



NORTHLAND SCHOOL DIVISION REGULAR BOARD MEETING NO. 23-08 AGENDA

Location: DoubleTree West Edmonton

Date & Time: Friday, October 27, 2023

9:00 a.m. – 4:30 p.m.

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

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

A. CALL TO ORDER

No.	Title	Responsible	Action	Page No.
1.	Recognition of Traditional Lands	Board Chair		-
2.	Opening Prayer, Cultural Reflection or Reflection	Trustee		-
3.	Adoption of Agenda	All	Motion	-
4.	Closed Session	All	Motion	-

B. BUSINESS ARISING FROM CLOSED SESSION

No.	Title	Responsible	Action	Page No.
1.				-
2.				-
3.				-

C. BOARD CONCERNS

No.	Title	Responsible	Action	Page No.
1.	Staffing Update	Superintendent Willier	Information	-
2.	Organizational Meeting	Board Chair	Motion	-
3.				-



**NORTHLAND SCHOOL DIVISION
REGULAR BOARD MEETING NO. 23-08
AGENDA**

D. MINUTES

No.	Title	Responsible	Action	Page No.
1.	Organizational Meeting Minutes - September 22, 2023	All	Motion	04
2.	Regular Board Meeting Minutes - September 22, 2023	All	Motion	09
3.	Special Board Meeting Minutes - October 13, 2023	All	Motion	16
4.	Board Action Items	Superintendent S. Willier	Information	19

E. BUSINESS ARISING FROM MINUTES

F. CONSENT AGENDA

No.	Title	Responsible	Action	Page No.
1.	Board Chair Report	Board Chair	Information	22
2.	Superintendent Report	Superintendent S. Willier	Information	23
3.	Trustee Activity, Committee and/or Board Representative/Association Reports	Trustees	Information	25

G. ACTION ITEMS

No.	Title	Responsible	Action	Page No.
1.	Monthly Financial Report	Secretary-Treasurer J. Gludemans	Information	27
2.	Student Engagement, Attendance & Completion Report	Director M. Owens	Information	29
3.	Monthly Enrollment Report	Associate Superintendent S. Meunier	Information	33
4.	Fall Draft Budget	Secretary-Treasurer J. Gludemans	Information	35
5.	Locally Developed Courses	Superintendent S. Willier	Motion	40
6.	Review of ASBA Bylaw Bulletin	Superintendent S. Willier	Motion	43



**NORTHLAND SCHOOL DIVISION
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H. MONITORING REPORTS

No.	Title	Responsible	Action	Page No.
1.	Awards/Celebrations/Presentations <ul style="list-style-type: none"> • Chris Ewaniuk, Manager, Office of the Public Interest Commissioner @1:00 p.m. 	Superintendent S. Willier	Information	-
2.	Board Chair Highlights	Board Chair	Information	83
3.	Superintendent Highlights	Superintendent S. Willier	Information	96
4.	Associate Superintendent Report	Associate Superintendent S. Meunier	Information	100
5.	Facilities Department Report	Secretary-Treasurer J. Glaudemans	Information	101
6.	First Nation, Metis, and Inuit Department Report	Director of First Nations, Métis & Inuit Education Mineault	Information	120
7.	Human Resources and Payroll Department Report	Associate Superintendent - Human Resources Veitch	Information	134
8.	Information Technology/Education Technology Report	Director of Technology Maciach	Information	136

I. PRELIMINARY DISCUSSION

No.	Title	Responsible
1.	NSD Engagement Plan Update	Superintendent S. Willier

J. ADJOURNMENT & CLOSING CULTURAL REFLECTION



NORTHLAND SCHOOL DIVISION

ADMINISTRATION RECOMMENDATION TO THE BOARD

TO: THE BOARD OF TRUSTEES **DATE:** OCTOBER 27, 2023

SUBMITTED BY: Shelley Willier, Superintendent of Schools

SUBJECT: September 22, 2023 Organizational Board Meeting Minutes

REFERENCE(S):

ATTACHMENTS: September 22, 2023 Organizational Board Meeting Minutes

RECOMMENDATION:
THAT the Board of Trustees approve the September 22, 2023 Organizational Board Meeting minutes, as presented.

BACKGROUND:

RISK ANALYSIS:



NORTHLAND SCHOOL DIVISION ORGANIZATIONAL MEETING MINUTES

Location: DoubleTree West Edmonton

Date: Friday, September 22, 2023

Time: 9:00 a.m.

Membership					
✓	Lorraine McGillivray	Trustee Ward 1	✓	Shelley Willier	Superintendent of Schools/CEO
✓	Cathy Wanyandie	Trustee Ward 2	✓	Scott Meunier	Associate Superintendent
✓	Bonnie Lamouche	Trustee Ward 3	✓	Krisa Veitch	Associate Superintendent of Human Resources
✓	Jesse Lamouche	Trustee Ward 4	✓	Douglas Aird	Secretary-Treasurer
✓	Tanya Fayant	Trustee Ward 5	✓	Johan Claudemans	Secretary-Treasurer
✓	Thomas Auger	Trustee Ward 6	✓	Curtis Walty	Media Relations Manager
✓	Robin Guild	Trustee Ward 7	✓	Cheryl Osmond	Executive Assistant
✓	Wally Rude	Trustee Ward 8			
✓	Aimee McCamon	Trustee Ward 9			

A. CALL TO ORDER

1. Call to Order

Secretary-Treasurer Aird called the meeting to order at 9:05 a.m.

2. Recognition of Traditional Lands

Media Relations Manager Walty gave the Land Acknowledgement.

3. Nomination Procedures

Secretary-Treasurer Aird presented the Nomination Procedures for selecting a Chair and Vice-Chair.

MOTION: Trustee McCamon moved that the Nomination Procedures for selecting a Chair and Vice-Chair be approved as presented.

25748/23 CARRIED

4. Declaration of Interest for Board Chair

Each board member was given one opportunity to declare their intent to seek the office of Board Chair. Trustee Guild and Trustee Wanyandie stated that they would allow their names to stand for the position of Board Chair. All other board members indicated that it was not their intent to seek the office of Board Chair at this time.

MOTION: Trustee McGillivray moved that Trustee Guild and Trustee Wanyandie be nominated as Board Chair.

25749/23 CARRIED



**NORTHLAND SCHOOL DIVISION
ORGANIZATIONAL MEETING MINUTES**

5. Candidates' Opportunity to Speak

Trustee Guild and Trustee Wanyandie addressed the Board.

6. Trustees' Questions of Candidates

Trustees were given the opportunity to ask questions to both Trustee Guild and Trustee Wanyandie.

Executive Assistant Osmond distributed the ballots to conduct the election. Scrutineers Secretary-Treasurer Glaudemans and Executive Assistant Osmond collected the ballots for counting.

7. Declaration of Results/Announcement of Board Chair

Secretary-Treasurer Aird announced that Trustee Wanyandie was elected Board Chair by majority vote.

8. Board Chair Assumes Chair Position

Chair Wanyandie completed the oath of office and assumed the position of Board Chair.

9. Adoption of Agenda

Chair Wanyandie called for additions or deletions to the agenda.

MOTION: Trustee McGillivray moved that the agenda be adopted as presented.

25750/23 CARRIED

10. Declaration of Interest for Board Vice-Chair

Each board member was given one opportunity to declare their intent to seek the office of Board Vice-Chair. Trustee Fayant and Trustee Guild stated that they would allow their names to stand for the position of Vice-Chair. All other board members indicated that they did not intend to seek the office of Board Vice-Chair at this time.

MOTION: Trustee B. Lamouche moved that Trustee Fayant and Trustee Guild be nominated as Vice Chair.

25751/23 CARRIED

11. Candidates' Opportunity to Speak

Trustees Fayant and Trustee Guild were given the opportunity to speak to the Board.

12. Trustees' Questions of Candidates

Trustees were given the opportunity to ask questions to both Trustee Fayant and Trustee Guild. Questions were asked of the candidates.



**NORTHLAND SCHOOL DIVISION
ORGANIZATIONAL MEETING MINUTES**

Executive Assistant Osmond distributed the ballots to conduct the election. Scrutineers Secretary-Treasurer Glaudemans and Executive Assistant Osmond collected the ballots for counting.

13. Declaration of Results/Announcement of Board Vice Chair

Secretary-Treasurer Aird announced that Trustee Fayant was elected Vice Chair of the Board by majority vote.

14. Vice Chair Assumes Vice Chair Position

Trustee Fayant completed the oath of office and assumed the position of Vice Chair.

15. 2023-2024 Board Meeting Schedule

MOTION: Trustee Auger moved that the Board of Trustees approve the 2023-2024 board meeting schedule as presented.

25752/23 CARRIED

16. 2023-2024 Board Committee Appointments

MOTION: Trustee McCamon moved that the Board of Trustees approve the 2023-2024 Board Committee Appointments as presented.

25753/23 CARRIED

17. 2023-2024 Board Representatives

MOTION: Trustee Guild moved that the Board of Trustees approve the 2023-2024 Board Representatives as presented.

25754/23 CARRIED

The administration will draft a letter to send to the various organizations advising them of the representatives.

18. Resolution to Destroy Ballots

MOTION: Trustee Guild moved that the voting ballots for the Board Chair and Vice Chair positions be destroyed.

25755/23 CARRIED



**NORTHLAND SCHOOL DIVISION
ORGANIZATIONAL MEETING MINUTES**

B. ADJOURNMENT & CLOSING PRAYER/CULTURAL REFLECTION

1. Adjournment

MOTION: Trustee Rude moved that the Board of Trustees declare the meeting adjourned at 10:00 a.m.

25756/23 CARRIED

Cathy Wanyandie, Board Chair

Douglas Aird, Secretary-Treasurer



NORTHLAND SCHOOL DIVISION

ADMINISTRATION RECOMMENDATION TO THE BOARD

TO: THE BOARD OF TRUSTEES **DATE:** OCTOBER 27, 2023

SUBMITTED BY: Shelley Willier, Superintendent of Schools

SUBJECT: September 22, 2023 Regular Board Meeting Minutes

REFERENCE(S):

ATTACHMENTS: September 22, 2023 Regular Board Meeting Minutes

RECOMMENDATION:
THAT the Board of Trustees approve the September 22, 2023 Regular Board Meeting minutes, as presented.

BACKGROUND:

RISK ANALYSIS:



**NORTHLAND SCHOOL DIVISION
REGULAR BOARD MEETING NO. 23-06
MINUTES**

Location: DoubleTree West Edmonton

Date: Friday, September 22, 2023

Time: 10:00 a.m.

Membership					
✓	Lorraine McGillivray	Trustee Ward 1	✓	Shelley Willier	Superintendent of Schools/CEO
✓	Cathy Wanyandie	Board Chair	✓	Scott Meunier	Associate Superintendent
✓	Bonnie Lamouche	Trustee Ward 3	✓	Krista Veitch	Associate Superintendent of Human Resources
✓	Jesse Lamouche	Trustee Ward 4	✓	Douglas Aird	Secretary-Treasurer
✓	Tanya Fayant	Vice Chair	✓	Johan Glaudemans	Secretary-Treasurer
✓	Thomas Auger	Trustee Ward 6	✓	Curtis Walty	Media Relations Manager
✓	Robin Guild	Trustee Ward 7	✓	Cheryl Osmond	Executive Assistant
✓	Wally Rude	Trustee Ward 8			
✓	Aimee McCamon	Trustee Ward 9			

A. CALL TO ORDER

1. Call to Order

Chair Wanyandie called the meeting to order at 10:26 a.m.

2. Opening Prayer, Cultural Reflection or Reflection

Trustee B. Lamouche provided the opening prayer, cultural reflection or reflection.

3. Adopt Agenda

MOTION: Trustee McCamon moved that the Board of Trustees approve the agenda with the following additions and revisions:

1. B4. Revision of the 2023-2024 Approved School Calendar
2. Reverse the order for the monitoring reports: Human Resources Report and the Strategic Communications Plan
3. Add Gift Lake Basketball/Tennis Courts to Board Concerns as item 1.
4. Add Timely Manner of Hiring of Educational Assistants for Jordan’s Principles Students to Board Concerns as item 2.

25757/23 CARRIED



**NORTHLAND SCHOOL DIVISION
REGULAR BOARD MEETING NO. 23-06
MINUTES**

B. ACTION ITEMS

1. Closed Session

MOTION: Trustee Guild moved that the Board of Trustees move into a closed session at 10:35 a.m. with only Superintendent Willier, Secretary-Treasurer Aird, Secretary-Treasurer Glaudemans and Executive Assistant Osmond.

Associate Superintendents Meunier and Veitch, along with Media Relations Manager Walty, left the meeting at this time.

25758/23 CARRIED

At 11:10 a.m. Secretary-Treasurers Aird and Glaudemans and Executive Assistant Osmond left the meeting.

2. Regular Session

MOTION: Trustee Fayant moved that the Board of Trustees return to regular session at 12:06 p.m.

25759/23 CARRIED

Break from 12:06 p.m. - 1:04 p.m.

3. Revisions to the 2023-2024 Approved School Calendar

MOTION: Trustee J. Lamouche moved that the Board of Trustees approve the revised 2023-2024 school calendar as presented. Professional learning dates were adjusted to reflect the two-day professional learning session on March 13 and 14, 2024.

25760/23 CARRIED

4. Interim Organizational Chart

The Interim Organizational Chart was received and filed as information.

5. Superintendent Entry Plan

The Superintendent Entry Plan was received and filed as information.

6. Reservation of Funds

This item was tabled until a later date.



**NORTHLAND SCHOOL DIVISION
REGULAR BOARD MEETING NO. 23-06
MINUTES**

C. BOARD CONCERNS

1. Gift Lake Basketball/Tennis Courts

Trustee B. Lamouche asked the Administration for an update on the land transfer to Gift Lake Metis Settlement for the basketball/tennis courts. The administration contacted the Settlement in August and was advised that other locations are being considered.

2. Timely Manner of Hiring Educational Assistants for Jordan's Principle Students

Trustee Rude expressed his concern with the timely manner of hiring educational assistants for Jordan's Principle students in Calling Lake. Superintendent Willier explained the application process. The administration will follow up and provide additional information at a later date.

3. Feeder Bus contract at JF Dion - Trustee Fayant (both)

4. Administration to look into another route for JF Dion due to long bus ride times.

D. MINUTES

1. June 23, 2023 Regular Board Meeting Minutes

MOTION: Trustee Guild moved that the Board of Trustees approve the June 23, 2023 Regular Board Meeting minutes as presented.

25761/23 CARRIED

2. July 27, 2023 Special Board Meeting Minutes

MOTION: Trustee McCamon moved that the Board of Trustees approve the July 27, 2023 Special Board Meeting minutes as presented.

25762/23 CARRIED

3. July 31, 2023 Special Board Meeting Minutes

MOTION: Trustee Fayant moved that the Board of Trustees approve the July 31, 2023 Special Board Meeting minutes as presented.

25763/23 CARRIED

4. August 26, 2023 Special Board Meeting Minutes

MOTION: Trustee McGillivray moved that the Board of Trustees approve the August 26, 2023 Special Board Meeting minutes as presented.

25764/23 CARRIED

5. Board Action Items

The Board Action Items were received as information and filed.



**NORTHLAND SCHOOL DIVISION
REGULAR BOARD MEETING NO. 23-06
MINUTES**

E. CONSENT AGENDA

1. Consent Agenda

MOTION: Trustee Guild moved that the Board of Trustees approve the Consent Agenda, which approves the following items:

1. Board Chair Report
2. Superintendent Report
3. Trustee Activity, Committee and/or Board Representative/Association Reports

25765/23 CARRIED

F. ACTION ITEMS

1. Appointment of Secretary-Treasurer

MOTION: Trustee J. Lamouche moved that the Board of Trustees appoint Johan Glaudemans as Secretary-Treasurer of the Northland School Division, effective September 5, 2023.

25766/23 CARRIED

2. Monthly Financial Report

The Monthly Financial Report for July 31, 2023 was received and filed as information.

3. Student Engagement, Attendance and Completion Report

The Student Engagement, Attendance and Completion Report for the month of June 2023 was received and filed as information.

4. Monthly Enrollment Report

September's monthly enrollment report was received and filed as information.

5. Tri-Annual Report #3

The Tri-Annual Report was received and filed as information.

6. Reserves Utilization Plan

The Reserves Utilization Plan was received and filed as information.



**NORTHLAND SCHOOL DIVISION
REGULAR BOARD MEETING NO. 23-06
MINUTES**

7. Capital Plan Update

The Capital Plan Update was received and filed as information.

8. Major Works Contract Award

MOTION: Trustee McCamon moved that the Board of Trustees award the Major Capital Works contract to Prologic Construction Ltd. as recommended by the tender evaluation team in the amount of \$2,360,000 plus GST with the funds coming from Capital Reserves.

25767/23 CARRIED

9. Fort McKay Transfer Update

The Fort McKay Transfer Update has been received and filed as information.

G. MONITORING REPORTS

The Board of Trustees received and filed as information the following reports:

1. Awards/Celebrations
2. Board Chair Highlights
3. Superintendent Highlights
4. Associate Superintendent Report
5. Strategic Communications Plan
6. Human Resources Report

Break from 2:30 p.m. to 2:44 p.m.

Closed Session

MOTION: Trustee J. Lamouche moved that the Board of Trustees move to a closed session with only Superintendent Willier and Associate Superintendent of Human Resources Veitch at 2:45

p.m. Trustee B. Lamouche and J. Lamouche left the meeting at this time due to potential conflict of interest.

25768/23 CARRIED

Regular Session

MOTION: Trustee Guild moved that the Board of Trustees return to regular session at 3:52 p.m.

25769/23 CARRIED



**NORTHLAND SCHOOL DIVISION
REGULAR BOARD MEETING NO. 23-06
MINUTES**

Educational Assistant Restructure

MOTION: Trustee J. Lamouche moved that the Board of Trustees reverse Board Motion 25519/22 - Education Assistant Restructure - ten-month pay to a 12-month pay which will include bus drivers and cooks, effective immediately.

25770/23 CARRIED

H. ADJOURNMENT & CLOSING PRAYER/CULTURAL REFLECTION

1. Adjournment

MOTION: Trustee J. Lamouche moved that the Board of Trustees declare the meeting adjourned at 3:57 p.m.

25771/23 CARRIED

Cathy Wanyandie, Board Chair

Johan Gludemans, Secretary-Treasurer



NORTHLAND SCHOOL DIVISION
ADMINISTRATION RECOMMENDATION TO THE BOARD

TO: THE BOARD OF TRUSTEES **DATE:** OCTOBER 27, 2023
SUBMITTED BY: Shelley Willier, Superintendent of Schools
SUBJECT: October 13, 2023 Special Board Meeting Minutes
REFERENCE(S):
ATTACHMENTS: October 13, 2023 Special Board Meeting Minutes

RECOMMENDATION:
THAT the Board of Trustees approve the October 13, 2023 Special Board Meeting minutes, as presented.

BACKGROUND:

RISK ANALYSIS:



NORTHLAND SCHOOL DIVISION

SPECIAL BOARD MEETING NO. MINUTES 23-07

Location: MSGC - 10335-172 St. NW, 3rd Floor Boardroom

Date: Friday, October 13, 2023

Time: 1:00 p.m.

Membership					
✓	Lorraine McGillivray	Trustee Ward 1	✓	Krista Veitch	Associate Superintendent - HR Designate Superintendent
✓	Cathy Wanyandie	Board Chair			
✓	Bonnie Lamouche	Trustee Ward 3			
✓	Jesse Lamouche	Trustee Ward 4			
✓	Tanya Fayant	Trustee Ward 5			
✓	Thomas Auger	Trustee Ward 6			
✓	Robin Guild	Trustee Ward 7			
✓	Wally Rude	Trustee Ward 8			
✓	Aimee McCamon	Trustee Ward 9			

A. CALL TO ORDER

1. Call to Order

Chair Wanyandie called the meeting to order at 1:00 p.m.

2. Recognition of Traditional Lands

Trustee Rude offered a prayer and Chair Wanyandie gave the Land Acknowledgement.

3. Adopt Agenda

MOTION: Trustee McCamon moved that the Board of Trustees approve the agenda.

25772/23 CARRIED

4. Closed Session

MOTION: Trustee Auger moved that the meeting go into Closed Session at 1:04 p.m. (Note: that Trustee B. Lamouche was asked to recuse herself from the closed session and refused). *check policy

25773/23 CARRIED

Trustee B. Lamouche left the meeting @ 2:13 p.m.

5. Regular Session

MOTION: Trustee Guild moved that the meeting return to regular session at 2:42 p.m.

25774/23 CARRIED



NORTHLAND SCHOOL DIVISION

SPECIAL BOARD MEETING NO.

MINUTES 23-07

B. ADJOURNMENT & CLOSING PRAYER/CULTURAL REFLECTION

1. Adjournment

MOTION: Trustee Rude moved that the Board of Trustees declare the meeting adjourned at 2:43 p.m.

25775/23 CARRIED

Cathy Wanyandie, Board Chair

Krista Veitch, Designate Superintendent

Meeting	Date of Meeting	Assigned To	Agenda Item	Task	Due Date	Status	Action
Board	2/18/2022	Administration	Discussion	Include PSBAA logo on website	3/30/2022	Complete	Logo posted.
Board	6/17/2022	Administration		Audit & Finance Committee	4/30/2023	In Progress	Re-post public member, and schedule meeting March 15/22: Ads have been placed on the NSD website and on the CPA website. April 12/22: Have not received any applications to date. May 26/22: Update provided at Board meeting Sept 22/22: Agenda drafted, meeting scheduled for November, public member opportunity re-posted Sept 15/23: Reposted opportunity on CPA website Oct. 20/23 Will provide a verbal update in the Closed Session of the Oct. 27/23 Board Meeting.
Board	4/20/2023	Administration	PAT & DIPS Results	10 year's worth of data		Complete	Presented 10 years worth of PAT & DIP results at the June 23, 2023 Board Meeting.
Board	7/27/2023	Administration	Board Budget	Bring sample of budget codes per Ward; the budget amount should include year end numbers	9/22/2023	In Progress	
Board	8/26/2023	Administration	Central Office Furniture	Donate surplus furniture at Central Office to senior and youth organizations within the jurisdiction boundaries.	9/30/2023	In Progress	A list has been created with pictures taken and organizations will be reached out to by the end of October.
Board	8/26/2023	Administration	Budget	Provide a detailed budget report.	9/30/2023	In Progress	There is a more detailed draft financial report in the Oct. 27, 2023 Board package.
Organizational	9/22/2023	Administration	Representative Letters	Draft and send a letter to various stakeholders and committees advising them of NSD representative.	10/15/2023	In Progress	Letters have been drafted.
Board	9/22/2023	Administration	Jordan's Principle	Provide additional detail on the hiring of EAs for Jordan's Principle	10/27/2023	In Progress	This will be discussed at the October 27, 2023 Board Meeting.
Board	9/22/2023	Administration	Project Lists	Provide copies of the projects that were submitted to the Board in January, March and June	9/30/2023	Complete	Sept 22/23: copies were distributed at the Board meeting



NORTHLAND SCHOOL DIVISION
ADMINISTRATION RECOMMENDATION TO THE BOARD

TO: THE BOARD OF TRUSTEES **DATE:** OCTOBER 27, 2023
SUBMITTED BY: Shelley Willier, Superintendent of Schools
SUBJECT: Approval of Consent Agenda
REFERENCE(S) & ATTACHMENTS:

RECOMMENDATION
THAT the Board of Trustees approves the consent agenda, which approves the following items:

- C1 - Board Chair Report
- C2 - Superintendent Report
- C3 - Trustee Activity/ Committee and/or Board Representative/Association Reports

BACKGROUND:

The consent agenda process is based on the assumption that everyone reads all the consent agenda items, and asks questions outside the meeting. Questions about the items can be directed to the Superintendent, who will answer them by email, letting all trustees know the question and the response.

Consent agenda items can be pulled from the consent agenda and put into the regular agenda if a trustee feels there needs to be action on something contained in the item. This needs to be done prior to the approval of the agenda and simply requires a trustee to request the item be pulled from the consent agenda and placed on the regular agenda.

RISK ANALYSIS:



NORTHLAND SCHOOL DIVISION
BOARD CHAIR REPORT TO THE BOARD

TO: THE BOARD OF TRUSTEES **DATE:** OCTOBER 27, 2023
SUBMITTED BY: Cathy Wanyandie, Board Chair, Ward 2
SUBJECT: Board Report as of October 15, 2023

September 20, 2023	ASBA Zone 1 Meeting
September 21, 2023	TEBA Engagement Session Town Hall Meeting with Minister of Education
September 22, 2023	Organizational Meeting Corporate Board Meeting
September 26, 2023	Meeting with Legal
September 29, 2023	Meeting with Legal
October 2, 2023	Agenda Review
October 11, 2023	Board Work Planning Meeting
October 12, 2023	Ministry of Education Meeting
October 13, 2023	Board Workplan Discussion



Superintendent's Report

October 27, 2023

Consultant Meeting	September 18, 2023
<ul style="list-style-type: none"> Met with Consultant to discuss Council of the Whole. 	
Principals' Meeting	September 20 & 21, 2023
<ul style="list-style-type: none"> Held monthly Principals' meeting at Central Office. Agenda items included Heart Leadership, Develop Your Credo, Relationship Building, Teacher Supervision and Evaluation, HR Updates, and Designing Leadership for Optimal Learning. 	
Teachers' Employer Bargaining Association (TEBA) Engagement Session	September 21, 2023
<ul style="list-style-type: none"> Attended the online TEBA Engagement Session which provided updates on central and local matters for teacher negotiations. 	
Consultant Meeting	September 21, 2023
<ul style="list-style-type: none"> Met with Consultant to discuss Council of the Whole. 	
Organizational Meeting/Corporate Board Meeting	September 22, 2023
<ul style="list-style-type: none"> Attended the Board of Trustees' Organizational Meeting and the monthly Corporate Board meeting in Edmonton. 	
Central Office Staff Meeting	September 28, 2023
<ul style="list-style-type: none"> Agenda items included Heart Leadership and Develop Your Credo, as well as Relationship Building. 	
Agenda Review	October 2, 2023
<ul style="list-style-type: none"> Reviewed the Corporate Board agenda with administration and board members. 	
Janvier Community Feast	October 10, 2023
<ul style="list-style-type: none"> Thanksgiving luncheon, meet and greet with staff, parents, and community. 	
Ministry of Education Meeting	October 12, 2023
<ul style="list-style-type: none"> Topics discussed included career education, capital planning, mental health, complex needs, program unit funding (PUF), and curriculum. 	
Meeting with the Minister of Education	October 23, 2023

<ul style="list-style-type: none"> Along with five other school divisions, met with the Minister of Education Demetrios Nicolaides and Chair Wayandie at the Peace Wapiti School Division. Topics included a roundtable discussion, and an opportunity for school divisions to share priorities and concerns. 	
Northern Lakes College/Gift Lake Metis Settlement/NSD Meeting	October 24, 2023
<ul style="list-style-type: none"> Attended a meeting in Slave Lake with Northern Lakes College and Gift Lake Metis Settlement regarding a review of the current school partnership agreement, as well as set up a Governance Committee. 	
Principal's Meeting	October 25-26, 2023
<ul style="list-style-type: none"> In-person meeting with principals at central office. Agenda items included Credo in your School, Building a Framework for Heart Leadership, and Reclaiming Youth at Risk - Brendtro and Brokenleg Jigsaw. 	
Alberta Education/NSD Monthly Attendance Meeting	October 25, 2023
<ul style="list-style-type: none"> Online meeting with Alberta Education regarding updates on the NSD attendance initiative. 	
Corporate Board Meeting	October 27, 2023
<ul style="list-style-type: none"> Attended the Corporate Board meeting in Edmonton. 	

Committed Dates

Northland School Division Education Plan Review	October 31, 2023
Calling Lake School Community Engagement	November 2-3, 2023
Susa Creek School Community Engagement	November 6-7, 2023
Hillview School Community Engagement	November 8, 2023
Bishop Routhier School Community Engagement	November 9, 2023



NORTHLAND SCHOOL DIVISION
TRUSTEE REPORT TO THE BOARD

TO: THE BOARD OF TRUSTEES DATE: Oct 20, 2023
SUBMITTED BY: Tanya Fayant, Vice Chair, Ward 5
SUBJECT: September 1 to Oct 20, 2023

SUMMARY:
Table with 2 columns: Date, Description. Rows include: 09-14 Attend Elizabeth School Carnival, 09-21 Attend Town Hall Meeting about Transportation, 09-22 Board Meeting, 09-27 JF Dion Principal Advisory Committee Meeting, 10-02 Agenda Review, 10-11 Board workplan review, 10-12 Meeting with ASBA and Minister of Education, 10-12 Special Board Meeting, Oct 18, 19, 20 PSBA Fall General Meeting and Training.



NORTHLAND SCHOOL DIVISION
ADMINISTRATION INFORMATION ITEM

TO: THE BOARD OF TRUSTEES **DATE:** OCTOBER 27, 2023
SUBMITTED BY: Johan Glaudemans, Secretary-Treasurer
SUBJECT: Monthly Financial Report
REFERENCE(S):
ATTACHMENTS: Monthly Financial Report - August 31, 2023

INFORMATION ITEM
The Monthly Financial report for the month of August, 2023 has been received as information and filed.

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BACKGROUND:

RISK ANALYSIS:



NORTHLAND SCHOOL DIVISION
Monthly Financial Report
as of August 31, 2023

REVENUE	Annual Budget		Year to Date		%
	<u>2023</u>	<u>Budget</u>	<u>Actual</u>	<u>Difference</u>	
Alberta Education	\$ 46,890,061	\$ 46,890,061	\$ 46,640,797	\$ (249,264)	(3)
Federal Government & First Nations	9,128,840	9,128,840	9,067,787	(61,053)	8
Other Revenue	1,045,909	1,045,909	2,209,403	1,163,494	95
	<u>\$ 57,064,810</u>	<u>\$ 57,064,810</u>	<u>\$ 57,917,987</u>	<u>\$ 853,177</u>	<u>1</u>
EXPENSES					
Schools	\$ 21,689,407	\$ 21,689,407	\$ 23,816,325	\$ (2,126,918)	(8)
Instructional Support	6,488,435	6,488,435	6,604,797	(116,362)	(3)
Instructional Supply	7,781,603	7,781,603	4,903,016	2,878,587	24
Transportation	3,600,000	3,600,000	3,752,642	(152,642)	(8)
Operations and Maintenance	9,272,374	9,272,374	9,432,980	(160,606)	4
External Services	3,898,909	3,898,909	4,439,587	(540,678)	(15)
System Administration	2,547,495	2,547,495	2,907,922	(360,427)	(15)
Corporate Board	553,750	553,750	741,162	(187,412)	(12)
Insurance (Buildings)	917,797	917,797	1,006,621	(88,824)	0
	<u>\$ 56,749,770</u>	<u>\$ 56,749,770</u>	<u>\$ 57,605,052</u>	<u>\$ (855,282)</u>	<u>(2)</u>
NET SURPLUS (DEFICIT)	<u>\$ 315,040</u>	<u>\$ 315,040</u>	<u>\$ 312,935</u>	<u>\$ (2,105)</u>	

VARIANCE ANALYSIS

Overall - At the end of the twelfth month we are on track for a positive result as planned.

With the year complete both revenues (101.5%) and expenses (101.5%) are in line with budget

The year end close and audit cycle continues with the audited financial statements next month.

Revenue

Revenues are on track with the budget (+1%).

These will be finalized during the year-end audit cycle, including the annual tuition calculation and adjustments.

Other revenue includes SGF, interest and donations, which fluctuate based on activity.

Expenses

Expenses are higher than budget (2%) due to unbudgeted Jordans staff, school-based spending and Housing renovations.

Schools are slightly overbudget (10%) with revised rates, Jordans staff, other staff and inflation.

Salaries and benefits are higher than budgeted, due to timing, Jordans staff and the changes in rates and hours (7%)

Instructional Supply is underbudget as several large flow-throughs are less than planned (-37%).

Transportation is overbudget (4%) as fuel costs/contracts were higher than plan.

Operations and Maintenance is monitored closely (2% over), due to utility and maintenance cost pressures.

External Services is overbudget due to the Housing renovations program.

System Admin includes one-time improvement project costs.

Salaries and Benefits Detail

	<u>Budget</u>	<u>YTD Budget</u>	<u>YTD</u>	<u>Difference</u>	<u>%</u>
Certificated salaries and benefits	\$ 18,546,861	\$ 18,546,861	\$ 18,907,532	\$ (360,671)	(2)
Uncertificated salaries and benefits	\$ 13,936,798	\$ 13,936,798	\$ 15,802,310	\$ (1,865,512)	(24)
	<u>\$ 32,483,659</u>	<u>\$ 32,483,659</u>	<u>\$ 34,709,842</u>	<u>\$ (2,226,183)</u>	<u>(11)</u>

Housing

(Phase 1) 24 units are complete

(Phase 2) 13 units and 9 additional basements are complete

(Phase 3) 8 RTM units are substantially complete and being finalized.



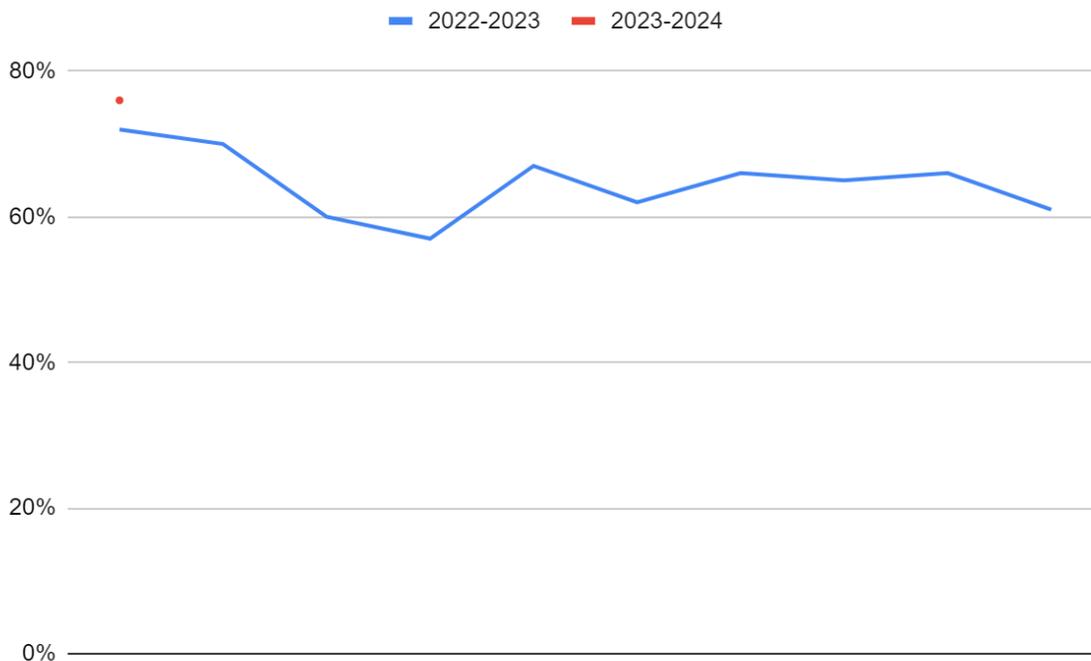
The Northland School Division

Director of Student Engagement, Attendance and Completion Board Attendance Report October 2023

Monthly Attendance Rates from previous year to current year (2022-2023 to 2023-2024)
Strategy 1.1: Standardize attendance tracking processes

Month	2022-2023	2023-2024	Difference
September	72%	76%	4%
October	70%		
November	60%		
December	57%		
January	67%		
February	62%		
March	66%		
April	65%		
May	66%		
June	61%		

NSD Attendance Comparison 2022-2023 to 2023-2024



Highlights

- 12 schools have an attendance rate of over 75% for the month of September
- Northland attendance for September is at 76%, which is 4% higher than September of 2023
- 15 schools have an increase in attendance from September of 2022 to September of 2023
- Grades K-3 and 4-6 reached over 80% attendance for the first month of school.
- Schools have completed Engagement Plans (formerly Attendance Improvement Plans) with a focus on engaging students and school communities.

September 2022 and September 2023 attendance rates by individual school

School	Sept 2022	Sept 2023
Anzac	86%	90%
Bill Woodward	74%	80%
Bishop Routhier	76%	84%
Calling Lake	67%	74%
Chipewyan Lake	62%	80%
Conklin	84%	86%
Elizabeth	84%	87%
Father R Perin	67%	71%
Gift Lake	72%	74%
Grouard Northland	84%	76%
Hillview	82%	77%
JF Dion	83%	85%
Mistassiniy	63%	67%
Northland Online	56%	50%
Paddle Prairie	64%	67%
Pelican Mountain	77%	78%
St. Theresa	77%	80%
Susa Creek	78%	82%

Individual School Attendance rates by percentile for September 2023

School	95-100	90-94	80-89	70-79	60-69	50-59	Below 50
Anzac	48%	25%	9%	7%	2%	3%	6%
Bill Woodward	15%	15%	30%	14%	12%	9%	4%
Bishop Routhier	30%	13%	30%	9%	13%	2%	4%
Calling Lake	12%	13%	26%	13%	13%	8%	15%
Chipewyan Lake	12%	28%	16%	16%	12%	12%	4%
Conklin	17%	22%	33%	17%	6%	6%	0%
Elizabeth	31%	21%	26%	10%	4%	4%	5%
Father R Perin	15%	6%	19%	15%	16%	13%	15%
Gift Lake	18%	13%	21%	16%	12%	7%	14%
Grouard Northland	18%	14%	7%	29%	18%	11%	4%
Hillview	17%	13%	27%	10%	13%	10%	10%
JF Dion	24%	15%	31%	16%	9%	2%	4%
Mistassiniy	4%	14%	18%	17%	13%	12%	21%
Northland Online	10%	0%	8%	10%	13%	13%	48%
Paddle Prairie	5%	10%	20%	18%	15%	11%	21%
Pelican Mountain	25%	25%	0%	25%	0%	0%	25%
St. Theresa	23%	16%	22%	13%	11%	7%	8%
Susa Creek	32%	8%	16%	16%	16%	12%	0%

Attendance % by grade division (K-3, 4-6, 7-9 and High School) for September 2023

	Grades K-3	Grades 4-6	Grades 7-9	Grades 10-12
September	80	81	71	66

Celebrating the success with excellent school attendance rates for September!!!

Strategy 2.3: Create and atmosphere of respect and appreciation for individuals

School	Principal	June Attendance
Anzac	Amy Savill	90%
Bill Woodward	Amy Savill	80%
Bishop Routhier	Mark Burke	84%
Chipewyan Lake	Brittney Lyon	80%
Conklin	Tony Duguay	86%
Elizabeth	Tegan Vacheresse	87%
Grouard Northland	Michelle Deering	76%
Hillview	Rosalind Best	77%
JF Dion	Angela Sanregret	85%
Pelican Mountain	Shelley Stevenson	78%
St Theresa	Shelley Stevenson	80%
Susa Creek	Tresha Moorhouse	82%

Monthly Attendance Winners (Drawn from all students attending 90% or higher during the month of September 2023)

Strategy 2.3: Create and atmosphere of respect and appreciation for individuals

Grade Level	Name	School
K-3	Damien Whitford	Bishop Routhier
4-6	Caleb Morris	Father R Perin
7-9	Shyah Houle	Mistassiniy
10-12	Myia Loonskin	Paddle Prairie



NORTHLAND SCHOOL DIVISION
ADMINISTRATION INFORMATION ITEM

TO: THE BOARD OF TRUSTEES **DATE:** OCTOBER 27, 2023
SUBMITTED BY: Scott Meunier, Associate Superintendent
SUBJECT: Monthly Enrollment
REFERENCE(S):
ATTACHMENTS: Monthly Enrollment as of October 13, 2023

INFORMATION ITEM
The monthly enrollment report for the month of October 2023 has been received as information and filed.

BACKGROUND:
The administration will provide a monthly update on student enrollment.

RISK ANALYSIS:
It is important for the Division to be aware of student enrollments, as this affects how Northland is able to organize and deliver services. A monthly update will be provided to the Board as information.



NORTHLAND SCHOOL DIVISION
ADMINISTRATION INFORMATION ITEM

**NORTHLAND SCHOOL DIVISION - MONTHLY ENROLLMENT UPDATE FOR
2023-2024**

Schools	May 31st 2023	Sept 1 2023	SEPT 30 2023	Oct 13 2023
Anzac Community School	88	92	89	89
Bill Woodward School	92	99	91	92
Bishop Routhier School	52	55	54	54
Calling Lake School	123	118	109	115
Career Pathways School	137	99	100	105
Chipewyan Lake School	20	23	25	25
Conklin Community School	17	14	18	18
Elizabeth School	83	102	104	104
Father R. Perin School	82	72	69	67
Gift Lake School	126	119	121	116
Grouard Northland School	29	25	28	31
Hillview School	32	30	30	30
J.F. Dion School	50	53	55	56
Mistassiniy School	294	360	323	323
Northland Online School	77	56	41	44
Paddle Prairie School	125	107	116	115
Pelican Mountain School	12	4	4	3
St. Theresa School	262	267	256	254
Susa Creek School	31	21	25	26
TOTAL	1732	1716	1658	1667



NORTHLAND SCHOOL DIVISION
ADMINISTRATION INFORMATION ITEM

TO: THE BOARD OF TRUSTEES **DATE:** OCTOBER 27, 2023
SUBMITTED BY: Johan Glaudemans, Secretary-Treasurer
SUBJECT: Draft Fall Budget
REFERENCE(S): Policy 2 - Role of the Board
ATTACHMENTS:

INFORMATION ITEM
The Fall Draft Budget has been received as information and filed.

BACKGROUND:
RISK ANALYSIS:



2023-24 BUDGET UPDATE

CONTEXT

- As committed the draft budget detail is provided for review and discussion in advance of the November meeting.
- A collaborative process continues to refine this considering emerging issues, opportunities, final enrollments, staffing considerations, resources and initiatives.
- Overall revenues and expenses are lower than last year, in line with funding formula changes and forecast enrollment. The break-even budget (May 2023) showed a planned initial shortfall of \$0.5M, which will be funded from operating reserves.
- Finances will be tighter as provincial Bridge/Covid Funding has ended. Some offsetting stabilization funding has been provided.
- Key assumptions include maintaining the hot lunch program, transportation for all students, Federal/First Nation tuition rates steady, additional provincial funding for negotiated teacher rate increases, benefits inflation and minimal impact from local bargaining and insurance costs.
- Contingencies include inflation, enrollment, carbon tax/fuel and key contract changes.
- At this point in the financial management cycle the audit is underway. Accordingly, estimates requiring this data will be refined for November when these are known (final tuition revenues and costs for example).
- The enrollment accounting process is also being completed to resolve priority school conflicts and ensure all students are counted appropriately for grants.
- The draft plan for the use of accumulated surplus finds over three years will be presented at the next meeting for review and conveyance to the Minister (in compliance with the upcoming reserves “cap”).

BUDGET UPDATE - CURRENT OVERVIEW

	Budget Update <u>2023-24</u>	Budget <u>2023-24</u>	Budget <u>2022-23</u>	Actuals <u>Aug 31, 2022</u>
Revenues	\$ 56,683,704	\$ 56,448,962	\$ 57,064,810	\$ 64,973,265
Expenses	56,436,166	56,901,094	56,749,770	63,085,457
Surplus (Deficit)	\$ 247,538	(\$ 452,132)	\$ 315,040	\$ 1,887,808
Enrolment	1,658 E	1,683 E	1,722 E	1,860 E

KEY ASSUMPTIONS

ENROLLMENT

- The enrollment level and mix is based on actual school data
 - Total enrollment is 1,658 students vs a plan of 1,683 (-1.5%)
 - There are 1,248 provincial (plan 1,191) and 410 Federal/First Nation students (plan 492)

REVENUES

Forecasted revenues will be refined as the revenue cycle data is confirmed for the November meeting.

All revenues are very dependent on enrollment.

- Provincial grants are based on the final enrollment data, eligibility, sampling and resolution of any questions. The Transportation grant will now require a detailed application in November.
- Federal/First Nations tuition rates are estimated based on the 2022-23 audited rates.
- The Division is funded more for division-wide program totals than on a per student basis.
- The Weighted Moving Average (WMA) approach and early grant decisions have stabilized funding and moderated the impact of enrollment variances
- Funding for increased bus fuel costs, learning loss, enrollment growth and the negotiated teachers salary increase have been provided

EXPENSES

- School Food Services continues per the Board motion (\$2.1M annually)
- Staff costs - Vacancies/unfilled roles are being carefully reviewed to contain costs
 - Separate federal funding is being provided for the additional “Jordan’s Principle” Education Assistants on site across the Division
- Staffing is allocated, based on priorities and need in discussions with principals.
- Transferable expense budgets at schools are a reflection of the change in student enrolment, and are calculated using an allocation model
- Investments in technology and housing continues with available funds and are being offset by travel reductions and other cost containment measures
- Housing continues to be costly - the \$5.9M Improvement Plan is helping with sustainability by reducing maintenance costs for completed units
- The cost for property, liability and fleet insurance will be known in November with the bid
 - A “minimal” increase is forecast (0-5%). ARMIC is prioritizing vehicle and Contract Bus Operator (CBO) bus coverage cost improvements

BUDGET APPROACH

Collaborative process

- Principals, Directors, Associates reviewing opportunities and change impacts to meet budget targets
- Pupil Teacher Ratio updated and managed, based on actual enrollments
- Principals will finalize site priorities, based on plans, focus areas and requirements

Division-wide:

- Educational priorities for literacy and numeracy have increased in funding
- Rate changes - teacher/support staff costs, key contracts, carbon tax, utilities, ASEBP
- Staff changes - FTE’s, deployment, rates and classifications
- Federal Calculation - update and finalize billings with the audit in November

Departments

- Detailed department reviews will continue to ensure that operations and costs are aligned with the Education Plan.
- The Division continues to evolve so that support teams, services and processes are more customer oriented, efficient and networked. Departments and key cost centres will operate within planned envelopes

Additional Information - The draft budget package is provided as discussed.



NORTHLAND SCHOOL DIVISION
Budget Update 2023 - 2024
Statement of Revenues and Expenses

REVENUE	Update		Change
	2023-24	2023-24	
Alberta Education	\$ 44,698,045	\$ 44,698,045	\$ -
Federal Government & First Nations	10,114,760	9,880,018	234,742
Other Revenue	1,870,899	1,870,899	-
	<u>\$ 56,683,704</u>	<u>\$ 56,448,962</u>	<u>\$ 234,742</u>
EXPENSES			
Schools	\$ 21,414,397	\$ 22,045,761	\$ (631,364)
Instructional Support	7,218,285	7,124,845	93,440
Instructional Supply	7,010,427	7,010,427	-
Transportation	3,854,628	3,854,628	-
Operations and Maintenance	9,076,052	9,076,052	-
External Services	3,857,191	3,857,191	-
System Administration	2,563,525	2,563,525	-
Corporate Board	526,063	453,068	72,995
Insurance (Buildings)	915,597	915,597	-
	<u>\$ 56,436,165</u>	<u>\$ 56,901,094</u>	<u>\$ (464,929)</u>
NET SURPLUS (DEFICIT)	<u>\$ 247,539</u>	<u>\$ (452,132)</u>	<u>\$ 699,671</u>
Salaries and Benefits Detail			
Certificated salaries and benefits	\$ 20,021,665	\$ 20,021,665	\$ -
Uncertificated salaries and benefits	14,150,837	14,150,837	\$ -
	<u>\$ 34,172,502</u>	<u>\$ 34,172,502</u>	<u>\$ -</u>



NORTHLAND SCHOOL DIVISION
2023 24 Budget Update
School Expenses

	2023-24	2023-24	
	<u>Budget Update</u>	<u>Budget</u>	<u>Change</u>
Anzac	\$ 1,190,731	\$ 1,315,896	\$ (125,165)
Bill Woodward	1,338,931	1,494,611	(155,680)
Bishop Routhier	646,672	646,672	0
Calling Lake	1,430,690	1,430,690	0
Career Pathways	551,862	551,862	0
Chipewyan Lakes	395,545	603,073	(207,528)
Conklin	515,782	515,782	0
Elizabeth	1,140,543	1,295,646	(155,103)
Father R. Perin	896,566	955,693	(59,127)
Gift Lake School	1,633,532	1,681,520	(47,988)
Grouard	747,147	747,147	0
Hillview	552,623	659,738	(107,115)
J.F. Dion	855,045	895,485	(40,440)
Mistassiniy	2,800,264	2,714,358	85,906
Northland Online School	1,078,893	1,024,343	54,550
Paddle Prairie	1,166,187	1,183,144	(16,957)
Pelican Mountain	180,104	181,950	(1,846)
St. Theresa	3,201,676	3,207,288	(5,612)
Susa Creek	484,489	533,748	(49,259)
Substitutes and Learning Loss	607,115	407,115	200,000
	<u>\$ 21,414,397</u>	<u>\$ 22,045,761</u>	<u>\$ (631,364)</u>



NORTHLAND SCHOOL DIVISION

ADMINISTRATION RECOMMENDATION TO THE BOARD

TO: THE BOARD OF TRUSTEES **DATE:** OCTOBER 27, 2023

SUBMITTED BY: Shelley Willier, Superintendent of Schools

SUBJECT: Locally Developed Courses

REFERENCE(S):

ATTACHMENTS: Locally Developed Courses 2023-2024

RECOMMENDATION

THAT the Board of Trustees authorize the Administration to proceed with acquiring the following locally developed courses, as attached.

BACKGROUND:

School authorities may approve, develop or acquire locally developed courses for students in Kindergarten through to Grade 12.

Locally developed courses can help:

- accommodate the needs and interests of students
- encourage and support innovative learning and teaching practices
- address unique community priorities
- engage in students at risk of leaving school early
- promote successful transition to further education by exposing students to advanced subject matter and learning environments.

RISK ANALYSIS:

Course Name	Version	Course Code
Astronomy 15	3 credit	LDC1947
Astronomy 25	3 credit	LDC2947
Astronomy 35	3 credit	LDC3947
Band 15	3 and 5 credit	LDC1439
Band 25	3 and 5 credit	LDC2439
Band 35	3 and 5 credit	LDC3439
Beading 15	3 credit	LDC1014
Cake Decorating 15	3 credit	LDC1620
Cake Decorating 25	3 credit	LDC2620
Creative Writing and Publishing 1	3 and 5 credit	LDC1269
Creative Writing and Publishing 2	3 and 5 credit	LDC2269
Creative Writing and Publishing 3	3 and 5 credit	LDC3269
Cyber Security 15	5 credit	LDC 1224
Drawing 15	3 and 5 credit	LDC1859
Drawing 25	3 and 5 credit	LDC2859
Drawing 35	3 and 5 credit	LDC3859
Film and Media Art 15	3 and 5 credit	LDC 1092
Film and Media Art 25	3 and 5 credit	LDC 2092
Film and Media Art 35	3 and 5 credit	LDC 3092
Game Design and Development 1	5 credit	LDC1138
Game Theory 15	5 credit	LDC1136
Guitar 15	3 credit	LDC1568
Guitar 25	3 credit	LDC2568
Guitar 35	3 credit	LDC3568
Improvisational Theatre 15	3 and 5 credit	LDC1551
Improvisational Theatre 25	3 and 5 credit	LDC2551
Improvisational Theatre 35	3 and 5 credit	LDC3551
Leather Technologies	3 credit	LDC1911
Medicine Wheel 15	3 credit	LDC1172
Musical Theatre 15	3 and 5 credit	LDC1979
Musical Theatre 25	3 and 5 credit	LDC2979
Musical Theatre 35	3 and 5 credit	LDC3979
Smudging 15	3 credit	LDC1015
Social Skills 15	5 credit	LDC1005
Social/Emotional Well-being	3 credit	LDC1176
Speech and Debate 15	3 credit	LDC1209
Speech and Debate 25	3 credit	LDC2244
Speech and Debate 35	3 credit	LDC3344
Surviving Financially as an Adult	5 credit	LDC2220
Tabletop Game Design	3 credit	LDC1024
Theatre Performance 15	3 and 5 credit	LDC1367
Theatre Performance 25	3 and 5 credit	LDC2367

Theatre Performance 35	3 and 5 credit	LDC3367
Tipi Making 15	3 credit	LDC1021
Treaties and Sovereignty 15	3 credit	LDC1068
Understanding Video Games	5 credit	LDC1008
Water Experiences 15	3 credit	LDC1492
Water Experiences 25	3 credit	LDC2492
Water Experiences 35	3 credit	LDC3492
Workplace Essentials 25	5 credit	LDC2743
Workplace Essentials 35	5 credit	LDC3743



NORTHLAND SCHOOL DIVISION
ADMINISTRATION RECOMMENDATION TO THE BOARD

TO: THE BOARD OF TRUSTEES **DATE:** OCTOBER 27, 2023
SUBMITTED BY: Shelley Willier, Superintendent of Schools
SUBJECT: Review of ASBA Bylaw Bulletin
REFERENCE(S):
ATTACHMENTS: ASBA Bylaw Bulletin

RECOMMENDATION
THAT the Board of Trustees receive as information the ASBA Bylaw Bulletin for the Fall General Meeting which is scheduled for November 19-21, 2023, as attached.

BACKGROUND:

-

RISK ANALYSIS:



Fall General Meeting 2023

Bulletin

Distributed on: October 20, 2023

Please refer to this Bulletin during the business session of the ASBA Fall General Meeting on November 20, 2023.

An electronic copy of this Bulletin is available on the ASBA website.

This Bulletin was prepared by the 2022-23 ASBA Policy Development Advisory Committee:

Shali Baziuk, ASBA Vice-President and Chair
Marilyn Dennis, ASBA President
Tammy Henkel, Zone 1 Director
Colleen Holowaychuk, Zone 2/3 Director
Trudy Bratland, Zone 4 Director

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Draft Rules of Procedure

General Rules

1. The business session of General Meetings is a closed session, restricted to members of the Alberta School Boards Association (ASBA), their administrative staff and ASBA administration only.
 - a. Note: The ASBA Board of Directors has extended a standing invitation to the Canadian School Boards Association to attend the business session of General Meetings.
2. The publicizing of debate on position statements, the budget, Bylaw amendments or any other business and voting results is not permitted.
3. Full Member Boards who wish to make a parliamentary inquiry (question about the process) or make a request for information (about the subject being debated) must join the virtual speaking queue and wait for recognition. If the question is urgent, the Full Member Board may use the "Point of Order" button and will immediately be called upon to ask their question.
4. Once a motion or an amendment has been moved and seconded, the Chair shall call upon the mover to speak to the motion before opening the debate to others. The mover shall have up to two minutes to provide opening remarks.
5. Amendments must be entered into the voting system. Full Member Boards may first join the virtual speaking queue before entering their amendment in the voting system. In the event there are technical issues with the voting system, amendments may be provided directly to ASBA administration.
6. Delegates shall clearly announce their name and school board before providing remarks or debating.
7. Delegates shall have up to two minutes to speak. The Chair shall have the discretion to extend speaking times if technology creates any barriers to communication.
8. A delegate of a Full Member Board may only speak once to any issue or motion until all delegates of other Full Member Boards have been given the opportunity to speak for the first time.
9. The mover will have the right to be the final speaker in the debate and shall have up to two minutes to provide closing remarks.
10. All other proceedings will be governed by the current edition of Robert's Rules of Order Newly Revised and the ASBA Bylaws.

Voting Rules

11. Once a Full Member Board has submitted and confirmed their vote in the electronic voting system, it cannot be changed.

Board Governance Policy Rules

12. Adoption of emergent or extraordinary resolutions shall be governed by Governance Policy 10:
 - 10.4.7 *If the criteria defining an emergent position statement, as outlined in 10.4.1, are not met, the matter may still be considered by the assembly at a General Meeting if:*
 - 10.4.7.1 *Consideration of the proposed position is supported by a two-thirds*

- majority of voting Full Member Boards, and*
- 10.4.7.2 *The mover makes available the wording of the position statement to all delegates.*
- 10.5 *A position shall be accepted for consideration as an Extraordinary Position if:*
- 10.5.1 *The position arises out of the business of the General Meeting;*
- 10.5.2 *Consideration of the position is supported by a two-thirds majority of voting full member Boards, and*
- 10.5.3 *The mover makes available the wording of the position to all delegates.*
13. Disposition of outstanding policy positions shall be as outlined in the Board of Directors' Governance Policy 10.6:
- 10.6.1. *Resolutions for proposed position statements not addressed by the scheduled time of adjournment of the business session of a General Meeting shall be referred automatically to the Board of Directors for such action as the Board is at liberty to take in accordance with Bylaw 8.2.7.*
- 10.6.2. *These outstanding items must be included on the order paper of the business session of the next General Meeting.*

Election Rules

14. The Balloting Committee for this meeting will be ASBA Administration members:
- a. Jan Olson, ASBA Chief Advisor
 - b. Monica Yang, ASBA Director of Governance
 - c. Abhishek Kumar, ASBA Senior Business Analyst
15. The Balloting Committee is responsible for running the Claro electronic voting system.
16. A member of the Balloting Committee will preside over (chair) the steps of the election process as outlined below.
17. The electronic ballots will be destroyed immediately after the conclusion of this Fall General Meeting.

President and Vice-President Nominations & Elections Rules and Format

18. At the time determined on the order paper, the following order of business will occur.
The outlined process will be conducted first for the office of President and then repeated for the office of Vice-President.
19. Nominations for the office to be elected will be made from the floor.
- a. There will be one call for nominations for the office to be elected. Nominations will remain open until no further Full Member Boards wish to nominate an individual.
 - b. Any Full Member Board may nominate an eligible individual for an office.
 - c. A second to the nomination is required. This must be from a Full Member Board other than the nominating Full Member Board.
 - d. A nominee must provide verbal acceptance of the nomination in order for their name to appear on the ballot.
 - e. Only individuals who meet the requirements of steps 19b through 19d will appear on the election ballot. Writing in other names is not permitted on the ballot.
20. If only one individual is nominated for an office, that person will be declared elected by acclamation and no voting shall occur. No speeches nor question period will be conducted.

21. If there are two or more individuals nominated for an office, then the order of speeches will be determined by random draw as conducted by the Balloting Committee.
22. Speeches for each nominated individual:
 - a. The nominated individual may call upon any Full Member Board to speak to their candidacy for a maximum of two minutes followed by the nominated individual speech for a maximum of three minutes.
 - i. Any individual member of the called upon Full Member Board may deliver the candidacy speech.
 - ii. Time from these two speeches (Full Member Board and nominee) is not shared and cannot be deferred to any other person or Full Member Board.
23. Question-and-Answer Period
 - a. A question-and-answer period will be held for a maximum of 15 minutes.
 - b. A Full Member Board may ask only one question; questions may not have a preamble.
 - c. Questions are directed to all eligible candidates, and all candidates will have the option to respond to each question.
 - d. The order of response will be the same as the order for speeches and will:
 - i. alternate for each question if there are two nominated candidates; or
 - ii. rotate to begin with the first, then second, etc. candidate and follow the same order as the speeches.
24. Following the question-and-answer period, Full Member Boards will have five minutes to consider their decision before voting begins.
25. Voting will be conducted by secret ballot.
 - a. The Claro voting system is deemed to be the balloting system for the elections.
 - b. The voting will remain open until all Full Member Boards present have voted.
 - c. The candidate receiving the most votes shall be the successful candidate.
 - d. Tie breaking if needed will be conducted as per the ASBA Bylaws.
26. An announcement of the winning candidate will be made.
27. The President and Vice-President shall take office at the conclusion of the General Meeting at which they are elected.



ASBA Fall General Meeting

DRAFT ORDER PAPER

November 20, 2023, 8:00 a.m.

Location: Hybrid

In-person: Ballroom, The Westin Downtown Edmonton Hotel

Virtual: Zoom

Agenda Item	Time*
ClaroVote Tech Support for Voting Delegates (in-person only)	7:30 a.m.
1.0 Call to Order	8:00 a.m.
2.0 Opening Remarks and ASBA Reports	
3.0 Approval of Rules of Procedure	
4.0 Consideration of Adding Emergent Position Statements from PDAC to the Order Paper	
5.0 Consideration of Adding Emergent Position Statements from Full Member Boards to the Order Paper	
6.0 Adoption of Order Paper	
7.0 Approval of Minutes: 2023 ASBA Spring General Meeting	
8.0 Regular Position Statements Sponsored by the ASBA Board of Directors	
9.0 Regular Position Statements Sponsored by Full Member Boards/Zones	
9.1 Access to New Funds for Fully Funded Full-Time Kindergarten – Lethbridge School Division	
9.2 Recognition of Valid Teaching Certificates – Prairie Land Public School Division	
9.3 Removal of the Reserve Cap – Elk Island Public Schools	

- 9.4 Revision to Capital Planning Process – Edmonton Public Schools
- 9.5 Review of Diploma Exams – Rocky View Schools
- 9.6 CEU Funding for Dual Credit – Black Gold School Division
- 9.7 EAL Student Funding – Evergreen Catholic Separate Schools
- 9.8 Cross-Ministerial Support – Community-Based Service Agencies – St. Albert Public Schools
- 9.9 Infrastructure Allocation, Servicing and Construction Costs of School Sites – St. Albert Public Schools

- 10.0 Emergent Position Statements added to the Order Paper by Full Member Boards

- 11.0 Resolutions by the Board of Directors
 - 11.1 Position Statement Framework – Position Statement Review Recommendations

- 12.0 Extraordinary Position Statements Sponsored by Full Member Boards

- 13.0 Adjournment

Special Guests

ASBA will be addressed by the Minister of Education at 11:00 a.m. This time is subject to change. Business will be paused at the time of the Minister's speech.

ASBA will be addressed by the Premier of Alberta at 4:00 p.m. This time is subject to change. Business will be paused at the time of the Premier's speech.

Special Order

The nominations and elections of the ASBA President and Vice-President for the upcoming term will commence at 2:00 p.m.

Lunch and Dinner

The Chair will call a lunch recess as close to 12:00 p.m. as business allows. Should business carry into the evening, a dinner recess, close to 5:00 p.m., may be called.

** The times listed in this Order Paper (not including the Special Order) are approximate and subject to change by the Association.*



ASBA Spring General Meeting

June 5, 2023

Hybrid Meeting:

In Person at Grand Ballroom, The Westin Hotel, Calgary, AB and Virtual via Zoom

DRAFT MINUTES

OPENING REMARKS

There were opening remarks from the President of the Canadian School Boards Association, President Marilyn Dennis, Vice-President Shali Baziuk and CEO Dr. Vivian Abboud.

Vice-President Shali Baziuk was then invited by President Marilyn to chair the business session.

1.0 CALL TO ORDER

The 2023 Spring General Meeting (SGM) was called to order on June 5, 2023, at 10:17 a.m. by the Chair.

2.0 APPROVAL OF RULES OF PROCEDURE

The head table was introduced:

- Marilyn Dennis, ASBA President
- Shali Baziuk, Vice President and Chair
- Tammy Henkel, Zone 1 Director
- Colleen Holowaychuk, Zone 2/3 Director
- Trudy Bratland, Zone 4 Director
- Dr. Vivian Abboud, CEO of ASBA
- Michael Solowan, Legal Counsel
- Todd Brand, Parliamentarian

The Chair overviewed the draft rules of procedures for the meeting and led a test vote of the ClaroVote system to ensure all voting delegates were able to vote.

MOTION 1.0/SGM2023 (Procedural)

THAT, The Rules of Procedure for the 2023 Spring General Meeting be adopted as circulated in the ASBA SGM 2023 Budget and Bylaws Bulletin.

CARRIED by unanimous consent (Y: 100.0%)

3.0 APPOINTMENT OF THE BALLOTING COMMITTEE

The Chair proposed that the following individuals be appointed to the Balloting Committee:

- Jan Olson, Chief Advisor and Chair of the Balloting Committee
- Abhishek Kumar, Senior Business Analyst
- Monica Yang, Director of Governance

MOTION 2.0/SGM2023 (Procedural)

THAT, The Balloting Committee be appointed as proposed.

CARRIED by unanimous consent (Y: 100%)

4.0 CONSIDERATION OF EMERGENT ISSUES FROM PDAC

The Chair advised the assembly that three emergent position statements had been received prior to the deadline for submission, reviewed by Policy Development Advisory Committee (PDAC) and then added to the Order Paper as circulated.

5.0 CONSIDERATION OF EMERGENT ISSUES FROM MEMBERS

There were no emergent issues raised for consideration.

6.0 ADOPTION OF ORDER PAPER

The Chair moved to adopt the SGM Order Paper by unanimous consent; however, Calgary Catholic School Division raised an objection to this. During debate, Calgary Catholic School Division proposed an amendment to the Order Paper:

MOTION 3.0/SGM2023 - AMENDMENT (Procedural)

Moved by Calgary Catholic School Division and **Seconded** by Red Deer Catholic Regional Schools

THAT, The order of the Bylaw Resolutions as they appear in the Order Paper for the 2023 Spring General Meeting be amended as follows:

- Resolution #1 – Should be placed after Resolution #9
- Resolution #2 – as noted in Resolution #1, this would occur if Resolutions #3-9 are adopted
- Resolution #3 – Should be Resolution #4
- Resolution #4 – Should be Resolution #3
- Resolution #5 – No change
- Resolution #6 – No change
- Resolution #7 – No change
- Resolution #8 – No change
- Resolution #9 – No change

DEFEATED (Y: 36.1%)

MOTION 3.1/SGM2023 (Procedural)

Moved by Sturgeon Public Schools and **Seconded** by Red Deer Public Schools

THAT, The Order Paper for the 2023 Spring General Meeting be adopted as circulated in the ASBA SGM 2023 Budget and Bylaws Bulletin.

CARRIED (Y: 95.2%)

7.0 APPROVAL OF MINUTES: 2022 ASBA FALL GENERAL MEETING

MOTION 4.0/SGM2023 (Procedural)

MOVED by Medicine Hat Catholic Board of Education and **Seconded** by Grande Prairie Public School Division

THAT, The minutes of the 2022 ASBA Fall General Meeting be approved as circulated.

CARRIED by unanimous consent (Y: 100%)

8.0 2023/2024 DRAFT ASBA BUDGET

The ASBA CEO presented the proposed budget for the period September 1, 2023 to August 31, 2024 and responded to questions from the assembly.

MOTION 5.0/SGM2023 (Substantive)

Moved by President Marilyn Dennis and **Seconded** by Director Tammy Henkel

THAT, The proposed Alberta School Boards Association budget for the period September 1, 2023, to August 31, 2024, be approved with a zero percent increase to membership fees, as presented in the 2023 ASBA Spring General Meeting Budget and Bylaws Bulletin.

CARRIED (Y: 100% of Boards, Y: 100% of Students)

9.0 BYLAW AMENDMENTS

The Parliamentarian explained the Bylaw amendment approval process and responded to questions from the assembly.

Resolution #1

MOTION 6.0/SGM2023 (Substantive)

Moved by ASBA Director Alene Mutala and **Seconded** by Grande Prairie Public School Division

THAT, for each of Resolutions #3-9 that are adopted, that the Board of Directors be authorized to correct article and section designations, punctuation, and cross-references and to make any technical and conforming changes as may be necessary to reflect the intent of the Members of the ASBA.

MOTION 6.1/SGM2023 - AMENDMENT (Procedural)

Moved by Parkland School Division and **Seconded** by Black Gold School Division

THAT, for each of Resolutions #3-9 that are adopted, that the Board of Directors be authorized to correct article and section designations, punctuation, and cross-references and to make any

technical and conforming changes as may be necessary to reflect the ~~intent of the Members of the ASBA-adopted Resolutions.~~

CARRIED by unanimous consent (Y: 100%)

MOTION 6.2/SGM2023 - AS AMENDED (Substantive)

Moved by ASBA Director Alene Mutala and **Seconded** by Grande Prairie Public School Division.
Amended by Parkland School Division

THAT, for each of Resolutions #3-9 that are adopted, that the Board of Directors be authorized to correct article and section designations, punctuation, and cross-references and to make any technical and conforming changes as may be necessary to reflect the adopted Resolutions.

CARRIED (Y: 100% of Boards, Y: 100% of Students)

Resolution #2

MOTION 7.0/SGM2023 (Substantive)

Moved by ASBA Director Alene Mutala and **Seconded** by Greater St. Albert Roman Catholic Separate School Division

THAT, each of Resolutions #3-9 that are adopted become effective on September 1, 2023.

CARRIED (Y: 100% of Boards, Y: 100% of Students)

Resolution #3

MOTION 8.0/SGM2023 (Substantive)

Moved by ASBA Director Robert Pirie

THAT, Bylaw #1.1.1 be amended, with the attached proviso:

Current Bylaw Wording	Proposed Revisions (tracked changes)	Bylaw Wording if adopted
1.1.1. "Alternate Director" means a representative of a Zone or Metro Board who shall fill the position of Director in the event of the Director's absence or inability to act.	1.1.1. "Alternate Director" means a representative chair of a Zone or , a representative of a Metro Board or a representative of the Francophone Regional Authorities who shall fill the position of Director in the event of the Director's absence or inability to act.	1.1.1. "Alternate Director" means a chair of a Zone, a representative of a Metro Board or a representative of the Francophone Regional Authorities who shall fill the position of Director in the event of the Director's absence or inability to act.

Proviso: If this Resolution (#3) is adopted and Resolution #4 is NOT adopted, this amendment will be altered to strike the words "or a representative of the Francophone Regional Authorities".

MOTION 8.1/SGM2023 - AMENDMENT (Procedural)

Moved by Living Waters Catholic Separate School Division and **Seconded** by Yellowknife Education District No. 1

THAT, Bylaw #1.1.1 be amended, with the attached proviso:

Current Bylaw Wording	Proposed Revisions (tracked changes)	Bylaw Wording if adopted
1.1.1. "Alternate Director" means a representative of a Zone or Metro Board who shall fill the position of Director in the event of the Director's absence or inability to act.	1.1.1. "Alternate Director" means a representative chair representative of a Zone or, a representative of a Metro Board or a representative of the Francophone Regional Authorities who shall fill the position of Director in the event of the Director's absence or inability to act.	1.1.1. "Alternate Director" means a chair representative of a Zone, a representative of a Metro Board or a representative of the Francophone Regional Authorities who shall fill the position of Director in the event of the Director's absence or inability to act.
Proviso: If this Resolution (#3) is adopted and Resolution #4 is NOT adopted, this amendment will be altered to strike the words "or a representative of the Francophone Regional Authorities".		

DEFEATED (Y: 48.4%)

MOTION 8.2/SGM2023 - AS AMENDED (Substantive)

Moved by Director Robert Pirie and **Seconded** by Grande Prairie Public School Division

THAT, Bylaw #1.1.1 be amended with the attached proviso:

Current Bylaw Wording	Proposed Revisions (tracked changes)	Bylaw Wording if adopted
1.1.1. "Alternate Director" means a representative of a Zone or Metro Board who shall fill the position of Director in the event of the Director's absence or inability to act.	1.1.1. "Alternate Director" means a representative chair of a Zone or, a representative of a Metro Board or a representative of the Francophone Regional Authorities who shall fill the position of Director in the event of the Director's absence or inability to act.	1.1.1. "Alternate Director" means a chair of a Zone, a representative of a Metro Board or a representative of the Francophone Regional Authorities who shall fill the position of Director in the event of the Director's absence or inability to act.

Proviso: If this Resolution (#3) is adopted and Resolution #4 is NOT adopted, this amendment will be altered to strike the words “or a representative of the Francophone Regional Authorities”.

DEFEATED (Y: 47.54% of Boards; Y: 73.41% of Students)

Resolution #4

MOTION 9.0/SGM2023 (Substantive)

Moved by ASBA Director Patricia Bolger and **Seconded** by Living Waters Catholic Separate School Division

THAT, Bylaw 3.1 be amended by adding clause 3.1.5 to read, with the attached proviso, as follows:

Current Bylaw Wording	Proposed Revision (tracked changes)	Bylaw Wording if adopted
<p>3. Board of Directors and Executive Committee Composition</p> <p>3.1. The Association’s Board of Directors shall consist of:</p> <p>3.1.1. The President;</p> <p>3.1.2. The Vice-President;</p> <p>3.1.3. One Director representing each geographic Zone, excepting where any such Zone is made up of more than 20 Boards, then that Zone shall be represented by two Directors; and</p> <p>3.1.4. One Director from each Metro Board.</p>	<p>3. Board of Directors and Executive Committee Composition</p> <p>3.1. The Association’s Board of Directors shall consist of:</p> <p>3.1.1. The President;</p> <p>3.1.2. The Vice-President;</p> <p>3.1.3. One Director representing each geographic Zone, excepting where any such Zone is made up of more than 20 Boards, then that Zone shall be represented by two Directors; and</p> <p>3.1.4. One Director from each Metro Board; and</p> <p>3.1.5. One Director representing the Francophone Regional Authorities.</p>	<p>3. Board of Directors and Executive Committee Composition</p> <p>3.1. The Association’s Board of Directors shall consist of:</p> <p>3.1.1. The President;</p> <p>3.1.2. The Vice-President;</p> <p>3.1.3. One Director representing each geographic Zone, excepting where any such Zone is made up of more than 20 Boards, then that Zone shall be represented by two Directors; and</p> <p>3.1.4. One Director from each Metro Board; and</p> <p>3.1.5. One Director representing the Francophone Regional Authorities.</p>

Proviso: If this Resolution (#4) is adopted, the following definition will be added to Bylaw 1 – Definitions and Interpretation, and the term “Francophone Regional Authorities” will be placed in all appropriate conforming locations throughout the Bylaws:

“Francophone Regional Authorities” means the following four regional authorities of a Francophone education region with Full Member Board status: Conseil scolaire Centre-Est, Conseil scolaire Centre-Nord, Conseil scolaire FrancoSud, and Conseil scolaire du Nord-Ouest.

CARRIED (Y: 72.13% of Boards; Y: 83.63% of Students)

Resolution #5

MOTION 10.0/SGM2023 (Substantive)

Moved by ASBA Director Tammy Henkel

THAT, Bylaw 13 be amended to read:

Current Bylaw Wording	Proposed Revision (tracked changes)	Bylaw Wording if adopted
13. Association Budget and Membership Fees	13. Association Budget and Budget and Membership Fees	13. Association Budget and Budget and Membership Fees
13.1. The fiscal year of the Association shall be September 1 to August 31.	13.1. The fiscal year of the Association shall be September 1 to August 31.	13.1. The fiscal year of the Association shall be September 1 to August 31.
13.2. The Association budget shall be adopted at the Spring General Meeting of the year prior to the fiscal year for which it is established.	13.2. The Association budget membership fees shall be adopted at the Spring General Meeting of the year prior to the fiscal year for which it is established.	13.2. The Association membership fees shall be adopted at the Spring General Meeting of the year prior to the fiscal year for which it is established.
13.3. Notwithstanding any provisions to the contrary in these Bylaws, or in the approved rules of procedure governing disposal of resolutions, the budget shall be open to amendment until adopted.	13.3. Notwithstanding any provisions to the contrary in these Bylaws, or in the approved rules of procedure governing disposal of resolutions, the budget membership fees shall be open to amendment until adopted.	13.3. Notwithstanding any provisions to the contrary in these Bylaws, or in the approved rules of procedure governing disposal of resolutions, the membership fees shall be open to amendment until adopted.
13.4. The Association budget, including analysis and fees assessed to Member Boards shall be presented in writing	13.4. The proposed Association budget, including analysis and fees assessed to Member	13.4. The proposed Association membership fees assessment shall be presented in writing to

<p>to Full Member Boards at least sixty days prior to the day the Spring General Meeting is to commence.</p> <p>13.5. The fees assessment included in the budget shall be comprised of the:</p> <p>13.5.1. Formula for determining the annual fees including the basic fee and the weight rate per student enrolment;</p> <p>13.5.2. Total annual fees payable by each Full Member Board;</p> <p>13.5.3. Number of students used in the calculation of fees payable by a Board which shall be the total student enrollment reported to Alberta Education in the most recent reporting period;</p> <p>13.5.4. Annual fees payable for any Full Member Board which shall not exceed ten percent of the total annual Full Member membership fees; and</p> <p>13.5.5. Annual fees payable for each Associate Member which shall be \$500 less than the basic membership fee for Full Member Boards.</p>	<p>Boards membership fees assessment shall be presented in writing to Full Member Boards at least sixty 60 calendar days prior to the day the Spring General Meeting is to commence.</p> <p>13.5. The fees assessment included in the budget shall be comprised of the:</p> <p>13.5.1. Formula for determining the annual fees including the basic fee and the weight rate per student enrolment;</p> <p>13.5.2. Total annual fees payable by each Full Member Board;</p> <p>13.5.3. Number of students used in the calculation of fees payable by a Full Member Board which shall be the total student enrollment reported to Alberta Education in the most recent reporting period;</p> <p>13.5.4. Annual fees payable for by any Full Member Board which shall not exceed ten percent 10 per cent of the total annual Full Member Board membership fees payable by all Full Member Boards; and</p> <p>13.5.5. Annual fees payable for each Associate Member Board which shall be \$500 less than the basic membership fee for Full Member Boards.</p>	<p>Full Member Boards at least 60 calendar days prior to the day the Spring General Meeting is to commence.</p> <p>13.5. The fees assessment shall be comprised of the:</p> <p>13.5.1. Formula for determining the annual fees including the basic fee and the weight rate per student enrolment;</p> <p>13.5.2. Total annual fees payable by each Full Member Board;</p> <p>13.5.3. Number of students used in the calculation of fees payable by a Full Member Board which shall be the total student enrollment reported to Alberta Education in the most recent reporting period;</p> <p>13.5.4. Annual fees payable by any Full Member Board shall not exceed 10 per cent of the total annual Full Member Board membership fees payable by all Full Member Boards; and</p> <p>13.5.5. Annual fees payable for each Associate Member Board which shall be \$500 less than the basic membership fee for Full Member Boards.</p>
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DEFEATED (Y: 24.59% of Boards; Y: 41.55% of Students)

Resolution #6

MOTION 11.0/SGM2023 (Substantive)

Moved by ASBA Director Dawn Hancock

THAT, Bylaw 15 be amended by deleting 15.8

Current Bylaw Wording	Proposed Revision (tracked changes)	Bylaw Wording if adopted
<p>15.8. Fraternal Organizations</p> <p>15.8.1. The Alberta Catholic School Trustees' Association, the Public School Boards' Association of Alberta, and the Fédération des conseils scolaires francophones de l'Alberta (Federation of Francophone School Authorities) shall be known as the ASBA's Fraternal Organizations.</p> <p>15.8.2. Fraternal Organizations may attend non-confidential aspects of Board of Directors meetings as non-voting observers and at the expense of their respective organization.</p> <p>15.8.3. The President, Vice-President, and Appointed representatives of any ASBA Fraternal Organization are not eligible to concurrently hold the position of ASBA President, Vice-President, Director, or Alternate Director.</p>	<p>15.8. Fraternal Organizations</p> <p>15.8.1. The Alberta Catholic School Trustees' Association, the Public School Boards' Association of Alberta, and the Fédération des conseils scolaires francophones de l'Alberta (Federation of Francophone School Authorities) shall be known as the ASBA's Fraternal Organizations.</p> <p>15.8.2. Fraternal Organizations may attend non-confidential aspects of Board of Directors meetings as non-voting observers and at the expense of their respective organization.</p> <p>15.8.3. The President, Vice-President, and Appointed representatives of any ASBA Fraternal Organization are not eligible to concurrently hold the position of ASBA President, Vice-President, Director, or Alternate Director.</p>	

CARRIED (Y: 100% of Boards; Y: 100% of Students)

Resolution #7

MOTION 12.0/SGM2023 (Substantive)

Moved by ASBA Director Myra D’Souza

THAT, The ASBA Bylaws be amended by adding the following Bylaw:

Current Bylaw Wording	Proposed Revision (tracked changes)	Bylaw Wording if adopted
	<p>16. Role and Function of Zone Chairs Meetings and Board Chairs Meetings</p> <p>16.1. Zone Chairs Meetings</p> <p>16.1.1. Further the purposes and goals of the Association.</p> <p>16.1.2. Are for consultation, collaboration and information-sharing.</p> <p>16.1.3. Ensure the interests of each Zone are represented at Zone Chairs Meetings.</p> <p>16.1.4. Collaborate with the Association and/or the Board of Directors on common issues and actions.</p> <p>16.1.5. Bring forward representation of the voices of Full Member Boards in the respective Zones.</p> <p>16.1.6. Gather feedback and get clarity on issues as they apply across the Zones.</p> <p>16.1.7. Promote awareness on developments and initiatives by other Zones for potential adoption across the other Zones.</p>	<p>16. Role and Function of Zone Chairs Meetings and Board Chairs Meetings</p> <p>16.1. Zone Chairs Meetings</p> <p>16.1.1. Further the purposes and goals of the Association.</p> <p>16.1.2. Are for consultation, collaboration and information-sharing.</p> <p>16.1.3. Ensure the interests of each Zone are represented at Zone Chairs Meetings.</p> <p>16.1.4. Collaborate with the Association and/or the Board of Directors on common issues and actions.</p> <p>16.1.5. Bring forward representation of the voices of Full Member Boards in the respective Zones.</p> <p>16.1.6. Gather feedback and get clarity on issues as they apply across the Zones.</p> <p>16.1.7. Promote awareness on developments and initiatives by other Zones for potential adoption across the other Zones.</p>

	<p>16.1.8. Facilitate the exchange of ideas, projects, activities and programs among Zones.</p> <p>16.2. Board Chairs Meetings</p> <p>16.2.1. Further the purposes and goals of the Association.</p> <p>16.2.2. Are for consultation, collaboration and information-sharing.</p> <p>16.2.3. Ensure the interests of each Full Member Board are represented at Board Chairs Meetings.</p> <p>16.2.4. Collaborate with the Association and/or the Board of Directors on common issues and actions.</p> <p>16.2.5. Bring forward the voice of the respective Full Member Board.</p> <p>16.2.6. Gather feedback and get clarity on issues as they apply across Full Member Boards.</p> <p>16.2.7. Promote awareness on developments and initiatives by other Full Member Boards for potential adoption across other Full Member Boards.</p> <p>16.2.8. Facilitate the exchange of ideas, projects, activities and programs among Full Member Boards.</p>	<p>16.1.8. Facilitate the exchange of ideas, projects, activities and programs among Zones.</p> <p>16.2. Board Chairs Meetings</p> <p>16.2.1. Further the purposes and goals of the Association.</p> <p>16.2.2. Are for consultation, collaboration and information-sharing.</p> <p>16.2.3. Ensure the interests of each Full Member Board are represented at Board Chairs Meetings.</p> <p>16.2.4. Collaborate with the Association and/or the Board of Directors on common issues and actions.</p> <p>16.2.5. Bring forward the voice of the respective Full Member Board.</p> <p>16.2.6. Gather feedback and get clarity on issues as they apply across Full Member Boards.</p> <p>16.2.7. Promote awareness on developments and initiatives by other Full Member Boards for potential adoption across other Full Member Boards.</p> <p>16.2.8. Facilitate the exchange of ideas, projects, activities and programs among Full Member Boards.</p>
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CARRIED (Y: 90.16% of Boards; Y: 95.40% of Students)

Resolution #8**MOTION 13.0/SGM2023** (Substantive)**Moved** by Calgary Catholic School Division**THAT**, Bylaw 5.6.3 regarding vacancy of a Director be amended to read as follows:

Current Bylaw Wording	Proposed Revision (tracked changes)	Bylaw Wording if adopted
5.6.3. If a vacancy occurs in the office of Directors, the Metro Board or Zone shall arrange to fill the vacancy.	5.6.3. A metro or zone reserves the right to appoint or elect their prospective Director anytime as needed. If a vacancy occurs in the office of Directors subsequently , the Metro Board or Zone shall arrange to fill the vacancy with a new appointee as soon as practical.	5.6.3. A metro or zone reserves the right to appoint or elect their prospective Director anytime as needed. If a vacancy occurs in the office of Directors subsequently, the Metro Board or Zone shall arrange to fill the vacancy with a new appointee as soon as practical.

The Chair advised the assembly that she was in doubt whether this proposed Bylaw amendment was in order, noting that while the submitted resolution is to amend Bylaw 5.6.3, the wording offered in the proposed resolution seemed to also require a change to Bylaw 5.2 and/or Bylaw 5.4 as those clauses provide for how Directors are actually appointed.

The Chair explained the process for submitting proposed Bylaw amendments and the lack of authority by the ASBA Board of Directors and PDAC to review proposed Bylaw amendments from members. Calgary Catholic School Division Board Chair, Cathie Williams, was then invited to speak to the motion. Board Chair Cathie Williams acknowledged the two-year director term, explaining that there might be extenuating circumstances that may require a change of director before expiry of term and that this was not limited to the director ceasing to be a trustee or death as currently outlined in the Bylaws.

Following the explanation from Board Chair Cathie Williams, the Chair stood the meeting at ease to confer with Legal Counsel and the Parliamentarian. The Chair then ruled the motion out of order. She explained that the wording of the proposed Bylaw amendment was not directly related to the Bylaw section that was proposed to be amended, specifically director vacancies. The adoption of this proposed amendment would also create inconsistencies elsewhere in the Bylaws, such as in Bylaw 5.2 and 5.4 which dealt with the term for directors and director elections.

Legal Counsel, Michael Solowan, was invited to provide further explanation and responded to questions. He explained that the current Bylaw 5.6.3 dealt with a vacancy occurring in the office of ASBA Board of Directors; therefore, any proposed amendment to this section should relate explicitly to a vacancy. He further explained that the current Bylaws set out timing for the commencement of

a director's two-year term, and this timing aligned with the appointment and onboarding of new directors. If membership wished to change how Directors are appointed and when terms start, then in accordance with the Bylaws, at least 30 days of notice of such an amendment would need to be provided to each Full Member Board.

Calgary Catholic School Division Board Chair challenged the Chair's ruling. Debate ensued before the question was called.

MOTION 13.1/SGM2023 (Procedural)

Moved by Vice President Shali Baziuk and **Seconded** by Peace River School Division.

THAT, The ruling of the Chair be sustained.

CARRIED (Y: 71.0%)

Resolution #9

MOTION 14.0/SGM2023 (Substantive)

Moved by Director Linda Wigton

THAT, The current ASBA Bylaws (November 2021) be repealed and replaced by the ASBA Bylaws (September 1, 2023) and that any of Resolutions #3-8 to amend the current ASBA Bylaws adopted at the 2023 Spring General Meeting are included in the proposed new ASBA Bylaws.

Legal Counsel, Michael Solowan, provided additional explanation relating to the Director representing the Francophone Regional Authorities.

MOTION 14.1/SGM2023 - AMENDMENT (Procedural)

Moved by Director Linda Wigton

THAT, The following amendments in red be included in Resolution #9.

- 1.1.1. "Alternate Director" means a representative of a Zone, ~~a or~~ Metro Board **or the Francophone Regional Authorities** who shall fill the position of Director in the event of the Director's absence or inability to act.
- Bylaw A4: Voting - A4.1 Voting for the election of the Zone Director(s) **and alternate(s)** to the Board of Directors of the ~~Alberta School Boards~~ Association shall be by secret ballot on the basis of one vote per Full Member Board. **Metro Boards and the Francophone Regional Authorities** shall be excluded from voting for Zone Directors ~~and the Zone Director's Alternate~~ to the Board of Directors of the ~~Alberta School Boards~~ Association.

Note to draft:

"Francophone Regional Authorities" means the following four regional authorities of a Francophone education region with Full Member Board status: Conseil scolaire Centre-Est, Conseil scolaire Centre-Nord, Conseil scolaire FrancoSud, and Conseil scolaire du Nord-Ouest.

CARRIED by unanimous consent (Y: 100%)

MOTION 14.2/SGM2023 - AMENDMENT (Procedural)

Moved by Vice-President Shali Baziuk

THAT, The following amendment be included in Resolution #9.

- A5.3 A Trustee elected to the Board of Directors of the Association shall be a Trustee of a Full Member Board of the Zone other than the Metro Boards **or the Regional Francophone Authorities.**

CARRIED by unanimous consent (Y: 100%)

MOTION 14.3/SGM2023 – AS AMENDED (Substantive)

Moved by Director Linda Wigton

THAT, The current ASBA Bylaws (November 2021) be repealed and replaced by the ASBA Bylaws (September 1, 2023) and that any of Resolutions #3-8 to amend the current ASBA Bylaws adopted at the 2023 Spring General Meeting are included in the proposed new ASBA Bylaws, as follows:

- 1.1.1. “Alternate Director” means a representative of a Zone, a Metro Board or the Francophone Regional Authorities who shall fill the position of Director in the event of the Director’s absence or inability to act.
- Bylaw A4: Voting - A4.1 Voting for the election of the Zone Director(s) and alternate(s) to the Board of Directors of the Alberta School Boards Association shall be by secret ballot on the basis of one vote per Full Member Board. Metro Board and the Francophone Regional Authorities shall be excluded from voting for Zone Directors and the Zone Director’s Alternate to the Board of Directors of the Alberta School Boards Association.
- A5.3 A Trustee elected to the Board of Directors of the Association shall be a Trustee of a Full Member Board of the Zone other than the Metro Boards or the Regional Francophone Authorities.

Note to draft:

“Francophone Regional Authorities” means the following four regional authorities of a Francophone education region with Full Member Board status: Conseil scolaire Centre-Est, Conseil scolaire Centre-Nord, Conseil scolaire FrancoSud, and Conseil scolaire du Nord-Ouest.

CARRIED (Y: 98.36% of Boards; Y: 99.34% of Students)

10.0 EMERGENT POSITION STATEMENTS ADDED TO THE ORDER PAPER BY PDAC OR FULL MEMBER BOARDS

10.1 Equitable Funding for Displaced Students, Refugee Students and Refugee Claimants (Edmonton Public School Board)

MOTION 15.0/SGM2023 (Substantive)

Moved by Edmonton Public School Board and **Seconded** by Lethbridge School Division

THAT, The Alberta School Board Association advocate to the Provincial government:

1. That all students who are identified as “refugee students”, “students claiming refugee status”, “Canada-Ukraine Authorization for Emergency Travel (CUAET) displaced students”, and “non-CUAET displaced students” have access to equitable funding based on their need and not on country of origin.
2. That students who are identified as “refugee students” receive the second count date and prorated funding equal to that of those defined as “CUAET displaced students” in addition to continuing to have access to five years of Refugee or English as an Additional Language funding.
3. That students who are identified as “students claiming refugee status” receive all funding equal to that of those defined as “refugee students”, and the second count date and prorated funding equal to that of those defined as “CUAET displaced students”.
4. That all students who are identified as “CUAET displaced students” be eligible for five years of funding equal to that of those defined as “refugee students”.
5. That students who are identified as “non-CUAET displaced students” receive all funding equal to that of those defined as “refugee students”, and the second count date and prorated funding equal to that of those defined as “CUAET displaced students”.

During the debate, Rocky View School Division submitted a Substitute Motion for consideration.

MOTION 16.0/SGM2023 - SUBSTITUTE MOTION (Substantive)

Moved by Rocky View School Division and **Seconded** by Golden Hills School Division

THAT, The Alberta School Boards Association holds the position that refugee students and displaced students, no matter their status or country of origin, are treated fairly and equitably in relation to the funding received by school boards.

The assembly debated both Motions 15.0 and 16.0.

MOTION 17.0/SGM2023 (Procedural)

Moved by Rocky View School Division and **Seconded** by Golden Hills School Division

THAT, The substitute motion to item 10.1 be adopted and become the main motion.

DEFEATED (Y: 44.3%)

MOTION 15.1/SGM2023 - AMENDMENT (Procedural)

Moved by Chinook’s Edge School Division and **Seconded** by Clearview Public Schools

THAT, The Alberta School Board Association advocate to the Provincial government:

1. That all students who are identified as “refugee students”, “students claiming refugee status”, “Canada-Ukraine Authorization for Emergency Travel (CUAET) displaced students”, and “non-CUAET displaced students” have access to equitable funding based on their need and not on country of origin.

2. That students who are identified as “refugee students” receive the second count date and prorated funding equal to that of those defined as “CUAET displaced students” in addition to continuing to have access to, **at a minimum**, five years of Refugee or English as an Additional Language funding.
3. That students who are identified as “students claiming refugee status” receive all funding equal to that of those defined as “refugee students”, and the second count date and prorated funding equal to that of those defined as “CUAET displaced students”.
4. That all students who are identified as “CUAET displaced students” be eligible for, **at a minimum, five** years of funding equal to that of those defined as “refugee students”.
5. That students who are identified as “non-CUAET displaced students” receive all funding equal to that of those defined as “refugee students”, and the second count date and prorated funding equal to that of those defined as “CUAET displaced students”.

CARRIED by unanimous consent (Y: 100%)

MOTION 15.2/SGM2023 - AS AMENDED (Substantive)

Moved by Edmonton Public School Board and **Seconded** by Lethbridge School Division

THAT, The Alberta School Board Association advocate to the Provincial government:

1. That all students who are identified as “refugee students”, “students claiming refugee status”, “Canada-Ukraine Authorization for Emergency Travel (CUAET) displaced students”, and “non-CUAET displaced students” have access to equitable funding based on their need and not on country of origin.
2. That students who are identified as “refugee students” receive the second count date and prorated funding equal to that of those defined as “CUAET displaced students” in addition to continuing to have access to, at a minimum, five years of Refugee or English as an Additional Language funding.
3. That students who are identified as “students claiming refugee status” receive all funding equal to that of those defined as “refugee students”, and the second count date and prorated funding equal to that of those defined as “CUAET displaced students”.
4. That all students who are identified as “CUAET displaced students” be eligible for, at a minimum five years of funding equal to that of those defined as “refugee students”.
5. That students who are identified as “non-CUAET displaced students” receive all funding equal to that of those defined as “refugee students”, and the second count date and prorated funding equal to that of those defined as “CUAET displaced students”.

CARRIED (Y: 98.33% of Boards; Y: 99.44% of Students)

10.2 - Per Student Per Subject Curriculum Implementation Funding (Black Gold School Division)

MOTION 18.0/SGM2023 (Substantive)

Moved by Black Gold School Division and **Seconded** by Evergreen Catholic Separate School Division
THAT, The Alberta School Boards Association advocates for the Government of Alberta to shift to per student per subject funding for Curriculum Implementation Resource funding based on actual student enrollments beginning in September 2023, and moving forward, for teaching and learning resources required to implement the new Curriculum, thereby ensuring equity of resource funding for all students and encouraging more optional implementation.

CARRIED (Y: 81.67% of Boards; Y: 91.18% of Students)

10.3 - Curriculum Advocacy (Zone 2/3)

MOTION 19.0/SGM2023 - (Substantive)

Moved by Zone 2/3

THAT, The Alberta School Boards Association advocate for the Government of Alberta to continue consultation and collaboration on curriculum implementation. Further, that the Government of Alberta advance curriculum implementation one grade at a time effective the 2023/24 school year.

MOTION 19.1/SGM2023 - AMENDMENT (Procedural)

Moved by Edmonton Public School Board and **Seconded** by Edmonton Catholic Separate School Division

THAT, The Alberta School Boards Association advocate for the Government of Alberta to continue meaningful consultation and collaboration **with stakeholders and school boards** on curriculum implementation **and on any further curriculum development**. Further, that the Government of Alberta advance curriculum implementation one grade at a time effective the 2023/24 school year.

CARRIED by unanimous consent (Y: 100%)

MOTION 19.2/SGM2023 – AS AMENDED(Substantive)

Moved by Zone 2/3 and **Seconded** by Greater St. Albert Roman Catholic Separate School Division;

THAT, The Alberta School Boards Association advocate for the Government of Alberta to continue meaningful consultation and collaboration with stakeholders and school boards on curriculum implementation and on any further curriculum development. Further, that the Government of Alberta advance curriculum implementation one grade at a time effective the 2023/24 school year.

CARRIED (Y: 81.36% of Boards; Y: 77.78% of Students)

11.0 EXTRAORDINARY POSITION STATEMENTS SPONSORED BY FULL MEMBER BOARDS

There were no extraordinary position statements sponsored by Full Member Boards.

12.0 ADJOURNMENT

The meeting was adjourned at 5:59 p.m. on June 5, 2023.

9.1 Access to New Funds for Fully Funded Full-time Kindergarten

Sponsored by Lethbridge School Division

Proposed Resolution

BE IT RESOLVED, That the assembly adopt the position that Alberta Education provide the opportunity for every school division to access new funds for fully funded, full-time (950 hours) Kindergarten to ensure students develop the important language, social, motor, literacy, and numeracy skills that create a foundation of success for future learning.

Related ASBA Position Statements

Current position statements can be found on the ASBA website here:

<https://www.asba.ab.ca/members/governance-and-bylaws/> (log in required)

Does this proposed resolution conflict with - or have any other impact on - existing ASBA position statements?

Yes

If yes, please list all affected ASBA position statements:

15.6. Kindergarten

Investment in early education is crucial to students reaching their full potential. The Alberta School Boards Association urges the province to mandate fully-funded half-time kindergarten programs to equalize their opportunity to reach their full potential.

Further, Alberta School Boards Association urges the province to make available fully-funded full-time kindergarten programming for children at-risk to equalize their opportunity to reach their full potential

Background

Lethbridge School Division piloted full-day, full-time kindergarten, in conjunction with the University of Lethbridge, at two of our elementary schools for the 2018/2019 and 2019/2020 school years.

Full-day kindergarten presented fewer transitions for students, for example, school to daycare to home, verses school to home. Feedback from teachers of the full-day, full-time kindergarten

program, indicated that their students were better prepared for grade one. Teachers shared that there was more time to do a greater variety of activities and support greater independence. Students had more opportunities for social development and learning. Access to supports like speech and language services, physical therapy, occupational therapy, and school family liaison services in a full-time setting helped the children to develop skills more readily.

The extra time given to these young students to practice important language and social skills, develop early literacy and numeracy skills through play, and develop a love of life-long learning was invaluable, and this was reflected in their later literacy and numeracy skill development.

Dr. Jose da Costa, Professor in the Faculty of Education at the University of Alberta, studied Edmonton kindergarten children who attended full-time kindergarten and noted that "(Some) children came into the kindergarten program at a huge disadvantage. By the end of the school year, the children who had been receiving full-day programming had narrowed the gap to the point that there were no differences between them and the other kids."

As far back as 2003, the Alberta Commission on Learning called for kindergarten to be available on a full-day basis. Not only disadvantaged kids benefit from full-day kindergarten says da Costa, and "in every instance I can think of that includes professional teachers and developmentally appropriate curriculum, the full-day students outperform the half-day students."

There is a growing demand for full-day kindergarten programs, which benefit children educationally, socially, and nutritionally, but also provide more consistency for working parents. Christine Elegante, a K-3 literacy specialist, advocates that full-day kindergarten provides a schedule congruent to that of working parents and older siblings, and helps children build a strong foundation of literacy and numeracy skills. Research demonstrates the many educational, social, and nutritional benefits of full-time, full-day kindergarten. Current research also shows that if students are not on track by the end of first grade, it is very difficult to catch them up, as opposed to the previous notion of third grade performance levels. Elegante has said, "Students need access to full-day Kindergarten because it doesn't matter if you're in a high socioeconomic area, you can still come into kindergarten without those prerequisite skills."

Lethbridge School Division is experiencing a significant decline in registration for Early Learning Programs, directly linked to changing childcare structures. Fully funding full-time Kindergarten restores the ability of parents to select learning opportunities that are best aligned with their child's needs, and family's goals or preferences regarding school and care before grade 1.

We see the opportunity for cost sharing through the coordination of funding with Ministry of Children's Services' recent investments in childcare. Given that families of kindergarten eligible children are the same families exploring their options in childcare, Alberta needs to explore and lead a coordinated financial strategy.

We ask that Alberta Education provide the opportunity for every school division to access new funds for fully funded full-time (950 hours) Kindergarten to ensure students have the best start on their educational journey. When children start out on their best foot, their education successes down the road are greater. The investment made in their future benefits the child, the family, and their wider community.

9.2 Recognition of Valid Teaching Certificates

Submitted by Zone Five
Prepared by Prairie Land Public School Division

Proposed Resolution

BE IT RESOLVED THAT, The assembly adopt the position that the Alberta School Boards Association support and advocate to the Minister of Education that individual Alberta school authorities be given the latitude to temporarily recognize the scope of practice as authorized by a valid teaching certificate from either an Alberta or other Canadian jurisdiction until such a time that an Interim Professional Certificate can be issued.

Related ASBA Position Statements

Current position statements can be found on the ASBA website here:

<https://www.asba.ab.ca/members/governance-and-bylaws/> (log in required)

Does this proposed resolution conflict with - or have any other impact on - existing ASBA position statements?

No

If yes, please list all affected ASBA position statements:

Background

The teacher certification process in Alberta at times can be cumbersome and inefficient when school authorities are trying to attract and secure professionals in a highly competitive market that is presently experiencing a shortage of teachers. Graduates from an Alberta Bachelor of Education program, in addition to teachers from other jurisdictions throughout Canada have a time consuming protocol that could become more efficient if school authorities had the ability to recognize valid teaching certificates from other provinces, and as a result, provide pre-certification letters (Letters of Authority) to their newly hired teachers.

Process for Alberta Graduates

To teach in Alberta, an individual must hold a valid Alberta teaching certificate. The first step of this requirement is for the individual to apply for an Interim Professional Certification (IPC) so Alberta Education can assess their educational and professional qualifications. If the requirements are met, the IPC allows an individual to teach anywhere within the province's K to 12 system and is valid for 3 years. When all the

requirements for Permanent Professional Certification (PPC) are met, the local school authority will recommend to Alberta Education that a permanent certificate is awarded.

New graduates (from an Alberta Bachelor of Education program) that have an employment offer are eligible for a 90-day temporary teaching authority if they adhere to the following steps;

1. Submit Interim Professional Certificate (IPC) application, including all required documentation, at least 8 weeks before the end of the degree program.
2. The Ministry will process the application for a pre-certification letter (Letter of Authority) in approximately 20 business days.
3. Secure an employment offer letter from the prospective school authority.
4. Provide the pre-certification letter and the offer letter from the employer to the Dean of their Education faculty and request a letter stating you have successfully completed your program.

With these 3 letters, a new Alberta graduate is authorized to teach for 90 days while Alberta Education's Teacher Certification Branch issues an Interim Professional Certificate.

Process for Canadian teachers outside of Alberta

Under the Canadian Free Trade Agreement (CFTA), teachers who hold a valid teaching certificate from another Canadian jurisdiction are eligible for certification in Alberta without requiring additional training or examination, with the exception of evidence of language proficiency (which still may be required).

Individuals must apply for Alberta teacher certification and will be eligible for either an Interim Professional Certificate or a Letter of Authority (LA) with the same scope of practice as authorized by their valid certificate from the other Canadian jurisdiction.

As part of their Interim Professional Certification (IPC) application, Alberta Education will assess their credentials first before they are allowed in the classroom (it is important to note that Alberta Education is the only body that can assess credentials for teaching authority in Alberta). These credentials must be submitted with an online application through the Teacher Workforce Information System (TWINS). Processing time for applications is based on the date the application was considered complete and is approximately 60 business days.

Conclusion

We believe that by giving school jurisdictions the ability and latitude to recognize valid teaching certificates outside of Alberta and subsequently, offer temporary Letters of Authority, they can fill vacant positions immediately while Alberta Education can assess the credentials of the individual.

9.3 Removal of the Reserve Cap

Sponsored by Elk Island Public Schools
Seconded by St. Albert Public Schools

Proposed Resolution

THAT, the Alberta School Board Association advocate for the Government of Alberta to remove the requirement of the maximum limit for operating reserves for school boards, thereby respecting school boards' local decision-making autonomy.

Background

A maximum limit of operating reserves was introduced on March 24, 2022 effective for the August 31, 2023 year-end. The maximum allowable reserve limit for each school jurisdiction is equivalent to the jurisdiction's System Administration percentage (range between 3.15 per cent to 4.95 per cent August 31, 2023 and 3.20 percent to 5 percent August 31, 2024). The operating reserve cap was introduced as it was felt school boards were accumulating excessive surplus in their operating reserves.

Operating reserves can:

- provide one-time funding for a school jurisdiction's priorities or emergent issues;
- support unanticipated cost increases;
- support mid-year funding decreases;
- allow school boards to save funds over a period of years to support a larger initiative that cannot be covered from one year's funding from Alberta Education; and
- allow school boards to accommodate and manage the continued uncertainty of post-pandemic supply chain issues.

School jurisdictions must maintain a fine balance between spending the dollars they are annually allocated on the students attending that same year, while still being fiscally prudent and ensuring that emergent items can continue to be dealt with.

There is also an understanding that projects can be delayed for reasons beyond school boards' control or that some costs could not be incurred within the budget cycle due to supply chain issues. Jurisdictions should not be punished for these factors by having to surrender reserve balances in excess of the reserve cap. Although there exists a process to request an exemption, it is onerous and time-consuming. In addition, if the exemption is not provided in a timely fashion or not approved, school boards are left scrambling to spend the dollars quickly, which might not be the most effective use of limited resources.

Historically, locally elected school boards have been responsible for the governance of education in those communities they serve. Trustees are elected by, and held accountable to, members of the public in their respective constituencies. They are best positioned to understand the unique needs of students and the challenges faced by schools in terms of delivering the most effective educational experience possible with the resources provided to them.

The implementation of operating reserve cap restricts the authority and autonomy of locally elected school boards. The cap was put in place for all school divisions, regardless of whether fiscal prudence and responsible financial management were clearly demonstrated in individual circumstances. While the balance of reserves has continued to climb, much of that was due to difficulties operating during the pandemic and supply chain issues. These funds will be needed by school boards going into 2023-24 and potentially 2024-25 as the impacts of inflation are not anticipated to come down for two years while the impact of interest rate increases comes to fruition. School boards, like every operation, are experiencing higher costs across the board for utilities, contractors, insurance, and other essential expenses.

School jurisdictions meet and make decisions in open meetings, ensuring the public and media have access into how taxpayer money is allocated or saved. Trustees are accountable to their constituents. We ask the Government of Alberta allow those same constituents to provide feedback and guide the boards' actions rather than the provincial government arbitrarily imposing these restrictions.

Next Steps:

Once the Board has provided feedback, Administration will make the necessary changes and this would likely need to come to a Board meeting, and another school board would need to be found as the seconder.

Attachments:

1. Email from the Minister of Education to Board Chairs dated March 24, 2022
2. Section J3 from the 2022/23 Fall Funding Manual

Attachment 1

From: [EDC Minister](#)
Subject: [EXTERNAL]:2022/23 Funding Manual for School Authorities
Date: Thursday, March 24, 2022 2:03:39 PM

**To: Board Chairs of Public, Separate, Francophone and Charter School Authorities
 Accredited Funded Independent (Private) School Authorities
 Early Childhood Services Operators
 Presidents of Stakeholder Associations**

ACFA (Association canadienne-française de l'Alberta)
 ACSTA (Alberta Catholic School Trustees' Association)
 AEFAA (Alberta Educational Facilities Administrators Association)
 AHA (Alberta Homeschooling Association)
 AHEA (Alberta Home Education Association)
 AISCA (Association of Independent Schools & Colleges in Alberta)
 ASBA (Alberta School Boards Association)
 ASBOA (Association of School Business Officials of Alberta)
 ASCA (Alberta School Councils' Association)
 ATA (Alberta Teachers' Association)
 CASS (College of Alberta School Superintendents)
 CCSSA (Council of Catholic Superintendents of Alberta)
 FPFPA (Fédération des parents francophones de l'Alberta)
 FCSFA (Fédération des conseils scolaires francophones de l'Alberta)
 HASAA (Homelearning Advocacy and Support Association of Alberta)
 PSBAA (Public School Boards' Association of Alberta)
 TAAPCS (The Association of Alberta Public Charter Schools)

Subject: 2022/23 Funding Manual for School Authorities

Colleagues,

Through Budget 2022, the government's commitment to funding the education of young Albertans remains strong as operating support to the ECS and kindergarten to grade 12 education system will increase by more than \$700 million over the next three years.

For the 2022/23 school year, school authorities will receive the same or more operational funding than in the 2021/22 school year. This provides predictable funding for authorities experiencing enrolment decline and more funding for growing school authorities. The funding framework includes increases to address the cost pressures and enrollment fluctuation due to the pandemic, overall inflation and acknowledges enrolment growth, to name a few.

The *Funding Manual for School Authorities* will be publicly available later today. You will note that it includes a calculation of maximum school board operating reserves for school jurisdictions.

As a reminder, in 2020 we signaled to the system that commencing with the 2022/23 school

year, a cap on the amount of operating reserves will be implemented as per the new Education funding model. Since that time board reserves have increased from \$363 million at the start of the pandemic to \$464 million as of this past August. An \$80 million increase from the previous year.

As a former school board chair I understand the role that reserves play in school jurisdictions planning. Now, as Minister of Education I have to balance that need with my responsibility to oversee taxpayer dollars.

That is why this year we will introduce a maximum limit for operating reserves for school jurisdictions, as outlined in the funding manual. I have heard the feedback of school boards over the last few years on this matter and I can now share that the maximum operating reserve percentage for each school jurisdiction will be equivalent to the jurisdiction's System Administration percentage (range between 3.15 per cent to 4.95 per cent). Given that every division has unique priorities, as Minister I will consider exceptions on a case by case basis following a written request from the Board of Trustees outlining criteria for the request per the funding manual. Boards will have to align their reserves to this percentage by August 2023.

I know this will be an adjustment for the system and that is why we have ensured a lengthy period of time for school jurisdictions to align to this policy. Your funding profile will be available on the Extranet today. The Deputy Minister of Education will be scheduling sessions shortly to review funding manual changes, including the new reserve policy.

Thank you for your ongoing support to the educational system in Alberta.

Sincerely,

Adriana LaGrange
Minister of Education

cc: Superintendents of Public, Separate, Francophone and Charter School Authorities
Secretary-Treasurers of Public, Separate, Francophone and Charter School Authorities
First Nations Education Directors
Executive Directors of Stakeholder Associations
Communications contacts at Public, Separate, Francophone and Charter School
Authorities

Classification: Protected A

J3 – Maximum Limits on Operating Reserves

NEW

School Jurisdictions

1. Operating reserves for the purpose of this section includes the sum of Unrestricted Surplus and Total Operating Reserve balances net of School Generated Funds and Asset Retirement Obligation (ARO) amortization.
2. The maximum operating reserve percentage for each **school jurisdiction** is equivalent to the jurisdiction's System Administration percentage (range between 3.15 per cent to 4.95 per cent).
3. The maximum operating reserve balance for the 2022/23 school year will be determined by multiplying the maximum operating reserve percentage by the Total Expenses as per the August 31, 2022 Audited Financial Statement (AFS).
 - No maximum operating reserve limit balance will be below \$100,000. If the calculation of the maximum operating reserve is less than \$100,000 then the maximum operating reserve will be \$100,000.
4. Any operating reserve balance in excess of the operating reserve maximum will be recovered by Alberta Education through an equivalent reduction from the remaining scheduled payments for the remainder of the 2023/24 school year.
 - Alberta Education will provide notification of the excess reserve balances and the planned payment reductions in December, upon receipt of the Audited Financial Statements on November 30, 2023.
5. **School jurisdictions** will be required to maintain a minimum 1 per cent operating reserve balance.
6. **School jurisdictions** are required to obtain Ministerial approval prior to utilizing operating reserves or transferring to capital reserves as per the *Education Act*.
7. The Minister may authorize an exemption to the maximum, based on one or more of the following criteria;
 - Clear demonstration of a short term requirement to utilize the reserves.
 - One time project that requires an accumulation of reserves e.g. new technology system, supplement to a capital project, purchase of fleet vehicles including school buses.
 - Project is required for the safety of students
 - Project has been preapproved by the Minister including the accumulation of reserve funding
 - Written request from the Board of Trustees identifying the applicable criteria to support the request.

9.4 Revision to Capital Planning Process

Sponsored by Edmonton Public School Board

Seconded by Evergreen Catholic School Division

Proposed Resolution

BE IT RESOLVED, That the ASBA advocate to the Provincial government for school boards to submit a disaggregated Three-Year Capital Plan, with one list for modernization/replacements and one for new construction projects.

Background

The province requires school division's Three-Year Capital Plan to be approved by its Board of Trustees and submitted to Alberta Education by April 1 annually. Only one aggregated list of project priorities, combining new construction with modernization/replacement priorities, can be submitted to the province.

Alberta Education reviews and prioritizes a division's school capital projects among all school divisions in the province, in accordance with their criteria as listed in the [Government of Alberta School Capital Manual – Chapter 2](#): building condition, community renewal, declining demographics, enrolment pressures, education functionality and programming, health and safety, legal requirements. Their review will also include any additional information, such as regional plans or partnership opportunities.

The requirement to blend new construction priorities with modernization/replacement priorities in a single aggregated list diminishes the need inherent in both categories. New builds and modernizations are different projects and should be treated accordingly. Divisions should be given an opportunity to prioritize their list of modernizations or updates along with a list detailing where new schools are required. Given the complex nature of school construction and modernizations, separate lists would allow divisions the opportunity to highlight their top priorities in each category. Furthermore, two separate lists would mean different criteria from the government in terms of what would qualify as a modernization versus a new build.

Differentiating between modernizations and new builds will allow school divisions to create more robust lists that truly show their infrastructure needs. For example, the mounting deferred maintenance costs in many school divisions mean that dollars to support modernization projects are critical in ensuring older buildings are safe and well maintained.

Furthermore, divisions that have a number of modernization and new build priorities are forced to prioritize building a new school to accommodate growth against renovating another school due to health or accessibility issues. In growing school divisions, the current practice of an amalgamated list pits new communities who are experiencing rapid enrollment growth against mature areas of the city

that require significant upgrades to schools. This competition goes against the planning principles of many school divisions that aim to provide equitable access to modern, high quality learning environments regardless of where students live.

This proposed position statement was withdrawn from the FGM of 2022 by EPSB recognizing further conversation was required before proceeding. Attached are the current position statements that address capital projects. Both reference funding and are silent on the way in which school divisions request funding for infrastructure projects.

Recommendation

Edmonton Public Schools is recommending that a position statement on capital planning be presented for consideration at the ASBA FGM 2023.

Attachments:

1. Positions Statement Manual – 9. Facilities

9. FACILITIES

9.1. Funding model

The provincial government should provide funding for capital projects based upon a funding model which gives school boards annual, sustained funding for capital projects required to meet the needs of a growing and/or changing population as well as aging education infrastructure.

The Government of Alberta should enable school boards to access an amount of the local education tax equivalent to 2% of the replacement value of its facilities for the purpose of the preservation and maintenance of current facilities.

9.2. Capital funding

The provincial government should provide increased capital funding.

Adequate funding for new and replacement schools, modernization and other capital projects should be provided in order to eliminate the infrastructure deficit affecting all school boards. Funding that will completely support all start-up costs incurred when opening new schools, modernizations, and modulars should be provided to school boards.

In Edmonton and Calgary, there are large subdivisions which do not have a school. The provincial government should provide sufficient funding to metro boards and other rapidly growing jurisdictions for the infrastructure needs of new communities and the educational, social, economic, recreational, and cultural value of having new schools in the developing areas should be recognized and financially supported.

The provincial government should increase funding rates for **new** school construction that address inflation and reflect **current** market conditions.

9.5 Review of Diploma Exams

Submitted by: Zone 5

Prepared/Sponsored by: Rocky View Schools

Proposed Resolution

WHEREAS the priority of Alberta’s education system is the success of every student;

WHEREAS Alberta school boards are responsible for providing assurance to their local stakeholders that students are successful; and

WHEREAS Alberta’s education system supports accountability, transparency, and continuous improvement;

THEREFORE, BE IT RESOLVED, that the assembly adopt the position that the Ministry of Education review the practice of administering provincial high school diploma examinations to ensure the efficacy of this tool as an indicator of both system and student success.

Background

In Alberta, Grade 12 students write Diploma Exams in Biology 30, Chemistry 30, English Language Arts 30–1, English Language Arts 30–2, Français 30–1, French Language Arts 30–1, Mathematics 30–1, Mathematics 30–2, Physics 30, Science 30, Social Studies 30–1 and Social Studies 30–2.

In order to graduate with an Alberta High School Diploma students must write a minimum of 2 diploma exams – ELA 30-1 or 30-2, and Social 30-1 or 30-2. In a typical year, these diploma exams are weighted at 30% of a student’s final mark.

For the last few years, the Alberta Government has adjusted the administration and weighting of Grade 12 diploma exams in response to the COVID-19 pandemic:

2019/2020	Cancelled diploma exams for the second half of the school year
2020/2021	Made diploma exams optional
2021/2022	Optional for first half and weighting at 10% for second half of the year
2022/2023	Reduced weighting to 20%

The weighting of diploma exams will return to 30% effective Sep 1, 2023.

To provide assurance to stakeholders that the K-12 education system is working and that students are successful, the tools being used across the province to measure both system and student success must be supported by best practices and in the best interest of all students.

Many jurisdictions in Canada do not have Grade 12 final student grades weighted at a certain percentage on a set of standardized assessments. Other provinces assess proficiency and provide



BOARD CHAIR HIGHLIGHTS

October 27, 2023

Statement from Northland School Division: National Day for Truth and Reconciliation



Together, with our communities, Northland School Division would like to honour survivors of residential schools on Canada’s National Day for Truth & Reconciliation.

Board Chair Cathy Wanyandie acknowledges National Truth and Reconciliation Day’s significance. “As an Indigenous woman, this day holds immense significance for our people as it honours the truth of our history, and acknowledges the pain experienced through colonization. This is an opportunity to amplify Indigenous voices, promote understanding, and foster meaningful change.

Together, we can build a future that respects and upholds the rights and dignity of Canada's first people.”

Also known as Orange Shirt Day, this event is inspired by Survivor Phyllis Webstad, who shared her experience in residential school. Her story, like those of many First Nations, Metis, and Inuit across Canada, reflects what true resilience is.

Tanya Fayant, Vice-Chair, explains, “Our schools are the heart of many communities. At Northland, we not only aspire to have a place where every child wants to come to school but to have learning environments where every child is honoured and loved and has space to grow and thrive. We will never forget that every child matters.”

Superintendent Shelley Willier understands and lives the impact of residential schools. Her dad, and his parents, her Kohkom and Moosom, survived mission schools. Others did not. “Canada’s legacy of residential schools is tragic. For those children missing, for those children who never survived, and for the families that were left behind, my heart breaks.”

Board Chair Wanyandie at Susa Creek School to assist with Thanksgiving breakfast

Earlier in October, Susa Creek School hosted a Thanksgiving breakfast. Thank you Board Chair Cathy Wanyandie for helping to make breakfast for students and their families!



MLA for Lesser Slave Lake visits Calling Lake School



The newly elected Member of the Legislative Assembly (MLA) for Lesser Slave Lake, Scott Sinclair, recently paid a visit to Calling Lake School. This visit presented Mr. Sinclair with various opportunities, including:

- Meeting with the Board of Trustees. Ward 8 Trustee (Calling Lake) Wally Rude represented the Board during the visit.
- Engaging with Calling Lake School staff and members of Northland School Division's senior administration.
- Touring Calling Lake School to gain insight into its facilities and infrastructure.
- Visiting high school classes to learn about Career and Technology Studies Days. Mr. Sinclair observed students learning how to code and create a video game.

- Meeting with the grade 6 social studies class to discuss his role as MLA. Mr. Sinclair explained that his role is to listen to ideas/concerns from residents and advocate on their behalf while sitting at the Legislative Assembly.
- Exploring the newly constructed outdoor cultural space outside the school.

The Board extends its sincere gratitude to Mr. Sinclair for taking the time to visit Calling Lake School and looks forward to future opportunities for engagement and collaboration.

Corporate Board Expense Summary			
As of August 31, 2023			
EXPENSES	BUDGET	YTD	REMAINING
Trustee Remuneration	130,250.00	195,806.25	(65,556.25)
Trustee Benefits	40,000.00	48,831.62	(8,831.62)
In Service Board of Trustees - PD	6,000.00	44,131.14	(38,131.14)
Legal Fees	50,000.00		50,000.00
Professional Services		43,847.98	(43,847.98)
Advertising	1,700.00	3,708.10	(2,008.10)
Membership Fees (ASBA/PSBAA)	33,000.00	30,064.75	2,935.25
Office Supplies	2,000.00	6,248.28	(4,248.28)
Printing & Binding	2,700.00		2,700.00
Postage	600.00		600.00
Travel and Subsistence	125,250.00	243,992.63	(118,742.63)
Ward 1		26,961.49	
Ward 2		52,941.09	
Ward 3		20,603.18	
Ward 4		13,470.45	
Ward 5		11,760.97	
Ward 6		18,443.16	
Ward 7		21,832.40	
Ward 8		4,222.99	
Ward 9		23,032.99	
Liability Insurance	250.00	12.43	237.57
Telephone	6,000.00	5,516.49	483.51
Awards	35,000.00	67,718.42	(32,718.42)
Furniture and Equipment	10,000.00		10,000.00
Visa Purchases/Other	91,000.00		91,000.00
Elections	20,000.00	9,836.41	10,163.59
TOTAL	553,750.00	699,714.50	(145,964.50)

Corporate Board Expense Summary			
As of August 31, 2024			
EXPENSES	BUDGET	YTD	REMAINING
Trustee Remuneration	130,250.00	18,112.50	112,137.50
Trustee Benefits	40,000.00	4,154.25	35,845.75
In Service Board of Trustees - PD	6,000.00	0.00	6,000.00
Legal Fees	50,000.00		50,000.00
Professional Services		11,133.84	(11,133.84)
Advertising	1,700.00		1,700.00
Membership Fees (ASBA/PSBAA)	33,000.00	0.00	33,000.00
Office Supplies	2,000.00	38.46	1,961.54
Printing & Binding	2,700.00		2,700.00
Postage	600.00		600.00
Travel and Subsistence	125,250.00	7,462.28	117,787.72
Ward 1		1,222.21	
Ward 2		2,627.88	
Ward 3		423.81	
Ward 4		647.43	
Ward 5		565.14	
Ward 6		481.29	
Ward 7		487.20	
Ward 8		322.67	
Ward 9		684.65	
Liability Insurance	250.00	0.00	250.00
Telephone	6,000.00	0.00	6,000.00
Awards	35,000.00	0.00	35,000.00
Furniture and Equipment	10,000.00		10,000.00
Visa Purchases/Other	91,000.00		91,000.00
Elections	20,000.00	0.00	20,000.00
TOTAL	553,750.00	40,901.33	512,848.67

October 3, 2023

Dear Member Boards of the Alberta School Boards Association,

With the unanimous support of the Rocky View Schools Board of Trustees, we are delighted to announce that Shali Baziuk is seeking a second term as Vice President of Alberta School Boards Association (ASBA). It is our esteemed honour to nominate her for this vital role in our Association.

Shali's dedication to trusteeship and her steadfast commitment to the important role of school boards in our province has served our Association well over the last two years. She believes that elevating the voice of locally elected trustees and creating the conditions for success for local school boards is the most important role of ASBA, along with educating the public on what trusteeship is, and is not.

Throughout her term as Vice President, Shali has provided guidance and leadership at the Board of Directors table and at the Zone level, and as Chair of various committees and task forces, Shali has been instrumental in advancing work on policy development, advocacy, engagement with Zones, bylaw review and much more. In Shali's own words, *"the work is demanding and rewarding in equal measure"*.

As Chair of the advocacy committee, Shali took the advocacy strategy created by the Board of Directors and along with the hard work of committee members, helped raise the standing of ASBA in the province and highlight the important work of trustees and locally elected school boards. Over this past year, the work focused on provincial election advocacy and building relationships with leadership candidates who would ultimately make up cabinet and the Premier's office. Through the work of the Advocacy Committee, ASBA is now well placed to be a strong voice for education in Alberta, and Shali is committed to continuing to build relationships with government and decision-makers to influence positive change.

As demonstrated while chairing the business sessions of the assembly, Shali is committed to upholding the voice and direction of member boards as expressed through bylaws and policies, even when upholding them is uncomfortable. We have all been witness to her poise under pressure highlighting the professionalism and competence she brings to the role of Vice President.

Shali makes the work of the Vice President look easy, but we all know it is not. Her experience in the role of Vice President will continue to serve the Association and member boards well over the next two years as she continues to work with our Board of Directors and the ASBA team to advance the mission of ASBA *"to promote and serve member boards in advancing student success"*.

Re-elect Shali for VP to ensure this important work continues.

Sincerely,



Fiona Gilbert
Board Chair

October 3, 2023

Dear Members of the Alberta School Boards Association,

As we get ready for the business of the Alberta School Boards Association's Fall General Meeting, the Board of Trustees for the Parkland School Division (Board) would like to inform you that we are putting forward the nomination for Dr. Lorraine Stewart to serve as Vice-President of the Alberta School Boards Association (ASBA).

Lorraine lives, works and plays in the lands we call Parkland County on Treaty 6 Territory. She is in her second term on the Board and has been strong in her leadership roles, serving as Board Chair for five years. She has a clear understanding of the differences between Governance and Operations, sharing this knowledge so as the governors on the Board, we can fulfill our roles accordingly.

Our Board is confident that Lorraine will be effective in fulfilling the roles required of the Vice-President with ASBA as outlined in [Board Governance Policy, 2021](#) and the [ASBA Bylaws, September 2023](#). We offer the following points in support of Lorraine's ability to fulfill the Vice-President role, in a competent and capable manner.

Assist the President in providing leadership to the Alberta School Boards Association and Board of Directors as Vice-President.

Lorraine has provided strong leadership throughout her career in education and her work in the community by demonstrating integrity and compassion. Her work as an educator at all levels from Education Assistant to Consultant in Early Childhood Services through Post Secondary provided her the opportunity to listen, to learn and to lead. Lorraine's twelve-year position in Senior Management roles with Alberta Education, (Executive Director role for the program areas of Special Education; Inclusive Education; Appeals and Reviews; Cross-Ministry Services; and Early Learning) enhanced her competence in oversight and leadership. Her responsibilities related to legislation, policy and funding broadened a wide provincial and national perspective of education. Lorraine has a clear understanding of how government functions and would seek to advance the relationships that exist between ASBA and government.

Lorraine's international work over a three-year period in South Africa supporting the implementation of White Paper 6 on Inclusive Education helped shape her ability to understand perspectives; view without judgment and confront her biases. Lorraine tells stories of how this experience helped enhance her appreciation of the value of local context and culture, reminding her that the Albertan or Canadian way is only one lens for viewing education and the world.

The trustees are confident that Lorraine's past experience and current leadership skills will easily translate into the responsibilities required for her role as Vice-President with ASBA. Her work as a psychologist with the College of Alberta Psychologists provides her with knowledge, skills and abilities to understand the theories of leadership and put these into practice.

Be accountable to the Board of Directors and to Full Member Boards.

Lorraine understands that legislation, policy, the strategic plan, procedures and practices are the foundational elements in the work of our Board. She continually demonstrates accountability to our education community using the [PSD Three Year Education Plan](#), specifically Governance Outcomes 9-13, as a tool to demonstrate assurance to the division and our public. Lorraine ensures that the Board is attending to these outcomes, and she is committed to reporting on progress towards them throughout the year.

Lorraine respectfully challenges the Board with questions such as, ‘how is this governance?’ and ‘what is our required advocacy?’. The Board’s annual Advocacy Plan is monitored for growth and progress under her oversight.

Lorraine is well-respected in PSD and in our community, and the public has trust in her leadership abilities. Relationships are important to her as she builds trust by listening to others’ views while being mindful of their lived experiences.

The trustees are confident that Lorraine’s strategic thinking, thoughtful actions and relationship building will be demonstrated in her role as Vice-President with ASBA.

Preside at standing committee meetings of the Board of Directors as designated in the Board Governance Policies

Lorraine demonstrates competence in chairing Board meetings, respectfully facilitating conversations without losing track of the agenda. She is well-prepared and organized for each meeting, ensuring that material required is sent in a timely manner. Lorraine is articulate in writing and speaking. At our PSD Opening Day, her messages have been well-received by 1300 staff members who appreciate her delivery of encouraging and respectful words as they start the school year.

Lorraine does not shy away from difficult conversations or situations. She tactfully addresses issues as she honors, respects, and seeks to understand all perspectives.

Lorraine has served on many educational organizations and committees. She has been a Board representative at ASBA Zone 2/3; an ASBA representative at the Teacher Salary Qualifications Board; and a member of the Position Statement Advisory Committee. She has recently held the position of Second Director for the Public School Boards’ Association and represents the PSD Board on numerous committees.

As a courageous and thoughtful decision-maker, Lorraine considers past history, current data and present context and anticipating future trends. Fueled by her compassion and conviction, we believe Lorraine will respectfully and reflectively contribute to support 61 member boards of the Alberta School Boards Association.

Take the place of the President in the event of the President’s absence or inability to preside.

Lorraine’s background and lived experiences have been a great asset for our Board, and we believe that understanding education at a provincial, national and international level will allow her to serve the ASBA with efficacy in any role that is required.

Lorraine plays an integral role within the Parkland School Division. She serves the greater community on many levels, such as, connecting with the Greater Parkland Regional Chamber of Commerce; actively sitting on the Executive of the Stony Plain Rotary Club; serving as the treasurer of the Stony Plain, Spruce Grove and area Victim Services Unit and supporting clients and staff as a member on the Client Rights Committee with Rehoboth. Beyond our local community, Lorraine serves the College of Alberta Psychologists as a member of Review and Appeal Panels who hear complaints against psychologists and on the National United Church of Canada Committee who hear complaints against ministry personnel. Applying the principles of natural justice and procedural fairness are key elements to this work.

Lorraine's demonstrated relationship-building skills, integrity, compassion and desire to serve others in community will be traits that will help ensure that she is working to *'promote and serve member boards in supporting student success'*.

Lorraine is approachable! We encourage you to contact Lorraine at 780-886-2472 or lorraine.stewart@psd.ca if you have questions or would like to chat.

Sincerely,

Aileen Wagner
Board Vice-Chair


Board of Trustees

1221 – 8 Street SW Calgary, AB T2R 0L4 | t | 403-817-7933 | www.cbe.ab.ca

www.cbe.ab.ca

Board Chair
Laura Hack Wards 3 & 4

Vice-Chair
Charlene May Wards 12 & 14

Trustees
Dana Downey Wards 1 & 2

Marilyn Dennis Wards 5 & 10

Patricia Bolger Wards 6 & 7

Susan Vukadinovic Wards 8 & 9

Nancy Close Wards 11 & 13

September 22, 2023

Dear Colleagues,

The Board of Trustees for the Calgary Board of Education (CBE) is excited, proud, and honoured to offer our full endorsement and wholehearted recommendation for Marilyn Dennis to continue as President of the Alberta School Boards Association (ASBA) for a second and final term of office.

We have witnessed first-hand the dedication, energy, and integrity that Marilyn has brought to the important role of ASBA President. She is an experienced, respected, and trusted voice for ASBA and all locally elected boards in Alberta. Marilyn's skill as a courageous and collaborative leader and her ability to build meaningful and respectful relationships across our province at all elected orders of government has positioned ASBA to be part of decisions that affect school boards and students. Thanks to Marilyn's leadership, ASBA has been well positioned to offer input on curriculum changes and implementation, the funding model, changes to transportation funding, career pathways, and the need for additional mental health supports for schools.

Of particular note, Marilyn's interviews with the leaders of our provincial parties during the recent election were polished, professional, informative and effectively established ASBA's role in representing school board perspectives and priorities. We have also appreciated her strong provincial voice at the national table of the Canadian School Boards Association. From our point of view, she has done a remarkable job representing the knowledge, detailed successes and challenges of metro, urban and rural, public, separate and Francophone school boards across our province. This is not an easy task, but we believe Marilyn's success is rooted in her deeply held commitment to be a servant leader.

Through listening and learning from each of ASBA's member boards, she has built a solid foundation for the role ASBA can and should be playing in how public education is defined in Alberta. She has helped lead conversations that will position the Association to advocate and effectively work with the government to achieve member priorities well into the future. By directly connecting zones and members to the work of ASBA, through support of professional development at both the zone and the full membership level, and through her participation in the recent successful University of Calgary governance course, her passion and support for excellence in governance is exemplary and highlights her support for empowering member boards to learn together. Marilyn also led the Association through a thorough and much needed review of the Association's bylaws. These were difficult conversations, at times, but Marilyn's ability to listen, learn and do what is in the best interest of school boards and the Association helped bring forward important changes

for ASBA. We have no doubt she will continue to bring her strong governance skills and passion for public education to this role.

Marilyn is approachable and will always welcome a conversation, discussion, and a debate in support of the importance of local decision-making. She deeply values the importance of locally elected school boards and will continue to fight to ensure that our voices are heard. We are encouraging Marilyn to once again step forward and serve all of Alberta's locally elected school boards. We know the work over the next two years will be challenging and we also know that Marilyn is up for this task to help students and school boards across the province. Her proven leadership, detailed knowledge of the issues and collaborative working style will benefit us all. We ask that you continue to support Marilyn Dennis as President of ASBA.

Should you have any questions, Marilyn would be happy to connect with you. Please reach out to her at madennis@cbe.ab.ca or 403-613-2534.

Sincerely,

A handwritten signature in blue ink that reads "Laura Hack". The signature is written in a cursive, flowing style.

Laura Hack, Chair
Board of Trustees

October 11, 2023

Dear Member Boards of the Alberta School Boards Association,

The Board of Trustees of Elk Island Public Schools (EIPS) is honored to offer our endorsement and recommendation for Trina Boymook, for the position of President of the Alberta School Boards Association (ASBA). Trina has been an active and steadfast member of the association for 10 years and her commitment to advancing the mission and vision of ASBA is truly exemplary.

Trina exhibits strong leadership qualities, dedication and a strong passion for advocating for public education at both the local and provincial levels. Her numerous contributions to EIPS and ASBA make her a prime candidate for the role of President. Below, are just a few of the highlights of Trina's accomplishments:

Proven Leadership: Trina served as EIPS Board Chair for 10 years. She was the Chair of the Negotiating Committee for 3 rounds of bargaining. She led 2 Superintendent searches and negotiated the terms of 4 Superintendent contracts. Trina represents EIPS on the Teachers' Employer Bargaining Association (TEBA) and has served on the TEBA Board of Directors for 3 years.

Trina served as ASBA Zone 2/3 Director and ASBA Vice-President for 3.5 years. As Vice-President, Trina chaired 9 ASBA General Meetings. While on the Policy Development Advisory Committee (PDAC), Trina led a review and reformatting of the position statement manual. She oversaw the development of the ASBA advocacy plan that included a provincial election, development of the Curriculum Recommendation Report and the 2021 trustee election campaign. She was involved in the monitoring and audit of the ASBA budget. She chaired the ASBA AD Hoc committee on Board Chair Supports and the 2020 CSBA Congress planning committee.

Trina is well versed in the governance and operations of ASBA. Accountability to the member boards in ASBA will be paramount. She will ensure that the association provides solid value for its member boards.

Advocacy for Education: Trina's unwavering commitment to promoting quality education in EIPS is evident in her tireless efforts to lobby for increased funding, improved resources and infrastructure and equitable opportunities for all students. Intentional in her approach to the networking aspect of advocacy, Trina believes that ASBA will be most effective through the unity of purpose and effective communication. She will establish strong, respectful working relationships with the Minister of Education and other Ministers whose portfolios connect to student learning. She will develop an informed approach to engage with designated critics of the official opposition.

Community Engagement: Trina has a track record of active engagement with the community and works collaboratively with parents, guardians and stakeholders to address their concerns and needs. For 10 years, Trina has represented and served the constituents of Sherwood Park. As Board Chair, she listened to the community members and their varied perspectives on issues related to student learning and the pandemic. This was no easy feat. She handled this with strength, confidence and courage.

Strategic Vision: Trina has a clear and well-articulated vision for the future of ASBA, with innovative ideas to enhance the association's impact and effectiveness. She blends her visionary outlook with a strategic assessment of each situation. She will build connections to encourage member boards to support each other's work plans and strategic plans.

Communication Skills: Trina is an effective communicator, which is vital for representing the association in interactions with external stakeholders, including municipal and provincial elected officials and their staffs as well as other education-related organizations. She is transparent in her communication with trustees, elected officials and ASBA staff. She values regular, planned communication regarding the practices of the ASBA Executive and Board of Directors and the achievement of the priorities and goals outlined in the Strategic Plan 2023-26.

Commitment to Diversity and Inclusion: Trina has consistently promoted diversity and inclusion within EIPS and will continue to ensure that all students and staff have a welcoming, caring, respectful and safe learning and working environment.

Collaboration: Trina has the commitment and expertise to work together with the 61 member boards as well as the ASBA Board of Directors and the ASBA staff. She has a firm understanding of the political and economic landscape which brings about meaningful conversations with all elected officials. As ASBA Vice-President, Trina listened to the concerns of the Member Boards in order to develop the priorities for the association. She will provide a wide range of supports for member boards to ensure that they are able to fulfill their priorities and goals. For 10 years, Trina has represented stakeholders on both urban and rural issues, established relationships with community leaders and elected officials at all levels, and collaborated with other Board Chairs to understand the issues facing education and to collaborate on solutions.

We are confident that Trina will bring energy, vision and dedication to the position of President of ASBA. We believe that her leadership will champion the association as it continues to thrive and make positive impact on the provincial educational community. With Trina as President, we believe that the ASBA Strategic Plan 2023-26 will be realized and the association will strengthen the embrace of their vision statement:

“Empower exceptional governance in public, separate and francophone school boards”.

Trina enjoys meeting with people and welcomes conversations and discussions. Should you have any questions, please contact Trina at trina.boymook@eips.ca or 780-920-3309 (cell).

Elk Island Public School Board trustees nominate Trina Boymook for the position of President of the Alberta School Boards Association.

Sincerely,



Cathy Allen
Chair – Elk Island Public Schools Board of Trustees

CA:ca

Superintendent's Highlights

October 27, 2023

Northland educator honoured by Métis Settlements General Council



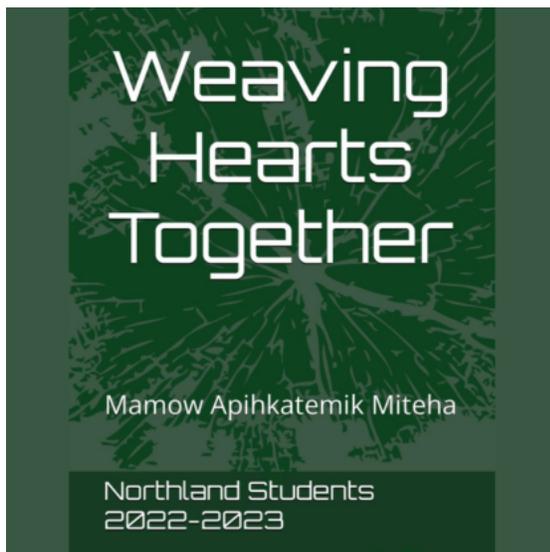
Northland School Division proudly congratulates Lorraine Ridsdale from Paddle Prairie School!

On September 21st, Lorraine was honoured by the Métis Settlements General Council (MSGC) for her outstanding contributions and achievements in education.

"On behalf of the Board of Trustees, I extend my heartfelt congratulations to Lorraine for her remarkable achievements and the well-deserved recognition she has received from the Métis Settlements General Council," said Cathy Wanyandie, Board Chair. "Her journey is an inspiration to us all."

"Lorraine's remarkable achievement is a testament to her dedication to education," said Shelley Willier, Superintendent of Schools/CEO. "Her passion for teaching and her outstanding contributions have positively impacted many Northland students. Congratulations Lorraine!"

A third book written by Northland School Division students is now available on Amazon



A third book written by Northland School Division students is now available on Amazon! The published book was made possible with funding from our friends at Cenovus Energy. The book titled Weaving Hearts Together can be best described as a labour of love and connection.

Similar to Finding Fire Within by Reconnecting with the Land, Elders, Knowledge Keepers and community members opened their hearts to the students by sharing stories. After listening to the Elders, Knowledge Keepers and community members, students wrote and illustrated pictures to bring the stories to life. This



Superintendent's Highlights

October 27, 2023

connected people, deepened cultural roots, and helped to weave their hearts together.

To purchase a copy of Weaving Hearts Together, visit click on the website link

<https://tinyurl.com/srernz3h>.

Other published books written and illustrated by Northland School Division students:

- Finding Fire Within: by Reconnecting with the Land:
<https://www.nsd61.ca/about-us/division-news/post/a-book-written-by-northland-students-is-available-on-amazon>
- Kayas Ayamikamik Acimowina: Old Stories of the Mission:
<https://www.amazon.ca/Kayas-Ayamikamik-Acimowina-Stories-Mission>

Truth and Reconciliation Week Highlights



In recognition and commitment to calls of action to address reconciliation in Alberta, Northland schools participated in Truth and Reconciliation Week activities. This included students and staff wearing Orange. Orange Shirt Day began in British Columbia in 2013 when a residential school survivor, Phyllis Webstad, shared her story of having her shiny new orange shirt taken away on her first day at a residential school. Since then, Orange Shirt Day has become an opportunity for First

Nations, Métis, and Inuit governments, schools, and communities to come together in the spirit of reconciliation. Visit our website to view Truth and Reconciliation Week activities:

<https://www.nsd61.ca/about-us/division-news/post/truth-and-reconciliation-week-highlights>.



Superintendent’s Highlights

October 27, 2023

High school dual credit field trip



On October 10, 2023, Northland high school students taking one of our dual credit courses this semester had the opportunity to travel to Edmonton to visit MacEwan University, King’s University and the Alberta divisional headquarters of the RCMP. In the first semester, students in NSD have the opportunity to take one of these 3 courses:

1. Policing in Canada: MacEwan University
2. Child and Adolescent Development: MacEwan University
3. Marketing Principles: Olds College



By enrolling in any of these courses, students not only earn high school credits but also have the chance to build up post-secondary level credits. The objectives of this educational trip to Edmonton for our students were as follows:

- To meet the students from the other schools that are taking the same courses.
- To meet the instructors of the courses in person at MacEwan University.
- Learn more about the expectations of the course and ask questions in person.
- Touring of post-secondary campuses.
- Learn more about careers with the Royal Canadian Mounted Police.



Superintendent's Highlights

October 27, 2023

Exciting science-related opportunities for NSD students with TELUS World of Science-Edmonton



Kindergarten students at Anzac School - Bill Woodward School had a blast with TELUS World of Science - Edmonton recently. The students learned about how animals keep warm in the cold and then made some ice cream with liquid nitrogen!

This experience is supported by an agreement signed between Northland School Division and TELUS World of Science - Edmonton. Since the beginning of our relationship with TELUS World of Science - Edmonton, NSD teachers have been able to learn innovative ways to deliver science-related topics into the classroom environment. In addition, the Science in Motion team organizes science-themed events exclusively for NSD!

NSD students having a blast learning about robotics!



Grade 4-6 students at Hillview School participated in a robotics activity recently. Students built simple circuits using a breadboard, pin-to-pin wires, a resistor, an LED light, and a battery. The next step for students is learning how to connect more things to the circuits and starting to explore basic coding. This specific learning experience is supported by a partnership between Northland School Division and [MindFuel](#). Mind-Fuel is giving teachers the knowledge and tools to help students build microcontrollers and robots.



Associate Superintendent Report

October 27, 2023

Supporting Principals

September saw visits to a number of schools across the division. We have met with principals to listen and learn about each school's unique needs engaging students and families in the early days of this school year. To date, some emerging themes from these visits include:

- Helping principals focus on instructional leadership by being deliberate about classroom visits focused on identifiers of quality learning,
- Helping principals organize the demands they face so they are able to provide a majority of their leadership time to being present and supporting quality instruction in all classrooms,
- Focusing on completing key documentation ensuring that student needs (as determined by attendance rates and presenting behaviors) are properly documented. These records support the correct application of a continuum of supports and services so students can succeed in school.

School Councils

During the month of September, a number of school councils established and principal advisory councils working to share community voices with our school leaders. Some themes that have emerged at those tables include:

- The roles of school councils and who will take on key roles,
- The calendar of events each school has upcoming (and how principals can best communicate with community members about them),
- Ideas about inviting Elder and young adult representatives to sit on councils, and
- Ideas around including Elders and community members in traditional language learning in Northland classrooms.

Community Engagement



Learning Disruption Support

To assess the level of post-COVID learning disruption, the Pedagogical Supervisor team has supported Grade 2 and 3 students to complete the Castles and Coltheart 3 (CC3), the English Letter Name-Sound (LeNS), and Numeracy assessments. In addition, the team is testing this year's Grade 4 and 5 students at the request of Alberta Education to measure the impact of the learning interventions over the last 2 years. These assessments will be completed by the end of the month.

Facilities Report

Board Presentation
October 27, 2023



Overview

1. Serves and supports all Division sites

- 17 active schools plus Career Pathways
- two inactive schools (Fort McKay and Dr. Mary Jackson)
- central office (Peace River)
- one maintenance shop in Wabasca. Peace River and Lac La Biche shops vacated
- various school outbuildings and CTS Trailers



Overview - cont'd

2. Service and workload management

- Maintenance care - ticket system for prioritizing and tracking

School Year	Tickets Completed	Annual change
2022-2023	1,143	(0.9%)
2021-2022	1,153	4.6%
2020-2021	1,102	n.a.



Overview - cont'd

3. Staff Profile (budget)

- Manager
- Maintenance Support
- Maintenance staff (see table)
- Custodians (35)
- One custodian contract

Job Description	Area 1	Area 2	Area 3	Total
carpenter	1	1		2
electrician	1			1
maintenance		1		1
plumber/gasfitter	1		1	2
plumber			1	1
casual		2		2
Total	3	4	2	9

Overview - cont'd

4. Operations and Maintenance Budget Overview

Category	2023-2024 Budget (May 2023)	Percentage
School Costs (custodial, utilities, supplies)	\$ 7,311,366	73%
Facilities and Maintenance	1,869,783	19%
Insurance (building)	810,500	8%
Total	\$ 9,991,649	100%



Overview - cont'd

5. Project list and backlog

- Project list provided in September 22, 2023 board package
- Funding from IMR/CMR and Capital Reserves



Review and Highlights from 2022-2023

Project Updates

- **New Mistassiniy School**
 - school nearing completion
 - emerging flooring supply chain issue
 - temporary parking area
- **IMR/CMR**
 - Elizabeth gym RTU and replacements
 - Fire panel and panel repairs at Hillview, Calling Lake, Mistassiniy and Bishop Routhier
 - Bill Woodward controls repair



Review and Highlights from 2022-2023 (cont'd)

Project Updates (cont'd)

- **IMR/CMR**
 - Boiler repairs at Mistassiniy and Pelican Mountain
 - Bill Woodward exterior stucco wall repairs
 - J.F. Dion bat removal and remediation with HVAC cleaning
 - Camera replacement at J.F. Dion, Anzac and Conklin
 - Gift Lake drainage improvements in progress
 - Gift Lake access system replacement sourced and ordered



Review and Highlights from 2022-2023 (cont'd)

Project Updates (cont'd)

- Capital Projects started in spring 2023, continuing into 2023-2024 managed by Focus 10
 - Gift Lake mechanical, estimated \$80k
 - Grouard eavesthroughing and brick repair, estimated \$830k
 - Bill Woodward stucco replacement estimated \$500k
 - Calling Lake, change room / private washrooms, estimated \$450k
 - Elizabeth roofing and glulam beam inspection, estimated \$500k
 - Susa Creek, gym rooftop unit walkway, estimated \$150k



Review and Highlights from 2022-2023 (cont'd)

Support for CTS

- Support for facility infrastructure needs / modifications at various schools for CTS requirements, CNC router environment & storage
- Example - Completion of CTS Complex at Paddle Prairie



Review and Highlights from 2022-2023 (cont'd)

Support for CTS

- Support for facility infrastructure needs / modifications at various schools for CTS requirements, CNC router environment & storage
- Example - Completion of CTS Complex at Paddle Prairie



Review and Highlights from 2022-2023 - Operational Review

The operational review will consider the division's unique context and characteristics, including geographical distribution, to:

1. **Strengthen leadership** (management) capacity and accountability in the departments through an examination of past and present functions and processes
2. **Highlight existing successful business practices** used by the department
3. **Leverage “leading industry practices”** across the facilities, maintenance and custodial sectors
4. **Provide recommendations and options** that will support an enhanced, responsive, and proactive service delivery model
5. **Provide ongoing support and assistance** to ensure the departments are financially healthy, well-managed and positioned to direct optimum levels of resources in support of student success across the Division



Risk Management - Best Practices

1. Fire Risk Management	Compliant	
2. Flood Risk Management	Two in process	Water sensors and flood plain data
3. Freezing Risk Management	One in process	Low temperature sensors
4. Facilities Risk Management	Compliant	
5. Emergency On Call Risk Management	Compliant	
6. Construction Risk Management	Compliant	

This is a combination of best practices and requirements from ARMIC being implemented in 2022-23.



REDE Energy

Hired in 2018

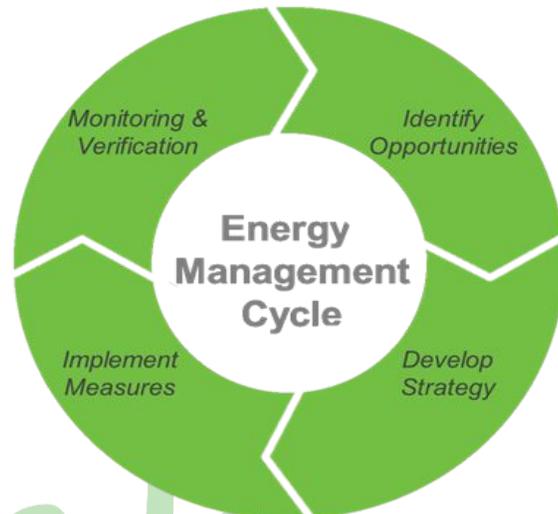
- Worked to review possible energy efficiencies
- implemented LED lighting
- implemented building management system controls
- smart thermostats & zone controls
- accumulated savings estimate \$1.6m



Energy Management - NORTHLAND SCHOOL DIVISION

Goals

- More comfortable schools
- Reduced operational costs (lower utility bills)
- 45% energy reduction over 10 years



Strategy

1. Aggregate utility bills
2. Identify worst performers
3. Develop potential projects
4. Implement projects
5. Repeat

Rede BUILDING
ENERGY
EFFICIENCY



Northland Energy Management Charter

Last Updated January 15, 2018

Five members of the Northland Facilities team met for an integrated workshop on January 9, 2018. The purpose of the workshop was to create a framework for future energy management work, and to identify organizational goals and priorities. The following guiding principles, strategies, and goals were established by consensus among the team.

GUIDING PRINCIPLES

The purpose of defining guiding principles is to identify a set of ideals that will be used to make decisions and prioritize projects.

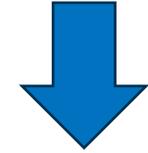
1. Balance of **Simple** and **Efficient** Systems – to strike a balance between efficiency and simplicity when selecting equipment and designing systems: **efficiency** to optimize energy savings, and **simplicity** to streamline maintenance efforts.
2. **Standardization** of Equipment – when practical, to standardize the equipment selection and sequences of operations across schools in the district, for ease of training, maintenance and troubleshooting.
3. **Remote Access** – to design and install remote access (controls) for all schools, to reduce the amount of driving time required to perform routine reviews and to troubleshoot system faults.

ENERGY MANAGEMENT STRATEGIES

- **Local Contractors** – to support entrepreneurs and skill development in our schools' communities by developing trusted relationships with local contractors who can augment the work of District Facilities staff.
- **Staff Training** – to ensure that Facilities staff have sufficient training to operate, maintain, and troubleshoot existing buildings systems. To provide Custodial and Administrative with sufficient knowledge to safely support the work of Facilities staff.
- **Green Fund** – to invest potential \$600,000 annual energy savings back into projects to ensure capitalization of further energy efficiency upgrades. Future conditions of our schools are dependent on the reinvestment of these savings; predicted conditions based on our consultant's forecasts are dependent on protection of these funds.

Energy Management - NORTHLAND SCHOOL DIVISION

Key Performance Indicators



Metric	Desired Trend	Baseline (2016-17)	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	Target (2026-27)
Energy Use (ekWh/m ²)	<input type="checkbox"/>	422	415	365	340	363	370	366	327
Energy Reduction	<input type="checkbox"/>	--	2%	14%	19%	14%	12%	13%	45%
% Schools Remotely Controllable	<input type="checkbox"/>	5%	5%	55%	60%	85%	85%	85%	100%
\$\$ Saved	<input type="checkbox"/>	--	\$60K	\$251K	\$312K	\$280K	\$308K	\$360K	

Rede

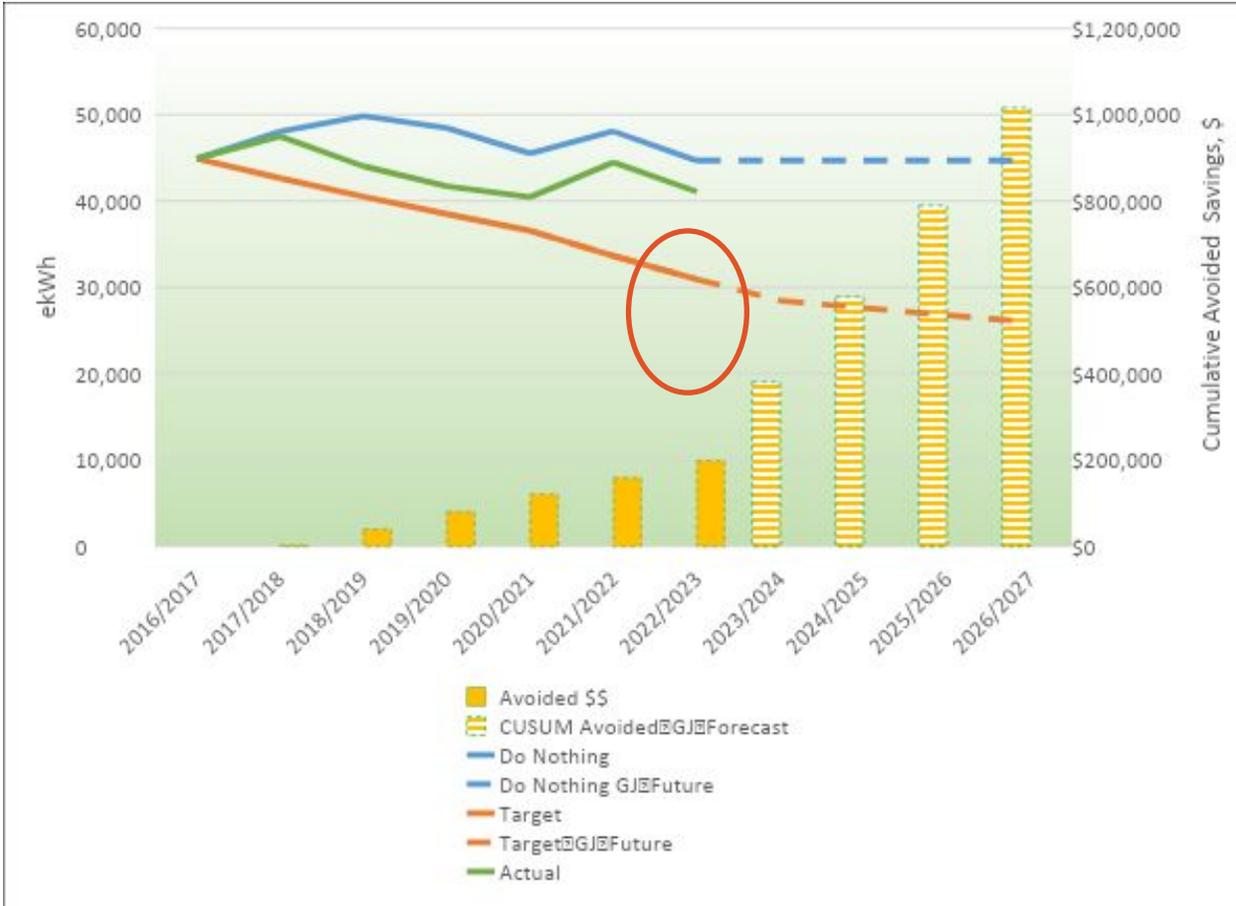
*All values are weather normalized.
2022-2023 values are estimated, as data is only 90% complete.
ADCS has been removed from all years.*

Energy Management - NORTHLAND SCHOOL DIVISION

Electricity



Natural Gas

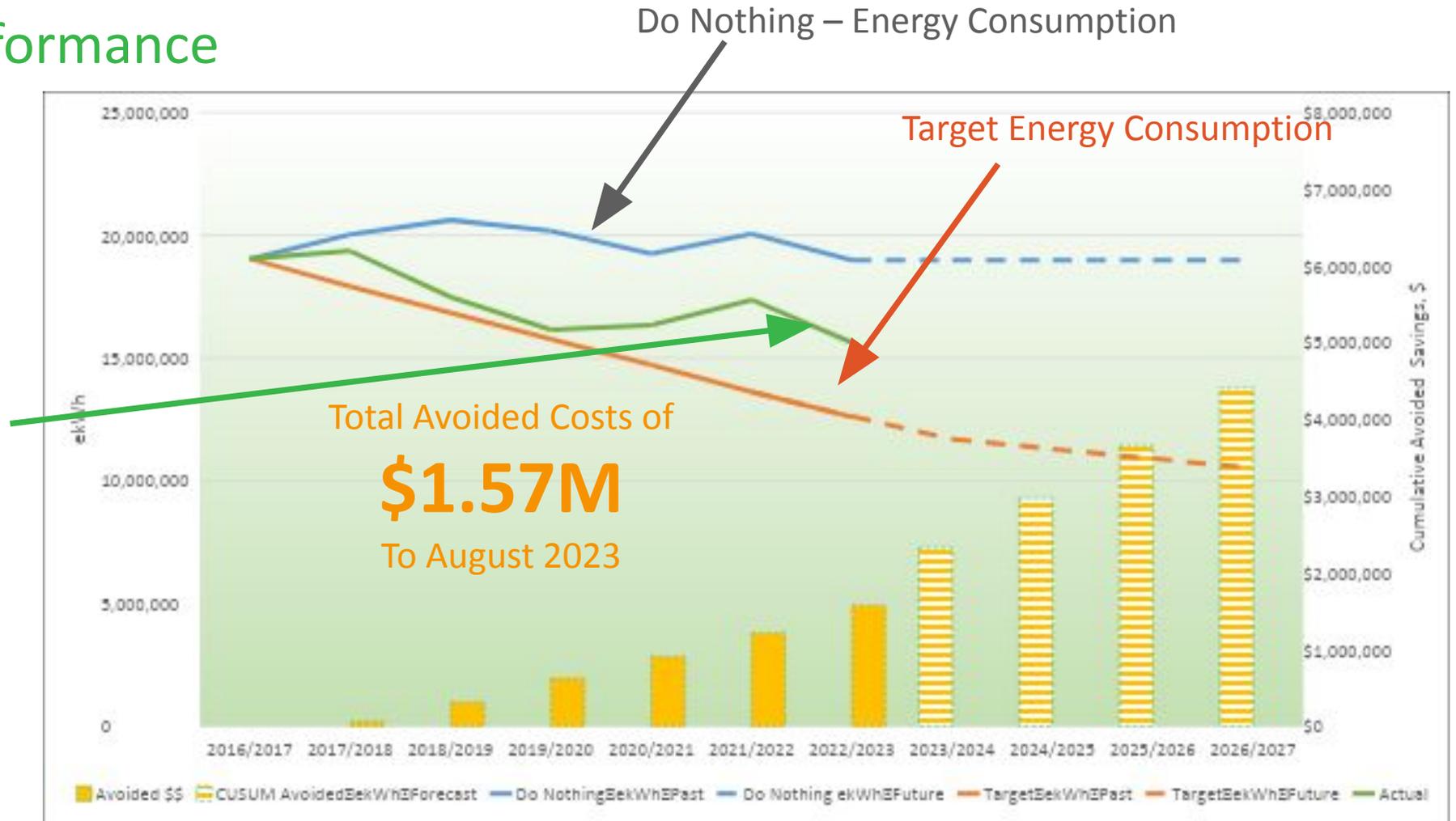


2022-2023 values are estimated, as data is only 90% complete.
ADCS has been removed from all years.

Energy Management - NORTHLAND SCHOOL DIVISION

Targets & Performance

Performance to Aug 31, 2023



2022-2023 values are estimated, as data is only 90% complete.
ADCS has been removed from all years.

Rede

Energy Cost by Facility (\$)

Facility	1-Sep	2-Oct	3-Nov	4-Dec	5-Jan	6-Feb	7-Mar	8-Apr	9-May	10-Jun	11-Jul	12-Aug	Total
ANZA	\$3,280	\$4,359	\$3,123	\$4,788	\$5,003	\$2,259	\$1,814	\$1,132	\$672	\$447	\$346	\$501	\$27,724
BILL	\$595	\$1,789	\$4,190	\$5,851	\$4,967	\$3,922	\$3,305	\$1,670	\$828	\$420	\$260	\$342	\$28,139
BISH	\$1,133	\$2,064	\$4,574	\$6,388	\$5,213	\$3,639	\$3,014	\$2,175	\$59	\$662	\$227	\$282	\$29,428
CALL	\$1,689	\$2,597	\$2,835	\$6,271	\$8,208	\$4,490	\$4,221	\$2,826	\$1,747	\$1,371	\$1,373	\$1,292	\$38,920
CHIP			\$1,286	\$5,317	\$5,641	\$5,591	\$2,215	\$917	\$947	\$917	\$947	\$947	\$24,725
CONK	\$998	\$1,703	\$3,343	\$4,056	\$3,576	\$2,595	\$2,325	\$1,307	\$1,010	\$689	\$324	\$211	\$22,135
ELIZ	\$477	\$1,417	\$2,685	\$3,518	\$3,768	\$2,511	\$2,113	\$479	\$1,451	\$292	\$134	\$201	\$19,048
FATH	\$868	\$1,380	\$3,065	\$3,669	\$3,325	\$2,432	\$2,103	\$783	\$319	\$214	\$138	\$139	\$18,434
FORT	\$283	\$1,133	\$2,970	\$3,827	\$3,286	\$2,574	\$1,999	\$1,054	\$426	\$226	\$152	\$223	\$18,153
GIFT	\$1,304	\$2,867	\$5,269	\$6,697	\$5,982	\$4,311	\$4,360	\$2,307	\$956	\$764	\$277	\$385	\$35,480
GROU	\$975	\$1,420	\$3,192	\$4,713	\$3,415	\$2,644	\$2,335	\$1,584	\$462	\$360	\$247	\$236	\$21,584
HILL	\$361	\$821	\$1,490	\$2,220	\$2,045	\$1,270	\$1,106	\$885	\$37	\$261	\$100	\$189	\$10,787
J.F.	\$1,360	\$2,378	\$3,692	\$4,467	\$3,925	\$2,829	\$2,640	\$1,929	\$1,168	\$1,021	\$951	\$1,060	\$27,422
MIST	\$1,893	\$4,396	\$8,284	\$10,403	\$9,826	\$7,085	\$7,135	\$4,769	\$2,462	\$1,143	\$1,183	\$1,710	\$60,289
PADD	\$563	\$819	\$1,013	\$3,452	\$2,482	\$1,978	\$2,363	\$848	\$331	\$230	\$112	\$72	\$14,262
PELI	\$2,682	\$2,772	\$4,504	\$9,414	\$5,093	\$4,258	\$6,283	\$4,328	\$1,706	\$1,651	\$1,706	\$1,722	\$46,119
SBO	\$443	\$800	\$2,179	\$3,159	\$2,404	\$1,666	\$1,417	\$748	\$415	\$277	\$268	-\$6	\$13,770
ST.T	\$2,773	\$6,132	\$8,505	\$10,376	\$9,613	\$6,967	\$7,240	\$5,224	\$3,481	\$2,292	\$1,158	\$1,537	\$65,297
SUSA	\$1,400												\$1,400
Total	\$23,075	\$38,849	\$66,198	\$98,588	\$87,774	\$63,020	\$57,988	\$34,965	\$18,479	\$13,236	\$9,902	\$11,045	\$523,116

Selected Year

2022/2023

Weather Normalization

Actual

Normalized

Energy Category

Fuels

Facility

- Select all
- ANZA
- BILL
- BISH
- CALL
- CHIP
- CONK
- ELIZ
- FATH
- FORT
- GIFT
- GROU
- HILL
- J.F.
- MIST

Vendor

- Select all
- AltaGas
- Apex Uti...
- Bluewav...
- Direct En...
- Direct En...
- Enmax
- NE Co-op
- Paddle P...
- Pr Rvr C...
- Superior

Vendors - Use by Facility

2023 – 2026 Northland School Division Education Plan

Debbie Mineault, Director

Implement NSD 2023 -26 Education Plan

2023-2024 First Nations, Metis and Inuit Work Plan

By **June 2024**, NSD staff will participate in and have opportunities to enhance their professional capacity and leadership skills, creating a welcoming, high-quality learning, and working environment within their schools.

- Staff will be leaders in their professional learning and have numerous opportunities to plan and attend sessions that align with their growth plans.
- Staff will share their knowledge, skills, and resources with their colleagues at division meetings.

Measure:

Building First Nations and Metis leadership capacity through collaboration, strengths and interests in a supportive learning environment for student learning and wellbeing

Results to be achieved:

Staff commitment to supporting Education for Reconciliation (Truth and Reconciliation Actions)

Support work within the Division Ed Plan priorities by utilizing communities of practice into NSD outcomes

- Promote learning and teaching pedagogy with First Nations and Metis allies who bring strength-based approaches of their communities such as languages, ways of knowing, healing, sense of belonging, land-based learning **Priority Big Rocks (tasks, projects, goals)** Weaving-in Indigenous knowledge in the curriculum and access to land-based learning through the engagement with local Elders, Knowledge Keepers and cultural advisors. They are the leaders who will demonstrate how to preserve Indigenous knowledge in culture, language, identity and worldviews to be modeled in 19 schools. **What needs to be done (Activities)** Budget approval to collaborate and work with Cree, Dene and Metis communities to build knowledge, resources for teaching language and cultural lesson plans in literacy and modeling of best practices to incorporate social, cultural and language learning.

Support school plans on how to improve Indigenous education by increasing participation of parents, integration of culture, language, traditions and perspectives into new curriculum

- Lead a learning community to advance TRC actions that promote Indigenous pedagogy in the schools and classrooms
Priority Big Rocks (tasks, projects, goals) Work with Northland students, staff, educators and parents to ensure student achieve learning outcomes in culture and language programs and professional learning in competencies for LQS and TQS. **What needs to be done (Activities)** As per requested, provide virtual and on-site professional development for increasing student learning through proficiency in language acquisition, Indigenous literature, Intercultural awareness with Elders and community members, Indigenous wellness initiatives, traditional values, beliefs, worldviews, philosophies and practices.

FNMI Quarterly Reporting

2023-24 NSD Priorities and Outcomes

By Whom (Roles and Responsibilities)	Board Superintendent Director First Nations, Metis and Inuit Education Language Ped for Culture and Language Teacher Coordinator – LQS & TQS Pedagogical Support 19 Language Instructors (Schools)
Budget	Waiting for 2023-24 approval of Director's FNMI budget?

By When (Timelines)	What needs to be done	Completed
July, August, September 2024	<ul style="list-style-type: none"> • August 14-16, 2024 CASS/ASBOA Summer Learning Conference 	

<p>April, May, June 2024</p>	<ul style="list-style-type: none"> ● April 24-26, 2024 First Nations, Metis and Inuit Education CASS Gathering 	
<p>January, February, March 2024</p> <p>Continue to contribute to NSD strategic thinking, engaging culture and language people and build community-based relationships and resources.</p>	<ul style="list-style-type: none"> ● March 20-22, 2024 Attend Annual Learning CASS Conference Edmonton ● Feb 14, 15 & 16 2024 Attend Teachers' Convention ● February 12, 2024 Lead culture and language community of practice ● January 29, 2024 Lead virtual culture and language community of practice ● January 17 & 18, 2024 Attend in person Principal Meeting in Slave Lake 	
<p>October, November, December 2023</p> <p>2023-26 Education Plan Support NSD strategic thinking, engaging culture and language people and build community-based relationships and resources.</p> <ul style="list-style-type: none"> ● Curriculum development by sharing insights and holistic best practices. ● Increased use of Cree language in schools ● Connect with community members as part of the school culture through land based and Cree language programming <ul style="list-style-type: none"> - Traditional storytelling 	<ul style="list-style-type: none"> ● December 12, 2023 Attend virtual Principal Meeting (9 am to 1 pm) ● December ● November 22, 2023 Attend virtual Principal Meeting (9 am to 1 pm) ● November 13, 2023 Lead virtual culture and language community of practice ● October 27, 2023 Lead virtual culture and language community of practice ● October 25 & 26, 2023 - Attend in person Principal Meeting in Peace River ● October 20, 2023 – School visit to support principal, language instructor and students in J.F. Dion School 	<ul style="list-style-type: none"> ✓ Received letter October 4, 2023 from HR informing me that Angela will be teaching Kindergarten to Grade 3 in Pelican Mountain School until December ✓ Participated in Bigstone Community Walk for Every Child Matters ✓ Networked with Elders and Knowledge Keepers at the MD culture camp in Wabasca

<ul style="list-style-type: none"> - Ceremonies - Seasonal feasts - Land for fishing, hunting & gathering site visits, medicine walks, food, art, intergenerational opportunities 	<ul style="list-style-type: none"> ● October 19, 2023 – School visit to support principal, language instructor and students in Elizabeth School ● October TBA - Meet face to face with Superintendent to discuss Entry Plan and how it will impact me. ● Set up weekly zoom/conversations to direct Angela for planning and integrating online virtual support and events for students, teachers and some traveling in designing culture camps. 	
September 2023	<ul style="list-style-type: none"> ● Angela working with principals to set up HS land-based learning in Pelican Mountain School ● As per Superintendents email, stopped giving direction to Culture and Language Pedagogical Assistant - Karen Auger 	<ul style="list-style-type: none"> ✓ September 19 & 20, 2023 – Attended in person Principal Meeting in Peace ✓ September 11 to 15, 2023 –Attended Healing Our Spirit Worldwide in Vancouver. ✓ Received letter on September 7, 2023 - All Pedagogical Supervisors will be reporting to the Director of Pedagogy.
August 2023	<ul style="list-style-type: none"> ● Contact community Elders and Knowledge Keepers to attend meeting with new administrators in Edmonton and presented A Vision for Language, Culture and Land Based Learning ● Received letter to supervise Angela James ● Interviewed with acceptance from Karen Auger for the Pedagogical Supervisor for Culture and Language 	<ul style="list-style-type: none"> ✓ August 21, 2023 gathered input from Elders and Knowledge Keepers ✓ Connected virtual HS meet to discuss Cree 10-20-30 program with Paddle, Mistassiniy, Angela and Karen ✓ Met with Karen to discuss role and responsibility using NSD policy procedure

School Community Engagement and Visioning – 2023-2024 Where do we go from here?

- Moving forward with Sakaw Askiy Cultural Center planning by continuing to reach out to school communities
- Build understanding for school community strengths, values and priorities for improvement
- Support new relationships and partnerships to work together and coordinate efforts
- Identification of cultural and holistic resources and challenges using research

Engagement	Elders, Knowledge Keepers and Cultural Advisors gatherings
<p>August 21, 2023 Myself, Leadership team</p>	<p>Support new administrators' ownership, readiness and engagement in their community</p>
<p>Notes – What we heard in group discussion aligning to Board priorities for Tri-Annual</p>	<ul style="list-style-type: none"> • Explore learning principle for how we will work together to develop language fluency between home and school? Community engagement – <ul style="list-style-type: none"> o What cultural practices are we trying to make available? <ul style="list-style-type: none"> o <i>Support for homes/households for Cree Language Learning using community events i.e., language BINGO</i> o <i>Cree language recordings/podcasts</i> o <i>Celebrations in our languages in schools</i> o How to follow P of S while also supporting language teacher through land-based learning <ul style="list-style-type: none"> • <i>Deeping LBL with the language teachers (for weaving together)</i> • <i>All language learning support literacy</i> • <i>Math minds for culture and language</i> • Explore leadership principle for how administrators can work with Elders/community members to support teachers and students? <ul style="list-style-type: none"> o <i>How to begin to understand more by diving deeper into kinship connections</i> o <i>Understand the dynamics of families</i> o <i>Rethink time constraints and plan for flexibility</i> o <i>Let teachers be responsible for planning the P of S integration with what the knowledge keeper brings forward</i> • Explore relationship principle on what are the cultural broker protocols for an Elder and community member as teachers, healers, advisors and counselors? <ul style="list-style-type: none"> o How to navigate complex relationships when inviting community members

<p>Shared A Vision for Language, Culture, Land Base Learning to the Elders and new administrators</p> <p>Notes – Considerations/Opportunities to support NSD Outcomes with local strategies</p>	<ul style="list-style-type: none"> ● <i>Create a guidebook to mentor principals for working with community members</i> ● <i>How can we make clear that the walls aren't a true barrier?</i> ● <i>School is a challenging word for communities. What other word could we use instead?</i> ● <i>Community diversity in cultural concerns</i> ● <i>Community tension between P of S and cultural instruction</i> <p>The hope and dream of Elders, Knowledge Keeper and Cultural Advisors who support us believe that having our own Sakaw Asiky Cultural Center that may provide a safe and effective space for continuing relationships between Cree, Dene and Metis Elders and educators for increased pedagogy across the division. A Vision for Language, Culture and Land Based Learning carries the visioning for this center https://docs.google.com/document/d/1Jgwqqa5xMnit4ukKNrOLN9Rkw_dVVZoAhDMVZ2H_pw1w/edit#heading=h.xuy4mr8fi4v</p> <p>Priority 3 – Excellence in Relationships</p> <p>Outcome 1 – Parent & Community Engagement</p> <ul style="list-style-type: none"> ○ Local strategies to include: <ul style="list-style-type: none"> - <i>monthly student of the month & attendance (celebrations)</i> - <i>classroom level engagement efforts (home contact, phone, Facebook, notes)</i> - <i>classroom targeted support from staff (home visits, coffee)</i> - <i>invitation to non-school sites</i> - <i>dedicated time to establish relationships on the basis of positive events</i> - <i>host a literacy day (monthly, where families can come in and read with their children (provide snacks)</i> <p>Outcome 2 – Community Involvement in school planning</p> <ul style="list-style-type: none"> ○ Local strategies to include: <ul style="list-style-type: none"> - <i>identify the leader in the community who is willing to support community involvement</i> - <i>develop a local relationship map by working with staff and build a staff-based outreach team</i> - <i>provide purposeful engagement (invite and ask for contributions)</i> <p>Outcome 3 – The school fosters productive working relationships to support student learning</p> <ul style="list-style-type: none"> ○ Local strategies to include: <ul style="list-style-type: none"> - <i>take the school to them to reduce reluctance to engaging with school e.g. invite community to LBL</i> - <i>tailor communication to focus on family (as opposed to colonized conceptions of family)</i>
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	- be yourself in and out of school (go to events in the community)
July 7, 2023 Cal, Tim & Myself	Met with FNMIE to discuss topics on how we will <ul style="list-style-type: none"> ● Explore working within communities to support language and culture center at Pelican Mountain for all our students <ul style="list-style-type: none"> ○ Shared the positive influences for a vision for language, culture and land-based learning with local Elders, Knowledge Keeper and Cultural Advisors. NSD students will be on the land learning about ceremonies, language resources, traditional ways and cultural knowledge for fishing, hunting and gathering areas
Notes – What we heard	Alberta Education expressed excitement for the plan for creating an optimal learning environment that may support an Indigenous excellence space for leadership, learning and relationships. A center modeling and promoting language, culture and land-based learning for all students in NSD.

Acting Superintendent – Cal

Support work within the Ed Plan priorities and NSD outcomes by utilizing communities of practice in NSD

- Continue promoting learning and teaching with the allies who are strengths in the communities. Local Elders, Knowledge Keepers and cultural advisors agreeing to work together as the leaders who will demonstrate how to preserve Indigenous knowledge, identity and revive cultural traditions to be modeled in schools.

Priority 1: Excellence in Learning

Students achieve or exceed the standards set by Alberta Education in literacy and numeracy.

Outcome 1:

Students success is supported by staff who ensure all students feel supported and have a sense of belonging within their schools.

Outcome 2:

The Division uses consistent literacy and numeracy practices to support the growth of educators and student achievement.

Outcome 3:

The Division offers multiple, flexible pathways to high school completion.

Priority Big Rocks (tasks, projects, goals)

July, August, 2023

What was done (Activities)

- **Build local capacity-** Hire a local language pedagogical supervisor for culture and language programs with more 1:1 support in schools.
- **Developed Community Led Engagement:** Collaborate with Elders and Knowledge Keepers to work and support Northland students, staff and educators within culture and language programs and professional learning in competencies for LQS and TQS. Working together to build knowledge, resources for teaching cultural lesson plans and modeling of child rearing practices. As per budget action, work with schools to identify topics/themes to develop respectful and appropriate teaching and learning environments and to increase the local pedagogy for NSD cultural and language practices, programs and resources.
 - *5-day cultural camp for students in Paddle Prairie postponed due to fire.
 - *2-day cultural camp for Principals in Anzac postponed due to fire.
 - *1-day cultural camp with local Elders/Knowledge Keepers for Board in Peace River postponed.
- **Increased Engagement Strategy:** Cree culture and language meetings were held to build community mentors. **\$6000** spent on six (6) monthly meeting. Since January 2023, fifteen (15) Wabasca Elders, Knowledge Keepers and cultural advisors were invited to share ways of knowing, being and doing for 2 hours an evening once a month.
 - Cree values and beliefs were modeled to provide spiritual guidance
 - Listening and talking circles on how to preserve and prevent language loss, increasing ways of knowing to support students, parents and staff professional development learning for culture, language and traditions.
 - Discussions captured the “where do we want to go” with revitalizing and preserving culture and language and “how we get there” with the help of local involvement and protocols on culture, linguistics of language, traditions on the land and the learning resources for the division, schools and classrooms.

- o The hope and dream of Elders, Knowledge Keeper and Cultural Advisors is to have our own Sakaw Asiky Cultural Center that may provide a safe and effective space for continuing relationships between Cree, Dene and Metis Elders and educators for increased pedagogy across the division. A Vision for Language, Culture and Land Based Learning carries the visioning for this center
https://docs.google.com/document/d/1Jgwqa5xMnit4ukKNrOLN9Rkw_dVVZoAhDMVZ2H_pw1w/edit#heading=h.xuy4mr8fi4vx

Director FNMI Strategies	Performance Measures and Targets
<ul style="list-style-type: none"> ● The development and implementation of a language and land-based center for all NSD schools to access ● Community engagement around weaving in First Nations and Metis Languages and culture throughout all subject areas and activities ● Maintain division-wide professional learning opportunities for staff ● The Division will develop supportive strategies for middle-years students to transition to high school. These include: Division-Wide CTS Weeks 	<ul style="list-style-type: none"> ● Number of schools accessing programming available from the language and land-based center ● Number of coordinated division/school professional learning opportunities in literacy and numeracy remains consistent or increases ● The number of students who successfully transition from grade 9 to grade 10

Priority 2: Excellence in Leadership
 Through excellent leadership practices, everyone feels welcome and valued.

Outcome 1:
 The Division employs a consistent process for reviewing school improvement and assurance.

Outcome 2:
 Division and school leadership models a welcoming learning and working environment that fosters a sense of belonging and pride for First Nations and Metis and non-First Nations and Metis.

Outcome 3:
 Finances are well managed, decisions are supported by facts and stewardship is exemplary.

Priority Big Rocks (tasks, projects, goals)

July, August, 2023	What was done (Activities)
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- Led new administrator and teacher orientation completed on Indigenous perspectives
- **Increased Engagement Strategy:** Build relationships between First Nations and Metis communities. \$30,000 spent on the Metis Professional Learning for instructors and their Elders at Metis Crossing. Metis Settlements Elders, Knowledge Keepers, cultural presenters and language instructors were **very satisfied**. Participants were inspired with the land as teacher and recommended NSD continue working together on reawakening, revitalizing and reclaiming Metis identity, pride, culture, language and land-based traditions.

Director FNMI Strategies	Performance Measures and Targets
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- | | |
|---|--|
| <ul style="list-style-type: none"> ● Maintain the education planning and reporting process at the school level
 ● Create intercultural understanding, empathy and mutual respect for the TRC actions <ul style="list-style-type: none"> ● Ensure all staff understand their role and responsibility for meeting TRC 62-65 ● Ensure all staff members receive a cultural orientation to the communities ● Ensure all schools display local language and artifacts | <ul style="list-style-type: none"> ● 2% increase number of parents, students and staff believe the division is making progress on school improvement.
 ● Number of land learning connection with Elders, Knowledge Keepers and Indigenous educators |
|---|--|

- Align annual budget development with identified student learning needs and established priorities
- Continually assess facility conditions and learning space for intended purpose

Priority 3: Excellence in Relationships

Develop and actively promote healthy relationships with students, parents/guardians, staff, community, and educational partners.

Outcome 1:

The Division employs a consistent process for reviewing school improvement and assurance.

Outcome 1:

Parents and community members engage in their school community and are involved in their child's education.

Priority Big Rocks (tasks, projects, goals)

July, August, 2023

What needs to be done (Activities)

- **Increased Engagement Strategy:** Support language instructors delivering student learning in culture and language programs.
- **\$14,000 spent.** Parents and community members engaged in a renewal of cultural practices at a summer camp held for two (2) weeks involving (10) young parents, Elders and Knowledge Keepers (mostly former Cree instructors) in July at the Wabasca Learning Service office resulting with **very satisfied** participants.
- Support parent and community recommendation to continue this process for exploring the how to build a framework of community input to support pedagogy by integrating more local content to new curriculum.
- What worked for community empowerment? Strength in co-facilitated planning and co-led sharing circles with community Elders, Knowledge Keepers and cultural advisors with the purpose to increase effective language environments by bridging the home and school. Language loss in the home is a critical issue resulting from the history of intergenerational trauma impacted by residential schools. For enhancing reconciliation, connecting culture and language to holistic ways of knowing inclusive of spirituality, historically, emotionally and intellectually. Storytelling and first-hand experiences with cultural traditions were modeled to ten (10) young parents and their children.
- Co-led with MacEwan partner to explore how families and schools can work together to help students succeed in schools. To solicit input (survey) on how to enhance literacy, numeracy, languages and culture education in

Indigenous ways of knowing, doing and being that aligns with TRC Calls to Actions. Design a promising practice to enhance literacy, numeracy, languages and culture education in Indigenous ways of knowing, doing. Partner shared plans to pivot the project to accomplish the research in June with Deputy and Associate.

Director FNMI Strategies	Performance Measures and Targets
<ul style="list-style-type: none"> ● Implement the FNMI community engagement plan ● Collaborate and provide NSD participation in Joint Alberta Education/MacEwan University project Entitled Engaging Family, Community and School Members as Partners in Education in Northland School Division <ul style="list-style-type: none"> ● Support jointly planned events and community based best practices that recognize TRC, FNMI culture, language and land-based learning ● Director of FNMI works with language instructors in each school community to develop strategies for community engagement ● Implement the FNMI Community Engagement Plan ● MacEwan/Alberta Education project titled Engaging Family, Community and School Members as Partners in Education in the Northland School Division ● Maintain division-wide professional learning opportunities for staff ● Continue to offer evidence-driven communities of practice to support professional learning 	<ul style="list-style-type: none"> ● Increased involvement of Elders and Knowledge Keepers and parents in the schools ● Establishing a project advisory committee and identifying schools volunteering to participate in the Alberta Education/MacEwan project ● Number of students accessing knowledge in their FN and Metis languages ● Staff satisfaction with professional learning increases by at least 2%

FNMI Education Supervisor: Karen Auger Coordinator (Teacher) Angela James		
Supporting Culture and Language by Mentoring (Angela, Karen and Myself) <ul style="list-style-type: none"> ● Lead culture and language professional development (6 virtual sessions) ● Reschedule postponed land-based camps for principals and Board ● Schedule a culture and language camp for instructors (in person year end – June 2024) ● Contract knowledge keepers of language acquisition (Dorothy Thunder U of A) ● Contract local people to support school camps to instructors and principals. ● Increase school visit with walk throughs and provide 1:1 support to teachers and language instructors 		
Implement LQS: Support the Application of Foundational Knowledge about First Nations, Métis and Inuit A leader supports the school community in acquiring and applying foundational knowledge about First Nations, Métis and Inuit for the benefit of all students. <ul style="list-style-type: none"> ● understanding the historical, social, economic and political implications of: <ul style="list-style-type: none"> ○ treaties and agreements with First Nations; ○ legislation and agreements negotiated with Métis; and ○ residential schools and their legacy; ● aligning resources and building the capacity of the NSD school community to support First Nations, Métis and Inuit student achievement; ● enabling all school staff and students to gain a knowledge and understanding of, and respect for, the histories, cultures, languages, contributions, perspectives, experiences and contemporary contexts of First Nations, Métis and Inuit; and ● pursuing opportunities and engaging in practices to facilitate reconciliation within the NSD school community. 		
West Side	Central	East Side
Bishop Routhier School, Peavine (K-6) Rachel Starr Gift Lake School, Gift Lake (K-9) Freida Gladue Grouard School, (K-9) Deloris Cox) Hillview School, East Prairie (K-6) Sherrill Supernault Paddle Prairie School, (K-12) Yulande Laboucan	Calling Lake School, Calling Lake (K-12) Sylvia Gladue Career Pathways, Wabasca (10-12) Sherrill Supernault Chipewyan Lake School, Chipewyan Lake (K-9) Mary Yellowknee Mistassiniy School, Desmarais (7-12) Laura Auger Pelican Mountain School, Sandy Lake/Desmarais (K-3) Angela James	Anzac Community School and Bill Woodward School, Anzac (4-12) Norma Cree Conklin Community School, Conklin No one yet Elizabeth School, Cold Lake (K-8) Lorrisa Father R. Perin School, Chard (K-6) Marina Nokohoo J.F. Dion School, Fishing Lake/Sputinow

Susa Creek School, (K-8) Victoria Wanyandie	St. Theresa School, Wabasca (K-6) Virginia Cardinal & Gerald Young	(K-8) Taylor Calliou-Cardinal
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Human Resources and Payroll Department Report

October 2023

Krista Veitch-Associate Superintendent of Human Resources

Teacher Recruitment

As a result of the additional virtual job fair, I have filled 3 out of 6 of the vacant positions. I also hope to hire an itinerant teacher as additional support to use where needed. I have an in-person job fair in Toronto in November.

I am attempting to visit all schools and have six left to see. I can speak to what the schools are like, their atmosphere, and I can highlight the many positive aspects of our schools.

Payroll/HR

We are in the process of interviewing and hiring payroll support, and we should have that position filled by next week. We also hope to have this person help out in HR as needed.

We are also considering outsourcing some HR tasks to ensure we stay on top of the work.

All 10-month employees have moved to become 12-month employees. The notice was sent to all involved staff, and the feedback has been very positive, with many staff expressing relief with the change.

HR- Supporting Parents, Schools and Staff

I have met with parents and staff to listen to concerns and align our practices with safe and caring schools. As stated earlier, I have visited many schools and want to reach all of them before the end of November. These visits are extremely beneficial, as sometimes it is only when you are in a facility that you can find out some of the challenges and issues they are facing that otherwise you may not be aware of.

Housing

Housing is currently a source of concern as there have been complaints about the housing repairs and building timelines. Housing has an impact on teacher recruitment and retention, teachers want safe and welcoming homes. To address these challenges, I will meet with parties involved.

Review of Administrative Procedures (APs)

I have reviewed AP 422- Teacher Growth, Supervision and Evaluation. The proposed changes in the AP will be finalised on November 21, 2023. AP 121-Development and Review of Administrative Procedures states there should be a 60-day window for feedback.

Tuition reimbursement is in the Collective Agreement but is not reflected in our APs. I am investigating creating an accompanying AP for tuition reimbursement. The proposed AP would allow us to better track participating teachers, understand the cost involved, and plan for future expenditures.

MNP is a consulting group which we currently have a credit with them; I am meeting with them to have them review our APs to detect gaps and identify where improvements to our procedures are needed.



Information Technology/Education Technology Board Report October 2023

The 2023/24 school year start up has been very busy for the IT/ET team. IT technicians visited schools over the summer to complete project work and to prepare for the upcoming school year. Technicians and other department staff were also in schools during the first few weeks leading up to the start of the school year in order to ensure that classroom technology was set up and functioning correctly for students and staff. A number of projects are planned and underway for the 2023/24 school year. These include migrating Atrieve ERP to a hosted platform, completing our UPS (uninterruptible power supply) installation in all schools, and the final stretch of our school server replacement project. Below is a summary of the department's activity and projects.

Projects

New Mistassiniy School:

The IT department has been actively involved in planning and procurement for the technology infrastructure and educational technology needs of the new Mistassiniy School. A state of the art digital wall is planned for the gymnasium along with a number of educational technology tools for teaching STEM related concepts such as 3D printing and robotics. A modern PA system and an expansive network of advanced security cameras are also planned. The IT team has begun the process of moving all of the required technology so it is located near the new school site and ready for installation once the school is handed over to NSD. The IT team has visited the new school site for planning purposes and expect to be on site to install network equipment around the third week of October. We are working closely with vendors to ensure that technology preparation for the new school goes smoothly as we prepare to have the required technology infrastructure in place to welcome students and staff to a truly 21st century

learning environment. The scope of IT work at the new Mistassiniy School includes the following components:

- Server installation in two server rooms
- Installation of wifi access points
- Installation of PA system and speakers
- Installation of security cameras
- Installation of interactive displays in classrooms
- Installation of digital signage in foyer and office areas
- Installation of digital wall and audio components in gym
- Installation and set-up of devices including chromebooks, laptops, monitors, copiers, educational technology tools, and other peripherals

Infrastructure, Maintenance and Upgrading:

The IT team continues to install new UPS (uninterruptible power supply) devices in schools. The purpose of this project is to provide a more secure and lengthy supply of backup power to school servers to prevent the damage incurred by frequent power outages and surges. We anticipate new UPS devices will be installed in all schools at the conclusion of this project in January of 2024. We have been continuing with our server replacement project and anticipate having the new servers installed in all schools by early 2024. The new servers will replace school servers that have reached end of life. Over the summer and into the new school year new and upgraded PA systems were installed at Anzac School, Chipewyan Lake School, and Elizabeth School.

CSL Elementary Report Card Migration:

The CSL elementary report card has been successfully migrated to an NSD managed platform. With the support of the previous report card platform host, the IT/ET team continues to prepare the report card to be ready for the 2023/24 school year. We anticipate a smooth transition to the new hosted platform with minimal impact on academic reporting when teachers begin to prepare term one report cards this fall.

Atrieve Migration:

The migration of Atrieve ERP to a hosted platform is scheduled to occur from October 26th to 30th. The IT team has been working closely with the

vendor to prepare for the migration process. The move to a hosted service will improve the stability, reliability, and speed of the platform for end users. Atrieve is the finance and HR software platform that NSD uses to streamline processes and workflows for multiple departments.

Device Evergreening:

The IT Team continues to ensure that we utilize a systematic and proactive approach to student and staff device upgrading and replacement. Over the summer and at the beginning of the new school year, all schools received a supply of new chromebooks to replace damaged and non-functioning devices and to evergreen devices that have reached end of life. Over the summer the interactive displays in classrooms at Paddle Prairie School were replaced with new Viewsonic Viewboard displays. So far 14 schools have been retrofitted with Viewsonic Viewboards in order to enhance teaching and learning experiences for both students and teachers.

Cybersecurity

Cybersecurity continues to be a heightened priority for the IT/ET team. The IT department has recently rolled out multiple cybersecurity awareness courses for school division staff and have activated our phishing awareness campaign and training in order to help prepare staff to be vigilant when it comes to online and cyber safety. We have also been diligently preparing for our annual cybersecurity insurance renewal and as such have put additional and enhanced cybersecurity tools in place. Along with our SIEM(security information and event management) tools and SOC(security operations centre), our cyber incident response plan is also in place in order to ensure we are fully prepared to respond to cyber incidents at all times.

Ticketing and End User Support

The School Dude ticketing system continues to be the primary tool for receiving and tracking end user support requests. Since the beginning of the 2023/24 school year, 528 support requests have been received through the ticketing system. Tickets represent only a fraction of the support that the IT/ET department provides to end users. The following is a summary of

the most frequently requested support type categories submitted through the ticketing system beginning with most frequent:

- Computer/email account
- Desktop/laptop/chromebook
- Printers
- Internet/web issue
- Powerschool/Atrieve
- Desk phones and cell phones
- Security camera/PA/door systems
- Hapara/CSL/GoGuardian
- Docushare
- Interactive displays

Student Learning

The following learning experiences are currently planned for the 2023/24 school year in collaboration with the Telus World of Science Edmonton and the Northern Coding Academy:

Digital Skills Weeks

Storybook Coding(K-2) - November 27th to 30th, 9:45-10:15

How do you use coding to tell stories? What even is code? Students will explore the concepts of “sequencing” and “variables” through both traditional and interactive digital stories, then apply that knowledge to create a story of their own!

Digital Wellness(7-12) - November 27th to 30th, 10:45-11:30

Why do we find it difficult to disconnect from our devices? Does social media affect self esteem? How do you stay safe online? Students will learn to navigate the internet with confidence, get tips on how to avoid deception, and embrace a growing library of online tools and digital wellness features.

Game On!(3-6) - December 4th to 7th, 9:45-10:15

How do we create video games? What’s code got to do with it? Students will learn how computational thinking helps us design games--both online and unplugged--then create a game of their own using MakeCode Arcade.

Professional Learning

The following professional learning opportunities have been offered to teachers and school staff so far this school year.

Introduction to Hapara - August 31st, 9:00-10:00

Hapara is a teacher and student workflow management system that seamlessly integrates with G-Suite apps such as Google Classroom, Drive, Docs, Sheets, and Forms, adding a layer of functionality to Google for Education tools that makes them significantly more classroom-friendly. This session was an introduction to the basic functions and capabilities of Hapara for new teachers and seasoned NSD educators.

Introduction to GoGuardian - September 13th, 3:45-4:15

GoGuardian is a Chromebook monitoring and teacher facilitator application that helps students learn safely, stay focused, and get engaged. Features of GoGuardian include tab control, attention mode, screenshots, Google Classroom integration, link sharing, and content filtering. While active teacher monitoring is still the best way to minimize distractions from the learning process, GoGuardian is a complementary tool to ensure that students are making good choices in digital environments. This session was an introduction to GoGuardian for new teachers and existing school staff.

Introduction to Mathletics - September 20th, 3:45-4:45

Mathletics is an online math program that offers a range of activities including gamified lessons, practice exercises, and games designed to reinforce key concepts like fractions, decimals, and algebra. Not only does this make learning math more fun for students, but it also helps them understand tough topics more quickly than traditional methods. This introductory session for teachers was hosted by the Mathletics team from 3P learning.

As the school year progresses, we anticipate offering additional professional learning sessions related to Hapara, GoGuardian, and Mathletics as well as support for 3D printing, Google tools, CSL report card, robotics, coding, and online safety.