



**NORTHLAND SCHOOL DIVISION
REGULAR BOARD MEETING NO. 20-06
AGENDA**

Location: Zoom Meeting and in-person meeting
 In-person at Courtyard by Marriott, Edmonton West, 10011-184 St. N.W. Edmonton
 Date & Time: Friday, June 26, 2020 – to begin after the conclusion of the Organizational Meeting

*If you would like to join the public meeting, please contact Communications Coordinator Curtis Walty at 780-624-2060
 Extension 6183 or curtis.walty@nsd61.ca.*

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

A. CALL TO ORDER Chair Guild

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

B. CONSENT AGENDA (Motion to approve)

No.	Title	Responsible	Action	Page No.
1.	Board Meeting Minutes, May 22, 2020	All	Information	3
2.	Business Arising from Previous Meetings - Board Action Items	Secretary-Treasurer Rasmuson	Information	8
3.	Superintendent Report	Superintendent Spencer-Poitras	Information	9
4.	Association Reports	All	Information	
5.	Committee and/or Board Representative Reports	All	Information	
6.	Trustee Activity Reports	Trustees	Information	
7.	Monthly Financial Report	Secretary-Treasurer Rasmuson	Information	13

C. ACTION ITEMS

Note: External Auditor to present at 11:00 a.m. via Zoom

No.	Title	Responsible	Action	Page No.
1.	Nominate ASBA Zone 1 Friend of Education Award	Superintendent Spencer-Poitras	Motion	14
2.	Signing Authorities for banking, if the chair changes.	Secretary-Treasurer Rasmuson	Motion	
3.	Transfer of School Food Services equipment	Secretary-Treasurer Rasmuson	Motion	15
4.	Change to Wards 5, 6 and 7 boundaries	Secretary-Treasurer Rasmuson	Motion to pass by-law	16
5.	External Auditor – year-end audit plan 11 am via Zoom	Secretary-Treasurer Rasmuson	Motion	17
6.	Appointment of Ward 1 Community Liaison	Superintendent Spencer-Poitras	Motion	46
7.	Capital Maintenance Renewal (CMR) Report	Superintendent Spencer-Poitras	Motion	48
8.	Chair Honorarium	Chair Guild	Motion	51
9.	Policy Committee	Ward 11 Trustee Telford	Motion	52



NORTHLAND SCHOOL DIVISION NO. 61

REGULAR BOARD MEETING NO. 19-07

	<ul style="list-style-type: none"> - Policy 2 Appendix A Board Annual Workplan Housekeeping - Policy 9 Board Representatives Housekeeping - Policy 19 Appendix B Housekeeping - Policy Updates to the Education Act 			
10.	Scholarship & Bursary Awards	Superintendent Spencer-Poitras	Motion	88
11	Tenders for Roofing Repairs for Calling Lake and St. Theresa Schools	Secretary-Treasurer Rasmuson	Motion	89

D. RECESS

E. Tech Talk with Tim Stensland – Associate Superintendent Area 3

F. MONITORING REPORTS (Motion to Approve)

No.	Title	Responsible	Action	Page No.
1.	Board Chair Highlights	Chair Guild	Information	91
2.	Superintendent Highlights - Alberta Education Re-entry plan	Superintendent Spencer-Poitras	Information- Discussion	92
3.	Area 3 Associate Superintendent Report	Associate Superintendent Stensland	Information- Discussion	117
4.	FNMI Department Report	Associate Superintendent Area 2 Pearce	Information	119
5.	Personnel Department Report	Associate Superintendent HR Oginski	Information	122
6.	School Food Services Department Report	Manager of School Food Services Emily Hunt	Information	124

G. PRELIMINARY DISCUSSION OF BOARD ITEMS

No.	Title	Responsible	Action

H. ADJOURNMENT & CLOSING CULTURAL REFLECTION



NORTHLAND SCHOOL DIVISION NO. 61

REGULAR BOARD MEETING NO. 20-05

MINUTES

Location: Zoom Meeting ID 522 391 763

Date & Time: Friday, May 22, 2020 AT 9:00 AM

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

Present – Staff: Dr. Nancy Spencer-Poitras – Superintendent, Joseph Pearce – Area 2 Associate Superintendent, Tim Stensland – Area 3 Associate Superintendent, Wes Oginski – Associate Superintendent HR, Trudy Rasmuson – Secretary-Treasurer, Curtis Walty – Communications Coordinator, Krystal Potts - Executive Assistant

Absent: Vacant – Ward 1, Jesse Lamouche – Ward 4, Loretta Gladue – Ward 8

A. CALL TO ORDER Chair Guild

A1. Call to Order

Chair Guild called the meeting to order at 9:19 am with a traditional lands' acknowledgement.

A2. Opening Reflection

Trustee Cardinal provided an opening prayer.

A3. Adopt Agenda

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

Addition

June Board Meeting Location

25032/20 CARRIED

A4. In-Camera Session

MOTION: Trustee Nokohoo moved that the meeting go in-camera at 9:22 a.m.

25033/20 CARRIED

Regular Session

MOTION: Trustee Nokohoo moved that the meeting revert back to regular session at 10:16 a.m.

25034/20 CARRIED



Housing Renovations

MOTION: Trustee Yellowknee move that the Board of Trustees approve the expenditure of \$1.9 million to renovate a portion of the teacher rental housing, to be determined by administration.

25035/20 CARRIED

B. CONSENT AGENDA

B1. Adopt Consent Agenda

MOTION: Trustee Telford that the Board of Trustees approves the consent agenda which approves the items as follows:

B1 - Minutes of April 17, 2020 Board meeting are approved as attached.

The following reports are received as information:

B2 - Board Action Items

B3 - Board Chair Report

B4 - Trustee Activity Report

B5 - Superintendent Report

B6 – Monthly Financial Reporting

B1 - Minutes of February 21, 2020 Board Meeting are approved as attached

CARRIED 25036/20

C. ACTION ITEMS

C1. Northland Games

MOTION: Trustee Telford moved that the Board of Trustees that the Board of Trustees cancel the Northland Games due to COVID-19.

CARRIED 25037/20

C2. Spring Budget

Secretary – Treasurer Rasmuson presented the 2020 Spring Budget.

MOTION: Trustee Yellowknee moved that the Board of Trustees accept the Spring Budget with changes, as amended.

CARRIED 25038/20



Board Package Page 5

NORTHLAND SCHOOL DIVISION NO. 61
REGULAR BOARD MEETING NO. 20-03

C3. Policy 5, Role of the Board Chair

Minor grammatical changes to Policy 5, Role of the Board Chair, are outlined in yellow.

MOTION: Trustee Nokohoo moved that the Board of Trustees approve housekeeping changes to Policy 5 Role of the Board Chair, as attached.

CARRIED 25039/20

C4. Policy 6, Role of the Vice-Chair

Minor grammatical changes to Policy 6, Role of the Vice-Chair, are outlined in yellow.

MOTION: Trustee Yellowknee that the Board of Trustee approve housekeeping changes to Policy 6 Role of the Vice - Board Chair as attached.

CARRIED 25040/20

C5. Ward 1 Vacancy

Chair Guild reviewed the letter from the Minister of Education. Chair Guild requested Administration to follow-up on the additional request to the Minister to appoint a member of the Paddle Prairie Metis Settlement as a non-voting member of the Board of Trustees.

MOTION: Trustee Telford moved that the Board of Trustees receives as information, correspondence regarding the Ward 1 vacancy, as attached.

CARRIED 25041/20

C6. NSD Insurance Provider

Secretary-Treasurer Rasmuson reviewed the process for obtaining a new insurance provider.

MOTION: Trustee Yellowknee moved that the Board of Trustees receive as information the NSD Insurance provider.

CARRIED 25042/20

C7. Mistassiniy New School

Superintendent Spencer-Poitras outlined the Mistassiniy modernization change to a new school build.

MOTION: Trustee Yellowknee moved that the Board of Trustees approve the Mistassiniy School modernization project be revised into a replacement school project for a 450 student capacity.

CARRIED 25043/20

"Our students love to come to school in Northland"



C8. Locally Developed Courses

MOTION: Trustee Telford moved that the Board of Trustees approve the following locally developed courses for a one-year extension:
Forensic Studies 25-3, Forensic Studies 35-3, History Through Film: Fact and Fiction 25-3, Reading 15-3, Reading 15-5, Reading 25-3, Reading 25-5, Workplace Essential Skills 25-3

CARRIED 25044/20

Recess 11:37 a.m. – 12:22 p.m.

E. Tech Talk with Tim Stensland - Associate Superintendent Area 3

Associate Superintendent Stensland presented on Zoom tricks and tips.

F. MONITORING REPORTS (Motion to receive as information)

F1. Monitoring Reports

MOTION: Trustee Yellowknee moved that the Board of Trustees accept as information the Monitoring Reports as presented and attached. **CARRIED 25045/20**

E1. Board Chair Highlights

E2. Superintendent Highlights

E3. Area 2 Associate Superintendent Report

E4. Student Engagement, Attendance and Completion Report

E5. Year-end Auditors

E6. School Fees

F2. June Board Meeting Location

MOTION: Trustee Yellowknee moved that the Board of Trustees hold the June 26, 2020 Board meeting in Edmonton with a workshop on lobbying on Saturday.

CARRIED 25046/20

F. PRELIMINARY DISCUSSION OF BOARD ITEMS



Board Package Page 7

NORTHLAND SCHOOL DIVISION NO. 61
REGULAR BOARD MEETING NO. 20-03

G. ADJOURNMENT & CLOSING CULTURAL REFLECTION

1. Adjournment

MOTION: Trustee Nokohoo moved that the Board of Trustees declare the meeting adjourned at 1:32 p.m.

25047/20 CARRIED

Robin Guild, Board Chair

Trudy Rasmuson, Secretary-Treasurer

Recording Secretary: Krystal Potts, Executive Assistant

	Meeting	Date of Meeting	Assigned To	Agenda Item	Task	Due Date	Status	Action
1	Board	5/22/2020	Krystal	Spring Budget	Send Trustee Anderson the Administrative Procedure for boarding home.	5/22/2020	Complete	Emailed.
2	Board	5/22/2020	Nancy	Ward 1 Vacancy	Chair Guild requested Administration to follow-up on the additional request to the Minister to appoint a member of the Paddle Prairie Metis Settlement as a non-voting member of the Board of Trustees.	6/1/2020	Complete	Minister LaGrange responded in a letter which is in the June Board package.
3	Board	3/20/2020	Wes	Meeting with MLA	Provide STATS on teacher retention over last 10 years, provide STATS on housing availability, pictures, conditions, etc	4/17/2020	Pending	Stats on retention was sent out.
4	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.
5	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. Meeting requests have been sent to the Nation in March and April.
6	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. Spoke with Ops Mgr from LLB and looking at a March date
7	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 3. Spoke with Ops Mgr from LLB and looking at a March date
8	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	



Superintendent's Report

June 26, 2020

Touch base with School Staff - Gift Lake School	May 25 , 2020
Zoom meeting with school staff for one on one questions & answers.	
High School Graduation Discussion	May 25, 2020
Zoom meeting with High School principals to discuss graduation ceremony options.	
Quarterly Attendance Update with Alberta Education	May 25, 2020
Online meeting with Alberta Education regarding the OAG follow-up audit, update on student engagement during pandemic, attendance data extraction, and alignment of attendance data methodologies.	
Public Narrative in Times of Pandemic Webinar	May 27, 2020
Public narrative is a leadership practice through which leaders can ignite the head, heart, and hands of others to achieve shared purpose in the face of uncertainty.	
Wellness Wednesday	May 27, 2020
ATA Local and Central Office supported wings and a comedian via Zoom for all staff across the division for Wellness Wednesday.	
Principal Advisory Meeting	May 28, 2020
Zoom meeting with the Principal Advisory group regarding class resource lists, preparation for next year, re-entry plans, junior high and senior high assessment, and the August 1 announcement.	
Principal Update Meeting	May 28, 2020
Topics of discussion included CTS credits, the 3 Alberta Education re-entry scenarios, Associate Superintendents and area designation, CSL reporting, PD next year, playground grant guidelines, and leave requests for the last day of school.	
Meeting with Alberta Education	May 29, 2020
Met with Alberta Education regarding budget allocations.	
Touch base with School Staff - Athabasca Delta Community School	May 29, 2020
Zoom meeting with school staff for one on one questions & answers.	

Hillview School Principal Interviews	May 29, 2020
Rosalind Best has accepted the Principal position at Hillview School.	
Public School Boards' Association of Alberta's Zoom Meeting	May 29, 2020
Speakers included Tom Gentzel, President, National School Boards Association; Kirk Lambrecht, Legal Counsel with Shores Jardine LLP; and Cathy Hogg, President of the Public School Boards' Association of Alberta.	
ASBA Spring General Meeting via Zoom	June 1, 2020
Alberta School Boards SGM major topic of discussion was the revised budget.	
Touch base with School Staff - Mistassiniy School	June 2, 2020
Zoom meeting with school staff for one on one questions & answers.	
Northland Wellness Committee Meeting (Zoom)	June 2, 2020
Met with the Wellness Committee regarding the division wide wellness challenge, the goal is 30 minutes of daily physical activity per staff member. Biking, running, walking, treadmill, elliptical, canoeing and any other planned daily activities are acceptable.	
Meeting with ATA Local President	June 3, 2020
Met with the ATA Local President regarding convention for next year, and an update on housing.	
Principal Update Meeting	June 3, 2020
Agenda topics included sanitizing schools and putting supplies on shelves, summer school courses, dual credit, accountability pillar results for May 2020, PD, housing, supply lists, and uploading cumulative files.	
Fort McKay Principal Interviews	June 4, 2020
Michelle Wile has accepted the Principal position at Fort McKay School.	
Athabasca Delta Community School Project Discussion	June 4, 2020
Met with members of Alberta Infrastructure and Education to discuss the upcoming Athabasca Delta Community School Project.	
Interview with Peace River Broadcasting	June 4, 2020
Interview included highlights of the budget, how the division is ready for Stage 2 re-opening of K-12 schools in a limited capacity, and the importance of being flexible in the delivery of education in a post-pandemic world.	

Touch base with School Staff - Calling Lake School	June 8, 2020
Zoom meeting with school staff for one on one questions & answers.	
TEBA Trustee Representative Meeting and Election	June 9, 2020
Administration part of the meeting included a TEBA Update and Overview, Legislative Changes, TEBA Pulse Survey, and Bargaining Preparation.	
SMARTLearning Introduction	June 10, 2020
Introduced and attended the staff professional development regarding SMARTLearning.	
Principal Update Meeting	June 10, 2020
Zoom meeting with the principals regarding staffing updates, the accountability pillar, level 2 re-launch, report card comments, and the letter from Superintendent and principal in report cards.	
NSD/Paddle Prairie Metis Settlement Teleconference	June 11, 2020
Attended a teleconference with the Board Chair and the Paddle Prairie Metis Settlement Administrator regarding appointing a member of the Paddle Prairie Metis Settlement as a Liaison to the Board of Trustees.	
Principal Advisory Meeting	June 11, 2020
Met with the principal advisory group via zoom.	
Board Agenda Review	June 11, 2020
Online meeting for the preparation of the Corporate Board meeting on June 26th.	
Touch base with School Staff - Gift Lake School	June 15, 2020
Zoom meeting with school staff for one on one questions & answers.	
Learning Services Meeting	June 15, 2020
Online meeting topics included SMARTLearning, CAT4, data analysis, and department updates.	
Principal Update Meeting	June 17, 2020
Online meeting with the principals to give division updates.	
Alberta Education Meeting	June 18, 2020
Met with Alberta Education regarding the Athabasca Delta Community School project.	
Principal Update Meeting	June 24, 2020
Online meeting with the principals to give division updates.	

Lobbying Workshop

June 25, 2020

Lobbying workshop with Maurice Fritze from Alberta School Boards Association.

NORTHLAND SCHOOL DIVISION
Budget to Actual Variance
as of May 31, 2020

	2019-2020			
	Budget	YTD Budget	YTD	Variance
REVENUE				
Alberta Education	\$43,226,712	\$32,420,034	\$34,366,849	\$1,946,815
Federal Government and First Nation	\$15,349,464	\$13,814,518	\$14,689,978	\$875,460
Other Revenue	\$2,837,529	\$2,128,147	\$1,715,596	-\$412,551
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	\$61,413,705	\$48,362,698	\$50,772,423	\$2,409,725
EXPENSES				
Schools (inc. school cert. staff)	\$25,050,244	\$18,787,683	\$18,361,752	\$425,931
Instructional Support	\$8,416,757	\$6,312,568	\$5,769,048	\$543,520
Instructional Supply	\$6,734,989	\$5,051,242	\$5,179,323	-\$128,081
External Services	\$5,074,212	\$4,288,119	\$3,957,525	\$330,594
Board and Administration	\$3,120,076	\$2,340,057	\$2,351,406	-\$11,349
Maintenance	\$10,095,519	\$7,571,639	\$8,014,987	-\$443,348
Transportation	\$4,593,906	\$3,445,430	\$2,827,797	\$617,633
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	\$63,085,703	\$47,796,737	\$46,461,838	\$1,334,899
Certificated salaries and benefits	\$21,668,110	\$16,251,083	\$15,595,079	\$656,004
Uncertificated salaries and benefits	\$15,886,462	\$11,914,847	\$12,112,221	-\$197,375
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	\$37,554,572	\$28,165,929	\$27,707,300	\$458,629

Notes:**Revenue**

The \$3.7 million difference in revenue is attributable to:

\$4 million - The entire amount of the five-year investment fund being received, as well as adding previous years' carryforward to revenue, in anticipation of spending it.

\$900,000 - All the Special Approvals funding was received, so YTD revenue is higher.

\$875,000 - The federal revenue is higher than budgeted, but that variance may disappear at year-end, when the federal calculation is completed.

Most of these variances will either disappear or reduce as the year progresses.

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:

	2019-2020		
	Budget	YTD Budget	YTD
Pedagogical	\$545,650	\$409,238	\$608,862
Housing	\$1,387,310	\$1,040,483	\$1,375,576
Maintenance	\$10,095,519	\$7,571,639	\$8,014,987

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 about \$0.335 million 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. About \$170,000 worth of renovations will be covered by funding outside the operating budget.

Maintenance - this department is over by about \$443,000, which is a result of the ADCS renovation, and other repairs, and \$300,000 will be covered by federal money. This department continues to be monitored, to ensure that it stays within budget.



ADMINISTRATION RECOMMENDATION TO THE BOARD

TO: THE BOARD OF TRUSTEES

Date: June 26, 2020

SUBMITTED BY: Dr. Nancy Spencer-Poitras, Superintendent of Schools

SUBJECT: Nominate ASBA Zone 1 Friend of Education Award

**REFERENCE(S) &
ATTACHMENTS:**

RECOMMENDATION:

THAT the Board of Trustees approve Cenovus Energy as the the ASBA Zone 1 Friend of Education Award for Northland School Division.

BACKGROUND:

Cenovus has been a supporter of Northland School Division (NSD) for many years. In 2013, Cenovus partnered with NSD to help deliver meaningful educational programs that encourage long-term benefits. Since the beginning of this partnership, they've contributed \$1.25 million to support Northland's focus on literacy.

Cenovus continues to be instrumental in helping NSD deliver professional learning for educators and operating a summer reading program. The continued relationship with Cenovus puts NSD in a better position to help students achieve success.

RISK ANALYSIS:



NORTHLAND SCHOOL DIVISION NO. 61
ADMINISTRATION RECOMMENDATION TO THE BOARD

TO: BOARD OF TRUSTEES **DATE:** JUNE 26, 2020

SUBMITTED BY: SECRETARY-TREASURER, T. RASMUSON

SUBJECT: TRANSFER OF KITCHEN EQUIPMENT TO THREE SCHOOL DIVISIONS

REFERENCE(S):

ATTACHMENTS:

RECOMMENDATION:

THAT the Board of Trustees approve the transfer of kitchen equipment for Caslan and Kikano Schools to Northern Lights School Division, for Jousard School to High Prairie School Division and for Red Earth School to Peace River School Division, for the sum of \$1 from each division.

BACKGROUND:

During the review of the provincial funding framework this spring, the provincial government discontinued the targeted funding for School Food Services. This means that the funds used to provide hot lunches for Northland Schools, and non-Northland Schools - Caslan, Kikano, Jousard, Red Earth, were not targeted for those programs moving forward. As a result, Northland notified the divisions that operate the schools that the funds would no longer be provided by Northland to operate their hot lunch programs, and terminated the agreements. However, the equipment for the programs remains in the schools, and Northland would like to transfer the equipment to the other divisions operating the schools, so that their programs can continue.

The equipment is of little use to Northland, and would be expensive to move and store.

The value for the equipment is:

- Caslan - \$40,000
- Kikino - \$34,000
- Jousard - \$40,000
- Red Earth - \$17,000

RISK ANALYSIS:

No risks are perceived.



NORTHLAND SCHOOL DIVISION NO. 61
ADMINISTRATION RECOMMENDATION TO THE BOARD

TO: BOARD OF TRUSTEES **DATE:** JUNE 26, 2020
SUBMITTED BY: SECRETARY-TREASURER, T. RASMUSON
SUBJECT: BOUNDARY CHANGES TO WARDS 5, 6 AND 7
REFERENCE(S): NORTHLAND SCHOOL DIVISION ACT
ATTACHMENTS: MAP OF BOUNDARIES BETWEEN WARD 6 AND 7 (TO BE SENT OUT SEPARATELY)
BYLAW 01-2020 (TO BE SENT OUT SEPARATELY)

RECOMMENDATION:

THAT the Board of Trustees give first reading to the draft Bylaw No. 01-2020 to amend Electoral Wards of Northland School Division Bylaw 135.

BACKGROUND:

Ward 5 – there were three schools operated by Northland School Division when the last election was held in 2017. The operation of those three schools (Peerless, Trout and Little Buffalo) has since been transferred to KeeTasKeeNow Educational Authority, so there is little need for a trustee from the area. The area has been added to the area for Ward 7.

Ward 6 and 7 – during the last election, the boundaries were set in the format of LSD (legal subdivision). This format was very confusing to voters, as it does not use municipal addresses. The change is as a result of using landmarks (highways, roads), so it will be much easier to for voters to understand what ward they live in. The boundary between the two wards is Highway 754, Airport Road, Transport Road and Highway 813.

SUBSEQUENT MOTIONS

THAT the Board of Trustees give second reading to the draft Bylaw No. 01-2020 to amend Electoral Wards of Northland School Division Bylaw 135.

THAT the Board of Trustees agrees to give Bylaw No. 01-2020 a third and final reading at the same meeting that the first and second readings are done, June 22, 2020.

THAT the Board of Trustees give third reading to Bylaw No. 01-2020 and be finally passed.



NORTHLAND SCHOOL DIVISION NO. 61

ADMINISTRATION RECOMMENDATION TO THE BOARD

TO: BOARD OF TRUSTEES **DATE:** JUNE 26, 2020

SUBMITTED BY: SECRETARY-TREASURER, T. RASMUSON

SUBJECT: AUDIT PLAN

REFERENCE(S):

ATTACHMENTS: ENGAGEMENT LETTER
AUDIT PLANNING REPORT

RECOMMENDATION:

THAT the Board of Trustees approve the 2019-2020 audit plan as presented.

BACKGROUND:

Workplan 5.3 - Every year, the external auditors develop an audit plan for the year-end audit, and present it to the board.

RISK ANALYSIS:

No risks are perceived.



June 18, 2020

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

Attention: Mr. Robin Guild, Board Chair

Dear Mr. Guild:

Re: Engagement letter

Metrix Group LLP are pleased to serve as auditor's for the Northland School Division No. 61 for the fiscal year ending August 31, 2020. The purpose of this letter is to outline the terms of our engagement to audit the financial statements of the Northland School Division No. 61 which comprise the statement of financial position as at August 31, 2020, and the statement of operations, cash flows, change in net financial assets (debt), and remeasurement gains and losses for the year then ended and a summary of significant accounting policies and other explanatory information. In addition our engagement includes an audit of the schedule of Net Operating Costs of Athabasca Delta Community School for the year ended August 31, 2020. Jeff Alliston, CPA, CA will be responsible for the services that Metrix Group LLP performs for the Northland School Division No. 61. He will, as considered necessary, call upon individuals with specialized knowledge at Metrix Group LLP to assist in the performance of our services.

We are pleased to confirm our acceptance and our understanding of this audit engagement by means of this letter. Our audit will be conducted with the objective of our expressing an opinion on the financial statements.

Our Responsibilities

We will conduct our audit of Northland School Division No. 61 in accordance with Canadian generally accepted auditing standards. Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance as to whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence of the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

Because of the inherent limitations of an audit, together with the inherent limitations of internal control, there is an unavoidable risk that some material misstatements may not be detected, even though the audit is properly planned and performed in accordance with Canadian generally accepted auditing standards.

In making our risk assessments, we consider internal control relevant to the entity's preparation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. However, we will communicate to you in writing concerning any significant deficiencies in internal control relevant to the audit of the financial statements that we have identified during the audit.



We may also communicate other matters identified during the audit that, in our opinion, are of sufficient importance to merit management's attention.

Management's Responsibilities

Our audit will be conducted on the basis that management acknowledge and understand that they are responsible for:

- a) The preparation and fair presentation of the financial statements in accordance with the Canadian public sector accounting standards;
- b) Such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error; and
- c) Providing us with:
 - i) Unrestricted access to persons within the entity from whom we determine it necessary to obtain audit evidence;
 - ii) Access to all information of which management is aware that is relevant to the preparation of the financial statements, such as records, documentation and other matters; and
 - iii) Additional information that we may request from [management] for the purpose of the audit.

As part of our audit process:

- a) We will make inquiries of management about the representations contained in the financial statements. At the conclusion of the audit, we will request from management [*and, where appropriate, those charged with governance*] written confirmation concerning those representations. If such representations are not provided in writing, management acknowledges and understands that we would be required to disclaim an audit opinion.
- b) We will communicate any misstatements identified during the audit other than those that are clearly trivial. We request that management correct all the misstatements communicated.

Confidentiality

One of the underlying principles of the profession is a duty of confidentiality with respect to client affairs. Each professional accountant must preserve the secrecy of all confidential information that becomes known during the practice of the profession. Accordingly, we will not provide any third party with confidential information concerning the affairs of Northland School Division No. 61 unless:

- We have been specifically authorized with prior consent;
- We have been ordered or expressly authorized by law or by the *Code of Professional Conduct/Code of Ethics*; or
- The information requested is (or enters into) public domain.

In performing our services, we will send messages and documents electronically. You acknowledge that electronic communication carries the possibility of inadvertent misdirection, interception or non-delivery of confidential material, or infection by a virus. If you do not consent to our use of electronic communications, please notify us in writing.

We do not accept responsibility and will not be liable for any damage or loss caused in connection with the interception or corruption of an electronic communication.

Use of Information

It is acknowledged that we will have access to all personal information in your custody that we require to complete our engagement. Our services are provided on the basis that:

- a) You represent to us that management has obtained any required consents for collection, use and disclosure to us of personal information required under applicable privacy legislation; and

b) We will hold all personal information in compliance with our Privacy Statement.

Use and Distribution of Our Report

The examination of the financial statements and the issuance of our audit opinion are solely for the use of Northland School Division No. 61 and those to whom our report is specifically addressed by us. We make no representations of any kind to any third party in respect of these financial statements, and we accept no responsibility for their use by any third party.

We ask that our name be used only with our consent and that any information to which we have attached a communication be issued with that communication, unless otherwise agreed to by us.

If you require our consent in this regard, management agrees to provide, on a timely basis, a draft of the other information for our review prior to the issuance of the audit report.

Reproduction of Auditor's Engagement Report

If reproduction or publication of our audit report report (or reference to our report) is planned in an annual report or other document, including electronic filings or posting of the report on a website, a copy of the entire document should be submitted to us in sufficient time for our review before the publication or posting process begins.

Management is responsible for the accurate reproduction of the financial statements, the auditor's report and other related information contained in an annual report or other public document (electronic or paper-based). This includes any incorporation by reference to either full or summarized financial statements that we have audited.

We are not required to read the information contained in your website or to consider the consistency of other information on the electronic site with the original document.

Preparation of Schedules

We understand that management will prepare certain schedules and locate specified documents for our use before our engagement is planned to commence.

This assistance will facilitate our work and help to minimize our costs. Any failure to provide these working papers or documents on a timely basis may impede our services and require us to suspend our services or withdraw from the engagement.

Ownership

The working papers, files, other materials, reports and work created, developed or performed by us during the course of the engagement are the property of our Firm, constitute confidential information and will be retained by us in accordance with our Firm's policies and procedures.

During the course of our work, we may provide, for your own use, certain software, spreadsheets and other intellectual property to assist with the provision of our services. Such software, spreadsheets and other intellectual property must not be copied, distributed or used for any other purpose. We also do not provide any warranties in relation to these items and will not be liable for any damage or loss incurred by you in connection with your use of them.

We retain the copyright and all intellectual property rights in any original materials provided to you.

File Inspections

In accordance with professional regulations (and by our Firm's policy), our client files may be periodically reviewed by practice inspectors and by other engagement file reviewers to ensure that we are adhering to our professional and Firm standards. File reviewers are required to maintain confidentiality of client information.

Accounting Advice

Except as outlined in this letter, the audit engagement does not contemplate the provision of specific accounting advice or opinions or the issuance of a written report on the application of accounting standards to specific transactions and to the facts and circumstances of the entity. Such services, if requested, would be provided under a separate engagement.

Governing Legislation

This engagement letter is subject to, and governed by, the laws of the Province of Alberta. The Province of Alberta will have exclusive jurisdiction in relation to any claim, dispute or difference concerning this engagement letter and any matter arising from it. Each party irrevocably waives any right it may have to object to any action being brought in those courts to claim that the action has been brought in an inappropriate forum or to claim that those courts do not have jurisdiction.

Indemnity

Northland School Division No. 61 hereby agrees to indemnify, defend (by counsel retained and instructed by us) and hold harmless our Firm (and its partners, agents or employees) from and against any and all losses, costs (including solicitors' fees), damages, expenses, claims, demands or liabilities arising out of (or in consequence of):

- a) The breach by Northland School Division No. 61, or its directors, officers, agents or employees, of any of the covenants made by Northland School Division No. 61 herein, including, without restricting the generality of the foregoing, the misuse of, or the unauthorized dissemination of, our engagement report or the financial statements in reference to which the engagement report is issued, or any other work product made available to you by our Firm.
- b) The services performed by us pursuant to this engagement, unless, and to the extent that, such losses, costs, damages and expenses are found by a court of competent jurisdiction to have been due to the negligence of our Firm. In the event that the matter is settled out of court, we will mutually agree on the extent of the indemnification to be provided by your Division.

Time Frames

We will use all reasonable efforts to complete the engagement as described in this letter within the agreed upon time frames. However, we shall not be liable for failures or delays in performance that arise from causes beyond our control, including the untimely performance by Northland School Division No. 61 of its obligations.

Estimated Fees

We estimate that our fees for these services will be \$22,800 (per our proposal dated June 30, 2017) for the audit of the Division and the schedule of Net Operating Costs of the Athabasca Delta Community School, plus direct out-of-pocket expenses and applicable GST. This fee estimate is based on:

- a) The anticipated cooperation from all your personnel in preparing the requested information on a timely basis;
- b) The ongoing assistance of personnel throughout the engagement; and
- c) The assumption that unexpected circumstances will not be encountered.

If significant additional time is likely to be incurred, we will discuss the reasons with you and agree on a revised fee estimate before we incur the additional costs.

Fees will be rendered as work progresses and are payable on presentation.

Billing

Our fees and costs will be billed monthly and are payable upon receipt. Invoices unpaid 30 days past the billing date may be deemed delinquent and are subject to an interest charge of 1.00% per month or 12.00% (APR) per annum. We reserve the right to suspend our services or to withdraw from this engagement in the event that any of our invoices are deemed delinquent. In the event that any collection action is required to collect unpaid balances due to us, you agree to reimburse us for our costs of collection, including lawyers' fees.

Costs of Responding to Government or Legal Processes

In the event we are required to respond to a subpoena, court order, government agency or other legal process for the production of documents and/or testimony relative to information we obtained and/or prepared during the course of this engagement, you agree to compensate us at our normal hourly rates for the time we expend in connection with such response and to reimburse us for all of our out-of-pocket costs (including applicable GST) incurred.

Communications

In connection with this engagement, we may communicate with you or others via telephone, facsimile, post, courier and email transmission. As all communications can be intercepted or otherwise used or communicated by an unintended third party, or may not be delivered to each of the parties to whom they are directed and only to such parties, we cannot guarantee or warrant that communications from us will be properly delivered only to the addressee. Therefore, we specifically disclaim and waive any liability or responsibility whatsoever for interception or unintentional disclosure of communications transmitted by us in connection with the performance of this engagement. In that regard, you agree that we shall have no liability for any loss or damage to any person or entity resulting from: communications, including any consequential, incidental, direct or indirect; special damages, such as loss of revenues or anticipated profits; or disclosure or communication of confidential or proprietary information.

Termination

Management acknowledges and understands that failure to fulfill its obligations as set out in this engagement letter will result, upon written notice, in the termination of the engagement.

Either party may terminate this agreement for any reason upon providing written notice to the other party [*not less than 30 calendar days before the effective date of termination*]. If early termination takes place, Northland School Division No. 61 shall be responsible for all time and expenses incurred up to the termination date.

If we are unable to complete the audit or are unable to form, or have not formed, an opinion on the financial statements, we may withdraw from the audit before issuing an auditor's report, or we may disclaim an opinion on the financial statements. If this occurs, we will communicate the reasons and provide details.

Not Liable For Any Failures or Delays Beyond Our Control

We will use all reasonable efforts to complete the engagement as described in this letter within the agreed-upon time frames. However, we shall not be liable for failures or delays in performance that arise from causes beyond our control, including the untimely performance by your Division of its obligations.

Metrix privacy

The privacy and security of the personal information you provide is important to us. We strive to ensure the strictest compliance with all applicable provincial and federal standards of protection and disclosure of personal information by any and all of our employees, agents, divisions and/or affiliates. You may review our privacy policy at www.metrixgroup.ca. We will not collect, use, or disclose any of your personal information without your knowledge and consent, or as may be required by law or our profession's Rules of Conduct.

By signing this engagement letter you agree that for the purposes of this engagement, Metrix Group LLP may collect, use, and disclose personal information in accordance with our privacy policy. You also agree that Metrix Group LLP may collect and use personal information from you for the purposes of providing other services or informing you of other opportunities from time to time. Personal information that is not relevant to the purposes of this engagement or any other matters will not be disclosed to anyone for any reason without your further prior consent.

Metrix working papers

Metrix Group LLP owns all working papers and files, other materials, reports and work created, developed or performed during the course of the engagement, including intellectual property used in the preparation thereof. We will provide management with a copy of all practitioner-prepared working papers necessary for the company's accounting records. Metrix Group LLP may develop software, including spreadsheets, documents, databases, and other electronic tools, to assist us with our assignment. As these tools were developed specifically for our purposes and without consideration of any purpose for which the company might use them, any such tools provided to the company, are made available on an "as is" basis only and should not be distributed to or shared with any third party.

Conclusion

This engagement letter includes the relevant terms that will govern the engagement for which it has been prepared. The terms of this letter supersede any prior oral or written representations or commitments by or between the parties. Any material changes or additions to the terms set forth in this letter will only become effective if evidenced by a written amendment to this letter, signed by all of the parties.

The arrangements outlined in this letter will continue in effect from year to year unless changed by either party.

If you have any questions about the contents of this letter, please raise them with us. If the services outlined are in accordance with your requirements, and if the above terms are acceptable to you, please sign the copy of this letter in the space provided and return it to us.

We appreciate the opportunity of continuing to be of service to your Division.

Yours truly,

METRIX GROUP LLP

Chartered Professional Accountants

Acknowledged and agreed to on behalf of Northland School Division No. 61 by:

Mr. Robin Guild, Board Chair

Date signed



**Northland School Division
No. 61**

**Audit Planning Report
For the year ended August 31, 2020**

June 26, 2020



The contacts at Metrix Group LLP in connection with this report are:

Engagement Partner

Jeff Alliston, CPA, CA

T: 780.489.9606 Ext. 125

E: jalliston@metrixgroup.ca

Manager

Craig Poeter, CPA

T: 780.489.9606 Ext. 123

E: cpoeter@metrixgroup.ca

This letter should not be distributed without the prior consent of Metrix Group LLP and Metrix Group LLP accepts no responsibility to a third party who uses this communication.

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Executive Summary

We are pleased to provide you with our audit planning report for Northland School Division No. 61 (the “Division”) for the year-ended August 31, 2020.

The objectives of this report are as follows:

1. To communicate clearly with the Board of Trustees (“Board”) our responsibilities in relation to the financial statement audit and provide an overview of the planned scope and timing of the audit;
2. To obtain from the Board information relevant to the audit;
3. To promote effective two-way communication between the auditor and the Board.

Commitment to communication

Clear, two-way communication between the auditor and those charged with governance is an integral part of every audit. After reviewing this report, please advise us whether there are additional areas of concerns to the Board which we should consider.

Services to be provided

As per our previous agreement, we have been engaged to perform the following services:

Audit services

- Audit of the Division’s financial statements.
- Audit of the schedule of Net Operating Costs of Athabasca Delta Community School.

Independence

At the core of the provision of external audit services is the concept of the independence. Canadian generally accepted auditing standards require us to communicate to the Board, at least annually, all relationships between our Firm and the Division that—in our professional judgement—may reasonably be thought to bear on our independence.

We will confirm our independence up to the date of our auditor report at the conclusion of the audit.

Materiality

In planning our audit, we have concluded that a planning materiality level of 3% of budgeted operating expenses is appropriate and have set our materiality threshold at \$1,900,000 (2018 - \$1,240,000) (please refer to page 6).

Auditors' responsibilities

It is important for the Board to understand the responsibilities that rest with the Division and its management and those that belong to the auditor in relation to the financial statement audit.

Our audit of the Division's financial statements will be performed in accordance with Canadian generally accepted auditing standards. These standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements present fairly in all material respects, the financial position, the results of operations and cash flows of the Division in accordance with Canadian public sector accounting standards. Accordingly, we will plan and perform our audit to provide reasonable, but not absolute, assurance of detecting fraud and errors that have a material effect on the financial statements.

Canadian generally accepted auditing standards does not require the auditor to design procedures for the purpose of identifying supplementary matters to communicate to the Board.

Responsibilities of management and those charged with governance

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

Those charged with governance, the Board, is responsible for overseeing the Division's financial reporting process.

Audit approach

In gathering our audit evidence, we will utilize a combined audit approach that allows us to issue an audit opinion on the financial statements in the most cost-effective manner, while still obtaining the assurance necessary to support our audit opinion. In performing our audit, our work will be focused on, but not limited to, areas that we believe have a higher risk of being materially misstated.

Based on our knowledge of the Division, we are planning on utilizing a combination of tests of internal control that are relevant to the audit and substantive procedures (this is the same approach we have used in the past). This approach is more appropriate when an entity processes a high volume of transactions and has strong internal controls. By obtaining assurance through tests of controls, we are able to place reliance on the control environment and reduce the amount of substantive procedures required.

Audit fees

We understand that the Division demands value and we strive to provide the highest quality services while working with the Division to control costs.

In our audit proposal dated June 30, 2017, we estimated our audit fees for 2019-2020 fiscal year to be \$22,800. This amount does not include Goods and Services Tax.

The above fee estimate, which does not include out-of-pocket expenses, is based on the assumption the Division will provide all necessary supporting working papers, and that minimal adjusting journal entries will be required.

Reliance on Internal Audit Work

Our goal is to perform both an efficient and effective audit. As part of that goal we plan to rely on the internal audit work Division staff performs with respect to the accounting for school generated funds at the various schools in addition to our audit of the Division's internal controls and substantive procedures at the school level.

Our firm is responsible for obtaining sufficient appropriate audit evidence to afford a reasonable basis to support the content of our report. Our responsibility is not reduced by using internal audit work; however, certain efficiencies can be gained by using this work as part of our audit evidence (rather than visiting several schools each year). Before relying on any internal audit work, we will evaluate and corroborate the work to determine if it is sufficient and appropriate for our purposes.

We will discuss with the Secretary Treasurer matters such as the objective of the work; the scope and timing of the specific internal audit work; the extend of testing; the documentation of the work performed and the review and reporting procedures. We will also need to be advised of, and have access to, any relevant internal audit working papers and reports, and be kept informed of any significant matters which may affect our work. We are responsible for the opinion or conclusions in our report and therefore we will not refer to the use of any internal audit work in our audit report.

Planned Scope and Timing of the Audit

Materiality

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

A misstatement, or the aggregate of all misstatements in financial statement, is considered to be material if, in the light of surrounding circumstances, it is probable that the decision of a person who is relying on the financial statements, and who has a reasonable knowledge of business and economic activities (the “user”), would be changed or influenced by such misstatements or the aggregate of all misstatements. The materiality decision ultimately is based on our professional judgement taking into consideration quantitative and qualitative factors.

Materiality	Comments	Amount
Benchmark	We have concluded that the use of budgeted operating expenses is an appropriate benchmark for calculating materiality.	
Planning materiality	Planning materiality has been calculated at 3% of the budgeted operating expenses. The corresponding amount for the prior year was \$1,200,000 (2% of budget).	\$1,900,000
Performance materiality	75% of planning materiality, used primarily to determine the nature, timing and extent of audit procedures. The corresponding amount for the prior year was \$900,000.	\$1,425,000
Trivial threshold	We have set the trivial threshold at 1% of materiality used to accumulate misstatements identified during the audit. The corresponding amount for the prior year was \$12,000.	\$19,000

At the conclusion of the engagement, we will inform the Board of all uncorrected misstatements greater than the trivial threshold.

Risk assessment

To assess risk correctly, we will require a clear understanding of the Division’s business and the environment it operates in. We will gain this understanding primarily through discussions with management and staff. We welcome any insights the Board would like to provide us on what you perceive to be risky.

Significant accounts and disclosures

Areas of Focus	Why it Matters	Our Response
Management override of controls	<ul style="list-style-type: none"> - Under Canadian Auditing Standards (“CAS”), there is a presumed fraud risk due to the potential of management override of controls through manual journal entries. <p>We have not identified any indicators of additional risks with respect to management override of internal controls.</p>	<ul style="list-style-type: none"> - We will identify a sample of journal entries and other adjustments and assess the business rationale of the entries recorded.
Revenue recognition	<ul style="list-style-type: none"> - There is risk of premature revenue recognition of funding amounts received with external restrictions attached to them (e.g. Alberta Education, other – Government of Alberta, federal government and first nations, gifts and donations and other sales and services, etc...). 	<ul style="list-style-type: none"> - We will update our understanding of the processes and controls in place regarding revenues received; - We will review the recognition of amounts subject to external restrictions to ensure they are correctly recognized; - We will examine related agreements and other source documentation containing guidance for the purpose and use of the restricted funds; and - Where possible, we will coordinate with procedures performed over deferred revenue.

Areas of Focus	Why it Matters	Our Response
Operating expenses	<ul style="list-style-type: none"> - There is an inherent risk with fraudulent expenses being recorded. 	<ul style="list-style-type: none"> - We will update our understanding of the processes and controls in place regarding procurement and payment; - We will evaluate the design and implementation of controls over procurement and payment and test the operating effectiveness of appropriately designed controls; - We will select a sample of expenditures recorded and agree the amounts to supporting documentation.
Salaries, wages and benefits	<ul style="list-style-type: none"> - There is the risk that fraudulent (“ghost”) employees have been created; and - Moreover, there exists that employees are paid at a rate inconsistent with their employment contract. 	<ul style="list-style-type: none"> - We will evaluate the design and implementation of controls over payroll and procurement and test the operating effectiveness of appropriately designed controls. - We will perform substantive analytical procedures over salaries, wages and benefits; and - Where required, we will design and perform additional substantive procedures to address any additional risk factors that we may identify.
Receivable balances	<ul style="list-style-type: none"> - There exists the risk that the amounts outstanding will not be collectible; - There exists the risk that receivables have been overstated; and - There exists the risk that receivables outstanding at year-end have not been accrued for. 	<ul style="list-style-type: none"> - We will update our understanding regarding the Division’s policies regarding collections and provisions; - We will test the subsequent receipt of receivable balances outstanding as at year-end; - Where required; we will perform additional substantive procedures to obtain appropriate audit evidence; and

Areas of Focus	Why it Matters	Our Response
Tangible capital assets ("TCA")	<ul style="list-style-type: none"> - There exists the risk that TCA has been expensed rather than capitalized or have been recorded incorrectly; - Conversely, there exists the risk that expenditures that are not capital in nature have been capitalized; and - The valuation of TCA is subject to management's estimates which may be complex and subject to change. 	<ul style="list-style-type: none"> - Where possible, we will coordinate with our work performed over revenues and deferred revenue. <hr/> <ul style="list-style-type: none"> - We will review the amortization policy; - We will inquire with management regarding any indicators of impairment. Where required, we will perform an impairment assessment; - We will perform substantive tests of details over additions and disposals; - We will re-calculate amortization expense and any gains / losses on the disposal of TCA; - Where possible, we will coordinate with procedures performed over deferred revenue.
Accounts payable, accrued liabilities	<ul style="list-style-type: none"> - There is the risk that expenses have not been recorded in the appropriate reporting period. That is, expenses have been prematurely recorded (cut-off); and - Conversely, there is the risk that expenses related to the reporting period have not been fully accrued. 	<ul style="list-style-type: none"> - We perform a search for unrecorded liabilities; - We will examine accrued liabilities for accuracy and completeness. - We will inquire with management and review subsequent Board minutes.

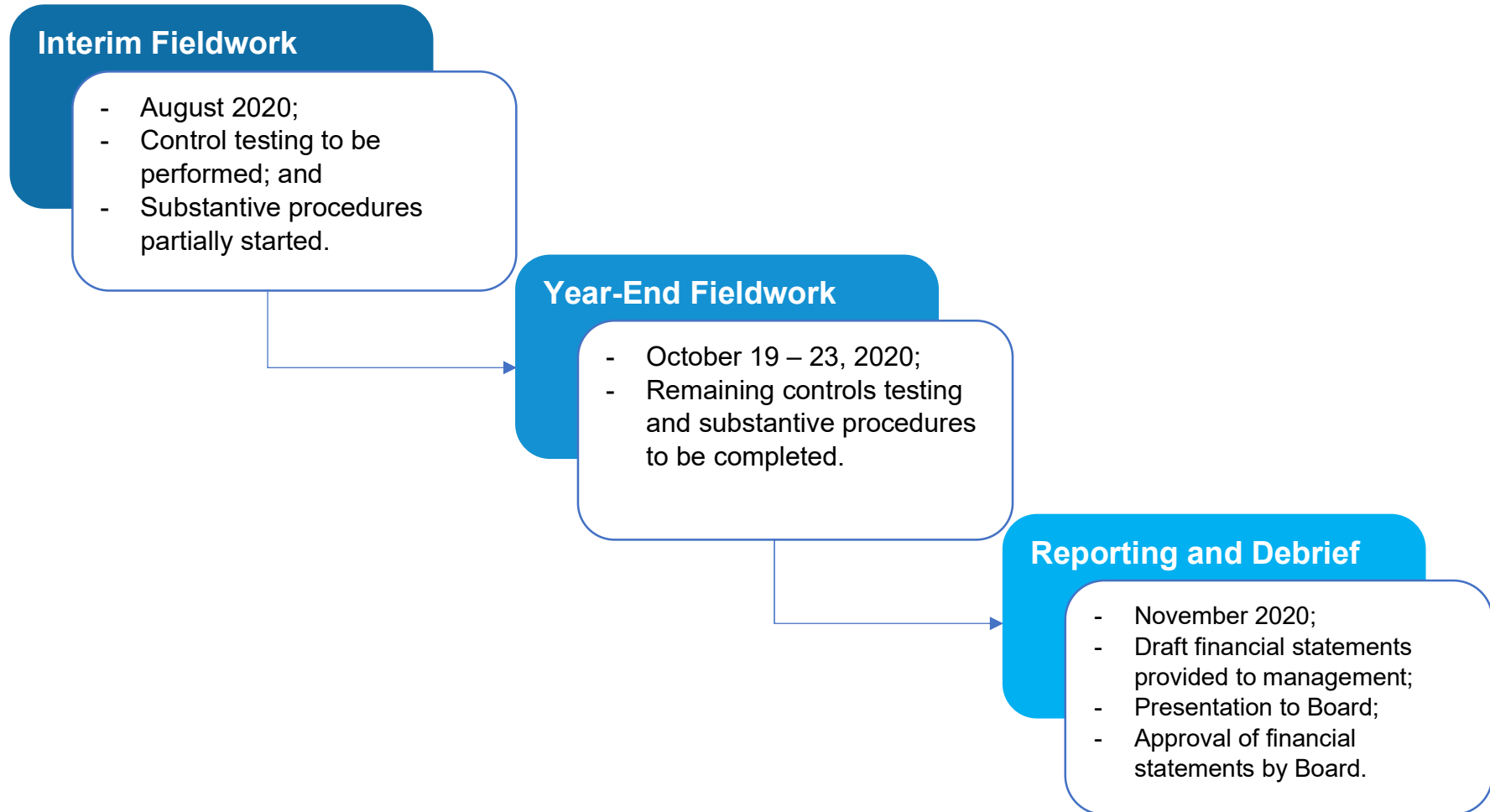
Requests of the Board

In performing your duties as the Board, you may become aware of additional areas of concern from an audit perspective that you would like us to address. We welcome discussion on any areas of audit concern that the Board may have.

Auditors are required to inquire whether the Board has knowledge of any actual, suspected or alleged fraud affecting the Division. Therefore, should the Board be aware of any of these matters we request that you bring these to us prior to the commencement of our year-end audit work.

Timing of the audit

We have proposed the following timeline for the audit completion. The proposed timeline has been reviewed by management and is consistent with prior year.



Audit Team

The Division expect skilled professionals who have experience working on municipal audits. We will provide the following team:

Team member	Role	Experience
<p>Jeff Alliston, CPA, CA Engagement Partner</p>	<p>As the engagement partner, Jeff will have the responsibility of leading our audit and will be responsible for the quality and timeliness of the audit.</p> <p>Jeff will also be available throughout the audit process and will attend the Board meeting with management and present the financial statements.</p>	<p>Jeff holds over 10 years of public sector auditing experience. He has also delivered many presentations on public sector topics and is also a member of the Emerging Issues Task Force as administered by the Government Finance Officers Association – Alberta Chapter.</p>
<p>Craig Poeter, CPA Manager</p>	<p>Craig has been a member of the Division audit team for the last three years. Craig has in-depth knowledge of the School Divisions processes, transactions and requirements.</p>	<p>Craig will work closely with Jeff to ensure all aspects of our audit for the School Division.</p> <p>Craig will be on-site and have direct responsibility for the planning, execution, and completion of our audit.</p>
<p>Brad Krysa Senior Accountant</p>	<p>Brad has been a member of the Division audit team for the last three years</p>	<p>Brad joined Metrix Group in 2016 as an articling student, has successfully completed his CFE in September of 2019.</p>

Required Communication

Engagement letter

The Engagement Letter will document the objective and scope of the audit; define the responsibilities required of Metrix and management; and establish the terms and conditions of the engagement. Please refer to Appendix 1.

Management representation

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

Communication of results

At the completion of our audit, we will communicate to the Board matters arising from the financial statement audit. Our communication will include the following:

- Matters required to be communicated to the Board under Canadian generally accepted auditing standards including possible fraudulent activities, possible illegal acts, significant weaknesses in internal control and certain related party transactions;
- Our views about significant qualitative aspects of the Division's accounting practices, including accounting policies, accounting estimates, and financial statement disclosures;
- Other matter arising from the audit that, in our professional judgement are important and relevant to the Board; and,
- Any other matters previously agreed with you to be communicated to the Board.

Appendix 1: Engagement Letter



June 18, 2020

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

Attention: Mr. Robin Guild, Board Chair

Dear Mr. Guild:

Re: Engagement letter

Metrix Group LLP are pleased to serve as auditor's for the Northland School Division No. 61 for the fiscal year ending August 31, 2020. The purpose of this letter is to outline the terms of our engagement to audit the financial statements of the Northland School Division No. 61 which comprise the statement of financial position as at August 31, 2020, and the statement of operations, cash flows, change in net financial assets (debt), and remeasurement gains and losses for the year then ended and a summary of significant accounting policies and other explanatory information. In addition our engagement includes an audit of the schedule of Net Operating Costs of Athabasca Delta Community School for the year ended August 31, 2020. Jeff Alliston, CPA, CA will be responsible for the services that Metrix Group LLP performs for the Northland School Division No. 61. He will, as considered necessary, call upon individuals with specialized knowledge at Metrix Group LLP to assist in the performance of our services.

We are pleased to confirm our acceptance and our understanding of this audit engagement by means of this letter. Our audit will be conducted with the objective of our expressing an opinion on the financial statements.

Our Responsibilities

We will conduct our audit of Northland School Division No. 61 in accordance with Canadian generally accepted auditing standards. Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance as to whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence of the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

Because of the inherent limitations of an audit, together with the inherent limitations of internal control, there is an unavoidable risk that some material misstatements may not be detected, even though the audit is properly planned and performed in accordance with Canadian generally accepted auditing standards.

In making our risk assessments, we consider internal control relevant to the entity's preparation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. However, we will communicate to you in writing concerning any significant deficiencies in internal control relevant to the audit of the financial statements that we have identified during the audit.



We may also communicate other matters identified during the audit that, in our opinion, are of sufficient importance to merit management's attention.

Management's Responsibilities

Our audit will be conducted on the basis that management acknowledge and understand that they are responsible for:

- a) The preparation and fair presentation of the financial statements in accordance with the Canadian public sector accounting standards;
- b) Such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error; and
- c) Providing us with:
 - i) Unrestricted access to persons within the entity from whom we determine it necessary to obtain audit evidence;
 - ii) Access to all information of which management is aware that is relevant to the preparation of the financial statements, such as records, documentation and other matters; and
 - iii) Additional information that we may request from [management] for the purpose of the audit.

As part of our audit process:

- a) We will make inquiries of management about the representations contained in the financial statements. At the conclusion of the audit, we will request from management [*and, where appropriate, those charged with governance*] written confirmation concerning those representations. If such representations are not provided in writing, management acknowledges and understands that we would be required to disclaim an audit opinion.
- b) We will communicate any misstatements identified during the audit other than those that are clearly trivial. We request that management correct all the misstatements communicated.

Confidentiality

One of the underlying principles of the profession is a duty of confidentiality with respect to client affairs. Each professional accountant must preserve the secrecy of all confidential information that becomes known during the practice of the profession. Accordingly, we will not provide any third party with confidential information concerning the affairs of Northland School Division No. 61 unless:

- We have been specifically authorized with prior consent;
- We have been ordered or expressly authorized by law or by the *Code of Professional Conduct/Code of Ethics*; or
- The information requested is (or enters into) public domain.

In performing our services, we will send messages and documents electronically. You acknowledge that electronic communication carries the possibility of inadvertent misdirection, interception or non-delivery of confidential material, or infection by a virus. If you do not consent to our use of electronic communications, please notify us in writing.

We do not accept responsibility and will not be liable for any damage or loss caused in connection with the interception or corruption of an electronic communication.

Use of Information

It is acknowledged that we will have access to all personal information in your custody that we require to complete our engagement. Our services are provided on the basis that:

- a) You represent to us that management has obtained any required consents for collection, use and disclosure to us of personal information required under applicable privacy legislation; and

b) We will hold all personal information in compliance with our Privacy Statement.

Use and Distribution of Our Report

The examination of the financial statements and the issuance of our audit opinion are solely for the use of Northland School Division No. 61 and those to whom our report is specifically addressed by us. We make no representations of any kind to any third party in respect of these financial statements, and we accept no responsibility for their use by any third party.

We ask that our name be used only with our consent and that any information to which we have attached a communication be issued with that communication, unless otherwise agreed to by us.

If you require our consent in this regard, management agrees to provide, on a timely basis, a draft of the other information for our review prior to the issuance of the audit report.

Reproduction of Auditor's Engagement Report

If reproduction or publication of our audit report report (or reference to our report) is planned in an annual report or other document, including electronic filings or posting of the report on a website, a copy of the entire document should be submitted to us in sufficient time for our review before the publication or posting process begins.

Management is responsible for the accurate reproduction of the financial statements, the auditor's report and other related information contained in an annual report or other public document (electronic or paper-based). This includes any incorporation by reference to either full or summarized financial statements that we have audited.

We are not required to read the information contained in your website or to consider the consistency of other information on the electronic site with the original document.

Preparation of Schedules

We understand that management will prepare certain schedules and locate specified documents for our use before our engagement is planned to commence.

This assistance will facilitate our work and help to minimize our costs. Any failure to provide these working papers or documents on a timely basis may impede our services and require us to suspend our services or withdraw from the engagement.

Ownership

The working papers, files, other materials, reports and work created, developed or performed by us during the course of the engagement are the property of our Firm, constitute confidential information and will be retained by us in accordance with our Firm's policies and procedures.

During the course of our work, we may provide, for your own use, certain software, spreadsheets and other intellectual property to assist with the provision of our services. Such software, spreadsheets and other intellectual property must not be copied, distributed or used for any other purpose. We also do not provide any warranties in relation to these items and will not be liable for any damage or loss incurred by you in connection with your use of them.

We retain the copyright and all intellectual property rights in any original materials provided to you.

File Inspections

In accordance with professional regulations (and by our Firm's policy), our client files may be periodically reviewed by practice inspectors and by other engagement file reviewers to ensure that we are adhering to our professional and Firm standards. File reviewers are required to maintain confidentiality of client information.

Accounting Advice

Except as outlined in this letter, the audit engagement does not contemplate the provision of specific accounting advice or opinions or the issuance of a written report on the application of accounting standards to specific transactions and to the facts and circumstances of the entity. Such services, if requested, would be provided under a separate engagement.

Governing Legislation

This engagement letter is subject to, and governed by, the laws of the Province of Alberta. The Province of Alberta will have exclusive jurisdiction in relation to any claim, dispute or difference concerning this engagement letter and any matter arising from it. Each party irrevocably waives any right it may have to object to any action being brought in those courts to claim that the action has been brought in an inappropriate forum or to claim that those courts do not have jurisdiction.

Indemnity

Northland School Division No. 61 hereby agrees to indemnify, defend (by counsel retained and instructed by us) and hold harmless our Firm (and its partners, agents or employees) from and against any and all losses, costs (including solicitors' fees), damages, expenses, claims, demands or liabilities arising out of (or in consequence of):

- a) The breach by Northland School Division No. 61, or its directors, officers, agents or employees, of any of the covenants made by Northland School Division No. 61 herein, including, without restricting the generality of the foregoing, the misuse of, or the unauthorized dissemination of, our engagement report or the financial statements in reference to which the engagement report is issued, or any other work product made available to you by our Firm.
- b) The services performed by us pursuant to this engagement, unless, and to the extent that, such losses, costs, damages and expenses are found by a court of competent jurisdiction to have been due to the negligence of our Firm. In the event that the matter is settled out of court, we will mutually agree on the extent of the indemnification to be provided by your Division.

Time Frames

We will use all reasonable efforts to complete the engagement as described in this letter within the agreed upon time frames. However, we shall not be liable for failures or delays in performance that arise from causes beyond our control, including the untimely performance by Northland School Division No. 61 of its obligations.

Estimated Fees

We estimate that our fees for these services will be \$22,800 (per our proposal dated June 30, 2017) for the audit of the Division and the schedule of Net Operating Costs of the Athabasca Delta Community School, plus direct out-of-pocket expenses and applicable GST. This fee estimate is based on:

- a) The anticipated cooperation from all your personnel in preparing the requested information on a timely basis;
- b) The ongoing assistance of personnel throughout the engagement; and
- c) The assumption that unexpected circumstances will not be encountered.

If significant additional time is likely to be incurred, we will discuss the reasons with you and agree on a revised fee estimate before we incur the additional costs.

Fees will be rendered as work progresses and are payable on presentation.

Billing

Our fees and costs will be billed monthly and are payable upon receipt. Invoices unpaid 30 days past the billing date may be deemed delinquent and are subject to an interest charge of 1.00% per month or 12.00% (APR) per annum. We reserve the right to suspend our services or to withdraw from this engagement in the event that any of our invoices are deemed delinquent. In the event that any collection action is required to collect unpaid balances due to us, you agree to reimburse us for our costs of collection, including lawyers' fees.

Costs of Responding to Government or Legal Processes

In the event we are required to respond to a subpoena, court order, government agency or other legal process for the production of documents and/or testimony relative to information we obtained and/or prepared during the course of this engagement, you agree to compensate us at our normal hourly rates for the time we expend in connection with such response and to reimburse us for all of our out-of-pocket costs (including applicable GST) incurred.

Communications

In connection with this engagement, we may communicate with you or others via telephone, facsimile, post, courier and email transmission. As all communications can be intercepted or otherwise used or communicated by an unintended third party, or may not be delivered to each of the parties to whom they are directed and only to such parties, we cannot guarantee or warrant that communications from us will be properly delivered only to the addressee. Therefore, we specifically disclaim and waive any liability or responsibility whatsoever for interception or unintentional disclosure of communications transmitted by us in connection with the performance of this engagement. In that regard, you agree that we shall have no liability for any loss or damage to any person or entity resulting from: communications, including any consequential, incidental, direct or indirect; special damages, such as loss of revenues or anticipated profits; or disclosure or communication of confidential or proprietary information.

Termination

Management acknowledges and understands that failure to fulfill its obligations as set out in this engagement letter will result, upon written notice, in the termination of the engagement.

Either party may terminate this agreement for any reason upon providing written notice to the other party [*not less than 30 calendar days before the effective date of termination*]. If early termination takes place, Northland School Division No. 61 shall be responsible for all time and expenses incurred up to the termination date.

If we are unable to complete the audit or are unable to form, or have not formed, an opinion on the financial statements, we may withdraw from the audit before issuing an auditor's report, or we may disclaim an opinion on the financial statements. If this occurs, we will communicate the reasons and provide details.

Not Liable For Any Failures or Delays Beyond Our Control

We will use all reasonable efforts to complete the engagement as described in this letter within the agreed-upon time frames. However, we shall not be liable for failures or delays in performance that arise from causes beyond our control, including the untimely performance by your Division of its obligations.

Metrix privacy

The privacy and security of the personal information you provide is important to us. We strive to ensure the strictest compliance with all applicable provincial and federal standards of protection and disclosure of personal information by any and all of our employees, agents, divisions and/or affiliates. You may review our privacy policy at www.metrixgroup.ca. We will not collect, use, or disclose any of your personal information without your knowledge and consent, or as may be required by law or our profession's Rules of Conduct.

By signing this engagement letter you agree that for the purposes of this engagement, Metrix Group LLP may collect, use, and disclose personal information in accordance with our privacy policy. You also agree that Metrix Group LLP may collect and use personal information from you for the purposes of providing other services or informing you of other opportunities from time to time. Personal information that is not relevant to the purposes of this engagement or any other matters will not be disclosed to anyone for any reason without your further prior consent.

Metrix working papers

Metrix Group LLP owns all working papers and files, other materials, reports and work created, developed or performed during the course of the engagement, including intellectual property used in the preparation thereof. We will provide management with a copy of all practitioner-prepared working papers necessary for the company's accounting records. Metrix Group LLP may develop software, including spreadsheets, documents, databases, and other electronic tools, to assist us with our assignment. As these tools were developed specifically for our purposes and without consideration of any purpose for which the company might use them, any such tools provided to the company, are made available on an "as is" basis only and should not be distributed to or shared with any third party.

Conclusion

This engagement letter includes the relevant terms that will govern the engagement for which it has been prepared. The terms of this letter supersede any prior oral or written representations or commitments by or between the parties. Any material changes or additions to the terms set forth in this letter will only become effective if evidenced by a written amendment to this letter, signed by all of the parties.

The arrangements outlined in this letter will continue in effect from year to year unless changed by either party.

If you have any questions about the contents of this letter, please raise them with us. If the services outlined are in accordance with your requirements, and if the above terms are acceptable to you, please sign the copy of this letter in the space provided and return it to us.

We appreciate the opportunity of continuing to be of service to your Division.

Yours truly,

METRIX GROUP LLP

Chartered Professional Accountants

Acknowledged and agreed to on behalf of Northland School Division No. 61 by:

Mr. Robin Guild, Board Chair

Date signed

Appendix 2: New and Revised Accounting Standards

The following is a summary of recently issued *Public Sector Accounting Board* pronouncements. We encourage the Division's accounting staff to review these to determine the potential impact to the Division.

Standard	Summary	Effective Date
PS 1201 Financial Statement Presentation	- This Section establishes general reporting principles and standards for the disclosure of information in government financial statements.	Fiscal years beginning on or after April 1, 2021. Earlier adoption is permitted.
PS 2601 Foreign Currency Translation	- This Section establishes standards on how to account for and report transactions that are denominated in a foreign currency in government financial statements.	Fiscal years beginning on or after April 1, 2021. Earlier adoption is permitted.
PS 3041 Portfolio Investments	- This Section establishes standards on how to account for and report portfolio investments in government financial statements.	Fiscal years beginning on or after April 1, 2021. Earlier adoption is permitted.
PS 3450 Financial Instruments	- This Sections establishes standards on how to account for and report all types of financial instruments including derivatives.	Fiscal years beginning on or after April 1, 2021. Earlier adoption is permitted.
PS 3280 Asset Retirement Obligations	- This Section establishes standards on how to account for and report legal obligations associated with the retirement of certain tangible capital assets and solid waste landfill sites.	Fiscal years beginning on or after April 1, 2021. Earlier adoption is permitted.
PS 3400 Revenue	- This Section will be updated to provide additional guidance regarding the timing of revenue recognition along with additional disclosure requirements.	Fiscal years beginning on or after April 1, 2022. Early adoption is permitted.



ADMINISTRATION RECOMMENDATION TO THE BOARD

TO: THE BOARD OF TRUSTEES **Date:** June 26, 2020
SUBMITTED BY: Dr. Nancy Spencer-Poitras, Superintendent of Schools
SUBJECT: Appointment of Ward 1 Community Liaison
REFERENCE(S) & ATTACHMENTS: May 28, 2020 Letter from Minister LaGrange RE Ward 1 Liaison

RECOMMENDATION:

THAT the Board of Trustees approve the Appointment of Ward 1 Community Liaison from the Paddle Prairie Metis Settlement.

BACKGROUND:

Northland School Division Board of Trustees requested that the Paddle Prairie Metis Settlement (Ward 1) community appoint a Community Liaison (representative) to the Board. This position will have no voting rights and will not attend in-camera meetings, but will be able to give input into discussions, be eligible for honoraria and expense reimbursement. This will ensure the Board has a representative of the Paddle Prairie Métis Settlement and would serve as a community voice until the next school board election.

RISK ANALYSIS:



Office of the Minister

MAY 20 2020

AR111240

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

Dear Mr. Guild:

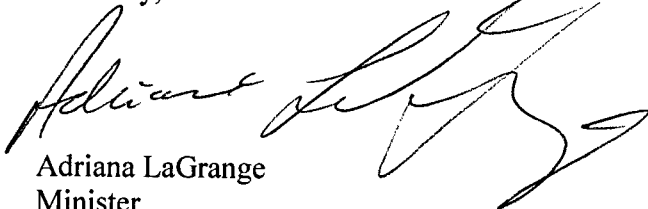
Thank you for your May 11, 2020 letter regarding a community liaison for Ward 1 in Northland School Division. I appreciate the Northland board's efforts to explore alternatives to ensure that communities in Ward 1 have a voice at the board table, given the unique constraints we face with the COVID-19 pandemic.

Although the *Education Act* does not permit me as Minister to approve the appointment of a community liaison position, it does not preclude the board from making such an appointment in order to hear directly from Ward 1 communities. This can be done without ministerial approval. You have my full support in moving forward with appointing this position, as I feel it would be of significant benefit to the communities.

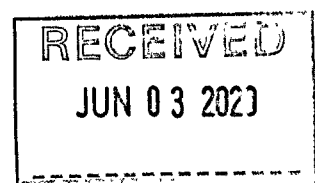
As you note in your letter, the individual appointed would bring the voice and perspectives of Ward 1 communities to the board, without being an elected trustee or voting on board motions or official board business. The individual also should not be present for *in camera* discussions.

Thank you again for taking the time to update me on your plans to ensure continued representation for Ward 1 within the Northland School Division.

Sincerely,



Adriana LaGrange
Minister





ADMINISTRATION RECOMMENDATION TO THE BOARD

TO: THE BOARD OF TRUSTEES **Date:** June 26, 2020
SUBMITTED BY: Dr. Nancy Spencer-Poitras, Superintendent of Schools
SUBJECT: Capital Maintenance Renewal Report
REFERENCE(S) & ATTACHMENTS: Capital Maintenance Renewal Report

RECOMMENDATION:
THAT the Board of Trustees receive as information, the Capital Maintenance Renewal Report, as attached.

BACKGROUND:
On May 20th, Minister of Education Adriana LaGrange announced that capital funding for school divisions has been increased by \$250 million to help boost the economy, while also accelerating important maintenance for existing schools. Prior to the announcement, school divisions were asked to submit school maintenance projects for the CMR funding. Northland received \$2.5 from this funding mechanism. The funding will be used to repair or upgrade:

Mechanical controls.
Mechanical heating equipment.
Partial roofs, exterior siding, caulking on windows, painting
Electrical systems

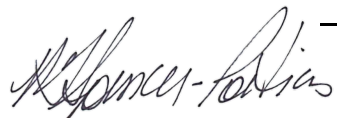
The funding will continue to ensure we have safe learning environments for students and staff.

RISK ANALYSIS:

CMR STIMULUS FUNDING MONTHLY REPORT

Jurisdiction:	The Northland School Division
Report as of:	May/2020
Approved Allocation:	\$ 2,500,000

Project Name	Project Description	Project Status	Number of Jobs Created	Additional Comments
Building Envelope Repairs	Partial roof repairs, replace skylights, window, door and siding repairs	Planning/design		
Drainage Improvements	Parking lot and sidewalk replacement or repair with appropriate drainage and cover material	Not started		
Electrical Upgrades	Continue with energy efficient lighting and site security with camera upgrades			
Mechanical & Controls Upgrade	Replace pneumatic heating controls	Planning/design		
Mechanical Heating Equipment Replacment	Boiler replacements and air conditioning unit installations	Not started		
Safety & Security	Blind installation, door lock replacement, fire panel upgrade	Planning/design		
Total Expenditure to Date:	\$ -			
Funds Remaining:	\$ 2,500,000			
Percentage of approved Funds Spent to Date:	0.00%			



Signature of Superintendent or Designate approving this submission

Dr. Nancy Spencer-Poitras

Please Print Name of Superintendent or Designate approving this submission

Please retain all documentation associated with each project for audit purposes.

Please e-mail the original Excel document and signed pdf file to edc.cpdata@gov.ab.ca



NORTHLAND SCHOOL DIVISION NO. 61

ADMINISTRATION RECOMMENDATION TO THE BOARD

TO: BOARD OF TRUSTEES **DATE:** JUNE 26, 2020

SUBMITTED BY: BOARD CHAIR, R. GUILD

SUBJECT: REDUCTION OF BOARD CHAIR HONORARIUM

REFERENCE(S): POLICY 7 SCHEDULE OF RATES

ATTACHMENTS:

RECOMMENDATION:

THAT the Board of Trustees approve the change to the Board Chair per diem from \$275 to \$225, to align with the per diem received by the trustees.

BACKGROUND:

The Board Chair would like to reduce the Chair’s per diem to match the per diem of the trustees. The Board Chair receives five trustee days in addition to any working days, and if paid at the trustee rate of \$225, is fair compensation for carrying out the Chair duties.

RISK ANALYSIS:

No risks are perceived.



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

TO: THE BOARD OF TRUSTEES **Date:** June 26, 2020
SUBMITTED BY: Karen Telford, Ward 11 Trustee, Policy Committee
SUBJECT: Housekeeping Changes to Policy 2 Appendix A Board Annual Workplan
REFERENCE(S) & ATTACHMENTS: Policy 2 Appendix A Board Annual Workplan

RECOMMENDATION:
THAT the Board of Trustees approve housekeeping changes to Policy 2 Appendix A Board Annual Workplan, as attached.

BACKGROUND:
Housekeeping changes are in yellow.

RISK ANALYSIS:

BOARD ANNUAL WORK PLAN

Board Activity		Meeting	Frequency	S	O	N	D	J	F	M	A	M	J	J	A
1.	Accountability: Student Learning & Wellness														
1.1	Hold Board meetings	Board	Monthly	x	x	x		x	x	x	x	x	x		
1.2	Receive Superintendent's Monthly Report	Board	Monthly	x	x	x		x	x	x	x	x	x		
1.3	Receive Superintendent's Report	Board	Monthly			x			x			x			
1.4	Review Division achievement results	Board	Annually		x										
1.5	Review school achievement results and initiate school/program reviews as necessary to ensure student success	Board	Annually		x										
1.6	Student/Staff Wellness: Within the Superintendent's Education Tri-annual Report, review initiatives & planning to ensure Policy 19 Welcoming, Caring, Respectful and Safe Learning and Working Environments, is being achieved.	Board	Tri-annual			x				x				X	
1.7	In consultation with communities and key partners identify Division priorities at outset of 3 Year Education Plan process (Strategic Planning) (see 2.3, NSD Act)	Engagement Sessions	Later in 1st year of term									x	x		
1.8	Approve 3 Year Education Plan after consultations	Board	2nd year of term			x									
1.9	Review progress on 3 Year Education Plan	Board	Quarterly			x				x				x	
1.10	Review draft school year calendar	Board	Annually					x							
1.11	Approve school year calendar	Board	Annually							x					
1.12	Review, refine and approve 3 Year Education Plan	Board	Annually			x									
1.13	Associate Superintendent 1 Report	Board	Bimonthly	x		x			x		x			x	
1.14	Associate Superintendent 2 Report	Board	Bimonthly		x			x		x		x			
1.15	Area 3 East Associate Superintendent Report	Board	Triannual			x				x				x	
1.16	FNMI Department Report (Oct = Plan/ June = Year End Review)	Board	Twice a year		x									x	
1.17	IT Department Report	Board	Annually		x									x	
1.18	Student Services Department Report	Board	Annually						x						
1.19	Personnel Department Report	Board	Twice a year	x										x	
1.20	Transportation Department Report	Board	Annually								x				
1.21	School Food Services Department Report	Board	Annually											x	
1.22	Student Engagement Attendance & Completion Report	Board	Quarterly	x		x			x			x			
1.23	Christmas Activities		Annually				x								
1.24	School Celebrations		Upon request												

Board Activity		Meeting	Frequency	S	O	N	D	J	F	M	A	M	J	J	A
1.25	Enrolment Report	Board	Monthly	x	x	x	x	x	x	x	x	x			
1.26	Professional Improvement Leave Clause 10.5 Collective Agreement (decision by Mar. 15)	Board							x						
1.27	Student Scholarships and Bursaries (AP 370)	Board	Annually								x				
2.	Engagement														
2.1	Survey key partners to determine if satisfied with involvement with NSD	Board	Annually	x											
2.2	Policy 9 Board Representatives (Organizational Meeting)	Org Mtg.	Annually										x		
2.3	Review engagement requirements of NSD Act & ensure have been met (see 1.1 and Review Policy 21 Community Voice)	Various	Year 1							x					
2.4	Review procedure, process & effectiveness of Ward Councils (Policy 21 Community Voice)	BW	Year 1							x					
2.5	Review procedure, process & effectiveness of Council of School Councils (Policy 21 Community Voice)	Board	Annually							x					
2.6	Communications Department Report	Board	Annually	x											
2.7	Nominate individuals/groups for ASBA awards as appropriate	Board	Annually	x											
2.8	Determine ASBA Edwin Parr Nomination	Board	Annually								x				
2.9	Nominate ASBA Zone 1 Friend of Education Award	Board	Annually										x		
2.10	Nominate ASBA Zone 1 Appreciation Award	Board	Annually										x		
2.11	Retirement and Long Service Awards event		Annually									x			
a.	Board meeting to be held in conjunction with this event														
3.	Community Assurance														
3.1	Welcome Back (messages, events, etc.)		Annually	x											
3.2	Review collaborative partnership work initiatives & discuss other areas for possible collaboration (housing, maintenance, etc.)	Board	Annually	x											
3.3	Report results clearly and openly to public	Board	Annually			x									
3.4	Review status of buildings and grounds (Maintenance department report - see 5.17)	Board	Annually			x									
3.5	Review risk management practices	Board	Annually			x									
4.	Accountability: To Alberta Government														
4.1	Within the Superintendent's Education Quarterly Report, review plans to ensure all students, teachers and Division leaders learn about First Nations, Métis and Inuit perspectives, experiences and contribution throughout history; treaties, and the history and legacy of residential schools.	Board	Quarterly	x		x			x				x		

4.2	Review, approve and submit Annual Education Results Report (AERR) to the provincial government	Board	Annually			x														
5.	Accountability: Fiscal																			
5.1	Review and complete budget process	Board	Annually					x	x	x										
5.2	Approve Spring budget	Board	Annually											x						
5.3	Appointment of Auditors/Entrance & Exit Documents	Board	As required			x												x		
5.4	Approve Audited Financial Statements	Board	Annually			x														
5.5	Review of Quarterly Financial Statements (Nov/Feb/May/)	Board	Quarterly					x		x								x		
5.6	Review Draft Fall Budget	Board	Annually	x																
5.7	Approve Fall Budget	Board	Annually			x														
5.8	Approve transfers from reserves	Board	Annually			x														
5.9	Approve Trustee Compensation & Expenses (include in budget process based on Policy 7)	Board	Annually							x										
5.10	Discuss draft capital priorities	Board	Annually					x												
5.11	Approve Capital Plan	Board	Annually										x							
5.12	Review signing authorities & approve changes	Board	Annually																x	
5.13	Approve Memorandum of Agreement	Board	As required																	
5.14	Review Policy 2 Role of the Board - 5. Fiscal Accountability to ensure meeting all requirements	Board	SP																x	
5.15	Approve Borrowing Resolution	Board	Annually																x	
5.16	Review Policy 20 Housing (non-instructional programs to ensure effective operation)	Board	Annually												x					
5.17	Maintenance Department Report	Board	Annually	x																
5.18	Approve fees, if any	Board	Annually																x	
5.19	Review of allocation model	Board	Annually							x									x	
5.20	Review of budget process	Board	Annually							x										
5.21	Projected enrolment numbers	Board	Annually									x							x	
5.22	Preliminary revenue and expense figures	Board	Annually										x							
5.23	Budget Workshop with draft budget	BW	Annually														x			
5.24	Final budget	Board	Annually																x	
6.	Board/Superintendent Relations																			
6.1	Review Superintendent performance evaluation process - hire facilitator	Board	Annually																x	

6.2	Conduct Superintendent performance evaluation process (includes succession planning & setting goals) Review Policy 11 Role of Superintendent and Policy 12 Delegation of Authority	Board	Annually	x														
6.3	Complete regular discussions with supt on performance	Board	Twice a year				x			x								
6.4	Approve evaluation & compensation for supt	Board	Annually	x														
6.5	Review Board actions in ensuring good relations & interactions with supt and respecting and supporting authority of Supt through Board evaluation process (see 7.5a)	Board	Annually	x														
7.	Board Development																	
7.1	New Board Orientation (after each election)	Board	Once/term		x													
7.2	Tour Division Facilities (admin to plan)		Over term															
a	Review Positive Path Forward plan progress	Board/BW	FP			x				x							x	
b	Policy 3 Role of Trustee; Policy 4 Trustee Conduct (Sanctions)	BW	Year 1							x								
c	Policy 5 Role of Chair; Policy 6 Role of Vice-Chair (prior to Organizational meeting)	Org Mtg	Annually		x													
d	Policy 19 Welcoming, Caring, Respectful and Safe Learning and Working Environments	Board/BW								x								
e	School Councils Regulations, operations	Board	FP			x												
f	Orientation to each school	Board	FP			x												
g	Facilitating concerns of parents, others	Board	FP			x												
7.4	ASBA new Trustee orientation (after each election)	Conference	Once/term			x												
7.5	Media Training	Board	Annually	x														
a	Complete Board Performance Assessment process; approve Positive Path Forward (Review Policy 2 & Policy 7 as part of the Board Evaluation Process).	Board/ Board	SP	x														
b	Review and update Board Work Plan	BW	SP															x
c	Fiduciary & legal responsibilities	BW	SP															x
d	Risk Management: "Risk Management and Good School Board Governance"		SP															x
e	Bargaining, Collective Agreement		SP															x
f	Advocacy		SP															x
g	Policy 10 Policy Making (review - writing; monitoring) (part of spring planning)	BW	SP Year 2															x
8.	Policy																	
8.1	Hold Organizational meeting (in June except after Election)	Board	Annually															x
8.2	Review Board Policies as per schedule	BW	Over Term															
8.3	Approval Board policy changes and updates	Board	Over Term															
8.4	Policy 1 Foundational Statements (part of fall planning workshop)	BW	Year 1			x												

8.5	Policy 8 Board Committees (Organizational Meeting)	Org Mtg.	Annually											x		
8.6	Policy 13 Appeals & Hearings Regarding Student Matters	BW	Year 2							x						
8.7	Policy 14 Hearings on Teacher Matters	BW	Year 2							x						
8.8	Policy 15 School Closure	BW	Year 2			x										
8.9	Policy 16 Recruitment & Selection of Personnel	BW	Year 2							x						
8.10	Policy 17 Student Transportation	BW	Year 2									x				
8.11	Policy 18 Alternative Programs	BW	Year 2		x											
8.12	Policy 19 Welcoming, Caring, Respectful, Safe and Healthy Learning and Work Environments	BW	Year 1										x			
8.13	Policy 20 Housing	BW	Year 2											x		
9.	Political Advocacy															
9.1	Develop a plan for Board Advocacy including focus, key messages, relationships and mechanisms	Board	Annually											x		
9.2	Meet with key partners and locally elected officials	As required	Planned basis													
9.3	Meet with prov. and fed. Officials as appropriate	As required	Planned basis													
9.4	ASBA Zone meetings (Zones 1 & 2/3)	Zone			x	x		x		x		x				
9.5	PSBAA Council meeting					x						x				x
9.6	Review ASBA & PSBAA resolutions, policies for Spring AGM	Board	Annually										x			
9.7	ASBA Spring Conference		Annually												x	
9.8	PSBAA Spring General Meeting		Annually												x	
9.9	Review ASBA & PSBAA resolutions, policies for Fall AGM	Board	Annually		x											
9.10	ASBA Fall General Meeting		Annually			x										
9.11	PSBAA Fall General Meeting		Annually		x											

BOARD ANNUAL WORK PLAN

Board Activity		Meeting	Frequency	S	O	N	D	J	F	M	A	M	J	J	A
1.	Accountability: Student Learning & Wellness														
1.1	Hold Board meetings	Board	Monthly	x	x	x		x	x	x	x	x	x		
1.2	Receive Superintendent's Monthly Report	Board	Monthly	x	x	x		x	x	x	x	x	x		
1.3	Receive Superintendent's Report	Board	Monthly			x			x			x			
1.4	Review Division achievement results	Board	Annually		x										
1.5	Review school achievement results and initiate school/program reviews as necessary to ensure student success	Board	Annually		x										
1.6	Student/Staff Wellness: Within the Superintendent's Education Tri-annual Report, review initiatives & planning to ensure Policy 19 Welcoming, Caring, Respectful and Safe Learning and Working Environments, is being achieved.	Board	Tri-annual			x				x				X	
1.7	In consultation with communities and key partners identify Division priorities at outset of 3 Year Education Plan process (Strategic Planning) (see 2.3, NSD Act)	Engagement Sessions	Later in 1st year of term									x	x		
1.8	Approve 3 Year Education Plan after consultations	Board	2nd year of term			x									
1.9	Review progress on 3 Year Education Plan	Board	Quarterly			x			x				x		
1.10	Review draft school year calendar	Board	Annually					x							
1.11	Approve school year calendar	Board	Annually						x						
1.12	Review, refine and approve 3 Year Education Plan	Board	Annually			x									
1.13	Associate Superintendent 1 Report	Board	Bimonthly	x		x			x		x		x		
1.14	Associate Superintendent 2 Report	Board	Bimonthly		x			x		x		x			
1.15	Area 3 East Associate Superintendent Report	Board	Triannual			x				x			x		
1.16	FNMI Department Report (Oct = Plan/ June = Year End Review)	Board	Twice a year		x									x	
1.17	IT Department Report	Board	Annually		x									x	
1.18	Student Services Department Report	Board	Annually						x						
1.19	Personnel Department Report	Board	Twice a year	x										x	
1.20	Transportation Department Report	Board	Annually								x				
1.21	School Food Services Department Report	Board	Annually											x	
1.22	Student Engagement Attendance & Completion Report	Board	Quarterly	x		x			x				x		
1.23	Christmas Activities		Annually				x								
1.24	School Celebrations		Upon request												

Board Activity		Meeting	Frequency	S	O	N	D	J	F	M	A	M	J	J	A
1.25	Enrolment Report	Board	Monthly	x	x	x	x	x	x	x	x	x			
1.26	Professional Improvement Leave Clause 10.5 Collective Agreement (decision by Mar. 15)	Board							x						
1.27	Student Scholarships and Bursaries (AP 370)	Board	Annually								x				
2.	Engagement														
2.1	Survey key partners to determine if satisfied with involvement with NSD	Board	Annually	x											
2.2	Policy 9 Board Representatives (Organizational Meeting)	Org Mtg.	Annually										x		
2.3	Review engagement requirements of NSD Act & ensure have been met (see 1.1 and Review Policy 21 Community Voice)	Various	Year 1							x					
2.4	Review procedure, process & effectiveness of Ward Councils (Policy 21 Community Voice)	BW	Year 1							x					
2.5	Review procedure, process & effectiveness of Council of School Councils (Policy 21 Community Voice)	Board	Annually							x					
2.6	Communications Department Report	Board	Annually	x											
2.7	Nominate individuals/groups for ASBA awards as appropriate	Board	Annually	x											
2.8	Determine ASBA Edwin Parr Nomination	Board	Annually								x				
2.9	Nominate ASBA Zone 1 Friend of Education Award	Board	Annually										x		
2.10	Nominate ASBA Zone 1 Appreciation Award	Board	Annually										x		
2.11	Retirement and Long Service Awards event		Annually									x			
a.	Board meeting to be held in conjunction with this event														
3.	Community Assurance														
3.1	Welcome Back (messages, events, etc.)		Annually	x											
3.2	Review collaborative partnership work initiatives & discuss other areas for possible collaboration (housing, maintenance, etc.)	Board	Annually	x											
3.3	Report results clearly and openly to public	Board	Annually			x									
3.4	Review status of buildings and grounds (Maintenance department report - see 5.17)	Board	Annually			x									
3.5	Review risk management practices	Board	Annually			x									
4.	Accountability: To Alberta Government														
4.1	Within the Superintendent's Education Quarterly Report, review plans to ensure all students, teachers and Division leaders learn about First Nations, Métis and Inuit perspectives, experiences and contribution throughout history; treaties, and the history and legacy of residential schools.	Board	Quarterly	x		x			x				x		

4.2	Review, approve and submit Annual Education Results Report (AERR) to the provincial government	Board	Annually					x										
5. Accountability: Fiscal																		
5.1	Review and complete budget process	Board	Annually						x	x	x							
5.2	Approve Spring budget	Board	Annually										x					
5.3	Appointment of Auditors/Entrance & Exit Documents	Board	As required					x							x			
5.4	Approve Audited Financial Statements	Board	Annually					x										
5.5	Review of Quarterly Financial Statements (Nov/Feb/May/)	Board	Quarterly						x		x				x			
5.6	Review Draft Fall Budget	Board	Annually				x											
5.7	Approve Fall Budget	Board	Annually					x										
5.8	Approve transfers from reserves	Board	Annually					x										
5.9	Approve Trustee Compensation & Expenses (include in budget process based on Policy 7)	Board	Annually							x								
5.10	Discuss draft capital priorities	Board	Annually						x									
5.11	Approve Capital Plan	Board	Annually								x							
5.12	Review signing authorities & approve changes	Board	Annually												x			
5.13	Approve Memorandum of Agreement	Board	As required															
5.14	Review Policy 2 Role of the Board - 5. Fiscal Accountability to ensure meeting all requirements	Board	SP													x		
5.15	Approve Borrowing Resolution	Board	Annually													x		
5.16	Review Policy 20 Housing (non-instructional programs to ensure effective operation)	Board	Annually										x					
5.17	Maintenance Department Report	Board	Annually				x											
5.18	Approve fees, if any	Board	Annually													x		
5.19	Review of allocation model	Board	Annually							x						x		
5.20	Review of budget process	Board	Annually							x								
5.21	Projected enrolment numbers	Board	Annually								x				x			
5.22	Preliminary revenue and expense figures	Board	Annually								x							
5.23	Budget Workshop with draft budget	BW	Annually												x			
5.24	Final budget	Board	Annually													x		
6. Board/Superintendent Relations																		
6.1	Review Superintendent performance evaluation process - hire facilitator	Board	Annually															x

6.2	Conduct Superintendent performance evaluation process (includes succession planning & setting goals) Review Policy 11 Role of Superintendent and Policy 12 Delegation of Authority	Board	Annually	x														
6.3	Complete regular discussions with supt on performance	Board	Twice a year			x			x									
6.4	Approve evaluation & compensation for supt	Board	Annually	x														
6.5	Review Board actions in ensuring good relations & interactions with supt and respecting and supporting authority of Supt through Board evaluation process (see 7.5a)	Board	Annually	x														
7.	Board Development																	
7.1	New Board Orientation (after each election)	Board	Once/term		x													
7.2	Tour Division Facilities (admin to plan)		Over term															
a	Review Positive Path Forward plan progress	Board/BW	FP			x			x							x		
b	Policy 3 Role of Trustee; Policy 4 Trustee Conduct (Sanctions)	BW	Year 1						x									
c	Policy 5 Role of Chair; Policy 6 Role of Vice-Chair (prior to Organizational meeting)	Org Mtg	Annually		x													
d	Policy 19 Welcoming, Caring, Respectful and Safe Learning and Working Environments	Board/BW							x									
e	School Councils Regulations, operations	Board	FP			x												
f	Orientation to each school	Board	FP			x												
g	Facilitating concerns of parents, others	Board	FP			x												
7.4	ASBA new Trustee orientation (after each election)	Conference	Once/term			x												
7.5	Media Training	Board	Annually	x														
a	Complete Board Performance Assessment process; approve Positive Path Forward (Review Policy 2 & Policy 7 as part of the Board Evaluation Process).	Board/ Board	SP	x														
b	Review and update Board Work Plan	BW	SP														x	
c	Fiduciary & legal responsibilities	BW	SP														x	
d	Risk Management: "Risk Management and Good School Board Governance"		SP														x	
e	Bargaining, Collective Agreement		SP														x	
f	Advocacy		SP														x	
g	Policy 10 Policy Making (review - writing; monitoring) (part of spring planning)	BW	SP Year 2														x	
8.	Policy																	
8.1	Hold Organizational meeting (in June except after Election)	Board	Annually														x	
8.2	Review Board Policies as per schedule	BW	Over Term															
8.3	Approval Board policy changes and updates	Board	Over Term															
8.4	Policy 1 Foundational Statements (part of fall planning workshop)	BW	Year 1			x												

8.5	Policy 8 Board Committees (Organizational Meeting)	Org Mtg.	Annually																	x						
8.6	Policy 13 Appeals & Hearings Regarding Student Matters	BW	Year 2									x														
8.7	Policy 14 Hearings on Teacher Matters	BW	Year 2										x													
8.8	Policy 15 School Closure	BW	Year 2			x																				
8.9	Policy 16 Recruitment & Selection of Personnel	BW	Year 2										x													
8.10	Policy 17 Student Transportation	BW	Year 2																			x				
8.11	Policy 18 Alternative Programs	BW	Year 2			x																				
8.12	Policy 19 Welcoming, Caring, Respectful, Safe and Healthy Learning and Work Environments	BW	Year 1																			x				
8.13	Policy 20 Housing	BW	Year 2																				x			
9.	Political Advocacy																									
9.1	Develop a plan for Board Advocacy including focus, key messages, relationships and mechanisms	Board	Annually																				x			
9.2	Meet with key partners and locally elected officials	As required	Planned basis																							
9.3	Meet with prov. and fed. Officials as appropriate	As required	Planned basis																							
9.4	ASBA Zone meetings (Zones 1 & 2/3)	Zone																								
9.5	PSBAA Council meeting																									
9.6	Review ASBA & PSBAA resolutions, policies for Spring AGM	Board	Annually																				x			
9.7	ASBA Spring Conference		Annually																							
9.8	PSBAA Spring General Meeting		Annually																							
9.9	Review ASBA & PSBAA resolutions, policies for Fall AGM	Board	Annually																							
9.10	ASBA Fall General Meeting		Annually																							
9.11	PSBAA Fall General Meeting		Annually																							



ADMINISTRATION RECOMMENDATION TO THE BOARD

TO: THE BOARD OF TRUSTEES **Date:** June 26, 2020
SUBMITTED BY: Karen Telford, Ward 11 Trustee, Policy Committee
SUBJECT: Housekeeping Changes to Policy 9 Board Representatives
REFERENCE(S) & ATTACHMENTS: Policy 9 Board Representatives

RECOMMENDATION:
THAT the Board of Trustees approve housekeeping changes to Policy 9 Board Representatives, as attached.

BACKGROUND:
Housekeeping changes are in yellow.

RISK ANALYSIS:

Policy 9

BOARD REPRESENTATIVES

The Board may appoint trustees to represent the Board on various external committees, agencies and organizations. Such representation is established at the discretion of the Board to facilitate the exchange of information on matters of mutual concern and/or to discuss possible agreements between the Division and other organizations to further student success. The Board will determine the terms of reference for each representative. The Superintendent may appoint resource personnel to work with representatives and shall determine the roles, responsibilities and reporting requirements of resource personnel.

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

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

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

2. Organizations that the Board determines are important to have a strong partnership with. Organizations that the Board appoints representatives to shall be reviewed and determined at each Organizational Meeting. The listing of organizations shall be posted on the Northland School Division website in “Board Information” under “Governance”.

2.1 Purpose of the Liaison

- 2.1.1 To explore and/or strengthen partnership opportunities/challenges.

2.2 Powers and Duties of the Board Representative

- 2.2.1 Meet with organization representatives to:

2.2.1.1 Explore ways to ensure/enhance student success.

2.2.1.2 Share successes.

2.2.1.3 Ensure effective two-way communication.

2.2.1.4 Build relationships.

- 2.2.2 Represent the Board’s positions and interests at meetings.

2.3 Representation

- 2.3.1 One trustee; one alternate per organization.

2.4 Meetings

- 2.4.1 At least one (1) time per term.

3. Public School Boards’ Association of Alberta (PSBAA) Council

3.1 Purpose of the Association Council

- 3.1.1 The Public School Board Council is a forum for public school boards to discuss issues with an equal voice, to address public school education issues on a provincial level to effect change and improvement.

3.2 Powers and Duties of the Board Representative

- 3.2.1 Attend PSBAA Council meetings as required.

3.2.2 Represent the Board’s positions and interests at PSBAA Council meetings.

3.2.3 Communicate to the Board the work of PSBAA Council.

3.2.4 Build relationships.

3.3 Representation

- 3.3.1 One (1) trustee; one (1) alternate.

3.4 Meetings

- 3.4.1 As called by PSBAA Council.

4. Teachers' Employer Bargaining Association (TEBA)
 - 4.1 Purpose of TEBA
 - 4.1.1 Represent the Board at meetings of TEBA.
 - 4.2 Powers and Duties of the Board Representative
 - 4.2.1 Must attend all TEBA meetings as TEBA regulations do not allow alternates. If the appointed Board representative does not attend the meeting, Northland will not have input or a vote if it is called.
 - 4.2.2 Represent the Board's position and interests.
 - 4.2.3 Communicate to the Board the work of TEBA.
 - 4.3 Representation
 - 4.3.1 One (1) trustee (no alternates are allowed as per TEBA regulations).
 - 4.4 Meetings
 - 4.4.1 As called by TEBA.

5. Northland School Division (NSD) Act Partner Engagement
 - 5.1 Purpose of Engagement with Partners
 - 5.1.1 To gather input with respect to the establishment of the Board's strategic direction.
 - 5.2 Powers and Duties of the Board and/or Board Representative(s)
 - 5.2.1 The Board shall develop and implement a "NSD Act Partner Engagement Plan" for meeting with partners outlined in the NSD Act, at least once within the 12-month period immediately following each general election, with respect to gathering input into the Board's strategic direction.
 - 5.2.2 See also Policy 21 Appendix A, School Council Conflict Resolution and Administrative Procedure 159 Community Engagement, Appendix A Community Engagement Framework and Appendix B Community Engagement Process.
 - 5.3 Northland School Division Act Partners
 - 5.3.1 First Nations, Metis and other communities with respect to which the Board provides educational services;
 - 5.3.2 Metis Settlement General Council;
 - 5.3.3 Treaty 8 First Nations of Alberta.
 - 5.4 Meetings
 - 5.4.1 The Board and/or representatives shall meet at least once with the partners identified above within the 12-month period immediately following each general election.

6. Rural Caucus of Alberta School Boards (RCASB)

6.1 Purpose of the Rural Caucus

6.1.1 To lobby the Provincial government as a group for rural transportation.

6.2 Powers and Duties of the Board Representative

6.2.1 Attend RCASB meetings.

6.2.2 Represent the Board's positions and interests.

6.2.3 Communicate to the Board the work of the RCASB

6.2.4 Build relationships.

6.3 Representation

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

6.4 Meetings

6.4.1 As called by RCASB.

Legal Reference: [Section 33, 34, 51, 52, 53 Education Act](#)

Policy 21 Appendix A, School Council Conflict Resolution AP 159 Community Engagement

AP 159 App A Community Engagement Framework AP 159 App B Community Engagement Process

[Board Representation to Organizations](#)

[Terms of Reference Board Representation](#)



ADMINISTRATION RECOMMENDATION TO THE BOARD

TO: THE BOARD OF TRUSTEES

Date: June 26, 2020

SUBMITTED BY: Karen Telford, Ward 11 Trustee, Policy Committee

SUBJECT: Housekeeping Changes to Policy 19 Appendix B - Sexual Orientation and Gender Identity

REFERENCE(S) & ATTACHMENTS: Policy 19 Appendix B - Sexual Orientation and Gender Identity

RECOMMENDATION:

THAT the Board of Trustees approve housekeeping changes to Policy 19 Appendix B - Sexual Orientation and Gender Identity, as attached.

BACKGROUND:

Housekeeping changes are in yellow.

RISK ANALYSIS:

Policy 19 – Appendix B

SEXUAL ORIENTATION AND GENDER IDENTITY

The Board is committed to establishing and maintaining a safe, inclusive, equitable, and welcoming learning and teaching environment for all members of the school community. This includes those students, staff, and families who identify or are perceived as lesbian, gay, bisexual, transgender, transsexual, two-spirit, queer (LGBTQ) or questioning their sexual orientation, gender identity, or gender expression. The Board expects all members of this diverse community to be welcomed, respected, accepted, and supported in every school.

All members of the school community have the right to learn and work in an environment free of discrimination, prejudice, and harassment. This right is guaranteed under the Canadian Charter of Rights and Freedoms, Alberta Human Rights Act, and **Education Act**. These rights shall be supported, and enforced so that all members of the school community may work together in an atmosphere of mutual respect and appreciation for individual differences. The Board will not tolerate harassment, bullying, intimidation, or discrimination on the basis of a person's actual or perceived sexual orientation, gender identity, or gender expression.

The Board believes that all sexual and gender minority students, staff and families have the right to:

1. Be treated fairly, equitably, and with dignity and respect;
2. Have their confidentiality protected and respected;
3. Self-identification and determination;
4. Freedom of conscience, expression, and association;
5. Be fully included in an inclusive, positive, and respectful manner by all school personnel;
6. Have equitable access to the same supports, services and protections provided to heterosexual students and families;
7. Have avenues of recourse (without fear of reprisal) available to them when they are victims of harassment, prejudice, discrimination, intimidation, bullying, and/or violence; and
8. Have their unique identities, families, cultures, and communities included, valued and respected within all aspects of the school environment.

The Board is committed to implementing measures that will:

1. Define appropriate expectations, behaviours, language, and actions in order to prevent discrimination, prejudice, and harassment through greater awareness of, and responsiveness to, their harmful effects.
2. Ensure that all such discriminatory behaviours and complaints will be taken seriously, documented, and dealt with expeditiously and effectively through consistently applied policy and procedures.
3. Improve understanding of the individual lives of sexual and gender minorities and their families, cultures, and communities.
4. Develop, implement, and evaluate inclusive educational strategies, professional development opportunities, and administrative guidelines to ensure that sexual and gender minorities and their families are welcomed and treated with respect and dignity in all aspects of the school community.

Specifically

1. If one or more students attending a school operated by a board request a staff member employed by the board for support to establish a voluntary student organization, or to lead an activity intended to promote a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging, the principal of the school shall:
 - 1.1 Immediately grant permission for the establishment of the student organization or the holding of the activity at the school, and
 - 1.2 Within a reasonable time from the date that the principal receives the request designate a staff member to serve as the staff liaison to facilitate the establishment, and the ongoing operation, of the student organization or to assist in organizing the activity. The safe contact shall inform the school community about available Division and community supports and resources.
 - 1.3 The principal must ensure that notification of a club or activity be consistent with the usual practices of any club or activity, and;
 - 1.3.1 Is limited to the fact of the establishment of the organization holding the activity.
 - 1.3.2 The Board is bound by the *Freedom of Information Protection of Privacy Act* (FOIP).
 - 1.4 Principals are to ensure that they provide supports for any student impacted by inappropriate behavior or who engage in inappropriate behavior.
2. The students may select a respectful and inclusive name for the organization or activity, including the name 'gay-straight alliance' or 'queer-straight alliance', after consulting with the principal.

3. The principal shall immediately inform the Board and the Minister if no staff member is available to serve as a staff liaison referred to in section (1), and if so informed, the Minister shall appoint a responsible adult to work with the requesting students in organizing the activity or to facilitate the establishment, and the ongoing operation, of the student organization at the school.
4. The principal is responsible for ensuring that notification, if any, respecting a voluntary student organization or an activity referred to in section (1) is limited to the fact of the establishment of the organization or the holding of the activity.
5. Students and staff who identify as lesbian, gay, bisexual, transgender and/or queer (LGBTQ) shall be treated fairly, equitably, with respect and have their confidentiality protected.
6. Employees of the Division shall not tolerate harassment, bullying, intimidation or discrimination on the basis of a person's actual or perceived sexual orientation, gender identity, or gender expression.
7. The Principal shall promote and provide inclusive education, professional development opportunities and support for staff to support same - gender parented families and students who are LGBTQ.
8. The Principal will ensure the safety, health and educational needs of students who identify as transgender, transsexual or gender queer and promote best practices, including universal design of washrooms, preferred name and pronouns, information contained on the student record, and access to locker room facilities, field trips, and extracurricular activities consistent with a student's lived gender identity or gender expression.
9. Students who identified as LGBTQ are encouraged to report any incident or victimization, harassment, discrimination, intimidation or bullying to the Principal/safe contact person.
10. The Principal shall ensure satisfactory resolution to any conflict that may arise in the process of providing reasonable accommodation and inclusive practices in keeping with the best interests of the student.
11. The Principal shall ensure that all students, staff and families are aware of this policy, promote equality and non-discrimination with respect to gender, gender identity, gender expression and/or sexual orientation.

Legal Reference: Section 8, 31, 33, 35, 35.1, 36, 37, 41, 51, 52, 53, 222 Education Act
Alberta Bill of Rights
Alberta Human Rights Act
Canadian Charter of Rights and Freedoms
Criminal Code
Bill 24 – An Act to Support Gay Straight Alliance



ADMINISTRATION RECOMMENDATION TO THE BOARD

TO: THE BOARD OF TRUSTEES

Date: June 26, 2020

SUBMITTED BY: Karen Telford, Ward 11 Trustee, Policy Committee

SUBJECT: Policy Updates to Education Act

**REFERENCE(S) &
ATTACHMENTS:**

RECOMMENDATION:

THAT the Board of Trustees approve Policy 1, 2, 2B, 2C, 3, 3A, 7, 7A, 11, 12, 12B, 13, 14, 17, 18, 19, 19A, 20, and 21 to be updated to the Education Act.

BACKGROUND:

The last page of each policy is attached.

Education Act legal reference is updated in yellow for the following policies:

- Policy 1 Foundational Statements
- Policy 2 Role of the Board
- Policy 2 Appendix B Facilitated Board Self-Evaluation Process
- Policy 2 Appendix C Board Performance Assessment Guide
- Policy 3 Role of a Trustee
- Policy 3 Appendix A Services Materials and Equipment to Trustees
- Policy 7 Board Governance & Operations
- Policy 7 Appendix D Rules of Order
- Policy 11 Board Delegation of Authority
- Policy 12 Role of the Superintendent
- Policy 12 A Superintendent Evaluation Process, Criteria & Timeline
- Policy 12 B Superintendent Performance Assessment Guide
- Policy 13 Appeals and Hearings on Student Matters
- Policy 14 Hearings on Teacher Matters
- Policy 17 Student Transportation Services
- Policy 18 Alternative Programs
- Policy 19 Welcoming, Caring, Respectful, Safe & Healthy Learning & Working Environments
- Policy 19 Appendix A - Student Code of Conduct
- Policy 20 Teacher Housing
- Policy 21 Community Voice & Community Engagement

self-development of each child entrusted to its care.

- 2.2 In order to achieve its' mandate, the Board commits to setting and achieving learning outcomes that are in line with Alberta Education outcomes.

Alberta Education Provincial Outcomes	Northland School Division (NSD) Outcomes
1. Alberta's students are successful.	1. Excellence in Leadership
2. The systemic education achievement gap between First Nations, Metis and Inuit students and all other students is eliminated.	2. Excellence in Relationships
3. Alberta's education system is inclusive.	3. Excellence in Learning
4. Alberta has excellent teachers, and school, and school authority leaders.	4. Excellence in Financial Practices
5. Alberta's education system is well governed and managed.	

Legal Reference: Preamble, Section 3, 7, 11, 18, 25, 27, 33, 35.1, 51, 52, 53, 67, 222 Education Act
 Fiscal Planning and Transparency Act
 Guide to Education ECS to Grade 12
 Policy and Requirements for School Board Planning and Reporting
 School Authority Planning and Reporting Reference Guide

- 4.7 Statutory and regulatory requirements, including responsibilities with regard to conflict of interest;
 - 4.8 Trustee remuneration and expenses.
5. The orientation program may also include:
- 5.1 A tour of the offices and the opportunity to meet Division Office staff.
 - 5.2 A tour of the schools and the opportunity to meet principals and staff.
6. The Division will provide support within the Board governance budget for trustees attending provincial association sponsored orientation seminars.

Legal Reference: Section 33, 51, 52, 53, 54, 60, 67, 139, 222 Education Act
Fiscal Planning and Transparency Act
Borrowing Regulation
Investment Regulation
School Fees Regulation
Trust and Reconciliation Commission Calls To Action
Local Authorities Elections Act
Northland School Division Act
Results-Based Budgeting Act
Disposition of Property Regulation
Early Childhood Services Regulation

Part 6: The Board's policy role is critical to provide direction for the Division, to delegate to and hold staff accountable through the office of the Superintendent, and to promote and protect publicly funded education. Regular review of Board policies is required to ensure the currency and effectiveness of such policies.

Evaluation Tool: Review the summary of Board motions and monthly Board Evaluation Assessments to ensure the entire Board Policy Handbook is subjected to review and revision, identify any lack of alignment of practice with policy (e.g. from review of motions) and make revisions as required in policy or practice as deemed appropriate.

Part 7: Reviewing Board actions at least annually to determine how perceived corporate Accomplishments, Regrets, Opportunities and Threats (AROT) can assist in defining a Positive Path Forward (PPF) and avoid repetition of less effective functioning.

Evaluation Tool: Conduct an AROT analysis in light of Board motions and direct Board observations.

Part 8: Board approves of the directions to be taken during the next evaluation period to strengthen Board functioning including setting of Board priorities.

Part 9: Board assesses success or lack thereof addressing the Positive Path Forward approved as a result of the last evaluation and includes any required actions in the current PPF.

Part 10: Board reviews the process tools and process structure and identifies any changes desired for the next evaluation period.

Part 11: Board approves the Positive Path Forward (PPF) in a public Board meeting.

Note in subsequent years the evaluation process will commence with an accountability review of the previous year's PPF to ensure actions were taken as required and desired results achieved.

Legal Reference: Section 33, 51, 52, 53, 54, 60, 67, 139, 222 Education Act
Fiscal Planning and Transparency Act
Borrowing Regulation
Investment Regulation
School Fees Regulation
Trust and Reconciliation Commission Calls To Action
Local Authorities Elections Act
Northland School Division Act
Results-Based Budgeting Act
Disposition of Property Regulation
Early Childhood Services Regulation

Part 6: The Board's policy role is critical to provide direction for the Division, to delegate to and hold staff accountable through the office of the Superintendent, and to promote and protect publicly funded education. Regular review of Board policies is required to ensure the currency and effectiveness of such policies.

Evaluation Tool: Review the summary of Board motions and monthly Board Evaluation Assessments to ensure the entire Board Policy Handbook is subjected to review and revision, identify any lack of alignment of practice with policy (e.g. from review of motions) and make revisions as required in policy or practice as deemed appropriate.

Part 7: Reviewing Board actions at least annually to determine how perceived corporate Accomplishments, Regrets, Opportunities and Threats (AROT) can assist in defining a Positive Path Forward (PPF) and avoid repetition of less effective functioning.

Evaluation Tool: Conduct an AROT analysis in light of Board motions and direct Board observations.

Part 8: Board approves of the directions to be taken during the next evaluation period to strengthen Board functioning including setting of Board priorities.

Part 9: Board assesses success or lack thereof addressing the Positive Path Forward approved as a result of the last evaluation and includes any required actions in the current PPF.

Part 10: Board reviews the process tools and process structure and identifies any changes desired for the next evaluation period.

Part 11: Board approves the Positive Path Forward (PPF) in a public Board meeting.

Note in subsequent years the evaluation process will commence with an accountability review of the previous year's PPF to ensure actions were taken as required and desired results achieved.

Legal Reference: Section 33, 51, 52, 53, 54, 60, 67, 139, 222 Education Act
Fiscal Planning and Transparency Act
Borrowing Regulation
Investment Regulation
School Fees Regulation
Trust and Reconciliation Commission Calls To Action
Local Authorities Elections Act
Northland School Division Act
Results-Based Budgeting Act
Disposition of Property Regulation
Early Childhood Services Regulation

NORTHLAND SCHOOL DIVISION BOARD SELF EVALUATION PERFORMANCE ASSESSMENT GUIDE

<u>Role Expectation</u>	<u>Evaluation Evidence</u>	<u>Quality Indicators</u>
<p style="text-align: center;"><u>Political Advocacy</u></p> <p>The Board shall:</p> <p>9.1 Act as an advocate for public education and the Division.</p> <p>9.2 Identify issues for advocacy on an ongoing basis.</p> <p>9.3 Develop a plan for advocacy including focus, key messages, relationships and mechanisms.</p> <p>9.4 Promote regular meetings and maintain timely, frank and constructive communication with locally elected officials.</p> <p>9.5 Arrange meetings with elected provincial and federal government officials to communicate and garner support for education in local communities.</p>	<ul style="list-style-type: none"> • Board Work Plan • Advocacy issues identified • Meetings with MPs, MLAs, Ministers, municipal partners, neighbouring educational/public service authorities • Relevant correspondence • Media releases • Active participation in regional, provincial and national organizations • Board self-evaluation questionnaire results <ul style="list-style-type: none"> o Board role 	<ul style="list-style-type: none"> • The Board participates in advocacy processes at the local, provincial and national levels. • Issues for the Division are clearly identified. • Strategies for advocacy are developed. • The Board conveys key messages regularly to MPs, MLAs, municipal partners and the media. • The Board arranges meetings with provincial and federal government officials to advance education concerns.

Legal Reference: Section 33,51,52,53,54,60,67,139,222 Education Act
 Fiscal Planning and Transparency Act
 Borrowing Regulation
 Investment Regulation
 School Fees Regulation
 Trust and Reconciliation Commission Calls To Action
 Local Authorities Elections Act
 Northland School Division Act
 Results-Based Budgeting Act
 Disposition of Property Regulation
 Early Childhood Services Regulation

school community(s). See also Policy 3 Appendix B Trustee Working Relationships Guidelines.

- 21.2 Attend school council meetings as possible, when invited.
 - 21.3 Attend Ward Council meetings.
 - 21.4 Attend school activities, including graduations as realistically possible.
 - 21.5 Maintain good relationships with other organizations in your ward toward the goal of enhancing the success of students
22. Attend Division functions/events as regularly as possible.
23. Become familiar with, and adhere to, the School Act and Trustee Code of Conduct.
24. Report any violation of the Trustee Code of Conduct to the Board Chair, or where applicable, to the Vice-Chair.
25. Incumbent trustees are encouraged to help newly elected trustees become informed about history, functions, policies, procedures and issues.
26. Ensure to have a good knowledge and understanding of First Nations, Métis and Inuit perspectives, experiences and contributions throughout history; treaties, and the history and legacy of residential schools.
27. Develop and increase technology skills and knowledge to enhance communication, cost efficiencies, environmental stewardship and leadership skills.

Legal Reference: [Section 33, 34, 51, 52, 53, 64, 67, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 222 Education Act](#)
[Section 16 The Notaries and Commissioners Act](#)

3.5 Coordination of events sponsored by the Board

4. Equipment

- 4.1 Trustees will be equipped with standard office equipment to assist in Division communications. This office equipment may include a laptop computer or chrome book and may include a printer/fax/copier. The need for a printer shall be determined in consultation with each trustee.
- 4.2 Monthly day timer and leather portfolio.
- 4.3 Trustees may claim for expense of toner and paper.
- 4.4 An outgoing trustee will return the Board provided office equipment within seven (7) days following an election or resignation.
- 4.5 If desired, trustees may purchase the Board provided office equipment at fair market value at the end of their term once it has been reformatted.
- 4.6 A replacement program for the Board provided office equipment will be established.
- 4.7 All Board provided office equipment will be maintained by the Division.
- 4.8 A record of office equipment on loan to each trustee will be kept on file.
- 4.9 Due diligence must be utilized to ensure the security of the office equipment and data.

5. Service/Retirement Awards

- 5.1 Service awards will be presented for every four (4) years of service as a trustee.
- 5.2 Awards will be given in recognition of completed years of service as a trustee, as follows:
 - 5.2.1 A four (4) year service pin.
 - 5.2.2 An eight (8) year service pin.
 - 5.2.3 A twelve (12) year service pin.
 - 5.2.4 A sixteen (16) year service pin.
 - 5.2.5 A twenty (20) year service pin and a suitable memento of approximately one hundred and fifty dollars (\$150.00) in value.
 - 5.2.6 For each term beyond twenty (20) years of service, a pin and a suitable memento.
- 5.3 The Superintendent will ensure that service records of trustees are kept accurate and current. Based upon these records the list of recipients will be presented by the Superintendent to the Board by April 30 of each year that an award(s) applies.
- 5.4 Service awards will be assembled by the Board Chair or designate, assisted by the Superintendent or designate.
- 5.5 Service awards will be presented by the Board Chair at a time and place determined by the Board Chair.

Legal Reference: Section 33, 34, 51, 52, 53, 64, 67, 222 Education Act

- 15.4.1 The trustee's declaration;
- 15.4.2 The trustee's abstention from the debate and the vote; and
- 15.4.3 That the trustee left the room in which the meeting was held.

Legal Reference: Section 33, 34, 51, 52, 53, 64, 65, 66, 67, 69, 73, 75, 81, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 112, 114, 138, 139, 222 Education Act
Board Procedures Regulation
Petitions and Public Notices Regulation
Fiscal Planning and Transparency
Act Local Authorities Elections Act
Northland School Division Act
Income Tax Act (Canada)
Freedom of Information and Protection of Privacy Act

Reference: Policy 7, Appendix A – Schedule of Rates
[Template: Northland Board Agenda](#)

3.5 Teacher Growth, Supervision and Evaluation.

4. The Superintendent is directed to develop an Administrative Procedure to fulfill Board obligations created by any federal legislation or provincial legislation other than the School Act.

Legal Reference: Section 33, 51, 52, 202, 203, 204, 206, 209, 210, 213, 214, 215, 217, 218, 219, 222 Education Act

- 10.1 Practices leadership in a manner that is viewed positively and has the support of those with whom the Superintendent works most directly in carrying out the directives of the Board and the Minister.
- 10.2 Develops and maintains positive and effective relations with national, provincial and regional government departments and agencies.
- 10.3 Ensures that meaningful collaboration arises from relationships built on trust, honesty and respect.
- 10.4 Understands historical, social, economic and political implications of:
 - 10.4.1 Treaties and agreements with First Nations;
 - 10.4.2 Agreements with Métis;
 - 10.4.3 Residential schools and their legacy.
- 10.5 Site visits

Legal Reference: Section 8, 33, 35.1, 51, 52, 222, 224 Education Act
Trust and Reconciliation Commission Calls To Action
Superintendent Leadership Quality Standard
Section 10, Northland School Division Act
Freedom of Information and Protection of Privacy Act

Timelines for Evaluations

Evaluations will be conducted annually, within the school year parameters, with the report delivered to the Superintendent by October 15 of each year.

Legal Reference: Section 8, 33, 35.1, 51, 52, 222, 224 Education Act
Trust and Reconciliation Commission Calls To Action
Superintendent Leadership Quality Standard
Section 10 Northland School Division Act
Freedom of Information and Protection of Privacy Act

NORTHLAND SCHOOL DIVISION SUPERINTENDENT PERFORMANCE ASSESSMENT GUIDE		
Role Expectation: Leadership Practices	Superintendent Evaluation Evidence	Quality Indicators
<p>10.1 Practices leadership in manner that is viewed positively and has the support of those with whom the Superintendent works most directly in carrying out the directives of the Board and the Minister</p> <p>10.2 Develops and maintains positive and effective relations with national, provincial and regional government departments and agencies</p> <p>10.3 Ensures that meaningful collaboration arises from relationships built on trust, honesty and respect</p> <p>10.4 Understands historical, social, economic and political implications of:</p> <p style="padding-left: 20px;">10.4.1 Treaties and agreements with First Nations</p> <p style="padding-left: 20px;">10.4.2 Agreements with Métis</p> <p style="padding-left: 20px;">10.4.3 Residential schools and their legacy</p> <p>10.5 Site visits</p>	<ul style="list-style-type: none"> ● Report of interviews with principals ● Report of interviews with Superintendent's "direct reports" ● Report of interviews with external agencies ● Regional Collaborative Service Delivery ● Partnerships 	<ul style="list-style-type: none"> ● Provides clear expectations and direction ● Provides effective educational leadership ● Establishes and maintains positive, professional working relationships with staff ● Unites people toward common goals ● Demonstrates a high commitment to the needs of students ● Has a well-established value system based on integrity ● Empowers others ● Effectively solves problems ● Builds the leadership capacity of school-based and central office administrators ● Demonstrates an understanding of treaties and agreements with First Nations, agreements with Métis, residential schools and their legacy

Legal Reference: Section 8, 33, 35.1, 51, 52, 222, 224 Education Act
 Freedom of Information and Protection of Privacy Act
 Trust and Reconciliation Commission Calls To Action
 Superintendent Leadership Quality Standard
 Section 10 Northland School Division Act
 Freedom of Information and Protection of Privacy Act

- 2.3 The members of the Student Expulsion Committee will have the opportunity to ask questions of clarification from both the Principal and the student and the student's parents;
 - 2.4 The Student Expulsion Committee will meet, without either the administration or the student and the student's parents present, to discuss the case and the recommendation. The recording secretary may remain in attendance. Legal counsel may also remain in attendance;
 - 2.5 Should the Student Expulsion Committee require additional information, both parties will be requested to return in order to provide the requested information;
 - 2.6 The Student Expulsion Committee will then make a decision to either reinstate or expel the student; and
 - 2.7 The Student Expulsion Committee decision shall be communicated in writing to the student and the student's parents within five (5) days of the hearing, with copies being provided to the Principal and the Superintendent. The Superintendent's office will attempt to inform the parent(s) and the student of the decision by telephone or personal communication as soon as possible after a decision has been reached.
3. If the Student Expulsion Committee's decision is to expel the student, the following information must be included in the letter to the student and the student's parents:
- 3.1 The length of the expulsion which must be greater than ten (10) school days;
 - 3.2 The educational program to be provided to the student and the name of the individual to be contacted in order to make the necessary arrangements; and
 - 3.3 The right of the student and the student's parents to request a review of the decision by the Minister of Education.

Legal Reference: Section 3, 4, 11, 31, 33, 36, 37, 41, 42, 43, 44, 51, 52, 53, 222 Education Act

9. Procedure at Hearings

- 9.1 The hearing shall be conducted at an in-camera session of the Board, and chaired by the Board Chair, or in the Board Chair's absence, the Vice-Chair or designate.
- 9.2 The Board Chair will introduce all parties, and the parties or their representatives shall introduce all witnesses at the hearing.
- 9.3 The sequence of the hearing shall be as follows and will be outlined by the Chair:
 - 9.3.1 An opening statement to be made by each of the parties;
 - 9.3.2 Written and oral presentation by the Superintendent or designate, including any evidence by witnesses where appropriate;
 - 9.3.3 Written and oral presentation by the teacher, including any evidence by witnesses where appropriate;
 - 9.3.4 Superintendent or designates opportunity for a response to the teacher's presentation;
 - 9.3.5 Teacher's opportunity for a response to the administration's presentation;
 - 9.3.6 An opportunity for the Board to ask questions of both parties and any questions of clarification of both parties and any of the other witnesses;
 - 9.3.7 An opportunity for the Superintendent or designate to make final comments;
 - 9.3.8 An opportunity for the teacher to make final comments; and
 - 9.3.9 No cross-examination of witnesses shall be allowed unless the Board Chair deems it advisable.
- 9.4 The Board will meet without the respective parties to the appeal in attendance to arrive at a decision regarding the appeal. The Board may have the Board Secretary or legal counsel in attendance.
- 9.5 If the Board requires additional information or clarification in order to make its decision, both parties will be recalled to appear before the Board and the request for information will be made in the presence of both parties.
 - 9.5.1 If the information is not readily available, the Board Chair may request a recess, or if necessary an adjournment of the hearing to a later date.
 - 9.5.2 In the case of an adjournment, trustees are prohibited from disclosing the evidence presented or matters raised at the hearing, either amongst themselves or with the parties and their representatives or witnesses until the hearing is reconvened.
- 9.6 When the Board is ready to make its decision on the matter, both parties, if still present, will be advised that the Board will be reconvening and will consider a motion to move into a regular or special Board meeting in order to consider the resolution.
- 9.7 The Board decision will be communicated to the teacher, in writing, following the hearing.

Legal Reference: **Section 33, 52, 53, 212, 222 Education Act**

Legal Reference: Section 3, 7, 11, 31, 32, 33, 51, 52, 53, 59, 222 Education Act
Traffic Safety Act
Commercial Vehicle Safety Regulation 121/2009
Student Transportation Regulation
Use of Highway and Rules of the Road Regulation 304/2002
Vehicle Equipment Regulation 122/2009
Funding Manual for School Authorities

- 5.7 Transportation to Alternative Programs shall be granted according to Policy 17 – Student Transportation Services or as per an agreement in the program proposal.
- 5.8 Staff shall be employed by, evaluated by, and responsible to the Division, according to Division procedures.
6. Alternative Program(s) shall be reviewed on an ongoing basis by the Superintendent to assess its viability.
 - 6.1 The Superintendent shall provide six (6) months notice to the Principal, Alternative Program Society, or other advisory body (as approved by the Board) if the Alternative Program is to be considered for termination.
 - 6.2 Notice of less than six (6) months may be accepted by mutual agreement.
7. The Principal, Alternative Program Society, or other advisory body (as approved by the Board), shall provide six (6) months notice to the Superintendent or designate that it no longer plans to offer or support the Alternative Program.
 - 7.1 Notice of less than six (6) months may be accepted by mutual agreement.
8. The Board shall decide whether the alternative program will be terminated.

Legal Reference: Section 11, 16, 18, 19, 32, 33, 51, 52, 53, 60, 67, 222 Education Act

Legal Reference: Section 8, 31, 33, 35, 35.1, 36, 37, 41, 51, 52, 53, 222 Education Act
Alberta Bill of Rights
Alberta Human Rights Act
Teaching Profession Act
Canadian Charter of Rights and Freedoms
Criminal Code
Alberta Nutrition Guidelines for Children and Youth
Canada Food Guide

7. Students will contribute, to the greatest extent possible, to a learning environment that is well-ordered, peaceful, safe, non-threatening, and conducive to learning and optimal growth.
8. Support will be provided for students who are impacted by inappropriate behavior, as well as for students who engage in inappropriate behavior.

Legal Reference: Section 8, 31, 33, 35, 35.1, 36, 37, 41, 51, 52, 53, 222 Education Act
Alberta Bill of Rights
Alberta Human Rights Act
Canadian Charter of Rights and Freedoms
Criminal Code

Policy 20

TEACHER HOUSING

The Board will provide safe reliable housing for teachers resident in communities identified by the Board as requiring such services and believes this to be an essential component of teacher attraction and retention.

Specifically

1. The Division Teacher Housing Services will be structured in the form of a separate financially self-sufficient entity.
2. Teacher housing shall be maintained to a high standard.
3. Teacher housing may be provided to others tenants not related to the Division only if there is excess space.
4. The Board supports entering into partnerships to have local entities look after teacher housing where feasible.

Legal Reference: Section 11, 16, 18, 19, 32, 33, 51, 52, 53, 60, 67, 222 Education Act
Public Health Act
Residential Tenancy Act

- 4.2.2.2 Enable all communities to hear from each other and share information and ideas with the Board.
- 4.2.2.3 Discuss and share ideas on strategic direction of NSD and increasing student success.
- 4.2.2.4 Discuss general operational bouquets and concerns.

4.3 Honoraria and Expenses:

- 4.3.1 Travel and other expenses, if required, shall be paid as per Board Policy 7 Appendix A, Schedule of Rates, to each representative attending a COSC meeting.
- 4.3.2 No representative at the COSC shall receive any remuneration for acting as a representative to the COSC meeting.
- 4.3.3 Division administration will facilitate setting the agenda in consultation with the Board Chair.

Legal Reference: Section 8, 31, 33, 35, 35.1, 36, 37, 41, 51, 52, 53, 222 Education Act
Northland School Division Act
Freedom Information and Protection of Privacy Act
Policy 21, Appendix A School Council Conflict Resolution
AP 159 – Community Engagement



NORTHLAND SCHOOL DIVISION NO. 61
ADMINISTRATION RECOMMENDATION TO THE BOARD

TO: THE BOARD OF TRUSTEES **Date:** June 26, 2020
SUBMITTED BY: Dr. Nancy Spencer-Poitras, Superintendent of Schools
SUBJECT: Student Scholarships and Bursaries
REFERENCE(S) & ATTACHMENTS: AP 370 , Policy 9
Board Workplan

RECOMMENDATION:

That the Board of Trustees receive as information, from the Scholarship and Bursary Committee, the recipients of scholarships and bursaries with funds coming from the current year budget, as attached.

BACKGROUND:

Angel Marlo Chalifoux (Bishop Routhier School)

- \$1,000.00 in memory of Adele Grace Carifelle for students pursuing studies in the areas of early childhood education, computer related studies or social work
- \$800 scholarships for students entering a college or technical institute.

Briklyn Pratt (Anzac & Bill Woodward Schools)

- \$1,000.00 in memory of Adele Grace Carifelle for students pursuing studies in the areas of early childhood education, computer related studies or social work

Wyatt Noskey (Bishop Routhier School)

- \$800.00 NSD Scholarship for entering University other than Education

Shelley Laderoute (Gift Lake School)

- \$1,000.00 in memory of Adele Grace Carifelle for students pursuing studies in the areas of early childhood education, computer related studies or social work
- \$800.00 NSD Scholarship for entering University other than Education

Nadia Moallem (Mistassiniy School)

- \$800.00 NSD Scholarship for entering University other than Education

Preston Dillon (Mistassiniy School)

- \$800 scholarships for students entering a college or technical institute.

Rikki Janvier (Anzac & Bill Woodward School)

- \$800.00 NSD Scholarship for entering University other than Education



NORTHLAND SCHOOL DIVISION NO. 61

ADMINISTRATION RECOMMENDATION TO THE BOARD

TO: BOARD OF TRUSTEES **DATE:** JUNE 26, 2020

SUBMITTED BY: SECRETARY-TREASURER, T. RASMUSON

SUBJECT: APPROVAL OF TENDERS FOR ROOFING REPAIRS FOR CALLING LAKE AND ST. THERESA SCHOOLS

REFERENCE(S):

ATTACHMENTS:

RECOMMENDATION:

THAT the Board of Trustees approve the winning bid of \$143,020 plus GST to Goodmen Roofing Ltd. for the Calling Lake School roof and \$270,870 plus GST to Knights Roofing for the St. Theresa School roof.

BACKGROUND:

These two projects are part of the Capital Maintenance and Renewal plan (CMR), for which additional funding was provided by Alberta Capital.

Eight tenders were received for each project, and one tender in each project was ineligible, leaving seven left for consideration:

Calling Lake School:

Goodmen Roofing Ltd.	\$143,020 plus GST
Western Weather Protector	\$167,307 plus GST
Acron	\$189,997 plus GST
Christensen and McLean	\$171,500 plus GST
Westpoint Roofing Inc.	\$165,362 plus GST
Knights Roofing	\$152,448 plus GST
Fraser	\$184,224 plus GST

St. Theresa School:

Goodmen Roofing Ltd.	\$334,820 plus GST
Western Weather Protector	\$313,373 plus GST
Acron	\$301,777 plus GST
Christensen and McLean	\$326,313 plus GST
Westpoint Roofing Inc.	\$278,362 plus GST
Knights Roofing	\$270,870 plus GST
Fraser	\$311,417 plus GST

NORTHLAND SCHOOL DIVISION NO. 61

ADMINISTRATION RECOMMENDATION TO THE BOARD

RISK ANALYSIS:
No risks are perceived.



Superintendent's Highlights

June 26, 2020

School Re-Entry Plan

Please find attached the 2020-21 School Re-Entry Plan from Alberta Education.

The school re-entry plan for ECS-12 schools considers three scenarios that could exist when the 2020-21 school year begins in September.

- 1) In-school classes resume (near normal with health measures)
- 2) In-school classes partially resume (with additional health measures)
- 3) At-home learning continues (in-school classes are suspended/cancelled)

For the upcoming 2020-21 school year, government expects that every child and student, regardless of their geographic location or socioeconomic status, will continue to learn. This includes children and students in public, separate, Francophone, charter and independent schools, and Indigenous students attending provincial schools and independent ECS operators.

Northland School Division is currently working with schools to put measures in place depending on what scenario is in place so schools will be ready in the new school year.

Playgrounds have been opened with proper signage being distributed to schools.

Staff Wellness

The Administration has supported yoga classes twice a week for the last month to support our staff in this stressful time. The classes have been well attended. A partnership with the local ATA and NSD has supported a Wellness Wednesday which was well received with both schools and central office staff being involved.

Student Information System

Powerschool is a student information system which has been implemented this school year. This software replaces the Maplewood System and enables teachers to upload all marks, attendance, IPPs and report cards. This system downloads directly into the government PASI program. There has been ongoing professional development for teachers, principals, central office personnel and school secretaries to support learning the new program.

Attendance Awards for Schools

Northland School Division (NSD) is pleased to announce the division's Attendance Recognition and Awards Program recipients for the 2019-2020 school year. The program strategies are aimed to recognize excellent student attendees, attendance improvement, student achievement and efforts made by parents and schools.

Congratulations to the following schools, students and families:

The year-end plaques presented to schools achieving an overall attendance rate of 87% or better and eligibility for school attendance award, were Calling Lake School, J.F. Dion School and Pelican Mountain School. All three schools will also share a \$3000 prize award.

The \$1000 Highest Percentage of Growth winners were Bishop Routhier School and Calling Lake School. Both schools achieved a 7.5% increase in their attendance.

2020-21
School
Re-Entry Plan

Alberta Education, Government of Alberta

Date of publication June 10, 2020

Title of publication 2020-21 School Re-Entry Plan

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2020-21 School Re-Entry Plan

Implementation of this School Re-Entry Plan is subject to change and direction from the Chief Medical Officer of Health. It is based on the best available information and conditions related to the COVID-19 pandemic. This plan will evolve and be adjusted when information becomes available as the status of the COVID-19 pandemic changes.

Alberta Education will continue to engage with our education partners as part of this important process.

This school re-entry plan for the Early Childhood Services (ECS) to Grade 12 (ECS-12) education system for the 2020-21 school year is part of the Alberta government's relaunch strategy that was announced on April 30, 2020.

This plan is founded on the following four principles that were established by government in collaboration with education partners.

- The safety of children, students and staff comes first.
- Children and student learning will continue.
- Provincial funding is still flowing to schools.
- School authorities have flexibility to do what is best for their community.

This plan balances the need for provincial direction and standardized approaches in some areas while also providing flexibility and respecting school authority autonomy at the local level.

As we approach the new school year, the direction provided in this draft plan will be updated as circumstances change. Alberta Education is committed to providing the final plan no later than August 1, 2020 to allow school authorities time to make any additional adjustments to their own planning for the new school year.

The school re-entry plan for ECS-12 schools considers three scenarios that could exist when the 2020-21 school year begins in September.

- 1) In-school classes resume (near normal with health measures)
- 2) In-school classes partially resume (with additional health measures)
- 3) At-home learning continues (in-school classes are suspended/cancelled)

It is imperative that school authorities plan and prepare for all of these three non-mutually-exclusive scenarios as the COVID-19 pandemic may change at any time and school authorities may be required to transition from one scenario to another with short notice.

Alberta Education is collaborating with Alberta Health to create criteria/triggers for moving from one scenario to the next – depending on the status of the COVID-19 pandemic in communities across the province.

For the upcoming 2020-21 school year, government expects that every child and student, regardless of their geographic location or socioeconomic status, will continue to learn. This includes children and students in public, separate, Francophone, charter and independent schools, and Indigenous students attending provincial schools and independent ECS operators.

The Standards for Special Education define an inclusive education as one where a student with disabilities or who require specialized supports and services is included in regular classrooms and neighbourhood schools as the first placement option. As multiple scenarios are developed for the upcoming school year during the global pandemic, there must be consideration and planning at each and every level for the inclusion of students with disabilities and the impact and potentially unique supports that will be required to ensure their success and full participation in all aspects of school life.

The global COVID-19 pandemic is an evolving and unprecedented situation that presents society and the education system with many challenges. Continuing children and student learning in fall 2020 will require everyone in the ECS-12 education system to be nimble in contributing to the success of our children and students.

"I want to thank our education leaders and partners, teachers, parents, school authorities and staff for sharing their expertise and shaping this comprehensive plan that takes into account the complexity of school operations. We all agree the safety of students and staff will always be the top priority and we have come together to ensure that students will continue to learn in the upcoming school year in whichever scenario. I look forward to continuing to work closely with our education system partners as our government prepares to share its final decision on which scenario will be in place at the beginning of the school year by August 1."

Adriana LaGrange, Minister of Education

Note:

Approximately 48,000 self-identified First Nations, Métis and Inuit students, including approximately 7,000 First Nations students living on-reserve learn within the provincial education system. School authorities that have education services agreements with First Nations governments or the Government of Canada are encouraged to reach out early to those First Nations to discuss the re-entry plan, which considers the needs of those First Nations students. Specific supports may vary from region to region and will vary for the unique cultural needs between First Nations, Métis and Inuit students. A flexible approach may be needed to accommodate these students depending upon local safety decisions made by First Nations councils. Provincial school authorities should ensure discussions with First Nations, Métis and Inuit students, parents and officials occur early, on all aspects of school re-entry and continue as re-entry progresses.

School operations for the remainder of the 2019-20 school year

In-school classes in Alberta's ECS-12 schools were cancelled indefinitely on March 16, 2020 in response to the COVID-19 pandemic. Government worked with the Alberta School Boards Association, the College of Alberta School Superintendents, the Alberta Teachers' Association, the Alberta School Councils' Association, the Association of Alberta Public Charter Schools and the Association of Independent Schools and Colleges of Alberta to identify how to continue teacher-directed learning for children and students at home across Alberta. This approach was developed with a focus on the safety of our staff, children and students, and providing school authorities with the flexibility required to meet the unique needs of their children and students.

Government confirmed on April 30, 2020 that children and students will not return to in-school classes for the remainder of the 2019-20 school year – children and students will complete their learning at home.

The 2019-20 school year will end for children and students as per local school authority calendars in order to ensure continuity of learning. As previously announced, provincial achievement tests and diploma exams are cancelled and schools will provide all students with final marks.

Local school authorities continue to have the autonomy and flexibility to determine the format and timing of end of school year celebrations, including high school graduation ceremonies. Guidance for Graduation Ceremonies is found [here](#). These celebrations must follow the public health measures in place at the time of the events.

Key Public Health Messages – Re-Entry

Supporting the return to in-person classes will take the collective support of school boards, school trustees, school administrators, teachers, staff, students, parents/guardians along with government and Alberta Health Services (AHS), working together to ensure adherence to the public health measures in place. Parents/guardians play a critical role as they support actions in the home (such as keeping students home when sick and accessing testing if symptoms develop) that ultimately keep other students and staff safe. Click here for list of [COVID-19](#) symptoms.

Return to in-class learning in school may vary across the province, dependent on the number of COVID-19 cases in the local area. If there are areas with high circulation of COVID-19, those areas with minimal cases and lower risk may return sooner than children and students in areas with more COVID-19.

The Alberta government will continue to monitor and share information about COVID-19 cases in Alberta. The Alberta government has developed a COVID-19 status map that shows the level of risk in regions and information about local health measures at [COVID-19 Status Map](#). It also shows the rate of COVID-19 cases and the number of active cases. Confirmed cases will be monitored in real time to inform proactive responses in localized areas of the province. Municipalities, counties and municipal districts with active cases over 50 per 100,000 population may have additional measures to reduce the spread of COVID-19. This resource will help inform school re-entry and subsequent school operations.

The return to in-class learning is not without risk of infection transmission. By bringing many people together in a closed setting, such as a school, we expect that cases and even outbreaks of COVID-19 will occur in some locations. Public health officials will be monitoring the situation closely and be ready with a plan that enables a rapid response to cases of COVID-19 in a school. This response plan will include rapid identification of cases through easily accessible and expedient testing, rapid close contact identification, isolation (and testing where applicable). Zone Medical Officers of Health (MOH) will collaborate with school authority/school administration to identify risks and mitigation strategies which may include temporarily suspending in-person class for a group of students.

A number of factors will need to be considered when deciding which scenario will be implemented in September 2020. Schools provide more than the opportunity for traditional learning. Schools support the physical, social and emotional wellbeing of Alberta students. All of these factors need to be considered in the context of an evolving pandemic. Not offering in-person schooling has both broad societal implications that need to be considered, and risks to students of loss of educational and social opportunities and supports that must be weighed against the risk of infection transmission.

For both scenario 1 In-school classes resume (near normal with health measures) and scenario 2 In-school classes partially resume (with additional health measures) there will be measures in place to reduce the risk of transmission of COVID-19. These strategies include:

- routine screening for all staff and students
- enhanced environmental cleaning and disinfecting recommendations, including daily cleaning for all areas of the school, washrooms and high-touch surface cleaned several times a day and a regularly scheduled deep cleaning when students are not present
- strict stay-at-home policy for any students or staff exhibiting symptoms of COVID-19 (even if symptoms resemble a mild cold)
- physical distancing recommendations
- reorganization of rooms to allow for more physical space
- cohorting of students by class where possible

- hand hygiene expectations when entering and exiting the school and classrooms, before and after eating
- continual reminders of the importance of respiratory etiquette (e.g. cover coughs and sneezes, avoid touching the face and disposal of used tissues promptly, followed by hand hygiene)
- staff and students will not be mandated to wear masks. Masks may be considered in circumstances where there is prolonged close contact (greater than 15 minutes) and distance of two metres cannot be maintained. (Note: masking is generally not recommended for young children, however if families choose to have their children wear masks, care should be taken that the children not be stigmatized.) Guidelines for the use of non-medical masks can be accessed [here](#).
- a no sharing policy, all students should have their own supplies
- where sharing of equipment is required, the equipment should be cleaned between uses
- guiding foot traffic flow through entrances and hallways by using markers on the floor or pylons/barriers
- discouraging large gatherings such as assemblies.

If there are cases of COVID-19 identified within school settings, the Zone Medical Officer of Health will work directly with the school authority/school administration to provide follow-up recommendations and messaging for staff, parents/guardians, children and students. It is important for the school to ensure that they collaborate with the Zone Medical Officer of Health.

- Children and students will be supported by their school authority to learn at home if they are required to isolate due to illness or because they are a close contact of a case of COVID-19.

Planning

It is recognized that there will be some public health measures that are more easily adopted in elementary schools (such as cohorting students by class) than in junior high or high schools. It is important to remember that we are not relying on one single public health measure to stop the spread of COVID-19 in the school setting. The risk of a COVID-19 outbreak is less likely the more public health measures are implemented and adhered to. Reducing the risk of COVID-19 outbreaks in schools will require the dedication and support of school boards, administration, staff, students and parents/guardians.

School authorities are expected to continue to work with their suppliers to purchase their regular hygiene and cleaning products.

Summer School in July-August

Local school authorities will decide whether or not to provide summer school programming, primarily to high school students, in response to local needs, while following public health measures in place over the summer.

August 2020 diploma exams will be administered as per the established schedule. Students completing diploma exam courses over the summer are expected to write diploma exams, which will continue to be worth 30 per cent of students' final mark in diploma exam courses, while following public health measures that are in place.

School calendar for the 2020-21 school year

The preferred and likely scenario is that students will return to daily in-school classes at the beginning of the school year. The Alberta government will share its final decision by August 1 on which scenario will be in place at the beginning of the school year. The Alberta government will make the decision to transition between scenarios, if needed, throughout the school year.

Local school authorities continue to have the autonomy and flexibility to determine the calendar for the upcoming school year, including the length of the school day, in order to meet local needs.

Scenario 1: In-school classes resume (near normal with health measures)

- Local school authorities can adjust their school calendars and/or the number and length of instructional days, within the parameters of all contractual agreements with school authority employees, to address content in subject areas and review components from the 2019-20 school year.
- School authorities must follow public health measures for children and student learning and extra-curricular activities including physical distancing when possible.

Scenario 2: in-school classes partially resume (with additional health measures)

- Taking into consideration local circumstances, school authorities may divide children and students into two or more groups to go back to in-school classes on an alternating schedule – in which not all students are in classes at school at the same time.
- Local school authorities can adjust their school calendar and/or instructional days, within the parameters of all contractual agreements with school authority employees to address content in subject areas and review components from the 2019-20 school year.

- School authorities must follow public health measures related to the greatest extent possible for children and student learning and extra-curricular activities.
- With physical distancing requirements of two metres, school authorities will need to consider:
 - bus transportation,
 - parent drop off protocols,
 - entry to the school,
 - the start and end times for school days,
 - how classes are scheduled,
 - large gatherings, such as recess and lunch breaks (may need to off-set schedules, limit number of children, students and supervisors),
 - washroom use,
 - movement in hallways,
 - use of auxiliary spaces,
 - the configuration of furniture and equipment to ensure that physical distancing is place,
 - hygiene and cleaning protocols, and
 - protocols for isolating children or students that who become ill at school.

Scenario 3: at-home learning continues (in-school classes are suspended/cancelled)

- All school authorities offer at-home learning opportunities to their children and students.
- Following are the expectations for the education system when operating within scenario 3 for the 2020-21 school year on the number of instructional hours. These instructional hours are minimums and local school authorities have the flexibility to increase hours beyond these minimums.
Content to be delivered for all grades:
 - ECS – Grade 3
 - focus on language and mathematics learning outcomes that strengthen the development of literacy and numeracy
 - incorporate health curriculum outcomes (with a focus on mental health)
 - average of five hours of work per child or student per week
 - Grades 4-6
 - focus on language and mathematics learning outcomes that strengthen the development of literacy and numeracy
 - incorporate science, social studies and wellness (with a focus on mental health) curriculum outcomes
 - average of six to eight hours of work per student per week
 - Grades 7-9

- focus on core mathematics, language/literacy, science, social studies and wellness (with a focus on physical and mental health) curriculum outcomes
 - average of 12 to 16 hours of work per student per week
 - Grades 10-12
 - focus on specified and core course requirements for high school graduation, including language (English, Français and French language arts), social studies, mathematics, and science (biology, chemistry, physics and science)
 - average of six hours of work per 5-credit semestered course per week; average of 3 hours of work per 3-credit semestered course per week
- Students on track to receive 100 or more credits will be eligible to graduate and receive a high school diploma.
- Should scenario 2 or 3 be in place, the ability for the Principal to award up to 15 unassigned credits to students in Grade 12 will be activated.
- Schools continue to be responsible for assessing the progress of children and students.
- Students continue to be responsible to actively engage in learning and diligently pursue their education.
- School authorities, parents/guardians, children and students must continue to follow public health measures in place.

Supporting Growth in Student Learning

- School authorities can, as deemed appropriate at the local level, reduce time spent teaching non-core subjects to allow for additional instruction time on core (English, Français, French language arts, Math, Social, and Science).
- Administrators, teachers and parents can access the Student Learning Hub for centralized curriculum support.
 - Support materials include FAQs and links to specific resources and materials that will support re-entry.
 - Digital and printable resources to support administrators, teachers, parents and students in a variety of learning settings (e.g. digital, non-digital).
 - Resources that support diverse student learning needs (e.g. English language learners, Francisation).

Grade 12 Diploma Exams

Scenario 1: In-school classes resume (near normal with health measures)

A return to in-school classes includes the administration of diploma exams for the 2020-21 school year, which will continue to be mandatory. Results will continue to constitute 30 per cent of a student's final diploma course mark.

- Having normal diploma exam administrations will permit students to access diploma exams to raise their marks.

Scenario 2: in-school classes partially resume (with additional health measures)

A return to in-school classes includes the administration of diploma exams for the 2020-21 school year, which will continue to be mandatory. Results will continue to constitute 30 per cent of a student's final diploma course mark.

- Having normal diploma exam administrations will permit students to access diploma exams to raise their marks.

Scenario 3: at-home learning continues (in-school classes are suspended/cancelled)

Alberta Education will consider the administration of diploma exams, one session at a time. For example, if in-school classes reconvene later than September, January diploma exams will be cancelled and consideration will be given to re-establishing diploma exams for April, June and August.

- Alberta Education will continue to provide diploma exams to students in extenuating circumstances (i.e. adults and home schooled students).

In light of the unique circumstances for the upcoming school year, some adjustments in reporting results from provincial achievement tests and diploma examinations is warranted. In 2020-21, Alberta Education will continue to report results from provincial assessments at the school, school authority and provincial levels similar to previous years, where results are available. However, results will not be used to evaluate the system or inform curriculum development given the anomaly the COVID-19 year represents.

Grades 6 and 9 Provincial Achievement Tests (PATs)

Scenario 1: In-school classes resume (near normal with health measures)

PATs continue to be administered. The established PAT schedule provides flexibility for school authorities to administer them within a fixed period of time.

- Participation is optional, with the decision to participate residing at the school authority level. A significant influencing factor for school authority decisions will include the potential for differing regional approaches to physical distancing.
- The administration of PATs is limited to foundational subjects – English Language Arts, Mathematics, and French Language Arts/Français.
- School authorities can decide to excuse some or all students from PATs if their learning has fallen behind.

Scenario 2: in-school classes partially resume (with additional health measures)

PATs continue to be administered. The established PAT schedule provides flexibility for school authorities to administer them within a fixed period of time.

- Participation is optional, with the decision to participate residing at the school authority level. A significant influencing factor for school authority decisions will include the potential for differing regional approaches to physical distancing.
- The administration of PATs is limited to foundational subjects – English Language Arts, Mathematics, and French Language Arts/Français.
- School authorities can decide to excuse some or all students from PATs if their learning has fallen behind.

Scenario 3: at-home learning continues (in-school classes are suspended/cancelled)

- Alberta Education will cancel the January administration of 2020-21 PATs, and decide on the administration of May/June PATs based on the duration of the cancellation of in-school classes. The same principles from scenarios 1 and 2 would apply.

In light of the unique circumstances for the upcoming school year, some adjustments in reporting results from provincial achievement tests and diploma examinations is warranted. In 2020-21, Alberta Education will continue to report results from provincial assessments at the school, school authority and provincial levels similar to previous years, where results are available. However,

evaluations of results in relation to previous performance or statistical comparison to the provincial results will not be reported.

Grade 3 Student Learning Assessments (SLAs)

Scenario 1: In-school classes resume (near normal with health measures)

Like the 2019-20 school year, school authorities have flexibility to administer SLAs. School authorities can also choose if all or some of their schools or classes within a school will participate, and to what degree participation takes place.

Scenario 2: in-school classes partially resume (with additional health measures)

School authorities have flexibility to administer SLAs. School authorities can also choose if all, or some of their schools will participate, and to what degree participation takes place.

Scenario 3: at-home learning continues (in-school classes are suspended/cancelled)

Alberta Education will cancel the administration of 2020-21 SLAs.

Children and Students Who Require Specialized Supports and Services

School authorities must consider and enable the full participation and inclusion of students with disabilities. In circumstances in which students who require specialized supports and services are not able to follow guidelines and require support and adaptation to public health measures, plans must be developed to ensure their inclusion.

Scenario 1: In-school classes resume (near normal with health measures)

- School authorities should determine and review components from the 2019-20 school year for children and students who require specialized supports and services (i.e. behavioural, intellectual, learning, communication or physical characteristics, or a combination of any of them).

- Mental health supports for children, students and staff should be in place, as per the re-entry plan section on mental health.

Scenario 2: in-school classes partially resume (with additional health measures)

- School authorities are expected to have in place the same supports and services as noted in scenario 1.
- School authorities have the flexibility to make decisions on staffing, including the hiring of educational assistants and other staff who support children and students who require specialized supports and services, based on their needs.
- For those children and students who continue learning at home, school authorities are expected to have in place the same supports and services as noted in scenario 3.

Scenario 3: At-home learning continues (in-school classes are suspended/cancelled)

- School authorities continue to offer at-home learning for all their children in an Early Childhood Services program and students in Grades 1 through 12, including those who require specialized supports and services.
- Teachers and other staff (e.g., speech language pathologists, physiotherapists, occupational therapists, mental health workers, family school liaison workers, teachers of the deaf/hard of hearing or blind/visually impaired etc.) will provide specialized supports and services to children and students, including those with disabilities in consultation with families in order to support learning outcomes at home, while avoiding direct contact to protect children, students and staff health.
- Teachers will be responsible to ensure that individual support plans/individual program plans (ISPs/IPPs) are implemented, monitored and evaluated for children and students who may be in need of specialized supports and services, as per the Standards for Special Education.
- Teachers will consult with parents through their chosen communication methods, such as email, phone and/or other digital modes, to develop ISP/IPPs for the 2020-21 school year.
- ISPs/IPPs will be reviewed regularly by teachers with parents and when appropriate, with the student, to update information, review effectiveness of identified supports, strategies and services and revise plans and/or identify new supports and/or strategies and/or services that will be provided.
- Teachers are responsible for assessing and reporting on a child's/student's progress. Each school authority will have to determine what will work best for their children and students. This will likely vary among the school authorities, and may even vary from school to school.
- School authorities have the flexibility to identify educational assistants that are needed to support an educational program for a particular child or student, and to decide if a particular educational assistant is needed to deliver a particular education program, while the student is learning at home.

- Continued mental health supports for children, students and staff are in place, as per the section on mental health in this re-entry plan.

Extra-Curricular Activities

As per the *Guide to Education*, extra-curricular activities complement and are not part of instructional time where there is student-teacher interaction and supervision.

School authorities continue to have the flexibility to offer extra-curricular activities to students. Alberta Education is working with Alberta Health and education partners, including the Alberta School Athletics Association, to explore go forward possibilities for athletic activities and events within the context of health measures being in place.

School authorities, parents/guardians, students and community members must continue to follow public health measures in place.

Masks, Hygiene and Health Requirements

Within the context of K-12 education, Personal Protective Equipment (PPE) is primarily focused on non-medical masks. Practices such as physical distancing, hand washing, staying home when sick, and increased environmental cleaning continue to be priority public health measures. The use of masks are not generally recommended for children, however if families choose to have their children wear masks, care should be taken that the children not be stigmatized.

Scenario 1: In-school classes resume (near normal with health measures)

If there are cases of COVID-19 identified within school settings, the Zone Medical Officer of Health will work directly with the school authority to provide follow-up recommendations and messaging for staff, parents/guardians, children and students. It is important for the school authority/school administration to ensure that they collaborate with the Zone Medical Officer.

Children and students will be supported by their school authority to learn at home if they are required to self-isolate.

Scenario 2: in-school classes partially resume (with additional health measures)

If there are cases of COVID-19 identified within school settings, the Zone Medical Officer of Health will work directly with the school authority to provide follow-up recommendations and

messaging for staff, parents/guardians, children and students. It is important for the school to ensure that they collaborate with the Zone Medical Officer.

Children and students will be supported by their school authority to learn at home if they are required to isolate due to illness or because they are a close contact of a case of COVID-19.

A resource to provide guidance to school authorities, schools, staff, children, students and parents/guardians is under development. Guidelines and standards on the use of non-medical face masks is accessible at the following webpage:

- <https://www.alberta.ca/masks.aspx>

Note: Alberta Education is collaborating with Alberta Health to provide additional guidance for school authorities on the use of masks in the school setting.

Mental Health/Psychosocial Supports for Students and Staff

The Government of Alberta has put in place mental health supports in recognition of the unprecedented efforts already in place to slow the spread of COVID-19. These include:

- Mental Health and Addiction COVID-19 Community Funding Grant
 - [Mental Health and Addiction COVID-19 Community Funding Grant](#)
 - School authorities are encouraged to work with those organizations that received funding to provide additional mental health supports within their school communities.
 - Further information will be provided as decisions are made in terms of the distribution of the additional funding.
- Mental Health Helpline: Phone: 1-877-303-2642
 - This toll-free helpline provides confidential and anonymous services, crisis intervention, information about mental health services and referrals to other agencies.
- French Mental Health Help Line: 1-800-567-9699
- Kids Help Phone: 1-800-668-6868
 - kidshelpphone.ca
 - Text CONNECT to 686868
- French Kids Help:
 - www.jeunessejecoute.ca
- Health Link – phone 811
- Alberta Health Services
 - [Help in Tough Times](#)
 - [Healthy Together](#)
- The federal First Nations and Inuit Hope for Wellness Help Line at 1-855-242-3310 is available 24 hours a day, 7 days a week; online chat at [Hope for Wellness](#).

- [Métis Nation of Alberta COVID-19 Mental Health Information](#)
- [Social-Emotional Learning](#)
- [Trauma-informed practice](#)
- [Working Together to Support Mental Health in Alberta Schools](#)
 - [Travailler ensemble pour soutenir la santé mentale dans les écoles de l'Alberta](#)
- [Heart of Recovery](#)
 - [Le coeur du rétablissement](#)
- [Alberta Health Services - Information for Teachers](#)
- [Alberta Community and Social Services - Children's Mental Health](#)
- [MORE \(Mental Health Online Resources for Educators\)](#)

Other resources that may be helpful include:

- [Alberta Family Wellness](#) - Brain Story Certification
- [WE Well-being Program](#)
- [WE Schools @ Home](#)
- [Kids Have Stress Too](#)
- [The Incredible Years](#)
- [mental health literacy](#) (for kids)
- [Cognitive Behavioural Intervention for Trauma in Schools](#)

Alberta Education has also incorporated wellness outcomes for Kindergarten to Grade 9 curriculum with a focus on physical and mental health. High school students continue to be required to take physical education and CALM (which includes information about mental health) as part of their graduation requirements.

Alberta Education's new Specialized Learning Support (SLS) Grant provides funding for school authorities to provide a continuum of supports and services to children and students in an inclusive learning environment. School authorities are responsible for ensuring their SLS funding is disbursed based on the needs of children and student related to supports required for learning.

SLS funding is comprised of three allocations; one of which is a Student Wellness Program Allocation.

The Student Wellness Program Allocation recognizes children and student wellness can affect classroom learning and social interactions, both of which are essential to the success of children and students. Funding is provided to create capacity in school authorities to offer children and student wellness programs, which help to improve educational outcomes of all schools. These could include:

- Counselling supports
- Psychological supports

- Social-emotional supports
- Family-school liaison
- Community liaison
- Mental health workers
- Addiction supports
- Behavioural consultants

Alberta Education has made safe and respectful schools a priority by offering *Respect in Schools* online free of charge. The program is designed to provide school employees with the tools they need to foster a safe and respectful learning environment so they can support all those involved with schooling (e.g., teachers, administrators, support staff and volunteers). Prior to the start of the 2020-21 school year, it is strongly encouraged that all employees complete the online training.

Transportation

Children and students across the province travel to and from school through a combination of walking, being driven by their parents/guardians, public transportation and school bus services provided by school authorities. Travel/transportation of children and students must follow public health measures in place. Detailed planning is underway and more information will follow.

Scenario 1: In-school classes resume (near normal with health measures)

School authorities determine transportation service levels, ensuring that all children and students legally entitled to transportation are transported in accordance with the resumption plan for the school authority. A full complement of drivers will likely be required for school authorities that are resuming classes. School authorities should adjust routing accordingly. School authorities should discuss transportation plans early in cases of Education Services Agreements with First Nations.

School authorities must also consider additional safety measures to minimize the risk of exposure to the driver, children and students. Considerations include that a protective physical divider may be considered for the driver; fixed seating plans should be implemented to assist contact tracing, students from the same family should sit together, and, when possible maintain physical distancing between students; and additional resources and supplies will be required to sanitize the bus after every route.

Scenario 2: in-school classes partially resume (with additional health measures)

School authorities determine transportation service levels, ensuring that all children and students legally entitled to transportation are transported in accordance with the resumption plan for the school authority. A full complement of drivers will likely be required for school authorities that are resuming classes, even if children or students are attending on a modified schedule (alternate days). School authorities should adjust routing accordingly. Boards should discuss transportation plans early in cases of Education Services Agreements with First Nations.

School authorities must also consider additional safety measures to minimize the risk of exposure to the driver, children and students. Considerations include that a protective physical divider may be considered for the driver; seating plans must be implemented to assist contact tracing, students from the same family should sit together and maintain physical distancing between children and students; and additional resources and supplies will be required to sanitize the bus after every route.

Alberta Education is collaborating with Alberta Transportation and Alberta Health to ensure challenges raised by school authorities are considered.

Evaluations for Teacher Permanent Professional Certification (PPC)

Scenario 1: In-school classes resume (near normal with health measures)

Alberta Education will work with school authorities to resume evaluations as soon as possible.

Alberta Education will extend Interim Professional Certificates (IPC) for teachers who have completed 400 days of teaching, but have not completed two successful evaluations. Teachers will be evaluated in the future in order to attain their PPC.

Alberta Education will also waive fees for IPC extensions for those teachers impacted by the interruption to their evaluations.

Scenario 2: in-school classes partially resume (with additional health measures)

Alberta Education will work with school authorities to resume evaluations as soon as possible.

Alberta Education will extend IPCs for teachers who have completed 400 days of teaching, but have not completed two successful evaluations. Teachers will be evaluated in the future in order to attain their PPC.

Alberta Education will also waive fees for IPC extensions for those teachers impacted by the interruption to their evaluations.

Scenario 3: at-home learning continues (in-school classes are suspended/cancelled)

As a result of in-school classes being cancelled, evaluations for PPC may be delayed and require an extension to a teacher's IPC.

Alberta Education will extend IPCs for teachers who have completed 400 days of teaching, but have not completed two successful evaluations. Teachers will be evaluated in the future in order to attain their PPC.

Alberta Education will also waive fees for IPC extensions for those teachers impacted by the interruption to their evaluations.

Teacher Preparation Program Student Practicums

Alberta Education recognizes that some student teachers were impacted by the suspension of in-school classes and were not able to complete the required 10 weeks of supervised student teaching. Student teachers who are in their final year of their teacher preparation program were particularly impacted.

New graduates generally receive an Interim Professional Certificate (IPC) as they begin their careers, eventually progressing to a Permanent Professional Certificate (PPC). To receive an IPC, the Alberta university graduate must meet minimum requirements.

If in-school classes do not resume in September, and this continues to be the case well into the rest of the school year, there will be no opportunities for face-to-face placements of student practicums. Without completion of student practicums, B.Ed. students will be unable to complete their programs.

On a case-by-case basis, the Alberta Registrar will consider exceptions to the 10-week practicum experience and may issue an IPC with conditions.

Internet/SuperNet Connectivity for First Nations and Rural/Remote Communities

Alberta Education is aware of the challenges in accessing internet/SuperNet in some First Nations, Métis Settlements and rural remote communities.

While children or students without access to high-speed internet, and therefore online learning, were able to continue their studies through alternative means (e.g. hard-copy course packages and communicate by phone), the Alberta government is working with various partners, such as telecommunication and internet service providers, as well as the Government of Canada, on planning to further support affordable connectivity across the province. School authorities should continue to work with First Nations and Métis Settlements and rural/remote communities to deliver remote learning options.

Special considerations will continue to be given to strategies for maintaining children and student learning in communities that do not use learning technology (e.g. Hutterite and Old Colony Mennonite Low German speaking communities).

Recognizing the start of the 2020-21 school year

Local school authorities have the autonomy and flexibility to determine the format and timing of beginning of school year celebrations. In alignment with Alberta's relaunch strategy and the school re-entry plan, Alberta Education will consult with school authorities and education partners to determine appropriate celebrations of the beginning of the school year, including a WE Day.

Celebrations must follow the public health measures in place at the time of the events.

Area 3 Schools

Athabasca Delta
Community
Fort McKay
Anzac Community
Bill Woodward
Father R. Perin
Conklin
Elizabeth
JF Dion

NORTHLAND

School Division No. 61

June 2020

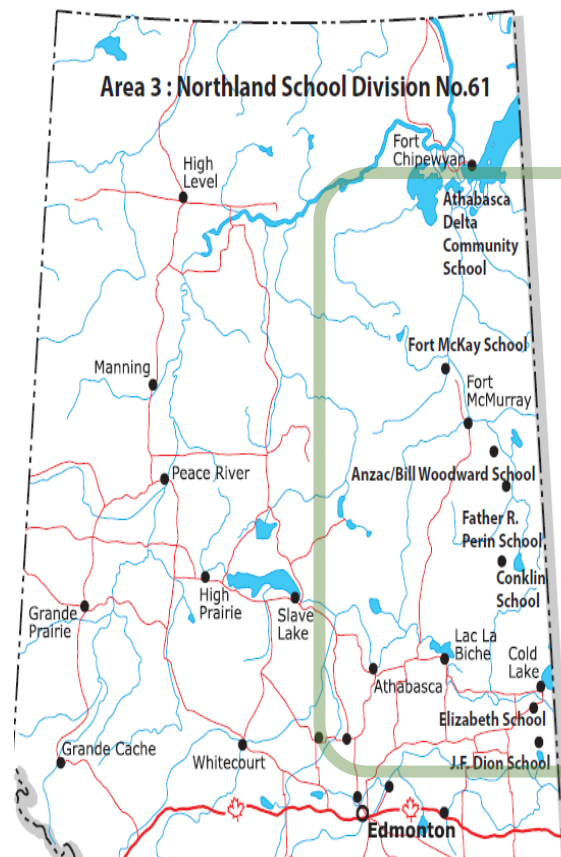


Area 3 Associate Superintendent's Report to Board



Priority Initiatives in Area 3

- Vision for Technology
- Examples of learning in action



Vision for Technology Teaching, Learning

The Vision for Technology Teaching, Learning, and Leading has been developed from the existing Northland School Division Learning and Technology plan. This plan acknowledges that understanding and using technology will be an integral part of virtually every aspect of daily life.

Northland School Division has a responsibility to prepare students for this future. The classroom is the primary place where this preparation will occur; therefore, every classroom must be equipped with diverse technologies to support teaching and learning. Every teacher must be knowledgeable and skilled in the use of these technologies in daily instruction.

For teaching, the use of technology in instruction changes the structure of the classroom. No longer will the teacher rely solely on the traditional methods of instruction. In a technology-rich, learner-centered classroom, the teacher serves as a facilitator of instruction, mentor, and coach.

Students no longer wait for Tuesday at 1:30 for their time to go to the computer lab. The use of technology is seamless in the classroom. Students are engaged in a challenging curriculum that is focused on inquiry-based, hands-on learning. Students are comfortable using technology. Students take responsibility for their own learning

To fulfill this vision teachers are being encouraged to:

- be willing to take risks with the use of technology,
- be open to new ways of thinking and teaching,
- be willing to be pushed out of their comfort zone at times,
- be resilient about trying things more than once if the technology doesn't go as planned the first time, it is important to try again,
- and embrace the image for how we can use technology to change the structure of the classroom.

Students participating in a technology-rich, learner-centered classroom, is a world away from a classroom where the teacher relies solely on the traditional lecture/seatwork method of instruction.

The Vision for Technology Teaching, Learning, and Leading highlights six areas of focus.

Student-Centered Learning

Research and Innovation

Professional Learning

Leadership

Communication

Access, Infrastructure and Digital Learning Environments



First Nations, Metis and Inuit Department Report to Board of School Trustees June 25, 2020

Syllabic Blocks

The project is nearly complete. All 26 sets of 13 blocks will be ready for distribution and use by Cree language teachers across the division in the fall.

Land Based Learning Proposals

All schools are busy purchasing materials to spend their respective funds for land-based learning initiatives. A wide range of initiatives from learning archery to building gazebos, log cabins, boats and outdoor cooking areas and purchasing fish nets are only a sample of the undertakings being offered in NSD. Hopefully with an easing of restraints, schools will once again be able to work with local Elders, Knowledge Keepers and artisans to offer rich on the land learning experiences to the students of NSD.

Cree Language Instruction

Cree language teachers have been actively engaged with professional learning offered by the NSD. Resources including lesson plans are being prepared for the upcoming school year. Flash cards for each Cree classroom will be ready for the fall. These cards will be used to increase student vocabulary through picture and sight recognition. The layout and physical appearance of Cree language classrooms has also been a focus of staff.

Heather Brown from SMARTLearning is investigating how SMARTLearning methods might be applied to Cree language instruction. By so doing, a link between English and Cree language instruction is being forged.

Professional Learning

Professional learning by Cree language instructors has taken many forms during the pandemic lockdown. Staff have been upgrading their technical skills and becoming familiar with the using Zoom. Whatever, schools may look like when they reopen in the fall, it is certain that leveraging technology such as Zoom will be an important part of how programming will be delivered.

Occupational Health and Safety training was also completed by staff during the lockdown.

In addition staff have been participating in a variety of learning opportunities to enhance their language teaching skills. Learning opportunities included:

- The five part webinar series *Weaving Ways* looks at incorporating Indigenous ways of knowing with current teaching practices to benefit all students.
- *Metis Kitchen Talks* with Sharon Morin that focuses on a range of topics regarding Metis history in Canada that highlights the contribution made to the fabric of Canadian society by Metis people. It also examines the continuing contributions of Metis people in a modern context.
- Conversational Cree Language Lessons with Lorraine Cardinal Roy were offered to all staff in NSD.

Lessons in Google Classroom for Teachers

The Weaving Ways webinar goes hand in hand with the 43 cross-curricular lessons uploaded by members of the First Nations, Metis and Inuit staff for use by teachers. Subject areas include: ELA, math, science and social studies. These lessons are linked to the Foundational Knowledge required by the Teacher Quality Standards and the Leadership Quality Standards of Alberta Education. Metis focused lessons and resources include:

- Why are Metis Stories Important?
- Metis Community and Kinship, Grades 4 to 9
- Metis Sash Cultural Expressions, Grades 4 to 9
- Metis Cultural Items, Grade 4
- Red River Cart Challenge
- Michif Animals, Grade 3
- Michif Days of the Week and Numbers, Grade 2
- Michif Colours, Grades K to 2
- Michif Weather Terms, Grade 1
- Métis Websites * (To be uploaded to shared drive)
- **Michif Dictionary**
- <http://www.michifdictionary.com/>
- **Michif Language Lessons**
- http://www.metisresourcecentre.mb.ca/index.php?option=com_content&view=article&id=71&Itemid=11
- **The Virtual Museum of Métis History and Culture**
- <http://www.metismuseum.ca/main.php>
- **Gabriel Dumont Institute**
- <http://www.gdins.org/>
- **The Métis in Alberta**
- <http://www.aboriginal.alberta.ca/967.cfm>

The Coming Year at a Glance

The First Nations, Metis and Inuit Department has finalized a schools' self-test that consists of a set of rubrics to measure the degree to which Indigenous students are affirmed, feel safe, are engaged and are successful in NSD schools for the fall. This instrument will provide a good source of contextual data that will assist schools to frame their respective learning plans. Surveys to accompany this self-test are also nearly complete. These surveys will provide an additional source of data that will be of value to school learning plans.

Cree language learning outcomes are also being developed for use in the fall of 2020.



Human Resources

June 2020
UPDATE

Northland Community Based Teacher Education Program

Northland continues to invest in the Community Based Teacher Education Program at the University of Calgary's Werklund School of Education. Three staff are continuing into the 2nd year of their Bachelor of Education program.

- Val Lagimodiere (Elizabeth)
- Kate McEvoy (Wabasca)
- Gerald Young (St. Theresa)

Four staff begin their 1st year:

- Melissa Campbell (Anzac)
- Dallas L'Hirondelle (Hillview)
- Madison MacDonald (Fishing Lake)
- Crystal Orr (Wabasca)

Two staff will resume the pre-education Bridging Program in January 2021.

- Shawna Ghostkeeper (Paddle Prairie)
- June Laboucane (Fishing Lake)



Future Teachers in Northland Communities

2019/20 was the second year of the Community-Based Teacher Education Program (CBTEP).

Four CBTEP participants entered the first year of the Bachelor of Education (B.Ed.) Program. Unfortunately, one student dropped out of the program late in the fall session. There were a number of challenges the students faced this year as compared to the experience they had last year when they were in the Bridging program. The change of instructors and working with other colleges resulted in changes came with different expectations and methodologies. They were also assigned to different sections of the courses and so were no longer together in class.

Another challenge for them was that their winter courses were not with the University of Calgary (UofC). The students, with support and guidance, had to find online courses from other institutions (Northern Lakes College, Portage College, Athabasca University), which then had to be approved by the UofC. Registering with another institution, dealing with different delivery models, completing coursework on their own, without a cohort and without specific deadlines were all hurdles they faced.

However, they have met these challenges and continue to be enthusiastic about their learning. They are very keen to pursue their studies and want very much to become teachers.

Five other Northland staff entered the Bridging program this school year. Three are moving into their first year of their Education program next year, while two of the five students have taken a leave of absence from the program. They do plan to finish the Bridging year in January 2021. In addition, another Northland staff will be joining the group this summer. During the school year, this individual successfully completed high school courses that allowed her to enter directly into the B.Ed. Program.

The pandemic has had some impact on CBTEP. While their fall and winter courses are always delivered online, they will not be able to be on campus for their summer course as usual. They have all mentioned that they will miss this part of the CBTEP experience as this is a time for them to meet face-to-face as a cohort. It also is a time for them to meet and connect with other participants from around the province.

Presented by **Wes Oginski**
Associate Superintendent of Human Resources



Supporting Teachers New to the Profession and New to Alberta

The 2019-20 Northland School Division School Year began with fifteen beginning teachers and teachers new to Canada.

Mentors met with the new teachers at the August orientation. Teachers were provided with an overview of the help they could expect from their mentors.

Beginning in September all new teachers and principals were contacted and classroom/school visits were scheduled.

Throughout the year regular contact was made to teachers through weekly emails, "What's Up Wednesday" and the Monthly Newsletter.

Although it was a challenging school year the teachers were resilient and worked at meeting the learning needs of students.



Recruitment

Spring of every school year is busy once budgets are released and our schools and departments can determine their staffing needs.

In September 2019, Northland had 154 teachers in 19 schools. After some adjustments for enrollments, our schools are planning to staff with 142 teachers.

Staffing Facts (June 2020)

As of June 19, 2020, Northland has:

- 6 leadership positions posted (5 Principals and 1 Supervisor and 1 Manager);
- 11 teacher vacancies posted;
- 4 teacher retirements; and
- 8 resignations

Mentoring the Next Generation

Human Resources has had the privilege to be involved in supporting the next generation of Northland leaders and teachers.

Ms. Elaine Ward, Mr. Rick Horon and Mr. Guy Spencer are Assistant Supervisors who provide mentorship and coaching to new principals in Northland School Division. They also lead the Aspiring Leaders cohorts learning sessions.

Ms. Anne Sheasgreen and Ms. Ward have supported and coached our employees in the Community Based Teacher Education Program and supported beginning teachers and teachers new to the province.



School Food Services Department Report, June 2020

School Food Services operates as a division of Northland School Division and had an annual budget of approximately \$3.1 million dollars for the 2019 – 2020 school year.

Thirty- three cooks, with support from one operations manager, one program consultant and the Northland payroll and accounts payable departments, provided an average of two thousand meals per day to registered students in twenty five schools in five school divisions.

This year the new Canada Food Guide was introduced at the schools, with some modifications specific to our demographic. The new food guide has only three food groups, with dairy products becoming part of the protein group. Due to the importance of adequate calcium intake for optimal bone development, we continued to provide one dairy serving per day to the students, either for the morning nutrition break or at lunch. Chocolate milk and juice were limited to once per week, and water was served more frequently, as recommended by the new guidelines. In order to be more cost effective, changes were made to the grocery delivery system. Also, the menu at Chipewyan Lake was revised. Fresh products were served more frequently during the first two weeks and more shelf stable items were provided for next two weeks. Delivery was reduced to once per month, resulting in a fifty percent reduction in delivery costs.

Vince and I went to Fort Chipewyan in January and did a complete physical inventory. The menu was revised to reflect the existing inventory and we did not ship an order in on the winter road. Due to a decreased student count, the staffing was reduced from three cooks to two when one cook retired.

For the last ten years, Fort McKay School had a nutrition program only due to the difficulty of retaining a cook. This year School Food Services worked with the Fort McKay Band to provide a full lunch program. Lunches were prepared at the Fort McKay Daycare kitchen and School Food Services provided funding to cover the cost of the lunches.

For many years we have followed a food safety system in the kitchens called HACCP (Hazard analysis and critical control point). This involves looking at the flow of food from purchasing, through receiving, storage, production and serving, and putting in controls at the locations where food safety hazards have the potential to exist. Some examples of this are keeping records of freezer and refrigerator temperatures, food temperatures and cleaning logs, step by step instructions for cleaning equipment, lists of chemicals and concentrations, and maintenance schedules. Proper dishwashing, handwashing and glove use guidelines are posted. When Covid-19 became an issue, we felt confident that we were already using universal precautions. We have been attending webinars and Zoom meetings to ensure that we have the required supplies on site when the students return to school.

When schools were closed in March, the existing inventory in the kitchens was donated to food banks at the request of Alberta Education. Alberta Education then requested that the remaining money budgeted for food be returned to the communities. We have been working with non-profit organizations and employing various strategies to ensure that the funds go directly back to the communities. This has included placing orders through our grocery suppliers to be shipped

to the schools, where the food has been sorted and delivered to the families, or setting up accounts at local stores so families can purchase groceries. As the cooks were temporarily laid off at the end of April, we have been assisting them to ensure that they received the CERB payments.

The upcoming school year marks the first year since 1973 that Alberta Education has not provided funding to School Food Services. As a result, School Food Services will no longer provide services to schools outside Northland School Division so we have terminated our agreements with the lunch program associations at Caslan, Kikino and Jousand and will no longer work with Peace 10 or Fort Vermilion School Divisions. For the 2020-2021 school year, Alberta Education provided Northland School Division with \$250,000 and Northland is providing funding to keep the hot lunch program operational for another year. We will look for other options to try to continue the program or a modified version of the program operating beyond that point.