Telford moved that the Board of Trustees accept the ASBA Zone 1 report as information.
- 7-0
CARRIED
- ADVOCACY
COMMITTEE
REPORT** 24759/18 Trustee Guild moved that the Board of Trustees accept the Advocacy Committee report as information.
- 7-0
CARRIED
- TEACHING AND
LEARNING
COMMITTEE
REPORT** 24759/18 Trustee Lamouche moved that the Board of Trustees accept the Teaching and Learning Committee report as information.
- 7-0
CARRIED
- ATTRACTION AND
RETENTION
COMMITTEE** 24760/18 Trustee Telford moved that the Board of Trustees accept the Attraction and Retention Committee report as information.
- 7-0
CARRIED
- TREATY 8 UPDATE** 24761/18 Trustee Guild moved that the Board of Trustees accept the Treaty 8 report as information.
- 7-0
CARRIED
-

**INFORMATION
ITEMS**

24762/18 Trustee Telford moved that the Board of Trustees receive the following items as information:

- Mistassiniy Update
- Revision to AP 163 Alcohol and Recreational Cannabis on Division Premises
- Revision to AP 413 Employee Benefits
- Revision to AP 414 Staff Leaves and Absences

7-0
CARRIED

TRUSTEE REPORTS

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

Trustee Nokohoo reported his Ward was running smoothly in October.

Chair Daniels reported that she was not able to attend the Paddle Prairie School Council Meeting in October due to the meeting date being changed.

Trustee Cardinal reported on culture and beliefs for communities and that each community is unique. He advised the Trustees to make the staff feel welcome in the communities.

Trustee Anderson reported on religious aspects of the communities. Also, there will be quarterly School Council meetings at Bishop Routhier School.

Trustee Telford reported on attending the J.F. Dion establishment School Council meeting and the TEBA mediation process. Elizabeth School is going to have two Christmas concerts on the same day due to the gym being small.

Trustee Guild attended the local school council at St. Theresa. The Outreach School Council meeting was cancelled. Also reported on the professional development days in the Wabasca Community and requested the professional development plan for the division to be communicated to the communities.

Board Advisor Byers submitted a written report.

ADJOURN

24763/18 Trustee Cardinal moved that the Board of Trustees declare the meeting adjourned at 6:10 p.m.

7-0
CARRIED

Maddy Daniels, Board Chair

Trudy Rasmuson, Secretary-Treasurer

Recording Secretary: Krystal Potts, Executive Assistant

Current Board Action Items

Meeting	Date of Meeting	Assigned To	Agenda Item	Task	Due Date	Status	Action
1 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.
2 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.
3 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
SUBMITTED BY: Gord Atkinson, Superintendent of Schools
SUBJECT: Peavine Metis Education Program
ORIGINATOR: Administration

Date: January 18, 2019

**REFERENCE(S) &
ATTACHMENTS:**

RECOMMENDATION:

That the Board of Trustees directs the Superintendent of Schools to work with the Peavine Metis Settlement on a curriculum program which reflects the Local Metis story and culture in Bishop Routhier School.

BACKGROUND:

As part of our commitment to Peavine Metis Settlement, in a meeting dated November 6, 2018, Superintendent Atkinson spoke to Administrator Greg Gauchier about Bishop Routhier programming. This motion commits the Superintendent to ensure a program which reflects the Peavine Metis Settlement Council is put in a place at Peavine School. The Superintendent will be directing Associate Superintendent Willier to work with the principal and community.

RISK ANALYSIS:

[Empty box for Risk Analysis]



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

TO: THE BOARD OF TRUSTEES **Date:** January 18, 2019
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 third reading to Policy 5, Appendix A, Signing Authority Chart, as presented.

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 balance 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.

SIGNING AUTHORITY CHART

	Board of Trustees	Superintendent	Example/Explanation
PURCHASING BY NORTHLAND SCHOOL DIVISION			
APPROVAL OF CONTRACTS			
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.
SIGNING OF CONTRACTS			
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.
CAPITAL CONTRACTS			
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.
SALE OF ASSETS			
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 are usually as a result of 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			
SIGNING OF CONTRACTS			
Signing of contract and agreements for goods and services, provided by Northland School Division No. 61	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.

Hillview School Viability Report

January 18, 2019

Prepared by

Gord Atkinson
Superintendent of Schools

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Purpose Statement

This report is intended to collect information regarding the viability of Hillview School. Viability reports are part of an annual process as outlined in Policy 15. This report is formatted to match the requirements of

Alberta Education School Act Sections 45, 58, 60, 113, 200, 201, 271

Alberta Education Regulation 257/2003

Northland School Division Policy 15 - School Closure

Background Information

Hillview School is located in East Prairie Metis Settlement, Alberta

The school vision statement is

Hillview School's vision is that all students reach their highest level of achievement and become good citizens within a safe and caring environment. This will be accomplished through the combined efforts of students, staff, parents and community members.

The school mission statement

Embrace diversity in a safe caring environment
Strive to meet the educational needs of each individual child
Promote the Metis culture

Data

Teachers	2
EA/Secretary	1
Language Instructor	.25
Cook	1
Custodian	1
Bus Drivers	3

Students

ECS	2
1 - 6	13

The school was opened in is 2008. The student capacity of the school is 137.
Community Population is 520.

There are 18 students whose parents chose to send their children to High Prairie rather than attend Hillview. Northland does not provide transportation for these 18 students.

Rationale

As per Northland School Division #61 Policy 15 the report is prepared to meet article 3 which reads -

- 3.1 Unnecessary costs are incurred by the Board in maintaining the school and educational program.
- 3.2 The ability to provide an adequate educational program to the students in attendance.

Analysis

- 4.1 The consideration factors precipitating the proposed school closure;

The consideration factors triggering this report are items outlined above in the rationale section. The viability study was done to determine whether or not the costs

to operate the program are effective and sustainable, and whether or not the school division can provide an adequate educational program at the school.

4.2 How the closure would affect the attendance area defined for that school;

The attendance area defined for this school is the East Prairie Metis Settlement as per the map attached as Appendix 1. There are no other schools affected by the closure of this school.

4.3 How the closure would affect the attendance at other Northland schools;

Closure of Hillview will have no impact on other Northland School Division schools. The school is isolated in East Prairie Metis Settlement. Students will be bused to High Prairie.

4.4 Information on the Board's long-range capital plan;

The school was built in 2008 and is in excellent condition including the grounds, play structures, and building. Northland School Division has no plans to improve or modernize the building as per the long-range capital plan. Alternative uses or next steps for the facility will need to be determined. NSD commissioned a facility review in the fall of 2018. Hillview school did not have significant capital needs. The chart below shows the recommended work needed at Hillview.

Priority	Description	Estimated Cost
#1	Asphalt paving to parking and drop-off	\$250,000
#2	Exploratory disassembly to determine reason for mortar joint cracking	\$5,500
#3	Rectify mortar joints	\$15,000-30,000
#4	Window blinds – security	\$4,000
Total Estimated Cost		\$289,500

- 4.5 The number of students who would need to be relocated as a result of the closure;

15 students will be displaced to High Prairie.

- 4.6 The need for, and extent of, busing;

Students would be bused to High Prairie to attend High Prairie School Division or Holy Family Catholic Regional Division schools. Northland School Division would operate the bus service. The approximate ride time for all students is 45 - 50 minutes one way.

- 4.7 Program implications for other schools and for the students when they are attending other schools;

The absorption of 15 students should not significantly impact other schools' educational programming.

- 4.8 The educational and financial impact of closing the school, including the effect on operational costs and capital implications;

The educational impact on students would be that some younger students would now be riding a bus to school which may be close to 2 hours per day. For young students, this can have a negative impact as they are not used to this type of daily commute. While not preferred, this is within tolerable limits given that many other similar aged children have similar ride times in the province.

The previous Principal of the school reported that it is very difficult to be the only teacher in the school and carry out all Principal duties at the same time. Administrative duties are time-consuming and regardless of the number of students in the school, some duties do not reduce in scope. At least .25 time must be given to teachers to be Principals and adequately cover all duties. In the case of Hillview and 15 students, .25 administrative time is not financially viable.

The financial analysis is prepared in item 4.9

If the school was closed the Board would need to consider alternatives for the use of the building or transferring the building to the community. See item 4.11

- 4.9 The educational and financial impact if the school were to remain open;

If the school were to remain open the current students would continue to be serviced with the quality of education and educational opportunity that Hillview provides. Northland School Division operates an adequate educational program in Hillview. The academic results are similar to the Division average.

The Education Results for 2017-2018 are attached as Appendix 2.

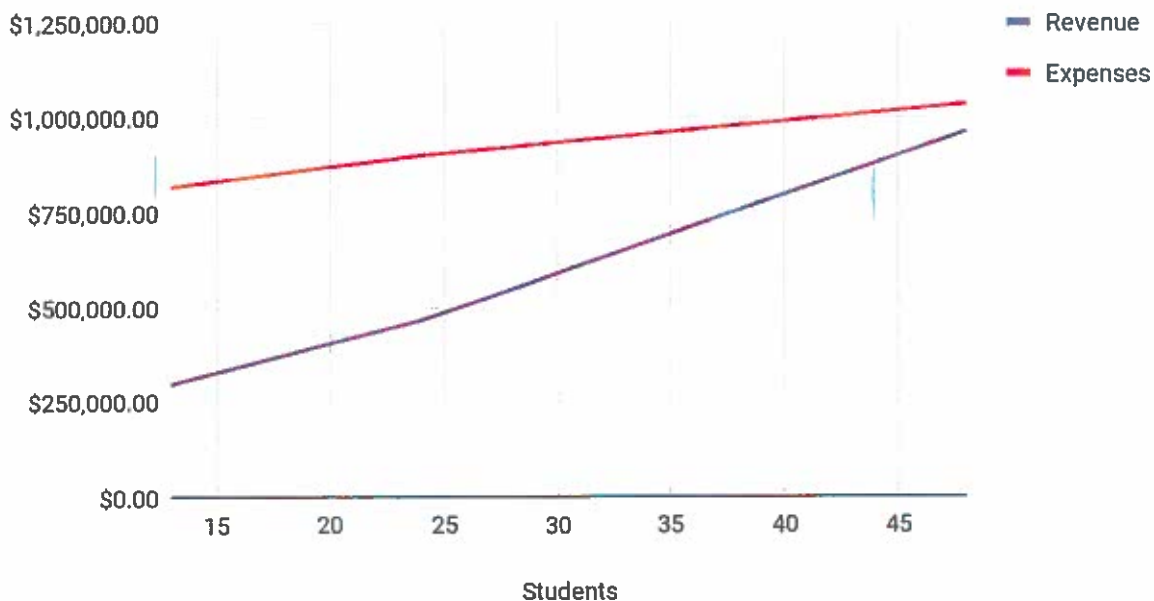
The financial analysis below reports a \$521,549.65 net operating deficit. If the school were to continue in operation and no new students were to attend this deficit would continue. The current cost per student is \$52,770 as compared to the division funding average of \$21,175. There is an economy of scale factor if more students were to attend the school. The approximate break even point for the school is 4 ECS and 45 grades 1 - 6 students. Any combination comprising a student composition of 10% ECS and over 45 grades 1 - 6 students would make the school financially viable.

Hillview School Financial Analysis

Hillview School			
Financial Analysis			
		2017-2018	2018-2019
Enrollment			
ECS	2	5	2
1- 12	13	11	13
Rate	\$21,175.00		
Revenue			
ECS		\$52,937.50	\$21,175.00
1 -12		\$232,925.00	\$275,275.00
Total		\$285,862.50	\$296,450.00
Expenses			
Instruction and Supplies		\$348,183.82	\$397,850.00
Maintenance		\$276,527.00	\$279,887.00
Transportation		\$126,572.00	\$108,551.00
Food Services		\$40,269.00	\$31,711.65
Total Expenses		\$791,551.82	\$817,999.65
Deficit		-\$505,689.32	-\$521,549.65

Chart 1. School Viability Analysis

Viability Analysis Hillview School 2019



Variable expenses include instruction and supplies, food services, transportation.
Fixed expenses include maintenance.

- 4.10 The capital needs of the schools that may have increased enrolment as a result of the closure;

There are no anticipated capital needs of other schools who would receive Hillview students.

- 4.11 Possible uses of the school building or space if the entire school is being closed, or three (3) or more consecutive grades in the school are being closed entirely.

4.11.1 Turn the facility to East Prairie Metis Settlement for their use as they see fit.

4.11.2 Create an outdoor education campus for all area school division and college use. A place for cultural education with excellent facility and access to

outdoor education opportunities including land-based learning and cultural connections to Metis peoples.

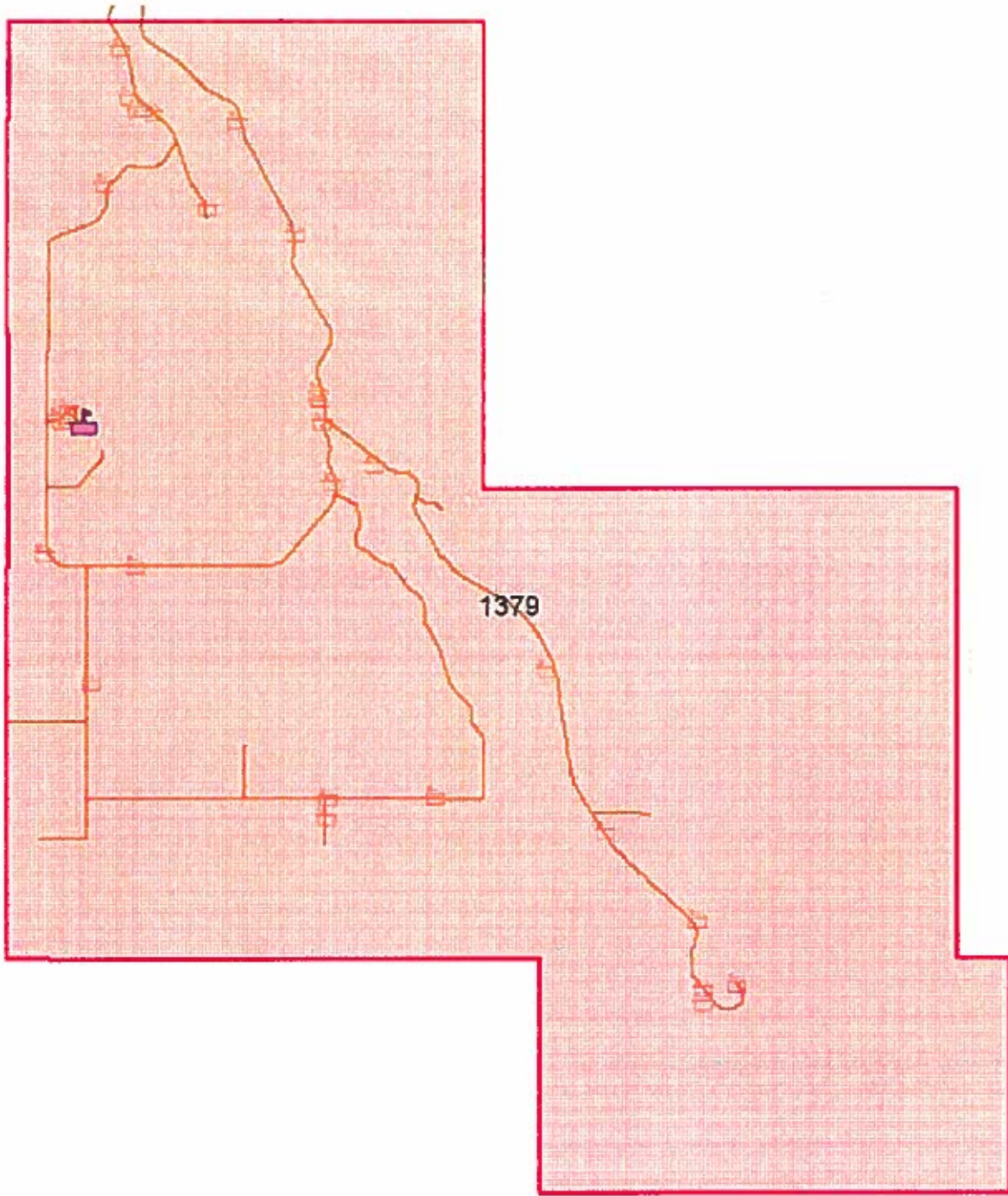
4.11.3 Turn the facility over to the regional college for adult learning opportunities.

4.11.4 Jointly operate the facility as a community education centre with any combination of the above ideas. A business proposal would need to be developed that would capture the operating costs of approximately \$275,000 per year. (maintenance/operations and facility manager)

School Closure Schedule

January 18, 2019	Notice of Motion - Proposed School Closure Hillview School ECS to Grade 6 School closure decision May 24, 2019
February 11, 2019	Written notification to parents of Hillview School
February 14, 2019	Public notification process
March 13, 2019	Public meeting - proposed school closure
March 20, 2019	Minutes from public meeting posted
April 15, 2019	Deadline for written submissions
May 24, 2019	Regular Board Meeting School closure decision

Appendix 1 Hillview School Attendance Area Map



Appendix 2 2017-2018 Hillview School Education Results

Measure Category	Measure	Hillview School			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	n/a	68.0	62.8	89.0	89.5	89.4	n/a	n/a	n/a
Student Learning Opportunities	Program of Studies	n/a	n/a	69.1	81.8	81.9	81.7	n/a	n/a	n/a
	Education Quality	n/a	94.7	73.2	90.0	90.1	89.9	n/a	n/a	n/a
	Drop Out Rate	n/a	n/a	n/a	2.3	3.0	3.3	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	78.0	78.0	77.0	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	*	8.3	13.1	73.6	73.4	73.3	*	*	*
	PAT: Excellence	*	0.0	0.0	19.9	19.5	19.2	*	*	*
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.7	83.0	83.0	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	24.2	22.2	21.7	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	55.7	54.9	54.7	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	63.4	62.3	61.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	58.7	57.9	59.0	n/a	n/a	n/a
	Work Preparation	n/a	n/a	n/a	82.4	82.7	82.4	n/a	n/a	n/a
	Citizenship	n/a	40.0	38.0	83.6	83.7	83.7	n/a	n/a	n/a
Parental Involvement	Parental Involvement	n/a	n/a	70.0	81.2	81.2	81.0	n/a	n/a	n/a
Continuous Improvement	School Improvement	n/a	90.0	66.3	80.3	81.4	80.7	n/a	n/a	n/a

*Data is suppressed when there are less than 6 students participating.



NORTHLAND SCHOOL DIVISION NO. 61

ADMINISTRATION RECOMMENDATION TO THE BOARD

TO: THE BOARD OF TRUSTEES **DATE:** January 18, 2018

SUBMITTED BY: Gord Atkinson, Superintendent of Schools

SUBJECT: Pelican Mountain School Viability Study

ORIGINATOR: Administration

REFERENCE(S) & Policy 15, Section 2

ATTACHMENTS: Viability Study for Pelican Mountain School

RECOMMENDATION:

THAT the Board of Trustees receive as information the Pelican Mountain School Viability Study, as attached.

BACKGROUND:

At the November 30, 2018 Corporate Board meeting, Superintendent Atkinson reviewed the low enrollment at Pelican Mountain School. Superintendent Atkinson gave notice that a viability study was being conducted and would be brought to the January Corporate Board meeting to determine if further action needs to be taken on the matter of closure.

RISK ANALYSIS:

Pelican Mountain School Viability Report

January 18, 2019

Prepared by

Gord Atkinson
Superintendent of Schools

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Purpose Statement

This report is intended to collect information regarding the viability of Pelican Mountain School. Viability reports are part of an annual process as outlined in Policy 15. This report is formatted to match the requirements of

Alberta Education School Act Sections 45, 58, 60, 113, 200, 201, 271

Alberta Education Regulation 257/2003

Northland School Division Policy 15 - School Closure

Background Information

Pelican Mountain School is located Sandy Lake, Alberta

At Pelican Mountain School, the family, the Community, and the School are all partners in Learning. Due to Learning being Life-long we strive together to help children and community members to reach their full potential. We attempt to Foster Respect, Care, and Enthusiasm for Learning and Education.

The school mission statement

At Pelican Mountain School we believe:

- That each child and each community member is unique.
- That each and every person can learn and should be encouraged to do so to their full potential.
- That each child learns in different ways and at different rates.
- That children need love, respect encouragement and a positive environment in order to grow and to fulfill expectations.
- That Families, Community Members and the School need to work together as partners in learning because learning and teaching are both lifelong processes which involve everyone.

Data

Teachers	2
EA	1
Secretary	.35
Language Instructor	.25
Cook	1
Custodian	1
Bus Drivers	1

Students

ECS	3
1 - 6	14

The school was opened in 1984. The student capacity of the school is 57. Community population as reported in the 2011 census was 68.

There are 22 students whose parents chose to send their children to Wabasca rather than attend Pelican Mountain School. Northland provides transportation for 21 of these students.

Rationale

As per Northland School Division #61 proposed policy 15 and current Policy 16 the report is prepared to meet article 3 of proposed policy and articles 2.1, 2.2 in current policy, which reads

-

- 3.1 Unnecessary costs are incurred by the Board in maintaining the school and educational program.
- 3.2 The ability to provide an adequate educational program to the students in attendance.

Analysis

4.1 The consideration factors precipitating the proposed school closure;

The consideration factors triggering this report are items outlined above in the rationale section. The viability study was done to determine whether or not the costs

to operate the program are effective and sustainable, and whether or not the school division can provide an adequate educational program at the school.

4.2 How the closure would affect the attendance area defined for that school;

The attendance area defined for this school is Sandy Lake as per the map attached as Appendix 1. There are no other schools or school divisions affected by the closure of this school.

4.3 How the closure would affect the attendance at other schools;

Closure of Pelican Mountain School will have little impact on other Northland School Division schools. Students will be bused to Wabasca and attend St. Theresa School.

4.4 Information on the Board's long-range capital plan;

The school was built in 1984. NSD commissioned a facility review in the fall of 2018. Pelican Mountain School did have concerns that would require capital investment. The chart below shows the recommended work needed at Pelican Mountain School. The exterior brick veneer exhibits damage resulting from freeze-thaw conditions. Most of the concrete sidewalks and entrance plaza concrete flatwork is broken, cracked, and spalled. Also, the paving stone has significant weed growth. Pelican Mountain School's Millwork and plumbing fixtures, mechanical, and electrical systems have all exceeded service life expectancy. Moreover, the gymnasium lighting seems excessive, with several full arrays. Last, the kitchen equipment appears original and should be updated, including the corresponding mechanical components.

Priority	Description	Estimated Cost
#1	Remove and replace concrete flatwork	\$250,000
#2	Replace outdated millwork and plumbing fixtures	\$200,000
#3	Modernize mechanical and electrical systems /BMS	\$700,000
#4	Rehabilitate brick veneer	\$25,000
#5	Modify gym lighting switching for 'adjustable' lighting levels	\$15,000
#6	Upgrade kitchen equip	\$75,000
#7	Window blinds – security	\$3,500
#8	Air conditioning	\$30,000
Total Estimated Cost		\$1,298,500

Alternative uses or next steps for the facility will need to be determined. See Article 4.11

- 4.5 The number of students who would need to be relocated as a result of the closure;
- 17 students will be displaced to St. Theresa School in Wabasca
- 4.6 The need for, and extent of, busing;
- Students would be bused to St. Theresa School in Wabasca. Northland School Division will operate the bus service. The approximate ride time for all students is 35 minutes one way.
- 4.7 Program implications for other schools and for the students when they are attending other schools;
- The absorption of 17 students should not significantly impact other St. Theresa's educational programming.
- 4.8 The educational and financial impact of closing the school, including the effect on operational costs and capital implications;

The educational impact on students would be that some younger students would now be riding a bus to school which may be close to 1.2 hours per day. For young students, this can have a negative impact as they are not used to this type of daily commute. While not preferred, this is within tolerable limits given that many other similar aged children have similar ride times in the province.

Administrative duties are time-consuming and regardless of the number of students in the school, some duties do not reduce in scope. At least .25 time must be given to teachers to be Principals and adequately cover all duties. In the case of Pelican Mountain and 17 students, .25 administrative time is not financially viable.

The financial analysis is prepared in item 4.9

If the school was closed the Board would need to consider alternatives for the use of the building or transferring the building to the community. See item 4.11

- 4.9 The educational and financial impact if the school were to remain open;

If the school were to remain open the current students would continue to be serviced with the quality of education and educational opportunity that Pelican Mountain School provides. Northland School Division operates an adequate educational program in Pelican Mountain School. In 2015 NSD conducted a survey asking parents why they preferred to send students to Wabasca. Many responses cited lack

of confidence in the school and personal reasons to have their children educated in Wabasca.

The academic results are similar to the Division average. Of note, in the 2017-2018 school year, the students who participated in the PAT programs did very well. The Education Results for 2018 are attached as Appendix 2.

The financial analysis below reports a \$275,228.50 net operating deficit. If the school were to continue in operation and no new students were to attend this deficit would continue. The current cost per student is \$35,496 as compared to the division funding average of \$21,175. There is an economy of scale factor if more students were to attend Pelican Mountain school. The approximate break-even point for the school is 4 ECS and 40 grades 1 - 6 students. Any combination comprising a student composition of 40 students would make the school financially viable. Adding the 21 students who are currently transported to St. Theresa would get the school significantly closer to break-even.

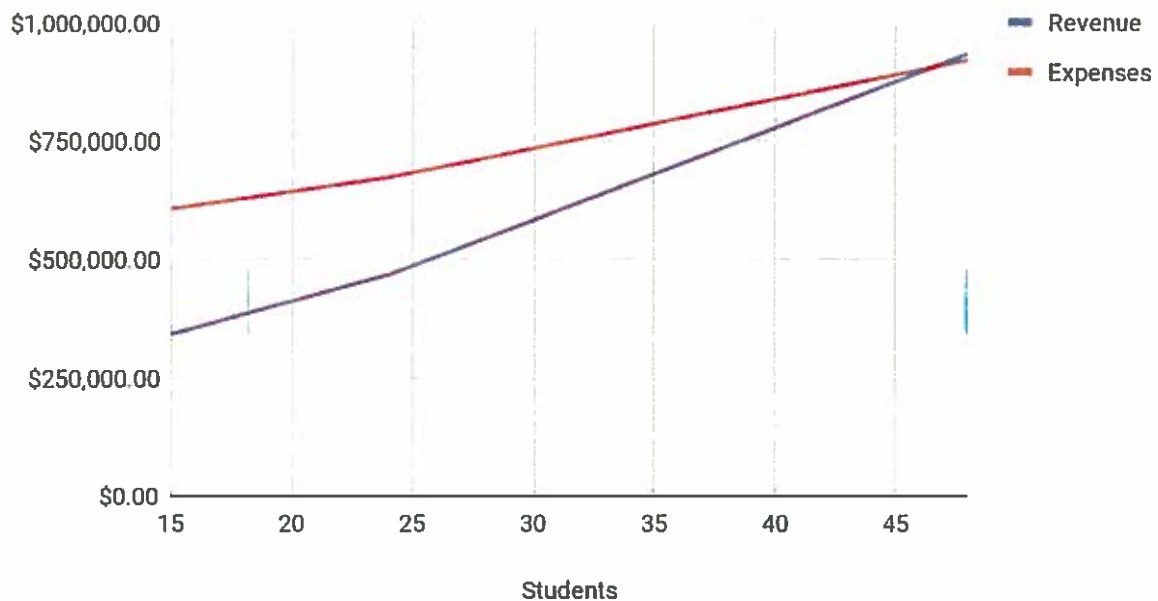
Alberta Education has indicated that school of choice students will no longer receive funding for transportation from Sandy Lake to Wabasca.

Financial Analysis

Pelican Mountain School			
Financial Analysis			
January 2019			
		2017-2018	2018-2019
Enrollment			
ECS		4.0	3.0
1- 12		13.0	14.0
Rate	\$21,175.00		
Revenue			
ECS		\$42,350.00	\$31,762.50
1 -12		\$275,275.00	\$296,450.00
Total		\$317,625.00	\$328,212.50
Expenses			
Instruction and Supplies		\$301,009.00	\$341,227.00
Maintenance		\$194,751.00	\$191,382.00
Housing		\$35,903.00	\$8,039.00
Transportation		\$26,558.00	\$29,536.00
Food Services		\$29,148.00	\$33,257.00
Total Expenses		\$587,369.00	\$603,441.00
Deficit		-\$269,744.00	-\$275,228.50

Chart 1. Pelican Mountain School Viability Analysis

Viability Analysis Pelican Mountain School 2019



Variable expenses include instruction and supplies, food services, transportation.
Fixed expenses include maintenance.

- 4.10 The capital needs of the schools that may have increased enrolment as a result of the closure;

There are no anticipated capital needs of other schools who would receive Pelican Mountain students.

- 4.11 Possible uses of the school building or space if the entire school is being closed, or three (3) or more consecutive grades in the school are being closed entirely.

No anticipated possible uses of the school are under consideration at this time.
Alternatives for the use of the facility could be:

4.11.1 Turn the facility to the community for their use as they see fit.

4.11.2 Create an outdoor education campus for all area school division and college use. A place for cultural education with excellent facility and access to

outdoor education opportunities including land-based learning and cultural connections to the local peoples.

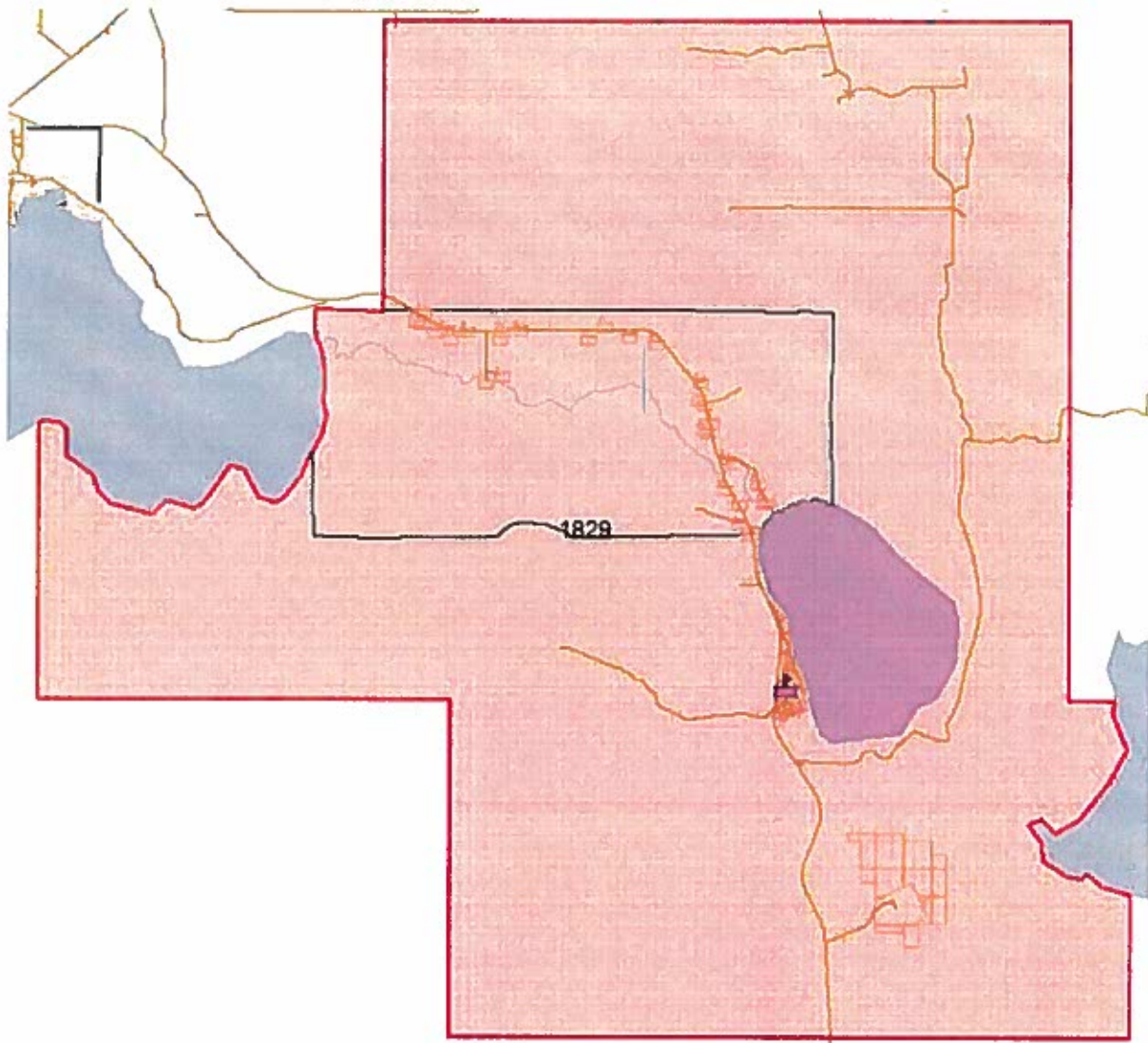
4.11.3 Turn the facility over to the regional college for adult learning opportunities.

4.11.4 Jointly operate the facility as a community education center with any combination of the above ideas. A business proposal would need to be developed that would capture the operating costs of approximately \$200,000 per year.

School Closure Schedule

January 18, 2019	Notice of Motion - Proposed School Closure Pelican Mountain School ECS to Grade 6 School closure decision May 24, 2019
February 15, 2019	Written notification to parents of Pelican Mountain School
February 18, 2019	Public notification process
March 20, 2019	Public meeting - proposed school closure
March 27, 2019	Minutes from public meeting posted
April 23, 2019	Deadline for written submissions
May 24, 2019	Regular Board Meeting School closure decision

Appendix 1 Pelican Mountain School Attendance Area Map



Appendix 2 - 2017-2018 Pelican Mountain School Education Results

Combined 2018 Accountability Pillar Overall Summary

Measure Category	Measure	Pelican Mountain School			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	n/a	64.4	72.2	89.0	89.5	89.4	n/a	n/a	n/a
Student Learning Opportunities	Program of Studies	n/a	n/a	n/a	81.8	81.9	81.7	n/a	n/a	n/a
	Education Quality	n/a	81.3	87.5	90.0	90.1	89.9	n/a	n/a	n/a
	Drop Out Rate	n/a	n/a	n/a	2.3	3.0	3.3	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	78.0	78.0	77.0	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	*	*	n/a	73.6	73.4	73.3	*	*	*
	PAT: Excellence	*	*	n/a	19.9	19.5	19.2	*	*	*
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.7	83.0	83.0	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	24.2	22.2	21.7	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	55.7	54.9	54.7	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	63.4	62.3	61.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	58.7	57.9	59.0	n/a	n/a	n/a
	Work Preparation	n/a	n/a	n/a	82.4	82.7	82.4	n/a	n/a	n/a
	Citizenship	n/a	41.7	53.6	83.0	83.7	83.7	n/a	n/a	n/a
Parental Involvement	Parental Involvement	n/a	n/a	n/a	81.2	81.2	81.0	n/a	n/a	n/a
Continuous Improvement	School Improvement	n/a	55.6	77.8	80.3	81.4	80.7	n/a	n/a	n/a



NORTHLAND SCHOOL DIVISION NO. 61

ADMINISTRATION RECOMMENDATION TO THE BOARD

TO: THE BOARD OF TRUSTEES **DATE:** January 18, 2018

SUBMITTED BY: Gord Atkinson, Superintendent of Schools

SUBJECT: Calling Lake Outreach School Viability Study

ORIGINATOR: Administration

REFERENCE(S) & Policy 15, Section 2

ATTACHMENTS: Viability Study for Calling Lake Outreach School

RECOMMENDATION:

THAT the Board of Trustees receive as information the Calling Lake Outreach School Viability Study, as attached.

BACKGROUND:

At the November 30, 2018 Corporate Board meeting, Superintendent Atkinson reviewed the low enrollment at Calling Lake Outreach School. Superintendent Atkinson gave notice that a viability study was being conducted and would be brought to the January Corporate Board meeting to determine if further action needs to be taken on the matter of closure.

RISK ANALYSIS:

Calling Lake Outreach Viability Report

January 18, 2019

Prepared by

Gord Atkinson
Superintendent of Schools

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Appendix 2 2018 Education Results	10

Purpose Statement

This report is intended to collect information regarding the viability of Calling Lake Outreach. Viability reports are part of an annual process as outlined in Policy 15. This report is formatted to match the requirements of

Alberta Education School Act Sections 45, 58, 60, 113, 200, 201, 271

Alberta Education Regulation 257/2003

Northland School Division Policy 15 - School Closure

Background Information

Calling Lake Outreach School is located in Calling Lake, Alberta. The school was approved as an Outreach School in 2014.

The school vision statement is

The Kito Sakihikan Outreach program will be designed and implemented in a manner that supports a positive holistic environment whereby students are welcomed and accepted for who they are and given opportunities for growth and positive change.

Program Philosophy

The Kito Sakihikan Outreach program will focus on the whole individual including academic, social and emotional development. Students will be treated as an individual within a greater community. Community and culture will be key aspects of the learning environment.

Data

Teachers	.25
Support Staff	0
Students	1
ECS	0
1 - 12	1

Calling Lake Outreach School is a small quonset building located near the Calling Lake School. The building was fashioned into a classroom with computers and network access. The outreach program is an extension of Calling Lake School, and the program can be absorbed inside Calling Lake School. The highest enrollment was 10 students. The program has served some students to get high school credits. The closure of this school is recommended by the Principal and Area Associate Superintendent.

Rationale

As per Northland School Division #61 policy 15 and the report is prepared to meet article 3 of proposed policy and articles 2.1, 2.2 in current policy, which reads -

- 3.1 Unnecessary costs are incurred by the Board in maintaining the school and educational program.
- 3.2 The ability to provide an adequate educational program to the students in attendance.

Analysis

- 4.1 The consideration factors precipitating the proposed school closure;

The consideration factors triggering this report are items outlined above in the rationale section. The viability study was done to determine whether or not the costs to operate the program are effective and sustainable, and whether or not the school division can provide an adequate educational program at the school.

4.2 How the closure would affect the attendance area defined for that school;

The attendance area defined for this school is the Calling Lake attendance areas as per the map attached as Appendix 1. There will be no impact on Calling Lake School attendance area if the outreach program is closed.

4.3 How the closure would affect the attendance at other schools;

Closure of Calling Lake Outreach will have no impact on other Northland School Division schools. The school is isolated to Calling Lake. Students will attend Calling Lake School.

4.4 Information on the Board's long-range capital plan;

- Calling Lake Outreach was opened in 2014
- The building is adequate to support an outreach program
- There are no plans to improve the building or grounds.
- The building will either be disposed of as per division asset procedures or put into alternate use by the school.

4.5 The number of students who would need to be relocated as a result of the closure;

1

4.6 The need for, and extent of, busing;

No extra busing arrangements are required.

4.7 Program implications for other schools and for the students when they are attending other schools;

The Principal has reported that the school will develop a program to meet student needs.

4.8 The educational and financial impact of closing the school, including the effect on operational costs and capital implications;

There will be no serious impact on student programming as a result of closing the outreach school. The financial analysis is prepared in item 4.9

If the school was closed the Board would need to consider alternatives for the use of the building. See item 4.11

4.9 The educational and financial impact if the school were to remain open;

The program can be accommodated within the Calling Lake School facility.

By closing this program the Board will be removing a school code associated with the Outreach Program. Most expenses for the program are currently absorbed by the school. Outreach Programs currently receive \$62,972.76 specialized funding as per Alberta Education guidelines to operate an Outreach School.

2018 - 2019 Funding Manual Guideline
Outreach Programs

When an outreach program ceases to operate, the board must immediately notify the respective Field Services Branch Director.

Financial Analysis

Calling Lake Outreach			
January 2019			
		2017 - 2018	2018 -2019
Revenue			
NSD Allocation		\$20,790.00	\$16,284.00
Expenditures			
(All utilities and operational costs are absorbed in Calling Lake School Budget)		\$0	\$0
.25 Teacher		\$26,778.00	\$26,778.00
Net		-\$5,988.00	-\$10,494.00

4.10 The capital needs of the schools that may have increased enrolment as a result of the closure;

There are no anticipated capital needs of other Calling Lake School as a result of closing the Calling Lake Outreach program.

4.11 Possible uses of the school building or space if the entire school is being closed, or three (3) or more consecutive grades in the school are being closed entirely.

No anticipated possible uses of the school are under consideration at this time.
 Alternatives for the use of the facility could be:

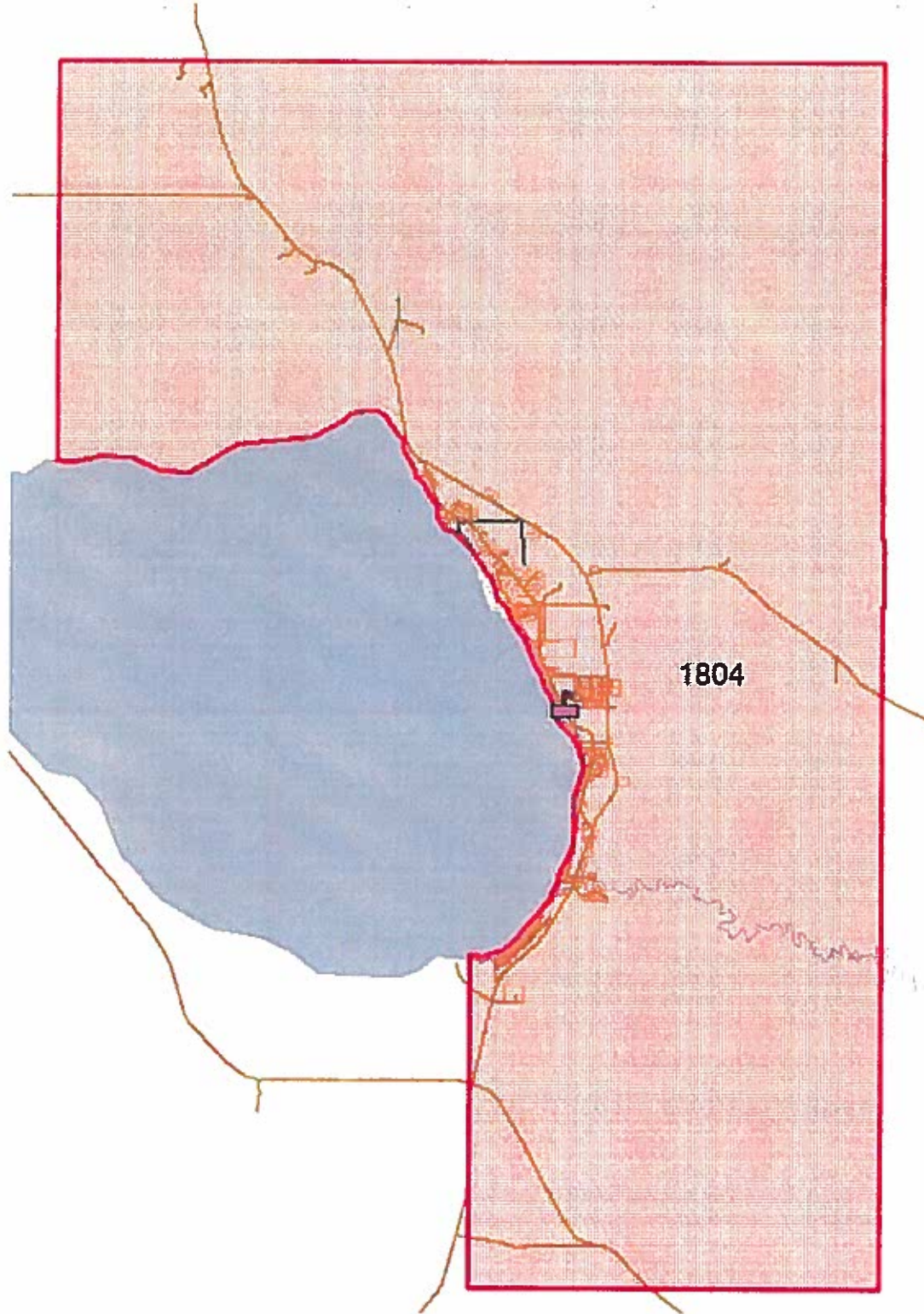
4.11.1 Dispose of the building

4.11.2 Repurpose the building for use by Calling Lake School.

School Closure Schedule

January 18, 2019	Notice of Motion - Proposed School Closure Calling Lake Outreach School School closure decision May 24, 2019
February 15, 2019	Written notification to parents of Calling Lake Outreach School
February 18, 2019	Public notification process
March 19, 2019	Public meeting - proposed school closure
March 26, 2019	Minutes from public meeting posted
April 23, 2019	Deadline for written submissions
May 24, 2019	Regular Board Meeting School closure decision

Appendix 1 Calling Lake School Attendance Area Map



Appendix 1 October, 2018 Education Results

Measure Category	Measure	Calling Lake Outreach School			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	n/a	n/a	80.0	89.0	89.5	89.4	n/a	n/a	n/a
Student Learning Opportunities	Program of Studies	n/a	n/a	60.0	81.8	81.9	81.7	n/a	n/a	n/a
	Education Quality	n/a	n/a	85.7	90.0	90.1	89.9	n/a	n/a	n/a
	Drop Out Rate	30.6	51.2	51.2	2.3	3.0	3.3	Very Low	Maintained	Concern
	High School Completion Rate (3 yr)	*	n/a	n/a	78.0	78.0	77.0	*	*	*
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	n/a	n/a	73.6	73.4	73.3	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	19.9	19.5	19.2	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.7	83.0	83.0	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	24.2	22.2	21.7	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	*	n/a	n/a	55.7	54.9	54.7	*	*	*
	Rutherford Scholarship Eligibility Rate	*	n/a	n/a	63.4	62.3	61.5	*	*	*
Preparation for Lifelong Learning: World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	58.7	57.9	59.0	n/a	n/a	n/a
	Work Preparation	n/a	n/a	n/a	82.4	82.7	82.4	n/a	n/a	n/a
	Citizenship	n/a	n/a	85.7	83.0	83.7	83.7	n/a	n/a	n/a
Parental Involvement	Parental Involvement	n/a	n/a	n/a	81.2	81.2	81.0	n/a	n/a	n/a
Continuous Improvement	School Improvement	n/a	n/a	64.3	80.3	81.4	80.7	n/a	n/a	n/a



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

TO: THE BOARD OF TRUSTEES **Date:** January 18, 2019
SUBMITTED BY: Trudy Rasmuson, Secretary-Treasurer
SUBJECT: Unaudited Financial Report for September 1, 2018-November 30, 2018
ORIGINATOR: Administration
REFERENCE(S) & ATTACHMENTS: Policy 2, Appendix A Board Work Plan
Q1 Financial Update 2018/2019

RECOMMENDATION:
That the Board of Trustees approve the First Quarter Financial Statement for 2018-2019, as attached.

BACKGROUND:
Policy 2-Role of the Board, Section 5, Fiscal Accountability, establishes that the Board of Trustees will monitor the fiscal management of the Division through receipt of, at minimum, quarterly variance analysis.

CURRENT SITUATION/KEY POINTS:
As of November 30, 2018, the division was in a \$2.7 million deficit. However, this was as a result of not receiving \$2.3 million in revenue yet:

- \$1.25 million of the Five-year investment grant
- \$285,844 of tuition year-end adjustments from First Nations (not invoiced until December)
- \$193,983 of gifts, donations and fundraising
- The rest relates to the timing of the revenue coming in - November revenue may have been received in December, but was not allocated to the first quarter.

Expenses that ran over-budget also contributed to the deficit. Those items were:

- Items that are expensed over 10 months, but budgeted over 12 months (uncertificated salaries)
- Items in which the entire budget was spent at the beginning of the year, and the amount over budget will decrease as the year progresses (roofing repairs in Conklin and Elizabeth, Chromebooks and literacy supplies purchased for the schools)
- Housing renovations in Fort Chipewyan that were not budgeted for in 2018-2019 (were supposed to be completed in 2017-2018, but completed in September, 2018), additional costs of paying for unoccupied units in Wabasca, and paying for teachers to stay in rental units while their units are being renovated.

The only items of concern at this point is the housing budget. At this point, we are pursuing sub-letting the Wabasca leased units to try to reduce costs. In February, there will be a presentation from Chad Vion, the Housing Foreman, to present the revised housing plan. As well, during the February budget

workshop, there will be a discussion around the board's direction regarding the housing financial situation. Those two items will help formulate the plan for the 2019-2020 housing budget.



NORTHLAND SCHOOL DIVISION NO. 61

**First
Quarter
Report**

2018/2019

This document includes the Financial Statements of Northland School Division No. 61 for the period September 1, 2018 to November 30, 2019 and variance notes to these statements.

This information has not been audited.

Report to the
Board of Trustees
January 18, 2019

NORTHLAND SCHOOL DIVISION NO. 61
STATEMENT OF REVENUES AND EXPENSES
For The 3 Month Period Ended November 30, 2018

	Annual Budget		Year To Date		Variance Favorable/ (Unfavorable)
	Spring Budget	Fall Budget	Fall Budget	Actual	
REVENUES					
Government of Alberta					
Alberta Education	\$ 43,046,582	\$ 40,441,990	\$ 10,110,498	\$ 8,150,895	\$ (1,959,603) 1
Federal Revenue	13,925,827	15,419,869	3,854,967	3,569,123	\$ (285,844) 2
Other Sales and Services	4,248,028	4,257,363	1,064,341	1,076,555	\$ 12,214
Investment Income	60,000	60,000	15,000	\$ 59,635	\$ 44,635
Gifts and Donations	311,300	502,227	125,557	44,074	\$ (81,483) 3
Fundraising	450,000	450,000	112,500	0	\$ (112,500) 4
	<u>\$ 62,041,737</u>	<u>\$ 61,131,449</u>	<u>\$ 15,282,862</u>	<u>\$ 12,900,282</u>	\$ (2,382,580)
EXPENSES BY OBJECT					
Certificated Salaries and Benefits	\$ 23,904,281	\$ 23,414,127	\$ 5,853,532	\$ 5,688,629	\$ 164,903
Uncertificated Salaries and Benefits	15,987,625	16,126,582	4,031,646	4,334,139	\$ (302,494) 5
Services, Contracts and Supplies	18,562,116	18,777,219	4,694,305	4,474,580	\$ 219,725
Capital & Debt Services	4,032,354	3,428,238	857,060	1,126,959	\$ (269,900) 6
Fundraising	450,000	450,000	112,500	0	\$ 112,500 4
	<u>\$ 62,936,376</u>	<u>\$ 62,196,166</u>	<u>\$ 15,549,042</u>	<u>\$ 15,624,307</u>	
OPERATING SURPLUS/(DEFICIT)	<u>\$ (894,639)</u>	<u>\$ (1,064,717)</u>	<u>\$ (266,179)</u>	<u>\$ (2,724,025)</u>	\$ 2,457,846

EXPENSES BY PROGRAM					
Instruction	\$ 41,541,749	\$ 40,145,898	\$ 10,036,475	\$ 9,930,643	\$ 105,832
Plant Operations and Maintenance	9,272,364	9,622,353	\$ 2,405,588	\$ 2,475,883	\$ (70,295) 7
Transportation	3,568,539	4,073,019	\$ 1,018,255	\$ 1,042,983	\$ (24,728)
Board and System Administration	3,450,564	3,376,943	\$ 844,236	\$ 830,933	\$ 13,303
External Services	5,103,160	4,977,953	\$ 1,244,488	\$ 1,343,866	\$ (99,378) 8
	<u>\$ 62,936,376</u>	<u>\$ 62,196,166</u>	<u>\$ 15,549,042</u>	<u>\$ 15,624,308</u>	\$ (75,267)

TOTAL

Revenue

- 1 Alberta Education has committed to about \$5 million for the Five-Year Investment Grant this fiscal year. However, the money isn't released until January. This means of the \$1.9 million not collected yet, \$1.25 million (25% of \$5 million) relates to the investment grant. The rest is related to timing - the money may have been received in early December, past the cutoff for the end of the quarter.
- 2 The uncollected amount refers to the adjustment made in December, between what NSD has been charging the First Nations for tuition (based on the previous year), and the adjustment to the rates based on the year-end results. The invoice adjusting the rates would not have been issued until December, so the second quarter should show the results of the change in tuition rates.
- 3 Just a timing issue. Grant/donations are booked when received, but reported quarterly. This item will be under and over budget throughout the year, based on when the granting-agency forwards the funding to NSD.
- 4 The item is adjusted at year-end, so will be under budget all year.
- 5 See General Note under the detailed expense page - this item has to do with summer savings.
- 6 This item has to do with supported and unsupported amortization - there were some additions as a result of year-end, so the expense is slightly higher than budgeted.
- 7 This difference relates to two roofing repairs that were started over the summer, but completed after September, 2018. The entire cost of the project was expensed the first quarter, but the budget comparison is based on reporting 1/4 of the cost (versus the entire amount). This means the over-budget amount relating to the roofing projects will disappear over the course of the year.
- 8 This overage has to do with housing repairs and higher than budgeted payments on the Shroeder units due to vacancies. See details in the housing budget worksheet further in this package.

NORTHLAND SCHOOL DIVISION NO. 61
Statement of Expenses by Decision Unit
For The 3 Month Period Ended November 30, 2018

	Annual Fall Budget	Year To Date		Variance Favorable/ (Unfavorable)	% Change
		Fall Budget	Actual		
Schools	\$ 24,153,178	\$ 6,038,295	\$ 6,107,427	\$ (69,133)	-1.14%
Governance					
Corporate Board	541,750	135,438	\$ 141,104	(5,667)	-4.18%
Education Executive					
Superintendent	615,979	153,995	188,061	(34,066)	-22.12% 1
Public Relations	158,447	39,612	34,446	5,166	13.04%
Superintendent Office & PR	\$ 774,426	\$ 193,607	\$ 222,507	\$ (28,901)	-14.93%
Instructional Services-Central					
Area Superintendents	\$ 809,250	\$ 202,313	\$ 167,003	35,310	17.45%
CTS Mobile	25,000	6,250	4,385	1,865	29.84%
First Nations, Metis and Inuit	640,320	160,080	137,621	22,459	14.03%
Literacy	361,559	90,390	179,651	(89,261)	-98.75% 2
Occupational Health and Safety	263,463	65,866	54,340	11,526	17.50%
Pedagogical	1,016,900	254,225	244,997	9,228	3.63%
System Computers	1,320,935	330,234	360,917	(30,683)	-9.29% 3
Testing and Achievement	3,627,540	906,885	754,689	152,196	16.78%
	\$ 8,064,967	\$ 1,813,929	\$ 1,903,603	\$ 77,329	4.26%
Instructional Services-Schools	7,927,752	\$ 1,981,938	1,910,147	71,791	3.62%
Human Resources	618,188	\$ 154,547	147,011	7,536	4.88%
Business Services	1,442,580	\$ 360,645	329,776	30,869	8.56%
Facility Services	9,622,353	\$ 2,405,588	2,475,883	(70,295)	-2.92% 4
Student Transportation	4,073,019	\$ 1,018,255	1,042,983	(24,728)	-2.43%
External Services	4,977,953	\$ 1,244,488	1,343,866	(99,378)	-7.99% 5
	<u>\$ 62,196,166</u>	<u>\$ 15,346,729</u>	<u>\$ 15,624,307</u>	<u>\$ (277,578)</u>	<u>-1.81%</u>

Notes:

General note: There has been a change in how some support staff salaries are calculated. Some support staff (eg: educational assistants, bus drivers) work ten months, but are paid over 12 months. The calculation used to be: 10 months salary, divide by 12, pay over 12 months, taking deductions like CPP, EI and income tax on a monthly basis. However, there was a change to how the LAPP pension contributions were required to be submitted - over 10 months, instead of 12. So, the division is paying the 10-month support staff over ten months, but withholding some money from each paycheck to be able to pay the staff during the summer. So, instead of the salary expense being expensed over 12 months, it is being expensed over ten months, which will affect the quarterly YTD figures, by overstating the salary expense to some of the support staff, and understating the expense the final quarter. It's like a forced savings account for the summer months.

- 1 The software invoice for Powerschool has been expensed this first quarter - as the year progresses, the budget overage will disappear.
- 2 \$121,000 of the \$160,000 high school literacy has been spent this quarter - as the year progresses, the budget overage will disappear.
- 3 The entire budget for Chrome books was spent in the first quarter - as the year progresses, the budget overage will disappear.
- 4 This difference relates to two roofing repairs that were started over the summer, but completed after September, 2018. The entire cost of the project was expensed the first quarter, but the budget comparison is based on reporting 1/4 of the cost (versus the entire amount). This means the over-budget amount relating to the roofing projects will disappear over the course of the year
- 5 This overage has to do with housing repairs and higher than budgeted payments on the Shroeder units due to vacancies. See details in the housing budget worksheet further in this package.

NORTHLAND SCHOOL DIVISION NO. 61
Statement of Income and Expenses for External Services
For The 3 Month Period Ended November 30, 2018

	Annual Fall Budget	Year To Date				% Change
		Fall Budget	Actual	Variance Favorable/ (Unfavorable)		
External Services						
Alberta Mental Health Project Revenue	\$ 470,503	\$ 117,626	\$ 99,610	\$ (18,016)		-15.32%
Alberta Mental Health Project Expenses						
Salaries and Benefits	\$ 383,176	\$ 95,794	\$ 81,729	\$ 14,065		14.68%
Services, Contracts and Supplies	\$ 87,327	\$ 21,832	\$ 12,881	\$ 8,951		41.00%
OPERATING SURPLUS/(DEFICIT)	\$ -	\$ -	\$ 5,000	\$ 5,000		
School Food Services Revenue	\$ 3,566,400	\$ 891,600	\$ 802,275	\$ (89,325)		-10.02%
School Food Services Expenses						
Salaries and Benefits	\$ 1,211,837	\$ 302,959	\$ 351,014	\$ (48,055)		-15.86%
Services, Contracts and Supplies	\$ 2,354,563	\$ 588,641	\$ 463,798	\$ 124,843		21.21%
OPERATING SURPLUS/(DEFICIT)	\$ -	\$ -	\$ (12,537)	\$ (12,537)		
Housing Revenue	\$ 941,050	\$ 235,263	\$ 255,506	\$ 20,244		8.60%
Housing Expenses						
Salaries and Benefits	\$ 196,135	\$ 49,034	\$ 59,750	\$ (10,716)		-21.85%
Services, Contracts and Supplies	\$ 744,915	\$ 186,229	\$ 480,180	\$ (293,951)		-157.84%
OPERATING SURPLUS/(DEFICIT)	\$ -	\$ -	\$ (284,424)	\$ (284,424)		

Notes:

Alberta Mental Health Project is a project in which we recover the expenses incurred in the program. If the money is not spent, it is not recovered as income. The difference between the income and expenses is a result of the timing of the revenue and expenses - the expense are incurred, then the invoice for those expenses is issued. So, the invoicing for the services is always behind the payment for the expenses.

School Food Services has budgeted historically for a deficit of around \$200,000. The revenue is slightly behind schedule, and all the expenses, with the exception of depreciation and wages, are paid over 10 months, which will cause the expenses to be higher than that quarters, until year-end. The revenue line is below budget, as SFS's share of the Five-year grant revenue (\$350,000 total, with \$87,500 for this quarter) has not yet been allocated to SFS.

Housing revenue and expense items are analyzed in further detail on the following page.

NORTHLAND SCHOOL DIVISION NO. 61
Statement of Income and Expenses for Housing
For The 3 Month Period Ended November 30, 2018

	Annual Fall Budget	Year To Date				% Change
		Fall Budget	Actual	Variance Favorable/ (Unfavorable)		
REVENUE						
Rent	\$ 583,050	\$ 145,763	\$ 177,368	\$ 31,606	21.68%	1
Supported Amortization	\$ 358,000	\$ 89,500	\$ 78,138	\$ (11,362)	-12.69%	
TOTAL REVENUE	\$ 941,050	\$ 235,263	\$ 255,506	\$ 20,244	8.60%	
EXPENSES						
Salaries and Benefits	\$ 196,135	\$ 49,034	\$ 59,750	\$ (10,716)	-21.85%	2
Casual Labour	\$ -	\$ -	\$ -	\$ -		
Legal Services	\$ 4,000	\$ 1,000	\$ 4,708	\$ (3,708)	-370.80%	
Professional Services	\$ 3,000	\$ 750	\$ 1,243	\$ (493)	-65.73%	
Advertising	\$ 900	\$ 225	\$ -			
Office Supplies	\$ 600	\$ 150	\$ 24	\$ 126	84.00%	
Printing and Binding	\$ 300	\$ 75	\$ 126	\$ (51)	-68.00%	
Postage	\$ 200	\$ 50	\$ -	\$ 50	100.00%	
Travel and Subsistence	\$ 5,600	\$ 1,400	\$ 2,493	\$ (1,093)	-78.07%	
Insurance	\$ 78,750	\$ 19,688	\$ 18,544	\$ 1,144	5.81%	3
Repair and Maintenance	\$ 10,100	\$ 2,525	\$ 237,141	\$ (234,616)	-9291.72%	4
Furniture and Equipment R&M	\$ -	\$ -	\$ -	\$ -		
Electricity	\$ 47,800	\$ 11,950	\$ 8,533	\$ 3,417	28.59%	
Sewer	\$ 16,850	\$ 4,213	\$ 4,437	\$ (225)	-5.33%	
Water	\$ 24,900	\$ 6,225	\$ 3,597	\$ 2,628	42.22%	
Propane/Gas	\$ 108,300	\$ 27,075	\$ 8,814	\$ 18,261	67.45%	5
Rent - Other properties	\$ 50,000	\$ 12,500	\$ 63,188	\$ (50,688)	-405.50%	6
Copier	\$ -	\$ -	\$ -	\$ -		
Telephone	\$ 500	\$ 125	\$ 1,060	\$ (935)	-748.00%	
Taxes	\$ 50,711	\$ 12,678	\$ -	\$ 12,678	100.00%	
Vehicle	\$ 1,800	\$ 450	\$ -	\$ 450	100.00%	
Software	\$ -	\$ -	\$ -	\$ -		
Furniture and Equipment	\$ -	\$ -	\$ 6,467	\$ (6,467)		
VISA purchases			\$ 3,530	\$ (3,530)		
Interest	\$ -	\$ -	\$ -	\$ -		
Depreciation	\$ 340,604	\$ 85,151	\$ 116,275	\$ (31,124)	-36.55%	
TOTAL EXPENSES	\$ 941,050	\$ 235,263	\$ 539,930	\$ (304,893)		
Net surplus (deficit)	\$ -	\$ -	\$ (284,424)			
Net surplus (deficit) cash basis			\$ (246,287)			

Notes:

- 1 Rent, so far, is higher than budgeted. The budget was set earlier in the year, after the teachers were hired for the year. Since school started, additional teachers have been hired that require housing.
- 2 Salaries are higher than budgeted, but to date, the cost has been for the Housing Construction Foreman, whose salary will be expensed against the housing grant money that will either be part of the Five-year Investment Plan or there will be grant money that will be separate from the investment money. The amount of the housing money is expected to be about \$6 million, the amount to implement the housing plan over five years.
- 3 The insurance invoice is paid once a year (in the fall), and this amount is for the entire year. The cost for housing insurance has been steadily increasing, due to general increases, not due to the company's experience with NSD.
- 4 There was little budgeted for R&M, as the budget for housing is expected to be as balanced as possible, and it is one of the discretionary items that can be reduced, if necessary. This line item is over budget due to the three units that were renovated in Fort Chipewyan.
- 5 This is under the quarterly budget, but heating costs will be higher over the next winter months, so any budget surplus in this category will probably be eliminated by winter's end.
- 6 This is money paid to Schroeder Oilfield, for rent subsidies on the units, empty units, and rent on the land that the five "emergency" mobile homes are on. As well, if there is any other units rented (eg: temporary housing for teachers to finish off renovations to their permanent units). NSD is looking at sub-letting the Schroeder units, to reduce expenses.



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

TO: THE BOARD OF TRUSTEES **Date:** January 18, 2019

SUBMITTED BY: Gord Atkinson, Superintendent of Schools

SUBJECT: Joint Statement on Physical Punishment of Children and Youth from Ron Ensom

ORIGINATOR: Administration

REFERENCE(S) & ATTACHMENTS: Letter of Request
Executive Summary, Joint Statement on Physical Punishment of Children and Youth

RECOMMENDATION:

THAT the Board of Trustees recommend endorsing the Joint Statement on Physical Punishment of Children and Youth with a letter to be drafted by administration.

BACKGROUND:

The Canadian Joint Statement on Physical Punishment of Children and Youth was developed by a coalition of six national organizations led by the Children's Hospital of Eastern Ontario (CHEO). The document—like the other four Canadian joint statements on aspects of child health and harm—provides a comprehensive review of research on physical (corporal) punishment of children. It also examines physical punishment in Canada from legal and human rights perspectives and provides examples of resources on effective parenting. The document's conclusions and recommendations for action are based on this extensive body of research.

The aim of the Joint Statement is knowledge translation. Knowledge changes behaviour. Research evidence has informed and moved Canadians to protect children from exposure to second-hand smoke, sun, pesticides, and sport injuries. In the same way—based on research evidence that physical punishment of children and youth is ineffective as discipline and poses only risks to their development—the Joint Statement is a vehicle for professional and public education. Since its launch in September 2004, the document has become a seminal national and international resource. It has informed and shaped discussion about physical punishment of children in Canada. It has been endorsed to date by more than 500 organizations that span the Canadian community and by a number of distinguished Canadians.

The education sector plays a critical role in the development of Canada's children. Our Coalition and a growing number of education leaders want to ensure that the information in the Joint Statement is disseminated throughout the sector. It is timely. Educators, parents and students across Canada (and around the world) are deeply concerned about bullying and its negative impact on students, school safety and the learning environment. The research evidence is quite clear—physical punishment is strongly linked to aggression/bullying in children and youth. Research has also demonstrated that

physical punishment is linked to slower cognitive development in pre-school and elementary school children and adversely affects academic achievement of school age children.

RISK ANALYSIS:

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COALITION

on / sur

Physical Punishment of Children and Youth

les punitions corporelles données aux enfants et aux adolescents

Children's Hospital of
Eastern Ontario / Centre
hospitalier pour enfants de
l'est de l'Ontario

Child Welfare League of
Canada / Ligue pour le
bien-être des enfants du
Canada

Family Service Canada /
Services à la famille-
Canada

Canadian Child Care
Federation / Fédération
canadienne des services
de garde à l'enfance

Canadian Institute of Child
Health / Institut canadien
de la santé infantile

Canadian Public Health
Association / Association
Canadienne de Santé
Publique

Canadian Association for
Young Children /
L'Association Canadienne
pour les Jeunes Enfants

Ms. Maddy Daniels
Board Chair
Northland School Division No. 61
P.O. Bag 1400
9809-77th Avenue
Peace River, AB
T8S 1V2
by email and regular mail

February 23, 2018

Dear Ms. Daniels,

re: *Joint Statement on Physical Punishment of Children and Youth*

We are pleased to send you this letter to update our letter of January 30, 2017 to Lois Byers, the Division's then Official Trustee, to invite Northland School Division No. 61 to endorse the Canadian *Joint Statement on Physical Punishment of Children and Youth*.

The *Joint Statement* is the vehicle for the national knowledge mobilization initiative on physical (corporal) punishment of children. The Children's Hospital of Eastern Ontario is the secretariat for the initiative, which is described on the hospital's website (www.cheo.on.ca/en/physicalpunishment; www.cheo.on.ca/fr/punitioncorporelle).

We invite Northland School Division No. 61 to add its voice to those of the many school boards and education leaders in every province and territory that have endorsed the *Joint Statement* to date. More than 600 respected organizations and some distinguished Canadians have endorsed the *Joint Statement*.

No sector of the Canadian community plays a more critical and formative role in the lives of children than does education. The accompanying education backgrounder discusses some of the consequences of physical punishment related to bullying behaviour, cognitive development and academic achievement—issues of particular concern for parents, schools, and students themselves. The accompanying list of education endorsements reflects the attention the *Joint Statement* is receiving from the education community across Canada.

- 2 -

We would be pleased to discuss the issue, the initiative, and our invitation to Northland School Division No. 61 with you

Best wishes,



Ron Ensom, MSW, RSW
Co-author, *Joint Statement on Physical Punishment of Children and Youth*
Children's Hospital of Eastern Ontario (CHEO); Ensom & Associates
ensom@rogers.com
(613) 526-5454



Joan Durrant, Ph.D.
Co-author, *Joint Statement on Physical Punishment of Children and Youth*
Department of Family Social Sciences, University of Manitoba
Joan.Durrant@umanitoba.ca

encl: *Joint Statement on Physical Punishment of Children and Youth*
backgrounders for education, mental health, sport, business
list of education endorsements
list of indigenous endorsements
highlights poster

Executive summary

Background

The Joint Statement on Physical Punishment of Children and Youth was developed by a national partnership of organizations concerned with the well-being of children and their families. It has been formally endorsed by many Canadian organizations and, by invitation, some individuals involved in a broad range of issues related to children and youth.

Purpose and audience

Based on extensive research evidence, the statement provides an overview of the developmental outcomes associated with the use of physical punishment on children and youth. Scenarios depicting disciplinary situations ground the document in the realities well known to parents and caregivers. The statement will also be of interest to professionals, policy and program planners, members of the public, and children and youth themselves. Resources are identified for those interested in learning more about effective discipline and parenting.

Highlights of findings

The research evidence now available permits us to move beyond the debate about whether physical punishment is harmful to children and youth or is even effective as discipline.

- There is no clear evidence of any benefit from the use of physical punishment on children.
- There is strong evidence that physical punishment places children at risk for physical injury, poorer mental health, impaired relationships with parents, weaker internalization of moral values, antisocial behaviour, poorer adult adjustment and tolerance of violence in adulthood.
- Few parents believe that physical punishment is effective, most believe it is unnecessary and harmful, and a majority think the most common outcome is parental guilt or regret.
- Parents are more likely to use physical punishment if they approve of it, experienced it themselves as children, feel anger in response to their children's behaviour, are subject to depression, or are burdened by particular forms of stress.

Conclusion and implications

On the basis of the clear and compelling evidence—that the physical punishment of children and youth plays no useful role in their upbringing and poses only risks to their development—parents should be strongly encouraged to develop alternative and positive approaches to discipline. The implications of this evidence and this goal are examined in relation to Canadian law, human rights and actions taken by other countries.

Recommendations

Recommendations for action in Canada include: (1) delivery of public awareness messages to inform all Canadians that physical punishment is harmful to children's development and is ineffective as discipline; (2) development of universal parenting education; and (3) provision of the same protection of children from physical assault as is given to Canadian adults and to children in a growing number of countries. Responsibility for action lies within the jurisdiction of national, provincial and territorial and local levels of government, the mandates of organizations, and the expertise of professionals who serve children and youth. The statement as a whole may be considered an urge to action by professionals and by parents and caregivers—within and beyond their families.



**NORTHLAND SCHOOL DIVISION NO. 61
COMMITTEE OF THE WHOLE DISCUSSION ITEM**

TO: THE BOARD OF TRUSTEES **Date: Jan. 18,
2019**

SUBMITTED BY: Board Chair, Maddy Daniels, Superintendent, Gord Atkinson

SUBJECT: Role of the Board Advisor

**REFERENCE(S) &
ATTACHMENTS:** Role of Board Advisor Draft

PROCESS/PROCEDURE:

This item is here for information for the Board to confirm and includes everything it would like to see in the Board Advisor's role.

BACKGROUND:

With the extension of the contract for Board Advisor, Lois Byers felt it would be helpful to develop a description of the role, so that everyone was "on the same page". There has been an additional duty added:

G. Have a discussion with trustees who miss a meeting to bring them up to date.

Role of Northland School Division Board Advisor

Building upon the contractor's unique and specialized knowledge, specific to the Northland School Division, the Contractor agrees to personally provide the following services:

Strategic Advisor to the Northland School Division Board of Trustees:

- A. Provide strategic governance advice to trustees and senior administration with regards to governance and effective processes and roles for efficient operation of the board;
- B. Assist with ongoing review and refinement of governance policies;
- C. Provide advice and/or support with regard to monitoring processes, reports and information related to the operation of the board;
- D. Assist with developing and refining effective communication process and procedures between and amongst board members and senior administration;
- E. Provide strategic advice and/or support to trustees in their roles;
- F. Provide a written report on activities to the board at each Committee of the Whole meeting;
- G. Have a discussion with trustees who miss a meeting to bring them up to date.



TO: THE BOARD OF TRUSTEES
SUBMITTED BY: Board Chair Maddy Daniels
SUBJECT: Special Role for Ward 5 Trustee Cardinal
ORIGINATOR: Board Advisor, Lois Byers
REFERENCE(S) & ATTACHMENTS:

Date: January 18, 2019

RECOMMENDATION:

THAT the Board of Trustees approve the special role "Board Community Engagement Lead" for Ward 5 Trustee Cardinal, as a board ad hoc committee in Policy 8, for the remainder of this electoral term, as outlined below.

BACKGROUND:

With the transfer of the three schools in Ward 5 to KeeTasKeeNow Tribal Council Education Authority, the role of the trustee of that ward was significantly reduced, as there are no longer any Northland Schools within the ward. Trustee Cardinal has spoken with the Board about his frustration on what his role is now and if he should remain as a trustee. Although the Board has very clearly and strongly spoke about the value Trustee Cardinal brings to the Board and wish to see him remain on the Board for at least the remainder of this term, Trustee Cardinal remains somewhat frustrated.

Given all these special circumstances, it is being recommended that the following special role be approved for Trustee Cardinal for the remainder of this electoral term.

This role has been crafted to not only ensure Trustee Cardinal has a defined role but also to tap into his unique, specialized knowledge and skills that will enhance the Board's involvement with communities.

Role: "Board Community Engagement Lead"

Duties:

1. Community engagement
 - a. Work with administration, and others as needed, to ensure the community engagement process for the rollout of the "balanced calendar concept" is appropriate to each community.
 - b. Board contact for information/questions, with regard to community engagement.
 - c. At the request of other Trustees, attend school councils with them to share, discuss and/or help them with community engagement.
2. Elders
 - a. Board contact for the development of processes, procedures and/or protocols for the involvement of Elders, for board approval.
 - b. Work with administration to ensure the successful implementation of the processes, procedures and/or protocols for the involvement of Elders, as approved by the board.

- c. Board contact for information/questions with regard to the involvement of Elders.
3. ASBA Rural Caucus
- a. Board representative to the ASBA Caucus as outlined in Policy 9 Board Representative
 - b. Endeavour to help ensure there is consideration of the communities of Northland in the undertaking of any lobbying for funding or other special allowances for rural areas.

RISK ANALYSIS:

It will be important for Trustee Cardinal to ensure he stays in contact with each trustee when working on community engagement in their area but this is seen as minimal risk given Trustee Cardinal's expertise in practice of community engagement.



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

TO: THE BOARD OF TRUSTEES **Date:** January 18, 2019
SUBMITTED BY: Secretary-Treasurer Trudy Rasmuson
SUBJECT: Prayer, Cultural Reflection or Reflection
ORIGINATOR: Board Advisor Lois Byers
REFERENCE(S) & ATTACHMENTS: Policy 5 Role of Chair; (link to AP 155 Event Protocol and Appendix Indigenous Customs and Protocols)

RECOMMENDATION:
THAT the Board of Trustees approve first reading of the changes to Policy 5 Role of Chair as attached.

BACKGROUND:
Policy 5 Role of Chair outlines opening board meetings with prayer and and AP 155 Event Protocol refer to having opening and/or closing prayer(s) at special events. Current practice has been to use the term cultural reflections for the board meeting agenda, however, the role of the chair (Policy 5, 5.1) says the chair is to “ensure the meeting is opened with prayer ...”. It is silent about closing a meeting.

The proposed changes will enable each person to provide opening or closing comments relevant to their culture.

RISK ANALYSIS:
The recommended changes will open the provision or opening and closing comments to more persons while still enabling the use of prayer.

Policy 5

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 closed with prayer, cultural reflection or a reflection 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. Address inappropriate behaviour on the part of a trustee.
21. Ensure the Board engages in annual assessments of its effectiveness as a Board.
22. 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



NORTHLAND SCHOOL DIVISION NO. 61

ADMINISTRATION RECOMMENDATION TO THE BOARD

TO: THE BOARD OF TRUSTEES

SUBMITTED BY: Maddy Daniels, Board Chair

SUBJECT: Board Chair Report

ORIGINATOR:

REFERENCE(S) & ATTACHMENTS: Board Chair Report

DATE: January 18, 2019

RECOMMENDATION:

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

BACKGROUND:

RISK ANALYSIS:



Board Chair Report

December 31, 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

December 2018 Dates		
3	Paddle Prairie	Parent Advisory Council Meeting
7	Edmonton	Treaty 8 Christmas Gala
	Gift Lake	Community Meeting
8	Edmonton	Trustee Christmas Party
13	Slave Lake	NADC Leadership Summit
14		Careers/NSD61/WBF Discussion and WBF Training Center Tour
17	Edmonton	Advocacy Meeting
18	Paddle Prairie	Christmas Concert
22	Edmonton	Metis Settlement General Council Christmas Party
Upcoming Dates		
Jan. 8	Grande Prairie	
Jan. 12		IGPR Committee Zone Meeting
Jan. 18	Edmonton	January Board Meeting
Jan. 19	Edmonton	COTW – Budget Processes
Jan. 20	Leduc	ASBA Conference
Jan. 24	Janvier	Formal Presentation at Father R. Perin School
	Ft. McMurray	Health and Wellness talk

TRUSTEE EXPENSE BUDGET
2018-2019
As of December 31, 2018

	YTD	BUDGET	BUDGET REMAINING	% SPENT
Trustee Remuneration	\$78,700.00	\$194,450.00	\$115,750.00	40.47%
Trustee Employee Benefits	\$18,561.20	\$36,000.00	\$17,438.80	51.56%
PD/School Council Development	\$9,431.37	\$6,000.00	-\$3,431.37	157.19%
Legal Fees	\$9,525.00	\$3,000.00	-\$6,525.00	317.50%
Professional Services	\$0.00	\$0.00	\$0.00	0.00%
Advertising	\$0.00	\$0.00	\$0.00	0.00%
ASBA/PSBA Fees	\$29,642.81	\$40,000.00	\$10,357.19	0.00%
Office Supplies	\$399.70	\$3,600.00	\$3,200.30	11.10%
Printing and Binding	\$1,876.60	\$3,600.00	\$1,723.40	52.13%
Postage	\$0.00	\$600.00	\$600.00	0.00%
Travel and Subsistence - Trustees	\$75,211.17	\$194,450.00	\$119,238.83	38.68%
Insurance (liability)	\$199.38	\$250.00	\$50.62	79.75%
Telephone	\$2,168.57	\$4,800.00	\$2,631.43	45.18%
Awards	\$35.73	\$35,000.00	\$34,964.27	0.10%
Furniture and Equipment	\$0.00	\$0.00	\$0.00	0.00%
	<u>\$225,751.53</u>	<u>\$521,750.00</u>	<u>\$295,998.47</u>	<u>43.27%</u>
TOTALS	\$225,751.53	\$521,750.00	\$295,998.47	43.27%
TO BE EXPENSED:	\$0.00			
TOTALS	\$225,751.53	\$521,750.00	\$295,998.47	43.27%



NORTHLAND SCHOOL DIVISION NO. 61

ADMINISTRATION RECOMMENDATION TO THE BOARD

TO: THE BOARD OF TRUSTEES

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)

DATE: January 18, 2019

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:

[Empty box for Risk Analysis content]



Superintendent's Report

January 18, 2019

Meeting with Athabasca Tribal Council	December 4, 2018
Met with Athabasca Tribal Council Project Manager to discuss the draft Educational Services Agreement.	
Alberta Research Network Meeting	December 4, 2018
Meeting to discuss Learning Network Education Research projects	
Research Planning Meeting	December 4, 2018
Meeting to discuss the U of A partnership to conduct policy research in multiple dimensions within Northland School Division.	
OH&S Committee Meeting	December 5, 2018
Meeting with NSD Occupational Health and Safety Committee regarding incident reviews, gap analysis, OHS project timelines, and department updates.	
Ruby Payne Planning Meeting	December 5, 2018
Meeting to discuss logistical information for the Ruby Payne presentation on February 13, 2018.	
Meeting with the Alberta Teachers Association	December 6, 2018
Met with the Executive Staff Officer, Indigenous Education regarding balanced calendar planning.	
TEBA Central Bargaining Discussion	December 11, 2018
Meeting with school divisions across the province regarding Teacher Employee Bargaining Association central bargaining.	
FNMI Education Directorate Meeting	December 12, 2018
Meeting with the FNMI Directorate regarding possible participation in the grant proposal research with the University of Alberta.	
Teleconference with ATA Local #69 President	December 13, 2018
Meeting with the ATA Local #69 President regarding convention and professional development.	

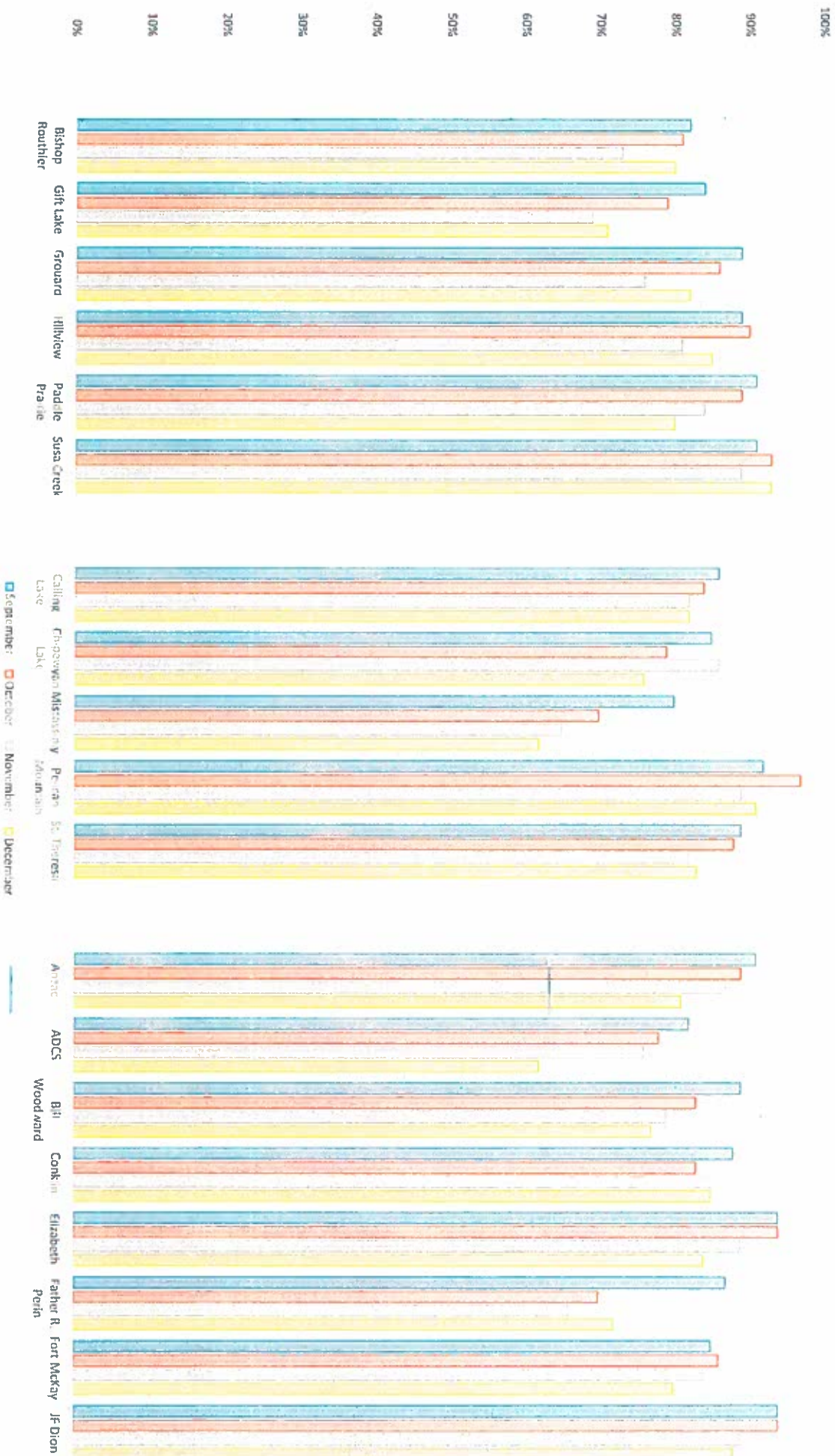
University of Alberta Faculty of Education Meeting	December 14, 2018
Met with members of the Faculty of Education regarding the Partnership Program Application.	
Meeting with the Superintendent of Boyle Street Education Centre	December 14, 2018
The meeting was an opportunity to network and share information. BSEC was interested to learn of NSD efforts to advance indigenous learners education opportunities.	
Advocacy Committee Meeting	December 17, 2018
Met with the Advocacy Committee.	
Office of the Auditor General Meeting	December 18, 2018
Discussed next meeting dates and agenda. The OAG is looking good for a status update on the attendance improvement initiatives.	
Interview for Tallcree Education Needs Assessment Project	December 19, 2018
Teleconference with MNP regarding NSD programming. MNP is investigating funding comparisons for Tallcree and program options NSD is undertaking.	
APPLE Schools Expansion Teleconference	December 19, 2018
APPLE Schools secured funding to expand into more schools in Alberta starting in the 2019-2020 school year. The meeting was regarding the possibility of supporting two more schools within NSD.	
ASEBP Health Promotion Teleconference	January 8, 2019
Teleconference regarding how the Alberta School Employee Benefit Plan Health Promotion Team can best support NSD moving forward.	
Agenda Review	January 9, 2019
Agenda review for the Corporate Board Meeting January 18, 2019.	
Housing Meeting	January 9, 2019
Meeting to review the current status of NSD housing and to review the updated housing plan.	
Mistassiniy Modernization Teleconference	January 10, 2019
Teleconference with Alberta Education regarding changes and projected enrolments for the Mistassiniy Modernization.	

Meeting with the Ministry of Children's Services	January 10, 2019
Meeting to advise the Children's Services Ministry of the NSD strategy of our family wellness workers. Discuss possible strategies/protocols for child apprehensions in schools. Discuss potential synergies between NSD and local Children's Services to serve our students. Seeking relationship building in the spirit of enhancing services to children.	
Teaching & Learning Google Hangout	January 14, 2019
Meeting to go over the teacher feedback on the proposed 2019-2020 division calendar.	
Strength Deployment Inventory (SDI) Training	January 15, 2019
Central Office professional development for understanding motives and values that drive behaviors.	
Central Office OH&S Committee Meeting	January 16, 2019
Meeting regarding OH&S updates across the division.	

Committed Dates

Balanced Calendar Planning	January 21-22, 2019
Athabasca Delta Community School Interviews	January 23, 2019
Cenovus Event	January 24, 2019
Healing Trauma in Indigenous Peoples Workshop	January 28, 2019
Shaping the Future Conference	January 30 - February 1, 2019
Attendance Update with Alberta Education	February 8, 2019
Ra Ra Awards	February 9, 2019
Administrators' Meeting	February 12, 2019
Ruby Payne Professional Development	February 13, 2019

School Attendance 2018-2019



Mr. Gord Atkinson
Northland School Division No.61
Superintendent of Schools

Dec. 3, 2018

Dear, Mr. Atkinson

We the "Urban Rez Cultural Society" would like to thank "Northlands School Division #61" board members, staff, maintenance personal and janitors for the excellent coordination and assistance making our 1st. Annual "Renewing our Spirit" Conference a success. Thank you also for the usage of the school classrooms, gym and your Tech Equipment. Without the assistance from your staff this conference wouldn't have been a successful one.

In total 318 people registered with 238 directly from Wabasca-Desmarais and Calling Lake. This Conference enhanced the healing and unity with the communities and people. We are in the process of planning our 2nd Annual Conference in Wabasca-Desmarais and we would like to acquire the usage of the Mistassiniy School and grounds again. The dates of the conference might change as per recommendations to accommodate school students to have them attend the conference workshops, but this will be determined in the near future.

In Closing Thank you and we look forward to working with you again.

Sincerely,

Gordon Gladue
Chairman, Urban Rez Cultural Society

1. Research Project Description

1.1 – Overview

Scope of This Proposal – This proposal describes three separate, but related, projects that are a partnership between the University of Alberta and Northland School Division #61 – projects that will create a foundation and establish practices for a multi-project, multi-year initiative.

The research partners are requesting funding from the Alberta Education Research Partnerships Program to support Year 1 of these three projects. The projects are designed so that Year 1 can stand alone as a self-contained piece of research. However, plans are outlined for Years 2-4 and Year 5 and additional funding will be sought for future years. Benefits to the community will be much greater if each of these projects is implemented in its entirety. The three projects described in this proposal represent half the multi-project, multi-year initiative. Another three projects are in the planning stages and will be introduced next year.

Northland School Division #61 –Northland’s 2,000 students are 95 percent First Nations or Métis. They attend 20 schools dispersed over a geographic area larger than Germany.

In 2010 the Alberta government dismissed the Northland School Board and replaced it with a trustee because the governance structure was not fostering student success. For many years there has been low student achievement, high absenteeism and high staff turnover. Attendance data from January data from January 2018 show 42 percent of students were at school less than 80 percent of the time. Eleven percent of students were absent for half or more days (French, 2018). A new *Northland School Division Act* was passed on May 4, 2017. It introduces a new governance structure which encourages and enables community participation.

Purpose of This Project – Strategies the School Division has taken to improve student outcomes are outlined in a five-year plan (*Five-Year Grant Investment Project, 2017*) and are well underway. Now it is time to ask “How are these strategies working?” (a descriptive question) and “How well are these strategies working? (an evaluative question.) The projects described in this proposal are designed to respond to these questions. They are also designed to build expertise in the community, so that community members develop knowledge and skills to take the lead in answering these questions as the project progresses.

The purposes of this project are to:

- Collect, interpret, use and share data about Northland’s students so educational decisions are evidence-based.
- Build community capacity by engaging community members in collecting and interpreting data and sharing information. The emphasis will be on interpersonal and intrapersonal skills such as interviewing, collaborating and presenting that will stay with individuals for a lifetime; enable them to contribute positively to their families, communities and schools; and serve as knowledge translators for others.

Community members who function as researchers during the project will begin in Year 1 as mentees under the mentorship of U of A and School Division staff. In Years 2-4 their expertise will grow and they will become co-researchers. By Year 5, they will have become the lead researchers, with U of A and School Division staff shadows in the background. In this way, the project can be scaled up as research expertise is developed within Northlands SD.

The approach described in this proposal is consistent with the principles outlined in the OECD report, *Promising Practices in Supporting Success for indigenous Students* (2017), which emphasizes (among other things) multiple actions at both system and local levels, persisting and adjusting efforts over a significant period of time, and engaging families.

1.2 – Focus

A brief outline of each of the three proposed projects appears in Section 1.4 of this proposal. Although they have different emphases, all three projects have important commonalities. In all three, , board employees and subsequently community members will:

- Collect data through interviews or focus groups following training by the research team
- Participate in interpretation panels where meaning of the data is discussed
- Share information with others by making presentations to the school board and community groups.

Using a similar approach for all three projects described in this proposal (and for three more being planned for the future) will ensure that a significant number of community members are trained and experienced in basic research techniques. The intent is to establish a critical mass of experienced community-based researchers across the School Division, so sound research practices become the norm in future years.

However, the knowledge and skills that community members develop through the projects described in this proposal will have relevance far beyond research. Planning, collaborating, leading and presenting skills will be useful in a wide range of personal, job and community situations. When individuals grow in skill and expertise, their families, employers and community also benefit.

1.3 – Research Partners

The three projects described in this proposal as well as the broader initiative of which they will be a part is a partnership between Department of Educational Policy Studies Faculty of Education, University of Alberta and Northland School Division #61. Researchers will come from both partner institutions and from the community.

University of Alberta Researchers

- Dr. Darryl Hunter – Team Lead
- Dr. Noella Steinhauer
- Dr. Bonnie Stelmach

Northland School Division Contacts

- Don Tessier – Director Student Engagement, Attendance and Completion
- Lorraine Cardinal-Roy—Director FNMI Learner Success
- Stephanie Sutherland – Director Student Services
- Curtis Walty – Communications Coordinator

Community and School Division Researchers

In each of the projects described in this proposal, community or school division researchers will collect, analyze and report on data. Community researchers will be involved over the course of these three projects (and three more projects planned for the future).

1.4 – Research Outline

Figures 1, 2 and 3 which follow provide an overview and work plan for each of the three projects. There is a framework for each project. For example, the research problem for all three is “How is this strategy working? How well is this strategy working?” The actual content of the research is developmental and determined by community members. Community members will decide on questions to ask to address the research problem. They will decide who they should ask questions of and will control the environment and circumstances under which questions are asked. Community members will also participate in interpreting the data collected and will decide on the content and format of presentations.

The research plan includes a report at the end of each year for each project. These reports may be used by School Division staff in September to assess their strategies and decide what is working and what needs to change.



NORTHLAND SCHOOL DIVISION NO. 61

ADMINISTRATION RECOMMENDATION TO THE BOARD

TO: THE BOARD OF TRUSTEES **DATE:** January 18, 2019

SUBMITTED BY: Area 1 Associate Superintendent, Shelley Willier

SUBJECT: Monitoring Reports – Area 1 Report

ORIGINATOR: Board of Trustees

REFERENCE(S) & ATTACHMENTS: Board Work Plan



RECOMMENDATION:

THAT the Board of Trustees receive as information the Area 1 Associate Superintendent Report, as presented and attached.

BACKGROUND:

Monitoring reports are scheduled in the Board’s Work Plan.

RISK ANALYSIS:

<u>Area 1 Schools</u>	NORTHLAND	September- December
Bishop Routhier Gift Lake Grouard Hillview Paddle Prairie Susa Creek		
	Associate Superintendent's Update Report to Board	

Leading Learning – Putting Equity into Action

Area 1 Learning Team

Shelley Willier, Associate Superintendent

Crystal Colville, Pedagogical Supervisor

Mark Ladd, Pedagogical Supervisor

Supporting Our Schools - September

PROFESSIONAL LEARNING

18 – Regional Principals' Meeting (SW; CC; ML)

- Equity Framework Review(NRLC)
- Equity in Action – AERR Planning & Professional Learning Plans – Planning for Schools

19-21 – LLI Training (CC; ML)

- Levelled Literacy Intervention: Daily, intensive small group instruction to supplement classroom literacy instruction.

24-25 – Concept-Based Curriculum (SW; CC; ML)

- Moving from subject-based curriculum to focus on 'big ideas' that span multiple subject areas.

27 – CSL Training/Maplewood (CC; ML)

- Outcome based report card training;
- Division data-base system used to house/communicate student marks, attendance, timetables and transcripts.

EQUITY IN ACTION		
Leadership	Teaching Practice	School Culture
Coherence Making: Focusing Direction; Cultivating Collaborative Cultures; Deepening Learning; Securing Accountability.	Instruction & Intervention: Curriculum; Teaching Skills; Assessment; Intervention	Learning Environments & Learning Culture: Professional attitudes; Focus on students; Inclusive environments; Collaboration
BISHOP ROUTHIER SCHOOL		
11 – Associate • Review of School Council process, procedures and expectations	10 – Pedagogical Supervisors Teacher conversations: • Testing – PMM & CAT4 • Planning – Multi-grade classrooms • Daily 5 • New report card format	11 – Associate Northland Day
GIFT LAKE SCHOOL		
27 – Associate School Council Establishment Meeting	7 – Pedagogical Supervisors Teacher conversations: • new report card format; • ATA code of conduct • Working with Education Assistants • Planning – prioritizing curriculum; unit builds • Referral forms • Testing – PM & CAT4	26 – Associate ATA Professional Code of Conduct Presentation.
GROUARD SCHOOL		
19 – Associate Research Response to Intervention supports: • All Things Assessment – Setting direction to spark growth mindsets in students; designing assessments in a collaborative; analyzing data to identify learning issues for targeted instructional solutions.	6 – Pedagogical Supervisors Teacher Conversations: • Testing – PM & CAT4 • Multi-grade planning – prioritizing curriculum; unit builds • Differentiated instruction; • Daily 5 and Guided Reading • New report card format	19 – Associate Northland Day

EQUITY IN ACTION		
Leadership	Teaching Practice	School Culture
Coherence Making: Focusing Direction; Cultivating Collaborative Cultures; Deepening Learning; Securing Accountability.	Instruction & Intervention: Curriculum; Teaching Skills; Assessment; Intervention	Learning Environments & Learning Culture: Professional attitudes; Focus on students; Inclusive environments; Collaboration
HILLVIEW SCHOOL		
18 – Associate School Council Establishment Meeting	5 – Pedagogical Supervisors Teacher Conversations: <ul style="list-style-type: none"> • Testing – PM & CAT4 • Multi-grade planning – prioritizing curriculum; unit builds • Complete library – CIF grant • New report card format 	1-3 – Associate Completion of CIF Project – Mural Painting 11 – Associate Blanket Exercise - explores Indigenous and non-Indigenous relationships in Canada. 18 – Associate Northland Day
PADDLE PRAIRIE SCHOOL		
14 – Associate <ul style="list-style-type: none"> • Supports for fall CTS week; • Education Assistant supports; • Capital project update 		14 – Associate Northland Day 28 – Engaged Math – Hosted by Paddle Prairie School (SW; CC) <ul style="list-style-type: none"> • Enhancing growth mindsets • Planning for math activities to encourage/demonstrate active participation and cognitive engagement. • Posing questions to maximize learning time.
SUSA CREEK SCHOOL		
13- Associate <ul style="list-style-type: none"> • Transportation; • Land-based learning; • Intervention for early entry students (PUF) 	13-14 – Pedagogical Supervisors Teacher conversations: <ul style="list-style-type: none"> • Planning for multi-grade classrooms • Differentiated instruction • New report card format • Modelling math games 	13 – Associate Northland Day

OTHER
<ul style="list-style-type: none"> • Board Retreat (SW) • CIF Grant – Processing orders for Gift Lake and Susa Creek (CC) • Research <ul style="list-style-type: none"> – CTS and CTF best practices – provincial (ML) – Visible Learning – Hattie (CC; ML) – Handwriting Without Tears & Mathletics – PD opportunities for educators (CC) • Resources <ul style="list-style-type: none"> – Review: Ignition Kits (CC; ML) – Pack-up and Distribution: Dr. Mary Jackson School (CC; ML)

Supporting Our Schools - October

PROFESSIONAL LEARNING
<p>10 – Division Principals’ Meeting (SW; CC; ML)</p> <ul style="list-style-type: none"> • Numeracy Framework: Setting The Context <ul style="list-style-type: none"> – What is numeracy? Why important? – Equity Education: Role in Closing the Education Gap – Development of the Numeracy Framework – Review of Unit Build Exemplars

EQUITY IN ACTION		
Leadership	Teaching Practice	School Culture
<p>Coherence Making: Focusing Direction; Cultivating Collaborative Cultures; Deepening Learning; Securing Accountability.</p>	<p>Instruction & Intervention: Curriculum; Teaching Skills; Assessment; Intervention</p>	<p>Learning Environments & Learning Culture: Professional attitudes; Focus on students; Inclusive environments; Collaboration</p>
BISHOP ROUTHIER SCHOOL		
<p>1 – Associate</p> <ul style="list-style-type: none"> • Review of school resources and organization of the school 	<p>22 – Pedagogical Supervisor Professional Learning Delivery:</p> <ul style="list-style-type: none"> • CSL Training (Report Cards) • Unit Builds - Collaborating with Gift Lake, Hillview, and Grouard teachers and administrators. 	<p>31 – Halloween Celebration (CC)</p>

EQUITY IN ACTION		
Leadership	Teaching Practice	School Culture
Coherence Making: Focusing Direction; Cultivating Collaborative Cultures; Deepening Learning; Securing Accountability.	Instruction & Intervention: Curriculum; Teaching Skills; Assessment; Intervention	Learning Environments & Learning Culture: Professional attitudes; Focus on students; Inclusive environments; Collaboration
GIFT LAKE SCHOOL		
18 – Associate Co-Planning Data Dive 29 – Associate School Council Establishment Meeting	2, 15, 19 – Teacher Planning & Teacher Conversations (CC) <ul style="list-style-type: none"> • Unit Plans • Assessment • Differentiation • Classroom Management • Report Cards • Engaging students with high needs 22 – Professional Learning Delivery CSL & Unit Builds - (CC)	17 – Associate Mural Painting – CIF Project 19-21 – Night Festival – Junior High in Jasper (SW; ML) 31 – Associate Halloween Parade - Judging
GROUARD SCHOOL		
3 – Associate <ul style="list-style-type: none"> • School Council Establishment Meeting 	6 – Supporting teachers with Multi-Grade Classrooms (CC): <ul style="list-style-type: none"> • Classroom management • Individual Program Plans • Classroom observations & conversations about student engagement 22 – Professional Learning Delivery CSL & Unit Builds - (CC)	
HILLVIEW SCHOOL		
30 – Associate School Review Conversation – Strengths and Needs	22 – Professional Learning Delivery CSL & Unit Builds - (CC) 25, 26 – Pedagogical Supervisor school supports (CC)	30 – Métis Bev – Community dinner & student jiggling performance (SW; CC) 31 – Halloween Celebration (SW; CC)

EQUITY IN ACTION		
Leadership	Teaching Practice	School Culture
Coherence Making: Focusing Direction; Cultivating Collaborative Cultures; Deepening Learning; Securing Accountability.	Instruction & Intervention: Curriculum; Teaching Skills; Assessment; Intervention	Learning Environments & Learning Culture: Professional attitudes; Focus on students; Inclusive environments; Collaboration
PADDLE PRAIRIE SCHOOL		
	<p>1 – Pedagogical Supervisors – teacher conversations (CC; ML):</p> <ul style="list-style-type: none"> • Animated literacy • Behavioral Management • Classroom structure & supports • Multi-grade classroom planning and instruction <p>19 – Classroom visits and teacher conversations; professional learning delivery (CC)</p> <ul style="list-style-type: none"> • Planning and assessment • Student Engagement • CSL Training <p>22-26 – High School CTS Week (ML)</p>	
SUSA CREEK SCHOOL		
2- Associate School Council Establishment Meeting	<p>5 – Professional Learning Delivery (CC)</p> <ul style="list-style-type: none"> • Prioritizing curriculum • Unit builds <p>16-18; 23-24 Classroom Observations (CC)</p> <ul style="list-style-type: none"> • Multi-grade planning & instruction • Guided reading & novel studies • Classroom management • CSL Training • Modelling math games 	17 – Re-imagining culture space to support outdoor learning (ML)

OTHER
<ul style="list-style-type: none"> • Cass Zone 1 Meeting (SW) • Provincial Curriculum Working Group - Mathematics (CC)

Supporting Our Schools - November

PROFESSIONAL LEARNING
<p>6-7 – Google Cohort Training (CC; ML)</p> <p>14 – Regional Principals’ Meeting</p> <ul style="list-style-type: none"> • Envisio – Three-Year Planning • Data Dive – Gift Lake School Highlight <p>26 – Backwards by Design with Irene Heffel (Teacher Collaborative Area 1 Schools)</p> <ul style="list-style-type: none"> • Assessment - Performance Tasks • Lesson Planning – Daily lesson planning for performance task achievement

EQUITY IN ACTION		
Leadership	Teaching Practice	School Culture
<p>Coherence Making: Focusing Direction; Cultivating Collaborative Cultures; Deepening Learning; Securing Accountability.</p>	<p>Instruction & Intervention: Curriculum; Teaching Skills; Assessment; Intervention</p>	<p>Learning Environments & Learning Culture: Professional attitudes; Focus on students; Inclusive environments; Collaboration</p>
BISHOP ROUTHIER SCHOOL		
<p>5; 16; 27 – Associate</p> <ul style="list-style-type: none"> • Issue management <p>21 – Envisio Support – 3 Year Plan Completion (CC)</p>	<p>16– Pedagogical Supervisor Professional Learning Delivery (CC):</p> <ul style="list-style-type: none"> • Classroom observations • Classroom management • Teacher planning 	<p>16 – Associate Metis Education – Planning for parent/community collaborative projects</p>
GIFT LAKE SCHOOL		
<p>16; 22-23; 28-30 – Associate Issue management</p> <p>21 – Teacher interviews (CC)</p>	<p>5; 22 – CSL support (CC)</p> <p>28-30 - CTF Blitz Planning & Preparation (ML)</p>	<p>1; 12 – Associate CIF Project – Mural painting</p>

EQUITY IN ACTION		
Leadership	Teaching Practice	School Culture
Coherence Making: Focusing Direction; Cultivating Collaborative Cultures; Deepening Learning; Securing Accountability.	Instruction & Intervention: Curriculum; Teaching Skills; Assessment; Intervention	Learning Environments & Learning Culture: Professional attitudes; Focus on students; Inclusive environments; Collaboration
HILLVIEW SCHOOL		
13 – Associate School Review Conversation – Issue Management		15 – Sewing jiggling skirts to support student performance Métis Settlement General Council (SW; CC)
PADDLE PRAIRIE SCHOOL		
	23 – Professional Learning delivery (CC) • Backwards by Design unit builds	

OTHER
<ul style="list-style-type: none"> • Priority Project Planning (SW; CC) • NRLC Alberta Education Fall Curriculum Meeting (CC) • CASS Fall Conference (SW)

Supporting Our Schools – December

EQUITY IN ACTION		
Leadership	Teaching Practice	School Culture
Coherence Making: Focusing Direction; Cultivating Collaborative Cultures; Deepening Learning; Securing Accountability.	Instruction & Intervention: Curriculum; Teaching Skills; Assessment; Intervention	Learning Environments & Learning Culture: Professional attitudes; Focus on students; Inclusive environments; Collaboration
BISHOP ROUTHIER SCHOOL		
12 – Envisio Support – 3 Year Plan Completion (CC)	4– Supporting teacher collaboration – school visitation (BRS to GNS) (CC)	

EQUITY IN ACTION		
Leadership	Teaching Practice	School Culture
Coherence Making: Focusing Direction; Cultivating Collaborative Cultures; Deepening Learning; Securing Accountability.	Instruction & Intervention: Curriculum; Teaching Skills; Assessment; Intervention	Learning Environments & Learning Culture: Professional attitudes; Focus on students; Inclusive environments; Collaboration
GIFT LAKE SCHOOL		
3; 6 – Associate Issue management 17-19 Acting Principal (CC)	5 – Teacher and Professional Learning Community Support (CC) <ul style="list-style-type: none"> • PM Testing • School Discipline Policy 3-11; 14 – CTF Blitz (ML)	1; 12 – Associate CIF Project – Mural painting 13 – Community Christmas Dinner (SW) 17 – CTF Blitz Showcase Dinner (CC; ML; SW) 18 – Christmas Concert (CC) 19 – Staff Christmas Team Building (SW; CC)
GROUARD SCHOOL		
14 – Associate <ul style="list-style-type: none"> • Issue Management 		18 – Community Christmas Lunch (SW)
HILLVIEW SCHOOL		
6 – Associate Principal evaluation establishment meeting	12-13 – Supporting CTF Projects (ML)	18 – Christmas concert and community dinner (SW)
PADDLE PRAIRIE SCHOOL		
10 – Associate <ul style="list-style-type: none"> • Capital project update • Planning for ABED High School Redesign Site Visit 13 – Envision Support – Three-Year Planning (CC)	12 – Teacher Support (CC) <ul style="list-style-type: none"> • Levelled literacy intervention 	18 – Community lunch and Christmas Concert (ML)

EQUITY IN ACTION		
Leadership	Teaching Practice	School Culture
Coherence Making: Focusing Direction; Cultivating Collaborative Cultures; Deepening Learning; Securing Accountability.	Instruction & Intervention: Curriculum; Teaching Skills; Assessment; Intervention	Learning Environments & Learning Culture: Professional attitudes; Focus on students; Inclusive environments; Collaboration
SUSA CREEK SCHOOL		
6- Envisio Support – Three-Year Planning (CC) 12 – School Council Meeting (SW) 13 – Supporting Teacher Interviews (CC)	6-7 – Classroom observations and supports (CC) <ul style="list-style-type: none"> Differentiation in the Classroom 	

PROFESSIONAL LEARNING
11 – Regional Principals’ Meeting <ul style="list-style-type: none"> Envisio – Three-Year Planning & Land-Based Learning Proposals Team Building

Project Highlight – Implementing the Numeracy Framework in Area 1

LINKS TO NSD EDUCATION BUSINESS PLAN 2017-2020	
<p>Outcome Statement:</p> <p>Northland School Division students are strong in identity, healthy and successful.</p>	<p>Goal 1.5: Develop and implement a K-12 Numeracy Framework with a focus on three drivers: leadership, teaching practice and school culture.</p>
	<p>Project Description:</p> <p>This project is intended to implement the NSD K-12 Numeracy Framework in Area 1 schools, aimed at strengthening instructional practice to enhance learning and achievement for all students in math and numeracy. Area 1 schools include Bishop Routhier School, Hillview School, Gift Lake Community School, Grouard Northland School, Paddle Prairie School, and Susa Creek School.</p>

SCOPE

- Build awareness and understanding of the K-12 Numeracy Framework
 - Year One: Building An Understanding for Quality Core Instruction
 - Year Two: Building An Understanding for Intervention
 - Year Three: Review & Adjust Practice
 - Year Four: Implementation & Monitoring
 - Year Five: Implementation & Monitoring
- Building a Math communities
- Data analysis of 2017-2018 student achievement results from Grade 6 and 9 PATs, Grade 12 Diploma's, and 6-12 Cat-4s to establish baseline data and to strengths and gaps in learning/instruction.
- Annual analysis of data to guide continuous improvement.

YEAR ONE: BUILDING UNDERSTANDING FOR QUALITY CORE INSTRUCTION

August 2018	<ul style="list-style-type: none"> • Backwards by Design with Irene Heffel – August 26, 2018 <ul style="list-style-type: none"> – Prioritized Curriculum – Components of a Unit Build (Student friendly 'I' Statements; Academic Vocabulary Walls; Summative Assessment)
October 2018	<ul style="list-style-type: none"> • Division Principals' Meeting – October 10, 2018 <ul style="list-style-type: none"> – Setting the context: numeracy in Alberta; equity education – Exploration of K-12 Unit Build Exemplars
November 2018	<ul style="list-style-type: none"> • Backwards by Design with Irene Heffel Con't – November 26, 2018 <ul style="list-style-type: none"> – Creating performance Tasks – Identifying lessons (curriculum-based) to support performance tasks • Data Dives for Principals
January 2019	<ul style="list-style-type: none"> • Jim Knight Instructional Coaching – Area 1 Learning Team <ul style="list-style-type: none"> – January 9, 2019; January 28-29, 2019 • Introduce NSD K-12 Numeracy Framework <ul style="list-style-type: none"> – Area 1 Principals' Meeting – January 17, 2019 – Area 1 Teacher Collaborative – January 25, 2019

<p>February 2019</p>	<ul style="list-style-type: none"> • Data Dives for Teachers <ul style="list-style-type: none"> – February 21, 2019 Gift Lake Community School – February 22, 2019 Paddle Prairie School – February 26, 2019 Susa Creek School – February 27, 2019 Grouard Northland School – February 28, 2019 Hillview School – March 1, 2019 Bishop Routhier School • Mathletics Webinar – February 20, 2019 <ul style="list-style-type: none"> – Mathletics Basics – Differentiating Instruction – Formative and Summative Assessment
<p>March 2019</p>	<ul style="list-style-type: none"> • Jim Knight Instructional Coaching – Area 1 Learning Team <ul style="list-style-type: none"> – March 6, 2019 • Community Math and Numeracy Engagement Dinners <ul style="list-style-type: none"> – March 25, 2019 Paddle Prairie – March 26, 2019 Gift Lake – March 27, 2019 Peavine – March 28, 2019 Grouard • Mathletics Webinar – March 28, 2019 <ul style="list-style-type: none"> – Mathletics Basics – Differentiating Instruction – Formative and Summative Assessment
<p>April 2019</p>	<ul style="list-style-type: none"> • Community Math and Numeracy Engagement Dinners <ul style="list-style-type: none"> – April 15, 2019 Susa Creek – April 16, 2019 Hillview • RTI at Work Institute <ul style="list-style-type: none"> – April 24-26, 2019
<p>May 2019</p>	<ul style="list-style-type: none"> • PLCs: Whole School Planning – Math & Numeracy (Cycles for Instruction, Data Collection and Professional Learning) <ul style="list-style-type: none"> – May 17, 2019 Paddle Prairie School – May 22, 2019 Gift Lake community School – May 28, 2019 Susa Creek School – May 29, 2019 Grouard Northland School
<p>June 2019</p>	<ul style="list-style-type: none"> • PLCs: Whole School Planning – Math & Numeracy (Cycles for Instruction, Data Collection and Professional Learning) <ul style="list-style-type: none"> – June 5, 2019 Bishop Routhier School – June 19, 2019 Hillview School • Principals' Meeting - Math & Numeracy Through a Cultural Lens: Hand Games <ul style="list-style-type: none"> – Part A: Hand Games Instruction & Participation – Part B: Building Exemplars – Division I to IV Math Strand Learner Activities



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

TO: THE BOARD OF TRUSTEES **Date:** January 18, 2019
SUBMITTED BY: Stuart Elle, Occupational, Health and Safety Manager
SUBJECT: OHS Gap Analysis report
ORIGINATOR: Stuart Elle, Occupational, Health and Safety Manager
REFERENCE(S) & ATTACHMENTS: OHS Gap Analysis - Fall 2018

RECOMMENDATION:
THAT the Board of Trustees receive as information the OHS Gap Analysis report, as presented.

BACKGROUND:
Stuart Elle, the Occupational Health and Safety Manager joined the division last fall. This report outlines his findings to date.

RISK ANALYSIS:
This report will identify issues of risk to the division, and will help reduce the overall risk, as well as information regarding the new OHS legislation.

OHS Gap Analysis- Fall 2018

Summary

Bill 30 – An Act to Protect the Health and Well-Being of Working Albertans introduced numerous changes to the Alberta Occupational Health and Safety Act, Regulation and Code. The changes reflect the first review of this legislation in 30 years, and an opportunity to bring Alberta OHS practices into alignment with other jurisdictions within Canada.

The updated legislation includes clearly defined responsibilities and duties for all levels of an organization, and includes the formal involvement of employees to ensure their awareness of hazards that affect their health and safety, and how to protect themselves from those hazards. Whether current policies and procedures fall short or require new policies and procedures, this will mean adjustments to employee responsibilities and expectations that require support by leaders across the Division.

This document identifies the new policies and procedures that Northland School Division requires to comply with the legislation, and which existing policies and procedures require updates to bring them into alignment with the legislation or best practices. This is not a comprehensive review of all compliance issues; it targets issues particularly relevant to the education sector or issues of potentially high risk. Neither is this an in-depth technical document; it aims to address in general terms what areas are of particular relevance to the Division and how to address those areas.

Stakeholder Engagement

For all areas addressed within this document, a key component is the development of a cohesive and comprehensive strategy to build stakeholder awareness through communication and engagement activities, and to provide coaching to stakeholders by the Safety Department.

Definitions Used Within This Document

Section 1 of the Alberta OHS Act (2018) defines the following terms.

“employer” means

- (i) a person who employs or engages one or more workers, including a person who employs or engages workers from a temporary staffing agency,
- (ii) a person designated by an employer as the employer’s representative, or
- (iii) a director or officer of a corporation or a person employed by the employer who oversees the occupational health and safety of the workers employed by the corporation or employer;

“harassment” means any single incident or repeated incidents of objectionable or unwelcome conduct, comment, bullying or action by a person that the person knows or ought reasonably to know will or would cause offence or humiliation to a worker, or adversely affects the worker’s health and safety, and includes

- (i) conduct, comment, bullying or action because of race, religious beliefs, colour, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status, gender, gender identity, gender expression and sexual orientation, and
- (ii) a sexual solicitation or advance,

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but excludes any reasonable conduct of an employer or supervisor in respect of the management of workers or a work site;

"health and safety program" means a co-ordinated system of procedures, processes and other measures that is designed to be implemented by organizations in order to promote continuous improvement in occupational health and safety;

"health and safety representative" means a worker representative designated under section 17;

"joint work site health and safety committee" means a committee established pursuant to section 16;

"supervisor" means a person who has charge of a work site or authority over a worker;

"violence", whether at a work site or work-related, means the threatened, attempted or actual conduct of a person that causes or is likely to cause physical or psychological injury or harm, and includes domestic or sexual violence;

"worker" means a person engaged in an occupation, including a person who performs or supplies services for no monetary compensation for an organization or employer and, for greater certainty, includes a self-employed person, but does not include

- (i) a student in learning activities conducted by or within an educational institution for which no compensation is paid to the student, or[...]

"work site" means a location where a worker is, or is likely to be, engaged in any occupation and includes any vehicle or mobile equipment used by a worker in an occupation.

Part 1 of the Alberta OHS Code (2018) defines the following terms.

"restricted space" means an enclosed or partially enclosed space, not designed or intended for continuous human occupancy, that has a restricted, limited or impeded means of entry or exit because of its construction;

"confined space" means a restricted space which may become hazardous to a worker entering it because of

- (a) an atmosphere that is or may be injurious by reason of oxygen deficiency or enrichment, flammability, explosivity or toxicity,
- (b) a condition or changing set of circumstances within the space that presents a potential for injury or illness, or
- (c) the potential or inherent characteristics of an activity which can produce adverse or harmful consequences within the space;

Joint Work Site Health and Safety Committees & Representatives

Requirements

Part 3 of the OHS Act details the requirements for establishment of joint work site health and safety committees (JWHSC) at work sites of 20 or more workers with at least four members, at least half of whom are workers, or selection of health and safety representatives (work sites with 5 to 19 workers).

- JWHSC members and representatives are to receive 16 hours of approved training respecting their duties and functions.
- The JWHSC must meet at least quarterly to carry out its duties and functions.
- The health and safety representative will meet regularly with the employer to discuss health and safety matters.
- It is the duty of the JWHSC to conduct site safety inspections prior to each quarterly meeting.
- The JWHSC members and representatives hold office for a term of not less than one year and may continue to hold office until their successors are selected or appointed.

Current Situation

The existing Central Office Health and Safety Committee discussed the requirements in spring 2018.

Alberta Labour has not yet finalized training curriculum nor authorized JWHSC and representative training beyond a free two-hour online introductory course. Some initial discussion among northern Alberta school divisions and post-secondary institutions has taken place to support local training authorization specifically for the education sector.

JWHSC committees and representatives are not currently in place.

Recommendations

1. Form committees and select representatives as required in the OHS Act.
 - a. Based on the staff head count provided by Human Resources, the following schools and sites will require a JWHSC: Athabasca Delta Community School, Anzac-Bill Woodward, Gift Lake School, Mistassiniy School, St. Theresa School and the Division Office.
 - b. Each of the remaining schools will require the selection of a worker (who is not an Administrator) to act as the Health and Safety Representative for the school.
2. Restructure the existing Central Office Health and Safety Committee as the Division Health and Safety Oversight Committee to collect information from and disseminate information to school JWHSC and representatives. This includes reviewing new and updated policy and procedures before sharing them to the site committees and representatives for review and comment.
3. Develop a plan to train and support committees and representatives.

Alberta OHS Program

Requirements

Section 37 of the OHS Act states "An employer who employs 20 or more workers shall establish [...] a health and safety program". The health and safety program requires elements that include:

- a) a health and safety policy;

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- b) hazard assessments;
- c) emergency response plans;
- d) statement of responsibilities for the employer, supervisors, and workers;
- e) schedule and procedure for work site inspections;
- f) coordination and monitoring of work site health and safety programs with multiple employers;
- g) health and safety orientations and training;
- h) procedures for investigating incident, injuries, and refusals to work;
- i) procedures for worker participation in work site health and safety, including inspections and investigations; and
- j) procedures for reviewing and revising the OHS program;
- k) any elements set out in the regulations.

Current Situation

The health and safety policy, emergency response plans and statement of responsibilities for the employer, supervisors, and workers are in place, but require revision to meet the Code requirements. The remaining elements do not exist or are undocumented as a formal process.

Working alone and fall protection requirements are part of the additional elements set out in the regulations and addressed later in this document.

Recommendations

1. Review and update existing policies and procedures applicable to the OHS program.
2. Create policies and procedures to meet the program requirement for missing elements and undocumented processes.

Hazard Assessments

Requirements

Hazard assessments are required under the OHS Act as part of a health and safety program. Part 2 of the OHS Code requires that the employer assess work sites to identify existing and potential hazards, and report on the results of the hazard assessments and methods to control or eliminate the hazards. The employer "must also involve affected workers in the hazard assessment and in the control or elimination of the hazards identified."

Current Situation

The Division does not currently have a record of hazard assessments completed, nor does the Division have a procedure for the creation and review of hazard assessments.

Recommendations

1. Create draft hazard assessments based on job descriptions.
2. Review and approval of draft assessments by the Division Health & Safety Oversight Committee.
3. Supported review of draft assessments at the site level with JWHSCs and representatives through the Safety Department.
4. Create an annual review and acknowledgement process that includes all employees.

Confined Spaces

Requirements

Part 5 of the OHS Code has extensive requirements that include a written code of practice, hazard assessments, training, an entry permit system, emergency response, and tending worker.

Current Situation

There is currently no inventory of restricted and confined spaces within Division buildings. There are no documented hazard assessments, written procedures, hazard assessments nor training records for confined spaces within the Division.

Recommendations

1. Conduct an inventory of restricted and potential confined spaces within Division buildings.
2. Base on the inventory, conduct hazard assessments for each identified restricted and potential confined space to document the hazards and controls necessary for access. In the case of potential confined spaces with atmospheric hazards, conduct testing to confirm and document the hazard (other than visible molds and dust). Classify potential confined spaces as restricted space or confined space based on the hazard assessment and testing.
3. Mount appropriate signage at the access point(s) to restricted and confined spaces.
4. Decide if the Division will develop a confined space program or select a contractor for confined space work.

Emergency Preparedness and Response

Requirements

Part 7 of the OHS Code requires the employer establish an emergency response plan for responding to an emergency that may require rescue or evacuation, plan development must involve affected workers, and ensure the plan is current. The emergency response plan must include the following:

- (a) the identification of potential emergencies;
- (b) procedures for dealing with the identified emergencies;
- (c) the identification of, location of, and operational procedures for emergency equipment;
- (d) the emergency response training requirements;
- (e) the location and use of emergency facilities;
- (f) the fire protection requirements;
- (g) the alarm and emergency communication requirements;
- (h) the first aid services required;
- (i) procedures for rescue and evacuation;
- (j) the designated rescue and evacuation workers.

This does not address best practices specific to school emergency response, nor does it cover Division-level activity needs such as emergency transportation needs, communication to the community, and business continuity.

Current Situation

The emergency response administrative procedure does not address specific local or Division-level responsibilities and duties during an incident.

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The current crisis response template is dated and does not meet best practices for schools. Plans submitted by the schools do not meet the legislative or AP requirements.

There is no Division-level emergency response plan to support schools during an incident.

Recommendations

1. Update the emergency preparedness and response administrative procedure.
 - a. Require that one evacuation drill and one lock-down drill are observed by the Safety Department annually to ensure proper practices are implemented, and areas for improvement are identified and acted upon.
2. Update the emergency preparedness and response template to incorporate best practices.
3. Develop a Division-level emergency response plan to support school incidents.
4. Identify and provide a minimum level of emergency response resources for each school.

Fall Protection

Requirements

Part 9 of the OHS Code details general protection, fall protection plan, training and equipment requirements that combine a range of engineering, administrative, and PPE controls. Control zones are an administrative control described in Section 161 applicable to flat or near flat roofs.

Current Situation

There are no documented hazard assessments, written procedures, hazard assessments, nor training records for fall protection within the Division.

Recommendations

1. Conduct working from heights hazard assessments for each site or piece of equipment where work above 3 meters may occur.
2. Based on the working from heights hazard assessments identify workers that may perform work at height and proceed with developing work procedures and organizing training.

First Aid

Requirements

Part 11 (and Schedule 2) of the OHS Code details the number of trained first aid providers, supplies, and facilities required on the work site. The normal transportation time to a primary care facility and the number of workers on site are the determining factor for number of first aid providers, supplies, and facilities.

Current Situation

Currently, schools and departments can request first aid training from the Safety Department, but there is no formal requirement for number of first aid responders at each school or work site beyond the minimums set in Schedule 2 of the OHS Code. This practice does not account for the number of

students, nor does it account for injuries requiring first aid that may occur as part of field trips or evacuations.

Recommendations

1. Create a formal policy for the number of first aid responders at each school or work site.
2. Provide additional first aid resources for field trips and emergency response.

Violence and Harassment

Requirements

Part 27 of the Code has undergone significant changes. An employer is required to have violence and harassment prevention plans that include a policy and procedures that must meet specific requirements for reporting, notifications, investigations, and other actions as required by the Code.

If an employer is aware that a worker is or is likely to be exposed to domestic violence at a work site, the employer must take reasonable precautions to protect the worker and others at the work site.

Violence and harassment incidents with the potential to result in serious injury require the employer to conduct an investigation and prepare a report, and maintain a copy of the investigation report for two years.

Current Situation

Workplace Violence (AP 176) policy exists as a draft, and the existing draft requires revisions to meet the Code requirements. Discrimination and Harassment (AP 170) policy requires revision to meet Code requirements. There is language crossover between the two documents that may lead to confusion.

Recommendations

1. Complete the revision and review of AP 176 Workplace Violence.
2. Revise AP 170 Discrimination and Harassment to meet the OHS Code requirements.
3. Develop and deliver training for staff to meet the requirements of the OHS Code.

Working Alone

Requirements

Part 28 of the OHS Code stipulates that if a worker is working alone, and assistance is not readily available in an emergency, injury, or illness, the employer must provide an effective communication system that includes regular contact at appropriate intervals. If a communication system is not practical, the employer or designate must check on the worker at intervals appropriate to the associated hazards.

Current Situation

The Division has a working alone policy (AP 405), and has engaged a call answering service to act as point of contact for workers that are working alone. The call service metrics do not indicate significant use by Division employees.

There is no evidence that the required hazard or risk assessments are completed. A response procedure to a failed or overdue contact situation does not exist.

Recommendations

1. Conduct a review of the current communication system and possible alternates to address potential hazards.
2. Develop supporting documentation to facilitate the working alone hazard and risk assessment.
3. Develop a response procedure for a failed or overdue contact situation that includes a communication plan to notify emergency services, contact's supervisor, and designated Division staff for response.

Workplace Hazardous Materials Information System

Requirements

Part 29 of the OHS Code requires that workers receive training on handling, storage, and spill response, and the employer ensures safety data sheets with the latest information are available and that appropriate labels appear on containers of hazardous materials.

Current Situation

Any chemicals purchased prior to 2016 will likely not have the proper labelling.

WHMIS 2015 is a required part of the PublicSchoolWORKS training suite for employees. Not all employees have NSD email accounts, or regularly access their emails accounts, to complete the training.

Recommendations

1. Update AP160 Appendix A and AP 545 to meet the OHS Code requirements and clarify responsibilities for hazardous materials management.
2. Conduct a chemical inventory at each site and identify which chemicals require new labels.
3. From the chemical inventory update or complete the physical SDS records at each site.
4. Identify and implement alternate methods for delivery of WHMIS training to ensure workers without computer access have the proper training.⁷

REFERENCED

Alberta OHS Act, Regulation and Code 2018



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

TO: THE BOARD OF TRUSTEES **Date:** January 18, 2019
SUBMITTED BY: Lorraine Cardinal-Roy, Director of First Nation, Metis and Inuit Learner Success
SUBJECT: Indigenous Languages in Education Grant Proposals
ORIGINATOR: Lorraine Cardinal-Roy, Director of First Nation, Metis and Inuit Learner Success
REFERENCE(S) & ATTACHMENTS: Grant Proposal Summary
Letter to Alberta Education

RECOMMENDATION:

THAT the Board of Trustees receive as information the Indigenous Languages in Education Grant Proposals as presented.

BACKGROUND:

RISK ANALYSIS:

The Indigenous Languages in Education (ILE) grant program is one-time funding over 2 years to facilitate Indigenous language and culture programs. To qualify Provincial school jurisdictions and post-secondary institutions are required to partner with First Nations, Métis or Inuit communities and/or organizations. There are two different grant categories:

1. **INSTRUCTOR DEVELOPMENT:** Up to \$285,000 annually for Instructor Development. We submitted two proposals under this category in partnership with KTCEA.
2. **RESOURCE DEVELOPMENT:** Up to \$50,000 annually for resource development (competitive). There is a maximum of two approved projects per organization. We submitted two proposals under this category in partnership with KTCEA.

INSTRUCTOR DEVELOPMENT PROPOSAL: CILLDI COHORT PROPOSAL

NSD and KTCEA APPLIED FOR THE ANNUAL MAXIMUM OF \$285,000.

- KTCEA and NSD proposed to partner with the Faculty of Education and the Canadian Indigenous Languages and Literacy Development Institute (CILLDI) at the University of Alberta so language instructors can earn academic more credits towards certification.
- The grant would provide bursaries for a cohort of 15 individuals to attend CILLDI in the summer and also receive online courses during the school term. Within 14 months, this cohort will have completed the 6 courses or 18 credits giving them a certificate and potentially 18 credits towards a Bachelors of Education program.
- Grant would be used to cover tuition, travel, accommodation, technical support, release time during online training and online instructor costs.
- In the past, a handful of language instructors and a few teachers received bursaries to attend CILLDI, however these have not been enough to meet our needs.
- With this cohort KTCEA and NSD will be able to expand our capacity for quality Dene and Cree language education in the north.

INSTRUCTOR DEVELOPMENT PROPOSAL: ACCREDITED PROFESSIONAL DEVELOPMENT PROGRAM FOR LANGUAGE INSTRUCTORS

NSD AND KTCEA APPLIED FOR THE ANNUAL MAXIMUM OF \$285,000.

- NSD and KTCEA proposed a formal training program that augments the Professional Development services already offered to Cree and Dene instructors so they can earn university credits.
- The NSD/KTC Accredited Professional Development for Language Instructors will occur for 5 months of the year (in April, May, September, October, and November).
- By attending a total of 10 – 40 hour intensive weeks spaced out over a period of two years Language Instructors will have the opportunity to earn 30 credits towards certification.
- NSD and KTCEA provide opportunities for university teachers to provide their existing Bachelor of Education courses in condensed 40 hour formats. Some university instructors only teach during one session and others have weeks free during exams, reading week or vacation periods.
- It is anticipated attendance in post-secondary training will encourage:
 - Perusal of certification,
 - A greater level of retention of Cree and Dene Language Instructors
 - Increase the number of community-based certified Indigenous Language Teachers.

*****NOTE: THESE TWO PROPOSALS WORK WELL TOGETHER AS THERE ARE NO TIME CONFLICTS.**

RESOURCE DEVELOPMENT PROPOSAL: CREE AND DENE INSTRUCTORS CREATING THEIR OWN RESOURCES

LORRAINE CARDINAL-ROY
Director: FNMI Learner Success

NSD AND KTCEA APPLIED FOR THE ANNUAL MAXIMUM OF \$50,000.

- Through our interactions during past Professional Development gatherings it became increasingly evident that language instructors knew best what resources effectively serves the students in their classrooms
- This grant would be used for the production, printing and distribution of Cree and Dene language teaching kits (based on input from language instructors). Time will be allotted to collaborate with instructors during existing Professional Development days in 2019 and 2020.
- Essentially these kits will provide language instructors with a host of resources such as:
 - Grade level language instruction manuals
 - An instructor's resource guide (with local cultural history, legends, languages spoken in the community, common kinship terms, local spiritual beliefs and practices)
 - Classroom reading and writing exercises with worksheets
 - An assortment of word lists
 - A template to create a family tree
 - Games with 'how to' instructions
 - Songs in Cree and Dene
 - Large wall posters and charts
 - Audio tapes with local context and voices
 - Videos of Cree and Dene speakers
 - Pre-arranged PowerPoint Presentations
- This will be an excellent tool for existing instructors and for orientation of new instructors.

RESOURCE DEVELOPMENT PROPOSAL: SYLLABICS AND SOUNDS BUILDING BLOCKS**NSD AND KTCEA APPLIED FOR THE ANNUAL MAXIMUM OF \$50,000.**

- The Syllabics and Sound Building Blocks will provide Cree and Dene language teachers with a teaching tool that attracts children's attention and inspires learner exploration.
- This project involves creating two different sized sets of wooden building blocks that colorfully illustrate culturally relevant images, syllabic symbols and their corresponding sounds.
- Funds will cover syllabics research, label designs, materials, labor, packaging and distribution.
- Two sets will be supplied to each Cree and Dene language classrooms in NSD where there are 20 instructors and in KTCEA where there are 6 language instructors. Sets will also be provided for NSD and KTCEA administration offices.
- One set will include the syllabic symbols and sounds on 2"x2" building blocks which young children can easily stack or line up to create simple Cree or Dene words. Another set will be a larger version (4"x4") to assist language instructors demonstrating for groups in classrooms how sounds and syllabic symbols correlate.
- These tools will be especially beneficial in the Early Childhood Education years and during the primary grades because they build a foundation of familiarity.
- As learning grows, Indigenous language students will be able to test their knowledge by lining up blocks into new words and turning the blocks around to find the corresponding syllabics.

*****NOTE: MOST OF THE WORK TO DESIGN AND CONSTRUCT WILL BE CONTRACTED OUT.**



December 18, 2018

Grant Manager
 Indigenous Languages in Education
 Alberta Education
 44 Capital Boulevard
 Edmonton, AB T5J 5E6

Dear Grant Manager:

RE: Submission of Four Proposals for Indigenous Languages in Education Grants

Northland School Division No. 61 (NSD) is excited to submit the attached four proposals that focus on the purpose of revitalizing Cree and Dene Indigenous languages. To supplement the separate proposals, an Integrated Timeline has been attached to demonstrate the feasibility of all four projects occurring simultaneously and cohesively.

ILE Stream - Teacher/Instructor Development

The following two proposals are closely interlinked because together they build on Professional Development activities to give language instructors "access to existing language instruction programs and encourage the "development of bridging Indigenous language programs towards a Bachelor of Education". The combination of these two proposals will afford participants to work as instructors and earn 39 credits towards a Bachelors of Education in 2 years.

Proposal 1:

In partnership with Kee Tas Kee Now Tribal Council Education Authority, NSD is submitting a proposal entitled "Accredited Professional Development Program for Language Instructors". This is an ambitious undertaking where our existing Professional Development programs for Language Instructors will be expanded in frequency and length so participants can make greater strides toward earning teaching certification.

Proposal 2:

In partnership with the University of Alberta and Kee Tas Kee Now Tribal Council Authority, NSD is submitting a proposal entitled "Indigenous Language Teachers' CILLDI Cohort". This proposal builds upon the positive experiences some of our Language Instructors reported regarding taking summer classes and online courses through the University of Alberta's, Canadian Indigenous Languages and Literacy Development Institute (CILLDI) program. The grant will be used to create another cohort of 15 instructors who did access this stepping stone to earn a teaching certificate in the past.

.../2

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Grant Manager
December 18, 2018

ILE Stream - Resource Development

The following two programs are especially exciting because we will use additional Professional Development gatherings to developed resources that teach Indigenous languages in early childhood education and K-12 classrooms with the assurance that these resources involve language teacher involvement making them regionally and culturally relevant.

Proposal 3:

In partnership with Kee Tas Kee Now Tribal Council Education Authority, NSD is submitting a proposal entitled "**Cree and Dene Instructors Creating Their Own Resources**". This proposal will use grant funding to explore Cree and Dene language instructors needs and wants to create regionally specific Teacher Kits. These kits will include a host of resources such as instruction manuals, classroom worksheets, word lists, 'how to' instructions for games, wall posters, charts and audio tapes of local speakers. Over two years, with the support of this grant to cover the costs of design and printing our unique resources can become reality.

Proposal 4:

In partnership with Kee Tas Kee Now Tribal Council Education Authority, NSD is submitting a proposal entitled "**Syllabics and Sounds Building Blocks**". This project involves creating sets of wooden building blocks for each school that colorfully illustrate culturally relevant images, syllabic symbols and their corresponding sounds. Grant funding will enable the purchase of materials and designs, hiring of labor to assemble sets of building blocks and distribution to each language instructor working with NSD and KTCEA.

Thank you for the opportunity to apply for these Indigenous languages education grants. They align with Northland School Division's outcome statement "*NSD is a leader for Indigenous education excellence.*"

Sincerely,



Gord Atkinson
Superintendent of Schools
Northland School Division No. 61

c: Lorraine Cardinal-Roy, Director of First Nations, Métis and Inuit Learner Success

Attachments (5)

**Indigenous Languages in Education
Conditional Grant Proposal
Teacher/Instructor Development Stream**

**ACCREDITED
PROFESSIONAL DEVELOPMENT
PROGRAM
FOR LANGUAGE INSTRUCTORS**

Submitted by

Northland School Division No. 61 (NSD)

and

Kee Now Tribal Council Education Authority (KTCEA)



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I. Project Purpose

INTRODUCTION TO THE PROBLEM

Talented, fluent Cree and Dene language teachers are scarce which creates a crisis in teacher recruitment and retention in northern Alberta. In many cases, our community members are Cree and Dene instructors are not certified. Accessing opportunities to earn university level programs to become certified is difficult because working in insolated northern environments means travelling south to earn academic credits is challenging. Many employed Indigenous Language Instructors are also challenged with fulfilling multiple non-teaching roles in their schools, teaching without enough formal training and teaching without adequate material resources. Often certified language teachers leave the profession in their years because of complexities meeting curriculum requirements. This profession is still developing.

Designing and implementing education for Cree and Dene Language Instructors is no easy task. However, it is extremely important to encourage more interest, to help them build their expertise and to validate the value of their contribution to our schools, learners and their communities. We are convinced there is a need to expand our Professional Development for Cree and Dene Language Instructors to become an accredited program.

SOLUTION 1: OFFER AN ACCREDITED PROFESSIONAL DEVELOPMENT PROGRAM FOR LANGUAGE INSTRUCTORS

Northland School Division No. 61 and Kee Tas Kee Now Tribal Council (KTC) is pleased to submit this proposal to coordinate an accredited, formal training program that is designed to create more stepping stones for Cree and Dene Language Instructors to earn certification. The key to this program is accreditation. The purpose of the program is to attract new Language Instructors and ensure instructors without formal training, who are interested in staying in their communities, are provided with opportunities to advance towards teacher certification.

This training program would augment the Professional Development services already offered to Cree and Dene instructors. The NSD/KTC Accredited Professional Development for Language Instructors will occur for 5 months of the year (in April, May, September, October, and November). By attending a total of 10 intensive weeks of our Cree and Dene instructors would be able to study together and earn university credits. In summary, a Language Instructors will have the opportunity to earn 30 credits attending are ten 40 hour intensives spaced out over a period of two years.

SOLUTION 2: LANGUAGE INSTRUCTORS EARN UNIVERSITY CREDITS

This ambitious plan will be achieved by bringing Language Instructors together. They all have similar experiences, language fluency, cultural backgrounds and ambitions to become certified.

To complete a Bachelors in Education at the University of Alberta a student is required to complete 120 credits (60 credits must be earned at the University). Blue Quills offers a Bachelor of Education (B.Ed.) Transfer Program which allows students to earn up to 60 credits toward their

degree. By working with instructors from Blue Quills, Language Instructors will have the opportunity to build credits towards university entrance while maintaining their employment and without upsetting family or community obligations.

Some NSD and KTC Language Instructors will also be able to combine the Accredited Professional Development Program for Language Instructors with the University of Alberta's CILLDI program. This will give them the opportunity to earn more credits with summer classes and online training.

II. Organization's Role in the Project

NORTHLAND SCHOOL DIVISION No. 61 (NSD)

Northland School Division No. 61 (NSD) is a northern Alberta school division serving over 2500 students in 20 public schools. Located in the expansive northern half of Alberta, 95-98 percent of NSD's student population are of First Nation or Métis heritage. They attend NSD schools from kindergarten to grade 12. To respond to a diverse student population NSD offers languages and cultural content from both Cree and Dene communities in the curriculum. In many areas, Cree is a community language spoken by large majorities and is taught in schools through our second-language programming. Although Cree is one of the least endangered Indigenous languages its use has declined dramatically. The numbers of Dene able to fully communicate in their inherent language has also seen a steady decline.

NSD currently offers Professional Development days for Cree and Dene Language Instructors. The participants recognize these opportunities as very valuable but they do not receive accreditation for attending. By coordinating our Professional Development efforts with a post-secondary institution and expanding the number of hours we will be able to offer an Accredited Professional Development for Language Instructors. In ten weeks over two years NSD and its partners can begin to rectify the problem of teacher shortages and retention issues in the region.

III. Partners / Participants in the Project

The following partners will enable the establishment of an Accredited Professional Development Program for Language Instructors. With collaboration and the enrichment of Cree and Dene languages will reach Northland School Division schools and Kee Tas Kee Now Tribal Council Education Authority schools and communities.

KEE TAS KEE NOW TRIBAL COUNCIL EDUCATION AUTHORITY (KTCEA)

The Kee Tas Kee Now Tribal Council Education Authority oversees education at Loon River First Nation (Clarence Jaycox School), Whitefish Lake First Nation (Atikameg School), Woodland Cree First Nation (Cadotte Lake School), Peerless (peerless Lake School) Trout (Kateri School) First Nation #478, and Lubicon Lake Band (Little Buffalo School). KTC is very interested in helping their Education Assistants and Indigenous Language Teachers become certified.

There is already an existing partnership agreement between Kee Tas Kee Now Tribal Council (KTC)

and Northland School Division No. 61 (NSD). The two organizations have established they will work together to improve educational opportunities and outcomes for students attending their First Nations schools and NSD schools. Past projects with KTC have proven to be very valuable and successful. This proposal builds on the cohesive relationship that has ensued from our well-established relationship.

Kee Tas Kee Now Tribal Council Education Authority will collaborate with Northland School Division No. 61's Director of First Nations, Metis, Inuit Learner Success who will lead this project's administration, coordination and financial management.

IV. Potential Post-Secondary Institutions to Facilitate Training

At these accredited professional development weeks, we will offer opportunities for university teachers to provide their existing Bachelor of Education courses in condensed 40 hour formats. Some university instructors only teach during one session and others have weeks free during exams, reading week or vacation periods.

BLUE QUILLS UNIVERSITY

Blue Quills is a founding member of the First Nations Adult and Higher Education Consortium. They have attained University status and have partnered with other Indigenous institutions and programs to increase opportunities for learning in an Indigenous learning environment. Blue Quills University has recently designed a Cree Language Program that responds to the need for effective strategies in language revitalization within Alberta. This program offers opportunities to explore second language acquisition methodologies and improve literacy in Standard Roman Orthography and Syllabics. The program also improves students' level of fluency, their understanding of Cree grammar, their ability to teach Cree literacy and development of skills in lesson planning.

UNIVERSITY OF ALBERTA

At the University of Alberta, the Faculty of Education, the Faculty of Arts and the Faculty of Native Studies each offer courses an Indigenous Languages Instructor would benefit from. For example there courses in curriculum, classes that provide instruction for Indigenous languages education, courses in community linguistics and Native Studies offers indigenous languages classes. A perusal of all these programs would give NSD and KTC a variety of courses that maybe adapted to fit the intensive approach of the Accredited Professional Development Program for Language Instructors. Then there is the Canadian Indigenous Languages and Literacy Development Institute (CILLDI) – which offers an intensive annual summer school for Indigenous language activists, speakers, linguists, and teachers. CILLDI has worked with NSD and KTC in the past and offers an Indigenous Languages Instructor Certificate (IIC). There is potential there to identify courses that compliment this program.

V. Activities Dates/Timelines/Milestones

PROGRAM PLANNING AND PREPARATIONS

PLANNING, COORDINATION AND FACILITATION PLANNING	
MONTH	ACTIVITY
FEBRUARY 2019	Coordinate Planning Meetings (NSD, KTC & Post-Secondary Institutions) to: <ul style="list-style-type: none"> • Identify courses to be compressed into 5 - 1 week intensives for 15 credits in 2019 • Identify qualified instructors able to offer the accredited courses • Contract instructors for each PD week
MARCH 2019	<ul style="list-style-type: none"> • Identify and register cohort members. • Distribute calendar to schools. • Arrange training facilities and accommodations etc.
APRIL & MAY 2019	<ul style="list-style-type: none"> • Coordinate 2 – 1 week intensives for Language Instructors
SEPTEMBER, OCTOBER & NOVEMBER 2019	<ul style="list-style-type: none"> • Coordinate 3 – 1 week intensives for Language Instructors.
JANUARY 2020	<ul style="list-style-type: none"> • With gathered questionnaires, instructor interviews and cohort member interviews evaluate the project.
FEBRUARY 2020	Prepare and submit yearend report to granting agency. Coordinate Planning Meetings (NSD, KTC & Post-Secondary Institutions) to: <ul style="list-style-type: none"> • Identify courses that can be compressed into 5 - 1 week intensives for 15 credits in 2020. • Identify qualified instructors able to offer the accredited courses • Contract instructors for each PD week
MARCH 2020	<ul style="list-style-type: none"> • Distribute calendar to schools. • Arrange training facilities and accommodations etc.
APRIL & MAY 2020	<ul style="list-style-type: none"> • Coordinate 2 – 1 week intensives for Language Instructors
SEPTEMBER, OCTOBER & NOVEMBER 2020	<ul style="list-style-type: none"> • Coordinate 3 – 1 week intensives for Language Instructors.
JANUARY 2021	<ul style="list-style-type: none"> • With gathered questionnaires, instructor interviews and cohort member interviews evaluate the project.
FEBRUARY 2021	<ul style="list-style-type: none"> • Prepare and submit project end report to granting agency.

TIMETABLES FOR INDIGENOUS LANGUAGE PROFESSIONAL DEVELOPMENT

ACCREDITED PROFESSIONAL DEVELOPMENT WEEKS					
CREDITS	2019	ACTIVITY	CREDITS	2020	ACTIVITY
	FEB/MARCH	COORDINATION		FEB/MARCH	REPORTING
3	APRIL	PD WEEK 1	3	APRIL	PD WEEK 1
3	MAY	PD WEEK 2	3	MAY	PD WEEK 2
SUMMER BREAK					
3	SEPTEMBER	PD WEEK 4	3	SEPTEMBER	PD WEEK 3
3	OCTOBER	PD WEEK 5	3	OCTOBER	PD WEEK 4
3	NOVEMBER	PD WEEK 6	3	NOVEMBER	PD WEEK 5
	DECEMBER	PROJECT REVIEW		JANUARY	PROJECT EVALUATION
15	TOTAL CREDITS		15	TOTAL CREDITS	

EXAMPLE OF ACTIVITIES DURING ONE WEEK ATTENDING ACCREDITED PROFESSIONAL DEVELOPMENT FOR LANGUAGE INSTRUCTORS			
DAYS	ACTIVITY	MEETING TIMES	ACCREDITED HOURS
Day 1 - Sunday	Travel Time	All day	0
Day 2 - Monday	Presentations/Workshops	8 am – 5 pm	8 hrs.
Day 3 - Tuesday	Presentations/Workshops	8 am – 5 pm	8 hrs.
Day 3 - Tuesday	Evening Presentation	6 pm- 8 pm	2 hrs.
Day 4 - Wednesday	Presentations/Workshops	8 am – 5:00 pm	8 hrs.
Day 4 - Wednesday	Evening Presentation	6 pm – 8 pm	2 hrs.
Day 5 - Thursday	Presentations/Workshops	8 am – 5:00	8 hrs.
Day 6 - Friday	Wind up session and travel home	8 am – 12 noon	4 hrs.
TOTAL HOURS PER WEEK			40 hrs.

VI. Target Groups/Primary Beneficiaries

INDIGENOUS LANGUAGE TEACHERS

The primary target group and beneficiaries of this project is a group of Cree and Dene Language Instructors. We have observed that a few instructors are currently participating in the CILLDI program but many missed the opportunity because they did not receive bursaries. There are also a number of Cree and Dene individuals who are interested in becoming Language Instructors but need encouragement to build their teaching confidence.

This grant opens a doorway for more instructors' to access credits that give them the greater potential to get teacher certification. The team approach and tuition free component is a strong incentive for new language instructors, teaching assistants and existing language instructors to eagerly sign up.

The team Building advantage of a Language Instructors will last for years and flow into the classrooms. By working together the Language Instructors will form a cohesive network, share their knowledge of classroom strategies, become very familiar with regional language differences and learn to incorporate new materials or technologies in the classroom.

It is anticipated that by working together Language Instructors attendance in post-secondary training will be encourage, there will be a greater level of retention of Cree and Dene Language Instructors and in the long run increase the number of community-based certified Indigenous Language Teachers.

By combining existing post-secondary training opportunities (such as the CILLDI program at the University of Alberta) with the series of weeks provided by the Accredited Professional Development for Language Instructors Program, the Language Instructors will be able to fast track their accumulation of credits for teacher certification.

VII. Performance Measures/Indicators of Success

At the end of each year of the Accredited Professional Development for Language Instructors, an in-depth questionnaire will be administered. This will provide the project administrators with the results of two questionnaires.

Also, at the end of each year, interview meetings with facilitators and cohort members will be conducted to evaluate how the content is transferable into their community experiences.

The total number of credits awarded to members of the Language Instructors is another measure.

VIII. Budget Breakdown

The two most important expenses in funding an Accredited Professional Development Program for Language Instructors is providing attractive Trainer Fees and providing for both the facilitator and Language Instructors travel expenses.

BUDGET			
ACCREDITED PROFESSIONAL DEVELOPMENT PROGRAM FOR LANGUAGE INSTRUCTORS			
10 WEEKS OVER 2 YEARS (FOR 30 CREDITS TOTAL)			
<i>Expense Description</i>	<i>Expense Amount</i>		<i>Expense Amount</i>
	<i>Year 1</i>	<i>Year 2</i>	<i>Total</i>
1. FACILITY RENTAL*	\$4000	\$4000	\$6000
3. PD TRAINER FEES*	\$31,500	\$31,500	\$63,000
4. COHORT EXPENSES*	\$240,000	\$240,000	\$480,000
6. TRAINER EXPENSE*	\$4000	\$4000	\$8000
4. ADMIN FEES*	\$2250	\$2250	\$6500
5. CONTINGENCY*	\$3250	\$3250	\$6,500
TOTAL EXPENSES	\$285,000 (Year 1)	\$285,000 (Year 2)	\$570,000 (Total)

NOTES:

- * FACILITY RENTAL IS BASED UPON \$400/DAY WITH PRESENTATION TOOLS INCLUDED
- * TRAINER FEES ARE BASED ON \$500/DAY WITH \$200 EXTRA FOR EVENINGS
- * THE LANGUAGE INSTRUCTORS ATTENDS 10 FULL WEEKS TUITION FREE (5 WEEKS PER YEAR)
- * EXPENSES PER PERSON ESTIMATE - \$65/DAY MEALS, .51 CENTS/MILE. \$109+TAX HOTEL
- * ADMIN FEES COVER COSTS ASSOCIATED WITH COORDINATING, EVALUATING AND REPORTING
- * CONTINGENCY FEES ALLOW FOR TRAVEL EXPENSE AND/OR FACILITY RENTAL OVERAGES.

IX. Reporting

Project and financial reporting is required by Alberta Education for all conditional grant agreements.

Reports will be submitted on the following dates:

1. February 28, 2020 (Year 1 activities)
2. March 31, 2021 (Final Report) the final report will address:
 - the completed activities and outputs;
 - the results or outcomes of the project;
 - the lessons learned and any recommendations to inform future grants;
 - a plan for long-term sustainability (e.g. if planned activities are anticipated to continue beyond this agreement, how will they be funded?);
 - a financial statement report certified by a senior financial officer of the Grant Recipient to account for the funds provided for the project, including how funds were used for their intended purpose and if funds were not fully utilized, the plan for remaining funds; and
 - other information as deemed appropriate by the Grant Recipient.

X. Letter of Support



Kee Tas Kee Now Tribal Council Education Authority Ltd.

Box 360, Red Earth Creek, AB, T0G 1X0
ph: 780.649.3103 fax: 780.649.2841

December 12, 2018

Mr. Gord Atkinson,
Northland School Division No. 61

Dear Mr. Gord Atkinson;

Re: Letter Of Support for the "ACCREDITED PROFESSIONAL DEVELOPMENT PROGRAM FOR LANGUAGE INSTRUCTORS" Proposal

On behalf of Kee Tas Kee Now Tribal Council Education Authority Ltd. (KTCEA) please accept this letter as a formal commitment to the partnership with Northland School Division No. 61 within the project 'Indigenous Languages in Education Grant Program' through Alberta Education for the next two years (March 2019 through March 2021).

Kee Tas Kee Now Tribal Council Education Authority will collaborate with Northland School Division No. 61's Director of First Nations, Metis, Inuit Learner Success who will lead this project's administration, coordination and financial management. KTCEA will work with Northland School Division No. 61 to undertake the planned activities described and outlined in the Indigenous Languages in Education Grant Proposal Template (or Section E of the Grant Application). Northland School Division No. 61 will engage our community of language speakers, language experts, language teachers, education administration, band/community school(s) and Elders to ensure it is prepared to undertake the planned activities, achieve the stated milestones and adhere to expected timelines.

Northland School Division No. 61 will ensure the Indigenous Languages in Education program guidelines are followed for our organization and will provide appropriate coordination and support services, including project management; sharing of information; training; specialist and technical support; monitoring; compliance; evaluation and reporting. KTCEA will ensure that Northland School Division No. 61 is provided with the necessary inputs they require in order to complete the application/proposal, reporting requirements and/or any other outcome measures reporting related to the project.

By participating with Northland School Division No. 61 in the Indigenous Languages in Education Grant Program until March 2021, we will encourage greater efficiencies and economies of scale and will reinforce the ongoing efforts for collaboration and capacity building.

Sincerely,

Dr. Daphne Mai'Stoina
Superintendent



Indigenous Languages in Education Conditional Grant Proposal Teacher/Instructor Development Stream

INDIGENOUS LANGUAGE TEACHERS CILLDI COHORT



Submitted by
Northland School Division No. 61 (NSD)
and
Kee Now Tribal Council Education Authority (KTCEA)
and
University of Alberta,
Canadian Indigenous Languages
and Literacy Development Institute (CILLDI)



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I. Project Purpose

INTRODUCTION

The Cree and Dene languages in Alberta are in need of support if they are going to be retained and revitalized. In NSD and KTCEA communities in northern Alberta, there are still Cree and Dene adult language speakers, some are working as instructors in schools with very little professional training and many are eager to gain access to the opportunity to become qualified language instructors. Even with their cultural and language background, most do not have the prospect of becoming teachers without earning some academic credentials to prepare them for the work and lead them potentially to instructor or teacher certification.

Our NSD and KTCEA language instructors need to learn culturally relevant language teaching methodologies and how to most effectively plan for language learning. They need guidance creating their own teaching materials and finding innovative ways to infuse regional culture in the curriculum. They need to learn new ways to assess the language learning in the classroom. In recognition of these needs, we propose to partner with the Faculty of Education and the Canadian Indigenous Languages and Literacy Development Institute (CILLDI) at the University of Alberta. These two in combination can provide a flexible program where instructors can earn credits towards becoming a qualified instructor or teacher. In the past, we had a handful of language instructors and a few teachers receive bursaries to attend CILLDI, however these have not been enough to meet our needs and we had no alternative funding opportunities. With this cohort we will be able to expand our capacity for quality Dene and Cree language education in the north.

Currently the demand for quality language teachers far outweighs availability. There are still many language instructors in schools with little background training and many more individuals in our northern communities interested in becoming Cree or Dene language instructors. We believe if we use the current summer CILLDI offerings and supplement with 2 online or blended delivery courses this will be an excellent vehicle for existing language instructors who have not received bursaries in the past and for aspiring language instructors to pursue their profession.

THE UNIVERSITY OF ALBERTA, NSD AND KTCEA

Northland School Division No. 61 in partnership with Kee Tas Kee Now Tribal Council Education Authority (KTCEA), working with the Canadian Indigenous Languages and Literacy Development Institute (CILLDI) at the University of Alberta would like to utilize the grant from Alberta Education 'Indigenous Language in Education' to fund a northern cohort group consisting of 15 participants. They will take 6 post-secondary courses over 14 months to prepare them for work in their schools as language instructors. This grant will provide them with the opportunity to earn University credits leading to instructor or teacher certification.

The grant would provide bursaries to cover tuition, travel and accommodation in the summer to attend CILLDI through as well as the benefit of having northern online delivery during the school term. The cohort group will be identified based on their similar experiences, language fluency, and cultural backgrounds and teaching ambitions. There will be a balance of Cree and Dene

participants. The 15 students would take classes in the summers of 2019 and 2020. To supplement attending summer classes at the University of Alberta, the cohort group would also participate in online or blended delivery courses through the Dept. of Elementary Education during the fall or winter terms. Within 14 months, this cohort will have completed the 6 courses or 18 credits giving them a certificate and potentially 18 credits towards a Bachelors of Education program.

II. Organization's Role in the Project

NORTHLAND SCHOOL DIVISION No. 61 (NSD)

Northland School Division No. 61 (NSD) is a northern Alberta school division serving over 2500 students in 20 public schools. Located in the expansive northern half of Alberta, 95-98 percent of NSD's student population are of First Nation or Métis heritage. They attend NSD schools from kindergarten to grade 12. To respond to a diverse student population NSD offers languages and cultural content from both Cree and Dene communities in the curriculum. In many areas, Cree is spoken by adults but children are no longer learning it so it is taught in schools through our second-language programming. Although Cree is spoken by more people than some other indigenous languages its use is declining dramatically. There are fewer numbers of Dene able to fully communicate in their language and the steady decline is evident. Currently, NSD administers a few bursaries and coordinates with post-secondary institutions in an attempt to rectify the problem of language teacher shortages and language retention issues in the region, however we have a long way to go to meet the need with qualified instructors'.

III. Partners/Participants in the Project

KEE TAS KEE NOW TRIBAL COUNCIL (KTC)

The Kee Tas Kee Now Tribal Council Education Authority oversees education at Loon River First Nation (Clarence Jaycox School), Whitefish Lake First Nation (Atikameg School), Woodland Cree First Nation (Cadotte Lake School), Peerless (peerless Lake School) Trout (Kateri School) First Nation #478, and Lubicon Lake Band (Little Buffalo School). KTC is very interested in helping their Education Assistants and Indigenous Language Teachers become certified and see this project in contributing to that.

There is an existing partnership agreement between Kee Tas Kee Now Tribal Council Education Authority (KTCEA) and Northland School Division No. 61 (NSD) where the two organizations have established they will work together to improve educational opportunities and outcomes for students attending their First Nations schools and NSD schools. This proposal builds on the cohesive relationship that has ensued from that agreement.

Kee Tas Kee Now Tribal Council Education Authority will collaborate with Northland School Division No. 61's Director of First Nations, Metis, Inuit Learner Success who will lead this project's administration, coordination and financial management.

THE UNIVERSITY OF ALBERTA: THE CANADIAN INDIGENOUS LANGUAGES AND LITERACY DEVELOPMENT INSTITUTE AND THE DEPARTMENT OF ELEMENTARY EDUCATION

The University of Alberta is dedicated to the revitalization of Canada's Indigenous languages. CILLDI and the three faculties that support it have contributed a great deal to the retention of languages in Alberta over the past 20 years. In the Faculty of education component of CILLDI summer programs students gain expertise in second language teaching, curriculum and materials development, cultural infusion of curriculum, assessment of language learning and language policy and planning. This program provides a unique opportunity to earn university credits while learning about Indigenous languages and culture.

As a partner, the university will open specific sections for this cohort in the summer of 2019 and 2020 and two online courses fall 2019 and fall 2020. Our participants will benefit by being able to take advantage of summer offerings and some work from their home communities during the year.

It is important to consider that many language instructors only have access to the internet through their schools. Some may choose to pay for internet access in their home. Others may not be able to do or may not be comfortable with technology in general. To ensure instructors full participation in online courses NSD and KTCEA will allow periods of time during school hours when IT assistance is available to assist them. The University of Alberta will also supply Tech support for capacity building by having a grad student assisting the students by phone to coach them with how to do things. This can really help and the instructor can stay focused.

IV. Activities Dates/Timelines/Milestones

INDIGENOUS LANGUAGE TEACHERS' COHORT TRAINING TIMETABLES

CANADIAN INDIGENOUS LANGUAGES AND LITERACY DEVELOPMENT INSTITUTE (CILLDI)			
CREDITS	COURSE DESCRIPTION	POTENTIAL INSTRUCTOR	DELIVERY
3	EDEL 306: Introduction to Language & Literacy Development	Belinda Daniels	Online Fall 2019
3	EDEL 460 /595: Sustaining Language & Culture Traditional Knowledge	Linda Pelly	Campus Summer 2019
3	EDEL 461/595: Teaching Indigenous Language in an Immersion Classroom	Norine Buffalo	Campus Summer 2019
3	EDEL 462 /595: Developing Classroom Curriculum Materials	Minnie Mckenzie	Campus Summer 2020
3	EDEL 463/595: Assessment for Language Classrooms	Val Georges	Campus Summer 2020
3	EDEL 496/595: Leadership in Language & Culture Education - On-Line Blended Course	Linda Pelly Heather Blair	Online Fall 2020
18	TOTAL CREDITS		

V. Target Groups/Primary Beneficiaries

INDIGENOUS LANGUAGE INSTRUCTORS /TEACHERS

The primary beneficiaries of this project is a group of new and existing Cree and Dene language instructors in the following ways:

1. This grant opens a doorway for bursaries to pay for instructors' education and give more northern Cree and Dene speakers' access to potential teacher certification.
2. The bursary component is a strong incentive for new language instructors, teaching assistants and existing language instructors who are eager to learn language instruction skills but have few opportunities in northern Alberta.
3. The team building advantage of a cohort group will last for years and the work they do as a cohort will carry over into the classrooms. By working together, the cohort members will form a cohesive network and continue to share their knowledge of classroom strategies and regional language differences.
4. It is anticipated that the creation of a cohort team will encourage attendance in post-secondary training, improve the retention of Cree and Dene language instructors and in the long run increase the number of community-based certified Indigenous language instructors and teachers.

VI. Performance Measures/Indicators of Success

At the end of each year we will conduct interview meetings with cohort members to evaluate the successes and growth, how this opportunity has improved their confidence, expertise and interest in furthering their education. We expect to see invigorated energy and interest in our languages programs as they bring new ideas home. We will be following their professional growth with the view to how they take up leadership roles in our schools and communities in languages education.

Other measures of success will be assessing the total number of credits awarded to members of the cohort group.

The most important measure will be the benefits to the children of northern Alberta as they will have these instructors and teachers bringing new and effective second language teaching to their classrooms. They will have new skills and expertise to work with the youth.

VII. Budget Breakdown

BUDGET FOR 15 MEMBER COHORT			
<i>Expense Description</i>	<i>Expense Amount</i>		<i>Expense Amount</i>
	<i>Year 1</i>	<i>Year 2</i>	
1. Summer School Bursary	\$75,000	\$75,000	\$150,000
2. Summer Travel	\$15,000	\$15,000	\$30,000
3. Online Course Tuition	\$12,000	\$12,000	\$24,000
4. Online Instructor Fees	\$10,000	\$10,000	\$20,000
5. Tech Support	\$15,000	\$15,000	\$30,000
6. Fall/Winter Travel	\$30,000	\$30,000	\$60,000
7. Release Time	\$48,000	\$48,000	\$96,000
8. Administrative	\$52,000	\$52,000	\$104,000
9. Contingency	\$28,000	\$28,000	\$56,000
TOTAL EXPENSES	\$285,000 (Year 1)	\$285,000 (Year 2)	\$570,000 (Total)

BUDGET DETAILS

1. Summary School Bursary - \$5000 per participant includes tuition, registration fees, study supplies & living allowance.
2. Summary Travel is based a return trip (mileage, airfares from isolated communities, taxi fares).
3. Online Course Tuition – based on \$800 per online course.
4. Online Instructor Fees – instructor fees for online courses is \$10,000.
5. Tech Support – Instructors will require tech support during summer school and online courses.
6. Fall Travel - To participate in the Online Mixed Format courses instructors will travel for class meeting 2 or 3 times as part of program.
7. Release Time – is an allowance to provide coverage for school duties, based on instructors using 1 day per week (or 2 half days). The rate of \$200 per day for weeks is allowed for September, October, November and December.
8. Administrative fees include Hiring Assistance, Finance, Accounting, Bursary Coordination and Management Services which will be split equally between the three partners.
9. Contingency funds allow flexibility as budget costs are estimated. Past experience has shown that sometimes unanticipated fees, or travel expenses overages or emergency expenses occur. These may jeopardize participation in the program. Any contingency allocation remaining will go towards a few more student bursaries.

VIII. Reporting

Project and financial reporting is required by Alberta Education for all conditional grant agreements.

Reports will be provided on the following dates:

1. February 28, 2020 (Year 1 activities)
2. March 31, 2021 (Final Report) the final report should address:
 - Completed activities and outputs;
 - Results or outcomes of the project;
 - Lessons learned and any recommendations to inform future grants;
 - A plan for long-term sustainability (e.g. if planned activities are anticipated to continue beyond this agreement, how will they be funded?);
 - Financial statement report certified by a senior financial officer of the Grant Recipient to account for the funds provided for the project, including how funds were used for their intended purpose and if funds were not fully utilized, the plan for remaining funds; and
 - Other information as deemed appropriate by the Grant Recipient.

IX. LETTERS OF SUPPORT



Kee Tas Kee Now Tribal Council Education Authority

Box: 360, Red Earth Creek, AB, T0G 1X0

PH: 780.649.3103 FAX: 780.649.2841

Email: daphne.maistoina@ktcea.ca

December 11, 2018

Dear Mr Gord Atkinson,

RE: Letter of Support from Kee Tas Kee Now Tribal Council Education Authority

On behalf of our Kee Tas Kee Now Education Authority, please accept this letter as a formal commitment to participate in Northland School Division Number 61 and University of Alberta project under the Indigenous Languages in Education Grant Program through Alberta Education, for the next two years, March 2019 through March 2021.

Our Kee Tas Kee Now Tribal Council Education Authority will work with Northland School Division Number 61 and University of Alberta to under take the planned activities described and outlined in the Indigenous Languages in Education Grant Proposal Template or Section E of the Grant Application. The Northland School Division Number 61 and University of Alberta will engage our community of language speakers, language experts, language teachers, education administration, Nations, Kee Tas Kee Now Tribal Council and Elders to ensure it is prepared to undertake the planned activities, achieve the stated milestones and adhere to expect timelines.

Northland School Division Number 61 and University of Alberta will ensure the Indigenous Languages in Education program guidelines are followed for our organization and will provide appropriate coordination and support services, including project management; sharing of information; training; specialists and technical support; monitoring; compliance; evaluation and reporting. Our Kee Tas Kee Now Tribal Council Education Authority will ensure that Northland School Division Number 61 and University of Alberta is provided with necessary inputs they require in order to complete the application/proposal, reporting requirements and/or any other outcome measures reporting related to the project.

By participating with Northland School Division Number 61 and University of Alberta in the Indigenous Languages in Education Grant Program Until March 2021, we will encourage greater efficiencies and economies of scale and will reinforce the ongoing efforts for collaboration and capacity building that our Kee Tas Kee Now Education Authority is undertaking.

Sincerely,

Daphne Mai'Stoina , Superintendent of KTCEA





CILLDI

Canadian Indigenous Languages and Literacy Development Institute

University of Alberta
Faculties of Arts, Education, and Native Studies

4-32 Assiniboia Hall
Edmonton, Alberta, Canada T6G 2E7

<http://www.cilldi.ualberta.ca>
cilldi@ualberta.ca

Tel: (780) 248.1179
Fax: (780) 492.0806

December 17, 2018

Dear Mr. Gord Atkinson:

RE: Letter of Support from CILLDI

On behalf of CILLDI, the Canadian Indigenous Languages and Literacy Development Institute at the University of Alberta, please accept this letter as a formal commitment to participate in **Northland School Division (NSD) and Kee Tas Kee Now Tribal Council Education Authority (KTCEA)** project under the *Indigenous Languages in Education Grant Program* through Alberta Education, for the next two years (March 2019 through March 2021).

CILLDI will work with NSD and KTCEA to undertake the planned activities described and outlined in the Indigenous Languages in Education Grant Proposal Template. NSD, KTCEA and CILLDI will engage our community of language speakers, language experts, language teachers, education administration, band/community school(s) and Elders to ensure it is prepared to undertake the planned activities, achieve the stated milestones and adhere to expected timelines.

NSD, KTCEA and CILLDI will ensure the Indigenous Languages in Education program guidelines are followed for our organization and will provide appropriate coordination and support services, including project management; sharing of information; training; specialist and technical support; monitoring; compliance; evaluation and reporting. NSD and KTCEA will ensure that the CILLDI is provided with the necessary inputs they require in order to complete the application/proposal, reporting requirements and/or any other outcome measures reporting related to the project.

By participating with NSD and KTCEA in the Indigenous Languages in Education Grant Program until March 2021, we will encourage greater efficiencies and economies of scale and will reinforce the ongoing efforts for collaboration and capacity building

Sincerely,

Dr. Jordan Lachler
Director, CILLDI
Assistant Professor of Endangered Language Sustainability
Department of Linguistics
University of Alberta

845 Education Centre South
Edmonton, Alberta, Canada T6G 2G5
Tel: 780.492.3751
www.education.ualberta.ca

December 17, 2018

Faculty of Education
University of Alberta
Edmonton, AB T6G 2G5
edudean@ualberta.ca
(780) 492-3751

RE: Letter of Support from Faculty of Education

Dear Mr. Gord Atkinson:

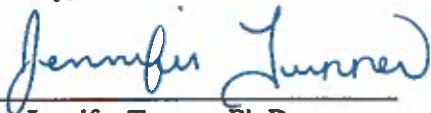
On behalf of **Faculty of Education**, please accept this letter as a formal commitment to participate in **Northland School Division and Kee Tas Kee Now Tribal Council Education Authority** project under the *Indigenous Languages in Education Grant Program* through Alberta Education, for the next two years (March 2019 through March 2021) if awarded the Indigenous Language Teachers' CILLDI Cohort funding.

The **Faculty of Education** will work with **Northland School Division and Kee Tas Kee Now Tribal Council Education Authority** to undertake the planned activities described and outlined in the Indigenous Languages in Education Grant Proposal Template. NSD, KTCEA and **Faculty of Education** will engage our community of language speakers, language experts, language teachers, education administration, band/community school(s) and Elders to ensure it is prepared to undertake the planned activities, achieve the stated milestones and adhere to expected timelines.

NSD, KTCEA and **Faculty of Education** will ensure the Indigenous Languages in Education program guidelines are followed for our organization and will provide appropriate coordination and support services, including project management; sharing of information; training; specialist and technical support; monitoring; compliance; evaluation and reporting. NSD and KTCEA will ensure that the **Post-Secondary Institution** is provided with the necessary inputs required in order to complete the application/proposal, reporting requirements and/or any other outcome measures reporting related to the project.

By participating with NSD and KTCEA in the Indigenous Languages in Education Grant Program until March 2021, we will encourage greater efficiencies and economies of scale and will reinforce the ongoing efforts for collaboration and capacity building

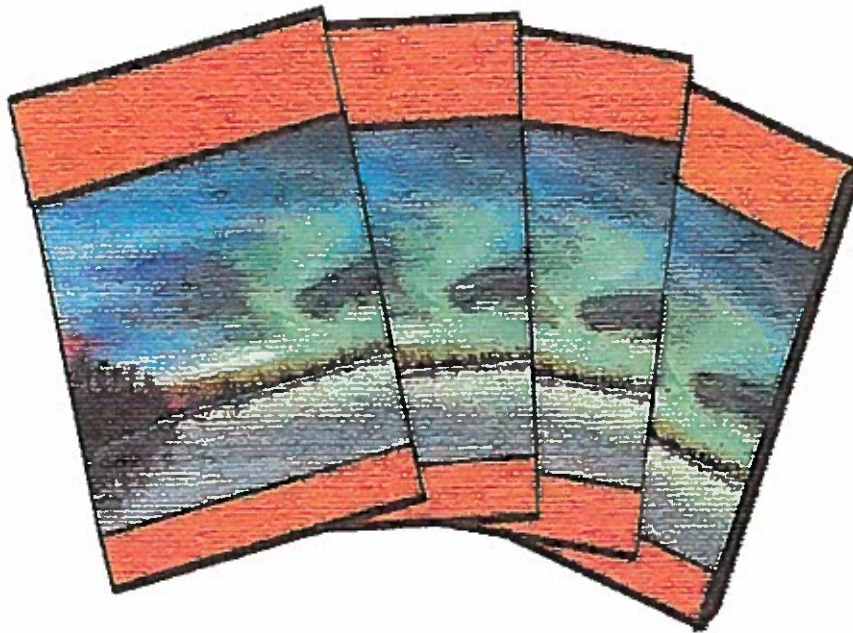
Sincerely,



Dean Jennifer Tupper, Ph.D.
Faculty of Education

Indigenous Languages in Education
Conditional Grant Proposal
Resource Development Stream

**CREE AND DENE
INSTRUCTORS CREATING
THEIR OWN RESOURCES**



SUBMITTED BY:
NORTHLAND SCHOOL DIVISION (NSD)
AND
KEE TAS KEE NOW TRIBAL COUNCIL EDUCATION AUTHORITY (KTCEA)



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I. Project Purpose

INTRODUCTION

Indigenous languages are sacred. They build a strong foundation of spiritual beliefs that are a direct link to the Creator, spoken through our prayers. Our language is used to communicate our culture by transferring teachings of fundamental laws, holistic values and history. When a word or story is spoken in an Indigenous language, it communicates cultural meaning, knowledge and greater details than in the English translation.

Acknowledging the importance of Indigenous languages, the United Nations General Assembly announced 2019 as the International Year of Indigenous Languages to raise awareness of the crucial role languages play in people's daily lives. The United Nations Declaration on the Rights of Indigenous Peoples states in Article 14.3 that *States shall, in conjunction with indigenous peoples, take effective measures, in order for indigenous individuals, particularly children, including those living outside their communities, to have access, when possible, to an education in their own culture and provided in their own language.*

In response to the loss of language in Canada as a result of residential school experiences, the Truth and Reconciliation Commission's Calls to Action regarding education states:

We call on the federal government to draft new Aboriginal education legislation with the full participation and informed consent of Aboriginal peoples. The new legislation would include a commitment to sufficient funding and would incorporate the following principles:

- i. Providing sufficient funding to close identified educational achievement gaps within one generation.*
- ii. Improving education attainment levels and success rates.*
- iii. Developing culturally appropriate curricula.*
- iv. Protecting the right to Aboriginal languages, including the teaching of Aboriginal languages as credit courses.*
- v. Enabling parental and community responsibility, control, and accountability, similar to what parents enjoy in public school systems.*
- vi. Enabling parents to fully participate in the education of their children.*
- vii. Respecting and honoring Treaty relationships.*

In response, the Aboriginal Languages of Canada Act, Bill S-212, was first introduced in December 2015 to recognize *the right of the aboriginal peoples of Canada to use, preserve, revitalize and promote their languages and expresses the Government of Canada's commitment to preserve, revitalize and promote aboriginal languages in Canada by protecting them and using them where appropriate.*

There is a strong momentum and need to develop resources designed and written from an Indigenous perspective. These resources need to be guided and encouraged by Elders and cultural knowledge keepers who have gained their wisdom through oral traditions and sharing from different language groups and educators.

DESCRIPTION OF THE PROJECT

In the past, Northland School Division No. 61 (NSD) and Kee Tas Kee Now Tribal Council Education Authority (KTCEA) hosted a number of Professional Development gatherings. These gatherings brought Cree and Dene instructors into Edmonton from northern Alberta so they could receive teacher training and learn together. Through our interactions, it became increasingly evident that language instructors knew best what resources effectively served the students in their classrooms. They often expressed that they needed and wanted supplies with information about their communities and resources that could be assembled and reused to teach different grade levels.

The concept of creating Cree and Dene language teaching kits means gathering the information together, designing documents and printing various items. Essentially these kits will provide language instructors with a host of resources such as:

- Grade level language instruction manuals
- An instructor's resource guide (with local cultural history, legends, languages spoken in the community, common kinship terms, local spiritual beliefs and practices)
- Classroom reading and writing exercises with worksheets
- An assortment of word lists
- A template to create a family tree
- Games with 'how to' instructions (eg. Kahoot uses technology to teach with food terms and sentences/ animals/kinship terms/seasonal terms and pictures; Bumpity Bump Bump with animal terms; Duck Duck Goose with animal terms; Simon says with the simple commands)
- Songs in Cree and Dene
- Large wall posters and charts
- Audio tapes for locally contexted voices
- Video of Cree and Dene Speakers
- Prepared PowerPoint Presentations

Because of the diversity in our region we are determined to co-create with our instructors' participation. Northland School Division No. 61 (NSD) and Kee Tas Kee Now Tribal Council Education Authority (KTCEA) has already conducted some informal research and looked at what language instructors in other Provinces are using. As a result our instructors are eager to get to work. For example, we recently started an online PowerPoint with blank slides where each instructor will insert an image of an animal with the Cree and Dene word in Roman Orthography and with the corresponding syllabics.

During 2019 and 2020 there will be more Professional Development gatherings which creates an opportunity to allot time for groups to work together identifying the content for regionally relevant resource materials. With funding from the Indigenous Languages in Education Grant Program - Resource Development Stream and the information gathered at the Professional Development meetings the design, creation of regionally relevant teaching materials will accelerate. From each gathering more and more materials will be created. By the end of two years, Language Instructor Kits will be available for existing and new Cree and Dene language instructors. The grant will be used to cover the costs graphics, editing for final formatting, publishing and distributing the final kits to the instructors. This project will be administrated by the Director of First Nations, Metis, Inuit Learner Success team.

CONTENTS OF NSD/KTCEA CREE LANGUAGE INSTRUCTORS TEACHING KITS

Stories

A Lesson Plan for Childrens' "Who Am I Book" written Cree and Dene
(Finished product will be laminated and taken home).

Posters

Syllabics Wall Chart

Cultural Values and Animals (Courage, Wisdom, Humility, Truth, Honesty, Love, Respect)

Elders' Quotes and Teachings (Spiritual laws, behavior teaching, motivating advice)

Teacher's Manuals for Each Grade:

Units, Tests, Grade Specific Word Lists

Audio Tapes

Listening to the spoken word on the word lists

Books

Written in Cree and Dene

Flash Cards

Small Sized Books

For Early Childhood and Primary students little hands

Examples of Topics for word lists, flash cards, published booklets, audio tapes

- Greetings
- Questions (who, where, when, what, why)
- Facial Expressions (happy, sad, surprised, worried etc.)
- Small Animals
- Large Animals
- Birds
- Insects
- Plants (plant parts, different trees, poison plants, medicine plants)
- Elements (earth, fire, air, water)
- Fruit and Berries
- Kinship (Family Members)
- Foods
- Household Items
- Clothing
- Colors
- Body Parts
- Months
- Days of the Week
- Directions
- Times of Day (Morning, Afternoon, Evening, Night)
- Common Vowels
- Shapes
- Everyday Phrases
- Numbers

II. Organization's Role in the Project

NORTHLAND SCHOOL DIVISION NO. 61 (NSD)

Northland School Division No. 61 is a northern Alberta school division serving over 2500 students in 20 public schools. Located in the expansive northern half of Alberta, 95-98 percent of NSD's student population are of First Nation or Métis heritage. They attend NSD schools from kindergarten to grade 12. To respond to a diverse student population NSD offers languages and cultural content from both Cree and Dene communities in the curriculum. In many areas, Cree is a community language spoken by large majorities and is taught in schools through our second-language programming. Although Cree is one of the least endangered Indigenous languages its use has declined dramatically. The numbers of Dene able to fully communicate in their inherent language has also seen a steady decline.

III. Partners/Participants in the Project

KEE TAS KEE NOW TRIBAL COUNCIL EDUCATION AUTHORITY (KTCEA)

The Kee Tas Kee Now Tribal Council Education Authority oversees education at Loon River First Nation (Clarence Jaycox School), Whitefish Lake First Nation (Atikameg School), Woodland Cree First Nation (Cadotte Lake School), Peerless (peerless Lake School) Trout (Kateri School) First Nation #478, and Lubicon Lake Band (Little Buffalo School). KTC is very interested in helping their Education Assistants and Indigenous Language Teachers become certified.

There is already an existing partnership agreement between Kee Tas Kee Now Tribal Council Education Authority (KTCEA) and Northland School Division No. 61 (NSD). The two organizations have established they will work together to improve educational opportunities and outcomes for students attending their First Nations schools and NSD schools. Past projects with KTC have proven to be very valuable and successful. This proposal builds on the cohesive relationship that has ensued from our well-established relationship. Kee Tas Kee Now Tribal Council Education Authority will collaborate with Northland School Division No. 61's Director of First Nations, Metis, Inuit Learner Success who will lead this project's administration, coordination and financial management.

IV. Activities Dates/Timelines/Milestones

PROJECT PLAN

The timeline is cyclical. Over two years there will be six gatherings aimed at creating resources for Cree and Dene Instructors. By working in groups at the Professional Development meetings, many resources will be created by the end of the two years that the grant allows. Because of previous gatherings, we are already aware of a few existing materials that instructors are willing to share. There are games and songs and lists of words. Initial activities will involve outlining what resources provide important information, what instructions are needed, what resources belong at each grade level and what instructors wish use as template to reproduce for different classrooms. Once the grant has been received and the content of the resource materials is agreed upon the following activities will occur:

ACTIVITY	OUTCOME AND INDICATORS OF SUCCESS	2019 TIMING
Drafting of resource materials with all the necessary instructions, accent markers, syllabic symbols, photographs, graphics etc.	Agreement by language instructors of standards for Cree and Dene terms, spelling and classroom delivery.	FEBRUARY 2019
Review of final drafts by language instructors	Language instructors respond to the opportunity to accept or revise resource materials.	MARCH 2019
Publishing Hardcopies and Digital Versions	All language instructors test usability by using some of the new regionally relevant resources in classroom.	JULY AND AUGUST 2019
Identification of new resources for the kits.	Increases the variety of resource materials.	DECEMBER 2019
Evaluations and Interim Reporting		JANUARY 2020
Drafting of resource	Agreement by Language Instructors of standards for Cree and Dene terms, spelling and delivery.	FEBRUARY 2020
Review by language instructors of kits	Language Instructors respond to the opportunity to accept or revise resource materials	MARCH 2020
Publishing Hardcopies and Digital Versions	All Language Instructors test and evaluate project outcomes in classroom.	DECEMBER 2020
Project Reporting		FEBRUARY/ MARCH 2021

V. Target Groups/Primary Beneficiaries

The primary target group for this learning resource is language teachers and instructors in Northland School Division No. 61 and partner schools. Each language classroom in this group will receive the Syllabics and Sounds Building Blocks based on the language and syllabics used in the region.

The secondary target group is the students attending NSD and partner schools in Early Childhood Education and K-12 language education classrooms.

A tertiary target group is the community members in NSD's jurisdiction who will benefit from knowing their children have access to a culturally significant experience that is engaging and hands-on.

VI. Performance Measures/Indicators of Success

The main indicator of success will be the production of a variety of practical resource materials that language instructors put to regular use. Another indicator of success will be improved achievement of students learning their inherent languages.

The primary beneficiaries of this project is the Language Instructors working in NSD schools and KTCEA schools. They will benefit from having their opinions validated and their teaching resources enhanced. The secondary beneficiaries of this project is the students attending schools in NSD and KTCEA areas who will benefit from materials that are attractive, consistent and attention getting. By working collaboratively to create resources in the region, students who graduate or move to nearby school will find the language information resembles what they were learning. The tertiary beneficiaries of this project are the members of Cree and Dene communities who will benefit from the improved success that occurs when Language Instructors and students are working with engaging regionally relevant materials.

VII. Budget Breakdown

BUDGET			
<i>Expense Description</i>	<i>Expense Amount</i>		<i>Expense Amount Total</i>
	<i>Year 1</i>	<i>Year 2</i>	
1. Formatting/Graphics	\$6000	\$6000	\$12000
2. Printing	\$30,600	\$30,600	\$61,200
3. Binding	\$3400	\$3400	\$6800
4. Laminating	\$4080	\$4080	\$8160
5. Distribution	\$1500	\$1500	\$3000
6. Administrative	\$1920	\$1920	\$3840
7. Contingency	\$2500	\$2500	\$5000
TOTAL EXPENSES	\$50,000 (Year 1)	\$50,000 (Year 2)	\$100,000 (Total)

BUDGET DETAILS

CATEGORY	DESCRIPTION	UNIT COST	TOTALS
Formatting and Graphics	All resources require formatting and development of graphics for cover and content. Contracted services will assist in the creation of these resources which may include: <ul style="list-style-type: none"> • language instruction manuals • exercises • worksheets • word lists • games with instructions • wall posters and charts • PowerPoint presentations 	\$500 Average Per Item Anticipate creation of 3-4 resource items per gathering for a total of 24 different resources over a period of 2 years.	\$12,000.00
Printing	Printing costs include producing 4 copies for head offices and 30 language instructors. Some items will require high quality paper, colored printing etc. Larger posters cost \$30.00 - \$40.00	\$300 Average At Each Meeting. Calculations based upon \$300 x 6 Meetings = \$1800 X 34 copies	\$61,200.00
Binding	Manuals, instruction booklets and workbooks with student worksheets will require binding.	\$20 Average For Each Manual, Instruction Booklet, Workbook etc. Calculations based on \$20 x 10 items = \$200 \$200 x 34 copies	\$6800.00
Laminating	Wall posters, charts and games will require laminating to ensure durability in the classroom.	Large Posters and Charts at \$50 ea Game Items at \$20 ea. Calculations based on 4 Posters and Charts \$200 x 34 = \$6800 2 Game Items 40 x 34 = \$1360	\$8160.00
Distribution	While most hardcopies will be distributed at gatherings some hardcopies may be mailed. Digital copies of resource materials will be available for those who can download manuals, instructions, worksheets, word list and PowerPoint presentations. This distribution method will require the time of an IT person.	Delivery \$1000.00 Digital Uploading \$2000.00	\$3000.00
Other	Administrative Fees Contingency Fund		\$3840.00 \$5000.00
TOTAL			\$100,000.00

VIII. Reporting

Project and financial reporting will be provided to Alberta Education for all conditional grant agreements.

Reports will be provided on the following dates:

1. February 28, 2020 (Year 1 activities)
2. March 31, 2021 (Final Report) the final report will address:
 - the completed activities and outputs;
 - the results or outcomes of the project;
 - the lessons learned and any recommendations to inform future grants;
 - a financial statement report certified by a senior financial officer of the Grant Recipient to account for the funds provided for the project, including how funds were used for their intended purpose and if funds were not fully utilized, the plan for remaining funds
 - Other information as deemed appropriate.

IX. Letter of Support



Kee Tas Kee Now Tribal Council Education Authority Ltd.

Box 360, Red Earth Creek, AB, T0G 1X0
ph: 780.649.3103 fax: 780.649.2841

December 12, 2018

Mr. Gord Atkinson,
Northland School Division No. 61

Dear Mr. Gord Atkinson;

**Re: Letter Of Support for the "CREE AND DENE INSTRUCTORS CREATING THEIR OWN RESOURCES"
Proposal**

On behalf of Kee Tas Kee Now Tribal Council Education Authority Ltd. (KTCEA) please accept this letter as a formal commitment to the partnership with Northland School Division No. 61 within the project 'Indigenous Languages in Education Grant Program' through Alberta Education for the next two years (March 2019 through March 2021).

Kee Tas Kee Now Tribal Council Education Authority will collaborate with Northland School Division No. 61's Director of First Nations, Metis, Inuit Learner Success who will lead this project's administration, coordination and financial management. KTCEA will work with Northland School Division No. 61 to undertake the planned activities described and outlined in the Indigenous Languages in Education Grant Proposal Template (or Section E of the Grant Application). Northland School Division No. 61 will engage our community of language speakers, language experts, language teachers, education administration, band/community school(s) and Elders to ensure it is prepared to undertake the planned activities, achieve the stated milestones and adhere to expected timelines.

Northland School Division No. 61 will ensure the Indigenous Languages in Education program guidelines are followed for our organization and will provide appropriate coordination and support services, including project management; sharing of information; training; specialist and technical support; monitoring; compliance; evaluation and reporting. KTCEA will ensure that Northland School Division No. 61 is provided with the necessary inputs they require in order to complete the application/proposal, reporting requirements and/or any other outcome measures reporting related to the project.

By participating with Northland School Division No. 61 in the Indigenous Languages in Education Grant Program until March 2021, we will encourage greater efficiencies and economies of scale and will reinforce the ongoing efforts for collaboration and capacity building.

Sincerely,

Dr. Daphne Mai'Stoina
Superintendent



**Indigenous Languages in Education
Conditional Grant Proposal
Resource Development Stream**

**SYLLABICS AND SOUNDS
BUILDING BLOCKS**



Submitted by
Northland School Division No. 61 (NSD)
and
Kee Now Tribal Council Education Authority (KTCEA)



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I. Project Purpose

DESCRIPTION OF THE PROJECT

The Syllabics and Sound Building Blocks will provide Cree and Dene language teachers in northern Alberta with an engaging, participatory teaching tool that attracts children's attention and inspires learner exploration. The building blocks will stimulate individual play activity and increase opportunities for instruction in Northland School Division's Indigenous language classrooms.

This project involves creating two different sized sets of wooden building blocks that colorfully illustrate culturally relevant images, syllabic symbols and their corresponding sounds. Two sets will be supplied to each Cree and Dene language classroom in Northland School Division where there are 20 instructors and in Kee Tas Kee Now Tribal Council Education Authority (KTCEA) where there are 6 language instructors. Sets will also be provided for NSD and KTCEA administration offices.

One set will include the syllabic symbols and sounds on 2"x2" building blocks which young children can easily stack or line up to create simple Cree or Dene words. Another set will be a larger version (4"x4") to assist language instructors demonstrating for groups in classrooms how sounds and syllabic symbols correlate.

These tools will be especially beneficial in the Early Childhood Education years and during the primary grades because Syllabics and Sound Building Blocks encourage familiarity by combining play with learning. On a foundation of familiarity, as students in the primary grades begin a more complex exploration of the Cree and Dene sounds, they will be able to relate syllabic symbols with roman orthography letters. As learning grows, Indigenous language students will be able to test their knowledge by lining up blocks into new words and turning the blocks around to find the corresponding syllabic.



EXAMPLES OF SYLLABICS CHARTS

EXAMPLE OF WOODLAND CREE SYLLABICS

90 Symbols AND 90 Corresponding Sounds

(Y Dialect)

▽ i	△ i	▷ o	▷̇ wo	◁ a	◁̇ â
▽̇ wî	△̇ wi	▷̇ wo	▷̇̇ wô	◁̇ wa	◁̇̇ wâ ° w
∨ pî	∧ pi	> po	>̇ pô	< pa	<̇ pâ ʰ p
U tî	∩ ti	⊃ to	⊃̇ tô	C ta	Ċ tâ ʹ t
9 kî	P ki	ɖ ko	ɖ̇ kô	b ka	ɖ̇ kâ ʼ k
∩ cî	∩ ki	J co	J̇ cō	l ca	l̇ câ ˉ c
∩ mî	∩ mi	J mo	J̇ mō	L ma	L̇ mâ ˘ m
∩ nî	∩ ni	ɖ no	ɖ̇ nô	ɖ na	ɖ̇ nâ ˘ n
∩ sî	∩ si	ɖ so	ɖ̇ sô	ɖ Sa	ɖ̇ sâ ˘ s
∩ yî	∩ yi	ɖ yo	ɖ̇ yô	ɖ ya	ɖ̇ yâ ˘ y
∩ lî	∩ li	ɖ lo	ɖ̇ lô	ɖ la	ɖ̇ lâ ˘ l
∩ rî	∩ ri	ɖ ro	ɖ̇ rô	ɖ ra	ɖ̇ râ ˘ r
▽ hî	△ hi	▷ ho	▷̇ hō	◁ ha	◁̇ hâ ʰ h

aspirated final hk sound X (h̄b̄x)

EXAMPLE OF DENE SYLLABICS

136 Shapes and 136 Corresponding Sounds

	v	ṿ	cṿ	h	ʔ	w	b	d/r	g/k	gh/x	gw/kw
a	◁	◁̣	◁̣	'◁	"◁	◁̣	<	◡	b	◁̣	ḅ
e	▽	▽̣	Ụ	'▽	"▽	▽̣	V	U	q	◁̣	q̣
i	△	△̣	∩̣	'△	"△	△̣	∧	∩	p	◁̣	p̣
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II. Organization's Role in the Project

Northland School Division No. 61 (NSD) provides schooling opportunities for kindergarten to grade 12 students in the northern half of Alberta. The division has twenty schools distributed over a wide region and serves a diverse student population that is primarily of First Nation and Metis descent. The challenge for NSD is to fulfill the distinctive role of providing education that balances Alberta Education standards while offering Indigenous language instruction and increasing cultural content in the curriculum. To respond to a diverse Indigenous communities in this sprawling area, NSD offers Professional Development weeks that are exclusively arranged for Cree and Dene language instructors. These Professional Development gatherings are co-coordinated in partnership with Kee Tas Kee Now Tribal Council Education Authority (KTCEA).

During one of these gatherings, an assessment of the variations in the Cree and Dene syllabics charts will occur. Isolating a standard syllabics for the Dene language instructor is the most challenging. There are numerous versions of the Dene language. From the 2011 Canada Census, 70.6% of Dene speakers were located in Saskatchewan and 15.2% were located in Alberta.

For the purposes of this proposal the amount of building blocks required will be calculated based the Woodland Cree Syllabics Chart and a regional Dene Syllabics Chart. From that information, the planning, design, creation of the Syllabics and Sound Building Blocks will be started.

Kee Tas Kee Now Tribal Council Education Authority will collaborate with Northland School Division No. 61's Director of First Nations, Metis, Inuit Learner Success who will lead this project's administration, coordination and financial management.

III. Partners/Participants in the Project

NORTHLAND SCHOOL DIVISION No. 61 (NSD)

There is an existing partnership agreement between Kee Tas Kee Now Tribal Council Education Authority (KTCEA) and Northland School Division No. 61 (NSD) where the two organizations have established they will work together to improve educational opportunities and outcomes for students attending their First Nations schools and NSD schools. This proposal builds on the cohesive relationship that has ensued from that agreement. While both parties hire quality language teachers and instructors who demonstrate advanced levels of oral and written proficiency in Cree and Dene, the search for resources that meet district and provincial standards is an ongoing challenge.

KEE TAS KEE NOW TRIBAL COUNCIL EDUCATION AUTHORITY (KTCEA)


NSD has partnership agreements Kee Tas Kee Now Tribal Council Education Authority (KTCEA). KTCEA oversees education at Loon River First Nation (Clarence Jaycox School), Whitefish Lake First Nation (Atikameg School), Woodland Cree First Nation (Cadotte Lake School), Peerless (peerless Lake School) Trout (Kateri School) First Nation #478, and Lubicon Lake Band (Little Buffalo School). KTC is very interested in helping their Education Assistants and Indigenous Language Teachers become certified.

IV. Activities Dates/Timelines/Milestones

The timeline will evolve in phases and be achieved within the two years the grant allots.

PHASE 1: SOURCING DATA AND MATERIALS

The first phase of this project will involve identifying regionally accepted syllabics charts and sourcing all the materials needed for construction. This would include ordering blank wooden cubes, creating digital images, locating transparent labels to be print color images, locating a child-safe clear finishing urethane and sourcing 80 containers.

ACTIVITY	DESCRIPTION	2019/2020 TIMING
Research	<p>Identify preferred syllabics charts for regional northern Alberta Cree.</p> <p>Identify preferred regional syllabics charts for northern Alberta Dene.</p>	February, March, April 2019
Source and Purchase Materials	<p>Different sized Wooden Blocks are available at crafts stores and online at Amazon.ca</p> <p>There are a variety of packages available so arranging a bulk order will take research and contacting suppliers.</p>  <p>Transparent labels are available through office supply outlets.</p> <p>There are products that will serve to seal the labels from wear and tear. There are clear finishes that are a water-based polyurethane varnish, is both nontoxic and dries quickly to a clear finish on wood surfaces. It may take 2-3 coats on each block.</p>	April, May, June 2019
PHASE 1 TOTAL TIME		8 months

PHASE 2: CREATING IMAGES AND ASSEMBLING

The second phase of the project will involve the labour of assembling 80 sets of Syllabics and Sounds Building Blocks. It will be necessary to duplicate vowels.

Calculations to create one set of Syllabics and Sounds Building Blocks:

No. of Blocks Per Set	No. of Sides Per Block	Total Labels for One Set	No. of Images to Per Set	No. of Syllabics Labels Per Set	No. of Roman Orthography Sounds Per Set
40	6	240	40	100	100

Calculations to create 40 2" X 2" sets of Syllabics and Sounds Building Blocks:

Total Sides in One Set	No. of Sides in 40 Sets	No. of Images to Apply to 40 Sets	No. of Syllabics to Apply to 40 Sets	No. of Roman Orthography Letters to Apply to 40 Sets
1600	9600	1600	4000	4000


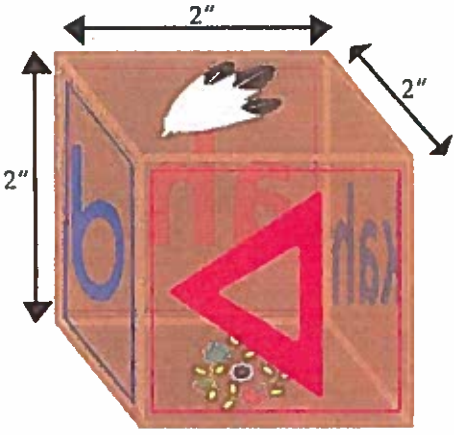
Calculations to create 40 4" X 4" sets of Syllabics and Sounds Building Blocks:

Total Sides in One Set	No. of Sides in 40 Sets	No. of Images to Apply to 40 Sets	No. of Syllabics to Apply to 40 Sets	No. of Roman Orthography Letters to Apply to 40 Sets
1600	9600	1600	4000	4000

PHASE 2: TIMELINE

The estimated time to assemble 80 sets of Syllabics and Sounds Building Blocks is one year with two people working for 20 hours per week for 40 weeks. Phase 2 also allows time to create 240 digital images for each set that depict each syllabic sign, the corresponding sound and supplementary decorative images.

Designs will be created and printed for container labels (complete with the Cree or Dene syllabics chart, description of contents, care and safety information, school division organizational logos etc.)


ACTIVITY	DESCRIPTION	2019- 2020 TIMELINE
Label Designs and Printing	Hire a printing company to publish 80 sets of labels on transparent sheets and print container labels.	July, August, September 2019
 <p data-bbox="683 957 911 993">Example of labels</p>		
 <p data-bbox="591 1518 1003 1551">Example of 2 x 2 plan with labels</p>		
Assembly	Hire a contractor familiar with Indigenous syllabics systems to assemble Syllabics and Sounds Building Blocks sets. (The time allotted is based on an estimation two sets of 40 blocks completed per week by two people.)	September 2019 to June 2020

PHASE 2 TOTAL TIME	12 months
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PHASE 3: DISTRIBUTION OF FINISHED PRODUCT

The third phase will involve delivering the completed sets to each school providing Cree and Dene instruction. The goal is to arrange for the delivery of of Syllabics and Sounds Building Blocks to each school for September 2020 school year.

This will involve the purchase, storage and handling of 80 containers for the sets of Syllabics and Sounds Building Blocks. Alos involved is the labelling and packaging for secure handling. The Director of First Nations, Metis, Inuit Learner Success for Northland School Division No. 61 Team and the Deputy Superintendent at KTCEA will work together to arrange delivery of this classroom resource to their respective schools.

Containers	July – August 2020	
 <p>Clear containers will be labelled with NSD and KTCEA logos and description of contents.</p>		
Delivery	Delivery of Syllabics and Sounds Building Blocks to each school for September 2020 school year.	
PHASE 3 TOTAL TIME		2 months
PROJECT TOTAL TIME		22 months

V. Target Groups/Primary Beneficiaries

The primary target group for this learning resource is language teachers and instructors in Northland School Division No. 61 and partner schools. Each language classroom in this group will receive the Syllabics and Sounds Building Blocks based on the language and syllabics used in the region.

The secondary target group is the students attending NSD and partner schools in Early Childhood Education and K-12 language education classrooms.

A tertiary target group is the community members in NSD's jurisdiction who will benefit from knowing their children have access to a culturally significant experience that is engaging and hands-on.

VI. Performance Measures/Indicators of Success

During language teacher/instructor Professional Development weeks a questionnaire will be provided to the attendees asking questions about the Syllabics and Sound Building Blocks.

These questionnaires will evaluate the project's potential uses and outcomes in the classroom.

These gatherings will also include opportunities for sharing observations by language teachers and instructors concerning popularity of the Syllabics and Sounds Building Blocks with various age groups and responses from community members.

Another measure of the success of this project is whether demand for more Syllabics and Sounds Building Blocks occurs.

VII. Budget Breakdown

BUDGET SUMMARY

<i>Expense Description</i>	<i>Expense Amount</i>		<i>Expense Amount</i>
	<i>Year 1</i>	<i>Year 2</i>	<i>Total</i>
1. Research	\$ 4500.00		\$ 4500.00
2. Materials Blocks, Containers, Paint, Glue, Labels etc	\$ 39,040.00	\$ 800.00	\$ 39,840.00
3. Contracted Services Graphics, Assembly, Printing	\$ 26,500.00	\$ 20,000.00	\$ 46,500.00
4. Travel Expenses	\$ 400.00	\$ 400.00	\$ 800.00
4. Delivery		\$ 3000.00	\$ 3000.00
6. Administrative	\$ 8500.00	\$ 8500.00	\$ 3360.00
7. Contingency	\$ 2500.00	\$2500.00	\$ 2000.00
TOTAL EXPENSES	\$ 51,850.00 (Year 1)	\$ 48,150.00 (Year 2)	\$ 100,000.00 (Total)

BUDGET DETAILS

CATEGORY	DESCRIPTION	UNIT/HOUR RATE	COST / 40 SETS
Research	Cree Language Consulting Per Diems	\$200.00 ea	\$2000.00
	Dene Language Consulting Per Diems	\$200.00 ea	\$2000.00
	Amassing Syllabics Charts Collection	\$30.00 hr	\$200.00
	Sourcing, Materials and Supplies	\$30.00 hr	\$300.00
Materials and Supplies	Blank Wooden Cubes		
	2x2 Set of 100 = \$300 (need 1600)	\$300.00	\$4800.00
	4x4 Set of 3 cubes = \$60.00 (need 1600)	\$60.00	32040.00
	240 Clear Labels		
	For 2x2 labels	\$30.00 ea	\$100.00
	For 4x4 labels	\$30.00 ea	\$100.00
	Polyurethane Finish : 80 spray cans	\$20.00 ea	\$1600.00
	Container Labelling Glue/Paint Supplies (Drop sheets, x-acto knives, sand paper, glue)	\$400.00 all	\$400.00
Delivery Containers	\$10.00 ea	\$800.00	
Contracted Services	Label Designer	\$30.00 hr	\$3000.00
	Graphics for Labels 100 hrs		
	Printer Services	\$40.00 hr	\$2000.00
	Color images on clear labels. Printing will provide include perforations.	\$5.00 ea sheet	\$1500.00
	Coordinator/Assembly: Person 1: 20 hours per week x 40 wks.	\$30.00 hr	\$24,000.00
	Assembly Assistant: Person 2: 20 hours per week x 40 wks.	\$20.00 hr	\$16,000.00
Delivery	Label Containers (print & glue) Includes Simple Word Lists	\$5.00 ea	\$400.00
	Packaging (tape, wrapping) for Handling	\$5.00 ea	\$400.00
Transportation	Travel Expenses – sourcing materials, arranging storage, visiting printers etc.	\$30.00 hr	\$800.00
	Product Shipping and Distribution	\$50.00 ea	\$2200.00
Other	Administrative Fees		\$3360.00
	Contingency Fund		\$2,000.00
TOTAL BUDGET			\$100,000.00

Notes:

- There are many versions of syllabic charts. Research is necessary to ensure the syllabics and sounds are regionally relevant. Word lists from the region will support the use of the building blocks.
- Members of the NSD and KTCEA teams may deliver the building blocks so an amount has been estimated to cover travel expenses.
- Administrative fees cover handling the budget and office supplies etc.

- The materials and printing costs are estimated so a contingency fund is necessary for overages.

VIII. Reporting

Project and financial reporting is required by Alberta Education for all conditional grant agreements.

Reports will be provided on the following dates:

1. February 28, 2020 (Year 1 activities)
2. March 31, 2021 (Final Report) the final report will address:
 - the completed activities and outputs;
 - the results or outcomes of the project;
 - the lessons learned and any recommendations to inform future grants;
 - a financial statement report certified by a senior financial officer of the Grant Recipient to account for the funds provided for the project, including how funds were used for their intended purpose and if funds were not fully utilized, the plan for remaining funds
 - Other information as deemed appropriate.

IX. Letter of Support



Kee Tas Kee Now Tribal Council Education Authority Ltd.

Box 360, Red Earth Creek, AB, T0G 1X0
ph: 780.649.3103 fax: 780.649.2841

December 12, 2018

Mr. Gord Atkinson,
Northland School Division No. 61

Dear Mr. Gord Atkinson;

Re: Letter Of Support for "SYLLABICS AND SOUNDS BUILDING BLOCKS" Proposal in the Indigenous Languages in Education - Resource Stream Category

On behalf of Kee Tas Kee Now Tribal Council Education Authority Ltd. (KTCEA) please accept this letter as a formal commitment to work in partnership with Northland School Division No. 61 under the Indigenous Languages in Education Grant Program for the next two years (March 2019 through March 2021).

KTCEA will collaborate with Northland School Division No. 61's Director of First Nations, Metis, Inuit Learner Success who will lead this project's administration, coordination and financial management. Kee Tas Kee Now Tribal Council Education Authority will work with Northland School Division No. 61 to undertake the planned activities described and outlined in the Indigenous Languages in Education Grant Proposal Template (or Section E of the Grant Application). Northland School Division No. 61 will engage our community of language speakers, language experts, language teachers, education administration, band/community school(s) and Elders to ensure it is prepared to undertake the planned activities, achieve the stated milestones and adhere to expected timelines.

Northland School Division No. 61 will ensure the Indigenous Languages in Education program guidelines are followed for our organization and will provide appropriate coordination and support services, including project management; sharing of information; training; specialist and technical support; monitoring; compliance; evaluation and reporting. KTCEA will ensure that Northland School Division No. 61 is provided with the necessary inputs they require in order to complete the application/proposal, reporting requirements and/or any other outcome measures reporting related to the project.

In partnering with Northland School Division No. 61 in the Indigenous Languages in Education Grant Program until March 2021, we will encourage greater efficiencies and economies of scale and will reinforce the ongoing efforts for collaboration and capacity building.

Sincerely,

Dr. Daphne Mai'Stoina
Superintendent





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

TO: THE BOARD OF TRUSTEES **Date:** January 18, 2019
SUBMITTED BY: Wes Oginski, Associate Superintendent - HR
SUBJECT: DECEMBER 2018 ENROLLMENT UPDATE
ORIGINATOR: Wes Oginski, Associate Superintendent - HR
REFERENCE(S) & ATTACHMENTS: 2018-19 December 30 Student Enrollment

RECOMMENDATION:

That the Board of Trustees accept as information, the December 30th, 2018 student enrolment.

BACKGROUND:

Administration will provide a monthly update of student enrollment .

RISK ANALYSIS:

It is important for the Division to be aware of student enrollments, as this affects how Northland is able to organize and deliver services. A monthly update is provided to the Board as information.

20-Dec-18

AREA 1																
	P	E	1	2	3	4	5	6	7	8	9	10	11	12	Other	Total
Paddle Prairie	0	6	6	7	7	13	18	7	11	13	7	4	14	5	0	118
Bishop Routhier	0	7	8	11	12	7	8	6	0	0	0	0	0	0	0	59
Gilt Lake	0	13	15	18	14	16	15	18	14	9	12	0	0	0	0	144
Grouard Northland	0	10	6	9	11	9	12	4	6	3	3	0	0	0	0	73
Hillview School	1	1	2	2	1	2	3	3	0	0	0	0	0	0	0	15
Susa Creek	0	6	4	6	2	11	3	5	4	4	0	0	0	0	0	45
Total	1	43	41	53	47	58	59	43	35	29	22	4	14	5	0	454

AREA 2																
	P	E	1	2	3	4	5	6	7	8	9	10	11	12	Other	Total
Calling Lake	0	15	16	18	5	8	7	13	8	10	11	6	3	0	0	120
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	34	19	17	0	70
Mississinny School	0	0	0	0	0	0	0	0	35	28	41	52	29	33	0	218
Chipewyan Lakes	0	6	2	1	5	5	1	1	1	0	3	3	0	0	0	31
Pelican Mountain	0	3	3	3	3	3	2	1	0	0	0	0	0	0	0	18
St. Theresa	0	50	56	49	44	35	38	43	0	0	0	0	0	0	0	315
Total	0	74	77	71	57	51	48	58	44	38	58	96	51	50	0	773

AREA 3																
	P	E	1	2	3	4	5	6	7	8	9	10	11	12	Other	Total
Athabasca Delta Community School	0	14	25	16	15	19	16	15	9	17	21	20	21	15	0	223
Bill Woodward School	0	0	0	0	0	5	17	11	20	12	12	13	15	18	0	123
Anzac Community School	0	28	16	17	15	6	0	0	0	0	0	0	0	0	0	82
Conklin	0	4	1	1	3	2	4	6	3	7	3	0	0	0	0	34
Elizabeth School	3	10	15	13	12	14	14	14	11	11	0	0	0	0	0	117
Father R. Perrin	0	12	7	14	10	6	7	7	7	5	1	0	0	0	0	76
Fort McKay School	0	7	8	5	5	5	8	6	0	0	0	0	0	0	0	44
J.F. Don	1	11	11	7	11	11	7	10	9	8	0	0	0	0	0	86
Total	4	86	83	73	71	68	73	69	59	60	37	33	36	33	0	785

December 20, 2018 Total	5	203	201	197	175	177	180	170	138	127	117	133	101	88	0	2012
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NORTHLAND SCHOOL DIVISION NO. 61

ADMINISTRATION RECOMMENDATION TO THE BOARD

TO: THE BOARD OF TRUSTEES **DATE:** January 18, 2019

SUBMITTED BY: Don Tessier, Director of Student Engagement, Attendance, and Completion

SUBJECT: Monitoring Reports – Operational Plan Update

ORIGINATOR: Board of Trustees

REFERENCE(S) & 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.

BACKGROUND:

RISK ANALYSIS:



Director of Student Engagement, Attendance, and Completion Report to the Board

January 18, 2019

Operational Plan Updates to January 18, 2019

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.
- All school principals, with input from their school councils and staff, have completed the 'attendance improvement planning and reporting tool' with the exception of Gift Lake School.
- 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.
- Attendance Improvement Committees are established at each school.
- Month-end attendance charts, attendance highlight analysis & updates and school attendance initiatives are published in the Northland Communique.
- Student Data Coordinator offers 'Maplewood Monday' training for secretarial staff and new administrators. As well, Gayle D. travels to schools offering face-to-face support.
- In cooperation with Human Resources (HR), the Student Data Coordinator provides monthly school student counts.
- Monthly phone call checks to school secretaries Student Data Coordinator and DSEAC ensure that Maplewood matches school counts ('bums in seats'), and PASI.

Strategy 1.2: Identify students struggling with attendance

- On a monthly basis, principals are asked to account for students who have missed 3 or more school days in a given month. In a google.doc, school principals identify reasons for absences and what actions the staff has taken to return the student to school. This approach keeps 'attendance improvement' on the front page for all schools.

An analysis of the Division's October 2018 absences is published in the November Communique.

- '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.
- At the administration meeting in February, the DSEAC has arranged a session for principals on a new provincial attendance office. The new office of student attendance and re-engagement has been active for over a year. The new attendance board is smaller than its predecessor and has a balance of "gender parity, diversity and geography".

Strategy 1.3: Analyze attendance data

- 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 (i.e. Mistassiniy School) to address chronic non-attending students.

Meetings (October, November, January) have taken place at Mistassiniy School with the Wellness Worker, School/Community Liaison & principal) to develop an action plan to address chronic non-attending students.

- The DSEAC meets with school councils (i.e. Hillview School, ADCS School), attendance committees (i.e. Susa Creek, Hillview, Father R. Perin), students (Focus Groups at Mistassiniy, Calling Lake, Bill Woodward, ADCS and Father R. Perin Schools), and parents (i.e. Father R. Perin School, ADCS) to discuss the importance of regular attendance and recent division strategies that support school attendance improvement efforts (i.e. Award and Recognition Programs at school-level and division-wide).

- Effective January 11, 2019, the DSEAC received completed 'Planning & Report' templates from 19 school administrators; one 'planning and reporting document has yet to be submitted.

Strategy 2.1: Address chronic absences in Northland schools.

- With support from Wellness Workers and school-based School/Community Liaison Workers (where they exist), home visits are being conducted to provide support to high risk students and their families.
- School principals and teachers are aware that every student must have a success plan. To this end, my.Blueprint training sessions have taken place in Peace River (Area 1), Wabasca (Area 2) and Fort McMurray (Area 3). Train-the-trainer participants will return to their respective schools to conduct further training with principals, teachers, students and support staff.

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

- The DSEAC is currently organizing student focus group gatherings with students to hear their voice on school improvement efforts. The following questions 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.

To date, student focus group discussions have taken place at the following schools: Bill Woodward School, Athabasca Delta Community School, Mistassiniy School, Calling Lake School, and Father R. Perin School.

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

- Attendance Award and Recognition Program' developed, approved and being implemented division-wide. Feedback from schools have been positive; monthly attendance awards and

recognition are well received by students and parents (i.e. feedback received from parents and students at school council gatherings).

- Principals are asked to include the eight 'attendance award and recognition program' strategies in their monthly communications home (i.e. newsletters, Social Media, Posters etc.). The goal is to ensure that all NSD stakeholders (principals, teachers, support staff, parents, students and interested school community partners) are familiar with the awards and recognition strategies.
- Schools view monthly attendance charts and engage in healthy but competitive 'game-play' to have the best possible attendance patterns in the area and throughout division. This information will be shared with the executive team, superintendent and the Board.
- 'Focus Groups' with students, staff and parents continue to engage stakeholders in local attendance improvement efforts.

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.
- For tracking purposes, school principals and their secretaries are aware that students transitioning to another school within or outside of our division must complete all Maplewood 'exiting' information. This MW information can then be used by NSD61 to track former & current students as they progress through the educational system and into post-secondary education.

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

- All FWW have been hired except for the 0.5 for Susa Creek, all the others are working, building community relationships.
- Family Wellness Workers are in-place to support school community wellness and offer student/family support.

Strategy 4.2: Enhance parent and community engagement

- Family Wellness Workers are making community connects as well as building the caseloads for one to one sessions. Professional development opportunities have been made available to build capacity within the schools and communities.
- All principals have been advised that the DSEAC will be attending school council gatherings. DSEAC has attending school council meetings at Hillview School and Fort Chipewyan School.
- The DSEAC will create a NSD61 Youth Council to engage 'at the table' with the Board of Trustees.

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

- There is progress taking place with Alberta Education in developing mentoring courses for credit for high school students.
- An action plan needs to be developed to ensure that students are connected to a mentor / adult in each school.

Strategy 5.2: Use student data to inform decision-making

- 2017-2018 OurSchool student results were shared in October 2018 with the Principals as well as shared by Superintendent Atkinson at the Board meeting.
- OurSchool student surveys for the 2018-2019 school year took place in November and December 2018. Results will be shared in upcoming Principal meetings and board meeting.
- All schools have had the opportunity to participate in OurSchool student surveys. An analysis of Division student survey results will be available in mid-January 2019.
- Student Focus Groups are being established to determine 'barriers to school success', 'current school successes', and 'what would make 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 student focus groups, a NSD61 Youth Council will be established to offer voice at the Board of Trustees' table.

Congratulations to the following students who received a \$50 Gift Card for their outstanding December 2018 Attendance Successes!

- Kindergarten to Grade 3: Miles Alan Desjarlais, Elizabeth School, Grade 2
 - Grades 4-6: Marie Boucher, Fort McKay School, Grade 4
 - Grades 7-9: Mable Houle, Calling Lake School, Grade 7
- Grades 10-12: Jerome Isla, Athabasca Delta Community School, Grade 11

The division-wide program is an implemented action listed in the Attendance Improvement Initiative 'Every Day Counts' Operational Plan <https://nsd61.ca/download/131791>.



NORTHLAND SCHOOL DIVISION NO. 61
TRUSTEE REPORT TO THE BOARD

TO:	The Board of Trustees	DATE:	Jan. 11 th 2019
SUBMITTED BY:	Randy Anderson, Ward 3 Trustee		
SUBJECT:	Report for the Month of January 2019		

SUMMARY:

- ❖ Christmas concerts were held in both communities Gift Lake & Peavine. In Peavine I was told 82 parents attended in Peavine which is the most they have ever had. Gift Lake also had good attendance. Unfortunately I was unable to attend as I was out of town.
- ❖ On Jan. 9th attended a school council meeting in Peavine, the meeting was well organized and good reports were provided. The council is very interested in meeting with the surrounding Councils to exchange ideas and possible training. The community is very interested in infusing the Metis Culture into the curriculum and this is supported by the local leaders who are actually spearheading this initiative. The first meeting of the committee was held on Jan. 10th.
- ❖ In Gift Lake issues with staff are being dealt with at present and hopefully we will be up to full complement in the near future.



NORTHLAND SCHOOL DIVISION NO. 61
TRUSTEE REPORT TO THE BOARD

TO:	The Board of Trustees	DATE:	JAN 9, 2019
SUBMITTED BY:	KAREN TELFORD		
SUBJECT:	WARD 11 TRUSTEE REPORT		

SUMMARY:

Nov 27/18 - EMS School Council Meeting
Nov 28/18 Send EMS Trustee Report for Newsletter
Nov 29/18 Meeting with Minister Larivee, Advocacy Committee
Dec 3/18 Teleconference with Lois Advocacy Committee Action Plan
Dec 7/18 Elizabeth Christmas Concert (Afternoon)
Dec 7/18 Treaty 8 Gala Edmonton
Dec 8/18 Board/Senior Staff Christmas
Dec 11/18 - TEBA Meeting
Dec 13/18 Teleconference Advocacy Committee
Dec 18/18 Land Based Teaching - Cleaning Fish @ JF Dion
Dec 20/18 MSGC Christmas Party
Upcoming: ASBA Conference, Shaping the Future Conference & Wellness Committee Meeting ,EMS School Council Meeting

