



# NORTHLAND SCHOOL DIVISION NO. 61

## REGULAR BOARD MEETING NO. 20-01

### AGENDA

Location: Metis Settlements General Council, 10335-172 Street, Edmonton, AB  
 Room: 2<sup>nd</sup> Floor Boardroom (Metis Settlements Appeal Tribunal)  
 Date & Time: Friday, January 24, 2020 9:00 a.m. – 4:00 p.m. (Please note: items may carry over to Saturday)  
 Room: 3<sup>rd</sup> Floor Boardroom  
 Date & Time: Saturday, January 25, 2020 9:00 a.m.

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

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

No.	Title	Responsible	Action	Page No.
1.	Recognition of Traditional Lands	Chair Guild		
2.	Opening Prayer, Cultural Reflection or Reflection	Trustee Shirley		
3.	Approval of Agenda	All	Motion to approve	
4.	In-Camera	All	Motion in/out of in-camera	
			Motions coming from in-camera if applicable	

#### B. CONSENT AGENDA (Motion to approve) – Page 4

No.	Title	Responsible	Action	Page No.
1.	Board Meeting Minutes – November 22, 2019	All	Approval	5
2.	Special Meeting Minutes – December 05, 2019	All	Approval	11
3.	Special Meeting Minutes – December 17, 2019	All	Approval	13
4.	Business Arising from Previous Meetings - Board Action Items	All	Information	14
5.	Board Chair Report	Chair Guild	Information	15
6.	Association Reports	All	None Received	
7.	Superintendent Report	Superintendent Spencer-Poitras	Information	16
8.	Committee and/or Board Representative Reports	All	None Received	
9.	Trustee Activity Reports	Trustees	Information	27
10.	Enrollment Update	Associate Superintendent HR Oginski	Information	32

#### C. ACTION ITEMS

No.	Title	Responsible	Action	Page No.
1.	Board Self-Evaluation Final Report and Board Positive Path Forward Action Plan	Chair Guild	Approval	34
2.	Board Retreat Dates	Secretary-Treasurer Rasmuson	Approval	55
3.	Board Meeting Dates	Secretary-Treasurer Rasmuson	Approval	56
4.	Capital/IMR Plan	Secretary-Treasurer Rasmuson	Approval	57
5.	Transfer of Little Buffalo Land	Secretary-Treasurer Rasmuson	Approval	59
6.	Borrowing Resolution	Secretary-Treasurer Rasmuson	Approval	60



## NORTHLAND SCHOOL DIVISION NO. 61

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7.	Housing Plan Priorities	Secretary-Treasurer Rasmuson	Approval	63
8.	Policy 7 Appendix C – Trustee Expenses and Corporate Credit Card (Hosting)	Trustee Telford Superintendent Spencer-Poitras	Approval	66
9.	Policy 15 – School Closure	Trustee Telford Superintendent Spencer-Poitras	Approval	79
10.	Policy 10 – Policy Making	Trustee Telford Superintendent Spencer-Poitras	Approval – 2 <sup>nd</sup> Reading	84
11.	Transfer of Houses to Peavine Metis Settlement	Secretary-Treasurer Rasmuson	Approval	88
12.	Viability Studies – Hillview	Superintendent Spencer-Poitras	Approval	89
13.	Viability Studies – Pelican	Superintendent Spencer-Poitras	Approval	102
14.	Viability Studies – Susa Creek	Superintendent Spencer-Poitras	Approval	116

**D. RECESS**

**E. MONITORING REPORTS (Motion to receive as information) – Page 129**

No.	Title	Responsible	Action	Page No.
1.	Board Chair Highlights a. Board Budget b. Professional Development	Chair Guild	Information - Discussion	130
2.	Superintendent Highlights	Superintendent Spencer-Poitras	Information- Discussion	135
3.	Area 1 Associate Superintendent Report	Associate Superintendent Area 1 – Madden	Information- Discussion	142
4.	Draft School Year Calendar	Superintendent Spencer-Poitras	Information - Discussion	152
5.	Every Season Learning	Superintendent Spencer-Poitras	Information - Discussion	154
6.	Monthly Financial Reporting	Secretary-Treasurer Rasmuson	Information – Discussion	155
7.	Student Engagement Attendance & Completion Report	Director of Student Engagement Tessier	Information – Discussion	158

**F. PRELIMINARY DISCUSSION OF BOARD ITEMS**

No.	Title	Responsible	Action	Page No.
1.	Trustee Attendance	Chair Guild	Information	165
2.				

**G. ADJOURNMENT & CLOSING CULTURAL REFLECTION**

**\*\*Note: Board In-service begins 9:00 a.m. on Saturday, January 25, 2020 – Agenda below**

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



**NORTHLAND SCHOOL DIVISION NO. 61**  
**REGULAR BOARD MEETING NO. 19-10**

**IN-SERVICE AGENDA**

Location: Metis Settlements General Council - 10335-172 Street, Edmonton  
Room: 3<sup>rd</sup> Floor Board Room  
Date & Time: Saturday, January 25, 2020  
Guest: James Kent Donlevy

**A. CALL TO ORDER – 9:00 am**

**B. AGENDA**

No.	Title	Responsible	Guest	Time
1.	Legal & Fiduciary Responsibilities	Superintendent Spencer-Poitras	James Kent Donlevy	9:00 – 11:00 am
2.	Annual Education Results Report	Superintendent Spencer-Poitras		11:00 am

**C. ADJOURNMENT**

# ADMINISTRATION RECOMMENDATION TO THE BOARD



**TO:** THE BOARD OF TRUSTEES **DATE:** JANUARY 24, 2020  
**SUBMITTED BY:** SECRETARY-TREASURER, T. RASMUSON  
**SUBJECT:** APPROVAL OF CONSENT AGENDA  
**REFERENCE(S) & ATTACHMENTS:**

**RECOMMENDATION:**

**THAT the Board of Trustees approves the consent agenda which approves the items as follows:**  
**B1 - Minutes of November 22, 2019 Board meeting are approved as attached/amended**  
**B2 - Minutes of December 05, 2019 Special Meeting are approved as attached/amended**  
**B3 – Minutes of December 17, 2019 Special Meeting are approved as attached/amended**

**The following reports are received as information:**

- B4 - Board Action Items**
- B5 - Board Chair Report**
- B7 - Superintendent Report**
- B9 – Trustee Activity Reports**
- B10 – Enrollment Report**

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**BACKGROUND:**

The consent agenda process is based on the assumption that everyone reads all the consent agenda items, and asks 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.

**RISK ANALYSIS:**



## NORTHLAND SCHOOL DIVISION NO. 61

### REGULAR BOARD MEETING NO. 19-10

### MINUTES

Location: Days Inn & Suites, 10010-179a Street, Edmonton, AB

Date & Time: Friday, November 22, 2019 AT 9:00 AM

Present - Trustees: Cathy Wanyandie – Ward 2, Randy Anderson – Ward 3, Louis Cardinal – Ward 5, Silas Yellowknee – Ward 6, Robin Guild – Ward 7 Chair, Rubi Shirley – Ward 9, Jules Nokohoo – Ward 10 Vice-Chair, Karen Telford – Ward 11

Present – Staff: Nancy Spencer-Poitras – Acting Superintendent, Dermod Madden – Associate Superintendent – Area 1, Tim Stensland - Associate Superintendent – Area 3, Wes Oginski – Associate Superintendent HR, Trudy Rasmuson – Secretary-Treasurer, Curtis Walty – Communications Coordinator (Telephone), Krystal Potts - Executive Assistant, Judy Ducharme – Executive Secretary

Regrets: Maddy Daniels – Ward 1, Loretta Gladue – Ward 8

Absent: Jesse Lamouche – Ward 4

<b>A. CALL TO ORDER Chair Guild</b>
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1. Chair Guild called the meeting to order at 9:03 am with a traditional lands' acknowledgement.
2. Trustee Yellowknee provided an opening prayer.
3. **Adopt Agenda**  
**MOTION: Trustee Yellowknee moved that the Board of Trustees acknowledge that Trustees have reviewed and approve the agenda as amended. 24955/19 CARRIED**

4. **In-Camera Session**  
**MOTION: Trustee Yellowknee moved that the meeting go in-camera at 9:19 am. 24956/19 CARRIED**

In-Camera break – 10:40 am – 10:58 am

#### **Regular Session**

**MOTION: Trustee Yellowknee moved that the meeting revert to regular session at 11:26 a.m. 24957/19 CARRIED**



## NORTHLAND SCHOOL DIVISION NO. 61

### REGULAR BOARD MEETING NO. 19-08

#### **Board Approval of Trustee Expenses – Trustee Wanyandie Corporate Credit Card Use**

The board members reviewed the attachments and discussed the use of the Corporate Credit Card use against the policy. The members discussed changes.

**MOTION:** Trustee Shirley moved that the Board of Trustees approve the hosting expenses of Trustee Wanyandie and amend Policy 7 Appendix C to include similar expenses. **24958/19 CARRIED**

#### **Mistassiniy Modernization**

**MOTION:** Trustee Shirley moved that the Board of Trustees give direction to the Board Chair to move forward with exploring the concept of the joint high school with Bigstone Cree Nation. **24959/19 CARRIED**

### **B. CONSENT AGENDA**

#### **1. Adopt Consent Agenda**

**MOTION:** Trustee Yellowknee moved that the Board of Trustees approves the consent agenda which approves the items as follows:

- Minutes of October 26, 2019 Board meeting are approved and attached.
- Minutes of November 2, 2019 Special Meeting are approved as amended.
- The following reports are received as information:

Board Chair Report

Acting Superintendent Report

Board Advisor Report

Enrollment Report

**24960/19 CARRIED**

### **C. ACTION ITEMS**

#### **1. Policy 5 – Role of the Chair**

There were no changes since the last reading.

**MOTION:** Trustee Yellowknee moved that the Board of Trustees approve the third and final reading of Policy 5 Role of the Chair as presented and attached.

**24961/19 CARRIED**



## NORTHLAND SCHOOL DIVISION NO. 61

### REGULAR BOARD MEETING NO. 19-08

#### 2. Policy 3 – Appendix B Trustee and Administration Working Relationship Guidelines

The board members reviewed the proposed changes to the policy.

**MOTION:** Trustee Yellowknee moved that the Board of Trustees approve the third and final reading of Policy 3 Appendix B Trustee and Administration Working Relationship Guidelines as presented and attached. **24962/19 CARRIED**

#### 3. Every Season Learning Calendar

The board discussed the timing of the calendar.

**MOTION:** Trustee Yellowknee moved that the Board of Trustees approve the timeline of the Every Season Learning Calendar as attached. **24963/19 CARRIED**

#### 4. Policy 6 – Role of the Vice-Chair

The board members reviewed the proposed changes to the policy.

**MOTION:** Trustee Yellowknee moved that the Board of Trustees approve the first and second reading of Policy 6 – Role of the Vice-Chair as attached. **24964/19 CARRIED**

**MOTION:** Trustee Yellowknee moved that the Board of Trustees approve the third and final reading of Policy 6 – Role of the Vice-Chair as attached. **24965/19 CARRIED**

#### 5. Annual Education Results Report

Acting Superintendent facilitated a discussion with the Board on the alignment with the Board priorities and the annual report. The Board expressed the desire to have time to review the report in depth (to be revisited in January).

**Action:** Admin to send draft copy to the Board for their review once the Board Priorities were added

**MOTION:** Trustee Yellowknee moved that the 2018-2019 AERR and 2019-2020 Education Plan, as attached. **24966/19 CARRIED**

Lunch Break 12:08 pm – 12:45 pm

#### 6. Audited Financial Statements

Guest: Jeff Alliston, Metrix Group

Jeff facilitated a discussion with the Board with regards to the Audited Financial Statements ending August 31, 2019.

#### In-Camera Session



## NORTHLAND SCHOOL DIVISION NO. 61

### REGULAR BOARD MEETING NO. 19-08

**MOTION: Trustee Yellowknee moved that the meeting go in-camera Board only with the auditor at 1:36 pm.** **24967/19 CARRIED**

#### Regular Session

**MOTION: Trustee Yellowknee moved that the meeting come out of camera at 1:44 pm.** **24968/19 CARRIED**

**MOTION: Trustee Yellowknee moved that the Board of Trustees approve the 2018-2019 audited financial statements, as attached.** **24969/19 CARRIED**

#### 7. Fall Budget and Transfers to Reserves

Secretary-Treasurer Rasmuson facilitated a discussion with the Board regarding the 2019-2020 Fall Budget. The conversation also included the discussion around the transfers to reserves.

**MOTION: Trustee Yellowknee moved that the Board of Trustees approve the 2019-2020 Fall Budget, as attached, with no transfers of accumulated operating surplus to reserves.** **24970/19 CARRIED**

#### 8. Locally Developed Course – Traditional Land Based Learning

The board discussed the item surrounding safety concerns with regards to proper handling of guns and ammunition.

**MOTION: Trustee Yellowknee moved that the Board of Trustees approve the Locally Developed course from Northland School Division, Traditional Land Based Learning 25-5 and Traditional Land Based Learning 35-5, as amended.** **24971/19 CARRIED**

#### 9. Audit and Finance Committee Representatives

The board trustees volunteered to sit as members of the committee

**MOTION: Trustee Yellowknee moved that the Board of Trustees approve Trustee Wanyandie, Trustee Anderson, and Chair Guild as members of the Audit and Finance Committee for Northland School Division.** **24972/19 CARRIED**

#### D. RECESS -

<b>E. MONITORING REPORTS (Motion to receive as information)</b>
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#### 1. Monitoring Reports

**MOTION: Trustee Anderson moved that the Board of Trustees accept as information the following as Monitoring Reports as presented and attached.**

**24973/19 CARRIED**





## NORTHLAND SCHOOL DIVISION NO. 61

### REGULAR BOARD MEETING NO. 19-08

#### E1. Board Chair Highlights

- Robin spoke briefly with regards to his activities
- Board budget has spent 25% of budget and completed 20% of the school year – discussion that the Board trustees be mindful of spending

#### E2. Acting Superintendent Highlights

- Highlighted the AP 155 Event Protocol

#### E3. Area 3 Associate Superintendent Report

- Tim highlighted videoconference usage for Numeracy learning and teacher collaboration
- Future reports will align with the priorities and the board enjoys the report format

Break 2:41 pm – 2:51 pm

#### E4. School Viability Studies

- Nancy spoke to the recommendation
- The group spoke to the Education Act

**Action: item deferred to January and Policy 15 to be updated to align with Education Act**

#### E5. Student Engagement Attendance and Completion Report

- D. Tessier spoke to his report highlighting some of the challenges with the Powerschool system
- Highlighted the School Attendance Action & Intervention Flow Chart
- The Superintendent commended the Director on his work in this area

#### E6. Business Arising from Previous Meetings – Board Action Items

- The Board action items were reviewed and updated

## F. PRELIMINARY DISCUSSION OF BOARD ITEMS

### 1. Preliminary Discussion of Board Items

- Legal and Fiduciary Responsibilities –
  - Admin to set up in-service for January 25, 2020
  - **Motion – Trustee Anderson moves the board of trustees to hire James Kent Donlevy to facilitate the board’s legal and fiduciary responsibilities**  
**24974/19 CARRIED**



## NORTHLAND SCHOOL DIVISION NO. 61

### REGULAR BOARD MEETING NO. 19-08

- **Motion – Trustee Telford moves the board of trustees hold a board in-service for legal and fiduciary responsibilities and AERR on Jan 25 2020.**  
**24975/19 CARRIED**
- **Policy 10 – Policy Making –**
  - Trustee Wanyandie and Board Advisor Byers spoke to the examples on policy approval  
**Motion Trustee Wanyandie approve first reading of Policy 10 – Policy Making version 1 as amended.**  
**24976/19 CARRIED**
  - Discussion on the development and implementation of a Policy Committee  
**Motion Trustee Telford approves the creation of a Policy Committee and appoint Trustee Wanyandie, Trustee Telford and Trustee Shirley to the Policy Committee.**  
**24977/19 CARRIED**
- **Board Budget Analysis –**
  - Board Advisor Byers facilitated a discussion on the analysis
  - Next board meeting have a cost breakdown of current trustee PD from the last fiscal year

#### G. ADJOURNMENT & CLOSING CULTURAL REFLECTION

##### 1. Adjournment

**MOTION: Trustee Yellowknee moved that the Board of Trustees declare the meeting adjourned at 4:13 p.m.**  
**24978/19 CARRIED**

##### 2. Closing Cultural Reflection

Trustee Yellowknee provided a closing prayer.

##### 3. Board Assessment Tool Survey

Reminder for Trustees to complete the survey in the link that Executive Secretary Ducharme will send out.

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Robin Guild, Board Chair

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Trudy Rasmuson, Secretary-Treasurer

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Recording Secretary: Judy Ducharme, Executive Secretary



# NORTHLAND SCHOOL DIVISION NO. 61

## SPECIAL BOARD MEETING MINUTES

Location: Metis Settlements General Council, 10335 – 172 Street, Edmonton, AB

Date & Time: Thursday, December 05, 2019 AT 7:00 PM

Present - Trustees: Cathy Wanyandie – Ward 2, Randy Anderson – Ward 3, Louis Cardinal – Ward 5 (Telephone), Robin Guild – Ward 7 Chair, Jules Nokohoo – Ward 10 Vice-Chair, Karen Telford – Ward 11 (Telephone)

Present – Staff: Nancy Spencer-Poitras – Acting Superintendent, Trudy Rasmuson – Secretary-Treasurer (Telephone), Yvon Prefontaine - Legal Counsel.

Regrets: Silas Yellowknee – Ward 6, Loretta Gladue – Ward 8, Rubi Shirley – Ward 9

Absent: Maddy Daniels – Ward 1, Jesse Lamouche – Ward 4

### A. CALL TO ORDER

1. Chair Guild called the meeting to order at 7:14 p.m.

Trustee Nokohoo provided the Treaty 6 acknowledgement and a cultural reflection.

2. **Adopt Agenda**

**MOTION: Trustee Anderson moved that the Board of Trustees acknowledge that Trustees have reviewed and approve the agenda as presented.**

**24978/19 CARRIED**

### B. AGENDA

1. **In-Camera Session**

**MOTION: Trustee Nokohoo moved that the meeting go in-camera at 7:16 p.m.**

**24979/19 CARRIED**

**Regular Session**

**MOTION: Trustee Nokohoo moved that the meeting revert to regular session at 8:20 p.m.**

**24980/19 CARRIED**

**MOTION: Trustee Nokohoo moved that the Board accepts the investigation report findings and conclusions completed by Cheryl Yingst Bartel dated September 26, 2019.**

**24981/19 CARRIED**



## NORTHLAND SCHOOL DIVISION NO. 61

### REGULAR BOARD MEETING NO. 19-08

**MOTION:** Trustee Nokohoo moved that the Board censure Trustee Madeline Daniels respecting the conduct reviewed and discussed by members of the Board during the in camera meeting, which conduct included several instances of harassing or bullying behaviours by Trustee Madeline Daniels directed at Northland School Division staff members, by removing her from all forms of representation related to the Board save for attending Board meetings, including removal from all Board committees or from acting as a representative of Northland School Division in any capacity either pursuant to Board Policy 8 or Board Policy 9. The censure shall also involve the Board Chair not recognizing Trustee Madeline Daniels during any regular or special meeting of the board for the remainder of her term as a member of the Board of Trustees.

**24982/19 CARRIED**

**MOTION:** Trustee Nokohoo moved that the Board Chair send a letter to Trustee Madeline Daniels confirming that she is not to contact directly or indirectly any Northland School Division staff member for any reason until the end of her term and that any further violation of the Trustee Code of Conduct shall result in greater discipline up to and including disqualification. Any question requiring action by a Northland School Division staff member shall only be directed by Trustee Daniels to the Board Chair.

**24983/19 CARRIED**

<b>C. ADJOURNMENT</b>
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**1. Adjournment**

**MOTION:** Trustee Anderson moved that the Board of Trustees declare the meeting adjourned at 8:40 p.m.

**24984/19 CARRIED**

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Robin Guild, Board Chair

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Trudy Rasmuson, Secretary-Treasurer (Recording Secretary)



# NORTHLAND SCHOOL DIVISION NO. 61

## SPECIAL BOARD MEETING MINUTES

- Location: Teleconference  
Date & Time: Thursday, December 17, 2019 AT 6:00 PM
- Present - Trustees: Cathy Wanyandie – Ward 2, Randy Anderson – Ward 3, Jesse Lamouche – Ward 4, Silas Yellowknee – Ward 6, Robin Guild – Ward 7 Chair, Rubi Shirley – Ward 9, Jules Nokohoo – Ward 10 Vice-Chair, Karen Telford – Ward 11
- Present – Staff: Nancy Spencer-Poitras – Acting Superintendent, Trudy Rasmuson – Secretary-Treasurer, Emily Hunt – School Food Services Manager
- Absent: Maddy Daniels – Ward 1, Loretta Gladue – Ward 8, Louis Cardinal – Ward 5

### A. CALL TO ORDER

1. Chair Guild called the meeting to order at 6:04 p.m.

Trustee Shirley provided the cultural reflection.

2. **Adopt Agenda**

**MOTION: Trustee Shirley moved that the Board of Trustees acknowledge that Trustees have reviewed and approve the agenda as presented. 24985/19 CARRIED**

### B. AGENDA

1. **Susa Creek Hot Lunch Program**

**MOTION: Trustee Wanyandie moved that the Board of Trustees gives notice it will stop providing a no-cost lunch program to students attending Grande Yellowhead School Division as of March 31, 2020, and directs administration to address supervision issues associated with providing hot lunches to students attending Grande Yellowhead School Division until March 31, 2020. After March 31, 2020, the lunch program will be provided to only Susa Creek School students. 24986/19 CARRIED**

### C. ADJOURNMENT

1. **Adjournment**

**MOTION: Trustee Nokohoo moved that the Board of Trustees declare the meeting adjourned at 6:50 p.m. 24957/19 CARRIED**

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Robin Guild, Board Chair

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Trudy Rasmuson, Secretary-Treasurer (Recording Secretary)

## Current Board Action Items

Meeting	Date of Meeting	Assigned To	Agenda Item	Task	Due Date	Status	Action
Board	11/22/2019	Trudy	Legal and Fiduciary Responsibilities	To set up in-service for January 25, 2020	1/22/2020	Complete	Inservice is set for Jan. 25, 2020
Board	11/22/2019	Nancy	School Viability Studies	Item deferred to January with study and policy	1/24/2020	Complete	Viability studies are in the Jan. 24, 2020 Board package along with the amended Policy 15.
Board	11/22/2019	Robin	New item	Meeting with BCN and MD of Opportunity re joint high school concept	12/1/2019	Complete	Meeting occurred Nov. 25, 2019
Board	11/22/2019	Policy Committee	Policy 10 - Policy Making	Update Policy 7 re hosting expenses and review Policy 3 Appendix B	12/15/2019	Complete	Meeting scheduled for Dec 12 2019
Board	11/22/2019	Judy	Post Policies	Post policies 3 Appendix B, 5 and 6 on website	12/1/2019	Complete	Uploaded to website December 9 2019
Board	11/22/2019	Krystal	Every Season Learning Calendar	Monitor Every Season Learning Calendar community engagement sessions in each Board package.	1/22/2020	Complete	Monitoring report in the Jan. 24, 2020 Board package.
Board	11/22/2019	Trudy	New item	Trustee pay schedule to be adjusted and new schedule sent out	12/1/2019	Complete	
Board	11/22/2019	Nancy	AERR	Workshop on AERR in January in conjunction with Legal in-service.	1/22/2020	Complete	Inservice is set for Jan. 25, 2020
Board	11/22/2019	Trudy	Budget Presentation	Division Budget to be brought to board each month for monitoring - add to monitoring reports	1/22/2020	Ongoing	
Board	11/22/2019	Policy Committee	Viability Studies	Update Policy 15 School Closure to match Education Act	1/22/2020	Completed	Updated Policy is in the Jan. 24, 2020 Board package.
Board	11/22/2019	Nancy	Annual Education Results Report	Administration to email the AERR with Board Priorities to the Board members for feedback.	1/24/2020	Complete	Emailed to the Board on Nov. 22, 2019
Board	11/22/2019	Judy	PD Costs	Summary of costs of trustee professional development	1/24/2020	Complete	Summary of costs are included in the Jan. 24, 2020 Board package.
Board	11/22/2019	Nancy	Locally Developed Courses	Add to Requirements - Wilderness First Aid Proper safety for carrying of gun & bullets	12/1/2019	Complete	
Board	11/22/2019	Curtis	Budget Presentation	Benefits of combined classes - need an info document out for Trustees to use in their community and schools to share with parents- Curtis to work on them	1/22/2020	Pending	
Board	8/24/2019	Silas, Robin, Louis	Election Process (Wards 5, 6 & 7)	To meet and discuss boundary changes.	11/1/2019	Pending	Trudy to bring map to January meeting for Silas, Robin, and Louis to decide
Board	8/24/2019	Trudy	Little Buffalo Land Transfer	To collect background information from the housing department regarding repair and maintenance on the mobile homes	11/1/2019	Pending	At the Nov. 22, 2019 Board Meeting - Louis Cardinal will make contact with Lubicon Lake Band to set up a meeting. Dec 6 - Request for meeting dates sent to the nation awaiting response.
Board	8/24/2019	Trudy/Louis	Little Buffalo Land Transfer	To go ahead with land and bus transfers. The transfers of the mobile homes be placed on hold until Trustee Cardinal meets with the elected officials of Lubicon Lake Band #453.	11/1/2019	Pending	At the Nov. 22, 2019 Board Meeting - Louis Cardinal will contact with Lubicon Lake Band to set up a meeting. Dec 6 - request for meeting dates sent to the nation awaiting response.
Board	8/24/2019	Robin/Jules	Fort McKay Land Transfer	To meet with the elected officials of Fort McKay First Nation to discuss the transfer.	11/1/2019	Pending	At the Nov. 22, 2019 Board Meeting - Jules to make contact with FMFN to arrange. Dec 6 - request for meeting dates sent to the nation awaiting a response
Board	6/14/2019	Trudy	Quarterly Financial Results	to look into what dashboard reporting would look like and present a recommendation to the Board	1/1/2020	Pending	Available for January, 2020 meeting.
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	Alberta Education will move forward with combining Wards 6 & 7, if the Minister directs them to. Currently, the Act allows the division to combine wards, but there would only be one trustee elected in the combined ward. To combine the wards and have two trustees elected to the new ward would require opening up the NSD Act, which Alberta Education would prefer not to do.



NORTHLAND SCHOOL DIVISION NO. 61  
**BOARD CHAIR REPORT TO THE BOARD**

<b>TO:</b>	<b>THE BOARD OF TRUSTEES</b>	<b>DATE:</b>	<b>January 2020</b>
<b>SUBMITTED BY:</b>	Robin Guild, Chair, Ward 7		
<b>SUBJECT:</b>	January 2020 Report		

Activities		
Community meeting	Dec. 04, 2019	Held a community meeting in Susa Creek to discuss the hot lunch program coming to an end.
Code of conduct	Dec. 05, 2019	Code of Conduct hearing
Committee meetings	Dec. 06, 2019	Attraction and Retention committee meeting & Teaching and Learning committee meeting.
Northland local 69	Dec. 07, 2019	Attended the Northland local 69, local council
Christmas concert	Dec. 18th, 2019	Attended St. Theresa's Christmas concert.
Career Pathways	Jan. 07, 2020	Career Pathways parent council meeting.
Local Bargaining	Jan. 13 & 14, 2020	Local Bargaining meeting with the ATA local 69.



# Superintendent's Report

January 24, 2020

<b>Susa Creek Community Meeting</b>	<b>December 4, 2019</b>
Along with members of the Board of Trustees and administration, met with Susa Creek and Grande Cache community members regarding the hot lunch program for students not attending a Northland school.	
<b>Technology Discussion</b>	<b>December 5, 2019</b>
Meeting with Alberta Education & NSD Information Technology departments to discuss NSD technology infrastructure.	
<b>Special Board Meeting</b>	<b>December 5, 2019</b>
Special Board Meeting regarding the Code of Conduct.	
<b>Attraction &amp; Retention Committee</b>	<b>December 6, 2019</b>
Met with members of the Board of Trustees and the ATA Local to discuss teacher housing, northern living allowance advocacy, staff morale, teacher retention, mental health & wellness, teacher incentive program, and NSD swag.	
<b>Teaching &amp; Learning Committee</b>	<b>December 6, 2019</b>
Met with members of the Board of Trustees and the ATA Local 69 to discuss celebrating our teachers, teacher supports, draft 2021-2022 NSD calendar, and technology support.	
<b>Northland Local 69 - Local Council Meeting</b>	<b>December 7, 2019</b>
Along with the Board Chair, presented to the Local Council regarding Board and teacher advocacy.	
<b>Policy Committee</b>	<b>December 12, 2019</b>
Met with members of the Board of Trustees and administration to review Policy 15, School Closure and align with the Education Act.	
<b>Central Office Staff Meeting</b>	<b>December 13, 2019</b>
Met with Central Office staff, agenda items included the digital Christmas card, possible staff association, Central Office library, and the Board Highlights.	



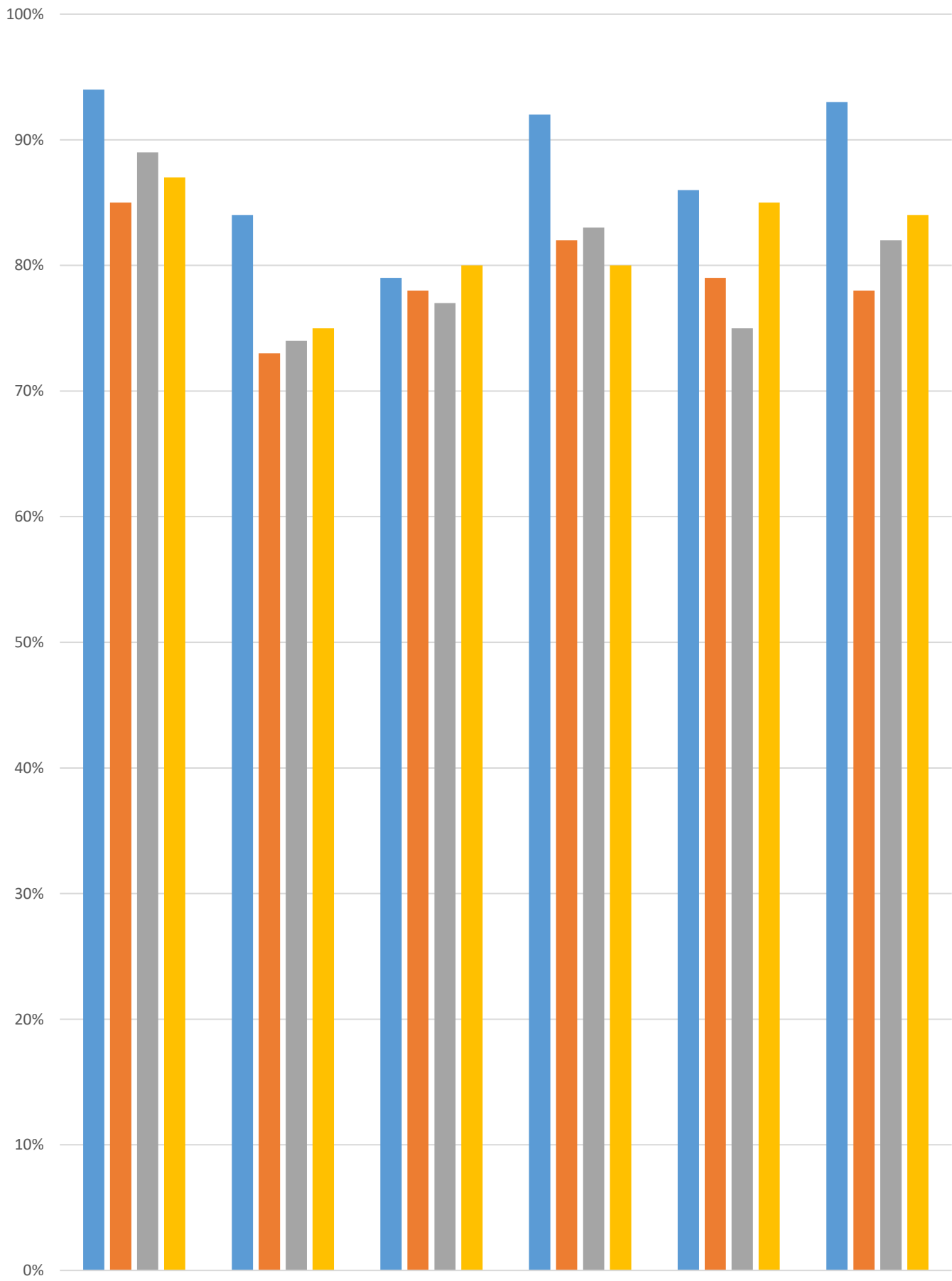
<b>Conference Call with Fort McMurray Public Schools (FMPS)</b>	<b>December 17, 2019</b>
Teleconference with Alberta Education and FMPS regarding high school support for Athabasca Delta Community School.	
<b>Special Teleconference Board Meeting</b>	<b>December 17, 2019</b>
Discussion with the Board of Trustees regarding the Susa Creek Lunch Program	
<b>St. Theresa Christmas Concert</b>	<b>December 18, 2019</b>
Attended the St. Theresa Christmas concert with members of the Board, school staff, parents, and community.	
<b>Mistassiniy School Festival</b>	<b>December 18, 2019</b>
Attended the Mistassiniy School Festival with members of the Board, school staff, parents, and community.	
<b>Meeting with the Alberta Teachers Association</b>	<b>December 19, 2019</b>
Met with the Alberta Teachers Association.	
<b>NSD Investment Grant Meeting</b>	<b>January 6, 2020</b>
Met with Alberta Education to review the new reporting template for the NSD 5 Year, Investment Grant.	
<b>Executive Team Meeting</b>	<b>January 6 - 8, 2020</b>
Met with the Associate Superintendents to make recommendations regarding the staffing incentives.	
<b>Meeting with Bigstone Cree Nation and The Indigenous Knowledge &amp; Wisdom Centre (IKWC)</b>	<b>January 8 and 9, 2020</b>
Met with the Cree Curriculum Developer from Bigstone Cree Nation and members of The Indigenous Knowledge & Wisdom Centre regarding a pilot project for early leavers.	
<b>Update on the Every Season Learning Calendar</b>	<b>January 7, 2020</b>
Met with staff to go over the timeline and duties for the Every Season Learning Calendar.	
<b>Anzac Community &amp; Bill Woodward School Visits</b>	<b>January 13, 2020</b>
Met with staff, students, and the Associate Superintendent at Anzac Community & Bill Woodward Schools.	

<b>Father R. Perin School Visit</b>	<b>January 14, 2020</b>
Met with staff, students and the Associate Superintendent at Father R. Perin School.	
<b>Conklin Community School Visit</b>	<b>January 14, 2020</b>
Met with staff, students and the Associate Superintendent at Conklin Community School.	
<b>Fort McKay First Nation Education Department Meeting</b>	<b>January 15, 2020</b>
Met with members of the Fort McKay First Nation Education Department to discuss education-related matters in Fort McKay.	
<b>Fort McKay School Visit</b>	<b>January 15, 2020</b>
Met with staff, students and the Associate Superintendent at Fort McKay Community School.	

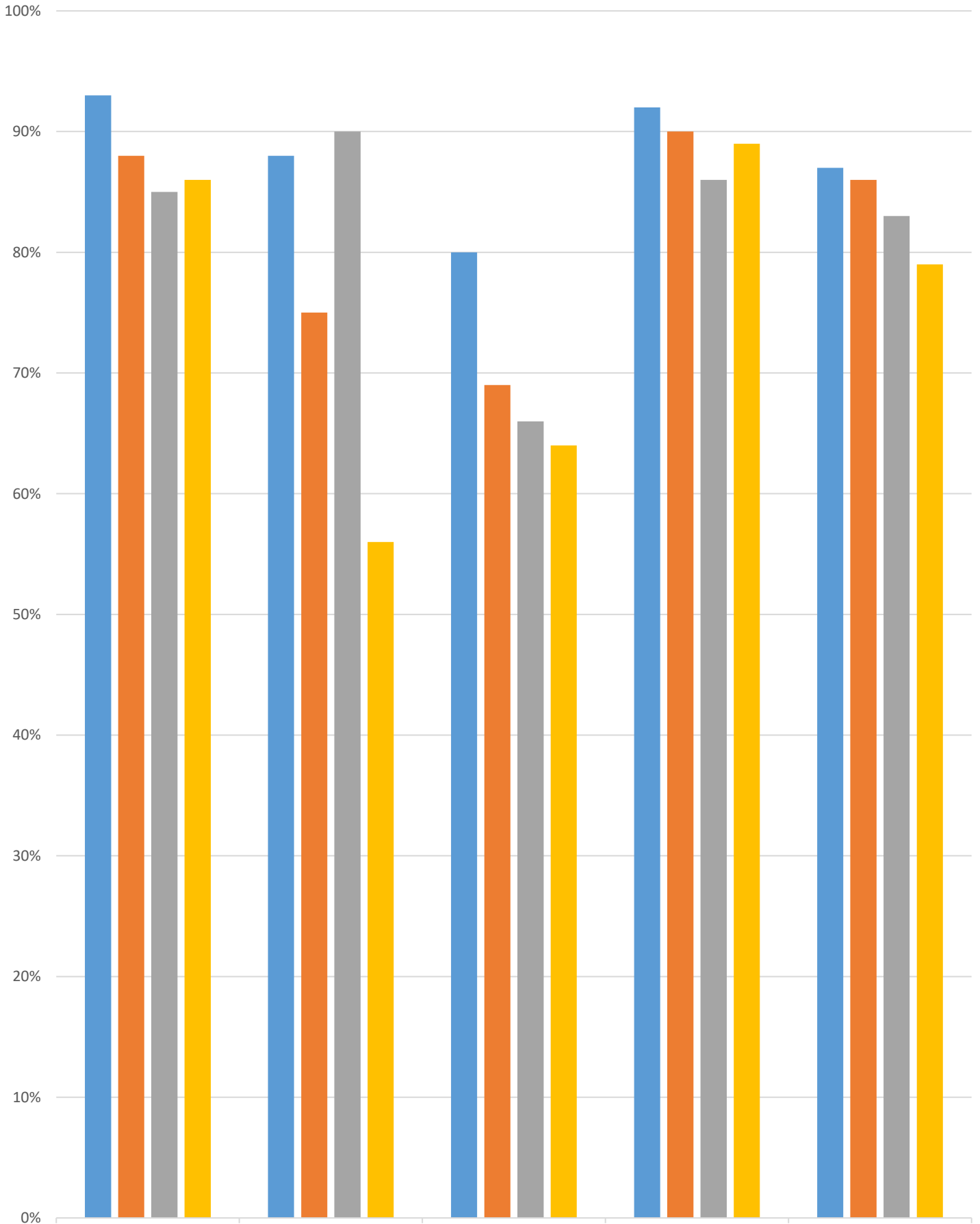
### **Committed Dates**

<b>Annual Education Results Report Presentation to the Board</b>	<b>January 25, 2020</b>
<b>Meeting with Mikisew Cree First Nation - Education Services Agreement</b>	<b>Meeting Date TBD</b>
<b>Cenovus Announcement</b>	<b>February 4, 2020</b>
<b>First-Year Teacher Induction Supper</b>	<b>February 13, 2020</b>

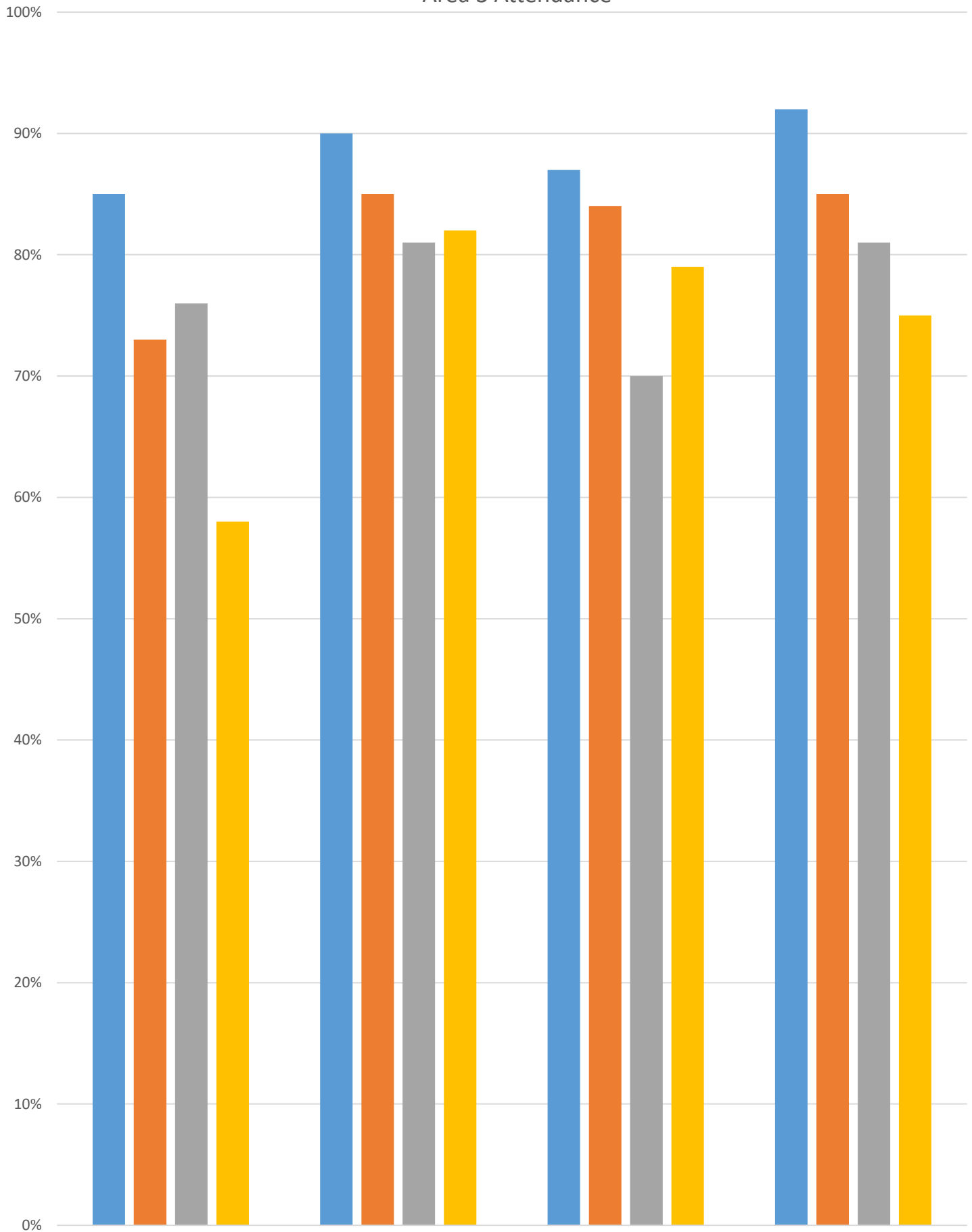
# Area 1 Attendance



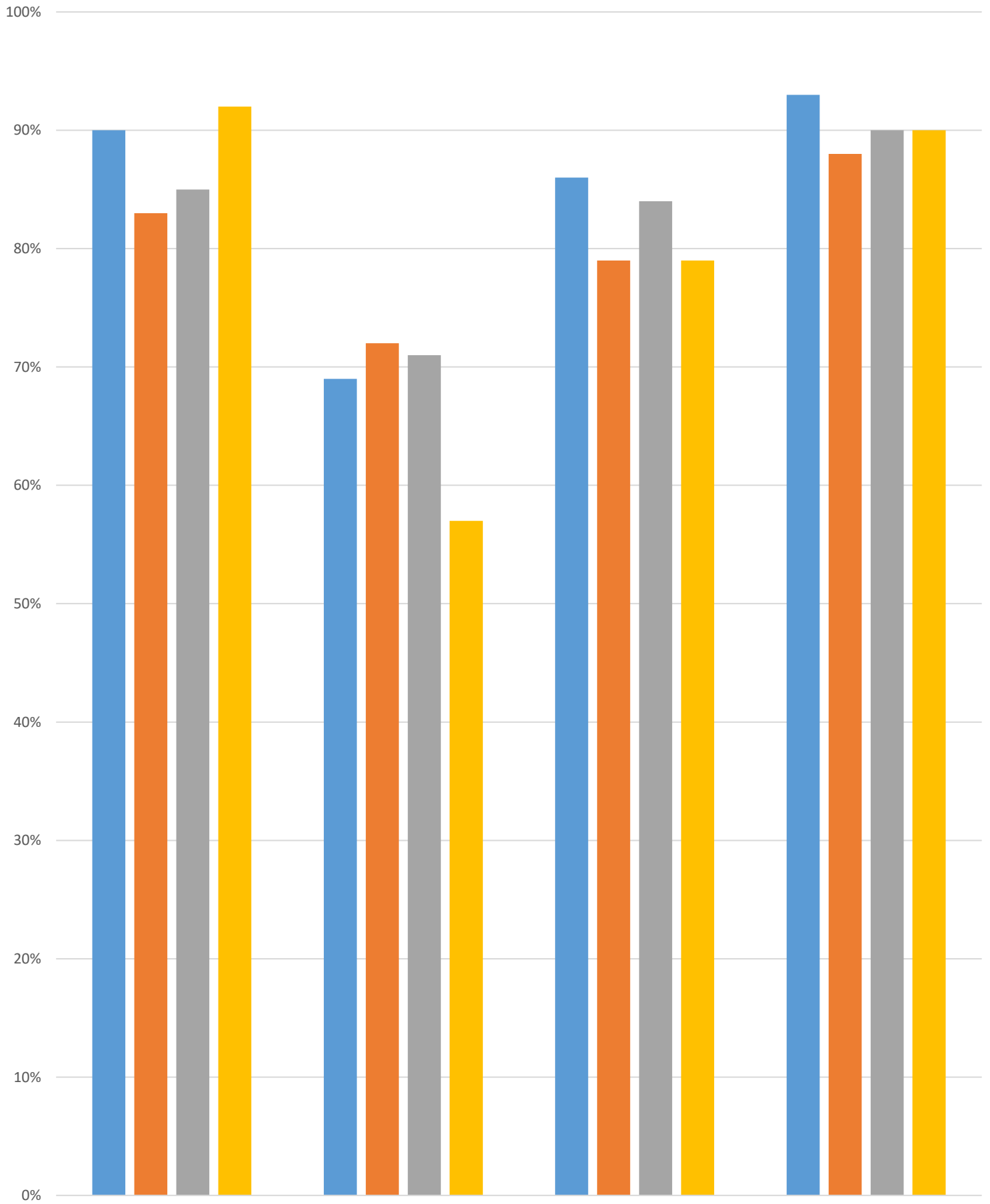
# Area 2 Attendance



# Area 3 Attendance



# Area 3 Attendance



# Alberta Technology Leaders in Education

## NSD Research and Innovation Grant Application Summary

### Project Title

Enhancing Professional and Student Learning Through Virtual Pedagogical Coaching

### Main goals of this project

Determine the effectiveness of remote and virtual tools to support teacher development through pedagogical coaching

### Specific outcomes, goals, elements or principles that will be addressed.

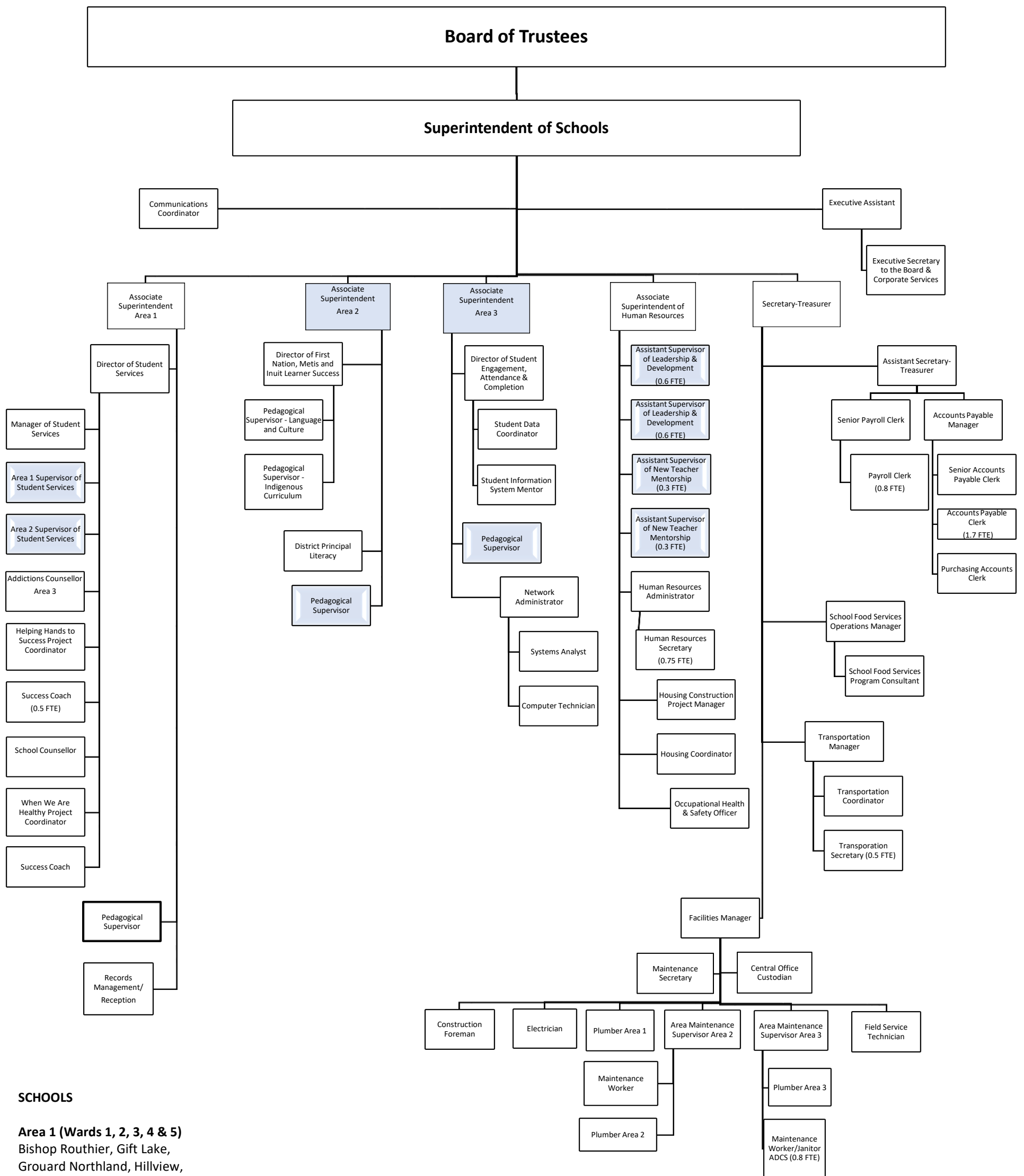
- The project will enable a current practice for professional development and professional learning to occur virtually. Currently, pedagogical coaches work face to face with teachers in classrooms to support their development. After one or two initial meetings the work continues through follow up phone or VC conversations.
- Northland School Division includes 20 schools, two sub-offices and one central office widely dispersed within a geographic area the size of Germany. With the advancement of technologies, we believe the time lost in travelling to schools can be drastically reduced and therefore, provide more time working with teachers.
- The project aligns part of Goal 3 in the Learning and Technology Policy Framework - Strategy 3.1 All staff will have access to a wide variety of research- based and data-informed professional learning.
- Specifically, this project will focus on the work with Dr. Susan Close and pedagogical coaches to provide learning rounds and professional learning to enhance student literacy and numeracy and build staff efficacy and capacity. This includes ongoing learning rounds to support teachers to expand and embed abilities. Ongoing learning rounds in the first year of the project were done through phone conversations and a qualitative assessment was completed. This assessment will serve as a baseline to determine how video conferencing solutions can enhance the effectiveness of the learning rounds.

### Measure(s) of Success & Impact:

- This project will assess how video conferencing solutions can enhance the effectiveness of learning rounds.
- This project will assess the effectiveness of synchronis and asynchronis use of video conferencing solutions in learning rounds.
- This project will assess if video conferencing solutions for learning rounds can be cached and utilized as exemplars ongoing professional learning.
- Success means teachers can work virtually with pedagogical coaches in a similar way to working face to face.
- Success means this method of working virtually would open the possibility to students and staff working more effectively through virtual collaboration.
- Success means more prompt and just in time, support for teachers by removing the barrier of travel.

### Communicated:

- Communication of progress will be ongoing through internal publications and the innovation and technology learning series.
- Assessment and updates will be gathered and shared at key milestones.



**SCHOOLS**

**Area 1 (Wards 1, 2, 3, 4 & 5)**  
 Bishop Routhier, Gift Lake, Grouard Northland, Hillview, Paddle Prairie, and Susa Creek Schools

**Area 2 (Wards 6, 7 & 8)**  
 Calling Lake, Career Pathways, Chipewyan Lake, Mistassiny, Pelican Mountain and St. Theresa Schools

**Area 3 (Wards 9, 10 & 11)**  
 Anzac, ADCS, Bill Woodward, Conklin, Elizabeth, Father R. Perin and J.F. Dion Schools



**NOTE** – Light blue positions are supported by the 5 year investment grant.



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## Protection of Students with Life-Threatening Allergies Act

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EDC Deputy Minister <EducationDeputyMinister@gov.ab.ca>

Thu, Dec 19, 2019 at 2:34 PM

**To: Superintendents of Public, Separate, Francophone and Charter School Boards**  
**Accredited Funded Private School Authorities**  
**Accredited Private School Authorities**  
**Registered Private School Authorities**  
**First Nations Education Directors**

**Executive Directors of Stakeholder Associations**

Association canadienne-française de l'Alberta (ACFA)  
Alberta Catholic School Trustees' Association (ACSTA)  
Association of Independent Schools & Colleges in Alberta (AISCA)  
Alberta School Boards Association (ASBA)  
Association of School Business Officials of Alberta (ASBOA)  
Alberta School Councils' Association (ASCA)  
Alberta Teachers' Association (ATA)  
College of Alberta School Superintendents (CASS)  
Council of Catholic Superintendents of Alberta (CCSSA)  
Fédération des parents francophones de l'Alberta (FPFA)  
Fédération des conseils scolaires francophones de l'Alberta (FCSFA)  
Public School Boards' Association of Alberta (PSBAA)  
The Association of Alberta Public Charter Schools (TAAPCS)

Alberta Education is committed to ensuring students can learn in a welcoming, caring, respectful and safe learning environment.

On June 28, 2019, Bill 201, *Protection of Students with Life-Threatening Allergies Act* received Royal Assent, and it will come into force on January 1, 2020. The act applies to public and separate school divisions, Francophone regional authorities, private schools and charter schools.

The act contains guidance and requirements for supporting students with life-threatening allergies at school, such as the establishment of an anaphylaxis policy, including mandatory regular training on dealing with life-threatening allergies for all employees, risk reduction plans, maintaining files with medical information for

each student who has an anaphylactic allergy, maintaining a minimum of one epinephrine auto-injector in each school for emergency use and a section on emergency administration of medication.

The act is available at [www.qp.alberta.ca/documents/Acts/p30p6.pdf](http://www.qp.alberta.ca/documents/Acts/p30p6.pdf).

Also attached is a form to be used by school authorities in purchasing epinephrine auto-injector(s). The form allows for the authorization of a school employee to purchase epinephrine auto-injectors on behalf of the school. The authorized employee will have to present the form to their local pharmacy in order to obtain epinephrine auto-injector(s). School authorities and schools are expected to work with local pharmacies to acquire epinephrine auto-injector(s) for emergency use in schools. Epinephrine auto-injectors are expected to be available to schools when they resume in January 2020. Prior to this date, schools can provide the form to, and begin discussions with, their local pharmacies.

We continue to work alongside our colleagues in the Ministry of Health to provide common and consistent expectations to support children and students with medical conditions, such as life-threatening allergies, in schools across the province.

Additional information on this act, including links to resources to support implementation, can be found at <https://www.alberta.ca/students-with-medical-needs.aspx>. Thank you for your co-operation in making Alberta's schools a safe learning environment for children and students.

Sincerely,

Curtis Clarke, PhD  
Deputy Minister of Education

Attachment:

1. Designation of Authorized School/School Authority Epinephrine Auto-Injector Purchaser Form

cc: Communications contacts at school divisions

This email and any files transmitted with it are confidential and intended solely for the use of the individual or entity to whom they are addressed. If you have received this email in error please notify the system manager. This message contains confidential information and is intended only for the individual named. If you are not the named addressee you should not disseminate, distribute or copy this e-mail.



**Designation of Authorized School-School Authority Epinephrine Auto-Injector purchaser Form.pdf**  
212K



NORTHLAND SCHOOL DIVISION NO. 61  
**TRUSTEE REPORT TO THE BOARD**

<b>TO:</b>	<b>The Board of Trustees</b>	<b>DATE:</b>	Dec , 2019
<b>SUBMITTED BY:</b>	CATHY WANYANDIE		
<b>SUBJECT:</b>	SUSA CREEK		

**SUMMARY:**

Just a quick update of what's happening at Susa Creek.

The community still has questions about the hot lunch program and looking for alternatives to keep the program running. There is a committee in place that is looking for funding.

Parent Council didn't met since in nov. The December mtg was cancelled due to the community mtg with Robin, Jules, Krystal Curtis and Nancy in regards to the hot lunch program. The meeting was informative. Most of the people in attendance were asking what routes could be taken to find alternative funding. We had the President of AWN present as well as the metis local president. Parents also got to voice concerns about the school and to express how much the school was loved.

Instead of a xmas concert the school had a meal for the parents of the children and recited some songs they knew even in cree.

Attended both special meetings in Dec 5, 2019 (code of conduct) and Dec 17, 2020 (hot lunch).

Parent council met on Jan 8, 2020.

# TRUSTEE COMMITTEE/REPRESENTATIVE REPORT TO THE BOARD



<b>TO:</b>	<b>The Board of Trustees</b>	<b>DATE:</b>	January 10, 2019
<b>SUBMITTED BY:</b>	Trustee Karen Telford Ward 11		
<b>SUBJECT:</b>	Committee and/or Board Representative Reports		

## SUMMARY:

- Participated in special meeting via teleconference in evening regarding Trustee Code of Conduct on December 5, 2019.
- Participated in meeting via teleconference regarding updating Policies with the newly appointed Policy Committee on December 12, 2019.
- Participated via teleconference meeting regarding Susa Creek Lunch Program in evening
- School council meetings in Elizabeth & Fishing Lake were not held in December
- Attended Christmas Concert/Community Gala in Fishing Lake on December 12, 2019; I was unable to attend Elizabeth's Christmas Concert(s) on December 17th due to meetings.
- Attended the Christmas Community Breakfast at JF Dion on December 20, 2019.

NORTHLAND SCHOOL DIVISION NO. 61  
**TRUSTEE REPORT TO THE BOARD**



<b>TO:</b>	<b>The Board of Trustees</b>	<b>DATE:</b>	January 8/20
<b>SUBMITTED BY:</b>	Trustee ward 9-Rubi H. Shirley		
<b>SUBJECT:</b>	Trustee Activity Reports		

<b>SUMMARY:</b>
<p>*Most of The teachers are back at ADCS. The winter road continues to freeze up with some concerns.</p> <p>*On January 8/20 we interviewed a teacher for the grade 6 position. Interview went well. Associate Superintendent Tim, principal Elia will be meeting about the "every Season calendar".</p> <p>*Worked on policy with the committee.</p> <p>*Board meeting end of January 2020.</p> <p>Submitted by Trustee Ward 9/Rubi Shirley</p>

# TRUSTEE ACTIVITY REPORT TO THE BOARD



<b>TO:</b>	<b>The Board of Trustees</b>	<b>DATE:</b>	January 8, 2019
<b>SUBMITTED BY:</b>	Trustee Jules Nokohoo Ward 10 Vice Chair		
<b>SUBJECT:</b>	Monthly Trustee Activity Reports		

<b>SUMMARY:</b>
<ul style="list-style-type: none"> <li>- Attend Susa Creek Community Meeting at elementary school. Approx. 30 people attended the meeting. (Topic: Hot lunch program) Northland Students are utilizing the hot lunch program that are no longer northland students. Susa Creek has 21 students that is provided with the lunch program. The lunch program has been providing luncheon to other students, approx. 80 others are besides the 21 students are utilizing the program. Overall, the community was very positive and supports NSD. Meeting date was December 4, 2019.</li> <li>- Attend special meeting in Edmonton regarding Code of Conduct on December 5, 2019.</li> <li>- Attend Attraction and Retention/Teaching and learning workshop at the Royal Hotel on December 6, 2019.</li> <li>- Attend parent council meeting in Conklin Community School on December 10, 2019 at 7pm, There was discussion on changing the school name and possibly name the school Father Andrew Brault. (A long-time priest that use to commute to Conklin for 17 years) Parent Council will seek direction from Central Office how to go about changing the name.</li> <li>- Attend Bill Woodward School on December 12, 2019, Christmas concert. Very good attendance from the community.</li> <li>- Attend Father R. Perin School Christmas Dinner and concert on December 19, 2019. Excellent turnout.</li> <li>- Visit community parents to discuss wellness in our schools and received feedback. Parents were wondering why we don't have organize sports in our schools, and that we should have physical education teacher. According to them, students are more engaged in sporting activities. To them, that is positive and healthy lifestyle. (January 8, 2020)</li> <li>- As a school trustee, I will do parent visits to discuss wellness, I believe it is important to have parents input.</li> </ul>

NORTHLAND SCHOOL DIVISION NO. 61  
**TRUSTEE REPORT TO THE BOARD**



<b>TO:</b>	<b>The Board of Trustees</b>	<b>DATE:</b>	Jan. 2020
<b>SUBMITTED BY:</b>	Trustee Anderson Ward 03		
<b>SUBJECT:</b>	Trustee Activity Report for Jan. 2020		

<b>SUMMARY:</b>
<p>Jan. 8th ASBA Zone 1 Meeting Grande Prairie.</p> <p>Attended Zone One meeting on a cold day the following was discussed:</p> <p>1 : Bob Murray new President of Grande Prairie Regional College made a presentation on what the College is doing going forward. Until a year ago the College numbers were declining and there is a push now to try to attract more students and in doing that they will make an effort to recruit from our local high schools. In addition they plan on expanding programs which include Degree Programs.</p> <p>2 : A presentation was made by the ASBA executive on their lobbying effort with the Provincial Government. Lorrie Jess has a meeting with Minister every 6 weeks.</p> <p>3 Head Strong is going ahead on Feb. 7th &amp; 8th, it will be held in Grimshaw. NSD grade 10 students had been invited and hopefully we can send some participants.</p>

**Dec-19**

**AREA 1**

	P	E	1	2	3	4	5	6	7	8	9	10	11	12	Other	Total
Bishop Routhier	0	7	6	9	9	10	10	9	0	0	0	0	0	0	0	60
Gift Lake	0	9	10	14	14	12	11	16	12	11	9	0	0	0	0	118
Grouard Northland	0	14	8	8	7	9	5	11	6	7	4	0	0	0	0	79
Hillview School	0	6	5	4	4	5	5	5	0	0	0	0	0	0	0	34
Paddle Prairie	0	10	4	8	7	9	14	17	7	11	7	4	2	12	0	112
Susa Creek	0	5	0	1	4	0	4	1	2	1	0	0	0	0	0	18
<b>Total</b>	<b>0</b>	<b>51</b>	<b>33</b>	<b>44</b>	<b>45</b>	<b>45</b>	<b>49</b>	<b>59</b>	<b>27</b>	<b>30</b>	<b>20</b>	<b>4</b>	<b>2</b>	<b>12</b>	<b>0</b>	<b>421</b>

**AREA 2**

	P	E	1	2	3	4	5	6	7	8	9	10	11	12	Other	Total
Calling Lake	0	9	18	12	19	6	8	8	14	7	7	9	3	10	0	130
Career Pathways School	0	0	0	0	0	0	0	0	0	0	0	42	33	19	0	94
Chipewyan Lakes	0	1	8	1	1	4	2	1	0	0	0	0	0	0	0	18
Mistassiniy School	0	0	0	0	0	0	0	0	40	36	42	48	38	37	0	241
Pelican Mountain	0	4	2	3	4	4	3	4	0	0	0	0	0	0	0	24
St. Theresa	0	48	34	52	45	44	39	35	0	0	0	0	0	0	0	297
<b>Total</b>	<b>0</b>	<b>62</b>	<b>62</b>	<b>68</b>	<b>69</b>	<b>58</b>	<b>52</b>	<b>48</b>	<b>54</b>	<b>43</b>	<b>49</b>	<b>99</b>	<b>74</b>	<b>66</b>	<b>0</b>	<b>804</b>

**AREA 3**

	P	E	1	2	3	4	5	6	7	8	9	10	11	12	Other	Total
Athabasca Delta Community School	0	11	20	18	15	18	18	16	16	13	18	17	17	26	0	223
Anzac Community School	0	18	23	18	20	14	12	0	0	0	0	0	0	0	0	105
Bill Woodward School	0	0	0	0	0	0	0	18	10	19	12	12	10	10	0	91
Conklin	0	6	3	3	1	3	2	1	5	3	6	0	0	0	0	33
Elizabeth School	0	7	10	13	13	10	15	12	11	9	0	0	0	0	0	100
Father R. Perin	0	13	10	8	13	10	6	5	8	6	5	0	0	0	0	84
Fort McKay School	0	7	4	5	3	5	5	7	0	0	0	0	0	0	0	36
J.F. Dion	0	6	10	6	8	8	11	7	8	10	0	0	0	0	0	74
<b>Total</b>	<b>0</b>	<b>68</b>	<b>80</b>	<b>71</b>	<b>73</b>	<b>68</b>	<b>69</b>	<b>66</b>	<b>58</b>	<b>60</b>	<b>41</b>	<b>29</b>	<b>27</b>	<b>36</b>	<b>0</b>	<b>746</b>

<b>Dec-19</b>	<b>0</b>	<b>181</b>	<b>175</b>	<b>183</b>	<b>187</b>	<b>171</b>	<b>170</b>	<b>173</b>	<b>139</b>	<b>133</b>	<b>110</b>	<b>132</b>	<b>103</b>	<b>114</b>	<b>0</b>	<b>1971</b>
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**Northland Monthly Enrollment Update for 2019-2020**

**by Area**

	September	October	November	December	January	February	March	April	May	June
<b>AREA 1</b>										
Bishop Routhier	64	63	63	60						
Gift Lake	134	132	121	118						
Grouard Northland	75	76	80	79						
Hillview School	32	34	37	34						
Paddle Prairie	114	112	116	112						
Susa Creek	21	24	20	18						
<b>Total</b>	<b>440</b>	<b>441</b>	<b>437</b>	<b>421</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

**AREA 2**

Calling Lake	126	127	131	130						
Career Pathways School	82	98	100	94						
Chipewyan Lakes	16	17	17	18						
Mistassiniy School	261	251	251	241						
Pelican Mountain	26	25	25	24						
St. Theresa	302	314	304	297						
<b>Total</b>	<b>813</b>	<b>832</b>	<b>828</b>	<b>804</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

**AREA 3**

Athabasca Delta Community School	219	218	222	223						
Anzac Community School	106	102	105	105						
Bill Woodward School	100	98	107	91						
Conklin	32	31	33	33						
Elizabeth School	95	96	100	100						
Father R. Perin	85	85	88	84						
Ft McKay	35	35	36	36						
J.F. Dion	73	73	74	74						
<b>Total</b>	<b>745</b>	<b>738</b>	<b>765</b>	<b>746</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

<b>NORTHLAND TOTAL</b>	<b>1998</b>	<b>2011</b>	<b>2030</b>	<b>1971</b>						
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<b>TOTAL</b>	<b>1998</b>	<b>2011</b>	<b>2030</b>	<b>1971</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
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# ADMINISTRATION RECOMMENDATION TO THE BOARD

**TO: BOARD OF TRUSTEES**

**DATE: JANUARY 24, 2020**

**SUBMITTED BY: CHAIR, R. GUILD**

**SUBJECT: BOARD SELF EVALUATION REPORT & BOARD POSITIVE PATH FORWARD ACTION PLAN**

**REFERENCE(S):**

**ATTACHMENTS: 2019 BOARD SELF EVALUATION REPORT & POSITIVE PATH FORWARD**

**RECOMMENDATION:**

**THAT the Board of Trustees approve the 2019 Board Self Evaluation Final Report and the Board Positive Path Forward Action Plan, as attached.**

\*\*\*\*\*

**BACKGROUND:**

In November 2019 the Board of Trustees participated in a facilitated evaluation session. The report highlights the priorities and future growth of the Board. The Board also discussed the Self Evaluation alignment with the Positive Path Forward Action Plan.

**RISK ANALYSIS:**

No risks are perceived.



# **ANNUAL BOARD SELF-EVALUATION 2018-19**

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Northland School Division

November 2019

## **PROCESS**

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Northland School Division contracted the Alberta School Boards Association to assist in facilitating the Board self-evaluation process. The Board conducted its self-evaluation process on November 21, 2019.

## **PURPOSE**

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The purpose of the annual Board self-evaluation is to answer the following questions:

1. How well have we fulfilled each of our defined roles as a Board this past year?
2. How do we perceive our interpersonal working relationships?
3. How well do we receive input, and how well do we communicate?
4. How well have we adhered to our annual work plan?
5. How would we rate our Board-Superintendent relations?
6. How well have we adhered to our governance policies?
7. How well have we addressed our areas for emphasis?
8. What have we accomplished this past year? How do we know?

The answers to these questions provide the data for the development of a positive path forward.

These purposes were outlined at the beginning of the workshop.

## **PRINCIPLES**

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The following principles, which form the basis for the Board self-evaluation process, were reviewed:

1. A learning organization or a professional learning community is focused on the improvement of practice.
2. A pre-determined process for evaluation strengthens the governance function, builds credibility for the Board, and fosters a strong Board-Superintendent relationship.
3. An evidence-based approach provides objectivity to supplement the subjectivity implicit in any evaluation.

## **CONTEXT**

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The Board is a corporate entity created by the provincial legislation and given authority by the Northland School Division Act, the School Act and the attendant regulations. It is comprised of trustees elected in accordance with the Northland School Division Act and the Local Authorities Election Act. The Board exercises its authority through a democratic process.

On May 4, 2017, a new Northland School Division Act received Royal Assent in the Legislative Assembly of Alberta.

The Board is charged with the responsibility of providing, for its students and their parents, an education system organized and operated in their best interests. It exercises this responsibility through setting of clear strategic direction and the wise use of resources.

The Board has one main purpose, namely, to provide educational services as required by the School Act.

The newly elected trustees for the Northland School Division Board were officially sworn in during the Organizational Meeting on October 26, 2017, the first Board since an Official Trustee was appointed by Minister of Education Dave Hancock in 2010.

### **Contextual Abnormalities:**

This was only the second year of the Board's operation; learnings with respect to processes required time to become understood and more natural.

During this evaluation period, the Board had to deal with trustee code of conduct matters.

During this year, there was a change in the provincial government; there was a need to build relationships with new government members and officials.

In this year, there was a change in the Superintendent's position; this required renewed orientation and team building.

Also, this year there was a change in the Board Chair position; there was a need to adapt to a new leadership style.

The Board found it necessary to temporarily close a number of schools due to the impact of the wildfires surrounding some communities; this caused additional challenges which had to be addressed.

### **Readiness for Governance Improvement**

This questionnaire is designed to provoke thinking about how the governance level of the Board can be further improved. A perfect score is 5.

The Board's overall score on this readiness questionnaire is 3.6; this suggests the current members believe the Board scores below the category 4 level. This generally means the Board is making headway in its approach to governance.

More specifically, the Board's score on the fiduciary governance mode is 3.5; on the strategic governance mode, 3.6; and on the generative governance mode, 3.9. This is the reverse of the usual order of mode precedence. It highlights the work of the Board in the generative mode.

Lastly, the Board's score on the components of ethical leadership is 3.6; this suggests the Board feels that the Board scores below the level 4 category in this area as well.

The following conclusions can be made from the collation of responses to this questionnaire:

The areas in which the Board excels are as follows:

- The Board understands the important role parental and community engagement play in supporting student achievement and well-being
- The Board demonstrates its understanding of the importance of linking with families, the local community, parallel organizations and various levels of government
- Professional development is part of the agenda of the Board
- The Board has a well-developed vision and plans purposefully to ensure that all children in the system will have the opportunity to succeed in school and in life and to give parents confidence that schools provide a safe and caring environment for their children
- Trustees focus on success for the Division and community rather than on their personal agendas

The areas in which the Board scored lower, in ascending order, are as follows:

- The Board has mechanisms in place to ensure its financial viability
- The Board takes time during its meetings to talk about best practices, improvement, innovation and governance
- The Board discusses and considers what could increase the relevance of what happens in schools in our rapidly changing world
- The Board is a cohesive group with strong mutual understanding and shared values
- Authority and information are shared in order to build capacity.

## **SELF-EVALUATION OF PERFORMANCE**

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### **1. Accountability for Student Learning and Wellness**

Based on evidence taken from the Board Policy Handbook; annual goals and priorities; Three-Year Education Plan/Results Report; Budget Report Form; Three-Year Capital Plan; Facilities Master Plan; Three-Year Education Plan progress reports; school review reports; progress review reports; Superintendent's evaluation; relevant correspondence;

and the Board self-evaluation questionnaire results on the Board role, the Board believes

- Foundational statements (Policy 1) for the Division are established which allow it to move forward to a future that continues to enhance student learning and to achieve the Division's educational goals.
- Policies are approved which support the establishment of a welcoming, caring, respectful and safe learning environment.
- The allocation of resources reflects an effort to ensure student achievement.
- Students, staff and communities demonstrate their capacity to move beyond the residential school legacy.
- Quality teaching is supported through intentional governance processes.
- School and program reviews provide significant data for improvement/ modification.
- Planning process and timelines allow for development with appropriate Board and stakeholder input.
- The Three-Year Education Plan identifies annual educational goals and priorities which move the Division forward.
- Policies enable community cultural perspectives to be incorporated.
- Division performance and achievement is monitored, evaluated, reported and moves forward.
- Strategies to move forward:
  - Three-Year Education Plan is approved.
  - AERR is approved.

Comments:

The quality indicators have been met.

The Board believes that trustee reports can be used more effectively. It further believes that the trustee reports which are now included in the consent agenda must be moved, perhaps to the end of the agenda, to reintroduce roundtable general discussion time on the agenda.

The Board also believes that Board meetings are not long enough sometimes; there is a feeling of being rushed in some items and at times there is no time to talk about items trustees feel are important.

The Board also believes that knowledge of the roles of school councils and their operation and the community school model must be strengthened and enhanced.

The Board further believes that Policy 3 Appendix B - Trustee and Administration Relationships Guidelines needs to be implemented properly.

## 2. Engagement

Based on evidence taken from meetings/focus groups/surveys; press releases; media reports; Board meeting minutes; Three-Year Education Plan/Results Report; Board Policy Handbook; Division publications; relevant correspondence; and the Board self-evaluation questionnaire results on the Board role and community engagement, the Board believes

- Promotional materials are developed.
- Two-way communication processes are established and maintained.
- Whenever possible, Board policies allow opportunities for local implementation.
- Meetings are scheduled.
- Opportunities for formal training and dialogue.
- The Board and individual trustees model a culture of respect and integrity and operate in an open, transparent fashion in all review processes.
- Fiduciary duties are handled in a transparent fashion by the Board.
- Partners are included in developing strategic direction.
- Ward Councils operating effectively.
- Communities feel heard.
- School Councils and Council of School Councils operate effectively.

Comments:

The quality indicators have been met,

As per legislation, there is a need to effectively implement ward council meetings. Discussions on budget impacts could occur.

The Board believes that Board meetings could be held every two to three months in various communities perhaps in conjunction with Board community tours. The Board also believes that meetings during the tours must have purposeful engagement, investigation is required.

The Board further believes there is a need to get out and develop more partnerships.

The Board encourages trustees to get more involved in school activities

### 3. Community Assurance

Based on evidence taken from briefing notes and reports; meetings/focus groups/surveys; press releases; media reports; Board meeting minutes; Three-Year Education Plan/Results Report; Board Policy Handbook; Division publications; Superintendent's evaluation; relevant correspondence; and the Board self-evaluation questionnaire results on the Board role and community engagement, the Board believes

- Decisions are based on relevant data and are representative of the interests of the entire Division while respecting community diversity.
- Processes are established to engage the community in generative dialogue.
- Processes for further community engagement are readily available and well understood.
- Promotional materials are developed.
- Opportunities for student engagement in governance issues are provided.
- Division performance and achievement is reported and strategies to move forward.
- Information is disseminated to appropriate publics.
- Community capacity building initiatives bolster student success.
- Appeal hearing processes are transparent and cognizant of due process.



- The Board and individual trustees model a culture of respect and integrity and operate in an open, transparent fashion.
- Fiduciary duties are handled in a transparent fashion by the Board.

Comments:

The quality indicators have been met; municipal organizations are to be added to Role Expectation 3.2 and a quality indicator is needed for Role Expectation 3.8

An audit was done on school facilities and the Board has set the upgrades identified in the audit as a high advocacy priority.

The Board believes some good work is going on with Metis Settlements General Council; more work within engagement must be done with other representative organizations.

The Board also believes it must include Board highlights in the materials sent to other organizational newsletters.

#### 4. Accountability to Provincial Government

Based on evidence taken from the Three-Year Education Plan/Results Report; Budget Report Form; Audited Financial Statements; Accountability Pillar; published results; Superintendent's evaluation; policy review; Board Policy Handbook; Division litigation status; relevant correspondence; and the Board self-evaluation questionnaire results on the Board role, the Board believes

- Statutory obligations are fully met in a timely manner.
- Legislated functions are performed in an exemplary fashion.
- All resident students are provided an education program consistent with the School Act and the statutory regulations.
- Non-resident students are provided an education program consistent with the School Act and the statutory regulations, at the sole discretion of the Board.
- Board governance policies clearly specify required Board functions and Board follows them.
- Relevant FNMI and staff development sessions are provided.

Comments:

The quality indicators have been exceeded; this is an area of strength.

#### 5. Fiscal Accountability

Based on evidence taken from budget planning developments; Three Year Capital Plan; Facilities Master Plan; semi-annual Year-End Projections; Board Work Plan; Internal Audits; External Audit Report; Audited Financial Statements; Annual Education Results Report; borrowing resolutions; negotiations mandates; collective agreements; Classified Handbook; Superintendent's contract; relevant correspondence; signing authorities; investment parameters; Superintendent's evaluation; and the Board self-evaluation questionnaire results on the Board role, the Board believes

- Budget assumptions are clearly understood by the Board.
- Needs are determined and prioritized.
- The basis for resource allocations within the Division is established by the Board.
- The approved budget clearly reflects the Board's priorities.
- Resources are used efficiently and effectively.
- Reciprocal partnerships are established.
- Tenders are approved as required.
- Tender and bid processes are above reproach.
- At minimum, quarterly variance analyses and year-end projections are received.
- An auditor is appointed.
- Quality indicators for financial operations are established by the Board and confirmed by internal and/or external audits.
- Purchases, contracts and lease agreements are approved as required.
- Capital and facility plans allow for suitable student and program accommodation.
- Negotiating parameters are established.
- Memoranda of Agreements are ratified.
- Investment parameters are established.
- Decisions for revenue transfers are carefully made.
- Program evaluations are conducted.

Comments:

All quality indicators have not been met; this is an area to strengthen.

The Board believes trustees need to take a more active part in budget discussions; budget assumptions must be clearly understood.

The Board also believes there must be better budget controls in place. Monthly budget reports must be available at Board meetings; a mid-year internal audit is to be investigated.

The Board has put in place an Audit and Finance Committee with a budget component to enhance oversight.

The Board determined at its last meeting to post trustee expenses on the website to enhance transparency

The Board further believes that Education Service Agreements with First Nations, which include a revenue model of funding (in place of the current expense model) must be put in place (Government).

The Board believes that the actions it has taken will ensure progress in its future use of resources.

## 6. Board/Superintendent Relations ("First Team")

Based on evidence taken from the hiring and re-appointment process; succession planning; Board Motions summary; action sheets; Board Policy Handbook; school public events; Board self-evaluation questionnaire results on the Board role and Board/Superintendent relations; and Superintendent's evaluation, the Board believes

- The Board has a responsibility for Superintendent selection subject to Minister's statutory authority.
- Provision is made for Superintendent succession planning as required.
- Clear corporate direction is provided to the Superintendent in Board motions.
- The Superintendent has been delegated responsibility for all executive functions together with commensurate authority.
- The Superintendent is supported in actions exercised within the delegated discretionary powers of the position.
- The Chief Executive Officer role of the Superintendent is respected and conveyed to the staff and the community.
- The Superintendent is evaluated annually, fairly and thoroughly in relation to specific roles and responsibilities and Board direction.
- The Superintendent's compensation package is reviewed annually with due consideration for fairness, equity and economic conditions.

Comments:

The quality indicators have been met.

The Board felt the relationship with the previous Superintendent was less than satisfactory.

The Board is working with the Acting Superintendent in a positive way; the communication has been enhanced.

The Board has improved its Superintendent evaluation process.

## 7. Board Development

Based on evidence taken from Board workshops; Conference/Activity Reports; Three-Year Education planning sessions and updates; and the Board self-evaluation questionnaire results on the Readiness for Governance, Board role, and interpersonal Working Relationships, the Board believes

- A yearly plan for Board/trustee development is developed.
- Individual trustees participate in conferences and other activities to further Board and trustee effectiveness.
- Planning sessions and workshops are scheduled to enhance Board effectiveness.
- Interactions amongst trustees demonstrate respect, understanding and integrity.
- A regular Board self-evaluation, which defines a positive path forward, is completed.
- Workplan is reviewed and updated regularly.

Comments:

The quality indicators have been met. The Board has displayed a fair amount of growth in this area.

The discussions around the Board table are respectful and acknowledge the differences of opinions.

## 8. Policy

Based on evidence taken from the Board Policy Handbook; policy development and review, including new policies and revised policies; Board Motions summary; Superintendent's evaluation; and the Board self-evaluation questionnaire results on the Board role, the Board believes

- Board governance policies clearly specify required Board functions and implementation standards.
- Policies are developed or revised in a generative fashion and facilitate smooth, effective provision of quality educational services for the Division.
- Policy impact is regularly monitored to determine if policy is producing desired results.
- Policies are reviewed regularly to ensure currency and relevancy.

Comments:

The quality indicators have been met.

The Board is to be commended for its direction to operate by policy. The Board workplan provides for policy review on a regular basis.

The Board believes an area to work on is the understanding of its policies.

The Board will discuss the implementation of a policy committee at its next meeting.

## 9. Political Advocacy

Based on evidence taken from the Board Work Plan; advocacy issues identified; meetings with MPs, MLAs, Ministers, municipal partners, neighbouring educational/public service authorities; relevant correspondence; media releases; active participation in regional, provincial and national organizations; and the Board self-evaluation questionnaire results on the Board role, the Board believes

- The Board participates in advocacy processes at the local, provincial and national levels.
- Issues for the Division are clearly identified.
- Strategies for advocacy are developed.
- The Board conveys key messages regularly to MPs, MLAs, municipal partners and the media.
- The Board arranges meetings with provincial and federal government officials to advance education concerns.

Comments:

The quality indicators have been met.

The Board has formally met with the Minister of Education; there has been a lot of contact with the Minister. The Minister has toured some of the communities.

The Board believes its positive path forward action plan is a highlight and needs to move forward at a faster rate.

## **AREAS FOR EMPHASIS 2018/19**

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The Board developed the following priorities for itself for 2018/19:

1. Model a welcoming and caring environment and support its development throughout the Division.
2. Enhance community engagement and school council operations.
3. Enhance political advocacy.
4. Ensure quality education is delivered to our students.
5. Honor the Indigenous ways of knowing and ways of being of each local community.

Comments:

The Board has promoted the modelling of a welcoming and caring environment; for example, the use of school gymnasiums for community events

The Board believes more work is needed in school council engagement.

The Board also believes it has done well in political advocacy; for example, the Minister's visit to communities to discuss housing.

The Board has set a more definitive goal in quality education for the upcoming year.

The Board further believes Indigenous ways have been honored.

## **GOALS FOR 2019/20**

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1. Through excellent leadership practices by everyone, everyone feels welcome and valued.
2. Actively develop and purposefully work to maintain healthy relationships
3. Students achieve their potential in literacy and numeracy
4. Northland has a balanced budget for 2020-2021  
Further to goal 4, trustees will work to strengthen their skills around policy, financial literacy and monitoring.

## **CONCLUSION**

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The past year has been another year of impressive learning and development for the Board.

Significant personnel changes/matters have had to be addressed by the Board. Nonetheless, as a Board it has maintained its solidarity through these events.

The Board has identified and reinforced an ambitious path forward.

\_\_\_\_\_  
Date

\_\_\_\_\_  
Robin Guild  
Board Chair

Suggested Board Motion:

That the Board approve the Board self-evaluation report as developed at the facilitated workshop of November 21, 2019 and that the Board Chair be authorized to monitor the priorities and suggestions agreed to and bring items forward for Board consideration as deemed appropriate.

**"Our students love to come to school in Northland"**

**Board Positive Path  
Forward Action Plan**



## Background

School board trustees are local politicians elected by and accountable to the community they serve and understand they have a fiduciary duty to all students. The Board of Northland School Division (NSD) is responsible for advocating on behalf of the school community to decision-makers and stakeholders on important issues that affect education, and to ensure education is a top priority. The Board Positive Path Forward Action Plan (BPPFAP) outlines the priorities and actions for 2019-2020. The priorities and actions are aimed to ensure NSD achieves its Policy 1 - Foundational Statements.

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

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

### Board Priorities:

<b>Excellence in Leadership</b>	<b>Excellence in Relationships</b>	<b>Excellence in Learning</b>	<b>Excellence in Financial Practices</b>
Priority 1: Through excellent leadership practices by everyone, everyone feels welcome and valued.	Priority 2: Actively develop and purposefully work to maintain healthy relationships.	Priority 3: Students achieve their potential in literacy and numeracy.	Priority 4: Northland has a balanced budget for 2020-2021.



## Board Priorities and Goals

<b>Excellence in Leadership</b> <b>Priority 1: Through excellent leadership practices by everyone, everyone feels welcome and valued</b>		
Goal	Lead	Action
<b>1.1</b> Parents and community members actively welcome and show support for staff.	Trustees Superintendent Principals Communications Coordinator	<p>The Trustees will work with local governance bodies and community members to get them to actively reach out to school staff to help ensure the staff members feel welcome in the community.</p> <p>The administration will work with schools to feature/recognize staff using traditional media and social media.</p>
<b>1.2</b> Trustees effectively facilitate community members through the process of resolving concerns.	Trustees	The Trustees review and discuss the process of facilitating people through the process of resolving concerns on a regular basis.
<b>1.3</b> Staff morale increases due to purposeful leadership actions by the Board.	Trustees Superintendent or designate Communications Coordinator	<p>The Board will:</p> <ul style="list-style-type: none"> <li>● role model (walk the talk,</li> <li>● advocate on housing issues and resolve once and for all - get creative in how to resolve, explore new options,</li> </ul> <p>Board explores/supports programs to recognize NSD staff.</p>
<b>1.4</b> Discuss ways the division can achieve the goal of welcoming schools and ways to ensure students know they are cared about at school and by NSD as a whole.	Trustees Superintendent Principals	<p>Discuss with the Superintendent strategies to achieve this goal (What are schools doing now? What is missing? What are the barriers?)</p> <p>Every child connected to a trusted adult.</p>

		<p>Encourage school councils to help recognize students, parents, and caregivers.</p> <p>Discuss ways to involve Elders and at school councils as well.</p>
<b>1.5</b> Trustees increasing awareness and understanding of policy.	Trustees	Monitor impact of policy committee in June by discussing with trustees if they feel they have a better awareness and understanding of policy.
<b>Excellence in Advocacy Leadership</b>		
<b>1.6</b> Northern living allowances are given to all NSD staff similar to Alberta Health Services (AHS) staff.	Trustee Superintendent or designate	Research is complete, position paper being written.
<b>1.7</b> Funding from provincial government or other sources to improve housing for staff.	Trustees Superintendent or designate	<p>The Trustees actively advocate for on-going funding for housing.</p> <p>With support from administration, a position paper will be written to support the advocacy.</p>
<b>1.8</b> Boundaries for Wards 5, 6 & 7 are evaluated and changes made if any.	Trustees Superintendent or designate	Boundaries for Wards 6 & 7 are adjusted to be more understandable by the community and ward 5 is evaluated as there are no longer any NSD schools in this ward.
<b>1.9</b> Funding is secured for all capital projects identified in the audit of schools completed by Edmonton Public Schools.	Trustees Superintendent or designate Communications Coordinator	A position paper is being written.

**Excellence in Relationships**  
**Priority 2: Actively develop and purposely work to maintain healthy relationships**

Goal	Lead	Action
<p><b>2.1</b> Parents and community members are actively involved with education and are aware of many successes in Northland.</p>	<p>Trustees</p>	<p>The Trustees actively reach out to parents and community members to share the successes of NSD.</p> <p>The Trustees actively reach out to encourage parents and community members to get involved with the school</p> <p>The Trustees attend school council meetings and encourage others to attend. Trustees provide a current report and actively solicit input on matters the Board is discussing.</p>
<p><b>2.2</b> The relationship between the school, principal, and the Trustee is positive and enhances community engagement.</p>	<p>Trustees</p>	<p>The Trustees work to ensure they have a positive relationship with the principal/school</p>
<p><b>2.3</b> Ensure prospective teachers are aware of the need to engage with the community and ways to engage.</p>	<p>Trustees            Superintendent or designate</p>	<p>Ask the Associate Superintendent of Human Resources to attend a committee meeting to discuss how this can be done (career fairs, interviews, etc.)</p>
<p><b>2.4</b> Discuss ways to help ensure school staff engage with their community.</p>	<p>Trustees            Superintendent or designate            Communications Coordinator</p>	<p>Work with Superintendent to ensure Northland Day includes school going out and engaging with the community.</p>

		Share examples of how schools are engaging with their community across the division as best practices. Publicly share these success stories as well.
<b>2.5</b> Board Advocacy Committee review school council calendar of topics.	Board Advocacy Committee	Discuss ensuring calendar includes talking about strategies to achieve vision; to make their school even more welcoming and how to ensure each child knows they are important.
<b>2.6</b> Communication Campaigns.	Communications Coordinator	<ul style="list-style-type: none"> <li>• Tips about the importance of pre-school years learning (Early Childhood Coalition of Alberta campaign)</li> <li>• Tips for supporting education (good sleep, good nutrition, ask how school went, homework done, discuss with teacher any challenges, etc.)</li> <li>• Messages about how regular attendance impacts achievement.</li> <li>• Celebrating academic achievements by current and former students.</li> <li>• Explain What is School Council?</li> </ul>
<b>2.7</b> Key partners are given the opportunity to share their thoughts and ideas with Northland and are kept well-informed about Northland.	Trustees	Board Representatives meet at least once every two years with the organizations they are the representative to.

**Excellence in Learning**  
**Priority 3: Students achieve their potential in literacy and numeracy**

<b>Goal</b>	<b>Lead</b>	<b>Action</b>
<b>3.1</b> The Board encourages innovation and supports initiatives, through the budget, to	Trustees Superintendent or designate	The Board is well-prepared for discussion when the administration brings forward strategies for literacy and numeracy.

ensure students achieve their potential in literacy and numeracy.		
<b>3.2</b> The Board knows and understands literacy and numeracy results and can share them with the community.	Trustees Superintendent or designate	The Trustees ensure they know and understand division literacy and numeracy results by reading materials thoroughly and seeking any needed clarification.
<b>3.3</b> Trustees are knowledgeable about effective literacy and numeracy strategies.	Trustees Superintendent or designate	The Trustees actively seek information and attend sessions on literacy and numeracy strategies.
<b>3.4</b> Share successes of students and staff in numeracy and literacy	Communications Coordinator	Publish success and improvement stories, celebrate students, classrooms, families, staff.
<b>3.5</b> Trustees model the value of literacy and numeracy.	Trustees Principals	The Trustees work with principals to plan opportunities for them to support literacy and numeracy such as Trustees visiting classrooms and reading with students or taking part in numeracy events.

**Excellence in Financial Practices**  
**Priority 4: Northland has a balanced budget for 2020-2021**

<b>Goal</b>	<b>Lead</b>	<b>Action</b>
<b>4.1</b> The Board budget is balanced for 2020-21	Trustees	The Board reviews its budget each month to ensure compliance.  The Board reviews the concept of reducing the number of trustees.
<b>4.2</b> The division budget is balanced for 2020-21	Trustees Superintendent Secretary-Treasurer	The Board is vigilant in working with the administration to look at new and creative ways to reduce and eliminate deficits through reductions in costs and/or an increase in revenue.

		Each Trustee is diligent in reviewing all budget materials, quarterly reports, and financial statements.
<b>4.3</b> The Board supports and encourages the use of combined grades as a means to increase student success as well as help keep schools in communities.	Trustees Superintendent or designate	Trustees learn the value of combined grades and share with parents and community members.  The Board ensures teacher training in the teaching strategies of combined grades is part of the professional development administration develops.
<b>4.5</b> Innovative and creative ways to offer programs and courses increase.	Trustees Superintendent or designate	The Board supports enhancing course offerings to students, including things such as summer programs.
<b>4.6</b> The number of non-attending students decreases	Trustees Director of Student Engagement, Attendance and Completion	Trustees actively speak with parents and community members about getting a non-attending student back to school including discussing alternative schools such as the Flexible Learning Program.
<b>4.7</b> Trustees increase financial monitoring skills	Trustees Superintendent Secretary-Treasurer	Monitor impact of Finance and Audit committee in June by discussing with trustees if they feel more confident in their financial monitoring skills.



NORTHLAND SCHOOL DIVISION NO. 61

# ADMINISTRATION RECOMMENDATION TO THE BOARD

**TO:** BOARD OF TRUSTEES **DATE:** JANUARY 24, 2020

**SUBMITTED BY:** SECRETARY-TREASURER, T. RASMUSON

**SUBJECT:** BOARD RETREAT

**REFERENCE(S):**

**ATTACHMENTS:**

<b>RECOMMENDATION:</b>
THAT the Board of Trustees approve the board retreat dates of March 18 and 19, 2020.

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<b>BACKGROUND:</b>
There was some discussion among administration that the board retreat dates in September are difficult to attend, due to the start of the new school year. It is administration’s recommendation that the retreat be moved to the two days before the March board meeting.
<b>RISK ANALYSIS:</b>
No risks are perceived.



NORTHLAND SCHOOL DIVISION NO. 61

# ADMINISTRATION RECOMMENDATION TO THE BOARD

**TO:** BOARD OF TRUSTEES **DATE:** JANUARY 24, 2020

**SUBMITTED BY:** SECRETARY-TREASURER, T. RASMUSON

**SUBJECT:** AUGUST BOARD MEETING DATE

**REFERENCE(S):**

**ATTACHMENTS:**

**RECOMMENDATION:**

**THAT the Board of Trustees hold nine board meetings a year.**

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**BACKGROUND:**

In order to save board and administration costs, administration recommends reducing the number of board meetings from ten to nine. This would eliminate the August board meeting, allowing administration to schedule staff vacations instead of paying out vacation time, and reduce the cost of one board meeting.

**RISK ANALYSIS:**

No risks are perceived.





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

**TO:** BOARD OF TRUSTEES **DATE:** JANUARY 24, 2020  
**SUBMITTED BY:** SECRETARY-TREASURER, T. RASMUSON  
**SUBJECT:** CAPITAL/IMR PLAN  
**REFERENCE(S):**  
**ATTACHMENTS:** IMR PLAN

<b>RECOMMENDATION:</b>
<b>THAT the Board of Trustees receive the IMR plan as information.</b>

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<b>BACKGROUND:</b>
Attached is the plan for the use of the 2019-2020 Infrastructure, Maintenance and Renewal (IMR) funds. There is a small allocation set aside for contingency, for those repairs that need to be made than have not been planned. As well, there is some carryforward from previous years that can be accessed if necessary. Usually there is a capital plan as well at this time. However, due to the fact that the division budgeted an operating deficit for this year, there has been a hold placed on funding capital projects, in case the surplus is needed to fund operations past this year.
<b>RISK ANALYSIS:</b>
No risks are perceived.

Northland School Division Projects	Division Needs	IMR
VFD or Phas Converter Anzac	\$ 46,000	\$46,000
ADCS school siding complete (contingency on tender)	\$ 75,000	\$75,000
Backwater valve installs as per new regulations (15 schools @7K)	\$ 85,000	\$85,000
Old bus garage demo	\$ 25,000	\$25,000
Generator inspections	\$ 5,000	\$5,000
Blinds installs in all schools (more pressure on this for safety) -start process	\$ 300,000	\$50,000
Elizabeth School Envelope Repair	\$ 50,000	\$50,000
Unplanned air quaility Issues (heat, air quaility, mold)	\$ 75,000	\$75,000
Fire Panel upgrade (central office in Peace River)	\$ 65,000	\$65,000
Emergent repairs that qualify for IMR funding	\$ 164,000	\$164,000
		<b>\$640,000</b>



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

**TO:** BOARD OF TRUSTEES **DATE:** JANUARY 24, 2020  
**SUBMITTED BY:** SECRETARY-TREASURER, T. RASMUSON  
**SUBJECT:** TRANSFER OF LAND AND BUILDINGS AND SCHOOL FURNITURE IN LITTLE BUFFALO

**ATTACHMENTS:**

**RECOMMENDATION:**

**THAT the Board of Trustees approve the transfer of the school furniture and the division-owned land, including all school buildings and excluding mobiles homes used as teacher housing, as listed below, to 2033800 Alberta Ltd., all for \$1.00, subject to Ministerial Approval:**

- Lot 111, Block 009, Plan 8223143
- Lot 113, Plan 9622484
- Lot 77, Block 008, Plan 8121420
- Lot 78, Block 008, Plan 8121420
- Lot 83, Block 009, Plan 8121420

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**BACKGROUND:**

In the September board meeting, the board passed a motion transferring the land and school furniture of the Little Buffalo School to 2033800 Alberta. At the meeting, the board requested that administration set up a meeting with the Lubicon Lake Band #453 to discuss the sale of the mobile homes, used as teacherages.

After the transfer request went to Alberta Education for approval, there was feedback from Capital Planning that further clarification was needed in the motion – to include the school buildings, and exclude the mobile homes.

This motion is a result of that request.

After the motion is made, a letter will be issued to the Minister, requesting the transfer be completed.

**RISK ANALYSIS:**

No risks are perceived. There is a greater risk to the Division as the situation stands, as the Division is responsible for the upkeep and insurance on the property.



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

**TO:** BOARD OF TRUSTEES **DATE:** JANUARY 24, 2020  
**SUBMITTED BY:** SECRETARY-TREASURER T. RASMUSON  
**SUBJECT:** BORROWING RESOLUTION  
**REFERENCE(S):**  
**ATTACHMENTS:**

**RECOMMENDATION:**  
THAT the Board of Trustees approve the Borrowing Resolution, if required, in the amount of \$3 million to meet the current operating expenditures for the 2019-2020 school year, as attached.

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**BACKGROUND:**  
The Borrowing Resolution is required by the Alberta Treasury Branch to cover borrowing, if required, for the current operating expenditures during the 2019-2020 school year.

**RISK ANALYSIS:**  
The Borrowing Resolution reduces the cash flow risk of the division, by allowing it to use a \$3 million line of credit to cover expenses if there are large outstanding receivables.

## **Borrowing Resolution School Division – Current Expenditures**

WHEREAS the Board of Trustees of Northland School Division (hereafter called the "Board") in the Province of Alberta considers it necessary to borrow certain sums of money from time to time to meet current expenditures for its schools for its financial year commencing September 1, 2019;

NOW THEREFORE, pursuant to the provisions of the Education Act, be it resolved by the Board that:

1. The Board do borrow from ATB Financial, previously Alberta Treasury Branches (hereafter called "ATB" sums of money from time to time in the said financial year as required to meet current expenditures of the Board in the said financial year, provided that the total principal amount owed to ATB at any one time hereunder shall not exceed the sum of three million DOLLARS (\$3,000,000).
2. The Chairman and Treasurer of the Board be and they are hereby authorized for and on behalf of the Board:
  - (a) to apply to ATB for the aforesaid loans to the Board;
  - (b) to obtain advance of monies from ATB in the said financial year by way of an overdraft on the Board's account at an ATB or pursuant to promissory notes or other evidence of indebtedness, as may be permitted or required by ATB; and
  - (c) to execute on behalf of the Board such bills, promissory notes or similar forms of obligation as ATB may require as evidence of and security for all sums borrowed hereunder;

and each document executed as aforesaid shall be valid and binding upon the Board according to its tenor and ATB shall never be bound to inquire whether such officers are observing the limitations on their authority as set forth in this Resolution.

3. All sums borrowed as aforesaid or so much thereof as from time to time remains unpaid shall bear interest at a rate per annum equal to (0.25%) PER CENT below the Prime Lending Rate established from time to time by ATB, and such interest shall be calculated and due and payable monthly.
4. All sums authorized to be borrowed hereunder, including interest, shall be due and payable in full no later than August 31 of the said financial year.
5. As security for payment of money borrowed hereunder, the Board hereby charges to and in favour of ATB the whole of the Alberta Learning Funding received or to be received by the Board, and all other money due or accruing due to the Board, and the Chairman and Secretary of the Board are hereby authorized on behalf and in the name of the Board to execute and deliver to ATB such security documents as ATB may require in relation to the foregoing charge. The said charge shall be collateral to the obligation of the Board to repay with interest all sums borrowed from ATB and ATB shall not be bound to recover any such funding or other monies before being entitled to payment from the Board.
6. ATB shall be furnished with a certified copy of this Resolution and a list of the officers of the Board together with specimens of their signatures, and the said list shall be binding on the Board until notice to the contrary or of any changes therein shall be given to the Manager of the ATB at which the account of the Board is kept.

### **CERTIFICATE**

WE HEREBY CERTIFY that the foregoing Resolution was duly passed by the Board therein mentioned at a duly and regularly constituted meeting thereof held on the \_\_\_\_\_ day of \_\_\_\_\_ at which a quorum was present, and that the said Resolution is in full force and effect.

WITNESS our hands and the seal of the Board this \_\_\_\_\_ day of \_\_\_\_\_ .

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Chairman

Seal)

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Secretary



NORTHLAND SCHOOL DIVISION NO. 61

# ADMINISTRATION RECOMMENDATION TO THE BOARD

**TO:** BOARD OF TRUSTEES **DATE:** JANUARY 24, 2020

**SUBMITTED BY:** SECRETARY-TREASURER, T. RASMUSON

**SUBJECT:** JANUARY HOUSING PLAN

**REFERENCE(S):**

**ATTACHMENTS:** JANUARY HOUSING PLAN

**RECOMMENDATION:**

**THAT the Board of Trustees move that housing units be renovated based on the priorities set in the January Housing Plan.**

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**BACKGROUND:**

There were five mobile homes that were sold, with a board motion to use the money to renovate the housing in Wabasca. However, there are other communities with a greater need for housing renovations, so a plan was developed to renovate the housing, based on the community need. In the future, if surplus housing land is sold, or capital is earmarked for housing renovations, the renovations will be carried out based on the priorities outlined in the plan. If needs change, a revised plan will be brought to the board for approval.

**RISK ANALYSIS:**

No perceived risk identified.

## Housing Report January 2020

The following is an update on the housing priority list in terms of which school communities have the most urgent need for repairs and improvement, as well as an update on the current state of construction project in Fort Chipewyan.

Some of the factors that are considered when setting housing renovation priorities are - location (how easily do the communities have access to services to provide maintenance support), demand for teacher residences, current state of housing construction, and the external options for housing in a community. The list ranks the communities with the most need for improvements.

- 1) Fort Chipewyan (ADCS)- This community is ranked number one in need for improvements because it ranks high on all scales, but of most concern is the location. The cost for repairs to this community are so high that it is most important that these houses be in good condition.
- 2) Conklin- This community is also very remote, and the state of the housing is some of the poorest of any community. Security has recently been an issue.
- 3) Janvier (Father R Perin)- approximately 1.5 hours from Fort McMurray and the demand for the teacher housing is usually high.
- 4) Wabasca (St. Theresa) - This housing at this location is in poor condition and there are many teachers required for this school. There are empty teacher houses waiting for renovations in this community that cannot be used until they are complete.
- 5) Wabasca (Mistassiniy)- This is a larger school and so the demand for housing is also greater. There are empty teacher housing at this location that need renovations completed before they can be utilized.
- 6) Calling Lake- There are two empty houses that need to be renovated before they can be used.
- 7) Chipewyan Lake- This is a very remote location but the school size is very small. Only one house and one trailer at this location.
- 8) Anzac- This location has housing that needs improvement, but it is very close to a large community (Fort McMurray) where other rental options are available.
- 9) Paddle Prairie- There are only mobile homes at this location, but some are aging and will need to be eventually replaced. Not urgent.



10) Gift Lake- There are only mobile homes at this location. They are only 5 years old and no immediate attention is needed in this community.

11) Sandy Lake (Pelican Mountain)- There is only one house at this location which is vacant and is currently being assessed for sale as it is not needed because it is in commuting distance to Wabasca.

*Construction project update:*

Currently the construction foreman has put out to tender for the renovation of two teacher houses in the community of Fort Chipewyan. The funds that are going to be used to complete the renovations have been acquired from the sale of five mobile homes that were previously on rented land in Wabasca. The tender is set to close on January 29/2020 and the outcome of the tender will determine if one additional renovation will be able to be completed with those funds. The main construction materials have been ordered, will be shipped by ice road and will be available for the start of the renovations.



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

**TO:** BOARD OF TRUSTEES **DATE:** JANUARY 24, 2020

**SUBMITTED BY:** BOARD POLICY COMMITTEE

**SUBJECT:** POLICY 7 APPENDIX C – TRUSTEE EXPENSES AND CORPORATE CREDIT CARD GUIDELINES  
POLICY 7 APPENDIX C – TRUSTEE EXPENSES AND CORPORATE CREDIT CARD

**ATTACHMENTS:** GUIDELINES  
HOSTING FORM

**RECOMMENDATION:**  
**THAT the Board of Trustees** approve the housekeeping changes to Policy 7 Appendix C Trustee Expense and Corporate Credit Card Guidelines as presented, to be effective immediately.

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**BACKGROUND:**  
Changes have been made in response to discussion at the November Board meeting. The changes included:

- Removing specific timeline for payments to trustees
- Adding clause for approval of meals to reflect similar wording as the Administrative Procedure 513
- Removed wording to broaden the approval of hosting expenses
- Adding clause to approval of credit card expenditures outside of policy

**RISK ANALYSIS:**  
No risks are perceived.

NORTHLAND SCHOOL DIVISION NO. 61  
**TRUSTEE COMMITTEE/REPRESENTATIVE  
 REPORT TO THE BOARD**



<b>TO:</b>	<b>The Board of Trustees</b>	<b>DATE:</b>	January 24, 2020
<b>SUBMITTED BY:</b>	Karen Telford/Judy Ducharme		
<b>SUBJECT:</b>	Policy Committee Meeting		

<b>SUMMARY:</b>	
The committee met on December 12, 2019 - minutes below:	
Minutes	
Present:	Nancy Spencer-Poitras, Karen Telford, Rubi Shirley, Lois Byers, Cathy Wanyandie, Judy Ducharme
1.0	Call to order Lois called to order 9:08 am
2.0	Review of Agenda Approved as presented
3.0	Policy Review
3.1	Policy 7 Board Governance and Operations
	<ul style="list-style-type: none"> <li>- Appendix C - Trustee Honoraria/Expense and Corporate Credit Card Guidelines (Section 8 Hosting Expenses)</li> <li>- 2.13 - Discussion on Family Emergencies - under 2.14.2 included extenuating circumstances</li> <li>- 3.1 - Discussion on timeline and decision to remove last sentence</li> <li>- 4.6.1 - The group provided an example of a third party vehicle</li> <li>- 5.1.1 - Discussion on the wording in the Policy to reflect the wording within AP513 - added "subject to chair approval"</li> <li>- 8.1 - Discussion on hosting - deleted "an event"</li> <li>- 8.3 - Discussion on creating a "hosting summary" form - ACTION: Administration to create form for committee review</li> <li>- 10.3 - Discussion on current practice</li> <li>- 10.18 - Discussion on approvals in the case of the Chair - add wording to reflect same rotation of trustees as per the Agenda Review Schedule</li> </ul>

## **TRUSTEE COMMITTEE/REPRESENTATIVE REPORT TO THE BOARD**

### 3.2 Policy 15 School Closure

- Northland Version - provided for information
- ASBA Version - Discussion on the format of the document in comparison to the NSD version and addition of the role of the superintendent - wording drafted to address this.

### 4.0 Action Review

1. Policy 7 Appendix C - Admin to prepare draft recommendation page with background information and draft policy to the committee for review and submission for the January board meeting.
2. Policy 7. Appendix C - Admin to create hosting summary form for review
3. Policy 15 - Admin to prepare draft recommendation page with background information and draft policy to the committee for review and submission for the January board meeting.

### 5.0 Adjournment

Meeting ended at 10:07 am.

Next meeting February 2020.

## Policy 7 Appendix C

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### TRUSTEE HONORARIA/EXPENSE AND CORPORATE CREDIT CARD GUIDELINES

This Appendix provides guidelines for the claiming, reimbursement and payment of honoraria, travel, meal and other expenses and/or allowances. It is intended to ensure trustees are properly reimbursed for honoraria/expenses incurred while on Northland School Division (NSD) board business through fair and reasonable practices and also enable the efficient review of honoraria/expenses by finance staff.

#### HONORARIA/EXPENSE GUIDELINES

##### 1. GENERAL GUIDELINES:

- 1.1. Reimbursement may only be made in respect of honoraria/expenses and/or allowances incurred in relation to approved NSD board business.
- 1.2. Travel, meals and other expenses, honoraria and/or allowances must be necessary and economical with due regard for health, safety and security.
- 1.3. Alcohol must not be purchase through any Division processes (NSD corporate credit card billed directly to the division, direct billing system or honoraria/expense claims system, etc.)
- 1.4. There should always be a focus on accountability and transparency.
- 1.5. The Board, by motion, may grant an exemption from all or part of this Appendix in extenuating circumstances that are well documented, excluding alcohol.
- 1.6. Personal expenses **are** any expenses NOT allowed by this appendix.
- 1.7. When administrative requests trustee(s) to attend an administrative sponsored event, expenses for trustee(s) shall be covered by **a**administration's budget and honorariums by the Board's budget. Trustees acceptance of the request shall be guided by policy.
- 1.8. In all cases where reimbursement is required it shall be deducted from the next honoraria/expense claim.

##### 2. PROCEDURES:

- 2.1. This Appendix applies regardless of how an honoraria/expense has been paid for or is being reimbursed (e.g. NSD corporate credit card billed directly to the Division, direct billing system or expense claims system, etc.).
- 2.2. Expenses and/or allowances incurred by one trustee on behalf of another must be attributed to the trustee for whom those expenses and/or allowances were incurred.
- 2.3. The approved honoraria/expense claim form(s) must be used.
- 2.4. A claim for reimbursement must be made within 60 days after the expense or occasion giving rise to the claim, unless approved by the board.
- 2.5. No claim shall be paid, unless approved by the Board, if;
  - 2.5.1. It is more than 60 days since the expense occurred
  - 2.5.2. It is not within the "electoral term of the Board" that the expense occurred
  - 2.5.3. The trustee is no longer duly elected.

- 2.6. A trustee is required to submit a signed honoraria/expense claim to start the reimbursement process.
  - 2.6.1. By signing an honoraria/expense claim, a trustee is attesting that the honoraria/expense was incurred in relation to NSD Business and has not been claimed previously
  - 2.6.2. Special oversight should be exercised when completing an honoraria/expense claim to ensure expenses charged to a corporate credit card or direct billed to NSD are not also claimed on an honoraria/expense claim.
- 2.7. All items on a claim must include enough detail to enable anyone reviewing the claim to determine if it is allowable.
- 2.8. Receipts must be provided for all expenses that contain details regarding the good or service purchased, itemized costs for each item with a total, which includes the GST, if applicable.
  - 2.8.1. If a receipt is not available:
    - 2.8.1.1. The trustee may claim the allowance amount instead (e.g. \$x for breakfast, \$x for lunch, \$x for parking) or;
    - 2.8.1.2. In exceptional circumstances, provide a written statement outlining why a receipt cannot be provided, signed by the trustee and Chair or Vice-Chair for the Chair.
  - 2.8.2. Receipts may be submitted electronically (scanned, faxed, picture from a mobile phone)
- 2.9. When a discount, credit or bonus for travel is received that reduces the original travel cost at the time the expense is incurred, only the net expense may be claimed.
- 2.10. A reimbursement must be repaid to the extent the related expense is credited or refunded.
- 2.11. Approvers must document their rationale for approval decisions for each claim where they have exercised discretion.
- 2.12. It is the responsibility of both the approver and the trustee to work out appropriate arrangements that would meet the test of being fair and equitable.
- 2.13. In cases where the trustee comes to the location of the Board meeting, conference, or workshops, but does not attend the meeting(s) for any reason, the Board will not pay honoraria and the trustee will be responsible to repay all expenses associated with the member's travel to that meeting through their honorarium claim(s).
- 2.14. In cases where a trustee does not attend a board meeting, conference or workshop and costs are incurred by the Board, the trustee is responsible to repay those costs through their honorarium claim(s).
  - 2.14.1. If a trustee does not attend a conference and costs are incurred by the Board, the trustee is not eligible to attend any further professional development until all costs are repaid.
  - 2.14.2. If there are extenuating circumstances, a trustee may appeal to the Board to exempt them from repaying the costs by Board motion.
- 2.15. In cases where a trustee does not attend all sessions of the conference or workshop they are attending they may only claim honorarium for the time they actually attended sessions.

- 2.16. In cases where costs are incurred to the Board due to trustees making changes to any travel arrangements or reservations the trustee is responsible to repay the costs through their honorarium claim(s).
  - 2.17. Given the administration time required to book conferences and all logistics surrounding attending a conference and cancelling a conference, if a trustee does not attend a conference or workshop on more than one occasion they shall only be allowed to attend further conferences or workshops by Board motion.
  - 2.18. In cases where a logistical error is made by administration such as not registering a trustee for a conference, an error in a date or location, the trustee shall be paid for any time and expenses they spent getting to and from the event.
  - 2.19. In cases where it is more prudent for a trustee to layover a day or a partial day between meetings or events, rather than travel home and back, the trustee shall claim expenses.
  - 2.20. When a trustee has to stay away from home longer due to various circumstances, such as it is more cost effective to stay between meetings rather than travel home and back, weather, flight schedules, etc., they may claim up to two full days of honoraria.
    - 2.20.1. Additional honoraria may be conditionally approved by the Chair, in consultation with the Vice-Chair, for trustees, and by the Vice-Chair, in consultation with one other trustee, for the Chair.
    - 2.20.2. Conditionally approved honoraria are subject to Board approval.
    - 2.20.3. In a denial case payment is referred to 1.8
3. Honoraria/Expense Claim Process
- 3.1. Honoraria/Expense claims must be submitted in advance of scheduled cheque runs with enough time to allow for the review, correction and approval processes to be completed. **Generally nine days are required to complete all processes, however errors could cause delays.**
  - 3.2. Review Process:
    - 3.2.1. Honoraria/Expense claims are to be submitted, via the shared drive, to the Executive Secretary to the Board and Corporate Services for review against policy;
  - 3.3. Correction Process:
    - 3.3.1. The Executive Secretary to the Board and Corporate Services will inform the trustee and provide explanation to the trustee of any errors or omissions;
    - 3.3.2. The trustee will make the correction(s) and resubmit the honoraria/expense claim to the Executive Secretary to the Board and Corporate Services;
    - 3.3.3. If the trustee does not agree with the correction they may request the Board Chair to review it;
    - 3.3.4. If there is still disagreement it will be taken to the Board for a decision.
  - 3.4. Approval Process:
    - 3.4.1. After the review process is complete the honoraria/expense claim shall be sent to the Board Chair for approval, or Vice-Chair if for the Chair;
    - 3.4.2. Once approved, the honoraria/expense claim shall be submitted by the Executive Secretary to the Board and Corporate Services for payment.

#### 4. Travel

- 4.1. Trustees requiring travel arrangements may book this on their own or request the arrangement of these services through the Executive Secretary to the Board and Corporate Services.
  - 4.1.1. If booking on own, trustee should share the information with the Executive Secretary to the Board and Corporate Services to help avoid double booking, allow easier coordination and make assistance easier if the trustee should so require while travelling.
  - 4.1.2. If a trustee wishes to bring a companion(s) while on board business, there shall be no additional costs to the division as a result of the companion(s).
    - 4.1.2.1. In the case of a flight(s), arrangements are to be made through the Executive Secretary to the Board and Corporate Services.
    - 4.1.2.2. Repayment by the trustee will occur as per 1.8
- 4.2. Subject to requirements set out in this Appendix, a trustee may claim reimbursement of the following expenses with receipts:
  - 4.2.1. air or rail fare;
  - 4.2.2. automobile rental;
  - 4.2.3. excess baggage charges where extra equipment is required because of duties being performed;
  - 4.2.4. charges for electronic communication, faxes related to NSD business only if receipted;
  - 4.2.5. charges for business related phone calls;
  - 4.2.6. inter-municipal bus fares, including airport bus; and
  - 4.2.7. internet connectivity in hotels or other public places if unable to use hotspot on NSD cell phone.
- 4.3. Flights
  - 4.3.1. Air travel shall be by economy class unless otherwise approved by Board motion.
  - 4.3.2. If a trustee chooses to travel business class they will only be reimbursed the cost of economy class.
- 4.4. Other Travel Routes or Modes of Transportation
  - 4.4.1. If a trustee chooses to travel in a manner that that is not the most direct, practical or cost-effective in the circumstances, the trustee may claim an allowance equivalent to the expense of the most direct, practical or cost-effective route and mode of transportation and pay the difference personally.
- 4.5. Travel Outside of Canada
  - 4.5.1. When travelling outside of Canada, a trustee may be reimbursed for the expense of procuring a business visa or passport, and related expenses, where required and where the trustee does not hold one.
  - 4.5.2. A trustee shall be paid in Canadian currency for any allowances related to foreign travel or for reimbursement for expenses and/or allowances incurred in a foreign currency and supported by receipts.
  - 4.5.3. A trustee shall be reimbursed for losses incurred due to any change in the rate of exchange for foreign currency purchased to meet reimbursable expenses when travel is required outside of Canada.



- 4.5.4. A trustee must purchase and may claim, the expense of travel medical insurance purchased for travel outside of Canada.
- 4.5.5. If a trustee becomes ill and requires medical attention or hospitalization or both while travelling outside of Canada, the trustee may claim reimbursement of any related expenses in excess of personal coverage in Alberta and any purchased travel medical insurance.
- 4.5.6. A trustee may claim the expense of travel immunizations.
- 4.6. Travel by Third Party Vehicle, including car rentals
  - 4.6.1. A trustee may claim reimbursement for the actual expense of hiring or renting third party vehicles. The actual expense shall be the amount shown on the invoice and may include a gratuity of up to 15 percent as shown on the receipt.
  - 4.6.2. A trustee may claim the expense of hiring a taxi and may only claim the expense of hiring a town car, limousine or similar vehicle if there is a valid business purpose.
  - 4.6.3. A trustee may claim the expense of renting a vehicle.
    - 4.6.3.1. The size and type of the vehicle must be appropriate for the number of passengers, road conditions, and nature of the need.
    - 4.6.3.2. In-car navigation systems and electronic toll payment (where appropriate) are reimbursable expenses but expenses for all other convenience options are not reimbursable.
- 4.7. Travel by Trustee Vehicle
  - 4.7.1. If a trustee uses their private vehicle to travel for NSD business they shall be paid a vehicle mileage allowance at the rate set out in Policy 7 Appendix A Schedule of Rates.
- 5. Meal Expenses
  - 5.1. When travelling on NSD business, a trustee may claim either:
    - 5.1.1. the actual expense of the meal (with receipt) as per Policy 7 Appendix A Schedule of Rates, up to a maximum of 50% over the meal allowance subject to chair approval, or
    - 5.1.2. the meal allowance as set out in Policy 7 Appendix A Schedule of Rates (no receipt required).
  - 5.2. The actual expense of a meal is the amount shown on the bill, excluding alcoholic beverages, and may include a gratuity as shown on the receipt of no more than 15 percent.
  - 5.3. When a trustee is travelling on NSD Business for part of a day, the trustee may be reimbursed for the amount shown on the receipt or paid the meal allowance as follows:
    - 5.3.1. for breakfast, if the departure time is 7:30 a.m. or earlier or the return time is 7:30 a.m. or later, or
    - 5.3.2. for lunch, if the departure time is 1:00 p.m. or earlier or the return time is 1:00 p.m. or later, or
    - 5.3.3. for dinner, if the departure time is 6:30 p.m. or earlier or the return time is 6:30 p.m. or later.

- 5.4. A trustee must not claim a meal allowance if a meal is provided at no cost or included in a conference registration fee, unless the trustee declines the meal because of a pre-authorized:
    - 5.4.1. dietary restriction; or
    - 5.4.2. business reason.
  - 5.5. Meal expenses will not be reimbursed if the hotel provides a meal (usually breakfast) as part of the fee for the room.
    - 5.5.1. If a meal is included in the expense of airfare, a trustee cannot claim a meal allowance unless the flight is delayed. When the flight is delayed, a meal may be claimed as per guidelines.
  - 5.6. Any “room service” charges added to the cost for meals will not be reimbursed:
    - 5.6.1. unless there is a valid reason the meal could not be obtained elsewhere or,
    - 5.6.2. the room service charge plus the cost of the meal is equal to or less than the meal allowance.
6. Accommodation Expenses
- 6.1. When a trustee is travelling on NSD business, and overnight accommodation away from the trustee’s residence is necessary, the actual expense of accommodation (with receipt) or an allowance (no receipt required) at the rate set out in Policy 7, Appendix A Schedule of Rates per night may be claimed.
  - 6.2. If a trustee wishes a larger or upgraded room from a standard room they shall be reimbursed for the cost of a standard room only unless required for business reasons.
  - 6.3. Should a trustee wish to stay at a hotel other than that of the corporate booking rate, they shall be reimbursed to a maximum of 25% over the corporate booking rate.
7. Laundry Expenses
- 7.1. A trustee may claim for laundry and dry cleaning expenses incurred (with receipt) after four consecutive nights while travelling.
- 8. Hosting Expenses**
- 8.1. The main purpose of an individual trustee hosting an event should be:**
    - 8.1.1. To engage with the community toward the ultimate goal of improving student success.
    - 8.1.2. Engage with staff to help them feel welcome in the community, introduce them to the community and/or build relationships between them and the community.
  - 8.2. Hosting may not include meeting with people about responsibilities that are outside of the Board’s role. Any request to meet about an administrative responsibility area must involve the area Associate Superintendent and is not claimable through the trustee hosting budget. Trustee General Duty Days cover meeting with community members.
  - 8.3. A “hosting summary” form must be submitted with any hosting expense claims that outlines the purpose of the event, people in attendance and outcome.

9. Business Expenses
  - 9.1. Office-type supplies required by a trustee to fulfil their requirements of their position (printer ink, paper, cards, etc.) are allowable business expenses.
    - 9.1.1. Trustees must check with the Executive Secretary to the Board and Corporate Services before purchasing supplies to ensure the Division does not already have the required item(s) in stock and/or if there is a contract with a supplier the item(s) can be obtained through at a reduced cost.
  - 9.2. Any other business expenses must be approved by the board chair or vice-chair for the chair.

## **CORPORATE CREDIT CARD GUIDELINES**

### **10. GENERAL GUIDELINES:**

- 10.1. At their request, trustees may be provided with a corporate credit card to assist with ease of travel and fulfilling the requirements of their position.
- 10.2. The card may be used for any allowable expenses outlined in this appendix.
- 10.3. The card may not be used for personal expenses. However, with pre-approval from the Board Chair, trustees are permitted to use corporate credit cards for fuel purchases in emergent situations to attend NSD meetings.
- 10.4. All expenditures charged to a corporate credit card must be supported by original bills or vouchers as well as the customer copy of the credit card receipt.
- 10.5. Details as to the trustee duties incurring the expense should be detailed on the receipt.
- 10.6. No cash advance is allowed through the corporate credit card.
- 10.7. The "Trustee Corporate Credit Card Agreement" must be signed by trustees receiving a corporate credit card. Cardholders are expected to know and observe the agreement as a condition of accepting and using the corporate card.
- 10.8. It is the responsibility of the cardholder to protect the card from loss or theft, and in the event of loss or theft, to notify the Secretary to the Board and Corporate Services immediately.
- 10.9. Along with the "Trustee Corporate Credit Card Agreement", this Appendix and all Board Policies apply to the use of a corporate credit card.
- 10.10. The Chair, or Vice-Chair in the case of the Chair are responsible for ensuring proper use of trustee corporate credit cards.
- 10.11. The Secretary/Treasurer shall immediately inform the Chair, or Vice-Chair in the case of the chair, of any use by a trustee of their corporate credit card that is outside policy, including non-provision of receipts and they shall take immediate action with the trustee involved.
- 10.12. The Chair, in consultation with the Vice-Chair, and the Vice-Chair in consultation with one other trustee in the case of the Chair, have the right to request the immediate return and/or cancellation of a card:
  - 10.12.1. If the card is misused in any manner (e.g. charging personal expenses, charging alcohol)
  - 10.12.2. Any other actions that are considered to constitute a general mishandling of the card such as, but not limited to:

- 10.12.2.1. Excessive administration time required to reconcile the credit card statement against the trustee expense claim.
- 10.12.2.2. Claiming expenses on their expense form that were charged to their credit card.
- 10.13. The following process shall be enacted by the Chair, or Vice-Chair in the case of the Chair, if receipts are not provided, although consideration may be given if the offenses do not occur simultaneously:
  - 10.13.1. The first time a receipt is not provided:
    - 10.13.1.1. The charge will not be reimbursed and will be deducted from the trustees next honorarium/expense claim and;
    - 10.13.1.2. The Chair, or Vice-Chair in the case of the Chair, shall be notified immediately with the details and will contact the trustee involved to remind them of the policy and warn that their card could be cancelled.
  - 10.13.2. The second time a receipt is not provided:
    - 10.13.2.1. The charge will not be reimbursed and will be deducted from the trustees next honorarium/expense claim and;
    - 10.13.2.2. The Chair, or Vice-Chair in the case of the Chair, shall be notified immediately with the details and will contact the trustee involved to remind them of the policy and warn that their card will be cancelled should this occur again.
  - 10.13.3. The third time a receipt is not provided the credit card will be suspended.
  - 10.13.4. Suspension of a card will be for the remainder of the electoral term unless the Chair/Vice-Chair decides to reinstate the card once all receipts and discrepancies have been resolved, including paying back any funds owed. Additional requirements can be added as well, such as signing an agreement.
- 10.14. Trustees are responsible to keep a copy of all receipts which they can provide in the case of a dispute.
- 10.15. As a condition of accepting a corporate credit card, a cardholder authorizes the Division to clear any outstanding accounts and deduct the payment from any funds which may be payable to the cardholder.
- 10.16. The corporate card must be returned to the Division Office one month prior to the end of each electoral term.
- 10.17. Any outstanding charges on the account must be resolved through the trustees honoraria claim prior to the end of an electoral term.
- 10.18. The following may conditionally approve expense(s) outside of policy, subject to Board approval:
  - 10.18.1. The Chair, in consultation with the Vice-Chair, and
  - 10.18.2. In the case of the Chair, the Vice-Chair in consultation with one other trustee as per the Agenda Review Schedule (Policy 8 - Board Committees).
- 10.19. Expense(s) outside of policy may be conditionally approved, subject to Board approval, by:
  - 10.19.1. The Chair, in consultation with the Vice-Chair, and
  - 10.19.2. In the case of the Chair, the Vice-Chair in consultation with one other trustee as per the Agenda Review Schedule (Policy 8 - Board Committees).

10.19.3. Repayment for any conditionally approved expense that is denied by the Board is as per 1.8.



NORTHLAND SCHOOL DIVISION NO. 61  
**HOSTING SUMMARY FORM**

<b>PURPOSE OF EVENT:</b>	
<b>PERSONS IN ATTENDANCE:</b>	
<b>DATE:</b>	
<b>TIME:</b>	
<b>LOCATION:</b>	
<b>COST OF EVENT:</b>	
<b>HOSTING TRUSTEE:</b>	

<b>OUTCOME OF EVENT:</b>

\*\*\*\*\*

<b>APPROVAL:</b>								
Trustee Signature					Chair/Vice-Chair Signature			
<b>FOR OFFICE USE ONLY:</b>								
Code	F	OBJ	FS	P	SP	FA	Amount	Ward
T&S	1	461	07	70	002	90	\$	



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

**TO:** BOARD OF TRUSTEES **DATE:** January 24 2020  
**SUBMITTED BY:** ROBIN GUILD, BOARD CHAIR  
**SUBJECT:** POLICY 15 SCHOOL CLOSURE  
**REFERENCE(S):**  
**ATTACHMENTS:** POLICY 15 SCHOOL CLOSURE

**RECOMMENDATION:**  
THAT the Board of Trustees approve the housekeeping changes to Policy 15 School Closure as presented, to be effective immediately.

\*\*\*\*\*

**BACKGROUND:**  
Changes have been made in response to discussion at the December Policy Committee. The changes included:  
- Revision of 2. Review to include Superintendent role  
- Minor grammatical and spelling errors

**RISK ANALYSIS:**  
No risks are perceived.

## SCHOOL CLOSURES

The Board believes that the students of the Division must have the opportunity to receive educational programs that are characterized by excellence, equity, and efficiency. In achieving this objective it may be necessary to close a school or a portion of a school's educational program for operational and/or financial reasons.

The Board also believes that an orderly and fair process must be in place to provide the Board appropriate information prior to any decision being made.

### Specifically

1. The Board may:

- 1.1. Close a school permanently, or for a specified period of time;
- 1.2. Close entirely three (3) or more consecutive grades in a school; or
- 1.3. Transfer students from one (1) school building to one or more other school buildings on a permanent or temporary basis.

### 2. Review

2.1. Prior to December 1 of each year, the Superintendent will bring to the Board for information the school(s), if any, for which a viability review will be undertaken to determine if further action needs to be taken on the matter of possible closure, or the nature of the educational program.

2.1.1. Generally, the need for a viability study will be based on enrollment.

2.1.2. The viability review shall be provided to the Board by the end of January of the following year.

3. The Board recognizes that there are certain critical factors that must be met by a school in order to exist as a viable educational institution:

- 2.1 Program factors;
- 2.2 Enrolment factors; and
- 2.3 Revenue factors.

4. The Board will undertake any school closure in compliance with section 62 of the Education Act.

4.1. The following criteria shall be utilized in considering the closure of a school:

- 4.1.1. Student enrolment and trends;



- 4.1.2. Location and suitability of alternative school accommodation for the students affected;
- 4.1.3. Program implications for students currently in the schools to which a transfer of students could be affected and the implications for those students who could be transferred;
- 4.1.4. Program implications for other schools to which students could be transferred;
- 4.1.5. Transportation needs of all students potentially affected and the implications on both a local and Division basis;
- 4.1.6. Factors related to the school building which include but are not limited to:
  - 4.1.6.1. The age and expected life of the building;
  - 4.1.6.2. Building modernization requirements; and
  - 4.1.6.3. Education program needs.
- 4.1.7. The educational and financial impact of closure and non-closure which will include, but is not limited to, on both a local and a Division basis:
  - 4.1.7.1. The effect upon operational costs; and,
  - 4.1.7.2. Capital implications.
- 4.1.8. The capital needs of the school or the schools which may experience increased enrollments as a result of a transfer of students.
- 4.2. Where the Board is considering a closure, there shall be a notice of motion at a regular meeting of the Board, proposing that specific schools, a school or a portion of a school, be closed.
5. There will be effective communication to parent(s) of students attending the school and the electors in the attendance area of a school being considered for closure.
  - 5.1. The Board shall communicate information and implications of the possible school closure, in writing, to the parent(s) of every child and student enrolled in the school who, in the opinion of the Board, will be significantly affected by the closure of the school. Such communication shall set out the following:
    - 5.1.1. How the closure would affect the attendance area defined for that school;
    - 5.1.2. How the closure would affect the attendance at other schools;
    - 5.1.3. Information on the Board's long-range capital plan;

- 5.1.4. The number of students who would need to be relocated as a result of the closure;
  - 5.1.5. The need for, and extent of, busing;
  - 5.1.6. Program implications for other schools and for the students when they are attending other schools;
  - 5.1.7. The educational and financial impact of closing the school, including the effect on operational costs and capital implications;
  - 5.1.8. The educational and financial impact if the school were to remain open;
  - 5.1.9. The capital needs of the schools that may have increased enrolment as a result of the closure;
  - 5.1.10. The possible uses of the school building or space in the school building if:
    - 5.1.10.1. The entire school is being closed; or
    - 5.1.10.2. Three (3) or more consecutive grades in the school are being closed entirely;
  - 5.1.11. The time and location of the public meeting referred to in clause 4.2
- 5.2. Where the Board is considering the closure of a school, the Board:
- 5.2.1. Shall organize and convene a public meeting for the purpose of discussing:
    - 5.2.1.1. The closure and the implications of the closure for the students, for the community and for the school system;
    - 5.2.1.2. Implementation plans for the closure; and
    - 5.2.1.3. Alternatives to the closure.
  - 5.2.2. Shall provide an opportunity for the council of the municipality in which the school is located to provide a statement to the Board of the impact the closure may have on the community, and
  - 5.2.3. May hold other meetings with respect to the closure at times and places as the Board may determine.
- 5.3. The date and time of the public meeting referred to in clause 4.2 shall be:

- 5.3.1. Posted in five (5) or more conspicuous places in the area or areas of the school or schools affected by the closure, for a period of at least fourteen (14) days before the date of the public meeting; and
  - 5.3.2. Advertised in a newspaper circulating within the area **or** areas of the school or schools affected by the proposed closure, on at least two (2) occasions as close as is practicable to the date of the meeting.
- 5.4. At least two (2) trustees of the Board shall attend the public meeting referred to in clause 4.2.
- 5.5. The Board will ensure that the minutes of all public meetings held under this section are prepared.
- 5.6. Following the meeting referred to in clause 4.2, there shall be a minimum of three (3) weeks for electors to present to the Board further responses, including preferred alternatives, to the possible closure.
- 5.7. The Board shall give due consideration to any submissions on the proposed closure that it receives after the public meeting referred to in clause 4.2.1.
- 5.8. The final debate by the Board and the vote upon the resolution shall occur only after clauses 4.1 through 4.7 have been completed.
6. The Board may extend the school closure procedures beyond one school year.
7. If the decision of the Board is to close the school:
  - 7.1. The Board shall forthwith notify the Minister in writing of the decision.
  - 7.2. The Board shall identify alternative uses for the school or dispose of the property in accordance with section 192 of the Education Act.

Legal Reference:       Section 11, 33, 53, 62, 192, 194, 222, 248, 249 Education Act  
Disposition of Property Regulation



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

**TO:** BOARD OF TRUSTEES **DATE:** January 24 2020

**SUBMITTED BY:** POLICY COMMITTEE CHAIR K. TELFORD

**SUBJECT:** POLICY 10 POLICY MAKING

**REFERENCE(S):**

**ATTACHMENTS:** POLICY 10 POLICY MAKING

<b>RECOMMENDATION:</b>
<b>THAT the Board of Trustees</b> approve the second reading of Policy 10 Policy Making as presented.

\*\*\*\*\*

<b>BACKGROUND:</b>
No changes to policy since approved in November 2019.
<b>RISK ANALYSIS:</b>
No risks are perceived.

## Policy 10 Version 1 - Current Policy Amended

### POLICY MAKING

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

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

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

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

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

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

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

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

#### 1. Planning

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

#### 2. Development

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

#### 3. Approval

- a. The Chair shall take care to ensure all trustees understand the rationale for a new policy or a policy change prior to motion for approval.

#### 4. Implementation

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

Superintendent is responsible for the implementation of the other policies.

5. Evaluation

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

**Specifically**

1. Any person or party may make suggestions regarding the possible development of a policy or the need for policy revisions on any matter by presenting a proposal for a policy or revisions, in writing, to the Board Chair or Superintendent. The proposal shall contain a brief statement of purpose or rationale.
2. The Board Chair or Superintendent will present the proposal to the Board or appropriate standing committee of the Board, for initial consideration and determination.
3. If necessary, the Superintendent or designate will draft amendments to an existing policy or a new policy as the case may be.
4. When appropriate, the Superintendent shall seek legal advice on the intent and the wording of the policy.
5. Generally, the Board will give each new or revised policy three (3) readings in public session as follows:

5.1 First Reading

5.1.1 The Board will consider the policy proposal and determine if the policy should be circulated for input from interested parties.

5.1.1.1. In most cases, the policy proposal presented to the Board would be circulated to Division staff, principals, school staff, the Northland Local of the Alberta Teachers' Association and key stakeholders groups for consideration and reaction.

5.1.1.2. The Principal is responsible to ensure the school council has an opportunity to provide input.

5.1.1.3. The Board may approve a policy change with all three readings in one motion if:

It is determined they are parameters which preclude feedback OR;

The changes are of a housekeeping nature (e.g. grammar, minor efficiency changes, clarify or align processes) that do not change the intent of the policy.

5.2 Second Reading

5.2.1 The policy is discussed further by the Board after taking into consideration any input received and any amendments arising from input and comments received.

5.2.2 The Board shall consider the information and feedback provided and will either approve second reading of the proposed policy or recirculate if

deemed appropriate (approve again as first reading).

### 5.3 Third Reading

5.3.1 The Board shall give final approval of the policy and it will become effective immediately unless stated otherwise in the motion.

6. No more than two (2) readings of any policy proposal may be given at any one (1) meeting of the Board unless a quorum of Trustees present agree to give the policy a third reading or it has been determined that the policy shall not be circulated (see 5.1.1.3).
7. Only those policies which are adopted and recorded in the minutes constitute the official policies of the Board.
8. In the absence of existing policy, the Board may make decisions, by motion, on matters affecting the administration, management and operation of the Division. Such decisions carry the weight of policy. If appropriate, specific written policy will be developed.
9. The Board may request the Superintendent to change an administrative procedure into a draft Board policy and will provide the rationale for same.
10. The Superintendent shall develop administrative procedures as specified in Policy 11 – Board Delegation of Authority and may develop such other procedures as deemed necessary for the effective operation of the Division. These must be in accordance with Board policies.
11. The Board may also delete a policy and subsequently delegate the Superintendent authority over this area. The Superintendent may choose to then develop an administrative procedure relative to this matter.
12. The Superintendent must inform the Board of any substantive directional changes in administrative procedures.
13. The Superintendent shall ensure all Board policies and administrative procedures posted on the Division's website are current.
14. The Board shall ensure that each policy has a specified date by which the policy must be evaluated in order to determine if it has brought about the intended result, is still necessary and is to be maintained or deleted.

Legal Reference: Section 33, 51, 52, 53, 222 Education Act  
Board Procedures Regulation



NORTHLAND SCHOOL DIVISION NO. 61

# ADMINISTRATION RECOMMENDATION TO THE BOARD

**TO:** BOARD OF TRUSTEES **DATE:** JANUARY 24, 2020

**SUBMITTED BY:** SECRETARY-TREASURER, T. RASMUSON

**SUBJECT:** TRANSFER OF HOUSES TO PEAVINE METIS SETTLEMENT

**REFERENCE(S):**

**ATTACHMENTS:**

**RECOMMENDATION:**

**THAT the Board of Trustees approve the transfer of the three houses (065, 104, 105) to the Peavine Metis Settlement in the amount of \$1.**

\*\*\*\*\*

**BACKGROUND:**

These three houses have been unoccupied for a least five years, with the exception of one, which has been unoccupied for about three years. The division has no use for the housing in the settlement, and the Council has agreed to the transfer. This will eliminate the cost of heating the homes, so the water doesn't freeze, and allow the Settlement to use them.

The houses are on Metis land, so it is just the houses that are being transferred.

**RISK ANALYSIS:**

No risks are perceived.





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

**TO:** THE BOARD OF TRUSTEES **Date:** January 24, 2020  
**SUBMITTED BY:** Nancy Spencer-Poitras, Superintendent of Schools  
**SUBJECT:** Hillview School Viability Study  
**ORIGINATOR:** Administration  
**REFERENCE(S) & ATTACHMENTS:** Policy 15 School Closure  
Education Act Closure of schools 62(1)  
[Hillview Viability Report](#)

**RECOMMENDATION:**

**That the Board of Trustees make a Notice of Motion at the January 24, 2020, Regular Board meeting to consider a school closure of Hillview school grades K-6 and this motion will be decided upon by the end of May 2020.**

\*\*\*\*\*

**BACKGROUND:**

At the November 22, 2019, Corporate Board meeting, Superintendent Spencer-Poitras reviewed the low enrollment at Hillview School which is 32 students. Superintendent Spencer-Poitras gave notice that a viability study was being conducted and would be brought to the January 2020 Corporate Board meeting to determine if further action needs to be taken on the matter of closure.

**RISK ANALYSIS:**

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

# Hillview School Viability Report

January 24, 2020

Prepared by

Dr. Nancy Spencer-Poitras  
Superintendent of Schools

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## Purpose Statement

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

Education Act Closure of Schools 62(1)

Northland School Division Policy 15 - School Closure

## Background Information

Hillview School is located in East Prairie Metis Settlement, Alberta

The school vision statement is

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

The school mission statement

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

## Data

Principal	1
Teachers	1
EA	1
EA/Secretary	1
Cook	0.5
Custodian	1
Bus Drivers	3

## Students

ECS	6
1 - 6	26

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

Community Population is 520.

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

## Rationale

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

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

The viability of Hillview School was first presented to the Board during the 2016-2017 school year. The following motion was passed at the May 15, 2017 Board Meeting:

Lois Byers, Official Trustee moved that the Board of Trustees approve the continuation of the instructional program at Hillview School with the following recommendations:

1. That Hillview School remain an ECS – grade 6 school for the 2017-2018 and 2018-2019 school years;
2. That Hillview School be re-evaluated in the fall of 2019 for operational viability;
3. That administration work with the community to develop partnerships to further enhance education opportunities in East Prairie Metis Settlement; and
4. If the student population drops to below 10, in the 2018-2019 school year it will automatically trigger the school closure process (the school enrollment numbers will have a grace period for the 2017-2018 school year).

## Analysis

### 4.1 The consideration factors precipitating the proposed school closure;

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

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

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

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

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

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

The school was built in 2008 and is in excellent condition including the grounds, play structures, and building. Northland School Division has no plans to improve or

modernize the building as per the long-range capital plan. Alternative uses or next steps for the facility will need to be determined. NSD commissioned a facility review in the fall of 2018. Hillview school did not have significant capital needs. The chart below shows the recommended work needed at Hillview.

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

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

32 students will be displaced to High Prairie.

4.6 The need for, and extent of, busing;

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

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

The absorption of 32 students should not significantly impact other schools' educational programming.

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

The educational impact on students would be that some younger students would now be riding a bus to school which may be close to 2 hours per day. For young students, this can have a negative impact as they are not used to this type of daily

commute. While not preferred, this is within tolerable limits given that many other similar aged children have similar ride times in the province.

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

The financial analysis is prepared in item 4.9

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

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

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

The Education Results for 2018-2019 are attached as Appendix 2.

The financial analysis below reports a \$397,116 net operating deficit for 2018-2019 and an operating deficit of \$378,285 for 2017-2018. If the school were to continue in operation and no new students were to attend this deficit would continue. The current cost per student is \$28,021 as compared to the division funding average of \$21,175. There is an economy of scale factor if more students were to attend Hillview school. The approximate break-even point for the school is 6 ECS and 43 grades 1 - 6 students. Any combination comprising a student composition of 46 students would make the school financially viable.

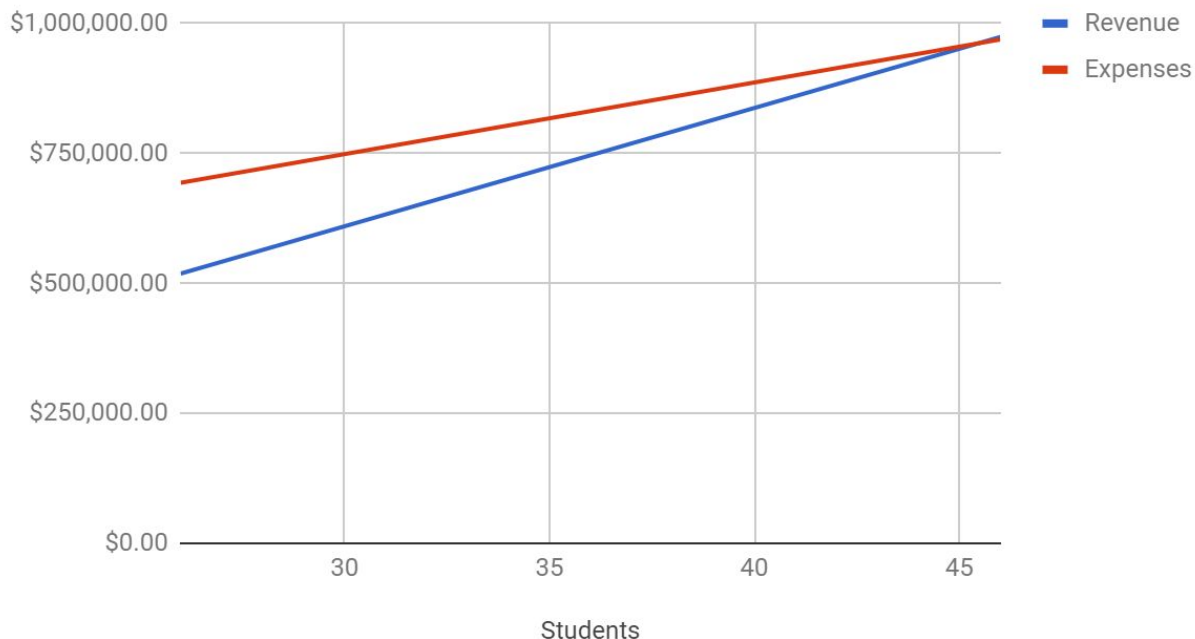


## Hillview School Financial Analysis

Hillview School			
Financial Analysis			
2019-2020			
		2018-2019	2017-2018
<b>Enrollment</b>			
ECS	6	2	5
1- 12	26	13	10
Rate	\$21,175	\$21,175	\$21,175
<b>Revenue</b>			
ECS	\$63,525	\$21,175	\$52,937
1 -12	\$550,550	\$275,275	\$211,750
<b>Total</b>	<b>\$614,075</b>	<b>\$296,450</b>	<b>\$264,687</b>
<b>Expenses</b>			
Instruction and Supplies		\$430,047	\$386,626
Maintenance		\$112,427	\$107,887
LSBC		\$0	\$562
Transportation		\$108,151	\$108,551
Food Services		\$42,941	\$39,346
<b>Total Expenses</b>	<b>\$668,269 (avg)</b>	<b>\$693,566</b>	<b>\$642,972</b>
<b>Surplus (Deficit)</b>	<b>(\$54,194)</b>	<b>(\$397,116)</b>	<b>(\$378,285)</b>

Chart 1. School Viability Analysis

### Viability Analysis Hillview School 2020



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

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

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

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

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

4.11.2 Create an outdoor education campus for all area school divisions and college use. An excellent facility for cultural education and access to outdoor education opportunities including land-based learning and cultural connections to Metis peoples.

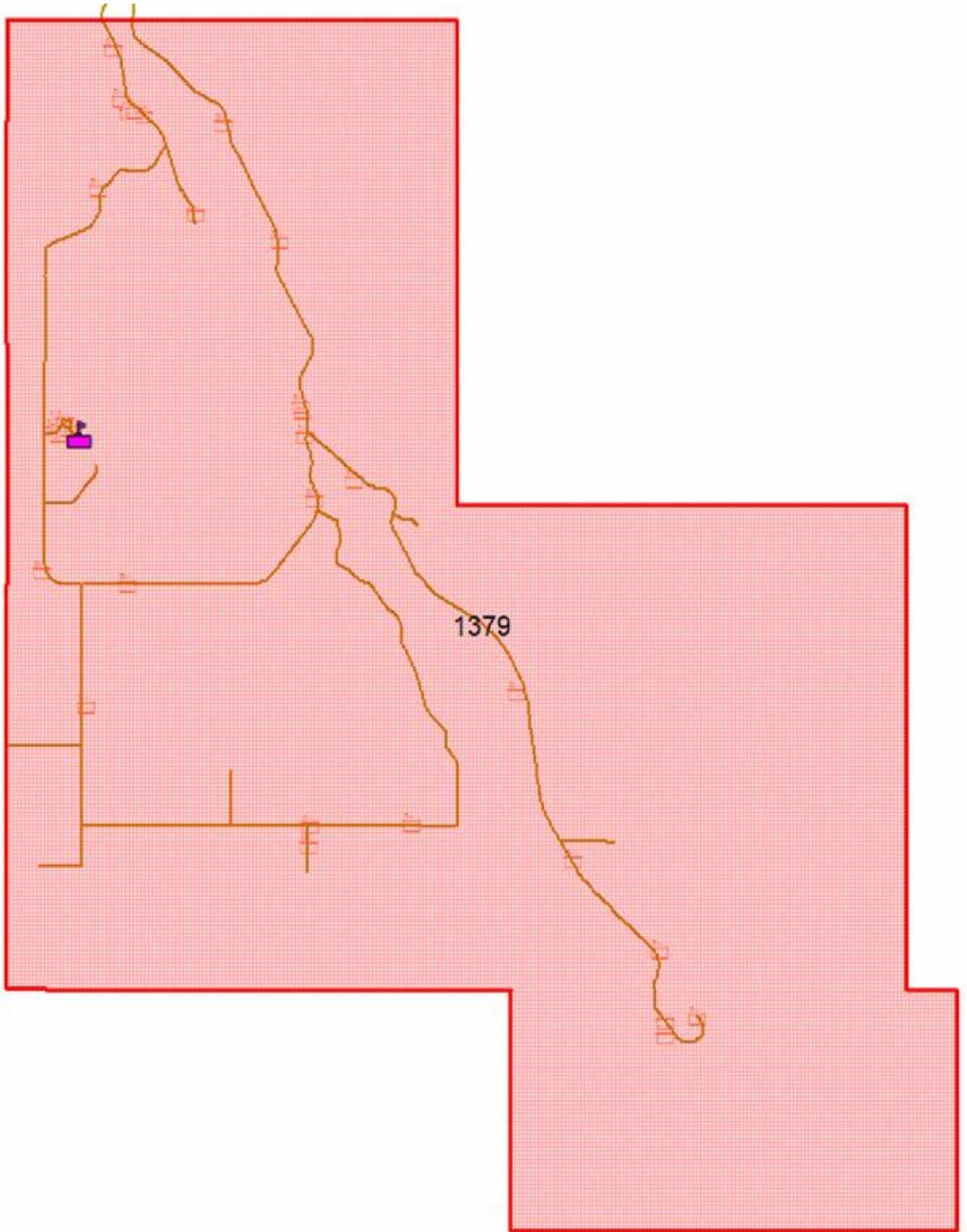
4.11.3 Turn the facility over to the regional college for adult learning opportunities.

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

## School Closure Schedule

January 24, 2020	Notice of Motion - Proposed School Closure  Hillview School ECS to Grade 6  School closure decision May 22, 2020
February 10, 2020	Written notification to parents of Hillview School
February 14, 2020	Public notification process
March 11, 2020	Public meeting - proposed school closure
March 18, 2020	Minutes from the public meeting posted
April 15, 2020	Deadline for written submissions
May 22, 2020	Regular Board Meeting  School closure decision

# Appendix 1 Hillview School Attendance Area Map



## Appendix 2 2018-2019 Hillview School Education Results

Measure Category	Measure	Hillview School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Avg	Current Result	Prev Year Result	Prev 3 Year Avg	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	<b>96.7</b>	n/a	63.2	<b>89.0</b>	89.0	89.3	Very High	Improved	Excellent
Student Learning Opportunities	Program of Studies	<b>n/a</b>	n/a	n/a	<b>82.2</b>	81.8	81.9	n/a	n/a	n/a
	Education Quality	<b>100.0</b>	n/a	77.4	<b>90.2</b>	90.0	90.1	Very High	Improved	Excellent
	Drop Out Rate	<b>n/a</b>	n/a	n/a	<b>2.6</b>	2.3	2.9	n/a	n/a	n/a
	High School Completion Rate (3 yr)	<b>n/a</b>	n/a	n/a	<b>79.1</b>	78.0	77.5	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	*	*	13.1	<b>73.8</b>	73.6	73.6	*	*	*
	PAT: Excellence	*	*	0.0	<b>20.6</b>	19.9	19.6	*	*	*
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	<b>n/a</b>	n/a	n/a	<b>83.6</b>	83.7	83.1	n/a	n/a	n/a
	Diploma: Excellence	<b>n/a</b>	n/a	n/a	<b>24.0</b>	24.2	22.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	<b>n/a</b>	n/a	n/a	<b>56.3</b>	55.7	55.1	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	<b>n/a</b>	n/a	n/a	<b>64.8</b>	63.4	62.2	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	<b>n/a</b>	n/a	n/a	<b>59.0</b>	58.7	58.7	n/a	n/a	n/a
	Work Preparation	<b>n/a</b>	n/a	n/a	<b>83.0</b>	82.4	82.6	n/a	n/a	n/a
	Citizenship	<b>83.3</b>	n/a	37.6	<b>82.9</b>	83.0	83.5	Very High	Improved	Excellent
Parental Involvement	Parental Involvement	<b>n/a</b>	n/a	n/a	<b>81.3</b>	81.2	81.1	n/a	n/a	n/a
Continuous Improvement	School Improvement	<b>100.0</b>	n/a	64.2	<b>81.0</b>	80.3	81.0	Very High	Improved	Excellent

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



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

**TO:** THE BOARD OF TRUSTEES **Date:** January 24, 2020  
**SUBMITTED BY:** Nancy Spencer-Poitras, Superintendent of Schools  
**SUBJECT:** Pelican Mountain School Viability Study  
**ORIGINATOR:** Administration  
**REFERENCE(S) & ATTACHMENTS:** Policy 15 School Closure  
Education Act Closure of schools 62(1)  
[Pelican Mountain Viability Report](#)

**RECOMMENDATION:**

**That the Board of Trustees make a Notice of Motion at the January 24, 2020, 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 2020.**

\*\*\*\*\*

**BACKGROUND:**

At the November 22, 2019, Corporate Board meeting, Superintendent Spencer-Poitras reviewed the low enrollment at Pelican Mountain School which is 26 students. Superintendent Spencer-Poitras gave notice that a viability study was being conducted and would be brought to the January 2020 Corporate Board meeting to determine if further action needs to be taken on the matter of closure.

**RISK ANALYSIS:**

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

# Pelican Mountain School Viability Report

January 24, 2020

Prepared by

Dr. Nancy Spencer-Poitras  
Superintendent of Schools

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## Purpose Statement

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

Education Act Closure of schools 62(1)  
Northland School Division Policy 15 School Closure

## Background Information

Pelican Mountain School is located Sandy Lake, Alberta

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

The school mission statement

At Pelican Mountain School we believe:

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

## Data

Principal	1
Teachers	1
EA	1.4
Secretary	.35
Language Instructor	.25
Cook	0.5
Custodian	1
Bus Drivers	1

## Students

ECS	4
1 - 6	22

The school was opened in 1984. The student capacity of the school is 57.  
Community population is 156 in the community, 35 school aged students.

There are students whose parents choose to send their children to Wabasca rather than attend Pelican Mountain School.

## Rationale

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

-

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

The viability of Pelican Mountain School was first presented to the Board during the 2014-2015 school year. The following motion was passed at the June 26, 2015 Board Meeting:

Colin Kelly, Official Trustee moved that the Board of Trustees receive as information the Pelican Mountain School Survey Summary, as attached.

Colin Kelly, Official Trustee requests that administration bring a school closure process to the October 2/3, 2015 Regular Board Meeting

The viability of Pelican Mountain School was again presented to the Board during the 2018-2019 school year. The following motion was passed at the June 14, 2019 Board Meeting:

Trustee Lamouche moved that the Board of Trustees approve the continuation of the instructional program at Pelican Mountain School for the 2019-2020 school year, subject to Ministerial Approval, section 7(2) of the Closure of School Regulation which states, "Notwithstanding (1), on the written request of the board, the Ministers may extend the school closure procedures beyond one school year".

NSD closed the school of choice bussing at the June 14, 2019 Board Meeting from Sandy Lake to Wabasca, in hopes it would increase enrolment at Pelican Mountain School:

Trustee Lamouche moved that the Board of Trustees approve to discontinue the School of Choice bussing for Pelican Mountain School and to continue School of Choice bussing for Grouard Northland School for the 2019-2020 school year to allow for opportunity for community consultation.

Enrolment was 17 students in 2018/2019, it is currently 26 students.

## Analysis

### 4.1 The consideration factors precipitating the proposed school closure;

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

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

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

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

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

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

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

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

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

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

26 students will be displaced to St. Theresa School in Wabasca

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

Students would be bused to St. Theresa School in Wabasca. Northland School Division will operate the bus service. The approximate ride time for all students is 70 minutes one way.

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

The absorption of 26 students should not significantly impact other St. Theresa's educational programming.

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

The educational impact on students would be that some younger students would now be riding a bus to school which may be close to 2.2 hours per day. For young students, this can have a negative impact as they are not used to this type of daily commute. While not preferred, this is within tolerable limits given that many other similar aged children have similar ride times in the province.

Administrative duties are time-consuming and regardless of the number of students in the school, some duties do not reduce in scope. At least .25 time must be given to teachers to be Principals and adequately cover all duties. In the case of Pelican Mountain and 26 students, .25 administrative time is not financially viable.

The financial analysis is prepared in item 4.9

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

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

If the school were to remain open the current students would continue to be serviced with the quality of education and educational opportunity that Pelican Mountain

School provides. Northland School Division operates an adequate educational program in Pelican Mountain School. In 2015 NSD conducted a survey asking parents why they preferred to send students to Wabasca. Many responses cited lack of confidence in the school and personal reasons to have their children educated in Wabasca.

The academic results are similar to the Division average.

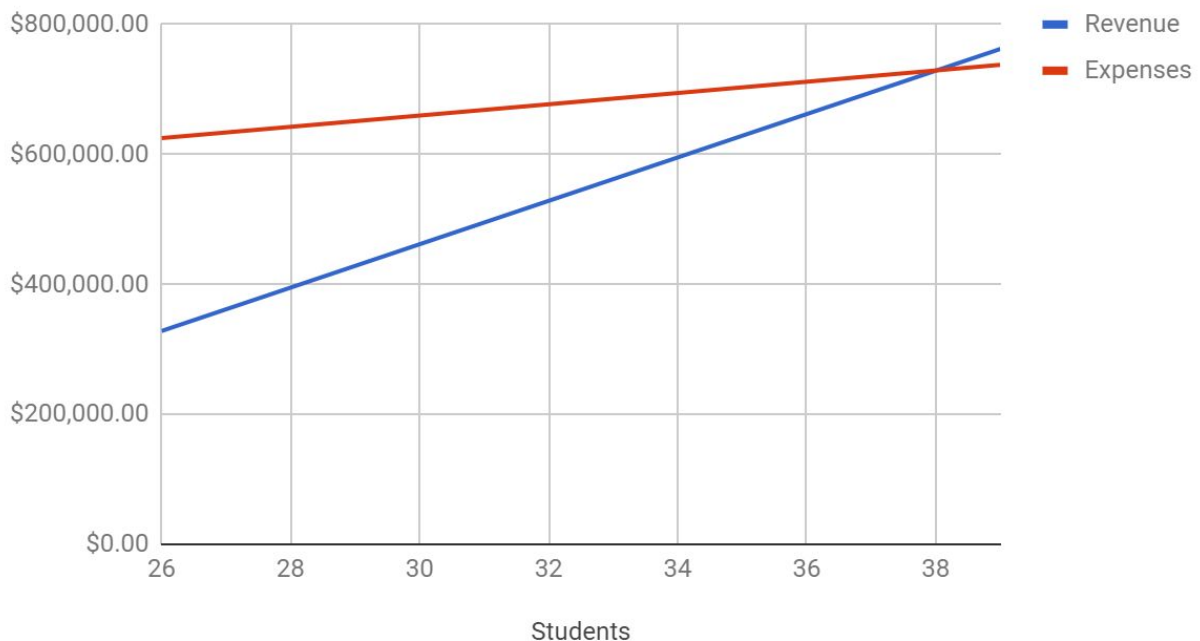
The financial analysis below reports a \$322,697 net operating deficit for 2018-19 and a projected deficit of \$137,531 for 2019-20. If the school were to continue in operation and no new students were to attend this deficit would continue. The current cost per student is \$24,835 as compared to the division funding average of \$21,175. There is an economy of scale factor if more students were to attend Pelican Mountain school. The approximate break-even point for the school is 6 ECS and 33 grades 1 - 6 students. Any combination comprising a student composition of 40 students would make the school financially viable.

## Financial Analysis

Pelican Mountain			
Financial Analysis			
2019-2020			
	2019-2020	2018-2019	2017-2018
<b>Enrollment</b>			
ECS	4	2	4
1- 12	22	14	13
Rate	\$21,175	\$21,175	\$21,175
<b>Revenue</b>			
ECS	\$42,350	\$21,175	\$42,350
1 -12	\$465,850	\$296,450	\$275,275
<b>Total</b>	\$508,200	\$317,625	\$317,625
<b>Expenses</b>			
Instruction and Supplies		\$390,235	\$443,147
Maintenance		\$184,816	\$145,200
LSBC		\$0	\$0
Transportation		\$31,745	\$29,536
Food Services		\$34,156	\$33,257
<b>Total Expenses</b>	\$645,731 (avg)	\$640,322	\$651,140
<b>Surplus (Deficit)</b>	(\$137,531)	(\$322,697)	(\$333,515)

## Chart 1. Pelican Mountain School Viability Analysis

### Viability Analysis Pelican Mountain School 2020



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

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

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

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

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

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



4.11.2 Create an outdoor education and land based learning campus for the school division and possible college use. A place for cultural education with excellent facility and access to outdoor education opportunities including land-based learning and cultural connections.

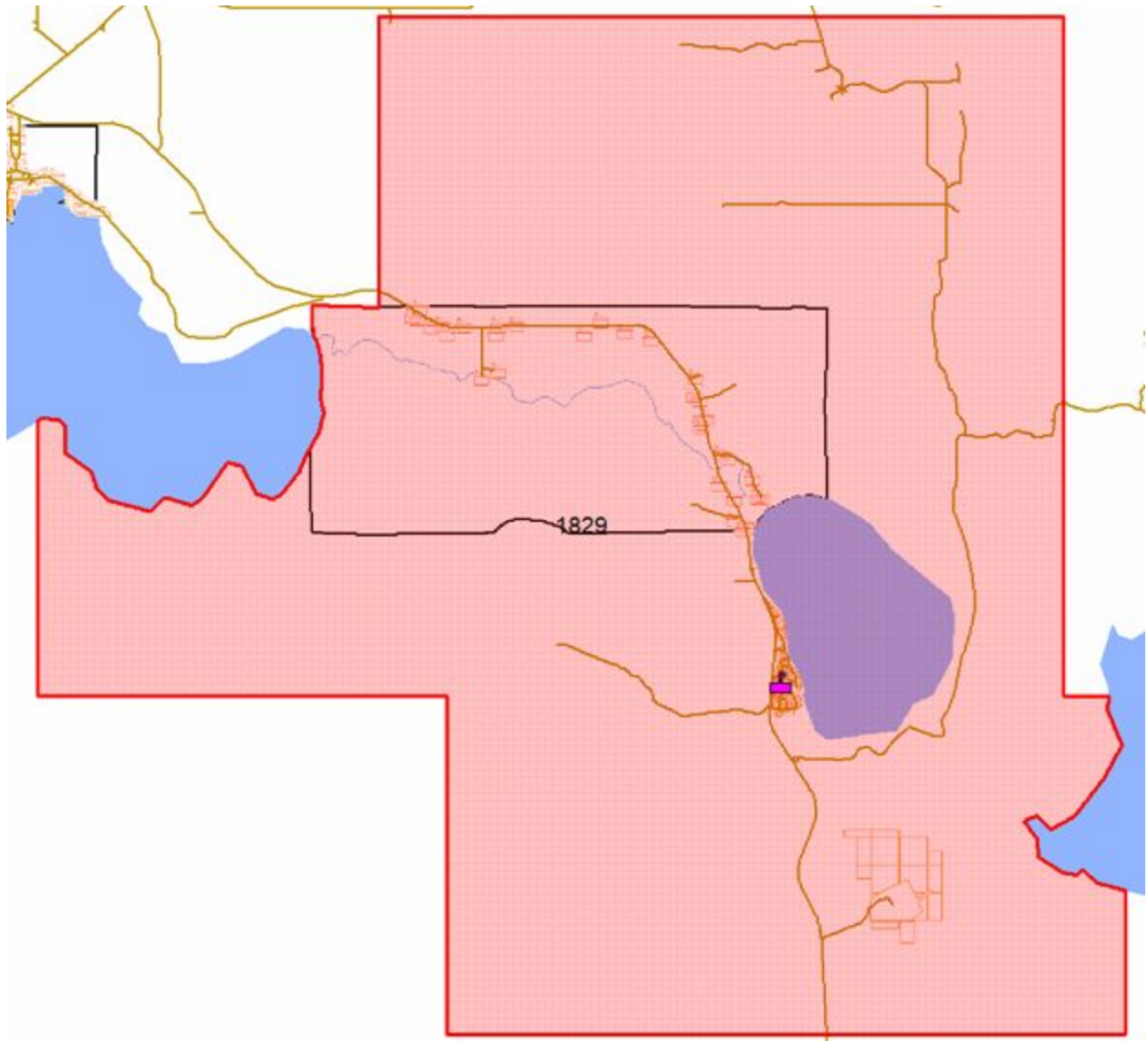
4.11.3 Turn the facility over to the regional college for adult learning opportunities.

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

## School Closure Schedule

January 24, 2020	Notice of Motion - Proposed School Closure  Pelican Mountain School ECS to Grade 6  School closure decision May 22, 2020
February 10, 2020	Written notification to parents of Pelican Mountain School
February 14, 2020	Public notification process
March 12, 2020	Public meeting - proposed school closure
March 18, 2020	Minutes from public meeting posted
April 15, 2020	Deadline for written submissions
May 22, 2020	Regular Board Meeting  School closure decision

# Appendix 1 Pelican Mountain School Attendance Area Map



## Appendix 2 - 2018-2019 Pelican Mountain School Education Results

Measure Category	Measure	Pelican Mountain School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Avg	Current Result	Prev Year Result	Prev 3 Year Avg	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring Schools	n/a	n/a	72.2	<b>89.0</b>	89.0	89.3	n/a	n/a	n/a
Student Learning Opportunities	Program of Studies	n/a	n/a	n/a	<b>82.2</b>	81.8	81.9	n/a	n/a	n/a
	Education Quality	n/a	n/a	87.5	<b>90.2</b>	90.0	90.1	n/a	n/a	n/a
	Drop Out Rate	n/a	n/a	n/a	<b>2.6</b>	2.3	2.9	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	<b>79.1</b>	78.0	77.5	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	*	n/a	<b>73.8</b>	73.6	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	*	n/a	<b>20.6</b>	19.9	19.6	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	<b>83.6</b>	83.7	83.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	<b>24.0</b>	24.2	22.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	<b>56.3</b>	55.7	55.1	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	<b>64.8</b>	63.4	62.2	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	<b>59.0</b>	58.7	58.7	n/a	n/a	n/a
	Work Preparation	n/a	n/a	n/a	<b>83.0</b>	82.4	82.6	n/a	n/a	n/a
	Citizenship	n/a	n/a	53.6	<b>82.9</b>	83.0	83.5	n/a	n/a	n/a
Parental Involvement	Parental Involvement	n/a	n/a	n/a	<b>81.3</b>	81.2	81.1	n/a	n/a	n/a
Continuous Improvement	School Improvement	n/a	n/a	77.8	<b>81.0</b>	80.3	81.0	n/a	n/a	n/a

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



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

**TO:** THE BOARD OF TRUSTEES **Date:** January 24, 2020  
**SUBMITTED BY:** Nancy Spencer-Poitras, Superintendent of Schools  
**SUBJECT:** Susa Creek School Viability Study  
**ORIGINATOR:** Administration  
**REFERENCE(S) & ATTACHMENTS:** Policy 15 School Closure  
Education Act Closure of schools 62(1)  
[Susacreek School Viability Report](#)

**RECOMMENDATION:**

**That the Board of Trustees make a Notice of Motion at the January 24, 2020, Regular Board meeting to consider a school closure of Susa Creek school grades K-6 and this motion will be decided upon by the end of May 2020.**

\*\*\*\*\*

**BACKGROUND:**

At the November 22, 2019, Corporate Board meeting, Superintendent Spencer-Poitras reviewed the low enrollment at Susa Creek School which is 21 students. Superintendent Spencer-Poitras gave notice that a viability study was being conducted and would be brought to the January 2020 Corporate Board meeting to determine if further action needs to be taken on the matter of closure.

**RISK ANALYSIS:**

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

# Susa Creek School Viability Report

January 24, 2020

Prepared by

Dr. Nancy Spencer-Poitras  
Superintendent of Schools

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## Purpose Statement

This report is intended to collect information regarding the viability of Susa Creek School. The report was requested by Northland School Division Board of Trustees at the November 23, 2019 Board meeting.

The report is formatted to match the requirements of

Education Act Closure of schools 62(1)  
Northland School Division Policy 15 School Closure

## Background Information

Susa Creek School is located in Susa Creek, Alberta.

The school philosophy statement is

Susa Creek School will foster a positive, engaging and culturally relevant learning environment in which students will be encouraged to achieve to the best of their abilities.

The school mission statement

Susa Creek School will encourage and promote the best possible education for its students through efficient teaching and administration, which can be accomplished in a disciplined atmosphere with the close cooperation of the parents, the Local School Board Committee, and the staff.

## Data

Principal	1
Teachers	2
EA	0.9
Native Language Instructor	0.5
School Secretary	0.5
Custodian	1.0
SFS Cooks	1.26

## Students

ECS	6
1 - 6	15

The school was opened in 1989. The student capacity of the school is 94.

Community Population - there are 400 adults living in the Aseniwuche community, with 63 residing in Susa Creek.

## Rationale

As per Northland School Division Policy 15 the report is prepared to meet article 3 of proposed policy and articles 3.1.1, 3.2.1 in current policy, which reads -

3.1.1 Unnecessary costs are incurred by the Board in maintaining the school and educational program.

3.2.1 The ability to provide an adequate educational program to the students in attendance.

## Analysis

4.1 The consideration factors precipitating the proposed school closure;

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



4.2 How the closure would affect the attendance area defined for that school;  
 The attendance area defined for this school is the Susa Creek as per the map attached as Appendix 1. There are no other schools or school divisions affected by the closure of this school.

4.3 How the closure would affect the attendance at other schools;  
 Closure of Susa Creek School will have no impact on other Northland School Division schools. The school is isolated in Susa Creek. Students will be bused to Grande Cache.

4.4 Information on the Board’s long-range capital plan;  
 Susa Creek School was built in 1989. NSD commissioned a facility review in the fall of 2018. Susa Creek School had concerns that would require capital investment. A significant concern is that the existing 'rural' type of property servicing (standalone septic system), water storage, propane tanks, and potable water well add a significant layer of critical upkeep to the NSD maintenance team. Normally, this infrastructure maintenance belongs to utility companies in a municipal setting. Second, the building is a combination of modular components which do not have a core administration/general office or common area. The current kitchen is constructed of residential grade material. Maintenance would benefit from a complete Building Management System. Last, the building is not barrier-free. The chart below shows the recommended work needed at Susa Creek School.

#1	Building Management System Drain	\$30,000
#2	Potable water system commissioning / calibration	\$1,500
#3	Sanitary system flush and pump replacement, disposal	\$8,500
#4	Drain, clean, repair firefighting water storage	\$25,000
#5	Modernize / Replace washrooms	\$150,000
#6	Barrier Free Upgrades (ramps, wheelchair lift)	\$60,000

#7	Upgrade Fire Alarm	\$40,000
#8	Commercial Kitchen Modular for hot lunch	\$300,000
#9	Electrical upgrades to support Kitchen and Admin Suite	\$100,000
#10	Administration Suite Modular	\$300,000
#11	Window blinds – security	\$5,000
#12	Air Conditioning	\$26,000

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

21 students will be displaced to Grande Cache.

4.6 The need for, and extent of, busing;

Students would be bused to Grande Cache to attend Grande Yellowhead Public School Division (GYPSD) schools. Northland School Division will operate the bus service until an agreement is made with GYPSD. The approximate ride time for all students is 15 minutes one way.

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

The absorption of 21 students should not significantly impact other schools' educational programming.

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

Administrative duties are time consuming and regardless of the number of students in the school some duties do not reduce in scope. At least .25 time must be given to teachers to be Principals and adequately cover all duties. In the case of Susa Creek and 21 students .25 administrative time is not financially viable.

The financial analysis is prepared in item 4.9

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

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

If the school were to remain open the current students would continue to be serviced with the quality of education and educational opportunity that Susa Creek School provides. Northland School Division operates an adequate educational program in Susa Creek.

The Education Results for 2018-2019 are attached as Appendix 2.

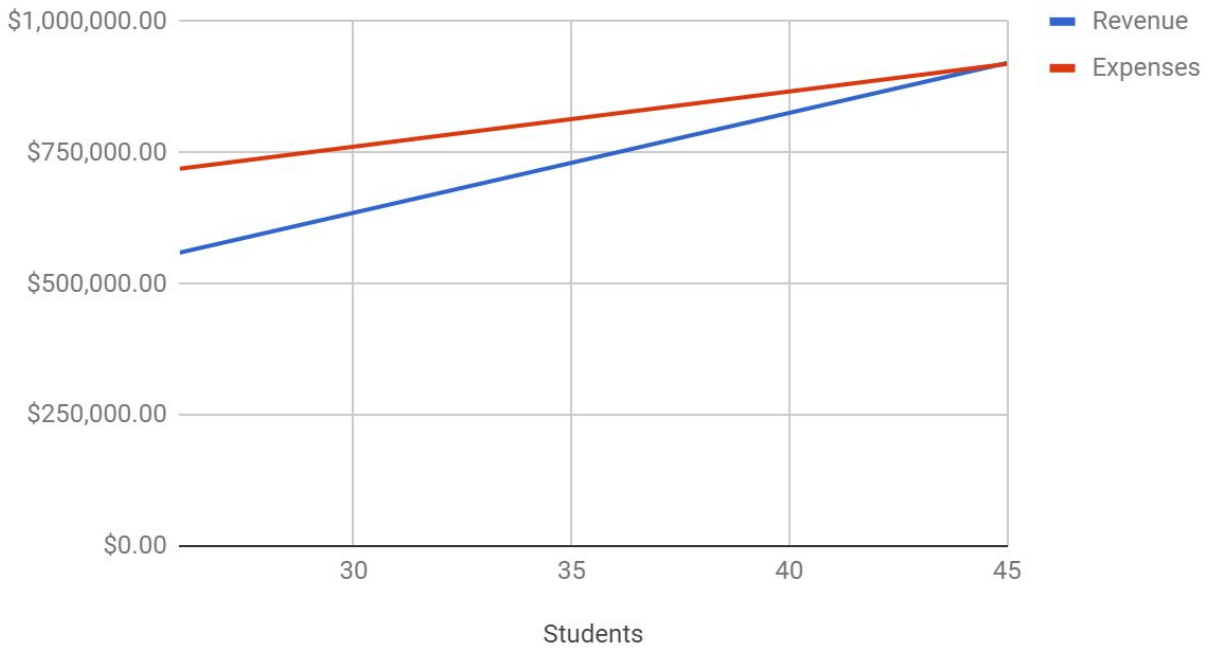
The financial analysis below reports a \$469,812 net operating deficit. If the school were to continue in operation and no new students were to attend this deficit would continue. The current cost per student is \$38,999 as compared to the division funding average of \$21,175. There is an economy of scale factor if more students were to attend the school. The approximate break-even point for the school is 45 students.

## Financial Analysis

Susacreek			
Financial Analysis			
2019-2020			
	2019-2020	2018-2019	2017-2018
<b>Enrollment</b>			
ECS	6	6	7
1- 12	15	38	43
Rate	\$21,175	\$21,175	\$21,175
<b>Revenue</b>			
ECS	\$63,525	\$63,525	\$74,112
1 -12	\$317,625	\$804,650	\$910,525
<b>Total</b>	\$381,150	\$868,175	\$984,637
<b>Expenses</b>			
Instruction and Supplies		\$559,336	\$587,268
Maintenance		\$133,254	\$186,386
Council		\$949	0
Transportation		\$26,794	\$15,520
		\$98,647	\$93771
Food Services			
<b>Total Expenses</b>	\$850,962 (avg)	\$818,980	\$882,945
<b>Surplus (Deficit)</b>	(\$469,812)	\$49,195	\$101,692

# Chart 1. Susa Creek School Viability Analysis

## Viability Analysis Susa Creek School 2020



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

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

There are no anticipated capital needs of other schools who would receive Susa Creek School students.

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

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

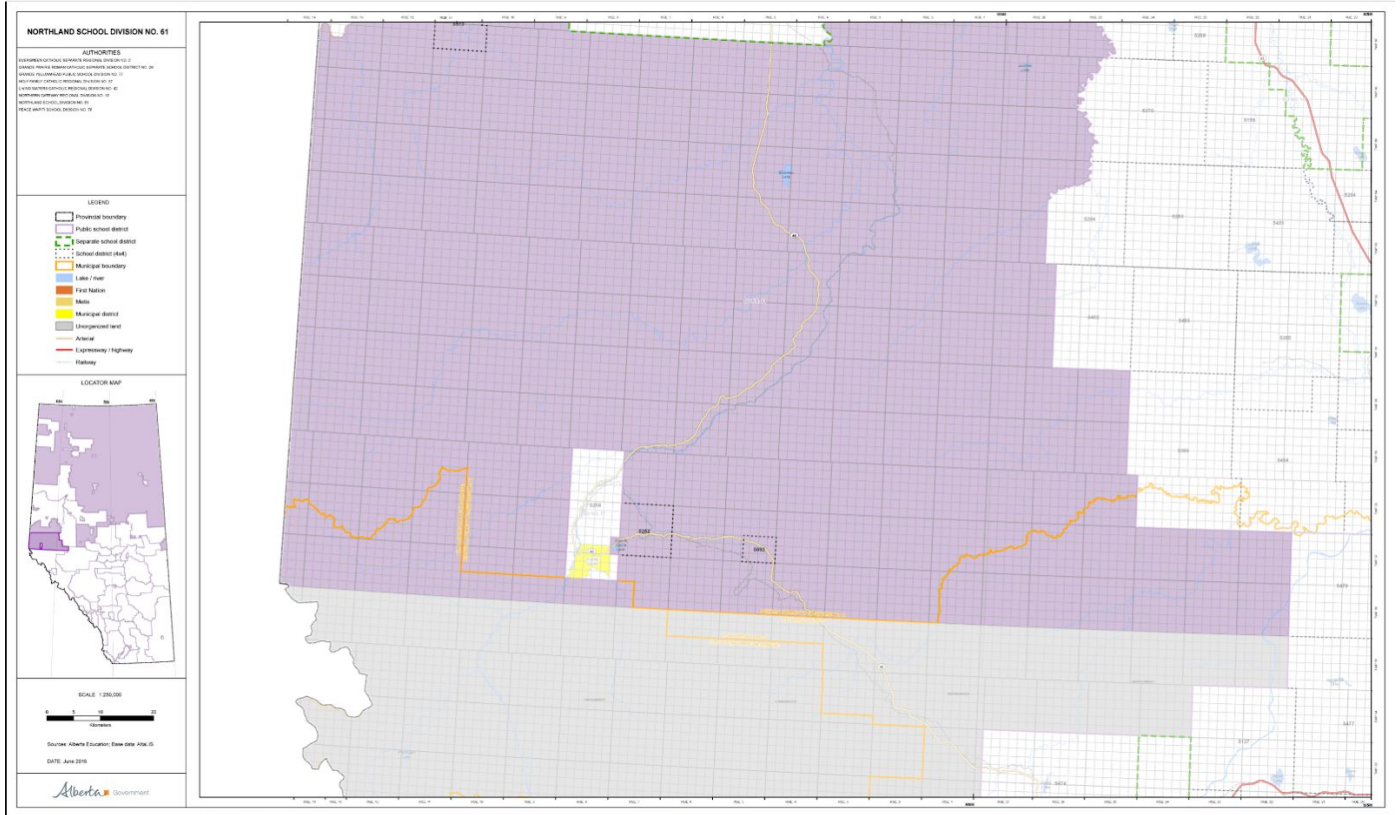
4.11.1 Turn the facility to Susa Creek community for their use as they see fit.

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

## School Closure Schedule

January 24, 2020	Notice of Motion - Proposed School Closure  Susa Creek School ECS to Grade 6  School closure decision May 22, 2020
February 10, 2020	Written notification to parents of Susa Creek School
February 14, 2020	Public notification process
March 10, 2020	Public meeting - proposed school closure
March 18, 2020	Minutes from public meeting posted
April 15, 2020	Deadline for written submissions
May 22, 2020	Regular Board Meeting  School closure decision

# Appendix 1 Susa Creek School Attendance Area Map



## Appendix 2 2018-2019 Susa Creek Education Results

Measure Category	Measure	Susa Creek School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	n/a	n/a	86.7	<b>89.0</b>	89.0	89.3	n/a	n/a	n/a
Student Learning Opportunities	Program of Studies	n/a	n/a	96.4	<b>82.2</b>	81.8	81.9	n/a	n/a	n/a
	Education Quality	n/a	n/a	96.2	<b>90.2</b>	90.0	90.1	n/a	n/a	n/a
	Drop Out Rate	n/a	n/a	n/a	<b>2.6</b>	2.3	2.9	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	<b>79.1</b>	78.0	77.5	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	*	*	4.2	<b>73.8</b>	73.6	73.6	*	*	*
	PAT: Excellence	*	*	0.0	<b>20.6</b>	19.9	19.6	*	*	*
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	<b>83.6</b>	83.7	83.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	<b>24.0</b>	24.2	22.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	<b>56.3</b>	55.7	55.1	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	<b>64.8</b>	63.4	62.2	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	<b>59.0</b>	58.7	58.7	n/a	n/a	n/a
	Work Preparation	n/a	n/a	n/a	<b>83.0</b>	82.4	82.6	n/a	n/a	n/a
	Citizenship	n/a	n/a	76.5	<b>82.9</b>	83.0	83.5	n/a	n/a	n/a
Parental Involvement	Parental Involvement	n/a	n/a	n/a	<b>81.3</b>	81.2	81.1	n/a	n/a	n/a
Continuous Improvement	School Improvement	n/a	n/a	96.2	<b>81.0</b>	80.3	81.0	n/a	n/a	n/a

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





NORTHLAND SCHOOL DIVISION NO. 61

## ADMINISTRATION RECOMMENDATION TO THE BOARD

**TO:** THE BOARD OF TRUSTEES **DATE:** JANUARY 24, 2020  
**SUBMITTED BY:** TRUDY RASMUSON, SECRETARY-TREASURER  
**SUBJECT:** MONITORING REPORTS  
**REFERENCE(S) & ATTACHMENTS:** AS PER AGENDA

### RECOMMENDATION:

**THAT the Board of Trustees accept as information the Monitoring Reports as presented and attached.**

- E1. Board Chair Highlights**
- E2. Superintendent Highlights**
- E3. Area 1 Associate Superintendent Report**
- E4. Draft School Year Calendar**
- E5. Every Season Learning**
- E6. Monthly Financial Reporting**
- E7. Student Engagement Attendance & Completion Report**

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### BACKGROUND:

The monitoring reports are a requirement of the board's oversight role.



NORTHLAND SCHOOL DIVISION NO. 61  
**BOARD CHAIR HIGHLIGHTS**

<b>TO:</b>	<b>THE BOARD OF TRUSTEES</b>	<b>DATE:</b>	<b>JANUARY 2020</b>
<b>SUBMITTED BY:</b>	Robin Guild, Chair, Ward 7		
<b>SUBJECT:</b>	January 2020 Board Chair Highlights		

Highlights
<ul style="list-style-type: none"> <li>• Superintendent Announcement</li> <li>• Board Budget</li> <li>• Upcoming Events:               <ul style="list-style-type: none"> <li>○ U of A Career Fair – Edmonton – January 27</li> <li>○ U of C Career Fair – Calgary – January 28</li> <li>○ U of S Career Fair – Saskatoon – January 29</li> <li>○ GPRC – TEN Career Fair – Grande Prairie – January 30</li> <li>○ Shaping the Future Conference – January 29-31</li> <li>○ U of L Career Fair – Lethbridge – February 5</li> <li>○ PSBAA – Council Meeting – February 6-7</li> <li>○ 32<sup>nd</sup> Annual Regional Aboriginal Recognition Awards – February 8</li> <li>○ Family Day – CO Office Closed – February 17</li> <li>○ Board Meeting – February 21</li> <li>○ King’s University Career Fair – Edmonton – March 13</li> </ul> </li> </ul>

<b>TRUSTEE EXPENSE SUMMARY</b>				
<b>AS OF December 31, 2019</b>				
			<b>BUDGET</b>	
	<b>YTD</b>	<b>BUDGET</b>	<b>REMAINING</b>	<b>% SPENT</b>
Trustee Remuneration	\$75,045.15	\$130,250.00	\$55,204.85	57.62%
Trustee Employee Benefits	\$19,404.39	\$40,000.00	\$20,595.61	48.51%
PD/School Council Development	\$2,563.65	\$6,000.00	\$3,436.35	42.73%
Legal Fees	\$64,745.22	\$50,000.00	-\$14,745.22	129.49%
Professional Services	\$0.00	\$0.00	\$0.00	0.00%
Advertising	\$0.00	\$1,700.00	\$1,700.00	0.00%
ASBA/PSBA Fees	\$11,707.35	\$33,000.00	\$21,292.65	35.48%
Office Supplies	\$757.36	\$2,000.00	\$1,242.64	37.87%
Printing and Binding	\$920.51	\$2,700.00	\$1,779.49	34.09%
Postage	\$0.00	\$600.00	\$600.00	0.00%
Travel and Subsistence - Trustees	\$66,186.92	\$125,250.00	\$59,063.08	52.84%
Insurance (liability)	\$245.35	\$250.00	\$4.65	98.14%
Telephone	\$1,086.03	\$6,000.00	\$4,913.97	18.10%
Awards	\$4,064.00	\$35,000.00	\$30,936.00	11.61%
Furniture and Equipment	\$249.99	\$10,000.00	\$10,000.00	2.50%
Five Year Investment Grant	\$0.00	\$80,000.00	\$80,000.00	0.00%
Hosting	\$0.00	\$11,000.00	\$11,000.00	0.00%
	\$246,975.92	\$533,750.00	\$287,024.07	46.27%
<b>TOTALS</b>	<b>\$246,975.92</b>	<b>\$533,750.00</b>	<b>\$287,024.07</b>	<b>46.27%</b>
<b>TO BE EXPENSED:</b>				
January expenses paid in February	\$15,000.00			
<b>TOTALS</b>	<b>\$261,975.92</b>	<b>\$533,750.00</b>	<b>\$414,359.90</b>	<b>49.08%</b>

## Cost Analysis of 2018/2019 Professional Development

Trustee	Sum of Registration Cost	Sum of T&S	Sum of Honoraria	Totals
Ward 1	\$ 9,171.03	\$ 18,815.85	\$ 16,000.00	\$ 43,986.88
Ward 2	\$ 4,599.65	\$ 8,250.06	\$ 7,000.00	\$ 19,849.71
Ward 3	\$ 3,155.00	\$ 5,662.68	\$ 4,200.00	\$ 13,017.68
Ward 4	\$ 4,500.00	\$ 5,798.58	\$ 6,000.00	\$ 16,298.58
Ward 5	\$ 905.00	\$ 1,443.48	\$ 1,600.00	\$ 3,948.48
Ward 6	\$ 775.00	\$ 640.68	\$ 1,000.00	\$ 2,415.68
Ward 7	\$ 2,394.50	\$ 4,946.49	\$ 2,600.00	\$ 9,940.99
Ward 8	\$ 2,340.00	\$ 1,995.66	\$ 3,000.00	\$ 7,335.66
Ward 9	\$ 4,939.50	\$ 11,285.48	\$ 8,200.00	\$ 24,424.98
Ward 10	\$ 3,949.50	\$ 6,354.60	\$ 5,200.00	\$ 15,504.10
Ward 11	\$ 2,275.00	\$ 4,660.44	\$ 5,400.00	\$ 12,335.44
<b>Grand Total</b>	<b>\$ 39,004.18</b>	<b>\$ 69,854.00</b>	<b>\$ 60,200.00</b>	<b>\$ 169,058.18</b>

### Notes:

1. There are a few registration costs not included because either there were no fees or they were directly billed within the system.
2. T&S costs include actual costs and estimates of hotels, estimates for mileage. Meals were not included in this estimate.
3. The honoraria cost is an estimate based on days of the conference and travel days.
4. The Conference Chart for 2018/19 Attendance is below.

**CONFERENCE CHART FOR ATTENDANCE PER YEAR: 2018-2019**

<b>PD OPPORTUNITY</b>	<b>MONTH</b>	<b>NUMBER OF TRUSTEES TO ATTEND</b>	<b>TRUSTEES ATTENDING</b>
PSBAA FGM	October	11	Maddy Cathy Jesse Loretta Randy
PSBAA Council Meeting	November	1	Jesse Rubi Robin Maddy
PSBC Meeting	April	1	Jules Jesse Maddy
PSBAA SGM	May-June	11	Rubi Cathy
PSBAA Council Meeting	August	1	Maddy
ASBA SGM	June	11	Maddy Jesse Rubi Karen
ASBA FGM	November	11	Maddy Cathy Jesse Louis Silas Loretta Rubi Jules Karen
ASBA New Trustee Orientation, Part 1 & 2	November & January of 1 <sup>st</sup> Year	11	Karen Jules Cathy
PSBAA Governance Seminar	January of 1 <sup>st</sup> Year	11	Karen Jules Cathy
Treaty 8 Education Symposium	January	At least 2	
ASBA New Trustee Orientation – Part 2	January	11	Karen Jules Cathy - Maybe
Treaty 6 Education Conference March 20 – 22, 2019 Enoch Cree Nation, Edmonton	February/March	At least 2	Maddy Cathy
Alberta Rural Education Symposium March 4 – 5, 2019	March	11	Cathy Randy Rubi

Fantasyland Hotel & Conference Centre			Jules
National School Boards Association March 30 – April 1, 2019 Pennsylvania Convention Centre, Philadelphia	April	At least 2	Maddy
ASCA (AB School Council Association) April 26 – 28, 2019 Delta Edmonton South	April	11	No attendees
CASS FNMI Conference April 10 – 12, 2019 Fantasyland Hotel	April	At least 2	Randy Rubi
CAPSLE May 5 – 7, 2019 Vancouver Marriott Pinnacle Hotel	April	5	Karen Jules Randy Cathy Robin

<b>PD OPPORTUNITY</b>	<b>MONTH</b>	<b>NUMBER OF TRUSTEES TO ATTEND</b>	<b>TRUSTEES ATTENDING</b>
CSBA Annual Conference July 3 – 7, 2019 Toronto, Ontario	July	6	Jules Cathy Rubi Robin Maddy
ASBA Leadership Academy	August	11	No attendees



# Superintendent's Highlights

January 24, 2020

## Attraction & Retention Committee Meeting

- Met with members of the Board of Trustees and ATA Local 69
- The ATA local presented 'Teacher Attraction & Retention' which outlined such topics as teacher quality; teacher retention in rural communities; isolation; housing, maintenance, and additional workload issues; and a recent housing survey sent out to teachers.
- The Board and Administration outlined the Housing advocacy to date and there is a housing plan being developed with the Education and Infrastructure Ministry.
  - Northern living allowance advocacy has been presented to the Minister of Education.
- Essential services in communities were discussed and the challenges staff face to make it to medical appointments.
- #changethenarrative hashtag where NSD staff can showcase positive stories from their schools and community.
- An NSD swag online store is being explored by Administration.

## Teaching & Learning Committee Meeting

- Met with members of the Board of Trustees and the ATA Local 69.
- Ideas on how to celebrate and recognize our teachers jointly were discussed along with possible future peer to nominations for employees going over and above.
- The draft 2021-2022 NSD calendar was presented and will be distributed to teachers for feedback.
- Technology support was discussed and has been identified in the Investment Grant to financially fund.

## Northland Local 69 - Local Council Meeting

- Along with the Board Chair, met with the local council and executive members of the ATA Local 69.
- Presented on the Board Advocacy to date such as Housing and the Northern Living Allowance for all Northland teachers.

## Testing Water for Lead Content in Northland Schools

In November 2019 NSD received a letter from Alberta Health Services recommending the water in schools be tested for lead content. NSD OH&S Safety Officer contacted several lab companies to get quotes and Element Laboratories in Edmonton was awarded the contract for water testing at a cost of \$3000 for the entire division.

The OH&S Safety Officer plans to start water sampling on the last week in January and should finish mid-February, 2020. Alberta Health Services recommended to take water samples from several locations in each school where people would be using drinking water. The water will be collected from the kitchen, staff room, and several drinking fountains.

When the test results are received, Alberta Health Services will help interpret the data and see if repairs or changes are required to school plumbing systems.

## Jordan's Principle

Jordan's Principle responds to the unmet needs of First Nations children no matter where they live in Canada. Different levels of government fund different services for First Nations children. As a result, it can be hard to figure out how to access the necessary products, services, and supports. Parents need to give verbal or written consent for services or supports to be requested. Some of the items that can be claimed for education are as follows; school supplies, tutoring services, teaching assistants, specialized school transportation, psycho-educational assessments, assistive technologies, and electronics.

Currently, Northland School Division would have six schools accessing supports through Jordan Principal. All the services that we have been approved for this year to date have been Education Assistants.



## Action Plan

### Kids first

Learner focused

Self-determination

Culturally rich

Family support

Community empowerment

Collaborative approach

Aboriginal Education Excellence

1. Acknowledging that Northland School division is culturally and geographically unique; by implication implies the need for a philosophy of education that both accommodates and supports this unique context. The human condition is enhanced when individuals engage in the everyday activity of their social community in a thoughtful and positive way, to the point where they are able to change that community through the force of their own actions. In order for a society to progress it must cultivate the individual, sometimes at the expense of its own present social organization (Dewey, 1954).
2. We know that the human condition is based in social interactions. Students are initially social beings who slowly develop their individual selves through their relationships and experiences with others. As such there is a need for high levels of active student engagement both in and out of the classroom, the traditional classroom, the virtual classroom and the community itself.
3. In order to maintain a high level of administrative, teacher and support staff excellence capable of working in a 21 st century learning environment; there should be a commitment to meaningful, ongoing professional development. Jurisdictions that support meaningful professional learning for all staff; learning that requires a commitment on the part of a staff member and supports the belief that learning is a lifelong commitment to excellence.
4. In addition to the need for staff who are committed to lifelong learning; there is also the challenge to access resources, programs and diverse opportunities for students to pursue their dreams. Knowing that they have the resources and supports to successfully graduate high school and successfully transition into postsecondary requires a commitment to lifelong learning on the part of all staff.

## Focus on Inclusive Practice

Inclusion is about 'the child's right to participate and the school's duty to accept the child'. Inclusion is a student-centered philosophy and approach that allows students to reach their full potential. This approach provides all students with the learning opportunities that will best meet their individual needs, by removing barriers to participation. Inclusive schools recognize and celebrate diversity, value students and staff and see differences as valuable resources which support learning. The terms 'participation' and 'inclusion' are intimately linked. Inclusion is concerned with being allowed or enabled to take part, while participation means actually taking part.

## Suggested Procedures

1. The School Division shall provide resources to identify, assess and develop inclusive programs for all students. This will include indigenous language programs
2. School principals shall develop and maintain written procedures for Inclusive practice and programming for all students, in consultation with the Northland School Division Administrators Association and Division Office.

## Student-Centered Learning

1. Teachers will ensure flexibility in course design so that all students have an equal opportunity to perform at their personal best by:

Putting the needs of students at the forefront of the classroom rather than letting the course content be the dominant presence in the class. This in turn will create a sense of trust and assist in the process of developing a strong rapport with students.

Placing a high priority on ensuring that the school system can educate all children in the same setting.

Creating a classroom community in which everyone participates and children with (dis)abilities take their rightful place within the population of all children.

Including all students in educational activities with peers, to highlight the importance of social participation, a key indicator of inclusive practice.

Joining peers in shared learning and social activities, to create an inclusive society within the school.

Focus on the development of 'agency', defined as having the power to make decisions that affect one's self and others, and to act on them (Lansdown 2010; Sancar and

Severcan 2010).

## Divisional Supports

In order to assist in the process of implementing change that supports inclusive practice, the school division will work with Alberta Education and with teachers to create and develop inclusive teaching and learning supports that meet the needs of all learners in all schools. These practices and supports will be revised on an annual basis to ensure compliance with provincially mandated protocols.

Supports currently in place or in the developmental stage:

### 1. Differentiated Instruction and Assessment:

#### Educational Technologies: Literacy Program

Students are provided with multiple avenues to learning and with a wide range of materials for learning (e.g. books, technology, interactive software, pamphlets, maps, costumes)

Students are encouraged to express their understanding in alternate ways (e.g. report, video, audio, poster)

Cooperative learning approaches in classrooms where students' are assigned roles that will challenge them as individuals

Students are provided with different questions that meet their individual learning needs

☒ Centers are used to allow teachers to work with individual students or small groups of learners without having to use a "pull out" model of instruction

☒ Curriculum overlapping - students focus on objectives that are different from but connected to those being addressed by the class (e.g. a student who has already read a novel that is being read in a novel study can be challenged to turn the novel into a screen play)

☒ Project-based instruction – many learning styles can be addressed in one project

### 2. Inclusive supports administered through student services:

☒ Digital IPP and IEPT program available to all staff. Within the program there are six format variations to accommodate differences in age, levels of ability, needs and

individualized programming requirements

☒ Behavioral Therapists on staff

☒ Speech Language Pathologists on staff

☒ Occupational Therapists on staff

☒ Technological equipment is provided to students in the form of Tablets and iPads in order that they may participate meaningfully in an inclusive educational setting.

☒ Commitment to ensuring that all appropriate psychological assessments and recommendations regarding appropriate programming and supports are provided and maintained. . These assessments should be administered to determine individual student learner needs, learning styles, individual strengths and weaknesses; and to assist in developing appropriate programming within an inclusive setting.

☒ Assistive Technology made available through the use of iPads and android tablets, to accommodate the needs of identified students within an inclusive learning environment.

☒ Each year SD profiles are established to determine funding rates for students identified with mild moderate and severe disabilities. These resources are administered to the schools to provide student supports.

#### Additional Supports

3. Virtual School Alternative programming

4. Outreach School Alternative programming

5. Collaborative Learning using technology (e.g. Google Apps).

6. Curriculum Redesign Initiative

7. High School Dual Credit: Career Technology Studies

8. High School Dual Credit: Academic (Athabasca University)

9. Off campus education (Registered Apprenticeship Program, work experience)

10. Staff Professional Development:

☒ Graduate course in Inclusive Leadership/Practice: Athabasca University (Sept 2015)  
designed specifically for classroom teacher. (Virtual)

☒ ERLC

o Inquiry based learning

o Assistive technology

o Inclusion for Diverse learners

o Self-Regulation

11. FNMI

• Agreement in Principle (AIP) with Tribal Chiefs Education Foundation

12. All schools will have an identified Inclusive Education Coordinator to facilitate inclusive practice, in consultation with school administration, Division Office and Alberta Education.

☒ All school specific Inclusive education practices are identified on individual School websites

## Northland School Division

### Area 1 Report: Up date

#### 1. Proposal: Autism Spectrum Disorder ASD: Support Strategy

One of the challenges that we face in rural Alberta is the scarcity of qualified service providers for our communities, our schools and our children. The geographical size of the division, combined with the small student population, relative to larger urban jurisdictions in the province means that our cost per student is higher. Distance, the cost of contracting services and the down time of travelling from urban centers to rural northern communities results in high costs and limited services.

For a service delivery model to be effective, it must provide regular supports to schools, students and families. In addition, a service delivery model must be able to incorporate an integrated case management approach; one that focuses on the child at the center; a wraparound approach. To accomplish this requires a commitment by the division, by the school, and by the community. Most importantly, long term partnerships need to be created to ensure that our students receive the supports necessary for them to be successful.

There are several models currently in place throughout the province; most of which require service providers to travel from urban centers like Edmonton to rural and northern Alberta. The down time and quality of service provided is such that it has limited impact on student progress. As such we are proposing an alternative service delivery model; one that is sustainable, affordable and creates capacity from within. We are proposing a pilot project to determine whether or not this service delivery model approach can be successful.

#### Background

Autism Spectrum disorder, ASD is a neurodevelopment disorder that causes social, communication and behavioral challenges for students. There has been a rise in the number of children identified with this condition in recent years, as more information is discovered about the condition. The challenge that we face in Northland is accessing regular quality supports for students with ASD. These challenges are significant, due to geography, time and distance. ASD is a condition that has to be understood by all members of our communities. To do that we require skilled individuals within the school and community to work with students and families.

To that end, we have contacted the Children's Autism Service in Edmonton (CASE) to consider the possibility of a pilot partnership, to create a service delivery model designed specifically for Northland School Division communities. CASE has agreed to work with us to create capacity from within. To do this CASE will work with us contacting community colleges to assist in developing an ASD Educational Assistant certification program to train and certify support staff in our schools. Having certified ASD certified EA's on site will create capacity from within and also create a service delivery model that works for the school and the community.

Instead of costly visits once a month, from Edmonton, the service providers will visit the school at the beginning of the school year, and again in May to assist in the yearend summative reports.

This is a new and innovative initiative that will allow our schools and our communities to provide ASD supports on site, while building capacity from within

The community chosen for the pilot is Paddle Prairie; for two reasons. First, several students have been identified with mild and severe symptoms of ASD. Secondly, in terms of time and distance it is quite far from Edmonton. The logic being that if we can provide the necessary services to Paddle Prairie students, we should be capable of providing services to all our schools.

Instead of having service providers travelling back and forth from Edmonton, we are proposing that the schools will be in close contact with CASE through the use of digital technology. This will allow for greater access and quicker response times from service providers. The intent is that the Northland School Division Technology department will be working with Children Autism Services to create and house a functional digital environment that will meet the required needs of CASE and NSD.

This is a pilot project and as such, much of what will transpire will be through a process of trial and error. The intent is to create capacity from within the community to ensure that our children receive the best possible services. At the end of the first year of the pilot project, the results will be assessed to determine the viability and sustainability of the project for the division as a whole.

## 2. Area 1 Administrative Meetings using digital Technology

We are in the process using technology for our monthly school administrators' meetings in area 1. The format that we initially chose was Google. The reason for this is that it is already incorporated in our system, and as such there is no additional cost to the system. That being said, there are other options available that may also serve the needs of the Division. The first digital administrators meeting was successful, and as we become more familiar with the technology we will be able to create a community of learners, and a community of inquiry, both of which are considered to be essential components of 21<sup>st</sup> century learning protocols. The process supports ubiquitous (anywhere, anytime) engagement and learning and. It allows our administrators to attend meetings without having to leave their schools and communities. It also saves time and money. We will continue to fine tune the process in Area 1, and we hope to create a digital format that meets the diverse geographical needs of NSD. Area 3 is also looking at Zoom as a possible format for the division.

From an administrative perspective, the advantages of digital communication are significant. First and foremost, it is truly ubiquitous, (anywhere, anytime). The cost is minimal and in most cases the technology is already built into our system. Two of the greatest challenges to accessing global universal education are time and distance. Using digital technology, virtually eliminates both challenges. As we move forward as a division we have the ability to define, create and develop an education system that works for our communities. The future of education is a 'blended approach' incorporating traditional and digital practices.



CHILDREN'S AUTISM SERVICES OF EDMONTON

12TH ANNUAL

AUTISM

CONFERENCE



**JANUARY 23 – 24, 2020**  
**RIVER CREE RESORT**

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**Guest Speakers:** Dr. Stephen Shore, Dr. Jody Carrington,  
Dr. Amy Laurent with Dr. Jacquelyn Fede | and many more!

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**"Autism Goes To College" Documentary Screening**  
Thursday, January 23 | 7:00 pm

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**All-In for Autism Charity Poker Tournament**  
Friday, January 24 | 7:00 pm

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Learn more at [www.childrensautism.ca](http://www.childrensautism.ca)



# 12TH ANNUAL AUTISM CONFERENCE SCHEDULE

The two day conference at River Cree Resort & Casino will showcase a number of guest speakers and experts in the field of autism focusing on:

**PRACTICAL CLASSROOM  
BASED STRATEGIES**

**CARE GIVING AND  
HOME-BASED STRATEGIES**

**RECENT RESEARCH  
TOPICS AND TRENDS**

## Thursday, January 23, 2020

7:30 – 8:30 am	Registration
8:30 – 10:00 am	<b>KEYNOTE   Dr. Stephen Shore: 3 A's of Autism</b>
10:00 – 10:30 am	Morning Break
10:30 – 11:30 am	<b>KEYNOTE   Dr. Jody Carrington: Autism and Building Relationships</b>
11:30 am – 1:00 pm	Lunch Teacher Networking Lunch Parent Networking Lunch
1:00 – 2:30 pm	<b>CONCURRENT SESSIONS</b>
	<b>SESSION A   Dr. Jan Blacher: Student Teacher Relationships</b>
	<b>SESSION B   Dr. Jody Carrington: Compassion Fatigue</b>
	<b>SESSION C   Dr. Gordon Ramsay: Social Relationships, and Speech and Language Development</b>
2:30 – 3:00 pm	Sensory Snack Break
3:00 – 4:30 pm	<b>CONCURRENT SESSIONS</b>
	<b>SESSION A   Raelene Finlayson: We All Belong</b>
	<b>SESSION B   Kelly Marcotte: Sleep Challenges in ASD</b>
	<b>SESSION C   Research Panel: The Evolution of Treatment Models</b>
7:00 – 8:30 pm	<b>"Autism Goes to College"</b> Documentary Screening with Dr. Jan Blacher

## Friday, January 24, 2019

7:30 – 8:30 am	Registration and VIP Breakfast
8:30 – 9:30 am	<b>KEYNOTE   Terri Duncan: Alternative to the Seclusion Rooms</b>
9:30 – 10:00 am	Morning Break
10:00 am – 12:00	<b>KEYNOTE   Dr. Amy Laurent &amp; Dr. Jacquelyn Fede: Leveling Up! Comprehensive Support for Emotional Regulation</b>
12:00 – 1:00 pm	Lunch
1:00 – 2:30 pm	<b>CONCURRENT SESSIONS</b>
	<b>SESSION A   Dr. Amy Laurent &amp; Dr. Jacquelyn Fede: Strategies to Support Emotional Regulation in the Classroom</b>
	<b>SESSION B   Jessica Hamilton &amp; Tracey Urquhart: Feeding Challenges in ASD</b>
	<b>SESSION C   Dr. Carole-Anne Hapchyn: NRF</b>
2:30 – 3:00 pm	Sensory Snack Break
3:00 – 4:30 pm	<b>CONCURRENT SESSIONS</b>
	<b>SESSION A cont'd   Dr. Amy Laurent &amp; Dr. Jacquelyn Fede</b>
	<b>SESSION B   Danielle Reed: Getting Connected with What Matters</b>
	<b>SESSION C cont'd   Dr. Carole-Anne Hapchyn: Neurorelational Framework (NRF)</b>
	<b>SESSION D   Laura Gilmour: Cultural Neurodiversity</b>
7:00 pm	<b>All in for Autism Poker Tournament</b> River Cree Casino

## KEYNOTE SPEAKERS



### ■ Dr. Stephen Shore

Diagnosed with "Atypical Development and strong autistic tendencies" and "too sick" for outpatient treatment Dr. Shore was recommended for institutionalization. Nonverbal until 4, and with much support from his parents, teachers, wife, and others, Stephen is now a full time professor at Adelphi University and adjunct at NYU Steinhardt School of Culture, Education, and Human Development, focusing on aligning best practice in supporting autistic people to lead fulfilling and productive lives.

In addition to working with children and talking about life on the autism spectrum, Stephen is an internationally renowned educator, consultant and author on lifespan issues pertinent to education, relationships, employment, and self-advocacy. His most recent book *College for Students with Disabilities* combines personal stories and research for promoting success in higher education.

### 3 A's of Autism: Awareness to Acceptance to Appreciation as a Pathway to Fulfilling and Productive Lives

Join Stephen in his mission of improving lives of individuals with autism through exploring the "3 A's of Autism" that individuals, organizations, and even entire countries experience. The 3 A's of Autism: We are transitioning from "awareness" to "acceptance" and headed to "appreciation" as society begins to value individuals on the autism spectrum for whom they are. Examples of people, organizations, and entire countries at each stage of development will be presented.



### ■ Dr. Jody Carrington

Dr. Jody Carrington is a Clinical Psychologist who has spent most of her career working with children and families who have experienced trauma. Growing up on a farm in rural Alberta, Canada, and after 13 years of post-secondary education, she took her first job on the Mental Health Inpatient Units of the Alberta Children's Hospital in Calgary. It was during those 10 years that she learned the most about kids, families, relationships, and the vital importance of connection. Today, she is back living in a rural setting, managing a private practice, raising a family, speaking around the country about relationships, connection and her new book, *Kids These Days*.

### Autism and Building Relationships



### ■ Terri Duncan

Terri Duncan is the Founder and Executive Director of Children's Autism Services of Edmonton. She is a Speech Language Pathologist and has worked with children with autism and other developmental delays for more than 25 years. Terri has her BA in Psychology and Linguistics from the University of Ottawa and her Master's Degree in Speech Language Pathology from the University of Alberta. Her interest in working with children with autism began when she worked as an aide with a four-year-old boy with autism in a family's home. Since that time she has been fascinated by the complexity of autism and the resilience of families dealing with the challenges they face on a daily basis.

### Alternatives to the Seclusion Room

This session will provide a broad overview of the issue of Seclusion Rooms in Alberta along with practical strategies to manage dysregulation so we don't need to use seclusion rooms. We will briefly cover how to reframe our view of behaviour to shift to an Emotional Regulation perspective. This one hour session will serve as an introduction to the Keynote Presentation with Amy Laurent and Jacquelyn Fede: Leveling Up! Comprehensive Support for Emotional Regulation.



## ■ Dr. Amy Laurent & Dr. Jacquelyn Fede

Amy Laurent specializes in the education of autistic individuals. Her work involves creating learning environments designed to facilitate children's active engagement at home, in schools, and throughout their communities. She is a co-author of the SCERTS Model and frequently lectures around the globe. She is passionate about neurodiversity and helping others to honor and understand the implications of "different ways of being" in relation to navigating the physical and social world.

Jacquelyn Fede is a super fun, Autistic Self-Advocate, developmental psychologist and program evaluator. Her research interests include immigration policy, autism, and community engagement. She uses her experience to mentor other autistics and to help educate others about autism through lecturing, blogging and consulting on evaluation projects. A full scholarship Division I athlete in college, Dr. Fede continues to meet her sensory needs by seeking extreme physical activity. She also enjoys the use of creativity and art for expression.

### Leveling Up! Comprehensive Support for Emotional Regulation

Autistic individuals often exhibit behaviors deemed to be problematic and challenging. This keynote will reframe our understanding of challenging behaviors by examining how emotional regulation ability influence an individual's capacity to navigate their day, particularly when difficulties are encountered. Factors influencing and means of supporting emotional regulation will be explored from both a first-person autistic perspective, as well as developmental perspective.

## PRACTICAL CLASSROOM BASED STRATEGIES

## ■ Dr. Amy Laurent & Dr. Jacquelyn Fede

See bio under Keynote Speakers

### Strategies to Support Emotional Regulation in the Classroom

This 2-part breakout session will introduce a comprehensive suite of emotional regulation supports developed by Autism Level UP! a collaboration between a Neurodivergent developmental psychologist and a Neurotypical developmental psychologist/occupational therapist. Participants will have interactive opportunities use the tools/strategies presented while considering an autistic individual in their lives. Modifications for the supports will be discussed for individuals at a variety of developmental levels (e.g., students who are not yet communicating using words, those who are emerging language learners, and those who are conversational).



## ■ Dr. Jan Blacher

Jan Blacher is currently Distinguished Professor, previous UC Presidential Chair and current Associate Dean of the Graduate School of Education at the University of California, Riverside; she also has a joint appointment as Distinguished Professor in the Department of Psychology at UCLA. She is a graduate of Brown University (A.B.) and the University of North Carolina, Chapel Hill (Ph.D.); she completed postdoctoral training at Harvard University. Dr. Blacher is the UCR director of UC-LEND, a UCLA-UCR interdisciplinary program focusing on Leadership in Education of Neurodevelopmental Disorders. She is known nationally for her research on intellectual and developmental disabilities, and for her expertise in autism and special educational programming.

Her research, which is longitudinal in nature, focuses on the family context of children and adolescents with and without developmental disabilities, including predictors of later psychopathology. She is the Executive Producer of Autism Goes To College, a first of its kind

film that follows five students on the autism spectrum at college, into classrooms and dorm rooms, as they share their often poignant experiences and candid insights about their dreams, challenges and successes.

### Student Teacher Relationships

This presentation will include an overview of findings on student-teacher relationships (STR), as well as new findings regarding the role of parents in STR development. Data will be drawn from six years of study funded by the Institute of Education Sciences. As part of our new program to develop a teacher-directed intervention, preliminary data from general education teachers addressing their pedagogical practices for children with ASD in their classrooms will also be presented. Finally, interactive discussion will include suggestions for what teachers can do now to improve their relationships with children on the autism spectrum.



#### ■ Raelene Finlayson

Raelene Finlayson is currently an Early Learning Consultant with Children's Autism Services of Edmonton. Raelene models lifelong learning and believes that children are our best teachers. Raelene has been fortunate to work alongside children, families and educators in positions ranging from educational assistant to school principal. She has her Master's Degree in elementary education with a specialization in early childhood. Raelene has always believed children learn best when surrounded by their peers and community within inclusive settings. She combines her passions of Early Childhood and inclusive education in her day to day interactions with colleagues, community members, and children.

#### We All Belong

Ensuring our classrooms are ready for all learners requires specific thoughtful questions to be asked of educators and parents today. Raelene will share best practices related to successfully including all students into a safe and caring classroom. Knowing it takes a committed caring community to support all of today's diverse learners, Rae will provide strategies that she has observed and participated in to create community. Raelene will provide ideas to support better collaboration for parents and teachers in order to ensure students needs are being met both academically and socially.

## CARE GIVING AND HOME-BASED STRATEGIES



#### ■ Dr. Jody Carrington

See bio under Keynote Speakers

#### Compassion Fatigue

As we are expected to "do more with less" in this world of increasing disconnection, our employees are becoming more and more tired of giving, particularly in professions where we hold people with trauma histories. Some would say, however, that we are wired for compassion and that you cannot tire of the things we are born to do. We can, however, be triggered by our own stories, and when we have no where to put that "stuff", we can't do our jobs like we used to do. We can't "show up" like we used to. And we start to wonder "what's wrong with me". What I know for sure is that we cannot serve from an empty vessel. This session will involve a discussion about how we need to look after each other if we can ever hope to assist the children and families we serve and teach. How do we rally the "village" to be the best we can be?



### ■ Kelly Marcotte

Kelly Marcotte is a registered Occupational Therapist who has worked with children with Autism Spectrum Disorder, and their families, for 15 years. Kelly has a strong interest in the sleep challenges that often accompany children with ASD, and the effect of poor quality sleep on the whole family unit. Kelly will share evidence-based sleep management practices that are practical for caregivers to implement.

#### Sleep Challenges in ASD

Having a child who is not sleeping well can be very hard for the whole family. This session will cover information about common sleep issues for children of all ages who have ASD. Learn how to set expectations for sleep, and strategies to help your child sleep better. Come to this session and find out how to help everyone get a better night's sleep!



### ■ Jessica Hamilton & Tracey Urquhart

Jessica Hamilton is a Registered Dietitian. Jessica is a pioneer in providing community-based dietary services for children with ASD. Jessica has a wealth of knowledge on nutrition, supplementation and allergies. Jessica has experience in supporting children and families to reach their healthy lifestyle goals and promoting healthy growth and development.

Tracey Urquhart is currently a Registered Occupational Therapist with Children's Autism Services of Edmonton with over 30 years of experience in pediatrics. Tracey's special interest is in pediatric feeding challenges. She is passionate about combining best practice approaches to educate families on how to improve their child's and ultimately their own mealtime experiences. She supports the belief that better eating is a corner stone to the foundation for development, regulation and learning in children.

#### Feeding Challenges in ASD

In this session participants will learn about the theory behind limited food repertoire and intake for children with complex feeding issues. The topics focus on a holistic and educational approach to reduce mealtime anxiety in order to enhance the family's mealtime experience and capacity.



### ■ Danielle Reed

Danielle is an authenticity coach, professional speaker, author and workshop facilitator! Danielle was a teacher and Learning Support Facilitator for 17 years. The most important parts of her teaching career were building relationships and providing everyone around her with optimism and laughter! She took a leave from teaching to complete her Co-Active Life Coaching courses, The Daring Way™ and Rising Strong™ trainings ... and it is there that she discovered her greatest passion! Today, Danielle works with individuals and groups to empower and inspire them to move toward living an authentic, wholehearted life, so that they can give others around them permission to do the same. Danielle is a proud mom to two amazing boys who are her best evidence of the power of knowing your values and living your truth. Her greatest professional achievement was being invited to speak at Brené Brown's Courage Camp in 2018.

#### Getting Connected with What Matters

Through storytelling and humor, Danielle will share what values are, why they matter, how to find your own values as well as ways to live your life with intention and give others around you permission to do the same. The work of values is simple, yet when we live on purpose and in alignment with What Matters, it has an incredible impact on creating more happiness, compassion and true connection in our lives personally and professionally. The language of values is also the absolute key to managing conflict and judgment, and replacing it with curiosity, compassion and generosity instead. Be prepared to dig deep and connect with who you truly are and what matters most!

## RECENT RESEARCH TOPICS AND TRENDS



### ■ Dr. Gordon Ramsay

Dr. Gordon Ramsay directs the Spoken Communication Laboratory at the Marcus Autism Center within Children’s Healthcare of Atlanta, and is also an Assistant Professor in the Department of Pediatrics at Emory School of Medicine. He completed a Ph.D. in electronics and electrical engineering at the University of Southampton in England, after receiving an M.Phil. from Cambridge University in speech and language processing. Before coming to Atlanta, he was an Associate Research Scientist at the Yale Child Study Center and Senior Scientist at Haskins Laboratories, and has held other positions in France, Belgium, Australia, and Ethiopia. His research focuses on developmental profiling of vocal behavior, spoken communication, and social interaction in infants at risk of autism, as part of an NIH-funded Autism Center of Excellence. The goal of his program is to develop evidence-based community-viable technologies for early detection and intervention in ASD, to ensure that every child at risk of autism learns to talk.

### Social Relationships, and Speech and Language Development

This presentation will describe recent progress in using audio recordings of infant-caregiver interaction in the home environment to detect precursors of autism in the first year of life that can be used as early biomarkers for ASD and predictors of later speech and language outcome.

### ■ Research Panel

Panel participants will include Dr. David Nicholas, Dr. Amy Laurent, Dr. Carole Anne Hapchyn, Dr. Jan Blacher, Laura Gilmour, and others.

### The Evolution of Treatment Models

The goal of this research panel is to stimulate critical discussion on the role of neurodiversity in ASD interventions from the perspectives of researchers, clinicians, parents and self-advocates.

Specific questions will include: Is the notion of neurodiversity evident in current ASD interventions? Should and/or how should an acceptance of neurodiversity influence policy for supporting children and families? How are our values as a community/society shaping how we think about intervention and neurodiversity?



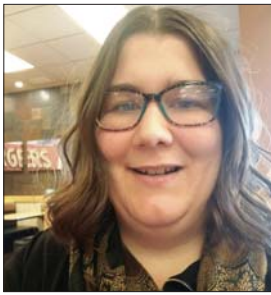
### ■ Dr. Carole-Anne Hapchyn

Dr. Hapchyn is an infant psychiatrist who has provided assessment and treatment for infants and young children and their families for 30 years in Edmonton, Alberta. She is Co-Director of the ElmTree Clinic, an outpatient mental health clinic for infants, young children and their families. Dr. Hapchyn also provides consultation for infants and preschool children at GRH with complex developmental challenges. She is a Clinical Professor of Psychiatry and Pediatrics at the University of Alberta. Dr. Hapchyn is a Neurorelational Framework Trainer/Mentor.

### Neurorelational Framework

Toxic stress resulting from early adversity or neurodevelopmental vulnerability is considered a public crisis as it has lifelong impacts on health, behavior, and even socioeconomic inequity.

The NeuroRelational Framework can support early childhood educators, coaches, children’s services case workers, family support workers, and clinicians of all disciplines to improve screening and assessment quality and importantly provide trauma-informed care.



## ■ Laura Gilmour

Laura Gilmour is a PhD candidate in educational psychology at the University of Alberta and an autistic self-advocate. Her research has centred around issues surrounding autism across the life span ranging from sexuality, online gaming, employment, and autism culture. She is actively involved in guest lectures in the Edmonton community which share both her personal and research experience.

### Cultural Neurodiversity

This session will consist of describing the development and piloting of a children's book that examines the common barriers faced by both newcomers to Canada and children on the autism spectrum in navigating the social climate. In addition, Laura will discuss the social/cultural model of disability in the context of the Canadian definition of multiculturalism in addition to limitations of these models (e.g. negative effects on the health or safety of others). She will also briefly discuss implications on university campuses and diverse individuals from different backgrounds engaging in positive cultural exchange that promotes a unified community.

# 12TH ANNUAL AUTISM CONFERENCE

## REGISTRATION FEES

### Professionals:

Full 2 Day Conference: \$425  
Single Day Attendance: \$245

### Student:

Per Day Attendance: \$100

### Parents:

Full 2 Day Conference: \$375  
Single Day Attendance: \$195

### Additions:

Printed Handbook: \$20  
VIP Hot Breakfast: \$20

### Webcast:

Individual Webcast Full 2 Day Conference: \$150  
Group Webcast Full 2 Day Conference: \$500

Please note: After January 1, 2020, a \$50 per ticket late registration fee will be applied.

For registration, please visit our website at:  
[www.childrensautism.ca](http://www.childrensautism.ca)  
or call 780.495.9235

Please contact our office if you are interested in discussing sponsorship and exhibitor opportunities.



CHARITY  
**POKER**  
Tournament

★ JANUARY 24, 2020 ★  
MARRIOT RIVER CREE RESORT

We would like to invite you to our annual charity poker tournament. This fundraising event brings the community together for a night of excitement while raising funds to support our programs and services.

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Entry Fee: \$100  
Re-Buys: \$20 / Add Ons: \$20  
7:15 pm Tournament Start  
Please arrive early for Registration

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For more information call 780.495.9235  
[www.childrensautism.ca](http://www.childrensautism.ca)



We will be hosting our  
**ANNUAL AUTISM GALA**  
on Saturday, January 25, 2020  
at the JW Marriott, Edmonton  
We hope you can join us  
at this exciting new venue!

More details at  
[www.childrensautism.ca](http://www.childrensautism.ca)

**A NIGHT  
UNDER THE  
STARS**  
*Gala*  
FOR AUTISM



Empowering families  
with autism – for life



NORTHLAND SCHOOL DIVISION NO. 61

## ADMINISTRATION RECOMMENDATION TO THE BOARD

**TO:** THE BOARD OF TRUSTEES **Date:** January 24, 2020  
**SUBMITTED BY:** Nancy Spencer-Poitras, Superintendent of Schools  
**SUBJECT:** Monitoring Report: Draft 2020-2021 School Year Calendar  
**ORIGINATOR:** Administration  
**REFERENCE(S) & ATTACHMENTS:** Draft 2020-2021 School Year Calendar

### RECOMMENDATION:

**THAT the Board of Trustees receive as information the draft Northland School Division 2020-2021 School Year Calendar, as attached.**

\*\*\*\*\*

### BACKGROUND:

As per items 1.10 in the Board Work Plan, administration is required to bring a draft calendar to the Board for review and discussion in January. The final draft of the school year calendar will be brought to the March Corporate Board meeting for approval.

### RISK ANALYSIS:





# Northland School Division No.61 2020-2021 SCHOOL YEAR CALENDAR



## 2020

### August

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

25: New Principal Orientation  
26-27: Administrators' Meeting  
August 31 – September 4:  
Organization Days

### September

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

August 31 – September 4:  
Organization Days  
7: Labor Day  
8: First Day Students

### October

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

12 - Thanksgiving Day

### November

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

1 - Metis Settlement  
Proclamation Day  
11: Remembrance Day

### December

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

December 21 – January 1:  
Christmas Break

## 2021

### January

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

1– New Year's Day  
4: Students & Staff Return

### February

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

8-12: Winter Break (for Students)  
8: Parent/Teacher Lieu Day  
9: School-Based PD  
10: Staff Travel Day  
11-12: Teachers' Convention  
15: Family Day

### March

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

### April

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

2 - Good Friday  
5: Easter Monday  
6-9: Spring Break

### May

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

24 - Victoria Day

### June

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

21: Indigenous People's Day  
28: Organization Day

#### Legend

	Organizational Day
	Non-Operational Day

NOTE: Schools will follow common Christmas and Easter holiday breaks; however to align holidays with neighboring jurisdictions some exceptions will be made on a case by case basis. There is an expectation that schools will organize Community Engagement Events. Minimum Hours of Instruction: Elementary (1-9) = 950 hours; High School = 1000 hours.

189 Instructional Days (Green)

10 Organizational + 183 instructional = 193 Operational Days

From instructional days please assign in your calendar:

- 4 Local PD Days
- 2 Area PD Days
- 4 Family Days
- 1 Day-in-Lieu for Parent/Teacher Interviews (Feb. 8/21)
- Up to the equivalent of 5 days (or 1 half-day early dismissal per month) for PLCs when deemed appropriate. PLEASE DO NOT deduct early dismissal time for PLC and staff meetings from the 178 days in the large org calendar. Please record any early dismissal hours in the text box below the calendar.

# MONITORING REPORT TO THE BOARD



**TO:** THE BOARD OF TRUSTEES

**Date:** January 24, 2020

**SUBMITTED BY:** Nancy Spencer-Poitras, Superintendent of Schools

**SUBJECT:** Every Season Learning Calendar

Associates have approached the school council chairs to add the Every Season Learning standardized presentation to the next School Council meeting agendas if there is interest in the communities. A draft calendar of potential dates will be shared at the Board meeting for the Board's consideration.

The initial presentation to school councils has been standardized. It will be a similar format to Final - Every Season Learning Calendar Presentation.

The layout of the meeting:

- Activity, meal, then more conversation
- Facilitate, share, and gather

Activities:

- Stickies put on the wall under the categories of what excites you, gallery walk
- Share back

Follow-up:

- Re-engage with the school council to see if there is interest

Budget:

- School Councils, Community Meetings, Ward Council Meetings Budget for 2019-2020 is \$70,000

Time for meetings:

- 5 - 7 pm

Meals:

- If at supper time, NSD to offer supper
- This is potentially the first meeting so need to have costs in mind as well



NORTHLAND SCHOOL DIVISION NO. 61

# ADMINISTRATION RECOMMENDATION TO THE BOARD

**TO:** BOARD OF TRUSTEES **DATE:** JANUARY 24, 2020

**SUBMITTED BY:** SECRETARY-TREASURER, T. RASMUSON

**SUBJECT:** MONTHLY FINANCIAL REPORTING

**REFERENCE(S):**

**ATTACHMENTS:**

**RECOMMENDATION:**

**THAT the Board of Trustees receive the monthly financial reporting as information.**

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**BACKGROUND:**

The board has requested monthly financial reporting to be provided, due to the need to ensure the division is on budget throughout the year.

**RISK ANALYSIS:**

No risks are perceived.

	<b>BUDGET TO ACTUAL VARIANCE</b>	<b>2019-2020</b>		
	as of December 31, 2019	<b>Budget</b>	<b>YTD Budget</b>	<b>YTD Spent</b>
<b>REVENUE</b>				
	Alberta Education	\$43,226,712	\$14,408,904	\$8,712,746
	Federal Government and First Nation	\$15,349,464	\$5,116,488	\$4,933,265
	Other Revenue	\$2,837,529	\$945,843	\$712,803
		<b>\$61,413,705</b>	<b>\$20,471,235</b>	<b>\$14,358,814</b>
<b>EXPENSES</b>				
	Schools (inc. school cert. staff)	\$24,451,966	\$8,150,655	\$8,134,506
	Instructional Support	\$9,015,035	\$3,005,012	\$2,639,343
	Instructional Supply	\$6,734,989	\$2,244,996	\$744,096
	External Services	\$5,074,212	\$1,905,831	\$1,801,879
	Board and Administration	\$3,120,076	\$1,040,025	\$1,008,315
	Maintenance	\$10,095,519	\$3,365,173	\$3,425,330
	Transportation	\$4,593,906	\$1,531,302	\$1,388,843
		<b>\$63,085,703</b>	<b>\$21,242,994</b>	<b>\$19,142,312</b>
<b>Notes:</b>				
<b>Revenue</b>				
	Alberta Education revenue is behind, due to the election and the lateness of the budget. School Divisions were given a lump sum to carry on operations, with the understanding that the grant funding would be brought UTD in the new year.			
	Housing revenue is under budget by about \$40,000 (about \$10,000 a month). Some of the reduction has to do with not charging teachers when they are out of their units while repairs are being made, and a general reduction in the number of units rented. There will be an additional \$18,000 coming from HR for contract/substitute rents.			
<b>Expenses</b>				
<b>Watching:</b>				
	Pedagogical	\$545,650	\$181,883	\$300,666
	Housing	\$1,387,310	\$462,437	\$578,519
	Corporate Board	\$573,750	\$191,250	\$247,975
	Maintenance	\$10,095,519	\$3,365,173	\$3,425,330
	The above departments are significantly over budget.			
	Pedagogical - the budget had a reduction of three pedagogical supervisor - from six to three. However, the reduction didn't take place until January (33% of the year). This overage should fall as the year progresses, but may not entirely disappear.			
	<b>Housing</b> - over budget by \$116,000 due to the increase in insurance, security upgrades in Conklin, preparing and moving the Wabasca mobile homes for sale, and necessary repairs on furnaces, replacing doors and mould remediation. Housing is carrying out only necessary repairs.			
	<b>Corporate Board</b> - this will be reviewed at the board meeting. See detailed budget and YTD in the Chair's report. This should be under budget by \$40,000, to put aside for the election expenses.			
	<b>Maintenance</b> - this department is over by \$60,000. The projects the department were working on are in the process of being completed, and no other projects will be initiated until the budget is back on track. Contract custodian hours have been reduced, and only those repairs needed for health and safety issues are being undertaken.			

<b>NORTHLAND SCHOOL DIVISION</b>			
<b>Accounts Receivable over 90 days over \$10,000</b>			
<b>as of December 31, 2019</b>			
<b>NAME/ORGANIZATION</b>	<b>AMOUNT</b>	<b>DATE</b>	<b>DESCRIPTION OF SERVICE</b>
Lubicon First Nation	\$19,138.48	August 31, 2012	mold remediation
Little Buffalo Settlement	\$25,000.00	August 31, 2015	transfer of two housing units
MD of Opportunity	\$54,000.00	November 30, 2015	employee cost-sharing
Gift Lake Metis Settlement	\$20,027.32	August 31, 2017	School shared use ageement
Gift Lake Metis Settlement	\$15,452.04	August 31, 2017	School shared use ageement
Gift Lake Metis Settlement	\$30,139.15	August 31, 2017	School shared use ageement
Gift Lake Metis Settlement	\$13,242.41	August 31, 2018	School shared use ageement
Gift Lake Metis Settlement	\$11,888.75	August 31, 2019	17-18 Headstart share of facility
Health Canada	\$20,000.00	June 1, 2019	grant funding - being repaid
KeeTasKeeNow Education Authority	\$23,069.46	assorted	this total reflects various invoices that NSD has billed to KTCEA regarding the schools in Trout and Peerless Lake and Little Buffalo



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

January 2020

### Operational Plan Updates to January 2020

#### Strategy 1.1: Standardize attendance tracking processes

1. To better support teachers, secretaries and school administration, the following supports are in-place:
  - Refresher training for secretaries and school-based PowerSchool users scheduled for January 8, 15, and 22 from 3:30 – 4:30 PM. Basic operational practices covered in this training facilitated by a PowerSchool trainer familiar with the Alberta context. Topics covered for the training include:
    - Training/demonstration of PTP functions (Working with Assignments/Marks, District, School & Teacher Comment Banks) and
    - Training/demonstration of topics specific to NSD 61(Locally developed topics); and (c) Q & A from attending teachers.
2. Alberta Education and with Northland’s Director of Student Engagement, Attendance, and Completion (DSEAC) on the following dates for updates and progress on elements of the Operational Plan:
  - a. Formal Reporting Meetings: Jan. 17, Feb. 14, March 13, April 3, May 11, June 4, July 3 and Aug. 3
  - b. Sub-Committee Meetings: Jan. 31, March 27, April 24, June 19, and July 17
  - c. Quarterly Meetings: Feb. 28, May 25 and Aug. 17
3. Principals are using the ‘Attendance Improvement Requirements Progress Report’ template as a tool to record and report their work on the goals, strategies and performance measures identified in Northland’s 2018-2022 Operational Plan. All principals are aware of the use of this reporting tool and that the report is current and up-to-date.

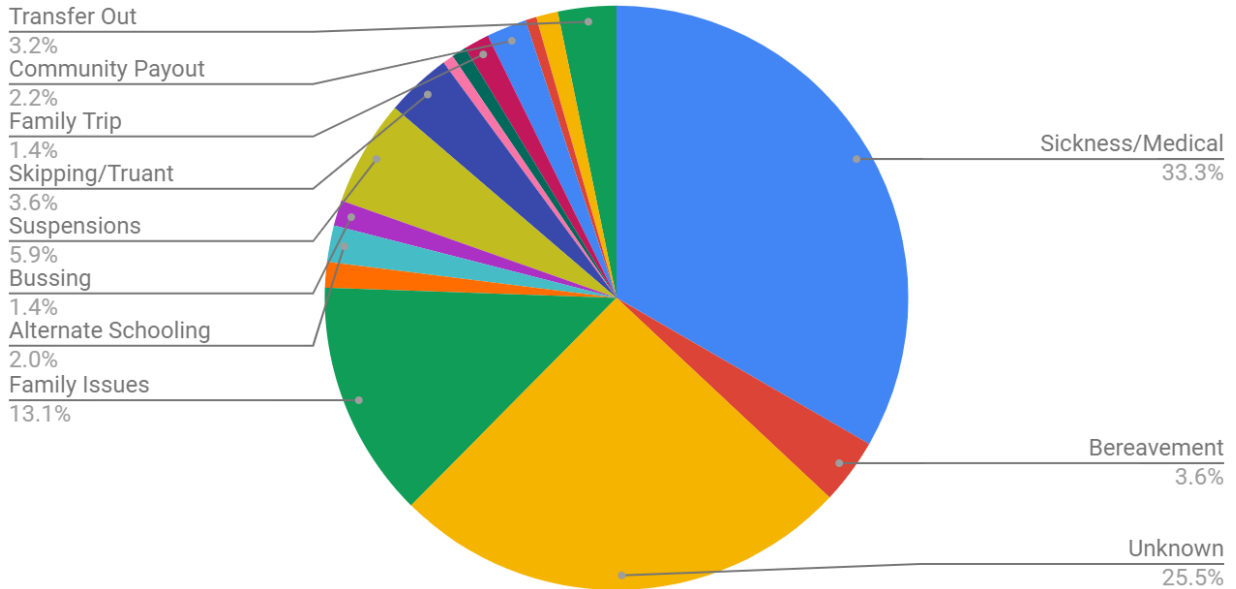
4. Alberta Education Attendance Improvement Oversight Committee Northland school will visit the following Northland schools in January 2020:
  - a. January 14<sup>th</sup> - Calling Lake (AM) and Pelican Mountain (PM),
  - b. January 15<sup>th</sup> – St. Theresa School (AM), Mistassiniy School (PM) and Career Pathways School (PM)
  - c. January 21<sup>st</sup> – Chipewyan Lake School
  
5. An on-line PowerSchool conference call between Edmonton Public School Division (Jeff/Les), Northland (Don/Gayle) and Alberta Education (Barb/Matt) took place on Monday, January 13, 2020 to discuss customizing month-end reports, on-line Alberta PowerSchool Forums and PowerSchool challenges. This discussion was useful, informative and provided insight as to how in-depth other school jurisdictions use PowerSchool.

### **Strategy 1.3: Analyze attendance data**

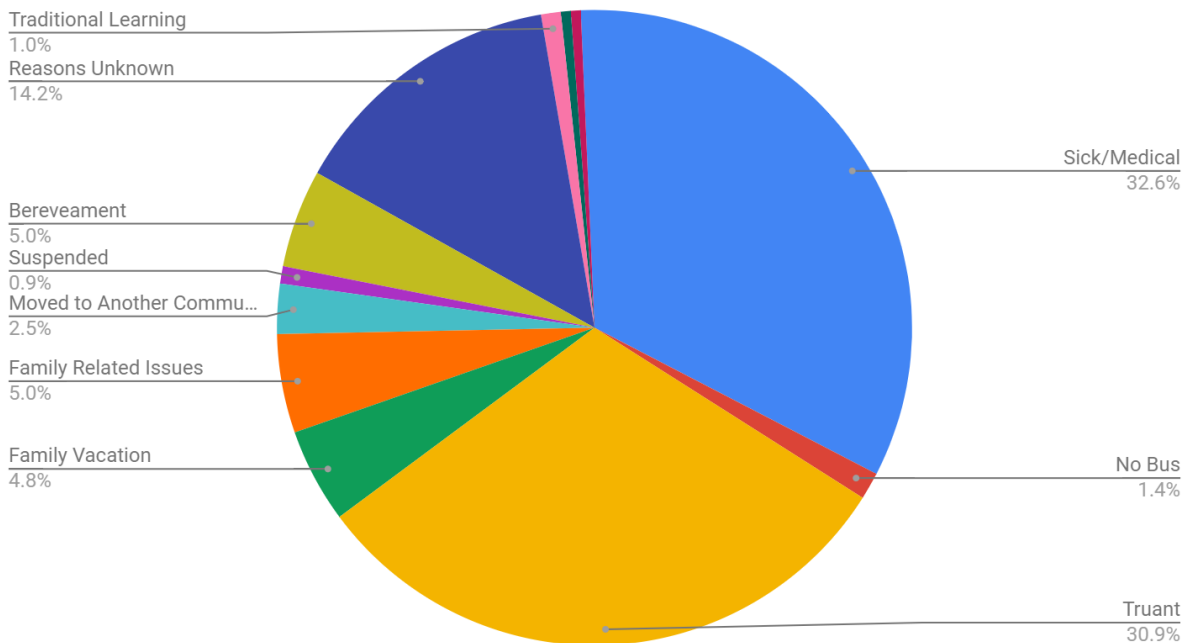
6. DSEAC continues to meet with principals to discuss their school attendance patterns: attendance improvement strategies, chronic non-attendance and attendance successes. The principals, in cooperation with school staff, have work to develop action plans (i.e. Attendance Improvement Planning & Reporting Report and the School Progress Report) to address chronic non-attending students and appropriate school-based attendance improvement strategies and goals. Every Northland school implements attendance improvement strategies as outlined in their planning and reporting action plans. Report discussions take place at school site meetings with the principal, staff and the DSEAC.
  
7. 'School Progress Report' Summary Highlights
  - a. 98% of attendance-taking teachers entered attendance data for every student daily in PowerSchool
  - b. 100% of Northland schools have completed the 'attendance improvement planning & reporting plans for 2019-2020
  - c. 100% of Northland schools have an attendance action protocol in place and is being implemented by staff
  - d. 100% of Northland schools have an active 'attendance improvement committee' that meets monthly to discuss attendance issues and successes
  - e. 100% of Northland schools are aware of their attendance improvement targets for 2019-2020
  - f. 100% of Northland schools, thus far in the school year, have identified field trips organized for students to attend extra-curricular events
  - g. 50% of Northland schools have written descriptions of a mentorship program whereby all students are connected to a mentor/adult.

8. Of schools responding to the October 2019 month-end Google Sheet for chronic non-attending students (i.e. attendance below 80%), the following pie charts provide division-wide attendance data on the 'reasons for chronic non-attending student absences' for October 2018 compared to October 2019:

### Absence Reasons (October 2018)



### Absence Reasons (October 2019)



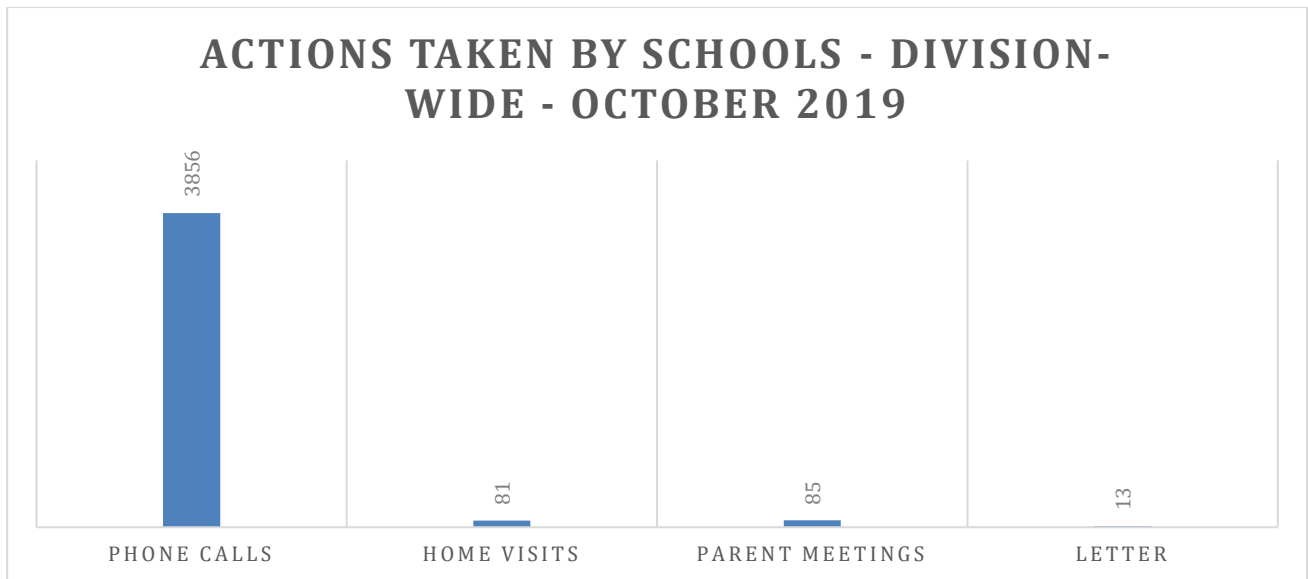
Note: Seventeen schools provided chronic non-attenders month-end attendance data for the October 2019 pie chart. The pie chart data represents approximately 39% of Northland School Division's student population.



- When compared to October 2018, the top five reasons students are absent are provided below:

October 2018	October 2019
33% Sickness/Medical	33% Sickness/Medical
26% Unknown (insufficient information provided by the school) (Z)	31% Skipping/Truancy
13% Family Related Issues	14% Unknown (insufficient information provided by the school) (Z)
5.9% School Suspensions	5% Bereavement & 5% Family Related Issues
4% Truancy/Skipping	4.8% Family Vacation

- The following bar graph shows the 'actions taken by schools' to return absent students back to school for October 2019 -



## December 2019 Attendance Highlights for Northland School Division

Here are a few of the attendance highlights for December 2019 –

- Our overall attendance for December 2019 is 78% - down 2% when compared to December 2018! Remember our overall division attendance target for 2019-2020 is 82.4%.
- ECS/Kindergarten attendance averages have also declined by 2% from 80% in December 2018 to 78% in December 2019.
- Six schools are attendance leaders in December 2019! Congratulations to Bishop Routhier School, Paddle Prairie School, Calling Lake School, Pelican Mountain School, J.F. Dion School and Elizabeth School. The two top attendance schools for December 2019 are J.F. Dion School and Elizabeth School! Congratulations!

School	Top Attendance Percentage Schools for September 2019
<b>Elizabeth School</b>	<b>92%</b>
<b>J.F. Dion School</b>	<b>90%</b>
Pelican Mountain School	89%
Bishop Routhier School	87%
Calling Lake School	86%
Paddle Prairie School	85%

- Of 19 schools, six schools improved their December 2019 attendance patterns when compared with the previous school year.... Bishop Routhier School and Elizabeth School lead attendance growth for December 2019!

School	Percent Improvement When Compared to December 2018
Bishop Routhier School	+7%
Elizabeth School	+7%
Calling Lake School	+5%
Gift Lake School	+4%
Mistassiniy School	+2%
J.F. Dion School	+2%

## Summary Highlights

- A. The following chart shows a slight downward trend in overall division attendance patterns when compared to the previous months and year:

### Division-wide attendance comparing month-by-month (Sept. – Dec.) when compared to the previous school year

Month	2018	2019	Difference
September	88%	88%	0%
October	88%	81%	-7%
November	81%	81%	0%
December	80%	78%	-2%
<b>Average-to-Date</b>	<b>84%</b>	<b>82%</b>	<b>-2%</b>

- B. A few quick facts for December 2019
- At 69%, Area 1 has the highest percentage of students attending between 80-100% for December 2019!
  - Thirty-nine percent (760) of our student population have attendance rates below 80%! These students are chronic non-attenders.
  - Fourteen percent of our student population have attendance rates below 50%. This represents slightly over 270 students.
- C. Successes and Ongoing Challenges
- Our new SIS platform (i.e. PowerSchool) continues to provide greater attendance detail (i.e. instructional time) than previous SIS platforms.
  - PowerSchool training for school-based staff continues to be a top priority. Our Student Data Coordinator has organized one-hour training sessions in January 2020 on the following dates: January 8, 15 and 22 from 3:30-4:30 PM (for teachers, secretaries and administrators).
  - On December 18 and 19, Mistassiniy School administration, Family Wellness Worker, School Community Liaison Worker and the DSAEC conducted home visits for chronic non-attending high school students. The majority of the home visits resulted in successful connections. St. Theresa School administration organized a dinner gathering for parents whose children are chronic non-attenders. The dinner gathering brought parents and school staff together to talk about the importance of regular attendance and to develop a return to school plan. This gathering of parents will meet again in February 2020.
  - During on-site school visits by Alberta Education, the following successes are noteworthy: (1) attendance-taking protocols appear to be well-established in each school, (2) established school attendance reward systems appear to be huge motivators for students, (3) The majority of students want to be at school experiencing success, and (4) School staff have made strong connections with parents.

- e. A recent trend worth noting are the number of schools with improvements in attendance patterns below 80%. The following December 2019 school examples illustrate this positive trend:

**Improvements in Attendance Patterns Below 80% by School for December 2019**

School	95-100%	90-94%	80-89%	70-79%	60-69%	50-59%	Below 50%
Hillview School	7%	25%	29%	25%	7%	0%	7%
Susa Creek	23%	15%	38%	0%	23%	0%	0%
<b>Pelican Mtn.</b>	<b>20%</b>	<b>30%</b>	<b>45%</b>	<b>0%</b>	<b>5%</b>	<b>0%</b>	<b>0%</b>
Conklin School	15%	15%	41%	4%	4%	0%	22%
J.F. Dion School	53%	0%	28%	13%	3%	3%	0%

- f. For December 2019, 61% of our student population attend school between 80-100% of the time. Thirty-nine percent of our student population are chronic non-attenders - missing five or more days of school.

**Strategy 2.1: Address chronic absences in Northland schools.**

- On December 18/19, 2019, Mistassini School administration, Family Wellness Worker, Community School Liaison Worker and DSEAC conducted home visits to address chronic non-attending high school students.
- School principals and staff have the responsibility of organizing parent gatherings focused on student achievement and the importance of regular attendance.
- The following schools have ongoing functioning student focus groups aimed at providing students with a ‘voice’ into school programming: Hillview School, Mistassiniy School, St. Theresa School, Career Pathways, School, Paddle Prairie School, Father R. Perin School, Bill Woodward School, Grouard Northland School, ADCS School and Bishop Routhier School.

**Strategy 4.2: Collaborative Partners are in place to support Northland student success.**

- Schools organize school-based gatherings for parents whose children have attendance patterns below 80%.
- School Attendance Action & Intervention Flow Chart to Support Chronic Non-Attending Students



**PRELIMINARY DISCUSSION OF BOARD ITEMS**

**TO:** THE BOARD OF TRUSTEES **DATE:** JANUARY 24, 2020

**SUBMITTED BY:** SECRETARY-TREASURER, T. RASMUSON

**SUBJECT:** SECTION 87 OF THE EDUCATION ACT – DISQUALIFICATION OF TRUSTEES

**REFERENCE(S):**

**ATTACHMENTS:**

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**BACKGROUND:**

The Education Act came into effect on September 1, 2019. Section 87, Disqualification of trustees, should be reviewed by the board, as it is clear about what would cause a trustee to be disqualified.

Of particular note is 87(1) (i), which states:

(A person is disqualified from remaining as a trustee of a board if that person)

is absent without being authorized by a resolution of the board from 3 consecutive regular meetings of the board, unless the person’s absence is due to illness and the person provides evidence of that illness in the form of a medical certificate respecting the period of the person’s absence;

This would require either a doctor’s note if the trustee is absent, or a motion authorizing the absence at the meeting the trustee is absent.

Trustee absences since September 1, 2019:

September meeting:

- Maddy Daniels
- Jesse Lamouche
- Karen Telford

October meeting:

- Maddy Daniels

November meeting:

- Maddy Daniels

**PRELIMINARY DISCUSSION OF BOARD ITEMS**

Loretta Gladue  
Jesse Lamouche

Suggested motion:

(I move) that the Board of Trustees authorize the absence of Trustee ---- for the regular board meeting on -----.

## Disqualification of trustees

**87(1)** A person is disqualified from remaining as a trustee of a board if that person

- (a) other than a person appointed under section 84(1), ceases to be qualified for nomination as a trustee under the *Local Authorities Election Act*;
- (b) is an auditor or employee of the board for which the person is a trustee;
- (c) has breached the code of conduct of the board established under section 33, where the sanction for the breach under the code of conduct may be determined by the board to be disqualification;
- (d) is a party to a subsisting contract for the construction, maintenance or repair of real property over which the board has administration other than a contract for the provision of goods or services in an emergency;
- (e) beneficially owns more than 10% of the issued shares of a corporation that has a pecuniary interest in a subsisting contract for the construction, maintenance or repair of real property over which the board has administration other than a contract for the provision of goods or services in an emergency;
- (f) has a pecuniary interest in a contract with the board, other than
  - (i) a contract for the provision of goods or services in an emergency,
  - (ii) a contract for the sale of goods or services to the board at competitive prices by a dealer in those goods or services incidental to and in the ordinary course of the dealer's business,
  - (iii) a contract of employment with the trustee's spouse or adult interdependent partner, child, parent or spouse's or adult interdependent partner's parent, or
  - (iv) a contract approved by the board pursuant to disclosure;
- (g) uses information gained through the person's position as a trustee of the board to gain a pecuniary benefit in respect of any matter in which the person has a pecuniary interest;
- (h) is a judge of a court or a member of the Senate or House of Commons of Canada or of the Legislative Assembly of Alberta;
- (i) is absent without being authorized by a resolution of the board from 3 consecutive regular meetings of the board, unless the person's absence is due to illness and the person provides evidence of that illness in the form of a medical certificate respecting the period of the person's absence;
- (j) is convicted of
  - (i) an indictable offence punishable by imprisonment for 5 or more years, or
  - (ii) an offence under section 123 of the Criminal Code (Canada) for which an absolute discharge or pardon has not been granted.