



NORTHLAND SCHOOL DIVISION

REGULAR BOARD MEETING NO. 21-02

AGENDA

Location: Zoom Meeting

Date & Time: Saturday, February 20, 2021 9:00 am – 4:30 pm

If you would like to join the public meeting, please contact Communications Coordinator Curtis Walty at 780-624-2060, ext. 6183 or curtis.walty@nsd61.ca

Note: If agenda is ahead of schedule, items will be moved up

A. CALL TO ORDER - Chair Guild

No.	Title	Responsible	Action	Page No.
1.	Recognition of Traditional Lands	Chair Guild		-
2.	Opening Prayer, Cultural Reflection or Reflection	Trustee Cardinal		-
3.	Approval of Agenda	All	Motion	-
4.	In-Camera	All	Motion in/out of in-camera	-

B. MINUTES

No.	Title	Responsible	Action	Page No.
1.	Board Meeting Minutes, January 23, 2021	All	Motion	04
2.	Informational Meeting Minutes, January 26, 2021	All	Motion	12
3.	Business Arising from Previous Meetings - Board Action Items	Superintendent Spencer-Poitras	Information	14



**NORTHLAND SCHOOL DIVISION
REGULAR BOARD MEETING NO. 21-02
AGENDA**

C. CONSENT AGENDA (Motion to approve)

No.	Title	Responsible	Action	Page No.
1.	Superintendent Report	Superintendent Spencer-Poitras	Information	17
2.	Association Reports	All	Information	
3.	Committee and/or Board Representative Reports	All	Information	
4.	Trustee Activity Reports	Trustees	Information	

D. ACTION ITEMS

No.	Title	Responsible	Action	Page No.
1.	Policy Committee - Policy 3 - Role of a Trustee - Policy 14 - Hearings on Teacher Matters	Trustee Wanyandie	Motion Motion	20 24
2.	Monthly Financial Report	Secretary-Treasurer Aird	Information	26
3.	Enrollment Report	Superintendent Spencer-Poitras	Information	28
4.	Professional Improvement Leave Clause 9.4 Collective Agreement	Superintendent Spencer-Poitras	Information	31
5.	Education Quarterly Report	Superintendent Spencer-Poitras	Information	33
6.	School Attendance Report	Associate Superintendent Tessier	Information	58
7.	Student Services Department Report	Director Student Services Sutherland	Information	64
8.	Dual Credit Program Partnership with MacEwan University	Superintendent Spencer-Poitras	Information	70

E. RECESS

F. TECH TALK WITH TIM STENSLAND – ASSOCIATE SUPERINTENDENT



**NORTHLAND SCHOOL DIVISION
REGULAR BOARD MEETING NO. 21-02
AGENDA**

G. MONITORING REPORTS (Motion to Approve)

No.	Title	Responsible	Action	Page No.
1.	Board Chair Highlights a. Board Budget	Chair Guild	Information	72
2.	Superintendent Highlights	Superintendent Spencer-Poitras	Information	74
3.	Associate Superintendent Report	Associate Superintendent Stensland	Information/ Discussion	

H. PRELIMINARY DISCUSSION OF BOARD ITEMS

No.	Title	Responsible	Action
1.			

I. ADJOURNMENT & CLOSING CULTURAL REFLECTION

Location: Via Zoom

Date & Time: Saturday, January 23, 2021

Membership		
✓	Carmen Laboucane	Trustee Ward 1
✓	Cathy Wanyandie	Trustee Ward 2
✓	Randy Anderson	Trustee Ward 3
✓	Jesse Lamouche	Trustee Ward 4
x	Louis Cardinal	Trustee Ward 5
✓	Silas Yellowknee	Trustee Ward 6
✓	Robin Guild	Chair Ward 7
✓	Loretta Gladue	Trustee Ward 8
x	Dr. Rubi Shirley	Trustee Ward 9
✓	Jules Nokohoo	Vice-Chair Ward 10
✓	Skye Durocher	Trustee Ward 11
✓	Dr. Nancy Spencer-Postras	Superintendent of Schools
✓	Dr. Tim Stensland	Associate Superintendent
✓	Cully Robinson	Associate Superintendent
✓	Wesley Oginski	Associate Superintendent of Human Resources
✓	Douglas Aird	Secretary-Treasurer
✓	Dr. Don Tessier	Director of Student Engagement, Attendance, and Completion
✓	Curtis Walty	Communications Coordinator
✓	Cheryl Osmond	Acting Executive Assistant

A. CALL TO ORDER

A1. Call to Order

Chair Guild called the meeting to order at 9:30 a.m. with a traditional lands’ acknowledgement.

A2. Opening Reflection

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

A3. Adopt Agenda

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

25174/21 CARRIED

A4. In-Camera Session

Motion: Trustee Yellowknee moved that the meeting go in-camera at 9:09 a.m.

25175/21 CARRIED

A5. Regular Session

MOTION: Trustee Yellowknee moved that the meeting revert back to regular session at 9:35 a.m.

25176/21 CARRIED

B. MINUTES

B.1 Board Meeting Minutes November 28, 2020

MOTION: Trustee Yellowknee moved that the Board of Trustees approve the November 28, 2020 Corporate Board Meeting minutes as presented.

25177/21 CARRIED

B.2. Special Board Meeting Minutes December 14, 2020

MOTION: Trustee Anderson moved that the Board of Trustees approve the December 14, 2020 Special Board Meeting minutes as presented.

25178/21 CARRIED

B.3. Board Action Items

Superintendent Spencer-Poitras reviewed the current Board Action items.

MOTION: Trustee Lamouche moved that the Board of Trustees accept as information the Board Action items as attached.

25179/21 CARRIED

C. CONSENT AGENDA

C1. Adopt Consent Agenda

MOTION: Trustee Yellowknee moved that the Board of Trustees approve the consent agenda

which approves the items as follows:

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

25180/21 CARRIED

D. ACTION ITEMS

D1. Alternate Signers for Board Chair

MOTION: Trustee Lamouche moved that the Board of Trustees approve having one alternate signer for Board Chair and/or Vice Chair in their absence.

Trustee Silas Yellowknee will be the alternate signer.

25181/21 CARRIED

D2. Policy Committee: Policy 2 - Role of the Board Appendix D

MOTION: Trustee Lamouche moved that the Board of Trustees approve the changes to Policy 2 - Role of the Board, Appendix D, as attached.

25182/21 CARRIED

Policy Committee: Policy 16 - Recruitment and Selection of Personnel

MOTION: Trustee Yellowknee moved that the Board of Trustees approve the changes to Policy 16 - Recruitment and Selection of Personnel, as attached.

25183/21 CARRIED

D3. Monthly Financial Report

Secretary-Treasurer Aird gave an overview of the monthly financial report of revenues, expenses, and areas to monitor.

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

25184/21 CARRIED

Recess: 10:10 a.m. – 10:20 a.m.

D4. Enrolment Report

Associate Superintendent of Human Resources Oginski reviewed the enrolment for 2020-2021 and the breakdown of at-home learning numbers.

MOTION: Trustee Yellowknee moved that the Board of Trustees accept as information, the NSD Enrolment Reports as attached.

25185/21 CARRIED

D5. School Attendance Report

Associate Superintendent Tessier reviewed the attendance for the Division from September to December 2020, which included the standardized attendance tracking processes and the barriers to attendance during the pandemic.

MOTION: Trustee Yellowknee moved that the Board of Trustees accept as information, the School Attendance Report as attached.

25186/21 CARRIED

D6. 2021-2022 Draft School Year Calendar

Associate Superintendent of Human Resources Oginski presented the revised 2021-2022 draft school calendar.

MOTION: Trustee Gladue moved that the Board of Trustees accept as information, the revised draft 2021-2022 school calendar.

25187/21 CARRIED

D7 – D9. Viability Studies – Hillview, Pelican Mountain and Susa Creek Schools

The Board of Trustees approve to continue with the instructional program at Hillview, Pelican Mountain and Susa Creek Schools. The instructional program will be re-evaluated in the fall of 2021.

MOTION: Trustee Anderson moved that the Board of Trustees receive as information the viability studies on Hillview, Pelican Mountain and Susa Creek Schools, as attached.

25188/21 CARRIED

D10. Annual Borrowing Resolution - ATB

MOTION: Trustee Yellowknee moved that the Board of Trustees approve the Borrowing Resolution, if required, in the amount of \$3 million dollars to meet the current opening expenditures for the 2020-2021 school year, as attached.

25189/21 CARRIED

D11. Transportation Cost Study

Secretary-Treasurer Aird reviewed the transportation cost analysis of bus contractors' verses supplying the buses and hiring drivers.

MOTION: Trustee Yellowknee moved that the Board of Trustees accept, as information the Transportation Cost Study, as attached.

25190/21 CARRIED

D12. Facilities & Maintenance Plan

Secretary-Treasurer Aird presented the Facilities & Maintenance Plan which outlines the department's review, recommendations, advances, improvements, Corporate Services strategic themes and the Facilities 3 Year Plan 2021-2021.

MOTION: Trustee Yellowknee moved that the Board of Trustees accept, as information the Facilities & Maintenance Plan.

25191/21 CARRIED

D13. Capital & IMR Plan for the 2020-2021 School Year

Secretary-Treasurer Aird presented the Capital & IMR Plan for the 2020-2021 school year.

MOTION: Trustee Yellowknee moved that the Board of Trustees receive the Capital & IMR plan as information.

25192/21 CARRIED

D14. 2020-2021 Conferences & Meetings

MOTION: Trustee Anderson moved that the Board of Trustees accept, as information the 2020-2021 conference and meeting dates.

25193/21 CARRIED

D15. Mistassiniy New School Drawings

MOTION: Trustee Yellowknee moved that the Board of Trustees approve the drawings of the new Mistassiniy School, as presented.

25194/21 CARRIED

E. RECESS

Recess: 12:22 p.m. – 1:00 p.m.

F. RECOGNITION OF 2020 PRIME MINISTER’S AWARD TEACHING IN EXCELLENCE IN STEM NOMINATION

The Board of Trustees congratulated Dawn Gambler, Grade 1 teacher at St. Theresa School in her nomination for the 2020 Prime Minister’s Award Teaching in Excellence in STEM.

G. TECH TALK WITH DR. TIM STENSLAND, ASSOCIATE SUPERINTENDENT

Michael Maciach, Pedagogical Supervisor demonstrated to the Board of Trustees, the tools that are being used by students and teachers for online and at-home learning.

H. MONITORING REPORTS

H1. Monitoring Reports

MOTION: Trustee Yellowknee moved that the Board of Trustees accept as information the Monitoring Reports as presented and attached.

25195/21 CARRIED

- G1. Board Chair Highlights
- G2. Superintendent Highlights
- G3. Associate Superintendent Report
 - Online, At-Home and In School Learning Teacher Perspectives

I. PRELIMINARY DISCUSSION OF BOARD ITEMS

Trustee Anderson gave an update to the Board of Trustees on the January 6, 2021 ASBA Zone 1 meeting which discussed policies on social media. Next ASBA Zone 1 meeting is scheduled for March 10, 2021.

J. ADJOURNMENT

J1. Adjournment

MOTION: Trustee Yellowknee moved that the board of Trustees declare the meeting adjourned at 2:38 p.m.

25196/21 CARRIED

J2. Closing Reflection

Trustee Yellowknee provided the closing prayer, cultural reflection or reflection.

Robin Guild, Board Chair

Dr. Nancy Spencer-Poitras, Superintendent of
Schools

Douglas Aird, Secretary-Treasurer

Location: Zoom Meeting

Date & Time: Tuesday, January 26, 2021 6:30 p.m.

Membership					
✓	Carmen Laboucane	Trustee Ward 1	✓	Dr. Nancy Spencer-Poitras	Superintendent of Schools
✓	Cathy Wanyandie	Trustee Ward 2	✓	Dr. Tim Stensland	Associate Superintendent
✓	Randy Anderson	Trustee Ward 3	✓	Douglas Aird	Secretary-Treasurer
✓	Jesse Lamouche	Trustee Ward 4	✓	Cheryl Osmond	Recording Secretary
✓	Louis Cardinal	Trustee Ward 5			
x	Silas Yellowknee	Trustee Ward 6			
✓	Robin Guild	Chair Ward 7			
x	Loretta Gladue	Trustee Ward 8			
✓	Dr. Rubi Shirley	Trustee Ward 9			
✓	Jules Nokohoo	Vice-Chair Ward 10			
✓	Skye Durocher	Trustee Ward 11			

1. Call to Order

Chair Guild called the meeting to order at 6:37 p.m. with a traditional lands’ acknowledgement.

2. Opening Reflection

Trustee Shirley gave the opening cultural reflection.

3. 2020-2023 Three Year Plan & 2019-2020 Annual Education Results Report

Dr. Nancy Spencer-Poitras presented to the Board of Trustees the 2020-2023 Three Year Plan & the 2019-2020 Annual Education Results Report.

4. Adjournment

Trustee Guild moved that the Board of Trustees declare the meeting adjourned at 8:44 p.m.

Robin Guild, Board Chair

Nancy Spencer-Poitras,
Superintendent of Schools

Douglas Aird, Secretary-Treasurer

Meeting	Date of Meeting	Assigned To	Agenda Item	Task	Due Date	Status	Action
Board	1/23/2021	Administration	Viability Study - Hillview School	Administration and Trustees to reach out to the Leadership, parents and staff to find out why students are attending school in High Prairie instead of Hillview; remind them of the potential risk of losing the school.	5/1/2021	In Progress	
Board	1/23/2021	Secretary-Treasurer Aird	Chipewyan Lake School	Secretary-Treasurer Aird to schedule meeting with MD of Opportunity to discuss Chipewyan Lake School septic tank.	3/1/2021	In Progress	
Board	1/23/2021	Secretary-Treasurer Aird	Electoral Boundary Map	Secretary-Treasurer Aird to contact Alberta Education to obtain an electoral boundary map for the Division.	3/31/2021	In Progress	
Board	11/28/2020	Administration	Lubicon Lake Band	Administration to set up a meeting between the Superintendent, Board Chair, Vice-Chair, Ward 5 Trustee and Lubicon Lake Band.	1/15/2021	In progress	Doug will contact and schedule. In progress - working with the KTC CEO and Lubicon Lake Lawyer on transfer of school land/building/F&F and sale of teacher housing. One transfer when all is agreed. Then Peerless Trout Lake Band assets.
Board	8/24/2019	Board Chair/Vice Chair	Fort McKay Land Transfer	To meet with the elected officials of Fort McKay First Nation to discuss the transfer.	1/22/2021	In progress	At the Nov. 22, 2019 Board Meeting - Jules to make contact with FMFN to arrange. Dec. 6 - request for meeting dates sent to the Nation awaiting a response. March and April, 2020 - Meeting requests have been sent to the Nation. Nov. 2020 - scheduled to be reviewed for next month



Superintendent's Report

February 20, 2021

AAG Board Meeting	January 19, 2021
Attended the online AAG Board meeting.	
Mistassiniy New School Meeting	January 21, 2021
Met with Division personnel and architects to discuss the new Mistassiniy School.	
Principal Meeting	January 21, 2021
Hosted a Principal meeting to discuss COVID, the Division's Re-Entry Plan, Teacher Convention Week, Field Trips, Literacy Week, and Edwin Parr Award.	
MacEwan University Meeting	January 22, 2021
Met with MacEwan University to discuss the Dual Credit Partnership.	
Alberta Health Services	January 23, 2021
Phone meeting with AHS to discuss COVID-19 cases in Peavine.	
Corporate Board Meeting	January 23, 2021
Attended the online Corporate Board Meeting.	
MacEwan University Meeting	January 25, 2021
Met with MacEwan University to discuss the Dual Credit Partnership.	
Mistassiniy New School Meeting	January 26, 2021
Participated in the new Mistassiniy School meeting to discuss the CTS, SFS kitchen, and requirements for Home Ec. stations.	
Informational Meeting with Board of Trustees	January 26, 2021
Had an informational meeting with the Board of Trustees to discuss the AERR and the 3 Year Education Plan.	
Alberta Education Meeting	January 26, 2021
Attended a virtual meeting with Alberta Education to discuss the Division's Strategic Plan, the challenges and successes within the Division.	

MD of Opportunity No. 17 Delegation Meeting	January 27, 2021
Presented the most recent drawings of the new Mistassiniy School; also promoted Literacy Week.	
Alberta Education Meeting	January 29, 2021
Met with Alberta Education to discuss the 3 Year Education Plan and AERR.	
MacEwan University Meeting	January 29, 2021
Attended a meeting with MacEwan University to discuss the dual credit program and partnership.	
Mountain Metis Association	January 31, 2021
Had a conversation with the Mountain Metis Association to discuss the Hot Lunch Program.	
Policy Committee Meeting	February 1, 2021
Attended the Policy Committee meeting; reviewed Policy 3 and 14. Changes will be brought to the February 20, 2021 Board meeting.	
Mistassiniy New School Meeting	February 1, 2021
Discussed the revised CTS kitchen with architects and division personnel.	
Board Agenda Review	February 2, 2021
Meeting to review and discuss the February 20, 2021 Board meeting agenda.	
Mistassiniy New School Meeting	February 4, 2021
Recurring meeting to discuss the project status of the new Mistassiniy School.	
Legal Meeting	February 4, 2021
Met with legal counsel from McLennan Ross to discuss legal issues.	
Reciprocal Meeting	February 4, 2021
Zoom meeting with members of Athabasca Chipewyan First Nation, Mikisew Cree First Nation, and the Metis Local regarding a tuition agreement between the parties for the Mikisew high school in Fort Chipewyan.	
CASS & ASBOA Webinar	February 5, 2021
Attended a webinar hosted by CASS and ASBOA's COVID-19 Legal Update which reviewed the most recent workplace decisions dealing with COVID-19 and discussed their implications and practical tips and take-aways for school boards.	

Mistassiniy New School Meeting	February 5, 2021
Met with division personnel and School principal to discuss the CTS and Home Ec. Integrated Kitchen and reviewed the floor plans.	
Mistassiniy New School Meeting	February 8, 2021
Met with division personnel, school principal, and the architect to discuss the floor plans.	
ATA Local Meeting	February 11, 2021
Had an online meeting with the ATA Local representative to discuss various issues.	
PSBC Meeting	February 12, 2021
Attended the PSBC meeting and governance sessions via Zoom.	



NORTHLAND SCHOOL DIVISION
ADMINISTRATION RECOMMENDATION TO THE BOARD

TO: THE BOARD OF TRUSTEES **DATE:** FEBRUARY 20, 2021

SUBMITTED BY: Cathy Wanyandie, Trustee Ward 2

SUBJECT: Policy 3 - Role of a Trustee
Policy 14 - Hearings on Teacher Matters

REFERENCE(S):

ATTACHMENTS: Policy 3 - Role of a Trustee
Policy 14 - Hearings on Teacher Matters

RECOMMENDATION:
THAT the Board of Trustees approve the housekeeping changes to Policy 3 - Role of a Trustee and Policy 14 - Hearings on Teacher Matters, as attached.

BACKGROUND:
RISK ANALYSIS:

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 diligently 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 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 concerns about individuals and administrative matters to the Superintendent or Area Associate Superintendent only.
9. Deal with complaints or inquiries as per Policy 3 Appendix B Trustee and Administration Working Relationships Guidelines.

10. Keep the Superintendent/~~Area~~ Associate 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 or Area Associate Superintendent only.
 - 10.2 Inform the Chair of sensitive issues in a timely manner so they can ensure the information gets into the proper process(s) so that all Trustees, the Superintendent and others are informed as needed.
11. See also Policy 2 Appendix D Board and Superintendent Communication Guidelines.
12. Attend Board meetings, and **C**ommittee meetings as assigned, having read all materials and **be** 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.
13. Inform the Chair and Executive Administrative Assistant ~~Secretary to the Board and to Corporate Services~~ if unable to attend a meeting **and/or committee meeting** so an alternate can be arranged and briefed.
14. When delegated responsibility, will exercise such authority within the defined terms of reference in a responsible and effective way.
15. All Trustees are expected to attend all aspects of the orientation program.
16. Participate in Board/Trustee development sessions.
17. Be cognizant of provincial, national and international educational issues and trends.
18. Share the materials and ideas gained with fellow Trustees at a Board meeting following a Trustee development activity.
19. Strive to develop a positive and respectful learning and working culture within the Board and with school councils.
20. Be mindful of costs and help ensure the Board stays within its own budget.
21. Ward responsibilities include:
 - 21.1 Develop and nurture effective two-way communication with school councils and school community(s). See also Policy 3 Appendix B Trustee **and Administration** Working Relationships Guidelines.
 - 21.2 Attend school council meetings as possible, when invited.

- 21.3 Attend Ward Council meetings.
 - 21.4 Attend school activities, including graduations as realistically as possible.
 - 21.5 Maintain good relationships with other organizations in your Ward toward the goal of enhancing the success of students.
22. Attend Division functions/events as regularly as possible.
23. Become familiar with, and adhere to, the ~~School~~ Education Act and Trustee Code of Conduct.
24. Report any violation of the Trustee Code of Conduct to the Board Chair, or where applicable, to the Vice-Chair.
25. Incumbent Trustees are encouraged to help newly elected Trustees become informed about history, functions, policies, procedures, ~~and issues~~ trends/challenges and successes.
26. Ensure ~~to have~~ a good knowledge and understanding of First Nations, Métis and Inuit perspectives, experiences and contributions throughout history; such as treaties and the history and legacy of residential schools.
27. Develop and increase technology skills and knowledge to enhance communication, cost efficiencies, environmental stewardship and leadership skills.

Legal Reference: Section 33, 34, 51, 52, 53, 64, 67, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 222 Education Act
Section 16 the Notaries and Commissioners Act

Policy 14

HEARINGS ON TEACHER MATTERS

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

The Superintendent may transfer a teacher in accordance with **Section 212** the relevant section of the Education Act. The teacher may make a written request to the Board to have a hearing before the Board for the purpose of objecting to the transfer. Prior to the commencement of the hearing, Trustees shall declare any conflict of interest and excuse themselves from the proceedings.

Specifically

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

9. Procedure at Hearings

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

Legal Reference: Section 33, 52, 53, 212, 222 Education Act



NORTHLAND SCHOOL DIVISION
Budget to Actual Variance
as of January 31, 2021

REVENUE	2020-2021					%
	Budget	YTD Budget	YTD	Variance		
Alberta Education	\$ 46,143,365	\$ 19,226,402	\$ 19,965,893	\$ 739,491		4
Federal Government & First Nations	15,349,464	6,395,610	6,191,474	(204,136)		(3)
Other Revenue	2,678,420	1,116,008	649,965	(466,044)		(42)
	<u>\$ 64,171,249</u>	<u>\$ 26,738,020</u>	<u>\$ 26,807,332</u>	<u>\$ 69,312</u>		0
EXPENSES						
Schools (inc. school cert. staff)	\$ 24,556,710	\$ 10,231,963	\$ 10,031,634	\$ 200,329		2
Instructional Support	7,667,034	3,194,598	2,772,911	421,687		13
Instructional Supply	7,628,664	3,178,610	2,743,180	435,430		14
External Services	4,521,543	1,883,976	1,900,444	(16,467)		(1)
Board and System Administration	3,108,717	1,295,299	1,101,277	194,022		15
Operations and Maintenance	10,504,182	4,376,743	\$4,367,409	9,333		0
Transportation	4,611,762	1,921,568	\$1,768,647	152,921		8
	<u>\$ 62,598,612</u>	<u>\$ 26,082,755</u>	<u>\$ 24,685,502</u>	<u>\$ 1,397,253</u>		5
NET SURPLUS (DEFICIT)	<u>\$ 1,572,637</u>	<u>\$ 655,265</u>	<u>\$ 2,121,831</u>	<u>\$ 1,466,565</u>		
Salaries and Benefits Detail						
Certificated salaries and benefits	\$ 21,567,108	\$ 8,986,295	\$ 7,839,780	\$ 1,146,515		13
Uncertificated salaries and benefits	15,743,015	6,559,590	6,486,883	72,707		1
	<u>\$ 37,310,123</u>	<u>\$ 15,545,885</u>	<u>\$ 14,326,663</u>	<u>\$ 1,219,222</u>		8

VARIANCE ANALYSIS

Overall - We are on track for a positive result.

As planned in the Fall Budget Update both revenues and expenses are under or close to budget.

With 42% of the year gone we have received 42% of our planned revenues and spent 39% of our planned expenses.

Revenue

Revenue is on track with the May budget:

Special Approvals funding has now been received and the portions payable to recipients and deferred have been set up

Lower Federal/First Nations enrollment and rates have reduced those revenues 3%

Other revenues including SGF and donations have diminished from the pandemic in line with expenses (\$0.5M)

Expenses

The \$1.4M (5%) favorable variance is due to operational changes offset by Housing and pandemic costs

Schools are 2% under budget due primarily to the pandemic (-\$0.2M)

Certificated salaries including substitutes are 13% under budget (-\$1.1M)

External Services is slightly overbudget due to the Housing deficit

Instructional Support and Transportation net of Housing comprise the balance (-\$0.1M)

Watching:	Budget	YTD Budget	YTD	Variance
Housing	\$ 1,404,991	\$ 585,413	\$ 921,439	\$ (336,026)
Pedagogical	\$ 689,950	\$ 287,479	\$ 344,196	\$ (56,717)

Housing - Overbudget 57% YTD

Journal entries are required to match Housing renovation project costs to the funding sources.

Pedagogical - Overbudget 20%

The cost structure is being reviewed and monitored to ensure that 2021 plans align with the revised budget

Northland Monthly Enrollment Update for 2020-2021					
Schools	September	October	November	December	January
Athabasca Delta Community School	149	149	150	150	149
Anzac Community School	88	90	92	90	95
Bill Woodward School	111	114	115	115	115
Bishop Routhier	62	60	59	57	61
Calling Lake	126	129	128	128	129
Career Pathways School	88	78	84	83	87
Chipewyan Lakes	18	20	17	17	21
Conklin	22	17	18	18	21
Elizabeth School	106	110	112	111	112
Father R. Perin	80	80	76	76	82
Ft McKay	63	60	61	61	62
Gift Lake	128	130	126	126	128
Grouard Northland	85	84	75	75	72
Hillview School	23	25	26	26	29
J.F. Dion	68	66	69	68	69
Mistassiniy School	259	255	244	243	244
Paddle Prairie	112	110	111	111	114
Pelican Mountain	28	27	29	29	29
St. Theresa	286	290	291	290	291
Susa Creek	25	25	25	25	25
TOTAL	1927	1919	1908	1899	1935

January 2021 Enrollment

	PUF	ECS	1	2	3	4	5	6	7	8	9	10	11	12	Total
Athabasca Delta Community School	0	9	11	20	19	15	17	18	17	14	2	4	1	2	149
Anzac Community School	0	15	20	20	18	20	2	0	0	0	0	0	0	0	95
Bill Woodward School							9	13	17	11	20	16	18	11	115
Bishop Routhier	0	6	5	8	8	11	12	11	0	0	0	0	0	0	61
Calling Lake	3	7	5	16	14	18	3	8	6	15	11	9	11	3	129
Career Pathways School												24	28	35	87
Chipewyan Lakes	0	2	1	7	2	1	4	2	1	1	0	0	0	0	21
Conklin	0	0	3	3	1	0	3	2	2	5	2	0	0	0	21
Elizabeth School	0	7	8	13	13	15	12	14	14	16	0	0	0	0	112
Father R. Perin	0	4	11	9	8	13	10	7	7	7	6	0	0	0	82
Fort McKay School	0	14	9	8	6	8	9	8	0	0	0	0	0	0	62
Gift Lake	0	7	16	10	12	16	12	14	16	13	12	0	0	0	128
Grouard Northland	0	8	5	6	9	7	12	7	8	5	5	0	0	0	72
Hillview School	0	2	8	3	4	3	4	5	0	0	0	0	0	0	29
J.F. Dion	0	8	6	8	12	6	8	11	5	5	0	0	0	0	69
Mistassiniy School									33	44	33	50	39	45	244
Paddle Prairie	0	9	10	5	9	7	8	15	17	6	10	8	6	4	114
Pelican Mountain	1	3	2	2	8	3	7	3	0	0	0	0	0	0	29
St. Theresa	3	30	36	41	52	47	39	43	0	0	0	0	0	0	291
Susa Creek	0	0	4	0	5	5	2	6	1	2	0	0	0	0	25
2020 September Enrolment (as of Sept 30/20)	7	131	160	179	200	195	173	187	144	144	101	111	103	100	1,935

9.4 Professional Improvement Leave

9.4.1 Any employee subject to this Agreement who has served with the School Jurisdiction for a period of three (3) consecutive years or more shall be eligible to apply in the fourth (4th) or any subsequent year for professional improvement leave as outlined below.

9.4.2 Written applications must be received by the School Jurisdiction by February 1st of the year in which leave is to commence.

9.4.3 All applications shall be examined by a selection committee composed of the Superintendent of Schools, a Trustee and a representative of the teaching staff of the School Jurisdiction. It shall be the responsibility of this committee to recommend the approved names to the School Jurisdiction, who shall make the final decision.

9.4.4 A maximum of two (2) staff members shall be granted professional improvement leave in any one (1) year, if so recommended by the Committee.

9.4.5 All applicants shall be notified in writing of the School Jurisdiction' decision by March 15th of the year of this Agreement.

9.4.6 Successful applicants shall agree to return to work with the School Jurisdiction for two (2) years following the year of leave. If any of the said staff members leave the service of the School Jurisdiction before the two (2) years have expired, they shall repay that portion of all costs including salary and benefits, the School Jurisdiction paid on their behalf during the leave which corresponds to the time commitment which has not been honored.

9.4.7 No experience increment shall be allowed during the year that the leave is in effect.

9.4.8 The amount paid to the successful applicants shall be seventy (70%) per cent of grid salary.

9.4.9 The rates in accordance with Clause 9.4.8 shall apply to leaves commencing with the opening day of the school year for which leave has been granted, and shall apply for the whole period of the leave.

9.4.10 Payments in accordance with Clause 9.4.8 shall be made in twelve (12) equal monthly installments.

9.4.11 Accumulated sick leave shall be retained and Alberta Health Care Benefits and Alberta School Employee Benefit Plans shall remain in effect during the year of leave.

9.4.12 Prior to leave being granted, the teacher shall sign a Professional Improvement Leave Agreement. This Agreement shall specify the teacher's assignment upon return to the School Jurisdiction



NORTHLAND SCHOOL DIVISION
ADMINISTRATION RECOMMENDATION TO THE BOARD

TO: THE BOARD OF TRUSTEES **DATE:** FEBRUARY 20, 2021
SUBMITTED BY: Dr. Nancy Spencer-Poitras, Superintendent of Schools
SUBJECT: Education Quarterly Report
REFERENCE(S):
ATTACHMENTS: Education Quarterly Report

RECOMMENDATION:
THAT the Board of Trustees accept as information, the Education Quarterly Report, as presented.

BACKGROUND:
A key purpose of the Quarterly Education Report is to chronicle progress of Northland School Division as a school division with a special purpose focused on excellence in First Nations and Metis education. The report includes areas on enrolment, staffing positions, student and staff attendance as well as school and the Division’s success stories.

RISK ANALYSIS:



Purpose:

A key purpose of the Northland Quarterly Education Report is to chronicle progress of Northland School Division as a school division with a special purpose focusing on excellence in First Nations and Metis education.

Quarterly Content for February, 2021	
1. Enrollment, Staffing Positions and Staff and Student Attendance	Bulletin 1 Administration Goals Update Related to the Board Outcomes Bulletin 2 Supporting our Schools, School Visits by Staff Bulletin 3 Student Attendance Bulletin 4 Staff Attendance Bulletin 5 Staffing Update
2. School and Division Success Stories	Bulletin 6 School and Division Success Stories

Bulletin 1
Administration Goals Update Related to the Board Outcomes
Excellence in Leadership
<p>Priority 1: Through excellent leadership practices by everyone, everyone feels welcome and valued.</p> <p>Monthly principal meetings</p> <ul style="list-style-type: none"> - Using Zoom, senior administration meets with Principals at least once a month to provide updates on the COVID-19 pandemic, information from the Education Ministry, area updates, and accessible resources for teaching & mental health supports. - Continual contacts with principals regarding positive COVID cases. Support is given for communication to staff and community from Communications Manager. <p>Support with Communication</p> <ul style="list-style-type: none"> - Communication and coordination with First Nation and Indigenous Health Branch (FNIHB) and Alberta Health Services (AHS) regarding COVID, is led and supported by the Senior Executive. <p>Mistassiniy New School Build</p> <ul style="list-style-type: none"> - Transparency, consultation and energetic engagement of parents, staff and leadership to collaboratively build the best school that Misrassiniiy can be!

- Consultation with the community through Zoom meetings and school surveys.
- Presentation to the MD of Opportunity and follow up presentation.
- Currently working on the design of the Culinary kitchen.
- Hope to have spades in the ground by September 2021 at the latest.

Division Wellness Activity

- As this is a very unique year our staff have demonstrated a great deal of dedication and support for our students. There was a district activity which had 123 staff involved the first night and 87 involved the second night. Administration will continue to plan team building and fun activities for all staff over the next few months.

Online Professional Development

- Professional learning meeting for all district principals to focus on district literacy
- All school-based staff and Central Office are welcome to attend the district-wide online professional development.
- We have offered professional learning opportunities to all staff.
- Cree and Language instructors taking development to use the technology tool Screencastify to capture artifacts. Elders and knowledge keepers are teaching Instructors in their local context.

Division-Wide PD on November 25, 2020

- 28 participants involved in professional development regarding literacy

Goal 1: Everyone models & practices excellence in servant leadership and customer service.

Housing and Maintenance

- The departments are working together to utilize maintenance staff time, where possible, to improve teacher housing.
- In March 2020, the Housing Department purchased a new customer service focused system which allows potential tenants to:
 - view and apply online for housing units via the Northland website;
 - view and sign their lease,
 - submit repair requests and receive instant status updates on their requests and
 - view their account balance at any time via a mobile app.
- In addition housing staff and contractors are able to efficiently manage/access and close tickets for repairs, view tenant contact information, complete move in and/or move inspections via their mobile app.
- With this program, the Housing Coordinator has the ability to efficiently customize the rental application, create or choose from multiple lease templates, store vital housing data such as equipment make and model numbers, forward work orders to employees and contractors, communicate easily with emails, texts and/or announcements to all tenants and the ability to upload documents for tenants to view in their portal.
- Potential tenants can go to the Housing Department's website and they have an option of viewing all the vacant units within the Division.
- Each unit provides a brief description of the unit, location of the unit, the rent amount and what utilities are included with the rent. They then have the option of viewing the

unit virtually.

- The Housing Department is being redesigned to work with maintenance to reduce costs of contractors and streamline the two departments.

School Food Services Christmas Cheer

- The month of December had food services staff preparing frozen Christmas dinners and Christmas baking. These items were given to staff members who had no immediate family living with them and were not able to return home because of COVID restrictions.

Career Fairs

- Associate Superintendents engaged with potential employees at University Career Fairs through the use of Zoom. Follow up interviews are being scheduled.

Community

- Scheduled meetings are ongoing with communities to keep them informed about COVID and updates on student learning and programming in schools. Local Trustee, Board Chair, principal and Superintendent attend these scheduled meetings.
- In addition, the Administration will continue working with community leaders regarding COVID issues.

Goal 2: Advocate to improve housing conditions for Northland educators.

Housing Renovation Plan

- Northland School Division received a commitment for \$2.0 million dollars from the province to rebuild/renovate educator housing. In addition \$1.9 million dollars has been raised internally to support the program. In total this will rebuild at least 37 of our 94 homes. The total required for all homes has been estimated at \$7.0 million.

Capital Maintenance Renewal Funding

- NSD has also received \$2.5 million dollars in CMR Funding to accelerate maintenance/renewal of schools and help Albertans get back to work. This 2020 program is coming to a conclusion with close to 100% of the work completed
- Work has ensued across the division including building envelope upgrades, drainage improvements, electrical upgrades, mechanical to digital controls upgrades (supporting remote monitoring and control), HVAC replacement, safety and security upgrades (electronic access controls/monitoring) and playground repairs. Considering our annual allocation is typically \$640,000 this infusion was very welcome.

Housing Advocacy

- The Board Chair, Trustees, and Superintendent met with MLA Dan Williams through the use of Zoom, regarding advocating the government for NSD Teacher Housing, NSD provided a background on the current housing assets and what plans NSD has for future development.

Excellence in Relationships

Priority 2: Actively develop and purposefully work to maintain healthy relationships.

- Community leadership teleconference, consultation and Zoom meetings are continuing to be organized for the Chair, Local Trustee, and Superintendent of Schools to discuss updates on:
- Northland updates on NSD student programming during the pandemic.

Superintendent supporting two way communications

- Executive staff discuss the plan to move the district forward and modify programming as the pandemic situation unfolds. Sharing and modifying programming requirements as required with principals.
- Executive staff meet daily to get updates on COVID as it continues to evolve.
- Executive staff keep in constant contact with principals realizing this is a very difficult year.
- Executive staff take the lead when positive COVID cases are found in schools, allowing principals to support their staff and community.
- Principal meetings with Administration to discuss and coordinate changes in school, and at home learning. The schools have been working together to alleviate the pressures that occur when school attendance varies as the year progresses.
- Continuous communication and support for schools as we navigate through this very unique year.

FNMI communication update

- Language Instructors were given a two-day workshop in Cree with Linguistic & Knowledge Keeper, Charles Houle, Michif conversations with Supervisor and Dene Elder John Janvier and Linguistic Educator, Lynda Minoose Dene.
- Weekly 1-hour touch base Zoom, Connie Twin will provide Cree SRO, Total Physical Response (TPR) and syllabic sessions.
- Dene Linguistic Educator, Lynda Minoose provides a weekly touch base to further fluency and model TPR, SRO and Syllabic written language.
- ATC Dene instructor is contributing and attending NSD workshops.
- Cree Instructors are inviting Elders to co-plan and develop story-and history-telling for ensuring respectful local cultural principles, practices, tradition, events and ceremonies. Through these relationships, we will work through these Elders/knowledge keepers to develop local classroom videos to share traditional plants, songs, stories, histories etc.
- Cree/Dene/Michif instructors would like to meet in person with their Elders and Knowledge Keepers to continue planning and discuss language connections into curriculum and continuity in the spring (April or June).
- LBL presentations are being scheduled as per requested through Zoom. Teacher cohorts will continue to respectfully identify Indigenous ways of living and holistic ways to connect land and community. Local Elders and knowledge keepers will provide appropriate guidance and permission to support some outdoor events with schools.
- Supervisor is contributing to NRLC committee work that will infuse Indigenous knowledge, history, and ways of knowing into K-6 plans and use Indigenous Knowledge as a lens to review existing plans.
- Language instructors are using the technology tool of Screencastify to create their

artifacts when working with Elders and knowledge keepers. They are also using this tool to record LBL events.

Goal 1: Actively work to improve relationships by intentionally reaching out through a number of different communication platforms, including face-to-face.

Communication

- Memos have been sent to all staff and parents at each stage of the pandemic regarding staff training, cleaning and disinfecting, traveling, letters to share with parents, etc.
- Memos are sent to all staff for each identification of a positive case of COVID in the schools.
- Parents and community members are kept informed of positive cases of COVID and changes in programming.
- The Re-entry plan is updated daily as different directions are received from AHS and the Ministry.
- Using Facebook to notify parents of upcoming events and celebrate learning.
- Focusing on “good news” stories by participating in various interviews on radio, television and newspapers.
- Creating media releases celebrating successes in NSD.
- Awards
- Administration is encouraging schools to recognize staff and students through nomination of students and staff for a variety of awards.

Goal 2: Actively communicate the importance of parental and community involvement.

NSD launches “Continuing Student Learning Plan”

- The Continuing Student Learning Plan engages student learning through a variety of means, such as:
 - Online learning platforms for sharing lessons and resources and collecting completed work such as Google Classroom and Google Sites.
 - Paper and pencil learning tasks and hands-on learning.
 - Online tools for communication and collaboration such as Zoom video conferencing and Google Hangouts/Meet
- Google tools for both independent and collaborative work along with feedback, and assessment such as Google docs and Google slides. Access to additional online learning tools to enhance
 - both student engagement and learning such as Flipgrid
 - and Kahoot.
 - Access to additional learning supports such as Alberta
 - Distance Learning (ADLC) resources
 - Introduction of the technology tools Pear Deck and Hapara to support student learning both inside and at home.

Excellence in Learning

Priority 3: Students achieve their potential in literacy and numeracy.

SmartLearning

- SmartLearning with Susan Close is a three-year initiative approach to student learning designed to inspire confidence and foster deeper learning by building concepts and competencies for powerful reading and writing across all curriculum, K to12.
- District professional development session in October focused on SmartLearning and introduced all schools to the initiative.
- Professional development was set up with several different kinds of interactions including classroom-based learning rounds, short after school 'tool-kit' sessions, training workshops, and ongoing support from SmartLearning Facilitators.
- Schools are working with the SmartLearning teams to implement some of the strategies in their classrooms.
- The use of the Owls and Swivels are enabling the mentoring of pedagogy to continue through the pandemic.
- Teachers and educational assistants are learning strategies through SmartLearning to support improved literacy and numeracy outcomes.
- Schools have participated in school wide Read Aloud events, emphasizing the love of reading.

Professional Development

- Staff are involved in ongoing professional development. There have been over 50 sessions developed for teaching staff since September.
- Other professional learning sessions for secretaries and educational assistants, and language instructors have also been taking place.
- Language instructors are working with local Elders to support language learning and culture.

Annual Education Results Report and 3 Year Plan (AERR)

- The AERR has been developed to assess NSD's current educational success and plan priority improvements going forward.
- NSD has used the results reported in the document, to the best of its abilities, to develop an education plan and is committed to implementing the strategies contained within the plan to improve student learning and results
- Key trends and areas of opportunity noted include: Land based learning, language & culture, attendance trends and areas of growth, In-school learning and at-home learning, Facilities and Maintenance, Infrastructure, Partnerships, Housing, Insurance, and, Communications and Community Engagement.

Goal 1: Strengthen and celebrate the belief in the ability and skills of students and staff.

Social Media

- Students and staff are being celebrated in a number of ways, on school and Division Facebook sites, and on the Division website.

- Staff who have been nominated, or have won awards are acknowledged.
- Social media has been used to read stories to students or engage with parents through zoom.
- Facebook and other social media have been used by staff to engage with parents and students.
- District media releases celebrating positive news stories about staff and students.
- Staff Wellness
- Homewood Health has been actively involved with several schools who have had tragedy in their schools or assisting with the pressures of COVID.
- Administration has been updating information on the district website to support mental health and wellness.
- Information regarding inservices or other opportunities to support mental health has been shared with staff.
- Board Positive Path Forward Action Plan

Attendance

- Attendance support
- NSD's formal attendance support and improvement plan has been crucial in monitoring attendance, driving improvement and innovating to promote success.

Goal 2: The Northland learning community will use consistent literacy and numeracy teaching practices to support the growth of educators and inspire students to reach their potential in literacy and numeracy.

PM Benchmarks

- Literacy benchmarks continue to be used to gauge student progress. Teachers are using this information to support individualized learning.

Literacy Strategies

- SmartLearning strategies are being implemented to help to build concepts and competencies for powerful reading and writing.
- Schools are using a variety of technology initiatives to engage students in literacy activities.
- Teachers are reading stories over zoom, to encourage younger children the thrill of stories and literacy. These stories also occur in the evening before they go to bed.
- Teachers are using technology to show students how to access free resources for reading using their google chrome books.

Read-Aloud Day

- Staff and students participated in the Read-aloud Day
- District office staff shared stories with schools on Family Literacy Day.

Mathematics

- Teachers are using the digital program Mathletics to support individual learning and for students to enhance their own learning.
- SmartLearning techniques for improving pedagogy assists teachers in working with

students in Math.

- The use of technology has enabled teachers across the division to share ideas for teaching different subjects.
- Teachers are learning about and using a variety of technology tools to support numeracy.

Excellence in Financial Practices

Priority 4: Northland has a balanced budget for 2020-2021.

Administration has been monitoring expenses on a monthly basis with reports to the Board. Given the cost pressures and the operations dynamic of the pandemic, particularly for maintenance/cleaning, resources have been carefully used, or reallocated as much as possible to address changing priorities

Goal 1: The Board Budget is balanced for 2020-2021

- The Board is 39% under budget as of January 31, 2021 and has reduced one trustee from 11 to 10 as of October 2021 executing both actions planned.

Goal 2: The Division budget is balanced for 2020-2021

- A continuous focus on costs and the appropriate “tone at the top” has helped to contain costs this year. Administration has been monitoring expenses on a monthly basis with reports to the Board. A combination of longer-term strategic improvements have been coupled with short-term cost containment to ensure we remain under budget
- Although the “Red Tape Reduction” initiative of the province did not require it, NSD did a Fall Budget Update in November, reviewing the May Budget for changes based on changing enrollment, costs and other conditions. This diligence is paying off with cost containment efforts meeting the significant change in First Nations/Federal revenues forecasted
- The strategic plan for Corporate Services includes a focus on leveraging our financial system to be more efficient through automation, workflow and electronic processing. The pandemic has helped fuel this with a requirement to reduce paper processing and work electronically where possible. In addition there is an opportunity to better manage NSD data to be more efficient and reduce errors - so that for example, student info is only collected once and flows from registration to Transportation. Efficiencies from these potential 2021 changes will allow staff to focus on priority work.
- Due to COVID-19, Zoom meetings have replaced face-to-face meetings and significantly reduced travel expenses for administration and the Board.
 - Replacing travel with the use of teleconferencing and videoconferencing.
- Housing has been reorganized to work more closely with Facilities & Maintenance. This creative approach means that effective February 1st local Division staff are being assigned specific tasks through the Maintenance Care tracking system for Housing, with their direct time charged to the Housing Department. This solution will reduce costs because rather than paying for contractors to travel from the nearest available centre, local NSD staff will be able to more quickly, cost effectively and efficiently deal with many issues. For example, rather than scramble a contractor to travel 3 hours each way to a community, plus 2 hours of repair time, a local NSD staff member will be able to execute

the repair (say defrost a pipe), in just two hours. Depending on the cost recovery/demand some of the savings may need to be reinvested in flexible resources to ensure quality service.

- The Facilities Department is evolving from a focus on immediate trade related break-fix repairs, to managing strategically across the Division and proactively driving change. This includes managing a flexible workforce comprising both contractors and internal staff as well as for example extensively refitting facilities so that they can be remotely managed - including access, fire, alarm, video, temperature and other key indicators. This evolution ensures that risks are better managed (for example early detection of potential pipe freezes) and costs are reduced (ie video monitoring of equipment room can help diagnose offsite).
- Energy management continues to be a success story for the division - the Energy Management Charter, consulting and resulting improvements have saved \$650,000 in energy costs in the last three years. Key to this has been to consolidate all utilities data from across the facilities fleet and develop a key performance indicator (KPI) that highlights the opportunity. The KPI is the energy used per square meter. Looking at the 20 buildings under study, consolidating the gas/propane and electricity usage and developing the KPI has created a clear ranking of efficiency for NSD facilities. This has led to targeted improvements creating the biggest financial return as well as bringing a “green dividend” through reduced energy and carbon usage.
- Viability studies have been produced for Hillview, Pelican Mountain and Susa Creek, showing the business case and requirement for “essential schools” to support student achievement and deliver the unique programming from NSD.
- The Transportation Department has analyzed the business case for using contractors on select routes, showing that overall there are strategic and cost savings benefits from the mix currently in use. Basically, internal operations are on average more economical but for some sites labour, operational and cost challenges preclude internal operation.
- NSD’s cost accounting and charge-back approach is undergoing a second look, with the changes in the funding model providing an impetus to ensure that grant inputs/applications are accurate and maximize available revenues
- Continue to explore these two options:
 - Develop and offer land-based learning camps to outside organizations
 - Currently developing future offerings of land-based learning camps.
- NSD is also selling unused or surplus assets to both reduce storage/operating costs as well as generate cash. Sales have included surplus modular homes, buses and other vehicles.
- NSD’s Career Pathways Program has been providing a supportive and flexible environment for High School students to complete their education at a time and place that works for them. Ultimately this keeps students in school and supports graduation.

Goal 3: The Board supports and encourages the use of combined grades as a means to increase student success as well as help keep schools in communities.

- The attainment of this goal will require continued communication and community engagement as Trustees learn the value of combined grades and share with parents and community members.
- Administration plans to continue to provide PD and support to ensure teacher training in the strategies of combined grades.
- Administration will continue to work with other school districts to share combined

curriculum resources.

Goal 4: Innovative and creative ways to offer programs and courses increase.

- The pandemic has raised everyone's technical competency - this has enabled for example Career Pathways to reach across the Division to support High School. Innovative tools are being deployed to make At-home learning engaging through technology for all grades.
- Dual credit courses (College and High School), online offerings, CTS expansion and the potential of virtual school are in development/trial.
- The first group of students entered into the Dual Credit Indigenous Studies 100 with MacEwan began in February 2021. These students are registered as university students while attending their high school. The credits they earn will be for both high school and university. This course will give students three credits towards their university program.

Goal 5: The number of non-attending students decreases

- NSD has had a significant focus and program on attendance driven in part by the Office of the Auditor General's three audit recommendations. At this point the program, goals, procedures and approach are well developed and becoming part of NSD culture
- Extensive collaboration is underway and the Board is advised monthly on attendance.
- Student attendance is monitored for both the in school and at home learning opportunities.

Goal 6: Trustees increase financial monitoring skills

- This has been a year of steady learning and success for the Board in terms of their financial competency. Going onto the fourth year of the mandate the growth in financial literacy is clear. The Board is laying a strong foundation for the future financial success of the division. Further development of the Finance and Audit Committee is an opportunity for the Board to focus on these topics and may be a crucial element of good governance.

Bulletin 2 - School Visits
September 2020 - December 2020

In the previous years, the Executive Team would visit the schools on a regular basis, however since COVID-19, these visits have been limited. The Executive team is in constant communication with principals, teachers and other staff by utilizing technology. This past year, the Division has scheduled Principal meetings, held professional development webinars, Corporate Board meetings, and teacher orientation all via Zoom.

Bulletin 3 - Student Attendance
September 2020 - December 2020

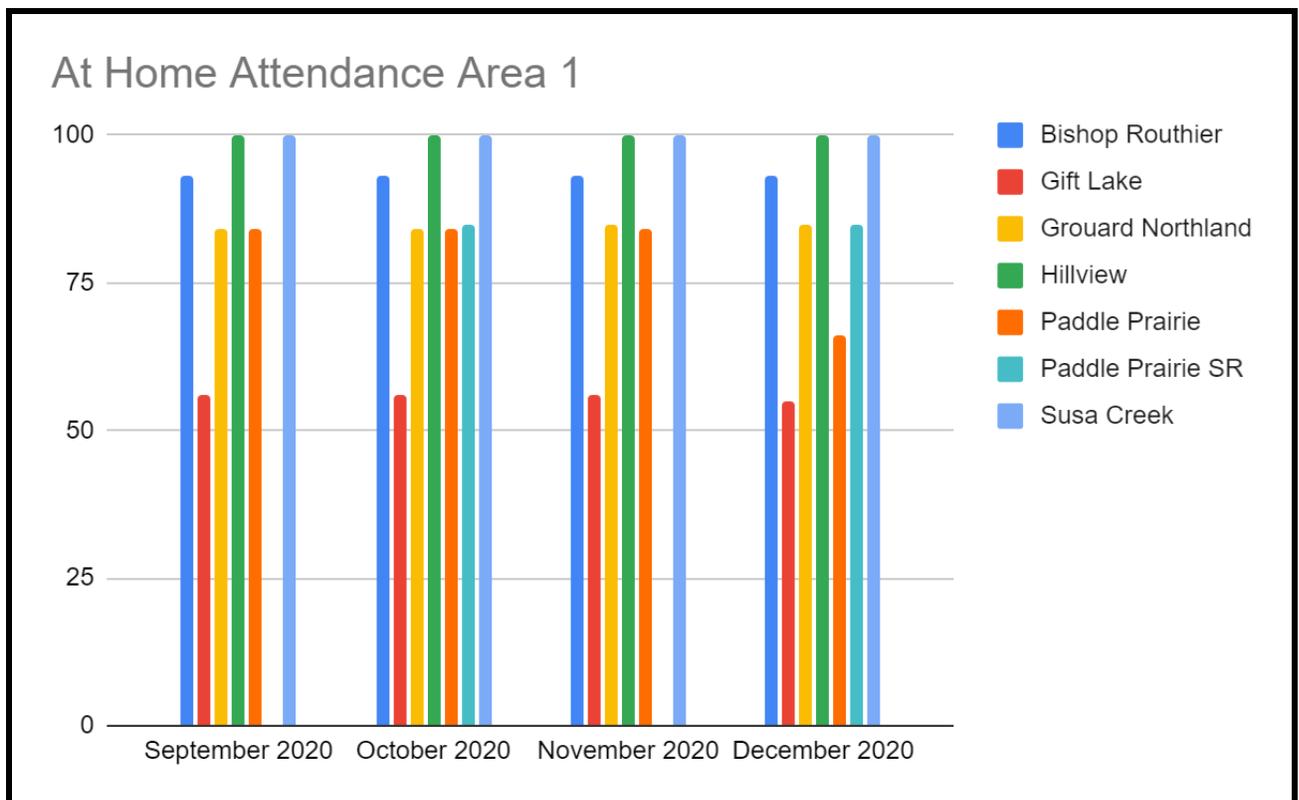
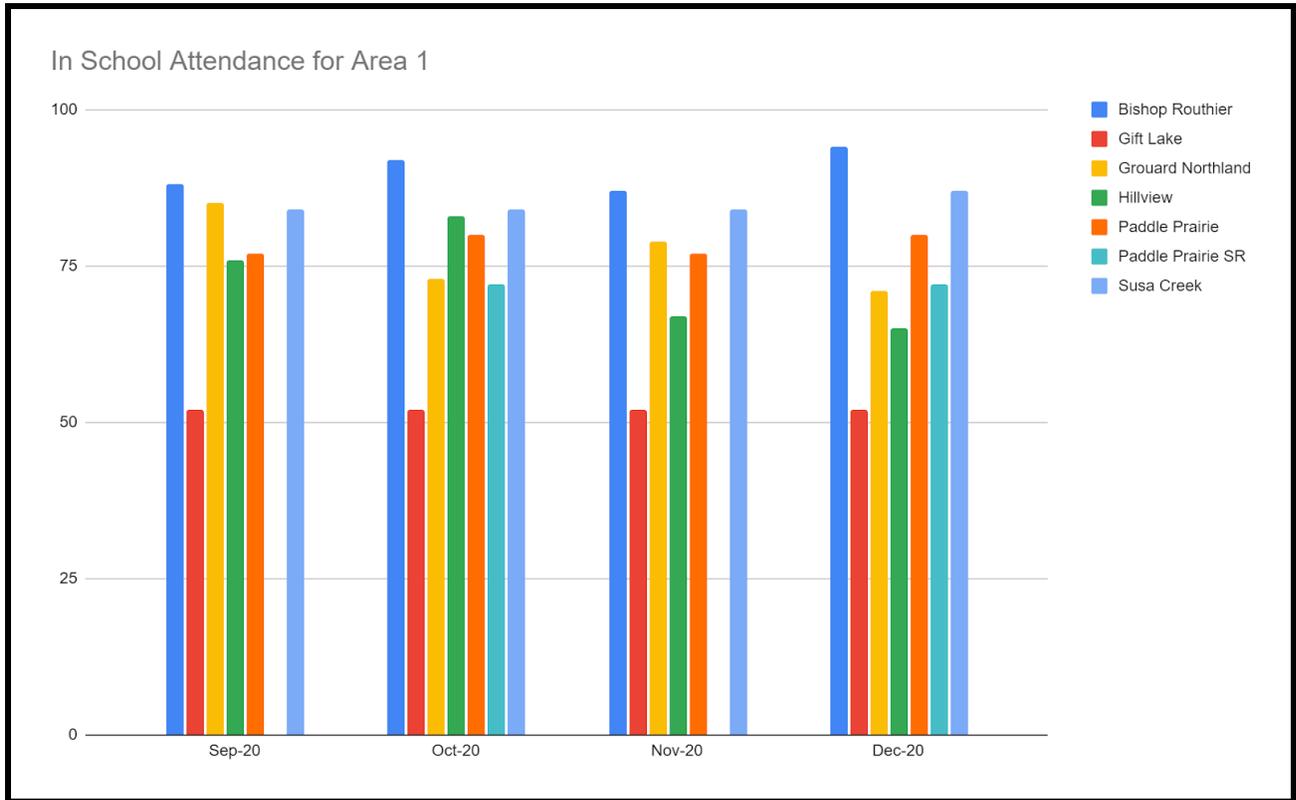
Barriers to Attendance-taking During the Pandemic

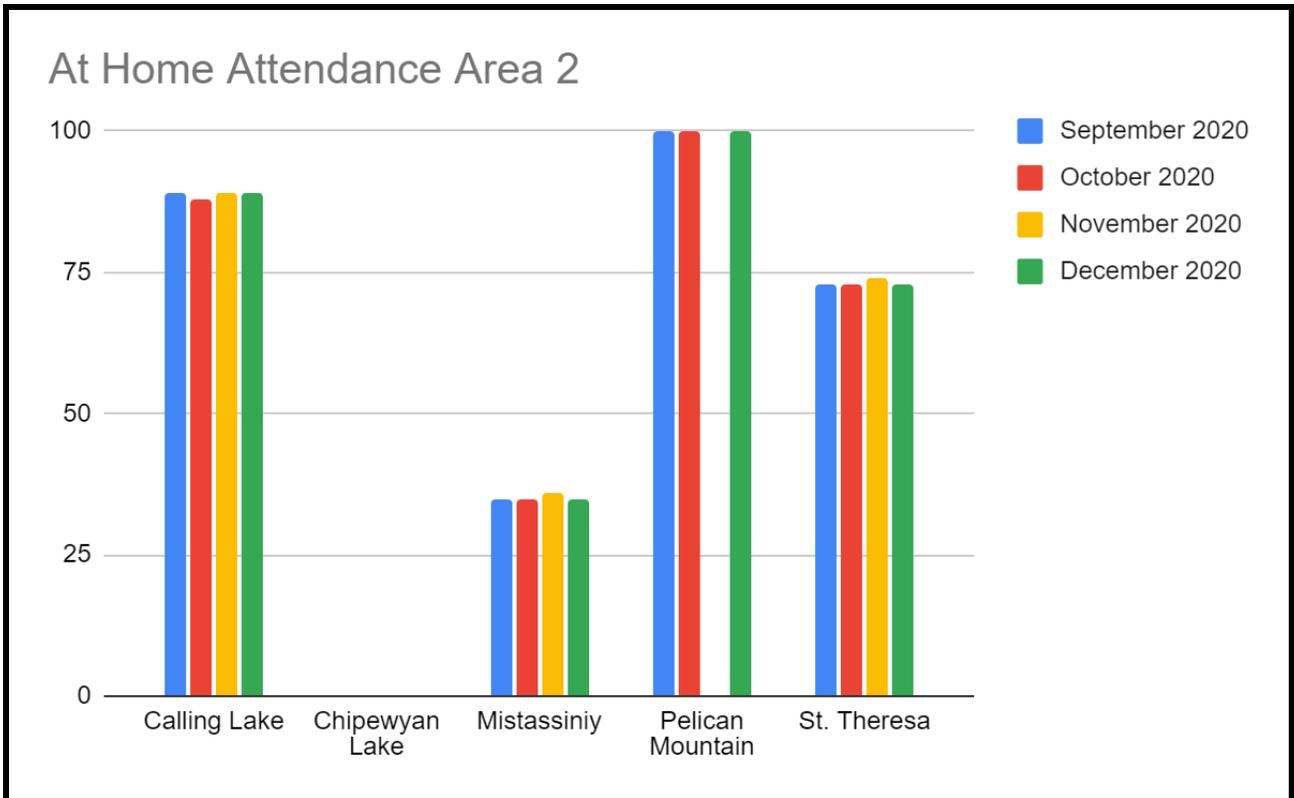
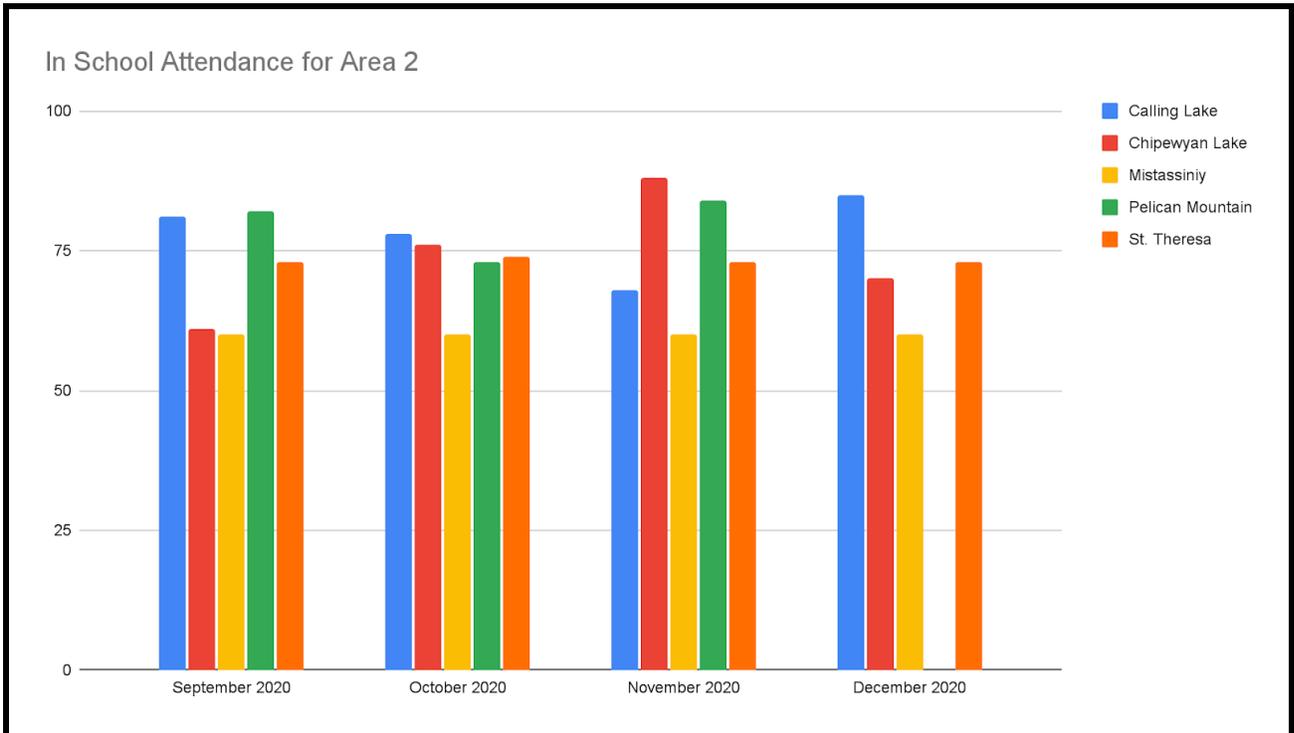
- (a) Staggered Startup: Although school commencement began on September 8th, the following groups of students had delayed/flexible starts: ECS and the cohort of bubble students involved in online learning.
- (b) The decisions by parents to have their children engage at-home or in-school learning changed during the initial stages of school opening created attendance tracking issues for teachers – which, in turn, impacted PowerSchool tracking. The November 20th transitioning of students between at-home and in-school learning has potential impact attendance accuracy at the school level.
- (c) Multiple PowerSchool attendance configurations needed to be created for the various groupings of at-home learners. As well, entire school setups needed to be reconfigured, including school calendars, bell schedules, new courses created, new attendance codes and conversion settings.
- (d) Keeping up with the changing dynamics of the pandemic and its impact on school and attendance tracking in PowerSchool were and continue to be ongoing issues, and
- (e) Multiple division priorities (i.e. Ten days of scheduling for CSL to have class data for report cards as well as having to manually input IPP data) took a large chunk of time away from attendance compilation and month-end analysis.

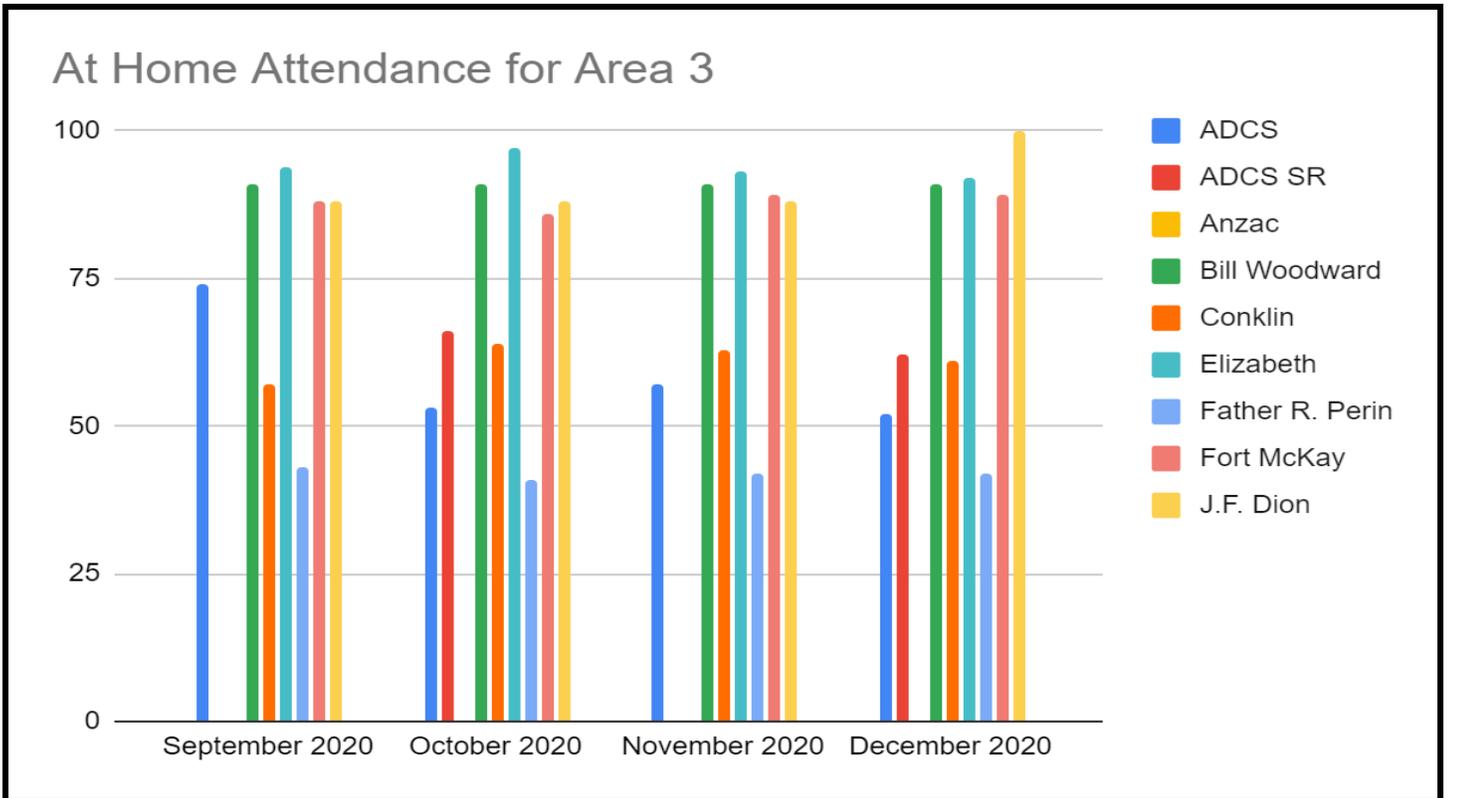
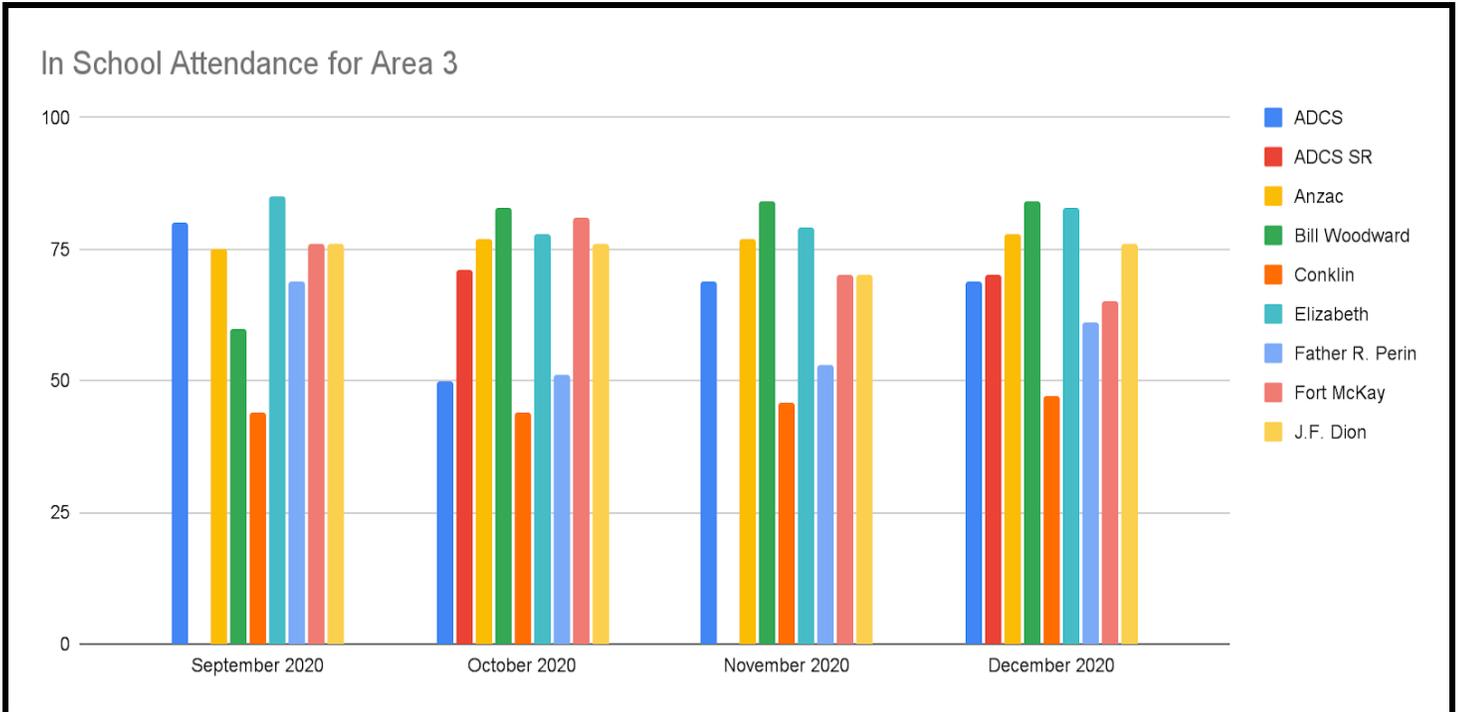
Division-wide Attendance Percentages for September through to December 2020:

Month	Division Wide
September 2020	83%
October 2020	73%
November 2020	73%
December 2020	72%

Charts by Area for In School Attendance and At Home Attendance - Data was taken from the January 2021 Attendance Report that was presented to the Board.







**Bulletin 4 - Staff Attendance (Based on Leave Applications)
November 1, 2020 to January 31, 2021**

**Staff Attendance (Based on Leave Applications)
November 1, 2020 to January 31, 2021**

	# of Staff	Calendar Days	Possible Days	Actual Days Recorded	Actual Attendance	# of P.D. Days Taken	# of "Other" Days Taken	% Attendance	% Absent	% Absent for PD	% of Other
Certificated Staff	148	52	7,696	751	6,945	9	742	90%	10%	0.12%	9.64%
Uncertificated Staff	130	52	6,760	743	6,017	4	739	89%	11%	0.06%	10.93%
Maintenance Staff	38	56	2,128	223	1,905	0	223	90%	10%	0.00%	10.48%
Central Office Staff	56	56	3,136	194.5	2,941.5	0	194.5	94%	6%	0.00%	6.20%

**Staff Attendance (Based on Leave Applications)
November 1, 2019 to January 31, 2020**

	# of Staff	Calendar Days	Possible Days	Actual Days Recorded	Actual Attendance	# of P.D. Days Taken	# of "Other" Days Taken	% Attendance	% Absent	% Absent for PD	% of Other
Certificated Staff	151	54	8,154	1,016	7,138	105.5	910.5	88%	12%	1.29%	11.17%
Uncertificated Staff	143	54	7,722	8,78.5	6,843.5	75.5	803	89%	11%	0.98%	10.40%
Maintenance Staff	41	57	2,337	245	2,092	0	245	90%	10%	0.00%	10.48%
Central Office Staff	67	57	3,819	362.5	3,456.5	9	353.5	91%	9%	0.24%	9.26%

Types of Leaves		Maintenance includes:	Central Office Staff includes:
ATA	Meetings	Area Maintenance Workers Custodial Staff	Pedagogical Supervisors Family Wellness Workers Counselors Mental Health Project Staff
Compassionate	Personal Paid Leave		
Conference	Personal Unpaid Leave		
Critical Care Leave	Professional Development		
Family Care Days	School Business		
Field Trip	Sick/Medical		
Lieu Days			

Bulletin 5 - Staffing Update February 2021

	Certified Staff	Educational Assistant II - PUF	Educational Assistant I	Educational Assistant II	School Community Liaison Worker	Family Community Liaison Advisor	Library Assistant	Native Language Instructor	Clerical	Total by School
Anzac	6.5	0	0.8	2.2	0	0	0.5	1	1	12
ADCS	14	0	1	2	0	0	0	0	1	18
Bill Woodward	7.5	0	0	3	0	0	0.5	0	1	12
Bishop Routhier	4	0	0	2.8	0	0	0	0.5	0.7	8
Calling Lake	9	0	0	2	0.5	0	0	0.5	1	13
Career Pathways	3	0	1	0	0	0	0	0	0	4
Chipewyan Lake	2	0	0.7	0	0	0	0	0.3	0	3
Conklin	4.5	0	1.7	0	0	0	0	0.5	0.5	7.2
Elizabeth	10	0	2.1	3	0	0	0.4	0.8	0.5	16.8
Father R. Perin	6.5	0	1	1	0	0	0	0.6	1	10.1
Fort McKay	4	0	2	0	0	0	0	0	1	7
Gift Lake	11	0	2	4	0	0	0	1	1	19
Grouard	5	0	2	0	0	0	0	0	1	8
Hillview	2.4	0	0	1.75	0	0	0	0	0.25	4.4
J.F. Dion	5	0	0	3.5	0	0	0	0.66	1	10.16
Mistassiniy	18	0	3	5	0	1	0	1	1	29
Paddle Prairie	8	0	1	1	0.25	0	0	0.75	0.9	11.9
Pelican Mountain	2	0	1	0	0	0	0	0.25	0.35	3.6
St. Theresa	20	1	5	9	0	2	1	1	2	41
Susa Creek	2.3	0	0.9	0	0	0	0	0.5	0.5	4.2
Totals	144.7	1	25.2	40.25	0.75	3	2.4	9.36	15.7	242.36

Bulletin 6 - School and Division Success Stories

NSD students participated in a Science Week event sponsored by Telus World of Science - Edmonton



A number of NSD students experienced an exclusive event presented by the Telus World of Science – Edmonton team in January. The theme for the virtual learning experience is “All About Winter”.

During this exclusive event, NSD students participated in 30-40-minute sessions/demonstrations by the Science in Motion staff. The team provided explanations of daily learning challenges for the students. The challenges included building a lean-to, constructing cardboard snowshoes, learning how to make a snow volcano and spruce gum tea, just to name a few. Parks Canada also participated by having a guest speaker for the students, explaining winter survival. Winter survival topics included building a shelter and a fire, finding water and food and ice safety.

“NSD has been exploring ways to improve the way we engage and teach science to students,” said Dr. Nancy Spencer-Poitras, Superintendent of Schools. “With help from friends, we have developed a new and meaningful relationship with the Telus World of Science - Edmonton. Telus World of Science - Edmonton has developed teacher professional learning opportunities designed for NSD teachers. These opportunities will enable teachers to nurture a love of science for students.”

“On behalf of the Board of Trustees, I want to thank the Telus World of Science - Edmonton for organizing this exciting learning experience for our students,” said Robin Guild, Board Chair. “The knowledge from the science centre staff is not only a benefit to our teachers, it helps our students understand and enjoy science. Meaningful relationships are critical to supporting student success. The Board is pleased to see NSD and the Telus World of Science - Edmonton working together.”

Over 400 NSD students participated in the Science Week event via Zoom Webinar (video conferencing).



Northland schools celebrated Family Literacy Day

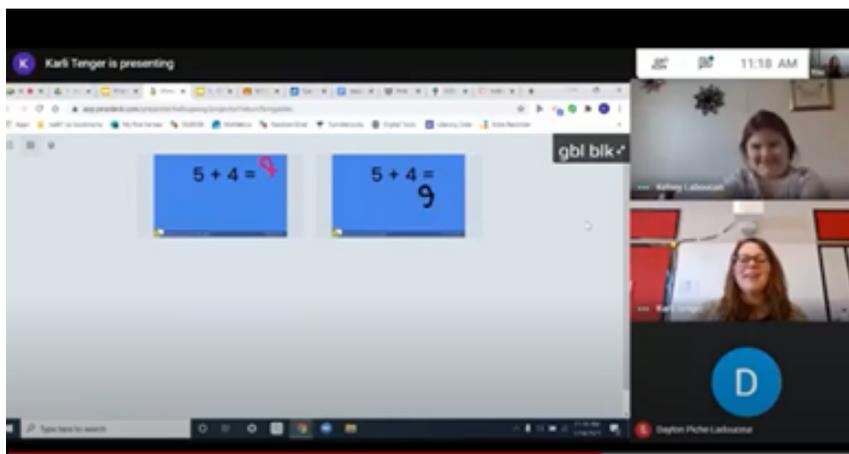


Dr. Nancy Spencer-Poitras read a booked called “Sweetest Kulu”

In recognition of Family Literacy Day, NSD schools organized a number of activities to raise awareness about the importance of reading. To support what schools are doing to celebrate literacy, Dr. Nancy Spencer-Poitras, Superintendent of Schools, and members of the senior administration have been reading to students via Zoom Webinar (video conference).

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

Trustees participated in a visual journey to see what At-Home Learning looks like



The Board of Trustees have a better understanding of how At-Home Learning looks following a video presentation by Michael Maciach, Pedagogical Supervisor - Educational Technology. At-home learning is delivered both at the school level and from a centralized approach. 135 students are participating in the centralized approach. The remaining

percent have at-home learning supported by the classroom teacher in the school/community where the student resides.

The presentation provided the trustees a visual lens of:

- What the learning environment looks like.
- What the student and teacher interaction look like.
- What technology tools teachers use to enhance the at-home learning experience.

In this video, Elizabeth School Teacher Ms. Tenger is working at-home learning students via Zoom and using a tool called Pear Deck. Pear Deck allows teachers to create interactive slides so students can respond to questions <https://drive.google.com/file/d/1st6ZtC554DRdZ0Tgb9DyjhgQG2RP7Ur5/view>.

Bill Woodward School students learning on the land

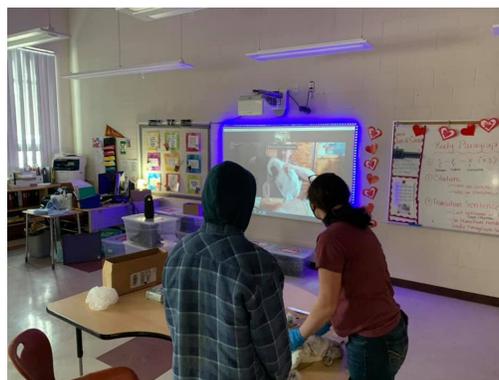


Check this out! Students at Bill Woodward School in Anzac recently completed a trapline management project; which is part of the Wildlife Management course.

While participating in the trapline management project, students were tasked with setting snares with support from Ms. Savill. They then worked with trapper Justin Bourque via Zoom and Cree Language Instructor Ms. Joan Neeahnymahoo to harvest the meat and learn about trapline management. This project covers numerous learning outcomes such as:

- Describing the purpose and elements of wildlife management
- Political boundaries
- Legislation
- Value of wildlife

What an incredible learning experience!



Elizabeth students participated in an important conversation



Elizabeth School students in grades 5 and 6 participated in an exciting event on February 1, 2021. The students were selected in Classroom Champions and the NHL's announcement of Lessons from Willie. The program is designed to bring the story of Willie O'Ree to light, and his experience as the first black player in the NHL. The program includes social justice and anti-racism resources to schools across North America and a series of inspirational videos that educators and families can use to start meaningful conversations with kids.

The panel featured Prime Minister Justin Trudeau, Willie O'Ree, Ron MacLean, and other special guests. Elizabeth School will be leveraging the free resources in the coming weeks and months to highlight the valuable and powerful conversations about social justice and racism. Take a look at the program: www.lessonsfromwillie.ca.

New Home for Career Pathways School



Career Pathways School (CPS) students have a new place to call home! The new facility for the outreach program in Wabasca-Desmarais is now located just east of St. Theresa School (2783 Neewatim Drive). The grade 10-12 school was previously located at Northern Lakes College.

"It is a new chapter for Career Pathways School and we are all looking forward to it," said Angela James, Career Pathways School Principal. "It is an honour to work with our students and their

families. We will continue to do our best to serve our community.”

“First and foremost, I want to thank Northern Lakes College for allowing NSD to operate Career Pathways School in the Wabasca-Desmarais campus,” said Dr. Nancy Spencer-Poitras, Superintendent of Schools. “The outreach model in Wabasca-Desmarais has been a success story for Northland School Division. I know students are looking forward to learning in a facility that they can call home. In addition to the number of students at Career Pathways School, their Flexible Learning program, which is offered to other students across the division, has been highly successful in enabling students to complete courses towards their high school graduation. We are extremely proud of the staff and students in these programs.”

“This is a positive move for the students and staff at Career Pathways School,” said Robin Guild, Board Chair. “On behalf of the Board of Trustees, I want to thank the Municipal District of Opportunity, NSD staff and community members who helped to secure and create a new learning environment that is welcoming and safe for Career Pathways School students and staff.”

CPS is a flexible self-paced individualized program for students in grades 10-12. They also operate the division-wide [Flexible Learning Program](#). Students in remote communities have an opportunity to complete their high school courses with in-person/virtual support from local teachers and CPS teachers.

CTS Week at Paddle Prairie School

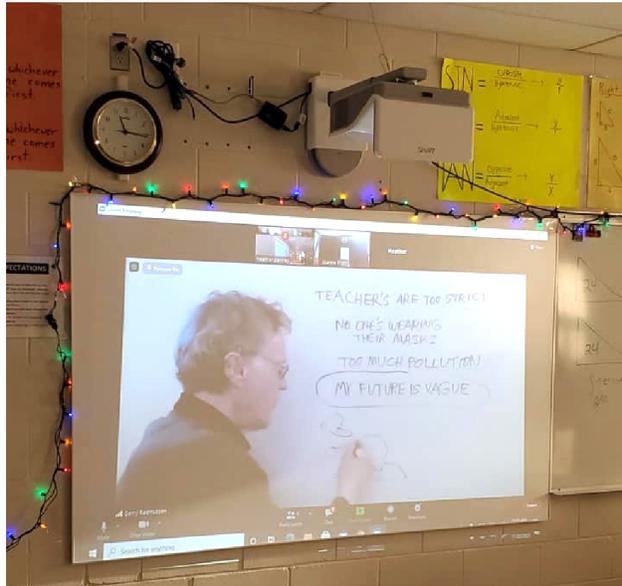


Paddle Prairie School recently hosted a Career and Technology Studies (CTS) Week. The event was designed as part of the high school redesign initiative to give students an opportunity to experience various CTS courses in a short amount of time. The school has found great success in attendance and engagement during these weeks as students spend the entire time doing hands-on activities that are engaging and meaningful. Students do one CTS strand for 2.5 days of the week and a different strand during the last 2.5 days; earning a credit for both strands.

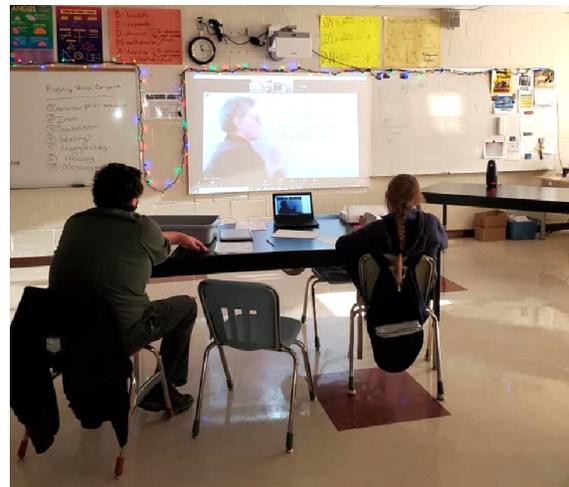
During the week of November 15th, students participated in many hands-on activities including website design, photography, moccasin making, beading, and 3D design and printing. In the spring, students participate in the land based learning locally developed course that was developed at Paddle Prairie School.



Excellent Example of Technology Supporting Student Learning



Here's an excellent example of NSD enhancing and leveraging the use of technology to support student learning! At Bill Woodward School, students experienced a virtual visit with cartoonist Gerry Rasmussen! He taught the grade 11 social studies class, and grade 8/9 creative writing class about political cartooning.

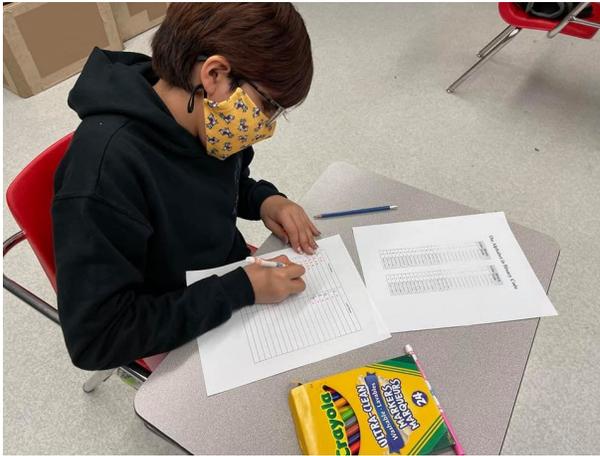


NSD schools participate in #HourofCode



In recognition of Communication Science Education Week, a number of NSD schools participated in the #HourofCode. The Hour of Code started as a one-hour introduction to computer science, designed to demystify "code", to show that anybody can learn the basics, and to broaden participation in the field of computer science. It has since become a worldwide effort to celebrate computer science, starting with 1-hour coding activities but expanding to all sorts of community efforts.

Left Photo: Conklin Community School students participated in Hour of Code activities. In the spirit of learning how to code, Fort McKay School students learned how to construct binary bracelets. The first step for students was to "code" their names, using the correct sequences, followed by colour coding their 1's and 0's and transferring that information onto their bracelets.



Bill Woodward School Teacher featured by Women in Sport Speaker Series



Check this out! Tessa Dagenais, Bill Woodward School Teacher, was recently featured by the [Women in Sport Speaker Series](#)! Congratulations Tessa! Northland School Division is lucky to have you educating and inspiring Anzac students. **See article below.**

December Spotlight

✨ Tessa Dagenais, B.Ed ✨
Physical Education Teacher, Athletic Director - Bill Woodward School

Current Involvement in Sport:

This is Tessa’s 6th year as a Physical Education teacher and coach in a small rural community in northern Alberta

named Anzac. For the past three years she has had the privilege of coaching both junior and senior girls’ volleyball and basketball at her 1A junior/senior high school. She also holds the role of Athletic Director. This role has allowed her to take the reins of the school’s athletics, helping to give their athletes the opportunity to participate in as many tournaments around the Northeast of Alberta as they possibly can! She is constantly focused on increasing participation of student athletes in her school, as she feels that participation on school athletic teams is an incredible experience and positive opportunity for their youth.

Sporting History

Tessa started playing soccer and volleyball when she was in elementary school, both sports held a huge role in her life throughout her childhood up until she finished high school. Tessa speaks highly of her memories from her involvement in sport, particularly spending weekends with teammates and coaches. When she wasn’t away travelling for tournaments, she spent her time snowboarding at Mount Washington. She is grateful that her parents allowed her to try as many sports as she could, in pursuit of what she really loved.

Her parents enabled her and her sisters in sports by prioritizing driving them to all of their games and practices. Without her parents, Tessa remarks that sports wouldn't play the role they currently do in her life. Growing up immersed in sports, Tessa dreamed of being a coach. She strived to gain the knowledge and skills to give back to future athletes and make a positive impact on their lives, just as her coaches had done for her. Her dream of becoming a coach and physical education teacher became a reality when she completed the Exercise Science and Physical Health Education program at the University of Victoria in 2015. She promptly accepted her current position and has been living out her dream for 6 years.

Favourite Sports Memory:

"My favorite sports memory was my senior high school volleyball team winning the AAA Girls Volleyball BC Provincials in Richmond, our last tournament that we would ever play together. Ending our chapter of volleyball together as a team on the highest note was an indescribable feeling. My coach and high school Physical Education teacher, Terry Philp, was the same volleyball coach that I had from grade 5 all the way until we won the provincial title in grade 12. We had the same group of girls on our team playing together over the years, it was so amazing that we could all grow together over the many years! Terry was the one who inspired me to become a Physical Education teacher and coach. Sports had such a powerful and positive impact on my entire childhood, and I knew that I wanted to coach and help provide that opportunity for athletes."

Female Sports Mentor/Idol"

I had the honour of meeting Brigette Lacquette in 2018 when I chaperoned a group of students attending the Indspire Awards in Calgary. Brigette was one of the winners that year, the students and I had the privilege of meeting Brigette at a luncheon and we were so inspired by her story. At only 28 years old, Brigette is the 1st First Nations women on the Canadian Olympic hockey team. Brigette shared a message that day that has stayed with me and inspired all of our students; "Never give up. You can achieve anything you put your mind to, and it doesn't matter where you come from, you can always achieve your dream". Anzac is a small rural community and to see a small town First Nations woman follow her dream and make it big in sport was truly motivational. My dream for the future of women in sport is that there is more participation of young Indigenous women as they follow their dreams and push the boundaries in sport!

What advice do you have for other women in sport?

"To young women in sport, keep paving your own path and don't give up! Sports can have such a positive influence on your life, I encourage young women to try as many sports as they can to find what they love doing!"

Tessa Dagenais



 Director of Student Engagement, Attendance, and Completion Report for NSD Principals

Operational Plan Updates to January 2021

Strategy 1.1: Standardize attendance tracking processes

Year to Year Comparison - Division-wide Attendance Results for September 2020 to January 2021

Month	2019-2020	2020-2021	Difference
September	88%	76%	-12%
October	81%	75%	-6%
November	80%	75%	-5%
December	78%	74%	-4%
January	68%	65%	-3%
Overall Average	79%	73%	-6%

January 2021 Attendance Highlights for Northland School Division

- Our overall division attendance for January 2021 is 65% - **down 3%** when compared to January 2020! Our overall division attendance is **down 6%** for the first five months when compared to the same period in the previous school year.
- The top attending schools (at-home & in-school combined) for January 2021 are:

Schools	Top Attending Schools for January 2021
Chipewyan Lake	90%
Anzac	93%
Bishop Routhier	87%
Bill Woodward	86%
Pelican Mountain	85%
Hillview	81%

- Despite the pandemic, eight schools showed a **positive attendance growth** in January 2021 when compared to January 2020: Bishop Routhier, Gift Lake, Hillview, Susa Creek, Chipewyan Lake, Pelican Mountain, Anzac, and Bill Woodward.
- Division-wide, 34% of NSD students have overall attendance rates between 90% and 100%.



KEEPING ON TRACK!

January 2021

Attendance Improvement Across NSD

Are you keeping on track with your attendance improvement goals? Do you have the latest and most accurate attendance information for your school? Are you communicating your attendance successes & challenges with your school community? If not ... how we can help?

January 2021 Attendance Results by School

Northland Schools	January 2020	January 2021	
		At-Home	In-School
Bishop Routhier	71%	84%	90%
Gift Lake School	62%	88%	65%
Grouard Northland	63%	32%	48%
Hillview School	59%	100%	61%
Paddle Prairie	69%	None	61%
Susa Creek School	62%	None	72%
Average	64%	76%	66%
Calling Lake	76%	66%	73%
Chipewyan Lake	68%	None	90%
Mistassiniy	59%	41%	33%
Pelican Mountain	73%	None	85%
St. Theresa	71%	47%	65%
Average	69%	51%	69%
ADCS	58%	44%	62%
Anzac	76%	100%	86%
Bill Woodward	76%	85%	86%
Conklin	83%	None	61%
Elizabeth	66%	0%	62%
Father R. Perin	58%	46%	62%
Fort McKay	76%	56%	65%
J. F. Dion	81%	None	68%
Average	72%	55%	69%
Overall Average	68%	61%	68%

**Percentage of Students (at-home & in-school)
Attending Between 90% – 100% by School for January 2021**

Northland Schools	95-100%	90-94 %		90-100%
Bishop Routhier School	81%	3%	=	84%
Gift Lake School	35%	4%	=	39%
Grouard Northland School	0%	7%	=	7%
Hillview School	42%	8%	=	50%
Paddle Prairie School	5%	12%	=	17%
Susa Creek School	12%	8%	=	20%
Sub-Total Avg.	29%	7%	=	36%
Calling Lake School	23%	14%	=	37%
Chipewyan Lake School	41%	0%	=	41%
Mistassiniy School	3%	2%	=	5%
Pelican Mountain School	45%	10%	=	55%
St. Theresa School	15%	12%	=	27%
Sub-Total Avg.	25%	10%	=	33%
ADCS	14%	10%	=	24%
Anzac Community School	57%	1%	=	58%
Bill Woodward School	61%	3%	=	64%
Conklin Community School	22%	0%	=	22%
Elizabeth School	10%	6%	=	16%
Father R. Perin School	7%	5%	=	12%
Fort McKay School	19%	10%	=	29%
JF Dion School	24%	4%	=	28%
Sub-Total Avg.	27%	5%	=	32%
Overall	27%	7%	=	34%

Percent by Attendance Category by School for January 2021 (combined)

Northland School	95-100%	90-94 %	80-89%	70-79%	60-69%	50-59%	Below 50%
Bishop Routhier School	81%	3%	2%	2%	0%	0%	12%
Gift Lake School	35%	4%	5%	10%	7%	5%	34%
Grouard Northland School	0%	7%	24%	8%	4%	7%	50%
Hillview School	42%	8%	12%	4%	19%	0%	15%
Paddle Prairie School	5%	12%	15%	10%	14%	11%	34%
Susa Creek School	12%	8%	36%	12%	4%	8%	19%
Sub-Total	29%	7%	16%	8%	8%	5%	27%
Calling Lake School	23%	14%	14%	13%	11%	9%	16%
Chipewyan Lake School	41%	0%	47%	12%	0%	0%	0%
Mistassiniy School	3%	2%	7%	3%	3%	5%	77%
Pelican Mountain School	45%	10%	24%	7%	2%	3%	10%
St. Theresa School	15%	12%	16%	10%	9%	6%	31%
Sub-Total	25%	8%	22%	9%	5%	5%	27%
ADCS	14%	10%	9%	12%	6%	5%	44%
Anzac Community School	57%	1%	21%	10%	2%	2%	7%
Bill Woodward School	61%	3%	13%	12%	0%	0%	11%
Conklin Community School	22%	0%	11%	11%	11%	17%	28%
Elizabeth School	10%	6%	21%	10%	12%	11%	30%
Father R. Perin School	7%	5%	13%	8%	13%	11%	43%
Fort McKay School	19%	10%	14%	14%	5%	11%	27%
JF Dion School	24%	4%	6%	13%	7%	7%	39%
Sub-Total	27%	5%	14%	11%	7%	8%	30%
Overall	27%	7%	17%	9%	7%	6%	28%

**Students attending between 80-100% compared with students
attending below 80% for January 2021 by School**

School	80-100%	Below 80%		Total
Bishop Routhier	86%	14%	=	100%
Gift Lake School	44%	66%	=	100%
Grouard Northland School	31%	69%	=	100%
Hillview School	62%	38%	=	100%
Paddle Prairie School	32%	68%	=	100%
Susa Creek School	56%	44%	=	100%
Sub-Total	50%	50%	=	100%
Calling Lake School	51%	41%	=	100%
Chipewyan School	87%	22%	=	100%
Mistassiniy School	12%	88%	=	100%
Pelican Mountain School	79%	21%	=	100%
St. Theresa School	43%	57%	=	100%
Sub-Total	54%	46%	=	100%
ADCS School	33%	67%	=	100%
Anzac School	79%	21%	=	100%
Bill Woodward School	77%	23%	=	100%
Conklin Community School	33%	67%	=	100%
Elizabeth School	38%	62%	=	100%
Father R. Perin School	25%	75%	=	100%
Fort McKay School	43%	57%	=	100%
J.F. Dion School	34%	66%	=	100%
Sub-Total	45%	55%	=	100%
Overall	50%	50%	=	100

Board Report Student Services February 2021**The Portfolio of Student Services encompasses a number of items:**

- Supporting the needs of students
- PUF and ECS Services
- Mental Health Capacity Building Projects (When We Are Healthy, and Helping Hands)
- Wellness Fund Grant
- Fort McMurray Wildfire

The student services team has been short staffed for the entire year, the department has one staff member who has been away for medical leave as of October 1st 2019. The department has been utilizing casual support to cover some of the needs, as well the remaining staff are working extra to cover the gaps. The department also reduced from 2 Supervisor of Student Services to one this year, The one Supervisor that remains has been away a significant amount of time due to medical concerns. This has the team needing to do things very differently, as we do not have the staff to be in all the locations required. As of February 2021 Student Services is receiving some temporary support from one of the Peds, to help with the gaps of student programming due to medical leaves.

The division continues to have approximately 1100 IPP's (Individual Program Plan) approximately 50 students have been referred for and approved for educational psychological assessments, FASD assessment (used to diagnose Fetal Alcohol Spectrum Disorder), or ADOS assessments (used to diagnose Autism). Student Services, still has a large number of students who are receiving Speech Language as well as Occupational Therapy. These services are able to continue with a blended approach meeting all the Covid 19 restrictions, students who have chosen at home learning, are also able to continue with these services.

Spring of 2020 Northland School Division embarked on the journey of using a new IPP site, the new site is embedded into Powerschool. Through the Spring and Fall of 2020 Student services department hosted a number of professional development sessions to provide training and support for teachers and Administrators with the new site. Student Services have received lots of feedback from schools using the new site, the majority of feedback is positive, and once the staff have become comfortable with the site it has reduced the amount of time for each IPP. The Student Services Department spent a significant amount of time setting up all the suggestion banks to align with Alberta Curriculum as well to incorporate benchmarking and assessment tools we are using as a Division.

The Student Services Department offered approximately 90 online professional development opportunities during the spring of 2020, these sessions were open to all staff and range in topics, some included Mindfulness, Building Resilience, Managing Behaviours, Self Care, and a number of other topics with our consults around Speech and Language and Occupational Therapy strategies.

Summer of 2020 the Student Services department was successful in digitizing all of the student files in the Peace River office. All the student information is now uploaded to Docushare. September of 2020 the schools have embarked on the tasks of digitizing the student files. The provincial regulation indicates that as of September 2020, all new documents need to be digitalized and uploaded into PASI. Currently all schools except for two have completed the digitalizing of the files, the second phase of uploading these documents to PASI will begin.

August 2020 had the department looking at many new challenges with Covid 19, some students not returning to in person learning, trying to ensure that these students still have access to all the learning materials and support they require. Also ensuring that the schools had all the proper PPE required for the students and staff. The Director of Student Services worked with a team in August on the relaunch plan for the division.

From the perspective of a rural jurisdiction; as we move forward, we have to be open to new and creative ways of providing programs and services to our students and to our communities. Sparsity and distance will continue to challenge our ability to provide adequate services; but as we investigate new and innovative ways of providing high quality services and programs in our communities, we can also create sustainable capacity from within, and hopefully create a model designed to meet the needs of our communities. One of these challenges is the flexibility to share supports and services if and when we are able. This can be accomplished using technology to offset sparsity and distance. I believe that Covid 19 has forced the Division to think differently, and has forced us to use technology to reduce some of the barriers of sparsity and distance.

As of January 2020 all schools are required to have at least one EpiPen in the school, 38 Epi Pens have been purchased, and have been distributed to the schools, most schools received a junior EpiPen as well as regular EpiPen, as of January 2021 all the EpiPens have been replaced with new ones.

Supports for Students

Northland School Division provides a wide range of special education services to the students it serves, and strives to ensure inclusive educational principles which are keystones in all educational programs. This usually includes in-classroom support which can consist of individualized program plans, teacher assistant support, material support, and technological support. As well, some schools have special education teachers on staff to support the special needs students in the classroom with teachers. Where deemed necessary or appropriate, some schools provide intensive, short-term support in alternative settings. Additional support is supplied by the Supervisor of Student Services.

Various specialized professional services are regularly contracted by the Division. In exceptional circumstances, Northland School Division provides support for our students attending specialized programs outside of the Division.

Northland School Division Student Services staff focus primarily on students identified as developmentally delayed, disabled or gifted. All students who need extra assistance from time to time are provided the appropriate interventions by divisional staff using the Response to Intervention Model (RTI).

In Alberta, students with developmental delays or disabilities participate in an assessment process where parental consent exists in writing. An assessment clearly describes the child's particular strengths and needs, and provides teachers and parents with important information to consider when planning educational programs for the students identified as having special needs.

The Northland View

In the past, Northland School Division has received services from its local Student Health Initiative Partnerships (SHIP). Because the division is spread out over much of Northern Alberta, we were members of five (5) SHIPs.

As of September 2013, we began a new Regional Collaborative Service Delivery Model. The new model includes the old SHIP plus Complex Needs. The boundaries for the new model remain the same; therefore, Northland School Division belonged to five (5) RCSDs. As of September 2014, the school division belongs to 4 RCSDs. Each RCSD develops its own annual service plan, based on the needs of the various partners. The services and priorities differ from one RCSD to another as does the service delivery model. June of 2020 saw the end of the provincial support of Regional Collaborative Services Mode. This has put the responsibility back to the individual school divisions to provide support for all the students, this has also seen a change in the support which Alberta Health Services will provide to students in schools. Northland School Division has been able to continue all services which had been received through the RCSD's. In one situation Northland has partnered with five other School Divisions to share services providers, which has enabled everyone to maintain the low incidence team. In other situations Northland was able to work with the same contractors who had been providing the services to our students under the old RCSD, this has enabled Northland to have consistency with staff.

Even without the formal Provincial RCSD format, Northland continues to be collaborative with surrounding Divisions, and other partners who have been part of the RCSD model in order to share information and ensure the best practices are in place for our students.

PUF and ECS Services

September 2020, Program Unit Funding grants (PUF) are targeted specifically for children between the ages of 2.8 and less than 4 years 8 months with severe developmental delays or disabilities. This is a change from previous years, when the age was 2 years 8 months till under the age of six as September 1st.

In the Northland School Division, we usually service between 30 and 90 children with needs severe enough to be considered for PUF funding/support. Although only provincial students qualify for PUF funding, both provincial and federal students in need of significant support, receive the needed support by the Northland School Division. Minimally, services may include extra instructional support (EA), assessments/professional services, and an IPP. Depending on the delay or disability, the support provided may be more extensive.

Children (both federal and provincial) with significant needs must be brought to the attention of the Student Services department as soon as possible once the child registers in an ECS program or once the child's needs are brought to the attention of the school. Often the first information source indicating a significant need will be a health professional, a parent.

The 2019-2020 school year has identified 62 students as PUF, including 35 Provincial and 27 Federal students. Each provincial student generates approximately \$23,000 to cover the cost of services, equipment and additional staffing. However with the changes in regulation in the 2020-2021 school year, 9 students have PUF, including 4 Provincial and 9 Federal students.

Wellness Grant

June 2020 saw the end of The Wellness Grant which Northland School Division had been receiving since December 2014, promoting and facilitating positive school environments. Northland School Division had been selected as one of three school divisions in Alberta and British Columbia, to be highlighted for the accomplishments with regards to wellness. A few staff members as well as a Trustee have been interviewed. Throughout the interviews, the team that is doing the research selected will be Land Based Learning. A film team worked with Anzac/ Bill Woodward students in March 2020. The video was highlighted in August 2020 at CASS summer conference.

A number of the schools continue to work with Apple Schools as well Ever Active Schools continue to provide support in many areas, professional Development, mentoring, sharing resources and best practices.

Mental Health Capacity Building Projects

Northland School Division continues to have two mental health capacity building projects:

- Helping Hands to Success which is based out of ADCS school in Fort Chipewyan;

- When We Are Healthy, which is based out of Gift Lake, Bishop Routhier and Grouard Schools.

The projects have secured funding to ensure the projects will continue till August 31.2022.



NORTHLAND SCHOOL DIVISION
ADMINISTRATION RECOMMENDATION TO THE BOARD

TO: THE BOARD OF TRUSTEES **DATE:** FEBRUARY 20, 2021
SUBMITTED BY: Dr. Nancy Spencer-Poitras, Superintendent of Schools
SUBJECT: Dual Credit Program Partnership with MacEwan University
REFERENCE(S):
ATTACHMENTS:

RECOMMENDATION:

THAT the Board of Trustees accept as information, the Dual Credit Program Partnership with Grant MacEwan University, as presented.

BACKGROUND:

Northland School Division is partnering with Grant MacEwan University in a dual credit program. Students participating and upon successful completion in the dual credit program will receive high school credits and three credits with MacEwan University.

The Division signed an agreement with the University for Course 100 - Indigenous Studies which will be starting in the upcoming weeks. Indigenous Studies 100 will introduce students to various aspects of Indigenous Studies such as historical, sociological, oral and literacy. Students will develop critical thinking and writing skills through intensive reading and analysis of specially Indigenous writers. Additional cultural opportunities are built into the course which include meeting with elders, participating in ceremonies, etc.

RISK ANALYSIS:

NORTHLAND SCHOOL DIVISION

BOARD CHAIR HIGHLIGHTS

NORTHLAND SCHOOL DIVISION
Corporate Board Expense Summary
as of January 31, 2021

	2020-2021					
	<u>Budget</u>	<u>YTD Budget</u>	<u>YTD</u>	<u>Variance</u>	<u>%</u>	
EXPENSES						
Trustee Remuneration	\$ 130,250	\$ 54,271	\$ 49,946	\$ 4,325	8	
Trustee Benefits	40,000	16,667	23,998	(7,331)	(44)	
PD/ School Council Development	6,000	2,500	121	2,379	95	
Legal Fees	50,000	20,833	23,758	(2,925)	(14)	
Professional Services	-	-	1,097	(1,097)		
Advertising	1,700	708	\$0	708	100	
ASBA/PSBA Fees	33,000	13,750	\$21,278	(7,528)	(55)	
Office Supplies	2,000	833	154	679	81	
Printing and Binding	2,700	1,125	1,261	(136)	(12)	
Postage	600	250	14	236	95	
Travel and Subsistence	125,250	52,188	24,742	27,446	53	
Liability Insurance	250	104		104	100	
Telephone	6,000	2,500	1,547	953	38	
Awards	35,000	14,583	883	13,700	94	
Furniture and Equipment	10,000	4,167	73	4,094	98	
Hosting	91,000	37,917	93	37,824	100	
Elections	60,000	25,000	965	24,035	96	
Total	<u>\$ 593,750</u>	<u>\$ 247,396</u>	<u>\$ 149,931</u>	<u>\$ 97,465</u>	<u>39</u>	

Total

VARIANCE ANALYSIS

Overall - We are on track for a positive result, 39% under YTD budget.



Superintendent's Highlights

February 20, 2021

Science of Winter Week

On the weeks of January 18th to 22nd and January 25th to 29th, Telus World of Science in Edmonton hosted a Science of Winter Week just for NSD students. The Daily events were held virtually through Zoom and hosted by the Science in Motion Team (SIM). The exciting events consisted of numerous winter-related experiences and challenges that encouraged students to learn about the science of ice and snow and to get outside to complete the challenges and have some winter fun. For one of the presentations, a Parks Canada official demonstrated winter survival and safety skills, which included building a shelter, staying warm, finding food and water, and ice rescues. Schools were encouraged to send in pictures of students completing the challenges and at the end of the week, students were recognized by receiving awards for their participation. In total, over 400 students participated over the two-week period and the response from NSD students, teachers, and schools was overwhelmingly positive. Not only did students learn a lot about winter science but they also got active outside and had fun doing it!

MacEwan University Memorandum of Understanding

The Division is partnering with MacEwan University in a dual credit program.

Students participating and upon successful completion in the dual credit program will receive high school credits and three credits with MacEwan University.

The Division signed an agreement with the University for Course 100 - Indigenous Studies which will be starting in the upcoming weeks. Indigenous Studies 100 will introduce students to various aspects of Indigenous Studies such as historical, sociological, oral, and literacy. Students will develop critical thinking and writing skills through intensive reading and analysis of specially Indigenous writers. Additional cultural opportunities are built into the course which includes meeting with elders, participating in ceremonies, etc.

Honouring Spirit: Indigenous Student Awards

ASBA presents this award in recognition to First Nations, Metis, and Inuit students who model strength and commitment in the pursuit of their personal education path and embrace their own gifts, strengths, and potential while celebrating the ways of their people.

This year, the Division has nominated Mercede Ominayak. Mercede is currently attending Career Pathways School in Wabasca and was nominated by her teacher, Megan Ryll. Ms. Ryll stated that "Mercede always pushes herself to achieve the very best she can academically, which sets her apart from other students. Mercede shows great courage and commitment in pursuing her educational path and is her own biggest motivator regarding post-secondary."

Mercede embraces her cultural identity through her art, which has been a passion and creative outlet for her throughout her life. She has taken the initiative to upgrade several courses and plans to attend post-secondary for psychiatric nursing.

The award selections are set for March and ASBA will contact the nominators and selected recipients.

Family Literacy Day

Family Literacy Day took place on January 27th to raise awareness about the importance of reading and engaging in other literacy-related activities as a family. Since 1999, thousands of schools, libraries, literacy organizations, and other community groups have taken part in the initiative. To celebrate Family Literacy Day, The Northland School Division decided to turn the event into Family Literacy Week. To celebrate this event, members of The Northland School Division Senior Administration Team read their favourite picture books to students every day throughout the week via Zoom with a special reading of “Sweetest Kulu” by Superintendent Dr. Nancy Spencer-Poitras on the morning of Family Literacy Day. The daily readings were enjoyed by both staff and students and were well attended with some sessions having as many as 40 classrooms in attendance!

National Read Aloud Day

National Read Aloud Day occurred on February 3rd, 2021. This annual advocacy day is presented by global literacy nonprofit LitWorld and sponsored by Scholastic. The purpose of this day is to unite people around the world by highlighting the importance of reading aloud and sharing stories. In honour of National Read Aloud Day and to encourage a love for reading, The Northland School Division held a divisional read-aloud contest. Participants were asked to use Screencastify to record and submit a video of themselves reading their favourite book. We received entries from students in Kindergarten all the way up to Junior High. We even had a few teachers sending in recordings of themselves reading as well. In total, there were 36 read-aloud entries from all over Northland. Winning entries have a chance to win a special prize for themselves as well as a classroom library of books for their class. Stay tuned! Winners will be announced the week of February 16th to 19th!

First Nations, Metis, and Inuit

Covid is definitely impacting language learning and Land-Based Learning environments in the schools.

Syllabic Blocks & Language Instruction

Building revitalization is key to preserving the Cree/Dene/Michif languages in Northland. The set of blocks, vocabulary flashcards, and written Standard Roman Orthography (SRO) and Syllabic charts are good resources. However, they require further adaptations to meet the local context to respectfully transfer 20 school/community ways of knowing and ways of being.

A Language Instructor Drive has been created to facilitate the principle of trust and cultural continuum for local practices. Instructor, Elder and Educator voices and ideas are captured and shared through Screencastify <https://drive.google.com/drive/folders/0AJY1kAelwkC9Uk9PVA>

Modeling a pilot program is needed where fluent speakers are connecting history, culture, and identity. The language in the community was all about kinship reinforcement and home learning was modelled by Kohkoms (grandmothers) and Moshums (grandfathers) in everyday language, observations, and repetition. Language Instructors agree that piloting local conversational learning amongst each other will help our vision for creating resources to help students and their learning for fluency. Elder engagement is critical for teaching successful protocols and learning how to translate the historical written language of syllabics.

As a result, the weekly Touch-Based scheduled for one-hour sessions will influence sharing and modeling for the younger generation to build fluent instruction and cultural connections.



Virtual Professional Learning Community

Since impacts of residential schooling created a gap in fluency for two to three generations, younger instructors need support in language translation through the reading and written form of SRO and Syllabics. This method helps their teaching and learning practice for assisting students to decode language. Elders and knowledge keepers are also needed to enhance the learning experience in the workshops. As a result:

- In January, Language Instructors were given a two-day workshop in Cree with Linguistic & Knowledge Keeper, Charles Houle, Michif conversations with Supervisor and Dene Elder John Janvier and Linguistic Educator, Lynda Minoose Dene.
- Through weekly 1-hour touch base Zoom, Connie Twin will provide Cree SRO, Total Physical Response (TPR), and syllabic sessions.
- Dene Linguistic Educator, Lynda Minoose will be in touch weekly to further fluency and model TPR, SRO, and Syllabic written language.
- Kee Tas Kee Now Education Authority has invited NSD to two workshops on how to use the blocks with the former NSD Director. We will also be inviting two community Elders—Charles Houle and another from Calling Lake—to join us.
- ATC Dene instructor is contributing and attending NSD workshops.
- Cree Instructors are inviting Elders to co-plan and develop story-and history-telling for ensuring respectful local cultural principles, practices, tradition, events, and ceremonies. Through these relationships, we will work through these Elders/knowledge keepers to develop local classroom videos to share traditional plants, songs, stories, histories, etc.
- Cree/Dene/Michif instructors would like to meet in person with their Elders and Knowledge Keepers to continue planning and discuss language connections into curriculum and continuity in the spring (April or June).

- LBL presentations are being scheduled as requested through Zoom. Teacher cohorts will continue to respectfully identify Indigenous ways of living and wholistic ways to connect land and community. Local Elders and knowledge keepers will provide appropriate guidance and permission to support some outdoor events with schools.
- The supervisor is contributing to NRLC committee work that will infuse Indigenous knowledge, history, and ways of knowing into K-6 plans and use Indigenous Knowledge as a lens to review existing plans.

Success Coach

An advertisement for a success coach has been posted. Northland School Division is seeking a full-time First Nations, Metis, and Inuit student success coach. The successful candidate will provide services as a graduation coach and coordinator in credit recovery and summer school with relevant training and experience. The service area for the position will be in Wabasca, Alberta. This position will commence as soon as possible and run until August 31st, 2021.

Northland students learn winter activities through video conferencing

Details and photos provided by NSD

Over 400 Northland School Division (NSD) students participated in a virtual learning experience presented by Telus World of Science in Edmonton during “Science Week” in January.



Akili Merrier of St. Theresa School tries out the snowshoes he crafted.

“All about Winter” was a collection of 30 to 40 learning challenges and demonstrations on topics such as building a lean-to, constructing cardboard snowshoes, and learning how to make a snow volcano and spruce gum tea, just to name a few.

Parks Canada provided a guest speaker for a session on winter survival.

“NSD has been exploring ways to improve the way we engage and teach science to students,” said Dr. Nancy Spencer-Poitras, Superintendent of Schools.

“With help from friends, we have developed a new and meaningful relationship with the Telus World of Science (which has) developed teacher professional learning opportunities designed for NSD teachers.

“These opportunities will enable teachers to nurture a love of science for students.”

Robin Guild, Board Chair for the school division, said “The knowledge from the science centre staff is not only a benefit to our teachers, it helps our students understand and enjoy science.”



A NSD student learns how to make spruce gum tea



Second woman missing in Edmonton

A former Wabasca-Desmarais resident has raised concerns after not being in contact with family and friends since Christmas.

Sherry Jerome (photo) was last seen in Edmonton. RCMP in Edmonton have been contacted as a preliminary move before filing a missing person’s report.



Rachel Orr can be contacted on Facebook if anyone has any information. Orr is hoping all the Facebook sharing will be spotted by Jerome or someone who knows where she is.

Another adult female, Audrey Beaver, originally from Wabasca-Desmarais is also missing in Edmonton and city police have created a missing person file on her.



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