



NORTHLAND SCHOOL DIVISION REGULAR BOARD MEETING NO. 21-09 AGENDA

Location: DoubleTree West Edmonton Hotel

Zoom Meeting

Meeting ID:

Passcode:

Phone: 1 (587) 328-1099

Date & Time: Friday, November 26, 2021 9:00 am – 4:30 pm

If you would like to join the public meeting, please contact Media Relations Manager, 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		-
3.	Approval of Agenda	All	Motion	-
4.	Remembering Staff: Darrell Desjarlais, School Bus Owner/Operator	All		-
5.	In-Camera	All	Motion in/out of in-camera	-

B. MINUTES

No.	Title	Responsible	Action	Page No.
1.	Organizational Meeting Minutes, October 29, 2021	All	Motion	05
2.	Board Meeting Minutes, October 29, 2021	All	Motion	11
3.	Special Meeting Minutes, November 17, 2021	All	Motion	17
4.	Business Arising from Previous Meetings - Board Action Items	Superintendent Dr. Spencer-Poitras	Information	20



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C. CONSENT AGENDA (Motion to approve)

No.	Title	Responsible	Action	Page No.
1.	Superintendent Report	Superintendent Dr. Spencer-Poitras	Information	23
2.	Board Chair Report	Chair Guild	Information	25
3.	Committee and/or Board Representative Reports	Trustees	Information	-
4.	Trustee Activity Reports/Association Reports	Trustees	Information	-

D. ACTION ITEMS

No.	Title	Responsible	Action	Page No.
1.	Monthly Financial Report	Secretary-Treasurer Aird	Information	26
2.	Student Engagement, Attendance & Completion Report	M. Owens, Director of Student Engagement, Attendance and Completion	Information	28
3.	Monthly Enrolment Report	M. Marran, Associate Superintendent of Human Resources	Information	33
4.	2020-2021 Annual Education Results Report (AERR)	Superintendent Dr. Spencer-Poitras	Motion	35
5.	Policy 1 - Foundational Statements	Trustee J. Lamouche	Motion	88
6.	Policy 15 - School Closure	Trustee J. Lamouche	Motion	93
7.	NSD Logo Update	Superintendent Dr. Spencer-Poitras	Motion	98
8.	Approval of 2021-2022 Fall Budget Update	Secretary-Treasurer Aird	Motion	99
9.	Capital Maintenance Renewal Report	Secretary-Treasurer Aird	Information	102
10.	School Viability Studies	Superintendent Dr. Spencer-Poitras	Information	103
11.	Approval of Audited Financial Statements 2020-2021 **2:00 PM time**	Secretary-Treasurer Aird	Motion	104
12.	Policy In-Service Session	Superintendent Dr. Spencer-Poitras	Motion	161

E. TECH TALK WITH DR. TIM STENSLAND - DEPUTY SUPERINTENDENT



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F. MONITORING REPORTS (Motion to Approve)

No.	Title	Responsible	Action	Page No.
1.	Awards/Celebrations (1:00 p.m.) <ul style="list-style-type: none">● Mark Owens, Director of Student Engagement, Attendance and Completion	Superintendent Dr. Spencer-Poitras	Information	-
2.	Board Chair Highlights	Chair Guild	Information	162
3.	Superintendent Highlights	Superintendent Dr. Spencer-Poitras	Information	164
4.	Associate Superintendent Report	Associate Superintendent S. Meunier	Information	173

G. PRELIMINARY DISCUSSION OF BOARD ITEMS

No.	Title	Responsible
1.	Organization of Board Meetings	Chair Guild
2.	Virtual High School	Chair Guild
3.	Online School Trustee Representative	Superintendent Dr. Spencer-Poitras
4.	PSBAA Spring General Assembly June 2-4, 2022 Cambridge Red Deer Hotel & Conference Centre	Superintendent Dr. Spencer-Poitras

H. ADJOURNMENT & CLOSING CULTURAL REFLECTION



NORTHLAND SCHOOL DIVISION
ADMINISTRATION RECOMMENDATION TO THE BOARD

TO: THE BOARD OF TRUSTEES **DATE:** NOVEMBER 26, 2021
SUBMITTED BY: Dr. Nancy Spencer-Poitras, Superintendent of Schools
SUBJECT: Organizational Meeting Minutes, October 29, 2021
REFERENCE(S):
ATTACHMENTS: October 29, 2021 Organizational Meeting Minutes

RECOMMENDATION:
THAT the Board of Trustees approve the October 29, 2021 Organizational Meeting Minutes as presented.

BACKGROUND:

RISK ANALYSIS:



**NORTHLAND SCHOOL DIVISION
ORGANIZATIONAL MEETING
MINUTES**

Location: DoubleTree West Edmonton
Zoom Meeting

Date: Friday, October 29, 2021 Time: 9:00 a.m.

Membership					
✓	Carmen Laboucane	Trustee Ward 1	✓	Dr. Nancy Spencer-Poitras	Superintendent of Schools
✓	Cathy Wanyandie	Trustee Ward 2	✓	Dr. Tim Stensland	Deputy Superintendent
✓	Bonnie Lamouche	Trustee Ward 3	✓	Douglas Aird	Secretary-Treasurer
✓	Jesse Lamouche	Trustee Ward 4	✓	Curtis Walty	Media Relations Manager
✓	Skye Durocher	Trustee Ward 5	✓	Murray Marran	Associate Superintendent of Human Resources
✓	Thomas Auger	Trustee Ward 6	X	Mark Owens	Director of Student Engagement, Attendance & Completion
✓	Robin Guild	Trustee Ward 7	✓	Cheryl Osmond	Executive Assistant
✓	Loretta Gladue	Trustee Ward 8			
✓	Julia Cardinal	Trustee Ward 9			
✓	Aimee McCamon	Trustee Ward 10			

A. CALL TO ORDER

1. Call to Order

Dr. Spencer-Poitras called the meeting to order at 9:15 a.m.

2. Opening Reflection

Trustee B. Lamouche provided the opening prayer, cultural reflection or reflection.

3. Oath of Office

Secretary-Treasurer Aird presided over the Oaths of Office for all Trustees.

4. Nomination Procedures

Secretary-Treasurer Aird presented the Nomination Procedures for the election of Chair and Vice-Chair. There were no questions regarding the procedures.

MOTION: Trustee Wanyandie moved that the Nomination Procedures for selection of a Board Chair and Board Vice-Chair be approved, as attached.

25335/21 CARRIED



**NORTHLAND SCHOOL DIVISION
ORGANIZATIONAL MEETING
MINUTES**

5. Declaration of Interest for Board Chair

Each Trustee was given one opportunity to declare his or her intent to seek the office of Board Chair.

Trustee Guild stated that he would allow his name to stand for the position of Board Chair. All other Board Members indicated that it was not their intent to seek the office of Board Chair at this time.

6. Declaration of Results /Announcement of Board Chair

Secretary-Treasurer Aird announced that Trustee Guild was the only trustee standing for the position of Board Chair.

MOTION: Trustee Wanyandie moved that Robin Guild be nominated as Board Chair.

25336/21 CARRIED

Secretary-Treasurer Aird declared Robin Guild, as the only nominee, acclaimed as Board Chair and administered the Oath of Office.

Chair Guild assumed the position of chair and gave an address to the Board and Administration.

7. Adoption of Agenda

Chair Guild called for additions and/or deletions to the agenda.

MOTION: Trustee B. Lamouche moved that the agenda be adopted, as presented.

25337/21 CARRIED

8. Declaration of Interest for Board Vice-Chair

Each Trustee was given one opportunity to declare his or her intent to seek the office of Board Vice-Chair. Trustee Wanayndie stated that she would allow her name to stand for the position of Board Vice-Chair. All other Board Members indicated that it was not their intent to seek the office of Board Vice-Chair at this time.

9. Declaration of Results /Announcement of Board Vice-Chair

MOTION: Trustee Cardinal moved that Trustee Wanyandie be nominated as Board Vice-Chair by acclamation.



**NORTHLAND SCHOOL DIVISION
ORGANIZATIONAL MEETING
MINUTES**

25338/21 CARRIED

Secretary-Treasurer Aird administered the Oath of Office to Vice Chair Wanyandie.

Break from 10:40 a.m. - 11:00 a.m.

10. 2021-2022 Board Meeting Schedule

The Board of Trustees reviewed and discussed the schedule of dates prepared by Administration for the 2021-2022 Board meetings.

MOTION: Trustee J. Lamouche moved that the Board of Trustees approve the 2021-2022 Board meeting schedule as presented.

25339/21 CARRIED

11. 2021-2022 Board Committee Schedule

Superintendent Dr. Spencer-Poitras reviewed the list of committees with the Trustees. Each Trustee had the opportunity to select a committee.

MOTION: Trustee J. Lamouche moved that the Board of Trustees approve the 2021-2022 Board Committee schedule as presented.

25340/21 CARRIED

12. 2021-2022 Board Representatives

Superintendent Dr. Spencer-Poitras reviewed the list of Board Representative Committees with the Trustees. Each Trustee had the opportunity to select a representative committee.

MOTION: Trustee J. Lamouche moved that the Board of Trustees approve the 2021-2022 Board Representative Committee schedule as presented.

25341/21 CARRIED

13. Trustee Disclosure Statement

Secretary-Treasurer Aird reviewed the Trustee Disclosure Statement and Certification as required by Section 86 of the Education Act and advised the Trustees that they are



**NORTHLAND SCHOOL DIVISION
ORGANIZATIONAL MEETING
MINUTES**

required to complete and submit their Trustee Disclosure Statement at their earliest convenience.

DRAFT



**NORTHLAND SCHOOL DIVISION
ORGANIZATIONAL MEETING
MINUTES**

14. Adjournment

MOTION: Trustee J. Lamouche moved that the Board of Trustees declare the meeting adjourned at 11:19 a.m.

25342/21 CARRIED

Robin Guild, Board Chair

Dr. Nancy Spencer-Poitras,
Superintendent of Schools

Douglas Aird, Secretary-Treasurer

DRAFT



NORTHLAND SCHOOL DIVISION
ADMINISTRATION RECOMMENDATION TO THE BOARD

TO: THE BOARD OF TRUSTEES **DATE:** NOVEMBER 26, 2021

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

SUBJECT: Board Meeting Minutes, October 29, 2021

REFERENCE(S):

ATTACHMENTS: October 29, 2021 Board Meeting Minutes

RECOMMENDATION:
THAT the Board of Trustees approve the October 29, 2021 Board Meeting Minutes as presented.

BACKGROUND:
RISK ANALYSIS:



NORTHLAND SCHOOL DIVISION

BOARD MEETING NO. 21-08 MINUTES

Location: DoubleTree West Edmonton/Zoom

Date: Friday, October 29, 2021 Time: 1:00 p.m.

Membership					
✓	Carmen Laboucane	Trustee Ward 1	✓	Dr. Nancy Spencer-Poitras	Superintendent of Schools
✓	Cathy Wanyandie	Board Vice-Chair Ward 2	✓	Dr. Tim Stensland	Deputy Superintendent
✓	Bonnie Lamouche	Trustee Ward 3	✓	Douglas Aird	Secretary-Treasurer
✓	Jesse Lamouche	Trustee Ward 4	✓	Curtis Walty	Media Relations Manager
✓	Skye Durocher	Trustee Ward 5	✓	Murray Marran	Associate Superintendent of Human Resources
✓	Thomas Auger	Trustee Ward 6	✓	Mark Owens	Director of Student Engagement, Attendance & Completion
✓	Robin Guild	Board Chair Ward 7	✓	Cheryl Osmond	Executive Assistant
✓	Loretta Gladue	Trustee Ward 8			
✓	Julia Cardinal	Trustee Ward 9			
✓	Aimee McCamon	Trustee Ward 10			

A. CALL TO ORDER

1. Call to Order

Chair Guild called the meeting to order at 12:57 p.m. with a traditional land acknowledgment.

2. Opening Reflection

Trustee B. Lamouche provided the opening prayer, cultural reflection or reflection.

3. Adopt Agenda

MOTION: Trustee McCamon moved that the Board of Trustees acknowledge that Trustees have reviewed and approved the agenda.

25343/21 CARRIED

B. MINUTES

1. Board Meeting Minutes - September 17, 2021

Motion: Trustee J. Lamouche moved that the Board of Trustees approve the September 17, 2021 Corporate Board Meeting minutes as presented.

25344/21 CARRIED



NORTHLAND SCHOOL DIVISION

BOARD MEETING NO. 21-08 MINUTES

2. Board Action Items

Motion: Trustee Wanyandie moved that the Board of Trustees receive as information the Board Action items, as attached.

25345/21 CARRIED

C. CONSENT AGENDA

1. Adopt Consent Agenda

MOTION: Trustee Laboucane moved that the Board of Trustees approve the Consent Agenda which approves the following items:

- C1. Superintendent Report
- C2. Previous Board Chair Report
- C3. Committee and/or Board Representative Reports
- C4. Trustee Activity Reports/Association Reports

25346/21 CARRIED

D. ACTION ITEMS

1. Monthly Financial Report

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

25347/21 CARRIED

2. Student Engagement, Attendance & Completion Report

MOTION: Trustee Auger moved that the Board of Trustees accept as information the Student Engagement, Attendance & Completion Report, as attached.

25348/21 CARRIED



NORTHLAND SCHOOL DIVISION

BOARD MEETING NO. 21-08 MINUTES

3. Student Enrolment Report

MOTION: Trustee McCamon moved that the Board of Trustees receive as information, the October 1, 2021 Student Enrolment Report, as attached.

25349/21 CARRIED

4. 2022 Budget Update

MOTION: Trustee Gladue moved that the Board of Trustees receive as information, the 2022 budget update, as attached.

25350/21 CARRIED

Recess: 2:34 p.m. - 2:50 p.m.

5. ASBA Fall General Meeting

MOTION: Trustee Gladue moved that the Board of Trustees receive as information, the Alberta School Board Association (ASBA) Bylaw Bulletin, as attached.

25351/21 CARRIED

6. PSBAA Fall General Meeting

MOTION: Trustee J. Lamouche moved that the Board of Trustees receive as information, the Public School Boards' Association of Alberta (PSBAA) bylaws that have been approved, amended and the proposed bylaws v.10, as attached.

25352/21 CARRIED

E. TECH TALK

F. MONITORING REPORTS

MOTION: Trustee Cardinal moved that the Board of Trustees approve as information, the Monitoring Reports, as presented and attached.

- F1. Awards/Celebrations
- F2. Previous Board Chair Highlights
- F3. Superintendent Highlights
- F4. Associate Superintendent Report



NORTHLAND SCHOOL DIVISION

BOARD MEETING NO. 21-08 MINUTES

- F5. FNMI Department Update
- F6. IT Department Report
- F7. Facilities Department Report

25353/21 CARRIED

AWARDS/PRESENTATIONS

The Northland Online School presented to the Board of Trustees on what a typical day looks like for students, the learning resources they use and how they incorporate local language and culture into a virtual classroom. The Board of Trustees also heard from Cecil and Joanne Desjarlais (Grandparents) who spoke about the positive learning experience for their grandchildren and thanked the Division for creating flexible learning opportunities for families.

G. PRELIMINARY DISCUSSION OF BOARD ITEMS

The Board of Trustees discussed the ASBA and PSBAA meetings that are scheduled for November 15 - 19, 2021 in Edmonton and who would be interested in attending on behalf of the Division.

H. ADJOURNMENT & CLOSING PRAYER/CULTURAL REFLECTION

1. Adjournment

MOTION: Trustee Auger moved that the Board of Trustees declare the meeting adjourned at 3:59 p.m.

25354/21 CARRIED

2. Closing Prayer, Cultural Reflection or Reflection

Superintendent Dr. Spencer-Poitras provided the closing prayer, cultural reflection or reflection.



NORTHLAND SCHOOL DIVISION

BOARD MEETING NO. 21-08

MINUTES

Robin Guild, Board Chair

Dr. Nancy Spencer-Poitras,
Superintendent of Schools

Douglas Aird, Secretary-Treasurer

DRAFT



NORTHLAND SCHOOL DIVISION
ADMINISTRATION RECOMMENDATION TO THE BOARD

TO: THE BOARD OF TRUSTEES **DATE:** NOVEMBER 26, 2021
SUBMITTED BY: Dr. Nancy Spencer-Poitras, Superintendent of Schools
SUBJECT: Special Board Meeting Minutes, November 17, 2021
REFERENCE(S):
ATTACHMENTS: November 17, 2021 Special Board Meeting Minutes

RECOMMENDATION:
THAT the Board of Trustees approve the November 17, 2021 Special Board Meeting Minutes as presented.

BACKGROUND:

RISK ANALYSIS:



NORTHLAND SCHOOL DIVISION

SPECIAL MEETING MINUTES

Location: Zoom

Date: Wednesday, November 17, 2021 Time: 5:00 p.m.

Membership					
✓	Carmen Laboucane	Trustee Ward 1	✓	Dr. Nancy Spencer-Poitras	Superintendent of Schools
✓	Cathy Wanyandie	Board Vice-Chair Ward 2	✓	Douglas Aird	Secretary-Treasurer
✓	Bonnie Lamouche	Trustee Ward 3	✓	Teresa Haykowsky	Legal Counsel
✓	Jesse Lamouche	Trustee Ward 4	✓	Cheryl Osmond	Executive Assistant
x	Skye Durocher	Trustee Ward 5			
x	Thomas Auger	Trustee Ward 6			
✓	Robin Guild	Board Chair Ward 7			
✓	Loretta Gladue	Trustee Ward 8			
x	Julia Cardinal	Trustee Ward 9			
✓	Aimee McCamon	Trustee Ward 10			

A. CALL TO ORDER

1. Call to Order

Chair Guild called the meeting to order at 5:05 p.m..

2. Adopt Agenda

MOTION: Trustee B. Lamouche moved that the Board of Trustees acknowledge that Trustees have reviewed and approved the agenda.

25355/21 CARRIED

3. In Camera Session

MOTION: Trustee Gladue moved that the meeting go in-camera at 5:07 p.m.

25356/21 CARRIED

4. Regular Session

MOTION: Trustee Wanyandie moved that the meeting revert back to regular session at 5:50 p.m.

25357/21 CARRIED



NORTHLAND SCHOOL DIVISION

**SPECIAL MEETING
MINUTES**

5. Proceed with Legal Procedures

MOTION: Trustee Wanyandie moved that the Board of Trustees authorize legal counsel to review the Ward 6, October 18, 2021 Board Election in the context of the current Northland School Division Act and instruct legal counsel to seek a ruling from the Court of Queen's Bench as per the Local Authorities Election Act.

25358/21 CARRIED

6. Adjournment

MOTION: Trustee McCamon moved that the Board of Trustees declare the meeting adjourned at 5:53 p.m.

25359/21 CARRIED

DRAFT

Robin Guild, Board Chair

Dr. Nancy Spencer-Poitras,
Superintendent of Schools

Douglas Aird, Secretary-Treasurer



NORTHLAND SCHOOL DIVISION
ADMINISTRATION RECOMMENDATION TO THE BOARD

TO: THE BOARD OF TRUSTEES **DATE:** NOVEMBER 26, 2021
SUBMITTED BY: Dr. Nancy Spencer-Poitras, Superintendent of Schools
SUBJECT: Board Action Items
REFERENCE(S):
ATTACHMENTS: Board Action Items

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

BACKGROUND:
RISK ANALYSIS:

Meeting	Date of Meeting	Assigned To	Agenda Item	Task	Due Date	Status	Action
Board	1/23/2021	Administration	Hillview School	Administration and Trustees to reach out to the Leadership, parents and staff to find out why students are attending school in High Prairie instead of Hillview; remind them of the potential risk of losing the school.	5/1/2021	In Progress	



Superintendent's Report

NOVEMBER 26, 2021

McLennan Ross LLP	October 26, 2021
Met with legal counsel to discuss legal issues.	
Meeting with Consultant	October 26, 2021
Met with Dr. Lorne Parker to discuss Mistassiniy School.	
Partnership Meeting	October 28, 2021
Met with Fred Hines regarding a future partnership with a sporting group.	
Organizational Meeting/Corporate Board Meeting	October 29, 2021
Attended the Organizational meeting and the monthly NSD Board meeting.	
McLennan Ross LLP	November 2, 2021
Met with legal counsel to discuss legal issues.	
ASBA Zone 1 Meeting	November 3, 2021
Attended the ASBA Zone 1 Annual General meeting via Zoom.	
McLennan Ross LLP	November 3, 2021
Met with legal counsel to discuss legal issues.	
Alberta Education/NSD Quarterly Meeting	November 5, 2021
Met with Alberta Education and provided an update on the student attendance, NSD accomplishments and key areas that the Division is focusing on.	
Alberta Education Meeting	November 5, 2021
Met with the Assistant Deputy Minister, Program and System Support.	
Breakfast Club of Canada Meeting	November 5, 2021
Met with representatives from the Breakfast Club of Canada along with S. Meunier, Associate Superintendent discussing the group agreements, funding and potential school breakfast opportunities.	
McLennan Ross LLP	November 6, 2021
Met with legal counsel to discuss legal issues.	

Peace River	November 8-10, 2021
Worked out of the Central Office in Peace River for the week; Opening remarks for two Remembrance Day ceremonies; Held staff meeting	
McLennan Ross LLP Met with legal counsel to discuss legal issues.	November 8, 2021
Policy Committee Meeting	November 8, 2021
Attended the monthly Policy Committee meeting where Policies 1 & 15 were reviewed.	
ASBA Trustee Orientation	November 9, 2021
Attended the ASBA Trustee Orientation.	
Alberta Education Meeting	November 10, 2021
Met with the Assistant Deputy Minister, Program and System Support to discuss education.	
St. Theresa School Remembrance Day Celebration	November 10, 2021
Conducted the opening remarks and participated in the St. Theresa School Remembrance Day Celebration via Zoom.	
McLennan Ross LLP	November 10, 2021
Met with legal counsel to discuss legal issues.	
ASBA Fall General Meeting	November 14-16, 2021
Attended the ASBA Annual Fall General meeting at the Delta Edmonton South Hotel in Edmonton with the Board Chair and Trustees.	
Special Board Meeting	November 15, 2021
Attended the Special Board Meeting via Zoom.	
PSBAA Fall General Meeting	November 17-19, 2021
Attended the PSBAA Fall General Meeting at the DoubleTree with Board Chair and Trustees	



NORTHLAND SCHOOL DIVISION
BOARD CHAIR REPORT TO THE BOARD

TO: THE BOARD OF TRUSTEES **DATE:** NOVEMBER 26, 2021
SUBMITTED BY: Robin Guild, Board Chair, Ward 7
SUBJECT: November 2021

October 29, 2021	Corporate Board Meeting in Edmonton
November 2, 2021	Agenda Review via Zoom
November 3, 2021	School Council Meeting
November 5, 2021	St. Theresa School Assembly
November 8, 2021	ASBA Voting Delegate Training via Zoom
November 9, 2021	ASBA Trustee Orientation via Zoom
November 10, 2021	St. Theresa School Remembrance Day Ceremony via Zoom
November 14 - 16, 2021	ASBA Fall General Meeting in Edmonton (Delta Edmonton South Hotel)
November 17, 2021	Special Board Meeting via Zoom
November 17 - 19, 2021	PSBAA Fall General Meeting in Edmonton (DoubleTree by Hilton West Edmonton)



NORTHLAND SCHOOL DIVISION
ADMINISTRATION RECOMMENDATION TO THE BOARD

TO: THE BOARD OF TRUSTEES **DATE:** NOVEMBER 26, 2021
SUBMITTED BY: Douglas Aird, Secretary-Treasurer
SUBJECT: Monthly Financial Report - October 31, 2021
REFERENCE(S):
ATTACHMENTS: October 31, 2021 Monthly Financial Report

RECOMMENDATION:
THAT the Board of Trustees approve as information the Monthly Financial Report as of October 31, 2021, as attached.

BACKGROUND:

RISK ANALYSIS:



NORTHLAND SCHOOL DIVISION
Budget to Actual Variance (PRELIMINARY)
as of October 31, 2021

REVENUE	2021-2022					
		<u>Budget</u>	<u>YTD Budget</u>	<u>YTD</u>	<u>Variance</u>	<u>%</u>
Alberta Education	\$	46,624,171	\$ 7,770,695	\$ 7,388,151	\$ (382,544)	(5)
Federal Government & First Nations		12,305,474	2,050,912	2,050,912	(0)	(0)
Other Revenue		1,643,749	273,958	190,273	(83,685)	(31)
	\$	<u>60,573,394</u>	\$ <u>10,095,566</u>	\$ <u>9,629,337</u>	\$ <u>(466,229)</u>	<u>(5)</u>
EXPENSES						
Schools (inc. school cert. staff)	\$	23,330,404	\$ 3,888,401	\$ 4,150,836	\$ (262,436)	(7)
Instructional Support		\$6,908,865	1,151,477	907,476	244,002	21
Instructional Supply		\$7,007,603	1,167,934	151,463	1,016,471	87
External Services		4,521,544	753,591	\$715,718	37,873	5
Board and System Administration		3,121,317	520,219	496,690	23,530	5
Operations and Maintenance		10,488,009	1,748,002	1,748,002	(0)	(0)
Transportation		4,611,762	768,627	495,502	273,125	36
	\$	<u>59,989,503</u>	\$ <u>9,998,251</u>	\$ <u>8,665,687</u>	\$ <u>1,332,564</u>	<u>13</u>
NET SURPLUS (DEFICIT)	\$	<u>583,891</u>	\$ <u>97,315</u>	\$ <u>963,650</u>	\$ <u>866,335</u>	
Salaries and Benefits Detail						
Certificated salaries and benefits	\$	20,084,227	\$ 3,347,371	\$ 3,209,188	\$ 138,183	4
Uncertificated salaries and benefits		15,081,400	2,513,567	2,784,912	(271,345)	(11)
	\$	<u>35,165,626</u>	\$ <u>5,860,938</u>	\$ <u>5,994,100</u>	\$ <u>(133,162)</u>	<u>(2)</u>

VARIANCE ANALYSIS

Overall - The year has started and despite the pandemic, we remain on track for a positive result.

Both revenues and expenses are on track per the May Budget 2022.

There are a number of accruals and final adjustments to come, based on the audit and budget update.

The calculation to update and adjust our estimated Federal/First Nation billings is the largest of these.

We have received 16% of our planned revenues and spent 15% of our planned expenses.

Revenue

Revenue is on track with the budget (-5%) with adjustments pending.

Provincial funding and COVID funding has been received in line with the initial budget.

Federal/First Nations tuition rates and counts are being finalized through the audit.

Other revenues including SGF and donations have diminished from the pandemic in line with expenses (-31%)

Expenses

The 13% favorable variance is prior to adjustments.

Schools are slightly overbudget (7%) due primarily to full staffing and the pandemic, with a deeper analysis underway.

Certificated salaries are 4% under budget (\$.1M)

Uncertificated salaries are slightly overbudget (11%), due to Jordan's resources added since May, more analysis to come.

Pandemic-related slowdowns have reduced costs for Instructional Support, Supply and Transportation (\$1.5M)



NORTHLAND SCHOOL DIVISION
ADMINISTRATION RECOMMENDATION TO THE BOARD

TO: THE BOARD OF TRUSTEES **DATE:** NOVEMBER 26, 2021
SUBMITTED BY: Dr. Nancy Spencer-Poitras, Superintendent of Schools
ORIGINATOR: Mark Owens, Director of Student Engagement, Attendance, and Completion
SUBJECT: Student Engagement, Attendance, and Completion Report - October 2021
REFERENCE(S):

ATTACHMENTS: Student Engagement, Attendance, and Completion Report - October 2021

RECOMMENDATION:
THAT the Board of Trustees receive as information the Student Engagement, Attendance, and Completion Report as of October 31, 2021, as attached.

BACKGROUND:
RISK ANALYSIS:



The Northland School Division

Director of Student Engagement, Attendance and Completion Board Attendance Report October 2021

Monthly Attendance Rates from previous year to current year (2020-2021 to 2021-2022)

Strategy 1.1: Standardize attendance tracking processes

Month	2020-2021	2021-2022	Difference
September	76%	66%	-10%
October	73%	66%	-7%
November	76%		
December	73%		
January	68%		
February	59%		
March	60%		
April	56%		
May	58%		
June	48%		

October Highlights

- ❖ 6 Schools with 75%+ attendance rates for the month of October.
- ❖ Hillview School and Pelican Mountain with 0 students below 50% attendance.
- ❖ Increase of over 100% at Chipewyan Lake from 31% in September to 64% in October.
- ❖ Attendance data from Career Pathways and Northland Online School.
- ❖ Positive Feedback from Alberta Education Oversight Committee on the work our division has done surrounding attendance.

Celebrating the success with excellent school attendance rates for October!!!

Strategy 2.3: Create and atmosphere of respect and appreciation for individuals

School	Principal	October 2021
Pelican Mountain School	Don Tessier (Acting for October)	89%
Hillview School	Rosalind Best	81%
Conklin School	Chris Turpin	79%
Career Pathways	Angela James	78%
Fort McKay	Michelle Wile	77%
Anzac	Amy Savill	75%

October 2020 to October 2021 attendance rates by individual school

School	Oct 2020 (In-School)	Oct 2020 (At-Home)	October 2021
ADCS	61%	60%	66%
Anzac	77%	n/a	75%
Bill Woodward	83%	91%	70%
Bishop Routhier	92%	93%	72%
Calling Lake	78%	88%	61%
Career Pathways	N/A	N/A	78%
Chipewyan Lake	76%	n/a	64%
Conklin	44%	64%	79%
Elizabeth	78%	97%	72%
Father R Perin	51%	41%	43%
Fort McKay	81%	86%	77%
Gift Lake	52%	56%	60%
Grouard Northland	73%	84%	63%
Hillview	83%	100%	81%
JF Dion	76%	88%	75%
Mistassiniy	60%	35%	56%
Northland Online	N/A	N/A	58%
Paddle Prairie	76%	85%	58%
Pelican Mountain	73%	100%	89%
St. Theresa	74%	73%	73%
Susa Creek	84%	100%	72%

Highlighted in green shows improvement for in school attendance rates from last year

Individual School Attendance rates by percentile for September 2021

School	95-100	90-94	80-89	70-79	60-69	50-59	Below 50
ADCS	13%	6%	20%	18%	9%	11%	24%
Anzac	20%	14%	14%	26%	7%	8%	11%
Bill Woodward	18%	15%	14%	18%	9%	5%	22%
Bishop Routhier	13%	19%	21%	19%	6%	6%	17%
Calling Lake	12%	4%	4%	17%	17%	18%	28%
Career Pathways	52%	7%	11%	1%	2%	5%	22%
Chipewyan Lake	0%	29%	10%	0%	5%	10%	48%
Conklin	58%	0%	0%	5%	16%	5%	16%
Elizabeth	8%	14%	27%	16%	12%	7%	16%
Father R Perin	2%	4%	4%	10%	7%	11%	62%
Fort McKay	16%	20%	20%	20%	8%	6%	10%
Gift Lake	15%	12%	12%	5%	9%	15%	32%
Grouard Northland	10%	0%	28%	5%	15%	20%	23%
Hillview	13%	13%	29%	29%	13%	4%	0%
JF Dion	15%	26%	10%	13%	13%	3%	21%
Mistassiniy	11%	8%	15%	12%	3%	11%	41%
Northland Online	6%	14%	8%	12%	20%	6%	34%
Paddle Prairie	10%	10%	11%	11%	7%	11%	38%
Pelican Mountain	25%	31%	38%	0%	6%	0%	0%
St. Theresa	21%	16%	22%	10%	2%	8%	21%
Susa Creek	15%	26%	22%	7%	7%	0%	22%

Attendance by grade division (K-3, 4-6, 7-9 and High School) for September 2021

ECS	Grades 1-3	Grades 4-6	Grades 7-9	Grades 10-12
63.83	69.15	70.98	60.34	60.34

Monthly Attendance Winners (Drawn from all students attending 90% or higher during the month of September 2021)

Strategy 2.3: Create an atmosphere of respect and appreciation for individuals

Division	Student Name	School Attending	% Attendance Achieved
ECS to Gr. 3	Eli Stewart	St Theresa	97%
Grade 4-6	Matayah Grandjambe	Fort McKay	100%
Grade 7-9	Kallie Woodcock	Mistassiniy	100%
Grade 10-12	Erin Young	Career Pathways	100%



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

TO: THE BOARD OF TRUSTEES **Date:** NOVEMBER 26, 2021
SUBMITTED BY: Dr. Nancy Spencer-Poirtras, Superintendent of Schools
SUBJECT: November Enrolment Report
ORIGINATOR: Murray Marran, Associate Superintendent of Human Resources
**REFERENCE(S) &
ATTACHMENTS:**

RECOMMENDATION:

THAT the Board of Trustees receive as information, the November 1, 2021 Student Enrolment Report, as attached.

BACKGROUND:

Administration will provide a monthly update of student enrollment .

RISK ANALYSIS:

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



Northland School Division - Monthly Enrolment Update for 2021-2022

Schools	May 31st 2021	Sept 30th 2021	Oct 2021	Nov 2021	Dec 2021	Jan 2022	Feb 2022	Mar 2022	Apr 2022	May 2022
Athabasca Delta Community School	149	142	148							
Anzac Community School	91	92	91							
Bill Woodward School	100	102	101							
Bishop Routhier School	60	52	52							
Calling Lake School	114	115	117							
Career Pathways School	100	96	89							
Chipewyan Lakes School	22	21	22							
Conklin School	20	19	19							
Elizabeth School	111	86	87							
Father R. Perin School	78	80	82							
Fort McKay School	57	54	50							
Gift Lake School	125	110	113							
Grouard Northland School	60	31	39							
Hillview School School	33	23	22							
J.F. Dion School	69	61	62							
Mistassiniy School School	250	285	300							
Paddle Prairie School	113	106	110							
Pelican Mountain School	30	13	16							
St. Theresa School	297	259	264							
Susa Creek School	31	25	25							
Northland Online School	n/a	47	51							
TOTAL	1,910	1, 819	1860							

**Summary - We have enrolled 97% of the students from year-end May 2021
Down 50 students in total.**



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

TO: THE BOARD OF TRUSTEES **Date:** NOVEMBER 26, 2021
SUBMITTED BY: Dr. Nancy Spencer-Poitras, Superintendent of Schools
SUBJECT: Annual Education Results Report 2020-2021
ORIGINATOR:
REFERENCE(S) & ATTACHMENTS: Policy 2, Role of the Board
2020-2021 Annual Education Results Report

RECOMMENDATION:
THAT the Board of Trustees approve the 2020-2021 Annual Education Results Report.

BACKGROUND:
Policy 2, Role of the Board, Section 1, Accountability for Student Learning and Wellness, establishes that the Board of Trustees will annually approve the Annual Education Results Report for submission to Alberta Education and for public distribution.

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

Following approval, the Annual Education Results Report will be submitted to Alberta Education and posted on the Northland School Division website.

RISK ANALYSIS:

Northland School Division

2020-2021 Annual Education Results Report



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Message from the Board Chair



Tansi, Edlánat'e, Hello students, parents/guardians, community members and education partners. It is our pleasure to present the 2020-2021 Annual Education Results Report (AERR) for Northland School Division (NSD). The AERR highlights significant accomplishments made during the 2020-2021 school year. In 2020-2021, the Board of Trustees updated the key priorities for Northland School Division. The priorities include:

- 1. Excellence in Learning:** Students achieve or exceed the standards set by Alberta Education in literacy and numeracy.
- 2. Excellence in Leadership:** Through excellent leadership practices, everyone feels welcome and valued.
- 3. Excellence in Relationships:** Develop and actively promote healthy relationships with students, parents/guardians, staff, community, and educational partners.

These priorities set direction for Administration when developing outcomes, strategies and measures in collaboration with parents/guardians and community members to support student learning. We encourage you to review this plan and would appreciate hearing from you. During the 2021-2022 school year, NSD will continue and increase engagement with the communities we serve using video-conference, face to face when it's safe to do so and utilizing a new community engagement tool called Bang the Table. NSD and your local school will provide communication once engagement session dates have been set.

Thank you for choosing and supporting Northland School Division.

Sincerely,

A handwritten signature in black ink, appearing to read 'Robin Guild'. The signature is fluid and cursive, written over a light gray circular stamp.

Robin Guild
Board Chair
Northland School Division

Message from the Superintendent of Schools



Tansi, Edlánat'e, Hello students, parents/guardians, community members and education partners. We are excited to share and celebrate many accomplishments reflected in the 2020-2021 AERR. I wanted to first begin by thanking parents and guardians for everything you do to support your child's learning. I realize the past few years have been challenging due to wildfires and COVID-19. What I have learned during my tenure as Superintendent of Schools is how resilient students, parents, guardians, community members and staff are in the communities we serve. The resiliency families demonstrate motivates staff even more to help every student achieve academic success and give them the support they need

when choosing a career path.

As you read this report, you are going to see significant improvement with respect to high school completion, increased satisfaction from students and parents/guardians about the education quality and positive feedback about student engagement from parents/guardians and teachers. In addition, you are going to learn about strategies that have supported this improvement. Congratulations students on accomplishments achieved in 2020-2021. Let's strive for even more success in 2021-2022! Schools, parents, and communities working together will ensure that our students are successful in their pursuits in education and in their future endeavours.

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

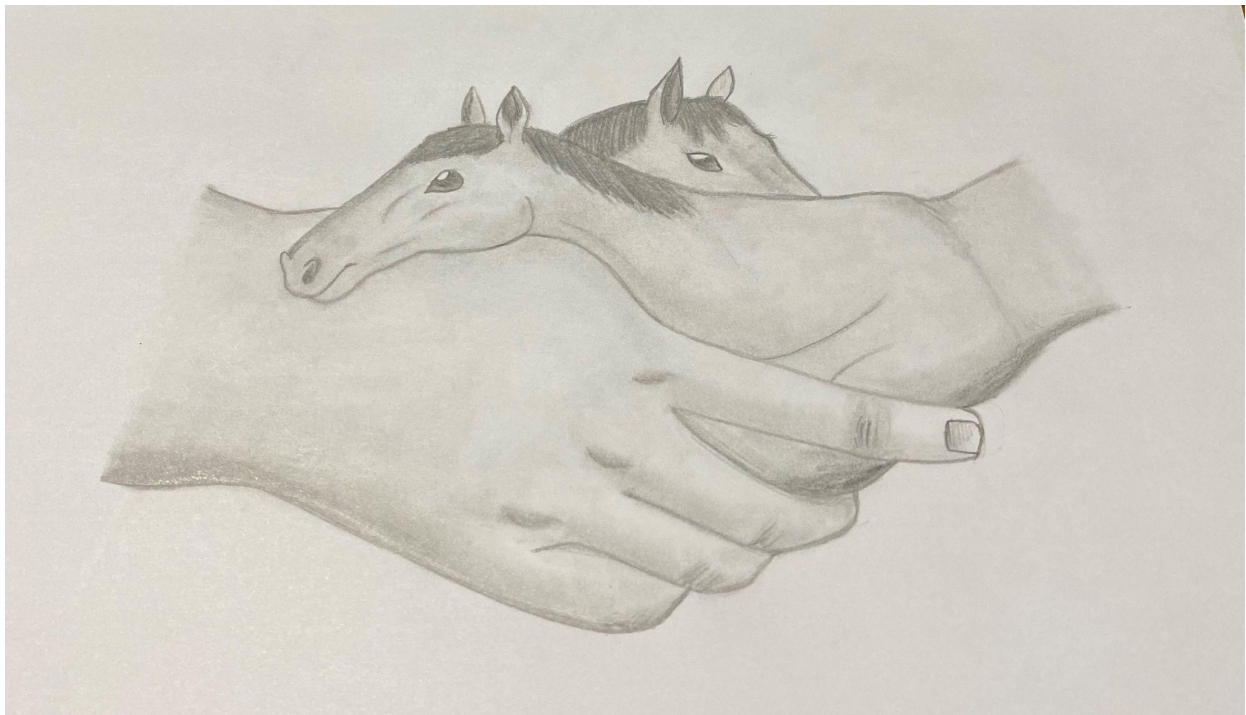
Sincerely,

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

Dr. Nancy Spencer-Poitras
Superintendent of Schools.

Accountability Statement

The Annual Education Results Report for Northland School Division for the 2020-2021 school year was prepared under the direction of the Board in accordance with the responsibilities under the *Education Act* and the *Fiscal Planning and Transparency Act*. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society. This Annual Education Results Report for 2020/2021 was approved by the Board on November 26, 2021.



Shakira Oar, Grade 12, Career Pathways School

About Northland School Division



Northland School Division is unique among school divisions in the province and is situated in postcard Canada! Covering 288,387 square kilometres (44% of Alberta), our schools are found near mountains, lakes, rivers, forests and wetlands. If a virtual education experience is preferred, we have you covered with Northland Online School!

At NSD, over 90% of the student population is of First Nations and Métis descent. We serve 1860 students in 21 schools. The students we serve are able to choose an in-person or an online educational learning experience that reflects their local community context. This means they will have opportunities to learn on the land and learn Indigenous languages such as Cree and Dene. In addition, the learning experience for NSD students is a welcoming, caring, respectful, safe and inclusive learning environment.

We do this by investing in quality and community-informed teaching, leadership and student supports with one goal in mind - that every student is able to demonstrate growth and they love to come to school in Northland.



You can take a seat and enjoy the view of Calling Lake! Not a bad view for students and staff of Calling Lake School!



Nice view and place to go for a hike! This photo was taken near Susa Creek School.

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

Vision: "Our students love to come to school in Northland"

By the numbers



1819 students



421 staff



21 schools

Other Key Facts

- Cover 288,347 square kilometres.
- Over 90% of students are First Nations and Métis.
- A new Northland School Division Act proclaimed law.

Where schools are located



Summary of Accomplishments

NSD and TELUS World of Science - Edmonton formally sign a Memorandum of Understanding to support success for students and staff



Northland School Division formally celebrated a new partnership with TELUS World of Science - Edmonton on National Indigenous Peoples Day, June 21, 2021. The Board of Trustees and Superintendent of Schools Dr. Nancy Spencer-Poitras, Superintendent of Schools, officially signed a Memorandum of Understanding with TELUS World of Science - Edmonton
<https://tinyurl.com/6ks4n9u3>.

NSD students participated in a Science Week events sponsored by TELUS World of Science - Edmonton



The TELUS World of Science - Edmonton and the Science in Motion (SIM) team hosted a Winter and Spring Science Week for NSD students. During Winter Science Week, NSD students participated in 30-40-minute sessions/demonstrations by the SIM staff. The team provided explanations of daily learning challenges for the students. The challenges included building a lean-to, constructing cardboard snowshoes, learning how to make a snow volcano and spruce gum tea, just to name a few. Parks Canada also participated by having a guest speaker for the students, explaining winter survival. Winter survival topics included building a shelter and a fire, finding water and food, and ice safety. As you can see in the photo, Akili Merrier, St. Theresa

School, enjoyed building cardboard snowshoes!



For Spring Science Week, the event included daily virtual 30 minute sessions and daily science challenges for K-9. As you can see in the photo, Miles Desjarlais, Elizabeth School visually explained what he saw during the nature scavenger hunt.

New agreement allows NSD students to take university courses in high school!



Northland students will be able to flash university identification cards while attending high school! NSD and MacEwan University signed a five-year agreement that will give students access to the dual credit course, INDG 100: Introduction to Indigenous Studies. Click on the website link to learn more about agreement

<https://tinyurl.com/rtfhwdx>.

NSD develops plan to enhance First Nations, Métis language, culture and land-based learning infusion into the curriculum



One of the primary goals for NSD is to infuse the Cree and Dene languages into all subject areas. In June 2021, Director of First Nations, Métis and Inuit Education Debbie Mineault announced a plan that will see NSD Cree/Dene instructors implement specific learning practices that encourage conversational Cree/Dene language development among

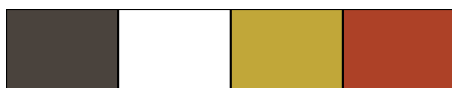
students. While completing this work, Cree/Dene language instructors have been supported with knowledge from Elders, Knowledge Keepers, language experts and local resources.

In June 2021, a Denesuᓵiné camp was co-facilitated to bring together NSD educators, Elders, Knowledge Keepers and parents on the land. The meeting with the intention to co-create pedagogy and resources was perceived as positive and engaging. An excellent way to rebuild community relationships and learning by bringing voices, spirituality, drummers, singers and a feast to reconnect culture, language and land based learning. The meeting discussion included the need to integrate oral and literacy practices to teach children. Participants believed that the historical and social learning must be shared by the experts in the community which only comes from Elders and Knowledge keepers who know their culture, language identity and cultural/land protocols. Reclaiming and reviving the language can also include standard roman orthography and syllabics as an effective strategies to be able to read and write in denesuᓵiné.

Cree educators continue to support and strengthen the Cree Language and Culture, connecting with the Kindergarten to Grade 12 Curriculum Program of Studies. As well, in dealing with intergenerational loss as a result of the residential school impact, educators worked on increasing voices of their Cree communities. With the disconnect of culture, educators have identified a need to reclaim and revive Cree identity and language with more pedagogical knowledge of those who know and understand the old ways of knowing and doing. Local Elders and knowledge keepers must be an integral part of the weaving process for restoring culture, language and land based learning.

Cree educators were empowered with the ability to use technology to create instruction for their students, collaborate with one another, receive professional development and mentor each other on Cree ways of knowing, doing and best practices. For example, an NSD educator recorded/edited a video with screencastify to help students follow instructions in Cree. **Click on the website link to view the video** <https://tinyurl.com/5bups63w>. By working alongside two community Elders and a local linguist for the standard roman orthography and syllabics they connected foundational knowledge of protocols, language and traditional ways of life into a seasonal land based learning unit for all subject areas.

NSD launching an online school for the 2021-2022 school year



Northland Online School



A new learning environment is going to give Northland School Division (NSD) students another avenue to accomplish academic success. NSD is pleased to announce that they will be operating an online school for the 2021-2022 school year. The online school will serve students in grades Kindergarten to Grade 9 <https://tinyurl.com/yk9j56ad>.



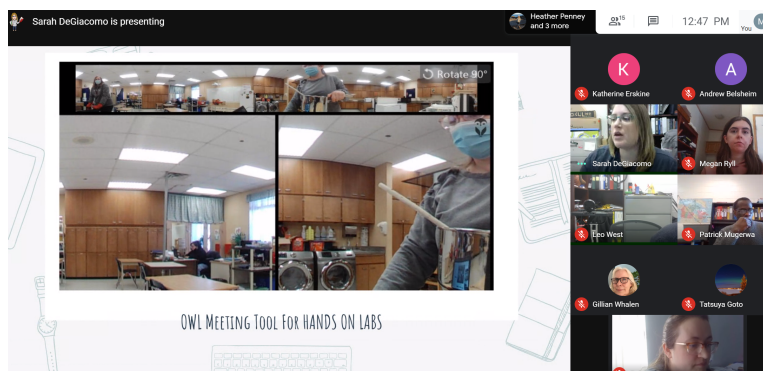
NSD educators create Hapara workspace course with other school divisions



During this challenging time due to COVID-19, we purposefully invested in leveraging the use of technology to support and improve the student learning experience. One example is to introduce all NSD schools to a learning platform called Hapara. Hapara significantly enhances the teaching/learning platform. It allows teachers to track progress, submissions and provide feedback to students and students use it to manage assignments and customize their submissions, giving them greater ownership of their learning.

Over the summer, several NSD teachers worked to create Hapara workspace courses that align with the Alberta Program of Studies. The project was a collaborative effort that involved NSD and other school divisions in Alberta. These workspaces will be added to the Hapara library for educators across the province to use. During the 2021-2022 school year, Hapara created a digital library containing resources and textbooks that are added to each student's digital backpack. Since 2020-2021, several NSD educators have become certified as Hapara Champion Educators.

NSD host a successful virtual professional learning day



School staff across NSD participated in a virtual professional learning day on Friday, March 12, 2021. The NSD Professional Learning Day's theme was "Connecting the Dots with Technology: Creating Community and Continuity in the Classroom". The virtual learning experience

focused on the excellence of in-school/at-home learning practices, exploring tools for engaging students, and sharing examples and ideas on how to maintain learning continuity in this challenging time. The virtual professional learning day included 27 sessions; 17 hosted by NSD staff. The sessions catered to all different levels on how to leverage technology to support student learning. Spencer-Poitras said the virtual event speaks to the passion, dedication and the excellence of staff.

The NSD education technology journey showcased at PSBAA Annual General Meeting

Northland School Division

Leveraging Technology: Removing Barriers to Create Opportunities for Collaboration and Growth

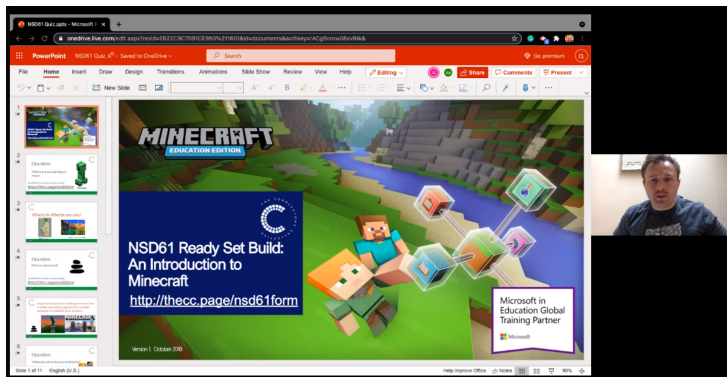


NSD had a chance to celebrate and showcase the work to better leverage technology to support student learning at the Public School Boards Association of Alberta (PSBAA) General Meeting in June. The presentation titled *Leveraging Technology: Removing Barriers to Create Opportunities for Collaboration and Growth* highlighted how a philosophical shift, initially driven by productivity and cost-savings,

resulted in capacity building and student learning benefits.

The COVID-19 pandemic provided the impetus to fast-forward our efforts to work differently. Leveraging technology reduced the barriers of a widely geographically dispersed school division, created opportunities for professional learning, and facilitated collaboration of staff. Click on the website link to view the presentation

Students and staff learn how to integrate Minecraft Education into the classroom



Students and staff participated in a two-part session on how to integrate Minecraft for Education into the classroom. Minecraft for Education is an open-world game that promotes creativity, collaboration, and problem-solving in an immersive environment where the only limit is your imagination. During the

sessions, students and staff unleashed their creativity by building a local landmark of their choice and working on applying what they learned to core subjects such as English Language Arts, Math, Science and Social Studies.

J.F. School Principal represented NSD on a U of C Careers in Education Panel



Congratulations to J.F. Dion School Principal Angela Sanregret! On October 28, 2020, the University of Calgary (U of C) hosted a virtual careers in Indigenous education event for all Werklund School of Education students. During the virtual event, Angela was one of the panelists sharing information to students about what it's like to work in an Indigenous community. Great job Angela!

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)

<https://tinyurl.com/y5fp8adr>.

NSD celebrated the importance of literacy



In recognition of Family Literacy Day, NSD schools organized a number of activities to raise awareness about the importance of reading. To support what schools are doing to celebrate literacy, Dr. Nancy Spencer-Poitras, Superintendent of Schools,

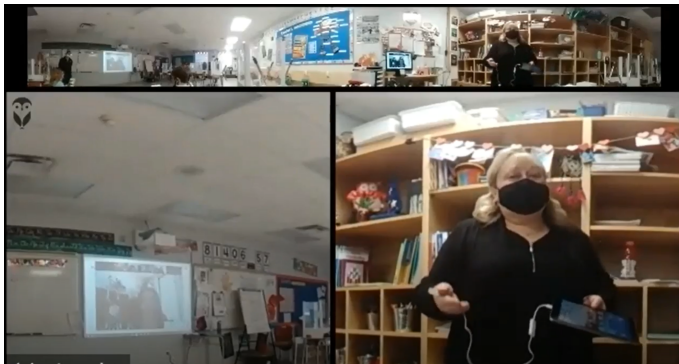
and members of the senior administration have been reading to students via Zoom Webinar (video conference). In previous years, Nancy and members of the senior administration would have read to students in-person, but this year is obviously different. We are grateful that we are still able to connect with students using technology and celebrate the importance of reading in our lives.

Education Week activities organized for NSD schools

Education Week has come and gone for another year! The first Education Week in Alberta was held December 2–8, 1928. Its purpose then, as now, is to call attention to the importance of education and to show the public the good things happening in schools. In the spirit of celebrating the great things happening in NSD schools, a series of Education Week activities were organized for NSD schools from May 3rd - 7th. The following themes were covered:

- Mental Health
- Indigenous strategies for language, culture and land-based learning
- Numeracy
- Literacy
- Digital Citizenship

Mental Health



In conjunction with Canadian Mental Health Association's Mental Health Week, members of the Student Services team organized a series of mental health activities for schools. Director of Student Services Stephanie Sutherland, with support from Brad Orchard, Family Wellness Worker, Heather Graham, Family Wellness Worker, Vivian Bromley,

Mental Health Therapist and a couple of volunteer students demonstrated a couple of wellness strategies used in Northland schools. The first strategy demonstrated is called Heart Math. Heart Math is technology NSD schools have access to monitor heart rates and encourage deep breathing. In the second activity, Graham led a visual relaxation exercise.

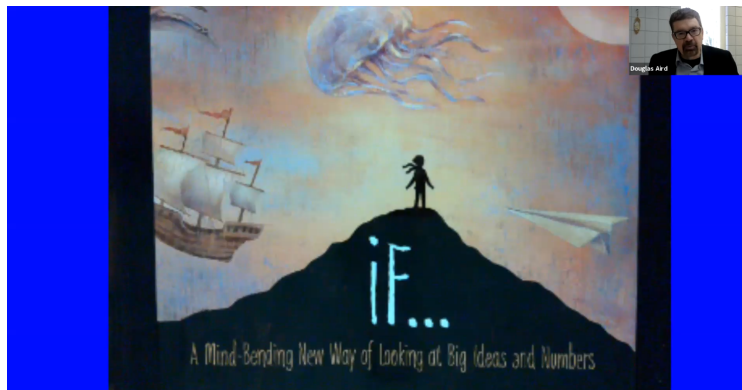
Indigenous strategies for language, culture and land-based learning



Superintendent of Schools Dr. Nancy Spencer-Poitras opened the learning experience by reading “When We are Kind” by Monique Gray Smith. The book celebrates simple acts of everyday kindness and encourages children to explore how they feel when they initiate and receive acts of kindness in their lives. Author Monique Gray Smith has written many books on the topics of resilience

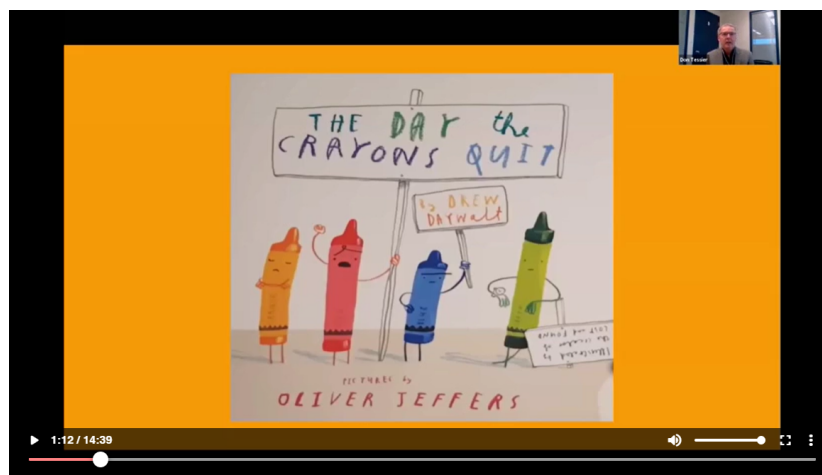
and reconciliation and communicates an important message through carefully chosen words for readers of all ages. Following the storytelling activity, Director of First Nations, Metis and Inuit Education Debbie Mineault shared information schools can use to enter the "Act of Kindness Contest".

Numeracy



Secretary Treasurer Douglas Aird opened the learning experience by reading “If...: A Mind-Bending New Way of Looking at Big Ideas and Numbers” by David J. Smith. Following the storytelling activity, a number of math related activities were organized for schools to use on World Math Day (May 5th).

Literacy



The organized activities celebrated the joy of reading and writing! Former Director of Student Engagement, Attendance and Completion Don Tessier opened the learning experience by reading “The Day the Crayons

Quit” written by Drew Daywalt and illustrated by Oliver Jeffers. Following the storytelling activity, a literacy bistro board of activities was created for schools.

Digital Citizenship



Deputy Superintendent Dr. Tim Stensland opened the learning experience by reading “Chicken Clicking” written by Jeanne Willis and illustrated by Tony Ross. Following the storytelling activity, a digital citizenship choice board was created for schools.

Elizabeth students participated in an important conversation



Elizabeth School students in grades 5 and 6 participated in an exciting event on February 1, 2021. The students were selected for Classroom Champions and the NHL's announcement of Lessons from Willie. The program is designed to bring the story of Willie O'Ree to light, and his experience as the first black player in the NHL.

The program includes social justice and anti-racism resources to schools across North America and a series of inspirational videos that educators and families can use to start meaningful conversations with kids. The panel featured Prime Minister Justin Trudeau, Willie O'Ree, Ron MacLean, and other special guests.

New bus app for NSD families!

PARENT APP FOR SCHOOL BUS ROUTE AND STOP INFORMATION



STOPFINDER is the Easy-to-use, all-in-one parent engagement app designed by parents for parents. Stopfinder enables registered users to see their children's bus schedules in real-time and receive bus cancellations or changes immediately. The Transportation Department and Registered users stay connected by sending and receiving messages through the secure StopFinder App directly to their phone or tablet.

On March 25, 2021, NSD announced a new school bus app for families. The new app is called StopFinder. The engagement app allows parents and guardians to see their children's bus schedules in real-time and receive bus cancellations or changes immediately. The Transportation Department and registered users stay connected by sending and receiving messages through the secure StopFinder app directly on their phone or tablet.

Parents/Guardians who have a student riding a Northland/contract bus will receive an email to download the app.



Trends



Shayleen Crapeau
Bill Woodward School
Graduate

The story of Northland is one of resilience and growth. Amid the disruption of a pandemic, the results outlined in this report demonstrate the division's ability to respond to rapidly changing circumstances, pull together communities of practice supporting learning, and to improve outcomes for students and their families.

Analysis of provincial and local information revealed the following trends:

- There has been significant improvement in stakeholder satisfaction with students modelling the characteristics of active citizenship;
- Northland students have shown significant improvement in high school completion within 5 years of starting grade 10;
- There is greater satisfaction with the overall quality of basic education, particularly according to parents who responded to the survey;
- There is greater satisfaction with the amount of parental involvement in decisions about their childrens' education.

In addition, while baseline results do not identify a trend, Northland School Division stakeholders are encouraged by the performance in each of the new measures included in the Alberta Education Assurance results. The baseline results for the following new measures are strong and are statistically similar to the provincial average in each category¹:

- Student Learning Engagement - 84%
- Welcoming, Caring, Respectful and Safe Learning Environments - 82%
- Access to Supports and Services - 78%

¹ The NSD averages are rounded to the nearest whole percent.

Opportunities for Growth



Kiara Stannard, Grade 5, Bill Woodward School

Continuous improvement includes reflection on results and the identification of opportunities for growth. While the global COVID-19 pandemic demonstrably disrupted learning across the province and the world, its impacts are visible in our results. Based on the division's analysis of the current results, the areas where there is the greatest opportunity for improvement are:

- High school completion within 3 years of students entering grade 10.
- Teacher satisfaction with the overall quality of basic education.
- Student satisfaction with the welcoming, caring, respectful and safe qualities of learning environments.

Annual Education Results Report



Shakira Oar, Grade 12
Career Pathways School

What Information is Summarized?

Every year, all Alberta school divisions summarize their achievement in a number of measures indicating the quality of education. There are four kinds of information summarized in each division:

1. The Alberta Education Measure Results (General)
2. The Alberta Education Measure Results (First Nations, Métis and Inuit)
3. The Alberta Education Measure Results (English as a Second Language - where applicable)
4. Measure Results for Local Components

How are Measures Evaluated?

Measure evaluations receive a designation indicating performance relative to standards set by Alberta Education. The designation for each measure falls into one of five statuses from *Very Low* to *Very High*. Each measure has its own specifically normed range that separates statuses and allows for an achievement evaluation.

Measure	Very Low	Low	Intermediate	High	Very High
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
3-year High School Completion	0.00 - 65.95	65.95 - 74.10	74.10 - 84.79	84.79 - 89.00	89.00 - 100.00
5-year High School Completion	0.00 - 72.59	72.59 - 80.82	80.82 - 89.18	89.18 - 91.96	91.96 - 100.00
PAT: Acceptable	0.00 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00

Evaluating Change

When compared to previous years, it is possible to evaluate whether change is statistically significant. When the achievement evaluation is combined with the level of significance, the measure is assigned an overall rating. These ratings range from *Declined Significantly* to *Improved Significantly* (see below).

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

The summaries below show the amount of change in available data over the last 3 years at Northland School Division.

Overall Summary - Spring 2021 Alberta Education Assurance Measures

Assurance Domain	Measure	Northland School Division			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	83.5	n/a	n/a	85.6	n/a	n/a	Baseline	Baseline	Baseline
	Citizenship	77.4	69.9	70.1	83.2	83.3	83.0	Intermediate	Improved Significantly	Good
	3-year High School Completion	10.0	26.2	24.3	83.4	80.3	79.6	Very Low	Declined Significantly	Concern
	5-year High School Completion	44.7	25.4	21.6	86.2	85.3	84.8	Very Low	Improved Significantly	Acceptable
	PAT: Acceptable	n/a	n/a	24.2	n/a	n/a	73.7	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	1.2	n/a	n/a	20.3	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	29.9	n/a	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	0.9	n/a	n/a	24.1	n/a	n/a	n/a
Teaching & Leading	Education Quality	83.2	81.0	81.2	89.6	90.3	90.2	Low	Improved	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	82.1	n/a	n/a	87.8	n/a	n/a	Baseline	Baseline	Baseline
	Access to Supports and Services	77.8	n/a	n/a	82.6	n/a	n/a	Baseline	Baseline	Baseline
Governance	Parental Involvement	75.7	69.8	73.3	79.5	81.8	81.4	Intermediate	Improved	Good

Notes:

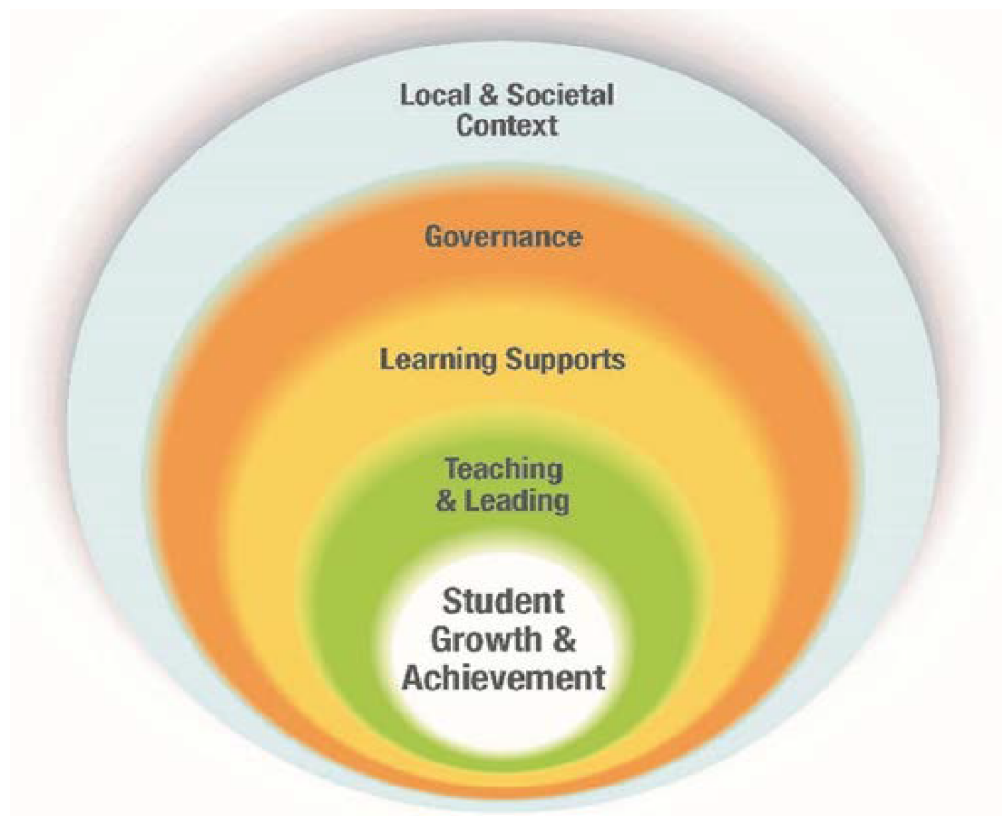
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The 2020/21 administration of the AEA survey was a pilot. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures. In addition, participation in the survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.
3. Participation in the 2019/20 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.
4. The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.
5. 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).
6. Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.
7. 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.

Education Assurance - Domains

Assurance in the education system happens when community members, system stakeholders and education partners engage across five domains:

- Student Growth and Achievement
- Teaching and Leading
- Learning Supports
- Governance
- Local and Societal Context

Student growth and achievement is the primary purpose of any education system. In Alberta, all school authorities are responsible to demonstrate continuous improvement in all the domains listed above. For the purposes of description, we present the domains as separate but we appreciate, in practice, they are interconnected and overlapping, as depicted in the graphic below:



Description of 2020-2021 Results under Education Assurance Domains

The following material provides a detailed description of Northland School Division previous-year results for measures under each of the four education assurance domains. While the domain of *Local and Societal Context* does not currently have any measures associated with it, the following measures are used to show change in each of the other domains:

- **Student Growth and Achievement**
 - Student Learning
 - Required local measures
 - High School Completion (3, 4 and 5 years)
 - Citizenship
 - Student Learning Engagement
- **Teaching and Leading**
 - Education Quality
 - Required local measures
- **Learning Supports**
 - Welcoming, Caring, Respectful and Safe Learning Environments
 - Access to Supports and Services
 - Required local measures
- **Governance**
 - Parental Involvement
 - Financial statements
 - Stakeholder Engagement
 - Accountability/Assurance System

Domain: Student Growth and Achievement

Student Learning

This measure shows progress in student learning across NSD. In the last three years, traditional standardized tests of student achievement like Provincial Achievement Tests (PATs) and Diploma Examinations (DIPs) have not run in schools like they were before the beginning of the COVID-19 pandemic. In addition, prior to the pandemic NSD students were greatly impacted by the wildfires and did not have enough students writing PATs or DIPs to have district data.

Despite the absence of PAT and DIP results, there is evidence Northland students have been learning through the disruptions caused by the pandemic and completing high school within 5 years of entering grade 10.

High School Completion

This measure shows the high school completion rate of students within three and five years of entering Grade 10. High school completion is a matter of significance for the communities served by the Northland School Division.

This is the overall summary for the Northland School Division's high school completion results:

	Northland School Division										Measure Evaluation		
	2016		2017		2018		2019		2020		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
3 Year Completion	101	11.6	90	16.1	88	30.8	100	26.2	106	10.0	Very Low	Declined Significantly	Concern
4 Year Completion	110	16.0	99	15.8	90	24.2	87	35.8	103	26.2	Very Low	Maintained	Concern
5 Year Completion	96	25.8	110	22.5	98	17.0	90	25.4	84	44.7	Very Low	Improved Significantly	Acceptable

This is the overall summary for respondents identifying as First Nations, Métis and Inuit:

	Northland School Division (FNMI)										Measure Evaluation		
	2016		2017		2018		2019		2020		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
3 Year Completion	85	10.0	74	14.0	67	29.6	82	24.4	80	6.4	Very Low	Declined Significantly	Concern
4 Year Completion	88	11.7	79	10.6	71	17.5	64	34.0	74	26.6	Very Low	Maintained	Concern
5 Year Completion	75	20.7	87	17.7	73	12.9	69	19.6	58	43.5	Very Low	Improved Significantly	Acceptable

This is the overall summary for respondents representing English as Second Language learners:

	Northland School Division (ESL)										Measure Evaluation		
	2016		2017		2018		2019		2020		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
3 Year Completion	55	13.1	38	16.3	33	36.6	32	26.1	16	0.0	Very Low	Declined Significantly	Concern
4 Year Completion	58	10.5	39	21.2	33	15.4	28	43.2	28	29.6	Very Low	Maintained	Concern
5 Year Completion	50	14.3	42	19.2	35	20.6	33	15.4	26	47.4	Very Low	Improved Significantly	Acceptable

Comment on Results:

For learners in every category, the fear and disruption caused by the impact of COVID-19 on NSD communities reduced the rate of students completing high school within three years of entering grade 10. However, the efforts made by NSD to communicate with its education partners early in the pandemic, along with the existing work to improve student attendance across the school division have resulted in a significant improvement of high school completion within 5 years of a student entering grade 10. While it is our target to reduce the amount of time students take to complete high school, the fact that **there has been a 20% increase** in the number of students completing high school within 5 years is a division-wide success.

Since the onset of the pandemic, the following are strategies Northland has applied to support high school completion across the division:

- **Using a division-wide student information system.** This toolset supports the overall Attendance Improvement Initiative and has made it possible for school staff members to see current student attendance data at a glance so school-based interventions like home visits (when possible) can be applied to re-engage students who have reduced attendance or engagement.
- **COVID-safe home visits** by student services and other staff members when students demonstrate patterns consistent with disengagement.
- **Outreach opportunities** through the Career Pathways School (CPS) in Wabasca-Desmarais. 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.
- **Director of Student Attendance and High School Completion.** The Director works with principals to ensure that attendance records are maintained in a standard fashion across NSD, that school staff members have current information about each student's attendance each day, and that students are aware of all their pathways to graduation from Northland schools.

OurSchool, Tell Them From Me Surveys

Northland School Division uses The Learning Bar's *Tell Them From Me* (TTFM) survey annually to survey student opinion related to this measure. The information from this survey is available to each school and contributes to the development of local outcomes, strategies and success measures. Last year's grade 4-6 Survey of 219 students across 10 schools delivered the following highlights:

- **Our students display effort.** 83% of students in this district tried hard to succeed; the Canadian norm for these grades is 92%.
- **Our students want to succeed.** 78% of respondents indicated they were interested and motivated to achieve at school; the Canadian norm for these grades is 86%.
- **Our students notice the effort of the staff.** Even amid the pandemic, respondents rated classroom organization and rigor 80%; the Canadian norm for these grades is 83%.
- **Our students appreciate their teachers.** Positive teacher-student relations were rated 80% among respondents; the Canadian norm for these grades is 83%.

New Strategies Supporting Student Learning

NSD has developed the following new strategies to build on this momentum:

- Creating the **Northland Online School** as a virtual learning environment for NSD students starting in the 2021-2022 school year. This school offers online learning opportunities to students and families.
- Offering new **high school dual-credit courses**. In partnership with MacEwan University in Edmonton, these online offerings taught by recognized experts in their fields increase the potential pathways to graduation for NSD students in every high school program. Each student who successfully completes one of these courses will also earn credit toward a post-secondary degree. To date, 5 students have completed dual credit options available through this partnership. The current dual credit options include:
 - PSSC 112 - Policing in Canada Hours
 - Winter 2022; PSSC 121 - Law and the Administration of Justice
 - TAST 101 - Child and Adolescent Development
 - Indigenous Studies 100/ Aboriginal Studies 30
- Offering **Culture, Language and Land-Based Learning opportunities** that connect with curriculum. Each school, working with the **Director of First Nations, Métis and Inuit Education**, offers cultural activities and involves community Elders and Knowledge Keepers to promote identity, resilience, values and optimism.

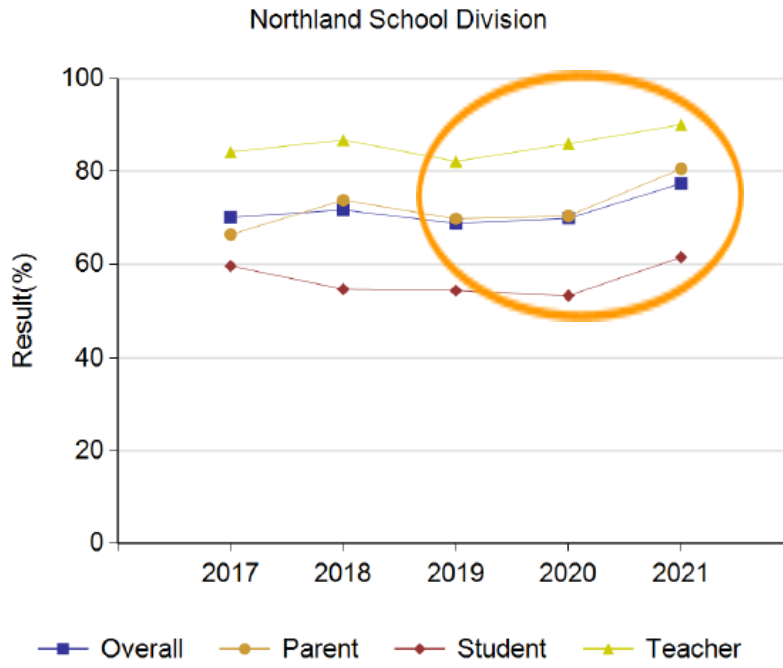
Citizenship

This measure shows teacher, parent and student agreement that students model the characteristics of active citizenship (i.e., providing their best effort, following rules, and helping each other succeed).

These are the current results for NSD:

- Overall, there is a significantly **higher belief** that students model the characteristics of active citizenship.
- Parents' results **have improved significantly (80.6%)** in the area of student citizenship. Parents believe that students model these characteristics much higher than what is compared to their average result over the last three years (70%).
- Students' results have improved **significantly (61.5%)** in the area of citizenship compared to their average results over the last three years (54%). The average results remain low for students in this measure, representing an opportunity for NSD to engage students.
- Teacher results have **improved significantly (90.1%)** compared to the average results that have been represented over the last three years (82%).

	Northland School Division										Measure Evaluation		
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	1,442	70.1	819	71.7	807	68.8	733	69.9	604	77.4	Intermediate	Improved Significantly	Good
Parent	210	66.4	275	73.8	172	69.8	172	70.4	148	80.6	High	Improved Significantly	Good
Student	1,087	59.6	463	54.6	543	54.3	489	53.2	378	61.5	Low	Improved Significantly	Good
Teacher	145	84.2	81	86.8	92	82.2	72	86.0	78	90.1	Very High	Improved Significantly	Excellent



Student Learning Engagement

This new measure shows the level of teacher, parent and student agreement that students are engaged in their learning at school. At the time of the survey, the respondent groups were asked the following questions:

Parents

The literacy skills your child is learning at school are useful

The numeracy skills your child is learning at school are useful

Your child is learning what they need to know

Teachers

Students at your school are learning what they need to know

The literacy skills students are learning at your school are useful

The numeracy skills students are learning at your school are useful

Students (Grades 4-6)

Do you like learning language arts

Do you like learning math

Students (Grades 7-12)

I understand how the language arts I am learning at school is useful to me

I understand how the mathematics I am learning at school is useful to me

I understand how the science I am learning at school is useful to me

I understand how the social studies I am learning at school is useful to me

The language arts I am learning at school is interesting to me

The mathematics I am learning at school is interesting to me

The science I am learning at school is interesting to me

The social studies I am learning at school is interesting to me

These are the current results for NSD:

- Our first responses to the questions in this new measure show that every NSD respondent group is seeing approximately the same level of learner engagement as the same groups across the province.
 - In fact, our initial response from NSD parents is **higher than the provincial** average response.
- We are encouraged by these results to continue our strategies of responding quickly to student, parent and teacher feedback when we receive it through our multiple stakeholder engagement strategies.

	Northland School Division	Alberta
Overall	84	86
Parent	90	89
Student	69	72
Teacher	91	96

Domain: Teaching and Leading

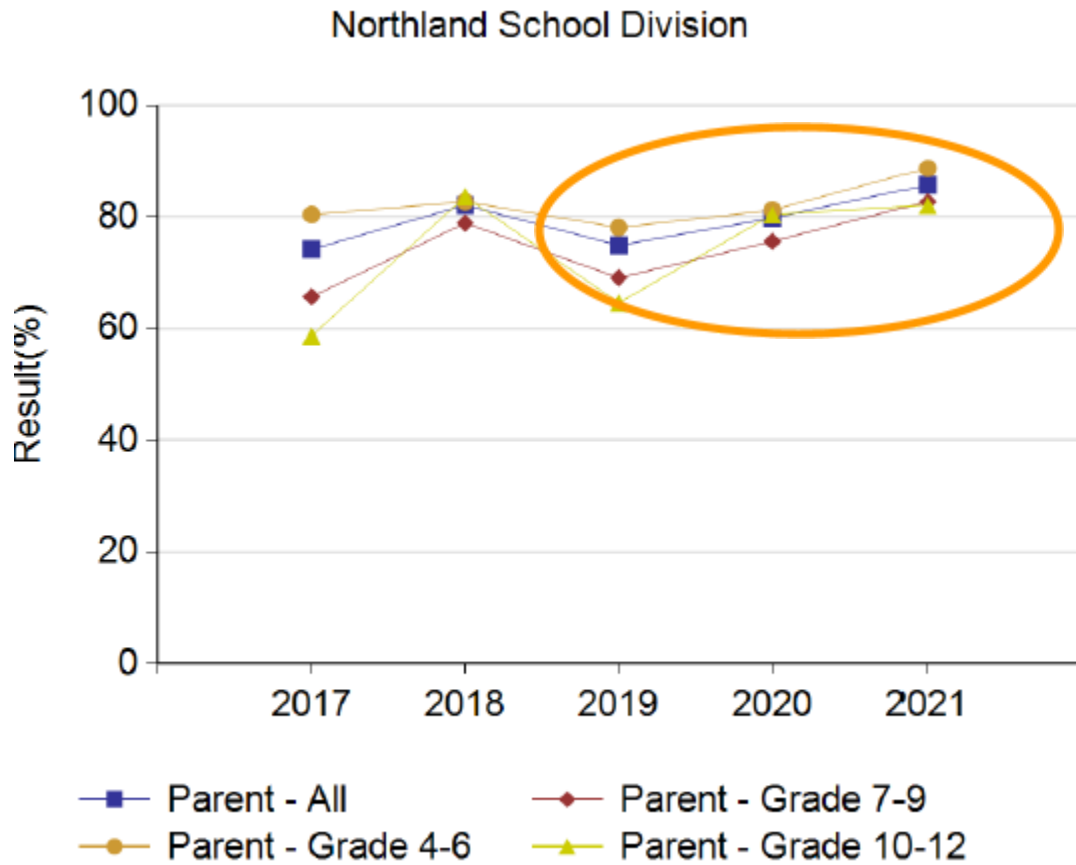
Education Quality

This measure shows teacher, parent and student satisfaction with the overall quality of basic education. These are the current results for Northland School Division:

- Overall, there is a **trend of improvement** over the last three years.
- The largest improvement in this measure is due to the fact that parent respondents are **significantly more satisfied** compared to their average level of satisfaction over the last three years (79%).
- Students are also **more satisfied** compared to their average level of satisfaction over the last three years (78%).
- Teacher satisfaction has remained low over the last three years (82%). This indicates an opportunity for growth across the division.

	Northland School Division										Measure Evaluation		
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	1,442	79.9	824	82.3	807	80.3	734	81.0	605	83.2	Low	Improved	Acceptable
Parent	210	74.2	276	82.1	172	74.9	172	79.8	148	85.7	Intermediate	Improved Significantly	Good
Student	1,087	82.1	467	76.5	543	79.2	490	78.6	379	80.0	Low	Improved	Acceptable
Teacher	145	83.5	81	88.3	92	86.7	72	84.7	78	83.7	Low	Maintained	Issue


- Parent satisfaction with education quality has increased for every grade category (4-6, 7-9 and 10-12) in the last two years. In the context of learning through the COVID-19 pandemic, this is very encouraging.



- Teachers are approximately as satisfied compared to their average level of satisfaction over the last three years (82%). Since this satisfaction level is low for this measure, this indicates an opportunity for improvement across NSD.

Local Component: Teacher Growth, Supervision and Evaluation Policy

NSD implements Administrative Procedure #422 that specifies the local policy related to teacher growth, supervision and evaluation.

 [AP_422_Teacher Growth, Supervision and Evaluation.docx](#)

This procedure applies to all teachers employed by NSD. The procedure requires teachers to develop and submit professional growth plans:

- Reflecting goals and objectives based on an assessment of learning needs by the individual teacher,
- Showing a demonstrable relationship to the Teaching Quality Standard, and
- Considering the education plans of the school, the Division and the Government.

This document also lays out mechanisms for the supervision and evaluation of teachers in NSD.

Domain: Learning Supports

Welcoming, Caring, Respectful and Safe Learning Environment (WCRSLE)

This new measure shows the percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe. At the time of the survey, the respondent groups were asked the following questions:

Parents

Students at your child's school care about each other

Students at your child's school respect each other

Students treat each other well at your child's school

Teachers care about your child

Your child is safe at school

Your child is safe on the way to and from school

Your child is treated fairly by adults at school

Your child's school is a welcoming place to be

Teachers

Students are safe at your school
Students are safe on the way to and from your school
Students are treated fairly by adults at your school
Students at your school care about each other
Students at your school respect each other
Students treat each other well at your school
Teachers at your school care about their students

Students (4-6)

Are you treated fairly by the adults at your school
At school, do most students care about each other
At school, do most students respect each other
At school, do you feel like you belong
Do other students treat you well
Do you feel safe at school
Do you feel safe on the way to and from school
Do you feel welcome at school
Do your teachers care about you

Students (7-12)

At school, I feel like I belong
At school, students care about each other
At school, students respect each other
I am treated fairly by adults at my school
I feel safe at school
I feel safe on the way to and from school
I feel welcome at my school
My teachers care about me
Other students treat me well

Our baseline results indicate that NSD resembles the provincial averages from all respondent groups. These are the current results for Northland School Division:

Welcoming, Caring, Respectful and Safe Learning Environments

	Northland School Division	Alberta
Overall	82	89
Parent	84	88
Student	69	80
Teacher	94	95

OurSchool, Tell Them From Me Surveys

NSD uses The Learning Bar's *Tell Them From Me* (TTFM) survey annually to survey student opinion related to this measure. The information from this survey event is available to each school and contributes to the development of local outcomes, strategies and success measures. Last year's grade 4-6 Survey of 219 students across 10 schools delivered the following highlights:

- **Our students experience less bullying.** NSD students report fewer experiences of physical, social, or verbal bullying, or online bullying than most Canadian students. **26%** of students in NSD were victims of moderate to severe bullying in the previous month; the Canadian norm for these grades is 28%.
- **Our students feel more supported.** In NSD, students rated advocacy at school **70%**; the Canadian norm for these grades is 64%.
- **Our students appreciate their teachers.** Positive teacher-student relations were rated **80%** among respondents; the Canadian norm for these grades is 83%.

Access to Supports and Services

This new measure shows the percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school. At the time of the survey, the respondent groups were asked the following questions:

Parents

At school, there are appropriate supports and services available to your child to help with their learning

When your child needs it, teachers at your child's school are available to help them

You can get the support you need from the school to help your child be successful in their learning

Your child can easily access programs and services at school to get help with school work

Your child can get help at school with problems that are not related to school work

Teachers

Students can easily access programs and services at your school to get help with school work

Students can get help at your school with problems that are not related to school work

Supports and services that help students be successful in their learning are available in a timely manner

When students need it, teachers at your school are available to help them

Your school's continuum of supports and services are responsive to students' needs

Students (Grades 4-6)

Can you get help at your school with problems that are not about your school work

Is it easy to get help with school work at your school if you need it

When you need it, are teachers at your school available to help you

Students (Grades 7-12)

I can get help at my school with problems that are not related to school work

It is easy to get help with school work at my school if I need it

When I need it, teachers at my school are available to help me

Our baseline results indicate that NSD resembles the provincial averages from all respondent groups. In the case of parental responses, NSD parents agreed more often than the Alberta average that students have access to the appropriate supports and services at school. These are the current results for NSD:

Access to Supports and Services

	Northland School Division	Alberta
Overall	78	83
Parent	83	79
Student	73	80
Teacher	77	89

Local Component: Support Services Available to Northland Students

Students of Northland School Division enjoy timely access to a broad continuum of supports and services to help them succeed in school. Universal supports, available to all students, are in place in every school in the form of well-trained and supported staff members who can respond to observed student needs in every classroom. Where greater or more urgent needs arise, school leaders can access targeted and intensive supports like Family Wellness Workers, Speech & Language Pathologists, Occupational Therapists, autism experts, Fetal Alcohol Spectrum success coaches, and Educational Psychologists. Working as a team, centrally dispatched supports can be available in person and remotely to help students across the division be successful in their learning.

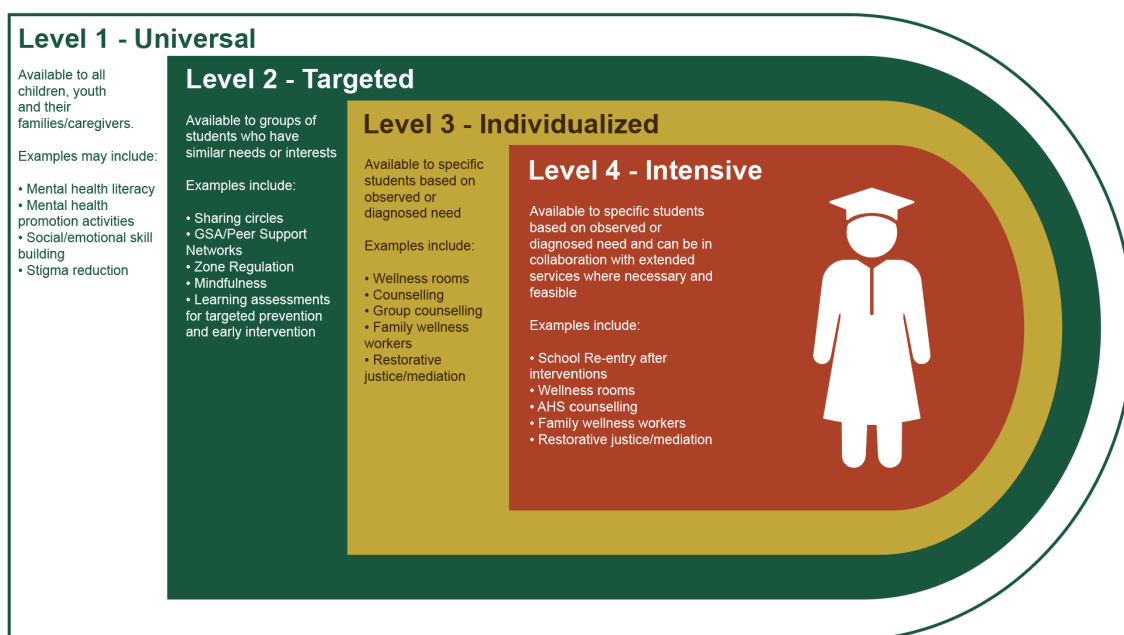


Illustration demonstrating the NSD approach to providing timely student access to supports and services.

Additional Supports Available

- School Food Services (SFS): SFS offers nutritious lunchtime meals to nineteen NSD schools at a cost of less than \$5 per day per child. Twenty four cooks, with support from one operations manager and one program consultant provide meals to registered students.
- Breakfast Club of Canada for some schools - with program expansion planned for more.
- Transportation to and from school.

Domain: Governance

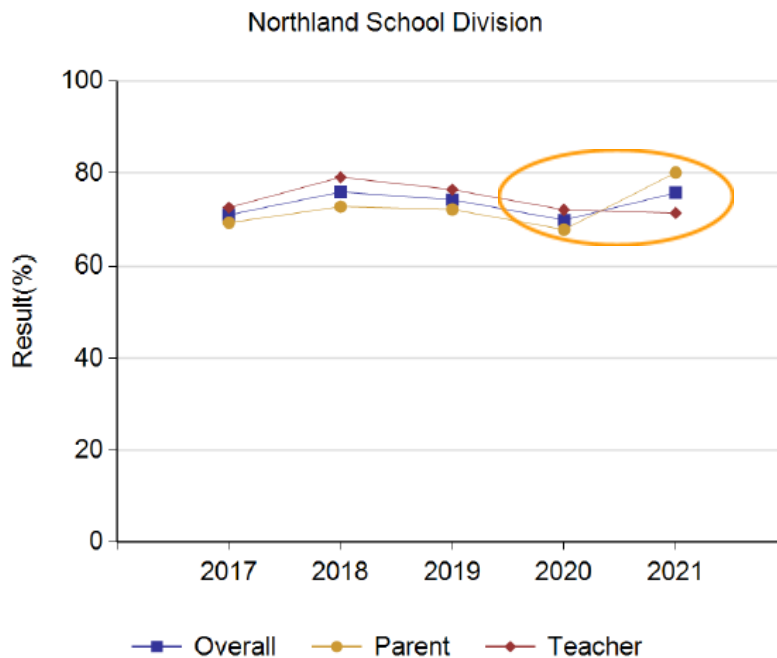
Parental Involvement

This measure shows teacher and parent satisfaction with parental involvement in decisions about their child’s education.

These are the current results for NSD:

- Overall, the results show there is **improved satisfaction** with the amount of parental involvement.
- Parents are **significantly more satisfied** when compared to their average satisfaction over the last three years (71%)
- Teachers are **less satisfied** when compared to their average satisfaction over the last three years (76%). This is an opportunity for growth across NSD.

	Northland School Division										Measure Evaluation		
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	322	70.9	347	75.9	261	74.2	239	69.8	223	75.7	Intermediate	Improved	Good
Parent	177	69.2	266	72.7	169	72.1	167	67.7	146	80.1	High	Improved Significantly	Good
Teacher	145	72.5	81	79.1	92	76.4	72	72.0	77	71.3	Low	Declined Significantly	Concern



Parent/Family Engagement

COVID-19 caused every school division to improve the quality and frequency of communication with parents and families. While the pandemic itself is an ongoing issue for every school, our data demonstrate that the increase in contact is correlated with an increase in parent satisfaction.

In addition to the parental and family engagement increased by COVID-19 communications, NSD has undertaken the following strategies to maintain and, where possible, improve the frequency and quality of contact between schools and families:

- **Increasing the amount of contact** with parents and home visits (Covid safe) in the last 2 years.
- **Zoom (video conferencing)** to host school related or division-wide engagement events.
- **School Messenger** to communicate information to parents/guardians via phone, email or text message.
- **Social media** (Facebook, Instagram, Twitter, LinkedIn) and websites to communicate information to parents/guardians and education partners.
- Purchased a community engagement platform called **Bang the Table**. Bang the Table is a web-based platform that is designed to support organizations with creating purposeful conversations. The platform allows NSD to organize the following conversations:
 - Open Environment: Share feedback on a forum, Share a story, Post feedback on a newsfeed.
 - Mixed Environment: Fill out a survey, share feedback in a guestbook.
 - Controlled Environment: Ideas circle, fill out a quick poll.
- To support Board Advocacy efforts, the Media Relations Manager drafts letters to government officials on behalf of the Board.
- To support positive engagement with education partners, the Media Relations Manager drafts letters on behalf of the Board of Trustees and the Superintendent of Schools.

Budget-Actual Comparison

School authorities report the “Total Expenses” line from Schedule 12 (“Unaudited Schedule of Variance Analysis”) comparing and explaining the difference in the amount budgeted for 2020/2021, the actual spent and the variance (in both amount and %). When the 2020 - 21 audit is finalized, this will be added.

Summary of Financial Results

The school authority must identify and report results from local measures that yield useful data and/or provide a succinct description of the processes and strategies to demonstrate that the school authority has effectively managed its resources including how it collaborated with other school authorities, municipalities and community agencies.

School boards include a web link to the Audited Financial Statements (AFS) and related unaudited schedules and a web link to the provincial roll up of AFS information: <https://www.alberta.ca/k-12-education-financial-statements.aspx>.

Indicate where more information can be obtained (e.g. contact at central office).

NOTE: The following information will be inserted following the November 26, 2021 Regular Board Meeting.

Stakeholder Engagement and the Education Assurance System

Northland School Division is committed to excellence in relationships. The strategies NSD apply in support of this commitment include ensuring that each school in the division (21 as of August 2021) builds its own Education Assurance Plan based on evidence about student engagement and achievement each year since 2019. Since the initial work in support of this commitment happened to coincide with the onset of the COVID-19 pandemic, there are insufficient data at this time for stakeholders to peruse, but the following are features of the division's assurance system:

- Each school works to establish a school council as per the *School Council Regulation*. Where establishment of a council according to the regulations does not occur, each school must establish a Principal's Advisory Committee as one avenue for members of the school community to advise the principal on the school's Education Assurance Plan and Results.
- As per Section 12 of the *School Council Regulation*, the Board of Trustees of Northland School Division ensures that each School Council and/or Principal's Advisory Committee is invited to engage around and offer input to the school's Education Assurance Plan and Results annually.
- Each school posts its Education Assurance Plan and Report on its website by the end of May annually.

In the current school year, the Northland School Division is taking the following actions to further support work toward this priority:

- The Board Chair, local Trustee and the Superintendent will continue to have meetings and conversations with Leadership of the various communities NSD serves.
- **Bang the Table** Engagement tool will be used to gather community ideas and sharing.
- The **Director of First Nations, Métis and Inuit Education** will continue to bring Elders and Knowledge Keepers from each school community together. The purpose of this will be to develop relationships and share knowledge around how to enact the Truth and Reconciliation Commission of Canada's *Calls to Action* in each school.
- NSD has enhanced an existing partnership with the **Breakfast Club of Canada** to ensure that all school sites have a breakfast and/snack program providing balanced, nutritious breakfasts.
- In response to the Fall update to the *Funding Manual for School Authorities*, NSD applied for Alberta Education's **Alberta School Council Engagement grant** for each school. This support, if granted, will support our COVID-safe efforts to engage members of each school community less likely to engage with schools by remote means.

AERR-PIDA Report 2020-2021

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

- The Province of Alberta has enacted the Public Interest Disclosure (Whistleblower Protection) Act in order to:
 - Facilitate the disclosure and investigation of significant and serious matters in or relating to public bodies, including school boards that an employee believes may be unlawful, dangerous to the public, or injurious to the public interest,
 - Protect employees who make those disclosures,
 - Manage, investigate and make recommendations respecting disclosures of wrongdoings and reprisals,
 - Promote public confidence in the administration of public bodies.

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

Chief Officer's Annual Report

- 32(1)** Every chief officer must prepare a report annually on all disclosures that have been made to the designated officer of the department, public entity or office of the Legislature for which the chief officer is responsible.
- (2)** The report under subsection (1) must include the following information:
- (a) the number of disclosures received by the designated officer, the number of disclosures acted on and the number of disclosures not acted on by the designated officer;
 - (b) the number of investigations commenced by the designated officer as a result of disclosures;
 - (c) in the case of an investigation that results in a finding of wrongdoing, a description of the wrongdoing and any recommendations made or corrective measures taken in relation to the wrongdoing or the reasons why no corrective measure was taken.
- (3)** The report under subsection (1) must be included in the annual report of the department, public entity or office of the Legislature if the annual report is made publicly available, and if the annual report is not made publicly available, the chief officer must make the report under subsection (1) available to the public on request.

(Public Information Disclosure Act – June 2013)

In the 2020-2021 school year, Northland School Division has had:

- 0 disclosures and
- 0 investigations.



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

TO: THE BOARD OF TRUSTEES
SUBMITTED BY: Trustee J. Lamouche, Ward 4
SUBJECT: Policy 1 - Foundational Statements
ORIGINATOR:
REFERENCE(S) & ATTACHMENTS: Policy 1 - Foundational Statements

Date: NOVEMBER 26, 2021

RECOMMENDATION:

THAT the Board of Trustees approve the changes to Policy 1 - Foundational Statements, as attached.

BACKGROUND:

RISK ANALYSIS:



Policy 1 FOUNDATIONAL STATEMENTS

VISION:

“Our students love to come to school in Northland”

COMMITMENT:

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

VALUES – SEVEN SACRED TEACHINGS:

Courage – Sohkeyhtamowin – Nētfēth

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

Wisdom – Iyinisowin - Huya

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

Humility – Tapahteyimowin - Édēnēschapile

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

Truth – Tapewewin – Ełth’iyati

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

Honesty - Kwayaskyesihcikewinihk – Wats’I zile

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

Love - Sakeyihtowin - Neghānestā

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

Respect - Pakakatisowin - Boritcha



Policy 1

FOUNDATIONAL STATEMENTS

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

1. The Board believes:
 - 1.1. **Students come first and must guide all decision-making.** ~~The best interests of students must guide all decision-making.~~
 - 1.2. Trust is the foundation of the Seven Sacred Teachings and is woven into each one -- you cannot have any of the sacred teachings without trust first. Trusting relationships are critical to the educational success of students and building a strong school division with communities.
 - 1.3. **Everyone believes that** all children have the ability to learn and the right to a quality education.
 - 1.4. ~~Educational provisions must be developed to overcome any factors impeding a student's educational success.~~
 - 1.5. Students are entitled to a welcoming, caring, respectful, and safe learning environment that respects diversity, nurtures a sense of belonging, enables development of a strong, positive sense of self, and is responsive to each student.
 - 1.6. Education must be holistic: providing opportunities that touch all dimensions of the development of a student: spiritual, emotional, intellectual, physical, and social.
 - 1.7. The experiences of all children are grounded in the values and social relationships within their own individual communities.
 - 1.8. The future foundation of communities rests upon the experiences of the children today.
 - 1.9. The strength and value of respected Elders and Knowledge Keepers **is integral to the success of students.**
 - 1.10. Parental and community involvement are key factors in a child's success and they have a right and a responsibility to be meaningfully involved in their children's education and to feel welcome and supported.
 - 1.11. **Support staff, in developing a healthy, positive morale that directly impacts the success of students. Staff are highly valued.** ~~All staff have a very important role in the success of students and the skills and capacity of all staff must be continually enabled and supported. All staff should always feel valued.~~



Policy 1

FOUNDATIONAL STATEMENTS

- 1.12. Quality teaching is critical to student success and must be enabled, mentored, supported, monitored, and evaluated to help each teacher be the best they can be.
- 1.13. The role of trustees and the board to provide leadership and build the capacity of the division will enable all other elements to be successful.
- 1.14. ~~Board policies must always be respectful of family and local goals, culture, values, and traditions.~~
2. The Board's mandate is:
- 2.1. To provide an education program that aligns with the standards of education set by Alberta Education and enables students to successfully complete grade 12 and to provide programs and opportunities that enhance and support the integrity and self-development of each child entrusted to its care.
- 2.2. In order to achieve its mandate, the Board commits to setting and achieving learning outcomes that are in line with Alberta Education outcomes.

Alberta Education Provincial Outcomes	Northland School Division (NSD) Outcomes
1. Alberta's students are successful.	1. Excellence in Leadership Learning
2. The systemic education achievement gap between First Nations, Métis and Inuit students in Alberta are successful.	2. Excellence in Relationships Leadership
3. Alberta's education system is inclusive. Alberta has excellent teachers, and school, and school authority leaders.	3. Excellence in Learning Relationships
4. Alberta's K-12 education system is well-governed and managed.	4. Excellence in Financial Practices
5. Alberta's k-12 education system is well-governed and managed.	



Policy 1

FOUNDATIONAL STATEMENTS

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



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

TO: THE BOARD OF TRUSTEES
SUBMITTED BY: Trustee J. Lamouche, Ward 4
SUBJECT: Policy 15 - School Closure
ORIGINATOR:

Date: NOVEMBER 26, 2021

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

RECOMMENDATION:

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

BACKGROUND:

Amended, revised grammatical errors and formatting.

RISK ANALYSIS:



Policy 15

SCHOOL CLOSURE

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 with appropriate information prior to any decision being made.

Link to the Education Act - the references that apply to this policy can be found following this [policy](#)

Specifically

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

2. Review
 - 2.1. Prior to December 1 of each year, the Superintendent will bring to the Board for information the school(s), if any, for which a viability review will be undertaken to determine if further action needs to be taken on the matter of possible closure, or the nature of the educational program.
 - 2.1.1. Generally, the need for a viability study will be based on enrollment.
 - 2.1.2. The viability review shall be provided to the Board by the end of January of the following year.

3. The Board recognizes that there are certain critical factors that must be met by a school in order to exist as a viable educational institution:
 - 3.1. Program factors;
 - 3.2. Enrolment factors; and
 - 3.3. Revenue factors.

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



Policy 15

SCHOOL CLOSURE

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



Policy 15

SCHOOL CLOSURE

- 5.1.5. The need for, and extent of, busing;
- 5.1.6. Program implications for other schools and for the students when they are attending other schools;
- 5.1.7. The educational and financial impact of closing the school, including the effect on operational costs and capital implications;
- 5.1.8. The educational and financial impact if the school were to remain open;
- 5.1.9. The capital needs of the schools that may have increased enrolment as a result of the closure;
- 5.1.10. The possible uses of the school building or space in the school building if:
 - 5.1.10.1. The entire school is being closed; or
 - 5.1.10.2. Three (3) or more consecutive grades in the school are being closed entirely
- 5.1.11. The time and location of the board meeting referred to in clause 4.2
- 5.2. Where the Board is considering the closure of a school, the Board:
 - 5.2.1. Shall organize and convene a public meeting for the purpose of discussing;
 - 5.2.1.1. The closure and the implications of the closure for the students, for the community, and for the school system;
 - 5.2.1.2. Implementation plans for the closure; and
 - 5.2.1.3. Alternatives to the closure.
 - 5.2.2. Shall provide an opportunity for the council of the municipality in which the school is located to provide a statement to the Board of the impact the closure may have on the community, and
 - 5.2.3. May hold other meetings with respect to the closure at times and places as the Board may determine.
 - 5.2.4. Public meetings may be in-person or by electronic **virtual** means, or a combination thereof.
- 5.3. The date and time of the public meeting referred to in clause 5.2.1 shall be:
 - 5.3.1. Posted in five (5) or more conspicuous places in the area or areas of the school or schools affected by the closure, for a period of at least fourteen (14) days before the date of the public meeting; and
 - 5.3.2. Advertised in a newspaper circulating within the area or areas of the school or schools affected by the proposed closure, on at least two (2) occasions as close as is practicable to the date of the meeting.
- 5.4. At least two (2) trustees of the Board **and/or the Board Chair and/or designate** shall attend the public meeting referred to in clause 5.2.1.



Policy 15

SCHOOL CLOSURE

- 5.5. The Board will ensure that the minutes of all public meetings held under this section are prepared.
- 5.6. Following the meeting referred to in clause 5.2.1, there shall be a ~~minimum of three (3)~~ weeks for electors to ~~present or~~ submit to the Board further responses, including preferred alternatives, to the possible closure.
- 5.7. The Board shall give due consideration to any submissions on the proposed closure that it receives after the public meeting referred to in clause 5.2.1.
- 5.8. The final debate by the Board and the vote upon the resolution shall occur only after clauses 5.1 through 5.7 have been completed.
6. The Board may extend the school closure procedures beyond one school year.
7. If the decision of the Board is to close the school:
 - 7.1. The Board shall forthwith notify the Minister in writing of the decision.
 - 7.2. The Board shall identify alternative uses for the school or dispose of the property in accordance with section 192 of the Education Act.

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



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

TO: THE BOARD OF TRUSTEES **Date:** NOVEMBER 26, 2021
SUBMITTED BY: Dr. Nancy Spencer-Poitras, Superintendent of Schools
SUBJECT: Northland School Division Update of Logo
ORIGINATOR:
**REFERENCE(S) &
ATTACHMENTS:**

RECOMMENDATION:
THAT the Board of Trustees approve the Administration to proceed with updating the current logo.

BACKGROUND:

The Superintendent of Schools ensures the visual identity of Northland School Division reflects its vision, commitment and values. Visual identity tells a lot about an organization and plays a key part in defining them to their target audience. A corporate logo is an integral part of our visual identity.

On September 1, 2019, the *Education Act* replaced the *School Act*. In the *Education Act*, distinctions between school districts, divisions, and regional divisions have been removed. All school authorities are identified as a Public School Division or a Separate School Division. All numbers in school authority names have been removed. The current corporate logo includes the #61 alongside Northland School Division.

Administration started the process of working with a professional graphic artist to update the corporate logo that no longer includes the #61. Alternative options will be presented to the Regular Board Meeting on November 26, 2021.

Current version of the Northland School Division Logo





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

TO: THE BOARD OF TRUSTEES
SUBMITTED BY: Douglas Aird, Secretary-Treasurer
SUBJECT: 2021-2022 Fall Budget Update
ORIGINATOR:

Date: NOVEMBER 26, 2021

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

RECOMMENDATION:
THAT the Board of Trustees approve the 2021-2022 Fall Budget Update as attached, with no transfers of accumulated operating surplus to reserves at this time.

BACKGROUND:
The 2021-2022 Fall budget update is presented to the board for approval.

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

The 2021-2022 operating budget was approved by the Board May 29, 2021 and supports the Education Plan and 2022 goals. In the fall administration examines the organizational structure and distribution of students in schools and determines if budgets need to be adjusted.

RISK ANALYSIS:



**Northland School Division
November 26, 2021**

2021 - 2022 Budget Update

Overall

- Budget 2022 was approved May 29, 2021 aligned with the Education Plan and goals
- Each fall administration examines the organizational structure and distribution of students in schools and determines if budgets need to be adjusted.
- Key budget drivers, emerging issues and focus areas have been reviewed (Learning loss, COVID, student distribution, staffing, federal revenues and rates)
- Key assumptions include minimal COVID impacts, School Food Services hot lunch program maintained, Federal/First Nation tuition steady and minimal inflation
- Overall revenues and expenses are slightly lower than last year with a small surplus planned, before any adjustments for reserve movements and drawdowns
- Strategy continues to be to invest in long-term improvements and technology, to focus resources on classrooms

ANALYSIS

	<u>Fall Budget Update 2022</u>	<u>Final Budget May 2022</u>	<u>Fall Budget Update 2021</u>	<u>Final Budget May 2021</u>
Revenues	\$ 60,087,153	\$ 60,573,394	\$ 61,096,499	\$ 64,171,249
Expenses	59,789,760	59,989,503	60,482,263	62,598,612
Surplus (Deficit)	\$ 297,393	\$ 583,891	\$ 614,236	\$ 1,572,637

ENROLLMENT

- The enrollment level and mix are based on school level data. Due to the pandemic this has fluctuated and is being carefully monitored. The province will hold us harmless from enrollment shifts this year.

REVENUE

- The new funding framework has been implemented and the Division is funded more as a system than on a per student basis
- The Weighted Moving Average approach and early grant decisions have stabilized funding and moderates the financial impact of enrollment changes
- Forecast federal revenues have declined by \$216K (1.8%) year over year due primarily to slightly lower enrollment offset by slightly higher audited tuition rates

EXPENSES

- School Food Services continues providing hot lunches across all schools, per the Board motion (\$2.2M annually)
- Inflation at 0% has been factored into salaries/benefits and key contracts
- The investments in technology and housing continue with available funds and are being offset by travel reductions and other cost containment measures
- The cost for property, liability and fleet insurance will be known with the bid analysis and costing from ARMIC in December
 - 2021 included a 23% increase
 - Coverage for contract buses has been an ongoing challenge, with rates rising
 - A “minimal” increase is forecast
- MNP has made recommendations to improve corporate services operational efficiency, and additional improvements and savings will be harvested during the year
- Staffing was allocated, based on priorities and need in discussions with principals and per Tuition Agreements
- Transferable expense budgets at schools are a reflection of the change in student enrolment, and are calculated using an allocation model
- Small schools are now staffed at 2.40 full-time equivalents minimum
- A dedicated language instructor at every school continues
- Funds set aside for community engagement/school councils
- Housing continues to be costly - changes to utility recoveries, maintenance approach and the \$3.9M Improvement Plan are building sustainability

Division-wide:

- COVID impacts continue but costs are forecast to diminish (cleaning, supplies)
- The review of department operations, costing, priorities and opportunities is continuing on a cyclical basis
- Educational priorities for refreshing literacy and numeracy are funded
- Collaborative monthly process for variance followup is being launched this year



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

TO: THE BOARD OF TRUSTEES **Date:** NOVEMBER 26, 2021
SUBMITTED BY: Douglas Aird, Secretary-Treasurer
SUBJECT: Capital Maintenance Renewal Report 2021 - 2022
REFERENCE(S) & ATTACHMENTS:

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

BACKGROUND:

Capital Maintenance Renewal (CMR) Report 2021 - 22

Project Name	Project Description	Additional Comments
1. Building Envelope Repairs	Bat nest prevention/siding, School roof re-shingling and roof repairs	Chip Lake, Father Perin and Calling Lake completed.
2. Drainage Improvements	Sidewalk replacement, weeping tile and sump trenching.	Pelican Mountain, Bishop Routhier and Chip Lake completed.
3. Mechanical and controls upgrade	Continue with controls upgrade Phase 2	Calling Lake and Grouard School completed.
4. Safety & Security	Security blinds installation	St Theresa completed.

Note: Total spent \$542,914.62 April 1st to Oct 31, 2021.

RISK ANALYSIS:

The division has school building capital assets with an insured replacement cost of \$146M while receiving annual grants of \$315,395 for CMR and \$290,884 for Infrastructure, Maintenance and Renewal (IMR). The total \$606K aligns with the previous IMR level and represents less than one half percent annually.



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

TO: THE BOARD OF TRUSTEES **Date:** NOVEMBER 26, 2021
SUBMITTED BY: Dr. Nancy Spencer-Poitras, Superintendent of Schools
SUBJECT: School Viability Studies
ORIGINATOR:
REFERENCE(S) & ATTACHMENTS: Policy 15 - School Closure
Education Act - Section 62 Closure of Schools

RECOMMENDATION:

THAT the Board of Trustees receive as information, notice that Superintendent Dr. Spencer-Poitras is conducting viability reviews at Conklin Community School, Hillview School, Pelican Mountain School, and Susa Creek School.

BACKGROUND:

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

- Conklin Community School in Conklin has 19 students registered
- Hillview School in East Prairie has 23 students registered
- Pelican Mountain School in Sandy Lake has 13 students registered
- Susa Creek School near Grande Cache has 25 students registered

RISK ANALYSIS:

The viability of small schools has an impact on the Board's overall ability to serve all of the students' in the Northland School Division. Costs of operation and quality of education are the primary drivers of the viability studies.



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

TO: THE BOARD OF TRUSTEES **Date:** NOVEMBER 26, 2021
SUBMITTED BY: Douglas Aird, Secretary-Treasurer
SUBJECT: 2020-2021 Audited Financial Statements
ORIGINATOR:
REFERENCE(S) & ATTACHMENTS: Policy 2, Role of the Board
2020-2021 Audited Financial Statements

RECOMMENDATION:

THAT the Board of Trustees approve the 2020-2021 Audited Financial Statements as presented by the Auditor.

BACKGROUND:

As per Policy 2 – Role of the Board, including Section 5, Fiscal Accountability, the Board of Trustees approves the financial statements and receives the audit opinion report.

The financial statements have been prepared by the Finance Department for the year ended August 31, 2021 per the in the form approved by Alberta Education (draft attached). Metrix Group LLP, Chartered Professional Accountants, has audited these statements and plans to issue a clean opinion.

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

RISK ANALYSIS:

Having an external auditor, and providing in-camera time with the Board are crucial in ensuring that the division is using its grant money for educating students and the activities for that mandate. In addition the audit process introduces best practices and drives improvement while providing assurance to funders and stakeholders that the money is being used as intended.

**AUDITED
FINANCIAL STATEMENTS
FOR THE YEAR ENDED AUGUST 31, 2021**
[Education Act, Sections 139, 140, 244]

1280 The Northland School Division

Legal Name of School Jurisdiction

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

Mailing Address

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

Contact Numbers and Email Address

SCHOOL JURISDICTION MANAGEMENT'S RESPONSIBILITY FOR FINANCIAL REPORTING

The financial statements of 1280 The Northland School Division presented to Alberta Education have been prepared by school jurisdiction management which has responsibility for their preparation, integrity and objectivity. The financial statements, including notes, have been prepared in accordance with Canadian Public Sector Accounting Standards and follow format prescribed by Alberta Education.

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

Board of Trustees Responsibility

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

External Auditors

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

Declaration of Management and Board Chair

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

BOARD CHAIR

Mr. Robin Guild

Name

Signature

SUPERINTENDENT

Dr. Nancy Spencer-Poitras

Name

Signature

SECRETARY-TREASURER OR TREASURER

Mr. Douglas Aird

Name

Signature

November 26, 2021

Board-approved Release Date

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

School Jurisdiction Code: 1280**TABLE OF CONTENTS**

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INDEPENDENT AUDITORS' REPORT

To the Board of Trustees of Northland School Division:

Opinion

We have audited the financial statements of Northland School Division (the Division), which comprise the statement of financial position as at August 31, 2021, and the statements of operations, cash flows, change in net assets, and remeasurement gains and losses for the year then ended, and notes to the financial statements, including a summary of significant accounting policies.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of the Division as at August 31, 2021, and the results of its operations, change in net assets, remeasurement gains and losses and its cash flows for the year then ended in accordance with Canadian public sector accounting standards.

Basis for Opinion

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the *Auditors' Responsibilities for the Audit of the Financial Statements* section of our report. We are independent of the Division in accordance with the ethical requirements that are relevant to our audit of the financial statements in Canada, and we have fulfilled our ethical responsibilities in accordance with these requirements. We believe the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Responsibilities of Management and Those Charged with Governance for the Financial Statements

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

In preparing the financial statements, management is responsible for assessing the Division's ability to continue as a going concern, disclosing, as applicable, matters relating to going concern and using the going concern basis of accounting unless management either intends to liquidate the Division or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Division's financial reporting process.

(continues)

Auditors' Responsibility for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion. Reasonable assurance is a high level of assurance, but it is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgment and maintain professional skepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Division's internal control.
- Evaluate the appropriateness of accounting policies and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Division's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditors' report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditors' report. However, future events or conditions may cause the Division to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Chartered Professional Accountants

Edmonton, Alberta
November 26, 2021

STATEMENT OF FINANCIAL POSITION
As at August 31, 2021 (in dollars)

		2021	2020
FINANCIAL ASSETS			
Cash and cash equivalents	(Schedule 5)	\$ 21,745,877	\$ 14,541,466
Accounts receivable (net after allowances)	(Note 3)	\$ 2,095,729	\$ 7,070,451
Portfolio investments			
Operating		\$ -	\$ -
Endowments		\$ -	\$ -
Inventories for resale		\$ -	\$ -
Other financial assets	(Note 4)	\$ 31,250	\$ 22,000
Total financial assets		\$ 23,872,856	\$ 21,633,917
LIABILITIES			
Bank indebtedness	(Note 7)	\$ -	\$ -
Accounts payable and accrued liabilities	(Note 8)	\$ 5,009,056	\$ 8,428,768
Unspent deferred contributions	(Schedule 2)	\$ 8,238,948	\$ 9,730,564
Employee future benefits liabilities	(Note 10)	\$ 6,001	\$ 6,001
Environmental liabilities		\$ -	\$ -
Other liabilities		\$ -	\$ -
Debt			
Supported: Debentures		\$ -	\$ -
Unsupported: Debentures		\$ -	\$ -
Mortgages and capital loans		\$ -	\$ -
Capital leases		\$ -	\$ -
Total liabilities		\$ 13,254,005	\$ 18,165,333
Net financial assets		\$ 10,618,851	\$ 3,468,584
NON-FINANCIAL ASSETS			
Tangible capital assets	(Schedule 6)	\$ 63,251,387	\$ 64,847,793
Inventory of supplies	(Note 5)	\$ 7,539	\$ 7,539
Prepaid expenses	(Note 6)	\$ 1,113,195	\$ 1,387,860
Other non-financial assets		\$ -	\$ -
Total non-financial assets		\$ 64,372,121	\$ 66,243,192
Net assets before spent deferred capital contributions		\$ 74,990,972	\$ 69,711,776
Spent deferred capital contributions	(Schedule 2)	\$ 57,427,673	\$ 58,624,226
Net assets		\$ 17,563,299	\$ 11,087,550
Net assets	(Note 14)		
Accumulated surplus (deficit)	(Schedule 1)	\$ 17,563,299	\$ 11,087,550
Accumulated remeasurement gains (losses)		\$ -	\$ -
		\$ 17,563,299	\$ 11,087,550
Contractual rights			
Contingent assets			
Contractual obligations	(Note 9)		
Contingent liabilities	(Note 17)		

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

School Jurisdiction Code: 1280

STATEMENT OF OPERATIONS
For the Year Ended August 31, 2021 (in dollars)

	Budget 2021 (Note 20)	Actual 2021	Actual 2020
REVENUES			
Government of Alberta	\$ 46,694,820	\$ 49,677,201	\$ 42,511,833
Federal Government and other government grants	\$ 15,349,464	\$ 13,235,733	\$ 14,539,162
Property taxes	\$ -	\$ -	\$ -
Fees (Schedule 8)	\$ -	\$ -	\$ -
Sales of services and products	\$ 1,036,037	\$ 690,930	\$ 393,284
Investment income	\$ 40,000	\$ 161,290	\$ 185,837
Donations and other contributions	\$ 450,000	\$ 142,784	\$ 391,892
Other revenue (Note 23)	\$ 600,928	\$ 905,441	\$ 839,385
Total revenues	\$ 64,171,249	\$ 64,813,379	\$ 58,861,393
EXPENSES			
Instruction - Pre Kindergarten	\$ -	\$ 103,359	\$ 109,362
Instruction - Kindergarten to Grade 12	\$ 39,372,408	\$ 37,489,566	\$ 36,584,284
Operations and maintenance (Schedule 4)	\$ 10,504,181	\$ 11,501,845	\$ 10,673,820
Transportation	\$ 4,611,762	\$ 3,606,489	\$ 3,146,181
System administration	\$ 3,588,717	\$ 2,547,421	\$ 3,036,943
External services	\$ 4,521,544	\$ 3,088,950	\$ 5,082,938
Total expenses	\$ 62,598,612	\$ 58,337,630	\$ 58,633,528
Annual operating surplus (deficit)	\$ 1,572,637	\$ 6,475,749	\$ 227,865
Endowment contributions and reinvested income	\$ -	\$ -	\$ -
Annual surplus (deficit)	\$ 1,572,637	\$ 6,475,749	\$ 227,865
Accumulated surplus (deficit) at beginning of year	\$ 11,087,550	\$ 11,087,550	\$ 10,859,685
Accumulated surplus (deficit) at end of year	\$ 12,660,187	\$ 17,563,299	\$ 11,087,550

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

		School Jurisdiction Code: 1280	
STATEMENT OF CASH FLOWS For the Year Ended August 31, 2021 (in dollars)			
		2021	2020
CASH FLOWS FROM:			
A. OPERATING TRANSACTIONS			
Annual surplus (deficit)		\$ 6,475,749	\$ 227,865
Add (Deduct) items not affecting cash:			
Amortization of tangible capital assets		\$ 4,494,445	\$ 4,442,438
Net (gain)/loss on disposal of tangible capital assets		\$ 30,623	\$ 72,133
Transfer of tangible capital assets (from)/to other entities		\$ -	\$ -
(Gain)/Loss on sale of portfolio investments		\$ -	\$ -
Spent deferred capital recognized as revenue		\$ (3,493,736)	\$ (3,422,812)
Deferred capital revenue write-down / adjustment		\$ 379,155	\$ 145,693
Increase/(Decrease) in employee future benefit liabilities		\$ -	\$ -
Donations in kind		\$ -	\$ -
		\$ -	\$ -
		\$ 7,886,236	\$ 1,465,317
(Increase)/Decrease in accounts receivable		\$ 4,974,722	\$ 9,200,223
(Increase)/Decrease in inventories for resale		\$ -	\$ -
(Increase)/Decrease in other financial assets		\$ (9,250)	\$ 28,056
(Increase)/Decrease in inventory of supplies		\$ -	\$ (7,539)
(Increase)/Decrease in prepaid expenses		\$ 274,665	\$ (878,187)
(Increase)/Decrease in other non-financial assets		\$ -	\$ 10
Increase/(Decrease) in accounts payable, accrued and other liabilities		\$ (3,419,712)	\$ (5,685,125)
Increase/(Decrease) in unspent deferred contributions		\$ (1,491,616)	\$ 648,158
Increase/(Decrease) in environmental liabilities		\$ -	\$ -
Other (describe)		\$ -	\$ -
Total cash flows from operating transactions		\$ 8,215,045	\$ 4,770,913
B. CAPITAL TRANSACTIONS			
Acquisition of tangible capital assets		\$ (2,637,867)	\$ (2,954,250)
Net proceeds from disposal of unsupported capital assets		\$ 33,872	\$ 7,988
Other (describe)		\$ -	\$ -
Total cash flows from capital transactions		\$ (2,603,995)	\$ (2,946,262)
C. INVESTING TRANSACTIONS			
Purchases of portfolio investments		\$ -	\$ -
Proceeds on sale of portfolio investments		\$ -	\$ -
Other (Describe)		\$ -	\$ -
Other (describe)		\$ -	\$ -
Total cash flows from investing transactions		\$ -	\$ -
D. FINANCING TRANSACTIONS			
Debt issuances		\$ -	\$ -
Debt repayments		\$ -	\$ -
Increase (decrease) in spent deferred capital contributions		\$ 1,593,361	\$ 1,621,326
Capital lease issuances		\$ -	\$ -
Capital lease payments		\$ -	\$ -
Other (describe)		\$ -	\$ -
Other (describe)		\$ -	\$ -
Total cash flows from financing transactions		\$ 1,593,361	\$ 1,621,326
Increase (decrease) in cash and cash equivalents		\$ 7,204,411	\$ 3,445,977
Cash and cash equivalents, at beginning of year		\$ 14,541,466	\$ 11,095,489
Cash and cash equivalents, at end of year		\$ 21,745,877	\$ 14,541,466

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

School Jurisdiction Code: 1280

STATEMENT OF CHANGE IN NET FINANCIAL ASSETS
For the Year Ended August 31, 2021 (in dollars)

	Budget 2021	2021	2020
Annual surplus (deficit)	\$ 1,572,637	\$ 6,475,749	\$ 227,865
Effect of changes in tangible capital assets			
Acquisition of tangible capital assets	\$ -	\$ (2,637,867)	\$ (2,954,250)
Amortization of tangible capital assets	\$ 4,550,607	\$ 4,494,445	\$ 4,442,438
Net (gain)/loss on disposal of tangible capital assets	\$ -	\$ 30,623	\$ 72,133
Net proceeds from disposal of unsupported capital assets	\$ -	\$ 413,027	\$ 7,988
Write-down carrying value of tangible capital assets	\$ -	\$ -	\$ -
Transfer of tangible capital assets (from)/to other entities	\$ -	\$ (703,822)	\$ -
Other changes Disposal of supported capital assets	\$ -	\$ -	\$ 145,693
Total effect of changes in tangible capital assets	\$ 4,550,607	\$ 1,596,406	\$ 1,714,002
Acquisition of inventory of supplies	\$ -	\$ -	\$ (7,539)
Consumption of inventory of supplies	\$ -	\$ -	\$ -
(Increase)/Decrease in prepaid expenses	\$ -	\$ 274,665	\$ (878,187)
(Increase)/Decrease in other non-financial assets	\$ -	\$ -	\$ 10
Net remeasurement gains and (losses)	\$ -	\$ -	\$ -
Change in spent deferred capital contributions (Schedule 2)		\$ (1,196,553)	\$ (1,801,486)
Other changes	\$ -	\$ -	\$ -
Increase (decrease) in net financial assets	\$ 6,123,244	\$ 7,150,267	\$ (745,335)
Net financial assets at beginning of year	\$ 3,468,584	\$ 3,468,584	\$ 4,213,919
Net financial assets at end of year	\$ 9,591,828	\$ 10,618,851	\$ 3,468,584

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

School Jurisdiction Code: 1280

STATEMENT OF REMEASUREMENT GAINS AND LOSSES
For the Year Ended August 31, 2021 (in dollars)

	2021	2020
Unrealized gains (losses) attributable to:		
Portfolio investments	\$ -	\$ -
Other	\$ -	\$ -
Amounts reclassified to the statement of operations:		
Portfolio investments	\$ -	\$ -
Other	\$ -	\$ -
Other Adjustment (Describe)	\$ -	\$ -
Net remeasurement gains (losses) for the year	\$ -	\$ -
Accumulated remeasurement gains (losses) at beginning of year	\$ -	\$ -
Accumulated remeasurement gains (losses) at end of year	\$ -	\$ -

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

1280

School Jurisdiction Code:

SCHEDULE 1

SCHEDULE OF NET ASSETS
For the Year Ended August 31, 2021 (in dollars)

	NET ASSETS	ACCUMULATED REMEASUREMENT GAINS (LOSSES)	ACCUMULATED SURPLUS (DEFICIT)	INVESTMENT IN TANGIBLE CAPITAL ASSETS	ENDOWMENTS	UNRESTRICTED SURPLUS	INTERNALLY RESTRICTED	
							TOTAL OPERATING RESERVES	TOTAL CAPITAL RESERVES
Balance at August 31, 2020	\$ 11,087,550	\$ -	\$ 11,087,550	\$ 6,224,734	\$ -	\$ 3,079,537	\$ -	\$ 1,783,279
Prior period adjustments:								
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Adjusted Balance, August 31, 2020	\$ 11,087,550	\$ -	\$ 11,087,550	\$ 6,224,734	\$ -	\$ 3,079,537	\$ -	\$ 1,783,279
Operating surplus (deficit)	\$ 6,475,749		\$ 6,475,749			\$ 6,475,749		
Board funded tangible capital asset additions				\$ 684,411		\$ (684,411)		\$ -
Disposal of unsupported tangible capital assets or board funded portion of supported	\$ -		\$ -	\$ (64,496)		\$ 30,624		\$ 33,872
Write-down of unsupported tangible capital assets or board funded portion of supported	\$ -		\$ -	\$ -		\$ -		\$ -
Net remeasurement gains (losses) for the year	\$ -	\$ -						
Endowment expenses & disbursements	\$ -		\$ -		\$ -			
Endowment contributions	\$ -		\$ -		\$ -			
Reinvested endowment income	\$ -		\$ -		\$ -			
Direct credits to accumulated surplus (Describe)	\$ -		\$ -		\$ -			\$ -
Amortization of tangible capital assets	\$ -		\$ -	\$ (4,494,445)		\$ 4,494,445		
Capital revenue recognized	\$ -		\$ -	\$ 3,493,736		\$ (3,493,736)		
Debt principal repayments (unsupported)	\$ -		\$ -	\$ -		\$ -		
Additional capital debt or capital leases	\$ -		\$ -	\$ -		\$ -		
Net transfers to operating reserves	\$ -		\$ -			\$ -		
Net transfers from operating reserves	\$ -		\$ -			\$ -		
Net transfers to capital reserves	\$ -		\$ -			\$ -		\$ -
Net transfers from capital reserves	\$ -		\$ -			\$ -		\$ -
Other Changes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Changes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Balance at August 31, 2021	\$ 17,563,299	\$ -	\$ 17,563,299	\$ 5,843,940	\$ -	\$ 9,902,208	\$ -	\$ 1,817,151

School Jurisdiction Code: 1280

SCHEDULE 1

**SCHEDULE OF NET ASSETS
For the Year Ended August 31, 2021 (in dollars)**

	INTERNALLY RESTRICTED RESERVES BY PROGRAM											
	School & Instruction Related		Operations & Maintenance		System Administration		Transportation		External Services			
	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves
Balance at August 31, 2020	\$ -	\$ (201,043)	\$ -	\$ 854,734	\$ -	\$ 135,126	\$ -	\$ (28,193)	\$ -	\$ 1,022,655	\$ -	\$ -
Prior period adjustments:												
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Adjusted Balance, August 31, 2020	\$ -	\$ (201,043)	\$ -	\$ 854,734	\$ -	\$ 135,126	\$ -	\$ (28,193)	\$ -	\$ 1,022,655	\$ -	\$ -
Operating surplus (deficit)												
Board funded tangible capital asset additions	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Disposal of unsupported tangible capital assets or board funded portion of supported		\$ 1,315		\$ 21,373		\$ -		\$ 11,184		\$ -		\$ -
Write-down of unsupported tangible capital assets or board funded portion of supported	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Net remeasurement gains (losses) for the year												
Endowment expenses & disbursements												
Endowment contributions												
Reinvested endowment income												
Direct credits to accumulated surplus (Describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Amortization of tangible capital assets												
Capital revenue recognized												
Debt principal repayments (unsupported)												
Additional capital debt or capital leases												
Net transfers to operating reserves	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Net transfers from operating reserves	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Net transfers to capital reserves	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Net transfers from capital reserves	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Changes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Changes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Balance at August 31, 2021	\$ -	\$ (199,728)	\$ -	\$ 876,107	\$ -	\$ 135,126	\$ -	\$ (17,009)	\$ -	\$ 1,022,655	\$ -	\$ -

SCHEDULE OF DEFERRED CONTRIBUTIONS
(EXTERNALLY RESTRICTED CONTRIBUTIONS ONLY)
For the Year Ended August 31, 2021 (in dollars)

	Alberta Education					Other GoA Ministries				
	IMR	CMR	Safe Return to Class	Others	Total Education	Alberta Infrastructure	Children's Services	Health	Other GoA Ministries	Total Other GoA Ministries
Deferred Operating Contributions (DOC)										
Balance at August 31, 2020	\$ 1,490,891	\$ 430,157	\$ -	\$ 7,032,459	\$ 8,953,507	\$ -	\$ -	\$ -	\$ -	\$ -
Prior period adjustments - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Adjusted ending balance August 31, 2020	\$ 1,490,891	\$ 430,157	\$ -	\$ 7,032,459	\$ 8,953,507	\$ -	\$ -	\$ -	\$ -	\$ -
Received during the year (excluding investment income)	\$ 284,385	\$ 1,246,947	\$ -	\$ 155,763	\$ 1,687,085	\$ 400,000	\$ -	\$ -	\$ -	\$ 400,000
Transfer (to) grant/donation revenue (excluding investment income)	\$ (172,783)	\$ (13,622)	\$ -	\$ (868,536)	\$ (1,054,941)	\$ (400,000)	\$ -	\$ -	\$ -	\$ (400,000)
Investment earnings	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Received during the year	\$ 9,039	\$ -	\$ -	\$ -	\$ 9,039	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred to investment income	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred (to) from UDCC	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred directly (to) SDCC	\$ (96,640)	\$ (1,697,633)	\$ -	\$ (178,243)	\$ (1,972,516)	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred (to) from others - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
DOC closing balance at August 31, 2021	\$ 1,514,892	\$ (34,151)	\$ -	\$ 6,141,433	\$ 7,622,174	\$ -	\$ -	\$ -	\$ -	\$ -
Unspent Deferred Capital Contributions (UDCC)										
Balance at August 31, 2020	\$ -	\$ -	\$ -	\$ 141,540	\$ 141,540	\$ 63,471	\$ -	\$ -	\$ -	\$ 63,471
Prior period adjustments - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Adjusted ending balance August 31, 2020	\$ -	\$ -	\$ -	\$ 141,540	\$ 141,540	\$ 63,471	\$ -	\$ -	\$ -	\$ 63,471
Received during the year (excluding investment income)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
UDCC Receivable	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transfer (to) grant/donation revenue (excluding investment income)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Investment earnings	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Received during the year	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred to investment income	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Proceeds on disposition of supported capital/ insurance proceeds (and related interest)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred from (to) DOC	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred from (to) SDCC	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred (to) from others - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
UDCC closing balance at August 31, 2021	\$ -	\$ -	\$ -	\$ 141,540	\$ 141,540	\$ 63,471	\$ -	\$ -	\$ -	\$ 63,471
Total Unspent Deferred Contributions at August 31, 2021	\$ 1,514,892	\$ (34,151)	\$ -	\$ 6,282,973	\$ 7,763,714	\$ 63,471	\$ -	\$ -	\$ -	\$ 63,471
Spent Deferred Capital Contributions (SDCC)										
Balance at August 31, 2020	\$ 1,457,391	\$ 1,315,546	\$ -	\$ 498,093	\$ 3,271,030	\$ 55,135,306	\$ -	\$ -	\$ -	\$ 55,135,306
Prior period adjustments - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Adjusted ending balance August 31, 2020	\$ 1,457,391	\$ 1,315,546	\$ -	\$ 498,093	\$ 3,271,030	\$ 55,135,306	\$ -	\$ -	\$ -	\$ 55,135,306
Donated tangible capital assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Alberta Infrastructure managed projects	\$ 96,640	\$ 1,697,633	\$ -	\$ 178,243	\$ 1,972,516	\$ 703,822	\$ -	\$ -	\$ -	\$ 703,822
Transferred from DOC	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred from UDCC	\$ (90,003)	\$ (179,762)	\$ -	\$ (85,970)	\$ (355,735)	\$ (3,120,930)	\$ -	\$ -	\$ -	\$ (20,930)
Amounts recognized as revenue (Amortization of SDCC)	\$ (170,673)	\$ -	\$ -	\$ -	\$ (170,673)	\$ (193,084)	\$ -	\$ -	\$ -	\$ (193,084)
Disposal of supported capital assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred (to) from others - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
SDCC closing balance at August 31, 2021	\$ 1,293,355	\$ 2,833,417	\$ -	\$ 590,366	\$ 4,717,138	\$ 52,525,114	\$ -	\$ -	\$ -	\$ 52,525,114

SCHEDULE 2

	Other Sources			Total other sources	Total
	Gov't of Canada	Donations and grants from others	Other		
Deferred Operating Contributions (DOC)					
Balance at August 31, 2020	\$ 164,465	\$ 355,326	\$ 8,500	\$ 528,291	\$ 9,481,798
Prior period adjustments - please explain:	-	-	-	-	-
Adjusted ending balance August 31, 2020	\$ 164,465	\$ 355,326	\$ 8,500	\$ 528,291	\$ 9,481,798
Received during the year (excluding investment income)	\$ -	\$ 61,180	\$ -	\$ 61,180	\$ 2,148,265
Transfer (to) grant/donation revenue (excluding investment income)	\$ (128,851)	\$ (89,112)	\$ (3,500)	\$ (221,463)	\$ (1,676,404)
Investment earnings	\$ -	\$ -	\$ -	\$ -	\$ -
Received during the year	\$ -	\$ -	\$ -	\$ -	\$ 9,039
Transferred to investment income	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred (to) from UDCC	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred directly (to) SDCC	\$ -	\$ -	\$ -	\$ -	\$ (1,972,516)
Transferred (to) from others - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -
DOC closing balance at August 31, 2021	\$ 35,614	\$ 327,394	\$ 5,000	\$ 368,008	\$ 7,990,182
Unspent Deferred Capital Contributions (UDCC)					
Balance at August 31, 2020	\$ -	\$ 43,755	\$ -	\$ 43,755	\$ 248,766
Prior period adjustments - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -
Adjusted ending balance August 31, 2020	\$ -	\$ 43,755	\$ -	\$ 43,755	\$ 248,766
Received during the year (excluding investment income)	\$ -	\$ -	\$ -	\$ -	\$ -
UDCC Receivable	\$ -	\$ -	\$ -	\$ -	\$ -
Transfer (to) grant/donation revenue (excluding investment income)	\$ -	\$ -	\$ -	\$ -	\$ -
Investment earnings	\$ -	\$ -	\$ -	\$ -	\$ -
Received during the year	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred to investment income	\$ -	\$ -	\$ -	\$ -	\$ -
Proceeds on disposition of supported capital/ Insurance proceeds (and related interest)	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred from (to) DOC	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred from (to) SDCC	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred (to) from others - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -
UDCC closing balance at August 31, 2021	\$ -	\$ 43,755	\$ -	\$ 43,755	\$ 248,766
Total Unspent Deferred Contributions at August 31, 2021	\$ 35,614	\$ 371,149	\$ 5,000	\$ 411,763	\$ 8,238,948
Spent Deferred Capital Contributions (SDCC)					
Balance at August 31, 2020	\$ -	\$ 217,890	\$ -	\$ 217,890	\$ 56,624,226
Prior period adjustments - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -
Adjusted ending balance August 31, 2020	\$ -	\$ 217,890	\$ -	\$ 217,890	\$ 56,624,226
Donated tangible capital assets	\$ -	\$ -	\$ -	\$ -	\$ -
Alberta Infrastructure managed projects	\$ -	\$ -	\$ -	\$ -	\$ 703,822
Transferred from DOC	\$ -	\$ -	\$ -	\$ -	\$ 1,972,516
Transferred from UDCC	\$ -	\$ -	\$ -	\$ -	\$ -
Amounts recognized as revenue (Amortization of SDCC)	\$ -	\$ (17,071)	\$ -	\$ (17,071)	\$ (3,493,736)
Disposal of supported capital assets	\$ -	\$ (15,398)	\$ -	\$ (15,398)	\$ (379,155)
Transferred (to) from others - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -
SDCC closing balance at August 31, 2021	\$ -	\$ 185,421	\$ -	\$ 185,421	\$ 57,427,673

SCHEDULE 3

School Jurisdiction Code: 1280

SCHEDULE OF PROGRAM OPERATIONS
for the Year Ended August 31, 2021 (in dollars)

REVENUES	2021										2020
	Instruction		Operations and		Transportation	System Administration	External Services	TOTAL	TOTAL	TOTAL	
	Pre Kindergarten	Kindergarten to Grade 12	Maintenance								
(1) Alberta Education	\$ 123,940	\$ 35,989,075	\$ 3,292,682	\$ 2,312,636	\$ 530	\$ 3,648,416	\$ 45,367,279	\$ 38,770,719			
(2) Alberta Infrastructure	\$ -	\$ 85,266	\$ 2,851,666	\$ -	\$ 856	\$ -	\$ 942,564	\$ 3,880,352	\$ 3,400,851		
(3) Other - Government of Alberta	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 429,570	\$ 429,570	\$ 340,263		
(4) Federal Government and First Nations	\$ -	\$ 9,404,860	\$ 2,232,746	\$ 922,723	\$ 651,541	\$ -	\$ 23,863	\$ 13,235,733	\$ 14,539,162		
(5) Other Alberta school authorities	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
(6) Out of province authorities	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
(7) Alberta municipalities-special tax levies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
(8) Property taxes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
(9) Fees	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
(10) Sales of services and products	\$ -	\$ 529,978	\$ 125,361	\$ 5,018	\$ 3,046	\$ -	\$ 27,527	\$ 690,930	\$ 393,284		
(11) Investment income	\$ -	\$ 161,290	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 161,290	\$ 185,837		
(12) Gifts and donations	\$ -	\$ 126,691	\$ 16,093	\$ -	\$ -	\$ -	\$ -	\$ 142,784	\$ 291,068		
(13) Rental of facilities	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 871,569	\$ 871,569	\$ 832,747		
(14) Fundraising	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 100,824		
(15) Gains on disposal of tangible capital assets	\$ -	\$ 1,315	\$ 21,373	\$ 11,184	\$ -	\$ -	\$ -	\$ 33,872	\$ 6,638		
(16) Other	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
(17) TOTAL REVENUES	\$ 123,940	\$ 46,298,475	\$ 8,539,921	\$ 3,251,561	\$ 4,303,859	\$ 2,295,623	\$ 64,813,379	\$ 58,861,393			
EXPENSES											
(18) Certificated salaries	\$ -	\$ 16,296,667	\$ -	\$ -	\$ 391,802	\$ -	\$ 16,688,469	\$ 17,258,612			
(19) Certificated benefits	\$ -	\$ 3,294,263	\$ -	\$ -	\$ 57,584	\$ -	\$ 3,351,847	\$ 3,561,063			
(20) Non-certificated salaries and wages	\$ 83,141	\$ 6,120,706	\$ 2,779,789	\$ 1,007,855	\$ 1,111,007	\$ 447,380	\$ 11,549,878	\$ 11,936,804			
(21) Non-certificated benefits	\$ 19,400	\$ 1,283,626	\$ 599,495	\$ 222,332	\$ 278,469	\$ 91,337	\$ 2,494,659	\$ 2,665,848			
(22) SUB - TOTAL	\$ 102,541	\$ 26,995,262	\$ 3,379,284	\$ 1,230,187	\$ 1,838,862	\$ 538,717	\$ 34,084,853	\$ 35,422,327			
(23) Services, contracts and supplies	\$ 818	\$ 9,570,755	\$ 4,839,960	\$ 1,774,310	\$ 702,020	\$ 2,144,835	\$ 19,032,698	\$ 18,104,249			
(24) Amortization of supported tangible capital assets	\$ -	\$ 159,342	\$ 3,004,166	\$ -	\$ 856	\$ 329,372	\$ 3,493,736	\$ 3,422,812			
(25) Amortization of unsupported tangible capital assets	\$ -	\$ 105,776	\$ 236,182	\$ 601,992	\$ 2,975	\$ 53,784	\$ 1,000,709	\$ 1,019,626			
(26) Supported interest on capital debt	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -			
(27) Unsupported interest on capital debt	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -			
(28) Other interest and finance charges	\$ -	\$ -	\$ -	\$ -	\$ 2,708	\$ -	\$ 2,708	\$ 1,992			
(29) Losses on disposal of tangible capital assets	\$ -	\$ -	\$ 42,253	\$ -	\$ -	\$ -	\$ 22,242	\$ 64,495	\$ 78,771		
(30) Other expense	\$ -	\$ 658,431	\$ -	\$ -	\$ -	\$ -	\$ 658,431	\$ 583,751			
(31) TOTAL EXPENSES	\$ 103,359	\$ 37,489,566	\$ 11,501,845	\$ 3,606,489	\$ 2,547,421	\$ 3,088,950	\$ 58,337,630	\$ 58,633,528			
(32) OPERATING SURPLUS (DEFICIT)	\$ 20,581	\$ 8,808,909	\$ (2,961,924)	\$ (354,928)	\$ 1,756,438	\$ (793,327)	\$ 6,475,749	\$ 227,865			

School Jurisdiction Code: 1280

SCHEDULE OF OPERATIONS AND MAINTENANCE
for the Year Ended August 31, 2021 (in dollars)

EXPENSES	Custodial	Maintenance	Utilities and Telecomm.	Expensed IMR/CMR, Relocations & Lease Payments	Facility Planning & Operations Administration	Unsupported Amortization & Other Expenses	Supported Capital & Debt Services	2021 TOTAL Operations and Maintenance	2020 TOTAL Operations and Maintenance
Non-certificated salaries and wages	\$ 1,824,388	\$ 827,050	\$ -	\$ -	\$ 128,350			\$ 2,779,788	\$ 2,829,009
Non-certificated benefits	\$ 406,937	\$ 168,277	\$ -	\$ -	\$ 24,281			\$ 599,495	\$ 636,258
SUB-TOTAL REMUNERATION	\$ 2,231,325	\$ 995,327	\$ -	\$ -	\$ 152,631			\$ 3,379,283	\$ 3,465,267
Supplies and services	\$ 210,949	\$ 1,776,645	\$ -	\$ 290,637	\$ 287,162			\$ 2,565,393	\$ 2,313,583
Electricity			\$ 600,265					\$ 600,265	\$ 752,880
Natural gas/heating fuel			\$ 465,590					\$ 465,590	\$ 389,700
Sewer and water			\$ 81,799					\$ 81,799	\$ 37,150
Telecommunications			\$ 45,250					\$ 45,250	\$ 48,281
Insurance					\$ 998,156			\$ 998,156	\$ 529,899
ASAP maintenance & renewal payments							\$ -	\$ -	\$ -
Amortization of tangible capital assets							\$ 3,004,166	\$ 3,004,166	\$ 2,829,074
Supported									
Unsupported						\$ 236,182		\$ 236,182	\$ 228,703
TOTAL AMORTIZATION						\$ 236,182	\$ 3,004,166	\$ 3,240,348	\$ 3,057,777
Interest on capital debt									
Supported								\$ -	\$ -
Unsupported								\$ -	\$ -
Lease payments for facilities				\$ 83,507				\$ 83,507	\$ 77,662
Other interest charges								\$ -	\$ -
Losses on disposal of capital assets						\$ 42,254		\$ 42,254	\$ 1,621
TOTAL EXPENSES	\$ 2,442,274	\$ 2,771,972	\$ 1,192,904	\$ 374,144	\$ 1,437,949	\$ 278,436	\$ 3,004,166	\$ 11,501,845	\$ 10,673,820
SQUARE METRES									
School buildings								51,110.0	54,330.8
Non school buildings								2,371.0	2,094.7

Notes:

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

SCHEDULE 5

School Jurisdiction Code: 1280

SCHEDULE OF CASH, CASH EQUIVALENTS, AND PORTFOLIO INVESTMENTS
for the Year Ended August 31, 2021 (in dollars)

Cash & Cash Equivalents

	2021			2020
	Average Effective (Market) Yield	Cost	Amortized Cost	Amortized Cost
Cash		\$ 21,745,877	\$ 21,745,877	\$ 14,541,466
Cash equivalents				
Government of Canada, direct and guaranteed	0.00%	-	-	-
Provincial, direct and guaranteed	0.00%	-	-	-
Corporate	0.00%	-	-	-
Other, including GIC's	0.00%	-	-	-
Total cash and cash equivalents		\$ 21,745,877	\$ 21,745,877	\$ 14,541,466

See Note 3 for additional detail.

Portfolio Investments

	2021			2020	
	Average Effective (Market) Yield	Cost	Fair Value	Balance	Balance
Interest-bearing securities					
Deposits and short-term securities	0.00%	\$ -	\$ -	\$ -	\$ -
Bonds and mortgages	0.00%	-	-	-	-
	0.00%	-	-	-	-
Equities					
Canadian equities	0.00%	\$ -	\$ -	\$ -	\$ -
Global developed equities	0.00%	-	-	-	-
Emerging markets equities	0.00%	-	-	-	-
Private equities	0.00%	-	-	-	-
Pooled investment funds	0.00%	-	-	-	-
Total fixed income securities	0.00%	-	-	-	-
Other					
#REF!	0.00%	\$ -	\$ -	\$ -	\$ -
#REF!	0.00%	-	-	-	-
#REF!	0.00%	-	-	-	-
#REF!	0.00%	-	-	-	-
Total equities	0.00%	-	-	-	-
Total portfolio investments	0.00%	\$ -	\$ -	\$ -	\$ -

See Note 5 for additional detail.

Portfolio investments**Operating**

Cost
Unrealized gains and losses

Endowments

Cost
Unrealized gains and losses
Deferred revenue

Total portfolio investments

	2021	2020
	\$ -	\$ -
	-	-
	-	-
	-	-
	\$ -	\$ -
	-	-
	-	-
	-	-
	\$ -	\$ -

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

	2021	2020
Under 1 year	0.0%	0.0%
1 to 5 years	0.0%	0.0%
6 to 10 years	0.0%	0.0%
11 to 20 years	0.0%	0.0%
Over 20 years	0.0%	0.0%
	0.0%	0.0%

SCHEDULE 6

School Jurisdiction Code: 1280

SCHEDULE OF TANGIBLE CAPITAL ASSETS
For the Year Ended August 31, 2021 (in dollars)

	2021						2020	
	Land	Work In Progress*	Buildings** 10-40 Years	Equipment 5 Years	Vehicles 5-12 Years	Computer Hardware & Software 5 Years	Total	Total
Historical cost								
Beginning of year	\$ 538,792	\$ -	\$ 149,632,748	\$ 8,417,508	\$ 8,782,707	\$ 5,768,516	\$ 173,140,271	\$ 171,665,480
Prior period adjustments	-	-	-	-	-	-	-	-
Additions	-	703,822	1,866,362	318,297	448,122	-	3,336,603	2,954,250
Transfers in (out)	-	-	-	-	-	-	-	-
Less disposals including write-offs	-	-	(5,998,069)	(269,650)	(350,217)	(233,198)	(6,851,134)	(1,479,459)
Historical cost, August 31, 2021	\$ 538,792	\$ 703,822	\$ 145,501,041	\$ 8,466,155	\$ 8,880,612	\$ 5,535,318	\$ 169,625,740	\$ 173,140,271
Accumulated amortization								
Beginning of year	\$ -	\$ -	\$ 89,140,757	\$ 7,864,684	\$ 6,270,388	\$ 5,016,649	\$ 108,292,478	\$ 105,103,683
Prior period adjustments	-	-	-	-	-	-	-	-
Amortization	-	-	3,414,600	250,941	700,657	123,160	4,489,358	4,444,762
Other additions	-	-	-	-	-	-	-	-
Transfers in (out)	-	-	-	-	-	-	-	-
Less disposals including write-offs	-	-	(5,555,147)	(269,650)	(350,217)	(232,469)	(6,407,483)	(1,255,967)
Accumulated amortization, August 31, 2021	\$ -	\$ -	\$ 87,000,210	\$ 7,845,975	\$ 6,620,828	\$ 4,907,340	\$ 106,374,353	\$ 108,292,478
Net Book Value at August 31, 2021	\$ 538,792	\$ 703,822	\$ 58,500,831	\$ 620,180	\$ 2,259,784	\$ 627,978	\$ 63,251,387	\$ 64,847,793
Net Book Value at August 31, 2020	\$ 538,792	\$ -	\$ 60,491,991	\$ 552,824	\$ 2,512,319	\$ 751,867	\$ 63,251,387	\$ 64,847,793

	2021	2020
Total cost of assets under capital lease	\$ -	\$ -
Total amortization of assets under capital lease	\$ -	\$ -

* Work in progress includes \$703,822 in buildings.

**Buildings include leasehold improvements with a total cost of \$29,481 and accumulated amortization of \$2,457.

SCHEDULE 7

School Jurisdiction Code: 1280

SCHEDULE OF REMUNERATION AND MONETARY INCENTIVES
For the Year Ended August 31, 2021 (in dollars)

Board Members:	FTE	Remuneration	Benefits	Allowances	Performance Bonuses	ERIP's / Other Paid	Other Accrued Unpaid Benefits (1)	Expenses
R Guild, Board Chair	1.00	\$29,475	\$2,582	\$0	\$0	\$0	\$0	\$4,582
C Laboucane, Trustee	1.00	\$8,156	\$5,151	\$0	\$0	\$0	\$0	\$2,675
C Wanyandie, Trustee	1.00	\$13,613	\$5,828	\$0	\$0	\$0	\$0	\$5,865
R Anderson, Trustee	1.00	\$13,838	\$1,725	\$0	\$0	\$0	\$0	\$5,421
J Lamouche, Trustee	1.00	\$8,944	\$3,079	\$0	\$0	\$0	\$0	\$4,188
L Cardinal, Trustee	1.00	\$8,440	\$5,198	\$0	\$0	\$0	\$0	\$1,660
S Yellowknee, Trustee	1.00	\$11,813	\$5,021	\$0	\$0	\$0	\$0	\$1,472
L Gladio, Trustee	1.00	\$6,075	\$2,912	\$0	\$0	\$0	\$0	\$1,544
R Shirley, Trustee	1.00	\$6,863	\$5,190	\$0	\$0	\$0	\$0	\$1,310
J Nokohoo, Trustee	1.00	\$11,644	\$4,256	\$0	\$0	\$0	\$0	\$3,482
K Teiford, Trustee	0.05	\$1,350	\$501	\$0	\$0	\$0	\$0	\$416
S Durocher, Trustee	0.76	\$3,713	\$2,687	\$0	\$0	\$0	\$0	\$651
	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Subtotal	10.81	\$123,924	\$44,130	\$0	\$0	\$0	\$0	\$33,266
Dr. Nancy Spencer-Poitras	1.00	\$199,750	\$42,489	\$0	\$0	\$0	\$66,254	\$25,117
		\$0	\$0	\$0	\$0	\$0	\$0	\$0
Douglas Aird, Secretary Treasurer	1.00	\$155,000	\$36,528	\$0	\$0	\$0	\$17,567	\$13,758
		\$0	\$0	\$0	\$0	\$0	\$0	\$0
		\$0	\$0	\$0	\$0	\$0	\$0	\$0
Certificated		\$16,488,719	\$3,243,104	\$0	\$0	\$0	\$0	\$0
School based	150.00							
Non-School based	13.00							
Non-certificated		\$11,270,954	\$2,396,414	\$0	\$0	\$0	\$0	\$0
Instructional	120.00							
Plant Operations & Maintenance	52.00							
Transportation	35.00							
Other	44.00							
TOTALS	426.81	\$28,238,347	\$5,762,665	\$0	\$0	\$0	\$83,841	\$72,141

Vacation Payable

(1) Other Accrued Unpaid Benefits Include:

Note 1 Authority

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

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

Note 2 Summary of Significant Accounting Policies

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

1. *Valuation of Financial Assets and Liabilities*

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

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

2. *Financial Assets*

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

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

2a. *Cash and Cash Equivalents*

Cash includes cash on hand and balances with banks. Cash equivalents are short-term, highly liquid investments that are readily convertible to known amounts of cash and that are subject to an insignificant risk of change in value. Cash equivalents have maturities of three months or less from the date of acquisition and are held for the purpose of meeting short-term commitments rather than for investment purposes. Included in cash are School Generated Fund bank balances totaling \$181,235 (2020 - \$196,351) and \$1,817,151 (2020 - \$1,783,279) restricted for capital reserves.

2b. *Accounts Receivable*

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

2c. *Inventories*

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

2d. *Other Financial Assets*

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

3. *Liabilities*

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

3a. *Accounts Payable and Other Accrued Liabilities*

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

3b. *Deferred Contributions*

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

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

a) *Unspent Deferred Capital Contributions*

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

b) *Spent Deferred Capital Contributions*

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

3c. *Employee Future Benefits*

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

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

3d. *Environmental Liabilities*

Liability for Contaminated Sites:

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

A liability for remediation of a contaminated site may arise from an operation that is either in productive use or no longer in productive use and may also arise from an unexpected event resulting in contamination. The resulting liability is recognized net of any expected recoveries when all of the following criteria are met:

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

Other Environmental Liabilities:

Other environmental liabilities are liabilities which do not meet the definition of a liability for contaminated site under PS 3260 or asset retirement obligations under PS 3280 and are recognized when all of the following criteria are met:

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

3e. *Asset Retirement Obligations*

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

4. Non-Financial Assets

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

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

4a. Tangible Capital Assets

The following criteria applies:

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

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

4b. Prepaid Expenses

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

5. *Operating and Capital Reserves*

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

6. *Revenue Recognition*

Revenues are recorded on an accrual basis. Cash received for which goods or services have not been provided by year end is recognized as unearned revenue and recorded in accounts payable and other accrued liabilities.

Government Transfers:

Transfers from all governments are referred to as government transfers. Government transfers are recognized as deferred contributions if the eligibility criteria for use of the transfer, or the stipulations together with the Division's actions and communications as to the use of the transfer, create a liability. These transfers are recognized as revenue as the stipulations are met and, when applicable, the Division complies with its communicated use of these transfers.

All other government transfers, without stipulations for the use of the transfer, are recognized as revenue when the transfer is authorized and the Division meets the eligibility requirement (if any).

Donations and non-Government Transfers:

Donations and non-government contributions are received from individuals, corporations, and private sector non-for-profit organizations. Donations and non-government contributions may be unrestricted or externally restricted for operating or capital purposes.

Unrestricted donations and non-government contributions are recognized as revenue in the year received or in the year the funds are committed to the Division if the amount can be reasonably estimated and collection is reasonably assured.

Externally restricted donations and non-government contributions are recognized as deferred contributions if the terms for their use, or the terms along with the Division's actions and communications as to the use, create a liability. These resources are recognized as revenue as the terms are met and, when applicable, the Division complies with its communicated use.

In-kind donations of services and materials are recognized at fair value when such value can reasonably be determined. While volunteers contribute a significant amount of time each year to assist the Division, the value of their services are not recognized as revenue and expenses in the financial statements because fair value cannot be reasonably determined.

Grants and Donations for Land:

The Division records transfers and donations for the purchase of land as a liability when received and as revenue when the Division purchases the land. The Division records in-kind contributions of land as revenue at the fair value of the land. When the Division cannot determine the fair value, it records such in-kind donations at nominal value.

Investment Income:

- Investment income includes interest income and is recognized when earned and collection is reasonably assured.

7. *Expenses*

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

Allocation of Costs:

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

8. *Program Reporting*

The Division's operations have been segmented as follows:

- Pre-K Instruction:** The provision of Pre-Kindergarten instructional services that fall under the basic public education mandate.
- K to Grade 12 Instruction:** The provision of instructional services for Kindergarten to Grade 12 that fall under the basic public education mandate.
- Plant Operations and Maintenance:** The operation and maintenance of all school buildings and maintenance shop facilities.
- Transportation:** The provision of regular and special education bus services (to and from school), whether contracted or board operated, including transportation facilities.
- Board & System Administration:** The provision of board governance and system-based/central office administration.
- External Services:** All projects, activities, and services offered outside the public education mandate for Pre-K children and students in Kindergarten to Grade 12. Services offered beyond the mandate for public education are to be self-supporting, and Alberta Education funding may not be utilized to support these programs.

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

9. *Financial Instruments*

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

10. *Measurement Uncertainty*

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

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

11. *Contributed Services and Materials*

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

12. *Change in Accounting Policy*

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

13. *Future Accounting Changes*

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

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

PS 3280, Asset Retirement Obligations, establishes standards on how to account and report for legal obligations associated with the retirement of certain tangible capital assets. This standard is applicable for fiscal years beginning on or after April 1, 2022.

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

PS 3400, Revenue, establishes standards on how to account for and report revenue, and specifically, it addresses revenue arising from exchange transactions and non-exchange transactions. This standard applies to fiscal years beginning on or after April 1, 2023.

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

Note 3 Accounts Receivable (Net after Allowances)

	2021			2020
	Gross Amount	Allowance for Doubtful Accounts	Net Realizable Value	Net Realizable Value
Alberta Education – Grants	\$504,066	\$94,000	\$410,066	\$36,966
Alberta Education – Capital	275,769	275,769	-	275,769
Other Alberta School Jurisdictions	13,044	13,044	-	-
Alberta Health Services	125,802	-	125,802	173,595
Federal Government	383,063	-	383,063	875,514
First Nations	806,287	44,138	762,149	2,423,130
Other	460,823	77,787	383,036	3,263,607
Post-secondary Institutions	31,613	-	31,613	21,870
Total	\$2,600,467	\$504,738	\$2,095,729	\$7,070,451

Note 4 Other Financial Assets

Other financial assets consist of damage deposits totaling \$31,250 (2020 – \$22,000).

Note 5 Other Non-Financial Assets:

Other non-financial assets consist of inventory of supplies in the amount of \$7,539 (2019 - \$7,539).

Note 6 Prepaid Expenses

Prepaid expenses consist of the following:

	2021	2020
Lease and rent	\$23,398	\$31,142
Memberships, subscriptions, and fees	612,729	618,431
Property taxes	20,343	18,956
Insurance	319,592	149,505
Other supplies	137,133	569,826
Total	\$1,113,195	\$1,387,860

Note 7 Bank Indebtedness

The Division has negotiated a line of credit in the amount of \$3,000,000 (2020 - \$3,000,000) that bears interest at the bank prime rate plus 1.00%. The line of credit is secured by a security agreement, covering all revenue of the Division. There was no balance outstanding on the line of credit at August 31, 2021 (2020 - \$NIL).

Note 8 Accounts Payable and Other Accrued Liabilities

	2021	2020
Federal Government	\$90,934	\$3,989
First Nations	1,545,331	506,746
Other Alberta School Divisions	22,455	30,890
Alberta Education	1,095,984	571,324
Accrued Vacation Pay Liability	627,002	612,523
Other Salaries and Benefit Costs	39,630	87,285
Other Alberta Government	2	-
Post-Secondary	3,874	-
Other Trade Payables and Accrued Liabilities	1,583,844	6,616,011
Total	\$5,009,056	\$8,428,768

Note 9 Contractual Obligations

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

	Building Leases	Service Providers	Equipment Leases
2021-22	\$92,277	\$-	\$-
2022-23	61,503	-	-
2023-24	25,240	-	-
Total	\$222,693	\$-	\$-

Note 10 Employee Future Benefit Liabilities

Employee future benefit liabilities consist of accumulated sick pay liability in the amount of \$6,001 (2020 - \$6,001).

Note 11 Pension Costs

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

Current and past service costs of the Alberta Teachers' Retirement Fund (ATRF) are met by contributions by active members and the Government of Alberta. Under the terms of the Teachers Pension Plan Act, the Division does not make pension contributions for certificated Staff. The Government portion of the current service contribution to the ATRF on behalf of the Division is included in both revenues and expenses. For the year ended August 31, 2021, the amount contributed by the Government was \$1,580,811 (2020 - \$1,779,908). At August 31, 2020 the ATRF reported an actuarial surplus of \$3,059,032,000 (2020 - \$3,425,141,000).

The Division participates in a multi-employer pension plan, the Local Authorities Pension Plan (LAPP) and is not responsible for future funding of the plan deficit other than through contribution increases. The Division does not have sufficient plan information on the LAPP to follow defined benefit accounting, and therefore follows the standards for defined contribution accounting. Accordingly, the pension expense recorded for the LAPP is equivalent to the Division's annual contributions paid of \$642,059 for the year ended August 31, 2021 (2020 - \$693,325). As of December 31, 2020, the LAPP reported an actuarial surplus of \$4,961,337,000 (2019 - \$7,913,261,000).

Note 12 School Generated Funds

	2021	2020
Unexpended School Generated Funds, Opening Balance August 31	\$194,705	\$287,107
Current Year Activities – Gross Receipts:		
Fundraising	40,823	97,051
Gifts and donations	82,923	104,980
Other sales and services		
Total gross receipts	123,746	202,031
Current Year Activities – Uses of Funds		
Equipment and Supplies	5,800	-
Extra-Curricular Activities	125,103	253,456
Field Trips	1,113	17,031
Fundraising (Direct Costs)	4,386	23,946
Total Uses of Funds	136,402	294,433
Unexpended School Generated Funds, Closing Balance August 31	\$182,049	\$194,705
Balance included in Deferred Contributions	5,000	8,500
Balance included in Accumulated Surplus	177,049	186,205
Total	\$182,049	\$194,705

Note 13 Tuition Fees

Pursuant to agreements, the Minister of Indian and Northern Affairs and certain Indian Bands have agreed to pay to the Board of the Division a per capita share of the annual net operating costs of the Board for each Indian Student enrolled. The calculation of the amount recoverable from the Minister and the Bands is subject to possible future adjustments since all components of the net operating costs must be mutually agreed upon by the Minister or Bands and the Board, as required under the agreements. Included in Federal Government and First Nations revenue is \$13,106,882 for tuition fees (2020 - \$13,679,705).

Note 14 Net Assets

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

	2021	2020
Unrestricted surplus	\$9,902,208	\$3,079,537
Operating reserves		
Accumulated surplus (deficit) from operations		
Investment in tangible capital assets	5,843,940	6,224,734
Capital reserves	1,817,151	1,783,279
Accumulated re-measurement gains (losses)		
Accumulated surplus (deficit)	\$17,563,299	\$11,087,550

Accumulated surplus from operations (ASO) include school generated funds of \$177,049 (2020 - \$186,205). These funds are raised at school level and are not available to spend at board level. The Division's adjusted surplus from operations is calculated as follows:

	2021	2020
Accumulated surplus (deficit) from operations	\$17,563,299	\$11,087,550
School Generated funds included in accumulated surplus (Note 12)	(177,049)	(186,205)
Adjusted accumulated surplus (deficit)	\$17,386,250	\$10,901,345

Adjusted accumulated surplus represents unspent funding available to support the Division's operations for the 2021-2022 year.

Note 15 Related Party Transactions

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

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

	Balances		Transactions	
	Financial Assets (at cost or net realizable)	Liabilities (at amortized cost)	Revenues	Expenses
Government of Alberta (GOA): Education				
Accounts receivable/Accounts payable	\$410,066	\$1,095,984	\$0	\$0
Prepaid expenses/Deferred contributions		7,622,174		
Grant revenues and expenses			45,367,279	473,412
Unspent deferred capital contributions		141,540		
Spent deferred capital contributions		4,717,138		
ATRF payments made on Division's behalf			1,580,811	
Other revenues and expenses				
Government of Alberta (GOA): Infrastructure				
Revenues and expenses			3,880,352	145,701
Unspent deferred capital contributions		63,471		
Spent deferred capital contributions		52,525,114		
Other Related Parties:				
Other Alberta school divisions		22,455		344,794
Energy Efficiency Alberta				
Alberta Health Services	125,802		429,570	
ATB Financial			161,290	2,709
Other Government of Alberta Ministries			0	498
Post-secondary institutions	31,613		31,613	64,285
Total 2020/2021	\$567,481	\$66,187,876	\$50,441,429	\$557,987
Total 2019/2020	\$508,200	\$68,185,342	\$42,734,990	\$1,331,352

Note 16 Economic Dependence on Related Third Party

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

Note 17 Contingent Liabilities*Alberta Risk Management Insurance Consortium (ARMIC)*

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

Residential Schools

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

Housing Agreement

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

Transfer of Assets

On September 1, 2018, the operation of three schools (Little Buffalo School, Peerless Lake School and Kateri School) of the Division were transferred to the Kee Tas Kee Now Tribal Council Education Authority (KTCEA). The Division is currently in negotiation with the KTCEA regarding the transfer of tangible capital assets with a net book value of \$961,325 and spent deferred capital revenue of \$759,215 from the Division to the KTCEA. On October 7, 2021, tangible capital assets with a net book value of \$696,963 and spent deferred capital revenue of \$494,853 pertaining to Little Buffalo School were transferred from the Division to 2282069 Alberta Ltd, a non-profit company wholly owned by Lubicon Lake Band.

None of these contingent liabilities involve related parties.

Note 18 Financial Instruments

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

Interest Rate Risk

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

Credit Concentration Risk

As at August 31, 2021, two customers (2020 - two) accounted for 28% (2020 - 72%) of accounts receivable. The Division believes that there is no unusual exposure associated with the collection of these receivables. The Division performs regular credit assessments of its customers and provides allowances for potentially uncollectible accounts receivable.

Note 20 Budget Amounts

The budget was prepared by the Division's management with the Board of Trustees approval given on May 22, 2020.

Note 21 Approval of Financial Statements

These financial statements were prepared by management and approved by the Board of Trustees on November 26, 2021.

DRAFT

School Jurisdiction Code: 1280

SCHEDULE 8

UNAUDITED SCHEDULE OF FEES
For the Year Ended August 31, 2021 (in dollars)

	Actual Fees Collected 2019/2020	Budgeted Fee Revenue 2020/2021	(A) Actual Fees Collected 2020/2021	(B) Unspent September 1, 2020*	(C) Funds Raised to Defray Fees 2020/2021	(D) Expenditures 2020/2021	(A) + (B) + (C) - (D) Unspent Balance at August 31, 2021*
Transportation Fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Basic Instruction Fees							
Basic instruction supplies	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Fees to Enhance Basic Instruction							
Technology user fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Alternative program fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Fees for optional courses	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Activity fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Early childhood services	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other fees to enhance education	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Non-Curricular fees							
Extracurricular fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Non-curricular travel	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Lunch supervision and noon hour activity fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Non-curricular goods and services	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other Fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL FEES	\$0	\$0	\$0	\$0	\$0	\$0	\$0

*Unspent balances cannot be less than \$0

Please disclose amounts paid by parents of students that are recorded as "Sales of services and products", "Fundraising", or "Other revenue" (rather than fee revenue):	Actual 2021	Actual 2020
Cafeteria sales, hot lunch, milk programs	\$0	\$0
Special events, graduation, tickets	\$0	\$0
International and out of province student revenue	\$0	\$0
Sales or rentals of other supplies/services (clothing, agendas, yearbooks)	\$0	\$0
Adult education revenue	\$0	\$0
Preschool	\$0	\$0
Child care & before and after school care	\$0	\$0
Lost item replacement fee	\$0	\$0
Other (Describe)	\$0	\$0
Other (Describe)	\$0	\$0
Other (Describe)	\$0	\$0
TOTAL	\$0	\$0

School Jurisdiction Code: 1280

SCHEDULE 9

UNAUDITED SCHEDULE OF SYSTEM ADMINISTRATION
For the Year Ended August 31, 2021 (in dollars)

EXPENSES	Allocated to System Administration 2021			
	Salaries & Benefits	Supplies & Services	Other	TOTAL
Office of the superintendent	\$ 415,508	\$ 79,180	\$ -	\$ 494,688
Educational administration (excluding superintendent)	-	-	-	-
Business administration	844,670	220,832	-	1,065,502
Board governance (Board of Trustees)	163,803	134,849	-	298,652
Information technology	-	-	-	-
Human resources	280,991	139,834	-	420,825
Central purchasing, communications, marketing	104,441	48,058	-	152,499
Payroll	-	-	-	-
Administration - insurance			29,155	29,155
Administration - amortization			3,831	3,831
Administration - other (admin building, interest)			82,269	82,269
Other (describe)	-	-	-	-
Other (describe)	-	-	-	-
Other (describe)	-	-	-	-
TOTAL EXPENSES	\$ 1,809,413	\$ 622,753	\$ 115,255	\$ 2,547,421
Less: Amortization of unsupported tangible capital assets				(\$2,975)
TOTAL FUNDED SYSTEM ADMINISTRATION EXPENSES				2,544,446

REVENUES	2021
System Administration grant from Alberta Education	3,648,416
System Administration other funding/revenue from Alberta Education (ATRF, secondment revenue, etc)	
System Administration funding from others	655,443
TOTAL SYSTEM ADMINISTRATION REVENUES	4,303,859
Transfers (to)/from System Administration reserves	-
Transfers to other programs	-
SUBTOTAL	4,303,859
2020 - 21 System Administration expense (over) under spent	\$1,759,413

Northland School Division

Audit Findings Report

For the year ended August 31, 2021

November 29, 2021



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

Engagement Partner

Jeff Alliston, CPA, CA
 T: 780.489.9606 Ext. 125
 E: jalliston@metrixgroup.ca

Manager

Craig Poeter, CPA
 T: 780.489.9606 Ext. 123
 E: cpoeter@metrixgroup.ca

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Executive Summary

We are please to provide you with our audit findings report for Northland School Division (the “Division”) for the year ended August 31, 2021.

The purpose of this communication is to summarize certain matters arising from the audit that we believe would be of interest to the Board of Trustees. Additionally, during the course of our audit we identified matters that may be of interest to management.

The objectives of this report is as follows:

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

Finalizing the audit

As of November 28, 2021, we have substantially completed the audit of the Division’s financial statements with the exception of:

- Completing our required communication to the Trustees;
- Completing our subsequent events procedures;
- Obtaining evidence of the Trustees approval of the financial statement; and
- Obtaining the signed management’s representations letter.

Commitment to communication

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

Independence

At the core of the provision of external audit services is the concept of independence. Canadian generally accepted auditing standards require us to communicate to the Trustees, at least annually, all relationships between our Firm and the Division that—in our professional judgement—may reasonably be thought to bear on our independence. Please refer to Appendix 1 for all relationships considered.

We are not aware of any relationships between the Division and ourselves that, in our professional judgement, may reasonably be thought to bear on our independence that have occurred from September 1, 2020 to November 28, 2021.

Auditors' responsibilities

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

Our audit of the Division's financial statements was performed in accordance with Canadian generally accepted auditing standards. These standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements present fairly, in all material respects, the financial position, the results of its operations, change in net debt, remeasurement gains and losses, and cash flows of the Division in accordance with Canadian public sector accounting standards.

Accordingly, we planned and performed our audit to provide reasonable, but not absolute, assurance of detecting fraud and errors that have a material effect on the financial statements taken as a whole, including illegal acts whose consequences have a material effect on the financial statements.

The audit included consideration of internal control relevant to the preparation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of internal control.

Canadian generally accepted auditing standards does not require the auditor to design procedures for the purpose of identifying supplementary matters to communicate to the Division. Accordingly, our audit would not necessarily identify all such matters that may be of interest to the Trustees and management and it is inappropriate to conclude that no such matters exist.

Responsibilities of management and those charged with governance

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

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

Those charged with governance are responsible for overseeing the Division's financial reporting process.

Audit approach

In gathering our audit evidence, we utilized a combined approach to the audit of the Division. A combined approach is more appropriate when an entity has proper segregation of duties and adequate internal controls. In utilizing a combined approach, we will obtain our assurance from a combination of substantive procedures (analysis of data and obtaining direct evidence as to the validity of the items such as third-party confirmation) and tests of internal controls. By obtaining some of our assurance through tests of controls, we can reduce the substantive procedures that are required.

Materiality

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

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

The auditors' determination of materiality is a matter of professional judgement, and is affected by the auditors' perception of the financial information needs of users of the financial statements. In planning our audit, we have concluded that a materiality level of 3% of expenses (\$1,600,000) is appropriate. However, we anticipate that management will record any adjustments that we propose that are of a non-trivial nature.

Audit Results

Audit risks, our response and findings

Area of focus	Audit risk, our response and findings
Cash and cash equivalents	<p>Risk</p> <ul style="list-style-type: none"> - Due to the nature of cash, it is subject to a higher level of procedures due to the risk of fraud. - Cash represents a significant balance of the Division's assets. <p>Our response</p> <ul style="list-style-type: none"> - We have confirmed directly with the Division's financial institution to as part of our procedures performed over bank reconciliations; and - We have tested significant reconciling items recorded in the bank reconciliation. <p>No Significant findings have been identified.</p>
Tangible Capital assets ("TCA")	<p>Risk</p> <ul style="list-style-type: none"> - TCA has been expensed rather than capitalized or have been recorded incorrectly. - Expenditures that are not capital in nature have been capitalized. - TCA valuation is complex due to risks of impairment and application of accounting estimates. <p>Our response</p> <ul style="list-style-type: none"> - We have inquired with management regarding the existence of any impairment indicators identified in the year; - We have inquired with management regarding the existence of any TCA donated or purchased; - We have reviewed and inspected repairs and maintenance expenses for the purposes of identifying any assets capital in nature; - We have re-calculated amortization expense; and - We have tested significant additions and disposals recorded in the year. <p>No Significant findings have been identified.</p>

Audit risks, our response and findings (continued)

Area of focus	Audit risk, our response and findings
Accounts Receivable	<p><i>Risk</i></p> <ul style="list-style-type: none"> - Receivables are uncollectible. - Receivables have been recorded with fictitious revenues. - Revenues related to the year ended August 31, 2021 have not been accrued for. <p><i>Our response</i></p> <ul style="list-style-type: none"> - We have performed procedures over the processes and internal controls for receivables, revenue and cash receipts; - We have agreed balances recorded to balances received subsequent to year-end to test the existence of receivables recorded as at year-end; and - We have performed cut-off testing to assess the completeness of receivables; <p>No Significant findings have been identified.</p>
Accounts Payable and Accrued Liabilities	<p><i>Risk</i></p> <ul style="list-style-type: none"> - Expenses related to the year-ended August 31, 2021 have not been accrued for; and - Vacation payable is understated or overstated. <p><i>Our response</i></p> <ul style="list-style-type: none"> - We have performed a search for unrecorded liabilities inspecting payments processed subsequent to August 31, 2021; and - We have obtained the vacation payable and have verified the mathematical accuracy of the amounts accrued and have re-calculated the vacation accrual. <p>No Significant findings have been identified.</p>

Audit risks, our response and findings (continued)

Area of focus	Audit risk, our response and findings
<p>Deferred contributions (Unspent and spent capital contributions)</p>	<p>Risk</p> <ul style="list-style-type: none"> - Performance obligations (“stipulations”) required by the funding agreements have not been met (pre-mature revenue recognition). - Revenue has not been recognized on costs incurred in the year. - Government transfers have been recorded in the incorrect financial statement caption. <p>Our response</p> <ul style="list-style-type: none"> - We have reviewed funding agreement(s) and donation letters to identify agreements/letters with performance obligations; - We have tested the mathematical accuracy of the deferred contribution continuity schedule; and - We have assessed the accuracy or revenues recorded by matching costs and supporting documentation to revenue recorded. - We have performed a search for unrecorded revenue to assess completeness of revenues. - We have assessed the presentation of the government transfers recorded. <p>No Significant findings have been identified.</p>
<p>Revenues</p>	<p>Risk</p> <ul style="list-style-type: none"> - Revenue is recognized before services or restrictions have been performed. <p>Our response</p> <ul style="list-style-type: none"> - We have updated our understanding over the processes and controls for revenue; - We have agreed significant revenue transactions, along with a sample of non-significant revenue transactions, to cash receipts; - We have reconciled government funding confirmations to the Division’s accounting records; and - We have performed substantive analytical procedures to assess the reasonableness of revenue recorded. <p>No Significant findings have been identified.</p>

Audit risks, our response and findings (continued)

Area of focus	Audit risk, our response and findings
<p>Expenses (including salaries, wages and benefits)</p>	<p><i>Risk</i></p> <ul style="list-style-type: none"> - Expenses have not been recorded in the correct fiscal year; and - Fraudulent (“ghost”) employees have been created. - Employees are paid at a rate inconsistent with their employee contract. <p><i>Our response</i></p> <ul style="list-style-type: none"> - We have updated our understanding over the processes and controls for expenses and payroll; - We have agreed significant expenses, along with a sample of non-significant expenses to supporting documentation; - We have performed a search for unrecorded liabilities; and - We have performed substantive analytical procedures to assess the reasonableness of expenses, including salaries, wages and benefits. <p>No significant findings have been identified.</p>
<p>Management override of controls</p>	<p><i>Risk</i></p> <ul style="list-style-type: none"> - Management is in a unique position to perpetuate financial statement fraud through the manipulation of accounting records. Under Canadian auditing standards, there is a presumed fraud risk related to management’s ability to override internal controls. This risk is not rebuttable. <p><i>Our response</i></p> <ul style="list-style-type: none"> - Using data analytics, we have identified journal entries that exhibit characteristics which may be indicative of possible control override. We have assessed the business rationale of the transactions taking into consideration estimates applied, application of accounting policies, evidence of potential management bias. <p>No significant findings have been identified.</p>

Significant findings

Our objective is to communicate appropriately to the Trustees any deficiencies in internal control that we have identified during the audit and that, in our professional judgement, are of sufficient importance to merit being reported to those charged with governance.

The audit findings contained in this report did not have a material effect on the Division's financial statements, and as such, our audit report is without reservation with respect to these matters.

Our audit procedures were performed to form an opinion on the financial statements and, although they might bring possible fraudulent or illegal activities to our attention, our audit procedures were not designed to detect fraudulent or illegal activities.

Significant Deficiencies in Internal Control

Bank Balances

We noted that per Administrative Policy 511 "*Any balance in a School-Generated Fund over ten thousand (\$10,000) must be forwarded to Division office and will remain available for the school's intended use.*" As of August 31, 2021, seven (2020 – six) schools had a balance over \$10,000.

We **continue to** recommend that the policy is followed and that amounts over \$10,000 are transferred to the School Division to help limit the value of potential loss due to fraud.

Significant Qualitative Aspects of Accounting Practices

Management is responsible for determining the significant accounting policies. The choice of different accounting policy alternatives can have a significant effect on the financial position and results of the Division. The application of those policies often involved significant estimates and judgements by management.

We are of the opinion that the significant accounting policies, estimates and judgements, and financial disclosures made by management do not materially misstate the financial statements taken as a whole.

Significant Difficulties Encountered During the Audit

We encountered no significant difficulties during our audit that should be brought to the attention of the Trustees.

Management Representations

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

Management Letter

We will be submitting a letter to the Division's management on other matters that we feel should be brought to their attention.

Uncorrected misstatements

There were not unrecorded misstatements noted during the audit.

Appendix 1 - Auditor Independence

We have been engaged to audit the financial statement of the Division for the year ending August 31, 2021.

We believe that it is important that we communicate at least annually with you regarding all relationships between the Division and our firm that, in our professional judgement, may reasonably be thought to bear on our independence.

In determining which relationships to report, these standards require us to consider relevant rules and related interpretations prescribed by the Chartered Professional Accountants of Alberta and applicable legislation, covering such matters as:

- (a) Holding a financial interest, either directly or indirectly, in a client;
- (b) Holding a position, either directly or indirectly, that gives the right or responsibility to exert significant influence over the financial or accounting policies of a client
- (c) Personal or business relationships of immediate family, close relatives, partners or retired partners, either directly or indirectly, with a client;
- (d) Economic dependence on a client; and
- (e) Provision of services in addition to the audit engagement.

We are not aware of any relationships between the Division and ourselves that, in our professional judgement, may reasonably be thought to bear on our independence that have occurred from September 1, 2020 to November 28, 2021.

Appendix 2 – Management Representation Letter

November 26, 2021

Metrix Group LLP
12840 St. Albert Trail
Edmonton Alberta T5L 4H6

Attention: Jeff Alliston, CPA, CA

Dear Sir:

Re: Management representations letter

This representation letter is provided in connection with your audit of the financial statements of Northland School Division for the year ended August 31, 2021, for the purpose of you expressing an opinion as to whether the financial statements are presented fairly, in all material respects, in accordance with Canadian public sector accounting standards.

In making the representations outlined below, we took the time necessary to appropriately inform ourselves on the subject matter through inquiries of entity personnel with relevant knowledge and experience, and, where appropriate, by inspecting supporting documentation.

We confirm that (to the best of our knowledge and belief):

1. Financial Statements

We have fulfilled our responsibilities, as set out in the terms of the audit engagement dated June 25, 2021 for:

- Preparing and fairly presenting the financial statements in accordance with Canadian public sector accounting standards;
- Providing you with:
 - Access to all information of which we are aware that is relevant to the preparation of the financial statements, such as:
 - A. Accounting records, supporting data and other relevant documentation,
 - B. Minutes of meetings (such as board of directors and audit committees) or summaries of actions taken for which minutes have not yet been prepared, and
 - C. Information on any other matters, of which we are aware, that is relevant to the preparation of the financial statements;
 - Additional information that you have requested from us for the purpose of the audit; and
 - Unrestricted access to persons within the entity from whom you determine it necessary to obtain audit evidence.
- Ensuring that all transactions have been recorded in the accounting records and are reflected in the financial statements; and
- Designing and implementing such internal control as we determined is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error. We have also communicated to you any deficiencies in the design and implementation or the maintenance of internal control over financial reporting of which management is aware.

2. Fraud and Non Compliance

We have disclosed to you:

- a. All of our knowledge in relation to actual, alleged or suspected fraud affecting the entity's financial statements involving:
 - i. Management;
 - ii. Employees who have significant roles in internal control; or
 - iii. Others where the fraud could have a material effect on the financial statements;
- b. All of our knowledge in relation to allegations of fraud or suspected fraud communicated by employees, former employees, analysts, regulators or others;
- c. All known instances of non-compliance or suspected non-compliance with laws and regulations, including all aspects of contractual agreements that should be considered when preparing the financial statements;
- d. All known, actual, or possible litigation and claims that should be considered when preparing the financial statements; and
- e. The results of our risk assessments regarding possible fraud or error in the financial statements.

3. Related Parties

We have disclosed to you the identity of all of the Division's related-party relationships and transactions of which we are aware. This includes sales, purchases, loans, transfers of assets, liabilities and services, leasing agreements, guarantees, non-monetary transactions, and transactions for no consideration for the period ended as well as related balances due to or from such parties at the period end.

All related-party relationships and transactions have been appropriately accounted for and disclosed in accordance with the requirements of Canadian public sector accounting standards.

4. Estimates

We acknowledge our responsibility for determining the accounting estimates required for the preparation of the financial statements in accordance with Canadian public sector accounting standards. Those estimates reflect our judgment based on our knowledge and experience of past and current events, and on our assumptions about conditions we expect to exist and courses of action we expect to take. We confirm the methods, the data, and the significant assumptions used in making accounting estimates (including the useful lives of tangible capital assets and the corresponding rates of amortization, recoverability of accounts receivable, and the amount of accrued liabilities) and their related disclosures are appropriate to achieve recognition, measurement or disclosure that is reasonable in the context of Canadian public sector accounting standards.

5. Subsequent Events

All events subsequent to the date of the financial statements and for which Canadian public sector accounting standards requires adjustment or disclosure have been adjusted or disclosed

6. Commitments and Contingencies

There are no commitments, contingent liabilities/assets or guarantees (written or oral) that should be disclosed in the financial statements. This includes liabilities arising from contract terms, illegal acts or possible illegal acts, and environmental matters that would have an impact on the financial statements.

7. Adjustments

We have reviewed, approved and recorded all of your proposed adjustments to our accounting records. This includes journal entries, changes to account coding, classification of certain transactions and preparation of, or changes to, certain accounting records.

8. Misstatements

The effects of uncorrected misstatements are immaterial, individually and in aggregate, to the financial statements as a whole. A list of the uncorrected misstatements, including the reasons why they were not corrected, is attached to this letter.

9. Accounting policies

All significant accounting policies are disclosed in the financial statements and are consistent with those used in the previous period.

10. Contractual compliance

We have complied with the terms and conditions of all contractual agreements that could have a material effect, in the event of non-compliance, on the financial statements.

11. Direct liabilities

We have recorded in the accounts all known liabilities of our Division as at August 31, 2021 except for trivial amounts.

12. Future plans

We have no plans or intentions that may materially affect the carrying value or classification of assets and liabilities reflected in the financial statements.

13. Liabilities and contingencies

All liabilities and contingencies, including those associated with guarantees, whether written or oral, have been disclosed to you and are appropriately reflected in the financial statements.

14. None of the board of trustees were in debt to the Division

None of the board of trustees were in debt to the Division, other than in the ordinary course of business at the period-end or at any time during the period.

15. Carrying value

We have no plans or intentions that may materially affect the carrying value or classification of assets and liabilities reflected in the financial statements.

16. Litigation

We have informed you of all outstanding and possible claims, whether or not they have been discussed with legal counsel.

17. Contractual agreements

We have disclosed to you, and the Municipality has complied with, all aspects of contractual agreements that would have a material effect on the financial statements in the event of non-compliance, including all covenants, conditions or other requirements of all outstanding debt.

18. Unrecorded assets

There are no material unrecorded assets or contingent assets (such as claims relating to patent infringements or unfulfilled contracts whose value depends on satisfying conditions regarded as uncertain), that have not been disclosed to you.

Acknowledged and agreed on behalf of Northland School Division by:

Mr. Douglas Aird, Secretary Treasurer

November 26, 2021

Date signed

Appendix 3 – New & Revised Accounting Standards

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

Standard	Summary	Effective Date
PS 1201 Financial Statement Presentation	<ul style="list-style-type: none"> This Section establishes general reporting principles and standards for the disclosure of information in government financial statements. 	Fiscal years beginning on or after April 1, 2022. Earlier adoption is permitted.
PS 2601 Foreign Currency Translation	<ul style="list-style-type: none"> This Section establishes standards on how to account for and report transactions that are denominated in a foreign currency in government financial statements. 	Fiscal years beginning on or after April 1, 2022. Earlier adoption is permitted.
PS 3041 Portfolio Investments	<ul style="list-style-type: none"> This Section establishes standards on how to account for and report portfolio investments in government financial statements. 	Fiscal years beginning on or after April 1, 2022. Earlier adoption is permitted.
PS 3450 Financial Instruments	<ul style="list-style-type: none"> This Sections establishes standards on how to account for and report all types of financial instruments including derivatives. 	Fiscal years beginning on or after April 1, 2022. Earlier adoption is permitted.
PS 3280 Asset Retirement Obligations	<ul style="list-style-type: none"> This Section establishes standards on how to account for and report legal obligations associated with the retirement of certain tangible capital assets and solid waste landfill sites. 	Fiscal years beginning on or after April 1, 2022. Earlier adoption is permitted.
PS 3400 Revenue	<ul style="list-style-type: none"> This Section will be updated to provide additional guidance regarding the timing of revenue recognition along with additional disclosure requirements. 	Fiscal years beginning on or after April 1, 2023. Early adoption is permitted.

Appendix 4 – Asset Retirement Obligations

PS 3280 – Asset Retirement Obligation

In August 2018, the Public Sector Accounting Board issued the new *PS 3280 Asset Retirement Obligations* accounting standard. This accounting standard requires a liability be recognized for *legally-enforceable* asset retirement obligations. This standard comes into effect for fiscal years on or after April 1, 2022. For school divisions, this will apply for the year-ended August 31, 2023, unless early adoption is elected.

What is an asset retirement obligation?

An asset retirement obligation (“ARO”) is defined as a legal obligation associated with the retirement of a tangible capital asset. Costs that are associated with asset retirement activities may include, but is not limited to:

- Decommissioning a tangible capital asset (“TCA”) that has been acquired, constructed or developed;
- Remediation of contamination of a TCA created by its normal use;
- Post retirement activities such as monitoring costs; and
- Constructing other TCA to perform post-retirement activities.

How will this affect School Divisions?

The level of effort required to implement this standard will be significantly greater than *PS 3260 Liability for contaminated sites*. This standard requires school divisions to assess for all legally-enforceable liabilities. This will require a comprehensive evaluation of all assets, including active and in-active assets and sites. PS 3280 specifically **includes** asbestos removal as an in-scope ARO. The availability of the information may present a considerable challenge as many school divisions will not have ready data to inform a reliable measurement of the ARO.

Implementation

To ensure the accounting standard is implemented with minimal difficulties, we recommend that school divisions begin planning for PS 3280 as soon as possible. School Divisions can adopt the following approach.



Phase 1 – Identify

Identifying all AROs is critical to the implementation phase. School divisions will need to be able to demonstrate the completeness of the ARO evaluation performed. An incomplete assessment may result in additional work that will be required in the later phases.

Much of the information may not be known or be readily available to the finance / accounting department. In Phase 1, it is critical to collaborate with all departments (including public works / engineering / asset management) and legal counsel, where appropriate, in identifying AROs.

Costs that are in scope for PS 3280 include, but are not limited to:

- Remediation of buildings with asbestos, wastewater / sewage treatment plants, or linear assets;
- Closure and post-closure costs of landfills;
- Removal of fuel storage tanks, septic beds, or firewater holding tanks;
- Removal of radiological medical equipment (i.e. x-ray or MRI machines);
- End of lease restorations.

A complete inventory will be required and may require the services of third-party vendors to assist with the identification process. Planning early for the extent of the assessment performed will allow for school divisions to budget for additional costs, if any.

Phase 2 – Recognize

Under PS 3280, an ARO should be recognized when **ALL** of the following criteria are met:

- There is a **legal obligation** to incur retirement costs in relation to a tangible capital asset;
- A **past transaction or event** giving rise to the liability has occurred;
- It is expected that **future economic benefits** will be given up; and
- A reasonable estimate of the amount can be made.

The current standard, *PS 3260 – Liability for contaminated sites*, varies significantly on a number of basis that should be taken into consideration as part of the recognition phase. The main differences include the origin of the liability, the type of liability, and the how the costs are recognized.

	Under PS 3280 (Future standard)	Under PS 3260 (Current standard)
Origin of liability	The liability may result from acquisition, construction, development or normal use of tangible capital assets or other operations. A contamination is NOT required for the liability to exist.	The liability is a result of a contamination, generally due to improper use of tangible capital assets or an unexpected event. The school division MUST exceed an existing environmental standard.
Type of liability	A legal obligation must exist. The school division has a clear duty or responsibility to another party. This may arise from: <ul style="list-style-type: none"> - Agreements or contracts; - Government legislation (its' own or another government); or - A promise conveyed to a third party that imposes a reasonable expectation of performance under the doctrine of promissory estoppel. 	The school division may have a liability result from <u>direct responsibility</u> (due to past activities or an existing legal obligation) or may <u>accepting responsibility</u> (commitment or past actions). PS 3280 clarifies that the accepted responsibility must result in a reasonable expectation of performance under the doctrine of promissory estoppel.

Under PS 3280 (Future standard)

Under PS 3260 (Current standard)

Accounting costs

The costs for remediation are **capitalized** as tangible capital assets and are amortized over the useful life of the underlying asset. The costs are expensed at the time the liability is recognized.

Costs that are not related to a tangible capital asset or is related to a tangible capital asset no longer in productive use should be expensed.

Phase 3 – Measure

After identifying and assessing the AROs, a measurement will be required for the liability. The estimate of the liability should include all costs **directly attributable** to the asset retirement activities. Costs may include:

- Amounts to restore or retire the existing asset / facility (e.g. Payroll and benefits, materials, legal and other professional fees, ...etc.);
- Amounts spent on the post-retirement operations or maintenance and monitoring of the asset retirement (e.g. landfill monitoring costs); and
- Costs of tangible capital assets to be acquired as part of the asset retirement activities to the extent that the assets have **NO ALTERNATIVE** value to the school division (e.g. Additional groundwater monitoring wells).

Costs that should not be included in the initial measurement include routine maintenance, routine replace of TCA, existing operational costs for waste, and any costs incurred to prepare an asset for sale.

The estimated cost should be based on the best information available at the financial statement date. If new information becomes available in a later period, the change is accounted for as a change in estimate and the ARO is revised accordingly.

Starting PS 3280

We recommend that school division administration and Trustees begin planning for the work required to implement PS 3280 sooner rather than later. The amount of work required will be significant and may require months – years to fully assess the assets. In addition, beginning earlier may allow for opportunities to collaborate with neighbouring school divisions on assets in scope, measurement techniques, and vendor sourcing (if required).

The following questions should be taken into consideration when planning for PS 3280.

- Are there any known assets that require retirement or remediation?
- Has a complete listing of all active and inactive assets or sites been assembled for the purposes of scoping for potential asset retirement obligations?
 - o If yes, can the listing be reconciled to the listing of tangible capital assets and contaminated sites?
 - o Are there any assets that are not recorded? (e.g. Previously expensed or removed due to no net book value)
- Are there any buildings that contain asbestos?
 - o If yes, have estimates been obtained for the removal / treatment of the asbestos?
- Does the school division have any underground fuel storage tanks or boilers which must be removed at the end of life?
 - o If yes, does the school division have existing estimates to remove the tanks / boiler?
- Does the school division currently have any lease arrangements where costs will be incurred to restore the site / facility back to the pre-lease condition at the end of the lease term?
 - o If yes, have estimates been obtained for the cost of restoring the site / facility?
- Are there any other contractual or legal obligation for the school division to retire / restore a facility / site, or remove an asset at the end of its useful life?



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

TO: THE BOARD OF TRUSTEES **Date:** NOVEMBER 26, 2021
SUBMITTED BY: Dr. Nancy Spencer-Poitras, Superintendent of Schools
SUBJECT: Policy In-Service Session
ORIGINATOR:
**REFERENCE(S) &
ATTACHMENTS:**

RECOMMENDATION:

THAT the Board of Trustees authorize the Administration to proceed in scheduling a half day of Policy In-Service with Terry Gunderson, ASBA Consultant in January 2022.

BACKGROUND:



BOARD CHAIR HIGHLIGHTS

November 26, 2021

ASBA Trustee Orientation Sessions

Alberta School Boards Association hosted the Trustee Orientation Session on November 9, 2021. Sessions included the following:

- the onboarding and orientation plan with new and returning trustees
- Fiduciary Responsibility
- Policies, Role of the Trustee, and the Role of the Board
- Positive Advocacy

Board Chair attended St. Theresa School Remembrance Day Ceremony via Zoom



On November 10, 2021, I was invited to attend the St. Theresa School Remembrance Day Ceremony via Zoom. I would like to thank the students and staff for inviting me to this important event. Students and staff did a wonderful job to mark the sacrifice of the many who have fallen in the service of their country, and to acknowledge the courage of those who still serve.

Grade 4 and 5 students reading "Poppies Red" during the Remembrance Day event via Zoom



Trustees celebrated NSD educator at ASBA Fall General Meeting Awards Celebration



ASBA @ABSchoolBoards · 17h

Congratulations to the six outstanding recipients of the Edwin Parr Award! Each of these first-year teachers demonstrate their incredible commitment to education. #abed #abtrustees #asbaFGM2021



We had a lot to celebrate during the Alberta School Boards Association (ASBA) Fall General Meeting Awards Celebration on Sunday, November 14, 2021. Andrew Belsheim, Anzac Community School Teacher, was recognized for being selected the Zone 1 Edwin Parr Teacher Award recipient. Andrew's accomplishment was celebrated along with Edwin Parr Teacher Award winners from Zone 2, 3, 4, 5 and 6.



ASBA @ABSchoolBoards · 16h

Congratulations to each of the 159 Long Service Award recipients! These trustees have served their communities for multiple terms and make a meaningful difference for local students, schools and the education system! #abed #abtrustees #asbaFGM2021



The ASBA also congratulated 159 Long Service Award recipients. These trustees have served their communities for multiple terms and make a meaningful difference for local students, schools and the education system. Current and former members of the Board of Trustees of Northland School Division were presented certificates:

- Board Chair Robin Guild (three terms as a trustee)
- Ward 8 Trustee Loretta Gladue

(three terms as a trustee)

- Silas Yellowknee, Former Ward 6 Trustee - Desmarais, Sandy Lake. He was recognized for four terms.
- Louis Cardinal, Former Ward 5 Trustee - Peerless Lake, Trout Lake, Little Buffalo. He was recognized for three terms.
- Jules Nokohoo, Former Ward 10 Trustee - Anzac, Janvier, Conklin, Fort McKay. He was recognized for three terms.



Superintendent's Highlights

November 26, 2021

Monthly Professional Learning Days

On Monday, November 15, NSD staff participated in a day of professional learning. Schools participating in the Math Minds pilot project with the University of Calgary attended their monthly session in the morning.

A few schools also participated in a session learning more about Smart Learning with Erika Warkentin. In the afternoon, a few schools continued their learning about Smart Learning with Erika while the others participated in a session with Bev Barca and Karen Lemay learning about Scarborough's Reading Rope and how it can guide our instruction of reading at all grade levels.

The second part of this learning was introducing the Hapara [Reading Rope Resource Toolkit](#) Workspace. In this space, teachers can find descriptions of the various strands of the Reading Rope as well as strategies for teaching each of the components of reading. The workspace is a work in progress, allowing for teachers to share their strategies for and successes with teaching reading, as well as being able to add new, research- and evidence-based strategies as they come to our attention. It was a great day of learning for all!

Edwin Parr Nominee Andrew Belsheim Recognized by University of Calgary



Werklund School
@UCalgaryEduc

...

Congratulations to [@UCalgaryEduc](#) alum Andrew Belsheim on receiving the Alberta School Boards Association (ASBA) Zone 1 Edwin Parr Teacher Award! Read more about the difference Andrew is making in the classroom [@northland61](#).



nsd61.ca

NSD educator selected as ASBA Zone 1 Edwin Parr Teacher...

Northland School Division (NSD) congratulates Andrew Belsheim, Anzac Community School for being selected for ...

10:00 AM · Oct 29, 2021 · Hootsuite Inc.

Cenovus Grant

Northland School Division will be receiving \$50,000 from Cenovus. The money received will assist in focusing on literacy and community storytelling about the land. By acknowledging our connection and relationship to the land, local storytellers will reawaken and rebuild our language, culture and identity. Community members, Elders and Knowledge Keepers will be invited to share their stories and the students will listen to the stories to create and illustrate a classroom book in Cree, Dene or Michif.

Professional Services Offered to NSD Students

The Division has partnered with occupational therapists and speech language pathologists who have been making regular visits either virtually and/or in person to offer continued services to the students within the jurisdiction. NSD has also contracted services of a behavior/Autism specialist, physiologist who specializes in gender diversity, and time from another district for hearing/blind/PT, and psychology assessments.

Breakfast Club of Canada

Breakfast Club of Canada is a national not-for-profit organization dedicated to providing services and funding to school breakfast programs. The organization does this with the help of individual and corporate partners, all committed to the cause of feeding our children's future.

Breakfast programs may focus on children, but their impact ripples over to families, schools and entire communities. In other words, something as seemingly small as a healthy breakfast can have a BIG impact. And that's what the Breakfast Club of Canada is here to do.

Northland currently has the following schools receiving money from the Breakfast Club of Canada

- Grouard
- Calling Lake
- Pelican Mountain
- ADCS
- St. Theresa
- Bishop Routier
- Father R. Perin
- Two new schools are being added: Gift Lake and Mistassiniy School.

NSD is going to be developing a district agreement instead of individual schools agreements so NSD can maximize the potential buying power. The goal is to get all schools involved in the Breakfast Club of Canada over the next few years.

The screenshot shows the website for the Breakfast Club of Canada. The main heading is "A Force for Change" with the subtext "School breakfast programs have a multifaceted impact*". Below this is a grid of nine colorful icons, each with a corresponding benefit:

- Create a caring, inclusive school community
- Improve learning capacities
- Alleviate hunger-related stress
- Provide greater access to healthy varied food choices
- Boost attendance and punctuality
- Reduce occurrence of behavioural incidents
- Foster student's sense of engagement and belonging
- Promote greater nutritional awareness
- Mobilize the community at large

A small footnote at the bottom left states: "During the 2015-2016 school year, 357 schools in our Canada-wide network responded to our survey, which included an open-ended question on the most SIGNIFICANT CHANGE they had observed as a result of their partnership with Breakfast Club of Canada. These are the results of this survey."

IMPACT

The Most Important Meal Of The Day

Research proves it and renowned organizations such as the World Food Program confirm that breakfast programs are a significant and impactful way to support children's education and development.

Breakfast programs may focus on children, but their impact ripples over to families, schools and entire communities. In other words, something as seemingly small as a healthy breakfast can have a BIG impact. And that's what the Breakfast Club of Canada is here to do.

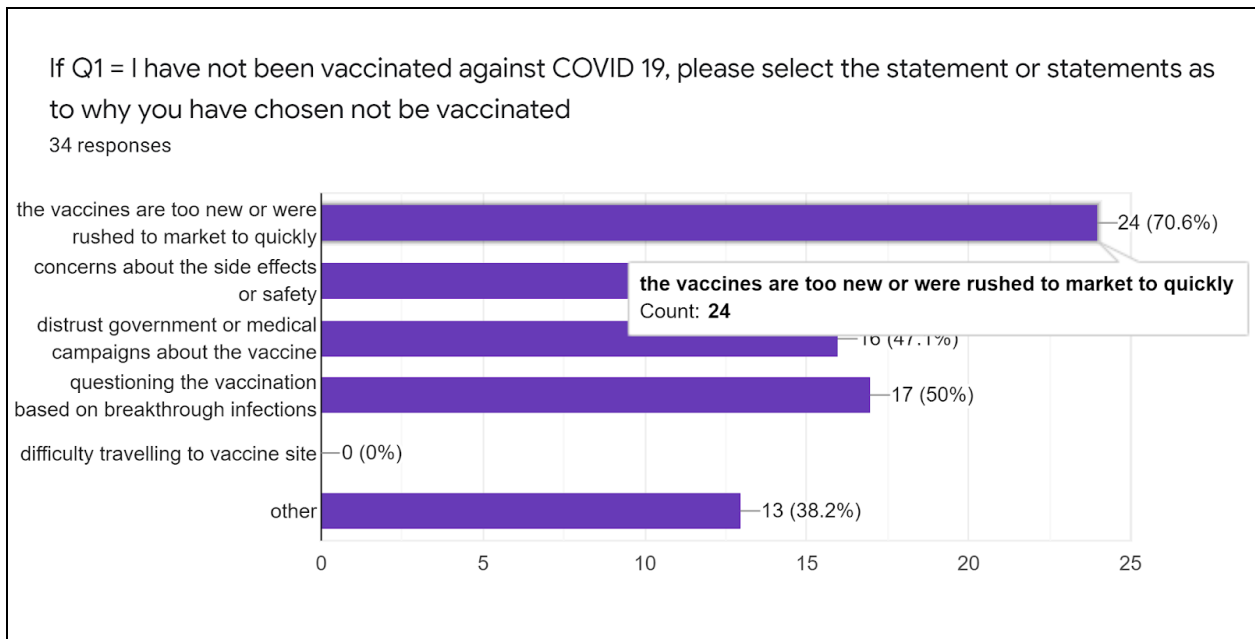
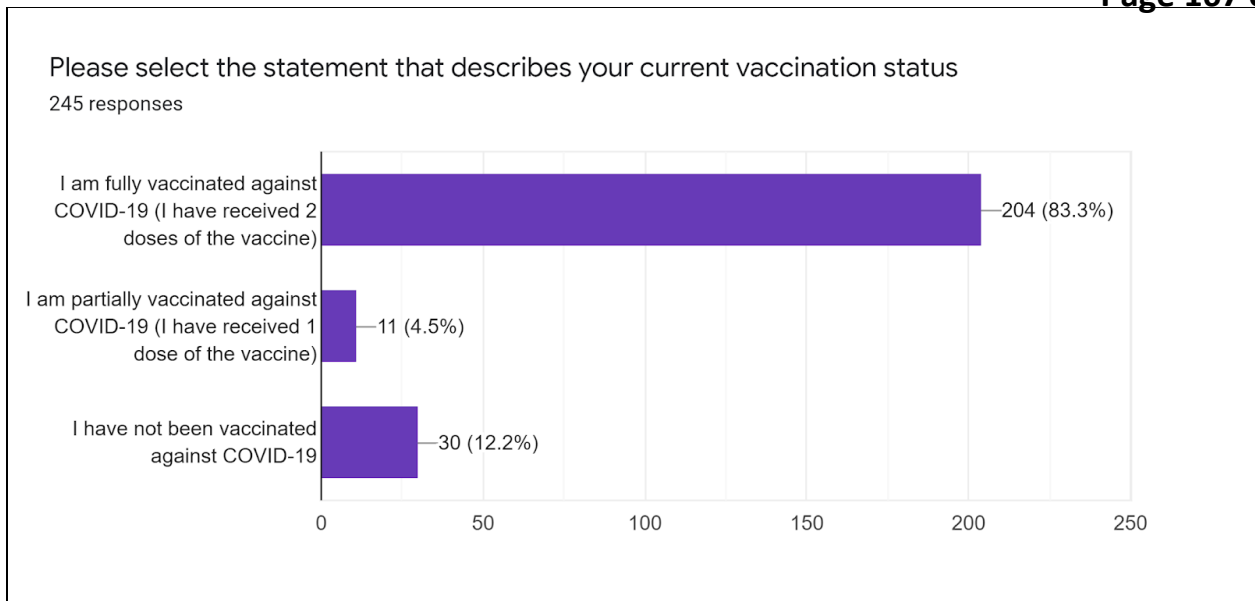
HELPING CHILDREN REACH THEIR FULL POTENTIAL ONE BREAKFAST AT A TIME!

Vaccination Survey

To assist the Board of Trustees and Administration with information regarding the vaccination rate of adults in Northland schools, the Division conducted a survey asking staff to select the statement that best describes their current status:

- I am fully vaccinated against COVID-19 (Received 2 doses of the vaccine)
- I am partially vaccinated against COVID-19 (Received 1 dose of the vaccine)
- I have not been vaccinated against COVID-19

The Division received 245 responses with 83.3% stating that they have been fully vaccinated; 4.5% of staff are partially vaccinated and 12.2% have not been vaccinated.



Mental Health Supports Available at NSD

Mental Health Supports for Families

- NSD has created a mental health resources webpage for families
<https://www.nsd61.ca/about-us/division-news/post/covid-19-mental-health-resources>.
- Family Wellness Workers

Mental Health Supports for Staff

- Organized online professional learning sessions for staff. Topics include mindfulness, building resilience, managing behaviours, self-care, etc.
- Created a mental health resources webpage for families and staff
<https://www.nsd61.ca/about-us/division-news/post/covid-19-mental-health-resources>.

- Employee and Family Assistance Program. The program provider is Homewood Health. In addition to providing Counselling Services for when staff need professional help with a challenging situation, the program also offers Plan Smart Lifestyle and Specialty Counselling, a series of work-life services that allows staff to access expert advice, information and coaching
<https://www.nsd61.ca/information-for-staff/employee-and-family-assistance-program>.
- With support from the Alberta School Employee Benefit Plan (ASEBP), staff are able to learn more about the benefits they have such as Health/Wellness accounts.
- Dr. Jody Carrington's On-line course (purchased by the Northland Alberta Teachers' Association Local No.69 in 2019).
- Hosted a Dr. Jody Carrington book study in 2020-2021. The book titled *Kids These Days: Kids These Days: A Game Plan For (Re)Connecting With Those We Teach, Lead, & Love* focuses on trauma when working with students.

Mental Health Supports for Students

- Family Wellness Workers
- Mental Health Capacity Projects. Northland School Division continues to have two mental health capacity building projects:
 - Helping Hands to Success which is based out of Athabasca Delta Community School (ADCS) in Fort Chipewyan.
 - When We Are Healthy, which is based out of Gift Lake School, Bishop Routhier School and Grouard Northland School.
- Heart Math at ADCS (Fort Chipewyan), Anzac School - Bill Woodward School (Anzac), Father R. Perin School (Janvier), Conklin Community School. The program provides practical and effective tools for preventing and releasing stressful attitudes and feelings, and for connecting with one's heart's intuitive directions for the best choices in whatever one's life situation calls for.
- Mental Health Therapist - Anzac School, Bill Woodward School, Father R. Perin School, Conklin Community School.
- Suicide Prevention/ Awareness.
- Anti Bullying presentations. A number of NSD schools are taking part in the Walk away, Ignore, Talk it out, and Seek help (WITS) Programs. The WITS Programs bring together schools, families and communities to create responsive environments that help elementary school children deal with bullying and peer victimization.
- Superflex Curriculum provides educators fun and motivating ways to teach students with social and communication difficulties.
- The Zones of Regulation framework and curriculum teaches students skills toward developing a pathway to build awareness of their feelings and utilize a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness. This includes exploring tools and strategies for mindfulness, sensory integration, movement, thinking strategies, wellness, and healthy connection with others. The Zones of Regulation provides a common language and compassionate framework to support positive mental health and skill development for all, while serving as an inclusion strategy for

neurodiverse learners, those who have experienced trauma, and/or have specific needs in terms of social, emotional, and behavioral development.

Proposal for Family and Community Engagement in Education

Northland School Division has partnered with Grant MacEwan's Department of Sociology and will jointly contribute to research activities including research design and development, data collection, analysis and interpretation. The focus of the study will explore how family and community engagement in education may contribute to improving student achievement and the outcomes related to literacy, numeracy, Indigenous language and cultural education.

The Division's commitment is to inspire students to be the best they can be by providing outstanding educational opportunities with staff and strong partnerships with families and community members. This project has relevance and use for the Northland School Division because its findings and knowledge gained can advance and facilitate efforts to achieve the Division's priorities which are identified in the 2021-2024 Education Plan.

In addition, the proposed project directly aligns with Northland's priorities 1, 2, and 3 due to the focus on engaging family and community members in education and identifying learning gaps, and supporting and enhancing student learning opportunities. As Northland is a unique northern Indigenous public school division and the continued development of community engagement is needed for improvement in student attendance, learning and success. Hopefully we can learn much from this project to support our students and the alignment with many TRC Calls to Action in fostering effective relationships.

NSD Featured in Articles

Northland has been featured in the October 28, 2021 edition of the Fever Newspaper featuring the newly elected trustees and the celebration of the Long Service Awards. (See attachment)



\$190

Northern Alberta News / Features / Commentary

The FEVER

Volume 22, Issue 42

Thursday, October 28, 2021

In This Issue:

Marcel Auger continues as MD Reeve

Covid numbers declining; Other pandemic information

Despite dry, hot weather, wildfire season pretty tame



Delphine Brake, a retired teacher, and Gerald Young, a language instructor for 25 years (both at St. Theresa School) were recognized recently by Northland School Division at a ceremony for NSD long-serving employees.

[Article and photo on Focus front page](#)
School board elections are featured on Page 4



Re-elected or elected council members for the Municipal District of Opportunity held their organizational meeting Tuesday in Wabasca. Seated (left to right): Darlene Jackson of Wabasca, Tahirih Wiebe of Sandy Lake, Cheri Courtorielle of Calling Lake, Leo Alook of Trout Lake. Standing (from left) Louis A. Cardinal of Peerless Lake, Roy Yellowknee of Chipewyan Lake, Gerald Johnson of Calling Lake, Marcel D. Auger of Wabasca, Robin Guild of Wabasca, Brendan Powell of Red Earth Creek, and Larry Cardinal of Wabasca. Highlights of first meeting on Page 3. Photo: Denis Carnochan

The Fever wishes everyone a Happy & Safe Halloween



Northland school board sees five acclaimed, five elected trustees

Two incumbent candidates were defeated in the October 18 election of the board of trustees for the Northland School Division (NSD).

Election results were officially released by the division last Friday and while most incumbents were re-elected by acclamation, two were not.

Thomas Auger of Sandy Lake defeated board member Silas Yellowknee in Ward 6 covering Desmarais - Sandy Lake.

In the two-person election, Auger received 27 votes while Yellowknee got 22.

Ward 9 in Fort Chipewyan saw its board member defeated by a challenger.

Julia Cardinal won the school board seat with 69 votes while incumbent Rubi Helen Shirley lost

with 41 votes.

Gift Lake and Peavine Métis Settlements, Ward 3, saw four people, non-incumbent, vying for the one seat.

This ward had both the largest number of candidates and the largest number of participating voters with 194 casting ballots.

Bonnie Lamouche won by getting about 47% of the votes - 92 - followed by Corrine Anderson, 54; Glenn Laderoute, 30; and Ken Shaw, 18.

Calling Lake, Ward 8, saw incumbent Loretta Gladue re-elected with 45 votes to challenger Gwen Schmidt's 29.

Ward 10 covering Anzac, Janvier, Conklin, Fort McKay saw two people, neither incumbent, battle for one seat.



Aimee McCamon got the seat with a vote from 68 residents while Megan Shott had the support of 46 residents.

Lone nominees

Acclaimed candidates in the other wards were:

- Ward 1 - Paddle Prairie Métis Settlement, Keg River: Carmen Laboucane, Incumbent Acclaimed;
- Ward 2 - Susa Creek: Cathy Wanyandie, Incumbent Acclaimed;
- Ward 4 - East Prairie Métis Settlement, Grouard: Jesse Lamouche, Incumbent Acclaimed;
- Ward 5 - Elizabeth Métis Settlement, Fishing

Lake Métis Settlement: claimed;
 Skye Durocher, Incumbent Acclaimed; and
 • Ward 7 - Wabasca, Chipewyan Lake: Robin Guild, Incumbent Ac-

The organizational and first regular meeting of the new NSD board of trustees will be held Friday, October 29.

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PUBLIC NOTICE

Land Selection

Within Bigstone Cree Nation Territory
166 Sandy Lake SW 20-79-22 West 4th Meridian



This is a public notification to **All Bigstone Cree Nation (BCN) Members** that **Troy Stuart** is looking to put claim to a parcel of land (see map) for residential purposes.

This notification will be posted at the Bigstone Administration building for two weeks. If any band member wishes to appeal or has prior claims to this land selection, please call:

Lands & Consultation Office:
(780) 891-3836

Deadline to Appeal This Land Selection:
NOVEMBER 9, 2021

Dated OCTOBER 26, 2021
Jamie Auger, Lands Officer

Supplement of News, Employment Ads
and Classified Ads for Readers of

The FEVER

October 28, 2021

Very tame wildfire season winding down for Slave Lake, most forest protection areas

Unless there is a scary Halloween occurrence involving fire-breathing dragons chasing campers and hunters through Alberta forests, the 2021 wildfire season is going to end with a pretty tame description.

Although the summer saw record-high temperatures and continued dry conditions in many regions of the province, the number of serious wildfires which occurred did little damage and caused only a few evacuations of communities or rural areas.

A number of smaller fires did occur and there were many days of extreme fire risk in Alberta's 10 wildfire protection areas. The provincial fire count on October 25, six days before the season officially ends, did exceed the 5-year average by 116 per cent, the number hectares affected was only about 16 per cent of the five-year average – almost 53,000 hectares this year to the average of over 317,000 over the past five years.

Forest areas data shows Lac La Biche Forest having the highest number of fires, 211, and Fort McMurray having the most affected hectares, almost 40,600 or about 76% of the province's total. Slave Lake was second with 12%.

Alberta Wildfire Summary Forest Protection Areas

2021 fire season - Monday, October 25

Fires: 21; 0 out of control, 1 held, 20 controlled, 0 turned over
19 firefighters, 1 helicopter, 0 dozer

Fire Risk: Generally Low in all ten forest protection areas

Area's Headquarters	Total Fires	Hectares Affected
Calgary	165	45.6
Edson	170	830.2
Fort McMurray	112	40,576.4
Grande Prairie	102	132.8
High Level	87	2,961.6
Lac La Biche	211	1,480.4
Peace River	66	251.3
Rocky Mtn House	107	320.8
Slave Lake	164	6,302.4
Whitecourt	124	53.0
Totals for Alberta	1,308	52,954.6
Five-Year Avg.	1,126	317,031.0



Among those honoured by Northland School Division at a mid-October long services awards night were Denise Rathbone (front) of Wabasca, a family community liaison worker with 35 years of service with the school division. Behind the recipient are Dr. Nancy Spencer-Poitras, Superintendent of Schools; Robin Guild, chairman of NSD board of trustees; and Silas Yellowknee, trustee for Desmarais-Sandy Lake. NSD photo

School division recognizes long-serving employees

With Covid-19 interfering with ceremonies for a long-service-awards ceremony in 2020, Northland School Division recognized both 2020 and 2021 recipients of awards on October 14 in Peace River.

Recognition to employees who live or well-known in *TheFever's* readership area:

2020 Recipients of 20-years of service were: • Mark Burke, Northland Online School Principal; • Priscilla Cardinal, Calling Lake School; • Leanne Gladue, Charles Greening, George Merrier and Doug Wong, all of Mistassiniy School; • Caroline Gullion, Karen McLeod and Karen Shaw, all of St. Theresa School; • Joyce Laderoute, Gift Lake School; and • Cindy Moore, Pelican Mountain School.

Other 2020 Recipients honoured were: 25-years: • Frieda Gladue, Gift Lake School; 35-years: • Sarah Cardinal, St.

Theresa School; and Retirees: • Wendy Richardson, Mistassiniy School.

2021 Recipients of 20-years of service included: • Carla Halcrow, teacher at Gift Lake School; 25 years: Gerald Young, St. Theresa; and 35-years: • Denise Rathbone, Family Community Liaison Worker.

Retirees recognized for 2021 were: • Delphine Brake, St. Theresa School teacher; • June Houle, St. Theresa School secretary; • Peter Gladue and Rosalyn Gladue, both of St. Theresa School; and • Vivian Gullion, former secretary at Mistassiniy School.

• Don Tessier was the retiree who held the most titles during his career with the Northland School Division: teacher, administrator, Acting Superintendent, Associate Superintendent and Director of Engagement, Attendance, Completion.



Price of oil skyrockets to seven-year-high; Difficult to determine whether it will last and its effects

On Monday, West Texas Crude hit almost \$84 per barrel, the highest price since early 2014 before the price plunge that fall.

Some analysts are predicting that oil prices are likely to go up more due to demand rising as parts of the world start recovering from the pandemic and if OPEC and oil producers do not flood the market.

Oil futures – the price investors are willing to pay for oil later this year and into 2022 – have not risen which could be a sign

current high prices might be short-lived, meaning oil producers may not rush to expand operations and hiring.

Canadians are already paying high prices at the gas pumps, and the sudden spike may bump per-litre prices closer to \$1.50.

Higher prices for any length of time help the Alberta economy, but also inflate costs for average Albertans already hit with rising prices for food and other essentials.

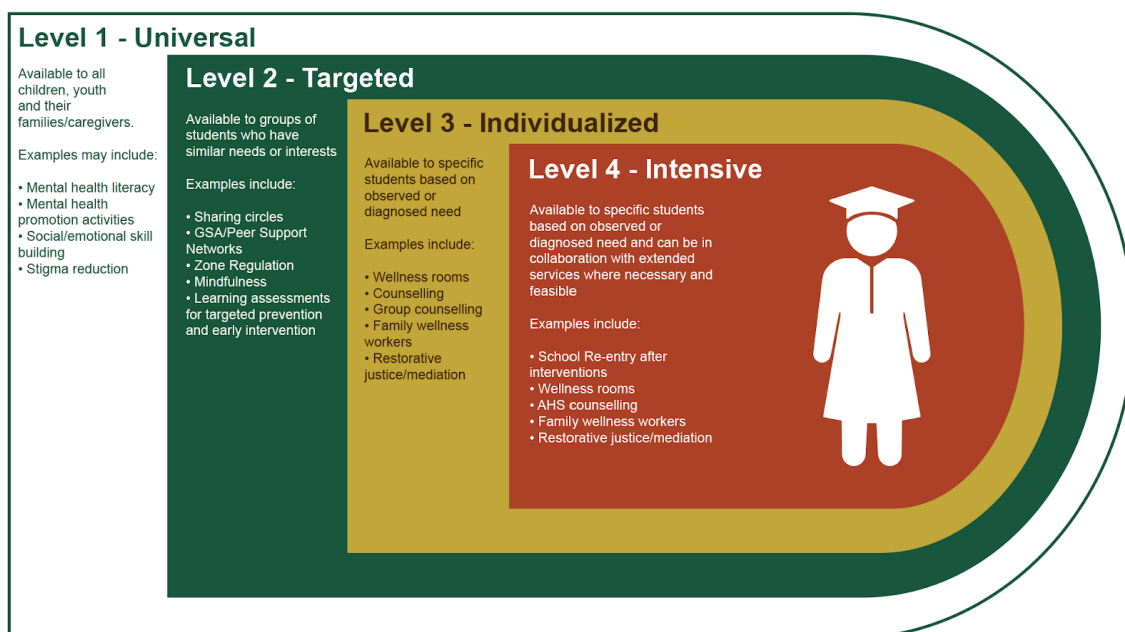


ASSOCIATE SUPERINTENDENT REPORT - NOVEMBER 26, 2021

PRESENTED BY: Scott Meunier, Associate Superintendent

School-Based Assurance Planning

- Work is being done with each school to support the development of school-based plans that build upon the schools' strengths while also responding to known opportunities for improvement. This is a high-level description of the process:
 - **Alignment with the Division's Assurance Plan Priorities:** Schools define what excellence in the 3 priority areas of Learning, Leadership and Relationship building would look like in their schools,
 - **Evidence-informed:** School staff members review local and provincial data to identify recent performance and opportunities for growth,
 - **Focused on Continuous Improvement:** Schools then establish a set of goals for each priority area that outlines a continuum of strategies, clear measures and targets for success.
- This is not a new process. Schools have long been responsible to demonstrate continuous improvement efforts. This year, the updated format reflects alignment with the division-level assurance process while also leaving schools flexibility to define what excellence in learning, leadership and relationship building looks like in their specific communities.



Schools identify the continuum of strategies they can apply in support of achieving their locally developed goals.

Dual Credit Learning Opportunities for Northland High School Students

**ASSOCIATE SUPERINTENDENT REPORT - NOVEMBER 26, 2021****PRESENTED BY: Scott Meunier, Associate Superintendent**

In the second semester of this school year, students will have three more opportunities with the following courses being available through a similar online format with MacEwan University. These classes will be held synchronously through our NSD High Schools. The current courses available are:

- PSSC 121: Law and Administration of Justice
- TAST 101: Child and Adolescent Development
- Indigenous Studies 100: Linked to Aboriginal Studies 30

The common schedule is set so that any interested NSD high school student could take all three courses in a given semester without a conflict. This increases pathways to graduation and supports earning university credit.

New Funding to Address COVID-19 Learning Disruptions

We applied for and received funding to support targeted programming for students in Grades 2 and 3 who were experiencing difficulties as a result of COVID-19-related learning disruptions. This amounts to approximately \$490 per pupil or \$137K. Implementation must be designed to support students in all 21 schools.

Pedagogical Supervisors will work with schools to apply targeted interventions in literacy and numeracy based on the specific conditions in each school.

Target supports may include:

- Individual program planning for each school.
- Personalized reading instruction program, such as a modified reading intervention program.
- Oracy and literacy story development.
- Daily independent practice in personalized reading and literacy.
- Professional learning for teachers/staff.