NORTHLAND SCHOOL DIVISION No.61

Board Agenda

BOARD MEETING NO. 13 - 07

MAY 23, 2013

PEAVINE INN
HIGH PRAIRIE, AB

BOARD MEETING NO. 13 - 07
Peavine Inn, High Prairie
May 23, 2013

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A. CALL TO ORDER

1. Opening Prayer

B. GENERAL BUSINESS

1. Adopt Agenda
2. Adopt Minutes
   - 2.1 April 25, 2013 – Regular Meeting 1
   - 2.2 May 8, 2013 – Special Meeting 11

C. PRESENTATIONS

9:30 a.m. Randy Chernipeski
10:00 a.m. Mike Flieger
11:00 a.m. Geoff Petley-Jones

D. NEW BUSINESS

1. Superintendent's Report 13
   - 1.1 Correspondence
     - 1.1.1 From Education Minister dated April 17, 2013 Re: the Education Act.....15
     - 1.1.2 Education Business Plan 2013 – 16 17
     - 1.1.3 Ministerial Order No. 001/2013 21
     - 1.1.4 From EDC Communications dated May 6, 2013 re: Alberta gives more students hands-on learning opportunities 27
     - 1.1.5 From Education Minister dated May 10, 2013 re: Stakeholder column Round-Up 29
   - 1.2 News Articles
     - 1.2.1 The Fever dated April 25, 2013 – St Theresa Science Fair attracts participants, spectators 35
     - 1.2.2 The Fever dated April 25, 2013 – Peerless Lake Students get peek into working politics in Ottawa 37
     - 1.2.3 The Fever dated April 25, 2013 – Grouard School uses video game for learning 39

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E. BOARD COMMITTEES

1. EDUCATION COMMITTEE

2. PERSONNEL COMMITTEE

3. FINANCE MAINTENANCE TRANSPORTATION COMMITTEE

4. COMMITTEE INFORMATION ITEMS

3.1 EDUCATION COMMITTEE

3.2 PERSONNEL COMMITTEE

3.3 FINANCE MAINTENANCE COMMITTEE

4. AD HOC COMMITTEE

F. LOCAL SCHOOL BOARD COMMITTEE MINUTES

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G. IN CAMERA SESSION

H. INFORMATION ITEMS

I. CLOSING PRAYER

J. ADJOURN

MINUTES OF THE NORTHLAND SCHOOL DIVISION NO. 61 BOARD OF TRUSTEES REGULAR MEETING ON APRIL 25, 2013 AT THE DIVISIONAL OFFICE, PEACE RIVER, ALBERTA

	MEMBERSHIP	
✓	Colin Kelly	• Chairman
x	Nora Yellowknee	• Advisory Board Member – Bigstone Cree Nation
✓	Jeff Chalifoux	• Advisory Board Member - Grouard
✓	Elmer Gullion	• Advisory Board Member – Trout Lake
x	Julia Cardinal	• Advisory Board Member – ADCS
✓	Ken Shaw	• Advisory Board Member – Gift Lake
✓	Donna Barrett	• Superintendent of Schools
✓	Don Tessier	• Associate Superintendent
✓	Dennis Walsh	• Secretary-Treasurer
✓	Rick Baier	• Director of Support Services
✓	Wes Oginski	• Director of Human Resources
✓	Ann Rosin	• Executive Assistant
x	Lisa Heitkoetter	• Executive Secretary
	GUESTS	
	Curtis Walty	• Communications Coordinator
	Delores Pruden	• Supervisor of FNMI Programming
	Sherrie Buchner	• Supervisor of Technology
	Brian Dewar	• Principal, Little Buffalo School
	Elizabeth Coldbeck	• Project Coordinator Center for Health Promotion Studies
	Melaney Sexsmith	• Health Promotion Coordinator, Alberta Health Services

CALL TO ORDER — The Chairman called the meeting to order at 9:50 a.m.

OPENING PRAYER — Elmer Gullion gave the opening prayer.

ADOPT AGENDA — 23340/13 — Colin Kelly moved that the Board of Trustees adopt the agenda with the following additions.

Presentations
- Discussion on Gift Lake Sod Turning Ceremony

Finance Maintenance Transportation Committee
3. 6 Transportation Committee Update
3.7. Maintenance Review Report (Draft)

Education Committee
4.1.1. FNMI Committee Update

CARRIED

MINUTES – MARCH 21, 2013.

23341/13 Colin Kelly moved that the Board of Trustees approve the minutes of regular meeting of March 21, 2013 as presented.

CARRIED

PRESENTATION BY BRIAN DEWAR
10:00 – 10:15 A.M.

Brian Dewar, Principal, Little Buffalo School presented Richard Baier, Director of Support Services with a certificate, acknowledging and thanking him for the assistance provided to the Little Buffalo students and staff during their maintenance issues at the school. A Helping Hand award in Richard's name will be given to the student who is the most helpful; $400.00 per year for the next four years has been set up.

PRESENTATION BY SHERRIE BUCHNER
10:15 A.M. – 10:50 A.M.

Sherrie Buchner, Supervisor of Technology spoke to the Board about a program called Career Cruising which helps students choose careers that interest them. This program gives students ideas and possibilities to assist them in determining the type of career they would like to pursue. Students answer a series of questions about their skills, interests and learning styles and the program tries to match up careers that may be suitable to the student. The student can then read more about those careers.

PRESENTATION BY ELIZABETH COLDBECK AND MELANEY SEXSMITH
10:55 A.M. – 11:40 A.M

Elizabeth Coldbeck, Project Coordinator Center for Health Promotion Studies, Universality of Alberta and Melaney Sexsmith, Health Promotion Coordinator, Alberta Health Services Slave Lake spoke to the Board on the Alberta Healthy School Community Wellness program.

This is a partnership between the University of Alberta and the Government of Alberta and their objective is to address the health and wellness of school age children in Alberta. Since healthy people learn better, they feel that schools can directly influence student's health and behavior by encouraging healthy lifestyle choices and incorporating health into all aspects of school and learning. Grants available are:

- General wellness grants
- District readiness: $55,000 over next three years
- Healthy relationship – looking at high school wellness
- High school wellness - looking at changing curriculum relating to wellness.
- Student leadership – K-12: student led changes

Melanie Sexsmith spoke to the Board on some of the projects she has been involved with in Northland School Division as well as some of the ways to implement health and wellness in the schools:

- Identifying a health champion in each school
- District level committee as well as a school level committee
- Putting wellness on every agenda (staff) schools and central office
- Event – Mistassiniy Science Fair – display of sugar shocker, display of pigs lungs to show the effects of smoking,
- Health promotion – information on STIs and pamphlets

RECESS FOR LUNCH
11:50 A.M. 1:05

The meeting recessed for lunch at 11:50 a.m. and reconvened at 1:05 p.m.

SUPERINTENDENT'S REPORT	23342/13	Colin Kelly moved that the Board of Trustees approve the Superintendent's Report as presented and attached. CARRIED
CHAIRMAN'S REPORT	23343/13	Colin Kelly moved that the Board of Trustees approve the Chairman's Report as presented and attached. CARRIED
SECRETARY – TREASURER'S REPORT	23344/13	Colin Kelly moved that the Board of Trustees approve the Secretary Treasurer's Report as presented and attached. CARRIED
DONATION TO ABORIGINAL POW WOW TO RECOGNIZE GRADUATES	23345/13	Colin Kelly moved that the Board of Trustees approve the donation of $2,000 to the Pow Wow being held to recognize high school graduates in Peace River on June 8 & 9, 2013, with $500.00 from these funds being utilized as a Northland give-away at the Pow-Wow. CARRIED
SELF-PACED LEARNING PROGRAM DELIVERY FOR SMALL HIGH SCHOOLS AND MISTASSINIY SCHOOL	23346/13	Colin Kelly moved that the Board of Trustees approve in principle the concept of using the self-paced learning approach of program delivery for our small high school programs, including Mistassiniy School, as attached. CARRIED

CONSULTATION SESSIONS RE: SELF-PACED LEARNING IN COMMUNITIES OFFERING HIGH SCHOOL PROGRAMS	23347/13	Colin Kelly moved that the Board of Trustees approve sessions be set up immediately to discuss the proposal of self-paced learning for secondary students, with the communities, LSBC, and staff in all communities that offer high school programs using the Community Engagement Framework, and that administration provide a progress report at each board meeting. CARRIED
JUNIOR HIGH PROGRAM AND DELIVERY – PILOT FOR JUNIOR HIGH SELF-PACED PROGRAM	23348/13	Colin Kelly moved that the Board of Trustees approve in principle the implementation of the recommendations relating to Junior High program and delivery and explore a pilot for the junior high self-paced program utilizing the Northland School Division Community Engagement Process, as attached. CARRIED
LOCALLY DEVELOPED COURSES: LEARNING STRATEGIES 15-25-35	23349/13	Colin Kelly moved that the Board of Trustees approve the following Locally Developed Courses as foundation courses of study at the high school level: - Learning Strategies 15, 25, 35 (3 and 5 credits) - Calgary Roman Catholic Separate School District No. 1 for the period of September 1, 2013 to August 31, 2014, - Reading 15, 25 (3 and 5 credits) - Calgary School District No. 19 for the period of September 1, 2013 to August 31, 2016. CARRIED
2013-2014 SCHOOL CALENDAR AND LITERACY PD DATES	23350/13	Colin Kelly moved that the Board of Trustees approve the 2013-2014 School Calendar and Literacy PD Dates as attached. CARRIED

PROCEDURE 428 – STAFF VACATIONS AND HOLIDAYS	23351/13	Colin Kelly moved that the Board of Trustees approve in principle, changes to Procedure 428, Staff Vacations and Holidays, as attached. CARRIED
PROCEDURE 508, REIMBURSEMENT OF EXPENSES	23352/13	Colin Kelly moved that the Board of Trustees approve housekeeping changes to Procedure 508, Reimbursement of Expenses, as attached. CARRIED
LITTLE BUFFALO WATER FEASIBILITY STUDY	23353/13	Colin Kelly moved that the Board of Trustees approve the proposed Little Buffalo Water Feasibility Study for use in future discussions with Aboriginal Affairs and Northern Development Canada (AANDC) as attached. CARRIED
IMR ALLOCATION	23354/13	Colin Kelly moved that the Board of Trustees approve the expenditure plan for IMR projects for the 2012-2013 school year, as attached. CARRIED
SLIP TANK FOR FUEL FOR CHIPEWYAN LAKE		Purchase of a Slip Tank, fuel pump and installation for Chipewyan Lake School be reviewed further for information relating to double walled/enviro tanks. CARRIED

DISPOSAL OF UNIT 216 – MOBILE HOME

23355/13 Colin Kelly moved that the Board of Trustees approve the disposal of Unit 216, a 1995, 3 bedroom mobile home (at the local landfill) in accordance with Section 200 of the School Act and division procedures.

CARRIED

COMMITTEE INFORMATION ITEM

23356/13 Colin Kelly moved that the Board of Trustees receive as information, the following:

- Student Transportation Association of Alberta – letter.
- School Bus Driver Recruitment & Retention Committee Update (Transportation Committee)
- FNMI Programming Audit Questionnaire

CARRIED

LSBC MEETING MINUTES RECEIVED

23357/13 Colin Kelly moved that the Board of Trustees receive the Local School Board Committee meeting minutes as information, as listed below:

LSBC NAME	DATE OF MEETING
Bishop Routhier	February 6, 2013
Chipewyan Lake	August 8, 2012
	September 13, 2012
	October 23, 2012
	November 14, 2012
	December 2, 2012
	March 12, 2013 (Special Meeting)
Fort McKay	March 11, 2013
Gift Lake	February 25, 2013
	March 11, 2013
Grouard	April 10, 2013
J. F. Dion	April 8, 2013
Keg River	February 26, 2013
Little Buffalo	February 20, 2013
Pelican Mountain	March 25, 2013
Susa Creek	March 11, 2013

Trout Lake	March 18, 2013 March 26,2013 (Special Meeting

CARRIED

ADMINISTRATIVE ACTION – LSBC MEETING MINUTES RECEIVED

23358/13 Colin Kelly moved that the Board of Trustees approve the action taken by the Administration with respect to Local Board Minutes received, as outlined below:

Committee	Motion No.	Action Taken
Bishop Routhier		As Presented
Chipewyan Lake		As Presented
Fort McKay		As Presented
Gift Lake		As Presented
Grouard		As Presented
J. F. Dion		As Presented
Keg River	4332/12-13	Exclude
Little Buffalo	010-12/13	Exclude
	012-12/13	Exclude
	Request	Administration
Pelican Mountain		As Presented
Susa Creek		As Presented
Trout Lake		As Presented

CARRIED

FOLLOW-UP ON PREVIOUSLY PULLED MOTION

23359/13 Colin Kelly moved that the Board of Trustees receive as information the follow-up list regarding previous motions pulled for Administrative Action, as attached.

CARRIED

COVERING MOTION – ANNUAL EDUCATION RESULTS REPORT/ANNUAL PLAN

23360/13 Colin Kelly moved that the Board of Trustees receive as information and refer to administration, all Local School Board motions which relate to Annual Education Results Report/Annual Plan

Committee	Date	Motion No.
Chipewyan Lake	Oct 23, 2012	#19

CARRIED

INFORMATION ITEMS

23361/13 Colin Kelly moved that the Board of Trustees receive as information the following:

a) List of Acronyms
b) Payment of Accounts

Cheque Numbers	
285164 - 285742	$2,696,078.69
400025351 - 400025565	$853,715.27
Total	$3,549,793.96

CARRIED

CLOSING PRAYER

Elmer Gullion gave the closing prayer.

ADJOURN

The meeting adjourned at 5:35 p.m.

Colin J. Kelly, Official Trustee

Dennis Walsh, Secretary-Treasurer

MINUTES OF THE NORTHLAND SCHOOL DIVISION NO. 61 BOARD OF TRUSTEES SPECIAL MEETING ON MAY 8, 2013 AT THE DIVISIONAL OFFICE, PEACE RIVER, ALBERTA

	MEMBERSHIP	
✓	Colin Kelly	• Chairman
✓	Dennis Walsh	• Secretary-Treasurer
✓	Ann Rosin	• Executive Assistant
✓	Lisa Heitkoetter	• Executive Secretary

CALL TO ORDER

The Chairman called the meeting to order at 11:25 a.m.

WAIVER

23362/13 Colin Kelly moved that the Board of Trustees waive Section 67 (4) of the School Act.

CARRIED

SUPPORT MOTION ON COLLECTIVE AGREEMENT

23363/13 Colin Kelly moved that the Board of Trustees support the adoption of the proposed four year Framework Agreement negotiated between the Province of Alberta Education Ministry and the Alberta Teachers' Association, as attached.

CARRIED

ADJOURN

The meeting adjourned at 11:30 a.m.

Colin J. Kelly, Official Trustee

Dennis Walsh, Secretary-Treasurer

CTS Actions and Activity since February

- Communication Technology - Digital Photography Kits, Five schools and support for Video Production at one school – Calling Lake, Little Buffalo, Kateri, ADCS, Bill Woodward and video at Mistassiniy school
- Fabrication – Welding, 3 schools – ADCS, Career Pathways Outreach, Dual Credit Mistassiniy
- Construction – Building Construction, Tools and Materials, Renovation, 4 schools – Peerless, Mistassiniy building model houses, Outreach doing classroom renovation project at NLC, Little Buffalo small projects to garage renovation
- Fashion Studies, 2 schools – Susa Creek, ADCS
- CTS Trailer – Operating much better now that the weather is warmer, far fewer service support calls
- School Visits – All high schools at least once since last presentation, some junior highs, all KTC high schools
- Teacher Trade Certification, Carpentry – Mike Mac Arthur and Colin McKay – Mike to Mistassiniy and Colin to Little Buffalo for fall 2013

Work with other Organizations

- NLC – Dual Credit, TOLKO Steering Committee
- ADLC – ADCS Pilot online Team Teaching
- Fort Vermillion SD – learning from their experience
- Skills Alberta – School visits, KTC, NSD – organized First Nations presenter to majority of schools
- Provincial Skills Competition - Try a Trade – 3 schools – one school dropped out at the last minute, continue to have more schools participate
- KTC and OSLI – Working with Paul Neethling and Beverly Barca
- NAIT, Grant MacEwan, Evaline Charles Academy – contacts for programs, support for our students, designer field trips
- Alberta Education – CTF Pilot – Career and Technology Foundations, grades 5 – 9 for 2014 pilot 2013, NSD will be involved
  - Dual Credit – how to access recent fund announcement
- Atoske Action Group – workforce planning for central communities of NSD

Time Line for Deliverables and Preparing Schools for CTS Fall 2013

- Photography kits, computers June
- Welding, Construction – credits June
- RAP Supervision July, August
- Mechanics, small engine 'Kit' June
- Data compiling, sharing May, June
- Focused CTS Conversations June, August, Sept.
- PD Opportunities Summer and on
- Kit production, curriculum & equip $ Summer, Fall
- Career Center 'computer' template
- CTF Pilot September


SKILLS
2013


CCM
Heaton
МЕТАЛЛУР


HOLLI
STER


3D Printing


BIG TIMB
ARCHERY & H
JTGD


Mathews
SOLOCAM
Catch us if you can

Athabasca Delta Community School

Programs and Initiatives 2012-13

Students: 250
Teaching Staff: 17
Paraprofessional Staff: 13

Belief Statement

At ADCS we believe:

- We teach to the entire child: physical, spiritual, emotional and mental.

- In a commitment to modeling life long learning

-In promoting healthy relationships between home, school, and community.

-In respecting culture and diversity to enrich learning.

Breakfast Program

Breakfast Program

- Carried out by ADCS staff volunteers as well as volunteers from the community.
- Funded by donation. We have had community members organize raffles in order to support it, as well as donations from private individuals and industry.
- On average, about 80 students make use of the program each day, with some days seeing as many as 120.
- A good tool for community engagement- various community organizations "do their part" and volunteer for a week on a 6 week schedule.
- Breakfast generally consists of whole wheat toast/jams, juices/milk, healthy cereals, with one hot breakfast per week (eggs, egg sandwiches, ham/bacon, etc.)

HS Foods Students preparing a special breakfast

Daily Physical Activity

Students at our Monday, Wednesday, Friday sports night

DPA (Daily Physical Activity)

- All students in our school have a, daily, Physical Education class. Plan is based on "Spark" by Dr. John Ratey. http://www.youtube.com/watch?v=hBSVZdTQmDs

- For elementary students (K-6) the block consists of 30 minutes. Coupled with (2) recesses of 15 minutes each and 25 minutes of play during lunch recess, we ensure that our students are active for atleast 1hour and 25 minutes per day. It is also important to

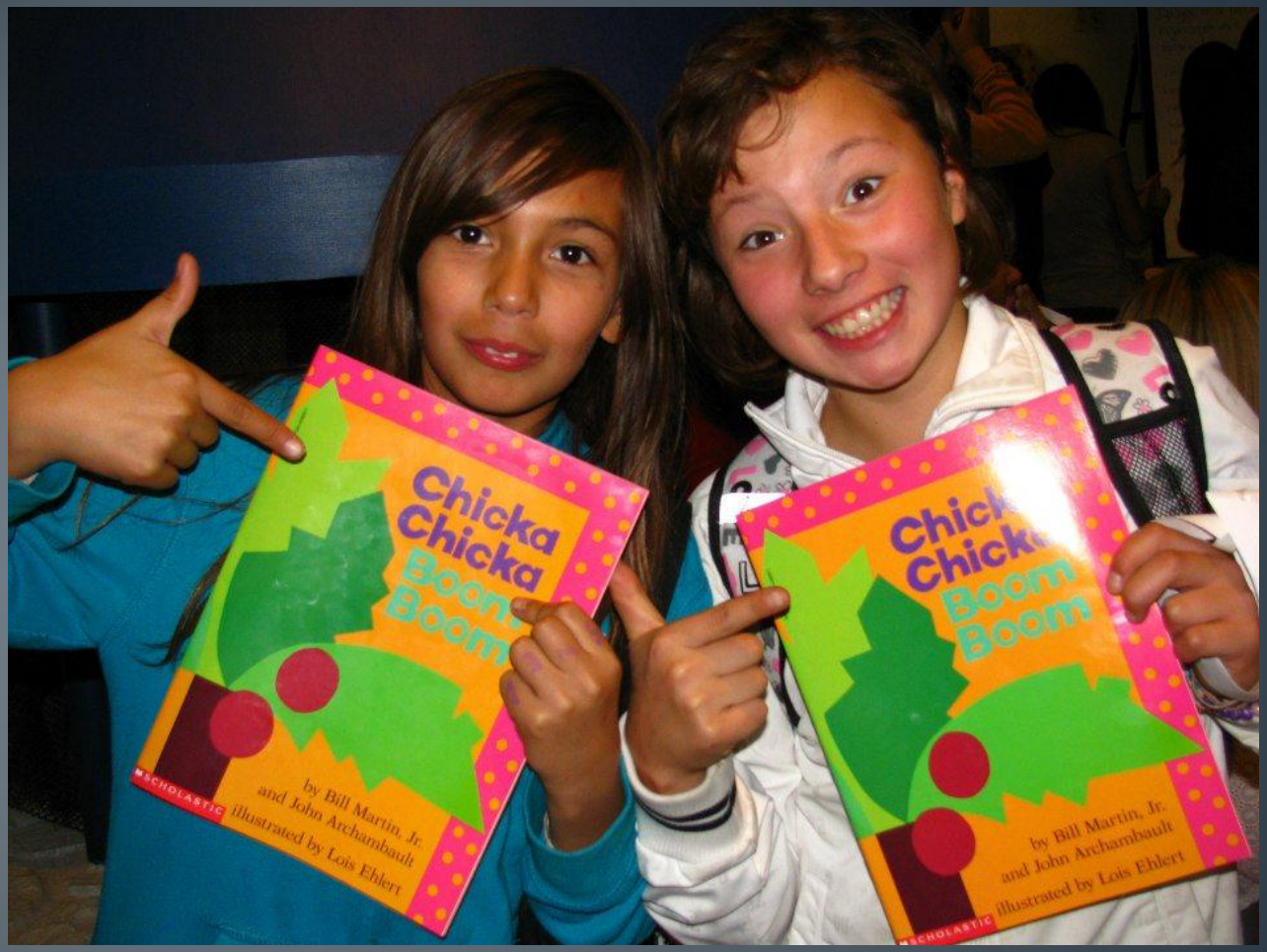
- Each K-6 class has their PE block scheduled prior to their Literacy Block as research tells us that movement and activity is integral to activating parts of the brain that will help students learn.

Daily Physical Activity

- Junior and Senior High School students are have 42 minutes of Physical Education on a daily basis, along with 40 minutes of free (or active) time during their lunch break.

- A gym divider curtain has been installed so as to allow for multiple classes to use the gym at once. This was purchased for our school through a donation by the Lake Athabasca Youth Council.

Divider donated by LAYC Athabasca Youth Council



Students showing off their books from Literacy Night

Literacy Programming

- The "Lit Lead" supports teachers in the implementation of the Daily 5 approach and serves as a researcher of sorts; she helps teachers discover and implement new, engaging practices, for teachers to use in their classroom.

- Our Literacy Program features a monthly Literacy Night where the community is invited to the school for storytelling and activities, an after school literacy program on Tuesdays and Thursdays.

Literacy Programming

- Our Literacy Program features a monthly Literacy Night where the community is invited to the school for storytelling and activities, an after school literacy program on Tuesdays and Thursdays.

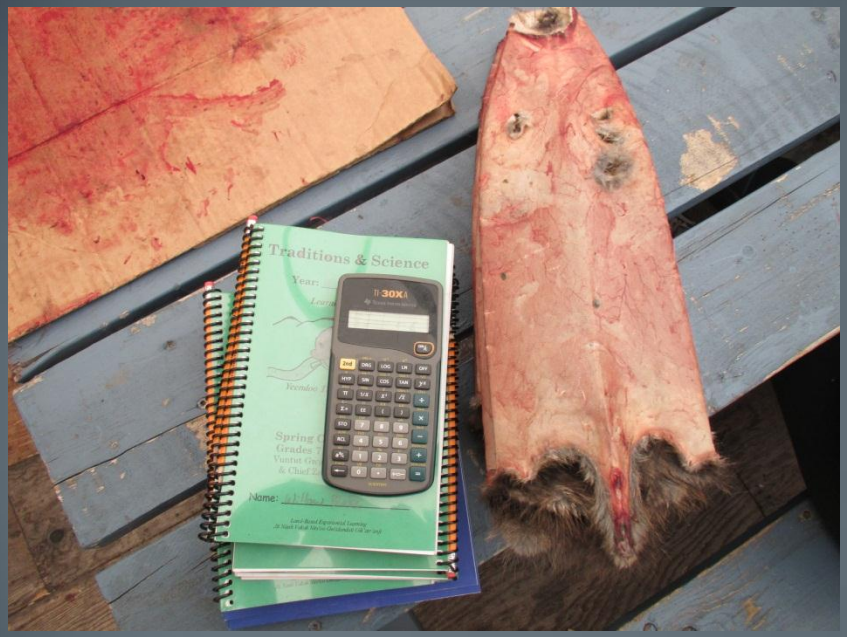
We have a designated Literacy room where students go for reading help. Afterschool, Ms. Banks hosts a Literacy Club where students are able to come and have a snack and participate in crafts that are related to their favorite books and other activities.

Teachers often go the extra mile to do their part for Literacy Night.

Representatives from FMPL are on hand to sign students up for library cards and other programs such as the Dolly Parton's Imagination Station.

Breakout themed sessions.

Experiential/Cultural Learning



Experiential/Cultural Learning

- ADCS has embarked on a year long mission to improve capacity in our staff so as to foster an increased culture of Experiential/Cultural Learning.

- History: Last year, our staff and students were given the opportunity to participate in a "culture camp" organized by Mikisew Cree First Nation. The goal of the camp was to have students observe, just how important, and relevant that traditional learning and elder's knowledge is.

- Scientists were on hand from U of A, Usask, U of MB as well as Parks/Environment Canada.


Coke

Experiential/Cultural Learning

- Having a “new”, young, staff many were hesitant to take part in the camp in that they were unsure of their skills on the land, or what each day would entail.

- For that reason, I supervised much of the camp with the help of the local volunteers, and what I observed was amazing: students were able to answer many of the questions that the scientists and elders posed to them. These were questions that students may not have answered in the classroom, not because they couldn’t, but perhaps because they are not engaged by that style of learning.

Experiential/Cultural Learning

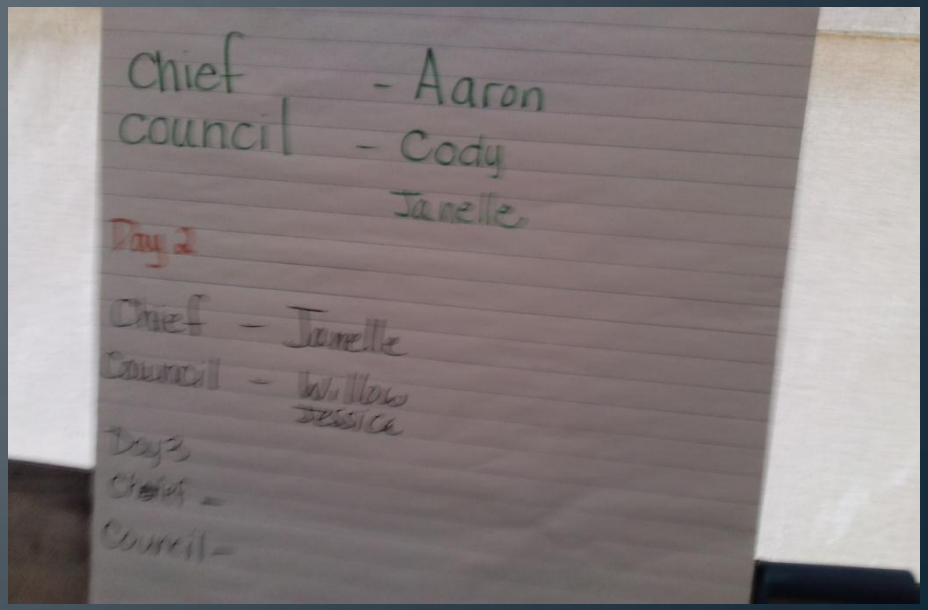
- Seeing what I did, I became convinced that we had to develop capacity in teachers in order to allow them to feel comfortable, as well as see the value, in Experiential/Cultural/Land Based Learning.

- Thus we have embarked on year long path in order to build relationships with community members/elder's who have valuable knowledge to share. In addition we have held Professional Development that saw teacher's being out on the land, interacting with local people, and building skills and awareness necessary to feel comfortable, allowing them to embrace this type of learning.

Experiential/Cultural Learning

- Experiential/Cultural Learning has been supported, in large part, by the Oil Sands Leadership Initiative. Through their support we have had access to an educational consultant, as well as other resources, that have helped to support this process.

- On April 10-16, I travelled to Old Crow, YK in order to participate in a Experiential/Cultural Camp which saw students out on the land for an entire week, completing lessons in canvas tents and putting newly acquired traditional knowledge to use.


Chief - Aaron
council - Cody
Janelle
Day 2
Chief - Janelle
Council - Willow
Jessica
Day 3
Chief -
Council -

Experiential/Cultural Learning

- Some of the lessons during the week were:

  1) Election of Chief and Council (social studies)
  2) Math/commerce using trapping
  3) Snowmobile Engine Repair (CTS)
  4) Math using Conservation practices
  5) Construction of Camp (CTS)
  6) Journal about the days Activities (ELA)
  7) Disections of Muskrats/Caribou (Biology/Science)
  8) Preparing cultural meals (CTS)

Project Based Learning

Project Based Learning

- Believing that students "learn by doing", we have tried to incorporate more and more hands on activities.
- In the past year, due to grants, ADCS was able to aquire $30,000 worth of materials for our school encourage hands on learning.
- Staff have also been encouraged to choose PD's related to this approach, so as to move toward a "school wide approach"

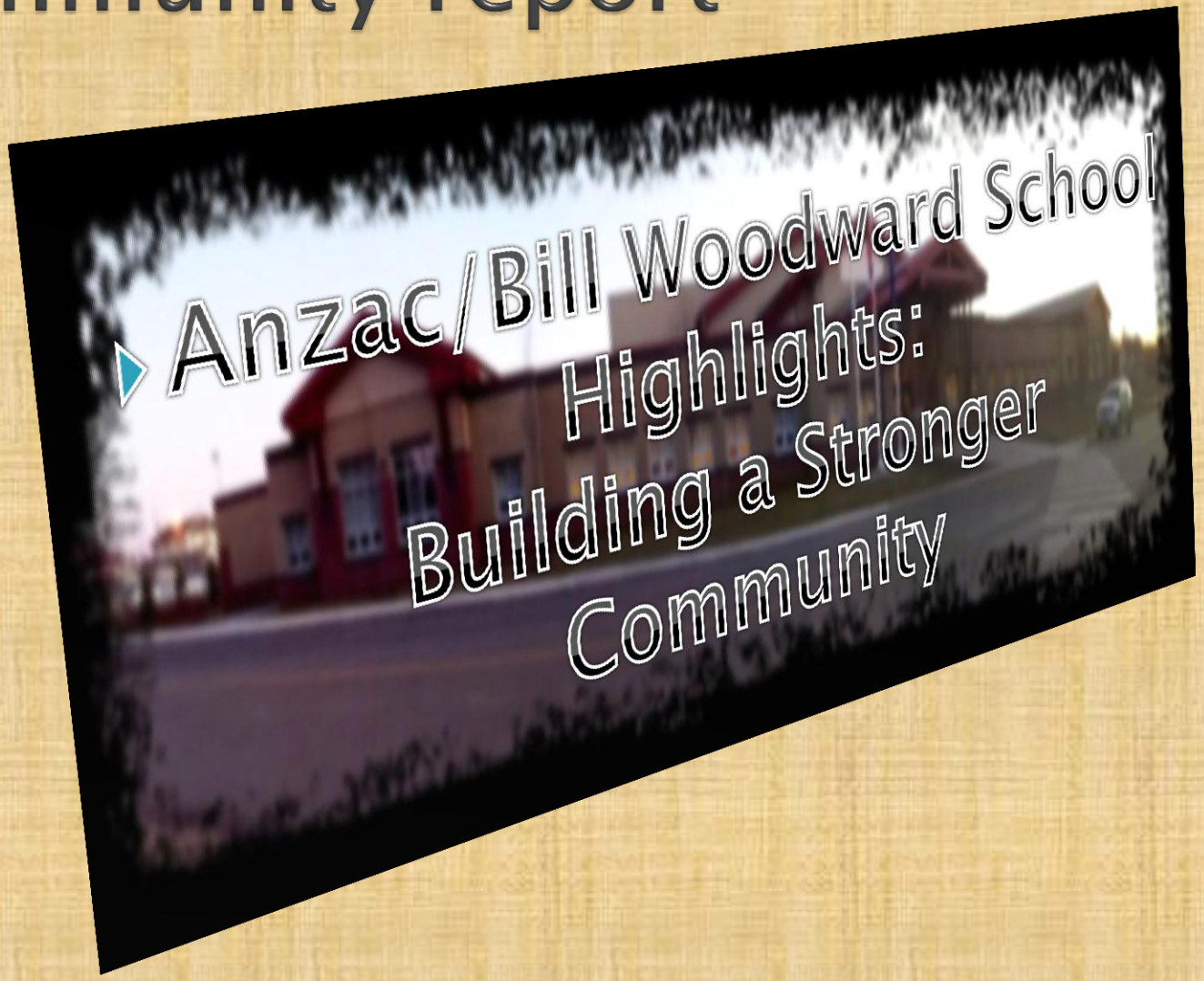
Science Celebration Day saw High School students working with younger students on a variety of projects.

Applying Physics in Science 20 with a bridge building competition.

Celebrating Success

Honour Roll Program

Community report



Anzac/Bill Woodward School Highlights: Building a Stronger Community

Community Engagement	Technology	FNMI
Literacy	Extra-Curricular	School Board
Building Capacity	One Team	Improvements
Student Counseling		

- 2 Schools, One Campus:

Assemblies	Tribes Learning
Communities	Science Fair
School Field Trips	Around The World
Lunchbox Social	Carnival
Santa's Breakfast	Christmas Concert
Terry Fox Run	Quest Theatre
Nexen Day	Recesses
Multi-dimensional	

Collegiality

Vibrant	**Multi-skilled**
Fun	Student-centered
Efficient	Encouraging/supportive

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Community Engagement

Meet the staff	Fall Feast
Christmas Concert	Community Drives
Woodward Wolves	Industry
Roots of Empathy	ECMAP
Apple Schools	ECDP
Travel Club	Community Dinner

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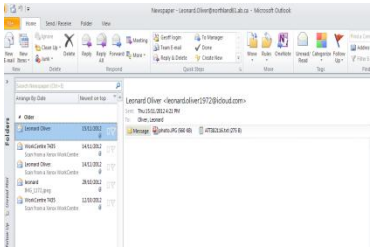
Technology

School/Teacher /Student Blogs	Twitter	Emails
Smart boards	3-D Printer	Amatrol Stations
Google Drive	YouTube	Mobile Labs
Wireless Community	Video conferences	Teleconference Tools

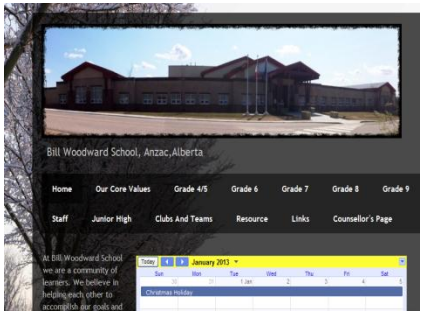
Technology

Twitter reports

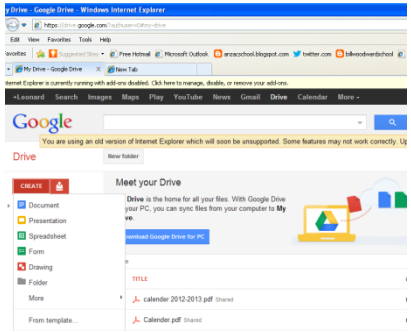


Email

Smart Boards

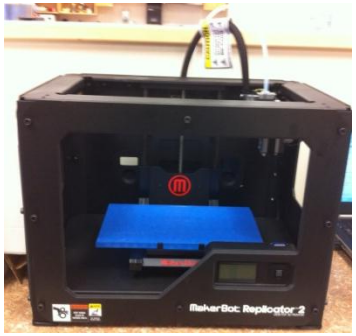


School Blogs



Goggle Drive

Amatrol Stations



3D Printer

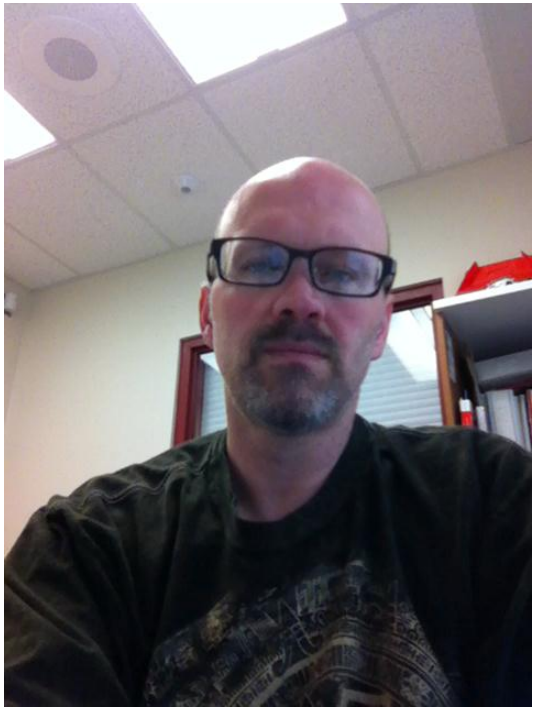
Mobile Labs

VC Units

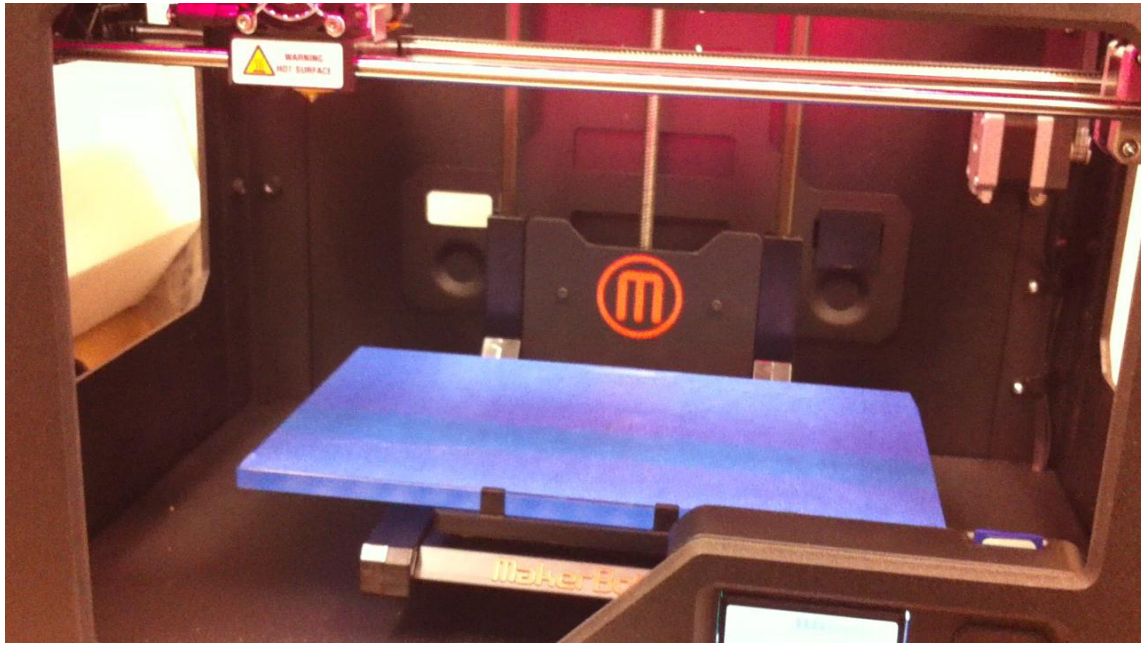
Wireless

Technology

Leonard Oliver
Bill Woodward School
Computers CTS Teacher



Technology- 3D Printing- Video



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FNMI

Fall Feast	Traditional Dancers
Language/culture	Sewing/Beading
Christmas Concert	Aboriginal Day
Metis Days	Drummers
Culture Camp?	Literacy
Fort McMurray First Nation	RARA Awards

FNMI

Fall Feast

First Nation's Art

Christmas Concert

Traditional Dances

RARA Award

FNMI– Video

Sheila Frazer
Anzac Community School
Cree Teacher

FNMI– Video

Sherri McKenzie
Bill Woodward School
Cree Teacher

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Literacy

PLC's	Writing samples
PM Benchmarks	Miriam Trehearne
Funding	Family Literacy Nights
Fort McMurray Library	Quest Theatre
Librarian	Guided Reading
ECDP	Leveled Literacy
Wechsler Fundamentals	Speak off
Special Education	

Literacy–Video

Joanne Pratt
Anzac and
Bill Woodward School
Librarian

Literacy

Kayla Landry
Grade 1-2 Teacher
Literacy Lead Teacher

Literacy Block

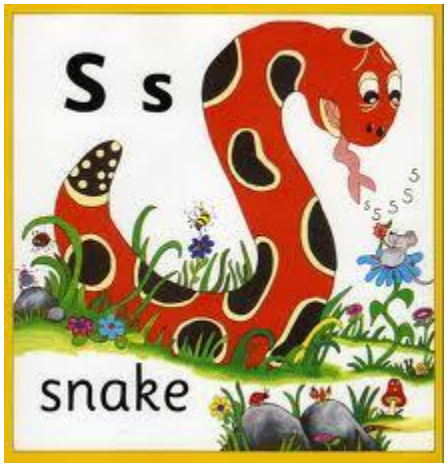
Word Walls

Daily Five

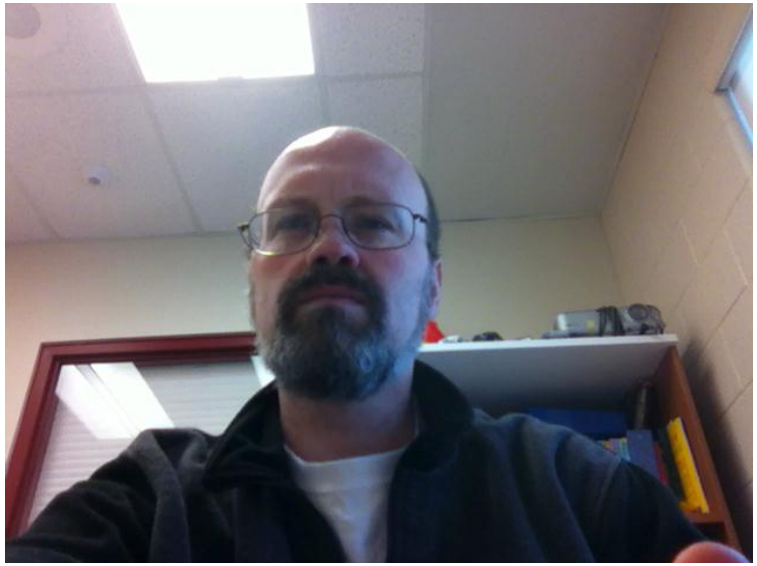
Literacy

Leonard Oliver
Grade 1-2 Teacher
Resource- Special Education Teacher

WIAT-III
WECHSLER INDIVIDUAL ACHIEVEMENT TEST - THIRD EDITION



WECHSLER
FUNDAMENTALS
ACADEMIC SKILLS



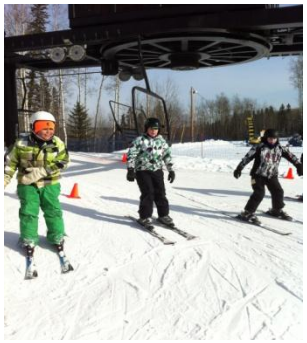
Click to return to Main menu

Extracurricular

Terry Fox	**Skiing**	**Wrestling/Artic Winter Games**
Swimming	Weight-lifting	Yoga
Cooking Club	Craft Club	Cheerleading
Student Newspaper	Anime Club	Woodward Wolves Football Volleyball Basketball Badminton Track and Field

Extracurricular

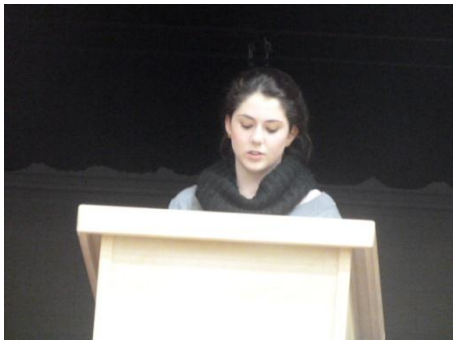
Weight Room



Ski Trips

Cooking Club

Student Newspaper



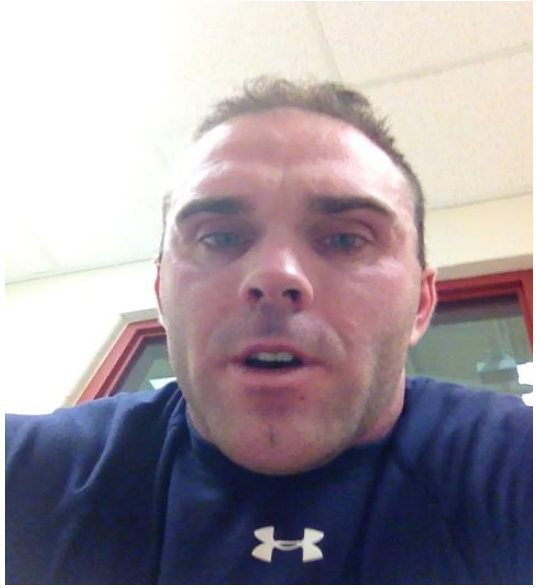
Speak off

Football

Volleyball

Extracurricular

Jamie Landry
Physical Education



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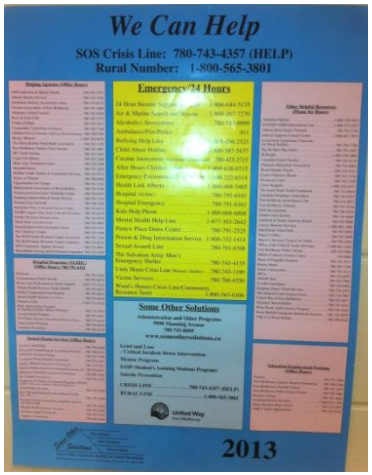
Counseling

Judith Friesen
School Counselor



Click to return to Main menu

School Board

Supportive	Student-Centered	Community-Orientated
Open-Minded	Visionaries	

Click to return to Main menu

Building Capacity

PLC's	Mentor Teachers	Masters
Housing PD	Staff	

Click to return to Main menu

One Team

Pedagogical Supervisors	Special Education
FNMI	Technology
Literacy	Central Office
Family	Home Liaison
Student counseling	

Click to return to Main menu

Improvements

Literacy/Numeracy	Assessment
PAT's	Accountability Pillar
Parent Engagement	Help our at-risk students

Click to return to Main menu

Northland SCHOOL DIVISION No. 61

Superintendent's Report
May 23, 2013

Itinerary

April, 2013

22	Janvier School Visit Anzac School Visit (p.m.)
23	Fort Chipewyan – Meeting with Local School Board Committee (a.m.) Meeting with Chief (p.m.)
24	Peace River – Meeting with Al Rollins (Partnership Report)
25	Peace River – Board Meeting
26	Edmonton – Meeting with Al Rollins (Partnership Report)
29	Gift Lake – Sod Turning Ceremony Peavine – Bishop Routhier School Visit High Prairie – Meeting with Grouard Principal (p.m.)
30	Peavine – Meeting with Parent (p.m.)

May, 2013

2	Peace River – Administrators' Meeting Long Service Awards Ceremony (p.m.)
3	Peace River – Administrators' Meeting
6	Edmonton – Meeting with Alberta Education (a.m.) Edmonton – Meeting with Al Rollins (p.m.)
8	Loon River – KTC/NSD Partnership Advisory Meeting Peerless Lake Local School Board Committee Meeting (p.m.)
9	Peace River – Advisory Committee Meeting (p.m.)
10	
13	Edson – Meeting with Grand Yellowhead School Division
14	Peace River – Committee Meetings and Agenda Review

Rosin, Ann

From: Barrett, Donna
Sent: April-17-13 10:16 AM
To: Rosin, Ann
Subject: FW: Education Act update

From: Education Minister [mailto:Education.Minister@gov.ab.ca]
Sent: April-17-13 9:54 AM
Subject: Education Act update

TO: Board Chairs of Public, Separate, Francophone and Charter School Boards
Presidents Stakeholder Associations
ACSTA (Alberta Catholic School Trustees' Association)
ASBA (Alberta School Boards Association)
AHEA (Alberta Home Education Association)
ASCA (Alberta School Councils' Association)
ATA (Alberta Teachers' Association)
AAPCS (Association of Alberta Public Charter Schools)
ACFA (Association canadienne-francaise de l'Alberta)
AISCA (Association of Independent Schools & Colleges in Alberta)
ASBOA (Association of School Business Officials of Alberta)
CASS (College of Alberta School Superintendents)
CCSSA (Council of Catholic Superintendents of Alberta)
Federation des parents francophones de l'Alberta
Federation des conseils scolaires francophones de l'Alberta
Learning Disabilities Association of Alberta
PSBAA (Public School Boards' Association of Alberta)

I am pleased to announce that we are taking the next step in implementing the Education Act with the formation of the Minister's Education Act Regulatory Review Committee, comprised of four MLAs and a public member previously involved in the *Inspiring Education* initiative. The committee will work with you, your organizations, and all Albertans, to develop regulations in support of the new legislation.

The committee will focus specifically on the following:

- Ensuring the regulatory framework is consistent with the results of the Inspiring Education initiative;
- Leading public consultations to gain understanding of the diverse perspectives of participants;
- Soliciting input from organizations like yours in order to receive feedback; and
- Leading the recommendations through necessary legislative processes.

The following individuals have been appointed to the committee:

- Maureen Kubinec – MLA, Barrhead-Morinville-Westlock (committee chair), former president ASBA;
- Christine Cusanelli – MLA, Calgary-Currie, former teacher and principal;
- Linda Johnson – MLA, Calgary-Glenmore;
- Matt Jeneroux – MLA, Edmonton-South West; and
- Jim Gibbons – former head of the College of Alberta School Superintendents and a member of the *Inspiring Education* steering committee.

These members ensure a range of perspectives from north and south, rural and urban Alberta. They bring a vast range of experience to this important work: public sector experience at all levels; business and voluntary sector experience; education leadership experience in the school, jurisdiction and board levels; and experience with youth beyond the school community. Together, they form a balanced, highly respected committee that adds significant value to the regulatory review process. I look forward to your participation with the committee along with other interested Albertans during the consultation phase of the regulatory review process.

I would also like to take this opportunity to thank you for your efforts in support of the province wide agreement between government and the Alberta Teachers' Association (ATA). I understand a significant majority of jurisdictions, over 40 boards to date, have already voted to support the agreement's commitment to labour stability and cost certainty. I am also encouraged to see many local teachers vote in favour of the agreement, and many more votes are scheduled for the coming weeks. My staff will continue to work with the remaining boards to ensure a clear understanding of what the agreement means for students and schools prior to the May 13, 2013 deadline for ratification.

If you have any questions, please feel free to contact my office.

Jeff Johnson
Minister of Education
MLA for Athabasca-Sturgeon-Redwater
Phone: 780-427-5010
Email: education.minister@gov.ab.ca

cc: : Superintendents of Public, Separate, Francophone and Charter School Boards
Executive Directors of Stakeholder Associations

Education

BUSINESS PLAN 2013-16

ACCOUNTABILITY STATEMENT

This business plan was prepared under my direction, taking into consideration the government's policy decisions as of February 13, 2013.

original signed by

Jeff Johnson, Minister
February 20, 2013

THE MINISTRY

The ministry consists of the Department of Education and the Alberta School Foundation Fund. Although school jurisdictions are accountable to the minister and included in the government's consolidated financial statements, they are not fully consolidated within the ministry for budget reporting purposes.

Education's mission is to ensure inclusive learning opportunities that enable students to achieve success as engaged thinkers and ethical citizens with an entrepreneurial spirit. Its core business is to provide policy direction, funding and assurance to the Kindergarten to Grade 12 education system so that all students are successful at learning.

Programs and services delivered by the ministry will be reviewed for relevance, effectiveness and efficiency in accordance with the Government of Alberta's *Results-based Budgeting Act.*

A more detailed description of Education and its programs and initiatives can be found at www.education.alberta.ca.

This business plan is aligned with the government's goals as set out in the *Government of Alberta Strategic Plan.*

GOALS, PRIORITY INITIATIVES AND PERFORMANCE MEASURES[1]

As a result of the ministry's review of its goals, environment, opportunities and challenges, a number of priority initiatives have been identified. Focused agenda items, the six specific areas where government will focus its attention over the next three years, are identified with a ✱. Additional government commitments to Albertans are identified with a ✓.

Goal One: An excellent start to learning

Children are reaching emotional, social, intellectual and physical development milestones and are ready for school.

Priority Initiatives:

✱1.1 Implement government's Early Childhood Development Strategy in collaboration with other ministries and stakeholders, including an evaluation of models for full-day kindergarten.

✱1.2 Use the learnings from the Early Child Development Mapping Initiative to guide strategy development.

Performance Measure	Last Actual 2011-12	Target 2013-14	Target 2014-15	Target 2015-16
1.a Participation rate of Grade 1 students in Early Childhood Services (ECS) programs in a prior year	96.8%	97.0%	97.0%	97.0%

1 Targets are considered met if the result is not significantly different from the target value using statistical tests.

Goal Two: Success for every student

Students achieve Alberta's student learning outcomes and demonstrate citizenship, entrepreneurship, and proficiency in literacy and numeracy. The achievement gap between First Nations, Métis and Inuit (FNMI) students and all other students is eliminated. Student learning needs are supported.

Priority Initiatives:

✱2.1 Contribute to education and entrepreneurship through various initiatives, including dual credit opportunities and the implementation of the High School Completion Strategic Framework.

✓2.2 Develop a new provincial assessment model and phased implementation for Kindergarten to Grade 9.

2.3 Redesign standards, guidelines and processes for development of future curriculum (programs of study, assessment, learning and teaching resources) that are competency-focused and student-centred.

2.4 Develop online diploma examination assessment to provide more flexibility.

2.5 Review high school credentials to meet changing needs of students, post-secondary institutions and employers.

2.6 Collaborate with First Nations and the federal government to implement the long-term strategic plan under the Memorandum of Understanding for First Nations Education in Alberta.

Performance Measures	Last Actual Year	Target 2013-14	Target 2014-15	Target 2015-16
2.a Overall percentages of students who achieved standards on provincial achievement tests:[1]	A | E	A | E	A | E	A | E
• Language Arts, all students	80.8% | 17.9%	82.6% | 18.8%	82.9% | 19.1%	83.1% | 19.3%
• Language Arts, FNMI students	62.4% | 5.7% (2011-12)	66.7% | 8.4%	67.7% | 8.9%	68.3% | 9.2%
2.b Overall percentages of students who achieved standards on diploma examinations:[1]	A | E	A | E	A | E	A | E
• Language Arts, all students	87.4% | 11.2%	87.6% | 11.4%	87.9% | 11.5%	88.2% | 11.8%
• Language Arts, FNMI students	83.1% | 7.0% (2011-12)	85.5% | 8.6%	86.2% | 8.9%	86.5% | 9.0%
2.c Overall agreement of parents, teachers and students that students model the characteristics of citizenship	84.9% (2011-12)	86.0%	87.0%	88.0%
2.d Overall satisfaction of parents, teachers and the public that students demonstrate attitudes, skills, knowledge and behaviours to be successful when they finish school	76.2% (2011-12)	78.0%	79.0%	80.0%
2.e Overall agreement of students, parents and teachers that students are engaged in their learning at school	84.5% (2011-12)	87.0%	88.0%	89.0%
2.f High school completion rate of students within five years of entering Grade 10:				
• All students	79.6%	81.5%	82.0%	82.5%
• FNMI students	46.9% (2010-11)	49.0%	49.5%	50.0%
2.g Percentage of students entering post-secondary programs (including apprenticeship) within six years of entering Grade 10	58.4% (2010-11)	60.5%	61.0%	61.5%
2.h Overall agreement of students, parents, teachers and school board members that student learning needs are supported at school	82.5% (2011-12)	83.0%	84.0%	85.0%

Note:

1 A|E: Acceptable | Excellence – the acceptable standard results include the standard of excellence results.

Goal Three: Quality teaching and school leadership

Teacher preparation and professional growth focus on the competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership.

Priority Initiatives:

3.1 Implement an updated Education Sector Workforce Planning Framework for Action.
3.2 Develop teacher and school leadership competencies that are current, relevant and appropriate.
3.3 Attract and retain increased numbers of FNMI professionals in the education sector workforce.
3.4 Develop a Professional Development Framework to enhance teacher practices.

Performance Measures	Last Actual 2011-12	Target 2013-14	Target 2014-15	Target 2015-16
3.a Overall agreement of teachers and school board members that teachers are prepared for teaching	79.8%	82.0%	83.0%	84.0%
3.b Overall satisfaction of parents, teachers and school board members that education leadership effectively supports and facilitates teaching and learning	73.3%	74.0%	75.0%	76.0%
3.c Overall satisfaction of students, parents, teachers, school board members and the public with the opportunity of students to receive a solid grounding in core subjects	84.9%	88.0%	88.0%	89.0%
3.d Overall satisfaction of students, parents, teachers and school board members with the opportunity of students to receive a broad program of studies	82.1%	85.0%	86.0%	87.0%

Goal Four: Engaged and effective governance

The education system demonstrates collaboration and engagement with Aboriginal communities, business, industry, and the public. Students and communities have access to safe and healthy learning environments.

Priority Initiatives:

✓4.1 Develop regulations and policies to support the *Education Act.*
4.2 Develop and enhance school infrastructure in collaboration with other ministries and community partners.
4.3 Work collaboratively with school authorities, business, industry and communities to improve educational outcomes for students.
4.4 Support school authorities to develop collaborative frameworks with local Aboriginal communities.
4.5 Implement the revised Learning and Technology Policy Framework to enable effective learning and teaching.
4.6 Support the development of an enhanced governance model for Northland School Division.
4.7 Develop legislation related to education professions and occupations.

Performance Measures	Last Actual 2011-12	Target 2013-14	Target 2014-15	Target 2015-16
4.a Overall satisfaction of students, parents, teachers, school board members and the public that input is considered, respected and valued by the school, jurisdiction and province	61.1%	64.0%	65.0%	66.0%
4.b Overall perception of parents, teachers and school board members that Alberta's education system has improved in the last three years	39.1%	41.0%	42.0%	43.0%
4.c Overall satisfaction of students, parents, teachers, school board members and the public with the quality of basic education	86.3%	89.0%	89.0%	90.0%
4.d Overall satisfaction of students, parents, teachers and school board members that school provides a safe, caring and healthy learning environment	86.7%	89.0%	89.0%	90.0%
4.e Overall satisfaction of students, parents, teachers and school board members that the learning space in schools meets the needs of students	78.3%	79.0%	80.0%	81.0%

OPERATIONAL PLAN

(thousands of dollars)	Comparable					
	2011-12 Actual	2012-13 Budget	2012-13 Forecast	**2013-14 Estimate**	2014-15 Target	2015-16 Target
Operational Expense						
Operating Support for Public and Separate Schools	5,868,595	6,081,824	6,085,724	**6,130,319**	6,268,232	6,455,414
School Facilities	300	300	300	**300**	9,661	23,757
Alberta Schools Alternative Procurement	-	-	-	**-**	3,910	5,218
Basic Education Programs	87,413	97,172	98,619	**85,020**	87,520	87,520
Accredited Private Schools and Early Childhood Service Operators	191,567	192,500	195,500	**206,281**	214,418	227,740
Total Basic Education Support	6,147,875	6,371,796	6,380,143	**6,421,920**	6,583,741	6,799,649
Less: Property Tax Support to Opted-Out Separate School Boards	(204,692)	(217,000)	(217,000)	**(223,000)**	(228,000)	(235,000)
Total Government Support to Basic Education	5,943,183	6,154,796	6,163,143	**6,198,920**	6,355,741	6,564,649
Ministry Support Services	28,277	25,688	25,848	**24,739**	24,739	24,739
Consolidation Adjustments	(1,466)	-	-	**-**	-	-
Sub-total[1]	5,969,994	6,180,484	6,188,991	**6,223,659**	6,380,480	6,589,388
Debt Servicing						
Alberta School Foundation Fund	2,626	2,725	2,610	**3,330**	5,960	7,590
Consolidation Adjustments	(2,626)	(2,725)	(2,610)	**(3,330)**	(5,960)	(7,590)
Total	5,969,994	6,180,484	6,188,991	**6,223,659**	6,380,480	6,589,388

1. Subject to the *Fiscal Management Act*. Expense includes cash payments towards unfunded pension liabilities, which will be eliminated under a separate, legislated plan. Expense excludes annual changes in unfunded pension obligations, which are a non-cash expense and which do not affect borrowing requirements. Annual increases/(decreases) in Education's unfunded obligations for teachers' post-1992 pension plan are estimated to be:

	84,564	30,900	59,708	**60,243**	44,535	36,683

CAPITAL PLAN

Capital Spending						
Operating Support for Public and Separate Schools	3,623	3,500	5,219	**-**	-	-
School Facilities	384,603	361,920	388,367	**563,571**	468,271	349,562
Basic Education Programs	1,127	895	1,155	**895**	895	895
Ministry Support Services	96	-	-	**-**	-	-
Sub-total	389,449	366,315	394,741	**564,466**	469,166	350,457
Debt Servicing						
Alberta Schools Alternative Procurement	21,960	25,941	25,941	**26,969**	29,856	30,490
Total	411,409	392,256	420,682	**591,435**	499,022	380,947

GOVERNMENT OF ALBERTA
DEPARTMENT OF EDUCATION
MINISTERIAL ORDER (#001/2013)

I, Jeff Johnson, Minister of Education, pursuant to Section 39(1)(f) of the ***School Act***, make the order in the attached Appendix, being an order to adopt or approve goals and standards applicable to the provision of education in Alberta.

Dated at Edmonton, Alberta May 6, 2013.

MINISTER OF EDUCATION

APPENDIX

SCHOOL ACT

MINISTERIAL ORDER (#001/2013)

STUDENT LEARNING

An Order to Adopt or Approve Goals and Standards Applicable to the Provision of Education in Alberta

WHEREAS the fundamental goal of education in Alberta is to inspire all students to achieve success and fulfillment, and reach their full potential by developing the competencies of Engaged Thinkers and Ethical Citizens with an Entrepreneurial Spirit, who contribute to a strong and prosperous economy and society.

WHEREAS education in Alberta is based on the values of opportunity, fairness, citizenship, choice, diversity, and excellence.

WHEREAS the educational best interest of the child is the paramount consideration in making decisions about a child's education.

WHEREAS education in Alberta will be shaped by a greater emphasis on education than on the school; on the learner than on the system; on competencies than on content; on inquiry, discovery and the application of knowledge than on the dissemination of information; and on technology to support the creation and sharing of knowledge than on technology to support teaching.

WHEREAS competencies are interrelated sets of attitudes, skills and knowledge that are drawn upon and applied to a particular context for successful learning and living, are developed over time and through a set of related learner outcomes.

WHEREAS students will study subjects; learn reading, writing and mathematics; and focus more deeply on a curriculum that allows for more interdisciplinary learning through competencies that are explicit in all subjects.

WHEREAS an Engaged Thinker knows how to think critically and creatively and make discoveries through inquiry, reflection, exploration, experimentation and trial and error; is competent in the arts and sciences including languages; uses technology to learn, innovate, collaborate, communicate and discover; has developed a wide range of competencies in many areas, including gathering, analysis and evaluation of information; is familiar with multiple perspectives and disciplines and can identify problems and then find the best solutions; as a team member, integrates ideas from a variety of sources into a coherent whole and communicates these ideas to others; adapts to the many changes in society and the economy with an attitude of optimism and hope for the future; as a lifelong learner, believes there is no limit to what knowledge may be gleaned, what skills may be accumulated, and what may be achieved in cooperation with others; and always keeps growing and learning.

Appendix

Ministerial Order (#001/2013)

WHEREAS an Ethical Citizen understands that it is not all about them, has learned about and is appreciative of the effort and sacrifice that built this province and country and sees beyond self-interests to the needs of the community; is committed to democratic ideals; contributes fully to the world economically, culturally, socially and politically; as a steward of the earth, minimizes environmental impacts; builds relationships through fairness, humility and open mindedness, with teamwork, collaboration and communication; engages with many cultures, religions and languages, values diversity in all people and adapts to any situation; demonstrates respect, empathy and compassion for all people; cares for themselves physically, emotionally, intellectually, socially and spiritually; is able to ask for help, when needed, from others, and also for others; and assumes the responsibilities of life in a variety of roles.

WHEREAS an individual with an Entrepreneurial Spirit is motivated, resourceful, self-reliant and tenacious; continuously sets goals and works with perseverance and discipline to achieve them; through hard work, earns achievements and the respect of others; strives for excellence and personal, family and community success; is competitive and ready to challenge the status quo; explores ideas and technologies alone or as part of diverse teams; is resilient, adaptable, able and determined to transform discoveries into products or services that benefit the community and, by extension, the world; develops opportunities where others only see adversity; has the confidence to take risks and make bold decisions in the face of adversity, recognizing that to hold back is to be held back; and has the courage to dream.

WHEREAS graduation requirements, education delivery and standards for student learning are set out in other legislative and policy instruments.

1 Ministerial Order No. 004/98, dated February 10, 1998, is hereby repealed by this order.

2 The goal of this Student Learning Ministerial Order for an inclusive Kindergarten to Grade 12 education is to enable all students to achieve the following outcomes:

(1) be Engaged Thinkers and Ethical Citizens with an Entrepreneurial Spirit;

(2) strive for engagement and personal excellence in their learning journey;

(3) employ literacy and numeracy to construct and communicate meaning; and

(4) discover, develop and apply competencies across subject and discipline areas for learning, work and life to enable students to:

(a) know how to learn: to gain knowledge, understanding or skills through experience, study, and interaction with others;

(b) think critically: conceptualize, apply, analyze, synthesize, and evaluate to construct knowledge;

(c) identify and solve complex problems;

Appendix

Ministerial Order (#001/2013)

(d) manage information: access, interpret, evaluate and use information effectively, efficiently, and ethically;
(e) innovate: create, generate and apply new ideas or concepts;
(f) create opportunities through play, imagination, reflection, negotiation, and competition, with an entrepreneurial spirit;
(g) apply multiple literacies: reading, writing, mathematics, technology, languages, media, and personal finance;
(h) demonstrate good communication skills and the ability to work cooperatively with others;
(i) demonstrate global and cultural understanding, considering the economy and sustainable development; and
(j) identify and apply career and life skills through personal growth and well-being.

3 This Order shall be effective on the date of signing.

Rosin, Ann

Subject: FW: Alberta gives more students hands-on learning opportunities

---

From: Barrett, Donna
Sent: May-06-13 9:20 AM
To: Walty, Curtis; Rosin, Ann
Subject: Fwd: Alberta gives more students hands-on learning opportunities

Communique and board package

Sent from my iPhone

Begin forwarded message:

> **From:** "EDC Communications" <EDC.Communications@gov.ab.ca>
> **Date:** 6 May, 2013 9:08:14 AM MDT
> **Subject: Alberta gives more students hands-on learning opportunities**
>
> Following is an excerpt from a news release issued this morning. Click here for the complete announcement.
>
> *May 6, 2013*
>
> ## Alberta gives more students hands-on learning opportunities
>
> The Redford government is giving more high school students the opportunity to pursue their academic and career interests by adding more dual credit courses across the province.
>
> The Alberta government is investing more than $11 million over three years in the Provincial Dual Credit Strategy, which will allow more students to access dual credit opportunities.
>
> "We want more students to have the option to pursue their passions and future career goals. The dual credit strategy gives students a leg up as they prepare to jump into the workforce and help us keep growing the economy," said Premier Alison Redford. "By investing in our students now, we're building Alberta for the future."

Rosin, Ann

From: Barrett, Donna
Sent: May-10-13 3:36 PM
To: Rosin, Ann
Subject: FW: Education Week 2013
Attachments: Stakeholder column Round-Up.pdf

Please include the attachment in the board package.

From: Education Minister [mailto:Education.Minister@gov.ab.ca]
Sent: May-10-13 3:26 PM
To: _EDC Education Stakeholders - Charter Chairmen; _EDC Education Stakeholders - PSF Chairmen (Incl. Lloydminster)
Cc: _EDC Education Stakeholders - PSF Supers (Incl. Lloydminster); _EDC Education Stakeholders - Charter Superintendents
Subject: Education Week 2013

Apologies if you received this message more than once.

To: **All School Board Chairs of Public, Separate, Francophone and Charter School Boards**
Presidents of Stakeholder Associations
ACSTA (Alberta Catholic School Trustees' Association)
AEFAA (Alberta Educational Facilities Administrators Association)
ASBA (Alberta School Boards Association)
AHEA (Alberta Home Education Association)
ASCA (Alberta School Councils' Association)
ATA (Alberta Teachers' Association)
AAPCS (Association of Alberta Public Charter Schools)
ACFA (Association canadienne-francaise de l'Alberta)
AISCA (Association of Independent Schools & Colleges in Alberta)
ASBOA (Association of School Business Officials of Alberta)
CASS (College of Alberta School Superintendents)
CCSSA (Council of Catholic Superintendents of Alberta)
Federation des parents francophones de l'Alberta
Federation des conseils scolaires francophones de l'Alberta
Learning Disabilities Association of Alberta
PSBAA (Public School Boards' Association of Alberta)

As Education Week 2013 draws to a close, I want to take this opportunity to thank everyone who has taken part.

This year's theme *Inspiring Education: Building Connections, Celebrating Relationships*, was especially fitting. It gave us the opportunity to roll out a series of announcements that brings us closer to realizing the vision of *Inspiring Education*.

Provincial Dual Credit Strategy

We kicked off Education Week with an event at St. Joseph High School in Edmonton. Joined by Premier Redford, Deputy Premier and Minister for Enterprise and Advanced Education Thomas Lukaszuk and Human Services Minister Dave Hancock, we announced the Provincial Dual Credit Strategy.

Dual Credit gives students the opportunity to earn post-secondary credits while completing their high school education and will give students a head start to pursue their passions and future career goals.

Ministerial Order on Student Learning
On Monday afternoon, I was joined by several members of the *Inspiring Education Steering Committee* as I signed into effect the *Ministerial Order on Student Learning*.

The *Ministerial Order on Student Learning* was created with support from stakeholders such as ASBA, ATA, CASS, ASCA, AHEA, CPAC, the Curriculum Policy Advisory Committee and post-secondary institutions as well as business and industry. We continue to work with our education partners - including parents, teachers, students stakeholders and communities – to ensure the goals and standards for K-12 education in Alberta remain responsive to the needs of today's learners.

Digital Diploma Exams
On Tuesday, we gave student reporters from across the province a 'scoop' on changes to diploma exams. Premier Redford stopped by to greet the participants and she and I were very impressed by the quality of questions we received from the participating students. The audio from the teleconference is available on soundcloud.

A special thank you to all of the schools, students and teachers who participated. Many of you have sent in pictures and several districts have posted recaps online. We look forward to seeing any news stories that your students put together based on the call – after all, they are what the announcement was all about.

Chinook's Edge School Division: http://www.chinooksedge.ab.ca/Education%20Week.php
Calgary Board of Education: http://www.cbe.ab.ca/new/spotlights12-13/130508_student_journalists.asp

High School Flexibility
Wednesday gave us the opportunity to announce the High School Flexibility Enhancement project. This initiative is *Inspiring Education* in action. It removes the 25-hour standard for face-to-face instruction per course credit, allowing students to learn at their own pace, in a flexible and supportive environment.

Student Learning Assessment
Thursday was a big day for education in Alberta. I was proud to be joined by representatives from the ATA, ASBA, the PSBAA and Alberta Education staff, as well as students at Oliver School, to announce a major change in provincial assessment.

We will be phasing out Provincial Achievement Tests and moving towards online assessments administered at the beginning of the year. The new *Student Learning Assessments* will be focused on literacy and numeracy and competencies such as critical thinking and problem solving. The Student Learning Assessment model is aligned with the vision of Inspiring Education and will give teachers and parents the information they need to support more personalized learning opportunities for Alberta's children.

Curriculum Redesign
Finally, today I am happy to share a great new video highlighting Curriculum Redesign with you. Curriculum Redesign encompasses some specific projects announced earlier this week: Dual Credit, the Ministerial Order on Student Learning, Online Diplomas and Student Learning Assessments. Curriculum Redesign also includes other new initiatives, yet to be announced.

On that note, stay tuned for an upcoming prototyping Request for Proposals, providing an opportunity for school jurisdictions and their partners to work with us in helping develop the new, digitally-based, competency-focused curriculum for K-12. In the meantime, visit us online for more information on Curriculum Redesign.

I know many of your stakeholders may have questions about these initiatives and how they impact kids and their teachers. To that end, I have attached a short article that describes all we talked about above. Please feel free to use it in your own newsletters or online.

We took a lot of pictures this week. 'Like' our Facebook page to check them out and please feel free to download them for use in your publications.

On behalf of everyone at Alberta Education and the Government of Alberta, happy Education Week!

Best,

Jeff Johnson
Minister of Education

cc. Executive Directors, Stakeholder Associations
School Divisions Communications Contacts
All Superintendents Public, Separate, Francophone and Charter School Boards

Stakeholder newsletter
Education Week Round-up

Inspiring Education Comes to Life

Alberta is proud to have one of the best education systems in the world. But the world is changing and our education system needs to evolve to meet the needs of learners, now and in the future.

Over the last few weeks, you may have heard about several initiatives that will change the way students learn and are assessed. This shift brings to life *Inspiring Education* – a vision for education that will ensure Alberta students are prepared with the skills and competencies they will need to succeed in a rapidly changing world.

The approval and signing of the new Ministerial Order on Student Learning sets the foundation for future curriculum and is a key milestone toward achieving the vision of *Inspiring Education*. The Ministerial Order provides an overview of the goals and expectations for Kindergarten to Grade 12 students and establishes a clear mandate for Alberta Education and school authorities to follow when developing provincial curriculum.

High school students will have more opportunities to expand their horizons. Through the Provincial Dual Credit Strategy, the Alberta government is investing more than $11 million over three years, including $5 million to support schools, post-secondary institutions and businesses as they partner to deliver opportunities for students to earn both high school and post-secondary credits for the same course. These credits could also lead to workplace certification or advanced standing in post-secondary programs. Current dual credit opportunities are offered in areas ranging from welding and culinary arts to pre-engineering and health sciences.

And, Alberta Education is rethinking and redesigning high school to provide more flexibility for students and teachers. Linking credits to the time a student spends sitting in a desk is too prescriptive for some high school students, especially those who don't require the full 25 hours of face-to-face instruction currently required. More than 100 high schools will remove the 25-hour standard this coming school year.

Assessment is evolving.

Alberta students will soon be able to write their diploma exams in a digital format and have access to more exam sessions throughout the year.

And, beginning next school year, the traditional Provincial Achievement Tests (PATs) will be phased out and new, Student Learning Assessments will replace them.

These new assessments will be given at the beginning of the school year, as opposed to the end of the year when the PATs were traditionally administered. This change will give parents and teachers valuable insight into a child's strengths or areas that need improvement over the course of the year and will allow the results to be revisited throughout the year.

The series of tests will assess skills in numeracy and literacy and include interactive approaches to help educators and parents understand how well students are applying what they are learning. This will demonstrate their competencies such as critical thinking and problem-solving.

Thanks to you we already have one of the best education systems in the world – but that doesn't mean we can be complacent. We need to continue to look for ways to ensure our system and our students are ready for whatever the future holds.

For more information about any of these initiatives please go to albertaeducation.ca.

May 10, 2013

St. Theresa science fair attracts participants, specatators

By Alysia Carew

Beakers, hypothesis, experiment: these were some of the words that could be heard among the young presenters at the St. Theresa School Science Fair.

Held at the Wabasca school on Thursday, April 18, young scientists showed what they know.

"We had 115 students with 52 projects," said Grade 6 Science Teacher David Sikora. "The first year, we only had 37 students with 20 projects.

"This has been the best science fair so far," he reported.

"These kids did unique projects and really immersed themselves in the process.

With only two to three months time, the students picked, planned and executed their projects, including explaining them to three local judges.

Mistassiny School Principal Dafydd Thomas, RCMP Constable Alex Cunningham and Sean Summerfield of Northern Lakes College formed the judging panel.

"It was hard," said Christian Alook, Grade 6 student. "It was hard but it was worth it to learn all the interesting science facts."

"I was really impressed by the younger grades projects," stated Tyrese Kotosh.

Sikora explained that the grade six students really went out of their way to help the younger students succeed with their projects.

"They gave up lunch, recess to help the grade 2 to 4 classes prepare. They helped them access data, make their explanations ... going to classrooms to help and were just really eager to do so," reported the teacher.

With students helping students, it was hard for the school not to get the "science bug".

"I liked just walking around seeing all the different displays, learning all the interesting facts," said Ezrah McLeod, a Grade 6 student.

"We think the bug rubbed off on the parents as well," Sikora added.

Over 100 visitors, mainly parents and other relatives visited the fair and Sikora also noted that parents also supported their children as their science projects were planned and put together.

"Some of these parents had to take off work to come to our fair. Knowing how important it was to them made these kids so proud of what they were doing," said Sikora.

FOCUS
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The FEVER - Serving M.D. of Opportunity

Thursday, April 25, 2013
To place your ad in Focus, in Slave Lake Phone 1-800-315-7826
or contact The Fever: 780-891-2108 ~ Fax to: 1-888-318-5555 ~ E-mail to: scopepub2@shaw.ca

Peerless Lake students Taron Okemnow and Shavannah Anderson.

Students get peek into working politics in Ottawa

Submitted by Northland School Division

A couple of Grade 8 students from Peerless Lake School had an eye opening experience in Ottawa during late March.

Shavannah Anderson and Taron Okemnow attended the Forum for Young Canadians which allowed students to tour Parliament Hill and gain a deeper understanding of how decisions are made at the federal level.

They met Members of Parliament, senators, public servants and business leaders.

"It was an amazing experience," said Anderson.

"I was nervous at first but it was a great opportunity to gather valuable knowledge about politics," she added.

Teacher Shonna Marko-Kwasny and Taron share a thumbs-up in Ottawa.

"It was my first time leaving the province," said Okemnow. "I was able to learn so much and network with politicians and other students."

Following an application process, the Peerless Lake students were selected to attend the event with about 120 other students.

During the one week visit, they were able to view the House of Commons, Senate and Canadian War Museum. They were also invited to a dinner with politicians.

"I was able to meet Green Party Leader Elizabeth May," reported Anderson. "We talked about Peerless Lake, my interests and I asked her about her job."

Grouard school uses video game for learning

Northland School Division is the first school division in Alberta to use a learning program based on 3-D virtual computer games.

Partnering with Alberta Distance Learning, Grouard Northland School began earlier this month conducting the pilot project called "Atlantis Remixed", sponsored by Arizona State University

A new way of learning, particularly in today's world where most kids appear glued to screens and addicted to video games, Atlantis Remixed is a computer game that allows students to learn through performing specific tasks relating to subjects like language arts, social studies and etiquette.

According to the school division, an example would be, instead of lecturing kids about a different culture, students are immersed into the virtual world where they are learning through playing the game.

After the idea was presented to a few Northland Schools, Grouard Northland School saw the potential and are now starting the virtual journey.

Christie Matthews, a teacher, says she is excited about the potential of this project.

"Anytime we can tap into student's interests and make learning fun for them, we win and so do they," said Matthews.

"I have already seen our students engaged and focused on goals within the program."

Grade 7 and 8 students will be entering the virtual world three times a week during the pilot project

For more information about Atlantis Remixed, log onto www.atlantis-remixed.org.

Bishop Routhier students explore the wonderful world of science

Judge Shelley Morrical, left, discusses Josaiah Gauchier's project. Gauchier placed second in the Grade 1-2 category.

In her experiment, Kaylen Noskey poured salt into soda to create a chemical reaction, thus seeing which brand of soda produced the most carbon dioxide by filling up a balloon. She placed third in the Grade 3-4 category.

Dwight Tulloch proved the potato can produce electricity. Five cut spuds, in fact, to light one LED light. Tulloch placed first in the Grade 3-4 category.

Chris Clegg
South Peace News

Inquiring minds want to know.

It's exactly what elementary students at Peavine Bishop Routhier School did April 11 as they completed and displayed their science projects at the annual fair.

Everything from exploding volcanoes, how lava lamps work, air pressure and soggy spuds was examined by students.

"Science fairs provide a venue for students to explore concepts in more detail," says principal Bruce Joudrey. "All of the projects submitted were extremely well done and judges deliberated at length before the top winners in all categories were chosen."

This year's judging task fell upon Mary Ann Payne, Don Tessier and Shelley Morrical. They went from booth to booth asking students questions about their project.

Ever wonder which soda has the most fizz? Kaylen Noskey put salt in each soda, then placed a balloon over the bottle to catch the carbon dioxide. She discovered it was Coke, which had more fizz than Pepsi, Orange Crush or Sprite.

Meanwhile, Devyn Lauck discovered you could blow up a balloon inside a bottle, but it was more difficult due the enclosed air pressure.

Dwight Tulloch placed first in the Grade 3-4 category when he discovered five cut spuds could produce enough power to light one LED light.

Placing second behind Tulloch were Bethany Cunningham and Lonnie Cunningham, who determined fluoride works. They covered an egg with fluoride toothpaste, then placed it in vinegar. It was much better protected than the egg without the toothpaste.

Many more interesting projects examined the wonderful world of science, leaving Bishop Routhier's students to ponder next year's experiment.

The scientist's coat says it all! Autumn Tulloch is a future scientist!

There always seems to be a fascination with students and volcanoes. Above, Shanelle Badger prepares for an eruption.

Peavine Bishop Routhier Science Fair Winners

Grade 1 and Grade 2

1. Autumn Tulloch - Detergent Stain Removal
2. Josaiah Gauchier - Moving Colors
3. Devyn Lauck - Air Pressure

Grade 3 and Grade 4

1. Dwight Tulloch - Potato Power
2. Bethany Cunningham and Lonnie Cunningham - Fluoride vs Fluoride Free
3. Kaylen Noskey - Soda Pop
3. Taylor Mearon - The Rise of the Cake

Grade 5 and Grade 6

1. Jace Gauchier - Hot Ice
2. Shanae Cunningham - Blow it Up
3. Jevin Bull and Amanda Davidson - Spider Plants

New way of learning at Grouard Northland School

Spotlight Staff

Grouard Northland School is taking learning to historic heights through a partnership between Alberta Distance Learning and Northland School Division No. 61.

The school has launched a pilot project called Atlantis Remixed. The project started April 8 and is sponsored by Arizona State University.

Northland is the first jurisdiction in Alberta to use Atlantis Remixed and Alberta is the second province in Canada to adopt this new way of learning.

A British Columbia school was first.

Atlantis Remixed is essentially a 3-D virtual computer game that students learn through performing specific tasks relating to subjects like language arts, social studies and etiquette.

For example, instead of lecturing students about a different culture, students are immersed into the virtual world where they are learning through playing the game.

"The program allows for increased student engagement," says Bryan Richardson, FNMI coordinator for ADLC. "They're rewarded in many ways to stimulate their interest in gathering knowledge, building skills and helping to make the world a better place through education traits and social commitments."

After the idea was presented to a few Northland Schools, Grouard saw the potential and are now starting the virtual journey.

Christie Matthews, Grouard Northland School teacher, says she's excited about the potential of this project.

"Anytime we can tap into student's interests and make learning fun for them, we win and so do they," she says. "I have already seen our students engaged and focused on goals within the program."

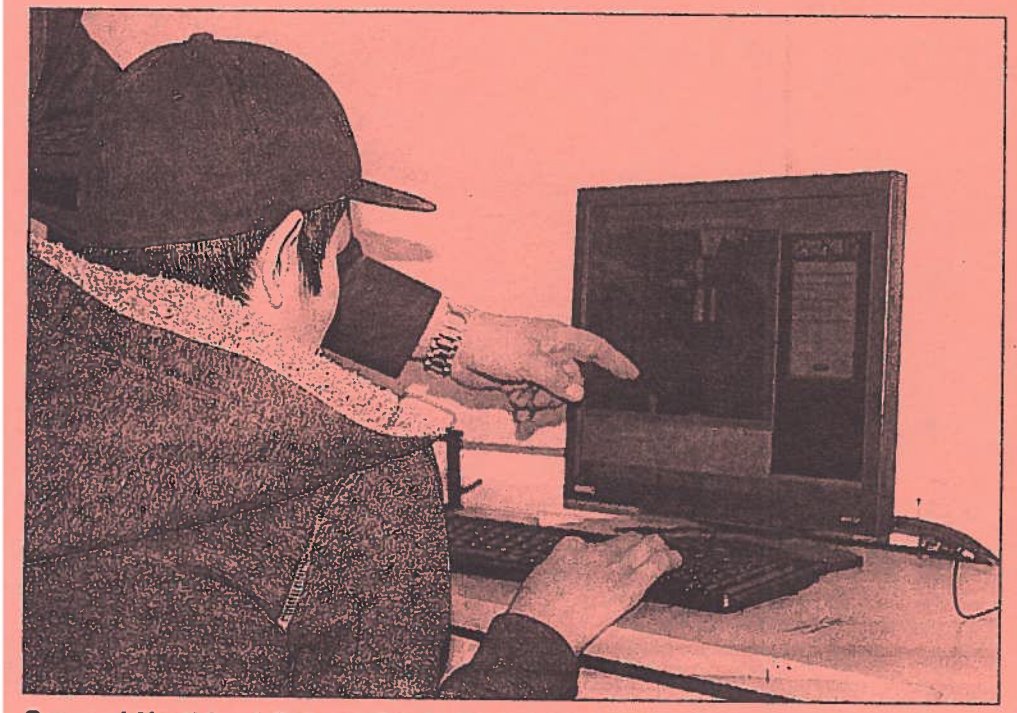
Don Tessier, associate superintendent, had an opportunity to see the project up close. He says Atlantis Remixed has a lot of potential.

"The project is a very good vehicle for learning," he says. "This could lead to future ideas where we can weave local cultural content into a similar project like Atlantis Remixed."

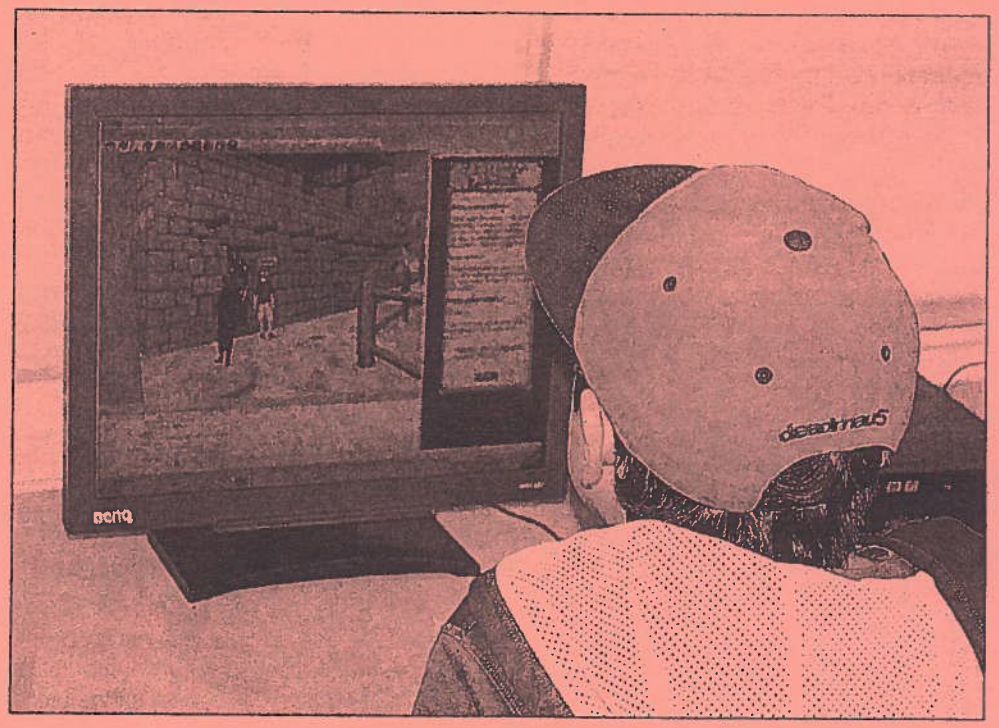
When it comes to what students will learn, teacher Kory Reimer believes they're only scratching the surface.

"Once they complete the training objectives, they will be learning about ancient civilizations and communities while doing a lot of reading and writing in assignment journals," says Reimer.

Grade 7 and Grade 8 students will be entering the virtual world three times a week during the pilot project.



Grouard Northland School Grade 7 student Ramirez Whitecap Bear tries the Atlantis Remixed Project for the first time.



Grouard Northland School Grade 7 student Ethan Gladue works on completing training objectives on the first day of the pilot project.

Monthly Attendance By School - September, 2012 - April, 2013

SCHOOL	September, 2012	October, 2012	November, 2012	December, 2012	January, 2013	February, 2013	March, 2013	April, 2013	May, 2013	June, 2013
ANZAC	87	83	86	82	89	86	86	86		
ATHABASCA DELTA	84	79	78	56	70	76	74	74		
BILL WOODWARD	91	86	85	84	86	75	85	85		
BISHOP ROUTHIER	84	84	84	82	80	81	82	82		
CALLING LAKE	79	76	74	65	73	68	73	73		
CHIPEWYAN LAKE	75	71	73	77	78	81	77	76		
CONKLIN	94	91	88	87	81	93	88	87		
DR. MARY JACKSON	89	91	92	86	84	89	89	89		
ELIZABETH	93	91	87	88	82	89	88	88		
FATHER R. PERIN	85	72	65	54	73	67	69	70		
FORT MCKAY	87	86	83	69	79	76	81	80		
GIFT LAKE	88	87	73	65	71	77	77	78		
GROUARD	91	86	83	84	82	82	85	85		
HILLVIEW-EAST PR	86	90	86	80	72	86	84	84		
J. F. DION	92	88	85	80	75	80	84	83		
KATERI	84	76	78	75	77	79	77	77		
LITTLE BUFFALO	82	75	75	70	64	59	69	68		
MISTASSINIY	78	68	62	61	50	66	64	64		
PADDLE PRAIRIE	91	86	85	77	73	77	83	82		
PEERLESS LAKE	91	89	81	81	83	86	87	86		
PELICAN MOUNTAIN	88	85	83	78	69	75	80	80		
ST. THERESA	89	93	83	80	69	77	79	79		
SUSA CREEK	97	90	94	91	92	90	92	91		

Itinerary

April, 2013

17	Edmonton (p.m.)	Alberta Education
18	Edmonton	Métis Settlements General Council Office Meeting with Peavine Council representatives EYE Meeting Travel to Slave Lake
19	Slave Lake	Budget Meeting
23	Edmonton	Meeting with MLA Pearl Calahasen
	Peace River	Travel
24	Peace River	Office
25	Peace River	Corporate Board Meeting
	Leduc	Return Travel
26	Edmonton (a.m.)	Aboriginal Affairs and Northern Development Canada re: Little Buffalo School McLennan Ross Legal
28	High Prairie (p.m.)	Travel
29	Gift Lake	Sod Turning
	Peavine	School Visit
	Peace River	Office
	High Prairie	Overnight
30	Wabasca	Meeting with Director of Education, Bigstone Cree First Nation
	Leduc	Travel

May, 2013

2	Peace River	Long Service Awards
6	Edmonton	Aboriginal Affairs and Northern Development Canada (AANDC)
	Peace River	Travel
7	Peace River	Office
8	Peace River	AANDC Lubicon Chief and Council

Committed Dates

May 22, 2013	Advisory Committee Meeting
May 23, 2013	Corporate Board Meeting
May 29, 2013	ASBA Zone 1 Meeting

NORTHLAND SCHOOL DIVISION NO. 61
LOCAL SCHOOL BOARD COMMITTEE REPORT
2012/2013 SCHOOL YEAR
PERIOD ENDING - MAY 16, 2013

	Future Pay Out	Paid During Yr.	Total Pd. & Committed	Budget	Difference	Percent Expended
Anzac						
Quarterly Honorarium	3,895.64	490.32	4,385.96	4,920.00	534.04	
Travel & Subsistence		399.28	399.28	5,032.00	4,632.72	
In - Service			-		-	
Prior Year Carryover			-	12,293.97	12,293.97	
Casual Labour, Supplies & Awards			-	250.00	250.00	
Total	3,895.64	889.60	4,785.24	22,495.97	17,710.73	21.3%
Athabasca Delta						
Quarterly Honorarium	2,436.26	972.86	3,409.12	4,920.00	1,510.88	
Travel & Subsistence			-	5,340.00	5,340.00	
In - Service			-		-	
Prior Year Carryover			-	9,053.13	9,053.13	
Casual Labour, Supplies & Awards			-	250.00	250.00	
Total	2,436.26	972.86	3,409.12	19,563.13	16,154.01	17.4%
Bishop Routhier						
Quarterly Honorarium	3,175.96	1,961.43	5,137.39	4,920.00	(217.39)	
Travel & Subsistence			-	1,992.00	1,992.00	
In - Service			-		-	
Prior Year Carryover			-	4,312.99	4,312.99	
Casual Labour, Supplies & Awards			-	250.00	250.00	
Total	3,175.96	1,961.43	5,137.39	11,474.99	6,337.60	44.8%
Calling Lake						
Quarterly Honorarium	2,954.40	819.84	3,774.24	4,920.00	1,145.76	
Travel & Subsistence			-	3,060.00	3,060.00	
In - Service			-		-	
Prior Year Carryover			-	7,128.57	7,128.57	
Casual Labour, Supplies & Awards		198.12	198.12	250.00	51.88	
Total	2,954.40	1,017.96	3,972.36	15,358.57	11,386.21	25.9%
Chipewyan Lakes						
Quarterly Honorarium	965.00		965.00	4,920.00	3,955.00	
Travel & Subsistence			-	2,740.00	2,740.00	
In - Service			-		-	
Prior Year Carryover			-	11,287.19	11,287.19	
Casual Labour, Supplies & Awards			-	250.00	250.00	
Total	965.00	-	965.00	19,197.19	18,232.19	5.0%
Conklin						
Quarterly Honorarium	2,436.26	2,436.00	4,872.26	4,920.00	47.74	
Travel & Subsistence			-	4,144.00	4,144.00	
In - Service			-		-	
Prior Year Carryover			-	8,643.34	8,643.34	
Casual Labour, Supplies & Awards			-	250.00	250.00	
Total	2,436.26	2,436.00	4,872.26	17,957.34	13,085.08	27.1%

	Future Pay Out	Paid During Yr.	Total Pd. & Committed	Budget	Difference	Percent Expended
Dr. Mary Jackson						
Quarterly Honorarium	2,460.02	2,459.50	4,919.52	4,920.00	0.48	
Travel & Subsistence			-	2,184.00	2,184.00	
In - Service			-		-	
Prior Year Carryover			-	2,025.66	2,025.66	
Casual Labour, Supplies & Awards			-	250.00	250.00	
Total	2,460.02	2,459.50	4,919.52	9,379.66	4,460.14	52.4%
East Prairie						
Quarterly Honorarium	2,460.02	2,631.36	5,091.38	4,920.00	(171.38)	
Travel & Subsistence		191.00	191.00	2,128.00	1,937.00	
In - Service			-		-	
Prior Year Carryover			-	1,290.71	1,290.71	
Casual Labour, Supplies & Awards		267.17	267.17	250.00	(17.17)	
Total	2,460.02	3,089.53	5,549.55	8,588.71	3,039.16	64.6%
Elizabeth						
Quarterly Honorarium	2,918.76	1,141.52	4,060.28	4,920.00	859.72	
Travel & Subsistence		962.13	962.13	3,816.00	2,853.87	
In - Service			-		-	
Prior Year Carryover			-	8,524.20	8,524.20	
Casual Labour, Supplies & Awards		357.86	357.86	250.00	(107.86)	
Total	2,918.76	2,461.51	5,380.27	17,510.20	12,129.93	30.7%
Father R Perin						
Quarterly Honorarium	2,436.26	2,436.00	4,872.26	4,920.00	47.74	
Travel & Subsistence			-	4,144.00	4,144.00	
In - Service			-		-	
Prior Year Carryover			-	7,211.89	7,211.89	
Casual Labour, Supplies & Awards			-	250.00	250.00	
Total	2,436.26	2,436.00	4,872.26	16,525.89	11,653.63	29.5%
Fort McKay						
Quarterly Honorarium	1,471.26	1,471.00	2,942.26	4,920.00	1,977.74	
Travel & Subsistence			-	4,144.00	4,144.00	
In - Service			-		-	
Prior Year Carryover			-	12,943.34	12,943.34	
Casual Labour, Supplies & Awards			-	250.00	250.00	
Total	1,471.26	1,471.00	2,942.26	22,257.34	19,315.08	13.2%
Gift Lake						
Quarterly Honorarium	2,871.90	1,945.69	4,817.59	4,920.00	102.41	
Travel & Subsistence		921.60	921.60	2,292.00	1,370.40	
In - Service			-		-	
Prior Year Carryover			-	5,891.37	5,891.37	
Casual Labour, Supplies & Awards			-	250.00	250.00	
Total	2,871.90	2,867.29	5,739.19	13,353.37	7,614.18	43.0%
Grouard						
Quarterly Honorarium	2,664.08	1,953.53	4,617.61	4,920.00	302.39	
Travel & Subsistence		2,194.30	2,194.30	2,028.00	(166.30)	
In - Service			-		-	
Prior Year Carryover			-	(1,395.68)	(1,395.68)	
Casual Labour, Supplies & Awards			-	250.00	250.00	
Total	2,664.08	4,147.83	6,811.91	5,802.32	(1,009.59)	117.4%

	Future Pay Out	Paid During Yr.	Total Pd. & Committed	Budget	Difference	Percent Expended
J.F. Dion						
Quarterly Honorarium	2,713.15	2,633.54	5,346.69	4,920.00	(426.69)	
Travel & Subsistence		888.99	888.99	4,052.00	3,163.01	
In - Service			-		-	
Prior Year Carryover			-	6,907.52	6,907.52	
Casual Labour, Supplies & Awards		261.26	261.26	250.00	(11.26)	
Total	2,713.15	3,783.79	6,496.94	16,129.52	9,632.58	40.3%
Kateri						
Quarterly Honorarium	4,146.89	409.92	4,556.81	4,920.00	363.19	
Travel & Subsistence			-	2,416.00	2,416.00	
In - Service			-		-	
Prior Year Carryover			-	3,900.52	3,900.52	
Casual Labour, Supplies & Awards			-	250.00	250.00	
Total	4,146.89	409.92	4,556.81	11,486.52	6,929.71	39.7%
Little Buffalo						
Quarterly Honorarium	1,953.76	2,106.52	4,060.28	4,920.00	859.72	
Travel & Subsistence			-	1,880.00	1,880.00	
In - Service			-		-	
Prior Year Carryover			-	1,352.29	1,352.29	
Casual Labour, Supplies & Awards			-	250.00	250.00	
Total	1,953.76	2,106.52	4,060.28	8,402.29	4,342.01	48.3%
Mistassiniy						
Quarterly Honorarium	2,436.26	2,436.00	4,872.26	4,920.00	47.74	
Travel & Subsistence			-	2,836.00	2,836.00	
In - Service			-		-	
Prior Year Carryover			-	4,464.11	4,464.11	
Casual Labour, Supplies & Awards		88.95	88.95	250.00	161.05	
Total	2,436.26	2,524.95	4,961.21	12,470.11	7,508.90	39.8%
Paddle Prairie						
Quarterly Honorarium	2,689.39	1,463.17	4,152.56	4,920.00	767.44	
Travel & Subsistence		450.00	450.00	2,288.00	1,838.00	
In - Service			-		-	
Prior Year Carryover			-	2,636.48	2,636.48	
Casual Labour, Supplies & Awards		1,450.00	1,450.00	250.00	(1,200.00)	
Total	2,689.39	3,363.17	6,052.56	10,094.48	4,041.92	60.0%
Peerless Lake						
Quarterly Honorarium	2,460.02	2,836.00	5,296.02	4,920.00	(376.02)	
Travel & Subsistence			-	2,340.00	2,340.00	
In - Service			-		-	
Prior Year Carryover			-	(653.84)	(653.84)	
Casual Labour, Supplies & Awards			-	250.00	250.00	
Total	2,460.02	2,836.00	5,296.02	6,856.16	1,560.14	77.2%
Pelican Mountain						
Quarterly Honorarium	1,724.39	1,147.82	2,872.21	4,920.00	2,047.79	
Travel & Subsistence			-	3,096.00	3,096.00	
In - Service			-		-	
Prior Year Carryover			-	9,565.16	9,565.16	
Casual Labour, Supplies & Awards		74.12	74.12	250.00	175.88	
Total	1,724.39	1,221.94	2,946.33	17,831.16	14,884.83	16.5%

	Future Pay Out	Paid During Yr.	Total Pd. & Committed	Budget	Difference	Percent Expended
St. Theresa						
Quarterly Honorarium	2,452.21	2,459.50	4,911.71	4,920.00	8.29	
Travel & Subsistence			-	2,860.00	2,860.00	
In - Service			-		-	
Prior Year Carryover			-	2,425.84	2,425.84	
Casual Labour, Supplies & Awards		910.50	910.50	250.00	(660.50)	
Total	2,452.21	3,370.00	5,822.21	10,455.84	4,633.63	55.7%
Susa Creek						
Quarterly Honorarium	3,654.39	651.18	4,305.57	4,920.00	614.43	
Travel & Subsistence			-	2,984.00	2,984.00	
In - Service			-		-	
Prior Year Carryover			-	7,013.20	7,013.20	
Casual Labour, Supplies & Awards		518.29	518.29	250.00	(268.29)	
Total	3,654.39	1,169.47	4,823.86	15,167.20	10,343.34	31.8%
GRAND TOTAL	57,376.28	46,996.27	104,372.55	308,357.96	203,985.41	

TOTAL NUMBER OF LSBC WITHIN BUDGET	21	204,995.00
TOTAL NUMBER OF LSBC **OVER BUDGET**	1	(1,009.59)
TOTAL NUMBER OF LSBC	22	203,985.41

NORTHLAND SCHOOL DIVISION NO. 61
BOARD REPORT
2012/2013 SCHOOL YEAR
PERIOD ENDING - MAY 16, 2013

	ACTUAL	BUDGET	VARIANCE
ELECTIONS			
REMUNERATION TRUSTEES			
EMPLOYEE BENEFITS--TRUSTEES			
POSTAGE--ELECTIONS		-	-
INSERVICE--ELECTIONS		500.00	500.00
RENUMERATION--ELECTIONS		2,000.00	2,000.00
TRAVEL & SUBSISTENCE--ELECTIONS		1,000.00	1,000.00
PRINTING & BINDING--ELECTIONS	375.52	500.00	124.48
ADVERTISING--ELECTIONS		1,000.00	1,000.00
OFFICE SUPPLIES--ELECTIONS		1,000.00	1,000.00
SUB-TOTAL	375.52	6,000.00	5,624.48
COMMITEES			
RENUMERATION TRUSTEES			-
EMPLOYEE BENEFITS - TRUSTEES			-
TRAVEL & SUBSISTENCE-PERSONNEL			-
TRAVEL & SUBSISTENCE-EDUCATION			
TRAVEL & SUBSISTENCE-FINANCE			-
TRAVEL & SUBSISTENCE-NEGOTIATION	476.86		
TRAVEL & SUBSISTENCE-PAC		15,000.00	15,000.00
TRAVEL & SUBSISTENCE-AD HOC			
TRAVEL & SUBSISTENCE-QUALITY OF WORK LIFE	614.91		
TRAVEL & SUBSISTENCE-KTC PARTNERSHIP			-
TRAVEL & SUBSISTENCE-MARTIN ABORGINAL INITIAT	224.27		
TRAVEL & SUBSISTENCE-POLICY REVIEW	49,534.74		
TRAVEL & SUBSISTENCE - NCET-NSD ENGAGEMENT			-
TRAVEL & SUBSISTENCE - RED EARTH TRANSFER			-
SUB-TOTAL	50,850.78	15,000.00	15,000.00
OTHER EXPENSES			
REMUNERATION TRUSTEES			-
RENUMERATION - RECRUITMENT			-
REMUNERATION TRUSTEES - RETREAT			-
EMPLOYEE BENEFITS - TRUSTEES	2,550.80		(2,550.80)
EMPLOYEE BENEFITS - RECRUITMENT			-
PROFESSIONAL SERVICES	102,195.63	200,000.00	97,804.37
IN-SERVICE - BOARD	529.40	55,000.00	54,470.60
IN-SERVICE - BOARD (ORIENTATION)			-
IN-SERVICE - N.S.D. P.D. - TRUSTEES		105,000.00	105,000.00
LEGAL FEES - BOARD TRUSTEES	36,441.37	10,000.00	(26,441.37)
RENUMERATION ALTERNATES			-
VISA PURCHASES - TRUSTEE	80.39		(80.39)
TELEPHONE - TRUSTEE	1,400.53	5,000.00	3,599.47
TELEPHONE - VICE CHAIRMAN			-
TRAVEL & SUBSISTENCE - BOARD/OTHER	5,057.62	5,000.00	(57.62)
TRAVEL & SUBSISTENCE - JANUARY	2,671.06	5,000.00	2,328.94
TRAVEL & SUBSISTANCE - FEBRUARY	10,451.39		(10,451.39)
TRAVEL & SUBSISTENCE - MARCH	9,758.91		(9,758.91)
TRAVEL & SUBSISTENCE - APRIL	5,343.64		(5,343.64)
TRAVEL & SUBSISTENCE - MAY	1,240.36		(1,240.36)
TRAVEL & SUBSISTENCE - JUNE			-
TRAVEL & SUBSISTENCE - JULY			-
TRAVEL & SUBSISTENCE - AUGUST			-
TRAVEL & SUBSISTENCE - SEPTEMBER	9,941.58	5,000.00	(4,941.58)
TRAVEL & SUBSISTENCE - OCTOBER	6,304.98	5,000.00	(1,304.98)
TRAVEL & SUBSISTENCE - NOVEMBER	5,036.06	5,000.00	(36.06)
TRAVEL & SUBSISTENCE - DECEMBER	2,737.65		(2,737.65)
TRAVEL & SUBSISTANCE - PSBA		5,000.00	5,000.00
TRAVEL & SUBSISTANCE - ASBA	1,361.80	8,000.00	6,638.20
TRAVEL & SUBSISTENCE - TRUSTEE	4,055.63	25,000.00	20,944.37
TRAVEL & SUBSISTENCE - VICE CHAIRMAN			-
TRAVEL & SUBSISTENCE - RECRUITMENT			-
A.S.B.A.& P.S.B.A. FEES - BOARD	35,711.20	38,000.00	2,288.80
PRINTING & BINDING	1,271.78	2,000.00	728.22
INSURANCE - BOARD OF TRUSTEES	172.48	250.00	77.52
ADVERTISING - BOARD	1,932.31	5,000.00	3,067.69
OFFICE SUPPLIES	6,231.91	500.00	(5,731.91)
AWARDS	8,229.41	16,500.00	8,270.59
POSTAGE - BOARD	1,739.69	4,000.00	2,260.31
FURNITURE& EQUIPMENT		5,000.00	5,000.00
SUB-TOTAL	262,447.58	509,250.00	246,802.42
TOTAL	313,673.88	530,250.00	267,426.90

Rosin, Ann

From: Kelly, Colin
Sent: May-06-13 4:02 PM
To: Barrett, Donna
Cc: Rosin, Ann
Subject: Fwd: Provincial Dual Credit Strategy

Sent from my iPhone

Colin Kelly

Begin forwarded message:

From: "Education Minister" <Education.Minister@gov.ab.ca>
Date: 6 May, 2013 2:05:52 PM MDT
Subject: Provincial Dual Credit Strategy

Dear Board Chairs and Superintendents of School Authorities:

As we continue to collectively build on Alberta's strong education system by working towards realizing the vision of *Inspiring Education* and increased student mobility and success, we are pleased to take a moment to announce our Government's support for the Provincial Dual Credit Strategy.

This Provincial Dual Credit Strategy is an important initiative supported and funded by the Ministries of Education, Enterprise and Advanced Education, and Human Services. It further delivers on our commitment to providing relevant and engaging learning opportunities for Alberta high school students that facilitate diverse learner pathways into, within and beyond the post-secondary system. The strategy will invest more than $11 million over three years in dual credit opportunities, resources, pathways and partnerships to support the success of Alberta students. This investment includes $5.35 million to increase dual credit opportunities for high school students, to be developed by school authorities, post-secondary institutions and business and industry.

The strategy is designed to enable Alberta high school students to participate in post-secondary courses, while earning both high school and post-secondary credits for the same course(s). By allowing young Albertans to explore their interests and career options while studying in high school, the initiative sets the stage for positive outcomes, such as introducing youth to post-secondary programs, connecting students with local employers, and helping to build an innovative and entrepreneurial workforce. It also reflects the continued shift in our education system towards focusing on competencies that support diverse learner pathways by allowing all

students to have the opportunity to earn credit while applying knowledge and skills to real-life scenarios.

As you may know, dual credit opportunities are currently available to students in some pockets of our province. These innovative partnerships between school jurisdictions, post-secondary institutions and local industry partners are playing a key role in supporting students to reach their full potential. The primary objective of the Provincial Dual Credit Strategy is to further build on this positive momentum.

We encourage schools and school authorities, publicly funded post-secondary institutions and businesses and industry to consider establishing partnerships for delivering dual credit learning opportunities. Further details on how to submit applications for dual credit opportunities, as well as supporting information, such as the *e-Toolkit* (including the application form, application evaluation criteria and dates), Frequently Asked Questions, and the *Provincial Dual Credit Strategy: Call to Action* are available at the Provincial Dual Credit website. Applications for funding will be reviewed by the Provincial Dual Credit Steering Committee, which is comprised of representatives from school jurisdictions, post-secondary institutions, and business and industry.

On behalf of the Government of Alberta, we would like to thank you for your continued efforts in helping to ensure our education system remains responsive to the needs of today's learners. We look forward to continuing to work with you to expand learner pathways by providing dual credit opportunities that support the success of all learners in our schools and communities.

Sincerely,

Jeff Johnson
Minister of Education
MLA for Athabasca-Sturgeon-Redwater
Phone: 780-427-5010
Email: education.minister@gov.ab.ca

Rosin, Ann

From: Kelly, Colin
Sent: May-06-13 9:08 AM
To: Rosin, Ann
Subject: Fwd: Education Week 2013

Sent from my iPhone
Colin Kelly

Begin forwarded message:

From: "Education Minister" <Education.Minister@gov.ab.ca>
Date: 6 May, 2013 9:05:56 AM MDT
To: "_EDC-All Education Staff" <_EDC-_All_Education_Staff17575@learning.gov.ab.ca>
Subject: Education Week 2013

TO: Board Chairs of Public, Separate, Francophone and Charter School Boards
Presidents, Executive Director, Stakeholder Associations
ACSTA (Alberta Catholic School Trustees' Association)
ASBA (Alberta School Boards Association)
AHEA (Alberta Home Education Association)
ASCA (Alberta School Councils' Association)
ATA (Alberta Teachers' Association)
AAPCS (Association of Alberta Public Charter Schools)
ACFA (Association canadienne-francaise de l'Alberta)
AISCA (Association of Independent Schools & Colleges in Alberta)
ASBOA (Association of School Business Officials of Alberta)
CASS (College of Alberta School Superintendents)
CCSSA (Council of Catholic Superintendents of Alberta)
Federation des parents francophones de l'Alberta
Federation des conseils scolaires francophones de l'Alberta
Learning Disabilities Association of Alberta
PSBAA (Public School Boards' Association of Alberta)

Education Week 2013 gives us all the opportunity to celebrate the students, teachers, administrators, support staff and communities that make our education system among the best in the world.

This year's theme, *Inspiring Education: Building Connections, Celebrating Relationships*, is especially fitting, as we will be announcing several initiatives over the next few days that showcase our relationships with schools, communities and post-secondary institutions.

Every day there are tens of thousands of Albertans across the province doing their part to contribute to Alberta's future prosperity. Students, parents, teachers, school boards, community partners and public servants all have important contributions to make to our education system. Strong partnerships are needed for a thriving education system and this week we are

taking a big step closer to an education system where every student is given the best opportunity for success.

I encourage you to visit our Education Week 2013 webpage. There you will find a list of *Education Week* activities that have been submitted by schools across the province. It's inspiring to see a snapshot of the diverse ways that schools, students and teachers are celebrating education in Alberta.

As *Education Week* progresses, we will be making several important announcements. I look forward to working with you to bring the vision of *Inspiring Education* to life and to continue to build connections and celebrate our relationships.

Jeff Johnson
Minister of Education
MLA for Athabasca-Sturgeon-Redwater
Phone: 780-427-5010
Email: education.minister@gov.ab.ca

cc. All Superintendents of Public, Separate, Francophone and Charter School Boards
Executive Directors, Stakeholder Associations
School Divisions Communications Contacts

Rosin, Ann

From: Kelly, Colin
Sent: May-14-13 3:12 PM
To: Rosin, Ann
Cc: Barrett, Donna
Subject: Fwd: Government ensures stability for Alberta students

Sent from my iPhone
Colin Kelly

Begin forwarded message:

From: "Education Minister" <Education.Minister@gov.ab.ca>
Date: 13 May, 2013 5:12:55 PM MDT
Subject: Government ensures stability for Alberta students

Alberta is ensuring that families will continue to enjoy stability in the province's classrooms by introducing legislation that will extend the four-year deal negotiated with the Alberta Teachers' Association (ATA) to all the province's teachers and school boards.

To date, the majority of boards and ATA locals - representing almost half a million Alberta students - have agreed to adopt the deal, which freezes teacher salaries for three years and ensures boards can devote as much funding as possible to Alberta's classrooms.
Today, I signaled my intent to introduce Bill 26, the Assurance for Students Act. If passed, the bill will ensure that the remaining boards and two ATA locals benefit from the negotiated agreement their colleagues from across the province already adopted.
After over two and a half years of negotiation, an agreement between the government and the ATA was reached on March 15, 2013. Boards and ATA locals have spent the last two months ratifying this agreement at the local level.
Albertans want us to continue to transform the education system to meet *Inspiring Education*'s vision for a new generation of learners. That can only happen in a stable labour environment. For this reason, we have drafted legislation that will implement the ATA deal in every school jurisdiction and for every ATA local.
The four-year deal reached by government and the ATA would see compensation for 40,000 Alberta teachers frozen for three years – one of which has already passed since the end of the previous agreement. That will be followed by an increase of two per cent in 2015-16 and a one-time lump sum payment – to be funded by government – in that same year.
A commitment to review teachers' workload is another central element of the agreement. The Framework Agreement requires any school board without an "hours of instruction" restriction in its collective agreement to take steps to bring the number of hours the board requires a teacher to instruct students closer to a provincially mandated number of 907 hours per school year.

P. 60 We made every effort to ensure all boards had the ability to reach a negotiated agreement. But after more than two and a half years at the bargaining table, we need to move forward with a deal that the majority of boards and teachers considered fair enough to adopt.

Legislating the Framework Agreement safeguards the education of Alberta kids in a stable and supportive learning environment and helps ensure we live within our means in these difficult fiscal times. At this point, legislation is the only way to achieve these important goals.

Sincerely,

Jeff Johnson
Minister of Education
MLA, Athabasca-Sturgeon-Redwater

Rosin, Ann

From: Kelly, Colin
Sent: April-26-13 12:55 PM
To: Barrett, Donna
Cc: Rosin, Ann
Subject: Fwd: Board Chairs email #53
Attachments: GOA_ATA questions arising.pdf; ATT33740.htm

Sent from my iPhone
Colin Kelly

Begin forwarded message:

From: "Jacquie Hansen" <jhansen@gsacrd.ab.ca>
To: "Jacquie Hansen" <jhansen@gsacrd.ab.ca>
Subject: Board Chairs email #53

Dear colleagues,

As the May 13 approaches, the deadline for school boards and ATA locals to sign-off on the framework deal crafted by the ATA and GOA, I thought I would recap what I have been hearing from various sources since the GOA/ATA deal was announced.

According to the minister of education's April 17 memo announcing the Minister's Education Act Regulatory Review Committee (which, incidentally, will be chaired by former ASBA President and current MLA Maureen Kubinec and include ASBA's senior education advisor, Jim Gibbons), over 40 school boards have ratified the Framework Agreement. In his memo the minister says, "My staff will continue to work with the remaining boards to ensure a clear understanding of what the agreement means for students and schools prior to the May 13, 2013 deadline for ratification." It is my sincere hope that the "work" between government and boards is collaborative and respectful of the role school boards' have in local decision making and independence.

The Alberta Teachers' Association is clearly working hard to encourage locals to endorse the agreement. This article in March 19 Special Issue of the ATA News outlines the wins for teachers the ATA sees in the agreement.
[http://www.teachers.ab.ca/Publications/ATA%20News/Volume%2047%202012-13/SpecialIssueNumber1/Pages/Premier's-proposal-provides-improvements-over-minister's-offer.aspx
]http://www.teachers.ab.ca/Publications/ATA%20News/Volume%2047%202012-13/SpecialIssueNumber1/Pages/Premier's-proposal-provides-improvements-over-minister's-offer.aspx.

For their part, the Alberta School Councils' Association responded to news of the GOA/ATA agreement with this March 21 message which included questions parents and school councils

should ask school boards about the impact of the proposed deal locally. [http://www.albertaschoolcouncils.ca/news/120058/Information-on-Government-and-ATA-Agreement.htm]http://www.albertaschoolcouncils.ca/news/120058/Information-on-Government-and-ATA-Agreement.htm

There are still many questions that school boards are asking regarding the detail and implementation of this deal. To that end, in recent weeks the ASBA staff have been asking government staff to clarify the specifics of the framework agreement. I have attached to this email, the questions staff are asking government. There is still the question of "what happens when school boards reject this deal?"

On that front, ASBA labour relations staff recommend that school boards hold off on local bargaining until it becomes clear the framework deal is indeed going to be ratified. If it isn't ratified, local agreements concluded in the interim which hinged on the framework deal being ratified, may have to be reopened - possibly compromising your bargaining position as a result. For more information on that front please contact your ASBA Labour Relations Consultant or contact Scott McCormack at [mailto:smccormack@asba.ab.ca]smccormack@asba.ab.ca.

Against the backdrop of this, Mark Lisac reports in the March 29 Insight into Government that the government is proceeding with the establishment of a new public sector resources committee which will be made up of: Thomas Lukaszuk, Deputy Premier and Advanced Education, Chair; Doug Horner, Finance Minister; Manmeet Bhullar, Service Alberta; Doug Griffiths, Municipal Affairs; Fred Horne, Health and Jeff Johnson, Education. While we don't know all the details of this new committee, the job description for the Chief Advisor on Negotiations, which will advise this group, does provide some insight into its possible scope and mandate. [https://jobs.alberta.ca/pprofile/pp1013928.htm]https://jobs.alberta.ca/pprofile/pp1013928.htm

I appreciate that boards have kept me in the loop with your decisions around the agreement. The ASBA staff will continue to dialogue with GOA to have our questions answered and let you know as things progress.

Warm regards,

Jacquie

Jacquie Hansen
President, Alberta School Boards Assn
r 780-460-5823
c 780-918-9752

The best and most beautiful things cannot be seen or even touched. They must be felt with the heart - Helen Keller

QUESTIONS ARISING FROM THE GOA/ATA FRAMEWORK AGREEMENT - MARCH 2013

AGREEMENT PROVISION	INTERPRETATION/EXPLANATION REQUIRED
Teacher Definition	1. Is it intended that everywhere teacher is used in the Agreement that it means all teachers including principals, vice-principals, associate principals, coordinators, directors, etc. If yes, that would include division office staff and administrative staff on workload studies, etc.
Part A: Term and Scope	1. What provisions of this Agreement are intended to be included into local school board collective agreements? In what way, using what language?
Part B: Teacher Compensation 1. Percentage Increase 2. Lump sum payment	1. "... other rates of pay..." – what is this phrase intended to cover – i.e. professional development dollars, etc. This needs to be clarified for implementation. Is it to be the same items that were addressed in rate addendums between a school board and the ATA during the term of the last agreement? 2. Regarding the lump sum payment: a. Is there a reason as to why November 15, 2015 was chosen? b. Is it intended that part-time teachers i.e. .2 FTE will receive the same lump sum payment amount as a full time teacher? If yes, what is the rationale?
3. Grid Changes for Specified School Jurisdictions	1. How will AB Ed account for the funding of this provision in future years so that theses dollars continue to flow to the affected school boards? What impact might this have on equity of funding in the future?
Part C: Teacher Workload 1. Internal Alberta Education Review	1. Ratification of this Agreement is identified as May 13, 2013. Has Alberta Education already commenced their internal review? If waiting until May 13, 2013, how realistic is it that a credible review can be completed by June 30, 2013? 2. How will this review be done by AB Ed? By committee or some other structure? If a committee, what will the composition be? 3. How will AB Ed determine the "time required by teachers to undertake existing and any new tasks?" 4. What is the difference between "tasks" and "initiatives" in this section of the Agreement?
2. Internal School Jurisdiction Review	1. Why is it a different committee review process for school jurisdictions and a 'unilateral' review process for AB Ed? 2. What is intended by the words "for at least the duration of this Framework Agreement?" 3. How many reviews are contemplated by the words "internal reviews?" 4. Why does it say "jurisdiction initiated tasks and policies" when the AB Ed review says "tasks" and "initiatives"? Is there a difference? 5. Is it intended by the words "teacher workload" and "teacher efficacy" that teacher in this context means division office staff and administrative staff? 6. What size is the expected/contemplated size of a committee? Given the limited management staff of school boards, how will balance be achieved? What will an imbalance have on the overall perspectives and recommendations and action plans contemplated from these internal reviews? If the school jurisdiction and the Association Bargaining Unit cannot agree on the size and composition, who decides? 7. Who is the "Association Bargaining Unit?" The ATA provincial? The Economic Policy Committee at each school jurisdiction? The Executive of the Economic Policy Committee? The Local ATA President at each school jurisdiction? The School Representatives? For the Francophone school authorities, is Association Bargaining Unit only one Local for all five

QUESTIONS ARISING FROM THE GOA/ATA FRAMEWORK AGREEMENT - MARCH 2013

AGREEMENT PROVISION	INTERPRETATION/EXPLANATION REQUIRED
	school authorities or five separate Sub-Locals? 8. What does "such that it reflects the diversity of teaching circumstances across the jurisdiction" mean? Does this differ based on rural, urban and metro? Does this mean every grade, every discipline, some very rural, some urban, one room schools, on-line programs, outreach schools, etc.? 9. What are the purpose, role and function of the "facilitator" provided by Alberta Education? 10. What involvement will the provincial ATA have in directing the Association Bargaining Units on the naming of teachers to these committees? 11. Are the teachers named to these committees to be local teachers from the affected school jurisdiction? How can this be assured? 12. What is contemplated by the words "initial report ... including recommendations for further study and an initial action plan?" 13. If this is a local school jurisdiction review, why is the report generated required to be given to the GOA, the ASBA and the ATA? 14. Is it the intention of this Agreement that the "initial action plan and subsequent action plans" will be automatically a requirement of the school jurisdiction to implement? If not, why does the language say "in implementing" used? What if a school jurisdiction (Board of Trustees and/or Superintendent) do not concur with an "action plan," must it be implemented? 15. Regarding an "appeal" the terms "teacher" or "a group of teachers" are used. In this context is it intended that the term "teacher" includes division office staff and administrative staff? 16. How many appeals could occur given the current wording regarding "teacher or group of teachers from one school"? 17. What do the words "if they believe the issues in the report have not been addressed" mean? 18. If the appeal process continues beyond the school jurisdiction, why does "the Association" now advance the matter to the Exceptions Committee of which the ATA makes up one third of the decision making capacity on the Exceptions Committee? What is the likelihood that the ATA will disagree with the ATA? 19. Why is a three member committee out of Edmonton going to rule on matters at a local school jurisdiction level? Who knows the local circumstances better than the local school jurisdiction? What is the process that the Exceptions Committee will follow to ensure that the Committee has conducted an adequate and sufficient review before determining any recommendations? 20. When will these internal reviews be conducted? If during normal school hours and during the school year, who will be paying for the cost (i.e. pay, benefits, travel, meals, accommodations) of teachers appointed by the Association Bargaining Unit – presumably the ATA and not the school jurisdiction. Please clarify. 21. The completion date for this activity is very short and complicated by additional activities. Ratification is set for May 13, 2013. The school year begins to wind down about mid June. Teachers do not work over July and August. September is largely taken up with the start up of the next school year. A trustee election is scheduled for October. How can a credible review be completed including a report by October 31, 2013?

QUESTIONS ARISING FROM THE GOA/ATA FRAMEWORK AGREEMENT - MARCH 2013

AGREEMENT PROVISION	INTERPRETATION/EXPLANATION REQUIRED
3. Third Party Study	1. If teacher is defined at the start of the Agreement, why is the language now saying "a third party study on workload for classroom teachers, school administrators and other members of the Association Bargaining Units?" What is the intended difference between the definition of teacher and the words used here? 2. What is the composition of the "advisory committee?" How many representatives will there be from ASBA, ATA and Government? Will representation be equal? 3. The advisory committee will provide "recommendations to the Minister about the implementation of the third party study." Does this mean that the third party study must be implemented? 4. Given that the initial meeting of the advisory committee must be held by May 31, 2013 (two weeks after completion of ratification – May 13, 2013), what details can be shared at this point on the size and composition of the committee? What would be the purpose of the first meeting? Will this timeframe of May 31, 2013 be met by the GOA? 5. What do the words "comprehensive" and "a complete cycle in the school year" mean?
4. Teacher Development and Practice Advisory Committee	1. What is the planned number of appointees to the TDPAC given the stated composition criteria such as "active classroom teachers whose assignments and professional activities are representative of the diverse range of teaching experiences in Alberta." 2. Who will cover the cost of appointees to this committee including costs of pay, benefits, travel, subsistence, accommodations, etc.? How often will this committee meet? 3. Under section c(ii) is it the intention of this Agreement that the ATA will administer "a continuing education requirement for all certificate holders?"
5. Professional Development	1. How does this professional development provision align with current professional development provided by school jurisdictions? Is intended to be additive to what already exists or is it intended to encompassed within the time currently provided by school jurisdictions? 2. Where it states "teachers who believe that insufficient time has been dedicated to professional development may appeal ..." – does that mean professional development under Section 5 of this Agreement or professional development in general within a school jurisdiction? 3. Is it intended that "teacher" in this provision means division office staff and administrators or classroom teachers? 4. Is it intended by the words "teacher workload" that teacher in this context means division office staff and administrative staff?
6. Liaison Committees	1. What is contemplated here? Why was liaison committees carved out as an item that can be bargained locally? 2. Is it expected that liaison committees will be negotiated in all school board collective agreements covering teachers? 3. Do existing collective agreements that provide for a liaison committee structure have to be amended to reflect the spirit and intent of this Agreement? 4. What is the definition of "learning conditions?" Is this just alternate terminology for 'working conditions?' 5. Does this committee have any mandate to make decisions under this Agreement?
7. Lieu Days for Principals	1. These days are provided irrespective of personal leave days and have no impact on other leave provisions? Every board

QUESTIONS ARISING FROM THE GOA/ATA FRAMEWORK AGREEMENT - MARCH 2013

AGREEMENT PROVISION	INTERPRETATION/EXPLANATION REQUIRED
	assumes this provision unless they already provide 2 days of paid leave for this purpose? 2. Was there any discussion around the instance where the principal is refusing to take the time back and is simply not agreeing to any dates offered by the board? This would result in additional costs to the board and not a rescheduling of the days during the school year.
8. Pilot Projects	1. This provision implies the school jurisdiction and the ATA bargaining unit may implement pilot projects which would serve to set aside, for term specific basis, collective agreement provisions. Does the ATA have a veto right on this decision given their ownership of the bargaining certificate? Can the bargaining unit negotiate this change?
9. Maintenance of Certain Collective Agreement Provisions	1. Part C 9(c) implies the school jurisdiction and the ATA bargaining unit may set aside their collective agreement provisions, for term specific basis, to trial an alternative approach. Does the ATA have a veto right on this decision given their ownership of the bargaining certificate? Can the bargaining unit negotiate this change?
10. Ministerial Order About Teacher Instruction Time	1. Considering the use of the term "best efforts," is the description of this phrasing on the ATA website what the parties agreed to? The ATA is publicizing the following on their website: "The phrase "best efforts" appears in the March 13 offer, including the Ministerial Order on teacher workload. Best efforts means taking in good faith all reasonable steps to achieve the objective, carrying the process to its logical conclusion and leaving no stone unturned. Best efforts also means doing everything known to be usual, necessary and proper for ensuring the success of the endeavour." What does this mean to GOA given the commitment to use best efforts to reduce GOA and School Jurisdiction initiated tasks over the term of the agreement? 2. Clause 10(c) requires the board outline a process that provides a 4% reduction in teacher instruction time in each of the 2014/15 and 2015/16 school year. Does that reference the same 4% reduction in the second year, or is it implying there is a further 4% reduction and therefore actually an 8% reduction by the second year? 3. The framework agreement references the costs of the representatives to the Exceptions Committee will be incurred by the respective parties. Does that include the costs associated with anyone making presentations to the committee? The framework agreement removed the clause that limited the applications to the committee as being written. Is there an understanding that this process may become more formal and legalistic with formal presentations being made to the committee? Who will be responsible for the expenses of this process? 4. The Minister's proposal referenced a number of factors which may be considered by the Exceptions Committee, along with any other factors the committee deemed relevant. The framework agreement offers a limited list of considerations and no reference to any additional considerations. Was the intention to move from a suggested list of considerations to a finite perspective with no other factors being considered? 5. The agreement does reference the needs of the committee as being a factor for consideration - is that irrelevant to the decision? 6. The agreement does not reference staff availability as being a factor for consideration - is that irrelevant to the decision? 7. The agreement removed reference to the obligation for teachers to continue to be responsible to perform professional duties which include lesson preparation, student evaluation and parent contacts – are these duties now considered

Rosin, Ann

From:	Kelly, Colin
Sent:	May-06-13 10:58 AM
To:	Barrett, Donna
Cc:	Walsh, Dennis; Rosin, Ann
Subject:	Fwd: Board Chairs Email #54 Follow up to ministry questions
Attachments:	Questions Arising from Agreement.docx; ATT102374.htm

Sent from my iPhone
Colin Kelly

Begin forwarded message:

From: "Jacquie Hansen" <jhansen@gsacrd.ab.ca>
Date: 6 May, 2013 10:45:51 AM MDT
To: "Jacquie Hansen" <jhansen@gsacrd.ab.ca>
Subject: Board Chairs Email #54 Follow up to ministry questions

Dear Colleagues,

Spring has finally arrived bringing with it new life and new energy.

I wanted to let you know where we are at with the meetings with the ministry as it relates to the ATA/GOA agreement.

As you were previously advised, ASBA has been seeking clarification to a number of questions around the Framework Agreement. Those questions were circulated in Board Chairs email #53.

Recently, ASBA staff were able to convene a meeting with GOA and ATA representatives to discuss these questions. You will find attached, in red font, notes as they pertain to the questions asked.

These clarifications are provided to assist school boards in considering the framework agreement. They represent the comments and shared perspectives offered by the GOA and ATA. Given the framework agreement was negotiated by those entities, school boards need to fully understand what was intended by the commitments in the agreement.

As we anticipate additional questions may arise as we continue in this process, ASBA labour relations staff will continue to meet with GOA/ATA representatives on a regular basis to further discuss the implications of the

P. 70 framework agreement and to respond to any further questions school boards may have.

Please advise David Anderson or Scott McCormack of any further questions you wish to have addressed.

Many thanks for your hard work and dedication to this challenging file.

Jacquie

Jacquie Hansen
President, Alberta School Boards Association
r 780-460-5823
c 780-918-9752

The best and most beautiful things cannot be seen or even touched. They must be felt with the heart - Helen Keller

QUESTIONS ARISING FROM THE GOA/ATA FRAMEWORK AGREEMENT - MARCH 2013

AGREEMENT PROVISION	INTERPRETATION/EXPLANATION REQUIRED
Teacher Definition	1. Is it intended that everywhere teacher is used in the Agreement that it means all teachers including principals, vice-principals, associate principals, coordinators, directors, etc. If yes, that would include division office staff and administrative staff on workload studies, etc. Applies to anybody in the bargaining unit (as defined in the collective agreement) – whether central office or not
Part A: Term and Scope	1. What provisions of this Agreement are intended to be included into local school board collective agreements? In what way, using what language? Term, teacher compensation increases (suggested amendments be written into the collective agreement for adjustments to salary grids, rates of pay, allowances, and the lump sum payment) and any other commitments made through local bargaining or voluntary interest arbitration; though not required, parties are encouraged to include reference to the payment for lieu days to principals in a letter of understanding that expires at the end of the agreement (as it not an ongoing commitment beyond the term of the agreement)
Part B: Teacher Compensation 1. Percentage Increase 2. Lump sum payment	1. "... other rates of pay..." – what is this phrase intended to cover – i.e. professional development dollars, etc. This needs to be clarified for implementation. Is it to be the same items that were addressed in rate addendums between a school board and the ATA during the term of the last agreement? Same as those elements of teacher compensation that were escalated in the addendums used in the last collective agreement 2. Regarding the lump sum payment: a. Is there a reason as to why November 15, 2015 was chosen? A date was selected for ease of application – compensation is based on the teacher's FTE and rate of pay on that date; based on FTE under contract on that date; applies to anybody under contract; prorated by FTE; includes those on leave and those covering that leave (if they are employed under a contract) b. Is it intended that part-time teachers i.e. .2 FTE will receive the same lump sum payment amount as a full time teacher? If yes, what is the rationale? See above.
3. Grid Changes for Specified School Jurisdictions	1. How will AB Ed account for the funding of this provision in future years so that theses dollars continue to flow to the affected school boards? What impact might this have on equity of funding in the future? Will be earmarked somehow to identify as a separate line item
Part C: Teacher Workload 1. Internal Alberta Education Review	1. Ratification of this Agreement is identified as May 13, 2013. Has Alberta Education already commenced their internal review? If waiting until May 13, 2013, how realistic is it that a credible review can be completed by June 30, 2013? 2. How will this review be done by AB Ed? By committee or some other structure? If a committee, what will the composition be? 3. How will AB Ed determine the "time required by teachers to undertake existing and any new tasks?" 4. What is the difference between "tasks" and "initiatives" in this section of the Agreement? Met with Executive Council to discuss the process a couple of weeks ago; working through the process; an internal

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AGREEMENT PROVISION	INTERPRETATION/EXPLANATION REQUIRED
	effort; plan to conclude internal review by mid-June to then work on developing a plan by June 30; Field Services will be called upon to advise on time impact on teacher workload
2. Internal School Jurisdiction Review	1. Why is it a different committee review process for school jurisdictions and a 'unilateral' review process for AB Ed? Looking for a collaborative process – local and joint effort between the school jurisdiction and their teachers (their bargaining unit); a way of working together now and into the future 2. What is intended by the words "for at least the duration of this Framework Agreement?" 3. How many reviews are contemplated by the words "internal reviews?" Seen as an ongoing activity throughout the term of the agreement 4. Why does it say "jurisdiction initiated tasks and policies" when the AB Ed review says "tasks" and "initiatives"? Is there a difference? 5. Is it intended by the words "teacher workload" and "teacher efficacy" that teacher in this context means division office staff and administrative staff? Impacts anyone in the bargaining unit 6. What size is the expected/contemplated size of a committee? Given the limited management staff of school boards, how will balance be achieved? What will an imbalance have on the overall perspectives and recommendations and action plans contemplated from these internal reviews? If the school jurisdiction and the Association Bargaining Unit cannot agree on the size and composition, who decides? The parties are expected to sort this out - collaboratively 7. Who is the "Association Bargaining Unit?" The ATA provincial? The Economic Policy Committee at each school jurisdiction? The Executive of the Economic Policy Committee? The Local ATA President at each school jurisdiction? The School Representatives? For the Francophone school authorities, is Association Bargaining Unit only one Local for all five school authorities or five separate Sub-Locals? It is the bargaining unit as applicable in the bargaining context 8. What does "such that it reflects the diversity of teaching circumstances across the jurisdiction" mean? Does this differ based on rural, urban and metro? Does this mean every grade, every discipline, some very rural, some urban, one room schools, on-line programs, outreach schools, etc.? May be different in each jurisdiction – ensure broad representation so that the perspectives of teachers are represented 9. What are the purpose, role and function of the "facilitator" provided by Alberta Education? To support the collaborative process 10. What involvement will the provincial ATA have in directing the Association Bargaining Units on the naming of teachers to these committees? It is the bargaining unit's decision – only interest is in ensuring there is a diversity of teacher roles on the committee and that they are local teachers 11. Are the teachers named to these committees to be local teachers from the affected school jurisdiction? How can this be

QUESTIONS ARISING FROM THE GOA/ATA FRAMEWORK AGREEMENT - MARCH 2013

AGREEMENT PROVISION	INTERPRETATION/EXPLANATION REQUIRED
	assured? 12. What is contemplated by the words "initial report … including recommendations for further study and an initial action plan?" There should be a couple of quick changes and then a process for continuing the collaborative dialogue 13. If this is a local school jurisdiction review, why is the report generated required to be given to the GOA, the ASBA and the ATA? As a means of assuring the reviews are being done and to look for possible areas of sharing ideas 14. Is it the intention of this Agreement that the "initial action plan and subsequent action plans" will be automatically a requirement of the school jurisdiction to implement? If not, why does the language say "in implementing" used? What if a school jurisdiction (Board of Trustees and/or Superintendent) do not concur with an "action plan," must it be implemented? Action plan would be jointly arrived at and the actions to be implemented would be following shared agreement to do so 15. Regarding an "appeal" the terms "teacher" or "a group of teachers" are used. In this context is it intended that the term "teacher" includes division office staff and administrative staff? 16. How many appeals could occur given the current wording regarding "teacher or group of teachers from one school"? Hopefully none – unable to say though 17. What do the words "if they believe the issues in the report have not been addressed" mean? 18. If the appeal process continues beyond the school jurisdiction, why does "the Association" now advance the matter to the Exceptions Committee of which the ATA makes up one third of the decision making capacity on the Exceptions Committee? What is the likelihood that the ATA will disagree with the ATA? The ATA is responsible for ensuring the appeal has substance and merit 19. Why is a three member committee out of Edmonton going to rule on matters at a local school jurisdiction level? Who knows the local circumstances better than the local school jurisdiction? What is the process that the Exceptions Committee will follow to ensure that the Committee has conducted an adequate and sufficient review before determining any recommendations? Support the concept of a collaborative model for working out issues together; process to be determined by the Exceptions Committee itself 20. When will these internal reviews be conducted? If during normal school hours and during the school year, who will be paying for the cost (i.e. pay, benefits, travel, meals, accommodations) of teachers appointed by the Association Bargaining Unit – presumably the ATA and not the school jurisdiction. Please clarify. Function of decisions at the local level – anticipate cost sharing here; up to a determination at a local level 21. The completion date for this activity is very short and complicated by additional activities. Ratification is set for May 13, 2013. The school year begins to wind down about mid June. Teachers do not work over July and August. September is largely taken up with the start up of the next school year. A trustee election is scheduled for October. How can a

QUESTIONS ARISING FROM THE GOA/ATA FRAMEWORK AGREEMENT - MARCH 2013

AGREEMENT PROVISION	INTERPRETATION/EXPLANATION REQUIRED
	credible review be completed including a report by October 31, 2013? We understand the timelines are ridiculously short – want the local conversation to find its own way forward; this represents a commitment to meet and collaborate – the local participants can determine their way forward from there; seeking a legitimate commitment – will likely reduce the possibility of future strife in bargaining related to workload and assignable time
3. Third Party Study	1. If teacher is defined at the start of the Agreement, why is the language now saying "a third party study on workload for classroom teachers, school administrators and other members of the Association Bargaining Units?" What is the intended difference between the definition of teacher and the words used here? Applies to the bargaining unit 2. What is the composition of the "advisory committee?" How many representatives will there be from ASBA, ATA and Government? Will representation be equal? Equal and effective membership – manageable and likely a small number of people (likely a maximum of 2 per party) 3. The advisory committee will provide "recommendations to the Minister about the implementation of the third party study." Does this mean that the third party study must be implemented? Envision a report to clarify awareness of the current realities; cannot predetermine what recommendations might flow and therefore what implementations would be required 4. Given that the initial meeting of the advisory committee must be held by May 31, 2013 (two weeks after completion of ratification – May 13, 2013), what details can be shared at this point on the size and composition of the committee? What would be the purpose of the first meeting? Will this timeframe of May 31, 2013 be met by the GOA? First meeting is to determine how we move forward – process and who/how the study would proceed 5. What do the words "comprehensive" and "a complete cycle in the school year" mean? Want to ensure an accurate picture is considered
4. Teacher Development and Practice Advisory Committee	1. What is the planned number of appointees to the TDPAC given the stated composition criteria such as "active classroom teachers whose assignments and professional activities are representative of the diverse range of teaching experiences in Alberta." Uncertain as to size of committee – want it to be functional and effective (perhaps between 12-20 participants); size may be determined by identifying the various education partners invited to participate and then balancing with at least 50% teachers. 2. Who will cover the cost of appointees to this committee including costs of pay, benefits, travel, subsistence, accommodations, etc.? How often will this committee meet? Uncertain at this point; perhaps meet about 4 times per year 3. Under section c(ii) is it the intention of this Agreement that the ATA will administer "a continuing education requirement for all certificate holders?" Not predetermining an outcome, but identifying the possibility and that the ATA would administer such a requirement if

QUESTIONS ARISING FROM THE GOA/ATA FRAMEWORK AGREEMENT - MARCH 2013

AGREEMENT PROVISION	INTERPRETATION/EXPLANATION REQUIRED
	it is developed
5. Professional Development	1. How does this professional development provision align with current professional development provided by school jurisdictions? Is intended to be additive to what already exists or is it intended to encompassed within the time currently provided by school jurisdictions? Not additive – does not add any specific days to any current entitlement; provides balance between GOA goals, jurisdiction goals, school goals and teacher schools 2. Where it states "teachers who believe that insufficient time has been dedicated to professional development may appeal ..." – does that mean professional development under Section 5 of this Agreement or professional development in general within a school jurisdiction? 3. Is it intended that "teacher" in this provision means division office staff and administrators or classroom teachers? 4. Is it intended by the words "teacher workload" that teacher in this context means division office staff and administrative staff? Applies to bargaining unit
6. Liaison Committees	1. What is contemplated here? Why was liaison committees carved out as an item that can be bargained locally? Already being bargained at some tables and want to make sure this does not contradict those processes or agreements 2. Is it expected that liaison committees will be negotiated in all school board collective agreements covering teachers? If you don't have one in your collective agreement, you get one through the Framework Agreement; is not required to be put into your collective agreement 3. Do existing collective agreements that provide for a liaison committee structure have to be amended to reflect the spirit and intent of this Agreement? 4. What is the definition of "learning conditions?" Is this just alternate terminology for 'working conditions?' Meant to simply refer to learning conditions 5. Does this committee have any mandate to make decisions under this Agreement? No
7. Lieu Days for Principals	1. These days are provided irrespective of personal leave days and have no impact on other leave provisions? Every board assumes this provision unless they already provide 2 days of paid leave for this purpose? Yes 2. Was there any discussion around the instance where the principal is refusing to take the time back and is simply not agreeing to any dates offered by the board? This would result in additional costs to the board and not a rescheduling of the days during the school year. If reasonable considerations for finding mutually agreeable times have been refused, the days can be assigned (usually follows the offer of a couple of alternate days).
8. Pilot Projects	1. This provision implies the school jurisdiction and the ATA bargaining unit may implement pilot projects which would serve to set aside, for term specific basis, collective agreement provisions. Does the ATA have a veto right on this

QUESTIONS ARISING FROM THE GOA/ATA FRAMEWORK AGREEMENT - MARCH 2013

AGREEMENT PROVISION	INTERPRETATION/EXPLANATION REQUIRED
	decision given their ownership of the bargaining certificate? Can the bargaining unit negotiate this change? If the bargaining unit agrees through a vote, then ATA would support it
9. Maintenance of Certain Collective Agreement Provisions	1. Part C 9(c) implies the school jurisdiction and the ATA bargaining unit may set aside their collective agreement provisions, for term specific basis, to trial an alternative approach. Does the ATA have a veto right on this decision given their ownership of the bargaining certificate? Can the bargaining unit negotiate this change? If the bargaining unit agrees through a vote, then ATA would support it
10. Ministerial Order About Teacher Instruction Time	1. Considering the use of the term "best efforts," is the description of this phrasing on the ATA website what the parties agreed to? The ATA is publicizing the following on their website: "The phrase "best efforts" appears in the March 13 offer, including the Ministerial Order on teacher workload. Best efforts means taking in good faith all reasonable steps to achieve the objective, carrying the process to its logical conclusion and leaving no stone unturned. Best efforts also means doing everything known to be usual, necessary and proper for ensuring the success of the endeavour." What does this mean to GOA given the commitment to use best efforts to reduce GOA and School Jurisdiction initiated tasks over the term of the agreement? That is the legal definition the parties are to work with 2. Clause 10(c) requires the board outline a process that provides a 4% reduction in teacher instruction time in each of the 2014/15 and 2015/16 school year. Does that reference the same 4% reduction in the second year, or is it implying there is a further 4% reduction and therefore actually an 8% reduction by the second year? Does look for 8% reduction over two years and uses the 2012/13 figures as the base for making adjustments 3. The framework agreement references the costs of the representatives to the Exceptions Committee will be incurred by the respective parties. Does that include the costs associated with anyone making presentations to the committee? The framework agreement removed the clause that limited the applications to the committee as being written. Is there an understanding that this process may become more formal and legalistic with formal presentations being made to the committee? Who will be responsible for the expenses of this process? Party sending such a representation, and it is not necessarily required, would be responsible for incurred costs for that representation; not anticipated to be a legalistic process; seeking a clean and expedited process for addressing concerns 4. The Minister's proposal referenced a number of factors which may be considered by the Exceptions Committee, along with any other factors the committee deemed relevant. The framework agreement offers a limited list of considerations and no reference to any additional considerations. Was the intention to move from a suggested list of considerations to a finite perspective with no other factors being considered? 5. The agreement does reference the needs of the community as being a factor for consideration - is that irrelevant to the decision? That is not intended as a factor for consideration; if the jurisdiction thinks it is relevant, offer the rationale and the committee will look at it 6. The agreement does not reference staff availability as being a factor for consideration - is that irrelevant to the decision?

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AGREEMENT PROVISION	INTERPRETATION/EXPLANATION REQUIRED
	That is not intended as a factor for consideration unless tied to isolation; if the jurisdiction thinks it is relevant, offer the rationale and the committee will look at it 7. The agreement removed reference to the obligation for teachers to continue to be responsible to perform professional duties which include lesson preparation, student evaluation and parent contacts – are these duties now considered included in the 907 hours limit? Not included – still an expectation
Part D: Local Bargaining 1. Bargained Enhancements 2. Items Not to be Bargained	1. The framework agreement states school jurisdictions may spend up to 0.5% of the 2012/13 base instruction grant on other cost enhancements through local bargaining – is it mandatory to spend the 0.5% or is it "may spend up to 0.5%." Is spending less than 0.5% an option? Is bargaining cost reductions an option? Can those approaches be taken to arbitration? Can a school board advance any monetary proposals to arbitration that would serve to reduce their monetary commitments? 0.5% based on funding at May 31, 2012 (frozen funding date); chart of dollars for each jurisdiction will be provided by Alberta Education; expected that all jurisdictions will spend their 0.5%; if any savings are achieved for a board through bargaining, then would be reinvested in the agreement 2. What if the ATA proposes to introduce a cost enhancement on the last day of the agreement so there is no cost impact for the term of the agreement – would that be arbitrable? Would that impact the 0.5% cost containment parameters? Expect the parties to bargain in good faith – effective dates and carry-forward costs are negotiable items 3. How does Alberta Education Strategic Services plan to interpret "forecasted cash disbursements based on projected utilizations?" It is expected there will be a difference in opinion as to how much various entitlements might be utilized. The utilization in one jurisdiction may vary from another; utilization in one year may vary from another; how is a board to budget when the liability exists for every bargaining unit member to access a provision and result in costs to the board? Encourage the parties to sort this out themselves 4. Is the valuation provided by Alberta Education Strategic Services binding on the parties? Can it be appealed? It would be a binding decision on the parties; hopefully encourages the parties to sort it out themselves 5. Are there parameters that Alberta Education Strategic Services have already developed that could assist the parties in bargaining locally? No
3. Bargained Items with Mutual Agreement	1. Can the items referenced in teacher compensation, other than salaries, be bargained to contribute to the 0.5% cost containment parameter or can they only be considered as being additional to the 0.5%? Yes 2. Can the items referenced in Part C 5, 6 and 7 be bargained to contribute to the 0.5% cost containment parameter or can they only be considered as being additional to the 0.5%? These would contribute to the 0.5%

QUESTIONS ARISING FROM THE GOA/ATA FRAMEWORK AGREEMENT - MARCH 2013

AGREEMENT PROVISION	INTERPRETATION/EXPLANATION REQUIRED
	3. Are the parties limited from introducing new items to the local bargaining tables? Are they restricted to proposals already introduced? New proposals may surface to reflect a four year deal rather than a one year deal; would still have to meet the Labour Code's requirements for legitimately introducing new proposals ("changed circumstances"); do not anticipate a lot of this
Part E: Disputes Resolution	1. Part E 2 speaks to the cost of an enhancement to be calculated over the term of the agreement – is this intending to reflect the cost implications of any enhancement as cumulative impact over the term of the agreement? Is it still to be considered from the cost implications of an enhancement if it is introduced mid-year such that the in-year cost is lower, but the full cost implications would exceed the cost containment parameters? Had not envisioned this; encourage the parties to bargain in good faith; settle within the spirit of the deal 2. If an arbitration award fails to comply with the framework agreement, or if a decision of an arbitrators is not provided within the terms of the framework agreement, then what is to be the outcome and what recourse do the parties have? Refer to arbitration under Part G of the Framework Agreement 3. What impact will the recommendations or engagement of the Case Management Arbitrator have on an arbitrator's award should the dispute be referred to a hearing in front of an arbitrator other than the Case Management Arbitrator? Role is to expedite the process; expect to use mediation before arbitration as would normally be considered in collective bargaining 4. There is no deterrent to proceeding to arbitration. Notwithstanding the parameters provided in the framework agreement, are there any expectations or reasons to expect an ATA bargaining unit will not refer matters to arbitration that cannot be resolved at local bargaining? This framework encourages a collaborative relationship between school jurisdictions and their teachers, arbitration would not necessarily contribute to that relationship; better to find your own solution than have someone else impose it 5. What is meant by the language in Part E 6 whereby, "... from the list of individuals who may be appointed as a Board of Reference?" What is the role and purpose of a Board of Reference? The list used for Board of Reference will be the same list of potential Arbitrators
Part F: Ratification of this Framework Agreement	1. What will happen to a school board that rejects this framework agreement? In the Minister's control; we cannot say 2. What will happen to an ATA bargaining unit that rejects this framework agreement? Cannot say at this point 3. The framework agreement would require the ASBA and ATA use 'best efforts' to convince school jurisdictions and ATA bargaining units to accept this framework agreement - is local bargaining to be suspended while this takes place? Is the ATA in agreement to suspend local bargaining while this takes place? If not, what was the rationale for extending the timeframe for local bargaining to December 31, 2013? Not an issue at this point in time

QUESTIONS ARISING FROM THE GOA/ATA FRAMEWORK AGREEMENT - MARCH 2013

AGREEMENT PROVISION	INTERPRETATION/EXPLANATION REQUIRED
	4. The framework agreement is conditional on no strikes or lockouts for the term of the agreement. What is the effect on the agreement if the ATA commences a strike, or if a school board locks out their employees, during the term of the agreement? Does it terminate the agreement? No – would be dealt with case-by-case
Part G: Arbitration	
Part H: Other Obligations	1. Is there a draft Ministerial Order already prepared? If so, when will the parties see it? If not, when will work on this item commence? Will the ATA and ASBA be meeting with GOA, trilaterally, to conclude the Ministerial Order? In process
Comfort Letter - ATA	1. How do these commitments to the ATA around a different bargaining model align with the need to be prepared and ready in February/March 2016 to commence collective bargaining to amend expired collective agreements in the province? Recognize the need to understand what to prepare for, and when, in advance of the next round of bargaining – would need to have clarity by January 2016

Rosin, Ann

From: Kelly, Colin
Sent: May-07-13 4:49 PM
To: donna.barrett@northland61.ab.ca
Cc: Ann Rosin (Ann.Rosin@northland61.ab.ca)
Subject: FW:

From: Jacquie Hansen [mailto:jhansen@gsacrd.ab.ca]
Sent: May-07-13 2:39 PM
To: Jacquie Hansen
Subject:

Good morning everyone:

Let me apologize in advance for the lengthy nature of this board chairs email – but I feel it important to lay out the context of a decision which I feel the association must consider. So here goes....please bear with me....

In December of 2011, at a board chairs meeting, you supported the ASBA's continued participation in tripartite discussions designed to reach a provincial framework for local collective agreements with the Alberta Teachers' Association.

Despite over a year of intense three-way and bilateral discussions, a deal that the ASBA could support was elusive. Up until late February of this year, the ASBA and Government were on the same track – committed to addressing the issue of teacher workload only after we had concluded a comprehensive study of the issues and identified possible solutions. Hard-caps on teacher instruction time were a definite non-starter for both the ASBA and the provincial government.

When the depth of the provincial revenue shortfall became apparent, the provincial government became focused on the short term financial cost of the agreement – and agreed to a deal with the ATA that saw a trade off. At the March 18 board chairs meeting the ASBA staff, supported by our contracted labour negotiators, outlined what we saw as major concerns about the agreement. In a nutshell, the trade off proposed saw 3 years of zero percent salary increase for hard caps on teacher instruction time, a lessening of the ability of boards and their senior staff to manage the system and an increased influence of the ATA in a variety of policy endeavours. One of our major concerns was that once in place, some of these policy issues would be difficult to change and would then become a way in which we do our business from now on - The thin edge of the wedge if you will. We concurred that the changes to this agreement marked a dramatic change in the government position. Furthermore, we felt the changes did not meet the three lenses that we negotiated throughout...lenses that are student centered. You may recall that we would

support an agreement only if it was fully funded, maintained the flexibility of boards and their senior staff to manage the workplace and provided increased possibilities for student success.

In reviewing the draft agreement negotiated by the ATA and the Minister, your board of directors was caught in a dilemma. Many boards were delighted with the three years of 0% recognizing it may be difficult to negotiate better financial terms, labour stability was certainly another factor. However, many boards vehemently opposed the new terms feeling that the policy changes reflected more union control. All boards felt a sense of anger that, as employers, they did not have a hand in crafting this last agreement but were being asked to administer it.

All this occurred at the time of the provincial budget which heralded a very serious reduction in the funds made available to school boards to carry out their work on behalf of students.

So the board of directors did not approve the deal – nor did we reject it. Instead, we referred the agreement directly to boards to make a local decision about the merits of the deal in their individual jurisdictions. After all, you as board members know your communities best and know how a deal like this will unfold on the ground.

So, for the past five weeks boards have been working through this proposed agreement. With the comfort letter and ongoing discussions with the ministry staff it is very apparent that collectively, individual boards have overwhelmingly endorsed the draft agreement. By our count, with a little less than a week to go until the May 13th deadline, over 50 boards have ratified the deal and only 2 have formally rejected the agreement. The other 10 boards are voting over the coming week. As I write this, I see that two more boards have signed on.

At the end of the day, after many conversations with board chairs and with much reflection, I have come to the conclusion that this agreement is going to happen – either through voluntary acquiescence by school boards – or through some other action by the minister. The minister has said publicly that this deal will be done.

On a go forward basis there is much to think about. The mechanics of implementing this deal hinge on ASBA's participation in a number of areas. For example, the ASBA is to assist in drafting a ministerial order on teacher time. We are also the vehicle for employer representation on the exceptions committee. And there are other areas where the ASBA is committed to playing an ongoing role in the implementation of the agreement.

So, notwithstanding the flaws the association has flagged by this deal crafted by the government and the ATA, and despite my personal misgivings about some of the features of the agreement, I want to let you know that at the board of directors meeting later this week, I will be seeking authorization of the ASBA board of directors to sign the framework agreement on behalf of school boards. It is clear that modt boards are supportive of this deal.

This action will enable the ASBA to continue to press for the details of the framework agreement to be made as "board friendly" as possible. And of course it will also provide a vehicle for the ASBA to fulfill, on behalf of school boards, the important task of making appointments to the various working committees that are provided for in the agreement.

I urge those of you who have not yet made up your mind to consider the agreement carefully and make the wisest decision possible in light of your local circumstances.

I truly believe that the time has come for us to move beyond this issue, and get on with the much more exciting and rewarding task of transforming our education system for the benefit of students.

Again, I want to thank you for your work on this most challenging issue.

Warm regards,

Jacquie

Sent from FirstClass with my iPad

Rosin, Ann

From: Kelly, Colin
Sent: May-11-13 11:08 AM
To: Rosin, Ann; Barrett, Donna
Subject: Fwd: Board Chairs #56 - agreement update

Sent from my iPhone
Colin Kelly

Begin forwarded message:

From: "Jacquie Hansen" <jhansen@gsacrd.ab.ca>
Date: 11 May, 2013 11:04:35 AM MDT
To: "Jacquie Hansen" <jhansen@gsacrd.ab.ca>
Subject: Board Chairs #56 - agreement update

Good morning colleagues,

As I mentioned in my last Board Chairs' e-mail (# 55), I asked the ASBA Board of Directors whether or not the board of directors should endorse the Framework Agreement drafted by the GOA and the ATA.

Yesterday the minister wrote to all of you confirming the process he is committed to in moving the agreement forward. That is, that all boards agree to the framework and that the ASBA sign-off on the ministerial order. He would also like the ASBA to sign the framework agreement after the first two steps have been completed. I'm not sure that any of us completely understood this process, as it was not laid out in these terms within the framework agreement.

I brought the process of endorsement to the board of directors because – if this deal moves forward as it is currently drafted – there are numerous expectations of the role the ASBA will play in operationalizing the agreement. I wanted clarity in light of those expectations.

As well as deciding whether or not to endorse the Framework Agreement, the ASBA Board of Directors also considered the draft Ministerial Order, which the minister of education circulated to board chairs on Friday May 10
.

On the first question, the ASBA Board of Directors decided unanimously to honour the process it established when the minister first presented us with the deal he had struck with the ATA.

As you will recall, the board of directors expressed the belief that decisions about the Framework Agreement were best made at local school board tables reflecting local conditions and values.

With May 13 days away, some school boards have not yet made a decision. In fairness to those boards – and out of respect for the process we adopted at the outset – the ASBA Board of Directors voted to reaffirm its commitment to this local decision-making process. This allows each school board to make a local decision. This path respects local decision making which is a fundamental value of our association. I do ask those school boards who have not yet made a decision, to advise me of the outcomes of your local deliberations.

The ASBA Board of Directors also considered the draft Ministerial Order which the minister released on Friday morning. While ASBA staff received a working draft of this document earlier in the week and provided some feedback, the ASBA Board of Directors first received this document on Friday morning.

We reviewed the document and we have a number of concerns. Given that this document is so central to a possible Framework Agreement, the ASBA Board of Directors directed me to write the minister outlining our concern with this document as it is currently drafted.

I have sent that letter to the minister this morning. In broad strokes I will be speaking to our central concern: we want confirmation that school boards will be the final decision-makers about the outcomes of the Internal School Jurisdiction Reviews.

The board of directors will be meeting by conference call after all boards have made their decisions on Monday. As always, I will strive to keep you apprised of developments as I become aware of them.

To all mother's and grandmothers, Happy Mother's Day, I hope you will be blessed with your family around you. Take time to enjoy, I know that I will.

Warm regards,

Jacquie

Jacquie Hansen
President, Alberta President School Boards
r 780-460-5823
c 780-918-9752

The best and most beautiful things cannot be seen or even touched. They must be felt with the heart - Helen Keller

A·S·B·A
Alberta School Boards Association

For members of the Alberta School Boards Association

Communications Now

May 2013

Chinook's Edge engages teachers

When a new superintendent was hired in 2010, the Chinook's Edge School Board established the "Teachers Matter Committee" to build relationships between central office and educators in the division's 42 schools. The intent: to consult with educators and work with them to establish division's direction.

Committee make-up and operations

- The committee includes trustees, the superintendent, ATA local leadership and over 30 teachers who are recognized as opinion leaders in their schools.
- Educators help establish meeting agendas and provide feedback on new ideas presented by the superintendent.
- Members are asked to share ideas with their colleagues at school and to bring ideas from their schools to the committee.
- Meetings are highly transparent so that relationships of trust thrive.

"From the first meeting, there was a genuinely good feeling. They are very candid. I appreciate that," says Angie Dezall, a teacher at Olds High School. According to Dezall, the committee has seen results of their requests including more collaboration time for teachers. "It's been really positive towards building relationships."

"It's completely changed the way I feel about our school division," says Lorraine Janisse, a teacher at Ecole Steffie Woima Elementary School in Sylvan Lake. "Because of the transparency, we feel we can ask whatever we want, and sometimes there are tough questions." Janisse says sometimes the responses to the questions help her understand why decisions were made in the context of the jurisdiction. Other times, senior management comes to understand why teachers are concerned about something and they can make changes. "It's changed the culture here for sure," says Janisse.

The division believes the committee has been highly successful based on numerous comments from committee members. Other measures of success include: a full roster of teachers wanted to participate in the 2012-13 committee and an invitation to present the initiative at the National School Boards Association Conference in San Diego in April 2013.

A video created to celebrate teachers was chosen for a Bravo Award from the Canadian Association of Communicators in Education Association.

Submitted by Laurette Woodward, Woodward Communications

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Communications Now

Why publish an annual report?

Taxpayers don't always know the great things your school jurisdiction has done with their tax dollars. Parents don't always see what's been accomplished. And busy staff might not always have the opportunity to take a look at the bigger picture.

Publishing an annual report is one way to communicate with all these audiences.

A well-written and designed annual report can help you demonstrate student and staff accomplishments, explain the jurisdiction's financial situation and assure taxpayers their money is being well spent.

An annual report doesn't have to be 20 pages of financial statements and lengthy school/department reports. A well-designed, well-written two or four-page format with photos may be all you need.

Consider the following things your communities and your taxpayers need to know:

Focus on accomplishments

The most important part of your jurisdiction's annual report is your description of your accomplishments. Taxpayers want to know what you did and, more importantly, why you did it and the results you are getting as they relate to your mission statement and to student achievement. Don't assume that readers will automatically understand how your activities help you achieve your mission. Connect the dots for them.

Clear concise financial info

Explain where your revenue come from and how you spent the money. Highlight cost saving measures you have taken over the year. Pie charts and bar graphs help your readers see how and why you spent taxpayer dollars the way you did. Visuals help readers understand the big picture and financial trends. Include a short plain English explanation of the numbers.

Add photos

Photos are worth a thousand words. Research shows that readers generally fall into three categories: the 30-second readers who will see your publication on its way to recycling; the 3-minute readers who will skim it, stopping primarily to read headlines and photo captions; 30-minute readers and a very few who will read it all. Since most of the people reading your annual report are in the 30-second and 3-minute categories, show them what you've been doing with photos.

Write captions that tell your story

Since photos are what get readers' attention, make sure you tell your stories with your captions. Don't just state what's in the photo. Connect the photo to an accomplishment. If people read or scan nothing but the photo captions in your annual report, they should still get a sense of the good work you did last year and your results.

Humanize your stories

Taxpayers will be more impressed with stories about real people than general summaries or statistics. Explain what you have accomplished overall, and then humanize your statistics with some personal profiles. Highlight how a program or initiative helped a specific student, teacher, one classroom or school. Share a story from a board member, principal, – teacher, parent or student that shows how that individual made a positive difference or how a particular initiative enabled that person to be more effective or learn more.

When to publish?

An annual report is by definition a once-a-year report to your "stockholders" about their "investment" (their schools). Pick the best time for you. August or September is a nice way to start the year. Remind parents and taxpayers of your success in providing the best possible education for their children.

January or February publication is a mid-year reminder of the strides the jurisdiction is making in achieving its mission and goals.

Communications Now

Distribute it many ways

An annual report does not need to be mailed to every home or business in your jurisdiction.

- Send electronic copies to staff.
- Send copies to parents electronically or send the report home with students. Distribute it at any and all school council meetings, or at parent teacher interviews.
- Post your annual report on your website.
- Ask your municipality, chamber of commerce or other community organizations to post a link to your report on their website.
- Send copies to all your key communicators.
- Put printed copies of the annual report in all school offices, at all school reception desks, the public library, local banks and doctors / dentist offices.
- Develop a PowerPoint presentation and speak to community. Take printed copies of the annual report for handouts.

Check out award-winning annual reports:

Upper Canada District School Board (ON)
www.ucdsb.on.ca/aboutus/Pages/DirectorsCorner.aspx

Jefferson County Pub. Schools, Louisville (KY)
www.jefferson.kyschools.us/Pubs/AnnualRpt.pdf

Guilford County Schools (NC)
http://issuu.com/guilfordcountyschools/docs/gcs-ar-2012-011912?mode=window&viewMode=doublePage

Fairfax County Public Schools (VA)
www.fcps.edu/erfc/docs/publications/Annual%20Summary%20Report.pdf

Clover Park School District (WA)
www.cloverpark.k12.wa.us/Admin/AboutCPSD.aspx

Contributed by Jeanne Magmer, communications consultant

Social media marketing basics

Your first question about social media marketing might be: "Where do I start?" After that you might wonder: "What tools should I use?"

Where to start

Think about what you hope to accomplish using social media:

- Are you using it to spread news?
- Is it a point of connection so that people can get in touch with you?
- Are you looking to start a conversation?
- Or is it intended to be a hybrid?

Bear in mind that you are certainly free to adjust or change this as you go along. Social media is a real-time activity, and if you find that you are leaning one way or the other, you can certainly adjust.

Your next step is to think about content. It is easy to go the "PR route" by blasting out all kinds of information, but remember that social media is more about having a conversation. It is perfectly fine to include this information, just make sure that your tone is conversational.

What tools to use

What platforms should you be on? The most common ones, and good starting points, are blogs, Facebook and Twitter. Once, familiar with these, you may explore Linked-In, YouTube and Flicker.

Blogs

Blogs are more in-depth. Consider this as your "news" function. This is where you can communicate in longer form. These can be articles and opinion pieces that one would generally find in news sources. But the style is generally a little more casual and first-person in nature. Blogs are typically about 500 words long. You certainly can go shorter or longer depending on the topic. You may also wish to embed video into posts. This is perfectly acceptable and normal in social media.

Facebook

Facebook is a great place to generate conversation and to get your audience involved. You can share and promote your own posts here. You can also communicate short bursts of information and include links to websites and other content that your audience will find interesting, including photos and videos.

As a general rule, the shorter the post, the better. These tend to attract more interest on Facebook, though you still can create posts that are longer and contain more information.

Twitter

Twitter is another good place to start. You may create posts on this "microblogging" site of up to 140 characters (including spaces).

There is a finite amount of room to communicate, but the audiences here are generally very active and conversational.

Take a "headline" approach here. Put the most germane idea into each post like a news headline that is compelling and interesting.

At the beginning of the process, it may feel a little odd, but stick with it. Once you get a feel for the short way of posting, you'll feel more comfortable.

Learn from others

In any of these platforms, it is always a good idea to get a feel for what others are doing. Take the time to research posts on each platform. You may wish to emulate what others are doing, or establish your own way of approaching each tool.

A good place to see some best practices is at Social Media Examiner (socialmediaexaminer.com). You could sign up for their daily newsletter to keep you abreast of news and notes in the social media space.

Promote your social media presence

Tell your existing networks. Invite them to join you. Ask them to tell their friends.

Contributed by Doug Zanger, social media consultant

Communications Now

Using testimonials to strengthen your image

It's common knowledge that what you say about yourself is less credible than what others say about you.

"Credibility of CEOs and government officials plummeted in the last year, while trust in peers and regular employees rose dramatically," said Ed Schoaps of Edelman Public Relations. "And social media — networking sites, content-sharing sites, blogs, and microblogging sites — saw the biggest percentage increase in trust among media sources."

So how do you get the right people to say the right things to the right audience on behalf of your school jurisdiction?

Follow these tips to get more positive buzz about your jurisdiction on the Internet and in your community.

Who should endorse you?

- Anyone who has clout within your community, including respected business people, faith leaders, civic leaders, retirees, alumni. Anyone on your "key communicator" list.
- Staff who are most respected in the community: teachers, secretaries, custodians and volunteers. Yes, they're insiders, but unlike your board and administration, they are generally not perceived to be "part of the politics" in the jurisdiction.
- Volunteer in your schools.

Make it easy to endorse you

- Create a bank of stories, comments and quotations. Use word of mouth. Making abig public deal about getting endorsements defeats the purpose. Be discreet. If you hear something nice about your schools get permission to post it on your website.
- Ask school board trustees to find quotes through their connections.
- Make a spot for endorsements on your homepage, under a headline like: "In Your Own Words." If you invite Facebook/web comments, scan these to repost in this section with an archive for all comments. Remember to keep them fresh and rotating.
- If you prepare newsletters or fact sheets, include these comments and share them with principals for school newsletters.
- Seek comments in schools: Include a feedback form for parents/visitors when they sign in and out at the school. Include a checkbox allowing permission to use their comment for a newsletter or website. Prime the pump with questions such as, "Tell us what you think! How was your visit?"
- In staff or board meetings, take a minute or two to ask for "mission moments" (success stories that show you're accomplishing your mission). To build involvement, you could turn it into a contest.
- Invite leaders, including the news media, for a "walk in their shoes" or job shadow – experience and ask them to share their thoughts in a guest opinion in the newspaper, or blog/Facebook post about it.

What to talk about?

Topics your community is likely to like:

- Student successes, "against all odds" stories
- Effective use of resources to show wise stewardship of public funds
- How your school is teaching the basics so kids can succeed after high school graduation

- Observations by an outsider about the excellent quality of instruction at your school and the efforts of educators to engage students

Create your own testimonials

- Consider watching and listening for a "caught in the act of doing something nice" moment. This is an unsolicited form of testimonial you can create on your own. Use the "caught in the act" approach to help write thank-you notes, special agenda items at a board or staff meeting or when nothing comes to mind when you're facing a blank screen when "message from the principal" is due.

- Ask for brief feedback. Use this sample form to solicit comments from your supporters:

  Dear _____

  You have been visiting/volunteering/serving ____ school for some time now, and I hope you are having a good experience. I would appreciate your writing to me and telling me just what your experiences have been – both good and bad. We're serious about making improvements and spotting success stories, so we can share them with people who care about _____ school.

  May I have your permission to share your comments, or letter? A self-addressed, stamped envelope is enclosed for your convenience – or, you may post your comments on our website at _____. Thank you.

  Sincerely,

  Your name

Other tips

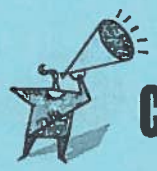
- Remember, a third-party endorsement needs to be real and unsolicited from a credible source. Consider posting his or her photo when available or easy to get.

- Make sure the person has given you permission to use the endorsement.

- Consider video: flip cams are easy to use; keep one handy at your events and capture someone's comments on the spot for your website. (If you post events, make sure they meet FOIP requirements).

- Don't forget the little things. You don't have to boost test scores by 20 per cent. It could be the local garden store owner commenting on the student garden project or faith leader noting how kids helped in a food drive. Or for example, you could ask your humane society president or director to comment when a teacher arranges shelter dog visits for a humane education program.

Contributed by: Shannon Priem, communications consultant



Communications Now

Letters to use in an emergency

It is helpful to have templates on hand for situations that arise sometimes in schools. Attached are six sample letters for a variety of situations at your school. Each one provides a basic outline for the letter and prompts where you may want to customize it to meet the needs of your school community.

Topics include:

- School lock-down
- Death of a staff member
- Death of a student
- Contagious illness
- Summer or seasonal break
- Back to school

Contributed by Jackie Smith, communications consultant

Lock-down

Dear (school name) parents and guardians,

Today (day, and date) it was necessary to 'lock-down' (name of school) as a precautionary measure after police notified us that individuals believed to have been involved in a criminal activity might be in the vicinity of our school.

No one at our school was involved and no one was injured. More information regarding the incident will have to come from (name) Police Department.

Rest assured our safety procedures were followed to the letter by both staff and students. We practice the lock-down drill at least (number) of times a year, along with other safety drills, so that when such a situation occurs we can react promptly as we did today.

Our students behaved in their usual exemplary manner. I am hoping that you will commend your child for that behavior tonight and use the opportunity to discuss his/her feelings (anxious, scared, felt safe) about the lock-down.

Explain support available for students who may be having difficulty dealing with the lock-down, for example: Our school counselor (Mr. /Mrs. /Ms. Name) and counselors from neighboring schools will be with us tomorrow morning. They will visit classrooms and meet with students one-to-one. If you feel your child would benefit from such a meeting, please contact (name of counselor) and (phone/email) or give me a call at (phone number).

If you have any further questions, please don't hesitate to contact me.

Sincerely,

(Name)
Principal

Death of a staff member

Dear Parent or Guardian,

It is with great sadness that I write to tell you of the death of (first and last name), a (long-time, beloved) staff member at (name of school).

Mr. /Ms. /Mrs. (last name) taught (grade level) until illness forced him/her to take a medical leave-of-absence (or retire).

If details of the illness are known and the deceased's family has given permission to make them public: As you may know, he/she was (diagnosed with . . . or suffered from . . . or was stricken by name of disease or condition) in (date). We were notified today by (family/friend) that after a (lengthy/short) treatment, he/she lost his/her battle against the disease/condition on (day).

The family has requested (directives here regarding flowers or memorial donations). A (public/private) memorial service will be held (day, date and time). If you would like to send a card to the family, send it to school and we will make sure it is delivered to them.

[If the school plans a separate memorial service, assembly, dedication or tree planting in honor of this person, describe that event here and include date and time. Or if a date has yet to be set, inform the parents of that in this space.]

(Name of deceased) was a special member of the (school name) family. (Include brief work history or some extra-curricular activities he/she supervised). He/she will be missed. Mr./Ms./Mrs. (name of substitute teacher) who has filled in for (name of deceased) will be here (through the end of the year . . . or until someone is hired.)

Students in grades (list grade levels) were informed today of (name of deceased's) passing. Each will respond differently and we encourage you to have some conversation with your child this evening. Some may be more troubled than others by the news.

If you would like to have your child talk with our school counselor tomorrow, please contact (counselor's name) at (phone or email address).

Sincerely,

(Name)
Principal

Death of a student

(Note: You should have written permission from the deceased student's family to provide information about the child's illness, condition or any information about his/her activities and role in the school before writing any such details in a death notification.)

(Date)

Dear Parent or Guardian,

Losing a member of the (school name) family is never easy. It is even more difficult when it is a young life that has passed. It is with great sadness that I tell you (student's name), a (fourth-grader) in Mr./Mrs./Ms (name) room (lost his/her fight against disease, or was hit by a car, in a car or other accident).

His/her classmates (or the student body) were informed today of his/her death by (describe how they learned of it – teacher told them, school assembly, announcement).

(Name of student) was a part of our school family for (number) of years. He/she was active in (list school and community activities as well as sports, volunteer work) He/she was considered a leader (helper) in our school by serving as (class officer, lunchroom, library, hallways assistant, reading buddy).

The family has requested (list memorials, flowers). A (public/private) memorial service will be held on (date, day, time). [If the service is being held on the school campus, include information about parking, seating, if volunteers are needed to help with refreshments, serve as ushers or in set-up/take-down.]

We encourage you to talk about this with your child this evening. Each youngster reacts differently to the concept of death and some may be having a difficult time in dealing with the loss of someone so close in age.

If you determine your child is struggling with this information, please contact our counselor, Mr./Mrs./Ms. (name) who will be visiting classrooms and talking with individual students who are having a difficult time dealing with the news of (name's) passing. If there is anything I can do, or if you have further questions, please don't hesitate to contact me. My direct line is (number) or send me an email (list address).

Sincerely,

(Name)
Principal

Contagious illness/outbreak

(Note: You should work with your local health authority to publish information that is consistent with theirs).

Dear Parent or Guardian,

I wanted to alert you to a situation we are dealing with at (name of school) this week. Our school has been experiencing a high number of illness-related absences by both staff members and students. [Explain if it is limited to your school or if similar reports are coming from other schools in the jurisdiction.]

More than (number/or percentage) of students were absent and suffering from symptoms characteristic of (whooping cough, influenza, name of the disease). Those symptoms include: (list them here after consulting with regional health staff).

As of (day) we have stepped up our prevention activities at school. *List those here:* Example: We have supplied all classrooms with (list examples, like sanitary hand wipes) and our custodial staff has stepped up the cleaning (at drinking fountains, restrooms and other areas or examples).

We are reminding students of the importance of:

- Washing their hands often, especially before eating, with soap.
- Covering their mouths when they sneeze or cough by using their arm; not hands.
- Not sharing drinks, school lunches or snacks with classmates.
- And if they begin to feel ill at school to tell their teacher.

While you know I am one who doesn't encourage students to miss school, I do make an exception when it comes to preventing the spread of illness. If your child isn't feeling well and has symptoms like those described above, please help us curtail the spread of illness by allowing a sick day or two at home.

If you have any questions related to the current round of (influenza, whooping cough) I would direct you to our school nurse at (phone number) or local health authority at (phone number) or your own physician.

Thanks for your help in getting this current round of (name of disease) under control.

Sincerely,

(Name)
Principal

Summer or other seasonal break

Dear Parent or Guardian,

We can tell from the smiles on our students' faces that a summer (or other season) break isn't far away. I am hoping you will have an opportunity for some family time and relaxation during this break from school activities.

I wanted to recap the end of the year (or quarter/semester) activities for you: *(Examples)*

- Library materials and computers (if students check out computers) must be returned by (date).
- Outstanding fees or fines also must be paid by (date). Please contact (Name, and phone number) if you are unable to meet this timeframe so that a payment schedule can be worked out.
- Assembly or other events (for what purpose) will be held
- Students in grades (list here) will be dismissed at (time on date). All other students will be dismissed at (time and date). [List bus schedules here.]

Our school office will continue to be staffed during (normal, reduced) hours during the break. [Or will be closed on what days.] If you need to reach me, please call, (phone number or send and email) as I or Mr./Mrs./Ms. (name) my assistant will be checking those regularly.

[If you have athletic camps, events or other activities scheduled in your building during the break, explain how students will access those and if contact information is available include it here as well.]

I hope that you will encourage your child to read books, explore nature, visit a museum, or take a class (or summer school) during this break from school. Don't let them skimp on exercise and outdoor activities.

[If childcare is an issue for working parents, include information about any daytime camps or special activities being sponsored by community groups like the YMCA/YWCA during the break.]

Sincerely,

(Name and Title)

Back to school

Dear Parent or Guardian,

While we still have a few weeks of summer (or other break) ahead of us, it isn't too early to start thinking about the start of school on (day and date).

Our school office will be open (hours here and dates if not currently open every day). Should you have questions about any of the information below, the number to call us at is (list phone). You can also find additional information on our (school web site, Facebook page – list addresses for each of the sources).

[List back to school schedule of activities here. These might include new student orientation, registration, school council meetings or special events, kindergarten meet-the-teacher events. Be sure to include the first day of school for each grade (if they differ) and the times that students are to be in school each day.]

Explain how students who ride the school bus will learn about their bus stops and times of pickup. Include contact information for the transportation department.

Dress codes or uniform requirements should be explained here. What can be worn or not worn? Have rules changed from last year?

What is your policy for use of cell phones by students? This letter is a good place to outline expectations.

Our staff that includes (number) of teachers and (number) of support personnel is eager to start the new year. We look forward to welcoming back our (number) students. We've got an exciting year ahead of us (insert here information about any construction projects, new curriculum or other out-of-the-ordinary events).

I am pleased to have your family a part of (name) School. I hope you will feel free to call or write me (phone and email address) at any time.

Sincerely,

(Name and Title)

Weblinks

Education Week
May 6-10, 2013
Theme: "Inspiring Education: Building Connections, celebrating relationships"

Education Week is our chance to highlight the important role education plays in shaping the future of our province.

For more information:
http://www.education.alberta.ca/department/events/educationweek.aspx
or:
http://www.teachers.ab.ca/News%20Room/IssuesandCampaigns/Pages/Education-Week.aspx

Wheel & Walk Week
June 1-8, 2013

Wheel Week is held the first week of June each year, to celebrate and encourage students riding to school on a regular basis.

SHAPE (Safe, Healthy Active People Everywhere) is an Alberta wide non-profit organization that promotes the Active & Safe Routes to Schools programs throughout Alberta. To register and receive more ideas and information:
www.shapeab.com

Alberta Seniors' Week
June 3-9, 2013
Theme: "Creative and Inspirational"

Take the opportunity to celebrate the seniors in your community. Seniors make a difference in the lives of Albertans every day. From supporting family members and friends to assisting charities and volunteering in schools, seniors are deeply involved in our communities and their contributions benefit Albertans of all ages.

For ideas and / or information:
http://www.seniors.gov.ab.ca/SeniorsWeek/

National Aboriginal Day
June 21, 2013

Event organized throughout Canada to celebrate first nations people and culture. For more information:
www.aadnc-aandc.gc.ca/eng/1100100013248/1100100013249

Stars of Alberta Volunteer Awards
The Stars of Alberta Volunteer Awards recognize extraordinary Albertans whose volunteer efforts have contributed to the well-being of their community and fellow community members.

There are three categories for awards including youth, adult and senior. There will be two awards for each category making a total of six awards, to be presented on or around International Volunteere Day on December 5.

Nomination forms available May 1st.
http://culture.alberta.ca/voluntarysector/stars/default.aspx

A monthly publication provided by your child's school in recognition of your role as a partner in education.

Resources for Families

May 2013

Stopping bullying: Tips for parents

"Bullying involves an individual or a group repeatedly harming another person—physically (e.g. punching or pushing), verbally (e.g. teasing or name-calling), or socially (e.g. ostracizing or spreading hurtful rumors)." This according to: 'The Bully Project' *www.https://d3n8a8pro7vhmx.cloudfront.net/themes/51172dcc1ad07a63d6000002/attachments/original/1361410358/BullyingToday.pdf?1361410358*

The documentary "Bully" and its companion book of the same name have generated attention in the media, in schools and among parents. Even students – those who were allowed to see the R-rated film (for language and violence) – have strong feelings about the subject. The Bully Project, which produced both the film and the book, has sponsored the Bully Movement. Their website had a pledge for students with a goal of reaching one million kids in a month. *(thebullyproject.com)*

Bullying is not a new problem, but the severity and rate are high enough to cause alarm for parents and educators. Consider these statistics:

- Canada has the 9th highest rate of bullying in the 13 year olds category on a scale of 35 countries.
- At least one in three adolescent students in Canada has reported being bullied recently.
- The rate of discrimination experienced among students who identify as lesbian, gay, bisexual, trans-identified, two-spirited, queer or questioning (LGBTQ) is three times higher than for heterosexual youth. *(www.cibr-irsc.gc.ca/e/45838.html)*

Those who are bullied as well as those who do the bullying and those who watch are all significantly affected by this behavior. These risks and effects are from stopbullying.gov:

- **Kids who are bullied** are more likely to experience depression and anxiety, health complaints and lower academic achievement.
- **Kids who bully others** are more likely to abuse alcohol and drugs; get into fights, vandalize property and drop out of school; engage in early sexual activity; have criminal convictions as adults; and abuse partners, spouses or children as adults.
- **Kids who witness bullying** are more likely to use tobacco, alcohol and drugs, have increased mental health problems and miss school.

www.stopbullying.gov/at-risk/effects/index.html

Bullying is targeted, repetitive, unwanted, agressive behavior based on an imbalance of power. It is not, for example, a refusal to play with a child during recess; it is repeatedly encouraging other children not to play with a child at recess.

Read about the types of bullying at *www.stopbullying.gov/what-is-bullying/definition/index.html.*

What to do if your child is being bullied

1. **Offer comfort**. Let the child know you are there to support them and that you will do all you can to help them feel safe. Let the child know that the bullying is not his/her fault. Encourage the child to ask for help and not to stop until they get it!

2. **Work together.** Schools and parents should work together to prevent and stop the bullying. Parents should contact the school immediately to make sure the situation will be monitored so their child will be safe. Schools should develop a plan for supervision and intervention during recess and noon hour and foster a climate where all students are safe, cared for and can come for help if it is needed.

3. **Make arrangements for safety**. If the bullying happens on the way to school, parents can arrange for their child to go with older, supportive children, or personally take them to school until the threat of bullying is gone. Talk to the child in your life about making sure they are part of a group and are not isolated.

4. **Help develop confidence.** Children who bully tend to pick on children who are isolated, so helping children develop confidence in their social skills can make a big difference. Encourage them to participate in clubs or social groups that share similar interests.

5. **Practice effective responses.** Work with a child in your life to practice what to say to someone who is bullying them. For example, a child could say, "Stop it. I don't like it" firmly and walk away.

6. **Build self-esteem**. Create opportunities for a child in your life to do something well – a task, a sport or hobby – and praise him/her for it to help build self-esteem.

7. **Communicate.** Encourage a child in your life to talk with you about their feelings and ideas. This may take numerous attempts before he or she is able to break free from the fear of tattling.

Tips from: www.bullyfreealberta.ca

Itinerary

April/May, 2013

April 28 – May 1	Jasper	ASBOA Conference

School Jurisdiction Code: [redacted]

STATEMENT OF REVENUES AND EXPENSES
Year to Date April 30, 2013
(in dollars)

	Actual 2010-2011	Actual 2011-2012	Actual YTD April 30, 2013	Budget 2012-2013	% Remaining
REVENUES					
Government of Alberta	$33,142,871	$34,725,282	$22,570,743	$33,759,201	32.8%
Federal Government and First Nations	$20,034,181	$20,845,936	$17,549,951	$22,082,624	20.5%
Other Alberta school authorities	$25,000	$0	$0	$0	0.0%
Out of province authorities	$0	$0	$0	$0	0.0%
Alberta Municipalities-special tax levies	$0	$0	$0	$0	0.0%
Instruction resource fees	$0	$0	$0	$0	0.0%
Transportation fees	$0	$0	$0	$0	0.0%
Other sales and services (ie Rebates, SFS Hot Lunch, AMHP)	$1,476,727	$1,748,178	$984,698	$1,391,514	32.8%
Investment income (ie Interest on Bank Accounts)	$9,609	$89,891	$8,993	$15,000	53.4%
Gifts and donations	$535,923	$585,858	$151,472	$190,800	20.6%
Gross school generated funds	$203,368	$0	$0	$450,000	0.0%
Rental of facilities (ie Housing)	$988,832	$1,000,651	$682,567	$1,052,648	35.2%
Gains on disposal of capital assets (ie Sale of Capital Assets)	$8,021	$1,260	$61,399		0.0%
Amortization of capital allocations (Depreciation on supported assets)	$2,951,125	$3,138,984	$2,051,041	$2,998,050	31.5%
Other revenue	$0	$0	$0	$0	0.0%
Total Revenues	$59,375,657	$62,082,990	$44,108,864	$61,917,837	28.8%
EXPENSES					
Certificated salaries	$21,416,515	$21,544,783	$14,208,698	$21,428,178	33.7%
Certificated benefits	$4,459,796	$4,218,552	$2,883,076	$4,250,704	32.2%
Non-certificated salaries and wages	$18,420,164	$13,536,225	$8,847,542	$12,982,548	31.6%
Non-certificated benefits	$2,980,994	$2,959,078	$1,956,836	$3,177,624	38.4%
Services, contracts and supplies (ie Utilities, training, repairs, travel)	$15,282,527	$16,204,278	$9,615,304	$16,081,077	40.2%
Gross school generated funds	$0	$0	$0	$0	0.0%
Capital and debt services					
Amortization of capital assets					
Supported	$2,950,691	$3,138,632	$2,052,351	$2,998,050	31.5%
Unsupported	$1,044,263	$996,957	$830,425	$1,016,154	18.3%
Total Amortization of capital assets	$3,994,954	$4,134,589	$2,882,775	$4,012,204	28.1%
Interest on capital debt					
Supported	$79,008	$40,429	$26,606	$28,901	7.9%
Unsupported	$866	$650	$0	$784	100.0%
Total Interest on capital debt	$79,874	$41,079	$26,606	$29,685	10.4%
Other interest and charges	$7,765	$4,690	$8,252	$8,000	-3.2%
Losses on disposal of capital assets	$7,000	$88,167	$0	$0	
Other expense	$0	$0	$0	$0	0.0%
Total Expenses	$61,649,589	$62,676,436	$40,427,085	$61,915,020	34.7%
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE EXTRAORDINARY ITEM	($2,273,932)	($593,446)	$3,681,779	$2,817	-5.9%
Extraordinary Item	($175,916)	$0	$0	$0	0.0%
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES	($2,449,848)	($593,446)	$3,681,779	$2,817	-5.9%

Northland School Division
Federal Accounts Receivable

5/17/2013

Aged Summary

Months Outstanding	ACFN	Indian Education Authority	Mikisew	Peerless Kateri First Nation	Bigstone	Chip Prairie	Lesser Slave Lake	Lubicon Cree	Indian Affairs	Woodland Cree	Aging by Month
May-13	78,657.52	-	236,979.04	-	922,377.21	-	8,566.38	-	0.40	67,172.94	1,313,753.49
Apr-13	-	-	236,979.04	-	922,377.21	-	868.72	-	0.40	67,172.94	1,227,398.31
Mar-13	-	-	236,979.04	-	-	-	-	-	0.37	67,172.94	304,152.35
Feb-13	-	-	-	-	-	-	-	-	10,743.00	67,172.94	77,915.94
Jan-13	-	-	-	-	-	-	-	-	-	7,172.94	7,172.94
Dec-12	-	-	-	-	-	-	-	-	-	7,172.94	7,172.94
Nov-12	-	-	-	-	-	-	-	-	-	7,172.94	7,172.94
Oct-12	-	-	-	-	-	-	-	-	-	67,172.94	67,172.94
Sep-12	-	-	-	-	-	-	-	-	-	67,172.94	67,172.94
Aug-12	-	-	-	-	-	-	-	-	-	(22,695.28)	(22,695.28)
Jul-12	-	-	-	-	-	-	-	-	-	0.00	-
Jun-12	-	-	-	-	-	-	-	-	-	46,977.72	46,977.72
May-12	-	-	-	-	-	-	-	-	-	46,977.72	46,977.72
Apr-12	-	-	-	-	-	-	-	-	-	46,977.72	46,977.72
Mar-12	-	-	-	-	-	-	-	-	-	(63,452.16)	(63,452.16)
Feb-12	-	-	-	-	-	-	-	-	-	65,382.70	65,382.70
Jan-12	-	-	-	-	-	-	-	-	-	76,277.30	76,277.30
Dec-11	-	-	-	-	-	-	-	-	-	1,076.68	1,076.68
Nov-11	-	-	-	-	-	-	-	-	-	0.00	-
Oct-11	-	-	-	-	-	-	-	-	-	0.00	-
Sep-11	-	-	-	-	-	-	-	-	-	0.00	-
Dec 2005 & older	-	61,333.22	-	-	-	-	-	-	-	0.00	61,333.22
	-										-
	-	61,333.22	236,979.04	-	(0.00)	-	-	-	10,743.37	487,732.98	796,788.61
Current	78,657.52	-	236,979.04	-	922,377.21	-	8,566.38	-	0.40	67,172.94	1,313,753.49
30 days	-	-	236,979.04	-	922,377.21	-	868.72	-	0.40	67,172.94	1,227,398.31
60 days	-	-	236,979.04	-	-	-	-	-	0.37	67,172.94	304,152.35
90 days	-	-	-	-	-	-	-	-	10,743.00	67,172.94	77,915.94
120 days	-	-	-	-	-	-	-	-	-	7,172.94	7,172.94
180 days	-	-	-	-	-	-	-	-	-	7,172.94	7,172.94
181 - 365	-	-	-	-	-	-	-	-	-	141,518.82	141,518.82
1 yr - 2 yr	-	-	-	-	-	-	-	-	-	197,522.40	197,522.40
Over 2 yr	-	61,333.22	-	-	(0.00)	-	-	-	-	-	61,333.22
Current	78,657.52	61,333.22	710,937.12	-	1,844,754.42	-	9,435.10	-	10,744.17	622,078.86	3,337,940.41
Long Term				-							-
Total Aging	78,657.52	61,333.22	710,937.12	-	1,844,754.42	-	9,435.10	-	10,744.17	622,078.86	3,337,940.41

Northland School Division No. 61

17-May-13

Accounts Receivable
Federal Government and First Nations

	Student Counts 12-13 Student Count Reg	E.C.S.	Prior to & 2004/2005	Outstanding 2009/2010	Outstanding Aug-2011 2010/2011	Outstanding Aug-2012 2011/2012	Outstanding Mar-2013 2012/2013	Mhts O/S	Total Outstanding	Monthly Billing	REG rate	ECS Rate
Indian & Northern Affairs (INAC)	90	17	-	0.00	(0.00)	0.00	10,744.17	0.1	10,744.17	182,775.93	1,884.57	774.39
Lesser Slave Lake Regional Council	5	6	-	-	-	-	9,435.10	1.6	9,435.10	5,770.80	1,154.16	465.93
Bigstone Cree First Nation	473	40	-	(0.00)	(0.00)	0.00	1,844,754.42	2.0	1,844,754.42	922,377.21	1,884.57	774.39
Indian Education Authority	0	0	61,333.22						61,333.22	-	-	-
Athabasca - Chip	41	2	-	-	-	-	78,657.52	1.0	78,657.52	76,824.10	1,833.42	826.94
- Mikisew	129	5	-	(0.00)	0.00	-	710,937.12	3.0	710,937.12	240,645.88	1,833.42	826.94
Woodland Cree	34	4	-	-	-	197,522.40	424,556.46	9.3	622,078.86	67,172.94	1,884.57	774.39
Lubicon Cree First Nation (INAC)	86	5	-	-	-	(0.00)	-	-	(0.00)	165,944.97	1,884.57	774.39
Chipewyan Prairie First Nation (INAC)	61	7	-	0.00	0.00	0.00	(0.00)	-	0.00	120,379.50	1,884.57	774.39
Peeriess Kateri First Nations (INAC)	206	22	-	-	-	(0.00)	0.00	-	0.00	405,258.00	1,884.57	774.39
	1125	108										
Total Outstanding			61,333.22	(0.00)	(0.00)	197,522.40			3,337,940.41			

25-Apr-13	Athabasca Chip	78,657.52	March 2013
1-May-13	Peerless Trout First Nation	405,258.00	May 2013
1-May-13	Lubicon	165,944.97	May 2013
1-May-13	Chipewyan Prairie	120,379.50	May 2013
1-May-13	INAC	182,775.53	May 2013
7-May-13	Bigstone Cree	3,166,881.21	10-11,11-12,Sept-March 2013
8-May-13	Athabasca Chip	78,657.52	April 2013
		$4,198,554.25	

gstone Cree
ikisew Cree Paid by INAC

BOARD OF TRUSTEES

COLIN KELLY
TRUSTEE OF THE BOARD

DATE: MAY 23, 2013

PRESENTED BY: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

SUBJECT: PRESENTATION TO THE SASKATCHEWAN SCHOOL BOARDS' ASSOCIATION

ORIGINATOR: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

RECOMMENDATION
That the Board of Trustees approve the presentation by the Official Trustee to the Saskatchewan School Boards' Association Meeting: Building Knowledge, Supporting Wellness, Leading Learning on April 11 and 12, 2013 in Saskatoon, Saskatchewan.

****

CURRENT SITUATION: The Trustee was asked to present at the Saskatchewan School Boards' Association Meeting on Northland School Division.

BACKGROUND:

OPTIONS:

BOARD OF TRUSTEES

COLIN KELLY
TRUSTEE OF THE BOARD

DATE: MAY 23, 2013

PRESENTED BY: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

SUBJECT: PROCEDURE 103, FIRE DRILLS

ORIGINATOR: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

RECOMMENDATION
That the Board of Trustees approve housekeeping changes to Procedure 103, Fire Drills, as attached.

****

CURRENT SITUATION: This change will update the procedure to have the Fire Drill reports submitted to the Safety Officer. The Fire Drill Form has been changed to reflect this as well.

BACKGROUND:

OPTIONS:

Background

In the event of a fire or other emergency situation, it is essential that all students, staff and visitors in the school be evacuated quickly and in an orderly manner.

Procedures

1. The principal shall prepare a plan for the evacuation of the school in the event of a fire or other emergency situation.

2. The plan should include:
   - 2.1 Evacuation routes for each area of the school.
   - 2.2 Procedures to be followed by students and staff.
   - 2.3 The identification of responsibilities for staff members and students in order to carry out the plan.
   - 2.4 Measures that must be taken to ensure that everyone in the school has been successfully evacuated.

3. A copy of the evacuation plan shall be posted in each public area of the school and made available to the Maintenance Department.

4. Each school must hold a minimum of six fire drills over the course of the year. In order to obtain maximum benefit, the fire drills should be spaced out over the course of the year. A copy of the Schedule of Fire Drills shall be submitted to the ~~**Maintenance Department**~~ **Safety Officer**.

5. The principal shall maintain and make available to the Local School Board Committee, Superintendent and/or fire inspector a written record of all fire drills showing: (Schedule of Fire Drills)
   - 5.1 Dates of fire drills.
   - 5.2 Evacuation times.
   - 5.3 Comments and recommendations.
   - 5.4 Identification of actions undertaken to correct any deficiencies or problem areas that were identified.

BOARD OF TRUSTEES

COLIN KELLY
TRUSTEE OF THE BOARD

DATE: MAY 23, 2013

PRESENTED BY: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

SUBJECT: EDUCATION QUARTERLY REPORT

ORIGINATOR DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

That the Board of Trustees approve the Education Quarterly Report, as presented and attached.

****

Education Quarterly Report to the Board for May, 2013

Purpose:
A key purpose of the Northland Quarterly Education Report is to chronicle progress of Northland School Division No. 61 as a school division with a special purpose focused on excellence in First Nations and Metis education.

Quarterly Content for May, 2013		
1. Superintendent's Message	Bulletin #1	
2. Progress on Division Initiatives and Programs to support Inquiry Report Recommendations.	Bulletin #2	
3. Staffing Positions and Attendance Rates	Bulletin #3 Bulletin #4 Bulletin #5 Bulletin #6 Bulletin #7	Student Enrolment Student Monthly Attendance Staffing Update Staff Attendance School Visits
4. School and Division success stories.	Bulletin #8 Bulletin #9 Bulletin #10 Bulletin #11 Bulletin #12 Bulletin #13 Bulletin #14 Bulletin #15 Bulletin #16	Gift Lake Learning Centre Sod Turning Ceremony Winter Cultural Camp at Marten Lake: NSD and KTC New way of Learning at Grouard Northland School Grouard School Teacher Nominated for Edwin Parr Teacher Award Northland Educator Shortlisted for Excellence in Teaching Award Peerless Lake School Students Attend Youth Forum in Ottawa APPLE Schools at St. Theresa School Nutrition Month at Northland School Division Achimowin Newsletter
5. Accountability Pillar Report	Bulletin #17	
6. Possible implications for planning and budget.	Bulletin #18	

Bulletin 1

May, 2013 Quarterly Report

Superintendent's Message

The May Education Quarterly Report highlights key actions taken since February to address the recommendations of the Northland Inquiry Team Recommendations. It also includes information about plans for the 2013-14 school year.

Updated information of the student, staff and parent results on the Northland Accountability Pillar is included and shows positive trends particularly in the area of responses related to preparation for work.

The April May Achimowin highlights key activities and celebrations in our schools related to community engagement, strengthening Aboriginal programming, literacy, experiential learning and CTS programming. All of these accomplishments reflect the important role that partnerships play in supporting quality learning for the students in Northland School Division.

I would like to take this opportunity to recognize and thank our students, staff, parents, Local School Board Committee members, community members and organizational partners for their ongoing contributions. Together we are making a positive difference for the children and youth in Northland Communities.

Action Taken on Inquiry Team Recommendations

Recommendation	First Quarter Update - September-November 2012	Second Quarter Update – December – February, 2013	Third Quarter Update – May, 2013
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.		Community input is being gathered to inform a review of Policy One	
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 Results Reports, then the need for further interventions, including possible radical boundary change, should be considered.			
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 12 years: • English language and numeracy development • Improved student attendance • Strengthening parents' engagement with their	All schools have implemented the two hour literacy block for grades one to six classes. Two rounds of professional development sessions to support the implementation of the literacy initiative will be completed by the end of November. Four NSD Senior High teachers are involved in a year-long "Advancing Adolescent Reading Initiative (AARI) professional development program. AARI professional development provides participating teachers with	All schools continue to build proficiency in using elements of the Daily Five/CAFÉ in their classrooms. The first two rounds of regional PD have been completed with much excitement about the changes that have occurred in classrooms as a result of implementing the two-hour Literacy block. A third round of PD on February 13th wil consolidate teacher learning and skill development in the delivery of effective classroom instruction with an emphasis on FNMI perspectives. Family Literacy Day, January 27th has been celebrated in schools across the division, each putting a unique signature on the event. Parents	• Literacy PD round 3 was held on February 13th in Edmonton with a shared focus on FNMI weaving into Literacy and further instructional strategies. • Schools are using Daily 5/CAFÉ model to support student learning. Students are making progress in developing self-regulation within the daily routines. • On-line webinars have been instituted: monthly Literacy Leads meetings and in-service; a four part series for ECS teachers and instructors on Kindergarten writing, Oral Language, and 2 sessions on Intentional Play based Inquiry. • PD planning for 2013-2014 is underway with 3 face-to-face sessions in 8 school clusters. Each

Action Taken on Inquiry Team Recommendations

Recommendation	First Quarter Update - September-November 2012	Second Quarter Update – December – February, 2013	Third Quarter Update – May, 2013
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.	a deep understanding of language, literacy and current research to support them in dealing with reading challenges encountered in their schools and subject specific classrooms. 21 of 23 schools submitted their plans to address each of these areas. The administration is working with the remaining schools.	have supported their children and the schools in these family oriented celebrations. Student attendance continues to be problematic in some schools, although students who are attending demonstrate improved engagement in reading and writing. The Advancing Adolescent Reading Initiative project continues; the teachers involved (Jenuary Smith, Sarah Degiacomo, Kayla Landry, and Kathryn Walmsly) are digging deeply into current literacy research through U of A, their expertise which will be put to use in the 2013 – 2014 PD plan.	session will be 3divided into five divisional groups (ECS-Gr 1-3, 4-6,7-9,10-12. As well, on-line PD will expand to include literacy for administrators, mentoring new teachers, the grade groups and Literacy Leads. • Student attendance is still an issue in some schools, especially in the Spring and in the upper grades. Attention needs to be paid to this chronic situation. • New FNMI focused resources have been acquired for schools (Circle of Life, and Nelson's Storytelling Kit for Grade 1) • A grant proposal for $200,000.00 to offset costs for literacy PD and to enhance acquisition of FNMI resources has been submitted to Alberta Education.
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.	As part of a Division-wide, August 2012 Orientation, all Northland Schools organized a "school and community engagement" day. The school and community-based engagement day, is an opportunity for new and continuing staff, parents, elders, interested members and agencies of the community to come together to get-to-know one another and to share thoughts on the school year ahead. A few suggested activities that could be organized for this day include: - a bus tour of the community for new and continuing teachers - an afternoon BBQ at the community hall or school for parents, community members & agencies, staff and Local School Board	Schools continue to participate and host community engagement events. Attached is information on extracurricular activities offered at schools across the division.	At the May administrators meeting provided three examples of community engagement in the development of experiential learning opportunities of students. The 2013-14 proposed budget allocates dollars to schools additional to support community engagement and FNMI programming. J.F. Dion – Cultural Day Activities: Feb 26 (Local School Board Committee, community presenters) Numerous Parent Advisory Committee Meetings After School Clubs: drama/art Susa Creek School Spaghetti dinner for the community Ice Fishing Tournament Report Card/community agencies night Kateri School Trickster Theatre Presentation Parent/Teacher Interviews Mother's Day Special - Makeup

Action Taken on Inquiry Team Recommendations

Recommendation	First Quarter Update - September-November 2012	Second Quarter Update – December – February, 2013	Third Quarter Update – May, 2013
	members as an opportunity to: (a) introduce new staff, (b) share school goals as set out in the AERR plans (c) share new initiatives for the coming school year, (d) network and connect with community agencies, and (e) cultural activities emphasizing the unique nature of the community		
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).	The administration met with the University of Alberta to develop measures to assess the impact of the literacy initiative. Schools completed baseline administration of the PM bench marks and Jerry John's assessments. The administration is investigating the Eye Learn Kindergarten assessment as an entry measure for kindergarten students.	NSD is developing a Classroom Assessment Record database to track students' reading and writing achievement based on PM Benchmarks or Jerry Johns assessment tool (administered three times per year, minimally). Early Years Evaluation-Kindergarten entry assessment measure is reviewed.	• All schools are completing third round of assessments on reading benchmarks (PM/Jerry Johns). • This data will be input into the new database constructed with Intellimedia. Substantial in-servicing will occur early in the new school year for all administrators, teachers, instructors and support staff on the database's use.
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	Pedagogical Supervisors (PEDS) have worked with school principals and staff to assist in the analysis of results, with the results being included in the school planning and results review documents. PAT results are shared with the Local School Board Committee at their regular meetings.	PEDS have been completing PAT reviews. During the process staff work to identify areas for improvement –teachers discuss this information in meetings. Teachers are shown where to find pertinent information such as…Released Items, Scoring Guides, Subjects Bulleting, significant dates and parent guides. Through this process teachers are able to set goals for improving PAT results with specific areas of need – this information not only helps the Grade 3 and 6 teachers but all teachers and TA's.	• We have requested and received permission from Alberta Education to administer grade nine PATs one week earlier in order to increase participation rates.

Action Taken on Inquiry Team Recommendations

Recommendation	First Quarter Update - September-November 2012	Second Quarter Update – December – February, 2013	Third Quarter Update – May, 2013
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.	Data from the PM Benchmarks Reading Assessment has been collected and is being collated. The Literacy PD will assist schools in clarifying student reading levels and discussing the difference between grade placement and achievement level.	The assessment committee is looking at developing a report card unique to the jurisdiction; one that more comprehensively assesses student growth. Before that can happen, an assessment policy (in the works) must identify what will be assessed and how.	The Assessment Committee met and had a full day or training on assessment practices in March. This work will be continued in the next school year.
Recommendation #8 and #12 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 #12 That NSD strengthen professional leadership for Aboriginal language instructors and provide training for Aboriginal language instructors to	The Northland Project Team (NSD Learning Services Team, KTC & FNMI Services Branch, Alberta Education) met to share ideas/initiatives on weaving culture and language into NSD classrooms. Current projects include land stewardship, literacy seed kits, and the cultural weaving project. FNMI Services Branch are project leads for the cultural weaving project in Peerless Lake. Parents, elders, community members, students, and school staff in discussions about weaving language and culture into daily classroom teaching. The Northland Community Engagement model used in this project may have wide application in other NSD school communities. On November 21 a meeting, involving representatives from Alberta Education, Curriculum Branch, Northland School Division, and Big Stone Cree Nation was held	The cultural weaving project at Peerless Lake is using the community engagement process to incorporate cultural knowledge and perspectives into a curriculum framework. Use of Cree language to describe key concepts is key to this process. Progress on this work will be shared at the administrators meeting in February. The community stewardship project is continuing to progress. Partners include Bigstone Cree First Nation, Northland, Alberta Education (curriculum). The project focuses on providing students with an opportunity to learn about their local community through authentic sources.	The FNMI Committee is conducting an audit of current school practices. At the March Board meeting the Committee was requested to review Procedure 204 and 205. The 2013-14 proposed budget contains an increase in transferable dollars in school allocations to support schools to strengthen language and culture programming. At the May 2 administrators meeting examples of programming initiatives from Wabasca, Peerless Lake and ADCS were shared. The Committee met on May 14, 2013 to review the results of the school audit.

Action Taken on Inquiry Team Recommendations

Recommendation	First Quarter Update - September-November 2012	Second Quarter Update – December – February, 2013	Third Quarter Update – May, 2013
increase the capacity to deliver quality Aboriginal language programs.	to begin development of a land stewardship project. A review of the 2011/12 expenditure of FNMI dollars is completed.		
Recommendation #9 That library enhancement for the purpose of supporting reading be an integral part of the effort to strengthen languages.	Schools were provided with school based resources to purchase reading materials to support the development of classroom libraries. Northland School Division purchased 15,000 library titles from First Book Canada to support and supplement school library systems across the Division. Each of our 23 schools received 600 new library book titles from Scholastic Canada and Disney.	With sponsorship and support from Alberta Education FNMI Services Branch, Northland schools received "Literacy Seed Kits' containing 78 library books to support our literacy initiative. Each kit has a dollar value of $1,000.00. In February the PEDS and Literacy Supervisor will create "Literacy in a Box" kits for every Northland school. The kit is based on 'CALGARY READS' model inspired by Antoinette Portis' s book "Not a Box". Northland School Division has made application for an industry grant to support school-based library systems across the Division.	We are currently working to access grant dollars from Alberta Education and Industry to enhance the dollars NSD is able to allocate to improve classroom libraries.
Recommendation #10 That it be mandatory for NSD schools to offer full-day Kindergarten programs.	All Northland Schools offer full day Kindergarten programs. All but three have certificated instructors.	No change	We will continue to offer full day programming for kindergarten students in the 2013-14 school year.
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.	The following schools have Head Start/Day Care in their community: *Anzac* — *Head Start, Day Care is in progress* *ADCS* — *Day Care, no Head Start* *Bishop Routhier* — *Head Start* *Calling Lake* — *Neither program* *Conklin* — *Neither program* *Dr. Mary Jackson* — *Day Care* *Elizabeth* — *Head Start* *Fr. R. Perin* — *Head Start*	The division is investigating the appropriateness of the EYE Learn Assessment in kindergarten programs.	Ongoing discussion concerning EYE (Early Years Evaluation) as potential measure to assess Kindergarten students' strengths and to implement appropriate supports.

Action Taken on Inquiry Team Recommendations

Recommendation	First Quarter Update - September-November 2012	Second Quarter Update – December – February, 2013	Third Quarter Update – May, 2013
	Fort McKay *Head Start* *Gift Lake* *Head Start* *Grouard* *Neither* *Hillview* *Neither* *J. F. Dion* *Head Start and Day Care* *Kateri* *Neither* *Little Buffalo* *Neither* *Mistassiniy/ St. Theresa* *Day Care and PUF room* *Paddle Prairie* *Head Start* *Pelican Mountain* *Head Start* *Susa Creek* *Neither*		
Recommendation #12	Refer to Recommendation #8		Refer to recommendation #8.
Recommendation #13 and #14 Recommendation #13 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 #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.	Aboriginal Language Instructors attended the Mamawihtowin Conference. Aboriginal Language Instructors participate in the Literacy PD and are incorporating strategies into their programs. The NSD KTC partnership has added an additional Aboriginal Language Co-ordinator to enhance leadership in our partner schools	Aboriginal Language Instructors are receiving ongoing professional development on a one-to-one basis. Aboriginal Language Instructors have grasped the Daily 5 Strategy New Aboriginal Language Coordinator has been added through the KTC/NSD partnership adding to the support for language and cultural programming. Assistant Supervisor is linking Cree Language to the Peerless Lake Science Project guided by the FNMI Field Services Branch. Ongoing. Supervisor is on a Working Committee for the Community Stewardship Development for the Wabasca region with Education Program Standards and Assessment Branch from Alberta Education. Ongoing.	Language Instructors are receiving ongoing one-to-one professional development. There have been a few regional hands-on workshops for the Instructors in conjunction with their local schools PD. KTC Language specialist is providing ongoing support one-to-one as well as special hands-on projects to strengthen the language and cultural component. Assistant supervisor is continually increasing the professional development by adding assessment strategies to programming supports. She is also working very closely with the Peerless Lake project and was very instrumental on the Elders translation for the project.
Recommendation #15 and #16 Recommendation #15 That NSD establish a system-level to	Liaison work has continued with Fishing Lake, Grouard and Gift Lake. The administration is following up	System-level to system-level administrative liaison work continues at Fishing Lake Metiś Settlement. The community is considering	Liaison work with neighbouring Jurisdictions continues in fishing Lake, Grouard, and Gift Lake. Fishing Lake will extend program offerings to grade 7 for the 2013-2014

Action Taken on Inquiry Team Recommendations

Recommendation	First Quarter Update - September-November 2012	Second Quarter Update – December – February, 2013	Third Quarter Update – May, 2013
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.	on a recommendation that Fishing Lake offer grade 7 in 2013 and grade 8 in 2014 due to concerns about junior high attendance.	expanding grade offerings to Grade 7 in 2013 and Grade 8 in 2014.	school year. We are currently seeking a grant from Alberta Education to support partnership activities.
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.	Northland has developed a concept design for the operation of a virtual learning centre to serve high school students.	Northland is piloting a joint project with ADCS and ADLC. Three high school courses at the 30 level will be jointly offered (ELA, SC, SS). Tentative start date is February 4th. This experience should then prepare us to offer courses to several schools at once. Most other Northland schools are accessing online courses through ADLC to meet student and school needs. Don Tessier and Randy Chernipeski participated in a meeting regarding having a combined version of providing access to shared virtual school courses using the best teacher/ presenters from all the rural school boards in Alberta and sharing this through ADLC. This project is a little further away time-wise for student access but has great potential.	With small modifications, the joint project between ADCS and ADLC continues. High school students receive 30 level course content supports from school based and on-line teachers. Quest Atlantis, an interactive grade 7 social studies project commenced as a six week pilot initiative at Grouard Northland School. In April, grade 7 students and their teachers received training with the on-line program. The pilot program holds much promise for engaging students in social studies while supporting and enhancing reading, writing and problem solving skills. This project is a joint initiative between NSD and ADLC. A Student Paced Program Model has been developed and was presented to the Official Trustee at the March 2013 board meeting. This model will be shared with Northland Local School Boards Committees and principals in May and June with the intent of moving forward on this design of instructional organization in the 2013-14 school year.

Action Taken on Inquiry Team Recommendations

Recommendation	First Quarter Update - September-November 2012	Second Quarter Update – December – February, 2013	Third Quarter Update – May, 2013
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.	The new Gift Lake School includes a partnership with Northern Lakes College. NSD has established partnerships with Alberta Distance Learning and Kee Tas Kee Naw Tribal Council to work on strengthening high school programming.		The NLC, Kee Tas Kee Naw Tribal Council and ADL joint partnerships with NSD continue to strengthen our high school programming. The dual credit welding program at Mistassiniy School received honors this past April. "Congratulations to Rocky Auger, Mistassiniy High School student, who achieved a BRONZE MEDAL in welding at the SKILLS Regionals Competition, hosted by Portage College in Lac La Biche. A big thank you to Eric McCutcheon (Welding Instructor) who has mentored Rocky leading up to the competition, and continues to train Rocky for CTS/Pre-Employment Welder training in the Northland School Division welding lab".
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.	This recommendation is considered as a key criteria in the hiring process for all positions. Since staff do not self-identify, we cannot report on the specific numbers.	A retreat is being planned to provide all senior level leadership staff with an understanding of this direction.	The Leadership Retreat is being planned to coincide with the New staff orientation.
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 setting-in prior to the start of teaching duties.	A strong community based orientation took place for new teachers in August 2012 and was well received by participants. A sampling of comments follows: - Terminology became evident as provided by FNMI Staff, - History of knowing that parents don't come from positive experiences, - Awareness of Cultural games and activities that students are familiar with, - Re-energize class through cultural relativeness, - Connect with students through stories and land base learning	A one-day workshop is being planned in March for all Northland teachers new to the profession or new to the province in their first and second year in March. The focus is to support these staff with further integrating Northland priorities in their practices around: 1. FNMI perspectives 2. Literacy 3. Classroom Management 4. Open forum. Support has also been provided to 1st and 2nd year school administrators through development of a new principal network. This network was brought together in October for a New Principal Symposium hosted by the ATA. Due to the success of this Symposium, a follow-up session is scheduled in February. Fort McKay	A one-day workshop held for all Northland teachers new to the profession or new to the province in their first and second year on April 22. The focus was to support these staff with further integrating Northland priorities through their practices around: 1. Online resources 2. Literacy 3. Classroom Management 4. Differentiated Instruction Support has also been provided to 1st and 2nd year teachers in Fort McKay and ADCS. New Teacher Orientation is planned for August 19 – 23, 2013 in Grouard.

Action Taken on Inquiry Team Recommendations

Recommendation	First Quarter Update - September-November 2012	Second Quarter Update – December – February, 2013	Third Quarter Update – May, 2013
	- Knowing situation of family disparity (a huge plus), - FNMI speakers had an impact, - Learning from participants with actual residential experiences, - Recognizing protocols, gifts and Elders, - Enjoyed learning the "Our Words, Our Ways" resources, the "Walking Together Resources", oral stories, land-based learning and how realistic it is "brought it home for me," - The setting of new teacher orientation was authentic and added to a more realistic way of learning. - It was a pleasure to have kids involved in the orientation.	- Four new employees started work on January 7, 2013 with their salaries being covered through the Fort McKay Band. These positions are: 3 teacher assistants and 1 Cree language instructor. They are all from the community. - Rod Hyde has given an historical presentation to Fort McKay Staff. New Teacher Orientation is planned for August 18 – 23, 2013 in Grouard.	
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.	This ability to individualize and differentiate instruction is a key component of the literacy initiative. This has been included in the professional development sessions that occurred this fall.	Professional development incorporating differentiation, Kindergarten intentional play, formative assessment are ongoing and will be the focal point of year 2 of the Literacy Initiative. Teachers, instructors, administrators and classroom paraprofessionals are gaining an understanding of varying ways to improve student engagement and student capacity. Differentiated instruction continues to be a focus in our professional development activities. The use of PM Benchmarks for formative assessment in Language Arts is becoming more of a focus in many of our schools. Along with that formal assessment the use of the Daily 5 is becoming more common with teachers checking in with students regularly. Division wide PD sessions help teachers develop the skills they need to differentiate for all students. Further PD is available at the school level with linking the	• Professional development continues as identified in the February Report. All schools continue to build capacity in the delivery of effective classroom instruction with an emphasis on FNMI perspectives. • Collaborative PAT marking and information on administrating the exams will also be covered in available PD sessions. • Differentiated instruction is continually being offered in the area of learner preferences for FNMI students. The importance of FNMI resources, Worldviews, and perspectives being introduced and modelled. The "I want to be a Rockstar" program (Rupertland Institute and Terry Lynn Cook) and Aboriginal Traditional games linking activities to grade curriculum is also being offered in PD sessions.

Action Taken on Inquiry Team Recommendations

Recommendation	First Quarter Update - September-November 2012	Second Quarter Update – December – February, 2013	Third Quarter Update – May, 2013
		PAT results to the Daily 5, the academic language and the Bloom's Taxonomy with sample question stems and potential activities. Differentiated instruction is also offered in the area of learner preferences for FNMI students will be discussed: FNMI resources, Worldviews, and perspectives being introduced and modelled.	
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.	The Director of Humans Resources is working with principals to ensure that they understand expectations in regard to supervision and evaluation of staff.	Human Resources Director is striking a collaborative committee that will engage all levels of Northland School Division staff in the review and revision of all school support positions. This review will revised and update all role and responsibility descriptions and align with similar positions across the province. The Director of Human Resources continues to work with new principals in regard to supervision and evaluation of staff.	A committee has met to review job descriptions for school based paraprofessionals. Schools are developing their organization and staff plans in accordance with Northland procedures.
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.	Northland School Division has created the following central office and regionally based leadership positions to support principals and teachers: • 3 Area Pedagogical Supervisors to provide instructional support to 23 Northland schools, • 1 Division Literacy Supervisor provides overall direction for implementation of Division-wide literacy and AISI initiatives, • 1 Director of Human Resources provides overall direction to establish and	Through our partnership with KTC we have been able to provide leadership staff to support some schools in the area of experiential learning through such activities as robotics, culture camps.	We are reviewing our current PED assignments in light of emerging priorities, partnerships and budget realities. There is a need to realign support to schools in the KTC-NSD partnership to address issues of duplication, overlap and to identify supports required based on school needs. We are as well hoping to reduce as much as possible time lost to travel. A meeting has been scheduled on June 14 with principals and second level service providers. We want to move forward in FNMI programming, experiential learning and CTS. Instructional leadership is required to continue improvement in these areas. Mentorship for new teachers is also a priority to support the success of the graduates of the ATEP program graduates.

Action Taken on Inquiry Team Recommendations

Recommendation	First Quarter Update - September-November 2012	Second Quarter Update – December – February, 2013	Third Quarter Update – May, 2013
	maintain Divisional standards, goal attainment, recruitment, team building and ongoing development of a professional workforce. • Supervisor of Student Services supports inclusive education. • Supervisor of Technology – monitors use of technology to support student and staff learning.		
Recommendation #24 That NSD establish and sustain over time a school-community development function within the organization. This function should include a staff positions whose job is to regularly and systematically facilitate schooi-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 designed resources to enable school staff to regularly host community gatherings (such as community suppers) at the school.	Currently this work is done through existing staff or contracting a facilitator.	No change	The importance of community engagement will be emphasized in our leadership development program. We anticipate having a grant from Alberta Education to support this work.
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	Communications Coordinator was hired in October, 2012.	• Visiting schools, meeting principal, teachers, students and local school board members. **This is an ongoing process.** • Drafting media releases, parent letters to everyone informed about what's	• Continue to visit schools, meeting principals, teachers, students and local board members. • Publish newsletters for internal and external audiences to keep everyone informed of our key messages and what's going on at our schools. • Creating partnerships with other school divisions to

Action Taken on Inquiry Team Recommendations

Recommendation	First Quarter Update - September-November 2012	Second Quarter Update – December – February, 2013	Third Quarter Update – May, 2013
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.		happening at our schools • Creating partnerships with other school divisions. Example; joint advertising for encouraging parents to fill out the Accountability Pillar Surveys. • Brought back the monthly newsletter and producing a weekly newsletter to principals. • Launched a Northland School Division No. 61 twitter account. Another way to communicate our message. • Produced an Annual Education Results Report and Annual Plan summary brochure. • Updating the current website as much as possible with web stories updated information and created an online calendar. • Drafted an RFP for new division and school websites. • Recently purchased a membership from Metasoft Systems Inc. called FoundationSearch. This will help us discover more grants and build more connections. • In the process of drafting an updated communications plan. This will be a guide for that will need input because we want to look at ways we can improve our external and internal communications. This document would also discuss the need to review our current policies within our school division	share ideas and work together on advertising campaigns. For example: Education Week • More involved in organizing events. For example: Gift Lake Learning Centre Sod Turning Ceremony on April 29th, 2013. • Social Media is slowly being embraced. Northland Twitter account @northland61. Facebook page has been created. Need to work with schools to create accounts and educate them on how to use it in a way that benefits the students, parents, community members and the school. • Request for Proposal (RFP) was approved at the Northland Board Meeting. The next step is to post the RFP to the Alberta Purchasing Connection website. • Purchase a membership with Metasoft Systems Inc called Foundation Search. It's been very difficult to find time to search for grants. Need to find time to work alongside Randy Chernipeski, CTS/Industry Partnership Administrator. • Communication Plan needs to be ready for the 2013/2014 school year.
Recommendation #26, #27, and #28 Recommendation #26 That NSD continue to maintain and	• Paraprofessionals and language instructors participated in the literacy	The Paraprofessionals continue to grasp and incorporate literacy into their daily classroom teachings.	The NSD Instructors continue to maintain and enhance the levels of their skills by working closely with the Learning Services Team.

Action Taken on Inquiry Team Recommendations

Recommendation	First Quarter Update - September-November 2012	Second Quarter Update – December – February, 2013	Third Quarter Update – May, 2013
enhance records of the levels of training of paraprofessionals/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.	professional development. • Language Instructors attended the Mamawihtowin Conference. • NSD conducted a one-day professional development session for ATEP students.	Paraprofessionals are working with newly created resources.	The 2013-14 proposed budget designates funds for professional development of language instructors, teacher assistants, student assistants and other support staff.
Recommendation #29 That NSD ensure appropriate personnel and internal arrangements are in place for systematic quarterly financial reporting to the Board of Trustees.	The 2011/12 Financial Audit was completed on November 21, 2012. Monthly and quarterly financial reports are provided to the Board.	Ongoing.	A quarterly report was presented to the February Board meeting. The next report is scheduled for the May Board Meeting.
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,	NSD has provided information to Alberta Education.	Awaiting government response.	Our external maintenance review will provide recommendations to assist in addressing housing issues while we await a response from the provincial government.

Action Taken on Inquiry Team Recommendations

Recommendation	First Quarter Update - September-November 2012	Second Quarter Update – December – February, 2013	Third Quarter Update – May, 2013
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.	Northland has requested funding support to upgrade classroom libraries in support of our literacy initiative.	Awaiting Government response	Awaiting Government response
Recommendation #32, #33 and #34 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.	Signed leases are in place for East Prairie, Peavine and Gift Lake. We are working with Gift Lake Metis Settlement, Alberta Education and Infrastructure to revise the Gift Lake Lease to address new requirements.	In discussion with legal about the terms for a Ground lease; a joint Development Agreement and an Operating, Management, Maintenance and Use Agreement in Gift Lake. The ground lease needs to be in place prior to the construction contract being allowed to proceed.	A ground lease has been signed for Gift Lake School.
Recommendation #46 That NSD initiate school closure proceedings at Keg River.	This process was completed in 2011/12. A decision was made to continue programming using a combination of face-to-face and distance learning.	complete	

Bulletin 3

STUDENT ENROLLMENTS FOR SEPTEMBER 30, 2012

May 13, 2013
All Student

Code	SCHOOL	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total	Home Schoolers	E.C.S.	Total
1379	HILLVIEW-EAST PR	5	7	8	4	5	6							35	1	2	38
1543	CAREER PATHWAYS										35		1	36			36
1544	BILL WOODWARD				14	14	9	11	9	9	15			81	1		82
1801	ANZAC	24	10	12										46		10	56
1804	CALLING LAKE	21	12	10	10	11	8	9	12	7	10	11	15	136		11	147
1805	CHIPEWYAN LAKE	2	1	4	3	1	1	3	1	1	1			18			18
1806	CONKLIN	2	5	3	7		4	1	3	7				32		4	36
1807	MISTASSINIY							57	72	63	67	53	77	389	2		391
1808	ELIZABETH	22	15	13	12	16	14	16	16					124		22	146
1809	J. F. DION	13	8	4	4	8	5							42		9	51
1810	ATHABASCA DELTA	15	22	20	23	24	21	22	18	21	17	17	20	240		16	256
1812	FORT MCKAY	8	15	11	9	10	6	5						64		18	82
1817	GIFT LAKE	17	22	17	18	17	16	15	23	26				171	2	27	200
1818	GROUARD	9	12	10	8	7	6	8	8	10				78	1	13	92
1820	FATHER R. PERIN	15	9	7	6	10	9	5	6	7				74		11	85
1822	DR. MARY JACKSON	5	4		5	3	3	1	2	5	3		1	32	2	3	37
1823	LITTLE BUFFALO	16	17	20	11	5	15	14	13	3	21	11	7	153		19	172
1827	PADDLE PRAIRIE	13	7	7	2	9	7	7	2	7	6	3	3	73		14	87
1828	PEERLESS LAKE	7	11	16	9	8	9	7	13	9	13	9	11	122		12	134
1829	PELICAN MOUNTAIN	5	5	3	1	2	5	0						21	1	4	26
1830	SUSA CREEK	5	7	4	6	2	3	1	4					32		2	34
1832	KATERI	10	7	9	7	6	12	4	7	6	6	6	5	85		11	96
1833	BISHOP ROUTHIER	17	8	9	12	7	10		0					63	1	8	72
1834	ST. THERESA	52	44	60	54	48	49							307		81	388
	Total	283	248	247	225	213	218	186	209	181	194	110	140	2454	11	297	2762

MONTHLY STUDENT ATTENDANCE
September, 2012 - April, 2013
ECS

Bulletin 4

	E.C.S.									
School	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Anzac	89	84	83	83	67	84	85	85		
ADCS	89	81	75	69		68	67	67		
Bill Woodward	-	90					0			
Bishop Routhier	70	70	72	72	72	72	71	71		
Calling Lake	82	80	80	78	76	75	76	76		
Chipewyan Lake	-	-					0	0		
Conklin	98	96	93	93	88	88	88	85		
Dr. Mary Jackson	94	97	98	97	97	97	97	97		
Elizabeth	90	88	86	86	84	85	85	86		
Fr. R. Perin	87	80	78	76	73	63	63	64		
Fort McKay	89	88	84	82	82	81	81	80		
Gift Lake	86	84	74	71	67	67	68	70		
Grouard	84	83	82	82	80	79	78	79		
Hillview	97	95	92	89	84	82	80	80		
J.F. Dion	90	86	83	80	77	77	78	78		
Kateri	93	82	81	79	79	78	76	76		
Little Buffalo	80	74	74	72	69	66	63	62		
Mistassiniy	-	-					0	0		
Pelican Mountain	86	86	84	82	79	77	77	77		
Paddle Prairie	97	91	91	90	87	86	86	85		
Peerless Lake	93	86	83	84	82	82	83	82		
St. Theresa	85	86	83	81	76	76	75	76		
Susa Creek	100	93	94	94	92	88	84	83		
All Schools	87	84	82	80	68	77	91	76		

MONTHLY STUDENT ATTENDANCE
September, 2012 - February, 2013
Division 1

	Division 1									
School	Sept	Oct	Nov	Dec	Jan	Feb	March	Apr	May	June
Anzac	87	85	86	85	78	86	86	86		
ADCS	86	85	84	79		78	78	78		
Bill Woodward	-	86				88	0	0		
Bishop Routhier	83	82	83	82	82	81	81	81		
Calling Lake	85	85	84	82	80	79	80	80		
Chipewyan Lake	75	73	77	80	79	80	80	79		
Conklin	95	94	94	92	90	91	91	89		
Dr. Mary Jackson	86	86	89	88	87	87	87	87		
Elizabeth	93	93	91	91	90	90	89	89		
Fr. R. Perin	93	80	71	66	67	58	59	62		
Fort McKay	88	86	85	82	81	81	81	79		
Gift Lake	92	88	82	79	78	78	79	78		
Grouard	90	89	88	86	85	85	86	86		
Hillview	85	86	85	84	81	81	82	81		
J.F. Dion	96	92	90	88	86	86	86	85		
Kateri	87	87	88	86	84	85	85	85		
Little Buffalo	86	81	77	75	71	69	66	65		
Mistassiniy	-	-					0	0		
Pelican Mountain	86	86	85	83	80	80	80	80		
Paddle Prairie	89	87	85	83	80	81	81	81		
Peerless Lake	94	91	88	88	87	88	89	90		
St. Theresa	88	88	85	84	80	79	78	79		
Susa Creek	95	92	93		92	92	91	91		
All Schools	89	87	85	83	81	81	96	81		

MONTHLY STUDENT ATTENDANCE
September, 2012 - April, 2013
Division 2

Bulletin 4

	Division 2									
	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June
Anzac						0	0	0		
ADCS	81	82	82	78	77	76	76	75		
Bill Woodward	92	-	89	89	89	82	0	0		
Bishop Routhier	89	89	88	86	87	87	86	85		
Calling Lake	88	86	85	84	83	82	82	83		
Chipewyan Lake	94	92	91	92	92	92	92	92		
Conklin	95	94	95	94	93	93	92	91		
Dr. Mary Jackson	92	91	92	90	89	89	89	89		
Elizabeth	94	92	90	90	89	89	89	89		
Fr. R. Perin	94	82	80	75	76	66	68	69		
Fort McKay	85	87	87	83	82	81	82	81		
Gift Lake	89	89	85	84	83	83	83	83		
Grouard	95	94	91	91	90	90	89	89		
Hillview	85	89	89	88	86	87	87	87		
J.F. Dion	88	88	88	87	84	83	83	81		
Kateri	91	88	86	86	85	85	84	83		
Little Buffalo	86	84	83	82	78	76	73	72		
Mistassiniy	-	-					0	0		
Pelican Mountain	88	86	84	83	80	80	81	80		
Paddle Prairie	91	89	86	86	85	84	83	83		
Peerless Lake	94	93	92	92	91	91	90	90		
St. Theresa	91	91	89	87	83	82	81	82		
Susa Creek	98	94	93	92	92	93	92	92		
All Schools	90	88	87	86	84	84	99	83		

MONTHLY STUDENT ATTENDANCE
September, 2012 - April, 2013
Division 3

	Division 3									
School	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June
Anzac						0	0	0		
ADCS	85	81	80	76	75	76	75	74		
Bill Woodward	89	-	85	84	84		86	88		
Bishop Routhier	100	100	100	100	100	100	100	100		
Calling Lake	77	77	76	74	72	70	69	69		
Chipewyan Lake	61	64	62	61	61	62	64	65		
Conklin	90	88	84	84	83	84	82	82		
Dr. Mary Jackson	90	90	89	88	87	87	87	88		
Elizabeth	93	93	92	91	89	88	88	88		
Fr. R. Perin	86	77	72	68	69	60	61	61		
Fort McKay	83	83	82	81	80	78	75	73		
Gift Lake	85	87	83	79	78	77	75	76		
Grouard	91	86	83	83	84	84	84	84		
Hillview	-	-					0	0		
J.F. Dion	-	-					0	0		
Kateri	77	71	68	66	67	68	67	67		
Little Buffalo	78	72	71	69	68	66	62	61		
Mistassiniy	83	79	76	75	71	71	70	69		
Pelican Mountain	100	92	95	96	95	94	95	94		
Paddle Prairie	88	91	91	87	83	82	83	83		
Peerless Lake	83	81	80	80	81	82	85	83		
St. Theresa	-	-					0	0		
Susa Creek	100	97	96	97	97	96	96	96		
All Schools	84	82	80	78	76	75	88	74		

MONTHLY STUDENT ATTENDANCE
September, 2012 - April, 2013
Division 4

Legend:
D1 = Grades 1-3
D2 = Grades 4-6
D3 = Grades 7-9
D4 = Grades 10-12

	Division 4									
	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June
Anzac						0	0	0		
ADCS	85	77	75	70	69	69	68	68		
Bill Woodward		-					82	82		
Bishop Routhier	-	-			-		0	0		
Calling Lake	62	59	57	53	56	56	56	56		
Chipewyan Lake	42	22	15	12	12	12	12	12		
Conklin	-	-			0		0	0		
Dr. Mary Jackson	-	-					0	0		
Elizabeth	-	-					0	0		
Fr. R. Perin		-					0	0		
Fort McKay	-	-					0	0		
Gift Lake	-	-					0	0		
Grouard	-	-					0	0		
Hillview	-	-					0	0		
J.F. Dion	-	-					0	0		
Kateri	71	61	61	62	63	63	61	61		
Little Buffalo	80	78	79	78	79	79	79	80		
Mistassiniy	72	65	61	59	56	57	57	58		
Pelican Mountain	-	-					0	0		
Paddle Prairie	94	81	83	81	81	77	78	77		
Peerless Lake	93	96	89	85	82	81	84	81		
St. Theresa	-	-					0	0		
Susa Creek	-	-					0	0		
All Schools	77	71	68	66	59	60	70	61		

Staffing Update - April 30, 2013

Bulletin 5

	Certified Staff	Certified Staff - NL	Early Childhood Instructors	ECS - PUF	Teacher Assistants	Special Assistants	School Community Liaison Worker	Family Community Liaision Advisor	Library Assistant	Native Language Instructor	Clerical	Total by School
Anzac	5	0	0	0	0.5	1	0	0.25	0.5	0.25	1	8.5
ADCS	17	0	0	0	2	4	0	0	1	2	1	27
Bill Woodward	7	0	0	0	0.5	2.1	1	0	0.5	0	1	12.1
Bishop Routhier	6	0	0	0	0	4	0	0	0	0	1	11
Calling Lake	11	0	0	1	0	6	0	0	0	1	1	20
Career Pathways	1	0	0	0	0	0	0	0	0	0	0	1
Chipewyan Lake	2	0	0	0	0	0	0	0	0	0.33	0.27	2.6
Conklin	4	0	0	0	1	0	0	0	0	0	1	6
Dr. Mary Jackson	2	0	0	0	1	2	0	0	0	0.5	0.8	6.3
Elizabeth	9.4	0	1	1	0	1	1	0	0	1	0.63	15.03
Father R. Perin	8	0	0	0	1	2	0	0	0	0	1	12
Fort McKay	8	0	0	0.66	4.84	0.5	0	0	0	1	1	16
Gift Lake	14	0	1	0	2	5	1	0	1	1	1	26
Grouard	8	0	1	1	1	2	1	0	0	1	1	16
Hillview	4	0	0	0	1.5	0	0	0	0	0	1	6.5
J.F. Dion	4	0	1	0.5	0	0	1	0	0	0	1	7.5
Kateri	7	0	0	0	3	0	0	0	0	1	1	12
Little Buffalo	11	0	0	0	2	3	1	0	0	1	1	19
Mistassiniy	23	0	0	0	3	3	0	1	0	1	2	33
Paddle Prairie	7	1	0	0	1	2	0	0	0	0.5	1	12.5
Peerless Lake	10	1	0.5	0	0.5	2	1	0	0	1	1	17
Pelican Mountain	2	0	0	0	0.75	1	0	0	0	0.25	0	4
St. Theresa	22	3	1	6	5	6	0	1	1	2	2	49
Susa Creek	3.4	0	0	0	0.9	0	0	0	0	0.4	0.85	5.55
Totals	195.8	5	5.5	10.16	31.49	46.6	7	2.25	4	15.23	22.55	345.58

Staff Attendance (Based on Leave Applications)

February 1, 2013 to April 30, 2013

	# of Staff	Calendar Days	Possible Days	Actual Days Recorded	Actual Attendance	# of P.D. Days Taken	# of "Other" Days Taken	% Attendance	% Absent	% Absent for PD	% of Other
Certificated Staff	201	56	11256	1312	9944	172	1140	88%	12%	1.53%	10.13%
Uncertified Staff	182	56	10192	1077.5	9114.5	63	1014.5	89%	11%	0.62%	9.95%
Maintenance Staff	55	60	3300	205.5	3094.5	0	205.5	94%	6%	0.00%	6%
Central Office Staff	33	60	1980	103.5	1876.5	2	101.5	95%	5%	0.10%	5%

Types of Leaves:		Maintenance includes:	Central Office Staff includes:
Annual Leave	Mentorship Teachers	Area Maintenance Workers	Ped Supervisors
ATA	Personal Paid Leave	Custodial Staff	
Casual Sick Days	Personal Unpaid Leave		
Compassionate	Principals' Meeting		
Conference	Professional Development		
Critical Care Leave	School Business		
Evergreen			
Family Care Days			
FNMI			
Leave – Other			
Lieu Days			

Bulletin 7

School Visits by Department Aug 28, 2012 - April 30, 2013			
	Management	Learning Services Team	Totals
Anzac	3	11	14
ADCS	7	31	38
Bill Woodward	2	12	14
Bishop Routhier	8	20	28
Career Pathways	11	7	18
Calling Lake	13	19	32
Chipewyan Lake	0	7	7
Conklin	5	11	16
Dr. Mary Jackson	3	16	19
East Prairie/Hillview	2	14	16
Elizabeth	2	19	21
Fort McKay	1	9	10
Fr. R. Perin	10	16	26
Gift Lake	24	13	37
Grouard	8	27	35
J.F. Dion	2	9	11
Kateri	6	19	25
Little Buffalo	8	9	17
Mistassiniy	18	17	35
Paddle Prairie	2	11	13
Peerless Lake	7	13	20
Pelican Mountain	4	17	21
St. Theresa	10	37	47
Susa Creek	1	11	12

Northern Lakes College

Northland SCHOOL DIVISION NO. 61

Gift Lake Learning Centre Sod Turning Ceremony

A sod-turning ceremony took place on Monday April 29, 2013 for the new Gift Lake Learning Centre.

The $15.5 million facility was made possible through a partnership between Northland School Division No. 61 (NSD61), Northern Lakes College (NLC), Gift Lake Métis Settlement and the Government of Alberta.

"Investing in education is one of our government's priorities and building schools, which are needed in communities like Gift Lake, is important. It gives our youth the chance to become the best they can. Thank you to all the partners who have made this a reality" said Pearl Calahasen, MLA for Lesser Slave Lake.

This state of the art facility has been in the works since June 2011 and will be the new home for Early Child Studies (ECS) to grade 9 students, a Head Start Program, Daycare,

Northern Lakes College Outreach Campus, multi-purpose section and an extended family area.

The Gift Lake Learning Centre will be a welcome site when completed says Barbara Laderoute, Gift Lake School Principal. The current school is over 50-years old.

"The Gift Lake Learning Centre will have a community sense especially since we will be housing all the pertinent programs of Gift Lake in one building. I am especially proud of the colours that were chosen for the school and the highlighting of the Métis symbol at the front of the school."

The colours chosen are from the Métis Sash. The colour variations include; Red, which is the historical depicted colour for the Métis Sash; Blue and White symbolizing the colours of the Métis Nation flag; Green signifying fertility, growth and prosperity and; Black, symbolizing the dark period in which the Métis people had to endure dispossession and repression.
Rick Neidig, President and CEO of Northern Lakes College, says this effort is a great example of partnership and collaboration between organizations.

"The combination of a new school and college campus clearly demonstrates how public resources can be used wisely to develop shared facilities in small communities. I believe this project will prove to be a model for other organizations and communities in the near future," said Neidig.

The Gift Lake Métis Settlement is excited at the reality of having a number of services under one roof.

"Development of this project resulted in excellent dialogue exchanged between the parties and government representatives," said Dave Lamouche, Gift Lake Métis Settlement Chairperson. The uniqueness of community engagement and welcoming spaces for all parents and Elders is a major benefit off this model."

Donna Barrett, Superintendent of Schools for NSD61 is very excited and can't wait for the grand opening.

"The Gift Lake Learning Centre is an excellent example of how organizations can partner to serve children and adults in their community," said Barrett.

Marshall-Lee Construction Corporation, a company out of Spruce Grove, is the hired contractor for this project and Group 2 Architecture Interior Design Ltd is involved in the design process.

Construction is slated to begin on Monday May 6th, 2013 and the projected completion date is December, 2014.

Northland
SCHOOL DIVISION
NO. 61

Winter Cultural Camp at Marten Lake: Northland School Division and KTC

Herman Grouard participates in Aborginal drumming

Kevin Lewis explains the parts of the dog sled

Northland School Division and Kee Tas Kee Now Tribal Council (KTC) hosted its annual Winter Cultural Camp in late February. Over sixty students, staff, community members, elders participated in the four day camp at Marten Lake. The event targeted junior high students from Wabasca, Grouard, Little Buffalo, Gift Lake, Peerless Lake, Trout Lake, East Prairie Métis Settlement, Peavine Métis Settlement, Loon River, Cadotte Lake and Atikameg. The camp focused on building leadership capacity within the individual and the community.

The students had the opportunity to learn traditional activities such as snowshoeing, setting nets through the ice, dog sledding and fire making. At the Winter Cultural Camp, they were able to live and learn within a community. Students gained valuable skills and for some of them, left with more confidence. Aboriginal culture is rooted in language and in the land. Cultural camps help students make "concrete" linkages between their language and their culture.

Bulletin 10

Northland SCHOOL DIVISION NO. 61

New Way of Learning at Grouard Northland School

Grouard Northland School is taking learning to historic heights through a partnership between Alberta Distance Learning (ADLC) and Northland School Division No. 61 (NSD61).

The school has launched a pilot project called Atlantis Remixed. The project started on April 8, 2013 and is sponsored by Arizona State University.

NSD61 is the first jurisdiction in the province to use Atlantis Remixed and Alberta is the second province in Canada to adopt this new way of learning. A British Columbia school was first.

Atlantis Remixed is essentially a 3-D virtual computer game that students learn through performing specific tasks relating to subjects like language arts, social studies and etiquette. For example, instead of lecturing kids about a different culture, students are immersed into the virtual world where they are learning through playing the game.

"The program allows for increased student engagement," said Bryan Richardson, FNMI Coordinator for ADLC. "They're rewarded in many ways to stimulate their interest in gathering knowledge, building skills and helping to make the world a better place through education traits and social commitments."

After the idea was presented to a few Northland Schools, Grouard Northland School saw the potential and are now starting the virtual journey. Christie Matthews, Grouard Northland School Teacher, says she's excited about the potential of this project.

"Anytime we can tap into student's interests and make learning fun for them, we win and so do they," said Matthews. "I have already seen our students engaged and focused on goals within the program."

Don Tessier, Associate Superintendent, had an opportunity to see the project up-close. He says Atlantis Remixed has a lot of potential.

"The project is a very good vehicle for learning," said Tessier. This could lead to future ideas where we can weave local cultural content into a similar project like Atlantis Remixed."

Jayce, grade 8, said he really enjoys the game. He compared it to an Xbox game called "Skyrim". When it comes to what students will learn, Grouard Northland School Teacher Kory Reimer believes they're only scratching the surface.

"Once they complete the training objectives, they will be learning about ancient civilizations and communities while doing a lot of reading and writing in assignment journals," added Reimer.

Grade 7 and 8 students will be entering the virtual world three times a week during the pilot project. For more information about Atlantis Remixed, log onto www.atlantisremixed.org.

For more information please contact:

Jackie Sander, Grouard Northland School Principal
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Don Tessier, Associate Superintendent-Northland School Division
Work: 1-780-624-2060 Extension: 6180
Cell: 1-780-618-4635

Bryan Richardson, FNMI Coordinator- Alberta Distance Learning
Work: 1-866-744-5333 Extension: 6170

Curtis Walty, Communications Coordinator-Northland School Division
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Grouard Northland School Educator Nominated for Edwin Parr Teacher Award

Northland School Division No. 61 (NSD61) is pleased to announce that Elizabeth Chant, Grouard Northland School Teacher, has been selected as NSD61's 2013 Edwin Parr Teacher Award Nominee. The Edwin Parr Teacher Award recognizes first year teachers that demonstrate exemplary dedication and commitment in the field of education.

Elizabeth, who graduated from the University of Calgary (U of C), was nominated by a collective group that included Jackie Sander, Grouard Northland School Principal, Delores Pruden, Supervisor of Aboriginal Programming and TerryLynn Cook, Pedagogical Supervisor.

"I was surprised, shocked and honoured," said Chant. "I'm really grateful for the support from Jackie and the rest of the Grouard Northland School team."

"She's very committed to her students and her teaching career," said Sander. She works hard to create a stimulating learning environment for students and she strives to involve parents and community members. Her skills and

talents are outstanding for a first year teacher and she's striving to become an even better educator."

Elizabeth was born and raised in Sangudo which is located about an hour northwest of Edmonton. She said the move to Grouard was a big adjustment after spending a few years in Calgary.

"I was very nervous when I first arrived but everyone has been very welcoming," added Chant. "It's nice to be a part of the community and to be involved in various events."

Sander also said that Elizabeth is involved in extra-curricular activities.

"Elizabeth is a team player and works towards the improvement and betterment of the school as a whole," added Sander. "She helps out with the breakfast program and the girls club."

Each year, the Alberta School Board Association (ASBA) honours outstanding first-year teachers representing six zones throughout the province. Elizabeth will be recognized by the division and at the ASBA Zone One Awards Luncheon in the fall.

For more information please contact:

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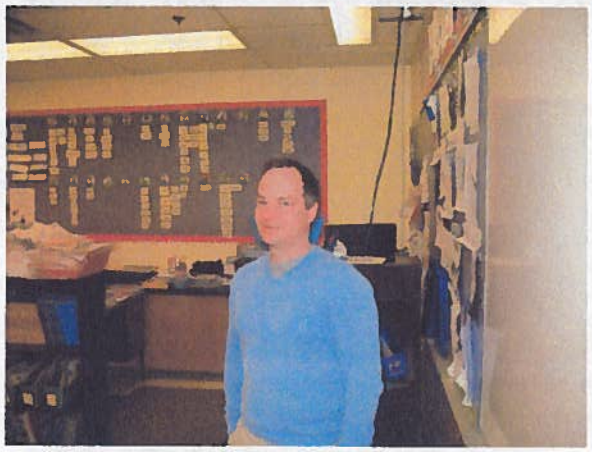
Northland SCHOOL DIVISION NO. 61

Northland Educator Short-listed for Excellence in Teaching Award

Northland School Division No.61 (NSD61) is very pleased to announce that Michael Maciach from J.F Dion School in Fishing Lake is a semi-finalist for an Excellence in Teaching Award.



The award is designed to recognize innovative and outstanding teaching that takes place every day in classrooms across Alberta.

Mr. Maciach has been working at J.F Dion School for four years and is currently teaching grade 1 and 2 students. Michael is originally from Edmonton and graduated from the University of Alberta. He started his teaching career at the Fontana Unified School District in Southern California. Michael was also employed by the Calgary Board of Education before joining NSD61.

Elaine Ward, Principal, J.F. Dion School says he was selected by the Local School Board Committee for a number of reasons.

"Mr. Maciach puts a great deal of time and effort into his planning and preparation," said Ward. He is so well organized and when you enter his classroom, it is evident that all students are engaged and learning. In his daily lessons, he ensures that he motivates and engages all students regardless of their learning needs."

Michael said he feels honored to be selected as a semi-finalist.

"I have been fortunate to always have supportive mentors and colleagues that have helped by sharing knowledge and encouragement with me," said Maciach. Staff members at J.F. Dion School are fantastic to work with. There is a very positive, team oriented atmosphere at the school."

The Local School Board Committee believes that Michael has demonstrated a dedication to student learning by using new technology.

"I try to utilize technology as much as I can in order to capture the student's attention and keep them engaged," said Maciach. I have really tried to learn as much as I can about teaching using the SmartBoard as it really gets the students involved in learning. We also have a laptop and student computers in our class that we use for making digital stories as well as an iPad that assists with individualizing the learning."

"Having Mr. Maciach as a semi-finalist makes me proud to have him on our staff and happy that he is being recognized for the excellent job that he is doing on a daily basis," added Ward.

Twenty award recipients will be selected and announced in late May with an awards ceremony to follow in Edmonton on May 25, 2013. On a divisional level, Michael will be recognized at the Northland Long Service Awards on May 2nd at the Sawridge Inn and Conference Centre in Peace River.

For more information please contact:

Elaine Ward, Principal, J.F Dion School
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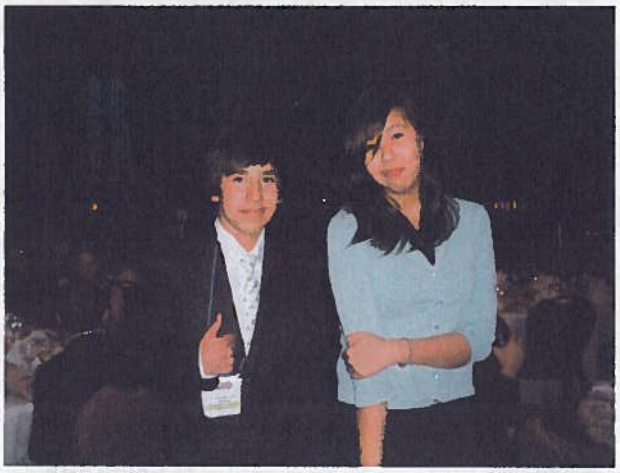
Bulletin 13

Northland SCHOOL DIVISION NO. 61

Peerless Lake School Students Attend Youth Forum in Ottawa



A couple of grade 8 students from Peerless Lake School had an eye opening experience in Ottawa.

Shavannah Anderson and Taron Okemnow attended the Forum for Young Canadians from March 18th-22nd.

The event was an opportunity for students to tour Parliament Hill and gain a deeper understanding of how decisions are made at the federal level by meeting the people who influence change.

They met Members of Parliament (MP), senators, public servants and business leaders.

"It was an amazing experience," said Shavannah. "I was nervous at first but it was a great opportunity to gather valuable knowledge about politics."

"It was my first time leaving the province," said Taron. "I was able to learn so much and network with politicians and other students."

Following an application process, Shavannah and Taron were selected to attend the event with roughly 120 students.

During the one week visit, they were able to view things like the House of Commons, the Senate and the Canadian War Museum. They were also invited to a dinner with politicians.

"I was able to meet Green Party Leader Elizabeth May," added Shavannah. "We talked about Peerless Lake, my interests and I asked her about her job."

"I was able to meet our local MP Brian Jean," said Taron. "It was the highlight of my trip."

After gaining a better understanding of the parliamentary system, Shavanna and Taron were put into different groups while tackling issues such as the environment, energy and the economy.

The trip also included an unforgettable moment while watching Question Period. Taron said Prime Minister Stephen Harper and interim Liberal Leader Bob Rae had an argument over a by-election.

"Harper basically said the Liberals would run an ugly campaign," said Taron. Rae replied by saying the Conservatives had to only look in the mirror if they wanted to see ugly."

Audrey Anderson, Peerless School Principal said these experiences are extremely important for students.

"A trip like the Forum for Young Canadians is one example of how our kids can connect the dots," said Anderson. "It's important to be exposed to the outside world."

For more information please contact:

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Northland SCHOOL DIVISION NO. 61

APPLE Schools at St. Theresa

Northland School Division is once again promoting healthy eating during nutrition month. Since the beginning of March, many students are learning how to improve their eating habits through the support of teachers, parents, school cooks and School Food Services. The situation is a little different at St. Theresa School because they're involved with the Alberta Project Promoting active living and healthy Eating (APPLE Schools).

The APPLE Schools project is being implemented in 40 schools across northern Alberta. The purpose for the project is to improve healthy living habits of students, to increase knowledge about healthy eating for parents, students, teachers and community members and implement programs that can be maintained.

Nandia Narine has been spearheading the project at St. Theresa School since 2011. She is one of six facilitators involved in the APPLE Schools First Nations, Métis, Inuit Cohort.

"One activity students really enjoy during this project is taste testing," said Narine. "For nutrition month, we are taste testing blood oranges, dragon fruit, daikon and hummus. Students get to choose from a list created by APPLE Schools. Students will be taste testing star fruit in the near future."

Teachers and students are also learning about reading labels on packaged foods and food portion sizes.

"At the February staff meeting, I did an in-service on label reading using the 5 % and 15% rule on Daily Value from Health Canada," said Narine. "So when looking at packaged foods, we should choose food that has 5 % or less of sodium, added sugar, fat, and cholesterol and look for products with at least 15 % of fibre. Students are also learning about food portion sizes, interpreting the Canada Food Guide and reading food labels which ties in well with the literacy initiative."

Narine believes the APPLE Schools project is producing positive results.

"I believe students are thinking more about what they're eating. I'm noticing that students are bringing healthier snacks for school parties and teachers are making an effort to educate parents about sending healthier snacks. Students are becoming more active as well by participating in events like Winter Walk and they also understand how important it is to exercise for at least 60 minutes daily."

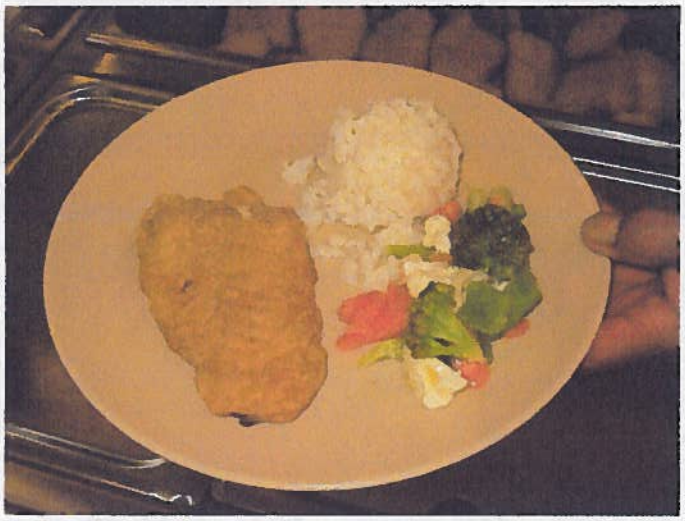
Narine isn't sure how long the program will run at St. Theresa, but she believes the program has been a major success.

"I'm trying to implement programs that can be sustained," added Narine. "If my efforts make people more mindful of how their treating their bodies with what they eat and the amount of activity they're getting, I think I will have been successful."

Bulletin #15

Northland
SCHOOL DIVISION
NO. 61

Nutrition Month at Northland School Division!



It's that time of year again! March is Nutrition Month. For decades Dietitians of Canada has spearheaded Nutrition Month as a public awareness campaign to promote healthy eating. With the support of School Food Services, a division of Northland School Division, cooks are making sure students receive healthy meals.

"Our cooks work very hard to make sure students are eating meals that contain less sodium, sugar, and fat," said Emily Hunt, Operations Manager. "They're finding ways to reduce the need for salt and pepper by using spices to make the food more flavourful."

During each instructional day, students are provided with nutritious snacks and lunches using recommendations from the Alberta Healthy Nutrition Guidelines. For nutrition break, students enjoy snacks such as cereal with milk, yogurt and carrot raisin cookies. Cooks also prepare lunches like meatballs, rice and vegetables, hamburger soup and chicken with mashed potatoes.

"The cooks are members of the community and dedicated to encouraging a healthy lifestyle for the students," said Hunt. "There is a focus on foods prepared from "scratch" and healthy types of cooking such as baking and grilling. During lunch service the cooks encourage the students to try different foods such as whole wheat pasta, brown rice and sweet potato fries."

Each year School Food Services has a competition during nutrition month. Students are encouraged to submit artwork based on the nutrition month theme for the year. This year's theme is "It's your Move, Best Food Forward." Winning artwork is included in the Northland Calendar for the following school year. Participants receive nutrition themed items such as locker posters and pencils to encourage them on the path to a healthy lifestyle.

In order to further educate each school, School Food Services has provided two booklets from the Government of Alberta titled "Healthy Eating for Children and Youth in Schools" and "Alberta Nutrition Guidelines for Children and Youth". "Schools were also provides resources from http://www.nutrition2013.ca/. This site contains more information focuses on what to keep on hand at home so you're always making good decision before eating. The site includes recipes and tips for parents, quizzes and tips for students and a nutrition month poster.

ACHIMOWIN

April/May 2013

NORTHLAND SCHOOL DIVISION NO.61

Gift Lake Learning Centre Sod Turning Ceremony

A sod-turning ceremony took place on Monday April 29th for the new Gift Lake Learning Centre. The $15.5 million facility was made possible through a partnership between Northland School Division, Northern Lakes College, Gift Lake Métis Settlement and the Government of Alberta. The facility has been in the works since June 2011 and will be the new home for Early Child Studies (ECS) to grade 9 students, a Head Start Program, Daycare, Northern Lakes College Outreach Campus, multi-purpose section and an extended family area.

"The Gift Lake Learning Centre will have a community sense especially since we will be housing all the pertinent programs of Gift Lake in one building. I am especially proud of the colours that were chosen for the school and the highlighting of the Métis symbol at the front of the school," said Barb Laderoute, Principal, Gift Lake School.

The colours chosen are from the Métis Sash. The colour variations include; Red, which is the historical depicted colour for the Métis Sash; Blue and White symbolizing the colours of the Métis Nation flag; Green signifying fertility, growth and prosperity and; Black, symbolizing the dark period in which the Métis people had to endure dispossession and repression. Marshall-Lee Construction Corporation is the hired contractor for this project and Group 2 Architecture Interior Design Ltd is involved in the design process. Construction is underway and the projected completion date is December, 2014.

Gift Lake Students participating in the sod turning event.

Superintendents Message

The April/May Newsletter contains many examples of the great things that can be accomplished when schools work closely with the communities they serve. The Gift Lake Learning Centre, artists visiting classes, dual credit programs, literacy nights and curriculum weaving projects are all examples of how learning is enriched through community engagement. Thank you parents, staff and community members for your support and commitment to the success of our students.

Sincerely,

Donna Barrett, Superintendent of Schools

Inside this issue:

Long Service Awards

Northland School Division hosted the Long Service Awards on May 2nd. The event is held every year to recognize teachers, principals and support staff for special achievements and for years of service.

Joshua Smith, Teacher, Pelican Mountain School, Linda Foster, Principal, Pelican Mountain School

Albina Alook (right), Donna Barrett, Superintendent of Schools (middle) and Audrey Anderson, Principal, Peerless Lake School

Linda Laboucan (left) and Delores Pruden-Barrie, Supervisor of Aboriginal Programming.

Excellence in Teaching Award Joshua Smith, Teacher, Pelican Mountain School Michael Maciach, Teacher, J.F. Dion School	***25 years of Service*** Maggie Auger, Special Assistant, Little Buffalo School Ruth Ryan, Principal, Fort McKay School
Edwin Parr Teacher Award Elizabeth Chant, Teacher, Grouard Northland School	***30 years of Service*** Lillian Whitehead, School Community Liaison Worker, Little Buffalo School
Prime Ministers Award Carla Halcrow, Teacher, Gift Lake School	***35 years of Service*** Aline Auger, Teacher Assistant, Mistassiniy School Beatrice Davidson, Family Community Liaison Advisor, St. Theresa School
20 years of Service Albina Alook, Native Language Instructor, Peerless Lake School William Courtoreille, Bus Drive, Hillview School Linda Foster, Principal, Pelican Mountain School Linda Laboucan, Assistant Supervisor of Aboriginal Programs Barb Laderoute, Principal, Gift Lake School Donna Young Auger, Head Cook, St. Theresa School	***Retirement*** Rick Baier

Cynthia Dinstel, Teacher (left) and Maggie Auger (right).

Lillian Whitehead is presented with her 30 year service award!

Aline Auger (right), Dafydd Thomas, Principal, Mistassiniy School (middle) and Donna Barrett (left).

Beatrice Davidson (left) and Shelly Stevenson, Acting Principal, St. Theresa School (right).

Mistassiniy Student Recognized for Welding Skills

A grade 12 student in Wabasca is demonstrating the benefits of a new dual credit welding program at Mistassiniy School. On April 29th, Rocky Auger won a bronze medal at the Northeast Regional Skills Canada Competition at Portage College in Lac La Biche. Auger was competing against about a dozen competitors. Competitors were being judged on specific techniques such as fillet and groove welds.

"I was happy but not too happy because I wanted to win silver or gold," said Auger. "The ability to practice in the Career and Technology Studies (CTS) lab and outside of school helped me feel more confident leading up to the event."

This is the first time that Northland School Division No. 61 (NSD61) and Northern Lakes College (NLC) are working together to introduce programs like dual credit welding in Wabasca. Students are able to earn high school credits as well as hours towards their trade ticket and the ability to write their first period trade exam.

Eric McCutchen, Welding Instructor, NLC, says he was extremely proud to see Rocky perform so well. He also says he's excited to see Rocky and the students grow with more practice through the dual credit program.

"When I came up through the ranks, I had instructors, friends and journeymen that took the interest in me and showed me the way," said McCutchen. "I enjoy teaching, I enjoy helping young people. When you have students that have the will to get better, then you help them. I've been opening the shop on Saturday's and the kids are showing up that's a positive."

"This is a positive step for Rocky, for Mistassiniy, other NSD61 schools and the partnership between NSD61 and NLC," said Randy Chernipeski, CTS School/Industry Partnership Administrator . "The positive news and the word of mouth by students, principals, teachers and support staff will help us introduce more of these programs across our division and help us receive more industry support."

Front row: Ben Auger, Austin Vadnais

Back Row: Danika Mannybears, Eric McCutchen, Rocky Auger, Kendal Orr

Rock Auger running a vertical bead with a MIG welder.

Conklin Students Help Fund a School in Ghana

Over the past month, the junior high students at Conklin Community School took on a fund raising project that focused on assisting a school in Ghana. This is the second time these students have assisted others through a fund raising project. The school in Ghana is really just a roof structure that does not have walls. The students took on the task of raising enough money to build one of the walls of the school. This was a project that required the students to make all the decisions on what to do to achieve their objective.

They decided to run a canteen at a local bingo and held a couple of bake sales at the school. Over a period of about three weeks they were able to raise close to $600. Along with donated seed money of $500, the total amount of their contribution to the school project in Ghana was about $1100! This was truly an exercise that demonstrated these students' commitment to assist less fortunate students where they can.

Here is Ghana located on a map.

Regional Spelling Bee at Bishop Routhier

Bishop Routhier School in the Peavine Métis Settlement hosted the Regional Spelling Bee on Tuesday May 7th. A total of 70 students from 7 schools participated in the event; 6 from Northland School Division (NSD61) and 1 from the Kee Tas Kee Now Tribal Council (KTC). The six Northland schools in attendance included St. Theresa School in Wabasca, Grouard Northland School, Gift Lake School, Bishop Routhier School, Peerless Lake School and Hillview School in East Prairie. Atikameg School represented KTC. Congratulations to all the participants, organizers and winners!

Grade 1

First place: Jacob Dunham, St. Thesesa (left)

Second place: Keegan Gauthier, Bishop Routhier (middle)

Third place: Keisha Grey, Atikameg (right)

Grade 2

First place: Autumn Tulloch, Bishop Routhier (left)

Second place: Naomi Sawan, Gift Lake (middle)

Third place: Eddie Cardinal, St. Theresa (right)

Grade 3

First place: Madison Cardinal, Peerless Lake (left)

Second place: Mitchell Laboucan, Peerless Lake (middle)

Third place: Nikesha Lamouche, Gift Lake (right)

Grade 4

First place: Caige Anderson, Gift Lake (left)

Second place: Alex Dunham, St. Theresa (middle)

Third place: Zareka Gauthier, Bishop Routhier (right)

Grade 5

First place: Aaliah Gladue, Grouard (left)

Second place: T.J Day, St. Theresa (middle)

Third place: Emma Anderson, Gift Lake (right)

Grade 6

First place: Samantha Ward, Grouard (left)

Second place: Destin Willer, Grouard (middle)

Third place: Kennedy Alook, St. Theresa (right)

Novel Learning on Display at Father R. Perin

Recently the Grade 8/9 class finished reading a novel they were really into – *Percy Jackson and the Olympians: The Lightning Thief*. One of their culminating activities was to create a plasticine cabin using evidence from the novel and their imaginations as their only sources. They also each created a trading card featuring one of the characters in their novel. They celebrated the completion of their unit by having a "Blue Party" where all the food and drinks were blue (-- blue food being a favourite of the main character). Student work was put on display for Parent/ Teacher night.

Student trading cards:

"Poseidon's Cabin"

Literacy Night in Athabasca Delta Community School

Athabasca Delta Community School (ADCS) hosted a Reading Night on April 24th with Aboriginal stories as the theme. Everyone in attendance got to choose three out five stations to attend.

Station 1: *Niko' Twasik Kesikaw Atoskewin (Saturday's Chores)* hosted by the Elementary Cree Teacher Georgina Cardinal. Everyone had the opportunity to write down Georgina's famous bannock recipe on an index card and enjoy bite size bannock as she read the book. **Station 2:** *Turtle's Race with Beaver* hosted by Lake Athabasca Youth Council. After the story was read participants got to make their own mini tipi to take home. **Station 3:** *The Loon's Necklace* hosted by High School Cree instructor Helena Welsh and student teacher Mackenzie. Mac read the book with a loon hat on and Loon music playing softly in the background. After the story everyone got to make a Mother Earth necklace. **Station 4:** *Oral Story about Wesakechak* the *trickster* character hosted by Fort McMurray Public Library. **Station 5:** *Kiwiwiki* hosted by Helping Hands to Success. After the story all the children got a bag of play dough and could make their own sled dog just like the ones in the story.

Parent enjoying the evening with her son.

Music Monday at Kateri School

Students at Kateri School participated in Music Monday 2013 on May 6th! They were singing the official Music Monday theme song, "ISS-Is Somebody Singing" with other schools and communities coast to coast at the exact same time through a live stream. The theme song was originally written by Astronaut Chris Hadfield and Barenaked Ladies frontman Ed Robertson. The event was very unique because a number of schools and communities were singing in different languages.

Kateri School sang the entire song in Cree. Earlier this year, The Coalition for Music Education selected Bill and Emily Sewepagaham's daughter Sherryl to help translate and perform "Is Somebody Singing" to Cree. Sherryl had help with the translation from her parents and Darlene Auger from the Bigstone Cree Nation.

Check out this link to view the script. Sherryl's audio version is there as well!

www.musicmonday.ca

Music Monday participants from Kateri School

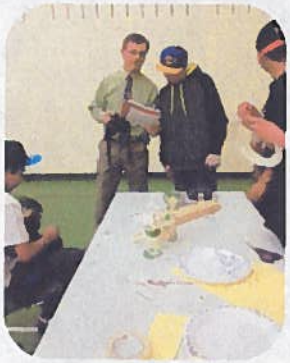
George Littlechild Visits Fort McKay School

Grade 5, 6 and 7 students at the Fort McKay School were very excited to spend three days working and painting with George Littlechild. Imperial Oil sponsored a book project with the communities of Fort Chipewyan and Fort McKay. Richard Van Camp worked with the elders of the two communities to write the book and George Littlechild worked with the students of Fort Chipewyan and Fort McKay to illustrate the book. The students are excited about the project and they are looking forward for the book to be published.

George Littlechild is helping students with painting

Science Olympics in Grouard

Heated competition at the Science Olympics



Randy Chernipeski (left) is sharing his knowledge with a student

Given a challenge, expect students to come up with some very creative ideas. And that they did during the Grouard Northland School Science Olympics on April 24th. Students were given five categories to compete in, and a weird variety of materials to construct their projects. They were as follows:

In the Disposable Plate Toss students had two plates, scissors and masking tape. This was the first and easiest project. They then competed to see how accurately they could toss their Frisbees into targets. In Floating Tower, students were given one bag of plastic straws, one bag of elastic bands and one roll of scotch tape and four sheets of paper. Each tower had to float in water to be eligible. In Electro Magnet, students were given a 20 m copper wire, one d cell and various spools on which to wind the wire. The magnet that supported the largest weight was declared the winner.

And in the Catapult Satellite Launch, students were challenged to launch as many satellites onto planets as possible in a selected time period. Science Olympics are held to test students' skills and knowledge in science by using materials taught in class. This hands-on way of teaching gets students engaged in learning and how science can be applied to everyday things we use.

Chris Clegg, The South Peace News

Curriculum Weaving in Peerless Lake

About a year ago, Peerless Lake School started the Curriculum Weaving Project. Audrey Anderson, Peerless Lake School Principal, Elders and representatives from Alberta Education, FMNI Field Services Branch and FMNI Curriculum Branch spoke to Northland School Division staff about the project on May 2nd. The presentation highlighted progress since the project began in June, 2012. Lorraine Cardinal-Roy from Alberta Education spoke about the Northland Community Engagement Framework and how important it's been in developing this project. The 14 step framework includes key components like consulting with community members and Elders, collecting advice, developing a plan for action, understanding community and cultural protocol, community validation and continuous community engagement.

Peerless Lake Values

The project team consisting of teachers, Elders, community members, parents and Alberta Education developed a values circle and incorporated these values into specific units such as Wetlands and Ecosystems. This unit uses the following Cree Values: 1. Wahkohtowin (kinship) 2. Kiskanowapahkiwin (keen sense of observation). Students use the values to investigate more about wetlands and ecosystems in Peerless Lake and Trout Lake. Louise Houle is teaching the class in Peerless Lake and is an Aboriginal Teachers Education Program (ATEP) student.

"The first couple of classes, students shared stories about what they knew about the wetlands and ecosystem in relation to Peerless Lake," said Houle. "One day we walked over to my mother's place, she's one of the Elders and she shared her stories about Peerless Lake. She reinforced the importance of preserving some of our ecosystems including berry patches."

Northland Community Engagement Framework

Students were also able to gather information about fish population and water levels from a Fish and Wildlife Officer. Audrey Anderson says she believes the project is keeping students in school and the community support is growing. She also says they're finding ways to improve by preserving knowledge from Elders and community members for future reference, making sure goals are communicated and hosting more public meetings. Anderson added that other schools should adapt this project because they will see improvements in students, parent and community engagement.

Mother's Day at Hillview School

Hillview School celebrated Mother's Day on Friday May 10th. The event was held in conjunction with Education Week. The celebration included a tea party, students reading poetry, stories and stories about their mother's. They also enjoyed strawberry shortcake!

Mother and son together!

Gift Lake Students Travel to Ottawa

Students from Gift Lake School recently returned from a week at Encounters with Canada in Ottawa where they visited Parliament Hill, toured museums and participated in activities and workshops along with over 90 other students from all across Canada. It was a trip of a lifetime with a focus on Canadian politics. After going through all the security procedures, students were invited into the House of Commons for "Question Period", where they had the opportunity to see and listen to the Prime Minister Stephen Harper, NDP Leader Thomas Mulcair and Liberal Leader Justin Trudeau.

The group, headed by grade 9 teacher, Mrs. Stevens, met and worked with other 14 to 17 year old Canadian students, young Parlimentarians, a former Canadian Ambassador to Guatemala & Chile and the mayor of Ottawa while they explored the beautiful city of Ottawa.

Back row from left to right: Cole Lamouche, Gabrielle Laderoute, Aurora Loonskin, Larissa Boskoyous, Destiny Anderson, Brendan Lamouche, Mrs. Stevens. Front row left to right: Wallace Calliou, Nikkita Taliman, Darren Jr. Auger, Tanner Grey, Alanis Anderson.

Mrs. Stevens and the students would like to thank the community, parents and other students who supported the experience. We also want to acknowledge and thank the following persons, organizations and companies for their support, valuable contributions and funding. Together, they made this trip possible and also the huge success that it was.

Barb Laderoute, Principal, Gift Lake School

Bob Heyde, Vice-Principal, Gift Lake School

Northern Lakes College Staff, Grouard Campus

Mr. Gerry Peardon and the Gift Lake Settlement Council

Mr. Blaine Favel, CEO, One Earth Oil and Gas Inc.

Curtis Walty, Northland School Division

Mr. Dave Lamouche

Mr. Inier Cardinal

Ms. Cassie Flett

Town of High Prairie

Municipal District of Big Lakes

Dawna Baird, Encounters with Canada Regional Coordinator

Chariot Charters of Grande Prairie

"Every student is a lifelong learner and successful in life"

Important Dates

Contact Us:
Phone: 1-780-624-2060
Email: central.office@northland61.ab.ca
Twitter: https://twitter.com/northland61

May 20th	Victoria Day (No School)
May 22nd	Advisory Committee Meeting
May 23rd	Board Meeting
June 11th	Provincial Achievement Tests (PAT) 9:00-10:00 AM
June 12th	Diploma Exams (DE) 9:00-11:30 AM ELA 30-1 & 30-2 Part A
June 13th	PAT 9:00-10:00 AM Grade 3 Math
	DE 9:00-11:00 AM Social Studies 30-2 Part A 9:00-11:30 AM
	Social Studies 30-1 Part A
June 16th	Father's Day
June 17th	PAT 9:00-10:AM Grade 6 ELA Part B
	9:00-10:15 AM Grade 9 Science
	DE 9:00-11:30 AM ELA 30-1 & 30-2 Part B
June 18th	Committee Meetings & Agenda Review
	PAT 9:00-10:15 Grade 6 Math
	9:00-10:30 AM Grade 9 Math
	DE 9:00-11:00 AM Social Studies 30-1, 30-2 Part B
June 19th	PAT 9:00-10:00 AM Grade 6 Science
	9:00-10:15 AM Grade 9 ELA Part B
June 20th	PAT 9:00-10:00 Grade 6 Social Studies
	9:00-10:20 Grade 9 Social Studies
	DE 9:00-11:00AM Biology 30
June 21st	Aboriginal Day
June 24th	DE 9:00-11:00 AM Chemistry 30
June 25th	DE 9:00-11:00 AM Pure Math & Applied Math 30, Math 30-1 & 2
June 26th	Advisory Committee Meeting
	DE 9:00-11:00 AM Physics 30
June 27th	Board Meeting
	DE 9:00-11:00 AM Social Science 30
June 28th	Central Office Closed

Bulletin #17

Accountability Pillar Results
May, 2013

Accountability Pillar Overall Summary May, 2013
Authority: 1280 Northland School Division No. 61

Measure Category	Measure Category Evaluation	Measure	Northland School Div No. 61			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Safe and Caring Schools	Issue	Safe and Caring	78.1	78.5	79.0	89.0	88.6	88.1	Low	Maintained	Issue
Student Learning Opportunities	Issue	Program of Studies	63.8	61.6	63.3	81.5	80.7	80.7	Very Low	Maintained	Concern
		Education Quality	81.1	78.8	78.8	89.8	89.4	89.3	Low	Improved	Acceptable
		Drop Out Rate	11.0	15.0	16.0	3.5	3.2	3.9	Very Low	Improved Significantly	Acceptable
		High School Completion Rate (3 yr)	17.1	17.5	17.9	74.8	74.1	72.7	Very Low	Maintained	Concern
		Work Preparation	73.4	65.7	68.1	80.3	79.7	79.9	Intermediate	Improved	Good
		Citizenship	67.8	67.9	67.5	83.4	82.5	82.0	Low	Maintained	Issue
Parental Involvement	Concern	Parental Involvement	69.8	68.2	69.1	80.3	79.7	79.8	Very Low	Maintained	Concern
Continuous Improvement	Good	School Improvement	72.1	69.1	69.1	80.6	80.0	80.0	Intermediate	Improved	Good

Safe and Caring Schools

Alberta Government

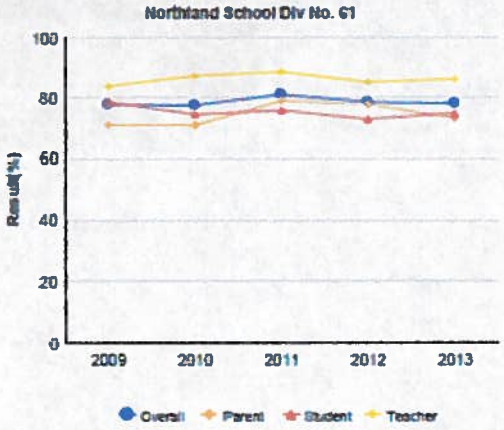
B.4 Safe and Caring History with Groups

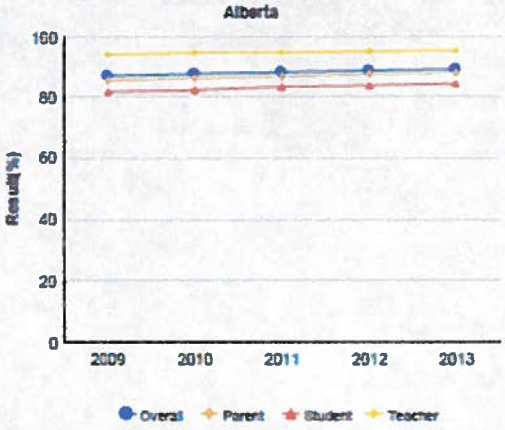
Authority: 1280 Northland School Division No. 61

Province: Alberta

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

	Northland School Div No. 61										Alberta									
	2009		2010		2011		2012		2013		2009		2010		2011		2012		2013	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	686	77.7	1,163	77.5	836	81.1	1,208	78.5	1,118	78.1	171,415	86.9	187,268	87.6	191,071	88.1	200,954	88.6	206,648	89.0
Parent	43	71.0	284	70.9	188	78.9	159	77.7	160	73.3	33,318	85.3	34,145	86.1	33,552	86.6	34,559	87.4	32,876	87.8
Student	451	78.5	705	74.5	485	75.8	865	72.9	769	74.9	112,500	81.7	125,893	82.2	130,102	83.3	139,207	83.7	146,019	84.2
Teacher	192	83.7	174	87.1	163	88.4	184	85.0	169	86.0	25,597	93.8	27,230	94.4	27,417	94.5	27,188	94.8	27,753	95.0





Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Student Learning Opportunities

Alberta Government

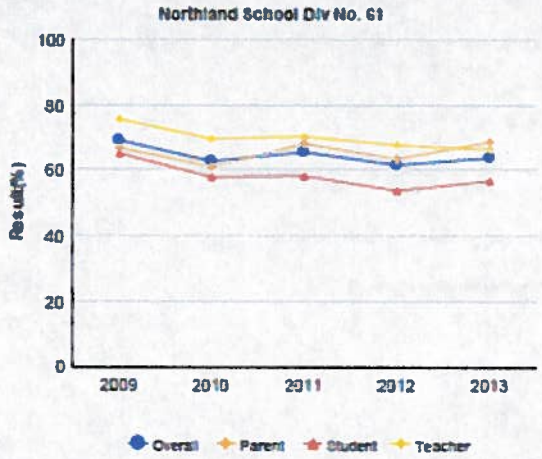
A.1b Program of Studies History with Groups

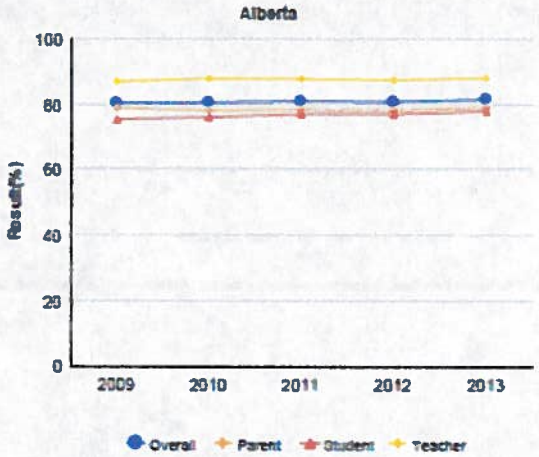
Authority: 1280 Northland School Division No. 61

Province: Alberta

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including the arts, career, technology, and health and physical education.

	Northland School Div No. 61										Alberta									
	2009		2010		2011		2012		2013		2009		2010		2011		2012		2013	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	468	69.1	603	62.7	601	65.5	816	61.6	754	63.8	133,066	80.3	140,186	80.5	144,074	80.9	148,090	80.7	149,530	81.5
Parent	43	66.7	284	60.9	188	68.0	159	63.4	181	68.6	33,329	78.7	34,153	78.0	33,560	78.3	34,555	78.1	32,882	78.9
Student	253	65.0	345	57.8	250	58.2	473	53.7	404	56.7	74,134	75.3	78,792	75.9	83,088	76.9	86,346	76.9	88,884	77.8
Teacher	192	75.5	174	69.5	163	70.2	184	67.6	169	66.2	25,603	86.8	27,241	87.7	27,426	87.6	27,189	87.3	27,764	87.9





Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Student Learning Opportunities

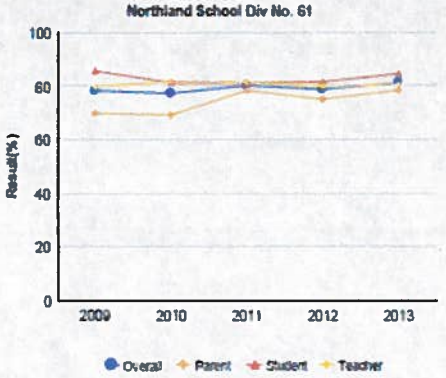
Alberta Government

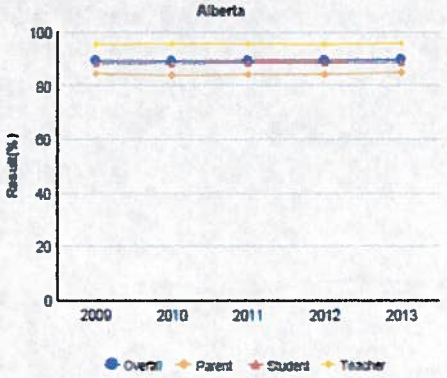
A.4 Education Quality History with Groups

Authority: 1280 Northland School Division No. 61
Province: Alberta

Percentage of teachers, parents and students satisfied with the overall quality of basic education.

	Northland School Div No. 61										Alberta									
	2009		2010		2011		2012		2013		2009		2010		2011		2012		2013	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	686	78.3	1,165	77.3	937	80.2	1,210	78.8	1,119	81.1	171,579	89.3	197,461	89.2	191,250	89.4	201,116	89.4	208,553	89.8
Parent	43	69.8	285	69.2	189	78.2	159	75.0	181	78.3	33,334	84.4	34,164	83.9	33,569	84.2	34,566	84.2	32,884	84.9
Student	451	85.6	708	81.2	486	81.1	867	81.5	769	84.5	112,637	88.3	126,051	88.2	130,254	88.5	139,357	88.6	146,207	88.7
Teacher	192	79.7	174	81.6	162	81.4	184	79.9	169	80.5	25,608	95.3	27,246	95.6	27,427	95.5	27,193	95.4	27,762	95.7





Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

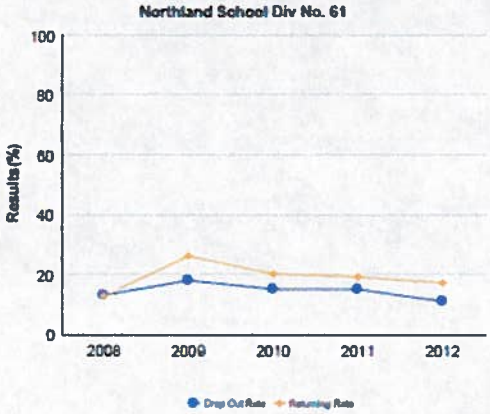
Student Learning Opportunities

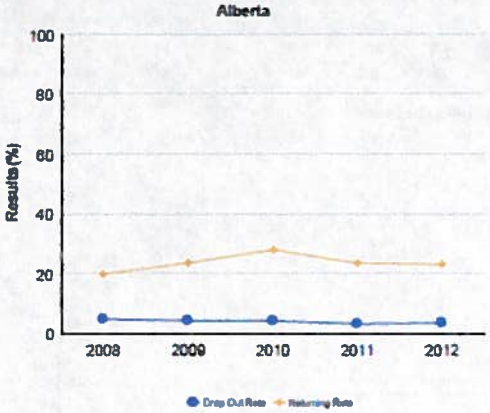
Alberta Government

Drop Out Rate - Measure History

Authority: 1280 Northland School Division No. 61
Province: Alberta

	Northland School Div No. 61										Alberta									
	2008		2009		2010		2011		2012		2008		2009		2010		2011		2012	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Drop Out Rate	618	18.0	622	18.0	658	16.1	647	15.0	565	11.0	178,881	4.8	178,542	4.5	178,800	4.2	178,685	3.2	178,611	3.5
Returning Rate	94	12.7	101	26.1	123	20.1	104	19.1	105	17.1	11,208	19.8	11,889	23.5	11,403	27.9	9,869	23.4	9,006	23.0





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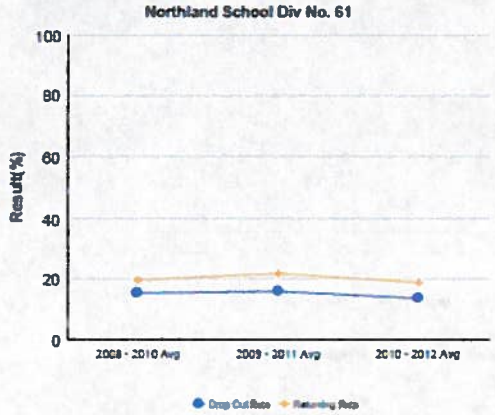
Student Learning Opportunities

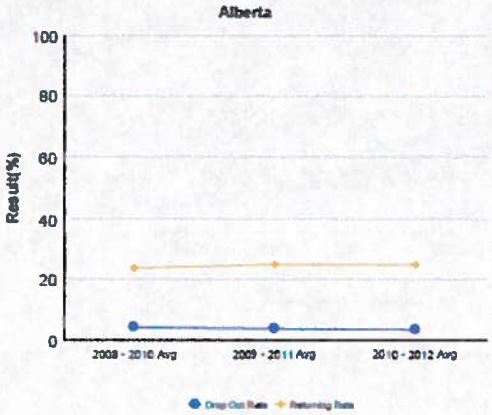
Alberta Government

Drop Out Rate - 3 Year Rolling Average

Authority: 1280 Northland School Division No. 61
Province: Alberta

	Northland School Div No. 61						Alberta					
	2008 - 2010 Avg		2009 - 2011 Avg		2010 - 2012 Avg		2008 - 2010 Avg		2009 - 2011 Avg		2010 - 2012 Avg	
	N	%	N	%	N	%	N	%	N	%	N	%
Drop Out Rate	626	15.4	636	16.0	617	13.7	179,341	4.4	179,245	3.9	179,301	3.6
Returning Rate	106	19.6	109	21.8	111	18.8	11,502	23.7	11,055	24.9	10,094	24.8





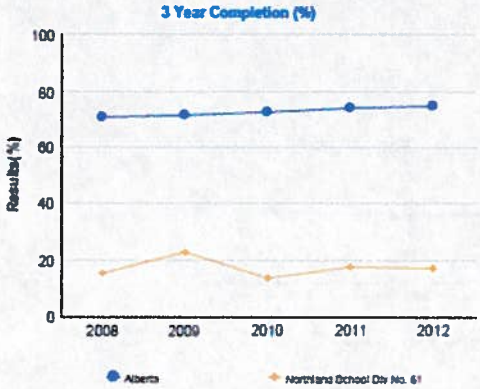
Student Learning Opportunities

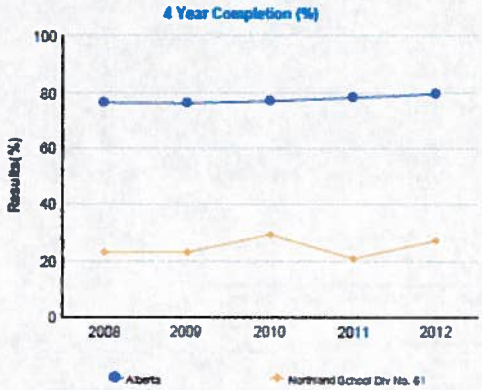
Alberta Government

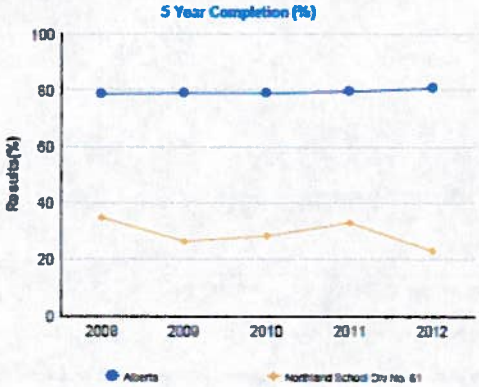
High School Completion Rates - Measure History

Authority: 1280 Northland School Division No. 61
Province: Alberta

	Northland School Div No. 61										Alberta									
	2008		2009		2010		2011		2012		2008		2009		2010		2011		2012	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
3 Year Completion	111	15.2	125	22.8	151	13.5	123	17.5	164	17.1	45,381	70.8	45,286	71.5	45,478	72.6	44,711	74.1	44,904	74.8
4 Year Completion	144	23.1	113	23.1	121	29.4	152	20.8	120	27.3	44,600	76.3	45,369	76.1	45,268	76.9	45,458	78.1	44,690	79.4
5 Year Completion	95	34.8	142	26.4	111	28.3	120	33.0	151	23.0	43,845	78.7	44,565	79.0	45,344	79.0	45,222	79.6	45,433	80.8







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Student Learning Opportunities

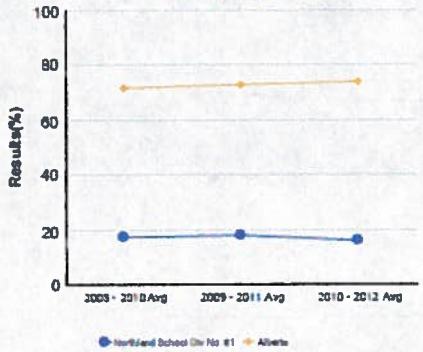
Alberta Government

High School Completion Rates - 3 Year Rolling Average

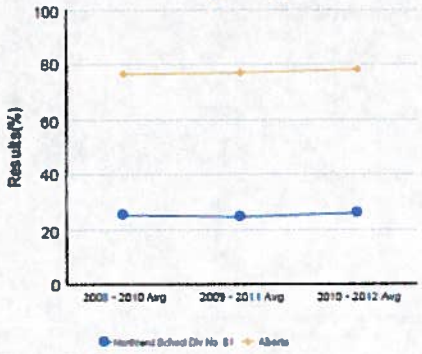
Authority: 1280 Northland School Division No. 61
Province: Alberta

	Northland School Div No. 61						Alberta					
	2008 - 2010 Avg		2009 - 2011 Avg		2010 - 2012 Avg		2008 - 2010 Avg		2009 - 2011 Avg		2010 - 2012 Avg	
	N	%	N	%	N	%	N	%	N	%	N	%
3 Year Completion	129	17.2	133	17.9	146	16.0	45,382	71.6	45,158	72.7	45,031	73.8
4 Year Completion	126	25.2	129	24.5	131	25.9	45,079	76.5	45,365	77.0	45,139	78.1
5 Year Completion	116	29.8	124	29.2	127	28.1	44,585	78.9	45,044	79.2	45,333	79.8

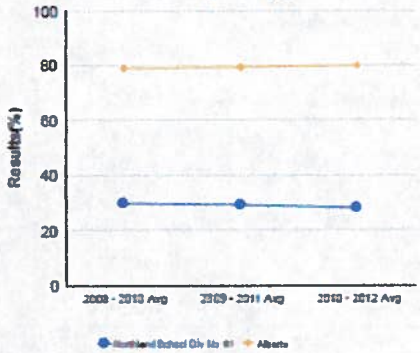
3 Year Completion (%)



4 Year Completion (%)



5 Year Completion (%)



Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Report Generated: Apr 24, 2013
Locked with Suppression for May 2013

Report Version 1.0
Data Current as of Mar 01, 2013

Student Learning Opportunities

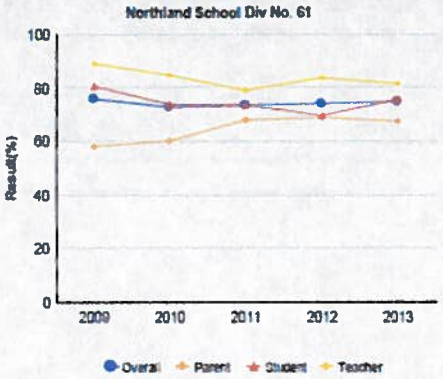
Alberta Government

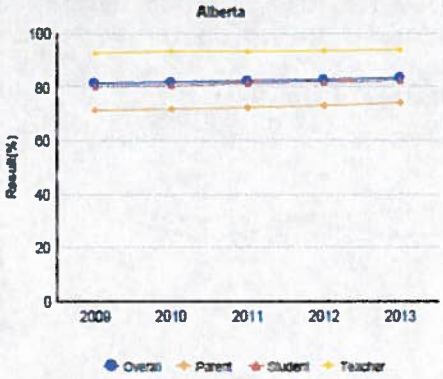
B.3 Program of Studies - At Risk Students History with Groups

Authority: 1280 Northland School Division No. 61
Province: Alberta

Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.

	Northland School Div No. 61										Alberta									
	2009		2010		2011		2012		2013		2009		2010		2011		2012		2013	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	686	75.9	1,163	72.8	833	73.4	1,209	74.0	1,118	74.8	171,393	81.4	187,225	81.8	191,041	82.3	200,901	82.7	196,282	83.4
Parent	43	58.1	294	60.1	187	67.9	159	68.8	180	67.4	33,283	71.3	34,102	71.7	33,506	72.3	34,515	73.0	32,836	74.1
Student	451	80.6	705	73.7	485	73.5	866	69.7	769	75.5	112,526	80.3	125,906	80.5	130,134	81.5	139,213	81.8	135,690	82.4
Teacher	192	88.9	174	84.6	161	78.9	184	83.6	169	81.4	25,564	92.5	27,217	93.2	27,401	93.1	27,173	93.4	27,736	93.7





Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Preparation for Lifelong Learning, World of Work, Citizenship

Alberta Government

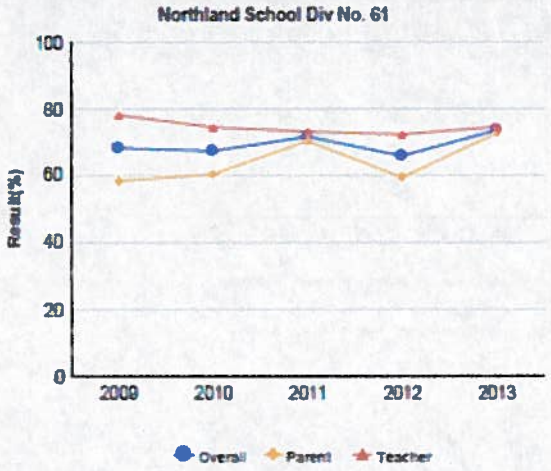
A.8 Work Preparation History with Groups

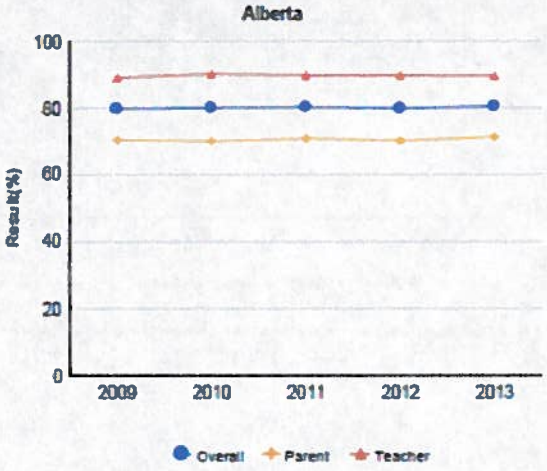
Authority: 1280 Northland School Division No. 61

Province: Alberta

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.

	Northland School Div No. 61										Alberta									
	2009		2010		2011		2012		2013		2009		2010		2011		2012		2013	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	234	68.1	437	67.2	326	71.5	330	65.7	338	73.4	57,458	79.6	59,741	79.9	59,372	80.1	60,173	79.7	59,039	80.3
Parent	43	58.1	266	60.2	167	70.1	147	59.2	170	72.4	32,049	70.2	32,744	69.8	32,204	70.6	33,244	69.9	31,578	71.1
Teacher	191	78.0	171	74.3	159	73.0	183	72.1	168	74.4	25,409	88.9	26,997	90.0	27,168	89.6	26,929	89.5	27,461	89.4





Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Parental Involvement

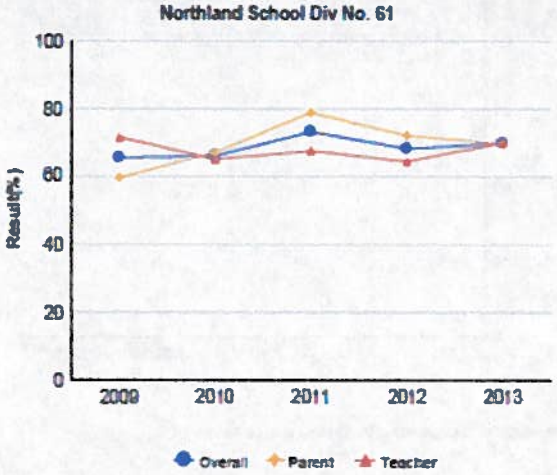
Alberta Government

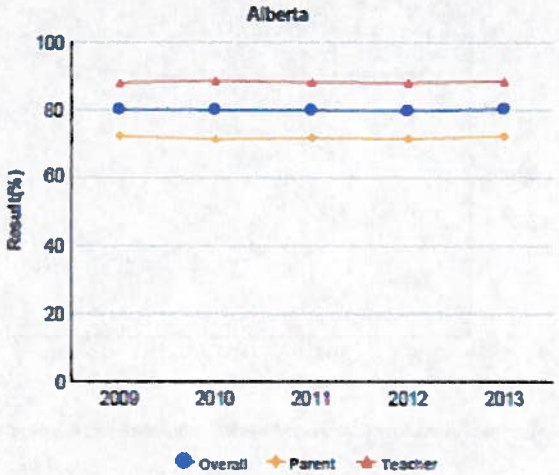
C.1 Parental Involvement History with Groups

Authority: 1280 Northland School Division No. 61
Province: Alberta

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	Northland School Div No. 61										Alberta									
	2009		2010		2011		2012		2013		2009		2010		2011		2012		2013	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	235	65.5	456	66.0	341	73.2	339	68.2	348	69.8	58,707	80.1	61,082	80.0	60,714	79.9	61,459	79.7	60,350	80.3
Parent	43	59.5	282	67.0	180	78.8	155	72.0	179	69.7	33,129	72.2	33,877	71.3	33,312	71.7	34,288	71.4	32,622	72.2
Teacher	192	71.5	174	65.0	161	67.5	184	64.4	169	69.9	25,578	88.0	27,205	88.6	27,402	88.1	27,171	88.0	27,728	88.5





Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Continuous Improvement

Alberta Government

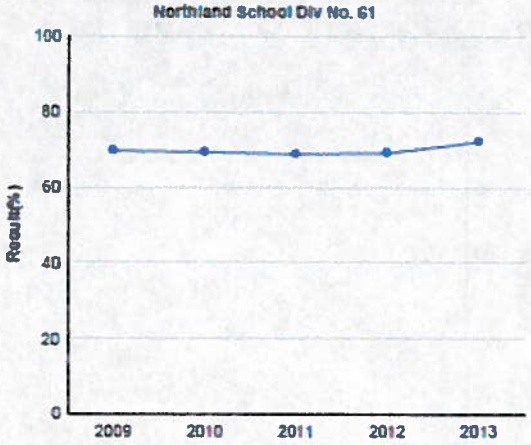
E.2 School Improvement Measure History

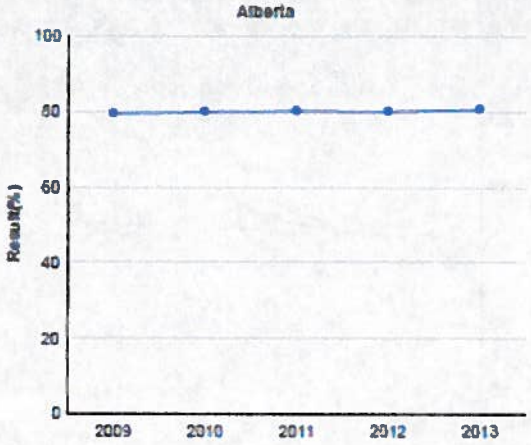
Authority: 1280 Northland School Division No. 61

Province: Alberta

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

Northland School Div No. 61										Alberta									
2009		2010		2011		2012		2013		2009		2010		2011		2012		2013	
N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
676	69.7	1,149	69.3	816	68.8	1,192	69.1	1,107	72.1	169,973	79.4	185,401	79.9	189,150	80.1	198,652	80.0	204,015	80.6





Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Appendix – Definitions for Measures

Alberta Government

A brief definition of each of the Accountability Pillar measures is provided below.

High School Completion Rate (3-year) is the percentage of students in the grade 10 cohort[1] who have completed high school by the end of their third year, adjusted for attrition[2].

- High school completion is defined as: receiving an Alberta high school diploma, an IOP certificate or high school equivalency (GED); entering a post-secondary level program at an Alberta post-secondary institution; registering in an Alberta apprenticeship program; or earning credit in five grade 12 level courses, including four diploma examination courses.

Post-Secondary Transition Rate (6-year) is the percentage of students in the grade 10 cohort who have entered a post-secondary-level program at an Alberta post-secondary institution or registered in an Alberta apprenticeship program within six years of entering grade 10, adjusted for attrition.

- An estimate of out-of-province post-secondary enrollment is applied based on the numbers of funded Alberta students attending post-secondary institutions out of province.

Drop Out Rate is the percentage of students aged 14-18 registered in the K-12 system who drop out the following year, adjusted for attrition.

- An initial age specific cohort of students aged 14 to 18 is established for a given school year, excluding the following groups of students: students who registered after September 30, students with severe cognitive/multiple disabilities, students attending Hutterite colony schools, visiting/exchange students, students under other authorities (e.g. federal, Lloydminster).
- A student who was in Alberta's education system is considered to have dropped out if:
  - There is no evidence of their participation in the education system the following school year (including post-secondary and apprenticeship programs)
  - They did not complete high school (see high school completion measure for details).

Survey Measures

In public, separate and francophone schools all students in grades 4, 7 and 10; their parents; and all teachers are included in the survey. In charter schools and level 2 private schools students in grade 4 and above; their parents; and all teachers are included in the survey. Student and teacher surveys are administered online. The parent survey is mailed to the student's address on file.

- The measure results for parents and teachers are calculated by aggregating the responses to all questions that comprise the measure.
- The measure result for students is calculated by first aggregating the responses to questions within each grade and then taking a simple average across grades.
- The overall measure result is calculated by taking the simple average of measure results for parents, teachers and students.

---

[1] Grade 10 Cohort: Students are included in the grade 10 cohort the first school year in which they have a grade 10 registration at a public, separate, francophone, charter or private school. The following categories of students are excluded from the grade 10 cohort:

a. students who have a concurrent grade 9 registration in the same school year;
b. students who register after September 30th of the school year;
c. adult students (older than 18 when they start grade 10);
d. students who are registered in schools under provincial and federal authorities, and Lloydminster school authorities or other out-of-province schools;
e. students who are identified as having a moderate/severe cognitive disability or a severe multiple disability;
f. students attending Hutterite Colony schools; and
g. visiting or exchange students

[2] Attrition: The loss of students due to out-migration and mortality, referred to as "attrition", is estimated from department and Statistics Canada data.

Appendix – Definitions for Measures

Provincial Achievement Test (PAT) Results (Acceptable / Excellence) are based on all students in each grade (total enrollment in the grade plus the ungraded students who are in the corresponding year of schooling). Results are calculated for each test. The overall result is the average of the results for each test weighted by the number of students enrolled.

- PAT acceptable is the percentage of students who achieve the acceptable standard on grades 3, 6 and 9 Provincial Achievement Tests.
- PAT excellence is the percentage of students who achieve the standard of excellence on grades 3, 6 and 9 Provincial Achievement Tests.

Diploma Exam Results (Acceptable / Excellence) are based on the numbers of students writing each diploma exam. The overall diploma exam result is the average of the results for each exam weighted by the number of students writing.

- Diploma exam result (acceptable) is the percentage of students who achieve acceptable standard (i.e. a mark of 50%) on a diploma exam.
- Diploma exam result (excellence) is the percentage of students who achieve the standard of excellence (i.e. a mark of 80%) on a diploma exam.

Survey Measures

In public, separate and francophone schools all students in grades 4, 7 and 10; their parents; and all teachers are included in the survey. In charter schools and level 2 private schools students in grade 4 and above; their parents; and all teachers are included in the survey. Student and teacher surveys are administered online. The parent survey is mailed to the student's address on file.

- The measure results for parents and teachers are calculated by aggregating the responses to all questions that comprise the measure.
- The measure result for students is calculated by first aggregating the responses to questions within each grade and then taking a simple average across grades.
- The overall measure result is calculated by taking the simple average of measure results for parents, teachers and students.

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a. students who have a concurrent grade 9 registration in the same school year;
b. students who register after September 30th of the school year;
c. adult students (older than 18 when they start grade 10);
d. students who are registered in schools under provincial and federal authorities, and Lloydminster school authorities or other out-of-province schools;
e. students who are identified as having a moderate/severe cognitive disability or a severe multiple disability;
f. students attending Hutterite Colony schools; and
g. visiting or exchange students

[2] Attrition: The loss of students due to out-migration and mortality, referred to as "attrition", is estimated from department and Statistics Canada data.

Implications for 2013-14 Budget

The 2013-14 proposed budget has been developed in a manner that will allow us to continue progress on the recommendations of the Northland Inquiry Team Report. However approaches have been adjusted to allow us to move forward within our current financial limits.

In February and March key initiatives were identified with input from members of the Advisory Team and staff. Priorities were identified and included in the proposed budget.

Key Adjustments include:

1. While the dollars allocated to schools remained similar to the previous year there was an increase in the allocation of FNMI funds to schools to enable schools to work with their communities to develop local initiatives. This necessitated a reduction in the dollars allocated to staffing.
2. Northland staff will deliver professional development for the literacy initiative in local school clusters and on line to reduce travel costs.
3. We are currently in the process of seeking grants to support additional support for literacy, curriculum weaving, CTS programming, leadership professional development and partnership work.
4. Incentives have been introduced to increase awareness of the cost and educational impact of staff absences.
5. Allocations to schools have been developed to support an inclusive approach to staffing and programming.

BOARD OF TRUSTEES

COLIN KELLY
TRUSTEE OF THE BOARD

DATE: MAY 23, 2013

PRESENTED BY: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

SUBJECT: SCHOOL BUS DRIVER RECRUITMENT AND RETENTION COMMITTEE STRATEGIES

ORIGINATOR: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

RECOMMENDATION
That the Board of Trustees receive as information the School Bus Driver Recruitment & Retention Committee Strategies as attached, and request administration to cost out the recommendations and develop a timeline for implementation with the committee.

****

CURRENT SITUATION: The School Bus Driver Recruitment and Retention Committee have met several times to develop recruitment and retention strategies for Northland bus drivers.

BACKGROUND:

School Bus Driver Recruitment & Retention Committee Strategies April 2013
For Presentation to the Board

Recruitment

Current Strategies:

1. Obtain and pay for the driver abstract
2. Cover the cost of the training, driver medical, written test, road test & license upgrade*
3. Provide school bus for training and road test
4. Schools advertise locally using word of mouth, school newsletters, local papers, face book, posters

**with an agreement to remain employed for the remainder of the year*

Proposed Strategies:

1. Partner with schools to provide full time employment (ie dual roles - secretary/bus driver)
2. Partner with local business, Municipal Districts and local councils to provide full time employment
3. Partner training with NCL, STI, HRDC and local MD's to provide additional training opportunities
4. Signing bonus/cash card – pay for up to 20 hours of training time once the individual has been with the division 3 months and driven a minimum of 10 times Provide mentorship for trainees with seasoned drivers – select individuals from each community with an interest in assisting novice drivers when difficulties arise - $5000.00
5. Blanket mail flyers to communities advertising for school bus drivers
6. Prepare and post large recruitment posters in community locations
7. Attend community events to promote school bus driving (ie fairs/farmer's markets)
8. More accessible driver examiner hours and locations– pursue this through the STAA (Student Transportation Association of Alberta) as this is felt in other rural communities.

Retention

Current Strategies:

1. Obtain and pay for the driver abstract
2. Cover the cost of the driver medical, license renewal
3. Pay for the cost of additional training i.e. air brakes/`S` endorsement/ first aide/license upgrades
4. Simplify training by reducing number of busses with air brakes
5. Reduce required paperwork by pursuing Provincial Carrier Status
6. Northland promotional items given to drivers as recognition – jackets in 2011/vests in 2012/Bags in 2013/gifts
7. Contests and draws for cash & prizes associated with a job well done. ($50.00 cash cards to first three drivers with complete paperwork)
8. Educate parents as to the role and importance of bus drivers – Transportation Bulletin
9. Pay regular drivers for leave days as per Northland policies (medical, bereavement, etc.)
10. Pay scheduled spare drivers and regular drivers when busses don't operate for inclement weather days and mechanical breakdown days

Proposed:

1. Retention Bonus for regular drivers. $100.00 per month bonus to be paid at the end of June. Must be employed as a regular bus driver and actively on the job for a minimum of 6 months to receive the bonus. May be rolled into RRSP or paid out.
2. Return service agreement. Additional $100.00 bonus paid at the end of September for any returning regular drivers. It would be mandatory that drivers attend start up meetings to be eligible.
3. Recognition in the form of appreciation in local newspapers, bus driver contests at the school level and central office level. "Driver of the Month" award in the Transportation Newsletter and on CFWE FM in Edmonton
4. Provide opportunities for more contact with drivers for team building and inclusion
    a. Driver training, professional evaluations and professional development sessions provided personally by transportation department.
    b. Minimum of two driver meetings per year. Attendance by the principal and senior central office staff recommended.
5. Long term benefits such as RRSP/CSB plan

6. Proposed year end contests. A draw for a prize package (ie weekend trip to Edmonton, accommodation, meals and $200.00 cash. Regular drivers must be actively employed for a minimum of 85% of the operational days in the school year and have attended scheduled transportation training and meetings. A second draw (ie $100.00 gift card) would be established for all spare drivers employed by Northland during the current school year.
7. Provide mentorship for trainees with seasoned drivers – select individuals from each community with an interest in assisting novice drivers when difficulties arise
8. Involve the community elders in educating communities to encourage respect for bus drivers
9. Letter and pin recognising new drivers and welcoming them on board with Northland after three months continuous service
10. *Benefits (dental, vision, extended health) paid out as salary when not required – must be more carefully examined for divisional implications*

BOARD OF TRUSTEES

COLIN KELLY
TRUSTEE OF THE BOARD

DATE: MAY 23, 2013

PRESENTED BY: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

SUBJECT: MAINTENANCE AND REPAIR PROGRAM FRAMEWORK

ORIGINATOR: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

RECOMMENDATION
That the Board of Trustees approve in principle, the Draft maintenance and Repair program Framework report and direct the administration to work with the Advisory Committee ~~on the hiring process, as attached~~. to conduct further discussions on the recommendations and implement a hiring process.

****

CURRENT SITUATION: Dave van Tamelin was contracted to complete a review of the Maintenance Department last February. He has met with school staff, maintenance staff and central office staff as well as the Advisory Committee. He has reviewed and analyzed our maintenance procedures.

BACKGROUND:

DRAFT MAINTENANCE AND REPAIR PROGRAM FRAMEWORK

For consideration by Northland School Division

May, 2013

POLICY

The Division will maintain its facilities and grounds to a good standard in order to provide a safe, quality educational environment and to protect and preserve its facility assets. This will be accomplished through a comprehensive maintenance and repair program which will endeavour to balance responsiveness, efficiency and long-term cost effectiveness.

ADMINISTRATIVE REGULATIONS and PROCEDURES

The Superintendent shall ensure that the Division's facilities support accomplishment of the Board's plans and objectives, and in particular that the facilities are safe, clean and properly maintained. To this end, under the Superintendent's direction the maintenance program will be developed and implemented by a Facilities Manager who is supported by an Administrative Assistant and Area Maintenance Supervisors.

The Manager and Supervisor positions are intended to be primarily field-based roles, with the Administrative Assistant providing office-based coordination and facilitation. Appropriate role descriptions will be established pursuant to the Division's Human Resources policies and procedures.

Maintenance Program Plan:

Maintenance and repair work will be planned and carried out under the supervision of the Facilities Manager, and all requests for service shall be directed to that office preferably by the Maintenance Repair Request (MRR) program, or by telephone if urgent.

The Facilities Manager shall conduct regular monitoring and needs assessments of the facilities, in addition to MRR requests from users, in order to maintain an overall plan for the maintenance, repair, renovation and construction needs of the Division.

The maintenance and repair program plan will organize and prioritize work requests by facility into the following categories:

1. Emergency work
2. Minor (routine) maintenance
3. Ongoing (continuous) maintenance

4. Maintenance and upgrading projects
5. Capital works projects (new construction and major modernizations)

Implementation: categories 1, 2, and 3 will be attended to as regular operations of the maintenance department, with work scheduled as required subject to current budget capacity.

Priority setting will be at the Area level for categories 1 and 2; and at the system level for categories 3, 4, and 5. Category 3,4, and 5 projects will be compiled on a pending list and will be reviewed on an at least quarterly basis by executive staff (Superintendent, Secretary-Treasurer) with the Facilities Manager for assignment to work schedules depending on overall priorities and budget resources. The priority setting and scheduling of the maintenance and repair plan will reflect the Board's Educational Plan and will be subject to periodic review by the Board.

The plan will be regularly communicated to schools and other stakeholders for information. Work from the plan will be initiated through the MRR program system.

In planning and priority setting, the Superintendent and the Facilities Manager will ensure that:

1. The highest priority is assigned to the correction of unsafe conditions
2. The next priority is assigned to protection of the facility from premature structural deterioration or failure
3. Ongoing maintenance includes preventative measures and replacements to enable facilities to reach their intended life cycles

To supplement the foregoing maintenance program and secure additional resources, the Facilities Manager under the direction of the Superintendent will develop an Infrastructure Maintenance and Renewal (IMR) Plan that incorporates the Division's needs in accordance with the program rules established by Alberta Education and Alberta Infrastructure.

The Facilities Manager will make recommendations for the Division's Capital Plan based on the needs identified in the maintenance program plan.

Maintenance Service Delivery:

1. The Facilities Manager will establish appropriate standards and specifications for maintenance work carried out in the Division, and will monitor performance in accordance with the standards and specifications to establish consistent expectations and ensure accountability for project outcomes.

2. Maintenance and repair resources will be sourced both from employed staff in accordance with the Division's Human Resources policies and procedures, and from contracted service providers in accordance with the Division's purchasing and procurement policies and procedures.

3. Maintenance resources including staff and contractors will be organized under the direction of the Facilities Manager at the site (community), area, and system levels.

4. Maintenance resources and staff at the area and system levels will be structured and scheduled in two sections: one which has primary responsibility for emergent/urgent work and a second which is scheduled for ongoing maintenance projects and which will not normally be disrupted from its program for emergent work. It is expected that staff in the latter category will work a non-standard schedule (extended days, some weekends etc.) to minimize travel time and improve on-task efficiency. Consideration may also be given to a third section assigned exclusively to teacher housing maintenance.

5. The Facilities Manager will supervise and monitor maintenance and repair activities to ensure the effective and efficient use of funding that demonstrates responsible stewardship of resources. This monitoring will include regularly scheduled meetings with School Principals to review the maintenance plans and needs for their site.

6. As part of the overall maintenance program, site level minor repairs and related work may be initiated by the Principal after consultation with the Facilities Manager. Any such work will meet the expectations and standards established by the Facilities Manager and will be subject to regular monitoring.

7. Any minor renovations to improve the functional use of a portion of a building must be proposed to, reviewed and approved by the Facilities Manager, regardless of who does the work, to ensure compliance with building systems and Divisional standards. The modification, renovation, or conversion of school rooms, including non-instructional areas, for purposes other than their designed functions may only be done after this approval to ensure compatibility with overall facility and long-term plans.

BOARD OF TRUSTEES

COLIN KELLY
TRUSTEE OF THE BOARD

DATE: MAY 23, 2013

PRESENTED BY: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

SUBJECT: SUMMARY OF FNMI COMMITTEE RESEARCH FINDINGS

ORIGINATOR: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

RECOMMENDATION
That the Board of Trustees accept the Audit Report of the FNMI Review Committee as attached and request the committee to develop an action plan and bring to the Advisory Committee in June.

****

CURRENT SITUATION: The FNMI Committee was formed to recommend to the Board direction and plans to strengthen aboriginal language and cultural programming in Northland School Division, in response to the recommendations of the Northland Inquiry Report.

BACKGROUND:

BRIEF SUMMARY OF NSD RESEARCH FINDINGS

Twenty questionnaires were distributed, returned and analyzed. Six informal, open ended questions allowed for a variety of responses. The following is a brief summary for each question.

Question 1: What is your school doing for FMNI Programming?

The schools responded to this question with many approaches however the following categories were predominant: Language Instruction, Infusion in the Curriculum, Cultural Content, Consultations with Aboriginal Professionals and Literary Resources. Here is a breakdown.

Language Instruction: Cree and/or Dene language instruction is available in many of the schools. It should be noted that many schools use their language instructors as resources for cultural content and mentoring in other subject areas. Three schools also stated they were currently without a language instructor.

Infusion in the Curriculum: The second most common strategy utilized by schools is infusion of FMNI content in regular curriculum. Infusion examples included a history content presentation or developing science and social studies projects.

Cultural Content: Cree Language instructors were often the coordinators/developers of cultural activities. The most frequently mentioned activities included dance, song or music. Arts and crafts sessions or trips to culturally relevant locations were also mentioned. Storytelling/oral tradition and classroom discussions were cited as occasional. Other topics briefly mentioned were: Smudging, honoring Aboriginal festivities, gaming, fashion and food.

Consultations: The fourth most common strategy involved schools using partnerships, guest speakers and consulting with Aboriginal professionals. These consultations were used to assistant activity planning and to support staff members. Many schools consulted with Elders.

Literary Resources: The fifth most common strategy employed by schools included bringing in guest speakers and making culturally relevant books and teaching materials available. Some schools offer Aboriginal Studies 10, 20, 30 and host celebrations where the community is invited to attend.

Other FMNI programming included having Cree content at the School Assemblies (prayer or singing O Canada in Cree) and visual displays of Cree language or artifacts in the school.

Question 2: What materials are available for your Native Language Programs?

As a whole the division has a wide variety of materials but **all schools do not have the resources they require.** One school emphasized, "If anything is needed, it is purchased" and on the other hand a number of schools commented that there were "not enough" materials. More than one school explained their instructors were "very resourceful" and they "brought their own" materials. More than one school said resource materials had to be developed and designed by the instructor. The comment that "resources are limited and require augmentation at regular intervals" sums up the response to this question.

Question 3: What is your school doing for FMNI Programming beyond your Native Language Program? (Eg. Culture camps, land based learning, community celebrations).

Aboriginal Days, Special Cultural Days, Cultural Camps and Travel for Experiential Learning seem to be the most frequently tools used FMNI cultural programming.

Father R. Perin School said they are "looking at ways to expand" that would include elders and community members. Notably a number of schools are interested in attending existing culture camps and joining activities with other schools.

The respondent from Dr. Mary Jackson School said, "I am always trying to get information regarding Elders and community people who might help the school with such activities but I have not had much luck".

James Gauthier of Peerless Lake School described the student's trip to Martin's Lake Culture Camp as an "opportunity to learn and perform many types of traditional practices".

Little Buffalo School has planned a trip to the Aboriginal Museum in Victoria "and will be using the Haida long boats to whale watch while there".

Question 4: Outline ways FMNI content/perspective is being infused into your school programming across all subjects.

Schools are using resources such as Aboriginal literature, Guest Speakers and Elders. A couple respondents stated FMNI content/perspective is not infused into all subjects. St. Theresa School has Grade 1s doing storytelling/legends in their classrooms. Peerless Lake School has a high FMNI infusion and it may be worth looking closer at their approach to develop materials for the other schools.

Art, Outdoor Education and Social Studies classes seem to be the most popular areas where teachers like to infuse Aboriginal culture. Peerless Lake School said it was "difficult to find places to insert FMNI into Math and Science". Chipewyan Lake School confidently said that "Social Studies is all about here and the Bigstone Band and the history of FNMI people on this continent".

Gift Lake School noted "FNMI infusion is strong in our school, especially with the teachers who are from the community". Grouard Northland School stated "something is built into most lessons".

Staff Capacity Building is being recognized as very important. Athabasca Delta Community School has "PD/orientations where elders and community members were invited to share local stories and traditions with teachers so that teachers are able to better use relevant examples when teaching students".

Question 5: What Aboriginal resources and learning materials are you currently using for FNMI infusion?

Some schools have been successful at finding resources and learning materials. Story books, internet sites and Elders are popular resources. Father R. Perin School (on page 24 of the research summary) is an example of a strong approach to coordinating access to resources and materials. However, in many schools there is still a shortage of resources and learning materials. Some schools are using the Turtle Island Series, Our Words Our Way or the Literacy Seed Kit resources, but complains remain that there is "not enough" access to resources or materials. One Calling Lake School respondent commented that there is "not much in upper levels". Anzac Community and Bill Woodward Schools stated; "Our librarian is always looking for more FNMI content". Athabasca Delta Community School is "increasing the amount of FMNI literacy content in the school". One of the main problems seems to be finding materials relevant to the

region and local communities. Calling Lake School suggests "Teachers need resources (division wide), teachers need FNMI training (PDD) and Community support (parents, elders etc)".

Question 6: How can we strengthen FNMI Programming in your school?

Paddle Prairie School emphasized their answer with the following statement: "Probably the most valuable asset we have in terms of FNMI programming is our human resources; the number of staffs who are from the community and are working in the school setting".

Recommendations included:

- Increase PD time to build connections with the community
- Hands on activities
- All staff working together as a team
- More FMNI resources especially for non-Aboriginal teachers
- More elders and community members brought into the school
- Consistent teaching of Cree
- Units at each grade level for infusion and focus
- More time set aside for cultural events
- More FMNI teachers – workload is too much
- Better understanding of culture by staff
- Everyone participating in Aboriginal Day
- Schools are asking for help finding Cree instructors
- Visiting role models – especially for teenagers
- Infusion support
- A Cultural Day for each season
- A resource listing to be able to call those people
- More music for children
- Whole school celebrations
- Interschool visits
- Encourage Cree to be spoken throughout the school
- Kitchen facilities
- More in-service on website "Walking Together"
- Whole day activities (fish scaling, tipis, bannock, storytelling, drumming, dancers)

Highlights for Discussion

Many schools and teachers are looking outside their community, sometimes outside the school district and occasionally outside the province for literature, resources, Aboriginal consultants and experiential learning opportunities. Is outside information consistent with NSD communities? Can FNMI program content consistency be achieved by the division?

School representatives and teachers are recommending **more** of everything: More resources, more time committed to FNMI culture, more access to community, more local teachers, more emphasis on language and FMNI literacy, and more professional development.

Many innovative ideas were presented in response to question six. Examples are: "make classroom dictionaries" or hold daily "intercom announcements in Cree" or "have a Cree Spelling Bee across the Division". Other examples include "have non-Cree speakers attend Cree class" and "train local staff" and "speak Cree in the school as often as possible". How can these innovative ideas be tracked, evaluated or acted upon?

Woven throughout the responses is a theme that teachers, principals and schools are looking for **division wide leadership, guidance and support in all areas**. What would this look like?

Next Steps - Questions for Discussion

Is there an opportunity to identify the strengths that already exist in the NSD and expand upon them, to make NSD successes accessible throughout the region?

Is it possible to further develop NSD specific teaching materials and resource contact lists?

Would regular audit questionnaires be valuable to NSD?

Next Meeting Topic: Do the results from this audit change the approaches in the draft Action Plan?

BOARD OF TRUSTEES

COLIN KELLY
TRUSTEE OF THE BOARD

DATE: MAY 23, 2013

PRESENTED BY: WESLEY OGINSKI, DIRECTOR OF HUMAN RESOURCES

SUBJECT: PROCEDURE 424 – STAFF VACATIONS AND HOLIDAYS

ORIGINATOR: PERSONNEL COMMITTEE

RECOMMENDATION
That the Board of Trustees approve changes to Procedure 424 – Staff Vacations and Holidays, as attached.

****

CURRENT SITUATION:

BACKGROUND:

- Changes to Procedure 424 in 2004-2010 redefined vacation allocation for all central office staff. Support staff and professional staff, as well as new and experienced new personnel were placed in the same lens.
- Northland's prior practice of recognizing only NSD experience for annual leave has been restrictive. The experience is just as relevant whether or not it is NSD experience.
- The most significant impact of this policy has been to professional staff being recruited to leadership positions in Northland's central office services. Prior to these changes, professional teaching staff would receive 30 days of annual leave (prorated to 2.5 days earned/month).
- Some discussion at the Leadership table has been in regard to the impact this policy may be having on attracting the best qualified staff. A scan of jurisdictions in the province shows much more generous vacation/annual leave allocations for certificated central office staff. 30 days of vacation entitlement is the most common standard in Alberta School

Boards for 12 month education staff (Supervisors, Directors, etc).

- Vacation time may also be used as an incentive to attract experienced essential senior leadership positions, such as Directors. Many senior leadership positions receive 35 days annual vacation – this change would make the position more consistent with other senior leadership staff.
- Unlike Principals who earn days in lieu, there is no mechanism to recognise the extra time expected of salaried staff in relation to their broad responsibilities and roles within the jurisdiction. These changes would provide some recognition.

OPTIONS:

Background

All staff members employed on a 12-month basis will be provided an annual break, or holiday, from their work responsibilities. This procedure will exclude staff who are on a negotiated contract of employment.

Procedures

1. The superintendent shall administer the annual holiday program provided to all staff members employed on a 12-month basis as follows:

1.1 All staff except Supervisors and Directors holding teaching certificates

1.1.1	0-5 years of service	15 days (3 weeks) 1.25 days
1.1.2	Commencing from the 6-14 years of service	20 days (4 weeks) 1.67 days
1.1.3	Commencing from the 15-24 years of service	25 days (5 weeks) 2.08 days
1.1.4	Commencing from the 25+ years of service	30 days (6 weeks) 2.5 days

Other relevant experience will be considered in determining years of service.

1.2 All Supervisors and Directors holding teaching certificates shall earn 30 days (6 weeks) 2.5 days.

1.3 Other senior supervisory staff with a bachelor's degree and a professional designation shall earn 30 days (6 weeks) – 2.5 days per month.

2. Employees who are presently receiving holiday entitlements greater than what is stated above will be grandfathered.
3. Holidays shall be taken at such times so as not to incur additional costs to the division.
4. The anniversary date for calculation of vacation leave shall be the anniversary date of hire of each year.

BOARD OF TRUSTEES

COLIN KELLY
TRUSTEE OF THE BOARD

DATE: MAY 23, 2013

PRESENTED BY: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

SUBJECT: BELLAMY SOFTWARE LICENSE AND SERVICE AGREEMENT

ORIGINATOR: FINANCE MAINTENANCE TRANSPORTATION COMMITTEE

RECOMMENDATION
That the Board of Trustees enter into a one year contract with Bellamy for the provision of Financial Management software with a cost of approximately $105,000 for the 2013/14 school year, as attached.

****

CURRENT SITUATION: We are exploring other options and expect to have a new system in place in 2014-2015 school year.

BACKGROUND: This is in our November 2012 revised budget and is based on a per student cost of $1.75 per month.

OPTIONS:

BELLAMY SOFTWARE, a division of SYLOGIST LTD.,
SOFTWARE LICENSE AND SERVICES AGREEMENT

This Agreement for Licensed Program(s) and related Support Services, subject to the limitations and conditions set forth in this Agreement, as more specifically described in the attached Supplement and Schedule(s), is entered into by and between: Sylogist Ltd ("Bellamy"), an Alberta Corporation, with its principal place of business at: #222, 13220 St. Albert Trail, Edmonton, Alberta T5L 4W1;

And
(Northland School Division No. 61),
With its principal place of business at
(9809 – 77 Avenue, Peace River, Alberta,T8S 1V2)

Bellamy and Customer agree that when this Agreement is signed by both parties, all terms and conditions contained in this Agreement will apply to any Licensed Program(s) and/or services(s) offered under this Agreement. Bellamy will furnish to the Customer by this Agreement:

1. The Bellamy Licensed Program(s) listed in the Supplements and Schedules to this Agreement.
2. Grant of a nonexclusive, nontransferable license to use the Licensed Program(s) on Bellamy approved equipment.
3. Support service(s) as described herein.
4. Modifications, training, conversion and project management services as described herein and listed in the Supplement(s) to this Agreement.

With respect to the Licensed Program(s), the Customer agrees to accept responsibility for:

1. The installation of the Licensed Program(s) enhancements and/or updates.
2. Use of the programs to achieve the Customer's intended results.

I. DEFINITIONS

"Acceptance" shall mean that the installed/loaded Licensed Program(s) has gone through the program testing and acceptance period described in section VI.

"Licensed Program(s)" shall mean a licensed data program or set of programs, or routines and subroutines, consisting of a series of instructions or statements in machine readable object code form and any related licensed program materials provided for use in connection with the program. Unless otherwise provided herein, the term "Licensed Program(s)" shall refer solely to Bellamy Licensed Program(s).

"Machine" or "CPU" or "Hardware" shall mean computer hardware designated, supplied or approved by Bellamy for operation of any Licensed Program(s).

"Object Code" shall mean a copy of the computer programming code assembled or compiled in magnetic or electronic binary form on software media, which are readable and usable by machines, but not generally readable by humans without reverse assembly, reverse compiling, or reverse engineering.

"Support Services" shall mean the maintenance and support call services provided to Customer for the Bellamy Licensed Program(s).

II. LICENSE

The license granted under this Agreement permits the Customer, subject to the provisions of Sections VIII, IX, X and XII of the Agreement to:

a. Use the Licensed Program(s) on Bellamy approved Machine(s).
b. Copy the Licensed Program(s) in machine readable Object Code form to provide sufficient copies to support the Customer's use of the Licensed Program(s) as authorized under this Agreement.
c. Transfer the Licensed Program(s) to a backup CPU to be used when the designated CPU is temporarily inoperable.
d. Modify any Licensed Program(s) to form an updated work or the Customer's use, provided that:
    i. The Customer supplies Bellamy with written notification of the modification.
    ii. The modification is made according to the Bellamy conventions of the Bellamy Modification Library and not to the base system; and
    iii. Any and all modifications, features or improvements of the Licensed Program(s) shall be and remain the property of Bellamy and Customer shall have no rights or interests therein except as set forth in this Agreement.

Failure to modify the programs in the manner prescribed may negate the ability to maintain the Licensed Program(s) by Bellamy and will relieve Bellamy of any responsibility to provide support services. Any updated work using portions of the Licensed Program(s) that meets the above criteria will continue to be subject to all terms of this Agreement.

III. TERM

This Agreement is effective from the date on which it is signed by both parties and will remain in effect until terminated by the Customers upon nine (9) months written notice or by Bellamy as stated in this section. This Agreement may be terminated by the Customer only when all Licensed Program(s) have been returned to Bellamy or destroyed. An authorized representative of Bellamy, upon request, shall be afforded sufficient access to Customer's premises to verify that all use of Licensed Program(s) have been discontinued. Notice of discontinuance of any or all licenses shall not be considered notice of termination of this Agreement unless specifically stated.

License(s) granted under this Agreement may be discontinued by the Customer upon written notice, effective immediately, during the testing period described in Section VI.

Bellamy may discontinue any license or terminate this Agreement upon written notice immediately if the Customer fails to comply with the terms and conditions of this Agreement. Any responsibility of the Customer provided under this Agreement shall not be invalidated due to the expiration, termination or cancellation of this Agreement.

IV. BELLAMY SUPPLIED PRODUCT(S) AND/OR SERVICE(S)

Bellamy shall supply the Licensed Program(s) specified in the Supplement(s) in machine-readable Object Code form. The initial installation will be done by Bellamy. Standard form options, if applicable, will be provided by Bellamy. In addition, Bellamy shall supply related services and or maintenance, and may supply specialized hardware or other third party products necessary for the performance of certain special features or functions. These services and deliverables, if any, shall be identified and more specifically described in the Supplement(s), and shall constitute the complete list of deliverables provided by Bellamy.

Bellamy assumes no liability for any hardware or other third party products beyond manufacturers' warranty specified in the Supplement(s). Customer acknowledges that these products were selected by Customer to support features desired by Customer, and that they are included in the Agreement solely for that purpose.

V. PRICING AND PAYMENT TERMS

All pricing and terms associated with Licensed Program(s) and any other Bellamy products and services are specified in the Supplement(s) to this Agreement. Unless specified to the contrary, prices quoted in the Supplement(s) to this Agreement are valid for ninety (90) days from the date of Bellamy's acceptance of the applicable Supplement(s).

Fees for Bellamy Support Services are payable prior to the commencement of such Support Services. Should Customer require Support Services prior to receipt of payment and the contractual start date of such Service, customer will be billed at the then prevailing hourly rate until payment is received.

Fees for support services for any third party products provided for under this Agreement shall be payable to and in accordance with the provisions of the third party Vendor unless otherwise specified in the Supplement(s).

Any taxes resulting from this Agreement or activities resulting from this Agreement, including but not limited to sales and/or use tax, will be the responsibility of the Customer. Bellamy will accept an exemption certificate from the Customer in lieu of taxes if the Customer qualifies for exempt status. Such exemption certificate will need to be provided to Bellamy upon contract execution.

VI. LICENSED PROGRAM TESTING AND ACCEPTANCE

Beginning on the date ten (10) days after delivery of the Licensed Program(s) by Bellamy, the Licensed Program(s) will be available to Customer for its non-productive use for testing for a period of thirty (30) days. This testing period is to determine whether the Licensed Program(s) functions operate together and whether the Licensed Program(s) meets the Customer's specifications and/or requirements.

At any time during the testing period, upon written notice, the Customer may discontinue the Licensed Program(s) and receive full credit or refund for the amount of the license fee. If written notice of discontinuance is not received by Bellamy prior to the end of the testing period, or if the Customer uses the Licensed Program(s) for other than non-productive use during the testing period, the Licensed Program(s) shall be deemed to be accepted under the provisions of this Agreement.

VII. LICENSED PROGRAM SERVICES

Training on Bellamy Licensed Program(s), if necessary, will be provided for in the Supplement(s) and will be invoiced as incurred at the completion of each training session at the rate specified in the applicable Supplement(s). The customer understands that the number of training sessions and the number of hours of training vary per application, and are estimated based on Bellamy's experience in the training of other customers for the same applications. Additional training can be provided upon request of the Customer at the then prevailing rate per hour.

Conversion, if necessary, will be provided for in the Supplement(s) and will be invoiced as incurred at the rate specified in the applicable Supplement(s) or at Bellamy's then prevailing rate per hour. Data must be given to Bellamy in an acceptable format and media. Data must match data field definition. Input data file clean up shall be the responsibility of the Customer. Additional conversion, if necessary, will be invoiced at the prevailing rate per hour. It is understood that no two systems and file structures are exactly alike and there may be a need for some manual conversion efforts to take place along with electronic conversion.

Modifications, if any, will be provided for in the Supplement(s) and will be controlled by the Bellamy Change Request form ("BCR") which will be prepared for the Customer by the Bellamy Project Manager responsible for that module. Bellamy will proceed on the BCR when the signed

BCR is returned with the Customer's authorization along with appropriate payment as provided for in the Supplements.

Project Management is strongly recommended by Bellamy, and if provided for in the Supplements, will be invoiced as indicated in the Supplements.

Bellamy will provide the Customer with the Support Services listed in the Supplement titled "Support Plan for Bellamy Software Clients" for such period as may be listed in the Supplement(s), and commencing upon delivery of the Licensed Program(s). Thereafter the Services will be provided on a year-to-year basis provided the Customer pays Bellamy's annual support fee.

Upon commencement of the Bellamy Support Services, telephone support will be provided using a dedicated support telephone number, and the Customer must have Electronic Customer Support installed. Support requests relating, if applicable, to third party hardware or software will be directed to the Vendor of such products unless otherwise provided for in the Supplement. Unless otherwise stated herein or in the Supplements, Bellamy shall assume no responsibility of the pricing of, payment to, or provision for support services of any third party Vendors.

Bellamy shall not supply any support services nor be liable for any damages in the event that any portion of the Licensed Programs is used on equipment or with software products or software systems other than those approved by Bellamy.

Customer acknowledges that the systems supplied by Bellamy have unique operating properties and are a matched system of components, which must not be altered, modified, or tampered with without specific assistance from Bellamy designated personnel. Bellamy shall not be liable for any damage or loss of function, which results from violating the approved operating environment by personnel not approved by Bellamy.

In the event of the failure of any hardware component or other third party product supplied under this Agreement to function or operate in the conformance with specifications, Bellamy shall have no obligation for warranty beyond that of the hardware or other third party manufacturer or that specified in the Supplements.

VIII. PROTECTION AND SECURITY OF PROPRIETARY MATERIALS

The Customer acknowledges that the Licensed Programs, including the source code, design specifications, modifications, improvements and associated documentation of the Licensed Programs, (the "Bellamy Proprietary Information") constitute proprietary information and trade secrets of Bellamy and will remain the sole property of Bellamy. The Customer agrees that it shall not at any time sell, assign, transfer or otherwise make available to, or allow use by, a third party any of the Bellamy Proprietary Information. The Customer shall hold in confidence the Bellamy Proprietary Information for its benefit and internal use only by its employees. The Customer further acknowledges that, in the event of a breach or threatened breach by the Customer of the provisions of this paragraph, Bellamy has no adequate remedy in money damages, and, accordingly, shall be entitled, without bond, to an injunction against such breach or threatened breach.

IX. WARRANTY

Bellamy warrants that for a period of ninety (90) days after acceptance, as provided for in Section VI, the Bellamy Licensed Program(s) listed in the Supplement(s) will perform in substantial compliance with the reference documentation supplied by Bellamy, provided the Licensed Program(s) are used in the proper operating environment. Bellamy does not warrant that the functions contained in the Licensed Program(s) will meet the Customer's requirement or will operate in the combinations which may be selected for use by the Customer after the ninety (90) day period after the completion of the Licensed Program testing described in Section VI. Any other utility or incidental software distributed by Bellamy will be on an "AS IS" and "WITH ALL FAULTS" basis without warranty of any kind either expressed or implied. Bellamy shall be responsible only for

the Licensed Program(s) and products as originally supplied and accepted by Customer, and for changes made to the Licensed Program(s) by Bellamy's authorized representatives. Bellamy will not be responsible for the consequences of attempts at changes or modifications to the products and Licensed Program(s) made by the Customer or any other unauthorized party.

Bellamy warrants that it has the right to license the Bellamy Licensed Program(s) listed in the Supplement(s) and that the Bellamy Licensed Program(s) does not infringe any intellectual property of any third party. Bellamy agrees to indemnify Customer against expense, including reasonable attorneys' fees, and liability arising from any claim of infringement related to Bellamy Licensed Program(s) provided Bellamy shall have the right to control the defense or settlement of any such claim If use of the Bellamy Licensed Program(s) by the Customer is enjoined by any infringement proceeding, Bellamy shall, if possible, obtain without unreasonable expense the right of License for the Customer to use the Bellamy Licensed Program(s) or if that is not possible, Bellamy shall refund to the Customer the license fee(s) paid under this Agreement for the particular Licensed Program(s) that is determined to be infringing.

Bellamy does not make any representations or warranties with respect to intellectual property rights of any third party products. Any such representation or warranties are made solely by the Vendor of such products, and shall not be construed as a warranty with respect to infringement and the like by Bellamy.

BELLAMY MAKES NO WARRANTIES, OTHER THAN AS STATED HEREIN, WITH RESPECT TO THE PARTICULAR LICENSED PROGRAM(S), EITHER EXPRESSED OR IMPLIED, INCLUDING ANY IMPLIED WARRANTY OF MERCHANTABILITY OR OF FITNESS FOR A PARTICULAR PURPOSE.

X. COPY AND USE

Customer shall have the right to use the Licensed Program(s) in equipment or systems supplied or approved by Bellamy while this Agreement is in effect. Customer shall have the right to make copies of the Licensed Program(s) and the associated reference documentation for archival and/or backup purposes only. Any copies made by Customer shall be the property of Bellamy.

XI. LIMITATION OF LIABILITY AND REMEDIES

To the extent permitted by law, and to the extent provided for under this Agreement, for claims related to bodily injury, death and damage to real property and tangible personal property, Bellamy shall indemnify and hold harmless the Customer from and against all direct damages and costs of any kind, including but not limited to reasonable attorney fees, arising out of or resulting from any willful negligent acts, or willful negligent omissions of Bellamy, regardless of whether such claims are caused in part by any party indemnified hereunder, but not to the extent that the Customer is legally liable for such damages and costs. In no event, however, will Bellamy be liable for any consequential damages, including lost profits, savings or re-procurement costs, even if Bellamy has been advised of their possibility.

Except for Bellamy's obligations to indemnify the Customer under infringement actions, as noted in Sections IX and XII of this Agreement, and claims for personal injury or damages to real or tangible personal property caused by Bellamy's negligence as noted above, Bellamy's liability for damages to the customer for any cause whatsoever under the Agreement, regardless of the form of action, is limited to the total amount of fees paid by Customer under the Agreement for Bellamy Licensed Program(s) and services, not including any fees associated with Bellamy project management and related out-of-pocket expenses.

In situations involving performance or nonperformance of Licensed Program(s) furnished under this Agreement, the Customer's remedy is (1) the correction by Bellamy of Licensed Program defects, or (2) if, after repeated efforts, Bellamy is unable to make the Licensed Program(s) operate as warranted, the Customer shall be entitled to recover damages to the limits set forth in this section.

XII. PATENT AND COPYRIGHT INDEMNITY

Bellamy will, at its expense, defend the Customer against any claim that the Bellamy Licensed Program(s) supplied hereunder infringe a Canadian patent or copyright, and Bellamy will pay all costs, damages and attorney's fees that a court finally awards as a result of such claim. To qualify for such defense and payment, the Customer must:

a. Give Bellamy prompt written notice of any such claim, and
b. Allow Bellamy to control, and fully cooperate with Bellamy in the defense and all related settlement negotiations.

The Customer agrees to allow Bellamy, at Bellamy's option and expense, if such claim has occurred or in Bellamy's judgment is likely to occur, to procure the right for the Customer to continue using the Licensed Program(s) or to replace or to modify them so that they become non-infringing. If neither of the foregoing alternatives is available on terms which are reasonable in Bellamy's judgment, upon written request, the Customer will return the Licensed Program(s) to Bellamy, and Bellamy shall refund to the Customer the license fee(s) paid under this Agreement for the particular Licensed Program(s) that is determined be infringing.

Bellamy shall have no obligation with respect to any such claim based upon the Customer's modification of the Licensed Program(s) or their combination, operation or use with data or programs not furnished by Bellamy or in other that the specified operating environment. This section states Bellamy's entire obligation to the Customer regarding infringement.

XIII. COPYRIGHT PROTECTION

The software and any written documentation associated therewith are protected under the Copyright Laws of Canada. Bellamy warrants and Customer acknowledges that Bellamy has the following exclusive rights with regard to the Licensed Program(s):

a. To reproduce the Licensed Program(s) in any or all forms
b. To adapt, transform or rearrange the Licensed Program(s)
c. To prepare other products derivative of the Licensed Program(s)
d. To control the distribution of the Licensed Program(s)

Customer agrees not to violate any of Bellamy's rights or to assist or aid others in doing so. Customer agrees to preserve all copyright and other notices in the Licensed Program(s) and written documentation. Bellamy owns the title, copyright, and other intellectual property rights in and to the Licensed Program(s). The Licensed Program(s) are licensed to the Customer, not sold.

XIV. MISCELLANEOUS AGREEMENT PROVISIONS

Choice of Law/Dispute Resolution. This Agreement shall be governed by laws of the province of Alberta. Prior to either party commencing any legal action under this Agreement, the parties agree to try in good faith, to settle any dispute amicably between them. If a dispute has not been settled after forty-five (45) days of good-faith negotiations and as may be otherwise provided herein, then either party may commence legal action against the other. Each party hereto agrees to submit to the personal jurisdiction and venue of the province and/or federal courts in or for Alberta for resolution of all disputes in connection with this Agreement.

Binding Agreement. The individual signing this Agreement and any Supplement(s) to this Agreement for the Customer warrants that they have been duly authorized to bind their respective principals to all rights, duties, remedies, obligations and responsibilities incurred by way of this Agreement and that the Agreement and any Supplement(s) to the Agreement are a valid and binding obligation of the Customer.

Assignment. This Agreement and the rights, title, and interest may not be assigned or transferred by the Customer without the prior written consent of Bellamy, which consent may be withheld by Bellamy. Bellamy may assign its rights, title and interest by providing prior written notice to the Customer.

Successors Bound. The terms and conditions of this Agreement shall extend and inure to the benefit and be binding on the respective successors and assigns of Customer and Bellamy.

Force Majeure. Bellamy is not responsible for failure to have fulfilled its obligations under this Agreement due to causes beyond its control.

Severability. If any term or provision of this Agreement or the application thereof to any entity, person or circumstance shall, to any extent be held invalid or unenforceable, the remainder of this Agreement, or the application of such term or provision to entities, persons or circumstances other than those as to which it is held invalid or unenforceable, shall not affected thereby and each remaining term and provision of this Agreement shall be valid and enforceable to the fullest extent permitted by law.

Notices. Any notice provided for herein shall be in writing and sent by registered or certified mail, postage prepaid, addressed to the party for which it is intended at the address set forth on the first page of the agreement or to such other address as either party shall from time to time indicate in writing. Any such notice to be deemed to be effective upon receipt or five (5) days from the date of the mailing, whichever occurs first.

Publication. Bellamy reserves the right to publish certain information regarding this Agreement. Publication may include, but shall not be limited to, using Customer's name in a press release announcing this Agreement and listing Customer's name on Bellamy's complete customer listing that is made available to other Bellamy customers and potential customers.

Headings. Numbered topical heading, articles, paragraphs, subparagraphs or titles in this Agreement are inserted for the convenience of organization and reference and are not intended to affect the interpretation or construction of the terms thereof.

Non-Hiring Statement. During the term of this Agreement and for a period of twenty-four (24) months after the termination of this Agreement, the Customer may not offer to hire or in any way employ or compensate any of the employees of Bellamy or persons who have been employed by Bellamy within the immediate past twenty-four (24) months without prior consent of Bellamy.

Non-waiver. Waiver of any breach or default hereunder shall not constitute a continuing waiver or a waiver of any subsequent breach either of the same or of another provision of this Agreement.

Entire Agreement. This Agreement and any Supplement(s) and/or Amendments to this Agreement constitute the entire Agreement between the parties, and there are no representations, conditions, warranties, or collateral agreements, expressed or implied, statutory or otherwise, with respect to this Agreement other than as contained herein, and this Agreement shall supersede all previous communications, representations or agreements, either written or oral, between the parties to this Agreement. This Agreement may not be modified, omitted or changed in any way except by written agreement signed by persons authorized to sign agreements on behalf of the Customer and of Bellamy. Preprinted conditions and all other terms not included in this Agreement, the Pricing and Payment Supplements to this Agreement, and the Hardware Purchase Agreement(s), if applicable, on any purchase order or other document submitted hereafter by Customer are of no force or effect and the terms and conditions of the Bellamy Agreements shall control unless expressly accepted by Bellamy in writing to the Customer.

Both parties acknowledge that they have read this Agreement and agree to be bound by the terms and conditions herein.

Client Name	Bellamy Software, a division of Sylogist Ltd.
Authorized Signature	Authorized Signature
Print Name & Title	Print Name & Title
Date	Date

Supplement to Bellamy Software, a division of Sylogist Ltd.

SOFTWARE LICENSE AND SERVICES AGREEMENT

FOR: _____
(CUSTOMER)

I. DESIGNATED MACHINE

Model: AS/400 MODEL _____ CPU Number: _____

Use of the Licensed Program(s) provided in this agreement on platforms other than specified above, without written permission from Bellamy Software, a division of Sylogist Ltd., ("BELLAMY"), may be subject to an upgrade charge.

II. LICENSED PROGRAM(S) AND FEES

BELLAMY will provide the Licensed Program(s) in a machine readable form with instructions for installation by the Customer. Standard form options, if applicable, will be provided by BELLAMY. Licensed Program(s) are specified in Schedule A and prices for BELLAMY Licensed Program(s) and related Services are specified in the Agreement, as amended from time to time. If applicable, Hardware and System Software are specified in Schedule B. Unless specified to the contrary, prices quoted in this Supplement are valid for ninety (90) days from the date of BELLAMY's acceptance of this Agreement. These prices are predicated on the following payment terms:

1. License fees, if any, are due at contract execution.
2. Application and system support fees are due as indicated in the Agreement.
3. Additional service fees will be due as incurred unless otherwise specified.

Dates and times of training to be mutually agreed upon. All time spent at the Customer's site by BELLAMY personnel will be billable and considered as training. Additional training, if requested by Customer, will be invoiced as incurred at the then current rate per hour. The training rate is exclusive of reasonable travel or related expenses incurred to provide the training which are billable as incurred.

III. APPLICATION TRAINING

The number of training sessions and the number of hours of training vary per application. Schedule A of this agreement lists the number hours and the standard fee per application. The fee quoted is for application training only. Reasonable travel or related expenses incurred by BELLAMY for on-site training will be billed to the Customer as incurred. Additional training can be provided upon request at the standard billing rate in effect at that time.

IV. SUPPORT SERVICES

Bellamy application support includes telephone support, extended application warranty coverage and annual product updates. Telephone support is available eight (8) hours per business day (See main agreement for information.)

Your organization must have Electronic Customer Support (ECS) installed on their system to enable BELLAMY to electronically support the applications.

AS/400 system hardware and software support is available Monday through Friday between the hours of 8:30 AM - 5:00 PM Customer's time. Additional system support during off-hours, weekends, and holidays can be prearrange on an in-coming call basis at the rate in effect at the time. System support will begin as of the contract date.

V. ADDITIONAL TERMS AND CONDITIONS

Travel time to and from your location is charged at the travel rate in effect at the time of the travel. This rate is currently $80 per hour.

This document is based on the purchase, on a single contract, of all applications at the prices detailed in the Agreement, as amended from time to time, and applies only to unmodified applications purchased on a single contract.

Bellamy Software License and Services Agreement
Schedule A – Applications

Customer Name: Northland School Division No. 61

Contract Number: AB13-005

1. **Order Status:** __Initial Order x__ Renewal/Replacement Order (Replaces previous order)

2. **Application Selection:**

BELLAMY SOFTWARE MODULE LIST –	
Finance • Accounts Payable • Bank Reconciliation • Purchase Order • General Ledger • Accounts Receivable • Cash Receipts • Project Costing • Fixed Assets	Human Resources • Payroll – including Sub, Bus Driver and Absenteeism • Human Resources
Name and Address	Infoprint Forms
2nd Library – Food Services	Webview
iSeries Technical Support	Online Connectivity
Business Continuity Services	

Bellamy School Board Integrated Payroll Module – Fixed Price Agreement –In House Solution

To:

Dennis Walsh – Secretary Treasurer
Northland School Division No. 61
9809 – 77 Avenue
Peace River, Alberta T8S 1V2

Thank you for choosing Bellamy Software's School Board Integrated Suite (the "Bellamy Module"). As you know, the Bellamy Module includes a modern, web-based environment, robust ERP financial system, as well as providing the unique integration of complex features of Human Capital Management software including retro-pay, rules to address multiple collective bargaining agreements, FTE changes, specialized reporting and data transfer, accrual calculations, pension reporting, HR integration, substitute teacher notification and administration, self-service systems for employees and a myriad of other requirements.

In consideration of your agreement to pay, for the period commencing June 1, 2013 for the full Term, the Base Annual Maintenance and Support as of that date (the "AM&S") and the monthly Payroll Fee (such "Payroll Fee" and "Term" being those below opposite your signature) for use of the Bellamy Module, Sylogist Ltd., operating as Bellamy Software ("Bellamy"), agrees:

(i) to make the Bellamy Module available to you for the Term; and

(ii) that, unless you make additions to your chosen suite of Bellamy software (e.g. add a new module, add additional users), the AM&S will remain unchanged for the Term. New software additions will be charged at then current AM&S rates pro-rated to coincide with September 1st billing, and any applicable professional services.

The provisions of the current Software License and Services Agreement as between us (the "SLSA") shall remain in full force and effect, save for being amended as follows:

(i) to provide that Bellamy will supply the Bellamy Module upon payment of the AM&S and the Payroll Fee, the Payroll Fee being payable monthly, for the full Term;

(ii) to set the AM&S at the rate as at September 1, 2013 for the Term;

(iii) to provide that in the event this amendment to the SLSA is signed, returned to us on or before May 10, 2013 with a chosen Term of 1 or 3 years, to provide that the Payroll Fee shall be $1.75 per student per month until August 31, 2013, after which it shall be the Payroll Fee for the balance of the Term opposite your signature below; and

(iv) to provide that in the event of termination by written notice from you in accordance with Section III of the SLSA, an amount equal to the AMS and Payroll Fees otherwise payable for remainder of the full Term from the date of notice shall become due and payable to us immediately, as liquidated damages, in addition to your continuing obligation to pay the AM&S and the Payroll Fee for the period of notice.

	Term	Payroll Fee*	Signature
Option 1:	1 Year – September 2013 to August 2014	$1.75 per student per month	_____
Option 2:	3 Years – September 2013 to August 2016	$1.50 per student per month	_____

*Based on student enrolment, not FTE

With acceptance of this agreement all outstanding amounts on monthly Payroll fee invoices from September 2012 to April 2013 will be credited back to Northland School Division.

Base AM&S fees will be fixed at $44,611.74 if one of the two options is selected above. The modules included and their related costs are:

Module/Service Name	Annual Maintenance and Support
Absenteeism	$939.20
2nd Library – Food Services	$2,247.00
Accounts Payable + Toolkits Base	$2,113.60
Accounts Receivable + Toolkits Base	$2,113.60
Banking	$2,113.60
Cash Receipts + Toolkits Base	$2,113.60
Project Costing	$2,113.60
Fixed Assets	$3,522.40
Base Financial System (GL, BD, RW)	$4,696.80
Human Resources	$2,113.60
iSeries Tech Support	$2,621.00
Payroll	$11,077.20
Purchase Order	$2,113.60
Webview – qty. 20 @ $117.00 each	$2,340.00
Business Continuity Services – 5% of total above	$2,111.94

Online Connectivity	$261.00
Total	**$44,611.74**

The parties hereby agree to the terms of this document on the dates indicated, as evidenced by their signatures below.

Organization Northland School Division No. 61

Name – Dennis Walsh – Secretary Treasurer

Signature _____

Date _____

Sylogist Ltd., operating as Bellamy Software

Name – Derek Lutz – Dir. Of Business Development

Signature _____

Date _____

BOARD OF TRUSTEES

COLIN KELLY
TRUSTEE OF THE BOARD

DATE: MAY 23, 2013

PRESENTED BY: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

SUBJECT: ENTERPRISE RESOURCE PLANNING SOFTWARE RFP

ORIGINATOR: FINANCE MAINTENANCE TRANSPORTATION COMMITTEE

RECOMMENDATION
That the Board of Trustees authorize the administration to proceed with the issuing of an RFP for the provision of Enterprise Resource Planning Software, as attached.

****

CURRENT SITUATION: We have been using Bellamy 2003 software for the past 10 years. This software is limited in what it can do and it has become costly to maintain. The Human Resources module for Bellamy does not meet the requirements of the Division. In order for us to use our time more efficiently, we would like to invite vendors to submit proposals on a fully integrated enterprise resource planning software solution that encompasses Human Resources, Payroll, Finance and Purchasing in accordance with the specific needs of Northland School Division.

BACKGROUND:

OPTIONS:

NORTHLAND SCHOOL DIVISION NO. 61

Bag 1400
9809 – 77th Avenue
Peace River AB T8S 1V2

Requests Proposal ("RFP") for

The Provision of Enterprise Resource Planning Software
(Please read all documentation carefully)

Please note that responses to this RFP must be received by June 19, 2:00 p.m. local time at the address below.

Northland School Division No. 61
Attention: Secretary-Treasurer

Bag 1400
9809 – 77th Avenue
Peace River AB TBS 1V2

OVERVIEW

Article I. Preamble

1. Vendors are invited to submit proposals for the provision of a Human Resource and Financial Management System and services in accordance with the terms and conditions contained within this document.
2. This competitive procurement will be conducted in accordance with one fundamental principle, the objective of which is to maximize the benefit to The Board of Trustees of the Northland School Division No. 61 (the "Board") while offering to members of the Vendor community a fair and equitable opportunity to participate.
3. The purpose of collecting the information for this RFP is to enable the Board to ensure the accuracy and reliability of, and to enable the Board to evaluate, the Vendor's proposal to this RFP. Authority for this collection arises under the *School Act;* as amended, revised or substituted from time to time. The Vendor may contact the Secretary-Treasurer, regarding any questions about the collection of information pursuant to this RFP.

INTRODUCTION

Northland School Division #61 is seeking proposals for an Enterprise Resource Planning Software and related services. It is undertaking the process of replacing the current Human Resource and Financial Management system.

"Definitions":

- Enterprise Resource Planning Software (ERPS) – an integrated software product suite that encompasses Human Resources, Finance, Payroll and Purchasing.
- The "related services" include implementation, installation, training, conversion from existing Bellamy software to new ERPS, support and maintenance to the ERPS and the Board.

Northland School Division has 24 schools with approximately 2,800 students and 580 staff members, of which approximately 240 are Certificated Staff members.

The software in use at this time is Bellamy 2003 Enterprise software, which has been used for over ten years. There are three active database libraries. Bellamy modules in use are: Payroll, Costing, Accounts Receivable, Cash Receipts, Purchasing, Payables, Fixed Assets, General Ledger, Budgeting, Name and Address, Bank Reconciliation, and Cheque Printing with electronic signatures. The Human Resource Module has not been implemented. Currently, Bellamy access is to Central Office staff only.

The network operating system will be Windows Server 2012. All Servers are part of a single Active Directory Domain and they can be remotely managed. Most desktop computers are running Windows 7, with some staff running Windows XP. The Division leverages VM technology heavily, using Microsoft Hyper-V.

Northland has recently migrated the Financial Record System from Liberty to Xerox Docushare.

The Request for Proposal scope is to select a Vendor to provide an ERPS, documentation, equipment, implementation, training and conversion services.

The Request for Proposal scope is to select a Vendor to provide ERPS and related services for clients who include: Board, office staff, school staff and Principals.

OBJECTIVES

The successful Vendor must demonstrate to the Division's satisfaction that they can best assist the Division in meeting these objectives.

a) Implementation of an Enterprise Resource Planning Software that is customized to the needs of the Northland School Division No. 61;

b) Data conversion planning from previous system for a minimum of five years of data;

c) Ongoing support and training;

d) Report development and testing;

e) Secure, reliable storage equipment and secure, reliable back-up;

f) Minimal IT services required from Northland School Division No. 61.

PART I - GENERAL TERMS AND CONDITIONS AND INSTRUCTIONS FOR VENDORS

Vendors should carefully read the following document prior to submitting a proposal and quotation. All terms and conditions of this RFP are deemed to be accepted by the Vendor and incorporated by reference in its proposal, except such terms and conditions as are expressly excluded in the proposal.

1. VENDOR QUESTIONS

a) All questions regarding this RFP should be directed to Dennis Walsh, Secretary-Treasurer by electronic mail (Dennis.Walsh@northland61.ab.ca) or written correspondence to the Secretary-Treasurer.

b) Telephone inquiries may be accepted by the Assistant Secretary-Treasurer; however, verbal responses to any inquiry are not binding on either party.

c) Information obtained from any other source is not official and may be inaccurate.

d) Direct contact by a Vendor with any person within the Board without prior authorization by the person identified above may result in disqualification of that Vendor.

e) Written inquiries from Vendors and their corresponding written responses by the Board shall be distributed to all Vendors registered on the Alberta Purchasing Connection (APC) system located at www.purchasingconnection.ca

f) Vendor inquiries should be made prior to the Deadline for Vendor inquiries, per Part IV, Schedule 1. Inquiries made after this date may not be given a response.

2. RFP IS NOT AN ORDER TO PURCHASE

a) This RFP should not be construed as a contract to order or purchase a Human Resource and Financial Management system and services. The Board shall not be obligated in any manner to any Vendor until or unless a written agreement has been duly executed related to an approved proposal. The issuance of this RFP does not constitute a commitment by the Board to award a contract or to pay any costs incurred in the preparation of a response to this RFP.

b) The Board shall not be liable for any costs incurred by a Vendor in the preparation or presentation of proposals.

c) By submitting a proposal, each Vendor agrees that it will not claim for damages, losses or expenses or other legal relief in any court proceeding or other dispute resolution forum in respect of the within process (including but not limited in respect to representations made or purported to have been made before, during or after the RFP process and post-RFP negotiations) in contract, tort or other legal theory and each Vendor specifically waives as against the Board claims for loss of profits and loss of business opportunity.

3. SUBMISSION OF PROPOSAL

a) Responses shall be accepted until 2:00 p.m., local time on the closing date per Part IV, Schedule 1 (hereinafter the "Closing Date").

b) Proposals will be date stamped, and the time of receipt will be noted on the proposals. The time of receipt shall be determined by the person receiving the proposals, and a notation as to the time of receipt made by that person shall be deemed correct for all purposes and may not be challenged by any Vendor.

c) Proposals received after the Closing Date will be date and time stamped and will not be considered as valid proposals, and they will be placed in a folder marked "Rejected."

d) Responses must be submitted using the enclosed form, signed in full and returned to the Secretary-Treasurer in a sealed envelope clearly marked "Request for Provision of a Human Resource and Financial Management System - Northland School Division No. 61".

e) Oral, telephone, or electronically transmitted responses will not be considered and will be placed in a folder marked "Rejected."

4. ACCEPTANCE/REJECTION OF PROPOSAL

a) The Board is not under any obligation to award a contract and reserves the right to terminate this RFP process at any time with all or any of the responding Vendors.

b) Without limiting the generality of the foregoing, the Board shall have the right (but is not obligated) to cancel this RFP process at any time prior to the execution of a contract with a successful Vendor:

   i. If all qualified bids exceed the Board's allocated budget for the procurement and delivery of the Human Resource and Financial Management System; and/or

   ii. If a single response (i.e. a proposal from only one Vendor to the RFP) is received;

c) A proposal may be rejected if references are found to be unsatisfactory;

d) The Board reserves the right to reject the lowest cost proposal or any and all proposals;

e) The proposals or quotations that are not compliant with the general terms and conditions of this bid document may be rejected;

f) The Board's discretion may be exercised by the Secretary-Treasurer.

5. WITHDRAWALS

Any application by a Vendor to alter, amend or withdraw its entire proposal or any part or parts thereof shall be delivered to the Board at Bag 1400, 9809 - 77 Avenue, Peace River AB T8S 1V2 to the attention of the Secretary-Treasurer, prior to the stipulated Closing Date and shall be labelled as a "Request to Withdraw or Alter a Proposal."

6. PROPOSAL COMMITMENT

The Vendor agrees that by submitting a response that the response shall remain open for acceptance by the Board for at least a period of twenty-three (23) calendar days from the Closing Date.

7. AGREEMENTS

Upon acceptance of a response, a Vendor will be required to execute a written agreement based upon the general terms and conditions set out in Part III of this RFP. The Board may, at its sole discretion, negotiate the terms of the contract with the successful Vendor.

8. CONFIDENTIALITY OF THE RFP AND BOARD BUSINESS ACTIVITIES

a) This RFP remains the property of the Board and is provided to Vendors for the exclusive purpose of preparing and submitting a proposal and quotation.

b) Reproductions are not permitted other than for the purposes of responding to the RFP. All information of the Board and any third parties acquired as a result of participating in this RFP must be kept in strict confidence by participating Vendors.

c) The proposals and accompanying documentation submitted by the Vendors are the property of the Board and will not be returned.

9. CONFIDENTIALITY OF VENDOR RESPONSES

a) The Vendor acknowledges that the *Freedom of Information and Protection of Privacy Act* ("FOIP") applies to all information and records relating to, or obtained, generated, collected, or provided under or pursuant to the terms of this RFP or any contract generated as a result thereof.

b) The Vendor shall abide by the requirements of FOIP insofar as applicable to its operations and the information the Vendor has access to, collects, or uses as a consequence of carrying out its obligations to the Board.

c) FOIP imposes an obligation to protect the privacy of the individuals to whom information relates.

d) The Vendor shall protect the confidentiality and privacy of an individual's personal information accessible to the Vendor or collected pursuant to this proposal and any subsequent contract, in accordance with FOIP.

e) The Vendor consents, and has obtained written consent of any individuals identified in the proposal, to the use of their information in the proposal by the Board, Board employees,

and any individuals or organizations chosen by the Board to assist in the evaluation of Vendor proposals.

f) All documents submitted to the Board are subject to the protection and disclosure provisions of FOIP. While this Act allows the right of access to records in the Board's custody or control, it also prohibits the Board from disclosing the personal or business information where disclosure would be harmful to the business interests or would be an unreasonable invasion of personal privacy as defined in Sections 16 and 17 of the Act. Applicants are encouraged to identify what portions of their submissions are confidential and what harm could reasonably be expected from its disclosure.

g) The successful Vendor agrees to retain all records respecting this procurement for at least one year after the contract expires or is terminated.

10. NOTIFICATION OF CHANGES

All Vendors who are registered on the Alberta Purchasing Connection (APC) system shall be notified of any changes made to this RFP for the purposes of clarification.

11. BID INELIGIBILITY

Proposals which are incomplete, conditional or obscure, or which in any way fail to conform to the requirements of the RFP document, or which contain alterations, erasures or irregularities of any kind may be rejected.

12. LIABILITY FOR ERRORS

The representations in the RFP document are provided mainly for general information of Vendors and are not in any way warranted or guaranteed by or on behalf of the Board. All prospective Vendors are urged to conduct their own investigations into material facts, and the Board shall not be held liable or accountable for any error or omission in any part of this RFP.

13. ACCEPTANCE OF TERMS

All terms and conditions of this RFP are assumed to be accepted by the Vendor and incorporated in the Vendor's proposal, except those conditions and provisions that are expressly excluded in the Vendor's proposal wording.

14. LEGISLATIVE COMPLIANCE

a) The Vendor shall comply with all legislation and regulations, whether of a Provincial, Federal or Municipal nature (including procurement of all required permits or certificates) applicable to the performance and provision of the terms and conditions of this RFP and any contract entered into as a result thereof, *inter alia*, the supply and delivery of an ERPS and related services. The Vendor must be licensed to conduct business in the Province of Alberta.

b) The Vendor must be registered with the Workers' Compensation Board and have satisfied all assessment requirements as of the date the RFP was submitted. If successful, the Vendor's registration number and evidence of compliance and good standing with all WCB requirements must be provided forthwith, to the Secretary-Treasurer prior to the effective date of commencement of the contract.

c) The Vendor will be responsible to ensure that all occupational health and safety obligations as set out under the relevant Occupational Health and Safety Legislation and Regulations for the Province of Alberta are complied with in delivering the goods and services required under this RFP and contract for service.

d) The Vendor will comply with FOIP regulations during the installation and conversion process, including during the migration of personal and other data.

15. BID OPENING

There will be a public opening of the proposals at 2:00 p.m. local time on the closing date per Part IV, Schedule 1 at the Board office, 9809-77 Avenue, Peace River, Alberta T8S 1V2.

PART II – PROPOSAL EVALUATION & CONTRACT NEGOTIATION

SELECTION METHODS

Screening:

a) Upon receipt of Vendor proposals, an evaluation team will screen each proposal to ensure the Vendor's compliance with the requirements of this RFP.

b) The acceptability of any deviation will be determined by the evaluation team. After the proposal has passed the initial screening, the evaluation team will analyze the technical details of the Vendor proposal for presentation to the Board. Presentations by the Vendor will be held during the period specified in Part IV, Schedule 1.

Rating:

a) The evaluation team will utilize specific evaluation criteria to rate various requirements for evaluation purposes. Subject to the requirements of FOIP, such rating shall be confidential, and no totals of scores of such rating shall be released to any party.

Evaluation Criteria:

a) The evaluation criteria will be distributed with the following major categories. Approximate weighting percentages are included:

Response Section	Part III #6	Score
General requirements and Implementation Schedule	Sections A & B	5
Human Resources and Payroll requirements met with efficient, easy to use interface	Sections C & D	30
General Ledger, Accounts Payable, Accounts Receivable, Fixed Assets, Project and Capital Costing, Purchasing and Reconciliation Requirements and Other Considerations met with efficient, easy to use interface	Sections E, F, G, H, I, J, K, & L	30
Technical requirements	Section M	5
Support, Service, and Maintenance requirements	Section N	20
Value to Northland for the cost and value added		5
Data Migration		2.5
Vendor Experience & Capability		2.5
Total:		100

b) Following completion of the evaluation, a recommendation will be made to the Board regarding the awarding of the contract. Vendors will be notified by the Notification Date specified in Part IV, Schedule 1.

GENERAL

To assist in evaluation of the proposals, the Board may, in its discretion, but is not required to:

a) Conduct reference checks with any or all of the references cited in a proposal or other persons not listed in a proposal and verify any and all information regarding a Vendor, including its directors, officers and key individuals, and the Board may rely on and consider any relevant information from such references or investigations in the evaluation of proposals. Seek clarification or rectification of a proposal from any or all Vendors and consider such supplementary information in the evaluation of the proposals;

b) Request interviews or presentations with any, all or none of the Vendors to clarify any questions or considerations based on the information included in the proposal.

AGREEMENT

If the Board selects a successful Vendor, the Board will invite the successful Vendor to enter into discussions to settle the terms of an agreement, based on the terms and conditions contained in this RFP and successful Vendor's proposal. For clarity, the provisions, terms and conditions of this RFP shall form part of and be incorporated into the agreement.

If for any reason the Board determines that it is unlikely to reach final agreement with the successful Vendor, then the Board may terminate the discussions with the successful Vendor and proceed in any manner that the Board may decide, in consideration of its own best interests, including:

a) Terminating the RFP process entirely; or

b) Invitation of one of the other Vendors to enter into discussions to reach final agreement.

PART III – SCOPE AND REQUIREMENTS

All products and services proposed in response to this RFP must comply and conform to all legislation and regulations, whether federal, provincial, local or municipal and to all industry standards, codes, and best practices for this industry.

1. SUPPORT PERIOD

The agreement will be for 5 years of support with the option to extend for a 3 additional years for a total of 8 years.

Without limitation to any termination provisions in the resulting contract, the Board reserves the right to terminate the resulting contract with thirty (30) days written notice to the successful Vendor.

2. RATE

Pricing for all planning, software, hardware, training, conversion, support, maintenance, upgrade costs, annual fees set up and any additional costs should be included. The Vendor will absorb any overages in quoted costs.

3. PERMITS AND LICENSES

The Vendor shall comply with and maintain valid permits and licenses as required by law for the execution of services pursuant to the contract to be entered into between the Board and the Vendor.

4. CONTRACT

The successful Vendor will be required to enter into an ERPS and related services contract. Provisions of this RFP and representations made by the Vendor in its response are deemed to be incorporated into the contract. The Board reserves the right to negotiate the contract terms and conditions with the successful Vendor.

5. REQUIRED SERVICES

This procurement is for:

a) A comprehensive, integrated and efficient Enterprise Resource Planning Software solution that encompasses: Human Resources, Payroll, Finance and Purchasing.

b) The provision of maintenance and warranty policy that accompanies and applies to the ERPS.

c) The provision of training and materials in all areas of operation (except technical support) so that they become proficient in the application's use and are able to train others in its operation.

d) The provision of ongoing application updates/upgrades and operational and technical support.

e) The provision of services for the transfer/migration of a minimum of five years of data from the existing Bellamy system.

6. PROPOSAL REQUIREMENTS

The following contains our requirements. To assist our evaluations, responses are to be on the forms provided. When a form is not provided, the Vendor will provide the requested information and/or documentation on a separate page, attached to the forms to complete the Vendor's proposal.

Note: Alterations to any of the formats or forms provided may disqualify the bid.

Enterprise Resource Planning Software Requirements

A. General:

The Vendor will provide a written response describing its ability to provide a comprehensive, integrated and efficient enterprises resource planning software solution for a public school division that would include the following components:

a) Analysis and validation of system requirements;

b) The appropriate application(s) software;

c) Software installation, configuration, and reference data entry;

d) Hardware configuration and / or support for virtual platforms (if applicable);

e) Data conversion planning, development, testing and execution, including conversion of a minimum of five years of data;

f) Data interface analysis, development and testing;

g) Report development and testing including excel integration reporting capabilities;

h) Ongoing training at a reasonable cost via webinars and/or videoconferencing;

i) Acceptance testing and parallel run;

j) System cut-over;

k) Post implementation review;

l) Post implementation system maintenance, upgrades and training.

If a hosted solution is available, please provide a proposal for both a hosted and non-hosted solution.

B. Implementation Schedule:

a) Outline an implementation schedule, with specific project phases and estimated completion dates;

b) Targeted project completion date is May, 2014.

C. Human Resources:

The proposed system must perform Human Resource information functions including, but not limited to:

a) Basic Human Resource functions;

b) Track a variety of staff information including, but not limited to: demographics, training and certificates, evaluations, positions with option to add or customize fields;

c) Automatic notification of employee status changes;

d) Ability to assign student(s) to Special Assistants including specific student information;

e) Unlimited number of employees, positions and grids;

f) Comprehensive tracking, classifying, and reporting of absenteeism;

g) Automatic updates of employee sick leave or vacation balances with option to adjust manually;

h) Generate standard and customized reports;

i) Ability to query specific information on an employee;

j) Ability to produce reports on a fiscal or calendar year basis including option for multi-year reports;

k) Generate a report for outstanding information for new hires;

l) Generate a staffing report for all schools which lists all school employees and their F.T.E.s;

m) Seamless integration with other modules including automatic updates.

D. Payroll:

The proposed system must perform Payroll functions including, but not limited to:

a) Basic payroll functions;

b) Batch processing;

c) Automated calculation of retroactive payroll adjustments;

d) Ability to input global updates to input mass changes for employees;

e) Unlimited payroll positions, grids and allowances;

f) Ability to accurately process payroll and deductions for employees included in multiple payroll runs;

g) Electronic fund transfer and laser cheque printing options for payments with electronic signatures;

h) Bulk file transfer options for reporting requirements such as ASEBP;

i) Meet special requirements for processing and reporting for Alberta School Employee Benefit Plan (ASEBP), Teachers Retirement Plan (TRP), Local Authority Pension Plan (LAPP), Canada Revenue Agency (CRA), Workers Compensation Board (WCB) and other agencies as required;

j) Provide employee self-service options;

k) Generate standard and customized payroll reports;

l) Generate reports displaying budgeted or actual rate of pay;

m) Seamless integration with other modules including automatic updates.

E. General Ledger:

The proposed system must perform General Ledger functions including, but not limited to:

a) Basic general ledger functionality;

b) Encumbrance accounting;

c) Ability to post to prior and future accounting periods;

d) Ability to view unposted transactions;

e) Option to add notes and comments to accounts and transactions;

f) Drill down features when viewing information;

g) Batch processing of manual invoices and Journal Entries;

h) Comprehensive inquiries on any account segment;

i) Unlimited storage of historical data;

j) Allocation of operating budgets against the chart of accounts;

k) Storage of multiple budgets during the year with the option to include any or all budgets on reports;

l) Ability to modify, add, or inactivate accounts;

m) Basic reporting options;

n) Customizable and Ad Hoc reporting options;

o) Ability to export reports to excel;

p) Multi-year reporting;

q) Preview reports prior to printing.

F. Accounts Payable:

The proposed system must perform Accounts Payable functions including, but not limited to:

a) Basic accounts payable functionality;

b) Manage Vendor information including T4A information;

c) Batch processing;

d) Option to partially pay invoices;

e) Electronic fund transfers and laser cheque printing for payments with electronic signatures;

f) Seamless integration with other modules including automatic updates;

g) Option to add notes and comments to Vendors and transactions;

h) Generate a variety of reports.

G. Accounts Receivable and Cash Receipts:

The proposed system must perform Accounts Receivable functions including, but limited to:

a) Basic accounts receivable and cash receipts functions;
b) Ability to enter one or more transactions per receipt;
c) Ability to adjust accounts, transfer balances and process refunds;
d) Generate receipts without an invoice;
e) Manage customer information;
f) Seamless integration with other modules including automatic updates;
g) Option to add notes and comments to customers and transactions;
h) Produce detailed and summary customer statements;
i) Generate a variety of reports including aged receivables listing.

H. Fixed Assets:

The proposed system must perform Fixed Asset accounting functions including, but not limited to:

a) Basic fixed asset accounting functions;
b) Automated calculation and posting of depreciation and other entries, including adjustments to deferred capital allocations and unamortized capital allocation accounts;
c) Ability to update purchase information from accounts payable;
d) Seamless integration with other modules including automatic updates;
e) Generate fixed asset continuity reports, fixed asset listings and other standard reports;
f) Customized reporting options.

I. Project and Capital Costing:

The proposed system must perform Project and Capital Costing functions including, but not limited to:

a) Basic costing system functions;
b) Encumbrance accounting;
c) Unlimited storage of historical data;
d) Ability to have user-defined project and activity codes;
e) Generate standard and customizable reporting options;
f) Transaction reporting by project, activity, general ledger number, department and location;
g) Generate current year and multiple year reports;
h) Seamless integration with other modules including automatic updates.

J. Purchasing and Requisition:

The proposed system must perform Purchasing and Requisition functions including, but not limited to:

a) Basic purchasing and requisition functions;

b) Ability to approve requisition with option to automatically route to purchase order and accounts payable;

c) Ability to route approvals to different levels based on purchasing limits and available budget;

d) Ability to encumbrance the general ledger;

e) Option to carry over unfilled purchase orders to next fiscal period;

f) Ability to produce standard and customized reports;

g) Seamless integration with other modules including automatic updates.

K. Bank Reconciliation:

The proposed system must perform bank and bank reconciliation functions including, but not limited to:

a) Basic bank reconciliation functions for multiple bank accounts;

b) Ability to download transactions from financial institutions;

c) Automatic and manual match of bank transactions to cheques and deposits;

d) Ability to match multiple receipts to one deposit;

e) Ability to reconcile EFTs;

f) Ability to produce standard bank reconciliation reports including, but not limited to reconciliation, outstanding items and cleared items;

g) Ability to print reports at a date subsequent to reconciliation date.

L. Other Considerations:

a. Ability to import general ledger and payroll data to and from MyBudgetFile budgeting system or excel;

b. Option for Vendor to host data;

c. Ability to support mobile personal device use of applications including approvals of time sheets and expense claims;

d. Ability for school administration to have direct access to information and reports.

M. Technical Requirements:

a) The prosed system must support a Multiuser Environment (i.e. Client/Server);

b) In the proposal, the Vendor must identify:

   I. Minimum requirements for system;

   II. Supported networks;

   III. Minimum required RAM;

   IV. .Net capabilities;

   V. Operating systems;

c) Enable remote access;

d) Ability to support multiple database libraries;

e) Provide reliable, efficient storage;

f) Provide regular back-up to a remote location based on best practices;

g) Provide security based on best practices;

h) Consideration of possibility of shared server space for storage and back-up with other school authorities in Alberta for cost savings;

i) Consideration for the possibility of remote storage and back-up over Alberta Supernet for security and cost savings;

j) Support document exporting into PDF, CSV, XLSX, and JPEG, and support for possible future file formats. In comments, please list any other export formats;

k) If, during the period of the agreement, any modifications or installation of equipment or products are required due to a change in law or applicable rules and regulations, such modifications or installation shall be made by the Vendor as required. Costs of such modifications or installation shall be borne solely by the Vendor. The Vendor must provide in its response, a labour rate for maintenance and repair services for all work. Labour costs must be listed per man-hour;

l) Travel time, mileage and per diem policies and costs, if applicable, must also be provided in Bid Form A3.

N. Support, Service, and Maintenance:

a) The Vendor must describe within its response how material and components provided for maintenance and repair services will be charged out;

   I. Provide training on new services/upgrades provided by the supplier as and when required;

   II. Provide training and documentation to the IT department providing power and network connection;

   III. The Vendor must provide the Board with a proposed implementation schedule. This representative must be trained in the use of the Vendor's products and equipment, and be able to demonstrate their use;

   IV. The Vendor must describe within its response the emergency call service provided;

b) The Vendor will provide updated digital user manuals;

c) The Vendor will describe IT services expected from Northland School Division No. 61.

In Bid Form A where quantities are not provided, please quote on individual pricing.

In Bid Form A1 provide pricing for the duration of the contract, giving a % off of retail pricing.

In Bid Form A1 provide pricing for software required to operate the system and for any necessary conversion software. Also to be provided in this form is for cost of software maintenance and upgrading.

For goods not listed in Bid Forms A and/or A1 the Vendor must indicate if preferred pricing is available and the rate of discount that will be provided.

In Bid Form A2 provide labour rates for maintenance and associated costs.

In Bid Form A3 provide detailed information on equipment, manufacturer and Vendor warranties.

7. QUALIFICATIONS

a) A brief corporate profile describing the primary business nature of the company, its financial viability, the number of years conducting business in an educational environment, the number of staff employed and the geographic location of head office, additional satellite locations or service centers;

b) The qualifications, expertise and the roles of all staff, contract personnel and agents employed or contracted by your company who may be assigned to a Human Resources, Payroll, and Financial Information system project;

c) There is no prequalification process; however, the Vendor not having a previous working relationship with the Board is required to supply a minimum of three references;

   I. One reference is from a publicly funded Alberta learning institution; i.e. school jurisdiction or post-secondary institution for which the Vendor has supplied equipment and services. If not provided you must state why;

   II. One reference is from your banking institution. If not provided you must state why;

   III. References must include the institution name, contact name, telephone and fax numbers and a brief description of the goods and services provided.

   IV. The Board has the right to check the reference of any or all Vendors, at its sole discretion;

   V. The Board reserves the right to reject any proposal if any references are found to be unsatisfactory.

8. DOCUMENTATION

a) The RFP and quotation should not be construed as an agreement or commitment to purchase goods and services;

b) The following shall form the sole documentation defining the nature of the agreement between the parties:

   i. The contract for services respecting the Enterprise Resource Planning Software;

   ii. The RFP and any written amendments to the RFP; and

   iii. The Vendor proposal.

9. PRICING

a) The pricing for software, hardware, options for hosting (if any) training, conversion and set up and any additional costs should be included;

b) The prices quoted shall be in Canadian dollars, exclusive of the Goods and Services Tax.

10. DELIVERY

a) When possible, deliveries should be made between the hours of 8:30AM and 4:30 p.m. so that a Northland representative can sign for the product supplied.

b) All purchases of supplies and equipment require approved purchase orders.

11. PAYMENT

All purchases of software supplies and equipment require approved purchase orders. All purchase orders must clearly state any quick payment discount periods and the applicable discount rate.

12. WARRANTIES

The Vendor must provide written details of the applicable warranty periods as part of its proposal. All manufacturer warranties must in the name of the Board.

a) Description of the Vendor's warranty policy that accompanies and applies to the Enterprise Resource Planning Software offered to its clients;

b) Describe any exclusions, limitations and disclaimers pertaining to the warranty;

c) Please include a copy of your company's "Standard Forms Agreements" (between the Vendor and the client) along with all applicable Terms and Conditions that would apply to those agreements.

13. AGREEMENT DESIGNATE

The Vendor will assign one internal account sales representative and one technical support account representative, to ensure consistency of communications, who shall be available for contact by Division staff during regular Alberta business hours. The Vendor shall notify the Board as to the names and the contact information for all Vendor account representatives on a timely basis.

14. AGREEMENT WARRANTIES

Claims made in the proposal shall constitute agreement warranties. Any provisions in the proposal may be included in the contract as a direct provision thereof.

15. VALUE-ADDED OPTIONS

The Vendor shall describe in the Vendor's response section of the RFP value-added options if they will enhance the proposal.

PART IV – Schedule 1

Schedule of Dates

Item	Date
Request for Proposal posted on Alberta Purchasing Connection website	May 28, 2013
Last day for vendors to submit questions to Dennis.Walsh@northland61.ab.ca	June 5, 2013
All questions and corresponding answers will be sent to all vendors who accessed the RFP via Alberta Purchasing Connection website	June 12, 2013
Closing Date (Final proposal submissions)	By 2:00:00 pm on June 19, 2013
Proposals evaluated by Northland RFP evaluation team	Week of June 20 – 27, 2013
As part of the evaluation process, a demo may be required at our office or online. Costs would not be covered by Northland School Division.	Week of July 2 – 5, 2013
Selection of vendor and notification of successful and unsuccessful candidates (Notification Date)	Week of July 8 – 12, 2013
Contract negotiations with successful vendor	August, 2013
Targeted project completion date	May, 2014

BOARD OF TRUSTEES

COLIN KELLY
TRUSTEE OF THE BOARD

DATE: MAY 23, 2013

PRESENTED BY: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

SUBJECT: HEATING SYSTEM AT ADCS

ORIGINATOR: FINANCE MAINTENANCE TRANSPORTATION COMMITTEE

RECOMMENDATION
That the Board of Trustees authorize the administration to enter into a contract with SLC Engineering to prepare an RFP to address the heating concerns at ADCS.

****

CURRENT SITUATION: Alberta Infrastructure visited ADCS in April, 2013 and identified significant concerns with the heating controls and the heating system at the school. As a result, we would like to contract SLC Engineering to prepare an RFP.
This will be covered under the IMR funding for the 2013/14 school year.

BOARD OF TRUSTEES

COLIN KELLY
TRUSTEE OF THE BOARD

DATE: MAY 23, 2013

PRESENTED BY: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

SUBJECT: 2013 NEW TEACHER ORIENTATION – "CREATING RELATIONSHIPS" – GROUARD, ALBERTA: AUG 19 – 23, 2013

ORIGINATOR: EDUCATION COMMITTEE

INFORMATION
Attached is a draft agenda for the 2013 New Teacher Orientation – "Creating Relationships" which will be held in Grouard – August 19 – 23, 2013.

2013 Northland New Teacher Orientation "CREATING RELATIONSHIPS" - Grouard (DRAFT 3 - April 10/13)

Mon, Aug 19/13

3:00 PM	Opening/Greeting *D. Tessier, D. Barrett* *J. Chalifoux, C. Houle* *N. Yellowknee*
4:15 PM	*Lunch Break (Elder blessing)*
4:30 PM	Community Bar-B-Que
6:00 PM	
6:00 PM	***Evening Activity*** Community guided Traditional Hand Games & Activities
7:30 PM	

Tues. Aug 20/13

8:00 AM	***Breakfast***
8:45 AM	Session Opening/Prayer (Elder) Acitivity (Terry Lyyn/Delores)
9:00 AM	Community Stewardship, Community Engagement, & Our Words, Our Ways *Delores Pruden/TerryLynn Cook*
10:20 AM	***Break***
10:35 AM	Community Stewardship, Community Engagement, & Our Words, Our Ways *Delores Pruden/TerryLynn Cook* (continued)
11:55 AM	***Lunch Break (Elder blessing)***
1:00 PM	Effective Reading Strategies to improve literacy in our FNMI Students thru DI -GBS Effective Writing Strategies to improve literacy in our FNMI Students-M Building a relationship with FNMI perspectives thru Wordplay -Games, Academic Vocab, Poems-F
2:20 PM	Planning/Modelling&Evaluation -FNMI Pedagogical Stgrategies -R
	Break
2:35 PM	***Sessions repeat*** *Groups move to* *second newsession*
3:55 PM	
4:15 PM	Closing & Reflection (Maureen) Closing Prayer (Elder)
	Break
5:30 PM	
	Evening Activity Traditional FNMI Land Based Learning Activities *Billy Joe Laboucan/or ??* followed by a wiener roast
7:30 PM	

Wed, Aug 21/13

8:00 AM	***Breakfast***
8:45 AM	Session Opening/Prayer (Elder) Acitivity (Maureen)
9:00 AM	***Sessions repeat*** *Groups move to* *third new session*
10:20 AM	***Break***
10:35 AM	***Sessions repeat*** *Groups move to* *fourth new session*
11:40 AM	
11:55 AM	Closing & Reflection (Gail) Closing Prayer (Elder)
	Lunch Break (Elder blessing)
1:00 PM	***Central Office staff*** ***avaiible to assist with*** ***filling out forms, etc.***
1:30 PM	
	Break- travel to HP
2:30 PM	Golf Tournament *for all CO staff,* *new teachers, guests* *and administrators*
6:00 PM	
6:00 PM	***Evening Activity*** *Communtiy Steak* *Bar-B-Que* *-prizes awarded* *(at the golf course)*
7:30 PM	

Thur, Aug 22/13

8:00 AM	***Breakfast***
8:45 AM	Session Opening/Prayer (Elder) Acitivity (Stephanie)
9:00 AM	Historical FNMI Relations *Bea Chadick*
10:20 AM	***Break***
10:35 AM	Historical FNMI Relations *Bea Chadick* (continued)
11:55 AM	***Lunch Break (Elder blessing)***
1:00 PM	1. Joys and Challenges of Teaching in your's or other small community -Terry 2. Benchmarking-FNMI Readiness/Progress *M&R* 3. FNMI Learning thru Oral lang and Guided Reading-*S&G* 4. Create, Collaborate, Care - engaging and empowering FNMI students using IT -S
2:20 PM	***Break***
2:35 PM	***Sessions repeat*** *Groups move to* *second new session*
3:55 PM	
4:15 PM	Closing & Reflection (Sherri) Closing Prayer (Elder)
	Break
4:30 PM	**ATA Orientation &** **Supper Meeting**
6:00 PM	*M Burke/ATA Personnel*

Fri, Aug 23/13

8:00 AM	***Breakfast***
8:45 AM	Session Opening/Prayer (Elder) Acitivity (Rick)
9:00 AM	***Sessions repeat*** *Groups move to* *third new session*
10:20 AM	***Break***
10:35 AM	***Sessions repeat*** *Groups move to* *fourth new session*
11:40 AM	
11:55 AM	Closing & Reflection (Terry Lyyn/Delores) Closing Prayer (Elder)

NOTE

Session Opening/Prayer -
to be done by an Elder or Knowlege Keeper
Opening Activity
to be lead by members of LST
Closing/Reflection Activity
to be lead by members of LST
Closing Prayer
to be done by an Elder or Knowlege Keeper

BOARD OF TRUSTEES

COLIN KELLY
TRUSTEE OF THE BOARD

DATE: MAY 23, 2013

PRESENTED BY: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

SUBJECT: BOILER REPLACEMENT AT GROUARD SCHOOL

ORIGINATOR: FINANCE MAINTENANCE TRANSPORTATION COMMITTEE

INFORMATION

The boiler system at Grouard School is in need of replacement. We would like to contract SLC Engineering to prepare an RFP to address the heating concerns at ~~ADCS.~~ Grouard.
Engineering fees for the Grouard Boiler Replacement project would be as follows:

One pre-design trip	$2,200.00
Design Plan	8,400.00
Total Cost	10,600.00

BOARD OF TRUSTEES

COLIN KELLY
TRUSTEE OF THE BOARD

DATE: MAY 23, 2013

PRESENTED BY: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

COMMITTEE: BUS DRIVER RECRUITMENT AND RETENTION COMMITTEE

ORIGINATOR: BOB FRIEDEL

MEMBERSHIP
Richard Baier, Director of Support Services Carmen Geisser-Smith, Transportation Coordinator Mandi MacLennan, Principal St. Theresa school Darren Tuck, Principal, Calling Lake School Christoph Ruge, Principal, Career Pathways Ken Shaw, Advisory Committee Member (Gift Lake) Elmer Gullion, Advisory Committee Member (Trout Lake)

FEBRUARY 11-24, 2013	Administering of telephone survey to Northland Drivers -
MARCH 13, 2013	Initial Meeting via video conference. -
APRIL 9, 2013	In person meeting to finalize strategies
APRIL 25, 2013	Final Report to the Board
MAY 17, 2013	Meeting to prioritize the strategies that were presented to the Board on April 25, 2013 and to draft an implementation timeline.

BOARD OF TRUSTEES

COLIN KELLY
TRUSTEE OF THE BOARD

DATE: MAY 23, 2013

PRESENTED BY: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

COMMITTEE: MAINTENANCE REVIEW COMMITTEE

ORIGINATOR: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

MEMBERSHIP
Dave van Tamelin, contractor Donna Barrett, Superintendent of Schools Colin Kelly, Official Trustee Jeff Chalifoux, Advisory Committee member (Grouard) Elmer Gullion, Advisory Committee Member (Trout Lake) Brian Dewar, Principal, Little Buffalo School Shelley Stevenson, Vice-Principal, St. Theresa School

DECEMBER 17, 2012 Finalized the Terms of Reference for the Consultant who will be conducting a review of the Maintenance Department.

FEBRUARY 28, 2013

MAY 9, 2013 Review of Preliminary Report

BOARD OF TRUSTEES

COLIN KELLY
TRUSTEE OF THE BOARD

DATE: MAY 23, 2013

PRESENTED BY: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

COMMITTEE: FNMI COMMITTEE

ORIGINATOR: DELORES PRUDEN, SUPERVISOR OF ABORIGINAL PROGRAMS

MEMBERSHIP
Delores Pruden, Supervisor of Aboriginal Programs Albina Alook Audrey Anderson, Principal, Peerless Lake Shelly Hamelin, Principal, Hillview Terry Lynn Cook, Pedagogical Supervisor Randy Porterfield, Principal, Fr. R. Perin School Jeff Chalifoux, Advisory Committee Member (Grouard) Nora Yellowknee, Advisory Committee member Don Tessier, Associate Superintendent Jackie Sander, Principal, Grouard School Herman Sutherland, Grouard Local School Board Committee member

MARCH 4, 2013

- Review of the Action Plan 2013-2014
- Plan on doing an audit of the Native language Programs. Develop a questionnaire, send to Principals to complete and compile responses.
- Budget – Is there funding at the school base for FNMI Programs? How can we implement some of these ideas?

UPDATE:

- Created questionnaire and distributed to all administrators
- Responses were compiled and shared at Board Meeting as information
- Recommendation from Board to collect feedback on Procedures 204 and 205 from FNMI Working Committee
- Teleconference Meeting set for May 14th at 3:30 to review audit feedback, incorporate ways to strengthen procedures/programming

BOARD OF TRUSTEES

COLIN KELLY
TRUSTEE OF THE BOARD

DATE: MAY 23, 2013

PRESENTED BY: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

SUBJECT: LOCAL SCHOOL BOARD COMMITTEE MINUTES RECEIVED

ORIGINATOR: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

That the Board of Trustees receives the Local School Board Committee Minutes as outlined on the attached list:

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LOCAL SCHOOL BOARD COMMITTEE MEETING MINUTES INCLUDED IN THE NORTHLAND SCHOOL DIVISION NO. 61 BOARD MEETING OF MAY 23, 2013

LSBC NAME	DATE OF MEETING	DATE RECEIVED
Anzac	April 16, 2013	May 8, 2013
ADCS	February 25, 2013	May 14, 2013
Calling Lake	December 5, 2012 January 17, 2013 – No Quorum February 6, 2013 – No Quorum March 7, 2013 May 8, 2013	April 24, 2013 May 10, 2013
East Prairie	February 25, 2013	May 2, 2013
Elizabeth	April 11, 2013	May 13, 2013
Fort McKay	April 25, 2013	April 26, 2013
Little Buffalo	April 23, 2013	April 30, 2013
Pelican Mountain	April 17, 2013	May 1, 2013
Susa Creek	April 30, 2013	May 13, 2013
Wabasca	March 13, 2013 April 10, 2013	May 6, 2013 April 18, 2013

LOCAL SCHOOL BOARD COMMITTEE MEETING MINUTES NOT RECEIVED AS OF MAY 13, 2013

Local School Board	Last Minutes Submitted
Bishop Routhier	December 4, 2012
Chipewyan Lake	November 14, 2012
Conklin	November 20, 2012 (Amended Jan 23, 2013)
Desmarais	January 9, 2013
Gift Lake	January 14, 2013
Grouard	March 4, 2013
J.F. Dion	March 4, 2013
Janvier	January 15, 2013
Keg River	November 20, 2013
Paddle Prairie	March 11, 2013
Peerless Lake	December 20, 2013
Trout Lake	March 26, 2013

BOARD OF TRUSTEES

COLIN KELLY
TRUSTEE OF THE BOARD

DATE: MAY 23, 2013

PRESENTED BY: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

SUBJECT: ADMINISTRATIVE ACTION –
LOCAL SCHOOL COMMITTEE MINUTES RECEIVED

ORIGINATOR DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

That the Board of Trustees approve of the action taken by Administration with respect to local board minutes received, as outlined below:

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COMMITTEE	ACTION TAKEN
Anzac	***Motion 3925 – Refer to Finance*** Board agrees to release no more than $10,000.00 out of reserves for the purchase of computers for Anzac School
ADCS	As Presented
Calling Lake	***3341-05-08-13 – Exclude***
Elizabeth	As Presented
East Prairie	***Staff Discipline – Refer to Administration*** Georgina witnesses a staff member holding the door in the quite room with a child inside.
Fort McKay	***11-13 – Refer to Maintenance*** Recommendation to install a door bell at the front of the school and also install a lock in the interior doors for safety reasons.
Little Buffalo	***Request – Refer to Maintenance*** That Brian approach NLSD to acquire shingles and lumber to rebuild two sheds.
Pelican Mountain	***2229/17/04/13 – Clarification*** Motion to purchase a Moose Hair Tufting for presentation to Agnes Sinclair for her work in Cree Program at Pelican Mountain School (approx.. value $450.00) Delores Pruden to be asked to arrange this.
Susa Creek	***131/13 – Refer to Administration*** Charlie moved to accept the year end field trip plan as presented – with monies for this to come out of the following Susa Creek School based budget accts ($2500. S.C. FNMI budget, $2000 S.C. regular field trip budget, and $2000 S.C. Donation budget).
Wabasca	***Recommendation 2795/04/13 – Refer to Administration*** Grade 6 field trip to Jasper – white water rafting ***Recommendation 2804/04/13 – Refer to FNMI Programs*** Anthony moved to purchase resources (The Circle of Life from Nelson, an FNMI Literacy resource) from the FNMI budget line (612-03-03-25 not to exceed $5000.00

BOARD OF TRUSTEES

COLIN KELLY
TRUSTEE OF THE BOARD

DATE: MAY 23, 2013

PRESENTED BY: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

SUBJECT: ADMINISTRATIVE FOLLOW UP
LOCAL SCHOOL BOARD COMMITTEE MINUTES RECEIVED

That the Board of Trustees receive as information the attached follow up list to previous motions pulled for Administrative Action.

****

Date of Corporate Board Meeting	LSBC	Date of LSBC Minutes	Motion #	Motion	Reason for Pulling Motion	Follow Up	Status
30-Aug-12	Janvier	20-Jun-12	Discussion	Discussion was had about the amount of garbage that the school is producing and if they should look at increasing the amount that they pay for the person to haul the garbage.	Refer to Maintenance	Rick	In Review
25-Oct-12	Janvier	11-Sep-12	Old Business	Principal is to contact Central Office and see what kind of increase they would be willing to offer. Currently receives $187.50/month – once a week pick up. - Would like to receive $250.00 due to increase in the amount of garbage being dealt with. - Perhaps put the contract out to tender?	Refer to Maintenance	Rick	In Review
25-Oct-12	Janvier	2-Oct-12	Old Business	I have contacted Peace River about increasing the amount for garbage collection – waiting to hear from them.	Refer to Maintenance	Rick	In Review
Nov 29/12	ADCS	Sep 17/12	#13 - comment on Housing	The Board asked that the status of local Northland Housing be addressed. It seems that many houses / walkways / stairs are in need of repair. Other issues must also be present. The board is concerned that housing effects the retention of teachers from year to year.	Maintenance	Rick Baier	In Review
Nov 29/12	Fort McKay	Oct 30/12	Comment	Tina Black suggested that teachers contact parents through the internet (email) or create a Blog for the school so parents can keep on top of what is happening at the school.	To Look into the possibility of this	Curtis/Sherrie	In Review
Nov 29/12	Little Buffalo	Oct 24/12	Request	That NLSD look into joint funding a garage for storage of the Bob Cat and John Deere Lawn Tractor and other machinery for the Landscaping.	Maintenance	Rick Baier	In Review
Mar 21/13	Desmarais	Sep 12/12	Comment	Security system Rick wants admin to respond to alarms at the school. We need to hire someone.	Maintenance	Rick	In Review
Mar 21/13	Janvier	Jan 15/13	Discussion	Letter regarding increase in collection rate for garbage	Maintenance	Rick	In Review
Mar 21/13	Paddle Prairie	Mar 11/13	#066:12/13	Moved to re-configure computer lab #2 so that all computers are around the perimeter of the room.	Maintenance	Rick	In Summer
Mar 21/13	Paddle Prairie	Mar 11/13	Comment	PA System not reliable	Maintenance	Rick	Added to iMR
Mar 21/13	Wabasca	Feb 20/13	Discussion	Can the parking lot be extended	Maintenance	Rick	In Review
Apr 25/13	Calling Lake			Pilot - camera at front door	Maintenance	Rick	In Review
Apr 25/13	Little Buffalo	Feb 20/13	Discussion	That NLSD look into joint funding a garage for storage of the Bob Cat and John Deere Lawn Tractor and other machinery for the Landscaping, garden, basketball pad and golf greens	Admin	Don	In Review

BOARD OF TRUSTEES

COLIN KELLY
TRUSTEE OF THE BOARD

DATE: MAY 23, 2013

PRESENTED BY: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

SUBJECT: COVERING MOTION
IN-LIEU DAYS FOR ADMINISTRATORS

ORIGINATOR: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

RECOMMENDATION
That the Board of Trustees receive as information and refer to administration, all Local School Board motions which relate to the 2012-2013 in-lieu days for administrators.

****

CURRENT SITUATION: One covering motion receiving organization plan motions will eliminate the need to refer these motions from each Local School Board Committee meeting minutes. These are:

Committee	Date	Motion No.
Calling Lake	December 5, 2013	3329-12-05-12

BOARD OF TRUSTEES

COLIN KELLY
TRUSTEE OF THE BOARD

DATE: MAY 23, 2013

PRESENTED BY: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

SUBJECT: ANZAC GREGOIRE LOCAL SCHOOL BOARD COMMITTEE MEETING MINUTES

- APRIL 16, 2013

ORIGINATOR: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

Anzac School Board Meeting Minutes
April 16, 2013

In attendance: Marc Cote, Cindy MacIntosh, Dave Czibere, Claudia Covelli, Geoff Pettley-Jones

Guests: Chief Ron Kreutzer, Fort McMurray First Nation
Brad Calihoo, CEO Fort McMurray First Nation
Jamie Landry

Regrets: Nadine Finch

Equipment requested for the gym. Polymetric Boxes and a kit that has ladders, hurdles etc.

Motion 3924: To give Jamie Landry no more than $1000.00 to purchase gymnasium equipment as indicated above.

Moved by Dave C
2nd by Cindy M
Passed

Computers at Anzac School are starting to have major failures. Recommended that to be proactive we look into replacing them before they fail. Received a quote for replacement for about $10,000.00 from Keo.

Motion 3925: Board agrees to release no more than $10,000.00 out of reserves for the purchase of computers for Anzac School.

Moved by Cindy M
2nd by Dave C

Motion 3926 Marc moves to adjourn the meeting. Dave seconds. Meeting adjourned.

BOARD OF TRUSTEES

COLIN KELLY
TRUSTEE OF THE BOARD

DATE: MAY 23, 2013

PRESENTED BY: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

SUBJECT: ATHABASCA DELTA LOCAL SCHOOL BOARD COMMITTEE MEETING MINUTES
- FEBRAURY 25, 2013

ORIGINATOR: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

LOCAL SCHOOL BOARD MEETING
Athabasca Delta Community School
February 25th, 2013

Present :

Board- Julia Cardinal
Judy Ann Cardinal
Joe Tuccaro
Claris Voyageur
Lorraine Cardinal
Admin- Mike Flieger

Apologies:

Brian Dobko

1. **547-2-25:** Approval of Minutes dated January 21st, 2013: changes noted- Moved by J. Cardinal
2. **546-2-26:** Approval of Agenda: moved by C. Voyageur
3. Principal's Report:
    a. School improvements
    b. Attendance
    c. School Events:
    d. Update on budget and accounts
    e. Maintenance
4. Chair's report:
    a. School Food Services report
5. School Community Liaison Worker's report:
    a. Past months community events (literacy night)
6. Kitchen report:
    a. Meals served

BOARD OF TRUSTEES

COLIN KELLY
TRUSTEE OF THE BOARD

DATE: MAY 23, 2013

PRESENTED BY: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

SUBJECT: CALLING LAKE LOCAL SCHOOL BOARD COMMITTEE MEETING MINUTES

- DECEMBER 5, 2012
- JANUARY 17, 2013 – NO QUORUM
- FEBRUARY 6, 2013 – NO QUORUM
- MARCH 7, 2013
- MAY 8, 2013

ORIGINATOR: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

Calling Lake Local School Board Committee
Regular Monthly Meeting
December 5, 2012 6:00pm

Present: Melvin Gauthier, Trish Cardinal, Clifford Cardinal
Absent: Marilyn Jacobs (excused)
In Attendance: Darren Tuck, Acting Principal

1. Call to Order	Clifford called the meeting to order at 6:04.
2. Addition	None
3. Agenda	**3326-12-05-12** Trish motioned to adopt the agenda. Carried.
4. Principals Report	**3327-12-05-12** Clifford motioned to accept the principals written report. Carried.
5. Chairperson Report	**3328-12-05-12** Trish motioned to accept the chairpersons verbal report. Carried.
6. Motions	**3329-12-05-12** Trish motions to accept the principals 10 day in-lieu. Carried. **3330-12-05-12** Melvin motions to accept the PLC days for staff development ½ day a month. Carried.
7. Adjournment	Clifford adjourned the meeting at 7:27pm

Calling Lake Local School Board Committee
Regular Monthly Meeting
January 17, 2013 6:00pm

Present: Absent: Marilyn Jacobs, Clifford Cardinal, Melvin Gauthier, Trish Cardinal

In Attendance: Darren Tuck, Acting Principal

NO QUORUM

Calling Lake Local School Board Committee
Regular Monthly Meeting
February 6, 2013 6:00pm

Present: Melvin Gauthier, Trish Cardinal
Absent: Marilyn Jacobs, Clifford Cardinal
In Attendance: Darren Tuck, Acting Principal

NO QUORUM

Calling Lake Local School Board Committee
Regular Monthly Meeting
March 7, 2013 6:00pm

Present: Melvin Gauthier, Trish Cardinal, Clifford Cardinal
Absent: Marilyn Jacobs (excused)
In Attendance: Darren Tuck, Acting Principal

1. Call to Order	Clifford called the meeting to order at 6:15.
2. Addition	None
3. Agenda	**3331-03-07-13** Melvin motioned to adopt the agenda. Carried.
4. Principals Report	**3332-03-07-13** Trish motioned to accept the principals written report. Carried.
5. Chairperson Report	**3333-03-07-13** Trish motioned to accept the chairpersons verbal report. Carried.
6. Motions	**3334-03-07-13** Trish motions to hire applicant ED for the Cree teacher position. Carried **3335-03-07-13** Clifford motions to allow Melvin to go to Peace River for the corporate board meeting on March 21, 2013 with his expenses coming from the Calling Lake LSBC Budget. Carried.
7. In-camera	**3336-03-07-13** Trish motions to go in-camera @7:22

Meeting resumed to regular meeting format@7:45

7. Adjournment

Clifford adjourned the meeting at 7:48pm

Calling Lake Local School Board Committee
Regular Monthly Meeting
May 8, 2013 6:00pm

Present: Melvin Gauthier, Trish Cardinal, Clifford Cardinal
Absent: Marilyn Jacobs (excused)
In Attendance: Darren Tuck

1. Call to order	Clifford called the meeting to order at 6:04pm
2. Additions	Fire drills and bus parking
3. Adopt agenda	**3337-05-08-13** Trish motions to adopt the agenda with additions. Carried.
4. Chairpersons Report	**3338-05-08-13** Trish motions to accept the chairpersons verbal report. Carried.
5. Principals Report	**3339-05-08-13** Melvin motions to accept the Principals written report. Carried.
6. Motions	**3340-05-08-13** Trisha motions for $200.00 be used for the grade 12 graduates gift from the LSBC from the LSBC budget. Carried. **3341-05-08-13** Melvin motions to hire teacher CW on a continuing contract with Calling Lake School. Carried.

7. In-Camera	**3342-05-08-13** Trish motions to go In-Camera at 6:40pm The meeting resumes to regular meeting format at 7:22pm
8. Adjournment	Clifford adjourned the meeting at 7:23pm

BOARD OF TRUSTEES

COLIN KELLY
TRUSTEE OF THE BOARD

DATE: MAY 23, 2013

PRESENTED BY: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

SUBJECT: EAST PRAIRIE LOCAL SCHOOL BOARD COMMITTEE MEETING MINUTES
- FEBRUARY 25, 2013

ORIGINATOR: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

Local School Board Meeting

At Hillview School
February 25, 2013
5:30 pm

Attendance:
Murielle L'Hirondelle – Chairperson
Deborah Andrews – Secretary/Treasurer
Victor Prinz Jr. – Board Member
Georgina Cuthbert – Board Member
Shelly Auger- Board Member

Meeting called to order at 5:52 pm.

MOTION 13-02-164 Vic moves to adopt agenda with additions.
All in favor. Motion carried.

MOTION 13-02-165 Georgina moves to approve amended minutes of November 8, 2012 meeting and to include a note to indicate Shelly Auger was not called for phone conference due to road conditions.
All in favor. Motion carried.

New business arising from previous minutes and also grade 5/6 teacher positions.

-Library purchases have been going good.
-Fiction and non-fiction books were purchased.

A. Bus Monitor MOTION 13-02-166 – Shelly moves to hire bus monitors upon satisfactory documents ~~FI~~ IE: Criminal Record Checks and Child Welfare Checks have been reviewed.
All in favor. Motion carried.

B. Elder Supper is scheduled for March 12/13 at 5:00 pm.

C. Accountability Pillar Survey 12-15 completed by parents. Staff will be done tomorrow.

D. Reviewed assessment wall.

E. Transferability budget. FYI.

MOTION 13-02-167 Georgina moves to go into camera.
All in favor. Motion carried.

MOTION 13-02-168 Vic moves to come out of committee.
All in favor. Motion carried.

Deborah leaves meeting at 7:25 pm.

J ~~F~~. Parent Handbook – presented to Board to review and decide on an insert, "Preventative Measures before the Student Explode and Avoid Confrontation."

K ~~G~~. Hillview Staff Present – Information provided to board by Shelly regarding the Northland Initiatives regarding literacy. Shelly /Karen L/Amanda presented in February and will present in Canmore March 4-6, 2013.

L ~~H~~. Board concerns

Georgina wants to know why there is no morning recess. Shelly explains that morning literacy is taking the place of recess but that there is a lot of movement in the morning in Literacy block and in Gym class.

Staff Discipline- Georgina witnessed a staff member holding the door in the quiet room with a child inside.

MOTION 13-02-169 Shelly moves to go into camera.
All in favor. Motion carried.

MOTION 13-02-170 Victor moves to come ~~off~~ out of camera.
All in favor. Motion carried.

MOTION 13-02-171 Georgina moves to request from East Prairie Settlement Council their cooperation in information sharing regarding student transitions from Hillview to High Prairie School Division and Holy Family.
All in favor. Motion carried.

Meeting adjourned at 8:52pm.

BOARD OF TRUSTEES

COLIN KELLY
TRUSTEE OF THE BOARD

DATE: MAY 23, 2013

PRESENTED BY: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

SUBJECT: ELIZABETH LOCAL SCHOOL BOARD COMMITTEE MEETING MINUTES
- APRIL 11, 2013

ORIGINATOR: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

MINUTES
ELIZABETH COMMUNITY SCHOOL
LOCAL SCHOOL COMMITTEE MEETING
April 11 2013 (meeting for March and April 2013)

PRESENT:	Shelley Bartman	Chairperson
	Crystal Demmons	Member
	Sheila Thompson	Member
	Gwen Lepine	Member
	David Anger	Principal
ABSENT:	Jeannette Jacknife	Member

Call to Order at 5:15 PM.

Meeting Opened in prayer by David Anger

Agenda approved by consensus

RECOMMENDATION #: 2013.03.762 Recommended by Gwen Lepine /SECONDED by Sheila Thompson THAT, the Minutes for the February 27, 2013 meeting be accepted. CARRIED.

Mr. Anger presented the Principal's report. Enrollment, attendance, student discipline as well as past and future events planned for Elizabeth School were shared as information. The Principal's report was accepted by consensus.

RECOMMENDATION #: 2013.03.762 Recommended by Gwen Lepine /SECONDED by Sheila Thompson THAT, Elizabeth School hold religious celebrations to Commemorate Easter and Christmas. CARRIED.

The proposed School Calendar from Northland School Division was shared as information.

Reminder to school Board Members about upcoming events of which they are on the planning committees.

Track Meet (Gwen Shelley)
Metis Day (Gwen, Shelley, Sheila, Crystal)

Crystal Demmons joined the meeting at 5:27 PM.

On April 16 Elizabeth School is holding its preschool screening day called Ages and Stages. Once again we are getting great support from Health Agencies in Cold Lake. Ages and Stages is a partnership between Elizabeth Headstart Program and Elizabeth School to screen children for any needs that may need to be addressed when students enter kindergarten.

On April 29 Elizabeth School is holding a Health Fair for students in K-5. Parents will be encouraged to attend with their child but students will also be taken as a class. Services provide to students on the day include:

Height and Weight information
Hearing test
Vision test
Health Promotion
Dental Health
Traffic Safety
Nutrition information
Respiratory Therapy
Mental Health/Parent support
RCMP child find
Elder story telling
Pediatrician will also be available to meet with parents and children and provide assistance in whatever way he can.

Next meeting on May 27 at 5:00PM.

Adjourned at 5:52

BOARD OF TRUSTEES

COLIN KELLY
TRUSTEE OF THE BOARD

DATE: MAY 23, 2013

PRESENTED BY: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

SUBJECT: FORT MCKAY LOCAL SCHOOL BOARD COMMITTEE MEETING MINUTES
- APRIL 25, 2013

ORIGINATOR: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

Fort McKay School
Local School Board Committee
Meeting Agenda
Thursday, April 25, 2013
5:00 PM

Call Meeting to Order @4:45PM

Board Members Present:
Janet McDonald
Shelley Harte
Tina Black

Administration Present:
Ruth Ryan
Absent:

Additions to Agenda...

1. **Approval of Agenda**
Adopt Agenda: Recommendation #8-13: Shelley Harte moved to adopt the agenda as presented/with additions.

2. **Approval of Previous Minutes**
Adopt Minutes: Recommendation #9-13: Tina Black moved to adopt minutes of March 11, 2013

3. **Business Arising from the Minutes...**nothing at this time

4. **Maintenance Report-**
Outside Cameras- they are now in full operation

5. **Correspondence –**
Nothing at this time

6. **Principal's Report ... see attachment** Recommendation #10-13: Janet McDonald moved to adopt the Principal's Report as presented/with additions.

7. **FMS Counselling Update-**
Ship- Mental Health – Particia counselling on Thursday and Friday (and sometimes on Monday)
Paulette Bown – every second Thursday

8. New Business –

- **Industry** – George Littlechild/ Richard Van Camp-Book…Imperial Oil sponsored this book project and the Grade 5-7 students helped illustrate the book …they worked with George Littlechild for 3 day
- **Staffing** – Next year- discussed
- Junior High – Next Year- most Grade 7 students are planning on attending the Fort McKay School in September.
- **Wood Buffalo Survey**- Assets in Action…Norma Shaw was back out to the community and the results were discussed with Ruth and Ona
- **Speech Khan** – SPED…testing April 29th…Janet noted that they will be at the Daycare first and they will be testing three students in the morning…they will be at the Fort McKay School in the afternoon
- **AERR** update…this was discussed
- **Lockdown Procedure** – RCMP – planning on having one in the spring
- **Field Trip to Edmonton**-this was discussed
- **Door Bell at the school**- this was discussed and the LSB felt that for safety reasons this should be put in at the school, so Janet McDonald made a recommendation #11-13 to install the door bell and the lock…
- **Edge Program** – Gym on Saturdays- this program will run for a couple more weeks
- **Cillidi** – U of A – Cree courses band funded..some staff might be taking some courses in July…
- **Roots of Empathy** – We will be continuing with this program next year
- **Year End Awards** – June 26th

Additions to Agenda:

-
-
-

9. Any other business…Janet noted that the Head Start will visit the ECS class in May.

Next Meeting Date: May 22, 2013

Adjournment @6:00PM

Fort McKay School
Local School Board Committee Recommendations
April 25, 2013

08-13 Recommendation to adopt the agenda as presented.
Moved by Shelley Harte

09-13 Recommendation to approve the previous minutes from January 21, 2013.
Moved by Tina Black

10-13 Recommendation to accept the Principal's Report as presented.
Moved by Janet McDonald

11-13 Recommendation to install a door bell at the front of the school and also install a lock on the interior doors for safety reasons.
Moved by Janet McDonald

BOARD OF TRUSTEES

COLIN KELLY
TRUSTEE OF THE BOARD

DATE: MAY 23, 2013

PRESENTED BY: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

SUBJECT: LITTLE BUFFALO LOCAL SCHOOL BOARD COMMITTEE MEETING MINUTES
- APRIL 23, 2013

ORIGINATOR: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

Little Buffalo Board Minutes

April 23, 2013

Meeting called to order at 4:00 PM

Dwight Gladue Eve Calliou Troy Laboucan

Brian Dewar, Principal

Agenda:

1. INFORMATION ITEMS

Update on the closed classrooms

Update of student count and room movement

CTS programme

Update the Grade 4/5/6 field trip

KTC and NLSD joint project success

Cree Language Position

Staffing

Compassionate Leave

ATA and Alberta Ed Framework

Northland Budget best guess for 2013/14

2. Education Leave

3. In Camera

Recommendation # 013-12/13

Moved by Eve that the Principal's report be accepted as information as outlined above.

CARRIED

Moved by Dwight to go in Camera at 4:45 PM without the principal

Moved to come out of camera

Recommendation #014-12/13

Recommended by Dwight that Brian return as Principal for the 2013/14 school year.

CARRIED

Recommendation #015-12/13

Recommended by Eve that Motion 12-12/13, that LBS of applying for an Off Campus School to address the working students be put on hold until talks with NLC are completed.

CARRIED

Recommendation #016-12/13

Recommended by Troy, that Carla Laboucan be granted an educational leave for three weeks in June without pay.

CARRIED

The following CTS courses be offered for 2012/13

1. Winter Camp
2. Forestry
3. Foods
4. OGPO
5. Robotics
6. Photography
7. Radio Station
8. Shop classes
9. Fine Arts
10. Landscaping
    a. Golf Greens
    b. Elder's Gardens
    c. Vines on Fence
    d. Basketball Court
    e. Flower gardens

Request:

That Brian approach NLSD to acquire shingles and lumber to rebuild two sheds

Meeting adjourned at 5:45 PM

BOARD OF TRUSTEES

COLIN KELLY
TRUSTEE OF THE BOARD

DATE: MAY 23, 2013

PRESENTED BY: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

SUBJECT: PELICAN MOUNTAIN LOCAL SCHOOL BOARD COMMITTEE MEETING MINUTES
- APRIL 17, 2013

ORIGINATOR: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

April 17, 2013

Regular Meeting:

Pelican Mountain L.S.B.C.

In Attendance: Albert Bigstone –Acting Chairperson, Violet Carlsen- Board Member, and Linda Foster – Principal

7:30 P.M. - Meeting was called to Order by Violet

2227/17 /04/13 – Motion to Adopt the Minutes -made by Albert, seconded by Violet

Business Arising from the minutes:

2228 / 17/ 04/ 13 – Motion to hold the community Dinner on May 16 – made by Violet, seconded by Albert

2229 / 17/ 04/ 13 –Motion to purchase a Moose Hair Tufting for Presentation to Agnes Sinclair for her work in the Cree Program at Pelican Mountain School (approximate value $450.00) Delores Pruden to be asked to arrange this

Principals' Report:

L.S.B.C was informed that Corporate Board set the honorarium and were unlikely to change the amount anytime soon.

The L.S.B.C. was informed that Don Tessier mentioned that we should get hold of Christoph Ruger to find out when he will be offering a CPR/First Aid course which both the staff and Board Members can attend.

The Board was also shown the ad to be placed around both Wabasca and Sandy Lake regarding the need for a bus Driver for Fall.

Board was informed of the need to raise attendance and they were informed of the transfer in of two returning students.

The Board reviewed both the LSBC Budget and the School Budget

2230/17/04/13 –A motion was made by Violet to purchase four bikes with a limit of $800.00 from LSBC Budget funds for presentation to two students for highest attendance in Division 1 and2 and presentation to two students most improved in Division 1 and 2

2231/17/04/13 – Motion made by Violet to purchase gift cards for Grade six students making the Transition to Junior High. Gift cards to be purchased to total $300.00 to be paid for with LSBC Budget funds.

2232/17/04/13- Motion made by Violet to adjourn @8:45P.M.

Next Meeting to be held on or as close as possible to May 6,2013

BOARD OF TRUSTEES

COLIN KELLY
TRUSTEE OF THE BOARD

DATE: MAY 23, 2013

PRESENTED BY: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

SUBJECT: SUSA CREEK LOCAL SCHOOL BOARD COMMITTEE MEETING MINUTES
- APRIL 30, 2013

ORIGINATOR: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

SUSA CREEK LOCAL SCHOOL BOARD COMMITTEE MEETING
April 30/13

PRESENT: Rachelle McDonald, Chairperson
Maryanne Moberly, Secretary/Treasurer
Charles McDonald, Member
Dean Wanyandie, Member
Cathy Wanyandie, Member

OTHERS: Mark McGimpsey, Principal
Tammy Smith, Recording Secretary

CALL TO ORDER: Rachelle called the meeting to order at 3:25 p.m.

OPENING PRAYER: Maryanne gave the opening prayer.

ADOPT AGENDA: 128/13 Maryanne moved to adopt the meeting agenda with three additions to new business.
Carried.

ADOPT PAST MINUTES: 129/13 Maryanne moved to adopt the S.C.L.S.B.C. meeting minutes of March 11/13 as presented.
Carried.

PRINCIPAL'S REPORT: Written.

130/13 Charlie moved to accept the written Principal's Report as presented.
Carried.

BUSSING: A brief discussion was held on our bussing to update the local board members that were not able to attend the recent meeting with Robin Campbell and Donna Barrett. We will transport students to school of choice, effective immediately.

YEAR END FIELD TRIP:

Mark presented to the local board members the tentative location itinerary and cost of the year end field trip for the grade 3 – 8 students. The students will be doing a 2 day trip to Jasper on May 29 &30. Activities will include visiting the local museum, rafting, horseback riding, canoeing and fishing.

131/13 Charlie moved to accept the year end field trip plan as presented - with monies for this to come out of the following Susa Creek School based budget accts ($2500.00 S.C. FNMI budget, $2000.00 S.C. regular field trip budget, and $2000.00 S.C. Donation budget)
Carried.

CHAIRS:

Mark would like to purchase new chairs for the computer lab and some stools for the classrooms.

132/13 Cathy moved to purchase new chairs for the computer lab and the stools for the classrooms – with monies for this to come out of the Susa Creek Donation budget and not to exceed $6700.
Carried.

JACKETS & HOODIES: 133/13 Cathy moved to purchase jackets & hoodies for the students, staff and local board members with our new school logo on them. Monies for this to come out of the S.C.L.S.B.C. based budget – not to exceed $5500.
Carried.

GRADE 8 GIFTS: 134/13 Charlie moved to purchase gifts for the grade 8 students that will be leaving us and going up to the high school next year. Monies for this to come out of the S.C.L.S.B.C. based budget – not to exceed $400.
Carried.

YEAR END BBQ:	135/13	Maryanne moved to have a year-end BBQ for Students, parents and community members. Monies for this event to come out of the S.C.L.S.B.C. based budget and not to exceed $500. Carried.
BBQ:	136/13	Charlie moved to purchase a BBQ for the school not to exceed $600. With monies for this to come out of the S.C.L.S.B.C. based budget. Carried.
KINDERGARTEN GRAD:	137/13	Dean moved to purchase the caps, gowns, awards and cake for the Kindergarten Graduation monies for this to come out of the S.C.L.S.B.C. based budget not to exceed $500. Carried.
MEMBER'S REPORT:		Rachelle updated the local board members on the progress of the Hawaii Exchange some of our students will be going on this summer.
IN-CAMERA SESSION:	138/13	Rachelle moved to begin the In-Camera session at 5:17 p.m.
	139/13	Rachelle moved to end the In-Camera session at 5:19 p.m.
STAFF GIFT:	140/13	Dean moved to purchase a staff gift in recognition of many years of service – not to exceed $100. With monies for this to come out of the S.C.L.S.B.C. based budget.
NEXT MEETING DATE:		T.B.A.
ADJOURNMENT:		The meeting was adjourned at 5:21 p.m.

BOARD OF TRUSTEES

COLIN KELLY
TRUSTEE OF THE BOARD

DATE: MAY 23, 2013

PRESENTED BY: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

SUBJECT: WABASCA LOCAL SCHOOL BOARD COMMITTEE MEETING MINUTES

- MRCH 13, 2013
- APRIL 10, 2013

ORIGINATOR: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

WABASCA LOCAL SCHOOL BOARD MEETING

ST. THERESA SCHOOL

MARCH 13, 2013

ATTENDANCE:		
Robin Guild	Anthony Rathbone	Angela Rathbone
Irene Pirie	Shelley Stevenson	Peter Bailey
ABSENT:		
Robert Gullion		

1. CALL MEETING TO ORDER: Robin called the meeting to order at 7:00 p.m.

2. ADOPTION OF AGENDA: Recommendation 2778/03/13.

   Irene moved to adopt the agenda with additions. Under delegation, add Colin Kelly. Carried.

3. ADOPTION OF MUNITES: Recommendation 2779/03/13.
   Anthony moved to adopt the minutes of February 20th, 2013 as presented. Carried.

4. IN CAMERA: Recommendation 2780/03/13.
   Angela moved to go in camera at 8:20 p.m. with just C.K. and the W.L.S.B. present. Carried.

5. REGULAR FORMAT: Recommendation 2781/03/13.
   Irene moved to return to the regular format at 9:25 p.m. Carried.

6. CORRESPONDENCE: RECOMMENDATION 2782/03/13.
   Angela moved to accept the Correspondence as Information. Carried.

7. ASSISTANT PRINCIPAL'S REPORT: Recommendation 2783/03/13.
Anthony moved to accept the Assistant Principal's report as Information. Carried.

8. PRINCIPAL'S REPORT: Recommendation 2784/03/13.
Angela moved to accept the Principal's report as Information. Carried.

9. SUBSTITUTE TEACHER: Recommendation 2785/03/13.
Anthony moved to accept KR to replace FW while he is off on sick leave until April 5th, 2013. Carried.

10. ASSISTANT COOK: Recommendation 2786/03/13.
Angela moved to accept GN resignation as assistant cook effective February 28th, 2013. Carried.

11. ASSISTANT COOK: Recommendation 2787/03/13.
Anthony moved to hire LA as assistant cook to take GN's place. Carried.

12. BUS DRIVER: Recommendation 2788/03/13.
Anthony moved to hire JP as a bus driver for route 440. Carried.

13. BUS DRIVER: Recommendation 2789/03/13.
Angela moved to hire GG as a bus driver for route 411. Carried.

14. IN CAMERTA; Recommendation 2790/03/13.
Robin moved to go in camera at 9:45 with Administration and WLSB members. Carried.

15. REGULAR FORMAT: Recommendation 2791/03/13.
Anthony moved to return to the regular format at 9:50. Carried.

16. ADJOURN MEETING: Recommendation 2792/03/13.
Robin moved to adjourn the meeting at 9:50 p.m. Carried.

TOPIC S OF DISCUSSION:

SFS

Still waiting to hear from M.D regarding shipment of supplies.

Discussion with L.S.Y.

Discussion with Colin Kelly

Transportation Coordinator – will be hiring one for the surrounding area.

Snow removal

School yard (fences) request has sent to R.B..

Proposal was sent to Donna for the reserved money for computers.

Truancy/Attendance – Letter was delivered to Parents

Resignation Letter from GN – No response to the position for the cook's helper that was up for advertisement, therefor L.A. has been in the kitchen and is hired for the position.

Letter from Minister of Education

Letter from Y.K.

Focus on Literacy

Number of books read

Apple Schools – we would like to offer the program for one more year.

Guided reading materials

Bullying

Report Cards

Fundraising for science fair. Lions club will sponsor the Mom's Pantry for fundraising due to the peanut content.

Staff placements for next year

Youth conference

Budget update

Lunch menu

Attendance

Wabasca Local School Board Meeting

St. Theresa School

April 10, 2013

ATTENDANCE:

Mandi Maclennan	Shelley Stevenson	Peter Bailey
Robin Guild	Anthony Rathbone	Robert Gullion
Irene Pirie		

ABSENT:

Angela Rathbone

1. CALL MEETING TO ORDER: Robin called the meeting to order at 7:00 p.m.

2. ADOPTION OF AGENDA: Recommendation 2793/04/13.

   Anthony moved to adopt the agenda as presented. Carried.

3. ADOPTION OF MINUTES: Recommendation 2794/04/13.
   Irene moved to adopt the minutes of March 13th, 2013 as presented. Carried.

4. GRADE 6 FIELD TRIP TO JASPER: Recommendation 2795/04/13.
   Robert moved to approve the Grade 6 field trip to Jasper and area. Carried.

5. RETIREMENT LETTER: Recommendation 2796/04/13.
   Irene moved to accept with regrets, the retirement letter of employee BF effective June 30, 2013. Carried.

6. MATERNITY LEAVE: Recommendation 2797/04/13.
Robert moved to accept employee M.M. letter as information. Carried.

7. CHAIRPERSON'S REPORT: Recommendation 2798/04/13.
Anthony moved to accept the Chairman's report as Information. Carried.

8. LONG SERVICE AWARDS: Recommendation 2799/04/13.
Irene moved that any W.L.S.B. members wanting to attend the event can go with funds to come out of the Wabasca Local School Board budget. Carried.

9. LONG SERVICE AWARDS: Recommendation 2800/04/13.
Robert moved to purchase gifts for B.D. and R.A. for 35 years of service and the funds to come out of the Local school board budget and expenses not to exceed $600.00 for both gifts. Carried.

10. ASSISTANT PRINCIPAL'S REPORT: Recommendation 2801/04/13.
Irene moved to accept the Assistant Principal's report as Information. Carried.

11. PRINCIPAL'S REPORT: Recommendation 2802/04/13.
Anthony moved to accept the Principal's report as Information. Carried.

12. APPLE SCHOOLS RESEARCH: Recommendation 2803/04/13.
Anthony moved to allow the grade 5 students to participate in the Apple Schools research survey as they did last year. Carried.

13. PURCHASE RESOURCES: Recommendation 2804/04/13.
Anthony moved to purchase resources (The Circle of Life from Nelson, an FNMI Literacy resource) from the FNMI budget line (612-03-03-25) not to exceed $5000.00. Carried.

14. BUS DRIVER: Recommendation 2805/04/13.
Robert moved to hire NY as bus driver for route 440 as JP had quit. Carried.

15. IN CAMERA: Recommendation 2806/04/13.

Irene moved to go in camera at 7:55 p.m. with the Board Members and Administration only. Carried.

16. REGULAR FORMAT: Recommendation 2807/04/13.
Robert moved to return to the regular format at 8:05. Carried.

17. ADMINISTRATION FOR 2013 – 2014 SCHOOL YEAR: Recommendation 2808/04/13.
Anthony moved that for the 2013 – 2014 school year, the Acting Principal will be S.S. and Acting Vice Principal will be P.B. Carried.

18. ADJOURN MEETING: Recommendation 2809/04/13.
Irene moved to adjourn the meeting at 8:05. Carried.

TOPICS OF DISCUSSION:

No response from central office regarding the reserved money for computer.

Grade 6 fundraising for field trip – Jasper - white water rafting, tramway, swimming etc. They have lots of parent volunteers, support vehicle. A parent meeting will be held by the end of April.

Correspondence – Letter from N.N. (Apple schools) to M.D. requesting funding.

The Wabasca Local School Board Chair will write a letter of support for Apple Schools to the M.D. and surrounding oil companies.

Bus evacuation

Books Read

Spelling Bee- went really well, our students are very talented. There are 2 winners picked from each grade and will be going to Bishop Routhier School in Peavine.

M.M. thanked P.B. , S.S. and all the Board members for the support during her illness.

Still working on O'Canada in Cree language.

4 Sets of FNMI books purchased.

Anti-bullying – B.D. has worked with student to role play during the Assembly on Friday. (Bullying theme)

Ball Hockey Tournament with OPK next weekend.

Science Fair – local and regional.

Youth Conference

S.S. will email central office regarding R.A. (bus driver). She has at least 25 years of employment with Northland and not 20 years.

Chairman and some of the W.L.S.B. members would like to attend the long service awards.

Discipline Policy – P.B. wants to adapt the current policy to make more clear cut steps for staff to follow. He will draft something up and bring it to the W.L.S.B. for approval.

BOARD OF TRUSTEES

COLIN KELLY
TRUSTEE OF THE BOARD

DATE: MAY 23, 2013

PRESENTED BY: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

SUBJECT: LIST OF ACRONYMS

That the Board of Trustees receive as information a list of acronyms, as attached.

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NORTHLAND SCHOOL DIVISION NO. 61
ACRONYMS

AANDC	Aboriginal Affairs and Northern Development Canada
AI	Alberta Infrastructure
AISI	Alberta Initiative for School Improvement
ARCQE	Alberta Research Consortium for Quality Education
AERR	Annual Education Results Report
AOTC	Assembly of Treaty Chiefs
ASBA	Alberta School Boards Association
ASBOA	Association of School Business Officials of Alberta
ATA	Alberta Teachers Association
ATC	Athabasca Tribal Council
CASS	College of Alberta School Superintendents
CEFPI	Council of Facility Planners International
CEP	Community Enhancement Program
CTS	Career and Technology Strand
DDC	Direct Digital Control (Computerized heating and air handling controls)
DLT	Division Leadership Team
EYE	Early Years Evaluation
FMT	Finance Maintenance Transportation
FNMI	First Nation Métis & Inuit
HVAC	Heating Ventilation & Air Conditioning (Air Handling Units)
IMR	Infrastructure Maintenance Renewal Program
IT	Information Technology
KTC	Kee Tas Kee Now Tribal Council
LSBC	Local School Board Committee
MD	Municipal District
NLC	Northern Lakes College
NSD	Northland School Division No. 61

Updated: February 27, 2013

OH & S	Occupational Health and Safety
OSLI	Oil Sands Leadership Initiative
PASI	Provincial Approach to Student Information
PAT	Provincial Achievement Tests
PMR	Principal Monthly Report
PO&M	Plant Operations & Maintenance (Costs or revenues related to facility maintenance)
PSBA	Public School Boards Association
PTR	Pupil Teacher Ratio
RAP	Registered Apprenticeship Program
RFP	Request for Proposal
RFQ	Request for Qualifications
RTU	Roof Top Unit
SCCM	System Center Configuration Manager
SWALE	Shallow-sided, sloped channels intended for the conveyance of surface runoff towards the nearest street, lane, or ditch
TLE	Treaty Land Entitlement
YAP	Youth Apprenticeship Program

BOARD OF TRUSTEES

COLIN KELLY
TRUSTEE OF THE BOARD

DATE: MAY 23, 2013

PRESENTED BY: DENNIS WALSH, SECRETARY-TREASURER

SUBJECT: PAYMENT OF ACCOUNTS

ORIGINATOR DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

INFORMATION ITEM
Attached is a list of accounts approved for payment in accordance with Board Motion 11329/82 and 11515/82 – 11517/82 inclusive.

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Pay Period: April 20, 2013 – May 16, 2013

Cheque Nos. 285743 - 286019	$1,945,015.50
Cheque Nos. 400025566 - 400025689	$416,520.36
	$2,361,535.86

5/17/13 11:23:55
(AP05610)

Accounts Payable System
Cheque Ratification List

Bank code: 01 ATB - General Account
From date: 2013/04/20 To date: 2013/05/16

Cheque #	Cheque Date	Vendor Name	Description	Cheque Amount
285743	2013/04/22	CAN-WEST CORPORATE AIR CHARTERS	POSTAGE & FREIGHT - SFS	506.10
285744	2013/04/22	GRANDE YELLOWHEAD REGIONAL DIVISION NO.3	MARCH/13 HOT LUNCH	275.00
285745	2013/04/24	CHALIFOUX, JEFF	HONORARIA	498.20
285746	2013/04/24	GULLION, ELMER	HONORARIA	590.00
285747	2013/04/24	JONES, MARJORIE	BOARD MEETING MEAL - APR 25/13	300.00
285748	2013/04/24	SHAW, KENNETH RUSSELL	HONORARIA	518.60
285749	2013/04/24	YELLOWKNEE, NORA		.00 C
285750	2013/04/26	AGLINE		.00 C
285751	2013/04/26	ALBERTA ASSC. OF MUNICIPAL DISTRICTS & C	R&M	2,247.45
285752	2013/04/26	ALBERTA DISTANCE LEARNING CNTR	CORRESPONDENCE COURSES	3,324.00
285753	2013/04/26	ALBERTA MOTOR PRODUCTS	R&M	388.09
285754	2013/04/26	ALBERTA SCHOOL BOARDS ASSOCIATION	PROFESSIONAL SERVICES	3,256.96
285755	2013/04/26	ALL-PRO TRUCK & TRAILER REPAIR	R&M	11,392.45
285756	2013/04/26	ALTAGAS UTILITIES INC	PROPANE/GAS	1,360.24
285757	2013/04/26	APPLE CANADA INC.	GENERAL SUPPLIES	9,643.20
285758	2013/04/26	AUGER, KEVIN S.	EXPENSE CLAIM	105.00
285759	2013/04/26	AUGER, ROBERT	TELEPHONE ALLOW	25.00
285760	2013/04/26	BELL CANADA	R&M	72.09
285761	2013/04/26	BEYOND 2000	GENERAL SUPPLIES	661.35
285762	2013/04/26	BRO-DART	COMPUTER SUPPLIES	483.96
285763	2013/04/26	BUDNEY'S MAINTENANCE SERVICES LTD	R&M	1,863.75
285764	2013/04/26	CANADIAN TIRE - PR	CARETAKING SUPPLIES	161.82
285765	2013/04/26	CARTRIDGE SOLUTIONS	GENERAL SUPPLIES	127.85
285766	2013/04/26	CHIP EXPEDITING	FREIGHT	1,068.90
285767	2013/04/26	CLOUSTON, ELVIN	EXPENSE CLAIM	103.71
285768	2013/04/26	CLOUTIER, AUDREY	EXPENSE CLAIM	337.64
285769	2013/04/26	COLLINS, JOYCE	GARBAGE HAUL - JAN/FEB/MAR/13	450.00
285770	2013/04/26	D'LUGOS, JOANNE	PETTY CASH REIMBURSEMENT	58.17
285771	2013/04/26	DEUCE DISPOSAL LTD.	R&M	297.05
285772	2013/04/26	DEWAR, BRIAN	EXPENSE CLAIM	164.99
285773	2013/04/26	DIPPER OILFIELD DEVELOPMENT	R&M	2,227.05
285774	2013/04/26	DIRECT ENERGY REGULATED SERVICES	ELECTRICITY	16.21
285775	2013/04/26	DLUGOSZ, GAYLE	PROFESSIONAL SERVICES	4,522.00
285776	2013/04/26	DT'S MAINTENANCE REPAIR & OVERHAUL	R&M	540.75
285777	2013/04/26	EDMONTON PUBLIC SCHOOLS	GENERAL SUPPLIES	1,303.13
285778	2013/04/26	FEDDEMA, JAEDA	EXPENSE CLAIM	617.30
285779	2013/04/26	FOCUS-PEACE RIVER	SEWER REPLACEMENT	15,280.39
285780	2013/04/26	GOULET, CORRINE	EXPENSE CLAIM	189.53
285781	2013/04/26	GREYHOUND COURIER EXPRESS	FREIGHT	89.06
285782	2013/04/26	HALCROW, CHRIS	EXPENSE CLAIM	425.00
285783	2013/04/26	HALFORDS	GENERAL SUPPLIES	208.25
285784	2013/04/26	HALTER'S AUTOMOTIVE	R&M	1,326.15
285785	2013/04/26	HI-TECH BUSINESS SYSTEMS LTD	PRINTING & BINDING	28.37
285786	2013/04/26	HOLTBY HOLDINGS LTD	RENT - MAY/13	4,287.50
285787	2013/04/26	HORTON, ANDREA	EXPENSE CLAIM	601.72
285788	2013/04/26	HUNTER MOTORS LTD.	R&M	74.58
285789	2013/04/26	IGA (H.P)	CTS SUPPLIES	175.18
285790	2013/04/26	IRWIN, J. ANDREW	EXPENSE CLAIM	84.66
285791	2013/04/26	JACOBS, AMBER	EXPENSE CLAIM	65.28

Bank code: 01 ATB - General Account
From date: 2013/04/20 To date: 2013/05/16

Cheque #	Cheque Date	Vendor Name	Description	Cheque Amount
285792	2013/04/26	JAYWIL SOFTWARE DEVELOPMENT INC.	COMPUTER SOFTWARE	649.95
285793	2013/04/26	JESTER PAINT SUPPLY LTD.	GENERAL SUPPLIES	89.31
285794	2013/04/26	KOOTENAY PUMPING SYSTEMS (1985) LTD	R&M	2,310.00
285795	2013/04/26	L.ROBERT ENTERPRISES L.P.	R&M	1,176.00
285796	2013/04/26	LAC LA BICHE TRANSPORT LTD	R&M	188.86
285797	2013/04/26	MARIGOLD ENTERPRISES	T&S	605.58
285798	2013/04/26	MCLEOD, SANDRA	CELL PHONE ALLOW	25.00
285799	2013/04/26	MINISTER OF FINANCE	QB FILE#1303 00702 - ALOOK, GB	762.80
285800	2013/04/26	MUNICIPAL DISTRICT OF BIG LAKES	UTILITIES	611.45
285801	2013/04/26	NORTHWEST INN	ADMINISTRATOR'S MEETING	1,604.74
285802	2013/04/26	NOSKIYE, CLARA	EXPENSE CLAIM	441.30
285803	2013/04/26	NOSKIYE, ROSEMARIE	EXPENSE CLAIM	215.00
285804	2013/04/26	OK FORD	R&M	2,356.92
285805	2013/04/26	PEACE RIVER HOME CENTRE	CTS SUPPLIES	633.14
285806	2013/04/26	PITNEYWORKS	POSTAGE	175.34
285807	2013/04/26	RECEIVER GENERAL FOR CANADA	644512733RI - CARDINAL, INIER	913.01
285808	2013/04/26	RECEIVER GENERAL FOR CANADA	ACCT #641164611-08220 EI	561.92
285809	2013/04/26	RICOH CANADA INC.	GENERAL SUPPLIES	115.50
285810	2013/04/26	RONA HOME CENTRE #245	R&M	4.60
285811	2013/04/26	SAVE IT SAFETY SUPPLIES	R&M	263.50
285812	2013/04/26	SCHOLASTIC CANADA LIMITED	GENERAL SUPPLIES	646.[illegible]
285813	2013/04/26	SCHOOL SPECIALTY CANADA	FINE ART SUPPLIES	38.4[illegible]
285814	2013/04/26	SELECT EQUIPMENT RENTALS (ST. ALBERT)	R&M	1,197.00
285815	2013/04/26	SEQUEL SOLUTIONS INC.	PROFESSIONAL SERVICES	9,014.76
285816	2013/04/26	SMART APPLE MEDIA	LIBRARY BOOKS	341.65
285817	2013/04/26	SPECTRUM EDUCATIONAL SUPPLIES LTD.	GENERAL SUPPLIES	2,169.30
285818	2013/04/26	SPRUCE RIDGE IND.	R&M	1,827.00
285819	2013/04/26	SUPER DUPER PUBLICATIONS	GENERAL SUPPLIES	380.91
285820	2013/04/26	TELUS COMMUNICATIONS INCORPORATED	TELEPHONE	309.12
285821	2013/04/26	TRAILERS UNLIMITED		.00 C
285822	2013/04/26	TUCK, DARREN	EXPENSE CLAIM	176.25
285823	2013/04/26	UNIVERSITY OF ALBERTA	L. HOULE - O/S FEES	241.76
285824	2013/04/26	WABASCA HOME HARDWARE	R&M	1,228.72
285825	2013/04/26	WESCLEAN - (EDM)	CARETAKING SUPPLIES	4,624.55
285826	2013/04/26	WHITE, JASON	EXPENSE CLAIM	153.60
285827	2013/04/26	WINTERGREEN LEARNING MATERIALS	LIBRARY BOOKS	2,469.95
285828	2013/04/26	XEROX CANADA LTD.	SCHOOL PHOTOCOPIERS	2,314.86
285829	2013/04/26	CANADA BREAD WEST(MCGAVINS) #4065	GROCERIES - SFS	47.74
285830	2013/04/26	CARDINAL, VANISSA	EXPENSE CLAIM	129.24
285831	2013/04/26	EGG FARMERS OF ALBERTA	RESOURCE MATERIALS/POSTAGE	10.00
285832	2013/04/26	GAMBLER, HILDA F.	EXPENSE CLAIM	15.00
285833	2013/04/26	IGA (H.P)	GROCERIES LOCAL - SFS	29.62
285834	2013/04/26	IGA (MANNING)	GROCERIES LOCAL - SFS	46.27
285835	2013/04/26	IGA SUPERCENTER	GROCERIES LOCAL - SFS	23.94
285836	2013/04/26	MCMURRAY AVIATION	POSTAGE & FREIGHT - SFS	492.03
285837	2013/04/26	WAWANESA LIFE	EMPLOYEE BENEFITS - MAY/13	516.1[illegible]
285838	2013/04/26	WESCLEAN - (EDM)	SUPPLIES - SFS	788.[illegible]
285839	2013/05/02	ALBERTA SCHOOL EMPLOYEE BENEFIT PLAN	HEALTH SPENDING ACCT.	1,015.50
285840	2013/05/02	AUGER, ELISE		.00 C

Bank code: 01 ATB - General Account
From date: 2013/04/20 To date: 2013/05/16

Cheque #	Cheque Date	Vendor Name	Description	Cheque Amount
285841	2013/05/02	BIGSTONE, JOSEPH ALBERT		.00 C
285842	2013/05/02	CARLSON, VIOLET		.00 C
285843	2013/05/02	GUILD, ROBIN	MILEAGE & MEALS	645.36
285844	2013/05/02	NOSKIYE, STELLA H.	MILEAGE & MEALS	823.56
285845	2013/05/02	PIRIE-AUGER, IRENE	MILEAGE & MEALS	600.36
285846	2013/05/03	AIM OILFIELD SERVICES	R&M	1,556.96
285847	2013/05/03	ALBERTA ASSC. OF MUNICIPAL DISTRICTS & C	OFFICE SUPPLIES	1,197.20
285848	2013/05/03	ALBERTA DISTANCE LEARNING CNTR	CORRESPONDENCE COURSES	338.00
285849	2013/05/03	ALBERTA SCHOOL EMPLOYEE BENEFIT PLAN	APRIL/13 PREMIUMS	178,351.01
285850	2013/05/03	ALBERTA TEACHERS ASSOCIATION	APRIL/13 PREMIUMS	26,271.03
285851	2013/05/03	ALTAGAS UTILITIES INC	PROPANE/GAS	2,750.53
285852	2013/05/03	AMRE SUPPLY	R&M	505.64
285853	2013/05/03	ANNE MUIR, M. ED	PROFESSIONAL SERVICES	2,000.00
285854	2013/05/03	AUGER, DANYA	LONG SERVICE PERFORMANCE	50.00
285855	2013/05/03	AUIGBELLE, PAMELA	BOARDING ALLOW - APR/13	700.00
285856	2013/05/03	B.G.E. SERVICE & SUPPLY LTD	R&M	76.71
285857	2013/05/03	BUDNEY'S MAINTENANCE SERVICES LTD	R&M	5,057.06
285858	2013/05/03	CARDINAL, TRALLINA	CONVEYANCE ALLOW - APR/13	184.80
285859	2013/05/03	CHARLIE'S SECURITY	R&M	69.30
285860	2013/05/03	CHIMO PRO TRAINING SYSTEMS INC	IN SERVICE	1,578.19
285861	2013/05/03	DELL COMPUTER CORPORATION	COMPUTER TECHNOLOGY	23,727.27
285862	2013/05/03	DIRECT ENERGY REGULATED SERVICES	PROPANE/GAS	1,291.01
285863	2013/05/03	DON VALLEY ELECTRIC LTD.	R&M	14,451.45
285864	2013/05/03	EDMONTON PUBLIC SCHOOLS	GENERAL SUPPLIES	1,321.14
285865	2013/05/03	EXECUTIVE ROYAL INN - WEST EDMONTON	T&S	543.28
285866	2013/05/03	FISHING LAKE HILLSIDE CONFECTIONARY	GAS, OIL & ANTIFREEZE	603.94
285867	2013/05/03	FORT MCMURRAY HOME HARDWARE	TOOL BOX TOOLS	988.44
285868	2013/05/03	GOULET, CORRINE	PETTY CASH REIMBURSEMENT	27.28
285869	2013/05/03	HAMELIN, YVONNE	EXPENSE CLAIM	482.46
285870	2013/05/03	HI-TECH BUSINESS SYSTEMS LTD	SCHOOL PHOTOCOPIERS	1,158.82
285871	2013/05/03	HOLIDAY INN EXPRESS S.L.	T&S	341.14
285872	2013/05/03	HOWELL, DAPHNE I.	GARBAGE HAUL PYMT - APR/13	150.00
285873	2013/05/03	HURLEY, SARAH	EXPENSE CLAIM	909.34
285874	2013/05/03	INDUSTRIAL-ALLIANCE	APRIL/13 PREMIUMS	866.75
285875	2013/05/03	J.APPLESEED	LIBRARY BOOKS	720.94
285876	2013/05/03	JACKNIFE TIMBER LTD.	R&M	1,011.15
285877	2013/05/03	KITES IN THE CLASSROOM	SCIENCE SUPPLIES	183.75
285878	2013/05/03	LAC LA BICHE TRANSPORT LTD	R&M	55.17
285879	2013/05/03	LOCAL AUTHORITIES PENSION PLAN	APRIL/13 PREMIUMS	133,430.62
285880	2013/05/03	LONDON LIFE	APRIL/13 PREMIUMS	4,849.22
285881	2013/05/03	MANITOULIN TRANSPORT	R&M - SCHOOL EQUIPMENT	309.37
285882	2013/05/03	MARTEN MOUNTAIN METAL	R&M	452.55
285883	2013/05/03	MCLENNAN ROSS LLP	LEGAL FEES	15,394.05
285884	2013/05/03	MCMURRAY AVIATION	R&M	1,387.69
285885	2013/05/03	MORE THAN WORDS BOOKS INC.	LIBRARY BOOKS	594.09
285886	2013/05/03	NAHACHICK, DOREEN	CELL PHONE ALLOW - APR/13	25.00
285887	2013/05/03	NORTH EAST GAS CO-OP	PROPANE/GAS	448.73
285888	2013/05/03	NORTHERN DIGITAL SERVICES	PROF. SERVICES - MAINTENANCE	866.98
285889	2013/05/03	PEACE COUNTRY CO-OP	SPECIAL CAKE	17.99

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285890	2013/05/03	PEACE WAPITI SCHOOL DIVISION NO.76	R&M	3,027.35
285891	2013/05/03	PELICAN AUTO & SAFETY SUPPLY	R&M	266.34
285892	2013/05/03	PRAIRIE RIVER GAS CO-OP	PROPANE/GAS	31.80
285893	2013/05/03	PUROLATOR COURIER LTD.	FREIGHT	16.77
285894	2013/05/03	RATHBONE SERVICE	TIRES & TUBES	756.00
285895	2013/05/03	RECEIVER GENERAL FOR CANADA	NSD TAX	747,330.70
285896	2013/05/03	RECEIVER GENERAL FOR CANADA	864026646 RP0001-LABOUCANE, W.	576.62
285897	2013/05/03	RECEIVER GENERAL FOR CANADA	64268189400-08267-E.I.	268.16
285898	2013/05/03	RONA HOME CENTRE #245	R&M	525.03
285899	2013/05/03	SAFELY ON BOARD	IN SERVICE	3,734.52
285900	2013/05/03	SAWRIDGE INN - PEACE RIVER	T&S	270.32
285901	2013/05/03	SCHOOL SPECIALTY CANADA	F&E	2,655.49
285902	2013/05/03	SHANAHAN'S	R&M	2,205.00
285903	2013/05/03	SUNRISE MECHANICAL LTD.	R&M	761.25
285904	2013/05/03	TEACHER'S RETIREMENT FUND	APRIL/13 PREMIUMS	188,677.09
285905	2013/05/03	TELUS COMMUNICATIONS INCORPORATED	TELEPHONE	12,290.61
285906	2013/05/03	TELUS MOBILITY INCORPORATED	TELEPHONE	4,430.97
285907	2013/05/03	THOMAS HOMES & RV CENTRE INC.	PURCHASE OF RESIDENCE	93,292.72
285908	2013/05/03	TOWN OF PEACE RIVER	UTILITIES	131.20
285909	2013/05/03	TULLOCH, BRENDA	CONVEYANCE ALLOW - APR/13	224.40
285910	2013/05/03	VOGEL, KATHY	EXPENSE CLAIM	28.[illegible]
285911	2013/05/03	WABASCA HOME HARDWARE	R&M	208.18
285912	2013/05/03	WEATHERFORD CANADA PARTNERSHIP	R&M	589.68
285913	2013/05/03	WESCLEAN - (EDM)	CARETAKING SUPPLIES	857.24
285914	2013/05/03	WOLSELEY MECHANICAL GROUP	R&M	761.18
285915	2013/05/03	XEROX CANADA LTD.	SCHOOL PHOTOCOPIERS	4,168.78
285916	2013/05/03	YELLOWKNEE, DONNA	CELL PHONE ALLOW - APR/13	25.00
285917	2013/05/03	YELLOWKNEE, LEANNE	CONVEYANCE ALLOW - APR/13	327.60
285918	2013/05/03	1451107 ALBERTA LTD.	R&M	11,025.00
285919	2013/05/03	AUGER, ELISE	PARTIAL PYMT - MOOSE HAIR TUFT	200.00
285920	2013/05/03	AUGER, ELISE	FINAL PYMT - MOOSE HAIR TUFT	200.00
285921	2013/05/03	CANADA BREAD WEST(MCGAVINS) #4065	GROCERIES - SFS	226.03
285922	2013/05/03	FORT VERMILION SCHOOL DIVISION NO.52	LUNCH PROGRAM PYMT - APRIL/13	16,563.40
285923	2013/05/03	HENDRIX RESTAURANT EQUIPMENT	F&E	3,135.51
285924	2013/05/03	IGA SUPERCENTER	IN SERVICE - SFS	55.24
285925	2013/05/03	MICHEL'S SUPER A FOODS	GROCERIES LOCAL - SFS	51.43
285926	2013/05/03	STORMS, PAT	EXPENSE CLAIM	1,001.07
285927	2013/05/09	CHALIFOUX, JEFF	HONORARIA	383.20
285928	2013/05/09	GULLION, ELMER	MILEAGE & MEALS	475.00
285929	2013/05/09	SHAW, KENNETH RUSSELL	MILEAGE & MEALS	403.60
285930	2013/05/10	A & J TOWING	R&M	466.34
285931	2013/05/10	ALBERTA TEACHERS ASSOCIATION	T&S	916.13
285932	2013/05/10	ALTAGAS UTILITIES INC	PROPANE/GAS	8,503.16
285933	2013/05/10	ANDERSON, GLEN B.	CELL PHONE ALLOW - APR/13	25.00
285934	2013/05/10	AUGER, KEVIN S.	EXPENSE CLAIM	60.00
285935	2013/05/10	BEAUVAIS, MELISA	EXPENSE CLAIM	450.[illegible]
285936	2013/05/10	BIGSTONE STORE LTD.	GAS, OIL & ANTIFREEZE	205.[illegible]
285937	2013/05/10	BUTTERFLIES AND ROSES	SCIENCE SUPPLIES	268.92
285938	2013/05/10	CADOTTE STORE	GAS, OIL & ANTIFREEZE	1,130.42

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285939	2013/05/10	CARIBOU CRESTING (1991)LTD.	AWARDS	2,632.90
285940	2013/05/10	CLOUTIER, AUDREY	EXPENSE CLAIM	189.02
285941	2013/05/10	COURTORIELLE, WILLIAM	CELL PHONE ALLOW - APR/13	25.00
285942	2013/05/10	COYOTE MECHANICAL & MAINTENANCE SERVICE	SEWER SERVICES	960.00
285943	2013/05/10	CUNNINGHAM, CHARLOTTE	CONVEYANCE ALLOW	518.40
285944	2013/05/10	CYBERA INC.	SCHOOL INTERNET ACCESS	441.00
285945	2013/05/10	D'LUGOS, JOANNE	CTS SUPPLIES	67.98
285946	2013/05/10	DALYN DISPOSALS LTD.	R&M	210.00
285947	2013/05/10	DAVIDSON, BEATRICE ANN	EXPENSE CLAIM	109.65
285948	2013/05/10	DELL COMPUTER CORPORATION	COMPUTER TECHNOLOGY	157.50
285949	2013/05/10	DEUCE DISPOSAL LTD.	GENERAL SUPPLIES	86.10
285950	2013/05/10	DIGITAL CONNECTION OFFICE SYSTEMS	SCHOOL PHOTOCOPIERS	460.75
285951	2013/05/10	DIRECT ENERGY REGULATED SERVICES	PROPANE/GAS	8,842.83
285952	2013/05/10	DT'S MAINTENANCE REPAIR & OVERHAUL	R&M	1,819.71
285953	2013/05/10	EDMONTON PUBLIC SCHOOLS	GENERAL SUPPLIES	133.43
285954	2013/05/10	EPCOR ENERGY SERVICES (ALBERTA) INC.	ELECTRICITY	269.95
285955	2013/05/10	ESSO TASTY EXPRESS	R&M	100.87
285956	2013/05/10	FLETT, PAULINE	HOT MEAL PREP	600.00
285957	2013/05/10	GOODMINDS.COM	GENERAL SUPPLIES	683.46
285958	2013/05/10	GOULET, CORRINE	EXPENSE CLAIM	218.04
285959	2013/05/10	GRANDE PRAIRIE COMPOSITE HIGH SCHOOL	ELISHA CUNNINGHAM-SCHOOL FEES	143.00
285960	2013/05/10	GRANDE PRAIRIE SCHOOL DISTRICT #2357	CASE BILLING - MARCH/13	2,004.50
285961	2013/05/10	GREYHOUND COURIER EXPRESS	FREIGHT	42.04
285962	2013/05/10	HALFORDS	GENERAL SUPPLIES	1,311.32
285963	2013/05/10	HASENACK, ELIZABETH	PETTY CASH REIMBURSEMENT	131.20
285964	2013/05/10	HIGH PRAIRIE SCHOOL DIVISION #48	R&M	23,300.39
285965	2013/05/10	HOCKLEY, JAMES	EXPENSE CLAIM	335.00
285966	2013/05/10	IVAN THEROUX TRUCKING	WASTE REMOVAL	210.00
285967	2013/05/10	JAVA DOMAIN	IN SERVICE MEAL	551.25
285968	2013/05/10	JOHN DEERE FINANCE	R&M	310.42
285969	2013/05/10	JONES, SUSANNE	EXPENSE CLAIM	268.50
285970	2013/05/10	JULIAN PACKER	PROFESSIONAL SERVICES	12,000.00
285971	2013/05/10	KOOTENAY PUMPING SYSTEMS (1985) LTD	R&M	250.43
285972	2013/05/10	L.ROBERT ENTERPRISES L.P.	R&M	1,520.20
285973	2013/05/10	LAGIMODIERE, TRACEY	CELL PHONE RETRO	233.51
285974	2013/05/10	LEARNING RESOURCES CENTRE	TEXTBOOKS	515.78
285975	2013/05/10	LEGACY LIBRARY SERVICES	LIBRARY BOOKS	462.00
285976	2013/05/10	MARSHALL AUTOMOTIVE(P.R.)LTD.	R&M	68.20
285977	2013/05/10	MAX MECHANICAL	R&M	2,490.64
285978	2013/05/10	MCROBIE, JOHN JASON	EXPENSE CLAIM	405.36
285979	2013/05/10	NARINE, NANDIA S.	PETTY CASH REIMBURSEMENT	75.97
285980	2013/05/10	NUFLOORS	R&M	10,837.05
285981	2013/05/10	PARENTEAU, SHIRLEY	CELL PHONE ALLOW - APR/13	25.00
285982	2013/05/10	PEACE COUNTRY CO-OP	IN SERVICE	633.63
285983	2013/05/10	PEACE WAPITI SCHOOL DIVISION NO.76	PROFESSIONAL SERVICES	606.52
285984	2013/05/10	PELICAN AUTO & SAFETY SUPPLY	R&M	33.79
285985	2013/05/10	POPS HARDWARE & BUILDING CENTRE	R&M	1,502.84
285986	2013/05/10	REGIONAL MUNICIPALITY OF WOOD BUFFALO	UTILITIES	5,658.72
285987	2013/05/10	REGISTRATIONS ARE US	DRIVER'S ABSTRACTS	40.95

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285988	2013/05/10	REIN, KENT	EXPENSE CLAIM	245.00
285989	2013/05/10	RICOH CANADA INC.	SCHOOL PHOTOCOPIERS	4,566.26
285990	2013/05/10	RONA LAC LA BICHE	R&M	590.71
285991	2013/05/10	SANDER, JACQUELINE	REFUND - KTC WINTER CAMP	915.83
285992	2013/05/10	SAWRIDGE INN - PEACE RIVER	IN SERVICE	1,968.54
285993	2013/05/10	SCHIBLER, ANDREA	PETTY CASH REIMBURSEMENT	744.85
285994	2013/05/10	SCHOLASTIC CANADA LIMITED	SCHOLASTIC BOOK FAIR	700.00
285995	2013/05/10	SCHOOL SPECIALTY CANADA	GENERAL SUPPLIES	306.05
285996	2013/05/10	SEXAUER LIMITED	R&M	326.78
285997	2013/05/10	SLAVE LAKE BUILDING MOVERS	R&M	4,462.50
285998	2013/05/10	SMITH, TAMMY	PETTY CASH REIMBURSEMENT	55.88
285999	2013/05/10	SPRUCE RIDGE IND.	R&M	366.45
286000	2013/05/10	SYLOGIST LTD.	PROFESSIONAL SERVICES	4,811.50
286001	2013/05/10	THE LUBE SHOP	R&M	504.06
286002	2013/05/10	THE NORTHERN STORES FINANCIAL SERVICES	ACCT 59244000885611	156.34
286003	2013/05/10	U.S. BANCORP CANADA CO.	VISA PURCHASES	110,432.98
286004	2013/05/10	UFA CO-OPERATIVE LIMITED	R&M/GAS, OIL & ANTIFREEZE	123.17
286005	2013/05/10	VARDY, SHARON	PETTY CASH REIMBURSEMENT	343.75
286006	2013/05/10	VENTURE BUILDING SUPPLIES	R&M	450.42
286007	2013/05/10	WABASCA HOME HARDWARE	GENERAL SUPPLIES	206.82
286008	2013/05/10	WESCLEAN - (EDM)	CARETAKING SUPPLIES	6,509.[illegible]
286009	2013/05/10	WOLSELEY MECHANICAL GROUP	R&M	762.60
286010	2013/05/10	WORKERS COMPENSATION BOARD-ALBERTA	WCB	30,810.00
286011	2013/05/10	XEROX CANADA LTD.	GENERAL SUPPLIES	5,665.25
286012	2013/05/10	ZEE MEDICAL CANADA, INC.	GENERAL SUPPLIES	161.70
286013	2013/05/10	1176976 ALBERTA LTD.	R&M	62.90
286014	2013/05/10	ALBERTA SCHOOL EMPLOYEE BENEFIT PLAN	PREMIUMS - APR/13	7,930.24
286015	2013/05/10	CAN-WEST CORPORATE AIR CHARTERS	POSTAGE & FREIGHT - SFS	506.10
286016	2013/05/10	IGA SUPERCENTER	DISPOSABLES - SFS	31.91
286017	2013/05/10	MCMURRAY AVIATION	POSTAGE & FREIGHT - SFS	729.38
286018	2013/05/10	REVENUE CANADA	PAYROLL REMITTANCE - APR/13	13,933.64
286019	2013/05/10	STANDARD LIFE	PENSION REMITTANCE - APR/13	1,294.76

*** Total # Of Cheques: 277 *** Total: $ 1,945,015.50

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Accounts Payable System
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Cheque #	Cheque Date	Vendor Name	Description	Cheque Amount
400025566	2013/04/22	GFS PRAIRIES INC	DISP/SUPP/GROC - SFS	17,818.19
400025567	2013/04/22	SYSCO EDMONTON	GROCERIES - SFS	3,085.51
400025568	2013/04/24	ANDERSON BUSING	ROUTE #442	11,250.23
400025569	2013/04/24	ANDERSON BUSING	ROUTE #450	10,457.77
400025570	2013/04/24	CHRISTENSEN BUSING	ROUTE #445	8,558.07
400025571	2013/04/24	DESJARLAIS BUSES	FUEL INCENTIVE	24,526.83
400025572	2013/04/24	EA CONSULTING INC	ROUTE #426	429.09
400025573	2013/04/24	HOULE, JOSEPH H.	ROUTE #455	6,980.23
400025574	2013/04/24	NOSKEY BUS LINES	ROUTE #460	10,601.73
400025575	2013/04/24	ORR, CHARLES	ROUTE #459	1,830.72
400025576	2013/04/24	SHAW, MARTHA	ROUTE #457	11,768.49
400025577	2013/04/24	SPARKSMAN TRANSPORTATION LTD.	FUEL INCENTIVE	9,801.60
400025578	2013/04/26	ALOOK, CORRINE	EXPENSE CLAIM	251.54
400025579	2013/04/26	ANDERSON, AUDREY MARY	EXPENSE CLAIM	1,046.52
400025580	2013/04/26	AUGER, RITA	CELL PHONE/BUS PLUG IN ALLOW	95.00
400025581	2013/04/26	BAHSLER, DONNA	PETTY CASH REIMBURSEMENTS	108.69
400025582	2013/04/26	CARDINAL, NANCY S.	EXPENSE CLAIM	306.00
400025583	2013/04/26	CARDINAL, RUTH M.	EXPENSE CLAIM	66.30
400025584	2013/04/26	CHANT, ELIZABETH	EXPENSE CLAIM	648.39
400025585	2013/04/26	CHERNIPESKI, MAUREEN	EXPENSE CLAIM	410.00
400025586	2013/04/26	CHERNIPESKI, RANDY	COMMUNITY CONF. REIMBURSEMENT	716.20
400025587	2013/04/26	HOULE, JOSEPH H.	EXPENSE CLAIM	263.16
400025588	2013/04/26	JANVIER, EVA	EXPENSE CLAIM	100.00
400025589	2013/04/26	KONOPKA, SAMANTHA	EXPENSE CLAIM	1,215.66
400025590	2013/04/26	LEPINE, KATHLEEN	EXPENSE CLAIM	177.78
400025591	2013/04/26	LITTLE BUFFALO SCHOOL FIELD TRIP FUND	PETTY CASH REIMBURSEMENT	1,184.40
400025592	2013/04/26	MACPHERSON, LILLIAN	EXPENSE CLAIM	725.12
400025593	2013/04/26	MCCALLUM, VINCENT	BUS CARE & STORAGE - DEC & JAN	300.00
400025594	2013/04/26	MCINTYRE, AMY	GUIDED MATH CONF.	775.20
400025595	2013/04/26	MILLENIUM CABINS INC.	GAS, OIL & ANTIFREEZE	914.10
400025596	2013/04/26	NORTHLAND GAMES COMMITTEE	NSD DONATION	15,000.00
400025597	2013/04/26	NOSKEY BUS LINES	FIELD TRIP	204.75
400025598	2013/04/26	O'CONNOR, DANIELLE	EMPOWERING WRITERS CONF.	536.65
400025599	2013/04/26	PADDLE PRAIRIE SCHOOL	POSTAGE	328.50
400025600	2013/04/26	PARAMOUNT PARTS INC	R&M	22.45
400025601	2013/04/26	PORTERFIELD, RANDY	EXPENSE CLAIM	124.44
400025602	2013/04/26	REED, DAN	EXPENSE CLAIM	746.64
400025603	2013/04/26	ROCKWELL, CHRISTINE	EXPENSE CLAIM	450.66
400025604	2013/04/26	SHEEHAN, KELSEY	EXPENSE CLAIM	602.00
400025605	2013/04/26	SINOTTE, RONNIE	EXPENSE CLAIM	275.00
400025606	2013/04/26	STEWART, SHELLY	EXPENSE CLAIM	226.08
400025607	2013/04/26	SUPERIOR PROPANE	PROPANE/GAS	8,391.29
400025608	2013/04/26	TESSIER, DONALD	EXPENSE CLAIM	132.35
400025609	2013/04/26	WEISS, JANINE	EXPENSE CLAIM	585.68
400025610	2013/04/26	WHITEKNIFE, MARINA	BOARDING ALLOW - MAR/13	1,400.00
400025611	2013/04/26	YELLOWKNEE, JANET	EXPENSE CLAIM	159.12
400025612	2013/04/26	668040 ALBERTA LTD.	RENT - MAY/13	1,890.00
400025613	2013/04/26	GFS PRAIRIES INC	DISP/SUPP/GROC - SFS	4,488.57
400025614	2013/04/26	HUNT, EMILY	VITAMIX	524.99

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400025615	2013/04/26	SYSCO EDMONTON	DISP/SUPP/GROC - SFS	6,273.82
400025616	2013/04/26	YELLOWKNEE, ROSIE	EXPENSE CLAIM	179.84
400025617	2013/05/03	ACKLANDS-GRAINGER INC.	R&M	54.63
400025618	2013/05/03	ANDERSON, TAMMY LYNN	BOARDING ALLOW - APR/13	700.00
400025619	2013/05/03	ANZAC COMMUNITY SCHOOL	PETTY CASH REIMBURSEMENT	1,363.60
400025620	2013/05/03	AWARDS CANADA	HONOR ROLL MEDALS	6,500.00
400025621	2013/05/03	CALLIOU, LORETTA	BOARDING ALLOW - APR/13	700.00
400025622	2013/05/03	CARDINAL, RAYMOND	GARBAGE HAUL - SEPT/12	700.00
400025623	2013/05/03	CARDINAL, ROSIE	EXPENSE CLAIM	240.00
400025624	2013/05/03	CDW CANADA INC.	F&E	328.09
400025625	2013/05/03	CUNNINGHAM, BRYNNE	BOARDING ALLOW - APR/13	700.00
400025626	2013/05/03	CUNNINGHAM, EVELYN	BOARDING ALLOW - APRIL/13	700.00
400025627	2013/05/03	ENMAX CORPORATION (NEW)	ELECTRICITY	73,491.09
400025628	2013/05/03	HILLVIEW SCHOOL	PETTY CASH REIMBURSEMENT	441.00
400025629	2013/05/03	LADEROUTE, DOROTHY	BOARDING ALLOW - APR/13	700.00
400025630	2013/05/03	LAMOUCHE, DENNIS	BOARDING ALLOW - APR/13	700.00
400025631	2013/05/03	LANDRY, JAMIE MR	TUITION REIMBURSEMENT	425.50
400025632	2013/05/03	MILLENIUM CABINS INC.	GAS, OIL & ANTIFREEZE	996.13
400025633	2013/05/03	NAHACHICK, SHIRLEY	BOARDING ALLOW - APR/13	700.00
400025634	2013/05/03	NEZCROCHE, ALLISON	BOARDING ALLOW - APR/13	700.00
400025635	2013/05/03	NORTHLAND PRINCIPAL'S ASSOCIATION	APRIL/13 PREMIUMS	140.[illegible]
400025636	2013/05/03	PAHLKE, GORDON & LINDA	PROFESSIONAL SERVICES	533.70
400025637	2013/05/03	SUPERIOR PROPANE	PROPANE/GAS	25,623.08
400025638	2013/05/03	TESSIER, DONALD	EXPENSE CLAIM	431.13
400025639	2013/05/03	THOMPSON, KENNETH	EXPENSE CLAIM	610.56
400025640	2013/05/03	VOGEL, KINDY	EXPENSE CLAIM	58.75
400025641	2013/05/03	WARD, ELAINE	PETTY CASH REIMBURSEMENT	65.94
400025642	2013/05/03	DEBOER, MARIA	EXPENSE CLAIM	1,197.52
400025643	2013/05/03	GFS PRAIRIES INC	DISP/SUPP/GROC - SFS	19,574.73
400025644	2013/05/03	HUNT, EMILY	EXPENSE CLAIM	1,029.54
400025645	2013/05/03	KILKENNY, LILA	GROCERIES LOCAL - SFS	15.21
400025646	2013/05/03	STAN'S EAGLE'S NEST	POSTAGE & FREIGHT - SFS	150.00
400025647	2013/05/03	SYSCO EDMONTON	DISP/SUPP/GROC - SFS	21,491.00
400025648	2013/05/10	ANDERSON, IRIS D	CELL PHONE ALLOW - APR/13	25.00
400025649	2013/05/10	AXIA SUPERNET LTD.	INTERNET	20,464.50
400025650	2013/05/10	BEACON OF HOPE LTD.	PROFESSIONAL SERVICES	550.00
400025651	2013/05/10	BISHOP ROUTHIER SCHOOL	GENERAL SUPPLIES	255.00
400025652	2013/05/10	CARDINAL, RAYMOND	CELL PHONE ALLOW - APR/13	25.00
400025653	2013/05/10	CAUDRON, FRANCES	BOARDING ALLOW - APR/13	700.00
400025654	2013/05/10	CHRISTENSEN, NICOLA	TUITION FEES REIMBURSEMENT	1,366.00
400025655	2013/05/10	CUNNINGHAM, JOLENE	BOARDING ALLOW - APR/13	1,400.00
400025656	2013/05/10	DR. MARY JACKSON SCHOOL FUND RAISERS	PETTY CASH REIMBURSEMENT	77.24
400025657	2013/05/10	GAUCHIER, TEASA	EXPENSE CLAIM	399.84
400025658	2013/05/10	HAMELIN, SHELLY	ESL BENCHMARKS CONF.	295.00
400025659	2013/05/10	HORON, RICK	EXPENSE CLAIM	1,154.01
400025660	2013/05/10	HOULE, JUNE	EXPENSE CLAIM	138.[illegible]
400025661	2013/05/10	INDIGINI	PROFESSIONAL SERVICES	3,897.[illegible]
400025662	2013/05/10	KAZIUK, BARB	EXPENSE CLAIM	158.10
400025663	2013/05/10	KOKORA, KOFFI	EXPENSE CLAIM	530.00

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400025664	2013/05/10	L'HIRONDELLE, CHRISTIAN	BOARDING ALLOW - APR/13	700.00
400025665	2013/05/10	LADEROUTE, RANDI	BOARDING ALLOW - APR/13	1,400.00
400025666	2013/05/10	LANDRY, JAMIE MR	MEDIATION-AN INFORMA CONF.	750.00
400025667	2013/05/10	LANDRY, KAYLA	MEDIATION-AN INFORMA CONF.	750.00
400025668	2013/05/10	MCINTYRE, AMY	PETTY CASH REIMBURSEMENT	22.86
400025669	2013/05/10	MILLENIUM CABINS INC.	GAS, OIL & ANTIFREEZE	478.88
400025670	2013/05/10	MOBERLY, ALICE	GARBAGE HAUL PYMT	360.00
400025671	2013/05/10	PARKER, BRYAN	EXPENSE CLAIM	221.57
400025672	2013/05/10	PARKER, RAY (WK)	EXPENSE CLAIM	918.36
400025673	2013/05/10	PAULETTE, KIYOMI	CONVEYANCE ALLOW	468.00
400025674	2013/05/10	PHILLION, SANDRA	GENERAL SUPPLIES	194.83
400025675	2013/05/10	RATHBONE, DENISE	PETTY CASH REIMBURSEMENT	162.80
400025676	2013/05/10	SAJO, GAIL	EXPENSE CLAIM	552.62
400025677	2013/05/10	SHAW, KENNETH OR JOANNA	BOARDING ALLOW - APR/13	700.00
400025678	2013/05/10	SINOTTE, RONNIE	EXPENSE CLAIM	190.00
400025679	2013/05/10	SUPERIOR PROPANE	PROPANE/GAS	1,286.00
400025680	2013/05/10	GFS PRAIRIES INC	GROCERIES - SFS	5,945.86
400025681	2013/05/10	SYSCO EDMONTON	DISP/SUPP/GROC - SFS	27,966.32
400025682	2013/05/13	ANDERSON BUSING	ROUTE #442-13	700.00
400025683	2013/05/13	ANDERSON BUSING	ROUTE #450-13	700.00
400025684	2013/05/13	CHRISTENSEN BUSING	ROUTE #446-35	1,800.00
400025685	2013/05/13	DESJARLAIS BUSES	ROUTE #449-34	4,000.00
400025686	2013/05/13	HOULE, JOSEPH H.	ROUTE #455-25	900.00
400025687	2013/05/13	NOSKEY BUS LINES	ROUTE #460-13	1,400.00
400025688	2013/05/13	ORR, CHARLES	ROUTE #459-38	700.00
400025689	2013/05/13	SHAW, MARTHA	ROUTE #457-25	1,800.00

*** Total # Of Cheques: 124 *** Total: $ 416,520.36