

## LOCALLY DEVELOPED COURSE OUTLINE

Traditional Land Based Learning25-5

Traditional Land Based Learning35-5

Submitted By:

**The Northland School Division**

Submitted On:

**Nov. 18, 2019**

## Course Basic Information

<u>Outline Number</u>	<u>Hours</u>	<u>Start Date</u>	<u>End Date</u>	<u>Development Type</u>	<u>Proposal Type</u>	<u>Grades</u>
25-5	125.00	09/01/2019	08/31/2024	Developed	Authorization	G11
35-5	125.00	09/01/2019	08/31/2024	Developed	Authorization	G11

## Course Description

This course will provide opportunities for students to acquire, demonstrate, and reflect on their knowledge of traditional land use. The primary goal is to allow students to participate in experiential land use activities that are culturally relevant. The activities will provide students with an opportunity to articulate and expand their knowledge and skills. The intent is to complete the course in an outdoor camp setting with Elders/Knowledge Holders present and participating.

The outcomes of this course will address: traditional food gathering and preparation in an outdoor environment, development of environmental stewardship through an Indigenous lens, and knowledge and skill acquisition of wildlife, forestry and construction. Opportunities to demonstrate and reflect on culturally significant protocols and use of the Indigenous language (e.g. Cree) will be infused throughout this course. The general and specific learner outcomes in this course will reflect the input collected from the community.

This course requires a permanent outdoor recreation area on traditional lands and equipment to support the learning.

Students will interact with local Elders and Knowledge Keepers during this course.

## Course Prerequisites

Traditional Land Based Learning 25 prerequisites (complete any 3):

- First Aid/CPR with AED (HCS2020)
- Food Basic (FOD1010)
- Workplace Safety Systems (HCS3000)
- First Responder 2 (HCS3030)
- Construction Tools & Materials (CON1010)
- Introduction to Stewardship (ENS1010)

Traditional Land Based Learning 35 prerequisite:

- Traditional Land Based Learning 25

## Sequence Introduction (formerly: Philosophy)

A goal for students is to be strong in identity, healthy and successful. Providing a locally developed course in Land based learning from a traditional perspective will support students in attaining this goal. Land based learning is a way for Elders and Knowledge Holders to share their traditions and cultural values with students through shared experiences. Land based learning will assist students in acquiring knowledge and skills that can be utilized in their daily lives and beyond. The purpose is to present a course that will not only enhance cultural identity and traditions, but also embrace technology while providing sustainable ways of living in the community.

## **Student Need (formerly: Rationale)**

There is a need to provide promising practises that effectively support the well-being, participation, engagement and achievement in education for Indigenous students and non-Indigenous students. Providing Land Based learning opportunities for students, from a traditional perspective, will help responsive educators to achieve this goal. The Truth and Reconciliation commission has called for action, so offering a course in Land based Learning is a way forward. This course will:

- Advance the bridging of Indigenous and Western knowledge.
- Promote the modelling of land and place based teaching pedagogy and practices.
- Increase high school credit attainment rates for Indigenous students.
- Include students and community in wetlands and fire management research.
- Encourage Indigenous students to enrol and participate in science related careers and occupations.
- Develop pride in culture, tradition, language, and livelihoods.

## **Scope and Sequence (formerly: Learner Outcomes)**

Students will illustrate their ability to become engaged, ethical and entrepreneurial citizens by utilizing a variety of knowledge and skills such as: critical thinking, problem solving, communicating, incorporating technology and adapting to change. This course will provide a foundation for Indigenous students to embrace their cultural heritage while at the same time provide opportunities for them to extend their knowledge and attain high school credits. It may open gateways for careers in forestry, environmental studies, and science based careers.

## **Guiding Questions (formerly: General Outcomes)**

- 1 Identify traditional foods and plan, prepare and evaluate preparation methods.**
- 2 Demonstrate and foster environmental stewardship and study the interrelationships between plants, animals and humans from a holistic perspective.**
- 3 Develop spatial awareness, mapping skills, and survival skills in a traditional wilderness setting.**
- 4 Assist in the construction of various structures to help in the development of an outdoor recreation area.**
- 5 Interact with local Elders and Knowledge Keepers to further student understanding and appreciation of traditional perspectives.**



## Learning Outcomes (formerly: Specific Outcomes)

<b>1 Identify traditional foods and plan, prepare and evaluate preparation methods.</b>	25-5 35-5
1.1 Demonstrate safe and sanitary practices of food handling in an outdoor setting	X
1.2 Utilize a variety of outdoor cooking methods: open fire, coals, propane & smoking	X
1.3 Employ methods of safe handling of tools, equipment & supplies	X
1.4 Employ methods to properly store food outdoors	X
1.5 Competently execute meal planning & purchasing supplemental food supplies for an extended outdoor camp	X
1.6 Describe factors that determine availability of food.	X
1.7 Plan, prepare and serve at least one traditional food considering traditional cooking methods and serving protocols.	X
1.8 Describe traditional food patterns and customs and when and how they are used.	X
1.9 Employ methods to prepare and preserve traditional food from bush to table.	X
1.10 Employ methods of safe handling of tools, equipment & supplies.	X
1.11 Demonstrate safe and sanitary practises of food handling in an outdoor setting.	X
1.12 Employ methods to properly store foods outdoors.	X
1.13 Explore traditional food preservation method.	X
1.14 Plan, prepare and serve at least three traditional foods (depending on availability) considering traditional cooking methods and serving protocols	X

<b>2 Demonstrate and foster environmental stewardship and study the interrelationships between plants, animals and humans from a holistic perspective.</b>	25-5 35-5
2.1 Interact with Elders and Knowledge Keepers to share what they know about living on the land through their experiences and knowledge and be prepared to extend their learning from this knowledge sharing their experiences.	X
2.2 Identify and describe the cultural significance of local species and traditional land areas.	X
2.3 Interact and listen to Elders/ Knowledge Keepers about the Spiritual connections with the land and begin to form opinions regarding their significance.	X
2.4 Find and describe two local medicinal plants and their use.	X
2.5 Identify solutions that promote sustainability of wildlife and their habitat on traditional lands.	X
2.6 Identify and describe how Indigenous culture is reflected/connected with the land and environmental stewardship.	X
2.7 Investigate best practices that could be implemented on traditional lands to promote forest health, ecosystems.	X
2.8 Investigate and describe how interacting with the land promotes health and wellness.	X
2.9 Select and analyze the benefits of three local medicinal plants.	X
2.10 Investigate and analyze the impact that Indigenous people have on promoting the management of wildlife on their traditional lands.	X

<b>3 Develop spatial awareness, mapping skills, and survival skills in a traditional wilderness setting.</b>	25-5 35-5
3.1 Learn and use traditional methods of navigation by following the teachings of an Elder/ Knowledge Keeper.	X
3.2 Use map/compass and GPS to navigate in a traditional wilderness setting.	X
3.3 Use gathered GPS data and ArcGIS to produce story maps of their traditional lands.	X

3.4 Demonstrate use of one traditional navigational technique and one technological navigational technique in a wilderness area.	X
3.5 Demonstrate safety in navigating a traditional wilderness area.	X
3.6 Use GPS to collect data points, and ArcGIS to produce maps of: spiritually significant areas, location of medicinal plants and berry picking areas and detail of wilderness recreation area.	X
3.7 Investigate and discuss information from maps and digital imaging and how they compare.	X
3.8 Observe and practice safety and survival skills while conducting a “day” excursion on traditional lands.	X
3.9 Plan and conduct a “day” excursion on traditional lands.	X
3.10 Construct a weather-proof shelter using materials available on traditional lands.	X

<b>4 Assist in the construction of various structures to help in the development of an outdoor recreation area.</b>	25-5 35-5
4.1 Students will follow all safety guidelines as specified by qualified log builder.	X
4.2 Identify and describe requirements and characteristics of building logs.	X
4.3 Describe and practice making basic log joints used in log construction.	X
4.4 Identify and select the required tools and materials to complete the following project.	X
4.5 Develop basic log construction skills by building and finishing a log structure.	X
4.6 Students will follow all safety guidelines as specified by qualified log builder.	X
4.7 Apply basic log construction techniques to assist in the building of a log structure on traditional lands.	X
4.8 Identify and describe foundation options for a small log structure.	X



4.9 Identify and select required tools and materials to complete log structure.	X
4.10 Apply knowledge of log materials, planning and construction techniques to assist in the production of a log structure that can be utilized for traditional activities.	X

<b>5 Interact with local Elders and Knowledge Keepers to further student understanding and appreciation of traditional perspectives.</b>	25-5 35-5
5.1 Demonstrate knowledge of procedure for drying meat following instruction from Elder/Knowledge Keeper.	X
5.2 Assist in the construction of a dry meat rack.	X
5.3 Demonstrate ability to prepare meat for drying.	X
5.4 Assist in the preparation of the smoking process.	X
5.5 Illustrate safety and appropriate work behaviours through clean-up of site and restoration.	X
5.6 Observe and learn how to hunt and track game through interaction with Elders/Knowledge Keepers.	X
5.7 Review procedure for tanning and hide making with Elder/Knowledge Keeper.	X
5.8 Assist in constructing a rack for tanning hide following direction of an Elder/Knowledge Keeper.	X
5.9 Demonstrate use of tools required for tanning and hide making.	X
5.10 Illustrate safety and appropriate work behaviours through clean-up of site and restoration.	X

## Facilities or Equipment

### Facility

Permanent outdoor recreation area on traditional lands

Facilities:

## **Equipment**

- Class set (12) GPS units
- Class set: (12) Tablets/iPads
- Subscription to ArcGIS
- Access to log building tools
- Outdoor cooking equipment for large groups
- Personal Protection Equipment (PPE) may be required for some activities

## **Learning and Teaching Resources**

No specific resources are required for this course.

## **Sensitive or Controversial Content**

None identified.

## **Issue Management Strategy**

## **Health and Safety**

All students will have a current standard first aid certificate.

Appropriate precautions will be taken when students are in a wilderness setting (eg. site inspection prior to students working in the area) . School division policies regarding field trips will be followed. Elders/Knowledge Keepers will be on site to assist. Firearms will not be handled by students.

Log building aspect of the course will be delivered by a local log building company under the direct supervision of a certified teacher.

## **Risk Management Strategy**

## **Statement of Overlap with Existing Programs**

### **Provincial Courses with Overlap and/or Similarity**

Aboriginal Studies 10-20-30

### **Identified Overlap/Similarity**

Similar topics exist in the locally developed course and the provincial course sequence.

### **Reasoning as to Why LDC Is Necessary**

Traditional Land Based Learning is required as a locally developed course as it extends and complements the provincial courses with a unique perspective for the student.

## **Student Assessment**

No specific student assessments required for this course.

## **Course Approval Implementation and Evaluation**

No unique processes for review of this locally developed course.





## Superintendent's Report

### Administrators Meeting March 20<sup>th</sup>

1. Business items
  - a. Calendars for 25-26, 26-27 years
  - b. Policy 1 "we value" statement internal video / picture
  - c. Esports
2. Special Guest (Dr. Kirk Savage, SNAP math)
3. Business items II
  - a. Staffing
  - b. Teacher Evaluations / contracts
  - c. Program Unit Funding
  - d. English as an additional language support
  - e. Low incidence support and services
  - f. Social Studies curriculum feedback

12 to 1 Lunch

1-2 Learning Services

### CASS

The Spring CASS (College of Alberta School Superintendents) Learning Conference was held March 20<sup>th</sup> to 22<sup>nd</sup>. In keeping with past events, the sessions offered were excellent as were the opportunities provided to work with other people from other school divisions. I was able to attend sessions on student mental health, mentorship, and community partners. Additional time was reserved for guided conversations in roll-a-like groups.

### Administrative Staff Welcome

To be detailed in the meeting.



## **New School Support letters from the Town of Valleyview and MD of Greenview**

On April 3<sup>rd</sup>, the two Valleyview Trustees and I met with the Town of Valleyview and the MD of Greenview to discuss plans for the new school. The Town of Valleyview has set aside monies to improve the road in front of the school and expressed their support for the overall design concept, including moving the public library to the community wing connected to the existing multiplex. The MD of Greenview provided firm support for the interconnectivity of the facilities and expressed their firm support for the project as a whole. We are thankful for the time the two councils set aside for consideration of the program and value their continued input, excitement and support for the project.





# Municipal District of **GREENVIEW**

April 10, 2024

Northern Gateway School Board

**Attention: Whom it May Concern**

**Subject: Northern Gateway School Development in Valleyview Alberta**

I am writing on behalf of the Municipal District of Greenview Council to express our support for the development of a K-12 School with connectivity to the Greenview Regional Multiplex in Valleyview, Alberta.

The initiative to establish such a facility aligns with our community's commitment to educational excellence. We firmly believe that this endeavor will enhance the educational opportunities available to the students of our region and contribute significantly to their overall growth and development.

Please be assured of our support as you continue to work towards the realization of this important project. Should you require any further assistance or collaboration from our end, please do not hesitate to reach out.

Thank you for your dedication to providing quality education to the youth of our community.

Sincerely,

Tyler Olsen  
Reeve, MD of Greenview



**Town of Valleyview**  
4909 – 50<sup>th</sup> Street  
Valleyview, AB  
T0H 3N0

April 10, 2024

**Kevin Bird, Superintendent**

Northern Gateway Public Schools  
Box 840, 4816-49 Avenue  
Whitecourt, AB T7S 1N8  
780.778.2800  
[kevin.bird@ngps.ca](mailto:kevin.bird@ngps.ca)

**Subject: Letter of Support – New K-12 Public School for Town of Valleyview**

Dear Mr. Bird,

The Town of Valleyview Mayor and Council are pleased to support Northern Gateway Public Schools (NGPS) endeavors to provide a new K-12 public school for the Town of Valleyview (Town) which is scheduled for completion in 2026. With these efforts by NGPS and, as per Resolution #24-08-124, the Town will, at our costs up to an approved budget of \$1.5M, upgrade 56<sup>th</sup> Avenue to ensure an unimpeded bus route to meet the access needs of both bus and parental traffic for this new school.

This letter of support from the Town for the new Town of Valleyview K-12 public school, along with our commitment of \$1.5M to upgrade 56<sup>th</sup> Avenue, can be utilized towards future grant funding applications and provides weighted proof and serious intent towards the construction of this new public school. Additionally, Town Council has also committed to moving the Valleyview Municipal Library from its current downtown location to the new school as per Resolution #24-08-127.

Sincerely,

Vern Lymburner, Mayor  
Town of Valleyview



4909-50<sup>th</sup> Street,  
Box 270, Valleyview, AB T0H 3N0  
T: (780)524-5150  
[www.valleyview.ca](http://www.valleyview.ca)



# We Deliver!

## 2023 Annual Report



### Message from the Board Chair

**We deliver!** That's the theme of this year's annual report and it fits. The past year was incredibly accomplished, and I am grateful to my fellow board members for their contributions in guiding Yellowhead Regional Library staff. Thank you for your service.

**We deliver on our Plan of Service.** The ambitious plan outlines four pillar goals, and progress was made through 2023 on each.

**We deliver advocacy.** YRL demonstrated significant leadership last year as a key participant in the library systems advocacy committee. Efforts to demonstrate the value of libraries to elected officials resulted in a five per cent increase in Provincial funding and adoption of more current population data. Plus, we gave 11 presentations to municipal councils and 22 presentations to municipal library boards to further enhance their understanding of YRL's return on investment to them.

**We deliver websites.** All member library websites were upgraded to a new platform, providing better cybersecurity and functionality. To help those for whom English is a second language, each website has the ability to be translated into any language.

**We deliver professional development.** The Stronger Together Conference was presented in a unique format, virtual and in-person, with great results. We partnered with Northern Lights, Parkland Regional and Peace Library Systems to present two days of terrific content. A third day, presented by the Alberta Library Trustees' Association, helped library board members make connections and discuss important issues.

**We deliver materials.** With the last of the new library vehicles purchased, the YRL fleet is up-to-date and on the road. More than 2,400 van runs were made, delivering nearly two million resources to member libraries and beyond.


**We deliver value.** Together the collective buying power and resource sharing of the regional library system gives every library in our area access to the world of information, entertainment and knowledge.

**We deliver for good.** Libraries are the heart of our communities. They offer an open, free, welcoming space for everyone.

I'm very proud of the efforts of the entire board and staff of YRL, and look forward to great things in 2024.

#### **Hendrik (Hank) Smit**

*Chair, Yellowhead Regional Library Board of Trustees*



**“Overall, the staff and board of YRL focused on the deliverables in the first year of this plan of service, with the goal of ensuring supportive services from YRL so that the libraries can support their communities. Priorities shifted as the environment changed, partnerships were grown, and pilot programs developed.”**

*Karla Palichuk  
Director*



## PUBLIC LIBRARY INTERACTIONS

**41** Visits    **110** In-person Consultations    **1,295** Virtual Consultations

## SCHOOL LIBRARY CONSULTATIONS

**13**

In-person Visits

**206**

Virtual Interactions



**DELIVERIES**  
**204** Per Month    **2,448** Per Year  
**1,948,100** Items Moved

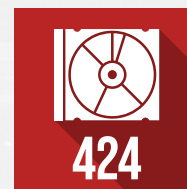
## COLLECTIONS



Total Print Materials



eResources



Total Non-print Materials

“The Library Development Services team provided enhanced training and resources, outreach and services to our school libraries, and supported our public libraries, through their celebrations and challenges, as a hub for connection and learning. We are dedicated to the promotion and use of YRL services — from eResources to high-quality training — to be a foundation for the excellent library services offered to patrons within the YRL region.”

*Jessica Knoch*  
 Manager, Library Development Services

“With a focus on increased efficiency and community impact, Technology Services spearheaded projects, like new websites that can be translated into the language of your choice, and implemented solutions to position YRL and its libraries for sustained success in an ever-evolving landscape of information access and technology.”

*Stephanie Thero*  
 Manager, Technology Services



## INDIGENOUS SERVICES



Program  
and  
Initiative  
Hours



In-library or  
Community  
Programs

## TRAINING

**18**  
EVENTS  
HELD

**1,242**  
PARTICIPANTS  
TRAINED

## INFORMATION TECHNOLOGY

Helpdesk  
Tickets  
Resolved:

**1,632**

Website Visits:

**10,858**

System Catalogue Visits:

**1,661,256**



“In order to connect library collections to patrons, Collections and Resource Sharing staff facilitated the movement of more than 1.9 million items through YRL in 2023. To strengthen the Coordinated Collection Development tool, we invited two other library systems to share in the tool to generate sustainable funding for future innovations.”

*Jocie Wilson*  
Manager, Collections and Resource Sharing



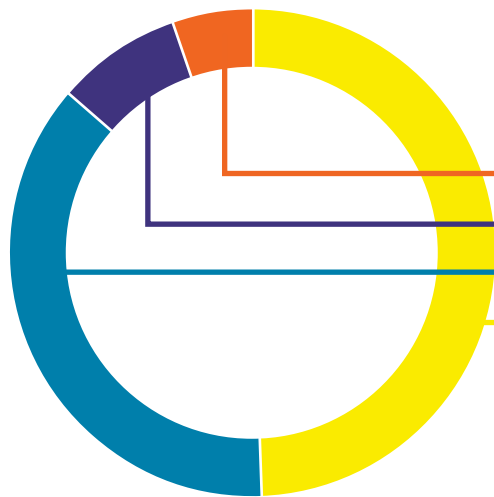
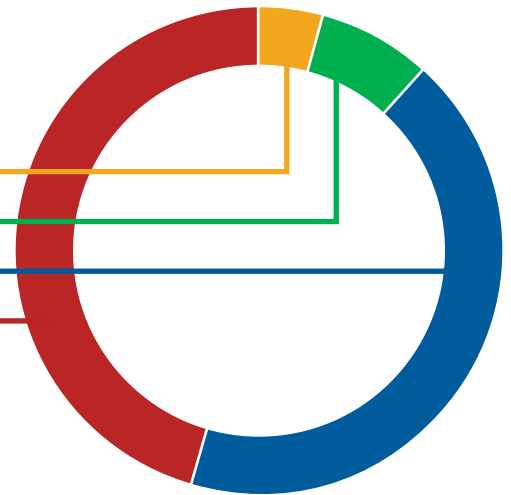
“In Administrative Services, we focused on getting a new vehicle for our fleet and maintaining our building premises to keep our core operations safe and secure.”

*Wendy Sears Ilnicki*  
Deputy Director and  
Manager, Administrative Services



### Revenue

School Levies	\$147,278 (4.2%)
Contract Services	\$261,989 (7.5%)
Provincial Government	\$1,493,214 (43.0%)
Municipal Levies	\$1,574,103 (45.3%)
<b>Total</b>	<b>\$3,476,584</b>



### Expenses

Administration	\$197,944 (5.4%)
Building and Capital	\$308,160 (8.4%)
Direct Services	\$1,354,594 (36.8%)
Staffing	\$1,816,505 (49.4%)
<b>Total</b>	<b>\$3,677,203</b>

## Yellowhead Regional Library

#### Mailing Address

Box 4270, Spruce Grove, AB T7X 3B4

#### Building Location

433 King Street, Spruce Grove, AB T7X 2C6

#### Phone

780-962-2003

#### Toll-free

1-877-962-2003

[yrl.ab.ca](http://yrl.ab.ca)



## Board Policy 2 – Appendix A

# Board Annual and Term Work Plans

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## **ANNUAL WORK PLAN**

### **SEPTEMBER to JUNE**

- Conduct Board Meetings (Policy 7, Section 2)
- Review Monthly Fiscal Accountability Reports

### **SEPTEMBER**

- Conduct a Committee of the Whole Meeting (in Non-election Years)
- Conduct the Organizational Meeting (in Non-Election Years) (Policy 7, Section 1)
- Set the School Tours Schedule
- Review the PSBAA Fall AGM Agenda
- Host the Annual Employee Appreciation Evening (September or October)
- Review the Year-end Suspension Report
- [ASBA Awards Deadline](#)

### **OCTOBER**

- Conduct the Organizational Meeting (in Election Years)
- Conduct a Board Orientation (in Election Years)
- Review the Annual School Council Reports (Policy 2, Section 2.7)
- Review the ASBA Proposed Position Statements
- Host the Annual Employee Appreciation Evening (September or October)
- [ASBA Long Service Awards Deadline](#)

### **NOVEMBER**

- Approve the Annual Education Results Report (AERR) (Policy 2, Section 1.10)
- Approve the Audited Financial Statements (Policy 2, Section 4.7)
- Conduct the School Results Review (November/December)
- Review and accept the School Operational Viability Report (Policy 15)
- Receive the Annual Community Engagement Plan

### **DECEMBER**

- Approve the Borrowing By-law
- Conduct the School Results Review (November/December)
- Conduct a Committee of the Whole Meeting (following School Results Review)
- Identify Goals for the Advocacy Plan

## JANUARY

- [ASBA Honouring Spirit: Indigenous Student Awards Nominations](#)

## FEBRUARY

- Approve the Infrastructure Maintenance Renewal Work Plan (IMR)
- Identify Possible Position Statements for ASBA Fall General Meeting
- Determine Need for Board Self-Evaluation/Review Previous Evaluation (Policy 7, Section 11)
- Conduct the First Finance Committee Meeting
- Receive the Advocacy Plan
- Contribute to the Three-Year Educational Planning Process
- [ASBA Friends of Education Award Discussion](#)

## MARCH

- Approve the Three-Year Capital Plan (Policy 2, Section 4.8)
- Approve All Board-Directed Fees (Policy 2, Section 4.3)
- Conduct a Committee of the Whole Meeting (following school tours)
- [ASBA Edwin Parr and PSBAA Awards Deadlines](#)

## APRIL

- Approve the School Calendar (Policy 2, Section 5)
- Conduct the Second Finance Committee Meeting to Discuss Provincial Budget (April or May)
- Review the Draft Three-Year Education Plan (Policy 2, Section 1.10)

## MAY

- Approve the Division Budget (Policy 2, Section 4.2)
- Approve the Three-Year Education Plan (Policy 2, Section 1.10)
- Set Board Regular/Organizational Meeting Dates, Results Review Dates, and Workshop Dates
- Review the ASBA Proposed By-Law Changes and Budget
- Attend the ASBA Zone 2/3 Awards Ceremony

## JUNE

- Receive the Superintendent's Annual Review of the SLQS
- Conduct a Committee of the Whole Meeting
- [ASBA Awards Discussion](#)

## TERM WORK PLAN

### DECEMBER – Year 3 (by December 31, 2024)

- Review and Confirm Ward Boundaries  
Policy 19, Section 4: The Board shall pass a by-law to reaffirm ward and subdivision boundaries, or if necessary, adjust boundaries, within the first three years of a term of office.

## **AWARDS DEADLINES**

### [Alberta School Boards Association \(ASBA\)](#)

September	Community Engagement Award
September	Honourary Life Member Award
September	School Board Innovation and Excellence Award
October	Long Service Awards
February	Honouring Spirit: Indigenous Student Awards
March	Edwin Parr Teacher Award
March	Friends of Education Award
June	Zone Appreciation Award

### [Public School Boards' Association of Alberta](#)

March	Advancing Association Business and Initiatives
March	Long Service Awards
March	Special Contribution to Public Education
March	Special Contribution to Public Education: Media
March	Dick Baker Legacy Award

References:	Education Act -- Sections 33, 51, 52, 53, 54, 60, 67, 139, 222
	Fiscal Planning and Transparency Act
	Local Authorities Elections Act
	Borrowing Regulation
	Disposition of Property Regulation
	Early Childhood Services Regulation
	Investment Regulation
	School Fees Regulation
	Truth and Reconciliation Commission Calls To Action