



NORTHLAND SCHOOL DIVISION
REGULAR BOARD MEETING NO. 20-11
AGENDA

Location: Zoom Meeting

Date & Time: Saturday, November 28, 2020 9:00 am – 4:30 pm

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.	Oaths of Office	Chair Guild		3
4.	Approval of Agenda	All	Motion to approve	
5.	In-Camera	All	Motion in/out of in-camera	

B. MINUTES

No.	Title	Responsible	Action	Page No.
1.	Board Meeting Minutes, October 24, 2020	All	Motion to approve	4
2.	Business Arising from Previous Meetings - Board Action Items	Superintendent Spencer-Poitras	Information	12

C. CONSENT AGENDA (Motion to approve)

No.	Title	Responsible	Action	Page No.
1.	Superintendent Report	Superintendent Spencer-Poitras	Information	15
2.	Association Reports	All	Information	
3.	Committee and/or Board Representative Reports	All	Information	
	- Teaching & Learning Committee			19
	- Attraction & Retention Committee			20
4.	Trustee Activity Reports	Trustees	Information	21

D. ACTION ITEMS

No.	Title	Responsible	Action	Page No.
1.	Annual Education Results Report & 3 Year Plan	Superintendent Spencer-Poitras	Information	22
2.	Monthly Financial Report	Secretary -Treasurer Aird	Information	67



**NORTHLAND SCHOOL DIVISION
REGULAR BOARD MEETING NO. 20-11**

3.	Capital Maintenance Renewal Report	Superintendent Spencer-Poitras	Information	69
4.	Audited Financial Statements **11:00 am Timed Agenda Item	Secretary -Treasurer Aird	Motion	71
5.	Approve Fall Budget and any Transfers Required from Reserves	Secretary -Treasurer Aird	Handout	108
6.	Enrolment Report	Associate Superintendent Oginski	Information	114
7.	Policy Committee - 2 Appendix C Board Performance Assessment Guide - Policy 15 School Closure	Trustee Shirley	Motion	119 133
8.	ASBA Zone 1 Reflection Questions	Trustee Anderson	Motion	138
9.	Viability Study	Superintendent Spencer-Poitras	Motion	139
10.	Little Buffalo Land and Building Transfer	Secretary -Treasurer Aird	Motion	140
11.	Statement of Commitment – Mistassiniy Kitchen	Secretary -Treasurer Aird	Motion	143

D. RECESS

E. 1:00 PM DELEGATION – MLA DAN WILLIAMS

F. TECH TALK WITH TIM STENSLAND – ASSOCIATE SUPERINTENDENT

G. MONITORING REPORTS (Motion to Approve)

No.	Title	Responsible	Action	Page No.
1.	Board Chair Highlights	Chair Guild	Information	146
2.	Superintendent Highlights	Superintendent Spencer-Poitras	Information- Discussion	150
3.	Associate Superintendent Report - Professional Learning	Associate Superintendent Stensland	Information- Discussion	154
4.	Housing Priorities	Secretary -Treasurer Aird	Information	159
5.	By-Election Update	Secretary -Treasurer Aird	Verbal	V

H. PRELIMINARY DISCUSSION OF BOARD ITEMS

No.	Title	Responsible	Action
1.			

I. ADJOURNMENT & CLOSING CULTURAL REFLECTION

“Our students love to come to school in Northland”



OATHS OF OFFICE

School Board Trustee

Form B
(Section 2)
OFFICIAL OATH

OATHS OF OFFICE ACT – (R.S.A. 2000, CHP 0-1, S.2)

I, Skye Durocher, swear that I will diligently, faithfully and to the best of my ability execute according to law, the office of School Board Trustee.

So help me God.

Signature: _____

Date: _____

Douglas Aird, Secretary-Treasurer

Oath of Office Section 75 Education Act

Statutes of Alberta, 2012
Chapter E-0.3

Every trustee shall take and subscribe to the official oath prescribed by the Oaths of Office Act before commencing the trustee's duties, and deposit the oath with the secretary of the board.



TO: BOARD OF TRUSTEES **DATE:** NOVEMBER 28, 2020

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

SUBJECT: Board Meeting Minutes, October 24, 2020

REFERENCE(S) & ATTACHMENTS: October 24, 2020 Corporate Board Minutes

RECOMMENDATION:

THAT the Board of Trustees approve the October 24, 2020 Corporate Board Meeting Minutes as presented.

BACKGROUND:

RISK ANALYSIS:



NORTHLAND SCHOOL DIVISION NO. 61

REGULAR BOARD MEETING NO. 20-10

MINUTES

Location: Courtyard by Marriott
10011 184 St NW, Edmonton, AB T5S 0C7, Canada

Via Zoom

Date & Time: Saturday, October 24, 2020 AT 9:00 AM

Membership		
✓	Carmen Laboucane	Trustee Ward 1
✓	Cathy Wanyandie	Trustee Ward 2
✓	Randy Anderson	Trustee Ward 3
x	Jesse Lamouche	Trustee Ward 4
x	Louis Cardinal	Trustee Ward 5
✓	Silas Yellowknee	Trustee Ward 6
✓	Robin Guild	Chair, Ward 7
✓	Loretta Gladue	Trustee Ward 8
x	Rubi Shirley	Trustee Ward 9
✓	Jules Nokohoo	Vice-Chair Ward 10
✓	Dr. Nancy Spencer-Poitras	Superintendent of Schools
✓	Dr. Tim Stensland	Associate Superintendent
✓	Wesley Oginski	Associate Superintendent of Human Resources
✓	Douglas Aird	Secretary-Treasurer
✓	Debbie Mineault	Supervisor of First Nations, Metis and Inuit Language and Culture and Land Based Learning
✓ Zoom	Curtis Walty	Communications Coordinator
✓	Krystal Potts	Executive Assistant

A. CALL TO ORDER Chair Guild

A1. Call to Order

Chair Guild called the meeting to order at 9:06 AM with a traditional lands' acknowledgement.

A2. Opening Reflection

Trustee Yellowknee provided the opening prayer, cultural reflection or reflection.

A3. Adopt Agenda

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

25125/20 CARRIED

A4. In-Camera Session

MOTION: Trustee Gladue moved that the meeting go in-camera at 9:09 AM.

25126/20 CARRIED



Board Package Page 6

NORTHLAND SCHOOL DIVISION NO. 61
REGULAR BOARD MEETING NO. 20-10

A5. Regular Session

MOTION: Chair Guild moved that the meeting revert back to regular session at 10:05 AM.

25127/20 CARRIED

A6. Motions Out of In-Camera

Ward 11 By-election/Returning Officer Appointment

MOTION: Trustee Yellowknee moved the Board of Trustees appoint Douglas Aird as Returning Officer.

25128/20 CARRIED

MOTION: Trustee Yellowknee moved that the Board of Trustees set November 10th at 12:00 noon as the nomination date, and set December 8, 2020 as the By-Election date.

25129/20 CARRIED

Ward Renumbering

Secretary-Treasurer Aird presented to renumber Ward 11 to Ward 5 so that the 10 wards are sequential from 1-10 after the October 2021 election.

MOTION: Trustee Anderson moved that the Board of Trustees recommend renumbering Ward 11 to be Ward 5 effective the October 2021 election.

25130/20 CARRIED

COVID-19 Update

Superintendent Spencer-Poitras gave a verbal update to the measures and steps NSD has taken regarding Covid-19.

MOTION: Trustee Yellowknee moved that the Board of Trustees write a letter of support to Alberta Education for government to hold harmless school boards this year due to the impact Covid-19 will have on the weighted moving average calculation.

25131/20 CARRIED

MOTION: Trustee Yellowknee moved that the Board of Trustees write a letter to Alberta Health Services with Bigstone Cree Nation and the MD of Opportunity #17 in supporting collaboration between the groups regarding positive COVID-19 communication.

25132/20 CARRIED

Recess 10:18 AM – 10:30 AM



NORTHLAND SCHOOL DIVISION NO. 61

REGULAR BOARD MEETING NO. 20-10

B. MINUTES

B1. Board Meeting Minutes September 19, 2020

MOTION: Trustee Yellowknee moved that the Board of Trustees approve the September 19, 2020 Corporate Board Meeting Minutes as presented.

25133/20 CARRIED

B2. Board Action Items

Superintendent Spencer-Poitras reviewed the current board action items.

ACTION: The Board directed Administration to bring back the housing list of priorities, updates, and timeline.

MOTION: Trustee Yellowknee moved that the Board of Trustees accept as information the Board Action items as attached.

25134/20 CARRIED

C. CONSENT AGENDA

C1. Adopt Consent Agenda

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

- C1 - Superintendent Report
- C2 - Association Reports
- C3 - Committee and/or Board Representative Reports
- C4 – Trustee Activity Reports
- C5 - Enrollment Report

25135/20 CARRIED



D. ACTION ITEMS

D1. Monthly Financial Report

Secretary-Treasurer Aird gave an overview of the monthly financial report revenues, expenses, and areas to monitor.

MOTION: Trustee Yellowknee moved that the Board of Trustees approve as information the Monthly Financial Report, as attached.

25136/20 CARRIED

D2. 2021 Budget Update

Secretary-Treasurer Aird reviewed the 2021 Budget Update, highlighting focus areas and emerging issues.

ACTION: The Board directed administration to do a cost analysis of bus contractor's vs. supplying the buses and hiring drivers.

MOTION: Trustee Yellowknee moved that the Board of Trustees receive as information the 2021 Budget Update, as attached.

25137/20 CARRIED

D3. Capital Maintenance Renewal Updates

Superintendent Spencer-Poitras and Secretary-Treasurer Aird reviewed the Capital Maintenance Renewal list of upgrades which included repairs to school electrical, mechanical, and drainage systems, building envelope, and playgrounds.

MOTION: Trustee Yellowknee moved that the Board of Trustees receive as information, the Capital Maintenance Renewal updates.

25138/20 CARRIED

D4. Enrolment Update

Associate Superintendent of Human Resources Oginski gave a division enrolment update of 1927 students, with 24% enrolled in at-home learning.

ACTION: The Board asked for administration to include last year's enrolment on the same page as a comparison.



Board Package Page 9

NORTHLAND SCHOOL DIVISION NO. 61
REGULAR BOARD MEETING NO. 20-10

MOTION: Trustee Yellowknee moved that the Board of Trustees accept as information, the September 30th, 2020 student enrolment.

25139/20 CARRIED

D5. Policy 2 Appendix B Facilitated Board Self-Evaluation Process

MOTION: Trustee Yellowknee moved that the Board of Trustees approve the housekeeping changes to Policy 2 Appendix B Facilitated Board Self-Evaluation Process, as attached.

25140/20 CARRIED

D6. Policy 11 Board Delegation of Authority

MOTION: Trustee Anderson moved that the Board of Trustees approve the housekeeping changes to Policy 11 Board Delegation of Authority, as attached.

25141/20 CARRIED

D7. Policy 12 Appendix A Superintendent Evaluation Process, Criteria and Timelines

MOTION: Trustee Gladue moved that the Board of Trustees approve the housekeeping changes to Policy 12 Appendix A Superintendent Evaluation Process, Criteria and Timelines, as attached.

25142/20 CARRIED

D8. Policy 12 Appendix B Superintendent Performance Assessment Guide

MOTION: Trustee Laboucane moved that the Board of Trustees approve the housekeeping changes to Policy 12 Appendix B Superintendent Performance Assessment Guide, as attached.

25143/20 CARRIED

Recess 11:45 AM – 12:45 PM



Board Package Page 10

NORTHLAND SCHOOL DIVISION NO. 61
REGULAR BOARD MEETING NO. 20-10

D9. In-Camera Session

MOTION: Trustee Yellowknee moved that the meeting go in-camera at 12:46 PM.

25144/20 CARRIED

D10. Regular Session

MOTION: Trustee Yellowknee moved that the meeting revert back to regular session at 12:56 PM.

25145/20 CARRIED

E. MONITORING REPORTS (Motion to receive as information)

E1. Monitoring Reports

MOTION: Vice-Chair Nokohoo moved that the Board of Trustees accept as information the Monitoring Reports as amended and attached.

- F1. Board Chair Highlights
- F2. Superintendent Highlights
- F3. Associate Superintendent Report
- F4. First Nation, Metis, and Inuit Department Report
- F5. Facilities Department Report

25146/20 CARRIED

Break 2:32 PM – 2:43 PM

F. PRELIMINARY DISCUSSION OF BOARD ITEMS

F1. Janvier High School Discussion

Trustee Nokohoo discussed the challenges of Janvier students moving out of the community to attend high school. The Father R. Perin School Council would like to pursue a Northland high school in the community.

ACTION: The Board directed administration to bring back information on the Father R. Perin School Council request of a Northland High School in Janvier.



Board Package Page 11

NORTHLAND SCHOOL DIVISION NO. 61
REGULAR BOARD MEETING NO. 20-10

G. ADJOURNMENT & CLOSING CULTURAL REFLECTION

G1. Adjournment

MOTION: Trustee Anderson moved that the Board of Trustees declare the meeting adjourned at 3:13 PM.

25147/20 CARRIED

G2. Closing Reflection

Trustee Nokohoo provided the closing prayer, cultural reflection or reflection.

Robin Guild, Board Chair

Dr. Nancy Spencer-Poitras, Superintendent of Schools



TO: THE BOARD OF TRUSTEES **Date:** November 28, 2020
SUBMITTED BY: Dr. Nancy Spencer-Poitras, Superintendent of Schools
SUBJECT: Board Action Items
REFERENCE(S) & ATTACHMENTS: Board Action Items

RECOMMENDATION:

THAT the Board of Trustees receive as information the Board Action items as attached.

RISK ANALYSIS:

None

Meeting	Date of Meeting	Assigned To	Agenda Item	Task	Due Date	Status	Action
1 Board	10/24/2020	Superintendent Spencer-Poitras	Janvier High School Discussion	The Board directed administration to bring back information on the Father R. Perin School Council request of a Northland High School in Janvier.	11/28/2020	Complete	The Superintendent attended the Janvier Parent Council meeting on Oct. 26 and explained since the Band made the decision to transport HS students to Anzac and the Band has their own HS, the band needs to get support from the community. They must submit a written request to us to reserach the possibility of offering junior high and high school in the Janvier area.
2 Board	10/24/2020	Secretary-Treasurer Aird	Action Items	The Board directed Administration to bring back the housing list of priorities, updates, and timeline.	11/28/2020	Complete	In the November board package.
3 Board	10/24/2020	Secretary-Treasurer Aird	2021 Budget Update	The Board directed administration to do a cost analysis of bus contractors vs. supplying the buses and hiring drivers.	1/23/2021	Pending	This will be brought to the January board meeting.
4 Board	10/24/2020	Associate Superintendent of HR Oginski	Enrolment Update	The Board asked for administration to include last year's enrolment on the same page as a comparison.	11/28/2020	Complete	In the November board package.
5 Board	10/24/2020	Communications Coordinator Walty	Covid-19 Update	Write a letter of support to Alberta Education for government to hold harmless school boards this year due to the impact Covid-19 will have on the weighted moving average calculation.	11/28/2020	Complete	
6 Board	10/24/2020	Communications Coordinator Walty	Covid-19 Update	Write a letter to Minister Shandro and Minister of Indigenous Affairs with Bigstone Cree Nation and the MD of Opportunity #17 in supporting collaboration between the groups regarding positive COVID-19 communication.	11/28/2020	Complete	NSD will send a 2nd letter to support other communities.
7 Board	9/19/2020	Secretary-Treasurer Aird	Organizational Chart	Administration to develop a three year plan for the Facilities & Maintenance department.	1/5/2021	In progress	Department overview and annual plan presented Oct 24th, then the 3-year plan will be developed for January 5th.
8 Board	8/24/2019	Board Chair/Vice Chair	Fort McKay Land Transfer	To meet with the elected officials of Fort McKay First Nation to discuss the transfer.	1/22/2021	In progress	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. March and April, 2020 - Meeting requests have been sent to the Nation. Nov. 2020 - scheduled to be reviewed for next month
9 Board	8/24/2019	Administration	Little Buffalo Land Transfer	To collect background information from the housing department regarding repair and maintenance on the mobile homes. To go ahead with the land transfer.	1/22/2021	In progress	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. July 2020 - a nonprofit number was requested from KTCEA to be able to complete the transfer. Once that is received, the transfer will get Ministerial approval. Oct. 2020 - The non-profit corporation details from the Band have been received, passed to the GOA and they are performing the diligence required. When the GOA advises satisfaction a Board motion will be required to request the transfer, then the Minister will need to approve. Nov. 2020 Motion in the November board package to transfer.



TO: THE BOARD OF TRUSTEES **DATE:** NOVEMBER 28, 2020

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

SUBJECT: Approval Of Consent Agenda

REFERENCE(S) & ATTACHMENTS:

RECOMMENDATION:

THAT the Board of Trustees approves the consent agenda which approves the items as follows:

- C1 - Superintendent Report**
- C2 - Association Reports**
- C3 - Committee and/or Board Representative Reports**
 - Teaching & Learning Committee
 - Attraction & Retention Committee
- C4 - Trustee Activity Reports**

BACKGROUND:

The consent agenda process is based on the assumption that everyone reads all the consent agenda items, and asks questions outside the meeting. Questions about the items can be directed to the Superintendent, who will answer them by email, letting all trustees know the question, and the response.

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

RISK ANALYSIS:



Superintendent's Report

November 28, 2020

Calling Lake School Discussion	October 25, 2020
Due to a Covid-19 outbreak in the community, emergency communication meetings took place throughout the day with the principal and members of the Executive.	
Mistassiniy Replacement School Meeting	October 26, 2020
Meeting with the Senior Principal of BR2 Architecture regarding updates to the Mistassiniy Replacement School project.	
Father R. Perin School Council Meeting	October 26, 2020
Online meeting with Father R. Perin School Council, Principal, and local Trusteel regarding community interest for a K-12 system in Janvier. The process was explained, it would involve the community through Chief and Council approaching the Division with any requests.	
Collaborative Community Leadership Mtg - Fort Chipewyan Pandemic Planning	October 26, 2020
Fort Chipewyan leadership meeting regarding Covid-9 updates.	
Bigstone Education Director Teleconference	October 27, 2020
Met with the Bigstone Education Director via teleconference regarding nominal roll.	
Online Meeting with the Assistant Deputy Minister, First Nations Metis Inuit Education Directorate	October 27, 2020
Met with the Assistant Deputy Minister, First Nations Metis Inuit Education Directorate online to discuss NSD updates around Covid-19, technology, and professional development opportunities for staff. NSD engaging with community leaders across the division via Zoom with the Board Chair, Vice-Chair, and local Trusteel was also discussed.	
Alberta Health Services Teleconference	October 29, 2020
Teleconference with Communicable Disease Control regarding circulating Covid-19 outbreak letters from the Medical Officer of Health to staff/students/parents/guardians.	
Mistassiniy Replacement School Meeting	October 29, 2020
Online meeting with Alberta Infrastructure regarding the next steps of the Mistassiniy replacement school.	

Reciprocal Agreement Meeting	October 30, 2020
Zoom meeting with members of Athabasca Chipewyan First Nation, Mikisew Cree First Nation, and the Metis Local regarding a tuition agreement between the parties for the Mikisew high school in Fort Chipewyan.	
Alberta Education Discussion Regarding Calling Lake	October 30, 2020
Phone call with Alberta Education regarding the Calling Lake Covid-19 outbreak, and Calling Lake School's continuation of at-home learning.	
Alberta Education Teleconference	October 31, 2020
Alberta Education meeting regarding permission for continuation of at-home learning at Calling Lake School.	
Calling Lake Covid-19 Outbreak Meeting	October 31, 2020
Online meeting with members of Administration and the school principal to discuss the extension and implementation of at-home learning.	
St. Theresa School Visit	November 2, 2020
With Covid-19 precautions taken, visited St. Theresa School staff.	
Policy Committee Meeting	November 2, 2020
Reviewed Policy 2 Appendix C Board Performance Assessment Guide and Policy 15, changes will be brought to the November 28, 2020 Board meeting.	
Principal's Meeting	November 2, 2020
Online meeting with school principal's, agenda items included updated COVID-19 symptom documents; gatherings and mask reminder and cohorts; NSD Administration protocol; Lessons learned from the Calling Lake outbreak; in-class learning/at-home learning update; evaluations reminder; budget update; Principal professional development on November 25th; Hour Zero program; school councils; and the Annual Education Results Report.	
Board Agenda Review	November 3, 2020
Meeting to go over the November 28, 2020 Board meeting agenda.	
Legal Meeting	November 5, 2020
Meeting with McLennan Ross regarding a legal issue.	
College of School Superintendents Fall Conference	November 6, 2020
The welcome address was by the Deputy Minister, sessions included Workplace Wellbeing Professional Practice, Professional Practice, Assurance Framework, Continuity of Learning 2020-21: Leading and Learning in the Online Environment, Inclusive Education, and Leading	

Learning – Supporting Optimum Learning for All Students.	
Teleconference with the MD of Opportunity #17 Reeve	November 6, 2020
Phone call with the Reeve regarding the upcoming Mistassiniy Replacement School meeting.	
Attraction & Retention Committee Meeting	November 7, 2020
Online meeting with the Board Chair, members of the Board of trustees, members of the ATA Local, and members of Administration regarding such matters as communication, specialist shortages, ATA co-partnership,s APORI survey data, housing, and staff burnout.	
Teaching & Learning Committee Meeting	November 7, 2020
Zoom meeting with the Board Chair, members of the Board of trustees, members of the ATA Local, and members of Administration. Topics covered included the draft 2021-2022 NSD calendar, technology support, wellness days, initiatives such as Smart Learning, and chronic non – attenders support.	
Teleconference with Bigstone Health	November 8, 2020
Met with Bigstone Health regarding the Covid-19 outbreak in Calling Lake.	
Meeting with the Senior Manager Capital Planning North	November 9, 2020
Conversation with the Senior Manager Capital Planning North regarding community engagement for the replacement Mistassiniy School.	
Gift Lake Remembrance Day Celebration	November 10, 2020
A touching and thoughtful Remembrance Day celebration with the entire Gift Lake School via Zoom.	
ASBA Fall General Meeting	November 16, 2020
Alberta School Board’s Association business session opening activities at the Annual Fall General Meeting held via Zoom.	
ASBA Fall General Meeting	November 17, 2020
Peter Mansbridge gave the welcome address followed by an awards celebration with governance delivered by John Dinner, and Andy Hargreaves presented on changes in the educational landscape.	
TEBA Engagement Session: Interpretation and Application of Teaching Experience Provisions	November 17, 2020
Engagement session on the teaching experience, implementation and operational considerations.	

Meeting with ASBA Education Consultant	November 17, 2020
To shortlist Associate Superintendent candidates.	
Alberta Research Network Meeting Online Panel	November 18, 2020
Participating panellist for the Alberta Research Network Meeting on Research Leadership.	
Northland School Division Board Zoom Meeting with PSBAA President & Executive Director	November 20, 2020
Zoom meeting to have a conversation regarding general updates, Association updates, what has been achieved, and discuss the challenges faced.	
Reciprocal Meeting	November 20,2020
Met with members of Athabasca Chipewyan First Nation, Mikisew Cree First Nation, and the Metis Local on the tuition agreement for the Mikisew high school in Fort Chipewyan.	
NSD/Elizabeth Metis Settlement Meeting	November 24, 2020
Along with the Board Chair and Vice-Chair, met with the Elizabeth Metis Settlement regarding NSD updates and Covid-19 measures updates.	
Principal Professional Development	November 25, 2020
Division-wide Principal online professional development.	
CASS Zone 1 Meeting	November 26, 2020
Attended the CASS Zone 1 online meeting.	
Mistassiniy Replacement School Meeting	November 26, 2020
Online meeting with Alberta Infrastructure regarding the next steps of the Mistassiniy replacement school.	
Associate Superintendent Interviews	November 27, 2020
With members of the Board of Trustees, interviewed for the vacant Associate Superintendent position.	



**NORTHLAND SCHOOL DIVISION
COMMITTEE AND/OR BOARD REPRESENTATIVES REPORT**

TO: THE BOARD OF TRUSTEES

Date: November 28, 2020

SUBMITTED BY: Robin Guild, Board Chair

SUBJECT: Teaching & Learning Committee Report

**REFERENCE(S) &
ATTACHMENTS:** Policy 8 Board Committees

BACKGROUND

On November 7th, 2020, members of the Board, Administration, and the ATA Local met via Zoom for the Teaching & Learning Committee meeting. Topics of discussion included:

Draft 2021-2022 NSD Calendar

- The draft calendar will be sent out to the Local and principals for feedback and approved by the Board in March.

Technology Support

- There have been numerous teacher professional development opportunities across the division.
- The help desk position and implementing an Evergreening program was discussed.

Wellness Days

- Rebranding Family Days to Wellness Days was discussed.

Initiatives such as Smart Learning

- There has been a good turnout on the Smart Learning website for teachers accessing help.

Chronic Non – attenders Support

- The Board committed to advocating the government and local leaders to help support NSD with chronic non-attenders.



**NORTHLAND SCHOOL DIVISION
COMMITTEE AND/OR BOARD REPRESENTATIVES REPORT**

TO: THE BOARD OF TRUSTEES

Date: November 28, 2020

SUBMITTED BY: Robin Guild, Board Chair

SUBJECT: Attraction & Retention Committee Report

**REFERENCE(S) &
ATTACHMENTS:** Policy 8 Board Committees

BACKGROUND

On November 7th, 2020, members of the Board, Administration, and the ATA Local met via Zoom for the Attraction & Retention Committee meeting. Topics of discussion included:

Communication

- Zoom meetings will be set up at the beginning of the year, Christmas, convention, and the end of the year between the Board Chair, Superintendent, and all staff.

Specialists

- The Board committed to advocating on the difficulty of getting specialists to Northern communities.

ATA Co-Partnerships

- Staff wellness is important, wellness night ideas were discussed such as a division-wide bingo or talent show night.

APORI Survey Data

- Ideas were discussed to create positive messaging around what NSD teachers are doing across the division that is creative and engaging.
- An alumni program will be explored by Administration to highlight past NSD grads.

Housing

- The NSD housing plan was presented, along with the housing website.
- Before and after pictures of all the renovations will be shared.

Staff Burnout

- Administration will investigate organizing times for same grade teachers to connect with each other to do lesson planning together and share resources.
- Human Resources will send out mental health resource links again.



NORTHLAND SCHOOL DIVISION

VICE-CHAIR REPORT TO THE BOARD

TO:	The Board of Trustees	DATE:	November 28, 2020
SUBMITTED BY:	Vice-Chair Nokohoo		
SUBJECT:	Report for the Month of November 2020		

SUMMARY:
<p>October 26, 2020: Zoom Meeting with Father R. Perin School Council to discuss High School attached to the existing elementary school.</p> <p> </p> <p>November 24, 2020: Meeting with School Council at 5 pm in Conklin (Virtual)</p>



**NORTHLAND SCHOOL DIVISION
ADMINISTRATION RECOMMENDATION TO THE BOARD**

TO: THE BOARD OF TRUSTEES **Date:** November 28, 2020
SUBMITTED BY: Dr. Nancy Spencer-Poitras, Superintendent of Schools
SUBJECT: Annual Education Results Report
ORIGINATOR: Administration
REFERENCE(S) & ATTACHMENTS: Policy 2 Role of the Board
Combined 2019-2020 AERR and 2020-2023 Education Plan

RECOMMENDATION:

That the Board of Trustees approve the 2019-2020 AERR and 2020-2023 Education Plan, as attached.

BACKGROUND:

Policy 2, Role of the Board, Section 1, Accountability for Student Learning and Wellness, establishes that the Board of Trustees will annually approve the "rolling" Three-Year Education Plan/Annual Education Results Report for submission to Alberta Education and for public distribution.

School authorities are accountable for results achieved from carrying out their responsibilities to provide education programs to Alberta students. As part of the Accountability Framework for the K-12 Education System, each school authority is required to prepare an Annual Education Results Report (AERR) that publicly reports results, assesses achievement, and indicates whether improvement has taken place.

Following approval, the combined 2019-2020 AERR and 2020-2023 Education Plan will be submitted to Alberta Education and posted on the Northland School Division website.

RISK ANALYSIS:

"Our students love to come to school in Northland"

**2020-2023 Three Year Plan
& 2019-2020 Annual
Education Results Report**



NORTHLAND SCHOOL DIVISION NO.61

P.O. Bag 1400, 9809 77th Avenue
Peace River, AB T8S-1V2

Phone: 780-624-2060 or 1-800-362-1360

Website: www.nsd61.ca



Table of Contents

Message from the Board Chair	3
Message from the Superintendent of Schools	4
Accountability Statement for the Combined Annual Education Results Report and Three-Year Education Plan	5
Foundational Statements	6
A Profile of the Division	7
Trends and Areas of Growth	9
Summary of Accomplishments	17
Outcome One: Alberta’s students are successful	28
Outcome Two: First Nations, Métis, and Inuit students in Alberta are successful	31
Outcome Three: Alberta has excellent teachers, school leaders, and school authority leaders	34
Outcome Four: Alberta’s K-12 education system is well governed and managed	35
Summary of Financial Results	37
Timelines and Communication	42
Whistleblower Protection	42

Message from the Board Chair



Tansi, Edlánat'e, Hello,

It is our pleasure to present the combined 2020-2023 Three Year Education Plan and the 2019-2020 Annual Education Results Report (3YP/AERR) for The Northland School Division (NSD). The 3YP/AERR highlights significant accomplishments made during the 2019-2020 school year and NSD's priorities. In 2019-2020, the trustees developed the Northland School Division Strategic Plan for Board Priorities. The plan helps to address the key themes identified by the trustees.

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

The Board acknowledges there is still work to be done to ensure our school communities are fully supportive and engaged in education; as we know meaningful parent involvement is critical to supporting student success. On behalf of the Board of Trustees of Northland School Division, we extend our appreciation to the heartbeat of the jurisdiction; the students, staff, parents, and community members. With this plan, we celebrate the successes and work together to make improvements that ensure our students love to come to school in Northland.

Sincerely,

Robin Guild
 Board Chair
 The Northland School Division

Message from the Superintendent of Schools



Tansi, Edlánat'e, Welcome to the Northland School Division combined 2020-2023 3YP and the 2019-2020 AERR. We are pleased to share the many accomplishments NSD enjoyed in 2019-2020.

When in-person classes were cancelled in March due to COVID-19, we were initially concerned about additional learning loss for students. However, when Alberta Education announced that learning will continue in an alternative way, we got excited. This was the opportunity we needed to move the school division forward in the use of technology to enhance and improve the teaching and learning in NSD. Before the March 15th announcement, NSD increased its investment in technology utilization.

To support this vision, it is an expectation that every NSD teacher is knowledgeable and skilled in the use of technology tools such as Google Classroom. NSD hosts regular professional learning virtually to help teachers meet and exceed the expectations. We have found investing in technology and utilizing virtual and remote means allows Northland to overcome travel distances between schools and access to educational resources. Time that was previously spent driving for many hours can be eliminated, resulting in increased response time to support staff and students.

In addition, virtual technology (Zoom) allows the Board and Administration to connect with education partners (First Nations, Metis Settlements, Metis locals, municipalities, community organizations) regularly instead of once a year.

Congratulations students on accomplishments achieved in 2019-2020. Let's strive for more success stories in 2021-2021 and beyond. Schools, parents, and communities working together will ensure that our students are successful in their pursuits in education and in their future endeavours.

Thank you staff, parents and community members for your efforts and involvement. Stay safe.

Sincerely,

A handwritten signature in black ink that reads "Dr. Nancy Spencer Poitras". The signature is written in a cursive, flowing style.

Dr. Nancy Spencer Poitras
Superintendent of Schools
The Northland School Division

Accountability Statement for the Combined Annual Education Results Report and Three-Year Education Plan

The Annual Education Results Report for the 2019-2020 school year and the Three-Year Education Plan commencing September 1, 2020 for Northland School Division were prepared under the direction of the Board in accordance with its responsibilities under the Education Act and the Fiscal Planning and Transparency Act. This document was developed in the context of the provincial government’s business and fiscal plans.

The Board has used the results reported in the document, to the best of its abilities, to develop an education plan and is committed to implementing the strategies contained within the plan to improve student learning and results. The Board approved this combined Annual Education Results Report for the 2019-2020 school year and the Three-Year Education Plan for 2020-2023 on November 28, 2020.



Sabrina Gladue, Mistassiniy School

Foundational Statements

Commitment:

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

Vision:

“Our students love to come to school in Northland”

Values – Seven Sacred Teachings:

Courage – Sohkeyihtamowin – Nēt’ēth

To have the power of strong will and character to face adversity. To never give up, to persevere. Courage is the ability to face danger, fear or changes with confidence and bravery.

Wisdom – Iyinisowin - Hūya

To have a deep and comprehensive understanding of the spiritual, mental, physical and emotional aspects of being. Wisdom is the ability to make decisions that balance all aspects of being.

Humility – Tapahteyimowin - Ēdēnēschapile

Never to think that we are more important than anyone else. Freedom from pride and arrogance. Humility is being humble.

Truth – Tapewewin – E’tth’iyati

The act of telling the truth. Truth is to know and understand all that the seven teachings have been given to us by the Creator and to remain faithful to them.

Honesty - Kwayaskyesihcikewinihk – Wa’ſ’I zile

To do things in an upfront and upright manner. Honesty is speaking and acting truthfully, and thereby remaining morally upright.

Love - Sakeyihtowin - Neghānestā

Expression of love, intense feeling of deep affection. Love must be unconditional.

Respect - Pakakatisowin - Bori’cha

The basic law of life is to respect all people at all times. Special respect is given to elders and parents. Show respect to all of nature, every living thing. Respect is the condition of being honored.

A Profile of the Division

Trustee	Ward	Schools	Grades
Carmen Laboucane, Trustee	Ward 1	Paddle Prairie School	K-12
Cathy Wanyandie, Trustee	Ward 2	Susa Creek School	K-8
Randy Anderson, Trustee	Ward 3	Bishop Routhier School	K-6
		Gift Lake School	K-9
Jesse Lamouche, Trustee	Ward 4	Grouard Northland School	K-9
		Hillview School	K- 6
Louis Cardinal, Trustee	Ward 5	Kateri School - Transferred to KTCEA Aug. 31, 2018	K-12
		Little Buffalo School Transferred to KTCEA Aug. 31, 2018	K-12
		Peerless Lake School - Transferred to KTCEA Aug. 31, 2018	K-12
Silas Yellowknee, Trustee	Ward 6	Career Pathways	Outreach
		Pelican Mountain School	K-6
		Mistassiniy School	7-12
Robin Guild, Board Chair	Ward 7	Chipewyan Lake School	K-9
		St. Theresa School	K-6
Loretta Gladue, Trustee	Ward 8	Calling Lake School	K-12
		Calling Lake Outreach	Outreach
Rubi Shirley, Trustee	Ward 9	Athabasca Delta Community School	K-12
Jules Nokohoo, Vice- Chair	Ward 10	Anzac Community School	K-4
		Bill Woodward School	4-9
		Conklin Community School	K-9
		Fort McKay School	K-9
		Father R. Perin School	K-9
Vacant	Ward 11	Elizabeth Community School	K-8
		J.F. Dion School	K-6

Senior Administration

Dr. Nancy Spencer-Poitras, Superintendent of Schools

Dr. Tim Stensland, Associate Superintendent

Dr. Don Tessier, Associate Superintendent

Wesley Oginski, Associate Superintendent of Human Resources

Douglas Aird, Secretary-Treasurer

Demographics & Diversity

NSD is situated in some of the most stunning areas in northern Alberta. Covering 288,347 square kilometres (44% of Alberta), our schools are located near mountains, lakes, rivers, forests, and wetlands in Treaty 6 and 8 territories. At NSD, 95% of the student population is of First Nations, Métis and Inuit descent. We have approximately 2000 students in 20 schools. Our schools are located in municipalities, First Nation reserves, and Métis Settlements. The Northland School Division Act set the boundaries of the jurisdiction as that part of Alberta lying north of the north boundary of township 55 except any lands contained in any other school division or any First Nation.



Rikki Janvier, Bill Woodward School

Trends and Areas of Growth

Technology

If there is ever a school jurisdiction that should be masterful at leveraging the benefits of technology, it is our division. The new Vision for Technology Teaching, Learning, and Leading (draft) has been developed for The Northland School Division. 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.

The focus for the current year has been to raise the standard of technology infrastructure and hardware as well as supporting the development of staff and students to leverage the use of technology in the classroom. Positive steps are being made to assist teachers and students to participate in technology-rich, learner-centered classrooms where students are engaged in a challenging curriculum.

When in-person classes were cancelled in March due to COVID-19, we were initially concerned about additional learning loss for students. However, when Alberta Education announced that learning will continue in an alternative way, we got excited. This was the opportunity we needed to move the school division forward in the use of technology to enhance and improve the teaching and learning in NSD. Before the March 15th announcement, NSD increased its investment in technology utilization.

NSD hosted almost 900 virtual professional learning opportunities for staff last year. Additional focus was dedicated to targeted professional learning for staff to learn about the virtual learning tools and strategies to enhance learning continuity for students.

Survey results demonstrated substantial growth in staff development, in particular, the knowledge and skill with using technology tools such as Google Classroom. During the October 2020 Regular Board Meeting, Dr. Tim Stensland, Associate Superintendent, shared survey feedback results with the trustees. From our work on professional learning in the spring of 2020, survey results demonstrated:

- The comfort of teachers using technology has grown immensely.
- 94% indicate a very high comfort.
- 92% of teachers indicate a comfort with online learning. Previously this was measured at 47%.
- 79% of teachers from March 15 to June last year indicated they supported students through online learning.

We have found investing in technology and utilizing virtual and remote means allows Northland to overcome travel distances between schools and access to educational resources. Time that was previously spent driving for many hours has been severely reduced and, in some cases, eliminated. This shift also increases the time the staff is available as well as the increasing response time for questions.

Land Based Learning

We have found learner success in grants provided for co-creating Land Based Learning opportunities for students. Partnerships started with some First Nation communities increased relationships, collaboration and engagement for Indigenous pedagogy. We want to continue to apply this foundational knowledge to engage all 20 school communities with the use of technology. With COVID-19, we are not providing overnight cultural camps but will continue to work alongside Elders, knowledge keepers and educators to connect student wellbeing with their cultures. This strategy will support educators with infusing culturally appropriate pedagogy to increase Indigenous culture, histories and perspectives. Students will see themselves reflected in the curriculum and embrace their traditional ways of life through outdoor experiences within their school boundaries and small community nearby

field trips i.e., Kapaskwatinahk, Marten's River, Boreal Forest. Through school cohorts, principals, teachers, education assistants and language instructors will connect and infuse cultural ways of knowing and ways of being to the Alberta Programs of Studies. Teachers will work with their community Elders and knowledge keepers to design interdisciplinary units and resources. Teachers will participate through technology (zoom) to develop professional development for Indigenous perspectives and experiences.

Language & Culture

We have found learner success in grants provided for resources to support the Cree and Denesuline languages. We want to continue building strong identity, fluency (oral) and literacy (reading and writing) pedagogy to ensure confidence and competence in language instruction for teachers/instructors and students. With COVID-19, we are not gathering in large groups but will provide professional development to successfully implement the Cree/Denesuline Culture and Language programs. We want to work with the six Metis schools to form a cohort to increase pedagogical knowledge of the Michif culture and language. We will continue to bridge local connection into the program delivery to assist teachers/instructors with understanding of culture and languages.

Northland Attendance Trends & Areas of Growth

- **Division-wide Attendance Rates for 2019-2020:** When adjusted for cold weather conditions and COVID-19, plus the overall division-wide attendance rate for 2019-2020 is 81%. The 2018-2019 attendance rate for the division was 82%. There is a 1% downward trend when compared to the previous school year. 2020-2021 attendance targets are established for each school. The overall division attendance target for 2020-2021 is 82.5%.
- **PowerSchool Training:** This system is used to record and efficiently manage student data, such as attendance. The more proficient we are with this, the better the analytics, insight and opportunities for educator and student improvement. Online training was organized to support teachers, secretaries and school administration:
 - Professional development is arranged for teacher leads and planned for May 2021.
 - PowerTeacher Pro and Gradebook operations and functions are facilitated by a PowerSchool trainer familiar with the Alberta context.
 - The student Data Coordinator and the PowerSchool Operations Expert continue to work online with school secretaries and administrators every Tuesday to offer ongoing guidance and support.
 - To further facilitate PowerSchool training for select school-based staff. At this stage, we are working closely with our PowerSchool contact to develop a 2-year training plan leading to certification. As a starting point, using PowerSource training modules, several online free training courses will be pre-selected for interested personnel to complete depending on their role - secretary, administration etc.. The expectation is that these pre-selected modules will need to be completed by trainees prior to instructor-taught online courses. A 'learning/training path' will be customized for each trainee.

Attendance Monitoring & Tracking During the Pandemic: Following NSD's established attendance improvement practices and processes, student attendance continues to be monitored and tracked throughout the pandemic. To account for student learning, there is an expectation that teachers communicate with their students on a daily basis. Whether teachers are responsible for in-school learning, on-line learning at-home or learning via flash drive/hardcopy at-home, student attendance is recorded daily in PowerSchool - the division's Student Information System (SIS).

Alberta Education Oversight Committee: Throughout the 2020-2021 school year, monthly and quarterly attendance meetings were organized with the Alberta Education Northland Attendance Improvement Oversight Committee. Discussions focus on key activities and targets outlined in Northland's 2019-2020 Attendance

Improvement Operational Plan. Due to COVID-19, there are delays in planned onsite visits by the Office of the Auditor General and Alberta Education until April/May 2021.

2019-2020 Attendance Improvement Planning & Reporting Documents: All NSD schools provided attendance improvement plans for 2019-2020 and 2020-2021 school years. These plans outlined best-practice strategies and initiatives aimed to improve student attendance.

2019-2020 School Progress Reports: All NSD schools identified progress on key activities outlined in Northland's *Attendance Improvement Operational Plan for 2019-2020*.

Barriers to September/October 2020 Attendance Protocols During the Pandemic:

- Staggered Startup: Although school commencement began on September 8th, the following groups of students had delayed/flexible starts: ECS and the cohort of bubble students involved in online learning.
- The decisions by parents to have their children engage at-home or in-school learning changed during the initial stages of school opening created attendance tracking issues for teachers – which, in turn, impact PowerSchool tracking. The November 20, 2020 transitioning of students between at-home and in-school learning has a potential tracking impact at the school level. School tracking lists will play an important role to ensure that PowerSchool attendance entries reflect learning delivery modes.
- Multiple PowerSchool attendance configurations needed to be created for the various groupings of at-home learners. As well, entire school setups needed to be reconfigured, including school calendars, bell schedules, new courses created, new attendance codes and conversion settings.
- Keeping up with the changing dynamics of the pandemic and its impact on school and attendance tracking in PowerSchool were and continue to be ongoing challenges.
- Multiple division priorities (i.e. Ten days of scheduling for CSL to have class data for report cards as well as having to manually input IPP data) took a large chunk of time away from attendance compilation and month-end analysis.

On August 12, 2020, NSD publicly released its re-entry plan <https://www.nsd61.ca/download/291974>. With guidance from Alberta Education and Alberta Health Services, NSD implemented additional health measures for in-school learning:

- mandatory use of masks for all staff and students in grades 4-12 and highly recommended for students K-grade 3;
- mandatory use of masks for all students riding the school bus;
- enhanced cleaning and hygiene protocols;
- daily screening requirements;
- strict stay-at-home guidelines for individuals who feel unwell or have symptoms related to COVID-19; and
- cohort and physical distancing strategies.

The re-entry plan has been updated numerous times to ensure students, staff, parents and community members have the most up to date information. To help schools respond to a positive COVID-19 case, central office departments and school administration reference the Northland School Division Action Plan - Responding to a COVID-19 case <https://www.nsd61.ca/download/310353>. During the pandemic, a number of the schools we operate are located in communities where entry has been restricted. NSD works collaboratively to work within their safety restrictions and continue to deliver educational programming.

In-School Learning and At-Home Learning

Under the provision of the provincial government and the Northland School Division Re-Entry Plan, parents and guardians were able to select between in-school learning and at-home learning. At-home learning involves both online learning as well as paper and pencil tasks. At-home learning is delivered both at the school level and from a centralized approach. The centralized approach has almost 10 percent of the student population participating. The remaining 20 percent has at-home learning supported by the classroom teacher in the school/community where the student resides.

Whether it's in school learning or at-home learning, the focus for teachers has been on instructing in ways that enable teachers to facilitate learning whether it is in school or at home. We felt this is necessary for the current year because we have to be prepared for the learning context to potentially change. Teachers have done this by utilizing technology tools, like Google Classroom, online resources, and continuing to participate in professional learning.

Students who choose the at-home learning option can also decide to switch to in-school learning at term/semester breaks and vice versa. The decision to change learning preferences must be made in consultation with school administration at the set entry and exit date to ensure continuity.

Facilities and Maintenance

NSD is working on improving school facilities division-wide. The strategy has been to evolve from a team focused on local specialized mechanical and trade skills to one able to manage the entire division, with core competencies that are evolving with our increasingly complex technology while coordinating a flexible pool of staff and contracted resources.

Several key systems are being implemented division-wide - including Building Management, Fire prevention, access/security, video and maintenance workload management (ticketing). These systems build productivity and reduce costs in a number of ways. For example on-site video in the mechanical room allows mechanical or maintenance issues to be seen prior to attending the site, supporting diagnosis, staffing and part selection. Division-wide temperature sensor monitoring can provide alerts before temperatures drop to harmful levels, bursting pipes. Access and utility monitoring indicate immediately other types of potential issues.

In 2018-2019, consultants from Edmonton Public Schools reviewed and assessed all NSD facilities. This report has shaped priorities for systems, repairs and maintenance. During 2019-20 the Government of Alberta accelerated infrastructure funding to jump-start the economy. This meant that \$2.5M was received as a grant designed to be used quickly to address the backlog of infrastructure maintenance and help Albertans get back to work. Projects undertaken by NSD have built on these goals addressing the items identified in the EPSB study as well as implementing the strategy to build division-wide systems to build productivity, safety and quality. Individual projects have improved heating, ventilation, division-wide monitoring and building management across the division. This has included:

- Partial roofing in Calling Lake and St. Theresa (\$600K)
- Upgrades to security cameras and door access hardware various locations (\$465K)
- Outside draingae work at ELizabeth, Anzac and Mistassiniy (\$100K)
- Building Management controls work most schools (\$900K)
- Sidewalk repairs JF Dion, Mistassiniy (\$100K)
- Propane Tank repairs as per regulatory and safety requirements (\$60K)
- Electrical repairs and upgrades Anzac, Conklin, Fr Perin, Calling Lake (\$150K)

During 2020 NSD continued its strategy to invest in energy efficiency projects with positive payback. The division's goal is to create more comfortable schools, reduce operational costs and reduce energy usage. This has generated cash savings as well as a green dividend, from the reduction in energy use. The strategy has included using a

contractor to better manage utilities and identify improvement areas. This has included aggregating utility bills, identifying the cost per M2 and using that critical number to guide investments/attention. In these first 3 years NSD has saved \$607K with additional projects and improvements planned.

Lastly, the year of COVID. Addressed above, COVID has changed many of our operating assumptions, policies, processes and priorities. While following AHS guidance and the division's re-entry plan closely, a significant investment in staff time, materials and supplies has been invested to maintain the sanitation and safety of our facilities to keep our students and staff safe. Although challenging and operationally complex the team has stepped up in so many ways to maintain operations across a large and dispersed division. A blend of both internal staff and contract resources has worked together to maintain cleanliness and compliance under dynamic circumstances.

Infrastructure

It is incredibly exciting to report that one new school has been committed to the division with another either full modernization or new school being planned.

Before the May 2020 Regular Board Meeting, Alberta Infrastructure approached NSD with the replacement school alternative, rather than the major modernization previously announced. In design now, the plan is to build a new school with a 450 student capacity replacing Mistassiniy School in Wabasca. NSD will be again connecting with the community to gather additional perspectives for the design. NSD has been reaching out to all stakeholders through surveys, community zoom meetings, and meetings with the MD of Opportunity as we work through the process to build the new school. It is anticipated that ground will be broken in the summer of 2021.

On April 9, 2020, the provincial government confirmed full funding to either modernize or replace the Athabasca Delta Community School (ADCS) in Fort Chipewyan as part of its Budget 2020 Capital Plan. The study is underway to determine the best path forward for this 300 student K-12 school, based on the cost and benefits of each alternative.

Housing

The Division has developed and is implementing a plan to improve housing for staff across the division. Housing plays a critical role in staff recruitment and retention. In many locations there are no market-based alternatives. Accordingly, NSD owns and rents 94 units spread out across our 20 school sites. The plan has been underway during 2020. It is supported by the Government of Alberta which in July 2020 committed to providing \$2M and approved using other funds for another \$1.9M. This will support the complete rebuild of 37 homes. The complete rebuild includes roofing, interiors and appliances. This rebuild will reduce the operating costs and improve the financial health of the housing system, enabling funds to be spent on improving a smaller number of remaining units. We continue to work with the Government of Alberta and with other organizations to develop a more sustainable model for housing.

Beginning in July 2020, the Housing Department renovated 7 units in the following communities: Anzac (1), Conklin (2), Chipewyan Lake (2) and Wabasca (2). As part of the plan, we are currently contracting for the next 6 homes to be renovated for a total of approximately \$500,000.

In June 2020; the Housing Department received an additional \$300,000 for repairs and as of today, the Department has spent approximately \$110,000 completing repairs such as bat remediation, fence installation, kitchen and bathroom renovation, shingle replacement, water cistern repair, flooring upgrades, sewer pipe and heat trace replacement and releveling of mobile homes.

In March 2020, the Housing Department purchased a new customer service focused system which allows potential tenants to:

- view and apply online for housing units via the Northland website;
- view and sign their lease,
- submit repair requests and receive instant status updates on their requests and

- view their account balance at any time via a mobile app.

In addition staff and contractors are able to efficiently manage/access and close tickets for repairs, view tenant contact information, complete move in and/or move inspections via their mobile app. With this program, the Housing Coordinator has the ability to efficiently customize the rental application, create or choose from multiple lease templates, store vital housing data such as equipment make and model numbers, forward work orders to employees and contractors, communicate easily with emails, texts and/or announcements to all tenants and the ability to upload documents for tenants to view in their portal.

Here is a sample of what potential tenants can see:

	<p>Potential tenants can go to the Housing Department’s website and they have an option of viewing all the vacant units within the Division.</p>
	<p>Each unit provides a brief description of the unit, location of the unit, the rent amount and what utilities are included with the rent. They then have the option of viewing the unit virtually.</p>

Partnerships

Northland School Division is committed to student growth and achievement and recognizes the need to work with the broader community. The school division understands the diverse learning needs in its communities and the importance of establishing relationships with community stakeholders who share a common vision for the well-being of our students. By partnering with organizations such as Breakfast Clubs of Canada to offer nutritious breakfast and hot lunch programs to working with post-secondary universities to deliver dual credits options, we are creating initiatives that promote student engagement and success.

Insurance Costs

Insurance is a critical input to manage risk and promote safety across a variety of educational activities. During 2019-20 NSD’s premiums rose over 300% to \$1.1M as a series of catastrophic losses caused the industry to raise rates significantly. Rather than catastrophic losses occurring once every 10 years, Alberta has been hit by a series of them including the Ft McMurray basement flooding (\$1.25B loss), Calgary Hail damage (\$750M loss) and even the wildfires ravaging the province two years ago, causing approximately \$13M in losses for NSD.

In response NSD has joined with 36 other Boards to form an insurance purchasing and risk management group to manage premiums and risk. This group - known as ARMIC - will help all members understand the cost drivers and related risks and work to contain cost increases by harnessing our buying power. For 2020-21 - despite the

hardening insurance markets as a result of a series of these catastrophic losses - the costs for NSD have been limited to a 23% rise.

NSD will continue to be aware of our risks, and actively manage them so that costs are minimized. This includes a continuous review of prohibited activities and adding additional coverage for specific risks as appropriate.

Communication/Community Engagement

The Communications Department continues to focus on achieving the following goals and objectives:

- **Goal 1: Provide direct communication support to the Board of Trustees, central office and school staff**
 - Board Advocacy Plan implementation in collaboration with the Board Advocacy Committee.
 - Continue to produce the internal communication newsletter “The Communique”. The internal publication is a central vehicle for communicating action items, opportunities, information, highlights of the week and tips of the week.
 - Assist principals with school-based communication plans.
 - Social media management (Facebook, Twitter, Instagram, LinkedIn).
 - Manage the Division’s website www.nsd61.ca and assist schools with their websites.
 - Develop key messages in collaboration with the Board of Trustees and Superintendent of Schools.
 - Assist schools with School Messenger Communicate.
 - Develop additional communication resources as required for pandemic.
 - Draft letters to help the Board communicate with local, provincial and federal politicians.

- **Goal 2: Maintain strong relationships with stakeholders**
 - Maintain relationships with stakeholders (parents/guardians, school councils, community members, First Nations, Métis Settlements, Municipalities, Métis Settlements General Council, Treaty 8 First Nation of Alberta, Alberta Education, media).

- **Goal 3: Organize and implement communication strategies to promote division priorities**
 - Implement strategies to promote the importance of student attendance.
 - Implement strategies to help NSD improve specific Accountability Pillar Survey measures.
 - Implement strategies to improve NSD’s recruitment and retention strategy.
 - Implement strategies to inform communities of work being done in schools.
 - Continue to update communities regarding health and safety measures for students, staff and communities during pandemic.

As stated in the [Northland School Division Act](#), the Board of NSD is required to establish a process for engaging with First Nations, Métis and other communities to whom we provide education services, Métis Settlements General Council and Treaty 8 First Nations of Alberta with respect to the establishments of the Board's strategic direction. NSD’s investment in utilizing technology is helping us enhance our community engagement. Using virtual technology (Zoom) allows the Board and Administration to connect with the communities we serve and with our education partners regularly instead of once a year. The NSD Board and Administration met with all Northland communities leadership groups in August, 2020 to update them on the NSD Re-entry plan. A regular communication schedule has been agreed to by all parties.

NSD will be using Zoom to host community engagement sessions to gather feedback from parents and guardians for the new school being built for students attending Mistassiniy School in Wabasca-Desmarais.

Thirty eight new teachers to Northland were hired for the start of the 2019-2020 school year. Fifteen of these were new to Alberta or beginning teachers. The beginning teaching staff were supported by two Assistant Supervisors of New Teacher Mentorship. As well, two Assistant Supervisors of Leadership Development supported new principals to our system. This support included mentorship and coaching to staff new to the system and/or leadership system.

Northland continues to support 9 non-teaching staff in becoming teachers for our jurisdiction. Four entered their first year of the Community Based Teacher Education Program at the Werklund School of Education/University of Calgary, while 5 staff started their first year in a university Bridging Program. This initiative is developing the capacity of local indigenous community members to become future teachers in Northland communities.

Recruitment continued throughout the year. Promoting Northland on University Career Boards focused on Alberta Universities. Recruitment became more complex due to COVID-19 as annual Teacher Career/Recruitment Fairs were cancelled. However, through continued contact with the University Career Centres and Faculties of Education in Alberta, we were able to maintain contact with prospective teachers for the next school year with some success. Northland was able to fill all its teacher vacancies before the end of August 2020 for the 2020-2021 school year. As well, teacher turnover was less than seen in the previous years. A transition to virtual career fairs and recruitment will take place in 2020-2021.

Summary of Accomplishments

NSD's promising practices in school wellness showcased



School authorities set the tone when creating healthy school communities and shape the healthy behaviours of children and youth. In 2019-2020, Northland School Division was invited to participate as one of six cases in a research project aimed at understanding 'promising practices' in school wellness at the school jurisdiction level. This research is led by Dr. Kate Storey in the School Public Health at the University of Alberta through a grant from the McConnell Foundation's WellAhead initiative.

The overall aim of this project is to surface diverse stories of wellness to inform and inspire Canadian school jurisdictions in adopting their own unique cultures of wellness to improve the health of children and families in their community. These learnings will be shared within and across provinces to inform and strengthen existing school-based health promotion. One means of sharing these stories widely is through the creation of short videos highlighting wellness in action in each participating jurisdiction. We are excited to share the video which was created with members of our Northland school community.

Click on the website link to view the video <https://www.youtube.com/watch?v=cSs8nuuHe6A>.

NSD Support for Mental Health & Wellness Awareness (Steph)

Indigenous Language and Land-based Learning Update

During the 2019-2020 school year, schools used their respective funds to develop land-based learning projects. Projects included archery, shelter building and cooking. Schools are implementing those plans during the 2020-2021 school year. To support Cree language instruction, flashcards for each classroom have been created. These cards will be used to increase student vocabulary through picture and sight recognition.

In 2019, NSD in partnership with Kee Tas Kee Now Tribal Council Education Authority (KTCEA) received funding from the Indigenous Languages in Education (ILE) grant program. The funding supported creating resources for syllabics and sound building blocks. This project involved creating sets of wooden building blocks for each school that colorfully illustrate culturally relevant images, syllabic symbols and their corresponding sounds. The grant helped cover the cost of materials and design, hiring of labour to assemble sets of building blocks and distribution to each language instructor working with NSD and KTCEA. The blocks have been distributed to NSD and KTCEA schools for the 2020-2021 school year.

Board Meetings Go Virtual

Due to Covid-19, the Board of Trustees met through Zoom for the April and May, 2020 Corporate Board meetings. Since June, 2020 the Board has offered the option of joining online via Zoom or in person for meetings. The Board has committed to meeting online for half of the Corporate Board meetings for the 2020/2021 school year.

Supporting Diversity and Inclusion

The Division is proud to support diversity and inclusion through cultural teachings and ceremonies that are integrated into the daily curriculum. The Northland School Division No. 61 is committed to promoting high quality teaching and learning in all community schools. *The Promising Practices in Supporting Success for Indigenous Students*, (OECD) 2017, p.21). The OECD report speaks to high quality teaching, including high expectations for all students along with a relevant and responsive curriculum and maintaining respectful relationships. Our focus is on fostering positive relationships with school communities and reducing barriers to learning for all students. Northland School Division No. 61 schools model creative welcoming environments through hosting cultural celebrations, land-based teachings within communities, inviting Elders and Knowledge Keepers into school events and celebrating student art within the school community.

Attendance Recognition and Awards Program



J.F. Dion School

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Awesome work students, staff and parents! We did it again!



*** On June 18, 2020, Northland School Division (NSD) announced 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:

- **Attendance Plaques:** Year-end plaques presented to schools achieving an overall attendance rate of 87% or better and eligibility for school attendance award. The following schools earned plaques in 2019-2020 and shared a \$3000 prize award:

- Calling Lake School
- J.F. Dion School
- Pelican Mountain School.

- **Year-end Draw for \$500 Family Gift Card and a \$250 Family Gift Card:** At year-end, names of all students whose attendance is between 90%-100% are placed in a draw for \$500. Max Callihoo from Anzac Community School won the \$500 gift card. At year-end, names of all students whose attendance growth has improved by 15% or more over the previous school year will be eligible for a \$250 Family Gift Card.
- Rory Cunningham from Bishop Routhier School won the \$250 gift card. Rory’s attendance improved by 44% over the previous year.

Students achieving excellence in attendance (95% or better) throughout the school year are provided with certificates of achievement and a lunch outing with the trustee and principal: 323 students received certificates of achievement for an overall yearly attendance rate of 95% or better.

Monthly Attendance Rates: 27 students received gift cards for monthly attendance rates of 90% or better for the 2019-2020 school year.

High school students earning 20 credits or more in a semester are eligible to win a \$100 gift card: A grade 12 student from Paddle Prairie School earned a gift card in semester one and a student from Mistassiniy School won a gift card in semester two.

Highest Percentage of Growth: At year-end, two schools with the highest percentage growth in attendance over the previous year received a \$1000 award. With input from students and parents, award money is to be used by the school to achieve future educational goals of their choice. Bishop Routhier School and Calling Lake School earned the highest percentage of growth (7.5%).

COVID-19 Communication



2020 has been a challenging year for education due to COVID-19. Throughout the pandemic, communicating information internally to staff and externally to students, parents, community members and education partners has been critically important. Below are some of the COVID-19 communication accomplishments.

- [COVID-19 Updates \(Includes letters from Superintendent\)](#)
- [NSD launches “Continuing Student Learning Plan”](#)
- Continuing Student Learning Newsletters:
 - [Volume #1](#)
 - [Volume #2](#)
 - [Volume #3](#)
- [Continuing Student Learning Infographic](#)
- [NSD Releases Re-entry Plan](#)
- [School Re-entry Survey](#)
- [School Re-entry Video Update](#)
- [NSD Learning Options](#)
- [School Re-entry - Updated School Bus Transportation Rules](#)
- [Welcome Message - Board Chair](#)
- [Welcome Message - Superintendent of Schools](#)

Wildfire Communication



The 2018-2019 school year ended earlier than expected for NSD schools located in Paddle Prairie Wabasca-Desmarais, Sandy Lake and Chipewyan Lake. During a time of crisis, NSD provided regular communication to students, staff, parents and community members on its website, on Facebook, and on Twitter. On the NSD website, a question and answer page was developed to assist students, staff, parents and community members impacted by the wildfires <https://tinyurl.com/y2qkf3jk>.

Before the 2019-2020 school year began, concerns were raised about air quality at Paddle Prairie School. NSD delayed the reopening of Paddle Prairie School so Alberta Health Services could re-test the air quality. Following the re-test, the Communications Coordinator assisted the school with posting updates on its website/social media platforms and assisting with organizing a community meeting.

The meeting allowed the Board, the Superintendent and hired contractors to explain and answer questions regarding the restoration of the school.

Professional Learning helping NSD teachers feel confident with using education technology



To help build capacity within NSD, we have been organizing hundreds of professional learning sessions for our staff. All these sessions are occurring virtually, which allows us to offer professional learning daily instead of three times a year in person. Educators are learning how to stay connected with students, deliver instruction remotely, keep students engaged in their learning and to support students and families in any way needed. Some of the tools being used by educators include: Google Classroom, Google Sites and Zoom. From our work on professional learning, survey results demonstrated:

- The comfort of teachers using technology has grown immensely, 94% indicate a very high comfort.
- 92% of teachers indicate a comfort with online learning. Previously this was measured at 47%.
- 79% of teachers from March 15 to June last year indicated they supported students through online learning.

We have found that working through virtual and remote means allows us to overcome one of the unique challenges of the Northland School Division, the vast travel distance between schools because of the wide geographic distribution of schools. We are excited to be creating remote teacher mentoring opportunities through use of 360-degree video conference technology and Swivl virtual learning technology. Time that was previously spent driving for many hours can be eliminated, resulting in increased response time to support staff in their development.

Continuing Student Learning Newsletters



Tansi, Edlānat'e. Hello everyone! This is the second edition of the Northland School Division (NSD) "Continuing Student Learning Newsletter". When the province cancelled in-person classes on March 15th due to COVID-19, school divisions were tasked with developing a plan so students can still continue to learn from home. On March 27th, released information about it's "Continuing Student Learning Plan". The plan aligns with Alberta Education's guide for continuing student learning. The "Continuing Student

When the province cancelled in-person classes on March 15th due to COVID-19, school divisions were tasked with developing a plan so students can still continue to learn from home. On March 27th, released information about its "Continuing Student Learning Plan". The plan aligns with Alberta Education's guide for continuing student learning. The "Continuing Student Learning Newsletters" highlighted how NSD schools implemented the plan and student success stories while learning from home!

Continuing Student Learning Newsletters:

- [Volume #1](#)
- [Volume #2](#)
- [Volume #3](#)

Board Positive Path Forward Action Plan

"Our students love to come to school in Northland"



On September 12, 2020, the trustees hosted a Board Retreat. During the retreat, the trustees reviewed and discussed current priorities listed in the division's Three Year Education Plan and Annual Education Results Report. After reviewing the previous priorities, the trustees worked on narrowing down the priorities down to three. The key themes arising during the exercise include:

1. Excellence in Leadership
2. Excellence in Relationships
3. Excellence in Learning
4. Excellence in Financial Practices

These themes have been incorporated into the [Board Positive](#)

[Path Forward Action Plan](#).

Board Advocacy Support



During the 2019-2020 school year, the Board met with local MLAs in-person and virtually to discuss the Board priorities. Those priorities include the funding model, funding to improve housing for teachers, adjusting the northern living allowance and incentives for new teachers and the importance of the Northland School Division. **As you can see in the photo, Vice-Chair Jules Nokohoo met with Laila Goodridge, MLA for Fort McMurray-Lac La Biche on February 4, 2020 in Conklin.**

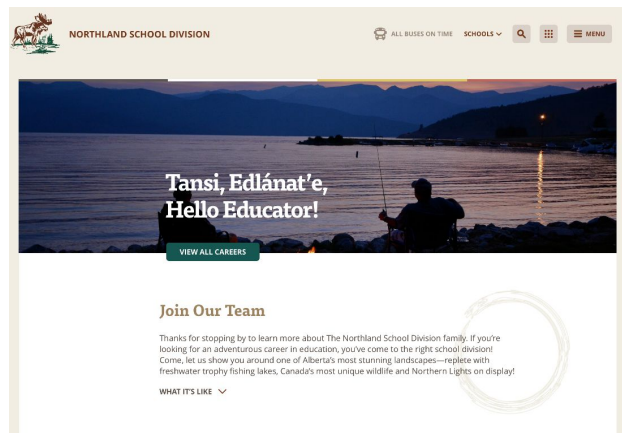
Inclement Weather Communication



In January 2020, NSD communities experienced extreme winter temperatures. To help students, parents, guardians and community members understand our process, NSD developed an infographic. The infographic explains when school buses are cancelled due to extreme weather, how information is communicated, how schools remain open even when buses are cancelled and that parents make the final decision whether or not to send their children to school.

The infographic aligns with our Administrative Procedure 563 - Transportation in Cold and Inclement Weather and Administrative Procedure 132 - Emergency School Closure Due to Inclement Weather.

Updated Careers Webpage



NSD, with support from a Communications Consultant, have been working on improving NSD’s recruitment and retention strategies. One strategy was updating the division’s careers webpage. The revised webpage includes:

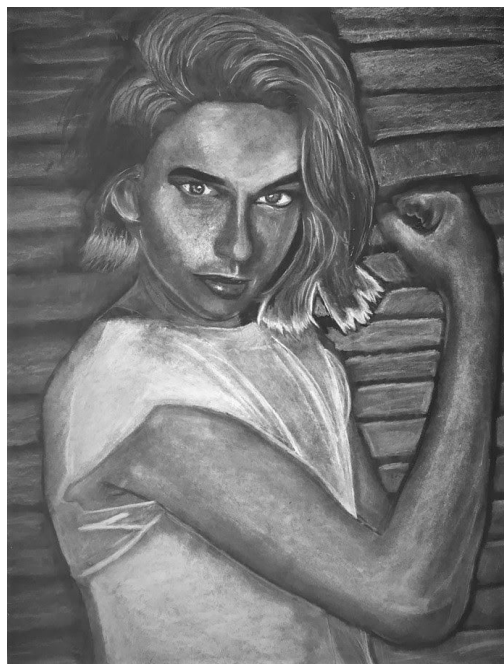
- Updated design to better showcase the stunning landscapes.
- Updated webcopy to better explain work time experience, adventures outside of work, what NSD offers to employees and testimonials.
- Strategically placed “Call to Action” links.

Northland School Division Strategic Plan for Board Priorities 2021-2022

Excellence in Leadership	Excellence in Relationships	Excellence in Learning	Excellence in Financial Practices
<p>Priority 1:</p> <p>Through excellent leadership practices by everyone, feels welcome and valued.</p>	<p>Priority 2:</p> <p>Actively develop and purposefully work to maintain healthy relationships.</p>	<p>Priority 3:</p> <p>Students achieve their potential in literacy and numeracy.</p>	<p>Priority 4:</p> <p>Northland has a balanced budget for 2020-2021.</p>
<p>Goal 1:</p> <p>Everyone models & practice excellence in servant leadership and customer service</p>	<p>Goal 1:</p> <p>Actively work to improve relationships by intentionally reaching out through a number of different communication platforms, including face-to-face.</p>	<p>Goal 1:</p> <p>Strengthen and celebrate the belief in the ability and skills of students and staff.</p>	<p>Goal 1:</p> <p>Research and implement creative strategies to reduce expenditures.</p>
<p>Goal 2:</p> <p>Advocate to improve housing conditions for Northland educators.</p>	<p>Goal 2:</p> <p>Actively communicate the importance of parental and community involvement.</p>	<p>Goal 2:</p> <p>The Northland learning community will use consistent literacy and numeracy teaching practices to support the growth of educators and inspire students to reach their potential in literacy and numeracy.</p>	<p>Goal 2:</p> <p>Research and implement creative strategies to increase revenues.</p>
		<p>Goal 3:</p> <p>Ensure consistency in literacy and numeracy strategies across the division to enable seamless transitions between grades, schools, divisions and strengthen student</p>	

		independence.	
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Annual Education Results Report



Dane Gladue, Mistassiniy School

The Alberta government system for school authorities to consistently measure success and progress involves provincial achievement testing, diploma exams, and parent surveys called the Accountability Pillar. During the 2019-2020 year the data gathered for this information was limited to January diploma exams and the Accountability Pillar results. The responses to the Accountability Pillar results dropped by about 50% this year. The students did not participate in provincial achievement testing or June diploma exams, which reduces the amount of reporting data. As a result, a review of Northland School Division diploma exam results for 2019 and 2020 shows the data to be very incomplete, compared to other years.

As with the wildfire evacuations in 2019, the pandemic lockdown in 2020 are responsible for the incomplete state of this data. A small cohort of students wrote diploma exams in January of 2020 and that is the only recent data to which we as a division can refer. All of those results save the ELA 30-1 standings were masked because the student cohort was

fewer than 6 students.

A wide discrepancy exists between school based results and diploma exam results. This pattern has remained consistent for the last five years. The division remains committed to reducing the discrepancy to a five percent difference within two years. Also note that there have been no students who have attained the standard of excellence on a ELA 30-1 exam in the last five years. The division anticipates that a burgeoning partnership with SMARTLearning will see positive results as the focus on professional learning will be on cross-disciplinary literacy and teaching deeper comprehension skills for improved student reading and writing.

Parent and teacher satisfaction with parental involvement in decisions about their children’s education has been inconsistent over the last five years. (See Figure 1.3.) Although teacher perceptions have indicated greater satisfaction than that of parents for this period of time, a trend that is emerging that is of concern is the high percentage of parents who do not know if they are satisfied with their involvement in their child’s education for Grades 4-12 inclusive. With the onset of the Covid-19 pandemic, it is not known if opportunities for such involvement will increase or decrease. To date most discussions with parents have centred around if their children will learn at home or at school.

Regardless, it appears that there is room for the division to improve parental perceptions in this regard. To do so will require continued vigilance and ingenuity on our part. Working with the director of student attendance and engagement, each school has submitted a plan to demonstrate how they will

continue effective ongoing contact with parents to keep parents aware and engaged in the life of their child's school and their respective learning opportunities.

The greatest amount of recent data that the division has is perception data from the surveys completed last January before the COVID-19 lockdown was implemented in March. A careful examination of this data reveals several emerging trends that the division will look to address this year and beyond.

Percentage of parent, student and teacher agreement that students are safe at school, are learning the importance of caring for others, are learning to respect others and are being treated fairly in school demonstrates a number of trends that remain constant regarding safe and caring schools. Teachers have the highest percentage of agreement followed by parents and lastly students. Of concern is the student percentage as the research is very clear that if students do not feel safe at school their learning is negatively affected by this fear. As a division, our response needs to be threefold:

1. Work with continued vigilance to ensure our schools are safe places to work and learn;
2. Continue to message to the public that school safety is a priority using a variety of mediums such as Facebook newsletters, and the Communique.
3. Quickly respond to matters of concern for all that schools remain safe. This includes matters pertaining to COVID-19.

Satisfaction with Student Learning Opportunities 2016-2020 shows a parallel result with teacher perceptions being the highest followed by parents and then students expressing satisfaction with student learning opportunities. It is not known how these perceptions may be changed because of the changes brought about by COVID-19 but the Division and its schools are ever seeking to take advantage of programs and technologies to enhance student learning at home and at school. Our aim is to make both these options equal and equitable so no one is disadvantaged. To this end, students are being presented opportunities to learn via recorded lessons or in real time as the lesson unfolds in front of a classroom of students.

Currently swivl and owl technologies, Google Classroom and a host of online programs such as Mathletics are being leveraged to enhance student learning experiences. Zoom has created a great many opportunities for school staff to access professional learning opportunities that may have otherwise not been available and these sessions have offered pedagogy to enhance both at home and at school student engagement.

NSD has also developed a learning portal that contains shared resources for teachers to use and it also contains a calendar of upcoming professional learning sessions. It is our belief that working in this newly framed collaborative fashion will result in improved pedagogical practices that will lead to enhanced opportunities for students to learn.

There are two important trends emerging with respect to school improvement in NSD. One is that parent perceptions of school improvement are rising and in fact have exceeded those of teachers which in itself is positive while on the other hand teacher perceptions of school improvement show that a high percentage of respondents do not know if their school is improving. If such is the case, it behooves us to find out why teachers hold these perceptions since they play a large role in any school improvement initiatives.

It becomes imperative that a deliberate effort to keep school improvement initiatives as living documents should be made. To do this, they should be reviewed at every staff meeting and departments or grade groupings should be assigned to report to the whole group on the progress of some aspect of the plan(s) in order to make the documents living ones. No teacher should be answering I don't know on survey questions. Areas showing improvement should be shared and celebrated in the school and wider school community so that parents and the community stay informed as well.

Accountability Pillar Overall Summary
Annual Education Results Reports - May 2020
Authority: 1280 The Northland School Division

Measure Category	Measure	Northland School Division			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	80	80.8	80.2	89.4	89	89.2	Low	Maintained	Issue
Student Learning Opportunities	Program of Studies	64.3	64.4	63.5	82.4	82.2	82	Very Low	Maintained	Concern
	Education Quality	81	80.3	80.8	90.3	90.2	90.1	Low	Maintained	Issue
	Drop Out Rate	12.1	9.3	11	2.7	2.6	2.7	Very Low	n/a	n/a
	High School Completion Rate (3 yr)	26.1	31.1	19	79.7	79.1	78.4	Very Low	Improved	Issue
Student Learning Achievement (Grades K-9)	PAT: Acceptable	24.9	24.2	24.2	73.8	73.6	73.6	n/a	n/a	n/a
	PAT: Excellence	1.3	1.2	1.5	20.6	19.9	19.6	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	51.9	29.9	32.7	83.6	83.7	83.1	n/a	n/a	n/a
	Diploma: Excellence	0	0.9	0.9	24	24.2	22.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	6.3	9.6	7.1	56.4	56.3	55.6	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	41.4	38.8	37.8	66.6	64.8	63.5	Very Low	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	11.8	8.1	11.8	60.1	59	58.5	Very Low	Maintained	Concern
	Work Preparation	77.6	74.4	75.2	84.1	83	82.7	Intermediate	Maintained	Acceptable
	Citizenship	69.9	68.8	70.2	83.3	82.9	83.2	Low	Maintained	Issue
Parental Involvement	Parental Involvement	69.8	74.2	73.7	81.8	81.3	81.2	Very Low	Maintained	Concern
Continuous Improvement	School Improvement	66.5	68.7	71.2	81.5	81	80.9	Low	Declined Significantly	Concern

Accountability Pillar Overall Summary Annual Education Results Reports - May 2020
Authority: 1280 The Northland School Division (FNMI)

Measure Category	Measure	Northland School Division (FNMI)			Alberta (FNMI)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Student Learning Opportunities	Program of Studies	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Drop Out Rate	11.1	9	10.6	5.5	5.4	5.3	Very Low	n/a	n/a
	High School Completion Rate (3 yr)	24.3	29.6	17.2	55.8	56.6	54.5	Very Low	Improved	Issue
Student Learning Achievement (Grades K-9)	PAT: Acceptable	22.9	21.7	21.9	54	51.7	51.9	n/a	n/a	n/a
	PAT: Excellence	1	0.2	0.6	7.4	6.6	6.5	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	51.3	27	29	77.2	77.1	76.7	n/a	n/a	n/a
	Diploma: Excellence	0	1.1	0.6	11.4	11	10.6	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	6.4	7.8	5.5	24.4	24.6	23.6	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	38.3	33.3	33.7	39.1	37.1	35.7	Very Low	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	8.3	5.5	10.1	35	34.2	33	Very Low	Maintained	Concern
	Work Preparation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Parental Involvement	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Continuous Improvement	School Improvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Outcome One: Alberta’s students are successful

Performance Measure	Results (in percentages)						Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2020	2020	Achievement	Improvement	Overall	2021	2022	2023
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	28.2	22.9	24.3	24.2	24.9	NA	30	n/a	n/a	n/a	30	35	40
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	1.9	0.8	1.7	1.2	1.3	NA	5	n/a	n/a	n/a	5	10	15

Priority: Excellence in Learning

Goal:

- To improve Provincial Achievement Tests performance outcomes for students who attained the acceptable level for Grade 6 and 9 by 5.8% to 30%.*

Strategies:

- Continue to infuse land-based learning with connections to the curricular outcomes;
- Continue to work with schools and staff to build their capacities to analyze and interpret data for planning and assessment purposes;
- Principals complete data dives on October professional development days on SMART Learning to improve teachers pedagogy;
- Build students’ reading comprehension skills by adopting a division wide implementation of SMARTLearning processes with Susan Close;
- Continue to build students’ foundational vocabulary by means of word walls that focus on specialized test vocabulary; recruit volunteer/mentors, i.e Frontier College
- Continue to work with community partners such as Alberta Health and First Nations, Metis and Inuit communities to share and access resources to foster positive learning environments in NSD schools.

*Results are inconclusive as all students in the province did not write Provincial Achievement Tests due to

COVID-19.

*The sample size does not include all students in the division who were eligible to write PAT's.

Outcome One: Alberta's students are successful (continued)

Performance Measure	Results (in percentages)						Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2020	2020	Achievement	Improvement	Overall	2021	2022	2023
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	38.0	42.4	35.5	29.9	51.9	NA	55	n/a	n/a	n/a	55	60	65
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	0.8	0.0	0.9	0.9	0.0	NA	5	n/a	n/a	n/a	5	7	9

Goal:

- To improve the number of students who achieve the acceptable standard on Diploma Examinations.

Strategies:

- Continue to work with teachers to help them create assessment measures that are reliable so that the difference in achievement levels between school generated and Diploma achievement measures is narrowed.
- Continue with in depth item analysis on Diploma Exams so that teachers can understand weighting and clarify where they may need to adjust their teaching and assessment practices'
- Offer teacher/staff professional learning to increase the teaching effectiveness and learning quality (according to the SAMR model) through use of technology.
 - Google Classroom, Zoom, Screencastify, FieldTripZoom, STEMscopes Science, Brightspace, Hapara, MyBlueprint, TumbleBooks, Teen Audio Cloud, CSL Report Card, Exam Bank, Mathletics, and GoGuardian .
- Continue to embed the culture of safe, caring and welcoming schools through NSD's Policy 19 and the Alberta Education Act, Section 32.
- Increase land-based learning opportunities that have curricular outcomes.
- Continue to investigate other opportunities for student learning ie/dual credit, High School Redesign.
- Use the Education Results and Yearly Planning Process to synthesis the trends and opportunities for enhancing high school student engagement and success.

Outcome One: Alberta’s students are successful (continued)

Performance Measure	Results (in percentages)							Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2020	2020	Achievement	Improvement	Overall	2021	2022	2023	
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	38.0	42.4	35.5	29.9	51.9	NA	NA	n/a	n/a	n/a	55	60	65	
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	0.8	0.0	0.9	0.9	0.0	NA	NA	n/a	n/a	n/a	5	10	15	

Performance Measure	Results (in percentages)							Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2019	2020	2020	Achievement	Improvement	Overall	2021	2022	2023
High School Completion Rate – Percentage of students who completed high school within three years of entering Grade 10.	13.4	13.1	11.3	14.6	31.1	26.1	NA	30	Very Low	Improved Significantly	Acceptable	30	35	40
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	4.2	3.4	2.6	4.6	9.6	10	NA	11	Very Low	Improved	Issue	11	12	15
Drop Out Rate - annual dropout rate of students aged 14 to 18	14.2	11.9	12.9	10.8	9.3	9	NA	9	Low	Improved	Acceptable	9	8	7
High school to post-secondary transition rate of students within six years of entering Grade 10.	8.6	13.7	15.6	11.7	8.1	10	NA	20	Very Low	Declined	Concern	20	25	30
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	27.0	40.8	34.0	38.8	40	NA	40	Very Low	Maintained	Concern	40	42	44

Priority: Excellence in Learning

Goal:

To continue to improve the growing positive trend with respect to annual dropout rates and high school completion rates.

Strategies:

- Strengthen community partnerships to increase dual credit programs and community partnerships to facilitate additional supports and services for students and families.
- Utilize virtual and social media platforms to continue to increase awareness and involved of parents and community.
- To expand course options to graduation eligible students in order to engage them in their schooling and have them complete it.
- Work with teachers to refine instructional practices that keep students engaged where their learning is concerned.
- Celebrate successful course completion by students.
- Establish a NSD Alumni Group- Invite local heroes into schools
- Continue to implement and embed myBlueprint as a way for students to plan for post-secondary career options available to them.
- Celebrate positive student characteristics of active citizenship.
- Involve community in schools.
- To expand course options to graduation eligible students in order to engage them in their schooling and have them complete it.
- Work with teachers to refine instructional practices that keep students engaged where their learning is concerned.
- Celebrate successful course completion by students.
- Identify students early in the educational process in order to provide accelerated learning opportunities.
- Continue to implement and embed myBlueprint as a way for students to plan for post-secondary career options available to them.
- Celebrate positive student characteristics of active citizenship with school and community stakeholders.

Outcome Two: First Nations, Métis, and Inuit students in Alberta are successful

Performance Measure	Results (in percentages)						Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2020	2020	Achievement	Improvement	Overall	2021	2022	2023
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	27.3	22.5	22.1	21.7	22.9	NA	NA	n/a	n/a	n/a	30	35	40

Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	1.3	0.5	0.9	0.2	1.0	NA	NA	n/a	n/a	n/a	5	10	10
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	36.9	39.7	31.0	27.0	51.3	NA	NA	n/a	n/a	n/a	55	60	65
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	0.0	0.0	0.0	1.1	0.0	NA	NA	n/a	n/a	n/a	5	7	8

Priority: Excellence in Learning

Goal:

- Continue to improve and sustain student First Nations, Metis and Inuit performance on Provincial Achievement Tests in 2020 – 2021.

Strategies:

- Continue to work with teachers to embed the understanding that infusing First Nations, Metis and Inuit perspectives and world views into curricular offerings is not an add-on but an integral component of helping students see their culture and ways of knowing reflected in what they learn at school.
- Continue to offer and expand on the land-based learning experiences for all students.
- Continue support for Indigenous Language Programs as a way to support inclusion as well as emotional health of First Nations, Metis and Inuit students.

Outcome Two: First Nations, Métis, and Inuit students in Alberta are successful (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2020	2020	Achievement	Improvement	Overall	2021	2022	2023
High School Completion Rate – Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	11.2	9.4	12.8	29.6	24.3	30	Very Low	Improved Significantly	Acceptable	35	40	45
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	2.4	3.1	3.2	7.8	NA	7	Very Low	Improved	Issue	7	8	9
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	11.0	12.3	10.6	9.0	11.1	8	Low	Improved	Acceptable	7	6	5
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	13.3	16.2	8.5	5.5	NA	7	Very Low	Declined	Concern	10	12	14

Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	25.7	36.4	31.4	33.3	38.3	40	Very Low	Maintained	Concern	35	37	40
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Priority: Excellence in Learning

Goal:

- Continue to improve and sustain student First Nations, Metis and Inuit performance on Diploma Exams in 2020 – 2021.

Strategies:

- Engage in teaching strategies that improve students reading comprehension across curricular disciplines. Data analysis has shown that students’ foundational vocabulary is lower than it should be and this negatively affects their ability to understand what is required of them when answering items on Diploma Exams.
- Continue to infuse Indigenous ways of knowing and being across the curriculum so that they can see their culture reflected in their studies.
- Increase engagement of students through a variety of course offerings.
- Identify high functioning students early in the educational process in order to provide accelerated learning opportunities.
- Explore the possibility of moving to a Quarter System schedule

Outcome Three: Alberta has excellent teachers, school leaders, and school authority leaders

Performance Measure	Results (in percentages)						Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2020	2020	Achievement	Improvement	Overall	2021	2022	2023
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	63.2	64.8	62.2	63.7	64.4	64.3	64.3	Very Low	Maintained	Concern	80	80	85

Priority: Excellence in Learning

Goal:

- To enhance and expand the educational programming that NSD students have access to leverage technology to connect students to the world.

Strategies:

- Accelerate the effective use of technology to enhance student learning opportunities whether they participate through in-school learning or via at-home learning.
- Increase integration of technology into classrooms to broaden learning opportunities, such as virtual field trips, collaboration with other schools and experts in their field, computer coding, and communication.
- Enhance virtual learning opportunities for teacher and staff development and mentoring through the use of Swivl learning platform and Owl technologies.
- Enhance professional development for teachers through the use of technology. Increase the awareness and use of assistive technologies to make them available to all students.
- Involve parents in their children's learning through a variety of opportunities using technology.
- Continue to investigate dual credit opportunities.
- Utilize electronic medium such as video conferencing, Flex Learning and collaborate between schools to increase course offerings, provide for more flexibility for student participation in courses, and expand student learning beyond the walls of their respective schools.
- Develop partnerships in community and with other organizations to facilitate opportunities in a broad program of studies, i.e Telus World of Science
- Celebrate student successes for course completion at the school level.
- Establish booths at Career Fairs across the division to promote the NSD brand and promote programs offered in the division that provide students a variety of paths to post-secondary schooling options including trades and academics.
- Work with Alberta Health and health and wellness workers to implement healthy schools programs and support intra and extra-mural programs that promote healthy life choices for students.

Outcome Four: Alberta’s K-12 education system is well governed and managed

Performance Measure	Results (in percentages)						Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2020		2020	Achievement	Improvement	Overall	2021	2022
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	79.6	81.7	79.5	80.2	80.8	80.0	82	Low	Maintained	Issue	83	84	85
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	80.7	79.5	79.9	82.3	80.3	81.0	82	Very Low	Maintained	Concern	84	85	86

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	76.2	76.9	72.0	79.3	74.4	77.6	77	Intermediate	Maintained	Acceptable	80	82	84
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning. <i>(This measure is required for charter and private school authorities that do not have grades 10-12.)</i>	61.9	58.7	52.2	62.2	56.4	62.1	65	n/a	n/a	n/a	62	65	66
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	73.2	74.5	70.9	75.9	74.2	69.8	75	Low	Maintained	Issue	77	80	82
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	72.3	74.0	72.3	72.5	68.7	66.5	70	Low	Declined Significantly	Concern	73	75	77

Priority: Excellence in Learning, Excellence in Leadership, Excellence in Relationships

Goal:

- To increase parental involvement in decisions about their child's education.

Strategies:

- Involve parents and community members in the celebration of student learning and to participate in learning opportunities.
- Create opportunities for parents to be involved in the schools through cultural celebrations, assemblies and graduation.
- Involve parents in the School Councils and monthly school-based 'Attendance Improvement Committees'.
- Implement a consistent approach across the division to communicate what each school is doing in NSD is doing to enhance learning opportunities, communicate student success, create safe and caring learning environments and share other areas of success.
- Continue to provide additional mental health support to staff through ASEBP's Employee and Family Assistance Program. This includes bringing counsellors on site; arranging virtual staff and individual counseling sessions, and providing access to mental health webinars and other online tools

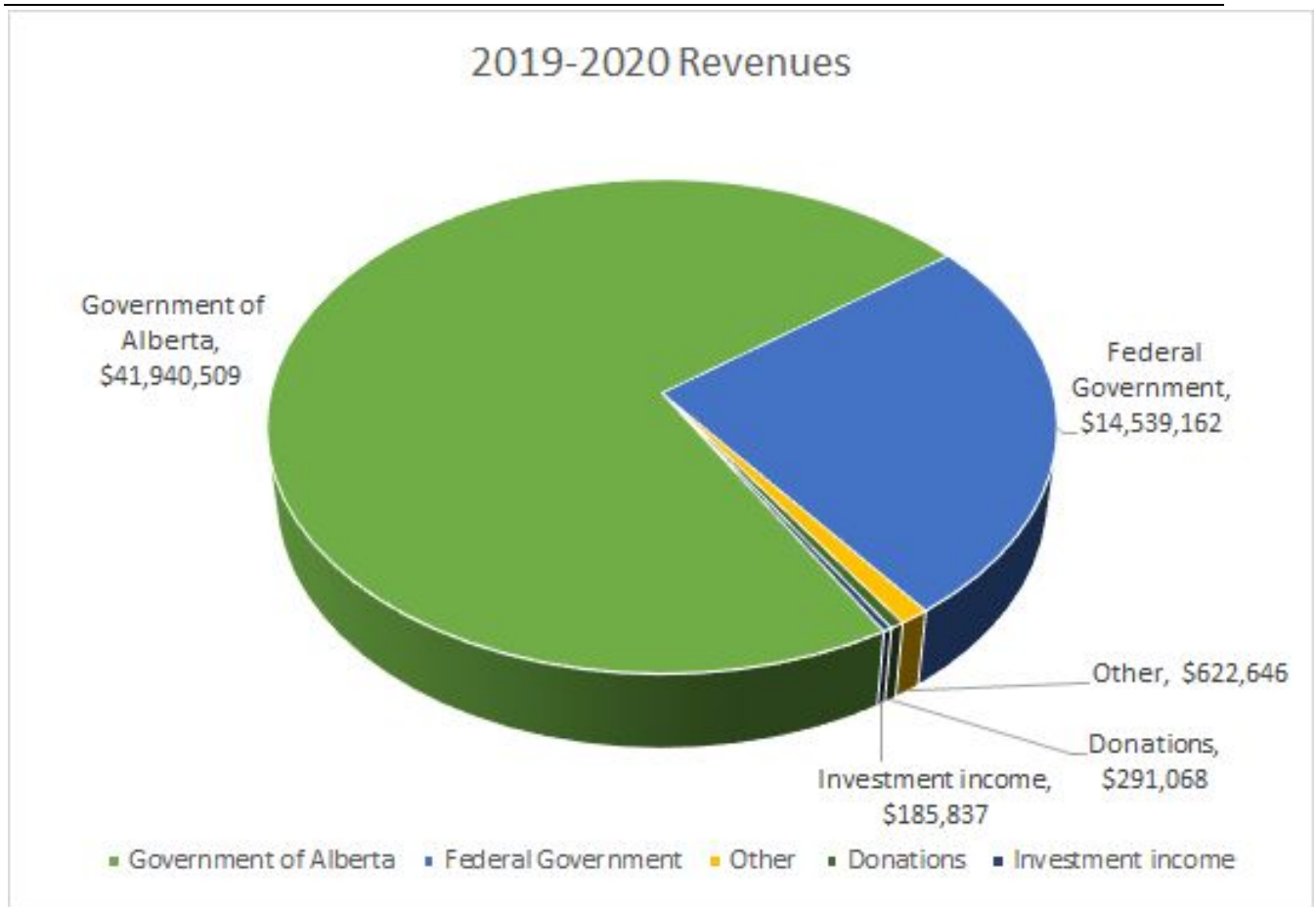
Summary of Financial Results

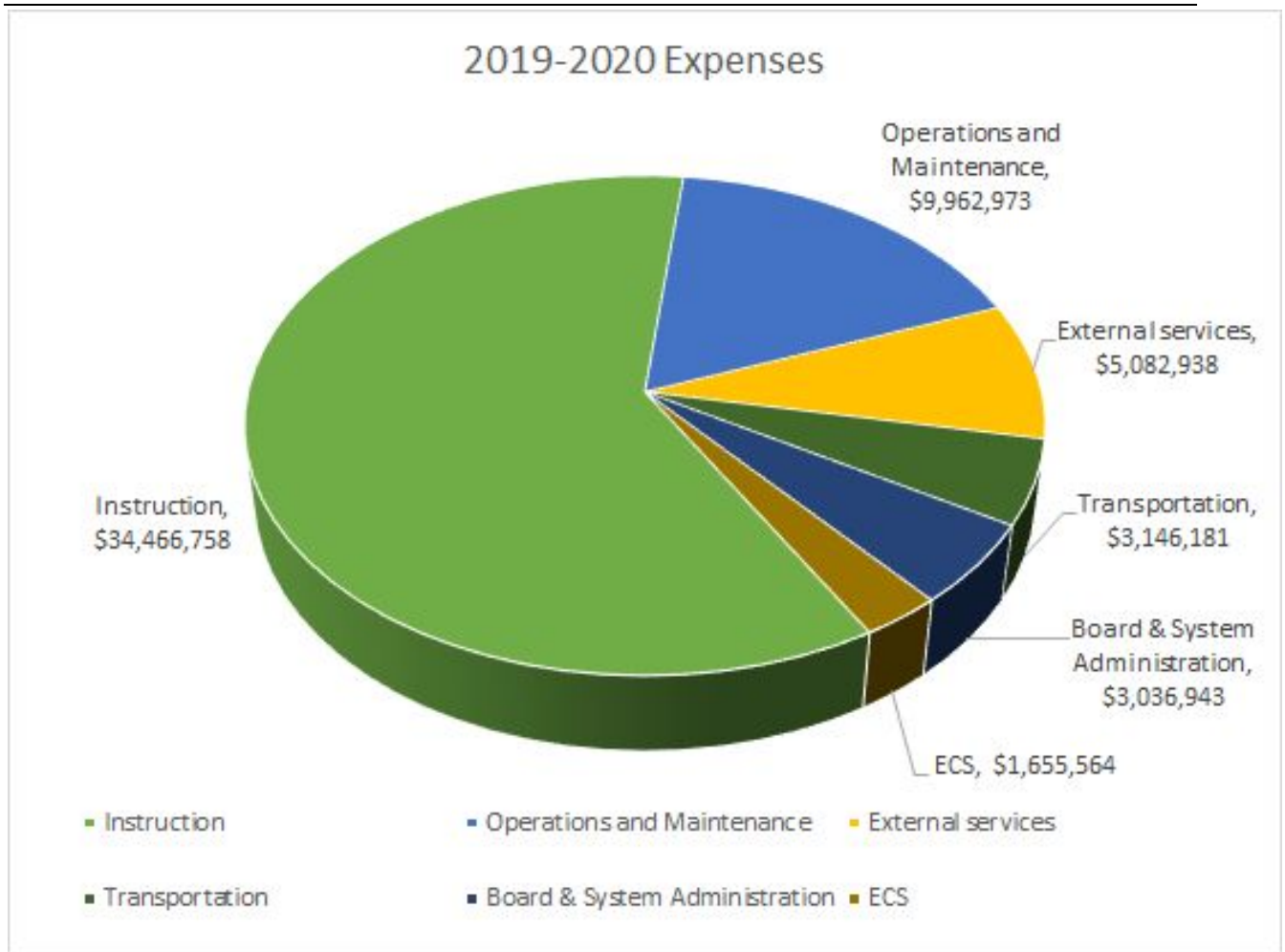
Overview of 2019-2020 (Subject to audit)

The overall financial position of the division has grown stronger this year, with results coming in better than planned. The budget planned a \$1.2M deficit while the actual results show a surplus of \$.2M. This change is due to the fact that during the pandemic we were able to strategically slow spending more quickly than revenues declined.

Revenues of \$58M were \$5M less than budget, as federal revenues - which are based on actual costs - came in \$3M less than estimated while the province reduced funding in light of the pandemic for the balance.

Expenses were \$7M under budget as spending was halted in a number of areas as the pandemic affected operations beginning in March. While Maintenance was over budget (\$.3M) it was more than offset by reductions in Instruction (\$5.7M), Transportation (\$.9M), Board and System Administration (\$.4M).

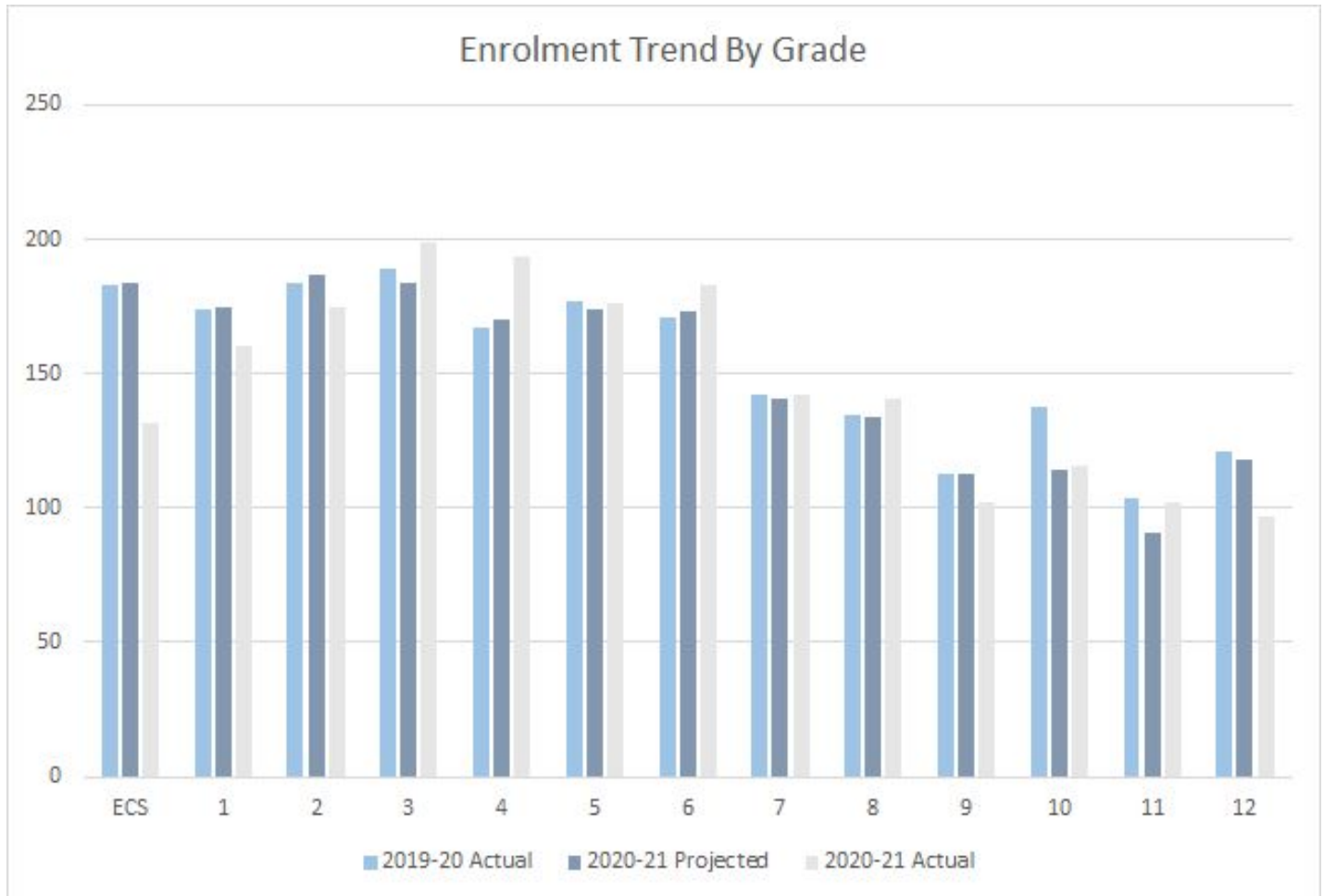




Reserves are remaining steady and will be used to fund operating deficits. It is the goal of the Division to balance the 2020-2021 Budget and use reserves to fund priority capital projects in the future.

Enrolment

Enrolment is down slightly from last year with a total of 1,919 compared to 1,998 (-3.6%). This is primarily due to the lower enrollment at ADCS with the creation of the alternative high school program. The percentage of federal students remains steady at 32%.



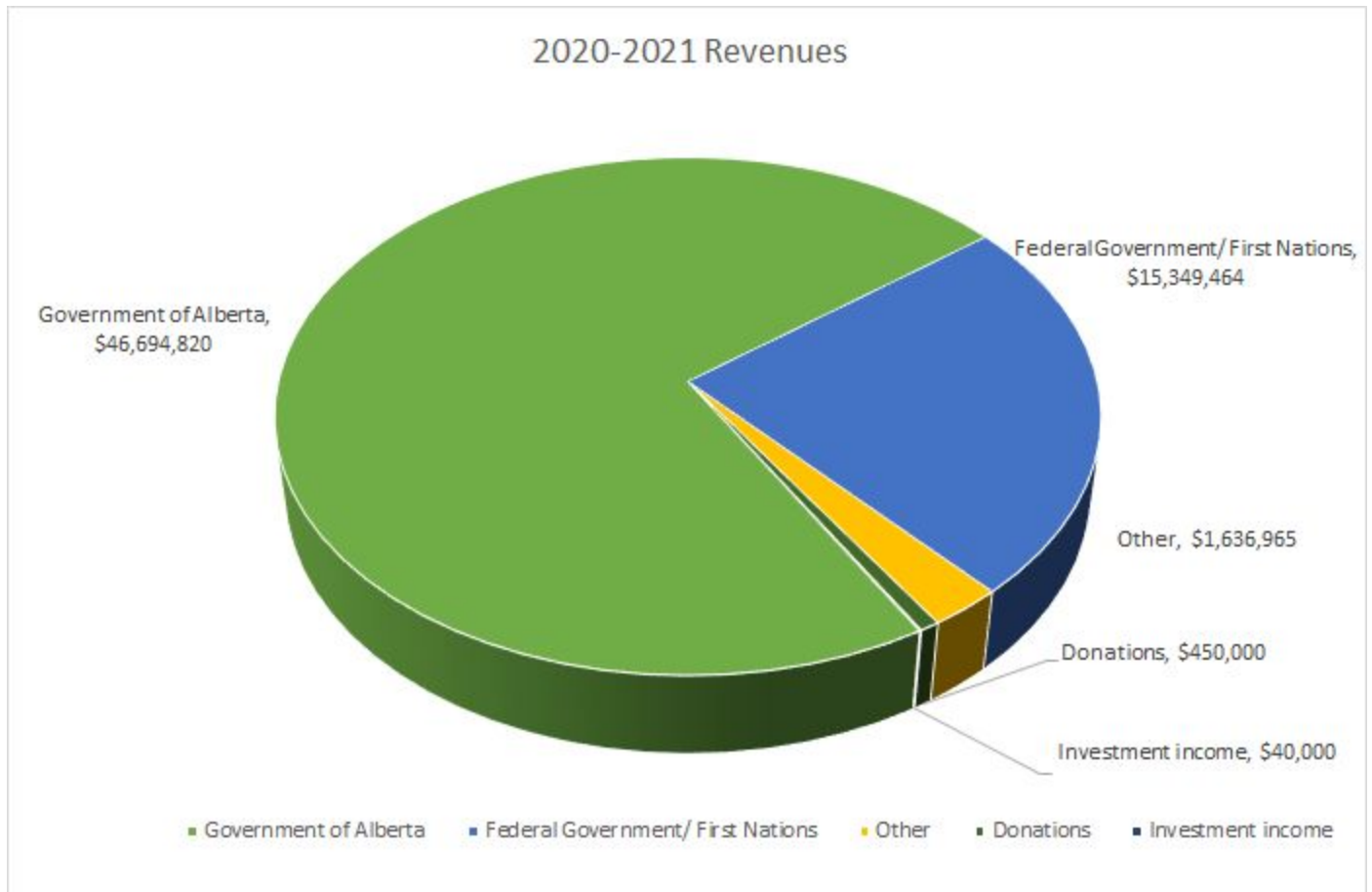
Overview

The pandemic has shortened our planning and budgeting horizon based on the dynamic state of the operational environment. Ongoing pandemic demands, quick operational changes and other unknowns have accelerated our cycle time. During the 2020-2021 fiscal year financials are being reviewed monthly and each quarter, starting with November, forecasts are being updated and plans adjusted to remain on track for financial success.

The Spring Budget planned a surplus of \$1.6M based on a projected increase in revenue of \$2.7M from the previous year and a \$.5M reduction in expenses. The revenue increase included the actual results for federal tuition from 2018-2019 which were higher than in . This will be adjusted after November when the actual audited results are known. Key changes included a \$1M reduction in travel across the division and a \$1.2M infusion into professional learning (literacy, numeracy and technology). The School Food Services hot lunch program remains in operation for this year. Lastly, the Red Tape Reduction Act has changed the budget cycle so that the official May budget is now the only one filed with the province, and is included in the Audited Financial Statements.

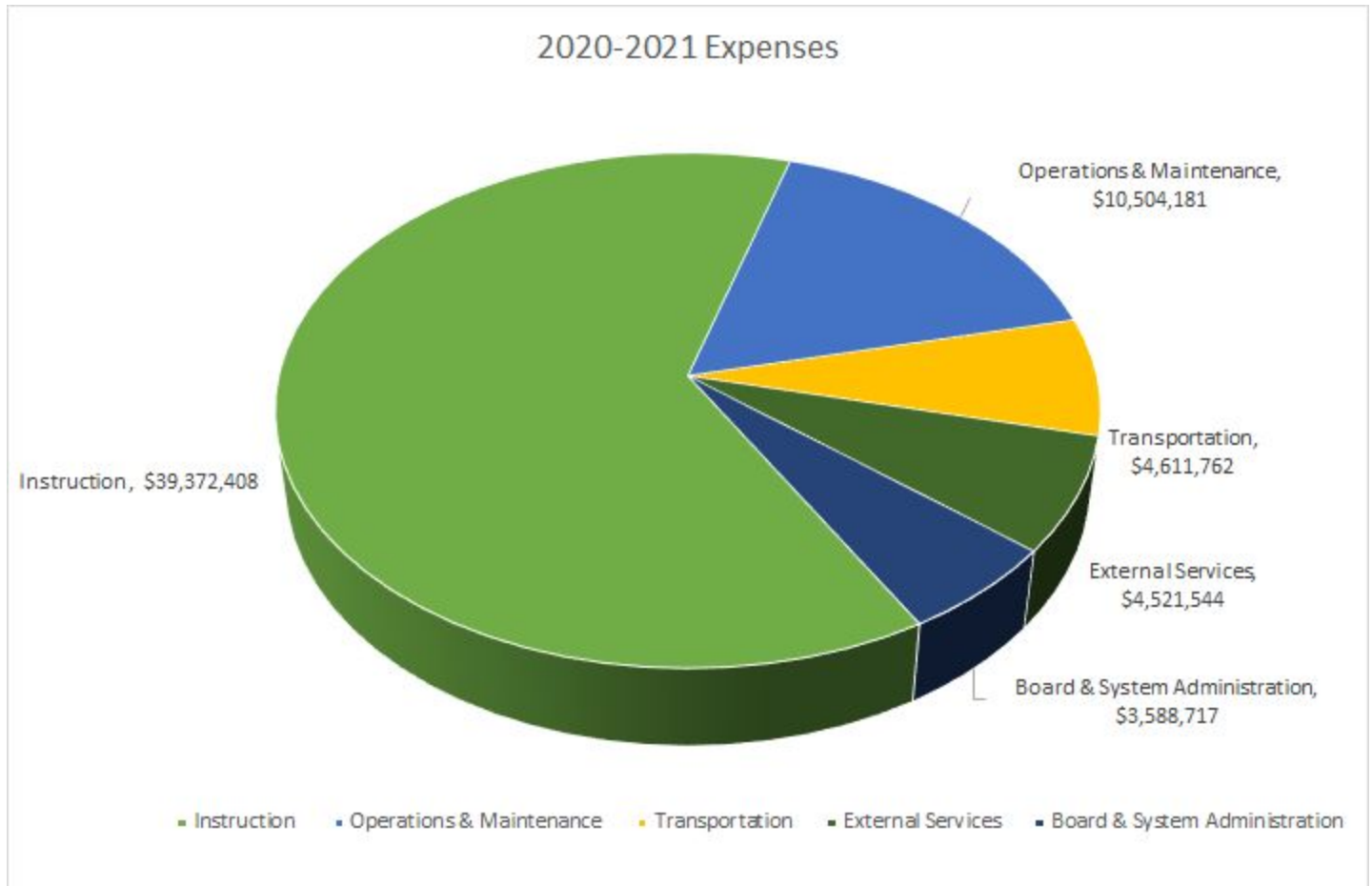
Revenue

Revenue was budgeted to total \$64.2M. The revenue increase forecast was based primarily on the audited federal rates used as a proxy for revenue in subsequent years until the audited results are known. When these actual rates are known after November plans will be reviewed and adjusted accordingly. The new funding framework is based on weighted average enrollment. With virtually no change in enrollment this will hold revenues steady. It is anticipated that in the next two years funding may fall for the division by \$2.5M more each year.



Expenses

Expenses were budgeted to total \$62.6M in the official budget. The expense decrease forecast was based primarily on the continuing cost controls in effect, targeted reductions and the initiation of the new monthly and quarterly financial diligence cycle.



Schools

Funding and staffing for schools is being maintained in line with the steady enrollment and the division’s goals to put funds in the classroom first. A small change to land-based learning was required as the Five Year Investment Grant ended. The pandemic has driven the costs for custodial and related supplies up and this cost will be monitored. Three schools may be included in viability reviews, which, if closed, would result in cost savings in future years.

External Services

School Food Services continues with operations although the grant has been withdrawn. The operations supported in four other boards have been transferred to each board.

Capital Reserves and Capital Projects

As referenced above in Infrastructure, the division is excited to be designing one new school and planning another extensive modernization. In addition, the acceleration of IMR funding through the CMR program provided an opportunity to address a significant amount of deferred capital maintenance. This has been funded by the Alberta government.

The balance of unrestricted capital represents the accumulation of all surpluses and deficits of previous years as well as accounting for school generated funds and amortization. These surplus funds are remaining in unrestricted surplus to provide as much flexibility as possible for funding.

Links

School Generated Funds (NTBU)

<https://www.nsd61.ca/download/223216>

Audited financial statements (NTBU)

<https://www.nsd61.ca/download/223208>

2019-2020 budget (NTBU)

<https://www.nsd61.ca/download/223784>

Capital Plan:

<https://www.nsd61.ca/download/261482>

Provincial rollup of jurisdiction AFS information:

<https://education.alberta.ca/financial-statements/about-the-documents/>

Timelines and Communication

Copies will be sent to each Board member, all principals and vice-principals and senior administrative staff.

A copy of this plan is available from the Divisional Office at 1-800-362-1360, or you may view this document on our website at the following link: www.nsd61.ca

AERR Summary:

To view a summary of the report click the following link: <https://www.nsd61.ca/download/226588> (NTBU)

Whistleblower Protection

AERR-PIDA Report 2019-2020

The Northland School Division Board of Trustees is committed to the highest standard of ethical and accountable conduct, and recognizes the importance of working to deter and detect wrongdoing within the operations of the Board, and to promote public confidence in the administration of the Board. To ensure this, the Board is committed to maintaining a positive and supportive environment whereby employees can disclose potential wrongdoing, or seek advice about disclosing a potential wrongdoing, without retribution, and are provided with clear guidance for how those disclosures may take place.

- The Province of Alberta has enacted the Public Interest Disclosure (Whistleblower Protection) Act (June 2013) in order to:
- Facilitate the disclosure and investigation of significant and serious matters in or relating to public bodies, including school boards that an employee believes may be unlawful, dangerous to the public, or injurious to the public interest,

- Protect employees who make those disclosures,
- Manage, investigate and make recommendations respecting disclosures of wrongdoings and reprisals,
- Promote public confidence in the administration of public bodies.

As required by Section 32 of the Act the Superintendent (Chief Executive Officer) must provide an annual report:

Chief Officer's Annual Report

32(1) Every chief officer must prepare a report annually on all disclosures that have been made to the designated officer of the department, public entity or office of the Legislature for which the chief officer is responsible.

(2) The report under subsection (1) must include the following information:

- (a) the number of disclosures received by the designated officer, the number of disclosures acted on and the number of disclosures not acted on by the designated officer;
- (b) the number of investigations commenced by the designated officer as a result of disclosures;
- (c) in the case of an investigation that results in a finding of wrongdoing, a description of the wrongdoing and any recommendations made or corrective measures taken in relation to the wrongdoing or the reasons why no corrective measure was taken.

(3) The report under subsection (1) must be included in the annual report of the department, public entity or office of the Legislature if the annual report is made publicly available, and if the annual report is not made publicly available, the chief officer must make the report under subsection (1) available to the public on request.

(Public Information Disclosure Act – June 2013)

In the 2019-2020 school year, Northland School Division has had:

- 0 disclosures and
- 0 investigations.



TO: BOARD OF TRUSTEES **DATE:** NOVEMBER 28, 2020

SUBMITTED BY: Douglas Aird, Secretary Treasurer

SUBJECT: Monthly Financial Report

REFERENCE(S) & ATTACHMENTS: Monthly Financial Report

RECOMMENDATION:
THAT the Board of Trustees approve as information the Monthly Financial Report, as attached.

BACKGROUND:

RISK ANALYSIS:
 None



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

REVENUE	2020-2021					%
	Budget	YTD Budget	YTD	Variance		
Alberta Education	\$ 46,143,365	\$ 7,690,561	\$ 7,450,088	\$ (240,473)	(3)	
Federal Government & First Nations	15,349,464	2,558,244	-	(2,558,244)	(100)	
Other Revenue	2,678,420	446,403	237,570	(208,833)	(47)	
	<u>\$ 64,171,249</u>	<u>\$ 10,695,208</u>	<u>\$ 7,687,658</u>	<u>\$ (3,007,551)</u>	<u>(28)</u>	
EXPENSES						
Schools (inc. school cert. staff)	\$ 24,556,710	\$ 4,092,785	\$ 3,786,151	\$ 306,634	7	
Instructional Support	7,667,034	1,277,839	1,258,137	19,702	2	
Instructional Supply	7,628,664	1,271,444	1,520	1,269,924	100	
External Services	4,521,543	753,591	729,271	24,319	3	
Board and System Administration	3,108,717	518,120	376,748	141,372	27	
Operations and Maintenance	10,504,182	1,750,697	1,494,047	256,650	15	
Transportation	4,611,762	768,627	561,011	207,616	27	
	<u>\$ 62,598,612</u>	<u>\$ 10,433,102</u>	<u>\$ 8,206,886</u>	<u>\$ 2,226,216</u>	<u>21</u>	
NET SURPLUS (DEFICIT)	<u>\$ 1,572,637</u>	<u>\$ 262,106</u>	<u>\$ (519,228)</u>	<u>\$ (781,334)</u>		
Salaries and Benefits Detail						
Certificated salaries and benefits	\$ 21,567,108	\$ 3,594,518	\$ 3,381,542	\$ 212,976	6	
Uncertificated salaries and benefits	15,743,015	2,623,836	2,584,697	39,138	1	
	<u>\$ 37,310,123</u>	<u>\$ 6,218,354</u>	<u>\$ 5,966,240</u>	<u>\$ 252,114</u>	<u>4</u>	

Variance Analysis**Revenue**

The \$3 million (28%) unfavorable variance in revenue is from:

New Year billings for Federal and First Nations students are pending audited rates (\$2.6M)

The per student tuition rates will be adjusted for the year based on the audited costs and agreement formulas

New year startup period for other grants (\$0.4M)

Expenses

The \$2.2M (21%) favorable variance is due to Salaries, Benefits, Transportation and Maintenance

Schools are 7.5% under budget

Certificated salaries are 6% under budget, including substitute costs

Insurance has been renewed through ARMIC and the rates being finalized

The COVID Pandemic has increased custodial, supplies and other select expenses

Key transfer payments will be made after the audit.

Watching:

	Budget	YTD Budget	YTD
Housing	\$1,404,991	\$234,165	\$286,001
Pedagogical	\$689,950	\$114,992	\$137,054

Housing - Overbudget 22% (\$52K YTD)

A deeper dive is required next month to understand the structural deficit and where costs will be transferred to renewal project funds.

Pedagogical - Overbudget 19% (\$22K YTD)

The cost structure is being reviewed to ensure that the budget and 2021 plans align



**NORTHLAND SCHOOL DIVISION
ADMINISTRATION RECOMMENDATION TO THE BOARD**

TO: THE BOARD OF TRUSTEES **Date:** November 28, 2020
SUBMITTED BY: Dr. Nancy Spencer-Poitras, Superintendent of Schools
SUBJECT: Capital Maintenance Renewal Updates
REFERENCE(S) & ATTACHMENTS:

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

BACKGROUND:		
<i>Project Name</i>	<i>Project Description</i>	<i>Additional Comments</i>
Building Envelope Repairs	Partial roof repairs, replace skylights, window, door and siding repairs	Projects complete at Calling Lake and St. Theresa. Repairs to Mistassiniy and Pelican Mountain completed.
Drainage Improvements	Parking lot and sidewalk replacement or repair with appropriate drainage and cover material	Elizabeth, Pelican Mountain and Mistassiniy are completed. Grouard won't be complete until early November.
Electrical Upgrades	Continue with energy-efficient lighting	Susa Creek, Hillview, Father R. Perin, Elizabeth and Gift Lake are completed.

<p>Mechanical & Controls Upgrade</p>	<p>Replace pneumatic heating controls</p>	<p>Some are complete until mid-November. ADCS will not be complete until 2021.</p>
<p>Mechanical Heating Equipment Replacement</p>	<p>Boiler replacements and air conditioning unit installations</p>	<p>Design reports are underway for Grouard and Paddle Prairie. Some work at JF Dion completed.</p>
<p>Safety & Security</p>	<p>Blind installation, door lock replacement, fire panel upgrade & site security with camera installations</p>	<p>All scheduled blinds are completed. Installation is still ongoing at Career Pathways.</p>
<p>Playground Repairs</p>	<p>Site work, media replacement, border construction and equipment repairs of playgrounds</p>	



TO: BOARD OF TRUSTEES **DATE:** NOVEMBER 28, 2020

SUBMITTED BY: Douglas Aird, Secretary Treasurer

SUBJECT: 2019-2020 Audited Financial Statements

REFERENCE(S) & ATTACHMENTS: Policy 2, Role of the Board
2019-2020 Audited Financial Statements

RECOMMENDATION:

THAT the Board of Trustees approve the 2019-2020 audited financial statements as presented by the Auditor.

BACKGROUND:

As per Policy 2 – Role of the Board, Section 5, Role of the Board, Fiscal Accountability, established that the Board of Trustees will approve the audited financial statements.

The financial statements have been prepared by the Finance Department for the year ended August 31, 2020 in the format approved by Alberta Education. Metrix Group LLP, Chartered Professional Accountants, has audited these statements and plans to issue an unqualified opinion. The draft is attached.

Following approval, the financial statements will be submitted to Alberta Education and posted on the division's website.

RISK ANALYSIS:

Having an external auditor, and providing in-camera time for the board with them, are key in ensuring that the division is using its grant money for educating children and the activities that surround that mandate. As well, the audit helps to introduce best practices to the division, and provides assurance to funders and stakeholders that the money is being used as intended.

**AUDITED
FINANCIAL STATEMENTS
FOR THE YEAR ENDED AUGUST 31, 2020**
[Education Act, Sections 139, 140, 244]

The Northland School Division

Legal Name of School Jurisdiction

9809 77 Avenue PO Bag 1400 Peace River AB T8S 1V2

Mailing Address

780-624-2060 x 6141 douglas.aird@nsd61.ca

Contact Numbers and Email Address

SCHOOL JURISDICTION MANAGEMENT'S RESPONSIBILITY FOR FINANCIAL REPORTING

The financial statements of The Northland School Division presented to Alberta Education have been prepared by school jurisdiction management which has responsibility for their preparation, integrity and objectivity. The financial statements, including notes, have been prepared in accordance with Canadian Public Sector Accounting Standards and follow format prescribed by Alberta Education.

In fulfilling its reporting responsibilities, management has maintained internal control systems and procedures designed to provide reasonable assurance that the school jurisdiction's assets are safeguarded, that transactions are executed in accordance with appropriate authorization and that accounting records may be relied upon to properly reflect the school jurisdiction's transactions. The effectiveness of the control systems is supported by the selection and training of qualified personnel, an organizational structure that provides an appropriate division of responsibility and a strong system of budgetary control.

Board of Trustees Responsibility

The ultimate responsibility for the financial statements lies with the Board of Trustees. The Board reviewed the audited financial statements with management in detail and approved the financial statements for release.

External Auditors

The Board appoints external auditors to audit the financial statements and meets with the auditors to review their findings. The external auditors were given full access to school jurisdiction records.

Declaration of Management and Board Chair

To the best of our knowledge and belief, these financial statements reflect, in all material respects, the financial position, results of operations, remeasurement gains and losses, changes in net financial assets (debt), and cash flows for the year in accordance with Canadian Public Sector Accounting Standards.

BOARD CHAIR

Mr. Robin Guild

Name

Signature

SUPERINTENDENT

Dr. Nancy Spencer-Poitras

Name

Signature

SECRETARY-TREASURER OR TREASURER

Mr. Douglas Aird

Name

Signature

November 28, 2020

Board-approved Release Date

c.c. ALBERTA EDUCATION, Financial Reporting & Accountability Branch
8th Floor Commerce Place, 10155-102 Street, Edmonton AB T5J 4L5
EMAIL: EDC.FRA@gov.ab.ca
PHONE: Ash Bhasin: (780) 415-8940; Jianan Wang: (780) 427-3855 FAX: (780) 422-6996

School Jurisdiction Code: 1280

TABLE OF CONTENTS

	Page
INDEPENDENT AUDITOR'S REPORT	3
STATEMENT OF FINANCIAL POSITION	4
STATEMENT OF OPERATIONS	5
STATEMENT OF CASH FLOWS	6
STATEMENT OF CHANGE IN NET FINANCIAL ASSETS	7
STATEMENT OF REMEASUREMENT GAINS AND LOSSES	8
SCHEDULE 1: SCHEDULE OF NET ASSETS	9
SCHEDULE 2: SCHEDULE OF DEFERRED CONTRIBUTIONS	11
SCHEDULE 3: SCHEDULE OF PROGRAM OPERATIONS	12
SCHEDULE 4: SCHEDULE OF PLANT OPERATIONS AND MAINTENANCE	13
SCHEDULE 5: SCHEDULE OF CASH, CASH EQUIVALENTS, AND PORTFOLIO INVESTMENTS	14
SCHEDULE 6: SCHEDULE OF TANGIBLE CAPITAL ASSETS	15
SCHEDULE 7: SCHEDULE OF REMUNERATION AND MONETARY INCENTIVES	16
SCHEDULE 8: UNAUDITED SCHEDULE OF FEES	17
SCHEDULE 9: UNAUDITED SCHEDULE OF CENTRAL ADMINISTRATION EXPENSES	18
NOTES TO THE FINANCIAL STATEMENTS	19

**RESERVED FOR AUDIT
OPINION**

DRAFT

STATEMENT OF FINANCIAL POSITION
As at August 31, 2020 (in dollars)

	2020	2019
FINANCIAL ASSETS		
Cash and cash equivalents (Schedule 5; Note 3)	\$ 14,541,466	\$ 11,095,489
Accounts receivable (net after allowances) (Note 4)	\$ 7,070,451	\$ 16,270,674
Portfolio investments		
Operating (Schedule 5; Note 5)	\$ -	\$ -
Endowments (Schedules 1 & 5; Note 20)	\$ -	\$ -
Inventories for resale	\$ -	\$ -
Other financial assets (Note 6)	\$ 22,000	\$ 50,056
Total financial assets	\$ 21,633,917	\$ 27,416,219
LIABILITIES		
Bank indebtedness (Note 9)	\$ -	\$ -
Accounts payable and accrued liabilities (Note 10)	\$ 8,428,768	\$ 14,113,893
Unspent deferred contributions (Schedule 2)	\$ 9,730,564	\$ 9,082,406
Employee future benefits liabilities (Note 11)	\$ 6,001	\$ 6,001
Environmental liabilities (Note 12)	\$ -	\$ -
Other liabilities (Note 13)	\$ -	\$ -
Debt		
Supported: Debentures (Note 15)	\$ -	\$ -
Unsupported: Debentures (Note 15)	\$ -	\$ -
Mortgages and capital loans (Note 15)	\$ -	\$ -
Capital leases (Note 16)	\$ -	\$ -
Total liabilities	\$ 18,165,333	\$ 23,202,300
Net financial assets	\$ 3,468,584	\$ 4,213,919
NON-FINANCIAL ASSETS		
Tangible capital assets (Schedule 6)	\$ 64,847,793	\$ 66,561,797
Inventory of supplies	\$ 7,539	\$ -
Prepaid expenses (Note 17)	\$ 1,387,860	\$ 509,671
Other non-financial assets (Note 18)	\$ -	\$ 10
Total non-financial assets	\$ 66,243,192	\$ 67,071,478
Net assets before spent deferred capital contributions	\$ 69,711,776	\$ 71,285,397
Spent deferred capital contributions (Schedule 2)	\$ 58,624,226	\$ 60,425,712
Net assets	\$ 11,087,550	\$ 10,859,685
Net assets (Note 19)		
Accumulated surplus (deficit) (Schedule 1)	\$ 11,087,550	\$ 10,859,685
Accumulated remeasurement gains (losses)	\$ -	\$ -
	\$ 11,087,550	\$ 10,859,685
Contractual rights (Note 7)		
Contingent assets (Note 8)		
Contractual obligations (Note 21)		
Contingent liabilities (Note 22)		

The accompanying notes and schedules are part of these financial statements.

School Jurisdiction Code: 1280

STATEMENT OF OPERATIONS
For the Year Ended August 31, 2020 (in dollars)

	Budget 2020	Actual 2020	Actual 2019
REVENUES			
Government of Alberta	\$ 46,342,180	\$ 41,940,509	\$ 44,418,584
Federal Government and other government grants	\$ 15,481,768	\$ 14,539,162	\$ 15,113,971
Property taxes	\$ -	\$ -	\$ -
Fees (Schedule 8)	\$ -	\$ -	\$ -
Sales of services and products	\$ 498,627	\$ (216,739)	\$ 13,079,490
Investment income	\$ 40,000	\$ 185,837	\$ 260,960
Donations and other contributions	\$ 450,000	\$ 291,068	\$ 511,240
Other revenue (Note 23)	\$ 583,050	\$ 839,385	\$ 855,535
Total revenues	\$ 63,395,625	\$ 57,579,222	\$ 74,239,780
EXPENSES			
Instruction - ECS	\$ 2,057,584	\$ 1,655,564	\$ 2,426,042
Instruction - Grades 1 - 12	\$ 40,234,871	\$ 34,466,758	\$ 38,055,151
Plant operations and maintenance (Schedule 4)	\$ 9,693,183	\$ 9,962,973	\$ 23,281,382
Transportation	\$ 4,073,019	\$ 3,146,181	\$ 3,570,673
Board & system administration	\$ 3,448,388	\$ 3,036,943	\$ 3,484,131
External services	\$ 5,114,937	\$ 5,082,938	\$ 4,972,953
Total expenses	\$ 64,621,982	\$ 57,351,357	\$ 75,790,332
Annual operating surplus (deficit)	\$ (1,226,357)	\$ 227,865	\$ (1,550,552)
Endowment contributions and reinvested income	\$ -	\$ -	\$ -
Annual surplus (deficit)	\$ (1,226,357)	\$ 227,865	\$ (1,550,552)
Accumulated surplus (deficit) at beginning of year	\$ 10,859,685	\$ 10,859,685	\$ 12,410,237
Accumulated surplus (deficit) at end of year	\$ 9,633,328	\$ 11,087,550	\$ 10,859,685

The accompanying notes and schedules are part of these financial statements.

		School Jurisdiction Code: <u>1280</u>	
STATEMENT OF CASH FLOWS For the Year Ended August 31, 2020 (in dollars)			
	2020	2019	
CASH FLOWS FROM:			
A. OPERATING TRANSACTIONS			
Annual surplus (deficit)	\$ 227,865	\$ (1,550,552)	
Add (Deduct) items not affecting cash:			
Amortization of tangible capital assets	\$ 4,442,438	\$ 4,489,430	
Net (gain)/loss on disposal of tangible capital assets	\$ 72,133	\$ (11,088)	
Transfer of tangible capital assets (from)/to other entities	\$ -	\$ -	
(Gain)/Loss on sale of portfolio investments	\$ -	\$ -	
Spent deferred capital recognized as revenue	\$ (3,422,812)	\$ (3,473,967)	
Deferred capital revenue write-down / adjustment	\$ 145,693	\$ 32,125	
Increase/(Decrease) in employee future benefit liabilities	\$ -	\$ -	
Donations in kind	\$ -	\$ -	
		\$ -	
	\$ 1,465,317	\$ (514,052)	
(Increase)/Decrease in accounts receivable	\$ 9,200,223	\$ (12,322,438)	
(Increase)/Decrease in inventories for resale	\$ -	\$ -	
(Increase)/Decrease in other financial assets	\$ 28,056	\$ 34,523	
(Increase)/Decrease in inventory of supplies	\$ (7,539)	\$ -	
(Increase)/Decrease in prepaid expenses	\$ (878,187)	\$ (54,521)	
(Increase)/Decrease in other non-financial assets	\$ 10	\$ -	
Increase/(Decrease) in accounts payable, accrued and other liabilities	\$ (5,685,125)	\$ 11,277,419	
Increase/(Decrease) in unspent deferred contributions	\$ 648,158	\$ 2,208,596	
Increase/(Decrease) in environmental liabilities	\$ -	\$ -	
Other (describe)	\$ -	\$ -	
Total cash flows from operating transactions	\$ 4,770,913	\$ 629,527	
B. CAPITAL TRANSACTIONS			
Acquisition of tangible capital assets	\$ (2,954,250)	\$ (1,389,861)	
Net proceeds from disposal of unsupported capital assets	\$ 7,988	\$ 12,260	
Other (describe)	\$ -	\$ -	
Total cash flows from capital transactions	\$ (2,946,262)	\$ (1,377,601)	
C. INVESTING TRANSACTIONS			
Purchases of portfolio investments	\$ -	\$ -	
Proceeds on sale of portfolio investments	\$ -	\$ -	
Other (Describe)	\$ -	\$ -	
Other (describe)	\$ -	\$ -	
Total cash flows from investing transactions	\$ -	\$ -	
D. FINANCING TRANSACTIONS			
Debt issuances	\$ -	\$ -	
Debt repayments	\$ -	\$ -	
Increase (decrease) in spent deferred capital contributions	\$ 1,621,326	\$ -	
Capital lease issuances	\$ -	\$ -	
Capital lease payments	\$ -	\$ -	
Other (describe)	\$ -	\$ -	
Other (describe)	\$ -	\$ -	
Total cash flows from financing transactions	\$ 1,621,326	\$ -	
Increase (decrease) in cash and cash equivalents	\$ 3,445,977	\$ (748,074)	
Cash and cash equivalents, at beginning of year	\$ 11,095,489	\$ 11,843,563	
Cash and cash equivalents, at end of year	\$ 14,541,466	\$ 11,095,489	

The accompanying notes and schedules are part of these financial statements.

School Jurisdiction Code: 1280

STATEMENT OF CHANGE IN NET FINANCIAL ASSETS
For the Year Ended August 31, 2020 (in dollars)

	Budget 2020	2020	2019 Restated
Annual surplus (deficit)	\$ (1,226,357)	\$ 227,865	\$ (1,550,552)
Effect of changes in tangible capital assets			
Acquisition of tangible capital assets	\$ (1,200,000)	\$ (2,954,250)	\$ (1,389,861)
Amortization of tangible capital assets	\$ 3,908,958	\$ 4,442,438	\$ 4,489,430
Net (gain)/loss on disposal of tangible capital assets	\$ -	\$ 72,133	\$ (11,088)
Net proceeds from disposal of unsupported capital assets	\$ -	\$ 153,681	\$ 12,260
Write-down carrying value of tangible capital assets	\$ -	\$ -	\$ -
Transfer of tangible capital assets (from)/to other entities	\$ -	\$ -	\$ -
Other changes Disposal of supported capital assets	\$ -	\$ -	\$ 32,125
Total effect of changes in tangible capital assets	\$ 2,708,958	\$ 1,714,002	\$ 3,132,866
Acquisition of inventory of supplies	\$ -	\$ (7,539)	\$ -
Consumption of inventory of supplies	\$ -	\$ -	\$ -
(Increase)/Decrease in prepaid expenses	\$ -	\$ (878,187)	\$ (54,521)
(Increase)/Decrease in other non-financial assets	\$ -	\$ 10	\$ -
Net remeasurement gains and (losses)	\$ -	\$ -	\$ -
Change in spent deferred capital contributions (Schedule 2)		\$ (1,801,486)	
Other changes	\$ -	\$ -	\$ -
Increase (decrease) in net financial assets	\$ 1,482,601	\$ (745,335)	\$ 1,527,793
Net financial assets at beginning of year	\$ 4,213,919	\$ 4,213,919	\$ 2,686,126
Net financial assets at end of year	\$ 5,696,520	\$ 3,468,584	\$ 4,213,919

The accompanying notes and schedules are part of these financial statements.

School Jurisdiction Code: 1280

STATEMENT OF CHANGE IN NET FINANCIAL ASSETS
For the Year Ended August 31, 2020 (in dollars)

	2020	2019 Restated
Annual surplus (deficit)	\$ 227,865	\$ (1,550,552)
Effect of changes in tangible capital assets		
Acquisition of tangible capital assets	\$ (2,954,250)	\$ (1,389,861)
Amortization of tangible capital assets	\$ 4,442,438	\$ 4,489,430
Net (gain)/loss on disposal of tangible capital assets	\$ 72,133	\$ (11,088)
Net proceeds from disposal of unsupported capital assets	\$ 153,681	\$ 12,260
Write-down carrying value of tangible capital assets	\$ -	\$ -
Transfer of tangible capital assets (from)/to other entities	\$ -	\$ -
Other changes Disposal of supported capital assets	\$ -	\$ 32,125
Total effect of changes in tangible capital assets	\$ 1,714,002	\$ 3,132,866
Acquisition of inventory of supplies	\$ (7,539)	\$ -
Consumption of inventory of supplies	\$ -	\$ -
(Increase)/Decrease in prepaid expenses	\$ (878,187)	\$ (54,521)
(Increase)/Decrease in other non-financial assets	\$ 10	\$ -
Net remeasurement gains and (losses)	\$ -	\$ -
Change in spent deferred capital contributions (Schedule 2)	\$ (1,801,486)	\$ -
Other changes	\$ -	\$ -
Increase (decrease) in net financial assets	\$ (745,335)	\$ 1,527,793
Net financial assets at beginning of year	\$ 4,213,919	\$ 2,686,126
Net financial assets at end of year	\$ 3,468,584	\$ 4,213,919

The accompanying notes and schedules are part of these financial statements.

School Jurisdiction Code: 1280

STATEMENT OF REMEASUREMENT GAINS AND LOSSES
For the Year Ended August 31, 2020 (in dollars)

	2020	2019
Unrealized gains (losses) attributable to:		
Portfolio investments	\$ -	\$ -
Derivatives	\$ -	\$ -
Other	\$ -	\$ -
Amounts reclassified to the statement of operations:		
Portfolio investments	\$ -	\$ -
Derivatives	\$ -	\$ -
Other	\$ -	\$ -
Other Adjustment (Describe)	\$ -	\$ -
Net remeasurement gains (losses) for the year	\$ -	\$ -
Accumulated remeasurement gains (losses) at beginning of year	\$ -	\$ -
Accumulated remeasurement gains (losses) at end of year	\$ -	\$ -

The accompanying notes and schedules are part of these financial statements.

1280

School Jurisdiction Code:

SCHEDULE 1

SCHEDULE OF NET ASSETS
For the Year Ended August 31, 2020 (in dollars)

	NET ASSETS	ACCUMULATED REMEASUREMENT GAINS (LOSSES)	ACCUMULATED SURPLUS (DEFICIT)	INVESTMENT IN TANGIBLE CAPITAL ASSETS	ENDOWMENTS	UNRESTRICTED SURPLUS	INTERNALLY RESTRICTED	
							TOTAL OPERATING RESERVES	TOTAL CAPITAL RESERVES
Balance at August 31, 2019	\$ 10,859,685	\$ -	\$ 10,859,685	\$ 6,137,250	\$ -	\$ 2,947,144	\$ -	\$ 1,775,291
Prior period adjustments:								
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Adjusted Balance, August 31, 2019	\$ 10,859,685	\$ -	\$ 10,859,685	\$ 6,137,250	\$ -	\$ 2,947,144	\$ -	\$ 1,775,291
Operating surplus (deficit)	\$ 227,865		\$ 227,865			\$ 227,865		
Board funded tangible capital asset additions								
Disposal of unsupported tangible capital assets or board funded portion of supported	\$ -		\$ -	\$ 1,187,231		\$ (1,187,231)		\$ -
Write-down of unsupported tangible capital assets or board funded portion of supported	\$ -		\$ -	\$ (80,121)		\$ 72,133		\$ 7,988
Net remeasurement gains (losses) for the year	\$ -	\$ -	\$ -	\$ -		\$ -		\$ -
Endowment expenses & disbursements	\$ -		\$ -		\$ -	\$ -		
Endowment contributions	\$ -		\$ -		\$ -	\$ -		
Reinvested endowment income	\$ -		\$ -		\$ -	\$ -		
Direct credits to accumulated surplus (Describe)	\$ -		\$ -		\$ -	\$ -		\$ -
Amortization of tangible capital assets	\$ -		\$ -	\$ (4,442,438)		\$ 4,442,438		
Capital revenue recognized	\$ -		\$ -	\$ 3,422,812		\$ (3,422,812)		
Debt principal repayments (unsupported)	\$ -		\$ -	\$ -		\$ -		
Additional capital debt or capital leases	\$ -		\$ -	\$ -		\$ -		
Net transfers to operating reserves	\$ -		\$ -			\$ -	\$ -	
Net transfers from operating reserves	\$ -		\$ -			\$ -	\$ -	
Net transfers to capital reserves	\$ -		\$ -			\$ -		\$ -
Net transfers from capital reserves	\$ -		\$ -			\$ -		\$ -
Other Changes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Changes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Balance at August 31, 2020	\$ 11,087,550	\$ -	\$ 11,087,550	\$ 6,224,734	\$ -	\$ 3,079,537	\$ -	\$ 1,783,279

SCHEDULE 1

**SCHEDULE OF NET ASSETS
For the Year Ended August 31, 2020 (in dollars)**

	INTERNALLY RESTRICTED RESERVES BY PROGRAM											
	School & Instruction Related		Operations & Maintenance		Board & System Administration		Transportation		External Services			
	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves
Balance at August 31, 2019	\$ -	\$ (201,043)	\$ -	\$ 848,096	\$ -	\$ 135,126	\$ -	\$ (29,543)	\$ -	\$ -	\$ -	\$ 1,022,655
Prior period adjustments:												
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Adjusted Balance, August 31, 2019	\$ -	\$ (201,043)	\$ -	\$ 848,096	\$ -	\$ 135,126	\$ -	\$ (29,543)	\$ -	\$ -	\$ -	\$ 1,022,655
Operating surplus (deficit)												
Board funded tangible capital asset additions	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Disposal of unsupported tangible capital assets or board funded portion of supported												
Write-down of unsupported tangible capital assets or board funded portion of supported				\$ 6,638				\$ 1,350				\$ -
Net remeasurement gains (losses) for the year				\$ -				\$ -				\$ -
Endowment expenses & disbursements												
Endowment contributions												
Reinvested endowment income												
Direct credits to accumulated surplus (Describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Amortization of tangible capital assets												
Capital revenue recognized												
Debt principal repayments (unsupported)												
Additional capital debt or capital leases												
Net transfers to operating reserves	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Net transfers from operating reserves	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Net transfers to capital reserves		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -
Net transfers from capital reserves		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -
Other Changes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Changes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Balance at August 31, 2020	\$ -	\$ (201,043)	\$ -	\$ 854,734	\$ -	\$ 135,126	\$ -	\$ (28,193)	\$ -	\$ -	\$ -	\$ 1,022,655

SCHEDULE 2
SCHEDULE OF DEFERRED CONTRIBUTIONS
(EXTERNALLY RESTRICTED CONTRIBUTIONS ONLY)
For the Year Ended August 31, 2020 (in dollars)

	Alberta Education				Other GOA Ministries				Other Sources			Total	
	IMR	CMR	Safe Return to Class	Others	Total Education	Alberta Infrastructure	Children's Services	Health	Total Other GOA Ministries	Gov't of Canada	Donations and grants from others		Other
Deferred Operating Contributions (DOC)													
Balance at Aug 31, 2019	\$ 1,107,885	\$ -	\$ -	\$ 7,015,403	\$ 8,123,288	\$ -	\$ -	\$ -	\$ -	\$ 468,001	\$ 349,695	\$ 12,274	\$ 829,970
Prior period adjustments - please explain:													
Adjusted ending balance Aug. 31, 2019	\$ 1,107,885	\$ -	\$ -	\$ 7,015,403	\$ 8,123,288	\$ -	\$ -	\$ -	\$ -	\$ 468,001	\$ 349,695	\$ 12,274	\$ 829,970
Received during the year (excluding investment income)	\$ 649,761	\$ 1,750,000	\$ -	\$ 5,626,890	\$ 8,226,651	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 216,742	\$ 3,500	\$ 220,242
Transfer (to) grant/donation revenue (excluding investment income)	\$ (190,992)	\$ (4,297)	\$ -	\$ (5,120,993)	\$ (5,306,982)	\$ -	\$ -	\$ -	\$ -	\$ (303,536)	\$ (211,111)	\$ (7,274)	\$ (521,921)
Investment earnings	\$ 18,065	\$ -	\$ -	\$ -	\$ 18,065	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Received during the year	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred to investment income	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred (to) from UDCC	\$ (104,128)	\$ (1,315,546)	\$ -	\$ (347,346)	\$ (1,767,019)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred directly (to) SDOCC	\$ -	\$ -	\$ -	\$ (341,496)	\$ (341,496)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred (to) from others - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
DOC closing balance at Aug 31, 2020	\$ 1,490,891	\$ 430,157	\$ -	\$ 7,032,499	\$ 8,953,507	\$ -	\$ -	\$ -	\$ -	\$ 164,465	\$ 395,526	\$ 6,500	\$ 526,291
Unspent Deferred Capital Contributions (UDCC)													
Balance at Aug 31, 2019	\$ -	\$ -	\$ -	\$ 21,922	\$ 21,922	\$ 63,471	\$ -	\$ -	\$ -	\$ -	\$ 43,755	\$ -	\$ 43,755
Prior period adjustments - please explain:													
Adjusted ending balance Aug. 31, 2019	\$ -	\$ -	\$ -	\$ 21,922	\$ 21,922	\$ 63,471	\$ -	\$ -	\$ -	\$ -	\$ 43,755	\$ -	\$ 43,755
Received during the year (excluding investment income)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
UDCC Receivable	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transfer (to) grant/donation revenue (excluding investment income)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Investment earnings	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Received during the year	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred to investment income	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Proceeds on disposition of supported capital/ insurance proceeds (and related interest)	\$ -	\$ -	\$ -	\$ 119,618	\$ 119,618	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 119,618
Transferred from (to) DOC	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred from (to) SDOCC	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred (to) from others - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
UDCC closing balance at Aug 31, 2020	\$ -	\$ -	\$ -	\$ 141,540	\$ 141,540	\$ 63,471	\$ -	\$ -	\$ -	\$ -	\$ 43,755	\$ -	\$ 43,755
Total Unspent Deferred Contributions at Aug 31, 2020	\$ 1,490,891	\$ 430,157	\$ -	\$ 7,173,999	\$ 9,095,047	\$ 63,471	\$ -	\$ -	\$ -	\$ 164,465	\$ 399,081	\$ 6,500	\$ 572,046
Spent Deferred Capital Contributions (SDCC)													
Balance at Aug 31, 2019	\$ 1,665,692	\$ -	\$ -	\$ 150,748	\$ 1,816,440	\$ 58,371,675	\$ -	\$ -	\$ -	\$ -	\$ 237,697	\$ -	\$ 237,697
Prior period adjustments - please explain:													
Adjusted ending balance Aug. 31, 2019	\$ 1,665,692	\$ -	\$ -	\$ 150,748	\$ 1,816,440	\$ 58,371,675	\$ -	\$ -	\$ -	\$ -	\$ 237,697	\$ -	\$ 237,697
Donated tangible capital assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Alberta Infrastructure managed projects	\$ 104,128	\$ 1,315,546	\$ -	\$ 347,346	\$ 1,767,019	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,767,019
Transferred from DOC	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred from UDCC	\$ (184,910)	\$ -	\$ -	\$ -	\$ (184,910)	\$ (3,218,095)	\$ -	\$ -	\$ -	\$ -	\$ (19,807)	\$ -	\$ (3,422,812)
Amounts recognized as revenue (Amortization of SDOCC)	\$ (127,419)	\$ -	\$ -	\$ -	\$ (127,419)	\$ (18,274)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ (145,693)
Disposal of supported capital assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred (to) from others - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
SDCC closing balance at Aug 31, 2020	\$ 1,457,891	\$ 1,315,546	\$ -	\$ 488,093	\$ 3,271,030	\$ 55,135,306	\$ -	\$ -	\$ -	\$ -	\$ 217,890	\$ -	\$ 217,890

SCHEDULE OF PROGRAM OPERATIONS
for the Year Ended August 31, 2020 (in dollars)

	2020						2019	
	Instruction		Plant Operations and Maintenance	Transportation	Board & System Administration	External Services	TOTAL	TOTAL
	ECS	Grades 1 - 12						
REVENUES								
(1) Alberta Education	\$ 1,103,280	\$ 27,962,080	\$ 3,633,094	\$ 1,840,862	\$ 470,826	\$ 3,189,253	\$ 38,199,395	\$ 40,524,188
(2) Alberta Infrastructure		\$ 144,006	\$ 2,870,552		\$ 1,453	\$ 384,840	\$ 3,400,851	\$ 3,399,191
(3) Other - Government of Alberta						\$ 340,263	\$ 340,263	\$ 495,205
(4) Federal Government and First Nations	\$ 487,506	\$ 9,767,608	\$ 2,421,029	\$ 903,975	\$ 874,411	\$ 84,633	\$ 14,539,162	\$ 15,113,971
(5) Other Alberta school authorities								
(6) Out of province authorities								
(7) Alberta municipalities-special tax levies								
(8) Property taxes								
(9) Fees								
(10) Sales of services and products		\$ 384,754	\$ (671,915)	\$ 2,410	\$ 1,539	\$ 66,473	\$ (216,739)	\$ 13,079,490
(11) Investment income		\$ 185,637					\$ 185,637	\$ 260,960
(12) Gifts and donations		\$ 272,239	\$ 18,829				\$ 291,068	\$ 349,490
(13) Rental of facilities						\$ 832,747	\$ 832,747	\$ 667,219
(14) Fundraising								\$ 161,750
(15) Gains on disposal of tangible capital assets			\$ 2,600	\$ 4,038			\$ 6,638	\$ 11,190
(16) Other revenue								\$ 177,126
(17) TOTAL REVENUES	\$ 1,590,786	\$ 38,716,524	\$ 8,274,189	\$ 2,751,285	\$ 1,348,229	\$ 4,898,209	\$ 57,579,222	\$ 74,239,780
EXPENSES								
(18) Certificated salaries	\$ 939,680	\$ 15,925,906			\$ 393,026		\$ 17,258,612	\$ 18,703,508
(19) Certificated benefits	\$ 97,267	\$ 3,410,584			\$ 53,212		\$ 3,561,063	\$ 3,845,589
(20) Non-certificated salaries and wages	\$ 426,956	\$ 5,399,278	\$ 2,829,009	\$ 800,402	\$ 1,268,359	\$ 1,212,800	\$ 11,936,804	\$ 12,716,040
(21) Non-certificated benefits	\$ 85,032	\$ 1,147,565	\$ 636,257	\$ 199,402	\$ 297,765	\$ 299,827	\$ 2,665,848	\$ 2,811,984
(22) SUB - TOTAL	\$ 1,548,935	\$ 25,883,333	\$ 3,465,266	\$ 999,804	\$ 2,012,362	\$ 1,512,627	\$ 35,422,327	\$ 38,077,121
(23) Services, contracts and supplies	\$ 106,629	\$ 8,298,153	\$ 3,438,309	\$ 1,489,952	\$ 1,017,203	\$ 3,043,156	\$ 17,393,402	\$ 33,219,159
(24) Amortization of supported tangible capital assets		\$ 206,474	\$ 2,829,074		\$ 1,453	\$ 385,811	\$ 3,422,812	\$ 3,473,967
(25) Amortization of unsupported tangible capital assets		\$ 66,371	\$ 228,703	\$ 592,822	\$ 3,933	\$ 127,797	\$ 1,019,626	\$ 1,015,463
(26) Supported interest on capital debt								
(27) Unsupported interest on capital debt								
(28) Other interest and finance charges					\$ 1,992		\$ 1,992	\$ 4,520
(29) Losses on disposal of tangible capital assets			\$ 1,621	\$ 63,603		\$ 13,547	\$ 78,771	\$ 102
(30) Other expense		\$ 12,427					\$ 12,427	\$ -
(31) TOTAL EXPENSES	\$ 1,655,564	\$ 34,466,758	\$ 9,962,973	\$ 3,146,181	\$ 3,036,943	\$ 5,082,938	\$ 57,351,357	\$ 75,790,332
(32) OPERATING SURPLUS (DEFICIT)	\$ (64,776)	\$ 4,249,766	\$ (1,688,784)	\$ (394,896)	\$ (1,688,714)	\$ (184,729)	\$ 227,865	\$ (1,550,552)

SCHEDULE OF PLANT OPERATIONS AND MAINTENANCE
for the Year Ended August 31, 2020 (in dollars)

EXPENSES	Custodial	Maintenance	Utilities and Telecomm.	Expensed IMR/CMR, Modular Unit Relocations & Lease Payments	Facility Planning & Operations Administration	Unsupported Amortization & Other Expenses	Supported Capital & Debt Services	2020 TOTAL Operations and Maintenance	2019 TOTAL Operations and Maintenance
Non-certificated salaries and wages	\$ 1,628,579	\$ 985,926	\$ -	\$ -	\$ 214,504			\$ 2,829,009	\$ 2,771,427
Non-certificated benefits	\$ 394,677	\$ 212,061	\$ -	\$ -	\$ 29,520			\$ 636,258	\$ 637,724
Sub-total Remuneration	\$ 2,023,256	\$ 1,197,987	\$ -	\$ -	\$ 244,024			\$ 3,465,267	\$ 3,409,151
Supplies and services	\$ 207,678	\$ 935,903	\$ -	\$ 278,147	\$ 181,008			\$ 1,602,736	\$ 15,518,028
Electricity			\$ 752,880					\$ 752,880	\$ 547,305
Natural gas/heating fuel			\$ 389,700					\$ 389,700	\$ 446,721
Sewer and water			\$ 37,150					\$ 37,150	\$ 38,819
Telecommunications			\$ 48,281					\$ 48,281	\$ 45,161
Insurance					\$ 529,899			\$ 529,899	\$ 184,618
ASAP maintenance & renewal payments							\$ -	\$ -	\$ -
Amortization of tangible capital assets									
Supported									
Unsupported							\$ 2,829,074	\$ 2,829,074	\$ 2,819,767
Total Amortization						\$ 228,703		\$ 228,703	\$ 194,538
Interest on capital debt						\$ 228,703	\$ 2,829,074	\$ 3,057,777	\$ 3,014,305
Supported									
Unsupported							\$ -	\$ -	\$ -
Lease payments for facilities				\$ 77,662				\$ 77,662	\$ 76,943
Other interest charges								\$ -	\$ -
Losses on disposal of capital assets								\$ 1,621	\$ 331
TOTAL EXPENSES	\$ 2,230,934	\$ 2,133,890	\$ 1,228,011	\$ 355,809	\$ 954,931	\$ 230,324	\$ 2,829,074	\$ 9,962,973	\$ 23,281,362
SQUARE METRES									
School buildings								\$ 54,330.8	\$ 54,197
Non school buildings								\$ 2,094.7	\$ 2,095

Note:

Custodial: All expenses related to activities undertaken to keep the school environment and maintenance shops clean and safe.
Maintenance: All expenses associated with the repair, replacement, enhancement and minor construction of buildings, grounds and equipment components. This includes regular and preventative maintenance undertaken to ensure components reach or exceed their life cycle and the repair of broken components. Maintenance expenses exclude operational costs related to expensed IMR & Modular Unit relocations, as they are reported on separately.
Utilities & Telecommunications: All expenses related to electricity, natural gas and other heating fuels, sewer and water and all forms of telecommunications.
Expensed IMR & Modular Unit Relocation & Lease Pmts: All operational expenses associated with non-capitalized Infrastructure Maintenance Renewal projects, modular unit (portable) relocation, and payments on leased facilities.
Facility Planning & Operations Administration: All expenses related to the administration of operations and maintenance including (but not limited to) contract administration, clerical functions, negotiations, supervision of employees & contractors, school facility planning & project administration, administration of joint-use agreements, and all expenses related to ensuring compliance with health and safety standards, codes and government regulations.
Unsupported Amortization & Other Expenses: All expenses related to unsupported capital assets amortization and interest on unsupported capital debt.
Supported Capital & Debt Services: All expenses related to supported capital assets amortization and interest on supported capital debt.

SCHEDULE 5School Jurisdiction Code: 1280**SCHEDULE OF CASH, CASH EQUIVALENTS, AND PORTFOLIO INVESTMENTS
for the Year Ended August 31, 2020 (in dollars)****Cash & Cash Equivalents**

	2020			2019
	Average Effective (Market) Yield	Cost	Amortized Cost	Amortized Cost
Cash		\$ -	\$ 14,541,466	11,095,489
Cash equivalents				
Government of Canada, direct and guaranteed	0.00%	-	-	-
Provincial, direct and guaranteed	0.00%	-	-	-
Corporate	0.00%	-	-	-
Other, including GIC's	0.00%	-	-	-
Total cash and cash equivalents		\$ -	\$ 14,541,466	\$ 11,095,489

See Note 3 for additional detail.

Portfolio Investments

	2020			2019	
	Average Effective (Market) Yield	Cost	Fair Value	Balance	Balance
Interest-bearing securities					
Deposits and short-term securities	0.00%	\$ -	\$ -	\$ -	\$ -
Bonds and mortgages	0.00%	-	-	-	-
	0.00%	-	-	-	-
Equities					
Canadian equities	0.00%	\$ -	\$ -	\$ -	\$ -
Global developed equities	0.00%	-	-	-	-
Emerging markets equities	0.00%	-	-	-	-
Private equities	0.00%	-	-	-	-
Pooled investment funds	0.00%	-	-	-	-
Total fixed income securities	0.00%	-	-	-	-
Other					
Other (Specify)	0.00%	\$ -	\$ -	\$ -	\$ -
Other (Specify)	0.00%	-	-	-	-
Other (Specify)	0.00%	-	-	-	-
Other (Specify)	0.00%	-	-	-	-
Total equities	0.00%	-	-	-	-
Total portfolio investments	0.00%	\$ -	\$ -	\$ -	\$ -

See Note 5 for additional detail.

Portfolio investments**Operating**

Cost
Unrealized gains and losses

Endowments

Cost
Unrealized gains and losses
Deferred revenue

Total portfolio investments

	2020	2019
Cost	\$ -	\$ -
Unrealized gains and losses	-	-
	-	-
Cost	\$ -	\$ -
Unrealized gains and losses	-	-
Deferred revenue	-	-
	-	-
Total portfolio investments	\$ -	\$ -

The following represents the maturity structure for portfolio investments based on principal amount:

	2020	2019
Under 1 year	0.0%	100.0%
1 to 5 years	0.0%	0.0%
6 to 10 years	0.0%	0.0%
11 to 20 years	0.0%	0.0%
Over 20 years	0.0%	0.0%
	0.0%	100.0%

SCHEDULE 6

School Jurisdiction Code: 1280

SCHEDULE OF TANGIBLE CAPITAL ASSETS
For the Year Ended August 31, 2020 (in dollars)

	2020						Total	2019
	Land	Work In Progress*	Buildings** 10-40 Years	Equipment 5 Years	Vehicles 5-12 Years	Computer Hardware & Software 5 Years		
Tangible Capital Assets								
Estimated useful life								
Historical cost								
Beginning of year	\$ 538,792	\$ -	\$ 149,009,936	\$ 8,062,036	\$ 8,718,952	\$ 5,335,764	\$ 171,665,480	\$ 170,958,292
Prior period adjustments	-	-	-	-	-	-	-	-
Additions	-	-	1,140,991	504,605	875,902	432,752	2,954,250	1,389,861
Transfers in (out)	-	-	-	-	-	-	-	-
Less disposals including write-offs	-	-	(518,179)	(149,133)	(812,147)	-	(1,479,459)	(682,673)
Historical cost, August 31, 2020	\$ 538,792	\$ -	\$ 149,632,748	\$ 8,417,508	\$ 8,782,707	\$ 5,768,516	\$ 173,140,271	\$ 171,665,480
Accumulated amortization								
Beginning of year	\$ -	\$ -	\$ 86,122,953	\$ 7,750,399	\$ 6,312,453	\$ 4,917,878	\$ 105,103,683	\$ 101,263,626
Prior period adjustments	-	-	-	-	-	-	-	-
Amortization	-	-	3,392,612	249,871	703,508	98,771	4,444,762	4,489,430
Other additions	-	-	-	-	-	-	-	-
Transfers in (out)	-	-	-	-	-	-	-	-
Less disposals including write-offs	-	-	(374,808)	(135,586)	(745,573)	-	(1,255,967)	(649,373)
Accumulated amortization, August 31, 2020	\$ -	\$ -	\$ 89,140,757	\$ 7,864,684	\$ 6,270,388	\$ 5,016,649	\$ 108,292,478	\$ 105,103,683
Net Book Value at August 31, 2020	\$ 538,792	\$ -	\$ 60,491,991	\$ 552,824	\$ 2,512,319	\$ 751,867	\$ 64,847,793	\$ -
Net Book Value at August 31, 2019	\$ 538,792	\$ -	\$ 62,886,983	\$ 311,637	\$ 2,406,499	\$ 417,886	\$ 66,561,797	\$ -

	2020	2019
Total cost of assets under capital lease	\$ -	\$ -
Total amortization of assets under capital lease	\$ -	\$ -

SCHEDULE 7

SCHEDULE OF REMUNERATION AND MONETARY INCENTIVES
For the Year Ended August 31, 2020 (in dollars)

School Jurisdiction Code: 1280

Board Members:	FTE	Remuneration	Benefits	Allowances	Performance Bonuses	ERIP's / Other Paid	Other Accrued Unpaid Benefits (1)	Expenses
R Guild, Board Chair	1.00	\$34,744	\$3,114	\$0	\$0	\$0	\$0	\$12,348
C Wanyandie, Trustee	1.00	\$14,513	\$5,646	\$0	\$0	\$0	\$0	\$8,024
R Anderson, Trustee	1.00	\$20,007	\$2,182	\$0	\$0	\$0	\$0	\$12,789
J Lamouche, Trustee	1.00	\$9,023	\$2,999	\$0	\$0	\$0	\$0	\$1,719
L Cardinal, Trustee	1.00	\$12,471	\$3,661	\$0	\$0	\$0	\$0	\$5,948
S Yellowknife, Trustee	1.00	\$9,275	\$4,814	\$0	\$0	\$0	\$0	\$2,761
L Glade, Trustee	1.00	\$6,413	\$2,703	\$0	\$0	\$0	\$0	\$1,078
R Sakeskanip, Trustee	1.00	\$16,875	\$4,851	\$0	\$0	\$0	\$0	\$14,402
J Nokohoo, Trustee	1.00	\$19,838	\$4,867	\$0	\$0	\$0	\$0	\$15,058
K Telford, Trustee	1.00	\$9,788	\$5,420	\$0	\$0	\$0	\$0	\$2,821
M Danies, Trustee	0.42	\$2,813	\$2,707	\$0	\$0	\$0	\$0	\$3,384
	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Subtotal	10.42	\$155,760	\$42,964	\$0	\$0	\$0	\$0	\$80,332
Dr. Nancy Spencer-Poitras	1.00	\$186,250	\$42,135	\$0	\$0	\$0	\$42,375	\$31,184
	0.50	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	0.20	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Trudy Rasmuson, Secretary Treasurer	0.84	\$187,239	\$27,278	\$0	\$0	\$0	\$0	\$6,419
Roxane Guindon, Acting Secretary Treasurer	0.16	\$22,100	\$4,033	\$0	\$0	\$0	\$2,157	\$0
		\$0	\$0	\$0	\$0	\$0	\$0	\$0
Certificated		\$17,072,362	\$3,476,553	\$0	\$0	\$0	\$0	\$0
School based	146.30							
Non-School based	17.70							
Non-certificated		\$11,571,705	\$2,589,416	\$0	\$0	\$0	\$0	\$0
Instructional	127.40							
Plant Operations & Maintenance	43.40							
Transportation	30.50							
Other	44.90							
TOTALS	423.32	\$29,195,416	\$6,182,379	\$0	\$0	\$0	\$44,532	\$117,935

Vacation payable

(1) Other Accrued Unpaid Benefits Include:

School Jurisdiction Code: 1280

SCHEDULE 8
UNAUDITED SCHEDULE OF FEES
For the Year Ended August 31, 2020 (in dollars)

	Actual Fees Collected 2018/2019	Budgeted Fee Revenue 2019/2020	(A) Actual Fees Collected 2019/2020	(B) Unspent September 1, 2019*	(C) Funds Raised to Defray Fees 2019/2020	(D) Expenditures 2019/2020	(A) + (B) + (C) - (D) Unspent Balance at August 31, 2020*
Transportation Fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Basic Instruction Fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Basic instruction supplies							
Fees to Enhance Basic Instruction							
Technology user fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Alternative program fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Fees for optional courses	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Activity fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Early childhood services	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other fees to enhance education	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Non-Curricular fees							
Extracurricular fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Non-curricular travel	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Lunch supervision and noon hour activity fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Non-curricular goods and services	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other Fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL FEES	\$0	\$0	\$0	\$0	\$0	\$0	\$0

*Unspent balances cannot be less than \$0

	Actual 2020	Actual 2019
Please disclose amounts paid by parents of students that are recorded as "Sales of services and products", "Fundraising", or "Other revenue" (rather than fee revenue):		
Cafeteria sales, hot lunch, milk programs	\$0	\$0
Special events, graduation, tickets	\$0	\$0
International and out of province student revenue	\$0	\$0
Sales or rentals of other supplies/services (clothing, agendas, yearbooks)	\$0	\$0
Adult education revenue	\$0	\$0
Preschool	\$0	\$0
Child care & before and after school care	\$0	\$0
Lost item replacement fee	\$0	\$0
Other (Describe)	\$0	\$0
Other (Describe)	\$0	\$0
Other (Describe)	\$0	\$0
TOTAL	\$0	\$0

SCHEDULE 9

UNAUDITED SCHEDULE OF CENTRAL ADMINISTRATION EXPENSES
For the Year Ended August 31, 2020 (in dollars)

EXPENSES	Allocated to Board & System Administration			
	Salaries & Benefits	Supplies & Services	Other	TOTAL
Office of the superintendent	\$ 423,176	\$ 147,151	\$ -	\$ 570,327
Educational administration (excluding superintendent)	\$ -	\$ -	\$ -	\$ -
Business administration	\$ 987,280	\$ 225,692	\$ -	\$ 1,212,972
Board governance (Board of Trustees)	\$ 193,418	\$ 272,431	\$ -	\$ 465,849
Information technology	\$ -	\$ -	\$ -	\$ -
Human resources	\$ 296,251	\$ 191,174	\$ -	\$ 487,425
Central purchasing, communications, marketing	\$ 90,182	\$ 60,164	\$ -	\$ 150,346
Payroll	\$ -	\$ -	\$ -	\$ -
Administration - insurance			\$ 23,898	\$ 23,898
Administration - amortization			\$ 5,386	\$ 5,386
Administration - other (admin building, interest)			\$ 120,740	\$ 120,740
Other (describe)	\$ -	\$ -	\$ -	\$ -
Other (describe)	\$ -	\$ -	\$ -	\$ -
Other (describe)	\$ -	\$ -	\$ -	\$ -
TOTAL EXPENSES	\$ 1,990,307	\$ 896,612	\$ 150,024	\$ 3,036,943

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School Jurisdiction Code: 1280

COVID - 19 EXPENDITURES (FOR INFORMATION ONLY - NOT PART OF FINANCIAL STATEMENTS)
for the Year Ended August 31, 2020 (in dollars)

EXPENSES DUE TO COVID-19	2020							TOTAL
	Instruction		Plant Operations and Maintenance	Transportation	Board & System Administration	External Services	TOTAL	
	ECS	Grades 1 - 12						
(1) Certificated salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(2) Certificated benefits	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(3) Non-certificated salaries and wages	\$ -	\$ -	\$ 9,524	\$ -	\$ -	\$ -	\$ -	\$ 9,524
(4) Non-certificated benefits	\$ -	\$ -	\$ 564	\$ -	\$ -	\$ -	\$ -	\$ 564
(5) SUB - TOTAL	\$ -	\$ -	\$ 10,088	\$ -	\$ -	\$ -	\$ -	\$ 10,088
(6) Services, contracts and supplies	\$ -	\$ 22,126	\$ 13,712	\$ 14,189	\$ 991	\$ 1,793	\$ -	\$ 52,811
(7) Amortization of supported tangible capital assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(8) Amortization of unsupported tangible capital assets	\$ -	\$ -	\$ 1,177	\$ -	\$ -	\$ -	\$ -	\$ 1,177
(9) Supported interest on capital debt	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(10) Unsupported interest on capital debt	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(11) Other interest and finance charges	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(12) Losses on disposal of tangible capital assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(13) Other expense	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(14) TOTAL EXPENSES DUE TO COVID-19	\$ -	\$ 22,126	\$ 24,977	\$ 14,189	\$ 991	\$ 1,793	\$ -	\$ 64,076

TANGIBLE CAPITAL ASSETS DUE TO COVID-19	Land	Buildings	Equipment	Vehicles	Computer Hardware & Software	Total
Historical cost	-	-	-	-	-	-
Beginning of year	-	-	-	-	-	-
Additions	-	-	19,620	-	-	19,620
Transfers in (out)	-	-	-	-	-	-
Less: disposals including write-offs	-	-	-	-	-	-
Historical cost, August 31, 2020	-	-	19,620	-	-	19,620
Accumulated amortization	-	-	-	-	-	-
Beginning of year	-	-	-	-	-	-
Amortization	-	-	1,177	-	-	1,177
Other additions	-	-	-	-	-	-
Transfers in (out)	-	-	-	-	-	-
Less: disposals including write-offs	-	-	-	-	-	-
Accumulated amortization, August 31, 2020	-	-	1,177	-	-	1,177
Net Book Value at August 31, 2020	-	-	18,443	-	-	18,443

**STUDENT STATISTICS (FOR INFORMATION ONLY - NOT PART OF FINANCIAL STATEMENTS)
FULL TIME EQUIVALENT (FTE) ENROLLED STUDENTS**

	Actual 2020/21	Budgeted 2020/21 (Note 2)	Actual 2019/20	Notes
Kindergarten, and Grades 1 to 12				
Eligible Funded Students:				
Kindergarten	124	124	125	Head count
Kindergarten program hours	900	900	900	Minimum: 475 hours
Kindergarten FTE's Enrolled	62	62	63	0.5 times Head Count
Grades 1 to 9	1,056	1,048	988	Head count
Grades 10 to 12 - 1st, 2nd & 3rd year	183	155	195	Head count
Grades 10 to 12 - 4th year	23	-	-	Head count
Grades 10 to 12 - 4th year FTE	12	-	-	0.5 times Head Count
Grades 10 to 12 - 5th year	3	-	-	Head count
Grades 10 to 12 - 5th year FTE	1	-	-	0.25 times Head Count
Total FTE	1,313	1,265	1,246	K- Grade 12 students eligible for base instruction funding from Alberta Education.
Percentage Change	3.8%	1.6%		
Other Students:				
Total	543	657	672	Note 3
Total Net Enrolled Students	1,856	1,922	1,918	
Home Ed Students	1	4	4	Note 4
Total Enrolled Students, Kindergarten, and Grades 1-12	1,857	1,926	1,922	
Percentage Change	-3.6%	0.2%		
Of the Eligible Funded Students:				
Students with Severe Disabilities	55	80	79	FTE of students with severe disabilities as reported by the board via PASI.
Students with Mild/Moderate Disabilities	271	270	267	FTE of students identified with mild/moderate disabilities as reported by the board via PASI.
Pre - Kindergarten (Pre - K)				
Eligible Funded Children	5	18	18	Children between the age of 2 years 8 months and 4 years 8 months.
Other Children	1	9	9	Children between the age of 2 years 8 months and 4 years 8 months.
Total Enrolled Children - Pre - K	6	27	27	
Program Hours	900	900	900	Minimum: 400 Hours
FTE Ratio	1.125	1.125	1.125	Actual hours divided by 800
FTE's Enrolled, Pre - K	7	30	30	
Percentage Change	-77.8%	0.0%		
Of the Eligible Funded Children:				
Students with Severe Disabilities (PUF)	5	3	3	FTE of students with severe disabilities as reported by the board via PASI.
Students with Mild/Moderate Disabilities	-	5	5	FTE of students identified with mild/moderate disabilities as reported by the board via PASI.
NOTES:				
1) Enrolment is to be completed WHEREVER APPLICABLE and are 'as at September 30th' for each year.				
2) Budgeted enrolment is to be based on best information available at time of the 2020/2021 budget report preparation.				
3) Other K to Grade 12 students that are not eligible for base instruction funding from Alberta Education include First Nations students living on reserves for which tuition fee payments are made from Band or AANDC (Code 330), students younger than 5 1/2 or older than 20, and out-of-province and foreign students.				
4) Because they are funded separately, Home Education students are not included with total net enrolled students.				

BOARD AND SYSTEM ADMINISTRATION (FOR INFORMATION ONLY - NOT PART OF FINANCIAL STATEMENTS)	
2019/2020 EXPENSES UNDER (OVER) MAXIMUM LIMIT	
TOTAL EXPENSES (Net of rental revenue from central administration building)	\$57,351,357
Enter Number of Net Enrolled Students (adjusted for adult & underage students):	1,194
Enter Number of Funded (ECS) Children (headcount):	127
"C" if Charter School	
STEP 1	
Calculation of maximum expense limit percentage for Board and System Administration expenses	
If "Total Net Enrolled Students" are 6,000 and over	= 3.6%
If "Total Net Enrolled Students" are 2,000 and less	= 5.4%
The Maximum Expense Limit for Board and System Administration is based on an arithmetical proration for the TOTAL FTE count for grades 1 -12, net of Home Education AND Adult students, between 2,000 to 6,000 at .00045 per FTE (Example: 4,500 FTE count grades 1-12 = 6,000 - 4,500 = 1,500 X .00045 = 0.675% plus 3.6% = maximum expense limit of 4.275%).	
STEP 2	
A. Calculate maximum expense limit amounts for Board and System Administration expenses	
Maximum Expense Limit percentage (Step 1) x TOTAL EXPENSES	\$3,096,973
B. Considerations for Charter Schools and Small School Boards:	
If charter schools and small school boards,	
The amount of Small Board Administration funding (Funding Manual Section 1.13)	
	\$470,826
2019/2020 MAXIMUM EXPENSE LIMIT (the greater of A or B above)	\$3,096,973
Actual Board & System Administration from Line 30 of "Schedule of Program Operations" net of rental income (Board & System Administration Column)	
	\$3,036,943
Amount Overspent	
	\$0
(Explain reason(s) for over-expenditure if amount overspent in cell "I38" is greater than zero).	

Note 1 Authority

Northland School Division (the "Division") delivers education programs under the authority of the *Education Act*, 2012, Chapter E-0.3 and also operates under the authority of the *Northland School Division Act*, Chapter N-5.1, Statutes of Alberta, 2017.

The Division receives instruction and support allocations under Education Grants Regulation AR120/2008. The Regulation allows for the setting of conditions and use of grant monies. The School Division is limited on certain funding allocations and administration expenses. The Division is a registered charity under the *Income Tax Act (Canada)* and is therefore exempt from the payment of income taxes.

Note 2 Summary of Significant Accounting Policies

These financial statements have been prepared in accordance with the CPA Canadian Public Sector Accounting Standards (PSAS). These financial statements have, in management's opinion, been properly prepared within reasonable limits of materiality and within the framework of the accounting policies summarized below:

1. *Valuation of Financial Assets and Liabilities*

The Division's financial assets and liabilities are generally measured as follows:

<u>Financial Statement Component:</u>	<u>Measurement:</u>
Cash and cash equivalents	Cost
Accounts receivable	Lower or cost or net recoverable value
Inventories	Lower of cost or net realizable value
Accounts payable and accrued liabilities	Cost

2. *Financial Assets*

Financial assets are assets that could be used to discharge existing liabilities or finance future operations and are not for consumption in the normal course of operations.

Financial assets are the Division's financial claims on external organizations and individuals.

2a. *Cash and Cash Equivalents*

Cash includes cash on hand and balances with banks. Cash equivalents are short-term, highly liquid investments that are readily convertible to known amounts of cash and that are subject to an insignificant risk of change in value. Cash equivalents have maturities of three months or less from the date of acquisition and are held for the purpose of meeting short-term commitments rather than for investment purposes. Included in cash are School Generated Fund bank balances totaling \$196,351 (2019 - \$292,449) and \$1,783,279 (2019 - \$1,775,291) restricted for capital reserves.

2b. *Accounts Receivable*

Accounts receivable are recognized at the lower of cost or net recoverable value. A valuation allowance is recognized when recovery is uncertain.

2c. *Inventories*

Inventories are valued at the lower of cost and net realizable value. Cost is determined on first-in, first-out basis.

2d. *Other Financial Assets*

Other financial assets are valued at the lower of cost or expected net realizable value.

3. *Liabilities*

Liabilities are present obligations of the Division to external organizations and individuals arising from past transactions or events occurring before the year end, the settlement of which is expected to result in the future sacrifice of economic benefits. They are recognized when there is an appropriate basis of measurement and management can reasonably estimate the amounts.

3a. *Accounts Payable and Accrued Liabilities*

Accounts payable and accrued liabilities include unearned revenue collected from external organizations and individuals for which goods and services have yet to be provided.

3b. *Deferred Contributions*

Deferred contributions include contributions received for operations which have stipulations that meet the definition of a liability per Public Sector Accounting Standard (PSAS) PS 3200. These contributions are recognized by the Division once it has met all eligibility criteria to receive the contributions. When stipulations are met, deferred contributions are recognized as revenue in the fiscal year in a manner consistent with the circumstances and evidence used to support the initial recognition of the contributions received as a liability.

Deferred contributions also include contributions for capital expenditures, unspent and spent:

a) Unspent Deferred Capital Contributions

Unspent Deferred Capital Contributions represent externally restricted supported capital funds provided for a specific capital purpose received or receivable by the Division, but the related expenditure has not been made at year-end. These contributions must also have stipulations that meet the definition of a liability per PS 3200 when expended.

b) Spent Deferred Capital Contributions

Spent Deferred Capital Contributions represent externally restricted supported capital funds that have been expended but have yet to be amortized over the useful life of the related capital asset. Amortization over the useful life of the related capital asset is due to certain stipulations related to the contributions that require that the Division to use the asset in a prescribed manner over the life of the associated asset.

3c. *Employee Future Benefits*

The Division provides certain post-employment benefits including vested and non-vested benefits for certain employees pursuant to certain contracts and union agreements.

The Division accrues its obligations and related costs including both vested and non-vested benefits under employee future benefit plans. Benefits include accumulating sick leave, and post-employment benefit continuation. The future benefits cost is determined using management's best estimate of expected cost rates and benefit usage.

3d. *Environmental Liabilities*

Contaminated sites are a result of contamination of a chemical, organic, or radioactive material or live organism that exceeds an environmental standard, being introduced into soil, water or sediment.

When a contaminated site is no longer in productive use, the liability is recognized net of any expected recoveries. A liability for remediation of contaminated sites normally results from an operation that is no longer in productive use and is recognized when all of the following criteria are met:

- an environmental standard exists
- contamination exceeds the environmental standard
- the Division is directly responsible or accepts responsibility
- it is expected that future economic benefits will be given up, and
- a reasonable estimate of the amount can be made.

When a contaminated site is in productive use, a liability for remediation is recognized net of any expected recoveries, when all of the following criteria are met:

- the Division has a duty or responsibility to others, leaving little or no discretion to avoid the obligation
- the duty or responsibility to others entails settlement by future transfer or use of assets, or a provision of services at a specified or determinable date, or on demand
- the transaction or events obligating the Division have already occurred, and
- a reasonable estimate of the amount can be made.

3e. *Asset Retirement Obligations*

The Division has determined that it has a conditional asset retirement obligation relating to certain school sites. These obligations will be discharged in the future by funding through the Alberta Government. The Division believes that there is insufficient information to estimate the fair value of the asset retirement obligation because the settlement date or the range of potential settlement dates has not been determined and information is not available to apply an expected present value technique.

4. *Non-Financial Assets*

Non-Financial assets are acquired, constructed, or developed assets that do not normally provide resources to discharge existing liabilities but instead:

- are normally employed to deliver government services;
- may be consumed in the normal course of operations; and
- are not for sale in the normal course of operations

4a. Tangible Capital Assets

The following criteria applies:

- a) Tangible capital assets acquired or constructed are recorded at cost which includes amounts that are directly related to the acquisition, design, construction, development or betterment of the asset. Cost also includes overhead directly attributable to construction as well as interest costs that are directly attributable to the acquisition or construction of the asset.
- b) Donated tangible capital assets are recorded at their fair market value at the date of donation, except in circumstances where fair value cannot be reasonably determined, when they are then recognized at nominal value. Transfers of tangible capital assets from related parties are recorded at original cost less accumulated amortization.
- c) Work-in-progress is recorded as a transfer to the applicable asset class at substantial completion.
- d) Buildings include site improvements.
- e) Sites and buildings are written down to residual value when conditions indicated they no longer contribute to the ability of the Division to provide services or when the value of future economic benefits associated with the sites and buildings are less than their net book value. For supported assets, the write-downs are accounted for as reductions to Expended Deferred Capital Contributions.
- f) Buildings that are demolished or destroyed are written-off.
- g) Tangible capital assets with costs in excess of \$5,000 are capitalized.
- h) Tangible assets are amortized over their estimated useful lives on a straight-line basis, at the following rates:

Buildings and Land Improvements	10 - 40 years
Vehicles	5 - 12 years
Equipment	5 years
Computer Hardware and Software	5 years

4b. Prepaid Expenses

Prepaid expenses are recognized at cost and amortized based on the terms of the agreement or using a methodology that reflects the use of the resource.

5. Operating and Capital Reserves

Certain amounts are internally or externally restricted for future operating or capital purposes. Transfers to and from reserves are recorded when approved by the Board of Trustees. Capital reserves are restricted to capital purposes and may only be used for operating purposes with approval by the Minister of Education. Reserves are disclosed in the Schedule of Changes in Accumulated Surplus.

6. Revenue Recognition

Revenues are recorded on an accrual basis. Instruction and support allocations are recognized in the year to which they relate. Fees for services related to courses and programs are recognized as revenue when such courses and programs are delivered.

Eligibility criteria are criteria that the Division has to meet in order to receive certain contributions. Stipulations describe what the Division must perform in order to keep the contributions. Contributions without eligibility criteria or stipulations are recognized as revenue when the contributions are authorized by the transferring government or entity.

Contributions with eligibility criteria but without stipulations are recognized as revenue when the contributions are authorized by the transferring government or entity and all eligibility criteria have been met.

Contributions with stipulations are recognized as revenue in the period the stipulations are met, except when and to the extent that the contributions give rise to an obligation that meets the definition of a liability in accordance with Section PS 3200. Such liabilities are recorded as deferred contributions. The following items fall under this category:

- Non-capital contributions for specific purposes are recorded as deferred contributions and recognized as revenue in the year the stipulated related expenses are incurred;
- Unspent Deferred Capital Contributions; or
- Spent Deferred Capital Contributions.
- Investment income includes interest and is recognized when earned and collection is reasonably assured.

7. *Expenses*

Expenses are reported on an accrual basis. The cost of all goods consumed and services received during the year is expensed.

Allocation of Costs:

- a) Actual salaries of personnel assigned to two or more programs are allocated based on the time spent in each program.
- b) Employee benefits and allowances are allocated to the same programs, and in the same proportions, as the individual's salary.
- c) Supplies and services are allocated based on actual program identification.

8. *Program Reporting*

The Division's operations have been segmented as follows:

- a) **ECS Instruction:** The provision of Early Childhood Services instructional services that fall under the basic public education mandate.
- b) **Grade 1 - 12 Instruction:** The provision of instructional services for grades 1 – 12 that fall under the basic public education mandate.
- c) **Plant Operations and Maintenance:** The operation and maintenance of all school buildings and maintenance shop facilities.

- d) **Transportation:** The provision of regular and special education bus services (to and from school), whether contracted or board operated, including transportation facilities.
- e) **Board & System Administration:** The provision of board governance and system-based/central office administration.
- f) **External Services:** All projects, activities, and services offered outside the public education mandate for ECS children and students in grades 1 - 12. Services offered beyond the mandate for public education are to be self-supporting, and Alberta Education funding may not be utilized to support these programs.

The allocation of revenues and expenses are reported by program, source, and object on the Schedule of Program Operations. Respective instruction expenses include the cost of certificated teachers, non-certificated educational assistants as well as a proportionate share of supplies and services, school administration and instructional support, and System Instructional Support.

9. *Financial Instruments*

A contract establishing a financial instrument creates, at its inception, rights and obligations to receive or deliver economic benefits. The financial assets and financial liabilities portray these rights and obligations in the financial statements. The Division recognizes a financial instrument when it becomes a party to a financial instrument contract.

10. *Measurement Uncertainty*

Measurement uncertainty exists when there is a variance between the recognized or disclosed amount and another reasonable possible amount. The precise determination of many assets and liabilities is dependent on future events. As a result, the preparation of financial statements for a period involves the use of estimates and approximations which have been made using careful judgment. Actual results could differ from those estimates.

Accounts receivable are stated after evaluation as to their collectability and an appropriate allowance for doubtful accounts is provided where considered necessary. Amortization rates are based on the estimated useful lives of capital assets. Other significant areas requiring the use of management estimates relate to the potential impairment of assets and estimated employee future benefits.

11. *Contributed Services and Materials*

Volunteers assist schools operated by the Division in carrying out certain activities. Because of the difficulty of determining their fair value and of the fact such assistance is generally not otherwise purchased, contributed services and materials are not recognized in the financial statements.

12. Change in Accounting Policy

The Division has prospectively adopted the following standards from September 1, 2018: PS 3430 Restructuring Transactions.

13. Future Accounting Changes

The Public Sector Accounting Board has issued the following accounting standards:

- **PS 3280 Asset Retirement Obligations (effective September 1, 2022)**

This standard provides guidance on how to account for and report a liability for retirement of a tangible capital asset.

- **PS 3400 Revenue (effective September 1, 2023)**

This standard provides guidance on how to account for and report on revenue, and specifically, it addresses revenue arising from exchange transactions and unilateral transactions.

Management is currently assessing the impact of these standards on the financial statements.

Note 3 Accounts Receivable (Net after Allowances)

	2020			2019
	Gross Amount	Allowance for Doubtful Accounts	Net Realizable Value	Net Realizable Value
Alberta Education – Grants	\$130,966	(94,000)	\$36,966	\$32,177
Alberta Education – Capital	275,769		275,769	275,769
Other Alberta School Jurisdictions	13,044	(13,044)	0	0
Alberta Health Services	173,595		173,595	102,376
Federal Government	875,514		875,514	546,598
First Nations	2,467,269	(44,139)	2,423,130	2,443,823
Other Alberta Government	0		0	0
Other	3,432,143	(168,536)	3,263,607	12,852,368
Post-secondary Institutions	21,870		21,870	17,563
Total	\$7,390,170	\$(319,719)	\$7,070,451	\$16,270,674

Note 4 Other Financial Assets

Other financial assets consist of advances to Hot Lunch Programs and damage deposits totaling \$22,000 (2019 – \$50,056). 2019 also included advances to Hot Lunch Programs.

Note 5 Other Non-Financial Assets:

Other non-financial assets consist of inventory of supplies in the amount of \$7,539 (2019 - \$10). 2019 consisted of shares in a purchasing group.

Note 6 Prepaid Expenses

Prepaid expenses consist of the following:

	2020	2019
Lease and rent	\$31,142	\$19,564
Memberships, subscriptions, and fees	618,431	171,050
Property taxes	18,956	19,142
Insurance	149,505	132,024
Other supplies	569,826	167,891
Total	\$1,387,860	\$509,671

Note 7 Bank Indebtedness

The Division has negotiated a line of credit in the amount of \$3,000,000 (2019 - \$3,000,000) that bears interest at the bank prime rate less 0.25%. The line of credit is secured by a security agreement, covering all revenue of the Division. There was no balance outstanding on the line of credit at August 31, 2020 (2019 - \$0).

Note 8 Accounts Payable and Accrued Liabilities

	2020	2019
Federal Government	\$3,989	\$3,989
First Nations	506,746	0
Other Alberta School Divisions	30,890	79,991
Alberta Education	571,324	0
Accrued Vacation Pay Liability	612,523	616,892
Other Salaries and Benefit Costs	87,285	41,271
Other Trade Payables and Accrued Liabilities	6,616,011	13,371,750
Total	\$8,428,768	\$14,113,893

Note 9 Contractual Obligations

Estimated payment requirements for each of the next five years are as follows:

	Building Leases	Service Providers	Equipment Leases
2020-21	\$43,673	\$0	\$0
2021-22	41,628		0
2022-23	26,460		
Total	\$111,761	\$0	\$0

Note 10 Employee Future Benefit Liabilities

Employee future benefit liabilities consist of accumulated sick pay liability in the amount of \$6,001 (2019 - \$6,001).

Note 11 Pension Costs

Pension costs included in these statements comprise the cost of employer contributions for current service of employees during the year.

Current and past service costs of the Alberta Teachers' Retirement Fund (ATRF) are met by contributions by active members and the Government of Alberta. Under the terms of the Teachers Pension Plan Act, the Division does not make pension contributions for certificated Staff. The Government portion of the current service contribution to the ATRF on behalf of the Division is included in both revenues and expenses. For the year ended August 31, 2020, the amount contributed by the Government was \$1,779,908 (2018 - \$1,895,975). At August 31, 2019 the ATRF reported an actuarial surplus of \$3,425,141,000 (2018 - \$2,678,537,000).

The Division participates in a multi-employer pension plan, the Local Authorities Pension Plan (LAPP) and is not responsible for future funding of the plan deficit other than through contribution increases. The Division does not have sufficient plan information on the LAPP to follow defined benefit accounting, and therefore follows the standards for defined contribution accounting. Accordingly, the pension expense recorded for the LAPP is equivalent to the Division's annual contributions paid of \$693,325 for the year ended August 31, 2020 (2019 - \$779,535). As of December 31, 2019, the LAPP reported an actuarial surplus of \$7,913,261,000 (2018 - a surplus of \$3,469,347,000).

Note 13 School Generated Funds

	2020	2019
Unexpended School Generated Funds, Opening Balance August 31	\$287,107	\$430,986
Current Year Activities – Gross Receipts:		
Fundraising	97,051	166,396
Gifts and donations	104,980	129,346
Other sales and services		
Total gross receipts	202,031	295,742
Current Year Activities – Uses of Funds		
Equipment and Supplies	0	0
Extra-Curricular Activities	253,456	281,190
Field Trips	17,031	39,742
Fundraising (Direct Costs)	23,946	36,102
Funds Released for Schools Transferred	0	82,585
Total Uses of Funds	294,433	439,619
Unexpended School Generated Funds, Closing Balance August 31	\$194,705	\$287,107
Balance included in Deferred Contributions	8,500	12,275
Balance included in Accumulated Surplus	186,205	274,832
Total	\$194,705	\$287,107

Note 14 Tuition Fees

Pursuant to agreements, the Minister of Indian and Northern Affairs and certain Indian Bands have agreed to pay to the Board of the Division a per capita share of the annual net operating costs of the Board for each Indian Student enrolled. The calculation of the amount recoverable from the Minister and the Bands is subject to possible future adjustments since all components of the net operating costs must be mutually agreed upon by the Minister or Bands and the Board, as required under the agreements. Included in Federal Government and First Nations revenue is \$13,679,705 for tuition fees (2019 - \$15,111,971).

Note 15 Accumulated Surplus

Detailed information related to accumulated surplus is available on the Schedule of Changes in Accumulated Surplus. Accumulated surplus may be summarized as follows:

	2020	2019
Unrestricted surplus	\$3,079,537	\$2,947,144
Operating reserves		
Accumulated surplus (deficit) from operations		
Investment in tangible capital assets	6,224,734	6,137,250
Capital reserves	1,783,279	1,775,291
Accumulated re-measurement gains (losses)		
Accumulated surplus (deficit)	\$11,087,550	\$10,859,685

Accumulated surplus from operations (ASO) include school generated funds of \$186,205 (2019 - \$274,832). These funds are raised at school level and are not available to spend at board level. The Division's adjusted surplus from operations is calculated as follows:

	2020	2019
Accumulated surplus (deficit) from operations	\$11,087,550	\$10,859,685
School Generated funds included in accumulated surplus (Note 13)	(186,205)	(274,832)
Adjusted accumulated surplus (deficit)	\$10,901,345	\$10,584,853

Adjusted accumulated surplus represents unspent funding available to support the Division's operations for the 2020-2021 year.

Note 16 Related Party Transactions

Related parties are those entities consolidated or accounted for on the modified equity basis in the Government of Alberta Consolidated Financial Statements. Related parties also include key management personnel in the Division and their close family members.

All entities that are consolidated in the accounts of the Government of Alberta are related parties of school jurisdictions. These include government departments, health authorities, post-secondary institutions and other school jurisdictions in Alberta.

	Balances		Transactions	
	Financial Assets (at cost or net realizable)	Liabilities (at amortized cost)	Revenues	Expenses
Government of Alberta (GOA): Education				
Accounts receivable/Accounts payable	\$312,735	\$571,324	\$0	
Prepaid expenses/Deferred contributions		8,953,507		
Grant revenues and expenses			36,990,811	
Unspent deferred capital contributions		141,540		
Spent deferred capital contributions		3,271,030		
ATRF payments made on Division's behalf			1,208,584	
Other revenues and expenses				
Government of Alberta (GOA): Infrastructure				
Revenues and expenses			3,400,851	182,756
Unspent deferred capital contributions		55,153,580		
Spent deferred capital contributions		63,471		
Other Related Parties:				
Other Alberta school divisions		30,890		515,589
Energy Efficiency Alberta			0	
Alberta Health Services	173,595		340,263	
ATB Financial			185,837	814
Other Government of Alberta Ministries			15,000	250
Post-secondary institutions	21,870		22,320	60,919
Total 2019/2020	\$508,200	\$68,185,342	\$42,163,666	\$760,328
Total 2018/2019	\$427,885	\$68,476,687	\$44,701,212	\$871,108

Note 17 Economic Dependence on Related Third Party

Northland School Division's primary source of income is from the Alberta Government. The Division's ability to continue viable operations is dependent on this funding.

Note 18 Contingent Liabilities*Alberta Risk Management Insurance Consortium (ARMIC)*

The Division is a member of Alberta Risk Management Insurance Consortium (ARMIC). Under the terms of its membership, the jurisdiction could become liable for its proportionate share of any claim losses in excess of the funds held by the exchange.

Residential Schools

A number of claims have been filed against the Government of Canada. The Division has been named as a third party with the Government in these claims in regards to programs offered by the Division from the early 1960's to the early 1970's. In one of the claims the Division has been named as a defendant. The Division has entered into an indemnity agreement in which the Province of Alberta has agreed to indemnify Northland School Division for these claims and related costs incurred.

Housing Agreement

In July, 2016, the Division signed a ten-year agreement with 914246 Alberta Ltd in which the Division has guaranteed that 6 housing units will be rented by employees of the Division. If these units are vacant, then the Division will be required to pay the monthly rent for these units, which range from \$1,600 to \$1,675 per month.

Transfer of Assets

On September 1, 2018, the operation of three schools (Little Buffalo School, Peerless Lake School and Kateri School) of the Division were transferred to the Kee Tas Kee Now Tribal Council Education Authority (KTCEA). The Division is currently in negotiation with the KTCEA regarding the transfer of tangible capital assets with a net book value of \$1,606,593 and spent deferred capital revenue of \$1,314,204 from the Division to the KTCEA.

None of these contingent liabilities involve related parties.

Note 19 Financial Instruments

The Division, as part of its operations, carries a number of financial instruments. It is management's opinion that the Division is not exposed to significant interest, currency, credit, liquidity or other price risks arising from these financial instruments except as otherwise noted:

Interest Rate Risk

Interest rate risk is the risk that the value of a financial instrument might be adversely affected by a change in the interest rates. Changes in market interest rates may have an effect on the cash flows associated with some financial assets and liabilities, known as cash flow risk, and on the fair value of other financial assets or liabilities, known as price risk. The Division is exposed to interest rate risk primarily through its operating line of credit, which bears interest at a rate that fluctuates with the prime lending rate.

Credit Concentration Risk

As at August 31, 2020, two customers (2019 - two) accounted for 72% (2019 - 71%) of accounts receivable. The Division believes that there is no unusual exposure associated with the collection of these receivables. The Division performs regular credit assessments of its customers and provides allowances for potentially uncollectible accounts receivable.

Note 20 Subsequent Events

In March, 2020, the World Health Organization declared the outbreak of a novel coronavirus (COVID-19) as a global pandemic, which continues to spread in Canada and around the world. This pandemic is evolving and the Division continues to respond with public health measures and financial assistance as necessary. The duration and potential impacts of COVID-19 are unknown at this time. As a result, we are unable to estimate the effect of these developments on the financial statements.

Note 21 Budget Amounts

The budget was prepared by the Division's management with the Board of Trustees approval given on June 14, 2019.

Note 22 Approval of Financial Statements

These financial statements were prepared by management and approved by the Board of Trustees on November 28, 2020.

DRAFT



TO: BOARD OF TRUSTEES **DATE:** NOVEMBER 28, 2020

SUBMITTED BY: Douglas Aird, Secretary Treasurer

SUBJECT: 2020-2021 Fall Budget

REFERENCE(S) & ATTACHMENTS: Policy 2, Role of the Board
Fall Budget Update

RECOMMENDATION:
THAT the Board of Trustees move to approve the 2020-2021 Fall Budget as attached, with no transfers of accumulated operating surplus to reserves.

BACKGROUND:
 The 2020-2021 Fall budget is presented to the board for approval.

Policy 2, Role of the Board, states in 5.1, under Fiscal Accountability, "Approve the annual budget and allocation of resources to achieve desired results."

The 2020-2021 operating budget was approved by the Board of Trustees this spring. Subsequent to this date, there have been changes to enrolment and funding, which is reflected in this budget.

RISK ANALYSIS:



NORTHLAND SCHOOL DIVISION NO. 61

**Fall
Budget
report**

2020/2021

This document outlines the updated figures, based on actual fall enrolment.

Report to the
Board of Trustees
November 28, 2020

"Our students love to come to school in Northland"

Budget 2021 Fall Update

Overall

- The 2021 Budget (Final) was approved May 22, 2020
- Key budget drivers and plans have been reviewed for this update
- Highlighting emerging issues and focus areas
 - These include COVID, revenues, enrollment, staffing and rates

Summary: revenues have declined, expenses will need to follow, as in 2020

2021 Budget - Overview

	<u>Fall Update Nov 2021</u>	<u>Final Budget May 2021</u>	<u>Actual Results 2020</u>	<u>Budget May 2020</u>
Revenues	\$ 61,096,499	\$ 64,171,249	\$ 57,579,222	\$ 63,395,625
Expenses	60,482,263	62,598,612	57,351,357	64,621,983
Surplus (Deficit)	\$ 614,236	\$ 1,572,637	\$227,865	(\$ 1,226,358)
Enrolment	1,933 A	1,922 E	1,918 A	2,080 E

Key Assumptions/Notes

- Enrollment mix has changed and declined slightly from the May forecast of 1,958
 - Due to the pandemic enrollment has fluctuated and is being carefully monitored
 - Total Provincial students are 1,397 vs 1,325 forecast and 1,246 in 2020
 - Total Federal/First Nation Students are 536 vs 633 forecast and 672 in 2020
- The new funding framework and formula has been implemented
 - The Division is funded more as a whole, than on a per student basis
 - The Weighted Moving Average approach stabilizes funding and moderates the financial impact of enrollment changes
 - The process to account for fluctuations from estimated to actual enrollment grant calculations in the future year is TBD
 - The Five-Year Investment Grant has been discontinued
 - There is a \$5.1M bridging grant this year, that will disappear in future
- Federal revenues have declined by \$3,302,947 from May due to rates & enrollments
 - The federal tuition rate declined 3-18% in the 2020 audit in November reducing revenues/recoveries \$.9M
 - For 2019-20 the annual rates (excluding ECS) are:
 - Ft Chip \$22,735.10 - down from the \$27,888.00 previous year.
 - Other Federal/FN areas: \$24,064.20, down from \$24,693.70
 - The 97 student enrollment decline has reduced federal revenues \$2.2M
- School Food Services continues (\$2.6M annually)
 - Funding lunch programs at other divisions has been discontinued and the assets

- transferred to allow them to develop their own programs.
- Staff costs - Inflation at 0% has been factored into salaries/benefits and key contracts
 - Certificated staff budgeted at \$21.6M and 168.2 unchanged from May vs 164.0 at YE 2020
 - Uncertificated staff budgeted at \$14.6M and 242.4 FTE's vs 255.5 in May and 246.2 at YE 2020
- The technology investment of \$1M offset by travel reductions continues
- Staffing reductions in Administration were planned
- Reductions related to the end of the Five Year Investment Grant are planned
- The Board of Trustees budget remains at the 2019-2020 level
- The final quote for property, liability and fleet insurance is pending
 - Approximately a 23% increase is forecast (Total now \$1.3M),
 - The GOA is covering the property insurance increase (\$228K this year)
- Staffing was allocated, based on need in discussions with principals. Tuition agreements may specify staffing levels
- Budget adjustments at schools are a reflection of the change in student enrolment, and are calculated using an allocation model
- Small schools are staffed at 2.25 FTE minimum
- A dedicated language instructor at every school continues
- Funds set aside for community engagement/school councils.
- Housing continues to be costly - planned investments will help with sustainability
- Buses – Four buses replaced annually (69 bus fleet), cycle for fleet as well

Division-wide:

- COVID Impacts - including cleaning, janitorial, equipment, supplies
 - Students at home learning, technology demands
 - Potential forgiveness on enrollment declines
- Rates steady - teacher average salaries, support staff, key contracts
- Staff steady - fte's and rates factored in

Departments

- Operational Review
- School Food Services - revisiting demand dynamically
- Maintenance - CMR offset by COVID janitorial costs
- Transportation - plan to replace 4 buses annually
- Carryforwards
 - School Surplus/deficits, Land-based learning and Five Year Grant remains
- Numeracy funded
- Requests made for provincial funding / Special Approvals
- 2020 hotspots continue to be watched

Forecast and Budget Changes

Collaborative monthly process commencing to plan and forecast

- Principals, Directors, Associates reviewing opportunities/ impacts
- Flexibility will be needed to move funds, depending on circumstances



NORTHLAND SCHOOL DIVISION
Budget 2021 Fall Update
Statement of Revenues and Expenses

REVENUE	2020-2021			%
	Fall Budget	May Budget	Change	
Alberta Education	\$ 46,371,562	\$ 46,143,365	\$ 228,197	0
Federal Government & First Nations	12,046,517	15,349,464	(3,302,947)	(27)
Other Revenue	2,678,420	2,678,420	-	0
	<u>\$ 61,096,499</u>	<u>\$ 64,171,249</u>	<u>\$ (3,074,750)</u>	(5)
EXPENSES				
Schools (inc. school cert. staff)	\$ 24,506,566	\$ 24,556,710	\$ (50,144)	(0)
Instructional Support	6,785,302	7,667,034	(881,732)	(13)
Instructional Supply	6,158,664	7,628,664	(1,470,000)	(24)
External Services	4,521,543	4,521,543	-	0
Board and System Administration	3,108,717	3,108,717	-	0
Operations and Maintenance	10,789,709	10,504,182	285,527	3
Transportation	4,611,762	4,611,762	-	0
	<u>\$ 60,482,263</u>	<u>\$ 62,598,612</u>	<u>\$ (2,116,349)</u>	(3)
NET SURPLUS (DEFICIT)	<u>\$ 614,236</u>	<u>\$ 1,572,637</u>	<u>\$ (958,401)</u>	
Salaries and Benefits Detail				
Certificated salaries and benefits	\$ 21,560,898	\$ 21,578,658	\$ (17,760)	(0)
Uncertificated salaries and benefits	14,614,175	15,219,417	\$ (605,242)	(4)
	<u>\$ 36,175,073</u>	<u>\$ 36,798,075</u>	<u>\$ (623,002)</u>	(2)



NORTHLAND SCHOOL DIVISION
Budget 2021 Fall Update
School Expenses

	<u>2020-2021</u> <u>Fall Budget</u>	<u>2019-2020</u> <u>Fall Budget</u>	<u>Change</u>	<u>%</u>
Anzac	\$ 1,300,154	\$ 1,303,386	\$ (3,232)	(0)
Athabasca Delta	2,680,946	2,830,854	(149,908)	(5)
Bill Woodward	1,488,579	1,543,621	(55,042)	(4)
Bishop Routhier	638,084	644,903	(6,819)	(1)
Calling Lake	1,274,848	1,263,322	11,526	1
Career Pathways	462,964	527,139	(64,175)	(12)
Chipewyan Lakes	382,823	398,717	(15,894)	(4)
Conklin	698,258	702,659	(4,401)	(1)
Elizabeth	1,351,188	1,372,788	(21,600)	(2)
Father R. Perin	1,012,252	1,056,615	(44,363)	(4)
Fort McKay School	641,300	652,100	(10,800)	(2)
Gift Lake School	1,744,189	1,779,339	(35,150)	(2)
Grouard	868,025	885,026	(17,001)	(2)
Hillview	355,341	363,815	(8,474)	(2)
J.F. Dion	985,559	1,004,031	(18,472)	(2)
Mistassiniy	2,333,390	2,361,090	(27,700)	(1)
Paddle Prairie	1,151,928	1,173,729	(21,801)	(2)
Pelican Mountain	356,757	365,532	(8,775)	(2)
St. Theresa	3,691,756	3,737,957	(46,201)	(1)
Susa Creek	481,425	482,001	(576)	(0)
Home Education	6,800	3,342	3,458	103
Substitutes	600,000	598,278	1,722	0
	<u>\$ 24,506,566</u>	<u>\$ 25,050,244</u>	<u>\$ (543,678)</u>	<u>(2.2)</u>

Note: YTD Schools have spent \$3,786,151 vs YTD Budget of \$4,084,428
for a positive variance of \$298,277 (7.3%)



**NORTHLAND SCHOOL DIVISION
ADMINISTRATION RECOMMENDATION TO THE BOARD**

TO: THE BOARD OF TRUSTEES **Date:** November 28, 2020
SUBMITTED BY: Wes Oginski, Associate Superintendent of Human Resources
SUBJECT: Enrolment Report
REFERENCE(S) & ATTACHMENTS: NSD 20-21 Vs 19-20 September Enrolment Comparison
October 2020 Enrolment
Northland Monthly Enrolment Update for 2020-2021
October 30/20 In-School & At-Home Learning Numbers

RECOMMENDATION:

THAT the Board of Trustees accept as information, the NSD enrolment reports as attached.

BACKGROUND

It is important for the Division to be aware of student enrolment trends, as this affects how Northland is able to organize and deliver services. An update is being provided to the Board as information.

RISK ANALYSIS:

None

October 2020 Enrollment																
	PUF	ECS	1	2	3	4	5	6	7	8	9	10	11	12	Total	
Athabasca Delta Community School	0	9	11	19	19	15	18	18	17	14	2	4	1	2	149	
Anzac Community School	0	0	0	0	0	0	9	13	17	10	20	17	17	11	114	
Bill Woodward School	0	13	20	19	18	20									90	
Bishop Routhier	0	6	6	8	7	10	12	11							60	
Calling Lake	3	7	5	16	14	18	4	8	6	15	11	8	11	3	129	
Career Pathways School												22	26	30	78	
Chipewyan Lakes	0	1	0	7	2	2	4	1	1	2					20	
Conklin	0	0	3	2	1	0	3	2	1	3	2				17	
Elizabeth School	0	7	8	12	13	15	12	14	14	15					110	
Father R. Perin	0	4	10	8	8	14	10	8	6	7	5				80	
Fort McKay School	0	13	9	8	7	7	9	7							60	
Gift Lake	0	8	17	10	12	15	14	13	16	13	12				130	
Grouard Northland	0	8	7	6	10	7	15	8	9	7	7				84	
Hillview School	0	2	7	3	4	2	4	3							25	
J.F. Dion	0	8	5	8	12	6	6	11	5	5					66	
Mistassiniy School									32	43	33	58	41	48	255	
Paddle Prairie	0	8	10	5	9	7	8	15	17	5	10	7	6	3	110	
Pelican Mountain	1	3	2	3	7	2	6	3							27	
St. Theresa	2	29	36	41	51	49	40	42							290	
Susa Creek	0	0	4	0	5	5	2	6	1	2					25	
2020 September Enrolment (as of Sept 30/20)	6	126	160	175	199	194	176	183	142	141	102	116	102	97	1919	

NSD 20-21 Vs 19-20 September Enrolment Comparison			
	September 2020- 2021	September 2019- 2020	DIFFERENCE
AREA 1			
Athabasca Delta Community School	149	219	-70
Anzac Community School	88	106	-18
Bill Woodward School	111	100	11
Bishop Routhier	62	64	-2
Calling Lake	126	126	0
Career Pathways School	88	82	6
Chipewyan Lakes	18	16	2
Conklin	22	32	-10
Elizabeth School	106	95	11
Father R. Perin	80	85	-5
Ft McKay	63	35	28
Gift Lake	128	134	-6
Grouard Northland	85	75	10
Hillview School	23	32	-9
J.F. Dion	68	73	-5
Mistassiniy School	259	261	-2
Paddle Prairie	112	114	-2
Pelican Mountain	28	26	2
St. Theresa	286	302	-16
Susa Creek	25	21	4
TOTAL	1927	1998	-71

		October 30/20 In-School & At-Home Learning Numbers														Sub	
		PUF	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	TOTA
ADCS	In School	0	3	0	0	0	0	2	0	11	8	1	0	0	0	25	149
	Home Learning		6	11	19	19	15	16	18	6	6	1	4	1	2	124	
Anzac Community School	In School	0	13	17	16	15	15	0	0	0	0	0	0	0	0	76	90
	Home Learning			3	3	3	5									14	
Bill Woodward School	In School	0	0	0	0	0	0	9	12	11	8	14	9	8	6	77	114
	Home Learning								1	6	2	6	8	9	5	37	
Bishop Routhier	In School	0	3	3	7	4	7	6	9	0	0	0	0	0	0	39	60
	Home Learning		3	3	1	3	3	6	2							21	
Calling Lake	In School	3	7	5	11	12	17	4	7	6	13	10	6	11	3	115	129
	Home Learning				5	2	1		1		2	1	2			14	
Career Pathways School	In School	0	0	0	0	0	0	0	0	0	0	0	10	11	12	33	78
	Home Learning												12	15	18	45	
Chipewyan Lakes	In School	0	1	0	7	2	2	4	1	1	2	0	0	0	0	20	20
	Home Learning															0	
Conklin	In School	0	0	3	1	1	0	2	2	1	2	2	0	0	0	14	17
	Home Learning				1			1			1					3	
Elizabeth School	In School	0	3	7	7	7	7	9	7	8	10	0	0	0	0	65	110
	Home Learning		4	1	5	6	8	3	7	6	5					45	
Father R. Perin	In School	0	4	5	7	8	9	6	5	4	4	1	0	0	0	53	80
	Home Learning			5	1		5	4	3	2	3	4				27	
Fort McKay School	In School	0	12	9	6	7	6	8	5	0	0	0	0	0	0	53	60
	Home Learning		1		2		1	1	2							7	
Gift Lake	In School	0	6	10	7	11	9	9	8	9	8	5	0	0	0	82	130
	Home Learning		2	7	3	1	6	5	5	7	5	7				48	
Grouard Northland	In School	0	5	4	3	7	3	12	5	4	5	3	0	0	0	51	84
	Home Learning		3	3	3	3	4	3	3	5	2	4				33	
Hillview School	In School	0	0	2	3	2	2	2	3	0	0	0	0	0	0	14	25
	Home Learning		2	5		2		2								11	
J.F. Dion	In School	0	7	4	7	10	6	6	10	4	4	0	0	0	0	58	66
	Home Learning		1	1	1	2			1	1	1					8	
Mistassiniy School	In School	0	0	0	0	0	0	0	0	32	43	33	58	41	48	255	255
	Home Learning															0	
Paddle Prairie	In School	0	7	9	5	9	7	8	15	12	5	5	3	4	1	90	110
	Home Learning		1	1						5		5	4	2	2	20	
Pelican Mountain	In School	1	3	2	3	7	2	6	3	0	0	0	0	0	0	27	27
	Home Learning															0	
St. Theresa	In School	2	25	29	27	32	32	32	33	0	0	0	0	0	0	212	290
	Home Learning		4	7	14	19	17	8	9							78	
Susa Creek	In School	0	0	4	0	5	4	2	5	0	2	0	0	0	0	22	25
	Home Learning						1		1	1						3	
Northland	In School Total	6	99	113	117	139	128	127	130	103	114	74	86	75	70	1381	1919
	Home LearningTotal	0	27	47	58	60	66	49	53	39	27	28	30	27	27	538	



**NORTHLAND SCHOOL DIVISION
ADMINISTRATION RECOMMENDATION TO THE BOARD**

TO: THE BOARD OF TRUSTEES **Date:** November 28, 2020
SUBMITTED BY: Rubi Shirley, Ward 9 Trustee
SUBJECT: Policy 2 Appendix C Board Performance Assessment Guide
REFERENCE(S) & ATTACHMENTS: Policy 2 Appendix C Board Performance Assessment Guide

RECOMMENDATION:
THAT the Board of Trustees approve the housekeeping changes to Policy 2 Appendix C Board Performance Assessment Guide, as attached.

BACKGROUND
Changed minor grammatical errors.

RISK ANALYSIS:
None

Policy 2 – Appendix C

NORTHLAND SCHOOL DIVISION BOARD SELF EVALUATION PERFORMANCE ASSESSMENT GUIDE		
<u>Role Expectation: Accountability for Student Learning and Wellness</u>	<u>Evaluation Evidence</u>	<u>Quality Indicators</u>
<p>The Board shall:</p> <p>1.1 Provide overall direction for the Division by establishing vision, mission, beliefs and values.</p> <p>1.2 Support the establishment of a welcoming, caring, respectful and safe learning environment.</p> <p>1.3 Ensure Board policies are respectful of local cultural goals, values and traditions.</p> <p>1.4 Enable each community to guide and shape the building of culture, values and traditions into their local school.</p> <p>1.5 Enable supports for children regarding the impacts of residential school legacy.</p> <p>1.6 Enable processes to support quality teaching.</p> <p>1.7 Closely monitor the effectiveness of each school in achieving student success, established priorities and other key performance indicators.</p>	<ul style="list-style-type: none"> • Board Policy Handbook • Annual goals and priorities • Three-Year Education Plan/Results Report • Budget Report Form • Three-Year Capital Plan • Facilities Master Plan • Three-Year Education Plan progress reports • School review reports • Progress review reports • Superintendent's evaluation • Relevant correspondence • Board self-evaluation questionnaire results to be completed every 3 months <ul style="list-style-type: none"> o Board role 	<ul style="list-style-type: none"> • Foundational statements (Policy 1) for the Division are established which allow it to move forward to a future that continues to enhance student learning and to achieve the Division's educational goals. • Policies are approved which support the establishment of a welcoming, caring, respectful and safe learning environment. • The allocation of resources reflects an effort to ensure student achievement. • Students, staff and communities demonstrate their capacity to move beyond the residential school legacy. • Quality teaching is supported through intentional governance processes. • School and program reviews provide significant data for improvement/modification. • Planning process and timelines allow for development with appropriate Board and stakeholder input.

**NORTHLAND SCHOOL DIVISION BOARD SELF EVALUATION
PERFORMANCE ASSESSMENT GUIDE**

<p style="text-align: center;"><u>Role Expectation:</u> <u>Accountability for Student Learning and Wellness</u> <u>(continued)</u></p>	<p style="text-align: center;"><u>Evaluation Evidence</u></p>	<p style="text-align: center;"><u>Quality Indicators</u></p>
<p>1.8 Initiate school and program reviews as necessary to ensure the achievement of outcomes and student success.</p> <p>1.9 Annually approve the process and timelines for the refinement of the Three-Year Education Plan.</p> <p>1.10 In consultation with communities, identify Board priorities at the outset of the annual Three-Year Education planning process.</p> <p>1.11 Annually approve the “rolling” Three-Year Education Plan/Annual Education Results Report for submission to Alberta Education and for distribution to the public.</p>		<ul style="list-style-type: none"> • The Three-Year Education Plan identifies annual educational goals and priorities which move the Division forward. • Policies enable community cultural perspectives to be incorporated. • Division performance and achievement is monitored, evaluated, reported and moves forward. • Strategies to move forward: <ul style="list-style-type: none"> o 3 YR Education Plan is approved. o AERR is approved.

NORTHLAND SCHOOL DIVISION BOARD SELF EVALUATION PERFORMANCE ASSESSMENT GUIDE

<u>Role Expectation: Engagement</u>	<u>Evaluation Evidence</u>	<u>Quality Indicators</u>
<p>The Board shall:</p> <p>2.1 Engage at least once within the 12 month period immediately following each general election with respect to the establishment of the Board's strategic direction with:</p> <p>2.1.1 the wards;</p> <p>2.1.2 First Nations, Metis, Municipalities and other communities with respect to which the board provides educational services;</p> <p>2.1.3 Treaty 8 First Nations of Alberta;</p> <p>2.1.4 the Metis Settlements General Council; and</p> <p>2.1.5 the Council of School Councils.</p> <p>2.2 Meet with Council of School Councils (COSC) at least once each school year.</p> <p>2.3 Enable and support the meeting of Ward.</p>	<ul style="list-style-type: none"> • Meetings/focus groups/surveys • Press releases • Media reports • Board meeting minutes • Three-Year Education Plan/Results Report • Board Policy Handbook • Division publications • Relevant correspondence • Board self-evaluation questionnaire results <ul style="list-style-type: none"> o Board role o Community engagement 	<ul style="list-style-type: none"> • Promotional materials are developed. • Two way communication processes are established and maintained. • Whenever possible, Board policies allow opportunities for local implementation. • Meetings are scheduled. • Opportunities for formal training and dialogue. • The Board and individual trustees model a culture of respect and integrity and operate in an open, transparent fashion in all review processes. • Fiduciary duties are handled in a transparent fashion by the Board. • Partners are included in developing strategic direction. • Ward Councils operating effectively. • Communities feel heard. • School Councils and Council Of School Councils operate effectively.

NORTHLAND SCHOOL DIVISION BOARD SELF EVALUATION PERFORMANCE ASSESSMENT GUIDE

<p style="text-align: center;"><u>Role Expectation</u> <u>Community Assurance</u></p>	<p style="text-align: center;"><u>Evaluation Evidence</u></p>	<p style="text-align: center;"><u>Quality Indicators</u></p>
<p>The Board shall:</p> <p>3.1 Make informed decisions that represent the best interests of the entire Division, and honour community diversity.</p> <p>3.2 Establish ongoing plans for collaborative work between the Division and First Nations and Métis settlements.</p> <p>3.3 Report Division outcomes to the community at least annually.</p> <p>3.4 Develop appeal procedures and hold hearings as required by statute and/or Board policy.</p> <p>3.5 Model a culture of respect and integrity.</p> <p>3.6 Maintain transparency in all fiduciary aspects.</p> <p>3.7 Monitor Board processes and administrative procedures to ensure they support Board Policy and are respectful of local culture, values and traditions.</p> <p>3.8 School Facilities and grounds shall be kept to a high standard.</p> <p>3.9 Monitor the management of division risk by annually reviewing administration's risk assessment, assumptions and mitigation strategies.</p>	<ul style="list-style-type: none"> • Briefing notes and reports • Meetings/focus groups/surveys • Press releases • Media reports • Board meeting minutes • Three-Year Education Plan/Results Report • Board Policy Handbook • Division publications • Superintendent's evaluation • Relevant correspondence • Board self-evaluation questionnaire results <ul style="list-style-type: none"> o Board role o Community engagement 	<ul style="list-style-type: none"> • Decisions are based on relevant data and are representative of the interests of the entire Division while respecting community diversity. • Processes are established to engage the community in generative dialogue. • Processes for further community engagement are readily available and well understood. • Promotional materials are developed. • Opportunities for student engagement in governance issues are provided. • Division performance and achievement is reported and strategies to move forward. • Information is disseminated to appropriate publics. • Community capacity building initiatives bolster student success. • Appeal hearing processes are transparent and cognizant of due process. • The Board and individual trustees model a culture of respect and integrity and operate in an open, transparent fashion. • Fiduciary duties are handled in a transparent fashion by the Board.

NORTHLAND SCHOOL DIVISION BOARD SELF EVALUATION PERFORMANCE ASSESSMENT GUIDE

<u>Role Expectation Accountability to Provincial Government</u>	<u>Evaluation Evidence</u>	<u>Quality Indicators</u>
<p>The Board shall:</p> <p>4.1 Act in accordance with all statutory requirements to implement provincial standards and policies.</p> <p>4.2 Perform Board functions required by governing legislation and existing Board policy.</p> <p>4.3 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.</p>	<ul style="list-style-type: none"> • Three-Year Education Plan/Results Report • Budget Report Form • Audited Financial Statements • Accountability Pillar • Published results • Superintendent's evaluation • Policy review • Board Policy Handbook • Division litigation status • Relevant correspondence • Board self-evaluation questionnaire results <ul style="list-style-type: none"> o Board role 	<ul style="list-style-type: none"> • Statutory obligations are fully met in a timely manner. • Legislated functions are performed in an exemplary fashion. • All resident students are provided an education program consistent with the Education Act and the statutory regulations. • Non-resident students are provided an education program consistent with the Education Act and the statutory regulations, at the sole discretion of the Board. • Board governance policies clearly specify required Board functions and Board follows them. • Relevant FNMI and staff development sessions are provided.

NORTHLAND SCHOOL DIVISION BOARD SELF EVALUATION PERFORMANCE ASSESSMENT GUIDE

<u>Role Expectation</u> <u>Fiscal Accountability</u>	<u>Evaluation Evidence</u>	<u>Quality Indicators</u>
<p>The Board shall:</p> <p>5.1 Within the context of results-based budgeting, approve budget assumptions/principles and establish priorities at the outset of the budget process.</p> <p>5.2 Approve the annual budget and allocation of resources to achieve desired results.</p> <p>5.3 Approve, if any, annual fees for instructional resources, transportation and tuition.</p> <p>5.4 Approve expense reimbursement rates.</p> <p>5.5 Approve budget adjustments over \$125,000 when necessary. The Superintendent has the authority to approve budget adjustments under \$125,000, and will report to the board at the next meeting following an approval, outlining the rationale.</p> <p style="padding-left: 40px;">6.5.1 The Superintendent has the authority to approve contracts for bus routes if the annual cost of the route is under \$125,000.</p> <p>5.6 Enable the development of reciprocal partnership agreements to collectively enhance supports and services for all students, including those attending First Nations operated schools.</p>	<ul style="list-style-type: none"> • Budget planning developments • Three Year Capital Plan • Facilities Master Plan • Semi-annual Year-End Projections • Board Work Plan • Internal Audits • External Audit Report • Audited Financial Statements • Annual Education Results Report • Borrowing resolutions • Negotiations mandates • Collective agreements • Classified Handbook • Superintendent's contract • Relevant correspondence • Signing authorities • Investment parameters • Superintendent's evaluation • Board self-evaluation questionnaire results <ul style="list-style-type: none"> o Board role 	<ul style="list-style-type: none"> • Budget assumptions are clearly understood by the Board. • Needs are determined and prioritized. • The basis for resource allocations within the Division is established by the Board. • The approved budget clearly reflects the Board's priorities. • Resources are used efficiently and effectively. • Reciprocal partnerships are established. • Tenders are approved as required. • Tender and bid processes are above reproach. • At minimum, quarterly variance analyses and year-end projections are received. • An auditor is appointed. • Quality indicators for financial operations are established by the Board and confirmed by internal and/or external audits. • Purchases, contracts and lease agreements are approved as required. • Capital and facility plans allow for suitable student and program accommodation.

NORTHLAND SCHOOL DIVISION BOARD SELF EVALUATION PERFORMANCE ASSESSMENT GUIDE

<p style="text-align: center;"><u>Role Expectation</u> <u>Fiscal Accountability</u> <u>(continued)</u></p>	<p style="text-align: center;"><u>Evaluation Evidence</u></p>	<p style="text-align: center;"><u>Quality Indicators</u></p>
<p>5.7 Approve tenders/ purchases/ contracts/ lease agreements in excess of one hundred twenty five thousand dollars (\$125,000), and the Board Chair shall sign the agreements, contracts and leases over \$125,000 with the Secretary-Treasurer. The Vice-Chair may also sign in the absence of the Board Chair or at the direction of the Board Chair.</p> <p>5.8 Ensure fair tender and bid processes.</p> <p>5.9 Monitor the fiscal management of the Division through receipt of at minimum quarterly variance analyses and year-end projections.</p> <p>5.10 Receive Audit Report and ensure the management letter recommendations are addressed.</p> <p>5.11 Approve annually the Three-Year Capital Plan for submission to Alberta Education.</p> <p>5.12 Approve borrowing for capital expenditures within provincial restrictions.</p> <p>5.13 Set the parameters for negotiations after soliciting advice from the Superintendent and others.</p>		<ul style="list-style-type: none"> • Negotiating parameters are established. • Memoranda of Agreements are ratified. • Investment parameters are established. • Decisions for revenue transfers are carefully made. • Program evaluations are conducted.

**NORTHLAND SCHOOL DIVISION BOARD SELF EVALUATION
PERFORMANCE ASSESSMENT GUIDE**

<u>Role Expectation</u>	<u>Evaluation Evidence</u>	<u>Quality Indicators</u>
<p><u>Fiscal Accountability (continued)</u></p> <p>5.14 At its discretion, ratify Memoranda of Agreement with bargaining units.</p> <p>5.15 Approve the Superintendent's contract.</p> <p>5.16 Review annually the signing authorities for the Division, and approve changes (if any).</p> <p>5.17 Approve transfer of funds to/from reserves.</p> <p>5.18 Approve investment parameters.</p> <p>5.19 Ensure all non-instructional programs are regularly reviewed to test the relevancy, effectiveness and efficiency of the programs against desired outcomes.</p> <p>5.20 Approve annually any revolving credit facility held at any financial institutions.</p> <p>5.21 Monitor the management of division risk by annually reviewing administration's risk assessment, assumptions and mitigation strategies.</p>		

NORTHLAND SCHOOL DIVISION BOARD SELF EVALUATION PERFORMANCE ASSESSMENT GUIDE

<u>Role Expectation</u> <u>Board/Superintendent</u> <u>Relations (“First Team”)</u>	<u>Evaluation Evidence</u>	<u>Quality Indicators</u>
<p>The Board shall:</p> <p>6.1 Select the Superintendent; provide for succession planning as required.</p> <p>6.2 Provide the Superintendent with clear corporate direction.</p> <p>6.3 Delegate, in writing, administrative authority and identify responsibility subject to provisions and restrictions in the Education Act.</p> <p>6.4 Respect the authority of the Superintendent to carry out executive action and support the Superintendent’s actions which are exercised within the delegated discretionary powers of the position.</p>	<ul style="list-style-type: none"> • Hiring and re-appointment reappointment process • Succession planning • Board Motions summary • Action sheets • Board Policy Handbook • School public events • Board self-evaluation questionnaire results <ul style="list-style-type: none"> o Board role o Board/Superintendent relations Superintendent’s evaluation 	<ul style="list-style-type: none"> • The Board has a responsibility for Superintendent selection subject to the Minister’s statutory authority. • Provision is made for Superintendent succession planning as required. • Clear corporate direction is provided to the Superintendent in Board motions. • The Superintendent has been delegated responsibility for all executive functions together with commensurate authority. • The Superintendent is supported in actions exercised with the delegated discretionary powers of the position. • The Chief Executive Officer role of the Superintendent is respected and conveyed to the staff and the community. • The Superintendent is evaluated annually, fairly and thoroughly in relation to specific roles and responsibilities and Board direction. • The Superintendent’s compensation package is reviewed annually with due consideration for fairness, equity and economic conditions.

NORTHLAND SCHOOL DIVISION BOARD SELF EVALUATION PERFORMANCE ASSESSMENT GUIDE		
<u>Role Expectation</u> <u>Board/Superintendent Relations (“First Team”)</u> <u>(continued)</u>	<u>Evaluation Evidence</u>	<u>Quality Indicators</u>
<p>6.5 Demonstrate mutual respect and support, which is then conveyed to the staff and the community and act in such a manner as to ensure everyone feels accepted and respected.</p> <p>6.5.1 Psychological safety is a shared belief that the team is safe for interpersonal risk taking. It can be defined as “being able to show and employ one’s self without fear of negative consequences of self-image, status or career” (Kahn 1990, p. 708). In psychologically safe terms, team members feel accepted and respected.</p> <p>6.6 Annually evaluate the Superintendent, in accordance with a pre-established performance appraisal mechanism. Annually review compensation of the Superintendent.</p>		

NORTHLAND SCHOOL DIVISION BOARD SELF EVALUATION PERFORMANCE ASSESSMENT GUIDE

<u>Role Expectation</u> <u>Board Development</u>	<u>Evaluation Evidence</u>	<u>Quality Indicators</u>
<p>The Board shall:</p> <p>7.1 Annually review and approve the Board work plan.</p> <p>7.2 Develop a professional development plan for governance excellence in fiduciary, strategic and generative engagement modes.</p> <p>7.3 Annually evaluate Board effectiveness in meeting performance indicators, including results of the monthly meeting assessments and set a Positive Path Forward.</p>	<ul style="list-style-type: none"> • Board workshops • Conference/Activity Reports • Three-Year Education planning sessions and updates • Board self-evaluation questionnaire results <ul style="list-style-type: none"> o Readiness for Governance o Board role o Interpersonal Working Relationships 	<ul style="list-style-type: none"> • A yearly plan for Board/trustee development is developed. • Individual trustees participate in conferences and other activities to further Board and trustee effectiveness. • Planning sessions and workshops are scheduled to enhance Board effectiveness. • Interactions amongst trustees demonstrate respect, understanding and integrity. • A regular Board self-evaluation, which defines a positive path forward, is completed. • Workplan Work Plan is reviewed and updated regularly.

NORTHLAND SCHOOL DIVISION BOARD SELF EVALUATION PERFORMANCE ASSESSMENT GUIDE		
<u>Role Expectation</u> <u>Policy</u>	<u>Evaluation Evidence</u>	<u>Quality Indicators</u>
The Board shall: 8.1 Identify how the Board is to function. 8.2 Guide the overall direction of the Division. 8.3 Develop/revise policies using a generative engagement process, when appropriate. 8.4 On a regular basis monitor policy currency, relevancy and effectiveness.	<ul style="list-style-type: none">• Board Policy Handbook• Policy development and review<ul style="list-style-type: none">o New policieso Revised policies• Board Motions summary• Superintendent's evaluation• Board self-evaluation questionnaire results<ul style="list-style-type: none">o Board role	<ul style="list-style-type: none">• Board governance policies clearly specify required Board functions and implementation standards.• Policies are developed or revised in a generative fashion and facilitate smooth, effective provision of quality educational services for the Division.• Policy impact is regularly monitored to determine if policy is producing desired results.• Policies are reviewed regularly to ensure currency and relevancy relevance.

NORTHLAND SCHOOL DIVISION BOARD SELF EVALUATION PERFORMANCE ASSESSMENT GUIDE

<u>Role Expectation</u> <u>Political Advocacy</u>	<u>Evaluation Evidence</u>	<u>Quality Indicators</u>
<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



**NORTHLAND SCHOOL DIVISION
ADMINISTRATION RECOMMENDATION TO THE BOARD**

TO: THE BOARD OF TRUSTEES

Date: November 28, 2020

SUBMITTED BY: Rubi Shirley, Ward 9 Trustee

SUBJECT: Policy 15 School Closure

**REFERENCE(S) &
ATTACHMENTS:** Policy 15 School Closure

RECOMMENDATION:

THAT the Board of Trustees approve the changes to Policy 15 School Closure, as attached.

BACKGROUND

Corrected the numbering.

Added 1.1.1. Public meetings may be in-person or by electronic means, or a combination thereof.

RISK ANALYSIS:

None

Policy 15

SCHOOL CLOSURES

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

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

Specifically

1. The Board may:
 - 1.1. Close a school permanently, or for a specified period of time;
 - 1.2. Close entirely three (3) or more consecutive grades in a school; or
 - 1.3. Transfer students from one (1) school building to one or more other school buildings on a permanent or temporary basis.
2. Review
 - 2.1. Prior to December 1 of each year, the Superintendent will bring to the Board for information the school(s), if any, for which a viability review will be undertaken to determine if further action needs to be taken on the matter of possible closure, or the nature of the educational program.
 - 2.1.1. Generally, the need for a viability study will be based on enrollment.
 - 2.1.2. The viability review shall be provided to the Board by the end of January of the following year.
3. The Board recognizes that there are certain critical factors that must be met by a school in order to exist as a viable educational institution:
 - 2.1 Program factors;
 - 2.2 Enrolment factors; and
 - 2.3 Revenue factors.
4. The Board will undertake any school closure in compliance with section 62 of the Education Act.
 - 4.1. The following criteria shall be utilized in considering the closure of a school:
 - 4.1.1. Student enrolment and trends;

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

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

- 5.3. The date and time of the public meeting referred to in clause 4.2 **5.2.1** shall be:
 - 5.3.1. Posted in five (5) or more conspicuous places in the area or areas of the school or schools affected by the closure, for a period of at least fourteen (14) days before the date of the public meeting; and
 - 5.3.2. Advertised in a newspaper circulating within the area or areas of the school or schools affected by the proposed closure, on at least two (2) occasions as close as is practicable to the date of the meeting.
- 5.4. At least two (2) trustees of the Board shall attend the public meeting referred to in clause 4.2 **5.2.1**.
- 5.5. The Board will ensure that the minutes of all public meetings held under this section are prepared.
- 5.6. Following the meeting referred to in clause 4.2 **5.2.1**, there shall be a minimum of three (3) weeks for electors to present to the Board further responses, including preferred alternatives, to the possible closure.
- 5.7. The Board shall give due consideration to any submissions on the proposed closure that it receives after the public meeting referred to in clause 4.2.1. **5.2.1**
- 5.8. The final debate by the Board and the vote upon the resolution shall occur only after clauses 4.1 **5.1** through 4.7 **5.7** have been completed.
6. The Board may extend the school closure procedures beyond one school year.
7. If the decision of the Board is to close the school:
 - 7.1. The Board shall forthwith notify the Minister in writing of the decision.
 - 7.2. The Board shall identify alternative uses for the school or dispose of the property in accordance with section 192 of the Education Act.



**NORTHLAND SCHOOL DIVISION
ADMINISTRATION RECOMMENDATION TO THE BOARD**

TO: THE BOARD OF TRUSTEES **Date:** November 28, 2020
SUBMITTED BY: Randy Anderson, Ward 3 Trustee
SUBJECT: ASBA Zone 1 Reflection Questions
**REFERENCE(S) &
ATTACHMENTS:**

RECOMMENDATION:
That the Board of Trustees choose a reflection question to present at the January 2021 Zone 1 ASBA meeting.

BACKGROUND

At the Zone 1 ASBA meeting, Michelle Boisvert of Grande Prairie Catholic presented the Zone 1 PD that is planned for January. This will be held in a round table discussion style. They are asking each board to choose one of the following questions and bring their answer and reflections to the January meeting.

This is a way for trustees to get a better understanding of how other boards in the north are dealing with the unprecedented year, how each is adapting to changes and where they have met success. Each board rep will have 5 minutes to present.

These are the reflection questions to choose from:

1. How is each division supporting Mental Wellness for their staff and students in this current environment?
2. Online Learning- What's the future for your division? What are you doing for your remote learning and how is it working?
3. The overall feeling within your division. Do you have any wins you would like to share?
4. How are you supporting your community?

RISK ANALYSIS:



**NORTHLAND SCHOOL DIVISION
ADMINISTRATION RECOMMENDATION TO THE BOARD**

TO: THE BOARD OF TRUSTEES **Date:** November 28, 2020
SUBMITTED BY: Dr. Nancy Spencer-Poitras, Superintendent of Schools
SUBJECT: School Viability Studies

REFERENCE(S) & ATTACHMENTS: Policy 15
Education Act Section 62

RECOMMENDATION:
That the Board of Trustees receive as information, notice that Superintendent Spencer-Poitras is conducting viability reviews at Hillview School, Pelican Mountain School, and Susa Creek School.

BACKGROUND:
As per Policy 15, section 2 the Superintendent is required to inform the Board prior to December 1 of each year of any school viability studies to be undertaken.

Hillview School in East Prairie has 25 students registered;
Pelican Mountain School in Sandy Lake has 26 students registered;
Susa Creek School has 25 students registered.

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



TO: BOARD OF TRUSTEES **DATE:** NOVEMBER 28, 2020

SUBMITTED BY: Douglas Aird, Secretary Treasurer

SUBJECT: Transfer of land, buildings and school furniture in Little Buffalo

REFERENCE(S) & ATTACHMENTS: LETTER FROM ROBERT F. RODDICK Q.C.

RECOMMENDATION:

THAT the Board of Trustees approve the transfer of the division-owned land, including all school buildings (as listed below) and the school furniture but excluding mobile homes used as teacher housing, to 2282069 Alberta Ltd. (a Non-Profit) all for \$1.00, subject to Ministerial Approval:

LOT 111, BLOCK 009, PLAN 8223143
LOT 113, PLAN 9622484
LOT 77, BLOCK 008, PLAN 8121420
LOT 78, BLOCK 008, PLAN 8121420
LOT 83, BLOCK 009, PLAN 8121420

BACKGROUND:

At the September 2019 and January 24, 2020 board meetings, the board has previously passed motions to effect this transfer. The Government of Alberta had requested a series of changes which have now been executed, including ensuring that the transfer is to a non-profit.

The Board has previously requested that administration set up a separate meeting with the Lubicon Lake Band #453 to discuss the sale of the mobile homes, used as teacherages and that is being planned.

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

RISK ANALYSIS:

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

ROBERT F. RODDICK Q.C.

#2, 4716-91 Avenue NW
Edmonton, AB T6B 2L1
Phone: (780) 469-0451
Fax: (780) 468-4389
Cell: (780) 445-8281
Email: rfr@rfroddick.ca

August 31, 2020

Via e-mail: Trudy.rasmuson@nsd61.ca

Trudy Rasmuson


Dear Trudy:


Re: 2282069 Alberta Ltd.

Attached is the Certificate of Incorporation for the Lubicon non-profit. Please provide a transfer to the above.

Thank you.

Yours truly,


"DICTATED BY BUT SIGNED
IN THE ABSENCE OF THE WRITER"

 ROBERT F. RODDICK, Q.C.

RFR/slb
Enclosure

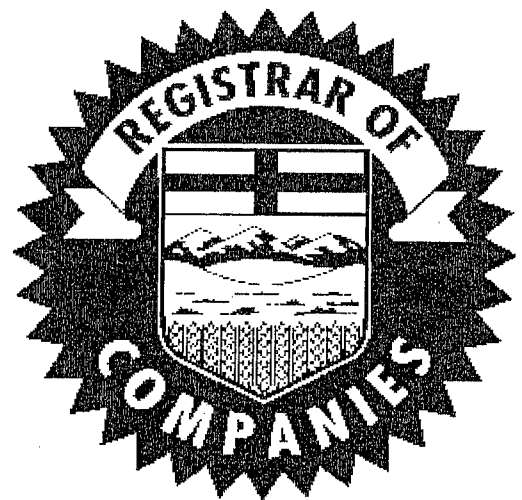
CORPORATE ACCESS NUMBER: 5122820698

**Government
of Alberta** ■

COMPANIES ACT

**CERTIFICATE
OF
INCORPORATION**

2282069 ALBERTA LTD.
WAS INCORPORATED IN ALBERTA ON 2020/06/09 AS A COMPANY LIMITED BY
SHARES.





TO: BOARD OF TRUSTEES **DATE:** NOVEMBER 28, 2020

SUBMITTED BY: Douglas Aird, Secretary Treasurer

SUBJECT: Statement of Commitment

REFERENCE(S) & ATTACHMENTS: Partnership Statement of Commitment

RECOMMENDATION:

THAT the Board of Trustees move to start negotiations with the Alberta government to include a dedicated School Food Services kitchen space in the new Mistassiniy School by authorizing Administration to execute the Statement of Commitment.

BACKGROUND:

The Statement is not binding but indicates a good faith effort to design, agree and pay for the dedicated kitchen space.

The new school is being designed with space dedicated for the School Food Services hot lunch program kitchen. While much of the existing kitchen equipment will be moved, the dedicated space itself will be a cost to the division. It is estimated that the cost of building this as part of the school build will be approximately \$670,000. It is proposed that this charge will be funded from reserves. Construction is forecast to start in the summer of 2021.

RISK ANALYSIS:

This is low risk considering the key risk factors.

First the authorization is low risk, as this will start negotiations to ensure that the requirements, conditions and terms are clear. The draft contract will be brought to the Board for approval.

Second building this space as part of the new school build ensures that the purchasing power of the provincial government will be used to drive value, minimize cost and ensure quality.

Lastly, project management, supervision and administration will be executed by Alberta, supporting clear accountability and minimizing the impact during construction on staff capacity.

Partnership Statement of Commitment

Date of Request	11/28/2020	
Jurisdiction Name	Northland School Division	
Project Name	Mistassiniy School	
Agreement with	Partner Name	Legal name of Partner – referred to as 'Partner' below
Contribution Amount	Estimated \$650,000	Note: the Final Contribution amount will be based on actual final project funding requirements and, as a result, may exceed or be less than the current Contribution Amount

Instructions: In the table below, describe in detail what your organization will contribute to the partnership. In the case of capital funding, identify whether the funding is for a dedicated space or to enhance areas in general. Include details on the size (m2) of the space and details associated with the type of space being constructed. Additionally, provide details on who will ultimately own and maintain any completed space. If a Joint Use Agreement is contemplated please indicate the anticipated date that the agreement will be signed. If an agreement is already in place, please indicate the date that the agreement was signed.

The Partner commits to funding the following:

The Partner commits, without delay, to pursue an agreement that describes the financial contribution which the partner will make towards the total costs associated with the inclusion of the Project Scope into the project. In the event that an agreement is not in place, the province reserves the right to remove or modify the Project Scope requested by the partner.

By signing this document, the signatory confirms that they have the necessary authority to sign this document for and on behalf of the partner and the undersigned is committed to pursuing a partnership, as described above, with the Government of Alberta.

_____ _____ Click or tap to enter a date.
 Print Name Signature Date

Internal Use Only

Project ID		S#	
Type of Agreement	Choose an item.		
Approved by Joint Operations Committee	Choose an item.	Click or tap to enter a date.	
Notes:			



TO: THE BOARD OF TRUSTEES **DATE:** NOVEMBER 28, 2020
SUBMITTED BY: Dr. Nancy Spencer-Poitras, Superintendent of Schools
SUBJECT: Monitoring Reports
REFERENCE(S) & ATTACHMENTS:

RECOMMENDATION:
THAT the Board of Trustees accept as information the Monitoring Reports as presented and attached.
F1. Board Chair Highlights
F2. Superintendent Highlights
F3. Associate Superintendent Report
F4. Housing Priorities
F5. By-Election Update

BACKGROUND:
The monitoring reports are a requirement of the board’s oversight role.



NORTHLAND SCHOOL DIVISION

CHAIR REPORT TO THE BOARD

TO:	The Board of Trustees	DATE:	November 28, 2020
SUBMITTED BY:	Chair Guild		
SUBJECT:	Report for the Month of November 2020		

SUMMARY:
<p>October 30th: Zoom meeting to discuss the reciprocal tuition agreement for Fort Chipewyan.</p> <p>November 7th: Attraction and Retention committee zoom meeting, and Teacher and Learning committee meeting via zoom.</p> <p>November 10th: Attended St. Theresa's Remembrance Day ceremony.</p> <p>November 13th: PSBA zoom meeting.</p> <p>November 16th and 17th: ASBA Zoom conference.</p> <p>November 18th: St. Theresa School Council zoom meeting.</p> <p>November 19th: Met with the M.D. of Opportunity Council to discuss the Mistassiny School replacement.</p>



October 30, 2020

Sent via email and Canada Post

Honourable Adriana LaGrange
Minister of Education
228 Legislature Building
10800 – 97 Ave.
Edmonton, AB, T5K 2B6

RE: Enrollment/Funding & Diploma Examinations

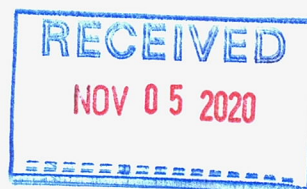
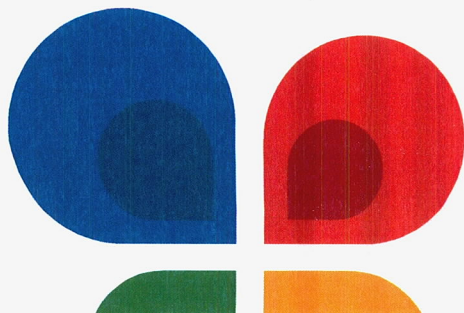
Dear Minister LaGrange:

On behalf of the Greater St. Albert Roman Catholic Separate School Division, I want to thank you for all that has been done by the Ministry to support school jurisdictions during these challenging and unprecedented times. Whether it has been the provision of personal protective equipment (PPE) and sanitizing supplies, or ensuring the timely distribution of the first portion of the federal "Safe Return to Class" dollars, Greater St. Albert Catholic Schools is grateful for your diligent work and support.

As a result of the Ministry's efforts, our Division has been able to provide support for both face-to-face and online learning; plan for increased costs relative to certificated substitute and non-certificated casual replacement staff; purchase additional PPE, cleaning, and sanitization supplies; and increase time for cleaning staff in our schools to allow for the additional protocols necessitated by the COVID-19 pandemic.

Greater St. Albert Catholic Schools acknowledges that COVID-19 has brought about the difficult situation in which we find ourselves. However, the challenges presented by the pandemic have resulted in opportunities and accomplishments that we can celebrate. In a very short time, our Division has:

- Created an additional learning choice, our Greater St. Albert Catholic Schools Online Learning Pathway, which provides quality online learning opportunities for students in Kindergarten through Grade 9 who have elected to learn from home at this time. There are currently just under 500 students, or approximately 9.4% of our student population, presently registered in the Online Learning Pathway;
- Provided students with several opportunities to opt in or out of face-to-face and online learning, although at a significant cost, in order to ensure that families have choice as to how their children engage in learning as the pandemic situation continues to evolve;
- Implemented our detailed, and regularly updated, 2020-2021 School Re-Entry Plan as well as a Parent Guidebook for School Re-Entry 2020-21 in order to facilitate and continue to support the safety of students, staff, and families; and





- Worked with our high schools to ensure that students enrolled in Diploma exam courses continue to have their learning assessed in a robust manner, without instituting high-stakes examinations that would not normally have been part of the assessment protocol before Diploma examinations were made optional for this first quarter. This is done in an effort to minimize stress and support students during this challenging time in their scholarly journey.

Greater St. Albert Catholic Schools would like to applaud the Ministry on the decision to make Diploma examinations optional for this first quarter. As students have gotten used to a new learning environment during a school re-entry filled with uncertainty and trepidation, a compressed quarterly schedule, and an ever-changing pandemic situation, providing students and families with the choice as to whether or not writing a high-stakes examination at this time illustrates consideration for the mental and physical health of students. With students and staff fluctuating between teaching and learning face-to-face or from home as necessitated by illness, symptoms, and isolation requirements, the learning environment is certainly different from what it has been in the past. As you continue to monitor the pandemic in the province, and specifically, in schools, we request that any future decisions regarding Diploma examinations be made as early as possible to allow sufficient time for planning and preparation by jurisdiction administration and school personnel.

Although our jurisdiction's focus to begin the year was on a safe school re-entry and facilitating choice in learning for families, we are now considering how our student enrollment has been impacted.

As of September 30th, Greater St. Albert Catholic Schools saw a 4.00% decrease (226 students) in our total student numbers for 2020-2021 in comparison to last year and 3.99% in comparison to our funding profile. The decrease in our numbers for this year, undoubtedly impacted by the COVID-19 pandemic, will most certainly have a significant impact on our jurisdiction for the coming years, coupled with an anticipated decrease in bridge funding presently sitting at \$3.5 million.

In an effort to support families who may be reconsidering the manner in which their children engage in learning, Greater St. Albert Catholic Schools is committed to accommodating those families who may have chosen an educational option external to our Division, such as an alternative home-schooling provider, should they choose to return to face-to-face or online learning opportunities provided by our jurisdiction. This type of accommodation in an effort to support families would likely stretch our human and financial resources as the Weighted Moving Average (WMA) calculations would not reflect these changes in student enrollment that may occur throughout the year.

In this regard, the Greater St. Albert Roman Catholic Separate School Division would like to add its voice to the growing number of school authorities in the province that are asking that Alberta Education hold school divisions harmless from any future year's reduction in funding due to lower than anticipated actual enrollment in the province as a result of the COVID-19 pandemic. Furthermore, we propose that the WMA calculation be amended to use the 2020-2021 projected enrollment figures versus the September 30, 2020 enrollment numbers for the upcoming 2021-2022 and 2022-2023 school years.



We are confident that you appreciate many of the unique challenges faced by school divisions throughout the province, as many similar challenges are likely being faced by Albert Education. Greater St. Albert Catholic Schools will do everything possible to support your advocacy for the students and families in Alberta schools, and urge you to continue to work with the Ministry of Treasury Board and Finance to ensure support of quality education throughout Alberta.

Please do not hesitate to reach out should you require any additional information, clarification, or assistance.

Sincerely,

Noreen Radford
Board Chair

For and on behalf of the Board of Trustees of Greater St. Albert Catholic Schools

CC: Lorrie Jess, ASBA President
School Division Board Chairs



Superintendent's Highlights

November 28, 2020

Mistassiniy Replacement School Community Engagement

To ensure the new school meets the needs of students and the community, NSD invited parents and guardians to attend one of two virtual community engagement sessions. A letter was sent to parents/guardians which included the community engagement dates (Tuesday, November 24th, and Wednesday, November 25th), a Zoom link and survey link, and the survey completion deadline (Wednesday, December 2nd).

In addition to distributing the letter to parents/guardians connected to the project, they received a paper copy of the survey and the draft floor plan.

During the sessions, NSD asked for feedback on educational programming, cultural components, and other features that should be considered for the school.

Telus World of Science

With support from the Science in Motion team, NSD teachers have been learning innovative ways to deliver science-related topics into the classroom environment. They have been able to take advantage of professional learning (PL) materials from the Telus World of Science such as learning the science of air quality and ways to bring the topic into the classroom through hands-on activities.

On October 30th, the Telus World of Science created a special Halloween event just for Northland students and staff. The theme of the event was "The Addams Family Talent Show" (poster attached).

Indigenous UCalgary Virtual Event: Careers in Indigenous Education

J.F. Dion School Principal Angela Sanregret was a panelist for the virtual event: Careers in Indigenous Education (K-12) on October 28, 2020. The University of Calgary hosted the virtual careers in Indigenous education event for all Werklund School of Education students. During the virtual event, Angela was one of the panelists sharing information to students about what it's like to work in an Indigenous community.

Special Halloween Event Presented by the Telus World of Science!

Exclusive event for all Northland
School Division students & staff!

Sneak Preview!



October 30th at 11:00 a.m. via Zoom

Click here to access Zoom link

Passcode; 627365

Webinar ID; 857 3758 3446



St. Theresa School students participating in a virtual chat with the Premier

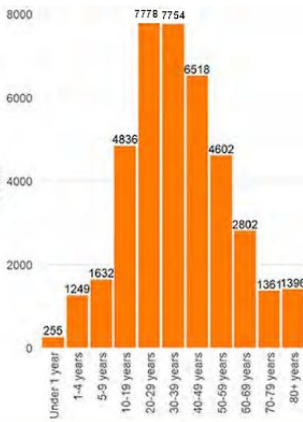
It was an exciting day for grade 6 students from St. Theresa School! On Monday, November 16th, they were among a select group of students from across Alberta who participated in a virtual roundtable with Minister of Finance Travis Toews and Minister of Education Adriana LaGrange. During the roundtable, each grade 6 class asked them a question based on budget, money, and/or government spending.

The virtual roundtable topic aligns well with what grade 6 students learn. Grade 6 students learn about democracy and social studies. Additionally, November is financial literacy month so it is an opportunity to think about budgets and money as it relates to government spending. Special thanks to Junior Achievement for helping to make this opportunity possible!

Covid-19 continues to rage across Alberta

Demands grow for more severe measures to stop spread

Covid news on Pages 2, 3 and 4
Other Covid-related items on other pages



As of November 16, Albertans over the age of 70 contracting Covid-19 have suffered the vast majority of the province's 427 deaths even though they represent only seven per cent of confirmed infections. Many people believe that the youngest children are practically immune to the coronavirus, but children 0 to age 9 have had eight per cent of the cases. While death is rare in this age group, there is the risk of severe long-term conditions.

\$100 Northern Alberta News / Features / Commentary

The FEVER

Volume 21, Issue 46 Thursday, November 19, 2020

20 deaths Sunday is Alberta Covid-19 record

Wabasca students quiz cabinet ministers

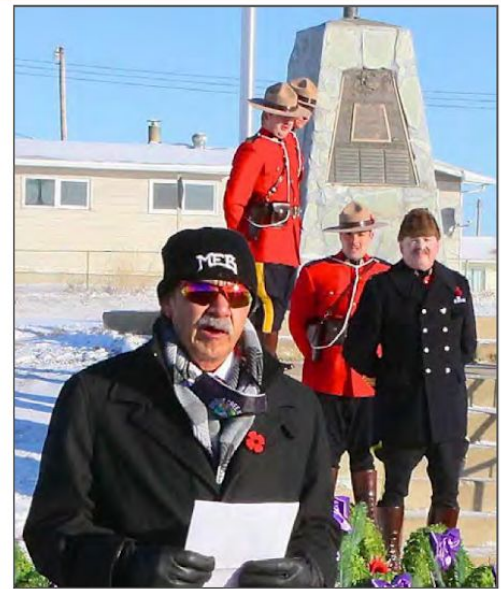


Photo and screenshot of Grade 6 students provided by Alberta Education

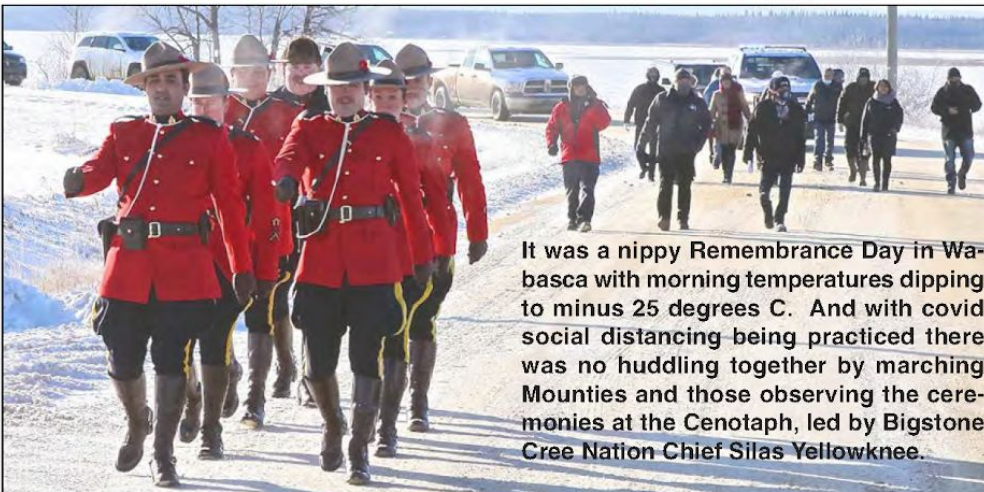
Alberta Minister of Education Adriana LaGrange and Finance Minister Travis Toews held a virtual roundtable with Grade 6 classes across the province including one at St. Theresa School in Wabasca.

The event on Monday gave the students an opportunity to ask the cabinet minister questions about provincial finances and government spending in conjunction with Grade 6 curriculum during November which includes the topic of financial literacy.

Junior Achievement organizers helped to make this opportunity possible for more than a dozen participating classes.



Photos by Denis Carnochan



It was a nippy Remembrance Day in Wabasca with morning temperatures dipping to minus 25 degrees C. And with covid social distancing being practiced there was no huddling together by marching Mounties and those observing the ceremonies at the Cenotaph, led by Bigstone Cree Nation Chief Silas Yellowknee.

- In This Issue:**
- Wabasca Hockey League begins with memorial game**
 - Homelessness can be caused by unexpected circumstances**
 - Editorial: Modify school operations to battle Covid-19**



Associate Superintendent Dr. Tim Stensland Report to the Board

Technology Teaching, Learning, and Leading

November 28, 2020

1. Growth in Staff – Survey Results

“The Vision for Technology Teaching, Learning, and Leading”, every teacher must be knowledgeable and skilled in the use of these technologies in daily instruction.

Teaching to achieve this vision requires teachers to teach differently, it changes the structure of the classroom, and the teacher also serves as a facilitator of instruction, mentor, and coach.

From our work on professional learning in the spring, survey results demonstrated:

- The comfort of teachers using technology has grown immensely, 94% indicate a very high comfort.
- Ninety two percent of teachers indicate a comfort with online learning. Previously this was measured at 47%.
- Seventy nine percent of teachers from March 15 to June last year indicated they supported students through online learning.

September to October 2020 – We continue to see growth in staff use of online learning platforms as we support students in both in-school and at-home learning.

2. Professional Learning Opportunities

The Northland School Division Professional Learning Portal is the pathway to professional learning for staff. Ongoing opportunities are being provided and are customized according to our current needs. For example we are working with the EdTechTeam Canada to provide learning on Engaging Ideas for In-School or At-Home Learning.



PROFESSIONAL LEARNING OPPORTUNITIES

UPCOMING PROFESSIONAL LEARNING OPPORTUNITIES

Browse the sections below for upcoming professional learning opportunities



Google Slides 101

October 21st 3:45-4:45pm

This is a beginners sessions for those who are new to Google Slides or who have very little experience with this Google tool. This session will proceed at a slower pace giving participants a chance to explore and create within the Google slides platform while also asking questions and receiving support from the presenter. You will learn how to use slides to create interactive activities that engage your students.

[Click here to register for this session!](#)



Telus World of Science

VIRTUAL - PROFESSIONAL DEVELOPMENT PROGRAM ON AIR QUALITY

October 23rd, 26th and November 6th, 20th

This 1.5 hour virtual session will introduce teachers to the science of air quality and offer ways of bringing this important topic into your classroom through hands-on activities and inquiry-based experimentation. Supports the Alberta Science Curriculum for Grades 4, 7, 9, and Science 30.

We have found that working through virtual and remote means allows us to overcome one of the unique challenges to Northland School Division, the vast travel distance between schools because of the wide geographic distribution of schools. We are excited to be creating remote teacher mentoring opportunities through use of 360-degree video conference technology and Swivl virtual learning technology. Time that was previously spent driving for many hours can be eliminated, resulting in increased response time to support staff in their development.

Professional Learning Session for Teachers and Principals August - November 2020

- Aug. 17th - Why Classroom? (K-12) 11:00am-12:00pm
- Aug. 17th - Why Classroom? (K-3 Focus) 2:00-3:00pm
- Aug. 17th - Hybrid Teacher: General Overview 5:00-6:00pm
- Aug. 18th - Why Drive and Docs? (K-12) 8:00-9:00am
- Aug. 18th - Why Sheets? (K-12) 2:00-3:00pm
- Aug. 18th - Hybrid Teacher: Creating Culture and Community 5:00-6:00pm
- Aug. 19th - Why YouTube? (K-12) 8:00-9:00am
- Aug. 19th - Why Sites? (K-3 Focus) 2:00-3:00pm
- Aug. 19th - Hybrid Teacher: Synchronous and Asynchronous Learning (K-12) 5:00-6:00pm
- Aug. 19th - Classroom Routines and Productivity to Support Virtual Learning (K-12) 7:00-8:00pm
- Aug. 20th - Why Slides? (K-3 Focus) 8:00-9:00am
- Aug. 20th - Why Forms (K-12) 11:00am-12:00pm
- Aug. 21st - Make Back to School Awesome with Technie Besties (K-12) 8:00-9:00am
- Aug. 21st - Why Forms? (K-3 Focus) 11:00am-12:00pm
- Aug. 21st - Why Slides? (K-12) 2:00-3:00pm
- Aug. 24th - NSD New Principal Introduction to Technology Session 1:00-2:30pm
- Aug. 26th - NSD New Teacher Technology Orientation Session
- Aug. 27th - NSD Principal Technology Update Session
- Sept. 1st - NSD Technology Update for Teachers 2:45-3:30pm
- Sept. 2nd - NSD Technology Update for Teachers 2:45-3:30pm
- Sept. 3rd - NSD Technology Update for teachers 2:45-3:30pm
- Sept. 8th - NSD Technology Support Virtual Office Hours 2:45-3:45pm
- Sept. 9th - NSD Technology Support Virtual Office Hours 2:45-3:45pm
- Sept. 9th - Start off the Year Right with Flipgrid 5:00-6:00pm
- Sept. 9th - The Hybrid Teacher: Planning for Synchronous and Asynchronous Learning 6:00-7:00pm
- Sept. 10th - Designing Lessons with Google Classroom 5:00-6:00pm
- Sept. 10th - The Hybrid Teacher: Creating Culture and Community 6:00-7:00pm
- Sept. 16th - The Hybrid Teacher: Planning for Synchronous and Asynchronous Learning 4:00-5:00pm
- Sept. 16th - Tools, Tips and Intentional Thinking to Build Community (K-3) 5:00-6:00pm
- Sept. 16th - The Hybrid Teacher: Options for Online Assessment 6:00-7:00pm
- Sept. 17th - Designing Lessons with Google Classroom 7:00-8:00pm
- Sept. 17th - Techie Besties: Digital Assessment for your Blended Classroom 7:00-8:00pm
- Oct. 3rd - EdTechTeam Primary Google Deep Dive 8:00-11:00am
- Oct. 8th - NSD Google Classroom 101 3:45-4:45pm
- Oct. 14th - NSD Engaging Ideas for in Person and Remote Learning (K-6) Part 1 3:45-4:45pm
- Oct. 15th - NSD Engaging Ideas for in Person and Remote Learning (7-12) Part 1 3:45-4:45pm
- Oct. 21st - NSD Google Slides 101 3:45-4:45pm
- Oct. 27th - NSD Engaging Ideas for in Person and Remote Learning (K-6) Part 2 3:45-4:45pm
- Oct. 28th - NSD Engaging Ideas for in Person and Remote Learning (7-12) Part 2 3:45-4:45pm
- Nov. 3rd - NSD STEMscopes Science Introductory Session 3:45-4:30pm
- Nov. 5th - NSD CSL Report Card Refresher Session 3:45-4:30pm
- Nov. 19th - NSD MyBlueprint Intro and Refresher Session 3:45-4:30pm

3. Increase in Access to Software and Curriculum resources

Software Subscriptions

Screencastify- Subscribed Spring 2020
Zoom- Subscribed Fall 2019
FieldTripZoom- Subscribed Spring 2020
STEMscopes Science- Subscribed Spring 2020
Brightspace- Subscribed Spring 2020
Hapara- Pilot Fall/Winter 2020

MyBlueprint- Ongoing
TumbleBooks- Ongoing
Teen Audio Cloud- Ongoing
CSL Report Card- Ongoing
Exam Bank- Ongoing
Mathletics- Ongoing
GoGuardian - Ongoing

Software Technology Initiatives

NSD Professional Learning Portal Site - Online Professional Learning Hub
NSD At Home Learning Portal - Learning Hub for At Home Learning
Northland Technology Tools Website - Technology Support Website
NSD CSL Report Card Support Site - Report Card Support Site

4. Increase in Access to Devices for Students and Staff

In the last year we have increased the number of student devices in the jurisdiction by 800 Chromebooks. Also we have added more interactive whiteboards, added 150 + teacher laptops (some still to be distributed), secretary laptops, and other devices listed below. Each school also has devices to assist with teacher and student collaboration, Owl and Swivl.

Technology Initiatives

System wide WIFI Upgrade project
Chrome Tablet Pilot Program
OWL Camera (remote collaboration camera/speaker/mic - used for division PD)
SWIVL for Remote Coaching
DocuShare Project – virtual student files

STEM Learning

Spheros

Makey Makey Kits

Micro:Bits

Lego Robotics

5. Installing and Setting up New Hardware/Software.

Adding devices, software, changing online practices or enhancing the wifi network all has a demand on IT staff and capability to create, development, and implement the changes. The large volume of hardware and software changes does cause additional time requirements to ensure they are implemented successfully.

Northland School Division

**Teacher Housing Renovation Plan
September 25, 2020**



Northland
School Division No. 61

Executive Summary

Northland School Division bears a unique and crucial element that no other Alberta school division deals with to the same degree, teacher housing. 11 of the 20 school communities require divisional housing, as the remoteness and small community size preclude a market for rentals. Housing is a key driver of teacher recruitment, satisfaction, and retention. There are significant challenges in providing this service in isolated locations. For example there is an estimated \$7M backlog in repairs and maintenance due to the absence of appropriate funding in previous years. This plan has been created to address this deficit and refresh the division's housing inventory. Increased teacher satisfaction will lead to supporting excellence in education.

The plan has two phases aligned with the funding available:

- Phase I is \$2.0M based on the July 31, 2020 commitment letter
- Phase II is \$1.9M based on internal funding prioritized by Northland

Phase I and II are primarily focused on renovating existing housing. This will be an intensive rebuild including replacing: siding, shingles, windows, all doors, cabinets, counters, flooring, casing, washroom and fixtures, electrical panels, furnace/HWT, decks and interior repaint.

	Units	Scope	Investment
Phase I	17	Renovations	\$ 1,810,000
		Appliances and furnishings	115,000
		Other and Project Management	75,000
		Total Phase I	\$ 2,000,000
Phase II	20	Renovations	1,770,000
		Appliances and furnishings	130,000
		Other and Project Management	TBD
		Total Phase II	\$ 1,900,000
	37	Total	\$ 3,900,000

The Northland School Division has a larger land mass than Germany, but thinly populated with primarily remote locations. Housing is a critical factor in supporting educators mental health, physical health, energy, and well-being. Northland has prioritized improving teacher housing and with the support from the Alberta Government, this plan will enable the division to achieve that.

Context

Board policy 17 outlines the Division's goal: "The board will provide safe reliable housing for teachers resident in communities identified as requiring such services..."

Key opportunities/ challenges include:

- Remoteness, lack of services and harsh climate
 - Transportation of supplies and staff adds costs and lead time
 - Lengthy and unpredictable lead times impact schedule and costs
 - Contractor staff travel and accommodation
 - (quarantine requirements, site complexities, community safety)
 - In some communities there are no external accommodation options.
 - Disparate locations limits scalability
 - Some locations have only winter road access
 - More economical American/imported materials are inadequate in harsh climate
- Contractor availability and experience - Minimal tender interest
- Lack of swing space (vacant units) to permit renovations where greatest demand
- Inspection/oversight to maintain quality
- Covid-related renovation complexities

Work timed to be on site during the summer break is optimal as units are largely vacant. In Fort Chipewyan winter roads provide a narrow window of economical transport for materials to site. The winter road is weather dependent and under extreme cases the road isn't even available. Some locations have swing space, others are completely full. One solution to providing swing space has been by using RV's although this is only a seasonal option.

Homes vs. Mobiles/Prefab

The strategy is to rebuild existing conventionally framed housing units. These have been prioritized over mobile home units because: they are more durable, have longer life expectancy, and fewer maintenance issues (no skirting/freezing). They also have a higher comfort and quality level. A few examples of this are: heavy duty appliances, higher R-value insulation, higher quality doors/windows. In short mobiles have a lower initial cost but are less durable, less functional and deteriorate rapidly. Mobile homes also depreciate considerably faster than conventional housing.

Inventory Assessment

The Division had initially recognized and drafted a housing plan in December of 2016. Housing had not had the attention it needed and it was becoming a barrier to attracting, and retaining teachers in some parts of the division. Funding for a comprehensive plan was not secured, but four renovations were approved and completed in 2018. Efforts have since been made to use unsupported asset sales within the division to provide funding. This has included older excess

mobile homes situated on rental lots being sold, reducing costs and generating funds for improvements.

The Minister of Education was able to visit the division in the fall of 2019 and observe first hand the deteriorated condition of some units.

The renovation plan includes two funds - one for \$2 million and one for \$1.9 million. The two phases clearly show the source and use of funds and accelerate progress. The Phase One amount (\$2 million) has been committed from the Government of Alberta (Education and Infrastructure). This plan will be presented to them to support a grant application and activate these funds. The funding amount of \$1.9 million has been provided by the Northland School Division from internal resources and urgently required projects are being initiated.

The investment in housing will also create work for Albertans as its primarily labour-intense renovations, materials and a small investment in appliances. Areas with vacancies (“swing space”) will be prioritized to minimize teacher disruption until the summer break when most units are available.

The list of houses requiring renovations (Appendix I) are prioritized by community and was approved by the Board on January 24th, 2020. The estimated costs are based on the most recent information available. Should the actual cost be higher than the estimation fewer renovations will be completed. As each house renovation will have it’s own individual contract, we will be able to ensure that we remain within the overall budget presented

Secondary details of this renovation project such as curb appeal will have a positive impact on the surrounding community. When the Division is able to upgrade the exteriors of the housing in a community, it has a trickle down effect of taking pride in the way the community looks and feels.

Schedules and Phases

Phase I (17 units)

Renovations:

- Fort Chipewyan: Units: 90,85, 89	\$ 450,000
- Janvier units: 50, 48/248 up/down, 47/247 up/down	405,000
- Wabasca Units: 55, 60, 61,261, 162, 73,133	655,000
- Calling Lake units:107, 181	300,000
	\$ 1,810,000

Furniture and appliances:

- Units:90,85,89@ \$10,000/unit	\$ 30,000
- Appliance packages: \$5000.00 x 17 units:	85,000
	\$ 115,000

Project management services and miscellaneous renovation needs and expenses such as temporary storage, shipping, alternate teacher accommodations \$ 75,000

TOTAL ESTIMATE FOR PHASE ONE: \$ 2,000,000

Note: The decision for which units are included in phase one are a combination of priority as well as availability. Cost fluctuations may mean units may be either added or removed from this phase of the renovations.

Phase II (20 units)

Renovations:

- Fort Chipewyan: Units 83, 85, 88	\$ 450,000
- Conklin: Units 74, 76	\$ 210,000
- Janvier: Units 51, 205, 249	\$ 280,000
- Wabasca: 54, 62, 161, 163	\$ 370,000
- Chipewyan lake unit: 75 up/ 275 down	\$ 170,000
- Anzac: Units 102, 140,149, 150, 151, 152	\$ 290,000
Renovation total:	\$ 1,770,000

Furniture and appliances:

- Furniture packages \$10,000 x 3 Units:	\$ 30,000
- Appliance packages: \$5,000.00 x 20 units:	100,000
	\$ 130,000

Project management services and miscellaneous renovation needs and expenses such as temporary storage, shipping, alternate teacher accommodations \$ TBD

TOTAL ESTIMATE FOR PHASE TWO: \$1,900,000

Note: The actual renovation quotes will determine if more or less units will need to be renovated in order to maintain the 1,900,000 budget.

Construction Timeline:

Although Phase I funding is pending, some Phase II projects are in progress (as they are funded).

The entire timeline of both phase one and phase two together has a projected completion date of August 25, 2022. But that date will be dependent on both the contractors ability as well as the units availability. According to the Alberta Tenancy Act, Northland School Division as the landlord is not able to displace a tenant for renovations without their consent. This may mean in certain circumstances that we will have to wait longer to gain access to a unit to complete the renovation work. In the worst case scenario we may need to choose a different unit to renovate instead.

To expand on the contractor's ability, due to circumstances related to the COVID-19 and the construction sector shut-downs we have had major delays in obtaining construction supplies. There are both shortages, issues with deliveries, as well as some unavailable product. These issues can easily delay a project, and although things have been stabilizing lately, there is concern going forward of how this may impact future renovation timelines.

With the above considerations explained the below timelines are current projections and may be altered as needed. Certain communities also have a lack of external accommodation options meaning that if all planned renovations cannot be completed within the summer season where the teacherages are vacant, then renovations would have to be bumped to the following year.

Fort Chipewyan is the most extreme of these communities. The winter road is also a key factor to consider in Fort Chipewyan. If the winter road does not freeze up to a suitable thickness then the only other way of transporting construction supplies is by air, or barge. Both are very expensive options and shipping by air has size and weight restrictions making it very difficult to coordinate. These are just some examples of the challenges faced when completing work in the most remote communities. These factors can majorly affect both timelines and budget.

Timeline Summary (by community)

Unit number	Community	Phase	Start date	Completion date	*Description of work
90	Fort Chipewyan	I	May 15, 2021	Aug 25, 2021	Interior/Exterior renovation
85		I	May 15, 2021	Aug 25, 2021	Interior/Exterior renovation
89		I	May 15, 2021	Aug 25, 2021	Interior/Exterior renovation
50	Janvier	I	June 15, 2021	Aug 25, 2021	Interior/Exterior renovation
47		I	Jan. 30, 2021	June 15, 2021	Interior/Exterior renovation
247		I	Jan. 30, 2021	June 15, 2021	Interior/Exterior renovation
48		I	Oct.15, 2020	Jan. 30, 2021	Interior/Exterior renovation
248		I	Oct.15, 2020	Jan. 30, 2021	Interior/Exterior renovation
55	Wabasca	I	Oct. 30,2020	May 21, 2021	Interior/Exterior renovation
60		I	Oct. 30,2020	May 21, 2021	Interior/Exterior renovation
61		I	Oct. 30,2020	May 21, 2021	Interior/Exterior renovation
261		I	Oct. 30,2020	May 21, 2021	Interior/Exterior renovation
162		I	Oct. 30,2020	May 21, 2021	Interior/Exterior renovation
73		I	Nov.30, 2021	May 21, 2021	Interior/Exterior renovation
133		I	Nov.30, 2021	May 21, 2021	Interior/Exterior renovation
107	Calling Lake	I	Jan. 30,2021	May 30, 2021	Interior/Exterior renovation
181		I	Jan. 30,2021	May 30, 2021	Interior/Exterior renovation
83	Fort Chipewyan	II	May 15, 2022	Aug 25, 2022	Interior/Exterior renovation
85		II	May 15, 2022	Aug 25, 2022	Interior/Exterior renovation
88		II	May 15, 2022	Aug 25, 2022	Interior/Exterior renovation
74	Conklin	II	July 5,2020	Oct. 15, 2020	Interior/Exterior renovation
76		II	July 5,2020	Oct. 15, 2020	Interior/Exterior renovation
51	Janvier	II	June 1, 2021	Sept.15, 2021	Interior/Exterior renovation
205		II	June 1, 2021	Sept.15, 2021	Interior/Exterior renovation
249		II	May 15, 2022	Aug. 25, 2022	Interior/Exterior renovation
54	Wabasca	II	May 1, 2020	Sept. 30, 2020	Interior/Exterior renovation
62		II	May 1, 2020	Sept. 30, 2020	Interior/Exterior renovation
161		II	May 1, 2021	Aug. 20, 2020	Interior/Exterior renovation
163		II	May 1, 2021	Aug. 20, 2020	Interior/Exterior renovation

75	Chipewyan Lake	II	July 15, 2020	October 15, 2020	Interior/Exterior renovation
275		II	July 15, 2020	Nov. 15, 2020	Interior/Exterior renovation
102	Anzac	II	June 30, 2020	October 15, 2020	Interior/Exterior renovation
140		II	June 30, 2020	October 15, 2020	Interior/Exterior renovation
149		II	June 1, 2021	Aug 20, 2021	Interior renovation
150		II	June 1, 2021	Aug 20, 2021	Interior renovation
151		II	June 1, 2022	Aug 20, 2022	Interior renovation
152		II	June 1, 2022	Aug 20, 2022	Interior renovation

*Description of work: General Specifications for Renovations

- Replace Siding, including eavestrough and necessary fascia and soffit.
- Replace shingles (30 year) including any roof repairs needed.
- Repair any negative slope grading, and any foundation repairs needed.
- Replace exterior decks stairs and railings.
- Replace windows and exterior doors.
- New cabinets in kitchen and bathroom. Counters and tile backsplash.
- Vinyl plank flooring throughout the entire house and on any stairs.
- New casing, baseboard, and interior doors and hardware.
- New tub/shower, toilets, sinks, faucets.
- New electrical panel,plugs, switches, covers and lighting.
- New furnace, and get the HVAC system professionally cleaned when reno complete.
- New Hot Water tank.
- New range hood, and bathroom exhaust fans.
- New faux wood blinds, white.
- Any outdated plumbing and electrical to be updated to current standard.
- New closet shelving.
- Complete interior of house to be repainted.
- Ceiling to be refinished with knock down finish, and drywall damage to be repaired.
- Any older wall paneling and or ceiling tiles to be replaced with drywall. Unless in the basement then just replace ceiling tiles.
- New Schlage keypad deadbolt to be installed on the front door.
- Basement floor and walls repaired as needed and painted.

Funding Release timelines for Phase I :Government of Alberta \$2,000,000

25%- September 30th, 2020

25%- October 30th, 2020

25%- January 25th, 2021

25%- March 30, 2021

Conclusion

This report shows that the \$3.9 million will address the most urgent needs rebuilding 37 units to improve housing and the teacher experience significantly. The estimated costs and priority list for the remaining housing units in the division are included in order to be able to quickly adjust and add more or take away renovations as needed to accommodate the funding budgets and actual costs of renovation projects. Again it is important to note that this housing plan is not able to meet the full needs of the entire division's teacher housing, but is a huge step forward toward that goal. Improved housing will go a long way in making a better environment for teachers to live in, and there will be a direct benefit to both teacher retention and the quality of work. When a person feels cared for they are much more motivated in every aspect of life. Northland School Division is committed to providing an excellent environment for learning in our great province in the hard to reach areas, and we greatly appreciate the support of the Alberta Government to help achieve that!

**Appendix I
Housing Assessment and Renovations Required by Community
(Board prioritized) *Note: Not Including mobile homes**

Fort Chipewyan (ADCS):

This community is ranked number one in need for improvements because it ranks high on all scales, but of most value is location. The cost for repairs in this community are so high, and qualified contractors are not readily available making it essential that housing be in good condition. This community also presents the most challenges when completing renovations. Coordination of supplies, available trades, and available units to renovate can present significant delays and price fluxuations.

- House# 78 - \$150,000
- House# 80 - \$150,000
- House# 81 - \$150,000
- House# 83 - \$150,000
- House# 85 - \$150,000
- House# 86 - \$150,000
- House# 87 - \$150,000
- House# 88 - \$150,000
- House# 89 - \$150,000
- House# 90 - \$150,000
- House# 112 - \$150,000

Total: \$1,650,000

Conklin:

This community is also very remote, and the state of the housing is some of the poorest of any community. Security has recently been an issue. Renovations are nearing completion at this location because of the urgent need to repair them.

- House# 74- \$100,000
- House# 76- \$110,000

Total: \$ 210,000

Janvier (Father R Perin):

Approximately 1 ½ hours to the nearest city Fort McMurray and the demand for the teacher housing is consistently high.

- House#50 - \$95,000
- House#51 - \$95,000
- House#205 - \$90,000
- House#47 - \$100,000 - #247 basement suite renovation- \$55,000
- House#48 - \$100,000 - #248 basement suite renovation- \$55,000
- House#249 - \$95,000

Total: \$ 685,000

Wabasca (St. Theresa/Mistassiniy):

This housing at this location is in poor condition and there are many teachers required for these two schools. There are empty teacher houses waiting for renovations in this community that cannot be used until they are complete.

- House#54 -\$90,000
- House#55 -\$90,000
- House#56 -\$90,000
- House#57 -\$90,000
- House#58 -\$85,000
- House#59 -\$90,000
- House#60 -\$100,000
- House#61 up-\$100,000, Unit 261 down- \$45,000
- House #62 -\$90,000
- House#160 -\$90,000
- House#161 -\$90,000
- House#162 -\$110,000
- House#163 -\$100,000
- House#73 -\$90,000
- House#95 -\$90,000
- House#133 -\$120,000
- House#134 -\$120,000
- House#135 -\$120,000

Total: \$ 1,800,000

Calling Lake:

There are two empty houses that need to be renovated before they can be used.

- House#107- -\$110, 000
- House#181 -\$190,000

Total: \$ 300,000

Chipewyan Lake:

This is a very remote location but the school size is very small. One house with a basement suite and one trailer at this location.

- House#75- \$95,000
- basement suite Unit 275 renovation- \$75,000

Total:\$ 170,000

Anzac:

This location has housing that needs improvements, but it is very close to a large community where other rental options are available.

- House#102 -\$80,000
- House#140 -\$50,000
- Fourplex# 149, 150, 151, 152- \$40,000 x 4 -\$160,000

Total: \$ 290,000

Paddle Prairie:

There are only mobile homes at this location, but some are aging and will need to be eventually replaced. Not urgent.

- Double ender Modular homes -\$190,000
- 2 Renovations to double end unit# 142/242 -\$40,000

Total: \$ 230,000

Gift Lake:

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

- Flooring and paint to all 4 mobile home units- \$20,000 x 4

Total: \$ 80,000

Appendix II

Housing General Inventory Summary

Community	# of Units	# of Units Occupied	# of Vacant Units	# of Houses	# of Mobile Homes	Other	# of Units Tagged for Renovations
Anzac	10.0	10.0	0.0	3.0	3.0	1 - Fourplex	
Calling Lake	5.0	3.0	2.0	3.0	2.0		2.0
Chipewyan Lake	3.0	3.0	0.0	1.0	1.0		1.0
Conklin	5.0	3.0	2.0	2.0	3.0		2.0
Fort Chipewyan	14.0	13.0	1.0	6.0	0.0	4 - Duplexes	11.0
Gift Lake	4.0	3.0	1.0	0.0	3.0	1 - Double ender mobile	0.0
Janvier	10.0	7.0	2.0	6.0		1 - Double ender mobile	8.0
Paddle Prairie	4.0	3.0	1.0	0.0	2.0	1 - Double ender mobile	0.0
Wabasca	39.0	22.0	5.0	19.0	10.0	4 - Double ender mobiles 1 - Duplex	13.0
Total # of Units	94.0						37.0

Housing Report January 2020

The following is an update on the housing priority list in terms of which school communities have the most urgent need for repairs and improvements. As well as an update on the current state of construction projects.

As of January 9/2020 here is a ranking of school communities put in order of which have the most pressing need for housing repairs and improvements. Some of the factors that are taken into account with this list is location (how easily are communities accessed to provide R&M), demand for teacher residences, current state of housing construction, and the external options for housing in a community. The list will start with the communities with the most need for improvements and end with communities that have the least urgent needs.

- 1) Fort Chipewyan (ADCS)- This community is ranked number one in need for improvements because it ranks high on all scales, but of most value is location. The cost for repairs to this community are so high that it is most important that these houses be in good condition.
- 2) Conklin- This community is also very remote, and the state of the housing is some of the poorest of any community. Security has recently been an issue.
- 3) Janvier (Father R Perin)- approximately 1 ½ hours from Fort McMurray and the demand for the teacher housing is usually high.
- 4) Wabasca (St. Theresa) - This housing at this location is in poor condition and there are many teachers required for this school. There are empty teacher houses waiting for renovations in this community that cannot be used until they are complete.
- 5) Wabasca (Mistassiniy)- This is a larger school and so the demand for housing is also greater. There are empty teacher housing at this location that need renovations completed before they can be utilized.
- 6) Calling Lake- There are two empty houses that need to be renovated before they can be used.
- 7) Chipewyan Lake- This is a very remote location but the school size is very small. Only one house and one trailer at this location.
- 8) Anzac- This location has housing that needs improvements, but it is very close to a large community where other rental options are available.

- 9) Paddle Prairie- There are only mobile homes at this location, but some are aging and will need to be eventually replaced. Not urgent.
- 10) Gift Lake- There are only mobile homes at this location. They are only 5 years old and no immediate attention is needed in this community.
- 11) Sandy Lake (Pelican Mountain)- There is only one house at this location which is vacant and is currently being assessed for sale as it is not needed because it is in commuting distance to Wabasca.

Construction project update:

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