NORTHLAND SCHOOL DIVISION
REGULAR BOARD MEETING NO. 24-03
AGENDA

Location:	
Zoom:	
Meeting ID: Passcode:	Phone: 1 (587) 328-1099
Date: Friday, March 15, 2024	Time: 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 the 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	Chair Guild		-
2.	Opening Prayer, Cultural Reflection or Reflection	Trustee		-
3.	Swearing in of Ward 2 Trustee	Secretary-Treasurer Glaudemans		-
4.	Adoption of Agenda	All	Motion	-
5.	Closed Session	All	Motion	-

B. BUSINESS ARISING FROM CLOSED SESSION

C. BOARD MATTERS

D. MINUTES

No.	Title	Responsible	Action	Page No.
1.	February 23, 2024 Regular Board Meeting Minutes	All	Motion	**04**
2.	Board Action Items	Acting Superintendent Johnson	Information	**12**

E. BUSINESS ARISING FROM MINUTES

NORTHLAND SCHOOL DIVISION
REGULAR BOARD MEETING NO. 24-03
AGENDA

F. CONSENT AGENDA

No.	Title	Responsible	Action	Page No.
1.	Board Chair Report	Chair Guild	Information	**15**
2.	Acting Superintendent Report	Acting Superintendent Johnson	Information	**16**
3.	Trustee Activity, Committee and/or Board Representative/Association Reports ● Trustee Fayant, Ward 5 ● Trustee Rude, Ward 8 ● Trustee McCamon, Ward 9	Trustees	Information	**18**

G. ACTION ITEMS

No.	Title	Responsible	Action	Page No.
1.	Monthly Financial Report	Secretary-Treasurer Glaudemans	Information	**21**
2.	Student Engagement, Attendance & Completion Report	Acting Associate Superintendent M. Owens	Information	**20**
3.	Monthly Enrollment Report	Acting Superintendent Johnson	Information	**28**
4.	Policy 2 - Role of The Board	Board Chair Guild	Motion	**30**
5.	Policy 3 - Role of a Trustee	Board Chair Guild	Motion	**37**
6.	Policy 3 Appendix A - Services, Materials and Equipment to Trustees	Board Chair Guild	Motion	**41**
7.	Policy 3 Appendix B - Trustee and Administration Working Relationship Guidelines	Board Chair Guild	Motion	**45**
8.	Policy 4 - Trustee Code of Conduct	Board Chair Guild	Motion	**52**
9.	Policy 4 Appendix A - Trustee Code of Conduct Sanctions	Board Chair Guild	Motion	**63**
10.	Policy 5 - Role of the Board Chair	Board Chair Guild	Motion	**66**
11.	Policy 6 - Role of the Board Vice Chair	Board Chair Guild	Motion	**70**
12.	Policy 7 - Board Governance and Operations	Board Chair Guild	Motion	**72**
13.	Policy 7 Appendix C - Trustee Honoraria, Expense and Corporate Credit Card Guidelines	Board Chair Guild	Motion	**87**
14.	Policy 13 - Appeals and Hearings Regarding Student Matters	Board Chair Guild	Motion	**99**

NORTHLAND SCHOOL DIVISION
REGULAR BOARD MEETING NO. 24-03
AGENDA

15.	2024-2025 School Calendar	Associate Superintendent Veitch	Motion	**104**
16.	2023-2024 Board Work Plan	Acting Superintendent Johnson	Motion	**106**
17.	Preliminary Revenue/Expenses for 2024 Budget	Secretary-Treasurer Glaudemans	Information	**112**
18.	2024-2027 Capital Plan	Secretary-Treasurer Glaudemans	Motion	**113**
19.	Projected Enrollment for 2024-2025	Acting Superintendent Johnson	Information	**114**
20.	May 2024 Board Meeting Date	Acting Superintendent Johnson	Motion	**116**
21.	FNMI Program Update	Acting Superintendent Johnson	Information	**117**
22.	What We Heard Report	Acting Superintendent Johnson	Information	**118**
23.	AERR Ad Hoc Committee	Acting Superintendent Johnson	Motion	**148**
24.	Deputy and Associate Superintendents Ad Hoc Committee	Acting Superintendent Johnson	Motion	**149**

H. MONITORING REPORTS

No.	Title	Responsible	Action	Page No.
1.	Board Chair Highlights	Chair Guild	Information	**150**
2.	Acting Superintendent Highlights	Acting Superintendent Johnson	Information	**152**
3.	Deputy/Associate Superintendents Report	Acting Deputy Superintendent Meunier	Information	**163**

I. PRELIMINARY DISCUSSION

No.	Title	Responsible
1.		
2.		
3.		

J. ADJOURNMENT & CLOSING CULTURAL REFLECTION

NORTHLAND SCHOOL DIVISION

ADMINISTRATION RECOMMENDATION TO THE BOARD

TO: **THE BOARD OF TRUSTEES** **DATE:** **MARCH 15, 2024**

SUBMITTED BY: Cal Johnson, Acting Superintendent of Schools

SUBJECT: February 23, 2024 Regular Board Meeting Minutes

REFERENCE(S):

ATTACHMENTS: February 23, 2024 Regular Board Meeting Minutes

RECOMMENDATION:
THAT the Board of Trustees approve the February 23, 2024 Regular Board Meeting minutes, as presented.

****

BACKGROUND:
RISK ANALYSIS:

NORTHLAND SCHOOL DIVISION

REGULAR BOARD MEETING NO. 24-02
MINUTES

Location: Zoom

Date: Friday, February 23, 2024 Time: 9:00 a.m.

Membership					
✓	Lorraine McGillivray	Trustee Ward 1	✓	Cal Johnson	Acting Superintendent of Schools
	Vacant	Trustee Ward 2	✓	Scott Meunier	Associate Superintendent
x	Bonnie Lamouche	Trustee Ward 3	✓	Krista Veitch	Associate Superintendent of Human Resources
✓	Jesse Lamouche	Trustee Ward 4	✓	Johan Glaudemans	Secretary-Treasurer
✓	Tanya Fayant	Trustee Ward 5	✓	Curtis Walty	Media Relations Manager
✓	Thomas Auger	Trustee Ward 6	✓	Cheryl Osmond	Executive Assistant
✓	Robin Guild	Board Chair	✓	Susanne Jones	Transportation Manager
✓	Wally Rude	Trustee Ward 8			
✓	Aimee McCamon	Trustee Ward 9			

A. CALL TO ORDER

1. Call to Order
Chair Guild called the meeting to order at 9:04 a.m.

2. Recognition of Traditional Lands
Chair Guild gave the land acknowledgement.

3. Opening Prayer, Cultural Reflection or Reflection
Trustee Rude gave the opening prayer, cultural reflection or reflection.

4. Adoption of the Agenda
MOTION: Trustee Auger moved that the Board of Trustees approve the agenda as presented.

25855/24 CARRIED

5. Closed Session
MOTION: Trustee Fayant moved that the Board of Trustees go into a closed session at 9:07 a.m.

25856/24 CARRIED

6. Regular Session
MOTION: Trustee Rude moved that the Board of Trustees revert back to regular session at 9:26 a.m.

25857/24 CARRIED

Susanne Jones, Transportation Manager, joined the meeting at this time.

NORTHLAND SCHOOL DIVISION

REGULAR BOARD MEETING NO. 24-02
MINUTES

B. BUSINESS ARISING FROM CLOSED SESSION

There were no issues arising from the closed session.

C. BOARD CONCERNS

Trustee Fayant brought forward the following concerns:

1. Suggested that NSD schools without resources to partner with neighbouring schools/jurisdictions to deliver more programming such as IA and Home Economics
2. Develop and implement a K-3 Cree Immersion Program
3. Suggested changing our current scholarship amount, splitting it into five separate amounts, and partnering with a post-secondary institute to distribute the scholarships.
4. To provide cultural equity across the division in the look of our schools and have cultural tools such as fiddles and drums.
5. To develop a proposal for a Cree immersion and submit the proposal to provincial and federal governments.

Trustee Rude brought forward the configuration of the Calling Lake School washroom and the debris removal from division properties.

D. MINUTES

1. Regular Board Meeting Minutes - January 27, 2024

MOTION: Trustee McGillivray moved that the Board of Trustees approve the January 27, 2024 Regular Meeting minutes as presented.

25858/24 CARRIED

2. Board Action Items

Acting Superintendent Johnson reviewed the Board Action Items with the Board of Trustees. The Board Action Items were received and filed as information.

Break from 10:16 a.m. to 10:26 a.m.

E. CONSENT AGENDA

1. Consent Agenda

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

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

F. ACTION ITEMS

1. Monthly Financial Report

Secretary-Treasurer Glaudemans presented the Monthly Financial Report for January. This report was received and filed as information.

2. Student Engagement, Attendance & Completion Report

Acting Associate Superintendent Owens presented the Student Engagement, Attendance & Completion Report for January 2024. This report was received and filed as information.

3. Monthly Enrollment Report

Acting Superintendent Johnson presented the Monthly Enrollment Report for February 2024. This report was received and filed as information.

4. Professional Improvement Leave

MOTION: Trustee J. Lamouche moved that the Board approve the Professional Improvement Leave for Employee 12980 for the 2024-2025 school year.

25859/24 CARRIED

5. Policy 7 Appendix A - Schedule of Rates

MOTION: Trustee Fayant moved that the Board of Trustees approve the correction of section designations, punctuations, typographical, and cross-references and authorizes the Administration to make such other technical and conforming changes as necessary to reflect the intent of the Board in connection with Policy 7 Appendix A - Schedule of Rates.

25860/24 CARRIED

6. Policy 14 - Hearings on Teacher Matters

MOTION: Trustee Rude moved that the Board of Trustees approve the correction of section designations, punctuations, typographical, and cross-references and authorizes the Administration to make such other technical and conforming changes as necessary to reflect the intent of the Board in connection with Policy 14 - Hearing on Teacher Matters.

25861/24 CARRIED

7. Policy 19 - Welcoming, Caring, Respectful, Safe and Healthy Learning and Work Environments

MOTION: Trustee McGillivray moved that the Board of Trustees approve the correction of section designations, punctuations, typographical, and cross-references and authorizes the Administration to make such other technical and conforming changes as necessary to reflect the intent of the Board in connection with Policy 19 - Welcoming, Caring, Respectful, Safe and Healthy Learning and Work Environments.

25862/24 CARRIED

8. Policy 19 Appendix B - Sexual Orientation and Gender Identity

MOTION: Trustee Fayant moved that the Board of Trustees approve the correction of section designations, punctuations, typographical, and cross-references and authorizes the Administration to make such other technical and conforming changes as necessary to reflect the intent of the Board in connection with Policy 19 Appendix B - Sexual Orientation and Gender Identity.

25863/24 CARRIED

9. AERR Planning and Reporting Committee

Acting Superintendent Johnson and Acting Deputy Superintendent Menuier presented information on the AERR Planning and Reporting Committee. The following trustees volunteered to sit on the committee: Board Chair Guild, Trustee McGillivray, Trustee Fayant, and Trustee J. Lamouche. The first meeting is tentatively scheduled for March 14, 2024.

10. Bus Replacement Plan for 2024

Secretary-Treasurer Glaudemans presented the Bus Replacement Plan for 2024; the division operates a fleet of 54 buses with an average age of 8 years (model year 2016). This year, it is recommended that the division purchases four buses to replace the 2002-2009 buses. A public tender will be used to complete this process.

The Bus Replacement Plan for 2024 was received and filed as information.

11. Locally Developed Courses

MOTION: Trustee J. Lamouche moved that the Board of Trustees authorize the Administration to proceed with acquiring the following locally developed courses, as listed below:

Course Name	Version	Course Code
Literary Creation	3 credits	LDC 1778
Holocaust Studies	3 credits	LDC 1787
Building Communities of Hope	3 credits	LDC 1078
Autobody Repair	5 credits	LDC 1869
Oil and Exploration	3 credits	LDC 1016
Yoga	3 credits	LDC 1449
Yoga	5 credits	LDC 1449
Yoga Fitness	3 credits	LDC 1909
Yoga Fitness	5 credits	LDC 1909
Classic Mythology	3 credits	LDC 1208
Sign Language	5 credits	LDC 1289
Developing Personal Integrity	5 credits	LDC 1795
Academic Achievement through English Language Development	3 credits	LDC 1149
Academic Achievement through English Language Development	5 credits	LDC 1149
Mythbuster Methods	3 credits	LDC 2295
Fire and Rescue Services	3 credits	LDC 1004

25864/24 CARRIED

12. Dr. Mary Jackson School

Acting Superintendent Johnson presented a parental letter that the Division received inquiring about the possibility of reopening the Dr. Mary Jackson School in Keg River. It was determined that more information is needed, and a Feasibility Study would be required. This report was received and filed as information.

13. Career Pathways Relocation

MOTION: Trustee Rude moved that the Board of Trustees authorize the Administration to proceed with relocating the Career Pathways School to the Northern Lakes Campus as presented.

25865/24 CARRIED

G. MONITORING REPORTS

1. The Board of Trustees received and filed the following reports:

a. Awards/Celebrations
   i. Acting Superintendent Johnson advised the Board of Trustees that the Division received two nominees for the Alberta School Board Association's Honouring Spirit: Indigenous Student Awards. Both students were from Hillview School, and Acting Superintendent Johnson gave background information on both students.
b. Board Chair Highlights
c. Acting Superintendent Highlights
d. Associate Superintendents Report
e. Student Services Department Report
f. OH&S Report

H. PRELIMINARY DISCUSSION

There was a preliminary discussion on the following topics:

1. May Board Meeting Date - change in date due to PSBAA Annual General Assembly; Administration to come back with proposed dates.
2. September Board Meeting - schedule the meeting to coincide with Mistassiniy School's grand opening.

NORTHLAND SCHOOL DIVISION

REGULAR BOARD MEETING NO. 24-02
MINUTES

I. ADJOURNMENT & CLOSING PRAYER/CULTURAL REFLECTION

1. Adjournment

MOTION: Trustee Fayant moved that the Board of Trustees declare the meeting adjourned at 12:02 p.m.

25866/24 CARRIED

Robin Guild, Board Chair

Johan Glaudemans, Secretary-Treasurer

NORTHLAND SCHOOL DIVISION

ADMINISTRATION INFORMATION ITEM

TO: **THE BOARD OF TRUSTEES** **DATE:** **MARCH 15, 2024**

SUBMITTED BY: Cal Johnson, Superintendent of Schools

SUBJECT: Board Action Items

REFERENCE(S):

ATTACHMENTS: Board Action Items

INFORMATION ITEM
The Board Action Items report has been received as information and filed.

****

BACKGROUND:
RISK ANALYSIS:

Current Board Action Items:

Meeting	Date of Meeting	Assigned To	Agenda Item	Task	Due Date	Status	Action
Board	26-Aug-2023	Administration	Financial Allocation Policy	Financial allocation drafted for October	19-Apr-2024	In Progress	**March 8, 2024**: Item to be discussed as part of 2024-2025 Draft Operating Budget review with Board
Board	27-Oct-2023	Administration	School Budgets	Requested to add the student population and the cost per student to each school budget.	19-Apr-2024	In Progress	**March 1, 2024:** Will be included in the 2024-2025 Draft Operating Budget review with Board
Board	17-Nov-2023	Administration	Board Expenses	A report of the last 12 months breakdown of Trustees honorarium and travel expenses side by side, month by month break it out,	28-Feb-2024	In Progress	**March 8, 2024:** The analysis will be presented March 15th.
Board	17-Nov-2023	Administration	Audit and Finance Committee	The Media Relations Manager to share on social media, LinkedIn, communicate to the schools to post on bulletin boards and to provide copies to the Board of Trustees.	27-Jan-2024	In Progress	**March 8, 2024:** Audit and Finance Committee to be reactivated to review and discuss Budget (May 2024 and Financial Statements (Oct-Nov 2024)
Board	27-Jan-2024	Board, Administration	Pelican Mountain School Viability Report	Begin community consultation around potential school closure at Sandy Lake (As per Policy 15, section 5.2.1)	1-May-2024	In Progress	**Feb 15, 2024**: A community meeting is scheduled for March 11, 2024.
Board	27-Jan-2024	Administration	Board Concerns	Investigate costs associated with rebranding the division	28-Feb-2024	Update	March 5, 2024: The approximate cost would be $143,900 https://docs.google.com/spreadsheets/d/1tyyxkHbz7w1fcUKkuebuBbzoDCQwC3BZxPOdlSW_Zic/edit?usp=sharing
Board	27-Jan-2024	Administration	Board Concerns	EA Funding for Non First Nation students similar to Jordan's Principles; internal processes; board advocacy opportunities; current JP dollars we receive? and JP EA's this will provide	28-Feb-2024	In Progress	This will be part of the budget discussion and allocation.
Board	27-Jan-2024	Administration	Board Concerns	Hillview School Signage	28-Feb-2024	In Progress	The Hillview School Sign provides a space to post text announcements, but should be replaced with a sign that bears the name of the school and the school division.
Board	23-Feb-2024	Administration	Board Concerns	K-3 Cree Immersion Program Ideas	30-Apr-2024	Update	**Feb 27, 2024:** In the Education Plan and will be discussed at the AERR Committee meeting
Board	23-Feb-2024	Administration	Board Concerns	Suggested that NSD schools without resources to partner with neighbouring schools/jurisdictions to deliver more programming. Engage with Frog Lake about the possibility of using their facilities	30-Apr-2024	In Progress	Angela Sanregret has worked with them. She is contacting them to set up a meeting with their principal
Board	23-Feb-2024	Administration	Board Concerns	Present "Terms of Reference" for scholarships; partner with a post-secondary institute such as Portage to increase chances of getting more Indigenous educators - bursaries	30-Apr-2024	In Progress	Draft AP with changes in progress.
Board	23-Feb-2024	Administration	Board Concerns	Incorporate First Nations, Metis symbols into the school; possibility of using IMR funds	30-Apr-2024	Update	**Feb 27, 2024:** Will be inserted in the Education Plan
Board	23-Feb-2024	Administration	Board Concerns	Look into the Federal Government's Revitalization Grant	30-Apr-2024	Update	Info: https://www.canada.ca/en/pacific-economic-development/services/funding/canada-community-revitalization-fund/canada-community-revitalization-fund-applicant-guide.html Examining the feasibility of creating outdoor learning spaces for schools without them. This would support our efforts to increase cultural instruction and community connections with Indigenous communities.
Board	23-Feb-2024	Administration	Board Concerns	Send Trustee Rude configuration for Calling Lake School's washroom	30-Apr-2024	Update	**Feb 27, 2024:** Johan to contact Focus 10 for an update **March 8, 2024:** The report is complete, communication to be prepared to Board members March 11
Board	23-Feb-2024	Administration	Board Concerns	Clean vacant areas that are NSD-owned of debris	30-May-2024	In Progress	
Board	23-Feb-2024	Administration	Financial Report	Provide the Board with a term to date of Board's expenditures	15-Mar-2024	In Progress	**March 8, 2024:** The analysis will be presented March 15th.
Board	23-Feb-2024	Administration	Dual Credits	Contact NLC to discuss the possibility of partnering with a dual credit for the EA Certificate and bursary for high school students	30-Apr-2024	In Progress	

NORTHLAND SCHOOL DIVISION

ADMINISTRATION RECOMMENDATION TO THE BOARD

TO: **THE BOARD OF TRUSTEES** **DATE:** **MARCH 15, 2024**

SUBMITTED BY: Cal Johnson, Acting 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:** **MARCH 15, 2024**

SUBMITTED BY: Robin Guild, Board Chair, Ward 7

SUBJECT: Board Report as of March 8, 2024

February 20, 2024	Chipewyan Lake PAC Meeting via Zoom
February 21, 2024	ASBA Virtual Engagement Session via Zoom
February 23, 2024	Legal Meeting via Zoom Monthly Corporate Board Meeting via Zoom
February 24, 2024	Legal Meeting via Zoom
March 6, 2024	Agenda Review Meeting via Zoom Policy Committee Meeting via Zoom St. Theresa School Council Meeting via Zoom

Acting Superintendent's Report

C. Johnson

March 15, 2024

Traditional Celebration of Achievement Meeting	**February 20, 2024**
Met with representatives from various school boards, bands and schools to discuss the upcoming TCOA.	
Alberta Education Meeting	**February 21, 2024**
Met with Ron Taylor, Director, Indigenous and North Services Branch to discuss the division's AERR.	
ASBA Virtual Engagement	**February 21, 2024**
Attended the virtual ASBA engagement.	
Principals Meeting	**February 22, 2024**
Met with the school principals, vice principals, pedagogical supervisors, directors and administrators for the monthly Principals meeting via Zoom.	
Legal Meeting	**February 23, 2024**
Met with legal counsel to discuss legal issues.	
Corporate Board Meeting	**February 23, 2024**
Attended the monthly Corporate Board Meeting via Zoom.	
Bigstone Cree First Nation Meeting	**February 26, 2024**
Met with representatives from the Bigstone Cree First Nation in Wabasca.	
Alberta Education Quarterly Meeting	**February 28, 2024**
Attended the Alberta Education Quarterly meeting.	
Legal Meeting	**February 28, 2024**
Met with legal counsel to discuss legal issues.	
Principal Interviews	**February 29, 2024**
Participated in principal interviews for Elizabeth School via Zoom.	

Budget Day Session - Alberta Education	**February 29, 2024**
Attended the virtual Budget Day Session hosted by Alberta Education.	
Alberta Rural Education Symposium	**March 3-5, 2024**
Attended the Alberta Rural Education Symposium (ARES) conference at River Cree.	
Agenda Review Meeting	**March 6, 2024**
Attended the monthly Agenda Review Meeting via Zoom.	
Policy Committee Meeting	**March 6, 2024**
Attended the virtual Policy Committee Meeting; reviewing policies that are being presented at the March Board meeting.	

NORTHLAND SCHOOL DIVISION

TRUSTEE REPORT TO THE BOARD

TO: **THE BOARD OF TRUSTEES** **DATE:** **MARCH 15, 2024**

SUBMITTED BY: Tanya Fayant, Vice Chair, Ward 5

SUBJECT: January - March 2024

SUMMARY:

Date	Description
Jan 4, 2024	Elizabeth Engagement Session
Jan 5, 2024	FLMS Engagement Session
Jan 12, 2024	Special Board Mtg
January 26-28	Travel to Edm, Board Mtg, Travel Home
Jan 30, 2024	PAC JF Dion
Jan 31, 2024	Elizabeth Christmas Concert
Feb 2, 2024	Mtg with Elizabeth Council
February 8-9	PSBA Mtg
Feb 22, 2024	Online School Engagement

NORTHLAND SCHOOL DIVISION

TRUSTEE REPORT TO THE BOARD

TO: **THE BOARD OF TRUSTEES** **DATE:** **MARCH 15, 2024**

SUBMITTED BY: Wally Rude, Trustee, Ward 8

SUBJECT: Activity Report as of March 6, 2024

SUMMARY:

Date	Description
February 5, 2024	Richardson Executive Search Meeting • Superintendent of Schools Search
February 14, 2024	ASBA Zone 1 Meeting via Zoom
February 23, 2024	Corporate Board Meeting via Zoom

NORTHLAND SCHOOL DIVISION

TRUSTEE REPORT TO THE BOARD

TO: **THE BOARD OF TRUSTEES** **DATE:** **MARCH 15, 2024**

SUBMITTED BY: Aimee McCamon, Trustee, Ward 9

SUBJECT: Activity Report as of March 6, 2024

SUMMARY:

Date	Description
Oct 27, 2023	NSD Board Meeting
Oct 28, 2023	NSD Board Retreat
Nov 17, 2023	NSD Board Meeting
Nov 18, 2023	Attraction and Retention
Nov 27, 2023	ACS/BWS Parent Council meeting
Nov 30, 2023	NSD Special Board Meeting
Dec 22, 2023	NSD Special Board Meeting
Jan 12, 2024	NSD Special Board Meeting
Jan 27, 2024	NSD Board Meeting
Feb 5, 2024	Richardson Meeting/Anzac Community Engagement
Feb 7, 2024	Conklin Community Engagement
Feb 21, 2024	Janvier Community Engagement
Feb 23, 2024	NSD Board Meeting
Mar 2, 2024	RARA Awards
March 3-5, 2024	Alberta Rural Education Symposium 2024

NORTHLAND SCHOOL DIVISION

ADMINISTRATION INFORMATION ITEM

TO: **THE BOARD OF TRUSTEES** **DATE:** **MARCH 15, 2024**

SUBMITTED BY: Johan Glaudemans, Secretary-Treasurer

SUBJECT: Monthly Financial Report

REFERENCE(S):

ATTACHMENTS: Monthly Financial Report as of February 29, 2024

INFORMATION ITEM
The Monthly Financial report for the month of February 29, 2024 has been received as information and filed.

****

BACKGROUND:
RISK ANALYSIS:

NORTHLAND SCHOOL DIVISION
As at February 29, 2024
Statement of Revenues and Expenses

REVENUE	**Budget 2023-24**	**YTD Budget**	**YTD Actual**	**Variance**	**%**
Alberta Education	$ 44,698,045	$ 22,349,023	$ 17,843,225	$ (4,505,798)	(20)
Federal Government & First Nations	9,880,018	4,940,009	6,103,296	1,163,287	24
Other Revenue	1,870,899	935,450	871,484	(63,966)	(7)
	$ 56,448,962	$ 28,224,481	$ 24,818,005	$ (3,406,476)	(12)
EXPENSES					
Schools	$ 22,045,761	$ 11,022,881	$ 10,216,347	$ 806,534	7
Instructional Support	7,124,845	3,562,423	3,301,763	260,660	7
Instructional Supply	7,010,427	3,505,214	2,348,550	1,156,664	33
Transportation	3,854,628	1,927,314	1,897,327	29,987	2
Operations and Maintenance	9,076,052	4,538,026	4,366,154	171,872	4
External Services	3,857,191	1,928,596	1,970,862	(42,267)	(2)
System Administration	2,563,525	1,281,763	1,632,730	(350,968)	(27)
Corporate Board	453,068	226,534	228,659	(2,125)	(1)
Insurance (Buildings)	915,597	457,799	381,499	-	-
	$ 56,901,094	$ 28,450,547	$ 26,343,891	$ 2,030,357	7
NET SURPLUS (DEFICIT)	$ (452,132)	$ (226,066)	$ (1,525,886)	$ (1,376,120)	609

VARIANCE ANALYSIS

Overall - At the end of the sixth month we are on track with our revenues, expenditures and planned use of reserve funds.

Revenues

Revenues received have been less than planned due to timing variances and slightly reduced enrolment.
There is also a shift in the provincial vs. federal student mix.
The Transportation grant final amount is pending.

Expenses

Expenses are lower than budget (7%) due to spending below forecast in schools, instructional support, transportation, and maintenance.
Certified salaries and benefits are 7% lower than budgeted due to vacancies in positions.
Uncertified salaries and benefits incorporate staffing changes related to the Superintendent Entry Plan, unbudgeted Jordans Principle staff and benefits inflation.
Transportation is slightly under budget as there have been fewer repairs and maintenance than initially forecasted.
Operations and Maintenance expenses are being monitored closely. Utility and maintenance cost pressures continue. The focus on capital works this year has also reduced expenses.
System Administration costs include restructuring and pooled costs for other programs, which will be allocated to each program.
External Services are also being monitored closely to ensure Housing operations and renovations remain on budget.

Salaries and Benefits Detail

Certificated salaries and benefits	$ 20,021,665	$ 10,010,833	$ 9,331,677	$ 679,156	7
Uncertificated salaries and benefits	14,150,837	7,075,419	8,765,737	(1,690,319)	(24)
	$ 34,172,502	$ 17,086,251	$ 18,097,414	$ (1,011,163)	(6)

NORTHLAND SCHOOL DIVISION

ADMINISTRATION INFORMATION ITEM

TO: **THE BOARD OF TRUSTEES** **DATE:** **MARCH 15, 2024**

SUBMITTED BY: Mark Owens, Acting Associate Superintendent

SUBJECT: Student Engagement, Attendance, and Completion Report

REFERENCE(S):

ATTACHMENTS: Student Engagement, Attendance, and Completion Report
February 2024

INFORMATION ITEM
The Student Engagement, Attendance, and Completion report for the month of February has been received as information and filed.

****

BACKGROUND:
RISK ANALYSIS:

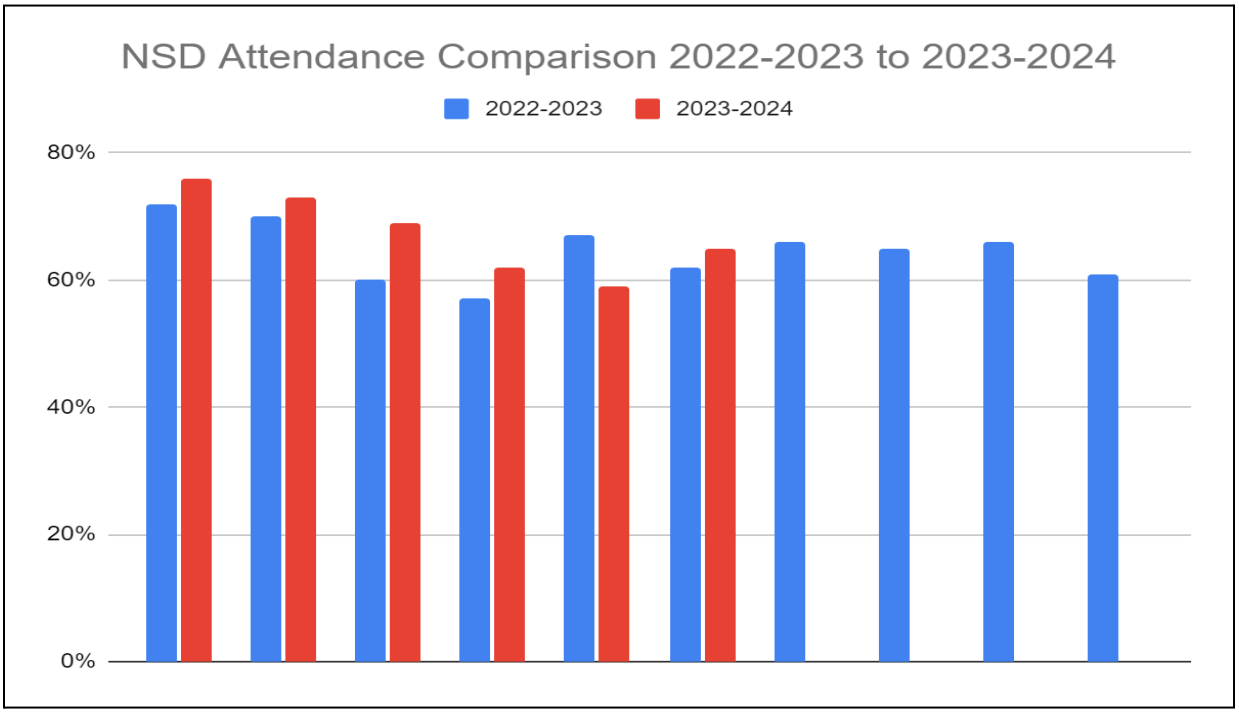
The Northland School Division

Director of Student Engagement, Attendance and Completion
Board Attendance Report
March 2024

Monthly Attendance Rates from the previous year to the 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%	73%	**3%**
November	60%	69%	**9%**
December	57%	62%	**5%**
January	67%	59%	**-8%**
February	62%	65%	**3%**
March	66%		
April	65%		
May	66%		
June	61%		
Year End	**65%**		



Highlights

- ☐ In January, 146 students K-12 had 90% or more attendance. In February, 366 students K-12 had 90% or more attendance.
- ☐ 13 of 18 schools increased in attendance from January to February.
- ☐ 12 schools increased in attendance from February 2023 to February 2024
- ☐ 7 schools celebrated 75% or greater attendance for February (2 schools in January)
- ☐ Warmer weather and fewer bus cancellations in February

February 2023 to February 2024 attendance rates by individual school

School	Feb 2023	Feb 2024
Anzac	78%	80%
Bill Woodward	61%	66%
Bishop Routhier	63%	59%
Calling Lake	54%	58%
Chipewyan Lake	63%	70%
Conklin	83%	82%
Elizabeth	73%	77%
Father R Perin	48%	54%
Gift Lake	52%	53%
Grouard Northland	77%	69%
Hillview	76%	77%
JF Dion	71%	76%
Mistassiniy	52%	59%
Northland Online	42%	50%
Paddle Prairie	62%	55%
Pelican Mountain	66%	88%
St. Theresa	77%	76%
Susa Creek	70%	68%

Individual School Attendance rates by percentile for February 2024

School	95-100	90-94	80-89	70-79	60-69	50-59	Below 50
Anzac	23%	20%	22%	11%	9%	6%	9%
Bill Woodward	13%	14%	11%	12%	14%	9%	28%
Bishop Routhier	12%	2%	18%	12%	15%	8%	33%

Calling Lake	9%	3%	18%	5%	16%	14%	35%
Chipewyan Lake	4%	20%	16%	8%	20%	4%	28%
Conklin	35%	5%	25%	0%	25%	5%	5%
Elizabeth	22%	16%	23%	5%	12%	4%	16%
Father R Perin	3%	7%	8%	18%	15%	17%	31%
Gift Lake	1%	6%	17%	9%	13%	12%	42%
Grouard Northland	19%	13%	6%	13%	19%	6%	23%
Hillview	8%	24%	24%	8%	14%	11%	11%
JF Dion	30%	12%	23%	2%	12%	4%	18%
Mistassiniy	5%	9%	14%	19%	11%	11%	32%
Northland Online	14%	8%	12%	5%	5%	9%	48%
Paddle Prairie	1%	2%	15%	13%	15%	13%	41%
Pelican Mountain	0%	33%	67%	0%	0%	0%	0%
St. Theresa	17%	19%	21%	14%	10%	6%	13%
Susa Creek	19%	12%	15%	8%	8%	4%	35%

Attendance % by grade division (K-3, 4-6, 7-9 and High School) for 2023-2024

	Grades K-3	Grades 4-6	Grades 7-9	Grades 10-12
September	80%	81%	71%	66%
October	79%	78%	68%	61%
November	73%	75%	64%	56%
December	67%	68%	61%	52%
January	62%	64%	60%	55%
February	71%	71%	58%	54%

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

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

School	Principal	November Attendance
Anzac	Amy Savill	80%
Conklin	Tony Duguay	82%
Elizabeth	Mark Burke	77%
Hillview	Rosalind Best	77%
JF Dion	Angela Sanregret	76%
Pelican Mountain	Shelley Stevenson	88%

St Theresa	Shelley Stevenson	76%

Monthly Attendance Winners (Drawn from all students attending 90% or higher during the month of February 2024)

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

Grade Level	Name	School
K-3	Shylee Atkinson	St Theresa
4-6	Marcus Bigstone	Calling Lake
7-9	Bailey Lamouche	Northland Online
10-12	Alexander Robert	Bill Woodward

NORTHLAND SCHOOL DIVISION

ADMINISTRATION INFORMATION ITEM

TO: **THE BOARD OF TRUSTEES** **DATE:** **MARCH 15, 2024**

SUBMITTED BY: Cal Johnson, Acting Superintendent of Schools

SUBJECT: Monthly Enrollment

REFERENCE(S):

ATTACHMENTS: Monthly Enrollment as of March 5, 2024

INFORMATION ITEM
The monthly enrollment report as of March 5, 2024 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

Schools	Sept 2023	SEPT 30	Oct 2023	Nov 2023	Dec 2023	Jan 2024	Feb 2024	Mar 2024
Anzac Community School	92	**89**	89	90	90	90	90	86
Bill Woodward School	99	**91**	92	92	96	94	97	96
Bishop Routhier School	55	**54**	54	52	51	56	58	60
Calling Lake School	118	**109**	115	115	114	114	118	117
Career Pathways School	99	**100**	105	109	117	120	124	126
Chipewyan Lake School	23	**25**	25	25	25	25	25	25
Conklin Community School	14	**18**	18	19	20	20	20	20
Elizabeth School	102	**104**	104	102	98	99	96	98
Father R. Perin School	72	**69**	67	71	71	72	72	71
Gift Lake School	119	**121**	116	119	122	126	128	127
Grouard Northland School	25	**28**	31	31	30	31	31	31
Hillview School	30	**30**	30	32	37	35	36	37
J.F. Dion School	53	**55**	56	56	57	57	57	57
Mistassiniy School	360	**323**	323	319	316	316	314	310
Northland Online School	56	**41**	44	51	59	61	61	65
Paddle Prairie School	107	**116**	115	117	120	121	125	127
Pelican Mountain School	4	**4**	3	2	2	2	3	3
St. Theresa School	267	**256**	254	257	259	260	259	258
Susa Creek School	21	**25**	26	26	27	28	28	27
TOTAL	**1716**	**1658**	**1667**	**1685**	**1711**	**1727**	**1742**	**1741**

NORTHLAND SCHOOL DIVISION

ADMINISTRATION RECOMMENDATION TO THE BOARD

TO:	**THE BOARD OF TRUSTEES**	**DATE:**	**MARCH 15, 2024**
SUBMITTED BY:	Robin Guild, Board Chair		
SUBJECT:	Policy 2 - Role of the Board		
ATTACHMENTS:	Policy 2 - Role of the Board		

RECOMMENDATION:

THAT the Board of Trustees approves the correction of section designations, punctuations, typographical, and cross-references and authorizes the Administration to make such other technical and conforming changes as necessary to reflect the intent of the Board in connection with Policy 2 - Role of the Board.

****

BACKGROUND:

This policy was reviewed by the Board of Trustees on January 26, 2024, and was sent for legal review. Legal counsel would like to discuss their edits before publishing.

RISK ANALYSIS:

POLICY 2
ROLE OF THE BOARD

The Board is a corporate entity established by the provincial legislature and given authority by the Education Act, the Northland School Division Act, and the attendant regulations. Board means Board of Trustees.

The Board is responsible for providing an education system that is organized and operated in the best interests of the students and the communities it serves. It exercises this responsibility through the setting of effective policies, clear strategic direction, the wide use of resources, and good monitoring practices.

SPECIFIC AREAS OF RESPONSIBILITY

1. Accountability for Student Learning and Wellness

1.1 Provide overall direction for the Division by establishing the vision, mission/commitment, beliefs, and values.

1.2 Support & ensure the establishment of a welcoming, caring, respectful, safe, and healthy learning and work environment.

1.3 Ensure Board policies respect local cultural goals, values, and traditions.

1.4 Enable each community to guide and shape the building of culture, values, and traditions in their local school.

1.5 Enable supports for children regarding the impacts of residential school legacy.

1.6 Enable processes to support quality teaching.

1.7 Closely monitor the effectiveness of each school in achieving student success, establishing priorities and learning from other key performance indicators.

1.8 Initiate school and program reviews as necessary to ensure the achievement of outcomes and student success.

1.9 Annually approve the process and timelines for refining the Three-Year Education Plan.

1.10 In consultation with communities, identify Division priorities at the outset of the annual Three-Year Education planning process.

1.11 Annually approve the “rolling” Three Year Assurance Model Framework/ Education Plan and the Annual Education Results Report for submission to Alberta Education and for public distribution.

2. Engagement

2.1 Engage at least once within the 12-month period immediately following each general election with respect to the establishment of the Board’s strategic direction with:

2.1.1 the wards;

POLICY 2
ROLE OF THE BOARD

2.1.2 First Nations, Metis, Municipalities and other communities for which the Board provides educational services;

2.1.3 Treaty 8 First Nations of Alberta;

2.1.4 the Metis Settlements General Council; and

2.1.5 The Council of School Councils.

2.2 Meet with the Council of School Councils (COSC) at least once a term.

2.3 Enable and support the meeting of Ward Councils at least once each school year.

3. Community Assurance

3.1 Make informed decisions representing the entire Division's best interests and honour community diversity.

3.2 Establish ongoing plans for collaborative work between the Division and First Nations and Métis Settlements.

3.3 Report Division outcomes to the community at least annually.

3.4 Develop appeal procedures and hold hearings as required by statute and/or Board policy.

3.5 Model a culture of respect and integrity.

3.6 Maintain transparency in all fiduciary aspects.

3.7 Ensure Board processes and procedures respect local culture, values and traditions.

3.8 School facilities and grounds shall be kept to a high standard.

4. Accountability to the Provincial Government

4.1 Act in accordance with all statutory requirements to implement provincial standards and policies.

4.2 Perform Board functions required by governing legislation and existing Board policy.

4.3 Ensure all students, teachers and Division leaders learn about First Nations, Métis and Inuit perspectives, experiences and contributions throughout history, treaties, and the history and legacy of residential schools.

5. Fiscal Accountability

5.1 Within the context of results-based budgeting, approve budget assumptions/principles and establish priorities at the outset of the budget process.

5.2 Approve the annual budget and allocation of resources to achieve desired results.

POLICY 2
ROLE OF THE BOARD

5.3 Approve, if any, annual fees for instructional resources, transportation and tuition.

5.4 Approve expense reimbursement rates.

5.5 Approve substantive budget adjustments when necessary.

5.6 Enable the development of reciprocal partnership agreements to collectively enhance support and services for all students, including those attending First Nations-operated schools.

5.7 Approve all tenders/purchases/contracts/lease agreements over one hundred twenty-five thousand dollars ($125,000).

5.8 Ensure fair tender and bid processes.

5.9 Monitor the fiscal management of the Division through receipt of, at minimum, quarterly variance analyses and year-end projections.

5.10 Receive and approve the annual Audit Plan.

5.11 Receive the Audit Report and ensure the management letter recommendations are addressed.

5.12 Approve annually the Three-Year Capital Plan for submission to Alberta Education.

5.13 Approve borrowing for capital expenditures within provincial restrictions.

5.14 Set the parameters for negotiations after soliciting advice from the Superintendent and others.

5.15 At its discretion, ratify Memoranda of Agreement with bargaining units.

5.16 Approve the Superintendent's contract.

5.17 Approve annually the signing authorities for the Division.

5.18 Approve transfer of funds to/from reserves.

5.19 Approve investment parameters.

5.20 Ensure all non-instructional programs are regularly reviewed to test the programs' relevancy, effectiveness and efficiency against desired outcomes.

6. Board/Superintendent Relations ("First Team")

6.1 Select the Superintendent; provide for succession planning as required.

6.2 Provide the Superintendent with clear corporate direction.

6.3 Delegate, in writing, administrative authority and identify responsibility subject to provisions and restrictions in the Education Act.

6.4 Respect the authority of the Superintendent to carry out executive action and support the Superintendent's actions which are exercised within the delegated

discretionary powers of the position.

6.5 Demonstrate mutual respect and support, which is then conveyed to the staff and the community.

6.6 Annually evaluate the Superintendent, in accordance with a pre-established performance appraisal mechanism.

6.7 Annually review the compensation of the Superintendent.

6.8 See also Policy 2 Appendix D Board and Superintendent Communication Guidelines.

6.9 Written resolutions require board approval [Note: what is the objective with this? That minutes should be taken regarding written resolutions?]

7. Board Development

7.1 Annually review and approve the Board work plan.

7.2 Develop a professional development plan for governance excellence in fiduciary, strategic and generative engagement modes.

7.3 Annually evaluate Board effectiveness in meeting performance indicators in the annual Assurance and Education Plans.

8. Policy

8.1 Identify how the Board is to function.

8.2 Annually Develop/revise policies using an engagement process, when appropriate.

8.3 On a regular basis, monitor policy currency, relevancy and effectiveness.

9. Political Advocacy

9.1 Act as an advocate for public education and the Division.

9.2 Identify issues for advocacy on an ongoing basis.

9.3 Develop a plan for advocacy, including focus, key messages, relationships and mechanisms.

9.4 Promote regular meetings and maintain timely, frank and constructive communication with locally elected officials.

9.5 Arrange meetings with elected provincial and federal government officials to communicate and garner support for education in local communities.

SELECTED RESPONSIBILITIES

The Board shall act in accordance with those board responsibilities set out in section 33 of the

POLICY 2
ROLE OF THE BOARD

Education Act as amended from time to time and shall:

1. Acquire and dispose of land and buildings; ensure titles to or enforceable long-term interests in land, are in place before capital project construction.

2. Approve school attendance areas.

3. Establish entrance ages for student admission.

4. Approve locally developed/acquired courses for students.

5. Name schools and other Division-owned facilities.

6. Approve Division Calendar Framework and school calendar(s).

7. Provide for recognition of students, staff and community.

8. Approve leases, and agreements with municipal authorities; ensure leases are in place for all schools situated on Métis Settlement lands.

9. Approve all international field trips and out-of-province field trips in excess of three (3) school days.

ORIENTATION

Trustees must be adequately briefed concerning existing Board policy and practice, statutory requirements, initiatives and long-range plans to ensure continuity and facilitate the smooth transition from one Board to the next following an election.

The Board believes an orientation program is necessary for effective trusteeship.

1. The Board Chair and Superintendent are responsible for ensuring the development and implementation of the Division's orientation program for trustees.

2. The Superintendent shall provide each trustee with access to the references listed in Policy 3 Appendix "Services, Materials and Equipment Provided to Trustees" at the Organizational Meeting following a general election or at the first regular meeting of the Board following a by-election.
3. In the year of an election, the Division will host a preliminary orientation session for all elected candidates prior to the Organizational Meeting, which will include a review of and an expression of interest in Board assignments and committees.

POLICY 2
ROLE OF THE BOARD

4. The Division will offer an orientation program for all trustees that provides information on:

4.1 Role of the trustee, ward councils and school councils

4.2 Board policies, agendas and minutes;

4.3 The organizational structure and administrative procedures of the Division;

4.4 Existing Division initiatives, annual reports, budgets, financial statements and long-range plans;

4.5 Division programs and services;

4.6 Divisional Community/School Overview

4.7 Board's function as an appeal body;

4.8 Statutory and regulatory requirements, including responsibilities with regard to conflict of interest;

4.9 Meeting rules and guidelines including Robert's Rules of Order, meeting etiquette, and key procedures.

4.10 Trustee remuneration, expenses and associated processes.

4.11 Technology Orientation

4.12 Trustee handbook; budgeting training

5. The orientation program may also include:

5.1 A tour of the offices and the opportunity to meet Division Office staff.

5.2 A tour of the schools and the opportunity to meet principals and staff.

6. The Division will provide support within the Board governance budget for trustees attending provincial association-sponsored orientation seminars.

Legal Reference: Section 33, 51, 52, 53, 54, 60, 67, 139, 222 Education Act
Fiscal Planning and Transparency Act
Borrowing Regulation
Investment Regulation
School Fees Regulation
Trust and Reconciliation Commission Calls To Action
Local Authorities Elections Act
Northland School Division Act
Board Procedures Regulation
Results-Based Budgeting Act
Disposition of Property Regulation
Early Childhood Services Regulation

NORTHLAND SCHOOL DIVISION

ADMINISTRATION RECOMMENDATION TO THE BOARD

TO:	**THE BOARD OF TRUSTEES**	**DATE:**	**MARCH 15, 2024**
SUBMITTED BY:	Robin Guild, Board Chair		
SUBJECT:	Policy 3 - Role of a Trustee		
ATTACHMENTS:	Policy 3 - Role of a Trustee		

RECOMMENDATION:

THAT the Board of Trustees approves the correction of section designations, punctuations, typographical, and cross-references and authorizes the Administration to make such other technical and conforming changes as necessary to reflect the intent of the Board in connection with Policy 3 - Role of a Trustee.

****

BACKGROUND:

This policy was reviewed by the Board of Trustees on January 26, 2024, and was sent for legal review. Legal counsel would like to discuss their edits before publishing.

RISK ANALYSIS:

POLICY 3
ROLE OF A TRUSTEE

The role of the Trustee is to contribute to the Board as it carries out its mandate in order to achieve its vision, core purpose and goals. The Oath of Office taken by each trustee when s/he assumes office binds that person to work diligently and faithfully in the cause of public education. The Board of Trustees is a corporation. The decisions of the Board in a properly constituted meeting are those of the corporation. Individual trustees exercise an effective decision-making role in the context of corporate action.

A Trustee only has authority when so delegated by a motion of the Board. In such cases, the actions of the trustee are those of the Board, which is then responsible for them. A trustee acting individually has only the authority and status of any other citizen of the Division. Individual trustees do not have the authority to direct the Division's Administration and staff. Trustees shall also carry out their responsibilities diligently as detailed in Policy 4 Trustee Code of Conduct.

SPECIFIC RESPONSIBILITIES OF INDIVIDUAL TRUSTEES

1. Recognize his/her fiduciary responsibility to the Division to act in the best interests of all students of the Division, understanding that Division needs are paramount.
2. Recognize and model the leadership role of a Trustee, including areas such as knowledge of governance, education promising practices, use of technology and independence.
3. When attending to business matters outside of the Division, represent the Division's best interests.
4. Become familiar with Division policies and procedures, meeting agendas and reports in order to participate in Board business and effectively interact with individuals.
5. Ensure opportunities are provided for the engagement of parents, students and the community in matters related to education.
6. Respectfully bring forward and advocate for school community issues and concerns.
7. Refer matters not covered by Board policy, but requiring a corporate decision, to the Board for discussion.
8. Refer concerns about individuals and administrative matters to the Superintendent or Associate Superintendent only.
9. Deal with complaints or inquiries as per Policy 3 Appendix B Trustee and Administration Working Relationships Guidelines.
10. Keep the Superintendent/Associate Superintendent and the Board informed in a timely manner of all matters coming to his/her attention that might affect the Division.
    - 10.1. Personnel matters are to be brought to the attention of the Superintendent or Associate Superintendent only.

POLICY 3
ROLE OF A TRUSTEE

10.2. Inform the Chair of sensitive issues in a timely manner so they can ensure the information gets into the proper process(s) so that all Trustees, the Superintendent and others are informed as needed.

11. See also Policy 2 Appendix D Board and Superintendent Communication Guidelines.
12. Attend Board meetings, and Committee meetings as assigned, having read all materials and be prepared to participate in and contribute to the decisions of the Board in order to help ensure the best decisions possible for education within the Division.
13. Inform the Chair and Executive Administrative Assistant to Corporate Services if unable to attend a meeting and/or committee meeting so an alternate can be arranged and briefed.
14. When delegated responsibility, will exercise such authority within the defined terms of reference in a responsible and effective way.
15. All Trustees are expected to attend all aspects of the orientation program.
16. Participate in Board/Trustee development sessions.
17. Be cognizant of provincial, national and international educational issues and trends.
18. Share the materials and ideas gained with fellow Trustees at a Board meeting following a Trustee development activity.
19. Strive to develop a positive and respectful learning and working culture within the Board and with school councils.
20. Be mindful of costs and help ensure the Board stays within its own budget.
21. Ward responsibilities include:
    - 21.1. Develop and nurture effective two-way communication with school councils and school community(s). See also Policy 3 Appendix B Trustee and Administration Working Relationships Guidelines.
    - 21.2. Attend school council meetings as possible, when invited.
    - 21.3. Attend Ward Council meetings.
    - 21.4. Attend school activities, including graduations as realistically as possible.
    - 21.5. Maintain good relationships with other organizations in your Ward toward the goal of enhancing the success of students.
22. Attend Division functions/events as regularly as possible.
23. Become familiar with, and adhere to, the Education Act and Trustee Code of Conduct.
24. Report any violation of the Trustee Code of Conduct to the Board Chair, or where applicable, to the Vice-Chair.
25. Incumbent Trustees are encouraged to help newly elected Trustees become informed about history, functions, policies, procedures, trends/challenges and successes.

POLICY 3
ROLE OF A TRUSTEE

26. Ensure a good knowledge and understanding of First Nations, Métis and Inuit perspectives, experiences and contributions throughout history, such as treaties and the history and legacy of residential schools.
27. Develop and increase technology skills and knowledge to enhance communication, cost efficiencies, environmental stewardship and leadership skills.
28. The interest of the Division is paramount to all other interests
29. Any monies owing to the trustee will be retained until all equipment has been returned to the Division [Note: what type of "monies" is intended here. This should be clarified.]
30. Develop positive and respectful learning and working relationships within the Board and the Division
31. Do not disclose or share information from other trustees unless permission has been given. [Note: this may be too limiting. It means that nothing that is said by one trustee to another trustee, can be shared to a third trustee with permission from that trustee who initially had shared information, and this, at all times. Is this the intent?]
32. Resolve differences constructively and in the best interests of the Division
33. Declare all and any pecuniary conflicts of interest between personal life and/or business interests and the trustee's position on the board.
34. Maintain the integrity of the trustees, the Board as a whole and employees
35. Respect confidentially of discussions that take place in closed sessions

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

NORTHLAND SCHOOL DIVISION

ADMINISTRATION RECOMMENDATION TO THE BOARD

TO:	**THE BOARD OF TRUSTEES**	**DATE:**	**MARCH 15, 2024**
SUBMITTED BY:	Robin Guild, Board Chair		
SUBJECT:	Policy 3 Appendix A - Services, Materials and Equipment to Trustees		
ATTACHMENTS:	Policy 3 Appendix A - Services, Materials and Equipment to Trustees		

RECOMMENDATION:

THAT the Board of Trustees approves the correction of section designations, punctuations, typographical, and cross-references and authorizes the Administration to make such other technical and conforming changes as necessary to reflect the intent of the Board in connection with Policy 3 Appendix A - Services, Materials and Equipment to Trustees, as presented.

****

BACKGROUND:

This policy was reviewed by the Board of Trustees on January 26, 2024, and was sent for legal review. Legal counsel would like to discuss their edits before publishing.

RISK ANALYSIS:

POLICY 3 - APPENDIX A
SERVICES, MATERIALS AND EQUIPMENT PROVIDED TO TRUSTEES

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

1. Reference

   Access to:

   1.1 The Education Act, the Regulations, and related documents

   1.2 The Northland School Division Act

   1.3 Board Policy Handbook and Administrative Procedures Manual

   1.4 Current Division documents

      1.4.1 Budget

      1.4.2 Capital Plan

      1.4.3 Three-Year Education Plan/Report

      1.4.4 Collective Agreements

      1.4.5 Audited Financial Statements

   1.5 School year and meeting calendars

   1.6 Current telephone listings of schools and principals

   1.7 Alberta School Boards Association (ASBA) membership services

2. Communications/Public Relations

   2.1 Notification of significant media events

   2.2 Name tags, business cards, and lapel pins

   2.3 Key messages as required

   2.4 Individual and Board photographs (for Division use)

3. Administrative/Secretarial Services through the Superintendent

   3.1 Access to interoffice mail

   3.2 Conference registration, travel, and accommodation arrangements

   3.3 E-mail address and service support

   3.4 Photocopying and related secretarial services

   3.5 Coordination of events sponsored by the Board

POLICY 3 - APPENDIX A
SERVICES, MATERIALS AND EQUIPMENT PROVIDED TO TRUSTEES

4. Equipment

4.1 Trustees will be equipped with standard office equipment to assist in Division communications. This office equipment may include the following: a cell phone, a laptop computer and may include a printer/fax/copier. The need for a printer/fax/copier shall be determined in consultation with each trustee. Monthly day timer and leather portfolio.

4.2 Trustees may claim for the expense of toner and paper.

4.3 An outgoing trustee will return the Board provided office equipment within seven (7) days following an election or resignation or no longer a trustee for the Division.

4.4 If desired, trustees may purchase the board-provided office equipment at fair market value at the end of their term once it has been reformatted.

4.5 A replacement program for the Board-provided office equipment will be established.

4.6 All Board-provided office equipment will be maintained by the Division.

4.7 A record of office equipment on loan to each trustee will be kept on file.

4.8 Due diligence must be utilized to ensure the security of the office equipment and data.

4.9 If any equipment is lost, stolen or damaged, the trustee must notify the Board Chair immediately; the trustee may be responsible for the replacement of such equipment

4.10 Refer to Administrative Procedure 549 - Staff Use of Division Equipment

5. Service/Retirement Awards

5.1 Service awards will be presented for every four (4) years of service as a trustee.

5.2 Awards will be given in recognition of completed years of service as a trustee, as follows:

5.2.1 A four (4) year service pin.

5.2.2 An eight (8) year service pin.

5.2.3 A twelve (12) year service pin.

5.2.4 A sixteen (16) year service pin.

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

5.2.6 For each term beyond twenty (20) years of service, a pin and a suitable memento.

POLICY 3 - APPENDIX A
SERVICES, MATERIALS AND EQUIPMENT PROVIDED TO TRUSTEES

5.3 The Superintendent will ensure that the service records of trustees are kept accurate and current. Based upon these records, the Superintendent will present the list of recipients to the Board by April 30 of each year that an award(s) applies.

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

5.5 Service awards will be presented by the Board Chair at a time and place determined by the Board Chair.

Legal Reference:Section 33, 34, 51, 52, 53, 64, 67, 222 Education Act

NORTHLAND SCHOOL DIVISION

ADMINISTRATION RECOMMENDATION TO THE BOARD

TO:	**THE BOARD OF TRUSTEES**	**DATE:**	**MARCH 15, 2024**
SUBMITTED BY:	Robin Guild, Board Chair		
SUBJECT:	Policy 3 Appendix B - Trustee and Administration Working Relationships Guidelines		
ATTACHMENTS:	Policy 3 Appendix B - Trustee and Administration Working Relationships Guidelines		

RECOMMENDATION:

THAT the Board of Trustees approves the correction of section designations, punctuations, typographical, and cross-references and authorizes the Administration to make such other technical and conforming changes as necessary to reflect the intent of the Board in connection with Policy 3 Appendix B - Trustee and Administration Working Relationships Guidelines.

****

BACKGROUND:

This policy was reviewed by the Board of Trustees on January 26, 2024, and was sent for legal review. Legal counsel would like to discuss their edits before publishing.

RISK ANALYSIS:

POLICY 3 APPENDIX B
TRUSTEE AND ADMINISTRATION WORKING RELATIONSHIPS GUIDELINES

The guidelines are provided with the intent to assist trustees and administration in their work together. They are a framework of actions that enable all parties to know and understand each other's role in working together, an understanding which is important in helping to ensure good working relationships as everyone shares the same goals: student success through strong community schools, with meaningful parent and community involvement.

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

Definitions:
Senior Administration: Superintendent, Associate Superintendents, Secretary/Treasurer, Principals, Vice-Principals.

Executive Team: Superintendent, Associate Superintendents, Secretary-Treasurer.

1. Trustee/Superintendent Working Relationship

1.1. The goal of a good trustee/Superintendent working relationship is to enable the Superintendent to ensure the effective management of the Division and, ultimately, student success.

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

1.3. The Superintendent ~~or Area Associate Superintendent~~ is the administrative contact for trustees.

~~1.3.1. Superintendent and Area Associate Superintendent are responsible for keeping each other informed as required when contacted by a trustee.~~

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

1.5. If a matter is time-sensitive and the Superintendent ~~or Area Associate Superintendent~~ is not available, the trustee may contact an executive team member. The executive team member shall be responsible ~~to inform~~ for informing the Superintendent.

~~1.6. A trustee shall contact their Area Associate Superintendent or Superintendent if Associate Superintendent is unavailable or if they have questions or concerns.~~

2. Trustee/Principal Working Relationship

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

POLICY 3 APPENDIX B
TRUSTEE AND ADMINISTRATION WORKING RELATIONSHIPS GUIDELINES

2.2. A strong working relationship will assist the trustee:
  2.2.1. In hearing the voice of the community;
  2.2.2. In being knowledgeable in a general sense about what is happening in the schools within their ward;
  2.2.3. To engage the community with the school.
2.3. A strong working relationship will assist the principal:
  2.3.1. In hearing the voice of the community;
  2.3.2. To strengthen communication and engagement with the community;
  2.3.3. In dealing with concerns effectively.
2.4. The trustee and principal shall always demonstrate mutual respect and support.
2.5. In general, the trustee should be involved with the school through invitation only.
2.6. Trustees must not get involved in the school's day-to-day operations and understand the principal reports to the Area Associate Superintendent/Superintendent.
2.7. The working relationship is not for the purposes of directing or monitoring each other's work.

3. Trustee - Principal Initial Meeting

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

4. Trustee/School Council Working Relationship

4.1. At the initial meeting with the principal, the trustee should ensure arrangements are made for them to meet the school council chair.
4.2. It is important for trustees to develop and nurture a good relationship with the

school council chair and school council so the community feels connected to the board while keeping in mind it is the community's school council that is advisory to the principal.

4.3. Also important is for a trustee to be a champion of promoting parent and community involvement in education as a number one factor in student success, to be a champion of working together for the success of every student, and to promote the vision, *"Our students love to come to school in Northland"* and how can everyone help that to be achieved.

4.4. Generally, a trustee will provide a report at each school council meeting about the work of the board, but that should be confirmed with the school council chair.

4.4.1. The report would be about items from the previous Board meeting and could include; policies to review with them, projects that are underway in the Division, and other items the trustees feel would be of interest for the school council to hear about.

4.5. If a concern is raised to the trustee, refer to the "process for Handling Concerns" below. Do not allow concerns about individuals to be discussed, as these must be handled with only the individuals involved.

5. Handling of Concerns

5.1. Everyone involved in resolving a concern shall be treated with respect and dignity.

5.2. Where appropriate, whoever the concern is about should be given the opportunity to respond to and/or resolve the situation first.

5.3. Process for Handling Concerns Involving Teachers

5.3.1. Concerns involving teachers need to be resolved according to legal processes and agreements such as the code of conduct, collective agreement, Teaching Profession Act and/or appeal processes that are specific to teachers.

5.3.2. When the concern is about a teacher, the teacher must be given the opportunity to resolve the situation first.

5.3.3. Trustees will guide the person to:

5.3.3.1. Meet with the teacher directly to resolve concerns; if not resolved, then;

5.3.3.2. Meet with the principal about the concern; if not resolved, then;

5.3.3.3. Meet with the Area Associate Superintendent; if not resolved, then;

5.3.3.4. Inform them they have the right to go to the Superintendent, and if still not resolved,

5.3.3.5. Inform them they have the right to appeal to the Board of Trustees on matters that significantly affect the education of the student. Trustees should seek clarification if a matter is appealable

POLICY 3 APPENDIX B
TRUSTEE AND ADMINISTRATION WORKING RELATIONSHIPS GUIDELINES

to the Board before informing the person it is.

5.3.4. If a person has a concern about a teacher and does not feel comfortable going and talking to the teacher, the trustee shall refer the matter directly to the Superintendent or Area Associate Superintendent.

5.4. Process for Handling Concerns with Regard to Staff other than Teachers

5.4.1. Concerns with regard to staff other than teachers (education assistants, bus drivers, caretakers, maintenance staff, etc.) need to go directly to the principal, Area Associate Superintendent, or Superintendent.

5.4.2. The steps followed would be the same as for teachers omitting the first step of going to the teacher first.

5.4.3. See Administrative Procedure 418, Staff Suspension, and Termination and Appeal (non-teaching staff).

5.5. See also Policy 2 Appendix D - Board and Superintendent Communication Guidelines

6. Processes for Handling Superintendent Concerns

6.1. If a trustee has a concern about the behavior of the Superintendent, they shall report that concern to the Board Chair in a timely manner.

6.1.1. The Chair will inform the Superintendent

6.1.2. The Chair may request for intervention, engage in mediation or conduct an inquiry. If the matter is of a sensitive nature, the Chair is not required to proceed via resolution.

7. Processes for Handling Community Concerns Brought to a Trustee

7.1. Goals applicable to all concerns are to ensure:

7.1.1. The concern is resolved or a decision made.

7.1.2. Details are shared on an “as needed” basis only, with as few people involved as possible for the protection of privacy.

7.1.3. Everyone is treated professionally and with respect.

7.1.4. The Superintendent is enabled to ensure the effective management of the Division.

7.1.5. See also Administrative Procedure 408, Staff Code of Conduct.

7.2. Procedures applicable to all concerns:

7.2.1. Trustees will inform the Superintendent ~~or Area Associate Superintendent~~ via email of all concerns/issues raised to them with a cc to the Board Chair for their awareness. The email needs to indicate if the trustees are:

7.2.1.1. Requesting the Superintendent ~~or Area Associate~~ to deal with the matter; or

7.2.1.2. Referring the matter to the school.

7.2.2. To help avoid being deemed as having a personal bias should a concern come through to an appeal, trustees must be careful to only facilitate a

person through the process of resolving a concern and not offer any opinion, at any time, with regard to the concern or how it should perhaps be resolved and should not become involved in the resolution.

7.2.3. If the trustee is directing the person to the school, they shall contact the principal to provide them with a brief overview of the concern – a "no surprises" mantra.

7.2.4. Trustees are responsible for guiding a person through the process of resolving a concern and monitoring the process to ensure the person knows their rights in addressing their concern and that the concern is resolved or a decision made.

7.2.4.1. Details about a situation must not be shared if it is about an individual due to privacy and legal implications.

7.2.4.2. The Superintendent, Area Associate Superintendent, or principal will provide feedback to the trustee as/when the situation is resolved.

7.2.4.3. It is also good practice for the trustee to ensure the concern is resolved or a decision is made by asking the person bringing the concern forward to communicate back to the trustee once it is resolved or a decision is made. You could also agree it will be assumed the concern was resolved unless they tell you otherwise.

7.3. Process for Handling Concerns that are with Regard to Discrimination, Harassment or Sexual Harassment

7.3.1. If a trustee receives a concern of this nature, they are to immediately refer it to the Superintendent or Area Associate Superintendent.

7.3.2. See also Administrative Procedure 170, Discrimination and Harassment.

8. Process for Handling Concerns About A Trustee

8.1. If there is a concern about the actions of a trustee, it should first be taken to that trustee for discussion and resolution, if possible.

8.2. If not able to discuss directly with the trustee involved or the concern is not resolved, then the following process shall apply:

8.2.1. Discuss with Supervisor and determine next steps;

8.2.2. Report to Superintendent, who will then work with the Chair and Vice-Chair to determine appropriate next steps, which may include, but are not limited to:

8.2.2.1. The Superintendent discusses the concern with the individual and/or trustee; and/or

POLICY 3 APPENDIX B
TRUSTEE AND ADMINISTRATION WORKING RELATIONSHIPS GUIDELINES

8.2.2.2. Chair and Vice-Chair discussing the concern with the trustee; and/or

8.2.2.3. After discussions with the trustee whom the concern is, the Board as a whole may be informed about the situation at the next scheduled in-camera meeting, if deemed necessary and/or appropriate to do so by the Chair and Vice-Chair.

8.2.3. In the case of the concern being about the Chair, the above procedures apply, except the Superintendent will work with the Vice-Chair and Alternate Trustee for the month (see Policy 9 Board Representatives).

8.2.4. In the case of the concern being about the Vice-Chair, the above procedures apply, except the Superintendent will work with the Chair and Alternate Trustee for the month (see Policy 9 Board Representatives).

9. Process for Trustees to Handle a Concern About A Staff Member

9.1. If a trustee has a concern about the behavior of any staff member, they shall report that concern to the Chair:

9.1.1. The Chair will inform the Superintendent and Vice-Chair;

9.1.2. The Superintendent shall investigate;

9.1.2.1. The Superintendent will report to the Chair and Vice-Chair and work with them to decide the appropriate next steps if any.

9.1.2.2. The trustee raising the concern and/or Board will be informed of the outcome as appropriate.

10. Process for Trustees to Handle Concerns Between Each Other

10.1. Trustees should always try to resolve concerns about each other directly with each other.

10.2. If not feasible or unable to resolve the concern(s) then the processes in Policy 4 Trustee Code of Conduct and Policy 4 Appendix A Trustee Code of Conduct Sanctions shall be followed.

Legal Reference:
AP 152 Dispute Resolution
Policy 4 Trustee Code of Conduct
Policy 4 Appendix A Trustee Code of Conduct Sanctions
AP 152 Appendix – Communication Protocol AP 170, Discrimination and Harassment
AP 408, Staff Code of Conduct
AP 418, Staff Suspension, Termination and Appeal (non-teaching staff)
AP Table of Contents

NORTHLAND SCHOOL DIVISION

ADMINISTRATION RECOMMENDATION TO THE BOARD

TO:	**THE BOARD OF TRUSTEES**	**DATE:**	**MARCH 15, 2024**
SUBMITTED BY:	Robin Guild, Board Chair		
SUBJECT:	Policy 4 - Trustee Code of Conduct		
ATTACHMENTS:	Policy 4 - Trustee Code of Conduct		

RECOMMENDATION:

THAT the Board of Trustees approves the correction of section designations, punctuations, typographical, and cross-references and authorizes the Administration to make such other technical and conforming changes as necessary to reflect the intent of the Board in connection with Policy 4 - Trustee Code of Conduct.

****

BACKGROUND:

This policy was reviewed by the Board of Trustees on January 26, 2024, and was sent for legal review. Legal counsel would like to discuss their edits before publishing.

RISK ANALYSIS:

POLICY 4
TRUSTEE CODE OF CONDUCT

Purpose and Application

Section 33 of the *Education Act* requires every Board of Trustees in Alberta to adopt a code of conduct that applies to trustees of the Board. The purpose of this Code of Conduct is to provide standards for the conduct of members of the Board of Trustees of Northland School Division (the "Board") relating to their roles and obligations and a procedure for the investigation and enforcement of those standards. This Code of Conduct applies to all trustees of the Board, including the Chair ("Members"). This Code of Conduct is one aspect of accountability and transparency both internally, among Members and between the Board and Administration, as well as externally, with Northland School Division students and parents, the public at large, other orders of government and the media.

Framework and Interpretation

This Code of Conduct provides a framework to guide ethical conduct that upholds the integrity of the Board and the high standards of professional conduct the public expects of its elected representatives. This Code of Conduct is intended to supplement other legal duties imposed on Members by Board bylaws and policy and legislation, including:

(a) the *Alberta Human Rights Act;*
(b) the *Education Act*;
(c) the *Freedom of Information and Protection of Privacy Act*;
(d) the *Local Authorities Election Act*; and
(e) the *Occupational Health and Safety Act*.
(f) The Code of Conduct does not supersede any of the above noted Acts

This Code of Conduct is to be given a broad and liberal interpretation in accordance with applicable legislation. It is not possible to write a Code of Conduct that covers every scenario. Members are to be guided by and conduct themselves in a manner that reflects the spirit and intent of this Code.

Principles and Values

1. Members are expected to perform their duties and functions of office with integrity, accountability and transparency.

2. Members have a duty to act respectfully, honestly, in good faith, and in the best interests of the Northland School Division.

3. Members shall:
   (a) uphold the law established by the Federal Parliament and the Alberta Legislature and the bylaws and policies adopted by the Board;

POLICY 4
TRUSTEE CODE OF CONDUCT

(b) carry out their duties in accordance with all applicable legislation, bylaws and policies pertaining to their position as a trustee;

(c) observe the highest standard of ethical conduct and perform their duties in the office and arrange their private affairs in a manner that promotes public confidence and will bear close public scrutiny; and

(d) serve and have been seen to serve the interests of Northland School Division and their constituents in a conscientious and diligent manner and shall approach decision-making with an open mind.

Confidential Information

1. The Board as a whole must be able to access information to fulfill its decision-making duties and oversight responsibilities; however, individual members must also recognize that certain information they receive in their capacity as trustees are subject to confidentiality and disclosure rules contained in legislation and the Board's bylaws and policies. Members must keep in confidence matters discussed in private at a Board or within the Closed Session of the Board meeting.

2. In the course of their duties, Members may also become privy to confidential information received outside of an "in-camera" meeting. Members must not:

   (a) disclose or release by any means to any member of the public, including the media, any confidential information acquired by virtue of their office, unless the disclosure is required by law or authorized by the Board;

   (b) access or attempt to gain access to confidential information in the custody or control of Northland School Division unless it is necessary for the performance of the Member's duties and is not otherwise prohibited by the Board, and only then if the information is acquired through appropriate channels in accordance with applicable Board bylaws and policies;

   (c) use confidential information for personal benefit or for the benefit of any other individual or organization.

3. No ~~m~~Members shall use confidential information to do harm against the Division or to trustees

Conflicts of Interest

1. Members are expected to make decisions in the best interests of the Northland School Division. Members are to be free from undue influence and not act or appear to act in order to gain financial or other benefits for themselves, family, friends or associates, business or

POLICY 4
TRUSTEE CODE OF CONDUCT

otherwise. Members have a statutory duty to comply with the pecuniary interest provisions set out in Part 4, Division 5 of the *Education Act*.

2. No Member shall, in the exercise of official power, duty or function, give preferential treatment to any individual or organization if a reasonably well-informed person would conclude that the preferential treatment was advancing a private interest.

3. No Member shall initiate, endorse, support or otherwise participate in any proceeding being brought against the Board or Northland School Division.
4. Members must disclosure all and any conflicts of interests or pecuniary interests to the Board

Improper Use of Influence

1. No Member shall use the influence of their office for any purpose other than for the exercise of the Member's official duties.

2. No Member shall act as an agent before the Board or a committee of the Board or any other body established by the Board.
3. No member shall use their position to undermine the Division, the Board and/or a Member.

Conduct at Meetings

1. Members shall conduct themselves with decorum and make every effort to participate diligently in the meetings of the Board, committees of the Board and other bodies to which they are appointed by the Board.

2. Members shall comply with Board policies and procedures governing the conduct of meetings of the Board, and any other rules of meeting procedure applicable to the body to which they have been appointed by the Board.

3. Members shall act in a manner that demonstrates fairness, respect for individual differences, and an intention to work together for the common good and in furtherance of the public interest.

4. Members shall conduct and convey the Board's business and all their duties in an open and transparent manner other than for those matters which, by virtue of legislation, are authorized to be dealt with in a confidential manner in a closed session and in so doing, allow the public to view the process and rationale which was used to reach decisions and the reasons for taking specific actions.

POLICY 4
TRUSTEE CODE OF CONDUCT

5. No Member shall record any proceedings of the Board without the express prior permission of the Board.
6. ~~Trustees~~ Members shall limit personal technology ~~for personal use~~ when representing, ~~or~~ acting in any way on behalf of the Board, or fulfilling their trustee or Board related duties, and be engaged in the matter at hand. Members may use technology for personal use in the event of an emergency.
7. Trustees shall dress in a professional manner

Respect for Decision-Making Process

1. Decision-making authority lies with the Board, and not with any individual Member. The Board acts by bylaw or resolution passed at a Board meeting held in public at which there is a quorum present, pursuant to section 64 of the *Education Act*.

2. A Member must not purport to bind the Board, either by publicly expressing their personal views on behalf of the Board when not authorized to do so or by giving direction to staff, agents, contractors, consultants or other service providers of Northland School Division or prospective vendors.

3. Members shall accurately communicate the decisions of the Board, even if they disagree with the Board's decision, such that respect for the Board's decision-making processes is fostered.

External Communications

1. A Member must not purport to speak on behalf of the Board unless authorized to do so. Unless the Board directs otherwise, the Chair is the Board's official spokesperson and in the absence of the Chair, it is the Vice-Chair.

2. A Member who is authorized to act as the Board's official spokesperson must ensure that their comments accurately reflect the official position and will of the Board as a whole, even if the Member disagrees with the Board's position.

3. No Member shall make a statement when they know that statement is false.

4. No Member shall make a statement with the intent to mislead the Board or members of the public.

Use of Social Media or Other Types of Media (Or Remove the word Social)

1. For the purposes of this Code of Conduct, "social media" refers to freely accessible, third-party hosted, interactive web-based technologies used to produce, post and interact through text, images, video and audio to inform, share, promote, collaborate or network.

POLICY 4
TRUSTEE CODE OF CONDUCT

2. As public figures and representatives of the Board, Members must act with discretion and be judicious in what material they post on social media. As with any other communications, Members are accountable for content and confidentiality.

3. No Member shall attempt to disguise or mislead as to their identity or status as a trustee when using social media.

4. No Member shall use social media to publish anything that is dishonest, untrue, offensive, disrespectful, constitutes harassment or is defamatory or misleading in any way.

Discrimination and Harassment

1. Members have a duty to treat members of the public, one another and staff with dignity and respect and without abuse, bullying or intimidation, and to ensure that their work environment is free from discrimination and harassment.

2. No Member shall use indecent, abusive, or insulting words or expressions toward any other Member, any staff member or any member of the public.

3. No Member shall speak in a manner that is discriminatory to any individual based on the person's race, religious beliefs, colour, gender, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status or sexual orientation.

4. The Board is the source of all governance authority and will make decisions on whether and to what extent to delegate the Board's authority to others, including the Chair, Board Committees and the Superintendent. The Superintendent serves the Board as a whole. No individual Member has executive authority over the Superintendent or staff in Administration. The Superintendent is the only employee of the Board.

5. Members shall respect the fact that staff work for the School Division as a corporate body and are charged with making recommendations that reflect their professional expertise and a corporate perspective and carrying out directions of the Board and administering the policies and programs of the Board, and that staff are required to do so without undue influence from any Member or group of Members.

6. Members must not:

   (a) involve themselves in matters of Administration, which fall within the jurisdiction of the Superintendent;

(b) use, or attempt to use, their authority or influence for the purpose of intimidating, threatening, coercing, commanding or influencing any staff member with the intent of interfering in that staff member's duties; or

(c) maliciously or falsely injure the professional or ethical reputation or the prospects or practice of staff members.

7. Members shall obtain information about the operation or administration of the School Division from the Superintendent or a person designated by the Superintendent. Members are to only contact staff according to the procedures authorized by the Superintendent regarding the interaction of Members and staff.

Use of School Division Property and Resources

1. Members shall use School Division property, equipment, services, supplies and staff time only for the performance of their duties as a Member, subject to the following limited exceptions:

(a) Board property, equipment, service, supplies and staff time that is available to the general public may be used by a Member for personal use upon the same terms and conditions as members of the general public, including booking and payment of any applicable fees or charges;

(b) Electronic communication devices, including but not limited to desktop computers, laptops, tablets and smartphones, which are supplied by the School Division to a Member, may be used by the Member for personal use, subject to the terms and conditions described below.

2. Electronic communication devices provided by the School Division are the property of the School Division, and shall, at all times, be treated as the School Division's property. Members are hereby notified that they are to have no expectation of privacy in the use of these devices and further that:

(a) all emails or messages sent or received on School Division devices are subject to the *Freedom of Information and Protection of Privacy Act*;

(b) all files stored on School Division devices, all use of internal email and all use of the Internet through the School Division's firewall may be inspected, traced or logged by the School Division;

(c) in the event of a complaint pursuant to this Code of Conduct, the Board may require that any or all of the electronic communication devices provided by the School Division to

Members may be confiscated and inspected as part of the investigation including downloading information which is considered relevant to the investigation. All email messages or Internet connections may be retrieved.

(d) No ~~trustees~~ Member or staff shall access the email without permission.[Note: it is unclear what this means. Does this mean that users must first agree to/sign the Technology User Agreement?]

3. No Member shall use any School Division property, equipment, services or supplies, including email, Internet services, or any other electronic communication device if the use could be offensive or inappropriate.

4. Upon ceasing to hold office, a Member shall immediately deliver to the School Division any money, book, paper, thing or other property of the School Division that is in the Member's possession or under the Member's control, including, without restriction, any record created or obtained by virtue of the Member's office other than a personal record or constituency record as those terms are used in the *Freedom of Information and Protection of Privacy Act*.

Expenses

1. Members shall comply with the provisions of all Board policies and related procedures and guidelines with respect to claims for remuneration and expenses, including but not limited to, claims for per diems (honoraria), mileage, travel, meals, lodging, event tickets, hosting and attendance at conferences, conventions, seminars, training courses and workshops.

2. Falsifying a Member's claim, including receipts or signatures, by a Member is a serious breach of this Code of Conduct and the Criminal Code of Canada and could lead to prosecution.

Gifts and Benefits

1. Members are expected to represent the public and the interests of the School Division and to do so with both impartiality and objectivity. The acceptance of a gift or benefit can imply favouritism, bias or influence on the part of the Member. At times, the acceptance of a gift or benefit occurs as part of the culture, social protocol or community events linked to the duties of a Member and their role in representing the Board. Personal integrity and sound business practices require that relationships with vendors, contractors or others doing business with the School Division be such that no Member is perceived as showing favouritism or bias toward the giver.

2. Members shall not accept gifts or benefits that would, to a reasonable member of the public, appear to be in gratitude for influence, to induce influence, or otherwise to go beyond the necessary and appropriate public functions involved. For these purposes, a gift

or benefit provided with the Member's knowledge to a Member's spouse, child, or parent that is connected directly or indirectly to the performance of the Member's duties is deemed to be a gift to that Member.

3. For further clarity, the following are recognized as acceptable gifts or benefits:

   (a) such gifts or benefits that normally accompany the responsibilities of the office and are received as an incident of culture, protocol or social obligation, provided that the value of the gift or benefit does not exceed one hundred dollars ($100).

   (b) a political contribution otherwise reported by law;

   (c) a suitable memento of a function honouring the Member;

   (d) food, lodging, transportation, event tickets or entertainment provided by provincial, or local governments, by the Federal government or by a foreign government within a foreign county, or by a conference, seminar or event organizer where the Member is either speaking or attending in an official capacity on behalf of the Board;

   (e) Food and beverages consumed at banquets, receptions, or similar events, if:

      i. attendance serves a legitimate purpose;
      ii. the person extending the invitation or a representative of the organization is in attendance; and
      iii. the value is reasonable, and the invitations are infrequent;

4. Gifts received by a Member on behalf of the Board as a matter of official protocol which has significance or historical value for the School Division shall be left with the School Division when the Member ceases to hold office.

5. An invitation to attend a function where the invitation is directly or indirectly connected with the Member's duties of the office is not considered to be a gift but is the fulfillment of an official function or obligation. An invitation to attend a charity golf tournament or fundraising gala, provided the Member is not consistently attending such events as a guest of the same individual or corporation, is also part of the responsibilities of holding public office. Likewise, accepting invitations to professional sports events, concerts, or dinners may serve a legitimate business purpose.

6. Any doubts about the propriety of a gift or benefit should be resolved in favour of not accepting it or not keeping it.

POLICY 4
TRUSTEE CODE OF CONDUCT

Election-Related Activity

1. Members are required to follow the provisions of the *Local Authorities Election Act* and are accountable under the provisions of that statute. Members should refrain from making inquiries of or relying on, staff to interpret or provide advice to Members regarding the requirements placed on candidates for the office of trustee. Members shall respect the Secretary-Treasurer's role in managing the election process and must not interfere with how the Secretary-Treasurer's election duties are carried out.

2. Members shall not use Board resources, including property, equipment, services, supplies and staff time, for any election-related activities, whether local, provincial or federal. Online resources hosted, supplied or funded by the Board, including but not limited to Member electronic newsletters, Member websites linked through the Board's website, and Member social media accounts used for ward communication, shall not be used for any election campaign or campaign-related activities. No Member shall use the School Division logo for campaign purposes.

3. For greater clarity, a Member may accept the services of staff who may choose to volunteer with the Member's election campaign during non-work hours.

Compliance with this Code of Conduct

1. Members are ultimately accountable to the public through the four-year election process. Between elections, Members may become disqualified and required to resign if the Member commits a disqualifying action pursuant to section 87 of the *Education Act.*

2. Any reported violation of a provision of this Code of Conduct may be subject to investigation by the Board, or a third-party investigator appointed by the Board.

3. Members are expected to cooperate in every way possible in securing compliance with the application and enforcement of this Code of Conduct.

4. No Member shall:

   (a) undertake any act of reprisal or threaten reprisal against a complainant or any other person for providing relevant information to the Board or to any other person in accordance with this Code of Conduct; or

   (b) obstruct the Board, or any other person, in carrying out the objectives or requirements of this Code of Conduct.

POLICY 4
TRUSTEE CODE OF CONDUCT

5. If the Board determines it appropriate to do so, the Board may impose sanctions on a Member who contravenes this Code of Conduct. Sanctions that may be imposed on a Member by the Board include:

   (a) issuing a letter of reprimand addressed to the Member,

   (b) requesting the Member to issue a letter of apology,

   (c) publicly reprimanding the Member by a motion of sanction,

   (d) publishing a letter of reprimand or request for an apology and the Member's response,

   (e) requiring the Member to attend training,

   (f) suspending or removing the Member from membership on a committee/committees,

   (g) Removal of professional development opportunities

   (h) suspending or removing the Member from chairing a committee,

   (i) requiring the Member to reimburse monies received,

   (j) reducing or suspending remuneration paid to the Member in respect of the Member's services,

   (k) requiring the Member to return School Division property or reimburse its value,

   (l) restricting the Member's access to School Division facilities, property, equipment, services and supplies,

   (m) restricting the Member's contact with School Division staff,

   (n) restricting the Member's travel and representation on behalf of the Board,

   (o) restricting how documents are provided to the Member (e.g. no electronic copies, but only watermarked paper copies for tracking purposes),

   (p) disqualifying the Member from the Board, but nothing in this Code of Conduct requires the Board to impose a sanction for any contravention.

Legal Reference: Sections 33, 34, 51, 52, 53, 64, 67, 85, 86, 87, 88, 89, 90, 91, 93, 94, 95, 96 Education Act.

NORTHLAND SCHOOL DIVISION

ADMINISTRATION RECOMMENDATION TO THE BOARD

TO:	**THE BOARD OF TRUSTEES**	**DATE:**	**MARCH 15, 2024**
SUBMITTED BY:	Robin Guild, Board Chair		
SUBJECT:	Policy 4 Appendix A - Trustee Code of Conduct Sanctions		
ATTACHMENTS:	Policy 4 Appendix A - Trustee Code of Conduct Sanctions		

RECOMMENDATION:

THAT the Board of Trustees approves the correction of section designations, punctuations, typographical, and cross-references and authorizes the Administration to make such other technical and conforming changes as necessary to reflect the intent of the Board in connection with Policy 4 Appendix A - Trustee Code of Conduct Sanctions.

****

BACKGROUND:

This policy was reviewed by the Board of Trustees on January 26, 2024, and was sent for legal review. Legal counsel would like to discuss their edits before publishing.

RISK ANALYSIS:

POLICY 4 - APPENDIX A
TRUSTEE CODE OF CONDUCT SANCTIONS

Informal Complaint Process

1. Any person who identifies or witnesses behaviour or activity by a Trustee that they reasonably believe, in good faith, is in contravention of this Code of Conduct is encouraged to attempt to address the prohibited behaviour or activity informally, where appropriate, by:
    1.1. Advising the Trustee that the behaviour or activity appears to contravene this Code of Conduct;
    1.2. Encouraging the Trustee to acknowledge and agree to stop the prohibited behaviour or activity and to avoid future occurrences of the prohibited behaviour or activity;
    1.3. Requesting the Chair to assist in an informal discussion of the alleged complaint with the Trustee in an attempt to resolve the issue. If the Chair is the subject of or is implicated in a complaint, request the assistance of the Vice Chair.
2. People are encouraged to pursue this informal complaint procedure as the first means of remedying behaviour or activity that they believe violates this Code of Conduct. However, a person is not required to complete this informal complaint process prior to pursuing the formal complaint process outlined below.
3. ~~After 3 information complaints, the complaint will become a formal complaint~~ In the event of 3 or more informal complaints, the 3rd complaint and any thereafter that are deemed to be formal complaint. [Note: do you wish to establish a time frame?]

Formal Complaint Process

4. Any person who identifies or witnesses behaviour or activity by a Trustee that they reasonably believe, in good faith, is in contravention of this Code of Conduct may file a formal complaint in accordance with the following conditions:
    4.1. a complaint must be made in writing and include the complainant's name and contact information;
    4.2. a complaint must be addressed to the Board, attention of the Chair. In the event that the Chair is the subject of, or is implicated in a complaint, the complaint shall be addressed to the attention of the Vice-Chair;
    4.3. a complaint must include the name of the Trustee(s) alleged to have contravened the Code of Conduct, the provision(s) of the Code of Conduct allegedly contravened and the facts surrounding the allegation, including any witnesses.
5. Upon receipt of a complaint, the Board will meet in a closed session, excluding the Trustee(s) alleged to have contravened the Code of Conduct, and decide whether to proceed to investigate the complaint or not. If the Board (with quorum) is of the opinion that:
    5.1. a complaint is frivolous or vexatious or is not made in good faith,
    5.2. a complaint is outside the jurisdiction of the Board or is more appropriately dealt with by another applicable legislative appeal, complaint or court process, or

POLICY 4 - APPENDIX A
TRUSTEE CODE OF CONDUCT SANCTIONS

5.3. there are no grounds or insufficient grounds for conducting an investigation.

The Board may choose not to investigate or, if already commenced, may terminate any investigation or may dispose of the complaint in a summary manner. In such event, the complainant shall be advised of the Board's decision in writing, with reasons, and provided with information regarding other options to pursue the complaint, if applicable.

6. If the Board decides to investigate the complaint, it shall take such steps as it may consider appropriate in the circumstances having regard for the specific nature of the complaint, which may include but is not limited to, proceeding to investigate on its own, appointing a committee of the Board to conduct the investigation, seeking legal advice and/or engaging a third-party investigator.
7. Investigations will be conducted in a fair, timely, and confidential manner that respects the principles of procedural fairness and natural justice.
8. Prior to commencing an investigation, the complainant and the respondent Member(s) will be advised of the investigation, and the respondent Member(s) will receive a copy of the complaint.
9. A complainant or witness may be asked to provide additional information during an investigation. Staff may also be requested to provide information, and any person conducting an investigation under this Code of Conduct may look at any record or thing belonging to or used by the School Division and enter any School Division facility to complete the investigation.
10. The respondent Member(s) is entitled to disclosure of all relevant information gathered during an investigation and must be given an opportunity to respond to the complaint before the Board deliberates and disposes of the complaint.
11. Upon conclusion of the investigation, the Board will convene at an in-camera meeting of the Board, excluding the Member(s) alleged to have contravened the Code of Conduct, to consider the results of the investigation and dispose of the complaint.
12. All complaints received under this Code of Conduct and all information and records received, reviewed or generated during the course of an investigation and disposition of a complaint, including interviews and investigation reports, are and shall remain strictly confidential unless the Board directs otherwise.
13. Trustee may ~~decide~~ elect to forgo an investigation and hold a hearing about the matter where the board shall decide the outcome of the complaint.

Legal Reference: Sections 33, 34, 51, 52, 53, 64, 67, 85, 86, 87, 88, 89, 90, 91, 93, 94, 95, 96 Education Act

NORTHLAND SCHOOL DIVISION

ADMINISTRATION RECOMMENDATION TO THE BOARD

TO:	**THE BOARD OF TRUSTEES**	**DATE:**	**MARCH 15, 2024**
SUBMITTED BY:	Robin Guild, Board Chair		
SUBJECT:	Policy 5 - Role of the Board Chair		
ATTACHMENTS:	Policy 5 - Role of the Board Chair		

RECOMMENDATION:

THAT the Board of Trustees approves the correction of section designations, punctuations, typographical, and cross-references and authorizes the Administration to make such other technical and conforming changes as necessary to reflect the intent of the Board in connection with Policy 5 - Role of the Board Chair.

****

BACKGROUND:

This policy was reviewed by the Board of Trustees on January 26, 2024, and was sent for legal review. Legal counsel would like to discuss their edits before publishing.

RISK ANALYSIS:

POLICY 5
ROLE OF THE BOARD CHAIR

The Board, at the annual Organizational Meeting and thereafter at any time as determined by the Board, shall elect one (1) of its members to serve as Board Chair, to hold office at the pleasure of the Board.

As a servant leader, the Board Chair's primary function is to facilitate the effective operation of the Board. The Chair is also responsible ~~to provide~~ for providing leadership that develops and grows the Board as a team focused on student success and always represents the Board and Division in a professional manner. The Board delegates to the Board Chair the following powers and duties:

1. Act as the official spokesperson for the Board, except for those instances where the Board has delegated this role to another individual or group and for the Division when there are potential political implications.
    1.1.1. When working with the government staff or elected officials with regard to the actions or operation of the Board or division, the Chair shall always ensure the Vice-Chair and/or another Trustee, and/or Superintendent or designate are part of the discussions to assist in decision making as well as the effective operation of the Board; this is not intended to apply to general discussions.
2. Preside over all Board meetings and ensure that such meetings are conducted in accordance with the current legislation and the policies and procedures as established by the Board.
3. Prior to each Board meeting, confer with the Vice-Chair, the Superintendent and/or designate on the items to be included on the agenda, the order of these items and become thoroughly familiar with them.
4. Be familiar with basic meeting procedures.
5. Perform the following duties during Board meetings:
    5.1. Ensure the meeting is opened and recognition of the Traditional Territory and contribution of Metis peoples and adheres to the culture, values and traditions of the community the meeting is in.
    5.2. Maintain order, proper conduct and decorum at the meeting so that motions may be formally debated.
    5.3. Ensure that all issues before the Board are well-stated and clearly expressed.
    5.4. Display firmness, courtesy, tact, impartiality, and willingness to give everyone an opportunity to speak on the subject under consideration.
    5.5. Ensure that the debate is relevant. The Board Chair, in keeping with his/her responsibility to ensure that debate must be relevant to the question, shall,

POLICY 5
ROLE OF THE BOARD CHAIR

when s/he is of the opinion that the discussion is not relevant to the question, remind members that they must speak to the question.

5.6. Decide questions of order and procedure, subject to an appeal to the rest of the Board. The Board Chair may speak to points of order in preference to other members and shall decide questions of order, subject to an appeal to the Board by any member duly moved.

5.7. Submit motions or other proposals to the final decision of the meeting by a formal show of hands.

5.8. Ensure that each trustee presents votes on all issues before the Board. When appropriate, advise trustees of ~~a~~ the possibility of a conflict of interest.

5.9. Facilitate meetings so that the will of the Board is achieved.

5.10. Extend hospitality to trustees, officials of the Board, the press, and members of the public.

6. Keep informed of significant developments within the Division.
7. Assist with the Board's orientation program for trustees.
8. Keep the Board and the Superintendent informed in a timely manner of all matters coming to his/her attention that might affect the Division.
9. Be in regular contact with the Superintendent to maintain a working knowledge of current issues and events.
   9.1. See also Policy 2 Appendix D Board and Superintendent Communication Guidelines.
10. Convey directly to the Superintendent such concerns as are related to him/her by trustees, parents, or students that may affect the administration of the Division.
11. Provide counsel to the Superintendent.
12. Ensure timely communication with school councils on emergent items and Division level initiatives.
13. Review and approve the Superintendent's vacation entitlement and expenditure claims.
14. Review and approve trustee expenditure claims, in accordance with Board policy.
15. Bring to the Board all matters requiring a decision of the Board.
16. Act as an ex-officio member of all Board committees, except the Student Expulsion Committee.
17. Act as a signing authority for Board minutes.
18. Act as a signing authority for the Division as follows:

    18.1. As required by the Government of Alberta.

    18.2. As required by financial institutions.

    18.3. The Vice-Chair is the alternate signing authority for the Board Chair

    18.4. Emergent: if one of the two signing authorities is not available, there will be a third trustee who will be an additional alternate signing authority for the Board

POLICY 5
ROLE OF THE BOARD CHAIR

Chair.

19. Represent the Board, or arrange alternative representation, at official meetings or other public functions.
20. Ensure alternates are arranged and briefed when a trustee cannot attend a meeting they are appointed to.
21. Address inappropriate behaviour on the part of a trustee.
22. Ensure the Board engages in annual assessments of its effectiveness as a Board.
23. Act on behalf of the Superintendent in her/his inability to act due to conflict of interest.
24. If an urgent or a time-sensitive matter arises which has a potentially significant legal implication and the Chair needs to act, then the general practice is that a written resolution will be made. Depending on the circumstances, the Chair may need to act in the absence of a resolution to address emergency, safety and/or highly sensitive matters. In this event the Chair shall confer with the Vice Chair.

Legal Reference: Section 33, 51, 52, 53, 64, 67 Education Act
Board Procedures Regulation

NORTHLAND SCHOOL DIVISION

ADMINISTRATION RECOMMENDATION TO THE BOARD

TO:	**THE BOARD OF TRUSTEES**	**DATE:**	**MARCH 15, 2024**
SUBMITTED BY:	Robin Guild, Board Chair		
SUBJECT:	Policy 6 - Role of the Vice Chair		
ATTACHMENTS:	Policy 6 - Role of the Vice Chair		

RECOMMENDATION:
THAT the Board of Trustees approves the correction of section designations, punctuations, typographical, and cross-references and authorizes the Administration to make such other technical and conforming changes as necessary to reflect the intent of the Board in connection with Policy 6 - Role of the Vice Chair, as presented.

****

BACKGROUND:
RISK ANALYSIS:

POLICY 6
ROLE OF THE VICE-CHAIR

The Vice-Chair shall be elected by the Board at its Organizational Meeting and thereafter, at any time determined by the Board, to hold office at the pleasure of the Board.

Specific Responsibilities

1. The Vice-Chair shall act on behalf of the Board Chair in the latter's inability to act or absence and shall have all the duties and responsibilities of the Board Chair.

2. The Vice-Chair shall assist the Board Chair in ensuring that the Board operates in accordance with its own policies and procedures and in providing leadership and guidance to the Board.

3. Prior to each Board meeting, the Vice-Chair shall confer with the Board Chair and the Superintendent and/or designate ~~on~~ items to be included on the agenda and the order of the agenda items. The Vice-Chair should become thoroughly familiar with the agenda items.

4. The Vice-Chair shall review and approve the Board Chair's expenditure claims in accordance with Board policy.

5. The Vice-Chair may be assigned other duties and responsibilities by the Board Chair in assisting with the organization and running of meetings.

6. Address inappropriate behaviour on the part of the Chair (see also Policy 3 Appendix B Working Relationships Guidelines).

Legal Reference: Section 33, 51, 52, 53 64, 67 Education Act
Board Procedures Regulation

NORTHLAND SCHOOL DIVISION

ADMINISTRATION RECOMMENDATION TO THE BOARD

TO:	**THE BOARD OF TRUSTEES**	**DATE:**	**MARCH 15, 2024**
SUBMITTED BY:	Robin Guild, Board Chair		
SUBJECT:	Policy 7 - Board Governance and Operations		
ATTACHMENTS:	Policy 7 - Board Governance and Operations		

RECOMMENDATION:

THAT the Board of Trustees approves the correction of section designations, punctuations, typographical, and cross-references and authorizes the Administration to make such other technical and conforming changes as necessary to reflect the intent of the Board in connection with Policy 7 - Board Governance and Operations, as presented.

****

BACKGROUND:

This policy was reviewed by the Board of Trustees on January 26, 2024, and was sent for legal review. Legal counsel would like to discuss their edits before publishing.

RISK ANALYSIS:

POLICY 7
BOARD GOVERNANCE AND OPERATIONS

The Board's ability to discharge its obligations in a productive and effective manner is dependent upon the development and implementation of a sound organizational design. In order to discharge its responsibilities to the electorate of the Division, the Board shall hold meetings as often as necessary. A quorum, which is a simple majority of the number of trustees, must be present for every duly constituted meeting. The Board has adopted policies so the business of the Board can be conducted in an orderly and efficient manner.

The Board's fundamental obligation is to preserve, if not enhance, the public trust in education and in the affairs of its operations in particular. Consistent with its objective to encourage the general public to engage in the educational process, Board meetings will be open to the public. Towards this end, the Board believes its affairs must be conducted in public to the greatest extent possible.

There are times when public interest is best served by private discussion of specific issues in a "closed session." The Board believes it is necessary to protect individual privacy and the Board's own position in negotiating either collective agreements or contracts and therefore expects to go in a closed session for issues dealing with individual students, individual employees, land, labour, litigation or negotiation.

Presentations at Board meetings by members of the public, students and staff can enhance the public interest.

1. Wards

   Within the stipulation of Ministerial Order #040/2017 dated July 4, 2017, and Ministerial Order #002/2021 dated January 27, 2021, the Board will provide for the nomination and election of trustees within the Division by wards.

   Copies of the Ministerial Order are available from the Division Office.

   1.1 Seven (7) to Ten (10) wards can be established within the Northland School Division. Ten (10) wards were established for the 2021 elections.

   1.2 One (1) trustee is to be elected in each ward.

   1.3 The provisions of the Local Authorities Election Act respecting the election of trustees shall apply to every election in each ward.

   1.4 Filling Vacancies

      1.4.1 During the 3 year period immediately following an election, a by-election need not be held if there is only one vacancy on the board, and

      1.4.2 During the 4th year following a general election, a by-election need not be held unless the number of vacancies on the board reduces the Board to a number that is less than the quorum of the Board plus one.

POLICY 7
BOARD GOVERNANCE AND OPERATIONS

By-elections may be held as determined by the Board.

2. Organizational Meeting

2.1 An Organizational Meeting of the Board, subject to 2.2, shall be held annually on the date determined by the Board in setting its schedule for regular meetings. In any year in which a general election takes place, an Organizational Meeting shall be held within four weeks following the date of that election, at a time and place to be fixed by the Corporate Secretary and/or Superintendent and shall be the first official meeting of the Board.

2.2 The Superintendent or designate will give notice of the Organizational Meeting to each trustee as if it were a special meeting. The Superintendent or designate shall call the meeting to order and act as Chair of the meeting for the purpose of the election of the Board Chair.

2.2.1 All votes for the positions of Board Chair and Vice-Chair shall be conducted by secret ballot unless there is unanimous agreement among the trustees to use a show of hands.

2.3 Each trustee will take the oath of office immediately following the call to order of the Organizational Meeting after a general election. Special provisions will be made for a trustee taking office following a by-election.

2.4 Upon election as Chair, the Board Chair shall take the oath of office and preside over the remainder of the Organizational Meeting. The Board Chair shall normally be elected for a period of one (1) year.

2.5 The Organizational Meeting shall, in addition:

2.5.1 Elect a Vice-Chair;

2.5.2 Establish a schedule (date, time and place) for regular meetings and any other predetermined meetings required for the ensuing year;

2.5.3 Create such standing or ad hoc committees of the Board as deemed appropriate, and appoint members;

2.5.4 Appoint Board representation as per Policy 9 Board Representation;

2.5.5 Review trustee conflict of interest stipulations and determine any disclosure of information requirements; and

2.5.6 Address other organizational items as required.

2.6 Organizational Meetings can only be called at a regular board meeting.

POLICY 7
BOARD GOVERNANCE AND OPERATIONS

3. Policies
   - 3.1 The Board of Trustees, by majority vote, may revise or amend its policies at any time. However, a proposed policy revision may be addressed at one session of the Board prior to being acting upon a subsequent board meeting.
   - 3.2 All new policies must have three (3) readings.
4. Regular Meetings

   Regular Board meeting dates, times and locations shall be as established at the Organizational Meeting each year.

   - 4.1 Notwithstanding the schedule established at the Organizational Meeting, the Board may, by resolution, alter the schedule in such manner as it deems appropriate.
   - 4.2 All trustees shall notify the Board Chair, Superintendent and Executive Assistant to Board and Corporate Services if they are unable to attend a Board meeting.
   - 4.3 All trustees who are absent from three (3) consecutive regular meetings shall:
     - 4.3.1 Obtain authorization by resolution of the Board to do so; or
     - 4.3.2 Provide to the Board Chair evidence of illness in the form of a medical certificate respecting the period of absence.

     Failure to attend may result in disqualification.
   - 4.4 If both the Board Chair or Vice-Chair, through illness or other cause, is unable to perform the duties of the office or are absent, the Board shall appoint from among its members an acting Board Chair, who on being so appointed has all the powers and shall perform all the duties of the Board Chair during the Board Chair's and Vice- Chair's inability to act or absence.
   - 4.5 Regular meetings of the Board will not be held without the Superintendent and/or designate(s) in attendance unless the Superintendent's contract is being discussed.
   - 4.6 All agenda items must be submitted to the Board Chair no later than the first Monday of each month.

5. Special Meetings
   - 5.1 Occasionally, unanticipated or emergent issues require immediate Board attention and/or action.
   - 5.2 Special meetings of the Board will only be called when the Board Chair, the majority of trustees, or the Minister is of the opinion that an issue must be dealt with before the next regular Board meeting.
   - 5.3 A notice of the special meeting, including date, time, place and nature of business, shall be issued to all trustees at least 2 days prior to the date of the meeting or

unless every trustee agrees to waive in writing the requirements for notice. Such notice may be provided by recorded mail, personal service or by electronic means on the provision that the trustee provides a response that they received the notice.

5.4 The nature of the business to be transacted must be clearly specified in the notice of the meeting. Unless all trustees are present at the special meeting, no other business may be transacted. Items can be added to the agenda by a majority vote when all trustees are present.

5.5 Special meetings of the Board shall be open to the public, recognizing that specific agenda matters may be held in a closed session.

5.6 Special meetings of the Board will not be held without the Superintendent and/or designate(s) in attendance unless the Superintendent's contract is being discussed.

6. Meetings by Electronic Means

6.1 It is the preference of the Board to meet at a common location to conduct Division business with trustees and the Superintendent or designate in physical attendance.

6.2 Notwithstanding 5.1, Trustees and Superintendent or designate participating in a meeting held by means of a communication facility are deemed to be present at the meeting, provided the trustee or Superintendent or designate are physically present within the boundaries of Alberta or with permission of the Chair if outside the boundaries of Alberta.

6.3 The facilities must enable all the meeting's participants to hear each other and if possible, enable all participants to view each other.

6.4 If it is a Board meeting, the facilities must enable the public to listen to the meeting and, if possible, enable the public to view the meeting and participants.

6.5 One (1) facility will be determined by the Superintendent or designate to be the central and publicly accessible site, and this site will be communicated to the public with the board agenda.

6.5.1 At least one (1) trustee and the Superintendent or designate must participate from the central and publicly-accessible site.

6.6 Reasonable steps must be taken to notify the public of locations from which members of the public may participate.

6.7 The Superintendent or designate will be responsible for the organization of the electronic communications with participants and will inform trustees at the meeting if the identity of a participant is in question.

6.8 A trustee may participate from a location to which the public does not have access.

POLICY 7
BOARD GOVERNANCE AND OPERATIONS

6.9 A trustee must ensure the means and location used to participate in the meeting will allow moving to a closed session and will meet all requirements of a closed session.

6.10 Through a Board motion, at least one (1) month in advance, trustees may determine that a future meeting will be exempt from electronic communication.

7. Closed Sessions

The Education Act uses the term "private" for non-public meetings. Robert's Rules of Order uses the term "executive session" for the same distinction. The term "closed session/in-camera" is most commonly used and is synonymous with the other two terms.

The preservation and enhancement of the public's trust in the educational system is an important priority of the Board. The Board believes that public trust is preserved by conducting open Board meetings. Notwithstanding this belief, occasionally, matters of unusual sensitivity require the Board to hold closed meetings.

In order to understand the ability to meet in closed sessions, consideration must first be given to the obligation of a school board to hold meetings in public and to refrain from excluding anyone from such meetings, except for improper conduct.

The exception to the general rule of holding meetings in public should be used sparingly.

7.1 The Board shall consider the following prior to moving to a closed session:

7.1.1 Is it in the public interest to move into a closed session to have these discussions?

7.1.2 Can the need to move a closed session be articulated by way of a resolution proposed to move in-camera?

7.1.3 Would a reasonable member of the electorate, having understood all the circumstances, agree that it is in the public interest to have the matter further debated in a closed session?

7.2 The Board may convene in a closed session only to discuss matters of a sensitive nature, as outlined by the Education Act:

7.2.1 Land: Acquisition/disposal of real property;

7.2.2 Labour: Matters relating to negotiations;

7.2.3 Legal: Litigation brought by or against the Board;

7.2.4 The personal information of an individual, including an employee of a public body, is subject to guidelines outlined in 6.3.

7.2.4.1 Personal information is much broader than personnel information and includes recorded information about an

identifiable individual.

7.2.4.2 When considering personal information for a matter that falls within the Board's jurisdiction, the privacy protection rules under the FOIP Act must be applied.

7.2.5 Other topics that a majority of the trustees present feel are of the opinion that it is in the public interest, to be discussed in private, subject to guidelines outlined in 6.3.

7.3 The FOIP Act protects the privacy of certain types of information, including personal information and sets out the rules for who has access to what information:

7.3.1 The access rules are generally governed by following the "need to know" principle. Under this principle, if the Board does not have a need to know, the information should not be before them.

7.3.2 The need to protect confidential information and the obligations of Trustees in that regard are outlined in Policy 4 Trustee Code of Conduct.

7.3.3 If the contents of a concern refer to a matter that does not fall within the authority or decision-making mandate of the Board, it should be referred to the Superintendent.

7.3.4 If the contents of concern do fall within the authority or decision-making mandate of the Board, the Board Chair will be responsible to determine the use to which it is put while protecting the privacy interests of the individual involved.

7.4 The Board may, by resolution, schedule a closed session meeting at a time or place agreeable to the Board or recess a meeting in progress for the purpose of meeting in a closed session. Such resolutions shall be recorded in the minutes of the Board and shall specify those individuals eligible to attend in addition to trustees and the Superintendent, notwithstanding item 3.5 above.

7.5 Such sessions shall be closed to the public and news media. The Board shall only discuss the matter(s) that gave rise to the closed session meeting. Board members and other persons attending the session shall maintain confidentiality and shall not disclose the substance of the discussion at such sessions.

7.6 The Board shall, during the closed session, adopt only such resolution as is required to reconvene the Board in an open, public meeting. This resolution shall be recorded in the minutes of the Board meeting.

8. Agenda for Regular Meetings

The Agenda Planning Review Committee is responsible for preparing an agenda for Board meetings.

8.1 Items scheduled for a specific time shall be clearly identified on the agenda.

8.2 The agenda will be supported by copies of letters, reports, contracts and other materials as are pertinent to the business that will come before the Board and will be of value to the Board in the performance of its duties.

8.3 The Superintendent shall provide a recommendation, options considered**,** risk management and research, where appropriate.

8.4 Items may be placed on the agenda in one (1) of the following ways:

8.4.1 By notifying the Board Chair or Superintendent at least six (6) calendar days prior to the Board meeting.

8.4.2 By notice of motion at the previous meeting of the Board.

8.4.3 As a request from a committee of the Board.

8.4.4 Issues that require Board action may arise after the agenda has been prepared. The Board Chair, at the beginning of the meeting, shall ask for additions to and/or deletions from the agenda prior to agenda approval. Changes to the agenda to accommodate truly emergent items may be made by a majority of those present.

8.5 The agenda package, containing the agenda and supporting information, will be provided to each trustee at least four (4) calendar days prior to the Board meeting.

8.5.1 Subsequently, information may be provided at the meeting; further, the Superintendent shall advise the Board Chair regarding the emergent nature of such information.

8.5.2 The Superintendent (or designate) shall ensure - the board agenda is uploaded to the Northland Website for stakeholder access prior to the Board meeting.

8.6 The Board will follow the order of business set by the agenda unless the order is altered or new items are added by the agreement of the trustees.

8.7 During the course of the Board meeting, the trustees present, with unanimous consent, may amend the agenda and place items before the Board for discussion. The Board may take action on such items.

8.8 The list of agenda items shall be posted on the Division website and be available in the Division Office. Any elector may inspect the agenda and request a copy.

9. Minutes for Regular or Special Meetings

The Board shall maintain and preserve by means of minutes a record of its proceedings and

POLICY 7
BOARD GOVERNANCE AND OPERATIONS

resolutions.

9.1 The minutes shall record:

9.1.1 Date, time and place of meeting;

9.1.2 Type of meeting;

9.1.3 Name of the presiding officer;

9.1.4 Names of those in attendance;

9.1.5 Approval of preceding minutes;

9.1.6 All resolutions, including the Board's disposition of the same, placed before the Board, are to be entered in full;

9.1.7 Names of persons making the motions;

9.1.8 A brief summary of the circumstances which gave rise to the matter being considered by the Board;

9.1.9 Points of order and appeals;

9.1.10 Appointments;

9.1.11 Receipt of reports of committees;

9.1.12 Recording of the declaration of all votes on a motion (when requested pursuant to the Education Act);

9.1.13 Trustee declaration of conflict of interest pursuant to the Education Act;

9.1.14 Departure and re-entry times of trustees and administration during a meeting; and

9.1.15 The time of adjournment.

9.2 The minutes shall:

9.2.1 Be prepared as directed by the Superintendent;

9.2.2 Be reviewed by the Superintendent prior to submission to the Board;

9.2.3 Be considered an unofficial record of proceedings until such time as adopted by a resolution of the Board; and

9.2.4 Upon adoption by the Board, be deemed to be the official and sole record of the Board's business.

9.3 The Superintendent or designate shall ensure, upon acceptance by the Board, that appropriate initials are affixed to each page of the minutes, and those appropriate signatures are affixed to the last page of the minutes.

9.4 The Superintendent shall establish a codification system for resolutions

determined by the Board which will:

9.4.1 Provide for ready identification as to the meeting at which it was considered;

9.4.2 Provide for cross-referencing with resolutions of similar nature adopted by the Board at previous meetings.

9.4.3 The Superintendent shall ensure all motions are tracked and business arising is completed and reported to the Board.

9.5 The Superintendent or designate will establish and maintain a secure file of all Board minutes.

9.6 As part of its ongoing effort to keep staff and the public fully informed concerning its affairs and actions, the Board expects the Superintendent to institute and maintain effective and appropriate procedures for the prompt dissemination of information about decisions made at all Board meetings.

9.7 The approved minutes of a regular or special meeting shall be posted to the website as soon as possible following approval. The Superintendent or designate is responsible to distribute and post the approved minutes.

10. Rules of Order

10.1 See Policy 7 Schedule D Northland School Division Board of Trustees Rules of Order.

11. Delegations at Board Meetings

The Board welcomes presentations on school matters by individuals or groups and may enter into a dialogue with a delegation concerning their expressed opinions, requests or demands in order to clarify the issues and/or explain the policy. The Board is not obligated to act in connection with a matter or matters raised by a delegation.

The Board has established the following channels of communication for parents and other groups to address their concerns regarding:

11.1 Issues regarding the selection of learning materials and the interpretation of Board policy by employees shall be communicated in the following order:

11.1.1 Teacher,

11.1.2 Principal,

11.1.3 Superintendent,

11.1.4 Board.

11.2 Issues and concerns about Board policies or actions shall be:

11.2.1 Submitted to the Superintendent for review, discussion, and clarification.

11.2.2 If the concerns are not addressed to the satisfaction of a concerned individual or group, a written submission may be made to the Board. The concerned party may also request an appearance before the Board.

11.3 Procedures for delegations to make a presentation to the Board are as follows:

11.3.1 The delegation shall give the Superintendent at least twenty (20) calendar days' notice before the day of the meeting at which it wishes to appear.

11.3.2 The notice shall be accompanied by a summary or explanation of the problem or concern that it wishes to discuss.

11.3.2.1 The Agenda Review Committee shall determine whether a delegation is to be permitted.

11.3.2.2 The Board Chair shall inform the delegation of the decision and review the details of the delegation process if it is to be heard.

11.3.3 The notice and summary shall be included in the agenda package for the meeting.

11.3.4 The delegation shall appoint not more than two (2) persons to speak on their behalf at the meeting and to respond to questions from the Board.

11.3.5 Normally, the Board will make their decision at the next regularly scheduled meeting.

12. Petitions

12.1 Petitions shall be filed with the Corporate Secretary or designate.

12.2 The Corporate Secretary shall determine petition sufficiency.

12.2.1 The Corporate Secretary will provide written notification of petition sufficiency/insufficiency to all petitioners.

12.3 Once a sufficient petition has been received by the Board, the Board shall establish an ad hoc committee within thirty (30) days to review the petition and provide recommendations on the purpose of the petition to the Board.

12.4 Within ninety (90) days of the receipt of a sufficient petition, the Board must make a decision(s) on the purpose of the petition.

12.5 Once a decision(s) on the purpose of the petition has been made by the Board, the Board will provide written notification to all petitioners.

13. Public Notices

13.1 Public notices must be published at least once a week for two (2) consecutive

weeks in at least one (1) newspaper that has general circulation in the area in which school divisions and municipalities interested in the matter are situated.

13.2 Public notices must be posted for ten (10) business days in at least two (2) areas considered appropriate.

13.3 Additionally, public notices may be posted electronically.

14. Audio/Video Recording Devices

14.1 Anyone wanting to use recording devices at a public Board meeting must obtain prior approval from the Board Chair.

15. Trustee Compensation and Expenses

The Board recognizes that the Chair and trustees have a very important role to fulfill and should be fairly compensated and reimbursed for expenses for Board business.

The Board shall:

15.1 Include amounts for trustee honoraria and expenses in its annual budget.

15.2 Report individual trustee remuneration annually in the Division's audited financial statements, in accordance with the Fiscal Planning and Transparency Act.

15.3 Annually review and approve rates in Policy 7 Appendix A Schedule of Rates in conjunction with the budgeting process.

15.3.1 Any changes to rates and/or compensation shall come into effect at the Board of Trustees discretion.

15.4 Services for which Trustees shall receive remuneration shall include:

15.4.1 Regular School Board Meetings

15.4.2 Special School Board Meetings;

15.4.3 Meetings of Committees of the Board;

15.4.4 ASBA Zone meetings; Meetings with MLA and Local Government

15.4.5 ASBA and PSBAA spring and fall annual general meetings;

15.4.6 PSBAA Governance Sessions, Council Meetings;

15.4.7 ASCA Annual Conference

15.4.8 Local Zone Alberta Education Consultation Sessions;

15.4.9 Conventions, retreats and workshops as authorized by the Board through Policy 7 Appendix B Professional Development Guidelines (including ASBA and CSBA);

15.4.10 Attendance at Christmas concerts of their respective school(s); awards at

schools; Parent Council Meetings/Council of School Council schools

15.4.11 Attendance at Long Services Awards at schools within their ward or a division-wide event;

15.4.12 Attendance at school activities where the trustee is formally invited to participate and authorized by the Board Chair or Superintendent;

15.4.13 Attendance at meetings held by other organizations to which the Board has appointed the trustee as a representative;

15.4.14 Trustee General Duty Days

15.4.14.1 General Duty Days are to cover time for reading materials and preparing for board and/or committee meetings, working with community members on individuals' concerns, short visits to schools, etc.

15.4.14.2 The Board Chair is entitled to claim up to five (5) Trustee Duty days per month for time spent engaging in official Division business as directed by the Board through policy or motion.

15.4.14.3 All other trustees are entitled to two (2) General Trustee Duty days per month, plus a maximum of four (4) additional days annually if the trustee is a member of a committee that requires significant additional reading, research and report writing. The committee will provide a consensus on who and how many days are claimed.

15.4.15 Other activities where the Board places an obligation on the trustee(s) to attend and/or participate.

15.5 Reimbursement of expenses and allowances shall be paid in accordance with Policy 7 Appendix A Schedule of Rates, Appendix B Professional Development Guidelines and Appendix C Trustee Expense Guidelines.

15.6 Support Trustee Development

The Board believes that trustees can best discharge their obligations to the electorate and the Board when they possess the necessary knowledge and skills.

15.6.1 The Board shall establish, in its annual budget, a sum of monies for the purpose of defraying expenses incurred by trustees who attend workshops, conferences and seminars conducted beyond the boundaries of the Division.

15.6.1.1 Monies may be accumulated in the first three (3) years following the election year, but in the fourth year, the budget

must be balanced.

15.6.1.2 Surplus accounts in election years will be returned to the general revenues.

15.6.1.3 Deficit accounts will be accepted in the first three (3) years, providing a Four-Year plan is developed by the Board outlining how the deficit will be cleared in the fourth year of the election term.

15.6.2 Attendance at professional development shall be as per Policy 7 Appendix B Professional Development Guidelines

15.6.3 Reimbursement of expenses for professional development shall be paid in accordance with Policy 7 Appendix A Schedule of Rates and Policy 7 Appendix B Trustee Expense Guidelines.

15.6.4 The Secretary-Treasurer shall advise the trustees of their cumulative professional development expenditures on a quarterly basis.

16. Trustee Conflict of Interest - Refer to Policy 4

The trustee is directly responsible to the electorate of the Division and to the Board.

Upon election to office and annually thereafter, the trustee must complete a disclosure of personal interest statement and accept a position of public trust. The trustee is expected to act in a manner that will enhance the trust accorded the trustee, and through the trustee, the trust accorded to the Board.

The Board is of the firm conviction that its ability to discharge its obligations is dependent upon the trust and confidence of the electorate in its Board and in its trustee members. Therefore, the Board believes in the requirement to declare a conflict of interest.

16.1 The trustee is expected to comply with the relevant sections of the Education Act.

16.2 The trustee is responsible for declaring him/herself to be in a possible conflict of interest.

16.2.1 The trustee shall make such declaration in an open meeting prior to the Board or committee discussion of the subject matter which may place the trustee in a conflict of interest.

16.2.2 Following the declaration of conflict of interest by a trustee, all debate and action shall cease until the trustee has left the room.

16.3 It shall be the responsibility of the trustee in conflict to absent him/herself from the meeting in accordance with the requirements of the Education Act and ensure that his/her declaration and absence are properly recorded within the minutes.

16.4 The recording secretary will record in the minutes:

POLICY 7
BOARD GOVERNANCE AND OPERATIONS

16.4.1 The trustee's declaration;

16.4.2 The trustee's abstention from the debate and the vote; and

16.4.3 That the trustee left the room in which the meeting was held.

17. Written Resolution

17.1 That the board has the option to send out a written resolution via email, board members must respond with an approval or non-approval;

17.2 Board resolutions must be ratified at the next regular board meeting

Legal Reference: Section 33, 34, 51, 52, 53, 64, 65, 66, 67, 69, 73, 75, 81, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 112, 114, 138, 139, 222 Education Act
Board Procedures Regulation
Petitions and Public Notices Regulation
Fiscal Planning and Transparency Act
Local Authorities Elections Act
Northland School Division Act
Income Tax Act (Canada)
Freedom of Information and Protection of Privacy Act

Reference: Policy 7, Appendix A – Schedule of Rates

NORTHLAND SCHOOL DIVISION

ADMINISTRATION RECOMMENDATION TO THE BOARD

TO:	**THE BOARD OF TRUSTEES**	**DATE:**	**MARCH 15, 2024**
SUBMITTED BY:	Robin Guild, Board Chair		
SUBJECT:	Policy 7 Appendix C - Trustee Honoraria, Expense and Corporate Credit Guidelines		
ATTACHMENTS:	Policy 7 Appendix C - Trustee Honoraria, Expense and Corporate Credit Guidelines		

RECOMMENDATION:

THAT the Board of Trustees approves the correction of section designations, punctuations, typographical, and cross-references and authorizes the Administration to make such other technical and conforming changes as necessary to reflect the intent of the Board in connection with Policy 7 Appendix C - Trustee Honoraria, Expense and Corporate Credit Guidelines, as presented.

****

BACKGROUND:

This policy was reviewed by the Board of Trustees on January 26, 2024, and was sent for legal review. Legal counsel would like to discuss their edits before publishing.

RISK ANALYSIS:

POLICY 7
APPENDIX C - TRUSTEE HONORARIA/EXPENSE AND CORPORATE CREDIT CARD GUIDELINES

This Appendix provides guidelines for the claiming, reimbursing and paying of honoraria, travel, meal and other expenses and/or allowances. It is intended to ensure trustees are properly reimbursed for honoraria/expenses incurred while on Northland School Division (NSD) board business through fair and reasonable practices and also enable the efficient review of honoraria/expenses by finance staff. Refer to Policy 4 Trustee Code of Conduct and Administrative Procedure 516 Division Purchasing Card Program.

HONORARIA/EXPENSE GUIDELINES

1. GENERAL GUIDELINES:

1.1. Reimbursement may only be made in respect of honoraria/expenses and/or allowances incurred in relation to approved NSD board business.

1.2. Travel, meals and other expenses, honoraria and/or allowances must be necessary and economical with due regard for health, safety and security.

1.3. Alcohol must not be purchased through any Division processes (NSD corporate credit card billed directly to the division, direct billing system or honoraria/expense claims system, etc.)

1.4. There should always be a focus on accountability and transparency.

1.5. The Board, by motion, may grant an exemption from all or part of this Appendix in extenuating circumstances that are well documented, excluding alcohol.

1.6. Personal expenses are any expenses NOT allowed by this appendix.

1.7. When the Administration requests trustee(s) to attend an administrative-sponsored event, expenses for the trustee(s) shall be covered by the administration's budget and honorariums by the Board's budget. The trustee's acceptance of the request shall be guided by policy.

1.8. In all cases where reimbursement is required, it shall be deducted from the next honoraria/expense claim.

2. PROCEDURES:

2.1. This Appendix applies regardless of how an honoraria/expense has been paid for or is being reimbursed (e.g. NSD corporate credit card billed directly to the Division, direct billing system or expense claims system, etc.).

2.2. Expenses and/or allowances incurred by one trustee on behalf of another must be attributed to the trustee for whom those expenses and/or allowances were incurred.

2.3. The approved honoraria/expense claim form(s) must be used.

2.4. A claim for reimbursement must be made within 60 days after the expense or occasion giving rise to the claim unless approved by the board.

2.5. No claim shall be paid unless approved by the Board if;

2.5.1. It has been more than 60 days since the expense occurred

2.5.2. It is not within the "electoral term of the Board" that the expense occurred.

2.5.3. The trustee is no longer duly elected.

2.6. A trustee is required to submit a signed honoraria/expense claim to start the reimbursement process.

2.6.1. By signing the honorarium/expense claim, a trustee is attesting that the honoraria/expense was incurred in relation to NSD Business and has not been claimed previously.

2.6.2. Special oversight should be exercised when completing an honoraria/expense claim to ensure expenses charged to a corporate credit card or direct billed to NSD are not also claimed on an honoraria/expense claim.

2.7. All items on a claim must include enough detail to enable anyone reviewing the claim to determine if it is allowable.

2.8. Receipts must be provided for all expenses that contain details regarding the good or service purchased, and itemized costs for each item with a total, which includes the GST, if applicable.

2.8.1. If a receipt is not available:

2.8.1.1. The trustee may claim the allowance amount instead (e.g. $x for breakfast, $x for lunch, $x for parking) or;

2.8.1.2. In exceptional circumstances, provide a written statement outlining why a receipt cannot be provided, signed by the trustee and Chair or Vice-Chair for the Chair.

2.8.2. Receipts may be submitted electronically (scanned, faxed, or picture from a mobile phone)

2.9. When a discount, credit or bonus for travel is received that reduces the original travel cost at the time the expense is incurred, only the net expense may be claimed.

2.10. Reimbursement must be repaid to the extent the related expense is credited or refunded.

2.11. Approvers must document their rationale for approval decisions for each claim where they have exercised discretion.

POLICY 7
APPENDIX C - TRUSTEE HONORARIA/EXPENSE AND CORPORATE CREDIT CARD GUIDELINES

2.12. It is the responsibility of both the approver and the trustee to work out appropriate arrangements that would meet the test of being fair and equitable.

2.13. In cases where the trustee comes to the location of the Board meeting, conference, or workshops, but does not attend the meeting(s) for any reason, the Board will not pay honoraria, and the trustee will be responsible for repaying all expenses associated with the member's travel to that meeting through their honorarium claim(s).

2.14. In cases where a trustee does not attend a board meeting, conference or workshop and costs are incurred by the Board; the trustee is responsible for repaying those costs through their honorarium claim(s).

2.14.1. If a trustee does not attend a conference and costs are incurred by the Board, the trustee is not eligible to attend any further professional development until all expenses are repaid.

2.14.2. If there are extenuating circumstances, a trustee may appeal to the Board to exempt them from repaying the costs by Board motion.

2.15. In cases where a trustee does not attend all sessions of the conference or workshop, they may only claim honorarium for the time they actually attended sessions.

2.16. In cases where costs are incurred to the Board due to trustees making changes to any travel arrangements or reservations, the trustee is responsible to repay the costs through their honorarium claim(s).

2.17. Given the administration time required to book conferences and all logistics surrounding attending a conference and cancelling a conference, if a trustee does not attend a conference or workshop on more than one occasion, they shall only be allowed to attend further conferences or workshops by Board motion.

2.18. In cases where a logistical error is made by the administration, such as not registering a trustee for a conference or an error in a date or location, the trustee shall be paid for any time and expenses they spent getting to and from the event.

2.19. In cases where it is more prudent for a trustee to layover a day or a partial day between meetings or events, rather than travel home and back, the trustee shall claim expenses.

2.20. When a trustee has to stay away from home longer due to various circumstances, such as it is more cost-effective to stay between meetings rather than travel home and back, weather, flight schedules, etc., they may claim up to two full days of honoraria.

2.20.1. Additional honoraria may be conditionally approved by the Chair, in consultation with the Vice-Chair, for trustees, and by the Vice-Chair, in consultation with one other trustee, for the Chair.
2.20.2. Conditionally approved honoraria are subject to Board approval.
2.20.3. In a denial, case payment is referred to in Clause 1.8.

3. HONORARIA/EXPENSE CLAIM PROCESS

3.1. Honoraria/Expense claims must be submitted in advance of scheduled cheque runs with enough time to allow for the review, correction and approval processes to be completed.

3.2. Review Process:
3.2.1. Honoraria/Expense claims are to be submitted, via the shared drive, to the Executive Assistant for review against policy;

3.3. Correction Process:
3.3.1. The Executive Assistant will inform the trustee and provide an explanation to the trustee of any errors or omissions;
3.3.2. The trustee will correct and resubmit the honoraria/expense claim to the Executive Assistant;
3.3.3. If the trustee disagrees with the correction, they may request the Board Chair to review it;
3.3.4. If there is still disagreement, it will be taken to the Board for a decision.

3.4. Approval Process:
3.4.1. After the review process is complete, the honoraria/expense claim shall be sent to the Board Chair for approval, or Vice-Chair if for the Chair;
3.4.2. Once approved, the honoraria/expense claim shall be submitted by the Executive Assistant for payment.

4. TRAVEL

4.1. Trustees requiring travel arrangements may book this on their own or request the arrangement of these services through the Executive Assistant. If booking on their own, the trustee should share the information with the Executive Assistant to help avoid double booking, allow easier coordination and make assistance easier if the trustee should so require while travelling.
4.1.1. If a trustee wishes to bring a companion(s) while on board business, there shall be no additional costs to the division as a result of the companion(s).
4.1.1.1. In the case of a flight(s), arrangements are to be made through the Executive Assistant.
4.1.1.2. Repayment by the trustee will occur as per 1.8

POLICY 7
APPENDIX C - TRUSTEE HONORARIA/EXPENSE AND CORPORATE CREDIT CARD GUIDELINES

4.2. Subject to requirements set out in this Appendix, a trustee may claim reimbursement of the following expenses with receipts:

4.2.1. Air or rail fare;
4.2.2. Automobile rental;
4.2.3. Excess baggage charges where extra equipment is required because of duties being performed;
4.2.4. Charges for electronic communication, and faxes related to NSD business only if receipted;
4.2.5. Charges for business-related phone calls;
4.2.6. Inter-municipal bus fares, including airport buses; and
4.2.7. Internet connectivity in hotels or other public places if unable to use the hotspot on NSD cell phone.

4.3. FLIGHTS

4.3.1. Air travel shall be by economy class unless otherwise approved by Board motion.
4.3.2. If a trustee chooses to travel business class they will only be reimbursed the cost of economy class.

4.4. OTHER TRAVEL ROUTES OR MODES OF TRANSPORTATION

4.4.1. If a trustee chooses to travel in a manner that is not the most direct, practical or cost-effective in the circumstances, the trustee may claim an allowance equivalent to the expense of the most direct, practical or cost-effective route and mode of transportation and pay the difference personally.

4.5. TRAVEL OUTSIDE OF CANADA

4.5.1. When travelling outside of Canada, a trustee may be reimbursed for the expense of procuring a business visa or passport, and related expenses, where required and where the trustee does not hold one.
4.5.2. A trustee shall be paid in Canadian currency for any allowances related to foreign travel or for reimbursement for expenses and/or allowances incurred in a foreign currency and supported by receipts.
4.5.3. A trustee shall be reimbursed for losses incurred due to any change in the rate of exchange for foreign currency purchased to meet reimbursable expenses when travel is required outside of Canada.
4.5.4. A trustee must purchase and may claim, the expense of travel medical insurance purchased for travel outside of Canada.

4.5.5. If a trustee becomes ill and requires medical attention or hospitalization or both while travelling outside of Canada, the trustee may claim reimbursement of any related expenses in excess of personal coverage in Alberta and any purchased travel medical insurance.

4.5.6. A trustee may claim the expense of travel immunizations.

4.6. TRAVEL BY THIRD-PARTY VEHICLE, INCLUDING CAR RENTALS

4.6.1. A trustee may claim reimbursement for the actual expense of hiring or renting third-party vehicles. The actual expense shall be the amount shown on the invoice and may include a gratuity of up to 15 percent as shown on the receipt.

4.6.2. A trustee may claim the expense of hiring a taxi and may only claim the cost of hiring a town car, limousine or similar vehicle if there is a valid business purpose.

4.6.3. A trustee may claim the expense of renting a vehicle.

4.6.3.1. The size and type of the vehicle must be appropriate for the number of passengers, road conditions, and nature of the need.

4.6.3.2. In-car navigation systems and electronic toll payments (where appropriate) are reimbursable expenses but expenses for all other convenience options are not reimbursable.

4.7. Travel by Trustee Vehicle

4.7.1. If a trustee uses their private vehicle to travel for NSD business, they shall be paid a vehicle mileage allowance at the rate set out in Policy 7 Appendix A Schedule of Rates.

5. MEAL EXPENSES

5.1. When travelling on NSD business, a trustee may claim either:

5.1.1. The actual expense of the meal (with receipt) as per Policy 7 Appendix A Schedule of Rates, up to a maximum of 50% over the meal allowance subject to Chair approval, or

5.1.2. The meal allowance as set out in Policy 7 Appendix A Schedule of Rates (no receipt required).

5.2. The actual expense of a meal is the amount shown on the bill, excluding alcoholic beverages, and may include a gratuity as shown on the receipt of no more than 15 percent.

5.3. When a trustee is travelling on NSD Business for part of a day, the trustee may be reimbursed for the amount shown on the receipt or paid the meal allowance as follows:

5.3.1. For breakfast, if the departure time is 7:30 a.m. or earlier or the return time is 7:30 a.m. or later, or

5.3.2. For lunch, if the departure time is 1:00 p.m. or earlier or the return time is 1:00 p.m. or later, or

5.3.3. For dinner, if the departure time is 6:30 p.m. or earlier or the return time is 6:30 p.m. or later.

5.4. A trustee must not claim a meal allowance if a meal is provided at no cost or included in a conference registration fee unless the trustee declines the meal because of a pre-authorized:

5.4.1. Dietary restriction; or

5.4.2. Business reason.

5.5. Meal expenses will not be reimbursed if the hotel provides a meal (usually breakfast) as part of the fee for the room.

5.5.1. If a meal is included in the expense of airfare, a trustee cannot claim a meal allowance unless the flight is delayed. A meal may be claimed as per the guidelines when a flight is delayed.

5.6. Any "room service" charges added to the cost of meals will not be reimbursed:

5.6.1. Unless there is a valid reason the meal could not be obtained elsewhere or,

5.6.2. The room service charge plus the cost of the meal is equal to or less than the meal allowance.

6. ACCOMMODATION EXPENSES

6.1. When a trustee is travelling on NSD business, and overnight accommodation away from the trustee's residence is necessary, the actual expense of accommodation (with receipt) or an allowance (no receipt required) at the rate set out in Policy 7, Appendix A Schedule of Rates per night may be claimed.

6.2. If a trustee wishes for a larger or upgraded room from a standard room they shall be reimbursed for the cost of a standard room only unless required for business reasons.

6.3. Should a trustee wish to stay at a hotel other than that of the corporate booking rate, they shall be reimbursed to a maximum of 25% over the corporate booking rate.

POLICY 7
APPENDIX C - TRUSTEE HONORARIA/EXPENSE AND CORPORATE CREDIT CARD GUIDELINES

7. LAUNDRY EXPENSES

7.1. A trustee may claim for laundry and dry cleaning expenses incurred (with receipt) after four consecutive nights while travelling.

8. HOSTING EXPENSES

8.1. The main purpose of an individual trustee hosting should be:

8.1.1. To engage with the community toward the ultimate goal of improving student success.

8.1.2. Engage with staff to help them feel welcome in the community, introduce them to the community and/or build relationships between them and the community.

8.2. Hosting may not include meeting with people about responsibilities that are outside of the Board's role. Any request to meet about an administrative responsibility area must involve the area Associate Superintendent and is not claimable through the trustee hosting budget. Trustee General Duty Days cover meetings with community members.

8.3. A "hosting summary" form must be submitted with any hosting expense claims that outline the purpose of the event, people in attendance and outcome.

9. BUSINESS EXPENSES

9.1. Office-type supplies required by a trustee to fulfill the requirements of their position (printer ink, paper, cards, etc.) are allowable business expenses.

9.1.1. Trustees must check with the Executive Assistant before purchasing supplies to ensure the Division does not already have the required item(s) in stock and/or if there is a contract with a supplier, the item(s) can be obtained through at a reduced cost.

9.2. Any other business expenses must be approved by the board chair or vice-chair for the chair.

CORPORATE CREDIT CARD GUIDELINES

10. GENERAL GUIDELINES:

10.1. At their request, trustees may be provided with a corporate credit card to assist with ease of travel and fulfilling the requirements of their position.

10.2. The card may be used for any allowable expenses outlined in this appendix.

POLICY 7
APPENDIX C - TRUSTEE HONORARIA/EXPENSE AND CORPORATE CREDIT CARD GUIDELINES

10.3. The card may not be used for personal expenses. However, with pre-approval from the Board Chair, trustees are permitted to use corporate credit cards for fuel purchases in emergent situations to attend NSD meetings.

10.4. All expenditures charged to a corporate credit card must be supported by original bills or vouchers as well as the customer's copy of the credit card receipt.

10.5. Details as to the trustee duties incurring the expense should be detailed on the receipt.

10.6. No cash advance is allowed through the corporate credit card.

10.7. The "Trustee Corporate Credit Card Agreement" must be signed by trustees receiving a corporate credit card. Cardholders are expected to know and observe the agreement as a condition of accepting and using the corporate card.

10.8. It is the responsibility of the cardholder to protect the card from loss or theft, and in the event of loss or theft, to notify the Executive Assistant immediately.

10.9. Along with the "Trustee Corporate Credit Card Agreement", this Appendix and all Board Policies apply to the use of a corporate credit card.

10.10. The Chair or Vice-Chair, in the case of the Chair, is responsible for ensuring the proper use of trustee corporate credit cards.

10.11. The Secretary-Treasurer shall immediately inform the Chair, or Vice-Chair in the case of the Chair, of any use by a trustee of their corporate credit card that is outside policy, including non-provision of receipts, and they shall take immediate action with the trustee involved.

10.12. The Chair, in consultation with the Vice-Chair, and the Vice-Chair, in consultation with one other trustee in the case of the Chair, have the right to request the immediate return and/or cancellation of a card:

10.12.1. If the card is misused in any manner (e.g. charging personal expenses, charging alcohol)

10.12.2. Any other actions that are considered to constitute a general mishandling of the card, such as, but not limited to:

10.12.2.1. Excessive administration time is required to reconcile the credit card statement against the trustee's expense claim.

10.12.2.2. Claiming expenses on their expense form that were charged to their credit card.

10.13. The following process shall be enacted by the Chair, or Vice-Chair in the case of the Chair if receipts are not provided, although consideration may be given if the offences do not occur simultaneously:

10.13.1. The first time a receipt is not provided:

10.13.1.1. The charge will not be reimbursed and will be deducted from the trustee's next honorarium/expense claim;

10.13.1.2. The Chair, or Vice-Chair in the case of the Chair, shall be notified immediately with the details and will contact the trustee involved to remind them of the policy and warn them that their card could be cancelled. This will be followed up in writing.

10.13.2. The second time a receipt is not provided:

10.13.2.1. The charge will not be reimbursed and will be deducted from the trustee's next honorarium/expense claim;

10.13.2.2. The Chair, or Vice-Chair in the case of the Chair, shall be notified immediately with the details and will contact the trustee involved to remind them of the policy and warn them that their card will be cancelled should this occur again. This will be followed up in writing.

10.13.3. The third time a receipt is not provided, the credit card will be suspended. This will be followed up in writing.

10.13.4. Suspension of a card will be for the remainder of the electoral term unless the Chair/Vice-Chair decides to reinstate the card once all receipts and discrepancies have been resolved, including paying back any funds owed. Additional requirements can be added as well, such as signing an agreement.

10.14. Trustees are responsible to keep a copy of all receipts which they can provide in the case of a dispute.

10.15. As a condition of accepting a corporate credit card, a cardholder authorizes the Division to clear any outstanding accounts and deduct the payment from any funds which may be payable to the cardholder.

10.16. The corporate card must be returned to the Division Office one month prior to the end of each electoral term.

10.17. Any outstanding charges on the account must be resolved through the trustee's honoraria claim prior to the end of an electoral term.

10.18. The following may conditionally approve expense(s) outside of policy, subject to Board approval:

10.18.1. The Chair, in consultation with the Vice-Chair, and

10.18.2. In the case of the Chair, the Vice-Chair is in consultation with one other trustee as per the Agenda Review Schedule (Policy 8 - Board Committees).

10.19. Expense(s) outside of policy may be conditionally approved, subject to Board approval, by:

POLICY 7
APPENDIX C - TRUSTEE HONORARIA/EXPENSE AND CORPORATE CREDIT CARD GUIDELINES

10.19.1. The Chair, in consultation with the Vice-Chair, and

10.19.2. In the case of the Chair, the Vice-Chair is in consultation with one other trustee as per the Agenda Review Schedule (Policy 8 - Board Committees).

10.19.3. Repayment for any conditionally approved expense that is denied by the Board is as per 1.8.

NORTHLAND SCHOOL DIVISION

ADMINISTRATION RECOMMENDATION TO THE BOARD

TO:	**THE BOARD OF TRUSTEES**	**DATE:**	**MARCH 15, 2024**
SUBMITTED BY:	Robin Guild, Board Chair		
SUBJECT:	Policy 13 - Appeals and Hearings Regarding Student Matters		
ATTACHMENTS:	Policy 13 - Appeals and Hearings Regarding Student Matters		

RECOMMENDATION:
THAT the Board of Trustees approves the correction of section designations, punctuations, typographical, and cross-references and authorizes the Administration to make such other technical and conforming changes as necessary to reflect the intent of the Board in connection with Policy 13 - Appeals and Hearings Regarding Student Matters, as presented.

****

BACKGROUND:
RISK ANALYSIS:

POLICY 13
APPEALS AND HEARINGS REGARDING STUDENT MATTERS

Background

Under relevant sections of the Education Act, the only matters on which the Minister of Education will consider appeals are:

- Special Education placement;
- Language of instruction;
- Home Education programs;
- Student expulsion;
- Amount and payment of fees or costs;
- Access to or the accuracy or completeness of student records;
- Amount of fees payable by a Board to another Board; or
- Board responsibility for a specific student.

Generally, the Board will hear appeals on matters appealable to the Minister.

All Matters Other Than Expulsion of a Student

The Board will hear appeals in this manner on administrative decisions on all matters other than the expulsion of students, which are submitted in accordance with relevant section(s) of the Education Act and that significantly affect the education of a student.

1. Before a decision is appealed to the Board, it must be appealed to the Superintendent.
2. Parents of students~~,~~ and independent students sixteen (16) years of age or over~~,~~ have the right to appeal to the Board, a decision of the Superintendent that significantly affects the student's education. The Superintendent must advise parents and students of this right of appeal.
3. The appeal to the Board must be made within five (5) days from the date the individual was informed of the Superintendent's decision. The appeal must be filed in writing and contain the name of the party filing the appeal, the date, the matter at hand, and the reason for the appeal.
4. Parents or students, as above, when appealing a decision to the Board, have the right to be assisted by a resource person(s) of their choosing. The responsibility for engaging and paying for such assistance rests with the parents or students.
5. The appeal hearing must be scheduled ~~within~~ after thirty (30) days and no more than forty-five (45) days to ensure that the person making the appeal and the Superintendent or designate, whose decision is being appealed, has sufficient notice and time to prepare for the presentation.
6. The appeal will be heard in-camera, with specified individuals in attendance.
7. The appeal hearing will be conducted in accordance with the following guidelines:

POLICY 13
APPEALS AND HEARINGS REGARDING STUDENT MATTERS

7.1 The Board Chair will outline the purpose of the hearing, which is to provide:

7.1.1 An opportunity for the parties to make representation in support of their respective positions to the Board. This information may include expert medical, psychological, and educational data and may be presented by witnesses. The information presented may include both written and verbal communications;

7.1.2 The Board will receive information and review the facts of the dispute;

7.1.3 A process through which the Board can reach a fair and impartial decision.

7.2 Notes of the proceedings will be recorded for the purpose of the Board's records.

7.3 The Superintendent and/or staff will explain the decision and give reasons for the decision.

7.4 The appellant will present the appeal~~,~~ and the reasons for the appeal, and they will have an opportunity to respond to information provided by the Superintendent and/or staff.

7.5 The Superintendent and/or staff will be able to respond to information presented by the appellant.

7.6 Committee members will be able to ask questions or clarification from both parties.

7.7 No cross-examination of the parties shall be allowed, though questions may be directed to the other party through the Board Chair with the permission of the Board Chair.

7.8 The Board will meet without the respective parties to the appeal in attendance to arrive at a decision regarding the appeal. The Board may have legal counsel and an administrator in attendance.

7.9 If the Board requires additional information or clarification to make its decision, both parties to the appeal will be requested to return to the hearing for the required additional information.

7.10 The Board decision and the reasons for that decision will be communicated to the appellant once a decision has been reached and confirmed in writing following the hearing. The communication to the appellant shall include information that the appellant has the right to seek a review by the Minister if the appellant is dissatisfied with the decision of the Student Appeals Committee if the matter under appeal is a matter described in section 44 of the Education Act.

Expulsion of a Student

All students are expected to comply with the relevant section(s) of the Education Act, Board policy and school policy.

POLICY 13
APPEALS AND HEARINGS REGARDING STUDENT MATTERS

In accordance with section 42(5) of the Education Act, the Board delegates to the Student Expulsion Committee the power to make decisions with respect to the expulsion of students.

The Student Expulsion Committee will hear representations with respect to a recommendation for a student expulsion in accordance with relevant sections of the Education Act.

If a student is not to be reinstated within five (5) school days of the date of suspension, the Principal shall immediately report in writing all the circumstances of the suspension and provide a recommendation to the Student Expulsion Committee through the Office of the Superintendent.

The Student Expulsion Committee will convene in an in-camera session upon the call of the Superintendent, but in no event shall the meeting occur later than ten (10) school days from the first day of suspension.

Parents of students, or independent students sixteen (16) years of age or over, have the right to be assisted by a resource person(s) of their choosing. The responsibility for engaging and paying for such assistance rests with the parents or students.

The Student Expulsion Committee may have legal counsel in attendance.

Notes of the proceedings will be recorded for the purpose of the Board's records.

The expulsion hearing will be conducted in accordance with the following guidelines:

1. The Committee Chair will outline the purpose of the hearing, which is to:
    1.1 Provide an opportunity to hear representations relative to the recommendation from the Principal;
    1.2 Provide an opportunity for the student and/or the student's parents/guardians to make representations;
    1.3 Reinstate or expel the student.

2. The Committee Chair will outline the procedure, which will be as follows:
    2.1 The Principal will present the report documenting the details of the case and the recommendation to expel the student;
    2.2 The student and the student's parents/guardians will be given an opportunity to respond to the information presented and to add any additional relevant information;

POLICY 13
APPEALS AND HEARINGS REGARDING STUDENT MATTERS

2.3 The members of the Student Expulsion Committee will have the opportunity to ask questions of clarification from both the Principal and the student and the student's parents/guardians;

2.4 The Student Expulsion Committee will meet, without either the administration or the student and the student's parents/guardians present, to discuss the case and the recommendation. The recording secretary may remain in attendance. Legal counsel may also remain in attendance;

2.5 Should the Student Expulsion Committee require additional information, both parties will be requested to return in order to provide the requested information;

2.6 The Student Expulsion Committee will then make a decision to either reinstate or expel the student; and

2.7 The Student Expulsion Committee decision shall be communicated in writing to the student and the student's parents/guardians within five (5) days of the hearing, with copies being provided to the Principal and the Superintendent. The Superintendent's office will attempt to inform the parent(s)/guardians and the student of the decision by telephone or personal communication as soon as possible after a decision has been reached.

3. If the Student Expulsion Committee's decision is to expel the student, the following information must be included in the letter to the student and the student's parents/guardians:

3.1 The length of the expulsion which must be greater than ten (10) school days;

3.2 The educational program to be provided to the student and the name of the individual to be contacted in order to make the necessary arrangements; and

3.3 The right of the student and the student's parents/guardians to request a review of the decision by the Minister of Education.

Legal Reference: Section 3, 4, 11, 31, 33, 36, 37, 41, 42, 43, 44, 51, 52, 53, 222 Education Act

NORTHLAND SCHOOL DIVISION

ADMINISTRATION RECOMMENDATION TO THE BOARD

TO:	**THE BOARD OF TRUSTEES**	**DATE:**	**MARCH 15, 2024**
SUBMITTED BY:	Krista Veitch, Associate Superintendent of Human Resources		
SUBJECT:	2024-2025 School Calendar		
ATTACHMENTS:	2024-2025 School Calendar		

RECOMMENDATION:

THAT the Board of Trustees approve the 2024-2025 School Calendar as presented.

****

BACKGROUND:

The Board is responsible for setting the school division calendar as per section 60 of the Education Act.

The draft 2024-2025 was presented at the Board of Trustees' January 27, 2024 board meeting, which was then circulated to the school principals and teachers to gather feedback.

RISK ANALYSIS:

Northland School Division

2024-2025 School Calendar

August 2024

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

OD 5 ID 0

September 2024

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

OD 19 ID 19

October 2024

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

OD 22 ID 21

November 2024

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

OD 19 ID 19

December 2024

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

OD 15 ID 15

January 2025

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

OD 20 ID 19

February 2025

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

OD 18 ID 14

March 2025

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

OD 20 ID 19

April 2025

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

OD 16 ID 16

May 2025

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

OD 20 ID 20

June 2025

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

OD 19 ID 18

July 2025

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

Non-Operational Day - No school for staff or students

Teachers Only - No school for students

Teacher Prep Day - No school for students

Semester 1: 93 days

Semester 2: 87 days

Operational Days 191 (193 minus 2 site based Wellness Days = 191)

Instructional Days (180 minus 2 local PD days and 2 wellness days = 176 days)

Semester 1 Ends January 30

August	26	First Day for Staff
August	26 to 29	School Organizational Days
August	30	Teacher Prep Day
Sept	**2**	**Labour Day - Non-Operational Day**
Sept	3	First Day for Students
Sept	30	**National Day for Truth and Reconciliation**: Non-Operational day
Oct	**14**	**Thanksgiving Day: Non-Operational Day**
Oct	25	Divisional PD Day
Nov	1	**Metis Settlement Day**: Non-Operational Day
Nov	**11**	**Remembrance Day: Non-Operational Day**
Dec 23 to Jan 3		Christmas Break - No school for staff or students
Jan 6		Classes resume

Jan	31	Divisional PD Day - No school for students
Feb	10	Professional Learning Day - No school for students
Feb	11	Divisional PD Day - No school for students
Feb	12	Non-operational day - No school for staff or students
Feb	13 & 14	Teacher Convention - No school for students
Feb	**17**	**Family Day: Non-Operational Day**
March	14	Divisional PD Day - No school for students
March 31 to April 4		Spring Break - Non-Operational Days
April 18 & 21		**Easter Weekend - Non-Operational Days**
May	16	Non-Operational Day - No school for staff or students
May	**19**	**Victoria Day: Non-Operational Day**
June	20	Non-Operational day - No school for staff or students
June	26	Last Day for Students
June	27	Last Day for Stsaff

As of: March 7, 2024

NORTHLAND SCHOOL DIVISION

ADMINISTRATION RECOMMENDATION TO THE BOARD

TO:	**THE BOARD OF TRUSTEES**	**DATE:**	**MARCH 15, 2024**
SUBMITTED BY:	Cal Johnson, Acting Superintendent of Schools		
SUBJECT:	2023-2024 Board Work Plan		
ATTACHMENTS:	Board Work Plan		

RECOMMENDATION:
THAT the Board of Trustees approves the 2023-2024 Board Work Plan as presented.

****

BACKGROUND:
RISK ANALYSIS:

BOARD ANNUAL WORK PLAN

	Board Activity	Meeting	Frequency	S	O	N	D	J	F	M	A	M	J	J	A
1.	**Accountability: Student Learning & Wellness**														
1.1	Hold Board meetings	Board	Monthly	x	x	x		x	x	x	x	x	x		
1.2	Receive Superintendent's Monthly Itinerary	Board	Monthly	x	x	x		x	x	x	x	x	x		
1.3	Receive Superintendent's Highlights	Board	Monthly	x	x	x		x	x	x	x	x	x		
1.4	Review Division achievement results	Board	Annually		x										
1.5	Review school achievement results and initiate school/program reviews as necessary to ensure student success	Board	Annually		x										
1.6	Student/Staff Wellness: Within the Superintendent's Education Tri-annual Report, review initiatives & planning to ensure Policy 19 Welcoming, Caring, Respectful and Safe Learning, and Working Environments, is being achieved.	Board	Tri-annual			x				x			x		
1.7	In consultation with communities and key partners, identify Division priorities at outset of 3 Year Education Plan process (Strategic Planning) (see 2.3, NSD Act)	Engagement Sessions	Later in 1st year of term									x	x		
1.8	Approve 3 Year Education Plan after consultations	Board	2nd year of term			x									
1.9	Review progress on 3 Year Education Plan	Board	Tri-annual			x				x			x		
1.10	Review draft school year calendar	Board	Annually					x							
1.11	Approve school year calendar	Board	Annually							x					
1.12	Review, refine and approve 3 Year Education Plan	Board	Annually			x									
1.13	Associate Superintendent 1 Report	Board	Bimonthly	x		x			x		x		x		
1.14	Associate Superintendent 2 Report	Board	Bimonthly		x			x		x		x			
1.15	FNMI Department Report (Oct = Plan/ June = Year End Review)	Board	Twice a year		x								x		
1.16	IT Department Report	Board	Annually		x								x		
1.17	Student Services Department Report	Board	Annually						x						
1.18	HR Department Report	Board	Twice a year	x									x		
1.19	Transportation Department Report	Board	Annually								x				
1.20	School Food Services Department Report	Board	Annually										x		
1.21	Student Engagement Attendance & Completion Report	Board	Monthly	x	x	x		x	x	x	x	x	x		
1.22	Christmas Activities		Annually				x								
1.23	School Celebrations		Upon request												
1.24	Enrollment Report	Board	Monthly	x	x	x	x	x	x	x	x	x			

SP=Spring Planning FP=Fall Planning BW=Board Workshop

BOARD ANNUAL WORK PLAN

	Board Activity	Meeting	Frequency	S	O	N	D	J	F	M	A	M	J	J	A
1.25	Professional Improvement Leave Clause 10.5 Collective Agreement (decision by Mar. 15)	Board							x						
1.26	Student Scholarships and Bursaries (AP 370)	Board	Annually								x				
2.	**Engagement**														
2.1	Survey key partners to determine if they are satisfied with involvement with NSD	Board	Annually	x											
2.2	Policy 9 Board Representatives (Organizational Meeting)	Org Mtg.	Annually										x		
2.3	Review engagement requirements of NSD Act & ensure they have been met (see 1.1 and Review Policy 21 Community Voice)	Various	Year 1							x					
2.4	Review procedure, process & effectiveness of Ward Councils (Policy 21 Community Voice)	BW	Year 1							x					
2.5	Review procedure, process & effectiveness of Council of School Councils (Policy 21 Community Voice)	Board	Annually							x					
2.6	Communications Department Report	Board	Annually	x											
2.7	Nominate individuals/groups for ASBA awards as appropriate	Board	Annually	x											
2.8	Determine ASBA Edwin Parr Nomination	Board	Annually								x				
2.9	Nominate ASBA Zone 1 Friend of Education Award	Board	Annually										x		
2.10	Nominate ASBA Zone 1 Appreciation Award	Board	Annually										x		
2.11	Retirement and Long Service Awards event		Annually									x			
a.	Board meeting to be held in conjunction with this event														
3.	**Community Assurance**														
3.1	Welcome Back (messages, events, etc.)		Annually	x											
3.2	Review collaborative partnership work initiatives & discuss other areas for possible collaboration (housing, maintenance, etc.)	Board	Annually	x											
3.3	Report results clearly and openly to the public	Board	Annually			x									
3.4	Review the status of buildings and grounds (Maintenance department report - see 5.17)	Board	Annually		x										
3.5	Review risk management practices	Board	Annually			x									
4.	**Accountability: To Alberta Government**														
4.1	Within the Superintendent's Education Quarterly Report, review plans to ensure all students, teachers, and Division leaders learn about First Nations, Métis and Inuit perspectives, experiences and contributions throughout history, treaties, and the history and legacy of residential schools.	Board	Quarterly			x			x			x			

BOARD ANNUAL WORK PLAN

	Board Activity	Meeting	Frequency	S	O	N	D	J	F	M	A	M	J	J	A
4.2	Review, approve and submit Annual Education Results Report (AERR) to the provincial government	Board	Annually			x									
5.	**Accountability: Fiscal**														
5.1	Review and complete budget process	Board	Annually					x	x	x					
5.2	Approve Spring budget	Board	Annually									x			
5.3	Appointment of Auditors/Entrance & Exit Documents	Board	As required			x							x		
5.4	Approve Audited Financial Statements	Board	Annually			x									
5.5	Review of Monthly Financial Statements	Board	Monthly	x	x	x		x	x	x	x	x	x		
5.6	Review Draft Fall Budget	Board	Annually		x										
5.7	Approve Fall Budget Update	Board	Annually			x									
5.8	Approve transfers from reserves	Board	Annually			x									
5.9	Approve Trustee Compensation & Expenses (include in budget process based on Policy 7)	Board	Annually						x						
5.10	Discuss draft capital priorities	Board	Annually					x							
5.11	Approve Capital Plan	Board	Annually							x					
5.12	Review signing authorities & approve changes	Board	Annually										x		
5.13	Approve Memorandum of Agreement	Board	As required												
5.14	Review Policy 2 Role of the Board - 5. Fiscal Accountability to ensure meeting all requirements	Board	SP										x		
5.15	Approve Borrowing Resolution	Board	Annually										x		
5.16	Review Policy 20 Housing (non-instructional programs to ensure effective operation)	Board	Annually								x				
5.17	Maintenance Department Report	Board	Annually		x										
5.18	Approve fees, if any	Board	Annually									x			
5.19	Review of allocation model	Board	Annually						x			x			
5.20	Review of budget process	Board	Annually						x						
5.21	Projected enrolment numbers	Board	Annually							x		x			
5.22	Preliminary revenue and expense figures	Board	Annually							x					
5.23	Budget Workshop with draft budget	BW	Annually								x				
5.24	Final budget	Board	Annually									x			

SP=Spring Planning FP=Fall Planning BW=Board Workshop

BOARD ANNUAL WORK PLAN

	Board Activity	Meeting	Frequency	S	O	N	D	J	F	M	A	M	J	J	A
6.	**Board/Superintendent Relations**														
6.1	Review Superintendent performance evaluation process - hire a facilitator	Board	Annually										x		
6.2	Conduct Superintendent performance evaluation process (includes succession planning & setting goals) Review Policy 11 Board Delegation and Polict 12 Role of Superintendent	Board	Annually	x											
6.3	Complete regular discussions with supt on performance	Board	Twice a year			x				x					
6.4	Approve evaluation & compensation for supt	Board	Annually	x											
6.5	Review Board actions in ensuring good relations & interactions with supt and respecting and supporting authority of Supt through Board evaluation process (see 7.5a)	Board	Annually	x											
7.	**Board Development**														
7.1	New Board Orientation (after each election)	Board	Once/term		x										
7.2	Tour Division Facilities (admin to plan)		Over term												
a	Policy 3 Role of Trustee; Policy 4 Trustee Conduct (Sanctions)	BW	Year 1						x						
b	Policy 5 Role of Chair; Policy 6 Role of Vice-Chair (prior to Organizational meeting)	Org Mtg	Annually		x										
c	Policy 19 Welcoming, Caring, Respectful and Safe Learning and Working Environments	Board/BW							x						
d	School Councils Regulations, operations	Board	FP			x									
e	Orientation to each school	Board	FP			x									
7.4	ASBA new Trustee orientation (after each election)	Conference	Once/term			x									
7.5	Media Training	Board	Annually	x											
a	Complete Board Performance Assessment process; (Review Policy 2 & Policy 7 as part of the Board Evaluation Process).	Board/ Board	SP	x											
b	Review and update Board Work Plan	BW	SP										x		
c	Fiduciary & legal responsibilities	BW	SP										x		
d	Risk Management: "Risk Management and Good School Board Governance"		SP										x		
e	Bargaining, Collective Agreement		SP										x		
f	Advocacy		SP										x		
g	Policy 10 Policy Making (review - writing; monitoring) (part of spring planning)	BW	SP Year 2										x		
8.	**Policy**														
8.1	Hold Organizational meeting (in June except after Election)	Board	Annually										x		

BOARD ANNUAL WORK PLAN

	Board Activity	Meeting	Frequency	S	O	N	D	J	F	M	A	M	J	J	A
8.2	Review Board Policies as per schedule	BW	Over Term												
8.3	Approval Board policy changes and updates	Board	Over Term												
8.4	Policy 1 Foundational Statements (part of fall planning workshop)	BW	Year 1			x									
8.5	Policy 8 Board Committees (Organizational Meeting)	Org Mtg.	Annually										x		
8.6	Policy 13 Appeals & Hearings Regarding Student Matters	BW	Year 2						x						
8.7	Policy 14 Hearings on Teacher Matters	BW	Year 2						x						
8.8	Policy 15 School Closure	BW	Year 2			x									
8.9	Policy 16 Recruitment & Selection of Personnel	BW	Year 2					x							
8.10	Policy 17 Student Transportation	BW	Year 2								x				
8.11	Policy 18 Alternative Programs	BW	Year 2		x										
8.12	Policy 19 Welcoming, Caring, Respectful, Safe and Healthy Learning and Work Environments	BW	Year 1							x					
8.13	Policy 20 Housing	BW	Year 2									x			
9.	**Political Advocacy**														
9.1	Develop a plan for Board Advocacy including focus, key messages, relationships and mechanisms	Board	Annually							x					
9.2	Meet with key partners and locally elected officials	As required	Planned basis												
9.3	Meet with prov. and fed. Officials as appropriate	As required	Planned basis												
9.4	ASBA Zone meetings (Zones 1 & 2/3)	Zone		x		x		x		x		x			
9.5	PSBAA Council meeting					x					x				x
9.6	Review ASBA & PSBAA resolutions, policies for Spring AGM	Board	Annually								x				
9.7	ASBA Spring Conference		Annually										x		
9.8	PSBAA Spring General Meeting		Annually										x		
9.9	Review ASBA & PSBAA resolutions, policies for Fall AGM	Board	Annually		x										
9.10	ASBA Fall General Meeting		Annually			x									
9.11	PSBAA Fall General Meeting		Annually		x										

SP=Spring Planning FP=Fall Planning BW=Board Workshop

NORTHLAND SCHOOL DIVISION

ADMINISTRATION INFORMATION ITEM

TO:	**THE BOARD OF TRUSTEES**	**DATE:**	**MARCH 15, 2024**
SUBMITTED BY:	Johan Glaudemans, Secretary-Treasurer		
SUBJECT:	Preliminary Revenue/Expense Figures - 2024 Budget		
REFERENCE(S):			
ATTACHMENTS:			

INFORMATION ITEM

The preliminary report on revenues and expenses for the 2024 budget has been received as information and filed.

****

BACKGROUND:

On February 29, 2024, the Government of Alberta presented its budget for 2024-25.

Budget 2024 addresses growing enrollment and supports school authorities to continue to deliver a world-class education to students. Alberta Education's budget will increase by more than 4.4 percent ($393 M) to almost $9.3 billion in 2024/25.

The plan includes increased funding and support for enrollment growth, learning supports, program unit funding, transportation funding, capital maintenance renewal, and increased reserve cap.

The 2024/25 Funding Manual for School Authorities and each school jurisdiction's funding profile will be available later in March. This will include Northland's initial provincial grant, which will be used in the 2024-25 division budget and brought to the May Board meeting for review and approval.

RISK ANALYSIS:

Enrollment variances and fluctuation have been significant factors affecting grant and tuition revenues.

NORTHLAND SCHOOL DIVISION

ADMINISTRATION RECOMMENDATION TO THE BOARD

TO:	**THE BOARD OF TRUSTEES**	**DATE:**	**MARCH 15, 2024**
SUBMITTED BY:	Johan Glaudemans, Secretary-Treasurer		
SUBJECT:	2023-2027 Capital Plan		
REFERENCE(S):			
ATTACHMENTS:	Capital Plan		

RECOMMENDATION:

THAT the Board of Trustees approve the 2024-2027 Capital Plan, as attached.

****

BACKGROUND:

The Capital Plan lists the proposed projects for Northland School Division and detailed information on each project. It is shared with the province to support capital project planning and prioritization.

The plan is based on the facilities status report that was prepared with Edmonton Public Schools in 2018 and updated annually based on completed and planned work.

A change in prioritization was proposed in March 2023 year by Focus 10 Education Consulting to create a priority list and also a "watch list" of schools. The "watch list" includes schools whose enrollment and trends rank lower for provincial capital funding. This supports the overall proposed prioritization of capital projects for the division.

Recommendations are based on building condition evaluations provided by Alberta Infrastructure, ten-year enrolment projections and qualitative facility evaluations. These factors inform the Three Year Capital Plan for 2024-2027.

This is required as per the Board Work Plan 5.11.

RISK ANALYSIS:

NORTHLAND SCHOOL DIVISION

ADMINISTRATION INFORMATION ITEM

TO: **THE BOARD OF TRUSTEES** **DATE:** **MARCH 15, 2024**

SUBMITTED BY: Cal Johnson, Acting Superintendent of Schools

SUBJECT: Projected Enrollment for 2024-2025

REFERENCE(S):

ATTACHMENTS: Projected Enrollment

INFORMATION ITEM

The projected enrollment for the 2024-2025 school year has been received as information and filed.

****

BACKGROUND:

Northland School Division is required to provide Alberta Finance with an enrolment projection to assist with developing the provincial budget and determining school board budget allocations for the next school year. This year information was gathered by:

1. Rolling over numbers from the 2023-2024 school year;
2. Verifying numbers with school principals and
3. School principals working with local partners to estimate Kindergarten numbers

RISK ANALYSIS:

These projections provide information that allows the administration to plan for the upcoming school year.

PROJECTED ENROLLMENT FOR THE 2024-2025 SCHOOL YEAR	E.C.S.	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Grand Total Projected Enrollment 2024-25	Current Enrollment	Difference (Sept/23 Vs Sept/24)
ANZAC	13	18	9	14	13	16								*83*	*86*	*(3.0)*
BILL WOODWARD							16	16	12	11	9	18	13	*95*	*94*	*1.0*
BISHOP ROUTHIER	8	10	11	7	10	6	9							*61*	*60*	*1.0*
CALLING LAKE	9	9	5	12	7	7	13	13	12	7	7	4	11	*116*	*117*	*(1.0)*
CAREER PATHWAYS											15	20	85	*120*	*126*	*(6.0)*
CHIPEWYAN LAKE	2	5	3	0	2	2	3	2	2	2				*23*	*25*	*(2.0)*
CONKLIN	1	1	2	2	1	4	1	2		4				*18*	*20*	*(2.0)*
ELIZABETH	10	15	13	10	5	7	11	13	12					*96*	*98*	*(2.0)*
FATHER R. PERIN		3	4	14	5	11	9	7	9	5				*67*	*71*	*(4.0)*
GIFT LAKE	10	13	19	12	8	16	11	18	9	11				*127*	*127*	*0.0*
GROUARD	5	5	5	6	3	5	2	3	3	4				*41*	*31*	*10.0*
HILLVIEW	4	6	5	5	3	7	5							*35*	*37*	*(2.0)*
J. F. DION	3	8	8	10	7	7	7							*50*	*57*	*(7.0)*
MISTASSINIY								50	40	55	64	72	52	*333*	*310*	*23.0*
NORTHLAND ONLINE SCHOOL	1	1	2	3	4	5	1	5	7	9	15	8	9	*70*	*65*	*5.0*
PADDLE PRAIRIE	9	14	11	19	2	12	5	6	9	6	15	13	9	*130*	*117*	*13.0*
PELICAN MOUNTAIN	3		1	1										*5*	*3*	*2.0*
ST. THERESA	35	29	21	38	32	40	43							*238*	*258*	*(20.0)*
SUSA CREEK	3	3	4	5	3	4	0	5	2					*29*	*27*	*2.0*
TOTAL	116	140	123	158	105	149	136	140	117	114	125	135	179	*1621*	*1729*	*(108.0)*

NORTHLAND SCHOOL DIVISION

ADMINISTRATION RECOMMENDATION TO THE BOARD

TO:	**THE BOARD OF TRUSTEES**	**DATE:**	**MARCH 15, 2024**
SUBMITTED BY:	Cal Johnson, Acting Superintendent of Schools		
SUBJECT:	May 2024 Board Meeting Date		
ATTACHMENTS:			

RECOMMENDATION:

THAT the Board of Trustees approve the change in date of the May 2024 board meeting from May 31, 2024 to May 11, 2024, as presented.

****

BACKGROUND:

The scheduled board meeting in May conflicts with the PSBAA Spring General Assembly. Changing the date will allow the Board of Trustees to attend the Northland Games and Long Service Awards.

RISK ANALYSIS:

NORTHLAND SCHOOL DIVISION

ADMINISTRATION INFORMATION ITEM

TO: **THE BOARD OF TRUSTEES** **DATE:** **MARCH 15, 2024**

SUBMITTED BY: Cal Johnson, Acting Superintendent of Schools

SUBJECT: FNMI Program Update Report

REFERENCE(S):

ATTACHMENTS:

INFORMATION ITEM
The FNMI Program Update Report has been received as information and filed.

****

BACKGROUND:
In October 2023, the Administration conducted a review of the Division's First Nations, Metis and Inuit (FNMI) Department's programming and operations. The key question was whether or not the programs were working effectively towards the vision outcomes and goals of the Division.
RISK ANALYSIS:

NORTHLAND SCHOOL DIVISION

ADMINISTRATION INFORMATION ITEM

TO: **THE BOARD OF TRUSTEES** **DATE:** **MARCH 15, 2024**

SUBMITTED BY: Cal Johnson, Acting Superintendent of Schools

SUBJECT: "What We Heard" Report

REFERENCE(S):

ATTACHMENTS: "What We Heard" Report

INFORMATION ITEM

The "What We Heard Report" has been received as information and filed.

****

BACKGROUND:

In November 2023, the Northland School Division embarked on a community engagement process to gather input to support the learning experience for our students.

As part of the community engagement process, the administration held in-person sessions at all schools in the division to gather feedback from parents, community members, staff, and students. In addition, anonymous online surveys were available for those who couldn't attend an in-person session.

The feedback received will help set the future direction for Northland and our schools.

RISK ANALYSIS:

Northland
SCHOOL DIVISION

FINAL
WHAT WE HEARD REPORT

MARCH 15, 2024

TABLE OF CONTENTS

Overview
- Introduction
- Engagement Summary

Parents & Community Feedback
- Positives and Challenges
- Voice at School/Division Level
- Student Engagement and Suggestions

Teacher & Staff Feedback
- Interactions and Concerns
- Voice at School/Division Level
- Support, Engagement, and Changes

Student Feedback
- Likes, Connections, and Engagement
- Meeting Learning Needs and Activities
- Suggestions for Improvement

Student Engagment Sessions
- Classroom Enjoyment and Learning Preferences
- Motivations and Coping Mechanisms
- Student Achievements and Pride
- Divisional Improvement Suggestions

Online Feedback
- Community Positives and Challenges
- Voice Concerns and Engagement
- Staff Feedback and Resource Support

Next Steps

OVERVIEW

Northland School Division (NSD) hosted in person engagement sessions at all the schools within the division from November 2023 to February 2024.

NSD held sessions at each school for three groups:

TEACHERS & STAFF

COMMUNITY MEMBERS & PARENTS

STUDENTS

NSD asked the participants reflective questions to gather information and feedback about their school.

NSD completed in person sessions with these groups at:

- Calling Lake School on November 2, 2023
- Susa Creek School on November 6, 2023
- Hillview School on November 8, 2023
- Bishop Routier School on November 9, 2023
- Paddle Prairie School on December 4, 2023
- Gift Lake School on December 6, 2023
- Elizabeth School on January 4, 2024
- J.F. Dion School on January 5, 2024
- Career Pathways, Mistassiniy, Pelican Mountain and St. Theresa parents, guardians and community members at George D. Memorial Hall in Wabasca-Desmarais on January 9th
- St. Theresa School on January 8, 2024 (Students and staff)
- Pelican Mountain School on January 9, 2024 (Students and staff)
- Chipewyan Lake School on January 10, 2024
- Career Pathways School on January 11, 2024 (Staff, students filled out a survey)
- Mistassiniy School on January 12, 2024 (Students and staff)
- Grourard Northland School on January 15, 2024
- Anzac School on February 5, 2024
- Bill Woodward School on February 5, 2024
- Conklin Community School on February 8, 2024
- Father R. Perin School on February 21, 2024
- Northland Online School on February 22, 2024

NSD gathered feedback from 285 parents and community members, 221 teachers and support staff, and 239 students from these in person sessions.
NSD held a separate student engagement session with 24 students in Edmonton on November 25, 2023.

NSD also offered an online survey for community members, parents, teachers, support staff, and students who were not able to attend an in-person engagement session. The survey was available from December 5, 2023, and to February 23, 2024. One hundred community members and parents, 15 teachers and support staff, and 15 students have completed to the survey.

The administration team presented a preliminary What We Heard Report to the Board of Trustees on January 27, 2024. The preliminary report summarized results from the in-person sessions at the first six schools, the student engagement session, and the online survey results from staff, parents, and community members up to January 2, 2024.

This final What We Heard Report provides a high-level summary of all the feedback NSD has received, including responses from the online survey. The report contains a section for each of the participant groups. The responses for each question have been summarized into major themes.

The attached appendix includes all the detailed feedback received (raw data).

PARENT & COMMUNITY FEEDBACK

This section of the report summarizes the key themes NSD heard from 285 parents and community members who participated at the in-person sessions from November to February.

285

Thinking about your own personal experience with Northland School Division, what things are going well?

Participants see community inclusion and engagement in the school as a positive aspect and recognize the efforts to bridge the gap with parents and the community. People describe teachers as nice and friendly, and staff as dependable and welcoming. Valuable educational opportunities include land-based learning, field trips, extracurricular activities, and Career and Technology Studies. The community appreciates emphasis on culture, including the Cree language program and other cultural teachings. Participants feel programs like Head Start and When We Are Healthy contribute to family engagement. The breakfast, snacks, and hot lunch program are well received as a critical part of the students' day. Although there are some noted challenges, participants appreciate busing especially reducing the need for early morning travel. People value having the school in the community and small class sizes. The community sees school as a supportive environment for students and families with a sense of belonging and quality education. They noted teachers are open to innovative ideas and committed to the success and positive outcomes of their students. Someone mentioned the school showed adaptability particularly during the pandemic.

What are some of our challenges?

Community members noted a variety of challenges and concerns ranging from educational delivery to staff support, culture, and the school environment. There is a need for better communication with parents about changes and challenges in the school. People have concerns about split classes (related to curriculum, bullying, class size, and quality of education) and transitions from one grade level to another (students pushed through without adequate skills). Community members said there is a shortage

of staff and difficulty in hiring qualified staff, and they have concerns about the experience level of existing staff members. The community wants improved interactions between teachers and parents and less turnover of teachers as well as teachers who understand the local culture. People would like to see more support for students with special needs and noted challenges in accessing specialists and training for education assistants on specific needs. There is a strong desire for more land-based learning and the need for funding to support these activities. People want more proactive measures to address bullying at school. There were calls for new facilities and amenities such as air conditioning. Concerns came up about the lack of sports and resources for extracurricular activities. Participants called for mental health training for staff as well as increased support for mental health prevention and support for students. There are issues with busing including long bus times and early pick-ups. There's a need for more support for students to graduate and opportunities to tour colleges, universities, and trades. There is a desire for more involvement of parents, volunteers, and Elders, especially in providing Indigenous teaching and land-based learning opportunities. It's important to people to preserve and revitalize Indigenous language and cultural education. The community noted some issues with organizational changes such as the absence of local school boards as well as communications challenges with the Northland School Division. They raised concerns around lack of resources for literacy, speech, and fine arts programs. People also noted concerns around transportation, school infrastructure, and maintenance.

Do you feel you have a voice at the school or division level?

Participants had varied responses to this question with mixed sentiments—some feel like they have a voice and others do not. A few comments said they used to have a voice but that has changed, and others are not sure where to go with concerns due to a

lack of clarity around protocols. Some raised concerns about the transition to a new principal, bullying on the bus and at school, and a lack of clear system for feedback and access to decision-makers. Some individuals expressed a desire for a stronger voice and open dialogue. People noted confusion or a lack of clarity around communications channels and are unsure of who to approach or contact with concerns or suggestions for different issues. There was an acknowledgement that they have seen efforts to improve in this area, but when the feedback doesn't lead to visible action, they feel unheard. There was some mention of distrust related to changes or uncertainties in leadership. People would like to see more presence of central office staff at school and community events.

Are students engaged in their learning at school? If yes, what engages them? If no, why do you think they are not engaged?

Parents and community members had mixed responses to this question. Students appear more engaged when involved in hands-on or interactive activities. Teachers can support and influence engagement levels by making the learning process interesting. Offering one-on-one support, addressing individual needs, and providing help when students need it leads to a more engaged learning environment. Involvement in cultural experiences, sports team, spirit days, hands-on learning activities, and after school activities enhances engagement. Additionally, tailoring learning experiences to students' interests and offering diverse courses and life skills adds value. Comments came up about the importance of teacher retention and consistency.

Some of the varied reasons community members felt students are not engaged, include teaching methods, lack of modification for special needs students, insufficient one-on-one support, lack of interest, home and personal issues (sleep, hunger, family challenges), technology distractions, lack of support (academic and emotional), inadequate resources and educational experiences, and bullying.

Parents and community members offered many suggestions to improve students' engagement in their learning such as:

- increasing teaching training (technology, teaching models);
- strengthening community partnerships (guest speakers, cultural experiences);
- expanding extracurricular activities (wide range with sports, arts, life skills);
- addressing individual learning needs (more support for special needs);
- increasing parent involvement (more communication);
- more hands-on learning opportunities;
- more acknowledgment of students' achievements; and
- increased mentorship, among others.

What types of changes would you like to see Northland School Division moving forward?

Parents and community members would like to see changes in several different areas including community involvement, cultural education, personalized education, teacher support, infrastructure and resources, collaboration, and student well-being and development. People want to see more interaction from the schools with the community and more communications to staff and parents. They noted it's important to manage behavioral issues and ensure all schools meet the needs for each student with better support for special needs kids. Address the issue of teacher turnover (retention), incorporate more Indigenous teachers, and provide more training for education assistants. Organize family nights and community events and offer a better variety of after-school programs. The community would like to see career fairs brought back with opportunities for students to explore different career options as well as educational trips to museums, science centres, and historical sites. There were several suggestions around using technology to improve communication by using Facebook, Zoom, online calendars, and other apps. People would like to see increased emphasis on land-based learning and outdoor education with involvement from the community and elders to improve cultural education. Suggestions came up to incorporate Indigenous language development such as a Cree immersion program. Participants called for improved communication and transparency on school-related matters. They would also like an increase in educational opportunities with music, tutoring, and field trips as well as up to date technology tools.

TEACHER & STAFF FEEDBACK

This section summarizes the themes NSD heard from 221 teachers and support staff who participated at the in-person sessions from November to February

221

Thinking about your own personal experience with Northland School Division, what are some of the positive interactions you have had?

Staff identified several themes highlighting a positive and supportive environment. They have had positive experiences with pedagogical support and professional development sessions. They appreciated support for new teachers with orientation and help from colleagues and a supportive administrative team. There was a strong emphasis on knowing students as individuals including their cultural background and communities to provide better support. Several responses mentioned positive relationships with colleagues and the community and feel they are part of a team within the school. Staff mentioned an emphasis on building and supporting positive relationships with students, colleagues, and the community with an effort to create an inclusive environment. Staff emphasized cultural activities such as language and land-based learning that have been successful. Involving elder and community members in cultural learning has had a positive impact. Staff gave positive feedback on teamwork and the school culture. Participants noted positive relationships between teachers, education assistants, and students as well as strong community ties.

What are some interactions that have concerned you?

Staff raised a wide range of concerns and challenges in response to this question. The concerns and challenges include themes around student well-being, staff support, academic, infrastructure and resource challenges, community engagements, communication and leadership, curriculum and teaching methods, logistical issues, and online learning.

Summarized examples of staff concerns include:

- communication and other challenges in getting family support and understanding what is happening at school;
- mental health concerns for students and staff;
- students showing up hungry, tired, or distracted, which affects their ability to learn;
- behavioural issues and the need for support in regulating behaviour;
- ability of staff to meet the diverse needs of students;
- need for training and certification for educational assistants;
- need for more classroom support;
- issues with differentiating learning and addressing students not at grade level;
- lack of support for students with specific needs and/or disabilities;
- physical condition of the facilities and lack of space;
- socioeconomic challenges affecting student attendance and readiness;
- changing landscape of school board and central office, leadership decisions;
- shortage of staff;
- technical challenges;
- chronic absenteeism;
- overwhelming workload and burnout among staff;
- need for more career planning support for students;
- challenges incorporating cultural and land-based learning;
- historical trauma affecting community perceptions of education;
- limited mental health support for students;
- student anxiety and disconnect with online learning; and
- lack of in-person support affecting students' real-world readiness, among others.

Do you feel you have a voice at the school or division level?

Staff had varied perspectives in response to this question. At the school level, some noted positive experiences with supportive leadership: Principals listen to the needs of staff and individuals have been helpful and supportive and they feel comfortable contacting the principal with questions or concerns. Themes around lack of voice and influence also appeared at the school level. Staff feel unheard and commented on decision-making processes lacking input. Some staff mentioned communication problems between groups within the school such as between teachers and education assistants. There is a desire for better communication within the schools.

Many staff mentioned they have either not talked to or dealt with the division or have had low interaction. At the division level, the need for trust and relationship building came up as well as a desire for transparency and more collaborative decision-making. Some individuals feel their voices are not considered in decisions made at the board level. Concerns came up about some issues not addressed at the division level. There is some confusion about who to contact. Staff also noted some positive communication experiences at the division level for specific events or issues.

Do you feel supported and have the resources you need to do the best for students?

There were a few responses from staff that said they feel supported and have the resources needed. Overall, staff noted a variety of challenges and needs ranging from personnel support and training to resource allocation and infrastructure improvements.

Summarized examples include:

- a need for more personnel, especially educational assistants;
- challenges related to student behaviour management, need for support and training;
- a desire for more support for student resources and professional development;
- concerns about resource allocation;
- challenges with getting necessary teaching materials, lack of learning materials for students;
- a desire for cultural protocol training and increased community involvement;
- issues related to facility improvements and broken equipment;
- challenges with the availability of curriculum materials, especially in Cree;
- instances of staff burnout, emphasized the need for more support and resources among others;
- new education assistants need more comprehensive job specific training, mentorship, and guidance;
- a need for more support to deal with students' behavioural issues;
- unclear expectations around covering classes; and
- a need for more professional development opportunities and specialized programs.

Are students engaged in their learning at school? If yes, what engages them? If no, why do you think they are not engaged?

Staff had a mixed reaction to this question and noted a variety of factors influence students' level of engagement. Positive student engagement is due to factors such as technology, learning though hands-on activities and play, teacher support, parental influence, curriculum tailoring, field trips, and alternative teaching methods.

Those who felt students are not engaged in their learning believe its due to reading and learning challenges, technology distractions, time of day, curriculum issues, emotional needs, lack of routine, trauma, student attitude, and other personal factors external to school.

Staff offered suggestions for improvement to get students engaged.

Summarized examples of suggestions include:

- address basic needs (breakfast, snacks, mental health support);
- offer individualized support (provide one-one one support for students with diverse needs);
- tailor teaching methods to accommodate the wide range of abilities in the classroom;
- incorporate more hands-on activities and field trips;
- use more technology in the learning process;
- professional development for teachers related to project/play-based learning;
- offer smaller class sizes;
- enhancing cultural experiences within the curriculum;
- providing incentives, awards, and more opportunities for student participation;
- offer an increased variety of activities such as sports, music, coding, and hands-on projects;
- offer improved professional development for staff as well as dedicated support staff like counsellors; and
- provide ongoing training for teachers to enhance their skills in engaging students, among others.

What changes need to happen to engage/support students?

There is a strong desire to incorporate and distribute more funding toward land-based and cultural learning. Staff emphasized the value of cultural education for both students and teachers and more involvement of Elders in the learning process. Teachers expressed a need for more training and support as well as exploration of community resources and potential partnerships for educational support. Introduce diverse extracurricular activities such as science fairs, literacy and numeracy nights, sports, and cultural workshops. Staff called for more support personnel, including

behaviour management, and trained educational assistants with help to address the needs of special education students. Schools need infrastructure improvements to address small classrooms, insufficient washrooms, and lacking recreational spaces. Encourage more parent involvement through events and open houses. Students could benefit from a more holistic approach to education including life skills, trades, and hands on activities.

A summary of other recommended changes include:

- Increase staffing, including education assistants, and provide adequate training and support for dealing with diverse student needs.
- Enhance learnings with more Indigenous content, vocational programs, and extracurricular activities.
- Improve communication between staff, students, and parents.
- Upgrade facilities and resources to meet students' needs.
- Provide professional development opportunities and support for staff with a focus on mental health and cultural sensitivity.
- Streamline processes to reduce workload and ensure support.
- Promote inclusivity and cultural awareness.
- Prioritize student well-being, address attendance issues, provide nutritious meals, and offer after-school programs for engagement and support.

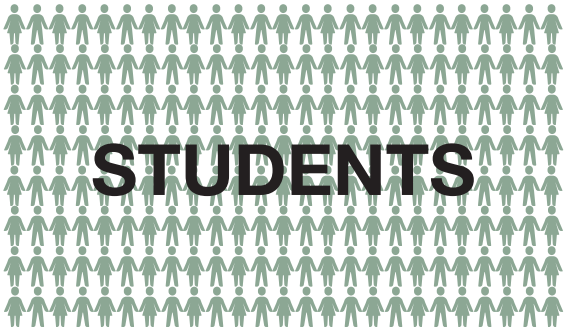
What is working that should be kept?

Staff noted several things that appear to be working well, including land-based learning and cultural activities, attendance incentives, breakfast and lunch programs, Career and Technology Studies week, hands-on learning directly connected to students' lives and culture, Cree language classes with longer or more frequent sessions, regular visits by the superintendent to each school, outdoor learning, and inclusivity and safety. Staff also noted the importance of maintaining confidentiality, positive school culture, collaborative learning, and strong relationships among staff as key components to keep.

STUDENT FEEDBACK

This section summarizes the themes NSD heard from 239 students who participated at the in-person sessions from November to February.

239



What do you like about your school?

Students named many things they appreciate about their school environment. The most frequently mentioned response was the social aspect including friends, interactions during recess, and group activities (such as sports teams) and projects. They also showed preferences for subjects such as math, reading, science, art, social studies, music, and gym as well as other academic activities: learning new things, land-based learning, land camp, Career and Technology Foundations, and cultural learning such as Cree language classes and making Bannock. Students very much value hands-on activities and teachers who can make learning fun. Students often mentioned physical activities like gym/gym night, sports programs (volleyball, hockey, basketball), and playground activities/features as well as after school sports and activities (floor hockey, badminton, robotics, art, games). Students also enjoy engaging events (field trips, gym night, attendance awards, Northland Games, Terry Fox Run). Some mentioned they appreciate personal connections with teachers as well as the dedication teachers have to their students.

Do you feel connected to the staff in your school?

This question received a mixed response from students who have varying levels of connection to staff in their school. There were positive connections mentioned with specific teachers, staff members, educational assistants, and principals who brought up feelings of warmth, humour, and kindness. Students noted they find learning enjoyable because of their teacher. Some students mentioned favourite teachers with specific qualities such as being funny, kind, and smart which they appreciate. There is a specific mention of feeling connected to the Cree teacher which reinforces the importance of cultural connections within the school community. A specific response described “almost all the staff are our aunties and grandmas” highlighting the close-knit community feeling. Students appreciate the approachability of teachers and education assistants. However, several students mentioned they do not feel connected to staff.

Do you find school engaging?

Some students find school engaging when learning is made fun while others expressed dissatisfaction. The common themes reflected a range of experiences and preferences. Factors like hands-on learning, social interactions, specific subjects/topics, and engaging teaching methods, and teacher influence appear to play crucial roles in shaping students' engagement at school. There is a strong preference for hands-on activities, including science experiments, building projects, and land-based learning. Students said social interactions with friends makes school more enjoyable. Positive experiences with (specific) teachers and their teaching methods also influence the level of engagement. Cultural and outdoor activities related to Cree language, land-based learning, camping, hunting, and cooking as well as a consistent appreciation for art and field trips ranked as important factors for engagement.

How do teachers make connections with you?

Students emphasized personal interactions, communication, support, help with schoolwork recognition, and a positive atmosphere all help to create meaningful connections with their teachers. Friendly daily greetings and conversations show kindness and genuine interest and help establish common interests. Students noted staff make connections to support students. A frequent response was students feel connected when their teacher offers accessible support, including providing help in class with one-on-one support and taking the time to explain concepts for better understanding.

How does your teacher meet your learning needs?

Effective communication is key when it comes to communicating expectations and explaining things in a clear and understandable way. Individual help was often mentioned with one-on-one support or help with work and the teacher explaining

concepts in different ways if the student doesn't understand at first. Students appreciate a positive environment in the classroom with an approachable and nice teacher who can adapt to learning styles and recognize the need for breaks.

What types of learning activities do you like to do at school?

Students mentioned physical activities and sports as well as a variety of hands-on practical learning and interactive activities, including land-based learning most often as the activities students like to do at school. Students also mentioned specific academic subjects as learning activities they enjoy including social studies, English language arts, science (especially experiments), math, and Cree. Art activities, with some specific to culture, such as colouring, drawing, beading moccasins, and making ribbon skirts are also very popular. Students appreciate specialized and career-related learning opportunities (trades like mechanic and welding classes, life skills like media and foods classes) and fields trips. Incorporating Indigenous knowledge and practices into curriculum learning resonates with students. They also mentioned a desire for a larger gym, more gym time, and more playground equipment to improve recreation and sports opportunities. Students would also like to see an increase in clubs and extracurricular activities.

What things make you want to come to school?

Students responded with a range of motivations and experiences that make them want to go to school. Attending school out of necessity came up often with phrases like they "have to go to school" with motivations from graduating, getting a good job, and having a good life to parents "forcing" them to attend. Social interaction with friends was also at the top of the list as a reason. Specialized classes and physical activities interest students in learning and many mentioned they enjoy hot lunch. Students mentioned interest in specialized academies like hockey or volleyball. They would also like to see practical skills education in finance and investments as well as trades such as a mechanics or electrical shop and science experiments. Students called for more opportunities to learn and practice art as well as more diverse extracurricular activities and cultural learning.

What types of opportunities would help to keep you engaged at school?

Based on the responses, students are looking for a well-rounded school experience that includes a mix of recreational/sports, artistic, academic, outdoor, and social activities to help keep them engaged. Students mentioned recreation and physical activities often with a desire for new and more activities and sports/sports teams at school. There were several requests for the return of music programs with interest in playing musical instruments. Students would also like to see an expansion of art programs and facility improvements. Students have mixed opinions on homework. Some students prefer less or no homework and others suggested more infrequent

assignments. There is a desire for more land-based learning opportunities and hands-on technology and science experiments as well as more interactive and diverse classes. Students would like to see extracurricular clubs and activities like robotics, chess, photography, drama, music, cooking, crafts, and video to explore different interests. They would also like to go on more field trips and incorporate more cultural and historical content into their learning.

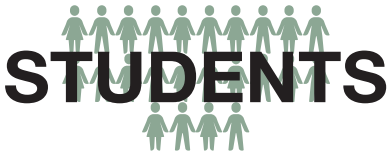
What needs to change to make school more engaging?

Students offered diverse suggestions and feedback for a more engaging educational experience. They communicated a strong desire for new classes and activities and new and improved learning and recreational facilities. Many students mentioned bullying inside and outside the classroom which needs to stop. They want more engaging teaching methods, including much more hands-on and practical learning experience and diverse life skills with increased field trips and outdoor activities. Some specific responses requested smaller class sizes, new class options, more Indigenous teachers, better teachers, more healthy and regular snacks, improved lunch menu options, improved facilities and equipment, and support for new students and a wider variety of learning opportunities.

STUDENT ENGAGEMENT FEEDBACK

This section summarizes the themes NSD heard from 24 students at the student engagement session held November 25, 2023.

24



What activities in the classroom do you enjoy?

Students gave a diverse list of subjects and activities they enjoy at school. Hands-on learning activities (biology dissections, 3D printing, sewing, cooking, and welding) in addition to land-based and cultural learning (Cree language) were preferences among students. Traditional subjects like Math and English were also named as favourites. Students also had a strong focus on physical fitness and recreational activities like paddle, gym workouts, and games in PE (hockey, volleyball) in addition to art activities.

What helps you learn? What motivates you to learn?

Social interactions, engaging learning approaches, feedback and seeing progress, and personalized learning preferences help and motivate students to learn at school. Having a quiet space came up a few times as did listening to music as learning preferences. Student motivation comes from aspects such as finishing school/graduating and getting work done so they can participate in sports teams and after school activities.

What are some achievements or things you are proud of?

Students shared achievements in the areas of academic success (good grades, dual credits), consistent sports improvement, cultural achievements (identity, making cultural items, showcasing cultural pride), and personal development (valedictorian, attendance awards).

What do you do to feel happy and calm when things are tough?

Students named a variety of individual and social coping mechanisms for challenging times. Responses varied from music (mentioned multiple times), physical activity and exercise indoors or outdoors, social connections (talking to a friend or adult), cultural and spiritual practices (praying), and mindfulness and reflection (breathing exercises, self talk) as self care practices.

What can we do as a division together?

Students gave a range of suggestions for improvements in the areas of student support, communication, health and wellness, and extra-curricular activities. There were multiple suggestions to hold culture camps and meet ups with other schools for tournaments and activities. Prioritizing the mental and physical health of students and better structured health and sexual education for each grade were suggestions.

What would you like to see happen in your school?

Students would like to see designated spaces to relax and take a break, a bigger playground, creation of a hockey academy, experiential learning opportunities, more sports teams, improved shower facilities, and other options for courses at their school.

ONLINE SURVEY – PARENTS & COMMUNITY

This section summarizes the themes NSD heard from 100 parent and community members in the online survey from December 5, 2023 to February 23, 2024.

100

Thinking about your own personal experience with Northland School Division, what things are going well?

The feedback from the community suggests a positive sentiment toward the school's teaching methods, community involvement, teacher-student relationships, and the learning environment. Parents and community members had positive comments about land-based and traditional learning, field trips, and the close-knit feel of the school. The responses highlighted the strength of the school environment, focused on dedicated teachers, academic success, community engagement, a supportive space with small class sizes, effective leadership, and enriching educational experiences for students like land-based learning which connect students to the local environment and culture and enrich their learning experience.

Thinking about your own personal experience with Northland School Division, what are some of our challenges?

Community members identified a range of challenges Northland School Division faces, including in the areas of infrastructure and resources, academic standards, leadership and administration, cultural sensitivity, communication and transparency, student well-being and support, community representation, curriculum, and the education experience for students.

Some summarized examples of these concerns include:

- inadequate facilities;
- lack of inclusion for parents;
- discrepancies in academic standards;
- lack of electives;
- lack of support for teachers;

- discipline policies;
- staff turnover and challenges in the leadership's ability to listen to the community;
- students unprepared for high school and beyond;
- need for more Indigenous teachers;
- lack of communication on assignments, tests, grades, informing parents;
- more community involvement in decision-making;
- attendance challenges;
- lack of diverse extracurricular activities and hands-on experiences;
- need for more land-based teachings among others; and
- lack of responsiveness to parent concerns;
- hiring unqualified personnel and high turnover rate among staff and administrators;
- insufficient resources for land-based learning and traditional teaching;
- limited elective options;
- poor communication between school administration, teachers, and parents;
- lack of transparency in decision-making processes;
- issues of bullying;
- concerns about meal quality;
- calls for reinstating local school board committees to ensure community voices are hears;
- transportation challenges; and
- lack of resources for extracurricular activities and sports programs, among others.

Do you feel that you have a voice at the school or division level to express your concerns?

Most responses from parents and the community said no. Participants shared many negative sentiments about the school environment, favouritism, lack of confidentiality, ineffective division support, unprofessional staff behaviour, bureaucracy, lack of

transparency, and fear of retaliation. Some people feel that sometimes they have a voice depending on the situation. Another said they can voice their concerns but feels they are not heard and nothing comes of it.

Are students engaged in their learning at school? If yes - what engages them? If no - why do you think they are not engaged?

Community members noted some positive aspects that contribute to student engagement such as involvement in activities, dedicated teachers who care, positive school experiences, excitement about certain subjects, connections with the community, field trips, and fun experiences outside of the traditional classroom setting.

People shared many reasons for student not engaging in their learning:

- boredom and lack of variety (courses, sports) and challenging course content;
- lack of respect and structure;
- non-local teachers;
- low attendance;
- over-reliance on technology;
- more focus on struggling students, high performing students disengaged;
- lack of feeling safe;
- inconsistent teaching;
- issues with classroom dynamics (like split classes);
- lack of academic challenge;
- discipline issues; and
- lack of support or interest, among others.
- Improve community engagement, involve the community in the school, and establish a liaison or parent board to ensure schools and division hear voices.
- Enhance school spaces, such as upgrading the gym and playground.
- Offer more land-based learning opportunities, beading classes, home economics, and sewing classes.
- Focus on academic improvement, hold students accountable for their work, and establish higher standards.
- Consistently use PowerSchool for better communication with parents about assignments, tests, and grades.
- Provide more electives, sports opportunities, and career-focused classes.
- Consider expanding options for students, particularly in the areas of trades and skills development.
- Hire and keep qualified, committed, and local teachers.
- Consider the importance of having Indigenous staff, teachers, and principals who are active in the community.
- Evaluate staff regularly and ensure they have the necessary skills to teach

- effectively.
- Align with other divisions in educational standards, accountability, communication, and transparency.
- Some respondents propose moving schools in Anzac to the Fort McMurray Public School Division for better opportunities.
- Introduce a school counsellor who can actively engage with students and ensure their regular attendance.
- Encourage parental responsibility for student attendance and behaviour and consider involving parents in school events and activities.
- Involve the local community in the choice of school leaders to ensure that leaders understand and respect the needs of the community.
- Review and enhance the curriculum to ensure it meets the needs of students and includes diverse offerings in reading, math, music, and art.
- Replace principals who are not effectively engaging with the school community and ensure principals' commitment to improvement of school environment.
- Introduce more diverse learning opportunities such as Cree language, life skills, and other cultural teachings.
- Incorporate more hands-on learning.
- Enhance literacy programs.
- Provide ongoing support and training for teachers to address diverse learning needs.
- Improve school facilities, including larger gymnasiums and better-equipped classrooms.
- Allocate resources for dedicated spaces for land-based learning and cultural events.
- Reinstate local school boards and committees to increase community involvement in decision-making.
- Establish clear communication channels between schools, boards, and parents.
- Increase access to counselling for students.
- Hire staff from the local community to provide culturally relevant education and support.

ONLINE SURVEY – TEACHERS & STAFF

This section summarizes the themes NSD heard from 15 teachers and support staff in the online survey from December 11, 2023 to February 23, 2024.

15 TEACHERS & STAFF

Thinking about your own personal experience with dealing with the Northland School Division, what are some of the positive interactions you have had?

Staff expressed most interactions with teachers have been positive. They appreciate in person training, a flexible schedule, and quick IT solutions. Staff value the interest from the principal in their ideas and taking the time to listen to staff suggestions. Staff noted the people, including the staff, the community, and the students as a positive aspect of the working environment although there are some concerns about staff turnover and the quality of new staff. Staff mentioned strong leadership, responsive administration, positive relationships, a positive work environment, and the availability of support and coaching as aspects that are going well. Participants said dedicated staff work hard to help students personally and academically.

What are some interactions that have concerned you?

Staff noted concerns related to workplace dynamics (disrespectful behaviour, lack of consequences), participation in activities (lack of inclusion from activities happening in other schools), organizational changes (increased turnover leads to uncertainty), communication (lack of communication between administration and staff and the community, challenges with addressing staff and community concerns), and cultural sensitivities (importance of respecting local knowledge and understanding historical situations to avoid misunderstandings). Other themes that came up as challenges or concerns include communication issues from the top down and unclear or last-minute information, organizational changes which create uncertainty, insufficient support for reconciliation education, negative staff behaviour, and a need for better orientation and support systems for staff.

Do you feel that you have a voice at the school or division level?

This question received a mix of short responses with the majority feeling they do have a voice. One response suggested the person feels welcome to express their concerns

but, most of time no action it taken.

Are students engaged in their learning at school? If yes - what engages them? If no - why do you think they are not engaged?

Staff feel student engagement varies based on a variety of factors. They see a positive impact on students with hands-on, interactive, project-based and physical activities and engaged teachers. Challenges related to engagement include a lack of staff and learning support, insufficient activities, and broader societal struggles. Participants suggested many students disengage because they are in survival mode.

What changes need to happen to engage/ support students?

Staff offered suggestions for improvement including more hands-on and interactive learning; Indigenous ways of knowing, being, and thinking; attainable and sustainable life skills programming; and classes related to culture, art, food, outdoors, and trades. Additionally, staff said they would like more support for families, more community involvement, and more incentives. Staff called for enhanced support related to mental health and behaviours for students.

What is working that should be kept?

Career and Technology Studies week as well as something similar for the younger grades. Staff noted they really care about the students and some are making connections that are valuable to their success. Other aspects staff want to keep include Indigenous perspectives and ways of learning, listening to the community, and supporting life-long skills. Staff also emphasized local hiring, student well-being through meals and activities such as sports and clubs, and teacher support and professional development. The importance of outdoor education and land-based learning was also highlighted.

Do you feel supported and have the resources you need to do the best for students?

This question brought mixed reactions from staff. While there are instances of individuals feeling supported, overall staff are not feeling as supported as they could be especially recently. There are several gaps and challenges in accessing the resources they need and a lack of awareness on what is available and how to access it.

ONLINE SURVEY - STUDENTS

This section summarizes the themes NSD heard from 15 students in the online survey up to February 23, 2024.

15

STUDENTS

What do you like about your school?

Students identified several aspects they like about their school, including socializing with friends, a supportive environment, positive relationships with specific teachers, and specific subjects such as math. They also appreciate outdoor activities and breaks as well as flexibility in learning.

How do teachers make connections with you?

Students said teachers make connections by starting conversations, offering morning greetings, and socializing about the schoolwork. Some students expressed a desire to get to know their teachers better and some don't feel they have any strong bonds with their teachers.

How do your teachers meet your learning needs?

Teachers meet students' learning needs by being accessible and available to help when needed and by proactively offering support. They provide information and check with students for understanding of the materials. Some mentioned individualized support specific to their needs and abilities. Some students expressed dissatisfaction with the level of help they receive.

What things do you enjoy learning about at school?

Students enjoy learning about a variety of subjects such as math, science, social studies, history, and physical education/sports as well as hands-on learning in arts, culture, and foods related activities. There was interest expressed in learning about new or different topics beyond the traditional curriculum.

What learning opportunities would you like to see?

Students want learning opportunities with a focus on practical life skills such as communications and safety, hands-on activities (making things in art and foods), and sports. They also suggested more extracurricular activities, cultural events, and field trips.

What changes would you recommend to improve your learning experience?

Students had a range of perspectives on changes they would like to see. Some are content with their current learning experience and others would like alternative approaches like outdoors activities and visual aids. There's a need for more teacher support and a larger school.

NEXT STEPS

Northland School Division's administration team will present this final What We Heard Report to its Board of Trustees March 15, 2024.

Using the valuable feedback and information gathered from parents, community members, teachers, support staff, and students, NSD plans to develop recommendations for actions to work toward continuous improvement in all schools across the division.

Northland
SCHOOL DIVISION

NORTHLAND SCHOOL DIVISION

ADMINISTRATION RECOMMENDATION TO THE BOARD

TO: **THE BOARD OF TRUSTEES** **DATE:** **MARCH 15, 2024**

SUBMITTED BY: Cal Johnson, Acting Superintendent of Schools

SUBJECT: Appointment of Trustees to AERR Ad Hoc Committee

ATTACHMENTS:

RECOMMENDATION:
THAT the Board of Trustees approve the appointment of Trustees Lorraine McGillivray, Tanya Fayant and Jesse Lamouche to the AERR Ad Hoc Committee.

****

BACKGROUND:
RISK ANALYSIS:

NORTHLAND SCHOOL DIVISION

ADMINISTRATION RECOMMENDATION TO THE BOARD

TO:	**THE BOARD OF TRUSTEES**	**DATE:**	**MARCH 15, 2024**
SUBMITTED BY:	Cal Johnson, Acting Superintendent of Schools		
SUBJECT:	Appointment of Trustees to Deputy and Associate Superintendents Hiring Ad Hoc Committee		
ATTACHMENTS:			

RECOMMENDATION:

THAT the Board of Trustees approve the appointment of Trustees to the Deputy and Associate Superintendents Hiring Ad Hoc Committee.

****

BACKGROUND:

The Division is currently advertising for the Deputy Superintendent and Associate Superintendent. The scheduled date for shortlisting is April 8, 2024, with interviews being held on April 16 and 17, 2024.

RISK ANALYSIS:

BOARD CHAIR HIGHLIGHTS
March 15, 2024

Corporate Board Expense Summary as of February 29, 2024

EXPENSES	BUDGET	YTD	REMAINING
Trustee Remuneration	155,973.00	83,838.00	72,135.00
Trustee Benefits	38,667.00	20,630.36	18,036.64
Advertising	1,253.00	506.21	746.79
Awards/Bursaries	32,335.00	443.69	31,891.31
In Service Board of Trustees - PD Training	39,361.00	10,660.71	28,700.29
Insurance	12.00	0.00	12.00
Legal Fees	1,742.00	0.00	1,742.00
Membership Fees (ASBA/PSBAA)	31,200.00	12,444.44	18,755.56
Professional Services	29,714.00	32,331.84	(2,617.84)
Repairs & Maintenance	0.00	365.47	(365.47)
Office Supplies	4,471.00	1,194.69	3,276.31
Office Equipment	0.00	0.00	0.00
Travel and Subsistence	188,437.00	68,900.97	119,536.03
Ward 1		9,239.78	
Ward 2		12,198.66	
Ward 3		4,668.73	
Ward 4		8,427.99	
Ward 5		7,564.04	
Ward 6		6,296.89	
Ward 7		6,212.11	
Ward 8		3,978.79	
Ward 9		4,957.26	
Telephone & Internet	2,898.00	0.00	2,898.00
Visa Suspense		4,483.77	(4,483.77)
Elections			0.00
TOTAL	**526,063.00**	**235,800.15**	**290,262.85**

INDIGENOUS LANGUAGES SUMMIT
MAY 2-3-4, 2024
AT THE UNIVERSITY OF SASKATCHEWAN
ARTS BUILDING, SASKATOON, SK
Join us for a three-day celebration of Indigenous languages!
• Learn from engaging keynote speakers.
• Network with fellow language enthusiasts and experts.
• Participate in small group thought-provoking discussions on language preservation and revitalization.
This summit is an opportunity to honour the beauty and diversity of Indigenous languages and to empower individuals, organizations and communities in their efforts to preserve and revitalize these important linguistic and cultural resources.
Keynotes:
Day 1 - Dr. Kevin Lewis
Day 2 - Cadmus Delorme
Day 3 - Dr. Jessie Sylvestre
Registration opening March 13, 2024
Cost $250 per person
FOR MORE INFORMATION PLEASE CONTACT
LEDA CORRIGAL - 306.288.7733
ALEXIS MCLEOD - 306.425.3302
PROUDLY PRESENTED BY
Métis Nation

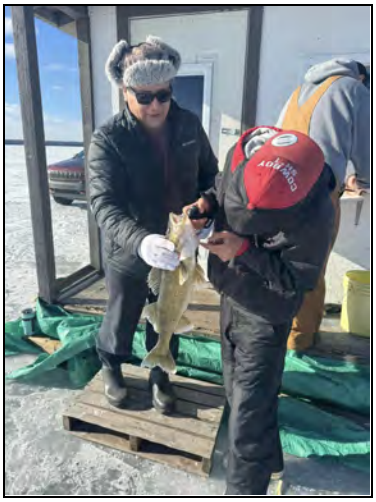
Acting Superintendent's Highlights

March 15, 2024

Career Pathways School Activities

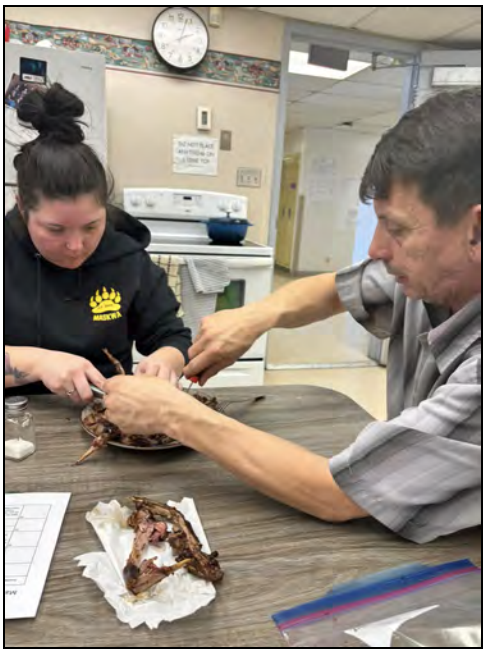
In February, students from Career Pathways enjoyed two days of learning how to ice-fish on the lake. Robert and Creed Cardinal, Ruby and Ron Sharp, Shauna Ribling, Bill and Frances Bissell, and community members opened their ice shacks for the students. Robert Cardinal, a community member, fried the fish the students caught.

Students participated in additional activities, such as a hot dog roast and in Food class, they made breakfast sandwiches and fruit smoothies for staff and students.



J.F. Dion School Participates in Land-Based Learning

Students at J.F. Dion School participated in some land-based learning activities in February. Mr. Dillon took the Grades 5/6 class to set snares as part of land-based learning. The next day, when checking their snares, the students were surprised to find that they had caught a rabbit. Students learnt how to skin and prepare the rabbit. Thank you to Marie Taylor and Darren Callious for the demonstration and taste test.



February 28, 2024 Pink Shirt Day in Northland School Division

Pink Shirt Day is an annual event that raises awareness of bullying. Students and staff across the division showed their support by sporting pink shirts and/or decorating their schools.

School Food Services Celebrating 50 Years with Northland School Division

The first School Lunch Program started at Conklin Community School in October 1973. The Metis Association of Alberta selected four Aboriginal communities to the Alberta Government to fund a nutritional hot lunch program for children in northern Alberta. The Program was founded on a community development concept, allowing individual programs to be managed and operated by people in each of the designated communities.

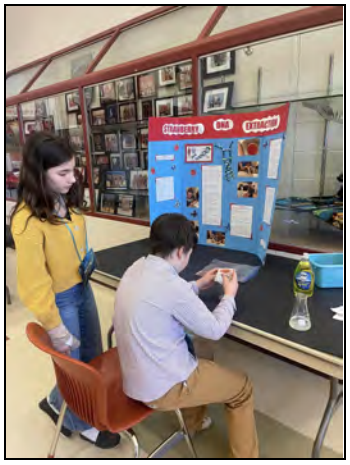
School Food Services offers nutritious, cost-effective lunchtime meals and nutrition breaks to 17 schools in the Division. SFS's goals are to provide a healthy lunch to every student where the program operates and to help children learn by providing up to 1/2 of their daily nutritional requirements.

A huge thank you to all the cooks and the School Food Services team!

Anzac Community School and Bill Woodward School Activities

Science Fair - March 5, 2024

On March 5, 2024, Bill Woodward School hosted their Science Fair, where various experiments were presented, such as Strawberry DNA Extraction, Lemons and Lightbulbs, and How long bubble gum lasts, to name a few. Congratulations to all the students who participated, and a huge thank you to the judges: Jane Stoud, Councillor for Regional Municipality of Wood Buffalo, Mark Owens, Acting Associate Superintendent and Justin Grainger, Vice Principal at Bill Woodward School.



ATC Career Fair - March 5, 2024

Students from Bill Woodward School participated in the 2024 Career Fair. The Career Fair opened with the Grand Entry, with Elder Robert Cree leading the ceremony. Ashten and Darian, two students from Bill Woodward School, were selected to hold their Nation's flag while participating in the grand opening ceremony.

The career fair comprised cultural performances, an Indigenous speaker panel, keynote speakers and 74 businesses from various industries showcased at the career fair.

News Articles Featuring the Northland School Division

- Lakeside Leader, February 8, 2024 Edition
- The Fever, February 8, 2024 Edition

The Lakeside Leader
Slave Lake, AB, Canada

Classes start at new Wabasca school

February 8, 2024 · by Admin2017 · 0

Submitted

The eagerly-awaited sound of students engaging in academic and extracurricular activities at the new Mistassiniy School in Wabasca is a reality!

Northland School Division (NSD) has reached a pivotal stage in the construction of the new state-of-the-art learning facility.

The transfer of items from the old Mistassiniy School has begun, paving the way for the school's opening.

The first day for students and staff in the new Mistassiniy School was set for Thursday, February 1.

"This marks a significant chapter in NSD's history," said Robin Guild, board chair. "The school division began this journey back in the early 2000s, when we identified a new state-of-the-art facility for Wabasca-Desmarais students as a priority. Although construction is ongoing in and around the facility, we're excited that the new Mistassiniy School is ready for learning."

The Government of Alberta approved construction of a new Mistassiniy School in its 2020 Budget with an investment of more than $31.4 million. While substantial completion has been achieved and the facility is ready for students to move in, minor finishing work will be ongoing. This includes completing touch-ups to millwork, lockers, doors and paint. Minimal disruption to students' learning experience is expected.

"I am very pleased we are able to celebrate a new learning environment for Northland students," said Cal

Privacy - Terms

Johnson, Acting Superintendent of Schools/CEO. “The new Mistassiniy School captures meaningful feedback we received from students, parents, guardians and community members, through a variety of methods; surveys, Zoom meetings, in person meetings, etc. With the feedback we received, the new school design celebrates 21st century learning, community spirit and traditional language and culture.”

The new Mistassiniy School features an array of facilities, including a culinary arts kitchen, stations for mechanics and carpentry, and other Career and Technology Studies courses. Its design features a circular front entrance and a gymnasium with bleachers, welcoming community spectators.

Following the opening of the new school, the old school is scheduled for demolition in summer 2024.

This will be followed by improvements to the outdoor areas. During these changes, access and parking will be temporarily rerouted.

NSD is in the process of finalizing a date for the grand opening celebration of the new Mistassiniy School. An official announcement will be made as soon as the date is confirmed.

Classes started at the new Mistassiniy School in Wabasca on February 1, 2024.
Photo courtesy of Northland School Division

Northland Board approves a Notice of Motion for possible closure of Pelican Mountain School

The Board of Trustees approved a Notice of Motion regarding the possible closing of Pelican Mountain School in Sandy Lake. Northland School Division's Policy 15 outlines a process for school closures, which follows section 62 of the Education Act. This includes hosting a public meeting, which is scheduled for March 11, 2024 at Pelican Mountain School. The Board will vote on the motion no later than the May 31, 2024 Regular Board Meeting.

Before the notice of motion regarding the possible closure of Pelican Mountain School, NSD conducted a viability study. School viability is measured by the ability to provide educational opportunities for students in NSD in relation to the cost of providing such opportunities.

Based on the fact that many local parents choose to transport their students out of the community to a school of choice, the relative cost of continuing to offer a full ECS to grade 3 programming has risen dramatically. Despite the age of the building, however, both the school's location and general high-quality facility, the school site would be ideal to support division-wide land-based learning programming for students as well as staff members. You can view the entire viability study by visiting the website: https://www.nsd61.ca/download/440564 (see page 74-87).

J.F. Dion School programming to be discussed during a future community engagement

During the discussion about bussing junior and senior high students from the Fishing Lake Métis Settlement to Cold Lake schools, the Board turned its attention to the current programming at J.F. Dion School. Currently, the school offers programming for students in kindergarten to grade 6. On May 26, 2023, the Board approved a motion to adjust the grade levels offered at the school, transitioning from kindergarten through grade 8 to kindergarten through grade 6. This decision was supported by survey responses from parents, guardians, and community members, with the majority favouring the removal of programming for grades 7 and 8.

Following the discussion, the Board authorized administration to organize a community engagement session with Fishing Lake Métis Settlement families. The engagement would focus on proposing the idea of bringing back grades 7 and 8 back to J.F. Dion School.

MD OF OPPORTUNITY

Invitation to Tender

FireSmart Project

Tender Package Named:
FFP-23-70 Wabasca

Is available for **pickup**, Mon-Fri 8:15 am to 4:30 pm, at the MD of Opportunity No. 17 offices located at:

2077 Mistassiniy Road North in Wabasca, AB (780-891-3778)

Tender packages are also available on our website **www.mdopportunity.ab.ca**

Sealed Tenders clearly marked with the Project Name will be accepted at the **Wabasca Main Office**. Closing date/ time is **12:00 pm Noon (MST) on February 12, 2024.**

Project scope is detailed in the tender packages and contractor pre-qualifications include MD business licence, $2 million commercial liability insurance and COR or SECOR.

Inquiries pertaining to technical matters of the projects can be directed to:
KEVIN KUHN, Mistik Environmental,
Cell: (780) 843 5846 or office (780) 849 9386 or email: k.kuhn@mistikenvironmental.com

All other inquiries can be directed to:
ROLANNA AUGER
(Manager of Safety and Fire Services),
Office: 780 891 3778 or email: rolanna.auger@mdopportunity.ab.ca

FOLLOW FCSS/ MD 17 ON FACEBOOK PAGE
WABASCA ACTIVITY & EVENTS

Be Kind Campaign
(Youth up to age 29)

Drop in at Lakeview Sports Center in Wabasca. or Red Earth Creek or Calling Lake Main office. and pick up a card to do kind things leading up to Pink Shirt Day Feb 28th. 2024
Do 4 kind things on the list. Bring your completed card at above locations and be entered to win Apple Airpods.
One entry per person.

HONOURING LIFE
INDIGENOUS WELLNESS CORE

fcss
MD Opportunity No 17
Family and Community
Support Services

DRAGONFLY CENTRE 1-866-300-HEAL

RECOGNIZING, RESPONDING & REPORTING ABUSE

Feb 12 & 13, 2024
10:00 am - 12:00 pm & 1:00 pm - 2:30 pm
George D Auger Memorial Hall

Survivors who receive safe and supportive responses to disclosures of sexual violence are more likely to have a positive experience beginning their healing journey.
In this workshop you'll learn to:

- Define sexual violence and describe it's various forms
- Understand the short and long term impacts of sexual violence across the lifespan
- Articulate why sexual violence is never the fault of the person who has been harmed
- Identify and recognizing common indicators of abuse
- Provide positive and supportive first response to a disclosure of sexual violence
- Identify resources and referrals to support those who have experienced sexual violence

In Partnership with
fcss
MD Opportunity No 17
Family and Community
Support Services

Offered to professionals and teaching staff to build your capacity to assess and respond effectively to disclosures of sexual violence.

1-866-300-HEAL (4325)
info@dragonflysac.ca
Chat
www.thedragonflycentre.com

Board Meeting Highlights

January 27, 2024

Northland SCHOOL DIVISION

Additional busing authorized to transport junior and senior high students from Fishing Lake to Cold Lake

The Board of Trustees authorized administration to proceed with an option that will increase the number of buses transporting students from Fishing Lake Métis Settlement to Cold Lake. In November, the Board examined a letter from the Fishing Lake Métis Settlement Chair Charles Gladue. In the letter, Mr. Gladue addressed concerns about transportation for students attending schools outside the settlement.

After reviewing the letter, NSD evaluated the transportation situation and presented solutions to the Board. The recommendation selected by the trustees is designed to better support the Fishing Lake Métis Settlement. The new arrangement is intended to provide two full bus runs transporting students to Cold Lake instead of one, along with a feeder bus to reduce ride times. The bus service accommodates students moving onto junior high after completing kindergarten to grade 6 at J.F. Dion School. This arrangement is intended to be in place for the remainder of the 2023-24 school year.

Once the new busing arrangement is finalized, NSD will communicate information to the families impacted.

Acting Superintendent's Highlights: Strengthening community connections and educational innovation

In the latest edition of the Acting Superintendent's Highlights, the Board was presented with a video showcasing the NSD Music Program, received updates on community engagement sessions, and learned about a recent professional learning exercise for principals.

Last year marked the launch of an NSD initiative aimed at expanding access to quality music opportunities for a greater number of students. A highlight of this initiative was during Métis Week, November 12-18, 2023, when students and staff at Bishop Routhier collaborated with Artists in Residence Marissa Karpiak, Septimus Alexander, and Northland Music Specialist Boyd Davies. This collaboration resulted in the creation of an original song celebrating Métis culture. The song's performance can be viewed here: https://www.youtube.com/watch?v=vs49W92d6OU.

Since November, NSD has been actively engaging with parents and communities across its jurisdiction. These sessions have identified various themes that will guide the Board of Trustees and Administration in achieving long-term, sustainable outcomes, processes, and relationships. The schedule for upcoming engagement sessions is as follows:

- Anzac School and Bill Woodward School (Anzac) - February 5, 2024
- Father R. Perin School (Janvier) - February 7, 2024
- Conklin Community School (Conklin) - February 8, 2024
- Northland Online School (Virtual Meeting) - February 21, 2024

Parents, guardians, and community members are encouraged to share their perspectives by completing a brief survey at letscometogethernsd.com/2023-2024-community-engagement-survey. The deadline for survey submissions has been extended to Friday, February 23, 2024.

Mr. Johnson also discussed a recent professional learning session for principals that focused on restorative practices. Held in Slave Lake on January 17, 2024, the session involved role-play exercises, where principals assumed various roles in a hypothetical situation to understand and apply restorative conversation techniques. These techniques are designed to facilitate solution-based discussions involving all affected parties, allowing everyone to share their story and collaboratively develop a positive way forward. This approach ensures everyone has a voice and contributes to mutually agreed-upon solutions, facilitated by a trained and unbiased mediator.

Visit https://www.nsd61.ca/governance/board-meetings to view upcoming Regular Board Meeting dates and Board-related documents.

Note: These writings do not constitute the official record of the Northland School Division. They are however, provided as general information relating to the action taken at board meetings. For further information, please call 780-624-2060 or 1-800-362-1360.

Canada

YOUR POLICE, YOUR COMMUNITY

Wabasca Detachment

Procedure for applying for criminal record checks

In December 2023, Wabasca RCMP advised that they will no longer be doing pre-employment criminal record and vulnerable sector checks to apply for jobs.

Prior to this, most job postings in Wabasca stated that a criminal record and vulnerable sector check are required to apply for a job. The RCMP will continue to do criminal record checks for those who are selected by the company pending a criminal record check. The RCMP are asking for a letter stating they require a criminal record check prior to being hired.

The RCMP will also continue to do criminal record checks for those who are volunteering within the community. The policy has always been that a letter stating why a criminal record and vulnerable sector check are required has to accompany the application for the checks. This has not changed.

The RCMP will also continue to do Criminal Record checks for those looking to do kinship care and those that require a criminal record check once selected for housing. Both would require a letter stating why such a check is required.

"In the past we have had mechanics coming in requesting a criminal record check and vulnerable sector check to apply for a position. Such a position does not meet the criteria for a vulnerable sector check.

"Historically the majority of job postings in the area are requesting a criminal record check and vulnerable sector check to apply for the job; most of these do not meet the criteria.

"By stream lining the process we are able to work more effectively and have a shorter turn around for those that have been selected by the employer."

Sgt. Amie Blize
Detachment Commander
Wabasca RCMP
2140 Airport Road
780-891-3768

CRIME STOPPERS 1-800-222-8477

Rubber Stamps & accessories
Self-Inking or regular with Ink Pad
Also engraved desk and door signs available

Order @ TheFever:
wabascafever@shaw.ca 1-800-315-7826

Friends of Medicare blast Premier on new gender-related policies

Commentary by Alberta Friends of Medicare

Premier Danielle Smith announced last week a widely condemned new policy that includes putting new restrictions on gender-affirming health care. The new policy infringes on the rights of young Albertans and their families to access the health care services they need, when they need them.

“Access to health care is a human right. Every Albertan deserves to feel safe and free of discrimination when accessing health care, and the care they receive should come on the basis of the best medical evidence, not politics and ideology,” said Chris Gallaway, executive director of Friends of Medicare.

"The policy the Premier announced is clearly discriminatory, and a political attack on gender-affirming health care, which is already sorely lacking in Alberta. Enacting these new barriers will put the health and safety of trans, non-binary and gender diverse young people at further risk.

“Our politicians shouldn’t be unilaterally implementing policy to dictate what health care services Albertans can and cannot access," continued Gallaway. "Health care decisions should be between patients and their doctors.”

The Premier’s announcement comes at a time when Albertans are increasingly worried about access to the health care they need, as a widespread short staffing crisis continues to impact every single part of our health care system.

Hundreds of thousands of people in our province still don’t have a family doctor, children’s cancer treatments are being delayed, dozens of facilities across the province are still facing long wait times and repeated temporary closures, and over half of Alberta’s doctors are currently considering leaving the Alberta health care system.

In response to these challenges, Friends of Medicare has been urgently calling on the provincial government to get serious about workforce planning in health care.

But we have seen no meaningful action to protect our health care system or improve access for patients.

Alberta needs our government to be laser focused on a frontline workforce strategy to tackle the health care staffing crisis.

Blaire Gullion liked the skiing despite falling sometimes.

Photos by Alexus St. Cyr

Mistassiniy students enjoyed on January 30, a day at Tawatinaw Ski Valley.

Mr. Tang of the school’s staff was the chief organizer of the fun day where even the students wiping out on the hill enjoyed the experience and weather. Education assistants at the school also helped supervise during the activities.

Ashley Auger gave thumbs-up on her snowboarding.

Associate Superintendents' Report
March 15, 2024

Staff Recognition - "Awesomeness Awards"

In November 2023, the administration heard from the ATA local executive's Attraction and Retention committee that regular staff recognition would be a positive addition to the Division's communication activities. In response to this message, Associate Superintendent Veitch and the Human Resources Department have designed a mechanism for staff members to nominate those who, in their view, have been seen going above and beyond the call of duty. Informally referred to as the "Awesomeness Awards," Associate Superintendent Veitch receives the information and rationale for those identified as "Awesome" and prepares public and private commendation communications for the individuals identified.

This month, the recipients of these commendations include:

- Raylene Myers - Custodian in Bill Woodward School
- Kirk Pardy - Division Facilities Manager
- Mark Owens - Acting Associate Superintendent
- Curtis Walty - Media Relations Manager
- Cheryl Osmond - Executive Assistant
- Heather Strach - Teacher - St. Theresa School
- Sarah Kemp - EA St. Theresa School
- Eileen Bourque - Custodian in Anzac
- Kierra Supernault - EA - Hillview School

Career Pathways Move - Upcoming

The move of Career Pathways Outreach School from its current location beside St Theresa to the Northern Lakes College Campus was approved in the February meeting by the board of trustees. This is the former location of Career Pathways, as the school was moved during Covid-19 time. The NLC location, where we currently lease office space, will provide:

- Increased space for classroom and students
- Large kitchen for a school CTS Foods program
- Green space behind the campus
- Walking access to the ice arena, fitness centre, pool, multiplex and Mistassiniy School.

The move will occur during the NSD Spring Break (April 2-5) so that no instructional time is affected. Maintenance has scheduled the moving company, the technology department is scheduling the installation of teacher computers and the move of the photocopier, and transportation will be ready to go following the spring break holiday. A big thank you to Tessa

Dagenais and the staff, as well as the maintenance, technology, and transportation departments, for making this happen for Career Pathways students.