

March 22, 2018 Board Meeting Attachments

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NORTHLAND SCHOOL DIVISION NO. 61

ADMINISTRATION RECOMMENDATION TO THE BOARD

TO: THE BOARD OF TRUSTEES **DATE:** MARCH 22, 2018

SUBMITTED BY: GORD ATKINSON, SUPERINTENDENT OF SCHOOLS

SUBJECT: AFFIRM ESA FEEDBACK DECISION

ORIGINATOR:

REFERENCE(S) & ATTACHMENTS: LETTER TO DR. CURTIS CLARKE DEPUTY MINISTER

RECOMMENDATION:

THAT the Board of Trustees affirm the Education Services Agreements Feedback Decision as stated in the attached letter to Dr. Curtis Clarke, Deputy Minister, 'Northland School Division believes that this draft education services agreement needs to have a reciprocal arrangement. In order to be inclusive the same standards for our provincial students attending First Nation schools should be incorporated in the ESA. We believe this is important and in the best interest of our students.'

BACKGROUND:

Trustees reviewed the proposed draft standards for education services agreements on February 24, 2018.

RISK ANALYSIS:



March 8, 2018

Dr. Curtis Clarke
Deputy Minister
Office of the Deputy Minister
Education
7th fl Commerce Place
10155 - 102 Street
Edmonton, AB T5J 4L5

Dear Dr. Clarke:

Re: Proposed Draft Standards for Education Services Agreements Feedback

The Board of Trustees reviewed the proposed draft standards for education services agreements on February 24th, 2018.

Northland School Division believes that this draft education services agreement needs to have a reciprocal arrangement. In order to be inclusive, the same standards for our provincial students attending First Nation schools should be incorporated in the ESA. We believe this is important and in the best interest of our students.

Thank you for the opportunity to provide feedback.

Sincerely,

A handwritten signature in red ink, appearing to read "Maddy Daniels", is written over a faint circular stamp.

Maddy Daniels
Board Chair
Northland School Division No. 61

:kp

c: Gord Atkinson, Superintendent of Schools

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NORTHLAND SCHOOL DIVISION NO. 61

ADMINISTRATION RECOMMENDATION TO THE BOARD

TO: THE BOARD OF TRUSTEES **Date:** March 22, 2018

SUBMITTED BY: Gord Atkinson, Superintendent of Schools

SUBJECT: 2018-2019 School Year Calendar

ORIGINATOR: Administration

REFERENCE(S) & ATTACHMENTS: 2018-2019 School Year Calendar

RECOMMENDATION:

THAT the Board of Trustees approve the Northland School Division 2018-2019 School Year Calendar, as attached.

BACKGROUND:

As per items 1.10 in the Board Work Plan, administration brought a draft calendar to the Board for review and discussion in January. The final draft of the school year calendar is being brought to the March Corporate Board meeting for approval. This calendar was shared with Principals and staff at the February Administrators' Meetings. Feedback was well received and ranged from positive reactions to Northland Day to questioning the close proximity of the winter breaks. All feedback was favourable.

RISK ANALYSIS:



Northland School Division No.61 2018-2019 SCHOOL YEAR CALENDAR



2018

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	

- 13: Executive Leadership Meeting
- 20: New Principal's Meeting
- 21-23: New Teacher Orientation
- 22-23: Administrators' Meeting
- 29: Local Northland Day
- 27-31: Organizational Days

September

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

- 3: Labor Day
- 4: First Day 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						

- 5: Division PD
- 8: Thanksgiving Day
- 10-11: Administrators' Meeting

November

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

- 1: Metis Settlement Proclamation Day
- 2: Northland Family Day
- 11: Remembrance Day
- 12: Remembrance Day in lieu

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					

- 24-31: Christmas Break

2019

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: New Year's Day
- 1-4: Christmas Break
- 7: Students Return

February

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

- 11-15: Winter Break (for Students)
- 11: Parent/Teacher in lieu
- 12: Administrators' Meeting
- 12: Teacher Travel day
- 13: Northland PD
- 14-15: Teachers' Convention
- 18: 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					

- 15: Division PD

April

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

- 1-5: Spring Break
- 19: Good Friday
- 22: Easter Monday

May

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

- 15-16: Administrators' Meeting
- 20: 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						

- 7: Treaty Day/Farmer's Day
- 27: Last Day Students
- 28: Organizational Day

Legend	
	Organizational
	Non-Operational

182 Instructional Days (Green)
 13 Organizational + 182 instructional = 195 Operational Days
 From instructional days please assign in your calendar:

- 4 Local PD Days
- 2 Division PD - (Oct 5, 2018 and March 15, 2019)
- 1 Northland Family Day (Nov 2, 2018)
- 3 Local Family Days
- 1 Day-in-Lieu for Parent/Teacher Interviews (Feb 11, 2019)
- 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 175 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 and Easter holiday breaks; however to align holidays with neighboring jurisdictions some exceptions will be made on a case by case basis. There is an expectation that schools will organize Community Engagement Events. Minimum Hours of Instruction: Elementary (1-9) = 950 hours; High School = 1000 hours.

Timestamp	<p>What potential opportunities do you see with the proposed 2018-2019 calendar for Northland School Division?</p>	<p>What potential challenges do you see with the proposed 2018-2019 calendar for Northland School Division?</p>	<p>Do you have any changes to recommend to the division calendar?</p>	<p>Do you have any other comments you would like to make about the calendar? I think it is perfect. There are breaks when natural energy breaks are needed and it affords great PD opportunities.</p>
2/27/2018 14:33:32	<p>I love the calendar. I would not change anything.</p>	<p>For my school, band pay days are days of very low attendance but there is no way to accommodate this with a division calendar.</p>	<p>I would prefer to have admin meetings at the end of the week as opposed to Wed/Thurs.</p>	
2/27/2018 14:51:07	<p>Opportunity to collaborate with neighbouring schools to plan common PD days.</p>	<p>Nothing at this time The Winter Break backs up against the Christmas Break with four weeks between the two. The focus of curriculum may suffer.</p>		
2/27/2018 18:02:45	<p>Good November break - must be careful to organize reporting periods around the mid-year breaks.</p>	<p>The August school organizational days (27-31) are good but many parents who may wish to connect with teachers/staff will, more than likely still be on holidays with their children.</p>		<p>Do we fill out this especially if we are going to KTC? In our community I believe it would be beneficial to minimize the number of 0.5 day PLC's as student attendance is usually very low on those days, especially if they occur on a Friday. In our community I believe it would be beneficial to whenever possible have at least 2 five-day weeks per month. Too many Fridays are missed resulting in the erroneous belief that Friday is an optional day for attendance.</p>
2/27/2018 18:40:44	<p>I believe this to be the BEST calendar design I have seen in my four years with Northland.</p>		<p>Please see below if these points apply. Put an Organizational Day between Semesters in February.</p>	
2/27/2018 20:04:50		<p>I do not see any major challenges. No Organizational Day between Semesters in February.</p>		
3/2/2018 8:38:27	<p>Love that we are having a Northland Day prior to Teacher's Convention, and that there is consideration for the full week off...parents will also be able to get appointments in for their children in that extended week and take advantage of the winter road being in. (I personally found Northland Day valuable the last time I attended!)</p>	<p>No Organizational Day for the semester break at the end of January. ADCS also has the second report card due for the following week. (We still do FOUR reporting periods.) Could one of the August organizational days be exchanged for February 1st...day off that last Friday in August?? so it is a true September long weekend for local community staff who may have had spouses working all summer. Four organizational days, which generally include PD events can seem long....those that are new to the school and community could use the extra day for their own use. (This means one extra day may have to be "added" somewhere...not sure where, OR we get ONE less Family Friday.</p>		<p>Commend Central Office for setting dates that allow for staff requiring long distance travel over the Christmas season (a little more flex for departure dates for those who need to book airline tickets)!It</p>
3/5/2018 19:48:41			<p>It would be nice to move the day in lieu for remembrance day to Nov. 5 and increase the long weekend there so that people have more days in a row and can travel. Also, there is a long time between teachers convention and spring break it would be nice to move that week into March since we have an Easter break in April anyway. It could be moved to the week of March 18-22 or 25-29. Or simply move it and combine it with the Easter holidays to make it longer. Move Nov 1st and 2nd days off to Nov 8th and 9th to make a longer break or add to Christmas break to allow for more family/travel time. Add spring break (April 1st to 5th) to Easter to allow more time for family/travel time for Easter holiday.</p>	<p>Appreciate the opportunity to provide feedback before calendar is finalized.</p>
3/7/2018 19:08:33	<p>Extra weekend during Christmas break. Provides a few extra days for travel/family time.</p>	<p>Easter break is short. Not much time for family/travel.</p>		
3/9/2018 23:11:00				



NORTHLAND SCHOOL DIVISION NO. 61

ADMINISTRATION RECOMMENDATION TO THE BOARD

TO: THE BOARD OF TRUSTEES

SUBMITTED BY: Trudy Rasmuson, Secretary-Treasurer

SUBJECT: Second Quarter Finance Report 2017-2018

ORIGINATOR: Board Work Plan

REFERENCE(S) & ATTACHMENTS: Policy 2, Appendix A Board Work Plan
Second Quarter Report 2017/2018

DATE: March 22, 2018

RECOMMENDATION:

THAT the Board of Trustees approve the Second Quarter Financial Statement for 2017-2018, as attached.

BACKGROUND:

This is a requirement of Section 5.5 of the Board Work Plan.

RISK ANALYSIS:



NORTHLAND SCHOOL DIVISION NO. 61

**Second
Quarter
report**

2017/2018

This document includes the Financial Statements of Northland School Division No. 61 for the period September 1, 2017 to February 28, 2018 and variance notes to these statements.

This information has not been audited.

**Report to the
Board of Trustees**

March 22, 2018

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

NORTHLAND SCHOOL DIVISION NO. 61
STATEMENT OF REVENUES AND EXPENSES
For The 6 Month Period Ended February 28, 2018

	Annual Budget		Year To Date		Variance Favorable/ (Unfavorable)
	Spring Budget	Fall Budget	Fall Budget	Actual	
REVENUES					
Government of Alberta					
Alberta Education	\$ 41,743,108	\$ 43,742,232	\$ 21,871,116	\$ 23,444,619	\$ 1,573,503 ¹
Federal Revenue	21,495,421	22,407,682	11,203,841	11,656,580	\$ 452,739 ²
Other Sales and Services	5,090,607	4,360,798	2,180,399	2,249,817	\$ 69,418
Investment Income	60,000	60,000	30,000	51,042	\$ 21,042
Gifts, Donations and Rentals	680,000	1,136,412	568,206	468,124	\$ (100,082) ³
Fundraising	450,000	450,000	225,000		\$ (225,000) ³
	<u>\$ 69,519,136</u>	<u>\$ 72,157,124</u>	<u>\$ 36,078,562</u>	<u>\$ 37,870,182</u>	<u>\$ 1,791,620</u>
EXPENSES BY OBJECT					
Certificated Salaries and Benefits	\$ 22,856,396	\$ 23,711,366	\$ 11,855,683	\$ 12,495,197	\$ (639,514) ⁴
Uncertificated Salaries and Benefits	16,941,407	17,614,143	8,807,072	9,715,628	\$ (908,557) ⁵
Services, Contracts and Supplies	25,055,378	25,238,791	12,619,396	9,576,967	\$ 3,042,428 ⁶
Capital & Debt Services	4,589,743	4,589,743	2,294,872	2,227,383	\$ 67,489
Fundraising	450,000	450,000	225,000	0	\$ 225,000
	<u>\$ 69,892,924</u>	<u>\$ 71,604,043</u>	<u>\$ 35,802,022</u>	<u>\$ 34,015,175</u>	<u>\$ 3,855,007</u>
OPERATING SURPLUS/(DEFICIT)	<u>\$ (373,788)</u>	<u>\$ 553,081</u>	<u>\$ 276,541</u>	<u>\$ 3,855,007</u>	<u>\$ (3,578,466)</u>
EXPENSES BY PROGRAM					
Instruction	\$ 46,245,821	\$ 47,828,095	\$ 23,914,048	\$ 10,147,968	\$ 13,786,080
Plant Operations and Maintenance	10,676,797	11,128,477	5,564,239	2,674,648	\$ 2,889,591
Transportation	3,706,060	3,641,813	1,820,907	1,020,553	\$ 800,354
Board and System Administration	4,008,945	3,759,739	1,879,870	889,957	\$ 989,913
External Services	5,255,301	5,245,919	2,622,960	1,263,057	\$ 1,359,903
	<u>\$ 69,892,924</u>	<u>\$ 71,604,043</u>	<u>\$ 35,802,022</u>	<u>\$ 15,996,183</u>	<u>\$ 19,805,839</u>
TOTAL					

Revenue

- 1 The \$1.5 million uncollected to date consists of:
 - \$0.7 million of the \$6 million Five Year Investment Grant. The entire grant was expected to be paid in January; however, the provincial government has clawed back the First Nations portion of the grant, and will pay the balance to Northlands over the rest of the year.
 - \$0.4 million of IMR funding has not been applied for yet, as it has to be spent before payment to NSD is approved.
- 2 Some of the federal money, from Indigenous Services Canada (formerly Indigenous and Northern Affairs Canada) has been pre-paid, due to its desire to pay all money owing prior to its year-end, March 31.
- 3 Gifts and Donations, and Fundraising, happens sporadically throughout the year....and in the case of fundraising, may not happen at all, depending on the efforts of the schools, the economy, and the generosity of donors.
- 4 The unit cost budget for certificated salaries and benefits is below what the actual cost is. Recent analysis revealed that the unit cost per teacher is \$1,500 than budgeted, and benefits are .5% higher than budgeted. These new numbers will be reflected in the upcoming spring budget.
- 5 See General Note under Expenses (page 2 and 3)
- 6 See Notes under Expenses (page 2 and 3)

NORTHLAND SCHOOL DIVISION NO. 61
Statement of Expenses by Decision Unit
For The 6 Month Period Ended February 28, 2018

	Annual Fall Budget	Year To Date			% Change
		Fall Budget	Actual	Variance Favorable/ (Unfavorable)	
Schools	\$ 27,920,138	\$ 13,960,069	\$ 14,117,329	\$ (157,260)	-1.13%
Governance					
Corporate Board	521,750	260,875	\$ 221,831	39,044	14.97% 1
Education Executive					
Superintendent	762,837	381,419	355,575	25,844	6.78%
Public Relations	163,447	81,724	97,782	(16,059)	-19.65% 2
Superintendent Office & PR	\$ 926,284	\$ 463,142	\$ 453,357	\$ 9,785	2.11%
Instructional Services-Central					
Area Superintendents	\$ 859,425	\$ 429,713	\$ 352,813	76,900	17.90% 3
CTS Mobile	98,912	49,456	18,570	30,886	62.45%
First Nations, Metis and Inuit	2,233,045	1,116,523	567,690	548,833	49.16% 4
Literacy	370,970	185,485	180,598	4,887	2.63%
Occupational Health and Safety	143,701	71,851	68,179	3,672	5.11%
Pedagogical	1,024,578	512,289	434,868	77,421	15.11% 5
System Computers	2,038,231	1,019,116	996,581	22,535	2.21% 6
Testing and Achievement	3,824,081	1,912,041	1,462,843	449,198	23.49% 7
	\$ 10,592,943	\$ 4,866,759	\$ 4,082,142	\$ 1,137,430	23.37%
Instructional Services-Schools	9,397,000	\$ 4,698,500	3,484,962	1,213,538	25.83% 8
Human Resources	613,453	\$ 306,727	311,638	(4,912)	-1.60%
Business Services	1,616,264	\$ 808,132	830,148	(22,016)	-2.72%
Facility Services	11,128,477	\$ 5,564,239	5,825,373	(261,135)	-4.69%
Student Transportation	3,641,813	\$ 1,820,907	2,076,066	(255,160)	-14.01% 9
External Services	5,245,919	\$ 2,622,960	2,656,499	(33,540)	-1.28%
	<u>\$ 71,604,041</u>	<u>\$ 35,372,308</u>	<u>\$ 34,059,345</u>	<u>\$ 1,312,963</u>	<u>3.71%</u>

Notes:

General note: There has been a change in how some support staff salaries are calculated. Some support staff (eg: educational assistants, bus drivers) work ten months, but are paid over 12 months. The calculation used to be: 10 months salary, divide by 12, pay over 12 months, taking deductions like CPP, EI and income tax on a monthly basis. However, there was a change to how the LAPP pension contributions were required to be submitted - over 10 months, instead of 12. So, the division is paying the 10-month support staff over ten months, but withholding some money from each paycheque to be able to pay the staff during the summer. So, instead of the salary expense being expensed over 12 months, it is being expensed over ten months, which will affect the quarterly YTD figures, by overstating the salary expense to some of the support staff, and understating the expense the final quarter. It's like a forced savings account for the summer months.

- 1 There was \$80,000 budgeted for the election this year - to date, only \$23,000 was spent. Please refer to the Trustee Expense statement in the board package for trustee expenses.
- 2 The entire annual software licence for the website was expensed this quarter, instead of expensed monthly. The deficit will disappear over time.
- 3 The Division Attendance Lead (associate superintendent position) is vacant; however, the job title and description has been updated, and recruitment will begin soon.
- 4 There is \$935,000 in the budget for BCCE grant (\$385,000 for this year, \$550,000 from last year) and \$750,000 from the Five-year Investment Grant, neither of which have many expenses yet. The Director has reported that she expects to spend her budget by year-end.
- 5 There is one pedagogical supervisor position (plus travel) that remains unfilled.
- 6 System Computers had \$357,872 budgeted for three IT coach positions that still remain unfilled. However, the department is close to spending 50% of its budget. The reasons for the additional spending are: purchasing Chromebooks earlier in the year than historically (expense is higher earlier); additional training on MicroSoft and Cisco for IT staff; additional software for the helpdesk, for user account automation and management, and for educational software to be used in the schools. In addition, the installation of new projectors in St. Theresa and Fort McKay cost more than budgeted because the installation company removed the old hardware, patched the walls and painted, and installed the new hardware, instead of just installing the hardware. There are two other positions vacant in Systems Computers - one helpdesk position (unbudgeted) and an east end computer technician (budgeted) that will be hired closer to the summer, as the department head is looking to hire recent college graduates.
- 7 This department is almost \$500,000 below budget. The reasons are as follows: hiring for the additional Family Wellness Workers didn't begin until recently, which will leave about \$300,000 in the department's budget. In general, this department spends most of its money the second half of the year, as the first half of the year is spent assessing what is required, and setting the plans in place. The department head reports she will be spending all of her budget, with the exception of the \$300,000 mentioned above.
- 8 This category is for items that don't fit in other categories - things like substitute teachers, teacher and principal training, extended leaves, committee expenses and School Councils. Because these types of expenses tend to fluctuate (teacher training, which could be really high one quarter, then not occur the next quarter), there is generally not one or two reasons for the variance to budget. At this point, many of the things budgeted for may have taken place, but the expenses may not have been paid until the next quarter, or they don't take place until later in the year. For example:
 - School Councils - \$150,000 budget (\$37,500 quarterly budget), but no money has been spent, as there have been no meetings or travel to date.
 - Flexible Learning - \$100,000 budget (\$20,000 quarterly budget) - nothing yet has happened in regards to this.
 - Boarding Home - \$88,000 budget (\$22,000 quarterly budget) - didn't have as many applications as budgeted, have only spent \$15,000 to date.
 - Inservice and Training - \$1,078,500 budget (about \$270,000 quarterly budget) - but have only spent \$160,000 to date. However, later in the year, these expenses should be much higher, as the training and meetings become more frequent, and the expenses are paid.
- 9 Part of the variance applies to the fact the insurance for the year was paid at the beginning of the school year. The other cause for the variance has to do with how the bus drivers are being paid (see General Note above), and the fact that the buses only run ten months of the year.

NORTHLAND SCHOOL DIVISION NO. 61
Statement of Income and Expenses for External Services
For The 6 Month Period Ended February 28, 2018

	Annual Fall Budget	Year To Date			% Change
		Fall Budget	Actual	Variance Favorable/ (Unfavorable)	
External Services					
Alberta Mental Health Project Revenue	\$ 880,648	\$ 440,324	\$ 151,916	\$ (288,408)	-65.50%
Alberta Mental Health Project Expenses					
Salaries and Benefits	\$ 491,978	\$ 245,989	\$ 174,396	\$ 71,593	29.10%
Services, Contracts and Supplies	\$ 482,638	\$ 231,319	\$ 11,518	\$ 219,801	95.02%
OPERATING SURPLUS/(DEFICIT)	\$ (73,968)	\$ (36,984)	\$ (33,998)	\$ 2,986	
School Food Services Revenue	\$ 3,903,057	\$ 1,951,529	\$ 1,797,911	\$ (153,618)	-7.87%
School Food Services Expenses					
Salaries and Benefits	\$ 1,417,734	\$ 708,867	\$ 849,618	\$ (140,751)	-19.86%
Services, Contracts and Supplies	\$ 2,040,756	\$ 1,020,378	\$ 896,900	\$ 123,478	12.10%
OPERATING SURPLUS/(DEFICIT)	\$ 444,567	\$ 222,284	\$ 51,393	\$ (136,345)	-61.34%
Housing Revenue	\$ 812,970	\$ 408,485	\$ 596,676	\$ 190,191	46.79%
Housing Expenses					
Salaries and Benefits	\$ 104,690	\$ 52,345	\$ 108,036	\$ (55,691)	-106.39%
Services, Contracts and Supplies	\$ 1,052,586	\$ 526,293	\$ 616,031	\$ (89,738)	-17.05%
OPERATING SURPLUS/(DEFICIT)	\$ (344,306)	\$ (172,153)	\$ (127,391)	\$ 44,762	-26.00%

Notes:

Alberta Mental Health Project is a project in which we recover the expenses incurred in the program. If the money is not spent, it is not recovered as income. The difference between the income and expenses is a result of the timing of the revenue and expenses - the expense are incurred, then the invoice for those expenses is issued. So, the invoicing for the services is always behind the payment for the expenses.

School Food Services has budgeted historically for a deficit of around \$200,000. The revenue is slightly behind schedule, and all the expenses, with the exception of depreciation and wages, are paid over 10 months, which will cause the expenses to be higher than that quarter, until year-end.

Housing is showing a deficit of \$127,391. There are several reasons for this - the original budget did not have two full-time employees hired in the department. The foreman was hired to begin the renovation project - which has started, but no capital revenue has been received. When the division receives the housing revenue for renovations, the foreman position expense will be expensed against the project revenue, instead of housing operations.

NORTHLAND SCHOOL DIVISION NO. 61
Statement of Income and Expenses for Housing
For The 6 Month Period Ended February 28, 2018

	Annual Fall Budget	Year To Date			% Change
		Fall Budget	Actual	Variance Favorable/ (Unfavorable)	
REVENUE					
Rent	\$ 689,620	\$ 344,810	\$ 440,400	\$ 95,590	27.72% 1
Supported Amortization	\$ 154,000	\$ 77,000	\$ 156,276	\$ 79,276	102.96%
TOTAL REVENUE	\$ 843,620	\$ 421,810	\$ 596,676	\$ 174,866	41.46%
EXPENSES					
Salaries and Benefits	\$ 150,620	\$ 75,310	\$ 107,848	\$ (32,538)	-43.21% 2
Casual Labour	\$ -	\$ -	\$ 189	\$ (189)	
In-service/educations			\$ 99		
Legal Services	\$ 4,000	\$ 2,000	\$ 1,117	\$ 883	44.15%
Professional Services	\$ 3,000	\$ 1,500	\$ -	\$ 1,500	100.00%
Advertising	\$ 900	\$ 450	\$ 1,867		
Office Supplies	\$ 600	\$ 300	\$ 291	\$ 9	3.00%
Printing and Binding	\$ 300	\$ 150	\$ 102	\$ 48	32.00%
Postage	\$ 200	\$ 100	\$ -	\$ 100	100.00%
Travel and Subsistence	\$ 5,600	\$ 2,800	\$ 2,782	\$ 18	0.64%
Insurance	\$ 77,110	\$ 38,555	\$ 82,752	\$ (44,197)	-114.63% 3
Repair and Maintenance	\$ 10,100	\$ 5,050	\$ 113,184	\$ (108,134)	-2141.27% 4
Furniture and Equipment R&M	\$ -	\$ -	\$ -	\$ -	
Electricity	\$ 56,625	\$ 28,313	\$ 23,297	\$ 5,016	17.71%
Sewer	\$ 15,512	\$ 7,756	\$ 6,245	\$ 1,511	19.48%
Water	\$ 34,900	\$ 17,450	\$ 12,419	\$ 5,031	28.83%
Propane/Gas	\$ 146,300	\$ 73,150	\$ 69,265	\$ 3,885	5.31%
Rent - Other properties	\$ 30,500	\$ 15,250	\$ 27,497	\$ (12,247)	-80.31% 5
Copier	\$ -	\$ -	\$ -	\$ -	
Telephone - Houses	\$ 500	\$ 250	\$ 688	\$ (438)	-175.20%
Taxes	\$ 62,811	\$ 31,406	\$ 20,709	\$ 10,697	34.06%
Vehicle	\$ 1,000	\$ 500	\$ 652	\$ (152)	-30.34%
Software	\$ -	\$ -	\$ -	\$ -	
Furniture and Equipment	\$ -	\$ -	\$ 20,661	\$ (20,661)	6
VISA purchases			\$ 9	\$ (9)	
Interest	\$ -	\$ -	\$ -	\$ -	
Unsupported Depreciation	\$ 90,430	\$ 45,215	\$ 41,811	\$ 3,404	7.53%
Supported Depreciation	\$ 506,262	\$ 253,131	\$ 190,584	\$ 62,547	
TOTAL EXPENSES	\$ 1,197,270	\$ 598,635	\$ 724,068	\$ (123,917)	
Net surplus (deficit)	\$ (353,650)	\$ (176,825)	\$ (127,392)		
Net surplus (deficit) cash basis			\$ (93,084)		

Notes:

- 1 Rent, so far, is higher than budgeted. The budget was set earlier in the year, after the teachers were hired for the year. Since school started, additional teachers have been hired that require housing. As well, several units have been furnished, and they have a higher monthly rental fee.
- 2 Salaries are higher than budgeted, but to date, the cost has been for the Housing Construction Foreman, whose salary will be expensed against the housing grant money that will either be part of the Five-year Investment Plan or part of additional grant money that will be separate from the investment fund. The amount of the housing money is expected to be about \$6 million - the amount to implement the housing plan over five years.

- 3 The insurance invoice is paid once a year (in the fall), and this amount is for the entire year. The cost for housing insurance has been steadily increasing, due to general increases, not due to the company's experience with NSD.
- 4 There was little budgeted for R&M, as the budget for housing is expected to be as balanced as possible, and it is one of the discretionary items that can be reduced, if necessary. Unfortunately, there is need for repairs, and in this case, the repairs were over budget. As soon as there is information regarding any additional housing funding, the budget will be updated.
- 5 This is money paid to Schroeder Oilfield, for rent subsidies on the units, empty units, and rent on the land that the five "emergency" mobile homes are on.
- 6 This is for furnishing some of the units. More teachers are being employed that are not bringing their own furniture, and it is more cost-effective to house substitute teachers in furnished units than to provide hotel rooms.

Business Services Notes

Facilities - Division Facilities Manager, David Cox, reports that the "refresh" of the interior of the schools has almost been completed. This consisted of a general clean up of all areas, with a focus on CTS classrooms. Older, unused equipment was removed or repurposed, and any excess furniture will be either used at other schools, or disposed of. The next step is planning for the refresh of the exterior of the schools, and the planning for those projects is underway, to begin in the spring. The renovation of Chipewyan Lake School will be tendered soon, and construction will begin after the tenders have been received and approved.

Transportation - the department is working on the new fleet management system, which will allow the vehicles to be managed from one department, versus every department or staff member taking care of their vehicle(s).

Occupational Health and Safety - new software has been installed for safety training, and eventually, will be used to report safety incidents.



NORTHLAND SCHOOL DIVISION NO. 61

ADMINISTRATION RECOMMENDATION TO THE BOARD

TO: THE BOARD OF TRUSTEES **DATE:** March 22, 2018

SUBMITTED BY: Trudy Rasmuson, Secretary-Treasurer

SUBJECT: 2019-2020 Capital Plan

ORIGINATOR:

REFERENCE(S) & ATTACHMENTS: Capital Plan Summary Report

RECOMMENDATION:

THAT the Board of Trustees approve the 2019-2020 Capital Plan, as attached.

BACKGROUND:

The attached capital plan lists the proposed projects for the division along with detailed information on each project.

This must be submitted to the department by April 1 each year.

The top four Capital Plan Projects for 2018-2019 have been chosen for submission for the following reasons:

#1 - EPR ID# 7890 - Cold Lake -- Elizabeth School Gym Addition and conversion of Activity Room

Reason: The school was never designed to have junior high programming. Consequently, the gym is undersized to meet the needs of its students. Neither the physical education nor the cultural needs of the students can be properly addressed without this project being completed. Completing this project would mean an opportunity to improve community involvement in the school and further improve a better working relationship with the community as well with an enlarged gym, junior high students could compete in extracurricular sports on an equivalent footing with surrounding jurisdictions. There is possibility of partnership with the Elizabeth Metis Settlement and community Industry.

#2 – EPR ID #7859 – Paddle Prairie – Modernization/ CTS Space

Reason: Paddle Prairie School has not had major upgrades since 1983 and the school does not have any CTS space which prevents hands on learning for students, and is especially critical for students in grades 7-12 causing a huge gap in the current programming. Without a CTS facility students will continue to

ADMINISTRATION RECOMMENDATION TO THE BOARD

leave before graduation because they are not prepared to join the workforce. Completing only the CTS portion of this project would see a capacity of 48 for CTS Programming and Paddle Prairie would be able to run a successful high school program and would provide students with employable skills to better compete in today's employment market. There is a possibility of partnership with Cenovus and the Paddle Prairie Metis Settlement.

#3 – EPR ID #7876 – Athabasca Delta Community School – Modernization

Reason: In order to make best use and function of the building a modernization is necessary. This would allow for much needed internal and building envelope upgrades; stabilization of the building foundations. The building post & beam construction was built in a low lying area and consequently the building moves on an almost continual basis. This movement causes exit doors to shift continually which could potentially block the exits in emergency situations. There are issues with the mechanical system. The school also does not have a CTS space, this modernization would include a mechanics lab which would provide hands on learning for high school students which could help them to join the local workforce.

#4 – EPR ID #7872 – Calling Lake – Modernization/ CTS Space

Reason: Calling Lake School has not had major upgrades since construction and the school does not have any CTS space which prevents hands on learning for students, and is especially critical for students in grades 7-12 causing a huge gap in the current programming. Completing only the CTS portion of this project would see a capacity of 48 for CTS Programming and Calling Lake would be able to run a successful high school program and could provide students with employable skills to better compete in today's employment market. There is a possibility of partnership with the M.D. of Opportunity and Bigstone Cree Nation.

RISK ANALYSIS:

BLIMS Projects - Web Access for Capital Plan Submission

WAP2000 - Summary Report
 Printed: March 13, 2018 04:30:21 PM
 Capital Plan Submission for NSD 61 - March 2018

EPR Id	Location	Title	Key Driver(s)	Asset Name	Submission Status	Project Sub - Category	Client Ranking File #	Scheduled Start Date	Capital Plan Submission Year	Total Project Cost	Total Provincial Support (GOA/Fed/Private, Infrast)	Other
7890	COLD LAKE	Elizabeth - Gym Addition and Conversion of Activity Room	Infrastructure condition	ELIZABETH COMMUNITY SCHOOL	Unsubmitted	Preservation - Facility	1	2010	2020	\$6,569,817.66	\$6,569,817.66	\$0.00
7859	PADDLE PRAIRIE	Paddle Prairie School - Modernization/CTS Space	Infrastructure condition	PADDLE PRAIRIE SCHOOL	Unsubmitted	Preservation - Facility	2	2010	2020	\$8,634,447.55	\$8,634,447.55	\$0.00
7876	FORT CHIPEWYAN	Althasca Delta Community School - Modernization	Environmental factors, Infrastructure condition		Unsubmitted	Preservation - Facility	3	2013	2020	\$12,777,950.57	\$12,777,950.57	\$0.00
7872	CALLING LAKE	Calling Lake - Modernization/CTS Space	Environmental factors, Infrastructure condition, Social changes	CALLING LAKE SCHOOL	Unsubmitted	Expansion - Site 4 Servicing Costs	4	2010	2020	\$11,460,063.44	\$11,460,063.44	\$0.00
9303	CONKLIN	Conklin School - Modernization	Demographics, Economic growth	CONKLIN COMMUNITY SCHOOL	Unsubmitted	Preservation - Facility	5	2012	2020	\$5,321,833.40	\$5,321,833.40	\$0.00
7879	JANVIER (CHARD)	Father R. Pertin - Modernization	Infrastructure condition, Social changes		Unsubmitted	Preservation - Facility	6	2013	2020	\$5,505,317.92	\$5,505,317.92	\$0.00
7891	SPUTINOW	J.F. Dion School - Modernization	Infrastructure condition, Social changes		Unsubmitted	Preservation - Facility	7	2010	2020	\$7,155,121.07	\$7,155,121.07	\$0.00
7861	FORT MACKAY	Fort McKay - Modernization	Infrastructure condition		Unsubmitted	Preservation - Facility	8	2013	2020	\$3,511,584.54	\$3,511,584.54	\$0.00
Total										\$60,956,136.15	\$60,956,136.15	\$0.00

Final Submission Sign-off:

 Representative Name

 Signature

 Date



NORTHLAND SCHOOL DIVISION NO. 61

ADMINISTRATION RECOMMENDATION TO THE BOARD

TO: THE BOARD OF TRUSTEES

SUBMITTED BY: Trudy Rasmuson, Secretary Treasurer

SUBJECT: Policy 7, Appendix A Schedule of Rates

ORIGINATOR: Administration

REFERENCE(S) & ATTACHMENTS: Policy 7, Appendix A Schedule of Rates

Date: March 22, 2018

RECOMMENDATION:

THAT the Board of Trustees approve the housekeeping change to Policy 7, Appendix A Schedule of Rates, as attached.

BACKGROUND:

The Board recognizes that not all meetings are full days and so the changes reflect this.

RISK ANALYSIS:

Policy 7 – Appendix A

SCHEDULE OF RATES**Trustee Compensation and Expenses**

Trustees and the Chair have a very important role to fulfill and should be fairly reimbursed for their time spent carrying out Board business.

Guidelines & Procedures

1. The Honoraria and General Expense Allowance shall be established annually.
2. Services for which Trustees shall receive remuneration shall include:
 - 2.1 Regular School Board Meetings
 - 2.2 Special School Board Meetings;
 - 2.3 Meetings of Committees of the Board;
 - 2.4 ASBA Zone meetings;
 - 2.5 ASBA and PSBAA spring and fall annual general meetings;
 - 2.6 PSBAA Governance Sessions, Council Meetings;
 - 2.7 ASCA Annual Conference
 - 2.8 Local Zone Alberta Education Consultation Sessions;
 - 2.9 Conventions, retreats and workshops as authorized by the Board (including ASBA and CSBA);
 - 2.10 Attendance at Christmas concerts of their respective school(s);
 - 2.11 Long Services Awards;
 - 2.12 Attendance at school activities where the trustee is formally invited to participate, and authorized by the Board Chair or Superintendent;
 - 2.13 Attendance at meetings held by other organizations to which the Board has appointed the trustee as a representative;
 - 2.14 Other activities where the Board places an obligation on the trustee(s) to attend and/or participated.

A. COMPENSATION	HONORARIA
<p>1. Meetings:</p> <ul style="list-style-type: none"> • Board Chair (per day) \$250.00 • Trustee (per day) \$200.00 • Elder (only when Elder has been invited by the Board to attend a meeting or event) \$200.00 per diem <p>2.1. Committee Work Meetings:</p> <ul style="list-style-type: none"> • Board Chair (per day) <ul style="list-style-type: none"> ○ 1.0 day (4-8 hours) \$250.00 ○ .5 day (2-4 hours) \$125.00 ○ .25 day (less than 2 hours) \$ 62.50 • Trustee (per day) <ul style="list-style-type: none"> ○ 1.0 day (4-8 hours) \$200.00 ○ .5 day (2-4 hours) \$100.00 ○ .25 day (less than 2 hours) \$ 50.00 • Elder attendance (only when Elder has been invited by the Board to attend a meeting or event) \$200.00 per diem <p>3. Convention Day(s) (per day)</p> <ul style="list-style-type: none"> • Board Chair \$250.00 • Trustee \$200.00 	
<p>The Board Chair is entitled to claim up to five (5) general Trustee Duty days per month, to a maximum of 55 days per year.</p> <p>All other trustees are entitled to two (2) General Trustee Duty days per month, plus a maximum of four (4) additional days annually if the trustee is a member of a committee that requires significant additional reading, research and report writing to a maximum of 26 days per year. The committee will provide consensus of who and how many days are claimed.</p>	
B. EXPENSES	AMOUNT
1. Travel	\$0.51/km
<p>2. Regular Meal Rate: (The Division will not reimburse for the purchase of any alcohol)</p> <ul style="list-style-type: none"> Breakfast \$15.00 Lunch \$20.00 Dinner \$30.00 <p>**Or with receipts to a reasonable amount</p>	
3. Accommodation: (receipts required) Without Receipts *	\$40.00

* The purpose of this amount is to reimburse claimants for expenses incurred when staying at friends or relatives when away from home.

3. Travel Days for the purpose of paying honoraria:

To receive the daily honorarium for travel days, consideration is given to the following; distance between the place of residence of the members and the meeting place:

- 3.1 149 km – no travel day
- 3.2 150–399 km – 1/2 travel day
- 3.3 400+ – 1 travel day

4. In cases where the Trustee comes to the location of the Board meeting, conference, or workshops, but does not attend the meeting(s), the Board will not pay honoraria and will reclaim all expenses associated with the member's travel to that meeting: unless the trustee was ill or a family emergency prevented the trustee from attending.

5. Benefits

5.1 Blanket Life Insurance will be available for trustees, provided through ASEBP at no cost to trustees.

5.2 Benefits are the same as the non-teaching staff group and the cost to the trustees is the same as the non-teaching staff group.



NORTHLAND SCHOOL DIVISION NO. 61

ADMINISTRATION RECOMMENDATION TO THE BOARD

TO: THE BOARD OF TRUSTEES
SUBMITTED BY: Trudy Rasmuson, Secretary-Treasurer
SUBJECT: Policy 1, Foundational Statements
ORIGINATOR: Administration
REFERENCE(S) & ATTACHMENTS: Policy 1, Foundational Statements

DATE: March 22, 2018

RECOMMENDATION:

THAT the Board of Trustees approve second reading to Policy 1, Foundational Statements, as attached.

BACKGROUND:

Lois Byers, Board Advisor facilitated the process of rewriting Policy One with the Board Trustees, Superintendent of Schools and Secretary-Treasurer at the January Board Workshop.

First reading was passed at the February 23, 2018 Board meeting and the Policy has been sent out for the 60 day cycle to all stakeholders for feedback (as per Policy 10).

To date there has not been any feedback received.

RISK ANALYSIS:

Policy 1

FOUNDATIONAL STATEMENTS

Commitment:

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

Vision:

"Our students love to come to school in Northland"

Values – Seven Sacred Teachings:

Courage – Sohkeyihtamowin – Nētlēth

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

Wisdom – Iyinisowin - Huya

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

Humility – Tapahteyimowin - Ēdēnēschapile

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

Truth – Tapewewin – Elth'iyati

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

Honesty - Kwayaskyesihcikewinihk – Wals'l zile

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

Love - Sakeyhtowin - Neghānestā

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

Respect - Pakakatisowin - Borilcha

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

1. The Board believes:

- 1.1 The best interests of students must guide all decision-making.
- 1.2 Trust is the foundation of the Seven Sacred Teachings and is woven into each one -- you cannot have any of the sacred teachings without trust first. Trusting relationships are critical to the educational success of students and building a strong school division with communities.
- 1.3 All children have the ability to learn and the right to a quality education.
- 1.4 Provisions must be developed to overcome any factors impeding a student's educational success.
- 1.5 Students are entitled to a welcoming, caring, respectful and safe learning environment that respects diversity, nurtures a sense of belonging, enables development of a strong, positive sense of self and is responsive to each student.
- 1.6 Education must be holistic: providing opportunities that touch all dimensions of the development of a student: spiritual, emotional, intellectual, physical and social.
- 1.7 The experiences of all children are grounded in the values and social relationships within their own individual communities.
- 1.8 The future foundation of communities rests upon the experiences of the children today.
- 1.9 The strength and value of respected Elders and Knowledge Keepers is important.
- 1.10 Parental and community involvement are key factors in a child's success and they have a right and a responsibility to be meaningfully involved in their children's education and to feel welcome and supported.
- 1.11 All staff have a very important role in the success of students and the skills and capacity of all staff must be continually enabled and supported. All staff should always feel valued.
- 1.12 Quality teaching is critical to student success and must be enabled, mentored, supported, monitored and evaluated to help each teacher be the best they can be. – ~~Big statement so read carefully please.~~
- 1.13 The role of trustees and the board to provide leadership and build the capacity of the division will enable all other elements to be successful.
- 1.14 Board policies must always be respectful of family and local goals, culture, values and traditions

2. The Board's mandate is:

- 2.1 To provide an education program that aligns with the standards of education set by Alberta Education and enables students to successfully complete grade 12 and to provide programs and opportunities that enhance and support the integrity and self-development of each child entrusted to its care.
- 2.2 In order to achieve its' mandate, the Board commits to setting and achieving learning outcomes that are in line with Alberta Education outcomes.

Alberta Education Provincial Outcomes	Northland School Division (NSD) Outcomes
1. Alberta's students are successful.	1. NSD Students are strong in identity, healthy and successful.
2. The systemic education achievement gap between First Nations, Metis and Inuit students and all other students is eliminated.	2. NSD is a leader for indigenous education excellence.
3. Alberta's education system is inclusive.	3. NSD is inclusive, each child's ways of knowing and ways of being is respected and essential.
4. Alberta has excellent teachers, and school, and school authority leaders.	4. NSD has excellent teachers, system leaders and school leaders.
5. Alberta's education system is well governed and managed.	5. NSD is well governed and managed.

Legal Reference: Section 3, 8, 12(a), 45, 60, School Act



NORTHLAND SCHOOL DIVISION NO. 61

ADMINISTRATION RECOMMENDATION TO THE BOARD

TO: THE BOARD OF TRUSTEES **DATE:** March 22, 2018

SUBMITTED BY: Trudy Rasmuson, Secretary-Treasurer

SUBJECT: Policy 3, Role of a Trustee

ORIGINATOR: Administration

REFERENCE(S) & ATTACHMENTS: Policy 3, Role of a Trustee
 Appendix A Services, Materials and Equipment to Trustees
 Appendix B Trustee Working Relationships Guidelines

RECOMMENDATION:

THAT the Board of Trustees approve second reading to Policy 3, Role of a Trustee: Appendix A Services, Materials and Equipment to Trustees; and Appendix B Trustee Working Relationships Guidelines, as attached.

BACKGROUND:

Lois Byers, Board Advisor facilitated the process of making changes to Policy 3, Role of a Trustee and writing Appendix B Trustee Working Relationships Guidelines with the Board Trustees, Superintendent of Schools and Secretary-Treasurer at the January Board Workshop.

First reading was passed at the February 23, 2018 Board meeting and the Policy has been sent out for the 60 day cycle to all stakeholders for feedback (as per Policy 10).

Feedback received to date is attached.

RISK ANALYSIS:

FEEDBACK: POLICY 3 – ROLE OF A TRUSTEE

Date Received: March 5, 2018 (by email) from Father R. Perin School

With respect to

9. The trustee, upon receiving a complaint or an inquiry from a parent, staff member or community member about operations, will refer the parent, staff member or community member to:

9.1 The individual making the decision;

9.2 The individual's Supervisor; and further

9.3 The next person in the authority chain, as required and will inform the Superintendent or designate of these actions.

9.39.4 See also Policy 3 Appendix B Trustee Working Relationships Guidelines.

Reading this then I can assume that the Trustee will know who is supposed to making the decision???

Why is 9.1 not reading as the "Principal"

Policy 3

ROLE OF A TRUSTEE

The role of the trustee is to contribute to the Board as it carries out its mandate in order to achieve its vision, core purpose and goals. The oath of office taken by each trustee when s/he assumes office binds that person to work diligently and faithfully in the cause of public education.

The Board of Trustees is a corporation. The decisions of the Board in a properly constituted meeting are those of the corporation. Individual trustees exercise an effective decision making role in the context of corporate action.

A trustee only has authority when so delegated by a motion of the Board. In such cases, the actions of the trustee are those of the Board, which is then responsible for them.

A trustee acting individually has only the authority and status of any other citizen of the Division. Individual trustees do not have the authority to direct the Division's administration and staff.

Trustees shall also carry out their responsibilities as detailed in Policy 4 Trustee Code of Conduct with diligence.

Formatt

Specific Responsibilities of Individual Trustees

1. Recognize his/her fiduciary responsibility to the Division to act in the best interests of all students of the Division, understanding that Division needs are paramount.
2. Recognize and model the leadership role of a trustee including areas such as knowledge of governance, education promising practices; use of technology and independence.
3. When attending to business matters outside of the Division, represent the Division's best interests.
4. Become familiar with Division policies and procedures, meeting agendas and reports in order to participate in Board business and effectively interact with individuals.
5. Ensure opportunities are provided for the engagement of parents, students and the community in matters related to education.
6. Respectfully bring forward and advocate for ~~local~~ **school community** issues and concerns.
7. Refer matters not covered by Board policy, but requiring a corporate decision, to the Board for discussion.
8. Refer administrative matters to the Superintendent.
9. The trustee, upon receiving a complaint or an inquiry from a parent, staff member or community member about operations, will refer the parent, staff member or community member to:

- 9.1 The individual making the decision;
 - 9.2 The individual's Supervisor; and further
 - 9.3 The next person in the authority chain, as required and will inform the Superintendent or designate of these actions.
- ~~9.39.4~~ See also Policy 3 Appendix B Trustee Working Relationships Guidelines.
- 10. Keep the Superintendent and the Board informed in a timely manner of all matters coming to his/her attention that might affect the Division.
 - 10.1 Personnel matters are to be brought to the attention of the Superintendent only.
 - 11. Attend Board meetings, and committee meetings as assigned, having read all materials and prepared to participate in, and contribute to the decisions of the Board in order to help ensure the best decisions possible for education within the Division.
 - 12. When delegated responsibility, will exercise such authority within the defined terms of reference in a responsible and effective way.
 - 13. All trustees are expected to attend all aspects of the orientation program.
 - 14. Participate in Board/trustee development sessions.
 - 15. Be cognizant of provincial, national and international educational issues and trends.
 - 16. Share the materials and ideas gained with fellow trustees at a Board meeting following a trustee development activity.
 - 17. Strive to develop a positive and respectful learning and working culture within the Board and with school councils.
 - 18. Be mindful of costs and help ensure the Board stays within its own budget.
 - 19. Ward responsibilities include:
 - 19.1 Develop and nurture effective two-way communication with school councils and school community(s). See also Policy 3 Appendix B Trustee Working Relationships Guidelines.
 - 19.2 Attend school council meetings as possible, when invited.
 - 19.3 Attend Ward Council meetings.
 - 19.4 Attend school activities, including graduations as realistically possible.
 - 19.5 Maintain good relationships with other organizations in your ward toward the goal of enhancing the success of students
 - 20. Attend Division functions/events as regularly as possible.
 - 21. Become familiar with, and adhere to, the School Act and Trustee Code of Conduct.
 - 22. Report any violation of the Trustee Code of Conduct to the Board Chair, or where applicable, to the Vice-Chair.

23. Incumbent trustees are encouraged to help newly elected trustees become informed about history, functions, policies, procedures and issues.
24. Ensure have a good knowledge and understanding of First Nations, Métis and Inuit perspectives experiences and contributions throughout history; treaties, and the history and legacy of residential schools.
25. Develop and increase technology skills and knowledge to enhance communication, cost efficiencies, environmental stewardship and leadership skills.

Legal Reference: Section 60, 61, 68, 72, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 246 School Act
Section 6 Commissioner of Oaths Act

Policy 3 – Appendix A

**SERVICES, MATERIALS AND EQUIPMENT
PROVIDED TO TRUSTEES**

Trustees shall be provided with the following services, materials and equipment from within the Board governance budget while in office (generally by electronic access, paper copies provided if requested):

1. Reference

Access to:

- 1.1 The School Act, the Regulations and related documents
- 1.2 The Northland School Division Act
- 1.3 Board Policy Handbook and Administrative Procedures Manual
- 1.4 Current Division documents
 - 1.4.1 Budget
 - 1.4.2 Capital Plan
 - 1.4.3 Three-Year Education Plan/Report
 - 1.4.4 Collective Agreements
 - 1.4.5 Audited Financial Statements
- 1.5 School year and meeting calendars
- 1.6 Current telephone listings of schools and principals
- 1.7 Alberta School Boards Association (ASBA) membership services

2. Communications/Public Relations

- 2.1 Notification of significant media events
- 2.2 Name tags, business cards and lapel pins
- 2.3 Key messages as required
- 2.4 Individual and Board photographs (for Division use)

3. Administrative/Secretarial Services through the Superintendent

- 3.1 Access to interoffice mail
- 3.2 Conference registration, travel and accommodation arrangements
- 3.3 E-mail address and service support
- 3.4 Photocopying and related secretarial services
- 3.5 Coordination of events sponsored by the Board

4. Equipment

- 4.1 Trustees will be equipped with standard office equipment to assist in Division communications. This office equipment may include a laptop computer or chrome book and may include a printer/fax/copier. **The need for a printer shall be determined in consultation with each trustee.**
- 4.2 Monthly day timer and leather portfolio.
- 4.3 Trustees may claim for expense of toner and paper.
- 4.4 An outgoing trustee will return the Board provided office equipment within seven (7) days following an election or resignation.
- 4.5 If desired, trustees may purchase the Board provided office equipment at fair market value at the end of their term once it has been reformatted.
- 4.6 A replacement program for the Board provided office equipment will be established.
- 4.7 All Board provided office equipment will be maintained by the Division.
- 4.8 A record of office equipment on loan to each trustee will be kept on file.
- 4.9 Due diligence must be utilized to ensure the security of the office equipment and data.

5. Service/Retirement Awards

- 5.1 Service awards will be presented for every ~~term~~ **four (4) years** of service ~~with the Division~~ **as a trustee.**
- ~~5.2 An elected official will qualify for an award at the completion of an elected term of office prior to an election set to determine Board membership.~~
 - ~~5.2.1 If a trustee serves less than the full term, the full term of service will be granted on one (1) occasion.~~
- ~~5.3.2~~ Awards will be given in recognition of the ~~numbers of completed terms of office~~ **completed years of service as a trustee**, as follows:
 - ~~5.3.15.2.1~~ A ~~1 term pin~~ **four (4) year service pin.**
 - ~~5.3.25.2.2~~ An ~~2 term pin~~ **eight (8) year service pin.**
 - ~~5.3.35.2.3~~ A ~~3 term pin~~ **twelve (12) year service pin.**
 - ~~5.3.45.2.4~~ A ~~4 term pin~~ **sixteen (16) year service pin.**
 - ~~5.3.55.2.5~~ A ~~5 term~~ **twenty (20) year service pin** and a suitable memento of approximately one hundred and fifty dollars (\$150.00) in value.
 - ~~5.3.65.2.6~~ For each term beyond ~~five (5) terms~~ **twenty (20) years of service**, a pin and a suitable memento.
- ~~5.45.3~~ The Superintendent will ensure that service records of trustees are kept accurate and current. Based upon these records the list of recipients will be presented by the Superintendent to the Board by April 30 of each year that an award(s) applies.
- ~~5.55.4~~ Service awards will be assembled by the Board Chair or designate, assisted by the Superintendent or designate.
- ~~5.65.5~~ Service awards will be presented by the Board Chair at a time and place determined by the Board Chair.

Legal Reference: Section 60, 61, 68, 72, 80, 81, 82, 83, 84, 246 School Act

Policy 3 – Appendix B

TRUSTEE WORKING RELATIONSHIPS GUIDELINES

The guidelines are provided with the intent to assist trustees and senior administration in their work together.

They are a framework of actions which enable all parties to know and understand each other's role in working together. An understanding which is important in helping to ensure good working relationships as everyone shares the same goals: student success through strong community schools, with lots of meaningful parent and community involvement.

The residential school legacy and oppression of the Metis people has left behind a mistrust and fear of schools that still exists for many people. Some community members feel they can't approach the school because of the history, therefore effectively handling concerns becomes ever more important to help move forward and ultimately student success.

Definitions:

Senior Administration: Superintendent, associate superintendents, Secretary-Treasurer, principals, vice-principals.

Executive Team: Superintendent, associate superintendents, Secretary-Treasurer.

1. Trustee - Superintendent

The goal of a good Trustee – Superintendent working relationship is to enable the Superintendent to ensure the effective management of the Division and ultimately student success.

The Superintendent will ensure the coordination of associate superintendents, principals Secretary-Treasurer and any other senior staff in the resolution of a concern, as needed. (See Administrative Procedure 152 Dispute Resolution).

The Superintendent is the administrative contact for trustees.

Questions of clarification with regard to administrative procedures might be directed to an executive team member with a cc to the Superintendent or directly to the Superintendent.

If a matter is time-sensitive and the Superintendent is not available, the trustee may contact an executive team member. The executive team member shall be responsible to inform the Superintendent.

If in doubt, contact the Superintendent.

2. Trustee - Principal

The goal of a good trustee – principal working relationship is to support student success by working cooperatively within their roles to build strong community schools.

A good working relationship will assist the trustee:

- In hearing the voice of the community;
- In being knowledgeable in a general sense about what is happening in the schools within their ward;
- In helping to engage the community with the school.

A good working relationship will assist the principal:

- In hearing the voice of the community;
- To strengthen communication and engagement with the community;
- In dealing with concerns effectively.

The trustee and principal shall always demonstrate mutual respect and support.

In general, the trustee should be involved with the school through invitation only.

The trustee must not get involved in the day to day operations of the school and understands the principal reports to the Superintendent.

The working relationship is not for the purposes of directing or monitoring each other's work.

3. Trustee – Principal Meeting

3.1 Following an election:

- 3.1.1 Trustees are responsible to contact the principal to arrange a time for an initial meeting.
- 3.1.2 Principals shall facilitate an initial meeting as soon as possible.
- 3.1.3 The meeting should include:
 - 3.1.3.1 Tour of facilities; introductions to staff; students.
- 3.1.4 General discussion on processes for:
 - 3.1.4.1 Sharing of school related information; communications; invitations.
 - 3.1.4.2 How can the principal and trustee assist each other in engaging community; sharing information with community; etc.
- 3.1.5 The principal is responsible for introducing the trustee to the school council chair (or principal advisory committee) and facilitating discussions with regard to trustee participation in school council meetings (or principal advisory committee meetings).
- 3.1.6 Principal and trustee should review the process the trustee will use for handling concerns brought to them with regard to anything at the school and establish best way(s) for the trustee to contact the principal.
- 3.1.7 Review Administrative Procedure 152 Appendix – Communication Protocol.

4. Trustee – School Council

- 4.1 At the initial meeting with the principal ensure arrangements are made for you to meet the school council chair.
- 4.2 It is important for trustees to develop and nurture a good relationship with the school council chair and school council so the community feels connected to the board while keeping in mind it is the community's school council that is advisory to the principal.
- 4.3 Also important is for a trustee to be a champion of promoting parent and community

involvement in education as a number one factor in student success; to be a champion of working together for the success for every student and to promote the vision, *“Our students love to come to school in Northland”* and how can everyone help that to be achieved.

- 4.4 Generally a trustee will provide a report at each school council meeting about the work of the board, but that should be confirmed with the school council chair.
 - 4.4.1 The report would be about items from the previous Board meeting, and could include; policies to review with them; projects that are underway in the Division and other items the trustees feels would be of interest for the school council to hear about.
 - 4.4.2 If a concern is raised with you, refer to the “process for Handling Concerns” below. Do not allow concerns about individual to be discussed as these must be handled with only the individuals involved.

5. Processes for Handling Concerns Brought to the Trustee

5.1 Goals Applicable to All Concerns

- 5.1.1 Ensure the concern is resolved or a decision made.
- 5.1.2 Details are shared on an “as needed” basis only, with as few people involved as possible for protection of privacy.
- 5.1.3 Everyone is treated professionally and with respect.
- 5.1.4 The Superintendent is enabled to ensure the effective management of the Division.
- 5.1.5 See also Administrative Procedure 408, Staff Code of Conduct.

5.2 Procedures Applicable to All Concerns

- 5.2.1 Trustees will inform the Superintendent via email of all concerns/issues raised to them with a cc to the Board Chair for their awareness. The email needs to indicate if the trustees is:
 - 5.2.1.1 Requesting the Superintendent to deal with the matter; or
 - 5.2.1.2 Referring the matter to the school.
- 5.2.2 To help avoid being deemed as having a personal bias, should a concern come through to an appeal, trustees must be careful to only facilitate a person through the process of resolving a concern and not offer any opinion, at any time, with regard to the concern or how it should perhaps be resolved and should not become involved in the resolution.
- 5.2.3 If the trustee is directing the person to the school they shall contact the principal to provide them with a “heads up” to help enable the principal to facilitate a good resolution process – a “no surprises” mantra.
- 5.2.4 Trustees are responsible to guide a person through the process of resolving a concern and monitor the process to ensure they know their rights in addressing their concern and that the concern is resolved or a decision mad.
 - 5.2.4.1 Details about a situation must not be shared if it is about an individual due to privacy and legal implications.
 - 5.2.4.2 The Superintendent, associate superintendent or principal will

provide feedback to the trustee as/when the situation is resolved.

- 5.2.4.3 It is also good practice for the trustee to ask the person bringing the concern forward to communicate back to you once it is resolved or a decision made; or tell them you will assume it is resolved unless they tell you otherwise.
- 5.3 **Process for Handling Concerns that are with Regard to Discrimination, Harassment or Sexual Harassment**
 - 5.3.1 If a trustee receives a concern of this nature they are to immediately refer it to the Superintendent.
 - 5.3.2 See also Administrative Procedure 170, Discrimination and Harassment.
- 5.4 **Process for Handling Concerns Involving Teachers**
 - 5.4.1 Concerns involving teachers need to be resolved according to legal processes and agreements such as the code of conduct, collective agreement and/or appeal processes that are specific to teachers.
 - 5.4.2 When the concern is about a teacher, the teacher must be given the opportunity to resolve the situation first.
 - 5.4.3 Trustees will guide the person to:
 - 5.4.3.1 Meet with the teacher directly to resolve concern; if not resolved then;
 - 5.4.3.2 Meet with the principal about the concern; if not resolved then;
 - 5.4.3.3 Inform them they have the right to go to the Superintendent, and if still not resolved;
 - 5.4.3.4 Inform them they have the right to appeal to the Board of Trustees on matters that significantly affect the education of the student. Trustees should seek clarification if a matter is appealable to the Board before informing the person it is.
 - 5.4.4 If a person has a concern about a teacher and does not feel comfortable to go and talk to the teacher the trustee shall refer the matter directly to the Superintendent.
- 5.5 **Process for Handling Concerns with Regard to Staff other than Teachers**
 - 5.5.1 Concerns with regard to staff other than teachers (education assistants, bus drivers, caretakers, maintenance staff, etc.) need to go directly to the principal or Superintendent.
 - 5.5.2 Steps followed would be the same as for teachers omitting the first step of going to the teacher first.
 - 5.5.3 See Administrative Procedure 418, Staff Suspension, Termination and Appeal (non-teaching staff).

Legal Reference: Section 18, 20, 48, 60, 61, 113, 123, 124 School Act
 AP 152 Dispute Resolution
 AP 152 Appendix – Communication Protocol
 AP 170, Discrimination and Harassment
 AP 408, Staff Code of Conduct
 AP 418, Staff Suspension, Termination and Appeal (non-teaching staff)
[AP Table of Contents](#)



NORTHLAND SCHOOL DIVISION NO. 61

ADMINISTRATION RECOMMENDATION TO THE BOARD

TO: THE BOARD OF TRUSTEES **DATE:** March 22, 2018

SUBMITTED BY: Trudy Rasmuson, Secretary-Treasurer

SUBJECT: Policy 21, Community Voice and Community Engagement

ORIGINATOR: Administration

REFERENCE(S) & ATTACHMENTS: Policy 21, Community Voice and Community Engagement
Appendix A School Council Conflict Resolution

RECOMMENDATION:

THAT the Board of Trustees approve second reading to Policy 21, Community Voice and Community Engagement; and Appendix A School Council Conflict Resolution, as attached.

BACKGROUND:

Lois Byers, Board Advisor facilitated the process of writing Policy 21 Community Voice and Community Engagement; and Appendix A with the Board Trustees, Superintendent of Schools and Secretary-Treasurer at the January Board Workshop.

First reading was passed at the February 23, 2018 Board meeting and the Policy has been sent out for the 60 day cycle to all stakeholders for feedback (as per Policy 10).

To date there has not been any feedback received.

RISK ANALYSIS:

Policy 21

COMMUNITY VOICE AND COMMUNITY ENGAGEMENT

School Councils, Ward Councils, Council of School Councils and Partners

The Board recognizes and embraces opportunities to engage with their communities. Strong schools, with strong community support, are important factors in student success. The board is committed to engagement through a variety of channels to ensure voices are heard.

The Board, in keeping with the knowledge that meaningful parent and community involvement is a key factor in student success, deeply values the role of school councils. School councils need to be part of the foundation upon which student success is built.

"School councils will have the primary task of facilitating the collaboration and cooperation between members of the communities and their schools in developing shared responsibility for the learning success and well-being of all children and youth through community engagement in school planning and improvement processes (Policy 18, Northern Lights School Division, Sask. June 2009)."

Council of School Councils (COSC) and ward councils build upon community voices that are heard at school councils and ensure these voices travel to division staff, superintendent and Board of Trustees. This system of engagement also ensures information travels back to the school councils and the community.

COSC and ward councils also provide the opportunity for communities to share and learn from each other.

The board shall establish a formal engagement process for engaging with key community partners as the board understands students are more likely to succeed with the entire community supporting them. "It takes a community to raise a child."

Procedures

1. Opportunities will be provided for communities to be involved in the education of their children.
2. Information is to be shared with school councils, students, parents, staff and the community to enable them to offer input into the programs, policies and procedures of the Division and schools.
3. Communities shall be engaged through effective communication and dialogue with the level of consultation made clear.
4. See Administrative Procedure 159, Community Engagement and 159 Appendix B Community Engagement Framework for process and procedures to follow when undertaking a community engagement project.

1. School Councils

1.1 Role of School Council (or Principal Advisory Committee)

1.1.1 The school council is advisory to the principal.

1.2 Membership and Meetings:

1.2.1 Any person who is interested in being involved in the education of students is eligible to participate in a town hall model of school council (i.e. parents, grandparents, aunts, uncles, caregivers, of child in the school, Elders/Knowledge Keepers, business person; local governance councillor, etc.).

1.2.2 A school council shall be established in each school operated by the Board in accordance with section 22 of the *School Act*, and the Alberta School Council Regulation.

1.2.3 If a school council is not formed then the principal must set up a principal advisory committee (PAC) that shall be open to all community members and have the same rights to involvement as school councils have.

1.2.3.1 A PAC must be established within 30 days of the non-establishment of a school council.

1.2.4 The Alberta School Council Resource Manual shall serve as the handbook for all school councils, outlining:

1.2.4.1 The role of a school council; and

1.2.4.2 Operational procedures of a school council.

1.2.5 The Board shall support the operation of school councils by providing a budget for:

1.2.5.1 Annual membership fee for all school councils for Alberta School Council Association (ASCA).

1.2.5.2 A school council representative from each school, that is already attending the Council of School Council (COSC)/Ward Council meeting with the Board, to attend the ASCA annual conference.

1.2.5.3 Other professional development opportunities as approved by the Superintendent.

1.2.5.4 Refreshments at school council meetings through the school budget.

1.3 Honoraria and Expenses:

1.3.1 No honoraria or expenses shall be paid to any person attending a school council or principal advisory meeting.

1.4 Conflict Resolution Procedure:

1.4.1 In the case of a conflict between the school council and principal, they shall refer to and follow the procedures outlined in Policy 21, Appendix A School Council Conflict Resolution.

1.4.2 The principal shall provide the school council chair a copy of Policy 21, Appendix A School Council Conflict Resolution.

2. Ward Councils

2.1 Structure:

2.1.1 Ward Councils can be held within three types of structures:

2.1.1.1 Ward Council Meeting: held within a ward and includes only the schools and communities within the ward.

2.1.1.2 Area Ward Council Meeting: held within an area as defined by the areas of the associate superintendents and includes representation from all the ward councils within that area.

2.1.1.3 Northland Ward Council Meeting: held within Alberta and includes representation from all the ward councils in Northland.

~~2.1.2~~ 2.2 Membership:

~~2.1.2.1~~ 2.2.1 Each ward shall have a ward council that consist of the trustee from the ward, a member of each school council in the ward and other person(s) that may become members (*Northland School Act*).

2.2.1.1 Each school council shall choose their representative.

~~2.1.2.1.2~~ 2.2.1.2 If a school does not have a school council then a representative shall be selected from the principal's advisory committee by the committee.

2.2.2 ~~The Board may appoint any other person(s) as member of a ward council by motion.~~ Other person(s) may become members of a ward council and shall be chosen as follows:

~~2.1.2.2.1~~ 2.2.2.1 Ward Council (within a ward): Selected by the trustee of the ward in consultation with the associate superintendent of the area.

~~2.1.2.2.2~~ 2.2.2.2 ~~The term shall be until the end of the school year in which they are appointed or until the board disqualifies them as a member by motion.~~ Area Ward Council (within an area): Selected by the trustees of the wards within the area and the associate superintendent of the area.

2.2.2.3 ~~A person can be reappointed in the next, or any school year.~~ Northland Ward Council: Selected by the Board and Superintendent.

2.2.3 The number of other persons selected for ward council meetings shall be guided by budget, logistics and the purpose of the particular meeting.

2.2.4 The term of each person selected/appointed shall be outlined at the time of selection/appointment and any be for one meeting or until the endo of the school year in which the person is selected/appointed; or until the board disqualifies them as a member of the ward council by motion.

2.2.5 A person can be selected/reappointed to a ward council in the next, or any school year.

~~2.1.2.2~~

2.22.3 Meetings:

- 2.3.1** There shall be ~~one~~ a meeting of all ~~each~~ ward councils ~~per-at least once each school year either by ward council meetings, area ward council meetings or a Northland ward council meeting, to be held in conjunction with the Council of School Council and with the Board.~~
- 2.3.2** The board shall ensure ward councils have the opportunity to provide input into the board's strategic direction within the 12-month period immediately following each general election.
- 2.3.3** If held, the Northland Ward Council meeting shall be held in conjunction with the Council of School Councils and with the Board.
- 2.3.4** Division administration, as designated by the Superintendent, will provide support for ward council meetings and facilitate setting the agenda in consultation with the trustee(s), school council reps and principal(s).
- 2.2.12.3.5** The ward council shall determine the process for selecting a chair for each meeting. At the choice of the trustee(s), Division administration or a trustee shall chair the meeting until a chair is chosen.
- 2.2.22.3.6** The general purpose of the ward council meeting is to:
- 2.2.2.12.3.6.1** Hear from communities through their school council representatives.
- 2.2.2.22.3.6.2** Enable the ward council to advise the board respecting any matter relating to the board's strategic direction and policy in the ward.
- 2.2.2.32.3.6.3** Discuss and share ideas on strategic direction of NSD and increasing student success.
- 2.2.2.42.3.6.4** Share information between communities.
- 2.2.2.52.3.6.5** Discuss general operational bouquets and concerns.
- 2.2.2.6** ~~Ensure the opportunity to provide input into the Board's strategic direction is provided within the 12-month period immediately following each general election.~~

2.32.4 Honoraria and Expenses:

- 2.3.12.4.1** ~~Travel and other expenses, if required, shall~~ **will** be paid as per Board Policy 7 Appendix A, Schedule of Rates, ~~to each person attending a ward council meeting for Area Ward Council meetings and Northland Ward Council meetings.~~
- 2.3.22.4.2** ~~If the Board designates an Elder(s) for a ward council meeting by motion, the Elder(s) shall receive honoraria and travel expenses in accordance with Board Policy 7, Appendix A Schedule of Rates. No member of a ward council shall receive any remuneration/honoraria, other than an appointed Elder(s), for acting as a member of a ward council (Northland School Act).~~
- 2.3.3** ~~No member of a ward council shall receive any remuneration, other than an appointed Elder(s), for acting as a member of the ward council (Northland School Act). The Board shall be responsible for appointing Elder(s), if any, by motion to a ward council meeting.~~

~~2.3.4 Division administration will facilitate setting the agenda in consultation with the trustee(s), school council reps and principal(s). A Board Appointed Elder(s) shall receive honoraria and travel expenses in accordance with Board Policy 7 Appendix A Schedule of Rates.~~

~~2.3.5 The ward council shall determine the process for selecting a chair annually. The Superintendent, or designate, shall chair the meeting until a chair is chosen.~~

3. Council of School Councils (COSC)

3.1 Membership:

3.1.1 Each school council may send one representative as chose by the school council.

3.1.2 If a school does not have a school council than a representative shall be selected from the principal's advisory committee, by that committee.

3.2 Meetings:

3.2.1 Shall meet annually with the Board in conjunction with the ward council meeting.

3.2.2 The general purpose of the COSC meeting shall be to:

3.2.2.1 Ensure the opportunity is provided for input into the Board's strategic direction is provided within the 12-month period immediately following each general election.

3.2.2.2 Enable all communities to hear from each other and share information and ideas with the Board.

3.2.2.3 Discuss and share ideas on strategic direction of NSD and increasing student success.

3.2.2.4 Discuss general operational bouquets and concerns.

3.3 Honoraria and Expenses:

3.3.1 Travel and other expenses, if required, shall be paid as per Board Policy 7 Appendix A, Schedule of Rates, to each representative attending a COSC meeting.

3.3.2 No representative at the COSC shall receive any remuneration for acting as a representative to the COSC meeting.

3.3.3 Division administration will facilitate setting the agenda in consultation with the Board Chair.

Legal Reference: Section 20, 43.1 60, 62 School Act
Northland School Division Act
Freedom Information and Protection of Privacy Act
Policy 21, Appendix A School Council Conflict Resolution
AP 159 – Community Engagement

Policy 21 – Appendix A

SCHOOL COUNCIL CONFLICT RESOLUTION

A board shall establish an appeal process or conflict resolution procedure under which the principal or the school council may apply respecting disputes on policies proposed or adopted for a school.

Procedures

1. It is expected conflicts will be avoided by keeping the focus on what is best for students and working through consensus, with each school council member, the principal and school staff agreeing to always conduct themselves in a respectful and collaborative manner.
2. Should a situation arise whereby the school council and principal cannot resolve a conflict through discussion at a school council meeting they shall first seek resolution through conciliatory measures such as:
 - 2.1 Principal and school council chair sit down together to discuss the situation and attempt to find a resolve. If a resolution is agreed upon then they should present it to the school council together and get consensus on the solution.
 - 2.2 Principal and school council chair agree to seek the advice of an Elder. Protocol of the area should be used in asking an Elder for advice.
 - 2.2.1 May want to ask the Elder to provide advice to the school council and principal as a whole or to the principal and school council chair separately.
 - 2.2.2 Consensus should be reached by the school council and principal on implementing the Elder's advice.
 - 2.3 Other methods identified by the community.
3. If conciliatory measures to resolve a conflict are not successful the school council chair or principals shall contact the associate superintendent of their area and request a meeting, including the principal and school council chair.
 - 3.1 The associate superintendent will hear the concern and determine a process for resolution in consultation with the Superintendent.
 - 3.2 If after implementation of the process outlined by the Associate Superintendent and Superintendent the conflict is still not resolved then the school council chair or principal shall appeal to the Board of Trustees.
4. The school council chair, principal or Superintendent may start the process of an appeal to the Board on behalf of the parties.
 - 4.1 The appeal must be in the form of a letter that outlines the conflict, steps to resolve and the preferred resolution of the principal and school council.
 - 4.2 All parties will be informed that the decision of the Board is final, prior to the appeal proceeding.
 - 4.3 The hearing of the appeal must be scheduled within thirty (30) days of the letter being received.

5. At the special meeting of the Board, the Board Chair shall indicate, at the commencement of the meeting, the nature of the business to be transacted and that the conflict shall be heard in an in-camera session of the special meeting.

The Board Chair shall ensure fairness in dealing with the conflict by adhering to the following procedures and outlining them to all parties at the beginning of the meeting:

- 5.1 The appeal will be heard in-camera with school council representative(s), the principal and associate/Superintendent in attendance.
- 5.2 The appeal hearing will be conducted in accordance with the following guidelines:
- 5.2.1 The Board Chair will outline the purpose of the hearing which is to provide:
- 5.2.1.1 An opportunity for the parties to make representation in support of their respective positions to the Board. The information presented may include both written and verbal communications;
- 5.2.1.1 The Board with the means to receive information and to review the facts of the conflict;
- 5.2.1.1 A process through which the Board can reach a fair and impartial decision.
- 5.2.2 Notes of the proceedings will be recorded for the purpose of the Board's records.
- 5.2.3 The Superintendent and/or staff will explain the decision and give reasons for the decision.
- 5.2.4 The school council representative will present their position on the conflict and their preferred resolution.
- 5.2.5 The principal will present their position on the conflict and their preferred resolution.
- 5.2.6 Board members will have the opportunity to ask questions or clarification from both parties.
- 5.2.7 No cross-examination of the parties shall be allowed:
- 5.2.7.1 Questions may be directed to the other party through the Board Chair with the permission of the Board Chair.
- 5.2.7.2 The Board may ask questions of the parties to help their understanding of the conflict.
- 5.2.7.3 The Board Chair may facilitate more discussion if it is felt that will assist the Board in resolution or understanding of the conflict.
- 5.2.8 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 legal counsel in attendance.
- 5.2.9 If the Board requires additional information or clarification in order to make its decision, all parties to the appeal will be requested to return to the hearing for the required additional information.
- 5.2.10 The Board decision and the reasons for the decision will be communicated to everyone once a decision has been reached.

- 5.2.10.1 If a decision is not reached immediately following the hearing then it shall be communicated and confirmed in writing following the hearing.
 - 5.2.10.2 Included in the communication to all parties shall be information that the decision of the Board is final.
 - 5.2.11 Public disclosure of the complaint and any resulting decision taken by the Board may be disclosed by the Board Chair only at the direction of the Board, following the disposition of the complaint by the Board at an appeal hearing.
6. The Board may request the Minister dissolve a school council without notice at any time if the Minister is of the opinion that the school council is not carrying out its responsibilities in accordance with this Act and the regulations.

Legal Reference: Section 22(8), (9) School Act



NORTHLAND SCHOOL DIVISION NO. 61

ADMINISTRATION RECOMMENDATION TO THE BOARD

TO: THE BOARD OF TRUSTEES
SUBMITTED BY: MADDY DANIELS, BOARD CHAIR
SUBJECT: BOARD CHAIR REPORT
ORIGINATOR:
REFERENCE(S) & ATTACHMENTS: BOARD CHAIR REPORT

DATE: MARCH 22, 2018

RECOMMENDATION:

That the Board of Trustees accept as information, the Board Chair Report as presented and attached.

BACKGROUND:

RISK ANALYSIS:



Board Chair Report

March 22, 2018

March 2018

8	Peace River	Board Agenda Review with Vice-Chair Anderson, trustee Cardinal, Superintendent, Executive Assistant Potts and Executive Secretary Mantai. Meeting with Gord and Executive Assistant Potts Meeting with Executive Secretary Mantai-travel dates/meetings/sign letters/go over correspondence-
9		Athabasca Advocate Interview-Gord and Curtis
14	Peace River	ASBA Zone 1 Meeting
15	Keg River	Special Board Meeting & Dr. Mary Jackson School Community Meeting
19	Edmonton	MSGC meeting with President Gerald Cunningham, Dot Anderson, Randy Anderson, Karen Telford/ Treaty 8 Meeting with Kaia Lamothe
22	Calling Lake	Corporate Board meeting at Calling Lake School
28	Edmonton	Meeting with Lorraine Cardinal-Roy (PSBAA Presentation) Meeting with Minister Eggen with trustees, Silas Yellowknee, Loretta Gladue, Associate Superintendent, Shelley Willier and Board Advisor, Lois Byers.

Upcoming Dates Scheduled

April 4	Board Agenda Review (Trustees Anderson & Yellowknee)
April 5	San Antonio Texas – NASBA Conference with Trustee Gladue and Superintendent Atkinson
April 12-14	Edmonton – PSBC Meeting and Conference
April 19	Edmonton – Supper meeting with Edmonton Public School Board (all trustees)
April 20	Edmonton – Council of School Council/Ward Council meeting and Corporate Board Meeting (all trustees)
April 21	Edmonton – ASCA Meeting (all trustees)

BOARD OF TRUSTEES

WARD 1
CHAIR
MADDY DANIELS

WARD 2
CATHY WANYANDIE

WARD 3
VICE-CHAIR
RANDY ANDERSON

WARD 4
JESSE LAMOUCHE

WARD 5
LOUIS CARDINAL

WARD 6
SILAS YELLOWKNEE

WARD 7
ROBIN GUILD

WARD 8
LORETTA GLADUE

WARD 9
RUBI SAKESKANIP

WARD 10
JULES NOKOHO

WARD 11
KAREN TELFORD

Trustee Calendar

Apr 2018 (Mountain Time - Edmonton)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
		Trustee Expense	Board Agenda	NASBA San Antonio Texas Conference (Maddy & Loretta)	AP Cheque Run	
8	9	10	11	12	13	14
NASBA San Antonio Texas Conference				Public School Board Council Meeting - Edmonton @ DoubleTree by	Trustee Expense	
15	16	17	18	19	20	21
			AP Cheque Run	5:30pm - Trustee	7:30am - Breakfast 8:30am - Council of 1pm - Corporate	9am - Alberta
22	23	24	25	26	27	28
					CAPSLE Conference - Halifax NS	
					Trustee Expense	
					9:30am - ASBA Zone	
29	30	1	2	3	4	5
CAPSLE Conference - Halifax NS (Maddy/Randy/Jesse/Robin/Rubi/Karen) @ Halifax Marriott						
			AP Cheque Run			

Trustee Calendar

May 2018 (Mountain Time - Edmonton)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
29	30	1	2	3	4	5
CAPSLE Conference - Halifax NS (Maddy/Randy/Jesse/Robin/Rubi/Karen) @ Halifax Marriott						
			AP Cheque Run			
6	7	8	9:30am - ASBA Zone	Board Agenda	Trustee Expense	12
13	14	15	AP Cheque Run			19
20	21	22		8:30am - COTW 9:30am - Corporate	Northland Day - Trustee Expense 1pm - ASBA Zone	26
27	28	29	AP Cheque Run	31	1	2

**TRUSTEE EXPENSE SUMMARY
AS OF FEBRUARY 28, 2018**

	YTD	BUDGET	BUDGET REMAINING	% SPENT
Board Expenses				
Trustee Remuneration	\$62,520.50	\$108,000.00	\$45,479.50	57.89%
Trustee Employee Benefits	\$17,064.30	\$36,000.00	\$18,935.70	47.40%
In-service Board of Trustees	\$54.30	\$60,000.00	\$59,945.70	0.09%
Legal Fees	\$807.72	\$25,000.00	\$24,192.28	3.23%
Professional Services	\$28,809.82	\$60,000.00	\$31,190.18	48.02%
Advertising	\$0.00	\$3,000.00	\$3,000.00	0.00%
ASBA/PSBA Fees	\$34,212.51	\$38,000.00	\$3,787.49	90.03%
Office Supplies	\$1,844.52	\$5,000.00	\$3,155.48	36.89%
Printing and Binding	\$2,051.53	\$3,500.00	\$1,448.47	58.62%
Postage	\$192.27	\$4,000.00	\$3,807.73	4.81%
Travel and Subsistence - Trustees	\$63,802.95	\$40,000.00	-\$23,802.95	159.51%
Insurance (liability)	\$171.65	\$250.00	\$78.35	68.66%
Telephone	\$2,117.97	\$3,000.00	\$882.03	70.60%
Awards	\$2,967.82	\$25,000.00	\$22,032.18	11.87%
Furniture and Equipment	\$0.00	\$1,000.00	\$1,000.00	0.00%
	<u>\$216,617.86</u>	<u>\$411,750.00</u>	<u>\$195,132.14</u>	<u>52.61%</u>
Board Committees				
Travel and Subsistence - Personnel	\$352.76	\$1,000.00	\$647.24	35.28%
NSD Engagement	\$0.00	\$29,000.00	\$29,000.00	0.00%
	<u>\$352.76</u>	<u>\$30,000.00</u>	<u>\$29,647.24</u>	<u>1.18%</u>
TOTALS	\$216,970.62	\$441,750.00	\$224,779.38	49.12%
TO BE EXPENSED:				
November training	\$16,000.00			
January board meeting	\$12,000.00			
February board meeting	\$21,000.00			
TOTALS	\$265,970.62	\$441,750.00	\$175,779.38	60.21%
PROFESSIONAL DEVELOPMENT				
NASBA (Texas in April) 2	\$10,287.84			
CAPSLE (Halifax in April) 6	\$25,572.12			
CSBA (Halifax in July) 11	\$17,379.96	net ASBA request		
PSBAA/ASBA (June in Edmonton)	\$41,580.00			
BOARD MEETINGS				
Five remaining @ \$20,000/meeting	<u>\$100,000.00</u>			
TOTALS	\$460,790.54	\$441,750.00	-\$19,040.54	104.31%

BOARD OF TRUSTEES

WARD A Cheryl Johner
WARD B Michelle Draper
WARD C Shelagh Dunn
WARD D Trisha Estabrooks
WARD E Ken Gibson
WARD F Michael Janz
WARD G Bridget Stirling
WARD H Nathan Ip
WARD I Sherry Adams

SUPERINTENDENT OF SCHOOLS

Darrel Robertson

Centre for Education
1 Kingsway NW
Edmonton AB T5H 4G9

T 780-429-8000
F 780-429-8318
E info@epsb.ca

February 23, 2018

Ms. Maddy Daniels
Board Chair
Northland School Division Board of Trustees
P.O. Bag 1400
9809-77th Avenue
Peace River, AB T8S 1V2

Via email: ward1@nsd61.ca

Dear Ms. Daniels,

It was a pleasure to meet you at the PSBAA Governance Seminar earlier this month. I want to follow up on our conversation about connecting our Boards by extending an invitation to host you and your fellow Trustees for a lunch or supper meeting with our Board.

I recognize that the travel required between our locations makes the timing of such a meeting a bit more challenging, so we will work to accommodate your schedules. Please let me know what timing would work best for your group.

We are looking forward to sharing a meal and ideas with you, and having a chance to get better acquainted.

Sincerely,

Michelle Draper, Board Chair
Edmonton Public Schools

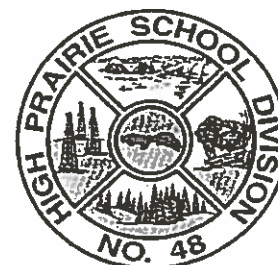
MD:km

**FILED IN
DOGUSHARE**

**RECEIVED
MAR 02 2018**

HIGH PRAIRIE SCHOOL DIVISION NO. 48

Box 870, High Prairie, Alberta T0G 1E0
 Phone 780-523-3337, Fax 780-523-4639 Toll Free 877-523-3337 (in Alberta only)
 www.hpsd48.ab.ca



February 27, 2018

Ms. Mary Martin, President
 Alberta School Board Association
 Suite 1200, 9925-109 Street
 Edmonton, AB T5K 2J8

Dear President Martin,

Re: Comparative Analysis Superintendent Salaries

At the High Prairie School Division No. 48 Regular Board meeting on February 21, 2018 the ASBA report Comparative Analysis Superintendent Salaries was discussed. As a result, please see the following motion:

Resolution No. BD20180221.1005 - Moved by Joyce Dvornek

That High Prairie School Division write a letter to Alberta School Board Association expressing concerns with the process and content of the ASBA Superintendent Salary Comparative Analysis Report, with a cc to all Board Chairs, Zone Chairs, the Association of School Business Officials of Alberta, the College of Alberta School Superintendents and the Alberta School Council Association.

Therefore, I am writing to you today with the following questions:

1. Who gave the ASBA Executive the direction to commission this report?
2. What was the purpose of the report?
3. What is the intended outcome of this report now that it has been completed and communicated to the press?

Additionally, our Board is concerned about the process ASBA used to inform the membership about the report. We learned of this report at the same time it was given to the press. We had no time to inform ASBA that it was incorrect on several levels. We do know what our Superintendent makes; we do negotiate her contract and are very aware of the contents therein. To suggest that we do not know, or are incapable of looking after our division's fiduciary responsibilities is grossly incorrect.

A revised version of the report was prepared to rectify the issue of misinformation. However, again, you did not reach out to the school boards to clarify information and your updated report remains riddled with incorrect data, information and innuendoes. You have done damage to the trust and reputation of locally elected school trustees. This needs to be addressed.

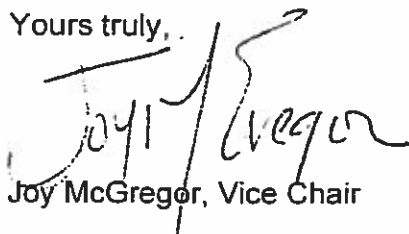
**FILED IN
 DOCUSHARE**

Vision: We inspire, lead and achieve to the highest level.

**RECEIVED
 MAR 02 2018**

This Board has taken exception to other organizations who produce reports and share the results with the Deputy Minister, Minister and the press before letting the locally elected trustees know of the report, or have an opportunity to provide feedback. To have ASBA do this to trustees is disheartening. ASBA should be the organization that supports locally elected school boards. Yet this report and the media attention it has brought has diminished public trust and the respect of locally elected trustees.

Yours truly, .

A handwritten signature in black ink that reads "Joy McGregor". The signature is written in a cursive style with a large, sweeping flourish at the end.

Joy McGregor, Vice Chair

Cc: Association of School Business Officials of Alberta
Alberta School Council Association
College of Alberta School Superintendents
Alberta School Board Chairs
Alberta School Board Association Zone Chairs



March 2, 2018

Hon. David Eggen
Minister of Education
Alberta Education
228 Legislature Building
10800 – 97 Avenue
Edmonton, AB
T5K 2B6

Dear Honorable Eggen:

Re: Support for Mistassiniy School Modernization

On February 13, 2018 Gord Atkinson - Superintendent of Schools, Trudy Rasmuson – Secretary-Treasurer, trustees Silas Yellowknee from Ward 6 (Desmarais) and Robin Guild from Ward 7 (Wabasca) met to discuss the modernization of Mistassiniy School.

At the February 23, 2018 Corporate Board meeting, the Board of Trustees passed the following motion:

MISTASSINIY MODERNIZATION 24563/18 Trustee Yellowknee moved that the Board of Trustees move to support the modernization of Mistassiniy School and that a letter outlining the support be sent to the Minister for the project to be started as soon as possible.

11-0
CARRIED

We are hereby requesting that the Ministry move forward with support for this project as referred to in 'Option 2' in the attached June 29, 2016 Mistassiniy School Draft Value Scoping Report.

Yours truly,

Maddy Daniels
Board Chair, Ward 1
Northland School Division No. 61

MD/mm

cc: Silas Yellowknee, Trustee Ward 6
Robin Guild, Trustee Ward 7
Loretta Gladue, Trustee Ward 8
Gord Atkinson, Superintendent of Schools
Trudy Rasmuson, Secretary-Treasurer

Attachment (1)



March 2, 2018

Hon. David Eggen
Minister of Education
Alberta Education
228 Legislature Building
10800 – 97 Avenue
Edmonton, AB
T5K 2B6

Dear Minister Eggen:

Re: Meeting to discuss the Statement of Claim Filed by Bigstone Cree Nation

On behalf of the Board of Trustees, I am writing to request a meeting with you at your office in Edmonton to discuss the Statement of Claim Bigstone Cree Nation filed against the Federal and Provincial government on February 28, 2018.

It is important for the Board, to understand the potential implications that this claim may have for Northland School Division.

Gord Atkinson, Superintendent of Schools, Lois Byers, Board Advisor and two or three trustees will accompany me to this meeting. I also ask that the appropriate Ministry staff be in attendance as well.

Please confirm with Melanie Mantai Executive Secretary by email at: melanie.mantai@nsd61.ca or by phone at (780) 624-2060 ext. 6104, if your schedule allows for you to meet with us.

Thank you for your attention to this very important matter.

Yours truly,

A handwritten signature in black ink, appearing to read "Maddy Daniels", is written over a circular stamp.

Maddy Daniels
Board Chair
Northland School Division No. 61

MD/mm

cc: Northland Board of Trustees
Gord Atkinson, Superintendent of Schools
Lois Byers, Board Advisor



March 3, 2018

Ms. Michelle Draper
Board Chair
Edmonton Public Schools
Centre for Education
1 Kingsway NW
Edmonton, Alberta T5H 4G9

Dear Ms. Draper,

It was a pleasure to meet you as well, and thank you for your invitation to host our Board for a meeting and meal. We would like to meet and discuss the mutual opportunities for cooperation and school board work with Edmonton Public Schools.

The evening of Thursday, April 19, 2018, would be the best date for a get-together as it is the evening before our Board Meeting. We would also like to bring our Superintendent of Schools Gord Atkinson to the meeting.

We are looking forward to meeting with your Board to discuss ideas that support collaboration, staff and student achievement

Please confirm with Melanie Mantai Executive Secretary by email at: melanie.mantai@nsd61.ca or by phone at (780) 624-2060 ext. 6104, if your schedule allows for you to meet with us.

Yours truly,

A handwritten signature in black ink, appearing to read "Maddy Daniels", is written over a circular stamp.

Maddy Daniels
Board Chair
Northland School Division No. 61

MD/caw

cc: Gord Atkinson, Superintendent of Schools



March 6, 2018

Copy sent via email: president@albertaschoolcouncils.ca

**Ms. Allison Pike
President
Alberta School Councils' Association
#1200, 9925 – 109 Street
Edmonton, AB
T5K 2J8**

Dear Ms. Pike,

On behalf of the Board of Trustees, I am writing to invite you to participate in our upcoming Council of School Council and Ward Council meetings to be held in April 2018. These meetings are an opportunity to welcome and encourage the participation of our partners in education in our schools.

These meetings will be held on Friday, April 20, 2018 from 8:00 a.m. – 12:00 p.m. (including breakfast and lunch) in the Palm Room at the Radisson Hotel Edmonton South located at 4440 Gateway Boulevard in Edmonton, Alberta.

We are looking forward to the opportunity to meet with you and with it being the first Council of School Council and Ward Council meetings for Northland, it would be an honor for you to be a part of them.

If you are able to attend, please confirm with Melanie Mantai Executive Secretary by email at: melanie.mantai@nsd61.ca or by phone at (780) 624-2060 ext. 6104.

Yours truly,

A handwritten signature in black ink, appearing to read "Maddy Daniels", is written over a circular stamp or seal.

**Maddy Daniels
Board Chair
Northland School Division No. 61**

MD/mm

cc: Gord Atkinson, Superintendent of Schools



March 6, 2018

Copy sent via email: edmonton.glenora@assembly.ab.ca

Honourable Sarah Hoffman
Deputy Premier
Government of Alberta
423 Legislature Building
10800 - 97 Avenue
Edmonton, AB
T5K 2B6

Dear Honourable Hoffman:

It was a pleasure for myself and Karen Telford, Trustee for Ward 11 to meet with you after the panel discussion at the Alberta Rural Education Symposium earlier this month. At that time you had made mention that you would be interested in attending our next Board meeting to further discuss health concerns particular to our district.

On behalf of the Board, I would like to invite you to attend our Corporate Board meeting on Friday, April 20 at 1:00 p.m., this will be during the Committee of the Whole Meeting so that we can have more of an open discussion. The meeting will be held in the Palm Room at the Radisson Hotel Edmonton South located at 4440 Gateway Boulevard in Edmonton, Alberta.

If you are able to attend, please confirm with Melanie Mantai Executive Secretary by email at: melanie.mantai@nsd61.ca or by phone at (780) 624-2060 ext. 6104.

Yours truly,

A handwritten signature in black ink, appearing to read "Maddy Daniels", is written over a circular stamp or seal.

Maddy Daniels
Board Chair
Northland School Division No. 61

MD/mm

cc: Gord Atkinson, Superintendent of Schools



March 8, 2018

Copy sent via email: bsayers@msgc.ca

Mr. Gerald Cunningham
President
Metis Settlements General Council
101, 10335 – 172 Street NW
Edmonton, AB
T5S 1K9

Dear Mr. Cunningham,

On behalf of the Board of Trustees, I am writing to request an opportunity for myself and Board Representatives, Karen Telford Trustee for Ward 11 and Randy Anderson Vice-Chair and Trustee for Ward 3 to meet with you at your earliest convenience.

As part of our mandate as set by the Northland Act, 'the Board shall establish a formal engagement process for engaging with our partners'. The Board recognizes that Metis Settlements General Council is a key partner of Northland School Division. We hope that this meeting would provide an opportunity for us to meet face to face and discuss how we can work together to welcome and encourage the participation of our partners in education in our schools.

If you are able to meet with us, please provide possible meeting dates with Melanie Mantai Executive Secretary by email at: melanie.mantai@nsd61.ca or by phone at (780) 624-2060 ext. 6104 so arrangements can be made.

Again, we look forward to the opportunity for partnership in education.

Yours truly,

Maddy Daniels
Board Chair
Northland School Division No. 61

MD/mm

cc: Gord Atkinson, Superintendent of Schools
Karen Telford, Trustee Ward 11
Randy Anderson, Board Vice-Chair Ward 3



March 8, 2018

Copy sent via email: darlenep@treaty8.org

Chair Rupert Meneen
Grand Chief
Treaty 8 First Nation of Alberta
101, 10335 – 172 Street NW
Edmonton, AB
T5S 1K9

Dear Grand Chief Meneen,

On behalf of the Board of Trustees, I am writing to request an opportunity for myself and the following Board Representatives, Rubi Sakesanip Trustee for Ward 9 and Loretta Gladue Trustee for Ward 8 to meet with you at your earliest convenience.

As part of our mandate as set by the Northland Act, 'the Board shall establish a formal engagement process for engaging with our partners'. The Board recognizes that Treaty 8 First Nation of Alberta is a key partner of Northland School Division. We hope that this meeting would provide an opportunity for us to meet face to face and discuss how we can work together to welcome and encourage the participation of our partners in education in our schools.

If you are able to meet with us, please provide possible meeting dates with Melanie Mantai Executive Secretary by email at: melanie.mantai@nsd61.ca or by phone at (780) 624-2060 ext. 6104 so arrangements can be made.

Again, we look forward to the opportunity for partnership in education.

Yours truly,

Maddy Daniels
Board Chair
Northland School Division No. 61

MD/mm

cc: Gord Atkinson, Superintendent of Schools
Rubi Sakeskanip, Trustee Ward 9
Loretta Gladue, Trustee Ward 8



March 12, 2018

Copy sent via email: pattydittrick@gmail.com

Ms. Patty Dittrick
Professional Development Consultant
Public School Boards' Association of Alberta
#12, 10227 – 118 Street
Edmonton, Alberta T5K 2V4

Dear Ms. Dittrick,

Re: PSBAA Spring General Assembly Request

Thank you so much for the invitation to present and sit on the discussion panel at this year's PSBAA Spring General Assembly. It would be my pleasure to both facilitate the June 2 "Building Block" workshops and to sit on the June 2 Discussion Panel.

I have asked Lorraine Cardinal-Roy who is our Director of First Nations, Métis and Inuit Learner Success to co-facilitate the workshop with me and she has accepted. Together we would be very pleased to present this 45 minute workshop with you.

On behalf of the Board of Trustees, I look forward to this opportunity for partnership with PSBAA, to provide excellent educational strategies for all students.

Yours truly,

Maddy Daniels
Board Chair
Northland School Division No. 61

MD/mm

cc: Gord Atkinson, Superintendent of Schools



Peace River School Division

Board of Trustees

Chairman

Darren Kuester

Vice Chairman

Delainah Velichka

Trustees

Christopher Schneider

Crystal Owens

Fred Churchman

Lori Leitch

Robyn Robertson

Superintendent of Schools

Paul Bennett

Deputy Superintendent

Karen Penney

Assistant Superintendent

Wilma Gurtler

Secretary-Treasurer

Rhonda Freeman

March 15, 2018

Ms. Mary Martin, President
 Alberta School Board Association
 Suite 1200, 9925 – 109 Street
 Edmonton, AB. T5K 2J8

Dear President Martin:

I would like to share with you two concerns from the Peace River School Division Board of Trustees.

Firstly, the recent Superintendent Salary Comparative Analysis report causes us grave concerns about the way this report was presented. I would like to ask if the Board of Directors commissioned this report and set the objectives as stated in the report? If so, what directive exists that would allocate funds to this project as it is very different from the regular comparison report we have had in the past? Further, the report appears to be very damaging to the First Team concept that we have worked hard to establish and fear it has also damaged the credibility of all School Boards. As many school boards have Superintendents that earn little more than School Principals, the report tends to paint all Superintendents and boards with the same brush. We also question why the report was released to the public before we had a chance to share our concerns at the zone level. We would have preferred the ASBA Board of Directors received this report in camera and shared it with zones for feedback before going public. Understand that we have always been transparent with our Superintendent's compensation as have all boards by publishing the salary in the Audited Financial Statements. Yet this report implies all boards have been hiding something.

Our second concern stems from the decision made by ASBA to drop legal services as of March 16, 2018. We are wondering who made that decision and what the cost increase will be for the board.

.../2

We believe that both matters stated above are in contravention of ASBA's mission:
"Leading the betterment of education by serving locally-elected school boards in their role
of establishing the conditions for student success".

In consideration of the above decisions, we are very concerned for the future of ASBA
and boards in general. Your feedback on our comments and concerns outlined above is
appreciated.

Sincerely,



Darren Kuester
Board Chair

cc: Board Chairs
Peace River School Division Board of Trustees
Paul Bennett, Peace River School Division, Superintendent
Tammy Henkel, Chair, Zone 1



NORTHLAND SCHOOL DIVISION NO. 61

ADMINISTRATION RECOMMENDATION TO THE BOARD

TO: THE BOARD OF TRUSTEES **DATE:** MARCH 22, 2018

SUBMITTED BY: GORD ATKINSON, SUPERINTENDENT OF SCHOOLS

SUBJECT: SUPERINTENDENT REPORT

ORIGINATOR:

REFERENCE(S) & ATTACHMENTS: SUPERINTENDENT REPORT

RECOMMENDATION:

THAT the Board of Trustees accept as information the Superintendent Report as presented and attached.

BACKGROUND:

RISK ANALYSIS:



Superintendent's Report

March 22, 2018

Language Instructors Workshop	February 26, 2018
Language Instructors across the division met in Edmonton to learn about Long Range Planning, the Google Suite, and Canadian Indigenous Languages and Literacy Development Institute (CILLDI).	
Teleconference Meeting of Alberta Superintendents	February 27, 2018
Discussed ASBA's report of Alberta Superintendent salaries, the timeline of events, comparative compensation with other Ministries, and responses by individual school boards.	
Review of Changes to Employment Standards	February 28, 2018
Associate Superintendent of Human Resources gave an overview to Central Office on the new changes to employment standards.	
Attendance Meeting with Alberta Education	March 1, 2018
Meeting to finalize Northland School Divisions Attendance Improvement Operation plan.	
Alberta Labour Relations Board Meeting	March 2, 2018
Meeting with Alberta Teacher Employer Bargaining Association (TEBA), the Alberta Labour Relations Board, and the Alberta Teachers Association.	
Renewing Our Spirit Conference Meeting	March 3, 2018
Met with representative from Wabasca regarding potential partnership for the Renewing Our Spirit Conference in Wabasca August, 2018.	
Alberta Rural Education Symposium	March 4 - 6, 2018
The theme of ARES 2018 was, "Building Healthy Rural Communities". Many rural areas experience challenges in securing supports and there are countless stories about how services like mental health are very difficult to find in many rural communities.	
OH&S Meeting	March 7, 2018
Meeting with NSD's OH&S Committee. Topics included Public School Works, travelling after hours, and having school outside doors locked.	

Meeting with Alberta Education Re: Bill 24	March 12, 2018
Met regarding policies that meet the requirements of Bill 24 and what needs to be reviewed and revised in current policies and procedures.	
Health Promotion Meeting with Alberta Health Services	March 19, 2018
Topics discussed included orientation to the services the AHS Health Promotion offers NSD, staff wellness conversation, and student supports.	
Meeting with Alberta School Employee Benefit Plan (ASEBP) Health Promotion Services	March 21, 2018
Met regarding supports ASEBP can provide for employee wellness.	

Committed Dates

Connor's Corner	March 24, 2018
Students from Pelican Mountain School, Chipewyan Lake School, and Conklin Community School are attending the Oilers game from Connor's Corner, a theatre box behind the Oilers net. This is sponsored by Canadian Tire and the Edmonton Oilers.	
Meeting with Alberta Education Re: Attendance Update	March 26, 2018
Meeting with Alberta Education to go over any updates to the 'Every Day Counts' Attendance Improvement Initiative.	
National School Boards Association Conference	April 6 - 9, 2018
The annual conference will focus on advocacy, governance and executive leadership, innovations in district management, master class, and new school board members workshops.	

February 2018 Division Attendance by School

	95-100%	90-94 %	80-89%	70-79%	60-69%	50-59%	Below 50%	Total
Anzac Community School	30 (34%)	16 (18%)	15 (17)	6 (7%)	11 (13%)	4 (5%)	5 (6%)	87
ADCS	41 (18%)	31 (14%)	31 (14%)	40 (18%)	16 (7%)	25 (11%)	39 (17%)	223
Bill Woodward School	35 (31%)	23 (20%)	18 (1%)	16 (14%)	11 (10%)	6 (5%)	4 (4%)	113
Bishop Routhier School	30 (40%)	1 (1%)	13 (17%)	12 (16%)	8 (11%)	6 (8%)	5 (7%)	75
Calling Lake School	28 (26%)	15 (14%)	22 (20%)	9 (8%)	13 (12%)	7 (6%)	15 (14%)	109
Chipewyan Lake School	0 (0%)	0 (0%)	3 (17%)	3 (17%)	6 (33%)	5 (28%)	1 (6%)	18
Conklin Community School	14 (50%)	0 (0%)	6 (21%)	3 (11%)	4 (14%)	1 (4%)	0 (0%)	28
Dr. Mary Jackson School	4 (20%)	5 (25%)	2 (10%)	4 (20%)	4 (20%)	1 (5%)	0 (0%)	20
Elizabeth School	61 (49%)	0 (0%)	37 (30%)	16 (13%)	7 (6%)	2 (2%)	2 (2%)	125
Father R. Perin School	27 (35%)	0 (0%)	22 (28%)	9 (12%)	9 (12%)	4 (5%)	7 (9%)	78
Fort McKay School	25 (32%)	15 (19%)	23 (29%)	4 (5%)	7 (9%)	0 (0%)	5 (6%)	79
Gift Lake School	39 (24%)	27 (16%)	23 (14%)	31 (19%)	10 (6%)	14 (8%)	21 (13%)	165
Grouard Northland School	39 (51%)	0 (0%)	10 (13%)	17 (22%)	8 (10%)	2 (3%)	1 (1%)	77
Hillview School	1 (7%)	0 (0%)	4 (29%)	4 (29%)	3 (21%)	1 (7%)	1 (7%)	14
JF Dion School	30 (34%)	15 (17%)	23 (26%)	8 (9%)	10 (11%)	0 (0%)	1 (1%)	87
Kateri School	42 (45%)	0 (0%)	26 (28%)	12 (13%)	4 (4%)	6 (6%)	3 (3%)	93
Little Buffalo School	36 (19%)	16 (9%)	38 (20%)	17 (9%)	27 (14%)	9 (5%)	44 (24%)	187
Mistassiniy School	56 (19%)	34 (12%)	75 (26%)	24 (8%)	36 (12%)	28 (10%)	39 (13%)	292
Paddle Prairie School	37 (32%)	25 (22%)	16 (14%)	21 (18%)	6 (5%)	5 (4%)	5 (4%)	115
Peerless Lake School	22 (22%)	19 (19%)	31 (30%)	12 (12%)	5 (5%)	6 (6%)	7 (7%)	102
Pelican Mountain School	8 (50%)	0 (0%)	2 (13%)	2 (13%)	1 (6%)	2 (13%)	1 (6%)	16
St. Theresa School	143 (42%)	1 (0%)	110 (32%)	45 (13%)	26 (8%)	12 (4%)	6 (2%)	343
Susa Creek School	16 (40%)	9 (23%)	11 (28%)	1 (3%)	2 (5%)	1 (3%)	0 (0%)	40

	95-100%	90-94 %	80-89%	70-79%	60-69%	50-59%	Below 50%	Total
Career Pathways School	2 (3%)	1 (2%)	3 (5%)	3 (5%)	5 (8%)	8 (13%)	42 (66%)	64

*Does not include Calling Lake Outreach

DIVISION ATTENDANCE FEBRUARY 2018

	95% - 100%	90% - 94%	80% - 89%	70% - 79%	60% - 69%	50% - 59%	Below 50%	Total
ECS	77	24	73	35	32	16	31	288
Gr. 1	74	14	59	49	27	12	25	260
Gr. 2	67	20	54	34	18	4	15	212
Gr. 3	77	26	54	21	24	18	12	232
Gr. 4	76	18	50	31	17	12	11	215
Gr. 5	93	22	61	24	20	9	6	235
Gr. 6	79	19	42	29	15	10	12	206
Gr. 7	56	25	38	18	12	21	11	181
Gr. 8	41	18	37	21	14	15	20	166
Gr. 9	25	20	38	19	18	16	32	168
Gr. 10	39	19	22	16	11	7	12	126
Gr. 11	35	14	12	10	17	3	14	105
Gr. 12	25	13	21	9	9	4	11	92
Student Totals	764	252	561	316	234	147	212	2486

*Does not include Outreach Schools

2014/15 - 2017/18 Division Attendance

	95-100%	90-94 %	80-89%	70-79%	60-69%	50-59%	Below 50%	Total
September 2014	1347 (48%)	347 (12%)	470 (17%)	272 (10%)	149 (5%)	82 (3%)	146 (5%)	2807
September 2015	1445 (52%)	305 (11%)	450 (16%)	249 (9%)	127 (5%)	79 (3%)	116 (4%)	2771
September 2016	1169 (45%)	465 (18%)	468 (18%)	214 (8%)	113 (4%)	76 (3%)	85 (3%)	2590
September 2017	1016 (40%)	396 (16%)	568 (22%)	242 (10%)	117 (5%)	97 (4%)	93 (4%)	2529
October 2014	1168 (42%)	390 (14%)	496 (18%)	294 (10%)	170 (6%)	84 (3%)	204 (7%)	2806
October 2015	1229 (45%)	245 (9%)	516 (19%)	287 (10%)	152 (6%)	101 (4%)	228 (8%)	2758
October 2016	954 (37%)	416 (16%)	594 (23%)	259 (10%)	143 (6%)	84 (3%)	130 (5%)	2580
October 2017	1204 (48%)	260 (10%)	444 (18%)	255 (10%)	115 (5%)	71 (3%)	154 (6%)	2503
November 2014	793 (28%)	456 (16%)	579 (21%)	316 (11%)	235 (8%)	133 (5%)	271 (10%)	2783
November 2015	873 (32%)	399 (14%)	603 (22%)	303 (11%)	184 (7%)	121 (4%)	270 (10%)	2753
November 2016	955 (37%)	348 (14%)	522 (20%)	309 (12%)	173 (7%)	93 (4%)	172 (7%)	2572
November 2017	820 (33%)	168 (7%)	580 (23%)	380 (15%)	197 (8%)	116 (5%)	227 (9%)	2488
December 2014	596 (21%)	439 (16%)	531 (19%)	355 (13%)	290 (10%)	161 (6%)	426 (15%)	2798
December 2015	895 (32%)	396 (14%)	478 (17%)	362 (13%)	212 (8%)	129 (5%)	283 (10%)	2755
December 2016	653 (25%)	362 (14%)	464 (18%)	327 (13%)	265 (10%)	164 (6%)	337 (13%)	2572
December 2017	562 (23%)	485 (19%)	433 (17%)	287 (12%)	293 (12%)	126 (5%)	309 (12%)	2495
January 2015	902 (32%)	223 (8%)	529 (19%)	372 (13%)	249 (9%)	173 (6%)	338 (12%)	2798
January 2016	846 (31%)	402 (15%)	554 (20%)	305 (11%)	250 (9%)	128 (5%)	267 (10%)	2752
January 2017	672 (27%)	379 (15%)	528 (21%)	341 (14%)	214 (9%)	135 (5%)	231 (9%)	2500
January 2018	546 (22%)	253 (10%)	637 (26%)	381 (15%)	255 (10%)	145 (6%)	279 (11%)	2496
February 2015	793 (29%)	430 (16%)	536 (19%)	350 (13%)	239 (9%)	174 (6%)	240 (9%)	2762
February 2016	909 (34%)	393 (15%)	527 (20%)	295 (11%)	228 (9%)	114 (4%)	200 (8%)	2666
February 2017	645 (26%)	382 (15%)	530 (21%)	325 (13%)	217 (9%)	177 (7%)	231 (9%)	2507
February 2018	764 (31%)	252 (10%)	561 (23%)	316 (13%)	234 (9%)	147 (6%)	212 (9%)	2486
March 2015	873 (32%)	296 (11%)	569 (21%)	352 (13%)	225 (8%)	146 (5%)	296 (11%)	2557
March 2016	603 (23%)	424 (16%)	577 (22%)	395 (15%)	229 (9%)	178 (7%)	262 (10%)	2665
March 2017	667 (27%)	375 (15%)	455 (18%)	327 (13%)	208 (8%)	182 (7%)	287 (11%)	2501
April 2015	688 (25%)	443 (16%)	598 (22%)	306 (11%)	225 (8%)	152 (6%)	317 (12%)	2729
April 2016	653 (24%)	417 (16%)	573 (21%)	384 (14%)	228 (9%)	176 (7%)	242 (9%)	2673
April 2017	603 (24%)	404 (16%)	507 (20%)	363 (15%)	209 (8%)	154 (6%)	260 (10%)	2500
May 2015	880 (32%)	250 (9%)	542 (20%)	324 (12%)	226 (6%)	162 (6%)	364 (13%)	2748
May 2016	839 (36%)	200 (9%)	440 (19%)	294 (13%)	163 (7%)	103 (4%)	269 (12%)	2308
May 2017	894 (36%)	297 (12%)	470 (19%)	266 (11%)	173 (7%)	121 (5%)	273 (11%)	2494
June 2015	658 (23%)	373 (13%)	571 (20%)	321 (11%)	241 (9%)	171 (6%)	492 (17%)	2817
June 2016	745 (32%)	156 (7%)	388 (17%)	331 (14%)	195 (8%)	148 (6%)	341 (15%)	2304
June 2017	712 (29%)	173 (7%)	507 (20%)	346 (14%)	259 (10%)	167 (7%)	326 (13%)	2490

*Does not include Outreach

*May 2016 and June 2016 do not include Anzac, Bill Woodward, Father R. Perin, or Fort McKay due to Fire Evacuation



*Northland School
Division No. 61*

WE Schools Mid-Year Impact Report
2017/2018

The WE Movement

The WE Movement brings people together and gives them the tools to change the world. Our unique family of organizations, WE Charity, ME to WE Social Enterprise, and WE Day, empowers people at home and around the world.

At the heart of all our work is the belief that when we act together, we change the world. That belief is driving a movement to shift the world from “me” to “we.” It’s a movement that empowers all people to change the world, locally and globally, achieving transformative outcomes for themselves and others.



History of WE

In 1995, at 12 years old, Craig Kielburger told his class about Iqbal Masih, a child labourer who escaped slavery but was murdered after raising his voice. At first, Craig felt powerless against a challenge as massive as child labour. But when he reached out to his classmates, he immediately found allies. Soon, other children joined his cause. What started as a group of twelve 12-year-olds, grew into a movement.

More than two decades later, Craig, his brother Marc, and a devoted team have evolved the group into a powerful movement dedicated to change at home, abroad, and within each and every one of us. This philosophy comes to life for youth through the WE Schools program and WE Day.

What is WE Schools?

THE BIG IDEA

We're reigniting the fundamental purpose of education: moving students to want to learn, preparing them with the life skills to better the world, and empowering them to forge their own paths to success.

WE SCHOOLS IS EXPERIENTIAL SERVICE-LEARNING

Through educational resources and service experiences, youth further their curricular learning and develop the life skills for success. Young people are challenged to research and make an impact on at least one local and one global issue that sparks their passion.

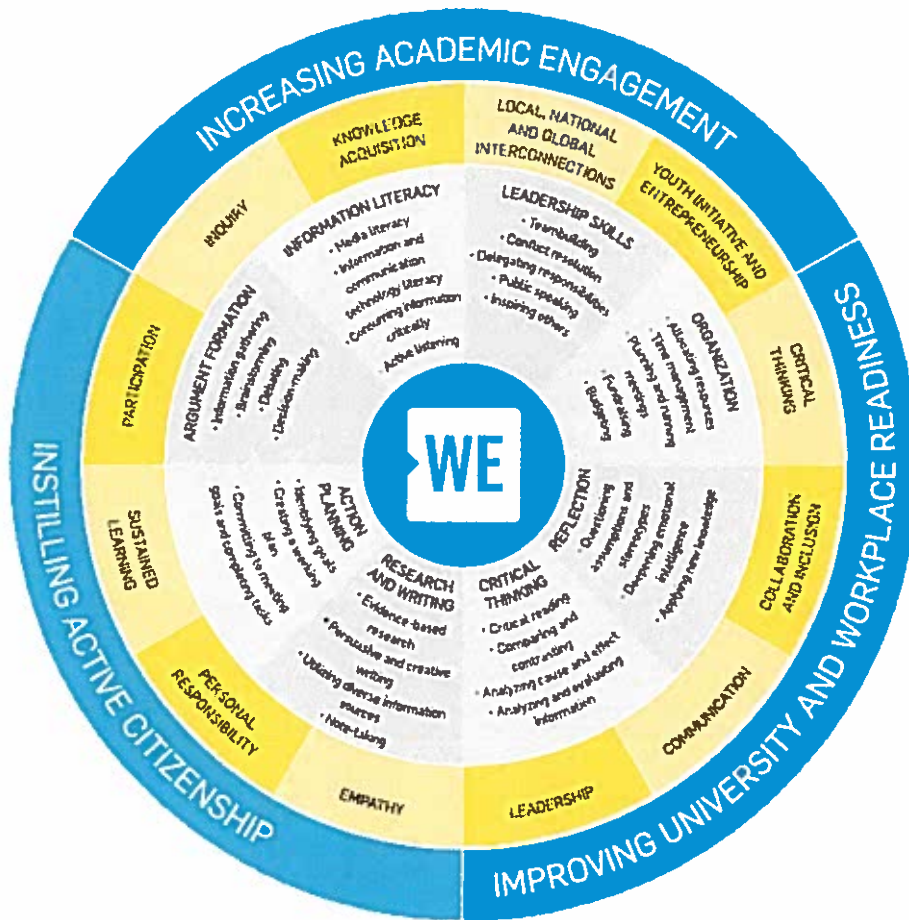
Schools that participate in the WE Schools program receive curricular resources, service campaigns, professional development for educators, and mentorship programs to help students become change-makers.

WE Schools resources are free to schools and are always evolving to keep the learning materials fresh and relevant. For teachers, the resources revitalize their class, the curriculum, and everyone's passion.

15 WE Schools in Northland School Division No. 61

Learning Framework

The WE Learning Framework is grounded in 21st century skill development and is the educational foundation for each resource provided via WE Schools. Students are given hands-on opportunities to apply their learning and educators are able to easily identify the skills their students will acquire through each curricular resource.



LEGEND

- OUTCOMES
- LEARNING GOALS
- CORE SKILL SETS



ARGUMENT FORMATION



INFORMATION LITERACY



LEADERSHIP SKILLS



ORGANIZATION



ACTION PLANNING



RESEARCH AND WRITING



CRITICAL THINKING



REFLECTION

Service Campaigns

LOCAL CAMPAIGNS

When you decide to take action on an issue, knowing where to start can be a challenge. That's why we've set educators up with eight local action campaigns that they can customize to suit their needs.

WE Scare Hunger

Hold a food drive to contribute to your local community and raise awareness of the root causes of hunger. Learn more at WE.org/wescarehunger.

WE Rise Above

Become an advocate for online safety by coming together to raise awareness about the damaging effects of cyberbullying. Learn more at WE.org/weriseabove.

WE Film For Change

Take action through an art project in your school or community to promote acceptance among your peers. Film and share your piece with others to spread the message! Learn more at WE.org/wefilmforchange.

WE Read Together

Find the book that inspires you to take action and change the world. Be an advocate for literacy by organizing a book drive or reading with a buddy. Learn more at WE.org/wereadtogether.

WE Are One

Technology is a powerful tool for social change. Use it to imagine and develop ways to make your school and community more inclusive for everyone. Learn more at WE.org/weareone.

WE Take Charge

Commit to a sustainability pledge in your school or community and watch how everyday actions can turn into sustainable impact. Learn more at WE.org/wetakecharge.

WE Volunteer Now

Find your passion for change and rally together to help take action on a cause in your community. Inspire others to volunteer and create a ripple effect of volunteerism in your community. Learn more at WE.org/wevolunteernow.

WE Stand Together

Strengthen ties between all Canadians by using 10 connection points to facilitate learning and dialogue on the relationship between Indigenous and non-Indigenous Canadians. Learn more at WE.org/westandtogether.

GLOBAL CAMPAIGNS

Learning about the issues beyond your own community can enrich your life and provide you with different perspectives. That's why we're equipping educators with global action campaigns that help students make global connections.

WE Create Change

Small change can create big impact! Host a coin drive to raise funds toward purchasing a goat for a family in a developing community. Learn more at [WE.org/wecreatechange](https://www.wecreatechange.org).

WE Are Rafikis

Empower women in Kenya and help them earn money to send their children to school by selling handmade Rafiki bracelets. Learn more at [WE.org/wearerafikis](https://www.wearerafikis.org).

WE Are Silent

Take a vow of silence to turn up the volume on the struggles of young people fighting for their basic human rights. Collect pledges for every hour you go silent and raise money for WE Villages. Learn more at [WE.org/wearesilent](https://www.wearesilent.org).

WE Bake For Change

Give families the ingredients they need for a better future. Host a bake sale at your school and help raise money to fight food insecurity in WE Villages' partner communities. Learn more at [WE.org/webakeforchange](https://www.webakeforchange.org).

WE Walk For Water

Help people in developing communities gain access to clean, safe drinking water by organizing a water walk to inspire positive change on global water issues. Learn more at [WE.org/wewalkforwater](https://www.wewalkforwater.org).

WE Give Health

Organize a healthy-living event and raise funds for WE Villages to help youth in developing communities gain access to health care. Learn more at [WE.org/wegivehealth](https://www.wegivehealth.org).



History and Purpose

THE BIG IDEA

WE Day is the Olympics for change-makers. The Academy Awards for people who are making a difference. It's a powerful, life-changing experience with world-renowned speakers and performers, mixed with inspirational stories of change. Youth can't buy a ticket to WE Day. They earn their entry by taking action on one local and one global cause.

WE Day Celebrates ALL

WE Day is the manifestation of the WE Movement, an ocean of people coming together to create impact. Standing in a stadium full of change-makers will reaffirm your belief that a better world is possible.



WE Day Alberta 2017

On November 1, 2017, thousands of change-makers packed the Scotiabank Saddledome for an unparalleled educational event. World-renowned speakers, A-list performers, and tens of thousands of youth celebrated a year of action that transformed communities and changed lives.

10 schools represented Northland School Division No. 61 at WE Day

WE DAY STAGE

WE Day brings together world-renowned speakers and award-winning performers with tens of thousands of young people to celebrate their contributions and kick-start another year of change. This year, WE Day Alberta speakers and performers included:



**The Honourable
David Eggen**
Minister of Education



Lindsay Ell
Singer, songwriter,
guitarist



Rasheda Ali
Author, actress,
activist



Rick Hansen
Canadian
Paralympian, activist,
philanthropist

WE Schools Highlights

St. Theresa

The WE Club at St. Theresa School has 15 student members this year. The group returned from WE Day Alberta with motivation and inspiration to use their skills and passions to make an impact in the community. Student leaders identified interest in local causes including Poverty, Child/Youth Empowerment, Cyberbullying and Indigenous awareness/Reconciliation. The WE Read Together campaign provided an opportunity for the club to discuss the value of literacy and also extend this perspective to the classroom. Educators in Grades 2-6 have used the WE Read Together grade specific lesson plans called "[Knowledge is Power](#)" to bring literacy into the



classroom in a way that promotes critical thinking and makes reading and writing fun. There are also the Bring a Book & Read Club where students can meet reading buddies, and literacy night with the community. Students have shown incredibly positive responses to these learnings and activities. The group will continue taking local and global actions through class presentations and school assemblies, Pink shirt day, technology for good, and a Water Walk event.

Anzac Community School

This is the first year Anzac Community School – Bill Woodward School attended WE Day in Calgary. Returning from an exciting trip to Calgary, students had the opportunity to reflect on the impact of WE Day, what it means to be a WE School, and how both students and staff can be involved. Students from grades 5-12 are actively involved in the WE Schools program, and generating ideas on how the school can make a difference in a local or global cause. While the program has started out mostly teacher-led, there are high hopes to progress towards being a student-led group. Some areas of interest locally are Education/Literacy, Environment, Poverty, Cyberbullying, and Indigenous



awareness/Reconciliation. Globally the group is excited to support their WE Villages fundraising goals in Ecuador through a variety of fundraising events including bake sales, class presentation, coin drives, sports tournament, WE Are Silent and other school-wide events.

LOOKING FORWARD

WALK

so they don't have to

Join us on April 27 for our first-ever one-day WE Walk For Water fundraiser!

We're the generation that believes every person deserves access to safe, clean water. But every day, women and children around the world are walking hours to collect the water they need to survive. We have the power to change that.

To date, one million people have gained access to clean water through WE Villages. On April 27, our goal is to help 50,000 more people—and we need your help! Join us for a 5K walk to support our Water Pillar. By raising just \$25, you can provide one person with clean water for life!

When you sign up and commit to raising \$25, you will receive a WE Walk For Water Classroom Kit to help educate your students about the impact of clean water.

The kit will include:

A WE Walk For Water Handbook to help you prepare and run your fundraiser

Posters to help you track your pledges

A window decal to help you advertise your event

Each student who raises \$25 will receive a special gift as a thank you for their commitment to making a difference in our WE Villages communities.

Learn more about global water issues at WE.org/researchwater and bring WE Walk For Water into your classroom with the Investigating Safe Water Lesson Package.

Schools can sign up at WE.org/wewalkforwater

LEADERSHIP PROGRAMS

WE Leadership Programs are co-curricular and extra-curricular workshops that empower participants to discover their potential, explore social issues and create positive social change. Our leadership programs are designed to complement and enhance the outcomes of our WE Schools Program, including academic engagement, workplace readiness and civic engagement.

Though each of our programs varies in theme, focus and structure, participants involved in any of our programs will follow a common path. This process is defined in our Theory of Change, and it applies three key focal points to guide participants in the exploration of leadership development, social justice education, and civic duty.

PROFESSIONAL LEARNING SESSIONS

We know that implementing classroom resources is most successful when combined with educator-facilitated professional learning sessions. During our sessions, educators have time to explore how the resources fit within their existing plans, both inside and outside the classroom, and how they support provincial curriculum.

Based on our experience working across Canada and the United States, we know that professional learning sessions:

- Provide valuable time to experience and debrief classroom activities, engage in discussions about social issues, and share effective teaching practices, resulting in practical implementation plans
- Allow educators to continue to collaborate beyond the professional learning sessions and remain in close contact with the WE Schools team for on-going support throughout the year
- Empower educators to teach with greater confidence and leave with a new network of like-minded colleagues

Each professional learning session is personalized and planned collaboratively with school district representatives. During sessions, participants explore how WE Schools resources align with provincial expectations and school district goals.

If this is something that your school district would be interested in hosting, please contact your WE Schools liaison below.

CONTACT INFORMATION

For further information regarding WE Schools resources and district participation, please contact Maureen Dockendorf, Director of Educational Partnerships at maureen.dockendorf@we.org or 604.875.8791 x248.

APPENDIX

WE Schools	WE Educator	Email
Mistassiniy School	Terri-Lynn Mcleod	terri-lynn.mcleod@nsd61.ca
Anzac Community School - Bill Woodward School	Tessa Dagenais	tessa.dagenais@nsd61.ca
Athabasca Delta Community School	Missie Marten	missie.marten@nsd61.ca
Calling Lake School	Gloria Cardinal	gloria.cardinal@nsd61.ca
Chipewyan Lake School	Cindy Moore	cindy.moore@nsd61.ca
Conklin Community School	Cal Johnson	cal.johnson@nsd61.ca
Dr Mary Jackson School	Elizabeth Peters	elizabeth.peters@nsd61.ca
Elizabeth Community School	Lesleyann Etter	bchs@nlsd.ab.ca
Gift Lake School	Devin Radcliffe	devin.radcliffe@test.ca
Grouard Northland School	Christie Matthews	christie.matthews@nsd61.ca
J F Dion School	Nicky Christensen	--
Little Buffalo School	Jennifer Tweedle	jennifer.tweedle@nsd61.ca
Paddle Prairie School	Jill Gaudet	--
Peerless Lake School	Connie Molcak	connie.molcak@nsd61.ca
St. Theresa School	Debbie Mineault	debbie.mineault@nsd61.ca

NFB EDUCATION 2018

TEACHER ENGAGEMENT AND PILOT

ABOUT THE NATIONAL FILM BOARD OF CANADA

The National Film Board of Canada is recognized as one of the world's great creative laboratories. Today, our films, interactive stories and other resources are used by Canadian educators to foster media literacy and global citizenship among learners. Our resources address complex concepts, challenging social issues and important historical events, allowing for deeper learning and discovery through a Canadian lens.

ABOUT THE TEACHER ENGAGEMENT AND PILOT INITIATIVE

NFB Education is developing an exciting new offer that contains resources which leverage new technologies and promote inquiry-based learning, while fostering critical thinking amongst learners. We are at a critical stage in development wherein we are seeking to test our content and platforms with Canadian teachers in their classrooms. We are looking for ten (10) school districts and thirty (30) teachers, representing the diversity of Canadian classrooms, who are interested in participating in this pilot initiative, to help validate, prototype and provide teacher – and student – feedback on our pedagogical approach, content, and overall direction. This is an opportunity for school districts and teachers to help shape the design and development of NFB learning resources!

DESIGNED FOR INQUIRY

Our new education offer is designed to meet the pedagogical shift taking place across Canada, toward inquiry-based learning and critical thinking. These new resources are learner driven and designed to support global competencies. They offer an interactive, multi-media user experience that we hope will inspire engagement and co-creation among learners.

INTENDED PILOT OUTCOMES AND GOALS

- Invite teacher feedback on the quality and relevance of three new products, set to launch in the upcoming school year:
 - **Media School** (online workshops on Digital Storytelling, Animation, Documentary Filmmaking, developing creativity, innovation and global citizenship)
 - **Indigenous Voices and Reconciliation** (interactive learning resources linked to provincial curricula, tied to the NFB's rich Indigenous film collection)
 - **Ocean School** (virtual and augmented reality learning program, focused on ocean literacy and sustainability)
- Validate the inquiry-based learning approach and pedagogical structure for each resource.
- Evaluate the user experience for each product.
- Identify key curricular destinations within Canadian provinces and territories.
- Gain insight into participants' access to, and usage of, technology; and identify potential barriers to engagement.

PARTICIPATION DETAILS

Participation is flexible and can be scaled to the capacity of each district. The district will determine the number of teacher participants and which education product(s) it is interested in testing (ie. Ocean School, Media School, and/or the Indigenous Voices and Reconciliation program). Engagement and piloting will be carried out in three phases. Phase 1 in the spring of 2018, will focus on evaluating and testing the content in classrooms. Phase 2, throughout the summer, will focus on validating and providing feedback on new content development. Phase 3, in fall of 2018, will incorporate testing of our new platform along with new content.

Commitment

Teacher participants will be expected to participate in a two-day weekend focus group in Ottawa (expenses paid, and timeline below) and spend an additional 15 to 20 hours between April and October. The time spent specifically on in-classroom testing with students (April-May) will depend on teacher availability and content fit with their educational programming during those months. They can choose to test as little or as much of the content as they feel is necessary in order to prevent any undue stresses on existing commitments.

All teacher participants will receive complimentary access to CAMPUS, the NFB's subscription-based video-on-demand learning portal. They will also receive complimentary access to all three new learning programs (Ocean School, Media School, Indigenous Voices) for their entire school as they become available in the 2018-19 school year. Access will be granted for a whole school year (two semesters).

Timeline

<p>March 24-25, 2018 Weekend</p>	<p>Focus Group</p> <p>The NFB is excited to be hosting all participating teachers in Ottawa on the weekend of March 24-25 for a pilot orientation session taking place at the Canada Science and Technology Museum. This is an opportunity for all participating teachers to meet and learn more about the resource(s) that they will be testing. It is also an opportunity for the NFB to hear teachers' initial reactions and feedback on our products and overall direction. We will also spend time discussing the inquiry-based learning approach and gathering examples of the approach 'in action' in order to build a common understanding of our intentions for the classroom. The NFB will cover all expenses related to travel and accommodation for all participants attending this session in Ottawa, along with a 400\$ honorarium.</p>
<p>April – May 2018</p>	<p>In-classroom testing</p> <p>All teachers are expected to test some of the content in their classrooms. In order to best understand the potential use of our resources, the NFB may ask to observe the in-classroom testing of a select group of teachers. As mentioned above, the time spent specifically on in-classroom testing with students (April-May) will depend on teacher availability and content fit with their educational programming during those months. They can choose to test as little or as much of the content as they feel is necessary in order to prevent any undue stresses on existing commitments.</p>
<p>June 2018</p>	<p>Evaluation</p> <p>To ensure the success of our resources, it is critical for us to receive feedback from teachers. Every teacher who participates will be encouraged to provide feedback and share their observations through a follow-up survey. In addition, select teachers will be invited to participate in an optional follow-up interview to share their observations in more depth.</p>

August – September 2018	<p>Validation and feedback on new content</p> <p>We will share new content as the NFB Education team continues to develop and produce throughout the summer. Teachers are expected to provide reactions and feedback on some or all modules of a program.</p>
October 2018	<p>Platform and final content testing</p> <p>The NFB Education platform is scheduled for beta release in September. Teacher participants will have the opportunity to test the platform with their students and provide feedback on functionality, usability, and content fit.</p> <p>Final evaluation</p> <p>A select group of teachers may be requested to participate in a second round of interviews in the event that the NFB Education or platform teams require further information to proceed with a launch of the education offer.</p>

WHAT ARE WE TESTING?

The following is a brief description of the three programs being tested as part of this teacher engagement and pilot initiative. Teachers can choose to test one or more of these programmes. Ideally, we would like each school district to test all three program (with three teachers).

1. OCEAN SCHOOL (AGES 13-17)

This ground-breaking, web-based collaborative learning platform uses powerful storytelling techniques, immersive technologies (VR, 360 degree video) and interactive media (live streaming, audio-visual content) for ocean literacy learning. Ocean School users will accompany a team of world-renowned scientists on five exciting marine expeditions on Canada's three oceans and their coastal regions (Atlantic, Pacific, and Arctic) as well as its inland ocean, the Great Lakes.

Content to be Tested

Spring	North Atlantic Unit, Module 3 – Healthy Habitats
Fall	North Atlantic Unit, Modules 1 to 3

General Topics Covered

- What geologic factors make for a unique habitat
- How technology can improve marine research
- Interpreting evidence from primary and secondary sources
- Making connections between natural and human environments and communities
- Environmental sustainability and stewardship
- Mi'kmaq concepts of land and resource ownership in relation to spiritual and other cultural dimensions including language
- First treaties between the Mi'kmaq and the European settlers
- Stakeholder perspectives (e.g. scientists, community members, aquaculture farmers)
- Careers

Subject Links

- Geography
- Social Studies
- History

- First Nations studies
- Language arts
- Citizenship

More details on the Ocean School program are provided in the *Ocean School Pilot Detail* document.

2. NFB MEDIA SCHOOL PROGRAM (AGES 13–17)

A series of online, learner-centred, workshops focused on storytelling through hands-on media production in animation, documentary, digital storytelling, interactive projects, VR and immersive experiences. Media School fosters the development of media literacy skills amongst learners, toward the production and sharing of significant and engaging works.

Content to be Tested

Spring	Digital Storytelling, Module 1 – What is a digital story? Digital Storytelling, Module 2 – Choosing your subject?
Fall	Digital Storytelling, Modules 1 – 12

General Topics Covered

- Introduction to media production
- Introduction to storytelling
- Photography
- Personal development & self-expression

Subject Links

- Film and Media Studies
- Social Studies
- Fine Arts
- Languages
- First Nations Studies

More details on Media School are provided in the *Media School Pilot Detail* and *Media School Course Framework* documents.

3. INDIGENOUS VOICES AND RECONCILIATION LEARNING PROGRAM (AGES 13-17)

A resource that provides an Indigenous perspective on Canada's history, through interactive, inquiry-based lessons that are anchored by the NFB's Indigenous film collection. Learners will be provided with the critical thinking tools necessary to understand the historical and contemporary contexts which impact the diverse Indigenous cultures and communities across Canada.

Content to be Tested

5 interactive digital lessons based on the NFB Indigenous film offer

General Topics Covered

- Canada's residential school's legacy
- Indigenous youth changemakers
- Missing and murdered woman and girls
- Treaty education

- History of colonization
- The right to equal education and safe & healthy schools
- Careers

Subject Links

- First Nations Studies
- Canadian History
- Social Science
- Political Science
- Civics
- Film and Media Studies

More details on the Indigenous Voices and Reconciliation Learning Program are provided in the *Indigenous Voices and Reconciliation Pilot Detail* document.

BECOME AN NFB EDUCATOR – AMBASSADOR PROGRAM

Participating teachers will be invited to join the NFB Educator Program, which offers priority access to new films and resources as well as the opportunity to become official NFB ambassadors for their school, district and province or territory. The NFB Educator Program will be developed over the Summer 2018, in light of feedback and discussions with the pilot participants.

Thank You!

We greatly appreciate all teachers who decide to raise their hand and work with us and we look forward to seeing you on March 24!



Connor's Corner Briefing Document

Introduction

- **Date: Saturday March 24, 2018**
- **Arrival Time: 7:15pm**
- **Game Time: 8:00pm**
- **Location: Rogers Place**
- **Opponent: LA Kings**

Event Information

On behalf of the Edmonton Oilers and Canadian Tire, welcome to Connor's Corner!

This special program provides an opportunity for Jumpstart kids to have their first NHL experience with the Edmonton Oilers at Rogers Place. You will watch an Edmonton Oilers home game from the comfort of Connor's Corner, a six seat Theatre Box behind the Oilers net. During the game, you will be featured on the largest true HD screen in North America during a stoppage in play and receive a shout out on the Oilers Twitter Feed – make sure you smile for the cameras and have fun!

Tickets

The group leader is required to fill out the Ticketing Information Form provided on Google Drive, by **Friday March 9, 2018**. Upon completion of the Ticketing Information Form, please email Sandra Wever (swever@edmontonoilers.com) to coordinate your ticket delivery.

Google Drive Link: https://drive.google.com/drive/folders/0B3_nVrIoMLTGaUZublpTYzdoWU0?usp=sharing

Connor's Corner tickets are located in Theatre Box 7, on the Scotiabank Suites Level in Rogers Place.

Participation Waivers

All children participating in Connor's Corner are required to have a parent/guardian sign a Child Appearance Photo Waiver provided on Google Drive **prior to the event day (Saturday March 24, 2018)**. Each child is required to have his/her own waiver form. Upon completion of the Child Appearance Photo Waiver, please scan and email the form to Sandra Wever (swever@edmontonoilers.com).

Google Drive Link: https://drive.google.com/drive/folders/0B3_nVrIoMLTGaUZublpTYzdoWU0?usp=sharing

Attire

We kindly ask that all Connor's Corner participants as well as the accompanying chaperones refrain from wearing any attire from other sports teams for this event, as the group will be shown on the video board during a stoppage in play in the first period.



Connor's Corner Briefing Document

Rogers Place Access (LRT/Ford Hall)

To access Rogers Place using the LRT, please take the Capital Line to Bay/Enterprise Station. Use the North East Exit from the station and walk 2 blocks North on 103 Street to 103 Avenue. At 103 Street and 103 Avenue, walk through the Pedestrian Portal leading directly into Ford Hall. Once in Ford Hall, enter Rogers Place and scan your tickets through the gates nearest to the Box Office on the right hand side.

For more information, visit <http://www.rogersplace.com/getting-to-rogers-place/>

Please note that no outside food or drink is permitted inside of Rogers Place.

Rogers Place Access (Street Level)

To access Rogers Place from Street Level, please enter the building from the entrance on the North side of 104 Avenue, directly under Ford Hall. Enter through the set of glass doors underneath the large sign that says "Rogers Place". Once inside the building, take the stairs up to Ford Hall. Once in Ford Hall, enter Rogers Place and scan your tickets through the gates nearest to the Box Office on the right hand side.

For more information, visit <http://www.rogersplace.com/getting-to-rogers-place/>

Please note that no outside food or drink is permitted inside of Rogers Place.

Getting to Connor's Corner

After your tickets have been scanned, turn right and make your way to the bank of elevators on the main concourse. Take the elevators to Level 4 (Scotiabank Suites Level). Upon arrival on the Scotiabank Suites Level, turn right and follow the hallway to a set of glass doors where you will find the Rogers Place Theatre Boxes. An Edmonton Oilers representative will meet you at the Theatre Box entrance to escort you to Connor's Corner.

Connor's Corner tickets are located in Theatre Box 7, on the Scotiabank Suites Level in Rogers Place.

Itinerary of Events

Upon arrival in Connor's Corner, feel free to take a look around and have a meal/snacks at the Theatre Box Buffet. Complimentary food and non-alcoholic beverage is available at this buffet for all Connor's Corner guests.

Once settled, your Edmonton Oilers representative will take a group photo for use on social media and present the group with their Connor's Corner gift.

Please ensure that all Connor's Corner participants are in their seats for the first TV Timeout (approximately 14 minute-mark of the 1st period) for recognition on the Video Scoreclock.



Connor's Corner Briefing Document

Other Notes

Complimentary food and non-alcoholic beverages are available in Connor's Corner. Participants will be able to visit the Theatre Box buffet, located directly outside of Connor's Corner for a meal and snacks before/during the game.

Private washrooms are also located in the Theatre Box area.

Key Contact Information

- Sandra Wever | Edmonton Oilers | 780-224-0711 | swever@edmontonoilers.com



NORTHLAND SCHOOL DIVISION NO. 61

ADMINISTRATION RECOMMENDATION TO THE BOARD

TO: THE BOARD OF TRUSTEES **DATE:** March 22, 2018

SUBMITTED BY: Nancy Spencer-Poitras

SUBJECT: Monitoring Reports – Area 2 Associate Superintendent’s Report to the Board

ORIGINATOR: Board of Trustees

REFERENCE(S) & Board Work Plan

ATTACHMENTS: Area 2 Associate Superintendent’s Report to the Board

RECOMMENDATION:

THAT the Board of Trustees receive as information the Area 2 Associate Superintendent’s Report to the Board, as presented and attached.

BACKGROUND:

This is a requirement of the Board Work Plan.

RISK ANALYSIS:

Area 2 Schools

Calling Lake
Pelican Mountain
St. Theresa
Mistassiniy
Career Pathways
Chipewyan Lake

NORTHLAND

School Division No. 61

March 2018

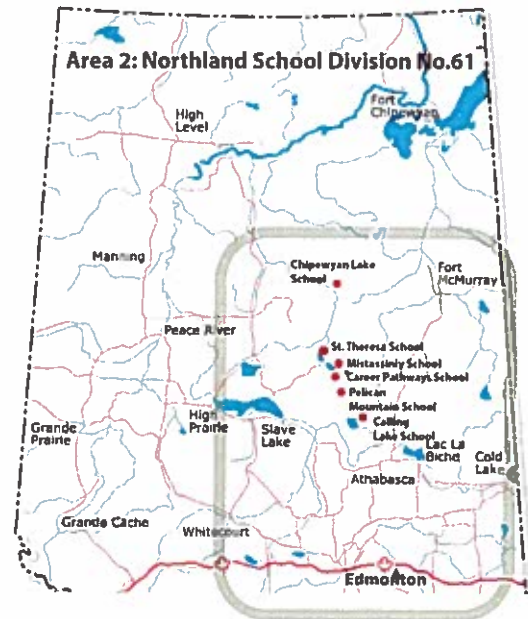


Area 2 Associate Superintendent's Report to Board



Priority Initiatives in Area 2

- Elementary Report Card
- High School Redesign Visit
- Dual Credit Program
- CTF programming
- Youth Restorative Justice
- Sensory Classrooms



Elementary School Report Card Pilot

Outcome 1 – Northland School Division students are strong in identity, healthy and successful.

School assessments or report cards are used to give parents updates on how their child is doing throughout the school year based on curriculum outcomes. Over the past year a committee of dedicated educators came up with a common report card for the district. In October of this year two schools from Area 2 and one from Area 1 piloted the new report card. These three schools held parent meetings prior to the release to explain the report and a survey after the first reporting period. There has been a positive response and we are looking at implementing this common report card throughout the district next year.

Sensory Classrooms

St. Theresa and Mistassiniy have developed a sensory and a Safe classroom in their schools.

High School Redesign Visit

Outcome 2 - Northland School Division is a leader for indigenous education excellence.

Moving Forward with High School Redesign is a province-wide initiative focused on three outcomes:

- engaged students
- high levels of achievement
- quality teaching

High School Redesign involves a shift in mindset to focus on student-centered learning. This happens as a number of key practices are put in place, including:

- personalizing learning

A group of 15 students, community members, parents and educators are visiting two high schools in and around Edmonton to explore different programming possible through high school redesign.

Dual Credit Program

Outcome 3 - Northland School Division is inclusive, each child's ways of knowing and ways of being is respected and essential.

Dual credit helps students to:

- get a jump start on their post-secondary education while still in high school
- complete high school while engaging in meaningful curriculum
- transition to post-secondary studies or move into the world of work
- potentially complete post-secondary with less financial debt

The Alberta Dual Credit

Framework identifies dual credit as programming that is authorized and funded by Alberta Education in which grade 10, 11, or 12 students can earn both high school credits and credits that count toward a post-secondary certificate, diploma, or degree, including a journeyperson certificate.

- High school credits earned count towards course and credit requirements of the Alberta High School Diploma or the Alberta Certificate of High School Achievement.
- Post-secondary credits earned may count towards a post-secondary certificate, diploma, or degree

through partial or full completion of post-secondary requirements.

Health Care Aide

This program will consist of a combination of courses taught through the high school and practicum and lab to be completed through Northern Lakes College in Wabasca. This is a non-apprenticeship dual credit pathway. Area 2 has written a proposal for the district for this program.

Career and Technology Foundations (CTF) & Career and Technology Studies (CTS)

Outcome 4 – Northland School Division has excellent teachers, system leaders and school leaders.

The CTF curriculum is for students in grades 5 to 9 and the CTS program is intended for secondary students in grades 10 to 12.

Through CTF, students explore their interests and passions to gain experience with the CTS occupational areas. This helps students build different skills and gain knowledge and experience with technologies that will help prepare them for CTS.

CTF also helps students plan for high school by bringing their interests to life and introducing them to the variety of opportunities offered through the career and technology programs.

Area 2 has been developing CTF programming (grades 5-9) for all schools in the district. We have been moving forward with many schools to offer and develop the capacity of teachers, to deliver CTF programming to their own students. The areas thus far have been woodworking, robotics, basic electronics and a few others. In Calling Lake for example we have worked with dye sublimation for the grade 5-9 teachers. This capacity building has teachers working with students using specialized ink gel and a computerized machine to inject ink onto metal, plastic, material, etc. The students create, design and complete their project through the use of sublimation.

Youth Restorative Justice

Outcome 5: Northland School Division is well governed and managed.

Area 2 has been working and developing programming to support the youth using the Restorative Justice framework. The developing partnership has schools working with

the coordinator to offer alternate programming for students who have difficulty with positive problem solving. We are currently investigating other ways of working together to support our youth in the community, utilizing Elders in the community. A joint proposal has been written and forwarded to the government.