



NORTHLAND SCHOOL DIVISION

REGULAR BOARD MEETING NO. 21-01

AGENDA

Location: Zoom Meeting

Date & Time: Saturday, January 23, 2021 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, ext. 6183 or curtis.walty@nsd61.ca

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

A. CALL TO ORDER - Chair Guild

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

B. MINUTES

No.	Title	Responsible	Action	Page No.
1.	Board Meeting Minutes, November 28, 2020	All	Motion to approve	01
2.	Special Board Meeting Minutes, December 14, 2020	All	Motion to approve	10
3.	Business Arising from Previous Meetings - Board Action Items	Superintendent Spencer-Poitras	Information	14

C. CONSENT AGENDA (Motion to approve)

No.	Title	Responsible	Action	Page No.
1.	Superintendent Report	Superintendent Spencer-Poitras	Information	17
2.	Association Reports	All	Information	
3.	Committee and/or Board Representative Reports - ASBA Zone 1 Reflection Questions	All Trustee Anderson	Information	



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4.	Trustee Activity Reports	Trustees	Information	21
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D. ACTION ITEMS

No.	Title	Responsible	Action	Page No.
1.	Two Alternate Signers for Board Chair and/or Vice-Chair in their Absence	Superintendent Spencer-Poitras	Motion	22
2.	Policy Committee <ul style="list-style-type: none"> - Policy 2 – Role of the Board Appendix D - Policy 16 – Recruitment and Selection of Personnel 	Trustee Shirley	Motion	23
		Trustee Wanyandie	Motion	28
3.	Monthly Financial Report	Secretary-Treasurer Aird	Information	32
4.	Enrolment Report	Associate Superintendent Oginski	Information	34
5.	School Attendance Report	Associate Superintendent Tessier	Information	39
6.	2021-2022 Draft School Year Calendar	Associate Superintendent Oginski	Information	60
7.	Viability Study - Hillview School	Superintendent Spencer-Poitras	Motion	64
8.	Viability Study - Pelican School	Superintendent Spencer-Poitras	Motion	79
9.	Viability Study - Susa Creek School	Superintendent Spencer-Poitras	Motion	95
10.	Annual Borrowing Resolution - ATB	Secretary-Treasurer Aird	Motion	110
11.	Transportation Cost Study	Secretary-Treasurer Aird	Information	112
12.	Facilities & Maintenance Plan	Secretary-Treasurer Aird	Information	114
13.	Capital/IMR Plan 2020-2021	Secretary-Treasurer Aird	Information	134
14.	ASBA Meetings CAPSLE Virtual Conference PSBA Meetings	Secretary-Treasurer Aird	Information	136

E. RECESS



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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	140
2.	Superintendent Highlights	Superintendent Spencer-Poitras	Information-Discussion	141
3.	Associate Superintendent Report - Online, At-Home and In School Learning Teacher Perspectives	Associate Superintendent Stensland	Information-Discussion	

H. PRELIMINARY DISCUSSION OF BOARD ITEMS

No.	Title	Responsible	Action
1.			

I. ADJOURNMENT & CLOSING CULTURAL REFLECTION



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

Location: Via Zoom

Date & Time: Saturday, November 28, 2020 AT 9:00 AM

Membership		
✓	Carmen Laboucane	Trustee Ward 1
✓	Cathy Wanyandie	Trustee Ward 2
✓	Randy Anderson	Trustee Ward 3
✓	Jesse Lamouche	Trustee Ward 4
✓	Louis Cardinal	Trustee Ward 5
✓	Silas Yellowknee	Trustee Ward 6
✓	Robin Guild	Chair Ward 7
x	Loretta Gladue	Trustee Ward 8
✓	Rubi Shirley	Trustee Ward 9
✓	Jules Nokohoo	Vice-Chair Ward 10
✓	Skye Durocher	Trustee Ward 11
✓	Dr. Nancy Spencer-Poitras	Superintendent of Schools
✓	Dr. Tim Stensland	Associate Superintendent
✓	Wesley Oginski	Associate Superintendent of Human Resources
✓	Douglas Aird	Secretary-Treasurer
✓	Dr. Don Tessier	Director of Student Engagement, Attendance, and Completion
✓	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 Cardinal 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.

25148/20 CARRIED

A4. In-Camera Session

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

25149/20 CARRIED



A5. Regular Session

MOTION: Trustee Yellowknee moved that the meeting revert back to regular session at 9:24 AM.

25150/20 CARRIED

A6. Oaths of Office

Skye Durocher gave her Trustee Oaths of Office to become Trustee of Ward 11.

B. MINUTES

B1. Board Meeting Minutes October 24, 2020

MOTION: Trustee Yellowknee moved that the Board of Trustees approve the October 24, 2020 Corporate Board Meeting minutes as presented.

25151/20 CARRIED

B2. Board Action Items

Superintendent Spencer-Poitras reviewed the current board action items.

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

25152/20 CARRIED

C. CONSENT AGENDA

C1. Adopt Consent Agenda

MOTION: Trustee Wanyandie 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
 - Teaching & Learning Committee
 - Attraction & Retention Committee
- C4 – Trustee Activity Reports

25153/20 CARRIED



D. ACTION ITEMS

D1. Annual Education Results Report & 3 Year Plan

Superintendent Spencer-Poitras reviewed the annual education results report.

ACTION: Administration to set up an AERR review meeting for the Board on January 22, 2021.

MOTION: Trustee Yellowknee moved that the Board of Trustees approve the 2019-2020 AERR and 2020-2023 Education Plan, as attached.

25154/20 CARRIED

D2. 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.

25155/20 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.

25156/20 CARRIED

Recess: 9:59 am – 10:14 am

D4. Audited Financial Statements Presented by the Auditors

Jeff Alliston from Metrix Group LLP, Chartered Professional Accountants provided an over view of the 2019-2020 Financial Statements and shred the clean audit opinion on the statements.



MOTION: Trustee Yellowknee moved that the Board of Trustees go in camera 11:48 am

25157/20 CARRIED

MOTION: Trustee Cardinal moved that they Board of Trustees go out of camera at 11:59 pm

25158/20 CARRIED

Motion: Trustee Yellowknee moved that the Board of Trustees approve the 2019-2020 audited financial statements as presented by the auditor.

25159/20 CARRIED

Recess: 11:59 am – 1:03 pm

D5. Fall Budget Update

The auditors reviewed the 2021 Budget Update, highlighting focus areas and emerging issues.

MOTION: Trustee Yellowknee moved that the Board of Trustees receive as information the 2020- 2021 Budget Update, as attached with no transfers of operating surplus to reserves.

25160/20 CARRIED

D6. Enrolment Update

Associate Superintendent of HR Oginski reviewed the NSD 20-21 vs 19-20 September Enrolment Comparison, the October 2020 Enrolment, the Northland Monthly Enrolment Update for 2020-2021 and the breakdown of the October 30/20 In-School & At-Home Learning Numbers.

MOTION: Trustee Yellowknee moved that the Board of Trustees accept as information, the NSD enrolment reports as attached.

25161/20 CARRIED



D7. Policy Committee - Policy 2 Appendix C Board Performance Assessment Guide

MOTION: Trustee Yellowknee moved that the Board of Trustees approve the housekeeping changes to Policy 2 Appendix C Board Performance Assessment Guide, as attached.

25162/20 CARRIED

Policy 15 School Closure

MOTION: Trustee Shirley moved that the Board of Trustees approve the changes to Policy 15 School Closure, as attached.

25163/20 CARRIED

D8. ASBA Zone 1 Reflection Questions

MOTION: Trustee Anderson moved that the Board of Trustees choose this reflection question to present at the January 2021 Zone 1 ASBA meeting:

Online Learning- What's the future for your division? What are you doing for your remote learning and how is it working?

ACTION: Communication Coordinator to put this into a presentation with links and assist Trustee Anderson with the presentation.

25164/20 CARRIED

D9. School Viability Studies

Superintendent Spencer-Poitras reviewed the need for school viability studies due to low enrolment.

MOTION: Trustee Yellowknee moved to receive as information, notice that Superintendent Spencer-Poitras is conducting viability reviews at Hillview School, Pelican Mountain School, and Susa Creek School.

25165/20 CARRIED



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D10. Transfer of land, buildings and school furniture in Little Buffalo

MOTION: Trustee Yellowknee moved 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 78, BLOCK 008, PLAN 8121420

LOT 113, PLAN 9622484

LOT 83, BLOCK 009, PLAN 8121420

LOT 77, BLOCK 008, PLAN 8121420

25166/20 CARRIED

ACTION: Administration to set up a meeting between the Superintendent, Board Chair, Vice-Chair, and Ward 5 Trustee and Lubicon Lake Band.

D11. Statement of Commitment – Mistassiniy Kitchen

Mistassiniy School construction does not include a school food services kitchen. These negotiations will create an agreement with the Alberta Government to provide one at the Board's cost.

MOTION: Trustee Lamouche moved 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.

25167/20 CARRIED

E. Delegation – MLA Dan Williams

The Division provided an update and voiced their concerns to MLA Dan Williams.

F. Tech Talk with Dr. Tim Stensland, Associate Superintendent

Dr. Tim Stensland provided an update on the various technology software that the Division has been using.

ACTION: Administration to set up Professional Development for parents on Read & Write Google

Recess: 2:37 pm – 2:53 pm



G. MONITORING REPORTS (Motion to receive as information)

G1. Monitoring Reports

MOTION: Trustee Lamouche moved that the Board of Trustees accept as information the Monitoring Reports as attached.

25168/20 CARRIED

- G1. Board Chair Highlights
- G2. Superintendent Highlights
- G3. Associate Superintendent Report
- G4. Housing Priorities
- G5. By-Election Update

Secretary Aird gave an update on the by-election. Skye Durocher was appointed by acclamation.

In-camera 3:18 pm Moved by Silas

Regular Session 3:21pm Moved by Silas

H. PRELIMINARY DISCUSSION OF BOARD ITEMS

- Good luck to Rubi Shirley

I. ADJOURNMENT & CLOSING CULTURAL REFLECTION

I1. Adjournment

MOTION: Trustee Lamouche moved that the Board of Trustees declare the meeting adjourned at 3:25 PM.

25169/20 CARRIED



12. Closing Reflection

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

Robin Guild, Board Chair

Dr. Nancy Spencer-Poitras, Superintendent of Schools

Douglas Aird, Secretary-Treasurer

Location: Zoom Meeting

Date & Time: Monday, December 14, 2020 at 7:00 p.m.

Membership		
✓	Carmen Laboucane	Trustee Ward 1
✓	Cathy Wanyandie	Trustee Ward 2
✓	Randy Anderson	Trustee Ward 3
✓	Jesse Lamouche	Trustee Ward 4
✓	Louis Cardinal	Trustee Ward 5
x	Silas Yellowknee	Trustee Ward 6
✓	Robin Guild	Chair Ward 7
x	Loretta Gladue	Trustee Ward 8
✓	Rubi Shirley	Trustee Ward 9
x	Jules Nokohoo	Vice-Chair Ward 10
✓	Skye Durocher	Trustee Ward 11
✓	Dr. Nancy Spencer-Poitras	Superintendent of Schools
✓	Douglas Aird	Secretary-Treasurer
✓	Cheryl Osmond	Recording Secretary

A. CALL TO ORDER

A1. Call to Order

Chair Guild called the meeting to order at 7:08 p.m. with a traditional lands' acknowledgement.

A2. Opening Reflection

Trustee Cardinal gave the opening cultural reflection.

A3. Adopt Agenda

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

25170/20 CARRIED

B. ACTION ITEMS

B1. Bylaw for Form of Nominations 2021 Elections

MOTION: Trustee Laboucane moved that the Board of Trustees accept the first reading of Bylaw 02-2020 Form of Nominations. CARRIED

MOTION: Trustee Shirley moved that the Board of Trustees accept the second reading of Bylaw 02-2020 Form of Nomination. CARRIED

MOTION: Trustee Anderson moved that the Board of Trustees agrees to give Bylaw 02-2020 a third and final reading at the same meeting that the first and second readings are done. CARRIED UNANIMOUSLY

MOTION: Trustee Shirley moved that the Board of Trustees give third reading to Bylaw 02-2020 Form of Nominations and that it be finally passed.

25171/20 CARRIED

B2. Bylaw for Electoral Wards Update 2021 Election

MOTION: Trustee Cardinal moved that the Board of Trustees accept the first reading of Bylaw 03-2020 Electoral Wards with the following amendments: move Peerless Lake, Trout Lake and Little Buffalo from Ward 7 to Ward 6. CARRIED

MOTION: Trustee Laboucane moved that the Board of Trustees accept the second reading of Bylaw 03-2020 Form of Nomination. CARRIED

MOTION: Trustee Shirley moved that the Board of Trustees agrees to give Bylaw 03-2020 a third and final reading at the same meeting that the first and second readings are done. UNANIMOUSLY CARRIED

MOTION: Trustee Anderson moved that the Board of Trustees give the third and final reading to Bylaw 03-2020 Electoral Wards and that it be finally passed.

25172/20 CARRIED

C. ADJOURNMENT

C1. Adjournment

MOTION: Trustee Guild moved that the Board of Trustees declare the meeting adjourned at 7:47 p.m.

25173/20 CARRIED

Robin Guild, Board Chair

Dr. Nancy Spencer-Poitras, Superintendent of Schools

Douglas Aird, Secretary-Treasurer

Meeting	Date of Meeting	Assigned To	Agenda Item	Task	Due Date	Status	Action
Board	11/28/2020	Administration	Lubicon Lake Band	Administration to set up a meeting between the Superintendent, Board Chair, Vice-Chair, Ward 5 Trustee and Lubicon Lake Band.	1/15/2021	In progress	Doug will contact and schedule - combining school building, land, housing units and the CTS mobile lab.
Board	11/28/2020	Executive Assistant	AERR	Administration to set up an AERR review meeting for the Board on January 22, 2021	12/15/2020	In progress	
Board	11/28/2020	Communications Coordinator	Dan Williams, MLA	Curtis to connect with Dan Williams to tag him in NSD news. And send him a thank you letter for meeting with the Board on November 28th.	1/23/2021	Complete	
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	In the January Board Package
Board	9/19/2020	Secretary-Treasurer Aird	Organizational Chart	Administration to develop a three year plan for the Facilities & Maintenance department.	1/5/2021	Pending	Department overview and annual plan presented Oct 24th, then the 3-year plan will be developed for January 5th. Scheduled for the January Board Meeting.
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



NORTHLAND SCHOOL DIVISION
ADMINISTRATION RECOMMENDATION TO THE BOARD

TO: THE BOARD OF TRUSTEES **DATE:** JANUARY 23, 2021
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 following items:

- C1 - Superintendent Report
- C2 - Association Reports
- C3 - Committee and/or Board Representative Reports
 - ASBA Zone 1 Reflection Questions
- 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

January 23, 2021

Corporate Board Meeting	November 28, 2020
Attended the monthly Corporate Board meeting via Zoom.	
Alberta Health Services	November 29, 2020
Teleconference with Communicable Disease Control regarding COVID-19 in Calling Lake.	
Legal Meeting	November 30, 2020
Meeting with McLennan Ross LLP regarding a legal issue.	
Strategic Planning Webinar	November 30, 2020
Attended the Strategic Planning Webinar hosted by Alberta Education.	
Principal Planning Meeting	December 2, 2020
Online meeting with principals to discuss Christmas concerts, projected enrolments, at-home learning ideas etc.	
Assistant Deputy Minister - Alberta Education	December 3, 2020
NSD/Chipewyan Prairie First Nation	December 3, 2020
Met with the Chipewyan Prairie First Nation along with the Board Chair and Vice Chair to provide NSD updates and COVID-19 measures update.	
Mistassiniy Kitchen/CTS Meeting	December 3, 2020
Online meeting with Alberta Infrastructure regarding the new Mistassiniy School Kitchen.	
NSD/Fishing Lake Metis Settlement	December 4, 2020
Along with the Board Chair, met with Fishing Lake Metis Settlement to discuss NSD update and COVID-19 measures update.	
Alberta Health Services	December 5 & 6, 2020
To discuss COVID-19.	

Policy Committee Meeting	December 7, 2020
Reviewed Policy 2 - Appendix D: Board and Superintendent Communication Guidelines, changes will be brought to the January 23, 2021 Board meeting.	
NSD/Bigstone Cree Nation Meeting	December 9, 2020
Along with the Board Chair, met with Bigstone Cree Chief and Council to discuss NSD update and COVID-19 measures update.	
Mistassiniy Replacement School Meeting	December 10, 2020
By-weekly meeting to review design plans for the new Mistassiniy School.	
Meeting with Zone 1 Superintendents	December 10, 2020
Online meeting with Zone 1 Superintendents to discuss working from home procedures and new regulations issued by the Province of Alberta.	
Alberta Health Services	December 12, 2020
Meetings with Alberta Health Services to discuss the COVID-19 outbreak at J.F. Dion School.	
Alberta Health Services	December 13, 2020
Meetings with Alberta Health Services to discuss the COVID-19 outbreak and contact tracing at J.F. Dion School.	
NSD/Paddle Prairie Metis Settlement	December 14, 2020
Along with the Board Chair and Trustee Laboucane; met with Paddle Prairie Metis Settlement to discuss NSD update and COVID-19 measures update.	
Special Board Meeting	December 14, 2020
Attended the Special Board Meeting on By-law No. 02-2020 Form of Nominations and By-law No. 03-2020 Electoral Wards.	
Pre-Evaluation Workshop	December 15, 2020
Attended the Pre-Evaluation Workshop in Peace River along with Senior Executives and Managers which was presented by Terry Gunderson, ASBA.	
Legal Meeting	December 18, 2020
Meeting with McLennan Ross LLP to discuss legal matters.	
Principal Meeting	December 18, 2020
Online meeting with principals and Associate Superintendent, Human Resources to discuss NSD's procedure/operations regarding teachers bringing their child(ren) to work for the week of	

January 4 - 8, 2021.	
Alberta Health Services	December 24, 2020
Phone meeting with AHS to discuss COVID-19 cases in Wabasca.	
Bigstone Health	December 24, 2020
Phone meeting with Bigstone Health to discuss COVID-19 cases in Wabasca.	
Alberta Health Services	December 25, 2020
Phone meeting with AHS to discuss COVID-19 cases in Wabasca.	
Principals Meeting	January 4, 2021
Online meeting with Principals, IT Department and Associate Superintendents to discuss the technical glitch with passwords being reset over the break, staff child care accommodations, staff absences, PowerSchool attendance taking and introduced and welcomed Cully Robinson to the team as the new Associate Superintendent.	
Policy Committee Meeting	January 4, 2021
Reviewed Policy 16 - Recruitment and Selection of Personnel, changes will be brought to the January 23, 2021 Board meeting.	
Native Language Instructors Meeting	January 5, 2021
Online meeting with the Native Language Instructors, Principals and the FNMI Team to discuss relationship building, land based learning etc.	
Board Agenda Review Meeting	January 5, 2021
Online meeting with Board Chair, Board Vice-Chair, Secretary-Treasurer and Acting Executive Assistant to review agenda items for the January 23, 2021 board meeting.	
ATA Meeting	January 7, 2021
Attended an online meeting with the Associate Superintendent of Human Resources and the ATA to discuss ATA issues.	
Mistassiniy Replacement School Meeting	January 7, 2021
By-weekly meeting to review design plans for the new Mistassiniy School.	
Strategic Plan & Project Plan Meeting	January 7, 2021
Online meeting with the Executive Team to review and revise NSD's Strategic Plan and Project Plan which was submitted to Alberta Education.	
Fort McKay First Nation Request Review Meeting	January 11, 2021

Travelled to Peace River and worked out of the Central Office for the week. Met with the Secretary-Treasurer to discuss Fort McKay First Nation's request.

Teleconference Meeting with Minister of Education**January 12, 2021**

Participated in a teleconference meeting with Minister LaGrande, Board Chair and other school representatives to discuss COVID-19 concerns.

Legal Meeting**January 14, 2021**

Meeting with McLennan Ross LLP to discuss legal matters.

Reciprocal Agreement Meeting**January 14, 2021**

Zoom meeting with members of Athabasca Chipewyan First Nation, Mikisew Cree First Nation, and the Metis Local regarding the draft tuition agreement between the parties for the Mikisew high school in Fort Chipewyan.



NORTHLAND SCHOOL DIVISION
ADMINISTRATION RECOMMENDATION TO THE BOARD

TO: THE BOARD OF TRUSTEES **DATE:** JANUARY 23, 2021
SUBMITTED BY: Dr. Nancy Spencer-Poitras, Superintendent of Schools
SUBJECT: Two Alternate Signers for Board Chair and/or Board Vice-Chair During Absence
REFERENCE(S): Policy 5 - Role of the Board Chair
 Policy 6 - Role of the Board Vice-Chair
ATTACHMENTS:

RECOMMENDATION:
 THAT the Board of Trustees approve Administration to arrange for an additional delegate to review and approve Superintendent expenditures, Trustee expenditures and act as signing authority for the Division as required by the Government of Alberta and by financial institutions in accordance to Board Policy, on behalf of the Board Chair and/or Board Vice-Chair in their absence.

BACKGROUND:

As per Policy 5, Role of the Board Chair states:

1. Review and approve the Superintendent’s vacation entitlement and expenditure claims.
2. Review and approve trustee expenditure claims, in accordance with Board policy.
3. Act as signing authority for the Division as follows:
 - a) As required by the Government of Alberta
 - b) As required by financial institutions

As per Policy 6, Role of the Board Vice-Chair states:

1. The Vice-Chair shall act on behalf of the Board Chair, in the latter’s inability to act or absence and shall have all the duties and responsibilities of the Board Chair.
2. The Vice-Chair shall review and approve the Board Chair’s expenditure claims, in accordance with Board policy.

In the case of either the Board Chair and/or Board Vice-Chair are absent and/or are not able to perform their duties, Administration is recommending that an alternate trustee have signing authority be set up.

RISK ANALYSIS:

Policy 2 Role of the Board Appendix D

BOARD AND SUPERINTENDENT COMMUNICATION GUIDELINES

*“The single biggest problem in communication is the illusion that it has taken place”
George Bernard Shaw*

The Board and Superintendent form one of the most important teams in the Northland School Division and as such the communication between them needs to be very strong and effective. This appendix is designed to help enhance communication and is not intended in any way to interfere with the roles and responsibilities, or authority of either.

These guidelines are in addition to the guidelines about communication in policies:

- Policy 2 Role of the Board;
- Policy 3 Role of Trustee,
 - Policy 3 Appendix B Trustee Working Relationships
- Policy 5 Role of Chair
- Policy 12 Role of Superintendent

GUIDELINES

A. GOLDEN RULES OF COMMUNICATION

- a. Model Policy 1 Foundational Statements at all times (*see also Policy 2 Role of Board, Policy 3 Role of Trustee*)
- b. Remember to deposit into other’s emotional bank accounts with the words you choose and the way you say them.
- c. Keep confidential information, confidential – no exceptions.
- d. Before sharing information from a conversation ensure the person who provided you the information is okay with you sharing it.
- e. Confirm understanding of communication:
 - i. Email follow up to phone conversations to ensure understanding and a record of information shared and actions to occur where feasible. Generally administration will follow up with email however, **the** trustee too has a responsibility to ensure there is understanding.
- f. Remember decision-making is made up of an education perspective and political (community) perspective.
- g. Communicate, Communicate, Communicate

B. EDUCATION PROGRAMS/INITIATIVES

(*see also Policy 12 Role of Superintendent*).

- a. Engage the Board with regard to the structure and community engagement process of significant, or potentially controversial, education initiatives/programs. When determining what items involve significant change, or have the potential to be controversial, the following factors are for consideration:
 - i. Traditions, cultures and practices vary extensively by community;

- ii. Potential for it to be controversial - the larger the change being proposed, the higher the chance for controversy.
- iii. Using the services of an elder, expert or consultant outside of the division.
- b. Engage the Board to provide input and/or approval as required into major education initiatives such as, but not limited to:
 - i. Approval and implementation of locally developed courses;
 - ii. Major program initiatives: Flexible learning, family wellness workers program, ~~5-year investment funding~~;
 - iii. Attendance;
 - iv. Land based learning framework;
 - v. Pilot projects;
 - vi. School year calendar concept.

C. HUMAN RESOURCES

(see also Policy 16 Recruitment & Selection of Personnel)

- a. Through various processes, practices and communication the Board ~~should become certain~~ **will be assured** that Northland has strong human resources policies and procedures so they can confidently say “we have good, lawful and fair processes and they are being followed in all instances”.

D. INFORMATION SHARING

(see also Policy 12 Role of Superintendent)

- a. Superintendent shall keep the Board informed about what is going on in the division ahead of the public **knowledge** ~~knowing~~:
 - i. To enable them to fulfill their role effectively;
 - ii. Ensure they have the information they need so they can answer questions in a professional, informed manner, for example:
 - 1. If there is something that has a possible political implication that may cause a trustee to have to respond to the community;
 - 2. Major staff changes (i.e. teacher transfers, appt. of senior staff, principals, staff termination); **and/or**
 - 3. A critical incident in the division.
 - iii. Division initiatives that might result in questions to trustees from their communities:
 - 1. Purpose of professional development, especially a session **involving large staff travel** ~~a lot of Northland (Why is everyone going to Edmonton; What is the purpose of the session(s))~~
 - 2. Northland Games – **location, purpose and attending participants** ~~where they are; how they work; who goes, etc.~~
- b. Trustees shall keep the Superintendent informed about communities to help ensure he/she can fulfill their role effectively.
 - i. Equipping him/her with all information to help make great decisions or handle issues/concerns effectively.
- c. Superintendent shall keep the Board ~~will be~~ informed of division media releases 1-2 hours prior to their release with the exception of media releases by schools about school events. Notwithstanding this exception:

- i. The Chair will receive all media releases prior to their release, with time to provide input;
- ii. Social media releases related to things that could be politically sensitive will be approved by the Superintendent and perhaps the Chair based on the item;
- iii. Questions about any media release are to be directed to the Superintendent.

E. ISSUES

(see also Policy 12 Role of Superintendent)

- a. Trustees need to be informed as soon as possible when a critical incident occurs so they are not “blind-sided” and also so they are prepared to ~~answers~~ **answer** questions.
- b. If **the** Associate or Superintendent sends out information about an incident, trustees should provide them with any additional information they have about the incident, **regardless whether the information is accurate, it should be shared**. ~~Even if not sure if the information is accurate it should be shared, it will be considered and researched before using it in any way.~~
- c. There is understanding that **the** Superintendent cannot always share complete/exact details with trustees due to privacy and/or process rules.
 - i. Example: An incident occurred between 2 staff members, **a trustee may hear about it, let the Superintendent know immediately**. ~~you may hear about it, if you do please let me know what you hear right away;~~ **Then the** appropriate action ~~is~~ **can be** being taken. **The Superintendent will keep the Board** ~~you~~ **informed as quickly as possible**. ~~Learn:~~
- d. **The** Board needs to be confident **that action is being taken although they** ~~something is being dealt with,~~ **maybe not be aware of the details**. ~~exactly what is being done (if confidential) but that something (process) is occurring.~~ This is part of their governance monitoring role but also ~~helps prepare~~ **assists** them **to** answer questions within the community. **The action might not have political implications** but **is** important for the Board to know.
- e. Inform **the** Board ~~what~~ **when an** incident has happened;
 - i. Include information about ~~what is being done~~ **the** process wise;
 - ii. Keep **the** Board ~~them~~ up to date on the process **moving forward** ~~as move forward,~~ including **some** detailed information about what is occurring ~~not just that something is occurring;~~
 - iii. If **information is** sensitive, include information about **state** what can and cannot be shared;
 - iv. Include suggestions on how to **communicate information** ~~answer possible answers,~~ especially if it is a sensitive issue.
- f. Communication of decisions shall generally be shared with the Board prior to the decision going public:
 - i. Let the **B**oard know about principal or key position hires, promotions or any other substantial change 1-2 hours prior to it going public;
 - ii. Inform the **B**oard of substantive staff discipline type incidents with as much information as allowable;
 - iii. The Board shall not hear about the transfers of a teacher prior to the public as transfers are appealable to the Board.

F. CONCERNS

(see also Policy 3 Role of Trustee Appendix B Trustee Working Relationships Guidelines)

- a. Trustee is to advise the Associate Superintendent immediately when hear a concern is heard:
 - i. If ~~When~~ **advising** via email, cc to Superintendent;
 - ii. If ~~When~~ **speaking** with the Associate **Superintendent** on the phone, **the Associate Superintendent** will follow up with an email re-outlining the concern ~~with a cc to the Superintendent;~~
 - iii. **The Associate Superintendent** will acknowledge the information and give an idea of a timeline for resolving;
 - iv. Trustee will follow up with an email to the Associate (cc to Superintendent) if **they** do not hear back within **a reasonable** timeline;
 - v. **The Associate Superintendent** (cc to Superintendent) shall advise the **T**rustee when the concern is resolved, providing as much information as allowable.
- b. Trustees should always follow up with the person regarding the concern to ensure it is resolved.
- c. Trustees are responsible to communicate a concern directly with the Associate/Superintendent and not ask or assume the Chair will take it forward.

G. TRUSTEES ROLE IN EFFECTIVE COMMUNICATION

(see also Policy 3 Role of a Trustee)

- a. Keep confidential information, confidential – no exceptions.
- b. Check emails, texts, and voicemails ~~and~~ answering each in a timely manner.
- c. Respond to requests **by staff** with ~~to~~ regards to travel ASAP; ~~don't make staff chase you or feel like "nags".~~ Try to keep changes to a minimum.
 - i. **Please respond quickly to requests to ensure** ~~if you don't respond do not assume arrangements will~~ **can** be made for you.
- d. ~~Ensure that Ask the Associate/Superintendent is clear that the issue is dealt with.~~ **to provide you will with** an "answer" to what is being said, a way to "lay the issue to rest".
- e. ~~Don't immediately assume what you hear is true, work with~~ **the Associate Superintendent and/or Superintendent to get down to facts.**
 - i. When told something negative about Northland, acknowledge the information and indicate **that** you will look into it and get back to them- **the individual;**
 1. ~~Ask questions to get details on where the information came from to help get down to facts.~~ **Gather information on the details for Administration follow through.**
 - ii. Always "challenge" negative comments (in a polite way) if you know they are not correct, **if you feel comfortable doing so.**
 1. ~~Ask the person about the comment, where did it come from, share what you know, try to dispel the comment.~~
- f. ~~If you aren't sure — ask.~~ **When you have questions, feel free to ask the Administration.**

Policy 16

RECRUITMENT AND SELECTION OF PERSONNEL

The recruitment and selection of senior administrative personnel is a shared responsibility between the Board and the Superintendent.

The Board further believes strong leadership and administration at the Division and school levels are essential to **student success and** the effective and efficient operation of the school system division.

Specifically

1. The Board, in the case of the Superintendent, and the Superintendent or designate in the case of all other staff, will assume the sole responsibility for initiating the advertising process and will make every reasonable effort to ensure all current Division employees are made aware of any vacancies.
2. The Board has the sole authority/responsibility to recruit and select an individual for the position of Superintendent.
3. **Interview Committees:** The following process shall be followed for all interview committees:
 - 3.1. All persons forming part of any interview committee are required to sign a confidentiality agreement.
 - 3.2. An orientation about all the processes and procedures with regard to interviewing, including reviewing the interview questions, selection and hiring, is to be provided to all persons participating in any interview committee.
 - 3.3. At the end of interviewing all candidates, the administration lead shall ensure all committee members are fully aware of the next steps in the process.
 - 3.4. Superintendent or designate shall keep committee members informed of the process after the interviews; (e.g. references are complete, references for first choice didn't work out, etc.)
 - 3.5. The Board and committee members shall be advised of the hiring decision prior to making the decision public.
4. **Associate Superintendents, Secretary-Treasurer:** The following process will be followed for Deputy/Associate/Assistant Superintendent positions and for the Secretary-Treasurer position:

- 4.1. The Superintendent shall be responsible for the creation of a shortlist of candidates for these positions.
 - 4.2. A committee of the Board and the Superintendent shall constitute the selection committee. The decision will normally be made by consensus of the selection committee.
 - 4.3. The successful candidate must be supported by a majority of the selection committee. The Superintendent must be one (1) of the votes in the majority.
 - 4.4. These positions shall have a role description and a written evaluation for each person occupying one (1) of the positions. These individuals shall have a written contract of employment. The Superintendent is delegated full authority to determine contract renewals.
5. **Division Office Staff:** The Superintendent is delegated full authority to recruit and select staff for all Division Office positions other than the senior administration level detailed above.
 6. **Principal:** The following process will be followed for the appointment of candidates to the position of Principal:
 - 6.1. The Superintendent or designate shall form an interview committee which will include central office staff and representatives from the following, if they wish to participate:
 - 6.1.1. School staff member;
 - 6.1.2. Ward trustee;
 - 6.1.3. School Council Chair or designate;
 - 6.1.4. Local First Nation and/or Métis Settlement, as applicable.
 - 6.2. Generally, the preferred candidate(s) will be chosen by consensus of the interview committee, with their recommendation being submitted to the Superintendent.
 - 6.2.1. The interview committee should shall:
 - 6.2.1.1. Rank the interviewed candidates to have 1st, and 2nd choices, in the case a candidate declines the position or that reference, criminal record and vulnerable sectors checks determines the 1st preferred candidate is not viable; or
 - 6.2.1.2. Recommend that the position be reposted if the preferred candidate does not accept the position or that reference, criminal record and vulnerable sectors checks determines the 1st (or 2nd) preferred candidate is not viable
 - 6.3. The Superintendent will make the final decision on the successful candidate following reference checks and other procedural steps.
 - 6.4. The Superintendent and/or designate will keep the committee informed of the process and ensure they are aware of the final decision prior to it being released publicly.
 - 6.5. The Superintendent is delegated the authority to make all decisions regarding the term of appointment of Principals.

7. **School Based Staff:**

- 7.1. The Superintendent is delegated full authority to recruit and select staff for all other school - based positions with the understanding that the principal will be involved and where applicable the school council chair, designate or others as appropriate.
8. All offers of employment shall be conditional on the successful applicant providing a criminal record check and an intervention record check that is acceptable to the Superintendent. Additionally, the Superintendent may require documentation certifying that the candidate is medically fit for the position.

Legal Reference: Section 52, 53, 68, 222, 223, 224, 225 Education Act
Freedom of Information and Protection of Privacy Act

NORTHLAND SCHOOL DIVISION
ADMINISTRATION RECOMMENDATION TO THE BOARD



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

REVENUE	2020-2021					%
	Budget	YTD Budget	YTD	Variance		
Alberta Education	\$ 46,143,365	\$ 15,381,122	\$ 14,338,299	\$ (1,042,822)	(7)	
Federal Government & First Nations	15,349,464	5,116,488	4,015,506	(1,100,982)	(22)	
Other Revenue	2,678,420	892,807	493,853	(398,953)	(45)	
	<u>\$ 64,171,249</u>	<u>\$ 21,390,416</u>	<u>\$ 18,847,658</u>	<u>\$ (2,542,758)</u>	<u>(12)</u>	
EXPENSES						
Schools (inc. school cert. staff)	\$ 24,556,710	\$ 8,185,570	\$ 7,552,819	\$ 632,751	8	
Instructional Support	7,667,034	2,555,678	1,830,283	725,395	28	
Instructional Supply	7,628,664	2,542,888	738,471	1,804,417	71	
External Services	4,521,543	1,507,181	1,648,568	(141,387)	(9)	
Board and System Administration	3,108,717	1,036,239	896,895	139,344	13	
Operations and Maintenance	10,504,182	3,501,394	3,147,058	354,336	10	
Transportation	4,611,762	1,537,254	1,188,652	348,602	23	
	<u>\$ 62,598,612</u>	<u>\$ 20,866,204</u>	<u>\$ 17,002,747</u>	<u>\$ 3,863,457</u>	<u>19</u>	
NET SURPLUS (DEFICIT)	<u>\$ 1,572,637</u>	<u>\$ 524,212</u>	<u>\$ 1,844,911</u>	<u>\$ 1,320,699</u>		
Salaries and Benefits Detail						
Certificated salaries and benefits	\$ 21,567,108	\$ 7,189,036	\$ 6,294,398	\$ 894,638	12	
Uncertificated salaries and benefits	15,743,015	5,247,672	5,164,140	83,531	2	
	<u>\$ 37,310,123</u>	<u>\$ 12,436,708</u>	<u>\$ 11,458,538</u>	<u>\$ 978,169</u>	<u>8</u>	

Variance Analysis

Overall - We are on track for a positive result.

As planned in the Fall Budget Update both revenues and expenses are under budget.

Revenue

The \$2.5 million (12%) unfavorable variance in revenue is from:

Special Approvals funding has not been received or paid to recipients (-\$1.0M)

Lower Federal/First Nations enrollment and rates (-\$1.1 M) have reduced these revenues \$3.3M annually, per the November budget update

Other revenues have diminished in line with expenses (\$0.4M)

Expenses

The \$3.9M (19%) favorable variance is due to operational changes offset by Housing

Schools are 7.7% under budget due to the pandemic (-\$0.6M)

Certificated salaries including substitutes are 12% under budget (-\$0.9M)

Special Approvals funding has not been received or paid to recipients (-\$1.3M)

Instructional Support, Maintenance and Transportation net of Housing comprise the balance (-\$1.0M)

Watching:	Budget	YTD Budget	YTD	Variance
Housing	\$ 1,404,991	\$ 468,330	\$ 838,884	\$ (370,553)
Pedagogical	\$ 689,950	\$ 229,983	\$ 271,806	\$ (41,822)

Housing - Overbudget 79% YTD

Journal entries are required to match Housing renovation project costs to the funding sources.

Pedagogical - Overbudget 18%

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

November 2020 Enrollment															
	PUF	ECS	1	2	3	4	5	6	7	8	9	10	11	12	Total
Athabasca Delta Community School	0	9	11	20	19	15	18	18	17	14	2	4	1	2	150
Anzac Community School	0	16	19	19	18	20	0	0	0	0	0	0	0	0	92
Bill Woodward School	0	0	0	0	0	0	10	13	17	10	20	17	17	11	115
Bishop Routhier	0	6	5	8	7	10	12	11	0	0	0	0	0	0	59
Calling Lake	3	7	5	16	14	18	3	8	6	15	11	8	11	3	128
Career Pathways School	0	0	0	0	0	0	0	0	0	0	0	24	28	32	84
Chipewyan Lakes	0	1	0	6	2	1	4	1	1	1	0	0	0	0	17
Conklin	0	0	3	2	1	0	3	2	1	4	2	0	0	0	18
Elizabeth School	0	7	8	12	13	15	13	14	14	16	0	0	0	0	112
Father R. Perin	0	3	10	8	8	13	10	7	6	7	4	0	0	0	76
Fort McKay School	0	14	9	8	7	7	9	7	0	0	0	0	0	0	61
Gift Lake	0	8	17	10	11	15	12	13	15	13	12	0	0	0	126
Grouard Northland	0	8	5	6	10	7	12	8	9	5	5	0	0	0	75
Hillview School	0	2	8	3	4	2	4	3	0	0	0	0	0	0	26
J.F. Dion	0	8	6	8	13	6	7	11	5	5	0	0	0	0	69
Mistassiniy School	0	0	0	0	0	0	0	0	31	42	33	52	40	46	244
Paddle Prairie	0	8	10	5	9	7	8	15	18	5	10	7	6	3	111
Pelican Mountain	1	3	2	2	8	3	7	3	0	0	0	0	0	0	29
St. Theresa	3	30	36	41	52	48	39	42	0	0	0	0	0	0	291
Susa Creek	0	0	4	0	5	5	2	6	1	2	0	0	0	0	25
2020 September Enrolment (as of Sept 30/20)	7	130	158	174	201	192	173	182	141	139	99	112	103	97	1908

December 2020 Enrollment															
	PUF	ECS	1	2	3	4	5	6	7	8	9	10	11	12	Total
Athabasca Delta Community School	0	9	11	20	19	15	18	18	17	14	2	4	1	2	150
Anzac Community School	0	14	19	19	18	20	0	0	0	0	0	0	0	0	90
Bill Woodward School	0	0	0	0	0	0	10	13	17	10	20	17	17	11	115
Bishop Routhier	0	6	5	8	7	9	12	10	0	0	0	0	0	0	57
Calling Lake	3	7	5	16	14	18	3	8	6	15	11	8	11	3	128
Career Pathways School	0	0	0	0	0	0	0	0	0	0	0	24	27	32	83
Chipewyan Lakes	0	1	0	6	2	1	4	1	1	1	0	0	0	0	17
Conklin	0	0	3	2	1	0	3	2	1	4	2	0	0	0	18
Elizabeth School	0	7	8	12	13	15	12	14	14	16	0	0	0	0	111
Father R. Perin	0	3	10	8	8	13	10	7	6	7	4	0	0	0	76
Fort McKay School	0	14	9	8	7	7	9	7	0	0	0	0	0	0	61
Gift Lake	0	8	17	10	11	15	12	13	15	13	12	0	0	0	126
Grouard Northland	0	8	5	6	10	7	12	8	9	5	5	0	0	0	75
Hillview School	0	2	8	3	4	2	4	3	0	0	0	0	0	0	26
J.F. Dion	0	8	6	8	12	6	7	11	5	5					68
Mistassiniy School	0	0	0	0	0	0	0	0	31	42	33	51	40	46	243
Paddle Prairie	0	8	10	5	9	7	8	15	18	5	10	7	6	3	111
Pelican Mountain	1	3	2	2	8	3	7	3	0	0	0	0	0	0	29
St. Theresa	3	30	36	40	52	48	39	42	0	0	0	0	0	0	290
Susa Creek	0	0	4	0	5	5	2	6	1	2	0	0	0	0	25
2020 September Enrolment (as of Sept 30/20)	7	128	158	173	200	191	172	181	141	139	99	111	102	97	1899

November 2020 In-School & At-Home Learning Numbers																	September - November 2020 Comparison				
		PUF	K	1	2	3	4	5	6	7	8	9	10	11	12	Sub Total	TOTAL	Sub Total	TOTAL		
																				%	%
ADCS	In School	0	7	7	12	10	13	10	7	11	8	1	0	0	0	86	150	25	149		
	Home Learning	0	2	4	8	9	2	8	11	6	6	1	4	1	2	64		124			
Anzac Community School	In School	0	16	16	18	16	15	0	0	0	0	0	0	0	0	81	92	76	90		
	Home Learning	0	0	3	1	2	5									11		14			
Bill Woodward School	In School	0	0	0	0	0	0	10	12	12	7	14	9	9	6	79	115	77	114		
	Home Learning							0	1	5	3	6	8	8	5	36		37			
Bishop Routhier	In School	0	3	2	7	4	7	6	9							38	59	39	60		
	Home Learning		3	3	1	3	3	6	2							21		21			
Calling Lake	In School	3	7	5	11	12	17	3	7	6	13	10	6	11	3	114	128	115	129		
	Home Learning				5	2	1		1		2	1	2			14		14			
Career Pathways School	In School												14	13	14	41	84	33	78		
	Home Learning												10	15	18	43		45			
Chipewyan Lakes	In School	0	1	0	6	2	1	4	1	1	1					17	17	20	20		
	Home Learning															0		0			
Conklin	In School	0	0	3	1	1	0	2	2	1	3	2				15	18	14	17		
	Home Learning				1			1			1					3		3			
Elizabeth School	In School	0	3	7	7	7	7	10	10	9	13					73	112	65	110		
	Home Learning		4	1	5	6	8	3	4	5	3					39		45			
Father R. Perin	In School	0	3	5	7	8	8	6	4	4	4	0				49	76	53	80		
	Home Learning		0	5	1	0	5	4	3	2	3	4				27		27			
Fort McKay School	In School	0	13	9	6	7	6	8	5							54	61	53	60		
	Home Learning		1	0	2	0	1	1	2							7		7			
Gift Lake	In School	0	6	10	7	10	9	8	8	9	8	5				80	126	82	130		
	Home Learning		2	7	3	1	6	4	5	6	5	7				46		48			
Grouard Northland	In School	0	3	2	3	6	3	10	5	3	3	1	0	0	0	39	75	51	84		
	Home Learning		0	5	3	3	4	4	2	3	6	2	4			36		33			
Hillview School	In School	0	0	3	3	2	2	2	3							15	26	14	25		
	Home Learning		2	5		2		2								11		11			
J.F. Dion	In School	0	6	1	8	11	6	5	11	5	5					58	69	58	66		
	Home Learning		2	5		2		2								11		8			
Mistassiniy School	In School									31	42	33	52	40	46	244	244	255	255		
	Home Learning															0		0			
Paddle Prairie	In School	0	6	5	5	7	7	6	15	18	5	10	7	6	3	100	111	90	110		
	Home Learning		2	5		2		2								11		20			
Pelican Mountain	In School	1	1	-3	2	6	3	5	3							18	29	27	27		
	Home Learning		2	5		2		2								11		0			
St. Theresa	In School	3	28	31	41	50	48	37	42							280	291	212	290		
	Home Learning	0	2	5	0	2	0	2	0							11		78			
Susa Creek	In School	0	-2	-1	0	3	5	0	6	1	2					14	25	22	25		
	Home Learning		0	2	5	0	2	0	2	0						11		3			
Northland	In School Total	7	101	102	144	162	157	132	150	111	114	76	88	79	72	1495	1908	1381	1919		
	Home Learning Total	0	29	56	30	39	35	41	32	30	25	23	24	24	25	413		538			
																%	78.35%	1381	1919	%	71.96%
																	21.65%	538			28.04%



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

Operational Plan Updates to January 2021

Strategy 1.1: Standardize attendance tracking processes

Division-wide Attendance Percentages for September through to December 2020

Month	Division-wide
September 2020	76%
October 2020	75%
November 2020	75%
December 2020	74%

Barriers to Attendance-taking During the Pandemic

- (a) 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.
- (b) 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, impacted PowerSchool tracking. The November 20th transitioning of students between at-home and in-school learning has potential impact attendance accuracy at the school level.
- (c) 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.
- (d) 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 issues, and
- (e) 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.



Keeping on Track!

Sept. & Oct. 2020

Attendance Improvement across NSD

Are you keeping on track with your attendance improvement goals? Do you have the latest and most accurate attendance information for your school? Are you communicating your attendance successes & challenges with your school community? If not ... how we can help?

September 2020 Attendance Results by School

Northland Schools	September 2019	September 2020	September 2020
		At-Home	In-School
Bishop Routhier	94%	93%	88%
Gift Lake School	84%	56%	52%
Grouard Northland	79%	84%	85%
Hillview School	92%	100%	76%
Paddle Prairie	86%	84%	77%
Susa Creek School	93%	100%	84%
Average	88%	86%	77%
Calling Lake	93%	89%	81%
Chipewyan Lake	88%	0%	61%
Mistassiniy	80%	35%	60%
Pelican Mountain	92%	100%	82%
St. Theresa	87%	73%	73%
Average	88%	74%	71%
ADCS	85%	74%	80%
Anzac	90%	n/a	75%
Bill Woodward	87%	91%	60%
Conklin	92%	57%	44%
Elizabeth	90%	94%	85%
Father R. Perin	69%	43%	69%
Fort McKay	86%	88%	76%
J. F. Dion	93%	88%	76%
Average	87%	76%	71%
Overall Average	88%	79%	73%

October 2020 Attendance Results by School

Northland Schools	October 2019	October 2020	October 2020
		At-Home	In-School
Bishop Routhier	85%	93%	92%
Gift Lake School	73%	56%	52%
Grouard Northland	78%	84%	73%
Hillview School	82%	100%	83%
Paddle Prairie Elem	79% (K-12)	84%	80%
Paddle Prairie SR		85%	72%
Susa Creek School	78%	100%	84%
Average	79%	86%	77%
Calling Lake	88% (K-12)	88	78%
Chipewyan Lake	75%	No students	76%
Mistassiniy	69%	35%	60%
Pelican Mountain	90%	100%	73%
St. Theresa	86%	73%	74%
Average	82%	74%	72%
ADCS Elem	73% (K-12)	53%	50%
ADCS Sr		66%	71%
Anzac	85%	No students	77%
Bill Woodward	84% (K-12)	91%	83%
Conklin	85%	64%	44%
Elizabeth	83%	97%	78%
Father R. Perin	72%	41%	51%
Fort McKay	79%	86%	81%
J. F. Dion	88%	88%	76%
Average	81%	73%	67%
Overall Average	81%	78%	72%

**Percentage of Students (at-home & in-school)
Attending Between 90% – 100% by School
October 2020**

Northland Schools	95-100%	90-94 %		90-100%
Bishop Routhier School	62%	9%	=	71%
Gift Lake School	21%	9%	=	30%
Grouard Northland School	57%	7%	=	64%
Hillview School	65%	8%	=	73%
Paddle Prairie School	28%	16%	=	44%
Susa Creek School	32%	24%	=	56%
Sub-Total	44%	12%	=	56%
Calling Lake School	30%	16%	=	46%
Chipewyan Lake School	13%	0%	=	13%
Mistassiniy School	14%	4%	=	18%
Pelican Mountain School	25%	4%	=	29%
St. Theresa School	49%	8%	=	57%
Sub-Total	26%	6%	=	33%
ADCS	11%	7%	=	18%
Anzac Community School	31%	2%	=	33%
Bill Woodward School	38%	9%	=	47%
Conklin Community School	5%	0%	=	5%
Elizabeth School	46%	5%	=	51%
Father R. Perin School	9%	1%	=	10%
Fort McKay School	42%	11%	=	53%
JF Dion School	25%	19%	=	44%
Sub-Total	26%	7%	=	33%
Overall	32%	8%	=	41%

Percent by Attendance Category by School for October 2020

(at-home and in-school learners combined)

School	95-100%	90-94 %	80-89%	70-79%	60-69%	50-59%	Below 50%
Bishop Routhier School	62%	9%	14%	11%	2%	0	3%
Gift Lake School	21%	9%	14%	18%	9%	3%	26%
Grouard Northland School	57%	7%	5%	7%	8%	5%	12%
Hillview School	65%	8%	4%	4%	4%	15%	0%
Paddle Prairie School	28%	16%	15%	16%	6%	7%	12%
Susa Creek School	32%	24%	16%	12%	0%	16%	0%
Sub-Total	44%	12%	11%	11%	5%	1%	9%
Calling Lake School	30%	16%	11%	15%	6%	13%	10%
Chipewyan Lake School	13%	0%	47%	13%	20%	0%	7%
Mistassiniy School	14%	4%	5%	8%	8%	6%	55%
Pelican Mountain School	25%	4%	25%	11%	14%	7%	14%
St. Theresa School	49%	8%	12%	9%	5%	6%	11%
Sub-Total	26%	6%	20%	11%	11%	6%	19%
ADCS	11%	7%	10%	16%	14%	6%	36%
Anzac Community School	31%	2%	19%	14%	9%	3%	22%
Bill Woodward School	47%	11%	19%	11%	8%	2%	2%
Conklin Community School	5%	0%	0%	5%	0%	0%	90%
Elizabeth School	46%	5%	18%	9%	7%	11%	3%
Father R. Perin School	9%	3%	9%	11%	7%	11%	51%
Fort McKay School	42%	11%	11%	20%	8%	3%	6%
JF Dion School	25%	19%	12%	10%	7%	10%	16%
Sub-Total	27%	7%	12%	12%	8%	6%	28%
Overall	32%	8%	14%	11%	8%	4%	18%



Keeping on Track!

Nov. & Dec. 2020

Attendance Improvement across NSD

Are you keeping on track with your attendance improvement goals? Do you have the latest and most accurate attendance information for your school? Are you communicating your attendance successes & challenges with your school community? If not ... how we can help?

November 2020 Attendance Results by School

Northland Schools	November 2019	November 2020	November 2020
		At-Home	In-School
Bishop Routhier	89%	93%	87%
Gift Lake School	64%	56%	52%
Grouard Northland	77%	85%	79%
Hillview School	83%	100%	67%
Paddle Prairie	75%	84%	77%
Susa Creek School	82%	100%	84%
Average	78%	86%	74%
Calling Lake	85%	89%	68%
Chipewyan Lake	90%	No Students	88%
Mistassiniy	66%	36%	60%
Pelican Mountain	86%	No Students	84%
St. Theresa	83%	74%	73%
Average	82%	66%	75%
ADCS	76%	57%	69%
Anzac	81%	No Students	77%
Bill Woodward	70%	91%	84%
Conklin	81%	63%	46%
Elizabeth	85%	93%	79%
Father R. Perin	71%	42%	53%
Fort McKay	84%	89%	70%
J. F. Dion	90%	88%	70%
Average	80%	75%	69%
Overall Average	81%	76%	73%

**Percentage of Students (at-home & in-school)
Attending Between 90% – 100% by School
November 2020**

Northland Schools	95-100%	90-94 %		90-100%
Bishop Routhier School	53%	16%	=	69%
Gift Lake School	16%	7%	=	23%
Grouard Northland School	37%	14%	=	51%
Hillview School	44%	7%	=	51%
Paddle Prairie School	14%	7%	=	21%
Susa Creek School	32%	20%	=	52%
Sub-Total	33%	12%	=	45%
Calling Lake School	29%	11%	=	40%
Chipewyan Lake School	53%	12%	=	65%
Mistassiniy School	10%	6%	=	16%
Pelican Mountain School	37%	17%	=	54%
St. Theresa School	20%	10%	=	30%
Sub-Total	28%	10%	=	38%
ADCS	15%	7%	=	22%
Anzac Community School	41%	8%	=	49%
Bill Woodward School	44%	11%	=	55%
Conklin Community School	11%	0%	=	11%
Elizabeth School	34%	26%	=	60%
Father R. Perin School	4%	6%	=	10%
Fort McKay School	25%	10%	=	35%
JF Dion School	21%	3%	=	24%
Sub-Total	24%	9%	=	33%
Overall	28%	10%	=	38%

Percent by Attendance Category by School for November 2020

(at-home and in-school learners combined)

School	95-100%	90-94 %	80-89%	70-79%	60-69%	50-59%	Below 50%
Bishop Routhier School	53%	16%	16%	3%	0%	3%	8%
Gift Lake School	16%	7%	14%	8%	8%	6%	41%
Grouard Northland School	37%	14%	12%	9%	13%	7%	8%
Hillview School	44%	7%	19%	0%	11%	11%	7%
Paddle Prairie School	14%	7%	30%	17%	17%	7%	7%
Susa Creek School	32%	20%	32%	8%	0%	4%	4%
Sub-Total	33%	12%	21%	8%	8%	6%	13%
Calling Lake School	29%	11%	4%	8%	13%	16%	20%
Chipewyan Lake School	53%	12%	6%	18%	12%	0%	0%
Mistassiniy School	10%	6%	9%	7%	7%	6%	55%
Pelican Mountain School	37%	17%	17%	7%	7%	0%	16%
St. Theresa School	20%	10%	21%	9%	10%	8%	19%
Sub-Total	30%	11%	11%	10%	10%	6%	22%
ADCS	15%	7%	10%	19%	11%	3%	36%
Anzac Community School	41%	8%	10%	9%	7%	2%	24%
Bill Woodward School	44%	11%	18%	12%	5%	3%	7%
Conklin Community School	11%	0%	17%	17%	22%	11%	22%
Elizabeth School	34%	26%	14%	7%	3%	6%	10%
Father R. Perin School	4%	6%	14%	11%	4%	8%	54%
Fort McKay School	25%	10%	11%	18%	11%	5%	20%
JF Dion School	21%	3%	9%	6%	4%	25%	31%
Sub-Total	24%	9%	13%	12%	8%	8%	26%
Overall	29%	11%	15%	10%	9%	7%	20%

December 2020 Attendance Results by School

Northland Schools	December 2019	December 2020	December 2020
		At-Home	In-School
Bishop Routhier	87%	93%	94%
Gift Lake School	75%	55%	52%
Grouard Northland	80%	85%	71%
Hillview School	80%	100%	65%
Paddle Prairie Elem	85% (K-12)	66%	80%
Paddle Prairie SR		85%	72%
Susa Creek School	84%	100%	87%
Average	82%	83%	74%
Calling Lake	85% (K-12)	89%	85%
Chipewyan Lake	56%	No Students	70%
Mistassiniy	64%	35%	60%
Pelican Mountain	89%	No Students	87%
St. Theresa	79%	73%	73%
Average	75%	66%	75%
ADCS Elem	58% (K-12)	52%	69%
ADCS Sr		62%	70%
Anzac	82%	n/a	78%
Bill Woodward	79% (K-12)	91%	84%
Conklin	75%	61%	47%
Elizabeth	92%	92%	83%
Father R. Perin	57%	42%	61%
Fort McKay	67%	89%	65%
J. F. Dion	90%	100%	76%
Average	77%	74%	70%
Overall Average	78%	74%	73%

**Percentage of Students (at-home & in-school)
Attending Between 90% – 100% by School
December 2020**

Northland Schools	95-100%	90-94 %		90-100%
Bishop Routhier School	68%	19%	=	87%
Gift Lake School	17%	4%	=	21%
Grouard Northland School	5%	45%	=	50%
Hillview School	42%	0%	=	42%
Paddle Prairie School	15%	12%	=	27%
Susa Creek School	38%	21%	=	59%
Sub-Total	31%	17%	=	48%
Calling Lake School	57%	11%	=	68%
Chipewyan Lake School	12%	12%	=	24%
Mistassiniy School	9%	4%	=	13%
Pelican Mountain School	48%	7%	=	55%
St. Theresa School	16%	7%	=	23%
Sub-Total	28%	8%	=	36%
ADCS	20%	6%	=	26%
Anzac Community School	13%	0%	=	13%
Bill Woodward School	45%	13%	=	57%
Conklin Community School	33%	28%	=	61%
Elizabeth School	46%	16%	=	62%
Father R. Perin School	9%	11%	=	20%
Fort McKay School	28%	0%	=	28%
JF Dion School	49%	6%	=	55%
Sub-Total	30%	10%	=	40%
Overall	24%	12%	=	36%

**Percent by Attendance Category by School for December 2020
(at-home and in-school learners combined)**

School	95-100%	90-94 %	80-89%	70-79%	60-69%	50-59%	Below 50%
Bishop Routhier School	68%	19%	8%	2%	0%	3%	0%
Gift Lake School	17%	4%	6%	6%	2%	7%	57%
Grouard Northland School	5%	45%	8%	9%	5%	7%	20%
Hillview School	42%	0%	12%	15%	12%	8%	12%
Paddle Prairie School	15%	12%	13%	13%	12%	10%	26%
Susa Creek School	38%	21%	8%	29%	4%	0%	0%
Sub-Total	31%	17%	9%	12%	6%	6%	19%
Calling Lake School	57%	11%	5%	8%	2%	2%	16%
Chipewyan Lake School	12%	12%	12%	24%	0%	29%	12%
Mistassiniy School	9%	4%	7%	6%	11%	16%	46%
Pelican Mountain School	48%	7%	17%	21%	3%	0	3%
St. Theresa School	16%	7%	20%	17%	8%	9%	24%
Sub-Total	24%	9%	11%	14%	5%	14%	25%
ADCS	20%	6%	22%	16%	6%	7%	23%
Anzac Community School	13%	0%	21%	16%	14%	9%	26%
Bill Woodward School	45%	13%	16%	5%	8%	5%	7%
Conklin Community School	33%	28%	11%	0%	0%	0%	28%
Elizabeth School	46%	16%	13%	6%	6%	4%	8%
Father R. Perin School	9%	11%	8%	5%	9%	16%	42%
Fort McKay School	28%	0%	18%	8%	8%	13%	25%
JF Dion School	49%	6%	3%	1%	17%	7%	16%
Sub-Total	30%	10%	14%	7%	9%	8%	22%
Overall	28%	12%	11%	11%	7%	9%	22%

November 2020 School Principal Survey Responses – At-Home Learning Successes & Challenges

How many students haven't registered this school year and are not responding to communication?

School	Responses
Anzac/Bill Woodward	0
Athabasca Delta	0
Bishop Routhier	3
Calling Lake	6
Chipewyan Lake	0
Conklin Community	0
Elizabeth	0
Father R. Perin	0
Fort McKay	2
Gift Lake	1
Grouard Northland	0
Hillview	2
J.F. Dion	0
Mistassiniy	5-10
Paddle Prairie	0
Pelican Mountain	0
St. Theresa	3
Susa Creek	

How many students are registered in at-home learning, but not participating (/not completing) in educational programming?

School	Responses
Anzac/Bill Woodward	3
Athabasca Delta	35-45
Bishop Routhier	2
Calling Lake	5
Chipewyan Lake	0
Conklin Community	3
Elizabeth	10
Father R. Perin	12
Fort McKay	2
Gift Lake	45 at-home learners total. Of the 45, 4 that have not picked up a package at all and 25 that are at least 3 weeks behind or more.
Grouard Northland	30 (... online teachers send the school information on students who haven't engaged and we have made calls home to inquire why students haven't participated in their classes i.e. online or hardcopy packages. We only have 4 students from Grouard School who requested hard copy packages.)
Hillview	2 have minimal participation but have participated occasional
J.F. Dion	2
Mistassiniy	90 registered as at-home learners, and probably half are not participating
Paddle Prairie	28
Pelican Mountain	0
St. Theresa	30 (and 19 bubble students)
Susa Creek	

How are you tracking attendance for at-home learners who are not engaging in educational programming?

School	Responses
Anzac/Bill Woodward	We are using attendance records from At Home Teachers and calling ourselves
Athabasca Delta	Teachers are tracking students for at-home learning by connecting via email, text, call, etc. daily to account for attendance. Phone calls from Family Wellness Worker/Administration weekly Letters sent in mail or dropped off at homes - communicating the importance of attendance/school act requirement. An email from Principal dated Nov. 9, 2020: <p>“... Teachers are all reaching out to families who are not engaged and encouraging for their child to return to In Class Learning. Report cards are coming out on November 20th - I think this will also generate concern in parents which will entice them to have their child return also. We continue to try to engage all of our students through classroom and home challenges, contests, spirit week. ... I have done many home visits because our Family Wellness Worker has been directed not to. It has helped in some cases; however, many parents are feeling defeated with the technology but still do not want to send their child back due to COVID anxiety.”</p>
Bishop Routhier	Emails/phone calls/messenger
Calling Lake	Teachers are recording absences.
Chipewyan Lake	N/A
Conklin Community	N/A (all of our students are engaging)
Elizabeth	Daily contact
Father R. Perin	Calls Home/Liaison Visits home/Working with ATC/Letters Home
Fort McKay	These students are supported centrally in the ‘bubble’
Gift Lake	Teachers are phoning home daily and tracking the attendance on PowerSchool. This has been very frustrating for teachers because they very rarely get any response and sometimes when they do it is not a very kind response.
Grouard Northland	1. Calls are made by secretary daily 2. Have sent messages home to inform parents that they need to call the school for attendance purposes 3. Online teacher in Grouard calls or texts parents and guardians 4. Online teacher communicates student attendance and engagement and we try to contact parents of absentee students and they should be calling home of online students.
Hillview	This tracked by home learning teachers for the division.
J.F. Dion	Communicating with their teachers for at-home learning
Mistassiniy	We track when they appear on zoom.
Paddle Prairie	Attendance is being taken at the appropriate time of day for at home learners. Staff are taking the time to call parents to find out the reason for absences. Teachers have communicated multiple mechanisms for students to let them know whether or not they are "attending" from home. These include: Spreadsheets, face to face contact, phone calls, emails, work being completed. An email from principal dated Nov. 9, 2020 - <p>“Yes, this is a large number and has been a struggling point for the school this year. I have had productive conversations with the families about the importance of completing the work. After having those conversations, the families that include the 28 students have agreed to send their children back to school with the exception of 3 students. The families of these three students are asking to remain at home due to COVID 19 concerns and immune related health issues in the family. I believe that it will be very manageable to work with these three students next term to get them working again. In total (as of today) we will be going from 46 at home learners to 20 at the re-entry date.”</p>
Pelican Mountain	Our 2 at-home learners are registered at St Theresa so I have no access to their records.
St. Theresa	Teachers take attendance daily or call home. We run off the consecutive absence sheet daily and give it to teachers. We meet weekly with Admin and the Attendance Liaison to discuss chronic non-attenders for both in and out of

	<p>school learners. We have a chronic absenteeism google sheet that we shared with all staff and they input their information. Phone calls are made home by the Attendance Liaison if the teacher cannot reach a parent. If the Attendance Liaison cannot get a hold of a parent, then the Principal will call/text or Facebook message the parent/guardian. Attendance meetings are also occurring. Letters have also been sent home. The Liaison talks to parents when she delivers the work packages. An email from the principal at dated Nov. 7, 2020 –</p> <p>“... I did send a letter home about our concern with the child's attendance but your letter is more thorough and I will send it out in this week's package to the At Home Learners. Teachers have also been sending home letters in their packages or via email about their concern with non-attendance and completion of work. We have 44 students returning back in the building from At Home Learning on November 20th. Parents that I have spoken to are stressed out and have just given up doing at home learning; they can't wait for their children to return to school....”</p>
Susa Creek	

What strategies are you/your staff using to support online student engagement?

School	Responses
Anzac/Bill Woodward	Dedicated pick up and drop off person. Staff member dedicated to working with older at home learners.
Athabasca Delta	Various online challenges and contests for our online learners to participate and be a part of the school community. Google Classroom is our main platform for home learners/online education Online tutorials and guides to assist students and parents to access Google Classroom
Bishop Routhier	Regular contact with the home/ providing print materials/offering additional support
Calling Lake	Phone calls and other attempts at communication.
Chipewyan Lake	Permanently in contact with parents by phone
Conklin Community	Sending Hard Copies when requested. Frequent home contacts
Elizabeth	Daily check-in, supporting with technology, keep them involved with our school by inviting them to virtual assemblies, special events etc.
Father R. Perin	We have had parent meetings for mini-technology sessions after school/work with parent(s), real time online/phone calls for support with technology/We have delivered Hard Copies as well for those who may find technology more challenging/We have arranged for older siblings to help younger siblings/We have posted schedules on face book/website/letters home/face book messenger/delivered by hand via Liaison
Fort McKay	These students are supported centrally in the bubble.
Gift Lake	My teachers are phoning home to check in daily, they are offering zoom sessions daily, they have updated and engaging google classrooms, they are recording lessons and sending them out to students on USBs, I am making personal calls home to at-home learners at least once a month to check in, I am sending out broadcast reminders through text and voice messages on school messenger, I post reminders and videos on face book. We try to include the at home learners in things like Halloween by inviting them to post pictures of their costumes etc. We will be inviting them to join us for our virtual Remembrance Day assembly.
Grouard Northland	1. Notes were sent home to parents to encourage contact with the school when they need support for their child's learning. 2. Chromebooks were sent home with students.
Hillview	When they require supplies the principal delivers them to their door steps. We have also supported Chromebooks and tech issues
J.F. Dion	Providing technology, -printing off work, scanning returned work to teachers
Mistassiniy	Zoom. Google Classroom. Constant communication with the students and families. Variety of activities online. Feedback loops from students and parents.

Paddle Prairie	We are making sure that contact with the home is positive and focused on "what can we do to help". Teachers have made themselves as available as they can in order to assist students in their learning. We have made sure that parents and students who struggle to use the technology are assisted. We have made sure that anyone that does not have the proper technology/internet and/or do not feel comfortable with the technology are receiving paper copies. Administration has made phone calls home when necessary.
Pelican Mountain	Our 2 at-home learners are registered at St Theresa so I have no access to their records.
St. Theresa	We include the at-home learners in the special events we have at the school. Students were given a 'goodie' bag for Halloween. We have 'Metis Week' this week and teachers shared the activities with their students on what we were doing. We make certificates and give out a token of appreciation for those who have excellent attendance above 90% for each month. The extra items are delivered home in the student packages. Teachers are making learning fun and engaging by using a variety of means to reach their students i.e. having a guest give the weekly spelling test or reading a story with props.
Susa Creek	

Attendance Improvement Plans, Zoom Meetings & PowerSchool Updates to November 2020

- (1) All principals have completed and submitted school 'Attendance Improvement Planning & Reporting' Plans for 2020-2021. Completed plans are on the R/drive for principals to review and garner ideas.
- (2) Individual zoom meetings with principals are being conducted to discuss the 'School Progress Report' and the new updates.
- (3) Alberta Education & NSD61 Attendance Improvement Oversight Committee Meetings occurred on Friday, November 13, 2020 and January 8, 2021. Discussions focused on the pandemic and its impact on Northland attendance patterns - for at-home and in-school learners. At the November 13th meeting, Leo West, Mistassiniy School principal, provided the committee with his school context and current strategies his staff are utilizing to improve attendance, learning and achievement. Excellent presentation Leo!

PowerSchool activities & Attendance Codes currently in-use and Attendance Code Use Monthly Summary

PowerSchool Activities: Hazel Shearer, PowerSchool Tech Expert and Gayle Dlugosz, Student Data Coordinator

- (1) Hazel worked with both AHS and Alberta Ed over the summer to get their automated reporting from NSD PowerSchool up and running for this school year.
- (2) Hazel and I are waiting on the September to December 2020 attendance reports from Gayle to do undertake comparisons with the Alberta Education dashboard on the data they are receiving from PowerSchool. The Alberta Education Dashboard of our division's attendance is now live and working well.

- (3) Gayle and Hazel continue to provide school secretaries with PowerSchool training every Tuesday from 3:30-4:30 pm. During this time, there is also opportunity for secretaries to share ideas and engage in a Q&A. Most questions have been general in nature, either for clarification of a presented topic, or on procedures already being used. There have been no major issues reported during these sessions.
- (4) PowerSchool attendance coding for high school students involved in accredited 'Work Experience' programming – any high school students involved in work experience are able to use the PowerSchool attendance code WX. We currently have one school (CPS) with a registered work experience student.
- (5) Hazel has been working with the Northland Brightspace team to link this program to PowerSchool. Since Brightspace does not provide a PowerSchool Plugin for the application all data has to be exported and manually manipulated to map to the Brightspace database tables and fields. Initial uploads are complete for Career Pathways and the Paddle Prairie Jr/Sr high students. Paddle Prairie Elementary still requires some work.
- (6) Hazel and Gayle have helped in the creation a 'bubble classroom' for students involved in the division at-home learning program. A number of steps are involved in creating these classes.
 - a. Each student in the bubble cohort is enrolled in their regular "home" school for Alberta Ed student count purposes.
 - b. Bubble teachers were identified, and their home learning course enrollments were created at the school where the teachers would be located.
 - c. Concurrent enrollments were created for each student. This has to be done individually for each student.
 - d. Students were then enrolled in their home learning class.
- (7) Hazel has been providing ongoing support of Special Programs which is a PowerSchool plugin for IPP's.
- (8) Hazel is working with Susanne Jones to develop a PowerSchool transportation customization.
- (9) Gayle is currently working with school principals to confirm September attendance data. Once confirmed, this attendance information will be shared out to division leadership, schools and our partners in education.
- (10) Gayle and Mike have been working on CSL report card data imports in readiness for first term November 2020 reporting.
- (11) Gayle is working closely with the Northland executive team to fine tune DocuShare and assign division access authorities.

Power School Attendance Codes (currently in-use during the pandemic)**In-School Learners**

(Attendance is taken twice daily (AM/PM) for K-9 students and by block/period for grades 10-12 student)

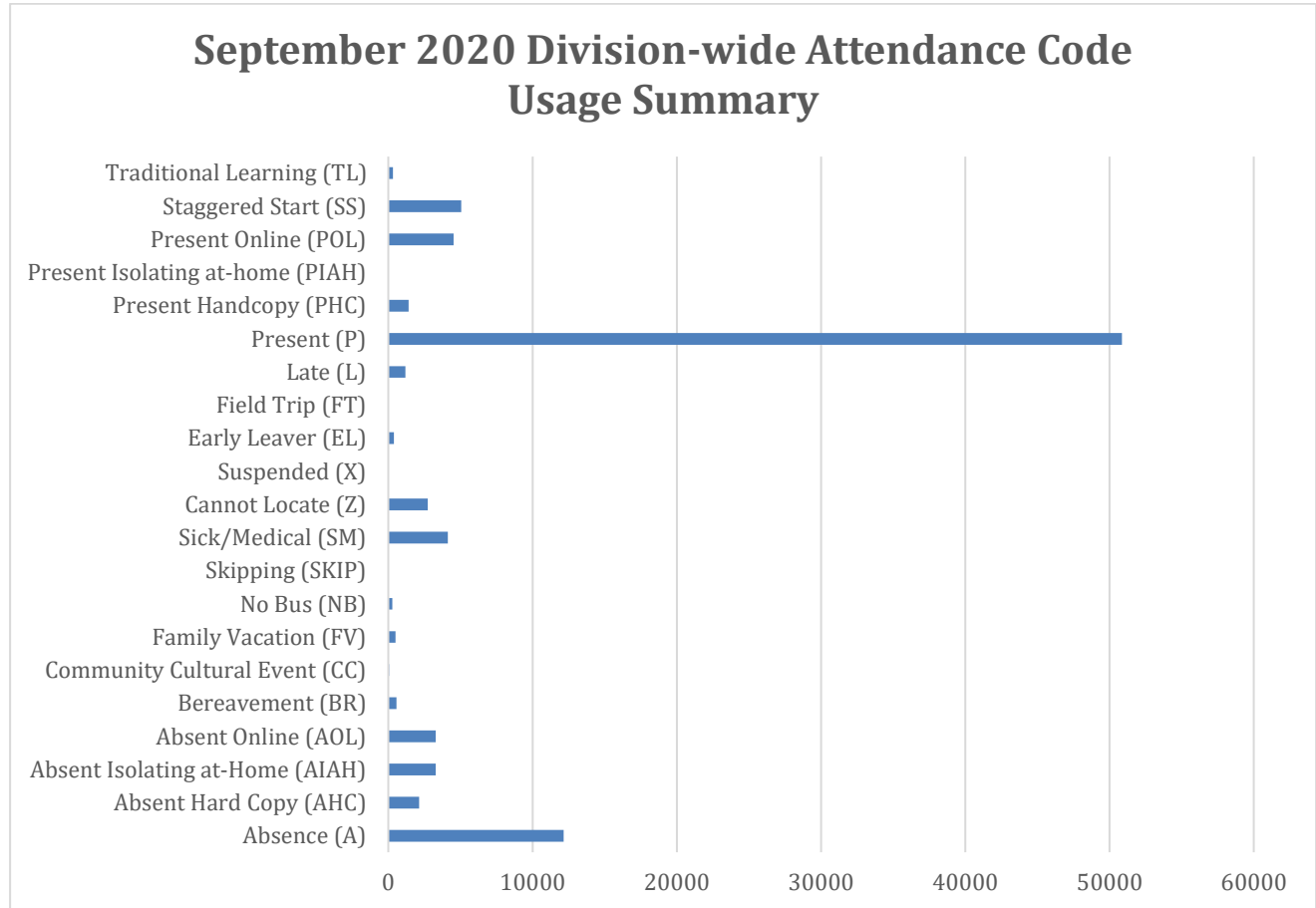
School Codes	Code Description	Teacher Assigns	Status
"P" (Present)	Using the "Present" (P) code indicates that the student is present or otherwise engaged in "organized" learning	Yes	Present
"A" (Absent)	Use the "Absent" (A) code only if no other absent code applies. For example, if the teacher is unable to determine why the child is absent on the day of the absence, use the "A" code as a last resort.	Yes	Absent
"PIAH" (Present Isolating at home)	In-school learner is required (ABS) to self-isolate due to contact with positive case or is positive. Communication between the school and the student indicate that the student is well enough to complete schoolwork at home and submit to the teacher.) Contact with teacher is once daily.	Yes	Present
"AIAH" (Absent Isolating at home)	In-school learner is required (ABS) to self-isolate due to contact with positive case or is positive. Communication between the school and the student indicate that the student is well enough to complete schoolwork at home and submit to the teacher.) No contact with the teacher on a given day.	Yes	Absent

At-Home Learners

(There are two groups of at-home learners (1) Students working online and (2) Students working on hardcopy/flash drive) **At-Home learners are identified under the 'customs screen' using the checkbox.**

School Codes	Code Description	Teacher Assigns	Status
"POL" (Present Online) or "AOL" (Absent Online)	On-line at home learning – Attendance is taken once daily. The teacher connects with each student via phone call or any online application. For students who are on-line learners, the PowerSchool attendance code is POL (Present On-line) or AOL (Absent Online).	Yes	Present (POL) or Absent (AOL)
"PHC" (Present Hardcopy) or "AHC" (Absent Hardcopy)	Flash drive / hardcopy at home learning – Attendance is taken once daily. The teacher connects with each student via phone / text or a pre-arranged approach. For students who are flash drive/hardcopy learners, the PowerSchool attendance code is PHC (Present Hardcopy) or AHC (Absent Hardcopy).	Yes	Present (PHC) Or Absent (AHC)

Division-wide Attendance Code Usage Summary for September 2020 through to December 2020 (by raw numbers)

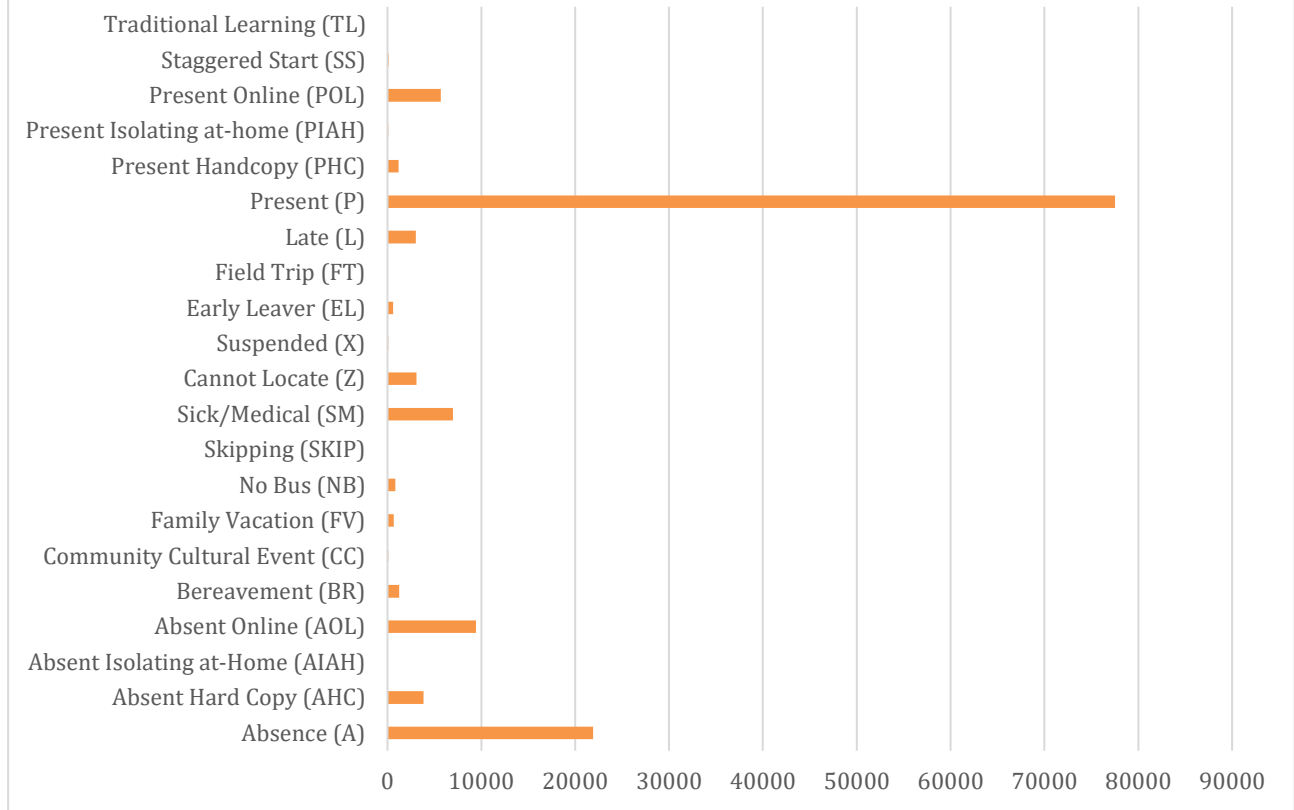


The following notation applies to September 2020 through to December 2020 bar graphs -

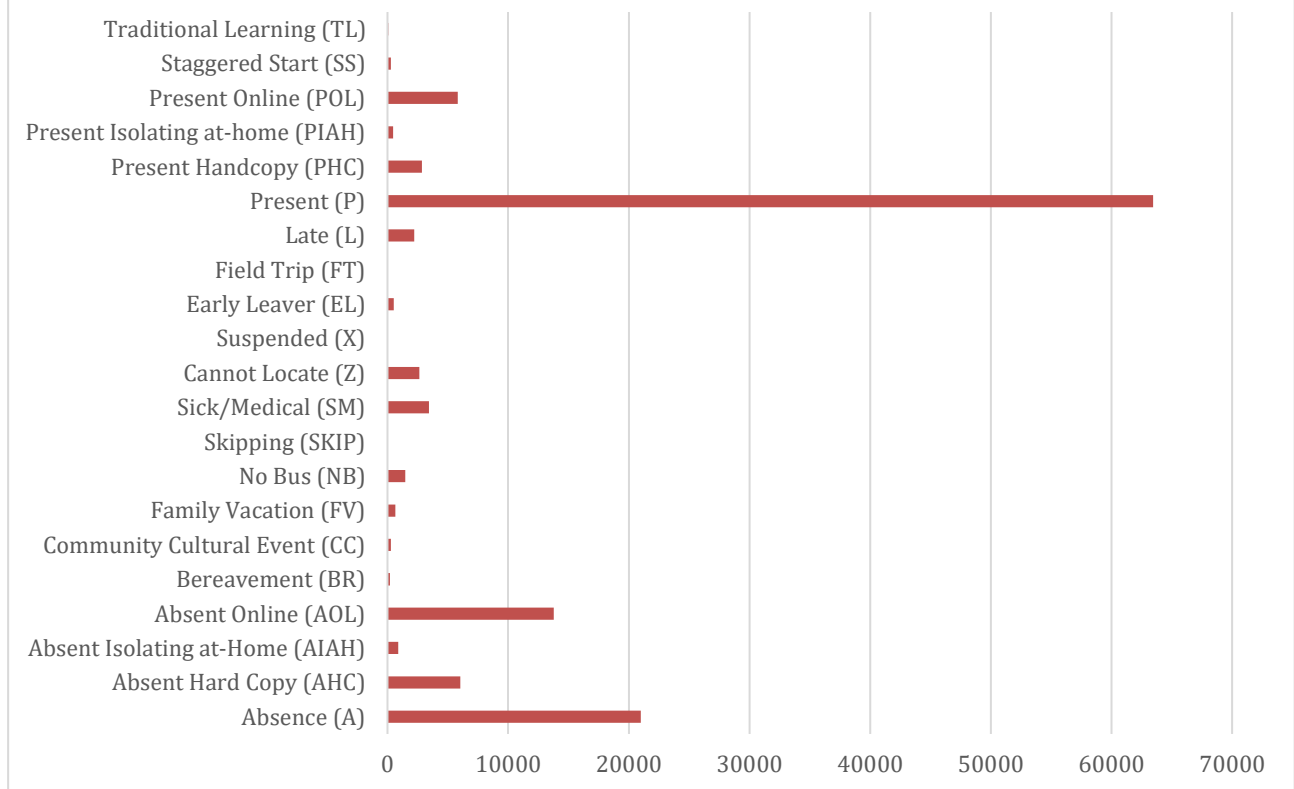
Note:

- The following attendance codes indicate that students are recorded in PowerSchool as 'present': TL, SS, POL, PIAH, PHC, P, L, FT, and EL
- The following attendance codes indicate that students are recorded in PowerSchool as 'absent': A, AHC, AIAH, AOL, BR, CC, FV, NB, SKIP, SM, Z, and X

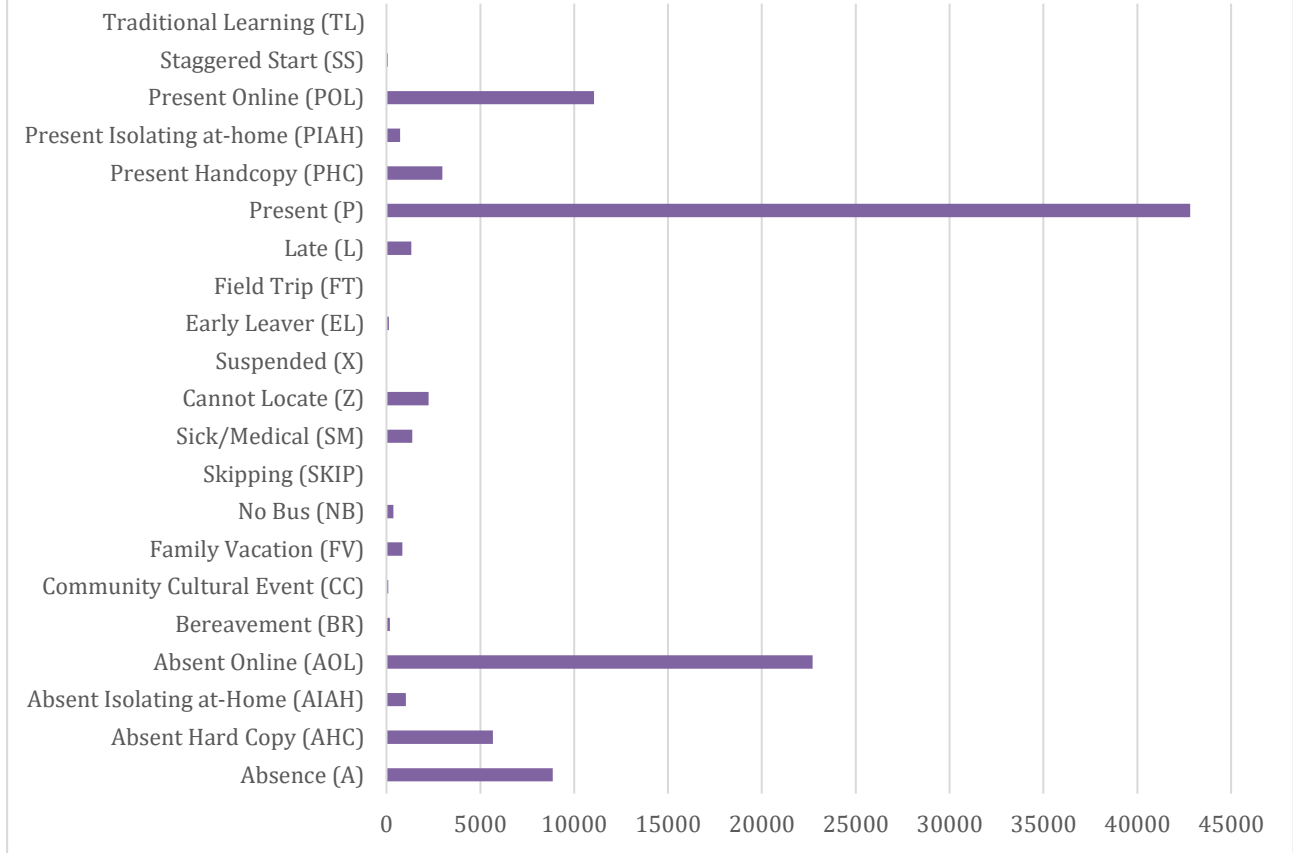
October 2020 Division-wide Attendance Code Usage Summary



November 2020 Division-wide Attendance Code Usage Summary



December 2020 Division-wide Attendance Code Usage Summary





NORTHLAND SCHOOL DIVISION
ADMINISTRATION RECOMMENDATION TO THE BOARD

TO: THE BOARD OF TRUSTEES **DATE:** JANUARY 23, 2021
SUBMITTED BY: Wes Oginski, Associate Superintendent of Human Resources
SUBJECT: 2021-2022 School Year Calendar Draft
REFERENCE(S):

ATTACHMENTS: 2021-2022 Calendar Draft

RECOMMENDATION:
THAT the Board of Trustees receive as information the revised draft Northland School Division 2021-2022 School Year Calendar, as attached.

BACKGROUND:

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

The Board has the responsibility to set the school division calendar as set out by Section 60 of the Education Act. The Board approves a draft calendar in its January Board meeting, which is then circulated to school principals to gather feedback from staff and community members. No feedback was received.

A draft calendar was discussed at the November 2020 Teaching and Learning Committee Meeting, where Board and ATA representatives provided initial input. The draft was then circulated to the ATA Local membership for input.

RISK ANALYSIS:

AP130 School Year states the Board must approve an official Division School Year Calendar by its March Board meeting. At this time schools will distribute the draft calendar to their communities for input to work towards this goal.

Attachment: [2021 - 2022 Draft Calendar](#)
 Teaching and Learning Committee Minutes (November 7, 2020)
 Draft Calendar Feedback - ATA Local (To be updated at meeting)

NORTHLAND SCHOOL DIVISION

ADMINISTRATION RECOMMENDATION TO THE BOARD



Teaching & Learning Committee Minutes

November 7, 2020

via Zoom

1:00 pm - 3:00 pm

3. [2021-22 Calendar](#) (Wes Oginski)
 - a. January 3rd is a day off, put in red.
 - b. Move the 20th to the 21st in June.
 - c. Krystal watermark it a draft, send a copy to the Local.
 - i. They will get feedback from members, draft sent to the Board in January, approved in March.
 - d. It was suggested to move spring break to Easter to make up that time but may get push back.
-



Northland School Division 2021-2022 SCHOOL YEAR CALENDAR



2021

August

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

24: New Principal Orientation
 25-26: New Teacher Orientation
 25-26: Administrators' Meeting
(all meetings by ZOOM)
 August 30 – September 3:
 School Organization Days

September

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

August 30 – September 3:
 School Organization Days
 6: Labor Day
 7: First Day for Students

October

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

11: Thanksgiving Day
 22: Division PD

November

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

1: Metis Settlement
 Proclamation Day
 11: Remembrance Day

December

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

20-31: Christmas Break

2022

January

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

4: Students & Staff Return

February

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

15: In-lieu Day for Interviews
 16: Travel Day
 17-18: Teachers' Convention
(tentative)
 21: Family Day

March

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

March 28 – April 1: Spring Break
 18: Division PD

April

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

March 28 – April 1: Spring Break
 15: Good Friday
 18: Easter Monday

May

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

23: Victoria Day

June

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

21: Indigenous Day
 29: Last Day Students
 30: Organization Day

LEGEND	
	SCHOOL ORGANIZATIONAL DAY (NO STUDENTS)
	NON-OPERATIONAL DAY (NO STAFF OR STUDENTS)
	FIRST/LAST DAY FOR STUDENTS
	DIVISION PD (NO STUDENTS)
	DAY IN LIEU PTI (NO STAFF OR STUDENTS)
	TEACHER CONVENTION/TRAVEL DAY (OPERATIONAL DAYS FOR STAFF, NO STUDENTS)

182 Instructional Days (Green)

194 Operational Days

Please assign to your available instructional days:

- 3 Local PD Day

- 2 Family Days

= 177 Instructional Days

Please assign in the text box below the calendar:

- Up to the equivalent of 5 days for PLCs when deemed appropriate. Please deduct early dismissal time for PLC and staff meetings from the "Deductions" section of your plan and list the exact dates in the section below.

NOTE: Schools will follow common Christmas and Easter holiday breaks; however to align holidays with neighboring jurisdictions some exceptions will be made on a case by case basis. There is an expectation that schools will organize Community Engagement Events.

Minimum Hours of Instruction:

ECS = 475 hours;

Elementary (1-9) = 950 hours;

High School = 1000 hours.

School Organizational Days

Monday, August 30, 2021

Tuesday, August 31, 2021

Wednesday, September 1, 2021

Thursday, September 2, 2021

Friday, September 3, 2021



NORTHLAND SCHOOL DIVISION
ADMINISTRATION RECOMMENDATION TO THE BOARD

TO: THE BOARD OF TRUSTEES **DATE:** JANUARY 23, 2021
SUBMITTED BY: Dr. Nancy Spencer-Poitras, Superintendent of Schools
SUBJECT: Hillview School Viability Study
REFERENCE(S): Policy 15 School Closure
ATTACHMENTS: Education Act Closure of Schools Section 62 (1)
Hillview School Viability Report

RECOMMENDATION:
THAT the Board of Trustees make a Notice of Motion at the January 23, 2021, Regular Board meeting to consider a school closure of Hillview School, Grades K-6 and this motion will be decided upon by the end of May 2021.

BACKGROUND:

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

At the November 28, 2020, Corporate Board meeting, Superintendent Spencer-Poitras gave notice that a viability study was being conducted and would be brought to the January 23, 2021 Corporate Board meeting to determine if further action needs to be taken on the matter of closure.

As of November 28, 2020, Hillview School in East Prairie had 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 the Northland School Division. Operation costs and quality of education are the primary drivers for the viability studies. This process will invoice community meetings.



Hillview School Viability Report

January 23, 2021

Prepared by

Dr. Nancy Spencer-Poitras
Superintendent of Schools

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Analysis	4
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School Closure Schedule	10
Appendix 1 Hillview School Attendance Area Map	11
Appendix 2 Accountability Pillar Results for 3 - Year Education Plans	12

Purpose Statement

This report is intended to collect information regarding the viability of Hillview School. The report was requested by Northland School Division Board of Trustees at the November 28, 2020 Board meeting.

The report was prepared to meet the requirements of the:

Education Act, Section 62, Closure of schools
Northland School Division Policy 15, School Closure

Background Information

Hillview School is located in East Prairie Metis Settlement, Alberta

The school vision statement is

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

The school mission statement

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

Data

Principal	1.0 FTE
Teachers	1.4 FTE
EA	1.75 FTE
Secretary	.25 FTE
Cook	0.5 FTE
Custodian	1.0 FTE
Bus Drivers	3.0 FTE

Students

ECS	2
1 - 6	23

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

Community Population is 520.

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

Rationale

This report is prepared in accordance with Northland School Division Policy 15 School Closures.

The policy rationale includes:

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

The review process is defined as:

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.

Viability includes three factors:

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:
 - 3.1 Program factors;
 - 3.2 Enrolment factors; and
 - 3.3 Revenue factors..

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

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

1. That Hillview School remain an ECS – grade 6 school for the 2017-2018, 2018-2019 and 2020-2021 school years;
2. That Hillview School be re-evaluated in the fall of 2019 for operational viability;
3. That administration work with the community to develop partnerships to further enhance education opportunities in East Prairie Metis Settlement; and
4. If the student population drops to below 10, in the 2018-2019 school year it will automatically trigger the school closure process (the school enrollment numbers will have a grace period for the 2017-2018 school year).

Analysis

Per Section 4 of the policy there are eight criteria to be utilized by the Board in considering closure of a school. In summary the viability study is being done to determine whether or not the costs to operate the program are effective and sustainable, and whether or not the school division can provide an adequate educational program at the school.

The criteria and the assessment for Hillview School is as follows.

1. Student enrollment and trends

As at September 30th:

2021	2020	2019	2018	2017	2016	2015
25	23	32	13	16	16	27

Enrollment has stabilized as noted. Note that 2021 is projected.

2. Location and suitability of alternative school accommodation for the students affected;

Students will be bused to the town of High Prairie, a community of approximately 2,500, served by the High Prairie School Division (HPSD). The suitability of this alternative is a question that may require further consideration, analysis and judgement.

It is notable that students would be travelling 45-50 minutes by bus each way, a daily commute total of about 2 hours.

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

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;

Hillview School fits the profile of an “essential school”. The educational impact on students would be that some younger students would now be riding a bus to school which may be close to 2 hours per day. For young students, this can have a negative impact as they are not used to this type of daily commute. While not preferred, this is within tolerable limits given that many other similar aged children have similar ride times in the province.

Additional programming or options may become available, in the larger schools. The unique offerings, expertise, proximity and focus of the Hillview School, within the Northland School Division, would be withdrawn from these students.

The transfer of this group would be immaterial to the HPSD or alternate schools.

4. Program implications for other schools to which students could be Transferred;

Transferring this small group is not anticipated to have any impact.

5. Transportation needs of all students potentially affected and the implications on both a local and Division basis;

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

Minimal impacts are expected at the local and Division levels.

6. Factors related to the school building which include but are not limited to: The age and expected life of the building; Building modernization requirements; and Education program needs.

The school was built in 2008 and is in excellent condition including the grounds, play structures, and building. Northland School Division has no plans to improve or modernize the building as per the long-range capital plan. Alternative uses or next steps for the facility will need to be determined. NSD commissioned a facility review in the fall of 2018. Hillview school did not have significant capital needs. The chart below shows the recommended work needed at Hillview.

Priority	Description	Estimated Cost
#1	Asphalt paving to parking and drop-off	\$250,000
#2	Rectify mortar joints	\$10,000
Total Estimated Cost		\$260,000

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: The effect upon operational costs; and, Capital implications.

The educational impacts would include the withdrawal of the unique offerings, expertise, proximity and focus of the Hillview School, within the Northland School Division. This may affect academic achievement, development, dropout and completion rates.

If the school were to remain open the current students would continue to be serviced

with the quality of education, close proximity, educational opportunity and community building that Hillview provides.

Northland School Division operates an adequate educational program in Hillview. The academic results are similar to the Division average. The latest 3 Year Education Results are attached as Appendix 2.

The financial analysis below reports a \$73,024.73 net operating deficit for 2019-2020 and an operating deficit of \$587,955.25 for 2018-19. If the school were to continue in operation and no new students were to attend deficits would continue. The current cost per student is \$29,874 as compared to the division funding average of \$19,095.

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

There is an economy of scale factor if more students were to attend Hillview school. The approximate break-even point for the school is 6 ECS and 43 grades 1 - 6 students. Any combination comprising a student composition of 46 students would make the school financially viable.

Operational costs, revenues and capital requirements would decline from closure. From a financial perspective the education system would be more economical. The financial analysis and viability chart are below.

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

8. The capital needs of the school or the schools which may experience increased enrollments as a result of a transfer of students

The transfer of this group would be immaterial to the GYPSD or alternate schools.

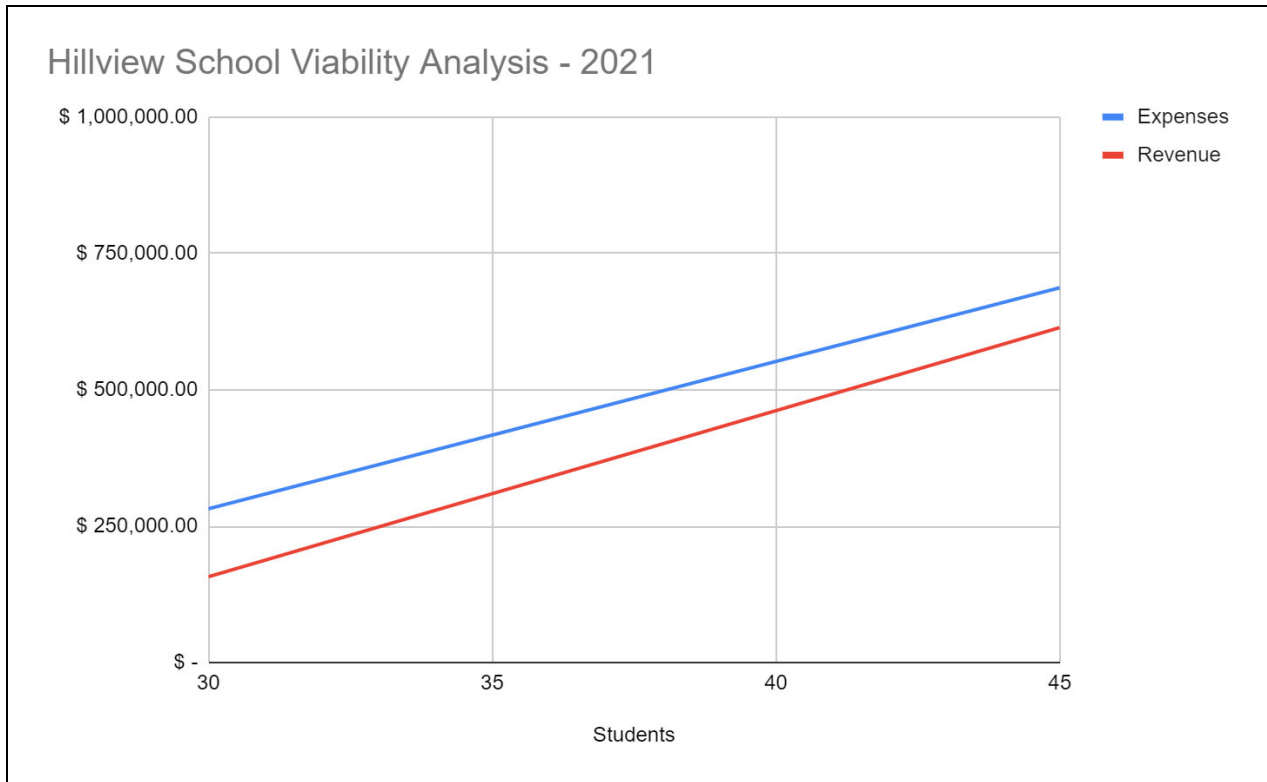
Hillview School Financial Analysis

Hillview School				
Financial Analysis				
As of December 31, 2020				
	2020-2021	2019-2020	2018-2019	2017-2018
ENROLMENT				
ECS	2	6	2	5
Grades 1 - 6	23	26	13	10
Rate	\$19,094.73	\$21,175.00	\$21,175.00	\$21,175.00
REVENUE				
ECS	12,602.52	63,525.00	21,175.00	52,937.00
1 -12	144,929.00	550,550.00	275,275.00	211,750.00
TOTAL REVENUE	\$157,531.52	\$614,075.00	\$296,450.00	\$264,687.00
EXPENSES				
Instruction and Supplies	125,439.32	272,349.87	430,047	386,626
Maintenance	96,274.94	290,330.83	112,427	107,887
Board & Administration	0.00	0.00	0.00	562
Transportation	46,509.80	88,299.70	108,151	108,551
Food Services	13,828.30	36,119.33	42,941	39,346
TOTAL EXPENSES	\$282,052.36	\$687,099.73	\$693,566	\$642,972
Surplus (Deficit)	(\$124,520.84)	(\$73,024.73)	(\$397,116)	(\$378,285)

Notes:

- Expenditures do not include amortization
- Transportation costs do not include direct bus costs - fuel, maintenance, insurance etc.
- Board & Administration costs relate to Local School Boards which no longer operate
- 2021 YTD is to December 2020, as of January 8, 2021, with additional December invoices to be received and entered
- Alberta Education introduced a new funding formula for the 2020-2021 school year
- Enrollment for 2020-2021 as of September 30, 2020

Chart 1. School Viability Analysis

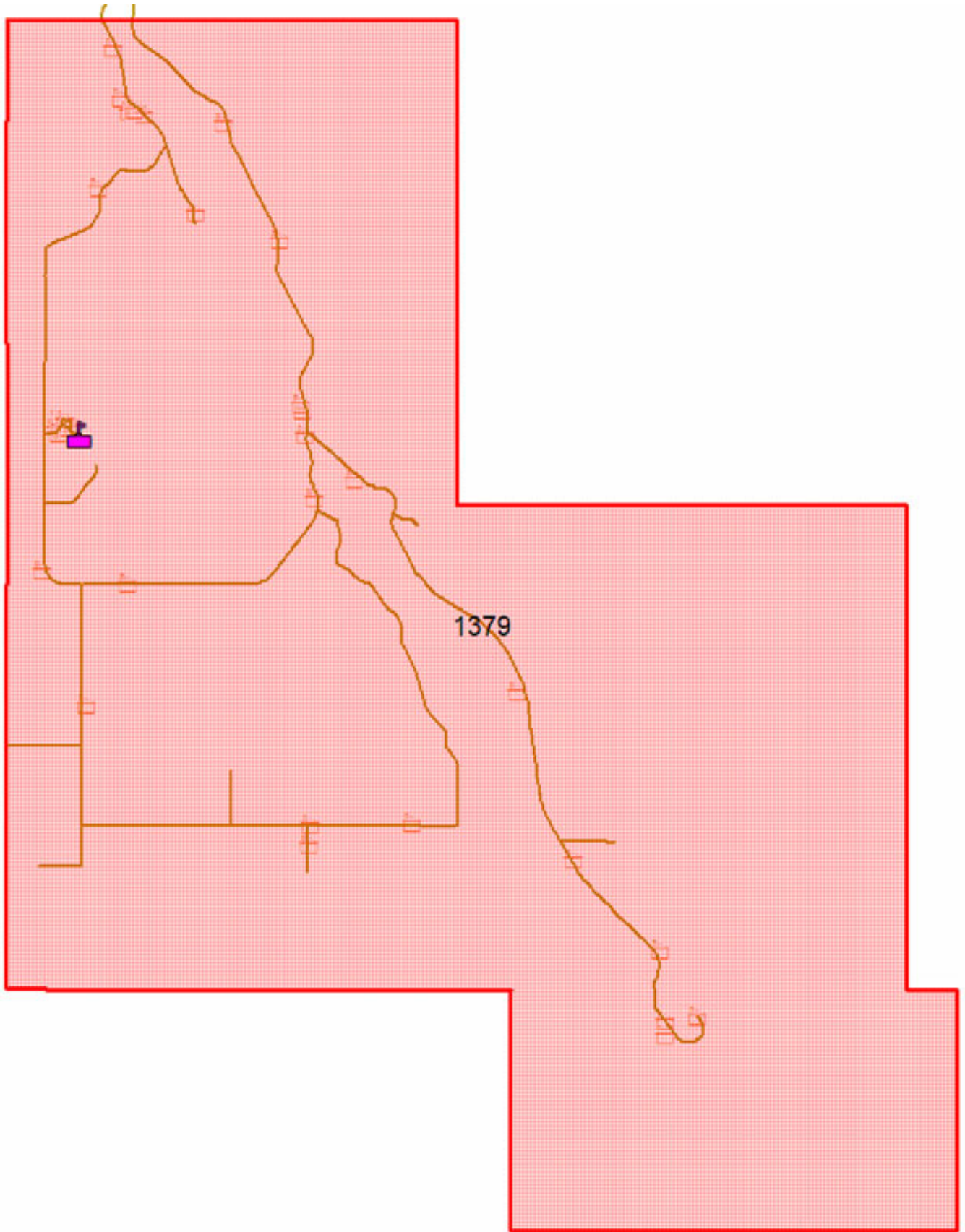


Variable expenses include instruction and supplies, food services, transportation.
Fixed expenses include maintenance.

School Closure Schedule

January 23, 2021	Notice of Motion - Proposed School Closure Hillview School ECS to Grade 6 School closure decision May 15, 2021
February 8, 2021	Written notification to parents of Hillview School
February 15, 2020	Public notification process
March 10, 2021	Public meeting - proposed school closure
March 17, 2021	Minutes from public meeting posted
April 16, 2021	Deadline for written submissions
May 15, 2021	Regular Board Meeting School closure decision

Appendix 1 Hillview School Attendance Area Map



Appendix 2 Accountability Pillar Results for 3 - Year Education Plans

Measure Category	Measure	Hillview School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Avg	Current Result	Prev Year Result	Prev 3 Year Avg	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	65.2	96.7	82.3	89.4	89.0	89.2	Very Low	Maintained	Concern
Student Learning Opportunities	Program of Studies	n/a	n/a	n/a	82.4	82.2	82.0	n/a	n/a	n/a
	Education Quality	67.9	100.0	97.4	90.3	90.2	90.1	Very Low	Declined	Concern
	Drop Out Rate	n/a	n/a	n/a	2.7	2.6	2.7	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.7	79.1	78.4	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	*	*	13.1	73.8	73.6	73.6	*	*	*
	PAT: Excellence	*	*	0.0	20.6	19.9	19.6	*	*	*
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.6	83.7	83.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	24.0	24.2	22.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.4	56.3	55.6	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	66.6	64.8	63.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	60.1	59.0	58.5	n/a	n/a	n/a
	Work Preparation	n/a	n/a	n/a	84.1	83.0	82.7	n/a	n/a	n/a
	Citizenship	35.8	83.3	61.7	83.3	82.9	83.2	Very Low	Declined	Concern
Parental Involvement	Parental Involvement	n/a	n/a	n/a	81.8	81.3	81.2	n/a	n/a	n/a
Continuous Improvement	School Improvement	53.8	100.0	95.0	81.5	81.0	80.9	Very Low	Declined Significantly	Concern

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
4. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
5. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1,

Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Sciences 30, and Social Studies 30-2.

7. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
9. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.
10. Improvement evaluations are not calculated for school and school authority Drop Out and Rutherford Scholarship Eligibility rates. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.



NORTHLAND SCHOOL DIVISION

ADMINISTRATION RECOMMENDATION TO THE BOARD

TO:	THE BOARD OF TRUSTEES	DATE:	JANUARY 23, 2021
SUBMITTED BY:	Dr. Nancy Spencer-Poitras, Superintendent of Schools		
SUBJECT:	Pelican Mountain School Viability Study		
REFERENCE(S):	Policy 15 School Closure		
ATTACHMENTS:	Education Act Closure of Schools Section 62 (1) Pelican Mountain School Viability Report		

RECOMMENDATION:

THAT the Board of Trustees make a Notice of Motion at the January 23, 2021, Regular Board meeting to consider a school closure of Pelican Mountain School, Grades K-6 and this motion will be decided upon by the end of May 2021.

BACKGROUND:

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

At the November 28, 2020, Corporate Board meeting, Superintendent Spencer-Poitras gave notice that a viability study was being conducted and would be brought to the January 23, 2021 Corporate Board meeting to determine if further action needs to be taken on the matter of closure.

As of November 28, 2020, Pelican Mountain School in Sandy Lake had 26 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 the Northland School Division. Operation costs and quality of education are the primary drivers for the viability studies. This process will involve community meetings.



**Pelican Mountain School
Viability Report
January 23, 2021**

Prepared by

Dr. Nancy Spencer-Poitras
Superintendent of Schools

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Purpose Statement

This report is intended to collect information regarding the viability of Susa Creek School. The report was requested by Northland School Division Board of Trustees at the November 28, 2020 Board meeting.

The report was prepared to meet the requirements of the:

Education Act, Section 62, Closure of schools
Northland School Division Policy 15, School Closure

Background Information

Pelican Mountain School is located Sandy Lake, Alberta

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

The school mission statement

At Pelican Mountain School we believe:

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

Data

Principal	1.0 FTE
Teachers	1.0 FTE
EA	1.0 FTE
Secretary	.35 FTE
Language Instructor	.25 FTE
Cook	0.5 FTE
Custodian	1.0 FTE
Bus Drivers	1.0 FTE

Students

ECS	4
1 - 6	23

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

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

Rationale

This report is prepared in accordance with Northland School Division Policy 15 School Closures.

The policy rationale includes:

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

The review process is defined as:

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.

Viability includes three factors:

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:

3.1 Program factors;

3.2 Enrolment factors; and

3.3 Revenue factors.

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

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

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

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

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

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

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

Enrollment was 17 students in 2018/2019, 21 students for the 2019/2020 school year and currently there are 27 students enrolled.

Analysis

Per Section 4 of the policy there are eight criteria to be utilized by the Board in considering closure of a school. In summary the viability study is being done to determine whether or not the costs to operate the program are effective and sustainable, and whether or not the school division can provide an adequate educational program at the school.

The criteria and the assessment for Pelican Mountain School is as follows.

1. Student enrollment and trends

As at September 30th:

2021	2020	2019	2018	2017	2016	2015
27	28	26	16	17	20	25

Enrollment has stabilized as noted. Note that 2021 is projected.

2. Location and suitability of alternative school accommodation for the students affected;

Students will be bused to Wabasca and attend St. Theresa School (enrollment 286), staying within the Northland School Division.

It is notable that students would be travelling 70 minutes by bus each way, a daily commute total of over 2 hours.

The attendance area defined for this school is per the map attached as Appendix 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;

The transfer of this group would be immaterial to the St. Theresa School or alternate schools.

Additional programming or options may become available, in larger schools.

Pelican Mountain School fits the profile of an “essential school”. The educational impact on students would be that some younger students would now be riding a bus to school over 2 hours per day. For young students, this can have a negative impact as they are not used to this type of daily commute. While not preferred, this is within tolerable limits given that many other similar aged children have similar ride times in the province.

4. Program implications for other schools to which students could be Transferred;

The absorption of 26 students should not significantly impact educational programming at St. Theresa.

5. Transportation needs of all students potentially affected and the implications on both a local and Division basis;

Minimal impacts are expected at the local and Division levels.

Students would be bused to St. Theresa School in Wabasca. Northland School Division will operate the bus service. The approximate ride time for all students is 70 minutes one way (2.2 hours daily).

6. Factors related to the school building which include but are not limited to: The age and expected life of the building; Building modernization requirements; and Education program needs.

The school was built in 1984. NSD commissioned a facility review in the fall of 2018. Pelican Mountain School did have concerns that would require capital investment.

The chart below shows the recommended work needed at Pelican Mountain School.

The exterior brick veneer exhibits damage resulting from freeze-thaw conditions. Most of the concrete sidewalks and entrance plaza concrete flatwork is broken, cracked, and spalled.

Also, the paving stone has significant weed growth. Pelican Mountain School’s Millwork and plumbing fixtures, mechanical, and electrical systems have all exceeded service life expectancy. Moreover, the gymnasium lighting seems excessive, with several full arrays.

Last, the kitchen equipment appears original and should be updated, including the corresponding mechanical components.

Priority	Description	Estimated Cost
#1	Remove and replace concrete flatwork	\$50,000
#2	Replace outdated millwork and plumbing fixtures	\$200,000
#3	Modernize mechanical and electrical systems /BMS	\$100,000
#4	Rehabilitate brick veneer	\$25,000
#5	Modify gym lighting switching for 'adjustable' lighting levels	\$15,000
#6	Upgrade kitchen equip	\$75,000
#7	Air conditioning	\$30,000
Total Estimated Cost		\$495,000.00

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

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: The effect upon operational costs; and, Capital implications.

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

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

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

Operational costs, revenues and capital requirements would decline. From a financial perspective the education system would be more economical.

The financial analysis and viability chart are below.

The financial analysis reports a \$302,898 annual net operating deficit. If the school were to continue in operation and no new students were to attend, this deficit would continue. The current cost per student is \$28,502 as compared to the division funding average of \$19,095. There is an economy of scale factor if more students were to attend Pelican Mountain school. The approximate break-even point for the school is 6 ECS and 33 grades 1 - 6 students. Any combination comprising a student composition of 40 students would make the school financially viable.

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

8. The capital needs of the school or the schools which may experience increased enrollments as a result of a transfer of students

The transfer of this group would be immaterial to St. Theresa School or alternates.

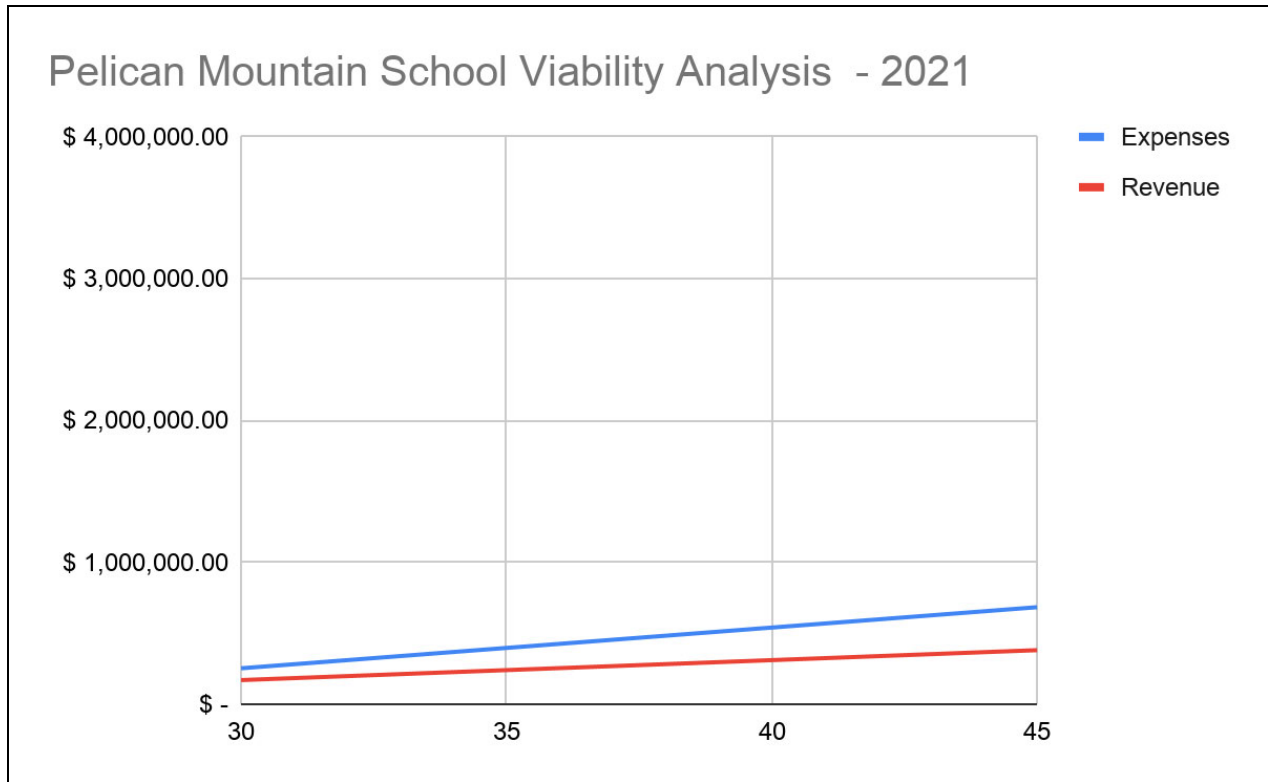
Financial Analysis

Pelican Mountain School				
Financial Analysis				
As of December 30, 2020				
	2020-2021	2019-2020	2018-2019	2017-2018
ENROLLMENT				
ECS	5	4	2	4
Grades 1 - 6	23	22	14	13
Rate	\$19,094.73	\$21,175.00	\$21,175.00	\$21,175
REVENUE				
ECS	25,205	42,350	21,175	42,350
1 -12	144,929	456,850	296,450	275,275
TOTAL REVENUE	\$170,134	\$508,200	\$317,625	\$317,625
EXPENSES				
Instruction and Supplies	137,772	432,758	390,235	443,1473
Maintenance	89,118	180,899	184,816	145,200
Housing	1,787	9,563		
Transportation	10,714	22,590	31,745	29,536
Food Services	13,948.	38,236	34,156	33,257
TOTAL EXPENSES	\$253,340	\$684,048	\$640,322	\$651,140
Surplus (Deficit)	(\$83,206)	(\$302,898)	(\$322,697)	(\$333,315)

Notes:

- *Expenditures do not include amortization*
- *Transportation costs do not include direct bus costs - fuel, maintenance, insurance etc.*
- *Board & Administration costs relate to Local School Boards which no longer operate*
- *2021 YTD is to December 2020, as of January 8, 2021, with additional December invoices to be received and entered*
- *Alberta Education introduced a new funding formula for the 2020-2021 school year*
- *Enrollment for 2020-2021 as of September 30, 2020*

Chart 1. Pelican Mountain School Viability Analysis

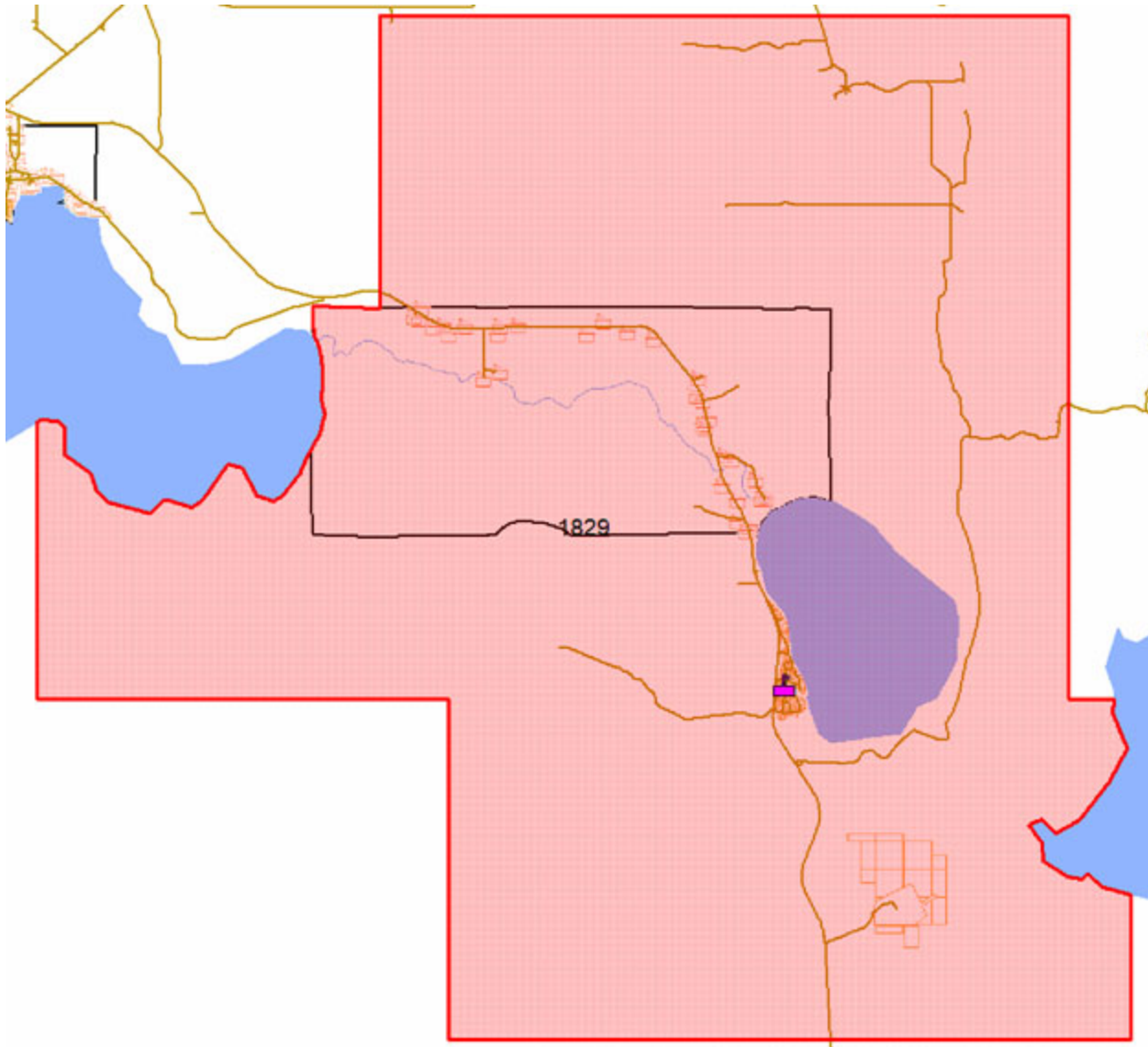


Variable expenses include instruction and supplies, food services, transportation.
Fixed expenses include maintenance.

School Closure Schedule

January 23, 2021	<p>Notice of Motion - Proposed School Closure</p> <p>Pelican Mountain School ECS to Grade 6</p> <p>School closure decision May 15, 2021</p>
February 8, 2021	Written notification to parents of Pelican Mountain School
February 15, 2020	Public notification process
March 10, 2021	Public meeting - proposed school closure
March 17, 2021	Minutes from public meeting posted
April 16, 2021	Deadline for written submissions
May 15, 2021	<p>Regular Board Meeting</p> <p>School closure decision</p>

Appendix 1 Pelican Mountain School Attendance Area Map



Appendix 2 Accountability Pillar Results for 3 - Year Education Plans

Measure Category	Measure	Pelican Mountain School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Avg.	Current Result	Prev Year Result	Prev 3 Year Avg.	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	61.2	n/a	64.4	89.4	89.0	89.2	Very Low	Maintained	Concern
Student Learning Opportunities	Program of Studies	n/a	n/a	n/a	82.4	82.2	82.0	n/a	n/a	n/a
	Education Quality	95.0	n/a	81.3	90.3	90.2	90.1	Very High	Maintained	Excellent
	Drop Out Rate	n/a	n/a	n/a	2.7	2.6	2.7	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.7	79.1	78.4	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	*	n/a	73.8	73.6	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	*	n/a	20.6	19.9	19.6	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.6	83.7	83.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	24.0	24.2	22.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.4	56.3	55.6	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	66.6	64.8	63.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	60.1	59.0	58.5	n/a	n/a	n/a
	Work Preparation	n/a	n/a	n/a	84.1	83.0	82.7	n/a	n/a	n/a
	Citizenship	37.5	n/a	41.7	83.3	82.9	83.2	Very Low	Maintained	Concern
Parental Involvement	Parental Involvement	n/a	n/a	n/a	81.8	81.3	81.2	n/a	n/a	n/a
Continuous Improvement	School Improvement	90.0	n/a	55.6	81.5	81.0	80.9	Very High	Improved	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
4. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
5. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

7. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
9. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.
10. Improvement evaluations are not calculated for school and school authority Drop Out and Rutherford Scholarship Eligibility rates. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.



NORTHLAND SCHOOL DIVISION
ADMINISTRATION RECOMMENDATION TO THE BOARD

TO: THE BOARD OF TRUSTEES **DATE:** JANUARY 23, 2021
SUBMITTED BY: Dr. Nancy Spencer-Poitras, Superintendent of Schools
SUBJECT: Susa Creek School Viability Study
REFERENCE(S): Policy 15 School Closure
ATTACHMENTS: Education Act Closure of Schools Section 62 (1)
Susacreek School Viability Report

RECOMMENDATION:
THAT the Board of Trustees make a Notice of Motion at the January 23, 2021, Regular Board meeting to consider a school closure of Susa Creek School, Grades K-8 and this motion will be decided upon by the end of May 2021.

BACKGROUND:

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

At the November 28, 2020, Corporate Board meeting, Superintendent Spencer-Poitras gave notice that a viability study was being conducted and would be brought to the January 23, 2021 Corporate Board meeting to determine if further action needs to be taken on the matter of closure.

As of November 28, 2020, Susa Creek School in Grande Cache had 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 the Northland School Division. Operation costs and quality of education are the primary drivers for the viability studies. This process will invoice community meetings.



Susa Creek School Viability Report

January 23, 2021

Prepared by

Dr. Nancy Spencer-Poitras
Superintendent of Schools

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Purpose Statement

This report is intended to collect information regarding the viability of Susa Creek School. The report was requested by Northland School Division Board of Trustees at the November 28, 2020 Board meeting.

The report was prepared to meet the requirements of the:

Education Act, Section 62, Closure of schools
Northland School Division Policy 15, School Closure

Background Information

Susa Creek School is located in Susa Creek, Alberta.

The school philosophy statement is

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

The school mission statement

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

Data

Principal	1.0 FTE
Teachers	1.3 FTE
EA	0.9 FTE
Native Language Instructor	0.5 FTE
School Secretary	0.5 FTE
Custodian	1.0 FTE
SFS Cooks	0.63 FTE
BusDriver	1.0 FTE

Students

ECS	0.0
1 - 8	25.0

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

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

Rationale

This report is prepared in accordance with Northland School Division Policy 15 School Closures.

The policy rationale includes:

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

The review process is defined as:

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.

Viability includes three factors:

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:

3.1 Program factors;

3.2 Enrolment factors; and

3.3 Revenue factors.

Analysis

Per Section 4 of the policy there are eight criteria to be utilized by the Board in considering closure of a school. In summary the viability study is being done to determine whether or not the costs to operate the program are effective and sustainable, and whether or not the school division can provide an adequate educational program at the school.

The criteria and the assessment for Susa Creek is as follows.

1. Student enrollment and trends

As at September 30th:

2021	2020	2019	2018	2017	2016	2015
25	25	15	38	36	26	43

Enrollment has stabilized as noted. Note that 2021 is projected.

2. Location and suitability of alternative school accommodation for the students affected;

Students will be bused to Grande Cache, a community of approximately 3,500, served by the Grande Yellowhead Public School Division (GYPSD). The suitability of this alternative is a question that may require further consideration, analysis and judgement.

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

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;

The transfer of this group would be immaterial to the GYPSD or alternate schools.

Additional programming or options may become available, in larger schools. The unique offerings, expertise, proximity and focus of the Susa Creek School, within the Northland School Division, would be withdrawn from these students.

4. Program implications for other schools to which students could be Transferred;

Transferring this small group is not anticipated to have any impact.

5. Transportation needs of all students potentially affected and the implications on both a local and Division basis;

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

Minimal impacts are expected at the local and Division levels.

6. Factors related to the school building which include but are not limited to:
The age and expected life of the building; Building modernization requirements; and Education program needs.

Susa Creek School was built in 1989. NSD commissioned a facility review in the fall of 2018. There were several items for which Susa Creek School would require capital investment.

A significant concern is that the existing 'rural' type of property servicing (standalone septic system), water storage, propane tanks, and potable water well add a significant layer of critical upkeep to the NSD maintenance team. Normally, this infrastructure maintenance belongs to utility companies in a municipal setting.

Second, the building is a combination of modular components which do not have a core administration/general office or common area. The current kitchen is constructed of residential grade material. Last, the building is not barrier-free.

The chart below shows the recommended work needed at Susa Creek School.

#1	Drain, clean, repair fire fighting water storage	\$25,000
#2	Modernize / Replace washrooms	\$150,000
#3	Barrier Free Upgrades (ramps, wheelchair lift)	\$60,000
#4	Upgrade Fire Alarm	\$40,000
#5	Commercial Kitchen Modular for hot lunch	\$300,000
#6	Electrical upgrades to support Kitchen and Admin Suite	\$100,000
#7	Administration Suite Modular	\$300,000
#8	Air Conditioning	\$26,000
Total Estimated Cost		\$1,041,000

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:
The effect upon operational costs; and, Capital implications.

The educational impacts would include the withdrawal of the unique offerings, expertise, proximity and focus of the Susa Creek School, within the Northland School Division. This may affect academic achievement, development, dropout and completion rates.

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

The latest 3 Year Education Results are attached as Appendix 2.

Operational costs, revenues and capital requirements would decline. From a financial perspective the education system would be more economical. The financial analysis and viability chart are below.

The financial analysis reports a \$466,903 annual net operating deficit. If the school were to continue in operation and no new students were to attend, this deficit would continue. The current cost per student is \$29,526 as compared to the division funding average of \$19,095. There is an economy of scale factor if more students were to attend the school. The approximate break-even point for the school is 45 students as shown in the viability chart below.

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

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

8. The capital needs of the school or the schools which may experience increased enrollments as a result of a transfer of students

The transfer of this group would be immaterial to the GYPSD or alternate schools.

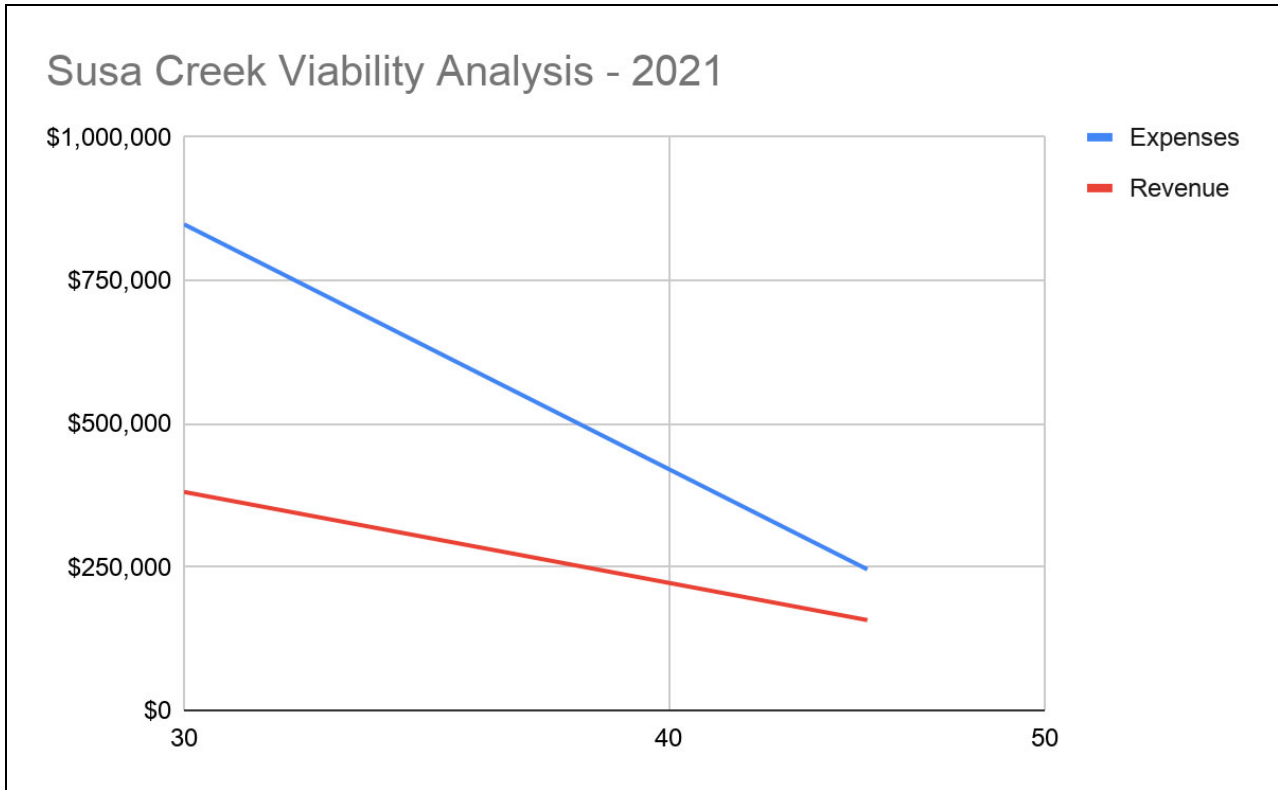
Financial Analysis

Susa Creek School				
Financial Analysis				
As of December 31, 2020				
	2020-2021	2019-2020	2018-2019	2017-2018
ENROLLMENT				
ECS	0	6	6	7
Grades 1 -8	25	15	38	43
Rate	\$19,094.73	\$21,175.00	\$21,175.00	\$21,175.00
REVENUE				
ECS	0.00	63,525.00	63,525.00	74,112.00
1 -12	159,122.75	317,625.00	804,650.00	910,525.00
TOTAL REVENUE	\$159,122.75	\$381,150.00	\$868,175.00	\$984,637.00
EXPENSES				
Instruction and Supplies	144,401.72	489,090.44	565,640.44	589,393.08
Maintenance	64,235.92	233,162.87	232,886.53	283,505.79
Board & Administration	0.00	0.00	949.94	0.00
Transportation	14,416.69	26,112.46	26,794.31	15,520.91
Food Services	22,994.79	99,687.43	98,647.95	93,771.59
TOTAL EXPENSES	\$ 246,049.12	\$ 848,053.20	\$ 924,919.17	\$ 982,191.37
Surplus (Deficit)	(\$86,926.37)	(\$466,903.20)	(\$56,744.17)	\$2,445.63

Notes:

- 2021 YTD to December 2020
- Expenditures do not include amortization
- Transportation costs do not include direct bus costs - fuel, maintenance, insurance etc.
- Board & Administration costs relate to Local School Boards which no longer operate
- Alberta Education introduced a new funding formula for the 2020-2021 school year
- Enrollment for 2020-2021 as of September 30, 2020

Chart 1. Susa Creek School Viability Analysis

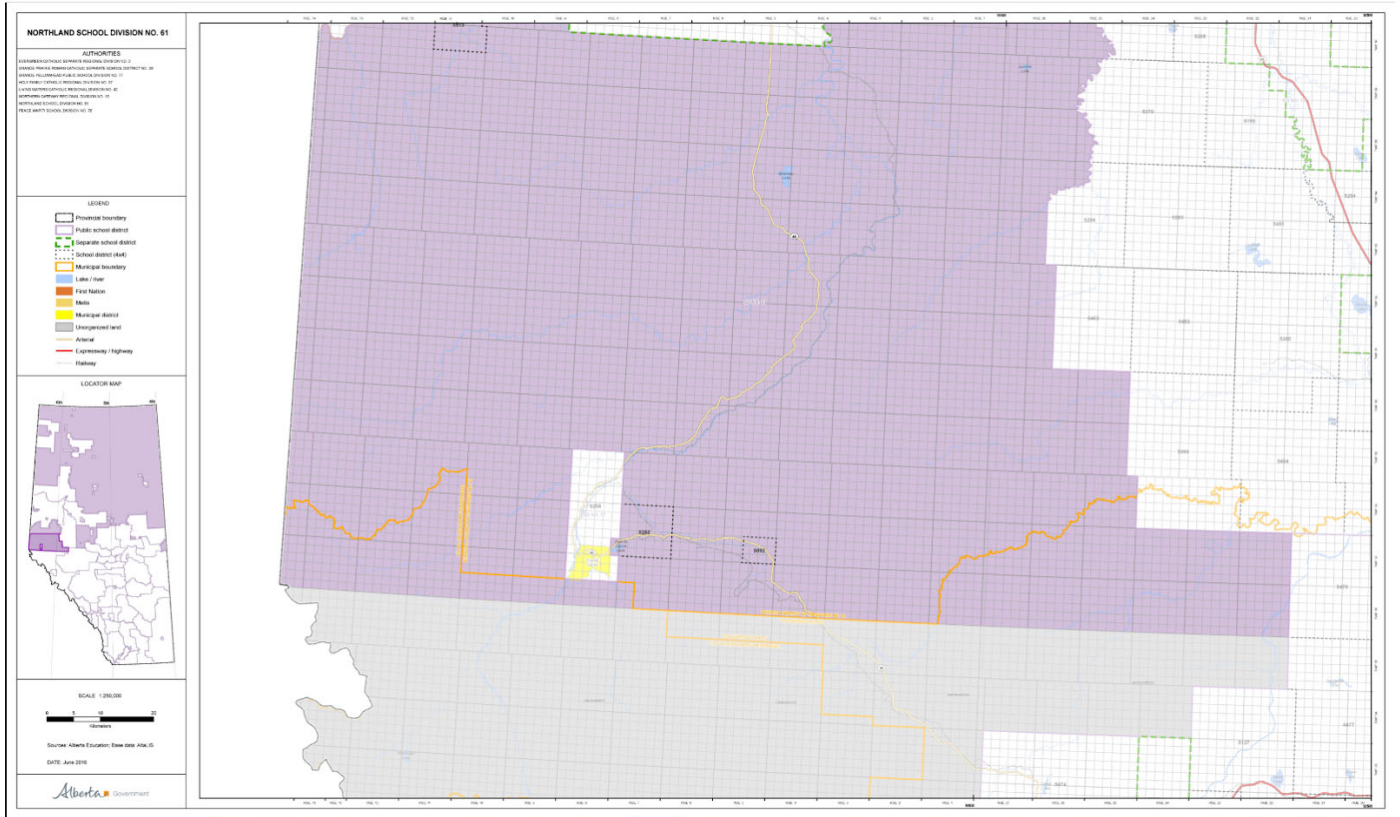


Variable expenses include instruction and supplies, food services, transportation.
Fixed expenses include LSBC, maintenance.

School Closure Schedule

January 23, 2021	Notice of Motion - Proposed School Closure Susa Creek School ECS to Grade 6 School closure decision May 15, 2021
February 8, 2021	Written notification to parents of Susa Creek School
February 15, 2020	Public notification process
March 10, 2021	Public meeting - proposed school closure
March 17, 2021	Minutes from public meeting posted
April 16, 2021	Deadline for written submissions
May 15, 2021	Regular Board Meeting School closure decision

Appendix 1 Susa Creek School Attendance Area Map



Appendix 2 Accountability Pillar Results for 3 - Year Education Plans

Measure Category	Measure	Susa Creek School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Avg.	Current Result	Prev Year Result	Prev 3 Year Avg.	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	95.0	n/a	76.9	89.4	89.0	89.2	Very High	Improved	Excellent
Student Learning Opportunities	Program of Studies	n/a	n/a	n/a	82.4	82.2	82.0	n/a	n/a	n/a
	Education Quality	100.0	n/a	92.3	90.3	90.2	90.1	Very High	Maintained	Excellent
	Drop Out Rate	n/a	n/a	n/a	2.7	2.6	2.7	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.7	79.1	78.4	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	*	*	4.2	73.8	73.6	73.6	*	*	*
	PAT: Excellence	*	*	0.0	20.6	19.9	19.6	*	*	*
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.6	83.7	83.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	24.0	24.2	22.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.4	56.3	55.6	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	66.6	64.8	63.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	60.1	59.0	58.5	n/a	n/a	n/a
	Work Preparation	n/a	n/a	n/a	84.1	83.0	82.7	n/a	n/a	n/a
	Citizenship	81.3	n/a	58.8	83.3	82.9	83.2	Very High	Improved	Excellent
Parental Involvement	Parental Involvement	n/a	n/a	n/a	81.8	81.3	81.2	n/a	n/a	n/a
Continuous Improvement	School Improvement	100.0	n/a	92.3	81.5	81.0	80.9	Very High	Maintained	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
4. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).

5. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
7. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
9. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.
10. Improvement evaluations are not calculated for school and school authority Drop Out and Rutherford Scholarship Eligibility rates. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

Borrowing Resolution School Division/District – Current Expenditures

WHEREAS the Board of Trustees of the _____ School Division/District No. _____ (hereafter called the "Board") in the Province of Alberta considers it necessary to borrow certain sums of money from time to time to meet current expenditures for its schools for its financial year commencing September 1, _____ ;

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

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

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

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

CERTIFICATE

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

WITNESS our hands and the seal of the Board this _____ day of _____ .

Chairman

Secretary (Seal)

NORTHLAND SCHOOL DIVISION
ADMINISTRATION RECOMMENDATION TO THE BOARD

**Northland School Division
 Contracted Routes Comparison
Jan 23, 2021**

Route	Contract Annual	Internal Cost (Estimated)	Difference
453 Anzac	\$ 65,213	\$ 31,543	\$ 33,670
461 Anzac	81,517	37,609	43,907
462 Anzac	77,441	44,282	33,159
401 Fr. R. Perin	130,427	20,018	110,409
398 Ft. McKay	81,517	9,706	71,811
432 Elizabeth to Cold Lake	60,809	107,975	(47,165)
443 Elizabeth to Cold Lake	69,091	123,746	(54,655)
449 Elizabeth	49,997	70,972	(20,975)
471 Elizabeth	45,000	54,594	(9,594)
454 Bishop Routhier	45,844	49,741	(3,897)
460 Bishop Routhier	46,000	38,216	7,784
450 Peavine to High Prairie	92,340	162,569	(70,229)
442 Peavine to High Prairie	98,000	154,683	(56,683)
445 JF Dion	45,500	60,660	(15,160)
446 JF Dion	42,250	63,693	(21,443)
472 Fishing Lake feeder to Cold Lake	26,656	33,970	(7,313)
	<u>\$ 1,057,601</u>	<u>\$ 1,063,976</u>	<u>\$ (6,375)</u>

Total annual contracted KM's: 315,720

The analysis shows minimal cost savings from the contracted routes. There are additional strategic advantages to using contractors in these often high cost areas.

Northland School Division Facilities & Maintenance 3 Year Plan

January 23, 2021

Agenda

1. 2015 Divisional Review & Recommendations
2. Advances and Improvements
3. Corporate Services Strategic Themes
4. Facilities 3 Year Plan 2021-2024

Divisional Review of Facilities and Maintenance in 2015 resulted in Recommendations

- Improving service delivery;
- **Restructuring staffing;**
- Improving communication on the status of maintenance requests and capacity to address needs;
- **Reallocate finances or lobby for additional funds to address facility needs as applicable;**
- Increase the use of technology;

Where we were 5 years ago.....

- ▶ Poor recording of work required and reporting on work completed...
- ▶ Maintenance in a “fix when broken” mode rather than active “preventative maintenance”
- ▶ No clear system of setting maintenance priorities
- ▶ Older outdated mechanical and electrical equipment in most all Division Schools
- ▶ Very little in the way of new technology
- ▶ Heating and Lighting Systems running 24 hrs a day – impacting utility billing
- ▶ Custodial practises and product ordering not consistent throughout the division
- ▶ Poor “optics” surrounding a number of our schools

Advances and Improvements

- ▶ “Maintenance Care” program allows for efficient digital submission of repair requests by Principals and Custodial Staff. These requests are prioritized, assigned and tracked to completion
 - ▶ Builds productivity through better prioritization and workload management
 - ▶ Collects data for trending and opportunity identification
- ▶ School by School “improving optics” projects were undertaken over the past 3 years (plaster paint, building envelope work, grounds upkeep and drainage work) resulting in major improvements to Divisional Schools “look and feel”
- ▶ Facilities and Maintenance Team has evolved from a “break-fix” to a more “preventative” maintenance mode. (saves \$\$)
 - ▶ Starting to look at “predictive” maintenance (saves \$\$\$)

Improvements Continued

- ▶ Capital Maintenance and Renewal (CMR) submission - \$2.5 M approved
 - ▶ This allowed some catch-up with aging infrastructure
 - ▶ Remote digital access to our Heating systems and changing from pneumatic to DDC (direct digital control) allows appropriate scheduling, monitoring and remote access. (saves \$\$\$)
 - ▶ Building Management System Transformation underway
 - ▶ Remote: Controls, Temperature, Access and Monitoring supports division-wide processes
 - ▶ Request for ~9M dollars for CMR II to continue automation, maintenance and renewal.
 - ▶ Key point – our Division has a lot of deferred maintenance due to insufficient Infrastructure Maintenance and Renewal (IMR) funds over the years.

Workload is Diverse

- ▶ Large fleet - 20 Schools plus other buildings and works
- ▶ All projects require constant awareness and oversight by 8 full time Facilities Staff
- ▶ Large area to cover – a lot of driving time.
- ▶ Schools are not near major centers, so it affects project pricing.
- ▶ With ongoing projects - staff will also get requests for:
- ▶ shelving installs, furniture moving, broken or sticky door locks, sprung doors, (sometimes because of being improperly propped open), sticky windows, broken playground equipment, window blinds not working, toilets plugged, light switches not working, sink drain issues, odors in the rooms, freezers not working, gophers digging holes in the playground, rodents in the school, Bats flying in the corridors, security alarms, malfunctioning fire alarm sensors and trouble reports, roof leaks, - the list goes on and on.....

Strategic Themes (Corporate Services)

1. Service Quality
2. Operations Excellence
3. High Performance Culture
4. Project Success
5. Value-Add

Drives our annual work plan and personal goals

Northland School Division

Context - Operational Challenges

1. High Cost Areas - including winter roads or fly in access for materials/people/food
2. Supply Chain Length - minimal local markets, distance/time from population centres
3. Footprint - Dispersed over a huge area - essential schools concept,
 - a. Transport between required and no economies of scale
4. Infrastructure - unique challenges at 20 school and community sites
5. Socio-Economic Environment
6. Jurisdictional Complexity and Autonomy -
 - a. 6 MLA's, 17 Communities, First Nations/Federal, 6 Metis Settlements, and the complexity/cost of supporting many key stakeholders across a vast expanse
 - b. Dynamic flow of students/funding between jurisdictions
7. Complex Revenue Model - combination of Alberta, and First Nation/Federal
8. Educational Operations
 - a. Recruitment and Retention challenges
 - b. Inconsistent Internet quality

Northland School Division Facilities 3 Year Plan 2021-2024

What we see in the future for our day to day work...

- ▶ Service quality
 - ▶ Continue to implement a division-wide, digital and customer focused approach
 - ▶ Collaboration with all stakeholders
- ▶ Operations Excellence
 - ▶ Continue tracking, recording and prioritizing all work
 - ▶ Performance measures and KPI development
 - ▶ Assessment and multi-year asset plans
- ▶ High Performance Culture
 - ▶ Leadership, competencies and high performance culture
 - ▶ Reorganize, re-orient and rebuild our Team
 - ▶ 7 + casuals, 5 vacancies - down from 13 (due to departures/deferred staffing)
 - ▶ Re-staffing underway with appropriate skills
 - ▶ Blended resources: develop internal talent; develop and work with a small group of contractors and, cooperate and share with other divisions
 - ▶ Recognize funding pressures and seek to appropriately balance in-house & contractors

3 Year Plan

- ▶ Continue with our Energy Management Charter approach
 - ▶ ~ 650K in savings in last 3 years – more to come
- ▶ Work with Covid 19 requirements.....
- ▶ Integrate housing repair requests into Facilities and Maintenance workloads.
 - ▶ Some repairs can be very efficiently and economically repaired in-house
 - ▶ Larger projects will still require contractor involvement
- ▶ Continue with Custodial Program refinements
 - ▶ Work towards better divisional coordination with objective to standardize our Divisional approach. (training, protocols, division wide product use and save \$\$\$)
- ▶ Work smarter initiatives

3 Year Plan

- ▶ Project Success/Value- Add
- ▶ Work with Alberta Infrastructure on
 - ▶ Mistassiniy School – New Build
 - ▶ Just in Schematic Design, moving to Detailed Design
 - ▶ Shovel in the ground scheduled for September this year
 - ▶ Lot of planning work still ahead, and then oversight of build required.
 - ▶ Athabasca Delta Community School in discussion stages
 - ▶ New School or Major Modernization decisions
 - ▶ Alternate land locations are available
 - ▶ Ensure accurate Facility Condition Report are recorded properly in Gov Assessment Tool (VFA) to drive funding
 - ▶ COllaborating with Edmonton Public School Planning Section on this

Working smarter.....



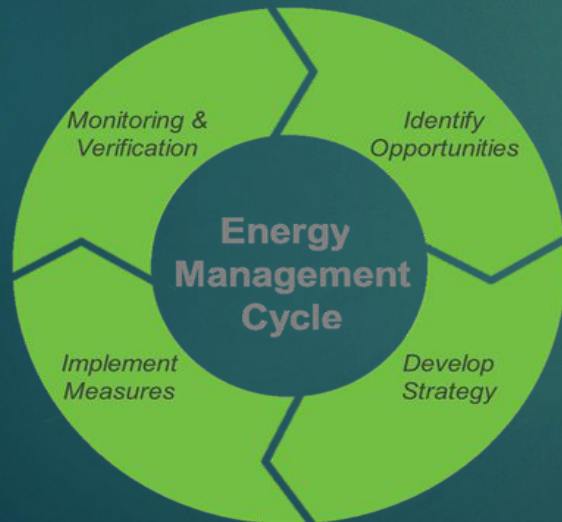
3 Year Plan

- ▶ Funding levels expected to be stable
- ▶ IMR expectations ~640K with ~600K planned in projects for this year
- ▶ Develop and refine an approach for Housing that preserves the advantages of a separate targeted program with the advantages of the division's workforce, contracting and maintenance expertise

Questions?

Goals

- ▶ More comfortable schools
- ▶ Reduced operational costs (lower utility bills)
- ▶ 27% energy reduction over 10 years



Strategy

1. Aggregate utility bills
2. Identify worst performers
3. Develop potential projects
4. Implement projects
5. Repeat

Rede BUILDING ENERGY EFFICIENCY



Northland Energy Management Charter

Last Updated January 15, 2018

Five members of the Northland Facilities team met for an integrated workshop on January 9, 2018. The purpose of the workshop was to create a framework for future energy management work, and to identify organizational goals and priorities. The following guiding principles, strategies, and goals were established by consensus among the team.

GUIDING PRINCIPLES

The purpose of defining guiding principles is to identify a set of ideals that will be used to make decisions and prioritize projects.

1. Balance of **Simple** and **Efficient** Systems – to strike a balance between efficiency and simplicity when selecting equipment and designing systems: **efficiency** to optimize energy savings, and **simplicity** to streamline maintenance efforts.
2. **Standardization** of Equipment – when practical, to standardize the equipment selection and sequences of operations across schools in the district, for ease of training, maintenance and troubleshooting.
3. **Remote Access** – to design and install remote access (controls) for all schools, to reduce the amount of driving time required to perform routine reviews and to troubleshoot system faults.

ENERGY MANAGEMENT STRATEGIES

- **Local Contractors** – to support entrepreneurs and skill development in our schools' communities by developing trusted relationships with local contractors who can augment the work of District Facilities staff.
- **Staff Training** – to ensure that Facilities staff have sufficient training to operate, maintain, and troubleshoot existing buildings systems. To provide Custodial and Administrative with sufficient knowledge to safely support the work of Facilities staff.
- **Green Fund** – to invest potential \$600,000 annual energy savings back into projects to ensure capitalization of further energy efficiency upgrades. Future conditions of our schools are dependent on the reinvestment of these savings; predicted conditions based on our consultant's forecasts are dependent on protection of these funds.

Energy Management - NORTHLAND SCHOOL DIVISION

Key Performance Indicators

Metric	Desire d Trend	Baseline (2016-17)	2017-1 8	2018-19	2019-20	Target (2026-27)
Energy Use (ekWh/m ²)	<input type="checkbox"/>	440	398	377	338	327
Energy Reduction	<input type="checkbox"/>	--	9%	14%	23%	27%
% Schools Remotely Controllable	<input type="checkbox"/>	5%	5%	55%	60%	100%
\$\$ Saved	<input type="checkbox"/>	--	\$67,485	\$203,630	\$335,600	

Total Avoided Costs of **\$607,000** after 3 years

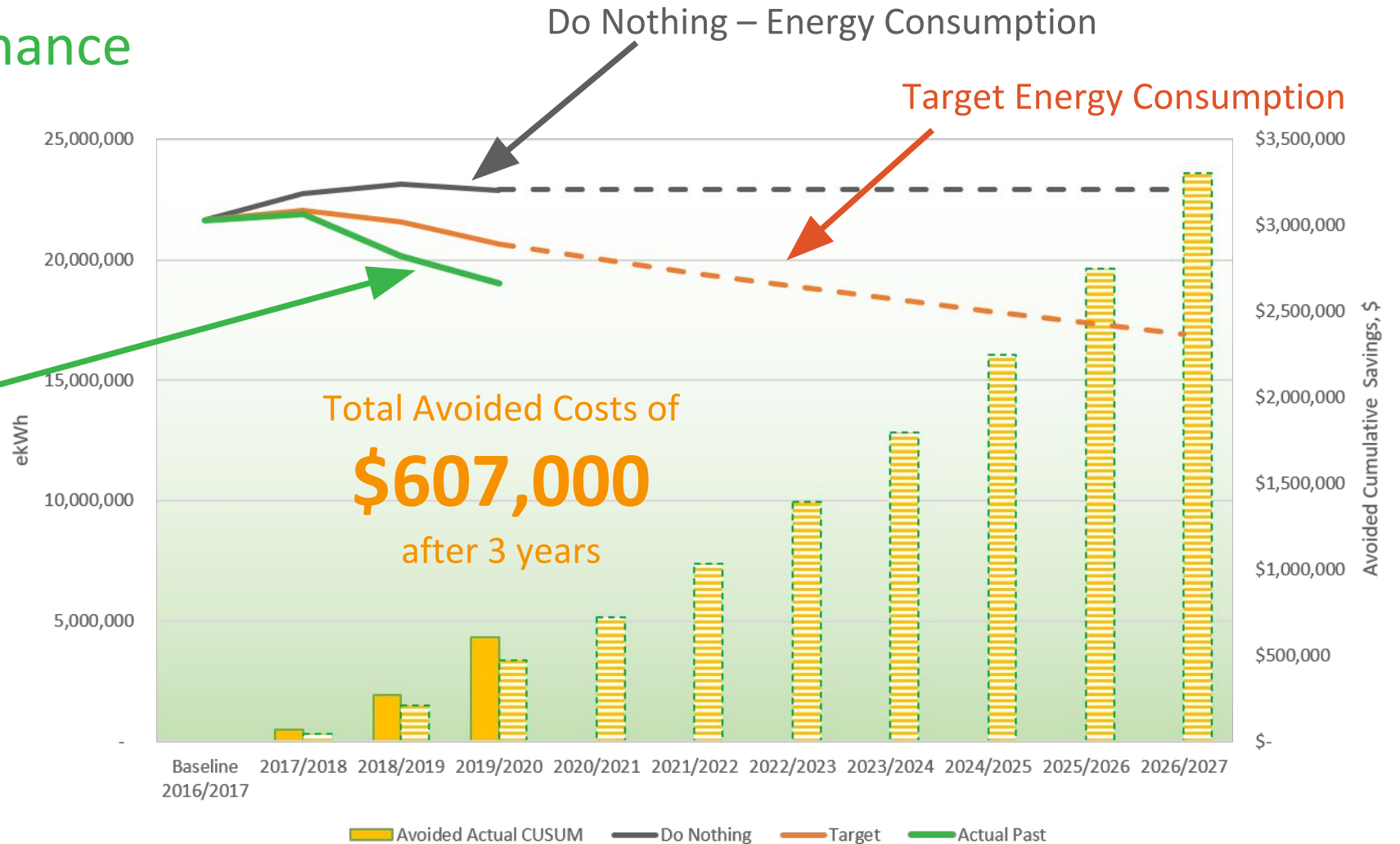


**All values are weather normalized. 2019-2020 values are estimated, as data is only 80% complete.*

Energy Management - NORTHLAND SCHOOL DIVISION

Targets & Performance

Performance to Date



*All values are weather normalized. 2019-2020 values are estimated, as data is only 80% complete.

Work Requests by Area for 2019/2020 School Year

Parameters

Location	<input type="text" value="All"/>
Source	<input type="text" value="All"/>
Start Date	<input type="text" value="9/1/2019 12:00"/>
End Date	<input type="text" value="8/31/2020 12:00"/>

Filters

Room/Suite#	<input type="text" value=""/>
Area	<input type="text" value="All"/>
Task Type	<input type="text" value="All"/>
Assigned To	<input type="text" value="All"/>
Vendor	<input type="text" value="All"/>
Task Class	<input type="text" value="All"/>

Task Stats by Location

	Closed	Pending	Declined	Total
NSD No. 61 Area 1	706	184	14	904
NSD No. 61 Area 2	255	127	15	397
NSD No. 61 Area 3	524	102	25	651
Total	1485	413	54	1,952

NORTHLAND SCHOOL DIVISION

ADMINISTRATION RECOMMENDATION TO THE BOARD

Northland School Division Projects	IMR
Susa Creek School - Roof Top Unit (RTU) repairs	\$ 10,000
Elizabeth School - Roof Top Unit (RTU) replacement	200,000
Elizabeth School - Envelope Roof Repair	50,000
Unplanned air quality Issues (heat, air quality, mold) Calling Lake (ongoing)	25,000
Lock repairs Area 2 schools	25,000
Digital Controls Work at all schools (continued)	100,000
Bishop Routhier - Fire Panel upgrade (as a result of last inspection)	45,000
ADCS - Locks Main doors for Security (handicap access and rear door access)	20,000
Grouard - Sidewalk repair, trip hazard	45,000
	\$ 520,000



We're Going Virtual!

May 2 - 4, 2021

Rivers of Change: Trans Canada Trends in Education Conference



CAPSLE is the leading provider of education law professional development in the country. The conference will bring together educators, lawyers, school board staff, unions, trustees and academics to learn about the most recent and relevant developments in the field of education law.

The 2021 CAPSLE Virtual Conference will feature experts in education, labour law, criminal law, justice, Indigenous Learning, LGBTQ issues, mental health and much more.

The conference will take place over three half days on May 2-4, 2021, from noon to 4 p.m. Eastern time. This will allow participants to attend from all across Canada, with the Eastern members participating during their afternoons, and most Western members participating during their mornings.

CAPSLE is proud to announce two key conference partnerships that will allow us to deliver a cutting edge virtual experience to our members.

We are collaborating with **Redstone Agency** to develop the 2021 Virtual Conference. Redstone is a millennial-owned Canadian company. They work with clients locally and globally to manage their events, organizations and strategic initiatives. Redstone is well positioned to help CAPSLE as they have planned and executed 50+ digital events in the last several months alone. Redstone is led by Bailey Roth, President and Carly Silberstein, CEO.

On the advice and recommendation of Redstone, CAPSLE will be offering the virtual conference on the **PheedLoop** virtual conferencing platform. Made in Canada, from streaming and real-time video networking to gamification and exhibit booths, PheedLoop's virtual event systems can bring the on-site event experience to the virtual world. The platform will allow for a vastly better virtual conference experience than the standard meeting options. We look forward to showing you how we can participate in the CAPSLE conference together, from afar.

KEYNOTE SPEAKERS

The 2021 Conference Committee is proud to welcome Dr. Jerome Cranston, Professor Fay Faraday, and Dr. Tracey C. Burns, as our keynote speakers, who will each open one day of our conference.

May 2:

Anti-racism in education

Dr. Jerome Cranston is the Dean of Education, University of Regina. Prior to becoming an academic he spent 16 years in the K-12 education system as a teacher, principal and superintendent. He researches and teaches as part of an interdisciplinary, international “community of inquiry” on topics that explore formal and non-formal teacher preparation and the ethical dimensions of school leadership with a particular focus on how capacity building in the education system can transform a set of seemingly random acts into a just enterprise.



May 3:

Substantive Equality and Education

Fay Faraday is a nationally recognized social justice lawyer, strategic adviser, policy consultant, and academic whose work focuses on constitutional law, human rights, and labour law. Fay has litigated many leading human rights and constitutional cases at the Supreme Court of Canada. She works collaboratively with community-based organizations and multi-stakeholder coalitions to develop strategic visions to advance human rights, social justice and progressive law reform. Fay is also an Assistant Professor at Osgoode Hall Law School where her research and teaching includes human rights, systemic discrimination, worker rights, social movement lawyering and legal ethics.



May 4:

Education in a Digital World

Dr. Tracey Burns is a Senior Analyst in the OECD’s Centre for Educational Research and Innovation. She heads a portfolio of projects including [Trends Shaping Education](#), [21st Century Children](#) and [Innovative Teaching for Effective Learning](#). Her most recent OECD publications are *Back to the Future of Education: Four OECD Scenarios for Schooling*, *Education in the Digital Age: Happy and Healthy Children* and *Educating 21st Century Children: Emotional Well-Being in the Digital Age*.



Conference Registration Fees – ALL FEES ARE SUBJECT TO APPLICABLE TAXES

Corporate Member*

Received before January 31, 2021:	\$400
Received on or after January 31, 2021:	\$450

Individual Member

Received before January 31, 2021:	\$450
Received on or after January 31, 2021:	\$500

Individual Non-Member*

Received before January 31, 2021:	\$545
Received on or after January 31, 2021:	\$595

Student Member

Received before January 31, 2021:	\$200
Received on or after January 31, 2021:	\$250

**The corporate rate is available to any employee, official or officer of a CAPSLE corporate member organization.*

All prices are subject to the taxes applicable in the Province of residence of the registrant.

The non-member fee includes an individual membership fee and entitles the registrant to all the benefits of membership for the coming year.

Cancellations received in writing:

- 30 days prior - full refund
- 15-30 days prior - 33% administration fee will be deducted
- Fewer than 15 days prior - 50% administration fee will be deducted

Register online: capsle.ca/conference

Contact CAPSLE

Web: capsle.ca Email: info@capsle.ca Phone: (905)702-1710

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TO: THE BOARD OF TRUSTEES
SUBMITTED BY: Robin Guild, Board Chair
SUBJECT: Board Chair Report

DATE: JANUARY 23, 2021

SUMMARY:

December 03, 2020	Zoom meeting with Chipewyan Prairie First Nation.
December 04, 2020	Zoom meeting with Fishing Lake Metis Settlement.
December 08, 2020	Participated in a division wide zoom bingo with staff in the evening. This was a great opportunity to thank our staff for going above and beyond for Our students During this very stressful year. And to let them know how much our board appreciates all of efforts.
December 09, 2020	Zoom meeting with Bigstone Cree Nation.
December 14, 2020	Zoom meeting with Paddle Prairie Metis Settlement. Special Northland School Division meeting.
December 17, 2020	Zoom meeting Christmas break message to all staff.
January 05, 2021	Board agenda review
January 12, 2021	Teleconference with the Minister of Education/Bigstone Cree Nation/MD of Opportunity No. 17.



Superintendent's Highlights

January 23, 2021

2020 Prime Minister's Awards for Teaching Excellence in STEM Nomination

St. Theresa School Teacher Dawn Gambler, teacher has been nominated for the 2020 Prime Minister's Award for Teaching Excellence in STEM! Dawn has been a grade 1 teacher at the school for the last three years and has demonstrated teaching excellence. Ms. Gambler is a teacher, a mentor, a Kohkom and has been an administrator. She is a proud Indigenous woman who shares her knowledge of her culture with her colleagues and students.

Ms. Gambler makes hands-on learning and land-based learning a focus in her classroom. She has developed a unit called "Moswa" (Moose) which integrated English Language Arts, Math, Science and Art and was presented in Red Deer to other teachers within the province of Alberta.

She has also created a stimulating and engaging learning environment for her students which results in a high attendance rate. Ms. Gambler encourages students to share family traditions and cultural identity as she has students who are from different nationalities. Through the many changes that have taken place within the school, Ms. Gambler continues to make positive impacts not only with students but with parents, community members and colleagues.

It was with great pride NSD nominated Ms Gambler for the Prime Minister's Award. Unfortunately Ms. Gambler did not get selected but in NSD she is our award winner!

New Home for Career Pathways School



Career Pathways School (CPS) students have a new place to call home! The new facility for the outreach program in Wabasca-Desmarais is now located just east of St. Theresa School (2783 Neewatim Drive). The grade 10-12 school was previously located at Northern Lakes College.

"It is a new chapter for Career Pathways School and we are all looking forward to it," said

Angela James, Career Pathways School Principal. "It is an honour to work with our students and their families. We will continue to do our best to serve our community."

"First and foremost I want to thank Northern Lakes College for allowing NSD to operate Career Pathways School in the Wabasca-Desmarais campus," said Dr. Nancy Spencer-Poitras, Superintendent of Schools.



Superintendent's Highlights

January 23, 2021

"The outreach model in Wabasca-Desmarais has been a success story for Northland School Division. I know students are looking forward to learning in a facility that they can call home. I also want to thank our maintenance staff for taking care of repairs, renovations and security installation and the I.T. Department for setting up the internet connection and the technology needed to support student learning."

"This is a positive move for the students and staff at Career Pathways School," said Robin Guild, Board Chair. "On behalf of the Board of Trustees, I want to thank the Municipal District of Opportunity, NSD staff and community members who helped to secure and create a new learning environment that is welcoming and safe for Career Pathways School students and staff."

CPS is a flexible self-paced individualized program for students in grade 10-12. They also operate the division-wide [Flexible Learning Program](#). Students in remote communities have an opportunity to complete their high school courses with in-person/virtual support from local teachers and CPS teachers.

Family Literacy Day - January 27, 2021

Family Literacy Day takes place every January 27, 2021. Family Literacy Day is to raise awareness on the importance of reading and engaging in other literacy-related activities as a family. The Superintendent of Schools, Associate Superintendents and Central Office staff will be participating this year by reading to students within the Division. This year's theme is Travel the World Together.

Telus World of Science Edmonton Partnership

NSD is continuing to work with the Telus World of Science Edmonton and have engaged in several science activities to and enhance our science programming. This developing partnership will soon be formalized.



Superintendent's Highlights

January 23, 2021

Telus World of Science Edmonton Hosting - Winter Science Week

SCIENCE OF WINTER WEEK WITH SCIENCE IN MOTION

JANUARY 18-22 OR 25-29, 2021

NLSD EXCLUSIVE

Join the *Science In Motion* team from TELUS World of Science—Edmonton for a **Week of Science Celebration!**

- Daily live virtual 30 minute demos
- Daily science challenges for K-12
- Winter themed frosty fun!
- Meet a Parks Canada Expert

Book your classroom or book your whole school for a week of winter science fun!

Choose from January 18-22 or January 25-29, 2021
[**Book Now!**](#)

January 18 - 22, 2021 was Winter Science Week at Telus World of Science Edmonton. The theme for the week was: All About Snow. Science in Motion was excited to have schools, teachers and students participate in Winter Science Week. The week consisted of daily morning 30-40 minute sessions/demonstrations by the Science in Motion team. They provided explanations of daily challenges that the students could participate in such as: making spruce gum tea, build a lean-to, growing an icicle to name a few. Parks Canada participated by having a guest speaker for the students.

Mistassiniy New School Update

Monthly ongoing meetings have been taking place with Northland, Alberta Infrastructure, Alberta Education and architects discussing various aspects of the build. Most recent drawings are attached as information.

Hapara Learning Program

Hapara is an online learning platform for teachers and students.

Hapara has agreed to two free offerings:

- In partnership with Buffalo Trail Public Schools and Horizon School Division:
 - Free pilot of Hapara, teachers can immediately access thousands of K12 Alberta core content
- In partnership with with the Edmonton Learning Regional Learning Consortium:
 - Free forever access access to the Student Dashboard for Google Classroom



Superintendent's Highlights

January 23, 2021

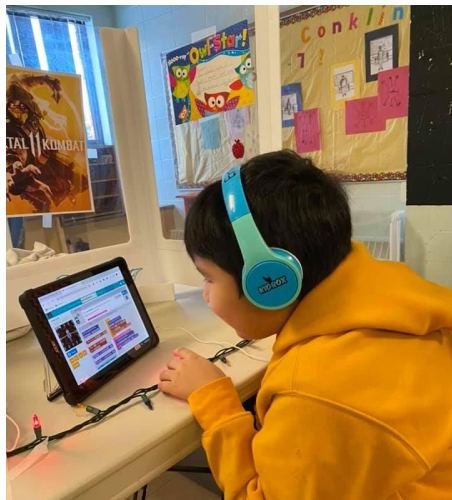
Pear Deck

In December 2020; Northland School Division purchased Pear Deck. Pear Deck is an interactive presentation tool used to actively engage students in individual and social learning. Teachers create presentations using their Google Drive account.



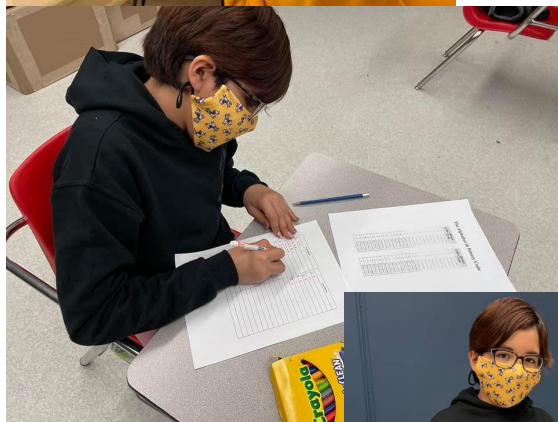
Pear Deck makes teacher slides interactive so every student can respond to questions or prompts right on their own screens. Pear Deck slides help engage every student in every seat and give formative assessments no matter what grade or subject that is taught. The program uses a WiFi connection to allow teachers to present and collect responses from students in real time.

Hour of Code Week



In recognition of Communication Science Education Week, a number of NSD schools participated in the #HourofCode. The Hour of Code started as a one-hour introduction to computer science, designed to demystify "code", to show that anybody can learn the basics, and to broaden participation in the field of computer science. It has since become a worldwide effort to celebrate computer science, starting with 1-hour coding activities but expanding to all sorts of community efforts.

Left Photo: Conklin Community School students participated in Hour of Code activities.



In the spirit of learning how to code, Fort McKay School students learned how to construct binary bracelets. The first step for students was to "code" their names, using the correct sequences, followed by colour coding their 1's and 0's and transferring that information onto their bracelets.





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NORTH

LEGEND

- NEW HEAVY DUTY ASPHALT
- NEW ASPHALT
- NEW CONCRETE PAVEMENT
- LS - NEW LIGHT STANDARD
- ELS - EXISTING LIGHT STANDARD
- EFH - EXISTING FIRE HYDRANT
- NEW TREE
- NEW SHRUB
- ORNAMENTAL FENCE
- CHAIN LINK FENCE

NO	DATE	ISSUED FOR	DESCRIPTION
1			

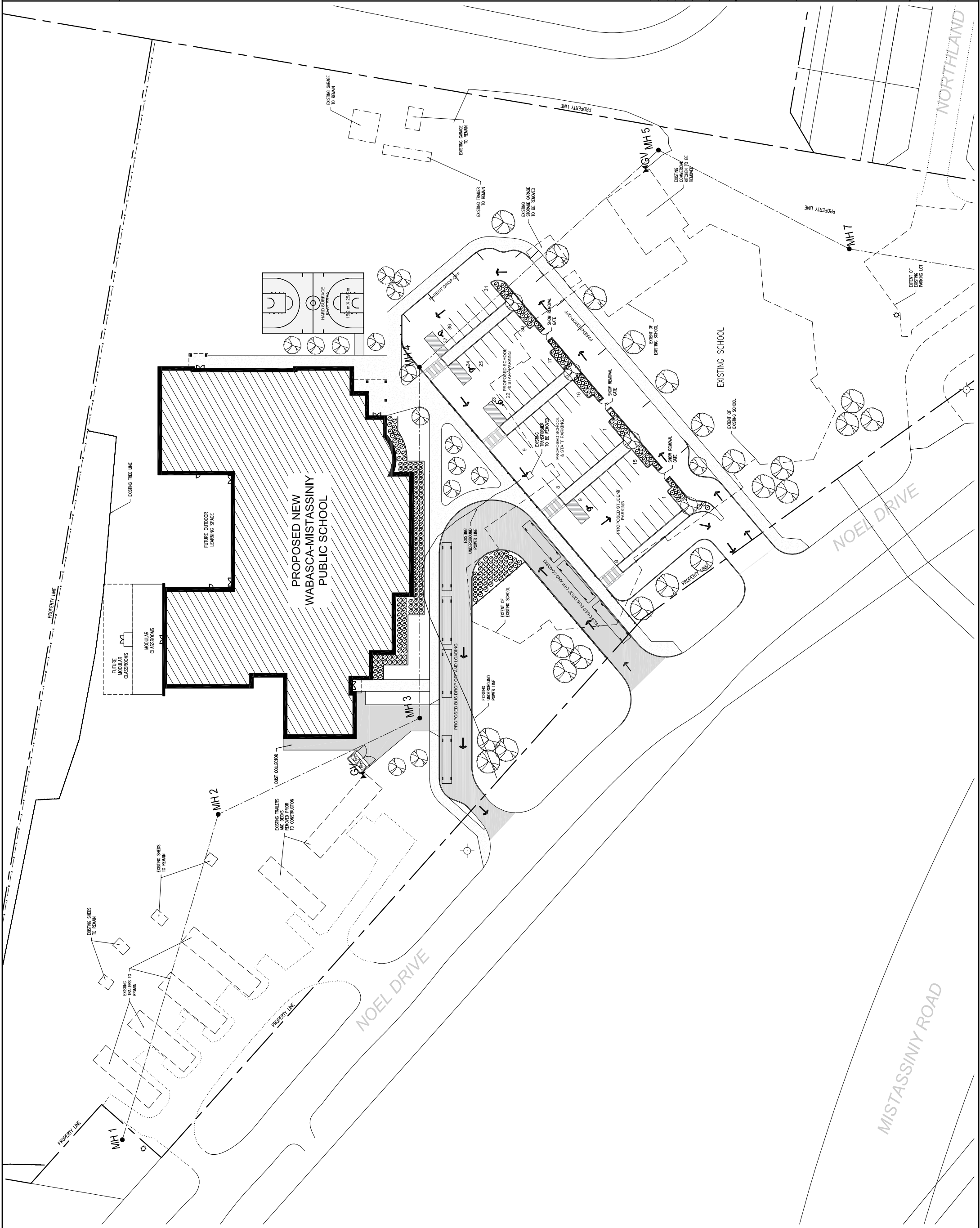
REVISIONS

SEAL / PERMIT

PROJECT
 MISTASSINIY SCHOOL
 REPLACEMENT

SHEET TITLE
 ENLARGED SITE PLAN

Drawn: BRZ
 Checked: SB
 Project No.: 220310
 Date: 12/21/2020
 Sheet No.: AC101
 Scale: NOT TO SCALE



NO.	DATE	DESCRIPTION

REVISIONS

REVISION

PROJECT
Wabasca-Mistassiniy School
Replacement

SHEET TITLE
EXTERIOR ELEVATIONS

Drawn Checked
 Author Checker
 Project No. Date 2021.01.11 12:08 AM
 220116
 Scale 1:100
 SHEET NO.

