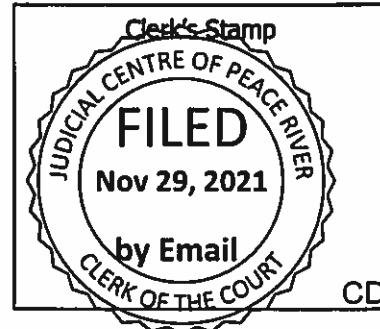


COURT FILE NO. 2109-00171  
COURT COURT OF QUEEN'S BENCH OF ALBERTA  
JUDICIAL CENTRE PEACE RIVER



APPLICANT THE BOARD OF TRUSTEES OF NORTHLAND SCHOOL DIVISION  
RESPONDENT THOMAS AUGER

DOCUMENT AFFIDAVIT IN SUPPORT OF ORIGINATING APPLICATION

ADDRESS FOR SERVICE AND CONTACT INFORMATION OF PARTY FILING THIS DOCUMENT	McLENNAN ROSS LLP #600 McLennan Ross Bldg. 12220 Stony Plain Road Edmonton, AB T5N 3Y4	Lawyer: Teresa Haykowsky Telephone: (780) 482-9247 Fax: (587) 410-6884 Email: Teresa.haykowsky@mross.com File No.: 182026
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**AFFIDAVIT OF DOUGLAS STEWART AIRD  
SWORN ON THE 29<sup>TH</sup> OF NOVEMBER, 2021**

**I, DOUGLAS STEWART AIRD, of the City of Edmonton, in the Province of Alberta, SWEAR AND SAY THAT:**

1. I am the Secretary Treasurer and Returning Officer of the Applicant, THE BOARD OF TRUSTEES OF NORTHLAND SCHOOL DIVISION ("Northland School Board") and as such have personal knowledge of the matters hereinafter deposed to except where stated to be based on information and belief, in which case I do verily believe the same to be true.
2. The 2021 school trustee election in the Province of Alberta was held on October 18, 2021, including in relation to the school trustee election for positions within the Northland School Board ("2021 Northland School Trustee Election").
3. I served as the Returning Officer ("Returning Officer Role") for the Northland School Division ("Northland School Division") for the 2021 Northland School Trustee Election.
4. I am advised by counsel for Northland School Division, Teresa Haykowsky of McLennan Ross LLP ("counsel") and do verily believe that I served in the Returning Officer Role pursuant to section 13(1) of the *Local Authorities Election Act*, RSA 2000, c. L-21 ("LAEA") and the *Education Act*, SA 2012, c. E-0.3 ("Education Act") as amended from time to time.

**Background:**

5. Located in northern Alberta, Northland School Division covers a large geographic distance of approximately 288,347 square kilometres on Treaty 6 and Treaty 8 Territories. The Northland School Board operates twenty-one schools (collectively, the "Local Schools") generally in remote and scattered areas wherein ninety-five percent of the approximate two thousand student population is of First Nations, Métis and Inuit descent. The Local Schools are located in municipalities, First Nation reserves, and Métis Settlements.
6. I am advised by counsel and do verily believe that in 1983, the *Northland School Division Act*, SA c. N-10.1 ("*1983 Northland School Division Act*"), which was consolidated in the *Northland School Division Act*, RSA 2000, c. N-5 ("*2000 Northland School Division Act*") (collectively, the "*Prior Northland School Division Act*"), provided for the creation of Local School board committees ("Local School Board Committees"), consisting of between three to five members, within each subdivision of the Northland School Division ("Northland School Division"). Attached and marked as **Exhibit "A"** to my Affidavit is a copy of the *1983 Northland School Division Act*.
7. It is my understanding and personal belief that from 1983 to 2010 ("Prior Election Period"), Local School Board Committee members were elected to each Local School Board Committee, and that, the Northland School Division conducted the Local School Board Committee elections ("Local School Board Committee Elections") at each individual Local School subject to paragraph eleven (11) below.
8. I am advised by counsel and do verily believe that, pursuant to the *Prior Northland School Division Act*, each Local School Board Committee chair also held a position as school trustee on the Northland School Board.
9. I am advised by counsel and do verily believe that during the Prior Election Period, the Northland School Division conducted the Local School Board Committee Elections pursuant to the *Prior Northland School Division Acts*, the then *School Act*, RSA 2000 c. S-3 (now replaced by the *Education Act*) and the *LAEA*.
10. It is my understanding and personal belief that, in relation to Local School Board Committee Elections, poll stations were assigned and available to eligible voters (i.e., the parents of children who attend Northland School Division and other eligible voters who do not have children but who were eligible to vote in the Local School Board Committee Elections, which are collectively referred to as the "Prior Voters.") at each Local School community.
11. During the Prior Election Period:
  - a) Local School Board Committee Elections were held at both Mistassiniy Junior Senior High School ("Mistassiniy School") and at St. Theresa Elementary School ("St. Theresa School") (both located in the region of Wabasca-Desmarais, Alberta);
  - b) Regardless of whether a Voter lived in Wabasca or Desmarais, Voters in the local communities of Wabasca and Desmarais could, and did, vote in the Local School Board Committee Elections on election day at either, or both, Mistassiniy School in Desmarais or St. Theresa School in Wabasca to elect a Local School Board Committee member from either Wabasca, Desmarais or both and could cast a vote for a Local School Board Committee candidate representing either, or, both the Local School Board Committees of Desmarais or Wabasca. (This Local

School Board Committee voting structure is defined as the "Wabasca and Desmarais Local School Board Committee Voting Process").

12. It is my understanding that the Wabasca and Desmarais Local School Board Committee Voting Process was conducted during the Prior Election Period, which is an approximate twenty seven year period (i.e., from 1983 up to and including 2010). The Wabasca and Desmarais Local School Board Committee Voting Process was not based on a ward system but conducted as outlined in paragraph 11 of my Affidavit.
13. From my review of the November 2010 Northland School Division Inquiry Team Report to the Honourable Dave Hancock, Minister of Education, Government of Alberta, and my review of the *Prior Northland School Division Act*, I do verily believe that while the Local School Board Committee Elections commenced at or around 1983, prior to 1983, the Province of Alberta appointed trustees to the Northland School Board. Attached and marked as **Exhibit "B"** is a copy of the November 2010 Northland School Division Inquiry Team Report to the Honourable Dave Hancock, Minister of Education, Government of Alberta. Attached and marked as **Exhibit "C"** is a copy of the *2000 Northland School Division Act*.
14. From my review of the January 2010 Northland School Division Community Engagement Team Report, and my review of Ministerial Order 001-2010, in January 2010, I do verily believe that the then Minister of Education, David Hancock dissolved the Northland School Board ("Board Dissolution") and appointed an official trustee to oversee the Northland School Division. Attached and marked as **Exhibit "D"** is a copy of the January 2021 Northland School Division Community Engagement Team Report. Attached and marked as **Exhibit "E"** is a copy of the Ministerial Order 001-2010.
15. From my review of Ministerial Order 001-2010, I do verily believe that at or around January 21, 2010, the then Minister of Education, David Hancock, appointed an Official Trustee, Dr. Colin Kelly, to serve as the Northland School Board. I do verily believe that Dr. Colin Kelly served as the Official Trustee up to at or around July 2016. Attached at **Exhibit "E"** is a copy of the Ministerial Order 001-2010 ("Official Trusteeship.")
16. From my review of the July 13, 2016, letter from the then Minister of Education, David Eggen, to the Local Communities of Northland School Division, Minister of Education Eggen appointed Lois Byers as the Official Trustee for Northland School Division effective July 1, 2016. I verily believe that the Official Trustee held this position until to at or around October 2017. Attached and marked as **Exhibit "F"** is a copy of the July 13, 2016, letter from the then Minister of Education, David Eggen, to the Local Communities of Northland School Division.
17. It is my understanding and personal belief that the 2010 School Trustee Election in the Province of Alberta was held on October 18, 2010. On that date, while Voters cast votes for Local School Board Committee candidates who were elected or otherwise acclaimed, the Local School Board Committee chairs did not form part of the Northland School Board as the Board was comprised of the Official Trusteeship.
18. It is my understanding and personal belief that, from at or around January 2007 up to and including October 16, 2017 ("2017 School Trustee Election in Alberta") ("Non Voting Period"), while Voters continued to, and did, vote for Local School Board Committee members within the School Division, the elected Local School Board Committee chairs did not form part of the Northland School Board (as had been the case during the Prior Election Period) as the same Northland School Division was under the direction of the Official Trusteeship.

19. It is my understanding and personal belief that just prior to and during the Official Trusteeship, school trustee elections in the Province of Alberta were held on October 18, 2010, October 21, 2013 and October 16, 2017.
20. Based on my review, the foregoing documentation attached as Exhibits A-F of my Affidavit, I verily believe that the Voters did not vote in a school trustee election for the Northland School Board for an approximate ten year period (i.e., from 2007 up to and including mid-October 2017).
21. In 2017, the Province of Alberta implemented the *Northland School Division Act*, RSA 2017 c. N-5.1 ("*New Northland School Division Act*"), and reinstated school board trusteeship ("Northland School Board Reinstatement") within the Northland School Division. The first election to take place further to the Northland School Board Reinstatement was on October 16, 2017. Attached and marked as **Exhibit "G"** is a copy of the *New Northland School Division Act*.
22. I am advised by counsel and do verily believe that at the time of the Northland School Board Reinstatement, two critical changes had been made:
  - a) pursuant to section 3 of the *New Northland School Division Act*, eleven (11) wards were created within Northland School Division where the same operated Local Schools ("New School Trustee Election Ward System") as reflected in Ministerial Order 040-2017, a copy of which is attached and marked as **Exhibit "H"** to my Affidavit; and
  - b) that, pursuant to section 4(3) of the *New Northland School Division Act*, one school trustee was to be elected in each ward. Attached and marked as **Exhibit "I"** is a copy of the 2017 Northland Election Ward Map (wherein there were eleven (11) wards).
23. As a result of the New School Trustee Election Ward System, which had been recommended in the 2010 Northland School Inquiry Team Report attached at **Exhibit "A"** to my Affidavit, Local School Board Committees were discontinued. The New School Trustee Election Ward System created a material change to the school trustee election process.
24. Northland School Division went from previously having twenty-three (23) school trustees (under the Local School Board Committee structure) to eleven (11) school trustees under the New School Board Trustee Election Ward System.
25. It is my understanding and personal belief that under the New School Trustee Election Ward System, more than one local community could be included in a ward. (The Ward 6 school trustee's Schools include Mistassiniy School and Pelican Mountain School located respectively in Desmarais and Sandy Lake.)
26. As a result of the New School Trustee Election Ward System, Ward 6 and Ward 7 of the Northland School Division were located adjacent to one another, sharing the newly created (in 2017) dividing boundary. Attached at **Exhibit "I"** is a copy of the 2017 Northland Election Ward Map showing the newly created dividing boundary between Wards 6 and 7.
27. The first school trustee election under the *New Northland School Division Act* and the New School Trustee Election Ward System was held on the October 16, 2017 ("2017 School Trustee Election").
28. It is my understanding and personal belief that, the 2017 School Board election ("2017 Ward System Trustee Election Structure") was the first local school trustee election for positions within Northland School Board under the New School Trustee Election Ward System. Eligible voters under

the New School Trustee Election Ward System (collectively, the "Voters") voted to elect school trustees to the Northland School Board under this new process.

29. In relation to Ward 6, which is in the local community of Wabasca-Desmarais, during the 2017 School Trustee Election for the Northland School Board, the school trustee was elected by acclamation and thus Ward Voters were not required to attend the polling station in Ward 6 for voting purposes.
30. It is my understanding and personal belief that the Ward Voters in Desmarais had not voted for a Northland School Board trustee for a fourteen year(14) period (i.e., from 2007 up to and including 2021).
31. Under the New School Trustee Election Ward System, Voters are eligible to vote at a polling station located within their ward (whereas previously in relation to Wabasca-Desmarais Local Communities, Prior Voters would vote at either or both of the Local Schools and for either or both of the Local School Board Committee candidates).
32. Based on Board motion 25172-20 which passed Board By-law 03-2020 at the December 14, 2020, Special Board Meeting of the Northland School Board, the ward boundary between Wards 6 and 7 was further adjusted to change the boundary ("Boundary") between Wards 6 and 7 to take effect for the 2021 School Board Trustee Election; said Boundary now followed Highway 813 and other roads (in the place of following less clear boundary lines throughout rural areas, such as for example, boundaries within fields). In addition, as per By-law 03-2020, the number of Northland School Board trustees was reduced from eleven (11) to ten (10) and adjusted several Wards including the Boundary. Following said ward change, a new map of Ward 6 and Ward 7 was created ("2021 School Trustee Election Ward Map") at or around August 2020.

Attached and marked at **Exhibit "J"** to my Affidavit is a copy of the minutes from the Special Board Meeting of the Northland School Board on December 14, 2020. Attached and marked as **Exhibit "K"** to my Affidavit is a copy of Bylaw 03/2020. Attached and marked as **Exhibit "L"** to my Affidavit is a copy of the 2021 School Trustee Election Ward Map.

33. I do verily believe that the above-described school trustee voting history was confusing to Ward 6 and Ward 7 Voters who reside in the Wabasca-Desmarais area for the 2021 School Board Election and, that, it was within this confusing historical context that some Ward 6 and Ward 7 Voters who reside in the Wabasca-Desmarais area approached the 2021 School Board Election.

#### **2021 Northland School Board Trustee Election**

34. The 2021 School Trustee Election for Northland School Division was scheduled for, and took place on October 18, 2021.
35. In preparation for the 2021 School Board Election, I oversaw the 2021 School Trustee Election notice requirements in my Returning Officer Role.

#### **2021 Northland School Board Trustee Election at Wards 6 and 7**

36. To facilitate the 2021 Ward 6 School Trustee Election, two polling stations were assigned and set up in Ward 6, the locations being, (1) at Mistassiniy School, which is located in the community of Desmarais, Alberta; and (2) at Pelican Mountain School, which is located in Sandy Lake, near Wabasca-Desmarais, Alberta.

37. No polling station had been assigned in Ward 7 (at St. Theresa School) as the Ward 7 school trustee had been acclaimed for the 2021 Northland School Trustee Election.
38. The Ward 6 nominated Northland School trustee candidates for the position of Ward 6 School Board Trustee at Mistassiniy School were:
- a) The Respondent, Thomas Auger; and
  - b) Silas Yellowknee.

39. The tallied votes for the 2021 Ward 6 School Trustee Election were as follows:

	<b>Mistassiniy School Poll</b>	<b>Pelican Mountain School Poll</b>	<b>Total</b>
Thomas Auger	4	23	27
Silas Yellowknee	15	7	22

Attached and marked as **Exhibit "M"** to my Affidavit is a copy of the certification of 2021 School Board Election results ("Certification").

40. Pelican Mountain School, which is part of Ward 6, did and does not consist of more than one local community (as opposed to the Wabasca-Desmarais region).
41. On October 20, 2021, the results were certified and Mr. Auger was declared the winner of the 2021 Ward 6 School Trustee Election ("2021 Ward 6 Election Results").
42. The Presiding Deputy Returning Officer for the 2021 Ward 6 School Trustee Election, Ms. Stephanie Sutherland, M. Ed., and Director of Student Services for Northland School Division ("Ward 6 Presiding Deputy Returning Officer") informed me that eleven (11) individuals ("Individuals") had attended the Ward 6 Polling Station located at Mistassiniy School to vote, and that, upon their entry at the school, were shown the Ward Map ("Professional Ward 6 and 7 Ward Map") and, that each of these eleven individuals were apprised that as they did not reside in Ward 6, and, that they were not entitled to vote at the Mistassiniy School polling station.
43. The Ward 6 Presiding Deputy Returning Officer further informed me that the Individuals did not understand why they could not vote at the Ward 6 Polling Station located at Mistassiniy School given that during the Prior Election Period, Prior Voters could vote for candidates from either Wabasca or Desmarais and this, at polling stations located at either or both Mistassiniy School and St. Theresa School. Attached and marked collectively as **Exhibit "N"** to my Affidavit is a copy of a letter that the Ward 6 Presiding Deputy Returning Officer prepared dated November 28, 2021, and a spreadsheet of the 2021 School Trustee Election results prepared by the Ward 6 Presiding Deputy Returning Officer.
44. It is my understanding and personal belief that notwithstanding the due diligence taken by Northland School Division to notify Ward Voters in Ward 6 as to the New School Board Trustee Election Ward System, confusion existed with Ward Voters in Wards 6 and 7 given that prior to the New School Board Trustee Election Ward System, voters could vote for candidates from either

Wabasca or Desmarais and this, at polling stations located at either or both Mistassiniy School and St. Theresa School.

45. I have reasonable grounds to believe that the New School Board Trustee Election Ward System was not valid for the reasons set out in this my Affidavit, including that there was confusion for New Ward 6 and 7 Ward Voters in 2021.

#### **2021 Ward 6 Election Irregularities**

46. With respect to the above-referenced 2021 Ward 6 Election Results, I have reasonable grounds for believing that three irregularities occurred during the 2021 Ward 6 School Trustee Election.

#### **Irregularity #1 – Ward 6 & 7 School Trustee Election Confusion**

47. I am advised by counsel and do verily believe that, in advance of the 2021 School Board Election, and pursuant to sections 14(1)(h) and 26 of the *LAEA*, Northland School Division has statutory duties to give notice relative to the 2021 School Board Election. In meeting its duty under section 14(h) of the *LAEA*, Northland School Division advertised the election details in the following ways:
- i. Pursuant to section 35(2) of the *LAEA*, Northland School Division published a notice in the local newspaper The Fever Newspaper circulating in the Wabasca-Desmarais area in order to comply with its statutorily imposed duty to give notice of the 2021 School Board Election. Attached and marked collectively as **Exhibit "O"** is a copy of the ads published in The Fever Newspaper on October 7, 2021 and October 14, 2021.
  - ii. Northland School Division posted at or around October 13, 2021, up to and including October 18, 2021, notice on its website to provide Ward Voters information about the 2021 School Board Election. Attached and marked as **Exhibit "P"** is a screenshot of the notice posted on the Northland School Division's website;
  - iii. Northland School Division posted, from at or around October 12, 2021, up to and including October 18, 2021, a notice to its Facebook page to provide Ward Voters information about the 2021 School Board Election in relation to Ward 6 and 7. Attached and marked as **Exhibit "Q"** is a screenshot of the notice posted to Northland School Division's Facebook page;
  - iv. St. Theresa School posted, at or around from October 12, 2021, up to and including October 18, 2021, a notice to its Facebook page to provide Ward Voters information about the 2021 School Board Election in relation to St. Theresa's School. Attached and marked as **Exhibit "R"** is a screenshot of the notice posted to St. Theresa School's Facebook page dated October 12, 2021;
  - v. Mistassiniy School posted, at or around from October 15, 2021, up to and including October 18, 2021, a notice to its Facebook page to provide Voters information about the 2021 School Board Election in relation to Mistassiniy School. Attached and marked as **Exhibit "S"** is a screenshot of the notice posted to Mistassiniy School's Facebook page dated October 15, 2021;
  - vi. Career Pathways School posted, at or around from October 15, 2021, up to and including October 18, 2021, a notice to its Facebook page to provide Voters information about the 2021 School Board Election in relation to Career Pathways School. Attached and marked

as **Exhibit "T"** is a screenshot of the notice posted to Career Pathways School's Facebook page dated October 15, 2021.

- vii. In order to ensure Voters were aware of the 2021 School Board Election, Northland School Division sent correspondence home with the students who attend Mistassiniy School. Attached and marked as **Exhibit "U"** is a copy of the correspondence from Mistassiniy School (undated).
  - viii. In order to ensure Voters were aware of the 2021 School Board Election, Northland School Division sent correspondence home with the students who attend St. Theresa School. Attached and marked as **Exhibit "V"** is a copy of the correspondence from St. Theresa School (undated); and
  - ix. In addition to sending correspondence home with the Mistassiniy School and St. Theresa School students, Northland School Division put up posters in Mistassiniy School and St. Theresa School advertising the 2021 School Board Election. Attached and marked as **Exhibit "W"** is a copy of the poster that was posted in Mistassiniy School and St. Theresa School.
48. I am advised by counsel and do verily believe that the above noted election notification methods in paragraph 47 were utilized to provide notice to Voters in Wards 6 and 7 of the 2021 School Board Election, pursuant to s.35(2) of the LAEA.
49. As noted above at paragraph 36, on the day of the 2021 School Board Election, I directed that two polling stations be set up at Mistassiniy School and Pelican Mountain School.
50. I am advised by counsel and do verily believe that, in my Returning Office Role, I complied with section 37(1) and section 53(1) of the *LAEA* in ensuring that polling stations were set up at Mistassiniy School and Pelican Mountain School and that proper identification protocol was followed during the 2021 School Board Election.
51. As noted above at paragraphs 42-44, it is my understanding and personal belief that, the New School Trustee Election Ward System created confusion for Voters in that they were no longer able to vote for candidates from either Wabasca and/or Desmarais nor at polling stations located at either or both Mistassiniy School and St. Theresa School.
52. I was informed by the Ward 6 Presiding Deputy Returning Officer that the Individuals who had attended Mistassiniy School for the 2021 School Trustee Election were under the impression they could vote at Mistassiniy School notwithstanding the New School Trustee Election Ward System. Attached at "**Exhibit "N"**" is a copy of the letter that the Ward 6 Presiding Deputy Returning Officer prepared dated November 28, 2021.
53. Further to paragraph 42, of my Affidavit, in June 2021 I directed that a professional cartographer create for Northland School Division the Professional Ward 6 and 7 Map as I wished to have this map available to Voters at Mistassiniy School on October 18, 2021, and because of an apprehension that there might be confusion regarding the 2021 Ward 6 School Trustee Election due to the New School Trustee Election Ward System. Attached and marked as **Exhibit "X"** is the Professional Ward 6 and 7 Ward Map.
54. I have reviewed the November 28, 2021, letter provided by the Presiding Deputy Returning Officer and do verily believe that, during the 2021 School Board Election, eleven (11) Individuals attended

Mistassiniy School to vote and, after reviewing the Professional Ward 6 and 7 Ward Map, it was determined these Individuals lived in Ward 7. Because of this, while they wished to vote in the 2021 School Board Election, they were unable to do so. Attached at "**Exhibit "N"**" is a copy of the letter that the Ward 6 Presiding Deputy Returning Officer prepared dated November 28, 2021.

55. I verily believe that the change from the Wabasca and Desmarais Local School Board Committee Voting Process to the New School Trustee Election Ward System, and the fourteen (14) year time frame in which Voters in Ward 6 had not voted for a school board trustee, created confusion to Voters in Wards 6 and 7. Of the thirty (30) people who came to vote at the Mistassiniy School, eleven (11) Individuals reviewed the Professional Ward 6 and 7 Ward Map and determined they were ineligible to vote because they lived outside of Ward 6. This meant only nineteen (19) people voted at the Mistassiniy polling station even though eleven (11) additional Individuals had attended Mistassiniy School on October 18, 2021, to cast their school board trustee vote for the 2021 Northland School Trustee Election, but were unable to vote.
56. It is my understanding and personal belief that, eleven (11) out of thirty (30) Voters constitutes approximately thirty-six percent (36%) of the Voters who wish to cast a vote on October 18, 2021. I do verily believe that this thirty-six percent (36%) supports a reasonable conclusion that there was significant confusion about the 2021 Ward 6 School Trustee Election.
57. Based on my personal knowledge and review of the foregoing, I do verily believe that Voters were not able to cast their vote in the 2021 School Board Election because of confusion around the relatively New School Trustee Election Ward System.

#### **Irregularity #2 - Main Door locked at Mistassiniy School:**

58. It is my understanding and I do verily believe that during the 2021 Ward 6 School Trustee Election at Mistassiniy School, the locking mechanism of the main door at Mistassiniy School ("Main Door") was intermittently self-locked throughout the evening.
59. Martina Merrier, the Head Custodian at Mistassiniy School, noticed that the lock mechanism in the Main Door had 'self locked' at or around 3:20 PM on the day of the 2021 School Trustee Election. Attached and marked as **Exhibit "Y"** to my Affidavit as a copy of the Statement of Martina Merrier dated October 18, 2021.
60. I reviewed Ms. Merrier's Statement and do verily believe that the lock mechanism in the Main Door had 'self-locked', the result of which was the Main Door was not open at all times to allow voters to enter Mistassiniy School to cast their vote in the 2021 School Trustee Election. I do verily believe that Ms. Merrier had unlocked the 'self locking mechanism' on the lock of the Main Door at approximately 3:20 p.m. thereafter.
61. I do verily believe that while Ms. Merrier had adjusted the 'self-lock' in the Main Door, the pin in the 'self-lock' relocked intermittently, the result of which was, if Voters had attended Mistassiniy School to cast their vote at a time when the locking mechanism in the Main Door 'self-locked', they would not have been able to enter the school.
62. I reviewed Mr. Mineault's Statement and do verily believe that Mr. Mineault attended Mistassiniy School around 11:00 AM – 12:00 PM on the day of the 2021 School Board Election. Mr. Mineault was unable to enter Mistassiniy School to vote because the lock mechanism within the Main Door had self-locked. However, luckily, a student let Mr. Mineault inside Mistassiniy School. After viewing the Professional Ward 6 and 7 Ward Map at the polling station, Mr. Mineault determined he did not

live in Ward 6 and was not able to vote in the 2021 School Board Election. Attached and marked at **Exhibit "Z"** to my Affidavit is a copy of the Statement of Leonard Mineault dated October 18, 2021.

63. I verily believe that that Mr. Mineault is an example of a Voter who, due to confusion about the New School Trustee Election Ward System, was unable to vote in the 2021 School Board Election.

**Irregularity #3 – Depressed School Trustee Voter Turnout in the Wabasca and Desmarais Area of the Northland School Division**

64. The October 28, 2021, municipal election to elect the councillors for the Municipal District of Opportunity ("Municipal Election") took place at the same time as the 2021 Northland School Trustee Election. One of the Municipal Election polling stations in the Municipal District of Opportunity ("MD of Opportunity Polling Station") was situated in a community hall across the street from Mistassiniy School (i.e. within a few hundred metres).
65. Further to my review of the official election results of the MD of Opportunity municipal election, while there was a municipal voter turnout on October 18, 2021, of approximately between five and six hundred (500-600) people at the MD of Opportunity Polling Station, on the same date, only thirty (30) Voters attended the polling station at Mistassiniy School, which has a student population of approximately two hundred and eighty-five (285) students (on September 30, 2021). I do verily believe this discrepancy reflects a depressed turnout for the 2021 School Board Election.

**Conclusion:**

66. It is my sincere belief that the outcome of the 2021 School Board Election is invalid for the following reasons:
- (a) The significant confusion surrounding the New School Trustee Election Ward System which resulted in Voters not having been able to cast their vote in Ward 6;
  - (b) Due to the 'self-locking' mechanical issue with the Main Door, Voters may not have been able cast their vote in Ward 6;
  - (c) A combination of the factors set out in this Affidavit resulted in an overall depressed turnout of Voters in Ward 6 of Northland School Division.
67. It is my sincere belief that,
- a) to ensure that voters for school trustee positions in Northland School Division trustee elections have trust in the election outcomes;
  - b) school trustee voting ensures fair elections, which are not confusing;
  - c) school trustee voter participation at Northland School Division is safeguarded;
- a determination of the controverted election in Ward 6 is in the public interest.
68. I swear this Affidavit in support of an Originating Application for a Order directing that a new election for Ward 6 Trustee take place pursuant to section 126(1) of the *LAEA*.

A Commissioner for Oaths in and  
for the Province of Alberta

Kimberly E. Wasylenchuk  
Barrister and Solicitor

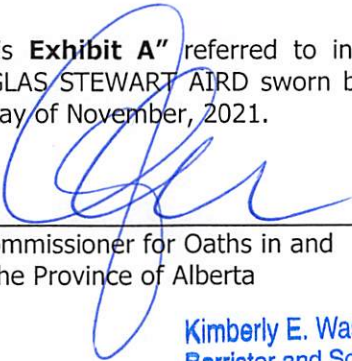
### **TABLE OF EXHIBITS**

<b>Exhibit Letter</b>	<b>Brief Description of Exhibit</b>
A.	<i>Northland School Division Act, RSA 1983</i>
B.	The Northland School Division Inquiry Team Report – November 2010
C.	<i>Northland School Division Act, RSA 2000</i>
D.	Northland School Division Community Engagement Team Report – January 2021
E.	Ministerial Order 001-2010
F.	Letter from Minister of Education re Trustee Lois Byers – July 13, 2016
G.	<i>Northland School Division Act, RSA 2017</i>
H.	Ministerial Order 040-2017
I.	2017 Ward Map
J.	Special Board Meeting Minutes – December 14, 2020
K.	Bylaw 03-2020
L.	Ward 6 and 7 Boundary Map 2021
M.	School Board Election Certification – Northland School Division
N.	Letter from S. Sutherland – November 28, 2021; Spreadsheet of Election Results
O.	Fever Newspaper Advertisements – October 7, 2021 and October 14, 2021
P.	Northland School Division Website post re 2021 School Trustee Election
Q.	Northland School Division Facebook post re 2021 School Board Election
R.	St. Theresa School Facebook post re 2021 School Board Election
S.	Mistassiniy Facebook post re 2021 School Board Election
T.	Career Pathways School Facebook post re 2021 School Board Election
U.	Letter to Ward 6 Parents – Mistassiniy School
V.	Letter to Ward 6 Parents – St. Theresa School
W.	Ward 6 Election Notice Poster – Mistassiniy School and St. Theresa School
X.	Professional Ward 6 and 7 Ward Map – 2021

Exhibit Letter	Brief Description of Exhibit
Y.	Statement of Martina Merrier – October 21, 2021
Z.	Statement of Leonard Mineault – October 18, 2021

# TAB A

This is **Exhibit A** referred to in the Affidavit of  
DOUGLAS STEWART AIRD sworn before me on the  
29<sup>th</sup> day of November, 2021.

  
\_\_\_\_\_  
A Commissioner for Oaths in and  
for the Province of Alberta

Kimberly E. Wasylenchuk  
Barrister and Solicitor

**NORTHLAND SCHOOL DIVISION ACT**

**CHAPTER N-10.1**

*(Assented to June 6, 1983)*

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HER MAJESTY, by and with the advice and consent of the Legislative Assembly of Alberta, enacts as follows:

**Definitions**

**1(1) In this Act,**

- (a) "board" means the board of trustees of the Division;
- (b) "Division" means Northland School Division No. 61;
- (c) "elector" means an elector within the meaning of the *Local Authorities Election Act*, and includes an adult person
  - (i) who on election day is resident on an Indian reserve in respect of which a tuition agreement is in force between the board and the Department of Indian Affairs and Northern Development of the Government of Canada, and
  - (ii) who has resided in Alberta for the 6 consecutive months immediately preceding election day;
- (d) "local school board committee" means the local school board committee referred to in section 4.

(2) Unless otherwise provided, words and expressions used in this Act have the same meaning as in the *School Act* and the *Local Authorities Election Act*.

**Boundaries**

**2(1)** Notwithstanding anything in the *School Act*, the Division shall consist of

(a) the school districts comprising the Division by virtue of the order of the Minister constituting the Division, and

(b) all that part of Alberta lying north of the north boundary of township 55 excepting thereout any lands contained in

(i) any other school division or any county,

(ii) any district not included in a school division or school district in the Division, and

(iii) any Indian reserve.

(2) Nothing in this Act precludes the Minister from time to time

(a) amending the order dated December 9, 1960 constituting the Division or making a new order constituting the Division in substitution therefor, or

(b) constituting, dissolving or altering any school district or any other school division.

**Subdivisions**

**3** The Minister may divide the Division into not fewer than 7 and not more than 31 subdivisions.

**Local school board committees**

**4(1)** A local school board committee shall be elected in each subdivision in accordance with the *Local Authorities Election Act* as if

(a) a local school board committee were a board of trustees, and

(b) a subdivision were a district or division.

(2) The number of members to be elected to each local school board committee shall be determined

(a) by the Minister for the first election, and

(b) by the board in subsequent elections.

(3) Members of a local school board committee hold office for 3 years and shall remain in office until the organizational meeting of the committee following the next ensuing election of a local school board committee.

**Organizational meeting of local committee**

**5(1)** The organizational meeting of a local school board committee shall be held no later than 7 weeks following the date specified in the *Local Authorities Election Act* as nomination day at a time and place to be fixed by the secretary of the board, who shall give notice of the

meeting to the elected members of the local school board committee as if it were a special meeting of trustees.

(2) At the organizational meeting, the local school board committee shall elect 1 of its members as chairman and 1 of its members as secretary to hold office during the pleasure of the committee.

(3) If a chairman of a local school board committee is not elected as required by subsection (2), the Minister may

(a) appoint a person as a chairman, or

(b) direct that an election be held to fill a vacancy required to be filled by an elected person.

(4) A person appointed by the Minister under subsection (3) is in the same position as he would have been had he been elected under subsection (2).

(5) If either the chairman or secretary is unable to perform the duties of the office, the local school board committee shall appoint an acting chairman or acting secretary who has all the powers and duties of the chairman or secretary, as the case may be.

(6) Where the board considers it necessary, the secretary of the board may appoint a person to act as acting chairman at the organizational meeting of a local school board committee for the purpose of carrying out the elections under subsection (2).

#### Qualifications

6(1) A person is not qualified to be elected or to continue to hold office as a member of a local school board committee if he would be disqualified from holding office as a trustee under sections 31 and 32 of the *School Act* or section 22 of the *Local Authorities Election Act*.

(2) If a person is not qualified to remain a member of a local school board committee under subsection (1), he shall forthwith

(a) resign his seat on the local school board committee, and

(b) where he has been elected chairman of a local school board committee, resign from that office and resign his seat on the board.

(3) If he does not resign in accordance with subsection (2), the board may by resolution declare him to be disqualified or may apply to the Court of Queen's Bench for an order declaring his seat on the local school board committee or on the board or both vacant, and sections 34 to 37 of the *School Act* apply to the application.

#### Local committee not a corporation

7 Neither a local school board committee nor the members constituting the committee are a corporation.

#### Name

8 A local school board committee may with the approval of the board designate a name by which it shall be known.

#### Powers of local committee

9(1) A local school board committee has the following powers:

(a) to request the board to institute religious instruction or instruction in a language other than English in accordance with the *School Act*;

(b) to nominate a teacher;

(c) to recommend to the board

(i) the school opening date;

(ii) the number of days and the dates of school operation;

(iii) the length of the school day and the number of minutes of school operation;

(iv) the number of minutes of classroom instruction and the number and length of recesses;

(d) to recommend to the board that Farmers' Day or Treaty Day, or both, be declared to be a holiday;

(e) to recommend to the board a policy providing for the use of schools and school buildings other than during the school day;

(f) to recommend to the board a program providing for orientation of school staff to the Division;

(g) to advise and assist the board in the selection of a principal, para-professional employees, caretakers, bus drivers and other support staff for a school within the subdivision for which the local school board committee was elected;

(h) to advise the board and carry out any functions delegated to it by the board.

(2) If a local school board committee passes a resolution requesting that the board institute instruction in a language other than English in a school in the subdivision for which the local school board committee was elected and sends the resolution to the board, the board shall institute instruction in that language as soon as it is practical to do so.

(3) If a local school board committee passes a resolution requesting that the board institute religious instruction in a school in the subdivision for which the local school board committee was elected and sends the resolution to the board, the board shall institute religious instruction as soon as it is practical to do so.

(4) If a local school board committee passes a resolution nominating a teacher for a school in the subdivision for which the local school board committee was elected and sends the resolution to the board at least 30 days before school opening date, the board may appoint the teacher to the school if the teacher wishes to enter into a contract.

Board of trustees **10(1)** The board of trustees of the Division is continued as a corpo-

ration under the name of The Board of the Northland School Division No. 61.

(2) The members of the board are those persons elected as chairmen of local school board committees under section 5(2).

(3) The members of the board hold office for 3 years and shall remain in office until the organizational meeting of the board following the next ensuing election of local school board committees.

(4) The Minister shall

(a) appoint a Superintendent of Schools, who

(i) holds office during the pleasure of the Minister, and

(ii) is the chief executive officer of the board,

and

(b) pay the salary and expenses of the Superintendent of Schools.

(5) The board shall reimburse the Minister for the amount of the salary and expenses under subsection (4)(b).

(6) The organizational meeting of the board shall be held annually but no later than 9 weeks following the date specified in the *Local Authorities Election Act*

(a) for the receiving of nominations for trustee in a general election, or

(b) in any year in which a general election is not required to be held, for receiving nominations if a general election were held that year,

at a time and place to be fixed by the secretary of the board, who shall give notice of the meeting as if it were a special meeting.

Powers of board    **11(1)** Subject to this Act, the board has all the powers and duties of a board of trustees under the *School Act*.

(2) The board may

(a) delegate any of its powers to a local school board committee, and

(b) determine and pay the fees and expenses of local school board committee members for attendance at meetings.

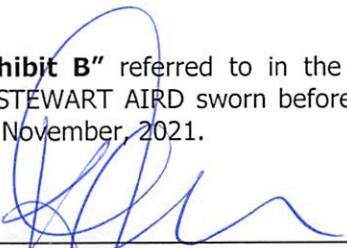
Annual report    **12(1)** The board shall prepare annually a report of board affairs and provide its report prior to March 31 of each year to each local school board committee.

(2) The local school board committee shall make the report available to any elector who requests a copy.

- Audit**                    **13**    The Auditor General is the auditor of the board.
- Application of provisions of the School Act**           **14**    Sections 32, 38, 44 to 46 and 48 to 50 of the *School Act* also apply to a local school board committee as if it were a board of trustees under the *School Act*.
- Exemption from School Act and Local Authorities Election Act provisions**       **15**    The *School Act* and the *Local Authorities Election Act* apply to the Division unless the Minister by order exempts the Division, the board or the local school board committees from the whole or part of any provision of the *School Act* and the *Local Authorities Election Act* or a regulation under either Act, and thereupon that provision ceases to apply to the Division or any person, municipality or child resident in the Division or to the board or local school board committees to the extent specified in the order.
- Repeal**                    **16**    The *Northland School Division Act*, chapter N-10 of the Revised Statutes of Alberta 1980, is repealed.
- Coming into force**        **17**    This Act comes into force on Proclamation.

# TAB B

This is **Exhibit B** referred to in the Affidavit of  
DOUGLAS STEWART AIRD sworn before me on the  
29<sup>th</sup> day of November, 2021.

  
\_\_\_\_\_  
A Commissioner for Oaths in and  
for the Province of Alberta

Kimberly E. Wasylenchuk  
Barrister and Solicitor

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# The Northland School Division Inquiry Team Report

*to the Honourable Dave Hancock,  
Minister of Education,  
Government of Alberta*

November 2010



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## EXECUTIVE SUMMARY OF RECOMMENDATIONS



The Northland School Division Inquiry was convened by the Minister of Education in January 2010 to gather information, report findings and offer recommendations regarding Northland School Division (NSD). The focus was on the Division's:

- Student learning and achievement outcomes
- Instructional and administrative leadership
- Financial condition and budget processes
- Board and administration oversight of capital projects and day-to-day operations
- Operation of central administration
- Compliance with fiduciary responsibility
- Current governance structure and its effectiveness
- Present boundaries and alternatives to these boundaries.

Between February and July 2010, the Inquiry Team reviewed extensive documentary information, visited all 23 communities served by the jurisdiction and met three dozen persons with expert knowledge about NSD operations, as well as with leadership representatives of the school systems neighbouring.

The nature of the Inquiry's terms of reference has generated a substantial number of recommendations. In the following listing, those presented in **bold type** are regarded by the Inquiry Team as key measures required to re-establish NSD's effectiveness.

The recommendations range from broad in scope to the narrowly focused and specific. There is a timeframe staging element to the recommendations: while many can be initiated immediately, others will require process over time, but in all cases, work needs to begin promptly.

While the recommendations are structured following the terms of reference, a more grouped and phased approach may be helpful for implementation. Implementation planning requires immediate action and needs to engage NSD communities and stakeholders in considering how best to proceed with the recommendations.

### Primary Considerations

With effective governance and leadership, a renewed NSD has the potential to contribute significantly to the improvement of Aboriginal student learning outcomes in northern Alberta, but this will only happen if NSD becomes a strong force for change.

**Recommendation #1:** That the provincial government maintain the current boundary structure of NSD, except for the circumstances set out later in Recommendations #44 and #45; and that NSD be clearly

identified and recognized as a special purpose school authority for Aboriginal education that is focused around capitalizing on its unique opportunity to provide excellence in First Nations and Métis education.

**Recommendation #2:** That Alberta Education implement a mandated progress review process to occur at three-year-intervals; further, that if after nine years, there is no or only limited progress in implementing the recommendations of this report and in improving measures in the Annual Educational Result Reports, then the need for further interventions, including possible radical boundary change, should be reconsidered.

**Recommendation #3:** That NSD implement an improvement strategy requiring an action-oriented leadership structure that is centred on strategic governance and focused on the following three central priorities over the next nine to 12 years:

- English language and numeracy development
- Improved student attendance
- Strengthening parents' engagement with their schools through improving communication and levels of trust. In this regard, it is recommended that NSD take the lead in implementing the FNMI Services Branch parent-engagement initiative.

**Recommendation #4:** That as part of the process to improve parent and community engagement with the school, NSD:

- Encourage and facilitate appropriate teacher involvement with their community, and where possible, develop extracurricular activities with students
- Establish the practice of schools and their staffs regularly hosting community supper gatherings at the school as a means of developing awareness and engagement.

## Student Learning Outcomes and Achievement Results

Improving student achievement results requires a sustained focus on language development, improved student attendance and increased parent engagement.

**Recommendation #5:** That NSD more effectively utilize locally developed measures within the Accountability Pillar to better tailor the accountability process to the unique characteristics of the jurisdiction (for example regarding grade level of achievement).

**Recommendation #6:** That NSD engage teachers and parents in a process of ongoing review of Provincial Achievement Tests (PATs) as they are released in an effort to:

- Build greater awareness and understanding of the tests
- Provide feedback to Alberta Education where there is agreement that particular test items may in fact be biased either culturally or because the items assume background experiences that students living in remote communities may not have.

**Recommendation #7:** That NSD review and update its grade promotion policy and take steps to ensure that the revised policy is well communicated to parents. NSD should make every effort to ensure that parents understand the distinction between grade placement and academic grade level of achievement.

**Recommendation #8:** That NSD place sustained emphasis on strengthening languages (English and Aboriginal) by multiple strategies that are tailored to the contextual needs of each community. In this regard specifically that NSD leadership research a successful approach for the acquisition of Aboriginal languages, English language and numeracy. Further, that NSD leadership establish baseline data on these areas and train all staff in effective teaching of selected programs or approaches. That NSD also maintain longitudinal data to track student progress, adjust strategies as needed and carry out ongoing assessment.

**Recommendation #9:** That library enhancement for the purpose of supporting reading be an integral part of the effort to strengthen languages.

**Recommendation #10:** That it be mandatory for NSD schools to offer full-day Kindergarten programs.

**Recommendation #11:** That NSD promote and maintain close coordination with Head Start programs as a means of helping alleviate the readiness for school deficiencies experienced by many students, and further, that in communities where no other agency offers a Head Start program, NSD should consider offering such a program.

**Recommendation #12:** That NSD strengthen the Aboriginal cultural content within the curriculum; and further that more emphasis, including staff development and support, be placed on Aboriginal content infusion as provided for in the Alberta curriculum.

**Recommendation #13:** That NSD strengthen professional leadership for Aboriginal language instructors and provide training for Aboriginal language instructors to increase the capacity to deliver quality Aboriginal language programs.

**Recommendation #14:** That there be recognition of the reality that not all parents support Aboriginal language and cultural instruction within the school environment by providing an opt-out arrangement similar to the manner in which public schools generally deal with religious instruction.

**Recommendation #15:** That NSD establish a system-level to system-level administrative liaison process with neighbouring school jurisdictions providing instruction to students from NSD communities to address student and program articulation issues and other considerations.

**Recommendation #16:** That NSD endeavour to improve communications with schools and jurisdictions offering junior-senior high school services to NSD students. Further, that NSD assign staff to monitor the performance of, and act as an advocate for, all students pursuing junior-senior high school programs in schools outside of NSD.

**Recommendation #17:** That NSD give planning consideration to establishing a combined regional and virtual high school to serve students in the smaller communities, as an alternative to existing boarding arrangements.

**Recommendation #18:** That NSD initiate and sustain discussions with Northern Lakes College and any other post-secondary institution that has a presence in communities served by NSD to capitalize on potential joint efforts in high school programming.

## Central Administration and Leadership

A re-establishment of central administration and leadership capacity is needed for NSD to be more effective.

**Recommendation #19:** That as NSD is re-defined as a special purpose system for Aboriginal education, there be a requirement, over time, for persons in leadership roles to have FNMI heritage and Aboriginal language fluency along with demonstrated skill in dealing effectively with Aboriginal cultures.

**Recommendation #20:** That NSD re-establish an effective orientation program for new hires, with a substantial emphasis on community and cultural components, and further, that the placement of new employees into communities be arranged with sufficient time for them to experience community-level orientation and settling-in prior to the start of teaching duties.

**Recommendation #21:** That NSD implement and maintain staff development activities that enhance teachers' skills at individualizing, differentiating instruction, employing more experiential-based learning activities and devising learning activities that include formative assessment skills, in recognition of the diverse learning levels and needs of NSD students.

**Recommendation #22:** That NSD ensure strengthened responsibility and accountability relationships between students, teachers, principals and the superintendency. In particular, that the human resources management function (recruitment and termination of personnel) become clearly a management activity with appropriate community input only; it must cease to be regarded as a governance function subject to political processes.

**Recommendation #23:** That NSD re-establish central, regionally based, administrative and pedagogical roles by re-directing some resources away from classroom-based positions. These re-established roles should provide direction, assistance and support to principals and teachers for NSD-wide approaches, implementation and assessment of core literacy and numeracy programs.

**Recommendation #24:** That NSD establish and sustain over time a school-community development function within the organization. This function should include a staff position whose job is to regularly and systematically facilitate school-based meetings with parents and community members to develop the school's strategic role within the future of the community. This staff position must take the lead in implementing the parent engagement process, including reflecting the concepts behind the former Community Schools program and the Integrated Services delivery model. Further, that this function also include designated resources to enable school staff to regularly host community gatherings (such as community suppers) at the school.

**Recommendation #25:** That NSD establish and sustain over time an internal communications function. This function should include a staff position whose job is to ensure that key messages about the system's priorities are directed to internal audiences through all appropriate channels. These key messages include the importance of: schooling, regular attendance, consistent parental support and the inclusion of Aboriginal culture.

**Recommendation #26:** That NSD continue to maintain and enhance records of the levels of training of paraprofessional/support staff.

**Recommendation #27:** That where paraprofessional/support staff members have not completed a level of training commensurate with their assignments, each staff member develop a training plan that leads to a recognized credential relating to their assignments and that NSD encourage and assist staff with in-service programs tied to course requirements.

**Recommendation #28:** That when new paraprofessional/support staff are hired, they be required to commit to an upgrading program/plan that leads to a recognized credential related directly to their assignment.

## Financial and Capital Management

Business management practices and arrangements require structural improvement.

**Recommendation #29:** That NSD ensure appropriate personnel and internal arrangements are in place for systematic quarterly financial reporting to the Board of Trustees.

**Recommendation #30:** That Alberta Education and NSD jointly explore supporting NSD teacher housing through an arms-length entity (some type of housing authority) acting on NSD's behalf, and perhaps on behalf of other public sector employers in northern Alberta communities, in order to get away from the staff relations issues associated with the employer being the landlord; further that innovative, ongoing provincial funding be implemented to enable such an arrangement to be viable.

**Recommendation #31:** That Alberta Education provide one-time catch-up funding to NSD for upgrading to current standards school libraries and facilities, particularly with respect to old portable classrooms, and the teacher housing inventory.

**Recommendation #32:** That NSD obtain title to, or an enforceable long-term interest in, land prior to commencing construction of any capital project.

**Recommendation #33:** That NSD ensure it has appropriate leases in place for all its schools situated on Métis Settlement lands.

**Recommendation #34:** That prior to releasing funds for the construction of new school facilities, Alberta Education verify that the recipient school jurisdiction has obtained title to, or an enforceable long-term interest in, the land for the building site.

**Recommendation #35:** That Alberta Education facilitate negotiation of a new, omnibus Education Agreement between NSD and Treaty 8 First Nations within the context of the *Memorandum of Understanding on First Nations Education in Alberta*, to replace the dated tuition agreements currently in place.

**Recommendation #36:** That Alberta Education take a leadership role in the establishment of a regional service and support consortium for First Nations and Métis education, involving NSD with neighbouring school jurisdictions and the First Nations education authorities operating in northern Alberta; further that funds from the FNMI grant be considered to enable initiatives in this area.

## Governance

Re-establishing effective governance and leadership requires a new structure.

**Recommendation #37:** That Alberta Education entrench NSD's governance policies and protocols in a Ministerial Order, or similar arrangement, to ensure that those in governance roles focus on governance activities and delegate management activities to staff, subject to effective accountability, reporting and oversight processes in a manner that cannot be unilaterally revised by NSD.

**Recommendation #38:** That the provincial government amend the *Northland School Division Act* to establish a nine-member Board of Trustees; seven elected by direct election (ward system), one other a First Nations' representative nominated pursuant to an Education Agreement (with Treaty 8) and one other a Métis representative nominated by Métis Settlements General Council, both of the latter appointed to the board by the Minister of Education. For a graphic representation, please see Appendix 12: Renewed Governance Model.

**Recommendation #39:** That a term limit of not more than two consecutive three-year terms be established for members of the Board of Trustees to ensure effective representation from throughout the system over time and to minimize the potential of factional politics and inappropriate concentrations of power.

**Recommendation #40:** That an ex officio (non-voting) member of the Board of Trustees be appointed by the Minister of Education as a process observer and coach to facilitate organizational change and ensure that the participants of the new structure remain true to intent. Please see Appendix 12: Renewed Governance Model.

**Recommendation #41:** That Alberta Education support a governance structure that fosters a sense of ownership at the community and parent levels without impinging unduly on school operations and teachers' professional practice.

**Recommendation #42:** That the provincial government amend the *Northland School Division Act* to expand Local School Board Committee membership to include parent and teacher representation and that its role be consistent with that of a School Council as set out in the School Council Regulation.

**Recommendation #43:** That a Council of Chairs of the newly constituted Local Boards meet twice yearly with the Board of Trustees in a legislative advisory role.

## Boundaries

There are a few instances where realignment of NSD schools with neighbouring school jurisdictions is consistent with the concept of NSD being an entity focused on Aboriginal students.

**Recommendation #44:** That Alberta Education appoint a facilitator to work with the Anzac School community and Fort McMurray Public School District regarding realignment of Anzac School to Fort McMurray Public School District jurisdiction.

**Recommendation #45:** That Alberta Education initiate a process for transferring Red Earth Creek School to Peace River School Division jurisdiction.

**Recommendation #46:** That NSD initiate school closure proceedings at Keg River.

**Recommendation #47:** That Alberta Education establish a process for Métis Settlements to periodically determine by plebiscite if they wish to remain part of NSD or transfer to a neighbouring school jurisdiction or vice-versa.

## Implementation

**Recommendation #48:** That Alberta Education create a multi-stakeholder implementation team including representation from:

- All its branches involved with NSD operations
- NSD leadership
- The external agencies and organizations involved with NSD

to engage in developing and delivering strategies, including those for community engagement with this report's recommendations, which are necessary to bring about positive change in NSD.

## MANDATE AND TERMS OF REFERENCE

In January 2010 the Minister of Education dismissed the Corporate Board of Northland School Division (NSD) and appointed an Official Trustee to oversee the jurisdiction. This action taken pursuant to provisions of the *School Act* reflected concern over persistently weak student learning outcomes and other matters relating to the governance of the jurisdiction. The Inquiry was initiated in conjunction with this initiative to gather information and develop recommendations for improving this situation.

### Terms of Reference

The Northland School Division Inquiry was established on January 21, 2010 by the Minister of Education with the following terms of reference:

It is expected that under Section 41(1) of the *School Act*, and with all authority granted by Sections 41(2), (3) and (4) of the *School Act*, the members of the Inquiry will, as appropriate, consult with the 23 communities that comprise NSD, and will gather information for, report findings to and offer recommendations to the Minister, on the following:

1. Student achievement in NSD and plans developed by the Division and schools to improve student learning and achievement results as measured by the Accountability Pillar.
2. The exercise of instructional and administrative leadership by the Superintendent of Schools, including steps taken to improve student learning and achievement, and regarding the management of personnel, special education, FNMI programming and supervision of schools.
3. The financial condition of NSD, including, without limitation, budget processes and allocation of funds to schools.
4. The nature and extent of board or administration oversight in capital projects and day-to-day financial operations. It is expected that specific attention will be paid to the Bishop Routhier School in Peavine and to the issues that have precluded occupancy of this facility by NSD.
5. The operation of the NSD central administration.
6. Compliance with fiduciary responsibilities by members of the board and administration.
7. The effectiveness of the current governance structure of NSD, specifically the devolution of authority to Local School Board Committees (LSBC) pursuant to the *Northland School Division Act* and Northland Policy 7 — Local School Board Committees. In this context, members of the Inquiry are expected to seek input from the 23 communities that comprise NSD about the effectiveness of existing governance structures and alternatives to the present governance structure.

8. Alternatives to the present boundaries of the school Division, including consideration of the possible incorporation of a number of NSD schools into other existing school jurisdictions. In this context, members of the Inquiry are expected to seek input from the 23 communities that comprise NSD about the effectiveness of existing school jurisdiction boundaries.
9. Any other matter connected with the management, administration or operation of the board, as further directed by the Minister.

## INQUIRY TEAM MEMBERS

**David van Tamelen (Chair)** worked for the Peace River School Division in Peace River from 1971 to 2004 as an educator and administrator including in the roles of Secretary Treasurer and then Superintendent of Schools. He attended the University of Alberta where he received his Bachelor of Education (1970), Bachelor of Arts (1971) and his Master of Education specializing in Educational Administration (1988). He completed his Doctorate in Education in 1999. Since his retirement he has operated an educational consulting practice, whose clients have included the Alberta School Boards Association, several school jurisdictions and Alberta Education.

**Nathan Matthew** has represented First Nations education on diverse committees and councils at the local, provincial and national levels. As chief of the Simpcw First Nation for 17 years and chair of the Shuswap Nation Tribal Council for two terms, Nathan has paved the way for positive changes in Aboriginal communities. His deep commitment to quality education for Aboriginal learners has been the focus of his distinguished career as a political and educational leader. Under his leadership the First Nations of the Province of British Columbia signed the first Aboriginal Education Jurisdiction Agreement with the federal and provincial governments. He received a Bachelor of Recreation and Education from the University of British Columbia in 1972 and received his Master of Education in 1990. In 2006, he was awarded an honorary Doctorate from Thompson Rivers University. He served as the British Columbia First Nations representative on the Education Advisory Council to B.C.'s Minister of Education from 1989 to 2005.

**Keith Wagner's** teaching and leadership experience has taken him across the province from southern Alberta to Grande Prairie and Fort Vermillion in the far north at all levels of school and school system administration. He has also served with the Curriculum Branch of Alberta Education, including in the roles of Director of that branch and as an Acting Assistant Deputy Minister. His diverse perspectives as a former teacher, school principal and Deputy Superintendent have led him to his current occupation as a private consultant in educational policy and curriculum issues. In this regard he has worked on several projects with various school boards and the Alberta School Boards Association. He received his Bachelor of Education from the University of Calgary in 1971 and obtained his Master of Arts in Education from the University of Victoria in 1983.



## ACKNOWLEDGEMENTS

Appreciation is extended to all who helped out with the Inquiry Team's work.

Executive Secretary Lorraine Cardinal-Roy is from Sucker Creek First Nation. She is fluent in Cree. In addition to her administrative role, Ms. Cardinal-Roy provided valuable cultural knowledge, advice and support.

The First Nations, Métis and Inuit Services Branch (Alberta Education) provided administrative support and community facilitation to the Inquiry Team. Education managers, including Debbie Mineault, fluent in Cree who have extensive experience with education in Aboriginal communities, provided assistance with community engagement and protocol.

Billy Joe Laboucan from Little Buffalo provided community facilitation. His fluency in the Cree language and knowledge of Northlands communities was invaluable.

Inquiry Co-ordinator Sandra Shepitka-Boyle, for her organizational expertise and liaison with Alberta Education. Also to the Alberta Education staff who provided information and technical assistance as arranged by the co-ordinator.

Official Trustee Colin Kelly provided facilitation and information support.

The Alberta Teachers' Association (ATA) provided assistance in developing the survey questionnaire.

Thanks are extended to the many knowledgeable individuals who spent time sharing insights; and to NSD central office staff who provided documents and shared their experience and insights.

Special thanks are extended to Ann Rosin, Executive Secretary at NSD, and school principals and secretaries for their logistical assistance.

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And finally, the Inquiry Team is very grateful to all of the people in the school communities who came and shared their thoughts. All shared a genuine desire to see improvements in their children's education.

## INTRODUCTION

This report provides a summary of the NSD Inquiry Team's work, including information-gathering activities, findings and recommendations for consideration and in-depth appendices.

Northland School Division's demographic is unique in Alberta. More than 95 per cent of the student population is First Nations, Métis or Inuit (FNMI). Geographically, the population is dispersed in predominantly remote, small communities. NSD's student learning outcomes as measured by the provincial Accountability Pillar are weak and — other than at the Grade 3 acceptable level — have shown no significant improvement in most measurement areas over the past five years. For this to improve, the Aboriginal vision, support and active involvement for student development must become integral to NSD's future. The purpose of NSD must be common to the purpose and expectations of its FNMI populations in the schools and in the communities.

The Inquiry Team confirmed that NSD communities have a clear desire to keep their school division as an entity. Both geographic and cultural isolation are feared. If schools are transferred into mainstream jurisdictions, the people are concerned about marginalization. A key message heard was "Make NSD work, don't hide the problems of Aboriginal education in other jurisdictions." Even if substantial boundary changes were seen to be rational, they would not be amenable to the populations served given the socio-cultural realities of the communities and would likely set back some of the gains which have been made regarding parent and community engagement with the schools. There is an evident sense of ownership that both staff and community members feel toward NSD. Yet, in spite of many concerns, a spirit of enthusiasm and regard for the organization endures.

While it may seem counter-intuitive to maintain NSD operation of schools where the students move to neighbouring jurisdictions to complete high school, the Aboriginal focus of NSD should establish a strong foundation for its students at the elementary and junior high school level so that — secure in their identity and educational skill level — they can more successfully transition to the mainstream school experience. In this respect, NSD needs to be more strategic in its governance and program delivery approach for Aboriginal students.

Much of what is reported here is not new; many findings and recommendations are a reiteration of previous studies and reports. NSD has proven to be a rather change-resistant organization. To improve student learning outcomes, the organization must now overcome that limitation and make substantial adjustments to improve student results. Advocacy for change is an essential ingredient for the future success of NSD.

For the most part, this report and its recommendations are directed at NSD and Alberta Education. However, it must be recognized that other organizations and

entities that impact the communities, for example Children and Youth Services, also have to be engaged with securing the improvement of student outcomes. Also, the *Memorandum of Understanding for First Nations Education in Alberta*, established in February 2010 between Alberta, Canada and Treaties 6, 7 and 8, establishes part of this inter-agency context.

The nature of the Inquiry's terms of reference has generated a substantial number of recommendations, which range from broad in scope to those that are narrowly focused and specific. Additionally, there is a timeframe element to some of the recommendations: while many can be initiated immediately, some need to be dealt with ahead of others and some will require process over time. While the recommendations in the report are structured following the terms of reference, a more grouped and phased approach may be helpful for implementation. To be effective, it is very important that this implementation planning begin immediately to engage NSD communities and stakeholders in considering how best to proceed with the recommendations.

## CONSULTATION AND INQUIRY PROCESS

NSD serves approximately 2,900 Kindergarten to Grade 12 students in 23 schools located in remote communities in northern Alberta. Of these, approximately 57 per cent are provincial students and 43 per cent are federally supported First Nations students. An overview of NSD is provided in Appendix 1: Map of Northland School Division and Appendix 2: NSD Communities, Schools, Grades and Enrolment. Please also see Appendix 3: Accountability Pillar Overall Summary, which provides 2009 data on Provincial Achievement Tests (PATs), Diploma Exam values and other overall evaluations based on a variety of measures.

In consideration of the cultural environment, the Inquiry took a non-legalistic, informal yet structured approach to receiving input. The objective was to be approachable, responsive and accepting of whatever information people wished to direct to the Inquiry Team. The community-based information-gathering was conducted in as flexible a manner as possible. A mixture of team members meeting together and of individual members meeting with sources was used to manage scheduling and workload. Particular effort was made to ensure team member participation for the community visits; in all cases, at least two members were able to attend and in most cases all three were present. Where team members conducted individual meetings, information was shared with the other members on an ongoing basis and debriefing conversations were held on a regular basis throughout the information-gathering phase of the Inquiry. This resulted in a somewhat iterative process, where additional sources were engaged to follow-up on topics and questions that emerged as the information-gathering proceeded.

The team was careful not to intervene in operational matters of the system. Issues of this nature that came to the attention of the Inquiry were referred to NSD governance and administration through regular liaison communications between the Inquiry Chairman and the Official Trustee.

It should be noted that while the Inquiry gathered and analysed a large quantity of data, this process was not conducted within the standards and protocols common to academic research and should not be considered as such.

### Data-Gathering Strategies

The Inquiry's information-gathering has included the following activities, some of which have been conducted as a group and some of which have been conducted by individual members of the Inquiry Team, with findings shared with the other members.

#### *Reviews of:*

- Student learning and achievement-related data (learner assessment data; attendance data) at the jurisdiction and school levels.

- NSD documentary records including internal reports, Corporate Board, Corporate Board Committee and LSBC minutes.
- Division and school-level improvement plans (Three-Year Education Plans; Alberta Initiative for School Improvement (AISI) Project plans and reports).
- Other plans and reports identified as relevant to student learning and achievement results in NSD.
- Samples of recent PATs to ascertain the degree to which they may be culturally biased, as well as descriptors of test development strategies, especially as those strategies are designed to minimize such bias.
- Selected NSD locally developed instructional resources with respect to improving student learning and achievement results.
- Effective/promising practices for improving FNMI student learner outcomes and achievement results, as a reference for assessing NSD plans and practices.
- Overview of FNMI education governance arrangements in neighbouring provinces.
- Financial and budgetary data (audited financial statements; auditor's management letters; internal financial reports and budgets for system and school levels); also review of budgeting and internal resource allocation (site budgeting) system data.
- Costs associated with the Corporate Board and LSBC governance structure and the central office administrative structure.
- Comparison data for other northern-tier Alberta school jurisdictions.
- Documentation and information specific to the Bishop Routhier School construction project at Peavine Métis Settlement.

The documentary sources are listed in Appendix 4: References.

*Interviews/briefings were conducted with:*

- NSD executive and central office professional staff.
- Alberta Education staff with expertise and familiarity regarding NSD and regarding FNMI activities.
- The superintendents of 11 neighbouring school jurisdictions (in some instances, they involved other administrative and/or elected officials in the discussions).
- Thirty-plus persons, including Alberta Education and NSD staff, identified as having perspectives and/or information of interest to the Inquiry Team; particularly with respect to other recently completed reports commissioned by NSD regarding its operations.
- NSD administrative staff, to interpret financial data and board and administration oversight processes for both operating and capital project activities; also with respect to teacher housing operations.

The interview sources are listed in Appendix 5: Interviews and Briefings.

*Additional information-gathering activities have included:*

- Meetings with the Métis Settlements General Council and with Treaty 8 First Nations Education Council.
- A review of selected scholarly dissertations regarding NSD, discussed in Appendix 6: Doctoral Dissertations Related to NSD.
- Scheduled community visits. Please see below and Appendix 7: Schedule of Community Visits and Consultation Input.
- Survey questionnaires, which were developed by the Inquiry Team and refined, implemented and analyzed by a contracted firm (HarGroup Management Consultants, Inc.) to secure individual input from NSD teaching staff and separately from paraprofessional/support staff. These survey results are discussed in Appendix 8: Partial Teacher and Paraprofessional/Support Staff Survey Questionnaires.
- A review of prior NSD-focused reports. Please see Appendix 9: Prior Studies and Reports Related to Northland School Division.
- Three focus groups of FNMI post-secondary students (from NSD communities as much as possible) were convened at Concordia University College, Northern Lakes College Grouard Campus and Northern Lakes College Wabasca/Stoney Point Campus respectively, to gather input regarding their educational experiences. At Mistassiniy School, where a substantial number of junior and senior high school students are served, focus groups with some of these students were conducted. Please see Appendix 10: Summary of Student Focus Groups.

### ***Community visits:***

Between April 20, 2010 and June 22, 2010 the Inquiry Team visited each of the 23 communities that comprise NSD to seek advice and perspectives about its terms of reference, particularly improving student learning outcomes, the effectiveness of existing governance structures including alternatives to the present structure and the effectiveness of existing school jurisdiction boundaries. Additional information regarding the community information-gathering is provided in Appendix 7: Schedule of Community Visits and Consultation Input.

In addition to the Inquiry Team members, the community visitation team included the Inquiry's Executive Secretary Lorraine Cardinal-Roy and Debbie Mineault and Billy Joe Laboucan as Community Facilitators who assisted with respect to community protocols and the information-gathering process. The Executive Secretary and the Facilitators were all fluent in Cree and familiar with the communities; in several instances, translation support was utilized by the participants.

In each community a series of meetings was held with each of the following groups:

- School teaching staff
- School paraprofessional (support) staff
- The school principal and assistant principals, where present
- Local leadership of the community (chiefs and councils of First Nations; chairpersons and councils of Métis Settlements; Municipal District/County representatives)
- The LSBC
- Members of the community in discussion group settings.

In a few of the communities where local leadership arrangements were informal and there was an overlap of membership with the LSBC these meetings were combined. This extensive community input gathering process totalled over 100 meetings.

The staff and leadership group meetings were convened during the day and the community meeting took the form of a supper gathering at the school followed by group discussions. Meetings were generally held at the school, with the exception of some of the meetings with local leadership, which were held at their offices. The community visit format generally took from about 9 a.m. through 9 p.m. Additional travel time together provided the team members opportunity for reflection, discussion with the facilitators, debriefing and analysis of the input heard. For the community meetings, every effort was made to have the full team in attendance and for the most part this was achieved. The process was kept as flexible as possible to accommodate local community practices or wishes regarding the structure of the meetings. In addition to information provided in response to the Inquiry's *Discussion Guide for Community Visits* (Appendix 7, Part B), several communities prepared formal presentations to the team and in one case the community leadership presented an extensive perspective on behalf of the community. In several communities, the schools took the opportunity to present student performances of music and dance in conjunction with the community gatherings convened by the Inquiry.

While the Inquiry Team has gathered and considered information from many sources, the input received through the meetings and discussions, which comprised the community visits phase of the Inquiry, provided essential contextual understanding. Some ideas that appear sensible from an external perspective become of questionable viability when considered from a community perspective.

Data from the community meetings and gatherings is extensive. It was summarized and analyzed thematically, and is further presented in Appendix 7.

***Briefs:***

Provision was established and publicised on the Alberta Education website for receipt and review of written input from persons and organizations interested in providing commentary to the inquiry. While response was limited, the input received in this manner was reviewed to provide additional perspectives. The Alberta School Boards Association (ASBA) and Alberta School Councils Association (ASCA) jointly submitted a comprehensive brief. A brief was also received from the Athabasca Tribal Council.

The Inquiry Team is of the view that the data-gathering approaches and activities described above were effective in providing sufficient information and understanding to support the findings and recommendations which follow.



## BACKGROUND CONTEXT

### History of Northland School Division

The history of NSD has been well documented in previous studies. Readers interested in detailed information are referred to the studies summarized in Appendix 9: Prior Studies and Reports Related to Northland School Division.

NSD exists within the context of the establishment of Indian reserve lands and treaties, of Métis Settlements and the settlement of traditional lands by non-natives. These circumstances have shaped and affected relationships within NSD. It is important to note that most people in the NSD communities are affected by the legacy of the residential school era; most grandparents and many parents are products of that troubled experience. The realities of social and economic marginalization also have substantial effects on schooling in many of the communities. The pace of change in the communities has been rapid: most are only one or two generations removed from traditional life on the land.

*The ASBA/ASCA brief (2010) provided the following summary:*

Northland School Division was created as an operating entity by the provincial government in 1960. Unlike other school Divisions in the province that have been operating with locally elected school boards since the creation of Alberta in 1905, Northland was initially governed by a provincially appointed official trustee and superintendent. This arrangement served the Division until 1965 when the Alberta Legislature proclaimed the first *Northland School Division Act*. This Act called for the provincial appointment of five trustees who would replace the Official Trustee. These five trustees were appointed for a three-year term and included an appointed chair from the University of Alberta's Faculty of Education, one representative from the Department of Education, one representative from Municipal Affairs, one representative from Public Welfare and one resident from the Northland area. The goal of the cross-ministry representation was to provide for the co-ordination of various government services to the students of Northland. The Division operated from Edmonton with a provincially appointed superintendent.

The *Northland School Division Act* was amended in 1968. This amendment called for the appointment of seven trustees, five of whom were to be residents of Northland.

The *Alberta School Act* of 1970 replaced provincially appointed superintendents with local board-appointed superintendents. Northland School Division, pursuant to the provisions of the new Act, appointed its first locally appointed superintendent.

The *Northland School Division Act* was again amended in 1976 to allow for the creation of subdivisions within the school Division. Trustees continued to be appointed.

The current *Northland School Division Act* was passed by the Alberta Legislature in 1983. This Act created the governance and operating structure in place in Northland today.

Also, it must be noted that NSD has operated in the broader, evolving context of First Nations and Métis relations with the provincial and federal levels of government. This has resulted in higher expectations of self-determination and self-government over broad areas including education.

What is clear is that NSD has always served primarily an FNMI population and previous boundary reviews and changes have at times resulted in schools that had primarily non-Aboriginal student populations being moved under the administration of other neighbouring systems. In the intervening time since the last comprehensive review of the system was completed in 1996, changes have occurred in the broader context, especially as regards self-determination for education for First Nations. This has resulted in some schools formerly operated by NSD now being operated by bands such as Loon Lake, Cadotte Lake and Garden River. At the time of the inquiry, the land on which the schools at Chipewyan Lake, Peerless Lake and Trout Lake operated was being transferred to First Nation jurisdiction as a result of treaty negotiations. The arrangement regarding the operation of these schools will be subject to continued negotiation.

Extensive economic development has occurred and continues to occur in some of the areas within NSD, such as the Fort McMurray area and other oil and gas developments such as Conklin and Wabasca. During the history of NSD, road infrastructure has improved substantially, so that while many of the schools remain remote and travel distances are significant, they are not as isolated as was the case in 1960. In addition to some schools becoming band-operated over the past 30-plus years, several schools that served largely non-Aboriginal populations have been realigned with neighbouring public school jurisdictions, while some others have left neighbouring local jurisdictions to become part of NSD.

## Current Structure of Northland School Division

The governance structure of NSD is unique among Alberta school authorities, reflecting the cultural diversity and geographic sparseness of its communities.

Key features of this unique governance structure include the following: deeming adult persons living on an Indian Reserve to be electors; providing for the election of a LSBC of three to five members for each of Northland's 23 schools; establishing a Corporate Board of 23 members comprised of the persons elected as chairs of the

LSBCs; and appointing the provincial Auditor General as the auditor of the board. Since 1983 this structure has provided strong Aboriginal representation at both the LSBC and Corporate Board levels.

In conjunction with this governance arrangement, NSD has evolved a highly decentralized, school-based administrative structure, sensitive to LSBC control. By policy, a considerable amount of the Board of Trustees' authority was delegated to the LSBCs. Please see Appendix 11: Northland School Division Policy 7: Local School Board Committees for the complete policy. Over its great geographic distances, the organization's structure appears to lack focus and central policy direction.

The current structure of NSD is very complex in comparison to typical Alberta school authorities. It serves about 2,900 students at 23 schools, all but three of which are small or very small. Distance from administration offices and other major centres is a major factor. For example, the Elizabeth and J.F Dion schools are more than 700 kilometres from central office in Peace River. Athabasca Delta Community School in Fort Chipewyan is accessible only by air for much of the year. Several schools serve a student population comprised of First Nations students from more than one band as well as Métis and/or non-status Indians residing off-reserve, but in the same area.

## **Recent Results Summary from Annual Reports**

Student achievement results have been consistently lower than the rest of the province, particularly at the Grade 6 and Grade 9 levels. Similarly, high school completion rates are low and the performance of students who do reach the Grade 12 level is weak. Very few of these students complete four or more diploma examination subjects required to meet the entry requirements of most post-secondary institutions. The past five years have shown no improvement in student achievement results beyond some marginal gains at Grade 3. The shortcomings evident in these results have been a continuing cause of concern for the Minister and staff of Alberta Education. A graphical summary of this situation is provided in Appendix 3: Accountability Pillar Overall Summary.

While the former Board of Trustees and the staff of NSD have been concerned about the results, they also exhibited significant scepticism regarding the validity of the measures for northern Aboriginal students, especially PATs.

The financial condition of the jurisdiction has deteriorated, with the operating unrestricted net assets (accumulated surplus) position being substantially expended. The current level of operating expenditures, especially the very favourable staffing ratios at the school level, are exceeding the revenue available from the Alberta funding framework and tuition agreements for First Nations students.

NSD appears stuck with respect to improving student learning outcomes while its financial capacity deteriorates.

## Summary of Previous Related Studies

Inquiry Team members reviewed and summarized six prior studies and the reports and recommendations emanating from these studies. Covering a time span from approximately 1965 to 1996, these prior studies provide observations and recommendations for positive change over 30 years of the history of NSD. They are discussed in more detail in Appendix 9.

The following recommendations, found in several of the reports summarized in Appendix 9, are examples of recurrent concerns. The Inquiry Team notes that these recommendations have never been adequately addressed.

- The need for the continued existence of a unique school system and *for it to have a philosophy, mission and vision that recognizes its uniqueness, especially as regards the cultural background of the student population* (emphasis added).
- The need to adapt the curriculum to the cultural background of the student population.
- The need for more extensive teacher orientation with more focus on developing understanding of the cultural backgrounds of the students, with at least some of the orientation occurring at the community level.
- The need for improved internal communications.
- The need for parenting programs and for a more intensive pre-school learning experience for most students.
- The need to build closer relationships among the schools, the parents and the communities and for schools to be more of a “community centre.”
- The need for improved teacher housing that allows for reasonable rental rates in the context of remote or isolated northern communities.
- The need for the school system to have higher levels of support from other social agencies to assist in addressing challenges such as low student attendance rates.
- The need for a governance structure that supports the principle of local control based on a democratic and representative electoral process while recognizing the need for an ongoing educative support system that enables governors to implement visionary, policy-driven practices and avoid micro-management.
- The need to capitalize on the potential for co-operation with post-secondary institutions that have a presence in the communities to deliver more effective and efficient senior high school programs.

The Inquiry Team noted a striking similarity of findings and recommendations from these reports with those of the present Inquiry. It appears that NSD has been very resistive to change. It is obvious that recommended changes have not been successfully implemented over a lengthy time span. The history of reports and the apparent lack of change emanating from them underscore the urgent need for the recommendations to be addressed.



## FINDINGS AND RECOMMENDATIONS

In general, this section follows the Terms of Reference, with some over-arching considerations dealt with at the beginning. The Inquiry Team feels these primary considerations must be recognized as fundamental to this report's findings and recommendations. This first section then provides brief summaries of richer data collection; those who wish to pursue the richer data will find more detail in the appendices.

### Primary Considerations

Over 95 per cent of the NSD student population are First Nations or Métis; this is a defining characteristic along with its geographic dispersion of predominantly remote, small communities. While the communities have many similarities, to the Inquiry Team they appeared to be far from identical — internal variability is a significant characteristic of NSD.

There is a clear desire expressed in the community input, supported by other advice heard by the team, to keep NSD as an Aboriginal school authority. This desire reflects concerns about marginalization if schools are transferred into mainstream jurisdictions: both geographic and cultural isolation are feared. A key message heard was "Make NSD work, don't hide the problems of Aboriginal education in other jurisdictions." reflecting a desire for more effective governance and leadership. While this was not a universal view with some commentary supporting dissolving all or significant parts of NSD into neighbouring jurisdictions, the Inquiry Team's conclusion is that at this time the dispersion strategy would not contribute to significant improvement in student learning outcomes and could in some cases create setbacks.

At the outset of its work, the Inquiry Team was inclined — based on a cursory look at a map of the area served and on intuitive logic — to simply recommend the dissolution of NSD as a system. In this regard, achievement data from FNMI students in surrounding school systems was examined and while it is below that of the overall school population, it is generally at least somewhat better than achievement data for NSD. However, when the Team visited the communities and surveyed the teachers and paraprofessional/support staff, the Team heard that there was very little support for boundary changes. While some saw possible improvements with boundary changes, most were also concerned that relationships with parents and communities, albeit already not the best, would worsen and that support for FNMI cultural values would also worsen. Additionally, many of the people the Team members interviewed who were knowledgeable about the areas served also told us not to dissolve the system.

Comparing the FNMI achievement data to that in neighbouring systems might suggest that achievement could be improved by shifting some or all NSD schools to the administration of a neighbouring system. However, the Team was mindful

that the FNMI populations served by other school systems do not necessarily share similar needs to those served by NSD; many already have made the move to live in larger mainstream communities to live in closer proximity to such communities — neighbouring FNMI populations should not be assumed to be identical to NSD's population.

**Recommendation #1:** That the provincial government maintain the current boundary structure of NSD, except for the circumstances set out later in Recommendations #44 and #45; and that NSD be clearly identified and recognized as a special purpose school authority for Aboriginal education that is focused around capitalizing on its unique opportunity to provide excellence in First Nations and Métis education.

Talk without action has been a major impediment to the improvement of learning outcomes. The extent of unfulfilled recommendations made in previous reports dating back to the 1970s is disconcerting. “We’ve been studied before and nothing happened.” was a commonly heard comment. There is no benefit in re-constituting NSD just to continue doing as it has done in the past. There needs to be a strong impetus for a revised organization to take substantial actions for the improvement of outcomes; unless positive action is taken, better results will not be achieved. NSD must exemplify key values of responsiveness and accountability.

**Recommendation #2:** That Alberta Education implement a mandated progress review process to occur at three-year intervals; further, that if after nine years, there is no or only limited progress in implementing the recommendations of this report and in improving measures in the Annual Educational Result Reports then the need for further interventions, including possible radical boundary change, should be reconsidered.

Another significant concern for the Inquiry Team, one that impacts all other aspects of NSD's operation, is that the level of trust within the organization is low and that current internal communication processes are ineffective in building trust. For many parents or grandparents this arises from their own negative experiences with NSD schools and the former residential schools system. For staff, the trust issues appear to be mainly associated with personnel decision-making having been extensively delegated to the LSBCs. Improvement will require an action-oriented leadership structure that is centered on strategic, policy-driven governance and focused effort on building trust at all levels over a sustained period of time. Given that improved student attendance must be a central priority for the next nine to 12 years, part of this strategic focus must also be around strengthening parents' engagement with their schools. A structure designed simply around efficiency and accountability principles will not suffice, but will have to include community-level strategies as well.

Parental engagement in support of schooling and student learning is weak. While some parents clearly support and encourage their children's learning, it appears that many do not. The need for parenting programs was frequently expressed.

Poor attendance and repeated tardiness are the other primary contributors to limited student success.

**Recommendation #3:** That NSD implement an improvement strategy requiring an action-oriented leadership structure that is centered on strategic governance and focused on the following three central priorities over the next nine to twelve years:

- English language and numeracy development
- Improved student attendance
- Strengthening parents' engagement with their schools through improving communication and levels of trust. In this regard, NSD take the lead in implementing the FNMI Services Branch parent-engagement initiative.

**Recommendation #4:** That as part of the process to improve parent and community engagement with the school, NSD:

- Encourage and facilitate appropriate teacher involvement with their community, and where possible, develop extracurricular activities with students
- Establish the practice of schools and their staffs regularly hosting community supper gatherings at the school as a means of developing awareness and engagement.

## Student Learning Outcomes and Achievement Results

One of the major reasons for this Inquiry having been established was that NSD's student learning outcomes in literacy and numeracy are weak, not only in comparison to general provincial and northern-tier jurisdictions in general, but also with respect to other FNMI students in other neighbouring school jurisdictions in northern Alberta. NSD's Accountability Pillar results (with the exception of Grade 3) have not indicated any trend of improvement over the past five years. This situation is summarized graphically in Appendix 3: Accountability Pillar Overall Summary. For example, the Annual Education Results Report for October 2009, which reflects results for the 2008-09 school year, indicates that only 40.4 per cent of NSD students achieved an acceptable standard on aggregated Grade 3, 6 and 9 PATs compared to 76.8 per cent for the province as a whole. Taking Grade 6 math as a further example, in 2004, there were 50.4 per cent of NSD students who achieved an acceptable standard; in 2007 there were 38.0 per cent, while in 2009 there were only 34.6 per cent who achieved an acceptable standard. Similarly, only 40.5 per cent of students writing Diploma Exams in 2009 achieved an acceptable standard while

84.4 per cent of all provincial students received an acceptable standard. For the same year, three-year high school completion rates for NSD were only 19.4 per cent (in 2004, they were 24.3 per cent), while for the province as a whole they were 70.7 per cent.

This low performance, as indicated by available data, appears to be associated with poor attendance, lack of initial learning readiness, English language challenges, high teacher turnover and lack of ongoing parental support and engagement. Low attendance rates appear to be of particular significance. In 2000-01, the NSD average was 81.7 per cent; this climbed to a Division high of 84.7 per cent in 2003-04, but dropped again to 81.9 per cent in 2007-08. Considering that average attendance in most school systems is approximately 95 per cent, it is not hard to see the effect low attendance rates can have on student learning. By the end of Grade 6, the average student in NSD has missed approximately 240 days of school, or over one year of school. By Grade 9, some have actually missed two years of school due to poor attendance.

It is important to acknowledge that there have been some good efforts made, especially the *Kikway Kikiskiyitin* project that appeared to be highly regarded by most teachers and appeared to the Inquiry Team to be an appropriate initiative for improvement. This project not only produced culturally appropriate performance assessment materials, but also followed a collaborative model highly valued by participants. However, these Alberta Initiative for School Improvement (AISi) and other instructional leadership projects lacked consistency and focus over time. The jurisdictional and school plans for improvement also lacked focus, consistency and persistence. To some extent, this lack of consistency may have been due to Alberta Education's requirement that improvement projects funded through AISi change every three years, and this appears to have been the case with *Kikway Kikiskiyitin*, in spite of its apparent effectiveness. Given high rates of teacher turnover and other circumstances in NSD, a three-year change cycle may have been counterproductive.

Recommendation #3 in the Primary Considerations section above should go a long way toward addressing these concerns.

PATs appear not well-understood in NSD communities and they are perceived as being culturally biased against FNMI students, notwithstanding the standards and processes used by Alberta Education to mitigate this concern, which appeared satisfactory to the team. Some teachers and parents provided anecdotal examples of test items that they considered to be evidence of such bias. A commonly referenced indicator of low achievement was the grade level gap (typically one or two grades) experienced when students from NSD schools transfer to mainstream schools or post-secondary programs. This perception was supported by the grade level of achievement data examined by the team. There was no argument that NSD students lag behind students elsewhere, even if there are differences of opinion about appropriate measurement. In this regard the current, inordinately heavy emphasis on test preparation for PATs is a questionable improvement strategy.

**Recommendation #5:** That NSD more effectively utilize locally developed measures within the Accountability Pillar to better tailor the accountability process to the unique characteristics of the jurisdiction (for example, regarding grade level of achievement).

**Recommendation #6:** That NSD engage teachers and parents in a process of ongoing review of Provincial Achievement Tests (PATs) as they are released in an effort to:

- Build greater awareness and understanding of the tests
- Provide feedback to Alberta Education where there is agreement that particular test items may in fact be biased either culturally or because the items assume background experiences that students living in remote communities may not have.

There is a widely held perception that NSD schools are not teaching the same curriculum as the rest of the province. This is likely a consequence of social placement/promotion that appears to be widespread in NSD and which results in teachers adjusting content to the learning level of students regardless of their grade cohort placement. Many teachers indicated that there are often strong pressures from parents to promote students when it may be in the best interest of students to continue in a grade placement more commensurate with their achievement levels.

**Recommendation #7:** That NSD review and update its grade promotion policy and take steps to ensure that the revised policy is well communicated to parents. NSD should make every effort to ensure that parents understand the distinction between grade placement and academic grade level of achievement.

Limitations in students' academic vocabulary appear to be a primary contributor to lack of student success. This is not just an English-as-a-Second-Language (ESL) issue; students start out behind typical mainstream school students, both with respect to limited literacy and familiarity with other pre-school concepts (e.g., colours and numbers). Also, school libraries are in exceptionally poor condition with limited and deteriorated collections, which restricts opportunities for improving reading. The Team recognizes that Information and Communication Technology can address some of the reference/research functions, but is of the opinion that library capacity is still necessary to promote the intrinsic value of reading.

While language capacity and attendance are recognized as critical areas for improvement, proactive strategies to address them are not widely evident. Some schools are pursuing local level initiatives, but a strategically planned, system-wide approach to improving student achievement was not evident.

Within NSD, approximately 86 Early Childhood Services (ECS) students and 1,093 Grades 1 to 12 students have been identified as ESL for purposes of claiming the provincial ESL grant. The Division uses the Jerry Johns Basic Reading Inventory in order to obtain a baseline in reading comprehension and vocabulary. Those students not reading at grade level are coded as ESL students. There is no formal program that is consistent throughout the Division. Strategies for moving students toward mastery of ESL proficiency benchmarks appear to be individual to each school. System administrators report that in regards to ECS, the majority of students are introduced to Animated Literacy Programming. Phonological awareness, phonics, vocabulary development, comprehension and fluency are key elements of the program. For the primary grades, literacy focus is on strategies within blended and guided reading pedagogy. For junior and senior high, teacher focus is on increasing fluency with the academic language favoured by school and text discourse.

**Recommendation #8:** That NSD place sustained emphasis on strengthening languages (English and Aboriginal) by multiple strategies that are tailored to the contextual needs of each community. In this regard specifically that NSD leadership research a successful approach for the acquisition of Aboriginal languages, English language and numeracy. Further, that NSD leadership establish baseline data on these areas and train all staff in effective teaching of selected programs or approaches. That NSD also maintain longitudinal data to track student progress, adjust strategies as needed and carry out ongoing assessment.

**Recommendation #9:** That library enhancement for the purpose of supporting reading be an integral part of the effort to strengthen languages.

**Recommendation #10:** That it be mandatory for NSD schools to offer full-day Kindergarten programs.

**Recommendation #11:** That NSD promote and maintain close coordination with Head Start programs as a means of helping alleviate the readiness for school deficiencies experienced by many students, and further, that in communities where no other agency offers a Head Start program, NSD should consider offering such a program.

Views over the role of Aboriginal language and culture in the schools are divided in at least some communities; among communities, there are significantly differing perspectives on spirituality and religion that come into play. In many cases, the result appears to be a least common denominator effort, providing significantly less Aboriginal language emphasis than might be expected in a predominantly FNMI system. This constrains a consistent and integrated approach to language development.

Infusion of Aboriginal content in the curriculum also appears to be inadequate, which is surprising in a predominantly FNMI school system. NSD has made limited use of the support available from Alberta Education FNMI Services Branch in this regard. Sustaining and enhancing capability in the first language is known to help performance in a second language; emphasis on Cree/Dene will not interfere with ability in English learning, it will enhance it. This perspective could be communicated to parents to increase their understanding of the educational benefits of learning a First Nations language.

There is a lack of professional leadership capacity for Aboriginal language program delivery. The team heard several references to “Kids spend all their time colouring” in Cree language classes — we understand that several of the Cree language instructors are not certificated — which means there is a greater need for pedagogical support for them.

**Recommendation #12:** That NSD strengthen the Aboriginal cultural content within the curriculum; and further that more emphasis, including staff development and support, be placed on Aboriginal content infusion as provided for in the Alberta curriculum.

**Recommendation #13:** That NSD strengthen professional leadership for Aboriginal language instructors and provide training for Aboriginal language instructors to increase the capacity to deliver quality Aboriginal language programs.

**Recommendation #14:** That there be recognition of the reality that not all parents support Aboriginal language and cultural instruction within the school environment by providing an opt-out arrangement similar to the manner in which public schools generally deal with religious instruction.

Small high school enrolments present serious program delivery challenges in most communities. Many students who go on to high school must attend school outside of NSD. The support arrangements for these students are limited. There appears to be a weak and variable relationship between communities served by NSD schools at the elementary and junior high school levels and the neighbouring jurisdictions that provide the high school programs. In part, this arises from ambiguity about the role of the LSBCs and that of the corporate level of NSD in maintaining relationships with neighbouring jurisdictions.

Input received indicates that two of the favoured approaches to improvements in this area are offering more courses at the local high school level and providing more counselling. Increasing distance learning was not regarded as a favoured strategy, but it may be the only realistic one in some circumstances. Co-ordination of school calendars and timetables is an issue that needs to be addressed so that distance delivery technology can be more effective. Decisions regarding technology-based distance learning have been extensively decentralized under the local governance structure.

The Inquiry Team also frequently heard that transitioning to other schools outside NSD was really difficult for students, whether bused or boarded. “Racism” was often identified as a factor in this regard.

It should also be noted that Northern Lakes College has a presence in many communities and in spite of recommendations in several earlier studies, there was little evidence of co-operation with that entity to deliver high school courses, even when it was offering adult upgrading in the same communities.

**Recommendation #15:** That NSD establish a system-level to system-level administrative liaison process with neighbouring school jurisdictions providing instruction to students from NSD communities to address student and program articulation issues and other considerations.

**Recommendation #16:** That NSD endeavour to improve communications with schools and jurisdictions offering junior-senior high school services to NSD students. Further, that NSD assign staff to monitor the performance of, and act as an advocate for, all students pursuing junior-senior high school programs in schools outside of NSD.

**Recommendation #17:** That NSD give planning consideration to establishing a combined regional and virtual high school to serve students in the smaller communities, as an alternative to existing boarding arrangements.

**Recommendation #18:** That NSD initiate and sustain discussions with Northern Lakes College and any other post-secondary institution that has a presence in communities served by NSD to capitalize on potential joint efforts in high school programming.

## Central Administration and Leadership

Replacement of a previous Superintendent of Schools upon retirement in 2008 was problematic and divisive for the Board of Trustees. This weakened a key leadership role that was already compromised by the extent to which decision-making authority had been delegated to the LSBCs. In addition, the role and effectiveness of the school principals have been very dependent on the dynamics of their relationships with the LSBCs given the extent of power delegated to them by the former Policy 7. (See Appendix 11: Northland School Division Policy 7-Local School Board Committees.)

It was pointed out during a number of our discussions that having a board that has been primarily Aboriginal does not appear to have situated power and authority with Aboriginal people given that most, if not all, senior administrators have not been Aboriginal.

**Recommendation #19:** That as NSD is re-defined as a special purpose system for Aboriginal education, there be a requirement, over time, for persons in leadership roles to have FNMI heritage and Aboriginal language fluency along with demonstrated skill in dealing effectively with Aboriginal cultures.

The “Seven Point Plan” initiative to address student achievement outcomes was complex, not well-understood and exceeded the implementation capacity of the organization.

The capacity for system leadership to maintain personal contact with the schools is very limited. Over time, there has been what is regarded as a hollowing-out of management and central staff positions in the context of balancing the high governance operations costs of a large board with staff costs within the administration block cap of the funding framework. This has had a detrimental impact on effective communication. While there remains a need for effectively sharing operational information (organizational events, happenings and so on), the core communication emphasis needs to be on marketing the system’s beliefs to its stakeholders. It is time to stop blaming various deficiencies and start promoting proactive parenting; to advocate the intrinsic value of learning, regardless of short-term economic prospects; to promote the joy of reading for its own sake; and to take pride in First Nations and Métis cultures. Again, to be effective, this initiative must be sustained over time.

Processes for internal quality assurance are weak and contribute to the low level of trust. For example, the teacher supervision and evaluation framework and procedures for dealing with parent concerns, do not appear to be clearly understood or consistently applied. The practice of delegating personnel decisions regarding hiring and term-contract renewal to the LSBCs is a major contributing factor to this problem. Regardless of policy provisions for multi-level consideration, these issues often appear to start and finish at the principal’s desk or the LSBC table. People in the community meetings expressed the view that there was inadequate teacher supervision. At the same time, teachers and paraprofessional staff indicated a concern about threats to job security that they perceived not to be based on appropriate evaluative processes, but on whim and hearsay. While nurturing student esteem is very important in the NSD context, it is also important that schools be a place of intellectual rigour where teachers can appropriately challenge student thinking without fear of inappropriate repercussions.

These concerns are indicative of limited implementation of principles of effective governance, particularly with respect to matters such as confidentiality and conflict of interest. While trustees participated in conferences and events that provided training in this regard, effective and consistent implementation of good practice was not evident. The Inquiry frequently heard about parents going directly to the LSBC rather

than communicating first and foremost with teachers and principals. While likely well-intended, this process led to a breakdown in good governance and communication.

The devolution of hiring and term-contract renewal decision-making to the LSBCs undermined effective personnel management. The cumbersome, time-consuming hiring process with teachers having to be interviewed at the community level was often identified as an impediment to effective staffing. It was suggested that NSD needs to have a more streamlined recruitment process. The suggestion was for the communities to provide input to the type of people they wanted to see hired and for the administrators to do the hiring in a timely manner. This would enable prospective teachers to more fairly compete in a job market where availability of teachers willing to go to remote communities is limited.

A high turnover rate of principals at some schools is a significant impediment to effective school operation and improvement.

Difficulty in securing certificated substitute teachers was frequently identified as a concern, as was the need for improved training of paraprofessional staff.

In most cases, the orientation of new teachers to their communities is very limited, as is their engagement with the communities. A frequently expressed desire by communities was to see teachers attend community functions and engage in extracurricular activities with students, while at the same time a frequently expressed concern by teachers was the risk of inadvertently giving offence or getting caught up in local politics and running afoul of the LSBC. There is a need to create a sense of teamwork among the parents, students and teachers.

**Recommendation #20:** That NSD re-establish an effective orientation program for new hires, with a substantial emphasis on community and cultural components, and further, that the placement of new employees into communities be arranged with sufficient time for them to experience a community-level orientation and settling-in prior to the start of teaching duties.

Improved housing was an issue raised by teachers as one of their top five considerations for improving retention — and was mentioned in virtually all of our meetings by both teachers and community members. The Inquiry Team was able to tour some teacherages and saw firsthand what dismal living environments they can be.

Teacher housing issues are a significant impediment to teacher retention in some but not all communities. This is significant because improved teacher retention can benefit student outcomes in at least two areas: teacher effectiveness in individualizing multi-level instruction, which often improves with situational experience; and strengthening student and parent trust in the school. It is hard to

come to trust someone you never get to know. The grouping of teacherages into compounds reflects a paradoxical situation: the benefit of teachers' engagement with the community is placed in contention with teachers' sense of insecurity in the Aboriginal community setting.

Isolation is also a significant teacher retention factor. Teachers indicated that providing more opportunities to network and interact with other teachers was also one of the top five ways to improve teacher retention. The *Kikway Kikiskiyitin* project produced some very good instructional resource products, but one of its main values, mentioned by many staff, was the process which enabled or provided a vehicle for teacher interaction and networking. The videoconferencing suites, made fully operative, appear to have great potential in this regard.

Another factor that was mentioned by both teaching and paraprofessional staff was the perceived unfairness of the Fort McMurray Allowance and the fact that it is available only to Anzac and Fort McKay, whereas actual living costs are much higher in places like Fort Chipewyan.

Capacity has been reduced over time for instructional, administrative and support services. This is particularly problematic given that the geographic distribution and remoteness of the schools requires considerable travel time for central staff to visit the sites. Reduction of administrative and pedagogical support has left schools, principals and teachers to find their own way as best they can. This has created a particularly difficult situation for new principals and inexperienced teachers new to the circumstances of NSD schools. The reduction of capacity extends to and has negatively impacted Aboriginal language programs.

In the community meetings and in the Team's focus groups with students, the Team was informed that learning could be improved by more differentiation of instruction and by more hands-on, experiential learning. The Team was also told that there were too many worksheets, which is, of course, evidence of an emphasis that is opposite to experiential learning.

**Recommendation #21:** That NSD implement and maintain staff development activities that enhance teachers' skills at individualizing, differentiating instruction, employing more experiential-based learning activities and devising learning activities that include formative assessment skills, in recognition of the diverse learning levels and needs of NSD students.

Reduction of business service management capacity has resulted in re-combinations of role functions that may compromise effectiveness. For example, the lack of capacity for timely internal financial management reporting and analysis has added to the challenges of planning and budgeting.

Similarly, there is a lack of professional management capacity for the human resources administrative function. The NSD-commissioned *Position Descriptions for Central Office Staff Roles Report* (2009) identified this need.

Teachers and school administrators frequently told the Team that many operational areas were regarded at the school level as being excessively controlled and constrained centrally (for example, field trips and the information and communication technology network). At least in part this may be a coping mechanism arising from limited support capacity.

**Recommendation #22:** That NSD ensure strengthened responsibility and accountability relationships between students, teachers, principals and the superintendency. In particular, that the human resources management function (recruitment and termination of personnel) become clearly a management activity with appropriate community input only; it must cease to be regarded as a governance function subject to political processes.

**Recommendation #23:** That NSD re-establish central, regionally based, administrative and pedagogical roles by re-directing some resources away from classroom-based positions. These re-established roles should provide direction, assistance and support to principals and teachers for NSD-wide approaches, implementation and assessment of core literacy and numeracy programs.

School staff informed the Inquiry Team that, in general, parents and other community members exhibited low levels of engagement with the schools. On the other hand, the Inquiry Team heard from parents and community members that the schools were not welcoming places. Many were quite critical of what they perceived to be a lack of involvement by teachers in extracurricular activities for students and in community-based activities.

The Inquiry Team noted that in many communities adult education was offered by post-secondary institutions in mobile or other facilities that were not part of the school. The same was often true of Head Start programs for pre-school children. It appeared that there was often a limited awareness by school staff of what was happening in these other programs and that there was limited communication with other program deliverers. In some communities, it appeared that there were very limited services in the health and social services areas. Where such services were available, school staff, parents and community members indicated that they felt these services provided little support to schools in addressing such issues as low attendance.

In considering this input, the Inquiry Team was led to reflect on their prior experiences with the Community School models prevalent in Alberta and other areas of Canada and the United States in the 1970s. A few of the key characteristics of these models were as follows.

- The involvement of citizens in school affairs, including the use of community members as instructional resources and a shared community-school responsibility for the general behaviour of youth.
- The utilization of school and community facilities in the instructional process of the K-12 program and in providing community school programs.
- The use of schools after normal school hours as community facilities for recreational and avocational programs.
- Providing basic education and high school completion programs for adults or at the very least, the use of the school facility for that purpose.
- The employment of a community-school co-ordinator and provision of supplementary funding for extra janitorial services, etc., required to implement the previous four characteristics.

The Inquiry Team notes that some aspects of the currently extant Integrated Services Delivery Model (ISDM) were in evidence in some communities, for example, the “When We Are Healthy” project evident in Grouard, Gift Lake and Peavine schools. The Team felt this model has potential to help address many of the challenges experienced by children and youth in communities served by all NSD schools. This effective model may be described as “a primary, vertically integrated health and social services organization based on Regional Health and Social Services Authority/ Departmental structure, that has formal linkages with other health and social service providers in the [province or territory] and elsewhere and that has established delivery system processes, procedures and tools that are rooted in a collaborative approach to client care in all core service areas, particularly at the primary community care level, but radiating outward to secondary and tertiary levels of care.” (Northwest Territories Health and Social Services. 2004)

**Recommendation #24:** That NSD establish and sustain over time a school-community development function within the organization. This function should include a staff position whose job is to regularly and systematically facilitate school-based meetings with parents and community members to develop the school’s strategic role within the future of the community. This staff position must take the lead in implementing the parent engagement process, including reflecting the concepts behind the former Community Schools program and the Integrated Services delivery model. Further, that this function also include designated resources to enable school staff to regularly host community gatherings (such as community suppers) at the school.

Recommendation #3 of this report emphasized that NSD needs a strategic governance effort focused on a limited number of key priorities. It was also noted that levels of trust within NSD are low and that current internal communications processes are ineffective in building trust. Discussions at the school level revealed that staff, parents and community members often have very limited knowledge of the operations and/or priorities of the Corporate School Board.

**Recommendation #25:** That NSD establish and sustain over time an internal communications function. This function should include a staff position whose job is to ensure that key messages about the system's priorities are directed to internal audiences through all appropriate channels. These key messages include the importance of: schooling, regular attendance, consistent parental support and the inclusion of Aboriginal culture.

At the time of the Inquiry, NSD employed approximately 200 paraprofessional/support staff. They were employed as secretaries, teacher assistants, student assistants (most of whom provided learning support to special needs students), school-community liaison workers and language instructors for Cree and Dene languages.

The Inquiry Team noted that NSD employs a higher ratio of paraprofessional/support staff to students than is characteristic of most school jurisdictions. Given the high incidence of special needs students and the greater need for positions such as school-community liaison workers and language instructors, this situation is quite appropriate. Most of these staff members are local people of Aboriginal background and obviously can be very helpful in bridging cultural gaps between schools and communities. Many parents, community members and LSBC members also informed the Team that there was a need for even more paraprofessional/support staff, especially in the area of student assistants for special needs students. However, many of the people also indicated that there was a need for these staff members to have higher levels of training and to be selected on the basis of their competence rather than on other factors such as family relationships.

Survey questionnaires were sent to all paraprofessional/support staff and approximately 58 questionnaires were returned, the majority of these from student assistants (43 per cent) and teacher assistants (29 per cent). The respondents were primarily female (94 per cent) and of Aboriginal background (85 per cent).

The paraprofessional/support staff who responded indicated they felt that providing more opportunities for professional development would be one of the most important actions that NSD could take to improve student learning. Many also indicated that professional development should be directly related to their job assignments. They further indicated that such action would help to improve paraprofessional/support staff retention.

The Inquiry Team met with groups of paraprofessional/support staff at each of the 23 schools and heard the same desire for more professional development as expressed in the surveys.

NSD central office staff provided available training records for 134 of the approximately 200 of paraprofessional/support staff. An analysis of these records indicates the following training levels:

- 37 staff have less than Grade 12
- 24 staff have completed Grade 12, but appear to have no further training
- 44 staff have some college courses, but appear not to have completed a diploma/certificate
- 14 staff have completed some type of college level diploma/certificate
- 11 staff have completed some university courses
- 4 staff have completed a university degree.

This analysis was somewhat difficult to complete as it is at times hard to determine the nature of certificates/diplomas. In some cases, it appears that staff members have been given entry to various college classes/programs without having completed Grade 12, likely because they were adult-status students. It is, of course, also the case that some staff hold diplomas/certificates and/or degrees that are not necessarily related to their assignments. Also, it appears that the 44 staff that have completed some college courses in many instances have an array of courses that do not necessarily have a focus on any particular program; this likely being the result of difficulty in accessing post-secondary courses in the remote communities in which they reside.

However, in general it is the contention of the Inquiry Team that paraprofessional/support staff are crucial to the support of student learning in NSD schools. In that regard, the Team supports the view of these staff members about the important need for more professional development, and an overall higher level of education, for them.

The Team noted the positive consequences evident from the Aboriginal Teacher Education Program, provided by local post-secondary institutions in collaboration with the University of Alberta Faculty of Education. NSD is to be commended for having helped initiate this project and for supporting a significant number of their paraprofessional staff to get certification. However, many more of the paraprofessionals will continue as paraprofessionals — their work is vital to the improvement of student learning — and more needs to be done to enhance their capacity to do that.

**Recommendation #26:** That NSD continue to maintain and enhance records of the levels of training of paraprofessional/support staff.

**Recommendation #27:** That where paraprofessional/support staff members have not completed a level of training commensurate with their assignments, each staff member develop a training plan that leads to a recognized credential relating to their assignments and that NSD encourage and assist staff with in-service programs tied to course requirements.

**Recommendation #28:** That when new paraprofessional/support staff are hired, they be required to commit to an upgrading program/plan that leads to a recognized credential related directly to their assignment.

## Financial and Capital Management

A series of operating deficits, apparently initially intended to draw down a long-term accumulated operating surplus, have accelerated to the point that the financial condition has deteriorated rapidly. Consequently, the expenditure patterns of the past several years cannot be sustained. In 2009, there was an accumulated operating surplus of \$4.5 million; the projected 2009–10 operating deficit was \$2.6 million to \$4.0 million; and the projected 2010–11 operating deficit is \$1.5 million. Since First Nations' tuition payments to NSD constitute a significant revenue stream to the jurisdiction and since the payment schedule for these amounts can be quite variable, maintaining a working capital balance in the order of \$4 million is considered desirable to avoid short-term borrowing costs for operational cash flow.

The provisions of the provincial funding framework for education enacted through the *Funding Manual for School Authorities* enables NSD to receive a significantly higher level of resources per provincial pupil than the provincial average support per pupil. This is indicative of the special and compensatory circumstances required by the students in the NSD context. While adequacy of funding is always an issue from some perspectives, the central issue for NSD at this time is making more effective use of the available resources to improve student outcomes.

Effective budgeting and managerial decision-making has been, and is constrained by, very limited internal financial management data reporting and analysis capacity. In addition to limiting management effectiveness, this situation restricts effective governance oversight. The 2009 Organizational Review did not result in this condition being adequately addressed.

**Recommendation #29:** That NSD ensure appropriate personnel and internal arrangements are in place for systematic quarterly financial reporting to the Board of Trustees.

The jurisdiction has established a very low student-teacher ratio (about 12:1 on September 30 enrolment, becoming about 10:1 by the second term of the school year) and with extensive paraprofessional and other school-based support staffing, the aggregate student-to-adults in the building ratio is about 5:1. The effectiveness of this strategy appears doubtful in terms of improving student learning outcomes.

With the exception of a few newly constructed facilities, NSD's school inventory is aged and of poor quality. In particular, the portable classroom components of many schools are seriously deteriorated.

NSD continues to operate water and sewer utilities in several communities where municipal services are not available to its facilities and does so without funding support.

Teacher housing operations present the following significant financial issues:

- Deferred major maintenance in the order of \$790,000
- Lack of provision for replacement of depreciated buildings:
  - 30 units of the 142-unit inventory are fully depreciated
  - It would appear that their condition indicates that there is a dire need for replacement
- Costs are subsidized from the instructional budget because full recovery through rental rates is not considered feasible by several knowledgeable people who provided input
- The Inquiry Team agrees, due to the impediment non-subsidized housing would create for staff recruitment.

**Recommendation #30:** That Alberta Education and NSD jointly explore supporting NSD teacher housing through an arms-length entity (some type of housing authority) acting on NSD's behalf, and perhaps on behalf of other public sector employers in northern Alberta communities, in order to get away from the staff relations issues associated with the employer being the landlord; further that innovative, ongoing provincial funding be implemented to enable such an arrangement to be viable.

**Recommendation #31:** That Alberta Education provide one-time catch-up funding to NSD for upgrading to current standards school libraries and facilities, particularly with respect to old portable classrooms, and the teacher housing inventory.

Micro-management has abounded, both by the Corporate Board at the system level and by the LSBCs at the community level. Governance appears to have been equated with control of operations rather than strategic leadership, direction-setting and policy-making. Effective delegation of operational decisions, strategic analysis and oversight of management through accountability-based reporting has been virtually nonexistent. In this context, both the Corporate Board and LSBCs have been vulnerable to upward delegation of management decisions from staff. Recommendations follow in the Governance section of the report to address this issue.

Construction of the new Bishop Routhier School on the Peavine Métis Settlement proceeded on the strength of NSD relying on a verbal understanding between the private landholder and the Settlement Council in office at that time. The understanding was that a land exchange of equivalent value would be made in order for the Settlement to secure control of the desired site and then lease it to NSD. While this type of agreement may be consistent with a culture of oral traditions, it was inadequate for a project of this magnitude. Proceeding from a verbal agreement to a written agreement became challenging when composition of the Settlement Council changed through a local election. Building construction was completed before the land agreement was concluded, which precluded timely occupancy of the building by NSD. The absence of a land agreement to define property lines also contributed to a disagreement between NSD and the Settlement over utility services to the site and the associated costs.

During the course of the Inquiry, the land issue was resolved by the parties (NSD, the Settlement Council and the landholder) and operation of the new school commenced.

There apparently are other instances of NSD schools having been built on Métis Settlement lands based on traditional understandings and agreements rather than formal leases; however, to date, these circumstances do not appear to have interfered with any other school operations. It should be noted that provisions of the Métis Settlements legislation intended to secure the land base over time make long-term third-party landholding arrangements difficult to establish. This is a significant complicating factor for NSD at these locations.

**Recommendation #32:** That NSD obtain title to, or an enforceable long-term interest in, land prior to commencing construction of any capital project.

**Recommendation #33:** That NSD ensure it has appropriate leases in place for all its schools situated on Métis Settlement lands.

**Recommendation #34:** That prior to releasing funds for the construction of new school facilities, Alberta Education verify that the recipient school jurisdiction has obtained title to, or an enforceable long-term interest in, the land for the building site.

While a substantial portion of students in NSD schools are residents of First Nations and are attending under tuition agreements, many of these agreements are stale and may not adequately address current needs and situations. The lack of direction flowing from the inadequacy of the current agreements contributes to dysfunction. For the 2009–10 school year, First Nations tuition support under the existing agreements averaged \$15,760/pupil, while funding for provincially supported students averaged \$18,280/pupil including School Food Services funding (\$16,375/pupil excluding food services). At the same time, there are concerns among the First Nations about NSD's responsiveness to education issues. A more contemporary and

comprehensive education agreement such as the template in Appendix 13: Sample Generic Local Education Agreement may address this situation.

**Recommendation #35:** That Alberta Education facilitate negotiation of a new, omnibus Education Agreement between NSD and Treaty 8 First Nations within the context of the *Memorandum of Understanding on First Nations Education in Alberta*, to replace the dated tuition agreements currently in place.

There is a substantial need for adapted curriculum and learning resources for Aboriginal students, not only those in NSD, but others served by band-operated schools with no second level supports and in neighbouring school systems with substantial Aboriginal populations. The new *Memorandum of Understanding* could provide a framework for addressing this need with substantial involvement of NSD.

**Recommendation #36:** That Alberta Education take a leadership role in the establishment of a regional service and support consortium for First Nations and Métis education, involving NSD with neighbouring school jurisdictions and the First Nations education authorities operating in northern Alberta; further that funds from the FNMI grant be considered to enable initiatives in this area.

## Fiduciary Responsibilities

Both Corporate Board and LSBC meeting minutes indicate that the conflict-of-interest provisions of the *School Act* appear to be understood and recognized. However, there are perception issues about inappropriate influence associated with extended families common in the communities, given the extent of hiring authority that has been delegated to LSBCs and their involvement in school operation (for example, in student discipline matters). Concerns were also raised regarding maintaining confidentiality of student and personnel matters within the small community context.

A structural issue arises regarding whose student interests LSBC chairpersons represent when they sit as the Board of Trustees — the interest of NSD students as a whole or the interest of the students in the community they represent. This can be particularly problematic with respect to priority-setting questions such as capital construction priorities.

A more indirect but pervasive issue has been that of power, control and local political interests taking precedence over the educational best interests of the students. This problem has been aggravated by the inadequacy of accountability structures for both LSBC and Corporate Board members.

Recommendations that follow in the Governance section should help to address these issues.

## Governance

In comparison to other Alberta school jurisdictions, which typically have five- to nine-member school boards, NSD has a very large number of elected officials (more than 100) for the size of the jurisdiction (approximately 2,900 students). Operating costs for the governance function (Corporate Board and LSBCs) were approximately \$900,000/year, significantly higher than for other rural school jurisdictions and taking up an accordingly larger part of the Division's administration budget cap. The funding framework makes no specific provision for costs associated with the unique multi-level governance structure of NSD.

Empowerment of decision-making at the community and corporate levels through the *Northland School Division Act* (a key attribute of the current governance system) has not resulted in broad-based community engagement to support student learning. It is the Inquiry Team's perception that the reason the *MacNeil Report* (1981) recommendation regarding the size of the board was not accepted at that time was likely that it was felt then that the 23-member structure would contribute more to broad-based community engagement. However, the Inquiry Team saw little evidence that this has happened.

The roles and responsibilities of the Corporate Board are poorly understood at the community level and accountability to the community is very limited. Concerns were expressed that in some instances, elected officials become very long-term position holders, which is viewed by some as problematic.

The Corporate Board did not function effectively as a Board of Trustees. Its size appeared to make it unwieldy and unfocused and contributed to its ineffectiveness. Its size also contributed to a core group of veteran trustees forming controlling factions. Committees of the Corporate Board also have had very large memberships.

Governance roles and responsibilities appear to have been consistently blurred such that the board chair and LSBC chairs were becoming involved in management, operational and administrative matters that in an ideal governance model should be left to the superintendent and principals. This blurring of governance roles and responsibilities created confused expectations, particularly among the principals, regarding responsibility and accountability.

Both the Corporate Board of Trustees and LSBCs were performing predominantly management rather than governance functions. The Inquiry Team's analysis of board, LSBC and board committees' minutes revealed that board and overall governance was focused primarily on operational details, for example, small value purchases at the school level and similar operational matters that should have been dealt with by staff within budget and policy direction from the board. In spite of periodic board and administrative staff-planning retreats, there was little indication of strategic leadership at the system level and in only a few cases at the community level.

**Recommendation #37:** That Alberta Education entrench NSD's governance policies and protocols in a Ministerial Order, or similar arrangement, to ensure that those in governance roles focus on governance activities and delegate management activities to staff, subject to effective accountability, reporting and oversight processes in a manner that cannot be unilaterally revised by NSD.

The Inquiry Team has concluded that a smaller Board of Trustees whose members represent more diverse interests than those of a single community is more likely to provide the governance leadership needed. As well, individual community perspectives can be provided effectively through a Council of LSBC Chairs meeting on a structured, advisory basis with that board. Appendix 12: Renewed Governance Model illustrates this structure.

**Recommendation #38:** That the provincial government amend the *Northland School Division Act* to establish a nine-member Board of Trustees; seven elected by direct election (ward system), one other a First Nations representative nominated pursuant to an Education Agreement (with Treaty 8) and one other a Métis representative nominated by Métis Settlements General Council, both of the latter appointed to the board by the Minister of Education. For a graphic representation, please see Appendix 12: Renewed Governance Model.

**Recommendation #39:** That a term limit of not more than two consecutive three-year terms be established for members of the Board of Trustees to ensure effective representation from throughout the system over time and to minimize the potential of factional politics and inappropriate concentrations of power.

**Recommendation #40:** That an *ex officio* (non-voting) member of the Board of Trustees be appointed by the Minister of Education as a process observer and coach to facilitate organizational change and ensure that the participants of the new structure remain true to intent. Please see Appendix 12: Renewed Governance Model.

It should be noted that most communities expressed a dislike of any shared representation approach, but if forced, the view that many communities did not seem particularly engaged with corporate level governance may gain acceptance. It is worth reiterating that the *MacNeil Report* (1981) recommended a board structure similar to what is again being recommended in this report, but it was not implemented at that time. The Inquiry Team advises that when an implementation team begins its work, these governance recommendations are one of its priorities.

It was apparent from input that LSBCs are not necessarily representative of their communities, particularly of parent interests. There frequently appeared to be inconsistent and deficient communication between LSBCs and parents. The community politics of extended families at times distort LSBC functions. Also, teachers have no voice and there is little communication between the LSBCs and the teachers. Suggestions were heard that a higher standard of qualification than is required by current legislation (for example, an education standard) should be established for LSBC members.

**Recommendation #41:** That Alberta Education support a governance structure that fosters a sense of ownership at the community and parent levels without impinging unduly on school operations and teachers' professional practice.

**Recommendation #42:** That the provincial government amend the *Northland School Division Act* to expand LSBC membership to include parent and teacher representation and that its role be consistent with that of a School Council as set out in the *School Council Regulation*.

**Recommendation #43:** That a Council of Chairs of the newly constituted Local Boards meet twice yearly with the Board of Trustees in a legislative advisory role.

## Boundary Arrangements

As indicated previously, there is generally strong opposition to realignment of schools with those outside of NSD jurisdiction. Concerns were expressed that if schools were realigned into neighbouring jurisdictions, there would be ensuing school closure because of the new jurisdiction's school closure policies and processes. Uncertainty and lack of awareness about neighbouring schools and jurisdictions was evident. However, the prospective loss of an FNMI focus at the school was a frequent objection. Unfortunately, concerns about racism and prejudice in neighbouring mainstream communities were also raised in opposition to boundary changes.

However, the Athabasca Delta communities viewed NSD somewhat differently and with less support than the other communities. The more diverse demographic composition of Anzac, Red Earth Creek and Keg River made them atypical among the NSD schools. Input at Anzac was interesting in that much of the opposition to realignment with Fort McMurray seemed to centre on negative perceptions about municipal regionalization associated with Wood Buffalo Regional Municipality, rather than with the Fort McMurray school systems. Input at Keg River focused on continued viability of the school. The 2009–10 enrolment of Dr. Mary Jackson School comprises approximately 20 Aboriginal students and four non-Aboriginal students, with many of these students residing as close to Paddle Prairie as to Keg River.

Neighbouring jurisdictions expressed many reservations about having a NSD school or schools transferred into their systems, particularly without appropriate consultative arrangements and without clear understandings about how funding differentials would be addressed. Both NSD communities and the neighbouring jurisdictions are aware that under the provisions of the provincial funding framework for school jurisdictions, NSD schools receive a higher level of school-based resources for such resources as staffing, hot lunch programs and student supplies. Neighbouring jurisdictions indicated that the extensive powers of the LSBCs would not be acceptable within their governance structures. Some also indicated that unless socio-economic conditions, lack of parent engagement and student truancy issues could be addressed, they would not be optimistic about their potential to improve student achievement.

Notwithstanding these views, a NSD that is focused on excellence in First Nations and Métis education may become less relevant to the Anzac, Red Earth Creek and Keg River communities. Realignment with neighbouring jurisdictions based on social, economic and transportation linkages may be effective alternatives in the first two cases; in the latter, the situation is essentially one of declining enrolment giving rise to a school-closure issue which NSD needs to address. Also noted is that while the Pelican Lake School also presents a low-enrolment issue, the situation there is more of a program re-design in conjunction with the overall Wabasca-area program delivery arrangements than a school closure issue.

**Recommendation #44:** That Alberta Education appoint a facilitator to work with the Anzac School community and Fort McMurray Public School District regarding realignment of Anzac School to Fort McMurray Public School District jurisdiction.

**Recommendation #45:** That Alberta Education initiate a process for transferring Red Earth Creek School to Peace River School Division jurisdiction.

**Recommendation #46:** That NSD initiate school closure proceedings at Keg River.

There are eight Métis Settlements in Alberta. NSD administers schools on six of the Settlements and Northern Lights School Division administers schools for two Settlement populations. In general, the populations of the Métis Settlements that were consulted by the Inquiry Team indicated their preference for their schools to be administered by NSD for the reasons indicated in the previous sections of this report. However, there were some dissenting points of view. Also, some questioned why NSD was not administering the schools for all of the Métis Settlements. Given that First Nations populations increasingly have been granted self-determination in educational matters and given the general provisions regarding education in the Métis Settlements legislation, it seems logical to the Inquiry Team that Métis populations living on

Métis Settlements should have a similar option. In this regard, the Inquiry Team's understanding is that plebiscites are a decision-making process commonly used by Métis Settlements.

**Recommendation #47:** That Alberta Education establish a process for Métis Settlements to periodically determine by plebiscite if they wish to remain part of NSD or transfer to a neighbouring school jurisdiction or vice-versa.

## Implementation

All parties involved with improving student outcomes in NSD are challenged to work together in a concerted effort to see that the recommendations of this report (especially those that are repetitive of recommendations in previous reports) are attended to. This situation calls for the creation of a structure that will monitor implementation on a consistent and intentional basis over the next few years.

**Recommendation #48:** That Alberta Education create a multi-stakeholder implementation team including representation from:

- All its branches involved with NSD operations;
- NSD leadership; and
- The external agencies and organizations involved with NSD

to engage in developing and delivering strategies, including those for community engagement with this report's recommendations, which are necessary to bring about positive change in NSD.

## Other Matters

No other matters were directed to the Inquiry Team by the Minister.



## CONCLUDING COMMENTS

It is recognized that NSD is already undertaking a number of improvement initiatives that are consistent with the recommendations of this report, including:

- Strengthening teacher capacity through an expanded orientation program for new hires and the establishment of mentor coaches for new teachers;
- Implementation of a comprehensive literacy strategy;
- Reinstatement of regionally based leadership support for principals and teachers;
- Implementation of a principals' leadership development program;
- Re-focusing a senior administration role on community relationships and engagement; and
- A major expenditure from capital reserves to address urgent teacher housing repair issues.

The Inquiry Team commends NSD for prompt action in this regard.

The Team acknowledges that several of its recommendations imply additional costs in a few key areas. The Team's proposed solution to additional cost pressures implied by its recommendations includes such measures as the following:

- The provincial government coming to the table with some one-time funding to get some areas up to a realistic standard in short order;
- NSD moving toward somewhat higher staff-student ratios and cease responding to unrealistic local political pressures to have every grade have its own teacher even if there are only five students in that grade;
- Reducing the cost of board operations and possibly tough negotiating involving four parties — the federal government, the provincial government, affected First Nations and NSD — to get fiscal contributions for First Nations students up somewhere near what the province is spending per pupil in NSD.

The Team expresses its sincere appreciation for the hospitality of the communities, for the time taken by staff to complete the surveys and for the willingness of people invited to share their experiences and expertise regarding NSD.

The Team wishes to sincerely acknowledge the support and non-interfering approach of staff of Alberta Education over the duration of the Team's proceedings.

The Team trusts that the enactment of the recommendations in this report will go a long way toward providing the students of NSD with the highest quality education possible and enable them to succeed in their own communities and in the broader communities of Alberta and Canada.

Respectfully submitted,

N. Matthew  
K. Wagner  
D. van Tamelen

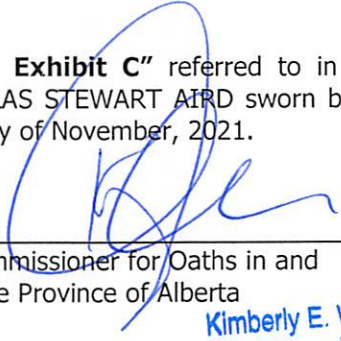






# TAB C

This is **Exhibit C** referred to in the Affidavit of  
DOUGLAS STEWART AIRD sworn before me on the  
29<sup>th</sup> day of November, 2021.

  
\_\_\_\_\_  
A Commissioner for Oaths in and  
for the Province of Alberta

Kimberly E. Wasylenchuk  
Barrister and Solicitor

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**This statute is repealed or spent since 2017-05-04.**

**This statute is replaced by RSA 2017, c N-5.1.**

**This statute replaces RSA 1980, c N-10.**

Past version: in force between Jan 1, 2002 and May 3, 2017

Link to the latest version : <https://canlii.ca/t/81q0>

Stable link to this version : <https://canlii.ca/t/j7zw>

Citation to this version: Northland School Division Act, RSA 2000, c N-5, <<https://canlii.ca/t/j7zw>> retrieved on 2021-11-28

Currency: Last updated from the [Alberta Queen's printer](#) on 2021-11-23

## NORTHLAND SCHOOL DIVISION ACT

### Chapter N-5

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- 15 Exemption from [School Act](#) and [Local Authorities Election Act](#) provisions

HER MAJESTY, by and with the advice and consent of the Legislative Assembly of Alberta, enacts as follows:

#### **Interpretation**

**1(1)** In this Act,

- (a) “board” means the board of trustees of the Division;

- (b) "Division" means Northland School Division No. 61;
  - (c) "elector" means an elector within the meaning of the *Local Authorities Election Act*, and includes an adult person
    - (i) who on election day is resident on an Indian reserve in respect of which a tuition agreement is in force between the board and the Department of Indian and Northern Affairs of the Government of Canada, and
    - (ii) who has resided in Alberta for the 6 consecutive months immediately preceding election day;
  - (d) "local school board committee" means the local school board committee referred to in section 4.
- (2) Unless otherwise provided, words and expressions used in this Act have the same meaning as in the *School Act* and the *Local Authorities Election Act*.

1983 cN-10.1 s1

## Boundaries

**2(1)** Notwithstanding anything in the *School Act*, the Division shall consist of

- (a) the school districts comprising the Division by virtue of the order of the Minister constituting the Division, and
- (b) all that part of Alberta lying north of the north boundary of township 55 excepting from that area any lands contained in
  - (i) any other school division,
  - (ii) any district not included in a school division or school district in the Division, and
  - (iii) any Indian reserve.

(2) Nothing in this Act precludes the Minister from time to time

- (a) amending the order dated December 9, 1960 constituting the Division or making a new order constituting the Division in substitution for that order, or
- (b) constituting, dissolving or altering any school district or any other school division.

1983 cN-10.1 s2;1995 c24 s99(21)

## Subdivisions

**3** The Minister may divide the Division into not fewer than 7 and not more than 31 subdivisions.

1983 cN-10.1 s3

## Local school board committees

**4(1)** A local school board committee shall be elected in each subdivision in accordance with the *Local Authorities Election Act* as if

- (a) a local school board committee were a board of trustees, and
  - (b) a subdivision were a district or division.
- (2) The number of members to be elected to each local school board committee shall be determined
- (a) by the Minister for the first election, and
  - (b) by the board for subsequent elections.

(3) The members of a local school board committee hold office for 3 years and shall remain in office until the organizational meeting of the committee following the next ensuing election of a local school board committee.

### Organizational meeting of local committee

- 5(1)** The organizational meeting of a local school board committee shall be held no later than 7 weeks following the date specified in the *Local Authorities Election Act* as nomination day at a time and place to be fixed by the secretary of the board, who shall give notice of the meeting to the elected members of the local school board committee as if it were a special meeting of trustees.
- (2)** At the organizational meeting, the local school board committee shall elect one of its members as chair and one of its members as secretary to hold office during the pleasure of the committee.
- (3)** If a chair of a local school board committee is not elected as required by subsection (2), the Minister may
- (a) appoint a person as chair, or
  - (b) direct that an election be held to fill a vacancy required to be filled by an elected person.
- (4)** A person appointed by the Minister under subsection (3) is in the same position as the person would have been had the person been elected under subsection (2).
- (5)** If either the chair or secretary is unable to perform the duties of the office, the local school board committee shall appoint an acting chair or acting secretary who has all the powers and duties of the chair or secretary, as the case may be.
- (6)** Where the board considers it necessary, the secretary of the board may appoint a person to act as acting chair at the organizational meeting of a local school board committee for the purpose of carrying out the elections under subsection (2).

1983 cN-10.1 s5

### Qualifications

- 6(1)** A person is not qualified to be elected or to continue to hold office as a member of a local school board committee if the person would be disqualified from holding office as a trustee under Division 3 of Part 3 of the *School Act* or section 23 of the *Local Authorities Election Act*.
- (2)** If a person is not qualified to remain a member of a local school board committee under subsection (1), the person shall forthwith
- (a) resign the person's seat on the local school board committee, and
  - (b) where the person has been elected chair of a local school board committee, resign from that office and resign the person's seat on the board.
- (3)** If the person does not resign in accordance with subsection (2), the board may by resolution declare the person to be disqualified or may apply to the Court of Queen's Bench for an order declaring the person's seat on the local school board committee or on the board, or both, vacant, and Division 3 of Part 3 of the *School Act* applies to the application.

1983 cN-10.1 s6;1988 cS-3.1 s250

### Local committee not a corporation

- 7** Neither a local school board committee nor the members constituting the committee are a corporation.

1983 cN-10.1 s7

### Name

- 8** A local school board committee may with the approval of the board designate a name by which it shall be known.

1983 ~~082~~ 10.1 s8

## **Powers of local committee**

**9(1)** A local school board committee has the following powers:

- (a) to request the board to institute religious instruction or instruction in a language other than English in accordance with the *School Act*;
- (b) to nominate a teacher;
- (c) to recommend to the board
  - (i) the school opening date;
  - (ii) the number of days and the dates of school operation;
  - (iii) the length of the school day and the number of minutes of school operation;
  - (iv) the number of minutes of classroom instruction and the number and length of recesses;
- (d) to recommend to the board that all or any of Farmers' Day, Treaty Day or Proclamation Day be declared to be holidays;
- (e) to recommend to the board a policy providing for the use of schools and school buildings other than during the school day;
- (f) to recommend to the board a program providing for orientation of school staff to the Division;
- (g) to advise and assist the board in the selection of a principal, para-professional employees, caretakers, bus drivers and other support staff for a school within the subdivision for which the local school board committee was elected;
- (h) to advise the board and carry out any functions delegated to it by the board.

(2) If a local school board committee passes a resolution requesting that the board institute instruction in a language other than English in a school in the subdivision for which the local school board committee was elected and sends the resolution to the board, the board shall institute instruction in that language as soon as it is practical to do so.

(3) If a local school board committee passes a resolution requesting that the board institute religious instruction in a school in the subdivision for which the local school board committee was elected and sends the resolution to the board, the board shall institute religious instruction as soon as it is practical to do so.

(4) If a local school board committee passes a resolution nominating a teacher for a school in the subdivision for which the local school board committee was elected and sends the resolution to the board at least 30 days before the school opening date, the board may appoint the teacher to the school if the teacher wishes to enter into a contract.

1983 cN-10.1 s9;1998 c22 s25

## **Board of trustees**

**10(1)** The board of trustees of the Division is continued as a corporation under the name of The Board of the Northland School Division No. 61.

(2) The members of the board are those persons elected as chairs of local school board committees under section 5(2).

(3) The members of the board hold office for 3 years and shall remain in office until the organizational meeting of the board following the next ensuing election of local school board committees.

(4) The Minister shall

- (a) appoint a Superintendent of Schools, who
  - (i) holds office during the pleasure of the Minister, and

(ii) is the chief executive officer of the board,

and

(b) pay the salary and expenses of the Superintendent of Schools.

(5) The board shall reimburse the Minister for the amount of the salary and expenses under subsection (4)(b).

(6) The organizational meeting of the board shall be held annually but no later than 9 weeks following the date specified in the *Local Authorities Election Act*

(a) for the receiving of nominations for trustee in a general election, or

(b) in any year in which a general election is not required to be held, for the receiving of nominations if a general election were held that year,

at a time and place to be fixed by the secretary of the board, who shall give notice of the meeting as if it were a special meeting.

1983 cN-10.1 s10

### **Powers of board**

**11(1)** Subject to this Act, the board has all the powers and duties of a board of trustees under the *School Act*.

(2) The board may

(a) delegate any of its powers to a local school board committee, and

(b) determine and pay the fees and expenses of local school board committee members for attendance at meetings.

1983 cN-10.1 s11

### **Annual report**

**12(1)** The board shall prepare annually a report of board affairs and provide its report prior to March 31 of each year to each local school board committee.

(2) The local school board committee shall make the report available to any elector who requests a copy.

1983 cN-10.1 s12

### **Audit**

**13** The Auditor General is the auditor of the board.

1983 cN-10.1 s13

### **Application of provisions of the *School Act***

**14** Division 3 of Part 3 and sections 70 to 73, 76, 250 and 251 of the *School Act* also apply to a local school board committee as if it were a board of trustees under the *School Act*.

1983 cN-10.1 s14;1988 cS-3.1 s250;1990 c36 s53

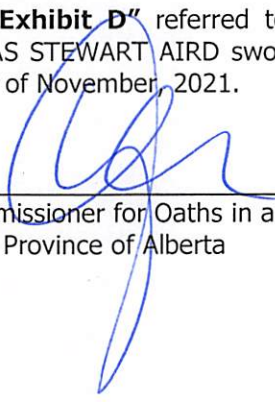
### **Exemption from *School Act* and *Local Authorities Election Act* provisions**

**15** The *School Act* and the *Local Authorities Election Act* apply to the Division unless the Minister by order exempts the Division, the board or the local school board committees from the whole or part of any provision of the *School Act* and the *Local Authorities Election Act* or a regulation under either Act, and on exemption that provision ceases to apply to the Division or any person, municipality or child resident in the Division or to the board or local school board committees to the extent specified in the order.

1983 cN-10.1 s15

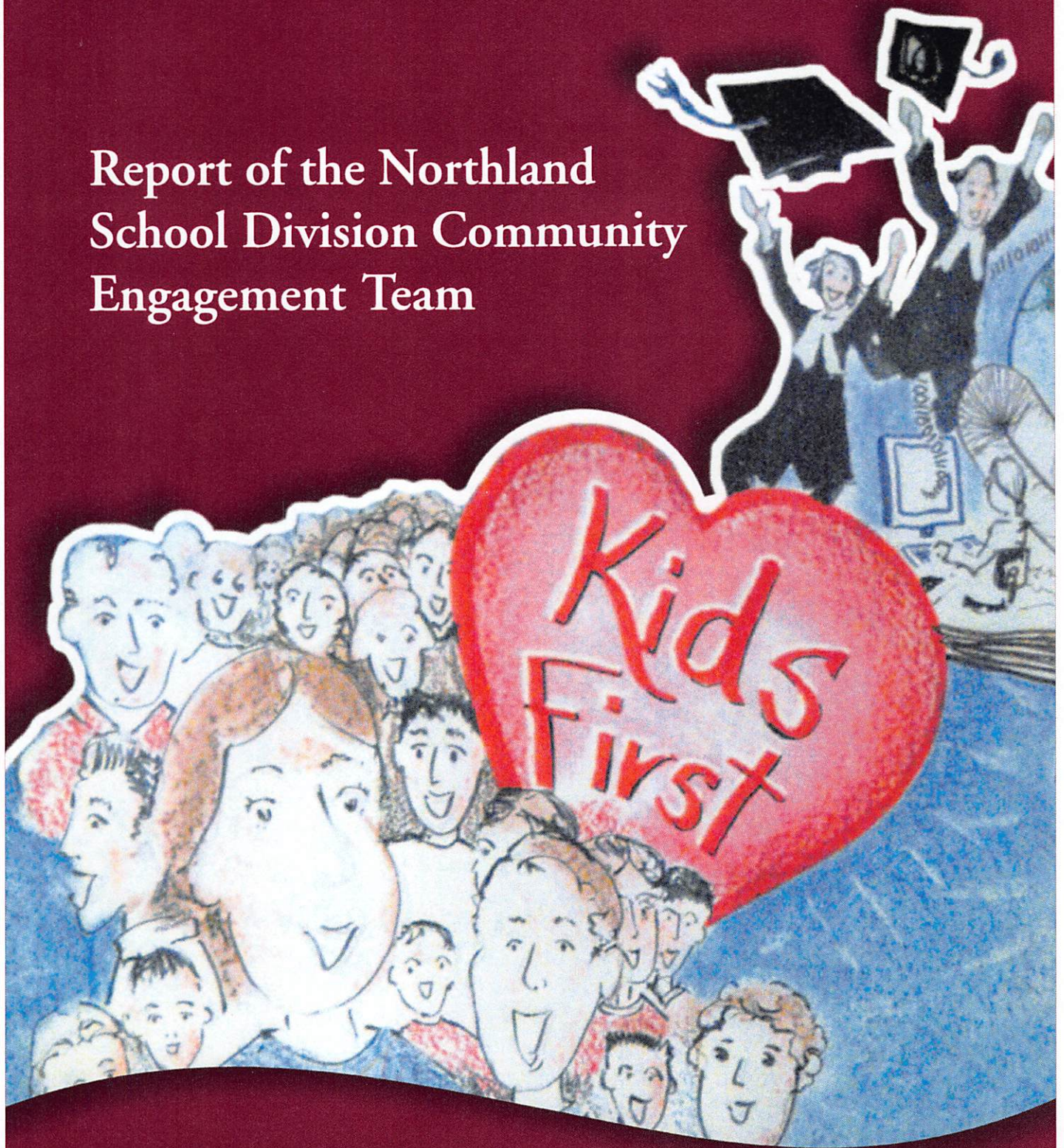
# TAB D

This is **Exhibit D** referred to in the Affidavit of  
DOUGLAS STEWART AIRD sworn before me on the  
29<sup>th</sup> day of November, 2021.

  
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A Commissioner for Oaths in and  
for the Province of Alberta

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Kimberly E. Wasylenchuk  
Barrister and Solicitor

Report of the Northland  
School Division Community  
Engagement Team



January 2012

ALBERTA EDUCATION CATALOGUING IN PUBLICATION DATA

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The Creator loans us children to raise  
them to be the best they can be.

Elder Pauline Ominayak,  
Northland Community Engagement Team

## Transmittal Letter

*Kids First*, the report from the NCET describes a process for engaging communities in Northland School Division No.61. In addition to the Community Engagement Framework, *Kids First* sets out a vision for excellence in Aboriginal education and responds to five priority recommendations contained in the *Northland School Division Inquiry Team Report*.

In presenting this report, we acknowledge all those who contributed to its development, most notably the Department of Education and Northland School Division personnel and our meeting facilitators. We also want to acknowledge the support of Dave Hancock, the former Minister of Education, who appointed us to this important task.

Above all, we thank individuals from our communities who took the time to talk to us about their hopes and dreams for our children. Their input contributed to our discussions and our vision for excellence.

To the Minister of Education we believe our work is not done. This report is just the beginning. We are willing to do what is necessary to make the recommendations work.

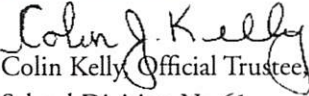
We believe this report sets the stage for excellence in Aboriginal education. With the support of our communities, we believe Northland School Division No. 61 can become a showcase for Aboriginal education, both at home in Canada and in the world.

Signed by all members of the Northland Community Engagement Team

## Northland Community Engagement Team

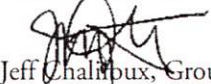
### Co-chairs

  
Pearl Calahasen, MLA for Lesser Slave Lake

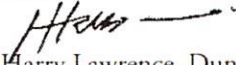
  
Colin Kelly, Official Trustee, Northland  
School Division No.61

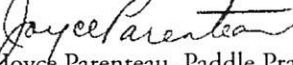
### Métis Communities


  
Dave Laroche, Gift Lake  
Métis Settlement

  
Jeff Chaloup, Grouard

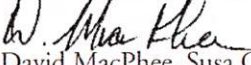
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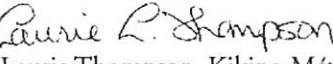
  
Harry Lawrence, Duncan's First Nation

  
Joyce Parenteau, Paddle Prairie  
Métis Settlement

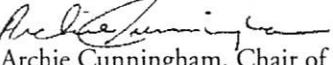
  
Pauline Ominayak, Sucker Creek  
First Nation

### Communities-at-large

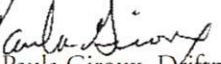
  
David MacPhee, Susa Creek, Aseniwuche  
Winewak Development Council


  
Laurie Thompson, Kikino Métis Settlement


### Northern Lakes College

  
Archie Cunningham, Chair of the Board of  
Governors, Northern Lakes College

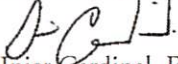
### Treaty 8 Communities

  
Paula Giroux, Driftpile First Nation


  
Rita Marten, Mikisew Cree First Nation

  
Nora Yellowknife, Bigstone Cree  
First Nation

### Partnership Council Liaison Member

  
Inier Cardinal, First Nations, Métis and  
Inuit Education Partnership Council

### Alberta Education

  
Linda Pelly, Director, First Nations, Métis  
and Inuit Services

Kids First

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Engagement Team members



# Executive Summary

1

In January 2010, then-Education Minister Dave Hancock dissolved the corporate board of Northland School Division No. 61 and appointed an official trustee to oversee the jurisdiction amid long-standing concerns over weak student learning outcomes and issues related to governance.

The Minister also appointed a three-member inquiry team to review and make recommendations related to the operations of Northland School Division No. 61. The team's report, the *Northland School Division Inquiry Team Report*, made 48 recommendations for improvement.

On January 11, 2011, the Minister named a community-based team to provide strategic advice, direction and leadership in securing community engagement in Northland School Division No. 61. The Northland Community Engagement Team was also directed to make recommendations, as appropriate, on key issues arising from the development of a community-based response to the *Northland School Division Inquiry Team Report*.

*Kids First*, the report of the Northland Community Engagement Team, develops a framework to guide community engagement. In addition it presents a vision for Aboriginal education excellence and makes recommendations in five priority areas arising from the *Northland School Division Inquiry Team Report*.

*Kids First* is illustrated with graphics that capture the team's discussions, in keeping with the unique format of its meetings. The report is also illustrated with memories and experiences of team members, most of whom come from Northland communities.

Northland Community Engagement Team members strongly support keeping Northland School Division No. 61 intact. The Team noted that the *Northland School Division Inquiry Team Report*, released in November 2010, confirmed that communities in the jurisdiction have a clear desire to keep their school division as an entity. It said that "in spite of many concerns, a spirit of enthusiasm and regard for the organization endures."

## 2

### Vision

The primary focus of the team's deliberations was "*Kids First*." The needs of children were foremost throughout its discussions. With "*Kids First*" as a guiding principle, the Northland Community Engagement Team crafted a vision for Aboriginal education excellence. The vision defines a number of elements essential to achieving excellence: self-determination, family support, community empowerment, collaboration, and a culturally-rich, learner-focused approach.

### Five priorities

The vision established the foundation for the Northland Community Engagement Team's review of Inquiry Team recommendations. It reviewed, all of the recommendations of the Northland Inquiry Team and in depth, five priority recommendations — Recommendations 12, 17, 20, 36, and 37 – 43 (grouped as governance). It offers the following feedback to the Government of Alberta:

These 5 priorities areas are not in any level of importance as presented.

### Priority 1: Aboriginal content infusion (curriculum development)

**Recommendation #12 of the Northland School Division Inquiry Team Report:**  
*That Northland School Division strengthen the Aboriginal cultural content within the curriculum; and further that more emphasis, including staff development and support, be placed on Aboriginal content infusion as provided for in the Alberta curriculum.*

## Northland Community Engagement Team Response

The Northland Community Engagement Team supports Recommendation 12. It further recommends:

### Resources

12 (1) Resources be allocated to Northland School Division No. 61 to use the Community Engagement Framework as a means of seeking advice and input on the development of Aboriginal resources to support curriculum.

12 (2) Alberta Education has acknowledged that Aboriginal communities have excellent cultural resources that can be mobilized to support the development of community-based content to reflect Aboriginal history, language, culture, beliefs and world views. It is essential to weave this content into the resources that support the curriculum.

### Language and cultural training

12 (3) Through legislation, Alberta Education formally recognize the strength and value of respected Elders and knowledge keepers who share their knowledge of Aboriginal languages and subject matter within the education system, regardless of whether they hold a teacher's certificate.

12 (4) Building on the success of the Aboriginal Teacher Education Program model, Alberta Education and post-secondary institutions make a concerted effort to train Aboriginal language teachers for Northland School Division No. 61 and its neighbouring schools. Further, adequate resources are required to create a language certification for teachers.

### Residential school curriculum

12 (5) The goal of residential school education is to bring about awareness of events that led to decisions that created the legacy of residential schools, and to help develop understanding. The impact of residential schools cannot be ignored; it is evident in our Aboriginal communities today. In the spirit of truth and reconciliation, and to facilitate the process of healing, the residential school story must be told. The Northland Community Engagement Team recommends that

Alberta Education, First Nations, Métis and Inuit Branch, to develop curriculum and resources about residential schools and make it mandatory throughout Alberta. As well, it recommends Alberta Education develop tools on the history of residential schools to support the orientation of teachers and administrators.

#### **Assessment**

12 (6) Educators and communities work together to develop strategies to determine how to best assess a student's Aboriginal knowledge, including understanding of cultural practices, language and protocols.

### **Priority 2: Combined regional and virtual high school**

#### **Recommendation #17 of the Northland School Division Inquiry Team Report:**

*That Northland School Division give planning consideration to establishing a combined regional and virtual high school to serve students in the smaller communities as an alternative to existing boarding arrangements.*

#### **Northland Community Engagement Team Response**

The Northland Community Engagement Team supports Recommendation 17. It further recommends:

#### **Resources**

17(1) Resources be allocated to Northland School Division No. 61 to move beyond planning consideration for a combined regional and virtual high school, and to use the Community Engagement Framework as means of seeking advice and input on potential partnerships, wraparound services, facilities and locations from northern communities within and outside Northland School Division No. 61.

### School programs

17 (2) A regional high school(s) must include the following components: a trade and technical program; a strong physical education program; arts and drama; Aboriginal language development and grounding in First Nations, Métis and Inuit culture. We believe an Aboriginal high school that is built on a community-based foundation and integrates all of these components has the potential of making an immediate impact on high school attendance and completion.

17(3) A homework help hotline be created to provide support and assistance to students and parents.

### Priority 3: Orientation program

#### **Recommendation #20 of the Northland School Division Inquiry Team Report:**

*That Northland School Division re-establish an effective orientation program for new hires, with a substantial emphasis on community and cultural components and further, that the placement of new employees into communities be arranged with sufficient time for them to experience community-level orientation and settling-in prior to the start of teaching duties.*

### Northland Community Engagement Team Response

The Northland Community Engagement Team supports Recommendation 20. It further recommends:

#### **Stages of orientation**

20 (1) Orientation be comprised of three stages: general division-wide; cross-cultural awareness; and local community orientation that is ongoing.

#### **Resources**

20(2) Resources be allocated to Northland School Division No. 61 to:

- seek advice and input from communities on the development of an orientation resource for cross-cultural awareness and ongoing local orientation.

- develop and implement the orientation package.
- support ongoing in-service and orientation.

20 (3) Utilizing the fourteen (14) steps of the Community Engagement Framework involve communities in the processes described in 20(2).

#### **Residential schools orientation**

20 (4) Resources on the history of residential schools be developed to support the orientation of teachers and administrators (as referenced in Recommendation 12(5)).

### **Priority 4: Alberta Education establish a regional service and support consortium**

#### **Recommendation #36 of the Northland School Division Inquiry Team Report:**

*That Alberta Education take a leadership role in the establishment of a regional service and support consortium for First Nations and Métis education, involving Northland School Division with neighbouring school jurisdictions and the First Nations education authorities operating in northern Alberta; further, that funds from the First Nations, Métis and Inuit grant\* be considered to enable initiatives in this area.*

#### **Northlands Community Engagement Team Response**

##### **Centre of Excellence**

36(1) Rather than refer to it as a regional service and support consortium, the Northland Community Engagement Team recommends the establishment of a centre for Aboriginal learning excellence.

36(2) The Northland Community Engagement Team supports Recommendation 36 in principle and further recommends that Alberta Education:

- Develop a plan to establish a Centre of Excellence for regional services for northern and Aboriginal schools.

- Use the Community Engagement Framework as a means of seeking advice and input on a Centre of Excellence from northern and other communities. The engagement would consider what exists now, what resources are required, what the challenges are, and who potential partners are.
- Consider the potential to partner with Treaty No. 6, Treaty No. 7, Treaty No. 8 and the federal government on the MOU initiatives when discussing and making decisions related to the Centre of Excellence and regional services.

## Priority 5: Governance

### **Recommendation #37 of the Northland School Division Inquiry Team Report:**

*That Alberta Education entrench Northland School Division governance policies and protocols in a Ministerial Order or similar arrangement to ensure that those in governance roles focus on governance activities and delegate management activities to staff, subject to effective accountability, reporting and oversight processes.*

### **Recommendation #38 of the Northland School Division Inquiry Team Report:**

*That the provincial government amend the Northland School Division Act to establish a nine-member Board of Trustees; seven elected by direct election (ward system), one other a First Nations' representative nominated pursuant to an Education Agreement (with Treaty 8) and one other a Métis representative nominated by Métis Settlements General Council, both of the latter appointed to the board by the Minister of Education.*

### **Recommendation #39 of the Northland School Division Inquiry Team Report:**

*That a term limit of not more than two consecutive three-year terms be established for members of the Board of Trustees to ensure effective representation from throughout the system over time and to minimize the potential of factional politics and inappropriate concentrations of power.*

### **Recommendation #40 of the Northland School Division Inquiry Team Report:**

*That an ex officio (non-voting) member of the Board of Trustees be appointed by the Minister of Education as a process observer and coach to facilitate organizational change and ensure that the participants of the new structure remain true to intent.*

**Recommendation #41 of the Northland School Division Inquiry Team Report:**

*That Alberta Education support a governance structure that fosters a sense of ownership at the community and parent levels without impinging unduly on school operations and teachers' professional practice.*

**Recommendation #42 of the Northland School Division Inquiry Team Report:**

*That the provincial government amend the Northland School Division Act to expand Local School Board Committee membership to include parent and teacher representation and that its role be consistent with that of a School Council as set out in the School Council Regulation.*

**Recommendation #43 of the Northland School Division Inquiry Team Report:**

*That a council of Chairs of the newly constituted Local Boards meet twice yearly with the Board of Trustees in a legislative advisory role.*

**The Northland Community Engagement Team Response**

The Northland Community Engagement Team supports Recommendations 37 – 43 with the exception of Recommendations 39, 40 and 42 and a proviso on Recommendation 38:

39(1) Recommendation 39 — the team does not support a term limit for members of the Board of Trustees; members should be allowed to serve for as long as they are elected.

40 (1) Recommendation 40 — an ex-officio member of the Board of Trustees should be appointed only at the request of the Board of Trustees.

42(1) Recommendation 42 — The Northland Community Engagement Team recommends retaining a Local School Board Committee in its current form, rather than operating like a school council reporting to the school principal. Each Local School Board Committee would be elected from within the community. The Local School Board Committee would then select its own chair. All chairs would meet once per year as an advisory to the Corporate Board and for professional development purposes.

42(2) The Northland Community Engagement Team emphasizes the need to clearly define the roles and responsibilities of Local School Board Committees. These roles and responsibilities need to be decided in consultation with Alberta Education and local communities using the Community Engagement Framework.

38(1) The Northland Community Engagement Team supports Recommendation 38 with one change: there must be a formal role for respected Elders in governance.

38(2) Further, to ensure students are represented in a fair way, the Northland Community Engagement Team recommends Northland School Division No. 61's seven wards be established using geography and student population as guides:

- Ward 1 — Conklin, Fishing Lake Métis Settlement, and Elizabeth Métis Settlement
- Ward 2 — Desmarais
- Ward 3 — Wabasca and Calling Lake
- Ward 4 — Susa Creek, Little Buffalo, Keg River and Paddle Prairie Métis Settlement
- Ward 5 — Grouard, East Prairie Métis Settlement, Gift Lake Métis Settlement, and Peavine Métis Settlement
- Ward 6 — Chip Lake, Sandy Lake, Trout Lake\* and Peerless Lake\*
- Ward 7 — Anzac, Fort Chipewyan, Fort McKay, and Janvier

## Community Engagement Framework

The Northland Community Engagement Team also developed a framework to ensure Aboriginal communities are fully engaged in initiatives that affect their school and communities. The Community Engagement Framework, grounded in an understanding of the community and its cultural practices, is an inclusive model that enables broad community participation. It relies on assembling a “key informant” team to provide advice on how to best consult with respected Elders, leaders and community members. The Community Engagement Framework is an interactive process, one that seeks continual input from the community as the idea or plan takes place. Once validation is received from the community,

\*The schools at Trout Lake and Peerless Lake are presently within the boundaries of KēTasKēNow Tribal Council.

other resources can be engaged to make the plan a success. The Community Engagement Framework can be customized to meet the needs of individual communities. It can also be used by government, industry and other groups to engage Aboriginal communities.

The Northland Community Engagement Team recommends that its response to the recommendations of the *Northland School Division Inquiry Team Report* be reviewed by Northland communities using the Community Engagement Framework.

### Next Steps

The Northland Community Engagement Team recommends the Government of Alberta take immediate action on the following:

1. The Government of Alberta establish a Board of Trustees as soon as possible to lead Northland School Division No. 61. Members of the Northland Community Engagement Team are prepared to support the interim trustee of Northland School Division No. 61 in a transitional process.
2. The Government of Alberta adopt and implement the Community Engagement Framework when consulting with First Nations, Métis and Inuit people and with anything to do with Aboriginal Education.
3. The Government of Alberta accept and implement the Northland Community Engagement Team's recommendations in the five priority areas.
4. Alberta Education, Northland School Division No. 61, and communities work together to establish measures of success that weave FNMI world views and local perspectives.

In conclusion, *Kids First* captures the desire for change in how we educate our Aboriginal children; our passion for our young people and their future. It is not a stand-alone document; there are other projects, other initiatives underway which will impact Aboriginal education. *Kids First* is part of a broader process to improve Aboriginal education in Alberta, and beyond.

*Ikosih Maka*

# The Northland Community Engagement Team

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## Purpose

In January 2010, then-Education Minister Dave Hancock dissolved the corporate board of Northland School Division No. 61 and appointed an official trustee, Colin Kelly, to oversee the jurisdiction amid long-standing concerns over weak student learning outcomes and issues related to governance.

The Minister appointed a three-member inquiry team comprised of Dave van Tamelin, Nathan Matthew and Keith Wagner. The team's report, *Northland School Division Inquiry Team Report*, was presented to the Minister in November 2011. It urges Northland School Division to implement an improvement strategy through 48 recommendations.

Figure 1: From Inquiry to Action



The creation of the Northland Community Engagement Team marks the first time a group of people from within Northland School Division No. 61 were brought together to make recommendations on education within the division.

On January 11, 2011, the Minister named a community-based team to provide strategic advice, direction and leadership in securing community engagement in Northland School Division No. 61. He said, “Communities need to be involved in determining the governance of their schools. Working with Northland’s communities is fundamental to developing a transformative solution.”

The Northland Community Engagement Team was also directed to make recommendations, as appropriate, on key issues arising from the development of a community-based response to the *Northland School Division Inquiry Team Report*.

### Who are we?

The Northland Community Engagement Team was drawn primarily from local community and education leaders in the jurisdiction’s mainly Aboriginal municipalities. The team also had representation from division administrators, Alberta Education, and communities outside of the school division. This diverse group of individuals worked hard to be a team, listening to one another, seeking common ground and, at times, agreeing to disagree. See Appendix 4 for brief biographies of Northland Community Engagement Team members.

I am a firm believer of self first, family, community and nation. I believe that everyone is the same physically, but each one of us has unique attributes to bring to this world. I bring compassion, passion and hard work to everything I do. I believe that when a person understands their true identity, they will overcome any obstacle in their path. I believe we all have a purpose on this earth, and sometimes it takes a lifetime to figure it out.

*Paula Giroux, Northland Community Engagement Team Member*

## Protocol

The Northland Community Engagement Team followed traditional Aboriginal protocol of listening, respecting the perspectives of others and approaching discussion with an open heart and mind. Meetings were opened and closed with prayers led by respected Elders. The meetings included singing, storytelling, tears and laughter as a means of keeping the team fresh and focused.

Nora Yellowknee (Apsici Nocikwes), Northland Community Engagement Team member, explains the Aboriginal protocol of sharing and giving, including the giving of tobacco, at a team meeting with Alberta Education:

- We hope that with our sharing there is learning and understanding. We will also be listening and learning from you. We are learning from each other – we don't all have the same knowledge – we have both male and female knowledge which is quite different.
- We have people who come from Métis, First Nation and Indigenous backgrounds, as well as people from different ethnic backgrounds.
- We have what we call apprentice and master teachers and that role is reciprocal.
- The gift of tobacco is key to accessing greater, deeper knowledge and information from our Elders, our wise people and our teachers.
- We ask that you listen with an open mind and an open heart. In our listening, we are doing a lot of learning.

## Process for meetings

In addition to following Aboriginal protocol for team meetings, the Northland Community Engagement Team employed the methodology of the World Café for hosting large group dialogue. The World Café is a way for people to come together and have conversations about important topics and subjects. This process involves participants in small rotating conversation groups. Open-ended questions are carefully designed to elicit deep, passionate discussion that is inclusive and respectful and results in participants coming to consensus of understanding, consensus of direction, and often consensus of action.

In support of the above, The Positive Culture Company provided facilitation that was uniquely graphic by visually recording highlights of the team's conversations. As the Northland Community Engagement Team discussed the issues, the facilitators drew landscapes on wall murals. Over these landscapes they sketched ideas into the sky; challenges, resources and support on the grass; pros for issues on mountains; and cons for issues deep underground. Examples of this format are included throughout this document. The large, colourful charts not only summarize discussions, but can be shared with others through digital photographs.

Northland Community Engagement Team meetings were held in Slave Lake, Edmonton and High Prairie on April 29 – 30, May 8 – 9, May 13 – 14, May 27 – 28, June 10 – 11, July 11 – 12, August 9 – 10, August 15 – 16, which included a presentation to Minister Dave Hancock, and October 4 – 5, which included a presentation to the Implementation and Support Teams for Northland School Division No. 61. Further smaller group meetings to draft the report were held on November 29, December 10 and January 20 – 21, 2012.

Illustrations from the meetings can be viewed at [www.positiveculture.ca/NSD-CET/](http://www.positiveculture.ca/NSD-CET/). Figure 1, which follows, shows the development of the Northland Community Engagement Team.

# A Vision for Northland School Division No. 61

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Because of the diverse population represented within the Northland School Division No. 61, the Northland Community Engagement Team was challenged to develop a common vision. Two distinct principles emerged to guide them:

- ***Kids First*** — The team was adamant that any discussion about education has to start with children. *Kids First* reflects a desire to ensure children are strong and safe and interested in school, while they strive for excellence. Throughout its discussions, if the way became unclear, a reminder to put “*Kids First*” would clear the path ahead. The needs of children and youth were foremost throughout discussions. At the same time, the team was very aware that its vision and recommendations would not only affect the children of Northland School Division No. 61, but all of the northern communities.
- **Use a First Nations, Métis and Inuit lens** — issues were viewed from an Aboriginal perspective. The team’s work had to reflect Aboriginal interests, perceptions and expectations. It had to consider the social realities and history experienced in the communities of Northland School Division No. 61. (The biographies of the committee members, contained in the Appendices and excerpted throughout this report, provide illustrations of what these are.)

In a relatively short time, the Northland Community Engagement Team identified seven components of a shared vision for education in Northland School Division No. 61, always beginning with *Kids First*:

Figure 2: The Vision



## Vision Elements Overview

Northland School Division No. 61 will be known for **Aboriginal Education Excellence**. It will have high academic achievement and increased high school graduates. Northland students will be known as strong competitors in the world. They will develop the competencies of 21st century learners: to think critically and solve problems; to create and innovate; to communicate with others, to understand and use technology, to accept social and environmental responsibility, to collaborate and lead, and to become lifelong learners. Aboriginal language, history and culture will be woven into their programs of study. An understanding of the Aboriginal experience, coupled with other world views, will provide a strong grounding for Aboriginal graduates. The majority of Northland teachers will be First Nations, Métis and Inuit, role models who lead by example. People will say that Northland has influenced what is taught in First Nations, Métis and Inuit schools elsewhere.

A world-class education will encourage **self-determination**. Students will be empowered to have a vision of where they come from, who they are, and where they want to go. Students will carry their education beyond Grade 12.

### Two personal visions from team members:

I was born in Sucker Creek. I attended Joussard Indian Residential School for 11 years. I had a passion for teaching and had wanted to be a teacher since Grade 6. At age 37, I graduated from the University of Alberta with a teaching degree. I have taught in several communities in Northland School Division No. 61 and am still teaching at Driftpile School today.

*Pauline (Calliou) Ominayak*

When I look at my daughter Emma, inside this little head I see a rocket scientist, a doctor, teacher, Prime Minister — the list is endless. We desire the same opportunities for our children as everyone else. This is the one chance my daughter has for education. If we fail her, we are destroying a teacher, scientist or maybe a Prime Minister.

*Inier Cardinal*

Northland School Division will **support students and families** to help them achieve Aboriginal Education Excellence. Parental participation will be strengthened and input encouraged. The participation of families will be welcomed and valued.

All of these vision components will, in the NCET opinion, lead to **community empowerment**, portrayed here by a family sitting on an eagle, itself a representation of strength and vision. The community will take responsibility for the education of its children through a shared vision and decision-making. First Nations, Métis and Inuit will no longer be on the periphery of the education system. Their voices will be heard. Further, the contributions of respected Elders and community cultural experts will be welcomed in the education of children.

It takes a village to  
raise a child.

*African proverb*

Many stakeholders will work together **collaboratively** to ensure children are equipped to overcome challenges and experience success. They will blend their perspectives, expertise, and resources toward achieving this common goal. For Northlands School Division No. 61, stakeholders include parents, teachers, staff, leaders, service providers, Alberta Education, First Nations of Alberta, the Métis Settlements General Council, the Métis Nation of Alberta, and neighbouring educational jurisdictions.

The children of Northland School Division No. 61 will be **culturally rich**. They will have an understanding of their own languages, cultures and histories, as well as that of other peoples.

Northland School Division No. 61 will be **learner focused**. Decision makers will consider the needs of children and youth first and foremost.

The above components of the vision are supported by research. Together they speak to what it takes to achieve Aboriginal student success, where every student is engaged, has a voice, and is supported by caring families and communities.

## Five Priority Areas

The Northland Community Engagement Team reviewed all 48 recommendations in the *Northland School Division Inquiry Team Report* and identified five priority areas that they considered would have the most impact on student attendance and achievement. These they reviewed in depth:

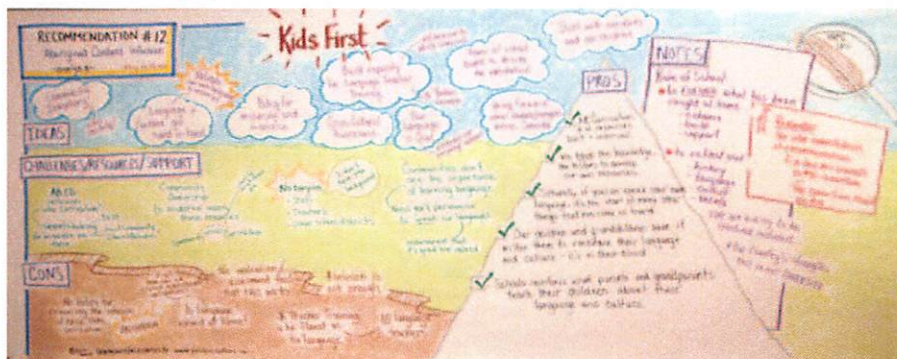
- Recommendation 12: Aboriginal content infusion (curriculum development)
- Recommendation 17: combined regional and virtual high school
- Recommendation 20: orientation programs
- Recommendation 36: regional service and support consortium (Centre of Excellence)
- Recommendations 37 – 43: the team grouped these together under governance

The Northland Community Engagement Team noted that Northland communities never had an opportunity to see the recommendations of the *Northland School Division Inquiry Team Report* before they were released. While the communities were consulted early on in the Inquiry Team process, there was never a return visit to validate the Inquiry Team findings; to ask the question: did we get it right?

The Northland Community Engagement Team also acknowledged it hasn't had an opportunity to explain its own recommendations to Northland communities. However, the team has put together a process to fully engage communities in the future. It is discussed following this section. The Northland Community Engagement Team recommends that its response to the five priorities be reviewed by Northland communities using the Community Engagement Framework.

## Priority Area Recommendation 12 — Aboriginal Content Infusion (Curriculum Development)

Figure 3: Illustration of Northland Community Engagement Team discussion on Inquiry Recommendation 12



**Recommendation 12 of the Northland School Division Inquiry Team Report:** *That Northland School Division strengthen the Aboriginal cultural content within the curriculum; and further that more emphasis, including staff development and support, be placed on Aboriginal content infusion as provided for in the Alberta curriculum.*

Strengthening Aboriginal cultural content within the curriculum, including instruction in Aboriginal languages, cultural values and community practices, is key to improving student performance.

Currently all the schools in northern Alberta use the Alberta Education K-12 curriculum. Without validation of their own local histories, cultures and languages, Aboriginal students have to make connections to concepts that are not part of their life experience. Unfortunately, this gap is compounded by teachers and administrators who often do not understand and value the culture or the language, and some Aboriginal communities that do not see the importance of learning their language.

Grandparents have cherished roles in Aboriginal culture as keepers of knowledge and wisdom. For example, taking a grandchild on a field trip to look at medicinal plants, a grandmother might teach her grandchild about numbers, colours, textures and smells of plants in the first language. The child learns about plants, one at a time — and is expected to be able to name the plant, describe the color, texture and smell and to identify how plants are used, or could be used. Only after the child has acquired knowledge about the first plant, and can identify its qualities will she move on to a second. This method weaves science, math, health and wellness into teaching and learning.

The teaching of language and culture begins at home. However, government, schools, and educators must recognize and acknowledge that language and culture are an essential part of educating the whole child. There is a role for the community and the school together to reinforce the teaching of language and culture.

The teaching of language and culture in the classroom is critical to increase the competencies (knowledge, skills and attributes) of the school community. Working together, respected Elders, teachers, families and students will revitalize the importance of the language and culture.

### Northland Community Engagement Team Response

The Northland Community Engagement Team supports Recommendation 12. It further recommends:

#### Resources

12 (1) Resources be allocated to Northland School Division No. 61 to use the Community Engagement Framework as a means of seeking advice and input on the development of Aboriginal resources to support curriculum.

12 (2) Alberta Education has acknowledged that Aboriginal communities have excellent cultural resources that can be mobilized to support the development of community-based content to reflect Aboriginal history, language, culture, beliefs and world views. It is essential to weave this content into the resources that support the curriculum.

#### Language and cultural training

12 (3) Through legislation, Alberta Education formally recognize the strength and value of respected Elders and traditional knowledge keepers who share their knowledge of Aboriginal languages and subject matter within the education system, regardless of whether they hold a teacher's certificate.

12 (4) Building on the success of the Aboriginal Teacher Education Program model, Alberta Education and post-secondary institutions make a concerted effort to train Aboriginal language teachers for Northland School Division No. 61 and its neighbouring schools. Further, adequate resources be identified to create language certification for teachers.

### Residential school curriculum

12 (5) The goal of residential school education is to bring about awareness of events that led to decisions that created the legacy of residential schools, and to help develop understanding. The impact of residential schools cannot be ignored; it is evident in our Aboriginal communities today. In the spirit of truth and reconciliation, and to facilitate the process of healing, the residential school story must be told. The Northland Community Engagement Team recommends that Alberta Education, First Nations, Métis and Inuit Branch, develop curriculum and resources about residential schools and make it mandatory throughout Alberta. As well, it recommends Alberta Education develop tools on the history of residential schools to support the orientation of teachers and administrators.

In Manitoba residential school history is a mandatory part of the school curriculum. Other provinces and territories are adopting a similar approach.

### Assessment

12 (6) Educators and communities work together to determine how to best assess a student's Aboriginal knowledge, including understanding of cultural practices, language and protocols.

*Many of the team members have devoted their careers to the integration of their language and culture into the regular program of studies:*

It so happens that all of my teaching experience has required the integration of language and culture into the regular program of studies. I firmly believe that the young Indigenous/First Nation people need to develop and have a strong sense of self to ensure greater success in completing and getting their education. They need to hear positive things about themselves, hear the true and authentic version of their story as told by their own people!

*Nora C. Yellowknee (Apsici Nocikwes)*

## Priority Area Recommendation 17 — Combined Regional and Virtual High School

Figure 4 — Illustration of the Northland Community Engagement Team discussion on Inquiry Recommendation 17



**Recommendation 17 of the Northland School Division Inquiry Team Report:** *That Northland School Division give planning consideration to establishing a combined regional and virtual high school to serve students in the smaller communities as an alternative to existing boarding arrangements.*

The delivery of high school education continues to be a challenge within Northland School Division No. 61. Some community high schools have limited options which contribute to high drop-out rates. And some communities do not have high schools, resulting in long bus rides or boarding-home arrangements.

One of the main advantages to a regional school is the opportunity for students to develop a student community, in contrast to living with strangers while attending school. Not only would the school experience be more enjoyable, the transition to post-secondary education would be easier. Students could be bussed home on the weekends to spend time with families.

Parents have expressed a wish to have somewhere for their kids to live and attend school.

*Northland Community Engagement Team Member*

A virtual high school program with on-site facilitation would be available to all students. The facilitator on site at the virtual high school would deliver a variety of programs not normally offered in rural communities, like trades training, while incorporating elements of Aboriginal philosophy and learning.

In discussing the regional high school, The Northland Community Engagement Team recalled the success of Grouard Vocational School, a regional school in the 1960s. It graduated many Aboriginal students who are now successful professionals, business people, trades people and leaders in communities.

### **Northland Community Engagement Team Response**

The Northland Community Engagement Team supports Recommendation 17. It further recommends:

#### **Resources**

17(1) Resources be allocated to Northland School Division No. 61 to move beyond planning consideration for a combined regional and virtual high school, and to use the Community Engagement Framework as means of seeking advice and input on potential partnerships, wraparound services, facilities and locations from northern communities within and outside Northland School Division No. 61.

#### **School programs**

17 (2) A regional high school(s) must include the following components: a trade and technical program; a strong physical education program; arts and drama; Aboriginal language development and grounding in First Nations, Métis and Inuit culture. An Aboriginal high school that is built on a community-based foundation and integrates all of these components has the potential of making an immediate impact on high school attendance and completion.

17(3) A homework help hotline be created to provide support and assistance to students and parents.

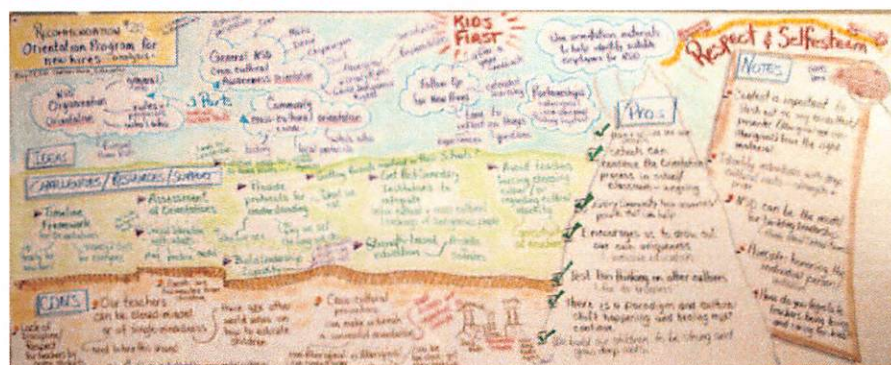
*The families of Northland School Division No. 61 have made sacrifices to provide their children with an education. Many would be receptive to a combined regional and virtual high school:*

In 1971, Northland School Division introduced a new Teacher Assistant Program in Grouard. I got lucky and was selected by our community to take the required training. I was employed at my local school for 26 years (1971-1997) working mainly with Grades 1 and 2. I feel very rewarded to have been part of the children's education. Being raised in a small remote community, I can appreciate the struggles and difficulties of all involved, as parents, students and teachers relocate to accommodate education for our children.

Joyce Parenteau

## Priority Area Recommendation 20 — Orientation Program

Figure 5 — Illustration of the Northland Community Engagement Team discussion on Inquiry Recommendation 20



**Recommendation 20 of the Northland School Division Inquiry Team Report:** *That Northland School Division re-establish an effective orientation program for new hires, with a substantial emphasis on community and cultural components and further, that the placement of new employees into communities be arranged with sufficient time for them to experience community-level orientation and settling-in prior to the start of teaching duties.*

It is essential that Aboriginal communities participate in teacher orientation. While universities have intercultural education classes, they are limited in preparing teachers to work in Aboriginal communities.

An effective orientation program must include three stages:

- General division-wide: new teachers must be oriented to the overall organization, including the program of studies, policies, procedures, protocols and resource use.
- Cross-cultural awareness: new teachers must be oriented to Aboriginal historical perspectives, Aboriginal and Treaty rights, and world Indigenous rights.
- Ongoing local orientation: every community in Northland School Division No. 61 has local people who could introduce new teachers to the community including its history, cultural practices and protocols, and local resources. This community support would enable teachers to build relationships within the community, to better understand local culture, and to recognize the unique gifts and abilities Aboriginal students bring to class.

As such, there should be a personalized orientation process that is based on shared cultural knowledge between the individual (teacher) and the community. Time should be allocated for teachers to interact with the communities in which they live, draw on their own cultural experiences to bridge between cultures. This would help remove the “boxes” from the teaching and learning experience — it would open doors, eyes and hearts as part of the education process.

Protocol development (orientation) is needed — who we are, what we eat and why we act the way we do.

*Northland Community Engagement Team Member*

### Northland Community Engagement Team Response

The Northland Community Engagement Team supports Recommendation 20. It further recommends:

#### Stages of orientation

20 (1) Orientation and Cross-Cultural awareness be comprised of two stages: general division-wide teacher orientation and local community orientation that is ongoing.

#### Resources

20(2) Resources be allocated to Northland School Division No. 61 to:

- seek advice and input from communities on the development of an orientation resource for cross-cultural awareness and ongoing local orientation.
- develop and implement the orientation package.
- support ongoing in-service and orientation.

20 (3) The Community Engagement Framework must be used to involve communities in these processes described in 20 (2).

#### Orientation of Residential Schools

20 (4) Resources on the history of residential schools be developed to support the orientation of teachers and administrators (as referenced in Recommendation 12(5))

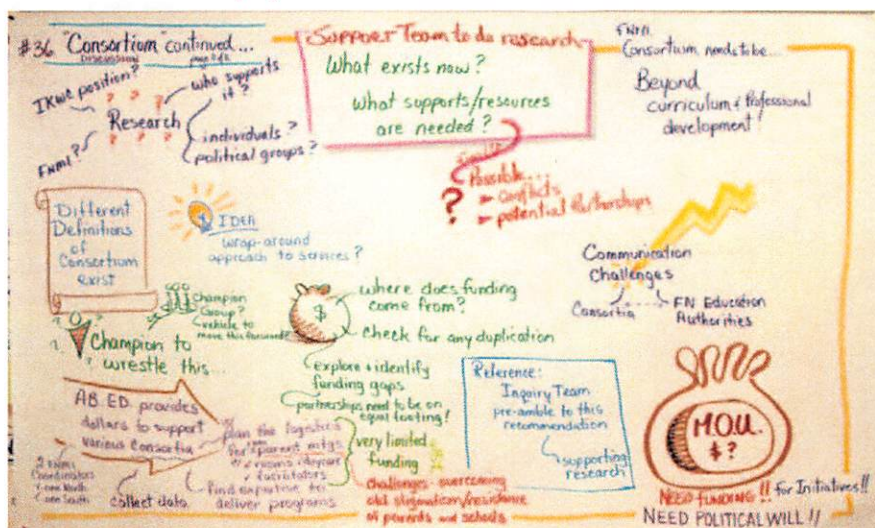
*Cross-cultural awareness is possible; cultural values can be shared:*

Through leadership and adherence to the philosophy “as caretakers of the earth we commit to work together . . . in unity, in faith, for life,” the Aseniwuche Winewak Nation today is held up by the province, the local government and industry as an example of a group with a clear sense of place and destiny, one that all want to be associated with.

*Dave MacPhee, President, Aseniwuche Winewak Nation*

## Priority Area Recommendation 36 — Regional Service and Support Consortium (Centre of Excellence)

Figure 6 — Illustration of the Northland Community Engagement Team discussion on Inquiry Recommendation 36



### Recommendation 36 of the Northland School Division Inquiry Team Report:

That Alberta Education take a leadership role in the establishment of a regional service and support consortium for First Nations and Métis education, involving Northland School Division with neighbouring school jurisdictions and the First Nations education authorities operating in northern Alberta; further, that funds from the First Nations, Métis and Inuit grant\* be considered to enable initiatives in this area.

A key principle of the regional service centre is that it would be a centre for Aboriginal learning excellence. The Northland Community Engagement Team suggested the regional centre be located outside of a major community and reflect the identity of northern communities.

The establishment of a Centre of Excellence for regional services would provide the necessary infrastructure to support First Nations and Métis education in the north. There are already good education-related initiatives in the north; however, these initiatives are spread throughout the region. If resources were pooled in one

"We need to work together for the good of the kids in all northern Alberta schools."

"How do we get a synergetic process going?"

"Pilot a new structure in the north."

*Northland Community  
Engagement Team Members*

centre, the region could better provide instructional, technology, orientation and training resources to schools within northern communities. It could also offer a suite of program (wraparound) services including, but not limited to, health services, policing and day care.

\*The First Nations, Métis and Inuit grant refers to additional funding school divisions receive for students who declare themselves Aboriginal under the Aboriginal Learner Data Collection Initiative. The grant does not provide funding for students in on-reserve schools. However, this does not preclude school jurisdictions from working with neighboring First Nation School authorities to work in a collaborative approach to improve education for First Nations students on reserve schools. For example, the partnership agreement between Northland School Division 51 and the Kee Tas Kee Now Tribal Council sets out a formal arrangement for supporting First Nations students.

### Northlands Community Engagement Team Response

#### Centre of Excellence

36(1) Rather than refer to it as a regional service and support *consortium*, the Northland Community Engagement Team recommends the establishment of a *centre* for Aboriginal learning excellence.

36(2) The Northland Community Engagement Team supports Recommendation 36 in principle and further recommends that Alberta Education:

- Use the Community Engagement Framework as a means of seeking advice and input on a Centre of Excellence from northern communities. The engagement would consider what exists now, what resources are required, what the challenges are, and who potential partners are.
- Consider the potential to partner with Treaty No. 6, Treaty No. 7, Treaty No. 8 and the federal government on the MOU initiatives when discussing and making decisions related to the Centre of Excellence, regional services, and other school jurisdictions.

- Develop a plan to establish a Centre of Excellence for regional services for northern schools, and with other school jurisdictions.

I believe in order to be truly educated you need to know who you are before you can decide what you want to be. I advocate that an ideal education system provides a student with a strong understanding of their language, culture as well as academic excellence. I feel that partnerships between First Nations and levels of government, education stakeholders, and communities are an effective means of achieving this end.

*Rita Marten, Northland Community Engagement Team Member*

## Priority Area Recommendations 37 to 43 — Governance

Figure 7 – Illustration of the Northland Community Engagement Team discussion on Inquiry Recommendations 37 – 43



**Recommendation 37 of the Northland School Division Inquiry Team Report:** That Alberta Education entrench Northland School Division governance policies and protocols in a Ministerial Order or similar arrangement to ensure that those in governance roles focus on governance activities and delegate management activities to staff, subject to effective accountability, reporting and oversight processes.

**Recommendation 38 of the Northland School Division Inquiry Team Report:** That the provincial government amend the Northland School Division Act to establish a nine-member Board of Trustees; seven elected by direct election (ward system), one other a First Nations' representative nominated pursuant to an Education Agreement (with Treaty 8) and one other a Métis representative nominated by Métis Settlements General Council, both of the latter appointed to the board by the Minister of Education.

**Recommendation 39 of the Northland School Division Inquiry Team Report:**

*That a term limit of not more than two consecutive three-year terms be established for members of the Board of Trustees to ensure effective representation from throughout the system over time and to minimize the potential of factional politics and inappropriate concentrations of power.*

**Recommendation 40 of the Northland School Division Inquiry Team Report:**

*That an ex officio (non-voting) member of the Board of Trustees be appointed by the Minister of Education as a process observer and coach to facilitate organizational change and ensure that the participants of the new structure remain true to intent.*

**Recommendation 41 of the Northland School Division Inquiry Team Report:**

*That Alberta Education support a governance structure that fosters a sense of ownership at the community and parent levels without impinging unduly on school operations and teachers' professional practice.*

**Recommendation 42 of the Northland School Division Inquiry Team Report:**

*That the provincial government amend the Northland School Division Act to expand Local School Board Committee membership to include parent and teacher representation and that its role be consistent with that of a School Council as set out in the School Council Regulation.*

**Recommendation 43 of the Northland School Division Inquiry Team Report:**

*That a council of Chairs of the newly constituted Local Boards meet twice yearly with the Board of Trustees in a legislative advisory role.*

Effective community engagement requires the participation of the community in governance. While the Northland Community Engagement Team supports the proposal of a seven-ward system with two appointed members (Recommendation 38), it strongly recommends respected Elders be involved as the keepers of Indigenous knowledge to provide wisdom, advice, and guidance. The Northland Community Engagement Team also unequivocally supports a local role in governance, with clearly-defined roles and responsibilities, to:

- Effectively engage the community in local decision-making.

- Empower community members to take an active role in the education of their children.
- Develop leadership in the community.

The Northland Community Engagement Team believes that the following are essential to effective governance in Northland School Division No. 61:

- Corporate Board (Board of Trustees)
- Local governance body (i.e., Local School Board Committees)
- Elders Senate

### The Northland Community Engagement Team Response

The Northland Community Engagement Team supports Recommendations 37-43 with the exception of Recommendations 39, 40 and 42 and a proviso on Recommendation 38:

39(1) Recommendation 39 — the team does not support a term limit for members of the Board of Trustees; members should be allowed to serve for as long as elected.

40 (1) Recommendation 40 — an ex-officio member of the Board of Trustees should be appointed only at the request of the Board of Trustees.

42(1) Recommendation 42 — rather than operate like a school council reporting to the school principal, the Northland Community Engagement Team recommends retaining a Local School Board Committee in its current form. Each Local School Board Committee would be elected from within the community. The Local School Board Committee would then select its own chair. All Chairs would meet once per year as an advisory to the Corporate Board and for professional development purposes.

42(2) The Northland Community Engagement Team emphasizes the need to clearly define the roles and responsibilities of Local School Board Committees. These roles and responsibilities need to be decided in consultation with Alberta Education and local communities using the Community Engagement Framework.

38(1) The Northland Community Engagement Team supports Recommendation 38 with one change: there must be a formal role for respected Elders in governance.

Effective school boards have a collaborative relationship with principals, teachers and the community. By working together, communities can make better decisions and achieve their goals.

38(2) Further, to ensure students are represented in a fair way, the Northland Community Engagement Team recommends Northland School Division No. 61's seven wards be established using geography and student population as guides:

- Ward 1 — Conklin, Fishing Lake Métis Settlement, and Elizabeth Métis Settlement
- Ward 2 — Desmarais
- Ward 3 — Wabasca and Calling Lake
- Ward 4 — Susa Creek, Little Buffalo, Keg River and Paddle Prairie Métis Settlement
- Ward 5 — Grouard, East Prairie Métis Settlement, Gift Lake Métis Settlement, and Peavine Métis Settlement
- Ward 6 — Chip Lake, Sandy Lake, Trout Lake, Peerless Lake, and Janvier
- Ward 7 — Anzac, Fort Chipewyan, and Fort McKay

*All of the team members have extensive experience in governance:*

I have worked in college education for over 35 years. In my other activities, I was involved with Northland School Division as a local school board member at Bishop Routhier School in Peavine for many years. I was also very involved in community sports and recreation, for example, coaching fastball, and minor hockey, as well as helping in fund-raising for them. I retired from Northern Lakes College in June 2008. Since then I was appointed chairperson for the Board of Governors of Northern Lakes College. I continue to involve myself in adult education.

*Archie Cunningham, Chair of the Board of Governors, Northern Lakes College*

I am a home grown Gift Lake Métis Settlement member. I am married and have three beautiful children. I have served my community in various capacities for the past 20 years and am currently the Vice-Chairman of the Gift Lake Métis Settlement.

*Dave Lamouche, Vice-Chair, Gift Lake Métis Settlement*

## Community Engagement Framework

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The Community Engagement Framework provides a model or a “frame” that can be used by communities to engage their residents. While it provides the essential structure, it can be customized to meet the particular needs of communities, so they are truly represented in the engagement process. This model can also be used as a guide to Aboriginal consultation for government, industry and other groups.

The principle of “*Kids First*” is the driving force for community engagement. It is at the centre of the Community Engagement Framework (Figure 4) and is depicted by a child and a heart. The Community Engagement Framework, grounded in an understanding of the community and its cultural practices, is an inclusive model that enables broad community participation. It relies on assembling a “key informant” team to provide advice on how to best consult with respected Elders, leaders and community members. The Community Engagement Framework is an interactive process, one that seeks continual input from the community as the idea or plan takes place. Once validation is received from the community, other resources can be engaged to make the plan a success. The Community Engagement Framework can be customized to meet the needs of individual communities. It can also be used by government, industry and other groups to engage Aboriginal communities. A full written description of the process for Community Engagement Framework is included in Appendix 2.

The Community Engagement Framework was visited several times over the course of the Northland Community Engagement Team meetings to validate the notations and to ensure its usefulness to those who will continue to implement this important work in the future.

There was always a way of doing business. And now we have created a process where anyone can successfully engage our communities.

*Inier Cardinal, Northland  
Community Engagement  
Team Member*

Never limiting yourself is a belief of mine. Even when things get hard, keep trying because you never know what capabilities you have until you try. I further believe that Elders have a large role to play when education is talked about. Elder views have to be listened to, and Elders must stand up for their children. I believe that Elders lead by example; if Elders, parents, and communities work together, the future will be bright for First Nation people.

*Harry Lawrence, Elder, Duncan's First Nation,  
Northland Community Engagement Team Member*

Figure 8: Community Engagement Framework



## Community Engagement Framework — An Implementation Plan

Laurie Thompson is the principal of Kikino School, located 40 kilometres south of Lac La Biche on Highway 36.

Kikino School prides itself on mixing industrial arts, trades and fine arts, including Métis jigging, fiddling and guitar. It used to be that Laurie would create a three-year school plan, circulate the information through the usual means and then hear nothing back. “Everything’s okay,” she would guess.

Last year, however, Laurie decided to test the Community Engagement Framework as a means to get feedback on her school plan:

- The first thing she did is assemble a key informant team to serve as a sounding board for her ideas. She recruited community members — parents, teachers, and community leaders including the local RCMP member — both supporters and critics. This group provided differing perspectives, but all shared a common interest in furthering the success of the community and its children.
- With the support of her key informants, she then approached respected Elders for their feedback on the ideas contained in her three-year plan and asked for their advice on the best ways to consult the broader community. One of their key suggestions was to not leave students and teachers out of the consultation process.
- She then broke up her three-year plan with each informant assuming responsibility for an individual piece. The informants then collected advice from the community to ensure the plan is crafted with a community and Aboriginal perspective.
- With the collected information, Laurie developed a draft action plan for broader community consultation. With the support of the key informant team, a community communications strategy was drafted.
- The group started to spread word about the three-year plan in the community through a variety of activities including coffees, home visits and posters.

Laurie’s team (now 20 members) is still working on its final plan, including roles and responsibilities of all involved. It is also exploring the best ways to validate the new plan. It will close the loop by going back to community leaders, respected

We talk about  
community engagement,  
we talk about  
collaboration,  
but we don’t talk  
about relationships.

*Laurie Thompson*

Elders and eventually the broader community with the question: did we get this right? Once this is completed, Laurie and her team will reach out to other resources in the community — groups like the Métis Settlements General Council, oil and gas companies, other schools and communities — to make the three-year plan a reality. And once all that is done, it's time for a community celebration.

#### **How Laurie came to know the Community Engagement Framework works**

One evening in September 2011, Laurie's 16-year-old daughter Dayna was walking her dog when she was hit by a car. Laurie stayed that night with her daughter at Lac La Biche Hospital awaiting transport to University Hospital in Edmonton.

Within minutes of Laurie's arrival at Lac La Biche hospital, all the teachers and aides from Kikino School arrived to support Laurie. They stayed with her until the ambulance took Laurie and her daughter to Edmonton.

What followed were countless hours of medical attention, sleepless nights and unbelievable stress. While Laurie was supporting her daughter, the community was quietly supporting her. When Northern Lights School Division offered counsellors to the school, the key informants said no. Instead, community members sent daily home-cooked meals to the school and Elders supported classes. When Laurie returned to the school a week later, instead of facing a backlog of paper, her desk was entirely clean. Teachers had assumed her responsibilities during her absence.

The school had built a relationship with the community and the community stepped up during a time of crisis. The Community Engagement Framework worked!

(Dayna survived the accident, but has a long road to recovery. She will need further surgeries and treatment in Edmonton throughout the school year. This will require absences by Laurie, but she knows the school is in good hands.)

## Next Steps

*Kids First is the start of a longer process toward achieving excellence in Aboriginal education. It sets out a vision, a community engagement framework and recommendations for improving Aboriginal education in Northland School Division No. 61 and beyond.*

Seeking more community engagement promotes greater Aboriginal participation in our education system. It sets the stage for transformational change and supports many other government initiatives like *Inspiring Education and Action on Inclusion*.

The Northland Community Engagement Team recommends the Government of Alberta take immediate action on the following:

1. The Government of Alberta establish a Board of Trustees to lead Northland School Division No. 61. Members of the Northland Community Engagement Team are prepared to support the interim trustee of Northland School Division No. 61 in a transitional process.
2. The Government of Alberta adopt and implement the Community Engagement Framework with any consulting on First Nations, Métis and Inuit people that affects them directly or indirectly.
3. The Government of Alberta accept and implement the Northland Community Engagement Team's recommendations in the five priority areas:
  - Aboriginal content infusion (curriculum development and curricular resource development)
  - Combined regional and virtual high school
  - Orientation program
  - Regional service and support consortium (Centre of Excellence)
  - Governance
4. Alberta Education, Northland School Division No. 61, and communities work together to establish measures of success that weave FNMI world views and local perspectives.

Every recommendation that we deal with has to go through the Community Engagement Framework. If we don't take control of that, someone else will.

*Northland Community  
Engagement Team*

- The measures must reflect elements of our vision — Aboriginal education excellence, self-determination, family support, community empowerment, collaboration, and a culturally-rich, learner-focused approach.
- The Northland Community Engagement Team acknowledges the need for both quantitative and qualitative success measures, and urges Alberta Education to consider cultural ways of knowing in their development. Aboriginal cultural skills and competencies currently are not considered when measuring student success.

*Measures must acknowledge community culture:*

**The Northland School Division No. 61 Board of Trustees was dismantled because of low student achievement, as shown on Provincial Achievement Tests, and low high school graduation rates. We need to incorporate those measuring devices (achievement tests), but we have to have some dialogue as to what success means to us and we have to document this.**

**Let's make sure that whatever success measures we use — let's do qualitative as well as quantitative.**

*Northland Community Engagement Team*

The time span of a student in the education system is relatively brief. For many Aboriginal students, it is even shorter. And the time spent in school can be frustrating for them. Often the education Aboriginal students receive is not culturally relevant, and there is little involvement from their communities, and fails to address students with complex needs. This deprives them of an education that opens the doors to a chosen career and a healthy, happy, culturally rich life.

The Northland Community Engagement Team recommends the Government of Alberta take to heart what communities have told us, as reflected in our vision, framework and recommendations. By taking immediate action, the government will demonstrate its commitment to a better education system for Aboriginal youth.

After years of reports, now is the time for action. We can't afford to lose another generation of students.

**Ikosih Maka**

Ikosih Maka Ikosih

Ikosih Maka Ikosih

Ikosih Maka Ikosih Maka Ikosih Maka

Ikosih

Ikosih

*Pauline Ominayak*

We do not say goodbye in the Cree culture.  
We say “Ikosih Maka,”  
-- “That’s it for now.”



## Community Engagement Framework

The Community Engagement Framework provides a model or a “frame” that can be used by communities to engage their residents. While it provides the essential structure, it can be customized to meet the particular needs of communities. This model can also be used as a guide to Aboriginal consultation for government, industry and other groups.

The principle of “*Kids First*” is the driving force for community engagement. Any idea can be reviewed using the community engagement process:

### Assemble a key informant team

In communities there are leaders all over the place, not just elected ones. It is important to find the right people to provide guidance and support. These people – key informants – will know what is culturally appropriate in their community, who to talk to, who is an Elder and what would be the best way to communicate with the community.

A key informant team is the first sounding board to test an idea. Does it have merit? Who will like the idea? Who will oppose the idea? “Opponents” will provide a different perspective and may become the greatest advocates, if they can start to see how the idea will benefit their community and their children.

### Consult with community Elders and leaders

Be aware of the community protocol and then respectfully (as defined by key informants) share in conversation about the idea. Community Elders and leaders will also direct you to people in the community you should be speaking with.

### Meet key community informants

Invite and meet with the key community informants to further discuss the idea.

### Collect and consider advice received from respected Elders, leaders and key informants

This is where the original idea will be looked at through a community/Aboriginal lens. The idea will grow into something that best serves the community.

### Develop a draft action plan

Draft an action plan based on the advice received.

### Inform and invite

Start to spread the word about the draft action plan within the community. Use the key informants to explain the best way to generate interest within the community: food, personal invites, home visits, posters, etc.

### Hold public meetings

Use this process to share information about the draft action plan. Honestly discuss its benefits and challenges to the community. Take criticism and ask for guidance.

### Develop a plan of action

Based on all the information received, revise the draft and create a plan of action that best represents the community voice.

### Consult again with community respected Elders and leaders

Ask “Is this what you said?” and “Did I stay true to the vision originally shared?” This stage helps develop trust with these important community figures and with trust, engagement.

### Validate with the community

Similarly, ask community members, “Is this what you said?” and “Did I stay true to the vision originally shared?” Explain what was done with the information the community shared and how it links to the development of the plan.

“Your input helped me shape this part of the plan. Are these the correct key resources? Am I missing anyone?”

### Engage key resources

With validation from the community, you can now move forward to engage all the resources needed to make the plan a success.

### Take action

Implement the plan.

### Inform and celebrate

Communicate with the community any successes generated by the plan. Advertise the success in local papers, newsletters, e-mails or whatever the best ways are of communicating in the community. Celebrate with a special event, possibly a feast or dance.

### Practice continuous community engagement with the Community Engagement Framework

Return to the community when issues arise, when there are reasons to celebrate or when there is need for a new idea or direction.



## Overview of Northland School Division No. 61

Northland School Division No. 61 serves approximately 2,900 Kindergarten to Grade 12 students located in remote and rural communities in northern Alberta. It is comprised of 23 schools, 20 of which have fewer than 100 students. Northland School Division No. 61 serves students across vast distances.

It serves students from mainly First Nations and Métis cultures. Approximately 57 per cent are provincially-funded students and 43 per cent are federally-funded First Nations students. Several schools serve a student population comprised of First Nations students from more than one band as well as Métis and/or non-status Indians living off-reserve.

We are many different families, many different communities, with many different histories.

*Northland Community  
Engagement Team*

## Governance

Northland School Division No. 61 has had a history of increasing self-governance up to 2010:

- Northland School Division No.61 was governed initially by a provincially appointed official trustee and superintendent.
- In 1960, Northland School Division No. 61 was created as an operating entity by the provincial government.
- In 1965, the Alberta Legislature proclaimed the first *Northland School Division Act*. The Act called for the provincial appointment of five trustees who would replace the Official Trustee. They represented several ministries, Education, Municipal Affairs and Public Welfare, to provide for the co-ordination of various government services to the students of Northland School Division No .61.
- In 1968, the Act was amended to call for the appointment of seven trustees, five of whom were to be residents of Northland School Division No. 61.

- In 1970, the *Alberta School Act* replaced provincially appointed superintendents with local ones appointed by the board. Northland School Division No. 61 appointed its first local superintendent.
- In 1976, the Act was amended to allow for the creation of subdivisions within the school division, but trustees continued to be appointed.
- In 1983, the Alberta Legislature passed the current *Northland School Division Act*, creating the governance and operating structure in place until 2010. In those years, schools that had primarily non-Aboriginal student populations moved under the administration of other neighbouring systems and some other schools moved to administration by First Nations bands such as those at Loon Lake (Loon River First Nation) and Cadotte Lake (Woodland Cree First Nation). By 2010, the Northland School Division No. 61 was comprised of 23 schools.
- Until the Minister's intervention in 2010, the structure of Northland School Division No. 61 featured Local School Board Committees (LSBCs) for each of its 23 schools. It also featured a corporate board of 23 members comprised of the elected chairs of the LSBCs with the provincial Auditor General as the auditor of the board.

In January 2010, Education Minister Dave Hancock dissolved the corporate board and appointed an official trustee to oversee the jurisdiction amid long-standing concerns over weak student learning outcomes and issues related to governance.

The Minister appointed a three-member inquiry team comprised of Dave van Tamelin, Nathan Matthew and Keith Wagner. The team's report, *Northland School Division Inquiry Team Report*, was presented to the Minister in November 2011. It urges Northland School Division No. 61 to implement an improvement strategy through 48 recommendations that focus on three central priorities:

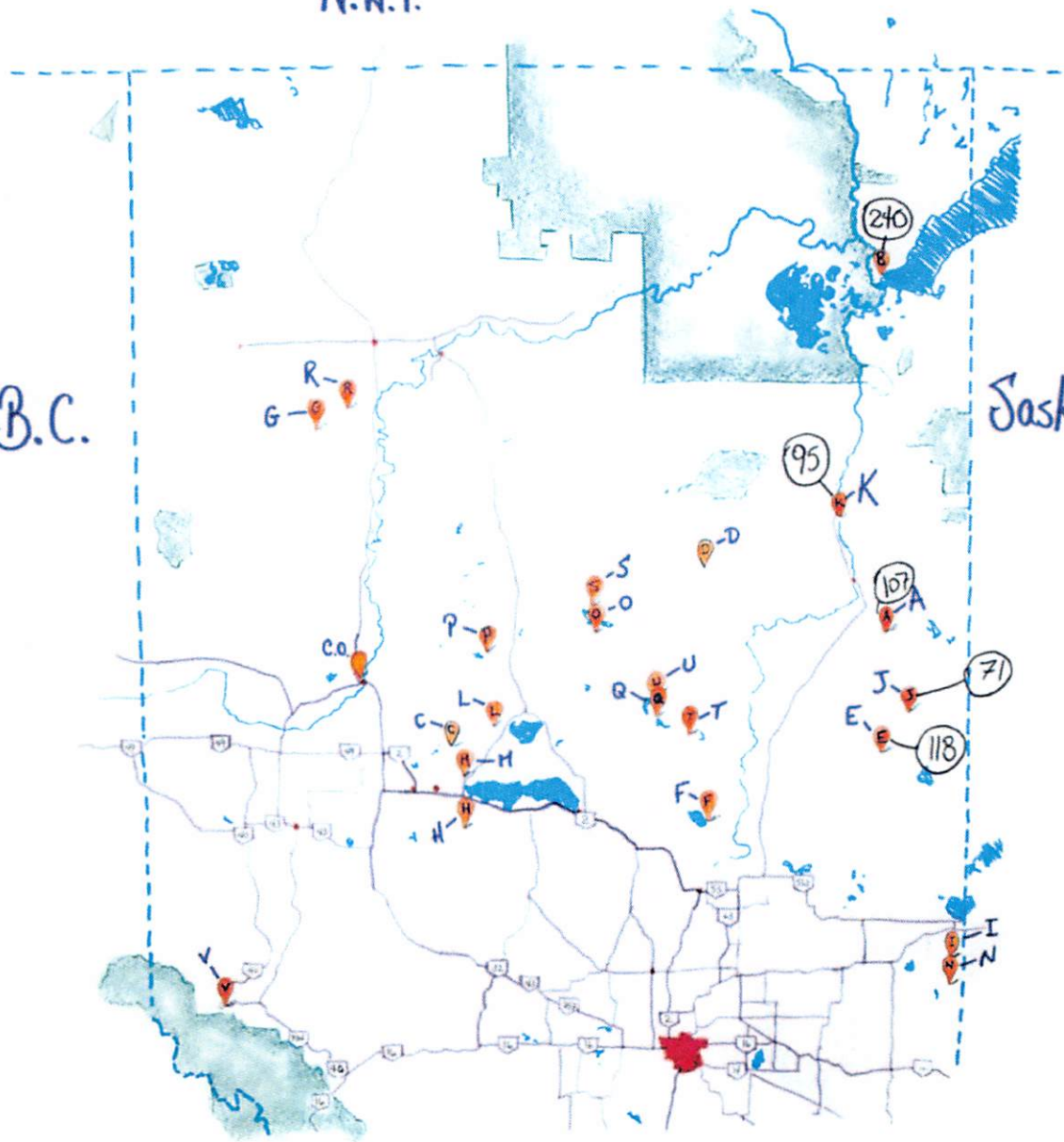
- English and Aboriginal language, culture and numeracy development
- Improving student attendance
- Strengthening parental engagement with schools by improving communication and trust

N.W.T.

47

B.C.

Sask.



The *Northland School Division Inquiry Team Report* also made seven recommendations related to effective governance and leadership for Northland School Division No. 61, requiring the establishment of a new governance structure. The *Report* noted that “in spite of many concerns, a spirit of enthusiasm and regard for the organization endures.” All the communities visited as part of the review expressed a clear desire to keep their school division as an entity.

*Some thoughts from the Northland Community Engagement Team on the successes of Northland School Division No. 61:*

Before we got our school, we attended the town education system and in the 30 years we had two high school graduates. Twenty years later, we had more than 20 graduates.

Community empowerment — Northland School Division gave us that — gave us an education system within our own community.

Northland School Division could be the vehicle to transform Aboriginal education not only in the division but elsewhere in the province.

### Biographies of Northland Community Engagement Team Members

#### Pearl Calahasen, Co-chair

Pearl Calahasen was elected to her sixth term as the Member of the Legislative Assembly for Lesser Slave Lake on March 3, 2008.

#### Dr. Colin Kelly, Co-chair

Dr. Colin Kelly is the Official Trustee of the Northland School Division No. 61. He has extensive experience as an educator in northern communities.

### Harry Lawrence, Elder, Duncan's First Nation

Never limiting yourself is a belief Harry holds dear. Even when things get hard, keep trying because you never know what capabilities you have until you try.

When Harry was a child, his mother had a vision for his future. She told Harry that if he stayed on the reserve he would just go round and round and never go anywhere. When the opportunity came for Harry to go to Edmonton, live in a group home and continue his education, his mother encouraged him to do it. As a result, Harry finished his GED and worked and travelled in the Northwest Territories for the territorial government for the next 32 years before finally settling back home.

Harry was the appointed Elder for the Memorandum of Understanding for First Nations Education in Alberta Working Group as agreed upon by the Treaty 6, 7 and 8 Grand Chiefs. He believes that the Elder's role is to ensure that the diverse identity of the Treaty First Nations history, culture and language is promoted, protected and respected. In that meeting he based his role on the traditional teachings in four areas (spiritual, mental, physical and emotional) that have been passed on from generation to generation.

He further believes that Elders have a large role to play when education is talked about. Elder views have to be listened to, and Elders must stand up for their children. He believes that Elders lead by example; if Elders, parents, and communities work together, the future will be bright for First Nation people.

### Joyce Parenteau, Paddle Prairie Métis Settlement

My parents, Joe and Grace McGillivray, moved to the newly opened Métis settlement of Paddle Prairie in the spring of 1939 –one of the first Métis families to arrive and settle. We attended a one-room school with only one teacher, and my dad was a bus driver/custodian for the two school houses. Our parents were firm believers that obtaining an education was a key factor to be successful in life.

I did some of my high school at what is now Fairview College, boarding in a dormitory. In later years, I met and married my husband Tom, who is also a settlement member, and we have been blessed with three daughters, six grandchildren and one great-grandson. We are proud that all of our three children completed Grade 12, in triumph over their challenges.

In 1971, Northland School Division introduced a new Teacher Assistant Program in Grouard. I got lucky and was selected by our community to take the required training. I was employed at my local school for 26 years (1971-1997) working mainly with Grades 1 and 2. I feel very rewarded to have been part of the children's education. Being raised in a small remote community, I can appreciate the challenges faced by parents, students, and teachers.

I have been involved on many boards and advisory groups, and I was very honoured to be selected and appointed to the Community Engagement Team as an Elder. I believe that the strength of leadership comes not in your position but in your presence. You need to lead from your presence, not your position.

As Aboriginal people, we have to ensure that our traditions and values are included in the educational curriculum so our children will not lose their language and identity and history.

### Pauline Ominayak, Sucker Creek First Nation

Pauline (Calliou) Ominayak was born in Sucker Creek. She attended Joussard Indian Residential School for 11 years. Pauline had a passion for teaching and had wanted to be a teacher since Grade 6.

At age 37, Pauline graduated from the University of Alberta with a teaching degree. She has taught in several communities in Northland School Division No. 61 and is still teaching at Driftpile School today.

As well, she married E. Joe Ominayak. Together they had five sons and one daughter.

Pauline is wife, mother, grandmother, great-grandmother, teacher and Elder. She believes strongly in, and advocates for, families being involved in Cree language and culture.

### Paula Giroux, Driftpile First Nation

My birth name is Pauline Bellerose, but many people know me as Paula, and I prefer the latter. I was born in High Prairie on January 25, 1953. My parents were Henry and Maggie Bellerose, now deceased. I have two brothers and four sisters. I had four sisters, but recently my oldest one has joined my parents in the spirit world.

I am a proud member of the Driftpile Cree First Nation. I married John Henry Giroux and moved to Grande Prairie to start our family. We lived there for 18 years and decided to introduce the reserve life to our wonderful daughters, Henri and Daisy, as it was part of our heritage. I have always encouraged my children and my relatives to learn our heritage. I especially encourage the culture because in my opinion it signifies one's identity, and, without knowing your identity, the world becomes a struggle and a challenge of survival. The language is just as important, but unfortunately we did not give our girls the opportunity to learn their language.

But they know their culture. They are kind and good people. Today we are proud to say we have been married for 38 years. Our girls blessed us with four beautiful grand children, three boys and one girl.

I started my working life in the service field such as dry cleaning, laundry work, seamstress and secretary/receptionist. I found this to be very hard work, so I decided to go back to school for an office administration diploma and then worked as a native liaison worker for two schools in Grande Prairie. We decided as a family to move back to the reserve in 1989. I worked for Slave Lake Regional Council in child welfare and for Driftpile First Nation as an education counsellor. I decided to go to university and received my B.Ed degree in 1994. I taught for a number of years at the Driftpile Community School and again took the opportunity to obtain my Masters in Education, received in 2000. I worked as a guidance counselor and then director of education for Driftpile School until the school became the responsibility of the Northland School Division. This was a political decision. Then, self-employed as a consultant for First Nations of Treaty 8 of Alberta, I obtained contracts working in different fields such as health, education and self-government. I received a great deal of experience in dealing with First Nations in all of these fields.

I am a firm believer of self first, family, community and nation. I believe that everyone is the same physically, but each one of us has unique attributes to bring to this world. I bring compassion, passion and hard work to everything I do. I believe that when a person understands their true identity, they will overcome any obstacle in their path. I believe we all have a purpose on this earth, and sometimes it takes a lifetime to figure it out.

**Rita Marten, Mikisew Cree First Nation**

Rita Marten was born in the small, predominantly Cree and Dene First Nation community of Fort Chipewyan, located in northeastern Alberta. Her parents instilled her with the valuable knowledge of the Cree language, culture and traditional skills to live off the land. Her upbringing has strongly influenced her work as educator, chief and now director of education for the Athabasca Tribal Council.

She believes in order to be truly educated you need to know who you are before you can decide what you want to be. Rita advocates that an ideal education system provides a student with a strong understanding of their language, culture as well as academic excellence. She feels that partnerships between First Nations and levels of government, education stakeholders, and communities are an effective means of achieving this end.

Rita has worked in the education system for the past 25 years as a Cree language teacher K-12, supervisor of native language program, family liaison advisor, director of education and education portfolio with the Mikisew Cree First Nation Leadership.

She brings to the team her greatest strength — knowledge that language and culture are as important as the pursuit of academic excellence in a student's educational journey. This provides students with a strong identity, pride and the ability to advance in mainstream society.

## Nora Yellowknee, Bigstone Cree First Nation

My real name is Apsici Nocikwes. Translated, my Cree name means 'Little Grandmother.' I was given this name by my paternal grandmother (my dad's mom). We all had Cree names as far as I can remember. Some people refer to our Cree names as nicknames and that shouldn't be! Our Cree names are our real names and the names given to us for registration purposes for vital statistics are our nicknames.

Having lived when our community had minimal outside socio-cultural, socio-linguistic interference, we were of the last generation of children that had the closest and intimate knowledge and experience of our traditional Indigenous Sakaw Cree lifestyle.

Our transitional stage was the schooling experience that first came to us in the form of the residential schools. All of my siblings experienced being in residential school. The oldest up to the eighth child experienced at least nine years of residential school. Our youngest sister and our youngest brother experienced a lower number of years. We experienced schooling that imposed a program that mandated the deconstruction of our 'self', during our formative years to 'forget who we are and where we come from.'

I had worked in education for some years before I graduated with my Bachelor of Education in 1980 with an Art Major and Social Studies Minor. I took my time to complete the program. I worked with the Edmonton Public School Board until 1984 and taught in the Awasis Program at Prince Charles for four years. I taught with the High Prairie School District also for four years before I decided to return and start graduate studies at the University of Lethbridge in 1990, receiving my Masters in Education in 1997.

It so happens that all of my teaching experience has required the integration of language and culture into the regular program of studies. I firmly believe that the young Indigenous/First Nation people need to develop and have a strong sense of self to ensure greater success in completing and getting their education. They need to hear positive things about themselves, hear the true and authentic version of their story as told by their own people!

I was appointed to the Northland Community Engagement Team as a Treaty 8 representative from the Bigstone Cree Nation by the Minister of Education, Mr. Dave Hancock.

### Dave Lamouche, Gift Lake Métis Settlement

Dave Lamouche is a home grown Gift Lake Métis Settlement member. He is married and has three beautiful children. He has served his community in various capacities for the past 20 years and is currently the Vice-Chairman of the Gift Lake Métis Settlement. He has also been involved in mentoring and coaching the youth, especially in sports-related activities.

After graduating from E. W. Pratt High School in 1984, He went on to a forestry training program and subsequently to more academic training in self-government and management. He also took on some challenges as an owner and employee in small business — retail, construction, oil and gas and trucking. Dave is a big promoter of health, education and community development; you will find him mostly in the political arena advocating for change and the well-being of Aboriginal youth and communities.

It was an honour and a privilege for him to serve and be a part of the Community Engagement Team.

### Jeff Chalifoux, Grouard

Jeff is from the Grouard and is a private consultant. He has served on numerous boards and committees and has in-depth understanding of First Nations, Métis and Inuit communities.

### David MacPhee, Susa Creek, Aseniwuche Winewak Nation

David was raised in a small isolated community north of Grande Cache by his grandparents, who maintained a traditional native lifestyle throughout his childhood. In addition to possessing a formal education, David is a trained counsellor, experienced logger and skilled translator.

David is a family man and shares his life with his loving wife Yvonne and five children, Clyde, Bonnie, Yvette, John and Iris. He is also president of the Aseniwuche Winewak Nation of Canada — the Rocky Mountain People (AWN).

Not unlike other Aboriginal communities throughout the country, the Grande Cache Aboriginal people faced many hardships, but, through Dave's leadership and adherence to the philosophy "as caretakers of the earth we commit to work together . . . in unity, in faith, for life," the Aseniwuche Winewak Nation today is held up by the province, the local government and industry as an example of a group with a clear sense of place and destiny, one that all want to be associated with.

As CEO of the Aseniwuche Development Corporation (ADC) Dave MacPhee is placing resource development in perspective, effectively balancing the protection and preservation of the land with economic development for his community. AWN, through its development company ADC, has established a very successful and widely recognized track record of fulfilling the contract needs of the resource industry. The company has earned a reputation for good work, delivered on time, within budget.

### Laurie Thompson, Kikino Métis Settlement

Laurie has been teaching for 17 years and for four of those years has been principal of Kikino School, which incorporates Métis culture into its curriculum.

Laurie brings a number of perspectives to the committee, including that of rural Albertan; Métis Settlements; single parent; educator; advocate for special needs children and families, as well as children and families at risk. She also served on the steering committee for Inspiring Education.

Laurie lives on the Kikino Métis Settlement with her daughter; she has a B.Ed from the University of Alberta and a masters of arts in leadership degree from Royal Roads University in Victoria.

### Archie Cunningham, Chair of the Board of Governors, Northern Lakes College

I have lived in the community of Peavine most of my life. My mom and dad moved here from the Grouard area when I was at a very young age. I continue to live here at Peavine. I met my wonderful wife Yvonne, and we started a family after we got married. We have five children, and now they are all grown up. As a result, we are now proud grandparents.

I have worked in college education for over 35 years. In my other activities, I was involved with Northland School Division as a local school board member at Bishop Routhier School in Peavine for many years. I was also very involved in community sports and recreation, for example, coaching fastball, and minor hockey, as well as helping in fund-raising for them. I retired from Northern Lakes College in June 2008. Since then I was appointed chairperson for the Board of Governors of Northern Lakes College. I continue to involve myself in adult education.

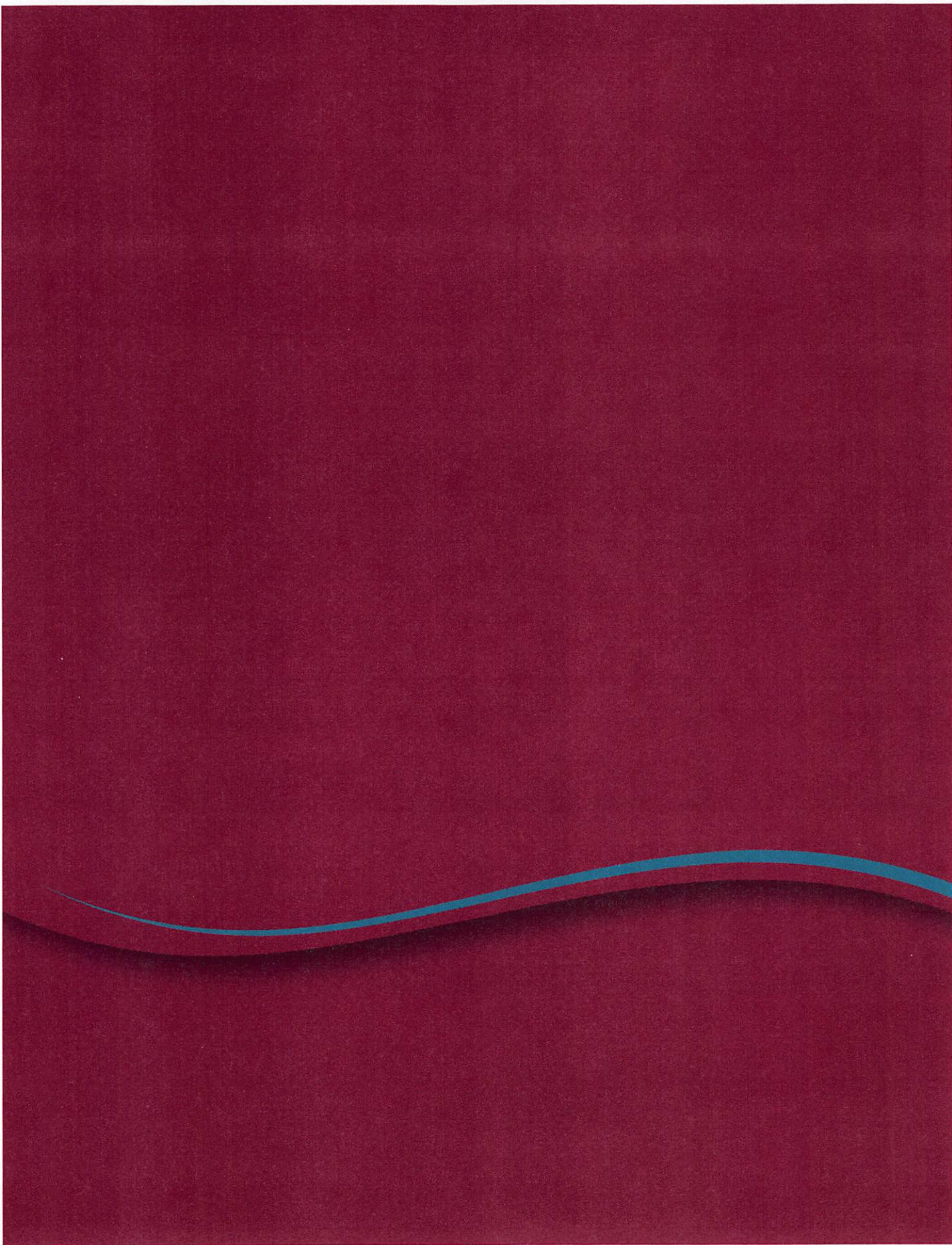
### **Inier Cardinal, First Nations, Métis and Inuit Education Partnership Council**

Inier has been a student, a teacher, and a trustee of the Northland School Division 61. Inier has been involved in the Community of Gift Lake as the Education Director, Councilor, and now in his role as the Project Coordinator of the *When We Are Healthy Project*.

Inier is involved with First Nations, Métis and Inuit Services Education Partnership Council and is proud to represent this group on the Community Engagement Team.

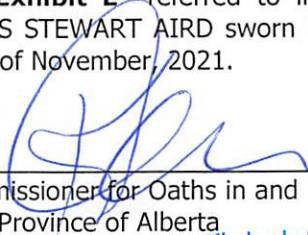
### **Linda Pelly, Alberta Education**

Linda is Director of the First Nations, Métis and Inuit Services Branch of Alberta Education.



# TAB E

This is **Exhibit E** referred to in the Affidavit of  
DOUGLAS STEWART AIRD sworn before me on the  
29<sup>th</sup> day of November, 2021.

  
\_\_\_\_\_  
A Commissioner for Oaths in and  
for the Province of Alberta

Kimberly E. Wasylenchuk  
Barrister and Solicitor

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**GOVERNMENT OF ALBERTA  
DEPARTMENT OF EDUCATION  
MINISTERIAL ORDER (#001/2010)**

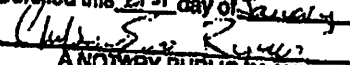
I, Dave Hancock, Q.C., Minister of Education, pursuant to Section 42(1)(b) of the *School Act*, make the order in the attached Appendix, being the Northland School Division Official Trustee Order.

Dated at Edmonton, Alberta Jan 21, 2010.

  
MINISTER OF EDUCATION

I hereby certify that the within instrument is a true and correct copy of the original document of which it purports to be a true copy.

Certified this 21st day of January 2010

  
A NOTARY PUBLIC IN AND  
FOR THE PROVINCE OF ALBERTA

**APPENDIX**  
**MINISTERIAL ORDER (#001/2010)**

**SCHOOL ACT**

**Northland School Division Official Trustee Order**

Whereas I consider it in the public interest to do so, I hereby appoint, pursuant to Section 42(1)(b) of the *School Act*, Dr. Colin Kelly as Official Trustee to conduct the affairs of the Northland School Division subject to the following terms and conditions and in accordance with the Terms of Reference attached hereto as amended from time to time:

- a) This appointment is effective January 21, 2010, and remains in effect until the members of a new Board have taken oaths of office at the first organizational meeting following my determination that the Official Trustee has completed his duties.
- b) During the term of this appointment, the remuneration of the Official Trustee shall be paid in accordance with section 42(2)(b) of the *School Act*.

CEK

**ATTACHMENT**

**Terms of Reference for the Official Trustee in Northland School Division**

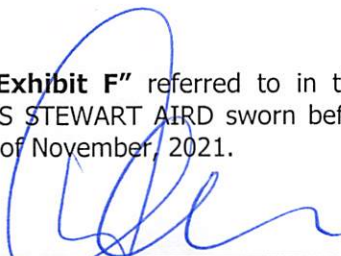
It is expected that under Section 42(2)(a) of the *School Act* the Official Trustee will perform all duties conferred on the board by the *School Act* and the *Northland School Division Act*, subject to the following terms and conditions:

- a) The Official Trustee will introduce measures aimed at improving student learning and achievement in the Division.
- b) The Official Trustee will repeal the current Northland School Division Policy 7.
- c) The Official Trustee will, as appropriate, consult with the 23 communities that comprise Northland School Division about the effectiveness of other Board policies, and will amend or repeal any other policies the Official Trustee deems necessary in order to achieve more effective and efficient operation of the Division.
- d) The Official Trustee will assist the Inquiry in Northland School Division, appointed on or about January 21, 2010, in all matters.
- e) The Official Trustee will implement any alternate governance structure, as directed by the Minister.
- f) The Official Trustee will address any other matter identified by the Minister during the term of this appointment.

CER

# TAB F

This is **Exhibit F** referred to in the Affidavit of  
DOUGLAS STEWART AIRD sworn before me on the  
29<sup>th</sup> day of November, 2021.

  
\_\_\_\_\_  
A Commissioner for Oaths in and  
for the Province of Alberta

Kimberly E. Wasylenchuk  
Barrister and Solicitor



ALBERTA  
EDUCATION  
*Office of the Minister*

AR95081

July 13, 2016

To the communities of Northland School Division:

I am pleased to announce that Lois Byers has been appointed as official trustee for Northland School Division, effective July 1, 2016.

Ms. Byers has extensive experience as an education advocate in our province, having served for 15 years as an elected school trustee, including a period when she was president of the Alberta School Boards Association.

With her appointment, Ms. Byers will replace outgoing trustee Colin Kelly, whom I want to thank for his service and dedication to the community over the years.

Looking ahead, Ms. Byers will be leading a new series of discussions with your communities this fall as we work toward the goal of holding trustee elections in October 2017. Once a new board is in place, Ms. Byers will remain in her role as official trustee for a period of time to assist with the transition.

I believe that establishing a newly elected board is a critical step toward improving educational outcomes for the students of Northland School Division and closing the achievement gap for all First Nations and Métis students in the province.

I look forward to working with you all in the months ahead.

Sincerely,

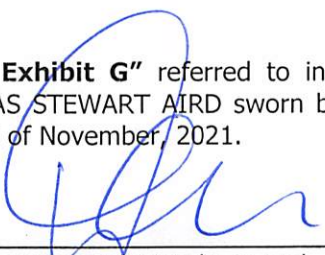
David Eggen  
Minister

228 Legislature Building, 10800 - 97 Avenue, Edmonton, Alberta T5K 2B6 Canada Telephone 780-427-5010 Fax 780-427-5018

*Printed on recycled paper*

# TAB G

This is **Exhibit G** referred to in the Affidavit of  
DOUGLAS STEWART AIRD sworn before me on the  
29<sup>th</sup> day of November, 2021.



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A Commissioner for Oaths in and  
for the Province of Alberta

Kimberly E. Wasylenchuk  
Barrister and Solicitor

**This statute replaces RSA 2000, c N-5.**

Current version: in force since Sep 1, 2019

Link to the latest version : <https://canlii.ca/t/9072>

Stable link to this version : <https://canlii.ca/t/53rgr>

Citation to this version: Northland School Division Act, RSA 2017, c N-5.1, <<https://canlii.ca/t/53rgr>> retrieved on 2021-11-28

Currency: This statute is current to 2019-09-01 according to the [Alberta Queen's printer](#)

## NORTHLAND SCHOOL DIVISION ACT

### Chapter N-5.1

HER MAJESTY, by and with the advice and consent of the Legislative Assembly of Alberta, enacts as follows:

#### Interpretation

**1(1)** In this Act,

- (a) “board” means the board of trustees of the Division;
- (b) “Division” means Northland School Division;
- (c) “school council” means a school council established under [section 55](#) of the *Education Act* for a school operated by the board;
- (d) “ward” means a ward in the Division established under [section 3](#).

**(2)** Unless otherwise provided in this Act, words and expressions used in this Act have the same meaning as in the *Education Act* and the *Local Authorities Election Act*.

2012 cE-0.3 s280;2017 cN-5.1 s1

#### Boundaries

**2(1)** Notwithstanding anything in the *Education Act*, the Division shall consist of

- (a) the school districts included in the Division by virtue of the order of the Minister constituting the Division, and

(b) all that part of Alberta lying north of the north boundary of township 55, excepting from that area any lands contained in

- (i) any other school division,
- (ii) repealed 2012 cE-0.3 s280,
- (iii) any district not included in a school division or school district in the Division, and
- (iv) any Indian reserve.

(2) Nothing in this Act precludes the Minister from time to time

- (a) amending the order dated December 9, 1960, constituting the Division or making a new order constituting the Division in substitution for that order, or
- (b) constituting, dissolving or altering any school district within the Division or any other school division.

2012 cE-0.3 s280;2017 cN-5.1 s2

### **Wards**

3 The Minister may, by order, divide the Division into no fewer than 7 wards and no more than 11 wards.

2012 cE-0.3 s280;2017 cN-5.1 s3

### **Board of trustees**

4(1) The board of trustees of the Division is continued as a corporation under the name of The Board of the Northland School Division.

(2) Subject to [section 84](#) of the *Education Act*, the board of trustees consists of the trustees elected under this section.

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

2012 cE-0.3 s280;2017 cN-5.1 s4

### **Powers and duties of board**

5(1) Subject to this Act, the board has all the powers and duties of a board of trustees under the *Education Act*.

(2) The board shall establish a formal engagement process for engaging with

- (a) the wards,
- (b) First Nations, Metis and other communities with respect to which the board provides educational services,
- (c) Treaty 8 First Nations of Alberta,
- (d) the Metis Settlements General Council, and
- (e) the Council of School Councils

with respect to the establishment of the board's strategic direction.

(3) The board shall ensure that it engages with the wards, communities and organizations referred to in subsection (2) in accordance with the process established under that subsection at least once within the 12-month period immediately following each general election.

(4) The Council of School Councils referred to in subsection (2)(e) is a meeting of representatives of the school councils in the Division.

(5) The board may establish a process for the selection of one or more members of each school council to attend the Council of School Councils.

2012 cE-0.3 s280;2017 cN-5.1 s5

## School councils: honoraria for Elders

- 6 The board may provide for the payment of honoraria to school council members who are Elders.

## Ward councils

7(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 persons that may become members as provided for in the policy referred to in subsection (2).

(2) The board shall establish a policy governing ward councils that includes, without limitation, provisions respecting

- (a) the eligibility of persons, other than the trustee and school council members referred to in subsection (1), to be members and the number, selection, term of office, disqualification and replacement of members,
- (b) the number of meetings required to be held by a ward council,
- (c) the administration of ward councils, and
- (d) the payment of travelling and other expenses to members and of honoraria to members who are Elders.

(3) A ward council shall advise the board respecting any matter relating to the board's strategic direction and policy in the ward.

(4) A member of a ward council who is an Elder may receive honoraria in accordance with the policy provisions established under subsection (2)(d), but no other member of a ward council shall receive any remuneration for acting as a member of the ward council.

## Candidate and voter eligibility

8(1) In addition to the persons who may be nominated as candidates under the *Local Authorities Election Act*, a person is eligible to be nominated as a candidate in an election for a trustee of the board if on nomination day the person

- (a) is eligible to vote in the election under this section,
- (b) has resided in Alberta for the 6 consecutive months immediately preceding nomination day,
- (c) is resident on an Indian reserve in respect of which an agreement entered into by the board under [section 63](#) of the *Education Act* is in effect, and
- (d) is not otherwise ineligible or disqualified.

(2) In addition to the persons who are eligible to vote under the *Local Authorities Election Act*, a person is eligible to vote in an election to elect a trustee of the board if the person

- (a) is at least 18 years old,
- (b) is a Canadian citizen, and
- (c) repealed [2018 c23 s59](#),
- (d) on election day is resident on an Indian reserve in respect of which an agreement entered into by the board under [section 63](#) of the *Education Act* is in effect.

(3) The board with the approval of the Minister may, by bylaw, designate

- (a) the ward in which persons who are eligible under subsection (1) may be nominated as candidates, and
- (b) the ward in which persons who are eligible under subsection (2) may vote.

- (4) A person who is eligible to be nominated as a candidate by virtue of subsection (1) is eligible to be nominated as a candidate only in the ward designated under subsection (3)(a).
- (5) A person who is eligible to vote by virtue of subsection (2) is eligible to vote only in the ward designated under subsection (3)(b).
- (6) A bylaw passed under subsection (3) or any bylaw that amends or replaces it does not apply to the general election next following the passing of the bylaw unless it is passed before December 31, or another date specified by order of the Minister, of the year before that general election is held.

2012 cE-0.3 s280;2017 cN-5.1 s8;2018 c23 s59

## **Application of [Education Act](#) and Local Authorities Election Act**

- 9(1) Subject to this Act and the regulations, the [Education Act](#) and the [Local Authorities Election Act](#) and the regulations under those Acts apply with respect to the Division.
- (2) The Lieutenant Governor in Council may make regulations
- (a) providing that a provision or part of a provision of the [Education Act](#) or the [Local Authorities Election Act](#), or a provision or part of a provision of a regulation under either of those Acts, does not apply with respect to the Division to the extent specified in the regulations;
  - (b) modifying a provision or part of a provision of the [Education Act](#) or the [Local Authorities Election Act](#), or a provision or part of a provision of a regulation under either of those Acts, insofar as the provision or the part of the provision applies with respect to the Division.

2012 cE-0.3 s280;2017 cN-5.1 s9

## **Transitional**

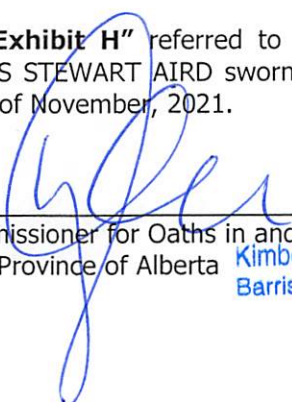
- 10(1) In this section, “former Act” means the *Northland School Division Act*, RSA 2000 cN-5.
- (2) The local school board committees established under the former Act
- (a) are continued on the coming into force of this Act, and
  - (b) are dissolved at the end of the day on June 30, 2017.
- (3) A local school board committee may continue to exercise the powers set out in [section 9](#) of the former Act until the end of the day on June 30, 2017.
- (4) Notwithstanding any other enactment, a person who, under the former Act, holds office as a member, chair or secretary of a local school board committee immediately before the coming into force of this Act remains in office but only until
- (a) the end of the day on June 30, 2017,
  - (b) the person resigns, or
  - (c) the person is not qualified to continue to hold office under section 6(1) of the former Act,
- whichever occurs first.
- (5) A member of a local school board committee who ceases to hold office as a member under subsection (3) shall not be replaced, but, in the event that the chair or secretary of the local school board committee ceases to hold office before the end of the day on June 30, 2017, a local school board committee may appoint another of its members to act as chair or secretary until the end of the day on June 30, 2017.

## **Repeal**

- 11 The *Northland School Division Act*, RSA 2000 cN-5, is repealed.

# TAB H

This is **Exhibit H** referred to in the Affidavit of  
DOUGLAS STEWART AIRD sworn before me on the  
29<sup>th</sup> day of November, 2021.

  
\_\_\_\_\_  
A Commissioner for Oaths in and  
for the Province of Alberta

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**Kimberly E. Wasylenchuk**  
**Barrister and Solicitor**

AR98837

July 7, 2017

Ms. Lois Byers  
Official Trustee  
Northland School Division  
Bag 1400, 9809 - 77 Avenue  
Peace River AB T8S 1V2

Dear Ms. Byers:

Attached for your records is a copy of Ministerial Order 040/2017, The Northland School Division No. 61 Arrangement of Wards and Trustee Election Order.

If you should require further information, please call me at 780-422-0311 (toll-free in Alberta by first dialing 310-0000).

Sincerely,



Emily Ma  
Education Manager  
Business Operations and Stakeholder Support Branch

Attachment


cc: Gord Atkinson, Superintendent, Northland School Division  
Trudy Rasmuson, Secretary Treasurer, Northland School Division



**GOVERNMENT OF ALBERTA**  
**DEPARTMENT OF EDUCATION**  
**MINISTERIAL ORDER (# 040 / 2017 )**

I, David Eggen, Minister of Education, pursuant to Sections 3, 8(3), and 8(6) of the *Northland School Division Act*, make the Order in the attached Appendix, being The Northland School Division No. 61 Arrangement of Wards and Trustee Election Order.

DATED at Edmonton, Alberta, July 4, 2017.

  
\_\_\_\_\_  
MINISTER OF EDUCATION

RECEIVED  
JUL 24 2017

## APPENDIX

### MINISTERIAL ORDER (# 0 4 0 / 2017 )

#### NORTHLAND SCHOOL DIVISION ACT

##### The Northland School Division No. 61 Arrangement of Wards and Trustee Election Order

- 1 Pursuant to Section 3 of the *Northland School Division Act* (the "Act") and as requested by The Board of The Northland School Division No. 61 (the "Board"), The Northland School Division No. 61 is arranged into eleven (11) wards as follows:

- (a) Ward 1 (Paddle Prairie/Keg River) shall be comprised of the following lands:

Township 98, Range 19, West of the 5<sup>th</sup> Meridian  
Sections 31 to 35 inclusive; those portions of Sections 5, 6, 7, 25, 26, 27, 28, 29, 30, and 36 lying West and North of The Peace River.

Township 98, Range 20, West of the 5<sup>th</sup> Meridian  
Sections 1 to 10 inclusive; Sections 15 to 22 inclusive; Sections 26 to 36 inclusive; Those portions of Sections 11, 12, 14, 23, 24, and 25 lying West and North of The Peace River.

Township 98, Range 21, West of the 5<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 98, Range 22, West of the 5<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 98, Range 23, West of the 5<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 98, Range 24, West of the 5<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 98, Range 25, West of the 5<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 99, Range 18, West of the 5<sup>th</sup> Meridian  
Those portions of Sections 5, 6, and 7 lying West of The Peace River.

Township 99, Range 19, West of the 5<sup>th</sup> Meridian  
Sections 1 to 9 inclusive; Section 18; Those portions of Sections 10, 11, 12, 13, 14, 16, 17, 19, 20, 30, and 31 lying West of The Peace River.

Township 99, Range 20, West of the 5<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 99, Range 21, West of the 5<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 99, Range 22, West of the 5<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 99, Range 23, West of the 5<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

APPENDIX

MINISTERIAL ORDER (#0 4 0 / 2017 )

Township 99, Range 24, West of the 5<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 99, Range 25, West of the 5<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 100, Range 19, West of the 5<sup>th</sup> Meridian  
Section 7; Sections 17 to 19 inclusive; Those portions of Sections 5, 6, 8, 16, 20, 21, 29, and 30 lying West and South of The Peace River.

Township 100, Range 20, West of the 5<sup>th</sup> Meridian  
Sections 1 to 24 inclusive; Sections 26 to 35 inclusive; Those portions of Sections 25 and 36 lying South and West of The Peace River.

Township 100, Range 21, West of the 5<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 100, Range 22, West of the 5<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 100, Range 23, West of the 5<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 100, Range 24, West of the 5<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 100, Range 25, West of the 5<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 101, Range 19, West of the 5<sup>th</sup> Meridian  
Section 10; Sections 16 to 18 inclusive; Those portions of Sections 2, 3, 4, 7, 8, and 9 lying North of The Peace River; Those portions of Sections 11, 14, and 15 lying West of The Peace River; Those portions of Sections 19 to 22 inclusive lying South of The Peace River.

Township 101, Range 20, West of the 5<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 101, Range 21, West of the 5<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 101, Range 22, West of the 5<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 101, Range 23, West of the 5<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 101, Range 24, West of the 5<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 101, Range 25, West of the 5<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

APPENDIX

MINISTERIAL ORDER (# 040 / 2017 )

Township 102, Range 19, West of the 5<sup>th</sup> Meridian

Sections 7 to 9 inclusive; Sections 17 and 18; Those portions of Sections 4 to 6 inclusive lying North of The Peace River; Those portions of Sections 10, 15, 16, 19, 20, 21, and 30 lying West of The Peace River.

Township 102, Range 20, West of the 5<sup>th</sup> Meridian

Sections 1 to 36 inclusive.

Township 102, Range 21, West of the 5<sup>th</sup> Meridian

Sections 1 to 36 inclusive.

Township 102, Range 22, West of the 5<sup>th</sup> Meridian

Sections 1 to 36 inclusive.

Township 102, Range 23, West of the 5<sup>th</sup> Meridian

Sections 1 to 36 inclusive.

Township 102, Range 24, West of the 5<sup>th</sup> Meridian

Sections 1 to 36 inclusive.

Township 102, Range 25, West of the 5<sup>th</sup> Meridian

Sections 1 to 36 inclusive.

Township 103, Range 20, West of the 5<sup>th</sup> Meridian

Sections 1 to 36 inclusive.

Township 103, Range 21, West of the 5<sup>th</sup> Meridian

Sections 1 to 36 inclusive.

Township 103, Range 22, West of the 5<sup>th</sup> Meridian

Sections 1 to 36 inclusive.

Township 103, Range 23, West of the 5<sup>th</sup> Meridian

Sections 1 to 36 inclusive.

Township 103, Range 24, West of the 5<sup>th</sup> Meridian

Sections 1 to 36 inclusive.

Township 103, Range 25, West of the 5<sup>th</sup> Meridian

Sections 1 to 36 inclusive.

Township 104, Range 20, West of the 5<sup>th</sup> Meridian

Sections 1 to 36 inclusive.

Township 104, Range 21, West of the 5<sup>th</sup> Meridian

Sections 1 to 36 inclusive.

Township 104, Range 22, West of the 5<sup>th</sup> Meridian

Sections 1 to 36 inclusive.

Township 104, Range 23, West of the 5<sup>th</sup> Meridian

Sections 1 to 36 inclusive.

APPENDIX

MINISTERIAL ORDER (# 0 4 0 / 2017 )

Township 104, Range 24, West of the 5<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 104, Range 25, West of the 5<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

- (b) Ward 2 (Susa Creek) shall be comprised of the following lands:

Township 56, Range 4, West of the 6<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 56, Range 5, West of the 6<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 56, Range 6, West of the 6<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 56, Range 7, West of the 6<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 57, Range 4, West of the 6<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 57, Range 5, West of the 6<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 57, Range 6, West of the 6<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 57, Range 7, West of the 6<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 57, Range 8, West of the 6<sup>th</sup> Meridian  
Sections 1 and 12.

Township 58, Range 6, West of the 6<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 58, Range 7, West of the 6<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 59, Range 6, West of the 6<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 59, Range 7, West of the 6<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 59, Range 8, West of the 6<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

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(c) Ward 3 (Gift Lake/Peavine)

Township 78, Range 14, West of the 5<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 78, Range 15, West of the 5<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 78, Range 16, West of the 5<sup>th</sup> Meridian  
Sections 7 and 8; Sections 10 to 36 inclusive; North half of Section 9.

Township 79, Range 12, West of the 5<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 79, Range 13, West of the 5<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 79, Range 14, West of the 5<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 79, Range 15, West of the 5<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 79, Range 16, West of the 5<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 80, Range 12, West of the 5<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 80, Range 13, West of the 5<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 80, Range 14, West of the 5<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 80, Range 15, West of the 5<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 80, Range 16, West of the 5<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

(d) Ward 4 (East Prairie/Grouard) shall be comprised of the following lands:

Township 70, Range 14, West of the 5<sup>th</sup> Meridian  
Sections 19 to 36 inclusive.

Township 71, Range 14, West of the 5<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 71, Range 15, West of the 5<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

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Township 72, Range 15, West of the 5<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 75, Range 13, West of the 5<sup>th</sup> Meridian  
Section 19; Sections 25 to 36 inclusive; Those portions of Sections 7, 17, 18, 20, 21, 22, 23, and 24 lying North of The Lesser Slave Lake.

Township 75, Range 14, West of the 5<sup>th</sup> Meridian  
Sections 22 to 29 inclusive; Sections 32 to 36 inclusive; Those portions of Sections 12, 13, 14, 15, 16, 19, 20, 21, 30, and 31 lying North and East of The Lesser Slave Lake.

Township 75, Range 15, West of the 5<sup>th</sup> Meridian  
Sections 35 and 36; That portion of Section 25 lying North of The Lesser Slave Lake.

Township 76, Range 14, West of the 5<sup>th</sup> Meridian  
Sections 1 to 4 inclusive; Sections 9 to 17 inclusive; Sections 20 to 29 inclusive; Sections 32 to 36 inclusive; Those portions of Sections 5 and 6 lying East of The Buffalo Bay; Those portions of Section 8 lying North and East of The Buffalo Bay.

- (e) Ward 5 (Peerless/Trout Lake/Little Buffalo) shall be comprised of the following lands:

Township 85, Range 12, West of the 5<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 85, Range 13, West of the 5<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 85, Range 14, West of the 5<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 86, Range 4, West of the 5<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 86, Range 13, West of the 5<sup>th</sup> Meridian  
Sections 1 to 15 inclusive; Sections 22 to 28 inclusive; Sections 32 to 36 inclusive; South half and Northeast quarter of Section 16; East half of Section 21; Those portions of Sections 17, 18, 29, 30, and 31 lying outside of The Woodland Cree No. 228 Reserve.

Township 86, Range 14, West of the 5<sup>th</sup> Meridian  
Sections 1 to 12 inclusive; Sections 14 to 21 inclusive; Sections 28 to 33 inclusive; North half and Southwest quarter of Section 27; South half of Section 22; Southwest quarter of Section 23; Those portions of Sections 13, 25, 34, 35, and 36 lying outside of The Woodland Cree No. 228 Reserve.

Township 87, Range 4, West of the 5<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

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Township 88, Range 4, West of the 5<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 91, Range 5, West of the 5<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 91, Range 6, West of the 5<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 91, Range 7, West of the 5<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 91, Range 8, West of the 5<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 92, Range 5, West of the 5<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 92, Range 6, West of the 5<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 92, Range 7, West of the 5<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 92, Range 8, West of the 5<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 93, Range 5, West of the 5<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 93, Range 6, West of the 5<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 93, Range 7, West of the 5<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 93, Range 8, West of the 5<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 94, Range 5, West of the 5<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 94, Range 6, West of the 5<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 94, Range 7, West of the 5<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 94, Range 8, West of the 5<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 95, Range 5, West of the 5<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

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Township 95, Range 6, West of the 5<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 95, Range 7, West of the 5<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 95, Range 8, West of the 5<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 96, Range 5, West of the 5<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 96, Range 6, West of the 5<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 96, Range 7, West of the 5<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 96, Range 8, West of the 5<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

- (f) Ward 6 (Demarais/Sandy Lake) shall be comprised of the following lands:

Township 78, Range 22, West of the 4<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 78, Range 23, West of the 4<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 79, Range 22, West of the 4<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 79, Range 23, West of the 4<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 79, Range 24, West of the 4<sup>th</sup> Meridian  
Sections 1 to 12 inclusive; Sections 15 to 22 inclusive; Sections 27 to 34 inclusive; Those portions of Sections 13, 14, 23, 24, and 26 lying outside of The Wabasca No. 166 Reserve.

Township 79, Range 25, West of the 4<sup>th</sup> Meridian  
Sections 1 to 24 inclusive; Sections 27 to 33 inclusive; Those portions of Sections 25, 26, 34, 35, and 36 lying South and West of The South Wabasca Lake.

Township 79, Range 26, West of the 4<sup>th</sup> Meridian  
Sections 1 to 3 inclusive; Sections 10 to 15 inclusive; Sections 22 to 27 inclusive; Sections 34 to 36 inclusive; Those portions of the East halves of Sections 4, 9, 16, 21, 28, and 33 lying East of The 5<sup>th</sup> Meridian.

Township 80, Range 22, West of the 4<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

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Township 80, Range 23, West of the 4<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 80, Range 24, West of the 4<sup>th</sup> Meridian  
Sections 3 to 16 inclusive; Sections 21 to 28 inclusive; Sections 31 to 36 inclusive; Those portions of Sections 1, 2, 17, 18, 20, and 30 lying outside of The Wabasca No. 166A Reserve.

Township 80, Range 25, West of the 4<sup>th</sup> Meridian  
Sections 4 to 9 inclusive; Sections 16 to 18 inclusive; Sections 20 and 21; Sections 25 to 27 inclusive; Sections 34 to 36 inclusive; South half of Section 28; Those portions of Sections 3, 10, 13, 14, 15, 22, 23, and 24 lying West and North of The South Wabasca Lake.

Township 80, Range 26, West of the 4<sup>th</sup> Meridian  
Sections 1 to 3 inclusive; Sections 10 to 15 inclusive; Those portions of the East halves of Sections 4, 9, and 16 lying East of The 5<sup>th</sup> Meridian.

Township 81, Range 25, West of the 4<sup>th</sup> Meridian  
Sections 1 to 3 inclusive; Sections 10 to 15 inclusive; Sections 22 to 27 inclusive; Sections 34 to 36 inclusive.

- (g) Ward 7 (Wabasca/Chipewyan Lake) shall be comprised of the following lands:

Township 80, Range 25, West of the 4<sup>th</sup> Meridian  
Sections 19 and 33; North half of Section 28; Those portions of Sections 29 to 32 inclusive lying East and South of The North Wabasca Lake.

Township 80, Range 26, West of the 4<sup>th</sup> Meridian  
Sections 22 to 24 inclusive; Sections 26, 27, and 34; Those portions of Sections 25, 35, and 36 lying South and West of The North Wabasca Lake; Those portions of the East halves of Sections 21, 28, and 33 lying East of The 5<sup>th</sup> Meridian.

Township 81, Range 25, West of the 4<sup>th</sup> Meridian  
Sections 4, 9, 16, 21, 28, and 33; Those portions of Sections 5 to 8 inclusive, Sections 17 to 20 inclusive, and Sections 29 and 32 lying East of The North Wabasca Lake.

Township 81, Range 26, West of the 4<sup>th</sup> Meridian  
That portion of Section 13 lying East of The North Wabasca Lake.

Township 82, Range 25, West of the 4<sup>th</sup> Meridian  
Sections 1 to 13 inclusive; Sections 16 to 20 inclusive, Sections 24 and 25; Sections 29 to 32 inclusive; Section 36; Those portions of Sections 14, 15, 21, 23, 26, and 35 lying outside of The Wabasca No. 166C Reserve.

Township 83, Range 25, West of the 4<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 91, Range 22, West of the 4<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

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Township 92, Range 22, West of the 4<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

- (h) Ward 8 (Calling Lake) shall be comprised of the following lands:

Township 71, Range 21, West of the 4<sup>th</sup> Meridian  
Sections 1 to 29 inclusive; Sections 33 to 36 inclusive; Those portions of  
Sections 30 to 32 inclusive lying South and East of The Calling Lake.

Township 72, Range 21, West of the 4<sup>th</sup> Meridian  
Sections 1 to 4 inclusive; Sections 9 to 16 inclusive; Sections 21 to 29 inclusive;  
Sections 32 to 36 inclusive; Those portions of Sections 5, 8, 17, 18, 19, 20, 30,  
and 31 lying East of The Calling Lake.

Township 72, Range 22, West of the 4<sup>th</sup> Meridian  
Those portions of Sections 25 and 36 lying East and North of The Calling Lake.

Township 73, Range 21, West of the 4<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 73, Range 22, West of the 4<sup>th</sup> Meridian  
Sections 7 to 9 inclusive; Sections 12 to 36 inclusive; Those portions of  
Sections 1, 2, 3, 4, 5, 6, 10, and 11 lying North of The Calling Lake.

- (i) Ward 9 (Fort Chipewyan) shall be comprised of the following lands:

Township 112, Range 7, West of the 4<sup>th</sup> Meridian  
Sections 1 to 6 inclusive; Sections 8 to 24 inclusive; Sections 29 to 34 inclusive;  
That portion of Section 7 lying outside of The Dog Head No. 218 Reserve; Those  
portions of Sections 25 to 28 inclusive, 35 and 36 lying outside of The Allison  
Bay No. 219 Reserve.

Township 112, Range 8, West of the 4<sup>th</sup> Meridian  
Sections 1 to 11 inclusive; Sections 13 to 36 inclusive; That portion of Section 12  
lying outside of The Dog Head No. 218 Reserve.

- (j) Ward 10 (Anzac/Chard/Conklin/Fort McKay) shall be comprised of the following  
lands:

Township 75, Range 7, West of the 4<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 75, Range 8, West of the 4<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 75, Range 9, West of the 4<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 76, Range 6, West of the 4<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

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Township 76, Range 7, West of the 4<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 76, Range 8, West of the 4<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 76, Range 9, West of the 4<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 77, Range 6, West of the 4<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 77, Range 7, West of the 4<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 77, Range 8, West of the 4<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 78, Range 6, West of the 4<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 78, Range 7, West of the 4<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 78, Range 8, West of the 4<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 79, Range 5, West of the 4<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 79, Range 6, West of the 4<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 79, Range 7, West of the 4<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 80, Range 5, West of the 4<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 80, Range 6, West of the 4<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 80, Range 7, West of the 4<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 81, Range 5, West of the 4<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 81, Range 6, West of the 4<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 81, Range 7, West of the 4<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

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Township 82, Range 5, West of the 4<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 82, Range 6, West of the 4<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 82, Range 7, West of the 4<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 83, Range 5, West of the 4<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 83, Range 6, West of the 4<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 83, Range 7, West of the 4<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 84, Range 5, West of the 4<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 84, Range 6, West of the 4<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 84, Range 7, West of the 4<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 85, Range 5, West of the 4<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 85, Range 6, West of the 4<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 85, Range 7, West of the 4<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 85, Range 8, West of the 4<sup>th</sup> Meridian  
Sections 1 to 24 inclusive; Sections 28 to 33 inclusive.

Township 86, Range 5, West of the 4<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 86, Range 6, West of the 4<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 86, Range 7, West of the 4<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 86, Range 8, West of the 4<sup>th</sup> Meridian  
Sections 4 to 9 inclusive; Sections 13 and 14; Sections 16 to 23 inclusive;  
Sections 25 to 36 inclusive; North half of Section 3; Northwest quarter of  
Section 2; Those portions of Sections 10, 11, 12, 15, and 24 lying outside of The  
Gregoire Lake Reserve No. 176.

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Township 87, Range 5, West of the 4<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 87, Range 6, West of the 4<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 87, Range 7, West of the 4<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 88, Range 5, West of the 4<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 88, Range 6, West of the 4<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 88, Range 7, West of the 4<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 94, Range 10, West of the 4<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 94, Range 11, West of the 4<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 95, Range 10, West of the 4<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 95, Range 11, West of the 4<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

- (k) Ward 11 ( Elizabeth/Fishing Lake) shall be comprised of the following lands:

Township 55, Range 2, West of the 4<sup>th</sup> Meridian  
Section 19; Sections 28 to 33 inclusive; North half of Section 20; West half of Section 34.

Township 55, Range 3, West of the 4<sup>th</sup> Meridian  
Sections 22 to 27 inclusive; Sections 34 to 36 inclusive.

Township 56, Range 1, West of the 4<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 56, Range 2, West of the 4<sup>th</sup> Meridian  
Sections 1 to 6 inclusive; Sections 9 to 16 inclusive; Sections 21 to 28 inclusive;  
Sections 34 to 36 inclusive; Those portions of Sections 7, 8, 17, 20, 29, 32 and 33  
lying outside of The Unipouheos No. 121 Reserve.

Township 56, Range 3, West of the 4<sup>th</sup> Meridian  
Sections 1 and 2; East half of Section 3; Those portions of Sections 11, 12 and the  
Southeast quarter of Section 10 lying outside of The Unipouheos No. 121  
Reserve.

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Township 57, Range 1, West of the 4<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 57, Range 2, West of the 4<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 57, Range 3, West of the 4<sup>th</sup> Meridian  
Sections 35 and 36.

Township 58, Range 1, West of the 4<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 58, Range 2, West of the 4<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 58, Range 3, West of the 4<sup>th</sup> Meridian  
Sections 1 and 2; Sections 11 to 14 inclusive; Sections 19 to 36 inclusive; Those portions of Sections 3, 10, 15, 16, 17, and 18 lying outside of The Puskiakiwenin No. 122 Reserve.

Township 59, Range 1, West of the 4<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 59, Range 2, West of the 4<sup>th</sup> Meridian  
Sections 1 to 3 inclusive; Sections 9 to 16 inclusive; Sections 19 to 30 inclusive; Sections 34 to 36 inclusive; East half of Section 4; That portion of Section 33 lying East of The Thompson Lake.

Township 60, Range 1, West of the 4<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

2 The nomination and elections of trustees shall be by wards as follows:

- (a) One (1) trustee shall be elected in Ward 1.
- (b) One (1) trustee shall be elected in Ward 2.
- (c) One (1) trustee shall be elected in Ward 3.
- (d) One (1) trustee shall be elected in Ward 4.
- (e) One (1) trustee shall be elected in Ward 5.
- (f) One (1) trustee shall be elected in Ward 6.
- (g) One (1) trustee shall be elected in Ward 7.
- (h) One (1) trustee shall be elected in Ward 8.
- (i) One (1) trustee shall be elected in Ward 9.

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- (j) One (1) trustee shall be elected in Ward 10.
- (k) One (1) trustee shall be elected in Ward 11.

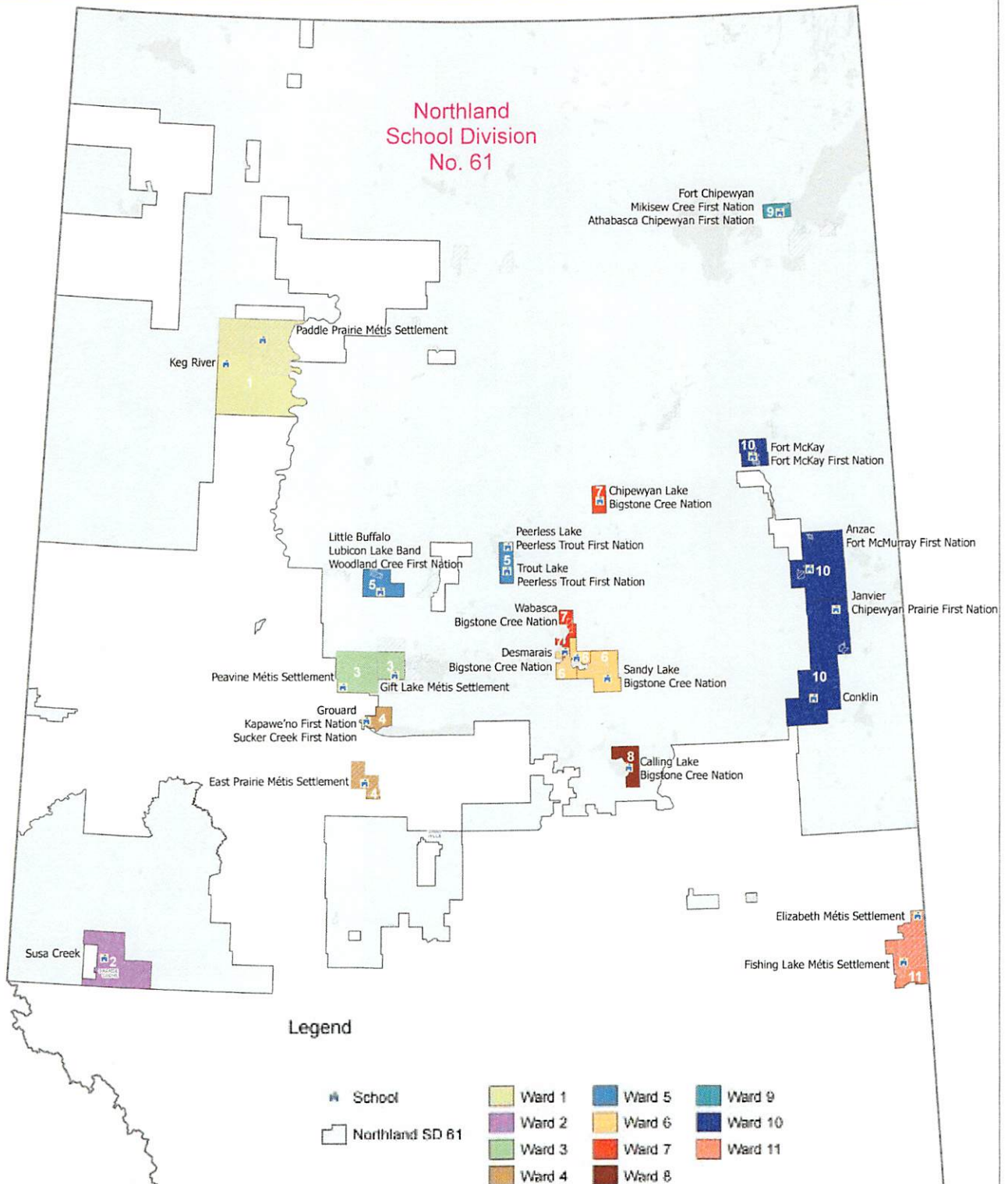
- 3 Pursuant to Section 8(3) of the Act, Bylaw No. 135, being a bylaw to designate the ward in which persons who are eligible under Section 8(1) of the Act may be nominated as candidates, and the ward in which persons who are eligible under Section 8(2) of the Act may vote, is hereby approved.
- 4 This Order shall take effect upon signing for the October 2017 general election.

# TAB I

This is **Exhibit 1**" referred to in the Affidavit of  
DOUGLAS STEWART AIRD sworn before me on the  
29<sup>th</sup> day of November, 2021.

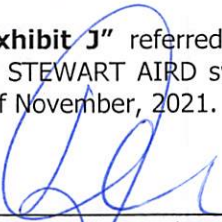
  
\_\_\_\_\_  
A Commissioner for Oaths in and  
for the Province of Alberta **Kimberly E. Wasylenchuk**  
**Barrister and Solicitor**

# Ward Map



# TAB J

This is **Exhibit J** referred to in the Affidavit of  
DOUGLAS STEWART AIRD sworn before me on the  
29<sup>th</sup> day of November, 2021.

  
\_\_\_\_\_  
A Commissioner for Oaths in and  
for the Province of Alberta

*Kimberly E. Wasylenchuk*  
*Barrister and Solicitor*

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**NORTHLAND SCHOOL DIVISION  
SPECIAL BOARD MEETING NO. 20-09  
MINUTES**

Location: Zoom Meeting

Date & Time: Monday, December 14, 2020 at 7:00 p.m.

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

**A. CALL TO ORDER**

**A1. Call to Order**

Chair Guild called the meeting to order at 7:08 p.m. with a traditional lands' acknowledgement.

**A2. Opening Reflection**

Trustee Cardinal gave the opening cultural reflection.

**A3. Adopt Agenda**

MOTION: Trustee Anderson moved that the Board of Trustees acknowledge that Trustees have reviewed and approve the agenda as presented.

**25170/20 CARRIED**

**B. ACTION ITEMS**

**B1. Bylaw for Form of Nominations 2021 Elections**

MOTION: Trustee Laboucane moved that the Board of Trustees accept the first reading of Bylaw 02-2020 Form of Nominations. CARRIED

*"Our students love to come to school in Northland"*



**NORTHLAND SCHOOL DIVISION  
SPECIAL BOARD MEETING NO. 20-09  
MINUTES**

MOTION: Trustee Shirley moved that the Board of Trustees accept the second reading of Bylaw 02-2020 Form of Nomination. CARRIED

MOTION: Trustee Anderson moved that the Board of Trustees agrees to give Bylaw 02-2020 a third and final reading at the same meeting that the first and second readings are done. CARRIED UNANIMOUSLY

MOTION: Trustee Shirley moved that the Board of Trustees give third reading to Bylaw 02-2020 Form of Nominations and that it be finally passed.

**25171/20 CARRIED**

**B2. Bylaw for Electoral Wards Update 2021 Election**

MOTION: Trustee Cardinal moved that the Board of Trustees accept the first reading of Bylaw 03-2020 Electoral Wards with the following amendments: move Peerless Lake, Trout Lake and Little Buffalo from Ward 7 to Ward 6. CARRIED

MOTION: Trustee Laboucane moved that the Board of Trustees accept the second reading of Bylaw 03-2020 Form of Nomination. CARRIED

MOTION: Trustee Shirley moved that the Board of Trustees agrees to give Bylaw 03-2020 a third and final reading at the same meeting that the first and second readings are done. UNANIMOUSLY CARRIED

MOTION: Trustee Anderson moved that the Board of Trustees give the third and final reading to Bylaw 03-2020 Electoral Wards and that it be finally passed.

**25172/20 CARRIED**

<b>C. ADJOURNMENT</b>
-----------------------

**C1. Adjournment**

MOTION: Trustee Guild moved that the Board of Trustees declare the meeting adjourned at 7:47 p.m.

**25173/20 CARRIED**

*"Our students love to come to school in Northland"*



**NORTHLAND SCHOOL DIVISION  
SPECIAL BOARD MEETING NO. 20-09  
MINUTES**

---

Robin Guild, Board Chair

---

Dr. Nancy Spencer-Poitras, Superintendent of Schools

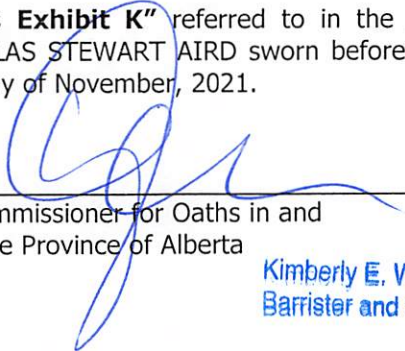
---

Douglas Aird, Secretary-Treasurer

*"Our students love to come to school in Northland"*

# TAB K

This is **Exhibit K** referred to in the Affidavit of  
DOUGLAS STEWART AIRD sworn before me on the  
29<sup>th</sup> day of November, 2021.

  
\_\_\_\_\_  
A Commissioner for Oaths in and  
for the Province of Alberta

Kimberly E. Wasylenchuk  
Barrister and Solicitor

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)

**THE BOARD OF TRUSTEES OF THE NORTHLAND SCHOOL DIVISION  
BYLAW NO. 03-2020  
ELECTORAL WARDS**

**Whereas** Section 2 of the *Northland School Division Act* provides that the board of the school division may by bylaw establish the wards and provide for the nomination and election of trustees in the wards;

**And whereas** Bylaw No. 01-2020 enacted requires amendment.

**Now therefore**, the Board of Trustees of the Northland School Division hereby resolves that pursuant to section 2 of the *Northland School Division Act*, Bylaw 01-2020 is hereby repealed and the boundaries of the wards referred to in Section 3 of the *Northland School Division Act* are described as follows:

1. The Board of Trustees shall be comprised of ten (10) trustees to be nominated and elected as follows:

**Ward 1** (Comprised of those lands lying with the communities of Keg River and the Paddle Prairie Metis Settlement): One (1) Trustee nominated and elected at large.

**Ward 2** (Comprised of those lands lying with the community of Susa Creek): One (1) Trustee nominated and elected at large.

**Ward 3** (Comprised of those lands lying with the community of Peavine Metis Settlement and Gift Lake Metis Settlement): One (1) Trustee nominated and elected at large.

**Ward 4** (Comprised of those lands lying with the community of East Prairie Metis Settlement and Grouard): One (1) Trustee nominated and elected at large.

**Ward 5** (Comprised of those lands lying with the communities of Elizabeth Metis Settlement and Fishing Lake): One (1) Trustee nominated and elected at large.

**Ward 6** (Comprised of those lands lying with the communities of Desmarais, Sandy Lake, Peerless Lake, Trout Lake and Little Buffalo): One (1) Trustee nominated and elected at large.

**Ward 7** (Comprised of those lands lying within the communities of Wabasca and Chipewyan Lake): One (1) Trustee nominated and elected at large.

**Ward 8** (Comprised of those lands lying with the community of Calling Lake): One (1) Trustee nominated and elected at large.

**Ward 9** (Comprised of those lands lying with the community of Fort Chipewyan): One (1) Trustee nominated and elected at large.

**Ward 10** (Comprised of those lands lying with the communities of Anzac, Chard, Conklin and Fort McKay): One (1) Trustee nominated and elected at large.

a) **Ward 1 (Paddle Prairie/Keg River)**

Township 98, Range 19, West of the 5<sup>th</sup> Meridian

Sections 31 to 35 inclusive; those portions of Sections 5, 6, 7, 25, 26, 27, 28, 29, 30, and 36 lying West and North of the Peace River.

Township 98, Range 20, West of the 5<sup>th</sup> Meridian

Sections 1 to 10 inclusive; Sections 15 to 22 inclusive; Sections 26 to 36 inclusive; Those portions of Sections 11, 12, 14, 23, 24, and 25 lying West and North of the Peace River.

Township 98, Ranges 21 to 25 inclusive, West of the 5<sup>th</sup> Meridian

Sections 1 to 36 inclusive.

Township 99, Range 18, West of the 5<sup>th</sup> Meridian

Those portions of Sections 5, 6, and 7 lying West of the Peace River.

Township 99, Range 19, West of the 5<sup>th</sup> Meridian

Sections 1 to 9 inclusive; Section 18; Those portions of Sections 10, 11, 12, 13, 14, 16, 17, 19, 20, 30, and 31 lying West of the Peace River.

Township 99, Ranges 20 to 25 inclusive, West of the 5<sup>th</sup> Meridian

Sections 1 to 36 inclusive.

Township 100, Range 19, West of the 5<sup>th</sup> Meridian

Section 7; Sections 17 to 19 inclusive; Those portions of Sections 5, 6, 8, 16, 20, 21, 29, and 30 lying West and South of the Peace River.

Township 100, Range 20, West of the 5<sup>th</sup> Meridian

Sections 1 to 24 inclusive; Sections 26 to 35 inclusive; Those portions of Sections 25 and 36 lying South and West of the Peace River.

Township 100, Ranges 21 to 25 inclusive, West of the 5<sup>th</sup> Meridian

Sections 1 to 36 inclusive.

Township 101, Range 19, West of the 5<sup>th</sup> Meridian

Section 10; Sections 16 to 18 inclusive; Those portions of Sections 2, 3, 4, 7, 8, and 9 lying North of the Peace River; Those portions of Sections 11, 14, and 15 lying West of the Peace River; Those portions of Sections 19, 20, 21, and 22 lying South of the Peace River.

Township 101, Ranges 20 to 25 inclusive, West of the 5<sup>th</sup> Meridian

Sections 1 to 36 inclusive.

Township 102, Range 19, West of the 5<sup>th</sup> Meridian

Sections 7 to 9 inclusive; Sections 17 and 18; Those portions of Sections 4, 5, and 6 lying

North of the Peace River; Those portions of Sections 10, 15, 16, 19, 20, 21, and 30 lying West of the Peace River.

Township 102, Ranges 20 to 25 inclusive, West of the 5<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 103, Ranges 20 to 25 inclusive, West of the 5<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 104, Ranges 20 to 25 inclusive, West of the 5<sup>th</sup> Meridian  
Sections 1 to 36 inclusive

**b) Ward 2 (Susa Creek)**

Township 56, Ranges 4 to 7 inclusive, West of the 6<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 57, Ranges 4 to 7 inclusive, West of the 6<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 57, Range 8, West of the 6<sup>th</sup> Meridian  
Sections 1 and 12.

Township 58, Ranges 6 and 7, West of the 6<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 59, Ranges 6 to 8 inclusive, West of the 6<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

**c) Ward 3 (Gift Lake/Peavine)**

Township 78, Ranges 14 and 15, West of the 5<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 78, Range 16, West of the 5<sup>th</sup> Meridian  
Sections 7 and 8; North half of Section 9; Sections 10 to 36 inclusive.

Township 79, Ranges 12 to 16, West of the 5<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 80, Ranges 12 to 16, West of the 5<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

**d) Ward 4 (East Prairie/Grouard)**

Township 70, Range 14, West of the 5<sup>th</sup> Meridian  
Sections 19 to 36 inclusive.

Township 71, Ranges 14 and 15, West of the 5<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 72, Range 15, West of the 5<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 75, Range 13, West of the 5<sup>th</sup> Meridian  
Section 19; Sections 25 to 36 inclusive; Those portions of Sections 7, 17, 18, 20, 21, 22, 23, and 24 lying North of Lesser Slave Lake.

Township 75, Range 14, West of the 5<sup>th</sup> Meridian  
Sections 22 to 29 inclusive; Sections 32 to 36 inclusive; Those portions of Sections 12, 13, 14, 15, 16, 19, 20, 21, 30, and 31 lying North and East of Lesser Slave Lake.

Township 75, Range 15, West of the 5<sup>th</sup> Meridian  
Sections 35 and 36; That portion of Section 25 lying North of Lesser Slave Lake.

Township 76, Range 14, West of the 5<sup>th</sup> Meridian  
Sections 1 to 4 inclusive; Those portions of Sections 5 and 6 lying East of Buffalo Bay; Those portions of Section 8 lying North and East of Buffalo Bay; Sections 9 to 17 inclusive; Sections 20 to 29 inclusive; Sections 32 to 36 inclusive.

e) **Ward 5 (Elizabeth/Fishing Lake)**

Township 55, Range 2, West of the 4<sup>th</sup> Meridian  
Section 19; Sections 28 to 33 inclusive; North half of Section 20; West half of Section 34.

Township 55, Range 3, West of the 4<sup>th</sup> Meridian  
Sections 22 to 27 inclusive; Sections 34 to 36 inclusive.

Township 56, Range 1, West of the 4<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 56, Range 2, West of the 4<sup>th</sup> Meridian  
Those portions lying South and East of Frog Lake.

Township 56, Range 3, West of the 4<sup>th</sup> Meridian  
Sections 1 and 2; East half of Section 3; Southeast quarter of Section 10; Sections 11 to 14 inclusive; North half of Section 15; Those portions of Sections 22 to 27 inclusive and Sections 34 to 36 inclusive lying South, West and East of Frog Lake.

Township 57, Range 1, West of the 4<sup>th</sup> Meridian

Sections 1 to 36 inclusive.

Township 57, Range 2, West of the 4<sup>th</sup> Meridian

Those portions lying East of Frog Lake.

Township 57, Range 3, West of the 4<sup>th</sup> Meridian

Those portions Sections 1, 2, 3, 10, 13, 15, 22, 24, 25, 27, 34, 35, and 36 lying East, West and North of Frog Lake.

Township 58, Range 1 and 2, West of the 4<sup>th</sup> Meridian

Sections 1 to 36 inclusive.

Township 58, Range 3, West of the 4<sup>th</sup> Meridian

Those portions lying North of Frog Lake.

Township 59, Range 1, West of the 4<sup>th</sup> Meridian

Sections 1 to 36 inclusive.

Township 59, Range 2, West of the 4<sup>th</sup> Meridian

Sections 1 to 3 inclusive; East half of Section 4; Sections 9 to 16 inclusive; Sections 19 to 30 inclusive; That portion of Section 33 lying East of Thompson Lake; Sections 34 to 36 inclusive.

Township 60, Range 1, West of the 4<sup>th</sup> Meridian

Sections 1 to 36 inclusive.

**f) Ward 6 (Demarais/Sandy Lake/Peerless/Trout Lake/Little Buffalo)**

Township 78, Range 22, West of the 4<sup>th</sup> Meridian

Those portions lying West of Pelican Lake.

Township 78, Range 23, West of the 4<sup>th</sup> Meridian

Sections 1 to 36 inclusive.

Township 79, Ranges 22 and 23, West of the 4<sup>th</sup> Meridian

Sections 1 to 36 inclusive.

Township 79, Range 24, West of the 4<sup>th</sup> Meridian

Those portions lying South and East of South Wabasca Lake.

Township 79, Range 25, West of the 4<sup>th</sup> Meridian

Sections 1 to 24 inclusive; Sections 27 to 33 inclusive; Those portions of Sections 25, 26, 34, 35, and 36 lying South and West of South Wabasca Lake.

Township 79, Range 26, West of the 4<sup>th</sup> Meridian

Sections 1 to 3 inclusive; Sections 10 to 15 inclusive; Sections 22 to 27 inclusive; Sections 34 to 36 inclusive; Those portions of the East halves of Sections 4, 9, 16, 21, 28, and 33 lying East of the 5<sup>th</sup> Meridian.

Township 80, Range 24, West of the 4<sup>th</sup> Meridian

South part of S-29-80-24-W4 lying south of Highway 813

NW-20- 80-24-W4

NW, SW and SE, and south part of NE 20-80-24-W4 lying south of Highway 813

Southwest corner of NW-21-80-24-W4 lying south of Highway 813

South part of SW 21-80-24-W4 lying south of Highway 813

Southwest part of SE 21-80-24-W4 lying south of Highway 813

NW, SW Part of SE and NE 16-80-24-W4 lying south and west of highway 813

Southwest corner of SW 15-80-24-W4 lying south and west of highway 813

SW, NW and south part of SE and NE 10-80-24-W4 lying south and west of highway 813

Part of SE 10-80-24-W4 lying south of highway 813

South part of S-11-80-24-W4 lying south of highway 813

South part of E 12-80-24-W4

Sections 1-9, 17, 20 inclusive; Those portions of Sections 1, 2, 17, 18, 20 lying outside of Wabasca No. 166A Reserve.

Township 80, Ranges 25, West of the 4<sup>th</sup> Meridian

East of Mistassiniy Road, South of Airport Road, East of Transport Road, South of Highway 813, including:

Part of N-27-80-25-W4 south of Airport Road

Part of NW 26-80-25-W4 south of Airport Road, all of SW 26-80-25-W4, Part of NE 26-80-25-W5 west of Transport Road and south of Airport Road, and SE 26-80-25-W4 west of Transport Road and south of Highway 813

All of SE 22-80-25-W4

Section 23-80-25-W4

South of 7-80-25-W4, that lies south of Highway 754

South of 8-80-25-W4, that lies south of Highway 754

East of 16-80-25-W4 that lies east of Highway 754

Sections 4-6, 8-10 inclusive

Township 85, Ranges 12 to 14 inclusive, West of the 5<sup>th</sup> Meridian

Sections 1 to 36 inclusive.

Township 86, Range 4, West of the 5<sup>th</sup> Meridian

Sections 1 to 36 inclusive.

**Township 86, Range 13, West of the 5<sup>th</sup> Meridian**

Sections 1 to 15 inclusive; Sections 22 to 28 inclusive; Sections 32 to 36 inclusive; South half and Northeast Quarter of Section 16; East half of Section 21; Those portions of Sections 17, 18, 29, 30, 31 lying outside of Woodland Cree No. 228 Reserve.

**Township 86, Range 14, West of the 5<sup>th</sup> Meridian**

Sections 1 to 12 inclusive; Sections 14 to 21 inclusive; Sections 28 to 33 inclusive; North half and Southwest quarter of Section 27; South half of Section 22; Southwest Quarter of Section 23; Those portions of Sections 13, 25, 34, 35, and 36 lying outside of Woodland Cree No. 228 Reserve.

**Township 87, Range 4, West of the 5<sup>th</sup> Meridian**

Sections 1 to 36 inclusive.

**Township 88, Range 4, West of the 5<sup>th</sup> Meridian**

Sections 1 to 36 inclusive.

**Township 91, Ranges 5 to 8 inclusive, West of the 5<sup>th</sup> Meridian**

Sections 1 to 36 inclusive.

**Township 92, Ranges 5 to 8 inclusive, West of the 5<sup>th</sup> Meridian**

Sections 1 to 36 inclusive.

**Township 93, Ranges 5 to 8 inclusive, West of the 5<sup>th</sup> Meridian**

Sections 1 to 36 inclusive.

**Township 94, Ranges 5 to 8 inclusive, West of the 5<sup>th</sup> Meridian**

Sections 1 to 36 inclusive.

**Township 95, Ranges 5 to 8 inclusive, West of the 5<sup>th</sup> Meridian**

Sections 1 to 36 inclusive.

**Township 96, Ranges 5 to 8 inclusive, West of the 5<sup>th</sup> Meridian**

Sections 1 to 36 inclusive.

**g) Ward 7 (Wabasca/Chipewyan Lake)**

**Township 80, Range 25, West of the 4<sup>th</sup> Meridian**

North of Airport Road and east of Transport Road, including:

Part of N-27-80-25-W4 north of Airport Road

NE and north of NW 26-80-25-W4 and north and east of NE 26-80-25-W4 and north of SE 26-80-25-W4

Section 19

Those portions of Sections 29, 30, 31, and 32 lying East and South of North Wabasca Lake.

Those portions of Section 16, 17, 8, 7 of the Wabasca Indian Reserve #166D that lie north of Highway 754

Sections 19,30,31 in Wabasca Indian Reserve #166B

Township 80, Range 26, West of the 4<sup>th</sup> Meridian

North 12-80-26-W4 lying north of Highway 754

North 11-80-26-W4 lying north of Highway 754

North 10-80-26-W4 lying north of Highway 754

Sections 13-15,

Sections 22, 23, 24, 25, 26, 27,34, 35, lying within the Wabasca Indian Reserve #166D

Sections 22 to 24 inclusive; Sections 26, 27, and 34; Those portions of Sections 25, 35, and 36 lying South and West of North Wabasca Lake; Those portions of the East halves of

Sections 21, 28, and 33 lying East of the 5<sup>th</sup> Meridian.

Township 81, Range 25, West of the 4<sup>th</sup> Meridian

Sections 4, 9, 16, 21, 28, and 33; Those portions of Sections 5 to 8 inclusive, Sections 17 to 20 inclusive, and Sections 29 and 32 lying East of North Wabasca Lake.

Township 81, Range 26, West of the 4<sup>th</sup> Meridian

That portion of Section 13 lying East of North Wabasca Lake.

Township 82, Range 25, West of the 4<sup>th</sup> Meridian

Those portions lying East and North of North Wabasca Lake

Township 83, Range 25, West of the 4<sup>th</sup> Meridian

Sections 1 to 36 inclusive.

Township 91, Range 22, West of the 4<sup>th</sup> Meridian

Sections 1 to 36 inclusive.

Township 92, Range 22, West of the 4<sup>th</sup> Meridian

Sections 1 to 36 inclusive.

h) **Ward 8 (Calling Lake)**

Township 71, Range 21, West of the 4<sup>th</sup> Meridian

Sections 1 to 29 inclusive; Sections 33 to 36 inclusive; Those portions of Sections 30, 31, and 32 lying South and East of Calling Lake.

Township 72, Range 21, West of the 4<sup>th</sup> Meridian

Sections 1 to 4 inclusive; Sections 9 to 16 inclusive; Sections 21 to 29 inclusive; Sections 32 to 36 inclusive; Those portions of Sections 5, 8, 17, 18, 19, 20, 30, and 31 lying East of Calling Lake.

Township 72, Range 22, West of the 4<sup>th</sup> Meridian

Those portions of Sections 25 and 36 lying East and North of Calling Lake.

Township 73, Range 21, West of the 4<sup>th</sup> Meridian

Sections 1 to 36 inclusive.

Township 73, Range 22, West of the 4<sup>th</sup> Meridian

Those portions of Sections 1, 2, 3, 4, 5, 6, 10, and 11 lying North of Calling Lake;  
Sections 7 to 9 inclusive; Sections 12 to 36 inclusive.

i) **Ward 9 (Fort Chipewyan)**

Township 112, Range 7, West of the 4<sup>th</sup> Meridian

Those portions lying North and West of Lake Athabasca.

Township 112, Range 8, West of the 4<sup>th</sup> Meridian

Those portions lying East of the Riviere Des Rochers.

j) **Ward 10 (Anzac/Chard/Conklin/Fort McKay)**

Township 75, Ranges 7 to 9 inclusive, West of the 4<sup>th</sup> Meridian

Sections 1 to 36 inclusive.

Township 76, Ranges 6 to 9 inclusive, West of the 4<sup>th</sup> Meridian

Sections 1 to 36 inclusive.

Township 77, Ranges 6 to 8 inclusive, West of the 4<sup>th</sup> Meridian

Sections 1 to 36 inclusive.

Township 78, Ranges 6 to 8 inclusive, West of the 4<sup>th</sup> Meridian

Sections 1 to 36 inclusive.

Township 79, Ranges 5 to 7 inclusive, West of the 4<sup>th</sup> Meridian

Sections 1 to 36 inclusive.

Township 80, Ranges 5 to 7 inclusive, West of the 4<sup>th</sup> Meridian

Sections 1 to 36 inclusive.

Township 81, Ranges 5 to 7 inclusive, West of the 4<sup>th</sup> Meridian

Sections 1 to 36 inclusive.

Township 82, Ranges 5 to 7 inclusive, West of the 4<sup>th</sup> Meridian

Sections 1 to 36 inclusive.

Township 83, Ranges 5 to 7 inclusive, West of the 4<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 84, Ranges 5 to 7 inclusive, West of the 4<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 85, Ranges 5 to 7 inclusive, West of the 4<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 85, Range 8 inclusive, West of the 4<sup>th</sup> Meridian  
Sections 1 to 24 inclusive; Sections 28 to 33 inclusive.

Township 86, Ranges 5 and 6, West of the 4<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 86, Range 7, West of the 4<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 86, Range 8, West of the 4<sup>th</sup> Meridian  
Sections 4 to 9; Section 13 and 14; Sections 16 to 23; Sections 25 to 36; North half of Section 3; Northwest quarter of Section 2; Those portions of 10, 11, 12, 15, 24 included in the Gregoire Lake Reserve No. 176.

Township 87, Ranges 5 to 7 inclusive, West of the 4<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 88, Ranges 5 to 7 inclusive, West of the 4<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 94, Ranges 10 and 11, West of the 4<sup>th</sup> Meridian:  
Sections 1 to 36 inclusive.

Township 95, Ranges 10 and 11, West of the 4<sup>th</sup> Meridian:  
Sections 1 to 36 inclusive.

Subject to the Minister completing the Ministerial Order as requested above and subject to the

Minister's approval of this Bylaw, the Board hereby resolves, pursuant to s. 8(3) of the Act:

- (a) persons who are resident on the following Indian reserves and meet the criteria set out in s. 8(1) of the Act may be nominated as candidates in an election for a trustee of the board, and

(b) persons who are resident on the following Indian reserves and meet the criteria set out in s. 8(2) of the Act may vote in an election to elect a trustee of the board for the following wards:

1. Ward 3 - Whitefish Lake First Nation No.459;
  - a. Utikoomak Lake No. 155
  - b. Utikoomak Lake No. 155A
  - c. Utikoomak Lake No. 155B
2. Ward 4 - Kapawe'no First Nation and Sucker Creek First Nation;
  - a. Sucker Creek No. 150A
  - b. Kapawe'no First Nation No. 150B
  - c. Kapawe'no First Nation No. 150C
  - d. Kapawe'no First Nation No. 150D
  - e. Kapawe'no First Nation No. 229
  - c. Kapawe'no First Nation No. 230
3. Ward 6 - Bigstone Cree First Nation - Desmarais; Lubicon Lake Band, Peerless Trout First Nation, and Woodland Cree First Nation;
  - a. Wabasca 166
  - b. Wabasca 166A
  - c. Wabasca 166D
  - d. Pelican Settlement
  - e. Woodland Cree No. 226  
Woodland Cree No. 227  
Woodland Cree No. 228
  - f. Lubicon Lake
  - g. Peerless Trout Indian Reserve No. 238
  - h. Peerless Trout First Nation
4. Ward 7 - Bigstone Cree First Nation - Wabasca;
  - a. Wabasca 166B
  - b. Wabasca 166C
5. Ward 8 - Bigstone Cree First Nation;
  - a. Jean Baptiste Gambler No. 183
6. Ward 9 - Mikesew Cree First Nation and Athabasca Chipewyan First Nation;
  - a. Old Fort No. 217
  - b. Dog Head No. 218
  - c. Allison Bay No. 219
  - d. Devil's Gate 220
  - e. Sandy Point No. 221
  - f. Chipewyan No. 201
  - g. Chipewyan No. 201A
  - h. Chipewyan No. 201B
  - i. Chipewyan No. 201C
  - j. Chipewyan No. 201D
  - k. Chipewyan No. 201E

- l. Chipewyan No. 201F
- m. Chipewyan No. 201G

7. Ward 10 - Chipewyan Prairie First Nation, Fort McKay First Nation, and Fort McMurray No. 468 First Nation

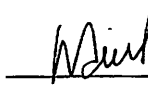
- a. Clearwater No. 175
- b. Gregoire Lake No. 176
- c. Gregoire Lake No. 176A
- d. Gregoire Lake No. 176B
- e. Janvier No. 194
- f. Cowper Lake Indian Reserve 194A
- g. Winefred Lake Indian Reserve No. 194B

As set out in s. 8(6) of the Act, this bylaw shall apply to the next general election for the Board.

Read a first, second, and by unanimous consent of all trustees present, a third and final time this 14<sup>th</sup> day of December, 2020.



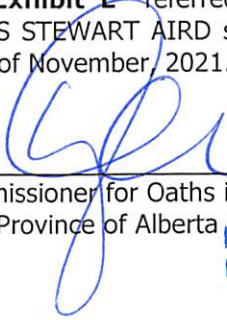
Board Chair



Secretary Treasurer

# TAB L

This is **Exhibit L** referred to in the Affidavit of  
DOUGLAS STEWART AIRD sworn before me on the  
29<sup>th</sup> day of November, 2021.

  
\_\_\_\_\_  
A Commissioner for Oaths in and  
for the Province of Alberta

Kimberly E. Wasylenchuk  
Barrister and Solicitor

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Current Theme: Custom Base Map

Legend: Searcher's Routing

☐ Visible of Current Scale

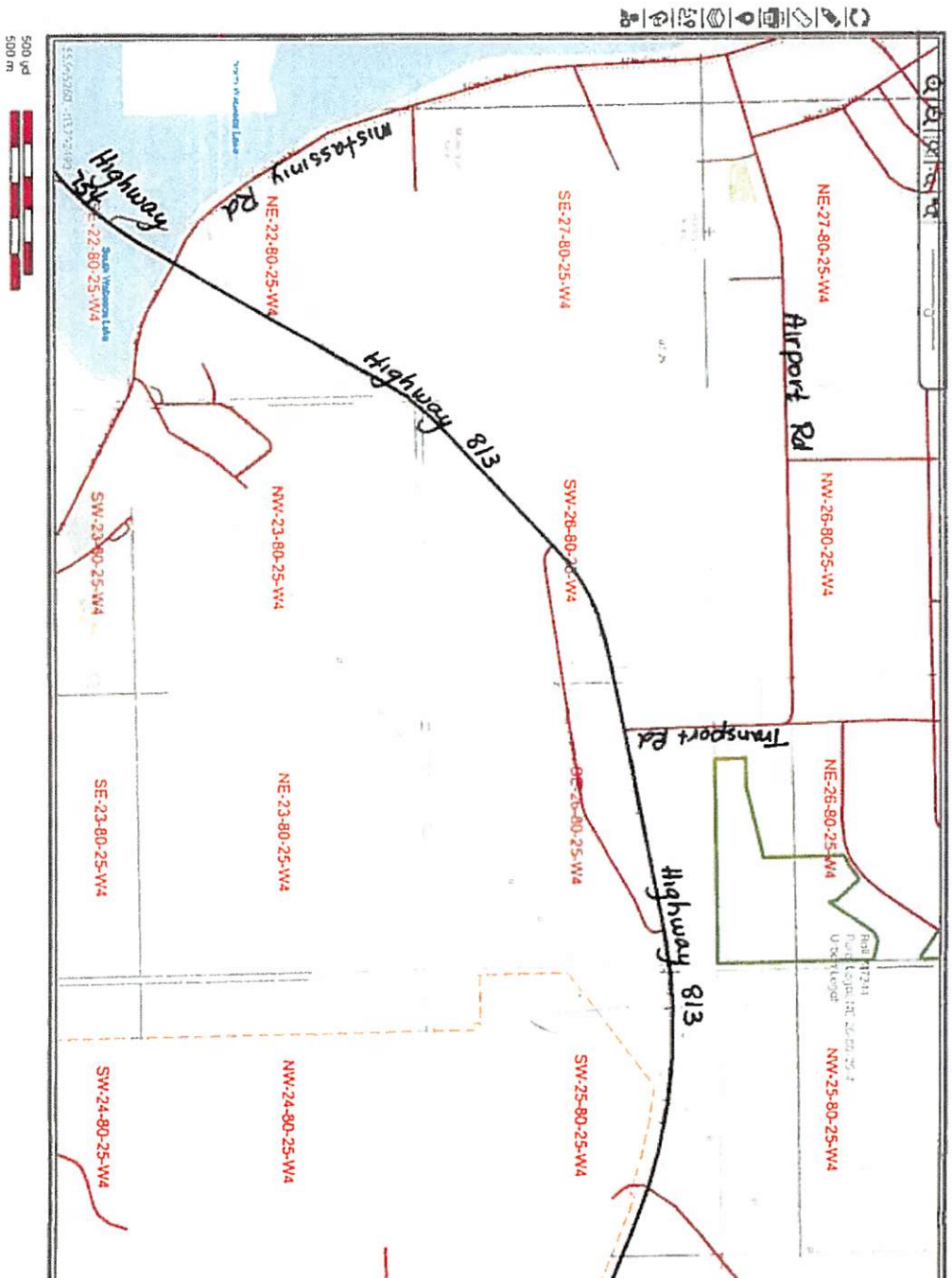
Theme: Base Map

Base Features

- ☐ Surrounding Municipalities
- ☐ Labels:
- ☐ MD Boundary
- ☐ Alberta Roads
- ☐ Labels:
- ☐ Hydro Features
- ☐ Labels:
- ☐ Roads
- ☐ Labels:
- ☐ Thermoties
- ☐ Township Grid
- ☐ Map Labels
- ☐ Labels:
- ☐ Parks
- ☐ Indian Reserves
- ☐ Provincial Railway
- ☐ Provincial Railway Crossings
- ☐ Railway
- ☐ Railway Crossings

Property Features

- ☐ Cadastre
- ☐ Labels:
- ☐ Industrial Accounts
- ☐ Labels:
- ☐ Map Points (3745)
- ☐ Section Grid
- ☐ Labels:
- ☐ Section Label
- ☐ Labels:
- ☐ LSD Grid
- ☐ Labels:
- Municipal
- Transportation
- Planning Development

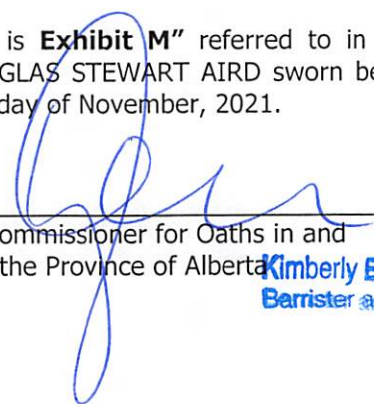


Ward 6 - South of Highway 754, south of Airport Rd, west of Transport Rd, south of Highway 813

Ward 7 - North of Highway 754, north of Airport Rd, east of Transport Rd, north of Highway 813

# TAB M

This is **Exhibit M**" referred to in the Affidavit of  
DOUGLAS STEWART AIRD sworn before me on the  
29<sup>th</sup> day of November, 2021.

  
\_\_\_\_\_  
A Commissioner for Oaths in and  
for the Province of Alberta

Kimberly E. Wasylenchuk  
Barrister and Solicitor

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## Official Election Results

Public (when completed)

The personal information on this form is being collected to record information pertaining to each candidate nomination and is authorized under Section 27 of the *Local Authorities Election Act*. The personal information will be managed in compliance with the privacy provisions of the *Freedom of Information and Protection of Privacy Act*. If you have any questions concerning the collection of personal information, please contact FOIP Workforce Development/Economic Growth at 780-422-3807 (outside of Alberta, call 310-0000 to be connected toll free), or by writing to the Director, FOIP Workforce Development/Economic Growth, 2nd Floor, Infrastructure Building, 6950-113 Street, Edmonton, Alberta T6H 5V7.

School Authority

THE NORTHLAND SCHOOL DIVISION

Election Date yyyy-mm-dd

2021-10-18

Organization Meeting Date yyyy-mm-dd

2021-10-29

Ward/Subdivision	Incumbent	Names of all Candidates as they appear on the ballot for School Board Trustee		Acclaimed	Number of Votes	Elected
		First Name	Last Name			
WARD 1	<input checked="" type="checkbox"/>	CARMEN	LABOUCANE	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
WARD 2	<input checked="" type="checkbox"/>	CATHY	WANYANDIE	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
WARD 3	<input type="checkbox"/>	CORRINNE	ANDERSON	<input type="checkbox"/>	54	<input type="checkbox"/>
WARD 3	<input type="checkbox"/>	GLENN	LADEROUTE	<input type="checkbox"/>	30	<input type="checkbox"/>
WARD 3	<input type="checkbox"/>	BONNIE	LAMOUCHE	<input type="checkbox"/>	92	<input checked="" type="checkbox"/>
WARD 3	<input type="checkbox"/>	KEN	SHAW	<input type="checkbox"/>	18	<input type="checkbox"/>
WARD 4	<input checked="" type="checkbox"/>	JESSE	LAMOUCHE	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
WARD 5	<input checked="" type="checkbox"/>	SKYE	DUROCHER	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
WARD 6	<input type="checkbox"/>	THOMAS	AUGER	<input type="checkbox"/>	27	<input checked="" type="checkbox"/>
WARD 6	<input checked="" type="checkbox"/>	SILAS	YELLOWKNEE	<input type="checkbox"/>	22	<input type="checkbox"/>
WARD 7	<input checked="" type="checkbox"/>	ROBIN	GUILD	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
WARD 8	<input checked="" type="checkbox"/>	LORETTA	GLADUE	<input type="checkbox"/>	45	<input checked="" type="checkbox"/>

WARD 8	<input type="checkbox"/>	GWEN	SCHMIDT	<input type="checkbox"/>	29	<input type="checkbox"/>
WARD 9	<input type="checkbox"/>	JULIA	CARDINAL	<input type="checkbox"/>	69	<input checked="" type="checkbox"/>
WARD 9	<input checked="" type="checkbox"/>	RUBI-HELEN	SHIRLEY	<input type="checkbox"/>	41	<input type="checkbox"/>
WARD 10	<input type="checkbox"/>	AIMEE	MCCAMON	<input type="checkbox"/>	68	<input checked="" type="checkbox"/>
WARD 10	<input type="checkbox"/>	MEGAN	SHOTT	<input type="checkbox"/>	46	<input type="checkbox"/>

Number of Actual Voters 541 Number of Eligible Voters 541

I certify that this is a true statement of the by-election/election.

  
 \_\_\_\_\_  
 Signature of Returning Officer

Please forward a copy of the signed form by email to your Business Operations and Stakeholder Support Branch partner, or by fax to: 780-427-2147, or by mail to: Business Operations and Stakeholder Support Branch, Alberta Education, 8th floor, Commerce Place, 10155-102 Street, Edmonton, Alberta T5J 4L5.

# TAB N

This is **Exhibit N** referred to in the Affidavit of  
DOUGLAS STEWART AIRD sworn before me on the  
29<sup>th</sup> day of November, 2021.

  
\_\_\_\_\_  
A Commissioner for Oaths in and  
for the Province of Alberta

Kimberly E. Wasylenchuk  
Barrister and Solicitor

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Stephanie Sutherland  
Director of Student Services Northland School Division  
9809-77 Ave Peace River Alberta T8S 1C9

November 28, 2021

To Whom it May Concern:

On October 18th 2021, I was working as the Deputy Returning Officer at the October 18 2021 school trustee election station for Ward 6, the polling station was located at Mistassiniy School. The turn out for the election was extremely low, we had people trickle in throughout the voting period. One of the biggest concerns which was raised throughout the day was that we turned away 11 people who showed up to vote. However, after having the people indicate on the maps provided where they lived, it was determined that they were residents of Ward 7 and not able to vote in Ward 6. A number of the potential voters had concerns as they may live in Ward 7 but their children go to school in Ward 6, or they may have children in both schools, they felt that they should have been able to vote in the past under the prior voting system in both wards. Many of the residents did not understand that they voted based on which Ward they lived in. From my time teaching and living in the community previously I knew some of the 11 people who we had to turn away. One of the 11 people we turned away was the mother of one of the school trustee candidates who had attended the school to vote for her son.

Many made the suggestion that the community should be one ward, with 2 trustees, each time they suggested we indicated that we would raise their concerns. At the end of the voting period Curtis Walty was recording the count, we reported the number of votes for each of the candidates as well as the number of people who had been turned away.

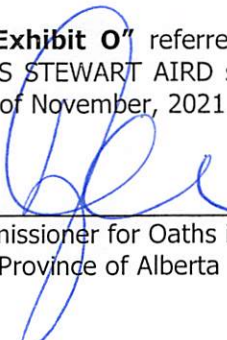
Kind regards,

Stephanie Sutherland

Ward	Candidates	Vote Totals				Contact	Email	Mail
3	Corrine Anderson	54	37GL	17P				
	Glenn Laderoute	30	25GL	5P				
	Bonnie Lamouche	92	53GL	39P		(780) 523-7295		Box 118, Gift Lake, AB T0G 1B0
	Ken Shaw	18	7GL	11P				
6	Silas Yellowknee	22	15D	7P				
	Thomas Auger	27	4D	23P		(780) 273-0204		Box 1374, Wabasca, AB T0G 0K0
8	Lorette Gladue	45						Incumbent Cheryl has this
	Gwen Schmidt	29						
9	Rubi Helen Shirley	41						
	Julia Cardinal	69				(780) 381-3009		Box 623, Fort Chipewyan, AB T0P 1B0
10	Aimee McCammon	68	2J	1C	5FM	(780) 691-9536		131 Woodward Crescent, Anzac, AB T0P 1J0
	Megan Shott	45	12J	9C	17FM			8AZ
Ward 6	11 turned away							
								288

# TAB 0

This is **Exhibit O** referred to in the Affidavit of  
DOUGLAS STEWART AIRD sworn before me on the  
29<sup>th</sup> day of November, 2021.

  
\_\_\_\_\_  
A Commissioner for Oaths in and  
for the Province of Alberta

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*Kimberly E. Wasylenchuk*  
Barrister and Solicitor

## Northland School Division election of candidates for trustee finalized



Following the September 20 nomination day for trustees for Northland School Division, some changes were made requiring acclamation of some nominees and an election having to be scheduled in wards.

In Ward 4, an election will not be held as Jesse Lamouche has been declared a trustee.

Ward 5 had no one step forward on nomination day, but during the extension period for nominations, Skye Durocher submitted eligible paperwork and has been named trustee by acclamation.

In Ward 10, it was determined by the division that a nominated candidate was not eligible to run as a school board trustee, so the nomination period was extended and two candidates were nominated. An election is now to be held.

As of October 1 the school board trustees de-

clared elected by ac-

clamation were:  
Ward 1 - Paddle Prairie Métis Settlement, Keg River –

Carmen Laboucane (Incumbent);  
Ward 2 - Susa Creek – Cathy Wanyandie (Incumbent);

Ward 4 - East Prairie Métis Settlement, Grouard – Jesse Lamouche (Incumbent);  
Ward 5 - Elizabeth Métis Settlement, Fishing Lake Métis Settlement – Skye Durocher (Incumbent); and

Ward 7 - Wabasca, Chipewyan Lake – Robin Guild (Incumbent).

### Elections scheduled

Election will be held in the following NSD wards on October 18 at the various polling stations for other municipal candidates, the Alberta senate selection and two provincial referendum issues. The candidates are:

Ward 3 - Gift Lake Métis Settlement, Peavine Métis Settlement – Corrine Anderson, ;Glenn Laderoute, Bonnie Lamouche, and Ken Shaw;

Ward 6 - Desmarais, Sandy Lake, Peerless Lake, Trout Lake, Little Buffalo – Silas Yellowknife (Incumbent) and Thomas Auger;

Ward 8 - Calling Lake – Loretta Gladue (Incumbent) and Gwen Schmidt;

Ward 9 - Fort Chipewyan – Rubi-Helen Shirley (Incumbent) and Julia Cardinal;

Ward 10 - Anzac, Janvier, Conklin, Fort McKay – Aimee McCamon and Megan Shott.

## What do NSD school trustees get paid honoraria/expenses

Being a school board trustee for Northland School Division could be considered a part-time job.

According to the division's schedule of rates for trustees, attending a four-to-eight hour meeting is worth \$225.00 and that amount is divided in half for a two-to-four hour meeting and halved again to \$56.25 for a meeting less than two hours.

Elders who are invited to a board meeting or to another NSD event are paid \$200.00 per diem.

Compensation for expenses when travelling to a meeting or official function in a trustee's own vehicle is 51 cents per kilometre which is below the Alberta Government's rate in 2020 of 59 cents per kilometre.

In regards to meals consumed while attending to school board duties, NSD pays receipts to "a reasonable amount" or unreceipted \$15.00 for breakfast, \$20 for lunch and \$30 for dinner with the stipulation that alcoholic drinks can not be reimbursed.

Accommodations are also paid when required. Hotel receipts are reimbursed, but if a trustee can arrange private accommodations, he or she can still claim \$40.00 per night.

With the division covering a large amount of northern Alberta territory, trustees can claim for travel time in the same amount they are paid for meeting times. This is calculated in distances: 75 to 149 kilometres equals a one-quarter travel day, 150 to 399 km equals a half day, and 400+ km equals a whole day worth \$225.00.

All trustees can benefit by joining a life insurance plan at no cost and can apply for other benefits similar to those offered by the school division to its non-teaching staff.

### Average payments to trustees

The 2019/20 financial statement, ending August 31, 2020, shows that the board of trustees cost the division \$155,760.00 in remuneration with 11 trustees listed. The lowest amount paid to one trustee who served on the board for less than a half-year was \$2,813 while the highest was \$34,744 to Robin Guild, board chairman. The average pay to the other nine elected trustees was \$13,133.

Trustees benefits for that fiscal year totalled \$42,964.00 and individually ranged from \$2,182 to \$5,464. The average per trustee was \$3,905.

### Trustee expenses

According to the same financial statement, expenses claimed for the year ranged individually from a low of \$2,821 for trustee K. Telford to \$15,058 for board vice chair Jules Nokhoo. Expenses amounted to \$80,384. The average expenses for all 11 board members during 2019/20 was \$7,308. Map of Northland School Division on Page 11

## NOTICE OF ELECTION

### AND REQUIREMENTS FOR VOTER IDENTIFICATION

#### Local Authorities Election Act (Sections 12, 35, 46, 53)

**LOCAL JURISDICTION:** THE NORTHLAND SCHOOL DIVISION, PROVINCE OF ALBERTA

Notice is hereby given that an election will be held for the filling of the following offices:

Office	Number of Vacancies	Ward
Trustee	1	6
Trustee	1	8

Voting will take place on the 18th day of October, 2021, between the hours of 10:00 a.m. and 8:00 p.m. Voting stations will be located at:

Ward	Polling Station Location	Address
6	Mistassiniy School Pelican Mountain School	Desmarais, Alberta Sandy Lake, Alberta
8	Calling Lake School	Calling Lake, Alberta

In order to vote you must produce identification for inspection. The identification must be one or more piece(s) of government issued identification containing the elector's photograph, address and name as required by Section 53 of the Local Authorities Elections Act. This includes an Operator's (Driver's) license or an Alberta Identification card.

A detailed list of authorized identification is available for information at the local school office or on-line at <https://www.elections.ab.ca/wp-content/uploads/Authorized-Identification-Poster.pdf>

In addition, if your government issued identification has a box number as your address you must produce a second document that contains your civic and/or legal land address.

If you are unable to provide any identification, or cannot confirm your current physical address, you can be vouched for by another registered elector in your polling subdivision.

A person is eligible to vote if the person:

- is at least 18 years old,
- is a Canadian citizen, and
- resides in Alberta and the person's place of residence is located in the local jurisdiction on election day.

For more information, please call Northland School Division: 780-624-2060.

Dated at the Town of Peace River  
In The Province Of Alberta  
This 29th Day Of September, A.D., 2021

*Douglas Aird*  
Returning Officer

## Current MD councillors will hold last regular meeting before election; may give schools free pool use

The current 11 members of the MD of Opportunity council were slated to hold their last official regular meeting Wednesday, October 13, at Wabasca.

Unless there has to be a special meeting called, and they frequently have been called during the covid pandemic, council will not meet again before Monday's election.

One councillor knows he will be back when the new council holds its organizational meeting on Tuesday, October 26 – Leo Alook of Trout Lake won by acclamation. Calling Lake councillor Barry Schmidt knows he definitely will not be back since he is not seeking re-election.

The other nine members are all seeking another four-year-term and will know if they got it after the polls close on October 18.

The advance agenda for the meeting is light in regards to decision making, but does

have the council considering a recommendation from the Recreation and Culture Department to consider passing a new bylaw for rates and fees regarding facilities and services.

The big change in the bylaw would be "All schools located within MD boundaries (on/off reserve to be free use during school hours." The \$50 per hour rental fee would be eliminated for the pool and fitness centre facility.

Angela Lightning, director recreation and culture, has proposed the change because St. Theresa School has already indicated that the over \$10,000 cost to run its school year swim program was no longer feasible.

Lightning has told council, "The emotional, mental and physical toll that Covid has taken on students has been hard; swimming would be an opportunity for them to return to normalcy. It's been a year and a half since the students have had the swimming program."

## NOTICE OF ELECTION

### AND REQUIREMENTS FOR VOTER IDENTIFICATION

**Local Authorities Election Act (Sections 12, 35, 46, 53)**

**LOCAL JURISDICTION:** THE NORTHLAND SCHOOL DIVISION, PROVINCE OF ALBERTA

Notice is hereby given that an election will be held for the filling of the following offices:

Office	Number of Vacancies	Ward
Trustee	1	6
Trustee	1	8

Voting will take place on the 18th day of October, 2021, between the hours of 10:00 a.m. and 8:00 p.m. Voting stations will be located at:

Ward	Polling Station Location	Address
6	Mistassini School Pelican Mountain School	Desmarais, Alberta Sandy Lake, Alberta
8	Calling Lake School	Calling Lake, Alberta

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A person is eligible to vote if the person:

- is at least 18 years old,
- is a Canadian citizen, and
- resides in Alberta and the person's place of residence is located in the local jurisdiction on election day.

For more information, please call Northland School Division: 780-624-2060.

Dated at the Town of Peace River  
In The Province Of Alberta

This 29th Day Of September, A.D., 2021

**Douglas Aird**  
Returning Officer

## NOTICE OF ELECTION

**Local Authorities Election Act (Sections 12, 35, 46, 53)**  
**Alberta Senate Elections Act (Sections 5, 37)**  
**Referendum Act (Section 7)**

**LOCAL JURISDICTION:** Municipal District of Opportunity No. 17, PROVINCE OF ALBERTA

Notice is hereby given:

- A. That an election will be held for the filling of the following offices:

Office(s)	Number of Vacancies	Ward or Electoral Division Number (if applicable)
Councillor	4	Ward 1 (Wabasca)
Councillor	2	Ward 2 (Calling Lake)
Councillor	1	Ward 3 (Sandy Lake)
Councillor	1	Ward 4 (Peerless Lake)
Councillor	1	Ward 6 (Red Earth Creek)
Councillor	1	Ward 7 (Chipewyan Lake)

- B. That an election will be held for the election of a Senate nominee for the purposes of the *Alberta Senate Election Act*:
- C. That a vote of the electors will be held on the following referendum question(s) under the *Referendum Act*:
- Should section 36(2) of the Constitution Act, 1982 - Parliament and the government of Canada's commitment to the principle of making equalization payments - be removed from the constitution?
  - Do you want Alberta to adopt year-round Daylight Saving Time, which is summer hours, eliminating the need to change our clocks twice a year?

Voting will take place on the 18th day of October, 2021, between the hours of 8:30 a.m. and 8:00 p.m.

Voting stations for the filling of Councillor Offices including Senate and Referendum vote will be located at:

- Wabasca Community Hall
- Calling Lake Complex
- Sandy Lake Hall
- Peerless Lake Hall
- Red Earth Creek Hall
- Chipewyan Lake Hall

Voting stations for Senate Nominees and for the Referendum will be located at:

- Trout Lake Hall

In order to vote you must produce identification and proof of current residence for inspection. Voter identification may be one or more of the following:

- Government issued identification
  - For example: Alberta Driver's License or Alberta Identification Card
- Statement of government benefits
  - For example: employment insurance, old-age security or social assistance
- Income or property tax assessment notice
- Insurance policy or coverage card
- Vehicle ownership, registration or insurance certificate
- Utility bill
  - For example: Telephone, Hydro, Gas, Water

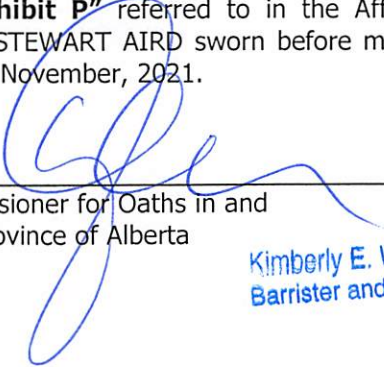
as required by section 53 of the *Local Authorities Election Act*

Dated at the Hamlet of Wabasca  
In The Province Of Alberta  
This 1st Day Of October, A.D., 2021

**Handwritten Signature**  
Returning Officer

# TAB P

This is **Exhibit P** referred to in the Affidavit of  
DOUGLAS STEWART AIRD sworn before me on the  
29<sup>th</sup> day of November, 2021.

  
\_\_\_\_\_  
A Commissioner for Oaths in and  
for the Province of Alberta

)  
)  
)  
)  
Kimberly E. Wasylenchuk  
Barrister and Solicitor



THE NORTHLAND SCHOOL DIVISION

## School Board Election Information

POSTED ON OCTOBER 13

Tags: [Division News](#)

Have your voice heard and vote for a school board trustee! **Election Day is Monday, October 18, 2021!**

Five elections have been declared.

### Ward 3 - Gift Lake Métis Settlement, Peavine Metis Settlement

- Corrine Anderson
- Glenn Laderoute
- Bonnie Lamouche
- Ken Shaw

### Ward 6 - Desmarais, Sandy Lake (Election declared)

- Silas Yellowknee (Incumbent)
- Thomas Auger

### Ward 8 - Calling Lake (Election declared)

- Loretta Gladue (Incumbent)
- Gwen Schmidt

### Ward 9 - Fort Chipewyan (Election declared)

- Rubi-Helen Shirley (Incumbent)



Have Your Voice Heard  
Election Day is October 18th



- Julia Cardinal

### **Ward 10 - Anzac, Janvier, Conklin, Fort McKay (Election declared)**

- Aimee McCamon
- Megan Shott

Voting will take place on the 18th day of October 2021, between the hours of 10:00 a.m. and 8:00 p.m. Voting stations will be located at:

<b>Ward</b>	<b>Polling Station Location</b>	<b>Address</b>
3	Bishop Routhier School	Peavine, Alberta
	Gift Lake School	Gift Lake, Alberta
6	Mistassiniy School	Desmarais, Alberta
	Pelican Mountain School	Sandy Lake, Alberta
8	Calling Lake School	Calling Lake, Alberta
9	Athabasca Delta Community School	Fort Chipewyan, Alberta
10	Bill Woodward School	Anzac, Alberta
	Father R. Perin School	Janvier, Alberta
	Conklin Community School	Conklin, Alberta
	Fort McKay School	Fort McKay, Alberta

In order to vote, you must produce identification for inspection. The identification must be one or more piece(s) of government-issued identification containing the elector's photograph, address and name as required by Section 53 of the *Local Authorities Elections Act*. This includes an Operator's (Driver's) license or an Alberta Identification card.

A detailed list of authorized identification is available for information at the local school office or online at <https://open.alberta.ca/dataset/1f4ebb64-0ba5-460d-ac43-9f8e59128d7d/resource/6d251d53-42c0-4b0d-afcb-6457fdf9ea0f/download/ma-local-elections-voter-id-2020-07.pdf>.

In addition, if your government-issued identification has a box number as your address you must produce a second document that contains your civic and/or legal land address.

If you are unable to provide any identification, or cannot confirm your current physical address, you can be vouched for by another registered elector in your polling subdivision.

A person is eligible to vote if the person:

1. is at least 18 years old,
2. is a Canadian citizen, and
3. resides in Alberta and the person's place of residence is located in the local jurisdiction on election day.

## Resources

- Northland School Division is divided into 10 Wards with one trustee being elected in each ward. [Click here](#) to view the Ward map.
- Northland School Division Governance. [Click here](#) to learn more.

For more information please contact:

Douglas Aird, Returning Officer  
Phone: 780-624-2060 ext: 6141

[Previous Post](#)

[Next Post](#)

---

## Leave a comment:

YOUR NAME

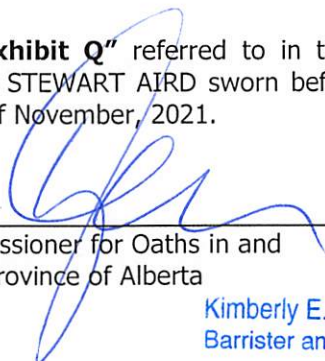
YOUR EMAIL ADDRESS (WILL NOT BE SHARED)

COMMENT

**Submit**

# TAB Q

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DOUGLAS STEWART AIRD sworn before me on the  
29<sup>th</sup> day of November, 2021.

  
\_\_\_\_\_  
A Commissioner for Oaths in and  
for the Province of Alberta

Kimberly E. Wasylenchuk  
Barrister and Solicitor

 Notice of Election

Have your voice heard and vote for a school board trustee! Election Day is Monday, October 18, 2021! Five elections have been declared.

To learn more about when, where, and how to vote please visit the Northland School Division website <https://www.nsd61.ca/governance/elections>.

!!! List of Candidates !!!

Ward 3 - Gift Lake Métis Settlement, Peavine Metis Settlement

- Corrine Anderson
- Glenn Laderoute
- Bonnie Lamouche
- Ken Shaw

Ward 6 - Desmarais, Sandy Lake (Election declared)

- Silas Yellowknee (Incumbent)
- Thomas Auger

Ward 8 - Calling Lake (Election declared)

- Loretta Gladue (Incumbent)
- Gwen Schmidt

Ward 9 - Fort Chipewyan (Election declared)

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- Julia Cardinal

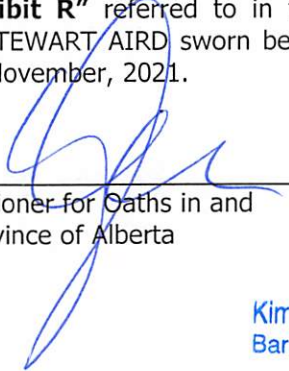
Ward 10 - Anzac, Janvier, Conklin, Fort McKay (Election declared)

- Aimee McCamon
- Megan Shott



# TAB R

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Kimberly E. Wasylenchuk  
Barrister and Solicitor



## Letter to Parents/Guardians about School Board Elections

Hello Parents and Guardians:

Have your voice heard and vote for a school board trustee! Election Day is Monday, October 18, 2021. An election has been declared in Ward 6 (Desmarais and Sandy Lake). Voting will take place between 10:00 a.m.- 8:00 p.m. at Mistassiniy School or Pelican Mountain School.

Attached to this letter are two electoral maps. One version outlines Ward 6 (Desmarais and Sandy Lake) and the second version outlines Ward 6 and Ward 7 (Wabasca and Chipewyan Lake). If you live in the Ward 6 boundaries, you are eligible to vote. Robin Guild was declared the Ward 7 Trustee by acclamation in September.

In order to vote, you must produce identification for inspection. The identification must be one or more piece(s) of government-issued identification containing the elector's photograph, address and name as required by Section 53 of the Local Authorities Elections Act. This includes an Operator's (Driver's) license or an Alberta Identification card. A detailed list of authorized identification is available for information at the local school office or online at <https://open.alberta.ca/.../ma-local-elections-voter-id...>

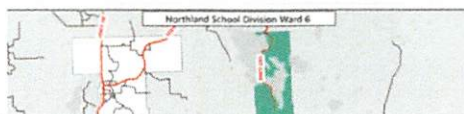
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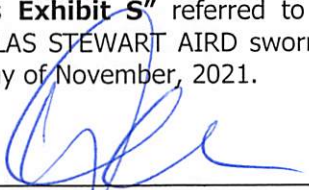
- is at least 18 years old,
- is a Canadian citizen, and
- resides in Alberta and the person's place of residence is located in the local jurisdiction on election day.

If you have any questions please contact Returning Officer Douglas Aird at 780-624-2060 extension: 6141. Thank you.



# TAB S

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DOUGLAS STEWART AIRD sworn before me on the  
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Have your voice heard and vote for a school board trustee! Election Day is Monday, October 18, 2021. An election has been declared in Ward 6 (Desmarais and Sandy Lake). Voting will take place between 10:00 a.m. - 8:00 p.m. at Mistassini School or Pelican Mountain School.

Attached to this letter are two electoral maps. One version outlines Ward 6 (Desmarais and Sandy Lake) and the second version outlines Ward 6 and Ward 7 (Wabasca and Chipewyan Lake). If you live in the Ward 6 boundaries, you are eligible to vote. Robin Guild was declared the Ward 7 Trustee by acclamation in September.

In order to vote, you must produce identification for inspection. The identification must be one or more piece(s) of government-issued identification containing the elector's photograph, address and name as required by Section 53 of the Local Authorities Elections Act. This includes an Operator's (Driver's) license or an Alberta Identification card. A detailed list of authorized identification is available for information at the local school office or online at <https://open.alberta.ca/.../ma-local-elections-voter-id...>

In addition, if your government-issued identification has a box number as your address you must produce a second document that contains your civic and/or legal land address. If you are unable to provide any identification, or cannot confirm your current physical address, you can be vouched for by another registered elector in your polling subdivision.

A person is eligible to vote if the person:

- is at least 18 years old,
- is a Canadian citizen, and
- resides in Alberta and the person's place of residence is located in the local jurisdiction on election day.

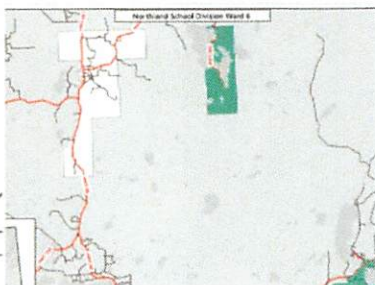
If you have any questions please contact Returning Officer Douglas Aird at 780-624-2060 extension: 6141. Thank you.



nts and Guardians:

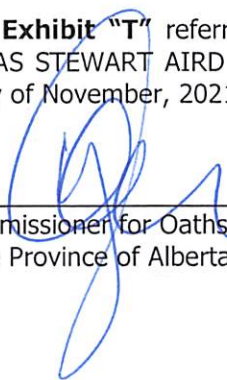
voice heard and vote for a school board trustee! Election Day is Monday, October 18, 2021. An election has been declared in Ward 6 (Desmarais and Sandy Lake). Voting will take place between 10:00 a.m. - 8:00 p.m. in the following locations:

Polling Location	Address
Mistassini School	Desmarais, Alberta
Pelican Mountain School	Sandy Lake, Alberta



# TAB T

This is **Exhibit "T"** referred to in the Affidavit of  
DOUGLAS STEWART AIRD sworn before me on the  
29<sup>th</sup> day of November, 2021.



\_\_\_\_\_  
A Commissioner for Oaths in and  
for the Province of Alberta

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)  
Kimberly E. Wasylenchuk  
Barrister and Solicitor



## Letter to Parents/Guardians about School Board Elections

Hello Parents and Guardians:

Have your voice heard and vote for a school board trustee! Election Day is Monday, October 18, 2021. An election has been declared in Ward 6 (Desmarais and Sandy Lake). Voting will take place between 10:00 a.m. - 8:00 p.m. at Mistassiniy School or Pelican Mountain School.

Attached to this letter are two electoral maps. One version outlines Ward 6 (Desmarais and Sandy Lake) and the second version outlines Ward 6 and Ward 7 (Wabasca and Chipewyan Lake). If you live in the Ward 6 boundaries, you are eligible to vote. Robin Guild was declared the Ward 7 Trustee by acclamation in September.

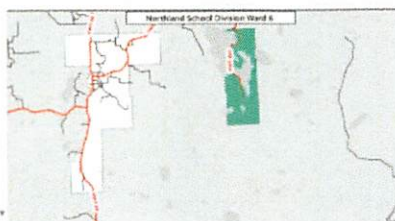
In order to vote, you must produce identification for inspection. The identification must be one or more piece(s) of government-issued identification containing the elector's photograph, address and name as required by Section 53 of the Local Authorities Elections Act. This includes an Operator's (Driver's) license or an Alberta Identification card. A detailed list of authorized identification is available for information at the local school office or online at <https://open.alberta.ca/.../ma-local-elections-voter-id...>

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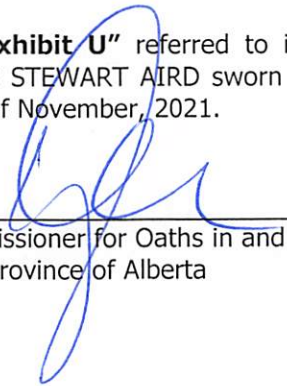


Parents and Guardians:

Have your voice heard and vote for a school board trustee! Election Day is Monday, October 18, 2021. An election has been declared in Ward 6 (Desmarais and Sandy Lake). Voting will take place between 10:00 a.m. - 8:00 p.m. at Mistassiniy School or Pelican Mountain School.

# TAB U

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DOUGLAS STEWART AIRD sworn before me on the  
29<sup>th</sup> day of November, 2021.

  
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A Commissioner for Oaths in and  
for the Province of Alberta

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**Kimberly E. Wasylenchuk**  
**Barrister and Solicitor**



Hello Parents and Guardians:

Have your voice heard and vote for a school board trustee! Election Day is Monday, October 18, 2021. An election has been declared in Ward 6 (Desmarais and Sandy Lake). Voting will take place between 10:00 a.m.- 8:00 p.m. in the following locations:

Ward	Polling Location	Address
6	Mistassiniy School Pelican Mountain School	Desmarais, Alberta Sandy Lake, Alberta

Attached to this letter are two electoral maps. One version outlines Ward 6 (Desmarais and Sandy Lake) and the second version outlines Ward 6 and Ward 7 (Wabasca and Chipewyan Lake). If you live in the Ward 6 boundaries, you are eligible to vote. Robin Guild was declared the Ward 7 Trustee by acclamation in September.

In order to vote, you must produce identification for inspection. The identification must be one or more piece(s) of government-issued identification containing the elector's photograph, address and name as required by Section 53 of the Local Authorities Elections Act. This includes an Operator's (Driver's) license or an Alberta Identification card. A detailed list of authorized identification is available for information at the local school office or online at <https://open.alberta.ca/dataset/1f4ebb64-0ba5-460d-ac43-9f8e59128d7d/resource/6d251d53-42c0-4b0d-afcb-6457fdf9ea0f/download/ma-local-elections-voter-id-2020-07.pdf>.

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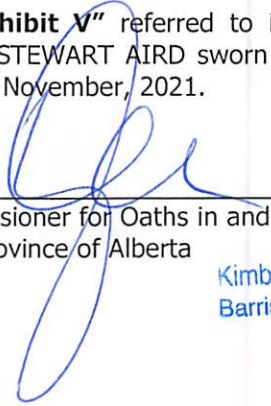
A person is eligible to vote if the person:

- is at least 18 years old,
- is a Canadian citizen, and
- resides in Alberta and the person's place of residence is located in the local jurisdiction on election day.

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# TAB V

This is **Exhibit V** referred to in the Affidavit of  
DOUGLAS STEWART AIRD sworn before me on the  
29<sup>th</sup> day of November, 2021.



\_\_\_\_\_  
A Commissioner for Oaths in and  
for the Province of Alberta

Kimberly E. Wasylenchuk  
Barrister and Solicitor

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Hello Parents and Guardians:

Have your voice heard and vote for a school board trustee! Election Day is Monday, October 18, 2021. An election has been declared in Ward 6 (Desmarais and Sandy Lake). Voting will take place between 10:00 a.m.- 8:00 p.m. in the following locations:

Ward	Polling Location	Address
6	Mistassiniy School Pelican Mountain School	Desmarais, Alberta Sandy Lake, Alberta

Attached to this letter are two electoral maps. One version outlines Ward 6 (Desmarais and Sandy Lake) and the second version outlines Ward 6 and Ward 7 (Wabasca and Chipewyan Lake). If you live in the Ward 6 boundaries, you are eligible to vote. Robin Guild was declared the Ward 7 Trustee by acclamation in September.

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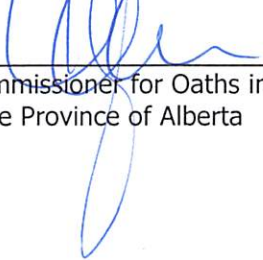
A person is eligible to vote if the person:

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# TAB W

This is **Exhibit "W"** referred to in the Affidavit of DOUGLAS STEWART AIRD sworn before me on the 29<sup>th</sup> day of November, 2021.

  
\_\_\_\_\_)  
)  
A Commissioner for Oaths in and  
for the Province of Alberta )  
Kimberly E. Wasylchuk  
Barrister and Solicitor

# Vote for a School Board Trustee!

Have your voice heard and vote for a school board trustee! Election Day is Monday, October 18, 2021. Five elections have been declared. Voting will take place between 10:00 a.m - 8:00 p.m at the following locations:

Ward	Polling Location	Address
6	Mistassiniy School Pelican Mountain School	Desmarais, Alberta Sandy Lake, Alberta

In order to vote, you must produce identification for inspection. The identification must be one or more piece(s) of government-issued identification containing the elector's photograph, address and name as required by Section 53 of the Local Authorities Elections Act. This includes an Operator's (Driver's) license or an Alberta Identification card.

If your government-issued identification has a box number as your address you must produce a second document that contains your civic and/or legal land address. If you are unable to provide any identification, or cannot confirm your current physical address, you can be vouched for by another registered elector in your polling subdivision.

A person is eligible to vote if the person:

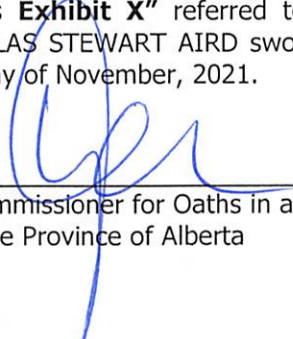
1. is at least 18 years old,
2. is a Canadian citizen, and
3. resides in Alberta and the person's place of residence is located in the local jurisdiction on election day.



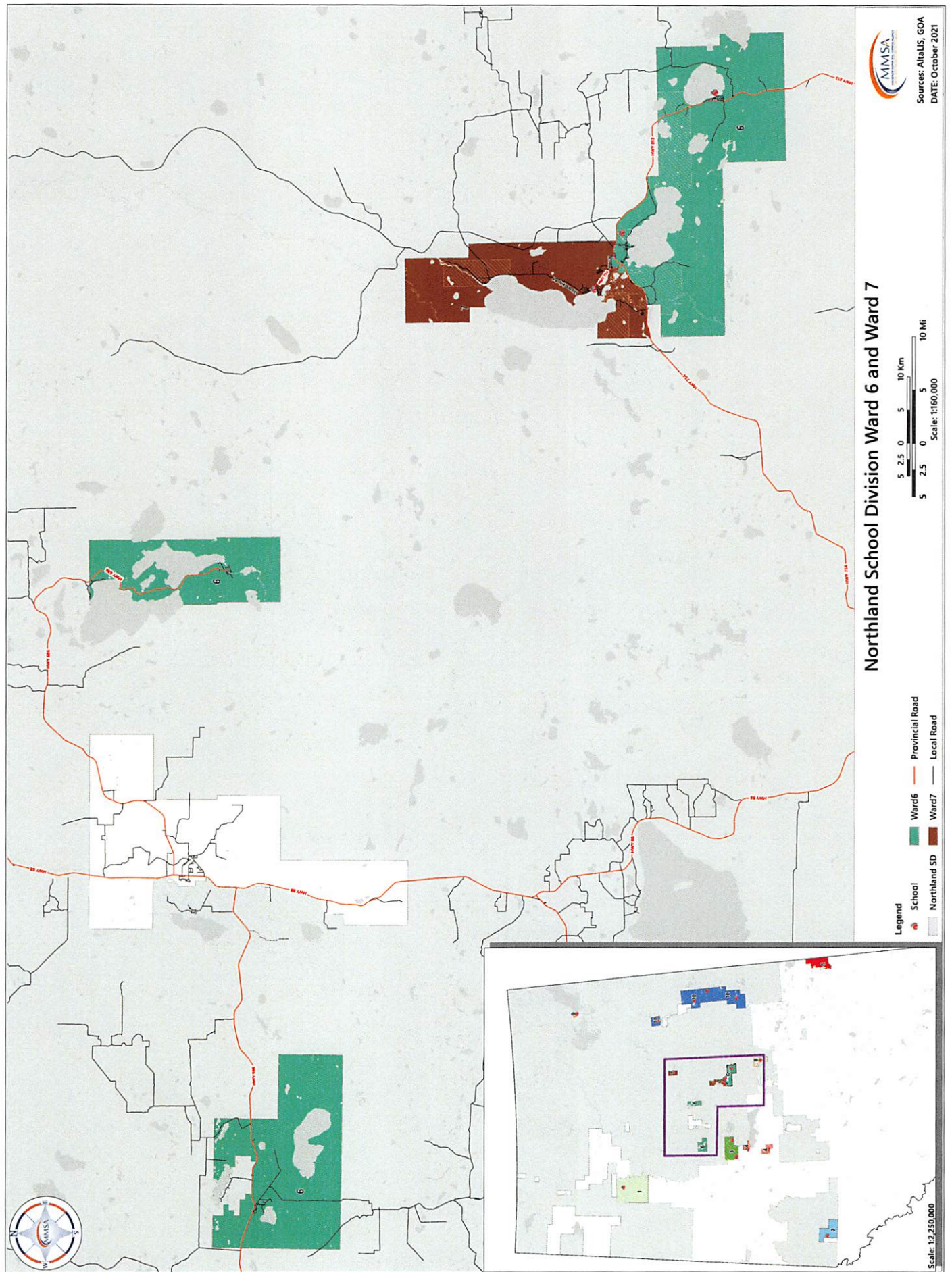
The Northland  
School Division

# TAB X

This is **Exhibit X** referred to in the Affidavit of  
DOUGLAS STEWART AIRD sworn before me on the  
29<sup>th</sup> day of November, 2021.

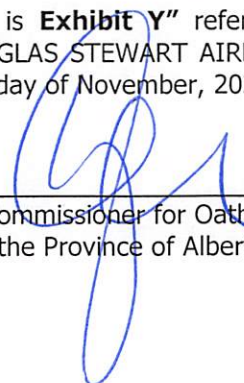
  
\_\_\_\_\_  
A Commissioner for Oaths in and  
for the Province of Alberta

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Kimberly E. Wasylenchuk  
Kimberly E. Wasylenchuk  
Barrister and Solicitor



# TAB Y

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DOUGLAS STEWART AIRD sworn before me on the  
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A Commissioner for Oaths in and  
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**Kimberly E. Wasylenchuk**  
**Barrister and Solicitor**

Oct 21, 2021

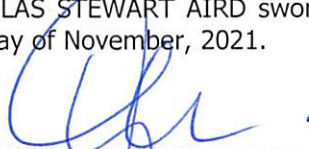
To Whom It May Concern

I Martina Merrier custodian at Mistassiniy School did notice @ 3:20 pm on Oct. 18, 2021 that the locking mechanism on the main entrance door was not working properly, releasing slightly, but enough to make the door lock. at this time I unlocked the door.

Martina Merrier

# TAB Z

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DOUGLAS STEWART AIRD sworn before me on the  
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\_\_\_\_\_  
A Commissioner for Oaths in and  
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)  
Kimberly E. Wasylenchuk  
Barrister and Solicitor

Oct 18 / 2021

Date

Sometime between 11:00 am and noon, I went over to Mistassiniy School to vote for the school trustee and found the front doors locked. Finally a student opened the front door so I could come in to vote.

Leonard Mineau H