April 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:**	April 20, 2018
SUBMITTED BY:	Trudy Rasmuson, Secretary-Treasurer		
SUBJECT:	Policy 1, Foundational Statements		
ORIGINATOR:	Administration		
REFERENCE(S) & ATTACHMENTS:	Policy 1, Foundational Statements		

RECOMMENDATION:

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

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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 – Nëtlëth

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 - Hųya

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 - Ėdënëschapile

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

Truth – Tapewewin – Ełtth'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 – Wałs'l zile

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

Love - Sakeyihtowin - Neghąnestą

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~~1.12 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~~1.13 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:**	April 20, 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 third and final 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.

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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:
9.1The individual making the decision;
9.2The individual's Supervisor; and further
9.3The 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"

Date Received: March 28, 2018 (be email) from Central Office Staff

Policy 3 and Appendix B - It is quite clear to me (and hopefully everyone else), that the Board operates at the corporate decision-making level; and that operational matters are the responsibility of management. Well done!

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.

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. Trustees shall deal with complaints or inquiries as per Policy 3 Appendix B Trustee Working Relationships Guidelines. ~~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~~9.1 ~~The next person in the authority chain, as required and will inform the Superintendent or designate of these actions.~~

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~~5.2 Awards will be given in recognition of ~~the numbers of completed terms of office~~completed years of service as a trustee, as follows:

~~5.3.1~~5.2.1 A ~~1 term pin~~ four (4) year service pin.

~~5.3.2~~5.2.2 A~~n 2 term pin~~ eight (8) year service pin.

~~5.3.3~~5.2.3 A ~~3 term pin~~ twelve (12) year service pin.

~~5.3.4~~5.2.4 A ~~4 term pin~~ sixteen (16) year service pin.

~~5.3.5~~5.2.5 A ~~5 term~~ twenty (20) year service pin and a suitable memento of approximately one hundred and fifty dollars ($150.00) in value.

~~5.3.6~~5.2.6 For each term beyond ~~five (5) terms~~ twenty (20) years of service, a pin and a suitable memento.

~~5.4~~5.3 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.

~~5.5~~5.4 Service awards will be assembled by the Board Chair or designate, assisted by the Superintendent or designate.

~~5.6~~5.5 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 made.

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 brining 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)
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NORTHLAND SCHOOL DIVISION NO. 61

ADMINISTRATION RECOMMENDATION TO THE BOARD

TO:	**THE BOARD OF TRUSTEES**	**DATE:**	April 20, 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 third and final reading to Policy 21, Community Voice and Community Engagement; and Appendix A School Council Conflict Resolution, as attached.

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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 Membership:

~~2.1.1~~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.

~~2.1.1.1~~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~~2.2.2.1 Ward Council (within a ward): Selected by the trustee of the ward in consultation with the associate superintendent of the area.

~~2.1.2.1~~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~~

~~2.2~~2.3 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).

~~2.2.1~~2.3.5 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.

~~2.2.2~~2.3.6 The general purpose of the ward council meeting is to:

~~2.2.2.1~~2.3.6.1 Hear from communities through their school council representatives.

~~2.2.2.2~~2.3.6.2 Enable the ward council to advise the board respecting any matter relating to the board's strategic direction and policy in the ward.

~~2.2.2.3~~2.3.6.3 Discuss and share ideas on strategic direction of NSD and increasing student success.

~~2.2.2.4~~2.3.6.4 Share information between communities.

~~2.2.2.5~~2.3.6.5 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.~~

~~2.3~~2.4 Honoraria and Expenses:

~~2.3.1~~2.4.1 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.

~~2.3.2~~2.4.2 ~~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 positons 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**	**DATE:**	April 20, 2018
SUBMITTED BY:	Trudy Rasmuson, Secretary-Treasurer		
SUBJECT:	Policy 19, Appendix B Sexual Orientation and Gender Identity		
ORIGINATOR:	Alberta Government		
REFERENCE(S) & ATTACHMENTS:	Bill 24 – An Act to Support Gay Straight Alliances Policy 19, Appendix B Sexual Orientation and Gender Identity		

RECOMMENDATION:

THAT the Board of Trustees approve first reading to Policy 19, Appendix B Sexual and Gender Identity, as attached.

THAT the Board of Trustees approve second reading to Policy 19, Appendix B Sexual and Gender Identity, as attached.

THAT the Board of Trustees approve third and final reading to Policy 19, Appendix B Sexual and Gender Identity, as attached.

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BACKGROUND:

The current policy does not meet legislation. The Field Services Department has developed a tool (attached Bill 24) to assist school authorities to revise their policies to meet legislation. This Policy was brought to the March Committee of the Whole meeting where the Board reviewed and was advised of the pieces missing from this policy. The Policy now meets legislation. This Policy will have 3 readings at one time because the changes are mandated by law. The Policy will be sent to stakeholders as information.

RISK ANALYSIS:

Minimum legislated requirements under the *School Act*, Section 45.1 (including Section 16.1)

Section	Requirement
45.1(2)	School Authorities (public, separate, Francophone, charter and accredited private schools) must establish, implement, and maintain a policy respecting its obligation under subsection (1) to provide each enrolled student and every employed staff member with a welcoming, caring, respectful and safe learning environment that includes the establishment of a code of conduct for students that addresses bullying behaviour.
45.1(3)	The School Authority policy must:
	• affirm the rights, as provided for in the *Alberta Human Rights Act* and the *Canadian Charter of Rights and Freedoms*, of each staff member employed by the School Authority and each student enrolled in a school operated by the School Authority, and
	• contain one or more statements that staff members employed by the School Authority and students enrolled in a school operated by the School Authority will not be discriminated against as provided for in the *Alberta Human Rights Act* or the *Canadian Charter of Rights and Freedoms*.
45.1(4)	The School Authority policy must:
	• contain a distinct portion that addresses the School Authority's responsibilities under section 16.1 of the *School Act*. That distinct portion of the policy must not contain any provisions that:
	– conflict with or are inconsistent with sections 45.1 or 16.1 of the *School Act*,
	– undermine the promotion of a welcoming caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging, or
	– require a principal to obtain the approval of the superintendent or board or to follow other administrative processes before carrying out functions under section 16.1.
	• include the text of sections 16.1(1), (3), (3.1), (4) and (6) of the *School Act*. **Support for student organizations** 16.1(1) If one or more students attending a school operated by a board request a staff member employed by the board for support to establish a voluntary student organization, or to lead an activity intended to promote a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging, the principal of the school shall (a) immediately grant permission for the establishment of the student organization or the holding of the activity at the school, and (b) subject to subsection (4), within a reasonable time from the date that the principal receives the request designate a staff member to serve as the staff liaison to facilitate the establishment, and the ongoing operation, of the student organization or to assist in organizing the activity. (3) The students may select a respectful and inclusive name for the organization or activity, including the name "gay-straight alliance" or "queer-straight alliance", after consulting with the principal. (3.1) For greater certainty, the principal shall not prohibit or discourage students from choosing a name that includes "gay-straight alliance" or "queer-straight alliance". (4) The principal shall immediately inform the board and the Minister if no staff member is available to serve as a staff liaison referred to in subsection (1), and if so informed, the Minister shall appoint a responsible adult to work with the requesting students in organizing the activity or to facilitate the establishment, and the ongoing operation, of the student organization at the school. (6) The principal is responsible for ensuring that notification, if any, respecting a voluntary student organization or an activity referred to in subsection (1) is limited to the fact of the establishment of the organization or the holding of the activity.
	• provide that the principal is responsible for ensuring that notification, if any, respecting a voluntary student organization or an activity referred to in section 16.1(1) of the *School Act*:
	– is limited to the fact of the establishment of the organization or the holding of the activity, and
	– is otherwise consistent with the usual practices relating to notifications of other student organizations and activities.

***Please note**: This document is provided for general information purposes only. School Authorities are encouraged to seek legal and other professional advice to ensure compliance with all legal and legislative requirements.*

	• sets out the name of the legislation that governs the disclosure of personal information by the School Authority. – Boards, charter schools, and Regional authorities are public bodies under the *Freedom of Information and Protection of Privacy Act* and are bound by the provisions of that Act. – Accredited private schools must collect, use, and disclose personal information in accordance with the *Personal Information Protection Act*.
45.1(5)	The code of conduct established by the School Authority must contain:
	• a statement of purpose that provides a rationale for the code of conduct, with a focus on welcoming, caring, respectful and safe learning environments;
	• one or more statements about what is acceptable behaviour and what is unacceptable behaviour, whether or not it occurs within the school building, during the school day or by electronic means; and
	• one or more statements about the consequences of unacceptable behaviour, which must take account of the student's age, maturity and individual circumstances, and which must ensure that support is provided for students who are impacted by inappropriate behaviour, as well as for students who engage in inappropriate behaviour.
45.1(6)	School Authorities must:
	• make the policy and code of conduct available throughout the year in a prominent location on a publicly accessible website maintained by or on behalf of the School Authority;
	• display in a place clearly visible to students in each school the Uniform Resource Locator (the website link) for the policy and code of conduct on the publicly accessible website;
	• on request, provide a copy of the policy or code of conduct to an individual;
	• review the policy and code of conduct, confirm the review by a board resolution, and post or repost the policy or code of conduct on the publicly accessible website by June 30 of each year; and
	• comply with any further requirements respecting a policy or code of conduct established by the Minister by order.

For further assistance please contact Alberta Education at SafeCaring@gov.ab.ca.

***Please note**: This document is provided for general information purposes only. School Authorities are encouraged to seek legal and other professional advice to ensure compliance with all legal and legislative requirements.*

Policy 19 – Appendix B

SEXUAL ORIENTATION AND GENDER IDENTITY

The Board is committed to establishing and maintaining a safe, inclusive, equitable, and welcoming learning and teaching environment for all members of the school community. This includes those students, staff, and families who identify or are perceived as lesbian, gay, bisexual, transgender, transsexual, two-spirit, queer (LGBTQ) or questioning their sexual orientation, gender identity, or gender expression. The Board expects all members of this diverse community to be welcomed, respected, accepted, and supported in every school.

All members of the school community have the right to learn and work in an environment free of discrimination, prejudice, and harassment. This right is guaranteed under the Canadian Charter of Rights and Freedoms, Alberta Human Rights Act, and Alberta School Act. These rights shall be supported, and enforced so that all members of the school community may work together in an atmosphere of mutual respect and appreciation for individual differences. The Board will not tolerate harassment, bullying, intimidation, or discrimination on the basis of a person's actual or perceived sexual orientation, gender identity, or gender expression.

The Board believes that all sexual and gender minority students, staff and families have the right to:

1. Be treated fairly, equitably, and with dignity and respect;
2. Have their confidentiality protected and respected;
3. Self-identification and determination;
4. Freedom of conscience, expression, and association;
5. Be fully included in an inclusive, positive, and respectful manner by all school personnel;
6. Have equitable access to the same supports, services and protections provided to heterosexual students and families;
7. Have avenues of recourse (without fear of reprisal) available to them when they are victims of harassment, prejudice, discrimination, intimidation, bullying, and/or violence; and
8. Have their unique identities, families, cultures, and communities included, valued and respected within all aspects of the school environment.

The Board is committed to implementing measures that will:

1. Define appropriate expectations, behaviours, language, and actions in order to prevent discrimination, prejudice, and harassment through greater awareness of, and responsiveness to, their harmful effects.

2. Ensure that all such discriminatory behaviours and complaints will be taken seriously, documented, and dealt with expeditiously and effectively through consistently applied policy and procedures.

3. Improve understanding of the individual lives of sexual and gender minorities and their families, cultures, and communities.

4. Develop, implement, and evaluate inclusive educational strategies, professional development opportunities, and administrative guidelines to ensure that sexual and gender minorities and their families are welcomed and treated with respect and dignity in all aspects of the school community.

Specifically

1. If one or more students attending a school operated by a board request a staff member employed by the board for support to establish a voluntary student organization, or to lead an activity intended to promote a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging, the principal of the school shall:

   1.1 Immediately grant permission for the establishment of the student organization or the holding of the activity at the school, and

   1.2 Within a reasonable time from the date that the principal receives the request designate a staff member to serve as the staff liaison to facilitate the establishment, and the ongoing operation, of the student organization or to assist in organizing the activity. The safe contact shall inform the school community about available Division and community supports and resources.

2. The students may select a respectful and inclusive name for the organization or activity, including the name 'gay-straight alliance' or 'queer-straight alliance', after consulting with the principal.

3. For greater certainty, the principal shall not prohibit or discourage students from choosing a name that includes 'gay-straight alliance' or 'queer-straight alliance'.

4. The principal shall immediately inform the board and the Minister if no staff member is available to serve as a staff liaison referred to in section (1), and if so informed, the Minister shall appoint a responsible adult to work with the requesting students in organizing the activity or to facilitate the establishment, and the ongoing operation, of the student organization at the school.

5. The principal is responsible for ensuring that notification, if any, respecting a voluntary student organization or an activity referred to in section (1) is limited to the fact of the establishment of the organization or the holding of the activity.

~~1.~~6. Students and staff who identify as lesbian, gay, bisexual, transgender and/or queer (LGBTQ) shall be treated fairly, equitably, with respect and have their confidentiality protected.

~~2.~~7. Employees of the Division shall not tolerate harassment, bullying, intimidation or discrimination on the basis of a person's actual or perceived sexual orientation, gender identity, or gender expression.

~~3. The Principal shall support student groups, including Gay-Straight Alliances or Queer-Straight Alliances, where interest by students has been expressed.~~

~~4. Students may select a respectful and inclusive name for the group, in consultation with the Principal.~~

~~5.~~8. The Principal shall promote and provide inclusive education, professional development opportunities and support for staff to support same -gender parented families and students who are LGBTQ.

~~6. The Principal shall appoint and publicly identify a staff member to serve as a safe contact on LGBTQ issues in their school community. The safe contact shall inform the school community about available Division and community supports and resources.~~

~~7.~~9. The Principal will ensure the safety, health and educational needs of students who identify as transgender, transsexual or gender queer and promote best practices, including universal design of washrooms, preferred name and pronouns, information contained on the student record, and access to locker room facilities, field trips, and extracurricular activities consistent with a student's lived gender identity or gender expression.

~~8.~~10. Students who identified as LGBTQ are encouraged to report any incident or victimization, harassment, discrimination, intimidation or bullying to the Principal/safe contact person.

~~9.~~11. The Principal shall ensure satisfactory resolution to any conflict that may arise in the process of providing reasonable accommodation and inclusive practices in keeping with the best interests of the student.

~~10.~~12. The Principal shall ensure that all students, staff and families are aware of this policy, promote equality and non-discrimination with respect to gender, gender identity, gender expression and/or sexual orientation.

Legal Reference: Section 12, 16.1, 18, 20, 24, 25, 45, 45.1, 50, 60, 61, 105, 113 School Act
Alberta Bill of Rights
Alberta Human Rights Act
Canadian Charter of Rights and Freedoms
Criminal Code
Bill 24 – An Act to Support Gay Straight Alliance

NORTHLAND SCHOOL DIVISION NO. 61

ADMINISTRATION RECOMMENDATION TO THE BOARD

TO:	**THE BOARD OF TRUSTEES**	**DATE:**	April 20, 2018
SUBMITTED BY:	Trudy Rasmuson, Secretary-Treasurer		
SUBJECT:	Policy 21, Appendix B Elder Guidelines		
ORIGINATOR:	Administration		
REFERENCE(S) & ATTACHMENTS:	Policy 21, Appendix B Elder Guidelines		

RECOMMENDATION:

THAT the Board of Trustees approve first reading to Policy 21, Appendix B Elder Guidelines, as attached.

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BACKGROUND:

Lois Byers, Board Advisor facilitated the process of writing Appendix B to Policy 21 with the Board Trustees, Superintendent of Schools and Secretary-Treasurer at the February Board Workshop.

RISK ANALYSIS:

Policy 21 – Appendix B

ELDER GUIDELINES

There is no definition of an Elder. Each person defines and chooses their own Elder. It is important that everyone respects and honors all Elders.

Procedures

1. If an Elder is officially invited to take part in an event or meeting their expenses shall be paid and they will shall receive honoraria as per board policy.
   - 1.1 Payment of honoraria and expenses for Ward Council meetings and Board, District and Area events/meetings shall be from central budget.
   - 1.2 Payment of honoraria and expenses for school events shall be from school budgets.
   - 1.3 See also Administrative Procedure 155 Appendix - Indigenous Customs and Protocol for guidance on involving an Elder and payment.
2. Consideration should be given to involving the Elder in a meaningful way in the entire meeting or event as feasible.
3. The Northland First Nation, Metis & Inuit Education division will provide support to schools if requested with regard to inviting an Elder to school events/meetings to help ensure proper protocol is followed.
4. The Northland First Nation, Metis & Inuit Education division shall be responsible for ensuring protocol is followed when inviting an Elder to a Ward Council meeting or Board, District or Area event/meeting.
5. Selecting an Elder(s):
   - 5.1 Generally Elders will be selected from within Northland School Division however an Elder may be selected from outside of Northland School Division in special circumstances and in consideration of budget implications.
   - **5.2 <u>BOARD and DISTRICT EVENTS/MEETINGS:</u>**
     - 5.2.1 In consultation with the Board Chair, the Northland First Nation, Metis & Inuit Education division shall ensure Elders, if any, are chosen from across the Division in an equitable manner.
     - 5.2.2 The Northland First Nation, Metis & Inuit Education division will consult with the trustee of the ward the Elder is to be chosen from.
   - **5.3 <u>WARD COUNCIL MEETINGS:</u>**
     - 5.3.1 The Board is responsible for the appointment of Elders, if any, by motion to a ward council meeting.
     - 5.3.2 The selection of Elders shall be done by each trustees on a rotational basis with due consideration given to the number of communities in a ward.

5.4 AREA EVENTS/MEETINGS:

5.4.1 The Associate Superintendent shall ensure Elders, if any, are chosen from across the area in an equitable manner.

5.4.2 The Associate Superintendent of the area will work with the Northland First Nation, Metis & Inuit Education division and trustee of the community the Elder, if any, is being chosen from.

5.5 SCHOOL EVENTS/MEETINGS (including school councils):

5.5.1 The principal is responsible for ensuring there is a good process for the choosing of Elders, if any, for school events.

5.5.2 The school council chair in consultation with the principal shall set up a process for choosing an Elder, if any, for school council meetings.

6. See also Administrative Procedure 155 Appendix - Indigenous Customs and Protocol.

The following article is but one description of an Elder. This article was emailed anonymously to the Edmonton Journal.

What does it take to be an Elder?

An Elder is thoughtful, strong and also compassionate. An Elder condemns all kinds of violence and abuse, not just those kinds that it is convenient for them to condemn. An Elder stands up for the weak and speaks truth to power.

An Elder is not perfect, but neither is he or she a hypocrite. An Elder recognizes that his or her strength comes from a long line of ancestors and their accumulated wisdom. An Elder is always learning.

An Elder is somebody you can expect a "fair go" from. An Elder will not attack you when you least expect it. Instead, an Elder will stand up for you when you most need it.

An Elder will definitely not take responsibility for you, but will encourage you to take responsibility for yourself and stand alongside you while you try.

An Elder knows that true dignity comes from within and that nobody can make you feel inferior without your consent. An Elder is slow to judge, but fierce in his or her defence of the oppressed.

An Elder understands that our history of colonisation has left many of us hurting an afraid. An Elder will no manipulate our hurt and fear, but will help us to see that we can overcome it together.

An Elder has a vision for a better and more peaceful community. An Elder lives in such a way to make this community happen.

Elders do not tolerate the abuse of any man, woman or children in their community. EVER.

Are you an Elder? Or are you just old?

Written by: Anonymous

NORTHLAND SCHOOL DIVISION NO. 61

ADMINISTRATION RECOMMENDATION TO THE BOARD

TO:	**THE BOARD OF TRUSTEES**	**DATE:**	April 20, 2018
SUBMITTED BY:	MADDY DANIELS, BOARD CHAIR		
SUBJECT:	BOARD CHAIR REPORT		
ORIGINATOR:			
REFERENCE(S) & ATTACHMENTS:	BOARD CHAIR REPORT		

RECOMMENDATION:

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

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BACKGROUND:

RISK ANALYSIS:

Board Chair Report

April 20, 2018

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 NOKOHOO

WARD 11
KAREN TELFORD

March 2018

28	Edmonton	Meeting with Minister Eggen with trustee Yellowknee, Superintendent Atkinson and Board Advisor Byers.

April 2018

4	Edmonton	Board Agenda Review with Vice-Chair Anderson, trustee Lamouche, Superintendent Atkinson, Secretary-Treasurer Rasmuson, Board Advisor Byers, Executive Assistant Potts and Executive Secretary Mantai.
5-9	San Antonio, TX	Attended the National School boards Association (NSBA) Conference in San Antonio, Texas with Trustee Gladue and Superintendent Atkinson.
11	Edmonton	Briefing meeting with Superintendent Atkinson.
12-14	Edmonton	Attended the April 2018 Governance Seminar - Creating Mental Wellness Conversations with Brian Andjelic and the April 2018 PSBC Meeting.
19	Edmonton	Supper meeting with Edmonton Public School Board Trustees
20	Edmonton	Council of School Council & Ward Council Meeting Corporate Board Meeting

Upcoming Dates Scheduled

April 21	Edmonton - Attend the ASCA Conference (all trustees)
April 24	Edmonton - Attend the Cree and Dene Language workshop with the Director of FNMI Learner Success, Lorraine Cardinal-Roy
April 27-May 2	Halifax, NS - Attend the CAPSLE Conference
May 10	Peace River - Board Agenda Review, Admin Meeting & Long Service Awards in the evening
May 24	St. Theresa School Wabasca – Corporate Board meeting
May 25	Mistassiniy School, Wabasca – Northland Day

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 5pm - Regional			
6	7	8	9	10	11	12
			9:30am - ASBA Zone	Admin Meeting & Board Agenda	Trustee Expense	
13	14	15	16	17	18	19
			AP Cheque Run			
20	21	22	23	24	25	26
		5pm - "What We		8:30am - COTW 9:30am - Corporate	Northland Day - Trustee Expense 1pm - ASBA Zone	
27	28	29	30	31	1	2
			AP Cheque Run			

Trustee Calendar

Jun 2018 (Mountain Time - Edmonton)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
27	28	29	30	31	1 PSBAA - SGM Sheraton Red Deer	2
3 PSBAA - SGM	4 ASBA SGM - Sheraton Red Deer	5	6	7 Board Agenda	8 Trustee Expense	9
10	11	12	13 AP Cheque Run	14	15	16
17	18	19	20	21 8:30am - COTW 9:30am - Corporate	22 8:30am - Board 9:30am - ASBA Zone	23
24	25 Trustee Expense	26	27	28 AP Cheque Run	29	30

TRUSTEE EXPENSE SUMMARY
AS OF APRIL 13, 2018

	YTD	BUDGET	BUDGET REMAINING	% SPENT
Board Expenses				
Trustee Remuneration	$93,095.50	$108,000.00	$14,904.50	86.20%
Trustee Employee Benefits	$22,332.87	$36,000.00	$13,667.13	62.04%
In-service Board of Trustees	$1,424.99	$60,000.00	$58,575.01	2.37%
Legal Fees	$883.92	$25,000.00	$24,116.08	3.54%
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	$2,128.52	$5,000.00	$2,871.48	42.57%
Printing and Binding	$2,489.53	$3,500.00	$1,010.47	71.13%
Postage	$207.51	$4,000.00	$3,792.49	5.19%
Travel and Subsistence - Trustees	$114,208.63	$40,000.00	-$74,208.63	285.52%
Insurance (liability)	$171.65	$250.00	$78.35	68.66%
Telephone	$2,396.44	$3,000.00	$603.56	79.88%
Awards	$3,138.51	$25,000.00	$21,861.49	12.55%
Furniture and Equipment	$0.00	$1,000.00	$1,000.00	0.00%
	$305,500.40	$411,750.00	$106,249.60	74.20%
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%
	$352.76	$30,000.00	$29,647.24	1.18%
TOTALS	$305,853.16	$441,750.00	$135,896.84	69.24%
TO BE EXPENSED:				
January board meeting	$12,000.00			
March board meeting	$21,000.00			
TOTALS	$338,853.16	$441,750.00	$102,896.84	76.71%
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				
Four remaining @ $20,000/meeting	$80,000.00			
TOTALS	$513,673.08	$441,750.00	-$71,923.08	116.28%

NORTHLAND SCHOOL DIVISION NO. 61

ADMINISTRATION RECOMMENDATION TO THE BOARD

TO:	**THE BOARD OF TRUSTEES**	**DATE:**	April 20, 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.

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BACKGROUND:

RISK ANALYSIS:

NORTHLAND SCHOOL DIVISION NO.61

Superintendent's Report

April 20, 2018

Education Minister Conference Call	**March 23, 2018**
Teleconference with school board chairs and superintendents to provide further details about Budget 2018.	
Meeting with Daryl Scott	**March 23, 2018**
TEBA feedback, an informal discussion regarding rural school divisions and the current collective agreement.	
Connor's Corner	**March 24, 2018**
Students from Pelican Mountain School, Chipewyan Lake School, and Conklin Community School attended the Oilers game from Connor's Corner, a theatre box behind the Oilers net. This was sponsored by Canadian Tire Jumpstart and the Edmonton Oilers.	
Meeting with Alberta Education Re: Attendance Update	**March 26, 2018**
Meeting with Alberta Education to go over updates for the 'Every Day Counts' Attendance Improvement Initiative.	
National School Boards Association Conference	**April 6 - 9, 2018**
The annual conference focused on advocacy, governance and executive leadership, innovations in district management, master class, and new school board members workshops. Attended sessions on Classroom Design, Education Collaboration Project, Digital Native Rules, 21st century teaching and learning, Tech tools,	
OH&S Committee Meeting	**April 11, 2018**
Met with central office staff to go over the new OH&S regulations and planning.	
Meeting with Bigstone Cree Nation Director of Education	**April 18, 2018**
Supper meeting with the Director of Education for Bigstone Cree Nation to discuss Wabasca and area education opportunities.	

CASS First Nation, Metis, and Inuit Conference	April 18 - 20, 2018
The goal of the conference is to build capacity through awareness and understanding of the professional practice standard(s) and competencies leading to a commitment to action.	
Edmonton Public School Board Supper	**April 19, 2018**
Meeting with Edmonton Public School Board Trustees to discuss possible partnership opportunities.	

Committed Dates

Wellness Champions Meeting	April 23, 2018
Meeting to discuss health and wellness priorities for NSD. Will also meet with Health Promotion Coordinators (HPC) who work with NSD schools. This will be an opportunity for them to meet the NSD Wellness Champions and share resources to promote wellness activities.	
Meeting with Mikisew Cree First Nation	**April 24, 2018**
Have been invited to attend the Mikisew Cree First Nation Chief and Council meeting to discuss education related issues in Fort Chipewyan.	
Athabasca Tribal Council Education Symposium	**April 26, 2018**
Information workshop on the current education initiatives that NSD provides to ATC First Nations. The attendees will be the ATC Education Committee Members, educators and Elders from the four communities. The meeting will be held in Edmonton at River Cree Resort & Conference Center. The goal of the workshop is to inspire, inform and update the education committee members, Elders and Educators and an opportunity to work together in the enhancement of First Nations and service providers.	
Director of Student Engagement Attendance and Completion Interviews	**May 7, 2018**
Alberta Rural Education Symposium Committee Meeting	**May 7, 2018**
Administrators' Meetings	**May 10-11, 2018**
Principal Interview Week	**May 14 - 18, 2018**

March 2018 Division Attendance by School

	95-100%	90-94 %	80-89%	70-79%	60-69%	50-59%	Below 50%	Total
Anzac Community School	28 (33%)	15 (18%)	16 (19%)	14 (4%)	3 (4%)	4 (5%)	5 (6%)	85
ADCS	56 (25%)	17 (7%)	36 (16%)	37 (16%)	18 (8%)	17 (7%)	46 (20%)	227
Bill Woodward School	38 (34%)	18 (16%)	27 (24%)	13 (12%)	9 (8%)	2 (2%)	6 (5%)	113
Bishop Routhier School	31 (41%)	9 (12%)	14 (19%)	7 (9%)	5 (7%)	1 (1%)	8 (11%)	75
Calling Lake School	26 (23%)	0 (0%)	33 (29%)	11 (10%)	13 (12%)	7 (6%)	22 (20%)	112
Chipewyan Lake School	4 (21%)	0 (0%)	4 (21%)	5 (26%)	1 (5%)	1 (5%)	4 (4%)	19
Conklin Community School	16 (57%)	4 (14%)	6 (21%)	1 (4%)	0 (0%)	1 (4%)	0 (0%)	28
Dr. Mary Jackson School	4 (24%)	4 (24%)	3 (18%)	2 (12%)	1 (6%)	3 (18%)	0 (0%)	17
Elizabeth School	65 (52%)	16 (13%)	23 (18%)	8 (6%)	6 (5%)	5 (4%)	2 (2%)	125
Father R. Perin School	25 (32%)	10 (13%)	20 (26%)	4 (5%)	4 (5%)	8 (10%)	7 (9%)	78
Fort McKay School	27 (34%)	0 (0%)	21 (27%)	14 (18%)	7 (9%)	4 (5%)	6 (8%)	79
Gift Lake School	40 (25%)	17 (11%)	36 (22%)	23 (14%)	16 (10%)	8 (5%)	21 (13%)	161
Grouard Northland School	20 (25%)	10 (13%)	12 (15%)	13 (16%)	12 (15%)	5 (6%)	7 (9%)	79
Hillview School	3 (20%)	0 (0%)	1 (7%)	4 (27%)	5 (33%)	1 (7%)	1 (7%)	15
JF Dion School	28 (33%)	14 (16%)	21 (24%)	16 (19%)	4 (5%)	3 (3%)	0 (0%)	86
Kateri School	26 (28%)	14 (15%)	18 (20%)	13 (14%)	8 (9%)	5 (5%)	8 (9%)	92
Little Buffalo School	24 (13%)	29 (16%)	28 (15%)	23 (12%)	21 (11%)	19 (10%)	43 (23%)	187
Mistassiniy School	62 (22%)	25 (9%)	48 (17%)	40 (14%)	33 (12%)	19 (7%)	53 (19%)	280
Paddle Prairie School	46 (41%)	0 (0%)	30 (27%)	17 (15%)	8 (7%)	6 (5%)	5 (5%)	112
Peerless Lake School	29 (29%)	26 (26%)	26 (26%)	7 (7%)	7 (7%)	2 (2%)	4 (4%)	101
Pelican Mountain School	5 (31%)	3 (19%)	1 (6%)	1 (6%)	3 (19%)	2 (13%)	1 (6%)	16
St. Theresa School	144 (42%)	46 (14%)	77 (23%)	40 (12%)	12 (4%)	14 (4%)	6 (2%)	339
Susa Creek School	22 (55%)	8 (20%)	5 (13%)	3 (8%)	2 (5%)	0 (0%)	0 (0%)	40

	95-100%	90-94 %	80-89%	70-79%	60-69%	50-59%	Below 50%	Total
Career Pathways School	2 (3%)	0 (0%)	4 (6%)	4 (6%)	6 (9%)	3 (4%)	49 (72%)	68

*Does not include Calling Lake Outreach

DIVISION ATTENDANCE MARCH 2018

	95% - 100%	90% - 94%	80% - 89%	70% -79%	60% - 69%	50% - 59%	Below 50%	Total
ECS	80	32	53	45	21	19	33	283
Gr. 1	59	33	72	31	29	15	21	260
Gr. 2	64	24	50	33	15	9	16	211
Gr. 3	84	32	50	29	14	11	13	233
Gr. 4	75	31	34	29	18	10	16	213
Gr. 5	85	28	51	31	16	10	12	233
Gr. 6	79	29	43	19	7	12	16	205
Gr. 7	61	22	36	17	15	14	14	179
Gr. 8	50	11	36	23	14	12	23	169
Gr. 9	34	18	26	19	23	11	33	164
Gr. 10	37	11	23	17	10	5	24	127
Gr. 11	35	6	18	11	9	4	17	100
Gr. 12	26	8	14	12	7	5	17	89
Student Totals	769	285	506	316	198	137	255	2466

*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
March 2018	769 (31%)	285 (12%)	506 (21%)	316 (13%)	198 (8%)	137 (6%)	255 (10%)	2466
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

March 2018 Division Attendance by Ward

Ward	School	95-100%	90-94 %	80-89%	70-79%	60-69%	50-59%	Below 50%	Total
Ward 1	Dr. Mary Jackson School	4	4	3	2	1	3	0	17
	Paddle Prairie School	46	0	30	17	8	6	5	112
Ward 2	Susa Creek School	22	8	5	3	2	0	0	40
Ward 3	Bishop Routhier School	31	9	14	7	5	1	8	75
	Gift Lake School	40	17	36	23	16	8	21	161
Ward 4	Grouard Northland School	20	10	12	13	12	5	7	79
	Hillview School	3	0	1	4	5	1	1	15
Ward 5	Kateri School	26	14	18	13	8	5	8	92
	Little Buffalo School	24	29	28	23	21	19	43	187
	Peerless Lake School	29	26	26	7	7	2	4	101
Ward 6	Career Pathways School	2	0	4	4	6	3	49	68
	Mistassiniy School	62	25	48	40	33	19	53	280
	Pelican Mountain School	5	3	1	1	3	2	1	16
Ward 7	Chipewyan Lake School	4	0	4	5	1	1	4	19
	St. Theresa School	144	46	77	40	12	14	6	339
Ward 8	Calling Lake School	26	0	33	11	13	7	22	112
Ward 9	ADCS	56	17	36	37	18	17	46	227
Ward 10	Anzac Community School	28	15	16	14	3	4	5	85
	Bill Woodward School	38	18	27	13	9	2	6	113
	Conklin Community School	16	4	6	1	0	1	0	28
	Father R. Perin School	25	10	20	4	4	8	7	78
	Fort McKay School	27	0	21	14	7	4	6	79
Ward 11	Elizabeth School	65	16	23	8	6	5	2	125
	JF Dion School	28	14	21	16	4	3	0	86

*Does not include Calling Lake Outreach

NORTHLAND SCHOOL DIVISION NO.61

April 13, 2018

Patty Hill
K-12 Community Engagement Specialist
Indspire
50 Generations Drive
Ohsweken, Ontario N0A 1M0

Dear Patty:

Re: 2018 Indspire Awards

On behalf of our Board of Trustees and everyone at Northland School Division, I am writing to express our sincere thanks for the compassion and assistance you and your team offered our students and staff recently.

Our students were blessed with the honor of having elder Katherine Whitecloud do a healing session with their group. This helped our students and chaperones express how they were feeling and gave the time to grieve and be together. The students had the opportunity to smudge and pray, as well as guidance towards a path of healing. We are thankful for the complimentary rooms, and extra tickets for the awards show.

Please pass on our kindest thanks to the rest of your team. I look forward to future endeavours between NSD and Indspire.

Sincerely,

Gord Atkinson, Superintendent of Schools
Northland School Division No. 61

GA:kp

c: Board of Trustees, Northland School Division No. 61
Stephanie Sutherland, Director of Student Services, Northland School Division No. 61
Darrell Anderson, Community Engagement Coordinator, Northland School Division No. 61
Nancy Spencer - Poitras, Associate Superintendent - Area 2, Northland School Division No. 61
Charlene Anderson, Graduation Coordinator, Bigstone Cree Nation
Chester Auger, Director of Education, Bigstone Cree Nation