10-Year Facility Plan 2021-2031
and
3-Year Capital Plan 2021-2024

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Prepared by:
Edmonton Public Schools **|** Infrastructure Planning **| Regional Planning**

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Executive Summary

The following recommendations are divided into short, medium and long-term timeframes in order to establish an integrated facility strategy that includes maintenance, environment, programming and student accommodations. Short-term priorities are generally identified as the Division's 3-year Capital Plan and indicate the Division's most pressing needs. Medium and long-term recommendations take into consideration the time required to prepare capital funding requests to Alberta Education.

E1.1 – Major Modernizations and New Capital Requests Recommendations

	School	Ward	Description	Cost
Short Term Recommendations (1 – 3 Years)	Grouard Northland Replacement School	4	Replacement of Grouard Northland School with a new 150 student capacity school on an adjacent parcel next to the existing school.	$13,120,000
	Paddle Prairie Replacement School	1	Replacement of Paddle Prairie School with a new 150 student capacity school on an adjacent parcel next to the existing school.	$8,600,000
	Susa Creek Replacement School	2	Replacement of Susa Creek School with a new 150 student capacity school (the minimum size funded) to replace aging infrastructure/ reduce utilities.	$6,670,000
	Anzac Major Modernization	10	Major modernization including flooring, interior finishes and major building components/systems (electrical, mechanical and envelope)	$1,876,000
Medium Term Recommendations (4-6 Years)	Calling Lake Major Modernization	8	Major modernization including flooring, interior finishes and major building components/systems (electrical, mechanical and envelope)	$3,195,000
	Elizabeth Major Mod/Addition	11	Major modernization including flooring, interior finishes and major building components/systems (electrical, mechanical and envelope). Addition of a Gymnasium.	$5,590,000
	Chipewyan Lake Major Modernization	7	Major modernization including flooring, interior finishes and major building components/systems (electrical, mechanical and envelope)	$2,100,000
Long Term Recommendations (7– 10 Years)	Conklin Major Modernization	10	Major modernization including flooring, interior finishes and major building components/systems (electrical, mechanical and envelope)	$1,753,000
	J.F. Dion Major Modernization	11	Major modernization including flooring, interior finishes and major building components/systems (electrical, mechanical and envelope)	$834,000
	Fort McKay Major Modernization	10	Major modernization including flooring, interior finishes and major building components/systems (electrical, mechanical and envelope).	$1,183,000
	Fr. R. Perin Major Modernization	10	Major modernization including flooring, interior finishes and major building components/systems (electrical, mechanical and envelope).	$1,237,000
	St. Theresa Major Modernization	7	Major modernization including flooring, interior finishes and major building components/systems (electrical, mechanical and envelope).	$592,000

1.0 Background

The Northland School Division (NSD) Ten-Year Facility Plan aims to create a cohesive infrastructure strategy that aligns with the Division's priorities, vision and mission while outlining a framework for high-functioning educational environments. The plan is reviewed annually to ensure it is consistent with Alberta Education policy documents as well as pedagogical initiatives that drive the direction for learning within NSD. The infrastructure strategy outlined in this plan identifies timelines and goals to provide high-quality learning opportunities, respond to community needs, and address the deferred maintenance deficit to effectively meet short to long-term needs.

The Ten-Year Facility Plan reviews projected enrolment to ensure the Division has sufficient infrastructure capacity to accommodate students in their respective geographic locations. The plan builds on the Five-Year Grant Investment report prepared in 2018 to assess imminent issues pertaining to the condition of each school in the Division. The plan aims to integrate the Division's educational mandate with facilities that can enable the implementation of the vision, mission and goals of NSD.

A regular review of current pedagogical practices ensures the Ten-Year Facility Plan not only addresses spatial requirements and lifecycle asset maintenance, but also supports functional improvements to meet the needs of learners and teachers over the next decade and beyond.

2.0 Guiding Principles

The priorities identified in this plan combine best practice planning principles with NSD Administrative Procedure *AP 540 Planning for School Facilities*. The objective is to ensure fair and equitable access to programs and facilities for students across the Division. In keeping with NSD's Board mandate (Policy 1):

"To provide an education program that aligns with the standards of education set by Alberta Education and enables students to successfully complete grade 12 and to provide programs and opportunities that enhance and support the integrity and self- development of each child entrusted to its care"

the guiding principles of this long-range facility plan support a model of evidence-based decision making that provides recommendations that are clear, coordinated and consistent with NSD's outcomes.

.1 Alignment with NSD's Outcomes and Priorities

Excellence in Leadership
Priority 1: Through excellent leadership practices by everyone, everyone feels welcome and valued.

Facility recommendations balance statistical information provided by Alberta Infrastructure and Education with first-hand knowledge of each facility as discussed with leaders within the Division.

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

Facility recommendations are developed, discussed, amended and approved in accordance with NSD's Board of Trustees *Policy Making document*. Specifically, ensuring that the all decision makers involved understand the rationale for making such decisions.

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

The essence of the Ten-Year Facility Plan and Three-Year Capital Plan is to ensure that students across the Division have an equal opportunity to learn in high-quality learning environments. Recommendations to modernize or replace facilities are designed to advance the types of learning environments that take advantage of current pedagogical research while respecting cultural practices.

Excellence in Financial Practices
Priority 4: Northlands has a balanced budget for 2020-2021.

Resource allocation, as a financial practice, is a driving force in the development of a long-range facility plan. Striking a balance between maintaining current capital assets and requesting new ones is a key component of good fiscal management.

3.0 Setting Conditions for Effective Learning

The ultimate goal of the Ten-Year Facility Plan is to support teaching and learning through equitable access to high-quality learning environments. In order to plan for success in this area, it is important to understand what a "high-functioning learning environment" looks like. Since schools are dynamic environments that shape and influence the way students think, learn and interact with their environment, establishing a framework around how to care for existing physical assets as well as a vision for new or modernized assets is a vital component to the successful implementation of any long-range facility plan. Key indicators of high-functioning learning environments start in the *classroom* and radiate outward to the *teacher community* (also known as communities of practice), *school building*, *school division* and *physical community* (identified as a Sector for the purpose of this Ten-Year Facility Plan).

The heart of every positive learning environment is the classroom. Research consistently suggests the largest impact on student achievement is classroom instruction and environmental factors that yield opportunity for participation and collaboration. Classroom instruction, therefore, should allow for diversity in learning methods, maintain high expectations for all students, use formative and summative assessment, set learning objectives based on regular feedback and help students draw connections between different disciplines.

The "teacher community" is also an integral component to the development of high-quality learning environments. Establishing a culture around professional learning environments that encourages new teaching methodologies sets the stage for collaborative spaces that allow teachers to teach and test new instructional ideas. The "teacher community" within each school should also incorporate an *invitational teaching philosophy*[1] that addresses the global nature of schools to encompass elements of care, trust, respect, optimism and intentionality. This takes on a unique context for a division such as NSD that services students across such a vast geographic area. Schools need to be equipped with technology that can enable teachers to interact with their peers within the Division and with others across the province and beyond. In many ways, NSD is uniquely positioned to be a leader in this type of virtual professional development. The broad geographic area that NSD supports has meant that teachers and staff have had to develop technology-based strategies for professional development for many years.

[1] Purkey, W. W. and Novak, J. M. (2015)

Equally important to the technical skills that enable NSD's teachers to provide opportunities for diversity in learning and encouraging connections between curricular disciplines are the Land Based Learning outcomes; inherent to the livelihood and culture of many NSD students and families. The intersection of these two areas is where the Division shows it greatest promise. The Ten-Year Facilities Plan serves as a tool to ensure schools within the Division are able to support teachers and learners in providing a wide spectrum of educational opportunities.

4.0 Land-based Learning in a 21st Century Context

.1 Land-based Learning Programs

Land-based learning programs provide opportunities for students to engage in culturally relevant outdoor activities while applying a project-based learning approach. Sometimes referred to "Walking in Two Worlds," land-based learning activities are typically co-taught by both a community Elder and a certificated teacher[2]. Students actively explore real-world problems and tackle challenges while acquiring a deeper knowledge of culturally relevant traditions. Alberta Education curricular outcomes are achieved through the use of First Nations and Métis culture, language, and traditions. Land-based learning programs, starting from kindergarten through to grade 12, provide an opportunity to scaffold on previously acquired skills and traditions while engaging students in ways that do not normally occur in typical lessons.

Delivering a physical environment that is conducive to land-based learning will vary based on the communities served by each respective school. The basic building blocks are similar to what one would expect to see in an outdoor classroom. Weather resistant natural seating, a level demonstration area, and groundcover that drains adequately are the minimum requirements; however, the local culture and traditions will dictate the need for any specialized design. In some cases, this may include an area for meat drying and field dressing.

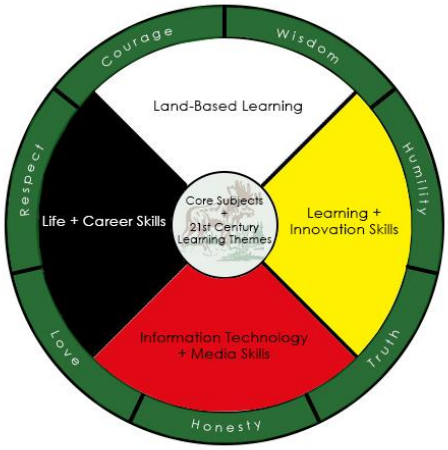
School ground design presents an opportunity to foster community development and trigger positive change. School grounds are often challenged by the intensive use of space in all seasons and weather conditions. This is different from other landscapes that tend to be used mostly, if not exclusively, in favourable weather conditions. Furthermore, as with nearly all public spaces, school grounds are invariably open to the public for use after school hours.

Due to intensive use and the inability to close down active areas of the school ground, after construction there is often limited time available to establish new landscapes, especially sod and seed. As a result, design solutions that are successful for parks, commercial sites, gardens, institutional and residential properties are rarely transferable to schools.

[2] https://saskschoolboards.ca/wp-content/uploads/pa15lssd.pdf

.2 Land-based Learning in a 21st Century Context

Combining a land-based learning approach with 21st Century Learning strategies has obvious advantages for the Northland School Division. It enables the Division to bring community leaders into the school to provide relevant cultural experiences while keeping up with current pedagogical research.



Land-based Learning in a 21st Century Context supports conditions in which humans learn best – systems that accommodate the unique learning needs of every learner and support the collaboration required for effective learning. Similar to the core aspects of Land-based Learning, the core principles of 21st Century Learning are rooted in elements of collaboration, flexibility, and community.

According to leading researchers in the field of 21st Century Learning, teaching must take place in a context that "promotes interaction and a sense of community [which] enables formal and informal learning[3]." Based on the definitions for both Land-Based and 21st Century Learning, this graphic helps demonstrate the objectives of Land-Based Learning in a 21st Century Context. The following sections (5.1 through 5.6) explain the graphic in more detail.

.1 Core Subjects and 21st Century Outcomes

Central to the Northland School Division are the curricular outcomes mandated by the Alberta Program of Studies. These outcomes are further refined by two policy documents from Alberta Education: Learning and Technology Policy Framework (LTPF) and Inspiring Education (2009). The LTPF provides imperatives, principles, and policy directives for 21st Century Learning. It highlights the development of the following competencies across the province. These are considered 21st Century competencies and are widely articulated in educational research. These competencies include:

- critical thinking
- communication
- problem-solving
- collaboration
- managing information
- cultural and global citizenship
- creativity and innovation
- personal growth and well-being

[3] http://www.p21.org/storage/documents/le_white_paper-1.pdf

Inspiring Education (2009) defines the learner characteristics of all students in Alberta. The document was designed to develop an inquiry, constructivist-based pedagogy in schools for the year 2030. These characteristics describe learners who are Engaged Thinkers, Ethical Citizens and exhibit an Entrepreneurial Spirit.

.2 Land-Based Learning

A Land-based learning strategy provides teaching and learning opportunities though relevant cultural connections, traditional storytelling, and project-based activities. The involvement of Elders also strengthens the bond between the community and school, an important aspect arising from recommendations within the Truth and Reconciliation Commission.

.3 Learning and Innovation Skills

Learning and innovation skills are increasingly being recognized as the skills that separate students who are prepared for complex life and work environments in the 21st century, and those who are not. A focus on creativity, critical thinking, communication, and collaboration is essential to prepare students for the future.

.4 Information Technology and Media Skills

Today's society is built on technology and unfettered media. Aside from having ready access to an abundance of information, there are rapid changes in technology tools, and the ability to collaborate and make individual contributions on an unprecedented scale. Citizens and workers must be able to create, evaluate, and utilize information to be effective in the 21st century.

.5 Life and Career Skills

Today's students need to develop thinking skills, content knowledge, and social and emotional competencies to navigate complex life and work environments. Alberta Education establishes these outcomes through Career and Life Management (CALM). The aim is to "help students to make well-informed, considered decisions and choices in all aspects of their lives and to develop behaviours and attitudes that contribute to the well-being and respect of self and others, now and in the future" (Alberta Education, CALM)[4].

.6 NSD Values

Northland School Division develops policy that remains consistent with the seven sacred teachings. The concept of *Land-Based Learning in a 21st Century Context* is further supported through the Division's mission statement "To inspire students to be the best they can be by providing outstanding holistic educational opportunities, with amazing staff and strong partnerships with families and communities[5]."

Courage – Sohkeyihtamowin – Nëtłëth

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

[4] http://www.learnalberta.ca/content/mychildslearning/highschool_calm.html
[5] https://nsd61.ca/download/130307

Wisdom – Iyinisowin - Hųya

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

Humility – Tapahteyimowin - Ėdënëschapile

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

Truth – Tapewewin – Ełtth'iyati

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

Honesty - Kwayaskyesihcikewinihk – Wałs'I zile

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

Love - Sakeyihtowin - Neghąnestą

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

Respect - Pakakatisowin - Borițcha

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

Recommendations for *Land-Based Learning in a 21st Century Context* aim to build on the success of previously implemented programs at NSD and KTC partnership schools. The commonalities between 21st Century teaching techniques and Land-Based experiential learning work to improve student engagement, attendance, learning, and achievement for all student groups.

5.0 Current Context

The context in which the Division conducts infrastructure planning has experienced significant changes over the past year. Impacts from the COVID-19 pandemic, Provincial restructuring of funding to the Division, including the introduction of the Weighted Moving Average (WMA) funding framework, and the introduction of the Rural Small Schools Grant will all have an impact on the way resources are allocated and facilities are planned.

.1 COVID-19 Pandemic

The World Health Organization (WHO) declared COVID-19 a global pandemic in March 2020. Shortly thereafter, Alberta Education mandated the closure of all in-person learning; transitioning education to online learning. The uncertainty surrounding the COVID-19 pandemic remains a significant challenge to the Division's planning and allocation of Division resources.

Funding for education in Alberta is dependent on the health and stability of the provincial economy. The recent cancellation of the Keystone XL Pipeline project has increased challenges to Alberta's economic recovery plan. Despite the uncertainty brought on by the pandemic and economic conditions, NSD

observed a 2.3% increase in new students entering the Division, across all grades for the 2020/2021 school year. This is a positive sign of resilience for the First Nations, Métis and Inuit (FNMI) communities in Alberta.

According to the 2016 Federal Census, most of the communities served by NSD had proportions of residents aged 0 to 14 years that are noticeably higher than the proportion for Alberta (19.2%) and Canada as a whole (16.6%). Census data shows that Aboriginal children aged 0-14 represented 29.1% of the total Aboriginal population, while non-Aboriginal children aged 0-14 accounted for 18.7% of the non-Aboriginal population. The average age of the Aboriginal population in Alberta was 29.8 years, compared with 37.8 years for the non-Aboriginal population. The average age was 28.1 years for First Nations people; it was 31.8 years for Métis; and it was 28.5 years for Inuit[6]. As a whole, the FMNI community in Alberta is younger than the general population.

.2 Provincial Funding Restructure / Rural Small Schools Grant

With the recent restructuring of the provincial funding model for school divisions in Alberta, NSD has had to explore ways to adapt to the new budget realities. The Province eschewed a per-student based funding model; instead adopting a weighted moving average (WMA) enrolment calculation and a block funding allotment according the size of each school. This is identified as the Rural Small Schools Grant allocation. Alberta Education states that:

"The Rural Small Schools grant is designed to address challenges associated with operating small schools in rural Alberta. Rural small schools will be provided with a guaranteed block of funding to ensure that funding is predictable and sustainable."

Under the Rural Small Schools allocation formula, all schools equal to or greater than 35 and less than 155 students qualify for block funding. Schools with an enrolment of less than 35 students receive a base amount plus instruction funding based on WMA enrolment.

Although guaranteed block funding does provide a degree of predictability for some NSD schools, a number of schools fall within the average year-to-year enrolment change. The following table lists schools that are +/- 7 students from a block funding cut-bracket.

Rural Small Schools Grant Block Funding Rate Per School				
Groups	WMA Enrolment (FTE) Thresholds	Block Funding Rate	Schools with Enrolment +/- 7 students from Thresholds	Potential Budget Fluctuation
Group 1	> 35	$25,000 + Base Funding per WMA FTE	Pelican Mountain (28)	
Group 2	=> 35 < 55	$450,000		
Group 3	=> 55 < 75	$620,000	J.F. Dion (68)	J.F. Dion (+$130K)

[6] https://www12.statcan.gc.ca/census-recensement/2016/as-sa/fogs-spg/Facts-PR-Eng.cfm?TOPIC=9&LANG=Eng&GK=PR&GC=48

Group 4	=> 75 < 96	$750,000	Anzac (88), Career Pathways (88), Fr. R. Perin (80)	Anzac (+$110K), Career Pathways (+$110K), Fr. R. Perin (-$110K)
Group 5	=> 95 < 115	$860,000	Paddle Prairie (109), Bill Woodward (111)	Paddle Prairie (+$80K), Bill Woodward (+$80K)
Group 6	=> 115 < 135	$940,000	Gift Lake (128)	Gift Lake (+60K)
Group 7	=> 135 < 155	$1,000,000	ADCS (149)	Difference between WMA and Group 7[7]

Additional grants are available to NSD Schools under the following categories:

Specialized Learning Support – Support for students with an inclusive learning environment.

Program Unit Funding (PUF) – A modified Pre-K funding grant for students with severe disabilities and language delays

English as a Second Language – Supports for students requiring additional English language instruction.

Refugee Student Grant – Allocated to school authorities based on a WMA of the number of students with refugee status.

First Nations, Métis and Inuit – Allocated to assist schools in the improvement of educational outcomes for FNMI student populations.

Operations and Maintenance – Provided to ensure safe and well-maintained schools. Based on a WMA formula.

Transportation – Based on allocations previously provided to Alberta Education and subject to change once a new model is developed and implemented.

Socio-economic Status – Based on factors in each school authority, using Statistics Canada 2016 census data (mother's education, lone parent households, home ownership, average income and parents' post-secondary education).

Geographic - allocated based a number of variables for each school authority, including rurality, sparsity-distance, and northern location factors, as well as the size of the rural area served by the school jurisdiction.

Nutrition - Based on WMA enrolment and Socio-economic Status Index for each school authority.

[7] If eligible rural smalls school with WMA enrolment (FTE) between 155 to 165 students receive less base instruction funding for ECS to grade 12 than the Group 7 rate of the Rural Small Schools Grant, the school jurisdiction will be provided with the difference in the subsequent school year (in addition to applicable funding for the next school year).

System Administration - Targeted funding to cover governance (board of trustees) and school authority central administration costs.

6.0 Sector Profiles by Ward

.1 Ward 1 (Schools: Paddle Prairie School)

Keg River

Administered as part of the County of Northern Lights, Keg River is not recorded separately in either the Federal or Alberta Municipal censuses.

Keg River is predominantly a farming community, along with some bison ranching and oil & gas extraction activity. The area is popular for fishing, hunting, and camping. The now-closed Dr. Mary Jackson School is located in Keg River.[8]

Paddle Prairie Métis Settlement

Located in the County of Northern Lights, Paddle Prairie Métis Settlement had a population of 544 in 2016, a decrease of 3.2% from the population of 562 in 2011. In 2016, 29.6% of the population were aged 0 to 14 years.[9] The most recent Alberta Municipal Census data (based on a census dated June 5, 2018) recorded a usual resident count of 536 with 41 members on leave, giving a total population of 577.[10]

The overarching focus of the local economy is resource extraction: timber harvesting, natural gas production, and farming. Residents use the vast lands around the settlement for traditional activities of hunting, fishing, trapping, and gathering. Recently developed solar energy projects help subsidize the power consumption of community buildings: a 240-panel installation at the water treatment plant and an 80-panel installation at the community arena.[11] There is a Northern Lakes College Community Access Point in Paddle Prairie.[12]

A wildfire in May 2019 burned half the land in the community, including 15 homes and extensive areas of forest used for timber, hunting, trapping and gathering. By March 2020, all but one of the homes destroyed in the fire had been replaced with a modular home, but the damage to the forest and its wildlife will likely take many years to repair.[13]

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[8] From https://discoverthepeacecountry.com/htmlpages/kegriver.html

[9] Statistics Canada. 2017. *Paddle Prairie, MET [Designated place], Alberta and Alberta [Province]* (table). *Census Profile*. 2016 Census. Statistics Canada Catalogue no. 98-316-X2016001. Ottawa. Released November 29, 2017. https://www12.statcan.gc.ca/census-recensement/2016/dp-pd/prof/index.cfm?Lang=E

[10] Alberta Government, *2019 Municipal Affairs population list*, https://open.alberta.ca/dataset/2368-7320/resource/61cd908d-e2b9-4837-939b-533848d723b9, last updated January 22, 2020.

[11] From https://paddleprairiemetis.com/

[12] https://www.northernlakescollege.ca/about-us/campus-locations

[13] From https://www.cbc.ca/news/canada/edmonton/it-s-just-hard-paddle-prairie-residents-begin-to-rebuild-1.5239101 and https://www.aptnnews.ca/national-news/everything-is-gone-the-fire-that-changed-paddle-prairie-metis-settlements/

.2 Ward 2 (Schools: Susa Creek School)

Susa Creek

Susa Creek is not recorded separately in either the Federal or Alberta Municipal censuses – it is administered as part of the Municipal District of Greenview No. 16.

Susa Creek Cooperative is one of six Aboriginal communities of the Aseniwuche Winewak Nation (AWN) in the area around Grande Cache. Land tenure arrangements imposed on the communities of the Aseniwuche Winewak Nation in the 1960s make processes for development and economic growth in the area complex. Despite these challenges, AWN emphasize the generally positive relationships and partnerships with provincial authorities and industry partners in the regional economy (power generation, forestry, coal mining, and oil & gas extraction).[14]

It is worth noting that the economic challenges in the Grande Cache area (especially difficulties facing coal mining in the area) resulted in the Town of Grande Cache dissolving in 2018, reverting to the status of hamlet within the Municipal District of Greenview No. 16.[15]

.3 Ward 3 (Schools: Bishop Routhier School, Gift Lake School)

Gift Lake Métis Settlement

The Federal Census records two parts for the Gift Lake Métis Settlement: Gift Lake part A and Gift Lake part B, but part B had no recorded population in 2016 or 2011. The population of Gift Lake (part A) was 658 in 2016, a decrease of 0.6% from 662 in 2011. Just over one-third (34.8%) of the population was aged 0 to 14 years in 2016.[16] The most recent Alberta Municipal Census data (based on a census dated June 5, 2018) recorded a usual resident count of 812 with 80 members on leave, for a total population of 892.[17]

Located in Big Lakes County, Gift Lake Métis Settlement lies approximately 203 km northeast of Grande Prairie and 84 km northeast of High Prairie along Highway 750. The settlement shares a boundary with the nearby Peavine Métis Settlement and extends over 81,273 hectares of land. A Métis community existed at Gift Lake prior to the formal establishment of the Métis settlement in 1938. Local Aboriginal people viewed the lake as a special gathering place and used the site for hunting, fishing, trade and exchanging gifts.

Current members are involved in the oil and gas, forestry, farming, road construction, retail and hospitality industries, along with many self-owned businesses in the settlement and surrounding communities. The settlement has numerous facilities including an administration office, water

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[14] From https://www.aseniwuche.ca/traditional-land-use; https://www.aseniwuche.ca/partnerships.
[15] From https://www.cbc.ca/news/canada/edmonton/grande-cache-alberta-town-vote-dissolve-1.4839239
[16] Statistics Canada. 2017. *Gift Lake part A, MET [Designated place], Alberta and Alberta [Province]* (table). *Census Profile*. 2016 Census. Statistics Canada Catalogue no. 98-316-X2016001. Ottawa. Released November 29, 2017. Statistics Canada. 2017. *Gift Lake part B, MET [Designated place], Alberta and Alberta [Province]* (table). *Census Profile*. 2016 Census. Statistics Canada Catalogue no. 98-316-X2016001. Ottawa. Released November 29, 2017. https://www12.statcan.gc.ca/census-recensement/2016/dp-pd/prof/index.cfm?Lang=E
[17] Alberta Government, *2019 Municipal Affairs population list*, https://open.alberta.ca/dataset/2368-7320/resource/61cd908d-e2b9-4837-939b-533848d723b9, last updated January 22, 2020.

treatment plant, the K-9 school built in 2015, a recreation centre and hall. The settlement also provides various services, including public health, roads and the Gift Lake Development Corporation.[18]

There is a Northern Lakes College campus in Gift Lake.[19]

Peavine Métis Settlement

In the 2016 Federal Census, Peavine Métis Settlement has a population of 607, a decrease of 12.0% from 690 in 2011. In 2016, 26.2% of the population were aged 0 to 14 years.[20] The most recent Alberta Municipal Census data (based on a census dated June 5, 2018) recorded a total population of 605, with a usual resident count of 566 and 39 members on leave.[21]

Peavine Métis Settlement is located in Big Lakes County, approximately 56 km north of High Prairie along Highway 750. With 82,364 hectares of land, the settlement shares a boundary with nearby Gift Lake Métis Settlement. The economy of Peavine Métis Settlement is supported by the construction, forestry, agriculture, logging, and transportation sectors, along with oil and gas exploration and development. The community continues to invest in resource development and has expanded its focus on supporting tourism and hospitality.[22]

There is a Northern Lakes College campus in the Peavine Métis Settlement.[23]

.4 Ward 4 (Schools: Grouard Northland School, Hillview School)

East Prairie Métis Settlement

Founded in 1939, East Prairie Métis Settlement is located within Big Lakes County, approximately 168 km east of Grande Prairie and 40 km south of High Prairie.

The 2016 Federal Census recorded a population of 304, a decrease of 16.9% from 366 in 2011. In 2016, 27.9% of the population were aged 0 to 14 years.[24] Based on a census dated June 5, 2018, the most recent Alberta Municipal Census data recorded a usual resident count of 491 with 95 members on leave, giving a total population of 586.[25]

Traditional harvesting activities including hunting are still a big part of life in East Prairie Métis Settlement. The main sectors in East Prairie Métis Settlement's diverse economy include forestry, oil and gas, transportation, and construction. The settlement has a fully developed transportation network

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[18] From https://msgc.ca/gift-lake-metis-settlement/ and https://giftlakemetis.ca/
[19] https://www.northernlakescollege.ca/about-us/campus-locations
[20] Statistics Canada. 2017. *Peavine, MET [Designated place], Alberta and Alberta [Province]* (table). *Census Profile*. 2016 Census. Statistics Canada Catalogue no. 98-316-X2016001. Ottawa. Released November 29, 2017. https://www12.statcan.gc.ca/census-recensement/2016/dp-pd/prof/index.cfm?Lang=E
[21] Alberta Government, *2019 Municipal Affairs population list*, https://open.alberta.ca/dataset/2368-7320/resource/61cd908d-e2b9-4837-939b-533848d723b9, last updated January 22, 2020.
[22] From https://msgc.ca/peavine-metis-settlement/
[23] https://www.northernlakescollege.ca/about-us/campus-locations
[24] Statistics Canada. 2017. *East Prairie, MET [Designated place], Alberta and Alberta [Province]* (table). *Census Profile*. 2016 Census. Statistics Canada Catalogue no. 98-316-X2016001. Ottawa. Released November 29, 2017. https://www12.statcan.gc.ca/census-recensement/2016/dp-pd/prof/index.cfm?Lang=E
[25] Alberta Government, *2019 Municipal Affairs population list*, https://open.alberta.ca/dataset/2368-7320/resource/61cd908d-e2b9-4837-939b-533848d723b9, last updated January 22, 2020.

and infrastructure including a water treatment plant, lift station and lagoon, fire hall, health centre, day care facility, and an outdoor arena, as well as a natural gas and electrical supply. A team of professionally trained Métis firefighters, the Wildland Firefighters, is based in East Prairie Métis Settlement.[26]

There is a Northern Lakes College Community Access Point in East Prairie.[27]

Grouard

Grouard (or Grouard Mission) lies 17 km east of High Prairie, Alberta, along Highway 2, then another 19 km north on secondary Highway 750 in Big Lake County. The community was originally founded as a fur trading post in the early nineteenth century and was later the site of a Catholic mission in the area. The Catholic church in Grouard, completed in 1902, is a Provincial Historic Site. The Kapawe'no Cree Nation is immediately adjacent to Grouard.[28]

According to the 2016 Federal Census, the population of Grouard was 255, a decrease of 15.8% from the 2011 population of 303. In 2016, 29.4% of the population were aged 0 to 14 years.[29]

Northern Lakes College has a campus and administrative offices in Grouard. The campus incorporates the Native Cultural Arts Museum.[30] There is a fire hall and municipal service facility in Grouard, but for most services (e.g., health, shopping, banking, and police) the nearest available facilities are in High Prairie.[31]

While not related to Northland School Division, it is worth being aware of the existence and history of the St. Bernard's Residential School in Grouard. The school was founded by 1895 and operated throughout the first half of the twentieth century. The school closed in 1961 after enrollment declined due to the opening of local day schools.[32]

.5 Ward 5 (Schools: Kateri School, Little Buffalo School, and Peerless Lake School transferred to the Kee Tas Kee Now Tribal Council Education Authority on August 31, 2018.)

Little Buffalo

Little Buffalo is located in Northern Sunrise County on Highway 986, approximately 100 km northeast of the Town of Peace River and 47 km west of Highway 88. Little Buffalo is the home of the Lubicon Lake Band #453. [33] The Band's leadership have overseen the provision of an extensive range of improvements

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[26] From https://msgc.ca/east-prairie-metis-settlement/
[27] https://www.northernlakescollege.ca/about-us/campus-locations
[28] From https://www.biglakescounty.ca/your-county/community-profiles
[29] Statistics Canada. 2017. *Grouard Mission, UNP [Designated place], Alberta and Alberta [Province]* (table). *Census Profile*. 2016 Census. Statistics Canada Catalogue no. 98-316-X2016001. Ottawa. Released November 29, 2017. https://www12.statcan.gc.ca/census-recensement/2016/dp-pd/prof/index.cfm?Lang=E
[30] https://www.northernlakescollege.ca/about-us/campus-locations; https://www.northernlakescollege.ca/about-us/native-cultural-arts-museum
[31] https://discoverthepeacecountry.com/htmlpages/grouard.html
[32] https://memorial.nctr.ca/?p=1491
[33] http://www.lubiconlakeband.ca/about

and services over the past decade, including new housing, a health centre, an Adult Education Centre, improved roads and drainage, an Administration Building, and a solar power installation.[34]

The 2016 Federal Census recorded a population of 452 in the Indian Settlement (Census Subdivision) of Little Buffalo, an increase from the 2011 population of 387 of 16.8%. In 2016, 37.8% of the population were aged 0 to 14 years.[35]

Peerless Lake

Peerless Lake is located the Municipal District of Opportunity No. 17, 65 km northeast from Red Earth Creek on Secondary Road 686, which is 170 km north of Slave Lake on Highway 88. Facilities in Peerless Lake include a general store, Community Outreach Centre, and Community Hall. The area around Peerless Lake is densely forested and used for outdoor recreation pursuits (camping, hunting and fishing).[36]

The Federal Census recorded a population of 334 in 2016, an increase of 19.7% from 279 in 2011. Just over one-third (36.4%) of the population were aged 0 to 14 years in 2016.[37]

There is a Northern Lakes College campus in Peerless Lake, serving both Peerless Lake and Trout Lake.[38]

Trout Lake

Trout Lake is located 90 km from Red Earth Creek on Secondary Road 686, which is 170 km north of Slave Lake on Highway 88 in the Municipal District of Opportunity No. 17. Community facilities include an Outreach Center, outdoor arena, ball diamonds, Community Hall, and playground. In the past, Trout Lake was referred to as "Old Post" because Hudson Bay Store had operated in the area. Logging and oil & gas provide the community's economic base.[39]

According to the 2016 Federal Census, the population of Trout Lake was 349 in 2016, an increase of 1.5% from the 2011 population of 344. In 2016, 32.4% of the population were aged 0 to 14 years.[40]

.6 Ward 6 Schools: Career Pathways, Mistassiniy School, Pelican Mountain School

Desmarais

Desmarais is a hamlet in the Municipal District of Opportunity No. 17, immediately adjacent to Wabasca (see below). The 2016 Federal Census recorded a population of 74 in the unincorporated hamlet of

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[34] http://www.lubiconlakeband.ca/elections

[35] Statistics Canada. 2017. *Little Buffalo, S-É [Census subdivision], Alberta and Division No. 17, CDR [Census division], Alberta* (table). *Census Profile*. 2016 Census. Statistics Canada Catalogue no. 98-316-X2016001. Ottawa. Released November 29, 2017. https://www12.statcan.gc.ca/census-recensement/2016/dp-pd/prof/index.cfm?Lang=E

[36] http://www.mdopportunity.ab.ca/peerless-lake

[37] Statistics Canada. 2017. *Peerless Lake, UNP [Designated place], Alberta and Alberta [Province]* (table). *Census Profile*. 2016 Census. Statistics Canada Catalogue no. 98-316-X2016001. Ottawa. Released November 29, 2017. https://www12.statcan.gc.ca/census-recensement/2016/dp-pd/prof/index.cfm?Lang=E

[38] https://www.northernlakescollege.ca/about-us/campus-locations

[39] http://www.mdopportunity.ab.ca/trout-lake

[40] Statistics Canada. 2017. *Trout Lake, UNP [Designated place], Alberta and Alberta [Province]* (table). *Census Profile*. 2016 Census. Statistics Canada Catalogue no. 98-316-X2016001. Ottawa. Released November 29, 2017. https://www12.statcan.gc.ca/census-recensement/2016/dp-pd/prof/index.cfm?Lang=E

Desmarais, decreasing 46.4% from the 2011 population of 138. In 2016, 20.0% of the population were aged 0 to 14 years.[41] The adjacent Indian Settlement (Census Subdivision) of Desmarais had a population 105 in 2016, a decrease of 18.6% from population of 129 in 2011. Just under one-sixth (14.3%) of the population in Desmarais Indian Settlement was aged 0 to 14 in 2016.[42]

Sandy Lake

Also known as Pelican Mountain, Sandy Lake is a hamlet in the Municipal District of Opportunity No. 17. According to the 2016 Federal Census, Sandy Lake had a population of 52, a decrease of 23.5% from the 2011 population of 68. Of those residents in Sandy Lake in 2016, 25.0% were aged 0 to 14 years.[43]

Sandy Lake is located on Highway 813, between Calling Lake and Wabasca. Community facilities and amenities include various playgrounds, a skate park, a Community Outreach Center with an outdoor volleyball court and outdoor rink, a boat launch, and a swimming area with fishing dock.[44]

.7 Ward 7 Schools: Chipewyan Lake School, St. Theresa School

Chipewyan Lake

The population of Chipewyan Lake in 2016 was too low for Statistics Canada to report, in order to ensure the privacy/confidentiality of Census respondents. In 2011, the population was 38.[45]

Chipewyan Lake is located 110 km from Wabasca on Chipewyan Lake Road in the Municipal District of Opportunity No. 17. The nearest facilities, services, and amenities are in Wabasca. [46]

Wabasca

Together with Desmarais (see above), Wabasca is the largest hamlet in the Municipal District of Opportunity No. 17. The headquarters of the Municipal District and of Bigstone Cree Nation are located in Wabasca, along with some provincial government area offices. Facilities/amenities in Wabasca include an airstrip, health care centre, pool and fitness centre, a 17,500sq ft gymnasium and indoor track, tennis courts, Community Outreach Centre, skateboard park, ball diamonds, outdoor rinks, and an arena.[47] There is a Northern Lakes College campus in Wabasca.[48]

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[41] Statistics Canada. 2017. *Desmarais, UNP [Designated place], Alberta and Alberta [Province]* (table). *Census Profile*. 2016 Census. Statistics Canada Catalogue no. 98-316-X2016001. Ottawa. Released November 29, 2017. https://www12.statcan.gc.ca/census-recensement/2016/dp-pd/prof/index.cfm?Lang=E

[42] Statistics Canada. 2017. *Desmarais, S-É [Census subdivision], Alberta and Division No. 17, CDR [Census division], Alberta* (table). *Census Profile*. 2016 Census. Statistics Canada Catalogue no. 98-316-X2016001. Ottawa. Released November 29, 2017. https://www12.statcan.gc.ca/census-recensement/2016/dp-pd/prof/index.cfm?Lang=E

[43] Statistics Canada. 2017. *Sandy Lake, UNP [Designated place], Alberta and Alberta [Province]* (table). *Census Profile*. 2016 Census. Statistics Canada Catalogue no. 98-316-X2016001. Ottawa. Released November 29, 2017. https://www12.statcan.gc.ca/census-recensement/2016/dp-pd/prof/index.cfm?Lang=E

[44] http://www.mdopportunity.ab.ca/sandy-lake

[45] Statistics Canada. 2017. *Chipewyan Lake, UNP [Designated place], Alberta and Alberta [Province]* (table). *Census Profile*. 2016 Census. Statistics Canada Catalogue no. 98-316-X2016001. Ottawa. Released November 29, 2017. https://www12.statcan.gc.ca/census-recensement/2016/dp-pd/prof/index.cfm?Lang=E

[46] http://www.mdopportunity.ab.ca/chipewyan-lake

[47] http://www.mdopportunity.ab.ca/wabasca-desmarais

[48] https://www.northernlakescollege.ca/about-us/campus-locations

According to the Federal Census, the population of Wabasca was 1,406 in 2016, an increase of 8.0% from the 2011 population of 1,302. In 2016, 28.5% of the population were aged 0 to 14 years.[49] There are five Indian Reserves (Census Subdivisions) of Bigstone Cree Nation adjacent to the hamlet: Wabasca 166, Wabasca 166A, Wabasca 166B, Wabasca 166C, and Wabasca 166D. Population statistics from the Federal Census for the five reserves are set out in the following table:[50]

Subdivision Name	Population in 2016	Population in 2011	Percentage change 2011 to 2016 (%)	Percentage aged 0 to 14 years in 2016 (%)
Wabasca 166	160	152	5.3	31.3
Wabasca 166A	658	738	-10.8	33.6
Wabasca 166B	190	250	-24.0	36.8
Wabasca 166C	188	182	3.3	28.9
Wabasca 166D	961	885	8.6	36.5

.8 Ward 8 Schools: Calling Lake School

Calling Lake

Calling Lake is located in the Municipal District of Opportunity No. 17 along Highway 813, immediately north of Calling Lake Provincial Park. Facilities/amenities in the community include a pool and fitness center, tennis courts, Community Outreach Center, skateboard park, ball diamonds, outdoor rinks, and an arena. There are numerous lakeside cottages in Calling Lake, so the local population increases noticeably in summer.[51]

The 2016 Federal Census recorded a population of 299 in Calling Lake, an increase of 58.2% from the 2011 population of 189. In 2016, 21.7% of the population were aged 0 to 14 years.[52]

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[49] Statistics Canada. 2017. *Wabasca, UNP [Designated place], Alberta and Alberta [Province]* (table). *Census Profile*. 2016 Census. Statistics Canada Catalogue no. 98-316-X2016001. Ottawa. Released November 29, 2017. https://www12.statcan.gc.ca/census-recensement/2016/dp-pd/prof/index.cfm?Lang=E

[50] Statistics Canada. 2017. *Wabasca 166, IRI [Census subdivision], Alberta and Division No. 17, CDR [Census division], Alberta* (table); *Census Profile*; *Wabasca 166A, IRI [Census subdivision], Alberta and Division No. 17, CDR [Census division], Alberta* (table). *Census Profile*; *Wabasca 166B, IRI [Census subdivision], Alberta and Division No. 17, CDR [Census division], Alberta* (table). *Census Profile*; *Wabasca 166C, IRI [Census subdivision], Alberta and Division No. 17, CDR [Census division], Alberta* (table). *Census Profile*; *Wabasca 166D, IRI [Census subdivision], Alberta and Division No. 17, CDR [Census division], Alberta* (table). *Census Profile*. 2016 Census. Statistics Canada Catalogue no. 98-316-X2016001. Ottawa. Released November 29, 2017. https://www12.statcan.gc.ca/census-recensement/2016/dp-pd/prof/index.cfm?Lang=E

[51] http://www.mdopportunity.ab.ca/calling-lake

[52] Statistics Canada. 2017. *Calling Lake, UNP [Designated place], Alberta and Alberta [Province]* (table). *Census Profile*. 2016 Census. Statistics Canada Catalogue no. 98-316-X2016001. Ottawa. Released November 29, 2017. https://www12.statcan.gc.ca/census-recensement/2016/dp-pd/prof/index.cfm?Lang=E

.9 Ward 9 Schools: Athabasca Delta Community School

Fort Chipewyan

Fort Chipewyan is a hamlet within the Regional Municipality of Wood Buffalo, approximately 223 km north of Fort McMurray, adjacent to Wood Buffalo National Park. It is the second largest community in the Regional Municipality after Fort McMurray. Fort Chipewyan is accessible only by air or boat in summer or by winter road from Fort McMurray; there is no all-weather road to the community. The 2018 municipal census recorded 981 residents.[53] Economic activity is focused on employment in nearby oil sands plants and in Wood Buffalo National Park, as well as on seasonal hunting, trapping and fishing.[54]

The 2016 Federal Census recorded a population of 852, an increase of 0.6% from 847 in 2011. In 2016, 22.6% of the population were aged 0 to 14 years.[55]

.10 Ward 10 (Schools: Anzac School, Bill Woodward School, Conklin School, Fort MacKay School, Father R. Perin School)

Anzac

The hamlet of Anzac lies on the western shore of Willow Lake in the southern region of the Regional Municipality of Wood Buffalo, near Gregoire Lake Provincial Park. Located approximately 45 kilometres southeast of Fort McMurray, Anzac can be accessed from Highways 63 and 881. According to the 2018 municipal census, there were 659 residents in Anzac. The surrounding area is also home to Fort McMurray First Nation and the Willow Lake Métis. Community services include a volunteer fire department, a community meeting hall, several outdoor recreational facilities, Bill Woodward School and the Anzac Community School.[56]

In 2016, the Federal Census recorded a population of 548 in Anzac, a decrease of 6.3% from a population of 585 in 2011. Slightly less than one-quarter (22.7%) of the population were aged 0 to 14 years in 2016.[57]

Chard

Chard is an alternate name for the hamlet of Janvier/Janvier South. Situated on the shores of Bohn Lake, the hamlet of Janvier is in the southern region of the Regional Municipality of Wood Buffalo. It is approximately 120 kilometres south of Fort McMurray and can be accessed from Alberta Highway 881 as well as via a small airstrip located in the community.

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[53] https://www.rmwb.ca/en/indigenous-and-rural-relations/fort-chipewyan.aspx
[54] https://www.thecanadianencyclopedia.ca/en/article/fort-chipewyan
[55] Statistics Canada. 2017. *Fort Chipewyan, UNP [Designated place], Alberta and Alberta [Province]* (table). *Census Profile*. 2016 Census. Statistics Canada Catalogue no. 98-316-X2016001. Ottawa. Released November 29, 2017. https://www12.statcan.gc.ca/census-recensement/2016/dp-pd/prof/index.cfm?Lang=E
[56] https://www.rmwb.ca/en/indigenous-and-rural-relations/anzac.aspx
[57] Statistics Canada. 2017. *Anzac, UNP [Designated place], Alberta and Alberta [Province]* (table). *Census Profile*. 2016 Census. Statistics Canada Catalogue no. 98-316-X2016001. Ottawa. Released November 29, 2017. https://www12.statcan.gc.ca/census-recensement/2016/dp-pd/prof/index.cfm?Lang=E

Janvier has a large Métis population and is home to the Chard Métis and the Chipewyan Prairie Dene First Nation. Community assets and supports include the Janvier Dene Wood Buffalo Community Association, the Sekewha youth centre, and a volunteer fire department. According to the 2018 municipal census, there were 141 people living in Janvier.[58]

In 2016, the Federal Census recorded a population of 100 in Chard/Janvier, a decrease of 3.8% from the 2011 population of 104. In 2016, 15.8% of the population was aged 0 to 14 years.[59]

Conklin

Conklin is the southernmost community in the Regional Municipality of Wood Buffalo, approximately 155 kilometres southeast of Fort McMurray on Christina Lake. Conklin is accessible from Alberta Highways 63 and 881. Commercial facilities in Conklin include a gas bar, a post office, a store and a cafe and lounge. Recreation facilities include the Conklin Multiplex and the Christina Lake Recreation Resort; a popular destination for many visitors and residents of Conklin. The 2018 municipal census recorded 229 residents in Conklin, the majority of whom are of Métis decent.[60]

The 2016 Federal Census recorded a population of 185, a decrease of 12.3% from the 2011 population of 211. Just over a quarter (27.0%) of the population were aged 0 to 14 years in 2016.[61]

Fort McKay

The hamlet of Fort McKay is located 58 km north of Fort McMurray on the west bank of the Athabasca River and is situated amongst many oil sands operational sites. Fort McKay can be accessed from Highway 63 or an airstrip located in Mildred Lake, three km to the south. The oil sands industry is the primary employer in Fort McKay, but forestry, hunting and trapping remain a significant part of the local economy.

The 2018 municipal census recorded 59 people living in Fort McKay, but the census did not account for transient oil sands workers or residents of the nearby Fort McKay First Nation. Many residents are active members of the Fort McKay First Nation which is part of the Athabasca Tribal Council. The community is also the home of the Fort McKay Métis Nation.[62]

The 2016 Federal Census recorded a population of 742 in the Fort McKay Indian Settlement (Census Subdivision), an increase from the 2011 population of 562 of 32.0%. In 2016, 29.7% of the population were aged 0 to 14 years.[63] In the most recent Alberta Municipal Census data (based on a census dated

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[58] https://www.rmwb.ca/en/indigenous-and-rural-relations/janvier.aspx

[59] Statistics Canada. 2017. *Janvier South, UNP [Designated place], Alberta and Alberta [Province]* (table). *Census Profile*. 2016 Census. Statistics Canada Catalogue no. 98-316-X2016001. Ottawa. Released November 29, 2017. https://www12.statcan.gc.ca/census-recensement/2016/dp-pd/prof/index.cfm?Lang=E

[60] https://www.rmwb.ca/en/indigenous-and-rural-relations/conklin.aspx

[61] Statistics Canada. 2017. *Conklin, UNP [Designated place], Alberta and Alberta [Province]* (table). *Census Profile*. 2016 Census. Statistics Canada Catalogue no. 98-316-X2016001. Ottawa. Released November 29, 2017. https://www12.statcan.gc.ca/census-recensement/2016/dp-pd/prof/index.cfm?Lang=E

[62] https://www.rmwb.ca/en/indigenous-and-rural-relations/fort-mckay.aspx

[63] Statistics Canada. 2017. *Fort McKay, S-É [Census subdivision], Alberta and Division No. 17, CDR [Census division], Alberta* (table). *Census Profile*. 2016 Census. Statistics Canada Catalogue no. 98-316-X2016001. Ottawa. Released November 29, 2017. https://www12.statcan.gc.ca/census-recensement/2016/dp-pd/prof/index.cfm?Lang=E

August 1, 2019), the Fort McKay First Nation recorded 437 member residing on-reserve and/or on Crown land and 456 members off-reserve, giving a total population of 893.[64]

.11 Ward 11 (Schools: Elizabeth School, J.F. Dion School)

Elizabeth Métis Settlement

Elizabeth Métis Settlement is located within the Municipal District of Bonnyville No. 87 near the Alberta-Saskatchewan border, approximately 36 km south of Cold Lake, 46 km east of Bonnyville, and 300 km northeast of Edmonton. It was founded in 1939, has 25,641 hectares of land and shares a southern border with Fishing Lake Métis Settlement.

The 2016 Federal Census recorded a population of 653, a decrease of 0.2% from 654 in 2011. Just under one-third (32.1%) of the population were aged 0 to 14 years in 2016.[65] The most recent Alberta Municipal Census data (based on a census dated June 5, 2018) recorded a usual resident count of 639 with 5 members on leave, giving a total population of 644.[66]

Elizabeth Métis Settlement's economy is diverse, with members being involved in a variety of industries including oil and gas, forestry and construction. Services provided to the community include health services, counselling, educational programming, homecare assistance for elders, day care and family and child services along with programs focused on culture and language, health, nutrition and parental involvement. Community facilities include the Elizabeth Administration Office, Elizabeth Métis Settlement Hall, Elizabeth Community Hall and Roman Catholic Church. The settlement has natural gas and electrical power, along with telephone, Internet and satellite capabilities.[67]

Fishing Lake Métis Settlement

Fishing Lake Métis Settlement is located 52 km south of Cold Lake and 15 km east of Highway 897, within the Municipal District of Bonnyville No. 87, along the Alberta-Saskatchewan border. Fishing Lake Métis Settlement was established in 1938 and its current land boundaries delineated in 1949, covering an area of 204,381 acres with a border shared with Elizabeth Métis Settlement.

Community members are employed in different ways including farming, oil and gas, administration, and entrepreneurial endeavors. Hunting and fishing remain popular. A variety of recreation opportunities are available in Fishing Lake Métis Settlement including baseball, hockey, golf, a skate park and an extensive network of trails for skiing, snowmobiling and ATVs, as well as different social activities. Fishing Lake Métis Settlement owns the Riel Beach Campground, located along the shores of Frog Lake.[68]

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[64] Alberta Government, *2019 Municipal Affairs population list*, https://open.alberta.ca/dataset/2368-7320/resource/61cd908d-e2b9-4837-939b-533848d723b9, last updated January 22, 2020.
[65] Statistics Canada. 2017. *Elizabeth, MET [Designated place], Alberta and Alberta [Province]* (table). *Census Profile*. 2016 Census. Statistics Canada Catalogue no. 98-316-X2016001. Ottawa. Released November 29, 2017. https://www12.statcan.gc.ca/census-recensement/2016/dp-pd/prof/index.cfm?Lang=E
[66] Alberta Government, *2019 Municipal Affairs population list*, https://open.alberta.ca/dataset/2368-7320/resource/61cd908d-e2b9-4837-939b-533848d723b9, last updated January 22, 2020.
[67] https://msgc.ca/elizabeth-metis-settlement/
[68] https://msgc.ca/fishing-lake-metis-settlement/

In 2016, the Federal Census recorded a population of 446, an increase of 2.3% from 436 in 2011. Slightly less than one-third (30.3%) of the population were aged 0 to 14 years in 2016.[69] The most recent Alberta Municipal Census data (based on a census dated June 5, 2018) recorded a usual resident count of 436 with 159 members on leave, giving a total population of 595.[70]

7.0 Enrolment Trends

The variability in oil prices over the past five years (with several significant price slumps occurring since 2014) has led to significant variability in the Province's ability to fund school capital projects. Despite the current economic conditions in the Province, NSD has demonstrated a growth in enrolment over the past two school years.

School Year	Total Enrolment	Growth (%)	Enrolment Increase from Previous Year	Notes
2016-17	2,706	-4.5	-125	Winter 2016: oil prices at lowest since Winter '09
2017-18	2,577	-5.0	-129	
2018-19	1,883	-36.8	-694	Transferred 4 schools to Kee Tas Kee Now Tribal Council Education Authority August 2018
2019-20	1,927	2.3	+44	Fall 2019: oil prices still only half of 2014 prices
2020-21	1,998	3.5	+61	COVID-19 School closures in March 2020. Transition to virtual learning.

Enrolment projections for the Division forecast a stable student population for the next decade. Enrolment projections may impact capital and facility planning in light of the numerous changes to the Provincial funding. The Division will continue to monitor student population changes to determine which service areas may be impacted.

.1 Division Utilization

In the spring of each year, the Province provides Area, Capacity and Utilization (ACU) calculations to each school jurisdiction. The NSD's utilization rate for the 2020–2021 school year is 39 per cent. This is based on 15,583 square metres of instructional area, 4,803 student spaces and a total adjusted enrolment of 1,892 students. The current provincial assessment of surplus student spaces is 2,911.

In 2014-2015, the Province created a new model for calculating capacity that focused on the instructional area of a school, as opposed to the former ACU formula, which establishes a capacity based on a building's total area.

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[69] Statistics Canada. 2017. *Fishing Lake, MET [Designated place], Alberta and Alberta [Province]* (table). *Census Profile*. 2016 Census. Statistics Canada Catalogue no. 98-316-X2016001. Ottawa. Released November 29, 2017. https://www12.statcan.gc.ca/census-recensement/2016/dp-pd/prof/index.cfm?Lang=E

[70] Alberta Government, *2019 Municipal Affairs population list*, https://open.alberta.ca/dataset/2368-7320/resource/61cd908d-e2b9-4837-939b-533848d723b9, last updated January 22, 2020.

The Division's utilization rate is considered by the Province in determining capital funding available to the Division. A utilization rate of 100 per cent or higher is an indication that additional infrastructure may be required. However, the Division's vast rural geography, and community use of these facilities are also taken into consideration. Over the past 10 years, the Division's utilization has stabilized.

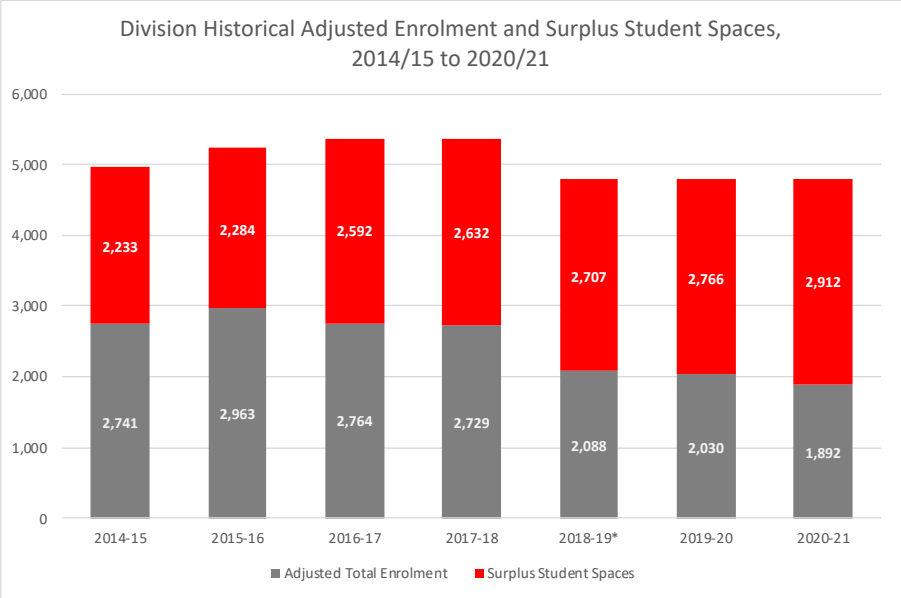
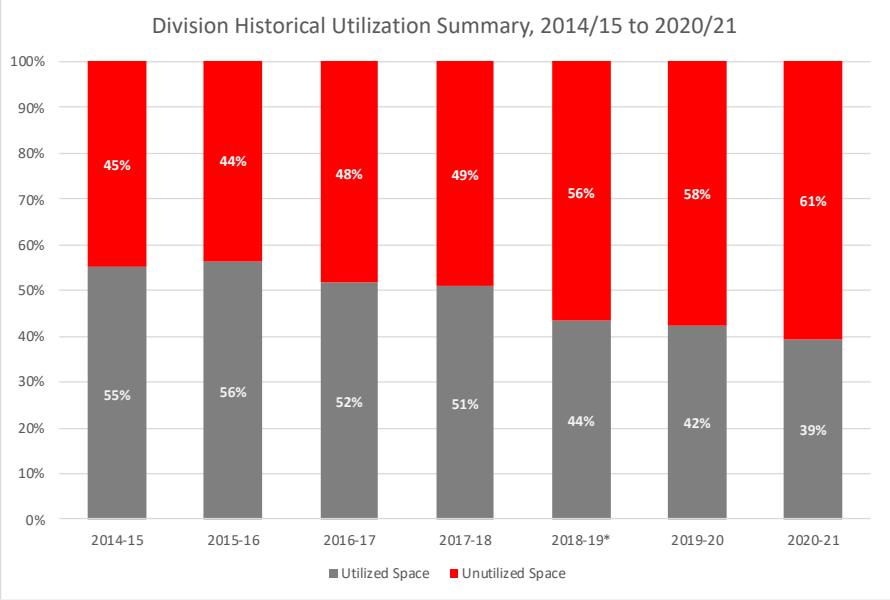


Figure 1: Division total capacity and enrolment by school year, 2014/15 – 2020/21
** Dr. Mary Jackson School closed and Kateri School, Little Buffalo School, and Peerless* Lake School transferred to the Kee Tas Kee Now Tribal Council Education Authority, August 2018

Figure 1 compares the Adjusted Total Enrolment to the amount of surplus space in from 2014 to the present. NSD currently has 2,912 surplus student spaces. These areas continue to require maintenance despite not receiving funding to support their upkeep.

Figure 2 displays the Division's utilization as a percentage of unutilized space to utilized space. This indicates that 61% of the space in the Division is underutilized.

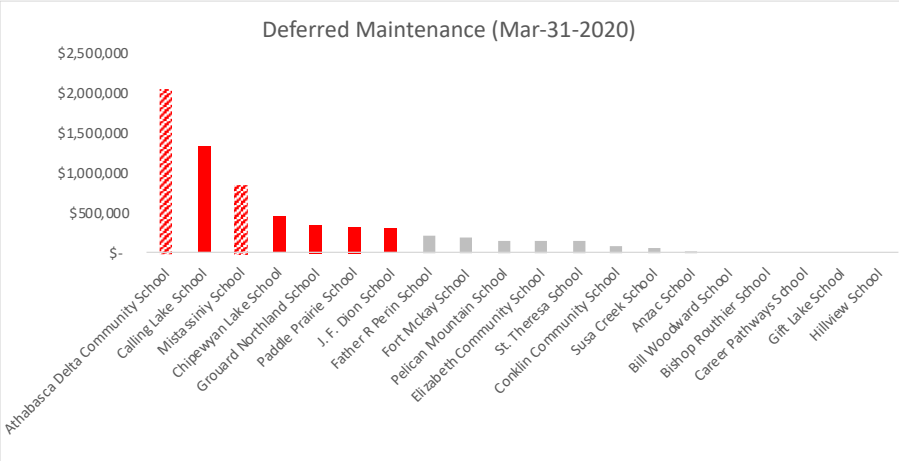


The Division's utilization has remained relatively stable since the transfer of schools to the Kee Tas Now Tribal Council Education Authority.

Figure 2: Division utilization summary by school year, 2014/15 – 2020/21
** Dr. Mary Jackson School closed and Kateri School, Little Buffalo School, and Peerless* Lake School transferred to the Kee Tas Kee Now Tribal Council Education Authority, August 2018

8.0 Operation and Maintenance

.1 Deferred Maintenance

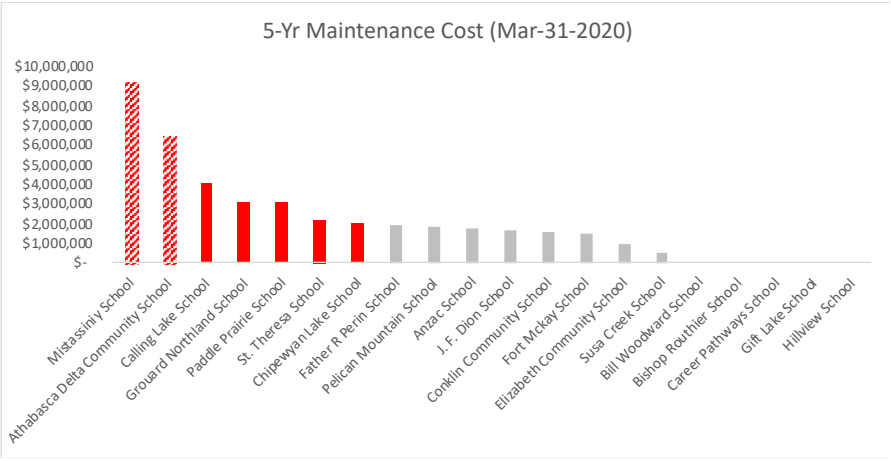


Deferred maintenance reflects the amount of money needed to bring a facility to fair condition at the time of the audit. This is to say that it is a "snapshot" of repairs required at the time of review. It does not take into consideration building components that may reach the end of their functional life cycle in the upcoming years. Long standing deferred maintenance issues increase the probability of critical mechanical, electrical and envelope failures. The Division's present deferred maintenance deficit is recorded as $6,707.479.

Mistassiniy and Athabasca Delta Community School are both slated for replacement/modernization which makes the top five schools with the highest 5-year maintenance cost, based on data provided by Alberta Infrastructure: Calling Lake, Chipewyan Lake, Grouard, Paddle Prairie and J.F. Dion schools.

.2 Five-Year Maintenance Cost

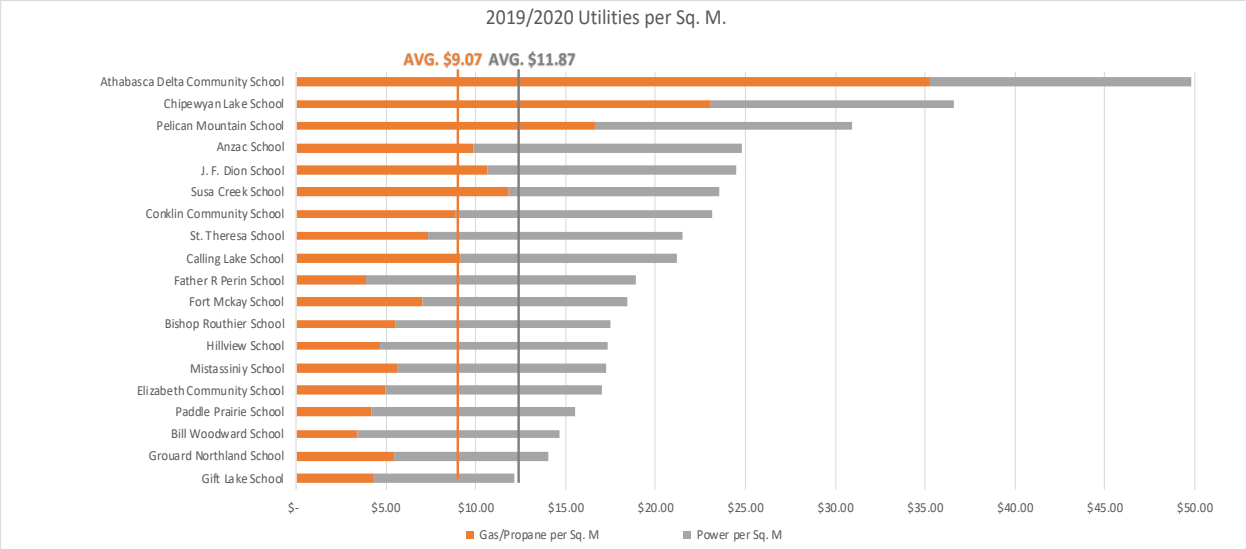
Five-Year Maintenance Cost refers to the amount of money required to repair or replace major building systems over the next five years. This five-year maintenance cost tends to be a more useful, forward looking metric. The top schools for this category include: Calling Lake, Grouard, Paddle Prairie, St. Theresa and Chipewyan Lake schools.



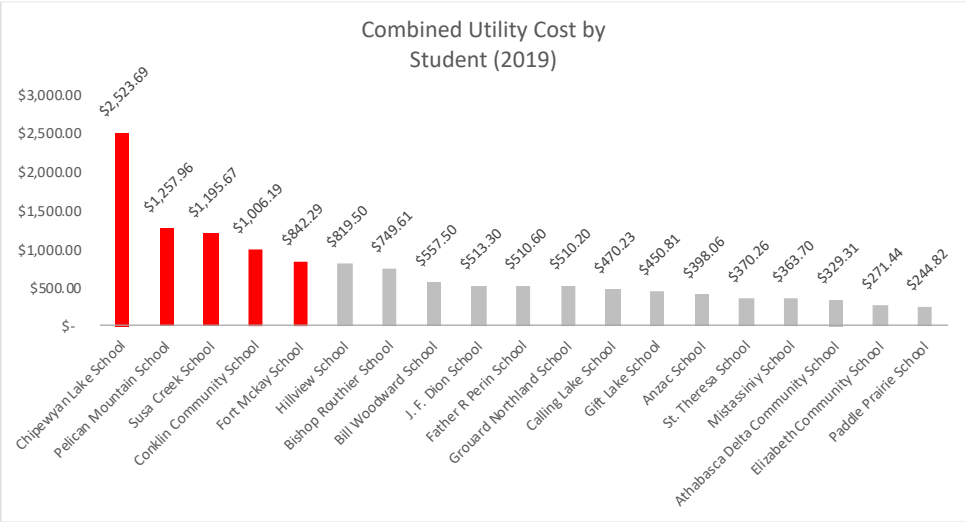
The Division continues to lack adequate funding to implement preventative maintenance programs for school facilities. Currently, the Division projects a five-year deferred maintenance of $41,435,941.00.

The 10-Year Facilities Plan will help identify timelines and goals to address the deferred maintenance deficit and ensure that finite fiscal resources are used to support high quality learning environments.

.3 Utility Costs



In 2018, NSD developed an energy charter to help manage the utility expenditure for the Division. Guiding principles of the charter included: Balance of efficiency with simplicity, Standardization of equipment, and Remote access. The energy charter aims to accomplish a 27% reduction in utility costs over the next 10 years while reducing operational costs through the use of standardized equipment and remote access. As much as possible, local contractors are also used to conduct retrofits and upgrades. Major projects that followed the charter included lighting upgrades, control system replacements and optimizations.

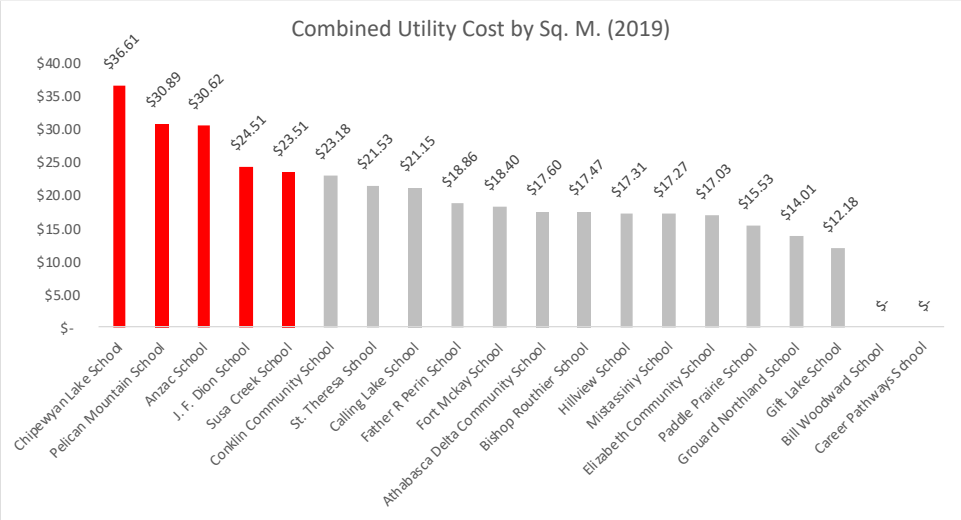


The graph above shows the utility cost, per square metre, for each school within the Division. The data was provided by NSD and their contract utility consultant, Rede Energy Solutions. The orange and grey vertical lines identify the average natural gas/propane cost per square metre and the electricity cost per square metre, respectively. This graph effectively represents the schools that use the most utilities, based on a standardized area. The top 5 schools are: Athabasca Delta (Scheduled for a replacement/modernization), Chipewyan Lake, Pelican Mountain, Anzac, J.F. Dion, and Susa Creek schools. In 2018, the average cost of gas/propane per square metre was $11.70 as compared to 2019 wherein the average cost per square metre was $9.07. This represents a 29% reduction. In 2018 the

average cost of electricity per square metre was $14.46 per square metre as compared to 2019 wherein the average cost per square metre was $11.87. This represents a 23% reduction.

The Combined Utility Cost by Student graph helps visualize the relationship between enrolment and utility costs and lends well to creating a conversation about energy efficiency. The top 5 schools that have the highest utility costs per student include: Chipewyan Lake, Pelican Mountain, Susa Creek, Conklin, and Fort McKay schools.

Another way of analyzing the utility expenses within the Division is to look at the cost per square metre. This allows for relative comparison of cost over area. Based on 2019 data provided by Rede Energy Solutions, the top five schools are Chipewyan Lake, Pelican Mountain, Anzac, J.F. Dion and Susa Creek schools. Key performance indicators provided by Rede also include the Building Energy Cost Index (BECI) – A calculation of annual energy cost per unit of floor area and Building Energy Performance (BEPI) – A calculation of annual energy consumption by unit of floor area.



9.0 Aggregated Facility Recommendations

Recommendations within this plan are based on building condition evaluations provided by Alberta Infrastructure, ten-year enrolment projections and qualitative facility evaluations. Recommendations are divided into short, medium and long-term timeframes in order to establish an integrated facility strategy that includes maintenance, environment, programming and student accommodations. Short-term priorities are generally identified as the Division's 3-year Capital Plan. Medium and long-term recommendations take into consideration the time required to prepare capital funding requests to Alberta Education.

.1 Aggregated Facility Recommendations

	School	Ward	Description	Cost
Short Term Recommendations (1 – 3 Years)	Grouard Northland Replacement School	4	Replacement of Grouard Northland School with a new 150 student capacity school on an adjacent parcel next to the existing school.	$13,120,000
	Paddle Prairie Replacement School	1	Replacement of Paddle Prairie School with a new 150 student capacity school on an adjacent parcel next to the existing school.	$8,600,000
	Susa Creek Replacement School	2	Replacement of Susa Creek School with a new 150 student capacity school replace aging infrastructure and reduce utility consumption.	$6,670,000
	Anzac Major Modernization	10	Major modernization including flooring, interior finishes and major building components/systems (electrical, mechanical and envelope)	$1,876,000
Medium Term Recommendations (4-6 Years)	Calling Lake Major Modernization	8	Major modernization including flooring, interior finishes and major building components/systems (electrical, mechanical and envelope)	$3,195,000
	Elizabeth Major Mod/Addition	11	Major modernization including flooring, interior finishes and major building components/systems (electrical, mechanical and envelope). Addition of a Gymnasium.	$5,590,000
	Chipewyan Lake Major Modernization	7	Major modernization including flooring, interior finishes and major building components/systems (electrical, mechanical and envelope)	$2,100,000
Long Term Recommendations (7– 10 Years)	Conklin Major Modernization	10	Major modernization including flooring, interior finishes and major building components/systems (electrical, mechanical and envelope)	$1,753,000
	J.F. Dion Major Modernization	11	Major modernization including flooring, interior finishes and major building components/systems (electrical, mechanical and envelope)	$834,000
	Fort McKay Major Modernization	10	Major modernization including flooring, interior finishes and major building components/systems (electrical, mechanical and envelope).	$1,183,000
	Fr. R. Perin Major Modernization	10	Major modernization including flooring, interior finishes and major building components/systems (electrical, mechanical and envelope).	$1,237,000
	St. Theresa Major Modernization	7	Major modernization including flooring, interior finishes and major building components/systems (electrical, mechanical and envelope).	$592,000

10.0 Short Term Recommendations (Capital Plan 2021-2024)

The following recommendations are for Northland School Division's Board of Trustees review and consideration. Recommendations for years 1 through 3 were identified as the highest priority through the use of a weighted matrix in combination with qualitative data collected as part of the Outcome Five Facility Study. This study provided a set of recommendations for programming, maintaining, and enhancing facilities within the Division. This established a base for decision-making through objective, comprehensive and measurable information to the senior administration, trustees, stakeholders, and Alberta Education on the current maintenance needs and capital requirements of NSD facilities.

This revised list of capital requests takes into account any upgrades and modifications conducted through funding via Alberta Education's Five-Year Investment Project and Capital Maintenance Renewal Grant (CMR) funding in 2019 and 2020. Ranked categories in the matrix include the following:

5-Year Enrolment Average – The average enrolment count between 2014 and 2018.

10 Year Enrolment Projections – Projected enrolment change over a 10-year time horizon.

Utilization – An overall rank of each school's utilization percentage as provided by Alberta Education.

Building Age – An overall rank of each facility's core building age.

FCI – An overall rank of each school's Facility Condition Index calculated by dividing the Deferred Maintenance by the Replacement Value as provided by Alberta Infrastructure.

5-Year Maintenance – An overall rank of the cost to repair or replace major components as they become due over the next 5 years.

BECI (Building Energy Cost Index) - A calculation of annual energy cost per unit of floor area. The BECI can help to identify opportunities when different utilities (i.e.: gas vs. electricity) are billed at different rates. BECI is measured in $/m2.

BEPI (Building Energy Performance Index) - A calculation of annual energy consumption by unit of floor area. The BEPI can be used to easily compare buildings of different sizes. These results are used to focus efforts on poorly performing buildings. BEPI is measured in ekWh/m2.

Grouard Northland Replacement School

Grouard Northland School ranks high in the facility matrix and is an important asset to the provision of education within Big Lakes County. The school is 38 years old, 73% utilized and has an adjusted FCI score of 39%. This is considered "poor" according to Alberta Infrastructure. "Poor" indicates that upgrading is required to comply with minimum codes or standards and deterioration has reached the point where major repairs or replacement are necessary. A 150-student replacement school would provide a high-quality learning environment along with an additional space for Career and Technology Foundations (CTF) programming. A new school would be constructed on the open space adjacent to the existing building. Students would remain in the current building until the new school is completed. The estimated cost of this new construction is based on the size and scope of similar projects within the same region including the cost of demolition. The total cost of $12-13 Million is deemed reasonable at the current time but is subject to review by a professional cost consultant. An assessment of the facility was conducted in 2018 as part of Alberta Education's Five-Year Investment Project. The following qualitative data was collected as part of the facility study:

Rank: 1 Grouard – Replacement School	
Concerns	
Exterior paving stone and concrete sidewalks have been addressed for safety concerns and surface drainage somewhat but needs complete replacement. Exterior brick veneer requires numerous repairs. Roof mansard, soffits, eavestrough and downpipes are in very poor shape. Exterior windows are outdated aluminum. Window security shutters are not the correct application. Exterior metal doors are in poor shape due to abuse. Exterior lighting is outdated and not effective. Door hardware is outdated and worn. Millwork is original and beyond service life. CTS Foods classroom is outdated and requires upgrade. CTS woodworking has outdated equipment. Dust extraction should be reviewed. The building heating, ventilation, electrical are original and beyond service life expectancy.	
Suggested Response Priority	**Rough Order of Magnitude Cost**

Complete sidewalk replacement including new compacted gravel base (concrete pilings at door aprons).		$400,000
Repair brick veneer all locations.		$50,000
Remove and replace all mansards, soffits, eavestrough, downpipes and replace with new heavy gauge commercial grade prefinished.		$300,000
Window replacement.		$250,000
Remove existing window security shutters and replace with new appropriate type.		$125,000
Exterior door replacement.		$60,000
New exterior lighting.		$30,000
Replace all interior door hardware with new.		$150,000
Remove all original building millwork and replace with new.		$250,000
Upgrade foods classroom millwork, appliances and exhaust / make-up air.		$200,000
Upgrade CTS woodworking equipment.		$75,000
Essential modernization of building mechanical and electrical systems.		$3,000,000
Window blinds - security		$6,500
Air conditioning		$35,000
Estimated Replacement Cost: $ 12,538,558	**Adjusted FCI: 0.39**	**Total: $4,931,500 (2018)**

Paddle Prairie Replacement School

Paddle Prairie School ranked third highest on the facility matrix. The school is 45 years old and is 83% utilized. The adjusted FCI score of 39%. This is considered "poor" according to Alberta Infrastructure. "Poor" indicates that upgrading is required to comply with minimum codes or standards and deterioration has reached the point where major repairs or replacement are necessary. A 150-student replacement school would include updated CTS space along, a dedicated front entrance, cultural gathering area and functional control point. A new school would be constructed on open space behind the existing school. Due to the high-water table in the area, it is recommended that a replacement school be constructed on a structural slab to mitigate ground shifting. Students would remain in the current building until the new school is completed. The estimated cost of this new construction is based on the size and scope of similar projects within the same region including the cost of demolition. The total cost of $8-10 Million is deemed reasonable at the current time but is subject to review by a professional cost consultant. An assessment of the facility was conducted in 2018 as part of Alberta Education's Five-Year Investment Project. The following qualitative data was collected as part of the facility study:

Rank: 2 Paddle Prairie – Replacement School	
Concerns	
Most of the paving whether concrete sidewalk or asphalt is in poor condition. Interior and exterior concrete flatwork is subject to the high-water table of the site. At one location the exterior pad below a door had to be removed because it had heaved high enough to prevent the door from opening. At least one wall of the link serving modular classroom was replaced due to excessive movement. The south side of the school paving stone that is overgrown with weeds and grass. Heating and air handling systems condition beyond service life expectancy.	
Suggested Response Priority	**Rough Order of Magnitude Cost**

Remove and replace all asphalt paving and concrete sidewalks complete with new compacted gravel base. Concrete pilings required at entrance / exit pads		$400,000
Remove existing paving stone and replace with concrete flatwork c/w new compacted gravel base		$60,000
Essential modernization of mechanical heating and ventilation systems, domestic water, electrical, fire alarm		$2,250,000
Window blinds - security		$6,500
Air conditioning		$20,000
AB INFR Replacement Cost: $6,949,891	**Adjusted FCI: 0.39**	**Total: $2,736,500 (2018)**

Susa Creek Replacement School

Susa Creek School ranked in the top 10 on the facility matrix. The school is 32 years old however the building is actually comprised of an assembly of modulars, varying in age. The lack of an administrative area prevents the school from having a reliable control point for guests creating a potential security issue. The school recorded as 92% utilized with an adjusted FCI score of 37%. This is considered “poor” according to Alberta Infrastructure. This means upgrading is required to comply with minimum codes or standards and deterioration has reached the point where major repairs or replacement are necessary. A replacement school would provide a high-quality learning environment along with additional cultural spaces. The new school could be constructed on open space behind the existing school. Students would remain in the current building until the new school is completed. The minimum size school that Alberta Infrastructure will build is for 150 students. This is far in excess of enrollment, and reduces the probability of funding. The estimated cost is based on the size and scope of similar projects within the same region including demolition. The total cost of $5.7-6.3 Million is deemed reasonable but is subject to review by a professional cost consultant. An assessment of the facility was conducted in 2018 as part of Alberta Education’s Five-Year Investment Project and the following qualitative data was collected:

Rank: 3 Susa Creek – Replacement School	
Concerns	
A major concern is that the existing 'rural' type of property servicing as in standalone septic system, water storage, propane tanks and water well adds a significant layer of critical upkeep to the Division maintenance team. Normally this infrastructure maintenance belongs to utility companies in a municipal setting. Secondly, the 'building' is a combination of modular components which do not have a core admin / general office or common area. The current kitchen is basically residential in configuration and fit-up. Maintenance would benefit from complete Building Management System. The building is not barrier free.	
Suggested Response Priority	**Rough Order of Magnitude Cost**
Building Management System	$30,000
Potable water system commissioning / calibration	$1,500
Sanitary system flush and pump replacement, disposal	$8,800
Drain, clean, repair firefighting water storage	$25,000
Modernize / Replace washrooms	$150,000
Barrier Free Upgrades (ramps, wheelchair lift	$60,000
Upgrade Fire Alarm	$40,000

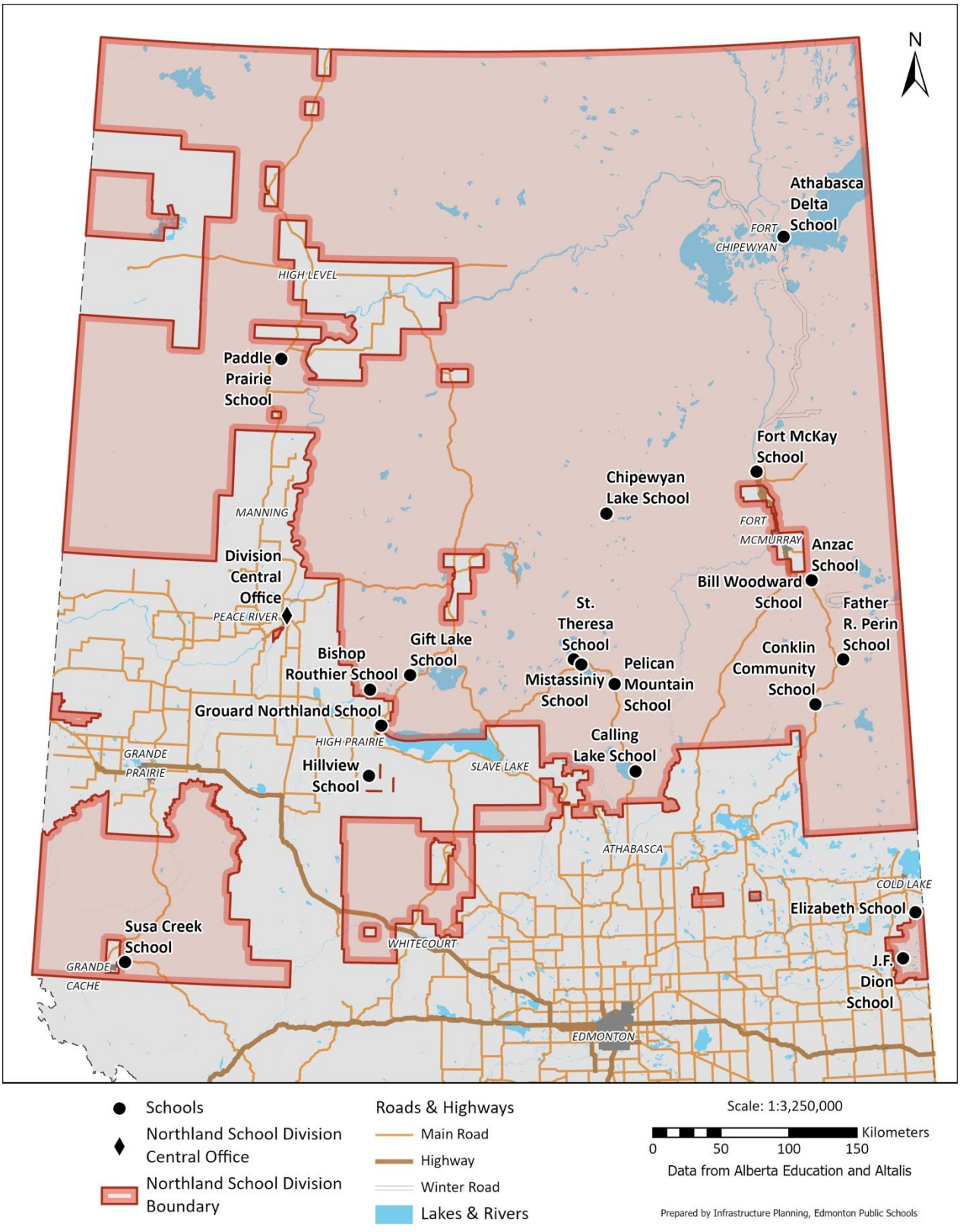
Commercial Kitchen Modular for hot lunch		$300,000
Electrical upgrades to support Kitchen and Admin Suite		$100,000
Administration Suite Modular		$300,000
Window blinds - security		$5,000
Air conditioning		$26,000
AB INFR Replacement Cost: $2,841,525	**Adjusted FCI: 0.37**	**Total: $1,046,300 (2018)**

Anzac School - Major Modernization

Anzac Community School ranked in the top 10 on the facility matrix. The school is 38 years old, 84% utilized and has an adjusted FCI score of 33%. This is considered "poor" according to Alberta Infrastructure. "Poor" indicates that upgrading is required to comply with minimum codes or standards and deterioration has reached the point where major repairs or replacement are necessary. A major modernization of Anzac Community School would include a complete overhaul of the building management system, the construction of a commercial kitchen, repairs to the exterior envelope (new cladding where appropriate) and the replacement of major system components including electrical, mechanical and structural where required. The estimated cost of this modernization is based on the size and scope of similar projects within the same region. The total cost of $1.7-2.1 Million is deemed reasonable at the current time but is subject to review by a professional cost consultant. An assessment of the facility was conducted in 2018 as part of Alberta Education's Five-Year Investment Project. The following qualitative data was collected as part of the facility study:

Rank: 4 Anzac – Major Modernization		
Concerns		
Earth is burmed up against the foundation which is the original design. Masonry retaining walls are exhibiting deterioration. Recessed plaza outside of library requires concrete slab with drainage management. Millwork of original building is outdated and worn. Requires replacement. The mechanical and electrical systems are original and are at the end of service life expectancy. Kitchen facilities require an upgrade. Complete Building Management System required.		
Suggested Response Priority		**Rough Order of Magnitude Cost**
Essential modernization		$1,500,000
Millwork upgrade		$70,000
Kitchen upgrade		$50,000
Retaining walls and library plaza		$100,000
Window blinds - security		$5,000
Air conditioning		$20,000
AB INFR Replacement Cost: $5,324,884	**Adjusted FCI: 0.33**	**Total: $1,745,000 (2018)**

Appendix 1 – Division Map

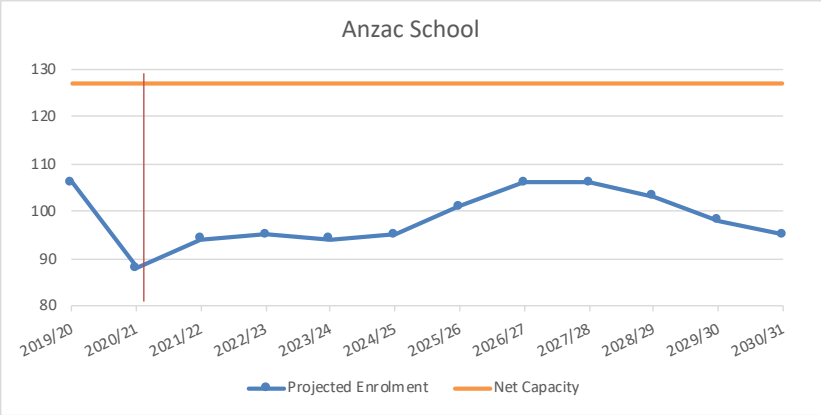


Appendix 2 – School Profiles

.1 Anzac (Pre K-4)

Community and Culture

Anzac School, in the Hamlet of Anzac, is adjacent to Bill Woodward School. As previously noted, the hamlet is located on Treaty 8 Territory and approximately 760 citizens as indicated in the last census report. In addition to Anzac residents, the school also teaches children from Janvier. Both Anzac and Bill Woodward Schools are under the same administration; the Principal and Vice Principal oversee both schools. Anzac school currently has 88 students enrolled as of September 30th. Projections indicate an increase to approximately 95 over the next 10 years.



	September 30 Enrolment					*1 Year*	*5 Year*	*10 Year*
Regular Program	2016/17	2017/18	2018/19	2019/20	2020/21	*2021/22*	*2025/26*	*2030/31*
Total (Headcount)	73	90	83	106	88	94	101	95

There are cultural similarities between Anzac School and Bill Woodward School, mostly because of their shared leadership. The school contains a well-decorated Cree Culture room which includes a miniature Tipi. Anzac School also operates a land-based learning program. The school received an outdoor class learning grant from Evergreen Learning, an organization that helps schools "create outdoor classrooms to provide students with a healthy place to play and learn"[71].

Twenty-First-Century Learning

Anzac School has begun to embrace twenty-first-century learning in a few ways. First, the school has started to introduce a learning commons. Similar to Bill Woodward School, Anzac incorporated some flexible furniture in the library, but faces storage as an obstacle moving forward. The Library mezzanine could be optimized for future collaboration space. Furthermore, Anzac School provides Chromebooks to students for technology-based learning; this represents another positive twenty-first-century learning practice.

Infrastructure

The Regional Municipality of Wood Buffalo has recently upgraded and repaired asphalt and sidewalks of the adjacent roadway. Part of this ongoing work needs to address the school site drainage pattern; erosion has occurred from the drop off to the roadway. The rear of the property slopes slightly toward the tree line and more so where the modulars are connected to the main building. Furthermore, the

[71] https://www.evergreen.ca/our-projects/school-ground-greening-grants/

playground space is well maintained and surrounded by a chain-link fence. Anzac School's interior presents cleanly and well looked after, with the original construction primarily concrete block. The school features new suspended acoustic ceiling, and most rooms contain primarily recessed fluorescent lighting, which is acceptable. Anzac's gymnasium has a vinyl sports floor that is cushioned, and the steel roof structure is exposed with circular ductwork painted. Interior furnishings are a mixture of older and current pieces. The library has a mezzanine space closed-in with glazing and is visible from the main entrance through non-moveable glass partition.

Concerns

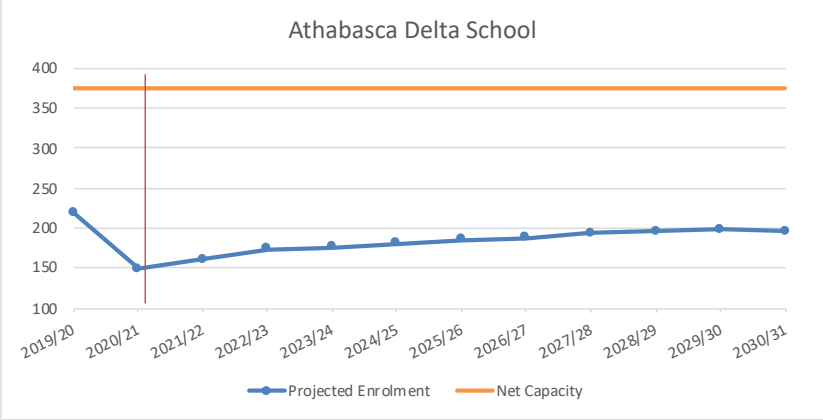
Anzac School contains issues surrounding landscaping and mechanical. Masonry retaining walls are exhibiting deterioration. The recessed plaza outside of the library requires a concrete slab with drainage management integrated. The original building millwork is outdated, worn, and requires replacement. The mechanical and electrical systems are original and are at the end of service life expectancy; a complete Building Management System is also required. The kitchen facilities are worn and outdated, and millwork will require an upgrade within the next 3-4 years.

Other Recommendations

- Continuing to advance the current land-based learning program to incorporate more regular activities and community involvement.
- Purchasing flexible furniture for the learning commons and all classrooms to encourage twenty-first-century learning practice.

.2 Athabasca Delta Community School (K-12)

Community and Culture



The 2020 Provincial budget presented on April 9, 2020 saw funding for either a replacement or modernization of Athabasca Community School (ADCS). Alberta Education and Alberta Infrastructure are currently reviewing options to make a final determination in the later part of 2021 on the direction of the project. ADCS is located in Fort Chipewyan, a community north of Fort McMurray which is only accessible by boat or plane in the summer, and winter road in the winter. Fort Chipewyan is on Treaty 8 Territory and borders the northwest shore of Lake Athabasca. The community of 1261 residents is the second largest in the Regional Municipality of Wood Buffalo. Fort Chipewyan faces several unique challenges because of its remote location including retaining resources, obtaining labour, and maintaining facilities. ADCS accommodates students from kindergarten to grade twelve and has 149 enrolled with a forecasted increase over the next 10 years.

	September 30 Enrolment					1 Year	5 Year	10 Year
Regular Program	2016/17	2017/18	2018/19	2019/20	2020/21	*2021/22*	*2025/26*	*2030/31*
Total (Headcount)	218	223	212	219	149	161	185	196

Athabasca Delta Community School boasts strong community and cultural relationships. The school gym is used heavily by the community through hosting events, First Nations meetings, and assemblies. Fort Chipewyan contains a swimming facility that is adjacent to the school; these two entities have a formal joint-use agreement which allows the students to use the facility on Wednesday, Thursday, and Friday afternoons.

ADCS has an impressive land-based learning program that allows students to learn hunting, fishing, trapping, and other activities that take place in the surrounding wilderness. The organizers of the land-based learning program intend that students be introduced to career possibilities related to the environment, along with learning valuable skills that are not otherwise taught in classrooms. Furthermore, ADCS contains a Cree Culture room that is used to facilitate Cree heritage teaching.

Twenty-First-Century Learning

Twenty-first-century learning in ADCS is slowly being adopted and implemented in classrooms and spaces. Beginning with the positives, the leadership of ADCS are advocates of this learning style; historically, teachers are either in-serviced by school leadership, or sent to Fort McMurray to learn about twenty-first-century learning. The school displays their commitment and understanding by their newly renovated computer lab. This space has new computers, flooring, flexible furniture, and a dedicated breakout/collaboration area. Pieces of the modern computer desks can detach and be used as whiteboards, or adjusted to tilt and provide privacy for student work. Although there is only programming for grade seven students currently, the school staff plans on expanding to accommodate a higher population. One area in ADCS that needs attention is the library. Currently, the library is part of a main thoroughfare that becomes crowded and loud during student circulation periods. This creates an environment that is not conducive of project or quiet work. The space has an upstairs mezzanine that is not being utilized, in addition to unorganized, outdated books. Since Fort Chipewyan does not have a public library, it is essential the school provide this service for the students and residents. With adjustments, transforming Athabasca Delta Community School's library into a modern, collaborative learning commons is a possibility. Furthermore, a replacement school will encourage opportunities to partner with the Regional Municipality of Wood Buffalo on services and spaces such as community gym, library, childcare etc.

Infrastructure

ADCS was constructed in the mid-1980's and is primarily comprised of exposed heavy timber and concrete block. Suitable to its location, part of the school floor plan layout is reminiscent of fort-like construction. Around the perimeter, a large portion of the exterior wood siding is currently being replaced with vertical metal cladding. Within the school, classrooms are connected by a single corridor along the outer wall with plenty of natural lighting. The open structure allows for larger classroom volumes, particularly on the upper floor, where the sloped roof trusses are visible. The interior design exposes mechanical circular ductwork, which is painted; the sizing of ductwork is imposing in certain areas. ADCS's two-storey library has a heavy timber curved staircase feature and curved mezzanine leading edge. The library connects the academic wing with the Gym/CTS wing. In the CTS space, there is a large foods classroom which has extra height with clerestory windows. This space is capable of hosting

functions other than classroom use. Last, the washrooms have undergone upgrading, including stainless steel toilet partitions.

Concerns

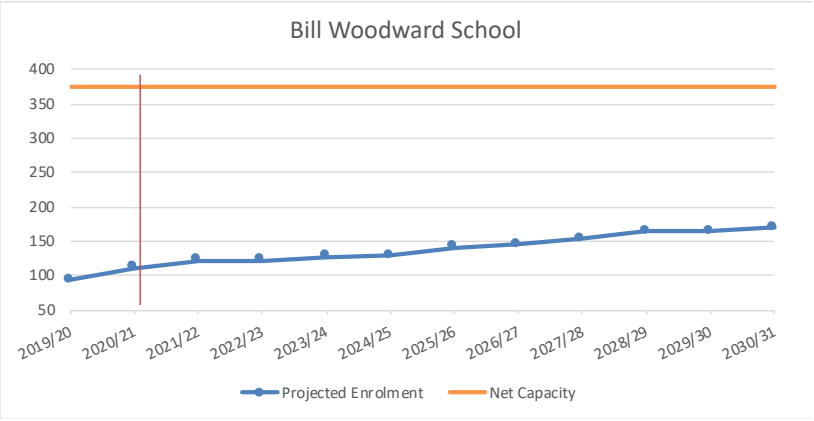
ADCS suffers from surface water drainage problems; the site catch basins are problematic and ineffective due to constant uplift. All of the paved surfaces, whether asphalt or concrete, need to be replaced. Also, the parking area should be redesigned with an elevated slope to ensure positive drainage; this would help with many issues. Furthermore, the roof ice damming has damaged the overhangs, fascia, eavestrough, and downpipes; these components require reconstruction/replacement. Inside, the corridor and gathering space flooring is quarry/ceramic tile. Second-floor corridors exhibit cracks at substrate joints due to structural flex. The exposed timber structure has developed numerous cracks over the years which need to be monitored to ensure no effect on structural integrity. ADCS's original millwork is outdated but functioning; however, a replacement program is required, particularly for countertops. A portion of the school's library has been partitioned-off to create office space. However, heating/cooling and air delivery were not adequately considered since the area overheats easily. The gymnasium concrete acoustic blocks are damaged in numerous locations with large holes. Concerning building operations, the mechanical heating and ventilation, and electrical systems require modernizing. Finally, the school requires a complete Building Management System.

Other Recommendations

- Continuing to advance the current land-based learning program to incorporate more regular activities and community involvement.
- Purchasing flexible furniture the library and all classrooms to encourage twenty-first-century learning practices.

.3 Bill Woodward (4-12)

Community and Culture



Bill Woodward School is located in the Hamlet of Anzac, which is roughly 45 kilometres southeast of Fort McMurray. As of 2015, the community consists of approximately 760 residents, and is part of Treaty 8 Land. Anzac recently constructed a new recreation centre that Bill Woodward School holds an informal joint-use agreement with. The Division has established an informal agreement to use the recreation centre's facilities. In terms of current and future enrolment, Bill Woodward School currently has 111 students enrolled as of September 30th, 2020. Enrolment projections suggest a modest increase of over the next 10 years.

	September 30 Enrolment					1 Year	5 Year	10 Year
Regular Program	2016/17	2017/18	2018/19	2019/20	2020/21	*2021/22*	*2025/26*	*2030/31*
Total (Headcount)	112	114	131	100	111	122	141	169

The community of Anzac maintains a strong relationship with industry and cultural traditions. Adjacent to the school's CTS workshop is an industry-donated space, which features several workstations that support students learning trades-related skills. Bill Woodward School integrated the equipment donated by industry through including programming for grades 10 to 12 students, allowing them to earn credits for completing modules. Furthermore, the school represents its cultural commitment through facilitating a land-based learning program, as well as including a traditional, full-sized Tipi outside the front of the school. Students participate in land-based learning programs every Friday, which range from firearm training to trapping. The school has a partnership with the national charity, Actua, which helps prepare youth to be "innovators and leaders by engaging them in exciting and accessible STEM experiences that build critical skills and confidence"[72]. Beyond land-based learning activities, Bill Woodward School combines curriculum with cultural settings, such as the outside Tipi. In the past, teachers have taught circle math to students while using the Tipi as a physical point of reference. Not only does this help students visualize math concepts, but it also incorporates cultural themes.

Twenty-First-Century Learning

Bill Woodward School embraces some aspects of twenty-first-century learning, primarily through their learning commons. Within this space, there is comfortable, flexible furniture, organized book shelving, a designated project area, and a Smartboard™. Beyond the learning commons, the school features collaboration spaces integrated into the locker areas. Students can plug into outlets that are encased in millwork while sitting at bar-style chairs. Despite these strong twenty-first-century design components, the school is lacking in strong internet connectivity. This creates a barrier for teachers and students when trying to embrace technology.

Infrastructure

Bill Woodward School consists of new steel and masonry construction and is of current design in terms of layout and interior spatial adjacencies. In the school, there are appropriate staff and administration spaces. The building's exterior is set up to drain well, except where the municipality upgraded sidewalk and roadway with elevations slightly above the higher end of the school property. Bill Woodward School's gymnasium is a good size and has maple hardwood flooring, fold up basketball goals, a divider curtain, stage, and pull-out bleachers. Last, the school's CTS spaces are appropriate for power engineering, metal working, welding, and woodworking; however, with increasing interest in trade related programming, additional space may be required in the future.

Concerns

Bill Woodward is approximately 11 years old and does not have any significant deferred maintenance concerns. That said, the existing BMS is not performing properly and has compatibility issues with the Division's monitoring system. The air delivery via displacement air seems minimal in various locations.

[72] https://actua.ca/en/about

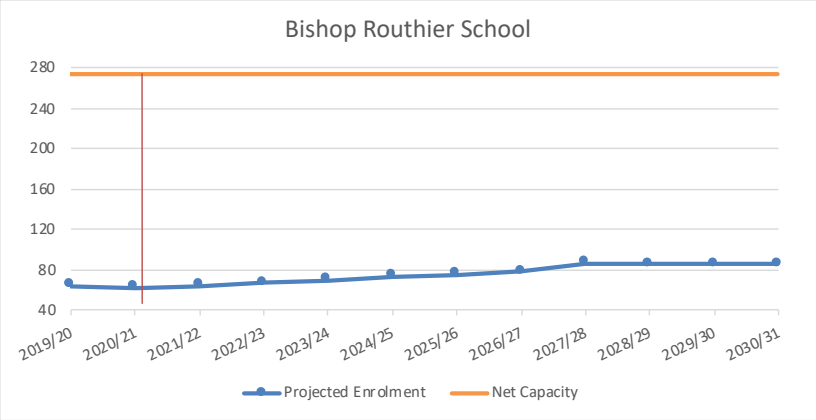
Also, of note is the undersized home economics space is not adequate for the student population (one kitchen layout).

Other Recommendations

- Continuing to advance the current land-based learning program to incorporate more regular activities and community involvement
- Purchasing flexible furniture for all classrooms and upgrading the school's internet to encourage twenty-first-century learning practices
- Repurposing the auxiliary parking lot for sports fields.
- Functional Program study for school CTS spaces.

.4 Bishop Routhier (K-6)

Community and Culture



Bishop Routhier School is located in the Peavine Métis Settlement, part of Treaty 8 territory. The school was initially intended to accommodate grades kindergarten to nine, but construction delays caused many older students to enroll in nearby High Prairie schools. Although there is infrastructure in place for junior high students, many still travel into High Prairie to attend school. Bishop Routhier has 62 students enrolled as of September 30th. 10-year enrolment projections indicate an increase of approximately 23 students over the next 10 years.

	September 30 Enrolment					*1 Year*	*5 Year*	*10 Year*
Regular Program	2016/17	2017/18	2018/19	2019/20	2020/21	*2021/22*	*2025/26*	*2030/31*
Total (Headcount)	60	70	61	64	62	64	75	85

The school and residents of Peavine Metis Settlement possess varying views on incorporating culture in education. According to school staff, the encouragement of a cultural curriculum is largely mixed. In the past, parents within the Peavine community have expressed they are not comfortable with cultural education, as they believe the school should not be responsible for the spirit of the child. School leadership discussed that communities sometimes grapple with cultural identities, therefore creating conflict around teaching heritage. Despite these challenges, the school partnered with the Peavine Métis Settlement to integrate local stories and history into the curriculum[73]. The school converted one of their portables to a dedicated Culture, music, and community room. School staff anticipates this room will help create community and cultural strength.

[73] https://www.rivercountry.fm/nsd-to-partner-with-peavine-metis-settlement-teach-indigenous-languages-in-school/

Twenty-First-Century Learning

Bishop Routhier School recently moved towards creating a learning commons through purchasing new furniture for their library; the space features bean bag chairs, couches, and rugs which all invite collaboration between students. The school's leadership is confident in the ability of their teachers to embrace twenty-first-century learning; it is merely a matter of having reliable technology to use.

Infrastructure

Beginning with the exterior of Bishop Routhier School, there are new asphalt drop-offs, concrete walks, and grassed areas that frame the building footprint. Entering the school, there is a welcoming extra height (clearstory glass) lobby, flanked by full height glazing into the general office on one side, and a learning commons the other. These glass panels roll open to provide a spacious gathering area. The school's exterior and interior wall construction is concrete block; there are gypsum board wall surfaces for office partitions, modular classroom, and typical bulkhead construction. Bishop Routhier School's gymnasium is large and bright, and their modular classrooms are modern. The school features an outstanding CTS woodworking shop, complete with a dust extraction system. Additionally, the heating and ventilation systems are of current design and include a Building Management System. Bishop Routhier is an excellent facility overall.

Concerns

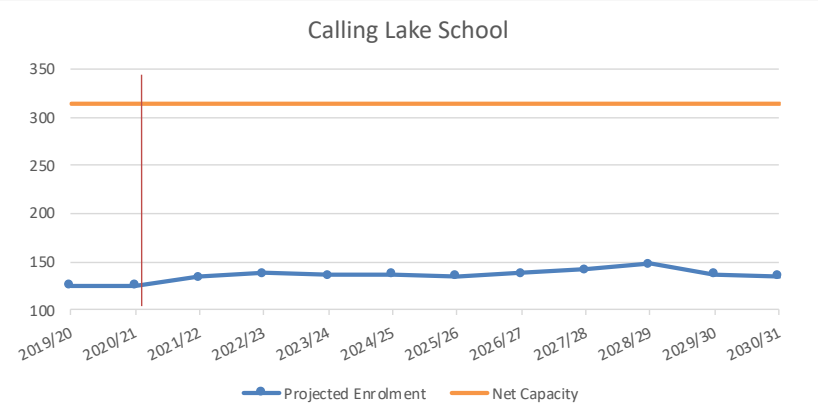
First, the surface drainage at the building rear is a concern due to the minimal slope of lawn area and the gravel lane construction which creates a dam. The roof drains are discharging into the building frontage and could use longer splash blocks to take advantage of the large lawn area. Bishop Routhier School's gymnasium floor has a non-cushioned floor finish and shows evidence of slab movement telegraphing through the surface. Although the gymnasium locker rooms include showers, these spaces are used for storage; there are modifications required to bring these spaces to code compliance. Moreover, modular classrooms crawlspace ventilation and positive drainage for roof drains are both required. The modular classrooms also need roof parapet flashing, since some was removed when the school made changes to the spaces. Last, the main school building roof has 'weather screen,' seemingly to deflect prevailing wind away from roof top air handling units; the history behind this installation should be understood.

Other Recommendations

- Purchasing movable furniture for classrooms to continue encouraging twenty-first-century learning practices
- Continuing to purchase relevant materials for the Cree, music, and community room.

.5 Calling Lake (K-12)

Community and Culture



Calling Lake School, in the community of Calling Lake, is a growing school that serves students in grades kindergarten to twelve. Calling Lake community has a population of 448, most of which are of Métis or Cree descent, and is roughly 60 kilometers north of Athabasca. The school is located on Treaty 8 Territory and currently has 126 students enrolled as of September 30th. The student population is projected to increase to 135 over the next ten years.

	September 30 Enrolment					*1 Year*	*5 Year*	*10 Year*
Regular Program	2016/17	2017/18	2018/19	2019/20	2020/21	*2021/22*	*2025/26*	*2030/31*
Total (Headcount)	111	100	117	126	126	134	135	135

The community and cultural relationship of Calling Lake School are becoming increasingly prominent through a variety of ways. A strong graphic design program connects students with local or distant business owners, sports teams, and individuals. Students create and sell custom merchandise, including branded lanyards, coffee cups, and shirts. Not only are students learning graphic design material, but they are also discovering how business practices work within, and beyond their community. Calling Lake features a multiplex which the school can utilize to organize new programs and activities. Furthermore, the sewing room within the school is used by community members on a weekly basis in the evenings. Calling Lake School supports and embraces the Aboriginal Teacher Education Program (ATEP), which is "designed to improve the educational success of Aboriginal children by increasing the number of Aboriginal teachers with an understanding of Aboriginal perspectives in communities in Northern Alberta"[74]. The program gives locals a pathway to completing education undergraduate degrees and working for their hometown school or those of northern communities.

Calling Lake School represents cultural strength through their regular smudging ceremonies and the development of a Métis and indigenous peoples' culture room. Smudging ceremonies occur in the morning with the grade seven and eight students with plans of being expanded to more grade levels. According to the school leadership, there has always been strong involvement from the local elders. Developing a proper culture room will help support community relationships as the years progress.

[74] https://www.ualberta.ca/education/programs/undergraduate-admissions/aboriginal-teacher-education-program

Twenty-First-Century Learning

The school is beginning to develop 21st Century teaching practices through the use Smartboards™ in the classrooms. The library at Calling Lake School has the potential to be converted into a learning commons with ample space and a large, unused mezzanine. Updates to the library could be rearranged to support teacher collaboration.

Infrastructure

The mixed construction of Calling Lake School is primarily masonry but also features glulam beam and steel construction. There is vertical metal siding used on upper portions of the most recently built part of the school, and full height metal siding on the original school building. The entrance rotunda consists of a high-volume space with exposed glulam beam and lumber roof structure. There is a sizable gym that is accessible from the rotunda and main office. The gym also has an open roof structure, showcasing the substantial glulam beams running the length of the space.

Concerns

Calling Lake School requires the built-up asphalt and gravel roofing to be replaced. Additionally, the mechanical systems have reached the end of service life expectancy. Last, the electrical systems have reached or are very near the end of service life.

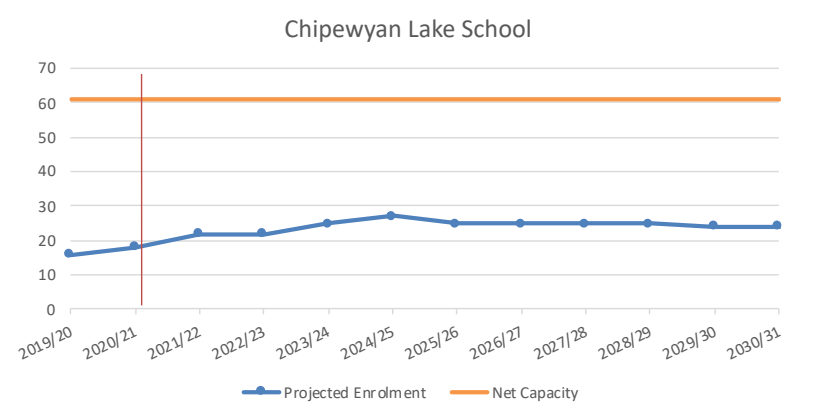
Other Recommendations

- Purchasing movable furniture for the library and all classrooms to encourage twenty-first-century learning practice.
- Continuing to advance the current land-based learning program to incorporate more regular activities and community involvement.

.6 Chipewyan Lake (K-12)

Community and Culture

Chipewyan Lake is an unincorporated community that houses roughly 40 people and is part of Treaty 8 Land. Apart from Chipewyan Lake School, there are no other services in the community. The nearest hamlet to Chipewyan Lake is Wabasca, which is 110 kilometres north; alternatively, Fort McMurray is 128 kilometres west. Chipewyan Lake School has 18 students enrolled, and projections indicate a moderate increase in student population to 24 by 2030.



	September 30 Enrolment					1 Year	5 Year	10 Year
Regular Program	2016/17	2017/18	2018/19	2019/20	2020/21	*2021/22*	*2025/26*	*2030/31*
Total (Headcount)	18	15	29	16	18	22	25	24

Community involvement and cultural integration are increasingly present at Chipewyan Lake School. Since introducing a new principal in 2018, student enrolment rose by 14, from 15 to 29. The community's use of the school's facilities, including the gym and showers, is also representative of their support. In the past, out-of-town family and friends who came to visit Chipewyan Lake for an event were welcomed and encouraged to stay in the school gym. Last, school leadership regularly hosts events for the community, such as holiday meals. In terms of cultural inclusion, Chipewyan Lake School has a Cree Culture room and encourages students to participate in the drawing, painting, and creation of culturally themed artwork. Recently, students helped design and paint the new school logo, and a traditional medicine wheel on the walls of the school.

Twenty-First-Century Learning

Twenty-first-century learning in Chipewyan Lake School is limited to incorporating technology such as Smartboards™. The library has the potential to be converted into a learning commons. With flexible, comfortable furniture, and updated learning materials, the space would present as a twenty-first-century learning environment.

Infrastructure

From the Hamlet of Wabasca, there is 150kms of gravel road to arrive at Chipewyan Lake School. The school has a straightforward floor plan with no entrance treatment, neither exterior nor interior. There is some concrete sidewalk surrounding the building. The nature of the layout grants no interior gathering spaces, and the exterior weathered wood cladding is deteriorated and will require significant repair or replacement of the next 3-4 years.

Concerns

Beginning with the exterior, the 'half log' vertical wood siding is extremely weathered and deteriorated; large gaps are present between logs. The siding does not provide adequate rain screen and grants sanctuary for pests. Chipewyan Lake School’s mechanical and electrical systems have reached their lifecycle expectancy and should be replaced. The school’s millwork is original and requires replacement, including the plumbing fixtures. Concrete work is needed in throughout Chipewyan Lake School, in spaces such as the gymnasium and main entry. The gymnasium concrete floor slab is exhibiting movement; there is no vestibule at the main entrance and no asphalt parking lot. Lawn areas should also receive minor regrading to better shed run-off from the higher site elevations.

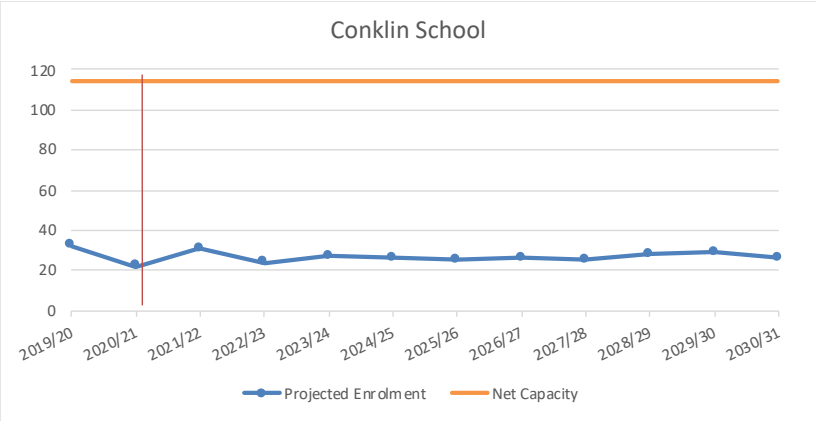
Other Recommendations

- Continuing to advance the current land-based learning program to incorporate more regular activities, community involvement and cultural connectivity
- Purchasing flexible furniture and shelving for the library and all classrooms to encourage twenty-first-century learning practice.

.7 Conklin (K-12)

Community and Culture

Conklin School is in the rural community of Conklin which is between Fort McMurray and Lac La Biche. Conklin is the most southern community in the Regional Municipality of Wood Buffalo and sits on Treaty 8 Land. As of a 2010 census, Conklin has 185 residents, the majority being of Métis descent. Conklin is surrounded by various industry camps, from mining to forestry, making it a commonplace for workers to visit or reside. Conklin School currently has 22 students enrolled as of September 30th. Long-range enrolment projections indicate moderate enrolment changes leading to a projected 10-year enrolment of 26.



	September 30 Enrolment					*1 Year*	*5 Year*	*10 Year*
Regular Program	2016/17	2017/18	2018/19	2019/20	2020/21	*2021/22*	*2025/26*	*2030/31*
Total (Headcount)	39	28	31	32	22	31	25	26

Community and cultural involvement are becoming increasingly present in Conklin School. Conklin recently constructed a multiplex which provides several opportunities for the school to utilize new facilities. Within the multiplex is a large commercial kitchen which can potentially be used by the school to facilitate home economics programs. As the school discovers more ways to use the building's amenities, the two entities will need to establish a joint-use agreement. Regarding culture within Conklin School, they are in need of a culture room and dedicated teacher. The school indicated plans to convert a modular classroom to a Cree Culture room. Apart from these plans, the school does not have a formal land-based learning program.

Twenty-First-Century Learning

Conklin School has begun integrating some aspects of twenty-first century learning into their classrooms and library. All of the classrooms have Smartboards™ that help facilitate technology-based learning. Additionally, the library has the beginnings of a learning commons with the inclusion of a large rug and pillow seating. Despite these pieces, the library is in need of new shelving, carpet, paint, stair tile, and plexiglass. Also, removing the obstructing storage in the library's mezzanine would create a suitable collaboration space.

Infrastructure

Conklin School is comprised of masonry wall construction with a steel framed roof. The brick design of the school creates a 'Log Building' appearance from a distance. Regarding room layout, Conklin is a mirrored floor plan of Anzac School. Although the property is smaller overall, it is a beautiful setting next to a treed valley. The surface drains positively toward the forested areas, and the approaches and parking area is gravel.

Concerns

The gymnasium flooring has exceeded service life expectancy, and the VCT is exhibiting edges lifting. The school's washroom fixtures are original to the building and require replacement. Last, the boilers and air handling units have surpassed their service life expectancy.

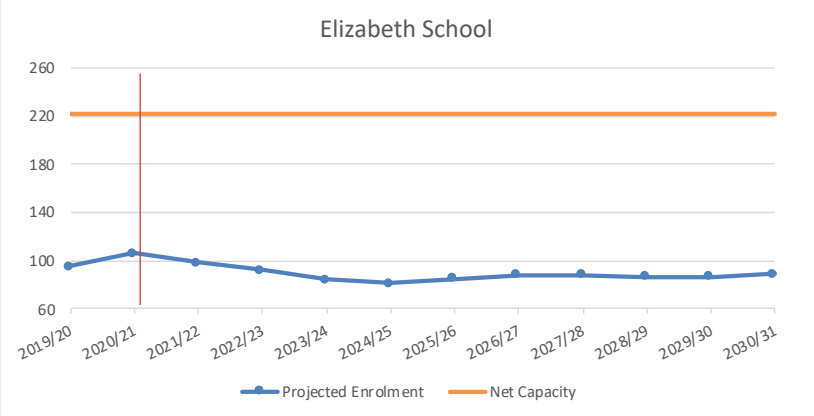
Other Recommendations

- Continuing to advance the current land-based learning program to incorporate more regular activities, community involvement and cultural connectivity
- Purchasing flexible furniture for the library and all classrooms to encourage twenty-first-century learning practice.

.8 Elizabeth (K-8)

Community and Culture

Elizabeth School is located on the Elizabeth Métis Settlement, within the eastern quadrant of the NSD. Elizabeth Métis Settlement is near the City of Cold Lake, where many students go to continue education into junior high, high school, and post-secondary; both the settlement and Cold Lake are on Treaty 6 Territory. As of September 30th, Elizabeth School has 106 students enrolled. Long range enrolment projections suggest a moderate decline of 17 students by 2030.



	September 30 Enrolment					*1 Year*	*5 Year*	*10 Year*
Regular Program	2016/17	2017/18	2018/19	2019/20	2020/21	*2021/22*	*2025/26*	*2030/31*
Total (Headcount)	146	127	109	95	106	98	85	89

One key issue Elizabeth School faces is community involvement, mainly because there is no proper space for functions to occur. The gym at Elizabeth shows signs of structural issues pertaining to lateral splitting of the glulam support beams. Additionally, the gym is undersized for the school population and is not suitable to host community events in its current state. Creating a joint-use facility for the community could help establish a deeper connection between Elizabeth School and the settlement's residents. The school does not currently support any land-based learning activities, but the Principal anticipates community members being open to becoming involved.

Twenty-First-Century Learning

Elizabeth School has taken positive steps toward embracing twenty-first-century learning practices. The school provides Chromebooks for students to learn in a technology-focused manner, in addition to having Smartboards™ installed in the classrooms. There is room for improvement with twenty-first-century learning in the school's library. With maintenance and new, flexible furniture, the space could

function as a learning commons. Encouraging collaboration among students and introducing the area to the community would benefit the Elizabeth Settlement as a whole.

Infrastructure

Elizabeth School presents very well from the exterior, given the black split-face concrete block flanking the entrance with a dark blue metal clad canopy overhead. The interior spaces are bright, clean, and well kept. The walls of the core are painted concrete block; whereas, modular classroom walls are painted gypsum board. Exposed painted circular metal ventilation ductwork is a 'feature' of the interior design which imposes overhead, particularly in the main corridor. The gymnasium has an upgraded and upsized rooftop air handling unit. Moreover, the commercial kitchen is well outfitted and appears to have plenty of make-up air capacity to feed the exhaust canopy. The stormwater from the main building is collected into an underground large-diameter pipe, which is then discharged to grade that slopes away from the building effectively. Elizabeth School has some environmental control automation in place. Exterior doors, frames, hardware and windows are of current commercial/institutional quality and in good condition

Concerns

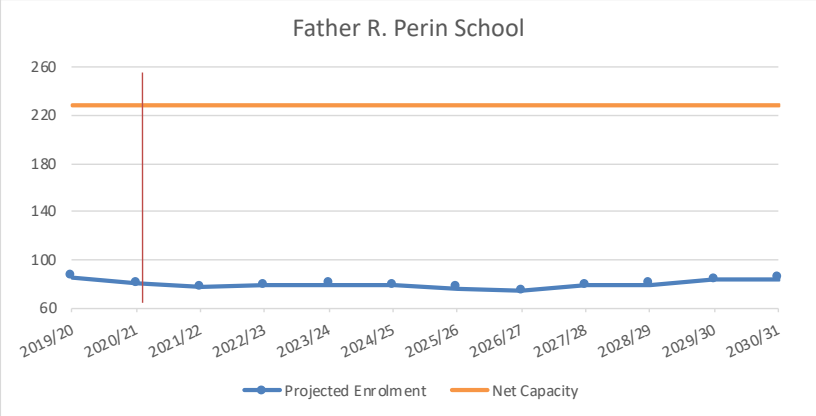
Currently, there are gym roof leak issues, and concern was raised regarding cracks observed in the glulam beam structure. Also, visible water stains down the interior face of gym concrete block walls and in some locations into the beam support pocket. The gym is relatively small but does have a storage room attached. It is noted that there are classroom heating issues that may be partly due to shared thermostats. Within the school, municipal water is provided but not used for drinking; plumbing fixture staining is apparent due to water composition. The commercial kitchen dishwasher has a canopy to collect steam but does not exhaust out. On the school grounds, gophers are a problem throughout the property; gopher eradication is currently underway. Moreover, the school's parking lot is gravel and would benefit greatly if paved, along with the concrete flatwork at the main entrance needs replacement. In classrooms, smartboard installations would benefit from cable management accessories, as several loose cords are hanging which can be hazardous. Last, the former septic discharge north of the school property should be decommissioned entirely, and maintenance would benefit from a complete Building Management System.

Other Recommendations

- Constructing a new gym, community space and expanded administration space. that supports the students and Elizabeth Settlement residents.
- Continuing to advance the current land-based learning program to incorporate more regular activities, community involvement and cultural connectivity
- Purchasing modern, flexible furniture for the library and all classrooms to encourage twenty-first-century learning practice.

.9 Father R. Perin (K-9)

Community and Culture



Father R. Perin School is in the Hamlet of Janvier, a community 120 kilometres south of Fort McMurray. Janvier is located on Treaty 8 Territory and is home to many Métis people and the Chipewyan Prairie First Nation. According to a 2016 census, the hamlet has approximately 414 residents. Like Fort McKay School, Father R. Perin School experiences a fluctuation in student numbers to surrounding cities and towns, such as Fort McMurray and Anzac. The school current has 80 students enrolled as of September 30th. Long range projections suggest a school population of 84 students by 2030.

	September 30 Enrolment					*1 Year*	*5 Year*	*10 Year*
Regular Program	2016/17	2017/18	2018/19	2019/20	2020/21	*2021/22*	*2025/26*	*2030/31*
Total (Headcount)	78	71	80	85	80	77	76	84

The Cree room and outdoor Tipi mainly represent cultural inclusion within Father R. Perin School. The Cree room features venting that accommodates smudging ceremonies; school leadership also plans on wallpapering the room with nature-themed paper. On the outside of the school is a full-sized, traditional Tipi. Although there was no indication of regular Tipi use, it has the potential to be included in their curricula, such as circle math or land-based learning. Father R. Perin School lacks a land-based learning program; this can partially be attributed to the community not being regularly involved with the school. Developing an in-depth program will help connect the students with their surroundings and foster a deeper relationship between the school and residents of Janvier.

Twenty-First-Century Learning

Father R. Perin School does not currently incorporate strong twenty-first-century learning practices. Although the library has sufficient space to accommodate a learning commons. The mezzanine and large main floor could be reconfigured for a functional learning common and flexible study space. If the storage in the mezzanine is relocated or removed, the space could be used for a collaboration or cultural study area. With new shelving units, flexible furniture, and room layout, the library could transform into a truly unique twenty-first-century learning environment. A positive aspect of classroom spaces within the schools is that they feature new Epson boards. Overall, Father R. Perin School shows tremendous potential to transform into a division-leading twenty-first-century learning community.

Infrastructure

The building is masonry construction with steel frame structure. Regarding CTS spaces, the areas are quite generous but underutilized. There is presently a catch-all for storage items. Numerous skylight glazing provides plenty of natural light through corridor spaces, and the boilers are of recent installation.

Concerns

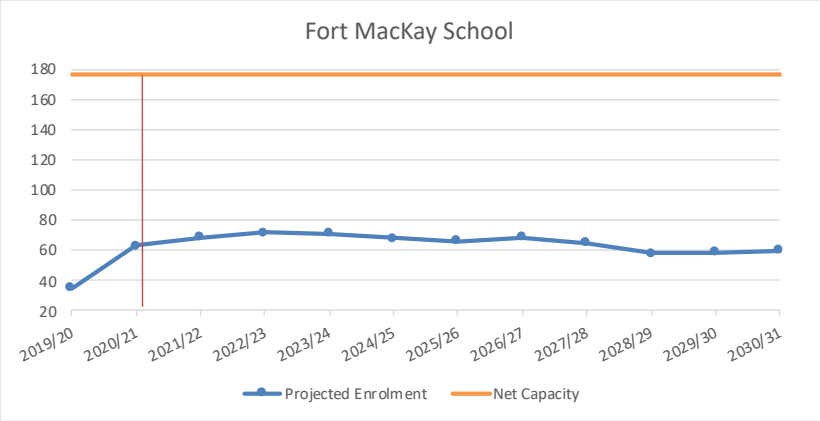
Concerning school site, there is gravel access and parking, and the municipal upgrades underway include paving an adjacent roadway, which is higher in elevation than school property. With these additions, the site could accumulate surface runoff. There is landscaping care required around the building to deal with weed growth and unused planter; damage to masonry caused by ice damming. Moreover, the school's skylights, gymnasium rubber floor, and air handling units have all surpassed service life expectancy. There is a partial BMS installed, and the millwork is mostly original and requires upgrading/ replacement. The main corridor would benefit from noise reverberation acoustic treatment.

Other Recommendations

- Continuing to advance the current land-based learning program to incorporate more regular activities, community involvement and cultural connectivity
- Purchasing flexible furniture for the library and all classrooms to encourage twenty-first-century learning practices throughout the school
- Acquiring staffing for CTS and home economics programming.

.10 Fort McKay (K-6)

Community and Culture



Fort McKay School is located in the Hamlet of Fort McKay, a community 50 kilometres north of Fort McMurray. Situated amongst many oil sands operational sites, Fort McKay is home to approximately 742 people, according to the 2016 census. The hamlet is on Treaty 8 Land and many residents are members of the Fort McKay First Nation. In addition to being connected with industry, the band is part of the Athabasca Tribal Council. As a result of ongoing discussions and negotiations with the Federal government, the band started acquiring funds for a new, band-operated school. Currently, Fort McKay School has 63 students enrolled as of September 30th. Long range projections do not take into account the construction and opening of the Fort McKay First Nation School scheduled to open in 2022. Fort McKay's close proximity to Fort McMurray means that many students opt to attend school in Fort McMurray. Fort McKay First Nation Education Department transported 122 to and from schools in Fort MacMurray during the 2019/2020 school year[75].

[75] https://www.fortmckay.com/programs-services/transportation-bussing/

	September 30 Enrolment					1 Year	5 Year	10 Year
Regular Program	2016/17	2017/18	2018/19	2019/20	2020/21	*2021/22*	*2025/26*	*2030/31*
Total (Headcount)	74	80	45	35	63	69	66	60

The school's Cree Culture room is an impressive space and a suitable example for other schools to adopt. After 30 thousand dollars in renovations in 2018, the Cree Culture room has new, wood log-cabin siding, wood flooring, a culturally themed rug, and special ventilation to accommodate smudging ceremonies. As part of the curriculum, students learn 30 minutes of Cree language each day from the dedicated culture teacher. Since the school struggles with gathering community involvement, it is difficult to organize land-based learning activities and programs. Therefore, there is a gap in land-based learning curriculum which needs to be addressed in conjunction with the issues of community support.

Twenty-First-Century Learning

Twenty-first-century learning in Fort McKay School is limited to the beginning of a learning commons. The school recently invested in flexible, comfortable furniture and movable shelving units. In addition to completing the learning commons, Fort McKay School would benefit from more twenty-first-century learning environments within each classroom.

Infrastructure

The original construction of Fort McKay School is from 1976, and the school has not had a modernization. Fort McKay School is comprised of masonry construction with a steel framed roof. Kitchen facilities consist of a modular unit which is not utilized (due to loss of enrollment). The school's corridors and classrooms are clean and well looked after.

Concerns

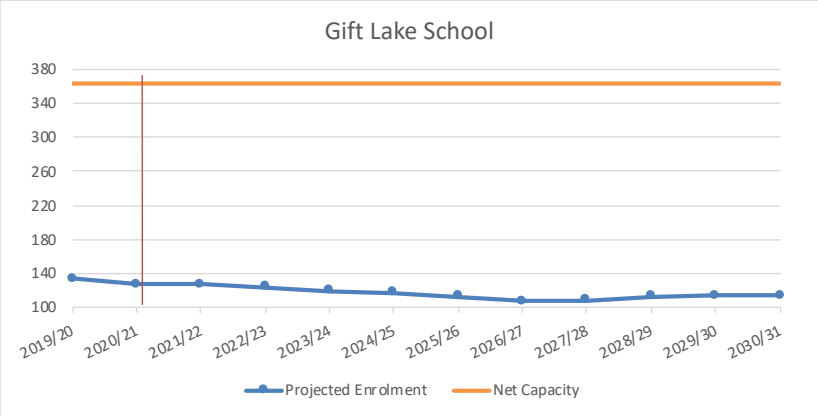
The school's mechanical system consists of all forced air rooftop units, approximately 20 years old. These units are in need of replacement, along with the millwork, which is original to the building. The southeast classroom in the school has a mould odour. Furthermore, Fort McKay School has municipal water service throughout, but it is not used for drinking or personal hygiene. The school's former shower facilities are used as storage, and the washroom facilities are dated for the most part. Fort McKay School does not have a Building Management System and contains a gravel parking lot.

Other recommendations

- Purchasing flexible furniture for all classrooms to create several twenty-first-century learning environments.
- Continuing to advance the current land-based learning program to incorporate more regular activities, community involvement and cultural connectivity.

.11 Gift Lake (K-9)

Community and Culture



Gift Lake School is within the Gift Lake Métis Settlement, a community 40 kilometres northeast of High Prairie and part of Treaty 8 Land. Constructed in 2015, the school is one of the newest in the Northland School Division. Like many communities that near larger towns, some students from Gift Lake travel into High Prairie for school. Fortunately, there is a college attached to the school, as well as a Head Start preschool program for children. There is a tripartite agreement between the college, Head Start program, and Gift Lake School which enables shared use of resources and building spaces between signatories and the community. These three signatories are identified as the Gift Lake Community Learning Centre and act as a hub for the settlement. The school's design makes it easy for residents to access certain parts of the school, such as the gym or library while remaining restricted from other areas. A second main entrance and dividers separate the hallways, in effect only permitting specific spaces to be accessed. This is necessary since the school is most commonly used after-hours by community members. Gift Lake School currently has 128 students enrolled and projects a modest decrease of 14 students over the next 10 years.

	September 30 Enrolment					*1 Year*	*5 Year*	*10 Year*
Regular Program	2016/17	2017/18	2018/19	2019/20	2020/21	*2021/22*	*2025/26*	*2030/31*
Total (Headcount)	190	177	148	134	128	128	113	114

Gift Lake School features a culture room that provides students with the opportunity to learn Cree language and heritage. Although maintaining an active cultural room is supportive of cultural connectivity, there is a need for accompanying land-based learning programming. Not only does land-based learning teach students valuable skills they would otherwise not learn in the classroom, but it also provides community members with the opportunity to become involved with the school.

Twenty-First-Century Learning

The modern design of Gift Lake School is a positive example of twenty-first-century learning practice for numerous reasons. Classrooms contain breakout rooms between them which encourage teachers to approach student work and projects collaboratively. The physical connections between the school, college and Head Start program invites collaboration between the different education providers. As a community learning centre, the building's occupants can easily arrange shared learning activities. Gift Lake School has a large and functional learning commons. Beyond the design benefits of Gift Lake School, school administration expressed it is vital that staff be adequately trained in twenty-first-century learning to ensure effective teaching practice and utilization of facilities and technology.

Infrastructure

Gift Lake School features a welcoming front entry that connects a gathering space with the commercial kitchen, general office, foods classroom, learning commons, and stage. On the opposite end of the building, there is the college entry which has controlled access and is located adjacent to the gymnasium. All of these spaces have rolling glass partitions that can be opened up for various configurations of interconnection. The gym tournament sized has maple hardwood flooring. Direct/indirect lighting is used throughout the school which provides comfortable illumination and is also augmented by plenty of natural light via clerestory glazing. The school's furnishings, millwork and equipment are all of the current variety.

Concerns

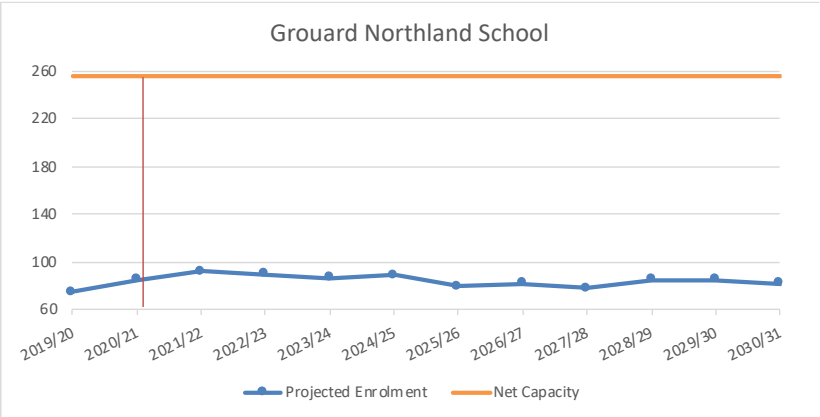
Beginning with the building exterior, there is earth settling directly against the foundation wall adjacent to the main entry; exploratory hand excavation is required to view backfill further below. Also, the exterior masonry (split face concrete block) is exhibiting moisture on the surface, and is not consistent with the weather; again, exploratory removal of masonry in strategic locations is required to rule out excessive moisture trapped in the airspace. On the interior, displacement air ventilation in some areas seems to be operating at less than optimum. Therefore, a commission study to review building HVAC requirements versus the capacity of current systems should be conducted.

Other Recommendations

- Continuing to advance the current land-based learning program to incorporate more regular activities, community involvement and cultural connectivity.
- Purchasing flexible furniture for the learning commons and all classrooms to encourage twenty-first-century learning practice.

.12 Grouard Northland (K-9)

Community and Culture



Grouard School, located in the Hamlet of Grouard, is a community of approximately 255 residents as of the 2016 census. Grouard is approximately 30 kilometres from High Prairie and is on Treaty 8 Land. There are many services within the hamlet, including the Northern Lakes College. Although the college gives residents the opportunity to pursue higher education, some families leave after finishing programs. As a result, mature students with children that would otherwise attend Grouard School leave the community soon after they have completed their program at Northern Lakes College. Connectedness with the community plays a role in retaining a healthy student and hamlet population. Grouard School has 85 students currently enrolled and projections indicate stable enrolment over the next 10 years.

	September 30 Enrolment					1 Year	5 Year	10 Year
Regular Program	2016/17	2017/18	2018/19	2019/20	2020/21	*2021/22*	*2025/26*	*2030/31*
Total (Headcount)	68	76	70	75	85	92	80	82

Grouard School has faced challenges in establishing relationships with the hamlet residents. According to the school's administration, there has been difficulty finding willing and eligible community members to volunteer. Apart from these challenges, Grouard School reflects a rich cultural presence in a number of ways. The school contains a Cree Culture room with a dedicated teacher. The Cree teacher recently taught plant identification to students by utilizing the surrounding nature; this is a strong example of land-based learning. Grouard School often hosts the annual Northland Games. Grouard is part of the Kee Tas Kee Now Tribal Council (KTC) and Northland School Division Partnership Agreement, which outlines six key objectives, including developing and delivering "traditional land-based-experimental education"[76].

Twenty-First-Century Learning

Grouard School exhibits the beginnings of a learning commons but would benefit from furniture and technology classrooms. The school purchased several new pieces of furniture for the library which is a step toward creating an effective learning commons. Throughout the school's classrooms, there is a mix of technological inclusion that is not consistent; for instance, some classrooms have chalkboards, while others feature modern Epson boards.

Infrastructure

Grouard School was built in the early 1980's but has never had a modernization. Despite its age, the interior of the building is well kept and clean. The gypsum board ceilings have been recently refreshed, the walls have been repainted, and the vinyl tile flooring is in good condition. One improvement the school has seen is the asphalt roof shingles, which were installed in 2000 and still appear in decent shape. Furthermore, regarding paving, the exterior has paving stone and concrete sidewalks around the building perimeter, and the bus drop-off received new asphalt paving, and the laneway extending to the receiving doors has been replaced. Finally, the CTS woodworking shop is in good condition.

Concerns

Around the exterior, the paving stones, concrete sidewalks, and surface drainage have been partially addressed for safety concerns but need complete replacement. The exterior brick veneer requires numerous repairs, in addition to the roof mansard, soffits, eavestrough and downpipes, which are in poor condition. There are several issues concerning the wall openings. First, the exterior windows are outdated aluminum and require replacement. Second, the window security shutters are not the correct application. Last, the outer metal doors are in poor shape and provide little in the way of heat loss mitigation. The exterior lighting around the school is outdated and damaged. Within the school, the millwork is original and beyond service life. Moreover, the CTS foods classroom is outdated and requires upgrading. Similarly, the CTS woodworking has outdated equipment; dust extraction should also be reviewed. Finally, the building heating, ventilation, electrical are original and beyond service life expectancy.

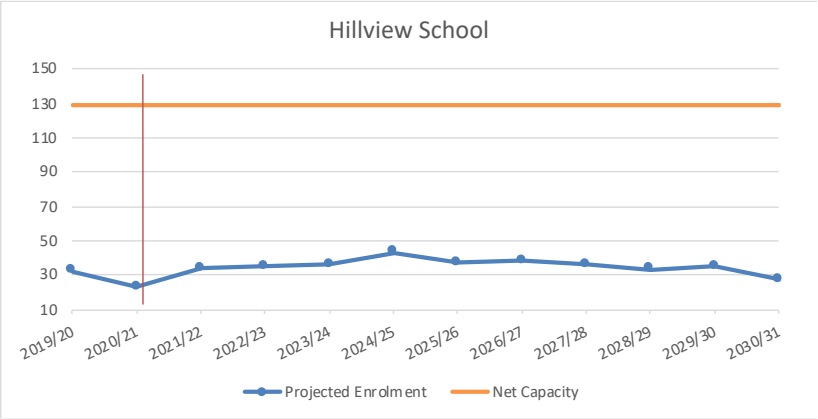
[76] https://education.alberta.ca/media/1224757/ktcnsd-partnership-agreement.pdf

Other Recommendations

- Advancing the current land-based learning program to incorporate more regular activities and community involvement.
- Purchasing flexible furniture and modern technology for all classrooms to encourage twenty-first-century learning techniques.

.13 Hillview (K-6)

Community and Culture



Hillview School is part of the East Prairie Métis Settlement, a community roughly 50 kilometres southeast of High Prairie. The settlement is located on Treaty 8 Territory and is home to approximately 304 people, as of the 2016 census. One crucial issue Hillview faces is low student enrolment. Administration at the school indicated that the rate of failure among Hillview students was high and resulted in a severe drop in enrolment. In the 2014/2015 school year, 33 students were enrolled. Members from the East Prairie Métis Settlement council have lobbied to train and hire more bus drivers to transport students into High Prairie for all grades of schooling. The leadership of Hillview School acknowledges these challenges and hopes to build trust with the East Prairie community. Hillview School currently has 23 students enrolled and anticipates this number will increase slightly over the next ten years.

	September 30 Enrolment					*1 Year*	*5 Year*	*10 Year*
Regular Program	2016/17	2017/18	2018/19	2019/20	2020/21	*2021/22*	*2025/26*	*2030/31*
Total (Headcount)	27	16	15	32	23	34	37	27

In light of their enrolment issues, Hillview School has taken positive steps towards building a healthier relationship with the East Prairie Métis Settlement. The library is used as a community gathering space, hosting events such as blanket ceremonies. These activities tie into the cultural strength of the school and surrounding community. Hillview School features several culturally reflective murals and ornaments throughout the school which complement the library; however, there is no land-based learning program in place. Although the school is in need of help and is welcome to community involvement, they have faced challenges in acquiring qualified volunteers.

Twenty-First-Century Learning

Hillview School has begun transitioning to a twenty-first-century learning environment through purchasing flexible furniture for their library. As the library moves towards becoming a central learning commons for the school and community, the school should look towards converting more spaces in this direction. Introducing and adopting twenty-first-century learning practices will help connect students and teachers through collaboration.

Infrastructure

Hillview School was opened in 2008 and is constructed with low maintenance materials, such as structural steel and concrete block walls. Entering the building, the lobby has extra height for clerestory glass, providing additional natural light. The school's learning commons is directly adjacent to the lobby/gathering space and has rolling glass panels that open up to create direct adjacency. Finally, the gymnasium is of good size, and facility as a whole is well kept and clean.

Concerns

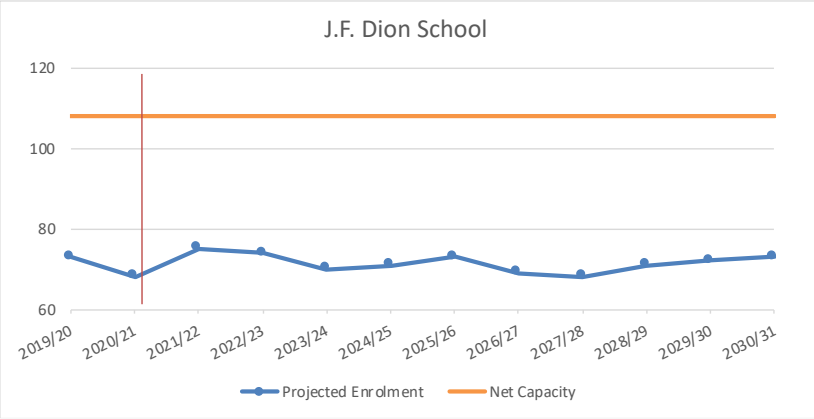
The exterior of Hillview School comprises the majority of infrastructure concerns. First, the parking area and bus drop-off are not paved; also, the existing gravel should be graded for more effective drainage. Next, the parapet portion of exterior concrete block veneer corners is exhibiting cracking at mortar joints. Staff reports an unpleasant, sewage-like smell that circulates throughout the school which is thought to originate from the commercial kitchen. The source of these odours should be investigated so that corrective measures can be taken.

Other Recommendations

- Continuing to advance the current land-based learning program to incorporate more regular activities, community involvement and cultural connectivity. Such a program will help Hillview establish trust, respect, and confidence with the residents of East Prairie Métis Settlement.
- Purchasing flexible furniture for all classrooms to encourage twenty-first-century learning techniques.

.14 J.F. Dion (K-8)

Community and Culture



J.F. Dion School is part of the Fishing Lake Métis Settlement (FLMS), a community of approximately 446 people that sits on Treaty 6 Land. Cold Lake, Bonnyville, and Lloydminster are within a one-hour drive from the FLMS and provide an outlet for students to continue education. FLMS has rich historical ties with settlers such as Louis Riel, who camped in Fishing Lake during the Métis Resistance of 1885. This cultural significance has carried over in J.F. Dion School and the surrounding settlement. J.F. Dion currently has 68 students enrolled as of September 30th. This number is projected to remain steady over the next 10 years.

	September 30 Enrolment					*1 Year*	*5 Year*	*10 Year*
Regular Program	2016/17	2017/18	2018/19	2019/20	2020/21	*2021/22*	*2025/26*	*2030/31*
Total (Headcount)	85	83	82	73	68	75	73	73

The Cree room at J.F. Dion is the primary representation of their cultural connectedness. Within this space, there is an area named "The Cree Cafe," which is used by local Elders to teach students about

Cree language and culture. Traditional clothing, garments, art, and other items are featured throughout the culture room and are used for reference as kids learn about Cree heritage. There is also a kitchenette with oven ventilation, but it is not used besides the countertop. One issue this space faces is excessive heat gain. The school repurposed their old gym into a two-story space, with the library on the main level, and Cree Culture room above. The mezzanine also includes a light CTS space which is inoperable and primarily used for storage. Lack of windows and cooling ventilation create overheating in the warmer months, causing the Elders to use fans. In addition to the support from Elders, other local volunteers help with home economics activities, including sewing and cooking. Since the school does not have a dedicated home economics room, the volunteers use the staff kitchen to conduct their teaching. With regard to sewing, volunteers have access to the mezzanine CTS space, but it is not currently being utilized.

Twenty-First-Century Learning

In terms of twenty-first-century learning, J.F. Dion features Chromebooks, Smartboards™, and the beginning of a learning commons. Introducing a proper learning commons through adding flexible furniture and space for collaboration would benefit the students and connect teachers.

Infrastructure

Beginning with the perimeter of the school, the site drainage on the back side, toward the lake is satisfactory; however, the main entrance face of the school is significantly lower than the adjacent roadway, which causes some drainage issues. The interior of the school features a circular entrance lobby that has sloped glazing, creating a pleasing solarium effect. J.F. Dion School's main gym is large and has an upper bleacher section. Generally, the school is well kept given the outdated finishes, washroom fixtures, lighting, and millwork; however, the building would benefit from concentrated major maintenance upgrades.

Concerns

Since the property slopes from the main community road down to the school front entrance, runoff is subject to freeze up, creating a hazard. One of the main safety concerns is the brick veneer wall on the north side of the modular classrooms. Since the brick is pulling away from the substrate, there is potential for the brick to detach eventually, given the height of the wall. Continuing with the exterior, there are exposed decorative timber rafters which are very weathered and require replacement. Exterior lighting of the entrance colonnade is insufficient and poorly located; the lighting should be upgraded and relocated. The front entrance's concrete walkway/plaza concrete requires replacement and also features brick planters that are no longer used, so they should be removed.

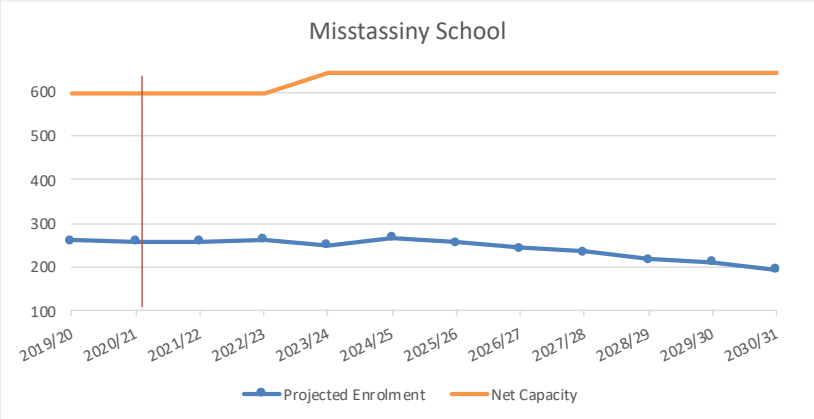
Moreover, the crawlspace of the original 'modulars' may have residual lime from a previous hazmat cleanup, posing a threat to future maintenance. Within the interior of J.F. Dion, the gymnasium shower rooms are out of service and used for storage; these rooms must be modified to comply with the building code if maintained as storage. The gym floor is a non-cushioned rubber sheet product. All of the school's windows are aluminum and of reasonable quality, however, they exhibit air leakage around rough openings. The municipal water quality is in question, so it is not used for drinking. Last, maintenance would benefit from a complete Building Management System.

Other Recommendations

- Improving the Cree Culture room through adding new furniture, including couches and rugs. Also, rethinking the location of the space. The kitchenette could be used as a home economics space, rather than the Cree Cafe.
- Purchasing new, flexible furniture for the library to create a collaborative learning commons. The Cree Cafe/Culture room could be integrated in this space as well.
- Purchasing flexible furniture for all classrooms to encourage immersive twenty-first-century learning environments.

.15 Mistassiniy (7-12)

Community and Culture



Mistassiniy School is located in the Hamlet of Wabasca-Desmarais. As mentioned, the hamlet is on Treaty 8 Territory and sits between the north and south Wabasca Lakes. Mistassiniy School has been a Capital priority for NSD since 2002. In 2014, Alberta Education approved a modernization of the existing plant. As planning progressed, Alberta Infrastucture sought to conduct a comprehensive value scoping exercise in 2016. The result of the value scoping study suggested that a full replacement would be the best outcome. The study also recommened a more distictive seperation between junior high and high school students, more natural light, more open space, more options with respect to Career and Technology Studies, and new gymnasium and enhanced cultural elements. Currently, the school has no appropriate space for cultural ceremonies and meetings with elders.

In 2019, the Province announced that the project would be a full replacement of the school with a capacity of 450 students. Currently, there are 259 students enrolled as of September 30. The opening of Oski Pasikoniwew Kamik (OPK or Bigstone Community School) on the adjacent Bigstone Cree Nation has drawn some junior high students from Mistassiniy School. A future high school expansion at OPK has been approved by the Federal government, which will also impact Mistassiniy School enrolment.

Enrolment projections suggest a moderate decline over the next 10 years. However, a new replacement building for Mistassiniy School may positively affect these projections and will be reviewed annually.

	September 30 Enrolment					*1 Year*	*5 Year*	*10 Year*
Regular Program	2016/17	2017/18	2018/19	2019/20	2020/21	*2021/22*	*2025/26*	*2030/31*
Total (Headcount)	343	273	241	261	259	259	257	194

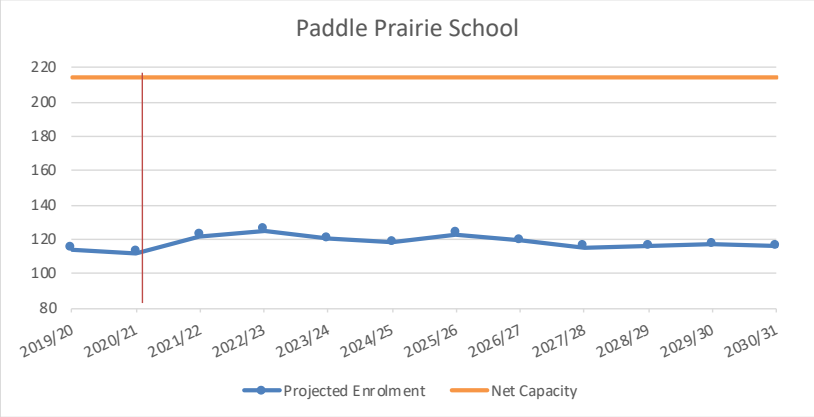
Twenty-First-Century Learning

The replacement school will incorporate a number of breakout spaces, a learning commons that will open up into a CTS area and a large lobby that can function as central gathering place. The gymnasium will be tournament size with sufficient space for bleachers; and important feature as Mistassiniy School regularly hosts the Annual Northland Games.

.16 Paddle Prairie (K-12)

Community and Culture

Located on Treaty 8 Territory, Paddle Prairie School is within the Paddle Prairie Métis Settlement (PPMS), a community 70 kilometres south of High Level and home to approximately 544 people. Kindergarten to high school programming is offered at Paddle Prairie, allowing students to remain near home until post-secondary level education. The school has 112 students enrolled and projects a stable enrolment over the next 10 years.



	September 30 Enrolment					*1 Year*	*5 Year*	*10 Year*
Regular Program	2016/17	2017/18	2018/19	2019/20	2020/21	*2021/22*	*2025/26*	*2030/31*
Total (Headcount)	121	118	121	114	112	122	123	116

Paddle Prairie Métis Settlement features a Communiplex, or community complex, and fire hall, which are both used by the school to host programs. Community members frequently volunteer to assist students with CTS activities such as home economics and construction. In the absence of a proper CTS space, teachers and volunteers utilize the school's commercial kitchen and Communiplex kitchen for home economics activities. Also, students occasionally use the local fire hall for construction CTS labs. Paddle Prairie School has given residents access to the gym, where they are welcome to host events. The Communiplex, which is adjacent to the school, contains a large hall, hockey rink, and outdoor basketball courts. Students utilize some amenities for physical activity, while residents host regular gatherings in the hall. Regarding culture within Paddle Prairie, the school does not have a dedicated culture room.

Twenty-First-Century Learning

Paddle Prairie School has embraced some aspects of twenty-first-century learning in recent years. More specifically, the school purchased new furniture for their library, which they are converting into a learning commons. The flexible chairs and modern shelving opened the space for collaboration and learning. Aside from the learning commons, Paddle Prairie has Smartboards™ and Chromebooks in their classrooms to facilitate technology-focused education.

Infrastructure

Generally, the interior of Paddle Prairie School is well kept and clean. The building layout consists of narrow concrete block corridors lined with metal lockers branching to the classrooms, gym, and general office. There are no spaces for gathering other than the classroom areas or gym. The school's entrance vestibule and corridors do not function well at arrival and dismissal times, with the area becoming crowded and hectic. Other than the newer modular classrooms, the millwork and fixtures throughout the school are outdated. Overall, the building has succumbed to prolonged service.

Concerns

The first concern is the school's paving. Whether it is concrete sidewalk or asphalt most is in poor condition. Paddle Prairie School's interior and exterior concrete flatwork is subject to the high-water table of the site, contributing to heaving. At one location, the exterior pad below a door was removed because it had heaved high enough to prevent the door from opening. Also, the south side of the school paving stone is overgrown with weeds and grass. Furthermore, at least one wall of the links serving modular classroom was replaced due to excessive movement. Last, the school's heating and air handling systems are beyond service life expectancy.

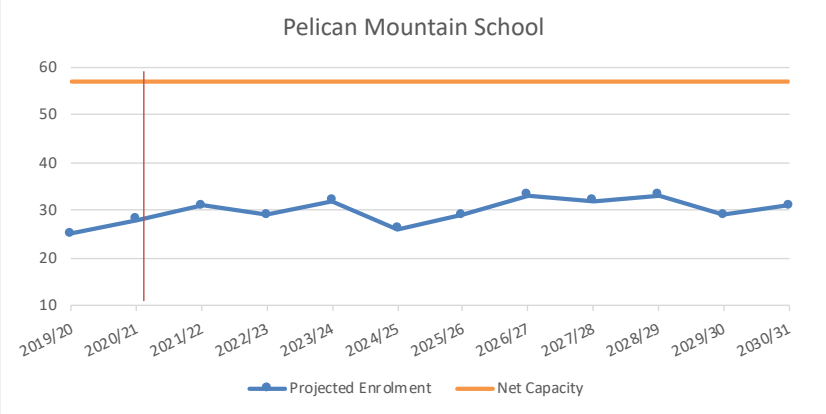
Other Recommendations

- Establishing a formal joint-use agreement with the community for the Communiplex.

.17 Pelican Mountain (K-6)

Community and Culture

Pelican Mountain School is within the Hamlet of Sandy Lake, just 39 km southeast of Wabasca-Desmarais. The hamlet sits on Treaty 8 Territory. According to the 2016 Federal Census, Sandy Lake had a population of 52[77]. Despite the population size, Pelican Mountain School only enrolls 28 students; projections indicate a stable student population over the next 10 years. Additionally, the hamlet is the headquarters for the Municipal District of Opportunity and Bigstone Cree Nation.



	September 30 Enrolment					*1 Year*	*5 Year*	*10 Year*
Regular Program	2016/17	2017/18	2018/19	2019/20	2020/21	*2021/22*	*2025/26*	*2030/31*
Total (Headcount)	20	17	16	25	28	31	29	31

[77] Statistics Canada. 2017. *Sandy Lake, UNP [Designated place], Alberta and Alberta [Province]* (table). *Census Profile*. 2016 Census. Statistics Canada Catalogue no. 98-316-X2016001. Ottawa. Released November 29, 2017. https://www12.statcan.gc.ca/census-recensement/2016/dp-pd/prof/index.cfm?Lang=E

The degree of community support towards Pelican Mountain School is weak when compared to other schools in the sector. Many students travel to alternative schools, such as St. Theresa School in Wabasca and OPK School on the Bigstone Cree Nation, to pursue an education that offers more options. This trend has affected the enrolment of Pelican Mountain School, thus impacting the sustainability of its maintenance and operation. On a positive note, the School has invested in creating a combined culture room and learning commons space. The room has pictures of past community elders and a large rug that represents the colours of the medicine wheel.

Twenty-First-Century Learning

There is inconsistency in including twenty-first-century learning practices in Pelican Mountain School. For example, some classrooms have Smartboards™, chalkboards, or both. As previously mentioned, the school invested in a culture room and learning commons space. Within the last year, the school purchased and arranged new furniture, including comfortable seating and flexible book shelving. Although the size of the school lends some limitations, the leadership effectively integrated culture and twenty-first-century learning into one space.

Infrastructure

Pelican Mountain School is a clean and well-kept building. The property has a generous sports field area that is surrounded heavily by trees. Generally, site drainage seems fine, although roof drainage is discharging on the front sidewalks of the school; this should be addressed to reduce freeze-thaw damage to concrete and to improve pedestrian safety. Most of the interior wall construction is composed of concrete block. One interesting feature is that the interior doors are solid core mahogany veneer.

Concerns

The exterior brick veneer exhibits damage resulting from freeze-thaw conditions. Most of the concrete sidewalks and entrance plaza concrete flatwork is broken, cracked, and spalled. Also, the paving stone has significant weed growth. Pelican Mountain School's millwork and plumbing fixtures, mechanical, and electrical systems have all exceeded service life expectancy. Moreover, the gymnasium lighting seems excessive, with several full arrays. Last, the kitchen equipment appears original and should be updated, including the corresponding mechanical components.

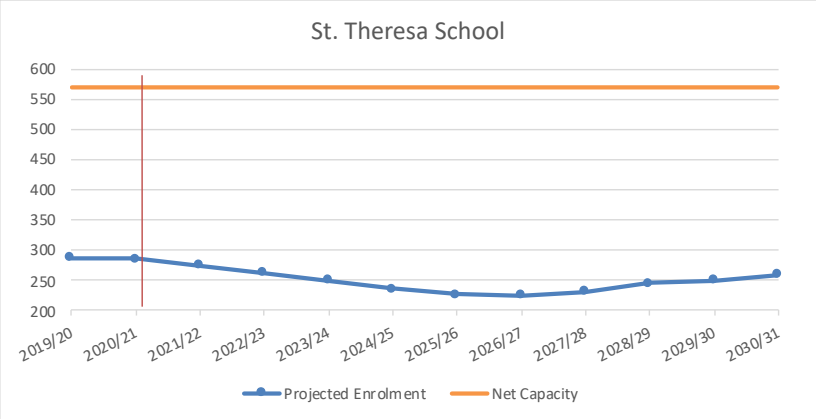
Other Recommendations

- Continuing to advance the current land-based learning program to incorporate more regular activities, community involvement and cultural connectivity.
- Purchasing flexible furniture for all classrooms to encourage twenty-first-century learning practice.

.18 St. Theresa (K-6)

Community and Culture

St. Theresa School is located in the Hamlet of Wabasca-Desmarais, not far from Pelican Mountain School. As mentioned, the hamlet is on Treaty 8 Territory and sits between the north and south Wabasca Lakes. Unlike Pelican Mountain School, St. Theresa has strong enrolment, with 286 students as of September 30th. A portion of the declining enrolment is parallel with the oil field economy; fortunately, projections indicate student population will remain stable in the coming years. Another aspect that is affecting enrolment is students leaving to attend a different local school. This issue affects many Northland schools, and St. Theresa is no exception. Since the previous school year, the local, band-run school has absorbed around 40 students that previously attended St. Theresa School.



	September 30 Enrolment					*1 Year*	*5 Year*	*10 Year*
Regular Program	2016/17	2017/18	2018/19	2019/20	2020/21	*2021/22*	*2025/26*	*2030/31*
Total (Headcount)	363	332	302	288	286	275	227	259

There is strong cultural and community involvement at St. Theresa School, some of which is unique from other schools. Namely, there are meat drying racks and a nature trail behind the school which can be used for land-based learning activities. In the past, students have used the nature walk to identify plants and animals, but since then, the trail has not been regularly maintained. The inside of St. Theresa School contains two Cree Culture rooms which provide students with lessons on heritage. Moreover, the community is involved with St. Theresa School through the use of the gym to host events, such as birthday parties and community events. There is a formal joint-use agreement in place to govern community use of school facilities.

Twenty-First-Century Learning

St. Theresa School features the beginnings of a learning commons, literacy room that functions as a breakout space, and two twenty-first century learning inspired classrooms. One of the two classrooms serves as an excellent example for other schools to adopt, as there are many positive, progressive additions to the room. The class has new, flexible tables and chairs, lamps, rugs, and a suite of Chromebooks for students to use. Providing each classroom and the library with similar furniture would propel the school forward as a prime example of an overall twenty-first-century learning environment.

Infrastructure

St. Theresa School is one of the largest buildings in the Division. Despite its size, the school is well maintained. Its exterior consists primarily of brick veneer, but the upper walls have metal cladding. Fortunately, there are mostly low maintenance materials of note. The main entrance overhead timber

open canopy has been replaced with new material; however, minor weatherproofing detailing remains to be completed at the junctions against masonry.

Concerns

The exterior of St. Theresa School features brick veneer which has either been painted or contains clear 'graffiti coating' on many building facades. Some of these locations are shedding the coating, and the control joint sealants have failed; this is evidence of trapped moisture that causes damage to masonry. The exterior concrete flatwork (sidewalks and pads) have heaved and cracked in parts around the building perimeter; some large panels are currently being replaced. Moreover, several areas of the school seem to be overheating; the library is an example. There are interior spaces observed having overhead radiant heating which may be contributing to the discomfort. The existing BMS could also be at the root of this overheating issue; regardless, it must be resolved to benefit the learning environment. On the rooftop, mounted pyramid skylights have been leaking and therefore need replacing. Also, there is chronic back-drafting in the boiler room, causing heavy condensation and risk of carbon monoxide exposure. On the interior, some of the modular classroom skirting needs replacement. Additionally, the fire suppression system sprinkler tree leaks periodically.

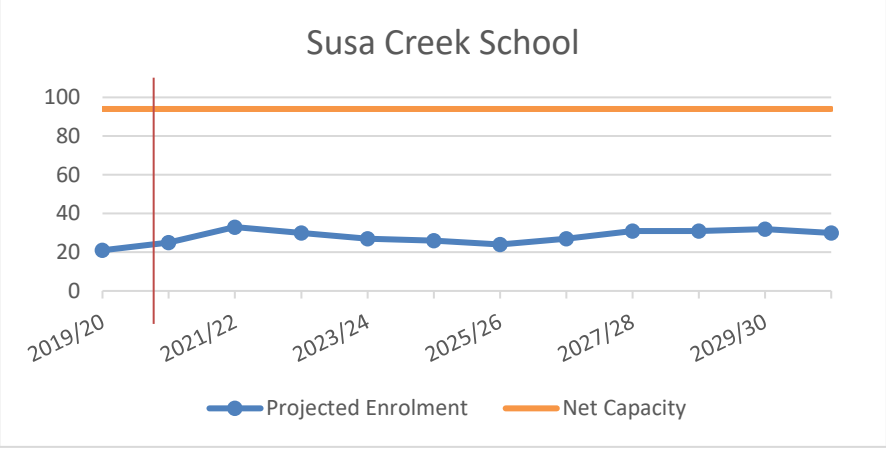
Other Recommendations

- Continuing to advance the current land-based learning program to incorporate more regular activities, community involvement and cultural connectivity.
- Purchasing flexible furniture for the library and the remainder of classrooms to complete the school as a twenty-first-century learning environment.

.19 Susa Creek (K-8)

Community and Culture

Susa Creek School is located in the west quadrant of Northland School Division (NSD) on Treaty 8 Land and nears the town of Grande Cache. The Asinewuche Winewak Nation of Grande Cache owns the Susa Creek land as a part of seven other land holdings in the surrounding area[78]. The school currently operates on well water and septic sanitation. Susa Creek School currently has 25 students enrolled and projections indicate stable enrolment over the next 10 years.



[78] https://www.aseniwuche.ca/traditional-land-use

	September 30 Enrolment					1 Year	5 Year	10 Year
Regular Program	2016/17	2017/18	2018/19	2019/20	2020/21	*2021/22*	*2025/26*	*2030/31*
Total (Headcount)	33	43	45	21	25	33	24	30

Susa Creek is a culture-rich community that embraces many aspects of land-based learning. The school features a Cree room that acts as a hub for students and elders to connect. As students become more acquainted with the Cree language, interactions with Elders help apply their learnings. Through land-based learning, students participate in cultural activities, such as snaring, fishing, and canoeing. Apart from the Cree Culture room, Susa Creek School's gym was recently painted the colours of the traditional medicine wheel with the help of the students. This activity encouraged school pride in the students and represented positive community involvement. Although the gym is large enough to host community events, this seldom occurs. There is gym equipment storage partially blocking what could be a separate community entrance used for hosting events.

Twenty-First-Century Learning

Susa Creek features desk cycles which help accommodate restless students by providing an outlet for fidgeting. Smartboards™ are also installed in every classroom. Susa Creek is in need of a modern, twenty-first-century learning commons. The current library is scarce with books and comfortable furniture. It also includes art supplies and instruments as a multi-use room. Movable furniture and updated research material would benefit the space as a learning commons.

Infrastructure

Susa Creek School is completely comprised of an assembly of modular structures, including two of recent vintage (2007); all have individual heat and ventilation. The gymnasium is a small by typical standards, metal clad wood frame addition with a non-cushioned rubber floor surface on concrete. Washroom facilities are of modular construction as well, with exposed plumbing and also serve as custodial storage. There is minimal administration and staff space. The modular classrooms are of standard size (approx. 80 square meters). Of note, most classroom lighting consists of outdated fluorescent fixtures with acrylic lens. Other than newer technology items such as VOIP communication, Supernet and Smartboards™, the newest building infrastructure item is the well-water filtration/chlorination system. Overall, the facility and grounds are well maintained. New vinyl flooring has been installed to the main corridor/common area. The heating system is fueled by propane. There are large underground water storage tanks near the school to be used for firefighting purposes; this is/was required by the building code. The school’s sanitary outflow is pumped out to a septic field.

Concerns

A significant concern is that the existing 'rural' type of property servicing (standalone septic system), water storage, propane tanks, and potable water well add a significant layer of critical upkeep to the NSD maintenance team. Normally, this infrastructure maintenance belongs to utility companies in a municipal setting. Second, the building is a combination of modular components which do not have a core administration/general office or common area. The current kitchen is constructed of residential grade material. Maintenance would benefit from a complete Building Management System. Last, the building is not barrier-free.