



NORTHLAND SCHOOL DIVISION

REGULAR BOARD MEETING NO. 25-05

AGENDA

Location: DoubleTree West Edmonton	
Zoom: Corporate Board Meeting	
Meeting ID: Passcode:	Phone: 1 (587) 328-1099
Date: Saturday, May 24, 2025	Time: 9:00 a.m. - 4:30 p.m.

If you want 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		-
2.	Opening Prayer, Cultural Reflection or Reflection	Trustee		-
3.	Adoption of Agenda	All	Motion	-
4.	Closed Session	All	Motion	-

B. BUSINESS ARISING FROM CLOSED SESSION

C. BOARD MATTERS

D. MINUTES

No.	Title	Responsible	Action	Page No.
1.	April 26, 2025 Regular Board Meeting Minutes	All	Motion	04
2.	Board Action Items	Superintendent Johnson	Information	11

E. BUSINESS ARISING FROM MINUTES



NORTHLAND SCHOOL DIVISION

REGULAR BOARD MEETING NO. 25-05

AGENDA

F. CONSENT AGENDA

No.	Title	Responsible	Action	Page No.
1.	Board Chair Report	Chair Fayant	Information	14
2.	Superintendent of Schools Report	Superintendent Johnson	Information	15
3.	Trustee Activity, Committee and/or Board Representative/Association Reports <ul style="list-style-type: none"> Trustee B. Lamouche, Ward 3 Vice-Chair R. Guild, Ward 7 Trustee R. Rude, Ward 8 	Trustees	Information	17

G. ACTION ITEMS

No.	Title	Responsible	Action	Page No.
1.	Monthly Financial Report	Secretary-Treasurer Aird	Information	20
2.	Student Engagement, Attendance & Completion Report	Associate Superintendent Owens	Information	22
3.	Monthly Enrollment Report	Superintendent Johnson	Information	27
4.	Policy 3 - Role of a Trustee	Chair Fayant	Motion	29
5.	Policy 10 - Policy Making	Chair Fayant	Motion	33
6.	Policy 20 - Teacher Housing	Chair Fayant	Motion	38
7.	Policy 21 - Community Voice and Community Engagement	Chair Fayant	Motion	40
8.	Budget 2025-2026	Secretary-Treasurer Aird	Motion	48
9.	ASBA Budget and Bylaws Bulletin	Chair Fayant	Motion	67
10.	PSBAA Membership	Chair Fayant	Motion	112
11.	2025-2028 Education Plan	Deputy Superintendent Meunier	Motion	113
12.	2025-2026 Board Work Plan	Superintendent Johnson	Motion	166
13.	SUV Tender	Secretary-Treasurer Aird	Motion	171
14.	Truck Tender	Secretary-Treasurer Aird	Motion	172
15.	Organizational Chart	Superintendent Johnson	Information	173
16.	ATC Cultural Festival	Board Vice Chair Guild	Information	175
17.	Housing Unit 57 Tender	Associate Superintendent Veitch	Motion	177
18.	Housing Unit 58 Tender	Associate Superintendent Veitch	Motion	178



**NORTHLAND SCHOOL DIVISION
REGULAR BOARD MEETING NO. 25-05
AGENDA**

19.	Housing Unit 134 Tender	Associate Superintendent Veitch	Motion	179
20.	Housing Unit 135	Associate Superintendent Veitch	Motion	181

H. MONITORING REPORTS

No.	Title	Responsible	Action	Page No.
1.	Awards/Celebrations/Presentations <ul style="list-style-type: none">Acknowledgement of the ASBA's Honouring the Spirit Award Nominees	Superintendent Johnson	Information	-
2.	Board Chair Highlights	Chair Fayant	Information	182
3.	Superintendent Highlights	Superintendent Johnson	Information	186
4.	OH&S Department Report	Associate Superintendent Veitch	Information	202

I. PRELIMINARY DISCUSSION

No.	Title	Responsible
1.	<ul style="list-style-type: none">PSBAA Professional Development/PSBC Meeting - August 6 -8, 2025, in Red Deer.	Chair Fayant

J. ADJOURNMENT & CLOSING CULTURAL REFLECTION



NORTHLAND SCHOOL DIVISION

ADMINISTRATION RECOMMENDATION TO THE BOARD

TO: THE BOARD OF TRUSTEES **DATE:** MAY 24, 2025
SUBMITTED BY: Cal Johnson, Superintendent of Schools
SUBJECT: April 26, 2025 Regular Board Meeting Minutes
REFERENCE(S):
ATTACHMENTS: April 26, 2025 Regular Board Meeting Minutes

RECOMMENDATION

THAT the Board of Trustees approve the April 26, 2025 Regular Board Meeting minutes, as presented.

BACKGROUND

RISK ANALYSIS



NORTHLAND SCHOOL DIVISION
REGULAR BOARD MEETING NO. 25-04
MINUTES

Location: DoubleTree West Edmonton

Date: Saturday, April 26, 2025

Time: 9:00 a.m.

Membership					
✓	Lorraine McGillivray	Trustee Ward 1	✓	Cal Johnson	Superintendent of Schools
✓	Marianne Moberly	Trustee Ward 2	✓	Scott Meunier	Deputy Superintendent
✓	Bonnie Lamouche	Trustee Ward 3	✓	Mark Owens	Associate Superintendent
✓	Jesse Lamouche	Trustee Ward 4	✓	Krista Veitch	Associate Superintendent
✓	Tanya Fayant	Board Chair, Ward 5	✓	Douglas Aird	Secretary-Treasurer
x	Vacant	Trustee Ward 6	✓	Curtis Walty	Media Relations Manager
✓	Robin Guild	Board Vice-Chair, Ward 7	✓	Cheryl Page	Executive Assistant
✓	Wally Rude	Trustee Ward 8	✓	Pearl Lorentzen	Reporter, Lakeside Leader
✓	Aimee McCamon	Trustee Ward 9			

A. CALL TO ORDER

1. Call to Order

Chair Fayant called the meeting to order at 9:00 a.m.

2. Recognition of Traditional Lands

Chair Fayant provided the land acknowledgement.

3. Opening Prayer, Cultural Reflection or Reflection

Trustee Rude gave the opening prayer, cultural reflection or reflection.

4. Adoption of Agenda

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

26095/25 CARRIED

5. Closed Session

MOTION: Trustee McGillivray moved that the meeting that the Board of Trustees meet in closed session with only the Administration at 9:02 a.m.

26096/25 CARRIED

Pearl Lorentzen left the meeting at this time.



**NORTHLAND SCHOOL DIVISION
REGULAR BOARD MEETING NO. 25-04
MINUTES**

6. Regular Session

MOTION: Trustee McCamon moved that the meeting revert to a regular session at 9:23 a.m.

26097/25 CARRIED

Pearl Lorentzen rejoined the meeting.

B. BUSINESS ARISING FROM CLOSED SESSION

There was no business arising from the closed session.

C. BOARD MATTERS

There were no board matters brought before the Board of Trustees.

D. MINUTES

1. March 22, 2025 Regular Board Meeting Minutes

MOTION: Trustee J. Lamouche moved that the Board of Trustees approve the March 22, 2025, Regular Board Meeting minutes as presented.

26098/25 CARRIED

2. March 26, 2025 Special Board Meeting Minutes

MOTION: Trustee J. Lamouche moved that the Board of Trustees approve the March 26, 2025, Special Board Meeting minutes as presented.

26099/25 CARRIED

3. April 9, 2025 Special Board Meeting Minutes

MOTION: Trustee J. Lamouche moved that the Board of Trustees approve the April 6, 2025, Special Board Meeting minutes as presented.

26100/25 CARRIED

4. Board Action Items

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



**NORTHLAND SCHOOL DIVISION
REGULAR BOARD MEETING NO. 25-04
MINUTES**

E. BUSINESS ARISING FROM MINUTES

There were no business items arising from the minutes.

F. CONSENT AGENDA

1. Consent Agenda

MOTION: Trustee J. Lamouche moved that the Board of Trustees approve the consent agenda, which adopts the following reports:

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

26101/25 CARRIED

G. ACTION ITEMS

1. Monthly Financial Report

Secretary-Treasurer Aird presented the financial report to the Board of Trustees as of March 31, 2025. The monthly financial report was received and filed as information.

2. Student Engagement, Attendance & Completion Report

Associate Superintendent Owens presented the March 2025 Student Engagement, Attendance, and Completion report. It was noted that schools continue building relationships with parents and engaging students. Enrollment declined in the last few months due to cold weather, Spring Break, and the Teachers' Convention. The report was received and filed as information.

3. Monthly Enrollment Report

Superintendent Johnson presented the Monthly Enrollment Report to the Board of Trustees. Enrollment slightly increased from last month. Schools are starting to hold open houses for the 2025-2026 school year. The Monthly Enrollment Report was received and filed as information.



NORTHLAND SCHOOL DIVISION
REGULAR BOARD MEETING NO. 25-04
MINUTES

4. Policy 3 Appendix A - Services, Materials and Equipment to Trustees

MOTION: Trustee McCamon moved that the Board of Trustees approve the correction of section designations, punctuation, typographical errors, and cross-references and authorize 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.

26102/25 CARRIED

5. Policy 7 Appendix C - Trustee Honoraria/Expense and Corporate Credit Card

MOTION: Vice Chair Guild moved that the Board of Trustees approve the correction of section designations, punctuation, typographical errors, and cross-references and authorize 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 Card.

26103/25 CARRIED

6. Policy 7 Appendix D - Rules of Order

MOTION: Trustee Rude moved that the Board of Trustees approve the correction of section designations, punctuation, typographical errors, and cross-references and authorize 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 D - Rules of Order.

26104/25 CARRIED

7. Policy 17 - Student Transportation

MOTION: Trustee McCamon moved that the Board of Trustees approve the correction of section designations, punctuation, typographical errors, and cross-references and authorize the Administration to make such other technical and conforming changes as necessary to reflect the intent of the Board in connection with Policy 17 - Student Transportation.

26105/25 CARRIED

**NORTHLAND SCHOOL DIVISION
REGULAR BOARD MEETING NO. 25-04
MINUTES**

8. Budget 2025-2026 Principles and Assumptions

MOTION: Trustee McCamon moved that the Board of Trustees approve the Budget 2025-2026 Principles and Assumptions as presented.

26106/25 CARRIED

9. 2025 Long Service and Retirement Awards Celebration

MOTION: Trustee J. Lamouche moved that the Board of Trustees approve holding the NSD Long Service and Retirement Awards Celebration on May 23, 2025, at the DoubleTree West Edmonton, as presented.

26107/25 CARRIED

10. Grade Additions

MOTION: Trustee J. Lamouche moved that the Board of Trustees approve the grade additions for the following schools, as presented, in coordination with the Northland Online School.

Elizabeth School - Grade 9

Grouard Northland School - Grade 11

Gift Lake School - Grade 10

26108/25 CARRIED

11. What We Heard Report 2024-2025

Superintendent Johnson shared the What We Heard Report with the Board of Trustees, highlighting key features.

Northland School Division gathered input from over 200 participants during 16 engagement sessions held from January to March 2025, aiming to guide its Education Plan. Communities highlighted increased student engagement through clubs, leadership, and cultural learning, stronger school-community relationships, and valued hands-on programming like CTS and language education. While supports like wellness services and nutrition programs are helping, families voiced the need for more tutoring and inclusive learning supports.

Key priorities moving forward include hiring more Indigenous staff, expanding Cree language programs, enhancing career pathways, improving staff housing, and strengthening communication and cultural inclusion. This feedback will directly inform



**NORTHLAND SCHOOL DIVISION
REGULAR BOARD MEETING NO. 25-04
MINUTES**

updates to the division's Three-Year Education Plan. This information was received and filed.

12. Telephone Replacement Capital Project

MOTION: Trustee McGillivray moved that the Board of Trustees approve Netagen's proposal for the telephone replacement, which is \$193,946.50 plus GST, with the funds coming from capital reserves.

26109/25 CARRIED

Trustee McCamon left the meeting at 10:55 a.m. and returned at 11:05 a.m.

H. MONITORING REPORTS

1. The Board of Trustees received and filed the following reports:
 - a. CASS Presentation by Superintendent Johnson
 - b. Board Chair Highlights
 - c. Superintendent Highlights
 - d. Occupational Health & Safety Report
 - e. Transportation Report

I. PRELIMINARY DISCUSSION

Trustees were reminded of upcoming conferences and meetings and were asked to notify Executive Assistant Page if they are no longer interested.

J. ADJOURNMENT & CLOSING PRAYER/CULTURAL REFLECTION

1. Adjournment

MOTION: Trustee McGillivray moved that the Board of Trustees declare the meeting adjourned at 11:19 a.m.

26110/25 CARRIED

Tanya Fayant, Board Chair

Douglas Aird, Secretary-Treasurer



NORTHLAND SCHOOL DIVISION
ADMINISTRATION INFORMATION ITEM

TO: THE BOARD OF TRUSTEES **DATE:** MAY 24, 2025
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	28-Sep-2024	Administration	Website	FNMI Department to list the resources available on the NSD website, just like Rupertsland	30-Jun-2025	In Progress	<p>Reference: https://www.rupertsland.org/#</p> <p>January 2025 Update (Scott) - February 2025 Webinar Series (Preview). This series has been prepared by our FNMI Team in collaboration with the Educational Technology department and will be available to any interested party online.</p> <p>March 2025 Update (Scott) - Webinar series continuing, conversations with Supporting Indigenous Language Revitalization (SILR) at the University of Alberta to develop localized resources for language instructors that support Indigenous language preservation across the Division.</p> <p>April 2025 Update (Scott) - SILR approved a \$40,000 grant to partner with NSD to develop localized resources for language instructors that support Indigenous language preservation across the Division.</p> <p>May 2025 Update (Scott) - Scott and Debbie met with SILR personnel, including Dr. Trudy Cardinal, at the University of Alberta. Project terms of reference were discussed and the project kickoff is set for June 2025.</p>
Board	25-Jan-2025	Administration	IMR Project List	Review Grouard School IMR List to include PA System, paving of the parking lot, repair of the downspout drainage and hole in the bathroom ceiling.	30-Apr-2025	In Progress	<p>March 10 2024: The PA system is being replaced throughout the school and the Maintenance work has been planned, pending the weather.</p> <p>March 31, 2025: PA system replaced throughout the school. Bathroom hole was for speaker, completed. Contract for downspout remediation underway, pending parts.</p> <p>May 15, 2025: Downspout remediation underway, front completed, finishing the back.</p> <p>Re-paving under consideration as multi-site program.</p>
Board	25-Jan-2025	Administration	IMR Project List	Review J.F. Dion School IMR List to include removal of planters, landscaping and repairs to the sidewalks.	30-Apr-2025	In Progress	<p>January 29, 2025: The planters have been removed.</p> <p>March 10, 2025: The Maintenance work has been planned, pending the weather.</p> <p>May 15 2025: While maintenance has continued light R&M at the school, at the request of the principal larger items will be actioned during the summer break.</p>
Board	14-Feb-2025	Administration	Jordan's Principle	Draft a letter to ISC advising of the complications of discontinuing the JP funding. Copy letter to school divisions and ASBA.		Complete	<p>March 31, 2025: Draft letter of appeal completed</p> <p>April 7, 2025: A letter was sent to Indigenous Services Canada; no response as of yet.</p>
Board	14-Feb-2025	Administration	NSD Online School	Promote Online School to other school divisions; Asynchronous and Synchronous learning and being an Indigenous school division	30-Mar-2025	Complete	<p>March 2025: Presentation to Board of Trustees, outward-facing advertising efforts to follow Board update.</p> <p>April 16, 2025: Curtis is meeting with Mark and Tessa, to discuss further.</p>
Board	22-Mar-2025	Administration	Jordan's Principle	Draft a letter to parents to send to their local MLAs		Complete	<p>Pending: Draft letter for parents to send to their Members of Parliament</p> <p>May 13, 2025: Letters were emailed to principals to distribute to families.</p>



TO: THE BOARD OF TRUSTEES **DATE:** MAY 24, 2025
SUBMITTED BY: Cal Johnson, Superintendent of Schools
SUBJECT: Approval of Consent Agenda
REFERENCE(S):
ATTACHMENTS:

RECOMMENDATION

THAT the Board of Trustees approve 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 assumes that everyone reads all the items and asks questions outside the meeting. Questions about the items can be directed to the Superintendent, who will answer them by email and let 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 before the agenda is approved; a trustee must request that 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:** MAY 24, 2025

SUBMITTED BY: Tanya Fayant, Board Chair, Ward 5

SUBJECT: Board Chair Report

DATE	EVENT
April 22, 2025	Principal Interview
April 24, 2025	NSD Online School PAC Meeting
April 25, 2025	Education Plan Ad Hoc Committee Meeting, Edmonton
April 26, 2025	Corporate Board Meeting, Edmonton
April 28, 2025	J.F. Dion School Teacher Interview Minister of Education and MLAs Meeting
April 29, 2025	Parent Council Meeting
April 30 - May 2, 2025	CASS FNMI Conference, Edmonton
May 7, 2025	Agenda Review Meeting Policy Committee Meeting
May 8, 2025	Budget Information Session, Edmonton
May 9, 2025	Attraction & Retention/Teaching & Learning Committee Meeting, Edmonton
May 13, 2025	TEBA Meeting
May 15, 2025	Land-Based Coordinator Interviews



Superintendent's Report

C. Johnson

MAY 24, 2025

J.F. Dion School Interview	April 22, 2025
Participated in the principal interview for J.F. Dion School.	
PSBAA Meeting	April 22, 2025
Met with Troy Tait to discuss Jordan's Principle funding.	
Open Principalship Interview	April 23, 2025
Participated in an open principalship interview.	
PSBAA Meeting	April 23, 2025
Met with PSBAA members to discuss Jordan's Principle funding.	
Education Plan Ad Hoc Committee Meeting	April 25, 2025
Participated with Administration and Education Plan Ad Hoc Committee representatives to discuss the 2025-2028 Education Plan.	
Corporate Board Meeting	April 26, 2025
Participated in the monthly Corporate Board meeting.	
Paddle Prairie School Vice Principal Interview	April 29, 2025
Participated in the Paddle Prairie School Vice Principal Interview.	
CASS FNMI Conference	April 30 - May 2, 2025
Presented and attended the annual CASS FNMI Conference in Edmonton.	
Superintendent's Youth and Elder/Knowledge Keepers Council Meetings	May 5-7, 2025
Hosted the Superintendent's Youth and Elder/Knowledge Keeper Council meetings in Edmonton.	

Agenda Review Meeting	May 7, 2025
Participated in the Agenda Review meeting with the Board of Trustees and Administration members.	
Policy Committee Meeting	May 7, 2025
Participated in the Policy Committee meeting; reviewed policies for May's corporate board meeting.	
NSD Budget Information Session	May 8, 2025
Attended the NSD Budget Information Session.	
Attraction & Retention/Teaching & Learning Committee Meeting	May 9, 2025
Participated in the Attraction & Retention/Teaching & Learning Committee meeting with Board of Trustees, ATA Local and Administration members.	
Career Fair - Newfoundland	May 12 - 15, 2025
Attended the Career Fair in St. John's, Newfoundland.	



NORTHLAND SCHOOL DIVISION

TRUSTEE REPORT TO THE BOARD

TO: THE BOARD OF TRUSTEES **DATE:** MAY 24, 2025

SUBMITTED BY: Robin Guild, Board Vice Chair, Ward 7

SUBJECT: Activity Report for April and May 2025

SUMMARY:

Date	Description
April 9, 2025	Special Board Meeting via Zoom
April 10 - 11, 2025	PSBAA PD/PSBC Meeting, Edmonton
April 25, 2025	Education Plan Ad Hoc Committee Meeting, Edmonton
April 26, 2025	Corporate Board, Edmonton
May 1 - 2, 2025	CASS FNMI Conference, Edmonton

ADMINISTRATION INFORMATION ITEM

TO:	THE BOARD OF TRUSTEES	DATE:	MAY 24, 2025
SUBMITTED BY:	Douglas Aird, Secretary-Treasurer		
SUBJECT:	Monthly Financial Report		
REFERENCE(S):			
ATTACHMENTS:	Monthly Financial Report as of April 30, 2025		

INFORMATION ITEM

The monthly financial report for April 30, 2025, has been received as information and filed.

BACKGROUND

RISK ANALYSIS



NORTHLAND SCHOOL DIVISION
As at April 30, 2025
Statement of Revenues and Expenses

REVENUE	Budget				
	2024-25	YTD Budget	YTD Actual	Variance	%
Alberta Education	\$ 43,413,453	\$ 28,942,302	\$ 29,543,387	\$ 601,085	2
Federal Government & First Nations	11,375,099	7,583,399	8,688,249	1,104,850	15
Other Revenue	2,290,899	1,527,266	1,526,529	(737)	(0)
	<u>\$ 57,079,451</u>	<u>\$ 38,052,967</u>	<u>\$ 39,758,165</u>	<u>\$ 1,705,198</u>	<u>4</u>
EXPENSES					
Schools	\$ 23,778,823	\$ 15,852,549	\$ 19,111,217	\$ (3,258,668)	(21)
Instructional Support	7,184,433	4,789,622	4,193,465	596,157	12
Instructional Supply	5,949,243	3,966,162	3,788,702	177,460	4
Transportation	3,854,628	2,569,752	2,874,386	(304,634)	(12)
Operations and Maintenance	8,739,791	5,826,527	5,759,115	67,412	1
External Services	3,877,194	2,584,796	2,788,630	(203,834)	(8)
System Administration	2,563,525	1,709,017	2,028,394	(319,377)	(19)
Corporate Board	526,063	350,709	430,126	(79,417)	(23)
Insurance (Buildings)	861,691	574,461	615,683	(41,222)	(7)
	<u>\$ 57,335,391</u>	<u>\$ 38,223,595</u>	<u>\$ 41,589,718</u>	<u>\$ (3,366,123)</u>	<u>(9)</u>
NET SURPLUS (DEFICIT)	<u>\$ (255,940)</u>	<u>\$ (170,628)</u>	<u>\$ (1,831,553)</u>	<u>\$ (1,660,925)</u>	

VARIANCE ANALYSIS

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

Revenues

Revenues received and accrued have been in line with the budget (+4%).

Expenses

Expenses are slightly over budget (+9%) including unbudgeted Jordans costs.

Certified salaries and benefits are on budget (0%).

Uncertificated salaries and benefits (+35%) include additional student supports and Jordans staffing (\$1.7M year to date) which is funded by Canada and not included in the annual budget.

The Transportation variance (+12%) will be reduced as fleet costs are re-allocated to programs.

Operations and Maintenance (1%) expenses are slightly below budget and being monitored closely. Utility and maintenance cost pressures continue.

System Administration costs (+29%) include some division-wide costs which will be re-allocated.

External Services (+8%) are monitored closely to ensure Housing operations, renovations and School Food Services remain on plan.

Salaries and Benefits Detail

	Budget				
	2024-25	YTD Budget	YTD Actual	Variance	%
Certificated salaries and benefits	\$ 20,035,569	\$ 13,357,046	\$ 13,384,668	\$ (27,622)	(0)
Uncertificated salaries and benefits	15,900,011	10,600,007	14,275,961	(3,675,954)	(35)
	<u>\$ 35,935,580</u>	<u>\$ 23,957,053</u>	<u>\$ 27,660,629</u>	<u>\$ (3,703,576)</u>	<u>(15)</u>

ADMINISTRATION INFORMATION ITEM

TO:	THE BOARD OF TRUSTEES	DATE:	MAY 24, 2025
SUBMITTED BY:	Mark Owens, Associate Superintendent		
SUBJECT:	Student Engagement, Attendance, and Completion Report		
REFERENCE(S):			
ATTACHMENTS:	Student Engagement, Attendance, and Completion Report April 2025		

INFORMATION ITEM

The Student Engagement, Attendance, and Completion report for April 2025 has been received as information and filed.

BACKGROUND

RISK ANALYSIS



The Northland School Division

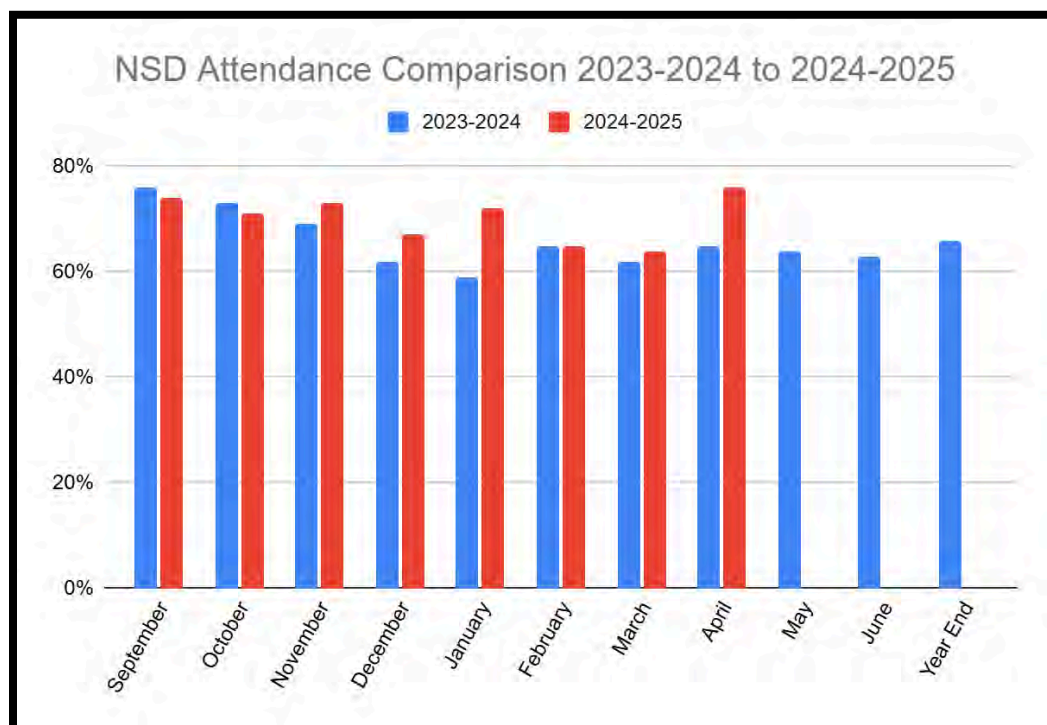
Director of Engagement and High School Completion Board Attendance Report

May 2025

Monthly Attendance Rates from the previous year to the current year (2023-2024 to 2024-2025)

Strategy 1.1: Standardize attendance tracking processes

Table 1 - YR-YR Comparison			
Month	2023-2024	2024-2025	Difference
September	76%	74%	2%
October	73%	71%	2%
November	69%	73%	4%
December	62%	67%	5%
January	59%	72%	13%
February	65%	65%	0%
March	62%	64%	2%
April	65%	76%	11%



Highlights

- Divisionally, we improved by 11% in April from 2024 to 2025
- 12 schools surpassed their target set for 2025
- 11 schools increased or stayed the same for April 2025 compared to April 2024
- 6 schools show students are attending more than 75% of the time

April 2024 to April 2025 attendance rates by individual school

Table 2 - ATT Results by SCH		
School	April 2024	April 2025
Anzac	84%	77%
Bill Woodward	66%	58%
Bishop Routhier	53%	66%
Calling Lake	59%	59%
Chipewyan Lake	79%	86%
Conklin	80%	85%
Elizabeth	74%	83%
Father R Perin	54%	56%
Gift Lake	68%	62%
Grouard Northland	76%	77%
Hillview	68%	68%
JF Dion	70%	82%
Mistassiniy	56%	62%
Northland Online	45%	64%
Paddle Prairie	55%	65%
St. Theresa	77%	76%
Susa Creek	73%	76%

Individual School Attendance rates by percentile for April 2025

Table 3 - % by ATT Category by SCH							
School	95-100	90-94	80-89	70-79	60-69	50-59	Below 50
Anzac	27%	6%	21%	19%	8%	7%	13%
Bill Woodward	8%	10%	11%	10%	13%	9%	39%
Bishop Routhier	6%	8%	14%	15%	20%	20%	17%
Calling Lake	9%	9%	15%	12%	11%	8%	36%
Chipewyan Lake	32%	9%	41%	0%	5%	14%	0%
Conklin	29%	24%	29%	0%	6%	0%	12%
Elizabeth	11%	19%	27%	9%	9%	13%	12%
Father R Perin	6%	4%	25%	6%	9%	12%	37%
Gift Lake	8%	9%	19%	15%	12%	8%	28%
Grouard Northland	22%	9%	35%	9%	13%	0%	13%
Hillview	14%	11%	17%	11%	17%	9%	20%
JF Dion	31%	19%	21%	8%	6%	2%	13%
Mistassiniy	9%	7%	15%	15%	14%	11%	28%
Northland Online	39%	4%	11%	5%	7%	0%	33%
Paddle Prairie	13%	7%	12%	12%	19%	13%	25%
St. Theresa	21%	16%	19%	11%	14%	3%	16%
Susa Creek	14%	14%	18%	21%	11%	14%	7%

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

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

School	Principal	March Attendance
Chip Lake	Blair Sellars	86%
Conklin	Bernard Woodfine	85%
Elizabeth	Rayel Cardinal	83%
J.F. Dion	Nicola Christensen	82%

Monthly Attendance Winners (Drawn from all students attending 90% or higher during the month of April, 2025)

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

Grade Level	Name	School
10-12	Marczyk, Zoey Noel	Mistassiniy
7-9	Carter Savill	Bill Woodward
4-6	Beaver-Orr, Shailynn Love	St. Theresa
k-3	Johnson, Alarah Matalyn	Calling Lake

2024 Target Attendance

School	2024-25 Target	April 2025
Anzac	81.5	77%
Bill Woodward	70.5	58%
Bishop Routhier	64.5	66%
Calling Lake	64.5	59%
Chipewyan Lake	75.5	86%
Conklin	74.5	85%
Elizabeth	73.5	83%
Father R Perin	55.5	56%
Gift Lake	66.5	62%
Grouard Northland	74.5	77%
Hillview	73.5	68%
JF Dion	75.5	82%
Mistassiniy	59.5	62%
Northland Online	49.5	64%
Paddle Prairie	59.5	65%
St. Theresa	76.5	76%
Susa Creek	71.5	76%



NORTHLAND SCHOOL DIVISION
ADMINISTRATION INFORMATION ITEM

TO: THE BOARD OF TRUSTEES **DATE:** MAY 24, 2025

SUBMITTED BY: Cal Johnson, Superintendent of Schools

SUBJECT: Monthly Enrollment

REFERENCE(S):

ATTACHMENTS: Monthly Enrollment as of May 12, 2025

INFORMATION ITEM	
The May 12, 2025 Monthly Enrollment report has been received as information and filed.	

BACKGROUND	
The administration will provide a monthly enrollment update.	
RISK ANALYSIS	
It is important for the Division to be aware of student enrollments, as this affects how Northland can organize and deliver services. A monthly update will be provided to the Board as information.	



NORTHLAND SCHOOL DIVISION

ADMINISTRATION INFORMATION ITEM**NORTHLAND SCHOOL DIVISION - MONTHLY ENROLLMENT UPDATE FOR 2024-2025**

Schools	JUNE 30th	SEPT 19, 2024	OCT 9, 2024	Nov 2024	Dec 2024	Jan 2025	Feb 2025	Mar 2025	April 2025	May 2025	June 2025
Anzac Community School	91	85	88	89	84	85	85	87	86	86	
Bill Woodward School	93	109	111	110	111	111	110	109	109	109	
Bishop Routhier School	60	60	57	53	61	60	60	61	64	63	
Calling Lake School	118	123	111	121	122	123	123	124	123	121	
Career Pathways School	137	86	103	118	124	126	125	121	124	124	
Chipewyan Lake School	25	22	22	22	22	23	23	22	22	22	
Conklin Community School	20	17	17	17	17	17	17	17	17	17	
Elizabeth School	91	84	83	81	80	80	80	81	82	82	
Father R. Perin School	70	69	70	70	71	71	71	72	69	67	
Gift Lake School	135	140	140	137	122	131	137	142	146	148	
Grouard Northland School	34	32	35	33	28	27	29	25	23	25	
Hillview School	31	35	37	38	39	39	38	35	35	35	
J.F. Dion School	54	46	46	46	45	47	47	46	48	46	
Mistassiniy School	305	278	214	214	215	217	212	217	214	214	
Northland Online School	72	64	72	80	84	82	88	92	93	114	
Paddle Prairie School	123	120	119	117	119	122	119	115	117	116	
St. Theresa School	261	231	238	240	241	246	247	245	241	234	
Susa Creek School	30	29	29	29	29	20	27	27	28	31	
TOTAL	1750	1630	1592	1615	1614	1627	1638	1638	1641	1654	0



NORTHLAND SCHOOL DIVISION

ADMINISTRATION RECOMMENDATION TO THE BOARD

TO: THE BOARD OF TRUSTEES

DATE: MAY 24, 2025

SUBMITTED BY: Tanya Fayant, Board Chair

SUBJECT: Policy 3 - Role of a Trustee

REFERENCE(S):

ATTACHMENTS: Policy 3 - Role of a Trustee

RECOMMENDATION

THAT the Board of Trustees approve the correction of section designations, punctuation, 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

RISK ANALYSIS

POLICY 3

ROLE OF A TRUSTEE

The trustee's role is to contribute to the Board as it carries out its mandate 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~~ **s actions** 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 **diligently** 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's needs are paramount.
2. Recognize and model the leadership role of a Trustee, including areas such as knowledge of governance, **promising** 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/**Deputy or** Associate Superintendent and the Board informed ~~in a timely manner~~ **promptly** of all matters coming to his/her attention that might affect the Division.

POLICY 3

ROLE OF A TRUSTEE

- 10.1. Personnel matters are to be brought to the ~~attention of the~~ Superintendent/**Deputy** or Associate Superintendent's **attention only**.
- 10.2. Inform the Chair of sensitive issues in a timely manner so they can ensure the information gets into the proper process(s) ~~so~~ **and** 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, **inform the Board Chair and Executive Assistant to Corporate Services** so ~~that~~ 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 often** 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.
 - 21.6. Submit monthly board reports**
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.

POLICY 3

ROLE OF A TRUSTEE

25. Incumbent Trustees are encouraged to help newly elected Trustees become informed about history, functions, policies, procedures, trends/challenges and successes.
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 interests of the Division **are** paramount to all interests.
29. Any honoraria or expense claim monies owing to the trustee will be retained until all equipment has been returned to the Division; if a balance is owed, the trustee will be invoiced.
30. Develop positive and respectful learning and working relationships within the board and the Division.
31. Do not disclose or share information outside of the Corporate Board unless ~~permission has been given by the Board Chair~~ **has given permission**. Confidential information discussion between trustees in the ordinary course of board meetings should not be shared outside board discussion. To be clear, the Board Chair and Vice-Chair may share information for Board and operational purposes with the Superintendent or designate or others as necessary.
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 trustees, and **as well as** the trustee's position on the board.
34. Maintain the integrity of the trustees, the Board, ~~as a whole~~ and employees.
35. Respect **the** confidentiality of discussions that take place in closed sessions.
36. No trustee shall take any steps to cause harm to the Corporate Board or Division.
- 37. Adhere to all of the Northland School Division policies.**

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: MAY 24, 2025

SUBMITTED BY: Tanya Fayant, Board Chair

SUBJECT: Policy 10 - Policy Making

REFERENCE(S):

ATTACHMENTS: Policy 10 - Policy Making

RECOMMENDATION

THAT the Board of Trustees approve the correction of section designations, punctuation, 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 10 - Policy Making.

BACKGROUND

RISK ANALYSIS

POLICY 10

POLICY MAKING

Policy development is a vital responsibility of the Board. Policies constitute the Board's will in determining how the Division will be operated and communicate the Board's values, beliefs, and expectations.

Policies provide effective direction and guidelines for the action of the Board, Superintendent, staff, students, electors, and other agencies. Policies also serve as sources of information and procedures for all who may be interested in or connected with the operation of the Division.

Adoption of new Board policies or revision of existing policies is solely the responsibility of the Board.

The Board shall be guided in its approach to policy making by ensuring adherence to the requirements necessary to provide community-based public education and compliance with the Education Act, the Northland School Division Act, and other provincial and federal legislation.

Community-based public education must also reflect the culture, beliefs, values, and traditions of the communities served.

Board policies shall provide an appropriate balance between the responsibility of the Board to develop the broad guidelines to guide the Division and the opportunity for the Superintendent to exercise professional judgment in the administration of the Division.

The Board believes in the establishment of policy which reflects its values and perspectives.

The Board shall adhere to the following stages in its approach to policy making:

1. Planning

In cooperation with the Superintendent, the Board shall assess the need for a policy as a result of its monitoring activities or on the suggestion of others and identify the critical attributes of each policy to be developed.

2. Development

The Board may develop the policy itself or delegate the responsibility for its development to the Superintendent or a committee of the Board.

3. Approval

The Chair shall ensure that all trustees understand the rationale for a new policy or a policy change before the motion for approval.

4. Implementation

The Board is responsible for implementing policies governing its processes. The Board

POLICY 10 POLICY MAKING

and Superintendent share responsibility for implementing policies relating to the Board-Superintendent relationship. The Superintendent is responsible for implementing the other policies.

5. Evaluation

In cooperation with the Superintendent, the Board shall review each policy **annually as per the Policy Schedule to determine whether** ~~in a regular manner to determine if it is~~ meeting its intended purpose.

Specifically

1. Any person or party may make suggestions regarding the possible development of a policy or the need for policy revisions by presenting a proposal for a policy or revisions, in writing, to the Board Chair or Superintendent. The proposal shall contain a brief statement of purpose or rationale.
2. The Board Chair or Superintendent will present the proposal to the Board or **the** appropriate standing committee of the Board for initial consideration and determination.
3. If necessary, the Superintendent or designate will draft amendments to an existing or new policy, as the case may be.
4. ~~When appropriate, T~~ The Superintendent shall seek legal advice on the intent and wording **when appropriate.**
5. The Board will give each revised policy one (1) reading in a public session as long as it does not change the **policy's intent** ~~intent of the policy~~. If it changes the ~~intent~~ **purpose** of the policy, refer to section 6.
6. Generally, the Board will give each new policy three (3) readings in public session as follows:
 - 6.1 First Reading
 - 6.1.1 The Board will consider the policy proposal and determine if ~~the policy~~ **whether it** should be circulated for input from interested parties.
 - 6.1.1.1. In most cases, the policy proposal presented to the Board would be circulated to Division staff, principals, school staff, the Northland Local of the Alberta Teachers' Association, and key stakeholder groups for consideration and reaction.
 - 6.1.1.2. The Principal is responsible for ensuring the school council has the opportunity to provide input.

POLICY 10

POLICY MAKING

6.1.1.3. The Board may approve a policy change with all three readings in one motion if:

- a) It is determined **that** they are parameters which preclude feedback or
- b) The changes are of a housekeeping nature (e.g. grammar, minor efficiency changes, clarifying or aligning processes) that do not change the intent of the policy.

6.2 Second Reading

6.2.1 The **Board discusses the policy further after considering** ~~policy is discussed further by the Board after taking into consideration~~ any input received and any amendments arising from input and comments received.

6.2.2 The Board shall consider the information and feedback provided and either approve the second reading of the proposed policy in principle or recirculate it if deemed appropriate (approve again as the first reading).

6.3 Third Reading

6.3.1 The Board shall give final approval of the policy, which will become effective immediately unless stated otherwise in the motion.

- 7. Not more than two (2) readings of any policy proposal may be given at any one (1) meeting of the Board unless a quorum of Trustees present agree to provide the policy with the third reading or it has been determined that the policy shall not be circulated (see 5.1.1.3).
- 8. Only those policies ~~which are~~ adopted and recorded in the minutes constitute the official policies of the Board.
- 9. In the absence of existing policy, the Board may make decisions, by motion, on matters affecting the administration, management, and operation of the Division. Such decisions carry the weight of policy. If appropriate, a specific written policy will be developed.
- 10. The Board may request the Superintendent to change an administrative procedure into a draft Board policy and will provide the rationale ~~for the same~~.
- 11. The Superintendent shall develop administrative procedures as specified in Policy 11 – Board Delegation of Authority and may ~~develop~~ **create** such other procedures as deemed necessary for the effective operation of the Division. These must be in accordance with Board policies.

POLICY 10

POLICY MAKING

12. The Board may also delete a policy and ~~subsequently~~ delegate the Superintendent authority over this area. The Superintendent may choose ~~then~~ to develop an administrative procedure relative to this matter.
13. The Superintendent must inform the Board of any substantive directional changes in administrative procedures.
14. The Superintendent shall ensure all Board policies and administrative procedures posted on the Division's website are current.
15. The Board shall ensure that each policy has a specified date by which it must be evaluated to determine if it has brought about the intended result, is still necessary, and is to be maintained or deleted.

Legal Reference: Section 33, 51, 52, 53, 222 Education Act
Board Procedures Regulation



NORTHLAND SCHOOL DIVISION

ADMINISTRATION RECOMMENDATION TO THE BOARD

TO: THE BOARD OF TRUSTEES

DATE: MAY 24, 2025

SUBMITTED BY: Tanya Fayant, Board Chair

SUBJECT: Policy 20 - Teacher Housing

REFERENCE(S):

ATTACHMENTS: Policy 20 - Teacher Housing

RECOMMENDATION

THAT the Board of Trustees approve the correction of section designations, punctuation, 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 20 - Teacher Housing.

BACKGROUND

RISK ANALYSIS



POLICY 20

TEACHER HOUSING

The Board will provide safe, reliable housing for teachers resident in communities identified by the Board as requiring such services and believes this to be an essential component of teacher attraction and retention.

Specifically

1. The Board recognizes the strategic importance of **affordable and equitable** teacher housing: ~~The Board will consider the allocation of~~ **and will consider allocating** funds within its overall revenue to support the teacher housing portfolio in a fiscally responsible manner.
 - 1.1 Rent shall range from:
 - 1.1.1 One bedroom \$
 - 1.1.2 Two bedroom \$
 - 1.1.3 Three bedroom \$
2. The Board will strive to maintain teacher housing at a high standard through strategic planning while being cognisant of a balanced budget.
3. The Board supports entering into partnerships to have local entities look after teacher housing where appropriate.

Legal Reference: Section 11, 16, 18, 19, 32, 33, 51, 52, 53, 60, 67, 222 Education Act
 Public Health Act
 Residential Tenancy Act



NORTHLAND SCHOOL DIVISION

ADMINISTRATION RECOMMENDATION TO THE BOARD

TO: THE BOARD OF TRUSTEES **DATE:** MAY 24, 2025
SUBMITTED BY: Tanya Fayant, Board Chair
SUBJECT: Policy 21 - Community Voice and Community Engagement
REFERENCE(S):
ATTACHMENTS: Policy 21 - Community Voice and Community Engagement

RECOMMENDATION

THAT the Board of Trustees approve the correction of section designations, punctuation, 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 21 - Community Voice and Community Engagement.

BACKGROUND

RISK ANALYSIS



POLICY 21

COMMUNITY VOICE AND COMMUNITY ENGAGEMENT

School Councils, Ward Councils, Council of School Councils, and Partners

The Board recognizes and embraces opportunities to engage with ~~their~~ **its** communities. Strong schools and strong community support are essential factors in student success. The Board is committed to engaging through channels to ensure voices are heard.

The Board, in keeping with the knowledge that meaningful parent and community involvement is a critical factor in student success, deeply values the role of school councils. School councils need to be part of the foundation for student success is **to be** built.

“School councils will have the primary task of facilitating the collaboration and cooperation between members of the communities and their schools in developing shared responsibility for the learning success and well-being of all children and youth through community engagement in school planning and improvement processes (Policy 18, Northern Lights School Division, Sask. June 2009).”

Council of School Councils (COSC) and ward councils build upon community voices that are heard at school councils and ensure these voices travel to division staff, the superintendent, and the Board of Trustees. This engagement system also provides information ~~back~~ to the school councils and the community.

COSC and ward councils allow communities to share and learn from each other.

The board shall establish a formal engagement process for engaging with key community partners, as the board understands students are more likely to succeed with the entire community supporting them. “It takes a community to raise a child.”

Procedures

1. Opportunities will be provided for communities to be involved in educating their children.
2. Information will be shared with school councils, students, parents, staff, and the community to enable them to offer input into the division’s programs, policies, and procedures.
3. Communities shall be engaged through effective communication and dialogue, with the level of consultation made clear. One tool to support communication will be “Bang the Table.”
4. Administrative Procedure 159, Community Engagement, and 159 Appendix B -

POLICY 21

COMMUNITY VOICE AND COMMUNITY ENGAGEMENT

Community Engagement Framework provide guidance for **guide** processes and procedures to follow when undertaking a community engagement project.

- 5. School Councils and PACs must submit their minutes to the Administration at the end of every meeting, with a minimum of six meetings held per school year. Ward Councils must submit their meeting minutes annually to Administration, with the expectation of having one meeting per school year.**

6. School Councils

- 6.1. Role of School Council (or Principal Advisory Committee)
 - 6.1.1. The school council is advisory to the principal.
- 6.2. Membership and Meetings:
 - 6.2.1. Any person who is interested in being involved in **student education** ~~the education of students~~ is eligible to participate in a town hall model of school council (i.e., parents, grandparents, aunts, uncles, caregivers, of a child in the school, Elders/Knowledge Keepers, business person, local governance councilor, etc.).
 - 6.2.2. A school council shall be established in each school operated by the Board in accordance with section 22 of the Education Act and the Alberta School Council Regulation.
 - 6.2.3. If a school council is not formed, then the principal must set up a principal advisory committee (PAC) that shall be open to all community members and have the same rights to involvement as school councils have.
 - 6.2.3.1. A PAC must be established within 30 days of the non-establishment of a school council.
 - 6.2.4. The School Council Resource Manual shall serve as the handbook for all school councils, outlining:
 - 6.2.4.1. The role of a school council, and
 - 6.2.4.2. Operational procedures of a school council.
 - 6.2.5. The Board shall support the operation of school councils by providing a budget for:
 - 6.2.5.1. Annual membership fee for Alberta School Council Association (ASCA) school councils.
 - 6.2.5.2. A school council representative from each school ~~has the opportunity to~~ **can** attend the Alberta School Councils Association (ASCA) annual conference.
 - 6.2.5.3. Other professional development opportunities ~~as~~ **are**



POLICY 21

COMMUNITY VOICE AND COMMUNITY ENGAGEMENT

approved by the Superintendent.

- 6.2.5.4. Refreshments at school council meetings and through the school budget.

POLICY 21

COMMUNITY VOICE AND COMMUNITY ENGAGEMENT

- 6.3. Honoraria and Expenses:
 - 6.3.1. No honoraria or expenses shall be paid to any person attending a school council or principal advisory meeting.
- 6.4. Conflict Resolution Procedure:
 - 6.4.1. In the case of a conflict between the school council and principal, they shall refer to and follow the procedures outlined in Policy 21, Appendix A - School Council Conflict Resolution.
 - 6.4.2. The principal shall provide give the school council chair with a copy of Policy 21, Appendix A School Council Conflict Resolution.

7. Ward Councils

- 7.1. Structure:
 - 7.1.1. Ward Councils meetings may be held by ward, by geographic area, or in conjunction with a Council of School Councils meeting:
 - 7.1.1.1. Ward Council meeting: held within a ward and includes only the schools and communities ~~within the ward~~.
 - 7.1.1.2. Area Ward Council meeting: held within a geographic area and includes representation from all the ward councils within that area.
- 7.2. Membership:
 - 7.2.1. Each ward shall have a ward council that consists of the trustee from the ward, a member of each school council in the ward, and other person(s) that may become members (*Northland School Act*).
 - 7.2.1.1. Each school council shall choose their representative.
 - 7.2.1.2. If a school does not have a school council, then a representative shall be selected from the principal's advisory committee by the committee.
 - 7.2.2. Other person(s) may become members of a ward council and shall be chosen as follows:
 - 7.2.2.1. Ward Council: Selected by the trustee of the ward in consultation with the associate superintendent of the area.
 - 7.2.2.2. Area Ward Council: Selected by the trustees of the wards within the area and the associate superintendent ~~of the area~~.
 - 7.2.3. Budget, logistics, and the purpose of the particular meeting shall guide the number of other persons selected for ward council meetings.
 - 7.2.4. The term of each person selected/appointed shall be outlined at the time of selection/appointment and may be for:



POLICY 21

COMMUNITY VOICE AND COMMUNITY ENGAGEMENT

- 7.2.4.1. One meeting or;
- 7.2.4.2. Until the end of the school year in which the person is selected/appointed, or;
- 7.2.4.3. Until the board disqualifies them as a ward council member by motion.
- 7.2.5. A person can be selected/reappointed to a ward council in the next or any school year.
- 7.3. Meetings:
 - 7.3.1. Each ward council shall meet at least once each school year, either through ward council meetings, area ward council meetings, or a COSC meeting.
 - 7.3.2. The board shall ensure **that** ward councils have the opportunity to provide input into the board's strategic direction within the 12 months **s** ~~period~~ immediately following each general election.
 - 7.3.3. Division administration, as designated by the Superintendent, will ~~provide support for~~ ward council meetings and facilitate setting the agenda in consultation with the Trustee(s), school council reps and principal(s).
 - 7.3.4. The ward council shall determine the chair selection process for each meeting. **In the absence of a chair, the trustee can be the chair or appoint one until one is chosen.** ~~At the choice of the Trustee(s), the Division administration or a Trustee shall chair the meeting until a chair is chosen.~~
 - 7.3.5. The general purpose of the ward council meeting is to:
 - 7.3.5.1. Hear from communities through their school council representatives.
 - 7.3.5.2. Enable the ward council to advise the board respecting any matter relating to the board's strategic direction and policy in the ward.
 - 7.3.5.3. Discuss and share ideas on the strategic direction of NSD and increasing student success.
 - 7.3.5.4. Share information between communities.
 - 7.3.5.5. Discuss general operational bouquets and concerns.
- 7.4. Honoraria and Expenses:
 - 7.4.1. Travel and other expenses will be paid as per Board Policy 7 - Appendix A, Schedule of Rates for Area Ward Council meetings.
 - 7.4.2. No ~~member of a ward council~~ **member** shall receive any

POLICY 21

COMMUNITY VOICE AND COMMUNITY ENGAGEMENT

remuneration/honoraria, other than an appointed Elder(s), for acting as a ward council member (*Northland School Act*).

8. The Board shall ~~be responsible for appointing~~ **appoint an** Elder **or Elders**, if any, by motion to a ward council meeting. A Board-appointed Elder(s) shall receive honoraria and travel expenses ~~in accordance with~~ **per** Board Policy 7 Appendix A - Schedule of Rates.
9. Council of School Councils (COSC)
 - 9.1. Membership:
 - 9.1.1. Each school council may select one representative to attend the meeting.
 - 9.1.2. If a school does not have a school council, then a representative shall be selected from the principal's advisory committee by that committee.
 - 9.2. Meetings:
 - 9.2.1. At a minimum, shall meet at least once a term with the Board within the 12 months **s period** immediately following each general election.
 - 9.2.2. The general purpose of the COSC meeting shall be to:
 - 9.2.2.1. Ensure **that** the opportunity ~~is provided~~ for input into the Board's strategic direction ~~is provided~~ within the 12 months **s period** immediately following each general election.
 - 9.2.2.2. Enable all communities to hear from each other and share information and ideas with the Board.
 - 9.2.2.3. Discuss and share ideas on the strategic direction of NSD and increasing student success.
 - 9.2.2.4. Discuss general operational bouquets and concerns.
 - 9.3. Honoraria and Expenses:
 - 9.3.1. Travel and other expenses, if required, shall be paid **to each** **representative attending a COSC meeting** as per Board Policy 7 Appendix A - Schedule of Rates, ~~to each representative attending a COSC meeting.~~
 - 9.3.2. No representative at the COSC shall receive any remuneration for acting as a representative ~~to~~ **at** the COSC meeting. Elders in attendance will be paid ~~in accordance with~~ **under** Policy 7 Appendix A - Schedule of Rates.
 - 9.3.3. **The** division administration will facilitate setting the agenda in consultation with the Board Chair.

Legal Reference: Section 8, 31, 33, 35, 35.1, 36, 37, 41, 51, 52, 53, 222 Education Act
Northland School Division Act
Freedom of Information and Protection of Privacy Act



POLICY 21

COMMUNITY VOICE AND COMMUNITY ENGAGEMENT

Policy 21, Appendix A - School Council Conflict Resolution
AP 159 Community Engagement



TO: THE BOARD OF TRUSTEES **DATE:** MAY 24, 2025
SUBMITTED BY: Douglas Aird, Secretary-Treasurer
SUBJECT: Budget 2025-2026
REFERENCE(S): Policy 2 - Role of the Board
ATTACHMENTS: 2025-2026 Budget

RECOMMENDATION

THAT the Board of Trustees approve the 2025-2026 Budget, as presented.

BACKGROUND

The 2025–2026 Budget is presented and recommended to the Board for approval.

Based on the annual planning and reporting cycle, the budget has been prepared to support the four priorities of the Education plan.

In accordance with Policy 2 – “Role of the Board”, section 5.1- “Fiscal Accountability,” the Board is responsible for " Approving the annual budget and allocation of resources to achieve desired results.”

After approval, the budget will be submitted to the Government of Alberta.

The financial management cycle includes an update to this Budget, which will be completed in the fall based on actual student enrollment numbers, adjustments to teacher staffing, and any new or emerging issues. This will be brought to the Board for discussion and approval at the November 2025 meeting.

RISK ANALYSIS



Board of Trustees
Budget 2025-26 Report
May 24, 2025

Budget 2025 - 2026

Summary

OVERVIEW

- The budget has been drafted to support the achievement of the four Education Plan goals. The financial management cycle includes an update in November based on actual enrollment, staff deployment and emerging issues.
- Overall revenues and expenses are in line with this year's, based on funding formula changes, cost increases and forecast enrollment.
- The break-even budget shows a planned shortfall of \$0.3M, which will be funded from operating reserves.
- 91% of staff are in schools.
- Finances are tighter with enrollment changes, inflation and less provincial stabilization funding.
- Key assumptions include the ongoing recruitment of required staff, maintaining the nutritious hot lunch program, transportation for all students, full-day kindergarten, provincial support for any negotiated teacher rate increases, steady contract tuition rates, moderate inflation (benefits, utilities, insurance), and minimal impact from local bargaining.
- Contingencies include enrollment fluctuation, inflation, fuel costs, potential labour action, and changes to key contracts.
- NSD will continue building and implementing technology improvements, including classroom resources to support student success.

	<u>Final Budget</u> <u>2025-26</u>	<u>Final Budget</u> <u>2024-25</u>	<u>Final Budget</u> <u>2023-24</u>	<u>Actual Results</u> <u>2022-23</u>
Revenues	\$ 58,913,851	\$ 57,079,451	\$ 56,448,962	\$ 62,518,330
Expenses	59,169,204	57,335,392	56,901,094	59,452,020
Surplus (Deficit)	\$ (\$255,353)	\$ (255,941)	\$ (452,132)	\$ 3,066,310
Enrolment	1,635 E	1,737 E	1,683 E	1,694

STRATEGIC LINKAGE

The Education Planning and Reporting Cycle includes budget development as a key step. After identifying areas for improvement, action items and developing and communicating the plan, the budget ensures that resources are used to advance and meet the Education Plan's goals.

Parents, community, staff, and students have been clear: "We want schools that reflect who we are and where we come from." The budget supports the Education Plan priorities, as follows.

Priority 1: Connections supporting reconciliation

Connections to land, Indigenous languages, school communities and collaborative partnerships have

been supported through the increase in Native Language Instructors (+32%), support for additional grades being offered and the ongoing investment in and success of the dedicated cultural, engagement and student success teams.

Priority 2: Holistic Learning

Excellent literacy, numeracy, and social-emotional skill development have been supported holistically through unique investments in staff, supports, materials, and technology, providing an enriched learning opportunity.

Priority 3: Excellent People Supporting Students

Attracting and retaining invested staff members and empowered leaders through development and learning opportunities, rewards, excellent teacher lodging, wellness and remuneration and benefits has been supported through planned investments in staffing, housing, learning, technology and each team member's development plan. In addition to ensuring expertise, support, and services are budgeted and available for students, team members can truly feel they are focused and having an impact, making a worthwhile contribution to each student's development, learning and growth.

Priority 4: Responsible Resourcing

One of the core purposes of the budget is maintaining the highest standards of equitable access to timely support and school site infrastructure within a fiscally responsible framework. This is exemplified through the focus on classroom resourcing (91% of staff are school-based), maintaining a low student-staff member ratio, leveraging technology to accelerate learning and growth, and ensuring funds are carefully used.

KEY BUDGET FACTS

ENROLLMENT

The enrollment forecast of 1,635 is based on current enrollment (now 1,641, 6% below plan).

- Provincial students are forecast to be 1,195 vs. 1,284 forecast this year (-8%)
- Federal/First Nation students are forecast to be 440 vs 453 forecast this year (-3%)

REVENUE

All revenues are dependent on enrollment. Forecasts have been updated with the latest information. There is some contingency as several grants (Transportation, SLS/PUF, and Enrollment Growth, for example) will be calculated during the year based on real-time data.

- The division is funded primarily for division-wide program totals (i.e., services and support) rather than on a per-student basis.
- Provincial grants are based on the final enrollment data (as of September 30, 2025), eligibility, sampling, and resolution of any questions.
- Federal/First Nations tuition is estimated based on the 2023-24 audited rates.
- Funding for fuel costs, learning loss, enrollment changes, and potential teacher salary and location allowances (estimated at \$866,555) has been included.

- Total provincial funding has increased slightly, although stabilization funding has been reduced by 33% to \$1.5M.

EXPENSES

Staffing is allocated based on priorities and needs in discussions with principals. Vacancies and unfilled roles are being carefully reviewed to contain costs.

- Federal funding for “Jordan’s Principle” Education Assistants is ending, reducing some supports
- School Food Services (SFS) continues per the Board motion (\$2.1M annually)
- Transportation for all students, regardless of distance, will continue, with some provincial grant changes that will reduce funding anticipated, while the end of the carbon tax will reduce costs.
- Forecast expenses are increasing slightly, with increased investment at the school level offset by system-wide reallocations
- Staff costs include inflation and forecast negotiated salary increases
 - Certified staff are budgeted at \$19.2M and 145.0 fte’s
 - Uncertified staff is budgeted at \$16.7M
 - The division is carefully reviewing vacancies to ensure cost containment.
- Increased costs for benefits (ASEBP +5%), key supplier contracts, elections and other key cost drivers have been included. The end of the Carbon Tax and a series of cost containment projects will minimize any required use of reserves.
- Investments in technology and housing continue with available funds and are being offset by travel reductions and other cost containment measures
- Transferable expense budgets at schools are a function of student enrolment.
- Housing continues to be costly. The strategy to rebuild and trim the fleet, investing \$5.9M over three years, is paying off in reduced maintenance, utilities, and staff satisfaction.

Division-wide:

- Support for literacy, numeracy, land-based learning and physical literacy has grown.
- The superintendent of Schools, Associates, Directors, and Principals will continually review opportunities/ impacts, including preparing the Fall Budget Update.
- Depending on enrollment and staff deployment, flexibility will be needed to move funds.
- The plan continues to keep reserves below the cap and carefully use available funds.

Departments

- Detailed department reviews will continue to ensure that operations and costs are efficient and aligned with the Education Plan.
- The Division continues to evolve so that support teams, services and processes are more customer-oriented, efficient, networked and modern. Departments and key cost centres will operate within planned envelopes.
- Housing - Phases 1, 2 and 3 are complete. The next phase is being drafted for consideration.



NORTHLAND SCHOOL DIVISION
May Budget 2025 - 26
Statement of Revenues and Expenses

REVENUE

	<u>2025-26</u>	<u>2024-25</u>	<u>Change</u>	<u>%</u>
Alberta Education	\$ 45,125,109	\$ 43,413,453	\$ 1,711,656	4
Federal Government & First Nations	11,525,843	11,375,099	150,744	1
Other Revenue	2,262,899	2,290,899	(28,000)	(1)
	<u>\$ 58,913,851</u>	<u>\$ 57,079,451</u>	<u>\$ 1,834,400</u>	<u>3</u>

EXPENSES

Schools	\$ 23,993,505	\$ 23,778,823	\$ 214,682	1
Instructional Support	6,703,891	7,184,433	(480,542)	(7)
Instructional Supply	8,049,870	5,949,243	2,100,627	35
Transportation	3,854,628	3,854,628	-	0
Operations and Maintenance	8,867,114	8,739,791	127,323	1
External Services	3,755,856	3,877,194	(121,338)	(3)
System Administration	2,683,909	2,563,525	120,384	5
Corporate Board	526,063	526,063	-	0
Insurance (Buildings)	734,368	861,691	(127,323)	(15)
	<u>\$ 59,169,204</u>	<u>\$ 57,335,391</u>	<u>\$ 1,833,813</u>	<u>3</u>

NET SURPLUS (DEFICIT)

	<u>\$ (255,353)</u>	<u>\$ (255,940)</u>	<u>\$ 587</u>	
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Salaries and Benefits Detail

Certificated salaries and benefits	\$ 19,177,767	\$ 20,035,569	\$ (857,802)	(4)
Uncertificated salaries and benefits	16,719,372	15,900,011	\$ 819,361	5
	<u>\$ 35,897,139</u>	<u>\$ 35,935,580</u>	<u>\$ (38,441)</u>	<u>(0)</u>



NORTHLAND SCHOOL DIVISION

May Budget 2025 - 26

School Expenses

	<u>2025-26</u>	<u>2024-25</u>	<u>Change</u>	<u>%</u>
Anzac	\$ 1,408,501	\$ 1,295,979	\$ 112,522	9
Bill Woodward	1,673,072	1,551,853	121,219	8
Bishop Routhier	928,253	747,053	181,200	24
Calling Lake	1,606,528	1,521,100	85,428	6
Career Pathways	767,576	749,863	17,713	2
Chipewyan Lakes	613,702	656,384	(42,682)	(7)
Conklin	578,446	563,127	15,319	3
Elizabeth	1,251,958	1,342,814	(90,856)	(7)
Father R. Perin	1,205,604	994,321	211,283	21
Gift Lake School	1,722,427	1,612,306	110,121	7
Grouard	751,976	794,351	(42,375)	(5)
Hillview	724,575	815,938	(91,363)	(11)
J.F. Dion	939,659	939,838	(179)	(0)
Mistassiniy	2,707,627	3,281,228	(573,601)	(17)
Northland Online School	1,458,410	1,122,345	336,065	30
Paddle Prairie	1,584,560	1,381,262	203,298	15
St. Theresa	3,267,367	3,142,952	124,415	4
Susa Creek	603,264	525,034	78,230	15
Substitutes and Learning Loss	200,000	300,000	(100,000)	(33)
subtotal	\$ 23,993,505	\$ 23,337,748	\$ 655,757	3
Pelican Mountain (discontinued)	0	441,075	(441,075)	
	<u>\$ 23,993,505</u>	<u>\$ 23,778,823</u>	<u>\$ 214,682</u>	



NORTHLAND SCHOOL DIVISION

May Budget 2025 - 26

Key Analytics

	Staff				School
	<u>Certificated</u>	<u>Uncertific.</u>	<u>Total</u>	<u>Students</u>	<u>Budget</u>
Anzac	6	8.5	14.5	85	\$ 1,408,501
Bill Woodward	8	9.0	17.0	113	1,673,072
Bishop Routhier	5	5.5	10.5	64	928,253
Calling Lake	9	9.0	18.0	116	1,606,528
Career Pathways	4	4.0	8.0	120	767,576
Chipewyan Lakes	3	3.5	6.5	24	613,702
Conklin	3	3.5	6.5	15	578,446
Elizabeth	7	7.5	14.5	87	1,251,958
Father R. Perin	6	8.5	14.5	70	1,205,604
Gift Lake School	10	9.0	19.0	132	1,722,427
Grouard	4	4.5	8.5	29	751,976
Hillview	4	4.0	8.0	39	724,575
J.F. Dion	5	6.0	11.0	53	939,659
Mistassiniy	17	12.0	29.0	226	2,707,627
Northland Online Schoo	11	3.0	14.0	76	1,458,410
Paddle Prairie	9	8.0	17.0	125	1,584,560
St. Theresa	18	20.0	38.0	233	3,267,367
Susa Creek	3	4.0	7.0	28	603,264
Substitutes					200,000
	132	129.5	261.5	1,635	\$ 23,993,505

| School Jurisdiction Code: 1280

BUDGET REPORT FOR THE YEAR ENDING AUGUST 31, 2026

[Education Act, Sections 139(2)(a) and 244]

1280 The Northland School Division

Legal Name of School Jurisdiction

9809 77 Avenue PO Bag 1400 Peace River AB AB T8S 1V2; (780) 624-2060; douglas.aird@nsd61.ca

Contact Address, Telephone & Email Address

BOARD CHAIR

Ms. Tanya Fayant

Name

Signature

SUPERINTENDENT

Mr. Cal Johnson

Name

Signature

SECRETARY TREASURER or TREASURER

Mr. Douglas Aird

Name

Signature

Certified as an accurate summary of the year's budget as approved by the Board

of Trustees at its meeting held on

Date

c.c. Alberta Education
Financial Reporting & Accountability Branch
10th floor, 44 Capital Boulevard, 10044 108th Street NW, Edmonton AB T5J 5E6
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Version 1 - April 14, 2025

TABLE OF CONTENTS

	Page
BUDGETED STATEMENT OF OPERATIONS & ALLOCATION OF EXPENSES (BY OBJECT)	3
BUDGETED SCHEDULE OF PROGRAM OPERATIONS	4
BUDGETED SCHEDULE OF FEE REVENUE	5
PROJECTED SCHEDULE OF CHANGES IN ACCUMULATED OPERATING SURPLUS (SUMMARY)	6
SCHEDULE OF USES FOR ACCUMULATED SURPLUSES AND RESERVES	7
DETAILS OF RESERVES AND MAXIMUM OPERATING RESERVE LIMIT EXEMPTION CRITERIA	8
PROJECTED STUDENT STATISTICS	9
PROJECTED STAFFING STATISTICS	10

Legend:

Blue	Data input is required
Pink	Populated from data entered in this template (i.e. other tabs)
Green	Populated based on information previously submitted to Alberta Education

Grey	No entry required - the cell is protected.
White	Calculation cells. These are protected and cannot be changed.
Yellow	Flags to draw attention to sections requiring entry depending on other parts of the submissi

HIGHLIGHTS, PLANS, ASSUMPTIONS AND RISKS SUMMARY- 2025/2026 BUDGET REPORT

The following were presented to the Board and approved as underlying the budget. These key points and assumptions used in development of the budget take into consideration the economic environment of the jurisdiction, focus on anticipated changes from current year, and are realistic and consistent with the three year Education Plan. At a minimum, they disclose key budget assumptions, financial & business risks, and specific strategies explaining how this budget will support the jurisdiction's plans.

Operations & maintenance

System Administration

School Jurisdiction Code: 1280

BUDGETED STATEMENT OF OPERATIONS
for the Year Ending August 31

	Approved Budget 2025/2026	Approved Budget 2024/2025	Actual Audited 2023/2024
REVENUES			
Government of Alberta	\$ 45,525,109	\$43,813,453	\$44,692,832
Federal Government and First Nations	\$ 11,525,843	\$11,375,099	\$9,085,837
Property taxes	\$ -	\$0	\$0
Fees	\$ -	\$0	\$0
Sales of services and products	\$ 22,899	\$22,899	\$1,232,082
Investment income	\$ 720,000	\$720,000	\$938,764
Donations and other contributions	\$ 450,000	\$450,000	\$326,770
Other revenue	\$ 670,000	\$698,000	\$901,288
TOTAL REVENUES	\$58,913,851	\$57,079,451	\$57,177,573
EXPENSES			
Instruction - ECS	\$ 580,393	\$823,502	\$0
Instruction - Grade 1 to 12	\$ 40,290,089	\$38,212,215	\$37,827,027
Operations & maintenance	\$ 9,601,482	\$9,601,483	\$10,090,129
Transportation	\$ 3,854,628	\$3,854,628	\$4,167,928
System Administration	\$ 3,209,972	\$3,089,588	\$4,596,187
External Services	\$ 1,632,640	\$1,753,976	\$2,096,225
TOTAL EXPENSES	\$59,169,204	\$57,335,392	\$58,777,496
ANNUAL SURPLUS (DEFICIT)	(\$255,353)	(\$255,941)	(\$1,599,923)

BUDGETED ALLOCATION OF EXPENSES (BY OBJECT)
for the Year Ending August 31

	Approved Budget 2025/2026	Approved Budget 2024/2025	Actual Audited 2023/2024
EXPENSES			
Certificated salaries	\$ 16,072,793	\$16,477,254	\$16,011,404
Certificated benefits	\$ 3,104,974	\$3,558,315	\$3,435,161
Non-certificated salaries and wages	\$ 13,615,159	\$12,947,917	\$13,527,623
Non-certificated benefits	\$ 4,240,608	\$3,511,615	\$3,243,128
Services, contracts, and supplies	\$ 17,841,767	\$16,535,389	\$18,529,296
Capital and debt services			
Amortization of capital assets			
Supported	\$ 3,245,014	\$3,245,014	\$3,699,639
Unsupported	\$ 1,048,889	\$1,048,888	\$237,100
Interest on capital debt			
Supported	\$ -	\$0	
Unsupported	\$ -	\$0	\$0
Other interest and finance charges	\$ -	\$11,000	\$0
Losses on disposal of capital assets	\$ -	\$0	\$0
Other expenses	\$ -	\$0	\$94,145
TOTAL EXPENSES	\$59,169,204	\$57,335,392	\$58,777,496

School Jurisdiction Code:

1280

BUDGETED SCHEDULE OF PROGRAM OPERATIONS
for the Year Ending August 31

REVENUES			Approved Budget 2025/2026						Actual Audited 2023/24									
			Instruction		Operations and Maintenance	Transportation	System Administration	External Services	TOTAL	TOTAL								
			ECS	Grade 1 to 12														
(1)	Alberta Education	\$	538,389	\$	31,733,714	\$	3,430,360	\$	2,669,365	\$	3,432,267	\$	-	\$	41,804,095	\$	41,288,872	
(2)	Alberta Infrastructure - non remediation	\$	-	\$	274,164	\$	2,692,000	\$	-	\$	7,000	\$	347,850	\$	3,321,014	\$	3,113,736	
(3)	Alberta Infrastructure - remediation	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	
(4)	Other - Government of Alberta	\$	-	\$	-	\$	-	\$	-	\$	-	\$	400,000	\$	400,000	\$	290,224	
(5)	Federal Government and First Nations	\$	116,265	\$	8,070,994	\$	1,923,389	\$	772,167	\$	643,028	\$	-	\$	11,525,843	\$	9,085,837	
(6)	Other Alberta school authorities	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	
(7)	Out of province authorities	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	
(8)	Alberta municipalities-special tax levies	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	
(9)	Property taxes	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	
(10)	Fees	\$	-	\$	-		\$	-			\$	-	\$	-	\$	-		
(11)	Sales of services and products	\$	-	\$	22,899	\$	-	\$	-	\$	-	\$	-	\$	22,899	\$	1,232,082	
(12)	Investment income	\$	-	\$	720,000	\$	-	\$	-	\$	-	\$	-	\$	720,000	\$	938,764	
(13)	Gifts and donations	\$	-	\$	450,000	\$	-	\$	-	\$	-	\$	-	\$	450,000	\$	98,305	
(14)	Rental of facilities	\$	-	\$	-	\$	-	\$	-	\$	-	\$	650,000	\$	650,000	\$	655,414	
(15)	Fundraising	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	228,465	
(16)	Gains on disposal of tangible capital assets	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	245,874	
(17)	Other	\$	-	\$	-	\$	-	\$	-	\$	20,000	\$	-	\$	20,000	\$	-	
(18)	TOTAL REVENUES	\$	654,654	\$	41,271,771	\$	8,045,749	\$	3,441,532	\$	4,102,295	\$	1,397,850	\$	58,913,851	\$	57,177,573	
EXPENSES																		
(19)	Certificated salaries	\$	315,874	\$	15,377,919			\$	379,000	\$	-	\$	16,072,793	\$	16,011,404			
(20)	Certificated benefits	\$	32,219	\$	3,034,097			\$	38,658	\$	-	\$	3,104,974	\$	3,435,161			
(21)	Non-certificated salaries and wages	\$	100,000	\$	8,308,926	\$	2,579,051	\$	1,067,505	\$	1,284,078	\$	275,599	\$	13,615,159	\$	13,527,623	
(22)	Non-certificated benefits	\$	10,000	\$	2,727,814	\$	749,043	\$	294,705	\$	381,878	\$	77,168	\$	4,240,608	\$	3,243,128	
(23)	SUB - TOTAL	\$	458,093	\$	29,448,756	\$	3,328,094	\$	1,362,210	\$	2,083,614	\$	352,767	\$	37,033,534	\$	36,217,316	
(24)	Services, contracts and supplies	\$	122,300	\$	10,377,654	\$	3,421,184	\$	1,876,418	\$	1,067,658	\$	976,553	\$	17,841,767	\$	18,529,296	
(25)	Amortization of supported tangible capital assets	\$	-	\$	314,164	\$	2,692,000	\$	-	\$	7,000	\$	231,850	\$	3,245,014	\$	3,699,639	
(26)	Amortization of unsupported tangible capital assets	\$	-	\$	149,515	\$	143,531	\$	616,000	\$	51,700	\$	71,470	\$	1,032,216	\$	231,702	
(27)	Amortization of supported ARO tangible capital assets	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	
(28)	Amortization of unsupported ARO tangible capital assets	\$	-	\$	-	\$	16,673	\$	-	\$	-	\$	-	\$	16,673	\$	5,398	
(29)	Accretion expenses	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	93,145	
(30)	Supported interest on capital debt	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	
(31)	Unsupported interest on capital debt	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	
(32)	Other interest and finance charges	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	
(33)	Losses on disposal of tangible capital assets	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	
(34)	Other expense	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	1,000	
(35)	TOTAL EXPENSES	\$	580,393	\$	40,290,089	\$	9,601,482	\$	3,854,628	\$	3,209,972	\$	1,632,640	\$	59,169,204	\$	58,777,496	
(36)	OPERATING SURPLUS (DEFICIT)	\$	74,261	\$	981,682	\$	(1,555,733)	\$	(413,096)	\$	892,323	\$	(234,790)	\$	(255,353)	\$	(1,599,923)	

School Jurisdiction Code: 1280

BUDGETED SCHEDULE OF FEE REVENUE
for the Year Ending August 31

	Approved Budget 2025/2026	Approved Budget 2024/2025	Actual 2023/2024
FEES			
TRANSPORTATION	\$0	\$0	\$0
BASIC INSTRUCTION SUPPLIES (Instructional supplies, & materials)	\$0	\$0	\$0
LUNCHROOM SUPERVISION & NOON HOUR ACTIVITY FEES	\$0	\$0	\$0
FEES TO ENHANCE BASIC INSTRUCTION			
Technology user fees	\$0	\$0	\$0
Alternative program fees	\$0	\$0	\$0
Fees for optional courses	\$0	\$0	\$0
ECS enhanced program fees	\$0	\$0	\$0
Activity fees	\$0	\$0	\$0
Other fees to enhance education (Describe here)	\$0	\$0	\$0
NON-CURRICULAR FEES			
Extra-curricular fees	\$0	\$0	\$0
Non-curricular goods and services	\$0	\$0	\$0
Non-curricular travel	\$0	\$0	\$0
OTHER FEES (Describe here)	\$0	\$0	\$0
TOTAL FEES	\$0	\$0	\$0

PLEASE DO NOT USE "SCHOOL GENERATED FUNDS" AS A CATEGORY

Please disclose amounts paid by parents of students that are recorded as "Sales of services and products" (rather than fee revenue). Note that this schedule should include only amounts collected from parents and so it may not agree with the Statement of Operations.		Approved Budget 2025/2026	Approved Budget 2024/2025	Actual 2023/2024
Cafeteria sales, hot lunch, milk programs		\$0	\$0	\$0
Special events		\$0	\$0	\$0
Sales or rentals of other supplies/services		\$0	\$0	\$0
International and out of province student revenue		\$0	\$0	\$0
Adult education revenue		\$0	\$0	\$0
Preschool		\$0	\$0	\$0
Child care & before and after school care		\$0	\$0	\$0
Lost item replacement fees		\$0	\$0	\$0
Other (describe)	Other (Describe)	\$0	\$0	\$0
Other (describe)	Other (Describe)	\$0	\$0	\$0
Other (describe)	Other (Describe)	\$0	\$0	\$0
Other (describe)		\$0	\$0	
Other (describe)		\$0	\$0	
TOTAL		\$0	\$0	\$0

School Jurisdiction Code: 1280

PROJECTED SCHEDULE OF CHANGES IN ACCUMULATED OPERATING SURPLUS (SUMMARY)

for the Year Ending August 31

	(1)	(2)	(3)	(4)	(5)	(6)	(7)
	ACCUMULATED OPERATING SURPLUS/DEFICITS (2+3+4+7)	INVESTMENT IN TANGIBLE CAPITAL ASSETS	ENDOWMENTS	ACCUMULATED SURPLUS FROM OPERATIONS (5+6)	UNRESTRICTED SURPLUS	INTERNALLY RESTRICTED	
						OPERATING RESERVES	CAPITAL RESERVES
Actual balances per AFS at August 31, 2024	\$19,393,637	\$12,345,013	\$0	\$2,222,879	\$2,222,879	\$0	\$4,825,745
2024/2025 Estimated impact to AOS for:							
Prior period adjustment	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Estimated surplus(deficit)	(\$255,941)			(\$255,941)	(\$255,941)		
Estimated board funded capital asset additions		\$2,000,000		\$0	\$0	\$0	(\$2,000,000)
Projected board funded ARO tangible capital asset additions		\$0		\$0	\$0	\$0	\$0
Estimated disposal of unsupported tangible capital assets	\$200,000	\$0		\$0	\$0		\$200,000
Budgeted disposal of unsupported ARO tangible capital assets	\$0	\$0		\$0	\$0		\$0
Estimated amortization of capital assets (expense)		(\$4,277,229)		\$4,277,229	\$4,277,229		
Estimated capital revenue recognized - Alberta Education				\$0	\$0		
Estimated capital revenue recognized - Alberta Infrastructure		\$3,245,014		(\$3,245,014)	(\$3,245,014)		
Estimated capital revenue recognized - Other GOA		\$0		\$0	\$0		
Estimated capital revenue recognized - Other sources		\$0		\$0	\$0		
Budgeted amortization of ARO tangible capital assets		\$0					
Budgeted amortization of supported ARO tangible capital assets		\$0					
Budgeted board funded ARO liabilities - recognition		\$0		\$0	\$0		
Budgeted board funded ARO liabilities - remediation		\$0		\$0	\$0		
Estimated changes in Endowments	\$0		\$0	\$0	\$0		
Estimated unsupported debt principal repayment		\$0		\$0	\$0	\$0	\$0
Estimated reserve transfers (net)				(\$950,000)	(\$950,000)	\$0	\$950,000
Estimated assumptions/transfers of operations - capital lease addition	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Estimated Balances for August 31, 2025	\$19,337,696	\$13,312,798	\$0	\$2,049,153	\$2,049,153	\$0	\$3,975,745
2025/26 Budget projections for:							
Budgeted surplus(deficit)	(\$255,353)			(\$255,353)	(\$255,353)		
Projected board funded tangible capital asset additions		\$1,250,000		\$0	\$0	\$0	(\$1,250,000)
Projected board funded ARO tangible capital asset additions		\$0		\$0	\$0	\$0	\$0
Budgeted disposal of unsupported tangible capital assets	\$150,000	\$0		\$0	\$0		\$150,000
Budgeted disposal of unsupported ARO tangible capital assets	\$0	\$0		\$0	\$0		\$0
Budgeted amortization of capital assets (expense)		(\$4,277,230)		\$4,277,230	\$4,277,230		
Budgeted capital revenue recognized - Alberta Education		\$0		\$0	\$0		
Budgeted capital revenue recognized - Alberta Infrastructure		\$3,245,014		(\$3,245,014)	(\$3,245,014)		
Budgeted capital revenue recognized - Other GOA		\$0		\$0	\$0		
Budgeted capital revenue recognized - Other sources		\$0		\$0	\$0		
Budgeted amortization of ARO tangible capital assets		(\$16,673)		\$16,673	\$16,673		
Budgeted amortization of supported ARO tangible capital assets		\$0		\$0	\$0		
Budgeted board funded ARO liabilities - recognition		\$0		\$0	\$0		
Budgeted board funded ARO liabilities - remediation		\$0		\$0	\$0		
Budgeted changes in Endowments	\$0		\$0	\$0	\$0		
Budgeted unsupported debt principal repayment		\$0		\$0	\$0		
Projected reserve transfers (net)				(\$950,000)	(\$950,000)	\$0	\$950,000
Projected assumptions/transfers of operations - capital lease addition	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Projected Balances for August 31, 2026	\$19,232,343	\$13,513,909	\$0	\$1,892,689	\$1,892,689	\$0	\$3,825,745

School Jurisdiction Code: 1280

SCHEDULE OF USES FOR ACCUMULATED SURPLUSES AND RESERVES
for the Year Ending August 31

		Unrestricted Surplus Usage			Operating Reserves Usage			Capital Reserves Usage		
		Year Ended			Year Ended			Year Ended		
		31-Aug-2026	31-Aug-2027	30-Aug-2028	31-Aug-2026	31-Aug-2027	30-Aug-2028	31-Aug-2026	31-Aug-2027	30-Aug-2028
Projected opening balance		\$2,049,153	\$1,892,689	\$1,991,578	\$0	\$0	\$0	\$3,975,745	\$3,825,745	\$2,875,745
Projected excess of revenues over expenses (surplus only)	Explanation	\$0	\$0	\$0						
Budgeted disposal of board funded TCA and ARO TCA	Explanation	\$0	\$0	\$0		\$0	\$0	\$150,000	\$100,000	\$100,000
Budgeted amortization of capital assets (expense)	Explanation	\$4,293,903	\$4,293,903	\$4,293,903		\$0	\$0			
Budgeted capital revenue recognized, including ARO assets amortization	Explanation	(\$3,245,014)	(\$3,245,014)	(\$3,245,014)		\$0	\$0			
Budgeted changes in Endowments	Explanation	\$0	\$0	\$0		\$0	\$0			
Budgeted board funded ARO liabilities - recognition	Explanation	\$0	\$0	\$0		\$0	\$0			
Budgeted board funded ARO liabilities - remediation	Explanation	\$0	\$0	\$0		\$0	\$0			
Budgeted unsupported debt principal repayment	Explanation	\$0	\$0	\$0		\$0	\$0			
Projected reserves transfers (net)	Unsupported amortization to capital reserves	(\$950,000)	(\$950,000)	(\$950,000)	\$0	\$0	\$0	\$950,000	\$950,000	\$950,000
Projected assumptions/transfers of operations	Technology asset renewal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Increase in (use of) school generated funds	Explanation	\$0	\$0	\$0		\$0	\$0		\$0	\$0
New school start-up costs	Explanation	\$0	\$0	\$0		\$0	\$0		\$0	\$0
Decentralized school reserves	Explanation	\$0	\$0	\$0		\$0	\$0		\$0	\$0
Non-recurring certificated remuneration	Grid creep, net salary increases	\$0	\$0	\$0		\$0	\$0			
Non-recurring non-certificated remuneration	Explanation	\$0	\$0	\$0		\$0	\$0			
Non-recurring contracts, supplies & services	Explanation	\$0	\$0	\$0		\$0	\$0			
Professional development, training & support	Explanation	\$0	\$0	\$0		\$0	\$0			
Transportation Expenses	Explanation	\$0	\$0	\$0		\$0	\$0			
Operations & maintenance	Increased insurance costs - unsupported	\$0	\$0	\$0		\$0	\$0			
English language learners	Explanation	\$0	\$0	\$0		\$0	\$0			
System Administration	Explanation	\$0	\$0	\$0		\$0	\$0			
OH&S / wellness programs	Explanation	\$0	\$0	\$0		\$0	\$0			
B & S administration organization / reorganization	Explanation	\$0	\$0	\$0		\$0	\$0			
Debt repayment	Explanation	\$0	\$0	\$0		\$0	\$0			
POM expenses	Explanation	\$0	\$0	\$0		\$0	\$0		\$0	\$0
Non-salary related programming costs (explain)	Explanation	\$0	\$0	\$0		\$0	\$0			
Repairs & maintenance - School building & land	Explanation	\$0	\$0	\$0		\$0	\$0			
Repairs & maintenance - Technology	Explanation	\$0	\$0	\$0		\$0	\$0			
Repairs & maintenance - Vehicle & transportation	Explanation	\$0	\$0	\$0		\$0	\$0			
Repairs & maintenance - Administration building	Explanation	\$0	\$0	\$0		\$0	\$0			
Repairs & maintenance - POM building & equipment	Explanation	\$0	\$0	\$0		\$0	\$0			
Repairs & maintenance - Other (explain)	Explanation	\$0	\$0	\$0		\$0	\$0			
Capital costs - School land & building	Explanation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital costs - School modernization	Explanation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital costs - School modular & additions	Explanation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital costs - School building partnership projects	Explanation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital costs - Technology	Technology asset renewal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital costs - Vehicle & transportation	Explanation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital costs - Administration building	Explanation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital costs - POM building & equipment	Explanation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital Costs - Furniture & Equipment	Explanation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital costs - Other	Explanation	\$0	\$0	\$0	\$0	\$0	\$0	(\$1,250,000)	(\$2,000,000)	(\$1,250,000)
Building leases	Explanation	\$0	\$0	\$0		\$0	\$0		\$0	\$0
Other 1 - please use this row only if no other row is appropriate	Explanation	(\$255,353)	\$0	\$0		\$0	\$0		\$0	\$0
Other 2 - please use this row only if no other row is appropriate	Explanation	\$0	\$0	\$0		\$0	\$0		\$0	\$0
Other 3 - please use this row only if no other row is appropriate	Explanation	\$0	\$0	\$0		\$0	\$0		\$0	\$0
Other 4 - please use this row only if no other row is appropriate	Explanation	\$0	\$0	\$0		\$0	\$0		\$0	\$0
Estimated closing balance for operating contingency		\$1,892,689	\$1,991,578	\$2,090,467	\$0	\$0	\$0	\$3,825,745	\$2,875,745	\$2,675,745

Total surplus as a percentage of 2026 Expenses	0.09664544025	0.08226108247	8.06%
ASO as a percentage of 2026 Expenses	3.20%	3.37%	3.53%

School Jurisdiction Code: 1280

**DETAILS OF RESERVES AND
MAXIMUM OPERATING RESERVE LIMIT EXEMPTION CRITERIA
for the Year Ending August 31, 2025**

This template is designed to provide information about your school jurisdiction's reserves and to assist you in determining if you need to submit a letter requesting an exemption to exceed the maximum limit of Operating Reserves to the Minister. It has been split in to two parts, Part 1: exemptions (Row 21 - 51) and Part 2: transfers between operating and capital reserves (Row 52 - 67).

Complete Part 1 if over 6% in cell B24. Check for flag in cell E27.

Part 1: As per the 2024/25 Funding Manual, a formal request for an exemption to exceed the 2024/25 maximum operating reserve must be approved by the board and submitted to the Minister. If a reserve request to exceed the limit is required, please submit your formal letter by November 30, 2025. This tab should be attached as a supplement to your formal request. School jurisdictions who are projecting their 2024/25 operating reserves to be over their 2024/25 maximum limit, which is based on 6% of school jurisdiction's 2023/24 total expenses, and intend to submit a formal 2024/25 exemption request must complete Section A (if a 2023/24 exemption request was made and Ministerial approval) and Section B, explaining the rationale for an exemption and demonstrating when operating reserves will be drawn down below 6% over the subsequent school years.

Complete Part 2 if projecting transfers between operating and capital reserves.

Part 2: If your school jurisdiction is projecting to transfer between operating and capital reserves for the 2024/25 and/or 2025/26 school year, please complete the section under Row 52. The transfer amounts reported should agree with the 'AOS' tab. Please note that a letter requesting Ministerial approval is required to transfer from Capital to Operating Reserves.

PART 1: EXEMPTIONS

	Amount
Estimated Accumulated Surplus/(Deficit) from Operations as at Aug. 31, 2025	\$ 2,049,153
Less: School Generated Funds in Operating Reserves (from 2023/24 AFS)	\$0
Estimated 2024/25 Operating Reserves	\$2,049,153
Maximum 2024/25 Operating Reserve Limit	\$ 3,526,650
Estimated 2024/25 Operating Reserves Over Maximum Limit	\$ (1,477,497)

SECTION A: 2023/24 EXEMPTION REQUEST

Cell E29 reports your school jurisdiction's 2023/24 Ministerial approval exemption amount over your 2023/24 maximum limit.

Cell E30 shows the school year you planned to return below the limit, as per your 2023/24 exemption approval.

If you've been approved for a 2023/24 exemption and will be requesting an exemption for 2024/25, please provide the following details below: Have you followed the drawdown plan from your 2023/24 exemption request? If yes, please outline what has been achieved. Please indicate the \$ figure amounts and initiatives.

If not, please explain any deviations from the original plan and the reasons for the changes.

Not Applicable

Not Applicable

SECTION B: (MAX LIMIT EXEMPTION CRITERIA)

Please provide **detailed rationale** and planned usage for operating reserves in excess of the 2024/25 maximum:

\$ (1,477,497)

Please note that this does not constitute as a Ministerial request for approval. An exemption request letter submitted to the Minister is still required for an exemption for the 2024/25 school year.

Provide a detailed drawdown plan to illustrate how and when the reserve balance will be below 6.0%.

	2025/26	2026/27	2027/28	Additional Comments
Opening operating reserve balance	\$ 2,049,153	\$ 2,049,153	\$ 2,049,153	
[Itemized description for increase/(decrease) to reserves]				
[Itemized description for increase/(decrease) to reserves]				
[Itemized description for increase/(decrease) to reserves]				
[Itemized description for increase/(decrease) to reserves]				
[Itemized description for increase/(decrease) to reserves]				
[Itemized description for increase/(decrease) to reserves]				
	\$ 2,049,153	\$ 2,049,153	\$ 2,049,153	
	3.49%	3.49%	3.49%	

PART 2: TRANSFERS BETWEEN OPERATING AND CAPITAL RESERVES

Please report the projected amounts and detailed rationale for transfers between operating reserves and capital reserves for the 2024/25 and 2025/26 school year. The net transfer between operating and capital reserves should agree the amounts reported in the 'AOS' tab. (Note: Ministerial approval is required to transfer from Capital to Operating Reserves):

	2024-25	Detailed Rationale
Projected Transfer from Operating to Capital Reserves (Please enter a negative amount)	\$ (950,000)	Annual replacement of Board funded TCA
Projected Transfer from Capital to Operating Reserves (Please enter a positive amount)	\$ -	
Net Transfer Between Operating and Capital Reserves	\$ (950,000)	
	2025-26	Detailed Rationale
Projected Transfer from Operating to Capital Reserves (Please enter a negative amount)	\$ (950,000)	Annual replacement of Board funded TCA
Projected Transfer from Capital to Operating Reserves (Please enter a positive amount)	\$ -	
Net Transfer Between Operating and Capital Reserves	\$ (950,000)	

PROJECTED STUDENT STATISTICS
FULL TIME EQUIVALENT (FTE) ENROLLED STUDENTS

	Budgeted 2025/2026 (Note 2)	Actual 2024/2025	Actual 2023/2024	Notes
Grades 1 to 12				
<u>Eligible Funded Students:</u>				
Grades 1 to 9	873	885	827	Head count
Grades 10 to 12	228	257	178	Head count
Total	1,101	1,142	1,005	Grade 1 to 12 students eligible for base instruction funding from Alberta Education.
Percentage Change	-3.6%	13.6%		If +/- 3% variance change from 2024/25 budget, please provide explanation here.
<u>Other Students:</u>				
Total	440	430	505	Note 3
Total Net Enrolled Students	1,541	1,572	1,510	
Home Ed Students	-	-	-	Note 4
Total Enrolled Students, Grades 1-12	1,541	1,572	1,510	
Percentage Change	-2.0%	4.1%		
<u>Of the Eligible Funded Students:</u>				
Students with Severe Disabilities	25	-	77	FTE of students with severe disabilities as reported by the board via PASI.
Students with Mild/Moderate Disabilities	100	-	291	FTE of students identified with mild/moderate disabilities as reported by the board via PASI.
EARLY CHILDHOOD SERVICES (ECS)				
Eligible Funded Children	94	96	142	ECS children eligible for ECS base instruction funding from Alberta Education.
Other Children	17	17	5	ECS children not eligible for ECS base instruction funding from Alberta Education.
Total Enrolled Children - ECS	111	113	147	
Program Hours	900	900	900	Minimum program hours is 475 Hours
FTE Ratio	0.947	0.947	0.947	Actual hours divided by 950
FTE's Enrolled, ECS	105	107	139	
Percentage Change	-1.8%	-23.1%		If +/- 3% variance change from 2024/25 budget, please provide explanation here.
Home Ed Students	-	-	-	Note 4
Total Enrolled Students, ECS	111	113	147	
Percentage Change	-1.8%	-23.1%		
<u>Of the Eligible Funded Children:</u>				
Students with Severe Disabilities (PUF)	50	-	58	FTE of students with severe disabilities as reported by the board via PASI.
Students with Mild/Moderate Disabilities	50	-	57	FTE of students identified with mild/moderate disabilities as reported by the board via PASI.
NOTES:				
1) Enrolment is to be completed WHEREVER APPLICABLE and are 'as at September 30th' for each year.				
2) Budgeted enrolment is to be based on best information available at time of the 2025/2026 budget report preparation.				
3) Other Grade 1 to 12 students that are not eligible for base instruction funding from Alberta Education include First Nations students living on reserves for which tuition fee payments are made from Band or AANDC (Code 330), students younger than 5 1/2 or older than 20, and out-of-province and foreign students.				
4) Because they are funded separately, Home Education students are not included with total net enrolled students. Home Education Kindergartens, under ECS, do not apply to charter schools.				

**PROJECTED STAFFING STATISTICS
FULL TIME EQUIVALENT (FTE) PERSONNEL**

	Budget 2025/2026		Actual 2024/2025		Actual 2023/2024		Notes
	Total	Union Staff	Total	Union Staff	Total	Union Staff	
School Based	132.0	132.0	137.0	137.0	131.0	131.0	Teacher certification required for performing functions at the school level.
Non-School Based	12.6	12.6	15.0	11.0	9.0	8.0	Teacher certification required for performing functions at the system/central office level.
Total Certificated Staff FTE	144.6	144.6	152.0	148.0	140.0	139.0	FTE for personnel possessing a valid Alberta teaching certificate or equivalency.
Percentage Change	-4.9%		8.6%		3.3%		If +/- 3% variance change from 2024/25 budget, please provide explanation here.
If an average standard cost is used, please disclose rate:	-		-		-		
Student F.T.E. per certificated Staff	11.42		11.09		11.84		
Certificated Staffing Change due to:							
Please Allocate Below	(7.4)						
Enrolment Change	(7.4)	(7.4)					
Other Factors							Please explain
Total Change	(7.4)	(7.4)					Year-over-year change in Certificated FTE
Breakdown, where total change is Negative:							
Continuous contracts terminated		-					FTEs
Non-permanent contracts not being renewed							FTEs
Other (retirement, attrition, etc.)	(7.4)	(7.4)					
Total Negative Change in Certificated FTEs	(7.4)	(7.4)					Breakdown required where year-over-year total change in Certificated FTE is 'negative' only.
Please note that the information in the section below only includes Certificated Number of Teachers (not FTEs):							
Certificated Number of Teachers							
Permanent - Full time	87.6	87.6	88.0	84.0	83.0	83.0	
Permanent - Part time	1.0	1.0	1.0	1.0	1.0	1.0	
Probationary - Full time	35.0	35.0	35.0	35.0	36.0	36.0	
Probationary - Part time	-	-	-	-	1.0	1.0	
Temporary - Full time	21.0	21.0	21.0	21.0	10.0	10.0	
Temporary - Part time	-	-	-	-	-	-	
NON-CERTIFICATED STAFF							
Instructional - Education Assistants	95.0	-	145.0	-	73.0	-	Personnel support students as part of a multidisciplinary team with teachers and other support personnel to provide meaningful instruction
Instructional - Other non-certificated instruction	18.5	-	18.0	-	14.0	-	Personnel providing instruction support for schools under 'Instruction' program areas other than EAs
Operations & Maintenance	44.0	-	51.0	-	44.0	-	Personnel providing support to maintain school facilities
Transportation - Bus Drivers Employed	34.0	-	28.0	-	34.0	-	Bus drivers employed, but not contracted
Transportation - Other Staff	2.5	-	2.5	-	1.5	-	Other personnel providing direct support to the transportation of students to and from school other than bus drivers employed
Other	68.0	-	106.0	-	70.5	-	Personnel in System Admin. and External service areas.
Total Non-Certificated Staff FTE	262.0	-	350.5	-	237.0	-	FTE for personnel not possessing a valid Alberta teaching certificate or equivalency.
Percentage Change	-25.2%		47.9%		10.5%		
Explanation of Changes to Non-Certificated Staff:							
There is always a gap between positions planned and staffed at any moment in time.							
Additional Information							
Are non-certificated staff subject to a collective agreement?							
Please provide terms of contract for 2024/25 and future years for non-certificated staff subject to a collective agreement along with the number of qualifying staff FTE's.							

School Jurisdiction Code: 1280

System Admin Expense Limit %	
1280 The Northland School Division	5.00%



NORTHLAND SCHOOL DIVISION

ADMINISTRATION RECOMMENDATION TO THE BOARD

TO: THE BOARD OF TRUSTEES **DATE:** MAY 24, 2025
SUBMITTED BY: Tanya Fayant, Board Chair
SUBJECT: ASBA Budget and Bylaws Bulletin
REFERENCE(S):
ATTACHMENTS: ASBA Budget and Bylaws Bulletin

RECOMMENDATION

THAT the Board of Trustees provides input to the Board Chair regarding the ASBA's Budget and proposed Bylaws, as presented in the ASBA document.

BACKGROUND

This budget and bylaws will be discussed at the ASBA's Spring Annual meeting in Calgary on June 2 - 3, 2025.

RISK ANALYSIS

Pages 68 through 111, which contained the ASBA Budget and Bylaw Bulletin, have been intentionally removed from this document due to confidentiality.



NORTHLAND SCHOOL DIVISION

ADMINISTRATION RECOMMENDATION TO THE BOARD

TO: THE BOARD OF TRUSTEES **DATE:** MAY 24, 2025
SUBMITTED BY: Tanya Fayant, Board Chair
SUBJECT: Public School Boards Association of Alberta (PSBAA) Membership
REFERENCE(S):
ATTACHMENTS:

RECOMMENDATION

THAT the Board of Trustees approve the proposed 3% increase for the PSBAA 2026 enrollment and membership fees, as presented.

BACKGROUND

The final decision will be made at the Annual General Meeting (AGM) in November.

RISK ANALYSIS



NORTHLAND SCHOOL DIVISION

ADMINISTRATION RECOMMENDATION TO THE BOARD

TO: THE BOARD OF TRUSTEES **DATE:** MAY 24, 2025
SUBMITTED BY: Scott Meunier, Deputy Superintendent
SUBJECT: 2025-2028 Education Plan
REFERENCE(S):
ATTACHMENTS: 2025-2028 Education Plan

RECOMMENDATION

THAT the Board of Trustees approve the presented Northland School Division 2025-2028 Education Plan.

BACKGROUND

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RISK ANALYSIS

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Northland School Division

2025-2028 Education Plan



Table of Contents

About the Northland School Division	4
Northland School Division 2024-2027 Education Plan	5
Plan Overview	6
Accountability Statement	7
Refining the Education Plan	9
Business Plan Review and System Alignment	11
Stakeholder Engagement and the Assurance System	11
First Nations, Métis and Inuit Student Success	12
Priority 1 - Connections Supporting Truth and Reconciliation	12
Priority 2 - Holistic Learning	15
Priority 3 - Excellent People Supporting Students	19
Priority 4 - Responsible Resourcing	21
Implementation Plan for 2025-2026 School Year	23
2025-2026 Budget	26
Capital Plan	26
Appendix A - 2023-2024 Annual Education Results Report Performance Summary	27

About the Northland School Division

Commitment

To inspire students to be the best they can be by providing outstanding holistic educational opportunities, with amazing staff and strong partnerships with families and communities.

Vision

“Our students love to come to school in Northland”

By the numbers



Over
1600
students



498 staff



18
schools

Other Key Facts

- NSD covers over 288,000 square kilometres.
- Over 90% of NSD students are First Nations and Métis.

Where Northland schools are located



Northland Online School



Northland
SCHOOL DIVISION

Northland School Division 2024-2027 Education Plan

Values

<p>Courage – Sohkeyihtamowin – Nētlēth To have the power of strong will and character to face adversity. To never give up, to persevere. Courage is the ability to face danger, fear or changes with confidence and bravery.</p>	<p>Wisdom – Iyinisowin - Hūya To have a deep and comprehensive understanding of the spiritual, mental, physical and emotional aspects of being. Wisdom is the ability to make decisions that balance all aspects of being.</p>
<p>Humility – Tapahteyimowin - Ēdēnēschapile Never to think that we are more important than anyone else. Freedom from pride and arrogance. Humility is being humble.</p>	<p>Truth – Tapewewin – Elthth’iyati The act of telling the truth. Truth is to know and understand all that the seven teachings have been given to us by the Creator and to remain faithful to them.</p>
<p>Honesty - Kwayaskyesihcikewinihk – Wals’l zile To do things in an upfront and upright manner. Honesty is speaking and acting truthfully, and thereby remaining morally upright.</p>	<p>Love - Sakeyih towin - Neghānestā Expression of love, intense feeling of deep affection. Love must be unconditional.</p>
<p>Respect - Pakakatisowin - Borilcha The basic law of life is to respect all people at all times. Special respect is given to elders and parents. Show respect to all of nature, every living thing. Respect is the condition of being honored.</p>	

Plan Overview

Over the last two years, the Northland School Division has sought out community voices about the future of learning in our schools. The call from parents, community members, staff, and students was clear: We want to see school experiences that grow the connection between our schools and the lands upon which we learn. In short, we want schools reflecting who we are and where we come from.

This call aligns with the Truth and Reconciliation Commission's *Calls to Action*, which identify actions to dismantle the legacy of residential schools in Canada. Actions 62 and 63 specifically require educational authorities to develop curriculum and resources that address Aboriginal peoples in Canadian history, their contributions to Canada, Treaties, and the history and legacy of residential schools.

As shared by Ms. Debbie Mineault, NSD Director of First Nations, Metis and Inuit Education,

"Traditionally, First Nation peoples affirm their cultural and language connection every day with awe (praising Wahkohtowin (kinship). In our Cree worldview, seeing sky phenomena of a sundog in the morning is that sign between us when the Creator acknowledges enimiskotawihti - the fire that travels with sun- in our relationship. In Stoney Nakoda (Twoyoungmen) states that this blessed sighting is a symbolic sign of hope and purpose. As a renewed cultural tradition, I inserted our Education Plan symbolic as a spiritual sign of hope to this important work we lead. This bright line that radiates out of the sun to form a parhelion (sundog) and halos are of a spiritual sign. The upward line affirms our relationships with the Creator and our Elders (our traditional ancestors) connecting us to the downward line to our youth. The arc (halos) is the Creator who reminds us of the special connection he has with us."

Strengthening the connections between land and language will help us support every Northland student to thrive. The 2025-2028 Education Plan is designed for this purpose.

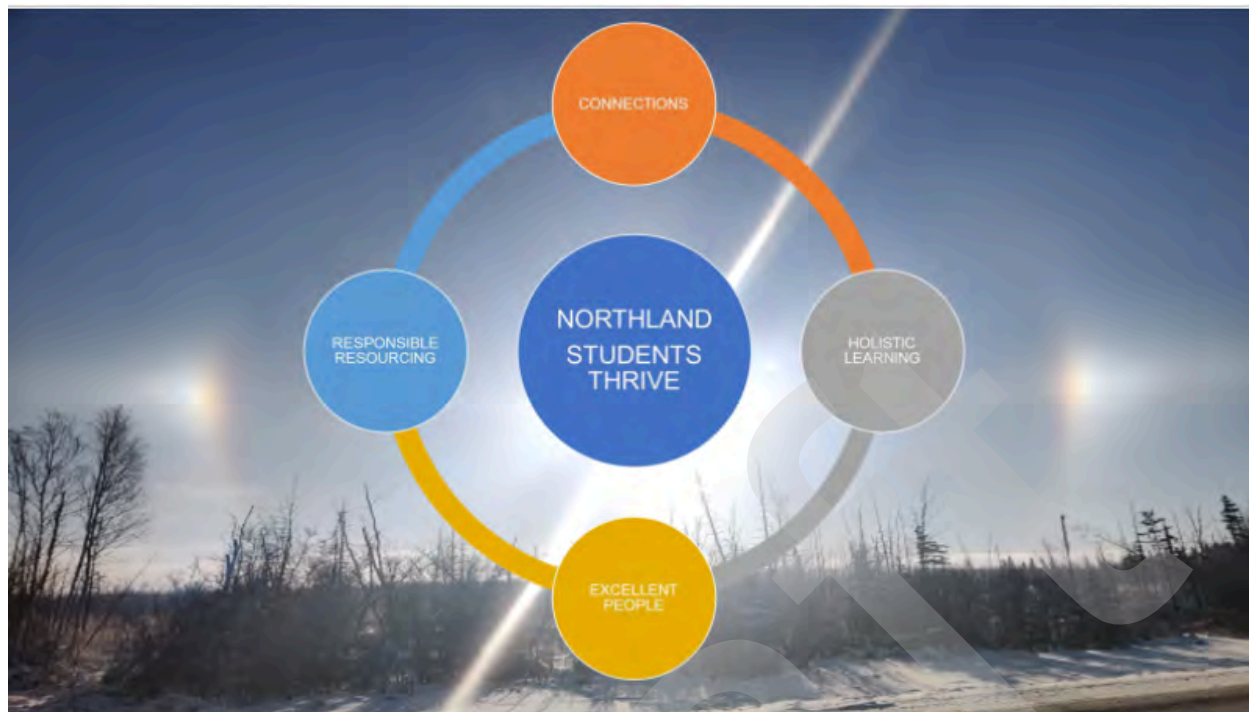


Image Credit: Director Debbie Mineault

Accountability Statement

Under the direction of the School Board / Board of Directors, the Education Plan for The Northland School Division commencing September 2025 was prepared under the direction of the Board/Board of Directors in accordance with the responsibilities under the Education Act and the Sustainable Fiscal Planning and Reporting Act. This plan was developed in the context of the provincial government's business and fiscal plans. The School Board or Charter Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The School Board or Charter Board reviewed and approved the 2025/2028 Education Plan on May 24, 2025.



Tanya Fayant
Board Chair



Cal Johnson
Superintendent of Schools/CEO

Refining the Education Plan



Student, parent, staff, community and Trustee perspectives inform the development of this Education Plan. In 2011, then Minister of Education Dave Hancock named a community-based team to provide strategic advice, direction, and leadership in securing community engagement in the Northland School Division. The work of the Northland Community Engagement Team's (NCET) laid out a clear framework for community engagement focused on supporting a “Kids First” approach to education planning.

During the 2024-25 school year, the administration of the Northland School Division engaged stakeholders in its most recent community engagement events and heard from each school in the division through the following avenues:

- 15 in-person engagement sessions and one virtual engagement where we heard the voices of 209 members of the Northland School Division family of stakeholders,
- School-based communication sharing how every school strives to achieve the outcomes of the previous education plan,
- Alberta Education Assurance surveys,
- School-Based Leadership Meetings (principals, assistant principals),
- Central Office team members,
- The Board of Trustees Education Planning and Reporting Subcommittee, and
- The Senior Leadership Team.

For more information about the Northland School Division Community Engagement Framework information the Division’s approach to community engagement then and now, please visit <https://www.nsd61.ca/about-us>.



Business Plan Review and System Alignment

The Northland School Division Board of Trustees also access the following sources information to inform the education planning process:

- The [2025-2028 Alberta Education Business Plan](#),
 - NSD has reviewed and considered the current business plan to ensure alignment between provincial and local priorities.
- Early Years Assessments (i.e. EYE, LeNS, CC3, RAN, etc.),
- Provincial achievement test and diploma examination achievement of standards for each of: English Language Arts; Mathematics; Sciences and Social Studies (when available),
- Division-wide survey events (i.e. OurSchool Surveys, Employee Satisfaction Surveys, etc.),
- Attendance rates,
- High school completion rates,
- Budget-Actual comparisons,
- Feedback collected from employees,
- Leadership development opportunities and feedback,
- Professional learning offerings, evaluations and feedback,
- Provincial Literacy and Mathematics assessments K - 4,
- Requests for support from schools and school-based leaders, and
- School-based education plans and reports

Stakeholder Engagement and the Assurance System

To ensure Northland parents, guardians, communities and education partners are informed and involved in developing plans, programs, and progress through ongoing and effective communication, the following are features of the division's assurance system:

- Each school works to establish a school council as per the School Council Regulation. Where establishment of a council according to the regulations does not occur, each school must establish a Principal's Advisory Committee as one avenue for members of the school community to give input to the principal on the school's Education Plan and Results.
- As per Section 12 of the *School Council Regulation*, the Board of Trustees of Northland School Division ensures that each School Council and/or Principal's Advisory Committee is invited to engage around and offer input to the school's Education Plan and Results annually.
- Each school develops a school-based Education Plan and Report. These documents are guided by the divisional Education Plan but the outcomes, strategies and measures are specific to local contexts and resources. Every school leader develops their school's plan in consultation with staff members, parents and guardians, and community stakeholders.

First Nations, Métis and Inuit Student Success

School authorities must include in their education plans, outcomes, measures and strategies that address:

- improving education outcomes for First Nations, Métis and Inuit students through system, program, and instructional supports; and
- the systemic education gap for self-identified First Nations, Métis, and Inuit students; and
- supporting the implementation of Truth and Reconciliation Commission recommendations.

The Northland School Division serves Indigenous communities throughout Alberta's north. As such, the outcomes, measures and strategies outlined in this plan are presented as those that are designed to address improving education outcomes for First Nations, Métis and Inuit students through system, program, and instructional supports as well as the systemic education gap. This plan is designed to respond to the voices of the Indigenous Elders, Knowledge Keepers, parents, guardians, staff members and students who have shared their voices with the Northland team.

Priority 1 - Connections Supporting Truth and Reconciliation

In each year of this plan, The Northland School Division students and staff members will increase and strengthen visible connections to land, Indigenous languages, school communities and collaborative partnerships.

Key Outcomes and Strategies	Key Measures
<p>Student learning and well-being are rooted in connections to the land, Indigenous languages, and the greater school community.</p> <ul style="list-style-type: none"> • Offer opportunities for ceremony in school for those who want to participate (smudging, etc.). • Implement the Common Curriculum Framework for Aboriginal Languages and Culture Programs in all schools. • Establish a Land-Based Learning (LBL) Framework to guide school-based LBL connections to Alberta's Programs of Studies. For example: <ul style="list-style-type: none"> ◦ Seek opportunities for language and culture learning in high school. ◦ Plan land-based learning to reinforce the learning of history and culture. • Partner with every community to incorporate accurate local language signage in every school. • Maintain the Superintendent's Youth Council to build awareness of student needs and interests across the Division. <ul style="list-style-type: none"> ◦ Expand school leader involvement in collecting a wider sample of student voice in schools. • Maintain the Elder-in-Residence Program at each school to increase connections between the teachings of the Elders within the context of the modern classroom. <ul style="list-style-type: none"> ◦ Have an Elder come to the library one day a week for a 	<p>Provincial Measures:</p> <ul style="list-style-type: none"> • Parental Involvement. • Satisfaction with Program Access (Supplemental). <p>Local Measures (Indigenous Language Revitalization and Student Well-being):</p> <ul style="list-style-type: none"> • List of activities that support the implementation of the Truth and Reconciliation Commission recommendations (as per Funding Manual). • Establish a Land-Based Learning (LBL) Framework to guide school-based LBL connections to Alberta's Programs of Studies. • Frequency of land-based activities offered at each school. • Demonstrations of student and staff knowledge or comfort related to land-based practices through surveys or qualitative feedback. • Number of school leaders completing regular student-voice collection events in schools. • Number of learning opportunities connecting Elders, Knowledge Keepers and Indigenous educators with NSD staff members.

<ul style="list-style-type: none"> <ul style="list-style-type: none"> ○ class and teacher to visit. ○ Identify community members to support hands-on learning activities such as ribbon skirt making, fish scale art, carpentry, storytelling, and home economics. ● Maintain the local Elder Advisory Council to continue the work of decolonizing learning spaces. <ul style="list-style-type: none"> ○ Bring all relevant members together, including the executive team, central office leadership, trustees, elders, liaisons, and principals. ○ Bring school-based groups together (principal, elder, trustee, liaison) during local orientation week. ● Maintain the appointment of a community liaison position in each school. ● Maintain specific school-based commitments to the implementation of the Truth and Reconciliation Commission <i>Calls to Action</i>. 	
<p>Students are able to access language and cultural learning supporting their well-being.</p> <ul style="list-style-type: none"> ● Partner with the University of Alberta to strengthen Indigenous language preservation and revitalization efforts. ● Integrate Indigenous language learning in the learning space, potentially through locally-developed courses and materials. ● Deepen community history and cultural education in the following ways: <ul style="list-style-type: none"> ○ Bring elders into the school for visiting and teaching staff about community-specific culture and history. ○ Include settlement councils and local government in planning related to teaching history and culture. ○ Organize a tour of the community to share history 	

<p>and information.</p> <ul style="list-style-type: none"> ○ Plan field trips to historical sites (i.e. Batoche). ○ Create dedicated times to incorporate history, potentially through methods such as a "This Day in History" feature on webpages and Facebook. ○ Invite elders to share the information and allow students to interview them. ○ Identify supportive, positive people to support activities and teachings. ○ During special events, celebrate local history and traditions through presentations of student learning and displays. 	
<p>Students have multiple pathways to high school completion including those made available through collaborative school-community partnerships.</p> <ul style="list-style-type: none"> ● Expand The Northland Online School's asynchronous high school course offerings to support adult learners in every community. ● Create a Partnership Database to support collegiate programming throughout the Division. 	<p>Local Measures (HSC):</p> <ul style="list-style-type: none"> ● Attendance rates (Divisional and school-level). ● Number of HS Credits Earned. <ul style="list-style-type: none"> ○ Number of highest-level (i.e. ELA 30-1) credits earned. ○ Number of secondary-level (i.e. ELA 30-2) credits earned. ● Number of HS courses completed. ● Number of HS diplomas awarded. ● Number of Certificates of HS Completion awarded. ● Survey student attitudes toward Diploma exam experience. ● Number of students registered in dual credit courses, off-campus, apprenticeship opportunities or number of students participating in exploratory pathways.

Priority 2 - Holistic Learning

In each year of this plan, each child enrolled in a Northland School Division school will demonstrate excellent literacy and numeracy skills as well as a solid foundation in social-emotional skills.

Key Outcomes and Strategies	Key Measures
<p>Students are supported to experience improved achievement and well-being.</p> <ul style="list-style-type: none"> • Implement the student wellness framework developed in the 2024-25 school year. • Apply the Collaborative Response Model (CRM) to increase universal and some targeted responses to student needs at the school level. • Integrate social-emotional learning (SEL) components into the curriculum and school environment, potentially drawing on principles like Wahkohtowin (interconnectedness) and teaching conflict resolution through dialogue/restorative practices. • Implement division-wide SEL programs like <i>Zones of Regulation</i>. • Appoint school-based Inclusive Learning lead teachers in every school to support timely student access to classroom supports. • Re-distribute availability of the Family Wellness Workers (FWW) to balance responses to student needs that exceed the capacity of the classroom supports. • Train required teachers and educational assistants in proper implementation of programming recommendations. • Train required teachers in the proper creation of Individualized Program Plans (IPPs). 	<p>Provincial Measures:</p> <ul style="list-style-type: none"> • Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE). • Access to Supports and Services. • Student Learning Engagement. • Provincial Achievement Tests <ul style="list-style-type: none"> ◦ Acceptable. ◦ Excellence. • Diploma Examination <ul style="list-style-type: none"> ◦ Acceptable. ◦ Excellence. • FNMI High School Completion Rate. • Work Preparation (Supplemental). • Drop Out Rate (Supplemental). • Program of Studies (Supplemental). • 6-Year Transition Rate (Supplemental). • Diploma Examination Participation (Supplemental). <p>Local Measures (Student Wellbeing):</p> <ul style="list-style-type: none"> • Establishment of a Division committee to support Student Wellbeing Framework. • Number of staff training in SEL and restorative practices. • OurSCHOOL Survey results - Sense of Belonging. • Number of NSD School Exchanges completed by the end of 2028. <ul style="list-style-type: none"> ◦ Collect feedback from participating students and staff on the perceived benefits. • Ensure all required teachers and educational assistants receive training in proper implementation of programming recommendations. • Number of IPP-writing sessions offered.

<p>Assessment practices consider the whole child's experience in school.</p> <ul style="list-style-type: none"> ● Maintain professional learning to support NSD staff to acquire and apply foundational knowledge about First Nations, Métis and Inuit for the benefit of all students. ● Establish an Assessment Framework focused on decolonizing student assessment and to guide consistent, authentic student assessment for all students. In service of this: <ul style="list-style-type: none"> ○ Revise Administrative Procedure 360 - Student Evaluation to align with quality student assessment practices outlined by the literacy, numeracy and assessment frameworks. ○ Partner with Alberta Assessment Consortium to offer teachers microcredentials in quality assessment practices. ○ Reduce the difference between school-awarded grades and diploma examination grades. 	<p>Local Measures (Instruction and Assessment):</p> <ul style="list-style-type: none"> ● Establishment of a Division committee to support Assessment Framework development. ● Number of teaching staff assessment microcredentials earned. ● Required Early Years Assessment benchmarks and performance (EYE, LeNS, CC3, RAN, PAST, etc.). ● Percentage difference between school-based grades and diploma examination grades <ul style="list-style-type: none"> ○ Target - Reduce the difference to within +/- 5%. ● Number of credits earned.
<p>Students achieve excellence in literacy and numeracy.</p> <ul style="list-style-type: none"> ● System-wide implementation of NSD Literacy and Numeracy Frameworks (environments, teaching practices, assessment practices). <ul style="list-style-type: none"> ○ In year 2, publish the results of the division framework committees and begin implementation. 	

NEW Students have access to a wide variety of engaging programming to support a breadth of experience.

- Increase access to and variety of extracurricular and/or co-curricular activities (both athletic and non-athletic):
 - e.g. Northland Games (Fall and Winter), adding hockey), arts (drama, beading, art workshops), cultural activities (culture camps), and hobby/academic clubs (chess, debate, homework support).
 - Offer activities at different times to increase student access (e.g., during lunch as opposed to after school).
- Develop school exchange programs to foster connections between different Northland communities and share cultural practices and local knowledge.
- Provide students with opportunities to gain practical skills and certifications relevant to future careers or life skills, such as Chainsaw Safety, First Aid, Food Safe, and exploring trades/health care aide pathways.
- Continue and enhance dual credit and CTS access (through collegiate program design).
- Organize engaging field trips that blend learning about history, science, culture, and nature with fun, interactive activities, exploring a range of destinations (i.e. Drumheller, Jasper, Métis Crossing, and local landscapes).
- Support applications to the Rutherford Scholarship for students meeting this program's eligibility requirements.

Local Measures (Program Variety):

- Number of professional learning events to support NSD staff to acquire and apply foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.
- Number and variety of extracurricular, co-curricular, field trip and exchange activities offered at each school.
- Number of CTS credits earned.
- Number of dual-credit options available across the Division.
- Student participation rates in these activities.
- Survey student satisfaction with available activities.
- Number of Rutherford Scholarship applications submitted.

Priority 3 - Excellent People Supporting Students

In each year of this plan, The Northland School Division will attract and retain invested staff members and empowered leaders by ensuring access to a range of lifelong learning opportunities, high quality resources, excellent teacher lodging, and comprehensive remuneration and benefits.

Key Outcomes and Strategies	Key Measures
<p>All staff members are supported to be well so they can in turn support our students effectively.</p> <ul style="list-style-type: none"> • School-based leaders offer new staff members orientation opportunities within the community. • Train staff members to access Alberta School Employee Benefit Program (ASEBP). • Train staff members in their responsibilities as per Board Policies and Administrative Procedures. • Build and enhance access to staff supports specific to well-being networks, employee benefits, and actions that enhance staff agency in a culture of well-being. • Enhance staff housing experience to ensure lodging is welcoming and responsive to staff member needs throughout the year. 	<p>Provincial Measures:</p> <ul style="list-style-type: none"> • Education Quality. • Welcoming, Caring, Respectful, and Safe Learning Environments (WCRSLE): <ul style="list-style-type: none"> ◦ Teacher Respondents. • Lifelong Learning (Supplemental). • School Improvement (Supplemental). • In-Service Jurisdiction Needs (Supplemental). <p>Local Measures (Staff Wellness):</p> <ul style="list-style-type: none"> • Percentage of staff accessing wellness/health accounts (as per ASEBP). • Survey non-certificated staff about WCRSLE questions in parallel with Alberta Education Assurance Surveys (Same questions, locally administered at the same time). • Establishment of staff/community orientation offerings. • Staff satisfaction surveys: <ul style="list-style-type: none"> ◦ General Satisfaction and ◦ Housing Satisfaction.

NSD staff members are invested, empowered and trained to support student and system success.

- Work with the Alberta Teachers Association (ATA) Local Attraction and Retention Committee to address emerging and ongoing staff needs.
- Support principals with a protocol for elder visits to schools and clear expectations around supporting the inclusion of elders in the school environment in the following ways:
 - Create a consistent information package/guiding document/toolkit for principals and teachers describing the expectation for bringing language and culture into the school.
 - Create guidelines for teachers on incorporating history and culture.
- Maintain Division-Wide professional learning days with focus on:
 - Collaborative Response Model Implementation.
 - Data Literacy.
 - Artificial Intelligence in Education.
 - Literacy and Numeracy Framework Implementation.
 - Authentic Student Assessment.
- Communicate Division commitment to access additional education and training (as outlined in [AP 444 - Tuition and Education Leave](#)).
- Support Education Assistants to access training.

Local Measures (Staff Investment, Empowerment and Training):

- Substantial evidence of collegial relations with ATA Local Committee members (ability to collegially address issues as they arise).
- Percentage of staff attendance in Division-Wide professional learning events.
- Number of staff members (annually) supported to access additional external education and training (as outlined in AP 444).
- Number of participants enrolled in Educational Assistant training opportunities.

Priority 4 - Responsible Resourcing

In each year of this plan, The Northland School Division will maintain the highest standards of equitable access to timely supports and school site infrastructure within a fiscally responsible framework.

Key Outcomes and Strategies	Key Measures
<p>NEW NSD takes action to address required improvements to capital infrastructure.</p> <ul style="list-style-type: none"> Conduct needs assessment and plan for updating or improving school facilities and infrastructure, specifically mentioning playground equipment, larger gyms, dedicated cultural spaces, and potentially new schools. Include calm areas for students, access to library resources, water fountain/bottle filling station updates. Develop a capital plan outlining proposed facility updates and new construction. <ul style="list-style-type: none"> Collect student and staff feedback on facility adequacy. 	<p>Provincial Measures/Requirements:</p> <ul style="list-style-type: none"> Access to Support and Services: <ul style="list-style-type: none"> Parent Respondents. Parental Involvement. Budget-Actual Comparison: <ul style="list-style-type: none"> Target - Minimize variance from projected expenditures in any given year to within +/- 2%. Audit results: <ul style="list-style-type: none"> Target - Complete alignment with required financial controls and reporting. <p>Local Measures (Capital Infrastructure):</p> <ul style="list-style-type: none"> Number of infrastructure and/or capital projects completed. Number of partnerships with external organizations supporting division programming. Collect parent and student feedback on the quality and accessibility of these services/facilities.
<p>NSD optimizes available financial, human and physical resources to ensure equitable access to timely supports.</p> <ul style="list-style-type: none"> Increase student attraction and retention efforts. Petition Alberta Education to consider a letter of authority for traditional language speakers to teach. 	<p>Local Measures (System Optimization):</p> <ul style="list-style-type: none"> Total grant funding received to support First Nations, Metis and Inuit student success (as per Funding Manual). Number of Information/Educational Technology projects completed. Number of formal agreements for shared resource use established. Usage rates of shared resources.

NSD identifies opportunities to partner with external entities that can offer specialized resources supportive of students' thriving.

- Establish and/or maintain partnerships with community agencies, post-secondary and industry in support of division programming.
- Support Trustees to advocate for extra-agency/government support for infrastructure improvements where appropriate (based on results of the needs assessment).
- Explore opportunities for shared use of resources with the community, such as land or facilities, potentially through formal agreements.
- Maintain essential services like nutritious lunch programs and bus services as they were highlighted as valued supports.
 - Address concerns about consistent implementation (e.g., healthy options).
- Apply system-wide processes for partnership management and review resource allocation formulas.

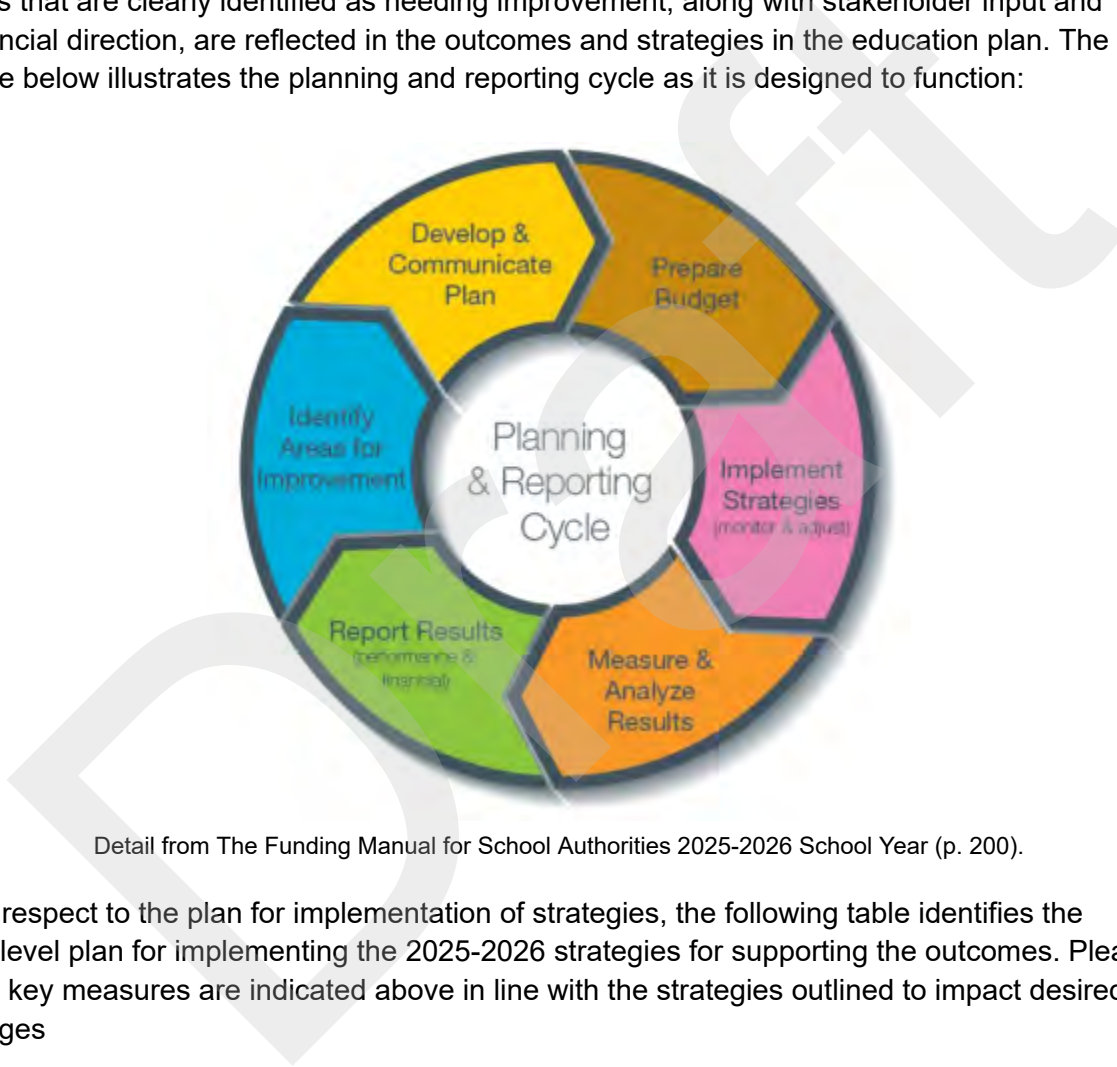
Local Measures (Partnership and Partnership):

- Number of advocacy efforts undertaken by the Board and Administration.
 - Track success in securing funding for new initiatives or infrastructure projects.

Implementation Plan for 2025-2026 School Year

School authorities are responsible for reviewing information from system sources (like the Assurance surveys) and community sources (like the Youth and Elder councils as well as community engagements and local surveys) in order to identify areas for improvement, which, in turn, provide a basis for establishing priorities for the education plan.

Areas that are clearly identified as needing improvement, along with stakeholder input and provincial direction, are reflected in the outcomes and strategies in the education plan. The image below illustrates the planning and reporting cycle as it is designed to function:



Detail from The Funding Manual for School Authorities 2025-2026 School Year (p. 200).

With respect to the plan for implementation of strategies, the following table identifies the high-level plan for implementing the 2025-2026 strategies for supporting the outcomes. Please note, key measures are indicated above in line with the strategies outlined to impact desired changes

Timeline	Action(s)	Resources/Professional Learning
August to October 2025	<ul style="list-style-type: none"> • Building connections between staff members. • Building connections between school and community. • Sharing local data-informed education plans. • Establishing Youth and Elder council membership. • Mandatory early years provincial assessments. • Supporting teachers to implement new programs of study. • First reporting period of the year. 	<ul style="list-style-type: none"> • Professional learning in Truth and Reconciliation, building Wahkohtowin (interconnectedness), new PowerSchool functionality, Policy and Procedure use, and Data literacy for school leaders (including portions of Collaborative Response training). • Sessions supporting teachers implementing new programs of study. • Job aids for school leaders.
November 2025 to February 2026	<ul style="list-style-type: none"> • OurSchool, EYE and other local student assessments and survey implementation. • Alberta Education Assurance Survey implementation. • Ongoing training for staff members in implementing programs of study with a focus on Wahkohtowin throughout. • School-level community engagement events and virtual Y/EC. • Publish the 2024-2025 Annual Education Results Report (AERR). • Second reporting period of the year. 	<ul style="list-style-type: none"> • Data literacy training for staff-wide review of OurSchool and EYE student responses, as well as mandatory early-years assessment information. • Support for schools hosting community engagement events. • Support for virtual Y/EC council meetings.

March to May 2026	<ul style="list-style-type: none"> • Third meeting of Youth and Elders' Councils. • Review 2024-2025 AERR and community engagement information in preparation for Education Plan revision. • Education and Budget Planning for 2026-2027 school year. • Third reporting period of the year. • Enrollment projections and Demographic verification. 	<ul style="list-style-type: none"> • Collaborative Response support for schools contextualizing local data and revising local Education Plans. • Student Information System management training and implementation.
June to July 2026	<ul style="list-style-type: none"> • Year end processes • Final reporting period of the year. 	<ul style="list-style-type: none"> • System records management and schedules for the 2026-2027 school year.

Table: Implementation Plan for 2025-2026 School Year.

2025-2026 Budget

- The budget has been drafted to achieve the Education Plan goals. The financial management cycle includes an update in November based on enrollment, staff deployment and emerging issues.
- Overall revenues and expenses are in line with this year's, based on funding formula changes and forecast enrollment. The break-even budget shows a planned shortfall of \$0.3M, which will be funded from operating reserves.
- Finances will be tighter with enrollment changes, inflation and the decline in provincial stabilization funding.
- Key assumptions include the ongoing recruitment of required staff, maintaining the hot lunch program, transportation for all students, full-day kindergarten, separate provincial funding for any negotiated teacher rate increases, steady contract tuition rates, moderate inflation (benefits, utilities, insurance), provincial support for any teacher rate changes and minimal impact from local bargaining.
- Contingencies include enrollment fluctuation, inflation, fuel costs, potential labour action, and changes to key contracts.
- NSD will continue building and implementing technology improvements, including classroom resources to support student success.

	Final Budget 2025-26	Final Budget 2024-25	Final Budget 2023-24	Actual Results 2022-23
Revenues	\$ 58,941,791	\$ 57,079,451	\$ 56,448,962	\$ 62,518,330
Expenses	59,197,144	57,335,392	56,901,094	59,452,020
Surplus (Deficit)	\$ (255,353)	\$ (255,941)	\$ (452,132)	\$ 3,066,310
Enrolment	1,635 E	1,737 E	1,683 E	1,694

For more information click on the website link to view the 2025-2026 Annual Budget - <https://www.nsd61.ca/download/453825>.

Capital Plan

This link can be used to review the Northland School Division 2025-2028 Capital Plan. <https://www.nsd61.ca/download/445068>.

Appendix A - 2023-2024 Annual Education Results Report Performance Summary

2023-2024 Results by Assurance Framework Domain

The Northland School Division is committed to sharing results in a timely and transparent manner with all communities. This document is organized into five sections that align with the Alberta Education Assurance Framework Domains. As such, the information is organized as follows:

Domain	Required Alberta Education Assurance Measures (AEAMs)	Local Measures or Component(s)
Local & Societal Context	N/A - There are no provincial measures for this domain.	Attendance Data and High School Credits Earned
Student Growth & Achievement	Provincial Achievement Test (PAT) and Diploma Examinations High School Completion (3, 4 and 5 years) Citizenship Student Learning Engagement	Early Years Literacy and Numeracy Assessments
Teaching and Leading	Education Quality	Professional Learning, Supervision, and Evaluation
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) Access to Supports and Services	Continuum of Supports and Services and OurSchool Survey Results
Governance	Parental Involvement	Financial statements, Accountability/Assurance System, and Stakeholder Engagement

Domain: Local and Societal Context

Local Measure: Attendance

The Northland School Division has developed a robust set of procedures to track and understand student attendance patterns. Our procedures are designed to support engagement with families of students who are absent from school and to build connections with those families so their children are able to engage.

The division has been working with the Auditor General's office and Alberta Education's Oversight committee over the past several years to develop and implement these procedures. Through our work together, the Oversight Committee has recommended other school divisions contact us about the work we have done, and we were able to share our work on Attendance, Engagement and High School Completion at last year's Attendance and Engagement Virtual Conference.

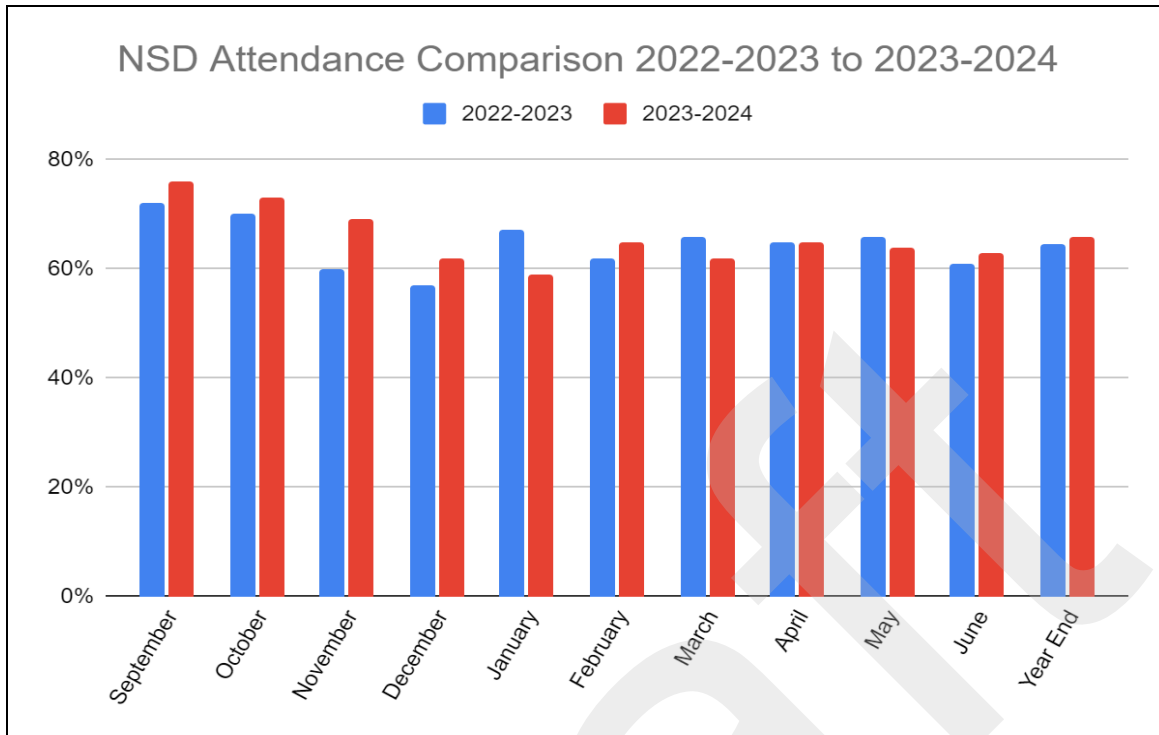
What We Noticed

Over the last year, we have noticed the following facts about student attendance across the Division:

- Overall division attendance increased 1% over the previous year.
- November 2023 showed a 9% increase in Division-wide attendance.
- 74% of schools showed an increase in attendance in the year between June 2023 to June 2024.

The tables below show monthly attendance rates from 2022-2024:

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%	62%	-4%
April	65%	65%	0%
May	66%	64%	-2%
June	61%	63%	2%
Year End	65%	66%	1%



Our Next Steps

[The Northland School Division 2024-2027 Education Plan](#) includes an outcome that the Division-wide student attendance rate remains above 80 percent this year. The plan also targets an increase of 1.5% in each successive year after 2025. The following strategies outlined in the new Education Plan are intended to support the realization of this outcome:

- Strengthening students' access to community programs and services during non-instructional hours,
- Assigning School-Community Liaison Workers within schools to support students to complete high school when they appear to disengage,
- Shifting to a Collaborative Response Model (CRM) to allow for data-driven interventions for students at risk of disengaging from school,
- Establishing administrative procedures guiding student intake to ensure timely assessment of learning needs,
- Offering summer course options for students requiring extra support to get back into school,
- Establishing a Superintendent's Youth Council for gathering and listening to student voices to inform school and system actions.

Local Measure: High School Credits Earned

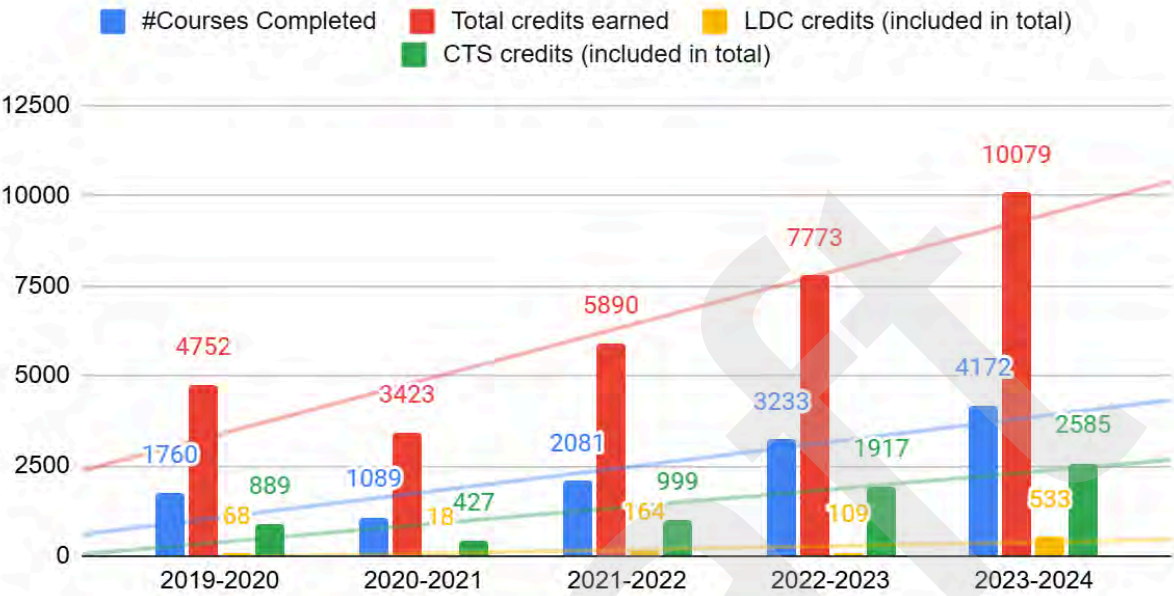
The percentage of Northland students completing high school within 3 Years of entering Grade 10 this year is **double the previous three-year average**. This significant improvement is believed to be the result not only of the efforts undertaken to get students to school, but also because of the following initiatives:

- **Career and Technology Studies (CTS) Weeks**
 - These dedicated study periods allow students to take deep dives into a wide range of career- and technology-specific short courses tailored to their personal interests. Students in every corner of the Division earn hundreds of high school credits over a relatively short period. These exceptional learning sprints increase both pathways to graduation student inspiration to explore meaningful careers.
- **Expanded Online School High School Offerings**
 - Physics 20/30 through Online school in an NSD cohort,
 - Forensics 25/35,
 - Technology CTS,
 - CALM cohort for all high school students in Division, and
 - Foods.
- **Expanding Locally Developed Course (LDC) Offerings**
 - Moved from fewer than 20 courses available to 88 courses this past school year.
- **Dual Credit options and partnerships**
 - MacEwan University,
 - Olds College, and
 - Northern Lakes College.

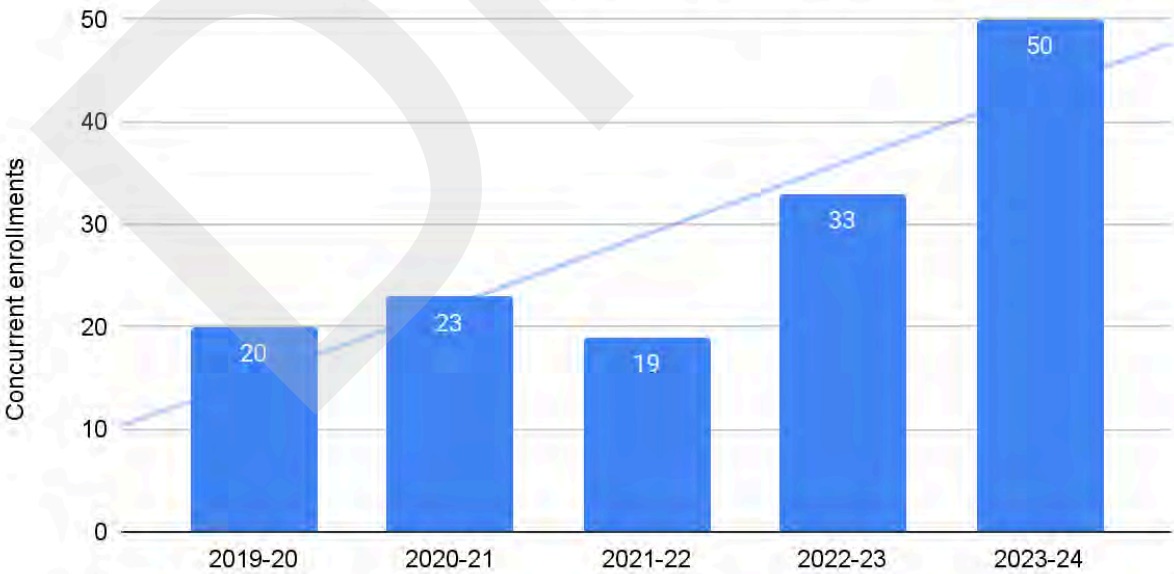
What We Measured

- Number of high school credits earned (2019-2024)
- Number of LD credits applied to student academic records
- Concurrent enrollments (NSD schools)

2019-2024 High School Courses Completed and Credits Awarded



Concurrent Enrollments (between High Schools, Career Pathways, and NOS starting in 2021-22)



What We Noticed

Students show up for hands-on, career-specific options, and opportunities to explore traditional cultural teachings on the land. In addition, we noticed that changing the ways we offered internal concurrent enrollment is correlated with credit completion. The 2019-2021 saw concurrent enrollments between the high schools and Career Pathways (CPS), with the majority coming from Bill Woodward School to Career Pathways. The Northland Online School (NOS) opened in 2021-2022. From that point on, one can see an increase in the number of credits completed. We are taking this as a measure of increased potential pathways to graduation.

Our Next Steps

It is important to maintain the momentum of increasing high school completion rates. [The Northland School Division 2024-2027 Education Plan](#) identifies the following strategies intended to support Northland families achieve high school graduation:

- Establishing and/or enhancing partnerships with post-secondary and industry in support of program access to dual credit and exploratory pathways opportunities (which may include Collegiate school models where feasible),
- Strengthen students' access to community programs and services during non-instructional hours,
- Implementing system-wide processes, tools, and practices to improve partnership management, and
- Conducting a feasibility study regarding opportunities to establish Collegiate schools.

Domain: Student Growth and Achievement

Key Outcome

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

Grade 6 Provincial Achievement Tests (PATs)¹²

The following table show the previous 5 years' grade 6 PAT performance data for NSD:

	Northland School Division				
	2020	2021	2022	2023	2024
N	n/a	n/a	140	125	161
Acceptable Standard %	n/a	n/a	28.6	27.2	27.3
Standard of Excellence %	n/a	n/a	1.4	3.2	1.2

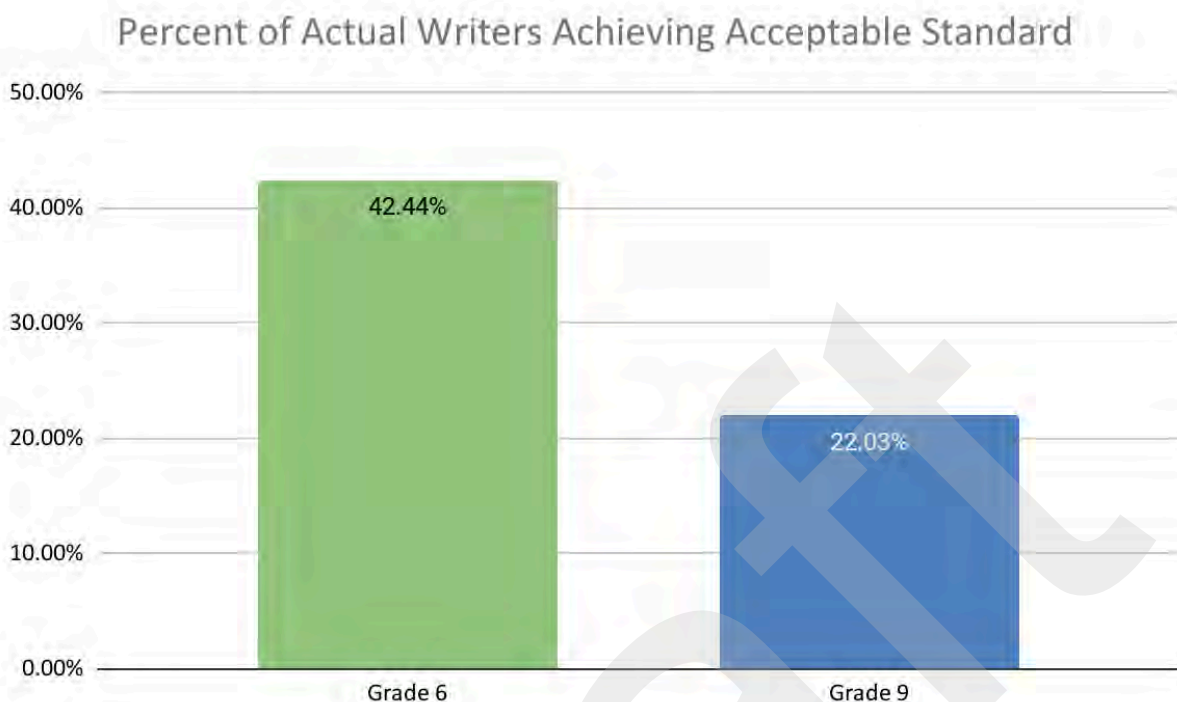
Grade 9 Provincial Achievement Tests (PATs)

The following table show the previous 5 years' Grade 9 PAT performance data for NSD:

	Northland School Division				
	2020	2021	2022	2023	2024
N	n/a	n/a	102	94	116
Acceptable Standard %	n/a	n/a	13.8	12.0	11.2
Standard of Excellence %	n/a	n/a	0.5	0.5	0.0

¹ Grade 6 English language arts and literature and math provincial achievement tests were not administered in the 2023/2024 school year. Alberta Education instead offered field testing between April and June 2024. These optional field tests were meant to inform the development of future PATs for Grade 6 English language arts and literature and mathematics that align with the new curriculum in these subjects.

² To explore the detailed information overall and specific course results for all students in all categories (Overall, FNMI, and ESL), please see [Appendix B below](#).



- 42% of Grade 6 writers (excluding students who were enrolled but did not write) achieved the Acceptable Standard (50%).
 - Grade 6 writers performed better in Science overall (47%) and have the greatest challenges in Social (38%).
- 22% of Grade 9 writers (excluding students who were enrolled but did not write) achieved the Acceptable Standard (50%).
 - Grade 9 writers performed better in ELA overall (42%) and have the greatest challenges in Math (8%).
- 72% of enrolled Grade 6 writers actually wrote the exams.
- 52% of enrolled Grade 9 writers actually wrote the exams.

What We Noticed

- The number of Northland Students achieving either the Acceptable or Excellent standard in PATs is low compared to the rest of the province.
- The number of students writing both Grade 6 and Grade 9 PATs is higher than it has been in the last 5 years (where exams were being written):
 - In 2023-2024, 36 more Grade 6 students wrote PATs than the year previous.
 - In 2023-2024, 22 more Grade 9 students wrote PATs than the year previous.

Our Next Steps

[The Northland School Division 2024-2027 Education Plan](#) identifies the following strategies intended to address the relatively low performance in these two assessment events Northland will:

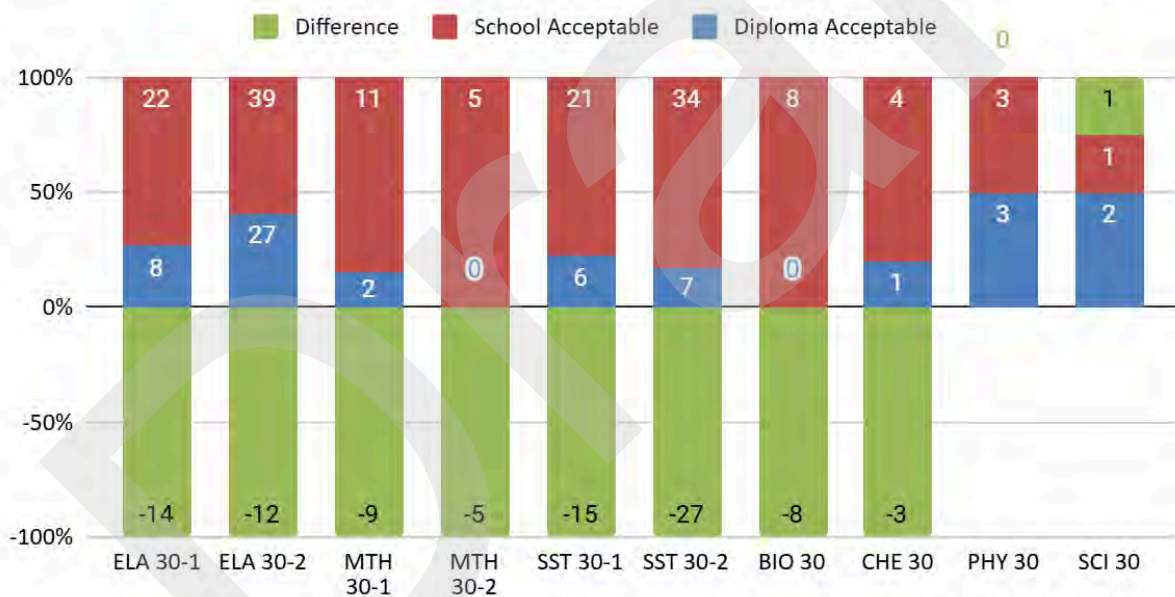
- Identify barriers to exam participation faced by students in writing cohorts,
- Establish attendance-driving events to support student engagement and performance during PAT assessment weeks,
- Support PAT-subject teachers to score the exams after writing to enable instructional remediation,
- Support PAT-subject teachers to use the Digital Assessment Platform (Vretta) in their exam preparation with students (including accessibility tools built into the platform), and
- Support teaching staff to design practice exam items in the style students will encounter when using Alberta Education's incoming Digital Assessment Platform.

Diploma Examination Results (DIPs)³

The following tables show the previous 5 years' DIP performance data for NSD:

	Northland School Division				
	2020	2021	2022	2023	2024
N	n/a	n/a	39	63	85
Acceptable Standard %	n/a	n/a	36.1	36.7	34.8
Standard of Excellence %	n/a	n/a	1.6	0.0	1.2

Number of Students Achieving Acceptable Performance (50%) on Diplomas VS School-Based Grades



What we Noticed

- This is the greatest number of diploma writers NSD has produced in the last 5 years.
- There is a significant discrepancy between the number of students who receive a passing school-based grade in a diploma course as well as a passing grade on diploma examinations.

³ To explore the detailed information overall and specific course results for all students in all Diploma Examinations, please see [Appendix B below](#).

Our Next Steps

While the increase in the number of students writing Diploma Exams is positive, we are concerned about the discrepancy between school-based and diploma exam grades. The following strategies intended to begin to address this issue and to reduce the gaps between school-based and diploma grades:

- Examining our assessment practices in high school to diminish the difference between school-based grades and diploma grades.
- Teaching students explicitly how to navigate and write provincial assessments in the Digital Assessment Platform (Vretta) they will be expected to use.

High School Completion (3, 4 and 5 years)

This measure shows the high school completion rate of students within three, four, and five years of entering Grade 10.

	Northland School Division												
	2019		2020		2021		2022		2023		Measure Evaluation		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
3 Year Completion	100	26.2	106	10.0	100	12.6	92	21.1	85	29.0	Very Low	Improved Significantly	Acceptable
4 Year Completion	87	35.8	103	26.2	106	17.9	90	27.7	88	32.3	Very Low	Improved	Issue
5 Year Completion	90	25.4	84	44.7	101	31.0	92	17.1	88	31.8	Very Low	Maintained	Concern

What we Noticed

While the overall evaluation of this measure remains acceptable, NSD's increases in high school completion have exceeded pre-pandemic levels.

Our Next Steps

[The Northland School Division 2024-2027 Education Plan](#) identifies the following strategies intended to support holistic learning for all students in their learning journeys:

- Establishing a High School coordinator/counselor in each school that connects with the Director of High School Completion and Engagement (one block per week). These staff members will support students to identify and plan to achieve their graduation requirements,
- Maintaining a common high school with the option for any Northland student to access any Grade 10 - 12 program of study through The Northland Online School,
- Maintaining the Northland commitment to supporting the Community-Based Teacher Education program which helps members of our communities to become teachers in their own schools,
- Establishing/Enhancing partnerships with post-secondary and industry in support of program access to dual credit and exploratory pathways opportunities,
- Strengthening students' access to community programs and services during non-instructional hours,
- Implementing system-wide processes, tools, and practices to improve partnership management,
- Continuation of high school/post-secondary dual-credit courses supporting pathways into careers identified as community needs (Educational Assistants, Healthcare aides, etc.), and
- Division-Wide Professional Learning Time. This approach is being used to build collective staff efficacy in assessment data analysis across the Division.

Student Learning Engagement

Student Learning Engagement was added as an provincial Education Assurance Measure during the 2020-2021 school year. This measure shows the percentage of teachers, parents and students who agree that students are engaged in their learning at school.

	Northland School Division												
	2020		2021		2022		2023		2024		Measure Evaluation		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	n/a	n/a	603	83.5	870	81.3	872	82.3	665	81.0	n/a	Maintained	n/a
Parent	n/a	n/a	148	90.0	154	81.0	207	85.6	74	85.6	n/a	Maintained	n/a
Student	n/a	n/a	377	69.0	594	67.4	555	66.6	492	65.4	n/a	Maintained	n/a
Teacher	n/a	n/a	78	91.4	122	95.6	110	94.8	99	92.2	n/a	Maintained	n/a

There are fewer than 5 years' worth of data for this measure. As such, the information is contextual and does not currently suggest a trend.

What we Noticed

Overall respondent satisfaction in this area has been maintained at a high level (within 3% of the Provincial average satisfaction for every respondent group).

Our Next Steps

[The Northland School Division 2024-2027 Education Plan](#) identifies the following strategies intended to support ever-better student learning engagement:

- Maintaining our Division's monthly attendance and learning success meetings in every school to address engagement issues as early as possible,
- Deploying Learning Coaches to:
 - help teachers applying literacy and numeracy learning interventions for at-risk students,
 - apply flexible division-led teacher support for the implementation of new programs of study (Grades 4-6 ELA and Math, K-3 Science),
 - support First Nations and Métis Language and culture weaving into programs of study in every classroom,
- Adopting the Collaborative Response approach to reframe school-based collection and use of student data to monitor achievement and well-being for all students,
- Engaging veteran principals/consultants as at-elbow mentors supporting principals to engage in instructional leadership,
- Establishing system-wide implementation of NSD Literacy and Numeracy Frameworks (environments, teaching practices, assessment practices), and
- Offer course options in summer for students requiring extra support to succeed.

Citizenship

Citizenship is the percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

	Northland School Division												
	2020		2021		2022		2023		2024		Measure Evaluation		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	733	69.9	604	77.4	873	74.7	874	76.0	663	74.6	Intermediate	Maintained	Acceptable
Parent	172	70.4	148	80.6	155	72.8	206	75.5	74	77.0	High	Maintained	Good
Student	489	53.2	378	61.5	596	61.1	558	61.2	490	58.9	Low	Maintained	Issue
Teacher	72	86.0	78	90.1	122	90.3	110	91.2	99	87.7	Intermediate	Maintained	Acceptable

What we Noticed

Overall respondent satisfaction in this area has been maintained at a high level. Specific respondent groups vary significantly in their satisfaction, for example:

- Parent satisfaction has improved while students themselves have decreased in their satisfaction in this measure.
- Teachers have slightly decreased in their level of satisfaction, though it is still high.

Upon closer examination of the detailed responses from students, we noticed the following:

- Students in Grades 4-6 indicated lowest agreement with the following statements:
 - “At school, do most students follow the rules,” - 49%
 - “At school, do most students respect each other,” - 50%
- Students in Grades 7-9 indicates lowest agreement with the following statements:
 - “At school, students follow the rules,” - 34%
 - “At school, students respect each other,” - 41%
- Students in Grades 10-12 also indicated the lowest amount of agreement with this statement:
 - “At school, students follow the rules,” - 49%

Our Next Steps

[The Northland School Division 2024-2027 Education Plan](#) identifies the following strategies intended to address student beliefs that there is a low amount of respect for rules and/or peers. These strategies are intended to foster connections supporting Truth and Reconciliation (which is taken to be generally supportive of improved outcomes in terms of the Citizenship measure):

- Schools adopting Indigenous Language Signage,
- Establishing an Elder-in-Residence Program for each school,
- Establishing a Superintendent's Youth Council for gathering and listening to student voices to inform school and system actions, and
- Establishing an Elders/Knowledge Keepers Council to identify community members willing to work as knowledge keepers in Northland schools.

Local Component: Early Years Literacy & Numeracy Assessments

All school divisions in Alberta have conducted annual assessments literacy and numeracy skills as a way to measure the long-term impacts of learning disruptions like the COVID-19 pandemic and seasonal natural disasters (i.e. Wildfires). The Northland School Division is implementing the Alberta Education approved Castles and Coltheart 3 (CC3) assessment for reading comprehension and department-designed assessments for numeracy. This table shows NSD results for the 2023-2024 school year:

NSD Early Years Literacy & Numeracy Assessment Results: 2023-2024						
	Total Students Assessed September 2023	Total Students at Risk by September 2023	Total Students at Risk by June 2024	Average Number of Months Behind After Initial Assessment	Average Number of Months Behind After Final Assessment	Average Number of Months Gained
Grade 1 CC3	95	44	22	5.5	6.3	-0.8
Grade 1 Numeracy	93	41	26	9.0	7.4	1.6
Grade 2 CC3 Overall	97	68	52	9.0	14.2	-5.2
Grade 2 Numeracy	113	55	42	10+ ⁴	8.3	1.7
Grade 3 CC3 Overall	74	41	32	16.9	21.1	-4.2
Grade 3 Numeracy	69	28	22	10+	8.5	1.5

⁴ 10+ Means the data show a regression of at least 10 months, or one school year.

What we Noticed

The data show the long-term impacts of learning disruptions like the COVID-19 pandemic and seasonal natural disasters. Based on the results of the Early Years literacy and numeracy assessments, we noticed the following:

- The comprehensive work undertaken as part of the Math Minds project over the previous 3 years has supported positive numeracy outcomes for our early learners, and
- The regressions in literacy performance are greatest for students who were in Grade 3 in the last school year (current Grade 4 students). This cohort of Northland students appear to have been the most heavily impacted by the learning disruptions of the last 2-3 years.

Our Next Steps

[The Northland School Division 2024-2027 Education Plan](#) identifies the following strategies intended to address early years' literacy and numeracy results:

- Establishing comprehensive literacy and numeracy frameworks to guide reading, writing and numeracy teaching and assessment at every grade level across the Division,
- Enhancing system and school-based collection and use of student data to monitor achievement and well-being for all students,
- Maintaining teacher access to experts in numeracy instruction through the Math Minds project with the University of Calgary.
- Maintaining the following supportive resources for all NSD teachers:
 - access to literacy and numeracy specialists who serve as learning coaches to provide at-elbow support for classroom teachers. These division-wide supports offer teachers guidance and modeling of promising practices required to address the learning disruptions experienced by students in recent years,
 - access to adaptive assessment and intervention tools for literacy (MyLexia) and numeracy (Symphony Math). Teachers use these tools to identify individual student learning gaps and to apply targeted instructional interventions regularly, and
 - access to shared knowledge about current promising practices being used elsewhere in the Division.

Domain: Teaching and Leading

Key Outcome

Through excellent leadership practices, everyone feels welcome and valued.

Education Quality

Education Quality shows teacher, parent and student satisfaction with the overall quality of basic education. This year's results in this measure demonstrate:

	Northland School Division										Measure Evaluation		
	2020		2021		2022		2023		2024				
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	734	81.0	605	83.2	873	82.3	876	83.6	670	80.9	Very Low	Declined	Concern
Parent	172	79.8	148	85.7	155	78.4	207	82.7	75	77.8	Intermediate	Maintained	Acceptable
Student	490	78.6	379	80.0	596	77.4	559	78.7	496	76.6	Very Low	Maintained	Concern
Teacher	72	84.7	78	83.7	122	91.1	110	89.3	99	88.3	Very Low	Maintained	Concern

What we Noticed

The declining satisfaction in this measure is a concern to The Northland School Division. Previous analyses have indicated NSD performance in this measure has increased steadily since 2019. Upon closer examination of the survey responses, we noticed the following:

- Parent respondents showed the greatest decline in satisfaction, specifically indicating the lowest agreement with the following statement:
 - “Your child finds school work challenging,” - 55% (a decline of 18% from the previous year).
 - “Your child is learning what they need to know,” - 77%
- There were also 132 fewer parent respondents this year than there were in the previous survey events.

Our Next Steps

[The Northland School Division 2024-2027 Education Plan](#) identifies the following strategies intended to build connections between the school and community, with a focus on inviting the families of students to participate in and be aware of the learning going on in classrooms:

- Establishing an Indigenous Elders and Knowledge Keepers' Advisory council to advance strategic actions in support of Indigenous student achievement and well-being,
- Offering learning opportunities to connect Elders, Knowledge Keepers and Indigenous educators with NSD staff members and students,
- Making community liaison workers available for all schools to grow connections between school and community, and
- Applying the NSD Community Engagement Framework as part of the process of continuous improvement.

Local Component: Teacher Growth, Supervision and Evaluation Procedure

NSD implements [Administrative Procedure 422](#) that specifies the local policy related to teacher growth, supervision and evaluation. This procedure applies to all teachers employed by NSD. The procedure requires teachers to develop and submit professional growth plans:

- Reflecting goals and objectives based on an assessment of learning needs by the individual teacher,
- Showing a demonstrable relationship to the Teaching Quality Standard, and
- Considering the education plans of the school, the Division and the Government.

This document also lays out mechanisms for the supervision and evaluation of teachers in NSD.

Our Next Steps

[The Northland School Division 2024-2027 Education Plan](#) identifies the following strategies intended to support Northland staff members in their efforts toward continuous improvement:

- Using multiple sources of Division data to drive awareness of key issues addressed in school-based professional learning,
- Training all staff to use properly use technologies required to deliver programming
- Communicate Division commitment to support staff members to earn Teaching, Leadership and Superintendent Leadership Quality Standards (TQS, LQS, and SLQS)
- Enhancing support for the development of Indigenous school and system leaders, and
- Co-developing a plan with the local Alberta Teachers Association to support the recruitment and retention of excellent staff members across the Division.

Domain: Learning Supports

Key Outcome

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

Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)

This measure shows the percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe. The WCRSLE measure was added as an provincial Education Assurance Measure during the 2020-2021 school year.

	Northland School Division										Measure Evaluation		
	2020		2021		2022		2023		2024				
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	n/a	n/a	604	82.1	874	78.6	875	79.0	666	78.5	n/a	Maintained	n/a
Parent	n/a	n/a	148	83.7	155	75.8	207	79.1	74	81.8	n/a	Maintained	n/a
Student	n/a	n/a	378	68.8	597	67.1	558	63.5	493	63.2	n/a	Maintained	n/a
Teacher	n/a	n/a	78	93.7	122	92.8	110	94.4	99	90.5	n/a	Maintained	n/a

There are fewer than 5 years' worth of data for this measure. As such, the information is contextual and does not currently suggest a trend.

Local Component: OurSchool Survey Results

NSD uses The Learning Bar's *OurSchool* survey annually to survey student opinion related to this measure. The information from this survey event is available to each school and contributes to the development of local outcomes, strategies and success measures.

This chart provides highlights based on data from 582 students in 16 **ELEMENTARY** schools that participated in the survey between November 2, 2023 and May 31, 2024.

Grade 4-6 Students who report they:	2024 NSD (%)	2024 Canadian norm (%)
Experience bullying	47	30
Feel supported	66	63
Feel safe at school	50	62
Appreciate their teachers	76	80

This report provides highlights based on data from 349 students in 13 **SECONDARY** schools that participated in the survey between November 2, 2023 and May 31, 2024.

Grade 7-12 Students who report they:	2024 NSD (%)	2024 Canadian norm (%)
Sense of Belonging	44	62
Feel supported	35	31
Appreciate their teachers	59	64

What we Noticed

Student satisfaction, feelings of safety, and mutual respectfulness are concerning. Upon closer examination of the provincial student survey responses, we noticed:

- Grade 4-6 students had the lowest agreement with the statement:
 - “At school, do most students respect each other,” - 50%
- Grade 7-9 students had the lowest agreement with the statements:
 - “At school, I feel like I belong,” - 46%
 - “At school, students care about each other,” - 46%
 - “Other students treat me well,” - 49% (18% decline from previous year)
- Grade 10-12 students had the lowest agreement with the statements:
 - “At school, students care about each other,” - 47%
- Teacher satisfaction shows the greatest single-year decline in this measure. Upon closer examination of the survey responses, we noticed:
 - All teachers had the lowest amount of agreement with the statement:
 - “Students at your school respect each other,” - 83%
- The results of the OurSchool survey reinforce the issues we notice in the provincial data.

Our Next Steps

It is important for NSD to take action to improve student and staff satisfaction with the welcoming, caring, respectfulness, and safety of their learning and working environments.

[The Northland School Division 2024-2027 Education Plan](#) identifies the following strategies intended to improve outcomes in these areas:

- Establishing a Division-wide committee to develop a student well-being framework,
- Shifting to a Collaborative Response Model (CRM) to increase universal and some targeted responses to student needs at the school level,
- Enhancing system-wide support for certificated staff members to create and implement meaningful Individualized Program Plan (IPP) goals, supports, and accommodations.
- Supporting Northland staff members to become certified in the wide range of restorative practices used in a number of communities to ensure respectful conflict resolution, and
- Maintaining school-based activities to support welcoming, caring, respectful, and safe learning environments across the division, such as Pink Shirt Day, Anti-Bullying Campaigns, and Social-Emotional Learning (such as Zones of Regulation).

Access to Supports and Services

Access to Supports and Services shows the percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school. This measure was added as a provincial Education Assurance Measure in 2020-2021.

	Northland School Division												
	2020		2021		2022		2023		2024				
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	n/a	n/a	602	77.8	870	76.6	871	78.7	661	80.2	n/a	Improved	n/a
Parent	n/a	n/a	147	83.4	155	72.9	207	79.1	73	82.9	n/a	Improved	n/a
Student	n/a	n/a	378	72.9	593	71.7	554	70.3	489	72.4	n/a	Maintained	n/a
Teacher	n/a	n/a	77	77.2	122	85.1	110	86.6	99	85.2	n/a	Maintained	n/a

There are fewer than 5 years' worth of data for this measure. As such, the information is contextual and does not currently suggest a trend.

What we Noticed

This year's overall satisfaction with access to supports and services is 2% higher than the previous 3-year average.

Our Next Steps

[The Northland School Division 2024-2027 Education Plan](#) identifies the following strategies intended to drive towards ever-improving satisfaction with access to supports and services:

- Strengthening and refining the use of technology and tools to support effective operations and advance teaching practice,
- Applying the Collaborative Response Model to support data-driven conversations about how best to support students who are most at risk of disengaging from school,
- Maintaining access to the robust continuum of supports and services ranging from universal to individual.

Local Component: Continuum of Supports and Services

Students of Northland School Division enjoy timely access to a broad continuum of supports and services to help them succeed in school. Universalized supports are in place in every school in the form of well-trained and supported staff members who can respond to observed student needs in every classroom. In addition to these supports and services, more targeted interventions for students include:

- Family Wellness Workers, Speech & Language Pathologists, Occupational Therapists, autism experts, Fetal Alcohol Spectrum success coaches, and Educational Psychologists.
- A Cross-Functional Team for student and staff support. Working as a team, centrally-dispatched professionals can be available to students or staff members in person and remotely to help students across the division be successful in their learning. These team members include:
- A Supervisor of Student Services to help manage any students whose needs require enhanced programming, and
- Pedagogical Supervisors to support teaching staff members applying differentiated and technology-supported instructional strategies.

Additional supports include:

- School Food Services (SFS): SFS offers nutritious lunchtime meals to nineteen NSD schools at a cost of less than \$5 per day per child. Twenty four cooks, with support from one operations manager and one program consultant provide meals to registered students.
- Breakfast Club of Canada support for breakfast and snack programs in 8 schools, with a plan to expand across the entire division.
- School bus transportation is available for all students to and from school, regardless of the distance they live from the school.

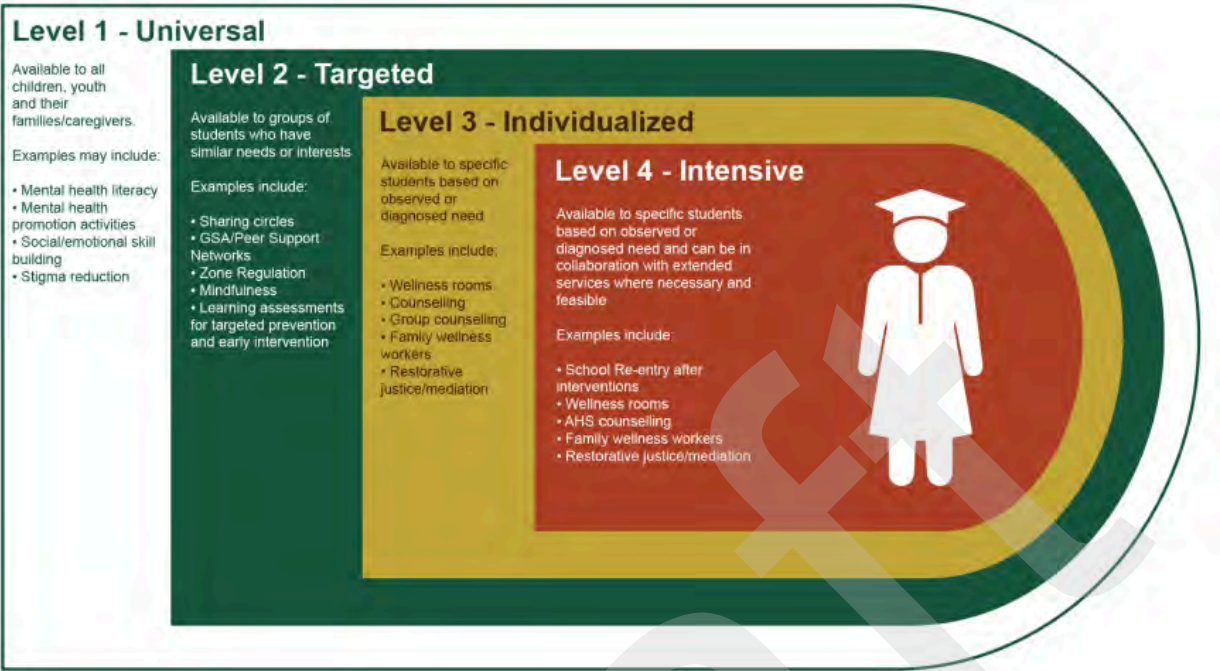


Illustration demonstrating the NSD continuum of supports and services available to our students.

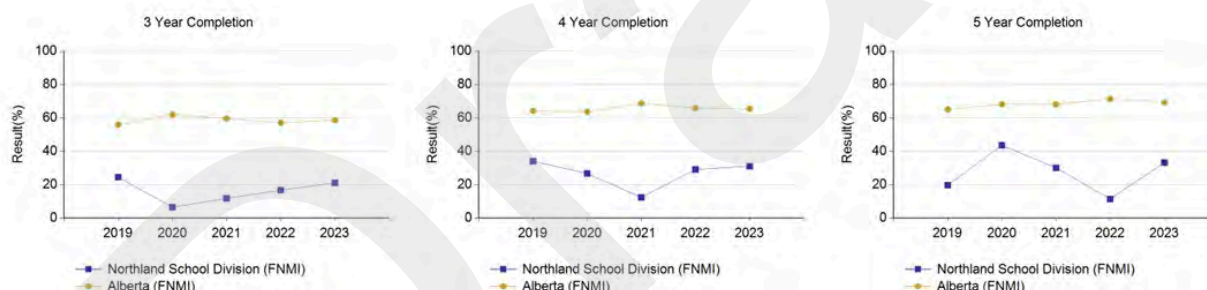
Local Component: First Nations, Métis and Inuit Student Success

All school authorities are responsible for:

- improving education outcomes for First Nations, Métis and Inuit students through system, program and instructional supports;
- addressing the systemic education gap for self-identified First Nations, Métis and Inuit students; and
- supporting the implementation of Truth and Reconciliation Commission recommendations.

	Northland School Division (FNMI)												
	2019		2020		2021		2022		2023		Measure Evaluation		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
3 Year Completion	82	24.4	80	6.4	70	11.7	73	16.6	58	21.0	Very Low	Improved	Issue
4 Year Completion	64	34.0	74	26.6	68	12.3	67	29.0	72	31.0	Very Low	Improved	Issue
5 Year Completion	69	19.6	58	43.5	62	30.0	65	11.3	68	33.1	Very Low	Maintained	Concern

The graphs below illustrate the FNMI student high school completion rates within 3, 4 and 5 years of entering grade 10:



What we Noticed:

The NSD 3, 4, and 5 year High School Completion for First Nations, Métis and Inuit students has returned to pre-pandemic values.

Our Next Steps

[The Northland School Division 2024-2027 Education Plan](#) identifies the following strategies intended to support improved outcomes for First Nations, Métis and Inuit students:

- Increasing the Division-wide human resources dedicated to supporting schools to apply foundational knowledge about First Nations, Métis and Inuit for the benefit of all students,
- Every school identifying a specific commitment to the implementation of the Truth and Reconciliation Commission Calls to Action,
- Providing professional learning to support NSD staff to acquire and apply foundational knowledge about First Nations, Métis and Inuit for the benefit of all students (specifically in the area of developing an awareness of Wahkohtowin, or the interconnectedness of relationships between people and the environment),
- Every school identifying a commitment to teach from the land,
- Every school identifying a commitment to infusing Indigenous language learning in the learning space,
- Schools adopting Indigenous Language Signage,
- Establishing the previously described Elder-in-Residence Program within each school, and
- Establishing an Education Service Agreement with Rupertsland Institute to co-develop enhancements that infuse Métis cultural elements within programs of study.

Domain: Governance

Parental Involvement

Parental Involvement is the percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	Northland School Division												
	2020		2021		2022		2023		2024		Measure Evaluation		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	239	69.8	223	75.7	275	74.0	312	80.5	172	78.5	Intermediate	Maintained	Acceptable
Parent	167	67.7	146	80.1	154	70.3	202	78.4	73	82.5	Very High	Improved	Excellent
Teacher	72	72.0	77	71.3	121	77.7	110	82.7	99	74.4	Very Low	Declined	Concern

What we Noticed

Parental Involvement responses show an intriguing difference between parental and teacher satisfaction.

- While parental satisfaction is the highest it has been in five years, teacher satisfaction with parental involvement has declined by 9%.
- Upon closer examination of the teacher survey responses, we noticed the following:
 - All teachers have the lowest agreement that parents are:
 - "...involved in decisions about their children's overall education," - 59% (10% lower than the previous year)
 - "...involved in decisions about your school," - 70% (4% lower than the previous year)

Our Next Steps

[The Northland School Division 2024-2027 Education Plan](#) identifies the following strategies intended to support the families of students to engage with the learning environment on a more regular basis:

- Greater efforts to invite parents, guardians, and extended family members to attend and participate in School Council and Principal Advisory Committees,
- Making Community Liaison Workers available for all schools to grow connections between school and community,
- Establishing an Indigenous Elders and Knowledge Keepers' Advisory council to advance strategic actions in support of Indigenous student achievement and well-being,
- Offering learning opportunities to connect Elders, Knowledge Keepers and Indigenous educators with NSD staff members and students, and
- Applying the NSD Community Engagement Framework as part of the process of continuous improvement.



NORTHLAND SCHOOL DIVISION

ADMINISTRATION RECOMMENDATION TO THE BOARD

TO: THE BOARD OF TRUSTEES **DATE:** MAY 24, 2025
SUBMITTED BY: Cal Johnson, Superintendent of Schools
SUBJECT: 2025-2026 Board Work Plan
REFERENCE(S):
ATTACHMENTS: 2025-2026 Board Work Plan

RECOMMENDATION

THAT the Board of Trustees approve the 2025-2026 Board Work Plan, as presented.

BACKGROUND

RISK ANALYSIS

2025-2026 BOARD ANNUAL WORK PLAN

Board Activity		Meeting	Frequency	S	O	N	D	J	F	M	A	M	J	J	A
1.0 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 Work Environment, 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	Quarterly			x				x			x		
1.1	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 Report	Board	Monthly	x	x	x		x	x	x	x	x	x		
1.14	FNMI Department Report (Oct = Plan/ June = Year End Review)	Board	Twice a Year		x								x		
1.15	IT Department Report	Board	Annually		x										
1.16	Student Services Department Report	Board	Annually						x						
1.17	HR Department Report	Board	Twice a Year	x									x		
1.18	Housing Department Report	Board	Annually						x						
1.19	Transportation Department Report	Board	Annually								x				
1.2	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		
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		
2.0 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	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	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	x				

2025-2026 BOARD ANNUAL WORK PLAN

Board Activity		Meeting	Frequency	S	O	N	D	J	F	M	A	M	J	J	A
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			
2.12	Board meeting to be held in conjunction with this event		Annually												
3.0	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														
4.0	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			
4.2	Review, approve and submit the Alberta Education Assurance Framework Report (AERR) to the provincial government.	Board	Annually			x									
4.3	Approve the 3 Year Education Plan	Board	Annually									x			
5.0	ACCOUNTABILITY: FISCAL														
5.1	Review and complete the 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 the Audited Financial Statements	Board	Annually			x									
5.5	Review of the monthly financial statements	Board	Monthly	x	x	x		x	x	x	x	x	x		
5.6	Review of the Fall Draft Budget	Board	Annually		x										
5.7	Approve the 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 and schedule Capital Plan Adhoc Committee Meeting	Board	Annually						x						
5.11	Schedule Board Workshop (Planning - Budget and Education Plan)	Board	Annually							x					
5.12	Approve Capital Plan	Board	Annually							x					
5.13	Review signing authorities and approve changes	Board	Annually										x		
5.14	Approve Memorandum of Agreement	Board	As Required												
5.15	Review Policy 2 Role of the Board - Fiscal Accountability to ensure meeting all requirements	Board	Spring Planning										x		
5.16	Approve Borrowing Resolution	Board	Annually										x		
5.17	Review Policy 20 Teacher Housing (non-instructional programs to ensure effective operation)	Board	Annually								x				
5.18	Facilities Department Report	Board	Annually		x										
5.19	Approve fees, if any	Board	Annually									x			

2025-2026 BOARD ANNUAL WORK PLAN

Board Activity		Meeting	Frequency	S	O	N	D	J	F	M	A	M	J	J	A
5.20	Review of allocation model	Board	Annually									x			
5.21	Review the budget process	Board	Annually						x						
5.22	Projected enrollment numbers	Board	Annually							x		x			
5.23	Preliminary revenue and expense figures	Board	Annually							x					
5.24	Budget workshop with draft budget	Board Workshop	Annually								x				
5.25	Final Budget	Board	Annually									x			
6.0	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 Policy 12 Role of Superintendent	Board	Annually	x											
6.3	Complete regular discussions with Superintendent on performance	Board	Twice a Year			x				x					
6.4	Approval evaluation and compensation for Superintendent	Board	Annually	x											
6.5	Review Board actions in ensuring good relations and interactions with the Superintendent	Board	Annually	x											
7.0	BOARD DEVELOPMENT														
7.1	New Board Orientation (after each election)	Board	Once/Term		x										
7.2	Tour Division Facilities (Administration to plan)		Over Term												
7.3	Board Chair Orientation - Refer to Policy 2		As Required												
7.3a	Trustee Training - Refer to Policy 2		Annually												
7.3b	Board Governance Workshops; Board Orientation Workshops		As Required												
7.4	Policy 3 Role of Trustee; Policy 4 Trustee Code of Conduct; Policy 4 Appendix A Trustee Code	Board Workshop	Year 1						x						
7.5	Policy 5 Role of the Chair; Policy 6 Role of the Vice Chair (Prior to Organizational Meeting)	Org Mtg.	Annually		x										
7.6	Policy 19 Welcoming, Caring, Respectful and Safe Learning and Working Environments	Board/Board							x						
7.7	School Councils Regulations, Operations	Board	Fall Planning			x									
7.8	Orientation to each school	Board	Fall Planning												
7.9	Board Self Evaluation - Hire a Facilitator	Board	Annually										x		
7.10	ASBA New Trustee Orientation (after each election)		Once/Term												
7.11	Media Training	Board	Annually	x											
7.12	Complete Board Performance Assessment process (Review Policies 2 and 7 as part of the Board Evaluation)	Board	Spring Planning	x											
7.13	Review and update Board Work Plan	Board Workshop	Spring Planning										x		
7.14	Fiduciary and legal responsibilities	Board Workshop	Spring Planning										x		
7.15	Risk Management: Risk Management and Good School Board Governance		Spring Planning										x		
7.16	Bargaining, Collective Agreement		Spring Planning										x		
7.17	Advocacy		Spring Planning										x		
7.18	Policy 10 - Policy Making (review - writing; monitoring)		Spring Planning										x		
8.0	POLICY														
8.1	Hold Organizational Meeting (in June except after Election or as required)	Board	Annually										x		
8.2	Review Board Policies as per schedule	Board	Over Term												
8.3	Approval Board Policy changes and updates	Board	Over Term												

2025-2026 BOARD ANNUAL WORK PLAN

Board Activity		Meeting	Frequency	S	O	N	D	J	F	M	A	M	J	J	A
8.4	Policy 1 Foundational Statements (part of fall planning workshop)	Board Workshop	Year 1			x									
8.5	Policy 8 Board Committees (Organizational Meeting)	Org Mtg.	Annually										x		
8.6	Policy 13 Appeals & Hearings Regarding Student Matters	Board Workshop	Year 2						x						
8.7	Policy 14 Hearings on Teacher Matters	Board Workshop	Year 2						x						
8.8	Policy 15 School Closure	Board Workshop	Year 2			x									
8.9	Policy 16 Recruitment & Selection of Personnel	Board Workshop	Year 2					x							
8.10	Policy 17 Student Transportation	Board Workshop	Year 2								x				
8.11	Policy 18 Alternative Programs	Board Workshop	Year 2		x										
8.12	Policy 19 Welcoming, Caring, Respectful and Safe Learning and Work Environments	Board Workshop	Year 2							x					
8.13	Policy 20 Teacher Housing	Board Workshop	Year 2									x			
9.0	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 Provincial and Federal Officials as appropriate	As required	Planned basis												
9.4	ASBA Zone meetings (Zone 1 & 2 /3)	Zone		x		x		x		x		x			
9.5	PSBAA Council meeting					x					x				x
9.6	Review of ASBA and PSBAA resolutions, policies for Spring AGM	Board	Annually								x				
9.7	ASBA Spring Conference		Annually										x		
9.8	PSBAA Spring General		Annually										x		
9.9	Review of ASBA and 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										



NORTHLAND SCHOOL DIVISION

ADMINISTRATION RECOMMENDATION TO THE BOARD

TO: THE BOARD OF TRUSTEES **DATE:** MAY 24, 2025
SUBMITTED BY: Douglas Aird, Secretary-Treasurer
SUBJECT: SUV Tender
REFERENCE(S):
ATTACHMENTS: SUV Tender

RECOMMENDATION

THAT the Board of Trustees approve the purchase of one (1) SUV from Windsor Ford in the amount of \$55,932.79, including GST, with the funds coming from capital reserves.

BACKGROUND

The Division is tendering for an SUV to continue to refresh the fleet.

Please note: The tender will close after the Board Agenda package has been issued. Additional information will be provided, and the Board Agenda package will be updated accordingly to reflect these details.

RISK ANALYSIS



NORTHLAND SCHOOL DIVISION

ADMINISTRATION RECOMMENDATION TO THE BOARD

TO: THE BOARD OF TRUSTEES **DATE:** MAY 24, 2025
SUBMITTED BY: Douglas Aird, Secretary-Treasurer
SUBJECT: Truck Tender
REFERENCE(S):
ATTACHMENTS: Truck Tender

RECOMMENDATION

THAT the Board of Trustees approve purchasing one (1) half-ton truck from Windsor Ford in the amount of \$63,073.09, including GST, with the funds coming from capital reserves.

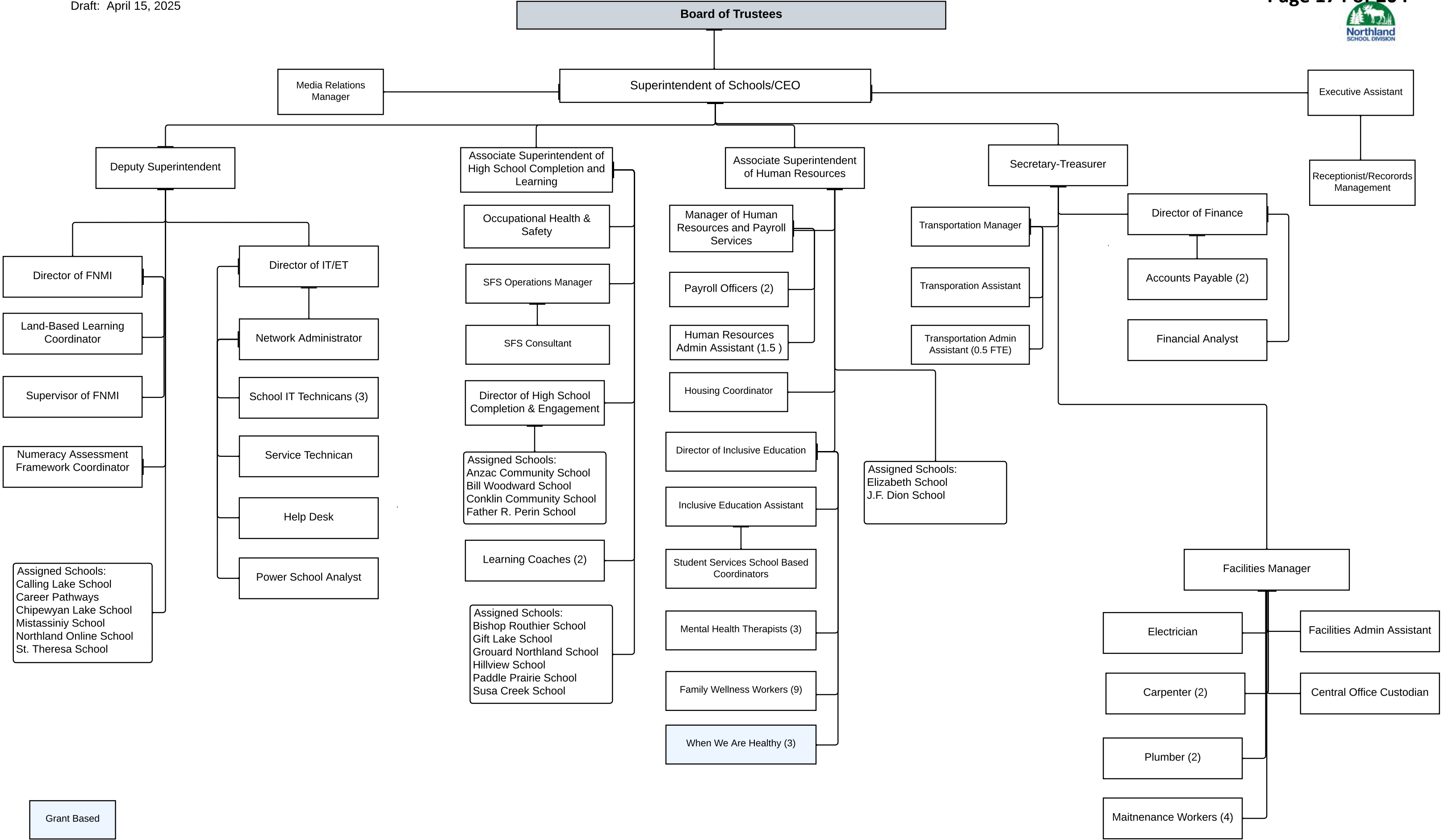
BACKGROUND

The Division is tendering for a replacement truck after one was destroyed.

Please note: The tender will close after the Board Agenda package has been issued. Additional information will be provided, and the Board Agenda package will be updated accordingly to reflect these details.

RISK ANALYSIS

NORTHLAND SCHOOL DIVISION
ADMINISTRATION INFORMATION ITEM



Grant Based

NORTHLAND SCHOOL DIVISION
ADMINISTRATION INFORMATION ITEM

From: **Sherry Mercredi** <sherry.mercredi@atcfn.ca>
Date: Thu, May 1, 2025, 12:12 PM
Subject: Invite to 2025 ATC Cultural Festival
To: ward7@nsd61.ca <ward7@nsd61.ca>

May 1, 2025

Robin Guild
Board Chair
Northland School Division
[9809 77th Avenue](#)
[Peace River, AB T8S 1C9](#)

Tân'si, Edlánat'e Robin Guild,

The Athabasca Tribal Council (ATC) invites you to join us at the 2025 ATC Cultural Festival, held September 11–14 at J. Howard Pew Park in Fort McMurray. This gathering celebrates our Cree and Dene cultures, bringing people together in unity, respect, and shared understanding.

We are honored to invite you to participate in the Opening Ceremonies on Friday, September 12th, 2025, at 1:00 p.m., beginning with the Grand Entry, where one representative from each government or organization is invited to carry their flag, a powerful symbol of our collective presence and commitment to preserving our cultures.

Last year's festival welcomed 14,000 attendees, and in 2025, we will continue to offer a rich cultural experience. This year's festival will once again feature the Learning Lodge, where attendees can engage in traditional teachings, a Hand Games tournament, and an Education Program designed for students. Visitors can take part in artist-led workshops, explore the vibrant Traditional Village led by members of the five local First Nations, and visit the Gift Shop showcasing Indigenous artistry. As we gather this year, we invite you to join us in honoring our ancestors, listening to the wisdom of our Elders, and celebrating the beauty of our culture and traditions.

We look forward to your participation in this powerful gathering. For more information, please visit the website at www.atcculturalfestival.ca. If you have any questions, please contact the ATC Events team at 780-799-0474 or email at festival@atcfn.ca.
Hiy hiy, Marsi cho,



Karla Buffalo
CEO, Athabasca Tribal Council



TO: THE BOARD OF TRUSTEES **DATE:** MAY 24, 2025
SUBMITTED BY: Krista Veitch, Associate Superintendent of Human Resources
SUBJECT: Tender for Unit 57 Renovations
REFERENCE(S): Administrative Procedure 515 Purchasing
ATTACHMENTS:

RECOMMENDATION

THAT the Board of Trustees authorizes the Administration to proceed with tendering for the repairs and maintenance of Unit 57 in Wabasca, as presented.

BACKGROUND

Unit 57 was built in 1985 and is a two-bedroom, one bathroom unit.

The proposed scope of work focuses on enhancing the home's overall aesthetics and improving tenant comfort. Key improvements include:

- Repainting of interior walls and installation of new trim
- Installation of new exterior siding
- Full kitchen renovation, including a new stove and refrigerator
- Replacement of interior doors (bedrooms and bathroom)
- Installation of new flooring throughout the home
- Replacement of the main exterior door
- Replace bedroom closet doors and install shelves
- Repair of a visible crack on the main window
- Complete bathroom renovation, including new toilet, flooring, and shower tub

These upgrades aim to modernize the living space and ensure a more comfortable and welcoming environment for the tenants.

RISK ANALYSIS



TO: THE BOARD OF TRUSTEES **DATE:** MAY 24, 2025
SUBMITTED BY: Krista Veitch, Associate Superintendent of Human Resources
SUBJECT: Tender for Unit 58 Renovations
REFERENCE(S): Administrative Procedure 515 Purchasing
ATTACHMENTS:

RECOMMENDATION

THAT the Board of Trustees authorizes the Administration to proceed with tendering for the repairs and maintenance of Unit 58 in Wabasca, as presented.

BACKGROUND

Unit 58 was built in 1985 and is a four-bedroom, two bathroom unit.

The proposed scope of work focuses on enhancing the home's overall aesthetics and improving tenant comfort. Key improvements include:

- Repainting of interior walls and installation of new trim
- Installation of new exterior siding
- Full kitchen renovation, including a new stove and refrigerator
- Replacement of interior doors (bedrooms and bathroom)
- Replacement of the kitchen stove and refrigerator
- Installation of new flooring
- Complete a two-bathroom renovation, including a new toilet, flooring, and a shower tub

These upgrades aim to modernize the living space and ensure a more comfortable and welcoming environment for the tenants.

RISK ANALYSIS



TO: THE BOARD OF TRUSTEES **DATE:** MAY 24, 2025

SUBMITTED BY: Krista Veitch, Associate Superintendent of Human Resources

SUBJECT: Tender for Unit 134

REFERENCE(S): Administrative Procedure 515 Purchasing

ATTACHMENTS:

RECOMMENDATION

THAT the Board of Trustees authorizes the Administration to proceed with tendering for repairs and maintenance of Unit 134 in Wabasca.

BACKGROUND

Unit 134 was built in 1967 and is a 2-bedroom, one bathroom unit. This unit has been vacant since 2017 and was partially renovated in 2022.

This unit was only partially completed during the renovation phase in Wabasca. Upon further inspection, several significant issues were identified that must be addressed to bring the property up to code and ensure its long-term habitability. A complete overhaul of the mechanical systems, electrical wiring, plumbing, and layout is required.

Scope of Work:

- **Electrical**

The house must be completely rewired to meet current building codes. This includes proper utility installations, the addition of smoke detectors, and the installation of a new electrical panel with ARC fault breakers.

- **Plumbing**

All plumbing must be redone, and the house needs to be connected to the primary service line. Currently, the existing service line cannot be located. The proposed solution is to connect the unit to the same service line as Unit 135 next door. *Note: Costs may increase if excavation is required to access the main line.*

- **HVAC**

The existing HVAC system is inadequate due to poor air circulation. All ductwork and vents will need to be replaced.

NORTHLAND SCHOOL DIVISION
ADMINISTRATION RECOMMENDATION TO THE BOARD

- **Structural & Interior Renovations**
A carpenter provided a quote for labour and materials to address the required structural changes. This includes:
 - Demolishing interior walls to revise the floor plan for better accommodation of new mechanical and electrical systems
 - Expanding the bathroom to meet building code requirements
 - Relocating the furnace and hot water tank room
 - Extending the kitchen area, installing new cabinets and appliances

RISK ANALYSIS



NORTHLAND SCHOOL DIVISION

ADMINISTRATION RECOMMENDATION TO THE BOARD

TO: THE BOARD OF TRUSTEES **DATE:** MAY 24, 2025
SUBMITTED BY: Krista Veitch, Associate Superintendent of Human Resources
SUBJECT: Unit 135 Repairs & Maintenance
REFERENCE(S):
ATTACHMENTS:

RECOMMENDATION

THAT the Board of Trustees authorizes the Administration to proceed with tendering for repairs and maintenance of Unit 135 in Wabasca.

BACKGROUND

Unit 135, constructed in 1982, is a two-bedroom, one-bathroom residence in the Wabasca community. The unit has remained vacant since August 2016.

It is recommended that the existing HVAC system be entirely replaced to improve overall efficiency, reliability, and occupant comfort. This includes installing new vents and reconfiguring existing ductwork to enhance air circulation and ensure uniform heating throughout the home. These upgrades are necessary to mitigate future heating issues and align the unit with current standards.

RISK ANALYSIS



BOARD CHAIR HIGHLIGHTS MAY 24, 2025

Corporate Board Expense Summary as of April 30, 2025.

EXPENSES	BUDGET	YTD	REMAINING
Trustee Remuneration	155,973.00	105,694.75	50,278.25
Trustee Benefits	38,667.00	27,854.11	10,812.89
Advertising	1,253.00	3,162.82	(1,909.82)
Awards/Bursaries	32,335.00	11,541.78	20,793.22
In-Service Board of Trustees - PD Training	39,361.00	47,338.37	(7,977.37)
Insurance	12.00	0.00	12.00
Legal Fees	0.00	62,318.60	(62,318.60)
Membership Fees (ASBA/PSBAA)	31,200.00	30,982.08	217.92
Professional Services	31,456.00	23,248.63	8,207.37
Office Supplies	4,471.00	1,925.74	2,545.26
Office Equipment	0.00	0.00	0.00
Travel and Subsistence	188,437.00	116,872.64	71,564.36
Ward 1		15,024.98	
Ward 2		10,809.06	
Ward 3		9,877.41	
Ward 4		9,560.18	
Ward 5		18,874.04	
Ward 6		0.00	
Ward 7		8,819.00	
Ward 8		11,389.55	
Ward 9		19,676.79	
Telephone & Internet	2,898.00	1,477.55	1,420.45
Visa Suspense		(2,290.73)	2,290.73
Elections			0.00
TOTAL	526,063.00	430,126.34	95,936.66

Volume 33-25 No. 04 April 2025

Highlights of the April 17, 2025, Trustees' Meeting

1. STRATEGY

- The ASEBP Trustees participated in a strategy readiness session.
- A new five-year strategy will be communicated to stakeholders in the coming months.
- ASEBP remains committed to ensuring that Alberta's public education sector has a benefits plan that meets their evolving needs, supports covered member health and well-being, and ensures long-term sustainability.

2. STATEMENT OF INVESTMENT POLICIES – SECOND READING

- The ASEBP Trustees gave **final approval** (second reading) to minor changes to the Statement of Investment Policies, effective May 1, 2025, in an effort to improve clarity and accuracy.

3. RESERVES

- Each fiscal year end (December 31), ASEBP must establish regular reserves to:
 - Ensure that promised benefits will be paid in the event of an interruption of premiums or a partial wind-up of a benefit plan; and
 - Reflect the impact of claims in the year in which they occurred.
- The ASEBP Trustees approved the recommended reserve levels from the plan actuary, which total approximately \$473M (\$476M in the prior year). Liabilities have decreased primarily due to favourable experience in the Extended Disability Benefits (EDB) Plan.
- Most reserves relate to future payments of EDB claims, as ASEBP must set aside enough money to pay each claim for as long as required, sometimes until the covered member turns 65. Since the bulk of this money will be paid out at some point in the future, reserves have an opportunity to earn investment income. The expected investment income is also factored in when determining reserve requirements. As at December 31, 2024, the reserves were fully funded and invested with a variety of investment managers.

4. FINANCIAL HEALTH

- ASEBP measures its financial health through the use of ratios under its Capital Adequacy Policy and the related Capital Adequacy Reserve. The intent of this reserve is to provide financial stability during unusual times.

ASEBP TRUSTEES

Daryl Scott, Chair
 James Gerun, Vice-Chair
 Meagan Kuik
 Norma Lang
 Brett Nixon
 Rob Pirie
 Allison Purcell
 Natashya Shewchuk
 Morey Terry
 Brad Toone

**ACTING CHIEF
 EXECUTIVE OFFICER**
 Jocelyn Plakas-Lock

- ASEBP's Capital Adequacy Policy identifies how much capital ASEBP reasonably requires under unusual circumstances. The Policy is based on the premise that capital adequacy is more than simply being able to meet day-to-day expenses or being solvent—ASEBP has a number of measures in place to protect the Plan from risks associated with regular operations. These include having reserves for future disability payments, analyzing past claims experience, and projecting expected changes including margins to account for some degree of fluctuation, etc. The Capital Adequacy Reserve is in addition to all regular reserves.
- The financial framework captured in the Capital Adequacy Policy strives to establish an appropriate balance between assets and liabilities, thus helping the ASEBP Trustees determine when ASEBP has sufficient financial resources to meet specific risks that may impact overall financial performance during unusual times. These risks are related to asset, reserve, and claims variability:
 - Asset variability takes into account the market value of investments and other assets held by ASEBP, which can be subject to significant variation.
 - Reserve variability takes into account the impact of changes to the number of EDB claims on related reserves, which make up nearly 80% of ASEBP liabilities.
 - Claims variability takes into account the possibility of an unusual fluctuation in claims.

A factor of financial risk has been assessed for each of these areas of variability to determine total capital requirements. The greatest amount of potential variability for ASEBP typically comes from assets, followed by reserves, then in-year claims.

- The funded ratio of the Plan is the ratio of total available assets recognized on the balance sheet divided by the total liabilities. This captures the extent that the total Plan is funded or unfunded. For example, a funded ratio of 110% would indicate the Plan has 10% more assets than liabilities, whereas a funded ratio of 90% would indicate that the Plan assets are 10% lower than the Plan liabilities. Pension plans and many other self-funded disability plans and trusts consider their funded ratio when looking at the overall funding levels of the Plan.
- In addition to the funded ratio, there is a target funded ratio, which is the funding level that would be calculated if both the Plan's liabilities and Capital Adequacy Reserve were fully funded.
- The plan actuary calculated that, as of December 31, 2024, the funded ratio was 127% while the target funded ratio was 126%. As these ratios are calculated at a point in time, it is important to note that they are subject to change. Overall, ASEBP's financial health continues to be good.



ASEBP Trustees' Report

The ASEBP Trustees' Report provides an overview of topics discussed at all ASEBP Trustees' Meetings. These meetings provide the opportunity for ASEBP Trustees to come together to discuss matters of importance at ASEBP—from the financial health of the benefit plan to the introduction of new benefits and programs. While all information in each report is an accurate account of decisions made at the meetings, there can be changes that occur between first and second readings of certain topics, which may result in differences between their reporting. To learn more about the ASEBP Trustees, please visit the Governance page, found in the About section of our website, asebp.ca.

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Superintendent's Highlights

May 24, 2025

PRIORITY 1 - CONNECTIONS SUPPORTING RECONCILIATION

Northland shares reconciliation journey at 2025 First Nations, Métis, and Inuit Education Gathering



Northland School Division (NSD) shared its journey at the 2025 First Nations, Métis, and Inuit Education Gathering: Wahkohtowin for Student Success. The conference, hosted by the College of Alberta School Superintendents (CASS), took place from April 30 to May 2 in Edmonton.

The presentation focused on Priority 1 of Northland School Division's Education Plan, Connections Supporting Reconciliation, and how this work is shaping student success. Through strong relationships and ongoing conversations with students, families, Elders, Knowledge Keepers, and communities, Northland is committed to supporting reconciliation and helping students succeed.



Superintendent of Schools/CEO Cal Johnson, Deputy Superintendent Scott Meunier, Associate Superintendent Mark Owens, Associate Superintendent of Human

Resources Krista Veitch, and Director of First Nations, Métis, and Inuit Education Debbie Mineault represented Northland at the gathering. Together, they shared how Northland School Division's Education Plan was developed by listening during community engagement sessions, gathering feedback through What We Heard reports, and weaving local and provincial data into a plan that reflects the voices of the communities Northland serves. The What We Heard reports are shared with communities to show how their input is shaping Northland's work.

In addition to presenting, Northland also participated in the Grand Entry. Superintendent Cal Johnson proudly carried Northland School Division's flag during the ceremony.

PRIORITY 2 - HOLISTIC LEARNING

Superintendent's Youth and Elder Council Meetings



On May 5, 6 and 7th, Administration met with representatives of the Superintendent's Youth and Elder/Knowledge Keepers Councils for the final time this year. Over the three days, the councils met on their own as well as overlapping (on the morning of May 6th) to consider the teachings of Elder John Bigstone (Wabasca-Desmarais) as they pertain to the work of the councils. Together, the groups heard teachings related to:

- **Wahkotowin** and the interconnectedness of humans to each other as well as humans to the ecosystems they contribute to,
- The concept of public service and learning to be a leader in the community at large in the teachings about **Oskapiews**, and finally
- The concept of **reciprocity** and the necessity for leaders young and old to give back to the communities they belong to.

Following a Collaborative Response format, the following recommended actions were collected from both groups. The following have informed the draft 2025-2026 Northland Education Plan:

- School-based strategies to build connections like students creating invitations, newsletters, and other materials to share information with families and community members.

- Implementing the *Common Curriculum Framework for Aboriginal Languages and Culture* Programs in all schools.
- Increasing access to and variety of extracurricular and/or co-curricular activities (both athletic and non-athletic).
- School-based leaders offer new staff members orientation opportunities within the community, with events like monthly school potlucks or assemblies to share information.



PRIORITY 3 - EXCELLENT PEOPLE SUPPORTING STUDENTS

Northland partnered with the Edmonton Public School Division to offer an educational assistant training program. Northland ran a pilot program, with eleven educational assistants participating. We congratulate the eleven staff who have completed the training. Edmonton Public has provided Northland with all of the course material. Northland will continue offering this program to its new educational assistants, providing them with the foundational skills and knowledge to start their careers positively and better support our students.

Northland held its bi-annual Attraction and Retention meeting with the ATA local members. The meeting was constructive and collegial, with both sides collaboratively discussing issues and seeking resolutions. The congenial nature of the meeting speaks to the division's strong commitment to fostering positive relationships with its staff. Some key issues discussed were training for educational assistants and housing.

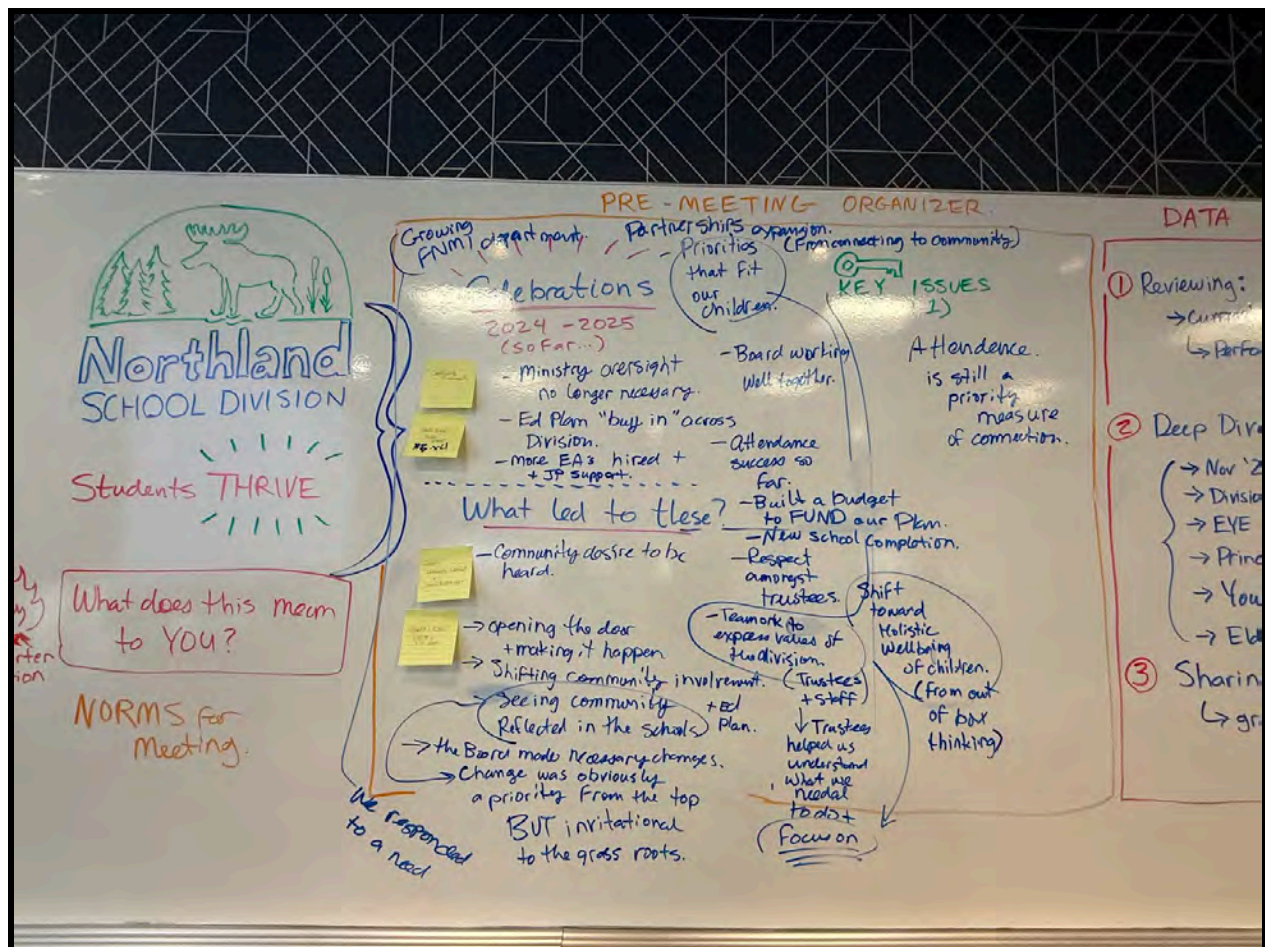
Five new teachers who graduated in April started working for us in May. These new graduates are becoming familiar with their schools and communities and will start a probationary contract in August. They were warmly received in their schools and have had a great start to their career.

PRIORITY 4 - RESPONSIBLE RESOURCING

Education Planning Board Subcommittee

In preparation for the 2025-2026 revision to the Northland School Division Education Plan, the Trustees formed an Ad Hoc subcommittee to review available system data.

As with every department within the Division, the Administration and Trustee subcommittee met to review available data, validate existing outcomes, and recommend areas for potential improvement and attention. This process supports responsible resourcing, as the step of validating priorities and outcomes focuses the discussion around allocating Division resources to the areas that most support students' thriving.



News Articles Featuring the Northland School Division

- Lakeside Leader, April 23, 2025
- Lakeside Leader, May 7, 2025
- Echo Pioneer, May 7, 2025
- The Fever, May 8, 2025

M.D. of Opportunity council notes

From Page 11

Audit extension

On behalf of the auditors, Trina Mineault, M.D. chief financial officer, requested an extension to the deadline for the final report. The deadline was April 30.

The auditors figured they could have it ready for an audit review meeting with council on May 8, she said. Council would then approve the audit at the May 14 council meeting.

Councillor Jackson made the motion for the extension, which was carried.

Corporate and Regulatory Services

Rolanna Auger, director of Corporate and Regulatory Services, reported to council.

Councillor Jackson asked about the March Occupational Health and Safety (OHS) incidents. There were eight.

That seems to be quite high, said Jackson.

Seven of these were from one incident, said Rolanna. There was an ammonia leak in the arena from an ice-making machine. Two firefighters ended up going to the hospital to be checked out, because they didn't feel well afterwards. They were wearing personal protective equipment, but deviated slightly from the protocols. The M.D. plans to do more training. The other was someone from the public coming into an M.D. workplace intoxicated and harassing an M.D. staff member.

Jackson asked about the cause of the leak.

A valve was left open, said Rolanna.

Were alcohol and drug tests done? asked Jackson.

Rolanna didn't hear about the incident until the day after, so it was too late to do the tests. The delay is a red flag, she said.

Reeve Auger asked that administration look over the M.D.'s policy on alcohol and drug testing after an OHS incident.

Sandy Lake land

Council was asked to consider an application to lease or buy municipal reserve land in Sandy Lake.

Terah Yellowknife has land next to the lot, said Rolanna. She has applied to lease or buy it from the M.D.

Administration's recommendation was to have the land appraised to determine the fair market value and start a land sale, by cancelling the bylaw.

Councillor Wiebe asked if selling or leasing the land would mean that the M.D. has to designate other land as municipal reserve?

"It can be sold," said Tullis. "It's a little unusual."

Tullis couldn't remember if the M.D. had a playground there at one time.

Wiebe said it had been a park area, but not a playground. She also mentioned that Yellowknife wanted to clear up the underbrush for FireSmart and make sure it wasn't clear cut.

Councillor Jackson said she was in favour of development, but wasn't ready to approve a final sale. She made a motion to have the land assessed as a first step to the process. This was carried.

Community Clean-Up

Wiebe asked Kimball Newberry, director of Public Works, about the dates for the community clean up.

The community clean up will be May 15 in all hamlets, he said.

Gravel sales

Council approved a motion to sell gravel to residents in Wabasca, Sandy Lake, and Calling Lake at last year's rates. Red Earth Creek wasn't included, because there was just enough for the M.D. use, without crushing more.

Administration recommended a rate of \$500 plus GST per 10 tonne including spreading.

Councillor Jackson asked that the gravel be sold at last year's rate of \$475 plus GST.

Deputy Reeve Brendan Powell (Red Earth Creek) asked how much the M.D. had sold to residents last year in Red Earth. The answer was 18 loads, which wasn't very much. No one has contacted Powell about buying gravel, so he didn't think it was necessary to crush gravel for Red Earth.

Utilities

Councillor Jackson asked Earl Gullion, director of Utilities, if the water levels in the lakes in the M.D. had gone down.

"Our lakes are kind of fluctuating," he said.

Reeve Auger asked about a scuba van he saw in the community. Were they working for the M.D.?

Yes, they were doing some cleaning connected with the water plants in Wabasca and Calling Lake.

Courtiorielle asked about non-compliant properties in Calling Lake.

"Our lake health is in jeopardy," she said.

In Calling Lake, the M.D. has a policy that water will only be piped to the property if the property is hooked up to the sewer system. People are getting around this by putting in a tank and hauling water.

There are 40 files, which didn't meet safety codes, but most are minor issues. Council directed administration to use the full force of enforcement. The fines start at \$1,000.

Elders help with Cree language learning at St. Theresa

Pearl Lorentzen
Local Journalism Initiative

Cree elders are invited into the classroom as part of Cree language and land-based learning classes St. Theresa School in Wabasca.

"I get elders to come and talk to the kids about the old ways of living," says Amanda Anderson.

Anderson is an education assistant and the instructor for Kindergarten to Grade 2 Cree and land connections for Kindergarten to Grade 4 at St. Theresa School in Wabasca. She is a Bigstone Cree Nation member. She's worked in the school for 10 years in different grades as an education assistant. She took the role of instructor four months ago.

Northland School Division has a language curriculum.

Anderson follows this and adds her own flourishes. For example, students sometimes want to talk with an elder when they aren't in the classroom, so Anderson use pantyhose and fabric from clothes in the lost and found to make two elder dolls. They sit by her desk and she uses them when the students want to talk to an elder.

"I try to make everything in Cree," she adds.

This includes basic commands, shapes, colours, animals, and the basics of spelling and pronouncing Cree words.

"I just want to keep our culture going," says Anderson, "and our language going. I don't want the kids to lose it. If you make it fun, they will

learn ... I want them to be thinking of Cree as a good thing."

Anderson finds various ways to make language learning fun. For Easter, she made an Easter egg hunt and the kids had to explain the colour of the eggs and how many of each colour they found in Cree.

"They love Cree," she says of her students.

The land connections class is also connected with Cree culture. Anderson does weekly nature walks with students and other activities.

On March 21, the Indigenous education department held a 'Mad Trappers' Competition to raise funds for land-based learning.

The competitions included log sawing, tossing the log, moose calls, etc.



Amanda Anderson with two elder dolls she made for her Cree language and land connections classes at St. Theresa School in Wabasca. She uses the dolls when students want to talk to an elder, but they aren't in the class. At other times, elders come in to talk about their lives and Cree culture and language.



Fish scale art which the students made with fish they harvested while ice fishing as part of a land connections class. They learned how to catch the fish using traditional netting methods, scrape the scales off, skin, de-bone, and cook the fish.



Cabins Anderson's students made with piece of nature they picked up on nature walks during land connections classes. They learned about the old ways of living of their Cree ancestors in log cabins. They were surprised that there was no bathroom inside, says Anderson.

Makeup, outdoor education, and more at Mistassiniy

Pearl Lorentzen
Local Journalism Initiative

Mistassiniy School is offering various opportunities for students to learn beyond the core curriculum.

Outdoor ed
The week of April 14, a

team from Spirit North was at the school teaching students outdoor skills.

“We’re a non-profit,” says Chad Chessall, with Spirit North, “and we do outdoor programs for Indigenous youth.”

There are a lot of dif-

ferent options for outdoor activities. On April 15, one class learned how to use compasses. Another class learned how to make a tent with tarps, ‘forest nubbins’, and ropes. A forest nubbins is a small piece of forest debris without

sharp edges. This is wrapped in the edge of the tarp, to make a bulge which allows the tarp to be tied to a tree or log to build the tent.

The team was in Wabasca for a week.

“We typically work with schools a week or a

few days,” says Chessall.

Spirit North’s head office is in Canmore, but it has offices across Canada.

Cosmetology
As reported earlier in *The Leader*, Mistassiniy School has added vari-

ous classes to get students interested in careers and have more options for credits to graduate. One of these classes is a Career Technology Studies (CTS) cosmetology class.

Please see Page 25

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Monthly elders lunches going well at St. Theresa

Pearl Lorentzen
Local Journalism Initiative
Reporter

Wabasca elementary students are taking turns hosting elders for lunch at their school. St. Theresa School started monthly elders lunches in October. Last school year, St. Theresa Principal Shelley Stevenson was the principal at both St. Theresa and Pelican Mountain School in Sandy Lake. Northland School Division closed Pelican Mountain last year. Students are now bused the half hour to St. Theresa in Wabasca. Inviting elders into the schools is one of the division's priorities,

says Stevenson. Pelican Mountain had an elders lunch program. She figured it could work in a large school as well, if she rotated which classes hosted. Stevenson draws a class name to find out which class will host. On April 15, one of the Grade 4 and one of the Grade 1 classes hosted together. "This was the first time we've had a younger grade," said Shelley. In the past, Grade 3 to 6 students hosted the event. Students colour place mats and make gifts for the elders beforehand. On the day, they serve the elders and help with clean up. The lunch la-

keepers, Cree teachers, and Indigenous education coaches teach students about Cree culture out on the land. This has included hand games, ice fishing, and trapping. Elders and knowledge keepers also took part in the school's 'Mad Trapper Contest' fundraiser in March. This event was open to the community and included various challenges, including log tossing, log sawing, and moose calls.



One of the tables at the elders lunch on April 15 at St. Theresa School in Wabasca. Left to right, Dorothy Cardinal (elder), Raymond DeCoine (elder), Ronald Sibley, Noah Cardinal, Rayden Gladue, Boyd Auger, and Rena Auger (parent).

Mistassiniy

From page 21

"They're all working on different things," says Trish Gerrits, the education assistant in the cosmetology class on April 15. The class has 14 students, who attend at dif-

ferent times of the day. They are learning about skin care, regular makeup, theatre makeup, different types of nail polish, waxing, massage, etc. Each CTS course focus on one skill and is one credit, so there are a variety of courses. The certified cosme-

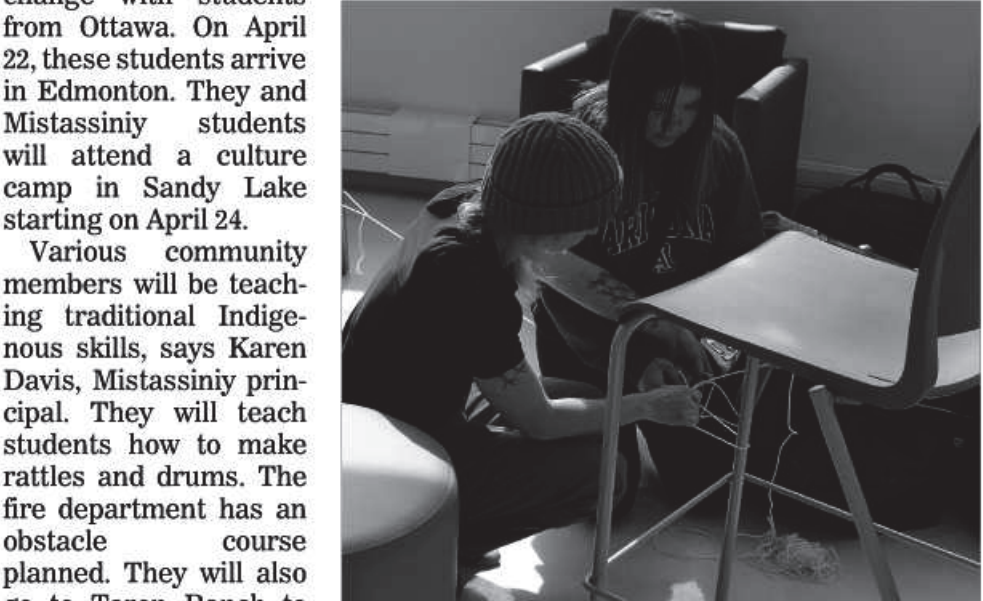


Paisley Cunningham (left) brings Anika Chessall (with Spirit North) a 'forest nubbin', a small piece of forest debris without sharp edges. This is wrapped in the edge of the tarp, to make a bulge which allows the tarp to be tied to a tree, large rock or log to hold the sides of the tent.



Mistassiniy School added cosmetology classes this year. Two students practice their gel nail polish skills on April 15. Kai Alook (left) is working with a fake hand, that looks like it belongs to a robot. Kaycie Sinclair (middle) practices on Taci Alook, who was allowed to attend class that day to be a guinea pig.

into makeup school," says Gerrits. **Upcoming events** Some other interesting events at the school include a school exchange with students from Ottawa. On April 22, these students arrive in Edmonton. They and Mistassiniy students will attend a culture camp in Sandy Lake starting on April 24. Various community members will be teaching traditional Indigenous skills, says Karen Davis, Mistassiniy principal. They will teach students how to make rattles and drums. The fire department has an obstacle course planned. They will also go to Taron Ranch to learn about farming and trapping. In May, the Mistassiniy students will go to Ottawa.



Spirit North taught Mistassiniy School students outdoor skills the week of April 14. On April 15, Shae-Lyn Eastgaard (left) shows Harley Auger how to tie a knot which can be used to make a tarp shelter.

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PTFN gets more reserve land

Still waiting on the rest

Pearl Lorentzen
Local Journalism Initiative Reporter

After 15 years of waiting, in April 2025, portions of both the communities of Peerless Lake and Trout Lake became reserves.

The two new sections include the schools in each community, the health centre, various band administrative buildings, and a few houses. This is the northeast portion of Peerless and the southwest portion of Trout. PTFN also receive a bit more reserve land in the bush, where people trap, but no one lives.

Peerless Trout First Nation (PTFN) became a First Nation in 2010. Since then, it has been working on the transfer of reserve lands. Up until then, the only reserve was a former homestead quite far north of the communities in the bush.

The band's Loonskin Bay Cultural Camp, most of the houses, and the rest of the reserve land requested haven't been transferred.

"We're hoping for the whole reserve," says PTFN Chief Gilbert

Okemow. "but that's not the case now."

The ball is in the federal government's court.

The process is in the final stage, says Okemow. The M.D. of Opportunity and the Government of Alberta have finished their portions. PTFN is just waiting on the final decision from the Government of Canada. With the federal election over, PTFN will start sending more letters to the federal government to remind them of the need to keep going with the process.

"I hope we finish this year," says Okemow.

In the meantime, PTFN has passed a Land Code with bylaws and policies, so plans to be ready to move forward with development, tourism, and protecting the land once the land transfer is complete. Part of process was identifying where people want to live. With these in place, PTFN figures it should be able to start making decisions quickly once the land is transferred.

Please see Page 7

'Subtle changes' expected next year to Northland education plan

Pearl Lorentzen
Local Journalism Initiative Reporter

Community engagement suggested "subtle changes next year to meet our goals," Cal Johnson, Northland's superintendent, reported to the board of trustees on April 26 at a regular board meeting.

"Families see progress," said Johnson, "but they want to see it continue."

The engagement was a follow-up to one done the year before.

The two questions were "Since our last engagement, what changes have you noticed? Considering our Education Plan, what would you like Northland to focus on next?"

Across the division, 209 people participated.

"It was very positive ...," said Johnson. "The relationships between schools and families are getting stronger."

The majority of Northland students are Indigenous. The divisions top priority in its education plan is "connections supporting reconciliation: The Northland School Division students and staff members will increase and strengthen visible connections to land, Indigenous languages, school

communities and collaborative partnerships."

"They want to be involved in the process," said Johnson of the family and community members who came to the engagement.

"The relationships between schools and families are getting stronger" - Cal Johnson

Connections supporting reconciliation includes weaving 21st century knowledge and technology with Indigenous history and culture, said Johnson.

Parents and community members would like to see more career and technology studies, music and art, and expanded land-based learning, said Johnson. They were impressed by the support services for students. This includes speech-language pathologists, occupational therapists, nutrition and one-on-one supports. They would like to see more academic support and staff being trained in trauma-informed approaches and in emotional regulation, more mental health support, and students being trained up to know that

when they leave school they have options. This could be done by including more career information and training for life after high school. They would also like the division to use various ways to get information out about events and services, not just social media.

"I think this is a really good investment we're making," said Wally Rude, Calling Lake trustee, about the engagement sessions. It allows more voices to be included in the decision-making.

From January to March, Northland held 16 engagement sessions. Of these, 15 were in person in communities it serves and the Northland Online School engagement was online.

The division wasn't able to have the engagement session at Father R Perin School in Janvier, near Fort McMurray.

The division gave two dates, said Johnson, but both times something came up.

Northland has a sub-committee that will be meeting to incorporate the engagement sessions, surveys, and other information into the education plan.

Northland asking province and feds for education improvements

Pearl Lorentzen
Local Journalism Initiative Reporter

Northland is advocating both the provincial and federal government for changes related to education.

Northland School Division board of trustees met on April 26. They started with a closed session, followed by an open discussion on advocacy.

The discussion started with federal advocacy on Jordan's Principle. The division is sending out form letters that parents can send to their members of parliament.

The Government of Canada is in charge of on-reserve education for First Nations students and Jordan's Principle funding. Northland has schools in communities across Northern Al-

berta, with high Indigenous populations. Some of the students live on reserve, so it has some federally funded students. Also, in the past it had several education assistants and other supports through Jordan's Principle. However, now Jordan's Principle will not hire education assistants, as these are seen as a provincial responsibility.

School divisions, Alberta Education, and the Government of Alberta are advocating for education assistants to be included in Jordan's Principle, said Tanya Fayant, board chair and Ward 5 trustee.

Fayant represents Elizabeth Métis Settlement and Fishing Lake Métis Settlement.

Jordan's Principle is administered by Indigenous Services Canada.

It exists to fill gaps that might exist in education, health and other support services for First Nations and Inuit youth because of jurisdictional disputes. The division is working a letter of appeal.

Northland's Superintendent Cal Johnson mentioned an April 28 meeting with two members of the Alberta legislative assembly.

The board of trustees planned to meet with two MLAs within their region at the end of April. Scott Sinclair (Lesser Slave Lake) and Todd Loewen (Central Peace - Notley and Minister of Forestry and Parks).

Advocacy for Sinclair and Loewen will focus on provincial responsibilities.

Please see Page 7

Interagency notes

From Page 3

Regional Arts Council: Mother's Day and murals

This group just did its big event for the spring season, three days of workshops at the Boreal Centre over the April 26 weekend. Sixty people registered, said RAC member Sheri Smears, adding it was "a wonderful weekend."

It might be attempted again, Smears said, but not until next spring.

In the meantime, the only other event planned was the Mothers' Day Tea, which was scheduled for May 4 at The Fix in downtown Slave Lake. It was back by popular demand, having been so well-attended last year.

Other than that, the Arts Council will sponsor "at least" one more mural project this summer. Maybe two, but the second one depends on some things not settled yet. The other one will be on the north wall of a certain downtown building, which Smears mentioned but later asked *The Leader* to not publish, due to some contractual details that hadn't been settled. An artist has not yet been secured, she also said. The group is hoping for someone local.

"We're always looking for walls," Smears added, which prompted several suggestions.

AHS health promotion: focus on measles

Community health promoter Tim Horsman handed out info sheets on measles. Three of them, to be exact, titled, 'Measles is extremely contagious,' 'Measles symptoms: protect yourself and others,' and 'Prevent measles: make sure your measles immunizations are up to date.'

Measles is hardest on young people, Horsman said. Not great if you're pregnant as well.

"We're trying to get the (vaccination) rates up," he said.

More (much more) information on measles can be found online at alberta.ca/measles.

Victim Services

Cheryl Weed said Victim Services is in need of volunteers. Call her at 780-849-2927. The Victim Services office is in the Slave Lake RCMP detachment building.

Seniors' Week

Seniors' Week is the first week of June. Lots of activities are being organized to celebrate it, said Kali Locken of the Slave Lake Regional Housing Authority. Locken said the activities coordinator at Vanderwell lodge is working on activities, and would welcome additions to the line-up. So far, a barbecue, and a music concert are scheduled. So is a pancake breakfast, on June 2. If you want to be part of something that is happening, or organize your own Seniors' Week event, get hold of Angie Grocholski at the lodge.

The next Interagency meeting is on Tuesday, May 27.

Northland School Division
Notes

April 26, 2025 meeting

Pearl Lorentzen
Local Journalism Initiative Reporter

Advocacy

The board of trustees started the meeting with a closed session. When they came out, the discussion focused on Jordan's Principle and how community members, parents, and staff can be part of Northland's advocacy. Part of this advocacy is for Jordan's Principle to once again cover the hiring of education assistants (EAs). This led into a discussion of the provincial advocacy points for an April 28 meeting with two MLAs representing regions with Northland schools: Scott Sinclair (Lesser Slave Lake) and Todd Loewen (Central Peace – Notley and Minister of Forestry and Parks). See article on Pages 6 & 7.

Staffing

With changes to funding, the division will be changing staffing levels. All staff should know by the end of May if they have a job in the fall. Many should know by the end of April.

The principals have the list and will be meeting with each staff member to do an evaluation.

Fayant mentioned that for education assistants the directive includes that they work directly with students and that it is critical that EAs take part in education and training.

Board action items

Administration reported on the board action items. These are on Page 18 of the agenda package on Northland's website. These include Jordan's Principle advocacy, promoting Northland Online School to other divisions, and sending a letter to the Minister of Education to advocate to restore funding to the Program Unit Funding (PUF) for children with disabilities aged two years six months old to six years old. The request to restore the funding came from pediatric physicians.

Another completed item was sending a letter to the Minister of Education requesting 'pre-planning' funding for a new school at Paddle Prairie Métis Settlement.

Monthly financial reporting

Douglas Aird, Northland's secretary-treasurer, reported on the monthly finances.

The division is overall in good shape, he said. The division will have a slightly larger deficit than anticipated, but it is smaller than it looks on paper. Since Jordan's Principle funding is variable, the division didn't include it in the budget. The year to date deficit was \$1,658,462 instead of the budgeted \$149,299. The division received \$1.5 million from Jordan's Principle and spent \$1.5 million. If you subtract, the \$1.5 million, the difference is only \$9,163.

The Jordan's Principle portion increases the income and the expenses, said Aird. This cancels itself out.

The salaries and benefits are divided by certificated and uncertificated. Certificated refers to certified teachers.

Wally Rude represents Ward 8 (Calling Lake).

He asked about the \$2,992,123 extra in 'uncertificated salaries and benefits.'

Of this, \$1.5 million is the Jordan's Principle funding for education assistants, said Aird. The other \$1.7 million is also for education assistants.

Tanya Fayant, board chair and Ward 5 trustee, suggested that the board have a day to go over the budget. She represents Elizabeth Métis Settlement and Fishing Lake Métis Settlement.

Enrollment

Northland Superintendent Cal Johnson reported on student enrollment. In April, the division is up 42 students compared to October 9, he said. There were no red flags.

Bonnie Lamouche represents Ward 3, which is Gift Lake and Peavine Métis settlements in the Lesser Slave Lake region.

She asked about students Gift Lake School lost to a neighbouring division.

Some have come back, said Owens.

Are we doing open houses? asked Jesse Lamouche. He'd heard about open houses by other divisions on the radio.

Jesse Lamouche is the Ward 4 trustee, representing East Prairie Métis Settlement and Grouard in the Lesser Slave Lake region.

Grouard Northland School just had one, said Owens. Susa Creek has one planned. Schools can get help from the Northland communications department advertising open houses.

Policies

The board approved changes to various policies. Three had to do with trustees. These were Policy 3 Appendix A – Services, Materials and Equipment to Trustees, Policy 7 Appendix C – Trustee Honoraria/Expense and Corporate Credit Card, and Policy 7 Appendix D – Rules of Order.

The fourth one was Policy 17 – Student Transportation.

Please see Page 8

PTFN

From Page 6

On May 12, PTFN has the grand opening of the new Lands and Economic Development Office from noon to 3 p.m.

Three departments will move into the office from the main administration building. These are Economic Development, Lands, and Consultation.

"Those three will work together side to side," says Okemow. "Every one of them is kind of tied to the same tree."

Even without the land transfer, PTFN is moving



Chief Gilbert Okemow

forward with tourism.

PTFN is working on the rental rates for Loonskin Bay Culture Camp and already has some bookings for forestry and other corporate retreats.

Okemow was recently at an Indigenous business conference in Toronto and asked someone from Alberta Indigenous Opportunities Corporation (AIOC) if there was any chance on collaborating on tourism. This remains to be seen.

In the past, PTFN and other First Nations in the region received loans from AIOC to invest in Tamarack Valley Energy's oil extraction in the Marten Hills.

Okemow also plans on advocating with Alberta's Minister of Indigenous Relations Rick Wilson on PTFN tourism.

Advocacy

From Page 6

Fayant mentioned the main advocacy points for the meeting with the MLAs. These are a new school in Paddle Prairie, teacher attraction, and Bill 51: the Education Amendment Act.

Wally Rude represents Ward 8, represents Calling Lake School that serves the Hamlet of Calling Lake and Bigstone Cree Nation reserve Jean Baptiste Gambler. These communities are between Wabasca and Athabasca.

Rude suggested that the division start the advocacy by thanking the governments for the steps they have made so far, and adding "we still need more."

When it comes to attraction, Fayant suggested that it would be useful if the division could hire retired principals and teachers without jeopardizing their pensions.

Teachers can work in other provinces without hurting their pensions, agreed Robin Guild. "It

would make more sense to be able to keep some of our retired teachers."

Guild is the vice chair and Ward 7 trustee. He represents Wabasca and Chipewyan Lake.

Fayant also mentioned the need Northland has for money to continue to provide housing for teachers. Also, because of decreasing enrollment at schools, she'd like to see Northland be able to get funding from multiple

ministries to become a community hub of services, including mental health supports.

Jesse Lamouche represents Ward 4, which is East Prairie Métis Settlement and Grouard, in the Lesser Slave Lake region.

Lamouche asked if the division should talk to the MLAs about the breakfast club.

This is a federal program, so it won't be a focus in the MLA meeting.



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communities, thank you.
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everything we do possible.
We appreciate you more than words can say.*

Northland notes

April 26, 2025 meeting

From Page 7

Student engagement, attendance and completion

Mark Owens, Northland's associate superintendent, reported on student engagement, attendance and completion. The division is working with families and schools to improve attendance.

In the past, some schools had 50 to 60 per cent of students coming less than 50 per cent of the time, he said. "That numbers changing," with those students coming more often.

The written report listed Northland Online School as having 84 per cent of students attending less than half of the time. The next highest were Gift Lake and Calling Lake, both at 41 per cent.

Robin Guild is the vice chair and Ward 7 trustee. He represents Wabasca and Chipewyan Lake.

Guild mentioned that the division should find a better way to track attendance at the online school, since students might listen to the class later in the day.

"I hear great things," he said, of the online school.

Owens agreed, saying that administration was looking at different options.

Do the schools that are struggling need more money to do a student engagement blitz? Fayant asked.

"They have funds," said Owens, "and they have been starting to do these things."

Across the division, attendance in March was 64 per cent, which was two per cent higher than 2023-24. September had the highest attendance.

There is often a dip in attendance from February to April, said Owens. The principals discussed it a recent meeting and are working on some strategies.

Budget principles and assumptions

Aird asked the board to approve the budget 2025-26 principles and assumptions, which administration will use to develop a budget. This will be presented to the board at the May 24, 2025 meeting. If approved that day, it will be sent to Alberta Education.

The Government of Alberta has promised Northland \$32,919,513 for 2025-26, said Aird. This is \$133,096 more than the division received in 2024-25.

The written report says, "this is welcome news for the division and is based on the estimated enrollments, changes announced to grants, and the new two-year weighted moving average (WMA)."

Enrollment is decreasing, said Aird, so the two-year instead of three-year moving average is a disadvantage, but there's contingency funding and some grants have increased.

The written report says the five guiding principles are "a fair, transparent and equitable allocation. A process of collaboration and consensus building, developing fairness and equity. Decentralized (site-based) budgets with maximum funding for schools. Financial decision-making (with four sub-clauses). Individuals are accountable and responsible for their decisions and approvals."

The key assumptions have to do with the allocation model, revenues and enrollment, salaries and benefits, supplies and services, capital programs, and contingencies.

Aird said contingencies include inflation, tariffs, fuel costs, and unforeseen changes to contracts.

The second point under allocation model says, "school food services is critical to our students' health and continuing success. Although a specific grant has not been received for this, the program will continue."

Scott Meunier, Northland's deputy superintendent, mentioned that the federal government is expected to make announcement about a lunch program in September. However, there are no details.

Long service awards

The board set the long service and retirement awards celebration for May 23 in Edmonton.

The board is in Edmonton the next day for a board meeting, said Johnson. The division has 15 people receiving awards. Of these, five are for 20 years, six for 25 years, a couple for 30 years, and one for 35 years.

What happens if they don't come? asked Jesse Lamouche.

The division sends the awards to the schools.

Bonnie Lamouche asked what they receive.

At 20 years people receive a moose hair tufting, at 25 a print (which they get to choose), and 30 receives gift cards.

Could you change that to Northland jackets for retirees? asked Bonnie.

Clothing is difficult, because there is usually a minimum order and you need to know the person's size.

Grades added to three schools

Northland will add grades to three schools in the fall. These are Grade 9 to Elizabeth School, Grade 11 to Grouard Northland School, and Grade 10 at Gift Lake School. See article on Page 10.

Community engagement

The division held 16 community engagement sessions from January to March. See article on Page 6.

Please see Page 10



'I like to see effort' - Justice Marceau

Slave Lake Court of Justice
Justice R.B. Marceau presiding
April. 30, 2025

Docket court had quite an array of items, but most of them were not resolved. Charges ran the gamut - possession for the purpose of trafficking, assault, sexual assault, unlawful confinement, death threats, flight from police, kidnapping, house-breaking and an endless number of breaches. Most were put off to later court dates. This included five people, plus one outfitting company, each facing numerous charges of illegal hunting, possession of wildlife, and trafficking in wildlife.

In two or three cases where the people didn't show up, warrants were issued for their arrest.

One person who did deal with her charge was Loretta Chalifoux, who pled guilty to operating a motor vehicle while disqualified. She was fined \$500 and given eight months to pay - or work - it off. If she doesn't, she could spend 14

days in jail.

There could be an extension in the time to pay, Justice R.B. Marceau told Chalifoux, "but I like to see effort."

Another accused was advised that the Crown was prepared to withdraw assault and mischief charges against him if he was willing to accept the terms of a 12-month peace bond. He was.

"If this involved alcohol, it may be best to abstain." - Justice R.B. Marceau

Justice Marceau was okay with that, as long as there was a reporting condition attached to the bond. The man has to take assessment counselling, keep the peace, etc. etc.

Marceau did not include abstinence from alcohol as a condition, because, he said, "I don't want to set him up for failure." But, he reminded the accused, "if this involved alcohol, it may be best to abstain."

In family court matter, Justice Marceau gave his stamp

of approval to parenting arrangements between the estranged father and mother of a child. He has guardianship, but the mother will have "reasonable and generous parenting time," in Marceau's words, "as agreed to from time to time by the father."

Another accused appeared by closed-circuit TV from the Peace River Correctional Centre, dressed in an orange outfit with a black breast pocket. He was facing 11 charges - four of them for failing to comply with the terms of a release order. The other seven arose from a violent incident - or possibly more than one - towards a woman.

However, the Crown was willing to withdraw all those charges if the man agreed to the terms of a peace bond. These were the usual ones - keep the peace, behave properly, take counselling, report to probation and so on. No weapons too.

If you do breach, Marceau advised, not only will you have to pay the government \$2,500, you'll be back in court."

Red Earth Creek RCMP and partners dismantle meth lab in the bush near Trout Lake

Leader staff

Red Earth Creek RCMP dismantled a meth lab in the bush near Trout Lake last month. It came to their attention when somebody called about an abandoned vehicle, "that seemed to contain stolen property."

It wasn't easy to get to. Although near to Trout Lake, geographically, Red Earth police would have had to go all the way around through Wabasca to get to the location, which is only accessible from Trout Lake in winter. Wabasca RCMP offered to help and were first on the scene.

When they got there, most of the contents of the vehicle had been moved to a nearby wooded area. Firearms and chemicals were

found near a tent, the news release says, "that had been set up for cooking meth."

The RCMP Federal Policing Northwest Region's Clandestine Laboratory Enforcement and Response (CLEAR) team was called to assist and ensure the area was made safe. The lab was dismantled and the chemicals and firearms seized.

No methamphetamine was found on scene.

"I would like to start by thanking the member of the public who came forward with this information" said Cpl. Kevin Douglas of the Red Earth Creek RCMP. "This is a great example of how your Alberta RCMP can come together and work as a unit to ensure full coverage of every community

we police. Furthermore, specialized units like the RCMP Federal Policing Northwest Region's CLEAR team only highlight the expertise within our organization. Thank you to everyone who assisted on this file."

Red Earth Creek RCMP ask anyone with information is asked to please contact the Red Earth Creek RCMP detachment at 780-649-3990, or their local police service. If you wish to remain anonymous, you can contact Crime Stoppers at 1-800-222-8477 (TIPS), online at P3Tips.com or by using the "P3 Tips" app. To report crime online, or for access to RCMP news and information, download the Alberta RCMP app through Apple or Google Play.

Northland notes

From Page 8

Telephone replacement

The board approved \$193,946.50 plus GST from capital reserves to replace the telephone system across the division. This is 18 schools, one main office, and two sub-offices. The division will also sign up for a three-year contract for \$5,921 plus GST per month.

What happens when the three years are up? asked Jesse.

It comes back to the board.

Indigenous education

Northland administration presented at a superintendent leadership conference in March about the division's education plan and the community engagement which into it, said Johnson.

The first priority is 'connections supporting reconciliation,' which focuses on the Indian residential school Truth and Reconciliation Commission's Calls to Action.

"This is a responsibility of everybody," said Johnson. He'd received positive feedback from superintendents who attended the presentation. Administration is doing an in-depth follow-up presentation soon.

"We are leaders in Indigenous education," said Fayant.

Implementing the ed plan

The superintendent's highlights focus on the four priorities of the education plan. Priority 1 is connections supporting reconciliation. Priority 2 is holistic learning. Priority 3 is excellent people supporting students. Priority 4 is responsible resourcing.

Johnson mentioned that the presentations to the superintendents fall under Priority 1 and 2.

Meunier talked about more about Priority 2, comparing literacy and math assessments students did at the beginning of the year and recently.

"We're seeing general improvements," he said. "We also have some work to do."

Under Priority 3, Owens talked about the collaborative model being used to support school leadership and the peer support groups the division has started for principals.

Occupational Health and Safety

Krista Veitch, Northland's associate superintendent of HR reported on OH&S.

In April, the division had two workplace injuries, she said. One resulted in a WCB claim.

From March 11 to April 11, there were 47 student injuries.

More schools are properly tracking student injuries, said Veitch.

Transportation

"We transport every student without transportation," said Aird.

The province pays for students who live a certain distance from the school and divisions can choose to transport those who live closer. Alberta Education is increasing the distance for funding from 1 km to 1.7 km.

Will the division lose money with the change? asked Fayant.

Jesse noticed in the report that 14 per cent of the students transported were not funded.

Where does the money come from to bus them? he asked.

These students live too close to the school to be funded, said Aird. However, if there's room on the bus it doesn't cost the division the full amount to pick them up, so the accounting isn't straightforward.

Northland has 43 buses for 1,722 students. One challenge the division has is the remoteness of some schools. For example, Chipewyan Lake is two hours and 40 minutes from the nearest community when the gravel road is good. Therefore, the division has two buses at the school even though all the students fit on one.

PTFN animal control bylaw in effect

Pearl Lorentzen
Local Journalism Initiative
Reporter

Peerless Trout First Nation (PTFN) is working to keep the community safe from stray dogs and make sure these dogs can find a good home.

PTFN's animal control bylaw and the money for the position is funded by the PTFN trust fund, says PTFN Chief Gilbert Okemow. It was an initiative led by the community.

"People are starting to realize dogs should be caged up or tied up," he

says, "or be sent somewhere where someone needs a dog."

Whenever possible, dogs taken by bylaw officer will be adopted to good homes, says Okemow.

At the moment, dogs are wandering around the communities of Peerless Lake and Trout Lake.

"They can be dangerous," says Okemow. "They come in groups, and people walk in the small communities."

A big concern is for children walking along long driveways to the school bus stop at the

end or standing and waiting for the school bus.

The bylaw went into effect on February 11, 2025. It includes a dog tag system, which is a \$20 fee for the dog tag, which is good for the animal's life. An animal control officer has been hired.

The bylaw also includes livestock.

Neighbouring governments are also concerned about stray dogs. PTFN and the M.D. of Opportunity met recently to talk about various issues. One that came up was stray ani-

mals. PTFN asked if their stray dogs could be housed at the M.D.'s pound in Red Earth Creek, says Okemow, but unfortunately this was full with M.D. dogs.

The M.D. of Opportunity is looking at revisiting its animal control bylaw, as it has been housing dogs for two or three months and its pounds are often full. M.D. sends dogs to an animal shelter in Edmonton that adopts them out. However, the shelter is finding it difficult to find homes for all of the animals so often can't take any more.

One more grade at Grouard, Gift Lake, and Elizabeth schools

Pearl Lorentzen
Local Journalism Initiative
Reporter

Northland is adding one extra grade at three schools because of requests from the community.

On April 26, Northland School Division board of trustees passed a motion to add Grade 9 at Elizabeth School, Grade 10 at Gift Lake School, and Grade 11 at Grouard Northland School.

The decision was made in response to requests from the communities at community engagements, said Cal Johnson, Northland's superintendent, at the meeting. In 2024-25, the division added Grade 10 at Grouard Northland School.

The written report

The community engagement revealed "a strong desire among families to have their children educated within their home communities for as long as possible" - Northland School Division community engagement written report

says that the engagement revealed "a strong desire among families to have their children educated within their home communities for as long as possible."

Bonnie Lamouche is the trustee for Gift Lake Métis Settlement and Peavine Métis Settlement.

She asked for some

clarification on where the idea came from to add more grades.

A couple of parents asked, said Mark Owens, Northland's associate superintendent. The division reached out to all the parents of students in these age ranges at the interested schools. They were interested or neutral.

This was a change from the engagement the year before, said Owens. Last year, people pointed out aspects of the system that were broken that they wanted addressed first.

Northland will continue to bus students to the school in other communities, said Johnson, if they don't want to stay at the Northland school.

Schools

The three schools start with either Kindergarten or early childhood education (ECS). ECS in Alberta includes Kindergarten and education programming for children two years and eight months and older. For this school year, Elizabeth is ECS to Grade 8, Gift Lake is ECS to Grade 9, and Grouard Northland is K to Grade 10.

The April 26 board package says in April 2025, Elizabeth School had 82 students, Gift Lake School had 146, and Grouard Northland School had 23.

Gift Lake School is in the community of Gift Lake in the Gift Lake Métis Settlement, north of Lesser Slave Lake.

The 2021 Canada Census estimates the population of Gift Lake Métis Settlement as 625.

Grouard Northland

School is in the Hamlet of Grouard just west of Lesser Slave Lake in Big Lakes County. The hamlet is bordered by Kapawe'no Nation, which has Kapawe'no School (K to Grade 12) in Grouard.

The 2021 Census estimates the Hamlet of Grouard population at

166, but there are farms in the area and some students may attend from the reserve.

Elizabeth School is in Elizabeth Métis Settlement in northeastern Alberta near Cold Lake.

The settlement has around 700 members, says the school's website.



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Myrtle Ruth Lacombe

December 31, 1940 - April 24, 2025



It's with great sadness that the family of Myrtle Lacombe announce the passing of their dear mother, who passed away Thursday April 24th, 2025. In her own bed at the Sweetgrass, surrounded by her family mom left peacefully. Born December 31st, 1940 in St. Eduard near (St. Paul) to Iver and Hjordis Swedgan, Myrtle was the youngest of 12 children, 6 boys and 6 girls. Mom grew up in the St. Paul area where she met our father Norman George Lacombe whom she married December 20th, 1958. Moving their family to Edson in 1977 then one final move to Slave Lake in 1979 where she called home until her passing. Mom had a few different places of employment, The Slave Lake Group Home, Sawridge Mall, The Slave Lake Native Friendship Centre where she cooked soup and bannock every Friday at noon for years (she always reminisced of the friends she met at her places of employment especially the Friendship Centre and Sawridge Mall. Mom was predeceased by her late husband Norman and their daughter Sharon. Together Mom and Dad had 7 kids together Greg, Sharon (Charlie) Walbourne, Neil (Brenda), Norris, Grant (Tammy), Samantha (Ken) Giroux, Garth (April). She has 17 grandchildren, 13 Great grandchildren, and 1 great-great-grandson and numerous nieces and nephews. The family would like to thank Dr. Karendeep Kaur, Nurses Cassidy and Brandy and HCA Desiree, thanks to you all! In lieu of flowers, please donate to the Friendship Centre food bank, thank you.

Services to be held at St. Peter's Ecumenical Church (508 7street SE) at 1:00 p.m., May 10th, 2025. A light lunch will be available at the Friendship Centre following the service. This service will include Mom & Sharon together.

Missing woman's family seeking answers after disappearance

Jordan Maskell

A family is still seeking answers nearly a year after the disappearance of one of their loved ones.

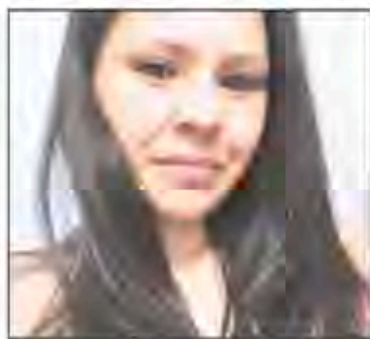
Lorraine Maltis-Chonkolay, of Bushie River, has been missing since Saturday, June 15, 2024.

The 36-year-old is described as 5 ft. 2 in., 120 lbs., with brown eyes and dark brown hair.

The clothing Lorraine was last seen wearing was a black dress with spaghetti straps and grey ankle boots.

"Lorraine was last seen approximately between 11:30 p.m. [Saturday, June 15] and 12 a.m. [Sunday, June 16] when she had left home in

Bushie River," said Monique Maltis-Chonkolay, Lorraine's sister. "A relative saw what looked to be a black, clean SUV, similar to a Chevrolet Tahoe." "We really don't know



Lorraine Maltis-Chonkolay, of Bushie River, has been missing since Saturday, June 15, 2024. The 36-year-old is described as 5 ft. 2 in., 120 lbs., with brown eyes and dark brown hair.

the circumstances, but I know Lorraine wouldn't leave us willingly." Maltis-Chonkolay added.

Maltis-Chonkolay said the family has not received many leads or information in regards to her sister's disappearance.

"There hasn't been much, but people lie," she said.

She said searches for Lorraine began Monday, June 17.

"There were multiple searches by our band [Dene Tha' First Nation], Canadian Rangers, RCMP

canines and mantracker, Muskwa," Maltis-Chonkolay recalled.

Maltis-Chonkolay said her family is looking for any information which could lead to discovering what happened to her sister.

"Keep an ear and an eye open, and report anything to one of us or anonymously," said Maltis-Chonkolay.

Tips can be made by contacting High Level RCMP Detachment at 780-821-7000, Crime Stoppers at 1-800-222-8477 (TIPS) or online at P3Tips.com.

Maltis-Chonkolay said her and her siblings were born in Peace River.

"Lorraine not only raised others, but also raised my brother and I," Maltis-Chonkolay said. "Lorraine is a mother of four amazing children who miss her very much. We moved to Bushie River, but she had also lived in High Level, Peace River, Nampa and Edmonton. Lorraine is fearless and always knew what to do, and if Lorraine didn't, she would find out."

OBITUARY

Irwin Packham

September 8, 1936 – April 14, 2025

It is with great sadness that the family of Irwin Packham announce his passing on April 14, 2025, at the age of 88 years. Irwin was born in Pincher Creek on September 8, 1936 and was raised on the family farm. He attended Halifax School east of Pincher Creek and later Matthew Hutton High School where he met the love of his life Elba, a sweet farm girl from Twin Butte. Irwin went on to attend the Oils School of Agriculture, and after graduation, he and Elba married.

They began their life together in Medicine Hat before settling in Fort Macleod to raise their five children. Irwin opened Packham Motors selling used cars, and he drove a freight liner for the Auction Market and Vance Livestock before going to work for Safeway Shelter Systems in Claresholm.

In 1977 Irwin and Elba moved to Yellowknife, NWT where they set up Safeway Home Sales and sold mobile and modular homes to many families moving into the community. Two years later, Irwin and Elba made a pivotal decision, and in November 1979, they opened the doors to the Macleods Family Shopping Center in High Level, AB. Years later, through hard office sales and acquisitions, their store became known as True Value Hardware, and Irwin and Elba soon found themselves opening a V&S Variety Store. During the years, they won the Chamber of Commerce's Best Business Award for True Value Hardware, and in 1995 Irwin and Elba were awarded Outstanding Hardware Retailer by Cotter Canada Hardware and Variety Cooperative. In 1995, Irwin became a partner in a new GM dealership in High Level.

Irwin was a member of the Board of Directors for High Level and following the incorporation of the town he served on town council for 12 years. In 1989 he proudly took on the role of Mayor of High Level for five years. He was also a contributing member of the

Northern Alberta Development Council and Mackenzie Area Restructuring Committee.

Irwin and Elba were supporters of the town's aquatic centre, Spring Fling, Hole-in-One Event, 4H Beef Club, Chamber of Commerce and annual rodeo.

In 1999 Irwin was the recipient of the High Level Chamber of Commerce Citizen of the Year Award, an honour he truly cherished.

While living in High Level, Irwin and Elba fell in love with a little gem; the Five Star Golf Course along the Little Smoky River. Snaking out a place of their own, they worked to build a get-away paradise. Each summer they spent many joy-filled weeks hosting friends and family. Five Star truly

became a memorable highlight of their lives. Once retired, they moved back 'home' to Fort Macleod. Irwin and Elba picked up where they left off, enjoying the shenanigans that unfold with a clear bunch of friends. Irwin rekindled his hobbies of wine making, smoking meats, and pittering around on home projects. Irwin and Elba travelled with their motorhome to Five Star and many points in the province, spending time in the outdoors with their friends and family.

Irwin leaves behind his children Scot, Joanne (Gordon), Gary, and Jody (Grant), seven grandchildren and five great-grandchildren, and his brother Melvin (Loretta) Packham. He was predeceased by Elba, his loving wife of 67 years, son Darren, parents Frank and Kathleen Packham, brothers, Norman and Lorne and sisters Muriel and Shirley.

The family would like to thank the Pioneer Lodge, Fort Macleod for their compassionate and respectful care while Elba and Irwin lived in residence. In lieu of flowers, please consider an act of kindness.

Family and friends are invited to a Come & Go Remembrance for Irwin on Saturday, June 14, 2025, from 1:00 p.m. – 4:00 p.m. at the REO Hall, 470 17 Street in Fort Macleod, Alberta.



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Melanie Lapp appointed Paddle Prairie School Principal

For immediate release – April 30, 2025



Northland School Division is pleased to announce the appointment of Melanie Lapp as the new Principal of Paddle Prairie School, effective 2025-2026 school year.

Before this appointment, Melanie served as Northland School Division's Indigenous Cultural Land-Based Learning Coach, where she supported schools and communities in weaving local language, culture, and land-based learning into classroom experiences. She is a proud Métis Iskwee (woman) from Paddle Prairie Métis Settlement and brings a strong connection to the community and a passion for education to her new leadership role.

"I am honoured to serve the Paddle Prairie Métis Settlement where my roots run deep, now as Principal of Paddle Prairie School," said Lapp. "I look forward to working alongside students, staff, families, and the community to help students thrive in both academics and culture."

"Melanie's leadership appointment reflects her strong commitment to education, community connection, and cultural learning," said Cal Johnson, Superintendent of Schools/CEO. "Through her role as Indigenous Cultural Land-Based Learning Coach, Melanie demonstrated the leadership, experience, and vision needed to support students and staff. We are excited to see her continue making a positive impact at Paddle Prairie School."

Melanie's educational journey includes completing the Aboriginal Teacher Education Program (ATEP) at the University of Alberta, and she is currently pursuing a Master's Degree in Elementary Education.

Outside of work, she enjoys photography, participating in sports, and cherishing moments with her children and grandchildren. Melanie remains deeply committed to encouraging Métis youth to embrace self-confidence and pursue their ambitions with determination and courage.

For more information please contact Media Relations Manager Curtis Walty at 780-624-2060 ext. 6183 or curtis.walty@nsd61.ca.

Paddle Prairie youth get involved in electoral process

Jordan Maskell

Youth in Paddle Prairie Metis Settlement took on important roles in Canada's 45th federal general election.

The local youth acted as deputy returning officers, registration officers and information officers, which included Julie Pedersen, Myla Loonskin, Ava Roe, Kadence Poitras, Logan Wanuch and Supervisor Sam Houle.

Community Relations Officer Lauralyn Houle said Elections Canada now has an Indigenous electors section on their website, along with providing more opportunities for Indigenous communities to vote.

"They do this to give Indigenous communities a real opportunity to actually vote in elections and have a voice, instead of having to travel," said Houle.

Houle said the positions were paid, with training completed in PPMS.

"We need to get our young people involved in voting, so we can have a say," she said. "We reached out to a teacher at Paddle Prairie School, Chayla Chalfoux, to see if we could support the youth who are graduating this year that way, I then reached out to them through social media and asked if they wanted to work the election. Chayla really supported the



(Left to right) Paddle Prairie Metis Settlement youth Julie Pedersen, Myla Loonskin, Ava Roe, Kadence Poitras and Logan Wanuch acted as deputy returning officers, registration officers and information officers in Canada's 45th federal general election. Photo courtesy of Paddle Prairie Metis Settlement.

youth to do this."

Houle said she got support from PPMS Deputy Administrator Joanne Ducharme-Lizotte for the idea of hiring youth.

"They were on board right away," Houle said.

Ducharme-Lizotte said this opportunity gave local youth the ability to earn credits in high school through work experience.

"This is assisting them in their academic journey to help graduate Grade 12 and earn extra credit," explained Ducharme-Lizotte. "It is also to earn income, so youth got paid for the training and working the election."

Ducharme-Lizotte said PPMS received a positive response from the community seeing youth involved in the electoral process.

"They loved to see the youth get into this type of leadership role," she said. "Now they are aware of

what elections are all about. I even hear youth ask other youth who they're going to vote for, so they are talking about election. They are talking about who they think they should vote for to represent them, and we never see youth at the polls. Now we have six youth who are running a federal election, that is huge."

Ducharme-Lizotte said she hopes this encouraged more young people to vote.

She said Metis Settlements General Council has promoted the importance of Metis people voting.

"That is a message across all of the Metis settlements," said Ducharme-Lizotte. "When we talked about the importance for our youth and relatives voting, that is when I brought it up. I said, 'when you come to my community, when our members come to the polls, we are going to see youth,' something they've never seen before, ever. Sometimes we are bringing in people external people to be returning officers, and now these youth are trained in it."

The six youth will be running the upcoming municipal election in Paddle Prairie this fall.



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National groups join together to help fix widespread MMIP crisis

Pauktuutit Inuit Women of Canada, Les Femmes Michif Otipemisiwak (LFMO), the Ontario Native Women's Association (ONWA) and 2 Spirits in Motion Society (2SiMS) announced a collaborative, Indigenous-led data project focused on Missing and Murdered First Nations, Métis and Inuit Women, Girls, Two Spirit and Gender-diverse Peoples on May 5.

"Despite the clear path laid out by the National Inquiry, First Nations, Métis and Inuit Women, Girls, Two Spirit and Gender-diverse Peoples are still dehumanized, devalued and targeted," says Pauktuutit President and CEO Nikki Komak-siutiksak.

"This project will strengthen ongoing advocacy efforts and pressure the Government of Canada to implement all 231 Calls for Justice identified by the National Inquiry into Missing and Murdered Indigenous Women and Girls."

This project is intended to bring in additional Indigenous-led organizations that can assist in data collection on Missing and Murdered First Nations, Métis and Inuit Women, Girls, Two Spirit and Gender-diverse Peoples, which will be used to raise awareness and lead to the creation of a national database — strengthening advocacy, driving social progress and changing policy.

"Police forces, child welfare systems and social services lack an understanding of their role in systemic violence, resulting in unreliable and inaccurate MMIWG2S+ data," says LFMO Director of MMIWG2S Initiatives Kristen Gilchrist-Salles.

"We must put an end to the violent systems shaping this crisis — the data we collect will help us accomplish this."

"The data will help support advocacy efforts on the ground and at the highest levels of government," says 2SiMS National Research Coordinator Imriel Bissette.

"Today, on Red Dress Day, we ask everyone across the country to come together, hold governments accountable and put an end to the genocide of First Nations, Métis and Inuit Women, Girls, Two Spirit and Gender-diverse Peoples."

"This partnership and project is about a shared commitment to truth, accountability and walking alongside each other with respect and responsibility," says ONWA CEO Cora McGuire-Cyrette.

Environment Canada Weather Forecast

Wabasca - Peerless Lake - Gift Lake - Red Earth Creek - Cadotte Lake

May 7 to May 12

Wednesday night..Cloudy. Low 7.

Thursday..Mix of sun/cloud. High 17.

Thursday night..Clear. Low plus 5.

Friday..Sunny. High 17.

Friday night..Cloudy. Low 6.

Saturday..Mix of sun/cloud. High 18.

Saturday night..Cloudy periods. Low plus 3.

Sunday..Mix of sun/cloud. High 20.

Sunday night..60% showers. Low plus 5.

Monday..60% showers. High 16.

Normals for the period..Low plus 2. High 16.



Board Meeting Highlights

April 26, 2025

Awards and Celebrations: Northland recognized at provincial leadership conference

Our Awards and Celebration for the month of April is related to a presentation delivered in March. Superintendent of Schools/CEO Cal Johnson shared a follow-up on Northland School Division's presentation at the College of Alberta School Superintendents (CASS) Annual Learning Conference, held March 19–21, 2025.

Johnson said it was a proud moment for Northland to be invited by CASS to present alongside two other school divisions on "Effective change leadership using system data."

The presentation highlighted the strong alignment between the Board and Executive Team and the collaborative work behind Northland School Division's new Education Plan.

NSD received positive feedback from Alberta Education and superintendents across the province. Many praised NSD's focus on listening to students, families, Elders, Knowledge Keepers, and communities, and for using data to drive meaningful change.



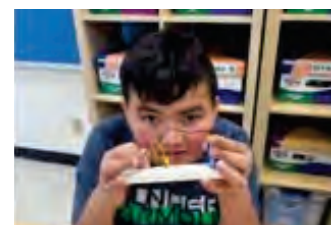
Student growth, principal collaboration, and technology upgrades featured in Superintendent's Highlights

Superintendent of Schools/CEO Cal Johnson and members of the Executive Team provided updates aligned with Northland School Division's Education Plan.

Under Priority 2 – Holistic Learning, Deputy Superintendent Scott Meunier shared results from the Early Years Evaluation (EYE) and Our School Survey. The data shows general improvement in areas like literacy, numeracy, and overall well-being.

Under Priority 3 – Excellent People Supporting Students, Associate Superintendent Mark Owens spoke about the April Principal Meeting, where school leaders used the Collaborative Response Model (CRM) to connect and problem-solve. The Collaborative Response Model from Jigsaw Learning has been implemented across Northland to enhance student success. It involves regular team meetings with teachers, support staff, and administrators, focusing on data-informed decision-making and targeted interventions. Owens said principals were highly engaged and that CRM helps school leaders feel supported and not alone in their roles. Leaders also completed the final session of Fierce Conversations, a course on giving feedback and handling tough discussions.

Under Priority 4 – Responsible Resourcing, Mr. Meunier updated the Board on the Division-wide network refresh. Switches have been replaced at all schools except Mistassini, which already has updated infrastructure as part of the new school build. Work at central office buildings is scheduled for July.



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.



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NOTICE

TO ALL M.D #17 RESIDENTS

Gravel Sales 2025

The Municipal District of Opportunity No.17 will be selling gravel to MD Residents as of May 26th, 2025, gravel sales will end September 30th, 2025

2 Loads per Residential Property

GRAVEL COSTS TO APPLICANTS ARE AS FOLLOWS:

1 Load @ 10 tonnes = \$475.00 + GST (includes spread)

Total = \$498.75

Gravel must be spread on existing driveway

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Community Enhancement Program



ALBERTA
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Al-Pac is accepting applications for our **2025 Spring Community Enhancement Program** grant. We offer a one-time grant of up to \$25,000 to support not-for-profit projects that meet program eligibility requirements.

Eligible local non-profit organizations are encouraged to apply now. Submit your application before **May 30, 2025** for consideration.

For more information on project eligibility and to submit your application, please visit:

www.alpac.ca/community-involvement

Board approves Long Service Awards Date

The Board approved hosting the Long Service Awards on Friday, May 23, 2025, at the DoubleTree West Edmonton.



The event celebrates staff who have achieved 20, 25, 30, 35, and 40 years of service, and retirees. Northland School Division also recognizes its Edwin Parr Teacher Award nominee during the event.

Board approves Budget 2025/26 Principles and Assumptions



The Board approved the principles and assumptions that will guide the development of Northland School Division's 2025–2026 budget. The draft budget is a key milestone in the division's annual financial management cycle and will be presented at the May Board Meeting for approval.

Secretary Treasurer Douglas Aird presented the information. Each year, the Division begins its planning by approving key principles and assumptions. These include:

- Making sure each school receives fair, equitable and transparent funding.
- Collaboration to focus budgets on what each school and student needs.
- Continuing to fully fund School Food Services and enhanced student transportation.
- Planning based on enrollment projections and expected grant funding with an adjustment in the fall when enrollments and staff deployment are finalized.
- Managing costs related to salaries, benefits, utilities, insurance, and inflation to maximize funds in each classroom.
- Using capital funds to help enhance the learning experience for Northland students and reduce long-term costs.

The budget is an important part of making sure the priorities in Northland School Division's Education Plan are successful and links directly to each of our four priorities.

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Alberta's attack on Clean Electricity Regulations shows province is out of step with global push to develop, build modern electricity systems

By Pembina Institute

Jason Wang, senior analyst at the Pembina Institute's electricity program, made the following statement in response to the Government of Alberta's announcement that it intends to launch a legal challenge against the federal Clean Electricity Regulations:

"This announcement from the Government of Alberta is disappointing. At a time when other governments across this country and across the world are attracting investment in low-cost, secure, clean power, and modernizing their electricity grids to be fit for the needs of the next century, Alberta is introducing yet more uncertainty to its electricity market. This will further undermine investment confidence at the worst possible time.

"The points Premier Danielle Smith raised today around reliability and affordability are nothing new. They are based on unpublished analysis from the Alberta Electric System Operator and are unchanged from the concerns that Alberta repeatedly raised in 2023 and 2024 during engagement with the Government of Canada.

Changes made, but they are ignored

"The final version of the Clean Electricity Regulations included several revisions in response to Alberta's feedback, such as an increase in the carbon intensity threshold for

gas plants, as well as extending the number of years existing gas plants could remain in operation.

"This ensured the final rules balanced reliability needs, while still charting a clear course ahead for investment in low-cost, low-emissions electricity production and grid modernization. Nevertheless, Alberta continues to cite these same concerns, as if no such collaboration between it and the federal government ever took place.

"For the last two years, electricity investment in Alberta (especially its renewables sector, which was previously leading Canada), has suffered under repeated layers of regulatory and policy uncertainty introduced by the provincial government.

"Instead of fully utilizing the range of tools at its disposal to build a grid fit for the future – such as renewables, interties, transmission and demand-side measures; exactly the technologies that the CER guides investment towards – the province is claiming that a continuation of the status quo gas-fired power is the only solution to reliability and affordability.

Alberta misses investment/tax revenues

"In the meantime, Alberta's communities are missing out on billions of dollars of investment and tax revenues that clean electricity projects would bring."

Board receives update on transportation across Northland School Division

2025

Transportation Department Monitoring Report



Secretary Treasurer Douglas Aird presented the 2024–2025 Transportation Report to the Board of Trustees. The report highlighted how Northland continues to provide school bus service to all students at no cost to families, regardless of how far they live from school.

Northland currently operates or contracts 43 routes across 17 schools and two outside school locations in Cold Lake and High Prairie. The Division maintains a fleet of 56 school buses and 42 light vehicles, supported by six local garages and a dedicated team of drivers and contractors. As of February 2025, there were 31 bus drivers and 11 contract operators.

From September to February, buses were available 98.5% of the time. Most of the missed days were due to inclement weather, with other factors including driver illness, mechanical issues, and approved personal or compassionate leave.

The report also noted ongoing efforts to recruit drivers in areas facing shortages and shared that four new buses have been ordered for the 2025–2026 school year. The department continues to explore new tools to improve safety, training, communication, and fleet management.

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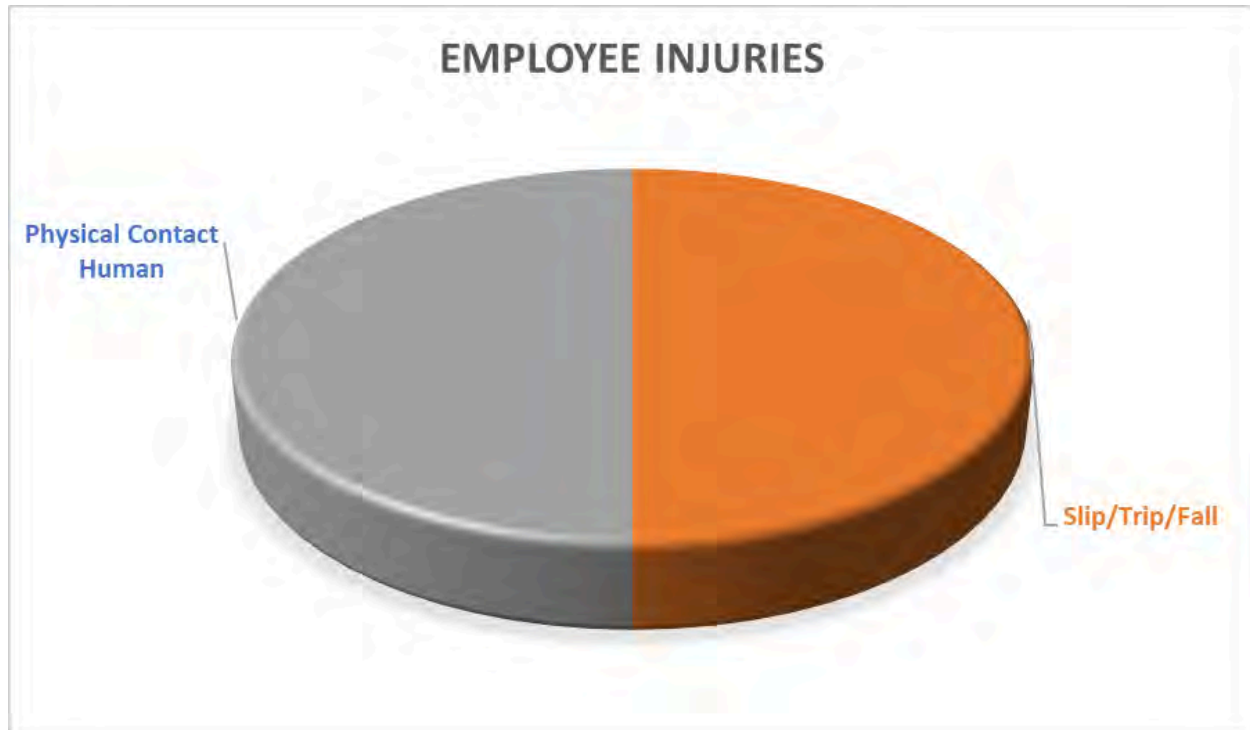
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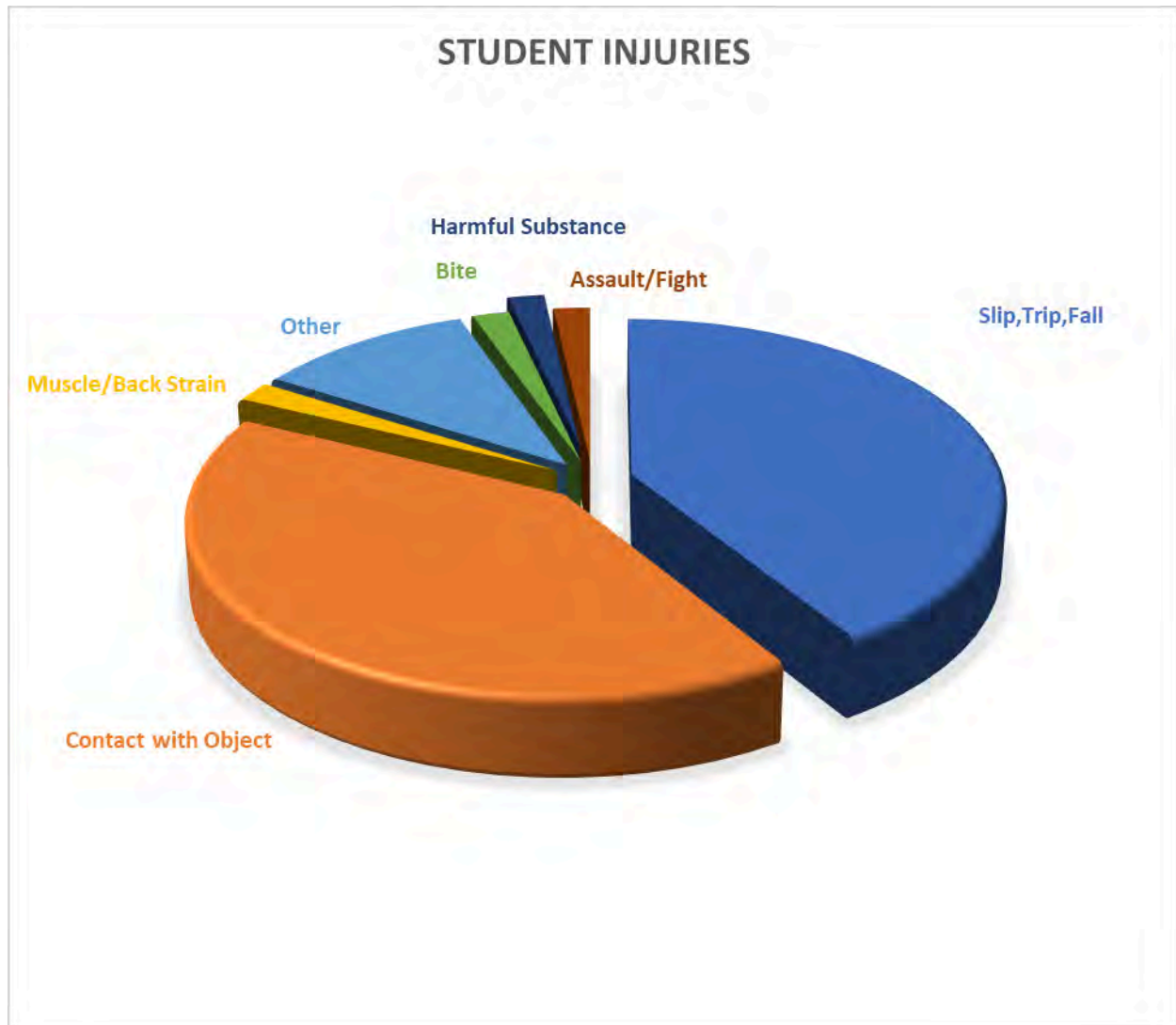
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April 11, 2025 - May 12, 2025

Teacher/Sub Teacher/ Employee Incidents: 2 injuries with WCB reporting



Students: 58 student injuries from April 11, 2025 to May 12, 2025.



Occupational Health & Safety Report May 24, 2025

