



NORTHLAND SCHOOL DIVISION NO. 61

REGULAR BOARD MEETING NO. 19-02

AGENDA

Location: Star of the North Centre, St. Albert, AB
 Date & Time: Friday, February 15, 2019; 9:00 a.m. to 3:00 p.m.
 Note: If agenda is ahead of schedule, items will be moved up

Page No

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

1. Recognition of Traditional Lands
2. Opening Prayer, Cultural Reflection or Reflection
3. Approval of Agenda
4. In-Camera (9:00 a.m. – 10:00 a.m.)

B. CONSENT AGENDA (10:00 – 10:15am)

1. January 18, 2019 Minutes.....	2
2. Business Arising from Previous Meetings - Board Action Items.....	9
3. Board Expenses for the period ending January 31, 2019.....	10
4. Board Chair Report.....	11
4.1. Correspondence	
4.1.1. Joint Statement on Physical Punishment of Children and Youth.....	12
5. Superintendent Report (includes attendance data).....	13
6. Enrolment Report.....	20
7. Association Reports	
8. Committee and/or Board Representative Reports	
9. Trustee Community Reports	
9.1. Ward 10.....	23
9.2. Ward 11.....	24
10. Board Advisor Report.....	25

C. ACTION ITEMS (10:15 a.m. – 12:00 p.m.)

1. Superintendent's Quarterly Education Report.....	26
2. Professional Improvement Leave recommendation (Associate Superintendent W. Oginski).....	61
3. Fort McMurray land transfer (Secretary-Treasurer T. Rasmuson).....	63
4. Mistassiniy Field Trip (Superintendent G. Atkinson).....	66
5. Hillview School motion (Superintendent G. Atkinson).....	75

E. RECESS (10:30 a.m. - 10:45 a.m.)

F. MONITORING REPORTS (1:00 p.m. – 2:30 p.m.)

1. Board Chair Highlights	
2. Superintendent Highlights (1:15 p.m. – 1:30 p.m.)	
2.1 Highlights/Update	
3. Monitoring Reports (Department)	
3.1 Area 2 Central Associate Superintendent Report (Area Associate Superintendent N. Spencer-Poitras) (BWP 1.14).....	76
3.2 Student Services Department Report (Director of Student Services S. Sutherland) (BWP 1.18)..	80
3.3 Housing Plan (Housing Foreman C. Vion).....	89

G. 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:** February 14, 2019
SUBMITTED BY: Trudy Rasmuson, Secretary-Treasurer
SUBJECT: Approval of Consent Agenda
REFERENCE(S) & ATTACHMENTS:

RECOMMENDATION:
THAT the Board of Trustees acknowledge that they have reviewed and approve the consent agenda items.

BACKGROUND:
The board meeting agenda has a bit of a different look. A consent agenda is being proposed for this meeting, to see how it goes. A consent agenda is a board meeting practice that groups routine business and reports into one agenda item. The items in the consent agenda are approved in **one** motion, rather than filing motions on each item separately. Using a consent agenda can save boards time, and also allow more time for discussion or action items.

This process only works, however, if everyone reads all the consent agenda items, and ask questions outside the meeting. Questions about the items can be directed to the Superintendent, who will answer them by email, letting all trustees know the question, and the response.

Consent agenda items can be pulled from the consent agenda and put into the regular agenda if a trustee feels there needs to be action on something contained in the item. This needs to be done prior to the approval of the agenda and simply requires a trustee to request the item be pulled from the consent agenda and placed on the regular agenda.

MINUTES OF THE NORTHLAND SCHOOL DIVISION
NO. 61 BOARD OF TRUSTEES REGULAR MEETING
ON JANUARY 18, 2019 AT STAR OF THE NORTH IN
ST. ALBERT, AB.

MEMBERSHIP		
✓	Maddy Daniels	• Chair Ward 1
✓	Cathy Wanyandie	• Trustee Ward 2
✓	Randy Anderson	• Trustee Ward 3
✓	Jesse Lamouche	• Trustee Ward 4
✓	Louis Cardinal	• Trustee Ward 5
x	Silas Yellowknee	• Trustee Ward 6
✓	Robin Guild	• Trustee Ward 7
x	Loretta Gladue	• Trustee Ward 8
✓	Rubi Sakeskanip	• Trustee Ward 9
✓	Jules Nokohoo	• Vice – Chair, Trustee Ward 10
✓	Karen Telford	• Trustee Ward 11
x	Lois Byers	• Board Advisor
✓	Gord Atkinson	• Superintendent of Schools
✓	Trudy Rasmuson	• Secretary-Treasurer
✓	Wesley Oginski	• Associate Superintendent of Human Resources
✓	Shelley Willier	• Associate Superintendent, Area 1
✓	Nancy Spencer-Poitras	• Associate Superintendent, Area 2
✓	Tim Stensland	• Associate Superintendent, Area 3
✓	Don Tessier	• Director of Student Engagement, Attendance, and Completion
✓	Lorraine Cardinal-Roy	• Director of First Nation, Metis, and Inuit Learner Success
✓	Curtis Walty	• Communications Coordinator
✓	Krystal Potts	• Executive Assistant
x	Elaine Edgar	• Executive Secretary

CALL TO ORDER 24764/19 Chair Daniels called the meeting to order at 9:13 a.m.

CULTURAL REFLECTION Chair Daniels gave the opening cultural reflection.

IN CAMERA SESSION 24765/19 Trustee Guild moved that the meeting go in camera at 9:17 a.m.

9-0
CARRIED

REGULAR SESSION 24766/19 Trustee Nokohoo moved that the meeting revert to regular session at 11:26 a.m.

9-0
CARRIED

-
- | | | |
|---------------------------------------------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ADOPT AGENDA | 24767/19 | Trustee Nokohoo moved that the Board of Trustees adopt the agenda as amended.

Addition:
Action Item 10: Excusable Absense of Trustee Gladue

9-0
CARRIED |
| MINUTES
NOVEMBER 30,
2018 | 24768/19 | Trustee Guild moved that the Board of Trustees approve the minutes of November 30, 2018 as attached.

9-0
CARRIED |
| OLD BUSINESS –
BOARD ACTION
ITEMS | 24769/19 | Trustee Telford moved that the Board of Trustees receive as information the action taken by administration with respect to directives given by the Board.

9-0
CARRIED |
| PEAVINE MÉTIS
EDUCATION
PROGRAM | 24770/19 | Trustee Anderson moved that the Board of Trustees directs the Superintendent of Schools to work with the Peavine Métis Settlement on a curriculum program which reflects the Local Métis story and culture in Bishop Routhier School.

9-0
CARRIED |
| DRAFT SCHOOL
YEAR CALENDAR
FOR REVIEW | 24771/19 | Trustee Shirley moved that the Board of Trustees receive as information the Northland School Division 2019-2020 Draft School Year Calendar, as attached.

9-0
CARRIED |

POLICY 5, APPENDIX A, SIGNING AUTHORITY	24772/19	Trustee Anderson moved that the Board of Trustees approve the third reading to Policy 5, Appendix A, Signing Authority Chart, as presented.
		9-0 CARRIED
		The meeting recessed at 11:56 a.m. The meeting reconvened at 12:38 p.m.
HILLVIEW VIABILITY STUDY	24773/19	The Board of Trustees received as information the Hillview Viability Study, as attached.
PELICAN MOUNTAIN VIABILITY STUDY	24774/19	Trustee Guild makes a Notice of Motion at the January 18, 2019 Regular Board meeting – to consider a school closure of Pelican Mountain school grades K-6 and this motion will be decided upon by the end of May, 2019.
		9-0 CARRIED
CALLING LAKE OUTREACH VIABILITY STUDY	24775/19	Trustee Anderson makes a Notice of Motion at the January 18, 2019 Regular Board meeting – to consider a school closure of Calling Lake Outreach school this motion will be decided upon by the end of May, 2019.
		9-0 CARRIED
UNAUDITED FINANCIAL REPORT FOR SEPTEMBER 1, 2018 – NOVEMBER 30, 2018	24776/19	Trustee Lamouche moved that the Board of Trustees approve the First Quarter Financial Statement for 2018-2019, as attached.
		9-0 CARRIED

JOINT STATEMENT ON PHYSICAL PUNISHMENT OF CHILDREN AND YOUTH FROM RON ENSON	24777/19	Trustee Telford moved 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.
		9-0 CARRIED
ROLE OF BOARD ADVISOR	24778/19	Trustee Lamouche moved that the Board of Trustees receive as information, the Role of the Board Advisor, as attached.
		9-0 CARRIED
SPECIAL ROLE FOR WARD 5 TRUSTEE CARDINAL	24779/19	Trustee Guild moved 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.
		9-0 CARRIED
PRAYER, CULTURAL REFLECTION OR REFLECTION	24780/19	Trustee Telford moved that the Board of Trustees approve the first reading of the changes to Policy 5 Role of Chair as attached.
		9-0 CARRIED
EXCUSABLE ABSENCE FOR TRUSTEE GLADUE, WARD 8	24781/19	Trustee Wanyandie moved that the Board of Trustees exempt section 3.3 of Policy 7, which allows Trustees to be absent for only three meetings, for the Trustee in Ward 8, until April 2019, to determine whether her role in First Nations governance is a conflict of interest.
		9-0 CARRIED

BOARD CHAIR REPORT	24782/19	Trustee Telford moved that the Board of Trustees accept as information, the Board Chair Report as presented and attached.
		9-0 CARRIED
RECESS		The meeting recessed at 1:48 p.m. The meeting reconvened at 2:07 p.m.
SUPERINTENDENT'S REPORT	24783/19	Trustee Cardinal moved that the Board of Trustees accept as information, the Superintendent's Report as presented and attached.
		9-0 CARRIED
MONITORING REPORTS – AREA 1 ASSOCIATE SUPERINTENDENT	24784/19	Trustee Lamouche moved that the Board of Trustees receive as information the Area 1 Associate Superintendent Report to the Board, as presented and attached.
		9-0 CARRIED
MONITORING REPORTS – OHS DEPARTMENT	24784/19	Trustee Shirley moved that the Board of Trustees receive as information the OHS Department Report to the Board, as presented and attached.
		9-0 CARRIED
INDIGENOUS LANGUAGES IN EDUCATION GRANT PROPOSALS	24785/19	Trustee Guild moved that the Board of Trustees receive as information the Indigenous Languages in Education Grant Proposals, as presented and attached.
		9-0 CARRIED

Trustee Shirley left the meeting at 3:33 pm.

ENROLMENT
UPDATE

24786/19 Trustee Telford moved that the Board of Trustees receive as information the December 30, 2018 student enrolment.

8-0
CARRIED

MONITORING
REPORTS –
OPERATIONAL
PLAN UPDATE

24787/19 Trustee Telford 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

ASBA ZONE
MEETINGS

24788/19 Trustee Nokohoo moved that the Board of Trustees accept the ASBA Zone 1 verbal report.

8-0
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 Guild attended the Chipewyan Lake Christmas concert and congratulated the students on their excellent attendance.

Trustee Nokohoo attended a community meeting in Janvier with the Director of Student Engagement, Attendance, and Completion.

Trustee Telford highlighted items in her written report, and attended a school council meeting via Google Hangouts.

Trustee Anderson met with Gift Lake staff.

Trustee Wanyandie reported the Parent Council meeting in Susa Creek was cancelled in December.

ADJOURN

Maddy Daniels, Board Chair

Trudy Rasmuson, Secretary-Treasurer

Recording Secretary: Krystal Potts, Executive Assistant

Meeting	Date of Meeting	Assigned To	Agenda Item	Task	Due Date	Status	Action
1 Board	1/18/2019	Gord/Trudy	Quarterly Financial	Chair Daniels requested the percentage of teachers wages that go to rent, on average.	2/6/2019	Complete	Secretary - Treasurer will present in the budget workshop, Feb. 14, 2019
2 Board	1/18/2019	Gord	Hillview Viability Study	Set up a meeting with the East Prairie Settlement around Hillview viability and set up community meetings. Work with the Trustees and Associate Superintendent	3/1/2019	Pending	Sent the Associate Superintendent an email to begin the process on Jan. 28, 2019
3 Board	1/18/2019	Wes	2019-2020 Calendar	Get feedback from the Settlements around closing the school on Metis Proclamation Day, will that affect their functions?	3/1/2019	Pending	
4 Board	5/24/2018	Trudy	Combining of Wards 6 & 7.	Administration to begin the process of seeking Ministerial approval to combine Wards 6 & 7, which would have one ward with 2 trustees.	5/1/2021	In Progress	October 2018 update - with further conversations with Alberta Education, they are willing to work on combining Wards 6 & 7.

TRUSTEE EXPENSE SUMMARY

AS OF January 31, 2019

	YTD	BUDGET	BUDGET REMAINING	% SPENT
Trustee Remuneration	\$92,712.50	\$194,450.00	\$101,737.50	47.68%
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	\$10,541.00	\$3,000.00	-\$7,541.00	351.37%
Professional Services	\$304.80	\$0.00	-\$304.80	0.00%
Advertising	\$0.00	\$0.00	\$0.00	0.00%
ASBA/PSBA Fees	\$29,642.81	\$40,000.00	\$10,357.19	74.11%
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	\$89,050.85	\$194,450.00	\$105,399.15	45.80%
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%
	\$254,924.51	\$521,750.00	\$266,825.49	48.86%
TOTALS	\$254,924.51	\$521,750.00	\$266,825.49	48.86%
TO BE EXPENSED:				
January expenses paid in February	\$15,000.00			
TOTALS	\$269,924.51	\$521,750.00	\$251,825.49	51.73%



January 30, 2019

Ron Ensom
Coalition on Physical Punishment of Children and Youth
1858 Sharel Drive
Ottawa, ON
K1H 6W4

Dear Mr. Ensom:

Re: Joint Statement on Physical Punishment of Children and Youth

On behalf of the Board of Trustees of Northland School Division I am writing to inform you of a decision made at our January 18, 2019 Corporate Board Meeting.

Northland School Division endorses the joint statement on physical punishment of children and youth. This statement closely aligns with Northland School Division Policy 19, *'Welcoming, Caring, Respectful, Safe and Healthy Learning and Working Environments'* in which the division respects diversity and fosters a sense of belonging for each student and staff member.

Thank you for your extensive research and evidence against punishment of children and youth. This initiative supports Northland's number one outcome statement, *'NSD Students are strong in identity, healthy and successful.'*

If you have any questions or concerns, feel free to contact me.

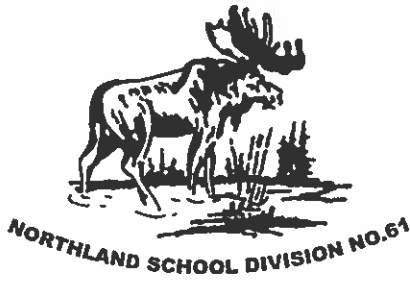
Kind regards,

A handwritten signature in blue ink that reads "Maddy Daniels".

Maddy Daniels
Board Chair
Northland School Division No. 61
Ward1@nsd61.ca
780-219-9768

:kp

c: Board of Trustees, Northland School Division



Superintendent's Report

February 15, 2019

Balanced Calendar Planning	January 21, 2019
Meeting to discuss the balanced calendar concept.	
Athabasca Delta Community School Principal Interviews	January 23, 2019
Interviewed for the principal position in Fort Chipewyan, as well as met with staff and community members.	
Fort McKay School Visit	January 24, 2019
Visited Fort McKay School with the Associate Superintendent of Area 3 and the Board Chair.	
Agenda Review	January 28, 2019
Board agenda review via teleconference.	
EverActive Schools Meeting	January 29, 2019
Met with EverActive Schools to discuss a potential partnership.	
Wellness Committee Meeting	January 30, 2019
Met with the Wellness Committee regarding health promotion across NSD.	
PowerSchool Meeting	January 31, 2019
Meeting regarding switching the Student Information System from Maplewood to PowerSchool.	
Shaping the Future Conference	January 31 - February 2, 2019
The Shaping the Future conference is a gathering place for leaders vested in school health from across the province and nationally.	
Balanced Calendar Meeting	February 4, 2019
Met with administration and Board representation regarding Balanced Calendar planning, or "Every Month Learning".	

Central Office Staff Meeting	February 4, 2019
Met with Central Office staff and provided division updates.	
Pelican Mountain School Council Meeting	February 4, 2019
Attended the Pelican Mountain School Council meeting regarding the viability study, ideas for program changes, and community school support.	
Board/Superintendent Workshop	February 5, 2019
Met with the Board of Trustees for a workshop regarding communication.	
Northland School Division Enhancement Funding Update	February 6, 2019
Met with Alberta Education to provide an update on the 5 Year Investment Plan.	
Annual 3 Year Plan/Annual Education Results Meeting	February 6, 2019
Met with Alberta Education to go over NSD's 3 Year Plan and Annual Education Results.	
Attendance Update	February 7, 2019
Met with Alberta Education to provide an update on NSD's attendance initiative.	
Regional Aboriginal Recognition (Ra Ra) Awards	February 8, 2019
The Ra Ra Awards are for students and community members that have made positive contributions to the Regional Municipality of Wood Buffalo	
Administrators' Meeting	February 12, 2019
Meet with NSD school leadership to present on division priorities.	
Northland Professional Development	February 13, 2019
Northland staff, Trustees, and stakeholders attended "A Framework for Understanding Poverty" by Ruby Payne.	

Committed Dates

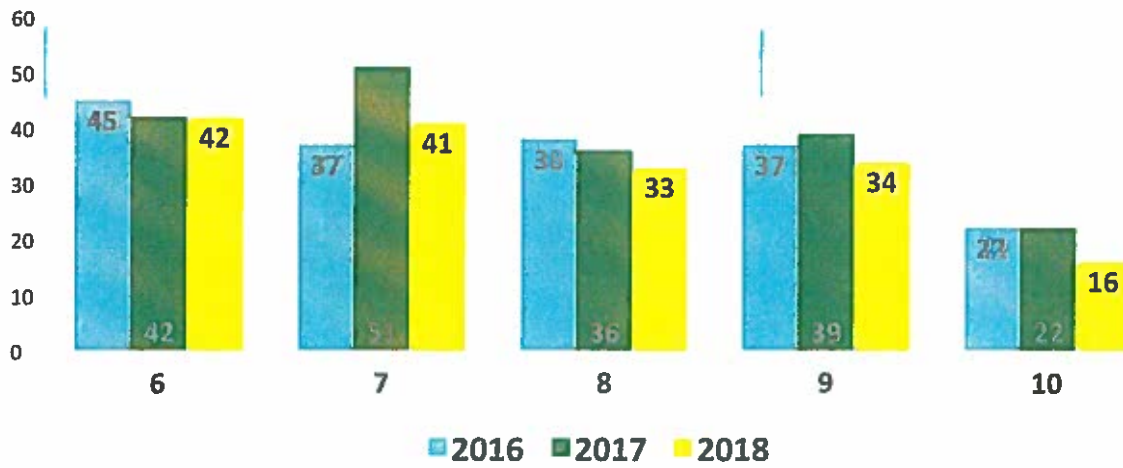
Susa Creek School Visit	February 19, 2019
Paddle Prairie School Visit	February 20, 2019
Healthy Active School Symposium (HASS)	February 28, 2019

ATC Education Conference	March 5 - 7 , 2019
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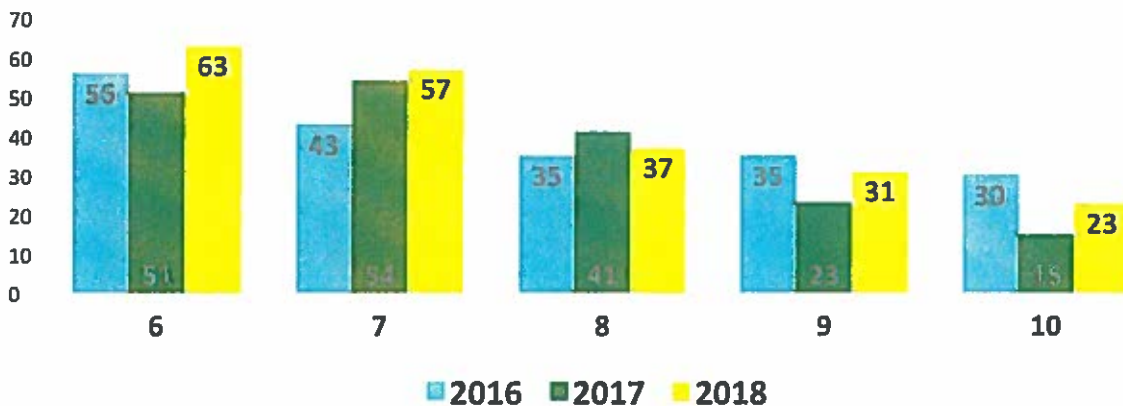
CAT 4 Math Results NSD61 October 2016-18

The Canadian Achievement Test in Mathematics is broken into two parts –Mathematics and Computation and Estimation. The Mathematics test has several subtests. They are: number sense, measurement, geometry and spatial sense and data management. The second Mathematics test is on computation and estimation. This is divided into whole number operations, decimal number operations and estimation.

NSD61 CAT 4 2016-2018 Math



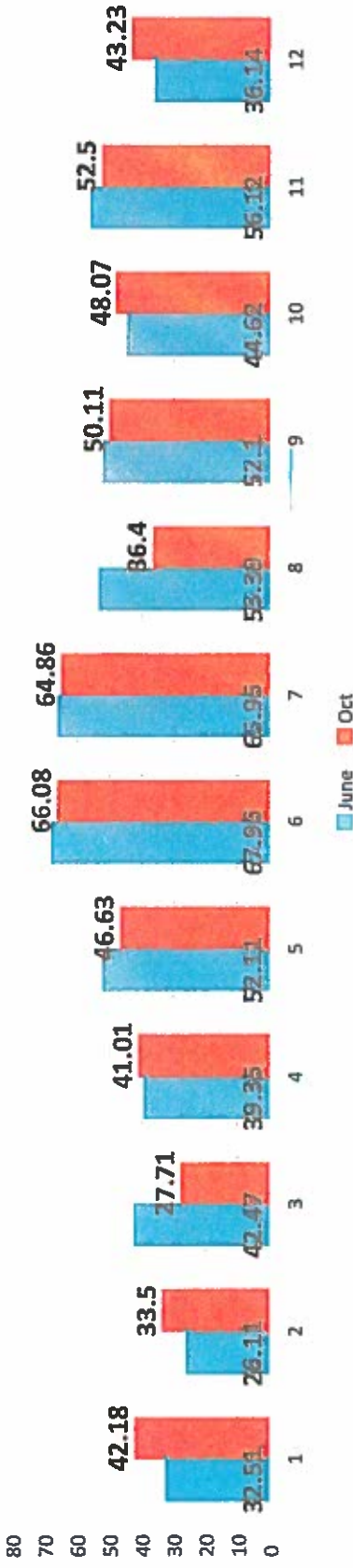
NSD61 Computation 2016-2018 CAT4



Reviewing these results it is apparent that we need to develop a Numeracy strategy for our Division. Our students are not performing nearly as well in Numeracy as they could be. In Numeracy there are not gains in Mathematical concepts however we are seeing gains in computation for the most part.

Grade 11 and 12 are not included as the CAT 4 test for these grade levels is based on the outcomes from the 11-1 and 12-1 Alberta curriculum.

NSD61 Students Approaching or at Grade Level June-October 2018

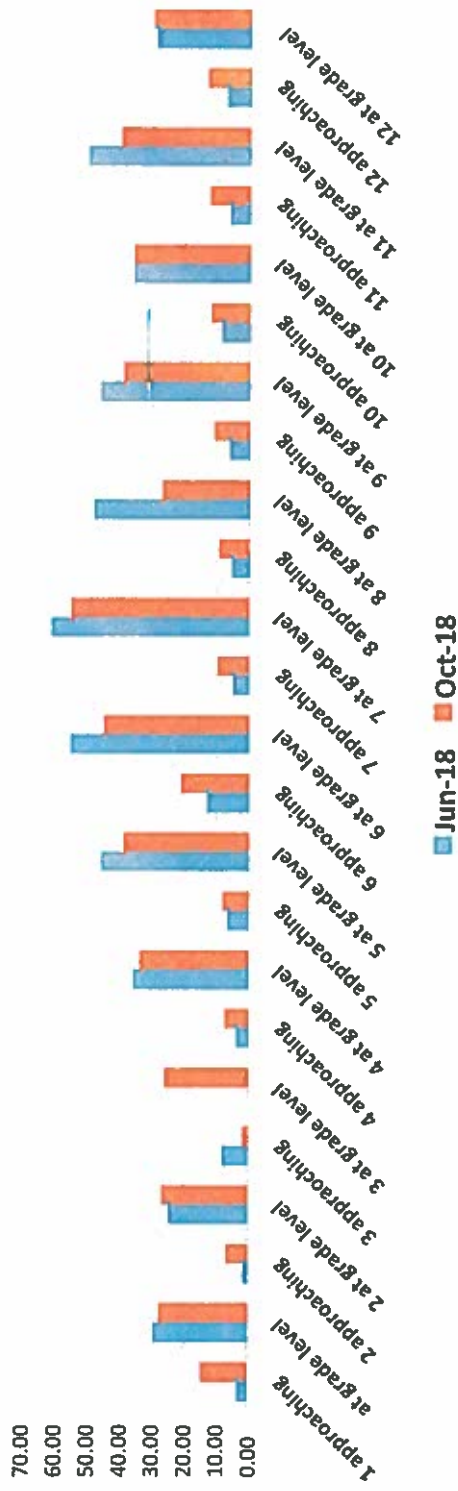


The data on this chart was gathered using the PM Benchmark Assessment in grades one-five and the Canadian Achievement Test from Grades six-twelve in June of 2018 and October of 2018.

What is depicted here is the number of students at grade level or very close to grade level in their reading.

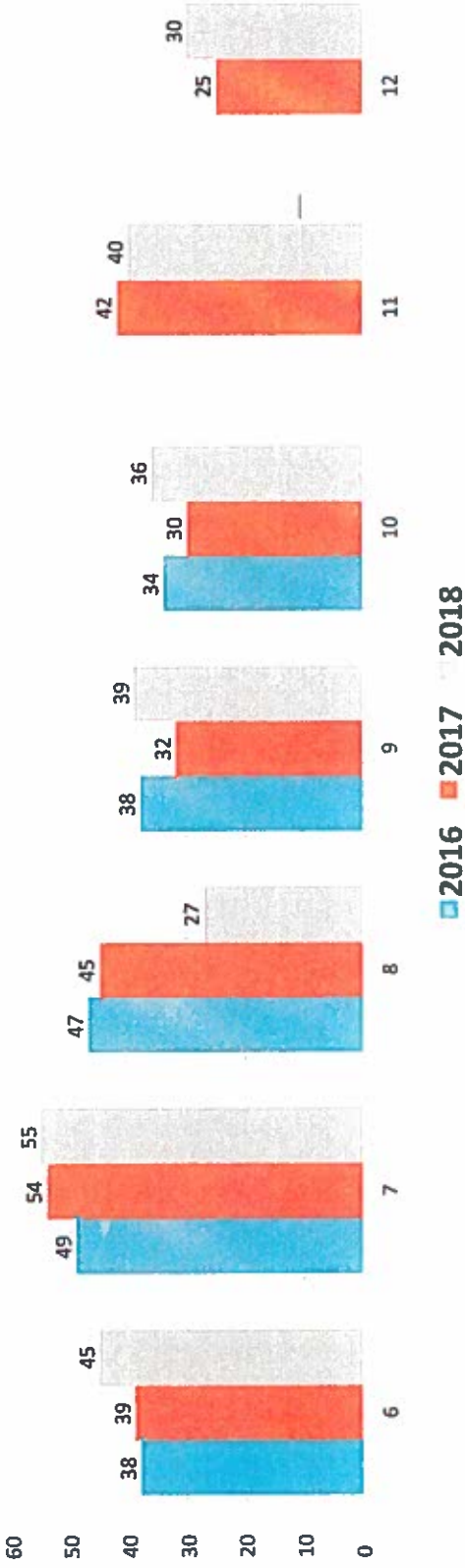
This is the first year we have not seen a significant drop from June –October. Usually the percent of students reading at grade level falls in October due to a phenomena called the Summer Reading Slump. We have put measures in place in all of our communities to mitigate this. Our own NSD61 Summer Reading Program places books in all of the communities for students to read over the summer. Many of our schools also participate in Literacy Camps provided by Frontier College through sponsorship through various government and non-government agencies.

Literacy Data NSD61 October 2018



In this breakdown of the data you will see that in almost every case we have more students approaching grade level in October than we did in June. This is very hopeful for this year as we could see a much higher number of students at grade level by June 2019.

CAT 4 Literacy Comparisons Oct. 2016-Oct 2018 NSD 61



This data depicts student performance in October of 2016, 2017 and 2018. Notable information here is that improvements were seen in all grades with the exception of grade eight and grade eleven.

Overall Growth of the numbers of students reading at or above grade level are as follows:

In June 2016 the average of students reading at or above grade level was 29.20

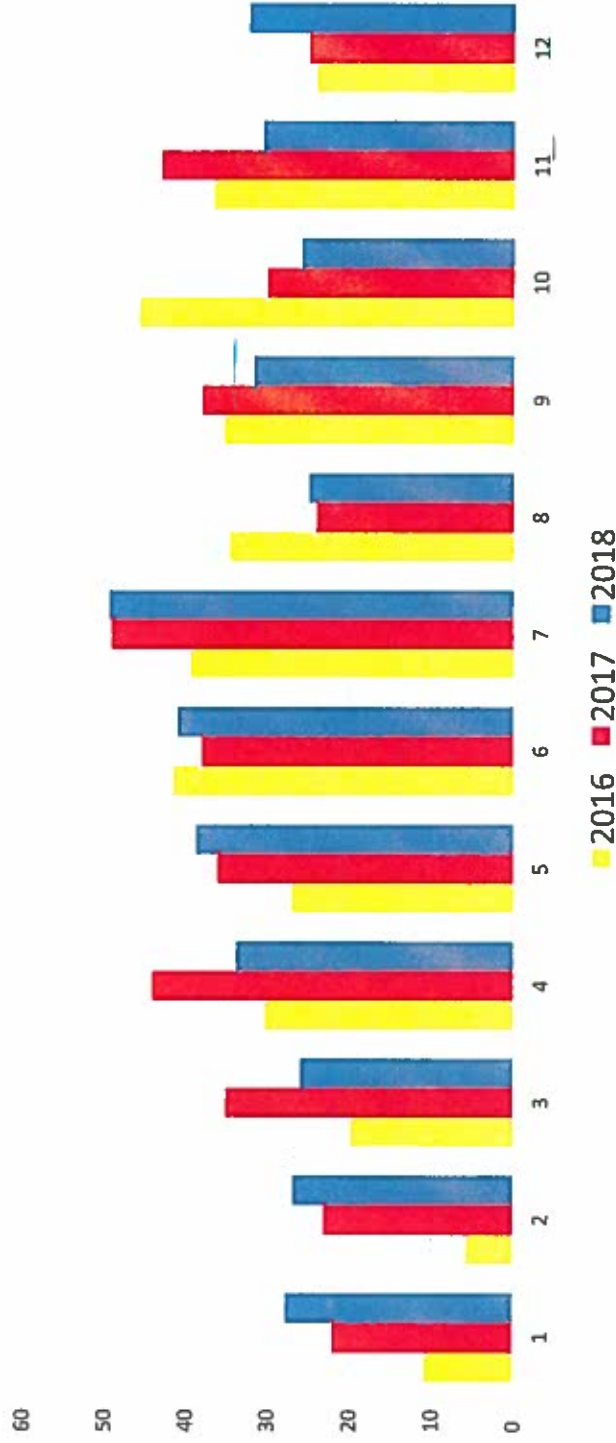
In June 2017 the average of students reading at or above grade level was 33.92

In October of 2018 the average of students reading at or above grade level was 32.34

This is a marginal loss of 1.58% overall. This is a significant improvement over previous years where our data went down significantly in the fall.

Of note is that from 2016 –present we have seen an improvement of 3.14%

NSD61 Grades 1-12 Literacy Data June 2016-October 2018



A more accurate picture will be seen comparing data from June 2016-June 2019 and we will see the overall growth of the division year over year.

NORTHLAND SCHOOL DIVISION NO. 61
TRUSTEE REPORT TO THE BOARD



TO:	The Board of Trustees	DATE:	January 31, 2019
SUBMITTED BY:	Jules Nokohoo, Vice Board Chair		
SUBJECT:	Report for the Month of January 31, 2019		

SUMMARY:		
<ul style="list-style-type: none"> ● Attend January 18,19th Meeting in St. Albert ● ASBA Mtg in Leduc on Jan 20, 2019 ● Attend Alberta Health Services Meeting at Keyano College in Fort McMurray regarding Health & Wellness. AHS were addressing some renovation that was taking place at the hospital, example: Palliative care Unit and services to general public. (Jan 23, 2019) ● on Jan 28, 2019, Attend Parent Council Meeting. The parent board asked a question, that they would like to see K-12 School in Janvier, driven by Northland School Division. They would like to get feedback from the community and than address to the Supt. ● Athabasca Tribal Council Health & Wellness Conference from Jan 29-31, 2019 at Quality Inn in Fort McMurray. All five nations participated in the conference. Presenters were addressing opiate crisis and other substance abuse(it was a real eye opener) 		



NORTHLAND SCHOOL DIVISION NO. 61
TRUSTEE REPORT TO THE BOARD

TO:	The Board of Trustees	DATE:	Feb 6, 2019
SUBMITTED BY:	Karen Telford, Ward 11		
SUBJECT:	Report for the Month of January/Feb 2019		

SUMMARY:

Jan 18 & 19/19 - Board Meeting & COTW Meeting St. Albert

Jan 21 & 22/19 - ASBA Conference Leduc

Jan 30/19 - Wellness Committee Meeting & Pre-Conference "Shaping the Future" Ever Active Schools

Jan 31 - Feb 2/19 - Shaping the Future Conference, Lake Louise

Feb 5/19 - Meeting with Associate Superintendent & Principal, JF Dion

Feb 6/19 - Communication Teleconference

Feb 7 & 8/19 - PSBC Meeting & Governance Seminar

January - School Council Meeting in Elizabeth cancelled

Upcoming - Healthy Active School Symposium, School Council Meetings Elizabeth & JF Dion, Northland Professional Development



BOARD ADVISOR REPORT TO THE BOARD

TO:	The Board of Trustees	DATE:	February 6, 2019
SUBMITTED BY:	Lois Byers, Board Advisor		
SUBJECT:	Report for the Month January 1 to February 6		

SUMMARY:

- Working with Secretary/Treasurer to refine job description for the Executive Secretary to the Board and Corporate Services (Board Secretary) and administrative assistant to this position. Also involved in draft ads for these positions.
- Working with Secretary/Treasurer on clearly identifying the roles and responsibilities of the two positions noted above.
- Working with Secretary/Treasurer on the process of preparing agendas and documents for board meetings, consent agenda.
- Working with Secretary/Treasurer to board package processes
- Discussions with some trustees on their positions and processes within NSD with regard to resolving concerns.
- Participating in agenda review for January and February meetings
- Preparation, set-up and completion of board superintendent communication workshop
- Involved in preparation of various documents for the board package
- Review, refine and complete draft for trustee expense guidelines



NORTHLAND SCHOOL DIVISION NO. 61

ADMINISTRATION RECOMMENDATION TO THE BOARD

TO: THE BOARD OF TRUSTEES **DATE:** February 15, 2019

SUBMITTED BY: Gord Atkinson, Superintendent of Schools

SUBJECT: Education Quarterly Report

ORIGINATOR: Board of Trustees

REFERENCE(S) & ATTACHMENTS: Policy 12, Role of the Superintendent
Board Policy Work Plan
Education Quarterly Report (2nd Quarter)

RECOMMENDATION:

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

BACKGROUND:

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

RISK ANALYSIS:

Education Quarterly Report to the Board for February, 2019

Purpose:

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

Quarterly Content for February, 2019

1. Enrolment, Staffing Positions and Staff and Student Attendance	Bulletin #1	Administration Goals Update Related to the Board Outcomes
	Bulletin #2	Supporting our Schools, School Visits by Staff
	Bulletin #3	Student Attendance
	Bulletin #4	Staff Attendance
	Bulletin #5	Staffing Update
2. School and Division Success Stories	Bulletin #6	WE Day
	Bulletin #7	Anzac Land-based Learning Pilot
	Bulletin #8	Gift Lake CTF Blit
	Bulletin #9	Partnership with Peavine Métis Settlement

Outcome 1

Northland School Division students are strong in identity, healthy and successful.

Owner: Gord Atkinson

Strategy 1.1.5

Implement a Board of Trustees attendance recognition and award program

Create an atmosphere of respect and appreciation for individuals.

SOURCE: 'Every Day Counts' Attendance Improvement Operational Plan

Owner: Don Tessier

Update provided by Don Tessier on Nov 06, 2018 19:28:27

At the Board of Trustee meeting on October 19th, a centrally focused draft attendance recognition and award program plan was presented to the trustees. With input from the trustees, the draft plan was revised / modified to incorporate new ideas. The plan is ready to be communicated to NSD61 School Division stakeholders - schools, parents and the school community. The purpose of the 'attendance recognition and award program' is to support already established school attendance improvement strategies.

Strategy 1.3.1

Improve the understanding of Provincial Achievement Test results in each school.

Owner: Nancy Spencer-Poitras

Update provided by Tim Stensland on Feb 01, 2019 21:40:56

Area 3 October Principal meeting discussed what the PATs and DIPs analysis told them. Each school participated in a deep data dive in October at regional PD. Data story was developed out of the data analysis. Actions were created for the year plans.

Strategy 1.3.2

Improve the ability of teachers to teach multiple grade classes through instructional leadership, professional learning, and resources.

Review current strategies for addressing the coverage and teaching of curriculum in areas where multiple grades are being taught. Locate and make available instructional leadership, professional learning, and resources that focus on teaching of curriculum in areas where multiple grades are being taught.

Owner: Nancy Spencer-Poitras

Update provided by Tim Stensland on Feb 01, 2019 21:44:36

Pedagogical Supervisor is working with teachers in Area 3 to support planning for teaching multiple grades.

Reviewed numeracy progressions at the November Principal meeting.

<https://education.alberta.ca/media/3402196/num-progressions.pdf>

Strategy 1.3.3

Each school will involve staff in the analysis of the grade 6 and 9 Provincial Achievement Test results to develop strategies for improvement.

Owner: Nancy Spencer-Poitras

Update provided by Tim Stensland on Feb 01, 2019 21:41:32

Area 3 October Principal meeting discussed what the PATs and DIPs analysis told them. Each school participated in a deep data dive in October at regional PD. Data story was developed out of the data analysis. Actions were created for the year plans.

Strategy 1.4.1

Improve the understanding and analysis of Diploma Exam results in each school.

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

Owner: Nancy Spencer-Poitras

Update provided by Tim Stensland on Feb 01, 2019 21:41:44

Area 3 October Principal meeting discussed what the PATs and DIPs analysis told them. Each school participated in a deep data dive in October at regional PD. Data story was developed out of the data analysis. Actions were created for the year plans.

Strategy 1.5.3

Associates develop area Numeracy Framework implementation plans.

Owner: Shelley Willier

Update provided by Tim Stensland on Feb 01, 2019 21:47:08

Reviewed the Outline for the Numeracy Framework at the January 18 Board Meeting.

Strategy 1.6.1

Increase the awareness and understanding of the principles of High School Redesign by engaging all high school in professional learning.

SD schools have started working on High School Redesign philosophies and making High School Redesign happen in their schools.

Owner: Tim Stensland

Update provided by Tim Stensland on Feb 01, 2019 21:57:24

Areas 3 - currently planning to visit a school in Calgary on March 14 & 15 that focuses on building a program that allows for Personalization and Flexible Learning Environments. We will work with Alberta Education to discuss how this approach can be leveraged for the organization of classes in high schools.

Strategy 1.6.2

Increase awareness of High School Redesign by having school administration and key staff visit high schools that are successfully implementing the High School Redesign Initiative.

School administration and key staff will visit high schools that are successfully implementing the High School Redesign Initiative.

Owner: Tim Stensland

Update provided by Tim Stensland on Feb 01, 2019 21:55:58

Area 3 - currently planning to visit a school in Calgary on March 14 & 15 that focuses on building a program that allows for Personalization and Flexible Learning Environments. We will work with Alberta Education to discuss how this approach can be leveraged for the organization of classes in high schools.

Strategy 1.10.1

Collaborate with neighbouring school authorities to create transition plans for Northland students moving from NSD to other jurisdictions and authorities

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

SOURCE: 'Every Day Counts' Attendance Improvement Operational Plan

Owner: Tim Stensland

Update provided by Tim Stensland on Feb 05, 2019 19:50:14

Work on this is ongoing. Staffing the liaison position at Fishing Lake has been ongoing this year with changes to personnel.

Strategy 1.15.1

Implement the Flex program in Area 3.

Owner: Nancy Spencer-Poitras

Update provided by Tim Stensland on Feb 05, 2019 19:48:08

Program was implemented in Conklin and it has been received very well. The initial success of course completion has been very positive.

Outcome 2

Northland School Division is a leader for indigenous education excellence.

Owner: Gord Atkinson

Strategy 2.1.4

Review hiring practices and job descriptions with the FNMI team.

The FNMI team in conjunction with the Associate Superintendent of Human Resources will review current hiring practices and job descriptions.

Owner: Wes Oginski

Update provided by Wes Oginski on Nov 06, 2018 18:20:20

FNMI Team created contacts with King's University Education Faculty in Spring 2018

FNMI Team participated in mock interviews with King's University Education students in Spring 2018

NSD HR participated in Education Career Fair at King's University in May 2018

Strategy 2.4.1

Develop internal and external communications targeted at assuring our stakeholders understand all of the good work that NSD is doing in Indigenous Education.

Develop strategies for internal and external communications to promote the good work that NSD is doing in Indigenous Education.

Owner: Lorraine Cardinal-Roy

Update provided by Curtis Walty on Nov 22, 2018 22:47:19

The following items support the internal and external communication to help stakeholders understand all the good work NSD is doing in Indigenous education.

- On October 2, 2017, The Communications Coordinator and the Director of First Nations, Métis and Inuit Learner Success, shared a "Community Engagement Framework through an Indigenous Lens" at the Canadian Association for Communicators in Education (CACE) Conference in Edmonton.
- On June 2, 2018, the Board Chair and the Director of First Nations, Métis and Inuit Learner Success presented "How NSD is overcoming barriers to be a leader for Indigenous education excellence" to the Public School Boards Associations of Alberta (PSBAA) and the Alberta School Boards Association (ASBA). The presentation showcased how NSD has aligned policies and strategies to ensure the jurisdiction is a leader for Indigenous education excellence <https://goo.gl/EWFGgp>. The Communications Coordinator supported the Board Chair and the Director of First Nations, Métis and Inuit Learner Success by putting together a visual presentation, drafting speaking notes and ensuring equipment was set-up correctly.
- Our First Nations, Métis, and Inuit team organized four professional development workshops for the NSD and Kee Tas Kee Now Tribal Council Education Authority (KTCEA) in 2017-2018. The instructors developed a better understanding of how to develop long-term and short-term lesson plans using Google Suite Applications for Education.
- Throughout the 2017-2018 school year, there was a large focus on helping educators and staff learn and apply First Nations, Métis, and Inuit Foundational Knowledge. Staff participated in Pebbles Training, which helps staff understand historical and legal terminology pertaining to Indigenous peoples, the importance of revitalizing First Nations, Métis and Inuit cultures, deepening awareness and knowledge of First Nations, Métis and Inuit beliefs, tradition and practice to advance reconciliation and planning your path to reconciliation. School staff and division staff participated in NSD's adaptation of the KAIROS Blanket Exercise. The exercise is an interactive learning experience that covers 500 years of Indigenous history.

The above-mentioned work is shared with our stakeholders via social media (Facebook & Twitter), local newspapers and newsletters, Achimowin News Flash and Three Year Education Plan and Annual Results Report.

Strategy 2.6.4

Organize student attendance discussion events in each school community, based on the Community Engagement Framework

Enhance parent and community engagement

SOURCE: 'Every Day Counts' Attendance Improvement Operational Plan

wner: Curtis Walty

Update provided by Curtis Walty on Nov 22, 2018 21:24:24

The Director of Student Engagement, Attendance, and Completion (DSEAC) is starting the engagement process with student focus groups.

The following student focus group sessions have taken place as of November 22, 2018:

- Two Mistassiniy School focus groups: Group 1 - grades 7,8,9 (8-15 students); Group 2 - grades 10, 11 (8-15 students)
- Two Calling Lake School focus groups: Group 1 - grade 7,8; Group 2 - grade 9

During the focus group sessions, students were asked the following questions:

- What are the barriers?
- What are your school successes?
- What would make you happier and more successful in school?

Following the student focus group sessions, the DSEAC shared the responses with each principal. The principals are able to use the information to share with staff and adjust student attendance strategies. The DSEAC will be scheduling more student focus group sessions in other schools in 2018-2019.

Once the DSEAC has visited with student focus groups in each school, division-wide emerging themes will be shared with NSD's executive team, the board and principals.

In addition, the DSEAC emailed principals to find out when school council meetings are taking place. So far, the DSEAC has met with the school council at Hillview School.

Strategy 2.6.5

Communicate about attendance with parents and community members using variety of methods with individualized messaging

Enhance parent and community engagement

SOURCE: 'Every Day Counts' Attendance Improvement Operational Plan

wner: Curtis Walty

Update provided by Curtis Walty on Nov 22, 2018 20:47:31

Communication strategies implemented so far in 2018-2019:

- Developed a "Join school council or attendance improvement committee campaign". Created infographics for social media campaigns (Facebook & Twitter), Radio advertisement on CFWE Radio (During Radio Bingo), crafted a media release to promote the campaign. The campaign ran in late September into early October 2018.
- Assisted the Director of Student Engagement, Attendance, and Completion with promoting the "Attendance Improvement Recognition and Awards Program". The program was announced in the October 19, 2018 Board Highlights and an infographic was created for schools to use for promotional purposes. Additional promotion of the program is planned.
- Assist the Director of Student Engagement, Attendance, and Completion with announcing "Eagle Excellence in Attendance Club" members and Attendance Recognition & Awards Program - Monthly Draw winners via The Communique (internal communication), NSD website, Achimowin News Flash, local newspapers and newsletters and social media (Facebook & Twitter).
- Assist the Director of Student Engagement, Attendance, and Completion with sharing monthly attendance patterns to schools via The Communique (internal communication). The information shared a year over year comparison and the number of students achieving attendance between 95% - 100%. In addition to attendance patterns, a school-based attendance strategy is shared so staff can learn from each other.

The Director of Student Engagement, Attendance, and Completion and the Communications Coordinator will continue to work together to finalize a sustainable strategic communications plan for student attendance.

strategy 2.6.9

Capacity Building

Work with the hired Family Wellness workers to build capacity.

owner: Stephanie Sutherland

Update provided by Stephanie Sutherland on Nov 06, 2018 19:03:39

All of the new hires for Family Wellness Workers will take part in an orientation, as well as develop a community of practice. Completed August 2018.

One on One planning session was held with all the Family Wellness Workers. Completed October 2018.

Family Wellness Workers all attended Educators Mental Health Conference with team building November 2018.

Outcome 3

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

owner: Gord Atkinson

strategy 3.3.5

Intake process for new students

Ensuring an intake process for new students

owner: Stephanie Sutherland

Update provided by Stephanie Sutherland on Aug 14, 2018 22:01:29

A formal Intake Process has been developed and will be shared with School Administrators during the Administrator meeting in August.

Outcome 4

Northland School Division has excellent teachers, school leaders, system leaders.

Owner: Gord Atkinson

Strategy 4.2.1

Develop and implement a professional learning framework that will enhance teacher practice to ensure optimal learning for all students.

Create professional learning framework in consultation/collaboration with local ATA that creates an enhanced professional learning model whereby any staff (professional and support) can grow their practice in alignment with the goals and needs of the jurisdiction.

Northland will support staff in the attainment of credentials the jurisdiction needs to better support its staff and students with enhanced professional learning supports such as tuition, time and mentoring.

Reinvest in a community-based education program that recruits new teacher graduates from current community-based staff.

Support interested recent community graduates interested in becoming teachers in a Northland community.

SOURCE: "Five Year Grant Investment Project"

Location: 4.2 Professional Development for Community Based Education

Owner: Wes Oginski

Update provided by Wes Oginski on Nov 06, 2018 21:52:40

5 community-based employees enrolled in Werklund School of Education Community-Based Teacher Education Program (July 2018)

- 4 graduates complete 1st semester (Dec 2018)

Information distributed for potential 2nd Community-Based Teacher Education Program in July 2019 (Dec 2018)

NSD EAs being recruited & enrolled in Northern Lakes College EA Diploma program for Feb 2019 (Dec 2018)

Strategy 4.2.4

Design and implement a leadership development program for aspiring and current leaders.

Implement a leadership development program for current leaders. NSD will cultivate leadership from within the jurisdiction with an Aspiring Leader program.

100% of teachers and leaders will report confidence in their ability to apply foundational knowledge about the First Nations, Metis and Inuit for the benefit of all NSD students by 2019/20

100% of all NSD leaders will enhance their instructional leadership skills and competencies by 2019/20

Owner: Wes Oginski

Update provided by Wes Oginski on Nov 06, 2018 21:55:31

Leadership Sessions continue (Nov 2018)

Seeking interest for 2nd cohort for aspiring leadership program

Determining interest in participation of NSD Administrators in a Masters Cohort with UofC in July 2019 (Nov 2018)

strategy 4.3.1

ISD will mentor, coach and support all staff new to the division.

new teachers will have opportunities for mentorship and professional learning appropriate for their personal growth.

Location: 4.3 Leadership Development

SOURCE: "Five Year Grant Investment Project"

Owner: Wes Oginski

Update provided by Wes Oginski on Nov 06, 2018 21:58:18

Division has added 2 part-time Assistant Supervisors of New Teacher Mentorship - staff working directly with beginning teachers & teachers new to Alberta, as well as aspiring teachers in community-based teacher education program.

Division has added 2 part-time Assistant Supervisors of Leadership Growth - staff working directly with beginning principals & principals new to Alberta, as well as aspiring leaders program.

strategy 4.3.2

The attraction and recruitment efforts will target candidates that have the capacity to become instructional leaders of indigenous teaching & learning.

ISD will have a selection of teacher and leadership candidates to choose from when hiring

ISD will work with University Career Centres to promote the jurisdiction

ISD will establish itself as a brand of indigenous pedagogical excellence

Owner: Wes Oginski

strategy 4.3.3

Principals will have qualified substitutes available to allow for Professional Development, Principal Meetings, Principal Duties, Substitute Teachers for their staff.

Location: KP1 Itinerant Substitutes

SOURCE: "Five Year Grant Investment Project"

Owner: Wes Oginski

Update provided by Wes Oginski on Nov 06, 2018 21:59:29

Itinerant substitute teacher hired to provide regular administrative support to small school principals

Strategy 4.4.1

Design a framework to guide professional learning with the challenges by acknowledging the complexities of wide geographic distribution of teaching staff and the limits to travel.

Redesign professional learning to improve instructional leadership and classroom teaching.

Owner: *Tim Stensland*

Update provided by Tim Stensland on Mar 23, 2018 17:49:18

Associate Superintendents have initiated a focus on instructional leadership as the priority in the role of the principal. This is reinforced and modeled at divisional and regional principal meetings.

Outcome 5

Northland School Division is well governed and managed.

Owner: *Gord Atkinson*

Strategy 5.2.1

Communicate and socialize the new Administrative Procedures.

The communicate tool will be used to ensure all staff is aware of the new Administrative Procedures.

The Superintendent will monitor the activities of the organization and direct staff to the new Administrative Procedures when necessary.

Owner: *Curtis Walty*

Update provided by Curtis Walty on Nov 22, 2018 18:59:17

The new Administrative Procedures have been communicated to staff via The Communique (internal communication tool).



Shelley Willier, Associate Superintendent, Area 1
 Crystal Colville, Pedagogical Supervisor
 Mark Ladd, Pedagogical Supervisor
 Shawn Ram, Learning Coach - CTF/S (Pilot Program)

Supporting our Schools in January - Area 1 Learning Team

PROFESSIONAL LEARNING	
8 - MyBlueprint Training - (ML; CC)	<ul style="list-style-type: none"> • Navigating the platform to support student portfolio and career planning; • Enhancing individualized student learning, interests and aspirations.
9; 28-29, 2019 - Jim Knight Instructional Coaching - (SW; CC; ML)	<ul style="list-style-type: none"> • Opportunity to learn specific strategies and approaches that enhance communication through instructional coaching.
15 - Building a Thinking Classroom - (ML)	<ul style="list-style-type: none"> • Constructing knowledge and understanding through math activities and discussion to build space to think collectively and learn together.
17 - Regional Principals' Meeting - (CC; ML)	<ul style="list-style-type: none"> • Concept-based Curriculum - Presentation by NRLC
22-23 - Google Cohort Training - (CC; ML)	<ul style="list-style-type: none"> • Certification 1 - Understanding the fundamentals of the Google platform.

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

BISHOP ROUTHIER SCHOOL		
<p>10 - Associate</p> <ul style="list-style-type: none"> ● Meeting with principal and Settlement Council to discuss the integration of local story and culture into curriculum. 	<p>25 - Delivery of Area 1 Common PD (SW; CC)</p> <ul style="list-style-type: none"> ● Introduction to NSD's K-12 Numeracy Framework ● Attendance by principals and teachers from all 6 area 1 schools 	
GIFT LAKE SCHOOL		
<p>14-15; 21 - Associate</p> <ul style="list-style-type: none"> ● Issue Management <p>11-23 - Acting Principal (CC)</p> <ul style="list-style-type: none"> ● Leading and managing staff and school 	<p>25 - Delivery of Area 1 Common PD (SW; CC)</p> <ul style="list-style-type: none"> ● Introduction to NSD's K-12 Numeracy Framework ● Attendance by principals and teachers from all 6 area 1 schools 	
GROUARD NORTHLAND SCHOOL		
	<p>25 - Delivery of Area 1 Common PD (SW; CC)</p> <ul style="list-style-type: none"> ● Introduction to NSD's K-12 Numeracy Framework ● Attendance by principals and teachers from all 6 area 1 schools 	
HILLVIEW SCHOOL		
<p>7 - Associate</p> <ul style="list-style-type: none"> ● Principal Evaluation <p>18 - Teacher Interviews (ML)</p> <ul style="list-style-type: none"> ● Participation on interview panel 	<p>25 - Delivery of Area 1 Common PD (SW; CC)</p> <ul style="list-style-type: none"> ● Introduction to NSD's K-12 Numeracy Framework ● Attendance by principals and teachers from all 6 area 1 schools 	

PADDLE PRAIRIE SCHOOL		
21 - High School Redesign (ML) <ul style="list-style-type: none"> ● Overview meeting with principal and Alberta Education. 	25 - Delivery of Area 1 Common PD (SW; CC) <ul style="list-style-type: none"> ● Introduction to NSD's K-12 Numeracy Framework ● Attendance by principals and teachers from all 6 area 1 schools 	
SUSA CREEK SCHOOL		
	25 - Delivery of Area 1 Common PD (SW; CC) <ul style="list-style-type: none"> ● Introduction to NSD's K-12 Numeracy Framework ● Attendance by principals and teachers from all 6 area 1 schools 	

OTHER
16 - CASS FNMI Committee meeting (SW) 17 - Executive Meeting (SW) 18-19 - Board Meeting & Committee of the Whole (SW) 22 - Learning Coach CTF/S Pilot Program - Initial meeting (SW; SR; WO) 24 - Project Planning (SW; CC)



Nancy Spencer-Poitras, Associate Superintendent, Area 2

Christoph Ruge, Pedagogical Supervisor, Area 2

Joe Pearce, Pedagogical Supervisor, Area 2

Supporting our Schools - Area 2

PROFESSIONAL LEARNING

11/6-7/19: Google Cohort Training C.R / J.P

11/09/19: Principal's Meeting C.R / J.P

12/17/19: Google Apps Training C.R / J.P

12/03/19: CSL Training

09/01/19: My Blueprint Training C.R / J.P

01/14/19: ELA Assessment in the Secondary Classroom (ERLC)

01/22-23/19: Google Cohorts Training C.R / J.P

01/28/19: Google Apps inservice planning C.R J.P

01/29-30/19: Google Apps Training for Educational Assistants St. Theresa School C.R

Ongoing work on Doctorate

Student-centred Learning through a Literacy Lens		
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
St. Theresa School		
<p>12/11 Associate Alberta Education Audit of student records-cume files</p> <p>12/19 Associate Audit-delivering cume files to Edmonton</p> <p>01/21 Associate visit to prepare for Attendance Board</p> <p>01/22 Associate meet with Attendance Board and tour school</p> <p>Associate School visits</p>	<p>Google Apps PD Training Jan. 29th, 30th C.R. / J.P</p> <p>Dec.17th CTF 3D Christmas Trees, 2x4 Snowman Capacity building C.R.</p> <p>Jan. 10th Science 4,5 Capacity Building C.R.</p> <p>Jan. 15-17th Gr.4,5,6 Capacity Building St. Theresa</p> <p>Google Apps Assistance New Teachers, C.R.</p> <p>CSL Assistance new Teachers Ongoing C.R. / J.P</p> <p>School visits:</p> <p>Interventions and instructional support</p> <p>Co-planning with staff for instruction</p> <p>Working with staff to host a Susan Close Deep Learning Reading Instruction Learning Round tba</p> <p>My Blueprint training with staff. J.P</p>	<p>Worked with administration on LBL Proposal to ensure it met guidelines NSP J.P</p> <p>Working with administration and district staff to provide advisory support for intervention for behaviourally challenged student ongoing J.P</p> <p>12/18 Associate Christmas concert</p>

Chipewyan Lake School		
<p>School Visits</p> <p>Associate connects with school weekly to support principal growth</p>	<p>Jan.31st CTF Capacity building, CORE resources k-9 C.R. Instructional Support: C.R. /J.P</p>	<p>Worked with administration on LBL Proposal to ensure it met guidelines NSP J.P</p> <p>Co planning with school to work on school archives as part of writing and research inquiry project J.P</p>
Mistassiniy School		
<p>12/03/19 Meeting Careers Next Generation</p> <p>12/04/19 Meet new vice principal discuss expectations</p> <p>01/21 Associate visit to prepare for Attendance Board</p> <p>01/22 Associate Attendance Board and tour</p> <p>Administrative Support 10/18-01/19 Working with teaching staff and administration to draft and implement AERR Offering support on interpretation of School Act and creation/modification of school policy to ensure it aligns with divisional policy and provincial statutes;NSP J.P</p>	<p>Grow Kit hydroponics platform creation grades 7 Capacity Building C.R. Dec.10, 14th</p> <p>Gr. 7 Science Capacity building Resources for CTF/CTS Shop, OSB procurement, IDEAS C.R</p> <p>Advising school regarding LBL Proposal; J.P My Blueprint training with staff. C.R. / J.P Co-planning with staff for instruction J.P</p>	<p>Worked with administration on LBL Proposal to ensure it met guidelines NSP J.P Assisting school with CIF Proposal to convert library to culturally responsive instructional area; J.P</p> <p>12/189 Associate Christmas Festival</p>
ADCS School* Not Area 2		
	<p>Dec. 10-14th Capacity Building Mathletics grade 10-12 Science 9,10-12. Math 6 C.R. Google Apps assistance with new grade 8-12 Science teacher C.R</p>	

Calling Lake School		
Associate assistance with hiring of staff	3D Christmas Tree Creation C.R. Dec. 18th CTF Capacity Building, Dye Sublimation assistance C.R.	Worked with administration on LBL Proposal to ensure it met guidelines NSP J.P
Pelican Mountain School		
01/17 Associate Visit preparation for attendance board and information regarding school future	3D Christmas Tree Creation C.R. Dec.20th, CTF Capacity Building CSL training assistance new teachers C.R.	12/06 Associate Christmas Dinner and Xmas concert Worked with administration on LBL Proposal to ensure it met guidelines NSP J.P
Career Pathways		
12/04/19 Associate meet with new acting principal Associate visits to support principal growth Working with teaching staff and administration to draft and implement AERR NSP Offering support on interpretation of School Act J.P	Co-planning with staff and administration for instruction J.P Supporting new teacher	Working with administration to address assessment piece of LBL Proposal NSP J.P 12/20 Associate Community Christmas Dinner

Associate Superintendent

12/05 Executive meeting

Treaty 8 Gala

12/10 Women Building Future meeting to set up for community meeting

12/12 Area Principal meeting

12/14 Women Building Futures meeting with MD, Atoske, Next Generation, and community members

12/19 Executive meeting

01/11 Women Building Futures touch base

01/11 Meeting Next Generation

1/17 Executive meeting

01/18 Board meeting

01/19 Board meeting

01/23 Powerschool meeting

01/23 Evening -Legacy of Residential Schools presentation by John Bigstone

01/24 Powerschool meeting

01/25 Wake and video evening

01/26 Funeral

01/30 Executive meeting

Setting up partnership with Restorative Justice and school presentations by Elders

Pedagogical Supervisor

Tech Committee Meetings Nov.28th, 29th C.R. / J.P

CSL Meeting December 3rd. C.R / J.P

Of the 30 school days Joe spent 25 days in schools in Area 2.

Of the 30 school days Christoph spent 25 days in our six schools and in ACDS Area 3 to support their program

The team meets every Monday to discuss plans, activities and tasks for the schools for the upcoming week. Previous week is reviewed.

The pedagogical supervisors have been supporting EAs in planning for classrooms without teachers

One ped was assuming much of the administrivia at Mistassiniy with no vice principal hired until Dec.

Met with new staff to explain my role to begin collaborative work with them J.P



Tim Stensland, Associate Superintendent
 Michael Maciach, Pedagogical Supervisor

Supporting our Schools - Area 3 Office

PROFESSIONAL LEARNING
12/10 - Pedagogical Supervisor - myBluePrint Presentation 12/11 - Associate - Area 3 - Principal Meeting 12/11 - Pedagogical Supervisor/ Communications - Launch Technology Tools Website 01/21 - 22 - Pedagogical Supervisor - Google Cohort Presentation 01/31 - Pedagogical Supervisor - Mathletics Webinar

SUPPORTING OUR SCHOOLS		
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
ATHABASCA DELTA COMMUNITY SCHOOL		
12/7 - Associate Leadership Meeting 12/7 - teacher interview 12/12-14 - Community, teacher, and school council meetings. 12/17 - staffing meeting. 01/23 - Associate - Principal Staffing	01/28-31 - Pedagogical Supervisor - Instructional support/myBlueprint training/working with new teachers	01/30-31 - Pedagogical Supervisor Cultural Art Activities/Local Artist in Residence
ANZAC/ BILL WOODWARD SCHOOL		
12/10 - Associate High School Redesign - Meeting/Alberta Education 01/08 - Associate - Staffing	12/25 - 12/24 - Pedagogical Supervisor - myBlueprint	12/03 - Associate - Approve Land Based Learning Plan

CONKLIN SCHOOL		
12/18 - Associate - Leadership 01/24 - Superintendent & Associate - School visit	12/18 - Associate - Instructional Support	2/03 - Associate - Approve Land Based Learning Plan
ELIZABETH SCHOOL		
	01/24 - Pedagogical Supervisor - Instructional support	01/24 - Pedagogical Supervisor - Cree Cafe
FATHER R PERIN SCHOOL		
12/19 - Leadership Meeting 01/24 - Superintendent & Associate - School visit 01/30 - Associate - Leadership	01/30-31 - Pedagogical Supervisor - working with all teachers 01/11 - Pedagogical Supervisor - Instructional support.	2/03 - Associate - Approve Land Based Learning Plan 12/19 - Associate Christmas Concert
FORT MCKAY SCHOOL		
01/25 - Superintendent & Associate - School visit	01/17 - Pedagogical Supervisor - Instructional support.	2/03 - Associate - Approve Land Based Learning Plan 12/17 - Associate Christmas Concert
JF DION SCHOOL		
	12/04 - Pedagogical Supervisor - Instructional support 01/14 - Pedagogical Supervisor - Website Training 01/15 Pedagogical Supervisor - Instructional support 01/21 - Pedagogical Supervisor - Instructional support	2/03 - Associate - Approve Land Based Learning Plan 01/14 - Pedagogical Supervisor - Intergenerational Learning Project

Associate

12/04 - Develop Rubric to Approve Land Based Learning Plan
12/04 - NSD - Research Planning Meeting
12/05 - Executive Meeting
12/05 - Ruby Payne Planning Meeting
12/06 - Envisio - Planning Meeting
12/19 - Executive Meeting
01/17 - Executive Meeting
01/17 - Evaluation Meeting
01/18 - Board Meeting
01/19 - Board Meeting
01/23 - Interviews - ADCS
01/24 - Community Conversations AHS
01/28 - HS Redesign Planning Meeting
01/29 - Envisio - Planning Meeting
01/30 - Executive Meeting

Pedagogical Supervisor

12/03 - NSD - CSL Report Card Conversation - Pedagogical Supervisors
12/13 - NSD myBlueprint Planning Meeting
12/17-18 - NSD - Under One Sun Literacy Project
01/18 - NSD - LLI Training
01/24 - Meeting with Student Services



Don Tessier, Director of Student Engagement, Attendance and Completion
 Gayle Dlugosz, Student Data Coordinator

Supporting our Schools - Student Engagement, Attendance and Completion

PROFESSIONAL LEARNING
<p>January 7 - 10, 2019</p> <p>My.Blueprint 'Train-the-Trainer' professional development for the three Areas – Peace River, Wabasca and Fort McMurray. Schools involved in the PD were Grouard Northland, Area 1 PED (Mark), Jason J. and Gift Lake School.</p> <p>Area 2: St. Theresa, Mistassiniy, Career Pathways and Calling Lake School</p> <p>Area 3: ADCS, Elizabeth, JF Dion, Bill Woodward</p>

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</p>
Mistassiniy School		
<p>November 1st - Meeting with Marcel Auger and discussion around the Attendance Scholarship for the Wabasca area schools.</p> <p>Meeting with principal to discuss attendance monitoring and conducted home visits with Denise Rathbone</p> <p>November 14th</p> <p>Travel to Wabasca to attend Area 2 Principal's Meeting to discuss the awards and recognition program recently approved by the Board of Trustees. I will also speak to principals about meeting with their school councils about the importance of regular attendance and creating student focus groups at each school to receive importance voice from students for Trustees and the Superintendent.</p> <p>November 20, 2018</p> <p>Student Focus Groups at Mistassiniy School today – I met with a cohort of grade seven and eight students in the morning and a grouping of high school students in the afternoon to discuss three broad questions:</p>		

(a) What are your current barriers to school success? (b) What are a few of your school successes, (c) What would make you happier and more successful in school?

December 6 and 7

Meeting with Denise R. and Zane about tracking and monitoring chronic non-attenders – high school students who are not attending classes.

December 13

Wabasca – conference call between Jason, Michael, Don, and Tech at my.Blueprint.

Discussed training dates with Associates and principals.

Hillview School

Travel to Hillview School to attend School Council Meeting with parents, Board Trustee and principal. Discussed new Division reward and recognition program to support school-based attendance improvement.

Father R. Perin School

November 16th, 2019

Attended attendance improvement meeting at Father R. Perin School today. Met with Ida (Home School Liaison Worker recently hired by the Band), and Marcel Janvier (Band Councilor) to discuss and formulate a plan to add additional support to students in time of community pay-outs. During pay-out times, parents remove the children from school for extended periods of time.

December 5th Travel to Janvier for meeting with new Home School Liaison worker (Ida) and started Student Focus Groups.

December 11 and 12

Attended an inter-agency meeting at Band Office.

Calling Lake School

November 22, 2018

Student Focus Groups organized at Calling Lake today. Met with two groups (Grade 7/8) and (Grade 9 / 10) today.

Athabasca Delta Community School

Flight from Fort McMurray to Fort Chipewyan

Met with principal and members of staff. Subbed for a teacher as he was called out as a volunteer fire fighter in the community.

Supported Helping Hands with breakfast meal. Met with Principal and Gayle over MW attendance issues.

Attended staff meeting to listen to their concerns about IPP, lack of services for students, student behavior, and a general lack of support concerns.

Anzac & Bill Woodward

December 4

Travel to Anzac and Bill Woodward Schools for student focus group meetings and school council meeting.

Anzac, Bill Woodward, Conklin, Calling Lake, St. Theresa and Mistassiniy School,
Bishop Routhier and Grouard Schools

January 14th

Alberta Education School Attendance Improvement Tours – at the above mentioned school. Examining the practices and processes in place to monitoring and tracking of attendance at these schools.

January 21st

Alberta Education School Attendance improvement visits to Calling Lake, St. Theresa School and Mistassiniy School.

January 28th

Alberta Education School Attendance improvement visits to Bishop Routhier and Grouard Schools

OTHER

November 28 and 29

Attended TECH meeting in Edmonton to discuss 5 year TECH plan.

November 30th – Attended Board of Trustees Meeting in St. Albert. Presented 'Awards and Recognition Program to the Board.

December 3 and 4 – Conference call with Sierra at myBlueprint and conference call with Thomas at PowerSchool

December 14

Attended Alberta Education 'Attendance Improvement' committee meeting at Edmonton office

PowerSchool conference calls (January 17th, 23rd, 24th)

myBlueprint conference calls

'All About Me' conference calls with Gift Lake, Area 1 PED, Elizabeth and J.F. Dion School teachers and ADCS teacher (Laurel Young)

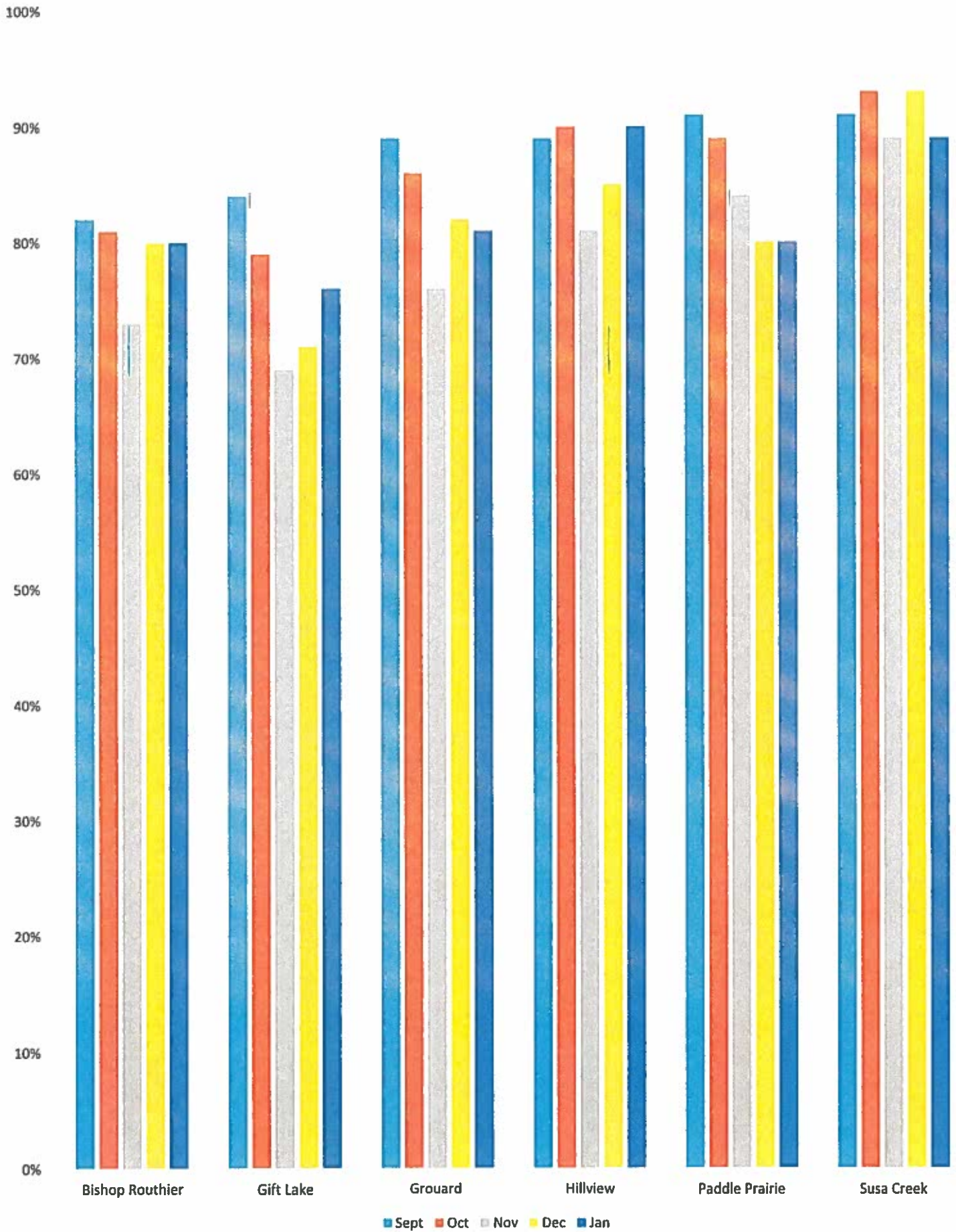
Alberta Education monthly meetings re: Division attendance improvement

Executive Team Meetings (monthly)

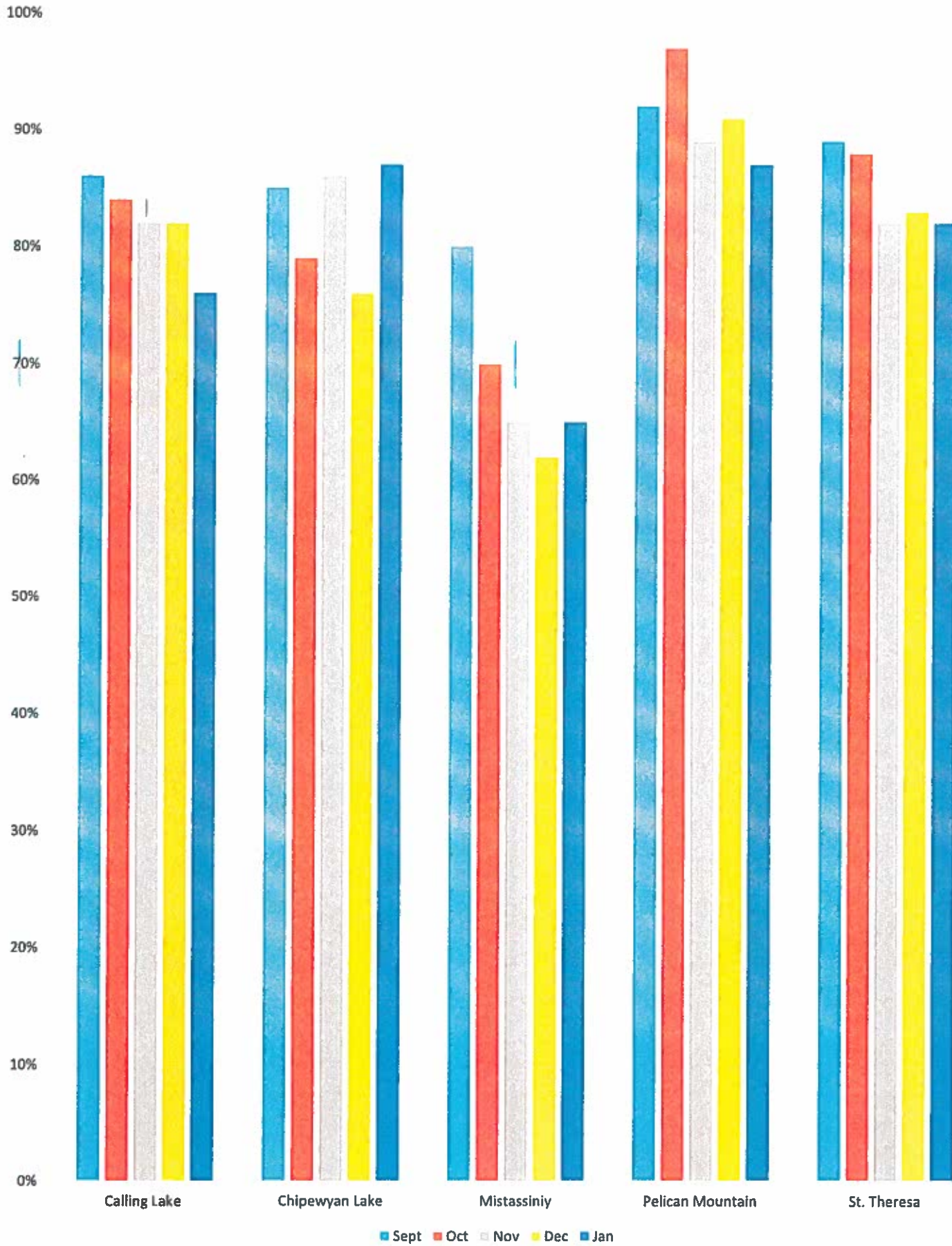
Travel to Calgary for CASS Conference

Sent out memo to principals about the development of Student Focus Groups at each school.

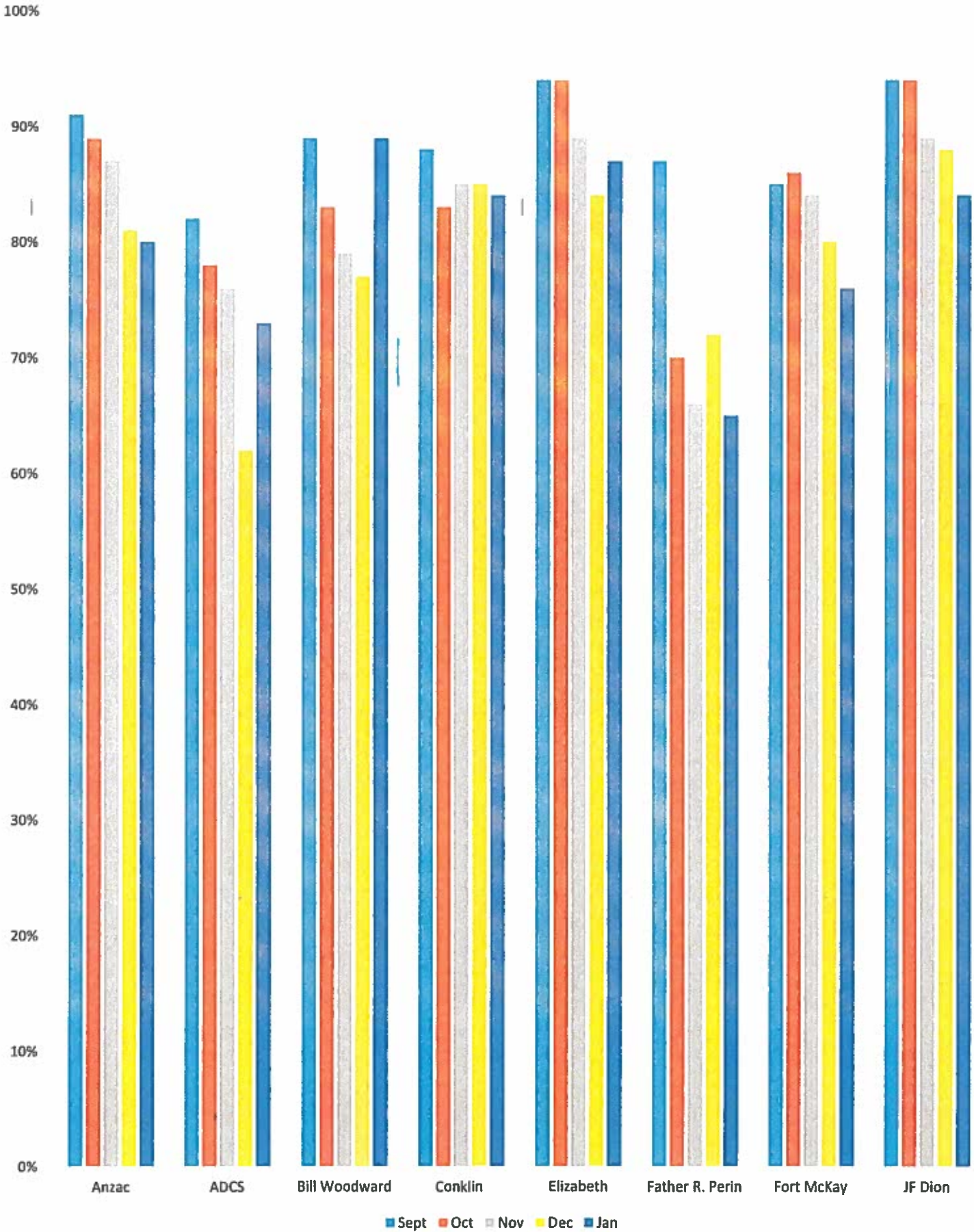
Area 1 Attendance



Area 2 Attendance



Area 3 Attendance



Staff Attendance (Based on Leave Applications)

November 1, 2018 to January 31, 2019

	# of Staff	Calendar Days	Possible Days	Actual Days Recorded	Actual Attendance	# of P.D. Days Taken	# of "Other" Days Taken	% Attendance	% Absent	% Absent for PD	% of Other
Certificated Staff	156	52	8112	1086	7026	278	808	87%	13%	3.43%	9.96%
Uncertificated Staff	132	52	6864	844.5	6019.5	100	744.5	88%	12%	1.46%	10.85%
Maintenance Staff	41	57	2337	201.5	2135.5	0	201.5	91%	9%	0.00%	8.62%
Central Office Staff	69	57	3933	212.5	3720.5	9.5	203	95%	5%	0.24%	5.16%

Types of Leaves:

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

Maintenance includes:

- Area Maintenance Workers
- Custodial Staff

Central Office Staff includes:

- Ped Supervisors
- Family Wellness Workers
- Counselors

Staffing Update - February 4, 2019

Bulletin 5

	Certified Staff	Educational Assistant II - PUF	Educational Assistant I	Educational Assistant II	School Community Liaison Worker	Family Community Liaison Advisor	Library Assistant	Native Language Instructor	Clerical	Total by School	Student Enrollment
Anzac	6.5	1.6	0.6	1.8	0	0	0.5	1	1	13	82
ADCS	21	1	0	2	0	0	0	1	1	26	222
Bill Woodward	8.5	0	0	2.5	0	0	0.5	0	1	12.5	125
Bishop Routhier	5	0.6	0	2.5	0	0	0	0.5	0	8.6	59
Calling Lake	9	0	0	1	0	0	0	0	0	10	123
Career Pathways	3	0	1	0	0	0	0	0	0	4	82
Chipewyan Lake	2	0	0.7	0.75	0	0	0	0.3	0.25	4	30
Conklin	3	0	1	0	0	0	0	1	1	6	33
Elizabeth	9.82	1	1	3.7	0	0	0.4	0	0.5	16.42	115
Father R. Perin	7	0	0	0	0	0	0	0.6	1	8.6	75
Fort McKay	5	0	1	0	0	0	0	1	1	8	48
Gift Lake	9	0	2	5	0	0	0	1	1	18	146
Grouard	6	0.6	2	0	0	0	0	0	1	9.6	69
Hillview	2	0	0	0.75	0	0	0	0.25	0.25	3.25	15
J.F. Dion	6	1	0	3.5	0	0	0	0.66	1	12.16	85
Mistassiniy	18	0	2	0	0	1	0	0	1	22	220
Paddle Prairie	8	0	1	0	0.25	0	0	0.75	0.9	10.9	116
Pelican Mountain	2	0.5	1	0.2	0	0	0	0.25	0.35	4.3	17
St. Theresa	21	8	6	7	0	2	1	1	2	48	323
Susa Creek	3	1.6	0.9	0	0	0	0	0.4	0.8	6.7	49
Totals	154.82	15.9	20.2	30.7	0.25	3	2.4	9.71	15.05	252.03	

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NSD students celebrate making a difference at WE Day Alberta



Once again in multi-coloured t-shirts, "Team Northland" celebrated accomplishments and left inspired while attending WE Day Alberta for the third year in a row. The event took place at Rogers Place in Edmonton for the first time. In previous years, WE Day Alberta was located at the Scotiabank Saddledome in Calgary.

Out of the estimated 16,000 students in attendance, over 170 NSD students from Anzac, Calling Lake, Elizabeth Métis Settlement, Fishing Lake Métis Settlement, Fort Chipewyan, Grouard and Wabasca-Desmarais earned tickets by performing generous acts.

Following the show on October 12th, Ms. Morgan, Bill Woodward School Teacher said via, Twitter, "Wow!! The BWS [Bill Woodward School] WE Club had a BLAST at #WEDayAlberta - we are so excited to get back to Anzac and start our winter clothing drive!"

Prior to being inspired by others who overcame obstacles and watching musical acts such as Keshia Chanté, Lorraine Cardinal-Roy, Director of First Nations, Métis and Inuit Learner Success, assisted with the start of the show by performing the blessing and the land acknowledgment. [Click here to watch the video.](#)





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A school in Anzac piloting a land-based learning course

For immediate release – November 8, 2018

Imagine being able to learn how to live off the land? Bill Woodward School in Anzac, one of 20 schools in the Northland School Division (NSD), is piloting a locally developed land-based learning course.

The pilot, funded by Syncrude, ConocoPhillips, Nexen and Inner Diesel Ltd., is being developed by the school with support from Elders, Traditional Teachings and Actua; a national charity engaging youth about science, technology, engineering and mathematics (STEM). To bring this course to life, students and staff moved outside the classroom walls to experience an authentic on the land learning adventure in late October. The three-day land-based learning camp saw participants living in trapper tents with stoves, learning survival skills and understanding how to connect the knowledge to the curriculum.

With the help of Traditional Teachings Owner Justin Bourque, students developed the safety knowledge of using an axe. Actua helped explain the simple machines (wedge and lever arm) involved in the axe, how your hands on the axe become the fulcrum and the placement of your hands affects the strength you swing with. From axe safety, students transitioned to learning about moose calling and tracking techniques with Justin. To cover the curriculum content, Actua developed a digital mapping and coordinate assignment about moose movements in different seasons.

Students also became fire building experts after learning the best materials to use. While learning the type of materials, Actua taught them the scientific names and what properties they have that make them good for starting a fire. And even before attending the camp, students completed the firearm and hunter safety courses.

After this adventure, students will be acquiring more knowledge about trapping, survival, river and lakes while taking this course.

- Trapping Unit: Students will learn how to operate a working trapline.
- Survival Unit: Learn survival skills for spring and winter. They will learn about traditional medicines, where you would sleep and how to figure out directions.
- River and Lakes: Students will be fishing and learning how to traditionally preserve them.

Bill Woodward School is planning to submit the locally developed land-based learning course to Alberta Education for the 2019-2020 school year.

For more information please contact:

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Gift Lake students developing life-long skills during CTF Blitz

For immediate release – December 14, 2018



Fun, amazing, great, enjoy the problem-solving. Those are just a few thoughts from students who experienced Gift Lake School's Career and Technology Foundations (CTF) Blitz from December 3rd - 14th. What is CTF you ask? CTF provides students with challenges in problem-solving, working together and experience with future careers of interest such as woodworking, cooking, computer coding, health, and fitness. Students apply concepts and skills that they previously learned in core curricular courses to project challenges.

CTF supports individualized learning where students choose a career interest, set a learning goal and work towards this goal by creating a product, performance or service.

In the shop, for example, students were provided with safety training to manage space and tool use, selected projects and created project plans. Real-life application of math outcomes in number, shape, and space allowed students to build benches, a chair and footrest, and herring bone coffee table.

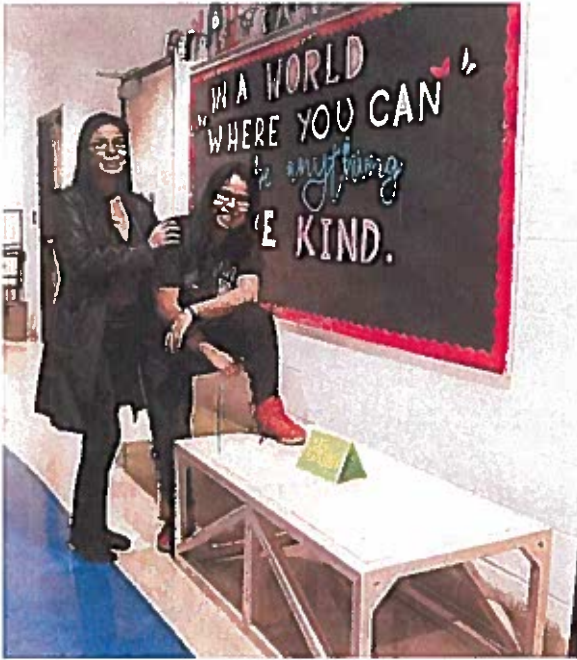
The learning journey "was like reading a book for the students," said Shawn Ram, Former Gift Lake School Principal. "Chapter one is just okay and you're getting the pieces and then they start to get pulled in by chapter two. When the student is in their element, they begin to see the project coming together."

The response from students involved in the CTF Blitz like the fact it's hands-on and that they have a say in what they're learning.

"I like this way of learning because you can still learn physics in construction and math in cooking," said Tennaya, Grade 7 Student. "You learn easier because you can do it", referring to experiential learning.

"This way of learning is better because we get to do what we want, and learn with students from other grades," said Nikesha, Grade 9. "Choice in learning."

On December 17th, the school hosted a showcase event and dinner so parents and community members could view the student made projects.

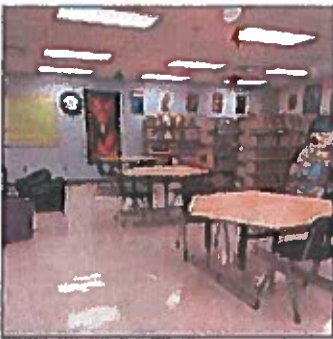




HOME ON-AIR - NEWS - FEATURES - CONTESTS - EVENTS - CONTACT -

NSD to Partner with Peavine Métis Settlement, Bring Local Stories into the Curriculum

February 1, 2019 Local News, News



BIG LAKES COUNTY – The Northland School Division is partnering with the Peavine Métis Settlement to integrate local stories and culture into their curriculum.

Superintendent of Schools Gord Atkinson has been designated by the NSD's Board of Trustees to work with the settlement to develop curriculum that reflects Métis culture and traditional stories at Bishop Routhier School.

The Peavine Métis Settlement is located northeast of High Prairie, within Big Lakes County. The community currently has a population of 993 members, on a land base size of 82,364 square hectares. The economic diversity is oil & gas, agriculture, construction, forestry and transportation, and are recognized by the province of Alberta as one of eight Métis Settlements in the province.

In the community, hunting, trapping, fishing, making dry meat, smoked fish and making traditional clothing are still standard practices, with moccasins making, moss bags and beading traditional hide jackets still regarded as integral in teaching youth about the Métis culture. The Northland School Division originally met with the Peavine Métis Settlement back on November 6th, 2018, and currently Area 1 Associate Superintendent Shelley Willier has been assigned to work on the project at this time.

Also announced at the latest NSD Board Meeting, was the Board's Submission of Proposals for the Indigenous Languages in Education Grants. Lorraine Cardinal-Roy, the Director of First Nations, Métis and Inuit Learner Success, updated the Board of Trustees regarding four proposals from the Board.

The first proposal discusses the expansion of professional learning for Indigenous language instructors, while the second proposal would be used to create a second cohort to attend the Canadian Indigenous Languages and Literacy Development Institute. The third proposal supports the creation of regional kits to support Cree and Dene language development, while the fourth and final submission involves creating sets of wooden building blocks for each school that colourfully illustrate culturally relevant imagery, syllabic symbols, as well as their corresponding sounds.

–Alex Rodgerson, Trending 55 News

Tags: Alberta, Big Lakes County, Education, Indigenous



**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: PROFESSIONAL IMPROVEMENT LEAVE COMMITTEE

ORIGINATOR: WESLEY OGINSKI, ASSOCIATE SUPERINTENDENT OF HUMAN RESOURCES

REFERENCE(S) & ATTACHMENTS: Northland School Division Collective Agreement (2012-2016/2016-2018)
10.5 Professional Improvement Leave

RECOMMENDATION:

That the Board approve the Professional Improvement Leave Committee recommendation of Theresa Doody for the 2019-2020 school year.

BACKGROUND:

Northland School Division has received 1 application for Professional Improvement Leave for the 2019-2020 school year. In February 2019, Robin Guild (Trustee Ward), the Superintendent and Wendy Callahasen, the ATA Local PD Chair, reviewed with the Associate Superintendent of Human Resources to review applications.

The Committee recommends:

- Theresa Doody

Theresa is a teacher at Bishop Routhier School, and has worked with the division since August 27, 2001. Her program of studies is Masters of Education in Language and Literacy, and will be attending the University of Alberta.

Theresa's application was the only application the committee received.

10.5 Professional Improvement Leave

10.5.1 Any employee subject to this Agreement who has served with "THE BOARD" for a period of three (3) consecutive years or more shall be eligible to apply in the fourth (4th) or any subsequent year for professional improvement leave as outlined below.

10.5.2 Written applications must be received by "THE BOARD" by February 1st of the year in which leave is to commence.

10.5.3 All applications shall be examined by a selection committee composed of the Superintendent of Schools, a Trustee and a representative of the teaching staff of "THE BOARD". It shall be the responsibility of this committee to recommend the approved names to "THE BOARD", who shall make the final decision.

10.5.4 A maximum of two (2) staff members shall be granted professional improvement leave in any one (1) year, if so recommended by the Committee.

10.5.5 All applicants shall be notified in writing of "THE BOARD'S" decision by March 15th of the year of this Agreement.

10.5.6 Successful applicants shall agree to return to work with "THE BOARD" for two (2) years following the year of leave. If any of the said staff members leave the service of "THE BOARD" before the two (2) years have expired, they shall repay that portion of all costs including salary and benefits, "THE BOARD" paid on their behalf during the leave which corresponds to the time commitment which has not been honored.

10.5.7 No experience increment shall be allowed during the year that the leave is in effect.

10.5.8 The amount paid to the successful applicants shall be seventy (70%) per cent of grid salary.

10.5.9 The rates in accordance with Clause 10.5.8 shall apply to leaves commencing with the opening day of the school year for which leave has been granted, and shall apply for the whole period of the leave.

10.5.10 Payments in accordance with Clause 10.5.8 shall be made in twelve (12) equal monthly installments.

10.5.11 Accumulated sick leave shall be retained and Alberta Health Care Benefits and Alberta School Employee Benefit Plans shall remain in effect during the year of leave.

10.5.12 Prior to leave being granted, the teacher shall sign a Professional Improvement Leave Agreement. This Agreement shall specify the teacher's assignment upon return to "THE BOARD".



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

TO: THE BOARD OF TRUSTEES **Date:** February 15, 2019
SUBMITTED BY: Trudy Rasmuson, Secretary-Treasurer
SUBJECT: Fort McMurray Transportation Boundary Change Request
REFERENCE(S) & ATTACHMENTS: Two maps outlining the boundary changes

RECOMMENDATION:
That the Board of Trustees move to approve the transfer of lands as per the attached documents from Northlands School Division to Fort McMurray Public School District No. 2833.

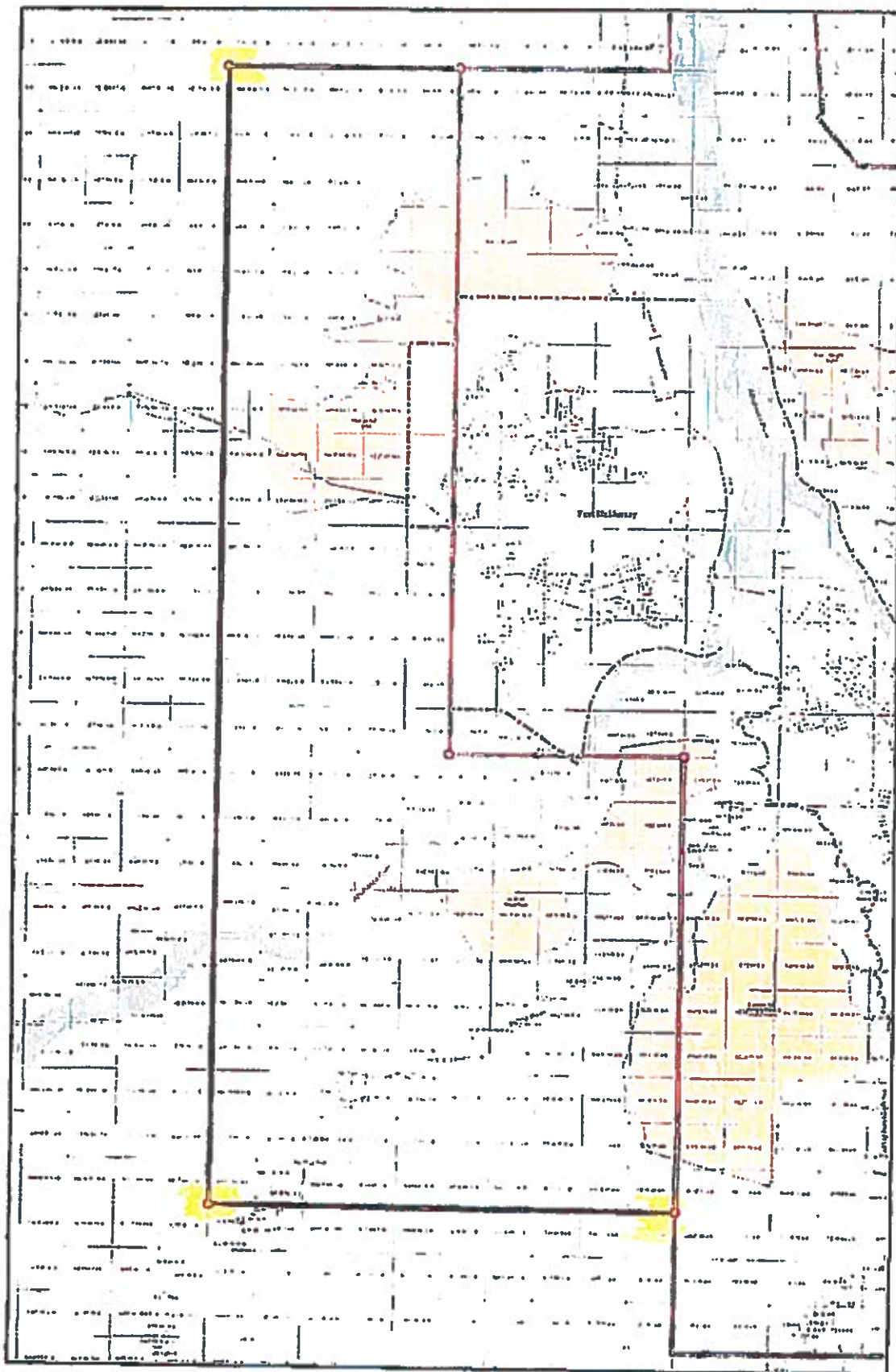
BACKGROUND:
The Fort McMurray Public School District No. 2833 (FMPSD) requested a transportation boundary change. The purpose was so that the division could catch up with the growth of the City of Fort McMurray. The city is currently larger than the FMPSD boundaries. Susanne Jones, Transportation Manager, has confirmed that NSD does not have any students in the area that has been requested.

On the October 19, 2018 meeting of the Board of Trustees, the following motion was passed:
24720/18 Trustee Nokohoo moved that the Board of Trustees move to re-affirm that Northland School Division will accept fort McMurray Public School Division's expansion of its transportation boundaries, as outlined.

NSD issued a letter to FMPSD, reciting the motion, for FMPSD to use to obtain Ministerial Approval for the transfer. However, the motion passed was not worded in the manner required; therefore, a new motion (cited above) needs to be passed.

After the motion is passed, a letter will be issued to FMPSD for its use for the transfer.

RISK ANALYSIS:



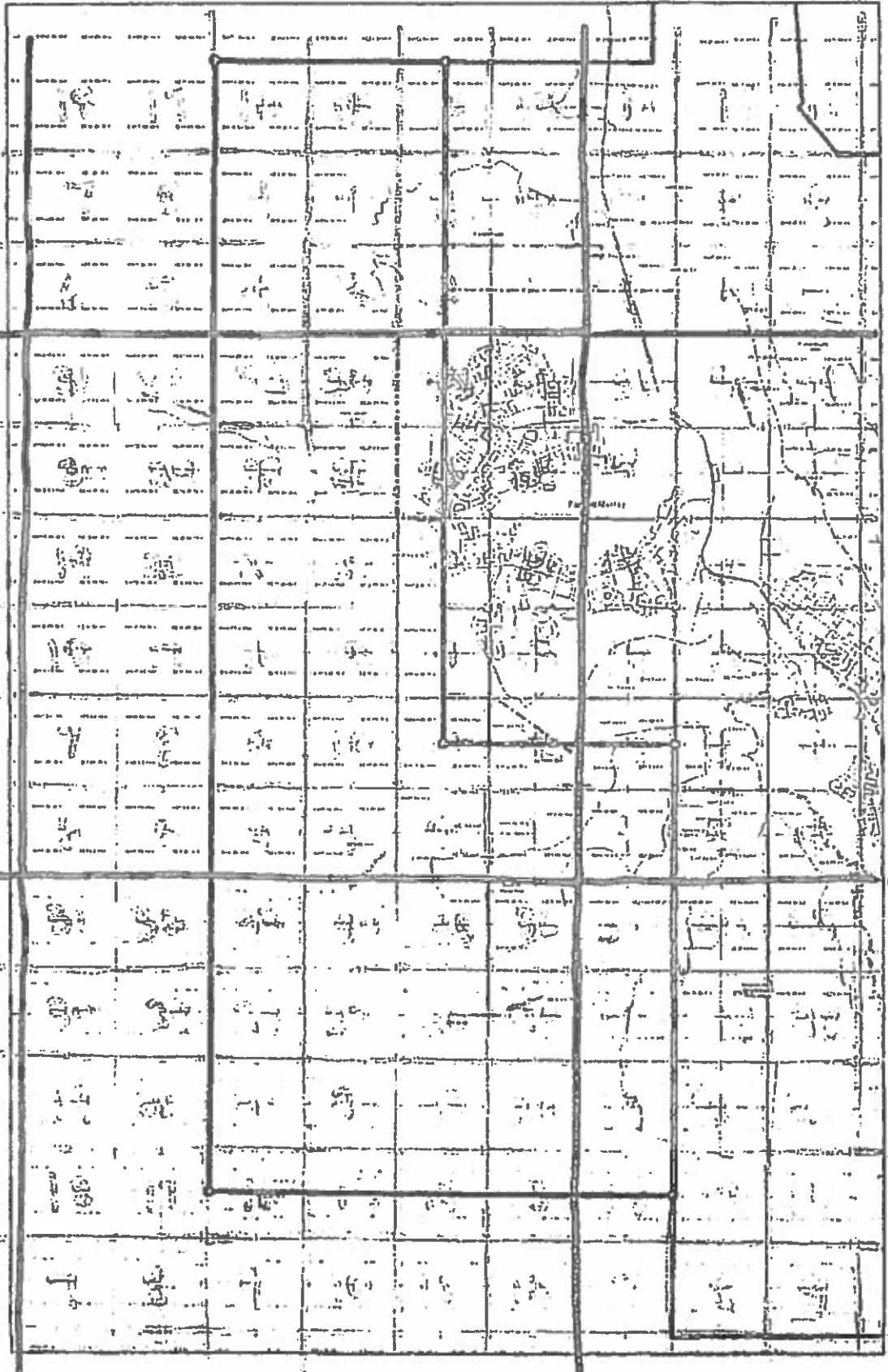
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**NORTHLAND SCHOOL DIVISION NO. 61
ADMINISTRATION RECOMMENDATION TO THE BOARD**

TO: THE BOARD OF TRUSTEES **Date:** February 15, 2019
SUBMITTED BY: Gord Atkinson, Superintendent of Schools
SUBJECT: Mistassiniy Field Trip
REFERENCE(S) & ATTACHMENTS: Field Trip Request Form, General Field Trip Checklist, Trip Curricular Outcomes

RECOMMENDATION:

That the Board of Trustees approve the Mistassiniy Field trip to San Francisco and Los Angeles, California March 30th – April 4, 2019.

BACKGROUND:

Mistassiniy School has completed all documentation with students, staff, chaperones, and parents. Fund raising for the field trip has been established.

RISK ANALYSIS:

As part of the documentation process, risk assessment and risk management have been completed.



FIELD TRIP REQUEST FORM / PERMIT

**FIELD TRIP
NUMBER**

ISSUED BY
TRANS. DEPT.

- THIS FORM MUST BE COMPLETED EVEN IF YOU ARE NOT USING A SCHOOL BUS. THIS PAGE IS YOUR AUTHORITY TO TAKE THE STUDENTS OUT OF SCHOOL
- APPROVED COPY OF THIS FORM MUST BE CARRIED ON THE BUS DURING THE TRIP
- FIELD TRIP NUMBER MUST BE NOTED ON ALL RECEIPTS, EXPENSE CLAIMS & TIME SHEETS
- THE ACTUAL KM'S DRIVEN AND ACTUAL EXPENSES, JUSTIFIED BY RECEIPTS IS TO BE COMPLETED AND SENT TO DIVISIONAL OFFICE WITHIN 10 DAYS. IF NOT RECEIVED, COSTS AND KILOMETERS WILL BE ESTIMATED.
- IF USING A NSD SCHOOL BUS, USE ONE FORM PER DAY
- MAKE AS MANY COPIES OF APPROVED FORM AS REQUIRED

SCHOOL INFORMATION

SCHOOL: Mistassini SPONSORING TEACHER: Teresa Vachaus
 EDUCATIONAL SPORTS CULTURAL LSBC MOTION #: _____
SUBMIT 1 WEEK IN ADVANCE SUBMIT 1 WEEK IN ADVANCE SUBMIT 1 MONTH IN ADVANCE

ACTIVITIES INFORMATION

DESTINATION(S): Wabasca - Edmonton - San Francisco - Los Angeles - Edmonton - Wabasca
 DEPARTURE DATE: March 30 DEPARTURE TIME: TBD
 RETURN DATE: April 4 RETURN TIME: TBD
 CLASS(ES) Grade 12 OR GRADE(S) 12 INVOLVED: _____
 PURPOSE To experience of a different culture and global citizenship (DESCRIBE):
 DESCRIPTION OF ACTIVITIES IN DETAIL (IE: SWIMMING, SKATING ETC.) (ATTACH EXTRA PAGE IF NEEDED)
 1. see attached
 2. _____

SUPERVISOR DETAILS

OF STUDENTS: 7 # OF TEACHERS: 2 # OF OTHER SUPERVISORS: 2 RATIO: 2:1

TRANSPORTATION DETAILS

NSD SCHOOL BUS NUMBER: N/A NSD SCHOOL BUS DRIVER NAME: _____
 ALTERNATIVE TRANSPORTATION (DESCRIBE): Parents responsibility to bring to Airport

FIELD TRIP PRINCIPAL APPROVAL: Kelley DATE: Nov 13, 2018

DRIVER SECTION (SUBMIT THIS FORM ALONG WITH TIME LOG FOR PAYMENT)

ODOMETER START: _____ ODOMETER END: _____
 DRIVING HRS TO DESTINATION: _____ STANDBY HRS: _____ DRIVING HRS BACK: _____ TOTAL: _____
 PRINCIPAL APPROVAL UPON COMPLETION OF TRIP: _____

CENTRAL OFFICE USE

APPROVALS

TRANSPORTATION DEPARTMENT _____ DATE _____
 SUPRVISOR NATIVE PROGRAMS _____ DATE _____
 SUPERINTENDENT _____ DATE _____

COMPLETED FIELD TRIP EXPENSES

TOTAL KM'S: _____ @ \$1.10/KM = _____



General Field Trip Checklist

All parts must be completed prior to final approval for Field Trip from Northland School Division #61. This completed checklist must be signed by the Principal and submitted to Division Office before a field trip number will be issued.

<input type="checkbox"/>	Task	Person Responsible	Date Completed
<input checked="" type="checkbox"/>	Description of trip	J. Vadnais	Nov. 9, 2018
<input checked="" type="checkbox"/>	Curricular outcome of trip (where necessary)	"	"
<input checked="" type="checkbox"/>	Required funds for trip	travelers	"
<input checked="" type="checkbox"/>	Risk Assessment of trip	"	"
<input type="checkbox"/>	Risk Management for trip	"	"
<input checked="" type="checkbox"/>	Disclosure letter written with all required components	"	"
<input checked="" type="checkbox"/>	Consent Letter written with all required components	"	"
<input type="checkbox"/>	Field Trip approval from Local School Board Committee	"	"
<input checked="" type="checkbox"/>	Disclosure letters sent to parents	"	"
<input checked="" type="checkbox"/>	Parent meetings held with attendance taken	"	"
<input checked="" type="checkbox"/>	Consent letters sent, returned signed at least 48 hours prior to departure on field trip (only those students with properly signed Consent Forms may go on the Field Trip)	"	"
<input checked="" type="checkbox"/>	What is the Supervisor/student ratio?	2:1	"
<input checked="" type="checkbox"/>	Will there always be a female supervisor for female students and a male supervisor for male students?	Yes	"
<input checked="" type="checkbox"/>	What are the sleeping arrangements?	3/room same sex students	"
<input checked="" type="checkbox"/>	How are individuals being monitored after hours/during sleep hours?	monitoring provided by hotel security & employees	"
<input type="checkbox"/>	Has all the information regarding the various locations to be visited been obtained?	"	"
<input checked="" type="checkbox"/>	Have local sources been contacted for the local perspective on the locations and activities?	"	"
<input checked="" type="checkbox"/>	Appropriate Field Trip forms sent to Transportation Department at Division Office for approval	"	"
<input checked="" type="checkbox"/>	Driver information received and forwarded to Division Office	"	"
<input checked="" type="checkbox"/>	Auto insurance requirements have been met	"	"

Principal Signature

K. Hays

Date

Nov 13, 2018

San Francisco and Los Angeles Trip Curricular Outcomes

Social Studies 30-1/ 30-2

Activity-Fisherman's Wharf, Cable car ride, Alcatraz, Golden Gate Bridge, Cannery Row, Hearst Castle

The Land: Places and People

Exploring the unique and dynamic relationship that humans have with the land, places and environments affects decisions that students make and their understanding of perspectives, issues, citizenship and identity. Students will examine the impact of physical geography on the social, political, environmental and economic organization of societies. This examination also affects students' understanding of perspectives and issues as they consider how connections to the land influence their sense of place.

Global Connections

Critically examining multiple perspectives and connections among local, national and global issues develops students' understanding of citizenship and identity and the interdependent or conflicting nature of individuals, communities, societies and nations. Exploring this interdependence broadens students' global consciousness and empathy with world conditions. Students will also acquire a better comprehension of tensions pertaining to economic relationships, sustainability and universal human rights.

Culture and Community

Exploring culture and community allows students to examine shared values and their own sense of belonging, beliefs, traditions and languages. This promotes students' development of citizenship and identity and understanding of multiple perspectives, issues and change. Students will examine the various expressions of their own and others' cultural, linguistic and social communities.

Economics and Resources

Exploring multiple perspectives on the use, distribution and management of resources and wealth contributes to students' understanding of the effects that economics and resources have on the quality of life around the world. Students will explore basic economic systems, trade and the effects of economic interdependence on individuals,

communities, nations and the natural environment. Students will also critically consider the social and environmental implications of resource use and technological change.

Dimensions on thinking

Critical thinking and creative thinking-evaluate ideas and information from multiple sources

Historical thinking- analyze multiple historical and contemporary perspectives within and across cultures geographic thinking analyze the impact of physical and human geography on history

S.2. -develop skills of historical thinking:

- analyze multiple historical and contemporary perspectives within and across cultures
- analyze connections among patterns of historical change by identifying cause and effect relationships
- compare similarities and differences among historical narratives
- evaluate the impact of significant historical periods and patterns of change on the contemporary world
- discern historical facts from historical interpretations through an examination of multiple sources
- identify reasons underlying similarities and differences among historical narratives
- develop a reasoned position that is informed by historical and contemporary evidence
 1. demonstrate an understanding of how changes in technology can benefit or harm society— in the context of the present, the future and various historical time periods
 2. use current, reliable information sources from around the world

S.3 develop skills of geographic thinking:

- analyze the impact of physical and human geography on history
- develop and assess geographic representations to demonstrate the impact of factors of geography on world events
- assess the impact of human activities on the land and the environment
- assess how human interaction impacts geopolitical realities
 1. use current, reliable information sources from around the world
 2. develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community:
- acknowledge the importance of multiple perspectives in a variety of situations

Science

Activity-Fisherman's Wharf, Monterey Bay Aquarium, Del Monte Beach, Santa Monica and Venice Beach.

Biology -Life Science

Life science deals with the growth and interactions of life forms within their environments in ways that reflect their uniqueness, diversity, genetic continuity and changing nature. Life science includes such fields of study as ecosystems, biological diversity, organisms, cells, biochemistry, genetic engineering and biotechnology.

Specific Outcomes for Knowledge

Students will:

define species, population, community and ecosystem and explain the interrelationships among them

explain how terrestrial and aquatic ecosystems support a diversity of organisms through a variety of habitats and niches; e.g.,

- terrestrial: canopy, sub-canopy, forest floor, soil

- aquatic: littoral, limnetic, profundal and benthic zones

1. identify biotic and abiotic characteristics and explain their influence in an aquatic and a terrestrial ecosystem in the local region;

2. explain how limiting factors influence organism distribution and range; e.g.,

- biotic factors: competitors, predators and parasites

Specific Outcomes for Science, Technology and Society (STS) (Social and Environmental Contexts Emphasis)

Students will:

explain how science and technology have both intended and unintended consequences for humans and the environment

- evaluate the impact that human activity has had, or could have, on the biodiversity in an ecosystem: – – habitat fragmentation – urbanization –

- assess the environmental consequences of the introduction of new species into established ecosystems (such as tropical fish in Banff Hot Springs, starlings, quack grass, scented chamomile, purple loosestrife) and discuss the responsibility of society to protect the environment through science and technology

Specific Outcomes for Skills (Nature of Science Emphasis)

Performing and Recording

- perform a field study to measure, quantitatively, appropriate abiotic characteristics of an ecosystem and to gather, both quantitatively and qualitatively, evidence for analysis of the diversity of life in the ecosystem studied
- research and develop a land reclamation strategy for a disturbed area, as a solution to environmental damage; e.g., open-pit mine, garbage dump, school yard reclamation

Analyzing and Interpreting

- apply classification and binomial nomenclature systems in a field study
- analyze the interrelationship of biotic and abiotic characteristics that make up the ecosystem studied

Communication and Teamwork

Students will: work collaboratively in addressing problems and apply the skills and conventions of science in communicating information and ideas and in assessing results

- work cooperatively to gather and share data on a field trip (CT-NS1, CT-NS2)

English 30-1/30-2

Activity-City Lights Bookstore, TCL Chinese theater, El Capitan Theater, Egyptian Theater, Hollywood wax museum, Universal Studios

Critical Thinking and Learning through Language

Critical thinking, learning and language are interrelated. Students use language to make sense of and bring order to their world and to play an active role in various communities of learners within and beyond the classroom. They use language to examine new experiences and knowledge in relation to their prior knowledge, experiences and beliefs. They make connections, anticipate possibilities, reflect upon and evaluate ideas, and determine courses of action. By becoming critical thinkers, students also become independent, successful and contributing members of society.

Listening and Speaking

Oral language is the foundation of literacy. Through listening and speaking, individuals communicate thoughts, feelings, experiences, information and opinions, and learn to understand themselves and others. Oral language is used to tell a community's stories and to convey many of its values, beliefs and traditions.

Listening and speaking enable students to explore ideas and concepts, as well as to understand and organize their experiences and knowledge. Students use oral language to learn, solve problems and reach goals. To become discerning, lifelong learners,

students need to develop fluency and confidence in their oral language abilities. They benefit from many opportunities to listen and speak, both informally and formally, for a variety of purposes and with a variety of audiences.

General Outcome 5

Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.

5.1 Respect others and strengthen community 5.1.1 Use language and image to show respect and consideration 5.1.2 Appreciate diversity of expression, opinion and perspective 5.1.3 Recognize accomplishments and events

5.2 Work within a group 5.2.1 Cooperate with others, and contribute to group processes 5.2.2

2.1.3 Engage prior knowledge

a. reflect on and describe strategies used to engage prior knowledge as a means of assisting comprehension of new texts; and select, monitor and modify strategies as needed

Foods

Activity-Dinner in Chinatown, Third Street Promenade dinner, Fortune Cookie factory.

COURSE FOD1060: CANADIAN HERITAGE FOODS

Description: Students become aware of how food in Canada today reflects the country's history and origins by examining food patterns and customs, and by analyzing and preparing ethnic foods

1. identify and describe ethnic influences on food and food patterns within the community

1.4 identify cultural influence on food patterns and food customs, considering:

1.4.1 religion

1.4.2 beliefs

1.4.3 values

1.4.4 geography

1.4.5 climate of homeland

1.4.6 family arrangements

1.4.7 traditions

COURSE FOD2170: INTERNATIONAL CUISINE

Description: Students discover other cultures by exploring their cuisine, and develop a variety of techniques for international cooking and use of specialized tools.

1. describe the relationship of food to culture

1.1 describe factors that determine the availability of foods in a variety of cultures, including: 1.1.1 climate, geography—staple foods

1.1.2 economy

1.1.3 infrastructure (transportation)

1.1.4 technology

1.1.5 regionalization of foods

1.1.6 food preparation and preservation techniques

1.2 describe factors that influence the acceptability of foods in a variety of cultures, including: 1.2.1 values

1.2.2 religion

1.2.3 superstitions, taboos, beliefs

1.2.4 history

1.2.5 ethnicity

1.3 describe the role of food in transmitting culture, including:

1.3.1 significance of food in maintaining traditions

1.3.2 role of food in celebrations

1.3.3 traditional meal patterns

1.3.4 traditional gender roles in the acquisition and preparation of foods

1.4 compare means by which nutritional needs are met within cultures

2. identify and compare foods representative of a variety of cultures

2.1 analyze specialized equipment used in food preparation

2.2 compare the principles of cookery used in the preparation of cultural foods

2.3 describe food aesthetics within cultures, considering:

2.3.1 seasonings 2.3.2 characteristic food and flavour combinations

2.4 identify a variety of presentation methods related to the preparation of cultural foods

3. demonstrate knowledge and skills in the planning, preparing and evaluating of foods from a variety of cultures

3.1 prepare and present a minimum of five cultural recipes that emphasize:

3.1.1 preparation techniques characteristic of various cultures



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

TO: THE BOARD OF TRUSTEES **Date:** February 15, 2019
SUBMITTED BY: Gord Atkinson, Superintendent of Schools
SUBJECT: Hillview School – Instructional Program Continuance
REFERENCE(S) & ATTACHMENTS: January 18, 2019 Board Meeting Motion

RECOMMENDATION:

That the Board of Trustees approve the continuation of the Instructional Program at Hillview School for the 2019-2020 school year.

BACKGROUND:

At the January 18, 2019 Corporate Board meeting, Superintendent Atkinson discussed the Hillview Viability Study as information, and the Board directed to keep the school open for the 2019-2020 school year. The Superintendent was directed to set up a meeting with East Prairie Métis Settlement, local Trustee, and Associate Superintendent to discuss progress being made by the Settlement and school.

The Board was also concerned about the bus ride times for young students to High Prairie if the school were to close.

RISK ANALYSIS:

Area 2 Schools

Calling Lake
Pelican Mountain
St. Theresa
Mistassiniy
Career Pathways
Chipewyan Lake

NORTHLAND

School Division No. 61

February,
2019



Area 2 Associate Superintendent's Report to Board

Family Literacy Nights

Student - centered leadership and learning through a literacy lens is the means by which we measure everything we do in Area 2.

As we are always looking for different methods to support literacy and engagement for students, parents and communities, we promote and celebrate literacy through Family Literacy Nights. Several of the schools in Area 2 invite students, parents and community members into the schools to focus on literacy in a fun and engaging manner.

The St. Theresa staff had a night entitled Happily Ever After Fairy Tales Literacy Night. Attachment is

included regarding the January 30 Family Literacy Night on page 5.

Parents, community members and staff had a great night with lots of laughter, engaging activities and snacks at each station. Great job St. Theresa staff!

In addition, the teachers have developed a parent board on literacy where handouts for parents are available. The staff are also engaging with other schools throughout the province to increase the interest in reading and writing for their students.

The teachers and administration have committed to a School Goal: Increase students at risk reading scores by one grade level by end of June.

Cultural Presentation

It is important for our teachers to connect with the community and understand the uniqueness of our Indigenous culture within the individual community and school contexts. To support this endeavor Area 2 has collaborated with Restorative Justice and the Elders Center. Through consultations and gatherings, we have begun to devise a program where school staffs attend the center to learn and understand

more about their students, families and communities.

The first school that has attended a half day workshop at the Elder Center was Mistassiniy School. The staff participated in a presentation about the history of the First Nations people around the Wabasca-Desmarais area. Elder Mike Beaver described the political boundaries and establishment of the five reserves. He discussed with the staff where each reserve is located and the importance of location to the previously settled first people, such as the location where Treaty 8 had been signed. He also spoke about the different areas on Lake Wabasca and the importance of various land points.

In addition, Elder Mike spoke about his personal journey through education, which included his residential school attendance. Mike shared personal stories of his time as chief and brought cultural items to enhance his talk.

The staff found the talk interesting and informative. Further it is imperative that we understand and engage the community and parents if we are going to support student success for all.

Careers: the Next Generation

We are currently working with Careers Next Generation in writing a proposal for the building or repairing of houses with students from Mistassiniy and Career Pathways.

The Municipal District of Opportunity asked the Mistassiniy School Career and Technology Studies (CTS) class to build a large shed. The class has almost completed the shed, but due to its size, it has to be built outside the shop. Construction has stopped until the weather warms up.

Career Pathways School

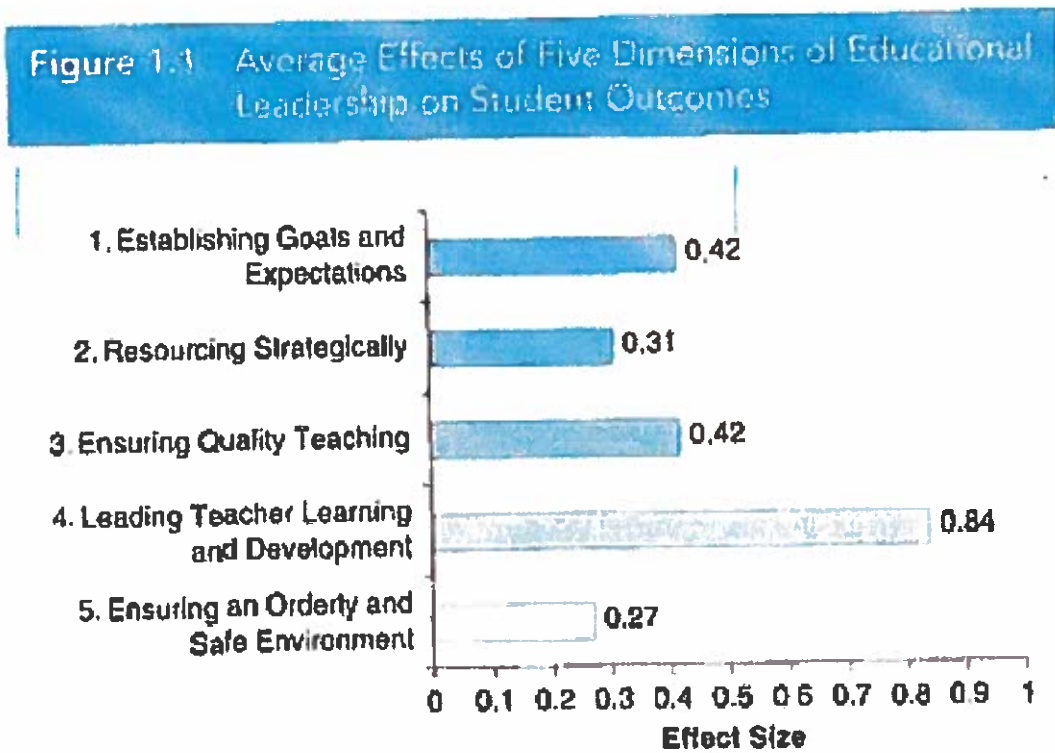
Career Pathways School has been very successful this last term. There have been 285 credits earned with 59 of these credits earned through the Flexible Learning Program. Of the 285 credits, 255 were academic credits.

The staff are encouraging students to complete courses by offering tickets for each module completed. At the end of the month, there is a draw for a great prize. They find this has really increased the completion rate of the students.

St. Theresa Year Plan

A focus in the school and area is to improve the literacy rates and the First Nations, Métis and Inuit (FNMI) connection through evidence of planning and implementation. The staff at St. Theresa have been developing a planning document where their individual year plans encompass both the subject curricular outcomes with the FNMI curricular outcomes. There will be a discussion regarding this topic and a demonstration of the documents.

Research Regarding Greatest Impact on Student Learning



Source: Robinson, V. M. J. (2011). *Student-Centered Leadership*. San Francisco, CA: Jossey-Bass, page 9.

The Portfolio of Student Services encompasses a number of items:

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

The student services team has undergone structural changes this year with the addition of a Manager of Student Service; the team is fully staffed as of December 4th 2018, a Director of Student Services, Manager of Student Services and three Supervisors of Student Services. The team has been working extremely hard providing elbow to elbow supports for the schools as well as providing a number of Professional Development opportunities.

The demographics of the division currently have 1094 students on an IPP (individual program plan, along with 84 students have been referred to have an educational psychological assessment, 16 of the referrals have been cancelled as the student has moved outside the division, with 45 completed assessments, with 23 assessments to be completed by the end of the year.

Supports for Students

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

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

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

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

Regional Collaborative Service Delivery

What is Regional Collaborative Service Delivery?

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

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

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

What does Regional Collaborative Service Delivery do?

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

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

How does Regional Collaborative Service Delivery work?

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

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

The approach is intended to better meet the needs of:

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

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

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

How Is Regional Collaborative Services Delivery funded?

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

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

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

The Northland View

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

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

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

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

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

Challenges for Northland School Division

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

PUF and ECS Services

PUF Program Unit Funding grants (PUF) are targeted specifically for children between the ages of 2.8 and 6 years with severe developmental delays or disabilities.

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

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

The 2018-2019 school year has identified 86 students as PUF, including 52 Provincial and 30 Federal students as well we had 4 students left the Division who are receiving additional services. Each provincial student generates approximately \$23,000 to cover the cost of services, equipment and additional staffing.

EYE- Early Years Evaluation

About the Early Years Evaluations

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

Overview of the Early Years Evaluation

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

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

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

Wildfire Update

BACKGROUND

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

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

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

Highlights from the additional Supports

Hire additional school based staff

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

Building school capacity and culture

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

Staff training and building distributed leadership

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

Linking school staff with mental health professionals

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

Supporting and communicating with parents and the community

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

Wellness Grant

Northland School Division received a \$17,500 wellness grant in October 2018. The Wellness Grant extends through June 2019, to promote and facilitate positive school environments through sustainable organizational.

Highlights

- Wellness Champion team was developed.
- A number of staff attended the "Shaping the Future Conference" (2019)
- Northland hosted the first HASS in Wabasca in October. The Second HASS will take place Thursday February 28th, 2019
- Creation of Multiple Wellness rooms in the schools (Mistassiniy, St. Theresa, Career Pathways, and Anzac)
- Wellness challenges for staff
- Wellness on a dime kits for every school.

A number of the schools are working with Apple Schools, 2 more schools will be added in the 2019-2020 school year. Ever Active Schools continue to provide support in many areas, professional Development, mentoring, sharing resources and best practices.

Mental Health Capacity Building Projects

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

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

These projects have secured funding until August 2019. August will see the end of the current contract, The projects will continue under a new contract for the school year 2019-2020, The posting for the projects will be advertised in spring, with start dates in September, 2019.

Family Wellness Workers

All the family Wellness Workers have been hired with the exception of the 0.5 FTE for Susa Creek, this ad still remains posted.

In August the school division welcomed the Family Wellness workers, the fall as seen the workers getting to understand the role as well as building the relationships in the communities.

The table below gives and idea of the impact that the positions are having.

	Student Contact	Phone Calls	Home Visits	Classroom visits	One to one or small groups
October 2018	414	115	20	76	166
November 2018	530	168	17	130	218
December 2018	309	235	6	165	96
January 2019	672	375	13	158	187

Heart Math Grant (Wood Buffalo) Demo

Northern Lights Health Foundation has worked with three School Boards in the Wood Buffalo area and provided grant dollars as well as staff time, to facilitate the program in all the Wood Buffalo Schools. (ADCS, Fort Mckay, Anzac, Janvier, and Conklin) Through the grant Northland School Division has two trainers who are currently working with the school staff in the Wood Buffalo Area to roll out the technology, the grant also provided all the supporting items, anxiety cards, puppets ear sensors.

The results of the research have shown that the children involved in programs such as HeartMath displayed significant improvements in various aspects of behaviour such as:

- Reduction in emotional symptoms
- Reduction in conduct problems
- Reduction in hyperactivity
- Increase in pro-social behaviour

Threat Assessment Grant (Wood Buffalo)

The Municipality of Wood Buffalo has worked with three School Boards in the Wood Buffalo area and provided grant dollars for the three school boards to work on a Violent Threat Assessment protocol. Though the grant, research has taken place around the different models that are available, the team has made the decision that the model will be the VSTAG (or Virginia Model). The Division has two trained trainers who will facilitate the training for a few of our school teams (Anzac, Janvier, and Conklin) March 22, 2019. Further trainings will be offered in the Spring and fall.

2019

Housing Plan 2019

BOARD PRESENTATION
CHAD VION

NORTHLAND SCHOOL DIVISION NO. 61

Northland School Division Housing Plan 2019

Background

Northland School Division No.61 had previously put together a housing plan in December of 2016. Housing had not had the attention it needed and it was affecting the ability to attract, and maintain teachers in some parts of the division. Housing was also in some cases not meeting the criteria of board policy 17 which reads, "The board will provide safe reliable housing for teachers resident in communities identified as requiring such services..." I was hired in November of 2017 as Housing Construction Foreman and was tasked with carrying out the original housing plan. My immediate task was to travel around and try to get a thorough understanding of the division, our assets, our resources, and the needs of each community. I have now been to each Northland School Division community that offers teacher housing and it was clear to me after assessing the needs of each community that there was some adjustments that needed to be made to the housing plan.

Recommendation

The following recommendation is in accordance to the information I have received from others, and compiled on my own. I have used the resources available to me such as previous housing inspection reports carried out by a number of contractors. Because of the large scope of this project there are always going to be unknown aspects, such as the actual condition of a foundation, but I believe this to be as accurate as possible at this time. I would not rule out the possibility that there may be a property that I intend to renovate, that may actually not be the best decision in the long run because of issues uncovered during construction. But once the budget is set the decisions going forward will be made and operated to stay within that budget. The targeted timeline for this renovation project would be five years.

Housing Plan Recommendation January 2019

Anzac

- 10 teacherage options required
- 3 houses, 7 mobile homes in Anzac, total of 10 teacherages.
- Unit 140 had been renovated in 2015 and is in good condition.
- The fourplex unit is in need of general improvements.
- Unit 101 has been renovated, completed in the fall of 2018.
- Unit 102 needs full renovation.

Athabasca Delta Community School

- 14-20 teacherage options required.
- 14 houses currently in Fort Chipewyan.
- Recommend to renovate 3 homes per year, starting with homes that are not occupied by long term tenants.
- Looking at options for basement developments, and developing suites to increase the amount of units in the area.
- Renovations can be completed during the summer break if enough preparation time is available.
- Three units have been renovated in fall of 2018, only the siding is left to complete on units 79, 82, and 84.
- There is a home available for purchase which could be made into an up/down duplex that we are currently renting.

Calling Lake

- 3 teacherage options required.
- 3 houses, and 2 mobile homes in Calling Lake, for a total of 5 teacherages.
- Unit #94 is occupied by a long term tenant that is happy with the unit.
I recommend doing a few minor repairs to the house and then leaving as is until the tenant either decides to move, or purchase the property.
- Recommend having a quote completed for the complete renovation of both houses to determine if it is feasible to renovate.
- One option may be to renovate both houses, and then we would be able to move out one of the trailers to another area of need. Another option may be to renovate both houses, turning one into an up/down duplex allowing the division to sell the two mobile homes.

Chipewyan Lake

- 2 teacherage options required.
- There is one house and one mobile home in Chipewyan Lake.
- House will need full renovation and the trailer will only need general repairs and improvements.

Conklin

- 4 teacherage options required
- There are two houses, 3 mobile homes and 5 total teacherages.
- Unit #74 has a long term tenant. Recommend to complete maintenance-related items and renovate unit once teacher retires. (approximately five years)
- Unit #76 is in fairly good condition. General renovation recommended.
- All three trailers need minor repairs and improvements.
- One of the trailers could be transferred or sold as only 4 teacherage options are required at this location.

Father R Perin

- 10 teacherage options required
- Currently 6 houses (2 up/down houses), and one double end mobile home for a total of 10 teacherages.
- All houses are in need of renovations.
- Recommend to renovate 2-3 units per summer season as all units have tenants.
- This location could use additional housing options, may need to move a trailer into this area.
- If there is options of moving a divisional trailer onto a vacant lot that may be more reasonable than developing the basements into legal suites.

Gift Lake

- 4 teacherages at this location, all are newer trailers in good condition.
- Only general improvements needed.

Mistassiniy

- 23 teacherage options required
- 6 were previously slated for demolition.
- Possible demo unit: 60
- Renovate unit 61, eliminate basement suite.
- Renovate units: 54, 55, 61, 162, 163 (These are empty so we can start immediately)
- My reasoning for renovating some of these units rather than demolishing them is because of the amount of teacher housing needed for the area. If we are to demo any of these houses the cost will be anywhere from \$20,000-\$30,000 then to bring in any type of mobile home will be a minimum cost of \$150,000. So we will be much farther ahead to renovate the existing houses and the value we will have in the end will far exceed anything else we could do for additional housing.
- My recommendation is to renovate all 7 remaining houses, 4 the following cycle and the remaining 3 on the final renovation cycle.
- I am currently looking at options to sell the "temp trailers" situated on Schroder's rental lot.

Paddle Prairie

- 4 teacherage options required
- There are currently 4 teacherage options consisting of one double end trailer and two other trailers.
- General improvements are required here.

Pelican Mountain

- 0 teacherage options required
- I found an inspection report on this unit showing that there is considerable mold located underneath the basement floor. My recommendation is to demolish the house and then sell the two vacant lots after this has been completed.
- Another option would be to get a quote to fully renovate and remediate the unit. Then it could be used again as a teacherage, or be sold for a higher price.

St Theresa

- 16-20 teacherage options required.
- There was previously five houses slated for demolition and one that was a possible demo.
- Five of the Schroder townhouse units will be used to meet quantities for St. Theresa School. The last unit of the townhouses is being used solely as a substitute teacherage option.
- I recommend that units: 129/130 (duplex), be demolished.
- With the lots available we could possibly move some of the trailers that are set up as temporary units onto the vacant spaces.
- Renovations would be needed on the remaining 5 houses. Although the renovations to these homes would be significant, the demand for housing at this location would mean that we need to maintain the housing numbers. The most cost effective way to do this is to renovate the existing homes where possible. In the long run a renovated home will still have a longer life expectancy than a new trailer and would be far less expensive because you would initially save the demolition fee.
- Once renovations are completed and trailers have been moved there will be approximately 15 teacherage options including the 5 townhouse options that we are leasing from Felix Schroder.

HOUSING PLAN QUICK NUMERICAL SUMMARY

SCHOOL COMMUNITY	CURRENT NUMBER OF UNITS	AMOUNT OF UNITS NEEDED	NUMBER OF UNITS NEEDING RENOVATION	NUMBER OF UNITS FOR DEMOLITION	FINAL NUMBER OF UNITS
ANZAC	10	10	9	0	10
ATHABASCA-DELTA	14	14	11	0	14
BISHOP ROUTHIER	3	0	0	3	0
CALLING LAKE	5	3	4	1	4
CHIPEWYAN LAKE	2	2	2	0	2
CONKLIN	5	5	5	0	5
FATHER R. PERIN	10	10	10	0	10
GIFT LAKE	4	4	4	0	4
MISTASSINIY	32	30	27	1	31
PADDLE PRAIRIE	4	4	4	0	4
PELICAN MOUNTAIN	1	0	0	1	0
ST THERESA	12	12	10	2	10
TOTALS:	102	94	86	8	94

Housing plan financial breakdown

<u>Location</u>	<u>Unit #</u>	<u>Unit Type</u>	<u>Action Recommendation</u>	<u>Amount \$</u>
ANZAC				
	99	MOBILE	COSMETIC RENOVATION	\$ 25,000.00
	100	MOBILE	COSMETIC RENOVATION	\$ 25,000.00
	101	HOUSE	RENOVATION COMPLETE	\$ 12,000.00
	102	HOUSE	RENOVATE	\$ 100,000.00
	109	MOBILE	RENOVATE	\$ 15,000.00
	140	HOUSE	RENOVATE	\$ 15,000.00
	149	FOURPLEX	MINOR RENOVATIONS	\$ 25,000.00
	150	FOURPLEX	MINOR RENOVATIONS	\$ 25,000.00
	151	FOURPLEX	MINOR RENOVATIONS	\$ 25,000.00
	152	FOURPLEX	MINOR RENOVATIONS	\$ 25,000.00
ATHABASCA-DELTA				
	78	HOUSE	RENOVATE	\$ 100,000.00
	79	HOUSE	INTERIOR RENOVATED	\$ 15,000.00
	80	HOUSE	RENOVATE	\$ 100,000.00
	81	HOUSE	RENOVATE	\$ 100,000.00
	82	HOUSE	INTERIOR RENOVATED	\$ 15,000.00
	83	HOUSE	RENOVATE	\$ 100,000.00
	84	HOUSE	INTERIOR RENOVATED	\$ 15,000.00
	85	HOUSE	RENOVATE	\$ 100,000.00
	86	HOUSE	RENOVATE	\$ 85,000.00
	87	HOUSE	RENOVATE	\$ 100,000.00
	88	HOUSE	RENOVATE	\$ 100,000.00
	89	HOUSE	RENOVATE	\$ 100,000.00
	90	HOUSE	RENOVATE	\$ 100,000.00
	112	HOUSE	RENOVATE	\$ 100,000.00
ADDITIONAL SUITES	6 SUITES			\$ 600,000.00
BISHOP ROUTHIER				
	65/265	HOUSE	POSSIBLE DEMO	\$ 34,000.00
	104	HOUSE	POSSIBLE DEMO	\$ 34,000.00
	105	HOUSE	POSSIBLE DEMO	\$ 34,000.00

CALLING LAKE

94	HOUSE	GENERAL IMPROVEMENTS	\$ 35,000.00
107	HOUSE	POSSIBLE FUTURE DEMO	\$ 35,000.00
118	MOBILE	RENOVATION	\$ 15,000.00
122	MOBILE	RENOVATION	\$ 15,000.00
181	HOUSE	REBUILD.	\$ 220,000.00

CHIPEWYAN LAKE

75/275	HOUSE	RENOVATE	\$ 90,000.00
96	MOBILE	MINOR IMPROVEMENTS	\$ 20,000.00

CONKLIN

74	HOUSE	RENOVATE	\$ 95,000.00
76	HOUSE	RENOVATE	\$ 60,000.00
119	MOBILE	RENOVATE	\$ 20,000.00
195	MOBILE	MINOR REPAIRS	\$ 20,000.00
218	MOBILE	PARTIAL RENOVATION	\$ 20,000.00

FATHER R PERIN

50	HOUSE	RENOVATE	\$ 90,000.00
51	HOUSE	RENOVATE	\$ 90,000.00
120/121	MOBILE	GENERAL IMPROVEMENTS	\$ 40,000.00
205	HOUSE	RENOVATE	\$ 60,000.00
247			
UP/DOWN	HOUSE	RENOVATE	\$ 80,000.00
248			
UP/DOWN	HOUSE	RENOVATE	\$ 80,000.00
249	HOUSE	RENOVATE	\$ 60,000.00

GIFT LAKE

158	MOBILE	SMALL RENOVATIONS	\$ 20,000.00
159	MOBILE	SMALL RENOVATIONS	\$ 20,000.00
164/264	MOBILE	SMALL RENOVATIONS	\$ 20,000.00

MISTASSINIY

54	HOUSE	RENOVATE	\$ 85,000.00
55	HOUSE	RENOVATE	\$ 85,000.00
56	HOUSE	RENOVATE	\$ 65,000.00
57	HOUSE	RENOVATE	\$ 65,000.00
58	HOUSE	RENOVATE	\$ 70,000.00
59	HOUSE	RENOVATE	\$ 60,000.00
60	HOUSE	RENOVATE	\$ 100,000.00
61/261	HOUSE	RENOVATE	\$ 100,000.00
62	HOUSE	RENOVATE	\$ 70,000.00
125	MOBILE	RENOVATE	\$ 15,000.00
141/144	MOBILE	RENOVATE	\$ 24,000.00
145	MOBILE	RENOVATE	\$ 15,000.00
155	MOBILE	RENOVATE	\$ 15,000.00
160	HOUSE	RENOVATE	\$ 70,000.00
161	HOUSE	RENOVATE	\$ 90,000.00
162	HOUSE	RENOVATE	\$ 110,000.00
163	HOUSE	RENOVATE	\$ 100,000.00
166/266	MOBILE	RENOVATE	\$ 24,000.00
169	MOBILE	RENOVATE	\$ 15,000.00
175	MOBILE	RENOVATE	\$ 15,000.00
196/296	MOBILE	RENOVATE	\$ 24,000.00
241/244	MOBILE	RENOVATE	\$ 24,000.00

98	MOBILE	ON RENTAL LOT- MOVING EXPENSES	\$ 60,000.00
103	MOBILE	ON RENTAL LOT- MOVING EXPENSES	\$ 60,000.00
124	MOBILE	ON RENTAL LOT- MOVING EXPENSES	\$ 60,000.00
143	MOBILE	ON RENTAL LOT- MOVING EXPENSES	\$ 60,000.00
146	MOBILE	ON RENTAL LOT- MOVING EXPENSES	\$ 60,000.00

PADDLE PRAIRIE

142/242	MOBILE	REPAIR	\$ 40,000.00
240	MOBILE	REPAIR	\$ 20,000.00
245	MOBILE	REPAIR	\$ 20,000.00

PELICAN MOUNTAIN

	92	HOUSE	DEMO	\$ 60,000.00
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ST.
THERESA

73	HOUSE	RENOVATE	\$ 85,000.00
77	MOBILE	RENOVATE	\$ 25,000.00
91	MOBILE	RENOVATE	\$ 25,000.00
95	HOUSE	RENOVATE	\$ 85,000.00
129	DUPLEX	DEMO	\$ 20,000.00
130	DUPLEX	DEMO	\$ 20,000.00
131	MOBILE	RENOVATE	\$ 20,000.00
132	MOBILE	RENOVATE	\$ 20,000.00
133	HOUSE	RENOVATE	\$ 90,000.00
134	HOUSE	RENOVATE	\$ 95,000.00
135	HOUSE	RENOVATE	\$ 120,000.00
262	MOBILE	NONE	

Extras

APPLIANCE	105		\$3500/UNIT	\$ 367,500.00
FURNACES	105		\$5000/UNIT	\$ 525,000.00
ROOFING	50	1100 sq ft./house	\$2.80/sq.ft. (40 year shingle)	\$ 154,000.00
HOT WATER TANKS	105			\$ 105,000.00
SIDING	46		12000/UNIT	\$ 552,000.00
FURNITURE	11		5000/UNIT	\$ 55,000.00

TOTALS

\$7,373,500.00