



NORTHLAND SCHOOL DIVISION REGULAR BOARD MEETING NO. 24-09 AGENDA

Location: DoubleTree West Edmonton	
Zoom:	
Meeting ID: Passcode:	Phone: 1 (587) 328-1099
Date: Friday, November 22, 2024	Time: 9:00 a.m. - 4:30 p.m.

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 the agenda is ahead of schedule, items will be moved up.

A. CALL TO ORDER

No.	Title	Responsible	Action	Page No.
1.	Recognition of Traditional Lands	Chair		-
2.	Opening Prayer, Cultural Reflection or Reflection	Trustee		-
3.	Adoption of Agenda	All	Motion	-
4.	Closed Session	All	Motion	-

B. BUSINESS ARISING FROM CLOSED SESSION

C. BOARD MATTERS

D. MINUTES

No.	Title	Responsible	Action	Page No.
1.	October 19, 2024 Regular Meeting Minutes	All	Motion	04
2.	Board Action Items	Superintendent Johnson	Information	12

E. BUSINESS ARISING FROM MINUTES



**NORTHLAND SCHOOL DIVISION
REGULAR BOARD MEETING NO. 24-09
AGENDA**

F. CONSENT AGENDA

No.	Title	Responsible	Action	Page No.
1.	Board Chair Report	Chair Fayant	Information	15
2.	Superintendent of Schools Report	Superintendent Johnson	Information	16
3.	Trustee Activity, Committee and/or Board Representative/Association Reports	Trustees	Information	18

G. ACTION ITEMS

No.	Title	Responsible	Action	Page No.
1.	Monthly Financial Report	Secretary-Treasurer Aird	Information	20
2.	Student Engagement, Attendance & Completion Report	Director Savill	Information	22
3.	Monthly Enrollment Report	Superintendent Johnson	Information	27
4.	Policy 1 - Foundational Statements	Chair Fayant	Motion	29
5.	Policy 2 Appendix C - Board Performance Assessment Guide	Chair Fayant	Motion	33
6.	Policy 15 - School Closure	Chair Fayant	Motion	47
7.	Policy 19 Appendix A - Student Code of Conduct	Chair Fayant	Motion	52
8.	2024-2025 Fall Budget	Secretary-Treasurer Aird	Motion	56
9.	Tri-Annual Report	Superintendent Johnson	Information	61
10.	School Viability Studies	Superintendent Johnson	Information	78
11.	Draft 2023-2024 Audited Financial Statements	Secretary-Treasurer Aird	Information	79
12.	Annual Education Results Report	Superintendent Johnson	Motion	80
13.	New Ward Bylaws (Hand Out)	Secretary-Treasurer Aird	Motion	121
14.	Superintendent Evaluation Report	Chair Fayant	Motion	122
15.	Board Self-Evaluation Report	Chair Fayant	Motion	123



**NORTHLAND SCHOOL DIVISION
REGULAR BOARD MEETING NO. 24-09
AGENDA**

H. MONITORING REPORTS

No.	Title	Responsible	Action	Page No.
1.	Awards/Celebrations/Presentations 11:00 a.m. Troy Tait, PSBAA	Superintendent Johnson	Information	-
2.	Board Chair Highlights	Chair Fayant	Information	134
3.	Superintendent Highlights	Superintendent Johnson	Information	153
4.	OH&S Department Report	Associate Superintendent Veitch	Information	164

I. PRELIMINARY DISCUSSION

No.	Title	Responsible
1.	CAPSLE Conference - April 9 - 11, 2025 in Banff	Chair Fayant
2.		

J. ADJOURNMENT & CLOSING CULTURAL REFLECTION



NORTHLAND SCHOOL DIVISION

ADMINISTRATION RECOMMENDATION TO THE BOARD

TO: THE BOARD OF TRUSTEES **DATE:** NOVEMBER 22, 2024

SUBMITTED BY: Cal Johnson, Superintendent of Schools

SUBJECT: October 19, 2024 Regular Board Meeting Minutes

REFERENCE(S):

ATTACHMENTS: October 19, 2024 Regular Board Meeting Minutes

RECOMMENDATION:

THAT the Board of Trustees approve the October 19, 2024 Regular Board Meeting minutes, as presented.

BACKGROUND:

RISK ANALYSIS:



**NORTHLAND SCHOOL DIVISION
REGULAR BOARD MEETING NO. 24-08
MINUTES**

Location: DoubleTree West Edmonton

Date: Saturday, October 19, 2024

Time: 9:00 a.m.

Membership					
✓	Lorraine McGillivray	Trustee Ward 1	✓	Cal Johnson	Superintendent of Schools
✓	Marianne Moberly	Trustee Ward 2	✓	Scott Meunier	Deputy Superintendent
✓	Bonnie Lamouche	Trustee Ward 3	✓	Mark Owens	Associate Superintendent
✓	Jesse Lamouche	Trustee Ward 4	✓	Krista Veitch	Associate Superintendent
✓	Tanya Fayant	Board Chair, Ward 5	✓	Douglas Aird	Secretary-Treasurer
	Vacant	Trustee Ward 6	✓	Curtis Walty	Media Relations Manager
✓	Robin Guild	Board Vice Chair, Ward 7	✓	Cheryl Osmond	Executive Assistant
✓	Wally Rude	Trustee Ward 8	✓	Pearl Lorentzen	Lakeside Leader Reporter
✓	Aimee McCamon	Trustee Ward 9			

A. CALL TO ORDER

1. Call to Order

Chair Fayant called the meeting to order at 9:01 a.m.

2. Recognition of Traditional Lands

Chair Fayant gave the land acknowledgement.

3. Opening Prayer, Cultural Reflection or Reflection

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

4. Adoption of Agenda

MOTION: Vice Chair Guild moved that the Board of Trustees approve the agenda as presented.

25997/24 CARRIED

5. Closed Session

MOTION: Trustee Moberly moved that the Board of Trustees go into a closed session with the Administration at 9:06 a.m.

25998/24 CARRIED

Pearl Lorentzen, Lakeside Leader reporter, left the meeting at this time. At 9:26 a.m., the staff was asked to leave the closed session portion of the meeting.



**NORTHLAND SCHOOL DIVISION
REGULAR BOARD MEETING NO. 24-08
MINUTES**

6. Regular Session

MOTION: Vice Chair Guild moved that the Board of Trustees return to regular format at 9:39 a.m.

25999/24 CARRIED

Break from 9:40 a.m. to 9:50 a.m.

Pearl Lorentzen, Lakeside Leader reporter and the staff returned to the meeting this time.

B. BUSINESS ARISING FROM CLOSED SESSION

Alberta's Public Interest Commissioner

MOTION: Vice Chair Guild moved that the Board of Trustees authorize Chair Fayant to submit a complaint to the Public Interest Commissioner on behalf of the Northland School Division.

26000/24 CARRIED

C. BOARD MATTERS

No board matters were brought before the Board of Trustees.

D. MINUTES

1. September 28, 2024 Organizational Meeting Minutes

MOTION: Trustee McCamon moved that the Board of Trustees approve the September 28, 2024 Organizational Meeting minutes as presented.

26001/24 CARRIED

2. September 28, 2024 Regular Meeting Minutes

MOTION: Trustee B. Lamouche moved that the Board of Trustees approve the September 28, 2024 Regular Meeting minutes as presented.

26002/24 CARRIED



**NORTHLAND SCHOOL DIVISION
REGULAR BOARD MEETING NO. 24-08
MINUTES**

3. Board Action Items

Superintendent Johnson reviewed the Board Action Item list with the Board of Trustees. The Board Action Items were received and filed as information.

E. CONSENT AGENDA

1. Consent Agenda

MOTION: Trustee McCamon moved that the Board of Trustees approve the consent agenda, which adopts the following reports:

1. Board Chair Report
2. Superintendent Reports
3. Trustee Activity, Committee and/or Board Representative/Association Reports

26003/24 CARRIED

F. ACTION ITEMS

1. Monthly Financial Report

Acting Secretary-Treasurer Aird presented the financial report to the Board of Trustees as of August 31, 2024. The monthly financial report was received and filed as information.

2. Student Engagement, Attendance & Completion Report

Associate Superintendent Owens presented the Student Engagement, Attendance and Completion Report for September 2024. The Student Engagement, Attendance and Completion Report was received and filed as information.

3. Monthly Enrollment Report

Superintendent Johnson presented the monthly enrollment report as of October 9, 2024. The monthly report was received and filed as information.

4. Policy 2 Appendix B - Facilitated Board Self-Evaluation

MOTION: Trustee McCamon moved that the Board of Trustees approve the correction of section designations, punctuations, typographical, and cross-references and authorizes the Administration to make such other technical and conforming changes as necessary to reflect the intent of the Board in connection with Policy 2 Appendix B - Facilitated Board Self-Evaluation.

26004/24 CARRIED

NORTHLAND SCHOOL DIVISION
REGULAR BOARD MEETING NO. 24-08
MINUTES

5. Policy 3 Appendix B - Trustee and Administration Working Relationship Guidelines

MOTION: Trustee Rude moved that the Board of Trustees approve the correction of section designations, punctuations, typographical, and cross-references and authorizes the Administration to make such other technical and conforming changes as necessary to reflect the intent of the Board in connection with Policy 3 Appendix B - Trustee and Administration Working Relationship Guidelines.

26005/24 CARRIED

6. Policy 7 Appendix B - Board Professional Development and Guidelines

MOTION: Trustee J. Lamouche moved that the Board of Trustees approve the correction of section designations, punctuations, typographical, and cross-references and authorizes the Administration to make such other technical and conforming changes as necessary to reflect the intent of the Board in connection with Policy 7 Appendix B - Board Professional Development and Guidelines.

26006/24 CARRIED

7. Policy 18 - Alternative Programs

MOTION: Trustee J. Lamouche moved that the Board of Trustees approve the correction of section designations, punctuations, typographical, and cross-references and authorizes the Administration to make such other technical and conforming changes as necessary to reflect the intent of the Board in connection with Policy 18 - Alternative Programs.

26007/24 CARRIED

8. Fall Draft Budget

Acting Secretary-Treasurer Aird presented the Fall Draft Budget to the Board of Trustees. This report was received and filed as information.

9. Mistassiniy School - Experiences Canada Music Trip to Kelowna, BC

MOTION: Trustee McGillivray moved that the Board of Trustees approve the Mistassiniy School's Experiences Canada Music Trip to Kelowna, BC, from April 7, 2025 to April 11, 2025.

26008/24 CARRIED



**NORTHLAND SCHOOL DIVISION
REGULAR BOARD MEETING NO. 24-08
MINUTES**

10. Secretary-Treasurer Position

MOTION: Trustee McCamon moved that the Board of Trustees appoint Douglas Aird as Secretary-Treasurer of the Northland School Division effective October 4, 2024, with a two-year term ending August 31, 2026.

26009/24 CARRIED

11. Father R. Perin School Indigenous Academy Proposal

Superintendent Johnson presented the Board of Trustees with a proposal for an Indigenous Academy at Father R. Perin School. The information was received and filed as information.

Break from 11:10 a.m. to 11:40 a.m. Trustee J. Lamouche left the meeting at this time.

12. Alberta School Boards Association (ASBA) Bylaw Bulletin

MOTION: Trustee McCamon moved that the Board of Trustees approve in principle the ASBA Bylaw Bulletin and authorize Vice Chair Guild to vote on behalf of the Board of Trustees.

26010/24 CARRIED

Break from 12:13 p.m. to 1:01 p.m.

G. MONITORING REPORTS

- 1. The Board of Trustees received and filed the following reports:
 - a. Literacy Presentation - Shelley Stevenson and Dawn Power, St. Theresa School
 - b. Board Chair Highlights
 - c. Superintendent Highlights
 - d. Deputy/Associate Superintendents Report
 - e. Human Resources Department Report
 - f. Media Relations Department Report

Literacy Presentation

Principal Stevenson and Vice Principal Power from St. Theresa School shared St. Theresa School's best practices for Literacy with the Board of Trustees. The following are key points that were presented:



**NORTHLAND SCHOOL DIVISION
REGULAR BOARD MEETING NO. 24-08
MINUTES**

- Whole School Literacy Topics
 - Same topic every 2 months
 - Oral language: September/October; Critical Thinking in Writing: November/December
 - Morning messages have themes and sample activities, lessons and resources.
- Teachers share best practices that are working or not working in their classrooms for literacy at staff meetings.
- My Monthly 5
 - Every six weeks, Principal Stevenson and Vice Principal Power meet with teachers to discuss the literacy progress of the five students they choose
 - Group discussions on what is working and what additional support may be required
- Coplanning
 - Teachers have co-planning once a week with their grade counterpart
- Daily Small Group Work
- Daily Intervention
- The use of UFLI and its benefits that came from using UFLI

All reports were received and filed as information.

H. PRELIMINARY DISCUSSION

1. Change in Attraction & Retention/Teaching & Learning Committee meeting date
 - a. The ATA Local requested a change in meeting date from November 22, 2024, to November 21, 2024, as they are attending a conference.
2. Change in November's meeting date
MOTION: Trustee J. Lamouche moved that the Board of Trustees change the November 23, 2024, board meeting date to Friday, November 22, 2024 as presented.

26011/24 CARRIED

3. Capital Plan Ad Hoc Meeting Date
 - a. The Capital Plan Ad Hoc meeting date has been scheduled for Wednesday, November 20, 2024 at 2:00 p.m.



**NORTHLAND SCHOOL DIVISION
REGULAR BOARD MEETING NO. 24-08
MINUTES**

I. ADJOURNMENT & CLOSING PRAYER/CULTURAL REFLECTION

1. Adjournment

MOTION: Trustee B. Lamouche moved that the Board of Trustees declare the meeting adjourned at 1:39 p.m.

26012/24 CARRIED

Tanya Fayant, Board Chair

Douglas Aird, Secretary-Treasurer

DRAFT



NORTHLAND SCHOOL DIVISION
ADMINISTRATION INFORMATION ITEM

TO: THE BOARD OF TRUSTEES **DATE:** NOVEMBER 22, 2024
SUBMITTED BY: Cal Johnson, Superintendent of Schools
SUBJECT: Board Action Items
REFERENCE(S):
ATTACHMENTS: Board Action Items

INFORMATION ITEM
The Board Action Items report has been received as information and filed.

BACKGROUND:

RISK ANALYSIS:

Current Board Action Items:

Meeting	Date of Meeting	Assigned To	Agenda Item	Task	Due Date	Status	Action
Board	15-Mar-2024	Administration	Board Concerns	Include in the trustees portfolio binders: wellness data and funding; breakout on funding and lunch programs	30-May-2024	Complete	Data presented to trustees depending on circumstances and who they are meeting with. Wellness data is included in the AERR.
Board	19-Apr-2024	Administration	Board Concerns	Possibility in having a NSD student design the pink shirt for Pink Shirt Day	31-Aug-2024	Complete	Presented a proposed communication at the August Principal's Meeting. Next step is launching a contest launch date and submission deadline. November 14, 2024: The contest is open; deadline closed November 15, 2024.
Board	28-Sep-2024	Administration	Website	FNMI Department to list the resources available on the NSD website, just like Rupertsland	30-Jun-2025	In Progress	Reference: https://www.rupertsland.org/#



NORTHLAND SCHOOL DIVISION
ADMINISTRATION RECOMMENDATION TO THE BOARD

TO: THE BOARD OF TRUSTEES **DATE:** NOVEMBER 22, 2024
SUBMITTED BY: Cal Johnson, Superintendent of Schools
SUBJECT: Approval of Consent Agenda
REFERENCE(S) & ATTACHMENTS:

RECOMMENDATION
THAT the Board of Trustees approves the consent agenda, which approves the following items:

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

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

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

RISK ANALYSIS:



NORTHLAND SCHOOL DIVISION
BOARD CHAIR REPORT TO THE BOARD

TO: THE BOARD OF TRUSTEES **DATE:** November 22, 2024
SUBMITTED BY: Tanya Fayant, Board Chair, Ward 5
SUBJECT: Board Chair Report

Teacher Interviews - October 22, 2024

Conducted 2 interviews with staff for a teaching position at Elizabeth School.

PAC Elizabeth - October 30, 2024

I zoomed in for the PAC meeting at Elizabeth. 2 people attended, along with myself and the principal. The principal reviewed school initiatives, and I went over the Board highlights.

Agenda Review via Zoom - October 31, 2024

Reviewed agenda items for the Board meeting on November 22, 2024.

Board & Superintendent Evaluations - November 4, 2024

With Dr. Cindi's help, we were able to effectively finish the Superintendent evaluation process and the Board evaluation.

Meeting with Fourwinds- November 5, 2024 afternoon

This was a very informative meeting regarding a possible partnership with Fourwinds. This organization would like to do energy audits on our schools, and we would then partner with them to conduct credit courses on how to be an energy auditor. This will give us additional information for our capital planning for each school.



Superintendent's Report

C. Johnson

November 22, 2024

Legal Meeting	October 15, 2024
Met with legal counsel to discuss legal issues.	
Public School Boards Association of Alberta (PSBAA)	October 16-18, 2024
Attended the PSBAA Fall General Conference in Edmonton.	
Collaborative Response Principal Meeting	October 16, 2024
Participated with Principals and Administration in the Collaborative Response meeting with facilitator Kurtis Hewson from Jigsaw Learning.	
Corporate Board Meeting	October 19, 2024
Attended the monthly board meeting in Edmonton.	
Associate Superintendent Evaluation	October 22, 2024
Participated in the evaluation of the Associate Superintendent of Human Resources evaluation with facilitator T. Gunderson from ASBA.	
Division Professional Development Days	October 24-25, 2024
Attended and Led the Division Professional Development Days at Hillview School.	
Legal Meeting	October 28, 2024
Met with legal counsel to discuss legal issues.	
Alberta Education Meeting	October 29, 2024
Met with Ron Taylor, Director of Indigenous and North Services Branch and Administration to review the AERR.	
Alberta Education Oversight Committee Meeting	October 29, 2024
Attended the monthly Alberta Education Oversight Committee meeting.	
Travel to Fort McMurray	October 29, 2024
ATC Meeting	October 30, 2024
Met with ATC to discuss the pedagogical proposal for Janvier and gather input.	

Agenda Review Meeting	October 31, 2024
Participated in the monthly agenda review for the November 22, 2024 board meeting.	
Policy Committee Meeting	October 31, 2024
Participated in the monthly policy committee meeting reviewing policies for the upcoming board meeting.	
Superintendent Evaluation	November 4, 2024
Participated in the Superintendent evaluation in Edmonton.	
Principals' Monthly Meeting	November 5, 2024
Hosted the monthly Principals' meeting via Zoom.	
Staff Wellness Committee Meeting	November 5, 2024
Attended the Staff Wellness Committee start up meeting.	
Four Winds & Associates Meeting	November 5, 2024
Met with representatives from Four Winds & Associates to discuss the possibility of developing a partnership with the Division.	
CASS Fall Conference	November 6-8, 2024
Attended the CASS Fall Conference in Calgary.	
Vacation	November 11-15, 2024



NORTHLAND SCHOOL DIVISION

TRUSTEE REPORT TO THE BOARD

TO: THE BOARD OF TRUSTEES **DATE:** NOVEMBER 22, 2024
SUBMITTED BY: Lorraine McGillivray, Trustee, Ward 1
SUBJECT: Activity Report as of November 4, 2024

SUMMARY:

Date	Description
September 27, 2024	Mistassiniy School Grand Opening
September 28, 2024	Corporate Board Meeting, Wabasca
October 9, 2024	Policy Meeting Zoom
October 16 -18, 2024	PSBA
October 19, 2024	Corporate Board Meeting, Edmonton
October 31, 2024	Policy Committee
November 4, 2024	Evaluations Board/Superintendent (Zoom)



NORTHLAND SCHOOL DIVISION

TRUSTEE REPORT TO THE BOARD

TO: THE BOARD OF TRUSTEES

DATE: NOVEMBER 22, 2024

SUBMITTED BY: Wally Rude, Trustee, Ward 8

SUBJECT: Activity Report for the Month of October

SUMMARY:

Date	Description
October 7, 2024	Interview with Dr. Cindi Vaselenak for Board and Sup. Evaluation
October 8 - 9, 2024	ASBA, Zone 1 Meeting, Peace River
October 16 - 18, 2024	PSBAA Meetings, Edmonton
October 19, 2024	NSD Regular Board Meeting, Edmonton



NORTHLAND SCHOOL DIVISION
ADMINISTRATION INFORMATION ITEM

TO: THE BOARD OF TRUSTEES **DATE:** NOVEMBER 22, 2024
SUBMITTED BY: Douglas Aird, Secretary-Treasurer
SUBJECT: Monthly Financial Report
REFERENCE(S):
ATTACHMENTS: Monthly Financial Report as of October 31, 2024

INFORMATION ITEM
The Monthly Financial report for the month of October 31, 2024 has been received as information and filed.

BACKGROUND:

RISK ANALYSIS:



NORTHLAND SCHOOL DIVISION
As at October 31, 2024
Statement of Revenues and Expenses

REVENUE	Budget		YTD Actual	Variance	%
	2024-25	YTD Budget			
Alberta Education	\$ 43,413,453	\$ 7,235,576	\$ 6,795,872	\$ (439,704)	(6)
Federal Government & First Nations	11,375,099	1,895,850	2,281,004	385,154	20
Other Revenue	2,290,899	381,817	835,278	453,461	119
	<u>\$ 57,079,451</u>	<u>\$ 9,513,243</u>	<u>\$ 9,912,154</u>	<u>\$ 398,911</u>	<u>4</u>
EXPENSES					
Schools	\$ 23,778,823	\$ 3,963,137	\$ 3,879,241	\$ 83,896	2
Instructional Support	7,184,433	1,197,406	1,253,710	(56,304)	(5)
Instructional Supply	5,949,243	991,541	931,731	59,810	6
Transportation	3,854,628	642,438	567,457	74,981	12
Operations and Maintenance	8,739,791	1,456,632	1,248,664	207,968	14
External Services	3,877,194	646,199	889,493	(243,294)	(38)
System Administration	2,563,525	427,254	531,935	(104,681)	(25)
Corporate Board	526,063	87,677	60,087	27,590	31
Insurance (Buildings)	861,691	143,615	143,615	-	-
	<u>\$ 57,335,391</u>	<u>\$ 9,555,899</u>	<u>\$ 9,505,933</u>	<u>\$ 49,966</u>	<u>1</u>
NET SURPLUS (DEFICIT)	<u>\$ (255,940)</u>	<u>\$ (42,656)</u>	<u>\$ 406,221</u>	<u>\$ 348,945</u>	

VARIANCE ANALYSIS

Overall - At the end of the second month we are on track with our revenues, expenditures and planned use of reserve funds.

Revenues

Revenues received and accrued have been in line with the budget (+4%).

Expenses

Overall expenses are on budget as the year starts up.

Certified salaries and benefits are on budget as planned.

Uncertificated salaries and benefits include additional student supports and and Jordans staffing (\$424K year to date) which is not included in the annual budget.

Operations and Maintenance expenses are being monitored closely. Utility and maintenance cost pressures continue.

System Administration costs include some division-wide costs which will be re-allocated.

External Services are also being monitored closely to ensure Housing operations, renovations and School Food Services remain on plan.

Salaries and Benefits Detail

Certificated salaries and benefits	\$ 20,035,569	\$ 3,339,262	\$ 3,358,845	\$ (19,583)	(1)
Uncertificated salaries and benefits	15,900,011	2,650,002	3,540,892	(890,890)	(34)
	<u>\$ 35,935,580</u>	<u>\$ 5,989,264</u>	<u>\$ 6,899,737</u>	<u>\$ (910,473)</u>	<u>(15)</u>



NORTHLAND SCHOOL DIVISION
ADMINISTRATION INFORMATION ITEM

TO: THE BOARD OF TRUSTEES **DATE:** NOVEMBER 22, 2024

SUBMITTED BY: Amy Savill, Director of Engagement and High School Completion

SUBJECT: Student Engagement, Attendance, and Completion Report

REFERENCE(S):

ATTACHMENTS: Student Engagement, Attendance, and Completion Report
October 2024

INFORMATION ITEM
The Student Engagement, Attendance, and Completion report for the month of October has been received as information and filed.

BACKGROUND:

--

RISK ANALYSIS:

--



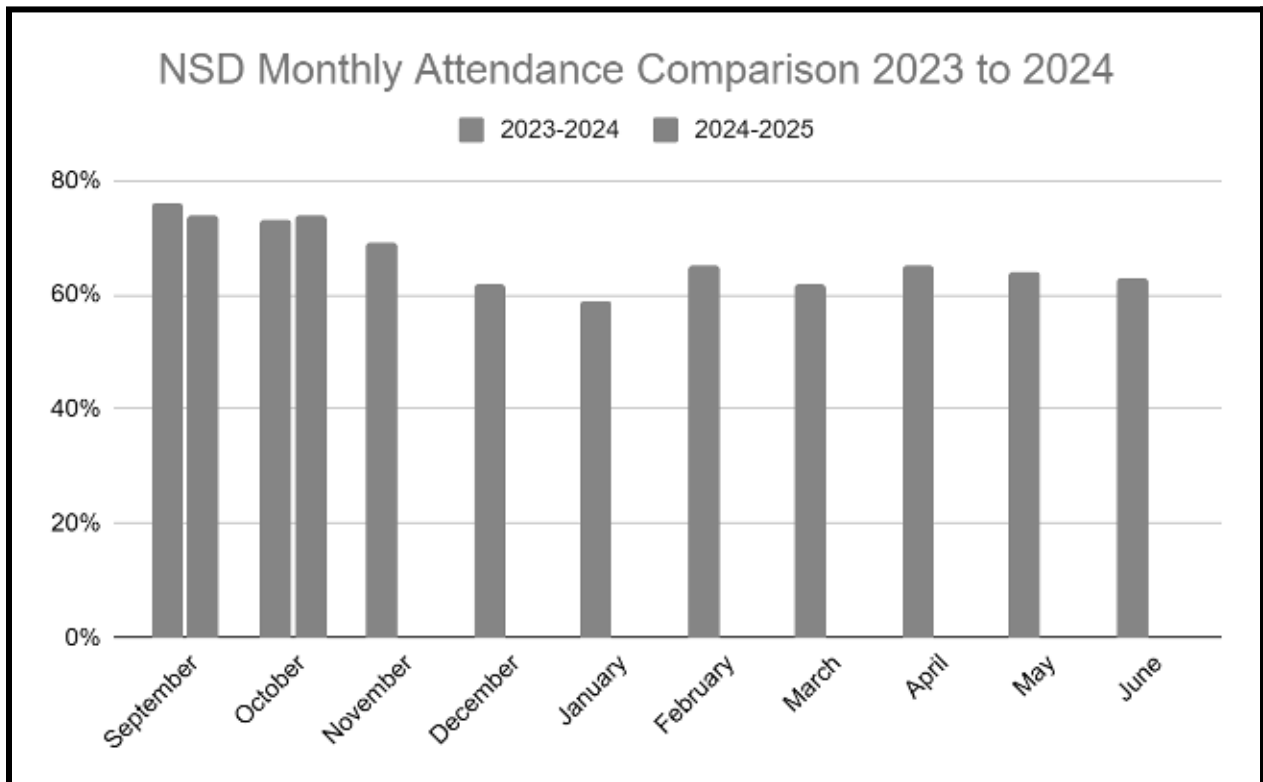
The Northland School Division

**Director of Engagement and High School Completion
Board Attendance Report
November 2024**

Monthly Attendance Rates from the previous year to the current year (2023-2024 to 2024-2025)

Strategy 1.1: Standardize attendance tracking processes

Table 1 - YR-YR Comparison			
Month	2023-2024	2024-2025	Difference
September	76%	74%	2%
October	73%	74%	1%



Highlights

- Attendance increases for the month of October in
 - Chipewyan Lake
 - Conklin
 - Elizabeth
 - Grouard
 - Hillview
 - J.F. Dion
 - Mistassiniy
 - NSD Online School
 - Susa Creek

- 16/17 schools had attendance rates above the set target (table below)
 - The 17th school still had an increase of 7% from September to October which is 1.5% from their target.
- 6 schools had over 60% of students attending over 80%

October 2023 to October 2024 attendance rates by individual school

School	Oct 2023	Oct 2024
Anzac	87%	83%
Bill Woodward	79%	72%
Bishop Routhier	72%	67%
Calling Lake	71%	68%
Chipewyan Lake	78%	79%
Conklin	66%	80%
Elizabeth	76%	79%
Father R Perin	67%	65%
Gift Lake	72%	65%
Grouard Northland	76%	79%
Hillview	81%	84%
JF Dion	80%	87%
Mistassiniy	65%	72%
Northland Online	51%	63%
Paddle Prairie	65%	65%
St. Theresa	82%	82%
Susa Creek	74%	83%

Individual School Attendance rates by percentile for October 2024

School	95-100	90-94	80-89	70-79	60-69	50-59	Below 50
Anzac	49%	12%	14%	11%	4%	5%	4%
Bill Woodward	23%	13%	14%	12%	12%	8%	19%
Bishop Routhier	9%	9%	16%	23%	12%	9%	23%
Calling Lake	20%	7%	14%	9%	19%	8%	24%
Chipewyan Lake	23%	14%	14%	9%	32%	5%	5%
Conklin	24%	18%	18%	24%	0%	12%	6%
Elizabeth	33%	14%	23%	6%	6%	6%	12%
Father R Perin	14%	7%	13%	20%	9%	13%	24%
Gift Lake	14%	6%	12%	15%	21%	10%	23%
Grouard Northland	24%	6%	24%	21%	12%	3%	9%
Hillview	27%	24%	22%	8%	5%	5%	8%
JF Dion	35%	15%	20%	17%	9%	0%	4%
Mistassiniy	15%	13%	27%	11%	11%	7%	17%
Northland Online	10%	7%	11%	22%	6%	17%	27%
Paddle Prairie	9%	5%	15%	17%	15%	14%	25%
St. Theresa	26%	14%	26%	13%	9%	5%	8%
Susa Creek	34%	10%	17%	31%	3%	0%	3%

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

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

School	Principal	October Attendance
Anzac	Andrew Belsheim	83%
Conklin	Bernard Woodfine	80%
Hillview	Lee Demoreau	84%
J.F.Dion	Yvette Jean-Jacques	87%
St. Theresa	Shelley Stevenson	82%
Susa Creek	Tresha Moorhouse	83%

Monthly Attendance Winners (Drawn from all students attending 90% or higher during the month of October 2024)

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

Grade Level	Name	School
K-3	Joseph Gladue	J.F. Dion
4-6	Kelsey Laboucane	Hillview
7-9	Gage Ormstrup	Bill Woodward
10-12	Kadryn Funk	Bill Woodward

2024 Target Attendance

	2024-25 Target	September	October
Anzac	81.5	84%	83%
Bill Woodward	70.5	80%	72%
Bishop Routhier	64.5	71%	67%
Calling Lake	64.5	62%	68%
Chipewyan Lake	75.5	84%	79%
Conklin	74.5	80%	80%
Elizabeth	73.5	85%	79%
Father R Perin	55.5	70%	65%
Gift Lake	66.5	58%	65%
Grouard Northland	74.5	80%	79%
Hillview	73.5	74%	84%
JF Dion	75.5	82%	87%
Mistassiniy	59.5	73%	72%
Northland Online	49.5	58%	63%
Paddle Prairie	59.5	69%	65%
St. Theresa	76.5	84%	82%
Susa Creek	71.5	88%	83%



NORTHLAND SCHOOL DIVISION
ADMINISTRATION INFORMATION ITEM

TO: THE BOARD OF TRUSTEES **DATE:** NOVEMBER 22, 2024
SUBMITTED BY: Cal Johnson, Superintendent of Schools
SUBJECT: Monthly Enrollment
REFERENCE(S):
ATTACHMENTS: Monthly Enrollment as of November 13, 2024

INFORMATION ITEM
The monthly enrollment report, as of November 13, 2024, has been received as information and filed.

BACKGROUND:
The administration will provide a monthly enrollment update.

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

ADMINISTRATION RECOMMENDATION TO THE BOARD

TO: THE BOARD OF TRUSTEES

DATE: NOVEMBER 22, 2024

SUBMITTED BY: Tanya Fayant, Board Chair

SUBJECT: Policy 1 - Foundational Statements

ATTACHMENTS: Policy 1 - Foundational Statements

RECOMMENDATION:

THAT the Board of Trustees approve the correction of section designations, punctuations, typographical, and cross-references and authorizes the Administration to make such other technical and conforming changes as necessary to reflect the intent of the Board in connection with Policy 1 - Foundational Statements.

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 staff and strong partnerships with families and communities.

VALUES – SEVEN SACRED TEACHINGS:

Courage – Sohkeyihtamowin – Nētłēth

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

Wisdom – Iyinisowin - Hūya

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

Humility – Tapahteyimowin - 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'ı zile

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

Love - Sakeyih towin - Neghānestā

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



POLICY 1 FOUNDATIONAL STATEMENTS

Respect - Pakakatisowin - Boritcha

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.
 - 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 students' education success and 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. Students are entitled to a welcoming, caring, respectful, and safe learning environment that respects diversity, nurtures a sense of belonging, enables the development of a strong, positive sense of self, and is responsive to each student.
 - 1.5. Education must be holistic: providing opportunities that touch all dimensions of a student's development: ~~the development of a student:~~ spiritual, emotional, intellectual, physical, and social.
 - 1.6. The experiences of all children are grounded in the values and social relationships within their own individual communities.
 - 1.7. The future foundation of communities rests upon the experiences of the children today.
 - 1.8. The strength and value of respected Elders and Knowledge Keepers are integral to the success of students.
 - 1.9. 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.
 - 1.10. Support staff in developing healthy, positive morale that directly impacts the success of students. Staff are highly valued.
 - 1.11. 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.



POLICY 1 FOUNDATIONAL STATEMENTS

- 1.12. The role of trustees and the board, which is to provide leadership and build the division's capacity ~~capacity of the division~~ will enable all other elements to be successful.
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 Learning 1. Connections Supporting Reconciliation
2. First Nations, Metis and Inuit students in Alberta are successful.	2. Excellence in Leadership 2. Holistic Learning
3. Alberta has excellent teachers, schools and school authority leaders.	3. Excellence in Relationships 3. Excellent People Supporting Students
4. Alberta's K-12 education system is well-governed and managed.	4. Responsible Resourcing

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 **DATE:** NOVEMBER 22, 2024

SUBMITTED BY: Tanya Fayant, Board Chair

SUBJECT: Policy 2 Appendix C - Board Performance Assessment

ATTACHMENTS: Policy 2 Appendix C - Board Performance Assessment

RECOMMENDATION:
THAT the Board of Trustees approve the correction of section designations, punctuations, typographical, and cross-references and authorizes the Administration to make such other technical and conforming changes as necessary to reflect the intent of the Board in connection with Policy 2 Appendix C - Board Performance Assessment.

BACKGROUND:
RISK ANALYSIS:



NORTHLAND SCHOOL DIVISION BOARD SELF EVALUATION PERFORMANCE ASSESSMENT GUIDE

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

**POLICY 2 - APPENDIX C
BOARD PERFORMANCE ASSESSMENT GUIDE**

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

**POLICY 2 - APPENDIX C
BOARD PERFORMANCE ASSESSMENT GUIDE**

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

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

**POLICY 2 - APPENDIX C
BOARD PERFORMANCE ASSESSMENT GUIDE**

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

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

**POLICY 2 - APPENDIX C
BOARD PERFORMANCE ASSESSMENT GUIDE**

NORTHLAND SCHOOL DIVISION BOARD SELF EVALUATION PERFORMANCE ASSESSMENT GUIDE		
<u>Role Expectation</u> <u>Accountability to the Provincial Government</u>	<u>Evaluation Evidence</u>	<u>Quality Indicators</u>
<p>The Board shall:</p> <p>4.1 Act in accordance with all statutory requirements to implement provincial standards and policies.</p> <p>4.2 Perform Board functions required by governing legislation and existing Board policy.</p> <p>4.3 Ensure all students, teachers and Division leaders learn about First Nations, Métis and Inuit perspectives, experiences and contributions throughout history; treaties, and the history and legacy of residential schools.</p>	<ul style="list-style-type: none"> • Three-Year Education Plan/Results Report • Budget Report Form • Audited Financial Statements • Accountability Pillar • Published results • Superintendent’s evaluation • Policy review • Board Policy Handbook • Division litigation status • Relevant correspondence • Board self-evaluation questionnaire results <ul style="list-style-type: none"> o Board role 	<ul style="list-style-type: none"> • Statutory obligations are fully met in a timely manner. • Legislated functions are performed in an exemplary fashion. • All resident students are provided an education program consistent with the Education Act and the statutory regulations. • Non-resident students are provide The Board provides non-resident students with an education program consistent with the Education Act and the statutory regulations at its sole discretion., at the sole discretion of the Board. • Board governance policies clearly specify required Board functions, and the Board follows them. • Relevant FNMI and staff development sessions are provided.

**POLICY 2 - APPENDIX C
BOARD PERFORMANCE ASSESSMENT GUIDE**

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

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

**POLICY 2 - APPENDIX C
BOARD PERFORMANCE ASSESSMENT GUIDE**

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



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

**POLICY 2 - APPENDIX C
BOARD PERFORMANCE ASSESSMENT GUIDE**

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



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



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

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

**POLICY 2 - APPENDIX C
BOARD PERFORMANCE ASSESSMENT GUIDE**

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

**POLICY 2 - APPENDIX C
BOARD PERFORMANCE ASSESSMENT GUIDE**

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

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

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



NORTHLAND SCHOOL DIVISION

ADMINISTRATION RECOMMENDATION TO THE BOARD

TO: THE BOARD OF TRUSTEES

DATE: NOVEMBER 22, 2024

SUBMITTED BY: Tanya Fayant, Board Chair

SUBJECT: Policy 15 - School Closure

ATTACHMENTS: Policy 15 - School Closure

RECOMMENDATION:

THAT the Board of Trustees approve the correction of section designations, punctuations, typographical, and cross-references and authorizes the Administration to make such other technical and conforming changes as necessary to reflect the intent of the Board in connection with Policy 15 - School Closure.

BACKGROUND:

RISK ANALYSIS:



POLICY 15 SCHOOL CLOSURE

The Board believes that the ~~students of the~~ Division's students must have the opportunity to receive educational programs ~~that are~~ characterized by excellence, equity, and efficiency. ~~In achieving~~ To achieve 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~~ before any decision ~~being~~ is made.

Specifically

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

2. Review
 - 2.1. Prior to December 1 of each year, the Superintendent will bring to the Board for information the school(s), if any, for which a viability review will be undertaken to determine if further action needs to be taken ~~on the matter of~~ regarding 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.
 - 4.1. The following criteria shall be utilized in considering the closure of a school:
 - 4.1.1. Student enrolment and trends;



POLICY 15

SCHOOL CLOSURE

- 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 that ~~which~~ may experience increased enrollments as a result of a student 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 shall be given.
5. ~~There will be~~ effective communication will be provided to parent(s) of students attending the school and the electors in the attendance area of a school being considered for closure.
- 5.1. The Board shall communicate information and implications of the possible school closure, in writing, to the parent(s) of every child and student enrolled in the school who, in the opinion of the Board, will be significantly affected by the closure of the school. Such communication shall set out the following:
 - 5.1.1. How the closure would affect the attendance area defined for that school;
 - 5.1.2. How the closure would affect the attendance at other schools;
 - 5.1.3. Information on the Board's long-range capital plan;
 - 5.1.4. The number of students who would need to be relocated as a result of the closure;
 - 5.1.5. The need for, and extent of, busing;
 - 5.1.6. Program implications for other schools and for the students when they are attending other schools;



POLICY 15 SCHOOL CLOSURE

- 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 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.
- 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~~ electors have three (3) weeks ~~for electors~~ to submit to the Board further responses, including preferred alternatives, to the possible closure.



POLICY 15 SCHOOL 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 22, 2024

SUBMITTED BY: Tanya Fayant, Board Chair

SUBJECT: Policy 19 Appendix A - Student Code of Conduct

ATTACHMENTS: Policy 19 Appendix A - Student Code of Conduct

RECOMMENDATION:

THAT the Board of Trustees approve the correction of section designations, punctuations, typographical, and cross-references and authorizes the Administration to make such other technical and conforming changes as necessary to reflect the intent of the Board in connection with Policy 19 Appendix A - Student Code of Conduct.

BACKGROUND:

RISK ANALYSIS:



POLICY 19 APPENDIX A STUDENT CODE OF CONDUCT

The Board endorses a set of desirable personal and interpersonal character traits that incorporate universal values common to all religions and ethnic-cultural groups, including respect, integrity, empathy, compassion, independence, cooperation, responsibility, and self-control.

Students are expected to learn, practice, and develop such personal and interpersonal character traits and to contribute to the development of welcoming, caring, respectful and safe learning environments. Students are further expected to respect diversity and refrain from demonstrating any form of discrimination as set out in the Alberta Human Rights Act, including gender identity and gender expression as set out in the Alberta Bill of Rights. Students are to foster a sense of belonging amongst all students.

Within the aforementioned context, students are expected to pursue academic and cultural studies to maximize their individual potential in becoming self-reliant, responsive, and contributing members of society.

Specifically

1. In displaying acceptable behaviour, students are expected to:
 - 1.1 Use their abilities and talents to gain maximum learning benefits from their school experiences;
 - 1.2 Contribute to a climate of mutual trust and respect conducive to effective learning, personal development, and social living;
 - 1.3 Co-operate fully with everyone authorized by the Board to provide education programs and other services;
 - 1.4 Comply with all applicable federal, provincial, and municipal laws and the rules of the Division and school;
 - 1.5 Account to their teachers for their conduct;
 - 1.6 Attend school regularly and punctually;
 - 1.7 Use non-violent means to resolve conflict;
 - 1.8 Treat all other students and staff with dignity, respect, and fairness at all times;
 - 1.9 Contribute to a learning environment that is free from physical, emotional, and social abuse;
 - 1.10 Take appropriate measures to help those in need; and
 - 1.11 Demonstrate honesty and integrity.

2. Students are accountable for demonstrating respect for:
 - 2.1 Authority;
 - 2.2 Others and their property;
 - 2.3 School property, equipment, and textbooks; and
 - 2.4 Differences in ethnicity, race, religion, gender, and sexual orientation.



POLICY 19 APPENDIX A

STUDENT CODE OF CONDUCT

3. Students are prohibited from engaging in unacceptable behaviour, ~~whether it occurs~~ within the school building, during the school day, or by electronic means.

Examples of such behaviours include, but are not limited to:

- 3.1 Use, possession of, sale, distribution of, or active contact with, a weapon on a student's person, in a student's locker or desk, on Board property, or in a vehicle on Board property used by a student or occupied by a student as a passenger;
 - 3.2 Threats;
 - 3.3 Conduct that endangers others;
 - 3.4 Encouraging conduct that endangers or may endanger others;
 - 3.5 Encouraging unacceptable conduct;
 - 3.6 Use or display of improper, obscene, or abusive language;
 - 3.7 Distribution or display of offensive messages or pictures;
 - 3.8 Theft, including identity theft;
 - 3.9 Assault;
 - 3.10 Willful damage to school or others' property;
 - 3.11 Use, possession of, distribution of, or active contact with, or collection of money for illicit drugs, alcohol, or inhalants in school, on Board property, or in the context of any school-related activity;
 - 3.12 Attending school or any school-related activity under the influence of illicit drugs, alcohol, or inhalants;
 - 3.13 Personal or sexual harassment;
 - 3.14 Hazing, initiation activities; the formation or the operation of sororities, fraternities, gangs, and secret organizations;
 - 3.15 Extortion;
 - 3.16 Disruptive behaviour, willful disobedience, or defiance of authority;
 - 3.17 Interfering with the orderly conduct of classes or the school;
 - 3.18 Tampering with fire alarms and safety equipment;
 - 3.19 Criminal activity;
 - 3.20 Contravention of the school's code of conduct;
 - 3.21 Workplace violence;
 - 3.22 Bullying, including cyber-bullying; and
 - 3.23 Inappropriate information technology use.
4. Unacceptable student behaviour:
- 4.1 May be grounds for disciplinary action; and
 - 4.2 Provides an opportunity for critical learning in the areas of:
 - 4.2.1 Personal accountability and responsibility;
 - 4.2.2 The development of empathy;
 - 4.2.3 Conflict resolution;
 - 4.2.4 Communication; and



POLICY 19 APPENDIX A

STUDENT CODE OF CONDUCT

4.2.5 Social skills development.

5. When responding to unacceptable student behaviour, the following are to be considered:
 - 5.1 The effect of the student's behaviour upon other students, the staff, the school, and the community;
 - 5.2 The nature of the action or incident that calls for disciplinary or alternative measures;
 - 5.3 The student's previous conduct and previous interventions;
 - 5.4 The student's age, maturity, and abilities;
 - 5.5 The impact of a proposed action on the student's future behaviour;
 - 5.6 The student's learning needs; and
 - 5.7 Any other information considered appropriate or relevant.

6. The consequences of unacceptable behaviour may be:
 - 6.1 Assignment of a student whose behaviour is unacceptable, disruptive, or destructive to an alternate supervised location;
 - 6.2 Short-term removal of privileges;
 - 6.3 Detention;
 - 6.4 Use of reasonable force as required by way of correction to restrain a student from carrying out a violent or destructive act that could harm the student or others;
 - 6.5 Alternative interventions such as community conferencing or other forms of restorative justice;
 - 6.6 Corrective student transfer;
 - 6.7 Suspension; and
 - 6.8 Recommendation for expulsion.

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

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



NORTHLAND SCHOOL DIVISION
ADMINISTRATION RECOMMENDATION TO THE BOARD

TO: THE BOARD OF TRUSTEES **DATE:** NOVEMBER 22, 2024
SUBMITTED BY: Douglas Aird, Secretary-Treasurer
SUBJECT: 2024-2025 Fall Budget Update
REFERENCE(S): Policy 2 - Role of the Board
ATTACHMENTS: 2024-2025 Fall Budget Update

RECOMMENDATION:
That the Board of Trustees approve the 2024-2025 Fall Budget Update as attached, with no transfers of accumulated operating surplus to reserves at this time.

BACKGROUND:
The 2024-2025 fall budget update was presented to the Board of Trustees as information at their October 19, 2024 board meeting.

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

The Board approved the 2024-2025 operating budget at its May 11, 2024, meeting. It supports the Education Plan and the 2024 goals. In the Fall, the Administration reviews the organizational structure and distribution of students in schools to determine if the budget needs to be adjusted.

RISK ANALYSIS:



2024-25 FALL BUDGET UPDATE REPORT

CONTEXT

- The budget was approved on May 11, 2024, and is aligned with the multi-year Education Plan and 2024-25 goals.
- Each fall administration reviews the distribution of students in schools, resources and organizational structure to determine potential changes.
- A collaborative process has been used to refine the draft considering emerging issues, opportunities, final enrollments, staffing considerations and initiatives.
- Overall revenues and expenses are lower than last year, in line with funding formula changes and enrollment.
- The budget planned to use \$0.3M of reserves. With this update, it is forecast to be \$0.7M.
- Finances are tighter as provincial Bridge/COVID funding has ended, and enrollment has temporarily declined. Some provincial stabilization funding offsets this.
- Key assumptions include the recruitment and deployment of additional Education Assistants, maintaining the hot lunch program, transportation for all students, provincial funding for negotiated teacher rate increases, steady Federal/First Nation tuition rates, moderate inflation (benefits and utilities), stable insurance costs, and minimal impact from local bargaining.
- Contingencies include inflation, enrollment, carbon tax/fuel costs and key contract changes.
- If required, the draft plan for using accumulated surplus funds will be presented at the next meeting for review and conveyance to the Minister (in compliance with the reserves “cap”).

BUDGET UPDATE - OVERVIEW

	Fall Budget Update <u>2024-25</u>	Budget <u>2024-25</u>	Budget <u>2023-24</u>	Actual Results <u>2022-23</u>
Revenues	\$ 56,137,287	\$ 57,079,451	\$ 56,448,962	\$ 62,518,330
Expenses	56,815,855	57,335,392	56,901,094	59,452,020
Surplus (Deficit)	\$ (678,568)	\$ (255,941)	\$ (452,132)	\$ 3,066,310
Enrolment	1,587 E	1,737 E	1,683 E	1,694

KEY ASSUMPTIONS

ENROLLMENT

- The enrollment level and mix are based on actual school data
 - Total enrollment is 1,587 students vs 1,658 last year (-4%)
 - There are 1,238 provincial (vs. plan 1,284) and 349 Federal/First Nation students (vs. plan 453)

REVENUES

- Forecasts have been updated based on the latest information. All revenues are very dependent on enrollment. There is some contingency around revenues as several new grants (Transportation and Enrolment Growth, for example) will be calculated during the year.

- Provincial grants are based on the final enrollment data, eligibility, sampling and resolution of any questions.
- Federal/First Nations tuition rates are based on the 2023-24 audited rates.
- The Division is funded more for division-wide program totals than on a per-student basis.
- The Weighted Moving Average (WMA) approach and early grant decisions have stabilized funding and moderated the impact of enrollment variances
- Funding for increased bus fuel costs, learning loss, enrollment growth and the negotiated teachers' salary increase have been provided

EXPENSES

- School Food Services continues per the Board motion (\$2.1M annually)
- Staffing is allocated based on priorities and needs in discussions with principals. Vacancies/unfilled roles are being carefully reviewed to contain costs. There are some challenges to recruitment at present.
- Separate federal funding is being provided for the “Jordan’s Principle” Education Assistants (42), which are on-site across the Division
- Staff costs - Vacancies/unfilled roles are being carefully reviewed to contain costs
- Transferable expense budgets at schools are a reflection of the change in student enrolment, and are calculated using an allocation model
- Investments in technology and housing continue with available funds and are being offset by travel reductions and other cost-containment measures
- Housing continues to be costly with inflation significant - the \$5.9M Improvement Plan is helping with sustainability by reducing unplanned maintenance costs for completed units. The cost of property, liability and fleet insurance has stabilized. ARMIC is prioritizing vehicle and Contract Bus Operator (CBO) bus coverage cost improvements.

BUDGET APPROACH

Collaborative process

- Principals, Directors, and Associates review opportunities and changes to meet goals and targets
- Pupil-Teacher Ratio is updated and managed, based on actual enrollments
- Principals will finalize site priorities based on plans, focus areas and requirements

Division-wide:

- Educational priorities for literacy, numeracy and related professional development have increased in funding
- Rate changes - teacher/support staff costs, key contracts, carbon tax, utilities, ASEBP
- Staff changes - FTEs, deployment, rates and classifications
- Federal Calculation - update and finalize billings with the audit

Departments

- Detailed department reviews will continue to ensure that operations and costs are aligned with the Education Plan.
- The Division continues to evolve so that support teams, services and processes are more customer-oriented, efficient and networked. Departments and key cost centres will operate within planned envelopes



NORTHLAND SCHOOL DIVISION
Fall Budget Comparisons 2024 - 2025
Statement of Revenues and Expenses

REVENUE

	2024-25	2023-24	Change	%
Alberta Education	\$ 44,413,453	\$ 44,698,045	\$ (284,592)	(1)
Federal Government & First Nations	9,432,935	9,880,018	(447,083)	(5)
Other Revenue	2,290,899	1,870,899	420,000	22
	<u>\$ 56,137,287</u>	<u>\$ 56,448,962</u>	<u>\$ (311,675)</u>	<u>(1)</u>

EXPENSES

Schools	\$ 23,259,285	\$ 22,045,761	\$ 1,213,524	6
Instructional Support	7,184,433	7,124,845	59,588	1
Instructional Supply	5,949,243	7,010,427	(1,061,184)	(15)
Transportation	3,854,628	3,854,628	-	0
Operations and Maintenance	8,739,791	9,076,052	(336,261)	(4)
External Services	3,877,194	3,857,191	20,003	1
System Administration	2,563,525	2,563,525	-	0
Corporate Board	526,063	453,068	72,995	16
Insurance (Buildings)	861,691	915,597	(53,906)	(6)
	<u>\$ 56,815,853</u>	<u>\$ 56,901,094</u>	<u>\$ (85,241)</u>	<u>(0)</u>
NET SURPLUS (DEFICIT)	<u>\$ (678,566)</u>	<u>\$ (452,132)</u>	<u>\$ (226,434)</u>	<u>50</u>

Salaries and Benefits Detail

Certificated salaries and benefits	\$ 19,702,781	\$ 20,021,665	\$ (318,884)	(2)
Uncertificated salaries and benefits	15,797,809	14,150,837	\$ 1,646,972	12
	<u>\$ 35,500,591</u>	<u>\$ 34,172,502</u>	<u>\$ 1,328,089</u>	<u>4</u>



NORTHLAND SCHOOL DIVISION
Fall Budget Comparisons 2024 - 2025
School Expenses

	2024-25	2023-24	Change	%
Anzac	\$ 1,283,464	\$ 1,315,896	\$ (32,432)	(2)
Bill Woodward	1,559,699	1,494,611	65,088	4
Bishop Routhier	745,087	646,672	98,415	15
Calling Lake	1,522,685	1,430,690	91,995	6
Career Pathways	752,363	551,862	200,501	36
Chipewyan Lakes	655,991	603,073	52,918	9
Conklin	562,002	515,782	46,220	9
Elizabeth	1,335,442	1,295,646	39,796	3
Father R. Perin	994,538	955,693	38,845	4
Gift Lake School	1,616,751	1,681,520	(64,769)	(4)
Grouard	791,465	747,147	44,318	6
Hillview	815,544	659,738	155,806	24
J.F. Dion	938,266	895,485	42,781	5
Mistassiniy	3,115,681	2,714,358	401,323	15
Northland Online School	1,227,104	1,024,343	202,761	20
Paddle Prairie	1,376,247	1,183,144	193,103	16
Pelican Mountain	0	181,950	(181,950)	(100)
St. Theresa	3,142,166	3,207,288	(65,122)	(2)
Susa Creek	524,790	533,748	(8,958)	(2)
Substitutes and Learning Loss	300,000	407,115	(107,115)	(26)
	<u>\$ 23,259,285</u>	<u>\$ 22,045,761</u>	<u>\$ 1,213,524</u>	<u>6</u>



**NORTHLAND SCHOOL DIVISION
ADMINISTRATION INFORMATION ITEM**

TO: THE BOARD OF TRUSTEES **DATE:** NOVEMBER 22, 2024

SUBMITTED BY: Cal Johnson, Superintendent of Schools

SUBJECT: 2024-2025 Tri-Annual Report

REFERENCE(S):

ATTACHMENTS: Tri-Annual Report #1

INFORMATION ITEM
The Tri-Annual Report #1 has been received as information and filed.

BACKGROUND:

RISK ANALYSIS:



Tri-Annual Report #1

2024-2025



Message from Board & Superintendent

Tri-Annual Report #1 2024-2025

Tansi, Edlánat'e, Hello everyone! We are pleased to present our first Tri-Annual Report for the 2024-2025 school year! This report highlights progress we have made with meeting or exceeding the priorities for Northland School Division (NSD):

1. Connections Supporting Reconciliation
2. Holistic Learning
3. Excellent People Supporting Students
4. Responsible Resourcing

Before you turn the page, check out our promotional video! Let us show you why Northland is a great place to learn and teach! Visit our website to watch the video <https://www.nsd61.ca/careers!>

On behalf of the Board of Trustees and Administration, thank you for your continued support.

Sincerely,



A handwritten signature in black ink that reads "Tanya Fayant".

Tanya Fayant
Board Chair



A handwritten signature in black ink that reads "Cal Johnson".

Cal Johnson
Superintendent of Schools/CEO

Connections Supporting Reconciliation

Tri-Annual Report #1 2024-2025

Priority 1: Connections Supporting Reconciliation

Northland School Division students and staff members will increase and strengthen visible connections to land, Indigenous language, school communities and collaborative partnerships

Outcome: Student learning and well-being are rooted in connections to the land, Indigenous languages and the greater community.

Outcome: Students are able to access language and cultural learning supporting their well-being.

Outcome: Students have multiple pathways to high school completion including those made available through collaborative school-community partnerships.

Outcome: The Division-wide student attendance rate remains above 80 percent this year (and targeting 1.5% increase in successive years).

How is Northland achieving these outcomes?

Truth and Reconciliation Week

In recognition and commitment to the calls to action to address reconciliation in Alberta, Northland schools and central office staff participated in Truth and Reconciliation Week activities. To learn more visit our website

<https://www.nsd61.ca/about-us/division-news/post/truth-and-reconciliation-week-highlights2>.



Anzac students and staff joined together in a round dance during Truth and Reconciliation Week.

Connections Supporting Reconciliation

Tri-Annual Report #1 2024-2025



During Truth and Reconciliation Week, schools, with support from their communities, united to honour residential school survivors and their families. Activities included creating paper orange shirts with messages like "Every Child Matters" and "I Matter," participating in community walks, and attending cultural events.

Connections Supporting Reconciliation

Tri-Annual Report #1 2024-2025

Highlights from CTS Days

In October, NSD hosted Career and Technology Studies Days! High school students from across the school division had a fantastic time exploring hands-on learning opportunities while earning credits towards graduation.



Grouard Northland School and Gift Lake School students explored carpentry and coding!



At Mistassiniy School, students had the chance to go camping, explore mechanics, create bleach-designed t-shirts, gain skills in safe food handling, cosmetology, and esthetics, make moccasins, receive first aid training, and learn about sports psychology.



At Bill Woodward School, students gained valuable hands-on experience and explored various career paths through job shadowing and skill-building activities.

A huge thank you to all the companies and individuals who made this possible, including MacDonald Island Park, Brignall Equipment Solutions LTD, Royal LePage Benchmark, Head Case Artistry, Bazylo and Dunn Chartered Professional Accountants, as well as the dedicated staff at Anzac Community School and Bill Woodward School who welcomed students into teaching roles, custodial work, and personal fitness.



At Paddle Prairie School, students had the choice between coding, business, and an outdoor overnight cultural camp!

Connections Supporting Reconciliation

Tri-Annual Report #1 2024-2025

Building Connections: Northland School Division's New Superintendent's Elder and Knowledge Keeper Advisory Council



As part of NSD's ongoing commitment to bring the community and classroom together, we are excited to announce the formation of the Superintendent's Elder and Knowledge Keeper Advisory Council. This council will be a meaningful way for Northland schools to connect with the communities we serve, weaving First Nations and Métis culture, language, and perspectives into the student learning experience. Elders and Knowledge Keepers will play an important role in helping students, staff, and communities on their paths toward truth, reconciliation, and educational success.

To establish this council, we have reached out to local First Nations and Métis organizations to assist with nominating Elders and Knowledge Keepers. Once nominations are confirmed, the first in-person council meeting is scheduled in December.

NSD launches Superintendent's Youth Council



Northland School Division is excited to announce the formation of the Superintendent's Youth Council, reinforcing our commitment to amplifying student voice and participation in their education. This council will provide students with a platform to share ideas, give feedback on school programs, and help shape decisions that impact their learning and school environment.

School principals led the nomination process of selecting up to 18 student representatives for the council. These students were chosen based on their ability to represent their peers, contribute valuable insights, and participate actively in discussions. We encouraged parents and guardians to discuss this opportunity with their children. Once the Superintendent's Youth Council is finalized, the first in-person meeting is scheduled in December.

Holistic Learning

Tri-Annual Report #1 2024-2025

Priority 2: Holistic Learning

Each child enrolled with Northland School Division will demonstrate excellent literacy and numeracy skills as well as a solid foundation in social-emotional skills

Outcome: Students are supported to experience improved achievement and well-being.

Outcome: Students achieve excellence in literacy and numeracy.

Outcome: Assessment practices consider the whole child's experience in school.

How is Northland achieving these outcomes?

St. Theresa School shares literacy strategies with other NSD school leaders and the Board

In October, St. Theresa School Principal Shelley Stevenson and Vice-Principal Dawn Power shared their literacy strategies and the positive impact on student success with other Northland school administrators. On October 19th, they presented similar findings to the Board. Their approach, which contributes to a framework supporting literacy across all Northland schools, focuses on three key areas:

- Collaborative Planning: Weekly co-planning sessions allow teachers to share best practices and address specific student needs.
- Targeted Interventions: Daily small-group instruction and individualized support, such as guided reading, provide targeted help for students.
- Building Capacity with UFLI Tools: The team has expanded the use of UFLI (University of Florida Literacy Institute) tools and other literacy practices to close learning gaps and boost student confidence.

Their presentations highlighted significant literacy progress, particularly in early grades, and exemplified the collective efforts among Northland administrators to support student literacy success. St. Theresa School plans to continue this progress by further developing teacher support and resources, creating a comprehensive literacy framework for all Northland schools.



Holistic Learning

Tri-Annual Report #1 2024-2025



Holistic learning in action! Kindergarten and Grade 1 students at J.F. Dion School engage in a hands-on sight-word activity, using bingo dabbers to find hidden words—a fun approach that strengthens literacy skills while supporting early cognitive development.



Anzac School and Bill Woodward School hosted a Halloween Literacy Night, bringing students and families together for spooky storytelling, interactive reading games, and creative crafts. This festive event embraced the Halloween spirit while encouraging a love for reading and connecting literacy learning with family and community engagement.



Hands-on learning at Mistassiniy School! Students created dioramas to bring their novel studies to life, with the dedicated support of teachers and educational assistants guiding them through each step. This creative activity combines literacy with visual expression, making the learning experience more engaging



Numeracy in action! NSD students engaged in hands-on science learning, exploring concepts of mass, density, and volume. This activity connected mathematical skills with scientific inquiry, deepening their understanding through practical application

Holistic Learning

Tri-Annual Report #1 2024-2025

Students from across the province touch down in Anzac to participate in the 2024 Northland Games

Once again, the Northland Games lived up to all the hype at Anzac School and Bill Woodward School! Hundreds of student-athletes from across the province came together to participate in traditional games and track and field events. Highlights included the 40-meter race, obstacle course, bone toss, walrus push, and cross country run. Thank you to the Northland Games Committee and all the volunteers who made the 2024 Northland Games a memorable event!



Excellent People Supporting Students

Tri-Annual Report #1 2024-2025

Priority 3: Excellent People Supporting Students

Northland School Division will attract and retain invested staff members and empowered leaders by ensuring access to a range of lifelong learning opportunities, high quality resources, excellent teacher lodging and comprehensive remuneration and benefits.

Outcome: All staff members are supported to be well so they can in turn support our students effectively.

Outcome: All staff members of NSD are invested, empowered and trained to support student and system success.

How is Northland achieving these outcomes?

NSD hosted Division Professional Learning Days in October

In October, Northland School Division staff gathered for two days of impactful professional learning hosted at Hillview School, Mistassini School, and Bill Woodward School.

On the first day, staff dove into Collaborative Response, guided by Kurtis Hewson and the team at Jigsaw Learning. Through a mix of introductions, group discussions, and collaborative planning, staff worked in school groups to strengthen their strategies for supporting every student.

Day two, themed “A Day of Engagement,” offered a dynamic lineup of short CTS/Locally Developed courses. Staff and community members led hands-on sessions covering fine arts, technology, cultural and traditional arts, literacy, wellness, industrial arts, and pathways to graduation. This diverse programming offered something valuable for everyone.

By hosting these sessions in Northland communities, we supported the local economy by engaging nearby caterers, restaurants, and accommodations.



Excellent People Supporting Students

Tri-Annual Report #1 2024-2025



Excellent People Supporting Students

Tri-Annual Report #1 2024-2025

NSD school leaders in action: Bringing the Education Plan to life



Northland principals, vice principals, and other leaders recently gathered in Edmonton to bring the 2024-2027 Education Plan to life. They focused on practical ways to strengthen connections with school communities and integrate holistic learning practices into daily routines. Their work centered on creating supportive frameworks for student well-being, literacy, and numeracy.



A central theme of the discussions was Wahkohotowin—an approach rooted in relationships with the land, languages, and community. On the second day, participants engaged with Dr. Dwayne Donald from the University of Alberta in intercultural learning sessions that explored treaty-making, traditional river systems, and the interconnectedness of relationships with the land. They also watched a webinar with Nehiyawak Elders John Bigstone and Virginia Cardinal, who shared how educators can use reciprocity to strengthen connections with families and communities, advancing reconciliation and a holistic approach to learning across the division.



Through Wahkohotowin, Northland leaders are building an interconnected learning environment that benefits students, educators, and community members alike.



Responsible Resourcing

Tri-Annual Report #1 2024-2025

Priority 4: Responsible Resourcing

Northland School Division will maintain the highest standards of equitable access to timely support and school site infrastructure within a fiscally responsible framework

Outcome: NSD optimizes available financial, human and physical resources to ensure equitable access to timely supports.

Outcome: NSD identifies opportunities to partner with external entities that can offer specialized resources supportive of students' thriving.

How is Northland achieving these outcomes?

Northland School Division celebrates grand opening of new Mistassiniy School



Group Photo (Left to Right): Regan Auger, District Captain for Wabasca-Desmarais, Métis Nation of Alberta, George Gullion, Mistassiniy School Student, Karen Davies, Mistassiniy School Principal, Deborah Moses, Chief of Staff for Laila Goodridge, MP for Fort McMurray - Cold Lake, Tommy Gerrits, Mistassiniy School Student, Robin Guild, Northland School Division Vice-Chair, Cal Johnson, Northland School Division Superintendent of Schools/CEO, Tanya Fayant, Northland School Division Board Chair, Scott Sinclair, MLA for Lesser Slave Lake, Sandhya Kafle, Mistassiniy School Student

Imagine walking into a space where the building's design itself—featuring artwork, language, and cultural elements—reflects the values, community spirit, and heritage of the region. This is the new Mistassiniy School in Wabasca-Desmarais.

On September 27, 2024, Northland School Division hosted a grand opening to celebrate this state-of-the-art facility. The new Mistassiniy School includes a culinary arts kitchen, stations for mechanics and carpentry, and other Career and Technology Studies courses. The design features a circular entrance and a gymnasium with bleachers for community spectators.

The demolition of the old school has been completed, followed by enhancements to the outdoor areas and the creation of a new parking lot. The grand opening event featured speeches from dignitaries, a ribbon-cutting ceremony, and a tour of the new facility.

Responsible Resourcing

Tri-Annual Report #1 2024-2025

Northland School Division attends ATC Cultural Festival 2024



On September 13, 2024, Superintendent of Schools/CEO Cal Johnson and Director of Engagement and High School Completion Amy Savill represented Northland School Division in the Grand Entry of the Athabasca Tribal Council (ATC) Cultural Festival! The event took place at Snye Point Park in Fort McMurray.

NSD Board and Administration discuss infrastructure and mental health with Minister Williams



On October 11, 2024, Board Chair Tanya Fayant, Superintendent of Schools/CEO Cal Johnson, and members of the Executive Team met with Dan Williams, Minister of Mental Health and Addiction and MLA for Peace River, to discuss priorities impacting student well-being and educational access. Following the meeting, Minister Williams committed to advocating for a replacement school in Paddle Prairie to address critical infrastructure needs.

To strengthen mental health support, meetings with CASA—an organization focused on mental health for children—have been scheduled to explore implementing CASA classrooms in NSD. These specialized classrooms provide therapeutic and educational support for students facing mental health challenges.

The team also discussed concerns about a potential water shortage in Paddle Prairie, which could impact school operations. Minister Williams has brought this issue to the attention of Minister of Transportation and Economic Corridors Devin Dreeshen.

Responsible Resourcing

Tri-Annual Report #1 2024-2025

New Dual Credit Opportunity for Northland Students



NSD is thrilled to announce the launch of a new dual credit program, thanks to funding from the Alberta Education Dual Credit Start-Up Grant. Applied for in May 2024, this grant was awarded in September, with funding received in October—just in time to support students enrolled in the Educational Assistant dual credit course. Starting in Semester Two of the 2024-2025 school year, students will dive into hands-on experience and skill-building through this exciting program. The course kicks off with a blend of theory and practicum, allowing students to gain practical knowledge and classroom experience.

This dual credit course offers an invaluable head start for students interested in careers in education, setting them on a rewarding path toward future opportunities in supporting and empowering others.

High school programming has expanded at Northland Online School! Students in grades 10-12 have the opportunity to choose from three different learning streams to meet their learning needs: Synchronous, Asynchronous, and Hybrid. Please see the poster below for more details on each learning stream that the online school offers.

High School Programming

In the Northland Online School, we have three different learning streams that the students can choose from:

- Synchronous**
 Communication occurs in real time.
 • Student attends classes via zoom daily
 • Immediate feedback loop
 • More responsive interaction
- Asynchronous**
 Communication occurs at different times.
 • Student works at their own pace
 • More think time
 • More flexibility for communication
 • Support during teacher office hours
- Hybrid**
 Communication occurs Synchronously via Northland "Learning Hubs".
 • Student attends synchronous classes via zoom daily
 • Learn in your community via learning space in NSD school
 • EA support for learners



Northland

SCHOOL DIVISION

"Our students love to come to school in Northland"



NORTHLAND SCHOOL DIVISION
ADMINISTRATION INFORMATION ITEM

TO: THE BOARD OF TRUSTEES **DATE:** NOVEMBER 22, 2024
SUBMITTED BY: Cal Johnson, Superintendent of Schools
SUBJECT: School Viability Studies
REFERENCE(S):
ATTACHMENTS:

INFORMATION ITEM
The School Viability Studies update has been received as information and filed.

BACKGROUND:
<p>As per Policy 15, Section 2, the Superintendent of Schools is required to inform the Board of Trustees of any school viability studies to be undertaken before December 1st of each year.</p> <p>Currently, the Superintendent of Schools will not put forth a notice to conduct any school viability reports.</p>
RISK ANALYSIS:
<p>Small schools' viability impacts 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.</p>



NORTHLAND SCHOOL DIVISION
ADMINISTRATION INFORMATION ITEM

TO: THE BOARD OF TRUSTEES **DATE:** NOVEMBER 22, 2024
SUBMITTED BY: Douglas Aird, Secretary-Treasurer
SUBJECT: Draft 2023-2024 Audited Financial Statements
REFERENCE(S):
ATTACHMENTS:

INFORMATION ITEM
The draft 2023-2024 Audited Financial Statements update has been received as information and filed.

BACKGROUND:
The 2023-2024 financial statements are still in process. This results from staff turnover and required cleanup and coding changes this year. Our auditors, Metrix, have been very flexible and helpful throughout the process, including providing extra staff to help catch up.
The filing requirement is November 30th. I have discussed this with the Province, and under the circumstances, they understand and have asked that we file our data by November 30th, followed by the audit, which we will do.
It is recommended that they be reviewed and approved at a Board meeting proposed for mid-December.

RISK ANALYSIS:



NORTHLAND SCHOOL DIVISION
ADMINISTRATION RECOMMENDATION TO THE BOARD

TO: THE BOARD OF TRUSTEES **DATE:** NOVEMBER 22, 2024
SUBMITTED BY: Cal Johnson, Superintendent of Schools
SUBJECT: Annual Education Results Report for 2023-2024
REFERENCE(S): Policy 2 - Role of the Board
ATTACHMENTS: 2023-2024 Annual Education Results Report

RECOMMENDATION:
THAT the Board of Trustees approve in principle the 2023-2024 Annual Education Results Report as presented.

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

2023-2024 Annual Education Results Report



Table of Contents

Our Commitment to System Assurance	3
Northland Students Will Thrive.....	3
Engaging Northland Communities.....	3
Sharing Our Results.....	5
Accountability Statement	5
We Are Northland	6
Our Students.....	6
Our Schools.....	6
Our Board of Trustees.....	6
Superintendent of Schools and CEO.....	8
Northland School Division Education Plan	9
Annual Education Results Report	10
2023-2024 Results by Assurance Framework Domain.....	10
Domain: Local and Societal Context.....	11
Domain: Student Growth and Achievement.....	16
Domain: Teaching and Leading.....	27
Domain: Learning Supports.....	29
Domain: Governance.....	36

Our Commitment to System Assurance

Northland Students Will Thrive

Tansi, Edlánat'e, Hello students, parents/guardians, community members and education partners. It is our pleasure to present the Northland School Division Annual Education Results Report (AERR) for the 2023-2024 School Year.

In the past year, the Northland School Division sought out community voices about the future of learning in our schools. The call from parents, community members, staff, and students was clear: **Our schools must reflect who we are and where we come from.**

The updated 3-Year Education Plan is a direct response to what the Board and Administration heard from communities. Through connections to the land and language, a wide range of holistic learning opportunities, invested staff, and excellent resources, we aim to ensure that every Northland student can thrive in every stage of their learning journey, honoring the spirit intended by all our relations who have come before.

Engaging Northland Communities

To ensure Northland parents, guardians, communities and education partners are informed and involved in developing plans, programs, and progress through ongoing and effective communication, the following are features of the division's assurance system:

- **Division-Wide Engagements:** During the 2023-2024 school year, the senior administration team visited every Northland community to hear what is working, what needs improvement, and about ways to include the wisdom of the community in the everyday school experience. Take a look here to see [What We Heard](https://www.nsd61.ca/download/444545) across the Division - <https://www.nsd61.ca/download/444545>.
- **School-Based Engagements:** 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 give input to the principal on the school's Education Plan and Results.
- **School Councils and Principal Advisory Committees:** 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 Plan and Results annually.
- **School-Based Reporting:** Each school develops a school-based Education Plan and Report. These documents are guided by the divisional Education Plan but the outcomes, strategies and measures are specific to local contexts and resources. Every school leader develops their school's plan in consultation with staff members, parents and guardians, and community members.

The table below outlines the processes, strategies and local data demonstrating community members were engaged in the last year:

Group	Engagement Event	When and/or How Often	Results
Regular Engagement Activities			
Parents, Guardians and Trustees	School Councils/Principal Advisory Councils (In-person and Online events)	Monthly beginning in September	Communication between community and school administration Representation at regular meetings of the Board of Trustees
Students	OurSchool Survey	November and April Annually	School leadership teams share the results among staff members NSD Executive team members review results and develop Education Plan outcomes
Specific Engagement Events in 2023-2024			
Youth Representatives	Youth (and Parent/Guardian) Engagement Event	November 2023	Youth voices pertaining to educational experiences were heard; development of Superintendent's Youth Council
Student, Staff Members, Parents, Guardians and Community	School Community Engagement Events	November 2023 to March 2024	All respondent groups in every community shared their perspectives on Northland education; What We Heard report.
Students, Parents, Guardians and NSD Teaching Staff	Alberta Education Assurance Survey 2023	January-February 2023	Annual Education Assurance Report - November 2023

Sharing Our Results

All Northland School Division reports are always available at <https://www.nsd61.ca/about-us/reports>.

The Annual Education Results Report (AERR) presents a summary of the progress and accomplishments of Northland School Division. This AERR is posted on the NSD website at: <https://www.nsd61.ca/download/433238>. Parents, guardians and community members are able to request a printed copy of the AERR at central office or at an NSD school.



For financial reports specifically, please note the comparative information is available in a provincial report <https://www.alberta.ca/k-12-education-financial-statements.aspx>. For further information regarding the financial information for the Northland School Division, please contact Douglas Aird, Secretary-Treasurer, at (780) 624-2060.

Accountability Statement

The Annual Education Results Report for The Northland School Division for the 2023-2024 school year was prepared under the direction of the Board/Board of Directors in accordance with the responsibilities under the Education Act and the Sustainable Fiscal Planning and Reporting 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 2023-2024 was approved by the Board on November 22, 2023.

Thank you for choosing the Northland School Division.

 <p>Tanya Fayant Board Chair Northland School Division</p>	 <p>Cal Johnson Superintendent of Schools/CEO Northland School Division</p>
---	---

We Are Northland

Commitment

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

Vision

“Our students love to come to school in Northland”

By the numbers



Over
1600
students



Over 480
staff

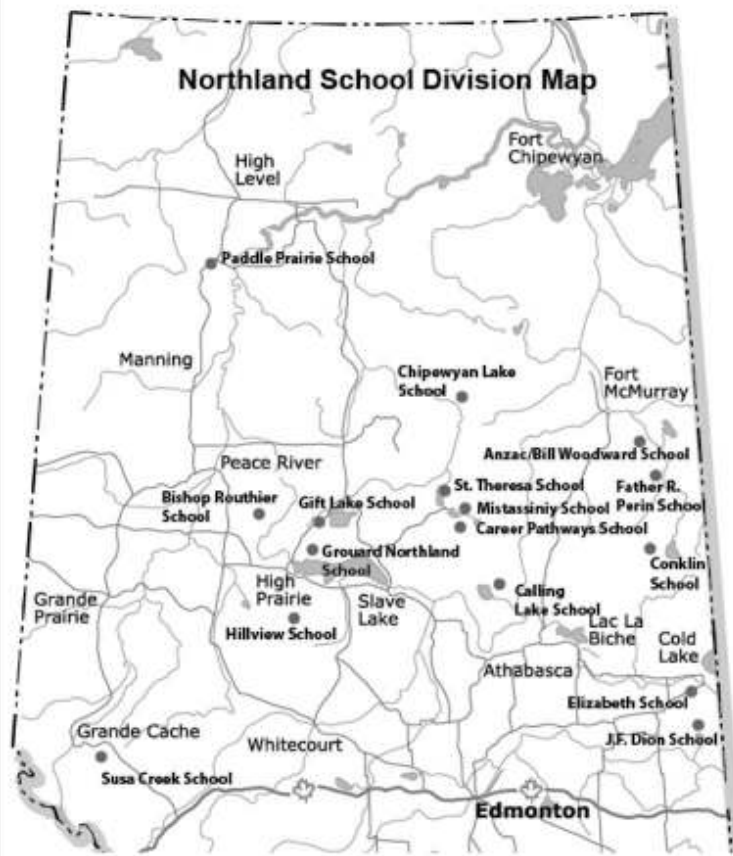


18
schools

Other Key Facts

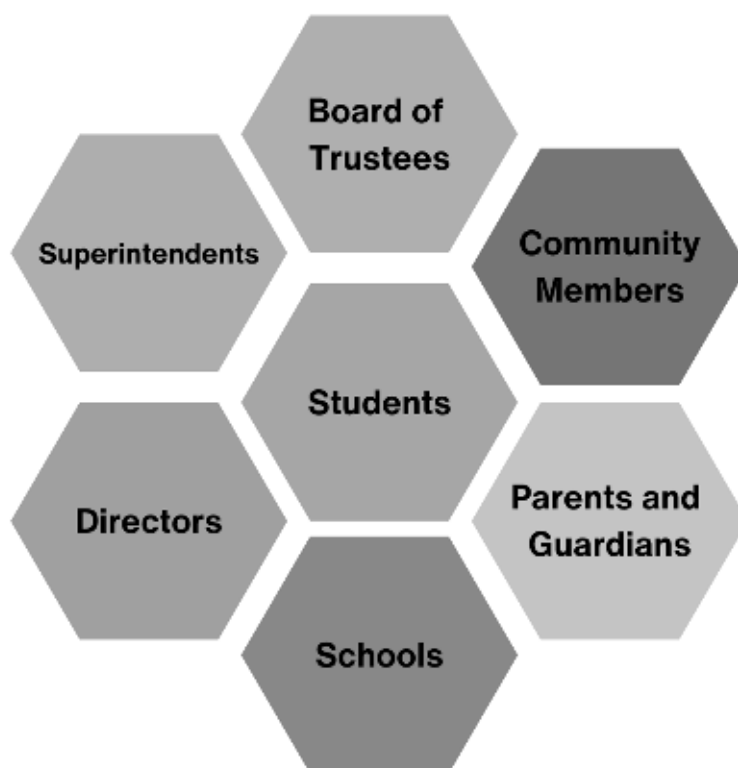
- NSD covers over 288,000 square kilometres.
- Over 90% of NSD students are First Nations and Métis.

Where Northland schools are located



Northland
SCHOOL DIVISION

At the Northland School Division, our work is guided by our Education Plan. Helping Northland students thrive during their personal learning journey requires support from parents, guardians, community members, education partners and government. It requires a vision of how thriving looks like for each student and a plan for how we get there.



At NSD, students are at the center of all our efforts and decisions. The above visual demonstrates the community of support in place for each Northland student.

Our Students

In the 2023-2024 school year, NSD served over 1,700 students, including 72 through Northland Online School and 137 enrolled in the outreach program at Career Pathways School.



Our Schools



Every student is designated an [NSD school](#) based on their home address. NSD also offers Northland Online School and an outreach program, Career Pathways, providing students with alternative pathways to complete high school within their communities. With 18 schools across northern Alberta, each school is led by a principal and supported by central office staff.

NSD schools are welcoming, caring, respectful, and safe environments where students build positive relationships and explore their interests and talents. Each school reflects the unique culture of its community, with students, teachers, parents/guardians, and community members working together to support student success.

In 2023-2024, NSD celebrated a milestone with the new Mistassiniy School, which opened on February 1. The grand opening was celebrated on September 28, 2024.

Our Board of Trustees

Under the *Northland School Division Act*, NSD is guided by an elected Board of Trustees. Trustees are elected every four years during the municipal election. The most recent election was held in October 2021. The Board of Trustees define NSD's commitment as "To inspire students to be the best they can be by providing outstanding holistic educational opportunities, with amazing staff and strong partnerships with families and communities."

It is the Board's responsibility to set direction for Northland School Division, then monitor progress toward achieving priorities and outcomes within the *Education Plan*. This monitoring takes place during regular board meetings.



- Tanya Fayant, Board Chair, Ward 5 - Elizabeth Métis Settlement, Fishing Lake Métis Settlement
- Robin Guild, Vice-Chair, Ward 7 - Wabasca-Desmarais, Chipewyan Lake
- Lorraine McGillivray, Ward 1 Trustee - Paddle Prairie Métis Settlement, Keg River
- Marianne Moberly, Ward 2 Trustee - Susa Creek

- Bonnie Lamouche, Ward 3 Trustee - Gift Lake Métis Settlement, Peavine Métis Settlement
- Jesse Lamouche, Ward 4 Trustee - East Prairie Métis Settlement, Grouard
- Wally Rude, Ward 8 Trustee - Calling Lake
- Aimee McCamon, Ward 9 Trustee - Anzac, Janvier, Conklin

In Loving Memory of Thomas Auger



Northland School Division was sad to announce the passing of School Board Trustee Thomas Auger. Thomas, who served as Ward 6 Trustee (Demarais, Sandy Lake), passed away on Monday, June 3, 2024.

Thomas was a dedicated public servant. He served as a School Board Trustee with Northland School Division multiple times and as a councillor with the Municipal District of Opportunity. Thomas was instrumental in negotiating for a school to be built in Sandy Lake.

Superintendent of Schools and CEO



Cal Johnson was appointed the new Superintendent of Schools and Chief Executive Officer (CEO) on March 15, 2024. Mr. Johnson brings 29 years of experience as an educator in three Canadian provinces. Since joining NSD in 2016, he has served as a Principal in Conklin and in Anzac, Associate Superintendent and Acting Superintendent of Schools/CEO. Cal holds a Master's degree from the University of Calgary. He also earned a Bachelor of Physical Education and a Bachelor of Education, both with honours from the University of Manitoba.

Executive Team



- Cal Johnson, Superintendent of Schools/CEO
- Scott Meunier, Deputy Superintendent
- Mark Owens, Associate Superintendent
- Krista Veitch, Associate Superintendent of Human Resources
- Douglas Aird, Secretary Treasurer

Northland School Division Education Plan

Following the community engagements detailed above, the Northland School Division Board of Trustees created a new [2024-2027 Education Plan](#).

Because the new plan took effect in May of 2024, this document contains the results pertaining to the **previous** [2022-2025 Education Plan](#). The table below shares the priorities and outcomes targeted by that previous plan and the strategies and measures used to assure quality education across the division are summarized within the Annual Education Results Report below.

2022-2025 Education Plan Priorities and Outcomes

<p>Priority 1: Excellence in Learning Students achieve or exceed the standards set by Alberta Education in literacy and numeracy.</p>	<p>Outcome 1: Student success is supported by staff who ensure all students feel supported and have a sense of belonging within their schools.</p> <p>Outcome 2: The Division uses consistent literacy and numeracy practices to support the growth of educators and student achievement.</p> <p>Outcome 3: The Division offers multiple, flexible pathways to high school completion.</p>
<p>Priority 2: Excellence in Leadership Through excellent leadership practices, everyone feels welcome and valued.</p>	<p>Outcome 1: Division employs a consistent process for reviewing school improvement and assurance.</p> <p>Outcome 2: Division and school leadership models a welcoming learning and working environment that fosters a sense of belonging and pride for First Nations and Métis and non First Nations and Métis learners.</p> <p>Outcome 3: Finances are well-managed, decisions are supported by facts and stewardship is exemplary.</p>
<p>Priority 3: Excellence in Relationships Develop and actively promote healthy relationships with students, parents/guardians, staff, community, and educational partners.</p>	<p>Outcome 1: Parents and community members engage in their school community and are involved in their child's education.</p> <p>Outcome 2: Parents, guardians, communities and education partners are informed and involved in Division plans, programs, and progress through ongoing and effective communication.</p> <p>Outcome 3: Division fosters purposeful and productive working relationships to collaboratively advance division operations to support student learning.</p>

Annual Education Results Report¹

2023-2024 Results by Assurance Framework Domain

The Northland School Division is committed to sharing results in a timely and transparent manner with all communities. This document is organized into five sections that align with the Alberta Education Assurance Framework Domains. As such, the information is organized as follows:

Domain	Required Alberta Education Assurance Measures (AEAMs)	Local Measures or Component(s)
Local & Societal Context	N/A - There are no provincial measures for this domain.	Attendance Data and High School Credits Earned
Student Growth & Achievement	Provincial Achievement Test (PAT) and Diploma Examinations High School Completion (3, 4 and 5 years) Citizenship Student Learning Engagement	Early Years Literacy and Numeracy Assessments
Teaching and Leading	Education Quality	Professional Learning, Supervision, and Evaluation
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) Access to Supports and Services	Continuum of Supports and Services and OurSchool Survey Results
Governance	Parental Involvement	Financial statements, Accountability/Assurance System, and Stakeholder Engagement

¹ For details on how the Alberta Education Assurance Measures (AEAMs) are evaluated, please see [Appendix A](#) below.

Domain: Local and Societal Context

Local Measure: Attendance

The Northland School Division has developed a robust set of procedures to track and understand student attendance patterns. Our procedures are designed to support engagement with families of students who are absent from school and to build connections with those families so their children are able to engage.

The division has been working with the Auditor General's office and Alberta Education's Oversight committee over the past several years to develop and implement these procedures. Through our work together, the Oversight Committee has recommended other school divisions contact us about the work we have done, and we were able to share our work on Attendance, Engagement and High School Completion at last year's Attendance and Engagement Virtual Conference.

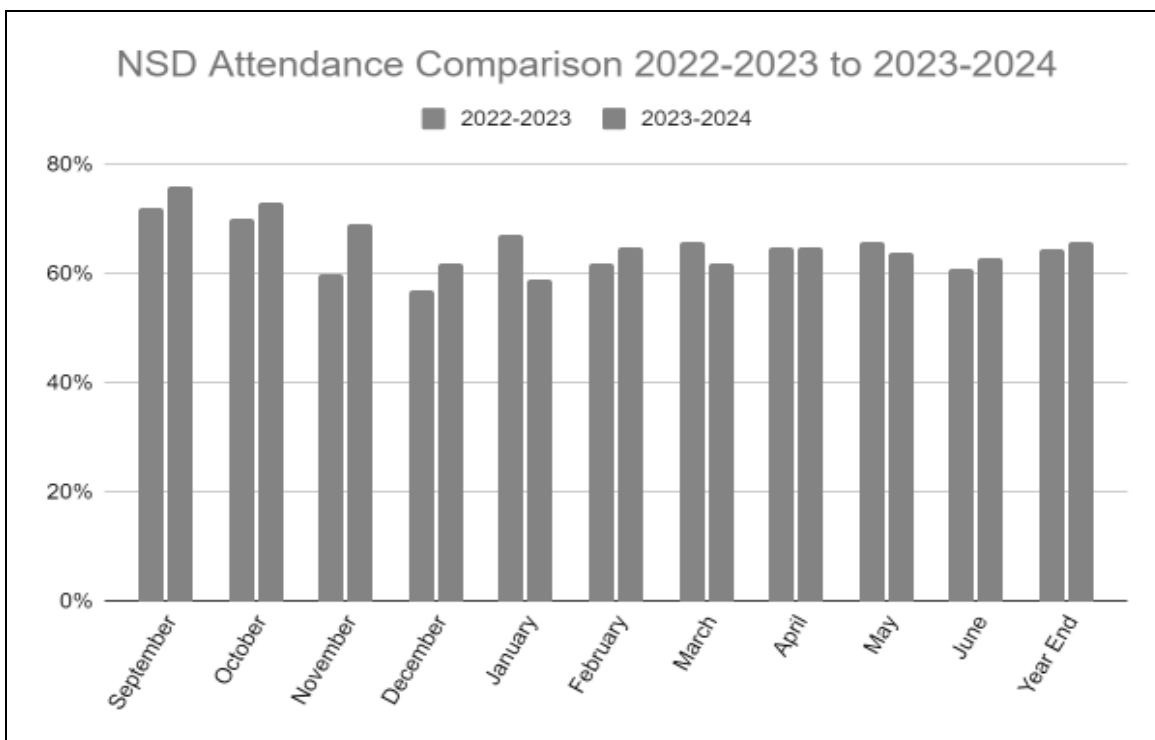
What We Noticed

Over the last year, we have noticed the following facts about student attendance across the Division:

- Overall division attendance increased 1% over the previous year.
- November 2023 showed a 9% increase in Division-wide attendance.
- 74% of schools showed an increase in attendance in the year between June 2023 to June 2024.

The tables below show monthly attendance rates from 2022-2024:

Month	2022-2023	2023-2024	Difference
September	72%	76%	4%
October	70%	73%	3%
November	60%	69%	9%
December	57%	62%	5%
January	67%	59%	-8%
February	62%	65%	3%
March	66%	62%	-4%
April	65%	65%	0%
May	66%	64%	-2%
June	61%	63%	2%
Year End	65%	66%	1%



Our Next Steps

The [Northland School Division 2024-2027 Education Plan](#) includes an outcome that the Division-wide student attendance rate remains above 80 percent this year. The plan also targets an increase of 1.5% in each successive year after 2025. The following strategies outlined in the new Education Plan are intended to support the realization of this outcome:

- Strengthening students' access to community programs and services during non-instructional hours,
- Assigning School-Community Liaison Workers within schools to support students to complete high school when they appear to disengage,
- Shifting to a Collaborative Response Model (CRM) to allow for data-driven interventions for students at risk of disengaging from school,
- Establishing administrative procedures guiding student intake to ensure timely assessment of learning needs,
- Offering summer course options for students requiring extra support to get back into school,
- Establishing a Superintendent's Youth Council for gathering and listening to student voices to inform school and system actions.

Local Measure: High School Credits Earned

The percentage of Northland students completing high school within 3 Years of entering Grade 10 this year is **double the previous three-year average**. This significant improvement is believed to be the result not only of the efforts undertaken to get students to school, but also because of the following initiatives:

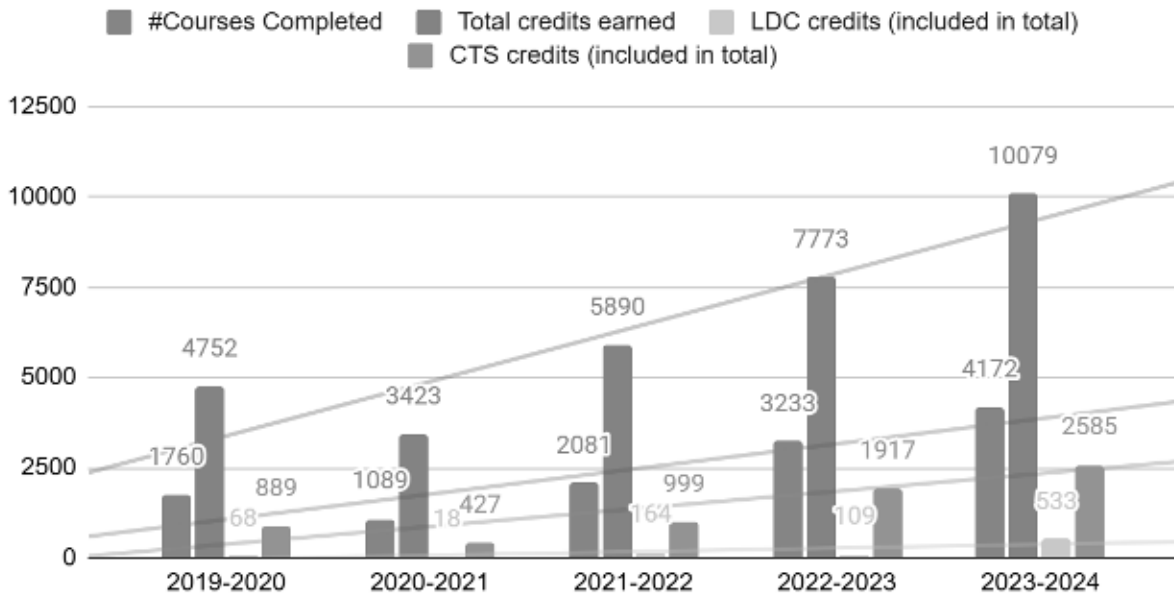
- **Career and Technology Studies (CTS) Weeks**
 - These dedicated study periods allow students to take deep dives into a wide range of career- and technology-specific short courses tailored to their personal interests. Students in every corner of the Division earn hundreds of high school credits over a relatively short period. These exceptional learning sprints increase both pathways to graduation student inspiration to explore meaningful careers.
- **Expanded Online School High School Offerings**
 - Physics 20/30 through Online school in an NSD cohort,
 - Forensics 25/35,
 - Technology CTS,
 - CALM cohort for all high school students in Division, and
 - Foods.
- **Expanding Locally Developed Course (LDC) Offerings**
 - Moved from fewer than 20 courses available to 88 courses this past school year.
- **Dual Credit options and partnerships**
 - MacEwan University,
 - Olds College, and
 - Northern Lakes College.

What We Measured

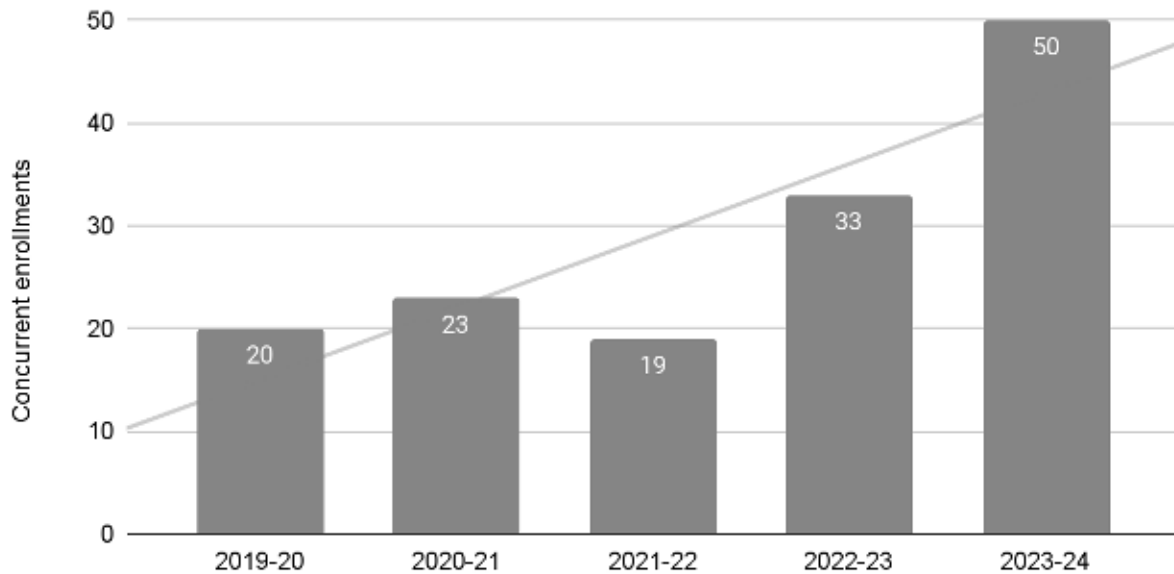
- Number of high school credits earned (2019-2024)
- Number of LD credits applied to student academic records
- Concurrent enrollments (NSD schools)



2019-2024 High School Courses Completed and Credits Awarded



Concurrent Enrollments (between High Schools, Career Pathways, and NOS starting in 2021-22)



What We Noticed

Students show up for hands-on, career-specific options, and opportunities to explore traditional cultural teachings on the land. In addition, we noticed that changing the ways we offered internal concurrent enrollment is correlated with credit completion. The 2019-2021 saw concurrent enrollments between the high schools and Career Pathways (CPS), with the majority coming from Bill Woodward School to Career Pathways. The Northland Online School (NOS) opened in 2021-2022. From that point on, one can see an increase in the number of credits completed. We are taking this as a measure of increased potential pathways to graduation.

Our Next Steps

It is important to maintain the momentum of increasing high school completion rates. [The Northland School Division 2024-2027 Education Plan](#) identifies the following strategies intended to support Northland families achieve high school graduation:

- Establishing and/or enhancing partnerships with post-secondary and industry in support of program access to dual credit and exploratory pathways opportunities (which may include Collegiate school models where feasible),
- Strengthen students' access to community programs and services during non-instructional hours,
- Implementing system-wide processes, tools, and practices to improve partnership management, and
- Conducting a feasibility study regarding opportunities to establish Collegiate schools.



Domain: Student Growth and Achievement

Key Outcome

Students achieve or exceed the standards set by Alberta Education in literacy and numeracy.

Grade 6 Provincial Achievement Tests (PATs)²³

The following table show the previous 5 years' grade 6 PAT performance data for NSD:

	Northland School Division				
	2020	2021	2022	2023	2024
N	n/a	n/a	140	125	161
Acceptable Standard %	n/a	n/a	28.6	27.2	27.3
Standard of Excellence %	n/a	n/a	1.4	3.2	1.2

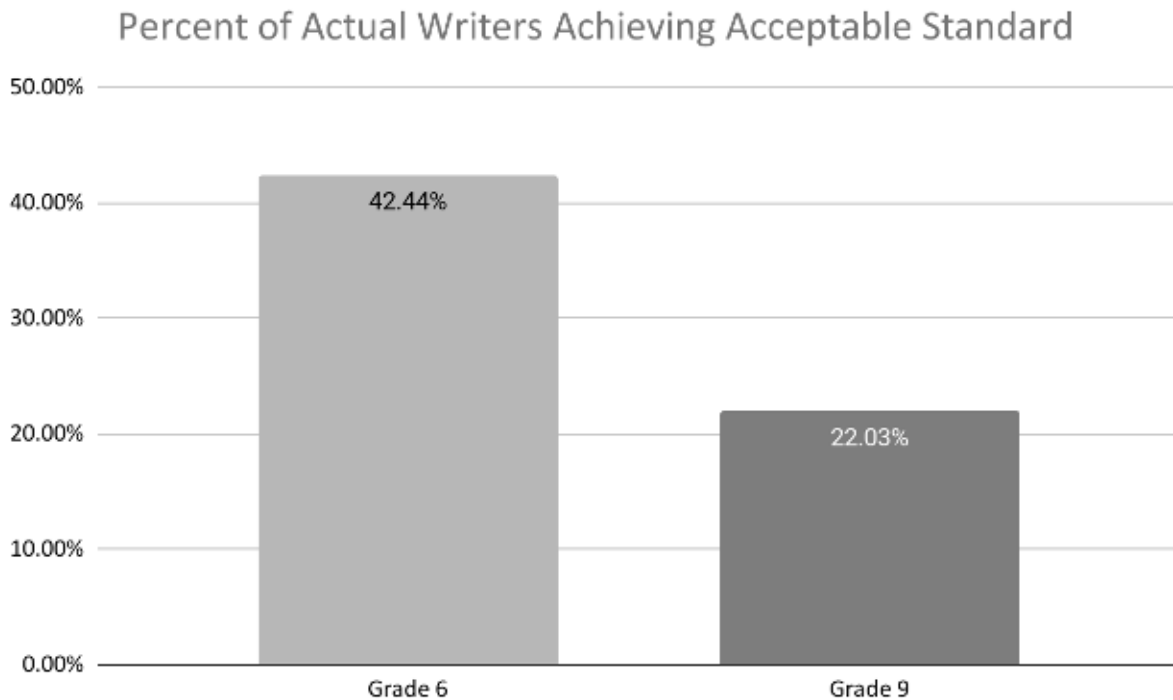
Grade 9 Provincial Achievement Tests (PATs)

The following table show the previous 5 years' Grade 9 PAT performance data for NSD:

	Northland School Division				
	2020	2021	2022	2023	2024
N	n/a	n/a	102	94	116
Acceptable Standard %	n/a	n/a	13.8	12.0	11.2
Standard of Excellence %	n/a	n/a	0.5	0.5	0.0

² Grade 6 English language arts and literature and math provincial achievement tests were not administered in the 2023/2024 school year. Alberta Education instead offered field testing between April and June 2024. These optional field tests were meant to inform the development of future PATs for Grade 6 English language arts and literature and mathematics that align with the new curriculum in these subjects.

³ To explore the detailed information overall and specific course results for all students in all categories (Overall, FNMI, and ESL), please see [Appendix B below](#).



- 42% of Grade 6 writers (excluding students who were enrolled but did not write) achieved the Acceptable Standard (50%).
 - Grade 6 writers performed better in Science overall (47%) and have the greatest challenges in Social (38%).
- 22% of Grade 9 writers (excluding students who were enrolled but did not write) achieved the Acceptable Standard (50%).
 - Grade 9 writers performed better in ELA overall (42%) and have the greatest challenges in Math (8%).
- **72%** of enrolled Grade 6 writers actually wrote the exams.
- **52%** of enrolled Grade 9 writers actually wrote the exams.

What We Noticed

- The number of Northland Students achieving either the Acceptable or Excellent standard in PATs is low compared to the rest of the province.
- The number of students writing both Grade 6 and Grade 9 PATs is higher than it has been in the last 5 years (where exams were being written):
 - In 2023-2024, 36 more Grade 6 students wrote PATs than the year previous.
 - In 2023-2024, 22 more Grade 9 students wrote PATs than the year previous.

Our Next Steps

The Northland School Division 2024-2027 Education Plan identifies the following strategies intended to address the relatively low performance in these two assessment events Northland will:

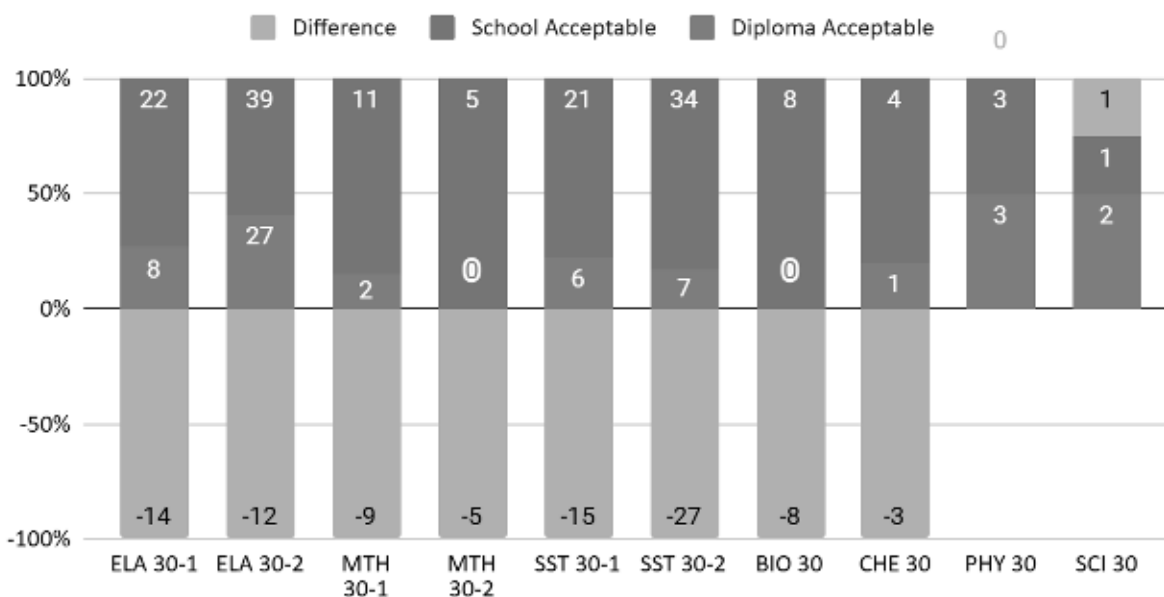
- Identify barriers to exam participation faced by students in writing cohorts,
- Establish attendance-driving events to support student engagement and performance during PAT assessment weeks,
- Support PAT-subject teachers to score the exams after writing to enable instructional remediation,
- Support PAT-subject teachers to use the Digital Assessment Platform (Vretta) in their exam preparation with students (including accessibility tools built into the platform), and
- Support teaching staff to design practice exam items in the style students will encounter when using Alberta Education's incoming Digital Assessment Platform.

Diploma Examination Results (DIPs)⁴

The following tables show the previous 5 years' DIP performance data for NSD:

	Northland School Division				
	2020	2021	2022	2023	2024
N	n/a	n/a	39	63	85
Acceptable Standard %	n/a	n/a	36.1	36.7	34.8
Standard of Excellence %	n/a	n/a	1.6	0.0	1.2

Number of Students Achieving Acceptable Performance (50%) on Diplomas VS School-Based Grades



What we Noticed

- This is the greatest number of diploma writers NSD has produced in the last 5 years.
- There is a significant discrepancy between the number of students who receive a passing school-based grade in a diploma course as well as a passing grade on diploma examinations.

⁴ To explore the detailed information overall and specific course results for all students in all Diploma Examinations, please see [Appendix B below](#).

Our Next Steps

While the increase in the number of students writing Diploma Exams is positive, we are concerned about the discrepancy between school-based and diploma exam grades. The following strategies intended to begin to address this issue and to reduce the gaps between school-based and diploma grades:

- Examining our assessment practices in high school to diminish the difference between school-based grades and diploma grades.
- Teaching students explicitly how to navigate and write provincial assessments in the Digital Assessment Platform (Vretta) they will be expected to use.

High School Completion (3, 4 and 5 years)

This measure shows the high school completion rate of students within three, four, and five years of entering Grade 10.

	Northland School Division										Measure Evaluation		
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
3 Year Completion	100	26.2	106	10.0	100	12.6	92	21.1	85	29.0	Very Low	Improved Significantly	Acceptable
4 Year Completion	87	35.8	103	26.2	106	17.9	90	27.7	88	32.3	Very Low	Improved	Issue
5 Year Completion	90	25.4	84	44.7	101	31.0	92	17.1	88	31.8	Very Low	Maintained	Concern

What we Noticed

While the overall evaluation of this measure remains acceptable, NSD's increases in high school completion have exceeded pre-pandemic levels.

Our Next Steps

[The Northland School Division 2024-2027 Education Plan](#) identifies the following strategies intended to support holistic learning for all students in their learning journeys:

- Establishing a High School coordinator/counselor in each school that connects with the Director of High School Completion and Engagement (one block per week). These staff members will support students to identify and plan to achieve their graduation requirements,
- Maintaining a common high school with the option for any Northland student to access any Grade 10 - 12 program of study through The Northland Online School,
- Establishing/Enhancing partnerships with post-secondary and industry in support of program access to dual credit and exploratory pathways opportunities,
- Strengthening students' access to community programs and services during non-instructional hours,
- Implementing system-wide processes, tools, and practices to improve partnership management,
- Continuation of high school/post-secondary dual-credit courses supporting pathways into careers identified as community needs (Educational Assistants, Healthcare aides, etc.), and
- Division-Wide Professional Learning Time. This approach is being used to build collective staff efficacy in assessment data analysis across the Division

Student Learning Engagement

Student Learning Engagement was added as an provincial Education Assurance Measure during the 2020-2021 school year. This measure shows the percentage of teachers, parents and students who agree that students are engaged in their learning at school.

	Northland School Division										Measure Evaluation		
	2020		2021		2022		2023		2024				
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	n/a	n/a	603	83.5	870	81.3	872	82.3	665	81.0	n/a	Maintained	n/a
Parent	n/a	n/a	148	90.0	154	81.0	207	85.6	74	85.6	n/a	Maintained	n/a
Student	n/a	n/a	377	69.0	594	67.4	555	66.6	492	65.4	n/a	Maintained	n/a
Teacher	n/a	n/a	78	91.4	122	95.6	110	94.8	99	92.2	n/a	Maintained	n/a

There are fewer than 5 years' worth of data for this measure. As such, the information is contextual and does not currently suggest a trend.

What we Noticed

- Overall respondent satisfaction in this area has been maintained at a high level (within 3% of the Provincial average satisfaction for every respondent group).

Our Next Steps

The [Northland School Division 2024-2027 Education Plan](#) identifies the following strategies intended to support ever-better student learning engagement:

- Maintaining our Division's monthly attendance and learning success meetings in every school to address engagement issues as early as possible,
- Deploying Learning Coaches to:
 - help teachers applying literacy and numeracy learning interventions for at-risk students,
 - apply flexible division-led teacher support for the implementation of new programs of study (Grades 4-6 ELA and Math, K-3 Science),
 - support First Nations and Métis Language and culture weaving into programs of study in every classroom,
- Adopting the Collaborative Response approach to reframe school-based collection and use of student data to monitor achievement and well-being for all students,
- Engaging veteran principals/consultants as at-elbow mentors supporting principals to engage in instructional leadership,
- Establishing system-wide implementation of NSD Literacy and Numeracy Frameworks (environments, teaching practices, assessment practices), and
- Offer course options in summer for students requiring extra support to succeed.

Citizenship

Citizenship is the percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

	Northland School Division										Measure Evaluation		
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	733	69.9	604	77.4	873	74.7	874	76.0	663	74.6	Intermediate	Maintained	Acceptable
Parent	172	70.4	148	80.6	155	72.8	206	75.5	74	77.0	High	Maintained	Good
Student	489	53.2	378	61.5	596	61.1	558	61.2	490	58.9	Low	Maintained	Issue
Teacher	72	86.0	78	90.1	122	90.3	110	91.2	99	87.7	Intermediate	Maintained	Acceptable

What we Noticed

Overall respondent satisfaction in this area has been maintained at a high level. Specific respondent groups vary significantly in their satisfaction, for example:

- Parent satisfaction has improved while students themselves have decreased in their satisfaction in this measure.
- Teachers have slightly decreased in their level of satisfaction, though it is still high.

Upon closer examination of the detailed responses from students, we noticed the following:

- Students in Grades 4-6 indicated lowest agreement with the following statements:
 - “At school, do most students follow the rules,” - 49%
 - “At school, do most students respect each other,” - 50%
- Students in Grades 7-9 indicates lowest agreement with the following statements:
 - “At school, students follow the rules,” - 34%
 - “At school, students respect each other,” - 41%
- Students in Grades 10-12 also indicated the lowest amount of agreement with this statement:
 - “At school, students follow the rules,” - 49%

Our Next Steps

The Northland School Division 2024-2027 Education Plan identifies the following strategies intended to address student beliefs that there is a low amount of respect for rules and/or peers. These strategies are intended to foster connections supporting Truth and Reconciliation (which is taken to be generally supportive of improved outcomes in terms of the Citizenship measure):

- Schools adopting Indigenous Language Signage,
- Establishing an Elder-in-Residence Program for each school,
- Establishing a Superintendent's Youth Council for gathering and listening to student voices to inform school and system actions, and
- Establishing an Elders/Knowledge Keepers Council to identify community members willing to work as knowledge keepers in Northland schools.

Local Component: Early Years Literacy & Numeracy Assessments

All school divisions in Alberta have conducted annual assessments literacy and numeracy skills as a way to measure the long-term impacts of learning disruptions like the COVID-19 pandemic and seasonal natural disasters (i.e. Wildfires). The Northland School Division is implementing the Alberta Education approved Castles and Coltheart 3 (CC3) assessment for reading comprehension and department-designed assessments for numeracy. This table shows NSD results for the 2023-2024 school year:

NSD Early Years Literacy & Numeracy Assessment Results: 2023-2024						
	Total Students Assessed September 2023	Total Students at Risk by September 2023	Total Students at Risk by June 2024	Average Number of Months Behind After Initial Assessment	Average Number of Months Behind After Final Assessment	Average Number of Months Gained
Grade 1 CC3	95	44	22	5.5	6.3	-0.8
Grade 1 Numeracy	93	41	26	9.0	7.4	1.6
Grade 2 CC3 Overall	97	68	52	9.0	14.2	-5.2
Grade 2 Numeracy	113	55	42	10 ⁵	8.3	1.7
Grade 3 CC3 Overall	74	41	32	16.9	21.1	-4.2
Grade 3 Numeracy	69	28	22	10+	8.5	1.5

⁵ 10+ Means the data show a regression of at least 10 months, or one school year.

What we Noticed

The data show the long-term impacts of learning disruptions like the COVID-19 pandemic and seasonal natural disasters. Based on the results of the Early Years literacy and numeracy assessments, we noticed the following:

- The comprehensive work undertaken as part of the Math Minds project over the previous 3 years has supported positive numeracy outcomes for our early learners, and
- The regressions in literacy performance are greatest for students who were in Grade 3 in the last school year (current Grade 4 students). This cohort of Northland students appear to have been the most heavily impacted by the learning disruptions of the last 2-3 years.

Our Next Steps

The Northland School Division 2024-2027 Education Plan identifies the following strategies intended to address early years' literacy and numeracy results:

- Establishing comprehensive literacy and numeracy frameworks to guide reading, writing and numeracy teaching and assessment at every grade level across the Division,
- Enhancing system and school-based collection and use of student data to monitor achievement and well-being for all students,
- Maintaining teacher access to experts in numeracy instruction through the Math Minds project with the University of Calgary.
- Maintaining the following supportive resources for all NSD teachers:
 - access to literacy and numeracy specialists who serve as learning coaches to provide at-elbow support for classroom teachers. These division-wide supports offer teachers guidance and modeling of promising practices required to address the learning disruptions experienced by students in recent years,
 - access to adaptive assessment and intervention tools for literacy (MyLexia) and numeracy (Symphony Math). Teachers use these tools to identify individual student learning gaps and to apply targeted instructional interventions regularly, and
 - access to shared knowledge about current promising practices being used elsewhere in the Division.

Domain: Teaching and Leading

Key Outcome

Through excellent leadership practices, everyone feels welcome and valued.

Education Quality

Education Quality shows teacher, parent and student satisfaction with the overall quality of basic education. This year's results in this measure demonstrate:

	Northland School Division										Measure Evaluation		
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	734	81.0	605	83.2	873	82.3	876	83.6	670	80.9	Very Low	Declined	Concern
Parent	172	79.8	148	85.7	155	78.4	207	82.7	75	77.8	Intermediate	Maintained	Acceptable
Student	490	78.6	379	80.0	596	77.4	559	78.7	496	76.6	Very Low	Maintained	Concern
Teacher	72	84.7	78	83.7	122	91.1	110	89.3	99	88.3	Very Low	Maintained	Concern

What we Noticed

The declining satisfaction in this measure is a concern to The Northland School Division. Previous analyses have indicated NSD performance in this measure has increased steadily since 2019. Upon closer examination of the survey responses, we noticed the following:

- Parent respondents showed the greatest decline in satisfaction, specifically indicating the lowest agreement with the following statement:
 - “Your child finds school work challenging,” - 55% (a decline of 18% from the previous year).
 - “Your child is learning what they need to know,” - 77%
- There were also 132 fewer parent respondents this year than there were in the previous survey events.

Our Next Steps

The Northland School Division 2024-2027 Education Plan identifies the following strategies intended to build connections between the school and community, with a focus on inviting the families of students to participate in and be aware of the learning going on in classrooms:

- Establishing an Indigenous Elders and Knowledge Keepers’ Advisory council to advance strategic actions in support of Indigenous student achievement and well-being,
- Offering learning opportunities to connect Elders, Knowledge Keepers and Indigenous educators with NSD staff members and students,
- Making community liaison workers available for all schools to grow connections between school and community, and
- Applying the NSD Community Engagement Framework as part of the process of continuous improvement.

Local Component: Teacher Growth, Supervision and Evaluation Procedure

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

Our Next Steps

[The Northland School Division 2024-2027 Education Plan](#) identifies the following strategies intended to support Northland staff members in their efforts toward continuous improvement:

- Using multiple sources of Division data to drive awareness of key issues addressed in school-based professional learning,
- Training all staff to use properly use technologies required to deliver programming
- Communicate Division commitment to support staff members to earn Teaching, Leadership and Superintendent Leadership Quality Standards (TQS, LQS, and SLQS)
- Enhancing support for the development of Indigenous school and system leaders, and
- Co-developing a plan with the local Alberta Teachers Association to support the recruitment and retention of excellent staff members across the Division.

Domain: Learning Supports

Key Outcome

Develop and actively promote healthy relationships with students, parents/guardians, staff, community, and educational partners.

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

This measure shows the percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe. The WCRSLE measure was added as an provincial Education Assurance Measure during the 2020-2021 school year.

	Northland School Division										Measure Evaluation		
	2020		2021		2022		2023		2024				
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	n/a	n/a	604	82.1	874	78.6	875	79.0	666	78.5	n/a	Maintained	n/a
Parent	n/a	n/a	148	83.7	155	75.8	207	79.1	74	81.8	n/a	Maintained	n/a
Student	n/a	n/a	378	68.8	597	67.1	558	63.5	493	63.2	n/a	Maintained	n/a
Teacher	n/a	n/a	78	93.7	122	92.8	110	94.4	99	90.5	n/a	Maintained	n/a

There are fewer than 5 years' worth of data for this measure. As such, the information is contextual and does not currently suggest a trend.

Local Component: OurSchool Survey Results

NSD uses The Learning Bar's *OurSchool* 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.

This chart provides highlights based on data from 582 students in 16 **ELEMENTARY** schools that participated in the survey between November 2, 2023 and May 31, 2024.

Grade 4-6 Students who report they:	2024 NSD (%)	2024 Canadian norm (%)
Experience bullying	47	30
Feel supported	66	63
Feel safe at school	50	62
Appreciate their teachers	76	80

This report provides highlights based on data from 349 students in 13 **SECONDARY** schools that participated in the survey between November 2, 2023 and May 31, 2024.

Grade 7-12 Students who report they:	2024 NSD (%)	2024 Canadian norm (%)
Sense of Belonging	44	62
Feel supported	35	31
Appreciate their teachers	59	64

What we Noticed

- Student satisfaction, feelings of safety, and mutual respectfulness are concerning. Upon closer examination of the provincial student survey responses, we noticed:
 - Grade 4-6 students had the lowest agreement with the statement:
 - “At school, do most students respect each other,” - 50%
 - Grade 7-9 students had the lowest agreement with the statements:
 - “At school, I feel like I belong,” - 46%
 - “At school, students care about each other,” - 46%
 - “Other students treat me well,” - 49% (18% decline from previous year)
 - Grade 10-12 students had the lowest agreement with the statements:
 - “At school, students care about each other,” - 47%
- Teacher satisfaction shows the greatest single-year decline in this measure. Upon closer examination of the survey responses, we noticed:
 - All teachers had the lowest amount of agreement with the statement:
 - “Students at your school respect each other,” - 83%
- The results of the OurSchool survey reinforce the issues we notice in the provincial data.

Our Next Steps

It is important for NSD to take action to improve student and staff satisfaction with the welcoming, caring, respectfulness, and safety of their learning and working environments.

[The Northland School Division 2024-2027 Education Plan](#) identifies the following strategies intended to improve outcomes in these areas:

- Establishing a Division-wide committee to develop a student well-being framework,
- Shifting to a Collaborative Response Model (CRM) to increase universal and some targeted responses to student needs at the school level,
- Enhancing system-wide support for certificated staff members to create and implement meaningful Individualized Program Plan (IPP) goals, supports, and accommodations.
- Supporting Northland staff members to become certified in the wide range of restorative practices used in a number of communities to ensure respectful conflict resolution, and
- Maintaining school-based activities to support welcoming, caring, respectful, and safe learning environments across the division, such as Pink Shirt Day, Anti-Bullying Campaigns, and Social-Emotional Learning (such as Zones of Regulation).

Access to Supports and Services

Access to Supports and Services shows the percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school. This measure was added as a provincial Education Assurance Measure in 2020-2021.

	Northland School Division										Measure Evaluation		
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	n/a	n/a	602	77.8	870	76.6	871	78.7	661	80.2	n/a	Improved	n/a
Parent	n/a	n/a	147	83.4	155	72.9	207	79.1	73	82.9	n/a	Improved	n/a
Student	n/a	n/a	378	72.9	593	71.7	554	70.3	489	72.4	n/a	Maintained	n/a
Teacher	n/a	n/a	77	77.2	122	85.1	110	86.6	99	85.2	n/a	Maintained	n/a

There are fewer than 5 years' worth of data for this measure. As such, the information is contextual and does not currently suggest a trend.

What we Noticed

- This year's overall satisfaction with access to supports and services is 2% higher than the previous 3-year average.

Our Next Steps

The [Northland School Division 2024-2027 Education Plan](#) identifies the following strategies intended to drive towards ever-improving satisfaction with access to supports and services:

- Strengthening and refining the use of technology and tools to support effective operations and advance teaching practice,
- Applying the Collaborative Response Model to support data-driven conversations about how best to support students who are most at risk of disengaging from school,
- Maintaining access to the robust continuum of supports and services ranging from universal to individual.

Local Component: Continuum of Supports and Services

Students of Northland School Division enjoy timely access to a broad continuum of supports and services to help them succeed in school. Universalized supports 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. In addition to these supports and services, more targeted interventions for students include:

- Family Wellness Workers, Speech & Language Pathologists, Occupational Therapists, autism experts, Fetal Alcohol Spectrum success coaches, and Educational Psychologists.
- A Cross-Functional Team for student and staff support. Working as a team, centrally-dispatched professionals can be available to students or staff members in person and remotely to help students across the division be successful in their learning. These team members include:
 - A Supervisor of Student Services to help manage any students whose needs require enhanced programming, and
 - Pedagogical Supervisors to support teaching staff members applying differentiated and technology-supported instructional strategies.

Additional supports include:

- 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 support for breakfast and snack programs in 8 schools, with a plan to expand across the entire division.
- School bus transportation is available for all students to and from school, regardless of the distance they live from the school.

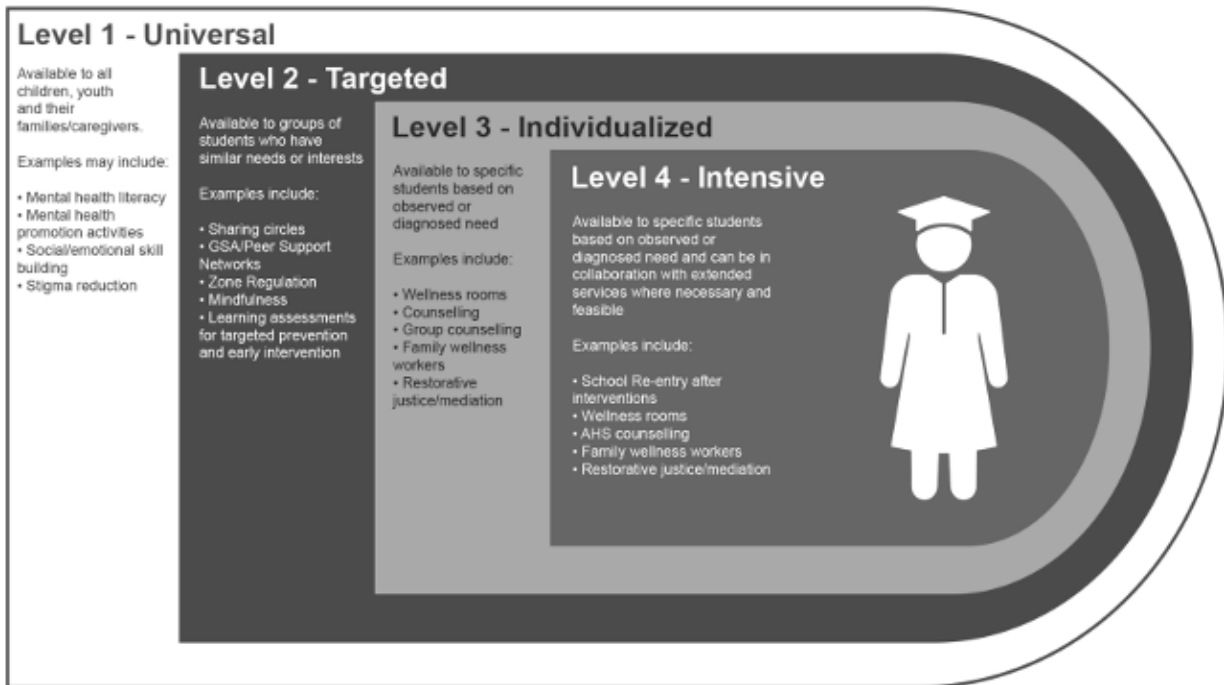


Illustration demonstrating the NSD continuum of supports and services available to our students.

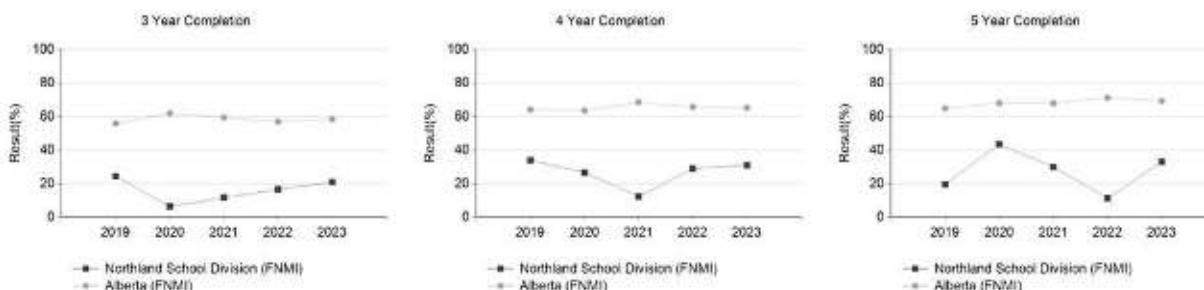
Local Component: First Nations, Métis and Inuit Student Success

All school authorities are responsible for:

- improving education outcomes for First Nations, Métis and Inuit students through system, program and instructional supports;
- addressing the systemic education gap for self-identified First Nations, Métis and Inuit students; and
- supporting the implementation of Truth and Reconciliation Commission recommendations.

	Northland School Division (FNMI)										Measure Evaluation		
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
3 Year Completion	82	24.4	80	6.4	70	11.7	73	16.6	58	21.0	Very Low	Improved	Issue
4 Year Completion	64	34.0	74	26.6	68	12.3	67	29.0	72	31.0	Very Low	Improved	Issue
5 Year Completion	69	19.6	58	43.5	62	30.0	65	11.3	68	33.1	Very Low	Maintained	Concern

The graphs below illustrate the FNMI student high school completion rates within 3, 4 and 5 years of entering grade 10:



What we Noticed:

- The NSD 3, 4, and 5 year High School Completion for First Nations, Métis and Inuit students has returned to pre-pandemic values.

Our Next Steps

The Northland School Division 2024-2027 Education Plan identifies the following strategies intended to support improved outcomes for First Nations, Métis and Inuit students:

- Increasing the Division-wide human resources dedicated to supporting schools to apply foundational knowledge about First Nations, Métis and Inuit for the benefit of all students,
- Every school identifying a specific commitment to the implementation of the Truth and Reconciliation Commission Calls to Action
- Providing professional learning to support NSD staff to acquire and apply foundational knowledge about First Nations, Métis and Inuit for the benefit of all students (specifically in the area of developing an awareness of Wahkohtowin, or the interconnectedness of relationships between people and the environment),
- Every school identifying a commitment to teach from the land
- Every school identifying a commitment to infusing Indigenous language learning in the learning space
- Schools adopting Indigenous Language Signage
- Establishing the previously described Elder-in-Residence Program within each school, and
- Establishing an Education Service Agreement with Rupertsland Institute to co-develop enhancements that infuse Métis cultural elements within programs of study.

Domain: Governance

Parental Involvement

Parental Involvement is the percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	Northland School Division										Measure Evaluation		
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	239	69.8	223	75.7	275	74.0	312	80.5	172	78.5	Intermediate	Maintained	Acceptable
Parent	167	67.7	146	80.1	154	70.3	202	78.4	73	82.5	Very High	Improved	Excellent
Teacher	72	72.0	77	71.3	121	77.7	110	82.7	99	74.4	Very Low	Declined	Concern

What we Noticed

- While parental satisfaction is the highest it has been in five years, teacher satisfaction with parental involvement has declined by 9%.
- Upon closer examination of the teacher survey responses, we noticed the following:
 - All teachers have the lowest agreement that parents are:
 - "...involved in decisions about their children's overall education," - 59% (10% lower than the previous year)
 - "...involved in decisions about your school," - 70% (4% lower than the previous year)

Our Next Steps

The [Northland School Division 2024-2027 Education Plan](#) identifies the following strategies intended to support the families of students to engage with the learning environment on a more regular basis:

- Greater efforts to invite parents, guardians, and extended family members to attend and participate in School Council and Principal Advisory Committees,
- Making Community Liaison Workers available for all schools to grow connections between school and community,
- Establishing an Indigenous Elders and Knowledge Keepers' Advisory council to advance strategic actions in support of Indigenous student achievement and well-being,
- Offering learning opportunities to connect Elders, Knowledge Keepers and Indigenous educators with NSD staff members and students, and
- Applying the NSD Community Engagement Framework as part of the process of continuous improvement.

Budget to Actual Results 2023-2024

The financials will be updated.



NORTHLAND SCHOOL DIVISION
ADMINISTRATION RECOMMENDATION TO THE BOARD

TO: THE BOARD OF TRUSTEES **DATE:** NOVEMBER 22, 2024
SUBMITTED BY: Douglas Aird, Secretary-Treasurer
SUBJECT: Bylaw for Electoral Wards
REFERENCE(S): Northland School Division Act
ATTACHMENTS: Bylaw 03-2024

RECOMMENDATION:
THAT the Board of Trustees give the first reading to the draft Bylaw 03-2024 to amend the Electoral Wards of Northland School Division.
THAT the Board of Trustees give a second reading to the draft Bylaw 03-2024 to amend the Electoral Wards of Northland School Division.

BACKGROUND:
This bylaw amends Bylaw No. 03-2020 to renumber the wards sequentially from 1-9 and include boundaries for the Northland Online School.

RISK ANALYSIS:
This is a low-risk change that supports administrative efficiency and electoral participation.



NORTHLAND SCHOOL DIVISION

ADMINISTRATION RECOMMENDATION TO THE BOARD

TO: THE BOARD OF TRUSTEES **DATE:** NOVEMBER 22, 2024

SUBMITTED BY: Tanya Fayant, Board

SUBJECT: Superintendent of Schools/CEO's Evaluation

REFERENCE(S):

ATTACHMENTS:

RECOMMENDATION:

THAT the Board of Trustees approve the Superintendent of Schools/CEO's Evaluation Report as developed in the evaluation workshop on November 4, 2024, as an accurate accounting of the Superintendent's performance for the 2023-24 school year; and further, the Board authorizes the Chair to make any required technical edits and to sign the report on the Board's behalf.

BACKGROUND:

RISK ANALYSIS:



ADMINISTRATION RECOMMENDATION TO THE BOARD

TO: THE BOARD OF TRUSTEES

DATE: NOVEMBER 22, 2024

SUBMITTED BY: Tanya Fayant, Board

SUBJECT: Board Self-Evaluation

REFERENCE(S):

ATTACHMENTS: Board Self-Evaluation

RECOMMENDATION:

THAT the Board of Trustees approve the Board’s Self-Evaluation Report as developed in the evaluation workshop on November 4, 2024, as an accurate accounting of the Board’s performance for the 2023-24 school year; and further, the Board authorizes the Chair to make any required technical edits and to sign the report on the Board’s behalf.

BACKGROUND:

RISK ANALYSIS:



**NORTHLAND SCHOOL DIVISION
BOARD SELF-EVALUATION REPORT**

November 2024

Report Prepared by:
Dr. Cindi Vaselenak
ASBA Consultant

DATA COLLECTION PROCESS

The Alberta School Boards Association (ASBA) facilitated the Board Self-Evaluation on behalf of the governing body, the Board of Trustees Northland School Divisions. The process was conducted from October 2024 to November 2024 and reflects Board governance in the 2023/2024 instructional year. This self-evaluation was conducted in accordance with the Board evaluation process, criteria, and timelines in a manner consistent with *Policy 2: Role of the Board*.

Qualitative anecdotal data was collected from phone interviews with each member of the Board. The trustees were asked to provide evidence related to defined role responsibilities in Policy 2 and performance by answering the following questions:

- 1) *How is the Board accountable for student learning and wellness?*
- 2) *How does the Board engage with education partners?*
- 3) *How does the Board demonstrate community assurance?*
- 4) *How is the Board accountable to the provincial government?*
- 5) *How is the Board fiscally responsible and attentive to budget priorities?*
- 6) *How does the Board and Superintendent work together?*
- 7) *How does the Board support their own growth and learning?*
- 8) *How does the Board develop and monitor policy?*
- 9) *How does the Board advocate for public education and the division?*
- 10) *What are the Board's strengths?*
- 11) *What would you like to see the Board focus on in the next year?*

The feedback or data from the superintendent evaluation is captured in two documents:

- **Trustee Data Report:** This confidential report was provided one week before the facilitation. It contains all comments from trustees for the Board's self-evaluation.
- **Board Self-Evaluation Summary Report** - This report is presented and reviewed by the Board of Trustees during a facilitation workshop on November 4, 2024.

ABOUT THIS SUMMARY REPORT

This report provides:

- A summary of role responsibility evidence from all participants¹
- Board Strengths
- Themes from qualitative feedback from all participants
- Goals going forward

¹ The term 'participants' refers to the trustees.

OVERALL SUMMARY

<p>Role Responsibility Policy 2</p>	<p>TRUSTEE Evidence</p>
<p>Student Learning and Wellness</p>	<ul style="list-style-type: none"> • Continue to be present and involved in the schools. Through engagement, we remain in contact with our communities. Eliminate degrees of separation. • Through senior administration - monitoring and reporting achievement scores, establishing benchmarks, reviewing APORI results, and analyzing PAT and diploma results. • Engaging with families at school or community events to learn more about their children’s experiences in our schools. • Decision-making and resource allocation demonstrate students come first. • Change in senior leadership has resulted in improved morale among staff—important for good teaching, attendance, and retention. When the staff are happy, kids notice. • Ensuring schools are welcoming, caring, respectful, and safe learning environments. • Student outcomes are reviewed regularly, and targets for improvement are shared. There is an enhanced focus on assessment and measurement. • Emphasizing a holistic approach to education, including more support positions, will enhance student wellness and positively impact attendance. • Offer a variety of programs to support learning and be more representative of student demographics, the value placed in land-based learning, and the opportunities provided. • Partner with different agencies to bring programs and expertise in areas that do not currently have capacity. • Assurance plan is our commitment to a continuous cycle of improvement.
<p>Engagement</p>	<ul style="list-style-type: none"> • Significant community engagement in the past year showed our commitment to seek and hear concerns. We then came back with a plan to implement change. Our communities must feel part of the education system. We are actively working on improvement. Start by listening and creating a trusting environment. Trustees and senior admin facilitate these discussions. • Encourage Board participation in community events, which provide informal opportunities to hear from our families. Be mindful of building connections through access to the people we serve. • Knowledge keepers and elders are an extension of our schools. Intentional about inviting Indigenous leaders into schools for

	<p>formal and informal events, creating opportunities to teach, play, and learn together.</p> <ul style="list-style-type: none"> • Each trustee is assigned an area or subcommittee to participate in and develop expertise in. • Attend ward activities and events and report back to the Board. Meet with other elected officials. Participate in community engagement sessions. • Invite community leaders to division events or meetings, including elders and knowledge keepers. • This is a strength of the Board. When we make big decisions or develop new priorities, we consult education partners. For example, when we closed a school, we had extensive community engagement about the process. Although it was not an easy decision to close the school, the considerable time engaging with the community helped ease the reaction.
<p>Community Assurance</p>	<ul style="list-style-type: none"> • Impressed with our community engagement process in the past year. We asked important questions and got honest feedback– How are we doing? What do we need to work on? It gave us a chance to sit down directly with the people most affected by our education system and hear directly from them about their experiences. We are genuinely open to hearing both the good and bad. • Deliberate about regular and transparent communication through school councils and Board newsletters. Building connections. • Satisfaction surveys are conducted with staff, students, and parents, and results are shared. The Government of Alberta's satisfaction surveys are another layer of accountability. • Staff and parents know what we are doing and where we are headed. We are in a genuine partnership with our communities. Continue to be accessible and transparent. Listening is important and following up with concerns. • The Education Plan reflects what we are doing and who we are. Assurance is demonstrated in our actions and targets for improvement.
<p>Accountability to Government</p>	<ul style="list-style-type: none"> • By responding to requests from the government in a timely and professional manner. Continue to do what is needed or expected (provide reports and answers). • We are accountable to the provincial government in our Education Plan. We share our weaknesses and discuss strategies for improvement. • Attentive to appropriate use of resource allocations. We are directing funds to support student success. • We are accountable to GOA guidelines, regulations, and laws. We are compliant. • That all students, teachers, and Division leaders learn about First Nations, Métis and Inuit views, experiences, history, and legacy of Residential schools.

	<ul style="list-style-type: none"> • Take our achievement and APORI results seriously. Considerable time and effort are spent on our reports, establishing targets and strategies for improvement.
<p>Fiscal Accountability</p>	<ul style="list-style-type: none"> • We monitor the budget closely and identify emergent needs. For example, this year, we added more EAs and support for land-based learning. We heard about these needs through community engagement. Where possible and available, our resource allocations are directed to the classroom. • The budget is discussed at length at every Board meeting, and we monitor closely where our spending occurs, helping identify emerging needs. We intentionally do not build huge reserves and do not save for a rainy day. We spend the dollars in the instructional year. • Approve annual budget, try to stay within that budget, set priorities, review audit report, and approve a 3-year Capital Plan. • We have a financial committee for oversight issues. • Budget and resource allocations reflect priorities. Board meetings demonstrate transparency in spending progress and accountability. • The senior team makes us aware of ongoing or emerging needs.
<p>Board Relations/ Superintendent “The First Team”</p>	<ul style="list-style-type: none"> • The Superintendent is in close contact with the Board, mostly with the Chair and Vice Chair. • Regular correspondence through email, calls, and reports at meetings. He will email with ‘heads up’ things we need to be prepared for or that may be discussed in the media. • Our website is current and up to date – everyone is in the know. • The senior team has delivered on our priorities. EAs were added, enhanced focus on land-based learning. • The relationship between the Board and the Superintendent is significantly improved, we are on a good path through more transparency and regular communication. • Team building activities are effective and contribute to a positive governance culture. • In the past, the senior team typically did the development of the Education Plan. This year the Board was actively involved in this process. A previous communication gap between the senior team and the Board has been eliminated. Transparency has improved. Collaborating from different responsibilities and roles. • Access to and utilization of Jordan's Principle grants have enhanced student support. The superintendent shared the need for more classroom assistance. The Board provided more resource allocations, which should help success rates. • Clear corporate direction given through Board motions. Respect the authority of the Superintendent to conduct and execute actions. • Mutual respect and support for staff ensure that everyone feels safe and accepted in the workplace.

	<ul style="list-style-type: none"> • By being open to hearing from our communities, particularly the issues, we made the necessary changes in leadership. Immediate improvement in culture with the new superintendent, who is open to hearing about where the division can improve. He has relaxed the Division and people feel they can do their job. • Incredibly good relationships are evident in person and through virtual meetings. The Superintendent is approachable and provides the Board with the background needed to make informed decisions. • Layers of mutual respect. Enhanced communication. Silos have been eliminated, and we have re-established how to effectively connect and work together. Open communication and transparency are encouraged and demonstrated. We reflect each other and not mirror a separate entity.
<p>Board Development</p>	<ul style="list-style-type: none"> • Lots of in-house PD and opportunity to attend conferences. Significant educational reading. Discussions with other Boards to build networks and connect with colleagues to find out what other Boards are doing. • Board retreats, PSBA and ASBA conferences. We sometimes rely on senior admin to share and enhance our learning. We are committed and invested in growing our skillset as a Board. • Bringing in people to assist with professional learning and commitment to ongoing and continuous training. • Review and approve the annual Board work plan and update it regularly. Conduct planning sessions and workshops to enhance the Board’s effectiveness. • Three Year Plan, regular review of policy includes roles of Board. Have professional learning at meetings and review the Education Act. • We have contracted consultants to support professional learning in areas of need. We did a team-building activity with senior leadership, which was important – focusing on relationship building. We had a river valley tour led by an Indigenous professor at the University of Alberta, which was meaningful and impactful. This is an example of how the Board is focused on land-based learning for themselves.
<p>Policy</p>	<ul style="list-style-type: none"> • We review one or two policies each month, so yearly, all are reviewed in a regular rotation. We make revisions and then put them on the agenda of the next meeting for approval. Policy discussion is, therefore, incorporated into every meeting. • The policy committee is open to the entire Board. A few policies require notable change, and policy work identifies how the Board functions. • The cycle of review ensures policies are current and revisions are timely. Sometimes, it may require more input, like legal. As a Board, we are on top of policy. Strong policy is essential for good governance.

Advocacy

- Active in community engagement. We hold annual meetings in our communities to determine what to advocate for. We are intentional about focus and community representation in advocacy efforts.
- The Board discusses what to lobby for and gathers research and background information ahead of meetings. Researched approaches to advocacy. The Chair and Vice Chair meet with MLAs.
- The Board is engaged in our provincial and zone associations. We have become more vocal as a board, for example, about the social curriculum. As political agents of the division, we assert our voice at meetings with government officials. We have become more active in Zone 1 and participate in the rural education symposium. Trustees feel more confident speaking up.
- We did not do this a lot before [advocacy]. We are improving and are committed to improving in this area. We are more comfortable putting tough questions forward at provincial meetings and speaking on those issues. We need to take advantage of opportunities when the Premier, Minister and/or MLAs are present. We need to advance our Capital Plan and strategic priorities.
- Advocate to enhance funding for public education (i.e., population growth, inflation)
- Board workplan identifies priorities to be shared at meetings with political bodies, MLAs, and other education partners.

In the 2023-24 school year, Trustees identified these strengths:

- Recognizing there was a fundamental problem in senior leadership and making that important change in the CEO role. The Board acted quickly. The change to a new superintendent brought back stability and improved morale. We corrected our mistake, which calmed the staff.
- We are united in vision and work effectively together.
- We can disagree in a professional way. When we decide, we become one voice. No dissention.
- The Board is currently more engaged and connected with our school communities than it has been in years.
- As a Board, we are diverse, so many perspectives are brought to the table. Trustees can speak freely, and every trustee is encouraged to share ideas or issues. Even if we disagree on an item, we still support the Board's decision. Respect for each person is evident, and hearing about an idea, or how to approach a problem, is valued.
- The Board heard directly from students and parents – the value of extensive community engagement (even though it was time-consuming and costly). The input at those meetings informed the Education Plan so that time and money were well spent. Parents and students see themselves in the education plan.
- The Board is working as one unit, making decisions together. Cohesion among the Board is strong; we have open discussions and, at times, agree to disagree. We engage in mature dialogue.

For the 2024-25 school year, Trustees would like to focus on:

- Within our school communities we need to build capacity in both academic and land-based learning to ensure a holistic approach to education. We need students to strive and thrive once they graduate. The Board has demonstrated resiliency through tough times – we are committed to change and improvement.
- Continue to advance the Truth and Reconciliation Commission of Canada - Calls to Action. Confront systemic racism through awareness and education. Continue integrating land-based learning.
- Continue being student-centred and ensure students are supported. Ongoing training for staff to improve teaching and learning.
- Strive for improved attendance and for children to be engaged in their education.
- Continue to develop the advocacy piece. Commit to changing what others believe about the Division. We need to be vocal about the excellent work we are doing and share our story. We are leaders in Indigenous education and land-based learning. We are more empowered to share our story and speak up for what we need when presented with the opportunity. The past microscope we have been under has hindered us to some extent – we were unsure when to share as we were not viewed as leaders. The new Education Plan describes who we are, and it is driving change and improvement. That is how we arrived at priority one, and those discussions were powerful. Connectedness was identified as a need, and the process of what that looks like is ongoing and organic. When we are clear on what we need, we do a better job of advocacy.
- Build capacity by integrating essential land-based learning and academics. Find qualified staff who meet the qualifications in both areas—teach land-based learning, be proficient in academics, and enable students to meet graduation requirements. Raise the bar in both areas.
- Continue to develop the Capital Plan. Continued focus on literacy; reading and writing are foundational knowledge to all learning.
- Continue land-based learning – integrating the Indigenous way of knowing and commitment to ongoing reconciliation. We are learning and responding together.

COMMON THEMES

The following table references common themes developed from the data or ideas that recur from several respondents.

Themes	Key Points from Data
Focus on Strategic Priorities	Knowledge and understanding of strategic plan: <ul style="list-style-type: none"> • Priority 1 - Connections Supporting Reconciliation • Priority 2 - Holistic Learning • Priority 3 - Excellent People Supporting Students • Priority 4 - Responsible Resourcing <ul style="list-style-type: none"> • Education plan is effectively rolled out. The language of the division is “OUR division plan versus THEIR Board plan.” • Alignment of resource allocation (staff, program, classroom supports) with priorities.

<p>Commitment to improvement</p>	<ul style="list-style-type: none"> • Knowledge and understanding of where the Division was vulnerable and weak in the past. Attitude to expose the flaws first to get to an authentic commitment to improve. • Significant investment in community engagement to hear from education partners -students, parents, Indigenous leaders- to determine areas to target. Engagement informed direction of the education plan. Engagement builds assurance. • Alignment of resources with strategies for improvement. • Evidence of short-term goals (what we can fix now. For example, more land-based learning, the addition of 30 EAs) and long-term goals (what will take more time. For example, attendance, graduation rates, retention, reconciliation)
<p>High Functioning “First Team”</p>	<ul style="list-style-type: none"> • Change in senior leadership was both difficult and necessary. Hiring the “right person” to lead the division had an immediate positive impact on division culture. • Evidence of transparency and regular communication between the Board and Superintendent. Everyone feels ‘in the know’ and valued in their role. • Priorities developed together. Governance and operations are complementary and aligned. • Everyone is on the same page, silos are eliminated, and symbiotic relationship (rely on and support the other).

GOALS IN THE NEXT YEAR

The Board reviewed the feedback and established the following goals for the next year:

1. *Maintain resource allocation to support growth; continue to govern in support of the priorities set by the Board.*
2. *Continue to seek and engage in advocacy opportunities.*
3. *Enhance professional development in financial literacy and land-based learning.*
4. *Succession planning and preparing for the next election. Building capacity for sustainability in governance.*
5. *Maintain transparency and ongoing communication. Well received and appreciated.*

CONCLUSION

Based on the information received, the Board determined that all quality indicators as defined in Policy 2 have been met relative to this evaluation period. The Board is satisfied with their governance initiatives and progress toward achieving the strategic priorities.

Date

Tanya Fayant
Chair, Board of Trustees

Suggested Board Motion:

That the Board approve the Self-Evaluation Report as developed in the evaluation workshop on November 4, 2024, as an accurate accounting of the Board's performance for the 2023-24 school year; and further, the Board authorizes the Chair to make any required technical edits and to sign the report on the Board's behalf.



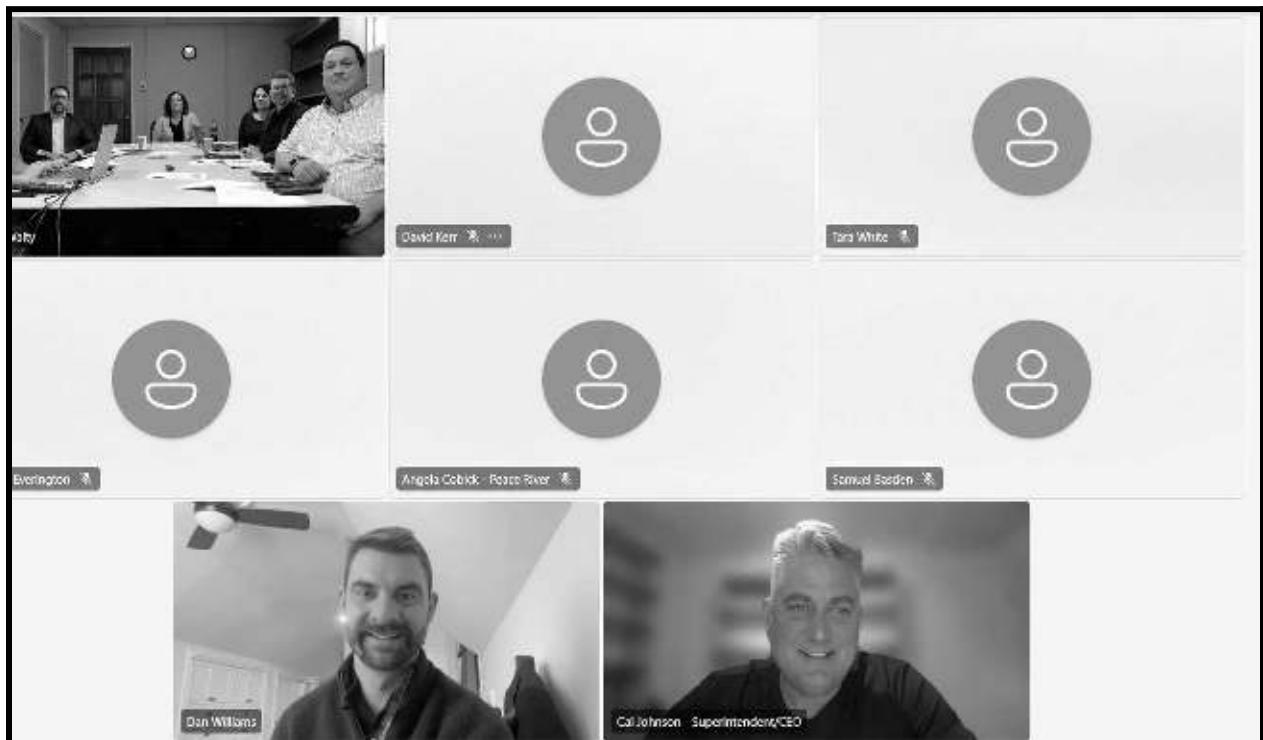
BOARD CHAIR HIGHLIGHTS November 22, 2024

Minister of Mental Health Meeting

On October 11, 2024, Board Chair Tanya Fayant, Superintendent of Schools/CEO Cal Johnson, and members of the Executive Team met with Dan Williams, Minister of Mental Health and Addiction and MLA for Peace River, to discuss priorities impacting student well-being and educational access. Following the meeting, Minister Williams committed to advocating for a replacement school in Paddle Prairie to address critical infrastructure needs.

To strengthen mental health support, meetings with CASA—an organization focused on mental health for children—have been scheduled to explore implementing CASA classrooms in NSD. These specialized classrooms provide therapeutic and educational support for students facing mental health challenges.

The team also discussed concerns about a potential water shortage in Paddle Prairie, which could impact school operations. Minister Williams has brought this issue to the attention of Minister of Transportation and Economic Corridors Devin Dreesen.



Corporate Board Expense Summary as of October 31, 2024.

EXPENSES	BUDGET	YTD	REMAINING
Trustee Remuneration	155,973.00	17,775.00	138,198.00
Trustee Benefits	38,667.00	3,595.93	35,071.07
Advertising	1,253.00	0.00	1,253.00
Awards/Bursaries	32,335.00	586.07	31,748.93
In Service Board of Trustees - PD Training	39,361.00	2,750.00	36,611.00
Insurance	12.00	0.00	12.00
Legal Fees	0.00	16,954.50	(16,954.50)
Membership Fees (ASBA/PSBAA)	31,200.00	0.00	31,200.00
Professional Services	31,456.00	6,286.50	25,169.50
Office Supplies	4,471.00	97.54	4,373.46
Office Equipment	0.00	0.00	0.00
Travel and Subsistence	188,437.00	13,489.49	174,947.51
Ward 1		1,432.67	
Ward 2		1,105.54	
Ward 3		1,360.04	
Ward 4		1,239.37	
Ward 5		3,798.94	
Ward 6		0.00	
Ward 7		1,398.09	
Ward 8		853.92	
Ward 9		1,744.00	
Telephone & Internet	2,898.00	551.77	2,346.23
Visa Suspense		(1,099.69)	1,099.69
Elections			0.00
TOTAL	526,063.00	60,987.11	465,075.89

Highlights of the October 18, 2024, Trustees' Meeting

1. PLAN DESIGN – FIRST READING

- The ASEBP Trustees recognize the importance of supporting the health journey of the publicly funded K-12 education sector in Alberta. The Trustees are constantly striving to provide value and make balanced decisions about plan benefits and the cost of investing in the current and future health of covered members.
- The ASEBP Trustees gave **initial approval** (first reading) to Extended Health Care changes for the **MyRetiree Plan**. The following changes affect the **emergency travel benefit of Extended Health Care** for the **MyRetiree Plan** effective **January 1, 2025** and will **not** impact premium rates.
 - The stability clause limitations will be removed from the MyRetiree Plan Out-of-Province Emergency Travel Benefit.
 - The MyRetiree Plan Out-of-Province Emergency Travel Benefit will be included on the Core Retiree 85 and Older Plan and the Enhanced Retiree 85 and Older Plan.
- **Please note** that final approval (second reading) is required, and changes may occur between readings.

2. STRATEGY

- The ASEBP Trustees participated in a strategy readiness session in preparation for the strategic planning in November 2024. Due to the strategic planning taking place next month, there will be no ASEBP Trustees' Report in November 2024.
- The focus over the current five-year strategy has been on:
 - Maintaining the commitment to ASEBP's talented and dedicated employees.
 - Investing in technology to drive innovation.
 - Raising ASEBP's profile in the education sector, and Alberta as a whole.
 - Leveraging data while continuing to protect privacy.
 - Looking for growth opportunities within Alberta's education sector.
 - Enhancing plan flexibility to meet the evolving needs of employers and covered members.
- ASEBP remains committed to ensuring that Alberta's publicly funded K-12 education sector has a benefits plan that meets their evolving needs, supports covered member health and well-being, and ensures long-term sustainability.

ASEBP TRUSTEES

Daryl Scott, Chair
James Gerun, Vice-Chair
Meagan Kuik
Judy Muir
Brett Nixon
Kim Pasula
Rob Pirie
Natashya Shewchuk
Morey Terry
Brad Toone

ACTING CHIEF EXECUTIVE OFFICER

Jocelyn Plakas-Lock

The ASEBP Trustees' Report provides an overview of topics discussed at all ASEBP Trustees' Meetings. These meetings provide the opportunity for ASEBP Trustees to come together to discuss matters of importance at ASEBP—from the financial health of the benefit plan to the introduction of new benefits and programs. While all information in each report is an accurate account of decisions made at the meetings, there can be changes that occur between first and second readings of certain topics, which may result in differences between their reporting. To learn more about the ASEBP Trustees, please visit the Governance page, found in the About section of our website, asebp.ca.

Allendale Centre East ○ Suite 301, 6104-104 Street NW ○ Edmonton, AB T6H 2K7
Phone: 780-438-5300 ○ Email: trustees@asebp.ca ○ Website: asebp.ca



October 31, 2024

Honourable Brian Jean, KC
MLA - Fort McMurray-Lac La Biche
Legislature Office
324 Legislature Building
10800 - 97 Avenue NW
Edmonton, AB T5K 2B6

Dear Hon. Jean, KC,

Public school education is not just a cornerstone of Alberta's social fabric but also a critical driver of its economic prosperity. As debates around education funding continue, it's important to understand that public schools play a unique and essential role in preparing Alberta's citizens and future workforce—across all sectors, from non-specialized workers to skilled trades and high-level professionals.

The Public School Boards' Association of Alberta (PSBAA) firmly believes that public school education is the foundation of a strong and prosperous Alberta. While public schools offer academic excellence recognized globally, they also provide vital cultural, wellness, skill-based, and alternative programming that prepares students to achieve their best, no matter what path they choose.

Just because a school system is provincially funded, it does not make them a public school.

Through this letter, I want to offer key insights about the distinct responsibilities public schools carry compared to other systems and encourage thoughtful consideration of how education funding impacts Alberta's future.

The Heart of Alberta Communities

Public schools are often the first, and sometimes the only, schools in communities across Alberta. They welcome every student—without exception. While all Alberta schools receive public funding, only public schools are required to accept and accommodate the diverse needs of every student. This open-door mandate creates complexities and challenges other systems—such as charter and private schools—do not face.

For example, public schools must meet the needs of all students, including those with special needs, mental health concerns, or English language deficiencies. These responsibilities come with significant resource demands, and public schools continually operate under tight financial constraints. Despite recent budget announcements, the funding provided for infrastructure does not fully address the growing needs of Alberta's public school system.

Funding Inequities and the Path Forward

Alberta's public schools are experts at stretching limited resources to cover an ever-expanding array of needs, from mental health services to breakfast and lunch programs. However, these demands underscore the urgency for equitable funding that truly reflects the vital role public schools play in building a strong, resilient Alberta. The current funding model does not account for the additional burdens placed on public schools, nor does it consider key societal factors such as immigration, inflation, and increasing student enrollment.



We encourage the government to conduct a comprehensive evaluation of spending across the K-12 ecosystem, taking into account the societal and economic impacts that affect the public school system. This includes addressing the funding gap that continues to challenge the ability of public schools to offer the high-quality, inclusive education that all Alberta students deserve.

Collaboration and Solutions

Public schools are not only dedicated to educating students but also to helping to solve broader societal challenges. By working closely with government and industry, public schools are actively developing solutions to issues such as mental health support and family affordability. Their unique, community-centered perspective allows public schools to serve as effective partners in addressing these complex problems.

As an MLA, it is essential to recognize that public schools are not just part of the education system—they are part of the solution to many of Alberta’s challenges, challenges your constituents face. With a funding model that prioritizes equity and transparency, public schools can continue to support students, families, and communities across the province.

As budget discussions ramp up, I encourage you to meet with your local public school board(s) to hear firsthand about the issues affecting public school education. The decisions made in the Alberta Legislature have a direct impact on students, families, and the future of our economy.

It is incumbent upon you to be cognizant of the fact that the Provincial Government provides the overarching framework, including workforce development, recruitment and retention, curriculum, policies, and funding that guide, lead, and support the public school system, ensuring consistency and quality across Alberta. School boards, on the other hand, manage the local implementation of these policies, overseeing day-to-day school operations, staff management, and community engagement. Both entities play essential roles in ensuring that Alberta’s public school system meets the diverse needs of students and provides a high-quality education for all.

Key Differences Between the Provincial Government and School Boards:

<u>Provincial Government</u>	<u>School Boards</u>
Creates and enforces provincial education policies and legislation	Implements policies at the local level
Develops and mandates the curriculum for all public schools	Oversees curriculum implementation and adaptation
Provides the overall funding for public education	Allocates funding locally, managing school budgets
Sets province-wide teacher certification and labour standards	Hires and manages teachers and staff locally
Monitors and ensures accountability for school system performance	Manages day-to-day school operations and community relations



Opinion: Investing in public schools should be Alberta's priority | Edmonton Journal

By working together, we can ensure that Alberta's public schools continue to be a pillar of strength and a catalyst for economic diversification and growth.

Don't hesitate to contact me should you wish to discuss something mentioned in this letter or anything else you might be thinking about with regards to public school education.

For your information and reading enjoyment, we have enclosed our Association's Annual Report for 2023.

Sincerely,

Dennis MacNeil
President

cc: Troy Tait, Executive Director and CEO
PSBAA Board of Directors
Fort McMurray Public Schools
Northland School Division



October 31, 2024

Mr. Martin Long
MLA - West Yellowhead
Legislature Office
513-BLegislature Building
10800 - 97 Avenue NW
Edmonton, AB T5K 2B6

Dear Mr. Long,

Public school education is not just a cornerstone of Alberta's social fabric but also a critical driver of its economic prosperity. As debates around education funding continue, it's important to understand that public schools play a unique and essential role in preparing Alberta's citizens and future workforce—across all sectors, from non-specialized workers to skilled trades and high-level professionals.

The Public School Boards' Association of Alberta (PSBAA) firmly believes that public school education is the foundation of a strong and prosperous Alberta. While public schools offer academic excellence recognized globally, they also provide vital cultural, wellness, skill-based, and alternative programming that prepares students to achieve their best, no matter what path they choose.

Just because a school system is provincially funded, it does not make them a public school.

Through this letter, I want to offer key insights about the distinct responsibilities public schools carry compared to other systems and encourage thoughtful consideration of how education funding impacts Alberta's future.

The Heart of Alberta Communities

Public schools are often the first, and sometimes the only, schools in communities across Alberta. They welcome every student—without exception. While all Alberta schools receive public funding, only public schools are required to accept and accommodate the diverse needs of every student. This open-door mandate creates complexities and challenges other systems—such as charter and private schools—do not face.

For example, public schools must meet the needs of all students, including those with special needs, mental health concerns, or English language deficiencies. These responsibilities come with significant resource demands, and public schools continually operate under tight financial constraints. Despite recent budget announcements, the funding provided for infrastructure does not fully address the growing needs of Alberta's public school system.

Funding Inequities and the Path Forward

Alberta's public schools are experts at stretching limited resources to cover an ever-expanding array of needs, from mental health services to breakfast and lunch programs. However, these demands underscore the urgency for equitable funding that truly reflects the vital role public schools play in building a strong, resilient Alberta. The current funding model does not account for the additional burdens placed on public schools, nor does it consider key societal factors such as immigration, inflation, and increasing student enrollment.



We encourage the government to conduct a comprehensive evaluation of spending across the K-12 ecosystem, taking into account the societal and economic impacts that affect the public school system. This includes addressing the funding gap that continues to challenge the ability of public schools to offer the high-quality, inclusive education that all Alberta students deserve.

Collaboration and Solutions

Public schools are not only dedicated to educating students but also to helping to solve broader societal challenges. By working closely with government and industry, public schools are actively developing solutions to issues such as mental health support and family affordability. Their unique, community-centered perspective allows public schools to serve as effective partners in addressing these complex problems.

As an MLA, it is essential to recognize that public schools are not just part of the education system—they are part of the solution to many of Alberta’s challenges, challenges your constituents face. With a funding model that prioritizes equity and transparency, public schools can continue to support students, families, and communities across the province.

As budget discussions ramp up, I encourage you to meet with your local public school board(s) to hear firsthand about the issues affecting public school education. The decisions made in the Alberta Legislature have a direct impact on students, families, and the future of our economy.

It is incumbent upon you to be cognizant of the fact that the Provincial Government provides the overarching framework, including workforce development, recruitment and retention, curriculum, policies, and funding that guide, lead, and support the public school system, ensuring consistency and quality across Alberta. School boards, on the other hand, manage the local implementation of these policies, overseeing day-to-day school operations, staff management, and community engagement. Both entities play essential roles in ensuring that Alberta’s public school system meets the diverse needs of students and provides a high-quality education for all.

Key Differences Between the Provincial Government and School Boards:

<u>Provincial Government</u>	<u>School Boards</u>
Creates and enforces provincial education policies and legislation	Implements policies at the local level
Develops and mandates the curriculum for all public schools	Oversees curriculum implementation and adaptation
Provides the overall funding for public education	Allocates funding locally, managing school budgets
Sets province-wide teacher certification and labour standards	Hires and manages teachers and staff locally
Monitors and ensures accountability for school system performance	Manages day-to-day school operations and community relations



Opinion: Investing in public schools should be Alberta's priority | Edmonton Journal

By working together, we can ensure that Alberta's public schools continue to be a pillar of strength and a catalyst for economic diversification and growth.

Don't hesitate to contact me should you wish to discuss something mentioned in this letter or anything else you might be thinking about with regards to public school education.

For your information and reading enjoyment, we have enclosed our Association's Annual Report for 2023.

Sincerely,

Dennis MacNeil
President

cc: Troy Tait, Executive Director and CEO
PSBAA Board of Directors
Grande Yellowhead Public School District
Northern Gateway Public Schools
Northland School Division



October 31, 2024

Mr. Scott Sinclair
MLA - Lesser Slave Lake
Legislature Office
6th Floor - 9820 - 107 Street
Edmonton, AB T5K 1E7

Dear Mr. Sinclair,

Public school education is not just a cornerstone of Alberta's social fabric but also a critical driver of its economic prosperity. As debates around education funding continue, it's important to understand that public schools play a unique and essential role in preparing Alberta's citizens and future workforce—across all sectors, from non-specialized workers to skilled trades and high-level professionals.

The Public School Boards' Association of Alberta (PSBAA) firmly believes that public school education is the foundation of a strong and prosperous Alberta. While public schools offer academic excellence recognized globally, they also provide vital cultural, wellness, skill-based, and alternative programming that prepares students to achieve their best, no matter what path they choose.

Just because a school system is provincially funded, it does not make them a public school.

Through this letter, I want to offer key insights about the distinct responsibilities public schools carry compared to other systems and encourage thoughtful consideration of how education funding impacts Alberta's future.

The Heart of Alberta Communities

Public schools are often the first, and sometimes the only, schools in communities across Alberta. They welcome every student—without exception. While all Alberta schools receive public funding, only public schools are required to accept and accommodate the diverse needs of every student. This open-door mandate creates complexities and challenges other systems—such as charter and private schools—do not face.

For example, public schools must meet the needs of all students, including those with special needs, mental health concerns, or English language deficiencies. These responsibilities come with significant resource demands, and public schools continually operate under tight financial constraints. Despite recent budget announcements, the funding provided for infrastructure does not fully address the growing needs of Alberta's public school system.

Funding Inequities and the Path Forward

Alberta's public schools are experts at stretching limited resources to cover an ever-expanding array of needs, from mental health services to breakfast and lunch programs. However, these demands underscore the urgency for equitable funding that truly reflects the vital role public schools play in building a strong, resilient Alberta. The current funding model does not account for the additional burdens placed on public schools, nor does it consider key societal factors such as immigration, inflation, and increasing student enrollment.



We encourage the government to conduct a comprehensive evaluation of spending across the K-12 ecosystem, taking into account the societal and economic impacts that affect the public school system. This includes addressing the funding gap that continues to challenge the ability of public schools to offer the high-quality, inclusive education that all Alberta students deserve.

Collaboration and Solutions

Public schools are not only dedicated to educating students but also to helping to solve broader societal challenges. By working closely with government and industry, public schools are actively developing solutions to issues such as mental health support and family affordability. Their unique, community-centered perspective allows public schools to serve as effective partners in addressing these complex problems.

As an MLA, it is essential to recognize that public schools are not just part of the education system—they are part of the solution to many of Alberta’s challenges, challenges your constituents face. With a funding model that prioritizes equity and transparency, public schools can continue to support students, families, and communities across the province.

As budget discussions ramp up, I encourage you to meet with your local public school board(s) to hear firsthand about the issues affecting public school education. The decisions made in the Alberta Legislature have a direct impact on students, families, and the future of our economy.

It is incumbent upon you to be cognizant of the fact that the Provincial Government provides the overarching framework, including workforce development, recruitment and retention, curriculum, policies, and funding that guide, lead, and support the public school system, ensuring consistency and quality across Alberta. School boards, on the other hand, manage the local implementation of these policies, overseeing day-to-day school operations, staff management, and community engagement. Both entities play essential roles in ensuring that Alberta’s public school system meets the diverse needs of students and provides a high-quality education for all.

Key Differences Between the Provincial Government and School Boards:

Provincial Government

School Boards

Creates and enforces provincial education policies and legislation	Implements policies at the local level
Develops and mandates the curriculum for all public schools	Oversees curriculum implementation and adaptation
Provides the overall funding for public education	Allocates funding locally, managing school budgets
Sets province-wide teacher certification and labour standards	Hires and manages teachers and staff locally
Monitors and ensures accountability for school system performance	Manages day-to-day school operations and community relations



Opinion: Investing in public schools should be Alberta's priority | Edmonton Journal

By working together, we can ensure that Alberta's public schools continue to be a pillar of strength and a catalyst for economic diversification and growth.

Don't hesitate to contact me should you wish to discuss something mentioned in this letter or anything else you might be thinking about with regards to public school education.

For your information and reading enjoyment, we have enclosed our Association's Annual Report for 2023.

Sincerely,

Dennis MacNeil
President

cc: Troy Tait, Executive Director and CEO
PSBAA Board of Directors
High Prairie School District
Northland School Division
Peace River School Division



October 31, 2024

Mr. Scott Cyr
MLA - Bonnyville-Cold Lake-St. Paul
Legislature Office
6th Floor - 9820 - 107 Street
Edmonton, AB T5K 1E7

Dear Mr. Cyr,

Public school education is not just a cornerstone of Alberta's social fabric but also a critical driver of its economic prosperity. As debates around education funding continue, it's important to understand that public schools play a unique and essential role in preparing Alberta's citizens and future workforce—across all sectors, from non-specialized workers to skilled trades and high-level professionals.

The Public School Boards' Association of Alberta (PSBAA) firmly believes that public school education is the foundation of a strong and prosperous Alberta. While public schools offer academic excellence recognized globally, they also provide vital cultural, wellness, skill-based, and alternative programming that prepares students to achieve their best, no matter what path they choose.

Just because a school system is provincially funded, it does not make them a public school.

Through this letter, I want to offer key insights about the distinct responsibilities public schools carry compared to other systems and encourage thoughtful consideration of how education funding impacts Alberta's future.

The Heart of Alberta Communities

Public schools are often the first, and sometimes the only, schools in communities across Alberta. They welcome every student—without exception. While all Alberta schools receive public funding, only public schools are required to accept and accommodate the diverse needs of every student. This open-door mandate creates complexities and challenges other systems—such as charter and private schools—do not face.

For example, public schools must meet the needs of all students, including those with special needs, mental health concerns, or English language deficiencies. These responsibilities come with significant resource demands, and public schools continually operate under tight financial constraints. Despite recent budget announcements, the funding provided for infrastructure does not fully address the growing needs of Alberta's public school system.

Funding Inequities and the Path Forward

Alberta's public schools are experts at stretching limited resources to cover an ever-expanding array of needs, from mental health services to breakfast and lunch programs. However, these demands underscore the urgency for equitable funding that truly reflects the vital role public schools play in building a strong, resilient Alberta. The current funding model does not account for the additional burdens placed on public schools, nor does it consider key societal factors such as immigration, inflation, and increasing student enrollment.



We encourage the government to conduct a comprehensive evaluation of spending across the K-12 ecosystem, taking into account the societal and economic impacts that affect the public school system. This includes addressing the funding gap that continues to challenge the ability of public schools to offer the high-quality, inclusive education that all Alberta students deserve.

Collaboration and Solutions

Public schools are not only dedicated to educating students but also to helping to solve broader societal challenges. By working closely with government and industry, public schools are actively developing solutions to issues such as mental health support and family affordability. Their unique, community-centered perspective allows public schools to serve as effective partners in addressing these complex problems.

As an MLA, it is essential to recognize that public schools are not just part of the education system—they are part of the solution to many of Alberta’s challenges, challenges your constituents face. With a funding model that prioritizes equity and transparency, public schools can continue to support students, families, and communities across the province.

As budget discussions ramp up, I encourage you to meet with your local public school board(s) to hear firsthand about the issues affecting public school education. The decisions made in the Alberta Legislature have a direct impact on students, families, and the future of our economy.

It is incumbent upon you to be cognizant of the fact that the Provincial Government provides the overarching framework, including workforce development, recruitment and retention, curriculum, policies, and funding that guide, lead, and support the public school system, ensuring consistency and quality across Alberta. School boards, on the other hand, manage the local implementation of these policies, overseeing day-to-day school operations, staff management, and community engagement. Both entities play essential roles in ensuring that Alberta’s public school system meets the diverse needs of students and provides a high-quality education for all.

Key Differences Between the Provincial Government and School Boards:

<u>Provincial Government</u>	<u>School Boards</u>
Creates and enforces provincial education policies and legislation	Implements policies at the local level
Develops and mandates the curriculum for all public schools	Oversees curriculum implementation and adaptation
Provides the overall funding for public education	Allocates funding locally, managing school budgets
Sets province-wide teacher certification and labour standards	Hires and manages teachers and staff locally
Monitors and ensures accountability for school system performance	Manages day-to-day school operations and community relations



Opinion: Investing in public schools should be Alberta's priority | Edmonton Journal

By working together, we can ensure that Alberta's public schools continue to be a pillar of strength and a catalyst for economic diversification and growth.

Don't hesitate to contact me should you wish to discuss something mentioned in this letter or anything else you might be thinking about with regards to public school education.

For your information and reading enjoyment, we have enclosed our Association's Annual Report for 2023.

Sincerely,

Dennis MacNeil
President

cc: Troy Tait, Executive Director and CEO
PSBAA Board of Directors
Northern Lights Public Schools
Northland School Division



October 31, 2024

Honourable Dan Williams
MLA - Peace River
Legislature Office
403 Legislature Building
10800 - 97 Avenue NW
Edmonton, AB T5K 2B6

Dear Hon. Williams,

Public school education is not just a cornerstone of Alberta's social fabric but also a critical driver of its economic prosperity. As debates around education funding continue, it's important to understand that public schools play a unique and essential role in preparing Alberta's citizens and future workforce—across all sectors, from non-specialized workers to skilled trades and high-level professionals.

The Public School Boards' Association of Alberta (PSBAA) firmly believes that public school education is the foundation of a strong and prosperous Alberta. While public schools offer academic excellence recognized globally, they also provide vital cultural, wellness, skill-based, and alternative programming that prepares students to achieve their best, no matter what path they choose.

Just because a school system is provincially funded, it does not make them a public school.

Through this letter, I want to offer key insights about the distinct responsibilities public schools carry compared to other systems and encourage thoughtful consideration of how education funding impacts Alberta's future.

The Heart of Alberta Communities

Public schools are often the first, and sometimes the only, schools in communities across Alberta. They welcome every student—without exception. While all Alberta schools receive public funding, only public schools are required to accept and accommodate the diverse needs of every student. This open-door mandate creates complexities and challenges other systems—such as charter and private schools—do not face.

For example, public schools must meet the needs of all students, including those with special needs, mental health concerns, or English language deficiencies. These responsibilities come with significant resource demands, and public schools continually operate under tight financial constraints. Despite recent budget announcements, the funding provided for infrastructure does not fully address the growing needs of Alberta's public school system.

Funding Inequities and the Path Forward

Alberta's public schools are experts at stretching limited resources to cover an ever-expanding array of needs, from mental health services to breakfast and lunch programs. However, these demands underscore the urgency for equitable funding that truly reflects the vital role public schools play in building a strong, resilient Alberta. The current funding model does not account for the additional burdens placed on public schools, nor does it consider key societal factors such as immigration, inflation, and increasing student enrollment.



We encourage the government to conduct a comprehensive evaluation of spending across the K-12 ecosystem, taking into account the societal and economic impacts that affect the public school system. This includes addressing the funding gap that continues to challenge the ability of public schools to offer the high-quality, inclusive education that all Alberta students deserve.

Collaboration and Solutions

Public schools are not only dedicated to educating students but also to helping to solve broader societal challenges. By working closely with government and industry, public schools are actively developing solutions to issues such as mental health support and family affordability. Their unique, community-centered perspective allows public schools to serve as effective partners in addressing these complex problems.

As an MLA, it is essential to recognize that public schools are not just part of the education system—they are part of the solution to many of Alberta’s challenges, challenges your constituents face. With a funding model that prioritizes equity and transparency, public schools can continue to support students, families, and communities across the province.

As budget discussions ramp up, I encourage you to meet with your local public school board(s) to hear firsthand about the issues affecting public school education. The decisions made in the Alberta Legislature have a direct impact on students, families, and the future of our economy.

It is incumbent upon you to be cognizant of the fact that the Provincial Government provides the overarching framework, including workforce development, recruitment and retention, curriculum, policies, and funding that guide, lead, and support the public school system, ensuring consistency and quality across Alberta. School boards, on the other hand, manage the local implementation of these policies, overseeing day-to-day school operations, staff management, and community engagement. Both entities play essential roles in ensuring that Alberta’s public school system meets the diverse needs of students and provides a high-quality education for all.

Key Differences Between the Provincial Government and School Boards:

<u>Provincial Government</u>	<u>School Boards</u>
Creates and enforces provincial education policies and legislation	Implements policies at the local level
Develops and mandates the curriculum for all public schools	Oversees curriculum implementation and adaptation
Provides the overall funding for public education	Allocates funding locally, managing school budgets
Sets province-wide teacher certification and labour standards	Hires and manages teachers and staff locally
Monitors and ensures accountability for school system performance	Manages day-to-day school operations and community relations



Opinion: Investing in public schools should be Alberta's priority | Edmonton Journal

By working together, we can ensure that Alberta's public schools continue to be a pillar of strength and a catalyst for economic diversification and growth.

Don't hesitate to contact me should you wish to discuss something mentioned in this letter or anything else you might be thinking about with regards to public school education.

For your information and reading enjoyment, we have enclosed our Association's Annual Report for 2023.

Sincerely,

Dennis MacNeil
President

cc: Troy Tait, Executive Director and CEO
PSBAA Board of Directors
Northland School Division
Peace River School Division

Superintendent's Highlights

November 22, 2024

PRIORITY 1 - CONNECTIONS SUPPORTING RECONCILIATION

Superintendent's Elder and Knowledge Keeper Advisory Council

As part of our commitment to advancing the priorities in the Education Plan, the Division is forming the Superintendent's Elder and Knowledge Advisory Council.

This council will serve as an essential resource for connecting Northland schools with the communities we serve, helping to weave First Nations and Métis culture, language, and perspectives into the student learning experience. Through this council, Elders and Knowledge Keepers will guide the Division's efforts to support students, staff, and communities on their journey toward truth, reconciliation, and educational success.

Superintendent Johnson and Director of First Nations, Métis, and Inuit Education Debbie Mineault will host a Zoom session on Tuesday, November 19, 2024. This session will introduce Elders and Knowledge Keepers to their roles on the council. Following the Zoom meeting, the first in-person council meeting is planned for Wednesday, December 4, 2024.

Superintendent's Youth Council

Northland School Division is forming the Superintendent's Youth Council as part of our continuing commitment to advancing the Division's Education Plan. This council will give students a voice in their education, strengthen connections with school communities, and provide feedback on programs, student supports, and school activities.

School principals will lead this process, using their insight and understanding of the student body to identify individuals who can effectively share student perspectives and contribute meaningfully to discussions. The goal is to select a diverse group of students who represent various experiences and viewpoints within the school, ensuring broad and balanced input for the council.

The Executive Team will host a Zoom session on Wednesday, November 20, 2024. This session will introduce students to their roles on the council. Following the Zoom meeting, the first in-person council meeting is scheduled for Tuesday, December 3, 2024.

Measuring Education Plan Implementation

We are regularly updating the status of Priority 1 Implementation across the Division. [Click here](#) to view the 2024-2027 Education Plan Action Items list.

PRIORITY 2 - HOLISTIC LEARNING

Divisional Professional Development Days

As outlined in our Education Plan, we are shifting to a Collaborative Response Model (CRM) to increase our ability to respond to student needs at the school level.

On October 24 & 25, 2024, staff across the division participated in professional development in three areas.

Day one consisted of a session on Collaborative Response with Kurtis Hewson and Jigsaw Learning. The session included introductions and group conversations, leading to afternoon planning and working in school groups.

Day two's theme was "A Day of Engagement." Various short CTS/Locally Developed short course sessions offered by staff and community members on fine arts, technology, cultural and traditional art, literacy, wellness, industrial arts and school completion.

We support the local economy by hosting sessions in three of Northland School Division communities by using local caterers, restaurants and hotel accommodations.



CTS Days at Northland

Northland School Division hosted CTS Days from October 16 - 18, 2024, in various locations.

Paddle Prairie School attended a Cultural Camp and Mind Fuel Robotics session. Schools in the Wabasca area (Career Pathways, Mistassiniy and Calling Lake Schools) participated in courses on camping and wildlife, workplace safety, food safety training, cosmetology, fine arts, mechanics, moccasins, first and sports psychology.

Conklin Career Pathways students participated in entrepreneurship and esthetics, and the students at Bill Woodward School had work placement opportunities within their community.



The Student Wellness Framework Committee

As outlined in our Education Plan, we are committed to establishing a division committee to develop a Student Wellness Framework. To start that work, the Student Wellness Framework Committee has met and is establishing priorities for developing student leaders, team spirit, increased feelings of belonging, and involvement in school.

With the assistance of an assigned staff member, students will organise a meeting to choose a monthly fun activity. Having the children choose the activity increases their sense of belonging and satisfaction with school while developing their leadership abilities.

PRIORITY 3 - EXCELLENT PEOPLE SUPPORTING STUDENTS

Teacher Recruitment/Attraction and Retention

We have implemented the following attraction and retention initiatives:

- Housing prices have been adjusted based not on square footage but on location, amenities, and distance to larger centres, resulting in rent adjustments in Janvier, Conklin, Gift Lake, High Prairie, Paddle Prairie, and Chipewyan Lake.
- Empty units will be made available to support staff through a lottery system if necessary, depending on demand.
- We will be providing free lunches to school-based staff. This allows staff to eat with children or as a staff, bonding and forming a feeling of community. I've been assigned additional help with HR, a 0.5 position to support me in the wrap-around for new hires, student wellness, staff wellness, and setting up interviews and reference checks.
- The Staff Wellness Committee has met and plans to address matters such as creating a sense of belonging, increasing knowledge of ASEBP, and offering activities to bring adults together.
- Principal mentorship program to support new administrators.

Housing

The Housing coordinator is now visiting communities, meeting with tenants and identifying areas of improvement, modernization and the outside regions to clean up.

Developing Leadership

Principals will be given the opportunity to participate in "Fierce Conversations," designed to develop leadership capabilities through effective communication.

The objective of Fierce Conversations is to help leaders shape conversations that are clear and effective, resulting in positive change. This is accomplished through clear and effective everyday conversations. Fierce conversations allow leaders to:

- Overcome barriers to meaningful communication
- Expand and enrich conversations with colleagues, friends, and family
- Increase clarity and improve understanding
- Handle strong emotions on both sides of the table

Staff Appreciation Letters

September Staff Acknowledgement

1. Stephen Marsh- Principal Calling Lake School
2. Lisa Thompson - Principal Career Pathways School
3. Bernard Woodfine -Principal Conklin School
4. Catrina Woodcock-Parent- Success Coach - BillWoodward
5. Katrina Jaycox - EA Bill Woodward
6. April Lorensen - EA - J.F. Dion School
7. Pam Tremblay - EA - Conklin School
8. Madison Snooks - Teacher - Anzac School
9. Sarai Lara - EA - Anzac School

PRIORITY 4 - RESPONSIBLE RESOURCING

Dual Credit Funding

In May 2024, the Northland School Division applied for the Alberta Education Dual Credit Start-Up Grant. Funding was awarded in September 2024 and received in October 2024. This funding will assist with the Educational Assistant dual credit course, scheduled to start in Semester 2 of the 2024-2025 school year. In the first semester, students will participate in the course's theory portion and the practicum.

News Articles Featuring the Northland School Division

- Lakeside Leader, October 16, 2024 Edition
- The Fever, October 17, 2024 Edition
- Northland School Division Statement on the passing of Honourable Murray Sinclair

Northland focused on making Indigenous language teaching local

Pearl Lorentzen
Local Journalism Initiative
Reporter

A northern Alberta school division is localizing its Indigenous language and culture teaching.

Seasoned language instructors have taught Indigenous languages for years in Northland schools.

Northland School Division's website says 95 per cent of its students are Indigenous. It has schools in northern Alberta municipalities, First Nations, and Métis Settlements. Its 18 schools are spread over 288,347 square kilometres of northern Alberta and serve 1,700 students.

Debbie Mineault is Northland's director of First Nations, Metis and Inuit education. She is from Saskatchewan and a speaker of that variety of Woodland Cree, which is similar to the Woodland Cree spoken in Alberta.

"We're moving ahead with reconciliation," says Mineault.

After community engagement last year, Northland identified 'connections supporting reconciliation' as its number one education priority.

"We heard very clearly from the community that connections to the land and language are critical," says Mineault.

Northland has "a strong desire to localize" this process, says Mineault. Each community has elders and knowledge keepers, who know the local dialect and the local traditional practices.

Northland schools range from the Rocky Mountains to the boreal forest and include Cree, Dene, and Métis com-

munities.

The communities and schools are working together on culture, language, and land-based learning.

"They're reclaiming and preserving their language and cultural practices ...," says Mineault. "They want to have the renewal of language and culture in the classroom and the connection with the land."

This is "a healing journey," she says.

It is about the legacy of the Indian Residential School system, she adds, which included the loss of language and culture.

The Truth and Reconciliation Commission of Canada (TRC) spoke with survivors of the Indian residential school system, which included the forcible removal of children from their families and the suppression of Indigenous cultures and languages. In 2015, the TRC's final report had 94 calls to action. The records are now housed by the National Centre for Truth and Reconciliation (NCTR).

Northland is putting these actions into practice, says Mineault, including healing communities and addressing inter-generational harm done by the Indian residential school system.

Many of the students parents don't speak the Indigenous language of their community, says Mineault.

In the summer in Wabasca, Northland held a parent and child Cree language workshop.

"It was a really good day," says Mineault.

Northland is working with the communities to bring "back some of the social fabric," says Mineault.

Cree and Michif

"The spirit of the language is what we want to keep," says Mineault.

Cree is an Algonquian language with various dialects. The Northland schools are in Woodland Cree communities.

The majority of the Northland communities are Cree-speaking, including all but one First Nation and the six Métis settlements. Cree is taught in all but one Northland school.

Alberta Education has Cree curriculum for Kindergarten to Grade 12, which Northlands uses as a guide.

"Northland is very fortunate to have six of the eight Métis settlements," says Mineault.

Northland is working to "distinguish Michif (as the various Métis languages are called) from Métis speaking Cree."

One example she gives is 'my mother' in Michif and Cree. Michif is *nima mama* ('me' in Cree, 'mother' in French). Cree is *nigawe* (my mother).

Rupertsland Institute has resources that the schools use for Michif.

"We have sort of a road map," says Mineault, "but we're localizing it even further."

Dene

Janvier is a hamlet in the Regional Municipality of Wood Buffalo south of Fort McMurray. This community is Dene.

Dene is a Denesoline language, says *The Canadian Encyclopedia*. This language family spreads from Alaska and the Canadian territories to the southwestern United States. The ones in the southwest are the Apache and Navajo.

"We're still designing and developing Dene," says Mineault.



One of the Cree language learning guides in the hallway of St. Theresa School, in Wabasca, last school year. This Kindergarten to Grade 6 school is Northland's second largest school, with 261 students.

This is being taught in in Janvier, but there isn't a formal curriculum.

The Dene teacher borrows some resources from Saskatchewan, says Mineault. "We want our own here in Alberta."

In the development process, Northland is working with the Tsuut'ina Nation by Cold Lake.

"There's some subtle difference," says Mineault, between the language spoken there and in Janvier.

Land-based learning

The communities are vibrant, says Mineault, including traditional economies based on the interaction between people and the land by hunting, gathering, fishing, and trapping. The schools aim to have the students learn about these activities.

"We're connected to our back yard where we have the land and relationship," she adds.

The elders and knowledge keepers also teach traditional songs, stories, and ways of knowing.

"There is a relationship with sacredness," says Mineault.

Some of the Indigenous language learning is done through land-based learning which teaches traditional skills and ways of knowing. This is also connected with the oral tradition which is how knowledge was passed down for generations.

"It's all about

hands-on learning," says Mineault.

Each community is different, says Mineault. That local knowledge and language help the students reinforce their identity.

"This is how they find their voice," she adds, "because they're confident they know their history."

Miyowichitowin

In the interview, Mineault mentioned several Cree words, which speak to the Indigenous philosophy behind Northland's language and other cultural work.

Wahkotowin has to do with people's relationship with the land, with other people, with plants, and animals, says Mineault.

The understanding of this relationship was lost in Indian residential schools, says Mineault. Northland is seeking to bring this back as an act of reconciliation.

Another concept that underlies Northland's work is *miyowichitowin*.

"We are committed to work together," says Mineault, explaining this Cree concept. "Good relations. We're all related ... We're on the healing journey that this is going to be the practice for all."

Core curriculum

Northland is also working to "infuse" the core curriculum with land-based learning and Indigenous culture, says Mineault.

In August, the division

held two training sessions. One was to train math and science teachers in the new curriculum. The other was for new teachers to the division. Both included land-based learning and learning about Indigenous culture.

These included a nature walk to learn about people's connections with the local plants and drying meat.

These "realistic connections, this is what makes curriculum vibrant for students," says Mineault.

288,347 km2

Northland is responsible for northern Alberta schools which are not part of the other public, Catholic, or First Nation-led divisions.

Northland schools are spread over a large part of northern Alberta.

The furthest northwestern school is in Paddle Prairie Métis Settlement south of Cold Lake. The school division also runs an online school. The central cluster of eight schools fall within the region covered by the *Lakeside Leader* and *South Peace News*. From northeast to southwest these schools range from Chipewyan Lake to East Prairie Métis Settlement. This is 400 km by road.



St. Theresa School in Wabasca in the winter.

The

FEVER

Volume 25, Issue 39

Thursday, October 17, 2024

Organizational Meeting: Board Chair, Vice-Chair election results



Tanya Fayant, Board Chair



Robin Guild, Vice Chair

We are pleased to announce that Tanya Fayant has been elected as the new Board Chair for Northland School Division (NSD)! Tanya previously served as Vice-Chair and is looking forward to taking on this leadership role.

NSD is also excited to share that Robin Guild will now serve as Vice-Chair. Robin, who has been with the Board of Trustees since 2017 and previously served as Board Chair, brings a wealth of leadership experience to the role.

For more information about Tanya and Robin, visit our website <https://www.nsd61.ca/governance/board-of-trustees-2>.

The election for Board Chair and Vice Chair took place during the Organizational Meeting on September 28, 2024.

More Northland School Division news inside this issue of TheFever

Driver dies in crash with semi-trailer unit

Shortly after 9:20 p.m. Thanksgiving Monday, a Chev Surburban towing a flat deck trailer entered a Highway 2 eastbound lane while a loaded semi-truck hauling a loaded trailer was oncoming.

Slave Lake RCMP said the collision occurred near Township Road 710A.

The driver and sole occupant of the Surburban was declared deceased at the scene of the head-on collision.

The highway was closed many hours into Tuesday morning as the fatality was investigated.



Oilers disappoint fans with three losses to start regular season



Above are some of the results of the Fever Family Pumpkin Carving Contest held on Thanksgiving Weekend. The two on the left led to the judges' ruling for a two-way tie, beating out a goofy bat, alligator and vampire wearing a bow tie.

families at home or at public carving contests to submit a photo of family members posing with their pumpkin(s). For each published photo, the Fever will pay the family \$30 cash and make a \$25 donation in the family's name to each of the Wabasca and Calling Lake food banks.

Details of how to submit photos inside Focus supplement

With pumpkin carving a favorite October activity, TheFever challenges



In This Issue

Petition calls for end of all Indigenous water advisories

Front Page of Focus

Sextortions scams reported to RCMP hard to prosecute

See Fever Page 3



Ashley Guild in a traditional Indigenous-designed dress. The final part of her story of being an activist can be found on Fever Page 4.

While on the topic of pumpkin photos, this anonymous photo from Facebook demonstrates what happens if pumpkins are not carved up. The posting said this was taken of a giant pumpkin invading a neighbouring back yard.



Vice Chair Guild steps in to represent Mistassiniy School and Career Pathways School during Ward 6 Vacancy

During the Board meeting, Trustee Rude shared that a parent asked who would represent Mistassiniy School since the Ward 6 seat is vacant. After talking it over, Vice Chair Robin Guild volunteered to represent Mistassiniy School and Career Pathways School for the 2024-2025 school year. This helps make sure students and families still have a trustee supporting them while the seat is open.

Presentation of Third Tri-Annual Report

Media Relations Manager Curtis Walty presented the third and final Tri-Annual Report for the 2023-2024 school year on behalf of Superintendent of Schools/CEO Cal Johnson. The report highlights key achievements, including celebrating 66 Northland graduates from various schools, the implementation of the Collaborative Response Model to enhance student success, and launch of a common timetable across schools to provide more learning opportunities. Additionally, Northland responded to community feedback by hiring new staff, including Educational Assistants, Learning Coach for Physical Literacy and Athletics, and new team members to support First Nations, Métis, and Inuit Education.




BIGSTONE MEDICAL CLINIC - WABASCA



Clinic schedule for **October 2024** is now open!

Call to book your medical appointment!

 780-891-3839



Dr. Tarig Suliman



Dr. Sirajaldin Abdulla



Bigstone Medical Clinic - Wabasca
PO Box 690, Suite 9 911 Stony Point Road,
Wabasca, Alberta T0G 2K0
780-891-3839

Board Meeting Highlights

September 28, 2024



**Northland
SCHOOL DIVISION**

Board congratulates Owen Gladue on selection to Minister's Youth Council



Left to right: Cheryl Page, Executive Assistant, Scott Meunier, Deputy Superintendent, Aimee McCamon, Ward 9 Trustee, Cal Johnson, Superintendent of Schools/CEO, Lisa Thompson, Career Pathways School Principal, Tanya Fayant, Board Chair, Owen Gladue, Career Pathways School student, Robin Guild, Vice Chair, Bonnie Lamouche, Ward 3 Trustee, Lorraine McGillivray, Ward 1 Trustee, Krista Veitch, Associate Superintendent of Human Resources, Douglas Aird, Acting Secretary Treasurer, Wally Rude, Ward 8 Trustee

On September 28th, Owen Gladue attended the Northland School Division Board Meeting, where the Board and Administration took the opportunity to personally congratulate him on being selected for the Minister's Youth Council for the 2024-2025 school year. Owen, a Grade 12 student from Career Pathways School, shared his journey to applying for the council and what inspired him to take on this leadership role. During the meeting, Owen explained that when he first learned about the Minister's

Youth Council, he noticed a lack of representation from rural and Indigenous communities. This motivated him to apply, as he felt it was important to provide that perspective. Owen emphasized the need for more Indigenous voices in education and expressed his desire to advocate for better support for Northland students.

Superintendent Cal Johnson also took the time to speak with Owen about Northland's Education Plan, particularly Priority 1 - Connections Supporting Reconciliation, which includes establishing a Superintendent's Youth Council to gather student input on school and system actions. Owen expressed interest in being part of this council as well, showing his commitment to contributing to positive changes in education.

The Board and Administration were proud to celebrate Owen's achievement and wished him continued success in his role on the Minister's Youth Council.

Deputy Superintendent presents updates on curriculum and leadership development

During the September 28, 2024 Board meeting, Deputy Superintendent Scott Meunier presented key updates from the Associate Superintendent's Report. Highlights included the New Curriculum Workshop held in August, where Northland teachers



explored the integration of Indigenous knowledge into the new Grade 4-6 Science programs. Teachers visited Lubicon Lake to work with Elders and Knowledge Keepers, focusing on land-based learning.

Mr. Meunier also discussed the New Teacher and Principal Orientations, emphasizing the theme of "A Place to Connect." These sessions encouraged educators to build relationships within schools and communities, with new principals learning about reconciliation and the impact of residential schools.

The final update covered the All School-Based Leaders Orientation, which included discussions on the 2024-2027 Education Plan, literacy and numeracy excellence, financial management, and strategies for student re-engagement.

Visit <https://www.nsd61.ca/governance/board-meetings> to view upcoming Regular Board Meeting dates and Board-related documents.

Note: These writings do not constitute the official record of the Northland School Division. They are however, provided as general information relating to the action taken at board meetings. For further information, please call 780-624-2060 or 1-800-362-1360.

Call for Alberta to join Pharmacare

Commentary by Friends of Medicare

Late last week, the Senate passed Bill C-64: An Act Respecting Pharmacare, without amendments.

This is a major step forward for drug coverage in Canada, laying the groundwork for what would be the most significant expansion to our public health care system since the creation of national Medicare over 60 years ago.

The legislation sets up a framework for universal, single-payer, first-dollar drug coverage for all Canadians, beginning with coverage of contraceptives and diabetes medication and equipment.

"The Senate passing a national Pharmacare Act is a big deal! This victory could only have been achieved with the hard work of so many Canadians and Albertans who have never stopped fighting for universal Pharmacare," said Chris Gallaway, executive director of Friends of Medicare.

"It's thanks in large part to the tens of thousands of Albertans who signed Friends of Medicare's postcards and letters, sent emails to their MPs and Senators, lobbied, rallied, attended townhalls, and so much more."

The next step is the federal government negotiating with provincial governments to get the program in place. Unfortunately, the Alberta government has previously stated they intend to opt out of any national Pharmacare program. This decision was made even before any details of the program or legislation had been publicly announced.



Wabasca A.A. Group

meets at No Limits Boxing Club
Tuesdays, 7:00 p.m.

Narcotics Anonymous

Fridays, 7:00 p.m.
No Limits Boxing Club, Wabasca

Coffee Served • Recoveries Shared

Further Information: 780-773-3330

891-3334

• Eat in
• Take Out
• Serving All Day Breakfast

**WABASCA
Steak & Pizza**

10:00 a.m. to 10:00 p.m. • 7 days a week



Stickers

ANY SHAPE
ANY QUANTITY

Whether you need one or one thousand, we can design and print decals in any shape, for any application.

REQUEST A QUOTE TODAY
1-800-315-7826
scopepub2@icloud.com

Tips on submitting photos to publish in TheFever

For printing quality, photos must be submitted either as high resolution jpegs (180 to 300 is fine) or if taken at low resolution such as 72 but be formatted to poster size or large. If sending from cell phone, do not reduce the size if the camera asks you - send as original or large - do not reduce it or send it as small or medium.

Remember to get as close as possible to what you want in the photo - fill the camera's screen with you subject(s), not a useless big background.

Remember to send details and when naming people do so left to right and provide correct spellings. Photos can be messaged to 780-554-7280 or by e-mail to wabascafever@shaw.ca. Always provide just a jpeg - do not put it into document. Always give a phone number where you can be reached.



Key updates Superintendent's Highlights

Superintendent of Schools/CEO Cal Johnson shared several key updates during the Board meeting as part of his highlights. He spoke about the successful Grand Opening of the new Mistassiniy School on September 27th, which was a significant milestone for the community and the division.

He also listed his attendance at the Athabasca Tribal Council Cultural Festival in September, where he had the opportunity to participate in cultural activities and engage with community members and education partners.

Another highlight was the recognition of Lorraine Ridsdale, a teacher from Paddle Prairie School, who was featured in the Spring 2024 edition of the Alberta Teachers' Association (ATA) Magazine. Lorraine, who began her career as a school secretary and later became a teacher, was honoured by the Métis Settlements General Council for her outstanding contributions to education and her community.

Fall, Foliage and Fun!

How do you like our hot air balloon?
Hey, you can't expect me - we Plink - to climb away mountain peak!

Go Team!

1. tackle - H
2. pass - G
3. touchdown - A
4. fumble - C
5. huddle - F
6. kick off - E
7. turf field - D
8. football - B

Shopping at the Farmers' Market

Into Autumn

We really fall for autumn.

Arminis LLC © 2024

Rubber Stamps & accessories



Self-Inking or regular with Ink Pad
Also engraved desk and door signs available

Order @ TheFever:
wabascafever@shaw.ca 1-800-315-7826

NOW HIRING



▶ Flexible Working Environment!
▶ Excellent Benefits Package!
▶ Will cover your training costs!

SCHOOL BUS DRIVER

APPLY TO:
Susanne Jones - Transportation Manager
transportation@nsd61.ca
or call
1-800-362-1360 ext. 6172



Northland SCHOOL DIVISION

Statement from Northland School Division on the passing of Honourable Murray Sinclair

It is with respect and sadness that Northland School Division acknowledges the passing of the Honourable Murray Sinclair, a leader who dedicated his life to truth, justice, and reconciliation. As Chair of the Truth and Reconciliation Commission (TRC), he brought forward the stories of Indigenous children in residential schools and created the 94 Calls to Action to guide Canada toward healing and change.

With over 90 percent of Northland students being First Nations and Métis, we know how much Honourable Sinclair's work means to the communities we serve, which are located on Métis Settlements and near First Nation reserves. His dedication to advocating for Indigenous rights and building understanding has left a lasting impact on Canada.

Northland School Division's Education Plan, guided by the voices of the communities we serve and the TRC Calls to Action, focuses on building relationships between Indigenous and non-Indigenous staff that support reconciliation and holistic learning.

As we honour the legacy of the Honourable Murray Sinclair, Northland will develop and facilitate instructional changes through professional learning to teach about the impact of history, residential schools, treaties, and self-governance. Activities for teachers and students will include strategies like personal reflection, sharing circles, group discussions, and research to ensure Indigenous perspectives and experiences are included and respected.

The Board and Administration of Northland School Division send sincere condolences to Honourable Sinclair's family, friends, and all who were inspired by his vision for a better future. May his memory continue to guide us in building a more fair and respectful society.



Occupational Health & Safety Report

November 22, 2024

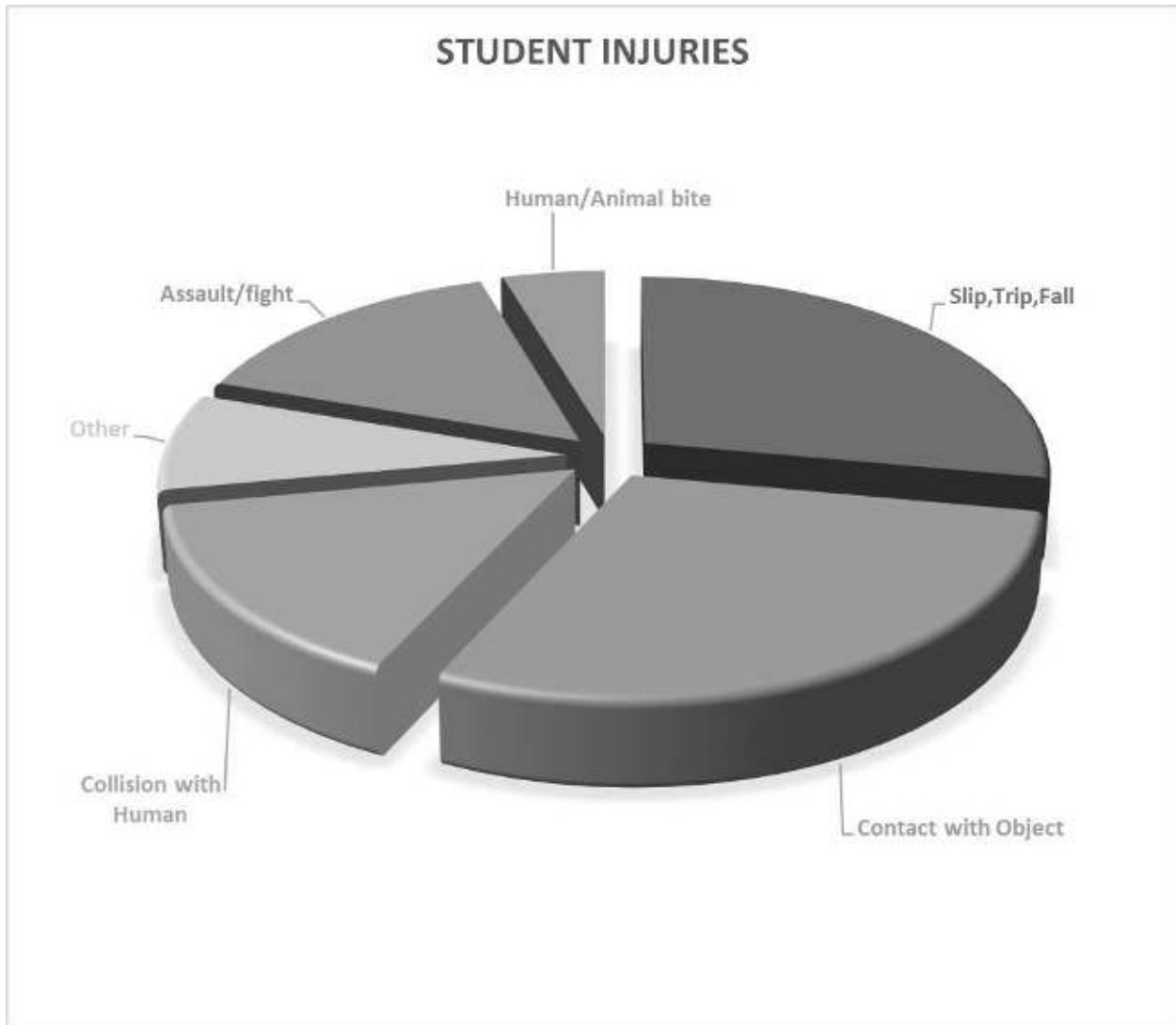
Teacher/Sub Teacher/ Employee Incidents: 3 injuries, no WCB Reporting.



Occupational Health & Safety Report

November 22, 2024

Students: 86 student Injuries October 9, 2024 - November 8, 2024



Occupational Health & Safety Report

November 22, 2024

