

February 23, 2017 Board Meeting Attachments

Agenda Item	Motion No.
1. FIRST NATION, METIS & INUIT LAND BASED LEARNING REPORT	24266/17
2. 2016-2017 NORTHLAND SCHOOL YEAR CALENDAR	24269/17
3. EDUCATION QUARTERLY REPORT	24271/17
4. FIRST QUARTER FINANCE REPORT	24272/17
5. POLICY 14 – HEARINGS ON TEACHER MATTERS (2ND READING)	24274/17
6. POLICY 15 – SCHOOL CLOSURE (2ND READING)	24275/17
7. POLICY 18 – ALTERNATIVE PROGRAMS (1 st READING)	24276/17
8. POLICY 8 – BOARD COMMITTEES	24277/17
9. POLICY 9 – BOARD REPRESENTATIVES	24278/17
10. POLICY 10 – POLICY MAKING	24279/17
11. PROCEDURE 320 (306) ALTERNATE ATTENDANCE PLACEMENTS (TABLED)	24280/17
12. SUPERINTENDENT’S REPORT	24284/17
13. OFFICIAL TRUSTEE’S REPORT	24285/17
14. COMMITTEE REPORTS – WABASCA MODERNIZATION UPDATE (DRAFT REPORT)	24286/17

BOARD OF TRUSTEES

**TO: LOIS BYERS
TRUSTEE OF THE BOARD**

DATE: FEBRUARY 23, 2017

**PRESENTED BY: LORRAINE CARDINAL-ROY, DIRECTOR OF FIRST NATION, METIS
& INUIT LEARNER SUCCESS**

SUBJECT: FIRST NATION, METIS & INUIT LAND BASED LEARNING REPORT

RECOMMENDATION
That the Board of Trustees receive as information the First Nation, Metis & Inuit Land Based Learning Report as presented.

CURRENT SITUATION: At the November 24, 2016 Corporate Board meeting, Lois Byers, Official Trustee directed administration to provide a First Nation, Metis & Inuit Land Based Learning Report.

FIRST NATION AND MÉTIS EDUCATION

DIRECTOR'S REPORT

INTRODUCTION

In 2016, a number activities were implemented which were all directed at Northland School Division's commitment to eliminate the achievement gap that continues to exist between Indigenous and non- Indigenous learners. Core objectives are aimed at building capacity and strengthening language and culture in the region. Strategies include advancement of land based learning and culture camps use and quality; working with Elders and cultural consultants to build the capacity of schools and to support their communities.

Central to these strategies is the Building Collaboration and Capacity in Education (BCCE) Grant Program for First Nations which is a one-time conditional grant funding opportunity for three year projects.

The purpose of this report is to summarize the activities that occurred in support of this program and other strategies.

BUILDING COLLABORATION AND CAPACITY IN EDUCATION (BCCE)

The purpose of the BCCE Grant Program for First Nations is to increase opportunities for First Nations students so they receive coordinated education programs and services that are responsive to their needs. This is achieved by enhancing collaboration, coordination and capacity among education stakeholders.

The three partnerships with BCCE Grants are:

NSD &KTC	\$422,860.00
NSD & BIGSTONE CREE FN	\$485,700.00
NSD & ATC FN	\$392,880

THE NORTHLAND AND KEETAS KEE NOW PARTNERSHIP GRANT

There is an agreement between Kee Tas Kee Now (KTC) and Northland School Division (NSD) for the 2015 to the 2018 fiscal years. This grant is a partnership between KTC and NSD where they agree to continue to work together to meet the educational needs of First Nations students in the Treaty 8 region. To date the following are initiatives that have been implemented and are ongoing.

Language Teacher Professional Development

In September 2016, Indigenous Language Workshops were held in Slave Lake with KTC and NSD Indigenous language instructors and teachers attending. A number of teachers from other schools districts also attended. A majority of those who participated gave feedback that they wanted more knowledge on how to apply Provincial Program of Studies, teaching techniques, long range planning and lesson planning.

On the basis of findings it was concluded that there was a need to hold a series of Professional Development Cree/Dene workshops in partnership with the Kee-Tas-Kee-Now Tribal Council. This was for all Northland Language teachers/instructors.

The first workshop consisted of:

- Indigenous ways of knowing
- unpacking the curriculum, making it meaningful to the local context
- truly engaging elders and community in the learning
- connecting with parents—conversations—confidence using local knowledge and stories
- connecting land-based learning activities with language and culture

The second workshop consisted of instructing teachers on

- How to unpack the Provincial Program of Studies,
- Applications, Language Competence, Community Membership and Strategies
- Organizing their Implementation Guides to align with the Program of Studies.

The third workshop continued the reorganization of their Implementation Guides, training in Language Teaching Techniques and the development of Assessment and Evaluation tools.

The fourth workshop will occur on February 27 to March 3, 2017, a Cree language immersion workshop at Marten Lakes Wilderness Camp is planned. All activities will be conducted in the Cree language with the intention for participants “to hear, to listen, to sing and to speak in Cree only”. Presenters will include Elders, Knowledge Keepers and other cultural consultants. From these activities Cree teachers and instructors will have access to local resources and be inspired to find innovative ways to infuse culture in the curriculum. They will also have more information to develop their lesson plans and recognize regional dialect differences because children imitate what they hear at home and in the community. A Dene immersion camp will be planned at a later date.

KTC and NSD Land Based Learning/Cultural Camps

This project is intended to strengthen land based learning and cultural camps to increase teachers’ understanding of cultural protocols in communities and raise both teacher and student engagement through participation. Teacher-student engagement is expected to improve student attendance in the classroom.

To date there have been four cultural camps held at Marten Lakes Wilderness Camp. In the beginning there were a number of obstacles that needed to be overcome such as: some schools did not participate; some parents questioned the purpose of the camp; and some principals found it difficult to find substitutes. Also, some of the activities and milestones were not achieved due to time constraints. Efforts made to remedy these problems were successful. For example, the last two cultural camps have been well attended and more teachers are involved in developing a land based curriculum.

Sports League

With regards to the sports league there have been teams established in each school for various sports. Each school is currently selecting their team logos and preparing to begin intercollegiate competitions. The Coordinator of the Sports League is also involved in the cultural camps which brings the benefit of coordination experience, cultural awareness and familiarity with the students to the sports league program. Outcomes for sports league is to provide teamwork experience, leadership opportunities, health benefits, socialization and transitions for students that is earned when they participate in intercollegiate sports leagues.

NORTHLAND AND BIGSTONE CREE NATION PARTNERSHIP GRANT

Northland School Division and Bigstone Cree Nation sought grant funding to enable the parties to work collaboratively in developing an Education Service Agreement that will support culturally responsive learning opportunities for Bigstone students who attend provincial schools operated by NSD and for NSD students who attend school on reserve. By working collaboratively they work together to identify initiatives that will improve education for the students that both NSD and Bigstone Cree Nation serve. The NSD and Bigstone Cree Nation goal is to increase the number of students who successfully graduate from high school and ensure they are prepared to transition to postsecondary or work (as their career plans dictate).

Under this partnership agreement was the hiring of a Grad Coach. The role of the Grad Coach is to develop relationships with high school students to advocate, support and guide them on their academic and cultural career path. This will be achieved by fostering parent engagement, promoting school engagement, ensuring access to comfortable study space, tutors, computer stations and cultural activities, helping students plan their career path and assisting those adapting to changing environments. Other roles include providing insight into traditional teachings and aiding in the development of leadership skills.

The Calling Lake Locally Enriched Academic Program (LEAP) purpose is to review Provincial Program of Study for all grades, to identify, develop and integrate locally enriched academic program to meet the learners' needs.

The primary outcomes for this project are:

- School experiences and programs that reflect the traditional values and goals of the Calling Lake Community.
- School experiences programs and curricula that directly contribute to the development of a good person capable of living a good life: Miyopimatsowin.
- Community-based resources for a program and curricular that are reflective of the histories and traditions of the students and people of Calling Lake community. Community and student wholistic sense of well-being based on a shared common knowledge of histories, languages, cultures, traditions, knowledge and teachings relating to life and natural living systems, environments, special locations, etc.
- Formal acknowledgement in practice that teaching and learning is key to life, applies to everyone and is demonstrated through reasonable and relevant measure of academic achievement.

NORTHLAND AND ATHABASCA TRIBAL COUNCIL PARTNERSHIP GRANT

Athabasca Tribal Council (ATC) and Northland School Division (NSD) have worked together for a number of years in the support of students. The purpose of the current grant proposal is to extend and deepen the work through the establishment of a formal partnership focused on improving learning for the students. Collaboration will result in an education that meets the aspirations of all of the partners and their communities.

NSD currently provides educational services to ATC First Nations schools from:

- Athabasca Chipewyan FN
- Fort McKay FN
- Fort McMurray FN #468
- Chipewyan Prairie FN
- Mikisew Cree FN

The ATC First Nations students attend the following five schools operated by NSD:

- Athabasca Delta Community School (Fort Chipewyan)
- Fort McKay School (Fort McKay)
- Anzac Community School (Anzac)
- Bill Woodward School (Anzac)
- Father R. Perin School (Janvier)

The five First Nations are members of the ATC and the Chiefs have agreed to collaborate in order to build their capacity to advocate on behalf of their students. The First Nations members of ATC have articulated a vision for First Nations education where:

“First Nations students are achieving or exceeding the full education outcomes and successes of all other students in Alberta. They wish to accomplish this through a meaningful engagement process that brings in the First Nations Way of Knowing, to ensure the success of First Nations students both in academics and in their identity by fostering confidence, pride and honor for themselves as human beings”.

On March 8 -10, NSD and ATC will meet in Fort McMurray to identify a terms of reference that will form the basis of how the group will work together.

OTHER

ASSISTING AND CONSULTING

- Provide assistance with protocols to Official Trustee and Superintendent.
- Provide input regarding developing and implementing operating policies and procedures.
- Providing support and assistance to The Walking Together Consultants (ATA)

PROTOCOL GUIDE

Developed a protocol guide that would be designed to help others when they are working with Indigenous peoples in NSD. A draft protocol document has been prepared for input.

CONSENT FORM

Developed a Rights Holders Agreement to be used when conducting interviews or doing community research. This consent form provides an opportunity for community members, Elders and/or consultants to better understand how the information and guidance they provide will be used.

SCHOOL VISITATIONS

Twenty-two schools of NSD were visited and a language needs assessment was done in order to ensure that the Program of studies was being taught. In the assessment it was noted that the Program of Studies is not well understood in most schools. In some cases the Program of Studies is not being used at all. Among the language teachers/instructors were enthusiastic about their program and requested more training in how to apply the Program of Studies to their daily teaching plans.

THE WALKING TOGETHER CONSULTANTA FROM THE ALBERTA TEACHERS ASSOCIATION (ATA)

In June 2016, Alberta Education, the Alberta Teachers' Association, the National Centre for Truth and Reconciliation and four other education stakeholders organizations in Alberta

signed the Joint Commitment to Action to ensure that all students about the histories, cultures and worldviews of First Nations, Metis and Inuit peoples. The Alberta Teachers' Association has begun to fulfill its commitment by establishing the Walking Together: Education for Reconciliation Professional Learning Project.

Six of the ATA Walking Together Consultants come from across Alberta, all of whom are experienced classroom teachers with strong knowledge and expertise in Indigenous education. The consultants will lead the way toward ensuring that teachers are ready to meet the foundational knowledge of First Nations, Metis and Inuit as outlined in Alberta Education's new draft Teaching Quality Standards.

Terry Lynn Cook (Metis & Treaty 8) and Julia McDougall (Treaty 8) are the two consultants that will provide support to NSD. No specific project to date.

NEW TEACHERS' QUALITY STANDARDS

The Walking Together Consultants from the Alberta Teachers Association are to support all certified teachers in Alberta (approximately 42000) to gain confidence and competence on the new Teacher Quality Standards (TQS) and Leadership Quality Standards (LQS). The Canadian Teachers Federation (CTF) conducted a survey in 2015 and found that only 13% of those surveyed expressed competency in teaching First Nation, Metis and Inuit foundational knowledge. Alberta did not participate in the CTF survey. The Walking Together Consultants from the Alberta Teachers Association are conducting the needs assessment to find out what is needed by the Alberta teachers. The needs assessment will be based on the draft TQS and draft foundational knowledge.

Due to a short time line, on February 2, 2017, A Needs Assessment was conducted at St Theresa School. Seventeen teachers, vice principal and principal participated and provided input. The input will be tallied and shared at the provincial level.

THE KAIROS BLANKET CEREMONY

The Aboriginal Rights Coalition worked with Indigenous elders and teachers to develop the Blanket Exercise. It is a participatory workshop in which educators will experience over 500 years of history by taking on the roles of Indigenous peoples in Canada. Standing on blankets that represent the land, they will walk through time and explore the impacts of colonization, treaty-making, and modern legislation. The Blanket Exercise is concluded by a facilitated debriefing in which participants have the opportunity to discuss the experience as a group. By engaging participants on an emotional and intellectual level, this workshop is a powerful tool for increasing empathy and understanding.

The Kairos Blanket Ceremony had references to Eastern Indigenous experiences, this was reviewed, revised and adapted to align with First Nations and Metis communities in the NSD region. It will be made available if a consultant or teacher wants to use it as an interactive way of learning the First Nation and Metis history. It is called, KAIROS BLANKET Exercise: ATA Treaty 8 and Metis Adaptation NSD #61. It will be made available on the Kairos and NSD website.

On October 2016, NSD Administrators participation in the Kairos Blanket exercise, facilitated by Walking Together ATA consultants.

An Associate Superintendent and his colleagues from another school jurisdictions commented on the adapted version of the blanket exercise will align to the needs of the First Nations and Metis students they serve in the Treaty 8 territory.

SUMMARY OF CHALLENGES AND ACHIEVEMENTS

CHALLENGES

- Attaining all the schools participation in land based learning and culture camps
- Parents questioning the purpose of land based learning and culture camps
- Finding substitutes for language teachers or principals attending camps
- Language teachers/instructors are not encouraged to attend land based camps.
- Scheduling for language instruction/Timetables

ACHIEVEMENTS

- Efforts to remedy land based learning and culture camp attendance were successful. Attendance improved for third and fourth camp.
- Teachers have become more active in coordinating land based learning in the curriculum.
- In response to feedback from language teachers a series of Indigenous Language Workshops has been created.
- A language needs assessment was conducted at twenty-two NSD schools and a need for greater understanding of the Program of Studies was identified. Language workshop were provided.
- Eighteen schools are engaged in land based learning either going to a camp, trap line or within their school grounds.
- The remaining six schools are in the planning stages.



PROTOCOLS WHEN WORKING WITH INDIGENOUS PEOPLE IN NORTHLANDS SCHOOL DIVISION

One of the best ways of showing respect to Indigenous people is by following their traditional protocols. This guide is intended to help people achieve successful communication during consultations, meetings, research and negotiations with First Nations and Métis people in Northlands School Division No. 61.

BEFORE ATTENDING MEETINGS OR EXTENDING INVITATIONS

Do your research until you are comfortable understanding the areas' history, regional tribal affiliations, (Cree, Dene) and the community organizational structure.

Practice pronouncing the names of places and people's names properly.

If necessary contact a liaison person, the Friendship Centre or community office (in person, by telephone or by email) to request information regarding whether specific protocols are necessary when dealing with community offices or Chief and Council. Questions to ask are – Do they have established honorariums, protocols for gifts, permission processes to enter their traditional lands or preferences regarding initiating interactions with Elders, Elder Helpers, Cultural Consultants or members. Community organizations sometimes have a list of people to contact for specific roles that you can request.

WHAT TO CONSIDER WHEN EXTENDING INVITATIONS

When inviting indigenous people to participate at a meeting, conference or gathering use the following protocols:

CONTACTING ELDERS

Elders often rely more on the spoken word more than the written word so make arrangements in person or initiate contact via telephone conversations. In case they have to cancel due to community events or health issues, keep the connection fresh by revisiting the agreement a few weeks in advance and a few days in advance of the meeting or gathering. Be prepared to make changes.

UNDERSTAND THERE ARE FOUR TYPES OF PRAYERS AT GATHERINGS.

1. Opening Prayer – gatherings always start with an opening prayer.
2. Before Meals Prayer - if meals are provided there is a prayer to bless the food.
3. Closing Prayer - at the end of the meeting or gathering there is a closing prayer.
4. Special Prayers - may be added in meetings to seal agreements or acknowledge circumstances.

NOTE: During a prayer or ceremony, everyone stands, hats are removed, heads are bowed, hands are by the side or clasped in front. No one sits down until the Elder has finished. No one talks or texts or browses the internet on their cell phones or laptops. As the blessing or prayer could involve a smudging ceremony be sure to advise the facility management in advance.

THERE ARE THREE KINDS OF OFFERINGS TO CONSIDER

1. TOBACCO

Tobacco opens the door. It is not payment. Tobacco should be offered when you initially ask someone to do something with you or for you. When offering tobacco, say: "I am offering you this tobacco for _____. Offering tobacco is a way of giving thanks in advance of a request. Whenever there is a request for guidance, advice, ceremonies or taking from the animal or spirit world, tobacco is always offered first.

2. HONORAIUM

Never ask the Elder about honorariums as Elders do not impose a monetary value on a sacred ceremony. These are set beforehand and respects the value of the Elder. Out of respect the Elder, do not offer honoraria in front of an audience or group.

3. GIFTS

Ask the community representative or liaison person in advance if a gift is proper in this instance. Gifts are sometimes offered as recognition of appreciation for the extended time and effort the Elder or consultant brought. If other Elders have not received gifts for similar time and effort then it may be uncomfortable for this Elder to accept. Once a decision has been made to gift - be thoughtful. Find out if cloth or medicines are given to perform a specific ceremony. Other considerations are to support a local artist or find an item that communicates the community's culture to the audience.

OTHER ARRANGEMENTS TO CONSIDER ARE:

1. TRAVEL ARRANGEMENTS

- Be prepared to cover travelling costs or send someone to pick guests up.
- Find out if they will travel on their own require a traveling escort.
- Get the name of their companion and whether or not that person requires payment?
- Ensure the Elder is greeted upon arrival and shown where they will be seated.
- Be prepared to provide a quiet space to prepare a smudge or rest before and after travelling.

2. FOOD AND BEVERAGES

If meals and beverages are being provided, questions concerning the Elder's requirements can be directed to the liaison worker or the community office. Find out if it is best to discuss arrangements directly with the Elder. Examples of things to find out are: if the Elder has mobility challenges, allergies or dietary requirements and if it is customary for the Elder to be served their food or fill their plates first. Also find out if the Elder has any questions or personal restrictions such as not participating where alcohol is being served.

ATTENDING A FIRST NATION OR MÉTIS HOSTED MEETING

ON FIRST NATION OR MÉTIS LANDS AND TRADITIONAL TERRITORIES

When attending a meeting on First Nations lands or traditional territories, there will be a proper time to introduce yourself, your roles, and your purpose for attending. This usually occurs at the beginning of a meeting. This is the best time to establish respect by offering a courteous greeting to the host community, its people, and its territory. Your spirit and sincerity matter more than your particular words.

The following is an example of an acknowledgement statement.

On behalf of myself, name the organization you represent and name the people accompanying you, I acknowledge that we are in the traditional territory or Treaty 8 area of Name of First Nation or Métis Settlement and we hold a high respect for these traditional territories, its history, language, and culture whose presence continues to enrich the area.

Opportunities for those accompanying you to introduce themselves by name, role and purpose for attending will usually follow.

[BOARD LETTERHEAD]

Name of Elder: _____

I, [insert name of Elder], acknowledge and understand that Northland School Division No. 61 is subject to the requirements under the *Freedom of Information and Protection of Privacy Act* (the "FOIP Act") regarding the collection, use, and disclosure of personal information.

I, [insert name of Elder], hereby give my consent to be: [check all that apply]

- Interviewed
- Photographed
- Videotaped

by Northland School Division No. 61 for the following purpose(s): (indicate the purpose of the photographs, videos, or interviews and how this information may be used):

The Division shall not claim any proprietary or intellectual property interest in any aboriginal traditional knowledge disclosed or collected by the Elder as part of the interview, photos, or videos.

Signed this _____ day of _____, 20__.

Signature of Elder

BOARD OF TRUSTEES

**TO: LOIS BYERS
TRUSTEE OF THE BOARD**

DATE: FEBRUARY 23, 2017

PRESENTED BY: DON TESSIER, ASSOCIATE SUPERINTENDENT

SUBJECT: 2016-2017 NORTHLAND SCHOOL YEAR CALENDAR

RECOMMENDATION
That the Board of Trustees approve the Northland School Division 2017-2018 School Year Calendar 'A' and 'B', as attached.

CURRENT SITUATION:

BACKGROUND:

OPTIONS:



Draft Northland School Division No.61 2017-2018 SCHOOL YEAR CALENDAR



2017

August

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

15-17- C.O. Leadership Meetings
 21 - New Principal Orientation
 22(pm)-24 - New Teacher Orientation
 23-24 - Admin Meeting
 28-31 - Organizational Days
 30 - Regional Northland Day

September

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

1 - Organizational Day
 4 - Labor Day
 5 - First School Day for Students

October

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

9 - Thanksgiving Day
 12-13 - Administrators' Meetings

November

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

1 - Metis Proclamation Day

December

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

20 - 29 Christmas Break

2018

January

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

1-2 - Christmas Break
 3 - School Resumes
 TBA - Wood Buffalo PD only for Anzac, Janvier, Fort McKay

February

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

13-14 - Admin Meetings
 15-16 - ATA NE Convention
 19 - Family Day

March

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

30 - Good Friday

April

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

2-6 Easter Break

May

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

10-11- Administrators' Meetings (Peace River)
 21-Victoria Day

June

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

1 - Treaty/Farmer's Day
 28 - Last Day for Students
 29 - Organizational Day for Staff

190 Instructional Days (Green)
6 Organizational + 190 instructional = **196** Operational Days

From instructional days please assign in your calendar:

- 4 Local PD Days (Ft. McKay, Janvier, Anzac have 3 local PD Days)
- 2 Division PD - Date TBA
- 4 Family Days
- 1 Day-in-Lieu for Parent/Teacher Interviews
- Up to the equivalent of 5 days (or 1 half-day early dismissal per month) for PLCs when deemed appropriate. PLEASE DO NOT deduct early dismissal time for PLC and staff meetings from the 179 days in the large org calendar. Please record any early dismissal hours in the text box below the calendar.

NOTE: Schools will follow common Christmas (Dec 20, 2017 - Jan 2, 2018) and Easter (March 30 - April 6, 2018) holiday breaks; however to align holidays with neighboring jurisdictions some exceptions will be made on a case by case basis. There is an expectation that schools will organize Community Engagement Events. Minimum Hours of Instruction: Elementary (1-9) = 950 hours; High School = 1000 hours.

Regional Administration Meetings

- Regions:
 - Region #1: Dr. Mary Jackson School, Paddle Prairie School, Little Buffalo School, Gift Lake School, Grouard Northland School, Bishop Routhier School, Hillview School and Susa Creek School, Peerless Lake School, Kateri School.
 - Region #2: St. Theresa School, Mistassiniy School, Calling Lake School, Chip Lakes School and Pelican Mountain School.
 - Region #3: ADCS, Fort McKay School, Anzac/Bill Woodward, Father R. Perin School, Conklin Community School, Elizabeth School and JF Dion School.
- Regional administration meetings occur seven times a year (September, November, December, January, March, April and June). Actual dates to be decided by Area Associate Superintendents
- These regional administration meetings take place one week prior to each Board meeting and occur on different days so that directors and pedagogical supervisors are able to attend and support these gatherings.

Division Administration Meetings

- Division administration meetings occur four times a year (August, October, February and May). Actual meeting dates are to be decided.
- All school principals/assistant principals come together for administration meetings

August 2017 NSD61 Local Organization Days

August 28, 2017	August 29, 2017	August 30, 2017	August 31, 2017	September 1, 2017
School Organizational Day -school administration meet with staff to map out the day and the week -new staff orientation, setting the stage for the school year etc.	Professional Growth Plans Teachers work on professional growth plans and education school planning / focuses / initiatives for the coming school year. OH & S in the afternoon -Disclosures, lockdown and safety procedures etc.	Area 3 - Regional Northland Day LSBC and the school administration plan (set the agenda for the day) for their local community engagement. Every employee in NSD will participate and engage in any number of activities (i.e. cultural) with students, parents and elders; 'how is the community celebrated in the school?'	Student Data / Student & Teacher planning for instruction (i.e. IPP, PM Benchmark / CAT data about each child The focus for the day is on the student.	Classroom Preparation time for teachers – getting resources together etc.

Tentative Locations -

- Leadership Meeting in August – Location to be decided
- Principals/teacher Orientation location? = 23/24 – Fort McMurray = 21/24 – Wabasca for Orientation
- Aug/Oct Admin Meetings location? = Edmonton
- February Admin meeting – Location to be decided

BOARD OF TRUSTEES

**TO: LOIS BYERS
TRUSTEE OF THE BOARD**

DATE: FEBRUARY 23, 2017

PRESENTED BY: GORD ATKINSON, SUPERINTENDENT OF SCHOOLS

SUBJECT: EDUCATION QUARTERLY REPORT

RECOMMENDATION
That the Board of Trustees receive as information, the Education Quarterly Report, as presented and attached.

Education Quarterly Report to the Board for February, 2017

Purpose:

A key purpose of the Northland Quarterly Education Report is to chronicle progress of Northland School Division No. 61 as a school division with a special purpose focused on excellence in First Nations and Metis education.

Quarterly Content for February, 2017

1. Superintendent's Message	Bulletin #1
2. Enrolment, Staffing Positions and Staff and Student Attendance	Bulletin #2 Divisional Priorities Bulletin #3 Student Attendance Bulletin #4 Student Attendance by Division in Percentage Bulletin #5 Staff Attendance Bulletin #6 Staffing Update Bulletin #7 School Visits by Staff
3. School and Division Success Stories	Bulletin #8 Flexible Learning Pilot Program Bulletin #9 Engaging workshop for Local School Board Committee Chairs and Principals Bulletin #10 Family Literacy Bulletin #11 Northland Educator Receives Unforgettable Welcome to Peerless Lake

**February 2017- Quarterly Report
Divisional Priorities**

	AERR Priority:	
	Implement indicators of quality teacher performance related to key improvement areas and enhance instructional leadership and strengthen teacher supervision and evaluation to improve teacher practice.	
<p>A Teacher Quality Standard document that provides indicators in a Northland context was distributed at the October 2016 Principals' Meeting.</p> <p>Northland principals reviewed new proposed Teacher and School Quality Standards at February 2017 Principals' Meetings.</p>		
	AERR Priority:	
	Reorganize central office to provide more administrative and learning support for principals and teachers	
<p>Associate Superintendent interviews are scheduled for February 27 and 28. Once we have the Associate Superintendents selected and look at their skillsets we will design the second layer of services. Positions will include Student Services, Technology Coaches, Literacy, and Math/Numeracy.</p>		
	AERR Priority:	
	Continue working with the Attendance Improvement Committee and schools to improve division wide attendance.	
<p>NSD61 is working closely with the Auditor General in the preparation of a progress report on our attendance improvement initiative efforts since the release of the March 2015 AG recommendations report. NSD61's progress report will address three questions: (1) What actions has management taken since March 2015 to implement our recommendations? (2) What planned actions remain before management is prepared to assert the recommendation as fully implemented and can demonstrate its actions satisfy the agreed criteria? And (3) What is management's planned timeline and assessment of required resources to complete its planned actions on each recommendation? The deadline for this report is March 3, 2017.</p> <p>In the meantime, NSD61 schools are working to implement the recommendations as set out</p>		

in the January 2015 Board approved 'Attendance Improvement Initiative 'Every Day Counts' Final Report'. Our overall progress to date is noteworthy. For the 2015-2016 school year, forty-four percent of schools (11) met the 5% attendance improvement target for students achieving 95-100%. Forty percent of schools (10) met the 5% attendance improvement target for students achieving 90-94%. Four schools met or exceeded the attendance improvement targets in both attendance categories – Susa Creek School, Fort McKay School, Father R. Perin School and Elizabeth School.

	AERR Priority:	
	Continue the Literacy Focus Group, principal PLC's and working with schools to improve Literacy instruction for English, Cree and Dene Languages to meet or exceed division annual improvement targets.	

The Literacy focus group that existed in past years has not been assembled by the Division at this time.

The focus of the Principal and Lit Lead PLC's this quarter has been to examine data generated by reading assessments administered by the Division. The assessments administered were the PM Benchmarks, Jerry Johns, Fountas and Pinnell and new for this year the CAT 4. Principals and Lit Leads met, examined the data generated by the assessments and made plans for the remaining half of the school year to respond to the instructional needs of students and promote their growth in Literacy.

School visits are ongoing and help us to troubleshoot areas where schools need assistance with implementation of District initiatives. Work on improving instruction is ongoing. Areas of need are identified by school principals and classroom teachers. Due to staff turnover there has been a greater need to visit schools that have new staff and provide them with an introduction to District initiatives. This is a time consuming endeavour.

All of our schools have undertaken a Whole School Write assessment and teachers have worked collaboratively to Grade Two teachers were invited to attend a workshop in the fall that we put together for them. Our school visits have involved check ins with these teachers to see how implementation is going. We are happy to report that we are seeing a huge difference in Kindergarten Literacy skills. Over 90% of our ECS students have shown a significant improvement with letter recognition this term.

	AERR Priority:	
	Strengthen implementation of land-based and experiential learning to improve student engagement, attendance, learning, and achievement that include First Nations, Métis, and Inuit outcomes.	
<p>The First Nation, Metis and Inuit Director accountability report is attached to the February 23, 2017 NSD61 Corporate Board package. The report will cover this AERR priority.</p>		
	AERR Priority:	
	In consultation with the school community, develop and begin implementation of a multi-year operational plan to improve student attendance, achievement and high school completion for junior and senior high school students beginning in Wabasca – Desmarais.	
<p>The Mistassiniy Modernization project is underway to improve school programming and building infrastructure. The Value Scoping Analysis report was received by NSD in December, 2016 which included participation and input from community agencies and members.</p> <p>The Wabasca Community Engagement Enhancement Coordinator has been providing monthly reports on school improvement in the Wabasca region. He works closely with school administration and teachers to help enhance the school environment.</p> <p>A parent advisory council has begun at Mistassiniy School.</p>		
	AERR Priority:	
	Establish assessment standards and reporting process across the division including timely parental and student access to student data.	
<p>A report card committee has been created to establish assessment standards and a report process across the division. To date, the committee has had two meetings - November 14th, 2016 and January 23, 2017. With input from stakeholders, the committee's immediate mandate is to develop a standard division-wide report card that reflects best assessment practices for K-6.</p> <p>The report card committee meets on Monday, February 13, 2017 to review report card software and related 3-year costs with CSL representative Kurt Oswald and the journey taken by one school division (Deb with Elk Island S.D.) in pursuit of establishing Division-wide</p>		

assessment and reporting standards. The committee will continue to discuss what a made-for-Northland outcomes-based report card and assessment standards would look like.

	AERR Priority:	
	Formalize the Northland school review process related to key improvement focuses and pilot in selected schools.	

Formalize the Northland school review process related to key improvement focuses and pilot in selected schools.

Work was begun in the 2015/2016 school year. Unfortunately this committee has not been re-established at this time.

Associate Superintendents will be given the priority of conducting school reviews in the 2017/18 school year. NSD will identify schools to participate in the program by May of 2017.

	AERR Priority:	
	Design and implement a strategy to address teacher housing	

Design and implement a strategy to address teacher housing

A housing renovation plan was prepared and presented to the board for information. At this time, the division does not have the \$6.1 million needed to bring the housing up to standards. The division is working with Alberta Education to see what can be done to fund the renovations. As well, community housing authorities are being engaged, to see if there are other options available for housing teachers.

January 2017 Division Attendance by School

	95-100%	90-94 %	80-89%	70-79%	60-69%	50-59%	Below 50%	Total
Anzac Community School	27 (34%)	14 (18%)	19 (24%)	7 (9%)	8 (10%)	1 (1%)	3 (4%)	79
ADCS	47 (20%)	16 (7%)	35 (15%)	27 (12%)	27 (12%)	15 (6%)	64 (28%)	231
Bill Woodward School	39 (35%)	21 (19%)	22 (20%)	13 (12%)	9 (8%)	4 (4%)	2 (2%)	110
Bishop Routhier School	15 (23%)	15 (23%)	12 (19%)	9 (14%)	4 (6%)	2 (3%)	7 (11%)	64
Calling Lake School	29 (29%)	0 (0%)	21 (21%)	11 (11%)	14 (14%)	9 (9%)	16 (16%)	100
Chipewyan Lake School	4 (16%)	2 (8%)	1 (4%)	4 (16%)	5 (20%)	3 (12%)	6 (24%)	25
Conklin Community School	20 (57%)	0 (0%)	5 (14%)	4 (11%)	0 (0%)	0 (0%)	6 (17%)	35
Dr. Mary Jackson School	9 (36%)	3 (12%)	9 (36%)	1 (4%)	1 (4%)	0 (0%)	2 (8%)	25
Elizabeth School	27 (20%)	32 (24%)	37 (28%)	20 (15%)	7 (5%)	5 (4%)	6 (4%)	134
Father R. Perin School	10 (13%)	11 (14%)	21 (14%)	11 (14%)	9 (11%)	2 (3%)	16 (20%)	80
Fort McKay School	33 (44%)	4 (5%)	11 (15%)	9 (12%)	9 (12%)	1 (1%)	8 (11%)	75
Gift Lake School	33 (19%)	33 (19%)	34 (19%)	38 (21%)	12 (7%)	15 (8%)	13 (7%)	178
Grouard Northland School	22 (31%)	13 (18%)	12 (17%)	9 (13%)	7 (10%)	4 (6%)	4 (6%)	71
Hillview School	5 (25%)	5 (25%)	6 (30%)	3 (15%)	1 (5%)	0 (0%)	0 (0%)	20
JF Dion School	29 (34%)	15 (18%)	23 (27%)	6 (7%)	3 (4%)	5 (6%)	4 (5%)	85
Kateri School	11 (12%)	17 (19%)	21 (23%)	9 (10%)	12 (13%)	9 (10%)	12 (13%)	91
Little Buffalo School	32 (16%)	31 (16%)	28 (14%)	37 (19%)	14 (7%)	21 (11%)	35 (18%)	198
Mistassiniy School	42 (13%)	48 (15%)	72 (22%)	42 (13%)	38 (12%)	21 (6%)	61 (19%)	324
Peerless Lake School	51 (42%)	6 (5%)	31 (26%)	18 (15%)	8 (7%)	4 (3%)	3 (2%)	121
Pelican Mountain School	8 (33%)	2 (8%)	3 (13%)	4 (17%)	2 (8%)	3 (13%)	2 (8%)	24
St. Theresa School	91 (26%)	79 (23%)	95 (27%)	42 (12%)	17 (5%)	13 (4%)	14 (4%)	351
Susa Creek School	23 (70%)	5 (15%)	1 (3%)	3 (9%)	1 (3%)	0 (0%)	0 (0%)	33

	95-100%	90-94 %	80-89%	70-79%	60-69%	50-59%	Below 50%	Total
Career Pathways School	19 (20%)	2 (2%)	9 (10%)	9 (10%)	11 (12%)	9 (10%)	35 (37%)	94

*Does not include Paddle Prairie Or Calling Lake Outreach

Student Attendance by Division in Percentage

For the Month of February, 2017

School	ECS	Div 1	Div 2	Div 3	Div 4
Anzac	84	88			
ADCS	74	78	83	70	45
Bill Woodward			87	85	86
Bishop Routhier	80	84	89		
Calling Lake	81	83	85	72	70
Calling Lake Outreach					72
Career Pathways					83
Chipewyan Lake	54	77	67	82	
Conklin		89	93	93	
Dr. Mary Jackson	98	86	82	69	78
Elizabeth	85	89	89	89	
Fr. R. Perin	82	88	87	82	
Fort McKay	87	83	88		
Gift Lake	77	82	86	88	
Grouard	79	88	87	91	
Hillview	84	91	89		
J.F. Dion	84	92	92	87	
Kateri	79	82	90	74	73
Little Buffalo	70	77	81	79	72
Mistassiniy				79	68
Pelican Mountain	80	86	86		
Paddle Prairie	83	91	96	89	82
Peerless Lake	81	90	92	89	87
St. Theresa	88	88	90		
Susa Creek	93	92	94	93	
All Schools	82	86	88	81	70

Staff Attendance (Based on Leave Applications)

November 1, 2016 to January 31, 2017

	# of Staff	Calendar Days	Possible Days	Actual Days Recorded	Actual Attendance	# of P.D. Days Taken	# of "Other" Days Taken	% Attendance	% Absent	% Absent for PD	% of Other
Certificated Staff	201	52	10452	1318	9134	177.5	1140.5	87%	13%	1.70%	10.91%
Uncertified Staff	173	52	8996	1310.5	7685.5	91	1219.5	85%	15%	1.01%	13.56%
Maintenance Staff	51	59	3009	208.5	2800.5	0	208.5	93%	7%	0.00%	6.93%
Central Office Staff	42	59	2478	173	2305	21.5	151.5	93%	7%	0.87%	6.11%

Types of Leaves:

- ATA
- Casual Sick Days
- Compassionate
- Conference
- Critical Care Leave
- Evergreen
- Family Care Days
- FNMI
- Leave -- Other
- Lieu Days
- Mentorship Teachers
- Personal Paid Leave
- Personal Unpaid Leave
- Principals' Meeting
- Professional Development
- School Business

Maintenance includes:

- Area Maintenance Workers
- Custodial Staff

Central Office Staff includes:

- Ped Supervisors

Staffing Update - February 13, 2017

Bulletin 6

	Certified Staff	Certified Staff - NL	ECS - PUF	Teacher Assistants	Special Assistants	School Community Liaison Worker	Family Community Liaison Advisor	Library Assistant	Native Language Instructor	Clerical	Total by School
Anzac	5.5	0	1.5	0.6	1.5	0	0	0.5	1	1	11.6
ADCS	19	1	0	1	5	1	0	0	1	1	29
Bill Woodward	7.5	0	0	0	1.5	0	0	0.5	0	1	10.5
Bishop Routhier	5	0	1	0	3.5	0	0	0	0.5	0	10
Calling Lake	11	0	1	0	1	0.5	0	0	0.5	1	15
Career Pathways	3	0	0	1.5	0	0	0	0	0	0.5	5
Chipewyan Lake	2	0	0	0.7	0.75	0	0	0	0.3	0.25	4
Conklin	5	0	0	1	0	0	0	0	0	0	6
Dr. Mary Jackson	2	0	0	0	1.8	0	0	0	0	0.8	4.6
Elizabeth	10	0	1	1	2.9	0	0	0.37	0.75	0.63	16.65
Father R. Perin	8	0	0	1	1	0	0	0	0	1	11
Fort McKay	6	0	0	5	0	0	0	0	1	1	13
Gift Lake	14	0	0	2	5.5	0.5	0	0	1	1	24
Grouard	6	0	0	2	1	0	0	0	0	1	10
Hillview	2	0	0	0	1	0	0	0	0.25	0.25	3.5
J.F. Dion	7	0	1	0	2	0	0	0	0	1	11
Kateri	7	0	0	1	1	0	0	0	1	1	11
Little Buffalo	10	0	0	1	5	0	0	0	1	1	18
Mistassiniy	21	0	0	3	1	0	1	0	1	2	29
Paddle Prairie	8	0	0	2	0.3	0.35	0	0	0.65	0.9	12.2
Peerless Lake	9	0	0	1.75	0.9	0.15	0	0	0.9	0.9	13.6
Pelican Mountain	2	0	0	0.75	0	0	0	0	0.25	0	3
St. Theresa	23	0	3	7	12	0	2	1	1	2	51
Susa Creek	4	0	0	0.9	1	0	0	0	0.4	0.4	6.7
Totals	197	1	8.5	33.2	49.65	2.5	3	2.37	12.5	19.63	329.35

School Visits by Department September 1, 2016 - January 31, 2017			
	Management	Learning Services Team	Totals
Anzac	2	3	5
ADCS	3	6	9
Bill Woodward	2	3	5
Bishop Routhier	4	1	5
Career Pathways	2	1	3
Calling Lake	4	3	7
Chipewyan Lake	2	4	6
Conklin	2	5	7
Dr. Mary Jackson	4	3	7
East Prairie/Hillview	3	3	6
Elizabeth	2	3	5
Fort McKay	3	4	7
Fr. R. Perin	4	7	11
Gift Lake	1	2	3
Grouard	5	3	8
J.F. Dion	2	2	4
Kateri	4	2	6
Little Buffalo	4	2	6
Mistassiniy	7	7	14
Paddle Prairie	2	1	3
Peerless Lake	4	5	9
Pelican Mountain	2	4	6
St. Theresa	2	7	9
Susa Creek	3	5	8

Bulletin 7



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Northland launches *Flexible Learning Pilot Program*

For immediate release – February 1, 2017



Teacher Elizabeth Dunleavy and students communicate with a student from Grouard.

Photo courtesy of Denis Carnochan

A new pathway for Northland School Division No.61 (NSD61) students to complete high school officially begins today (February 1, 2017). NSD61 is pleased to launch the *Flexible Learning Pilot Program* in partnership with Career Pathways School. Over the next few months, six high school students from across NSD61 will continue their journey towards graduation through a blended learning environment.

"This is new territory for NSD61," said Gord Atkinson, Superintendent of Schools. "This pilot program allows students to work towards high school completion in their community. We are

launching the program with a small group to ensure it runs smoothly before determining whether to progress to full implementation in 2017-2018."

The *Flexible Learning Pilot Program* will see students accessing resources and instruction online using Google Classroom while continuing to participate in land-based learning and hands-on Career and Technology Studies (CTS). The online learning environment includes core courses such as Language Arts, Science, Social Studies and Math as well as CTS.

"A flexible learning environment encourages students to take ownership of their learning and their graduation plans in a different way, said Atkinson.

Career Pathways School, one of 24 NSD61 schools, currently offers a blended learning environment to its students. Christoph Ruge, Career Pathways School Principal, says they are excited to support a similar concept division-wide.

"Fortunately, Career Pathways School already had a "well-stocked pantry" of available, online courses that had been made available to our students in house, said Ruge. "With the assistance from other school divisions, we were able to complete the list of necessary courses and be ready for launch in February."

The Flexible Learning Pilot Program will benefit students in the following ways:

1. Allow for planned, coordinated, learning to take place anywhere, anytime.
2. Using Google Classroom allows teachers to monitor student progress with assignments and provides the ability to collaborate within the assignment itself. This supports *Moving Forward with High School Redesign*.
3. Integrate and share local resources, mentors, and supports to complement asynchronous learning.
4. Build and connect a learning community of students and teachers who would otherwise be disconnected.
5. Catapult Northland School Division into 21st century learning to accommodate student centered learning.

The Flexible Learning Pilot Program is supported by expertise from within NSD61 and from other school divisions. Atkinson adds NSD61 is going to explore additional strategic partnerships to grow the program.

***The Flexible Learning Pilot Program* content is available on the Career Pathways School website.**

<http://careerpathwaysschool.ca/flex-learning-portal/career-technology-studies>

<http://careerpathwaysschool.ca/flex-learning-portal/academic-core-courses>

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Engaging workshop for Local School Board Committee Chairs and Principals



Northland School Division No.61 (NSD61) principals and Local School Board Committee (LSBC) Chairs participated in a two-day workshop focused on effective governance and administrative procedures in January. The workshop, facilitated by Alberta School Boards Association (ASBA) Consultant Terry Gunderson, saw LSBC Chairs and principals review and provide input on Policy 2 – Role of the Corporate Board and Policy 7 – Local School Board Committees.

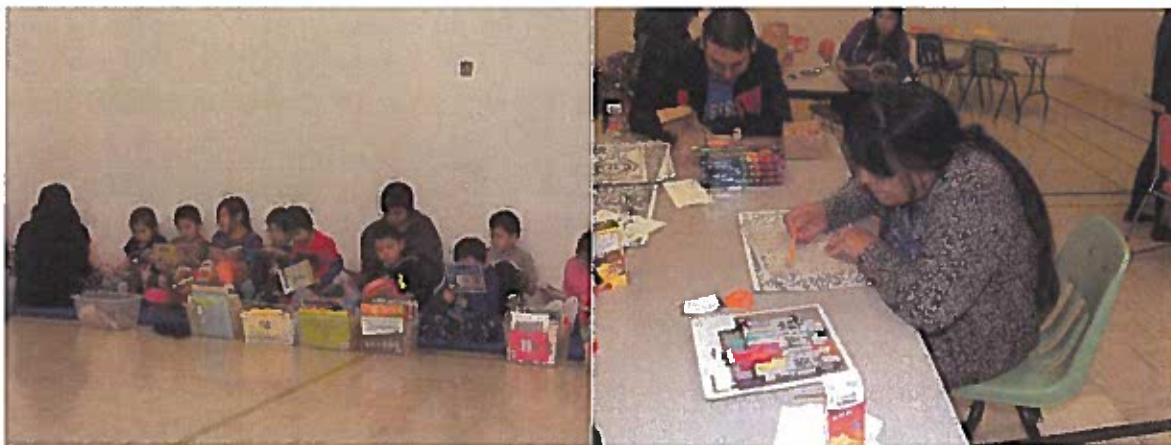
On day 2, a series of exercises were presented to kick-start conversations between LSBC Chairs and principals about NSD61's foundational statements. Divided into groups, LSBC Chairs and principals were given the task of generating new mission and vision statements along with a list of beliefs and values. The day wrapped up with a review of changes to administrative procedures. NSD61 school communities are able to provide feedback on the administrative procedures until April 30th.





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Schools across Northland School Division No.61 (NSD61) celebrated family literacy in conjunction with Family Literacy Day (Friday, January 27, 2017)! Family Literacy Day is a national awareness initiative created by ABC Life Literacy Canada in 1999 and held annually on January 27th to raise awareness of the importance of reading and engaging in other literacy-related activities as a family. See how some NSD61 schools celebrated family literacy!



Kateri School: The school planned a full four days of Literacy Day activities! Activities began on Monday, January 23rd, and wrapped up Thursday, January, 26th. Activities included the following: A K-6 Bookworms Contest (winners received a classroom Scholastic's order), a grade 7-12 Short Story Contest (winner received a classroom pizza party), a D.E.A.R (Drop Everything and Read) afternoon, a Mom and Tots reading night, a school-wide Read-a-thon, and a Literacy Game Night for children and their families, as well as community members!



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St. Theresa School: The school organized a series of activities for Literacy Night. Adults played with their children, learning some of the strategies and games that help their children become better readers. When done participating in one activity in each section, guests were served their choice of two prepared meals in a mini café! Families also visited with elders and listened to stories from long ago.



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Elizabeth School: Students and their families arrived in their pajamas to enjoy an evening of celebrating great books - making learning time as a family, a fun time together. School staff, dental hygienist, community nurse and local RCMP officer joined students and parents in different centers to encourage and celebrate healthy night routines that include: storytelling, reading, brushing teeth, high-5 for conversation, snacks, safe use of technology, games and showing care and concern.

Hillview School: The school hosted Family Literacy Night Passport to Literacy. After an introduction on literacy and information on the evening's program, families participated in three activities:

1. The Land of Words – Families searched for specific words in a scavenger hunt throughout the school.
2. The Land of Stories – Families listened and actively participated as a story was being read, (making prior connections, predicting, word meaning ...).
3. The Land of Imagination – Families wrote/illustrated a story using the words from the scavenger hunt. As families completed the activities they got their "passports" stamped.



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Little Buffalo School: The school held a Literacy Night on January 26th and an afternoon of Reading Buddies on Family Literacy Day (January 27th).

Peerless Lake School: The school's literacy focus, "Daily 5 with My Family," saw children and their family members participate in fun "rounds" tasks together. These events allowed students to proudly exhibit their growth in literacy skills, while parents gained awareness of their child's classroom learning experiences.

Grade 1: "Chain" Narrative Writing; Making Words; Sight Word Sorts; Read With Someone In My Family

Grade 2/3: Read "Good Fit Books" With Someone In My Family & "Book Talks" (Comprehension); Word Work Activities

Grade 4/5: Co-Writing an Information Report; Word Work Games, Read With Someone In My Family; PM Benchmarking Information

Grade 6: Vocabulary in Context Discovery; Read With Someone In My Family; Readers' Theatre

Grade 7: "Novel-Tree" Display (culmination of January Paperback Reading Incentive Program); "Book Talks" to younger grades during the day, January 26th and 27th.



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Anzac Community School and Bill Woodward School: Anzac Community School was turned into a beach oasis! Students were broken into groups and traveled around the school to hear summer theme stories and participate in a number of various fun in the sun literacy activities! Parents and family members were invited to join us for the activities and for a special trip to "Library Island" where they got ready to enjoy a little quality reading time with their own family!

To end our celebration, the students enjoyed a special picnic style lunch (which they made themselves!) in the gym together with their families and as a school!



Conklin Community School: The school hosted a Chili versus Stew cook off and organized a number of games that incorporate literacy and mathematics. Congratulations to Joanne Quintal who received a prize for her cooking skills!



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J.F. Dion School: The school celebrated Family Literacy Day with several events. The school hosted a book swap where students shop for free books to take home. School also organized a teacher exchange, where teachers and several school staff chose their favourite picture books to read to a different class along with activities to accompany the books. Later in the day, parents were invited to the school to read with their children and share some delicious cookies and hot chocolate!



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Northland Educator Receives an Unforgettable Welcome to the Community of Peerless Lake

For immediate release – February 14, 2017



Imagine leaving a life in Edmonton and beginning a new chapter in a remote northern Alberta community where you've never been before and know little about. That became a reality for Chelsea Cattroll, a first year teacher at Peerless Lake School. Thinking back on the big move to Peerless Lake, Cattroll says it got off to a rocky start.

"It seemed like nothing was going right on moving day," said Cattroll. As prepared as I thought I was, it turned out that I wasn't as prepared as I should have been because I have never moved before. My friend had problems getting the trailer to our place and the long and short of it, I had to pack the trailer starting at 11pm the night before the move, and I ended up getting hardly any sleep that night. This wasn't great because I still had to pack the rest of my things the following morning. The next day we were faced with more delays and instead of leaving Edmonton at 10 am, we ended up leaving after 2pm. Also with so much weight in the trailer we had to haul at a slower speed and we didn't end up getting to Peerless until 11pm."

As you can imagine, Chelsea was physically and mentally fatigued by this point but her luck would soon change when she arrived at her new home.

“When my headlights hit my trailer I saw a sign that read “Chelsea Welcome to Peerless Lake”,” said Cattroll. “I then proceeded to do what I call ugly cry, a combination of being overtired and being awestruck that someone would be so thoughtful to take the time out of their day to make the sign. All I could think of is that I was really wanted here. This immediately changed my mindset to forget that I was leaving so much of my life behind in Edmonton but rather to redirect my attention to all the positives and kindness of the community for welcoming me with open arms. That moment was a game changer for myself.”

The welcome sign was made by Peerless Lake Local School Board Committee Chair Louis Cardinal. A simple gesture but an excellent example of how Local School Board Committees provide a link between the school and the community. Chelsea went on to describe something Louis said that reassured her decision to move to Peerless Lake.

“The following morning Louis stopped into the school to check in on how the drive and move was going so far, said Cattroll. “Just the action of coming to check in and see if I had made it into town all right again added to the reassurance that I had made the right decision in moving to Peerless. Another thing that Louis had said to me in that conversation was that I was “now a part of the community.” To me this was significant to be seen as a member of the community instead of an outsider. I was seen as one of them.”

Chelsea said in addition to Louis’s generosity, the students have been very welcoming.”

“I would see the kids near the playground on my way to the school and they would run up and say “oh are you Chelsea the new teacher?” and would introduce themselves,” said Cattroll. “It was actually refreshing to see that kids even welcomed you. I might add that there wasn’t a parent behind them telling them to go say hello either.”

As Chelsea looks back on her arrival to Peerless Lake, she hopes others can have the same experience.

“I think it would have been easy to not put the time and effort into making the sign but the fact that Louis had taken the time and had consideration of what I might have been feeling in regards to leaving my home behind, said Cattroll. “I hope other new staff have an experience like I did because it immediately made me feel welcome.”

For more information please contact:

Curtis Walty

Communications Coordinator

Northland School Division No.61

Office: 780-624-2060 extension: 6183

Cell: 780-219-1870

Email: curtis.walty@nsd61.ca

BOARD OF TRUSTEES

**TO: LOIS BYERS
TRUSTEE OF THE BOARD**

DATE: FEBRUARY 23, 2017

PRESENTED BY: TRUDY RASMUSON, SECRETARY-TREASURER

SUBJECT: FIRST QUARTER FINANCE REPORT

RECOMMENDATION
That the Board of Trustees receives as information, the First Quarter Finance Report, as presented and attached.



NORTHLAND SCHOOL DIVISION NO. 61

**First
Quarter
Report**

2016/2017

This document includes the Financial Statements of Northland School Division No. 61 for the period September 1, 2016 to November 30, 2016 and variance notes to these statements.

This information has not been audited.

**Report to the
Board of Trustees**
February 23, 2017

"Every student is a lifelong learner and successful in life"

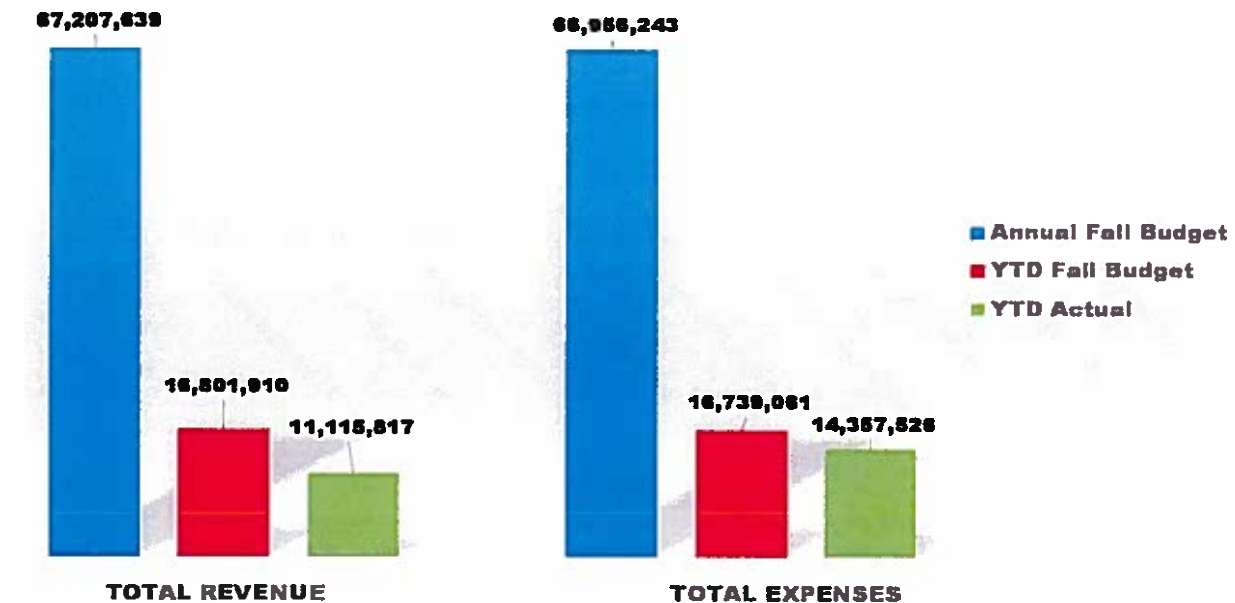
**Northland School Division No. 61
Highlights
For the 3 Month Period Ended November 30, 2016**

NSD Revenues

Revenues are 33% under YTD budget, due to the following:

- Alberta Education funding is generally in line, any large percentage variances are on small amounts. Special approvals funding is not received until late spring. IMR funding is not recorded until qualifying projects are completed (none completed as of Nov. 30). Building Collaboration and Capacity Grant was received last fiscal year, but will be posted to revenue as the expenses are recorded. One-time funding money has not yet been received, and may not be received until late spring, in the Alberta Government’s new fiscal year. Supported Amortization is recorded as income as the expense is recognized. An issue with SRB had delayed the posting of the amortization expense – the issue is currently being resolved, and hope the expense and revenue posted for the Feb. 28 quarterly report.
- Federal revenue is under budget due to the timing of the invoicing and the payments. Invoicing happens two weeks after month-end, and payments may not arrive within 30 days after invoicing. This is generally a timing issue, and will continue in this trend throughout the year. Federal outreach revenue is not received until after the school year is complete, so this will remain unpaid until then. Additional federal revenue is the collection of part of the outstanding receivable from Mikisew Cree First Nation, and that has not been collected yet.
- Industry-funded revenue and Alberta Mental Health Project revenue is received as a result of invoice payment. Again, a bit of a timing issue in first quarter. SGF revenue is adjusted at year-end, so will remain at zero until August.

NSD Revenue & Expenses

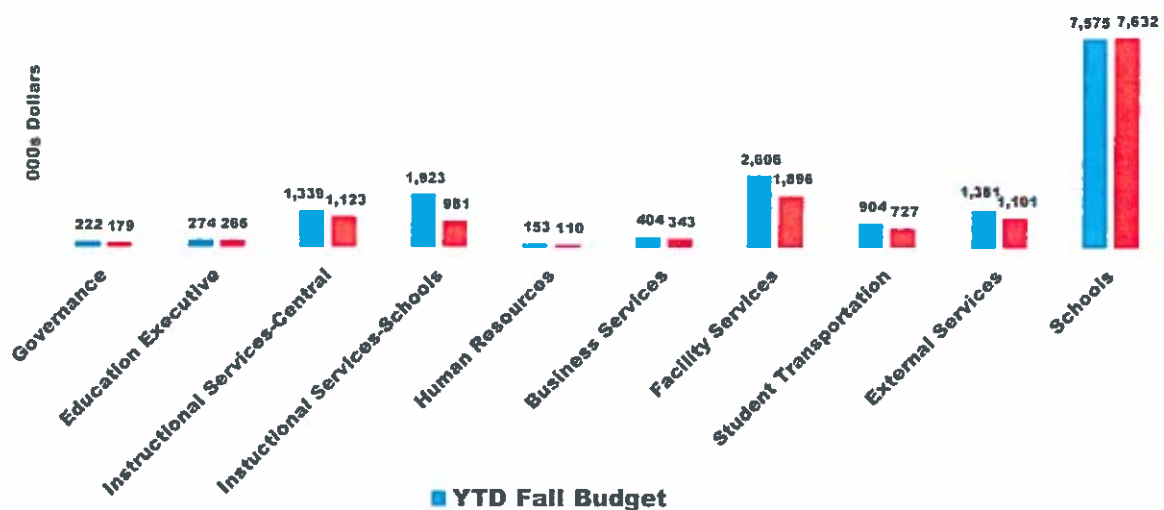


NSD Expenses

Expenses are almost 27% under budget. Main considerations for this are:

- The corporate board would have had three meetings...but because the November meeting is so close to the end of the month, the expenses would have been reflected in December.
- Start-up supplies for FNMI and System Computers were expensed in the first quarter, but will be used throughout the year. Staff members budgeted for in Testing and Achieving have not been hired yet.
- Many instructional services (subs, projects, training) are not done evenly, every quarter, so may not have been completed during the first quarter. Special approvals are not paid until late spring, and amortization expense posting has run into a small problem in SRB (as mentioned in the revenue section above).
- Recruiting is a large part of the Human Resources budget, and does not take place until spring, but is accounted for quarterly in the budget. Much of the budget surplus will be accounted for when those activities take place.
- There are a number of reasons for facilities to be under budget – heating schools over the warmer winter was less than budgeted; repairs to facilities and IMR projects take place during holidays (Christmas break, Easter break and summer), none of which took place during the first quarter; the carbon tax on fuels does not take effect until January, 2017.
- Although transportation is under budget, the carbon tax has not been implemented, and schools are not as busy with field trips as they are in the spring and early summer.
- External services often link revenue and income. For example, the housing department watches revenue levels very closely, and either increases or decreases expenses based on the situation. Projects like Alberta Mental Health may not be fully up and running September 1, so some expenses may not be recognized until later in the year.

Expenses by Decision Unit

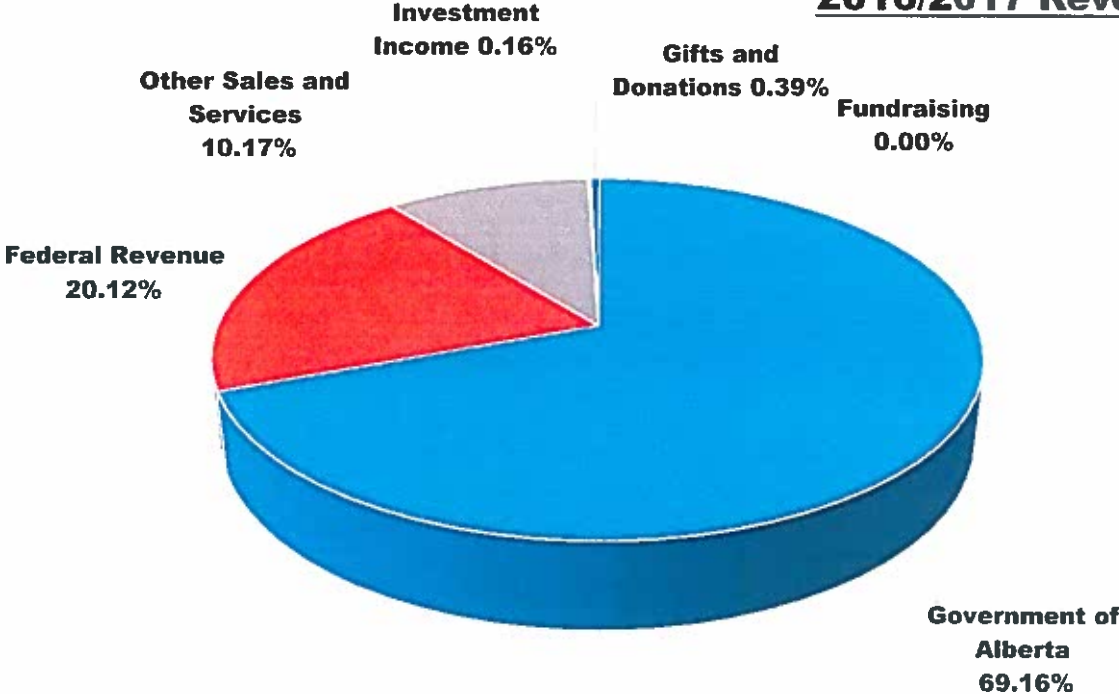


NORTHLAND SCHOOL DIVISION NO. 61
STATEMENT OF REVENUES AND EXPENSES
For The 3 Month Period Ended November 30, 2016

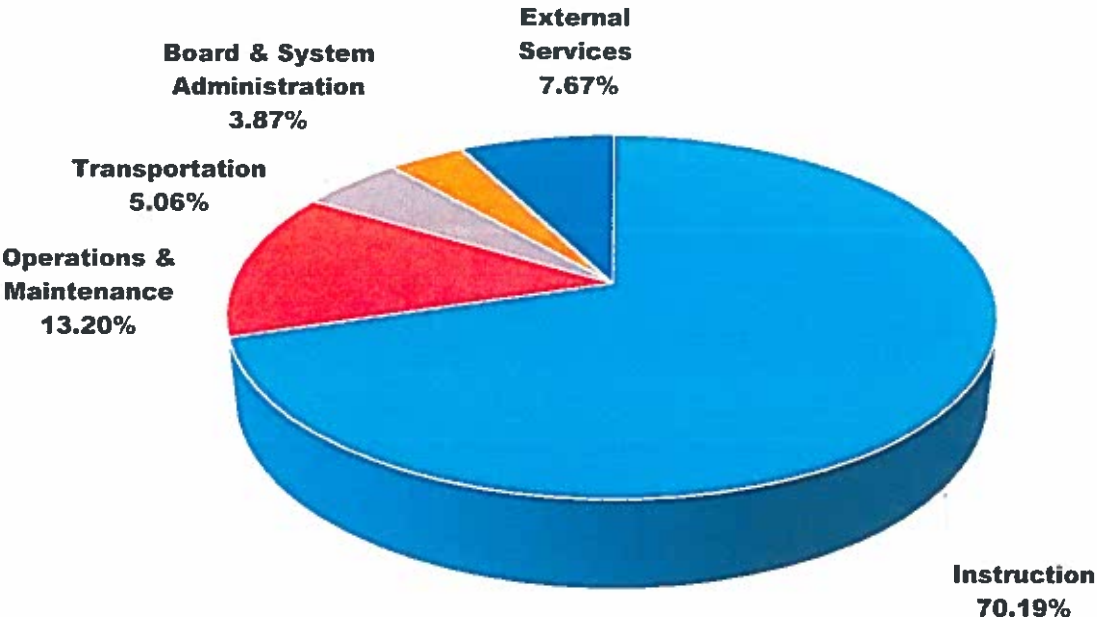
	Annual Budget		Year To Date		
	Spring Budget	Fall Budget	Fall Budget	Actual	Variance Favorable/ (Unfavorable)
REVENUES					
Government of Alberta					
Alberta Education	\$ 32,120,377	\$ 32,189,374	\$ 8,047,344	6,931,180	\$ (1,116,164)
Other Government of Alberta	3,742,588	6,742,588	1,685,647	756,729	\$ (928,918)
	<u>35,862,965</u>	<u>38,931,962</u>	<u>9,732,991</u>	<u>7,687,909</u>	<u>\$ (2,045,082)</u>
Federal Revenue	23,262,246	21,585,999	\$ 5,396,500	\$ 2,236,164	\$ (3,160,336)
Other Sales and Services	5,141,545	5,137,678	\$ 1,284,420	\$ 1,130,812	\$ (153,608)
Investment Income	40,000	40,000	\$ 10,000	\$ 17,317	\$ 7,317
Gifts and Donations	1,087,000	1,062,000	\$ 265,500	\$ 43,615	\$ (221,885)
School Generated Funds	450,000	450,000	\$ 112,500	\$ -	\$ (112,500)
					\$ -
	<u>65,843,756</u>	<u>67,207,639</u>	<u>16,801,910</u>	<u>11,115,817</u>	<u>\$ (5,686,093)</u>
EXPENSES BY OBJECT					
Certificated Salaries and Benefits	23,756,903	26,525,643	\$ 6,631,411	\$ 6,308,806	\$ 322,605
Uncertificated Salaries and Benefits	15,660,491	17,517,988	\$ 4,379,497	\$ 4,144,964	\$ 234,533
Services, Contracts and Supplies	21,402,267	17,822,869	\$ 4,455,717	\$ 3,903,074	\$ 552,643
Capital & Debt Services	4,589,743	4,589,743	\$ 1,147,436	\$ 682	\$ 1,146,754
School Generated Funds	500,000	500,000	\$ 125,000	\$ -	\$ 125,000
	<u>65,909,404</u>	<u>66,956,243</u>	<u>16,739,061</u>	<u>14,357,526</u>	<u>\$ 2,381,535</u>
OPERATING SURPLUS/(DEFICIT)	<u>(65,648)</u>	<u>251,396</u>	<u>62,849</u>	<u>(3,241,709)</u>	<u>\$ 3,304,558</u>
EXPENSES BY PROGRAM					
Instruction (excluding SGF)	42,145,620	42,677,810	\$ 10,669,453	10,078,218	\$ 591,235
Plant Operations and Maintenance	10,186,557	10,425,067	\$ 2,606,267	\$ 1,895,563	\$ 710,704
Transportation	3,553,135	3,615,635	\$ 903,909	\$ 727,170	\$ 176,739
Board and System Administration	4,068,702	4,212,393	\$ 1,053,098	\$ 555,247	\$ 497,851
External Services	5,455,390	5,525,338	\$ 1,381,335	\$ 1,101,328	\$ 280,007
School Generated Funds	500,000	500,000	\$ 125,000	\$ -	\$ 125,000
TOTAL	<u>65,909,404</u>	<u>66,956,243</u>	<u>16,739,061</u>	<u>14,357,526</u>	

Northland School Division No. 61
Analysis of NSD Revenue and Expenses
For The 3 Month Period Ended November 30, 2016

2016/2017 Revenues



2016/2017 Expenses



NORTHLAND SCHOOL DIVISION
Statement of Revenues
For the 3 Month Period Ended November 30, 2016

	Annual Fall Budget	Year To Date			
		Fall Budget	Actual	Variance Favorable/ (Unfavorable)	% Change
ALBERTA EDUCATION					
Base Funding					
Early Childhood Services (ECS)	\$ 844,752	\$ 211,188	\$ 209,054	(2,134)	-1.01%
Base Instruction (Gr 1-9)	8,471,612	\$ 2,117,903	\$ 2,141,966	24,063	1.14%
Base Instruction (Gr 10-12)	800,028	\$ 200,007	\$ 139,403	(60,604)	-30.30%
Home Education	15,037	\$ 3,759	\$ 6,263	2,504	66.60%
System Administration Reduction	(397,000)	\$ (99,250)	\$ (170,115)	(70,865)	71.40%
Board Governance & Administration	471,000	\$ 117,750	\$ 117,659	(91)	-0.08%
Base Funding Enrolment Adjustment (1.5%)	(50,582)	\$ (12,646)		12,646	-100.00%
	<u>10,154,847</u>	<u>2,538,712</u>	<u>2,444,230</u>	<u>94,482</u>	<u>3.72%</u>
Differential Cost Funding					
ECS Program Unit Funding (PUF)	1,100,000	\$ 275,000	\$ 257,194	(17,806)	-6.47%
Equity of Opportunity	1,335,000	\$ 333,750	\$ 583,280	249,530	74.77%
English as a Second Language	432,952	\$ 108,238	\$ 108,194	(44)	-0.04%
First Nation, Metis, Inuit Funding	1,400,761	\$ 350,190	\$ 337,243	(12,947)	-3.70%
Inclusive Education	2,977,500	\$ 744,375	\$ 750,067	5,692	0.76%
Northern Allowance	740,235	\$ 185,059	\$ 169,148	(15,911)	-8.60%
Outreach Program Funding	125,946	\$ 31,487	\$ 31,473	(14)	-0.04%
Plant Operation & Maintenance	2,959,630	\$ 739,908	\$ 764,686	24,779	3.35%
Small Schools by Necessity	3,252,000	\$ 813,000	\$ 770,957	(42,043)	-5.17%
Socio Economic Status	202,640	\$ 50,660	\$ 50,078	(582)	-1.15%
Special Approvals Funding	550,000	\$ 137,500		(137,500)	-100.00%
Enrolment Adjustments	(35,445)	\$ (8,861)		8,861	-100.00%
	<u>15,041,219</u>	<u>3,760,305</u>	<u>3,822,320</u>	<u>62,015</u>	<u>1.65%</u>
Targeted Funding					
Supernet Funding	211,200	\$ 52,800	\$ 123,193	70,393	133.32%
Regional Collaborative Service Delivery	159,508	\$ 39,877		(39,877)	-100.00%
	<u>370,708</u>	<u>92,677</u>	<u>123,193</u>	<u>30,516</u>	<u>32.93%</u>
Transportation Funding	2,441,324	\$ 610,331	\$ 541,437	(68,894)	-11.29%
Infrastructure Maintenance Renewal (IMR)	681,261	\$ 170,315		(170,315)	-100.00%
Other Alberta Education Revenue					
Fort McMurray COLA	500,000	\$ 125,000	\$ 149,325	24,325	19.46%
1% one-time teacher bonus/one-time funding	3,000,000	\$ 750,000		(750,000)	-100.00%
Deferred Regional Collaborative Service Delivery	72,698	\$ 18,175		(18,175)	-100.00%
Building Collaboration and Capacity in Education Grant	669,890	\$ 167,473		(167,473)	-100.00%
	<u>4,242,588</u>	<u>1,060,647</u>	<u>149,325</u>	<u>(911,322)</u>	<u>-85.92%</u>
Alberta Education Supported Amortization	3,500,015	\$ 875,004		(875,004)	-100.00%
Teacher Retirement Fund	2,500,000	\$ 625,000	\$ 607,404.00	(17,596)	-2.82%

FEDERAL REVENUE**Regular Tuition**

Bigstone First Nation	7,845,237	\$ 1,961,309	823,899	(1,137,410)	-57.99%
Chip Prairie	974,131	\$ 243,533	122,784	(120,749)	-49.58%
Indigenous and Northern Affairs Canada	1,861,287	\$ 465,322	224,214	(241,108)	-51.82%
Athabasca Chip First Nation			63,729	63,729	0.00%
Lubicon Lake Band	2,226,586	\$ 556,647	177,948	(378,699)	-68.03%
Mikisew Cree First Nation	2,897,512	\$ 724,378	288,906	(435,472)	-60.12%
Peerless Trout First Nation	3,618,202	\$ 904,551	371,911	(532,640)	-58.88%
Woodland Cree First Nation			74,738	74,738	0.00%
Fort Chipewyan Education Authority	81,000	\$ 20,250	11,349	(8,901)	-43.96%
	<u>19,503,955</u>	<u>4,875,989</u>	<u>2,159,478</u>	<u>(2,716,511)</u>	<u>-55.71%</u>

Early Childhood Services Tuition

Bigstone First Nation	370,258	\$ 92,565	28,390	(64,175)	-69.33%
Chip Prairie	-	-	5,678	5,678	0.00%
Mikisew Cree First Nation	32,631	\$ 8,158		(8,158)	-100.00%
Indigenous and Northern Affairs Canada			19,873	19,873	0.00%
Lesser Slave Lake IRC			1,906	1,906	0.00%
Athabasca Chip First Nation			3,805	3,805	0.00%
Peerless Trout First Nation	222,155	\$ 55,539	17,034	(38,505)	-69.33%
	<u>625,044</u>	<u>156,261</u>	<u>76,686</u>	<u>(79,575)</u>	<u>-50.92%</u>
Federal Outreach	643,000	\$ 160,750	-	(160,750)	-100.00%
Additional Federal Revenue	814,000	\$ 203,500	-	(203,500)	-100.00%

LOCAL REVENUES

School Food Services	3,168,314	\$ 792,079	791,761	(318)	-0.04%
Apple Schools			66,289	66,289	#DIV/0!
Literacy			2,000	2,000	#DIV/0!
Rental Revenue	1,045,540	\$ 261,385	222,703	(38,682)	-14.80%
Hot Lunch Revenue	32,508	\$ 8,127	12,855	4,728	58.18%
Industry Funded Revenue/Donations	1,062,000	\$ 265,500	43,615	(221,885)	-83.57%
Alberta Mental Health Project	871,316	\$ 217,829	35,204	(182,625)	-83.84%
School Generated Fundraising	450,000	\$ 112,500	-	(112,500)	-100.00%
Investment income/rebates	60,000	\$ 15,000	17,317	2,317	15.45%
	<u>6,689,678</u>	<u>1,672,420</u>	<u>1,191,744</u>	<u>(480,676)</u>	<u>-28.74%</u>
	<u>67,207,639</u>	<u>16,801,910</u>	<u>11,115,817</u>	<u>(5,686,093)</u>	<u>-33.84%</u>

NORTHLAND SCHOOL DIVISION NO. 61
Statement of Expenses by Decision Unit
For The 3-Month Period Ended November 30, 2016

	Annual Fall Budget	Year To Date				% Change
		Fall Budget	Actual	Variance Favorable/ (Unfavorable)		
Governance						
Corporate Board	\$ 521,750	\$ 130,438	\$ 80,148	\$ 50,290	38.55%	
Local School Board Advisory Committees	\$ 365,631	\$ 91,408	\$ 98,862	\$ (7,454)	-8.15%	
	<u>887,381</u>	<u>221,845</u>	<u>179,010</u>	<u>\$ 42,835</u>	19.31%	
Education Executive						
Superintendent Office & PR	1,096,939	274,235	266,275	\$ 7,960	2.90%	
Instructional Services-Central						
CTS/FNMI/Literacy/OHS	989,268	247,317	352,031	\$ (104,714)	-42.34%	
Pedagogical	454,417	\$ 113,604	78,638	\$ 34,966	30.78%	
System Computers	1,753,371	\$ 438,343	529,824	\$ (91,481)	-20.87%	
Testing and Achievement	2,159,191	\$ 539,798	162,081	\$ 377,717	69.97%	
	<u>5,356,247</u>	<u>1,339,062</u>	<u>1,122,574</u>	<u>\$ 216,488</u>	16.17%	
Instructional Services-Schools						
Certificated Substitues, Leaves,	585,000	\$ 146,250	113,929	\$ 32,321	22.10%	
Teacher Pension	2,500,000	\$ 625,000	607,404	\$ 17,596	2.82%	
Uncertificated Substitues, Leaves,	375,000	\$ 93,750	69,224	\$ 24,526	26.16%	
Projects	134,000	\$ 33,500	-	\$ 33,500	100.00%	
Boarding Home Allowances and Supplies	175,000	\$ 43,750	51,399	\$ (7,649)	-17.48%	
Training	858,500	\$ 214,625	41,986	\$ 172,639	80.44%	
Donations and SGF	672,144	\$ 168,036	-	\$ 168,036	100.00%	
Operating expenses	939,090	\$ 234,773	71,018	\$ 163,755	69.75%	
Field Trips	-	\$ -	-	\$ -	0.00%	
Northland Games	15,000	\$ 3,750	-	\$ 3,750	100.00%	
Special Approvals	600,000	\$ 150,000	-	\$ 150,000	100.00%	
Committees	141,000	\$ 35,250	25,620	\$ 9,630	27.32%	
Amortization	697,855	\$ 174,464	-	\$ 174,464	100.00%	
Allowance for Doubtful Accounts	-	\$ -	-	\$ -	0.00%	
	<u>7,692,589</u>	<u>1,923,147</u>	<u>980,580</u>	<u>\$ 942,567</u>	49.01%	
Human Resources	612,229	\$ 153,057	109,962	\$ 43,095	28.16%	
Business Services	1,615,843	\$ 403,961	343,194	\$ 60,767	15.04%	
Facility Services						
Facilities	9,743,806	\$ 2,435,952	1,895,563	\$ 540,389	22.18%	
Infrastructure Maintenance Renewal (IMR)	681,261	\$ 170,315	-	\$ 170,315	100.00%	
	<u>10,425,067</u>	<u>2,606,267</u>	<u>1,895,563</u>	<u>\$ 710,704</u>	27.27%	
				\$ -		
Student Transportation	3,615,635	\$ 903,909	727,170	\$ 176,739	19.55%	
				\$ -		
External Services	5,525,338	\$ 1,381,335	1,101,328	\$ 280,007	20.27%	
	<u>36,827,268</u>	<u>9,206,817</u>	<u>6,725,656</u>	<u>\$ 2,481,161</u>	26.95%	

NORTHLAND SCHOOL DIVISION NO. 61
Statement of Expenses by School Sites
For the 3 Month Period Ended November 30, 2016

	Annual Fall Budget	Year To Date			
		Fall Budget	Actual	Variance Favorable/ (Unfavorable)	% Change
Athabasca Delta	3,031,882	757,971	684,367	73,604	9.71
Anzac	1,044,026	261,007	258,000	3,007	1.15
Bill Woodward	1,385,299	346,325	345,014	1,311	0.38
Bishop Routhier	771,009	192,752	197,081	(4,329)	(2.25)
Calling Lake	1,418,058	354,515	315,529	38,986	11.00
Calling Lake Outreach	288,556	72,139	24,192	47,947	66.46
Career Pathways	492,684	123,171	74,921	48,250	39.17
Chipewyan Lakes	371,389	92,847	94,740	(1,893)	(2.04)
Conklin	671,499	167,875	177,590	(9,715)	(5.79)
Dr. Mary Jackson	379,060	94,765	93,408	1,357	1.43
Elizabeth	1,413,479	353,370	376,749	(23,379)	(6.62)
Father R. Perin	957,183	239,296	314,952	(75,656)	(31.62)
Fort McKay School	1,274,832	318,708	336,660	(17,952)	(5.63)
Gift Lake School	2,034,427	508,607	512,858	(4,251)	(0.84)
Grouard	852,446	213,112	227,292	(14,181)	(6.65)
Hillview	323,941	80,985	73,523	7,462	9.21
J.F. Dion	894,403	223,601	232,126	(8,525)	(3.81)
Kateri	1,059,969	264,992	255,473	9,519	3.59
Little Buffalo	1,611,877	402,969	397,274	5,695	1.41
Mistassiniy	2,922,787	730,697	765,424	(34,727)	(4.75)
Paddle Prairie	1,133,104	283,276	264,910	18,366	6.48
Peerless Lake	1,272,889	318,222	304,902	13,320	4.19
Pelican Mountain	327,660	81,915	77,598	4,317	5.27
St. Theresa	3,843,719	960,930	1,081,506	(120,576)	(12.55)
Susa Creek	504,452	126,113	144,561	(18,448)	(14.63)
Home Education	20,266	5,067	1,220	3,847	75.92
	<u>\$ 30,300,896</u>	<u>\$ 7,575,224</u>	<u>\$ 7,631,870</u>	<u>\$ (60,493)</u>	<u>(0.80)</u>

() over budget

Father R. Perin is over its quarterly budget by 31%. However, it was one of the schools affected by the wildfire, and when the principal arrived at the school in late August, it was discovered that many of the supplies in the school were thrown out when the school was remediated. Those supplies had to be replaced. As well, graduation and year-end award were purchased and presented in September, as the school was evacuated in May, before the events could take place.

NORTHLAND SCHOOL DIVISION NO. 61
Statement of Income and Expenses for External Services
For the 3 Month Period Ended November 30, 2016

	Annual Fall Budget	Year To Date			% Change
		Fall Budget	Actual	Variance Favorable/ (Unfavorable)	
External Services					
Alberta Mental Health Project Revenue	\$ 871,316	\$ 217,829	\$ 35,204	\$ (182,625)	-83.84%
Alberta Mental Health Project Expenses					
Salaries and Benefits	\$ 418,010	\$ 104,503	\$ 51,065	\$ 53,438	51.14%
Services, Contracts and Supplies	\$ 444,945	\$ 111,236	\$ 4,511	\$ 106,725	95.94%
OPERATING SURPLUS/(DEFICIT)	\$ 8,361	\$ 2,090	\$ (20,372)	\$ (22,462)	
School Food Services Revenue	\$ 3,200,822	\$ 800,206	\$ 804,615	\$ 4,410	0.55%
School Food Services Expenses					
Salaries and Benefits	\$ 1,417,734	\$ 354,434	\$ 316,183	\$ 38,251	10.79%
Services, Contracts and Supplies	\$ 2,040,756	\$ 510,189	\$ 531,116	\$ (20,927)	-4.10%
OPERATING SURPLUS/(DEFICIT)	\$ (257,668)	\$ (64,417)	\$ (42,684)	\$ (12,914)	20.05%
Housing Revenue	\$ 1,045,540	\$ 261,385	\$ 222,703	\$ (38,682)	-14.80%
Housing Expenses					
Salaries and Benefits	\$ 151,306	\$ 37,827	\$ 22,927	\$ 14,900	39.39%
Services, Contracts and Supplies	\$ 1,052,586	\$ 263,147	\$ 175,526	\$ 87,621	33.30%
OPERATING SURPLUS/(DEFICIT)	\$ (158,352)	\$ (39,588)	\$ 24,250	\$ 63,838	-161.26%

NORTHLAND SCHOOL DIVISION NO. 61
Statement of Income and Expenses for Housing
For the 3 Month Period Ended November 30, 2016

	Annual Fall Budget	Year To Date			
		Fall Budget	Actual	Variance Favorable/ (Unfavorable)	% Change
REVENUE					
Rent	\$ 1,045,540	\$ 261,385	\$ 222,703	\$ (38,682)	-14.80%
EXPENSES					
Salaries and Benefits	\$ 151,307	\$ 37,827	\$ 22,947	\$ 14,880	39.34%
Casual Labour	\$ 4,350	\$ 1,088		\$ 1,088	100.00%
Legal Services	\$ 1,000	\$ 250	\$ 56	\$ 194	77.60%
Professional Services	\$ 1,500	\$ 375	\$ 200	\$ 175	46.67%
Office Supplies	\$ 1,000	\$ 250		\$ 250	100.00%
Printing and Binding	\$ 1,000	\$ 250	\$ 236	\$ 14	5.60%
Postage	\$ 300	\$ 75	\$ 3	\$ 72	96.00%
Travel and Subsistence	\$ 5,000	\$ 1,250	\$ 2,183	\$ (933)	-74.64%
Insurance	\$ 24,056	\$ 6,014	\$ 76,690	\$ (70,676)	-1175.19%
Repair and Maintenance	\$ 373,347	\$ 93,337	\$ 32,531	\$ 60,806	65.15%
Furniture and Equipment R&M	\$ 8,920	\$ 2,230		\$ 2,230	100.00%
Electricity	\$ 38,000	\$ 9,500	\$ 12,394	\$ (2,894)	-30.46%
Sewer	\$ 22,105	\$ 5,526	\$ 2,455	\$ 3,071	55.58%
Water	\$ 37,110	\$ 9,278	\$ 5,043	\$ 4,235	45.64%
Propane/Gas	\$ 187,100	\$ 46,775	\$ 8,340	\$ 38,435	82.17%
Rent - Other properties	\$ 8,500	\$ 2,125	\$ 2,562	\$ (437)	-20.56%
Copier	\$ 500	\$ 125		\$ 125	100.00%
Telephone - Houses	\$ 2,000	\$ 500	\$ 131	\$ 369	73.80%
Taxes	\$ 51,081	\$ 12,770	\$ 21,142	\$ (8,372)	-65.56%
Vehicle	\$ 3,350	\$ 838		\$ 838	100.00%
Software	\$ 1,500	\$ 375		\$ 375	100.00%
Furniture and Equipment	\$ 30,232	\$ 7,558	\$ 2,436	\$ 5,122	67.77%
Interest	\$ 324	\$ 81		\$ 81	100.00%
Depreciation	\$ 126,326	\$ 31,582		\$ 31,582	100.00%
				\$ -	
	\$ 1,079,908	\$ 269,977	\$ 189,349	\$ 80,628	
Net surplus (deficit)	\$ (34,368)	\$ (8,592)	\$ 33,354		

BOARD OF TRUSTEES

TO: LOIS BYERS,
TRUSTEE OF THE BOARD

DATE: FEBRUARY 23, 2017

FROM: GORD ATKINSON, SUPERINTENDENT OF SCHOOLS

SUBJECT: POLICY 14, HEARINGS ON TEACHER MATTERS

ORIGINATOR: TERRY GUNDERSON, ASBA EDUCATION CONSULTANT

RECOMMENDATION
That the Board of Trustees approve second reading of Policy 14, Hearings on Teacher Matters, as attached.

CURRENT SITUATION: This policy has been reviewed and revised by Terry Gunderson, ASBA Education Consultant in consultation with Lois Byers, Official Trustee and executive staff.

Correspondence will be sent to all stakeholders requesting the policy be reviewed and discussed and send any feedback to Melanie Mantai, Executive Secretary. Feedback received to date is attached.

FEEDBACK: POLICY 14 – HEARINGS ON TEACHER MATTERS

Janvier – LSBC Meeting Minutes – February 8, 2017

Policy 14, 15,18 review

The Superintendent asked LSB members to review proposed policy 14, 15 and 18. All 3 policies were discussed by LSB members with the only concern expressed re: policy 14. The chairperson expressed concern about receiving teacher transfers and not being given enough information to assess the suitability of the transfer. The Principal informed LSB members that all transfers are discussed with the Principal and that discussions with HR take place when a transfer occurs.

Hearings on Teacher Transfers - current to proposed

The only matter concerning teachers the shall hear is transfers. All c
a Board of Reference so should not be heard by the Board.

Current	Proposed
1.1	1
1.2	2
1.3	3
1.4	4
1.5	x
1.6	x
2	x
3	x
4.1	5
4.2	5
4.3	6
5	8

x means item from current policy not included in proposed policy

- 1.5 The teacher shall not be transferred until after the h
- 1.6 Should the board support the decisioni of the superii
- 2 Termination of Teaching Contract or Designation
- 3 Suspension

Policy 14

HEARINGS ON TEACHER MATTERS

The School Act gives the Superintendent the authority to make all decisions on employee matters.

The Superintendent may transfer a teacher in accordance with the relevant section of the School Act. The teacher may make a written request to the Board to have a hearing before the Board for the purpose of objecting to the transfer. Prior to the commencement of the hearing, Trustees shall declare any conflict of interest and excuse themselves from the proceedings.

Specifically

1. The Board respects the teachers' right to a Board of Reference and therefore shall not hear any appeals that are dealt with by the Board of Reference.
2. A teacher who has received a notice of transfer may, within seven (7) days from the day on which the teacher receives the notice of transfer, make a written request to the Board to have a hearing before the Board for the purpose of objecting to the transfer.
3. The request for a hearing before the Board shall be submitted by the teacher to the Board Secretary with a copy being provided to the Superintendent.
4. The Board may set a date and time for the hearing requested not earlier than fourteen (14) days after the teacher receives the notice of transfer, unless the teacher agrees in writing to an earlier date.
5. The Board Secretary shall advise the teacher in writing of the date, time and location of the hearing.
6. Any written materials the teacher or the Superintendent wishes trustees to consider must be submitted to the Board Secretary not less than four (4) days prior to the scheduled date of the meeting. The Board Secretary will provide copies of all such documentation to the parties prior to the hearing, where possible, and to the trustees at the hearing.
7. The teacher or the Superintendent may be accompanied by counsel or other representative, and may bring witnesses if, not less than four (4) days prior to the scheduled date of the meeting, the following is provided by the teacher or the Superintendent in writing, the names of counsel, other representatives, and any witnesses.
8. Notwithstanding, the Board Chair shall reserve the right to receive further documentation or witnesses as deemed relevant or necessary to the determination.
9. Procedure at Hearings
 - 9.1 The hearing shall be conducted at an in-camera session of the Board, and chaired by the Board Chair, or in the Board Chair's absence, the Vice-Chair or designate.

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

Legal Reference: Section 19, 60, 61, 95, 96, 98, 101, 102, 104, 105, 107, 109, 109.1, 110, 113 School Act

BOARD OF TRUSTEES

**TO: LOIS BYERS,
TRUSTEE OF THE BOARD**

DATE: FEBRUARY 23, 2017

FROM: GORD ATKINSON, SUPERINTENDENT OF SCHOOLS

SUBJECT: POLICY 15, SCHOOL CLOSURE

ORIGINATOR: TERRY GUNDERSON, ASBA EDUCATION CONSULTANT

RECOMMENDATION

That the Board of Trustees approve second reading of Policy 15, School Closure, as attached.

CURRENT SITUATION: This policy has been reviewed and revised by Terry Gunderson, ASBA Education Consultant in consultation with Lois Byers, Official Trustee and executive staff.

Correspondence will be sent to all stakeholders requesting the policy be reviewed and discussed and send any feedback to Melanie Mantai, Executive Secretary. To date there has not been any feedback received.

School Closure - current to proposed

Current	Proposed
1	x
2.1	3.1
2.2	3.2
2.3	3.3
3	2
4	8.3

x means item from current policy not included in proposed policy

- 1 The process for the closure of schools is outlined in Albert Regulation. Prior to any decision on a school closure or re the Superintendent will review the regulation and ensure Board is in compliance

Policy 15

SCHOOL CLOSURE

The Board may from time to time be required to close existing schools or to realign attendance areas to ensure the efficient and effective operation of the Division.

Specifically

1. Definition

1.1 "Closure" means to:

- 1.1.1 Close a school permanently or for a specified period of time;
- 1.1.2 Close entirely three (3) or more consecutive grades in a school; or
- 1.1.3 Transfer all students from one (1) school building to one (1) or more other school buildings on a permanent basis.

2. Review

- 2.1 Prior to December 31 of each year, the Superintendent will conduct a school viability review to determine if further action needs to be taken on the matter of closure or the nature of the educational program that will be provided.

3. School Closure Considerations

- 3.1 One (1) or more of the following consideration factors may lead the Superintendent to submit a school closure proposal to the Board:

- 3.1.1 The costs incurred by the Board in maintaining the school and educational program are high and it is viable to transport students to another school.
- 3.1.2 The ability to provide an adequate educational program to the students in attendance.

- 3.2 A proposal for school closure may also be initiated at the request of the Board.

4. School Closure Proposal

A school closure proposal prepared by the Superintendent shall include the following:

- 4.1 The consideration factors precipitating the proposed school closure;
- 4.2 How the closure would affect the attendance area defined for that school;
- 4.3 How the closure would affect the attendance at other schools;
- 4.4 Information on the Board's long-range capital plan;
- 4.5 The number of students who would need to be relocated as a result of the closure;
- 4.6 The need for, and extent of, busing;
- 4.7 Program implications for other schools and for the students when they are attending other schools;

- 4.8 The educational and financial impact of closing the school, including the effect on operational costs and capital implications;
- 4.9 The educational and financial impact if the school were to remain open;
- 4.10 The capital needs of the schools that may have increased enrolment as a result of the closure;
- 4.11 Possible uses of the school building or space if the entire school is being closed, or three (3) or more consecutive grades in the school are being closed entirely.

5. Notice of Motion – Proposed School Closure

- 5.1 In the event that the Board decides to proceed with the proposed school closure following its review of the Superintendent's school closure proposal, the matter shall be raised by way of a Notice of Motion made at a regular meeting of the Board.
- 5.2 The Notice of Motion signals the beginning of the Division's public consultation process. No decision with respect to the school closure will be made until the completion of the procedures outlined in sections 5, 6 and 7 of this policy and at least twelve (12) weeks have passed since the date of this Notice of Motion.
- 5.3 The Notice of Motion shall include:
 - 5.3.1 The school and grades affected by the proposed school closure;
 - 5.3.2 The date upon which the Board plans to vote on the motion to close the school.

6. Notification of Proposed School Closure

- 6.1 Where a Notice of Motion is tabled to consider the closure of a school, the Board shall, in writing, notify the parents of every student enrolled in the school who, in the opinion of the Board, will be significantly affected by the closure.
- 6.2 This written parental notification shall provide the following information:
 - 6.2.1 The school closure proposal prepared by the Superintendent pursuant to section 4 of this policy;
 - 6.2.2 The date, time, format and location of the public meeting organized and convened by the Board for the purpose of discussing the information provided to the parents in the school closure proposal;
 - 6.2.3 The date upon which the Board plans to vote on the motion to close the school.

7. Public Meeting – Proposed School Closure

Where a Notice of Motion is tabled to consider the closure of a school, the Board shall:

- 7.1 Organize and convene a public meeting for the purpose of discussing the information provided to the parents in the school closure proposal;
- 7.2 Post the time and place of the public meeting in at least two (2) areas of the school or schools affected by the closure for a period of at least ten (10) business days prior to the date of the public meeting;

- 7.3 Advertise the time and place of the public meeting in a newspaper circulating within the area or areas of the school or schools affected by the closure, for two (2) consecutive weeks as close as is practicable to the date of the meeting;
 - 7.4 Ensure at least two (2) Trustees are in attendance at the meeting.
 - 7.5 Ensure that minutes of the public meeting are prepared;
 - 7.6 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
 - 7.7 Establish a date by which written submissions relating to the proposed school closure will be received for its consideration following the meeting.
8. Board Decision on Proposed School Closure
- 8.1 The Board shall not make a final decision on the proposed school closure until at least three (3) weeks have passed since the date of the public meeting and until at least twelve (12) weeks have passed since the date of the Notice of Motion in section 5.
 - 8.2 The Board shall give due consideration to any written submissions related to the proposed school closure that it receives after the public meeting referred to in section 7 of this policy.
 - 8.3 The Board shall by resolution decide whether or not to close the school.
 - 8.4 If the decision is to close the school, the Division shall forthwith notify the Minister in writing of the decision.
 - 8.5 All school closure procedures shall be initiated and completed within the school year in which the decision to close the school is made.

Note: Items four (4) through eight (8) are as per Alberta Regulation 238/1997 up to and including amendment 136/2016

Legal Reference: Section 45, 45.1, 58, 60, 113, 200, 201, 270, 271 School Act
 Alberta Regulation 238/1997 up to an including amendment 136/2016

BOARD OF TRUSTEES

**TO: LOIS BYERS,
TRUSTEE OF THE BOARD**

DATE: FEBRUARY 23, 2017

FROM: GORD ATKINSON, SUPERINTENDENT OF SCHOOLS

SUBJECT: POLICY 18, ALTERNATIVE PROGRAMS

ORIGINATOR: TERRY GUNDERSON, ASBA EDUCATION CONSULTANT

RECOMMENDATION

That the Board of Trustees approve second reading of Policy 18, Alternative Programs, as attached.

CURRENT SITUATION: This policy has been reviewed and revised by Terry Gunderson, ASBA Education Consultant in consultation with Lois Byers, Official Trustee and executive staff.

Correspondence will be sent to all stakeholders requesting the policy be reviewed and discussed and send any feedback to Melanie Mantai, Executive Secretary. To date feedback has not been received.

Policy 18

ALTERNATIVE PROGRAMS

The Board supports the provision of Alternative Programs within the Division as an educational choice for students and parents.

An alternative program means an education program that emphasizes a particular language, culture, religion or subject matter, or uses a particular teaching philosophy; but that is not a special education program.

Specifically

1. Alternative Programs shall:
 - 1.1 Emphasize a particular language, culture, religion or subject matter, or use a particular teaching philosophy which is distinctly different from that emphasized in the regular program;
 - 1.2 Be established only with Board approval of a detailed program proposal;
 - 1.3 Be closed only with Board approval;
 - 1.4 Receive a Division budget allocation upon the recommendation of the Superintendent or designate and approval by the Board, only where significant costs beyond those of regular school programs can be identified;
 - 1.5 Be allowed to charge a non-instructional fee.
2. The Principal, Alternative Program Society, or other proponents shall submit to the Superintendent or designate, a proposal to establish an Alternative Program.
 - 2.1 This submission shall be made with sufficient time before the expected "start up" date to allow clarification, discussion, planning and approval before the Division budget for the first year of operation is determined.
 - 2.2 Feedback regarding the proposal shall be provided to the originators of the Alternative Program proposal.
 - 2.3 Once the proposal is complete, the Superintendent shall arrange for the originators to make a presentation of the proposal to the Board.
 - 2.4 The Board may accept or reject the proposal or may direct administration to bring a recommendation to the Board for further discussion and a decision to accept or reject the proposal.
 - 2.5 If the proposal is accepted by the Board, the proponents of the program in conjunction with the Superintendent and/or designates, shall complete detailed preparations (timelines, transportation, student recruitment, staffing, location, budget, administrative services, and fees, if required) and submit them for approval to the Superintendent or designate.

3. Each Alternative Program proposal shall include the following elements:
 - 3.1 Background research;
 - 3.2 Philosophy, objectives, and mission statement;
 - 3.3 Distinguishing feature of the Alternative Program;
 - 3.4 Operational budget including all instructional and support costs;
 - 3.5 Proposed fee for non-instructional costs;
 - 3.6 Staffing profiles desirable to meet the Alternative Program objectives;
 - 3.7 Evaluation of Alternative Program methodology and objectives;
 - 3.8 Projected student population and geographical location/ages;
 - 3.9 Transportation of students to and from the Alternative Program if other than through Policy 17 – Student Transportation Services;
 - 3.10 A list of curriculum and instructional materials in addition to those approved by Alberta Education;
 - 3.11 A completed Initiative Impacts Checklist (Form 18-1) and a summary of possible human and financial resource implications for any other part of the current system;
 - 3.12 A list of start-up costs and sources of funding.

4. Where an Alternative Program is offered as an alternative school:
 - 4.1 The alternative school shall not qualify for the Small School Allocation;
 - 4.2 The alternative school shall receive all other budget allocations and services available to other schools.

5. Criteria for approval and continued support of an Alternative Program include:
 - 5.1 All provincial and federal legislation must be met. Division policies and procedures apply unless specifically exempted by the Board.
 - 5.2 There is a supportable education approach and there are numbers of students sufficient to warrant the program.
 - 5.3 The program is financially viable within the operational budget submitted as part of the program proposal.
 - 5.4 The program does not interfere with any student's access to a regular program of instruction.
 - 5.5 The program follows the Program of Studies for Alberta.
 - 5.6 The program is integrated as part of the Division within existing schools wherever feasible.
 - 5.7 Transportation to Alternative Programs shall be granted according to Policy 17 – Student Transportation Services or as per an agreement in the program proposal.
 - 5.8 Staff shall be employed by, evaluated by, and responsible to the Division, according to Division procedures.

6. Alternative Program(s) shall be reviewed on an ongoing basis by the Superintendent to assess its viability.
 - 6.1 The Superintendent shall provide six (6) months notice to the Principal, Alternative Program Society, or other advisory body (as approved by the Board) if the Alternative Program is to be considered for termination.
 - 6.2 Notice of less than six (6) months may be accepted by mutual agreement.
7. The Principal, Alternative Program Society, or other advisory body (as approved by the Board), shall provide six (6) months notice to the Superintendent or designate that it no longer plans to offer or support the Alternative Program.
 - 7.1 Notice of less than six (6) months may be accepted by mutual agreement.
8. The Board shall decide whether the alternative program will be terminated.

Legal Reference: Sections 10, 13, 20, 21, 22, 47, 60, 61, 113 School Act

BOARD OF TRUSTEES

**TO: LOIS BYERS,
TRUSTEE OF THE BOARD**

DATE: FEBRUARY 23, 2017

FROM: GORD ATKINSON, SUPERINTENDENT OF SCHOOLS

SUBJECT: POLICY 8, BOARD COMMITTEES

ORIGINATOR: TERRY GUNDERSON, ASBA EDUCATION CONSULTANT

RECOMMENDATION
That the Board of Trustees approve first reading of Policy 8, Board Committees, as attached.

CURRENT SITUATION: This policy has been reviewed and revised by Terry Gunderson, ASBA Education Consultant in consultation with Lois Byers, Official Trustee and executive staff.

Correspondence will be sent to all stakeholders requesting the policy be reviewed and discussed and send any feedback to Melanie Mantai, Executive Secretary.

SYNOPSIS OF PROPOSED CHANGES

Policy 8 Board Committees - current to proposed

Current	Proposed
1	1
2	1
3	1
4	Resource Personnel
Standing Committees	
1	Board of Whole
2	Board of Whole
Personnel & Education Committee	
1	Board of Whole
2	Board of Whole

x means item from current policy not included in proposed policy

Policy 8

BOARD COMMITTEES

The Board may delegate specific powers and duties to committees of the Board that are established by the Board, subject to the restrictions on delegation in the School Act.

General Specifications

1. The Board may appoint Standing Committees and Ad Hoc Committees and shall prescribe their terms of reference (purpose, powers and duties, membership and meetings).
2. The Board Chair shall act as an ex-officio member, with voting privileges, of all committees appointed by the Board, with the exception of the Student Expulsion Committee.
3. Committee meetings are not public meetings.
4. In order to enhance efficiencies within the geographic context and fiscal responsibility, Committee meetings may be held by electronic means.

Standing Committees

Standing committees are established to assist the Board with governance work of an ongoing or recurring nature. Standing committees are usually appointed annually at the Organizational Meeting. The appointed member shall serve on the committee for approximately one (1) year unless s/he is unable to perform the duties assigned or until replaced by a subsequent appointment.

1. Agenda Review Committee

1.1 Purpose

- 1.1.1 To make decisions regarding agenda items for regular Board meetings.

1.2 Powers and Duties

- 1.2.1 After careful consideration, to determine items to be placed on the agenda of regular Board meetings, including requests for presentations to the Board.
- 1.2.2 Within the framework for Board agendas, determine the order of items placed on the agenda of regular Board meetings.

1.3 Membership

- 1.3.1 Board Chair.
- 1.3.2 Vice-Chair

1.3.3 One (1) trustee on a rotational basis.

1.3.4 Superintendent and/or designate(s).

1.4 Meetings

1.4.1 At least two (2) weeks prior to each regular Board meeting.

2. Board Committee of the Whole

The Board Committee of the Whole is established as a standing committee of the Board, with responsibility for work as detailed below. Membership includes all trustees and the Superintendent and/or designate(s). Meetings will be held monthly, as required, dependent upon agenda items.

2.1 Purpose

2.1.1 To allow the Board to explore matters to much greater depth than can be accomplished in a scheduled regular meeting of the Board.

2.1.2 To solicit and receive information from the Superintendent relevant to the development of various system activities and plans.

2.2 Powers and Duties

2.2.1 Make recommendations for agenda items for subsequent Board meetings.

2.2.2 Maintain confidentiality of proceedings unless otherwise stated.

3. Student Expulsion Committee

3.1 Purpose

3.1.1 To make decisions regarding the recommendations for the expulsion of any student.

3.2 Powers and Duties

3.2.1 On a recommendation for expulsion, reinstate or expel the student. (If reinstated, state date for return and conditions to be met. If expelled, state term of expulsion and conditions for re-entry).

3.2.2 Inform the Board of the action taken by the Committee.

3.3 Membership

3.3.1 Student Expulsion Committee would be an ad hoc committee of at least three (3) people to deal with each student expulsion and may include Trustees, LSBC members and/or Elders, members with expertise in a particular area if required.

3.3.2 Superintendent and/or designate(s).

3.4 Meetings

3.4.1 As detailed in Policy 13 – Appeals and Hearings Regarding Student Matters.

Ad Hoc Committees

Ad hoc committees are established to assist the Board on a specific project for a specific period of time. The terms of reference for each ad hoc committee will be established by Board motion at the time of the formation (e.g. Labour Relations Committee).

Resource Personnel

The Superintendent may appoint resource personnel to work with committees and shall determine the roles, responsibilities and reporting requirements of the resource personnel.

Legal Reference: Section 60, 61, 62, 63, 70, 113 School Act
Collective Agreement

BOARD OF TRUSTEES

**TO: LOIS BYERS,
TRUSTEE OF THE BOARD**

DATE: FEBRUARY 23, 2017

FROM: GORD ATKINSON, SUPERINTENDENT OF SCHOOLS

SUBJECT: POLICY 9, BOARD REPRESENTATIVES

ORIGINATOR: TERRY GUNDERSON, ASBA EDUCATION CONSULTANT

RECOMMENDATION
That the Board of Trustees approve first reading of Policy 9, Board Representatives, as attached.

CURRENT SITUATION: This policy has been reviewed and revised by Terry Gunderson, ASBA Education Consultant in consultation with Lois Byers, Official Trustee and executive staff.

Correspondence will be sent to all stakeholders requesting the policy be reviewed and discussed and send any feedback to Melanie Mantai, Executive Secretary.

Policy 9

BOARD REPRESENTATIVES

The Board may appoint trustees to represent the Board on various external committees, agencies and organizations. Such representation is established at the discretion of the Board to facilitate the exchange of information on matters of mutual concern and/or to discuss possible agreements between the Division and other organizations to further student success.

The Board will determine the terms of reference for each representative. The Superintendent may appoint resource personnel to work with representative and shall determine the roles, responsibilities and reporting requirements of resource personnel.

The following committees/organizations will have Board representation as determined at the annual Organizational Meeting.

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

1. Alberta School Boards Association (ASBA) Zone Meetings

Purpose of the Association Zones

- 1.1.1 Act as a forum for discussion of relevant, timely and emerging issues identified from individual boards, ASBA Board of Directors, Alberta Education, and other sources.
- 1.1.2 Discuss, and/or develop, policy issues for submission at the Fall General Meeting of the ASBA.
- 1.1.3 Facilitate the development of trustee skills and knowledge.
- 1.1.4 Act on action requests from ASBA Board of Directors.

1.2 Powers and Duties of the Board Representative

- 1.2.1 Attend ASBA Zone meetings.
- 1.2.2 Represent the Board's positions and interests at the Zone level.
- 1.2.3 Communicate to the Board the work of ASBA Zone.
- 1.2.4 Build relationships.

1.3 Representation

- 1.3.1 One (1) trustee; one (1) alternate per Zone

1.4 Meetings

- 1.4.1 As called by ASBA Zone.

2. Organizations the Board determines it is important to have a strong partnership with.

- 2.1 Purpose of the Liaison
 - 2.1.1 To explore and/or strengthen partnership opportunities/challenges.
 - 2.2 Powers and Duties of the Board Representative
 - 2.2.1 Meet with organization representatives to:
 - 2.2.1.1 Explore ways to ensure/enhance student success.
 - 2.2.1.2 Share successes.
 - 2.2.1.3 Ensure effective two-way communication.
 - 2.2.1.4 Build relationships.
 - 2.2.2 Represent the Board's positions and interests at meetings.
 - 2.3 Representation
 - 2.3.1 One trustee; one alternate per organization, in coordination with Local School Board Committee representation.
 - 2.4 Meetings
 - 2.4.1 At least two (2) times per year, or as mutually determined.
3. Public School Boards' Association of Alberta (PSBAA) Council
- 3.1 Purpose of the Association Council
 - 3.1.1 The Public School Board Council is a forum for public school boards to discuss issues with an equal voice, to address public school education issues on a provincial level to effect change and improvement.
 - 3.2 Powers and Duties of the Board Representative
 - 3.2.1 Attend PSBAA Council meetings as required.
 - 3.2.2 Represent the Board's positions and interests at PSBAA Council meetings.
 - 3.2.3 Communicate to the Board the work of PSBAA Council.
 - 3.2.4 Build relationships.
 - 3.3 Representation
 - 3.3.1 One (1) trustee; one (1) alternate.
 - 3.4 Meetings
 - 3.4.1 As called by PSBAA Council.
4. Second Languages Caucus
- 4.1 Purpose of the Second Languages Caucus
 - 4.1.1 To promote program offerings in second languages by Boards across the province.
 - 4.2 Powers and Duties of the Board Representative

- 4.2.1 Attend Second Languages Caucus meetings.
- 4.2.2 Represent the Board's positions and interests at Caucus meetings.
- 4.2.3 Communicate to the Board the Caucus meeting proceedings.
- 4.2.4 Build relationships.
- 4.3 Representation
 - 4.3.1 One (1) trustee; one (1) alternate.
- 4.4 Meetings
 - 4.4.1 Twice per year, during ASBA FGM and SGM, as called by the Caucus Chair.

Legal Reference: Section 61, 68 School Act

BOARD OF TRUSTEES

TO: LOIS BYERS,
TRUSTEE OF THE BOARD

DATE: FEBRUARY 23, 2017

FROM: GORD ATKINSON, SUPERINTENDENT OF SCHOOLS

SUBJECT: POLICY 10, POLICY MAKING

ORIGINATOR: TERRY GUNDERSON, ASBA EDUCATION CONSULTANT

RECOMMENDATION
That the Board of Trustees approve first reading of Policy 10, Policy Making, as attached.

CURRENT SITUATION: This policy has been reviewed and revised by Terry Gunderson, ASBA Education Consultant in consultation with Lois Byers, Official Trustee and executive staff.

Correspondence will be sent to all stakeholders requesting the policy be reviewed and discussed and send any feedback to Melanie Mantai, Executive Secretary.

SYNOPSIS OF PROPOSED CHANGES

Policy 10 Policy Making - current to proposed

Current	Proposed	Current	Proposed
Planning	1		
Development	2		
Implementation	3		
Evaluation	4		
1	1		
2	2		
3	5		
3.1	5.1		
3.2	5.2		
3.3	5.3		
4	6		
5.00	Policy 12		
6	14		

Policy 10

POLICY MAKING

Policy development is a key responsibility of the Board. Policies constitute the will of the Board in determining how the Division will be operated and communicate the Board's values, beliefs and expectations.

Policies provide effective direction and guidelines for the action of the Board, Superintendent, staff, students, electors and other agencies. Policies also serve as sources of information and guidelines to all who may be interested in or connected with the operation of the Division.

Adoption of new Board policies or revision of existing policies is solely the responsibility of the Board.

The Board shall be guided in its approach to policy making by ensuring adherence to the requirements necessary to provide community based public education and compliance with the School Act, the Northland School Division Act and other provincial as well as federal legislation.

Community based public education must also reflect the beliefs and values of the communities served.

Board policies shall provide an appropriate balance between the responsibility of the Board to develop the broad guidelines to guide the Division and the opportunity for the Superintendent to exercise professional judgment in the administration of the Division.

The Board supports and values Local School Board Committees and each Local School Board Committee will infuse local community perspectives within the parameters of policy.

The Board believes in the establishment of policy which reflects its values and perspectives.

The Board shall adhere to the following stages in its approach to policy making:

1. Planning

The Board, in cooperation with the Superintendent, shall assess the need for a policy, as a result of its own monitoring activities or on the suggestion of others, and identify the critical attributes of each policy to be developed.

2. Development

The Board may develop the policy itself or delegate the responsibility for its development to the Superintendent or a committee of the Board.

3. Implementation

The Board is responsible for the implementation of policies governing its own processes. The Board and Superintendent share the responsibility for implementation of policies relating to the Board-Superintendent relationship. The Superintendent is responsible for the implementation of the other policies.

4. Evaluation

The Board, in cooperation with the Superintendent, shall evaluate each policy in a regular manner in order to determine if it is meeting its intended purpose.

Specifically

1. Any person or party may make suggestions regarding the possible development of a policy or the need for policy revisions on any matter by presenting a proposal for a policy or revisions, in writing, to the Superintendent. The proposal shall contain a brief statement of purpose or rationale.
2. The Superintendent will present the proposal to the appropriate standing committee of the Board, for initial consideration and determination.
3. If necessary, the Superintendent or designate will draft amendments to an existing policy or a new policy as the case may be.
4. When appropriate, the Superintendent shall seek legal advice on the intent and the wording of the policy.
5. The Board will give each approved proposal for policy development three (3) readings in public session as follows:
 - 5.1 Proposed policies will be circulated for no less than a total of sixty (60) days.
 - 5.2 First Reading
 - 5.2.1 The Board will consider the policy proposal and will determine the manner and timeline for receiving input from interested parties. In most cases, the policy proposal presented to the Board would be circulated to all Local School Board Committees, Division staff, all school staffs and the Northland Local of the Alberta Teachers' Association for consideration and reaction.
 - 5.2.2 The circulation period may be waived in emergency situations or when there are legislative parameters or collective agreement stipulations precluding feedback.
 - 5.3 Second Reading
 - 5.3.1 The policy is discussed further by the Board after taking into consideration any input received and any amendments arising from input and comments received.

5.3.2 The Board shall consider the information and reaction provided and will either approve the proposed policy in principle or recirculate if deemed appropriate.

5.4 Third Reading

5.4.1 The Board shall give final approval of the policy after it has been given approval in principle.

6. No more than two (2) readings of any policy proposal may be given at any one (1) meeting of the Board unless all trustees are present and unanimously agree to give the policy a third reading.
7. Only those policies which are adopted and recorded in the minutes constitute the official policies of the Board.
8. In the absence of existing policy, the Board may make decisions, by motion, on matters affecting the administration, management and operation of the Division. Such decisions carry the weight of policy. If appropriate, specific written policy will be developed.
9. The Board may request the Superintendent to change an administrative procedure into a draft Board policy and will provide the rationale for same.
10. The Superintendent shall develop administrative procedures as specified in Policy 11 – Board Delegation of Authority and may develop such other procedures as deemed necessary for the effective operation of the Division. These must be in accordance with Board policies.
11. The Board may also delete a policy and subsequently delegate the Superintendent authority over this area. The Superintendent may choose to then develop an administrative procedure relative to this matter.
12. The Superintendent must inform the Board of any substantive directional changes in administrative procedures.
13. The Superintendent shall arrange for all Board policies and administrative procedures and subsequent revisions to be posted on the Division's website, in a timely manner, for staff and public access.
14. The Board shall ensure that each policy has a specified date by which the policy must be evaluated in order to determine if it has brought about the intended result, is still necessary and is to be maintained or deleted.

Legal Reference: Section 60, 61, 113 School Act

BOARD OF TRUSTEES

**TO: LOIS BYERS,
TRUSTEE OF THE BOARD**

DATE: FEBRUARY 23, 2017

FROM: DON TESSIER, ASSOCIATE SUPERINTENDENT

SUBJECT: PROCEDURE 320 (306), ALTERNATE ATTENDANCE PLACEMENTS

RECOMMENDATION

That the Board of Trustees receive as information and implementation, the changes to Procedure 320 (306), Alternate Attendance Placements, which will replace existing Procedure 320, Financial Support for Education Placement Outside of the Division.

CURRENT SITUATION: This administrative procedure will remain numbered as 320 until the new set of administrative procedures come to the May 2017 Corporate Board meeting as information and implementation and this procedure will be numbered as 306.

Administrative Procedure 320 (306)

Alternate Attendance Placements

Background

It is the intent of the Division to educate its students within its own schools. However, the Division also accepts that there may be students who need to leave their designated school or Division in order to have their particular or exceptional educational needs met.

If a student is directed by the Division to attend a school which results in the student being unable to live in the residence of the student's parent, the Division will make available financial support to subsidize the student's maintenance/boarding costs outside of the home community, in an amount prescribed by the Board, and in accordance with provincial funding rules.

Procedures

1. In the event that a student is directed to attend a school which results in the student needing to live in a residence other than the student's parent, the Division shall pay a maintenance/boarding allowance in respect of that student in an amount prescribed by the Board.
2. It is the intent of the Division to educate students within its own schools. Where this is not possible and a direction is required, such direction will be based upon the best educational interests of the student and an assessment by Division officials. Independent students or parents who choose to permit their child to attend a school which requires such a move, are eligible for the payment of a maintenance allowance.
3. In some cases a conveyance allowance may be recommended for parental transportation of students rather than a maintenance/boarding allowance. The conveyance allowance, if approved, will be at Division rates.
4. Decisions shall be made by the respective Associate Superintendent by June 30 for first semester and November 30 for second semester, of the coming school year.
5. High School Students
 - 5.1 Every attempt shall be made to educate children in their home schools and regular classrooms.
 - 5.2 In the event this is not deemed possible, the Principal will make a recommendation for an alternate school attendance placement.
 - 5.2.1 When the Division provides transportation to an alternate school attendance placement, a maintenance/boarding allowance will not be paid.

- 5.3 The Principal shall ensure that:
- 5.3.1 All supporting documents accompany the recommendation.
 - 5.3.2 The school cannot in any way provide for the needs of the student.
- 5.4 The Principal shall forward the recommendation to the respective Associate Superintendent who will review the recommendation for approval or denial. Notification of the decision in writing shall be provided to the independent student or the parents/guardians of students who are dependent.
- 5.5 In the event of a denial the parent/guardian/independent student may appeal the decision to the Superintendent.
- 5.6 Should the maintenance/boarding allowance recommendation be approved, parents/guardians/independent students will make the selection of the maintenance/boarding home, assisted by local Division staff if requested.
- 5.7 In accordance with the School Act, Section 12, subsection (a) and (b), the respective Associate Superintendent has the authority to monitor the student's academic progress each reporting period and school attendance on a monthly basis. Records will be kept by the Student Services Secretary.
- 5.8 It is anticipated that students will carry a full course load. If a student fails to demonstrate and maintain personal academic progress and/or good attendance, parents/guardians/independent students shall be provided with written notification of a thirty (30) day probation placement.
- 5.8.1 Within thirty (30) days probation, if progress in attendance and academics is not noted, the Superintendent will terminate the maintenance allowance within two (2) weeks.
 - 5.8.2 Once terminated, the student will be suspended from the Maintenance/Boarding Home Program for a period of time, anywhere from one (1) semester to one (1) school year.
- 5.9 If there is no high school program in the home school, special consideration will be given to students who are not carrying a full course load. Every student has the right to succeed, therefore, during the students' last year of high school, the student may be allowed to carry less than a full course load to fulfill the requirements for graduation.
6. Students with Exceptional Needs
- 6.1 Every attempt shall be made to educate these children in their home schools and in their regular classrooms.
 - 6.2 The need for special education placement of a student outside of the home school is recognized as a viable option, provided placement is based on completed formal assessments and parent/ guardian/teacher support and is at the discretion of the Superintendent.

- 6.3 Placement of students with exceptional needs must be requested by the Principal, in consultation with the parent/guardian, in writing to the respective Associate Superintendent or designate.
 - 6.4 In the event of a denial, the parent/guardian may appeal the decision to the Superintendent.
 - 6.5 In accordance with the School Act, Section 12, subsection (a) and (b), the Superintendent or designate has the authority to monitor educational progress and personal development of students placed outside the Division under the maintenance/boarding home program, and will be formally monitored by the Superintendent or designate and the home school.
 - 6.6 In the event that a parent does not agree with the Division's assessment that a student requires a program to meet his/her exceptional needs, the Superintendent may refer the matter to a Special Needs Tribunal for a determination on the matter. If the finding of the Tribunal confirms the need for an alternate attendance placement, the Division will provide the necessary assistance allowance at the rate determined by the Board.
7. Each Associate Superintendent must maintain a list of approved students and report to the Superintendent.

Adopted/Revised: Mar 20/09, Aug 22/09, Nov 28/09, Mar 20/14, Dec 8/16

Reference: Section 8, 20, 23, 44, 45, 45.1, 51, 60, 61, 113, 123 School Act
Funding Manual for School Authorities
ASBA Legal Opinion - October 27, 2016

[Leave Feedback Link](#)

Superintendent's Report February 23, 2017



			Student Learning	Student Wellness	Fiscal Responsibility	Personnel Management	Policy and Administrative Procedures	Superintendent/Board Relations	Strategic Planning and Reporting	Organizational Management	Communications and Community Relations	Leadership Practices
1/27/17	Edmonton	Meeting with the ATA				✓	✓					✓
	Teleconference	K- 12 IBM Education Team	✓	✓								✓
1/30/17	High Prairie	Community Engagement Meeting					✓	✓			✓	
1/31/17	Keg River	Dr. Mary Jackson School Visit	✓	✓		✓					✓	✓
2/2/17	Edmonton	Meeting with the Office of the Auditor General	✓	✓			✓				✓	
2/3/17	Edmonton	Meeting with ASBA Re: Associate Superintendents				✓				✓		✓
2/4/17	Wabasca	Mistassiniy School Visit	✓	✓		✓					✓	✓
2/6/17	Fort McMurray	Meeting with Athabasca Tribal Council Director of Education	✓	✓						✓	✓	✓
2/7/17	Fort Chipewyan	ADCS School Visit	✓	✓		✓					✓	✓
		Executive Team Meeting	✓	✓	✓	✓	✓		✓	✓		✓
2/8/17	Fort McMurray	Meeting with Wood Buffalo Housing Authority			✓		✓		✓		✓	
	Fort McKay	Meeting with Fort McKay First Nation Education Director	✓	✓						✓	✓	✓
2/9/17	Anzac	Bill Woodward School Visit	✓	✓		✓					✓	✓
	Janvier	Father R. Perin School Visit	✓	✓		✓					✓	✓
2/10/17	Conklin	Conklin Community School Visit	✓	✓		✓					✓	✓
2/13/17	Edmonton	Associate Superintendent Short Listing Meeting at ASBA				✓				✓		✓
		Meeting with Safe and Caring Schools				✓						✓
2/14/17	Edmonton	NSD61 Administrators' Meeting	✓	✓		✓	✓		✓	✓	✓	
2/15/17	Edmonton	NSD61 Administrators' Meeting	✓	✓		✓	✓		✓	✓	✓	
		Teacher Appreciation Night				✓				✓	✓	✓
2/16/17	Edmonton	Budget Meeting			✓		✓		✓			✓
		Professional Improvement Leave Meeting				✓		✓	✓			
		Post Community Engagement Meeting					✓	✓			✓	
2/17/17	Edmonton	KTC Meeting	✓	✓				✓		✓	✓	✓
2/21/17	Video Conference	Meeting with PMH Insights	✓	✓	✓					✓	✓	✓
	Teleconference	Moving Forward with High School Redesign	✓	✓		✓			✓			
	Janvier	Post Community Engagement Meeting					✓	✓			✓	
2/22/17	Google Hangout	Executive Team Meeting	✓	✓	✓	✓	✓		✓	✓		✓
2/23/17	Trout Lake	Corporate Board Meeting			✓			✓				

AR 96754

January 11, 2017

Mr. Donald Gordon Atkinson
Superintendent of Schools
Northland School Division
9809 - 77 Avenue, PO Bag 1400
Peace River AB T8S 1V2

Dear Mr. Atkinson:

The Deputy Minister of Education has recently reviewed your school jurisdiction's submission under Alberta Education's 2017/2018 Modular Classroom Program. I am pleased to inform you that the following modular classroom requests have been approved for your jurisdiction:

- 2 modular classrooms for Conklin Community School; and
- 2 modular classrooms for Father R. Perin School.

Approval of these requests was based on your jurisdiction's identification of an emergent need for student accommodation for the coming year. Please be advised that if the new and relocated modular classrooms are not ready for occupancy at commencement of the 2017/2018 school year, the approval for the units affected may be rescinded.

Your jurisdiction will receive the fully funded modular classrooms, and the ministry will pay for 100 per cent of the reasonable costs to deliver and set up each classroom. Please contact your Capital Planning Senior Manager if you have questions regarding the reasonableness of your proposed set-up costs. The construction of any link, if required, will be the responsibility of your school jurisdiction.

Upon receipt of the signed construction contract, your jurisdiction will receive 90 per cent of the total funding for the installation of the modular classrooms.

Once your Statement of Final Costs has been submitted, the provincial portion of the actual expenditures up to the remaining 10 per cent will be forwarded to your jurisdiction.

Please advise your jurisdiction staff to access the necessary prep sheets at <https://education.alberta.ca/school-infrastructure/planning-school-projects/everyone/resources/>.

.../2

**FILED IN
DOCUSHARE**

Mr. Donald Gordon Atkinson
Page Two

It is recommended that each project's prep sheets be submitted as soon as possible in order to help ensure completion of the modular/portable classroom projects on or before the start of the 2017/2018 school year.

Should your jurisdiction staff have any questions, please have them contact Travis Hovland, Director, Capital Planning North, at travis.hovland@gov.ab.ca or 780-643-0736 (dial 310-0000 first for toll-free access).

Sincerely,



for Tracy Allen
Executive Director
Capital Planning

cc: Roy Roth
Executive Director, Learning Facilities, Infrastructure

Wabasca business gets big thanks for supporting local youth project

Last October, 115 students from across Northland School Division, including some from Mistassini School in Wabasca participated in a special youth event in Calgary.

They were among 1,600 youths attending a We Day rally, part of a series of rallies held throughout Canada and the United States.

Last week, representatives of the local education community, along with four Mistassini students who attended the event, gathered at the school to say thanks to

Pat and Susan Molloy, owners of Molloy's Welding of Wabasca. The couple and their company donated \$5,000 towards the Northland School Division's attendance at the We Day event which encourages students to get involved in world and community affairs through charitable projects.

At the rally, students and their supervisors heard from speakers like Rick Hanson and astronaut Chris Hadfield. Local attendees noted that the whole trip was very inspiring.



In the above photo, from left to right: Vice Principal Terri-Lynn McLeod, Justin Auger, Principal Shelly Hamelin, Zach Zobot, School Board member Faye Cardinal, Susan Molloy, Assistant Superintendent Don Terrier, Pat Molloy, Brooke Weingarten, School Board member Ernie Grach, and Julianna Gladue.

Environment Canada FORECAST Red Earth Creek

Thursday: Rain, High +7.
 Night: Rain, Low +1.
 Friday: 60% risk showers, Hi +4
 Night: Cloudy, Low -3.
 Saturday: Sun/cloud, High +1.
 Night: Cloudy Low -9.
 Sunday: Sun/clouds, High -2.
 Night: Cloudy, Low -11.
 Monday: Sun/cloud, -2.
 Normal Temperatures:
 Low: -19; High: -7 degrees C.
 Since 1995, the coldest it has been on February 16 was minus 35.5 degrees in 2006 and the warmest was plus 9.0 in 2002. During the first 13 days of the current month the lowest temperature has been minus 31.7 on the 6th, while the highest was plus 8.5 on the 13. (Temperatures on February 10 and 11 are missing from the Environment Canada data. Mean temperature so far this month has been an average of minus 14 degrees.

Follow The Fever on FACEBOOK at Bruce Thomas Scope Fever

WWW&FC is hosting "Water Aerobics"

All Ages - Co-ed
 Feb 21 - April 27
 2017

Tuesdays & Thursdays
 5:30pm - 6:30pm

For more info call 1-780-891-3900

REG. ADMISSION OR FREE WITH PASS.

Health Check

Walk-In Clinic
 Get your Blood Pressure and Blood Glucose Checked
 on Tuesday February 21st /2017
 Time: 10am - 3 pm
 Bigstone Health Commission
 For Information Call: 780-891-2000

Take Care of your Heart! February is Heart Health Month!



Official Trustee's Report

February 23, 2017

January, 2017

30	Edmonton	Meeting with the Minister of Education
	High Prairie	Community Engagement Session
31	Red Earth	Community Engagement Session

February, 2017

2	Edmonton	Meeting with Deputy Minister of Education and Assistant Deputy Ministers of Education
		Meeting with the Office of the Auditor General Re: Student Attendance
6	Teleconference	Teleconference with Fort McKay First Nation Director of Education
7	Wabasca	Meeting with Bigstone Cree Nation
		Meeting with Mistassiniy Local School Board Committee
8	Wabasca	Meeting with the MD of Opportunity No. 17
		Meeting with Bigstone Cree Nation Director of Education
9	Teleconference	Teleconference with the Minister of Education
10	Edmonton	Meeting with Alberta Education (community engagement)
13	Elizabeth Metis Settlement	Meeting with Elizabeth Metis Settlement
	Fishing Lake Metis Settlement	Meeting with Fishing Lake Metis Settlement
14	Gift Lake Metis Settlement	Meeting with Gift Lake Metis Settlement
	Peace River	Post Community Engagement Meeting
16	Edmonton	Professional Improvement Leave Meeting
		Post Community Engagement Meeting
21	Janvier	Post Community Engagement Meeting
23	Trout Lake	Corporate Board Meeting

Governance Structure – comments from the post-engagement sessions will be considered as decisions are made on moving forward. There is still a lot of process left: recommendations go to a government standing policy committee, then Cabinet and then to the House where any proposed changes will go through three readings.

I know it has been a difficult process for communities over all these years and I personally thank everyone for again sharing your thoughts, not only through the formal community engagement process but through the many meetings and phone discussions I have had.

There is no one solution that will capture all input as the input varied greatly. Please know that even if the decision is not what you were hoping for, I did hear you.

NORTHLAND SCHOOL DIVISION NO. 61
BOARD REPORT
2016/2017 SCHOOL YEAR
PERIOD ENDING - January 31, 2017

	ACTUAL	BUDGET	VARIANCE
<u>ELECTIONS</u>			
REMUNERATION TRUSTEES	-	-	-
EMPLOYEE BENEFITS--TRUSTEES	60.00	-	(60.00)
LEGAL FEES	-	-	-
POSTAGE--ELECTIONS	-	-	-
INSERVICE--ELECTIONS	-	-	-
RENUMERATION--ELECTIONS	-	80,000.00	80,000.00
TRAVEL & SUBSISTENCE--ELECTIONS	-	-	-
PRINTING & BINDING--ELECTIONS	-	-	-
ADVERTISING--ELECTIONS	-	-	-
OFFICE SUPPLIES--ELECTIONS	-	-	-
SUB-TOTAL	60.00	80,000.00	79,940.00
<u>COMMITTEES</u>			
RENUMERATION TRUSTEES	-	-	-
EMPLOYEE BENEFITS - TRUSTEES	-	-	-
PROFESSIONAL SERVICES - POLICY REVIEW	-	-	-
TRAVEL & SUBSISTENCE - PERSONNEL	-	-	-
TRAVEL & SUBSISTENCE - EDUCATION	-	-	-
TRAVEL & SUBSISTENCE - FINANCE	-	-	-
TRAVEL & SUBSISTENCE - NEGOTIATION	-	-	-
TRAVEL & SUBSISTENCE - PAC	-	-	-
TRAVEL & SUBSISTENCE - AD HOC	2,971.61	30,000.00	27,028.39
TRAVEL & SUBSISTENCE - QUALITY OF WORK LIFE	158.40	-	(158.40)
TRAVEL & SUBSISTENCE - KTC PARTNERSHIP	-	-	-
TRAVEL & SUBSISTENCE - RECRUITMENT	-	-	-
TRAVEL & SUBSISTENCE - POLICY 1 REVIEW	-	-	-
TRAVEL & SUBSISTENCE - COMMUNITY ENGAGEMENT	28,846.74	-	(28,846.74)
TRAVEL & SUBSISTENCE - MENTAL HEALTH INITIATIVE	-	-	-
SUB-TOTAL	31,976.75	30,000.00	(1,976.75)
<u>OTHER EXPENSES</u>			
REMUNERATION TRUSTEES	-	-	-
RENUMERATION - RECRUITMENT	-	-	-
REMUNERATION TRUSTEES - RETREAT	-	-	-
EMPLOYEE BENEFITS - TRUSTEES	30.48	4,000.00	3,969.52
EMPLOYEE BENEFITS - RECRUITMENT	-	-	-
PROFESSIONAL SERVICES	58,415.30	200,000.00	141,584.70
IN-SERVICE - BOARD	-	60,000.00	60,000.00
IN-SERVICE - BOARD (ORIENTATION)	-	-	-
IN-SERVICE - N.S.D. P.D. - TRUSTEES	-	-	-
LEGAL FEES - BOARD TRUSTEES	2,484.04	25,000.00	22,515.96
RENUMERATION ALTERNATES	-	-	-
VISA PURCHASES - TRUSTEE	-	-	-
TELEPHONE - TRUSTEE	260.34	3,000.00	2,739.66
TELEPHONE - VICE CHAIRMAN	-	-	-
TRAVEL & SUBSISTENCE - BOARD/OTHER	36,805.43	40,000.00	3,194.57
TRAVEL & SUBSISTANCE - PSBA	-	-	-
TRAVEL & SUBSISTANCE - ASBA	-	-	-
TRAVEL & SUBSISTENCE - TRUSTEE	-	-	-
TRAVEL & SUBSISTENCE - VICE CHAIRMAN	-	-	-
TRAVEL & SUBSISTENCE - RECRUITMENT	-	-	-
TRAVEL & SUBSISTENCE - RETREAT	-	-	-
A.S.B.A. & P.S.B.A. FEES - BOARD	26,866.03	38,000.00	11,133.97
PRINTING & BINDING	851.57	3,500.00	2,648.43
INSURANCE - BOARD OF TRUSTEES	170.00	250.00	80.00
ADVERTISING - BOARD	-	3,000.00	3,000.00
OFFICE SUPPLIES	161.34	5,000.00	4,838.66
AWARDS	1,048.08	25,000.00	23,951.92
POSTAGE - BOARD	283.03	4,000.00	3,716.97
FURNITURE& EQUIPMENT	-	1,000.00	1,000.00
SUB-TOTAL	127,375.64	411,750.00	284,374.36
TOTAL	159,412.39	521,750.00	362,337.61

**NORTHLAND SCHOOL DIVISION NO. 61
LOCAL SCHOOL BOARD COMMITTEE REPORT
2015/2016 SCHOOL YEAR
PERIOD ENDING - January 31, 2017**

	Future Pay Out	Paid During Yr.	Total Pd. & Committed	Budget	Difference	Percent Expended
<u>Anzac</u>						
Quarterly Honorarium	4,413.00	655.08	5,068.08	4,920.00	(148.08)	
Travel & Subsistence		-	-	5,032.00	5,032.00	
In - Service			-		-	
Prior Year Carryover			-	15,608.00	15,608.00	
Casual Labour, Supplies & Awards		203.20	203.20	250.00	46.80	
Total	4,413.00	858.28	5,271.28	25,810.00	20,538.72	20.4%
<u>Athabasca Delta</u>						
Quarterly Honorarium	3,654.00	976.77	4,630.77	4,920.00	289.23	
Travel & Subsistence		-	-	5,340.00	5,340.00	
In - Service			-		-	
Prior Year Carryover			-	14,505.00	14,505.00	
Casual Labour, Supplies & Awards		-	-	250.00	250.00	
Total	3,654.00	976.77	4,630.77	25,015.00	20,384.23	18.5%
<u>Bishop Routhier</u>						
Quarterly Honorarium	3,689.25	1,229.75	4,919.00	4,920.00	1.00	
Travel & Subsistence		-	-	1,992.00	1,992.00	
In - Service			-		-	
Prior Year Carryover			-	3,977.00	3,977.00	
Casual Labour, Supplies & Awards		-	-	250.00	250.00	
Total	3,689.25	1,229.75	4,919.00	11,139.00	6,220.00	44.2%
<u>Calling Lake</u>						
Quarterly Honorarium	4,959.00	-	4,959.00	4,920.00	(39.00)	
Travel & Subsistence	-	-	-	3,060.00	3,060.00	
In - Service	-	-	-		-	
Prior Year Carryover	-	-	-	13,814.00	13,814.00	
Casual Labour, Supplies & Awards		-	-	250.00	250.00	
Total	4,959.00	-	4,959.00	22,044.00	17,085.00	22.5%
<u>Chipewyan Lakes</u>						
Quarterly Honorarium	662.91	1,482.75	2,145.66	4,920.00	2,774.34	
Travel & Subsistence			-	2,740.00	2,740.00	
In - Service			-		-	
Prior Year Carryover			-	15,041.00	15,041.00	
Casual Labour, Supplies & Awards		-	-	250.00	250.00	
Total	662.91	1,482.75	2,145.66	22,951.00	20,805.34	9.3%
<u>Conklin</u>						
Quarterly Honorarium	3,942.25	1,229.75	5,172.00	4,920.00	(252.00)	
Travel & Subsistence			-	4,144.00	4,144.00	
In - Service			-		-	
Prior Year Carryover			-	8,779.00	8,779.00	
Casual Labour, Supplies & Awards		-	-	250.00	250.00	
Total	3,942.25	1,229.75	5,172.00	18,093.00	12,921.00	28.6%

	Future Pay Out	Paid During Yr.	Total Pd. & Committed	Budget	Difference	Percent Expended
<u>Dr. Mary Jackson</u>						
Quarterly Honorarium	3,689.25	1,229.75	4,919.00	4,920.00	1.00	
Travel & Subsistence		-	-	2,184.00	2,184.00	
In - Service			-		-	
Prior Year Carryover			-	4,495.00	4,495.00	
Casual Labour, Supplies & Awards		325.53	325.53	250.00	(75.53)	
Total	3,689.25	1,555.28	5,244.53	11,849.00	6,604.47	44.3%
<u>East Prairie</u>						
Quarterly Honorarium	3,689.25	1,229.75	4,919.00	4,920.00	1.00	
Travel & Subsistence		-	-	2,128.00	2,128.00	
In - Service			-		-	
Prior Year Carryover			-	2,545.00	2,545.00	
Casual Labour, Supplies & Awards		-	-	250.00	250.00	
Total	3,689.25	1,229.75	4,919.00	9,843.00	4,924.00	50.0%
<u>Elizabeth</u>						
Quarterly Honorarium	4,872.00	1,126.75	5,998.75	4,920.00	(1,078.75)	
Travel & Subsistence		-	-	3,816.00	3,816.00	
In - Service			-		-	
Prior Year Carryover			-	13,029.00	13,029.00	
Casual Labour, Supplies & Awards		92.07	92.07	250.00	157.93	
Total	4,872.00	1,218.82	6,090.82	22,015.00	15,924.18	27.7%
<u>Father R Perin</u>						
Quarterly Honorarium	3,930.50	1,229.75	5,160.25	4,920.00	(240.25)	
Travel & Subsistence	-	-	-	4,144.00	4,144.00	
In - Service			-		-	
Prior Year Carryover			-	8,593.00	8,593.00	
Casual Labour, Supplies & Awards		-	-	250.00	250.00	
Total	3,930.50	1,229.75	5,160.25	17,907.00	12,746.75	28.8%
<u>Fort McKay</u>						
Quarterly Honorarium	1,482.75	494.25	1,977.00	4,920.00	2,943.00	
Travel & Subsistence			-	4,144.00	4,144.00	
In - Service			-		-	
Prior Year Carryover			-	16,999.00	16,999.00	
Casual Labour, Supplies & Awards		-	-	250.00	250.00	
Total	1,482.75	494.25	1,977.00	26,313.00	24,336.00	7.5%
<u>Gift Lake</u>						
Quarterly Honorarium	3,689.25	1,229.75	4,919.00	4,920.00	1.00	
Travel & Subsistence		-	-	2,292.00	2,292.00	
In - Service			-		-	
Prior Year Carryover			-	6,330.00	6,330.00	
Casual Labour, Supplies & Awards		-	-	250.00	250.00	
Total	3,689.25	1,229.75	4,919.00	13,792.00	8,873.00	35.7%
<u>Grouard</u>						
Quarterly Honorarium	3,689.25	1,229.75	4,919.00	4,920.00	1.00	
Travel & Subsistence		-	-	2,028.00	2,028.00	
In - Service			-		-	
Prior Year Carryover			-	4,370.00	4,370.00	
Casual Labour, Supplies & Awards		-	-	250.00	250.00	
Total	3,689.25	1,229.75	4,919.00	11,568.00	6,649.00	42.5%

	Future Pay Out	Paid During Yr.	Total Pd. & Committed	Budget	Difference	Percent Expended
<u>J.F. Dion</u>						
Quarterly Honorarium	3,689.25	1,229.75	4,919.00	4,920.00	1.00	
Travel & Subsistence		-	-	4,052.00	4,052.00	
In - Service					-	
Prior Year Carryover				9,347.00	9,347.00	
Casual Labour, Supplies & Awards				250.00	250.00	
Total	3,689.25	1,229.75	4,919.00	18,569.00	13,650.00	26.5%
<u>Kateri</u>						
Quarterly Honorarium	2,965.50	904.16	3,869.66	4,920.00	1,050.34	
Travel & Subsistence		-	-	2,416.00	2,416.00	
In - Service					-	
Prior Year Carryover				9,032.00	9,032.00	
Casual Labour, Supplies & Awards				250.00	250.00	
Total	2,965.50	904.16	3,869.66	16,618.00	12,748.34	23.3%
<u>Little Buffalo</u>						
Quarterly Honorarium	3,654.00	1,218.00	4,872.00	4,920.00	48.00	
Travel & Subsistence		-	-	1,880.00	1,880.00	
In - Service					-	
Prior Year Carryover				1,024.00	1,024.00	
Casual Labour, Supplies & Awards				250.00	250.00	
Total	3,654.00	1,218.00	4,872.00	8,074.00	3,202.00	60.3%
<u>Mistassiniy</u>						
Quarterly Honorarium	2,930.25	976.75	3,907.00	4,920.00	1,013.00	
Travel & Subsistence		-	-	2,836.00	2,836.00	
In - Service					-	
Prior Year Carryover				2,818.00	2,818.00	
Casual Labour, Supplies & Awards				250.00	250.00	
Total	2,930.25	976.75	3,907.00	10,824.00	6,917.00	36.1%
<u>Paddle Prairie</u>						
Quarterly Honorarium	3,977.50	1,157.16	5,134.66	4,920.00	(214.66)	
Travel & Subsistence		150.00	150.00	2,288.00	2,138.00	
In - Service		-	-		-	
Prior Year Carryover				8,859.00	8,859.00	
Casual Labour, Supplies & Awards				250.00	250.00	
Total	3,977.50	1,307.16	5,284.66	16,317.00	11,032.34	32.4%
<u>Peerless Lake</u>						
Quarterly Honorarium	3,977.50	1,157.16	5,134.66	4,920.00	(214.66)	
Travel & Subsistence		150.00	150.00	2,288.00	2,138.00	
In - Service		-	-		-	
Prior Year Carryover				8,859.00	8,859.00	
Casual Labour, Supplies & Awards				250.00	250.00	
Total	3,977.50	1,307.16	5,284.66	16,317.00	11,032.34	32.4%
<u>Pelican Mountain</u>						
Quarterly Honorarium	2,241.75	747.25	2,989.00	4,920.00	1,931.00	
Travel & Subsistence		-	-	3,096.00	3,096.00	
In - Service					-	
Prior Year Carryover				8,660.00	8,660.00	
Casual Labour, Supplies & Awards				250.00	250.00	
Total	2,241.75	747.25	2,989.00	16,926.00	13,937.00	17.7%

	Future Pay Out	Paid During Yr.	Total Pd. & Committed	Budget	Difference	Percent Expended
St. Theresa						
Quarterly Honorarium	3,689.25	1,229.75	4,919.00	4,920.00	1.00	
Travel & Subsistence		-	-	2,860.00	2,860.00	
In - Service			-		-	
Prior Year Carryover			-	2,969.00	2,969.00	
Casual Labour, Supplies & Awards		541.10	541.10	250.00	(291.10)	
Total	3,689.25	1,770.85	5,460.10	10,999.00	5,538.90	49.6%
Susa Creek						
Quarterly Honorarium	3,923.20	249.08	4,172.28	4,920.00	747.72	
Travel & Subsistence	-	-	-	2,984.00	2,984.00	
In - Service			-		-	
Prior Year Carryover			-	13,839.00	13,839.00	
Casual Labour, Supplies & Awards		-	-	250.00	250.00	
Total	3,923.20	249.08	4,172.28	21,993.00	17,820.72	19.0%
GRAND TOTAL	77,410.86	23,674.81	101,085.67	374,976.00	273,890.33	

TOTAL NUMBER OF LSBC WITHIN BUDGET	22	273,890.33
TOTAL NUMBER OF LSBC OVER BUDGET	0	-
TOTAL NUMBER OF LSBC	22	273,890.33

BOARD OF TRUSTEES

**TO: LOIS BYERS
TRUSTEE OF THE BOARD**

DATE: FEBRUARY 23, 2016

PRESENTED BY: TRUDY RASMUSON, SECRETARY-TREASURER

SUBJECT: COMMITTEE REPORT: WABASCA MODERNIZATION UPDATE

**Wabasca Modernization Update
Report to the Board as of February 23, 2017**

**Revised Report Draft 2 - November 25, 2016
NORTHLAND SCHOOL DIVISION #61 MISTASSINIY SCHOOL, WABASCA,
ALBERTA VALUE SCOPING WORKSHOP**

Attached is the draft report received from Peter Burgess, Senior Manager Capital Planning North, the final copy is expected shortly. A project manager will be assigned to the project and there could be a project kickoff meeting.

**REPORT SUBMITTED BY: PATRICIA COX
TO
ROBERT CRAIG, ACTING DIRECTOR CAPITAL PLANNING NORTH
ALBERTA EDUCATION
Revised Report Draft 2 - November 25, 2016
NORTHLAND SCHOOL DIVISION #61
MISTASSINIY SCHOOL, WABASCA, ALBERTA
VALUE SCOPING WORKSHOP**

EXECUTIVE SUMMARY

On June 15 and 16, 2016, a value scoping workshop was undertaken by Alberta Education with Northland School Division in Wabasca, Alberta. The school which was the subject of the value scoping was Mistassiniy School.

Mistassiniy School is a grade 7 to 12 school with a rated net capacity of 595, a 2015-16 adjusted enrolment of 394 and a space utilization rate of 66%. The original school was built in 1979 and had an addition and replacement built in 1980 due to a fire. A kitchen area was added in 1998 for a total school area of 5,697.6 m². Planning dollars were approved for an education project in Wabasca-Desmarais for Northland School Division in 2014. A modernization of Mistassiniy School is on Northland School Divisions Capital Plan.

The discussion process was initiated by Capital Planning North of Alberta Education. The value scoping session was attended by 25 participants from Northland School Division including the Superintendent, Trustees, principals and teachers of Mistassiniy and other schools in Wabasca-Desmarais, facility and technology staff, parents, and students. Community members included 14 participants from the Atoske Action Group, Schroeder Oilfield, Bigstone Education Authority and Northern Lake College. Also in attendance were staff from Alberta Education and Alberta Infrastructure as well as architects and cost consultants who provided technical expertise to assist in the process (Appendix 1).

On June 15, following context-setting presentations by Alberta Education, Alberta Infrastructure and Northland School Division, participants toured Mistassiniy School. Following the school tour, the architects did a presentation regarding school modernizations, after which participants brainstormed and prioritized the needs and important considerations for the modernization of Mistassiniy School (Appendix 2).

After the prioritization exercise, participants worked with the assistance of architects, the cost consultants and government staff, using large-scale school floor plans. Key to the design process was the addition of a new gymnasium. Participants divided into four groups and designed and developed four options for the modernization.

During the evening of June 15, the architects drew up the options and the cost consultants prepared cost estimates for each of the four draft designs, and on

Thursday, June 16, each of the working groups presented and discussed its design. The cost consultants did a brief presentation to explain the costing process and the cost estimates were presented. The estimates for each of the draft designs are as follows:

- Option 1 - \$22.58 million
- Option 2 - \$24.23 million
- Option 3 - \$21.13 million
- Option 4 - \$20.34 million

Drawings and cost estimates are included as Appendices 4 and 5.

Participants were asked to comment on which option they preferred. Of the participants that identified a preferred option, the majority identified Option 2 as their first option. Other participants identified that they felt a combination of the best components of all of the options was preferred, while others did not wish to identify a preference at the time.

In concluding the session, Michael Ediger explained that this process is just a beginning and that the next steps will include gathering information on enrolment, current and projected; clarifying the utilization rates; and further developing a design that would meet the needs of students at Mistassiniy School. He also identified, that Option 2 would be the starting point and the design would need to incorporate key components from all of the four options.

Those attending the value scoping session responded very positively to the process, all were thankful and appreciated the opportunity to be part of the value scoping session and most thanked the students for their excellent participation and the good job they did in identifying their needs over the two days.

On October 20, 2016, a follow up meeting was held with the participants to provide updates on current and projected enrollments, programming for students, and opportunities for partnerships. The meeting was attended by 31 participants from Northland School Division and 9 community members, including participants from the Atoske Action Group, Schroeder Oilfield, the LSBS and Elders. Also in attendance were staff from Alberta Education and Alberta Infrastructure as well as an architect who provided technical expertise to assist in the meeting (Appendix 8).

Updates on enrolments, programming and partnerships were provided and students provided input to the needs of Mistassiniy School. The architect reviewed the four original options developed in June and presented the participants with a revised Option 2 that aligned with the Alberta Education guidelines. Participants did not express any concerns with the redefined design; therefore for the purposes of this report, it is assumed that participants supported the option. Robert Craig, Acting Director, Alberta Education indicated that that the redefined Option 2 could be supported by government and would be re-costed in preparation for final approval of the project. Once the project has received final approval, the architects will be procured and the design process can begin.

**NORTHLAND SCHOOL DIVISION
MISTASSINIYSCHOOL
WABASCA, ALBERTA
VALUE SCOPING WORKSHOP**

On June 15 and 16, 2016, a value scoping workshop was undertaken by Alberta Education with Northland School Division in Wabasca, Alberta. The school which was the subject of the value scoping was Mistassiniy School.

Mistassiniy School is a grade 7 to 12 school with a rated net capacity of 595, a 2015-16 adjusted enrolment of 394 and a space utilization rate of 66%. The original school was built in 1979 and had an addition and replacement built in 1980 due to a fire. A kitchen area was added in 1998 for a total school area of 5,697.6 m². Planning dollars were approved for an education project in Wabasca-Desmarais for Northland School Division in 2014. A modernization of Mistassiniy School is on Northland School Divisions Capital Plan.

The discussion process was initiated by Capital Planning North of Alberta Education. It was facilitated by Patricia Cox. The value scoping session was attended by 25 participants from Northland School Division including the Superintendent, Trustees, principals and teachers of Mistassiniy and other schools in Wabasca-Desmarais, facility and technology staff, parents, and students. Community members included 14 participants from the Atoske Action Group, Schroeder Oilfield, Bigstone Education Authority and Northern Lake College. Also in attendance were staff from Alberta Education and Alberta Infrastructure as well as architects and cost consultants who provided technical expertise to assist in the process (Appendix 1).

THE PROCESS

On June 15, Colin Kelly, Board Chair of Northland School Division, welcomed participants and thanked them for participating in the session. He indicated that previous sessions were held with Wabasca, Desmarais, and the Bigstone Band to discuss education needs and everything is coming together.

Kim Courtoreille, LSBC Chair, Desmarais indicated that in May 2015 a focus group was held and the results will be shared later. He also indicated that help is needed with the next steps and we need to revisit types of learning environments. He was happy to see students and wished everyone a good session. Terry Lynn, Principal, Mistassiniy welcomed everyone and outlined the logistics, including fire exits and washrooms.

Participants were then asked to introduce themselves, identify their connection to the school and their interest in the project. Following introductions, a brief outline of the process for the two-day session was provided, indicating that the following activities would be undertaken:

- Purpose and goals of value scoping sessions
- Review of facility audits and modernization history for Mistassiniy School

- Context setting presentations by Northland School Division.
- Tour of Mistassiniy School with Principal Terri-Lynn McLeod.
- Darlene Cadman and Kyle Auch, Architects from Group2 Architects will then provide a brief presentation on what can be accomplished in a modernization.
- Brainstorming - Participants will identify the important considerations, possible components and needs for a modernization.
- Participants will engage in an activity to prioritize the identified needs
- Everyone will then be divided into groups to work with the architects to develop draft modernization plans, incorporating the high priority needs.
- Kevin Drake and Charlene Chua, Cost Consultants from Tech-Cost Consultants Limited, will then be able to take the designs and cost them in the evening.
- On Day Two, each group will discuss their options.
- Kevin and Charlene Chua will then provide a general presentation on how they estimate the costs and will review the costs for each of the options that have been developed.
- Michael Ediger will close the session with a wrap up and next steps.

SETTING THE CONTEXT

Subsequent to the explanation of the process, context-setting presentations were made by:

- Michael Ediger, Director, Alberta Education
- Mark Latimer, Manager, Alberta Infrastructure
- Don Tessier, Associate Superintendent, Northland School Division
- Darlene Cadman and Lyle Auch, Architects, Group2 Architects.

The over-all purpose of the presentations was to provide additional context for the school tour and the detailed facility discussion.

Michael welcomed the group and thanked the school division for hosting. He outlined that participants would be looking at the needs for Mistassiniy School for the next two days. He thanked the Elders and community members for welcoming the participants to the session. The goal is to build collaboration during the discussion to arrive at wonderful outcomes and it is good to see students at the session. Value scoping sessions allow participants to see the concrete building walls and to look at the strengths and weakness of the building. At Mistassiniy School, the program spaces are not well designed for the senior high students and the school's goal of long term retention of students.

Michael indicated that there is work to be done and we need to ensure programs are right for students today and for the long term. The purpose of the value scoping session is to bring all participants together to identify what the best facility solutions are for the school and community. We need to ensure there is enough space and classrooms now and in the future; and we need to ensure there are good program spaces to provide a complement of programs for students. Participants will have an opportunity to look at

various options, assess the needs, and arrive at consensus for the best options. Michael thanked participants for their patience, as the announcement for planning funds for this project was made in 2014 and he is pleased that the value scoping session will move the project forward.

ALBERTA INFRASTRUCTURE PRESENTATION

Mark Latimer, Facility Audit, Manager at Infrastructure, presented the most recent Facility Condition Audit. Facility audits are completed every five years on the structure. Programming challenges are not included in these audits.

- Most recent audit conducted on October 5, 2011.
- General Summary
 - Original School section built in 1979 – area 460 m²
 - Addition/replacement due to fire in 1980 – 5037.6 m²
 - Addition of kitchen area in 1998 - 200 m²
 - Total area of the school is 5,697.6 m²
 - Total capacity is 595 students.
- Total maintenance events over next 5 years are estimated at \$2,302,644.
- 5 Year Facility Condition Index (FCI): 10.54%.
- Structural Summary – structure of the building is in acceptable condition.
- Envelope Summary – exterior building envelope is in acceptable condition.
- Interior Summary – all interior finishes are in acceptable condition.
- Mechanical Summary – mechanical system components are in acceptable condition.
- Electrical Summary – Overall, the electrical systems in the school are in good condition.

NORTHLAND SCHOOL DIVISION PRESENTATIONS

Don Tessier, Associate Superintendent

- In Wabasca-Desmarais there are several education programs:
 - St. Theresa is a Pre-Kindergarten to Grade 6 school with an enrollment of 400. It is at capacity and has no room and limited land space.
 - Bigstone Education Authority has a Kindergarten to Grade 7, has 300 students and has had to add portables.
 - Pelican Mountain School in Sandy Lake has a Kindergarten to Grade 6 program.
 - Mistassiniy School is a Grades 7 to 12 with an enrolment of 350 students. Currently the school is not designed for high school students, which makes programming a challenge.
 - The Outreach Program is for Grades 10-12 and currently has 70 students
- In May 2015 - community members responded to a consultation on possible facility requirements and enhancements. Don provided the following excerpts from the Community Feedback document. The full document is included in Appendix 6.

What do you feel are some of the advantages of having a separate middle school for students in grades 5 to 8?

- There is greater ability to focus on curriculum that is more aligned with upper elementary and junior high aged student interests (i.e. Career and Technology Foundation type courses - photography, woodworking, robotics; and core subject areas).
- No peer pressure or negative influences (i.e. drugs, foul language, disrespectful behavior) from high school students.
- There is need at the junior high level to offer more individualized attention for students who require academic assistance. This type of assistance can be scheduled into the timetable without affecting high school programming.
- There is a need at the junior high level to offer specifically designed courses that focus on leadership type courses including emphasis on self-discipline, respect for self and one another and resiliency.
- Middle school would have more of a tailored educational focus for the age groups; including social development.

What kinds of programs would you like to see in the school?

- CTF courses/strands like woodworking, photography, small engine repair exposure, robotics.
- After-school programs like homework tutoring, boys and girls clubs, video engineering, and sport clubs.
- Art, music, drama, certified educators, excellent science class, properly equipped shop, cosmetology, Cree, French, Cafeteria, photography, guidance counselors, career specialist, athletic programs, computers and web design, student mentoring and leadership programs, outdoor education and cultural studies.
- Music, drama, outdoor ed., art, computer / technology, cultural learning in a multicultural community, sports/health program, strong student council, school cafeteria, student lounge, hands on science program, mentorship from the community, cooking sewing, life skills, parenting skills and extra-curricular activities.
- Music, drama, art, land based, cultural, outdoor ed., sports programs and teams.
- Shop programs.
- Self-esteem/identity building, valuing their intellect and skills.
- Student leadership.

Modernization of Mistassiniy: What kinds of programs would you like to see at Mistassiniy School?

- Dual credit welding and woodworking, plumbing, electrical engineering, high end core courses like chemistry and physics, music programs, drama program, robotics, software programming, photography.

What kinds of facilities would you like to have available to Mistassiniy students?

- Upgrade the Mistassiniy School SHOP.
- Fine arts facility, Art Facility, Multicultural Center.
- Cultural Center for the teaching of local language and culture.
- Access to state-of-the-art CTS and CTF facility.
- Facilities for CTS courses like computers, home ec, shop, outdoor education, music, drama, cultural program as possible options.

3. Now that you have discussed each project which do you support and why?

- Upgrade the Mistassiniy School Shop.
- Fine arts facility, Art Facility, Multicultural Center.
- Cultural Center for the teaching of local language and culture.
- Access to state-of-the-art CTS and CTF facility.

4. Often new schools or modernizations include partnerships with community buildings? for example a community library might be a part of the new or upgraded facility

- Bigstone Band, MD of Opportunity, NLC, Community Agencies, Parents, Alberta Education, Oil & Gas Industry.
- Partnerships with work industry, community college, MD, local industry, forestry, and parent participation.
- MD, Bigstone Band, all schools should have a partnership together and there should be parental partnerships with the school.

What are some possible partnerships that could be considered in this process?

- Elders, graduates, industry (certified journeyman), parent advisors, Metis local, band, MD.
- A business to sponsor a high school student (i.e. golf, swim team) to help programs to be more affordable.
- Community people coming to show their job like job shadowing.
- MD/LSC provide community coaches.
- More recognition at the school level of all the successes that are out there in the community - showcase our own talent and the many positive role models.
- Expand outreach on what they learn at school/educational activities.

TOUR OF MISTASSINIY SCHOOL

Terri-Lynn McLeod, Principal and Charles Greening, Vice Principal, led participants through a tour of Mistassiniy School. Observations included:

- The school has two science labs. Science 10, 14, 24; Knowledge and Employability 14-20 are offered. Chemistry 20/30 and Biology 20/30 are rotated annually
- The school has a lunch program for students
- The school has a Mentors group for the school and community, where students discuss dreams and aspirations. Started in November 2016, the students provide mentorship to other students in the school
- The school has two workrooms for staff - one at each end
- The school has a culinary kitchen; however, they are unable to hire a chef to provide instruction for Career and Technology Studies courses
- Home Economics is provided for students, which includes five kitchen stations. This course is very popular, especially for Grade 10 male students
- The large shop offers Carpentry courses for students
- Cosmetology is also provided in one of the classrooms
- Drama and technology are offered on the stage. This is the only elevation change to the single story school
- The library is located across from the gymnasium, and includes large windows and natural light
- 14 of the classrooms are have a unique layout. Many of the classrooms have sinks in them; other do not have windows
- The gym is 485 m² and can be separated into two stations with a partition

ARCHITECT'S PRESENTATION

Darlene Cadman, Architect with Group made a general presentation on modernizations, including current trends and focusing on the Lacombe School project she had recently worked on. Her presentation also included the following points:

- Darlene has worked on a lot of school projects, including modernizations.
- Mistassiniy School currently has a surplus of space.
- Darlene has seen similar larger sized Career and Technology Studies spaces in other older schools. The current allocation from the Alberta government space utilization guidelines is significantly less than what the school currently has.
- Mistassiniy School has amazing construction - cinder block; good construction; however, upgrades are required to the school.
- Previously schools built in 2000 were called egg crate schools as the layout resembled an egg carton.
- Schools that are 50 to 60 years old require significant program and educational changes.
- Recent trends include pod designs, team teaching and project based learning spaces.

- The pods allow for several subject areas to be located in one area, which allows for greater opportunities for students.
- Movement from classroom teaching to learning facilities; teachers come together to facilitate learning.
- Darlene discussed the Ponoka Solution, a project that included schools built in the 1970s
 - Ponoka Composite School was a Grade 7-12 school. It had a 50% utilization, so needed to be downsized and some of the school demolished.
 - The school was redesigned to create a school within a school to facilitate the junior high students in their own area and the senior high students in their own space.
 - A significant amount of clerestory was put in to allow for more natural light in the school. Twenty-first (21st) century learning was supported by designating larger areas of the school; e.g. Humanities area, with classrooms opening up to the area.
 - The design also included pods to enable teachers to work together
 - The school was transformed from traditional to 21st century learning.
 - The physical change to the school also created a new culture within the school.
 - CTS space addressed the welding and mechanics needed in the school.
 - Grades 7-8 had their own pods.
 - The gymnasium was originally undersized and was expanded.

Questions/Comments From Participants

- What is the space allocation per student - depends on the type of school being built. There are a number of students with special needs in the school that require larger space.
- Decanting - where will students receive education programs during construction - the project is usually done in sections of the school, so students can be moved to other areas of the school during construction or moved to other facilities in the community if there is available space.

DISCUSSION AND CONFIRMATION OF ENROLMENTS, CAPACITY, SITE CONSIDERATIONS AND PARTNERSHIPS

Participants then discussed and clarified enrolment, capacity, site considerations, and partnership opportunities for Mistassiniy School.

- Grade 7 to 12 school. Mistassiniy School is the only junior senior high school in the region and provides junior and high school education programs for students from all areas of Wabasca-Desmarais.
- Enrollment in Schools in the Wabasca-Desmarais area:
 - Mistassiniy School - Northland School Division identified 333 junior and senior high students; includes 152 provincially funded students and 181 federally funded students. The school has a 90% Cree population

- St. Theresa School - Northland School Division identified 414 students. (Pre-Kindergarten to Grade 6)
- Career Pathways (Outreach) - 78 students in Grades 10-12
- Pelican Mountain (Sandy Lake) - 25 students in Kindergarten to Grade 6
- Oski Pasikoniwen Kamik (OPK) School (Bigstone Educational Authority) - 245 students in Kindergarten to Grade 7
- Projected Enrollment: Northland School Division will be confirming the following projected enrollments - 700-800 for Grades 7-12. Population Growth - 30 to 40% of First Nations people are 25 years or younger.
- Capacity: Adjusted enrolment is 394; net capacity is 595; utilization rate is 66%.
- Site considerations: There are currently no site restrictions if an expansion is required to the school. However, a geo technical study will need to be performed on the expanded space. There is also a need for additional parking spaces at Mistassiniy School.
- Partnership Opportunities: There are currently a number of education program partnerships in Wabasca, between Mistassiniy School, Bigstone Education Authority and the Northern Lakes College, especially in the area of Career and Technology Studies. Current bridging together to minimize redundancies. Northern Lakes College reported they are willing to build partnerships; however they have not yet entered into discussions with Northland School Division and the Community. There is also the potential for more CTS/CTF partnerships.

BRAINSTORMING: SCOPE OF MODERNIZATION

Following the context-setting presentations and school tour, the group brainstormed the important considerations and possible components of a modernization for Mistassiniy School. The ideas generated by the brainstorming process were recorded on chart paper for use in the subsequent prioritization exercise. The suggested elements and important considerations for a modernization (not in any priority order) were:

- Science, Math facilities
- Trades - CTS/Apprenticeship, more opportunities
- Cultural space
- Sports program - soccer, football. Composite High School with proper security
- More variety in the lunch program
- Personal/meaningful layout to the school
- No square box layout
- Support to students, counsellors, improve student achievement
- Cafeteria - more options, different foods, canteen for students to purchase snacks
- Football/soccer fields with seating/mascot/National Tournaments/ new equipment/mentoring/encourage sports
- Prominent Research Library for the school and community
- Food Preparation Area/Home Economics Program. Also other opportunities and related CTS, such as dietician and cosmetology programs
- Comfortable spaces and furniture for students and teachers
- Natural lighting, good air quality (new HVAC system)

- Teacher workspace that includes a better location, natural light, increased size, place for creativity and research
- Expanded Arts space for Music and Drama
- Academic spaces and program for students
- Expand learning of Cree for students
- Extracurricular activities and clubs, including dance, trips, cheerleading
- Life skills, including interviewing skills and creating small businesses
- Air conditioning
- More open space
- New water fountains
- Break out rooms with plants for students to have space to work independently. Also opportunity for students to grow the plants in the rooms.
- Empower students to create pride in school, culture programs
- Work as a community to educate our people
- Student services - additional supports for students; early intervention
- Technology to accomplish and support classes. Also upgrade the infrastructure, telephone systems and intercoms
- Community involvement and consideration of the needs of the community
- Similar academic/Arts/CTS/Athletic opportunities as others in Alberta
- Gathering space for students
- Separations of middle school and high school with flexibility for shared CTS space
- Gather information on births and projected population
- Flexible functional space with the ability to create two classes from one with partitions
- Welcoming school with cultural identity
- Updated finishes
- Design robust systems to enhance ease of maintenance
- Functional storage
- Upgrade washrooms and other areas
- Upgrade and provide ability to adjust light levels
- Improve acoustics
- New scoreboard
- Paved road in front of schools
- Bus drop off in front of school
- Relevance in education
- Enlarge boot room

PRIORITIZATION EXERCISE

The above list of possible components of a modernization for Mistassiniy School was then used as the basis for a prioritization exercise. Each participant was given six coloured "dots" and was asked to place one dot beside each of his/her top six priorities.

The participants from Northland School Division and the community were all given the same colour dots. The government staff members and consultants had a different colour. When this activity was completed, the participants were given six more dots of a

different colour and were asked to place one dot beside each of the six items that they saw as their lowest priorities. In identifying the lowest priorities, it was emphasized that these were not necessarily unimportant items, simply of a lesser priority than the others.

The table in Appendix 2 shows the detailed results of this exercise. The results are summarized below. Numbers in brackets show the number of high priority dots placed on each item.

The design elements receiving the most high priority dots from Northland School Division and the community participants were:

- Sports Program - soccer, football. Composite High School with proper security for sports (24)
- Separations of middle school and high school with flexibility for shared CTS space (18)
- Natural lighting, good air quality (new HVAC system) (18)
- Football/soccer fields with seating/mascot/National Tournaments/new equipment/mentoring/encourage sports (12)
- Trades - CTS/Apprenticeship, more opportunities (10)
- Expanded Arts space for Music and Drama (10)

The elements receiving the highest priority from government staff and consultants were:

- Cafeteria - more options, different foods, canteen for students to purchase snacks. (9)
- More open space (4)
- Separations of middle school and high school with flexibility for shared CTS space
- Natural lighting, good air quality (new HVAC system) (3)

The elements with the greatest combined total number of high priority dots were:

- Sports Program - soccer, football. Composite High School with proper security for sports (24)
- Separations of middle school and high school with flexibility for shared CTS space (21)
- Natural lighting, good air quality (new HVAC system) (21)

A list of additional items was provided by Darrell Anderson as a result of prior consultations with students. These were not included in the prioritization exercise; however, the results are included in Appendix 3.

Following the prioritization work, participants divided into four groups to design their own options. Darlene Cadman and Kyle Auch oversaw the groups as they developed the options. The task of the groups was to use a large scale school floor plan and the identified priority elements to develop a preliminary conceptual design for the modernization of Mistassiniy School.

At the conclusion of the day's session, Darlene and Kyle took the draft designs to create the drawings for cost consultants Kevin Drake and Charlene Chua to develop cost estimates during the evening. Appendix 4 provides the draft designs and Appendix 5 provides the costing analysis for each option.

DAY TWO

On June 16, the day began at 9:30 a.m. with a brief recap of the previous day's work and the learnings from that work.

Each group then provided a description of the main features of the design they had created.

Option 1

The elements of the design concept created by Group 1 for the modernization of Mistassiniy School are as follows:

- A new gymnasium will be added with change rooms.
- The existing gymnasium will be repurposed into Learning Commons/Library/Cultural Centre space; and clerestory included for additional natural light.
- The senior high and junior high school areas will be separated in the school.
- Separate high school and junior high school gathering spaces and administration offices have also been included.
- New Mechanical and Electrical systems will be included on the Mezzanine.
- The Fan room will be demolished.
- The existing CTS shop and Home Economics will be retained.
- Gymnasium and CTS will be shared between junior and senior high students.
- Junior and senior high classrooms will open to gathering spaces.
- The Drama area on the stage will be retained.
- The design identified separate entrances for junior and senior high or one common entrance in the front center.
- Included a Multi-media robotic lab.
- Total area: 6, 298 m²

Option 2

The elements of the design concept created by Group2 for the modernization of Mistassiniy School are as follows:

- A new gymnasium will be added with change rooms.
- A Cultural Space and new entrance will be added (includes expansion to the boot room).
- The existing gymnasium will be repurposed into Learning Commons/Multi-purpose/Student Gathering areas and the existing library will be relocated to the back of the school.
- New project based learning areas in both the junior and senior high wings will be added.

- The kitchen and fan room will be demolished.
- The senior high school and junior high school will be separated.
- The administration space will be opened up.
- New mechanical and electrical systems will be added.
- A new Mezzanine will provide music space and storage.
- The current CTS shop will be maintained but some of the walls will be removed for a better sight line.
- The school to be barrier free.
- The bus lane will be moved to directly in front of school.
- A living wall will be constructed in the existing gymnasium to allow students to grow plants, etc.
- Every classroom without natural light and the project based learning areas will include sky lights.
- Total area: 6,643 m²

Option 3

The elements of the design concept created by Group 3 for the modernization of Mistassiniy School are as follows:

- The CTS and Fan rooms will be demolished.
- A new gymnasium with change rooms will be added.
- The existing gymnasium will be repurposed into Library Learning Commons/Cafeteria/Student Gathering spaces.
- Senior high and junior high will be in separate areas of the school.
- New mechanical and electrical systems will be included.
- A new CTS/CTF space will be moved to the west of the current shop area.
- The Home Economics and kitchen space will be relocated to the east of the new gymnasium.
- Administration office moved to front of school, where the current library is and expanded.
- Both junior and senior high classrooms will open up to project areas.
- The stage will be retained.
- Clerestory and natural lights will be added to parts of the school
- Total area: 5,718 m²

Option 4

The elements of the design concept created by Group 4 for the modernization of Mistassiniy School are as follows:

- The CTS and Fan rooms will be demolished.
- New gymnasium will be added and new change rooms will be included in existing space.
- Kitchen/Home Economics will be located and included in existing space.
- The existing gymnasium will be repurposed into Student Gathering/Learning Commons/Cafeteria spaces

- Senior high school and junior high school will be in separate areas.
- New mechanical and electrical systems will be included.
- Administration office will be moved to the front of the school, with separate entrances for junior and senior high school students.
- School will be designed to block off the classrooms from the core of the school (includes gymnasium, library, gathering space, stage).
- CTS will be extended to the west of the school (included in existing space).
- Total area: 5,788 m².

Comments/Question on Options

- The May 2015 Focus Group identified a new school as the first option; a renovation for Mistassiniy School as the second; and a new replacement school for Mistassiniy as the third option. Colin Kelly outlined the process for developing their Capital Plan Submission to Alberta Education. He indicated that the first priority was a middle school; and the second priority a modernization to Mistassiniy School. The approval by the Minister of Education in 2014 was an education project for Wabasca. The initial meeting in May 2015 focused on a community discussion, not on construction. Donna Barrett also indicated that due to scheduling this value scoping session could not be provided until now.

COSTING OF THE IDENTIFIED OPTIONS

Kevin Drake and Charlene Chua, Cost Consultants with Tech-Cost Consultants, explained the general process used to establish a cost for a given scope of work and the cost analysis for the options developed. In order to prepare a cost estimate for a particular design, they capture information from recent new school construction projects and use that to develop a cost model to use in benchmarking. They need to understand the current facility area, which is accomplished by walking through the school and gathering information on what has been done and what needs to be done. The cost benefit analysis are used to compare cost estimates for the qualitative concepts presented, with reasonable budget forecast in planning for the long-term facility planning. The qualitative value recommendations for improvements ensure proper occupational safety, operation and supply quality learning.

From this data, they develop a cost per m² for new construction. They look at the cost of doing construction in Edmonton and Calgary and identify a location factor, depending on where the project is in the province. Currently, the cost of new school construction in Edmonton is about \$2,700/m². Then, the location of the work is considered. The location factor for Wabasca is 30%. For the purposes of these estimates, 30% has been added to the \$2,700/m², which gives a new construction cost for Wabasca of \$3,510/m².

The school is broken down into components and a cost per m² is established for each. The types of components considered include foundations, finishes, substructure, shell (roof, windows and doors), stairs and services (systems such as heating, ventilation, air-conditioning, plumbing, electrical, mechanical).

Each component is evaluated based on whether the proposed changes constitute a minor, medium or major modernization or new construction. Minor modernization involves no structural changes or demolition. Medium modernization requires some structural work but no change to load-bearing walls, and major modernization involves major structural changes including such items as load-bearing walls, demolition and slab-on-grade.

A cost per m², based on the cost of new construction, is assigned to each category and multiplied by the number of square metres affected. The cost consultant then looks at the areas that are being changed and brings together the areas and the rates to establish a construction cost.

Amounts are also assigned for the estimated cost of hazardous material abatement, a 5% contingency and any required demolition. Soft costs (such as fees, furniture and equipment) and phasing and decanting (if required) are also included. The estimates are done in current April 2016 dollars, and no escalation has been applied.

Consideration is also given to Life Cycle costs to operate the facility for 25 years (e.g., maintenance, caretaking, water, gas, power). The purpose of life-cost planning is to use discounted cash flow analysis to determine the total costs of a building over a specified time frame in order to objectively assess the performance of the design in terms of durability, quality, energy usage and the like. All of these considerations need to be applied and an analysis done of how the changes will impact each other.

For all of the options:

- a new mechanical and electrical space was included
- fresh paint, flooring etc., modernizing classrooms. - minor degree of change, thus a minor modernization
- moving walls - medium degree of change, thus medium modernization
- moving the administration space to the library - high degree of change, thus a major modernization
- primary principle - new boilers, mechanical plumbing, everything to be updated

The estimates for each of the draft designs are as follows:

- Option 1 - \$22.58 million
- Option 2 - \$24.23 million
- Option 3 - \$21.13 million
- Option 4 - \$20.34 million

Detailed costing information is contained in Appendix 5.

COMMENTS/QUESTIONS ON THE COSTING ANALYSIS

- Participants asked about the size and cost of a new middle school.
 - This would depend on the capacity of the new school.
 - Would be based on government guidelines, including instructional space (classrooms, gymnasiums, library, science, ancillary) and non-instructional space (storage, administration space).
 - The effect of adding space to Mistassiniy School will reduce the utilization to approximately 60% (from 66%) and the effect of constructing a new school will decrease the utilization of Mistassiniy School to approximately 30-40%.
- One participant emphasized that Mistassiniy School needs to be renovated. The enrollments are not yet there for a new school; however the community indicated they are getting there as student enrollments are increasing. The first step that needs to be done is to modernize Mistassiniy, then as enrolments warrant, request a new middle school.
- Darlene indicated that the mechanical and other systems need to be renovated. The Building Envelope looks good; there is no cracking in the foundation. Updates would need to be done to ensure energy efficiency. If the roof needs to be done, it is included in the cost estimates for the project. Kevin confirmed that the costs for roofing, upgrading the exterior, and upgrading areas that are 25 years old and at the end of their useful life are all included in the estimates.
- One participant indicated that both the renovation to Mistassiniy School and a new school were needed and wanted to know where the projects were on the list. Michael responded that Mistassiniy School requires a modernization to support the first class education program currently being offered. He indicated that the group needed to determine which of the two projects needed to be done first. The projects could be done in two phases: Mistassiniy School modernization first, and then when numbers warrant a new school could be requested.
- Colin Kelly outlined Northland School Division's process for identification of school capital projects - there are currently 23 schools in the Division, one was just completed and many of the other schools require renovations and modernizations. The Division identifies the needs and then puts the highest priorities in the Capital Plan. Mistassiniy School needs upgrading as the high school is getting old and does not have areas of speciality. The school division put in both projects in the Capital Plan. St. Theresa also has challenges as there are a number of students on Individualized Program Plans due to their special needs.
- Michael confirmed that approval was given for one project only. The Value Scoping Session is for a modernization for Mistassiniy School as the utilization rate is a key factor in determining when a new school project is required. Additional work is needed with the community before a new school can be approved. Currently the utilization is not yet at a level that could be considered for a new school. The new school project will stay on the Capital Plan and compete with all of the other new projects across the province.
- A question was also asked about the potential for local people to work on the construction when the project starts. Greg responded that they encourage companies to work with the local companies to support the program.

DISCUSSION ON OPTIONS

Participants were then asked to identify the option that they preferred and met most of their highest priorities/needs. Of the participants that identified a preferred option, the majority identified Option 2 as the first option. Other participants identified that they felt a combination of the best of all of the options was preferred, while others did not wish to identify a preference at this time. Comments Included:

Option 2

- Need new larger gymnasium. Previously tried to include Grade 6 in school, but there was not enough gymnasium space to accommodate. An Option 5 could include two gymnasiums to accommodate Grade 6-12. In the previous discussion about using the Field House for decanting students, need to note that it is owned by Municipal District of Opportunity.
- Need a bigger gymnasium and additional parking spaces. Modernizing school will encourage students to come and encourage teacher to stay longer. Would like to see junior and senior high kept together so senior high students can mentor and be good role models.
- As we can't get everything, we need to work with what we can get.
- Don't like separating the junior and senior high students, as I have a sibling attending next year.
- Need a larger gymnasium, but don't want separate junior and senior high as the younger students look up to the senior high students.
- Context is important and we need to ensure that recognition is given to students with special needs and to recognize the distinct culture of the school.
- Need to make a list of criterial elements and develop a score sheet to see what will work for everyone.

Option 4

- First choice with pieces from all the options all that will work.
- The community will need to adapt to changes and priority of options. We need to look at a bigger space versus the utilization.

Combination of Options

- Need to combine elements from all of the four options. Would like another presentation with the architects combining the different options. Kyle responded that each of the options has merits. Need to look at shared spaces between the junior high and senior high. A community corridor is good to provide security for the school. A new gymnasium is feasible if modernizing and keeping the stage is a good option.
- Need to pick the best of all four options - start with Option 2 and ask for as much as we can. Students don't want to divide up the junior and senior high students in different areas of the school. This is an opportunity to join all as 90% are Cree and we are an extended family. Want to change the culture and attitude - it takes a whole community to educate a child. Give the child a sense of pride and identity. The school is a place to practice Native spirituality. Need a grand front

entrance that identifies the culture and Mistassiniy School, which was named after the first Chief.

- Can get more value and opportunities if develop a composite of all of them.
- There is value in every option. Need to consider what is left in the school to meet student needs well into the future.
- Something from each of the options works great; likes all of them.
- Need to identify the best of all of the options and provide the best education for students and support for the community, which will be more effective and efficient.

Other Comments

- Would prefer new middle school; overcrowded; no space
- Not able to pick an option so need to identify what works.
- Have not made a decision; anything that is recommended will be taken to heart. Need to look at options in more detail.
- Would like junior and senior high in separate buildings.
- Need to visit other similar school projects to learn from their choices and mistakes; and identify major benefits of the project.
- Challenges for school and community. Need to come up with big blocks; this is not the final solution but it helps participants understand what can work. Need to tour other facilities and understand enrolment and projections for 5-10-20 years.
- Need to realize and review the options over the next few days and continue to think and add to the options.
- Need to look at numbers to ensure there are enough classrooms.

WRAP UP AND NEXT STEPS

Michael wrapped up the session by indicating that he appreciated how far the group had come in the last two days, and how the project was the heart and soul of the community. He indicated that there was a need to continue to work with participants on the best option for the modernization of Mistassiniy School. We need to put something important and special into the community with the best intent for the students and the community.

Michael confirmed that Northland School Division will need to gather further information on enrollments and enrollment projections and the drawings will need to be refined. The goal is to all agree on what Northland School Division and the community want to build.

The school division, community and government need to come back together with additional information and drawings and make a decision on the best option for the modernization of Mistassiniy School. Option 2 was the preferred option for many participants. It requires more thinking and refinement, by taking key components from the other options, but will be the starting point. The Mechanical Room will need to be moved, clerestory added and a more in-depth look at the entire project, prior to any final decisions. Michael thanked the school and division for hosting and their hospitality; and the students, as it was good they let everyone know their needs.

Participants were asked to provide a personal reflection the last two days and the process. All participants were thankful and appreciated the opportunity to be part of the value scoping session and most thanked the students for their excellent participation and the good job they did in identifying their needs over the two days. Others thanked Darrell and indicated what a great job the mentorship program was providing.

Additional comments included:

- It was good to hear the opinions and ideas of other participants.
- Everyone was very respectful of each other.
- Not just about bricks and mortar; everyone deserves the very best environment, including teachers to do their jobs.
- The community engagement is an important piece and it will be good to have another opportunity to comment.
- Participants need to talk up the session and options in the community; students need to talk to their family and the community. Looking forward to the designs coming back and gathering more input, support and to work with colleagues.
- Listen to students regarding not separating the junior and senior high students. All turned out; supporting each other is important and provides a good atmosphere for Mistassiniy School.
- Good information. It is a step further than the focus groups. The heart is in the students who are resilient and who are our future leaders.
- Everyone was an equal participant around the table.
- Voices of everyone; so passionate about education, young and old. Learned more about each other's values. We value our children and learning; the community brings spirit into the school. The school forms the heart of the community.
- The session got better as it progressed. In the past we were told not to mix junior and senior high students.
- Thanks to everyone for making Mistassiniy School a better school for students.
- Need to go all out for current students and future generations.
- Felt a bit rushed. Got a lot of good ideas from students who are our future leaders. Students always keep in mind who they are and come back. Thanks for the opportunity to voice concerns.
- Thanks for letting us have a voice; we care about the community and the culture.
- Voice for the school and help make the school better.
- Was important to meet in the school; as it is different than just looking at floor plans. Easier to decide what is best and I am excited to see what comes next.
- Regardless of the plan; the school will leave a legacy as the centre of the community.
- Enjoyed the process.
- Passion came through from the students and the community.
- Thanks for sharing selves and this is a good step forward.
- Enjoyed having participants do their own drawings.
- Work for the common good of everyone.

**NORTHLAND SCHOOL DIVISION
MISTASSINIY SCHOOL
WABASCA, ALBERTA
MISTASSINIY SCHOOL VALUE SCOPING FOLLOW UP MEETING
OCTOBER 20, 2016**

On October 20, 2016, a follow up meeting was held with the participants to provide updates on current and projected enrollments, programming for students, opportunities for partnerships and an opportunity to meet with the architect on the options that had been previously developed. The meeting was attended by 31 participants from Northland School Division including the Superintendent, Trustees, principals and teachers of Mistassiniy and other schools in Wabasca-Desmarais, facility staff, parents, and students. Community members included 9 participants from the Atoske Action Group, Schroeder Oilfield, the LSBS and Elders. Also in attendance were staff from Alberta Education and Alberta Infrastructure as well as an architect who provided technical expertise to assist in the meeting (Appendix 7).

PURPOSE AND GOALS OF THE MEETING

Robert Craig, Acting Director, Capital Planning, Alberta Education outlined the purpose and goals of the meeting. He indicated that Michael Ediger had retired and he was honored to be representing Alberta Education. He had reviewed the information and knew what was done at the session in June and where they were currently at.

Robert identified that the purpose of the day was to define the scope of what was needed in the modernization of Mistassiniy School and to clarify what the modernization would look like to bring the school up to 21st century standards. The school is the heart of the community and the community can celebrate it. The purpose of the meeting was also to confirm programming for the school, current and projected enrollments and capacity required of the school.

SUMMARY OF JUNE 15 & 16, 2016 SESSION

Patricia reviewed the process and results of the June 15 & 16, 2016 session with participants.

UPDATE OF CURRENT AND PROJECTED STUDENT ENROLLMENTS

Shelly Hamelin, Principal, Mistassiniy School provided updated current and projected enrolments. She indicated that there are larger numbers of students in kindergarten to grade two and the numbers are accurate to plus or minus one. They currently have 328 students registered in Mistassiniy School. A question was asked about the number of students from Pelican Mountain for 2016/2017. There are currently 18 students at Mistassiniy. Shelly also updated participants on the current OPK student enrolments at Mistassiniy School. There are 13 Grade 7 students and 7 grade 8 students. Mistassiniy School's total Grade 7 enrolment is 67 and total Grade 8 enrolment is 55 students.

PROGRAMMING PRIORITIES FOR MISTASSINIY SCHOOL

Terri-Lynn McLeod, Vice-Principal, Mistassiniy School provided the following Programming Needs for Mistassiniy School:

Our mission is to have healthy students who graduate from grade 12 with the knowledge, skills, and attitudes to be healthy adults who are successful in life.

Whole School

- Wheelchair accessible
- Natural lighting in as many spaces as possible
- Green spaces - living walls, garden boxes in hallways and classrooms
- Water fountains - filtered water; bottle fill stations
- Washrooms - motion sensor lights, taps, toilets, hand dryers
- Storage areas for all programs
- Technology - Reliable internet, WIFI throughout; smartboards/TVs/Projectors in all rooms
- Cultural components throughout classrooms and common areas
- Good heating and air conditioning systems

Life Skills

- Comfortable classroom with alternative seating options
- Natural light
- Dimmable lighting
- Kitchen
- Washroom with shower
- Laundry facilities
- Lockers in the classrooms

CTS/CTF

- Well-equipped labs for all of the following areas:
 - Foods
 - Carpentry
 - Mechanics
 - Welding
 - Cosmetology
 - Computers (information processing, photography, videography, robotics)

Science

- Junior high labs
 - Equipped with classroom space and lab station spaces
 - Equipment to perform activities for all areas of junior high curriculum
- Senior high labs
 - Equipped with classroom space and lab station spaces

- More advanced equipment to perform more specialized experiments in Biology, Chemistry and Physics
- Proper chemical storage areas
- Storage room for each lab or each group of labs
- Proper safety equipment located in each lab (shower, eyewash)

Fine Arts

- Drama
 - Stage area with proper lighting, curtains
 - Storage room for props, etc.
 - Sound system
- Music
 - Room with proper acoustics
 - Storage room for instruments, music
 - Sound system
- Art/Design
 - Proper seating and tables
 - Computers, printer
 - Storage spaces for supplies, paper, etc.

Athletics

- Larger gymnasium
- Seating for spectators
- Equipment room with proper racks, shelves, etc. for equipment
- Office space for teachers
- Large activity room for other physical activities; e.g. Yoga, aerobics

Humanities

- Classrooms with lots of natural light
- Areas for group work
- Storage for textbooks, novels

Student Wellness

- Areas for students to access a variety of services: grad coach; guidance and career counselling; mental health and addictions counselling; occupational therapists, physical therapists, speech language therapists; first aid/nurse and Elders.
- Comfortable and inviting space

Learning Commons

- Library
- Group work spaces
- Individual work spaces
- Comfortable seating
- Computer work stations

Cafeteria

- Seating for students to eat lunch outside of classrooms
- Access to kitchen/foods class
- Canteen area attached with storage space

Daycare

- Accessible, affordable daycare for both students and staff
- Students could earn credits for work experience and/or child care CTS credits by working in the daycare.

Darrel Anderson, CEEC, Mistassiniy School presented the following:

- Programming has been enhanced in the school by bringing in community members, including Elders to work with the students. Wabasca-Desmarais continues with the Student Mentorship Club. The Club has expanded to bring in community members and guest speakers for students who create their ideas in talking circles.
- Need to build the new gymnasium to meet the needs of students. Current gymnasium does not have the height for certain sports.
- Need to have a cultural entrance to the school. 90 per cent of students are Cree and the remaining 10 per cent are from other cultures.
- The Parent Council Association met recently and had 15 parents attend; very proud of the first meeting. Parents help keep students coming as they act as role models and mentors. The school continues to have community functions after school.
- Student achievement is on average 60 per cent and attendance is at 75 per cent. Students must achieve both to be able to play sports at Mistassiniy School

DISCUSSION ON POTENTIAL PARTNERSHIPS

Patricia led the participants through a discussion on opportunities for partnerships. No formal discussions have been undertaken; however the following are some potential opportunities. Robert indicated that it is important that the school and community initiate these discussions as soon as possible as a firm written commitment would be needed before the design process could commence.

- The Municipal District does not have a training centre for the trades and career pathways. They had previously had indicated they may provide some funding dollars to develop a facility adjacent to the school. This building would house the CTS for elementary, junior and senior high and also provide space for adult learners.
- There had also been a previous discussion on the potential to house a public library in the school.
- The College indicated at the Value Scoping Session in June 2016 that they may be open to an opportunity for shared CTS space.

Northland School Division and the community indicated they would continue to explore these opportunities. It is important to build the facility and program with students in mind so Northlands can be the best they can be. Gord Atkinson, Superintendent reported that it was a priority for Northland School Division and they were working within an Education Services Agreement with Alberta Education. The first meeting is on November 8 and it is important to have the discussion with Mistassiniy School, Northland School Division and Alberta Education. Lois Byers, Trustee also indicated that the First Nations have been invited to the meeting, and the board was supportive and want to be partners. They want to ensure it happens by working together as quickly as they can, as together they are stronger.

One participant asked what will be done with students while the construction is underway - will they bring in portables? Mark Latimer reported that they had not looked at providing modular classrooms. It is up to Northland School Division to identify how the students will be accommodated during the modernization.

Another question was on the programming for Mistassiniy School - Robert responded that the modernization will provide a good school for students, as was the case in a Bonnyville school modernization project. The province receives project requests across Alberta and looks at what can be supported. They look at all the options developed from the value scoping session and apply criteria for approval of projects

Doug also indicated that will be an iterative process with a design committee of the Bigstone Cree, the community, the students, the municipality, and the college.

DISCUSSION ON SCOPE FOR MISTASSINIY SCHOOL

Doug Ramsey, Architect, Group2, identified that the current Mistassiniy School:

- Has no student gathering area
- Needs an updated library/learning commons with flexibility for not only books, but graphic art spaces, video editing and 3-D printing
- Has a gymnasium where the height is not at 8.1 metres
- Is undersized by 470 m².

Doug then reviewed the four options developed on June 15 & 16, 2016. The modernization is based on a 600 capacity school. Highlights for each option included:

- **Option 1**
 - The current existing gymnasium would be turned into student gathering space. Would have a stage for drama which would open up to the gathering space for noon events such as hip hop or student presentations
 - The current library would become the administration area
 - The new gymnasium would be to the north west of the school just outside of the current classrooms
 - New school = 5,556 m²; Option 1 = 6,081 m²
- **Option 2**
 - Ambiguity in front entrance
 - The school site requires work - bus drop off and parking need redeveloping
 - Would provide identity to the main entrance

- Cultural space would be front and centre
- The option took out stage and put in a drama black box, which would enhance lighting and provide flexibility of the drama room for yoga and dance.
- Foods/kitchen area and CTS would be retained
- Administration would be reworked and moved to the front entrance
- New School = 5,556 m²; Option 2 = 6,509 m²
- **Option 3**
 - The administration suite would be by the front door
 - The gymnasium would replace the existing CTS space, which would be relocated
 - Learning commons, student gathering and cafeteria would replace the old gymnasium
 - Design does not show a project based space on the east side
 - Existing kitchen would be retained
 - New school = 5,556 m²; Option 3 = 5,626 m²
- **Option 4**
 - The administration suite would be by the front door
 - Large cultural space
 - Learning commons, student gathering and cultural space would replace the old gymnasium
 - Clerestory lighting throughout school
 - Location of gymnasium at north end would not block the light to the classrooms
 - CTS would be relocated to the north west section
 - A teachers pod would be located near the front entrance
 - Design would open up some of the current classrooms
 - The stage would be retained and a Drama black box included
 - New school = 5,556 m²; Option 3 = 5,597 m²

Discussion

- One participant asked why there was no cafeteria. Doug replied that Alberta Education guidelines do not provide for cafeterias. In previous modernizations he has completed they added serveries to food labs, while space for students to eat could be included in the student gathering area.

Revised Option 2

Doug then discussed modifications Group2 did to Option 2 to align it with the Alberta Education guidelines:

- Storage is always an issue. Additional storage has been included for the gymnasium
- Increased size of new gymnasium to 645 m²
- Moved kitchen to the north of the school, near the Learning Commons
- Original design had two Project Based Learning rooms to the east. Redesigned to include only one across from the classrooms
- Moved Art room to previous Kitchen area and increased size from 77m² to 108 m²

- Includes a Cultural Centre and Administration near the front of the school. Site planning, color, canopies and lighting would make the entrance more visible
- Drama room could include a black box room
- Previous 77 m² Art room, has been designated as a Break Out room
- Downside is location of new gymnasium to the west of the school, north of the classrooms. However, there are a number of ways to include more natural light in the classrooms
- Janitorial room requirements are larger due to floor washers
- A question was asked about Parenting Rooms for students with young children - Doug responded that there are options to develop life skills classrooms for them
- Revised Option 2 = 6,024 m²; New School 5,556 m² - modernization would include an additional 468 m².

(See Appendix 8 for details)

Timelines Discussion

- The design exercise could take from eight months to a year, to ensure that there is sufficient time to provide opportunity for consideration of each component - Design would be five to six months and three to six months for contract documents
- At a minimum the project would need two years to work with a construction team
- If partnerships are involved; e.g., opportunity to share CTS with the College and expand CTS, it may add another level of complexity to the school
- Mark Latimer identified the process for contracting:
 - Contractors can first be pre-qualified and then bid on the Request for Proposals. Final decision is based on lowest bidder.
 - He identified that British Columbia, Alberta and Saskatchewan have a partnership agreement for contracting.
 - For this project, Alberta Infrastructure would be overseeing and managing the project.

STUDENT INPUT

Students were asked what they would like for Mistassiniy School

- Need new fountains that allow for filling bottles of water
- Need to have a larger foods class
- Cafeteria
- Culture in the school
- WIFI, charging systems for phones and upgrade smart boards
- Better science labs
- Replace broken lockers
- Sky lights and ask teachers to keep the blinds open
- Windows that open
- Replace doors
- Student parking lot
- Better sports equipment to replace broken equipment.

WRAP UP

Robert Craig indicated that government could support the refinements made to Option 2. Participants did not express any concerns with the redefined design; therefore for the purposes of this report, it is assumed that participants supported the option. The design for the modernization would also allow for future capacity when enrolment increases. Alberta Education and Infrastructure will be having it re-costed. The project will be Infrastructure managed.

NEXT STEPS

Robert identified that once the draft final report of the three days is complete, he will discuss it with Northland School Division for agreement. Northland School Division and the community will need to explore and confirm partnerships as soon as possible so as not to delay the project. Once government provides approval the architects can be procured and the design phase can commence. Northland School Division and the community would need to identify a design team of about 12 participants who would become the project champions and gather information and ideas from the community. The stages of the project would be:

- School Design & Design Development - 9 to 12 months - provides for input from stake holders
- Contract Documents - working documents prepared and two-year construction time frame

Estimated completion date could be spring of 2020, with an opening in September of 2020.

Appendix 1

**VALUE SCOPING SESSION
NORTHLAND SCHOOL DIVISION
MISTASSINIY SCHOOL
WABASCA, ALBERTA
June 15 & 16, 2016
*Agenda***

Wednesday, June 15

10:00 - 11:15	Opening Prayer	Virginia Cardinal
	Welcome	Northland School Division
	Introductions	All
	Outline of the process for the two days	Patricia Cox
	Purpose and goals of Value Scoping sessions	Michael Ediger
	Review of school facility audits and modernization history	Alberta Infrastructure
	Context setting presentations	Northland School Division
11:15 – 12:30	Tour of Mistassiniy School	
12:30 – 1:00	Lunch	
1:00 - 2:00	Presentation regarding school modernizations	Architects
	Identification of facility and programming needs at Mistassiniy	All
	Prioritization exercise	All
2:00 – 2:15	Break	
2:15 – 4:45	Incorporation of high priority items into a draft modernization plan using school floor plans	Small groups, Architects

Thursday, June 16

9:30 – 10:00	Opening Prayer	Virginia Cardinal
	Recap of previous day; reflection on learnings	All
10:00 – 12:00	Discussion of modernization options	Architects, Groups
	Presentation regarding the preparation of cost estimates	Tech Cost
	Discussion of cost implications of options	Tech Cost, All
12:00 - 12:30	Wrap-up and next steps	Michael Ediger
12:30 – 1:00	Lunch	

PARTICIPANTS

Northland School Division No. 61

Blade Anderson, Student, St. Theresa School
 Darrell Anderson, CEEC, Northland School Division
 Sidney Anderson, Student, Mistassiniy School
 Justin Auger, Student, Mistassiniy School
 Missy Auger, Student, Mistassiniy School
 Donna Barrett, Superintendent, Northland School Division
 Randy Chernipeski, CTF, NSD61
 Bob Daly, Fieldservice Technician, Northland School Division
 Charles Greening, Vice-Principal, Mistassiniy
 Rita Gullion, Teacher, St. Theresa
 Shelly Hamelin, Principal, Grouard Northland School
 Jason Juneau, IT Network Analyst, Northland School Division
 Colin Kelly, Trustee, Northland School Division
 Kylie Laboucan, Student, St. Theresa School
 Mandi MacLennan, Principal, St. Theresa
 Terri-Lynn McLeod, Principal, Mistassiniy School
 Justin Noskiye, Student, St. Theresa School
 Krystal Potts, Executive Assistant, Northland School Division
 Kevin Power, Student, Mistassiniy School
 Hailey Rathbone, Student, Mistassiniy School
 Linden Rathbone, Student, St. Theresa School
 Christoph Ruge, Principal, Outreach, Northland School Division
 Lacey Taron, Student, Mistassiniy School
 Don Tessier, Associate Superintendent, Northland School Division
 Keyna Yellowknee, Student, Mistassiniy School
 Leander Young, Student, Mistassiniy School

Municipal/Community Members

Chester Auger, Director of Education, Bigstone Education Authority
 Rena Auger, AAG, Atoske Action Group
 Doreen Calliou, Bigstone Cree Nation , Bigstone Cree Nation
 Fay Cardinal, LSBC, Desmarais
 Virginia Cardinal, Elder, Bigstone Cree Nation/Liaison, St. Theresa School
 Violet Carlson, LSBC, Pelican Mountain
 Kim Courtoreille, LSBC Chair, Desmarais
 Ernie Grach, LSBC, Desmarais
 Robin Guild, LSBC Chair, Wabasca

Joanna Raymond, Representative, Schroder Oilfield
 Eddie Sargent, Chair, AV, Northern Lakes College
 Vina Nahachick, Metis Local, Metis Local/Bus Driver, Northland School Division
 Silas Yellowknee, LSBC, Desmarais

Alberta Education

Michael Ediger, Director, Capital Planning
 Nathan Freed, Director, Field Services
 Trish Randolph-Beaver, Education Manager, Collaboration and Learning Supports

Alberta Infrastructure

Mark Latimer, Manager, School Planning and Grant Oversight
 Greg Leitch, Director, Learning Facilities North
 John Lovell, Director, Knowledge Transfer and Process Improvement

Facilitation Team

Kyle Auch, Architect, Group2
 Darlene Cadman, Architect, Group2
 Charlene Chua, Cost Consultant, TCCL
 Patricia Cox, Facilitator
 Kevin Drake, Cost Consultant, TCCL

Appendix 2

MISTASSINIY SCHOOL

The table below provides the results of the priority-setting exercise related to the modernization of Mistassiniy School (Northland School Division). It identifies the number of high and low priority 'votes' received by each element, as well as the source of the votes. The table is organized according to the numbers of positive votes given by the participants from Northland School Division. Where there were no positive votes from the division, the table is then organized according to the number of high priority votes from government staff and consultants. If there were no positive votes at all, the table is organized according to the total number of low priority votes, with the items receiving the most low priority votes at the bottom.

**PRIORITY ELEMENTS FOR THE MODERNIZATION OF
MISTASSINIY SCHOOL**

MODERNIZATION COMPONENT	Northland & Community High	Government High	Total High	Northland & Community Low	Government Low	Total Low
Sports program - soccer, football. Composite High School with proper security for sports	24	0	24	1	0	1
Separations of middle school and high school with flexibility for shared CTS space.	18	3	21	2	0	2
Natural lighting, good air quality (new HVAC system)	18	3	21	5	3	8
Football/soccer fields with seating/mascot/National Tournaments/ new equipment/mentoring/encourage sports	12	1	13	2	0	2
Trades - CTS/Apprenticeship, more opportunities	10	2	12	3	1	4
Expanded Arts space for Music and Drama	10	1	11	6	0	6
Cafeteria - more options, different foods, canteen for students to purchase snacks	9	9	10	6	0	6
Science, Math facilities	8	2	10	0	0	0
Support to students, counsellors, improve student achievement	7	0	7	1	0	1
Technology to accomplish and support classes. Also upgrade the infrastructure, telephone systems and intercoms.	6	1	7	1	0	1
Life skills, including interviewing skills and creating small businesses	6	0	6	1	0	1
Prominent Research Library for the school and community	5	0	5	4	0	4
Academic spaces and program for students	5	0	5	2	0	2
Extracurricular activities and clubs, including dance, trips, cheerleading	5	0	5	2	0	2
Cultural space	4	2	6	7	0	7

MODERNIZATION COMPONENT	Northland & Community High	Government High	Total High	Northland & Community Low	Government Low	Total Low
Similar academic/Arts/CTS/Athletic opportunities as others in Alberta	4	0	4	1	0	1
Food Preparation Area/Home Economics Program. Also other opportunities and related CTS, such as dietician and cosmetology programs	4	0	4	1	0	1
Flexible functional space with the ability to create two classes from one with partitions	4	0	4	1	0	1
Air conditioning	4	0	4	3	1	4
Cultural Centre	3	1	4	2	1	3
Paved road in front of schools	3	1	4	8	1	9
Student services - additional supports for students; early intervention	3	0	3	2	0	2
Comfortable spaces and furniture for students and teachers	3	0	3	2	0	2
Work as a community to educate our people	3	0	3	6	1	7
Gathering space for students	2	2	4	2	0	2
Improve acoustics	2	1	3	3	0	3
Community involvement and consideration of the needs of the community	2	0	2	0	0	0
Break out rooms with plants for students to have space to work independently. Also opportunity for students to grow the plants in the rooms.	2	0	2	2	0	2
More variety in the lunch program	2	0	2	4	1	5
New scoreboard	2	0	2	11	2	13
Expand learning of Cree for students	2	0	2	12	0	12
More open space	1	4	5	2	0	2
Upgrade washrooms and other areas	1	1	2	3	0	3
Welcoming school with cultural identity	1	1	2	2	0	2
Gather information on births and projected population	1	1	2	6	0	6
Upgrade and provide ability to adjust light levels	1	1	2	3	1	4
Design robust systems to enhance ease of maintenance	1	0	1	1	0	1
Updated finishes	1	0	1	2	1	3
Personal/meaningful layout to the school	1	0	1	3	1	4
New water fountains	1	0	1	3	1	4
Empower students to create pride in school, culture programs.	1	0	1	7	0	7
Teacher workspace that includes a better location, natural light, increased size, place for creativity and research.	1	0	1	13	1	14
Relevance in education	0	0	0	0	0	0
Functional storage	0	0	0	6	0	6
No square box layout	0	0	0	7	1	8
Bus drop off in front of school	0	0	0	10	1	11
Enlarge boot room	0	0	0	18	1	19

Appendix 3

ADDITIONAL FEEDBACK FROM STUDENTS GATHERED BY DARRELL ANDERSON

Below is the feedback we have received thus far from the students for the month of March, April & May from the Sharing/Talking Circles along with my research from the students during various activities, clubs and after school functions and field trips (Research to shed some light on what the students want in our school - either when its modernized or effective immediately).

- We need to have hallway monitors on a full time basis especially during lunch hour - why can't we use our Sr.'s for this;
- Since we live in an Aboriginal community it would be nice to see a Principal from here, or a Vice Principal from here or at least more Aboriginal Teachers;
- We need a cafeteria - so we have a place to eat at school (This is suggested many times over with various people);
- More options have to be offered in many areas so we can be educated in many fields including technology and specialized fields such as Trades - in Carpentry, Electricians, Plumbers, Welders;
- More local sport tournaments;
- Our aquatic centre with a swimming team, our own curling rink/team, football field/team; have mechanics being taught out of our own shop like it was here before;
- Have I.T. taught as a subject - so we as students can be caught up with the latest of Technologies out there in the world - maybe start a computer club;
- Why can't we have a student lounge for our school;
- A smudge room - so we can smudge and purify our thoughts somewhere in the school;
- Teacher religious studies so we can all learn about different religions along with our Native Spirituality;
- Teach astronomy, more sciences;
- More environmental studies - take out to the bush to learn about Boreal Forests;
- Canoeing and outdoor education would be great to offer at Mistassiniy School;
- Need to have solid teachers that do extra-curricular activities and that are here for the students and not just leave every weekend and are not even part of the community;
- Have members of Council come in chat about what they actually do;
- We need to have more clubs at lunch times for more students - this is where we don't have enough Teachers to do the extra-curricular activities for us students;
- It would be great to have Elders 100% of the time in our school, not just once a week - one male and female Elder;
- It would be great to have benches in our gymnasium so we can have more activities like the prep rally we had in March which was fun;
- More cultural awareness - in the school - Cree Pride should be at the fore front for we have mainly Cree Students in our schools;

- It would be great to have our Chief and Council come give a talk on what they do along with the Reeve and Council from our community;
- It would be great to have a Cafeteria in our school so we don't have to go out;
- Improve the hot lunches here, although some are good but maybe give us more fruit;
- Servings are too small at lunch times - Indian Tacos would be great;
- We have a good school but only a few bad apples wreck it for all of us;
- We need to have motivated speakers come in and talk to us;
- It would be nice to see more options in school like Home Ec, cooking outdoor education, cultural programming or campouts;
- We need our principal to be stricter;
- We wish we had stuff to do at lunch hour and it would be great to have an actual Cafeteria like a regular school - because only the athletes play volleyball in the gym and some basketball;
- It would be nice to have more clubs to choose from at lunch times;
- It would be nice to have more prizes for more students during our monthly award assembly;
- We need motivated Teachers to do extra-curricular and after activities with us - for them to get to know us a lot better for they do not take the time to get to know who we are as a people;
- It would be good to see less students in the hallway and the rules need to be sent home with parents so they can help their child to obey these rules while they are in class/school;
- Students need to be more disciplined;
- The A.R.T. Program needs to have more students in it and in every grade- both boys and girls;
- We need to have our teachers not take two months out of the school year off every year - we've never heard of other provincially ran school teachers take this much time off;
- Why are only some students allowed to wear hoodies and use their phones and some aren't;
- We need to be more strict with kids that don't listen;
- We would like to have suicide prevention courses here to like they did at Career Pathways;
- It would be great to have Teachers who follow through with us and push a little hard and give us less free time, namely in grade 7.

Appendix 4

GROUP2 ARCHITECTS DRAWINGS OF OPTIONS

Appendix 5

DESIGN CONCEPTS AND COSTING INFORMATION

Appendix 6

MAY 15, 2015 FOCUS GROUP SUMMARY PROVIDED BY DON TESSIER

Question

Community Feedback

1. Middle school:

What do you feel are some of the advantages of having a separate middle school for students in grades 5 to 8?

- There is greater ability to focus on curriculum that is more aligned with upper elementary and junior high aged student interests (i.e. CTF type courses = photography, woodworking, robotics) and core subject areas.)
- No peer pressure or negative influences (i.e. drugs, foul language, disrespectful behavior) from high school students.
- There is need at the junior high level to offer more individualized attention for students who require academic assistance. This type of assistance can be scheduled into the timetable without affecting high school programming.
- There is a need at the junior high level to offer specifically designed courses that focus on leadership type courses including emphasis on self-discipline, respect for self and one another and resiliency.
- More focused on age appropriate studies
- won't grow up too fast
- controlled environment
- safety and sense of belonging
- consistency with staffing
- same teachers - no rotations
- a lot of people think it should be a separate building
- ensures a lot of gym time
- takes care of over-crowding
- help attendance by age separation
- cut back on bullying and less intimidating for younger students
- more room for programs and quiet learning environment
- Middle school would have more of a tailored educational focus for the age groups; including social development
- The school should be built in a separate location from a high school so the students are not exposed to mature subject matters such as smoking, drugs, alcohol and sex etc (fighting and vulgar language)
- Transitioning into high school would be easier
- Mixture of student population from band to public would boost the morale of students
- There would be greater extracurricular activities during lunch and after school
- There would be greater opportunities for peer aged leadership development. There should be trained T/A/SNAs to assist students and help meet student needs
- There would be less over-crowded classes
- Improves the elementary school by letting the kids be kids. Middle school children will not be influenced by the older children

- Have homerooms/good transition into high school
- Reduce the pressure from elementary school
- Improvement in attendance
- Availability for more options
- No peer pressure or negative influences (i.e. drugs, foul language, disrespectful behavior) from high school students
- More parent participation
- Able to bring in age appropriate programs
- Better ability to focus on this age group
- Less exposure to older themes like drug use and alcohol
- More individuality, express themselves with less intimidation from older peers. Kids can be kids
- Better teacher : student ratio at elementary schools
- Prepare for high school and allow for transitioning of students into high school

What kinds of programs would you like to see in the school?

- CTF courses/strands like woodworking, photography, small engine repair exposure, robotics
- After-school programs like homework tutoring, boys and girls clubs, video engineering, and sport clubs
- Art, music, drama, certified educators, excellent science class, properly equipped shop, cosmetology, Cree, French, Cafeteria, photography, guidance counselors, career specialist, athletic programs, computers and web design, student mentoring and leadership programs, outdoor education and cultural studies
- after school programs for sports etc., introduce optional programs like shop, home ec., art and computers, robotics, and proper life skills programs
- better teacher attendance
- Adequate proactive programs
- Prep for university courses, trades, career planning, leadership programs
- Sports specialization, arts, music, outdoor pursuits, career focus and exposure
- There should be parenting classes (own identity); native studies/residential school
- There should be caring, relationship building and enhanced programs to challenge and promote self-esteem
- There should be programs for lower class families / resource programs
- Music, drama, outdoor ed., art, computer / technology, cultural learning in a multicultural community, sports/health program, strong student council, school cafeteria, student lounge, hands on science program, mentorship from the community, cooking sewing, life skills, parenting skills and extra-curricular activities.
- Both schools should have vocational and academic programming
- Music, drama, art, land based, cultural, outdoor ed., sports programs and teams
- Shop programs
- Self-esteem/identity building, valuing their intellect and skills
- Student leadership
- Reading programs, reward systems. Encourage students by making reading fun

What questions or concerns to you have about this proposal?

- Who will fund a middle school in Wabasca?
- Will the new government be supportive of a new school in Wabasca?
- Who will operate the new school in Wabasca? (i.e. NSD61, Bigstone, Another district)
- Can NSD61 central office relocate to Wabasca?
- We would prefer that Mistassiniy School be upgraded for use as a middle school.
- We would prefer a new high school in Wabasca
- Staff need to be appropriately qualified
- What should their day look like? (Schedule)
- Where will the school be located?
- Will a new building really solve the 'real' issues?
- We should have a new middle school in Mistassiniy School and build a new high school
- Educators are needed for each subject. Educators need to want to be there to teach and care for the student
- We need guidance counselors
- Some educators should know when it's time to retire and cannot keep up with the children
- Students who are questioning their gender identity, sexuality and how we are tolerating or accepting students who are different. Bill10 - it affects our students - will stop silencing of LQTG students
- Can we use this money and use it to bring a better curriculum or teach them better ways to teach our children?
- Our children are lacking academically. They need to offer high school curriculum that includes biology, chemistry, health and math
- Our concern is to address issues that our children are facing; learn what they are going through and then help them be successful in school
- Teachers need to care/understand
- There needs to be more local aboriginal teachers teaching
- No more movies, no more subs every week, have teachers there to do their jobs each week
- We need teachers who know our history/culture.
- Our children need to be at the same level as all Albertans. We need to be capable and be able to be capable of doing the same work/curriculum
- Why have a middle school when the high school sits empty?
- There needs to be adequate research on middle schools
- There needs to be qualified people to teach students (i.e. Cree)
- I want to learn what I haven't learned or what I've missed. I want a teacher that is committed to teach us throughout the year. I think students leave school because most of them don't feel welcome (i.e. they get suspended). Most teachers are not friendly. Mistassiniy School is not really a welcoming environment. Some of the teachers at Mistassiniy make the teachers run away but, at the same time, teachers are not really being nice. I want a teacher that will give us lessons when they leave and motivate us students

- Student attendance! - How do we improve it? What is the plan?
- Foster ATEP-type programs
- What is the timeline for the new school and modernization?
- What about the change in government?
- We are concerned about the loss of support staff
- We are concerned about budget cuts
- Student attitudes are concerning
- There is a shortage of teachers
- Teacher retention is a concern
- There is a lack of community consultation.
- No suspensions because students fall behind.
- Module system not working (lack of supervision)
- Have parent councils
- We need to belong to the Alberta School Board Association. We are a public school.
- Are there experts that can provide information about how they've been successful?
- Do we have committed teachers to help our parents?
- There needs to be proper teacher evaluations. Do we need teacher long term contracts?
- There needs to be more money for student needs/services.
- If you don't get a middle school what will happen in the future? Will both elementary schools be full?
- Is there an alternate plan?
- If we stay on the same path the attendance will keep dropping?
- If attendance declines, programming will decline ... where does that leave the students who want to be in school?
- Why aren't parents more responsible to get their kids to school?
- How will we get parents to invest in their child's future?
- Student forums at the schools to hear what students are saying
- Experienced / energizing teachers
- All schools need to teach to ensure curriculum is being taught at grade level.
- All decisions about schools and schooling needs to be made with input from students.
- How do we get our kids to want to be smart? (to excel academically)
- " I am in favour of a modernization of Mistassiniy with a new Jr. High wing attached. I think we should have a Jr. High wing attached because there will be more kids who would hang around there too and meet other kids."
- "I am in favour of a new high school. I think a new high school is needed. We already have 2 elementary schools and we can use Mistassiniy as a middle school and have a new high school for grades 10-12. The middle school (Mistassiniy) will have grades 7-9. Then our elementary schools will have kindergarten to 6. A high school would be the best option for me."
- "A new high school would be great. A new high school would be good because then we would be able to focus more without distractions. Maybe, if we had a new high school it would make people want to go to school or a better place. We know our education percent went down but having a new school with new learning strategies, more opportunities would give people in the future the motivation they need."

- "Considering the fact that we don't have money for teachers nor do we have money for Tas, building a brand new school would cost millions of dollars that we don't have. Updating our school would cost a lot less money and also time. Spending money on textbooks or a cafeteria would be a lot more reasonable. Mistassiniy NEEDS these updates."

2. Modernization of Mistassiniy:

What kinds of programs would you like to see at Mistassiniy School?

- Dual credit welding and woodworking, plumbing, electrical engineering, high end core courses like chemistry and physics, music programs, drama program, robotics, software programming, photography
- Specialized CTS courses, qualified teachers, gym, tutor, science labs, teach chemistry and physics, guidance counselor, dual credit courses, apprenticeship programs and work experience, fine arts (drama, art), life skills courses
- The new high school building should have academic programs and no upgrading, diploma programs, after-school programs, upgraded for advanced options like welding, automotive like a composite school, proper life skills programs, and have the option for module based learning for kids who can work independently. There should be properly equipped classrooms with bigger bus bays, proper HVAC system and better buses
- Mistassiniy School needs a guidance counselor
- There should be 'student buddy programs' with colleges and universities
- There should be role model programs whereby members of the community go into the school to talk about their own work
- There should be trades programs for various ages
- Shops, trades programs
- Cafeteria
- Kitchen food program
- Multi-purpose room
- Guidance life coach
- Utilize local facilities like the pool and field house
- Cosmetology, trades programs like carpentry and mechanics, graphic artist program, learners/driver ed. Program, health services options like first aid, technology and computers, fine arts, drama, art and dance
- Second languages like sign language, Cree immersion, sports programming like swimming, golfing, curling and hockey
- An elders program and lots of community involvement
- Land-based learning, on-site counseling full time, cooking sewing, cultural programs, extra-curricular programs, RAP and travel club
- More mentoring for grade 10 students and up so they know what career they want for the future
- Fundraising partnerships for field trips etc.
- Student Lounge, cafeteria, more than one gym and new updated computers
- Extra-curricular - teachers taking ownership of the school /community like their students

- Adult life skills/preparation

What kinds of facilities would you like to have available to Mistassiniy students?

- Upgrade the Mistassiniy School SHOP
- Fine arts facility, Art Facility, Multicultural Center
- Cultural Center for the teaching of local language and culture.
- Access to state-of-the-art CTS and CTF facility
- Facilities for CTS courses like computers, home ec, shop, outdoor education, music, drama, cultural program as possible options
- There should be program facilities for speech, awareness programs for drug use and bullying and cyber bullying. There should also be mentorship programs for children who need a little more guidance
- Vocational like trades - welding, electrical etc.
- Academic focus with better labs
- Two streams for high school students

3. Now that you have discussed each project which do you support and why?

Upgrade the Mistassiniy School SHOP.

- Fine arts facility, Art Facility, Multicultural Center
- Cultural Center for the teaching of local language and culture.
- Access to state-of-the-art CTS and CTF facility

4. Often new schools or modernizations include partnerships with community buildings? for example a community library might be a part of the new or upgraded facility

- Bigstone Band, MD of Opportunity, NLC, Community Agencies, Parents, Alberta Education, Oil & Gas Industry
- partnerships with work industry, community college, MD, local industry, forestry, and parent participation
- MD, Bigstone Band, all schools should have a partnership together and there should be parental partnerships with the school
- What are some possible partnerships that could be considered in this process?
- elders, graduates, industry (certified journeyman), parent advisors, Metis local, band, MD
- A business to sponsor a high school student (i.e. golf, swim team) to help programs to be more affordable
- Community people coming to show their job like job shadowing
- MD/LSC provide community coaches
- More recognition at the school level of all the successes that are out there in the community - showcase our own talent and the many positive role models
- Expand outreach on what they learn at school/educational activities

Appendix 7

**VALUE SCOPING SESSION FOLLOW UP MEETING
NORTHLAND SCHOOL DIVISION
MISTASSINIY SCHOOL
WABASCA, ALBERTA**

October 20, 2016

Agenda

1:00 - 4:00 pm	Opening Prayer	Albert Yellowknee
	Welcome	Gord Atkinson
	Introductions	All
	Purpose and Goals of the Meeting	Robert Craig
	Summary of June 15 & 16, 2016 Session	Patricia Cox
	Update of Current and Projected Student Enrollments	Shelly Hamelin
	Programming Priorities for Mistassiniy School	Terri-Lynn McLeod/ Darrell Anderson
	Discussion on Potential Partnerships	All
	Discussion on Scope for Mistassiniy School	Doug Ramsey, Architect
	Wrap Up and Next Steps	Robert Craig

PARTICIPANTS

Northland School Division No. 61

Juan Aguilar, Student, Mistassiniy School
 Robert Alook, Student, Mistassiniy School
 Blade Anderson, Student, Mistassiniy School
 Darrell Anderson, CEEC, Northland School Division
 Sidney Anderson, Student, Mistassiniy School
 Gord Atkinson, Superintendent, Northland School Division
 Shedaisy Beauregard, Student, Mistassiniy School
 Albert Bigstone, Maintenance, Northland School Division
 Tyla Buha, Parent
 Lois Byers, Official Trustee, Northland School Division
 Ashton Cardinal, Student, Mistassiniy School
 Lorraine Cardinal-Roy, Director of FNMI, Northland School Division
 Lionel Catt, Student, Mistassiniy School
 Randy Chernipeski, CTF, Northland School Division
 David Cox, Facility Manager, Northland School Division
 Bob Daly, Fieldservice Technician, Northland School Division
 Charles Greening, Vice-Principal, Mistassiniy School
 Shelly Hamelin, Principal, Mistassiniy School
 Mandi MacLennan, Principal, St. Theresa School
 Terri-Lynn McLeod, Vice-Principal, Mistassiniy School
 Cassie Okemow, Student, Mistassiniy School
 Lawrence Okemow, Maintenance, Northland School Division
 Krystal Potts, Executive Assistant, Northland School Division
 Kevin Power, Student, Mistassiniy School
 Hailey Rathbone, Student, Mistassiniy School
 Christoph Ruge, Principal, Outreach, Northland School Division
 Trudy Rasmuson, Secretary-Treasurer, Northland School Division
 Tanya Sinclair, Parent, St. Theresa School
 Don Tessier, Associate Superintendent, Northland School Division
 Sierra Turk, Student, Mistassiniy School
 Alanis Yellowknee, Student, Mistassiniy School

Municipal/Community Members

Beth Ann Auger, Grandma/Community Member
 Rena Auger, AAG, Atoske Action Group
 Fay Cardinal, LSBC, Desmarais
 Violet Carlson, LSBC, Pelican Mountain

Robin Guild, LSBC Chair, Wabasca
Robert Gullion, St. Theresa School Board
Joanna Raymond, Representative, Schroder Oilfield
Albert Yellowknee, Elder
Silas Yellowknee, LSBC, Desmarais

Alberta Education

Robert Craig, Acting Director, Capital Planning
Nathan Freed, Director, Field Services
Ron Taylor, Education Manager, Collaboration and Learning Supports
Natalie Wehner, Senior Manager, Capital Planning

Alberta Infrastructure

Mark Latimer, Manager, School Planning and Grant Oversight

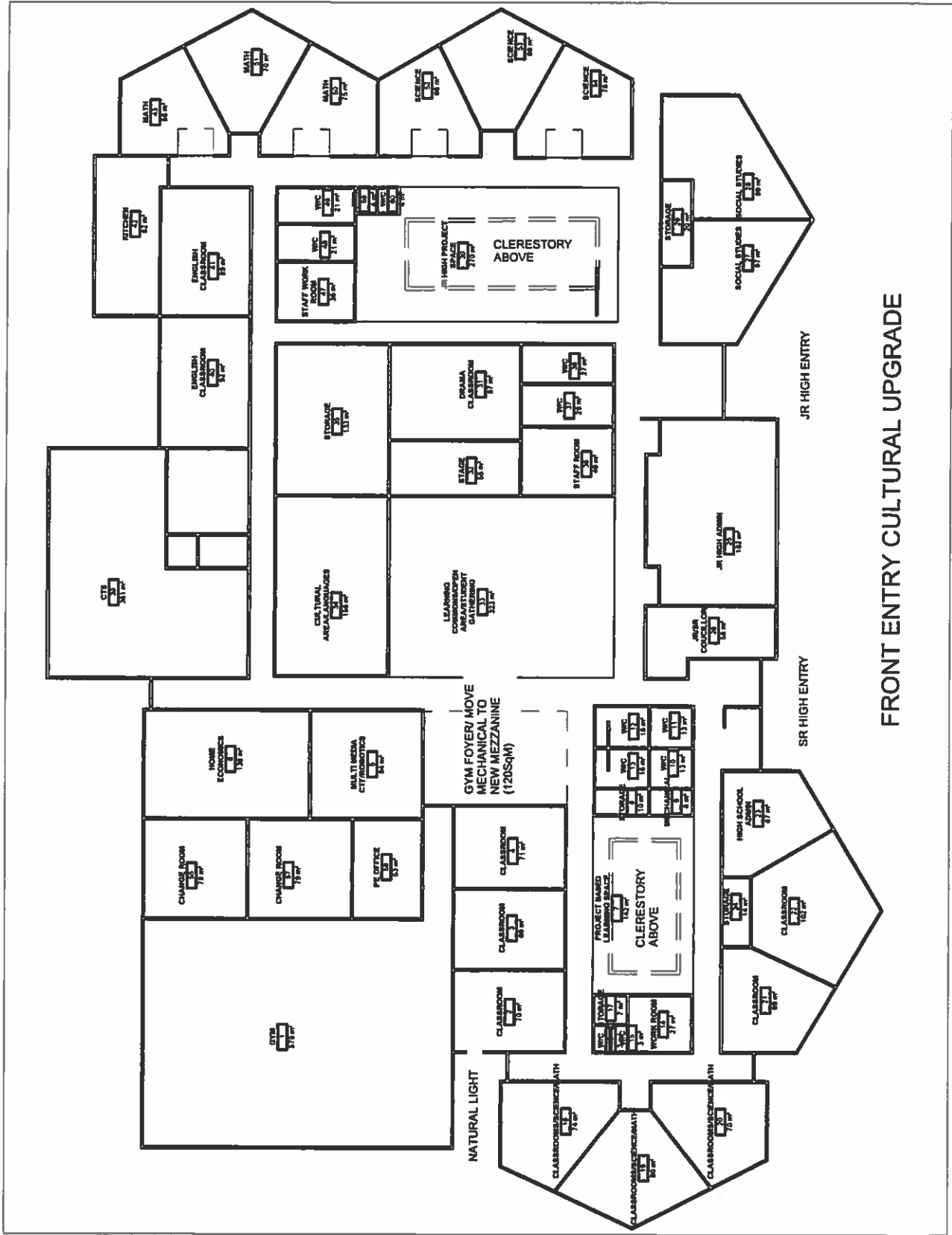
Facilitation Team

Patricia Cox, Facilitator
Doug Ramsey, Architect, Group2

Appendix 8

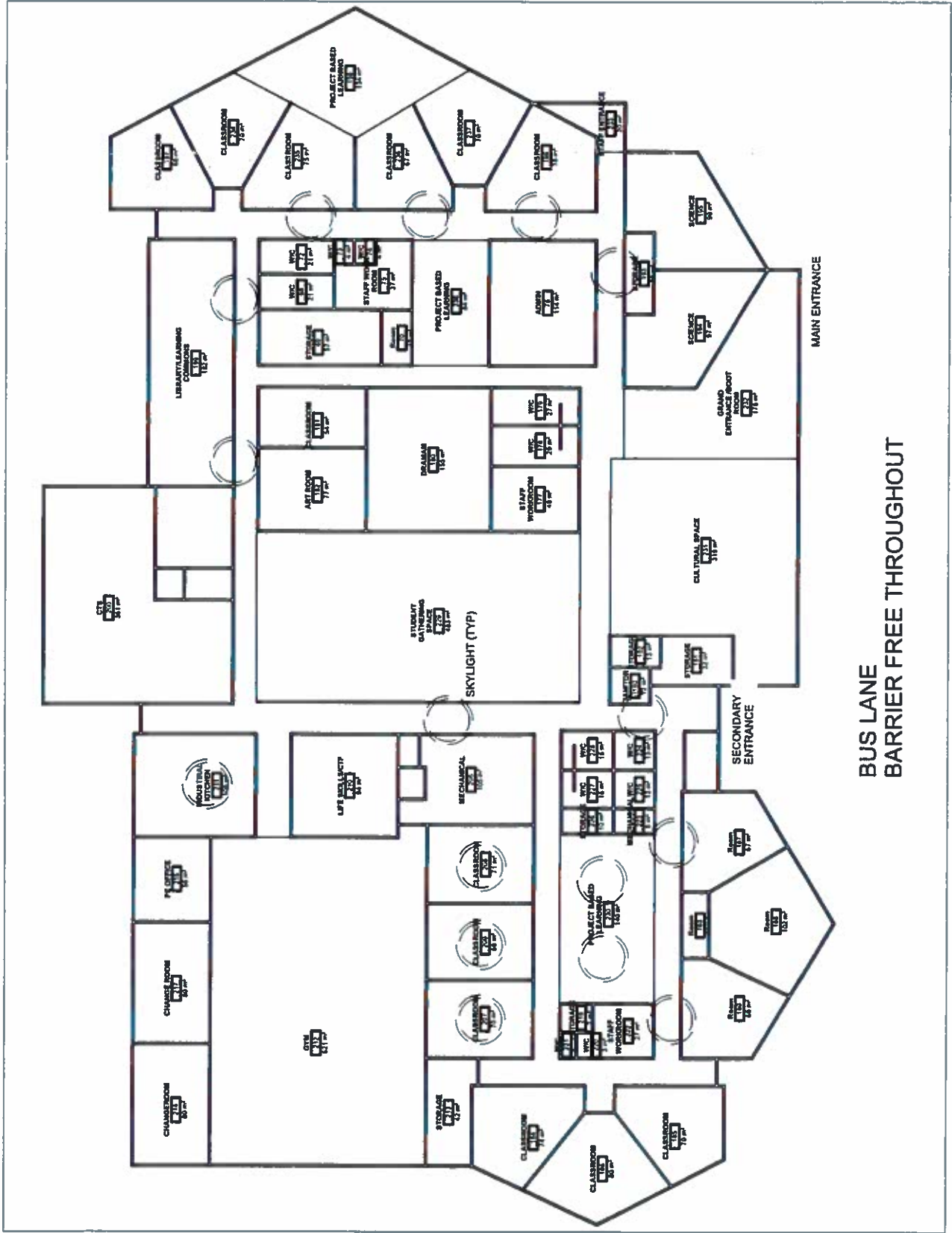
GROUP2 ARCHITECTS REDEFINED DRAWING OF OPTION 2

OPTION 01

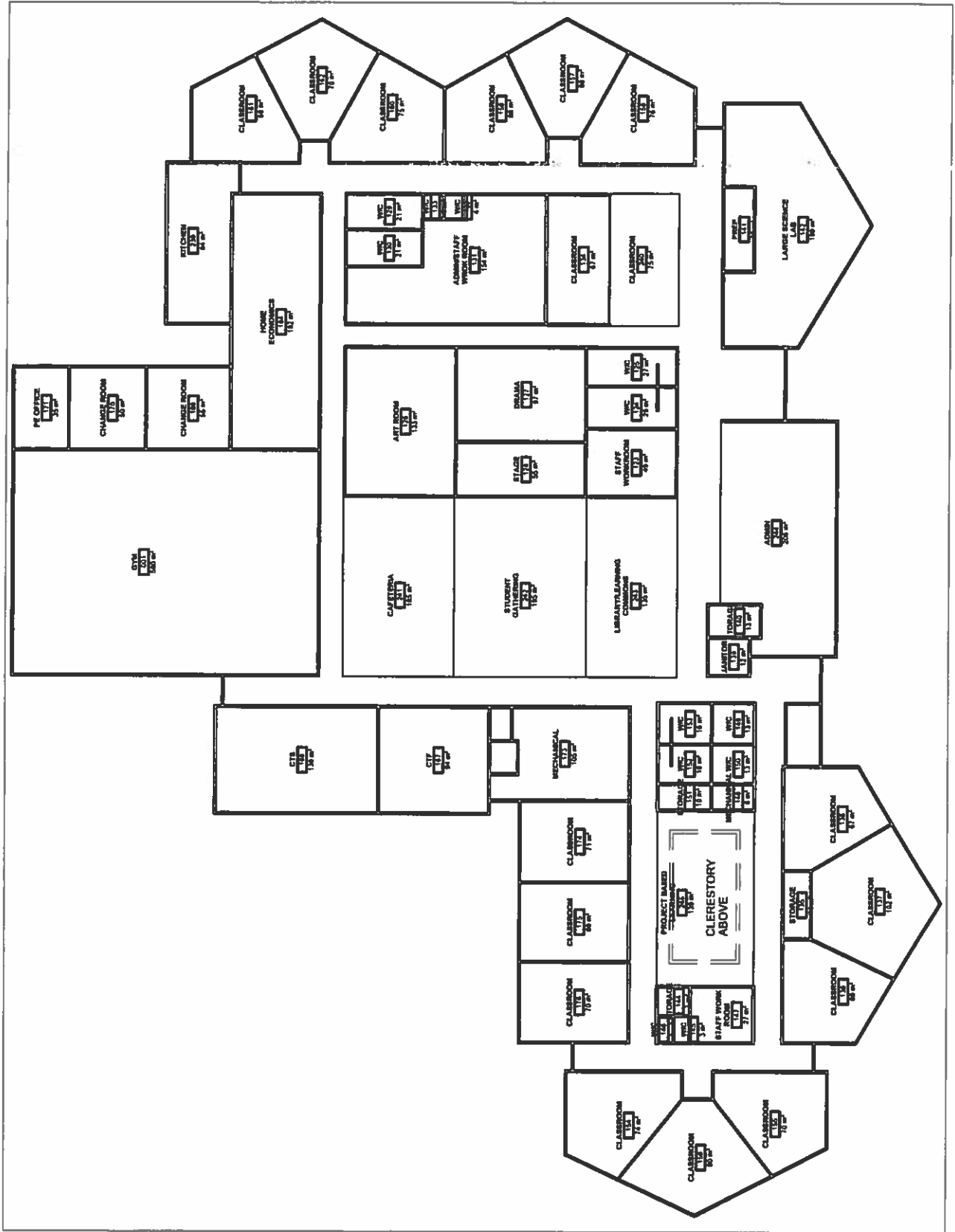


FRONT ENTRY CULTURAL UPGRADE

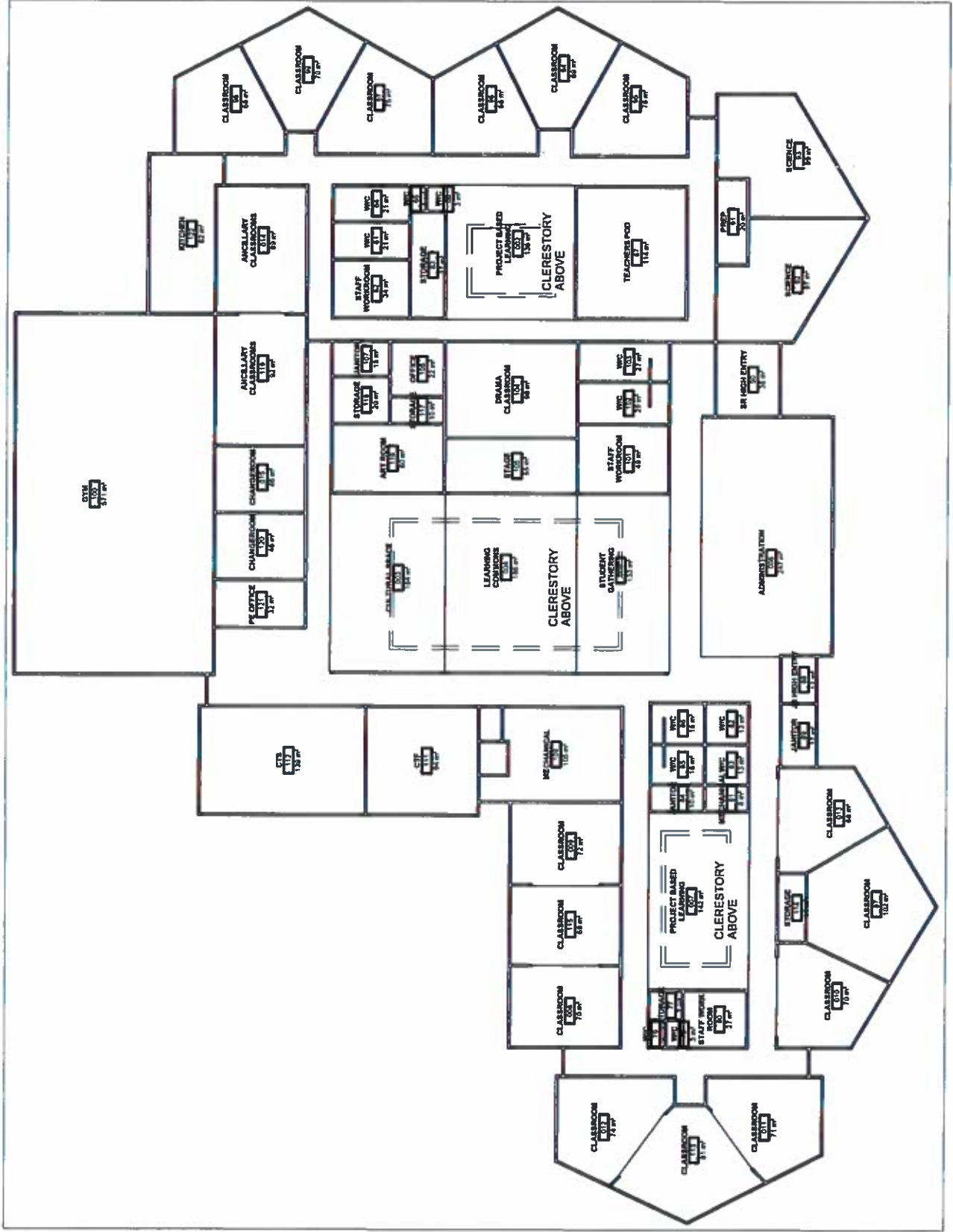
OPTION 02



OPTION 03



OPTION 04



VALUE SCOPING COST ANALYSIS
June 15-16, 2016

for

MISTASSINIY SCHOOL VA
Northland School Division
Wabasca, Alberta

Prepared For:



Prepared By:

Tech  Cost
CONSULTANTS LTD

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TABLE OF CONTENTS

1. Preamble
2. Background
3. Methodology
4. Financial Overview
 - 4.1. Summary of Costs
 - 4.2. Analysis
 - 4.3. Assumptions
 - 4.4. Exclusions
5. Options - Calculations
6. Discounted Cash Flows
7. Construction Cost Benchmarking
8. Concepts
9. Definitions

1. PREAMBLE

This report is intended to demonstrate the cost benefit analysis (CBA) solutions developed during the Value Scoping Session. These analyses are used to compare cost estimates for the qualitative concepts presented, with reasonable budgets forecast in planning for the long-term facility planning. The qualitative value recommendations for improvements ensuring proper occupational safety, operation and supply of quality learning are addressed in other sections of this report.

Options compared are listed below:

Option 1 - New Gym Addition with Change Rooms, Existing Gym into Commons /Library/ Cultural, HS / MS Separation, HS Gathering, MS Gathering, New M&E Systems, Existing CTS and Home Ec.

Demolition	80 m ²	
Modernization		5,418 m ²
New		880 m ²
Modular		0 m ²
<hr/>		
Total Area		6,298 m ²

Option 2 New Gym Addition with Change Rooms, Cultural Addition, Grand Entrance, Existing Gym into Commons / Multi-purpose, HS / MS Separation, Relocate Library, New M&E Systems, Cafeteria, Existing CTS

Demolition	165 m ²	
Modernization		5,333 m ²
New		1,310 m ²
Modular		0 m ²
<hr/>		
Total Area		6,643 m ²

Option 3 - Demolish CTS, New Gym Addition with Change Rooms, Admin Addition, Existing Gym into Learning Commons/Cafeteria, HS / MS Separation, New M&E Systems, new CTS

Demolition	440 m ²	
Modernization		5,058 m ²
New		660 m ²
Modular		0 m ²
<hr/>		
Total Area		5,718 m ²

Option 4 - Demolish CTS, New Gym Addition with Change Rooms, Kitchen/Home Ec Addition, Existing Gym into Gathering / Library / Cafeteria, HS / MS Separation, New M&E Systems

Demolition	270 m ²	
Modernization		5,228 m ²
New		560 m ²
Modular		0 m ²
<hr/>		
Total Area		5,788 m ²

2. BACKGROUND

Mistassiniy School

This school for Grades 7 through 12 was built in Wabasca in 1979. The school faces one public gravel highway on the West side. It is under the jurisdiction of Northland School Division #61.

The school of 460 square metres was built in 1979. A first addition of 5037.6 square metres was built in 1980 as fire replacement. The second addition of 200 square metres was built in 1998.

The building school area is 5,497.6 m²

3. METHODOLOGY

Facility-Life Cost Planning

Facility-Life-Cost Planning applies to the long-term acquisition and ownership of assets. This report reviews four (4) options over a 25-year study period and can be used to compare the effect of costs over each facility life from different economic perspectives, enabling the Owner to understand the effects of Capital, Operating and Cyclical influences.

The purpose of life-cost planning is to use discounted cash flow analysis to determine the total costs of a building over a specified time frame in order to objectively assess the performance of the design in terms of durability, quality, energy usage and the like. Life-cost planning also establishes estimated target costs for the capital and running costs of a building or its elements. These targets provide a constraint and a useful measure against which selected design solutions can be later compared or evaluated. For this project, the various categories of capital and operating expenses shown are summarized as follows:

Capital cost

- Land costs (not applicable)
- Construction costs
- Soft Costs
- Purchase costs (not applicable)

Operating cost

- Ownership costs
- Maintenance costs
- Occupancy costs
- Selling costs (not applicable)

The basic capital dollars are expressed in current **April 2016** dollars, that is, as if the project were tendered in **April 2016**.

Where possible, elements have been assessed or measured, then priced at rates considered competitive for a project of this type. This report is developed using standardized methods and techniques. Formatting of the report in accordance with the following documents:

Canadian Institute of Quantity Surveyors. "Elemental Cost Analysis-Method of Measurement and Pricing" (Toronto ON, Canada: Canadian Institute of Quantity Surveyors, 1990).

Construction Specifications Institute. "UniFormat™: A Uniform Classification of Construction Systems and Assemblies"(Alexandria, VA, USA: The Construction Specifications Institute, 2010 Edition).

Construction Specifications Institute. "MasterFormat 2010™" (Alexandria VA, USA: The Construction Specifications Institute, 2010 Edition).

Costing for the estimated areas of work is developed using the historical data of similar projects. Consideration is made to include for project complexity, geographic location and current market pricing.

Allowances / Contingencies:

As this project is currently at functional scoping development the following allowances have been included:

a. Design Allowance / Contingency = 5.0 %

- An allowance for design changes during the development of the design. The allowance is to cover unforeseen items during the design phase that do not change the project scope. The allowance, which is included in the primary stages, is ultimately absorbed into the design and quantified work as more detailed information becomes available and is therefore normally reduced to zero at tender stage

b. Phasing Allowance / Contingency = 2.0 %

- An allowance for increased requirements for projects being executed in multiple phases. This restriction leads to increased costs due to increased temporary protection requirements, etc.

c. Construction Allowance / Contingency = 7.0 %

- An allowance for changes to the contract price during construction. The allowance is to cover unforeseen items during the construction period which will result in change orders

4. FINANCIAL OVERVIEW

4.1 Summary of Costs:

The total life cost comparison is summarized in the table below for the four (4) options; Totals are represented in Net Present Value dollars (NPV) for comparison purposes.

25 YEAR CUMULATIVE				
	Options			
	Option 1 - New Gym Addition with Change Rooms, Existing Gym Into Commons/Library/Cultural, HS / MS Separation, HS Gathering, MS Gathering, New M&E Systems, Existing CTS and Home Ec.	Option 2 - New Gym Addition with Change Rooms, Cultural Addition, Grand Entrance, Existing Gym Into Commons / Multi-purpose, HS / MS Separation, Relocate Library, New M&E Systems, Cafeteria Existing	Option 3 - Demolish CTS, New Gym Addition with Change Rooms, Admin Addition, Existing Gym Into Learning Commons/Cafeteria, HS / MS Separation, New M&E Systems, new CTS	Option 4 - Demolish CTS, New Gym Addition with Change Rooms, Kitchen/Home Ec Addition, Existing Gym Into Gathering / Library / Cafeteria, HS / MS Separation, New M&E Systems
Area (m ²)	6,298	6,643	5,718	5,788
CAPITAL COSTS - 2016				
Hard Construction Cost	\$18,770,656	\$20,171,548	\$17,542,434	\$16,873,431
Soft Construction Cost	\$3,453,305	\$3,677,448	\$3,256,790	\$3,149,749
GST - Non Refundable	\$355,583	\$381,584	\$332,788	\$320,371
Escalation	\$0	\$0	\$0	\$0
TOTAL CAPITAL COSTS (End Cost)	\$22,579,544	\$24,230,580	\$21,132,012	\$20,343,551
CUMULATIVE OPERATIONS & MAINTENANCE COSTS				
Community	\$0	\$0	\$0	\$0
Receipts/Income	\$0	\$0	\$0	\$0
Facility Systems Maintenance	\$6,557,148	\$6,916,344	\$5,953,283	\$6,026,163
Facility Operations - Utilities	\$5,183,050	\$5,466,974	\$4,705,729	\$4,763,337
Facility Operations - Expenses	\$8,852,150	\$9,337,065	\$8,036,931	\$8,135,320
CAPITAL / CYCLICAL RENEWAL	\$0	\$0	\$0	\$0
Total Future Costs	\$43,171,893	\$45,950,963	\$39,827,955	\$39,268,370
RANKING (excludes Residual)	3	4	2	1
Area (m ²)	6,298	6,643	5,718	5,788

4.2 Analysis

The financial analysis indicates that the option 3 & 4 have similar total program area, with option 4 having the lowest capital cost investment of \$20 million.

The capital cost has been generated by the varying levels of modernization intensity. The values range from a minor modernization of \$ 1,600.00 /m² to a major modernization of \$2,800 /m² or 70% of replacement. New construction support rates are factored with a 30% location factor for a market construction rate of \$3,510 m²

These construction rates have been applied to the affected facility components identified in the workshop to produce the capital cost investment.

4.3 Assumptions

The life cycle cost analysis uses the following key assumptions.

- 1) All construction capital costs exclude escalation. It is assumed 9 month for design and 24 month phased construction modernization.
- 2) Discount rate of 5.8%
- 3) Annual escalation factor
 - a. 6% Facility Operations - utilities
 - b. 4% Facility Operations – maintenance and expenses
 - c. 4.25% Capital renewals
- 4) Phasing required for modernization options
- 5) Cyclical renewal costs are excluded
- 6) Residual values have been excluded in this comparison.

4.4 Exclusions

This is a comparative exercise only and the following items that may affect these projects have been excluded from the calculations compared in the options presented:

1. IT equipment and communications cabling
2. Land Costs
3. Property tax or its equivalent Grants-in-lieu.
4. Financing/Fundraising costs
5. Abnormal Soil conditions not covered in the Facility Evaluation reviews
6. Cyclical renewals

Options

WABASCA - MISTASSINIY SCHOOL VA

CALCULATIONS AND ASSUMPTIONS

Option 1 - New Gym Addition with Change Rooms, Existing Gym into Commons/Library/Cultural, HS / MS Separation, HS Gathering, MS Gathering, New M&E Systems, Existing CTS and Home Ec.

PROGRAM AREA (m ²)	A Demolition	B Preservation	C New	D Modulars	E Other	Total (B+C+D+E)
Kitchen	0	85	0	0	0	85
Admin MS	0	600	0	0	0	600
Circulation	0	1,263	0	0	0	1,263
Classrooms - Major	0	490	0	0	0	490
Classrooms - Med	0	560	0	0	0	560
Classrooms - Minor	0	950	0	0	0	950
CTS	0	370	0	0	0	370
Foyer	0	110	0	0	0	110
Learning Commons	0	310	0	0	0	310
Mechanical	0	10	0	0	0	10
Project Space	0	420	0	0	0	420
Stage	0	60	0	0	0	60
Washrooms	0	190	0	0	0	190
New Gym	0	0	530	0	0	530
New Change Rooms / Staff	0	0	230	0	0	230
New Mechanical Mez	0	0	120	0	0	120
Demo Fan Room	80	0	0	0	0	0
TOTAL :	80	5,418	880	0	0	6,298

CAPITAL COST

A Demolition

Demo Fan Room	80 m ²	\$195.00	\$15,600
Demo - Selective	5,498 m ²	\$75.00	\$412,350
Hazmat - Selective	5,498 m ²	\$45.00	\$247,410

A Demolition Net : \$675,360

B Preservation/Modernization

Kitchen	85 m ²	\$2,050.36	\$174,280
Admin MS	600 m ²	\$2,546.32	\$1,527,792
Circulation	1,263 m ²	\$2,050.36	\$2,589,601
Classrooms - Major	490 m ²	\$2,546.32	\$1,247,697
Classrooms - Med	560 m ²	\$2,050.36	\$1,148,200
Classrooms - Minor	950 m ²	\$1,652.65	\$1,570,022
CTS	370 m ²	\$2,050.36	\$758,632
Foyer	110 m ²	\$2,546.32	\$280,095
Learning Commons	310 m ²	\$2,546.32	\$789,359
Mechanical	10 m ²	\$1,652.65	\$16,527
Project Space	420 m ²	\$2,546.32	\$1,069,454
Stage	60 m ²	\$1,652.65	\$99,159
Washrooms	190 m ²	\$2,800.95	\$532,181

B Preservation/Modernization Net : \$11,802,998

C New/Expansion

New Gym	530 m ²	\$3,861.00	\$2,046,330
New Change Rooms / Staff	230 m ²	\$3,510.00	\$807,300
New Mechanical Mez	120 m ²	\$2,632.50	\$315,900

C New/Expansion Net : \$3,169,530

D Modular's

Construction	0 m ²	\$2,800.00	\$0
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D Modular's Net : \$0

WABASCA - MISTASSINIY SCHOOL VA

CALCULATIONS AND ASSUMPTIONS

Option 1 - New Gym Addition with Change Rooms, Existing Gym into Commons/Library/Cultural, HS / MS Separation, HS Gathering, MS Gathering, New M&E Systems, Existing CTS and Home Ec.

E Other

Raise Roof (Clerestory)	180 m ²	\$1,820.00	\$327,600
Parking lot	3,200 m ²	\$75.00	\$240,000
Front entry	1 sum	\$75,000.00	\$75,000
Bus loop	1 sm	\$125,000.00	\$125,000
Site Regrading	2,000 m ²	\$25.00	\$50,000

Other Net : \$817,600

Z Contingencies

			\$16,465,488
Project	5.0%		\$823,274
Construction	7.0%		\$1,152,584
Phasing	2.0%		\$329,310

Z Contingencies Net : \$2,305,168

(A+B+C+D+E+Z) Construction Net : \$18,770,656

Soft/Other Costs

Land Purchase	acre	\$0.00	\$0
Site Services	acre	\$0.00	\$0
Project Admin		2.0%	\$375,413
Programming		0.0%	\$0
Design Fees		10.0%	\$1,877,066
Furnishings & Equipment		4.0%	\$750,826
IT		0.0%	\$0
CTS Equipment		1 LS	\$450,000
Decanting		0.0%	\$0

Soft/Other Net : \$3,453,305

SUB-TOTAL \$22,223,961

Non-refundable GST 1.60% \$355,583

CAPITAL COST TOTAL (April 2016 \$) \$22,579,544

Escalation \$0

CAPITAL COST TOTAL \$22,579,544

WABASCA - MISTASSINIY SCHOOL VA

CALCULATIONS AND ASSUMPTIONS

Option 2 - New Gym Addition with Change Rooms, Cultural Addition, Grand Entrance, Existing Gym into Commons / Multi-purpose, HS / MS Separation, Relocate Library, New M&E Systems, Cafeteria, Existing CTS

PROGRAM AREA (m ²)	A Demolition	B Preservation	C New	D Modulars	E Other	Total (B+C+D+E)
Admin	0	390	0	0	0	390
Circulation	0	1,293	0	0	0	1,293
Classrooms - Major	0	230	0	0	0	230
Classrooms - Med	0	160	0	0	0	160
Classrooms - Minor	0	1,370	0	0	0	1,370
CTS	0	370	0	0	0	370
Cultural Space	0	190	0	0	0	190
Home Ec / Cafeteria	0	120	0	0	0	120
Learning Commons	0	190	0	0	0	190
Mechanical Room	0	120	0	0	0	120
Project Space / Gathering	0	710	0	0	0	710
Washrooms	0	190	0	0	0	190
New Gym	0	0	620	0	0	620
New Change / Storage	0	0	210	0	0	210
New Admin	0	0	60	0	0	60
New Cultural / Entrance	0	0	280	0	0	280
New Project Learning	0	0	140	0	0	140
Demo Fan Room	80	0	0	0	0	0
Demo Kitchen	85	0	0	0	0	0
TOTAL :	165	5,333	1,310	0	0	6,643

CAPITAL COST

A Demolition

Demo Fan Room	80 m ²	\$195.00	\$15,600
Demo Kitchen	85 m ²	\$195.00	\$16,575
Demo - Selective	5,498 m ²	\$75.00	\$412,350
Hazmat - Selective	5,498 m ²	\$45.00	\$247,410

A Demolition Net : \$691,936

B Preservation/Modernization

Admin	390 m ²	\$2,546.32	\$993,065
Circulation	1,293 m ²	\$2,050.36	\$2,651,111
Classrooms - Major	230 m ²	\$2,546.32	\$585,653
Classrooms - Med	160 m ²	\$2,050.36	\$328,057
Classrooms - Minor	1,370 m ²	\$1,652.65	\$2,264,137
CTS	370 m ²	\$2,050.36	\$758,632
Cultural Space	190 m ²	\$2,546.32	\$483,801
Home Ec / Cafeteria	120 m ²	\$2,050.36	\$246,043
Learning Commons	190 m ²	\$2,546.32	\$483,801
Mechanical Room	120 m ²	\$1,652.65	\$198,319
Project Space / Gathering	710 m ²	\$2,546.32	\$1,807,887
Washrooms	190 m ²	\$2,800.95	\$532,181

B Preservation/Modernization Net : \$11,332,686

C New/Expansion

New Gym	620 m ²	\$3,861.00	\$2,393,820
New Change / Storage	210 m ²	\$3,510.00	\$737,100
New Admin	60 m ²	\$3,510.00	\$210,600
New Cultural / Entrance	280 m ²	\$3,510.00	\$982,800
New Project Learning	140 m ²	\$3,510.00	\$491,400

C New/Expansion Net : \$4,815,720

D Modular's

Construction	m ²	\$2,800.00	\$0
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D Modular's Net : \$0

WABASCA - MISTASSINIY SCHOOL VA

CALCULATIONS AND ASSUMPTIONS

Option 2 - New Gym Addition with Change Rooms, Cultural Addition, Grand Entrance, Existing Gym into Commons / Multi-purpose, HS / MS
Separation, Relocate Library, New M&E Systems, Cafeteria, Existing CTS

E Other

Skylights	260 m ²	\$1,400.00	\$364,000
Parking lot	3,200 m ²	\$75.00	\$240,000
Front entry	1 sum	\$75,000.00	\$75,000
Bus loop	1 sm	\$125,000.00	\$125,000
Site Regrading	2,000 m ²	\$25.00	\$50,000

Other Net : \$854,000

Z Contingencies

			\$17,694,341
Project	5.0%		\$884,717
Construction	7.0%		\$1,238,604
Phasing	2.0%		\$353,887

Z Contingencies Net : \$2,477,208

(A+B+C+D+E+Z) Construction Net : \$20,171,548

Soft/Other Costs

Land Purchase	acre	\$0.00	\$0
Site Services	acre	\$0.00	\$0
Project Admin		2.0%	\$403,431
Programming		0.0%	\$0
Design Fees		10.0%	\$2,017,155
Furnishings & Equipment		4.0%	\$806,862
IT		0.0%	\$0
CTS Equipment		1 LS	\$450,000
Decanting		0.0%	\$0

Soft/Other Net : \$3,677,448

SUB-TOTAL \$23,848,996

Non-refundable GST 1.60% \$381,584

CAPITAL COST TOTAL (April 2016 \$) \$24,230,580

Escalation \$0

CAPITAL COST TOTAL \$24,230,580

WABASCA - MISTASSINIY SCHOOL VA

CALCULATIONS AND ASSUMPTIONS

Option 3 - Demolish CTS, New Gym Addition with Change Rooms, Admin Addition, Existing Gym Into Learning Commons/Cafeteria, HS / MS Separation, New M&E Systems, new CTS

PROGRAM AREA (m ²)	A Demolition	B Preservation	C New	D Modulars	E Other	Total (B+C+D+E)
Admin	0	460	0	0	0	460
Gathering / Cafeteria / Library	0	480	0	0	0	480
Circulation	0	1,278	0	0	0	1,278
Classrooms - Major	0	1,220	0	0	0	1,220
Classrooms - Med	0	340	0	0	0	340
Classrooms - Minor	0	450	0	0	0	450
CTS	0	240	0	0	0	240
Kitchen	0	80	0	0	0	80
Mechanical	0	120	0	0	0	120
Project Space	0	140	0	0	0	140
Stage	0	60	0	0	0	60
Washrooms	0	190	0	0	0	190
New Gym	0	0	530	0	0	530
New Change Rooms / Storage	0	0	100	0	0	100
New Admin	0	0	30	0	0	30
Demo Fan Room	80	0	0	0	0	0
Demo CTS	360	0	0	0	0	0
TOTAL :	440	5,058	660	0	0	5,718

CAPITAL COST

A Demolition

Demo Fan Room	80 m ²	\$195.00	\$15,600
Demo CTS	360 m ²	\$195.00	\$70,200
Demo - Selective	5,498 m ²	\$75.00	\$412,350
Hazmat - Selective	5,498 m ²	\$45.00	\$247,410

A Demolition Net : \$745,560

B Preservation/Modernization

Admin	460 m ²	\$2,546.32	\$1,171,307
Gathering / Cafeteria /	480 m ²	\$2,546.32	\$1,222,233
Circulation	1,278 m ²	\$2,050.36	\$2,620,356
Classrooms - Major	1,220 m ²	\$2,546.32	\$3,106,510
Classrooms - Med	340 m ²	\$2,050.36	\$697,121
Classrooms - Minor	450 m ²	\$1,652.65	\$743,695
CTS	240 m ²	\$2,546.32	\$611,117
Kitchen	80 m ²	\$2,050.36	\$164,029
Mechanical	120 m ²	\$1,652.65	\$198,319
Project Space	140 m ²	\$2,546.32	\$356,485
Stage	60 m ²	\$1,652.65	\$99,159
Washrooms	190 m ²	\$2,800.95	\$532,181

B Preservation/Modernization Net : \$11,522,510

C New/Expansion

New Gym	530 m ²	\$3,861.00	\$2,046,330
New Change Rooms / Storage	100 m ²	\$3,510.00	\$351,000
New Admin	30 m ²	\$3,510.00	\$105,300

C New/Expansion Net : \$2,502,630

D Modular's

Construction	0 m ²	\$2,800.00	\$0
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D Modular's Net : \$0

WABASCA - MISTASSINIY SCHOOL VA

CALCULATIONS AND ASSUMPTIONS

Option 3 - Demolish CTS, New Gym Addition with Change Rooms, Admin Addition, Existing Gym into Learning Commons/Cafeteria, HS / MS Separation, New M&E Systems, new CTS

E Other

Raise Roof (Clerestory)	70 m ²	\$1,820.00	\$127,400
Parking lot	3,200 m ²	\$75.00	\$240,000
Front entry	1 sum	\$75,000.00	\$75,000
Bus loop	1 sm	\$125,000.00	\$125,000
Site Regrading	2,000 m ²	\$25.00	\$50,000

Other Net : **\$617,400**

Z.Contingencies

			\$15,388,100
Project	5.0%	\$769,405	
Construction	7.0%	\$1,077,167	
Phasing	2.0%	\$307,762	

Z Contingencies Net : **\$2,154,334**

(A+B+C+D+E+Z) Construction Net : \$17,542,434

Soft/Other Costs

Land Purchase	acre	\$0.00	\$0
Site Services	acre	\$0.00	\$0
Project Admin		2.0%	\$350,849
Programming		0.0%	\$0
Design Fees		10.0%	\$1,754,243
Furnishings & Equipment		4.0%	\$701,697
IT		0.0%	\$0
CTS Equipment	1 LS		\$450,000
Decanting		0.0%	\$0

Soft/Other Net : **\$3,256,790**

SUB-TOTAL \$20,799,224

Non-refundable GST 1.60% \$332,788

CAPITAL COST TOTAL (April 2016 \$) \$21,132,012

Escalation \$0

CAPITAL COST TOTAL \$21,132,012

WABASCA - MISTASSINIY SCHOOL VA

CALCULATIONS AND ASSUMPTIONS

Option 4 - Demolish CTS, New Gym Addition with Change Rooms, Kitchen/Home Ec Addition, Existing Gym into Gathering / Library / Cafeteria, HS / MS Separation, New M&E Systems

PROGRAM AREA (m ²)	A Demolition	B Preservation	C New	D Modulars	E Other	Total (B+C+D+E)
Admin	0	690	0	0	0	690
Circulation	0	1,278	0	0	0	1,278
Classrooms - Major	0	50	0	0	0	50
Classrooms - Med	0	340	0	0	0	340
Classrooms - Minor	0	1,330	0	0	0	1,330
CTS	0	240	0	0	0	240
Cultural / Learning Commons / Gathering	0	480	0	0	0	480
Kitchen	0	80	0	0	0	80
Mechanical	0	120	0	0	0	120
Project space	0	270	0	0	0	270
Stage	0	60	0	0	0	60
Washrooms / Change Rooms	0	290	0	0	0	290
New Gym	0	0	560	0	0	560
Demo Fan Room	80	0	0	0	0	0
Demo CTS	190	0	0	0	0	0
TOTAL :	270	5,228	560	0	0	5,788

CAPITAL COST

A Demolition

Demo Fan Room	80 m ²	\$195.00	\$15,600
Demo CTS	190 m ²	\$195.00	\$37,050
Demo - Selective	5,498 m ²	\$75.00	\$412,350
Hazmat - Selective	5,498 m ²	\$45.00	\$247,410

A Demolition Net : \$712,410

B Preservation/Modernization

Admin	690 m ²	\$2,546.32	\$1,756,960
Circulation	1,278 m ²	\$2,050.36	\$2,620,356
Classrooms - Major	50 m ²	\$2,546.32	\$127,316
Classrooms - Med	340 m ²	\$2,050.36	\$697,121
Classrooms - Minor	1,330 m ²	\$1,652.65	\$2,198,031
CTS	240 m ²	\$2,546.32	\$611,117
Cultural / Learning	480 m ²	\$2,546.32	\$1,222,233
Kitchen	80 m ²	\$2,050.36	\$164,029
Mechanical	120 m ²	\$1,652.65	\$198,319
Project space	270 m ²	\$2,546.32	\$687,506
Stage	60 m ²	\$2,050.36	\$123,021
Washrooms / Change	290 m ²	\$2,800.95	\$812,276

B Preservation/Modernization Net : \$11,218,285

C New/Expansion

New Gym	560 m ²	\$3,861.00	\$2,162,160
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C New/Expansion Net : \$2,162,160

D Modular's

Construction	0 m ²	\$2,800.00	\$0
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D Modular's Net : \$0

WABASCA - MISTASSINIY SCHOOL VA

CALCULATIONS AND ASSUMPTIONS

Option 4 - Demolish CTS, New Gym Addition with Change Rooms, Kitchen/Home Ec Addition, Existing Gym into Gathering / Library / Cafeteria, HS / MS Separation, New M&E Systems

E Other

Raise Roof (Clerestory)	120 m ²	\$1,820.00	\$218,400
Parking lot	3,200 m ²	\$75.00	\$240,000
Front entry	1 sum	\$75,000.00	\$75,000
Bus loop	1 sm	\$125,000.00	\$125,000
Site Regrading	2,000 m ²	\$25.00	\$50,000

Other Net : **\$708,400**

Z Contingencies

			\$14,001,255
Project	5.0%		\$740,063
Construction	7.0%		\$1,036,088
Phasing	2.0%		\$296,025
	0.0%		\$0

Z Contingencies Net : **\$2,072,176**

(A+B+C+D+E+Z) Construction Net : \$16,873,431

Soft/Other Costs

Land Purchase	acre	\$0.00	\$0
Site Services	acre	\$0.00	\$0
Project Admin		2.0%	\$337,469
Programming		0.0%	\$0
Design Fees		10.0%	\$1,687,343
Furnishings & Equipment		4.0%	\$674,937
IT		0.0%	\$0
CTS Equipment		1 LS	\$450,000
Decanting		0.0%	\$0

Soft/Other Net : **\$3,149,749**

SUB-TOTAL \$20,023,180

Non-refundable GST 1.60% \$320,371

CAPITAL COST TOTAL (April 2016 \$) \$20,343,551

Escalation \$0

CAPITAL COST TOTAL \$20,343,551

Discounted Cash Flow

WABASCA - MISTASSINIY SCHOOL VA

PROGRAM AREA (m²)

6,298

Option 1 - New Gym Addition with Change Rooms, Existing Gym into Commons/Library/Cultural, HS / MS Separation

Capital Cost

22,579,544

DISCOUNTED CASHFLOW

YEAR	CAPITAL COST	Annual Costs				CAPITAL / CYCLICAL RENEWAL	(2+3+4+5+6+7+8)	Annual Present Value 5.80%	npV Cumulative Present Value
		Community 5.00%	Receipts/Income 5.00%	Facility Systems Maintenance 4.00%	Facility Operations - Utilities 6.00%				
1	\$ 22,579,544	0	0	157,450	94,470	212,558	23,044,022	23,044,022	
2	0	0	0	163,748	100,138	221,060	458,361	23,502,383	
3	0	0	0	170,298	106,146	229,902	452,352	23,954,735	
4	0	0	0	177,110	112,515	239,098	446,449	24,401,184	
5	0	0	0	184,194	119,266	248,662	440,649	24,841,833	
6	0	0	0	191,562	126,422	258,609	434,952	25,276,784	
7	0	0	0	199,224	134,008	268,953	429,354	25,706,139	
8	0	0	0	207,193	142,048	279,711	423,856	26,129,995	
9	0	0	0	215,481	150,571	290,900	418,454	26,548,449	
10	0	0	0	224,100	159,605	302,536	413,148	26,961,597	
11	0	0	0	233,064	169,181	314,637	407,936	27,369,533	
12	0	0	0	242,387	179,332	327,223	402,815	27,772,348	
13	0	0	0	252,083	190,092	340,311	397,785	28,170,133	
14	0	0	0	262,166	201,498	353,924	392,844	28,562,977	
15	0	0	0	272,652	213,588	368,081	387,991	28,950,968	
16	0	0	0	283,559	226,403	382,804	383,224	29,334,192	
17	0	0	0	294,901	239,987	398,116	378,541	29,712,733	
18	0	0	0	306,697	254,386	414,041	373,941	30,086,674	
19	0	0	0	318,965	269,649	430,602	369,424	30,456,098	
20	0	0	0	331,723	285,828	447,827	364,986	30,821,084	
21	0	0	0	344,992	302,978	465,740	360,627	31,181,711	
22	0	0	0	358,792	321,157	484,369	356,347	31,538,058	
23	0	0	0	373,144	340,426	503,744	352,142	31,890,200	
24	0	0	0	388,069	360,852	523,894	348,013	32,238,212	
25	0	0	0	403,592	382,503	544,850	343,957	32,582,169	
TOTALS	22,579,544	0	0	6,557,148	5,183,050	8,852,150	43,171,893	32,582,169	



WABASCA - MISTASSINIY SCHOOL VA

Option 2 - New Gym Addition with Change Rooms, Cultural Addition, Grand Entrance, Existing Gym into Commons /

PROGRAM AREA (m²)

6,643

Capital Cost

24,230,580

DISCOUNTED CASHFLOW

1	2	3	4	5	6	7	8	9	10	11
YEAR	CAPITAL COST	Community 5.00%	Receipts/Income 5.00%	Annual Costs			CAPITAL/ CYCLICAL RENEWAL	(2+3+4+5+6+7+8) Net Cash Flow	Annual Present Value 5.80%	nPV Cumulative Present Value
				Facility Systems Maintenance 4.00%	Facility Operations - Utilities 6.00%	Facility Operations - Expenses 4.00%				
	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
1	24,230,580	0	0	166,075	99,645	224,201		24,720,501	24,720,501	24,720,501
2	0	0	0	172,716	105,624	233,169		511,511	483,470	25,203,971
3	0	0	0	179,627	111,961	242,496		534,084	477,132	25,681,103
4	0	0	0	186,812	118,679	252,196		557,686	470,905	26,152,007
5	0	0	0	194,284	125,800	262,284		582,368	464,788	26,616,795
6	0	0	0	202,056	133,347	272,775		608,178	458,778	27,075,573
7	0	0	0	210,138	141,348	283,686		635,172	452,874	27,528,447
8	0	0	0	218,543	149,829	295,034		663,406	447,074	27,975,522
9	0	0	0	227,285	158,819	306,835		692,939	441,377	28,416,898
10	0	0	0	236,377	168,348	319,108		723,833	435,780	28,852,679
11	0	0	0	245,832	178,449	331,873		756,153	430,282	29,282,960
12	0	0	0	255,665	189,156	345,148		789,968	424,881	29,707,841
13	0	0	0	265,891	200,505	358,953		825,350	419,576	30,127,417
14	0	0	0	276,527	212,536	373,312		862,374	414,364	30,541,781
15	0	0	0	287,588	225,288	388,244		901,120	409,245	30,951,026
16	0	0	0	299,092	238,805	403,774		941,671	404,216	31,355,242
17	0	0	0	311,055	253,133	419,925		984,113	399,277	31,754,520
18	0	0	0	323,498	268,321	436,722		1,028,541	394,426	32,148,945
19	0	0	0	336,437	284,421	454,191		1,075,049	389,660	32,538,606
20	0	0	0	349,895	301,486	472,358		1,123,739	384,980	32,923,585
21	0	0	0	363,891	319,575	491,253		1,174,718	380,382	33,303,968
22	0	0	0	378,446	338,750	510,903		1,228,099	375,867	33,679,835
23	0	0	0	393,584	359,074	531,339		1,283,998	371,432	34,051,267
24	0	0	0	409,328	380,619	552,592		1,342,539	367,076	34,418,343
25	0	0	0	425,701	403,456	574,696		1,403,853	362,799	34,781,142
TOTALS	24,230,580	0	0	6,916,344	5,466,974	9,337,065	0	45,950,963	34,781,142	

DISCOUNTED CASHFLOW

YEAR	CAPITAL COST	Annual Costs					CAPITAL / CYCLICAL RENEWAL	(2+3+4+5+6+7+8)	Annual Present Value 5.80%	nPV Cumulative Present Value
		Community 5.00%	Receipts/Income 5.00%	Facility Systems Maintenance 4.00%	Facility Operations - Utilities 6.00%	Facility Operations - Expenses 4.00%				
1	\$ 21,132,012	0	0	142,950	85,770	192,983		\$ 21,553,714	\$ 21,553,714	
2	0	0	0	148,668	90,916	200,702		440,286	416,149	
3	0	0	0	154,615	96,371	208,730		459,716	410,694	
4	0	0	0	160,799	102,153	217,079		480,032	405,334	
5	0	0	0	167,231	108,283	225,762		501,276	400,069	
6	0	0	0	173,921	114,780	234,793		523,493	394,896	
7	0	0	0	180,877	121,666	244,184		546,728	389,814	
8	0	0	0	188,112	128,966	253,952		571,031	384,822	
9	0	0	0	195,637	136,704	264,110		596,451	379,918	
10	0	0	0	203,462	144,907	274,674		623,043	375,100	
11	0	0	0	211,601	153,601	285,661		650,863	370,368	
12	0	0	0	220,065	162,817	297,088		679,970	365,719	
13	0	0	0	228,868	172,586	308,971		710,425	361,152	
14	0	0	0	238,022	182,941	321,330		742,294	356,666	
15	0	0	0	247,543	193,918	334,183		775,644	352,260	
16	0	0	0	257,445	205,553	347,551		810,548	347,932	
17	0	0	0	267,743	217,886	361,453		847,081	343,680	
18	0	0	0	278,452	230,959	375,911		885,322	339,504	
19	0	0	0	289,590	244,817	390,947		925,354	335,402	
20	0	0	0	301,174	259,506	406,585		967,265	331,373	
21	0	0	0	313,221	275,076	422,848		1,011,145	327,416	
22	0	0	0	325,750	291,581	439,762		1,057,093	323,530	
23	0	0	0	338,780	309,075	457,353		1,105,208	319,712	
24	0	0	0	352,331	327,620	475,647		1,155,598	315,963	
25	0	0	0	366,424	347,277	494,673		1,208,374	312,281	
TOTALS	21,132,012	0	0	5,953,283	4,705,729	8,036,931	0	39,827,955	30,213,467	

WABASCA - MISTASSINIY SCHOOL VA

Option 4 - Demolish CTS, New Gym Addition with Change Rooms, Kitchen/Home Ec Addition, Existing Gym into Gatl

PROGRAM AREA (m²)

5,788

Capital Cost

20,343,551

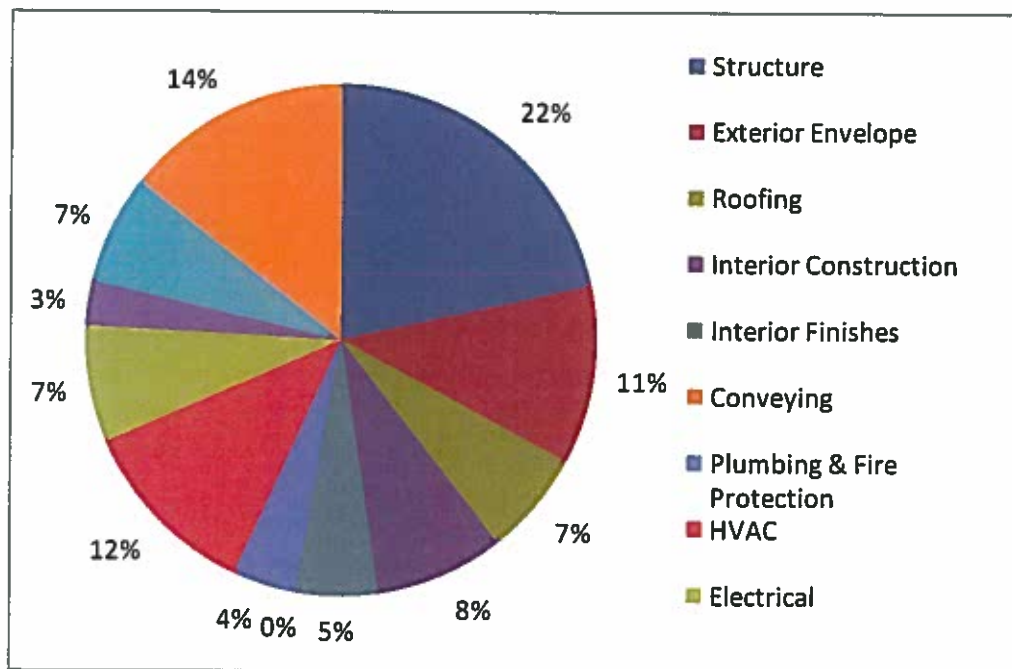
DISCOUNTED CASHFLOW

YEAR	CAPITAL COST	Annual Costs				CAPITAL / CYCLICAL RENEWAL	(2+3+4+5+6+7+8)	Annual Present Value 5.80%	nPV Cumulative Present Value
		Community 5.00%	Receipts/Income 5.00%	Facility Systems Maintenance 4.00%	Facility Operations - Utilities 6.00%				
1	\$ 20,343,551	0	0	144,700	86,820	195,345	20,770,416	20,770,416	
2	0	0	0	150,488	92,029	203,159	445,676	21,191,659	
3	0	0	0	156,508	97,551	211,285	465,344	21,607,381	
4	0	0	0	162,768	103,404	219,737	485,908	22,017,677	
5	0	0	0	169,279	109,608	228,526	507,413	22,422,643	
6	0	0	0	176,050	116,185	237,667	529,901	22,822,373	
7	0	0	0	183,092	123,156	247,174	553,421	23,216,959	
8	0	0	0	190,415	130,545	257,061	578,021	23,606,492	
9	0	0	0	198,032	138,378	267,343	603,753	23,991,061	
10	0	0	0	205,953	146,681	278,037	630,671	24,370,753	
11	0	0	0	214,191	155,481	289,158	658,831	24,745,655	
12	0	0	0	222,759	164,810	300,725	688,294	25,115,851	
13	0	0	0	231,669	174,699	312,754	719,122	25,481,424	
14	0	0	0	240,936	185,181	325,264	751,381	25,842,456	
15	0	0	0	250,574	196,292	338,274	785,140	26,199,029	
16	0	0	0	260,597	208,069	351,805	820,471	26,551,220	
17	0	0	0	271,020	220,553	365,878	857,451	26,899,107	
18	0	0	0	281,861	233,787	380,513	896,160	27,242,767	
19	0	0	0	293,136	247,814	395,733	936,683	27,582,276	
20	0	0	0	304,861	262,683	411,562	979,106	27,917,706	
21	0	0	0	317,056	278,444	428,025	1,023,524	28,249,130	
22	0	0	0	329,738	295,150	445,146	1,070,034	28,576,621	
23	0	0	0	342,927	312,859	462,952	1,118,738	28,900,247	
24	0	0	0	356,644	331,631	481,470	1,169,745	29,220,078	
25	0	0	0	370,910	351,529	500,729	1,223,167	29,536,182	
TOTALS	20,343,551	0	0	6,026,163	4,763,337	8,135,320	39,266,370	29,536,182	

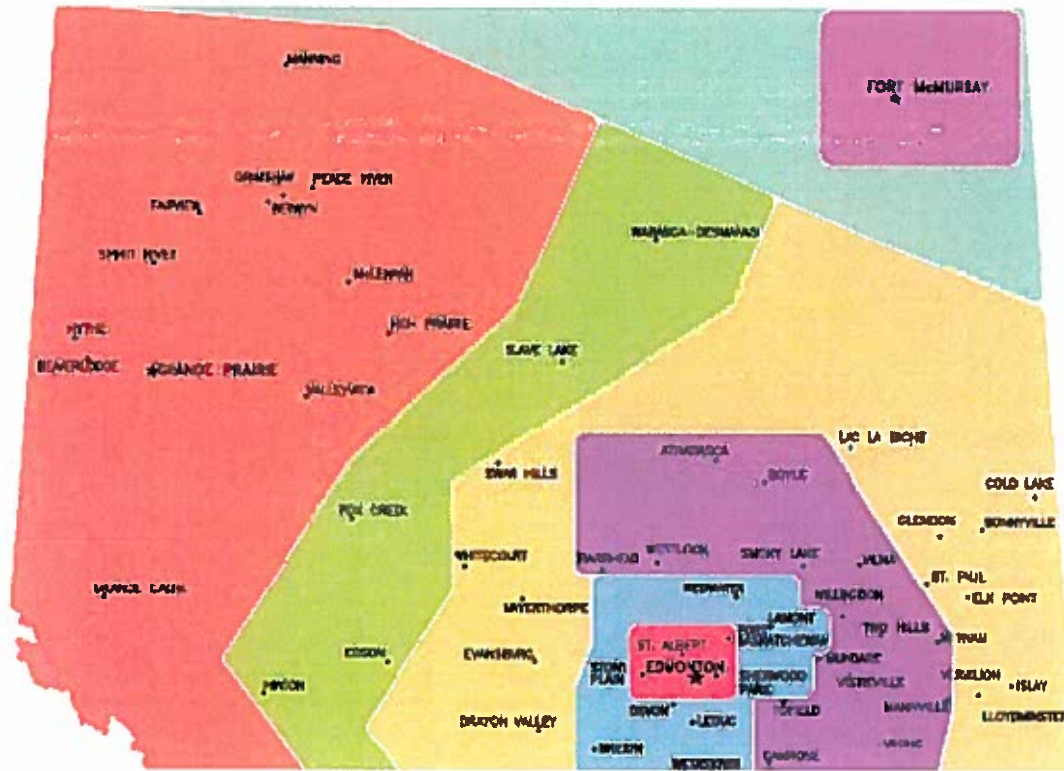
Cost Benchmarking & Market

Elemental Cost

Element Cost Summary in 2016 Dollars			Wabasca
Expansion	Cost per m ²	% of Total	Cost per m ²
Structure	\$582	21.6%	\$757
Exterior Envelope	\$303	11.2%	\$394
Roofing	\$179	6.6%	\$233
Interior Construction	\$219	8.1%	\$285
Interior Finishes	\$141	5.2%	\$184
Conveying	\$0	0.0%	\$0
Plumbing & Fire Protection	\$109	4.0%	\$141
HVAC	\$315	11.7%	\$410
Electrical	\$199	7.4%	\$258
Equipment & Furnishings	\$76	2.8%	\$99
Building Sitework	\$185	6.9%	\$241
General Requirements & Fee	\$391	14.5%	\$508
Special Construction & Demolition	\$0	0.0%	\$0
Allowances	\$0	0.0%	\$0
Total Estimate	\$2,700	100.0%	\$3,510



Location Factor



Sexsmith	1.30
Shaughnessy	1.15
Sherwood Park	1.00
Silver Valley	1.40
Slave Lake	1.25
Smith	1.20
Smoky Lake	1.10
Spirit River	1.30
Spring Coulee	1.15
Spring Lake	1.05
Springbank	1.10
Spruce Grove	1.03
Spruce View	1.10
Sputnow	1.20
St. Albert	1.00
St. Isidore	1.30
St. Paul	1.15
Stand Off	1.15

Wabamun	1.10
Wabasca	1.30
Wabasca-Desmarais	1.30
Wainwright	1.20
Walsh	1.20
Wandering River	1.30
Wanham	1.30
Warburg	1.10
Warner	1.20
Waskatenau	1.10
Watino	1.30
Wembley	1.30
West Glacier	1.35
Westcastle	1.25
Westrose	1.15
Westlock	1.10
Wetaskiwin	1.10
Whitecourt	1.20

Concepts

MISTASSINIV SCHOOL, 7-12 existing school area plan

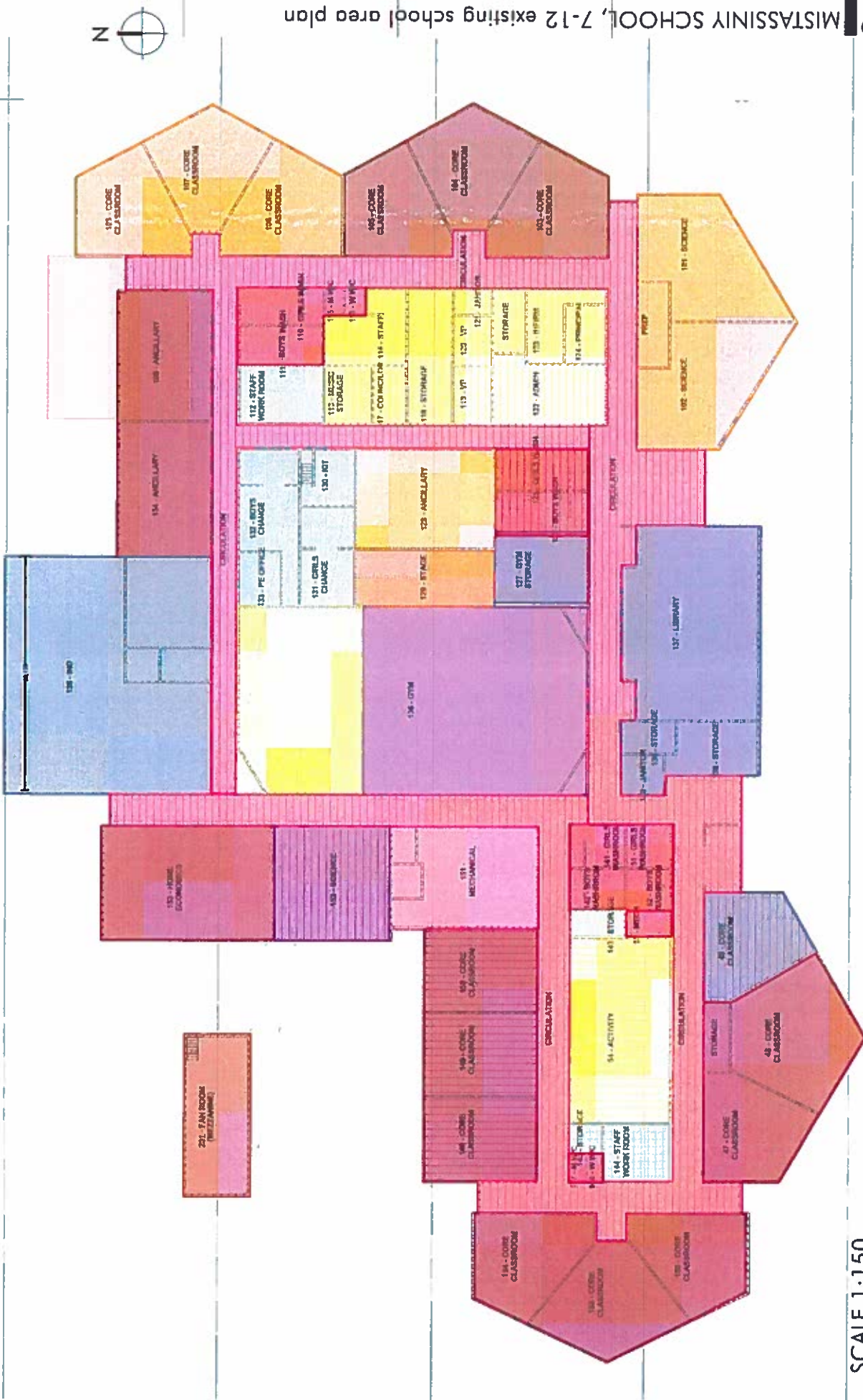
WABASCA VALUE SCOPING SESSION

JUNE 15/16, 2016

SCALE 1:150

Group2

Architects
Innovative Design

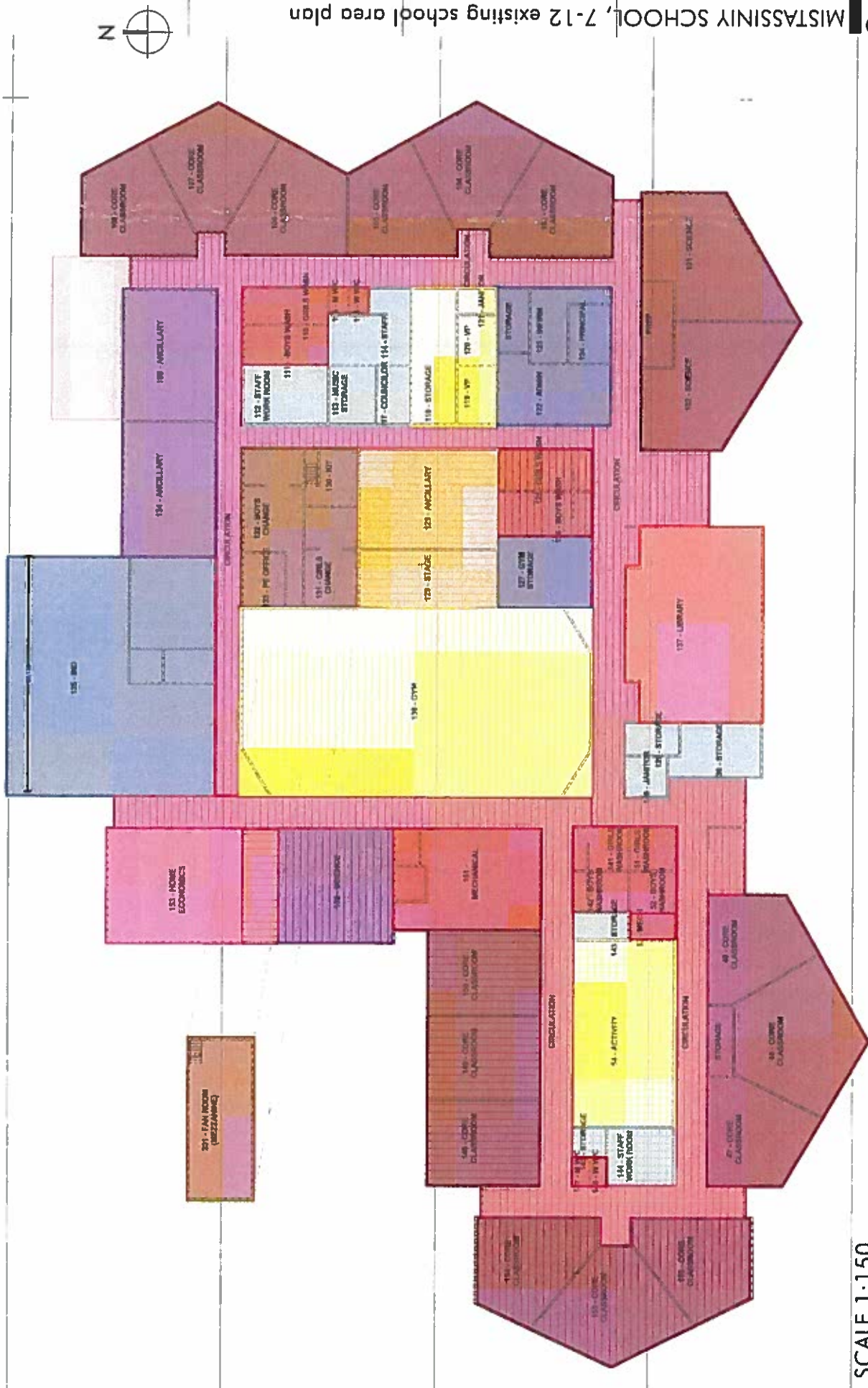


SCALE 1:150

Group2
Architectural
Interior Design

WABASCA VALUE SCOPING SESSION
JUNE 15/16, 2016

MISTASSINIY SCHOOL, 7-12 existing school area plan



MISTASSINNY SCHOOL, 7-12 existing school area plan

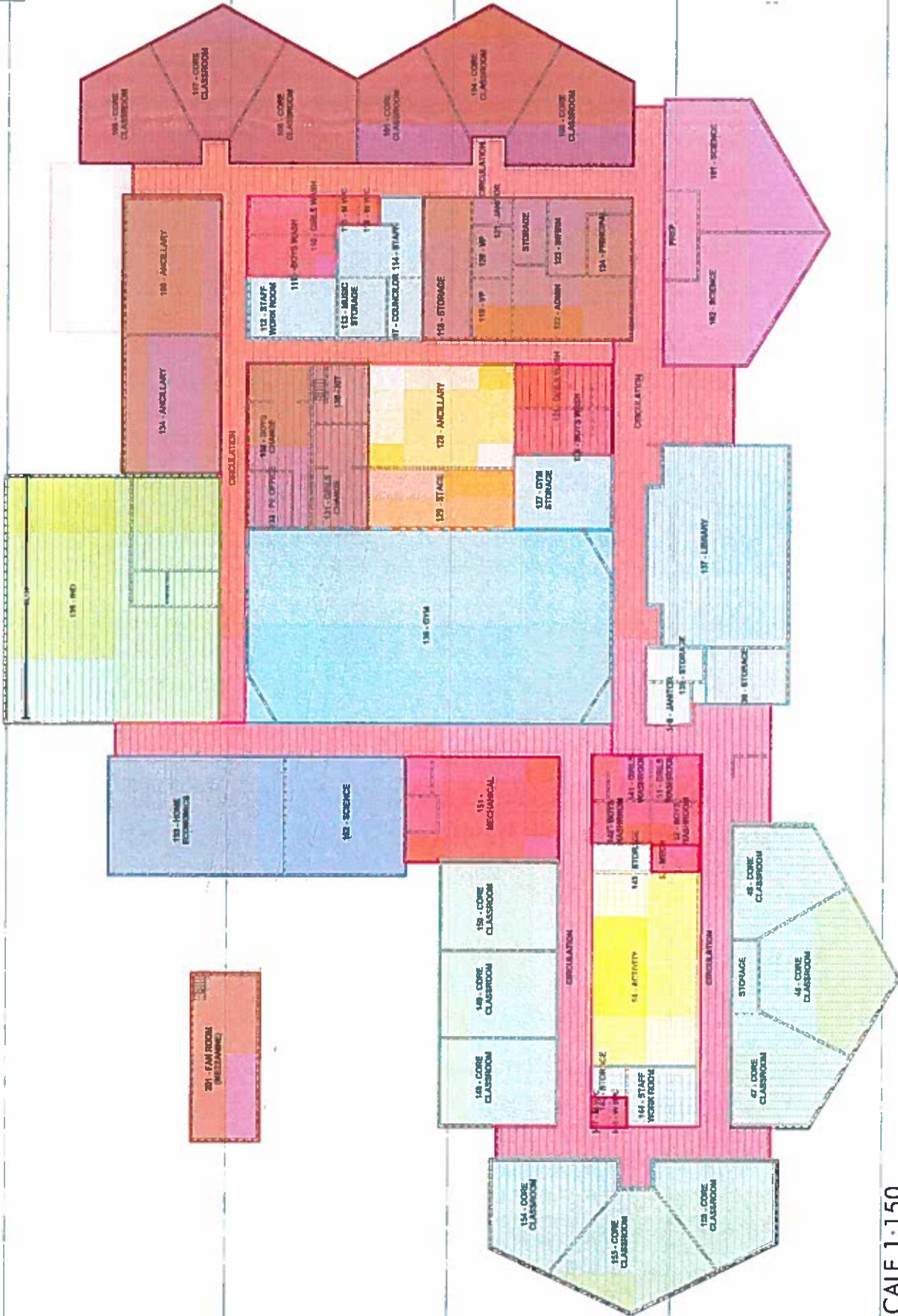
WABASCA VALUE SCOPING SESSION

JUNE 15/16, 2016

SCALE 1:150

Group2

Architects
Interior Design



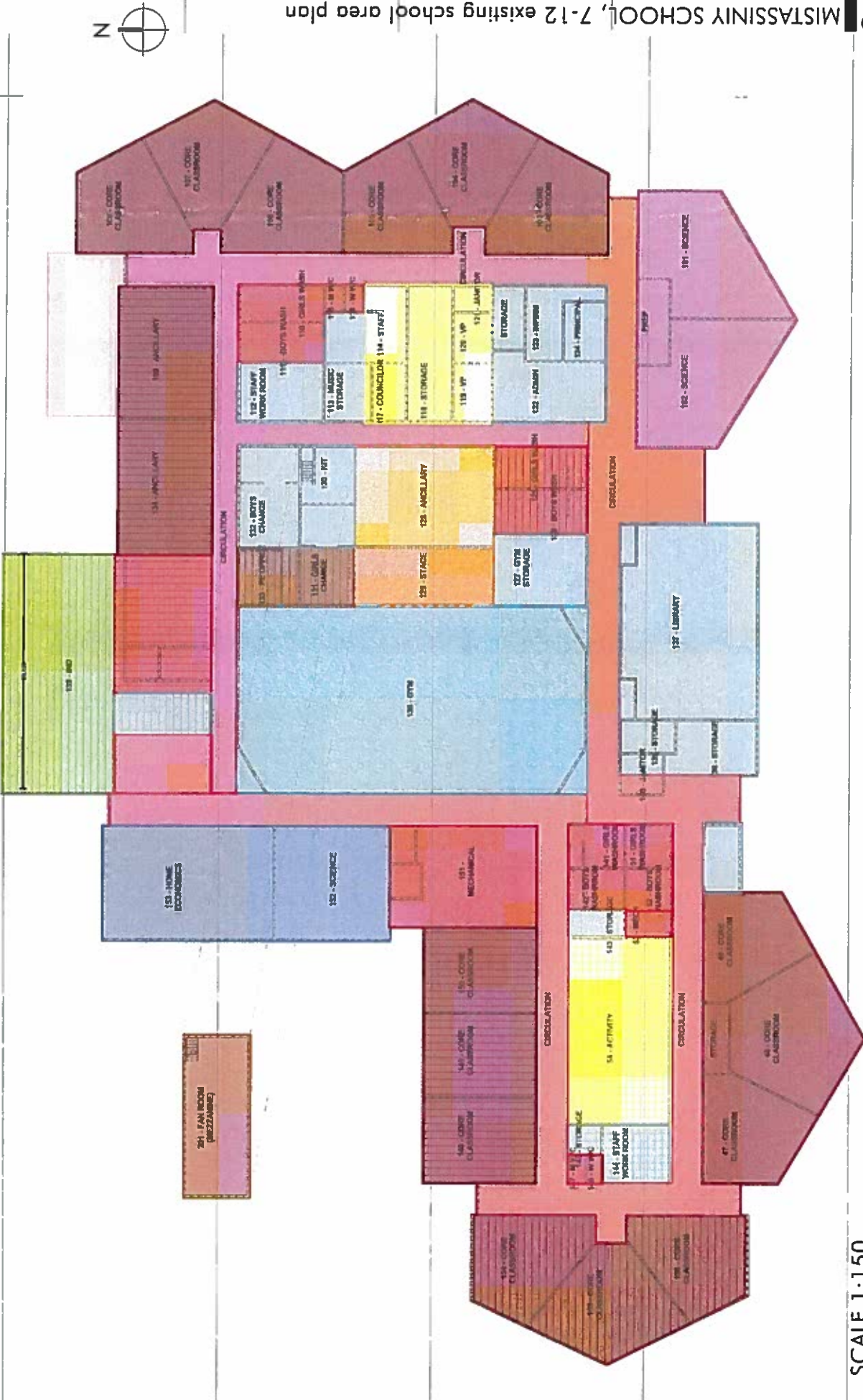
MISTASSINNY SCHOOL, 7-12 existing school area plan

WABASCA VALUE SCOPING SESSION

JUNE 15/16, 2019

SCALE 1:150

Group2
Architects
Interior Design



Definitions

DEFINITIONS

Discounted Present Value (DPV)

The DPV is the theoretical value that needs to be set aside today to pay for a future cost. It recognizes that the time value of money is affected by the level of interest earned on available funds.

Net Present Value (NPV)

A NPV calculation is used to account for the fact that \$1 today is not worth the same as \$1 five years from now, due to inflation and interest rates. The use of a NPV calculation is used to take into account the time value of money.

Discount Rate

The discount rate is the combination of investment return and inflation. It acknowledges that money is normally working to accrue interest or dividends that help offset the otherwise devaluing effects of general inflation. The discount rate reflects, at least in part, the interest payable on borrowed money to finance an investment and/or interest lost through use of accumulated equity. A weighted combination of both interest rates if therefore involved. The interest rates may be real or nominal, before or after tax, and may included or exclude profit expectations and risk contingencies.

Discounted Cash Flow (DCF)

The DCF analysis is a technique for assessing the return on capital employed in an investment project over its economic life. The DCF technique focuses on the overall cost consequences of an investment, considering the amount and timing of cash inflows and outflows and envisaged rates of return. The underlying principal is to determine the value of future cash flows generated by an investment opportunity over its economic life.

Mill Rate

The tax per dollar of assessed value of property. The rate is expressed in "mills", where one mill is one-tenth of a cent (\$0.001).

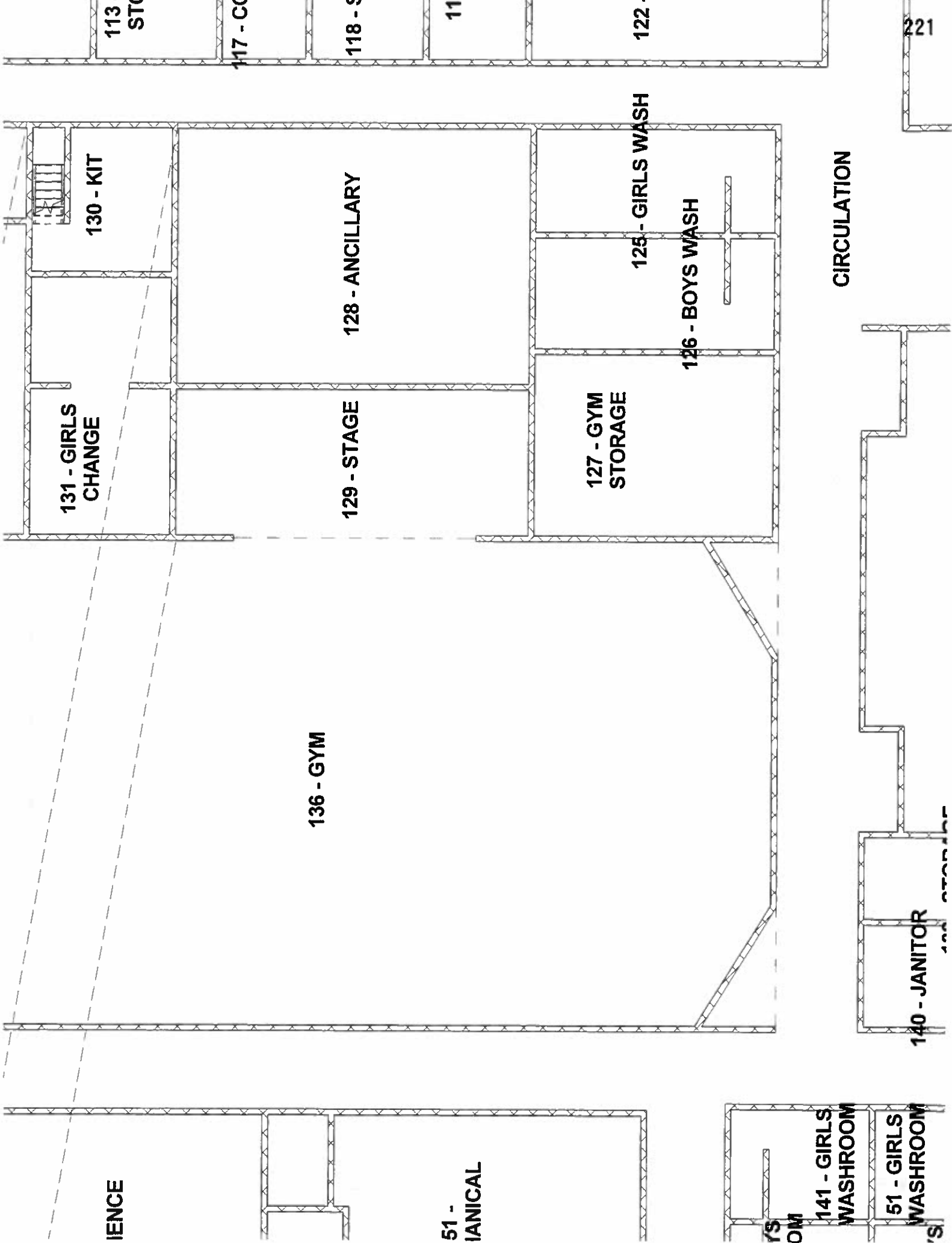
Whole Life Cost

Whole-Life Costs are the Cumulative Total of Capital, Annual, Cyclical and Residual Future Costs Calculated in Today's Dollars (Net Present Value).

2 - Core School Capital Manual		m ²
Capacity	600	
Instructional Area	15 @ 80	1,200
Science	3 @ 120	360
Ancillary	1 @ 130	130
Ancillary	3 @ 90	270
Info. Ser	2 @ 115	230
Gym		645
Gym Storage		65
Library		255
Subtotal		3,155
Non Instructional Area		
Admin/Staff		307
Wrap-Around Services		30
Mechanical & Meter Rooms		189
Recycle Room (LEED)		11
Phys Ed.		138
Stage		789
Circ.		379
Wall Area		110
Storage/Janitor		72
Kitchen		12
Washrooms		144
Accessible Washroom		40
Flexible Space		2221
Wiring Network		5,376
Subtotal	per student	8.96
Area for 1 CTS Suite	1 @ 180	180
Total Area		5,556

Mistassiniq School 7-12 Core, School		m ²
Student Capacity	595	55% Utilization
Adjusted Enrol.	328	
Instructional Area		
Classrooms (Less Modular CRs)	15	1,091.9
Science	3	317.8
Ancillary	1	140.8
Ancillary	3	255.1
Info. Ser	0	0.0
Gym	1	484.9
Gym Storage	1	50.3
Library	1	195.8
Subtotal		2536.6
Non Instructional Area		
Admin/Staff		237.4
Councilor		14.0
Mechanical & Meter Rooms		204.6
Recycle Room (LEED)		0.0
Phys Ed.		95.6
Stage		58.1
Circ		808.3
Wall Area		400.0
Storage/Janitor		154.3
Kitchen		82.0
Washrooms		175.7
Accessible Washroom		0.0
Flexible Space		0.0
Wiring Network		0.0
Subtotal		2230.0
Area	per student	4,766.6
Area		14.5
CTS Suites	2	514.8
Total CTS		514.8
Area		4,766.6
CTS Suites		514.8
Total Area		5,281

Differences		Capital Manual vs Ex
Student Capacity		
Instructional Area		
Classrooms		
Science		
Ancillary		
Ancillary		
Info. Ser		
Gym		
Gym Storage		
Library		
Subtotal		
Non Instructional Area		
Admin/Staff		
Wrap-Around Services		
Mechanical & Meter Rooms		
Recycle Room (LEED)		
Phys Ed.		
Circ.		
Wall Area		
Storage		
Washrooms		
Accessible Washroom		
Flexible Space		
Wiring Network		
Subtotal		
Area Difference		
CTS Suites		
Difference		
Area		
Difference for CTS		
Total Required		



113 - STC

117 - CC

118 - S

11

122

221

131 - GIRLS CHANGE

130 - KIT

129 - STAGE

128 - ANCILLARY

127 - GYM STORAGE

126 - BOYS WASH

125 - GIRLS WASH

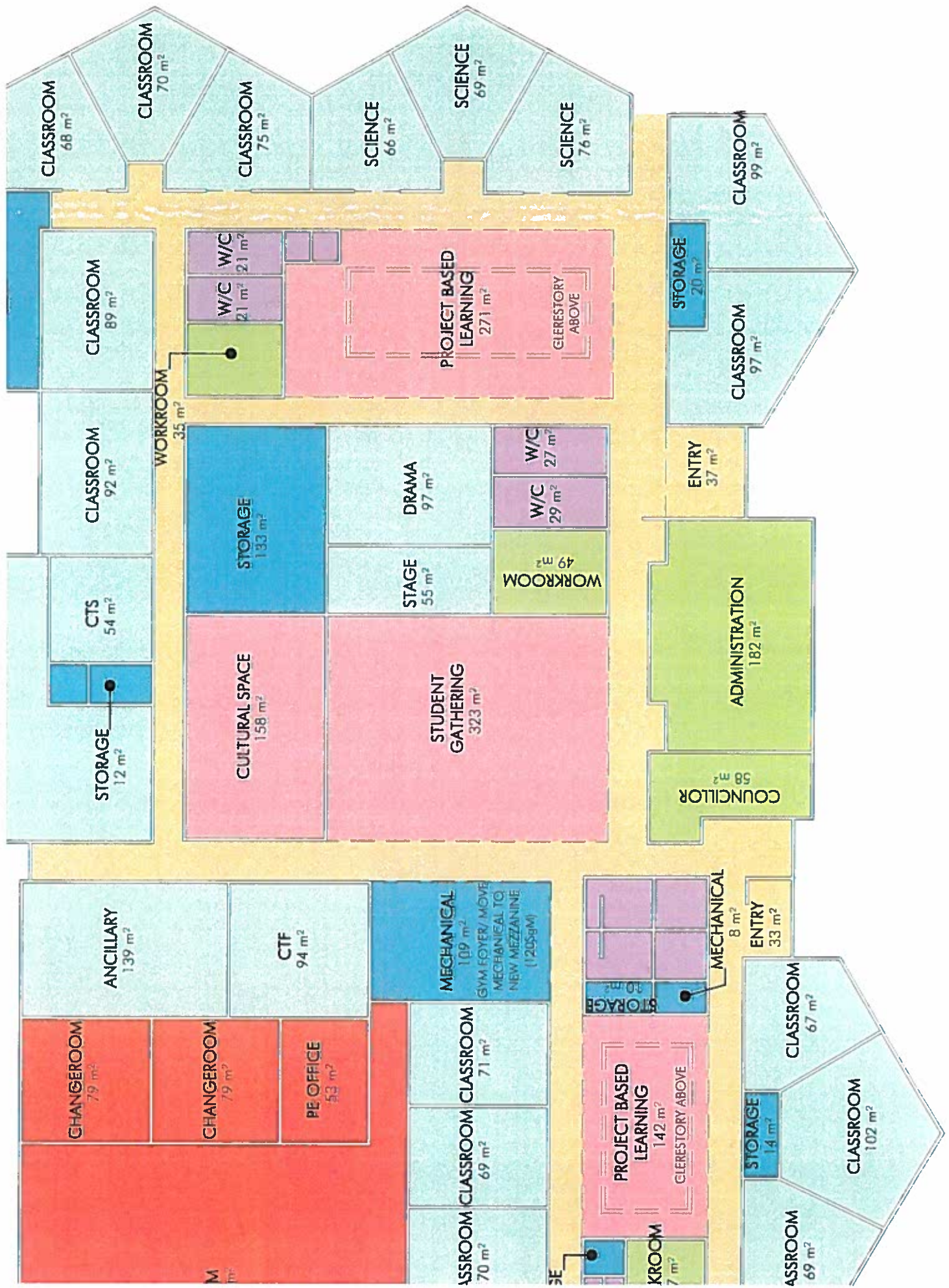
136 - GYM

CIRCULATION

140 - JANITOR

141 - GIRLS WASHROOM

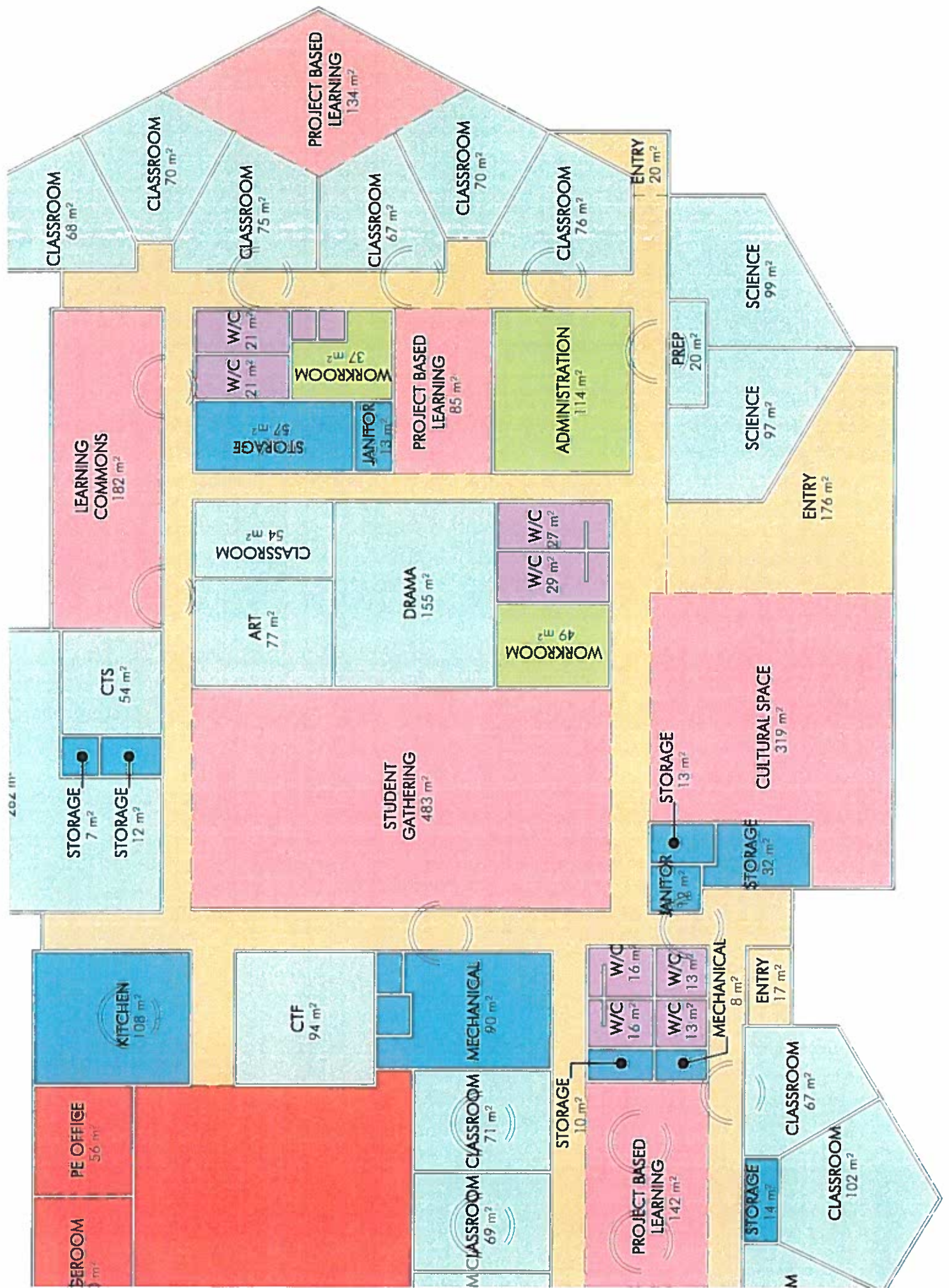
51 - GIRLS WASHROOM



Wabasca Demarais School Capital Manual		m2	
Capacity	600		
Instructional Area			
Classrooms	15 @ 80	1,200	
Science	3 @ 120	360	
Ancillary	1 @ 130	130	
Ancillary	3 @ 90	270	
Info. Ser/Project Based Learning	2 @ 115	230	
Gym		645	
Gym Storage		65	
Cultural Space		255	
Subtotal		3,155	
Non Instructional Area			
Admin/Staff		307	
Wrap Services		30	
Mechanical & Meter Rooms		189	
Recycle Room (LEED)		11	
Phys Ed.		138	
Circ.		789	
Wall Area		379	
Storage/Janitor		110	
Kitchen		72	
Washrooms		12	
Accessible Washroom		144	
Flexible Space		40	
Wiring Network		2221	
Subtotal		5,376	
Area	per student	8.96	
Area for 1 CTS Suite	1 @ 180	180	
Area for 1 CTS Suite		5,376	
Area for 1 CTS Suite		180	
Area for 1 CTS Suite		5,556	

Mississinui School 7-12 Care School - Option 01		m2	
Instructional Area			
Classrooms	16	1,260.0	
Science	3	212.0	
Ancillary	3	291.0	
Ancillary	0	0.0	
Info. Ser/Project Based Learning	2	413.0	
Gym	1	579.0	
Gym Storage	1	65.0	
Cultural Space	1	158.0	
Subtotal		2978.0	
Non Instructional Area			
Admin/Staff		293.0	
Councilor		58.0	
Mechanical & Meter Rooms		117.0	
Recycle Room (LEED)		11.0	
Phys Ed.		146.0	
Circ.		784.0	
Wall Area		400.0	
Storage/Janitor		164.0	
Kitchen		82.0	
Washrooms		158.0	
Accessible Washroom		12.0	
Flexible Space		323.0	
Wiring Network		40.0	
Subtotal		2588.0	
Area		5,566.0	
CTS Suites	2	514.8	
Total CTS		514.8	
Area		5,566.0	
CTS Suites		514.8	
Total Area		6,081	

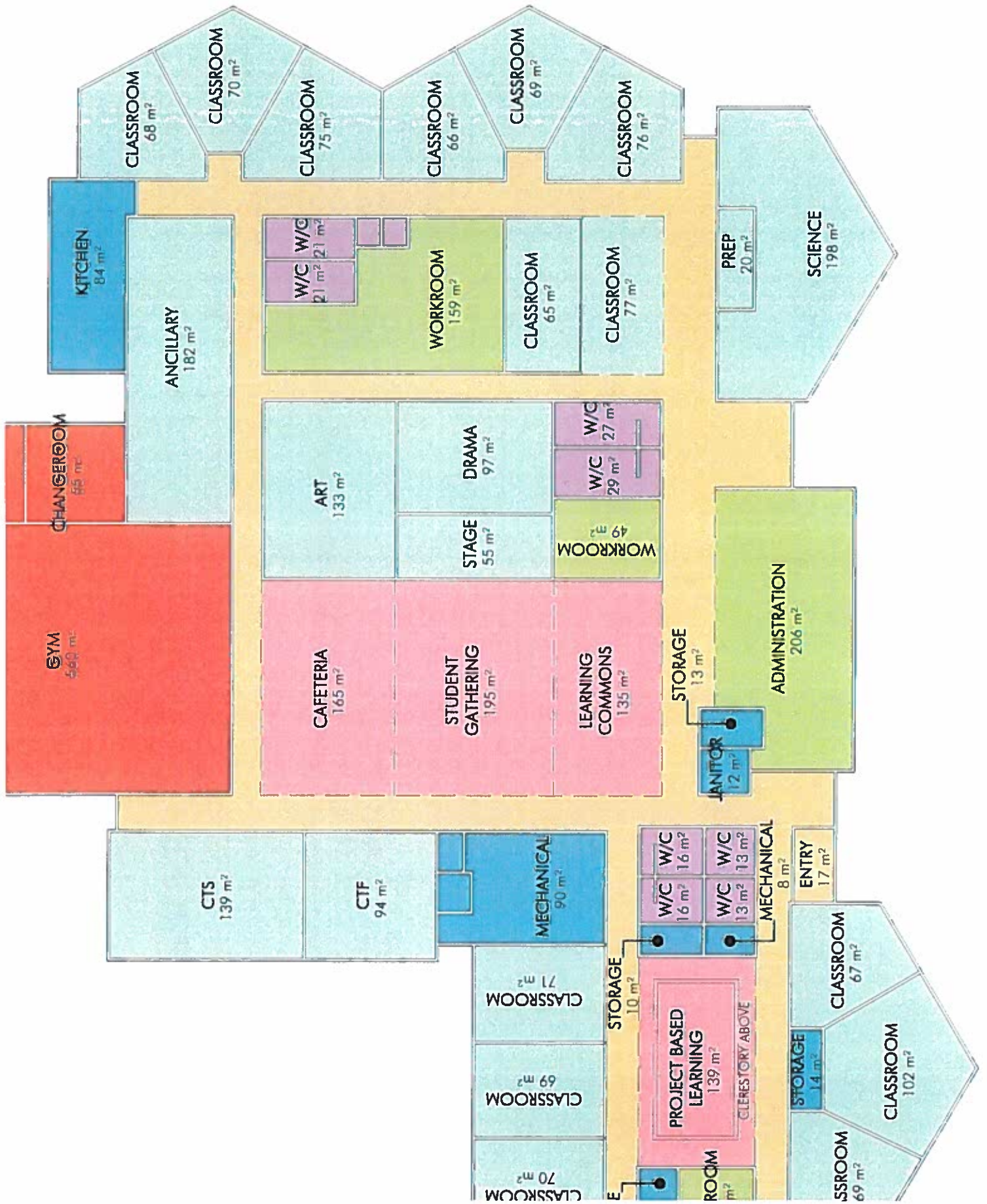
Differences		Capital Manual vs Exi
Student Capacity		
Instructional Area		
Classrooms		
Science		
Ancillary		
Ancillary		
Info. Ser		
Gym		
Gym Storage		
Library		
Subtotal		
Non Instructional Area		
Admin/Staff		
Wrap-Around Services		
Mechanical & Meter Rooms		
Recycle Room (LEED)		
Phys Ed.		
Circ.		
Wall Area		
Storage		
Washrooms		
Accessible Washroom		
Flexible Space		
Wiring Network		
Subtotal		
Area Difference		
CTS Suites		
Difference		
Area		
Difference for CTS		
Total Required		



Area	Capacity	Area (m ²)
Instructional Area	15 @ 80	1,200
Classrooms	3 @ 120	360
Science	1 @ 130	130
Ancillary	3 @ 90	270
Info. Ser/Project Based Learning	2 @ 115	230
Gym		645
Gym Storage		65
Library		255
Cultural Space		3,155
Subtotal		6,000
Non Instructional Area		
Admin/Staff		307
Wrap-Around Services		30
Mechanical & Meter Rooms		189
Recycle Room (LEED)		11
Phys Ed.		138
Circ.		789
Wall Area		379
Storage/Janitor		110
Kitchen		72
Washrooms		12
Accessible Washroom		144
Flexible Space		40
Wiring Network		2,221
Subtotal		5,376
Area per student		8.96
Area for 1 CTS Suite	1 @ 180	180
Total Area		6,556

Area	Quantity	Area (m ²)
Instructional Area		
Classrooms	16	1,151.0
Science	2	216.0
Ancillary	1	77.0
Ancillary	1	155.0
Info. Ser/Project Based Learning	2	361.0
Gym	1	621.0
Gym Storage	1	42.0
Library	1	182.0
Cultural Space	1	319.0
Subtotal		3,124.0
Non Instructional Area		
Admin/Staff		227.0
Councilor		0.0
Mechanical & Meter Rooms		98.0
Recycle Room (LEED)		11.0
Phys Ed.		216.0
Circ		1,034.0
Wall Area		388.0
Storage/Janitor		181.0
Kitchen		108.0
Washrooms		157.0
Accessible Washroom		12.0
Flexible Space		483.0
Wiring Network		40.0
Subtotal		2,955.0
Total Area		6,079.0
CTS Suites	3	430.0
Total CTS Area		430.0
Total Area		6,509.0

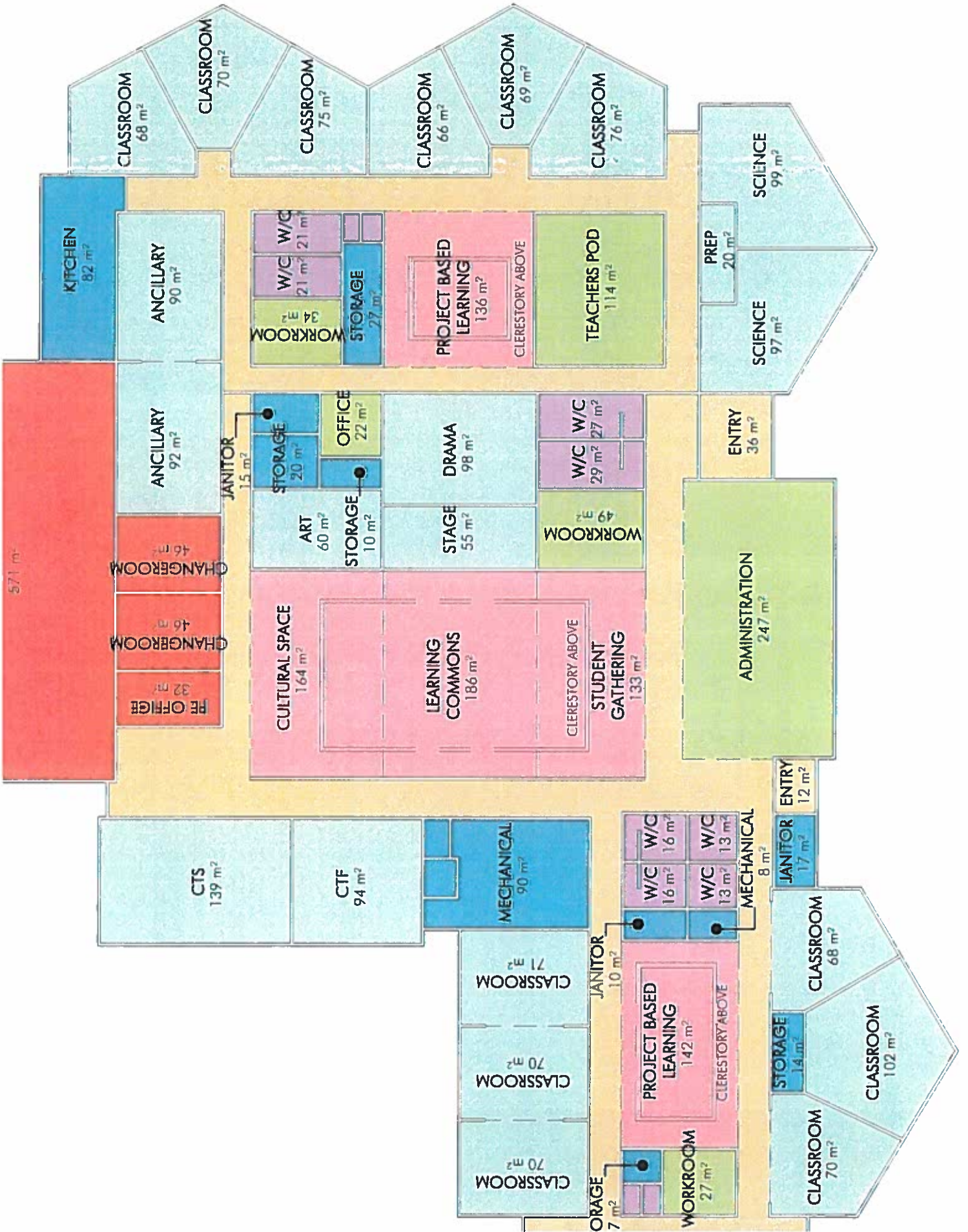
Differences	Student Capacity	Capital Manual vs Exi
Instructional Area		
Classrooms		
Science		
Ancillary		
Ancillary		
Info. Ser		
Gym		
Gym Storage		
Library		
Subtotal		
Non Instructional Area		
Admin/Staff		
Wrap-Around Services		
Mechanical & Meter Rooms		
Recycle Room (LEED)		
Phys Ed.		
Circ.		
Wall Area		
Storage		
Washrooms		
Accessible Washroom		
Flexible Space		
Wiring Network		
Subtotal		
Area Difference		
CTS Suites		
Difference		
Area		
Difference for CTS		
Total Required		



2 - Core School Capital Manual		m ²
Capacity	600	
Instructional Area		
Classrooms	15 @ 80	1,200
Science	3 @ 120	360
Ancillary	1 @ 130	130
Ancillary	3 @ 90	270
Info. Ser/Project Based Learning	2 @ 115	230
Gym		645
Gym Storage		65
Learning Commons		255
Subtotal		3,155
Non Instructional Area		
Admin/Staff		307
Councilor		30
Mechanical & Meter Rooms		189
Recycle Room (LEED)		11
Phys Ed.		138
Circ.		789
Wall Area		379
Storage/Janitor		110
Kitchen		72
Washrooms		12
Accessible Washroom		144
Flexible Space		40
Wiring Network		221
Subtotal		5,376
Area	per student	8.96
Area for 1 CTS Suite	1 @ 180	180
Area for 1 CTS Suite		180
Area		5,376
Area for 1 CTS Suite		180
Total Area		5,556

Mississippi School 7-12 Core School - Option 03		m ²
Instructional Area		
Classrooms	17	1,260.0
Science	1	212.0
Ancillary	2	315.0
Ancillary	2	152.0
Info. Ser/Project Based Learning	2	139.0
Gym	1	560.0
Gym Storage	1	65.0
Learning Commons	1	135.0
Subtotal		2838.0
Non Instructional Area		
Admin/Staff		441.0
Councilor		0.0
Mechanical & Meter Rooms		98.0
Recycle Room (LEED)		11.0
Phys Ed.		75.0
Circ.		859.0
Wall Area		400.0
Storage/Janitor		18.0
Kitchen		84.0
Washrooms		157.0
Accessible Washroom		12.0
Flexible Space		360.0
Wiring Network		40.0
Subtotal		2555.0
Area		5,393.0
CTS Suites	2	233.0
Total CTS		233.0
Area		5,393.0
CTS Suites		233.0
Total Area		5,626

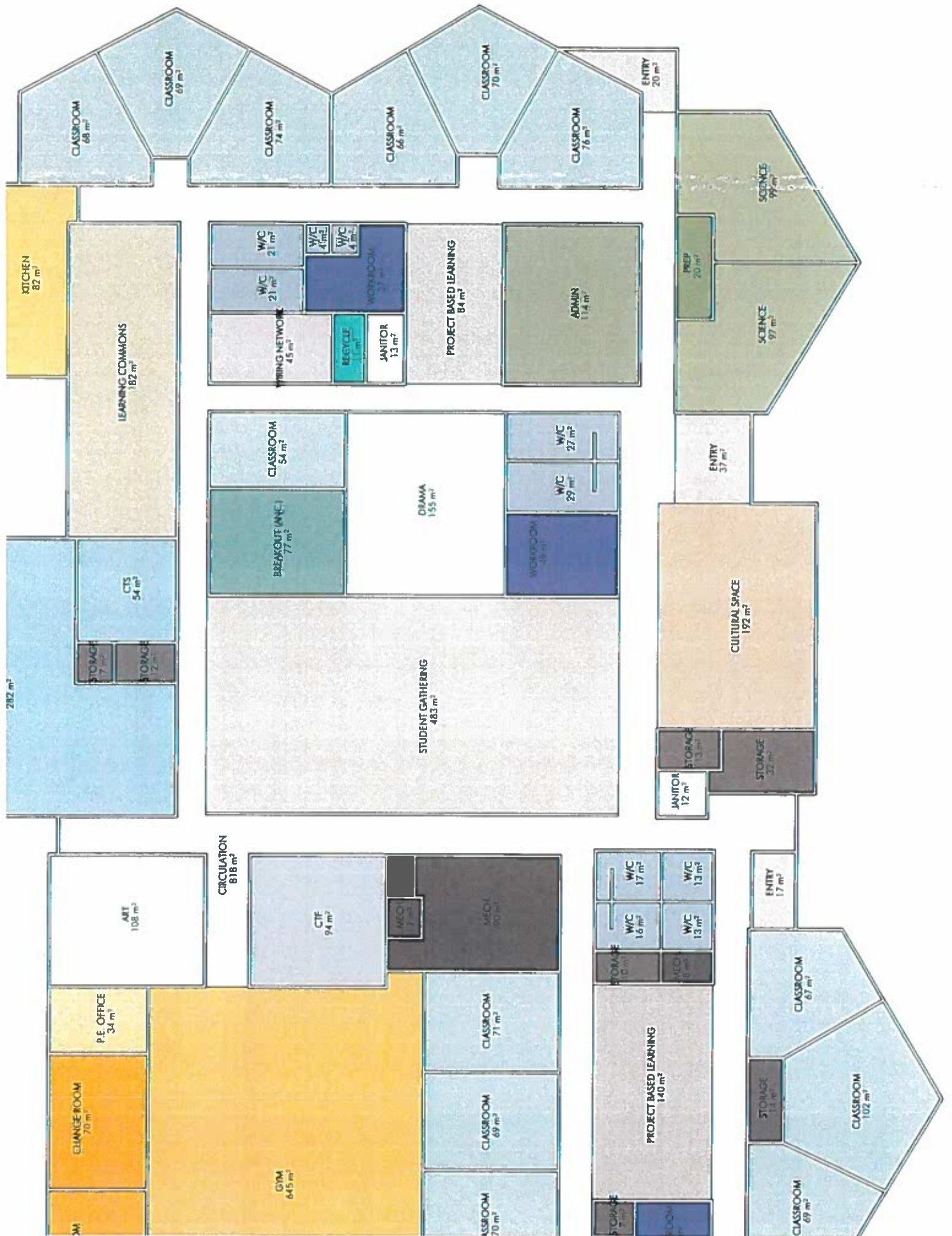
Differences	
Student Capacity	Capital Manual vs Ex
Instructional Area	
Classrooms	
Science	
Ancillary	
Ancillary	
Info. Ser	
Gym	
Gym Storage	
Library	
Subtotal	
Non Instructional Area	
Admin/Staff	
Wrap-Around Services	
Mechanical & Meter Rooms	
Recycle Room (LEED)	
Phys Ed.	
Circ.	
Wall Area	
Storage	
Washrooms	
Accessible Washroom	
Flexible Space	
Wiring Network	
Subtotal	
Area Difference	
CTS Suites	
Difference	
Area	
Difference for CTS	
Total Required	



2 - Core School Capital Manual		600	m2
Instructional Area	15 @ 80		1,200
Classrooms	3 @ 120		360
Science	1 @ 130		130
Ancillary	3 @ 90		270
Info. Ser	2 @ 115		230
Gym			645
Gym Storage			65
Learning Commons			255
Cultural Space			3,155
Subtotal			
Non Instructional Area			
Admin/Staff			307
Wrap-Around Services			30
Mechanical & Meter Rooms			189
Recycle Room (LEED)			11
Phys Ed.			138
Circ.			789
Wall Area			379
Storage/Janitor			110
Kitchen			72
Washrooms			12
Accessible Washroom			144
Flexible Space			40
Wiring Network			2221
Subtotal			5,376
Area	per student		8.96
Area for 1 CTS Suite	1 @ 180		180
Area for 1 CTS Suite			5,376
Area for 1 CTS Suite			180
Area Required			5,556

Mississippi School 7-12 Core School - Option 04			m2
Instructional Area	15		1,100.0
Classrooms	2		216.0
Science	4		395.0
Ancillary	0		0.0
Info. Ser/Project Based Learning	2		278.0
Gym	1		571.0
Gym Storage	1		65.0
Learning Commons	1		186.0
Cultural Space	1		164.0
Subtotal			2975.0
Non Instructional Area			
Admin/Staff			471.0
Councillor			0.0
Mechanical & Meter Rooms			98.0
Recycle Room (LEED)			11.0
Phys Ed.			59.0
Circ.			848.0
Wall Area			400.0
Storage/Janitor			83.0
Kitchen			82.0
Washrooms			152.0
Accessible Washroom			12.0
Flexible Space			133.0
Wiring Network			40.0
Subtotal			2389.0
Area			5,364.0
CTS Suites	2		233.0
Total CTS			233.0
Area			5,364.0
CTS Suites			233.0
Total Area			5,597

Differences		Capital Manual vs Exi
Student Capacity		
Instructional Area		
Classrooms		
Science		
Ancillary		
Ancillary		
Info. Ser		
Gym		
Gym Storage		
Library		
Subtotal		
Non Instructional Area		
Admin/Staff		
Wrap-Around Services		
Mechanical & Meter Rooms		
Recycle Room (LEED)		
Phys Ed.		
Circ.		
Wall Area		
Storage		
Washrooms		
Accessible Washroom		
Flexible Space		
Wiring Network		
Subtotal		
Area Difference		
CTS Suites		
Difference		
Area		
Difference for CTS		
Total Required		



15 @ 80	1,200
3 @ 120	360
1 @ 130	130
3 @ 90	270
2 @ 115	230
	645
	65
	255
	3,155
	307
	30
	189
	11
	138
	789
	379
	110
	72
	12
	144
	40
	2221
	5,376
per student	8.96
1 @ 180	180
ite	180
	5,376
ite	180
	5,556

Instructional Area			
Classrooms	16	1,148.0	
Science	2	216.0	
Ancillary	1	108.0	
Ancillary	1	232.0	
Info. Ser/Project Based Learning	2	224.0	
Gym	1	645.0	
Gym Storage	1	48.0	
Library	1	182.0	
Cultural Space	1	192.0	
Subtotal		2995.0	
Non Instructional Area			
Admin/Staff		227.0	
Councilor		0.0	
Mechanical & Meter Rooms		111.0	
Recycle Room (LEED)		11.0	
Phys Ed.		174.0	
Circ		892.0	
Wall Area		283.0	
Storage/Janitor		121.0	
Kitchen		82.0	
Washrooms		158.0	
Accessible Washroom		12.0	
Flexible Space		483.0	
Wiring Network		45.0	
Subtotal		2599.0	
Area		5,594.0	
CTS Suites	3	430.0	
Total CTS		430.0	
Area		5,594.0	
CTS Suites		430.0	
Total Area		6,024	

Instructional Area		
Classrooms		1,148.0
Science		216.0
Ancillary		108.0
Ancillary		232.0
Info. Ser		224.0
Gym		645.0
Gym Storage		48.0
Library		182.0
Subtotal		2995.0
Non Instructional Area		
Admin/Staff		227.0
Wrap-Around Services		0.0
Mechanical & Meter Rooms		111.0
Recycle Room (LEED)		11.0
Phys Ed.		174.0
Circ.		892.0
Wall Area		283.0
Storage		121.0
Washrooms		82.0
Accessible Washroom		158.0
Flexible Space		12.0
Wiring Network		483.0
Subtotal		2599.0
Area Difference		5,594.0
CTS Suites		
Difference		
Area		430.0
Difference for CTS		
Total Required		6,024