



**NORTHLAND SCHOOL DIVISION
REGULAR BOARD MEETING NO. 20-02
AGENDA**

Location: Wingate by Wyndham, 18220-100 Avenue, Edmonton, AB
 Room: Gladstone B
 Date & Time: Friday, February 21, 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
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

No.	Title	Responsible	Action	Page No.
1.	Board Meeting Minutes – January 24, 2020	All	Approval	3
2.	Board Meeting Minutes – September 20, 2019	All	Approval	11
3.	Business Arising from Previous Meetings - Board Action Items	All	Information	17
4.	Board Chair Report	Chair Guild	Information	18
5.	Trustee Activity Reports	All	Information	23
6.	Superintendent Report	Superintendent Spencer-Poitras	Information	24
7.	Enrollment Update	Associate Superintendent HR Oginski	Information	26
8.	Audit & Finance Committee	Secretary-Treasurer Rasmuson	Information	29

C. ACTION ITEMS

No.	Title	Responsible	Action	Page No.
1.	Board Retreat Location	Chair Guild	Approval	30
2.	Policy 10 – Policy Making	Trustee Telford Superintendent Spencer-Poitras	Approval – 3 rd Reading	31
3.	Sale of Skid Mount Lavatory	Secretary-Treasurer Rasmuson	Approval	35
4.	Professional Improvement Leave Clause 10.5 Collective Agreement	Superintendent Spencer-Poitras	Approval	36

D. RECESS



**NORTHLAND SCHOOL DIVISION
REGULAR BOARD MEETING NO. 20-02**

E. MONITORING REPORTS (Motion to receive as information) – Page 39

No.	Title	Responsible	Action	Page No.
1.	Board Chair Highlights a. Board Budget b. Professional Development Registration Budget c. Board Advisor Lois Byers	Chair Guild	Information - Discussion	40
2.	Superintendent Highlights a. Social Pass	Superintendent Spencer-Poitras	Information-Discussion	44
3.	Area 2 Associate Superintendent Report	Acting Associate Superintendent Area 2 – Pearce	Information-Discussion	45
4.	Every Season Learning Calendar Update	Superintendent Spencer-Poitras	Information - Discussion	50
5.	Monthly Financial Reporting	Secretary-Treasurer Rasmuson	Information – Discussion	51
6.	Superintendent Quarterly Report	Superintendent Spencer-Poitras	Information – Discussion	52
7.	Student Services Department Report	Associate Superintendent Area 1 – Madden	Information – Discussion	69
8.	Dr. Mary Jackson Property Update	Secretary-Treasurer Rasmuson	Information – Discussion	75

F. PRELIMINARY DISCUSSION OF BOARD ITEMS

No.	Title	Responsible	Action	Page No.
1.	Wabasca/Sandy Lake Properties	Secretary-Treasurer Rasmuson	Information – Discussion	76
2.	Anzac/Calling Lake Properties	Secretary-Treasurer Rasmuson	Information - Discussion	77

G. ADJOURNMENT & CLOSING CULTURAL REFLECTION



TO: THE BOARD OF TRUSTEES **DATE:** FEBRUARY 21, 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 January 24, 2020 Board meeting are approved as attached/amended
B2 - Minutes of September 20, 2019 Board meeting are approved as amended

The following reports are received as information:
B3 - Board Action Items
B4 - Board Chair Report
B5 - Trustee Activity Report
B6 - Superintendent Report
B7 - Enrollment Report
B8 – Audit & Finance Committee Report

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:

A. CALL TO ORDER Chair Guild

1. Chair Guild called the meeting to order at 9:08 am with a traditional lands' acknowledgement. Chair Guild mentioned that Superintendent Spencer-Poitras is away ill and Associate Superintendent Stensland will be Acting Superintendent for this meeting.

2. Trustee Cardinal provided an opening prayer.

3. **Adopt Agenda**

MOTION: Trustee Gladue moved that the Board of Trustees acknowledge that Trustees have reviewed and approve the agenda as amended. 24988/20 CARRIED

4. **In-Camera Session**

MOTION: Trustee Cardinal moved that the meeting go in-camera at 9:11 am. 24989/20 CARRIED

Regular Session

MOTION: Trustee Anderson moved that the meeting revert to regular session at 10:24 a.m. 24990/20 CARRIED

MOTION: Trustee Yellowknee moved that the Board of Trustees disqualify Trustee Daniels as a trustee due to the fact she violated the conditions of censure passed in motion 24983/19 at the December 5, 2019, by attending the Paddle Prairie School and speaking to staff on December 17, 2019, and emailing the principal on January 15, 2020, all without permission of the Board Chair. 24991/20 CARRIED UNANIMOUSLY

B. CONSENT AGENDA

1. Adopt Consent Agenda

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

B1 - Minutes of November 22, 2019 Board meeting are approved as attached

B2 - Minutes of December 05, 2019 Special Meeting are approved as attached

B3- Minutes of December 17, 2019 Special Meeting are approved as attached

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

24992/20 CARRIED

C. ACTION ITEMS

1. Board Self-Evaluation Final Report and Board Positive Path Forward Action Plan

There was no discussion.

MOTION: Trustee Yellowknee moved that the Board of Trustees approve the 2019 Board Self Evaluation Final Report and the Board Positive Path Forward Action Plan, as attached. 24993/20 CARRIED

2. Board Retreat

No discussion.

MOTION: Trustee Yellowknee moved that the Board of Trustees approve the board retreat dates of March 18 and 19, 2020. 24994/20 CARRIED

3. August Board Meeting Date

No discussion.

MOTION: Trustee Yellowknee moved that the Board of Trustees hold nine board meetings a year. 24995/20 CARRIED

4. Capital/IMR Plan

Discussion on the Facilities Department priorities and the alignment with the budget.

MOTION: Trustee Yellowknee moved that the Board of Trustees receive the IMR plan as information. 24996/20 CARRIED

5. Transfer of Land and Buildings and School Furniture in Little Buffalo

Trustees will continue to find a common date to meet with Lubicon Lake Band #453.

MOTION: Trustee Yellowknee moved 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

24997/20 CARRIED

6. Borrowing Resolution

This is a recurring annual item.

ACTION: Find correspondence from GLMS on CTS funds (grant) for \$40,000 cost break down re: Gift Lake

MOTION: Trustee Cardinal moved 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. 24998/20 CARRIED

7. January Housing Plan

ACTION: Look into the washroom unit sitting at Gift Lake Metis Settlement yard that was used for the temporary school and see if it can be sold

MOTION: Trustee Yellowknee moved that the Board of Trustees move that housing units be renovated based on the priorities set in the January Housing Plan.

24999/20 CARRIED

8. Policy 7 Appendix C – Trustee Expenses and Corporate Credit Card Guidelines

The changes reflect the committee work on hosting.

MOTION: Trustee Yellowknee moved 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.

25000/20 CARRIED

9. Policy 15 School Closure

The changes reflect the committee work on inclusion of Superintendent role.

MOTION: Trustee Yellowknee moved that the Board of Trustees approve the housekeeping changes to Policy 15 School Closure as presented, to be effective immediately.

25001/20 CARRIED

10. Policy 10 – Policy Making

No changes to policy

MOTION: Trustee Anderson moved that the Board of Trustees approve the second reading of Policy 10 Policy Making as presented.

25002/20 CARRIED

11. Transfer of Houses to Peavine Metis Settlement

No discussion

MOTION: Trustee Yellowknee moved 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.

25003/20 CARRIED

12. Viability Studies - Hillview

Discussion on the location and enrollment.

MOTION: Trustee Yellowknee moved that the Board of Trustees make a Notice of Motion at the January 24, 2020, Regular Board meeting to consider a school closure if Hillview School grades K-6 and this motion will be decided upon by the end of May 2020. DEFEATED

13. Viability Studies - Pelican

Discussion on the need for renovations and allowing for budget consideration.

MOTION: Trustee Gladue moved 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. 25004/20 CARRIED

14. Viability Studies – Susa Creek

Discussion on the historical events for the school.

ACTION: Chair to write a letter to the Grand Chief of Treaty 8 and ask for support to put some pressure on the provincial government to support small schools.

MOTION: Trustee Yellowknee moved that the Board of Trustees approve the continuation of the instructional program at Susa Creek School with the following recommendation:

1. Susa Creek School be re-evaluated in the fall of 2020 for operational viability if student enrolment does not improve to demonstrate viability.

25005/20 CARRIED

D. RECESS 10:25 am – 10:35 am

E. MONITORING REPORTS (Motion to receive as information)

1. Monitoring Reports

MOTION: Trustee Yellowknee moved that the Board of Trustees accept as information the Monitoring Reports as presented and attached. 25006/20 CARRIED

E1. Board Chair Highlights

- Board Budget – discussion on the upcoming career fairs.

ACTION: trustees wanting to attend please let Associate Superintendent Oginski know

- Professional Development – discussion on having a budget amount for a cap amount for each trustee
ACTION: Admin to provide recommendation at the next meeting regarding trustee budget for Professional Development Registration Fees
ACTION: Admin to email upcoming Professional Development events

E2. Superintendent Highlights

- Water quality testing is in process and information will be coming to a future meeting.

Lunch Break 12:00 pm – 12:45 pm

E3. Area 1 Associate Superintendent Report

- Associate Superintendent, Area 1 Madden provided highlights from his submitted report
- Spoke to the Autism Spectrum Disorder: Support Strategy

E4. Draft School Year Calendar

- Discussion on the days and obtaining feedback, discussion on the Awards day to the end of June, Trustee hosting the September organizational days
- Will be brought back to the March board meeting for approval

E5. Every Season Learning

- Discussion on timeline and meetings to be coordinated for February and March between the area associate superintendents and the trustees.

E6. Monthly Financial Reporting

- Secretary Treasurer Rasmuson presented the first draft of reporting template

E7. Student Engagement Attendance & Completion Report

- Director of Student Engagement, Attendance and Completion, Tessier provided an overall update
- Discussion on the importance of the consistency of school staff, on home visits and the positive benefits of the program

F. PRELIMINARY DISCUSSION OF BOARD ITEMS

1. Trustee Attendance

- Secretary-Treasurer Rasmuson highlighted the Board policy and Education Act
- Standing agenda item to excuse any/all absences

2. Social Pass

MOTION: Trustee Nokohoo moved that the Board of Trustees add Social Pass to the February agenda for discussion. 25007/20 CARRIED UNANIMOUSLY

- Discussion on current practice, procedure and research and to be brought back to next meeting.

G. ADJOURNMENT & CLOSING CULTURAL REFLECTION

1. Adjournment

MOTION: Trustee Anderson moved that the Board of Trustees declare the meeting adjourned at 2:14 p.m. 25008/20 CARRIED

2. Board Assessment Tool Survey

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

Robin Guild, Board Chair

Trudy Rasmuson, Secretary-Treasurer

Recording Secretary: Judy Ducharme, Executive Secretary

MINUTES OF THE NORTHLAND SCHOOL DIVISION
 NO. 61 BOARD OF TRUSTEES REGULAR MEETING
 ON SEPTEMBER 20, 2019 AT DAYS INN & SUITES,
 EDMONTON, ALBERTA

MEMBERSHIP		
X	Maddy Daniels	• Trustee Ward 1
✓	Cathy Wanyandie	• Trustee Ward 2
✓	Randy Anderson	• Trustee Ward 3
X	Jesse Lamouche	• Trustee Ward 4
✓	Louis Cardinal	• Trustee Ward 5
✓	Silas Yellowknee	• Trustee Ward 6
✓	Robin Guild	• Chair Ward 7
✓	Loretta Gladue	• Trustee Ward 8
✓	Rubi Shirley	• Trustee Ward 9
✓	Jules Nokohoo	• Vice-Chair Ward 10
x	Karen Telford	• Trustee Ward 11
✓	Lois Byers	• Board Advisor
✓	Nancy Spencer-Poitras	• Acting Superintendent of Schools
✓	Trudy Rasmuson	• Secretary-Treasurer
✓	Wesley Oginski	• Associate Superintendent of Human Resources
✓	Shelley Willier	• Area 1 Associate Superintendent
	Vacant	• Area 2 Associate Superintendent
✓	Tim Stensland	• Area 3 Associate Superintendent
✓	Curtis Walty	• Communications Coordinator
✓	Krystal Potts	• Executive Assistant
✓	Judy Ducharme	• Executive Secretary

CALL TO ORDER

Chair Guild called the meeting to order at 9:02 a.m.

OPENING PRAYER,
 CULTURAL
 REFLECTION

Trustee Yellowknee provided an opening prayer.

ADOPT AGENDA

- 24896/19 Trustee Yellowknee moved that the Board of Trustees acknowledge that Trustees have reviewed and approve the agenda with changes:
- Adopt new agenda format change
 - Add Action item: 16 Special Meeting September 14 Minutes
 - Add Action item: 17 Motion from Sept 14 Special Meeting

CARRIED

IN-CAMERA SESSION	24897/19	Trustee Yellowknee moved that the meeting go in-camera at 9:13 a.m.
		CARRIED
REGULAR SESSION	24898/19	Trustee Yellowknee moved that the meeting revert to regular session at 10:25 a.m.
		CARRIED
ADOPT CONSENT AGENDA	24899/19	Trustee Anderson moved that the Board of Trustees adopt the consent agenda as amended: - Move September 14, 2019 Special Meeting Minutes to Action Item# 16
		CARRIED
TRANSFER OF LAND AND BUILDINGS AND SCHOOL FURNITURE IN LITTLE BUFFALO	24900/19	Trustee Yellowknee moved that the Board of Trustees approve the transfer of the school furniture and the division-owned land, as listed, to 2033800 Alberta Ltd., all for \$1.00, subject to Ministerial Approval: Lot 111, Block 009, Plan 82233143 Lot 113, Plan 9622484 Lot 77, Block 008, Plan 8121420 Lot 78, Block 008, Plan 8121420 Lot 83, Block 009, Plan 8121420
		CARRIED
TRANSFER OF BUSES IN LITTLE BUFFALO / PEERLESS LAKE/TROUT LAKE TO KTCEA	24901/19	Trustee Yellowknee moved that the Board of Trustees approve the transfer of the division-owned buses, units 511, 512, 547, 548, 568, 569, 575, to Kee Tas Kee Now Education Authority for \$1.00, subject to Ministerial Approval, and direct administration to enter into a lease agreement with KTCEA for the buses, until the sale is completed.
		CARRIED
POLICY 5 ROLE OF CHAIR	24902/19	Trustee Yellowknee moved that the Board of Trustees approve first reading of Policy 5 Role of Chair as presented and attached.
		CARRIED

POLICY 3 APPENDIX B TRUSTEE & ADMINISTRATION WORKING RELATIONSHIP GUIDELINES	24903/19	Trustee Gladue moved that the Board of Trustees approve first reading of Policy 3 Appendix B Trustee & Administration Working Relationship Guidelines as presented and attached.
		CARRIED
POLICY 7 APPENDIX C TRUSTEE EXPENSE AND CORPORATE CREDIT CARD GUIDELINES	24904/19	Trustee Yellowknee moved 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, as amended.
		CARRIED
POLICY 16 – RECRUITMENT AND SELECTION OF PERSONNEL	24905/19	Trustee Yellowknee moved that the Board of Trustees approve the second reading to changes to Policy 16, Recruitment and Selection of Personnel, as attached.
		CARRIED
		<u>ACTION: Associate Superintendent HR Oginski to research process when there is a breach of confidentiality by an interview committee member and provide to the Board for information.</u>
POLICY 20 – HOUSING	24906/19	Trustee Cardinal moved that the Board of Trustees approve the second reading to changes of Policy 20, Housing as attached.
		CARRIED
POLICY 8 BOARD COMMITTEES	24907/19	Trustee Yellowknee moved that the Board of Trustees approve second reading of Policy 8, Board Committees with revisions as attached.
		CARRIED
TEBA REPRESENTATIVE, ADVOCACY COMMITTEE AND WELLNESS COMMITTEE	24908/19	Trustee Yellowknee moved that the Board of Trustees to approve Trustee Anderson as the TEBA representative for Northland School Division and Trustee Anderson to be appointed to the Advocacy Committee and Trustee Nokohoo be appointed to the Wellness Committee.

Note the Local Bargaining Committee membership changed

CARRIED

OCTOBER BOARD
MEETING DATE
CHANGE

24909/19 Trustee Anderson moved that the Board of Trustees approve the October board meeting date change to October 26, 2019.

CARRIED

BOARD
EVALUATION

24910/19 Trustee Gladue moved that the Board of Trustees hold the board evaluation on Thursday, November 20, 2019 and approve hiring Terry Gunderson at ASBA to facilitate the evaluation.

CARRIED

SUPERINTENDENT
SEARCH
CONSULTANT

24911/19 Trustee Gladue moved that the Board of Trustees approve the contract with ASBA, as presented, for the services of Terry Gunderson to facilitate the Superintendent search.

CARRIED

POLICY 4 TRUSTEE
CODE OF
CONDUCT; POLICY
4 APPENDIX A
TRUSTEE CODE OF
CONDUCT
SANCTIONS

24912/19 Trustee Yellowknee moved that the Board of Trustees approve first reading of Policy 4 Trustee Code of Conduct and Policy 4 Appendix A Trustee Code of Conduct Sanctions as attached.

CARRIED

24913/19 Trustee Gladue moved that the Board of Trustees approve second reading of Policy 4 Trustee Code of Conduct and Policy 4 Appendix A Trustee Code of Conduct Sanctions as attached.

CARRIED

24914/19 Trustee Gladue moved that the Board of Trustees approve third and final reading of Policy 4 Trustee Code of Conduct and Policy 4 Appendix A Trustee Code of Conduct Sanctions as attached.

CARRIED

POLICY 7 BOARD
GOVERNANCE &
OPERATIONS

24915/19 Trustee Yellowknee moved that the Board of Trustees approve first reading of Policy 7 Board Governance & Operations as amended.

CARRIED

24916/19 Trustee Gladue moved that the Board of Trustees approve second reading of Policy 7 Board Governance & Operations as amended.

CARRIED

24917/19 Trustee Anderson moved that the Board of Trustees approve third and final reading of Policy 7 Board Governance & Operations as amended.

CARRIED

RENEWING OUR
SPIRIT
CONFERENCE

24918/19 Trustee Shirley moved that the Board of Trustees accept for information on the Renewing Our Spirit Conference.

CARRIED

MONITORING
REPORTS

24919/19 Trustee Yellowknee moved that the Board of Trustees receive the following items as information and discussion:

- Board Chair Highlights
- Acting Superintendent Highlights
- Area 1 Associate Superintendent Report
- Enrollment Report
- Communications Report

CARRIED

PRELIMINARY
DISCUSSION ON
FUTURE BOARD
ITEMS

24920/19 Moved Yellowknee that the Board of Trustees receive the following items as information and discussion to be brought forward to the next regular meeting.

- Lease Transfers for Chipewyan Lake, Peerless Lake, and Trout Lake
- Expense Claims on the Website
- Upcoming Events

ADJOURNMENT

24921/19 Trustee Gladue moved that the Board of Trustees declare the meeting adjourned at 2:49 p.m.

CARRIED

CLOSING
CULTURAL
REFLECTION

Trustee Yellowknee provided a closing prayer.

BOARD
ASSESSMENT TOOL
SURVEY

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

Robin Guild, Board Chair

Trudy Rasmuson, Secretary-Treasurer

Recording Secretary: Judy Ducharme, Executive Secretary

Current Board Action Items

	Meeting	Date of Meeting	Assigned To	Agenda Item	Task	Due Date	Status	Action
1	Board	1/24/2020	Krystal	Borrowing Resolution	Find correspondence from GLMS on CTS funds (grant) cost break down re: Gift Lake	2/21/2020	Pending	No correspondence found. Nancy to ask Tammy Anderson.
2	Board	1/24/2020	Trudy	Gift Lake Receivable	Look into the washroom unit sitting at Gift Lake Metis Settlement yard that NSD used for the temporary school & see if it can be sold at auction	2/21/2020	Pending	In the board package.
3	Board	1/24/2020	Krystal	Pelican Viability	Set up the process for school closure	2/21/2020	complete	Community meeting is set for March 25 at 6 pm
4	Board	1/24/2020	Curtis	Susa Creek Viability	Chair to write a letter to the Grand Chief of Treaty 8 and ask for support to put some pressure on the provincial gov't to support small schools.	2/21/2020	Pending	Curtis is drafting a letter.
5	Board	1/24/2020	Wes	Monitoring Reports	Wes to reach out to Trustees about career fair attendance.	2/21/2020	Pending	On going
6	Board	1/24/2020	Trudy	Professional Development	Admin to bring back to the next meeting a motion regarding a \$3000 registration cap to Board professional development for Trustees.	2/21/2020	Complete	In the board package, board chair highlights.
7	Board	1/24/2020	Judy	Professional Development	Email the Board upcoming PD events.	2/21/2020	Complete	Email sent Jan 31
8	Board	1/24/2020	Nancy	Social Pass	Add to February meeting (current practice, procedure and research)	2/21/2020	Complete	In the Superintendent highlights.
9	Board	1/24/2020	Nancy	Water Testing	Bring back the results of the school water testing when it becomes available.	3/25/2020	Pending	Water testing will be completed at the end of February
10	Board	1/24/2020	Don	DSEAC Report to the Board	Robin asked Don for the attendance to be broken down by junior high/senior high in the next monitoring report.	2/21/2020	Pending	
11	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. Currently, maps have been provided to the Superintendent, to sit down with the three trustees in the area, to look at the boundaries.
12	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	The two reports (quarterly and monthly) will be reviewed by the A&F committee at its next meeting, for feedback.
13	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
14	Board	8/24/2019	Silas, Robin, Louis	Election Process (Wards 5, 6 & 7)	To meet and discuss boundary changes.	11/1/2019	Pending	Maps were provided to the Superintendent, who will meet with the three trustees to review the boundaries and recommend changes, if any.
15	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. Email request sent again Jan 31
16	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 - administration working on setting up a meeting with the First Nation. Email request sent again Jan 31
17	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	



Office of the Minister

AR108186

JAN 30 2020

Mr. Robin Guild
Board Chair
The Northland School Division
9809 - 77 Avenue
PO Bag 1400
Peace River AB T8S 1V2

Dear Mr. Guild:

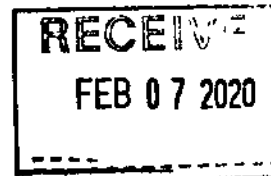
On behalf of the Government of Alberta, we are pleased to advise you that the following project for the Northland School Division approved for design funding as part of the November 1, 2019 capital announcement:

Project Name	Delivery Type	Grade Configuration	Opening Capacity
Athabasca Delta School modernization/replacement	Infrastructure	K-12	320

Infrastructure and Education staff will contact your administration in the following weeks to kick off the collaborative development of the Athabasca Delta School modernization/replacement project.

We invite you to explore innovative partnerships that will result in improvements to program quality and the more efficient use of resources. To ensure that the project is not delayed, all partnerships should be in place prior to design work commencing. Infrastructure and Education staff are available to provide assistance and guidance as needed.

The Infrastructure contact for this project is Greg Leitch, Director, North, Learning Facilities Branch, who can be contacted at greg.leitch@gov.ab.ca or 780-638-3227. The Education project contact is Peter Burgess, Manager, Capital Planning North, who can be contacted at peter.burgess@gov.ab.ca or 780-427-2083. Dial 310-0000 first for toll-free access.



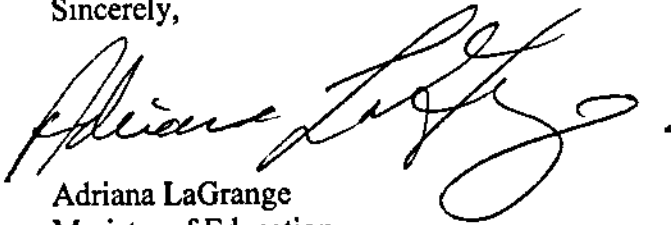
.../2

Mr. Robin Guild
Page Two

All newly announced projects may require a project sign to be erected to government specification in conjunction with construction start. Please reach out to your Infrastructure contact for the status of site sign requirements.

We look forward to the successful and timely completion of this project.

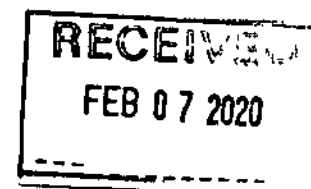
Sincerely,



Adriana LaGrange
Minister of Education



Prasad Panda
Minister of Infrastructure





BIG LAKES COUNTY

5305-56 Street Box 239, High Prairie, AB T0G 1E0

T / (780) 523-5955 F / (780) 523-4227

January 27, 2020

High Prairie School Division No. 48
Box 870
High Prairie, AB T0G 1E0

**Attn: Joyce Dvornek,
Chair, Board of Trustees**

RE: All Day School Zones

Thank you for your correspondence of January 6, 2020 requesting that Big Lakes County implement an All-Day School Zone. Council reviewed your request at the January 22, 2020 Regular Council Meeting and in general are in favour of an all-day school zone. Council would like to know if there is a specific reason for the suggested 7:30 am start time as the current start time is 8.00 am.

We've also received correspondence from the Traffic Safety Coalition requesting that an all-day school zone be implemented from 8 00 am to 5:00 pm for the added safety for after school activities as well.

Being that three of our five hamlets have a 40 km/hr hamlet wide speed limit already; would the High Prairie School Division be agreeable to an 8 00 am to 4:30 pm all-day school zone?

We look forward to your response. If you should have any questions or concerns, please feel free to contact me.

Yours truly,

Per:

Vic Abel
Director of Public Works

DD

HIGH PRAIRIE SCHOOL DIVISION NO. 48

Box 870, High Prairie, Alberta T0G 1E0
Phone 780-523-3337, Fax 780-523-4639 Toll Free 877-523-3337 (in Alberta only)
www.hpsd48.ab.ca



January 28, 2020

Big Lakes County
Box 239
High Prairie, AB T0G 1E0

Attention: Reeve & Council

Re: All Day School Zones

We thank you for the letter of January 27 from your Director of Public Works, Vic Abel, in response to our request for all-day school zones

High Prairie School Division is agreeable to the recommendation to implement the all-day school zone times of 8:00 a.m. to 4 30 p.m. We appreciate your speedy reply to our request and your collaboration in keeping our students safe before, during and after school hours.

Yours truly,

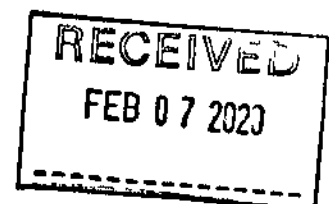
A handwritten signature in black ink, appearing to read "JD".

Joyce Dvornek
Chair

JD/sc



FILE COPY





NORTHLAND SCHOOL DIVISION
TRUSTEE REPORT TO THE BOARD

TO:	The Board of Trustees	DATE:	February 2020
SUBMITTED BY:	Trustee Anderson Ward 03		
SUBJECT:	Trustee Activity Report for Feb. 2020		

SUMMARY:
<p>1: On Jan. 28th I visited the Gift Lake school to speak to the Junior High Students. The topic was the importance of staying in school and completing grade 12. I shared with them the options they would have if they completed school and went on to post-secondary in terms of getting jobs and making a good living for themselves and their families. I also spoke to them about behavior in school and the importance of being a good student. They were very attentive and hopefully they have something to think about.</p> <p>2 : On Feb. 6th I went to Lethbridge University as part of a team to try and recruit some teachers. I think it is important to start early and to make an effort to try to recruit teachers that will be part of a team that will give our students the best opportunity to succeed.</p> <p>3 : On Feb. 10th I visited the community of Peavine to talk to members about the school and their thoughts on how it is going. I spoke to a number of people including staff from the administration office and they all said everything seems to be doing well.</p>



Superintendent's Report

February 21, 2020

Annual 3 Year Education Plan/AERR Meeting	February 4, 2020
Meeting with Alberta Education to discuss the NSD Annual Education Results Report (AERR) and 3 Year Education Plan.	
Agenda Review	February 5, 2020
Met with members of the Board of Trustees and administration to go over the February 21, 2020 Corporate board agenda.	
Audit & Finance Committee Meeting	February 7, 2020
Met with members of the Board of Trustees and administration to discuss budget timelines and federal tuition rate calculation scenarios.	
Teacher's Convention	February 13-14, 2020
Types of professional learning included Career-Long Learning, Fostering Effective Relationships, Foundational Indigenous Knowledge, Inclusive Learning Environments, Leading a Learning Community, and Professional Body of Knowledge.	
Induction Supper & Teacher Appreciation Event	February 13, 2020
Hosted by ATA Local #69, NSD teachers are celebrated with supper and prizes.	

Committed Dates

Wellness Committee Meeting	February 20, 2020
Quarterly Attendance Update	February 28, 2020
Pelican Mountain Community Meeting	March 12, 2020
Board Retreat	March 18-19, 2020
Attraction & Retention Committee	March 21, 2020
Teaching & Learning Committee	March 21, 2020

--- Forwarded message -----

From: **Urban Rez Cultural Society** <info@urbanrezsociety.ca>

Date: Monday, January 27, 2020

Subject: 2020 "Renewing our Spirit" Youth Conference

To: Robin Guild <robin.guild@mdopportunity.ab.ca>

Good afternoon Sir/Madam

First and foremost, we the "Urban Rez Culture Society" thank you for your continuous support for your assistance making these youth conferences successful since 2018.

We are on the planning stages of hosting the 3rd annual "Renewing Our Spirit" Youth Conference. The tentative dates we have chosen are from September 4th to the 6th, or September 11th to the 13th. We have selected these dates due to involve the students. The previous 2 youth conference were successful and well attended. The 20 workshop topics addressed in this conference focused on issues that destroy and damage our youth and communities. Other workshop topics focuses to empower and educate the participants to make better positive life choices.

We also thank "Northland School Division" for the hospitality and great service for the usage of Mistassiniy School. The janitors and staff helped greatly in the success of these conferences.

The "Urban Rez Culture Society" is requesting for the usage of Mistassiniy School to host the 3rd annual "Renewing Our Spirit" Youth Conference on the dates mentioned above. This youth conference is unique!!! Every year it attracts more participants. It enhances and promotes healing, education, unity, economics and tourism for our communities and people. The registration fee and meals are FREE. The entertainment, workshop facilitators, achievement awards, fashion show are top notch. The round dance/feast/give away are always well attended. We have contacted a prominent aboriginal NHL hockey player as a guest speaker for the youth achievement awards ceremony.

We also welcome Northland School Division staff to assist us with the planning of this conference.

In closing, we look forward to a favourable response, but also continue creating a positive partnership.

Sincerely

Gordon Gladue
Chairman



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

TO: THE BOARD OF TRUSTEES **Date:** February 21, 2020
SUBMITTED BY: Wes Oginski, Associate Superintendent - HR
SUBJECT: JANUARY 2020 ENROLLMENT UPDATE
ORIGINATOR: Wes Oginski, Associate Superintendent - HR
REFERENCE(S) & ATTACHMENTS: NSD 19-20

RECOMMENDATION:

That the Board of Trustees accept as information, the January 31st, 2020 student enrolment.

BACKGROUND:

Administration will provide a monthly update of student enrollment .

RISK ANALYSIS:

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

[NSD 19-20 Monthly Enrollment Update \(Monthly Summary Tab\)](#)

[NSD 19-20 Monthly Enrollment \(January 2020 Tab\)](#)

Jan-20

	P	E	1	2	3	4	5	6	7	8	9	10	11	12 Other	Total
AREA 1															
Paddle Prairie	0	10	4	9	6	7	14	16	7	11	8	3	2	12	109
Bishop Routhier	0	7	8	9	10	10	9	9	0	0	0	0	0	0	62
Gift Lake	0	9	11	14	15	13	12	17	11	11	8	0	0	0	121
Grouard Northland	0	14	8	8	7	10	6	11	6	7	4	0	0	0	81
Hillview School	0	6	5	4	4	5	4	5	0	0	0	0	0	0	33
Susa Creek	0	5	0	1	4	0	4	1	2	1	0	0	0	0	18
Total	0	51	36	45	46	45	49	59	26	30	20	3	2	12	424

	P	E	1	2	3	4	5	6	7	8	9	10	11	12 Other	Total
AREA 2															
Calling Lake	0	9	18	12	18	6	7	8	14	8	7	10	3	10	130
Career Pathways School	0	0	0	0	0	0	0	0	0	0	0	44	33	20	97
Mistassiniy School	0	0	0	0	0	0	0	0	40	35	41	50	37	35	238
Chipewyan Lakes	0	1	9	1	1	4	2	1	0	0	0	0	0	0	19
Pelican Mountain	0	4	2	3	4	4	3	4	0	0	0	0	0	0	24
St. Theresa	0	47	35	51	46	45	41	34	0	0	0	0	0	0	299
Total	0	61	64	67	69	59	53	47	54	43	48	104	73	65	807

	P	E	1	2	3	4	5	6	7	8	9	10	11	12 Other	Total
AREA 3															
Athabasca Delta Community School	0	11	20	18	15	18	16	14	16	14	16	12	12	17	199
Bill Woodward School	0	0	0	0	0	0	0	18	11	18	12	12	10	14	95
Anzac Community School	0	18	24	18	20	14	12	0	0	0	0	0	0	0	106
Conklin	0	6	3	3	1	3	2	1	5	3	7	0	0	0	34
Elizabeth School	0	7	10	13	12	10	14	11	11	10	0	0	0	0	98
Father R. Perin	0	13	9	8	14	11	7	5	9	7	5	0	0	0	88
Fort McKay School	0	8	5	4	3	5	5	7	0	0	0	0	0	0	37
J.F. Dion	0	6	10	6	8	8	11	7	8	10	0	0	0	0	74
Total	0	69	81	70	73	69	67	63	60	62	40	24	22	31	731
Jan-20	0	181	181	182	188	173	169	169	140	135	108	131	97	108	1962

Jan-20

Secondary		P	E	1	2	3	4	5	6	7	8	9	10	11	12 Other	Total	
	Paddle Prairie	0	10	4	9	6	7	14	16	7	11	8	3	2	12	0	109
	Calling Lake	0	9	18	12	18	6	7	8	14	8	7	10	3	10	0	130
	Career Pathways School	0	0	0	0	0	0	0	0	0	0	0	44	33	20	0	97
	Mistassiny School	0	0	0	0	0	0	0	0	40	35	41	50	37	35	0	238
	Athabasca Delta Community School	0	11	20	18	15	18	16	14	16	14	16	12	12	17	0	199
	Bill Woodward School	0	0	0	0	0	0	0	18	11	18	12	12	10	14	0	95
	Total	0	30	42	39	39	31	37	56	88	86	84	131	97	108	0	868
Elementary		P	E	1	2	3	4	5	6	7	8	9	10	11	12 Other	Total	
	School	0	7	8	9	10	10	9	9	0	0	0	0	0	0	0	62
	Bishop Routhier	0	9	11	14	15	13	12	17	11	11	8	0	0	0	0	121
	Gift Lake	0	14	8	8	7	10	6	11	6	7	4	0	0	0	0	81
	Grouard Northland	0	6	5	4	4	5	4	5	0	0	0	0	0	0	0	33
	Hillview School	0	5	0	1	4	0	4	1	2	1	0	0	0	0	0	18
	Susa Creek	0	1	9	1	1	4	2	1	0	0	0	0	0	0	0	19
	Chipewyan Lakes	0	4	2	3	4	4	3	4	0	0	0	0	0	0	0	24
	Pelican Mountain	0	47	35	51	46	45	41	34	0	0	0	0	0	0	0	299
	St. Theresa	0	18	24	18	20	14	12	0	0	0	0	0	0	0	0	106
	Anzac Community School	0	6	3	3	1	3	2	1	5	3	7	0	0	0	0	34
	Conklin	0	7	10	13	12	10	14	11	11	10	0	0	0	0	0	98
	Elizabeth School	0	13	9	8	14	11	7	5	9	7	5	0	0	0	0	88
	Father R. Perin	0	8	5	4	3	5	5	7	0	0	0	0	0	0	0	37
	Fort McKay School	0	6	10	6	8	8	11	7	8	10	0	0	0	0	0	74
	J.F. Dion	0	151	139	143	149	142	132	113	52	49	24	0	0	0	0	1094
	Total	0	181	181	182	188	173	169	169	140	135	108	131	97	108	0	1962
	Jan-20	0	181	181	182	188	173	169	169	140	135	108	131	97	108	0	1962

TO:	The Board of Trustees	DATE:	February 21, 2020
SUBMITTED BY:	Secretary-Treasurer, T. Rasmuson		
SUBJECT:	Audit and Finance Committee Report for February 7, 2020		

SUMMARY:
<p>The committee met on Friday, Feb. 7, 2020, from 1:30-2:30 pm by teleconference.</p> <p>The committee members are: Robin Guild, Board Chair Cathy Wanyandie, Board Trustee Randy Anderson, Board Trustee Nancy Spencer-Poitras, Superintendent Trudy Rasmuson, Secretary-Treasurer</p> <p>All were in attendance.</p> <p>There were two items on the agenda, a discussion of the budget/training plan and an explanation/discussion regarding the federal tuition calculation (commonly known as the federal calc.)</p> <p>The budget/training plan was modified due to the timing of the provincial budget, possible changes to the funding framework and reporting, and the fact that the board retreat will be held in March, versus September. The revised plan will be presented to the committee at its next meeting.</p> <p>Secretary-Treasurer Rasmuson gave an overview of the impact of the calculation on the budget and year-end process. The committee members had a discussion as to how to mitigate the impact of the expense method of calculating the federal tuition. Two items were added to the board advocacy list: Education Service Agreement discussions with First Nations Reciprocal Tuition Agreement discussions with First Nations</p> <p>An item for the next meeting will be a discussion on the two board financial reports – the quarterly and the monthly report. Secretary-Treasurer Rasmuson will be looking for feedback on them.</p> <p>There has been no date set for the next meeting, as the date for the provincial budget has not been set.</p> <p>Update – Provincial budget will be released Thursday, February 27, 2020</p>



TO: BOARD OF TRUSTEES

SUBMITTED BY: CHAIR, R. GUILD

SUBJECT: BOARD RETREAT LOCATION

REFERENCE(S):

ATTACHMENTS:

DATE: FEBRUARY 21, 2020

RECOMMENDATION:

THAT the Board of Trustees approve that the 2020 Board Retreat be held at the Wingate by Wyndham Hotel in Edmonton, Alberta.

BACKGROUND:

As per the discussion at the last board meeting to hold the Board Retreat at the same location as the Board Meeting.

RISK ANALYSIS:

No risks are perceived.



TO: BOARD OF TRUSTEES **DATE:** February 21, 2020
SUBMITTED BY: POLICY COMMITTEE CHAIR K. TELFORD
SUBJECT: POLICY 10 POLICY MAKING
REFERENCE(S):
ATTACHMENTS: POLICY 10 POLICY MAKING

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

BACKGROUND:
No changes to policy since first reading in November 2019.
RISK ANALYSIS:
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



TO: BOARD OF TRUSTEES **DATE:** FEBRUARY 21, 2020

SUBMITTED BY: SECRETARY-TREASURER, T. RASMUSON

SUBJECT: SALE OF SKID MOUNT LAVATORY

REFERENCE(S):

ATTACHMENTS:

RECOMMENDATION:
THAT the Board of Trustees approve the sale of the 2006 12 x 32 skid mount lavatory.

BACKGROUND:
The 2006 lavatory trailer was purchased used in 2014 for \$56,390, for use in Gift Lake during the construction of the new school. After the school was built, the unit was stored for emergency use. However, it has been six years since its purchase, as it hasn't been used, so administration is recommending its disposal. The book value of the unit is \$23,871, and proceeds will be used for capital projects.
RISK ANALYSIS:
There is a risk that the unit may need to be used at some time, so if the sale takes place and a unit is required, the division may have to rent or re-purchase a unit. However, it hasn't been needed for six years (other than for its original use), so sale of the unit is recommended.



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

TO: THE BOARD OF TRUSTEES **Date:** February 21, 2020
SUBMITTED BY: DR. NANCY SPENCER-POITRAS, SUPERINTENDENT OF SCHOOLS
SUBJECT: PROFESSIONAL IMPROVEMENT LEAVE COMMITTEE
ORIGINATOR: RUBY SAKESKANIP, WARD 9 TRUSTEE
REFERENCE(S) & ATTACHMENTS: Northland School Division Collective Agreement (2012-2016/2016-2018)
10.5 Professional Improvement Leave

RECOMMENDATION:

That the Board approve the Professional Improvement Leave Committee recommendation of Mario Fafard for the 2020-2021 school year.

BACKGROUND:

Northland School Division has received 1 application for Professional Improvement Leave for the 2020-21 school year. In February 2019, Ruby Sakeskanip (Trustee Ward 9), the Superintendent and Kristel Laderoute, the ATA Local President, reviewed with the Associate Superintendent of Human Resources to review applications.

The Committee recommends:

- Mario Fafard

RISK ANALYSIS:

- n/a

Attachment: [NSD PIL Application Summary 2020](#)

9.4 Professional Improvement Leave

- 9.4.1** Any employee subject to this Agreement who has served with "THE BOARD" for a period of three (3) consecutive years or more shall be eligible to apply in the fourth (4th) or any subsequent year for professional improvement leave as outlined below.
- 9.4.2** Written applications must be received by "THE BOARD" by February 1st of the year in which leave is to commence.
- 9.4.3** All applications shall be examined by a selection committee composed of the Superintendent of Schools, a Trustee and a representative of the teaching staff of "THE BOARD". It shall be the responsibility of this committee to recommend the approved names to "THE BOARD", who shall make the final decision.
- 9.4.4** A maximum of two (2) staff members shall be granted professional improvement leave in any one (1) year, if so recommended by the Committee.
- 9.4.5** All applicants shall be notified in writing of "THE BOARD'S" decision by March 15th of the year of this Agreement.
- 9.4.6** Successful applicants shall agree to return to work with "THE BOARD" for two (2) years following the year of leave. If any of the said staff members leave the service of "THE BOARD" before the two (2) years have expired, they shall repay that portion of all costs including salary and benefits, "THE BOARD" paid on their behalf during the leave which corresponds to the time commitment which has not been honored.
- 9.4.7** No experience increment shall be allowed during the year that the leave is in effect.
- 9.4.8** The amount paid to the successful applicants shall be seventy (70%) per cent of grid salary.
- 9.4.9** The rates in accordance with Clause 10.5.8 shall apply to leaves commencing with the opening day of the school year for which leave has been granted, and shall apply for the whole period of the leave.
- 9.4.10** Payments in accordance with Clause 10.5.8 shall be made in twelve (12) equal monthly installments.
- 9.4.11** Accumulated sick leave shall be retained and Alberta Health Care Benefits and Alberta School Employee Benefit Plans shall remain in effect during the year of leave.
- 9.4.12** Prior to leave being granted, the teacher shall sign a Professional Improvement Leave Agreement. This Agreement shall specify the teacher's assignment upon return to "THE BOARD".

**REQUESTS FOR PROFESSIONAL IMPROVEMENT LEAVE
2020-2021**

Name	School	Position	Northland Employment History	Program of Studies
1. Mario Fafard	Elizabeth School	Teacher	<ul style="list-style-type: none"> ➤ Commenced employment with the division as Teacher at Elizabeth School on August 27, 2014 	<ul style="list-style-type: none"> ➤ 8-month practicum required to complete Masters of Counselling Psychology at Yorkville University ➤ Proposal to continue as Itinerant substitute with a partial leave

Mario Fafard
1002 16th Avenue
Cold Lake, AB
T9M 1L6

October 14, 2019

Wes Oginski
Associate Superintendent
Northland School Division No. 61
PO Bag 1400
9809 77 Avenue
Peace River, AB
T8S 1V2

Dear Mr. Oginski and Members of the Board:

My name is Mario Fafard and I am currently a teacher at Elizabeth School. Since January of 2018, I have been a distance student in Yorkville University's Masters of Counselling Psychology program. In December, I will have completed my course work and all that remains is an eight month practicum which was originally set for January 2020. I have deferred this practicum until a later date for financial reasons and also so that I can complete the current school year.

In consultation with my principal, Mark Burke and Area 3 Associate Superintendent, Tim Stensland, it was suggested that I might apply for educational leave for the 2020-2021 school year so that I could complete my practicum. My understanding is that this would entail 8 months of leave at 0.7 salary. I feel that this is the best option for me and my daughter, and I hope it would be the best option for our school. It would give me the opportunity to keep a presence in our school in terms of volunteering and our students would be able to enjoy a replacement teacher for a full year.

My long term plan is to remain employed by Northland School Division as a teacher and to serve in a mental health capacity. The students at Elizabeth were my inspiration to undertake these studies and I see a need for further mental health supports in the community. Please advise me as to how I may apply for educational leave for the 2020-2021 school year. Thank you for your consideration.

Sincerely,

Mario Fafard

Mario Fafard
1002-16th Avenue
Cold Lake, AB
T9M 1L6

January 26, 2020

Wes Oginski
Associate Superintendent
Northland School Division No. 61
P.O. Bag 1400
9809 77th Avenue
Peace River, AB
T8S 1V2

Dear Mr. Oginski and Members of the Board:

Last fall, I had submitted an application for Educational Improvement Leave for the 2020-2021 school year, according to the terms established in the collective agreement. As you are aware, my assignment with Northlands School Division is about to change on February 18th when I take a position as Itinerant Sub Teacher for Area 3.

The final requirement for the completion of my Master's Degree is an eight-month practicum, but in this new capacity, I would not require full time educational leave. I could carry on my duties as Itinerant Sub, with a part time leave. As I understand it, I could provide substitution for the principals of Fort McKay and Conklin for two weeks and possibly take the third week to fulfill my academic obligations.

My hope is that this new arrangement will translate to cost efficiency for Northlands as Alberta's educators face tough fiscal times. It agrees with my current situation. If my application is successful, I look forward to meeting and working out ways in which we can build satisfaction for all parties and stakeholders involved.

Thank you for the support I have received thus far and good luck with your decision.


Sincerely,

Mario Fafard



NORTHLAND SCHOOL DIVISION BOARD CHAIR HIGHLIGHTS

TO:	THE BOARD OF TRUSTEES	DATE:	FEBRUARY 2020
SUBMITTED BY:	Robin Guild, Chair, Ward 7		
SUBJECT:	February 2020 Board Chair Highlights		

Highlights
<ul style="list-style-type: none"> ● Feb 4 Vice Chair Nokohoo meets MLA Goodridge <div style="display: flex; align-items: flex-start; margin-top: 10px;"> <div style="flex: 1;">  </div> <div style="flex: 2; padding-left: 10px;"> <p>On February 4, 2020, Vice-Chair Jules Nokohoo met with MLA for Fort McMurray-Lac La Biche Laila Goodridge, to share success stories and discuss the challenges we face in NSD. It was a productive meeting and the Board looks forward to future conversations with Ms. Goodridge.</p> </div> </div> <ul style="list-style-type: none"> ● Board Budget ● Professional Development Registration Budget ● Board Advisor Lois Byers ● Upcoming Events: <ul style="list-style-type: none"> ○ Alberta Rural Education Symposium March 1-3 ○ Every Season Learning Consultations – various dates ○ Board Retreat – March 18 & 19 ○ Board Meeting – March 20 ○ NSBA Conference – April 4-6 ○ Central Office Closed – April 10 & 13 Happy Easter! ○ Board Meeting – April 17 ○ CASS – First Nation, Metis & Inuit Education Gathering – April 20-22 ○ ASCA Conference & AGM – April 24-26 ○ CAPSLE 2020 – April 25-29

TRUSTEE EXPENSE SUMMARY				
AS OF January 31, 2020				
			BUDGET	
	YTD	BUDGET	REMAINING	% SPENT
Trustee Remuneration	\$83,638.90	\$170,250.00	\$86,611.10	49.13%
Trustee Employee Benefits	\$22,167.45	\$40,000.00	\$17,832.55	55.42%
PD/School Council Development	\$2,642.08	\$6,000.00	\$3,357.92	44.03%
Legal Fees	\$87,529.98	\$50,000.00	-\$37,529.98	175.06%
Professional Services	\$0.00	\$0.00	\$0.00	0.00%
Advertising	\$0.00	\$1,700.00	\$1,700.00	0.00%
ASBA/PSBA Fees	\$26,764.53	\$33,000.00	\$6,235.47	81.10%
Office Supplies	\$1,060.28	\$2,000.00	\$939.72	53.01%
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	\$66,561.47	\$165,250.00	\$98,688.53	40.28%
Insurance (liability)	\$245.35	\$250.00	\$4.65	98.14%
Telephone	\$1,331.14	\$6,000.00	\$4,668.86	22.19%
Awards	\$5,932.11	\$35,000.00	\$29,067.89	16.95%
Furniture and Equipment	\$958.85	\$10,000.00	\$10,000.00	9.59%
Hosting	\$0.00	\$11,000.00	\$11,000.00	0.00%
	\$299,752.65	\$533,750.00	\$234,956.20	56.16%
TOTALS	\$299,752.65	\$533,750.00	\$234,956.20	56.16%
TO BE EXPENSED:				
January expenses paid in February	\$15,000.00			
TOTALS	\$314,752.65	\$533,750.00	\$218,997.35	58.97%



ALBERTA
EDUCATION

Office of the Minister

JAN 22 2020

AR109318

Mr. Robin Guild, Board Chair
Northland School Division
Bag 1400
9809 - 77 Avenue
Peace River Alberta T8S 1V2

Dear Mr. Guild:

I am writing to advise you that as of January 15, 2020, Lois Byers' contract as Minister's Observer and Strategic Advisor to the Northland School Division Board of Trustees has concluded.

Since the fall of 2017, Ms. Byers has provided guidance and support to the Northland School Division, building capacity of school board members, helping them understand their roles as trustees, and increasing focus on student success.

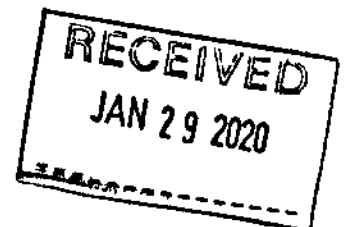
Should you require further assistance from Alberta Education staff, please contact Nathan Freed, Director, North Services, at nathan.freed@gov.ab.ca or 780-422-0795 (toll-free by first dialing 310-0000).

I wish you all the best in your work to serve the students of Northland School Division.

Sincerely,

Adriana LaGrange
Minister

cc: Nancy Spencer-Poitras, Acting Superintendent of Schools
Northland School Division





Superintendent's Highlights

February 21, 2020

Induction Supper & Teacher Appreciation Event

Attended the new teacher induction and appreciation event at Barnett House with members of the Board of Trustees and administration. 27 new teachers received their certificate, pin, and handbook for recognition of induction to their profession. The new teachers are either new to the province or new to teaching.

Social Pass

Northland School Division does not have a procedure for promotions, students can be promoted to the next grade by any of the following:

1. Students meet the required curriculum outcomes.
2. Students meet the goals outlined in the IPP, the goals in the IPP would be what the teacher would be using in replace of a grade-level curriculum.
3. Parent request- when a teacher school makes the recommendation, Parents who disagree with the recommendation can request that the student be placed in the next grade.
4. Students who don't attend ECS, however, are 6 years of age as of September 1st are required to be in grade 1.
5. High school students Grade 10-12 need to require a passing grade, in order to receive credit for the course.

According to Hattie (2017), ranking of influences of student achievement, retention of students scored 249th out of 256 and actually had a negative effect of -0.32. By contrast, collective teacher efficacy had a positive effect of 1.57. Initiatives with effect sizes of .40 or more are considered worth pursuing.

<https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/>

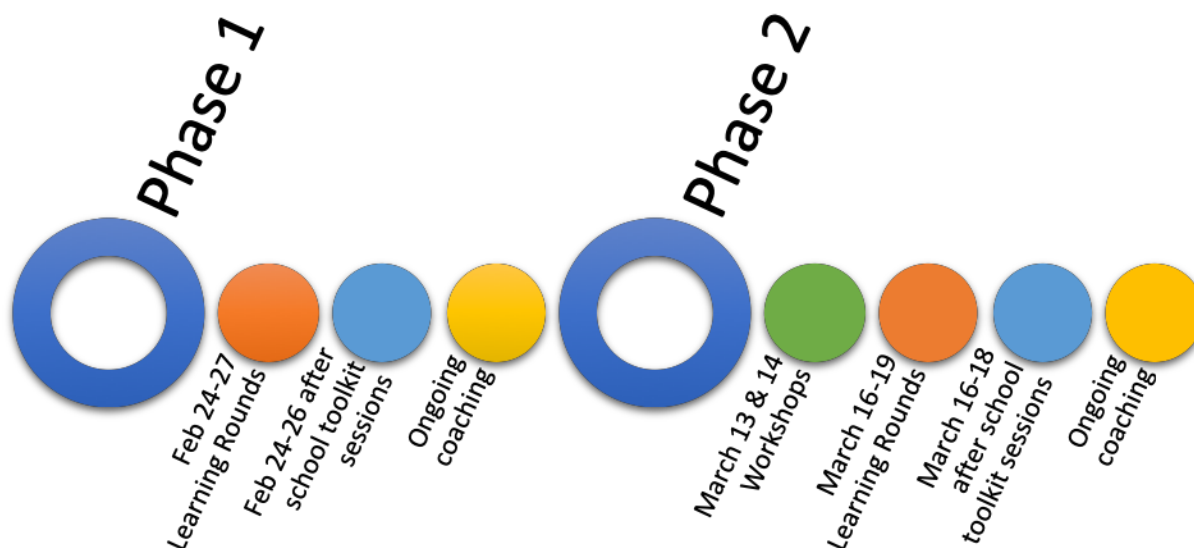
Acting Associate Superintendent – Area 2 Report to the Board of Trustees of Northland School Division



Inspiring Achievement through Deeper Learning: a 3-year Northland School Division (NSD) Initiative

The principles and practices of SmartLearning are an approach to student learning designed to inspire confidence and foster deeper learning by building concepts and competencies for powerful reading and writing -- across all curriculum, K to12. This long-term partnership with SmartLearning will begin in February in Area 2 and have several different kinds of interactions including: classroom-based learning rounds, short after school ‘tool-kit’ sessions, training workshops, and ongoing support from SmartLearning Facilitators.

Through the initiative, the division will enter a new era of Professional Learning.



Cutting edge technology will enable people to participate in classroom-based lessons modeled by a SmartLearning facilitator, after school ‘tool-kit’ sessions, and workshop training sessions – in person, or remotely from anywhere in the division.

As participants in the initiative begin to explore SmartLearning practices in their environments, they will be able to have coaching conferences via technology with a SmartLearning facilitator.

When educators feel comfortable, they may choose to invite a facilitator into their classroom via technology. Down the road the technology will even enable an educator and a facilitator to co-teach a

lesson, with the facilitator participating from afar.

Another unique aspect of the initiative is a leadership opportunity. Participation can lead to certification by SmartLearning as a classroom implementer, a side-by-side coach, or a trainer. Educators will be able to opt into the certification process at any time during the initiative.

Getting Started Interactions: Feb.23-27, 2020

Place: Wabasca

Based on responses from educators who experienced SmartLearning last April, we thought it best to start the onsite training in Area 2. Areas 1 and 3 will have onsite workshops and classroom-based learning rounds starting in the Fall of 2020. Of course anyone in Area 1 or 3 may participate in the upcoming February and March sessions, either in person or remotely. You will need to work with your Principal and colleagues to arrange details.

Locations:

- **Classroom learning rounds:** St. Teresa and Mistassiniy Schools
- **After school 'tool-kit' sessions:** St. Teresa and Mistassiniy Schools.

Dates: for the first cycle of onsite training

1. February 24-27: ½-day learning rounds in both schools:

- **St.Teresa:** set in two Primary and two Intermediate classrooms: one cycle in the morning and one in the afternoon, over four days.
- **Mistassiniy:** set in two to four contexts: one cycle in the morning and one in the afternoon, over four days. The principles and practices are applicable to any content areas, all educators are welcome.

Classroom locations: Details and timing will be announced once host teachers for the learning rounds have been determined.

2. Feb.24- 26: short after school 'tool-kit' sessions

- **St.Teresa & Mistassiniy**

***Going further* interactions: March 13 & 14, March 16-19**

1. March 13 (Friday PD-day) & 14 (Saturday): training workshops

2. March 16-19: ½ day classroom-based learning rounds

3. March 16-18: short after school 'tool-kit' sessions

4. Coaching from afar through technology: March-June

Participants:

Any division educators (teachers and administrators) able to participate in person or remotely in:

- at least two back-to-back learning rounds in February & again in March
- the after school 'tool-kit' sessions in both February & March
- training workshops planned for the March interactions.

How to participate: If this professional learning opportunity excites you and you wish to participate, please give your name to your Principal. Further information can be obtained by contacting Joe Pearce,

Tim Stensland, Derm Madden or Michael Maciach.

We know coverage is a challenge here in the north. We are hoping people who want to participate in this initiative will work with their administrators and colleagues to organize for their attendance.

A brief history of SmartLearning in the Division:

Last April a team of four BC facilitators modeled SmartLearning principles and practices at St. Teresa and Mistassini. They also led a PD-day for people in Area 2 to give participants a sense of the engagement and thinking developed during SmartLearning lessons. Student samples from NSD61 classrooms showed the powerful effects on students and staff, after only two lessons.

During an administrator retreat last October, Susan Close the founder of SmartLearning led two sessions showing how a focus on deep learning has the power to ignite thinking and advance reading and writing achievement across the curriculum, K-12.

The division proudly designed this on-going opportunity to support us all to improve the life trajectories of our students—ensuring we are equipping them with the beliefs, skills, and competencies to have options as they transition within and beyond our division.

Components of the NSD SmartLearning training:

1. SmartLearning rounds: ‘seeing’ the approach in action with students... over time

Learning rounds follow a three-step cycle: plan•teach•reflect.

- **Before going into the classroom** participants engage in a planning session to explore the thinking behind the lesson. SmartLearning practices will be used to develop skills and competencies identified by the teacher.
- **During the lesson** participants observe with a goal in mind, and engage in the learning. At the end of the lesson both the students and the teachers reflect to share what they noticed about the learning.
- **After the lesson**, participants meet with others who also engaged in the lesson, reflect on the learning and discuss next steps for the learning.

Four facilitators will be leading the February and March learning rounds. Two will be in secondary classrooms and two will be in elementary classrooms. The grades and secondary subject areas will be determined in the next few weeks. Teachers in the two schools are being invited to offer to host the learning rounds in their classrooms. The facilitators will work with the host teachers to identify skill needs, and plan the first lesson. The facilitators will work with the same classes over four morning or afternoon sessions. Through the work, participants will see the deliberate scaffolding of thinking and understanding for deeper learning – over time.

The first day will start with a planning block to discuss the first lesson. After planning, participants will head into a classroom. Reflecting on the first lesson will happen after school during the first ‘tool-kit’ session.

At a minimum, participants will want to engage in at least two of the four learning rounds. Seeing the learning after the learners have slept on their learning really shows the power in the approach. Seeing all four lessons is best, if participants can arrange the time.

2. Short afterschool workshops: ‘tool-kit’ sessions to support the learning

These workshops are never longer than 60 minutes. An aspect of SmartLearning is chosen as a focus. Participants leave with resources to support implementation in their own environments

3. Coaching from afar:

As people play with the principles and practices of SmartLearning in their environments, they will have opportunities to discuss the learning with a SmartLearning facilitator via technology. In time as educators feel more comfortable with the technology educators will be able to welcome facilitators into their classrooms, in real time, to showcase some of the interactions, or to teach side-by-side.

4. Training workshops:

These workshops build knowledge and skill by delving into the research behind aspects of the SmartLearning. Facilitators always use the SmartLearning Framework and tools to develop understanding.

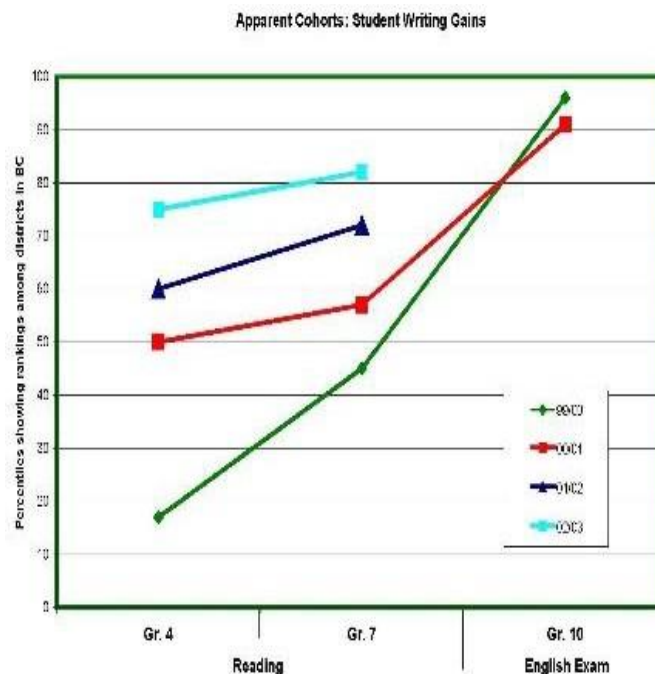
To benefit most from the training, participants will need to:

- Attend at least two of the four ½ day classroom-based learning rounds, in person or remotely
- Attend the three short after school ‘tool-kit’ sessions, in person or remotely
- Plan to talk with a facilitator about the practices you have implemented via technology, following the first set of interactions
- In March attend the two training workshops, in person or remotely.

A little background on SmartLearning

SmartLearning has a track record of success. In the early ‘90s findings from the multi-district *Learning for Success Project*, co-led by Susan Close and SFU Professor Emeritus, Milt McClaren (1990-2001) were presented at conferences in many places in the world. The news of break-through practices led to keynote addresses, classroom-based demonstrations and trainings in global jurisdictions: Western Canada, the USA: Washington State, Colorado, Nevada, California; UK: five areas of England and at a Special Education Conference in Scotland, Australia: Perth and Melbourne, International Schools in the Philippines and China, and for leaders from Saudi Arabia.

The approach coupled with teacher commitment was credited for dramatic shifts in writing and reading in a lower mainland BC school district (2000-2006). Local headlines in the paper went from, “*New Westminster Bottom Again*” when the provincial Foundation Skills Assessment (FSA) results were released in 2000, to “*Writing Scores Soar*” in only three years. Standings in the province went from 57/60 to 15/60 in just six years, an unheard-of shift.



Questions drove the initiative and findings from inquiries inspired new learning. Educators were invited to explore the literature for practices that improve writing. Some educators including senior administrators, Principals and Vice Principals, teachers and support staff joined district research teams committed to implementing and studying the effects of the practices. The graph shows the effects of the practices on writing as measured by the Provincial Foundation Skills Assessment (FSA) over a six-year period.

SmartLearning stands on the shoulders of decades of academic research coupled with rigorous classroom field-testing. The approach has evolved into 8 principles and is guided by deliberate practices – all of which will be explored, modeled and coached in this professional learning

opportunity. Included in the approach is a planning framework, guides on how to select texts, an assessment approach, a set of cognitive processes called SmartLearning tools and much more. SmartLearning practices make teaching more efficient and effective—maximizing the time we have with students to improve their efficacy and develop skills and competencies.

MONITORING REPORT TO THE BOARD



TO: THE BOARD OF TRUSTEES

Date: February 21, 2020

SUBMITTED BY: Nancy Spencer-Poitras, Superintendent of Schools

SUBJECT: Every Season Learning Calendar Update

Every Season Learning Calendar Presentations to Sch:

February 3, 2020, JF Dion School

Update: JF Dion School Council is interested in further conversations regarding the calendar.

February 18, 2020, Gift Lake School

February 18, 2020, Father R. Perin School

February 19, 2020, Elizabeth School

February 25, 2020, Athabasca Delta Community School

- This will be supported by the First Nation, Metis, and Inuit Learner Success Team

February 25, 2020, Anzac & Bill Woodward Schools

February 25, 2020, Conklin Community School

March 11, 2020 Susa Creek School

All meetings will be supported by Area Associate Superintendents.

Area 2 Trustees have declined to do Every Season Learning Calendar meetings.

BUDGET TO ACTUAL VARIANCE as of January 31, 2020	2019-2020 Budget	YTD Budget	YTD
REVENUE			
Alberta Education	\$43,226,712	\$18,011,130	\$13,240,905
Federal Government and First Nation	\$15,349,464	\$7,674,732	\$6,204,524
Other Revenue	\$2,837,529	\$1,182,304	\$882,841
	<hr/>	<hr/>	<hr/>
	\$61,413,705	\$26,868,166	\$20,328,270
EXPENSES			
Schools (inc. school cert. staff)	\$24,451,966	\$10,188,319	\$10,026,320
Instructional Support	\$9,015,035	\$3,756,265	\$3,497,000
Instructional Supply	\$6,734,989	\$2,806,245	\$2,550,300
External Services	\$5,074,212	\$2,382,288	\$2,273,178
Board and Administration	\$3,120,076	\$1,300,032	\$1,260,734
Maintenance	\$10,095,519	\$4,206,466	\$4,465,897
Transportation	\$4,593,906	\$1,914,128	\$1,681,276
	<hr/>	<hr/>	<hr/>
	\$63,085,703	\$26,553,743	\$25,754,705
Certificated salaries and benefits	\$21,668,110	\$9,028,379	\$8,570,381
Uncertificated salaries and benefits	\$15,886,462	\$6,619,359.17	\$7,017,168
	<hr/>	<hr/>	<hr/>
	\$37,554,572	\$15,647,738	\$15,587,549

Notes:

Revenue

The \$6.3 million difference in revenue is attributable to:

\$130,000 is a reduction in the FNMI revenue. We will only be receiving \$840,000 this year.

\$1.6 million is Special Approvals, and that money is usually received late February/early March

\$2.1 million is the Five Year Investment grant money that is usually received late February early March.

\$1.7 million is from First Nations. This is outstanding due to the fact that adjustments to the billing reflecting the new rate are completed after the review of the nominal rate (which was just completed). The billing for the 2019-2020 rate, with the verified student numbers will be completed in February.

The balance of the difference has to do with smaller amounts relating to deferred revenue or revenue that is not adjusted to year-end.

Expenses

Salaries and benefits:

The certificated salaries are under budget, but the difference between the budget and actual will be reduced as the year progresses, due to the increase in source deductions for the first half of the year.

Some of the uncertificated salaries are calculated differently than the other staff members. The division is expensing the 10-month support staff wages over ten months, but withholding some money from each paycheque to be able to pay the staff during the summer. So, instead of the salaries being expensed over 12 months, they are being expensed over ten months, which will affect the YTD figures by overstating the salary expense.

Watching:

Pedagogical	\$545,650	\$227,354	\$308,751
Housing	\$1,387,310	\$578,046	\$796,197
Corporate Board	\$573,750	\$239,063	\$299,752
Maintenance	\$10,095,519	\$4,206,466	\$4,465,897

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.

Housing - over budget by \$218,000 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, mould remediation and vandalism repairs. Housing is carrying out only necessary repairs.

Corporate Board - 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.

Maintenance - this department is over by about \$265,000, but \$300,000 of the ADCS renovation will be reimbursed by a federal grant we received for this purpose. However, this department continues to be monitored to ensure that the department stays within budget.

Purpose:

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

Quarterly Content for February, 2020

Quarterly Content for February, 2020		
1. Enrolment, Staffing Positions and Staff and Student Attendance	Bulletin #1 Bulletin #2 Bulletin #3 Bulletin #4 Bulletin #5	Administration Goals Update Related to the Board Outcomes Supporting our Schools, School Visits by Staff Student Attendance Staff Attendance Staffing Update
2. School and Division Success Stories	Bulletin #6 Bulletin #7 Bulletin #8 Bulletin #9 Bulletin #10	Northland School Division receives \$75,000 donation from Cenovus Energy NSD's Flexible Learning Program Flexible Learning Program Brochure 2019-2020 South Peace News Land-based Learning at Grouard Northland School J.F. Dion School students learning about Residential Schools, Red Dress Project and MMIWG

Bulletin 1

Administration Goals Update Related to the Board Outcomes

Excellence in Leadership

Priority 1: Through excellent leadership practices by everyone, everyone feels welcome and valued.

- Regional principal meetings
 - Using technology such as Zoom and a Flipped Meeting
- Implement the “Act to Follow” in which NSD recognizes staff that go over and above
- Trying to personalize cards out to staff when tragedies occur
- An administrative procedure is drafted on communicating about staff members or former staff members passing away
- Coach mentors to new principals and the Aspiring Leadership Program
 - 6 of 8 employees completed the 2nd year of the Aspiring Leadership Program
 - 3 of the 1st year cohort moved into principal positions
- Technology Leader Cohort which will have the potential for representatives from each school

Goal 1: Everyone models & practices excellence in servant leadership and customer service

- Involving principal in division recruitment at Career Fairs gives the principals the opportunity to engage with potential employees
- Co-management agreement with Fort McKay encourages community participation
- Principals working with their school councils involve the community in the schools
- ‘Every Season Learning Calendar’ meetings are occurring with the Board of Trustees
- The Board of Trustees have met with the ATA Local and their representatives about approaching local MLA’s and the Minister of Education to advocate for teacher housing

Goal 2: Advocate to improve housing conditions for Northland educators.

- The Board of Trustees have met with the ATA Local and their representatives about approaching local MLA’s and the Minister of Education to advocate for teacher housing
- Met with Wood Buffalo Housing, the CAO of Wood Buffalo, and the Assistant Deputy Minister of Education to discuss Fort Chipewyan housing
- The Board Chair and administration have had several phone conversations with the Minister to discuss housing.
-

Excellence in Relationships

Priority 2: Actively develop and purposefully work to maintain healthy relationships.

- The Associates have been working in the schools personally with principals and connecting with teachers
- Formal partnerships with First Nations and Metis such as Fort McKay First Nation

- Partnership with KTCEA and the Conklin Community Enhancement Society
- Partnership with Alberta Health Services and potentially the Children Autism Services of Edmonton (CASE) program
- Work with 4 Regional Collaborative Services Delivery
- Superintendent visits to the schools and individual contact with principals
- Ongoing work with Alberta Education on attendance
- The continuing development of School Councils

Goal 1: Actively work to improve relationships by intentionally reaching out through a number of different communication platforms, including face-to-face.

- Long Services awards have been moved from a central location to community-based events
- The Communication Coordinator has developed a division-wide communication plan
- The Communication Coordinator is actively looking for alternative ways to communicate with stakeholders, there was a survey sent to improve internal processes
- Individual schools have been celebrating their events and accomplishments through various media

Goal 2: Actively communicate the importance of parental and community involvement.

- Schools have community-based events such as Grandparents Tea, school council meetings, and Literacy Fairs
- Highlight the importance of staff attending community events
- Heightening the awareness of what is happening in schools to the community through technology and other means
- Parent involvement is key in Literacy nights
-

Excellence in Learning

Priority 3: Students achieve their potential in literacy and numeracy.

- Inspiring Achievement through Deeper Learning Initiative that has a focus on literacy and numeracy
- Literacy benchmarking continues with student achievement
- The schools have been focusing on specific areas in literacy and numeracy
- Virtual cohort learning groups across the division
- Pedagogical support in schools

Goal 1: Strengthen and celebrate the belief in the ability and skills of students and staff.

- Students are recognized on a monthly basis for attendance and achievement
- Celebrating staff and student achievement and excellence

Goal 2: The Northland learning community will use consistent literacy and numeracy teaching

practices to support the growth of educators and inspire students to reach their potential in literacy and numeracy.

- Using the Daily 5 and CAFE strategies for literacy
- Continue to use literacy benchmarks

Goal 3: Ensure consistency in literacy and numeracy strategies across the division to enable seamless transitions between grades, schools, divisions and strengthen student independence.

- The Attendance Improvement Operational Plan identifies transition plans for students between grades and schools
- Supporting new teachers new to NSD to practices NSD has implemented with support from the Pedagogical Supervisors, New Teacher/Principal Mentors, and principals

Excellence in Financial Practices

Priority 4: Northland has a balanced budget for 2020-2021.

- Administration has been making a conscious effort to monitor expenses

Goal 1: Research and implement creative strategies to reduce expenditures.

- Monitoring expenses to budget on a monthly basis.
 - Reduce activity if required to keep to budget.
- Ongoing examination of invoices for those goods and services that can be eliminated.
- Replacing travel with the use of teleconferencing and videoconferencing.
- Reduction of one board meeting a year.
- Cap on PD registration spending.
- Increase in PTR from 13:1 through attrition and early retirement.
- External review of administration processes, to streamline services and procedures.

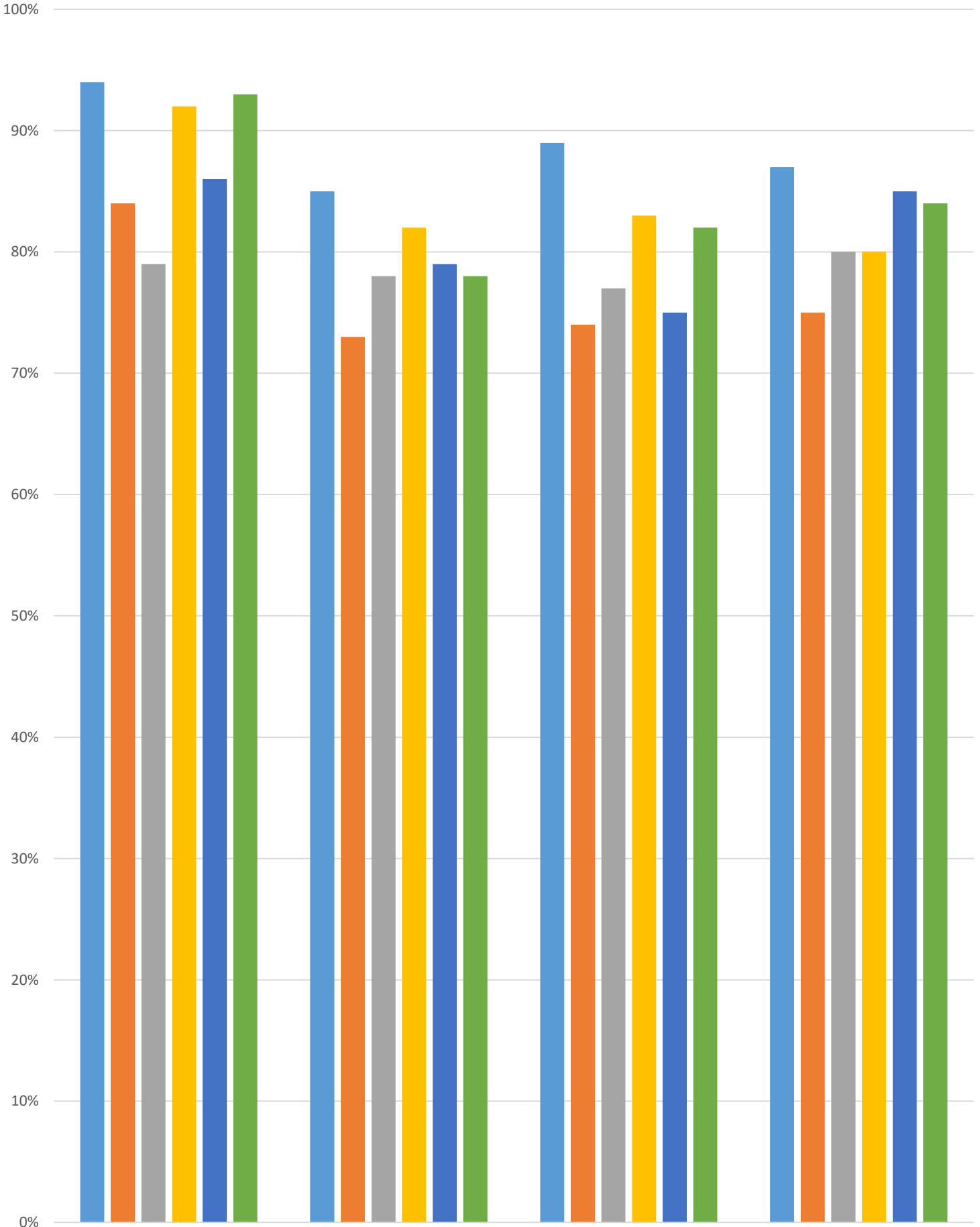
Goal 2: Research and implement creative strategies to increase revenues.

- Develop and offer land-based learning camps to outside organizations
- Currently developing future offerings of land-based learning camps.
- NSD does not collect fees for any services (busing, field trips etc).
- Increased CEU's through Flexible Learning

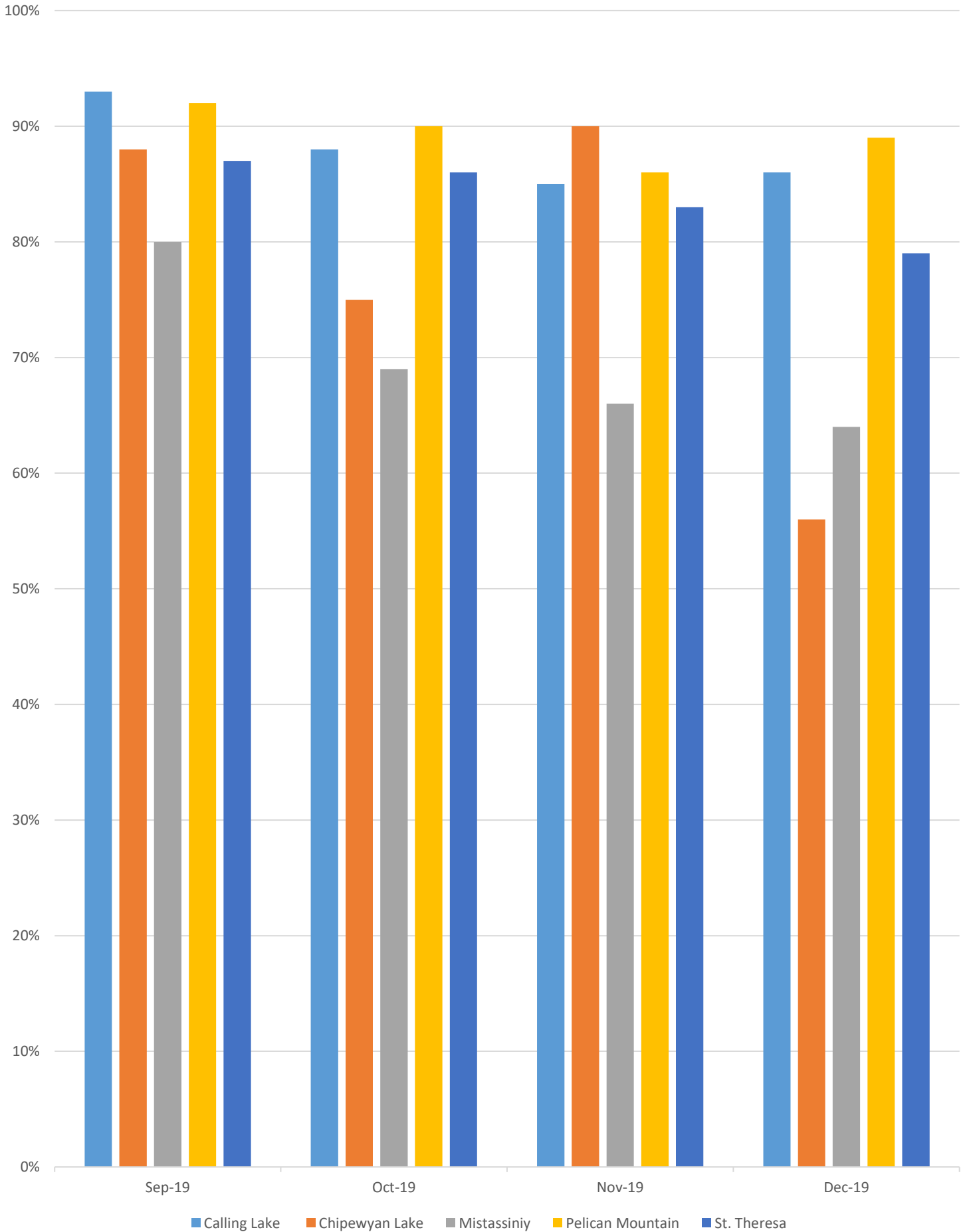
Bulletin 2

School Visits September 1, 2019 - January 3, 2020	
	Executive Team
Anzac	6
ADCS	8
Bill Woodward	7
Bishop Routhier	5
Career Pathways	7
Calling Lake	8
Chipewyan Lake	4
Conklin	6
East Prairie	8
Elizabeth	6
Fort McKay	5
Fr. R. Perin	6
Gift Lake	9
Grouard	8
J.F. Dion	7
Mistassiniy	12
Paddle Prairie	5
Pelican Mountain	6
St. Theresa	12
Susa Creek	10

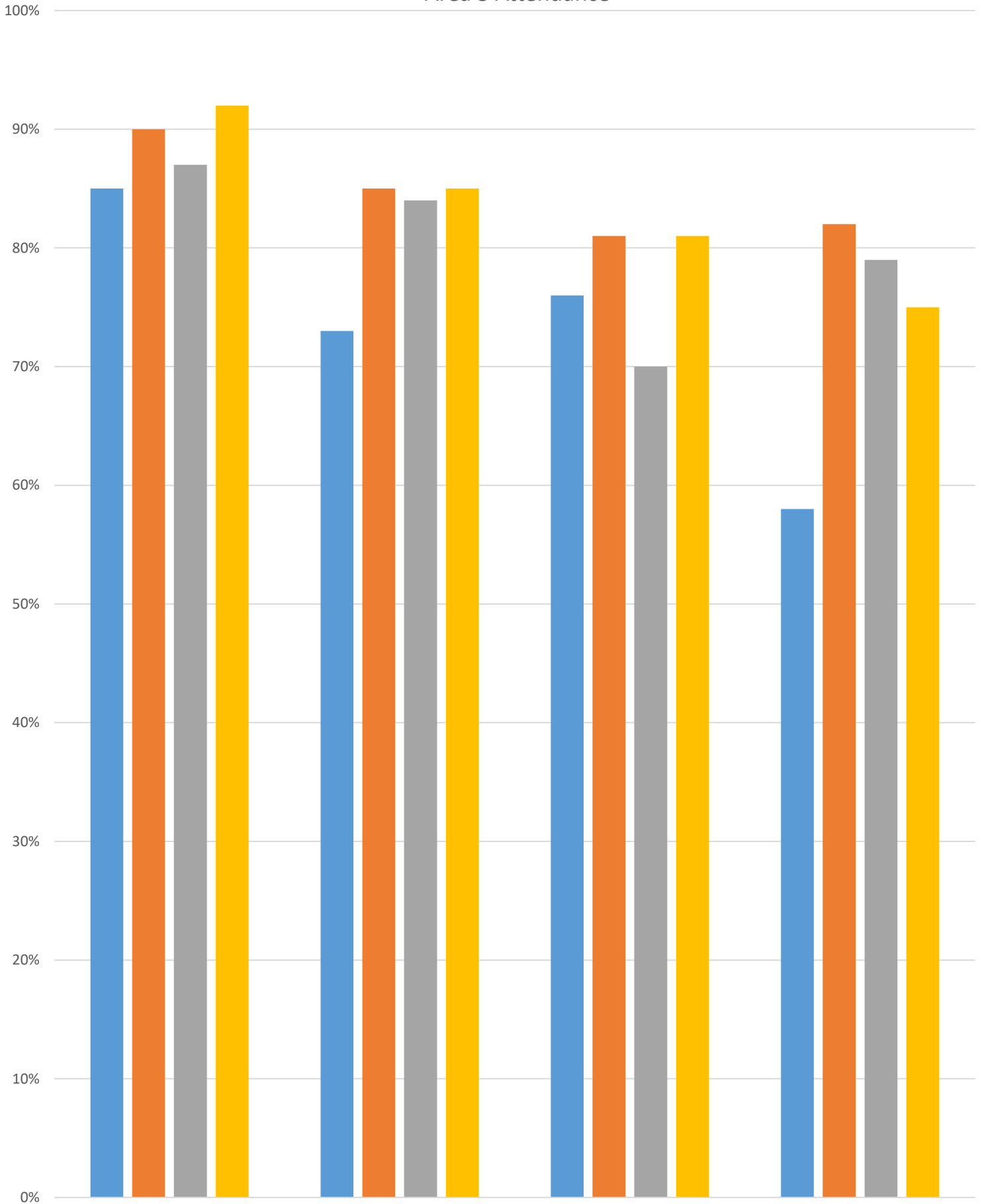
Area 1 Attendance



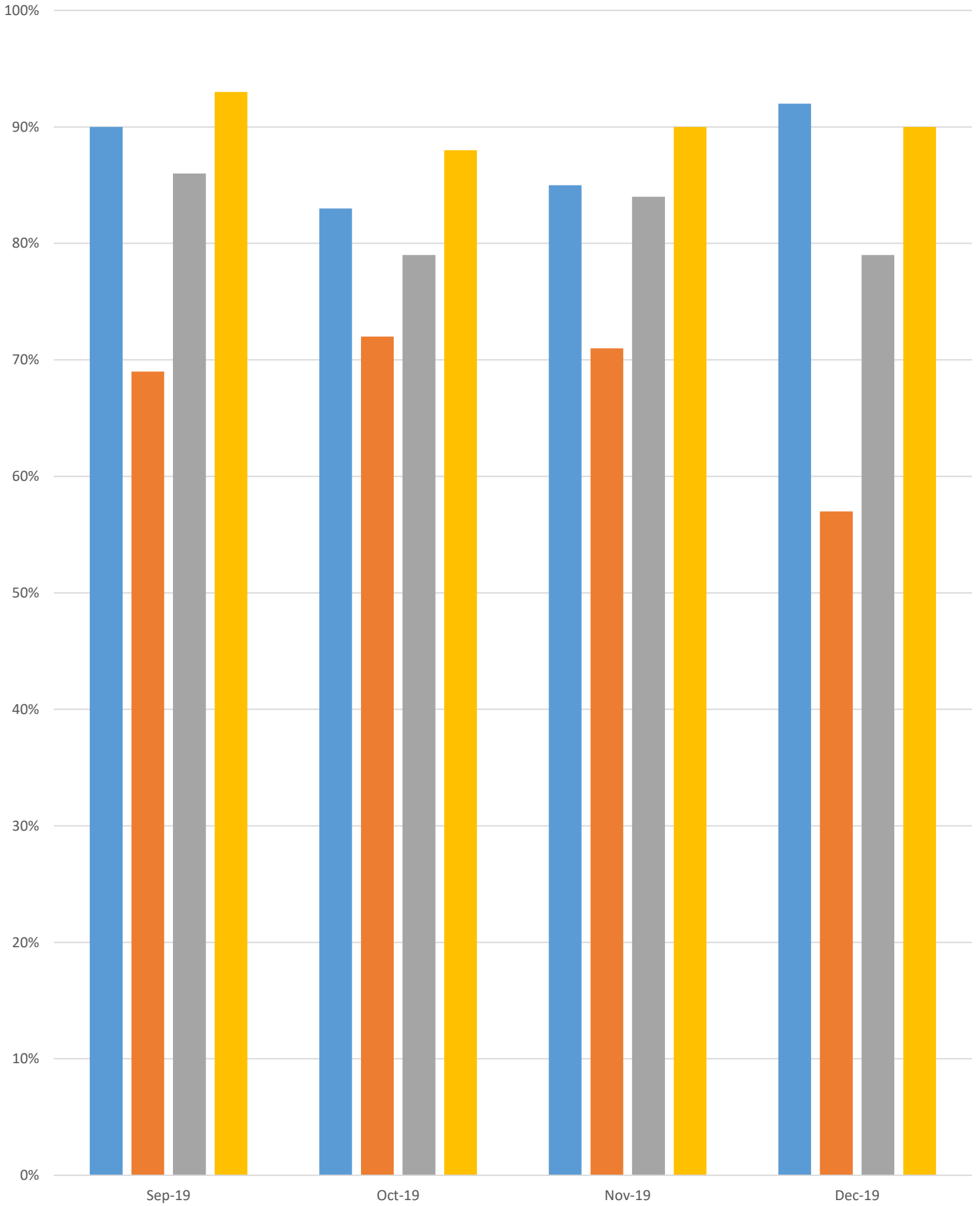
Area 2 Attendance



Area 3 Attendance



Area 3 Attendance



Staff Attendance (Based on Leave Applications)

November 1, 2019 to January 31, 2020

	# of Staff	Calendar Days	Possible Days	Actual Days Recorded	Actual Attendance	# of P.D. Days Taken	# of "Other" Days Taken	% Attendance	% Absent	% Absent for PD	% of Other
Certificated Staff	151	54	8154	1016	7138	105.5	910.5	88%	12%	1.29%	11.17%
Uncertified Staff	143	54	7722	878.5	6843.5	75.5	803	89%	11%	0.98%	10.40%
Maintenance Staff	41	57	2337	245	2092	0	245	90%	10%	0.00%	10.48%
Central Office Staff	67	57	3819	362.5	3456.5	9	353.5	91%	9%	0.24%	9.26%

Types of Leaves:

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

Maintenance includes:

Area Maintenance Workers
 Custodial Staff

Central Office Staff includes:

Ped Supervisors
 Family Wellness Workers
 Counselors

Staffing Update - February 7, 2020

Bulletin 5

	Staff	I Assistant	Assistant I	Assistant II	Community	Community	Assistant	Language	Clerical	Total by	Enrollment
Anzac	6.5	1	0.6	1.5	0	0	0.5	0.5	1	11.6	
ADCS	17	0.6	2	2	0	0	0	1	1	23.6	
Bill Woodward	7.5	0	0	3.5	0	0	0.5	0	1	12.5	
Bishop Routhier	4	0	0	3.1	0	0	0	0.5	0.4	8	
Calling Lake	9	2	0	2	0.5	0	0	0.5	1	15	
Career Pathways	3	0	1	0	0	0	0	0	1	5	
Chipewyan Lake	1	0	1.7	0.75	0	0	0	0.3	0.25	4	
Conklin	3	0	1	0	0	0	0	0	0	4	
Elizabeth	9	0	0.6	4	0	0	0.6	0.8	0.5	15.5	
Father R. Perin	7	1	1	1	0	0	0	0.6	1	11.6	
Fort McKay	2	1	1	0	0	0	0	1	1	6	
Gift Lake	11	0	2	5	0	0	0	1	1	20	
Grouard	6	1.3	2	0	0	0	0	0	1	10.3	
Hillview	2	0	0	1.75	0	0	0	0	0.25	4	
J.F. Dion	6	1	0	3.9	0	0	0	0.66	1	12.56	
Mistassiniy	16.65	0	3	0	0	1	0	1	1	22.65	
Paddle Prairie	8	1	1	1	0.25	0	0	0.75	0.9	12.9	
Pelican Mountain	2	0.4	1	0	0	0	0	0.25	0.35	4	
St. Theresa	19	2	5	11	0	2	1	1	2	43	
Susa Creek	2.3	0.8	0.9	0	0	0	0	0.5	0.5	5	
Totals	141.95	12.1	23.8	40.5	0.75	3	2.6	10.36	16.15	251.21	

Northland School Division receives \$75,000 donation from Cenovus Energy

For immediate release – February 4, 2020



Left to Right: Janette Cavanaugh, Division Principal Literacy, Jane Stroud, Councillor, Regional Municipality of Wood Buffalo, Lise Warawa, Cenovus, Jules Nokohoo, Vice-Chair, Jessica Yarnell, Cenovus, Laila Goodridge, MLA for Fort McMurray-Lac La Biche

Northland School Division (NSD) is pleased to announce a \$75,000 donation by Cenovus Energy Inc. for the 2019-2020 school year. The donation illustrates a continued commitment to support NSD’s Literacy Initiative.

“Cenovus continues to be instrumental in helping us deliver professional learning for our educators and operating a summer reading program,” said Dr. Nancy Spencer-Poitras, Superintendent of Schools. “We thank them for their support in helping students achieve their potential in literacy.”

“On behalf of the Board of Trustees, we thank Cenovus for supporting the division’s focus on literacy,” said Robin Guild, Board Chair. “The

continued relationship we have with Cenovus puts NSD in a better position to help students achieve success.”

“At Cenovus we know that when our communities are strong, we are strong,” said Leanne Courchesne, Cenovus Group Lead, Community Investment. “That is why we are committed to supporting young people as a part of our community investment focus area ‘Giving youth a chance.’ We understand the crucial role literacy can play in ensuring children are thriving at school and are pleased to continue our partnership with Northland School Division on this initiative.

Cenovus has been supporting NSD’s focus on literacy since 2014.



NSD's Flexible Learning Program helping more students graduate in home communities

For immediate release – January 20, 2020



On February 1, 2017, Northland School Division (NSD) in partnership with Career Pathways School launched the *Flexible Learning Program*. Since its inception, the program has provided an alternative for students who want to complete high school in their home communities.

Career Pathways School Principal Angela James says they have been working hard to expand the number of courses. “We now offer over 55 different core and Career and Technology Studies (CTS) courses through the program,” said James.

Elizabeth Dunleavy, the program coordinator talks about the program currently serving more than 75 students, two of whom are educational assistants in NSD. “The educational assistants are working towards becoming part of a second NSD cohort pursuing a Bachelor of Education from the University of Calgary’s Werklund School of Education. We have students in the program as far north as Fort Chipewyan to as far south as Calling Lake, and many points in between.”

“Before NSD offered the *Flexible Learning Program*, students who attended schools without a high school program, had to leave home to graduate,” said Nancy Spencer-Poitras, Superintendent of Schools. “It has been exciting to watch the evolution of this program. On February 1, 2017, we started with six students and now we have 78 enrolled. That means more students will graduate as NSD students.”

“On behalf of the Board of Trustees, we thank Angela, Elizabeth and the *Flexible Learning Program* team for operating a successful alternative program for students,” said Robin Guild, Board Chair “this program is an example of what NSD is doing to help students graduate and be successful in life.”

For more information about the program please contact Elizabeth Dunleavy at elizabeth.dunleavy@nsd61.ca or 780-849-7837. Click on the website link to view the *Flexible Learning Program* course list <http://tinyurl.com/y555r8yu>.



FLEXIBLE LEARNING

Flex Learning Requirements

- Students must be enrolled with Northland School Division.
- Students must use an assigned Northland School Division email account while participating in the program.
- Students must take specific courses to ensure success.

Please contact Flexible Learning Program Coordinator Elizabeth Dunleavy at 780-849-7837 or elizabeth.dunleavy@nsd61.ca.

Program information is also available at www.nsd61.ca.



NORTHLAND SCHOOL DIVISION NO.61

P.O. Bag 1400, 9809 77 Avenue

Peace River, Alberta, T8S 1V2

www.nsd61.ca

Flexible Learning Program



"Our students love to come to school in Northland"

FLEXIBLE LEARNING

What is Flex Learning?



Northland School Division (NSD) and Career Pathways School are pleased to provide students another way to complete high school!

Students who participate in the *Flexible Learning Program* access resources and instruction online using Google Classroom.

The online learning environment includes core subjects (Language Arts, Science, Social Studies, Math) and Career and Technology Studies courses.

FLEXIBLE LEARNING

Benefits of Flex Learning

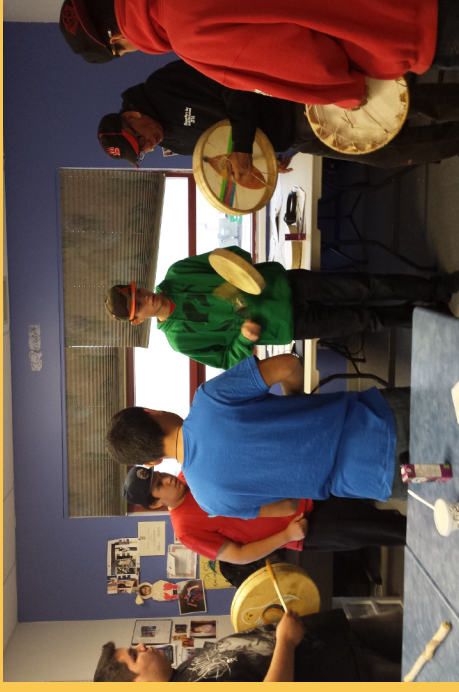


The *Flexible Learning Program* will benefit students in the following ways:

- Complete high school in your home community!
- Allow for planned, coordinated, learning to take place, anywhere, anytime.
- Using Google Classroom allows teachers to monitor student progress with assignments and provides the ability to collaborate within the assignment itself.

FLEXIBLE LEARNING

Benefits of Flex Learning



- Integrate and share local resources, mentors and supports to complement asynchronous learning.
- Building and connect a learning community of students and teachers who would otherwise be disconnected.
- Catapult the Northland School Division into 21st century learning to accommodate student-centred learning.



Knowledge keeper Clifford Starr, left, and Grouard Northland School principal Rachel Starr stand beside some recently-cleaned fish.



Fish are cleaned at one of several stations. Left-right are Casey McGillivray, Terry Lyn Cooke, and Alberta Halcrow.

Students connect with heritage

Chris Clegg
South Peace News

Something “fishy” was happening at Grouard Northland School recently, but in a good way!

The school participated in NSD’s land-based learning initiative. The program was set up not only in response to changes to the curriculum to infuse Indigenous knowledge in the core subject areas across the country, but to also deliver the learning from a cultural lens and context.

Principal Rachel Starr says she wanted students to have a “have a real connection to their heritage which

can only be internalized through lived experience.”

To meet the goal, she sought the help of Indigenous knowledge keepers.

“Indigenous knowledge keepers are crucial resource people to have and use as they understand the values, practices and goals we aspire to instill in our students,” she says.

“Acquiring traditional knowledge, practical skills, understanding Cree values not only builds capacity but also gives our students a skill set that compliments western skill sets taught in schools.”

The net goal is it develops a strong cultural

identity, confidence and pride in Indigenous students’ culture and language, which is the ultimate goal of land-based learning.

“To help teachers develop an understanding, appreciation and skills they wouldn’t otherwise learn, I believe that they also need to be taught skills that can help them become knowledgeable of Indigenous traditional practices and explore the connections between Indigenous knowledge teachings and western subject curricula,” says Starr.

“Through professional development in Indigenous ways of life and skills building, I believe that teachers learn about the implications of hands-on engagement and coming away with a clear sense of valuing traditional Indigenous practices.”

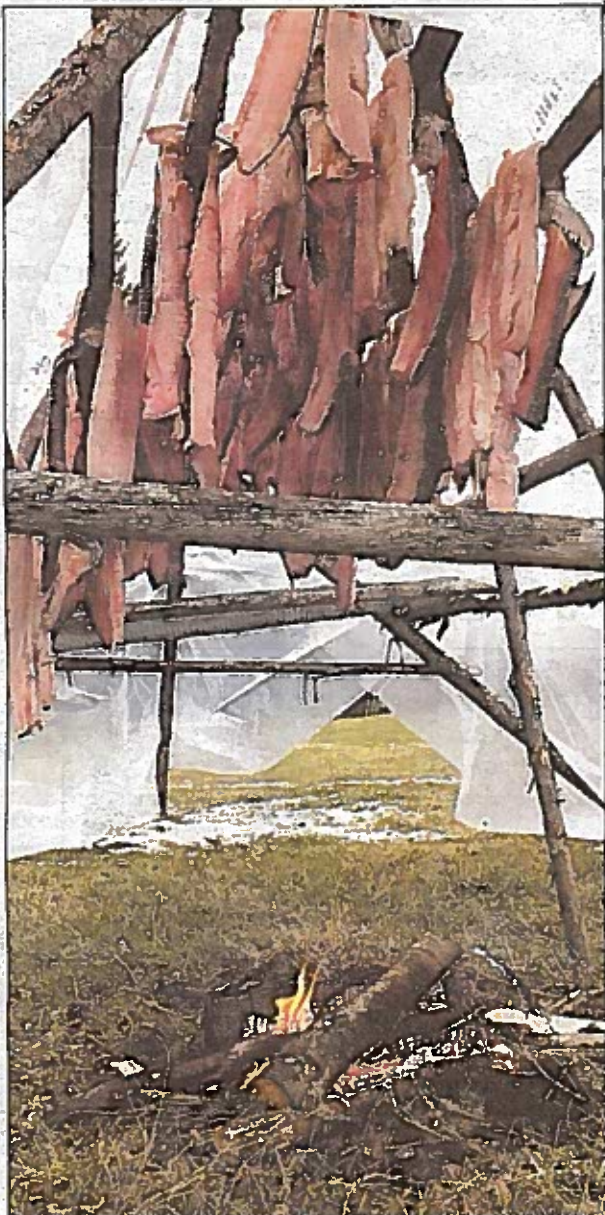
Clifford Starr was the

knowledge keeper who led the learning unit. He has been raised in practicing the Cree way of preparing fish and wildlife. He also has extensive and general knowledge regarding traditional and western ways regarding the lo-

cal environment, and has experience in working with the public.

“We both believe in having children learn in an authentic context and making it real and memorable,” says principal Starr.

“Indigenous knowledge keepers are crucial resource people to have...,” says Rachel Starr.



Fish get smoked beneath a fire at the land-based learning unit recently at Grouard Northland School.



Vanessa Cardinal, left, and Savaya Courtorielle each clean a fish as part of their land-based learning unit.



Knowledge keeper Clifford Starr teaches students the proper way to clean and prepare a fish for preservation.

J.F. Dion School students learning about Residential Schools, Red Dress Project and MMIWG



In October, J.F. Dion School students learned about Residential Schools, the Red Dress Project, and the Missing and Murdered Indigenous Women.

After watching and reading *The Secret Path*, the story of Chanie 'Charlie' Wenjack, who ran away from a residential school in late fall and died on his way home, students participated in a walk around the community in his, and others who lost their lives or survived, memory.

Throughout the walk, students stopped to light seven matches, which is all Chanie had to keep warm on his journey.

Board Report Student Services February 2020

The Portfolio of Student Services encompasses a number of items:

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

The student services team has been short staffed for the majority of the school year, with the reassignment of the Area 3 Supervisor of Student Services in June and with the uncertainty of the budget, the decision was made not to hire for that position this was to help with the budget uncertainty. The department also has had one staff member who has been away for medical leave as of October 1st. The department has been utilizing casual support to cover some of the needs, as well the remaining staff are working extra to cover the gaps. This has the team needing to do things very differently, as we do not have the staff to be in all the locations required.

The division continues to have approximately 1100 IPP's (individual program Plan) approximately 80 students have been referred for and approved for educational psychological assessments, FASD assessment (used to diagnose Fetal Alcohol Spectrum Disorder), or ADOS assessments (used to diagnose Autism). Student Services, still has a large number of students who are receiving Speech Language as well as Occupational Therapy.

As of January 2020 all schools are required to have at least one EpiPen in the school, 37 Epi Pens have been purchased, and have been distributed to the schools, most schools received a junior EpiPen as well as regular EpiPen.

Supports for Students

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

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

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

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

Regional Collaborative Service Delivery

What is Regional Collaborative Service Delivery?

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

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

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

What does Regional Collaborative Service Delivery do?

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

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

How does Regional Collaborative Service Delivery work?

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

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

The approach is intended to better meet the needs of:

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

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

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

How Is Regional Collaborative Services Delivery funded?

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

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

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

The Northland View

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

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

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

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

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

Challenges for Northland School Division

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

PUF and ECS Services

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

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

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

The 2019-2020 school year has identified 62 students as PUF, including 35 Provincial and 27 Federal students. Each provincial student generates approximately \$23,000 to cover the cost of services, equipment and additional staffing.

Wellness Grant

Northland School Division received a \$15,800 wellness grant in November 2019. The Wellness Grant extends through June 2020, to promote and facilitate positive school environments through sustainable organizational.

Highlights

- The Wellness committee continues.
- Two School based staff attended the “Shaping the Future Conference” (2020)
- Wellness challenges for staff
- Exploring the DPA (daily physical activity kits) as well as the recipe card lesson plans, for the schools who may not have a PE with the additional training, a teacher from Bill Woodward, has made a few short videos, to highlight how the lesson plans can be used in classes.

A number of the schools are working with Apple Schools, 2 schools started working with Apple Schools this year, Elizabeth and J.F. Dion Schools. Ever Active Schools continue to provide support in many areas, professional Development, mentoring, sharing resources and best practices.

Northland School Division has been selected as one of three School Divisions in Alberta and British Columbia, to be highlighted for the accomplishments with regards to wellness. A few staff members as well as a Trustee have been interviewed. Throughout the interviews, the team that is doing the research selected our focus will be Land Based Learning. A film team will be working with Anzac/ Bill Woodward students in March for an upcoming land based learning camp.

Mental Health Capacity Building Projects

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

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

The projects have secured funding to ensure the projects will continue till August 31.2022.

Heart Math Success Story

Mental Health staff are working with a particularly challenging student at Anzac Community School. The child, at time, displays quite volatile behaviours. He has a difficult time self-regulating. We have recently introduced HeartMath to the student. He is an eager participant in the HeartMath process and is clearly building self-regulation strategies. During our last session, he used the HeartMath program for over eight minutes and was able to focus completely on the technique. This is quite a significant amount of time for a child this age to be fully engaged given his particularly challenging behavior. This is the first technique that has fully engaged this child. HeartMath is a program that is clearly working for our students.

Quote from the student “I feel so much better after using HeartMath”



TO: THE BOARD OF TRUSTEES **DATE:** FEBRUARY 21, 2020

SUBMITTED BY: SECRETARY-TREASURER T. RASMUSON

SUBJECT: DR. MARY JACKSON SCHOOL UPDATE

REFERENCE(S):

ATTACHMENTS:

BACKGROUND:

Dr. Mary Jackson School was closed June, 2018. During that time, furniture and equipment needed by other schools in the division was moved from the school, and a small amount was donated to another jurisdiction.

In the summer of 2019, a request from the Paddle Prairie Metis Settlement was received, requesting that the teacherages be used to house two families displaced from their homes as a result of the wildfire in the area.

The division agreed, on the condition that rent be paid to the division, unless the Settlement provided proof that the residents did not qualify for disaster relief. The families moved into the units in July, and moved out in January. To date, the division has not received confirmation that the families did not qualify for disaster relief, nor has any rent been received. Rent for the period totals \$12,000.

In early January, an external water line broke during the cold weather, and the water to the teacherages and the school was turned off. The line can't be repaired until the ground thaws, in the spring.

Requests for proposals for uses of the property from community organizations and businesses have been advertised, and will remain open until the end of March. After the proposals have been received, an evaluation will be made of the proposals, and, depending on the types of proposals, additional steps may be required.

An update will be provided in April to the Board.



TO: THE BOARD OF TRUSTEES **DATE:** FEBRUARY 21, 2020

SUBMITTED BY: SECRETARY-TREASURER T. RASMUSON

SUBJECT: SALE OF MOBILES/HOUSES/LOTS IN ANZAC AND CALLING LAKE

REFERENCE(S):

ATTACHMENTS:

BACKGROUND:

Calling Lake – Currently, there are five units in Calling Lake – 3 houses and two mobile homes. One of the homes and acreage has been occupied long-term by a teacher. That unit currently has bat issues, and is being considered for remediation. The other two houses are not currently inhabited, and have been scheduled for major renovations. Of the two mobile homes, one is occupied, and the other is being considered for mould remediation.

The tenant of the house and acreage would like an opportunity to purchase the property.

Priority for renovations – 6/11

Anzac – Currently, there are ten rental units – a four-plex, 3 houses (one on school property) and 3 mobile homes. All are occupied. Rent, with utilities, ranges from \$744-\$913 per month. All staff, whether renting or not, receive the Fort McMurray allowance of \$1,040, to subsidize their rents.

There has been discussion by administration in regards to selling some or all of the above units. In Calling Lake, there seems to be need for two units, one of which could be sold to the tenant. The others could be sold as is, or demolished, with the lots sold, with the exception of one.

In Anzac, school staff have the opportunity to rent from the Fort McMurray area, or rent from NSD. Considering the fact that they receive a rent subsidy from the province, rent in the area is affordable, and questions arise as to why NSD is providing lower-than-market rents when a subsidy is already in place.

Priority for renovations – 8/11

Any proceeds from the sales would be put towards renovating the remaining housing units.