



Board Agenda

BOARD MEETING NO. 13 - 09

JUNE 27, 2013

**CENTRAL OFFICE
PEACE RIVER, AB**

BOARD MEETING NO. 13 - 09
Central Office, Peace River
June 27, 2013

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A. CALL TO ORDER

1. Opening Prayer

B. GENERAL BUSINESS

1. Adopt Agenda
2. Adopt Minutes
 - 2.1 May 23, 2013 – Regular Meeting 1
 - 2.2 May 28, 2013 – Special Meeting 11

C. PRESENTATIONS

- 9:30 a.m. Stephanie Ritcey, Supervisor of Student
Services
- 10:30 a.m. Gail Sajo, Literacy Coordinator

D. NEW BUSINESS

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 - 1.1 Correspondence
 - 1.1.1 From Deputy Minister dated May 16, 2013 re:
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 - 1.1.2 From Robert Smilanich, Assistant Dean, Field
Experience, U of A dated May 22, 2013 re:
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 - 1.1.3 From Youth Smoking Survey 2012/2013 re:
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 - 1.1.4 From Alberta Government – Information
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 - 1.1.5 From Rick Neidig, President & CEO, Northern
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I. CLOSING PRAYER

J. ADJOURN

**MINUTES OF THE NORTHLAND SCHOOL DIVISION NO. 61 BOARD OF TRUSTEES REGULAR MEETING
ON MAY 23, 2013 AT THE PEAVINE INN, HIGH PRAIRIE, ALBERTA**

MEMBERSHIP		
✓	Colin Kelly	• Chairman
✓	Nora Yellowknee	• Advisory Board Member – Bigstone Cree Nation
x	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
✓	Bob Friedel	• Acting Director of Support Services
✓	Wes Oginski	• Director of Human Resources
✓	Delores Pruden	• Supervisor of FNMI Programming
✓	Ann Rosin	• Executive Assistant
✓	Lisa Heitkoetter	• Executive Secretary
GUESTS		
	Randy Chernipeski	• CTS School/Industry Partnership Administrator
	Michael Flieger	• Principal, Athabasca Delta Community School
	Geoff Petley-Jones	• Principal, Anzac /Bill Woodward School
	Claudia Covelli	• Vice Principal, Anzac/Bill Woodward School
	Dave Czibere	• LSB Member
	Connor Czibere	• Anzac Student
	Rikki Janvier	• Anzac Student

CALL TO ORDER

The Chairman called the meeting to order at 9:30 a.m.

OPENING PRAYER

Elmer Gullion gave the opening prayer.

INTRODUCTIONS

Everyone introduced themselves.

ADOPT AGENDA

23364/13 Colin Kelly moved that the Board of Trustees adopt the agenda with the following additions:

New Business Recommended Actions

- 4.5 Bus Driver Recruitment Strategies
- 4.6 Draft Maintenance and Review Program Framework
- 4.7 FNMI Research Findings

CARRIED

**MINUTES – APRIL 25,
2013 AND MAY 8,
2013 - SPECIAL
MEETING**

23365/13 Colin Kelly moved that the Board of Trustees approve the minutes of regular meeting of April 25, 2013 and May 8, 2013 – Special Meeting as presented.

CARRIED

**PRESENTATION BY
RANDY CHERNIPESKI
9:50 – 10:05 A.M.**

Randy Chernipeski, CTS School/Industry Partnership Administrator, updated the Board on the CTS program and brought along a few items that the students have made: quilts, pajama pants, metal work, and 3D plastic sculptures.

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 Lake, 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
- School Visits – All high schools at least once since last presentation, some junior highs, all KTC high schools
- Teacher Trade Certification, Carpentry – Mike MacArthur 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 – continue to have more schools participate
- KTC and OSLI – Working with Paul Neethling and Beverley 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

**PRESENTATION BY
MICHAEL FLIEGER
10:10 – 11:00 A. M.**

Michael Flieger, Principal, Athabasca Delta Community School, presented to the Board, Programs and Initiatives at ADCS. They teach the entire child physical, spiritual, emotional and mental. In a commitment to modeling lifelong learning; promoting healthy relationships between home, school and community; in respecting culture and diversity to enrich learning. ADCS have volunteers from different organizations to help with their breakfast program, funded by donations. Once a week they have a hot breakfast. Community members and staff open the gym three evenings a week for students. Every student gets physical

activity every day. All students that come to the monthly literacy night get a book to take home. They also have a literacy club after school two days a week. ADCS has made experiential/cultural learning a focus.

RECESS

The meeting recessed at 11:00 a.m. and reconvened at 11:15 a.m.

PRESENTATION BY GEOFF PETLEY-JONES 11:15 – 12:30 P.M.

Geoff Petley-Jones, Principal, Anzac/Bill Woodward School, presented to the Board, Building a stronger community, two schools, one campus. Some of the activities include monthly perfect attendance, lunchbox social, Santa's breakfast, quest theatre, traditional dancers, and around the world – one afternoon each class has a workshop on a country of their choosing and the students rotate around the classes, Christmas concerts amatrol stations and are working toward culture camps.

RECESS FOR LUNCH

The meeting recessed for lunch at 12:30 p.m. and reconvened at 1:30 p.m.

SUPERINTENDENT'S REPORT

23366/13

Colin Kelly moved that the Board of Trustees approve the Superintendent's Report as presented and attached.

CARRIED

CHAIRMAN'S REPORT

23367/13

Colin Kelly moved that the Board of Trustees approve the Chairman's Report as presented and attached.

CARRIED

**SECRETARY –
TREASURER'S REPORT**

23368/13 Colin Kelly moved that the Board of Trustees approve the Secretary Treasurer's Report as presented.

CARRIED

RECESS

The meeting recessed at 2:40 p.m. and reconvened at 2:45 p.m.

**PRESENTATION TO
THE SASKATCHEWAN
SCHOOL BOARDS'
ASSOCIATION**

23369/13 Colin Kelly moved 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.

CARRIED

**PROCEDURE 103 –
FIRE DRILLS**

23370/13 Colin Kelly moved that the Board of Trustees approve housekeeping changes to Procedure 103, Fire Drills, as attached.

CARRIED

**EDUCATION
QUARTERLY REPORT**

23371/13 Colin Kelly moved that the Board of Trustees approve the Education Quarterly Report, as presented and attached.

CARRIED

RECESS

The meeting recessed at 4:40 p.m. and reconvened at 4:45 p.m.

**PROCEDURE 424 –
STAFF VACATIONS AND
HOLIDAYS****23372/13****Colin Kelly moved that the Board of Trustees approve changes to Procedure 424 — Staff Vacations and Holidays, as attached.****CARRIED****BELLAMY AGREEMENT****23373/13****Colin Kelly moved that the Board of Trustees approve to enter into a one year contract with Bellamy for the provision of Financial Management software with a cost of approximately \$105,000 plus GST for the 2013/14 school year, as attached.****CARRIED****RFP – ENTERPRISE
RESOURCE PLANNING
SOFTWARE****23374/13****Colin Kelly moved 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.****CARRIED****HEATING SYSTEM AT
ADCS****23375/13****Colin Kelly moved 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.****CARRIED****UPDATE ON SELF-
PACED LEARNING –
DON TESSIER****Don Tessier, Associate Superintendent, updated the board on the self-paced learning. Don has spoken to Mistassiniy, Calling Lake, Kateri, Peerless Lake, Paddle Prairie, Little Buffalo and ADCS and the next step is to meet with the local school boards and teachers to make sure they understand what the self-paced learning program is. Don will be meeting with Grouard administration, staff and local school board to discuss self-paced learning.**

**SCHOOL BUS DRIVER
RECRUITMENT AND
RETENTION
COMMITTEE
STRATEGIES**

23376/13

Colin Kelly moved that the Board of Trustees receive as information the School Bus Driver Recruitment and Retention Committee strategies and request administration to cost out the recommendations and develop a timeline for implementation with the committee, as attached.

CARRIED

**DRAFT MAINTENANCE
AND REPAIR
PROGRAM
FRAMEWORK**

23377/13

Colin Kelly moved that the Board of Trustees approve in principal the Draft Maintenance and Repair Program Framework Report and direct the administration to work with the advisory committee to conduct further discussions on the recommendations and implement a hiring process, as attached.

CARRIED

**SUMMARY OF FNMI
COMMITTEE
RESEARCH FINDINGS**

23378/13

Colin Kelly moved that the Board of Trustees accept the Audit Report of the FNMI Review Committee and request the committee to develop an action plan and bring to the advisory committee in June, as attached.

CARRIED

INFORMATION ITEMS

- 23379/13 Colin Kelly moved that the Board of Trustees receive the following information items.
- 2013 New Teacher Orientation - "Creating Relationships" - Grouard, Alberta: August 19 - 23, 2013.
 - Boiler replacement at Grouard School.
 - Student Transportation Association of Alberta – letter.
 - School Bus Driver Recruitment & Retention Committee Update (Transportation Committee).
 - FNMI Programming Audit Questionnaire

CARRIED

LSBC MEETING
MINUTES RECEIVED

- 23380/13 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
Anzac	April 16, 2013
ADCS	February 25, 2013
Calling Lake	December 5, 2012
	January 17, 2013 – No Quorum
	February 6, 2013 – No Quorum
	March 7, 2013
	May 8, 2013
East Prairie	February 25, 2013
Elizabeth	April 11, 2013
Fort McKay	April 25, 2013
Little Buffalo	April 23, 2013
Pelican Mountain	April 17, 2013
Susa Creek	April 30, 2013
Wabasca	March 13, 2013
	April 10, 2013

CARRIED

**ADMINISTRATIVE
ACTION – LSBC
MEETING MINUTES
RECEIVED**

23381/13 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
Anzac	3925	Administration
ADCS		As Presented
Calling Lake	3341-05-08-13	Exclude
Elizabeth		As Presented
East Prairie	Staff Discipline	Administration
Fort McKay	11-13	Maintenance
Little Buffalo		As Presented
Pelican		As Presented
Mountain		
Susa Creek		As Presented
Wabasca	2795/04/13	Administration

CARRIED

**FOLLOW-UP ON
PREVIOUSLY PULLED
MOTION**

23382/13 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 –
IN LIEU DAYS**

23383/13 Colin Kelly moved that the Board of Trustees receive as information and refer to administration, all Local School Board motions which relate to in lieu days.

Committee	Date	Motion No.
Calling Lake	December 5, 2012	3329-12-05-12

CARRIED

INFORMATION ITEMS

23384/13

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

- a) List of Acronyms
- b) Payment of Accounts

Cheque Numbers

285743 - 286019	\$1,945,015.50
400025566 - 400025689	<u>\$416,520.36</u>
Total	<u>\$2,361,535.86</u>

CARRIED

ADJOURN

The meeting adjourned at 5:00 p.m.

CLOSING PRAYER

Elmer Gullion gave the closing prayer.

Colin J. Kelly, Official Trustee

Dennis Walsh, Secretary-Treasurer

MINUTES OF THE NORTHLAND SCHOOL DIVISION NO. 61 BOARD OF TRUSTEES SPECIAL MEETING ON MAY 28, 2013 AT THE DIVISIONAL OFFICE, PEACE RIVER, ALBERTA

	MEMBERSHIP	
✓	Colin Kelly	• Chairman
✓	Donna Barrett	• Superintendent
✓	Dennis Walsh	• Secretary-Treasurer
✓	Wes Oginski	• Director of Human Resources
x	Ann Rosin	• Executive Assistant
x	Lisa Heitkoetter	• Executive Secretary

CALL TO ORDER

The Chairman called the meeting to order at 5:00 p.m.

WAIVER

23385/13 Colin Kelly moved that the Board of Trustees waive Section 67 (4) of the School Act.

CARRIED

2013 – 2014 BUDGET

23386/13 Colin Kelly moved that the Board of Trustees approve the 2013 – 2014 budget, as attached.

CARRIED

2013 – 2014 CAPITAL PLAN

23387/13 Colin Kelly moved that the Board of Trustees approve the 2013 – 2014 Capital Plan, as attached.

CARRIED

**FINANCIAL
QUARTERLY REPORT**

23388/13 Colin Kelly moved that the Board of Trustees table the Financial Quarterly Report.

CARRIED

STATEMENT OF FINAL
COST – BILL
WOODWARD

23389/13

Colin Kelly moved that the Board of Trustees approve Statement of final cost for the construction of the new school at Anzac in the amount of \$20,913,819.26 with the funding shortfall of \$278,859.00 covered by the transfer of funding from capital reserves, as attached.

CARRIED

ADJOURN

The meeting adjourned at 6:55 p.m.

Colin J. Kelly, Official Trustee

Dennis Walsh, Secretary-Treasurer

Literacy Initiative Results 2012-2013

Presentation to NSD Board

June 27, 2013

Gail Sajo, Literacy Supervisor

The Purpose of the Literacy Initiative

From Miriam Trehearne's Literacy Audit/Review:

- Improve learner outcomes
- Improve teaching practices

At the end of year 1, how are we doing?

Improving Teaching Practice

- District, Regional, Local PD with expert facilitators
- Learning environments to engage students
- On-line webinars to develop teaching expertise
- Common base to determine student reading achievement
- Ongoing monitoring of student progress

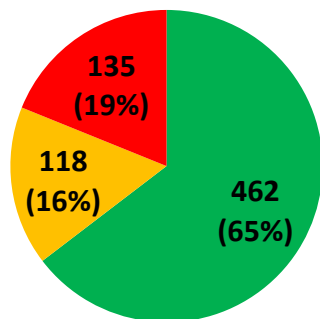
Improving Learner Outcomes

- How are our students performing at the end of the first year of the initiative?
- What growth have we seen?
- What have we learned?
- What questions arise from the data collected?
- What are our next steps?

NSD PM Attainment

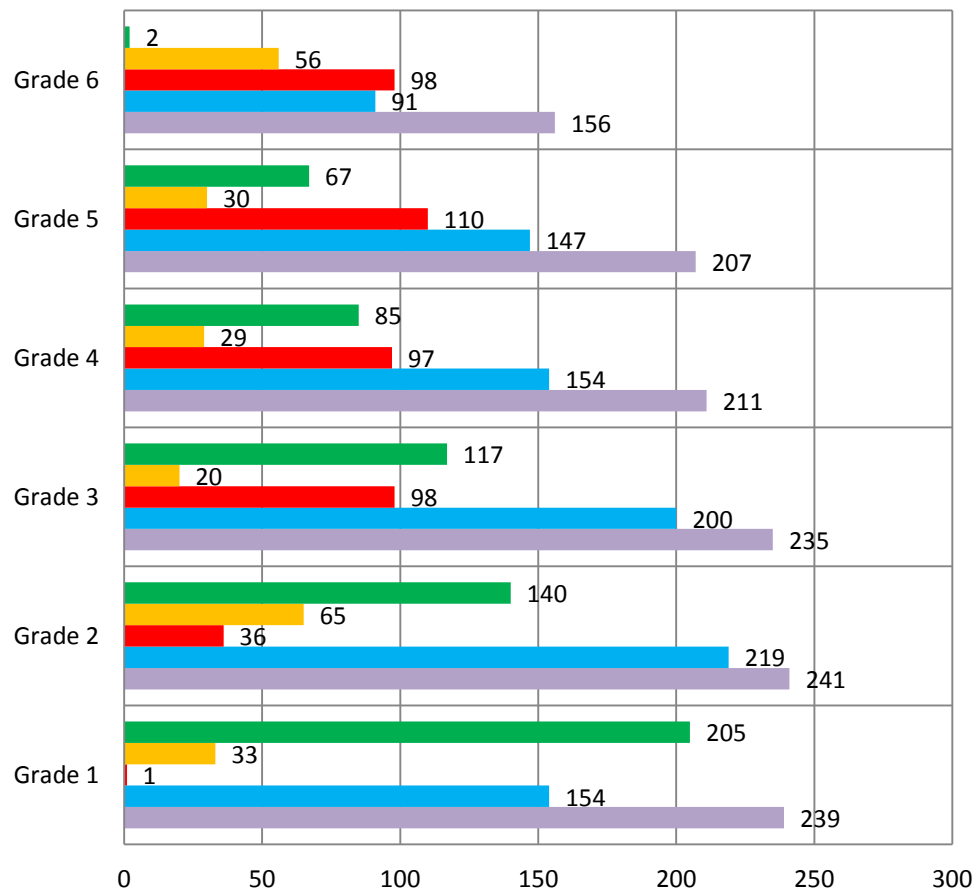
Div 1: Gr 1-3

Division 1 (grades 1,2,3)



- # At or Above Grade Level
- # Approaching Grade Level
- # Below Grade Level

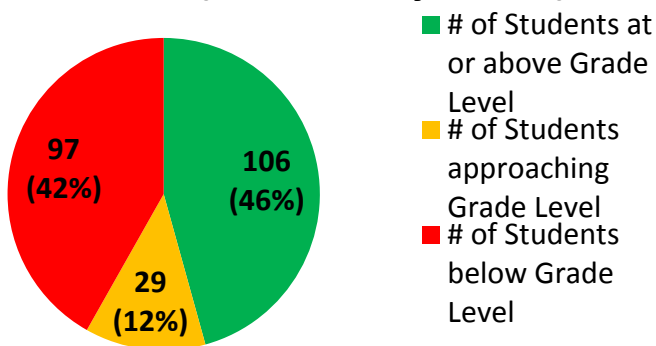
Aggregate PM Benchmarks



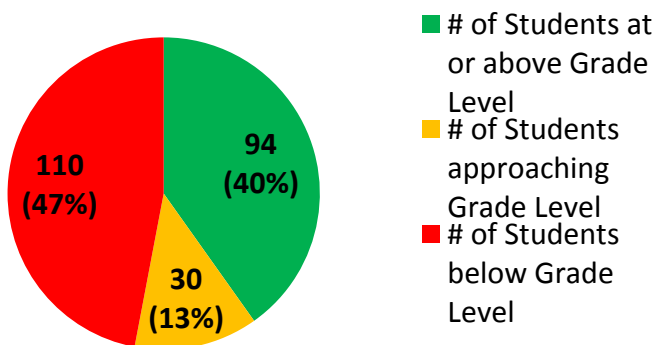
	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
■ # of Students at or above Grade Level	205	140	117	85	67	2
■ # of Students approaching Grade Level	33	65	20	29	30	56
■ # of Students below Grade Level	1	36	98	97	110	98
■ Growth	154	219	200	154	147	91
■ # Total Students	239	241	235	211	207	156

NSD Attainment – Div 2: Gr 4-6 (PM & Jerry Johns)

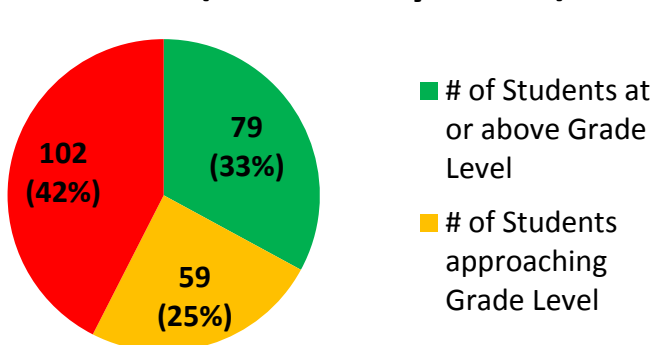
Grade 4 (PM & Jerry Johns)



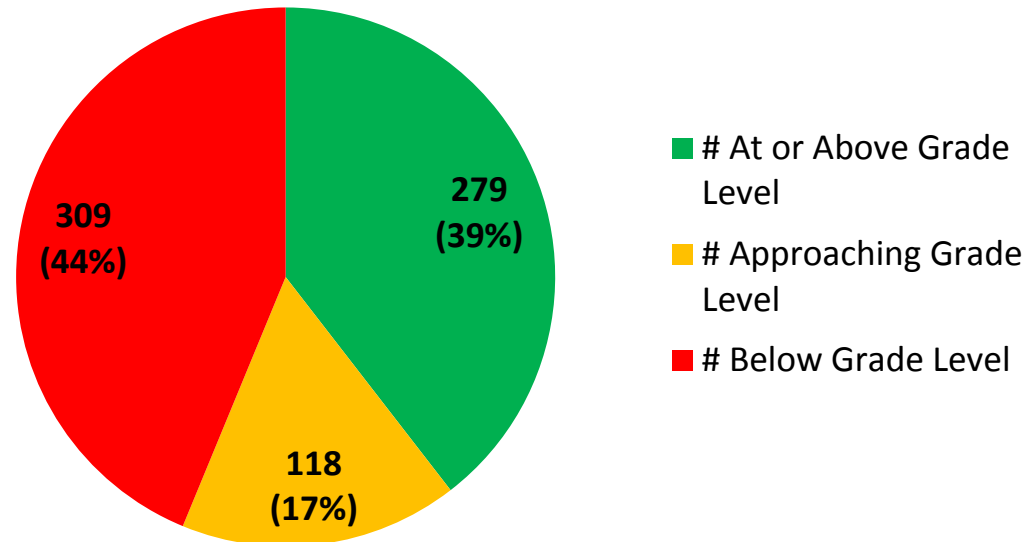
Grade 5 (PM & Jerry Johns)



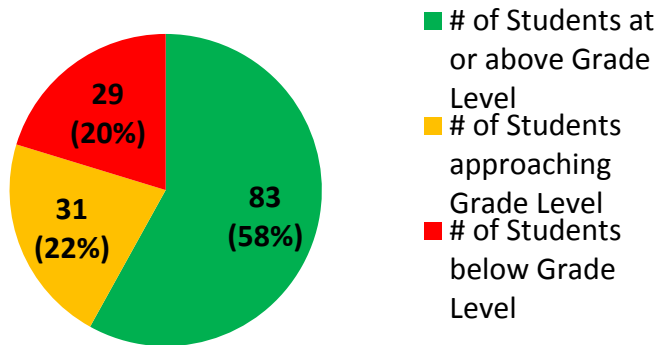
Grade 6 (PM & Jerry Johns)



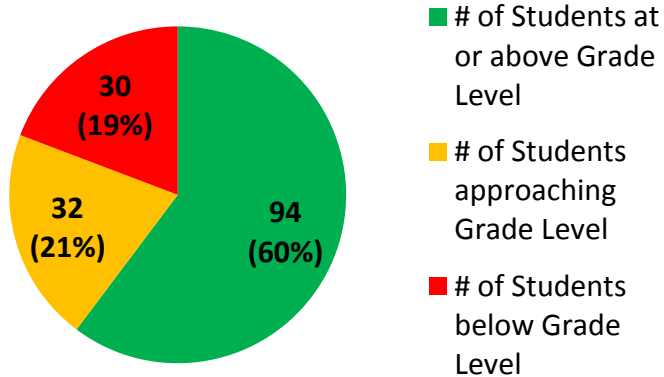
Division 2 (grades 4,5,6)



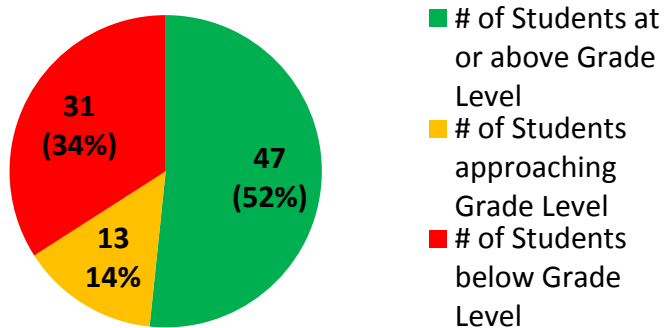
Grade 7 (Jerry Johns)



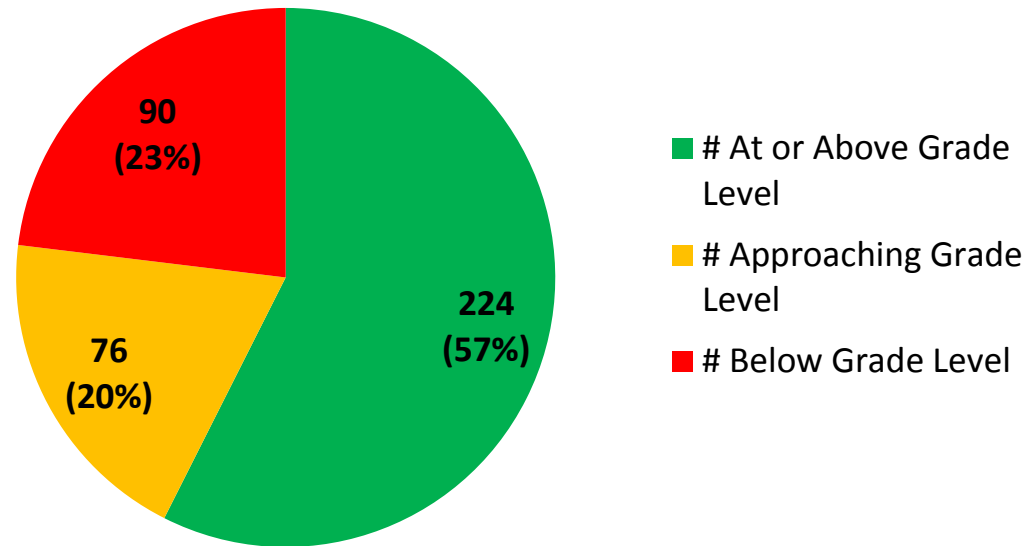
Grade 8 (Jerry Johns)



Grade 9 (Jerry Johns)



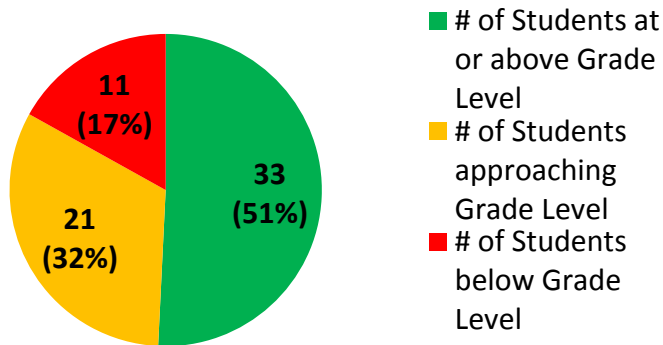
Division 3 (grades 7,8,9)



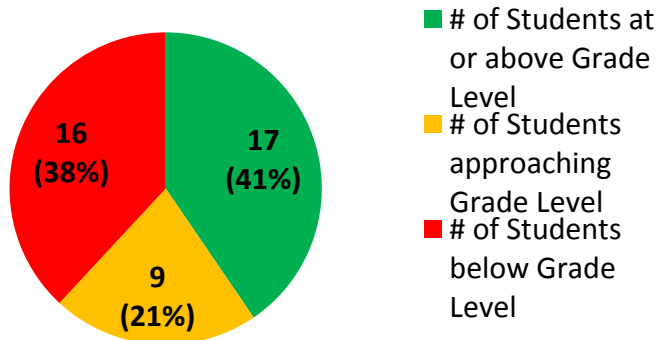
A representation of students who were assessed in

Grades 7-9

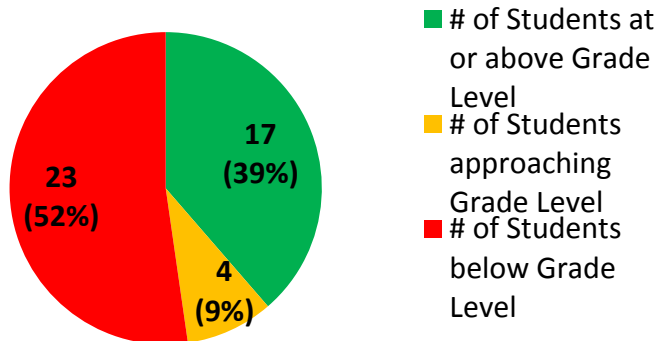
Grade 10 (Jerry Johns)



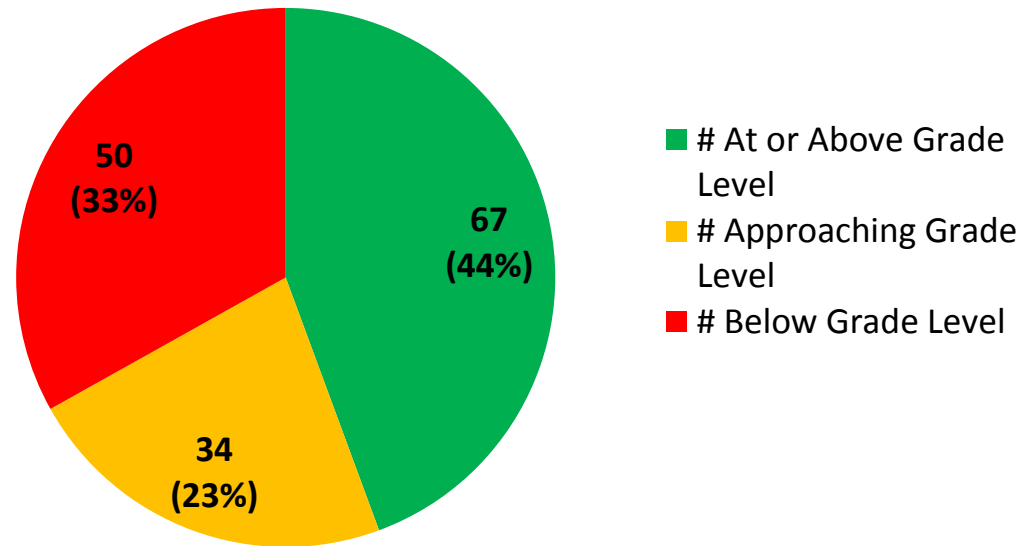
Grade 11 (Jerry Johns)



Grade 12 (Jerry Johns)



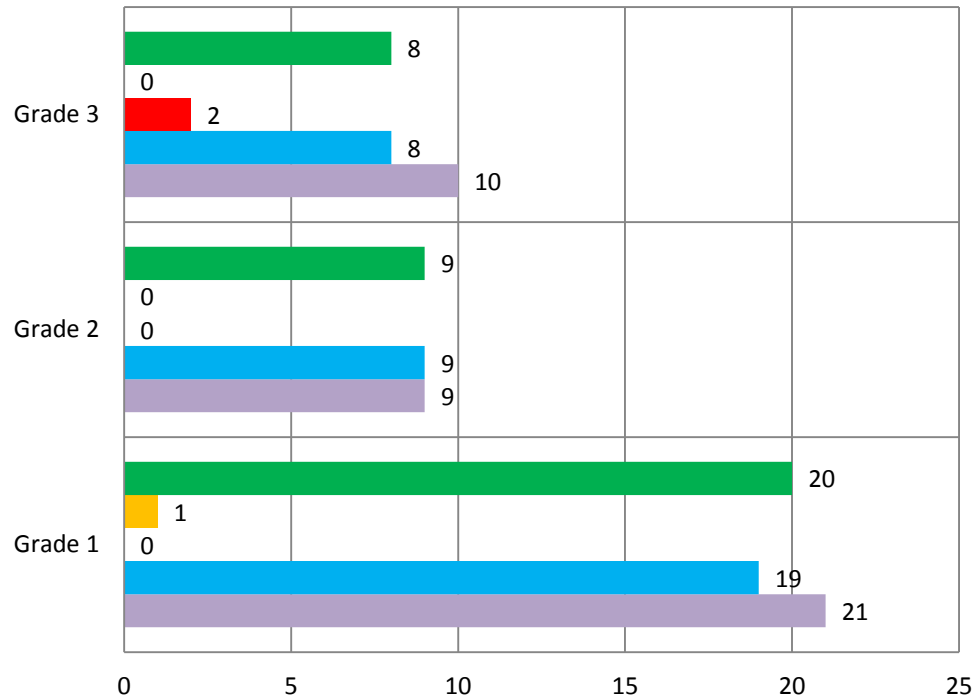
Division 4 (grades 10,11,12)



Division 4, based on attendance

PM Growth/Attainment

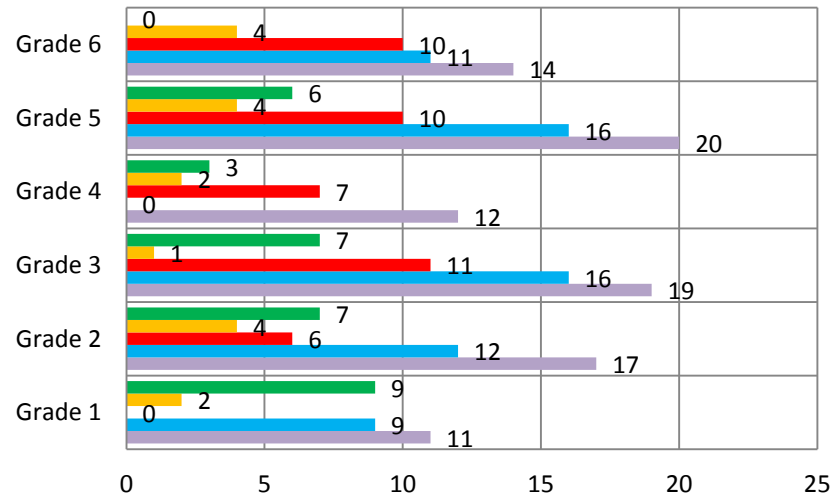
Anzac



	Grade 1	Grade 2	Grade 3
# of Students at or above Grade Level	20	9	8
# of Students approaching Grade Level	1	0	0
# of Students below Grade Level	0	0	2
Growth	19	9	8
# Total Students	21	9	10

PM Growth/Attainment

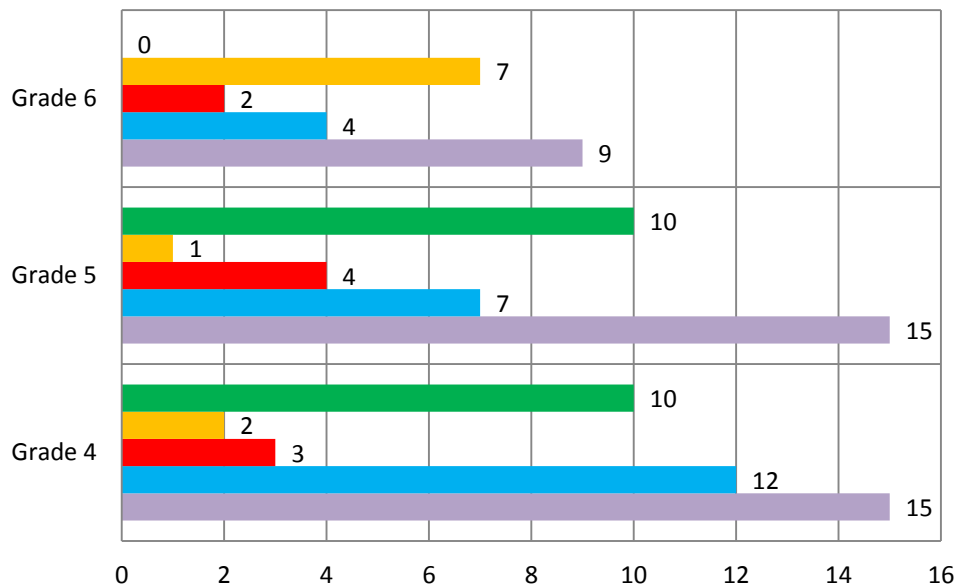
A.D.C.S.



	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
■ # of Students at or above Grade Level	9	7	7	3	6	0
■ # of Students approaching Grade Level	2	4	1	2	4	4
■ # of Students below Grade Level	0	6	11	7	10	10
■ Growth	9	12	16	0	16	11
■ # Total Students	11	17	19	12	20	14

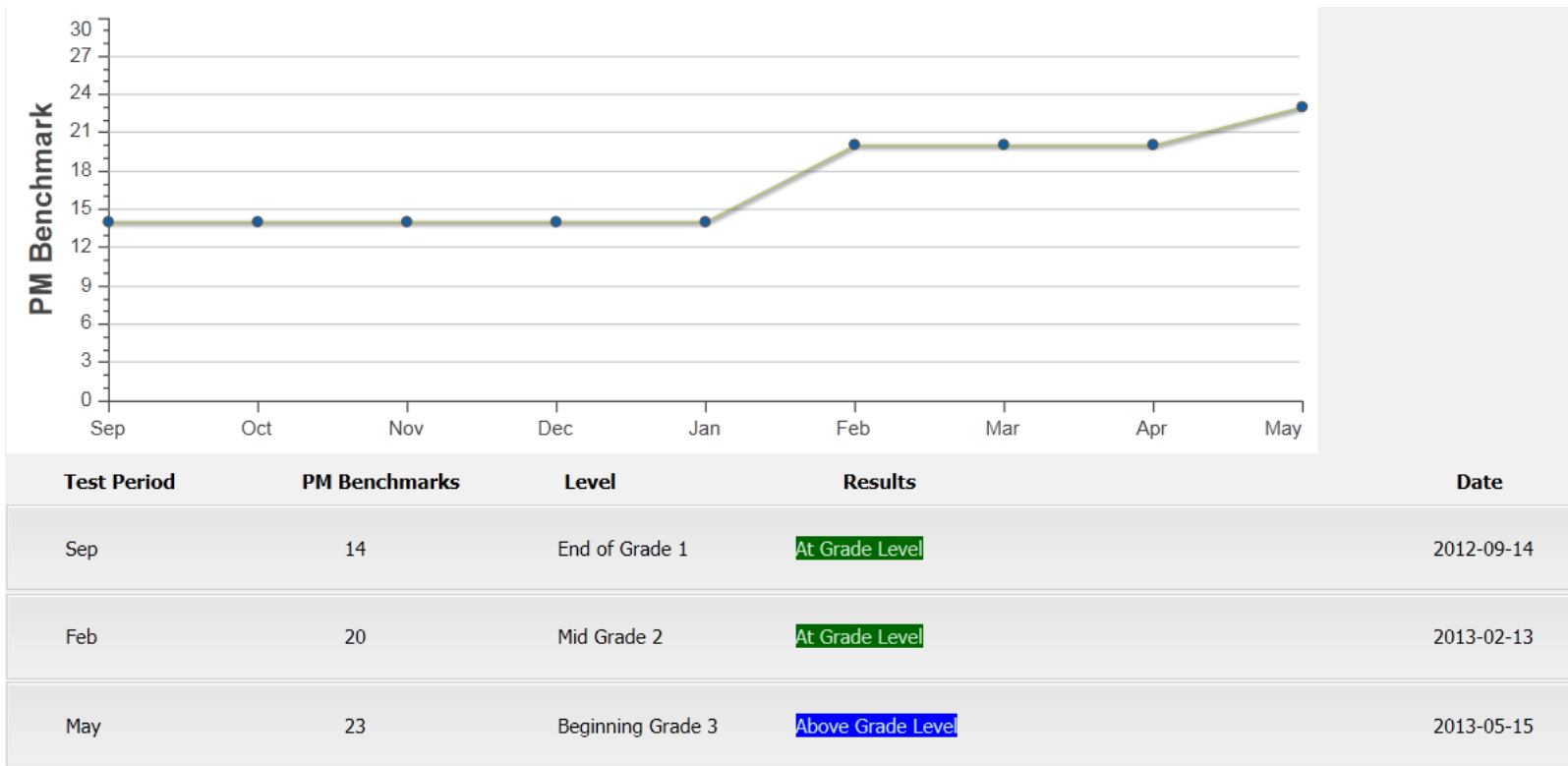
PM Growth/Attainment

Bill Woodward



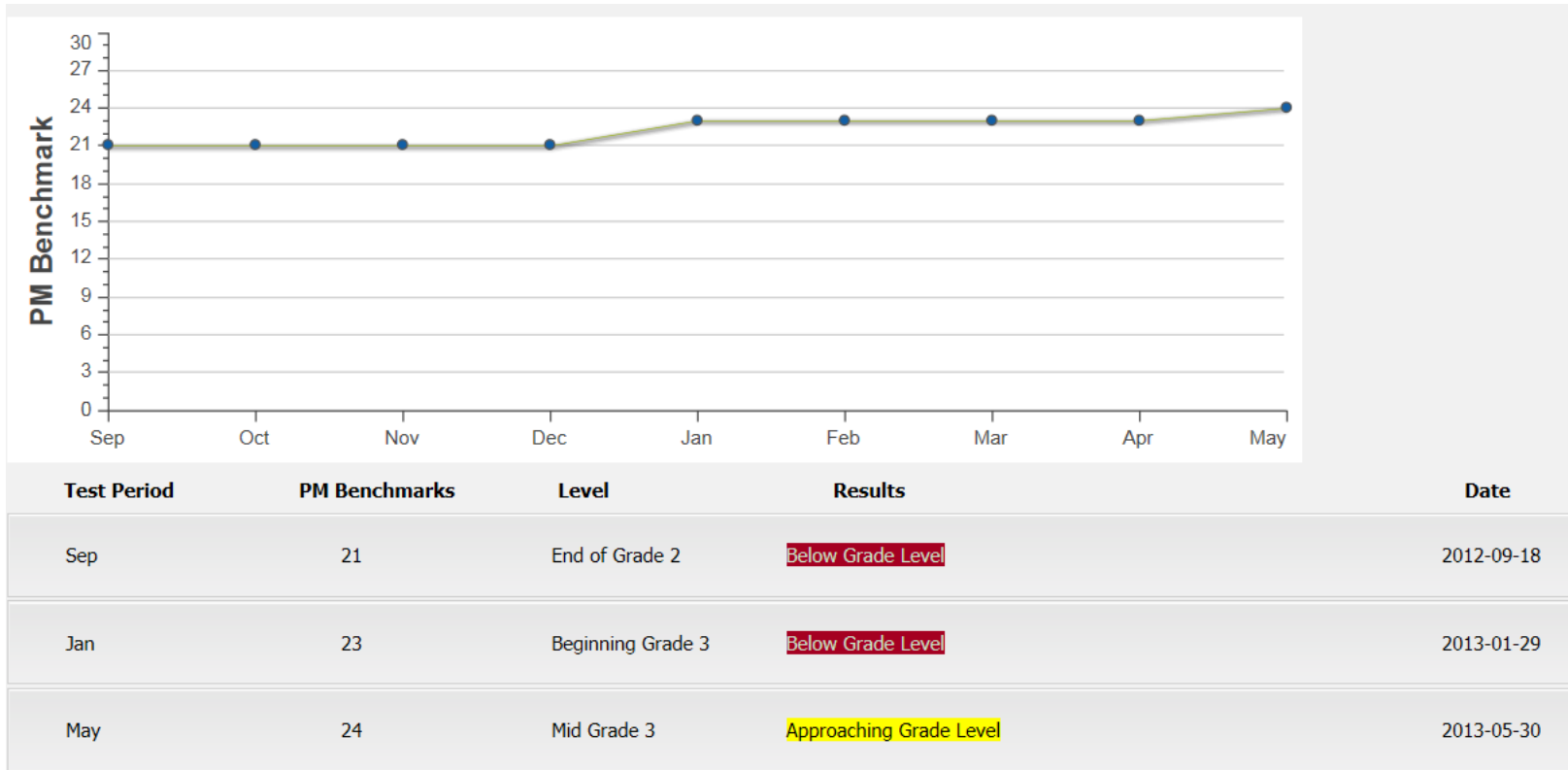
	Grade 4	Grade 5	Grade 6
■ # of Students at or above Grade Level	10	10	0
■ # of Students approaching Grade Level	2	1	7
■ # of Students below Grade Level	3	4	2
■ Growth	12	7	4
■ # Total Students	15	15	9

Individual Student Growth



Grade 2, AT, BRS

Individual Growth



Grade 4, JA, GLS

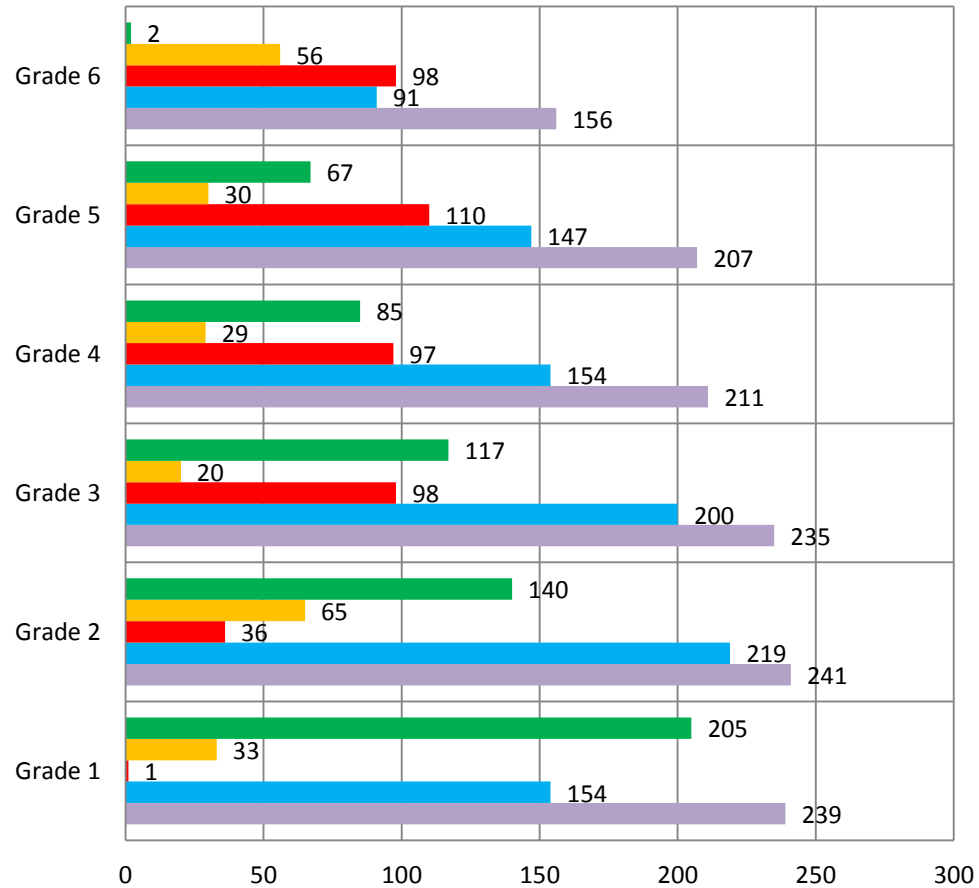
What have we learned?

- Now we have baseline data
- Correlation between benchmarks (PM and JJ) is a problem
- Benchmark assessments, and their interpretation are the drivers for instruction

What questions arise from the data collected?

- How do we interpret the data to inform instruction?
- What interventions do we put into place to assist learners?
- How do we help parents to understand what the data tells us?

Northland Cumulative PM Benchmarks



	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
# of Students at or above Grade Level	205	140	117	85	67	2
# of Students approaching Grade Level	33	65	20	29	30	56
# of Students below Grade Level	1	36	98	97	110	98
Growth	154	219	200	154	147	91
# Total Students	239	241	235	211	207	156

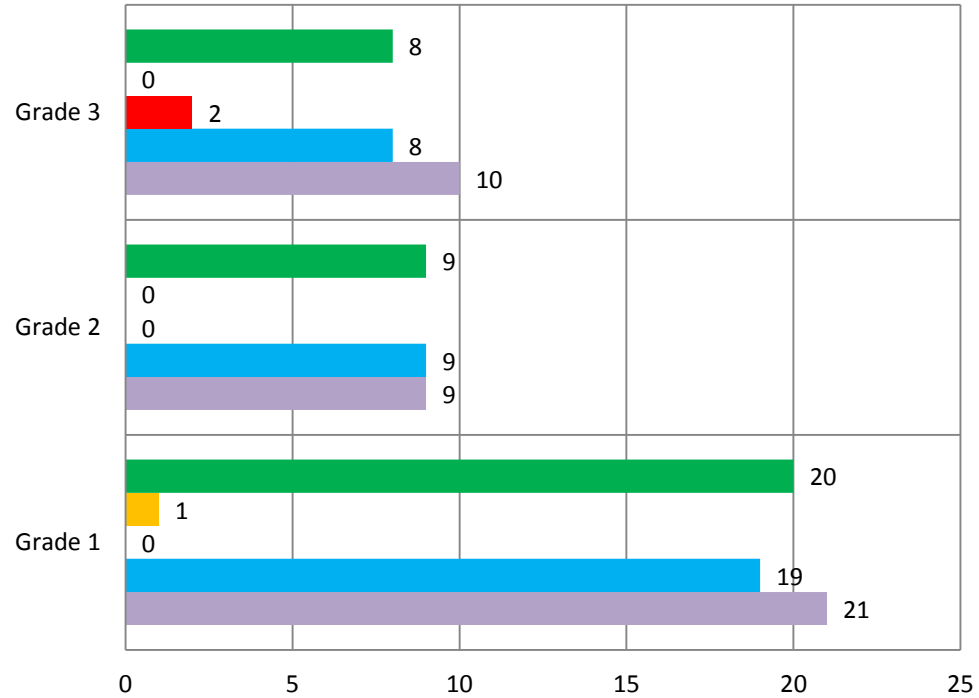
What are our next steps?

- Work with PEDs, administrators, and teachers to interpret and act on what the data tells us
- Reinforce with staff the importance of assessing frequently and with fidelity
- Continue to deepen teacher understanding of the importance of a sustained, rigorous, comprehensive literacy program through ongoing regional, local, embedded, and on-line PD
- Continue to deepen teacher understanding of the communities in which they work, and to use the strengths our students carry with them to guide the learning journey
- Familiarize teachers with strategies to close the gaps with our students who are “approaching” grade level competency

Accountability

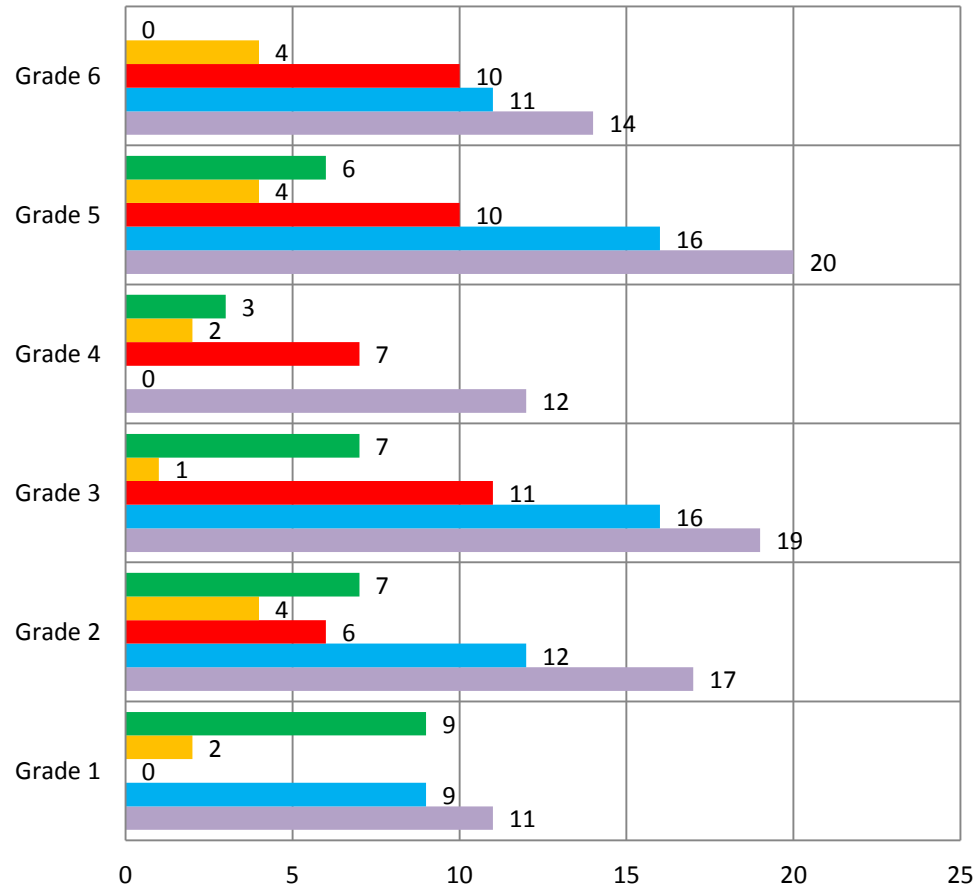
- Increase monitoring and supervision of teachers and administrators to ensure that data is collected and acted on
- Work with administrators at August Administrators Meeting to review data, set expectations, and follow-up processes for 2013-2014

Anzac (PM Benchmarks)



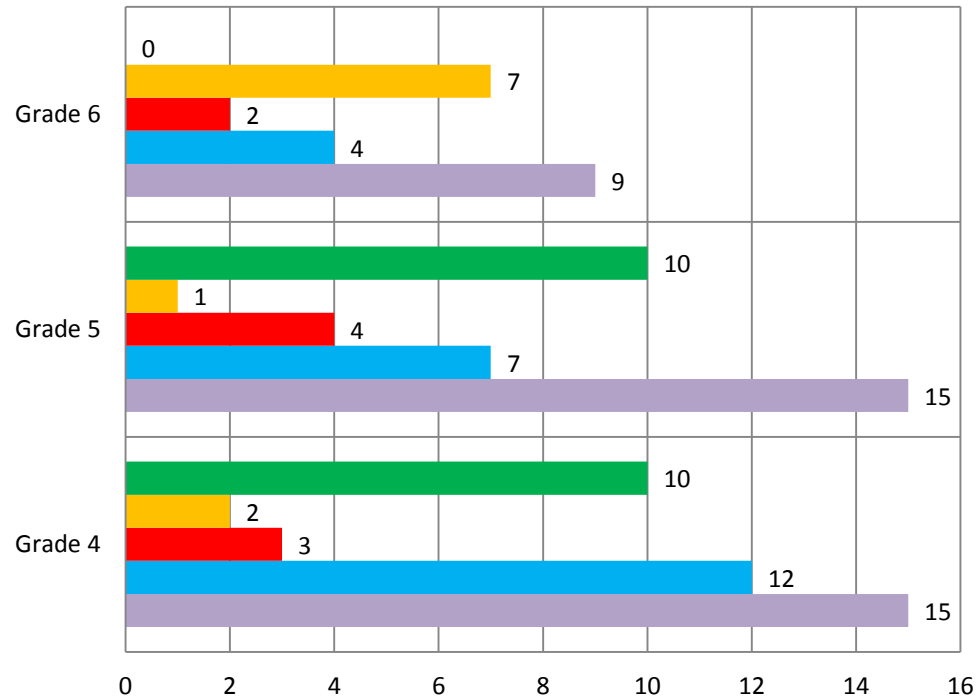
	Grade 1	Grade 2	Grade 3
■ # of Students at or above Grade Level	20	9	8
■ # of Students approaching Grade Level	1	0	0
■ # of Students below Grade Level	0	0	2
■ Growth	19	9	8
■ # Total Students	21	9	10

A.D.C.S. (PM Benchmarks)



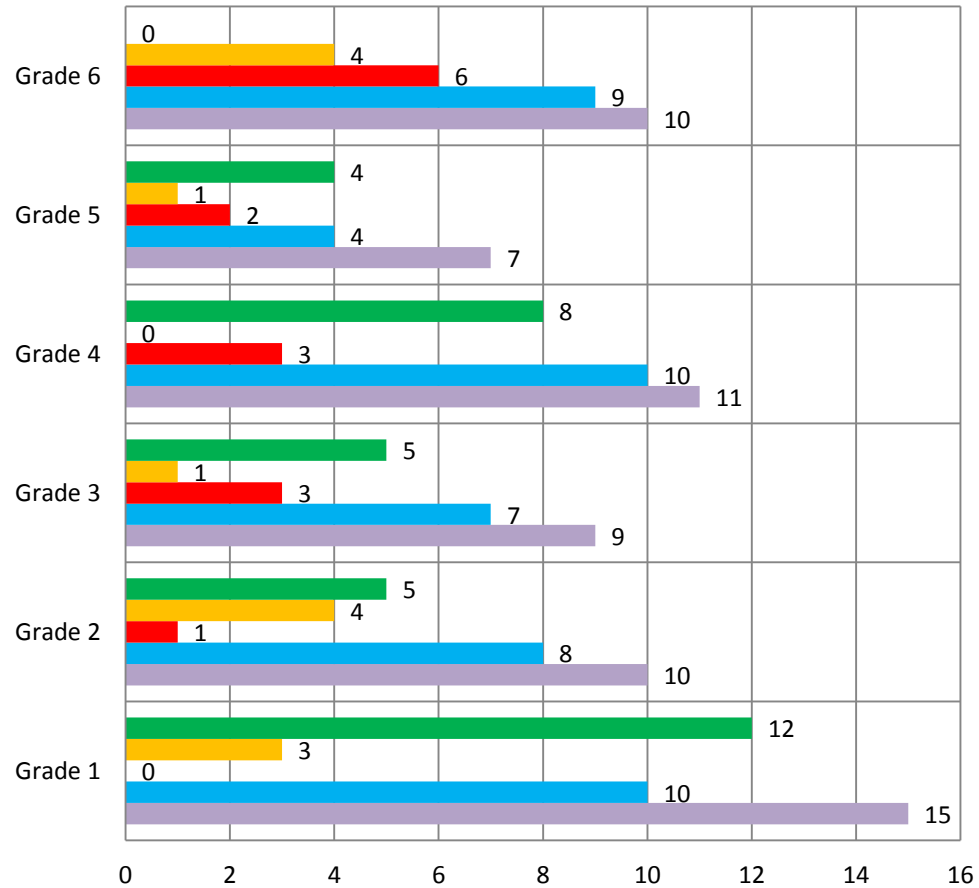
	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
■ # of Students at or above Grade Level	9	7	7	3	6	0
■ # of Students approaching Grade Level	2	4	1	2	4	4
■ # of Students below Grade Level	0	6	11	7	10	10
■ Growth	9	12	16	0	16	11
■ # Total Students	11	17	19	12	20	14

Bill Woodward (PM Benchmarks)



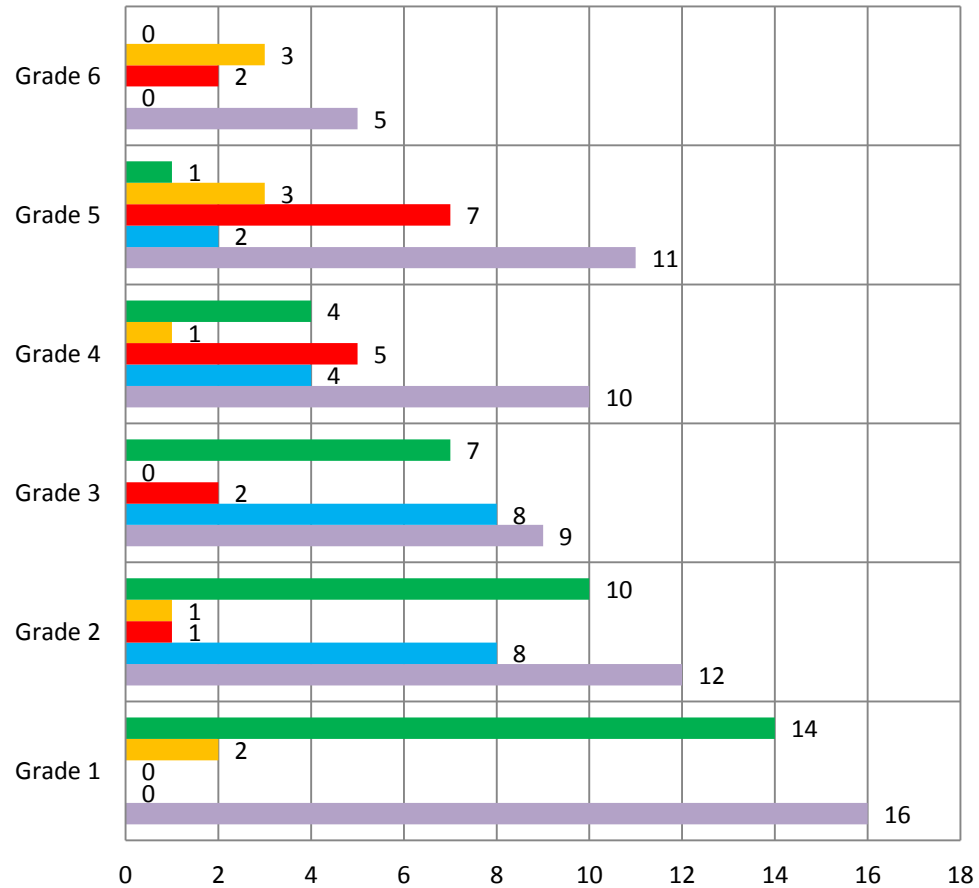
	Grade 4	Grade 5	Grade 6
# of Students at or above Grade Level	10	10	0
# of Students approaching Grade Level	2	1	7
# of Students below Grade Level	3	4	2
Growth	12	7	4
# Total Students	15	15	9

Bishop Routhier (PM Benchmarks)



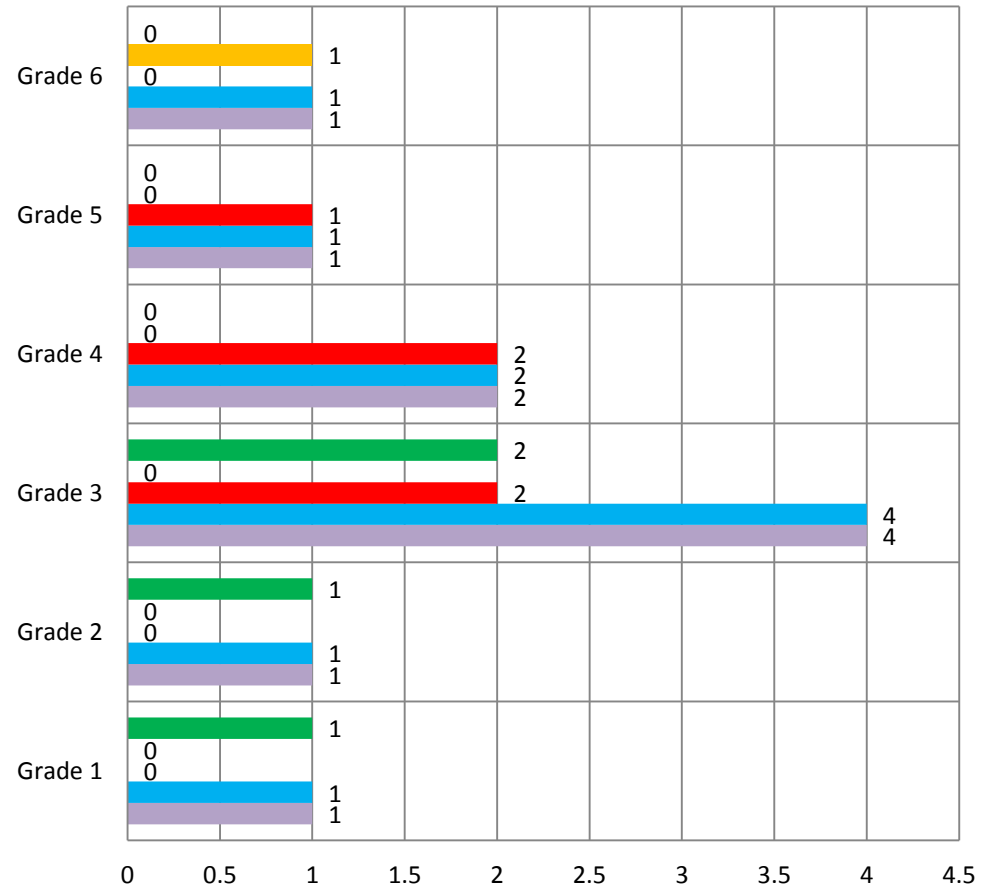
	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
# of Students at or above Grade Level	12	5	5	8	4	0
# of Students approaching Grade Level	3	4	1	0	1	4
# of Students below Grade Level	0	1	3	3	2	6
Growth	10	8	7	10	4	9
# Total Students	15	10	9	11	7	10

Calling Lake (PM Benchmarks)



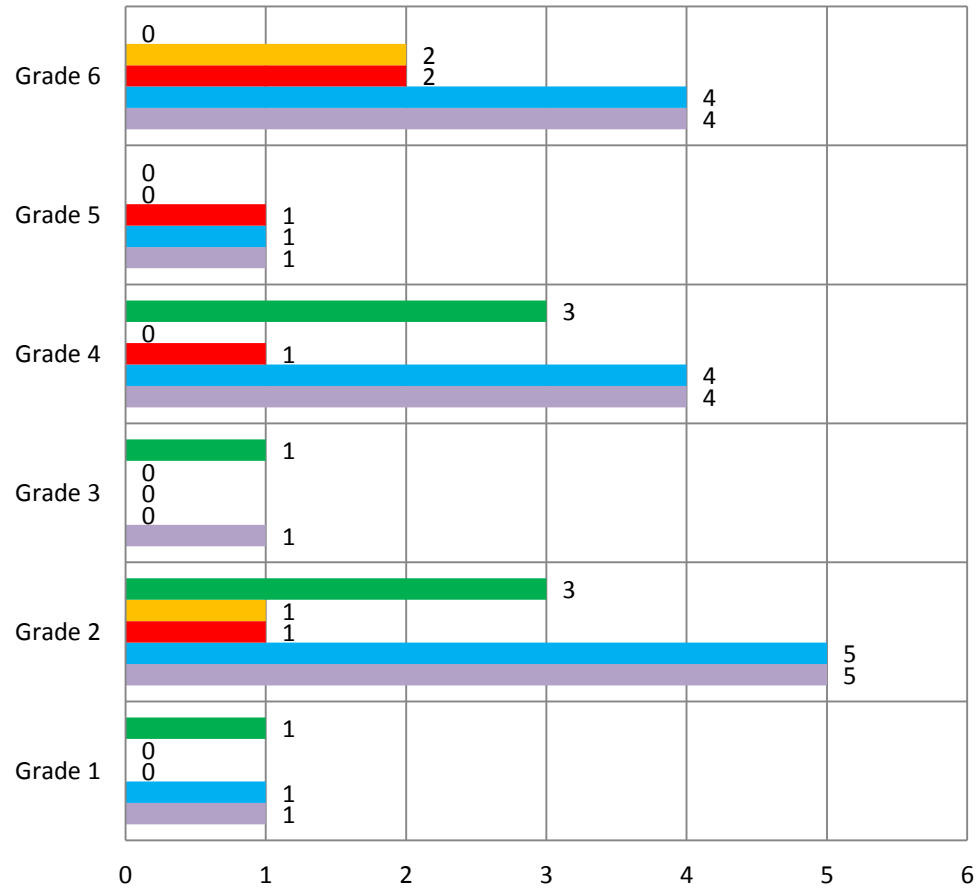
	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
# of Students at or above Grade Level	14	10	7	4	1	0
# of Students approaching Grade Level	2	1	0	1	3	3
# of Students below Grade Level	0	1	2	5	7	2
Growth	0	8	8	4	2	0
# Total Students	16	12	9	10	11	5

Chipewyan Lake (PM Benchmarks)



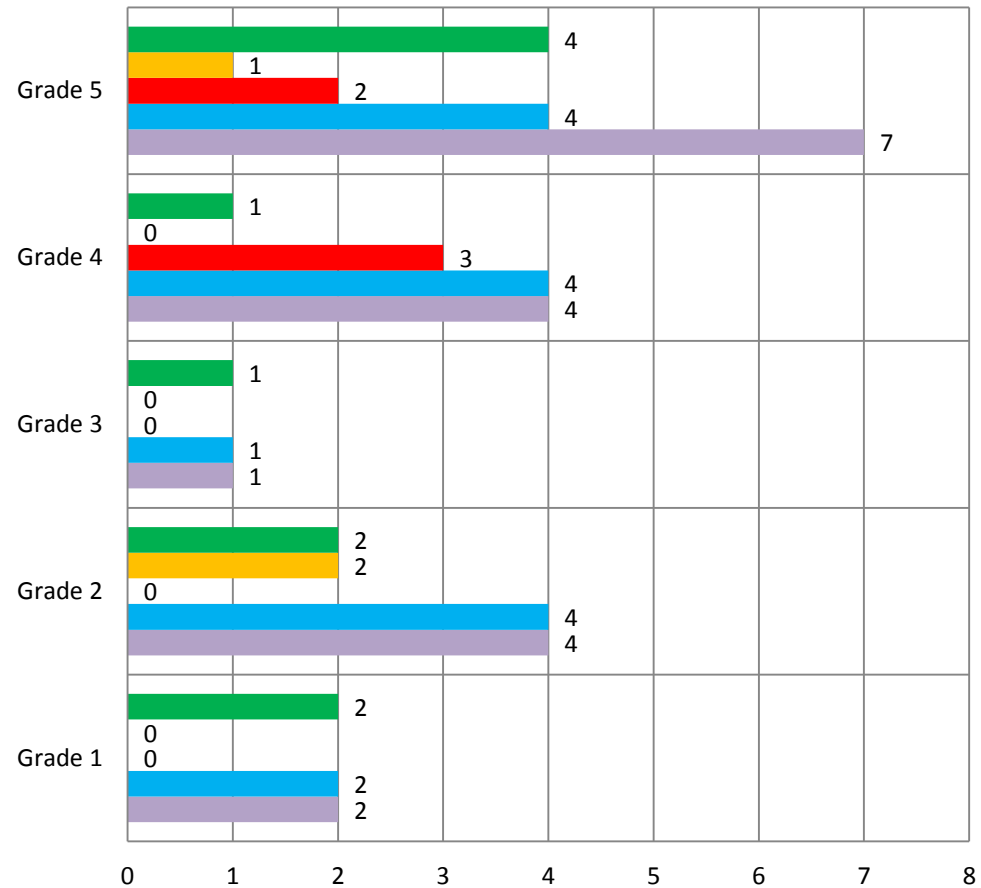
	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
■ # of Students at or above Grade Level	1	1	2	0	0	0
■ # of Students approaching Grade Level	0	0	0	0	0	1
■ # of Students below Grade Level	0	0	2	2	1	0
■ Growth	1	1	4	2	1	1
■ # Total Students	1	1	4	2	1	1

Conklin (PM Benchmarks)



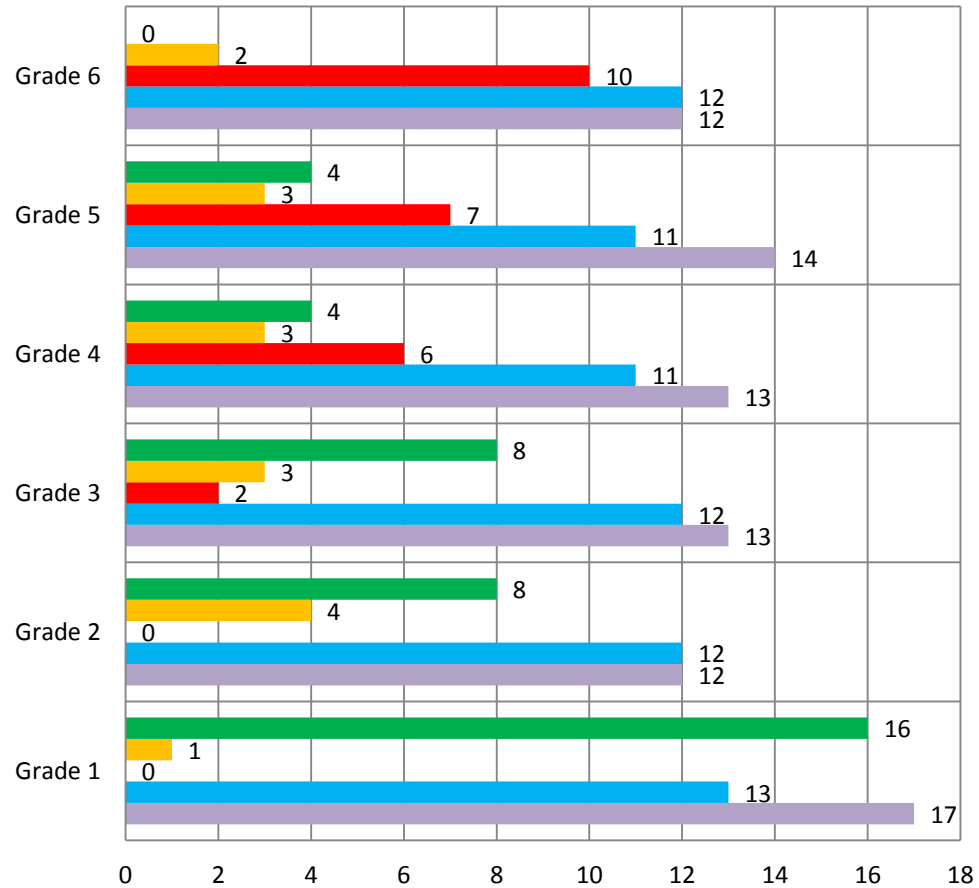
	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
■ # of Students at or above Grade Level	1	3	1	3	0	0
■ # of Students approaching Grade Level	0	1	0	0	0	2
■ # of Students below Grade Level	0	1	0	1	1	2
■ Growth	1	5	0	4	1	4
■ # Total Students	1	5	1	4	1	4

Dr. Mary Jackson (PM Benchmarks)



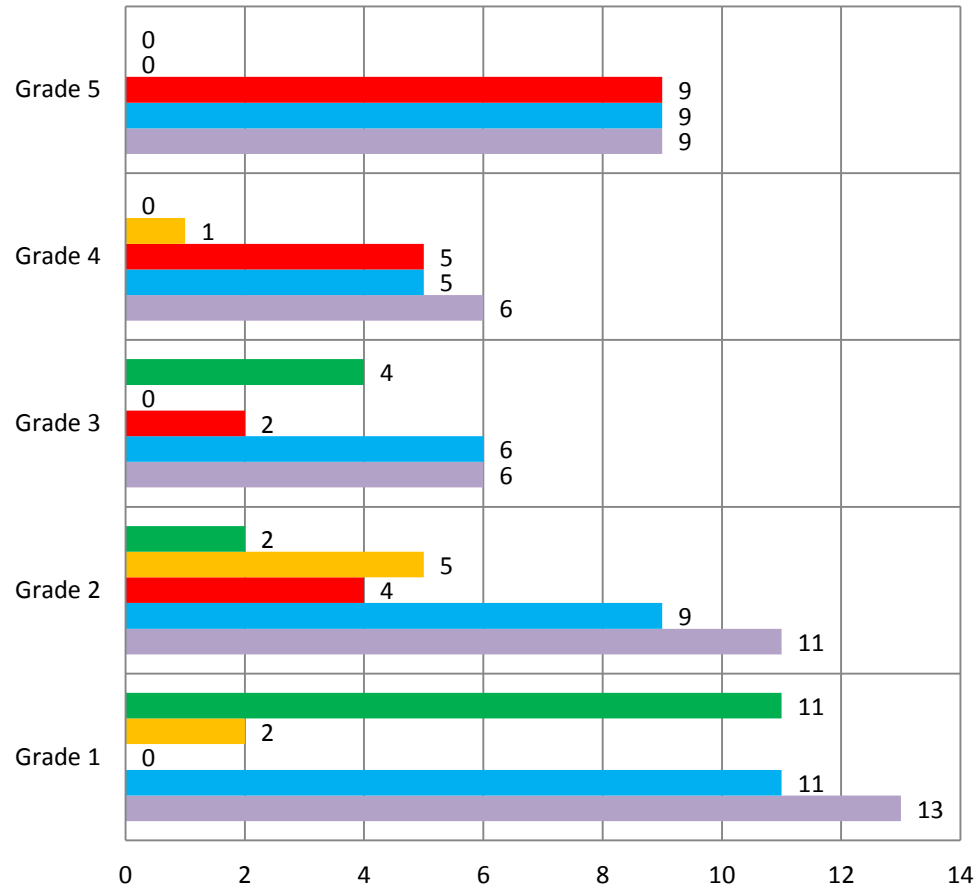
	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
■ # of Students at or above Grade Level	2	2	1	1	4
■ # of Students approaching Grade Level	0	2	0	0	1
■ # of Students below Grade Level	0	0	0	3	2
■ Growth	2	4	1	4	4
■ # Total Students	2	4	1	4	7

Elizabeth (PM Benchmarks)



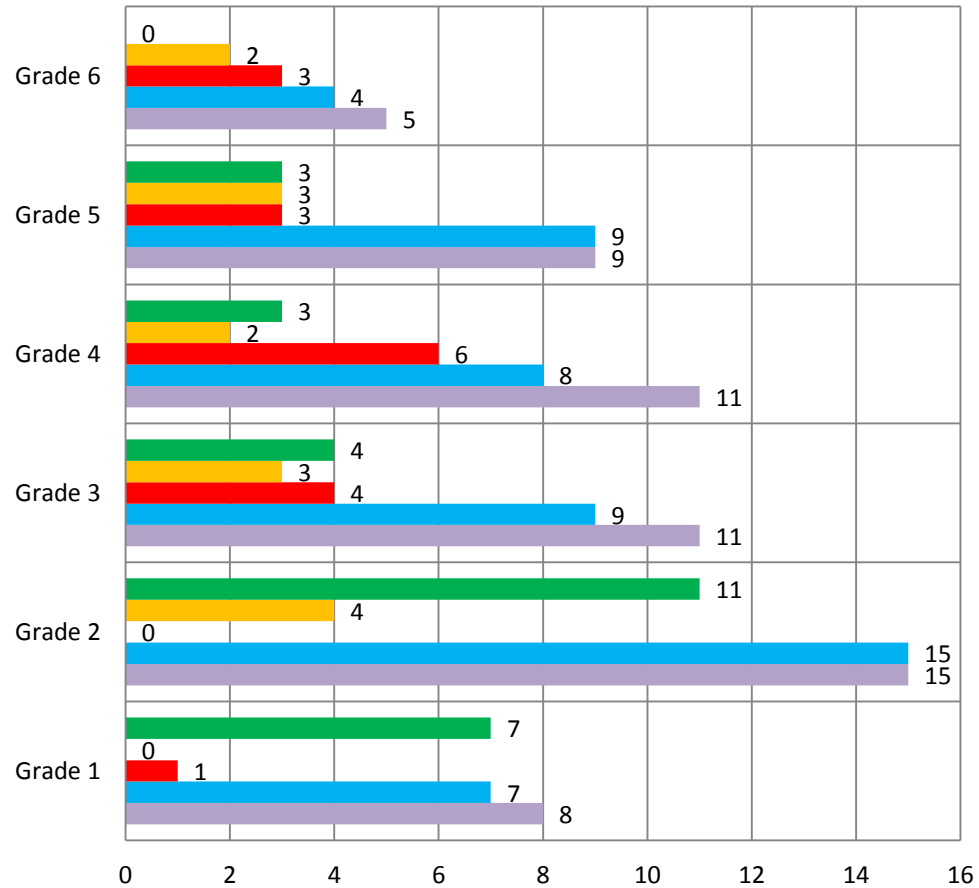
	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
# of Students at or above Grade Level	16	8	8	4	4	0
# of Students approaching Grade Level	1	4	3	3	3	2
# of Students below Grade Level	0	0	2	6	7	10
Growth	13	12	12	11	11	12
# Total Students	17	12	13	13	14	12

Father Perin (PM Benchmarks)



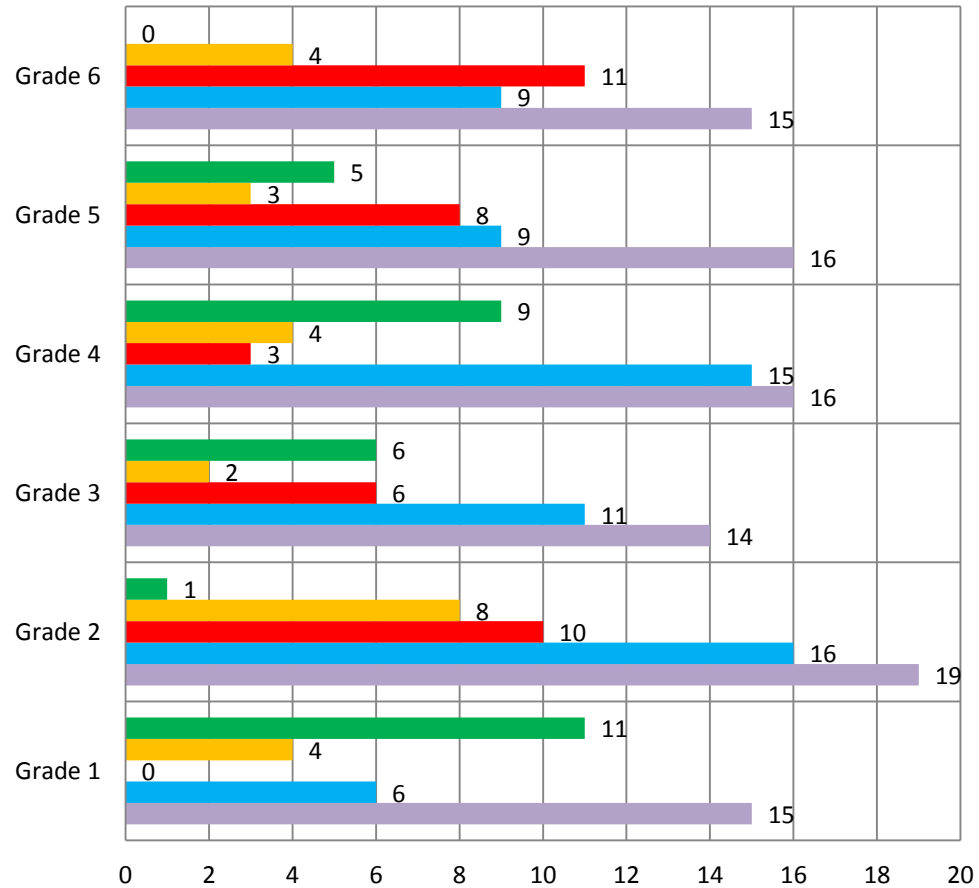
	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
# of Students at or above Grade Level	11	2	4	0	0
# of Students approaching Grade Level	2	5	0	1	0
# of Students below Grade Level	0	4	2	5	9
Growth	11	9	6	5	9
# Total Students	13	11	6	6	9

Fort McKay (PM Benchmarks)



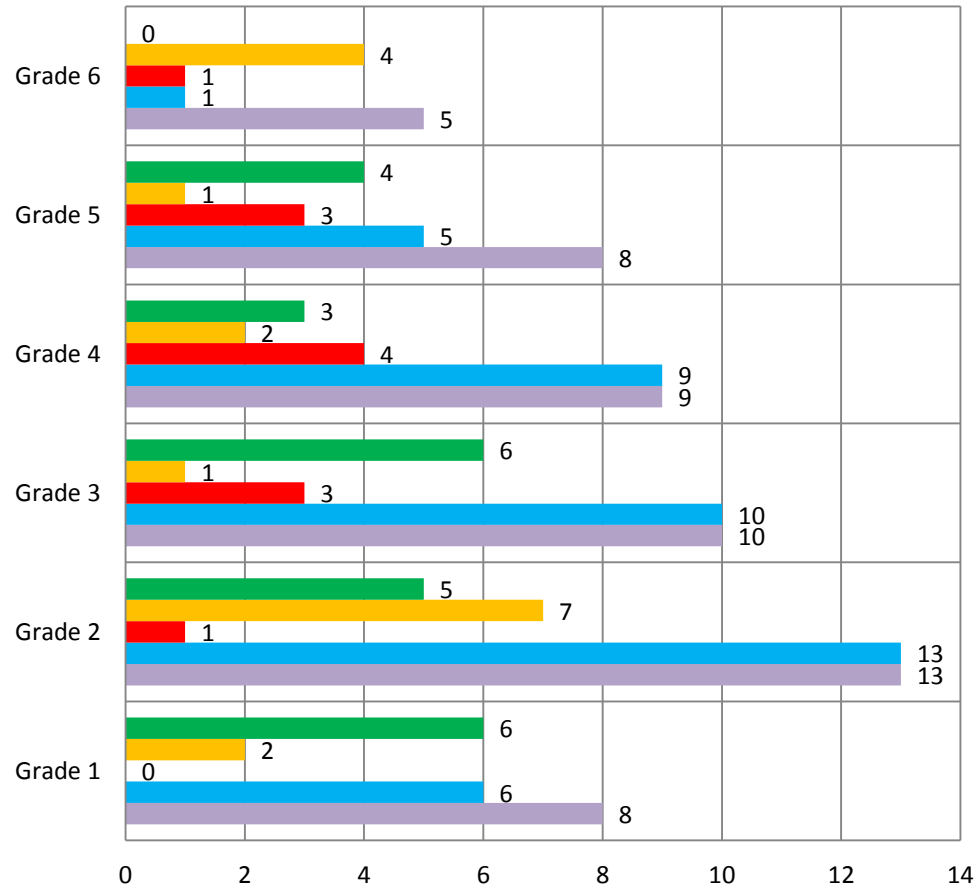
	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
■ # of Students at or above Grade Level	7	11	4	3	3	0
■ # of Students approaching Grade Level	0	4	3	2	3	2
■ # of Students below Grade Level	1	0	4	6	3	3
■ Growth	7	15	9	8	9	4
■ # Total Students	8	15	11	11	9	5

Gift Lake (PM Benchmarks)



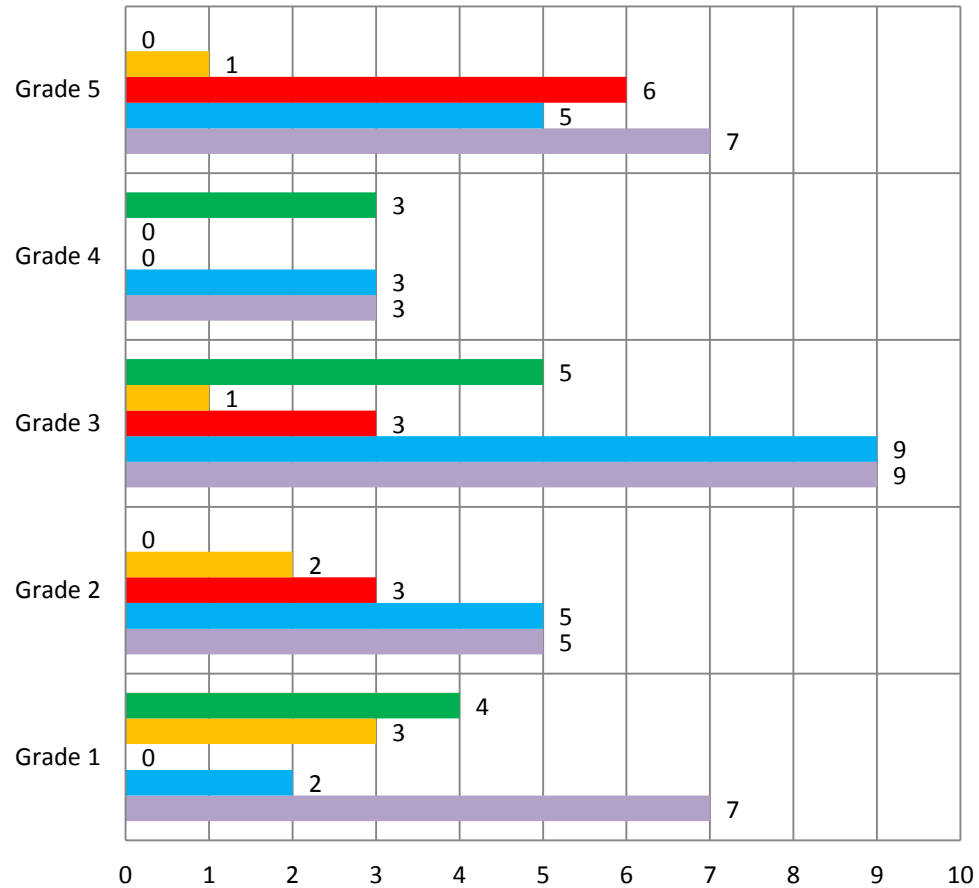
	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
■ # of Students at or above Grade Level	11	1	6	9	5	0
■ # of Students approaching Grade Level	4	8	2	4	3	4
■ # of Students below Grade Level	0	10	6	3	8	11
■ Growth	6	16	11	15	9	9
■ # Total Students	15	19	14	16	16	15

Grouard Northland (PM Benchmarks)



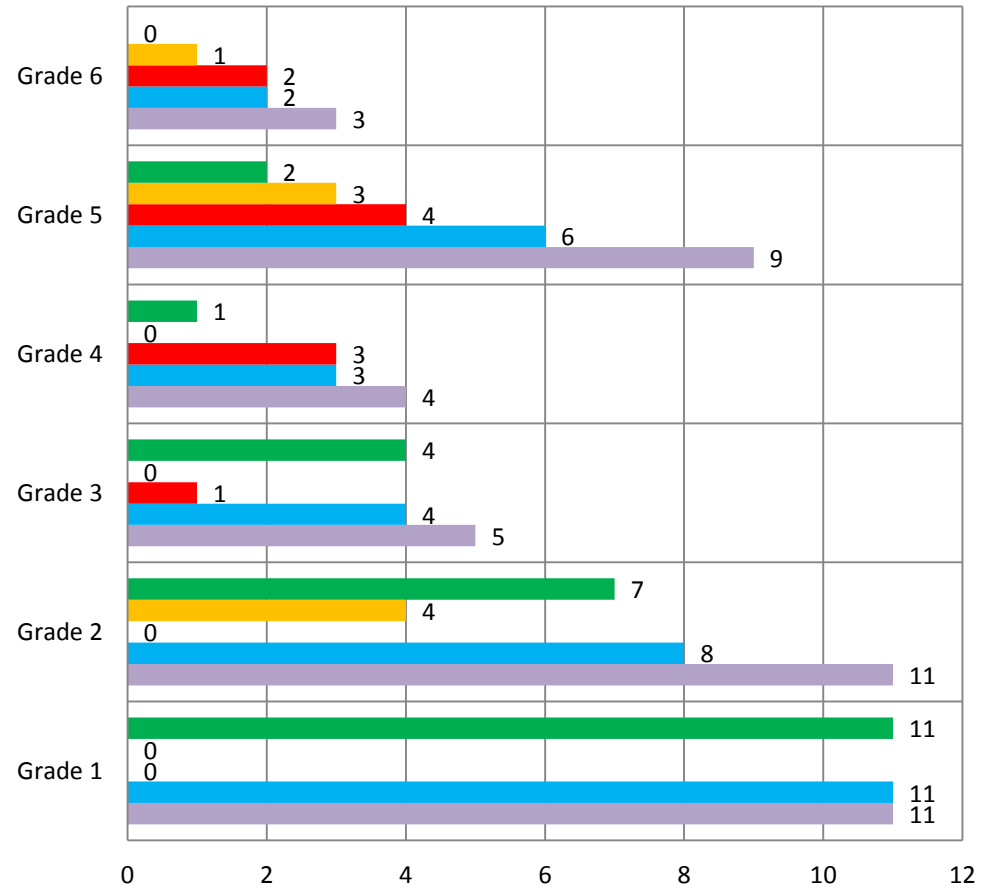
	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
■ # of Students at or above Grade Level	6	5	6	3	4	0
■ # of Students approaching Grade Level	2	7	1	2	1	4
■ # of Students below Grade Level	0	1	3	4	3	1
■ Growth	6	13	10	9	5	1
■ # Total Students	8	13	10	9	8	5

Hillview (PM Benchmarks)



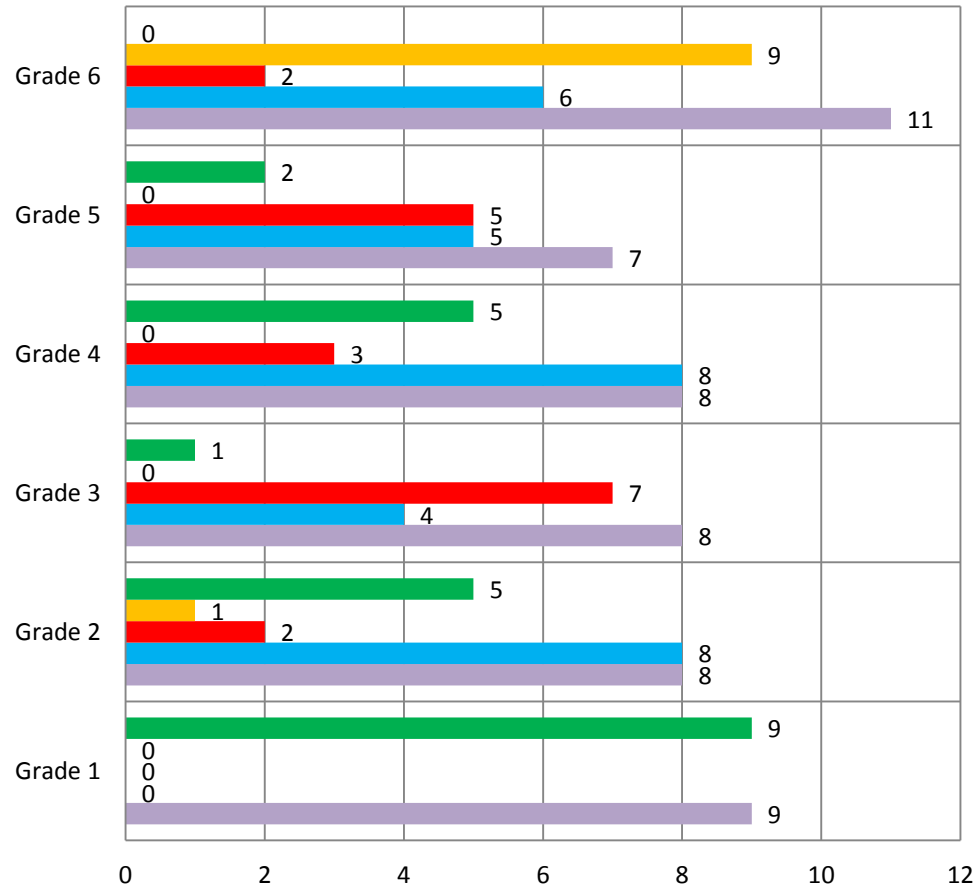
	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
■ # of Students at or above Grade Level	4	0	5	3	0
■ # of Students approaching Grade Level	3	2	1	0	1
■ # of Students below Grade Level	0	3	3	0	6
■ Growth	2	5	9	3	5
■ # Total Students	7	5	9	3	7

J.F. Dion (PM Benchmarks)



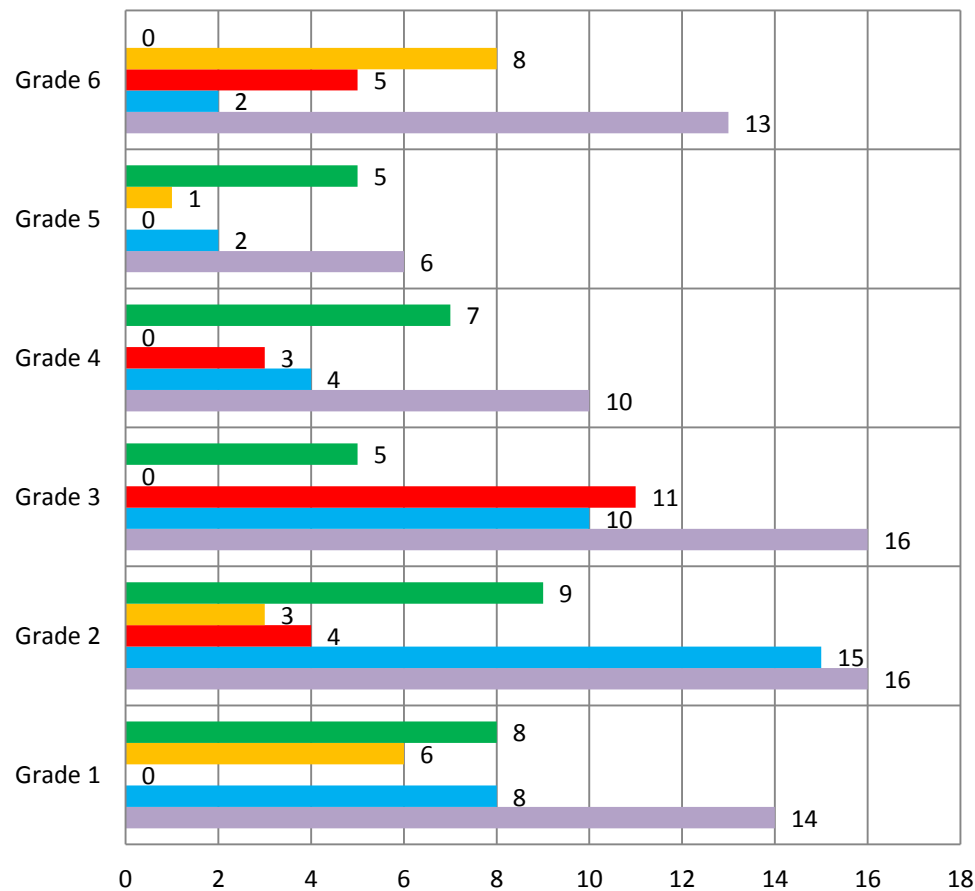
	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
# of Students at or above Grade Level	11	7	4	1	2	0
# of Students approaching Grade Level	0	4	0	0	3	1
# of Students below Grade Level	0	0	1	3	4	2
Growth	11	8	4	3	6	2
# Total Students	11	11	5	4	9	3

Kateri (PM Benchmarks)



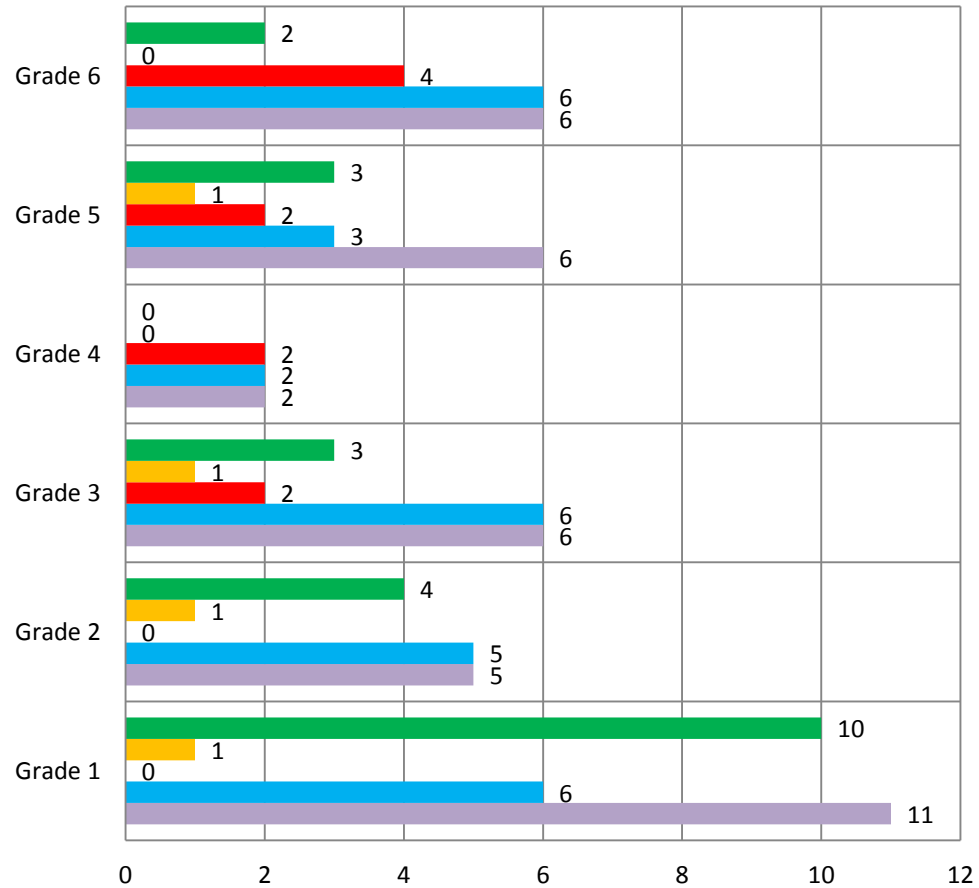
	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
# of Students at or above Grade Level	9	5	1	5	2	0
# of Students approaching Grade Level	0	1	0	0	0	9
# of Students below Grade Level	0	2	7	3	5	2
Growth	0	8	4	8	5	6
# Total Students	9	8	8	8	7	11

Little Buffalo (PM Benchmarks)



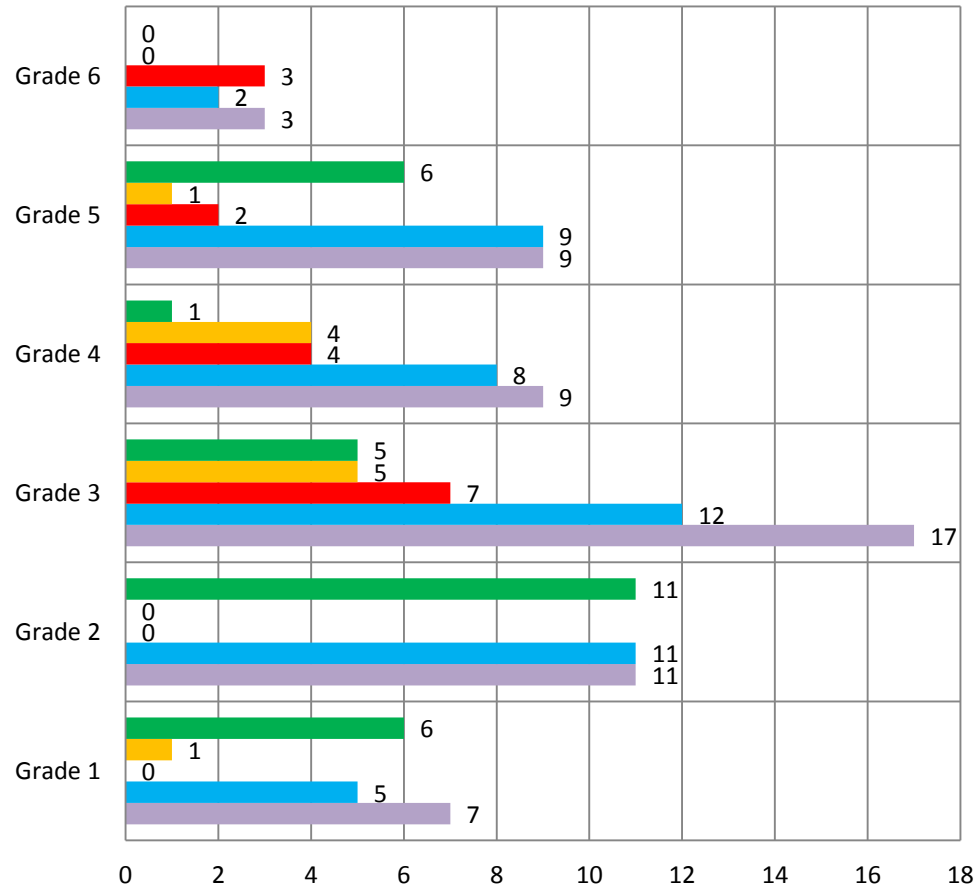
	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
# of Students at or above Grade Level	8	9	5	7	5	0
# of Students approaching Grade Level	6	3	0	0	1	8
# of Students below Grade Level	0	4	11	3	0	5
Growth	8	15	10	4	2	2
# Total Students	14	16	16	10	6	13

Paddle Prairie (PM Benchmarks)



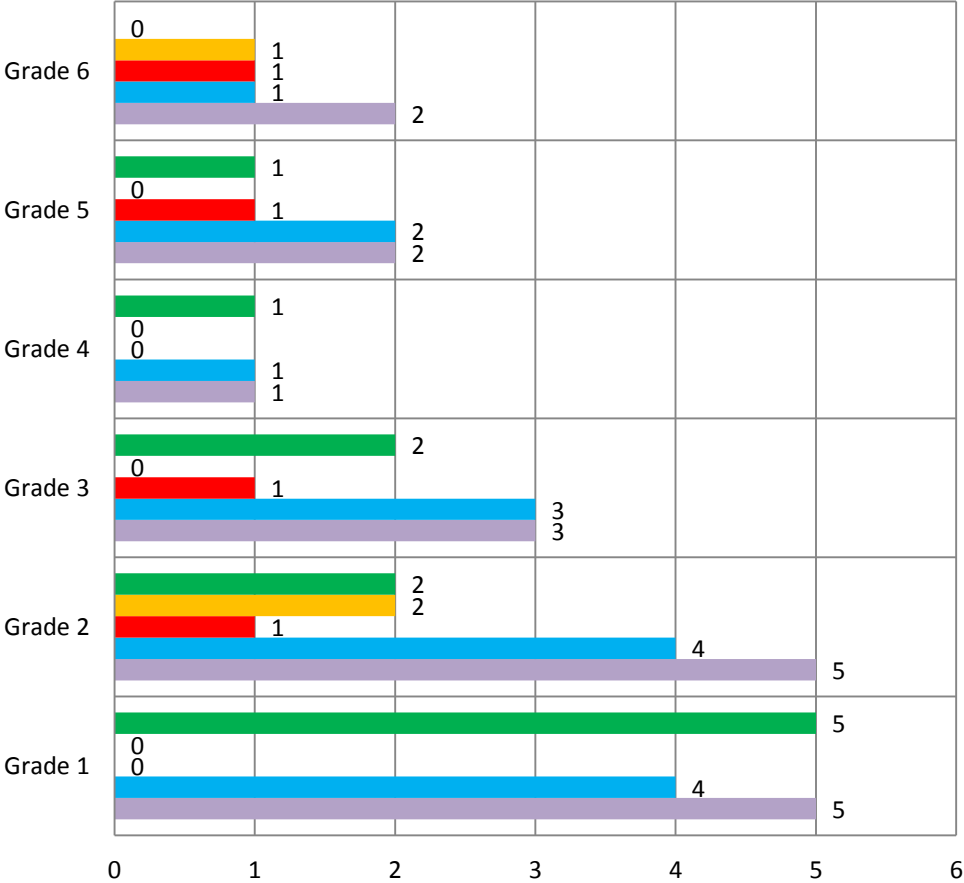
	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
# of Students at or above Grade Level	10	4	3	0	3	2
# of Students approaching Grade Level	1	1	1	0	1	0
# of Students below Grade Level	0	0	2	2	2	4
Growth	6	5	6	2	3	6
# Total Students	11	5	6	2	6	6

Peerless Lake (PM Benchmarks)



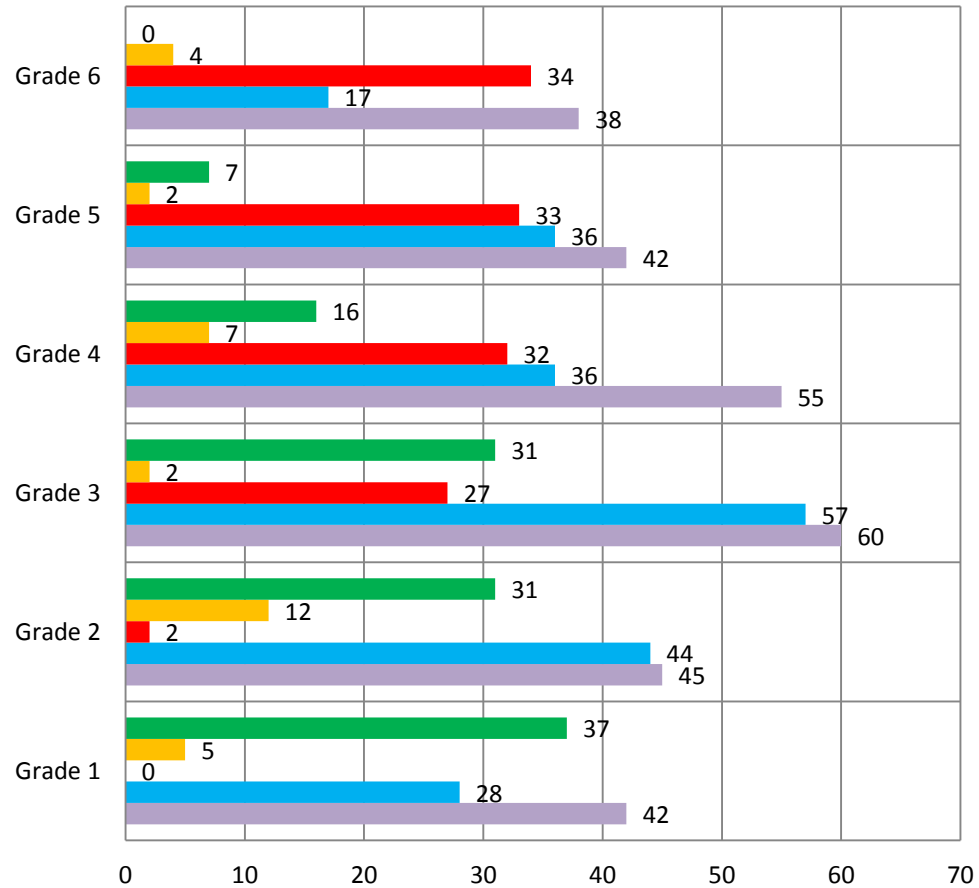
	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
■ # of Students at or above Grade Level	6	11	5	1	6	0
■ # of Students approaching Grade Level	1	0	5	4	1	0
■ # of Students below Grade Level	0	0	7	4	2	3
■ Growth	5	11	12	8	9	2
■ # Total Students	7	11	17	9	9	3

Pelican Mountain (PM Benchmarks)



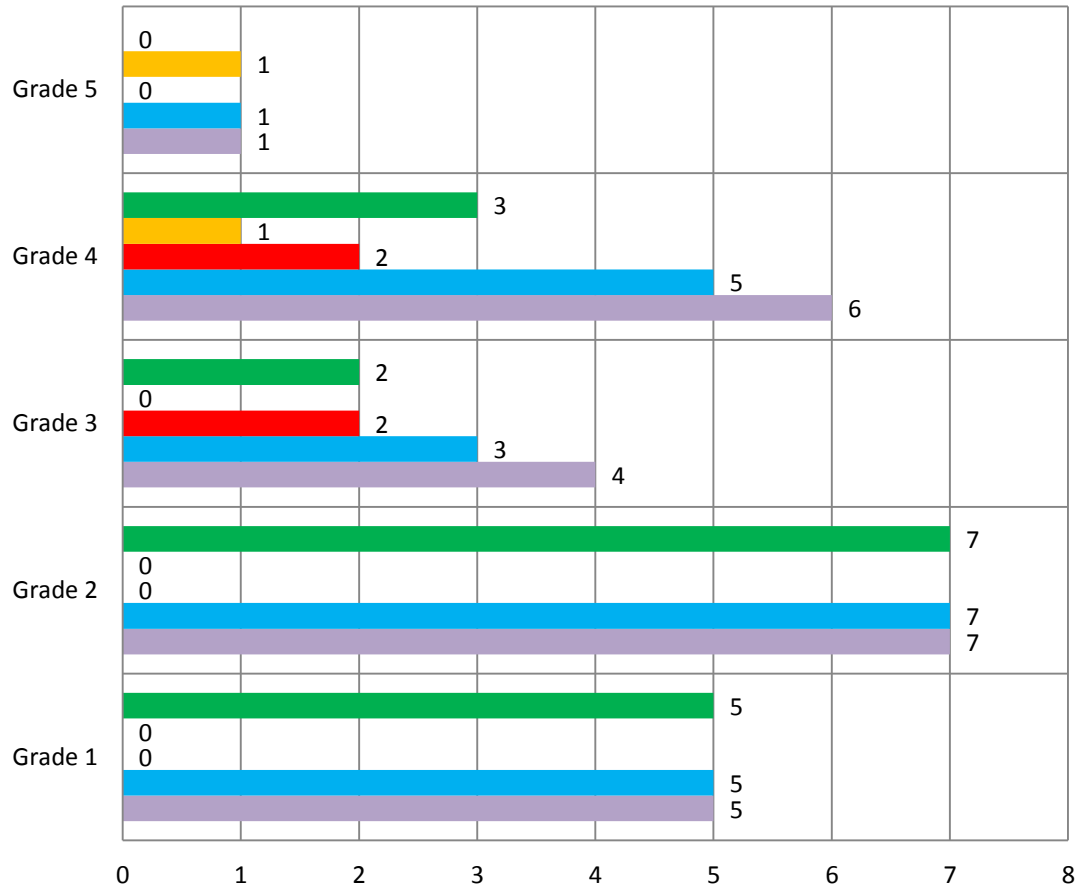
	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
<div></div> # of Students at or above Grade Level	5	2	2	1	1	0
<div></div> # of Students approaching Grade Level	0	2	0	0	0	1
<div></div> # of Students below Grade Level	0	1	1	0	1	1
<div></div> Growth	4	4	3	1	2	1
<div></div> # Total Students	5	5	3	1	2	2

St. Theresa (PM Benchmarks)



	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
■ # of Students at or above Grade Level	37	31	31	16	7	0
■ # of Students approaching Grade Level	5	12	2	7	2	4
■ # of Students below Grade Level	0	2	27	32	33	34
■ Growth	28	44	57	36	36	17
■ # Total Students	42	45	60	55	42	38

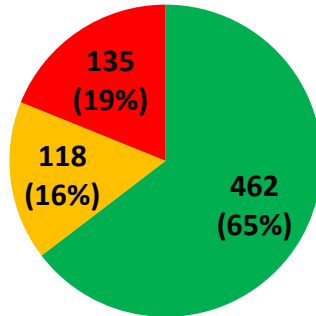
Susa Creek (PM Benchmarks)



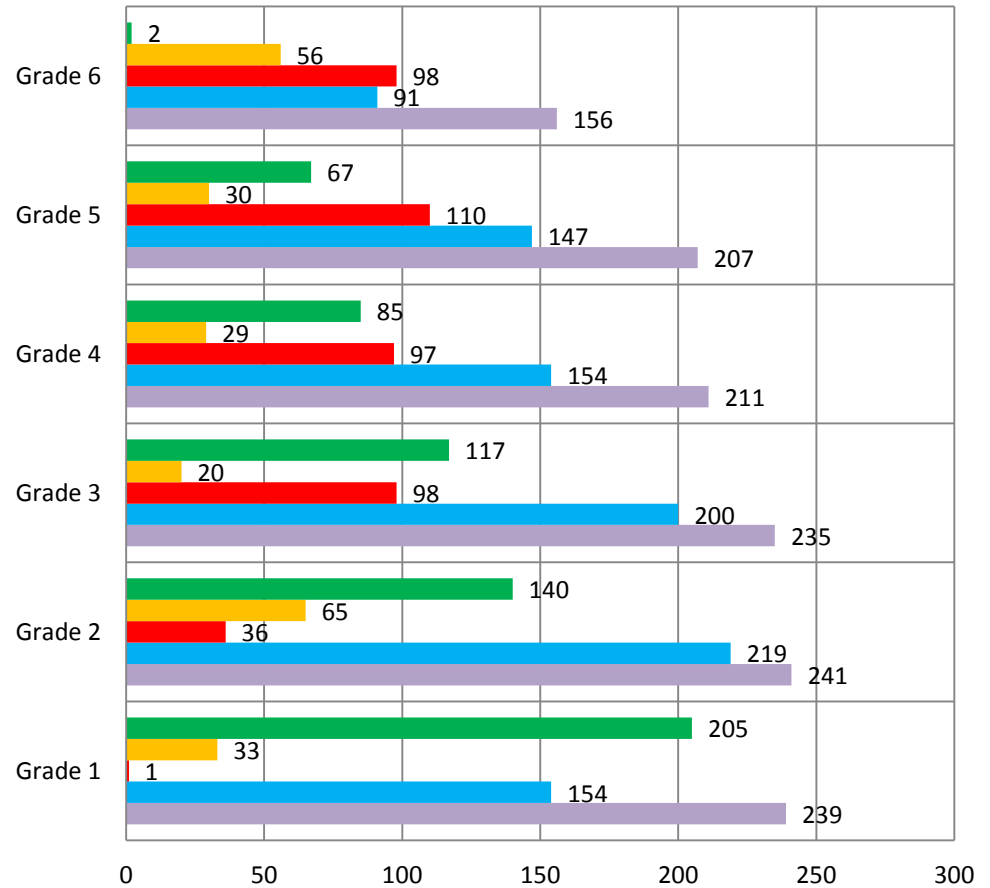
	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
# of Students at or above Grade Level	5	7	2	3	0
# of Students approaching Grade Level	0	0	0	1	1
# of Students below Grade Level	0	0	2	2	0
Growth	5	7	3	5	1
# Total Students	5	7	4	6	1

Aggregate PM Benchmarks

Division 1 (grades 1,2,3)

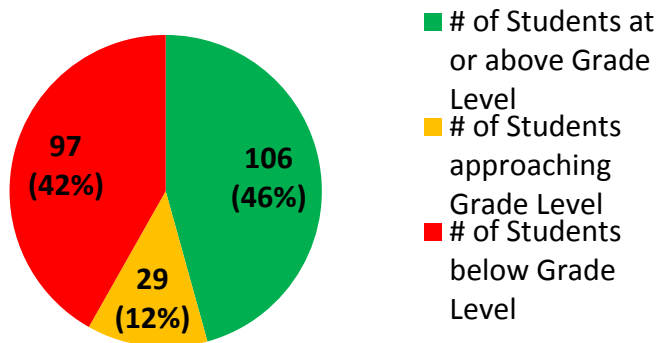


- # At or Above Grade Level
- # Approaching Grade Level
- # Below Grade Level

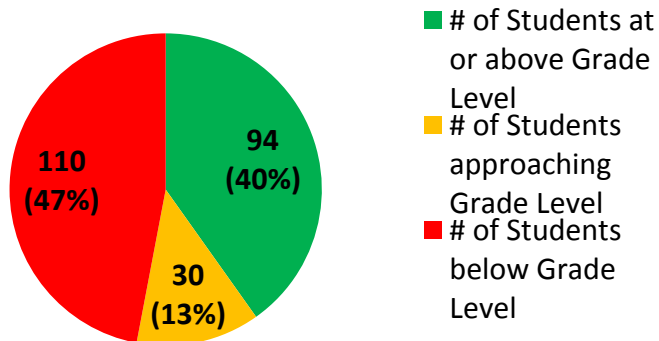


	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
■ # of Students at or above Grade Level	205	140	117	85	67	2
■ # of Students approaching Grade Level	33	65	20	29	30	56
■ # of Students below Grade Level	1	36	98	97	110	98
■ Growth	154	219	200	154	147	91
■ # Total Students	239	241	235	211	207	156

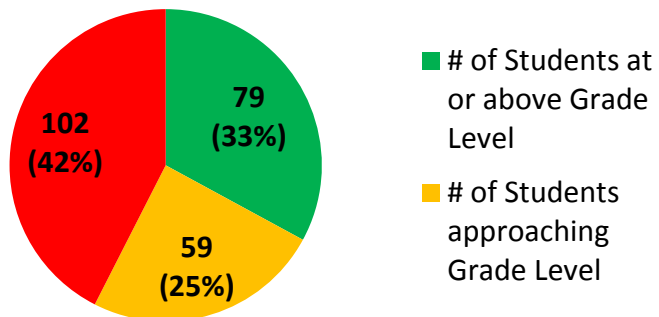
Grade 4 (PM & Jerry Johns)



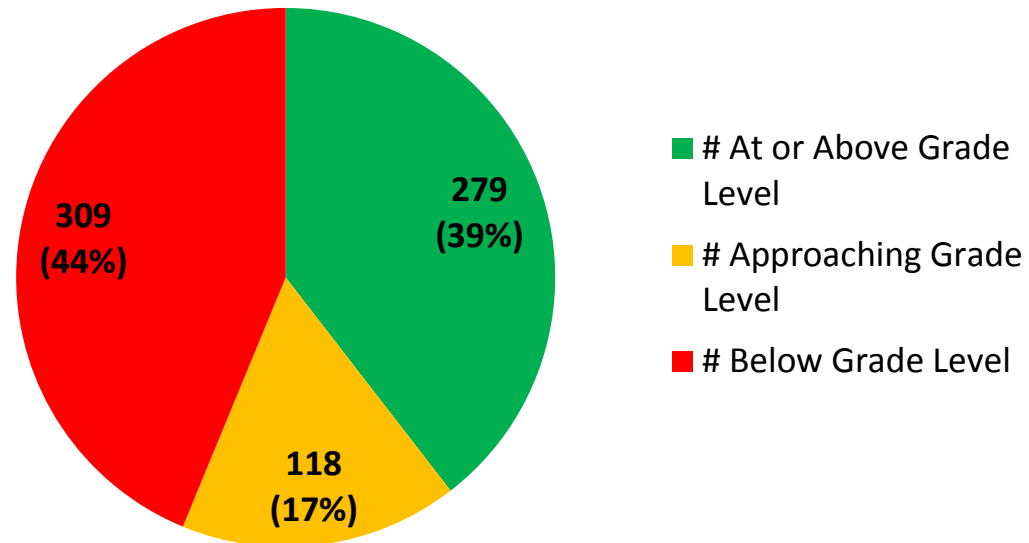
Grade 5 (PM & Jerry Johns)



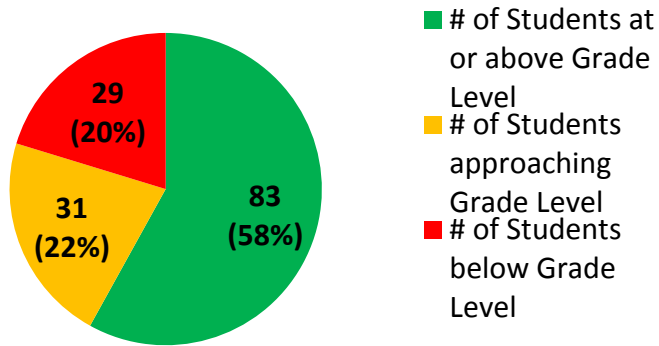
Grade 6 (PM & Jerry Johns)



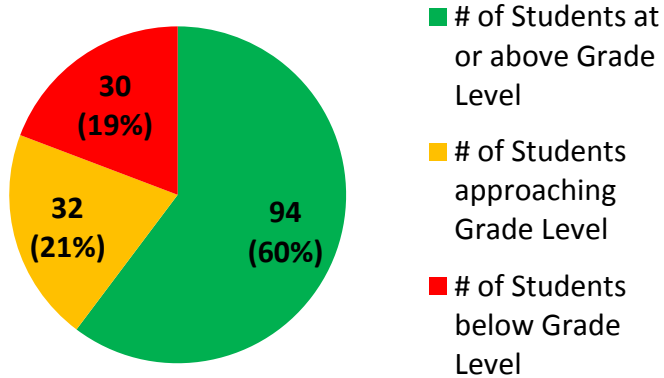
Division 2 (grades 4,5,6)



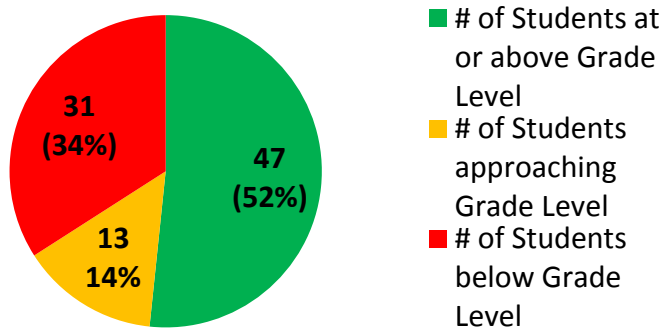
Grade 7 (Jerry Johns)



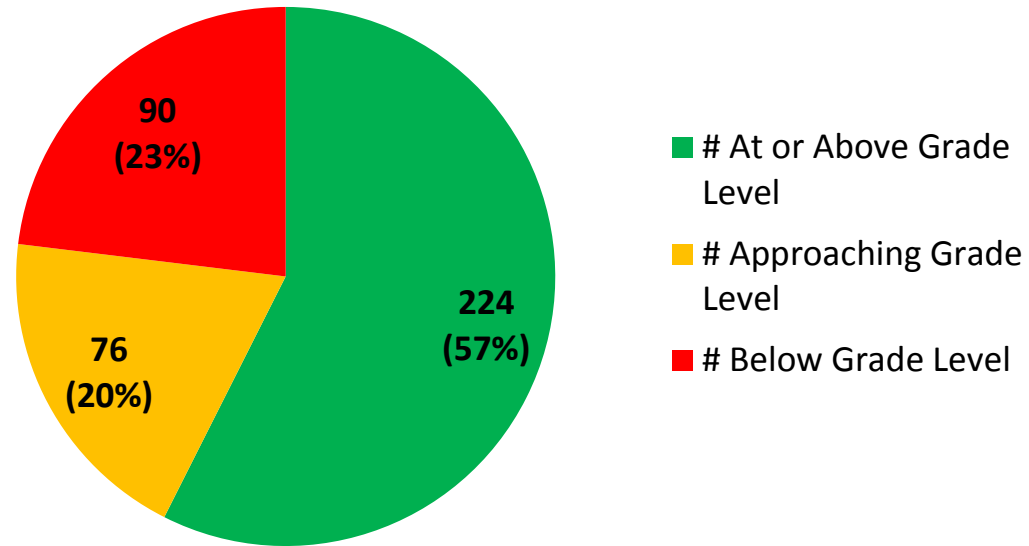
Grade 8 (Jerry Johns)



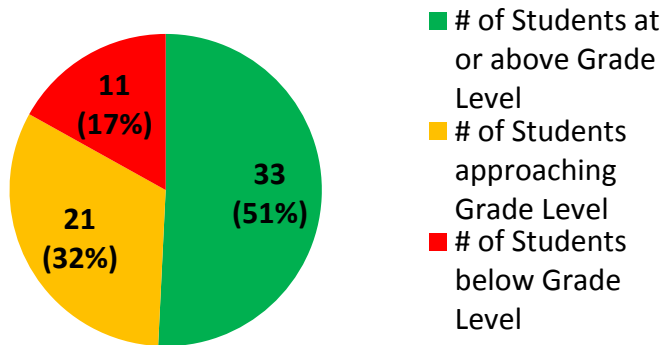
Grade 9 (Jerry Johns)



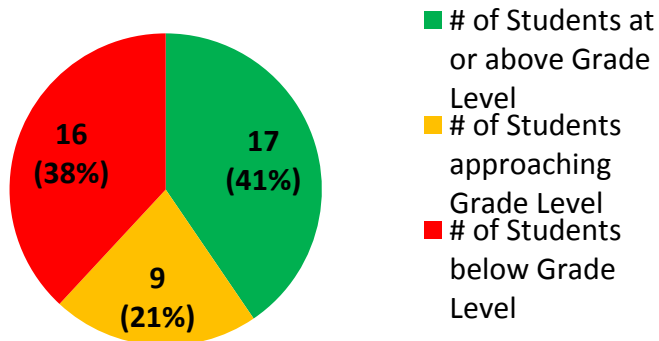
Division 3 (grades 7,8,9)



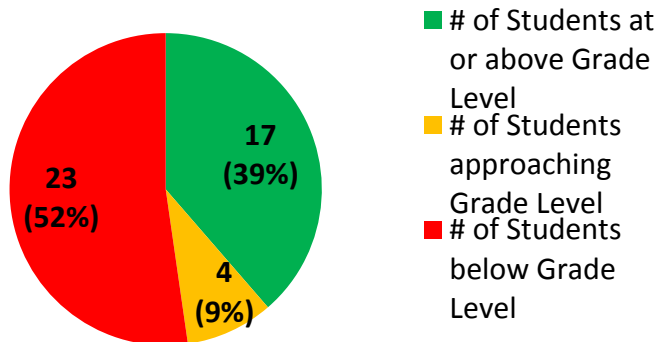
Grade 10 (Jerry Johns)



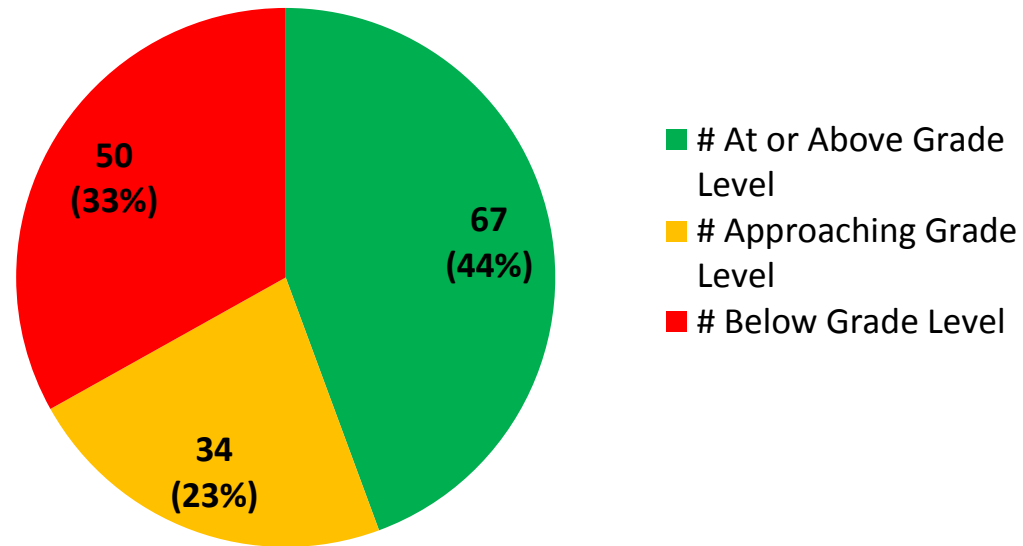
Grade 11 (Jerry Johns)



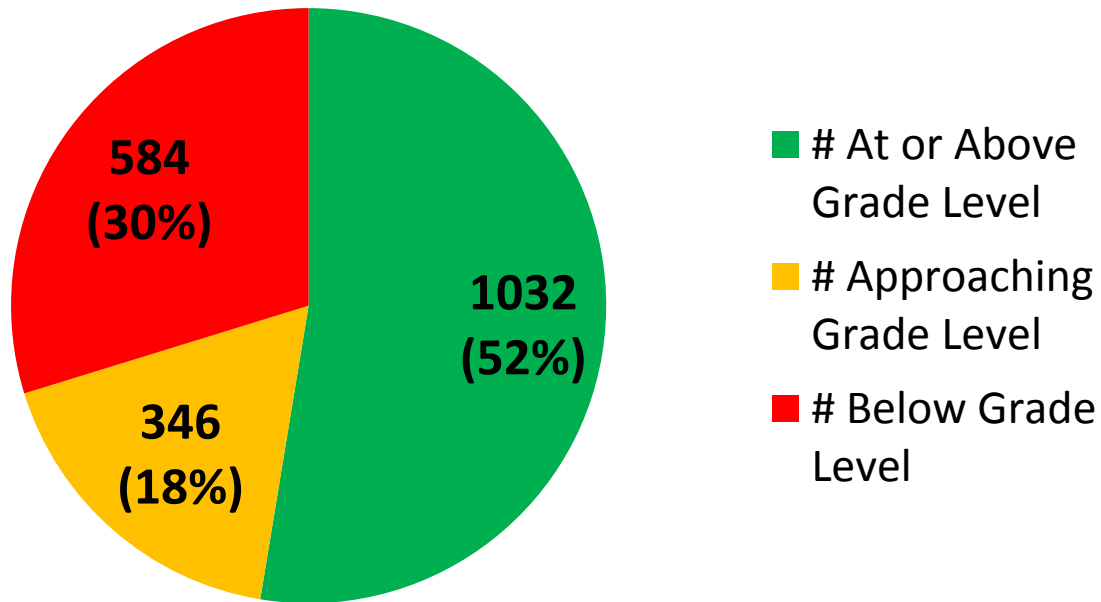
Grade 12 (Jerry Johns)



Division 4 (grades 10,11,12)



Aggregate Grade Levels (All Grades)





Superintendent's Report June 27, 2013

May, 2013

15	Calling Lake Local School Board Committee Meeting
16	MOU Next Steps – Teleconference Call (a.m.) Northern Tier Meeting (V.C.)
22	Advisory Committee Meeting – High Prairie
23	Board Meeting – High Prairie
24	CASS Zone 1 Meeting in Grande Prairie
28	Special Board Meeting – Peace River
29	ASBA Zone 1 Meeting – High Prairie
30	KTC/NSD Partnership Meeting – High Prairie (a.m.) Maintenance Advisory Committee Meeting – High Prairie (p.m.)
31	Meeting with AANDC re: Little Buffalo School

June, 2013

3-4	ASBA Spring Conference – Red Deer
4	Demo from Joel Neustaeter/Alberta Education(online)
5	Meeting with M.D. re Land in Wabasca (1:00 p.m.) Calling Lake Local School Board Committee Meeting (evening)
6	Meeting with Mark Burke, ATA Local Rep – Slave Lake (a.m.) KTC Planning Meeting with David Webber and Terry Lynn Cook – Slave Lake (2:00 p.m.)
7	ATEP Student Breakfast – Slave Lake
8	NSD Staff Meeting – Peace River (a.m.) Aboriginal Education Review Committee (p.m.)
12	KTC/NSD Advisory Committee Meeting – Peace River
13	Maintenance Review Committee Meeting – High Prairie
14	Funeral – Keg River

Future Meetings

June 17	Métis Settlements LTA – Education - Edmonton
June 18	Committee Meetings and Agenda Review – Peace River
June 19	Meeting with Bigstone Cree First Nation – Edmonton
June 24	St. Andrews – High Prairie re busing
June 25	KTC Interviews – Peace River
June 26	Advisory Committee Meeting – Peace River
June 27	Board Meeting

Rosin, Ann

From: Barrett, Donna
Sent: May-16-13 12:44 PM
To: Kelly, Colin; Walty, Curtis; Rosin, Ann
Subject: Fwd: Announcement of new Deputy Minister, Education

Sent from my iPhone

Begin forwarded message:

From: Education Deputy Minister <EducationDeputyMinister@gov.ab.ca>
Date: 16 May, 2013 11:30:09 AM MDT
To: "_EDC Education Stakeholders - PSF Supers (Incl. Lloydminster)" <_EDCEducationStakeholders-PSFSupersInclLloydminster@learning.gov.ab.ca>, "_EDC Education Stakeholders - PSF Chairmen (Incl. Lloydminster)" <_EDCEducationStakeholders-PSFChairmenInclLloydminster@learning.gov.ab.ca>, "_EDC Education Stakeholders - Charter Chairmen" <_EDCEducationStakeholders-CharterChairmen@learning.gov.ab.ca>, "_EDC Education Stakeholders - Charter Superintendents" <_EDCEducationStakeholders-CharterSuperintendents@learning.gov.ab.ca>
Subject: Announcement of new Deputy Minister, Education

TO: All Superintendents of Public, Separate, Francophone and Charter School Boards
 All Board Chairs of Public, Separate, Francophone and Charter School Boards
 Presidents and Executive Directors, 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)

We are pleased to announce Greg Bass is the new Deputy Minister for the Department of Education. Greg has a lengthy career in education as a teacher and administrator with Elk Island Public Schools and Buffalo Trail Public Schools. Most recently, he served as the Superintendent of Schools in the Rocky View School Division. Greg's personal mission statement is to foster risk-taking and innovation, which supports the vision of *Inspiring Education*. He is a strong champion of enabling students to achieve their full potential, and providing equal opportunity so that all students have an education that prepares them for the future. Greg will join the team on June 1, 2013.

Thank you.

Dean Lindquist
Acting Deputy Minister
Alberta Education

cc. School Division Communications Contacts

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May 22, 2013

Dr. Donna Barrett
Acting Superintendent
Northland School division No. 61
Bag 1400
9809 - 77 Avenue
Peace River AB
T8S 1V2

Dear Dr. Barrett:

On behalf of Undergraduate Student Services at the University of Alberta, Faculty of Education, we would like to express our gratitude for the willingness of your staff to support, encourage and mentor our Student Teachers. Students often share that the highlight of their undergraduate program is their field experiences. Without your support, this would not happen.

Your staff's professional contributions provide beginning teachers with an amazing opportunity to gain an understanding of schools and the complexity of the teaching profession. We appreciate the time you all commit to Student Teachers. During the 2012-2013 year, 2549 Student Teachers were placed in schools across Alberta and the Northwest Territories. This would not be possible without your support. Our records show that 18 students were placed in schools within your district. Thank you for your ongoing support.

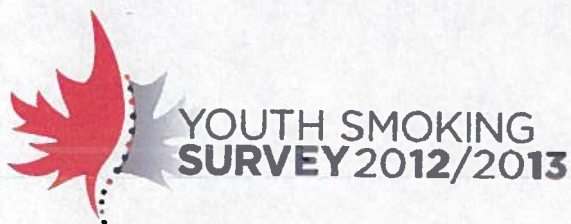
We trust that your staff found their work with Student Teachers rewarding, and we thank you again for your commitment.

Sincerely,



Robert Smilanich
Assistant Dean, Field Experiences

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University of Alberta
3-271 Edmonton Clinic Health Academy
11405 87 Avenue
Edmonton, AB T6G 1C9

Tel: 1-866-492-4550
Fax: 780-492-0856

19
Beach
pig

Provincial Collaborator May 10, 2013

Cameron Wild Ms. Rosin
University of Alberta Northland School Division No. 61
Principal Investigator 9809 - 77 Avenue, P.O. Bag 1400
Peace River, AB T8S 1V2

Steve Manske
Propel Centre for Dear Ms. Rosin,
Population Health Impact
University of Waterloo

We would like to thank your division for the assistance we received in implementing the *2012/2013 Youth Smoking Survey*.

The YSS is funded by Health
Canada

In partnership with:



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WATERLOO

The administrators, teachers and students at these schools were instrumental in the success of the survey. In appreciation of their efforts, each school will have access to a *School Health Profile* with one-page *Summaries* detailing their schools' results. Schools have been encouraged to share their results with your division and local health unit to assist in targeting, planning and evaluation of efforts with youth, and to facilitate teamwork between schools, boards and public health departments.

We appreciate the time and effort each school contributed to the project to facilitate data collections. In your division, the following school(s) participated in the project:

- St. Theresa School

National and provincial pictures of student well-being start with the school. Since 1994, the YSS has helped paint a picture of youth health and behaviours to help schools and health agencies plan and assess interventions for health promoting schools and communities. Risk of smoking, and drug and alcohol use are linked to bullying, healthy eating, academic achievement and physical activity in youth. All of these topics are asked of youth on the YSS questionnaire.

On behalf of the University of Alberta and the Propel Centre for Population Health Impact at the University of Waterloo, we thank you very much for supporting our research activities. If you have any questions regarding the study or any general inquiries, please do not hesitate to contact us. You can also visit our project website at www.yss.uwaterloo.ca.

Sincerely,

Denise Maxwell
Site Coordinator
University of Alberta
1-866-492-4550
dmaxwell@ualberta.ca

Steve Manske
Principal Investigator
University of Waterloo
519-888-4518
manske@uwaterloo.ca

Government **Information bulletin**

May 21, 2013

Excellent Alberta teachers chosen

The Alberta Government is recognizing 20 outstanding teachers and principals from across the province as 2013 Excellence in Teaching [award recipients](#).

"The individuals chosen for this award are nothing short of remarkable, they represent the best of Alberta," said Education Minister Jeff Johnson. "These teachers put their heart and soul into the classroom, and in doing so they are shaping our next generation to be engaged, ethical and entrepreneurial - ready to continue building Alberta. I'm grateful for this opportunity to recognize these champions of student success and [Inspiring Education](#)."

The recipients will be honoured Saturday, May 25, at an award celebration in Edmonton. In April, 129 semi-finalists from across the province were recognized at regional celebrations in Calgary and Edmonton and awarded up to \$1,500 for professional development. The 20 Excellence in Teaching award recipients will receive up to \$4,000 each for professional development.

Excellence in Teaching award nominees are required to demonstrate leadership, creativity and innovation, work collaboratively with colleagues, and create positive learning environments that motivate students to excel. Nominations for the award are submitted by an educator's own community members; including, students, parents and colleagues. A rigorous process is undertaken by a committee made up of members of the education community to select semi-finalists and award recipients.

Albertans have celebrated Excellence in Teaching since 1989, with more than 9,000 teachers nominated and over 500 receiving an award. Alberta Education administers the annual Excellence in Teaching Awards with the support of the Alberta School Boards Association, the Alberta School Councils' Association, the Alberta Teachers' Association, the Association of Alberta Deans of Education, the College of Alberta School Superintendents, the Council on Alberta Teaching Standards and the Edmonton Journal.

-30-

Editor's note: The Minister of Education and award recipients are available for interviews before the awards ceremony on Saturday, May 25, from 5:15 p.m. to 6 p.m. in the Strathcona Room in the Westin Hotel, 10135-100 Street, Edmonton.

Media inquiries may be directed to:

Samantha Georgsen

Alberta Education

780-974-1831

samantha.georgsen@gov.ab.ca

Twitter: [@AlbertaEd](#)

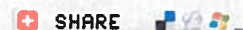
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Office of the President

Grouard Campus
64 Mission Street, Bag 3000
Grouard, AB T0G 1C0
Phone: (780) 751-3260
Fax: (780) 751-3377

Donna Barrett
Superintendent of Schools
Northland School Division No 61
Bag 1400, 9809-77 Ave
Peace River, AB T8S 1V2

Dear Ms Barrett:

Re: Classroom Use at Grouard by Gift Lake Junior High Students

I am pleased to confirm an extension of our arrangement at the Grouard campus. We understand that the new Gift Lake facility will be completed in December 2014. The Gift Lake students are welcome to stay at the Grouard location until the new facility is ready for occupation. This reply contemplates potential construction delays into 2015 so "ready for occupation" is the key to the end date of the extension.

We have thoroughly enjoyed the company of the Gift Lake youth and we're pleased that we can be of service. As I will be retiring at the end of June 2013 I should also tell you that my replacement is Ms. Ann Everatt. I will brief her on the arrangements prior to my departure.

Best regards,

Let me

Rick Neidig
President & CEO

CC:

Madeline McVey, Vice-President, Academic
Archie Pronger, Director, Facility & Ancillary Services

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Mahkesis Consulting

Box 221, Onion Lake, Sk. S0M 2E0

Phone: (306) 344-2645

mahkesisconsulting@sasktel.net

Train the Trainer – Traditional Family Parenting

August 27 - 29, 2013 Ramada on Kingsway

9: a.m. to 4:00 p.m.

Cost - \$495/per person includes a parenting manual

Lunch is on your own – coffee/refreshments provided

Facilitator – Janet Fox, Onion Lake SK.

- **Topics – Training to facilitate the Traditional Parenting**
- **How Our Ancestors Raised Their Children**
- **Importance of Bonding, Soft Spot, Moss Bag, Swing**
- **Universal child rearing practices**
- **Renew Parenting Skills using the Teachings & Values**
- **Grande Prairie Training of Trainers - September 9 to 11, 2013**

For more information contact: Janet Fox @ 780-870-6599

Janet Fox is from the Onion Lake Cree Nation in Saskatchewan. She has been a life skills coach for 15 years. Janet developed and delivered the Wicisowin Life Skills Program in Onion Lake. She also initiated the Teepee Teachings (Character Education) that is now used as a curriculum in the school system on the Onion Lake First Nations. Her passion is to share the

teachings to other people and have presented workshops to approximately 60 First Nation communities in B.C., Alberta, Saskatchewan and Manitoba. Some of the clients have been the Alberta Gaming Commission, ATCO, Aboriginal Child and Family Services, Government Child & Family Services, Schools, Cultural Camps and Youth Corrections, Awasis, Knowing Our Spirit, FSIN Wellness & Early Childhood, NNADAP, International Foster Care 2011 and the Creating Hope Society Conference.

She was awarded a Master Facilitator from the Virtues Project™ for her work involving the Teepee Teachings concept. Janet Fox is also the recipient of the 2010 Saskatchewan First Nations Awards in Education.

Traditional Family Parenting/ReClaiming Our Indigenousness

First Nations people have always had the knowledge that when you raise a child holistically; this prepared them to make positive choices; healthy relationships, healthy children which leads to healthy communities. We need to prepare the next generation as our teachings are a source of strength and identity. There is a need for more facilitators in this field and this is why I am will be hosting this in various parts of Canada in 2013.

It is now time to Reclaim that knowledge and provide and implement programs by using our Indigenous philosophies. ReClaiming our Indigenousness is 'reversing the process of colonization'. It is time to reach and claim our ancestral identity in order for our people to move forward. We need to start promoting the pride and history of our people from the perspective of the Indigenous Worldview.

The breakdown of our family systems began with colonization and residential school. When the first set of children went away our family systems began to deteriorate. The workshops that Mahkesis Consulting provides are about awareness of 'how it was in our Traditional Family Systems and 'how we can bring back these teachings along with the parenting skills and most importantly it is prevention. She has presented to all language groups and the teachings are similar in each nation.

This workshop is recommended for Parents, Elders, Leadership, Youth, Teachers, Social Workers and Front Line Staff

Traditional Family Parenting - Registration Form

August 27 - 29, 2013

Ramada 11834 Kingsway Ave N.W. Edmonton

Room rate - \$96/plus tax

780-454-5454

Name: _____

First Nation/Organization _____

Address: _____

Phone () _____ Fax: () _____

Email Address: _____ (you will receive a confirmation email)

Cost: \$495/per person

Cheques Payable to – Janet Fox, Box 221, Onion Lake, SK S0M 2E0

DEADLINE FOR REGISTRATIONS: August 16, 2013

Please fax completed Registration form(s) to:

Janet Fox

FAX – 1 - 306 - 344- 2014

Janet Fox Cell # - 1-780-870-6599

email: mahkesisconsulting@sasktel.net

THESE RESEARCHERS HAVE BEEN

THESE RESEARCHERS HAVE BEEN

THESE RESEARCHERS HAVE BEEN



connections

Provincial Director's Message

By Lavonne Roloff

This issue of Connections is focused on Healthy Parenting Strategies: Discipline. Everyone has an opinion on this area of child rearing. As parents, we hope to have children who grow into adults that have self-discipline. The journey begins when we have children, and as parents, we are charged with teaching our children how to be in the world.

There are a number of articles in this issue that discuss what discipline is and encourage parents to engage in positive discipline. The intention is to support children in their growth while maintaining their self-worth and teaching them how to act appropriately in the world around them. Check out the web links and resources. Many of the resources have been used for

a number of years so you may find that some of them are familiar. We have also included the link for the Joint Statement on Physical Punishment of Children and Youth which the AHVNA board recently voted to endorse. It is worth taking the time to read this document.

Barbara Coloroso states that discipline is a "process that gives life to a child's learning. It is restorative and invites reconciliation. It is an ordering of the self from the inside, not an imposition from the outside." She further explains that the process of discipline does four things that the act of punishment cannot do:

1. Shows children what they have done
2. Gives them as much ownership of the problem as they can handle
3. Gives them options for solving the problem
4. Leaves their dignity intact

For more information, refer to the Parenting Wit and Wisdom parent tip sheet at www.kidsareworthit.com.

Upon reflection, the process of discipline that she describes would also be applicable to anyone who is working with a parent or staff. These principles are ones that we would all hope to experience in our workplace or in interactions with others. When children are treated with respect and dignity, they grow into adults who are able to model this in their environments. Remember, it is a journey. ■

Lavonne Roloff is the provincial director of the Alberta Home Visitation Network Association.



Alberta Home Visitation
Network Association

Vol. 8 Issue 1

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Can a Parent Discipline Without Punishment?
Parenting Challenges for Parent Educators
Effective Parental Disciplinary Strategies
A Positive Discipline Approach
Online Resources About Positive Discipline Strategies
Healthy Disciplining
Top 10 Tips for a Healthy, Happy Family

Be part of the family

AHVNA
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Edmonton, Alberta T5H 3T7
Phone: 780.429.4787
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Website: www.ahvna.org



Can a Parent Discipline Without Punishment?

By Susan Patenaude



As parents, what we know or understand about discipline is often limited to our own experience of being parented. The default reaction when we are upset and stressed tends to reflect our experience. In many families, there may be concern that a child who is not disciplined through punishment will be unruly and out of control.

As described in the Joint Statement on Physical Punishment of Children and Youth (2004), "a typical situation resulting in physical punishment begins with a parent whose sense of control is threatened by a child's behaviour...believing that the child's behaviour is an intentional challenge to parental authority, the parent becomes angry." Discipline based on emotional or physical punishment can have significant consequences for children.

Lack of knowledge of child development and/or experience with positive parenting practices can severely limit our capacity to understand our child's behaviour in context. We may react in a manner that serves only to punish rather than to teach.

Nurturing communication

Healthy discipline does not equate to permissiveness. It is, in fact, rooted in nurturing the child's capacity to be responsible, empathic and a good communicator as an adult. All learning takes time, and when rooted in understanding, rather than submission or compliance, is likely to have long-term benefits. It is important to set rules and provide structure for our children. Their ability to understand and live successfully within that structure is a reflection of how we have defined the rules concerning their developmental abilities and how we support their learning through repetition and modeling. Education and modeling provided in a context of warmth, patience and respect allow the child to feel safe, making mistakes and trying again rather than fearing the consequence of an error.

Through a child's eyes

We must also take the time to look at the world through the child's eyes. What do they think and feel about their abilities,

the expectations placed on them and their place in the family? Given their often literal interpretation of things they see and hear, do they really understand circumstances and situations as an adult does? When a situation results in conflict between the adult and child, it is our responsibility as adults to demonstrate good communication skills to address the problem. What did the child understand about the situation? What did he think would happen?

Our tendency to focus on our own unmet needs can override taking the time to ask the child about her point of view or include her in problem solving. Issuing orders, speaking in anger and punishing the child emotionally or physically are quick responses that ultimately do not serve to teach alternate ways of behaving or making decisions. Nor does it keep us, as parents, responsible for nurturing the child's development. Children are not responsible for fitting into this world. We are responsible for helping them successfully participate in this world. ■

Susan Patenaude is the provincial coordinator of the Alberta Network for Safe and Healthy Children.

Parenting Challenges for Parent Educators

By Kathy Archer

In the grocery store, your five-year-old begs for a chocolate bar, and when you say no, he screams really loud so the whole store hears. Your daughter in junior high fails math, and when you attend her parent-teacher interview, she says it's because you didn't help her study. Your teenage son gets into trouble with the law, and you have to go to court with him. And...you are a parent educator. Ouch.

Living in a small town, raising my children and managing the parenting programs, I have been in the spotlight often with my parenting skills. Or maybe I just imagined it. The voices in my head would say, "Everyone is listening, and they *know* you are a parent educator. And what is worse, they think you are doing a terrible job!" I would work myself up, worried they would find out I was a *fraud*. It would be like a fashion model getting caught eating chocolate.

Actually, there were times people were watching me and judging me. That is human nature. And just as many times, others didn't notice or were too busy dealing with their own discipline issues. Others nodded their heads with empathy, acknowledging they had been there and had also struggled. Being a parent educator does make people look more closely at your parenting just like they look at the doctor to evaluate his health.

The truth is, it is so much easier to teach child development and discipline than it is to apply it to raising our own children. Two-year-olds have temper tantrums. Having said that, being patient and riding it out is not as easy as it sounds. Not every three-year-old is completely potty trained, but when it's your child that wets his pants at Moms and Tots, it is hard not to be embarrassed. Speaking of potty, elementary schools kids regularly have "potty mouth." That is part of growing up. Nevertheless, when it is your child telling an inappropriate joke at Thanksgiving dinner, you just might feel like crawling under the table. Teenagers. Yes, they push the limits, experiment and resist our values. All of this is normal. However, heading over to the neighbor's house to find your daughter, who has snuck out, can have an element of humiliation about it.

In our work, we teach parents they are not expected to be perfect. It is okay that consequences are not always flawless. The truth is, our children are also developing normally, and even though we teach parenting, we aren't expected to be perfect either.

Tips for getting you through

- Use your friends and family; create a support group just like you tell your clients. Parenting is tough! It is important to be able to vent, brainstorm and get hugs when you need them.
- Read the material that you are sharing. Apply it. You have a wonderful gift in that you learn more about parenting every day. Make use of it.
- Acknowledge similarities in what your clients are experiencing and what you are noticing in your own parenting, but not outwardly to clients. It's easy to start comparing notes about your children and theirs. This can lead to unclear boundaries with clients and doesn't necessarily serve them. Instead, acknowledge it internally, and use that knowledge in your teaching. For example, when they bring up their struggle to get their child to do homework and you are experiencing this too, you can recognize your own

frustration. After looking internally, you can then say to a client, "It's pretty frustrating when you are trying and nothing seems to work. Let's go back to what we've learned about situations like this." Your empathy will be stronger because of it.

- When it gets too close to home, tell your supervisor. Some situations are just too similar to what you are going through, and you may need to pull back. If your client just became a single mom, and you also recently separated from your partner, you can use that to help you to empathize with her situation (remember, not to compare notes, but show genuine empathy). However, if you find that you are really struggling to keep your stories separate, talk to your supervisor. Sometimes just getting it out into the open is enough.
- Be careful of conflict of interest situations. In small towns, our kids go to the same schools, compete on the same sports teams and play together at the playground. While you may not always be able to keep your work and home life separate, there will be times that you need to really be careful. If a client's child is bullying your child, or your child is the bully, this may be cause for concern. Learn to recognize potential conflict of interests, and give your supervisor a heads up. It might be that you just need to be more sensitive to what you say, or you may need to do something about it.

Raising children as a parent educator can place parents in precarious situations. Be aware of when you need to do something different or when it is just your overactive saboteurs telling you everyone is watching. It is normal to struggle with parenting. No one is perfect. You get the added bonus, though, of learning each and every day how to handle it to the best of your ability!

Kathy Archer ACC is a certified leadership coach and owner of Silver River Coaching. She coaches leaders and organizations to grow a new kind of leader for a new kind of time. Kathy devoted 20 years to family support programs and as a leader of parent educators.

Effective Parental Disciplinary Strategies

By Christina Rinaldi

We often hear that parenting is one of the toughest jobs in the world, and with good reason. Parenting is complex. Bradley (2007) discusses that parents must provide their children with

- safety and sustenance
- socio-emotional support
- adequate stimulation and instruction
- surveillance or monitoring
- structure
- social connectedness



Somewhere in between setting up bedtime routines and building forts, parents find many varied opportunities to help children achieve the main developmental milestones (e.g., cognitive, social-emotional) of early childhood, which sets the foundation for positive, mutual engagement between parents and children and creates a solid base for future socialization (Lollis, 2003; Maccoby & Martin, 1983). But some parenting approaches are more effective than others in achieving socialization goals (Baumrind, 1991; Steinberg et al., 1992).

Decades of parenting research provide solid scientific evidence on supportive parenting practices. Yet, one of the most talked about topics on parenting sites and blogs continues to be about parental discipline: how to discipline, when to discipline and the best strategies for discipline.

What is discipline?

According to the Collins English dictionary (2005), discipline is “training or conditions imposed for the improvement of physical powers, self-control, etc.” Affiliated synonyms are correction, punishment and regulation. Discipline is associated with parental behaviours that aim **to prevent** child misbehaviour or **to correct** misbehaviours (Socolar & Stein, 1996). There is a distinction made between **reactive** (responding to child misbehaviour) and **proactive** (encouraging desired child behaviour) discipline (Socolar, 1997; Straus & Fauchier, 2007). These parenting strategies can be effective or ineffective.

Over time, the three main parenting dimensions consistently identified (Grolnick, 2003; Maccoby & Martin, 1983) have been

- warmth vs. rejection
- structure vs. chaos
- autonomy support vs. coercion

Parenting styles

Diana Baumrind's (1971, 1991) seminal work on parenting identified two fundamental child-rearing dimensions: **warmth and structure**. When these two dimensions are jointly considered, four main parenting styles emerge

- authoritative (warm, responsive/restrictive, demanding)
- permissive (warm, responsive but permissive and undemanding)
- authoritarian (rejecting, unresponsive/restrictive, demanding)
- uninvolved (rejecting, unresponsive/permissive, undemanding)

These four parenting styles have been associated with a variety of childhood outcomes.

Authoritative parenting style

This parenting style (flexible, democratic style with clear boundaries) is strongly associated with a range of later positive child outcomes (Baumrind et al., 2010; Maccoby, 2007), such as more effective social skills and school success (Grimes et al. 2004).

Permissive and authoritarian parenting style

This style of parenting is associated with less positive child outcomes, such as internalizing, externalizing, academic difficulties and attention-problem behaviours (Booth-LaForce & Oxford, 2008; Rinaldi & Howe, 2012).

No boundary or restrictive parenting style

Parenting with no boundaries or set expectations, and parenting that is too restrictive, coercive and not respectful have less positive outcomes for children. Discipline through power struggles, manipulation or coercion is least beneficial for parents, children and the parent-child relationship.

Healthy disciplinary parenting strategies

Effective parental discipline encompasses elements of warmth and structure while fostering autonomy and supportive

behaviours in young children. Healthy disciplinary parenting strategies involve clear explanations and communication of

- developmentally-appropriate expectations (e.g., share toys, take turns) communicated in a respectful, calm and reassuring manner
- clear rules and limits (e.g., no hitting, throwing toys or jumping off furniture), which help to structure the young child's environment in a firm, positive manner
- clear consequences, when needed, (e.g., removal of toy, end of play) that are consistently followed through (Baumrind, 2012; Grolnick, 2012)

Christina M. Rinaldi, PhD, RPsych, School/Applied Child Psychologist, is professor of Educational Psychology at the University of Alberta.

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Kids Kottage, a crisis nursery in Edmonton, offers support to parents in crisis or in need of respite, when they are overwhelmed and exhausted and have no other means of support. One way this support takes place is through my role of home visitation, where I may coach parents regarding their children's behaviours, then also encourage them to join a group learning opportunity called **Positive Discipline**¹, facilitated at Kids Kottage.

A Positive Discipline Approach

By Dianne Petersen

Positive Discipline brings an approach to parents where their children are positively (not reactively) taught and guided by respecting their rights to healthy development, protection from violence and active participation in their learning through

- identifying long-term goals
- providing warmth and structure
- understanding how children think and feel
- approaching problem solving actively

Why is Positive Discipline such a transformational approach to parent learning?

Feedback comments received from participants at Kids Kottage best answer that question:

- **"I am a more effective parent because I pay attention to my child's strengths and needs."** This parent is better able to evaluate her home environment and her interactions with, and her response to, her child from the child's developmental perspective. This parent believes she has been given a 'second chance' with this child, twenty years younger than the first, and has grown in understanding her child's developmental milestones physically, socially, cognitively and emotionally.
- **"How can I expect my children to change negative behaviours effectively when I am still trying to change myself?"** This parent recognized the importance of putting aside the, "Don't do as I do, do as I say" rule, and now talks with her children at eye level, in a calm voice, making her

words meaningful and respectful, while maintaining the dignity of her child.

This parent has nine children, including two sets of multiples! She knows the meaning of seizing a moment for making quality time to provide the structure of discipline with the warmth of her nurturing. She is also a wonderful example of a parent who maintains a sense of humour while organizing the busy home schedules.

- **"I must show myself as a positive example of who I want my children to become."**

This parent learned the importance of thinking about who her child will be as a contributing adult member of society and embraces this as her long-term goal when teaching her child not only knowledge and skills to solve a problem, but also the value of why families — adults and children — do things a certain way. This parent left an abusive relationship to determine her life needed to dramatically change; she realized her children were the legacy she was giving to the community.

- **"I don't get myself tense and worked up when I'm talking."** This young seventeen-year-old parent learned problem solving is easier when she calms herself first, then responds with planned, meaningful boundaries, vocabulary and choices for her two-year-old, in his times of frustration.

Positive Discipline presents learning opportunities that inform parents' knowledge and skills and provoke thinking about their families. Most importantly, Positive Discipline transforms our interaction with our children, no matter what our cultural, spiritual or socio-economic background. Positive Discipline applies to parents with children of any age — not to be hard on ourselves for all we may not have done, but to promote who we and our children are and can become! ■

Dianne Petersen, B.Ed., M.A., works in Follow Up with Kids Kottage in Edmonton.

¹ *Positive Discipline: What It Is and How to Do It* by Joan E. Durrant, Ph.D., published by Save the Children Sweden

Related link: Positive Discipline www.safechildren.ca/ForProfessionals/PositiveDiscipline/tabid/1402/Default.aspx

Online Resources About Positive Discipline Strategies

Alberta Network for Safe and Healthy Children. "Positive Discipline: What is it and how to do it." <http://tiny.cc/wxmsw>.

Alberta Parent Link Centres. www.parentlinkalberta.ca.

Canadian incidence study of child abuse and neglect. (2008). www.phac-aspc.gc.ca/cm-vea/csra-ecve/2008/assets/pdf/cis-2008-report_eng.pdf

Canadian Paediatric Society. (2008). "When your child misbehaves: Tips for positive discipline." www.caringforkids.cps.ca/handouts/tips_for_positive_discipline

Durrant, Joan. (2012). *Positive Discipline*. Downloadable manual at www.endcorporalpunishment.org, or purchase copy of book for \$20.00 at www.frp.ca.

Keep Kids Healthy. "Discipline Guide." www.keepkidshealthy.com/parenting_tips/discipline/index.html

Nelson, J. (2013). "Positive Discipline." www.positivediscipline.com.

Positive Discipline. www.kidsource.com.

Psychology Foundation of Canada. Parenting for Life Series: "Yes, you can! Positive discipline ideas for you and your child." www.psychologyfoundation.org.

Books

Coloroso, B. (2001). *Kids are worth it! Giving your child the gift of inner discipline*. Penguin Books. www.kidsareworthit.com.

Crary, E. (1993). *Without spanking or spoiling: A practical approach*. Parenting Press.

Faber, A. & Mazlish, E. (1999). *How to talk so kids will listen and listen so kids will talk*. Avon Books.

Glenn, Stephen. (2000). *Raising self-reliant children in a self-indulgent world*. Prima Publishing. www.positivediscipline.com.

Kurcinka, M. (1998). *Raising your spirited child: A guide for parents whose child is more intense, sensitive, perceptive, persistent, energetic*. Harper Collins.

Healthy Disciplining

By Beth Broad

Discipline can be challenging, particularly after holidays or other celebrations when routines have been disrupted and children are overstimulated. How do parents with a young child get life back on track?

To begin the process, try using a calm matter-of-fact attitude and tone, then stick to the routines that were working well before the holidays. Here are a few suggestions that may be helpful to get life back to a pre-celebration norm.

Healthy eating

Never force a child to eat. Rather, offer healthy choices, and remember that a child has a small stomach so can benefit from eating smaller meals and healthy snacks throughout the day. A yearly weight gain of about two to four pounds in the toddler years is normal. Serve small portions so as not to overwhelm your child, and avoid introducing more than one food at a time. Choose healthy foods that appeal to young children. Serve colourful foods that are not too spicy, and avoid lumpy textures as some children will refuse food based solely on

"Promise me you'll always remember: You're braver than you believe, and stronger than you seem and smarter than you think."

- Christopher Robin to Pooh in A.A. Milne

its texture. Get children involved in meal planning, preparation and baking. Offer them several healthy food choices, then let them choose their favourites.

Try to remove distractions such as the television or other loud sounds as children can become overstimulated and have difficulty focusing on the task at hand. Eating meals together is also an important part of role modeling healthy eating habits. Keep mealtime pleasant and conversational. This is not a time for challenging discussions, but rather, a wonderful opportunity to learn about each other.

Parents may also find some helpful advice in the "Eating Well with Canada's Food Guide" at the Health Canada website (www.hc-sc.gc.ca/).

Tantrum tips

Tantrums can happen to young children almost any time, but generally start to appear around the ages of 12 to 15 months and continue until about three years of age when toddlers are beginning to discover their independence. There is no magic cure for tantrums, but the following tips may help to prevent some of the unwanted behaviour.

Tantrums may appear more frequently when your child is

- hungry
- tired
- bored
- overstimulated
- exposed to aggressive behaviour
- frustrated
- lacking enough large muscle play time
- not feeling well, or
- has had too many sweets

So, plan to avoid these situations whenever possible. Young children have trouble with impulse control. More than anything else, your child needs your help to get out of the situation:

- Be calm and cautious that you are not losing your cool and not giving in.
- Try to let the tantrum happen in a quiet place.
- Do not leave your child; stay until they she has calmed down.
- Do not try to initiate a conversation during the tantrum.
- Do not punish your child when the storm has passed.

Always remember to notice and reward the positive behavior (e.g., say "thank you for walking instead of running").

Separation anxiety

This starts to appear around 15 to 18 months. Allow children to have transitional objects of comfort, such as their favourite teddy bear, and never sneak away without saying good-bye. This just reinforces that you may disappear unexpectedly and leaves your child feeling even more insecure. Say good-bye, add a hug and some reassuring words, and then leave. Some children may benefit from role-playing the scenario before the event. Parent and child can 'practise' saying good-bye. Using role reversal, allow the child to be the mommy or daddy, and the parent to become the child. This reduces the child's fear and allows him to feel more in control of the situation. Young children may not have the language skills needed to express their fears, but continue to encourage conversations that allow you to talk about the scenario. When reassuring your child that you will return, use events that happen routinely in the child's day. For example, refer to "after lunch" rather than "one o'clock" as young children do not yet understand specific time. ■

Beth Broad, E.C.E., BA is supervisor of the Healthy Families program with the Children's Cottage in Calgary, Alberta.





Coming up

The next issue of Connections will focus on **Healthy Parenting Strategies**. If you would like to submit an article or resource for this topic, please contact the AHVNA office by **May 15, 2013**.

Hearing from you

Connections is published three times per year by the Alberta Home Visitation Network Association. We welcome comments, questions and feedback on this newsletter. Please direct any comments to Lavonne Roloff, AHVNA provincial director, by phone at 780.429.4787 or by email to info@ahvna.org.

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Alberta Home Visitation
Network Association

If you would like additional copies of the publication check the AHVNA website at www.ahvna.org under Resources/Publications/Newsletters/Vol. 8, Issue 1

Top 10 Tips for a Healthy, Happy Family

The following tips will give you some great ideas to try with your own family.

- #1 Give your child time and attention. It is what they need and want.**
 - Go "Old School" – put away all electronic gadgets for a day and see what happens.
 - Make a fort under the table and read a book.
 - Ask your child to help you make a snack; sit and eat it together.
- #2 Play with your child.**
 - Go outside and look for bugs.
 - Use sidewalk chalk to draw a picture or play hopscotch.
 - Meet friends at the park.
 - Find a cardboard box to play in. Be amazed by your child's imagination.
- #3 Parenting is a big job; it's okay to ask for help.**
 - Trade an afternoon of childcare with a trusted friend or neighbour
 - Learn about the networks of people and resources ready to help.
 - Share a smile and a kind word when you see a parent out with their child.
- #4 Make health and well-being a priority.**
 - Getting enough sleep means happier days for you and your child.
 - Take your child to the grocery store and choose a new fruit or vegetable to try.
 - Teach your child the words for their feelings (sad, happy, mad).
- #5 Make time for family and traditions.**
 - Make memories by eating and talking together.
 - Look at photos together, and tell your children a story about when they were little.
 - Think about an activity that was special to you as a child and repeat it with your family...or start a new tradition!
- #6 Value the time you spend with your child.**
 - Talk, sing, read and play with your child.
 - Find healthy ways to relax together.
 - Show your child you care by giving hugs, playing on the floor together and saying "I LOVE YOU."
- #7 Provide love and limits.**
 - Provide routines for your child, but leave room for the unexpected.
 - Let your child try something new.
 - Expect your children will change as they grow and learn.
- #8 Have confidence in your parenting and take care of yourself.**
 - Seek information from people and sources you respect, and then trust your judgement.
 - Go for a walk with a friend or your partner.
 - Forget perfection – aim for your best.
- #9 Build strong relationships in your family every day.**
 - Make sure your family hears:
I believe in you.
I trust you.
I know you can handle it.
You are listened to.
You are cared for.
You are important to me.

Source: Barbara Coloroso
- #10 Support your children as they learn and grow.**
 - Play on the floor with your baby, and be active with older children.
 - When your child needs you, respond quickly and sensitively.
 - Expose your child to new experiences.
 - Read, talk and listen.

Provided by Marianne Dickson, executive director, Wild Rose Community Connections. Used with permission of Foothills Children's Wellness Network. www.foothillsnetwork.ca

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Board #12

Diploma exams will go digital by 2017, says Alberta education minister

BY ANDREA SANDS, EDMONTON JOURNAL MAY 7, 2013



Education Minister Jeff Johnson

Photograph by: Bruce Edwards, Bruce Edwards

EDMONTON - Students and educators welcomed a provincial government announcement that Grade 12 diploma exams will soon be offered more often and digitally.

Premier Alison Redford and Education Minister Jeff Johnson said Tuesday students will be able to write their Grade 12 diploma exams digitally by the fall of 2017. The exams will be widely offered five times a year instead of the current two. Students would write the exams at school, under supervision.

"We feel it's a great move," said Barton Leibel, assistant principal at Archbishop MacDonald High School.

"A lot of students are most comfortable with that kind of electronic environment these days. Very few students are gravitating toward tests where they have to pull out a pen and paper. Most are more comfortable with a computer-based situation. I think it creates an opportunity for much more enriched test situations as well. You could potentially see, for instance, video clips being used in exams ... Imagine a multiple-choice exam on biology, for example, where part of a dissection could be watched and questions could arise from it."

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Because students prefer working on computers, Archbishop MacDonald school started testing an Alberta Education platform this semester called Quest A+, designed to make electronic testing secure. Quest A+ is used to lock down all other programs on students' computers so only the test can run. That means students can use their own devices to write exams, Leibel said.

"We tested it out by doing different things with it, like we unplugged the computer in the middle of a practice exam just to see what would happen and you could plug it back in, reboot it and all of your material was still there."

During a teleconference with students from across Alberta, the education minister said the plan is intended to make the education system more relevant and flexible for students. The province has experts working to make sure the exams are secure, said Johnson, who did not provide details.

"By the fall of 2017, all diploma exam sessions will be offered through a secured, digital, online format," Johnson said. "There's several benefits to moving to an online test."

One major benefit is that online testing allows Alberta Education to more easily accommodate students with special requirements such as larger text or audio questions, he said. The new format should also make the process faster so students get their marks back sooner, Johnson said.

The digital exam format will be tested starting in the fall of 2014 and fully in place by 2017, he said.

Students will still be able to write the tests with pen and paper if they choose, Johnson said.

Approximately 190,000 students write Alberta's diploma exams each year. The exams are worth 50 per cent of a student's Grade 12 mark.

Currently, Alberta has a paper-based system in which all diploma exams are either hand written or printed out to be submitted for grading.

The vast majority of students write their diploma exams in January and June, although there are some exams offered in November, April and August to limited groups of students. Those sessions will be opened up to any student who wants to register, beginning next year.

Students will have five opportunities per year to write the exams instead of the current two, Johnson said.

"That's just the first step. In the future, you'll be able to write the exams on demand, because we'll have it in the digital format, at a time that works best for you, integrated with your flexible learning," he said.

"Some students can learn that content, master those skills faster, so why can't they move on faster? Some kids need a little bit more time to master those skills, those concepts, so why can't we take a little bit longer? So we need to move to a system that's more about the pace of learning and individualized, recognizing that uniqueness of every student, as opposed to just a cookie cutter, one size fits all. And digital formats can help us with that."

The potential for students to receive their marks faster will reduce stress, said Harry Ainlay Grade 12 student Matthew Johnson. He took his Math 30 diploma exam last year and waited about a month to find out his grade.

"Here I am, pulling my hair out, wondering if I passed or not, and I did pass, but it was not very much fun, waiting for that mark," he said.

Harry Ainlay principal David Jones said the provincial plan still allows students to write the exam on paper if that's how they're most comfortable. It also benefits students who learn at different rates, Jones said.

"You might be able to finish your Grade 12 halfway through the year, maybe even in Grade 11 you could write different diploma exams with different timing instead of having four or five (exams) all at once," Jones said.

"I think some of the questions or concerns will be around security and safety of the exams, but I do believe that is doable."

Archbishop MacDonald student Diane Ceniza has six exams scheduled in June and said students will benefit from the more flexible exam schedule. "Sadly, I'm not going to be part of that," said the 18-year-old.

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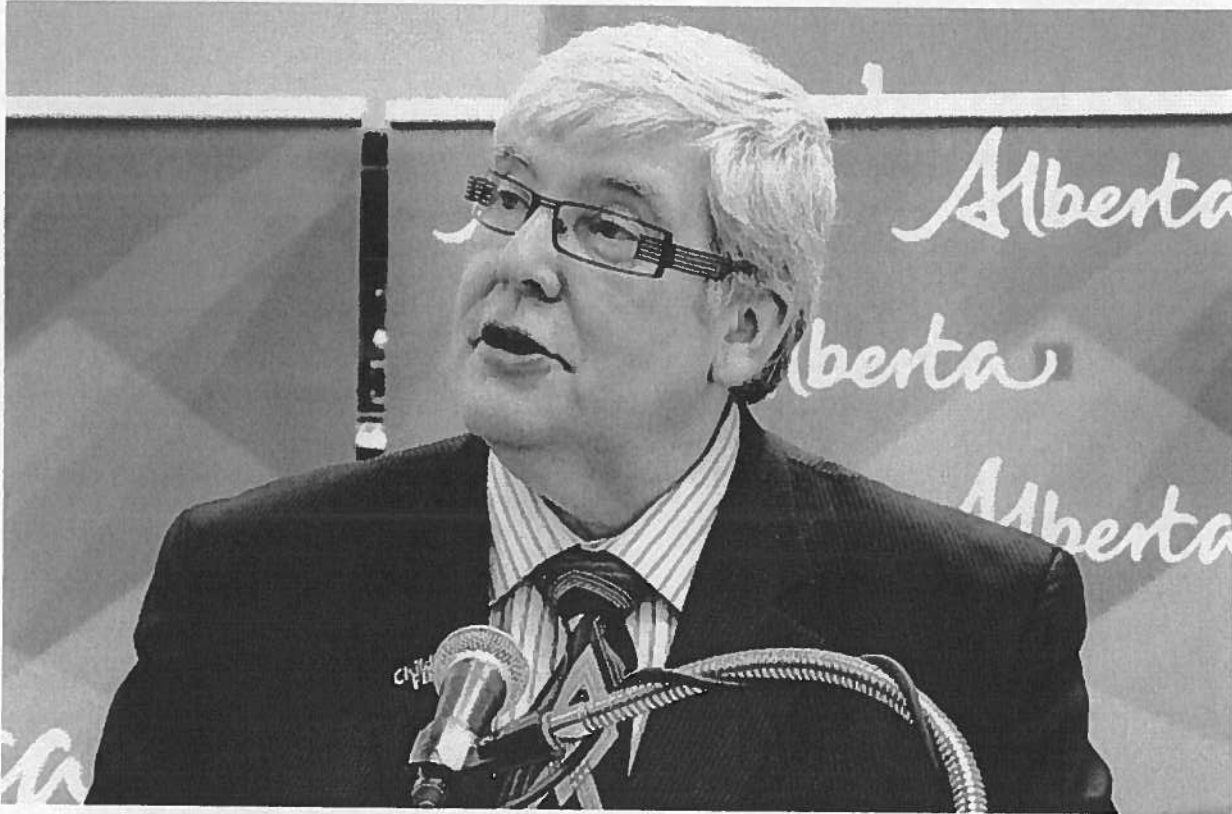
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Doug
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Children's Act to transform services for at-risk kids

Bill 25 touches all aspects of government services for Alberta youth

BY KAREN KLEISS, EDMONTON JOURNAL MAY 7, 2013



Human Services Minister Dave Hancock introduced the Children First Act on Tuesday, a new law that will touch every program or service the Alberta government provides to children and families at risk.

Photograph by: Larry Wong, file, Edmonton Journal

EDMONTON - Human Services Minister Dave Hancock introduced the Children First Act on Tuesday, a new law that will touch every program or service the Alberta government provides to children and families at risk.

Bill 25 initiates a review of all policies, programs and services that affect children and requires the government to establish a "children's charter" to guide future decision making.

"How we treat our most vulnerable citizens — children — and support their families says a lot about who we are as a province," Hancock said after tabling the bill in the legislature.

"The Children First Act is one of our first steps in a full-year agenda to ensure that all Alberta children and their families are supported."

The proposed legislation sets new parameters for information sharing among organizations — a major problem identified by agencies that work with children — and allows for the disclosure of data to the Alberta Centre for Child, Family and Community Research.

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"The people who are working together for the benefit of the children have to be able to talk and share their information," Hancock said, listing the suite of privacy laws that have until now prevented them from doing so. "What has resulted is a culture that defaults to 'no.' If you don't know whether you should share, you don't share, because you can be penalized for inappropriately sharing — and that's not good for children."

The proposed new law also changes several related pieces of legislation.

The Protection Against Family Violence Act will be reopened and the government will establish a Family Violence Death Review Committee. Hancock said 121 Albertans have died in family violence incidents over the past 10 years, and the committee will look to learn from such deaths to avoid similar incidents in the future.

The government will also redefine offences under three separate laws, including the Drug Endangered Children Act, the Protection of Sexually Exploited Children Act and the Child Youth and Family Act.

For example, the province will take the word "wilfully" out of these laws, so adults who put children at risk will be held accountable even if they didn't intend to do so.

"If you're cooking up meth in your kitchen, you're endangering your children," Hancock said.

The province will also expand the mandate of Alberta's newly independent Child and Youth Advocate, giving him the power to take part in appeal panels and to investigate the deaths of young people who are no longer in government care but still receive financial support from the province.

Hancock said the bill will extend the province's commitment to the Alberta Promise Act for five more years. Since 2003, that act has helped business invest in child and youth programs through volunteer time, in-kind gifts or financial resources.

Finally, the province will change the nature of the legal relationship between front-line workers and the children they serve.

"The director (of Children's Services) is essentially father in our child welfare system," Hancock said.

"What we're saying is we want our child welfare workers, our child assistance workers, our intervention workers to have the ability and the authority at the front end to make appropriate decisions for the right reasons."

The changes also give kinship and foster parents more authority over the children in their care, he said.

NDP critic Rachel Notley expressed "grave concerns" about changing the legal relationship between workers and young people.

"They're delegating their authority and their responsibility for child protection away from the director to any front-line service provider," Notley said. "Because the premier has talked about contracting out

more services ... there is the potential for the government to contract out to for-profit agencies the responsibility for custodial decisions and (thereby) contract out their own liability."

Liberal critic David Swann said "what is disappointing is that this follows so closely on a budget that is cutting services to children.

"Actions speak louder than words. This is more talk, more philosophizing," Swann said. "But it's pretty disingenuous to say that this is major progress when we've known these issues for decades, and have not seen the kind of action or the funding follow the words."

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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	87	85	
ATHABASCA DELTA	84	79	78	56	70	76	71	72	70	
BILL WOODWARD	91	86	85	84	86	75	86	89	87	
BISHOP ROUTHIER	84	84	84	82	80	81	80	79	79	
CALLING LAKE	79	76	74	65	73	68	73	76	62	
CHIPEWYAN LAKE	75	71	73	77	78	81	84	74	78	
CONKLIN	94	91	88	87	81	93	82	77	90	
DR. MARY JACKSON	89	91	92	86	84	89	89	90	91	
ELIZABETH	93	91	87	88	82	89	88	90	60	
FATHER R. PERIN	85	72	65	54	73	67	69	74	66	
FORT MCKAY	87	86	83	69	79	76	80	73	78	
GIFT LAKE	88	87	73	65	71	77	76	78	78	
GROUARD	91	86	83	84	82	82	87	88	87	
HILLVIEW-EAST PR	86	90	86	80	72	86	85	82	82	
J. F. DION	92	88	85	80	75	80	85	78	73	
KATERI	84	76	78	75	77	79	70	77	75	
LITTLE BUFFALO	82	75	75	70	64	59	52	64	59	
MISTASSINIY	78	68	62	61	50	66	62	66	62	
PADDLE PRAIRIE	91	86	85	77	73	77	85	78	78	
PEERLESS LAKE	91	89	81	81	83	86	93	78	82	
PELICAN MOUNTAIN	88	85	83	78	69	75	84	78	87	
ST. THERESA	89	93	83	80	69	77	74	82	82	
SUSA CREEK	97	90	94	91	92	90	86	90	85	

Chairman's Report

June 27, 2013

Itinerary

May, 2013

13	Peace River	Travel (p.m.) Office
14	Peace River	Agenda Review Personnel Committee Education Committee Finance Maintenance Transportation Committee
	Leduc	Travel
15	Fort McMurray	Travel
16	Fort McKay	Funeral School Visit Land lease
21	High Prairie	Travel (p.m.)
22	High Prairie	Advisory Committee Meeting Reports (Committees): FNMI, Maintenance, Transportation
	Peavine	Community Visit
23	High Prairie	Corporate Board Meeting
	Leduc	Travel
27	Leduc	Meeting with CEO of Kee Tas Kee Naw Tribal Council re: Little Buffalo School
28	Peace River	Special Board Meeting
	High Prairie	Overnight
29	High Prairie	Zone 1 -- ASBA Meeting
	Leduc	Travel

June, 2013

3	Red Deer	Alberta School Boards Association Spring General Meeting
4	Red Deer	Alberta School Boards Association Spring General Meeting
6	Athabasca	Meeting with Calling Lake Principal
	Slave Lake	Travel
7	Slave Lake	Aboriginal Teacher Education Program Breakfast Northern Lakes College Convocation
12	High Prairie	Travel (p.m.)
13	Peavine	School Community Visit
	High Prairie	Meeting with Superintendent
	Loon Lake	Education/Graduation Ceremony
	Red Earth	Overnight
14	Peerless Lake	School Visit
	Trout Lake	School Visit
	Wabasca	Parent Visit/Meeting
	Leduc	Travel
17	Edmonton	Meeting with Aboriginal Affairs and Northern Development
	Peace River	Travel
18	Peace River	Agenda Review Education Committee



Chairman's Report

June 27, 2013

		Personnel Committee Meeting Finance Maintenance Transportation Committee Meeting
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Committed Dates

June 26, 2013	Advisory Committee Meeting
June 27, 2013	Corporate Board Meeting
July 4, 2013	Infrastructure Meeting

NORTHLAND SCHOOL DIVISION NO. 61
LOCAL SCHOOL BOARD COMMITTEE REPORT
2012/2013 SCHOOL YEAR
PERIOD ENDING - JUNE 17, 2013

	Future Pay Out	Paid During Yr.	Total Pd. & Committed	Budget	Difference	Percent Expended
<u>Anzac</u>						
Quarterly Honorarium	2,918.76	1,708.35	4,627.11	4,920.00	292.89	
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		2,685.93	2,685.93	250.00	(2,435.93)	
Total	2,918.76	4,793.56	7,712.32	22,495.97	14,783.65	34.3%
<u>Athabasca Delta</u>						
Quarterly Honorarium	1,218.13	2,110.47	3,328.60	4,920.00	1,591.40	
Travel & Subsistence			-	5,340.00	5,340.00	
In - Service			-		-	
Prior Year Carryover			-	9,053.13	9,053.13	
Casual Labour, Supplies & Awards		1.50	1.50	250.00	248.50	
Total	1,218.13	2,111.97	3,330.10	19,563.13	16,233.03	17.0%
<u>Bishop Routhier</u>						
Quarterly Honorarium	2,187.20	2,949.93	5,137.13	4,920.00	(217.13)	
Travel & Subsistence			-	1,992.00	1,992.00	
In - Service			-		-	
Prior Year Carryover			-	4,312.99	4,312.99	
Casual Labour, Supplies & Awards		0.38	0.38	250.00	249.62	
Total	2,187.20	2,950.31	5,137.51	11,474.99	6,337.48	44.8%
<u>Calling Lake</u>						
Quarterly Honorarium	1,965.64	1,808.34	3,773.98	4,920.00	1,146.02	
Travel & Subsistence			-	3,060.00	3,060.00	
In - Service			-		-	
Prior Year Carryover			-	7,128.57	7,128.57	
Casual Labour, Supplies & Awards		198.87	198.87	250.00	51.13	
Total	1,965.64	2,007.21	3,972.85	15,358.57	11,385.72	25.9%
<u>Chipewyan Lakes</u>						
Quarterly Honorarium	965.00		965.00	4,920.00	3,955.00	
Travel & Subsistence		946.16	946.16	2,740.00	1,793.84	
In - Service			-		-	
Prior Year Carryover			-	11,287.19	11,287.19	
Casual Labour, Supplies & Awards		1.13	1.13	250.00	248.87	
Total	965.00	947.29	1,912.29	19,197.19	17,284.90	10.0%
<u>Conklin</u>						
Quarterly Honorarium	1,218.13	3,654.00	4,872.13	4,920.00	47.87	
Travel & Subsistence			-	4,144.00	4,144.00	
In - Service			-		-	
Prior Year Carryover			-	8,643.34	8,643.34	
Casual Labour, Supplies & Awards		0.20	0.20	250.00	249.80	
Total	1,218.13	3,654.20	4,872.33	17,957.34	13,085.01	27.1%

	Future Pay Out	Paid During Yr.	Total Pd. & Committed	Budget	Difference	Percent Expended
<u>Dr. Mary Jackson</u>						
Quarterly Honorarium	1,230.01	3,689.25	4,919.26	4,920.00	0.74	
Travel & Subsistence			-	2,184.00	2,184.00	
In - Service			-		-	
Prior Year Carryover			-	2,025.66	2,025.66	
Casual Labour, Supplies & Awards		747.60	747.60	250.00	(497.60)	
Total	1,230.01	4,436.85	5,666.86	9,379.66	3,712.80	60.4%
<u>East Prairie</u>						
Quarterly Honorarium	1,230.01	3,849.36	5,079.37	4,920.00	(159.37)	
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		329.43	329.43	250.00	(79.43)	
Total	1,230.01	4,369.79	5,599.80	8,588.71	2,988.91	65.2%
<u>Elizabeth</u>						
Quarterly Honorarium	1,941.88	1,792.70	3,734.58	4,920.00	1,185.42	
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		358.24	358.24	250.00	(108.24)	
Total	1,941.88	3,113.07	5,054.95	17,510.20	12,455.25	28.9%
<u>Father R Perin</u>						
Quarterly Honorarium	1,218.13	3,654.00	4,872.13	4,920.00	47.87	
Travel & Subsistence			-	4,144.00	4,144.00	
In - Service			-		-	
Prior Year Carryover			-	7,211.89	7,211.89	
Casual Labour, Supplies & Awards		0.56	0.56	250.00	249.44	
Total	1,218.13	3,654.56	4,872.69	16,525.89	11,653.20	29.5%
<u>Fort McKay</u>						
Quarterly Honorarium	735.63	2,206.50	2,942.13	4,920.00	1,977.87	
Travel & Subsistence			-	4,144.00	4,144.00	
In - Service			-		-	
Prior Year Carryover			-	12,943.34	12,943.34	
Casual Labour, Supplies & Awards		0.38	0.38	250.00	249.62	
Total	735.63	2,206.88	2,942.51	22,257.34	19,314.83	13.2%
<u>Gift Lake</u>						
Quarterly Honorarium	1,902.83	2,922.44	4,825.27	4,920.00	94.73	
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	1,902.83	3,844.04	5,746.87	13,353.37	7,606.50	43.0%
<u>Grouard</u>						
Quarterly Honorarium	1,443.76	2,685.13	4,128.89	4,920.00	791.11	
Travel & Subsistence		3,323.98	3,323.98	2,028.00	(1,295.98)	
In - Service			-		-	
Prior Year Carryover			-	(1,395.68)	(1,395.68)	
Casual Labour, Supplies & Awards			-	250.00	250.00	
Total	1,443.76	6,009.11	7,452.87	5,802.32	(1,650.55)	128.4%

	Future Pay Out	Paid During Yr.	Total Pd. & Committed	Budget	Difference	Percent Expended
<u>J.F. Dion</u>			-			
Quarterly Honorarium	1,483.14	3,863.29	5,346.43	4,920.00	(426.43)	
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		261.64	261.64	250.00	(11.64)	
Total	1,483.14	5,013.92	6,497.06	16,129.52	9,632.46	40.3%
<u>Kateri</u>						
Quarterly Honorarium	2,928.76	980.68	3,909.44	4,920.00	1,010.56	
Travel & Subsistence		946.59	946.59	2,416.00	1,469.41	
In - Service			-		-	
Prior Year Carryover			-	3,900.52	3,900.52	
Casual Labour, Supplies & Awards		1.00	1.00	250.00	249.00	
Total	2,928.76	1,928.27	4,857.03	11,486.52	6,629.49	42.3%
<u>Little Buffalo</u>						
Quarterly Honorarium	976.88	3,083.27	4,060.15	4,920.00	859.85	
Travel & Subsistence			-	1,880.00	1,880.00	
In - Service			-		-	
Prior Year Carryover			-	1,352.29	1,352.29	
Casual Labour, Supplies & Awards		0.51	0.51	250.00	249.49	
Total	976.88	3,083.78	4,060.66	8,402.29	4,341.63	48.3%
<u>Mistassiniy</u>						
Quarterly Honorarium	1,218.13	3,654.00	4,872.13	4,920.00	47.87	
Travel & Subsistence			-	2,836.00	2,836.00	
In - Service			-		-	
Prior Year Carryover			-	4,464.11	4,464.11	
Casual Labour, Supplies & Awards		89.33	89.33	250.00	160.67	
Total	1,218.13	3,743.33	4,961.46	12,470.11	7,508.65	39.8%
<u>Paddle Prairie</u>						
Quarterly Honorarium	1,471.26	1,869.18	3,340.44	4,920.00	1,579.56	
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		1,452.00	1,452.00	250.00	(1,202.00)	
Total	1,471.26	3,771.18	5,242.44	10,094.48	4,852.04	51.9%
<u>Peerless Lake</u>						
Quarterly Honorarium	1,230.01	4,054.00	5,284.01	4,920.00	(364.01)	
Travel & Subsistence			-	2,340.00	2,340.00	
In - Service			-		-	
Prior Year Carryover			-	(653.84)	(653.84)	
Casual Labour, Supplies & Awards		1.00	1.00	250.00	249.00	
Total	1,230.01	4,055.00	5,285.01	6,856.16	1,571.15	77.1%
<u>Pelican Mountain</u>						
Quarterly Honorarium	1,241.89	1,642.07	2,883.96	4,920.00	2,036.04	
Travel & Subsistence			-	3,096.00	3,096.00	
In - Service			-		-	
Prior Year Carryover			-	9,565.16	9,565.16	
Casual Labour, Supplies & Awards		475.12	475.12	250.00	(225.12)	
Total	1,241.89	2,117.19	3,359.08	17,831.16	14,472.08	18.8%

	Future Pay Out	Paid During Yr.	Total Pd. & Committed	Budget	Difference	Percent Expended
<u>St. Theresa</u>						
Quarterly Honorarium	1,222.20	3,689.25	4,911.45	4,920.00	8.55	
Travel & Subsistence		1,490.94	1,490.94	2,860.00	1,369.06	
In - Service		-	-		-	
Prior Year Carryover		-	-	2,425.84	2,425.84	
Casual Labour, Supplies & Awards		1,591.53	1,591.53	250.00	(1,341.53)	
Total	1,222.20	6,771.72	7,993.92	10,455.84	2,461.92	76.5%
<u>Susa Creek</u>						
Quarterly Honorarium	2,436.26	1,788.79	4,225.05	4,920.00	694.95	
Travel & Subsistence		-	-	2,984.00	2,984.00	
In - Service		-	-		-	
Prior Year Carryover		-	-	7,013.20	7,013.20	
Casual Labour, Supplies & Awards		713.90	713.90	250.00	(463.90)	
Total	2,436.26	2,502.69	4,938.95	15,167.20	10,228.25	32.6%
GRAND TOTAL	34,383.64	77,085.92	111,469.56	308,357.96	196,888.40	

TOTAL NUMBER OF LSBC WITHIN BUDGET	21	198,538.95
TOTAL NUMBER OF LSBC OVER BUDGET	1	(1,650.55)
TOTAL NUMBER OF LSBC	22	196,888.40

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

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ELECTIONS

REMUNERATION TRUSTEES
 EMPLOYEE BENEFITS--TRUSTEES
 POSTAGE--ELECTIONS
 INSERVICE--ELECTIONS
 RENUMERATION--ELECTIONS
 TRAVEL & SUBSISTENCE--ELECTIONS
 PRINTING & BINDING--ELECTIONS
 ADVERTISING--ELECTIONS
 OFFICE SUPPLIES--ELECTIONS

SUB-TOTAL

ACTUAL	BUDGET	VARIANCE
	-	-
	500.00	500.00
	2,000.00	2,000.00
	1,000.00	1,000.00
375.52	500.00	124.48
	1,000.00	1,000.00
	1,000.00	1,000.00
375.52	6,000.00	5,624.48

COMMITTEES

RENUMERATION TRUSTEES
 EMPLOYEE BENEFITS - TRUSTEES
 TRAVEL & SUBSISTENCE-PERSONNEL
 TRAVEL & SUBSISTENCE-EDUCATION
 TRAVEL & SUBSISTENCE-FINANCE
 TRAVEL & SUBSISTENCE-NEGOTIATION
 TRAVEL & SUBSISTENCE-PAC
 TRAVEL & SUBSISTENCE-AD HOC
 TRAVEL & SUBSISTENCE-QUALITY OF WORK LIFE
 TRAVEL & SUBSISTENCE-KTC PARTNERSHIP
 TRAVEL & SUBSISTENCE-MARTIN ABORIGINAL INITIAT
 TRAVEL & SUBSISTENCE-POLICY REVIEW
 TRAVEL & SUBSISTENCE - NCET-NSD ENGAGEMENT
 TRAVEL & SUBSISTENCE - RED EARTH TRANSFER

SUB-TOTAL

		-
		-
		-
		-
476.86		-
	15,000.00	15,000.00
614.91		-
224.27		-
49,534.74		-
		-
		-
50,850.78	15,000.00	15,000.00

OTHER EXPENSES

REMUNERATION TRUSTEES
 RENUMERATION - RECRUITMENT
 REMUNERATION TRUSTEES - RETREAT
 EMPLOYEE BENEFITS - TRUSTEES
 EMPLOYEE BENEFITS - RECRUITMENT
 PROFESSIONAL SERVICES
 IN-SERVICE - BOARD
 IN-SERVICE - BOARD (ORIENTATION)
 IN-SERVICE - N.S.D. P.D. - TRUSTEES
 LEGAL FEES - BOARD TRUSTEES
 RENUMERATION ALTERNATES
 VISA PURCHASES - TRUSTEE
 TELEPHONE - TRUSTEE
 TELEPHONE - VICE CHAIRMAN
 TRAVEL & SUBSISTENCE - BOARD/OTHER
 TRAVEL & SUBSISTENCE - JANUARY
 TRAVEL & SUBSISTENCE - FEBRUARY
 TRAVEL & SUBSISTENCE - MARCH
 TRAVEL & SUBSISTENCE - APRIL
 TRAVEL & SUBSISTENCE - MAY
 TRAVEL & SUBSISTENCE - JUNE
 TRAVEL & SUBSISTENCE - JULY
 TRAVEL & SUBSISTENCE - AUGUST
 TRAVEL & SUBSISTENCE - SEPTEMBER
 TRAVEL & SUBSISTENCE - OCTOBER
 TRAVEL & SUBSISTENCE - NOVEMBER
 TRAVEL & SUBSISTENCE - DECEMBER
 TRAVEL & SUBSISTENCE - PSBA
 TRAVEL & SUBSISTENCE - ASBA
 TRAVEL & SUBSISTENCE - TRUSTEE
 TRAVEL & SUBSISTENCE - VICE CHAIRMAN
 TRAVEL & SUBSISTENCE - RECRUITMENT
 A.S.B.A. & P.S.B.A. FEES - BOARD
 PRINTING & BINDING
 INSURANCE - BOARD OF TRUSTEES
 ADVERTISING - BOARD
 OFFICE SUPPLIES
 AWARDS
 POSTAGE - BOARD
 FURNITURE& EQUIPMENT

SUB-TOTAL

		-
		-
		-
2,862.15		(2,862.15)
		-
124,096.71	200,000.00	75,903.29
529.40	55,000.00	54,470.60
		-
	105,000.00	105,000.00
41,246.67	10,000.00	(31,246.67)
		-
136.25		(136.25)
1,544.15	5,000.00	3,455.85
		-
5,057.62	5,000.00	(57.62)
2,671.06	5,000.00	2,328.94
10,451.39		(10,451.39)
10,220.34		(10,220.34)
6,074.26		(6,074.26)
6,017.61		(6,017.61)
514.49		(514.49)
		-
		-
9,941.58	5,000.00	(4,941.58)
6,304.98	5,000.00	(1,304.98)
5,036.06	5,000.00	(36.06)
2,737.65		(2,737.65)
	5,000.00	5,000.00
1,361.80	8,000.00	6,638.20
4,384.85	25,000.00	20,615.15
		-
		-
35,711.20	38,000.00	2,288.80
2,693.18	2,000.00	(693.18)
172.48	250.00	77.52
1,932.31	5,000.00	3,067.69
6,697.84	500.00	(6,197.84)
23,826.82	16,500.00	(7,326.82)
1,982.66	4,000.00	2,017.34
	5,000.00	5,000.00
314,205.51	509,250.00	195,044.49

TOTAL

314,205.51	509,250.00	195,044.49
365,431.81	530,250.00	215,668.97

Rosin, Ann

From: Kelly, Colin
Sent: June-03-13 3:52 PM
To: Barrett, Donna
Cc: Rosin, Ann
Subject: Fwd: REMINDER Invitation to attend Public Interest Disclosure (Whistleblower) Act Information Session
Attachments: PIDA Highlights (May 2013).pdf; ATT45406.htm; PIDA Backgrounder (May 2013).pdf; ATT45407.htm; ATT45408.dat; ATT45409.htm

Sent from my iPhone
 Colin Kelly

Begin forwarded message:

From: "SA ATT Minister" <ATT.Minister@gov.ab.ca>
To: "SA ATT Minister" <ATT.Minister@gov.ab.ca>
Cc: "Twyla Job" <twyla.job@gov.ab.ca>
Subject: REMINDER Invitation to attend Public Interest Disclosure (Whistleblower) Act Information Session

Good afternoon,

As a follow up to Monday's e-mail regarding the new Public Interest Disclosure (Whistleblower Protection) Act [PIDA], please note that space remains available at the upcoming PIDA information sessions scheduled for:

Calgary

- June 3, 9:30 am to 12 pm
- June 4, 1 pm to 3:30 pm

Edmonton

- June 5, 1 pm to 3:30 pm
- June 6, 9:30 am to 12 pm

Lethbridge

- June 10, 1 pm to 3:30 pm

To register for the session, please RSVP to Twyla Job, Policy Analyst at

twyla.job@gov.ab.ca<<mailto:twyla.job@gov.ab.ca>> or (780) 643-6724. The deadline to register has been extended to 4:30pm on Friday, May 31, 2013.

Sincerely,

Don Scott, QC

Associate Minister
Accountability, Transparency and Transformation

Peter Hourihan

Public Interest Commissioner

From: SA ATT Minister
Sent: Monday, May 27, 2013 1:59 PM
To: SA ATT Minister
Cc: Twyla Job
Subject: Invitation to attend Public Interest Disclosure (Whistleblower) Act Information Session
Importance: High

Good afternoon,

The new Public Interest Disclosure (Whistleblower Protection) Act [PIDA] will come into force on June 1, 2013. The Act is a cornerstone in the Government of Alberta's commitment to providing a more accountable and transparent government. A copy of the Act is available online at:

http://www.qp.alberta.ca/1266.cfm?page=p39p5.cfm&leg_type=Acts&isbncln=9780779770496.

The Act requires public entities to establish internal whistleblower procedures, identify a designated officer who will manage reports of wrongdoing, and ensure employees understand how this legislation may impact them.

To provide information about the operation of the Act and support your organization's efforts to develop internal procedures, we welcome you to attend an information session to learn about the new requirements of the legislation. Both Commissioner Hourihan and I will be available during the open floor portion of the sessions to directly address any questions you may have.

The following information sessions have been scheduled*:

Calgary

- June 3, 9:30 am to 12 pm
- June 4, 1 pm to 3:30 pm

Edmonton

- June 5, 1 pm to 3:30 pm

- June 6, 9:30 am to 12 pm

Lethbridge

- June 10, 1 pm to 3:30 pm

*Session location details will be sent in the confirmation e-mail once registration is complete.

We hope to see either you or your delegated representatives at an information session. To register for the session, please RSVP to Twyla Job, Policy Analyst at twyla.job@gov.ab.ca or (780) 643-6724 by noon on Thursday, May 30, 2013.

The Public Interest Disclosure (Whistleblower Protection) Act Highlights is attached for additional information about the Act. Also, the PIDA Backgrounder and Best Practices for Key Elements of a Whistleblower Protection Policy are attached to provide guidance on the development of internal procedures.

With PIDA, we trust Albertans will have the assurance that protection of the public interest is a top priority for the Government of Alberta. This e-mail is intended to help expedite the invitation, hardcopies of the letter will follow in the mail.

Sincerely,

Don Scott, QC

Peter Hourihan

Associate Minister
Accountability, Transparency and Transformation

Public Interest Commissioner

This email and any files transmitted with it are confidential and intended solely for the use of the individual or entity to whom they are addressed. If you have received this email in error please notify the system manager. This message contains confidential information and is intended only for the individual named. If you are not the named addressee you should not disseminate, distribute or copy this e-mail.

Public Interest Disclosure (Whistleblower Protection) Act Highlights

The *Public Interest Disclosure (Whistleblower Protection) Act* [PIDA] is a cornerstone of the government's accountability, transparency and transformation mandate. The Act will come into force on June 1, 2013 and is available at: <http://www.qp.alberta.ca/documents/Acts/p39p5.pdf>. The Regulation will be available shortly on the Laws Online section of Alberta's Queens Printer; until then the Regulation can be accessed at:

http://www.qp.alberta.ca/documents/orders/orders_in_council/2013/513/2013_118.html

Wrongdoing includes:

- *Illegal acts*
- *Threats to health, safety or the environment*
- *Gross mismanagement of public funds*

The purposes of the Act include:

- Facilitating the disclosure of **wrongdoing**
- Protecting those who make disclosures from **reprisal**
- Resolving recommendations arising from investigations
- Promoting confidence in the public sector

Reprisal includes:

- *A dismissal, layoff, suspension, demotion or transfer, discontinuation or elimination of a job, change of job location, reduction in wages, change in hours of work or reprimand*
- *Threats to take adverse action*

The Act will cover:

- the Alberta Public Service and corporate agencies, boards and commissions with employees
- post-secondary academic institutions, school boards, charter schools, accredited private schools that receive grants, and public sector health entities

The Act establishes a new Officer of the Legislature:

- the Public Interest Commissioner is responsible for investigating and making recommendations related to disclosures of wrongdoing and reprisals
- Peter Hourihan was appointed Public Interest Commissioner by the Legislative Assembly on April 11, 2013.

All public entities covered under the Act must establish responsive disclosure procedures:

- Chief Officers will be responsible for implementing procedures for managing disclosures and communicating these procedures to their employees
- a senior official in each public entity must be designated to manage disclosures
- the Act sets out detailed requirements that must be present in all internal procedures, including protecting the identity of individuals involved in the disclosure and investigation process

How does an employee report a wrongdoing or a reprisal?

- Employees are expected to exhaust the internal disclosure procedures before engaging the Commissioner
- In certain circumstances, such as an imminent threat to health, safety or the environment, the employee may disclose directly to the Commissioner
- In cases where an employee is unsatisfied with the outcome of the internal disclosure process, the employee may make a further disclosure to the Commissioner
- The Commissioner has the discretion to investigate and make recommendations where wrongdoing has been confirmed
- Where a reprisal is taken as a result of a disclosure, it is reported directly to the Commissioner
- Reports following investigations by the Commissioner are directed to the level of authority necessary

The Act establishes strong enforcement mechanisms:

- PIDA creates offences for making a reprisal in response to a disclosure, obstructing an investigation, destroying records or making false or misleading statements to an investigator
- Penalties as a result of prosecution for an offence include:
 - \$25,000 fine for first conviction
 - \$100,000 fine for subsequent convictions
- The Act does not replace other remedies and, where appropriate wrongdoings must be referred to the appropriate authority
 - For example, investigations that confirm fraudulent use of public funds would be referred to law enforcement for prosecution

Transparency through public reporting:

- Public entities and the Commissioner must report annually on the:
 - number of inquiries;
 - number of disclosures of wrongdoing and reprisals;
 - number of investigations; and
 - recommendations made and actions taken to resolve wrongdoings.
- The Commissioner's report may also identify systemic problems and recommendations not adopted

Mandatory review of Act:

- A special committee established by the Legislative Assembly will undertake a comprehensive review of the Act:
 - within 2 years of coming into force; and
 - every 5 years afterward
- This will ensure the objective of facilitating the disclosure of wrongdoings and protecting those who make disclosures continues to be met

Public Interest Disclosure (Whistleblower Protection) Act Background

Introduction

The *Public Interest Disclosure (Whistleblower Protection) Act* [PIDA] will come into force on June 1, 2013.

PIDA is a cornerstone of the Government of Alberta's accountability, transparency and transformation mandate and will enhance public confidence in elected officials, public institutions, and staff delivering programs and services to Albertans. This legislation will facilitate the disclosure and investigation of wrongdoing in the public sector through an internal process (except in specific circumstances, where employees can directly disclose to the Public Interest Commissioner) and will protect public employees from reprisal for making a disclosure.

This legislation applies to the Alberta Public Service; corporate agencies, boards and commissions with employees; offices of the Legislature; post-secondary academic institutions; school boards, charter schools and accredited private schools that receive grants; and public sector health entities.

The Act requires public entities to establish an internal process to manage reports of wrongdoing and creates a new Officer of the Legislature to provide oversight, handle certain cases of wrongdoing, and to manage all cases of reprisal. As an independent officer, reports by the Commissioner are made directly to the Legislative Assembly.

Please see the attached [Public Interest Disclosure \(Whistleblower Protection\) Act Highlights](#) document for additional information about the key provisions in the legislation.

This document is intended to provide background information about PIDA to support public entities in preparing for the Act coming into force on June 1, 2013.

Key tasks that must be considered by public entities include:

- identifying their Chief Officer
- designating a senior officer (Designated Officer) to administer the internal process
- developing an internal disclosure process that meets the minimum requirements in the Act
- training managers and staff about the internal disclosure process and the legislation
- ensuring performance management criteria are tracked for inclusion in the public entity's Annual Report

Many public entities already have whistleblower policies and procedures in place. These public entities should review existing policies to ensure compliance with the Act. In some cases, this may mean amending existing policies and adapting procedures as necessary. For others, this is new territory, and where possible, information should be shared so that public entities are not "reinventing the wheel".

Requirements for internal disclosure processes are set out in section 5 of the Act and in section 3 in the Regulation.

Public Interest Disclosure (Whistleblower Protection) Act Backgrounder

What is Wrongdoing under the *Public Interest Disclosure (Whistleblower Protection) Act*?

Wrongdoing is defined as:

- a contravention of an Act, a regulation made pursuant to an Act, an Act of the Parliament of Canada, or a regulation made pursuant to an Act of the Parliament of Canada;
- an act or omission that creates an imminent risk to the health and safety of individuals, or a specific threat to the environment;
- gross mismanagement of public funds or a public asset; or
- knowingly directing or counselling an individual to commit a wrongdoing mentioned in the above instances.

While wrongdoings can focus on one issue, they are generally more complex and involve multiple issues. For example, in March 2012 several disclosures were made regarding a regional manager of Human Resources and Skills Development Canada who was found to have misused public funds or assets; contravened Acts of Parliament; misappropriated funds; and counselled others to commit wrongdoing. According to the Report tabled in Parliament, specific wrongdoings included:

- claiming mileage on a personal vehicle while using a government vehicle and using it for personal matters
- hiring a friend with inferior qualifications to a position where a qualified candidate was available and ready to work
- using government-purchased office supplies for a personal business she operated out of her government office.

Designated Entities

The Public Interest Disclosure (Whistleblower Protection) Regulation further defines the public entities and employees subject to the legislation. Designated entities include: school boards, charter and accredited private schools that receive grants; post-secondary institutions; public health sector entities and corporate agencies, boards and commissions that have employees.

Definition of Employee

There are many combinations of complex employee-employer relationships. The intent of this legislation is to cover as many employees as is possible without extending to a more traditional "contractor" relationship with private-sector persons or entities.

The PIDA Regulation extends whistleblower protection to individuals who have been appointed as medical staff or professional staff and hold privileges in public sector health entities identified in the Regulation.

Chief and Designated Officers

The Chief Officer is the permanent head of an entity and is responsible for the overall administration and reporting requirements under the legislation. They are also responsible for designating a senior officer to administer the day-to-day administration of the internal policies and procedures (Designated Officer). The Regulation identifies Chief Officers via applicable statutes where appropriate (e.g., Superintendents are identified in the *Schools Act*).

Public Interest Disclosure (Whistleblower Protection) Act Background

How does the Internal Disclosure Process Work?

The “Whistle While You Work” project in Australia is seen as the most comprehensive study of whistleblower programs. Their findings indicate that an internal process where employees can directly report to senior officers in their organization is not only the most effective manner to address wrongdoing in the public sector, it is the method most used by employees. More information about this project can be found at <http://www.griffith.edu.au/business-government/centre-governance-public-policy/publications/whistleblowing/research>.

A key feature of this legislation is the establishment of an internal process which guides each public entity through the disclosure process. Minimum requirements are detailed in section 5(2) and section 3 of the Regulation. They include:

- procedures for receiving and reviewing disclosures, including setting time periods for making recommendations to the department, public entity or office of the Legislature respecting any corrective measures that should be taken
- procedures for reviewing and investigating disclosures in accordance with the principles of procedural fairness and natural justice
- procedures respecting the confidentiality of information collected in relation to disclosures and investigations, which procedures would apply unless there is an imminent risk of a substantial and specific danger to the life, health or safety of individuals, or to the environment
- procedures for reporting the outcomes of investigations into disclosures of wrongdoing
- procedures for the enforcement and follow-up on any disciplinary action or corrective measures taken or directed pursuant to this Act
- procedures for dealing with conflicts of interest involving the Designated Officer

The Government of Alberta has developed a best practices document that has been distributed with this document. The best practices document may assist you in developing your own internal policies and procedures.

Timelines

The PIDA Regulation establishes the following timelines for managing disclosures:

Stage of Process	Maximum time allowed
Disclosure of Wrongdoing	
Time to acknowledge receipt of disclosure	5 business days from date disclosure is received
Time to conduct preliminary analysis	10 business days from date disclosure is received
Time to conduct investigation and report of findings	110 business days from date disclosure is received

The Regulation also establishes that the Chief Officer of an entity can extend the overall timelines by up to 30 business days in the event that an investigation will not be completed on time. Any more significant timing issues should be identified with the Commissioner at the earliest available opportunity. Extensions past the additional 30 business days must be granted by the Commissioner.

Public Interest Disclosure (Whistleblower Protection) Act Background

The Public Interest Disclosure Commissioner

A new officer of the Legislature is created under this legislation. Their duties include carrying out the purposes set out in section 2 of the Act and reviewing or investigating disclosures. Although most wrongdoings will likely be addressed by the internal disclosure processes, the Commissioner may investigate wrongdoings in certain circumstances, including:

- where an employee is not satisfied with the results of the internal process
- matters dealing with imminent danger to public health or safety; or a specific danger to the environment
- anonymous disclosures (Commissioner has the discretion to forward the matter to the relevant public entity)
- matters referred from employees who went through the internal process and are not satisfied with the results
- disclosures about that public entity's Designated Officer or Chief Officer

Employees and Designated Officers can always seek the Commissioner's advice or notify them of a disclosure that is being investigated internally.

What Are Reprisals?

Protection for employees who seek advice, make a disclosure, participate in an investigation of a disclosure, or refuse to participate in a wrongdoing are protected from adverse employment action under PIDA. Reprisals are specifically defined in section 24 as:

- (a) *a dismissal, layoff, suspension, demotion or transfer, discontinuation or elimination of a job, change of job location, reduction in wages, change in hours of work or reprimand;*
- (b) *any measure, other than one mentioned in clause (a), that adversely affects the employee's employment or working conditions;*

- (c) *a threat to take any of the measures mentioned in clause (a) or (b).*

This is a broad view of reprisals, and further examples are likely to be identified through regulation. Some possibilities include, but are not limited to, ostracism, bullying, harassment, etc.

Research indicates it is often difficult to pinpoint when reprisals first occur. Often early reprisals are seen as normal performance management issues and are handled directly by the employee's supervisor. Training for all levels of management can provide further guidance on the differences between reprisals and performance management matters.

Offences and Penalties

PIDA establishes strict penalties, similar to those in the *Lobbyists Act*, of up to \$25,000 for the first offence, and up to \$100,000 for each subsequent offence. Offences include the following:

- committing a reprisal (section 24)
- withholding information, or makes a false or misleading statement, or counsels or directs another person to do so (section 46)
- obstructing, counselling or directing another person to obstruct, any individual acting in an official capacity under this Act (section 47)
- destroying, mutilating, altering, falsifying, or concealing any document or thing that may be relevant to an investigation; or directing or counselling another person to do so (section 48)

There is a two-year statute of limitations for any prosecution related to offences under PIDA.

For further information, please contact:

Twyla Job, Policy Analyst
Policy and Governance | Service Alberta
(780) 643-6724 | twyla.job@gov.ab.ca

Rosin, Ann

From: Kelly, Colin
Sent: May-14-13 9:32 PM
To: Barrett, Donna
Cc: Walsh, Dennis; Rosin, Ann
Subject: Fwd: Board Chairs Email #57 New Legislation
Attachments: Bill 26.pdf; ATT43460.htm

From: "Jacquie Hansen" <jhansen@gsacrd.ab.ca>
To: "Jacquie Hansen" <jhansen@gsacrd.ab.ca>
Subject: Board Chairs Email #57 New Legislation

Dear colleagues,

Today David Anderson, lawyer Jeremy Schick, Suzanne Lundrigan and I attended an afternoon briefing where Minister of Education Jeff Johnson's Chief of Staff Tom Bradley and government lawyer Karen Munro outlined the legislation which the government subsequently introduced in the legislature today. I have attached the Bill to this e-mail.

I was very curious about what would be included in the draft legislation, which is now being hastily debated in the legislature. It will likely be pushed through by tomorrow.

During the briefing, government staff advised the Bill had been written such that its effect would be consistent with the original Framework Agreement. Based on our quick review of the legislation, we find this is an accurate representation.

Unfortunately during the briefing, the other shoe dropped.

The process for finalizing the Ministerial Order, which is a central feature of the Framework Agreement, is most problematic, in that while the ATA will be given a "veto" on the final wording of the Ministerial Order, the employer, school boards will not be afforded such influence.

Based on what we heard during the briefing – and our quick read of the legislation, we conclude the following:

- This government is desperate to get a deal with teachers and this government feels the need to appease the Alberta Teachers' Association to get this deal.
- In pursuit of this deal, this government has decided to cut out the employer – school boards – to negotiate directly with the union with regards to the final wording of the Ministerial Order. To this end, the government is giving the ATA a "veto" over the final wording of the Ministerial Order.
- The government is not giving the employer – school boards – the same consideration.

While government indicates it will consult with school boards, through the ASBA, on the wording of the Ministerial Order, unlike the union, the employer (school boards through the ASBA) will NOT have a final say about the wording of the Ministerial Order.

What is our association's response?

- First I wanted to advise school boards of this development. I welcome your thoughts and reaction. I must say that I am deeply troubled and very disappointed. I spoke to the minister just this morning and there was no indication of this move.
- As an association we are committed to continuing to provide the employers' – school boards' perspective – as this crucial Ministerial Order is being crafted. We will actively use the channels we have available to us.
- I do plan to share a public reaction to this development Wednesday at 12 p.m. I will do my best to share my key messages with you before I make them public.

Obviously, this has been an extremely trying – and on this day – disheartening time.

I will keep you posted.

Regards,

Jacquie

Sent from FirstClass with my iPad

2013 Bill 26

First Session, 28th Legislature, 62 Elizabeth II

THE LEGISLATIVE ASSEMBLY OF ALBERTA

BILL 26

ASSURANCE FOR STUDENTS ACT

THE MINISTER OF EDUCATION

First Reading

Second Reading

Committee of the Whole

Third Reading

Royal Assent

Bill 26

BILL 26

2013

ASSURANCE FOR STUDENTS ACT

(Assented to , 2013)

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Schedule

Preamble

WHEREAS the Government of Alberta, the ATA and the ASBA have carried out tripartite and bilateral negotiations over the past 2 years in order to reach an agreement about essential education matters, including compensation for teachers, methods to enhance student learning in the 21st century and ways to implement Inspiring Education: a Dialogue with Albertans;

WHEREAS on March 13, 2013, the Government of Alberta presented a Framework Agreement to the ATA and the ASBA to address those educational matters;

WHEREAS on March 15, 2013, the Provincial Executive Council of the ATA passed a motion agreeing to recommend ratification of the Framework Agreement to each ATA Bargaining Unit;

WHEREAS on March 21, 2013, the Board of Directors of the ASBA passed a motion agreeing to refer the Framework Agreement to each of its members for a local ratification decision;

WHEREAS a significant majority of ATA Bargaining Units voted in favour of ratifying the Framework Agreement;

WHEREAS a significant majority of the members of the ASBA voted in favour of ratifying the Framework Agreement; and

WHEREAS the Government of Alberta recognizes that it must act to implement the Framework Agreement to ensure that the best educational interests of students are met;

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

Interpretation

1(1) In this Act,

- (a) "ASBA" means the Alberta School Boards Association;
- (b) "ATA" means The Alberta Teachers' Association;
- (c) "Crown" means Her Majesty the Queen in right of Alberta;
- (d) "employee" means a teacher employed by an employer whose terms and conditions of employment are governed by a collective agreement;
- (e) "employer" means an employer named in the Schedule;
- (f) "Framework Agreement" means the Framework Agreement presented by the Government of Alberta to the ATA and the ASBA on March 13, 2013;
- (g) "Minister" means the Minister of Education;
- (h) "modified Framework Agreement" means the Framework Agreement as modified by or under section 2;
- (i) "parties" means each employer and the ATA;
- (j) "teacher" means an individual who holds a certificate of qualification as a teacher issued under the *School Act*.

(2) The following terms have the same meaning as they have in the *Labour Relations Code*:

- (a) collective agreement;
- (b) lockout;
- (c) strike.

Modifications to Framework Agreement

2(1) The Framework Agreement is modified as follows:

- (a) Part A of the Framework Agreement is amended by striking out “Term from the date of signing until August 31, 2016” and substituting “Term from May 13, 2013 until August 31, 2016”;
- (b) Part C, paragraph 10, of the Framework Agreement is modified

- (i) by striking out “The Minister will enact a Ministerial Order on teacher workload to be in effect during the term of this Framework Agreement consistent with the following.” and substituting the following:

The Minister, after consulting the ASBA and with the prior approval of the Association, will enact a Ministerial Order on teacher workload to be in effect during the term of this Framework Agreement consistent with the following:

- (ii) by striking out subparagraph e and substituting the following:

- e. One or more Exceptions Committees are to be established, each consisting of one representative named by the Association, one representative named by the ASBA, and a Chair named by the Minister from a list of names acceptable to the Association and the ASBA. However, if the Association and ASBA cannot agree on a list of potential candidates for Chair, the Minister will appoint the Chair so as to ensure that the Exceptions Committee is able to carry out its duties.

- (c) Part F of the Framework Agreement is struck out;
- (d) Part H of the Framework Agreement is struck out and the following is substituted:

The Ministerial Order referred to in Part C, paragraph 10, shall not be amended or rescinded before September 1, 2016, without consultation with the ASBA and the approval of the Association.

- (2) In addition to the modifications referred to in subsection (1), the Minister may, by order, make further modifications to the Framework Agreement with respect to the role of the ASBA under Parts C and E of the Framework Agreement.

Modified Framework Agreement binding

- 3(1) The ASBA, the ATA and the Crown are deemed to have entered into the modified Framework Agreement.
- (2) The modified Framework Agreement is binding on the Crown, the Minister, the ATA, the ASBA and the employers.

Collective agreement based on modified Framework Agreement

- 4(1) The parties shall enter into a collective agreement in accordance with the terms and conditions of, and within the time set out in, the modified Framework Agreement.
- (2) A voluntary arbitration board under Part 2, Division 15 of the *Labour Relations Code* shall not make any award that is inconsistent with the modified Framework Agreement.

Strikes

- 5(1) An employee permitted or authorized to strike under the *Labour Relations Code* is no longer permitted or authorized to strike.
- (2) A strike that continues or commences after the coming into force of this Act is an unlawful strike.
- (3) A strike that is an unlawful strike under this section is deemed to be an unlawful strike under the *Labour Relations Code* and a strike contrary to that Act.

Lockouts

6(1) An employer permitted or authorized to lock out employees under the *Labour Relations Code* is no longer permitted or authorized to lock out its employees.

(2) A lockout of employees that continues or commences after the coming into force of this Act is an unlawful lockout.

(3) A lockout that is an unlawful lockout under this section is deemed to be an unlawful lockout under the *Labour Relations Code* and a lockout contrary to that Act.

Conflicts between enactments

7 If there is a conflict between

(a) this Act or the modified Framework Agreement, and

(b) the *Labour Relations Code* or any other enactment,

this Act or the modified Framework Agreement, as the case may be, prevails.

Regulations

8 The Lieutenant Governor in Council may make regulations respecting any matter that the Lieutenant Governor in Council considers necessary or advisable to carry out the intent of this Act.

Repeal

9 This Act is repealed on August 31, 2016 unless sooner repealed on Proclamation.

Schedule**Employers**

The Board of Trustees of the Aspen View Public School Division
No. 78

The Board of Trustees of the Battle River Regional Division
No. 31

The Board of Trustees of the Black Gold Regional Division No. 18
The Board of Trustees of the Buffalo Trail Public Schools Regional
Division No. 28

The Board of Trustees of the Calgary Roman Catholic Separate School District No. 1
 The Board of Trustees of the Calgary School District No. 19
 The Board of Trustees of the Canadian Rockies Regional Division No. 12
 The Board of Trustees of the Chinook's Edge School Division No. 73
 The Board of Trustees of the Christ the Redeemer Catholic Separate Regional Division No. 3
 The Board of Trustees of the Clearview School Division No. 71
 The Board of Trustees of the East Central Alberta Catholic Separate Schools Regional Division No. 16
 The Regional authority of East Central Francophone Education Region No. 3
 The Board of Trustees of the Edmonton Catholic Separate School District No. 7
 The Board of Trustees of the Edmonton School District No. 7
 The Board of Trustees of the Elk Island Catholic Separate Regional Division No. 41
 The Board of Trustees of the Elk Island Public Schools Regional Division No. 14
 The Board of Trustees of the Evergreen Catholic Separate Regional Division No. 2
 The Board of Trustees of the Foothills School Division No. 38
 The Board of Trustees of the Fort McMurray Public School District No. 2833
 The Board of Trustees of the Fort McMurray Roman Catholic Separate School District No. 32
 The Board of Trustees of the Fort Vermilion School Division No. 52
 The Board of Trustees of the Golden Hills School Division No. 75
 The Board of Trustees of the Grande Prairie School District No. 2357
 The Board of Trustees of the Grande Prairie Roman Catholic Separate School District No. 28
 The Board of Trustees of the Grande Yellowhead Public School Division No. 77
 The Board of Trustees of the Grasslands Regional Division No. 6
 The Regional authority of Greater North Central Francophone Education Region No. 2
 The Regional authority of Greater Southern Public Francophone Education Region No. 4
 The Regional authority of Greater Southern Separate Catholic Francophone Education Region No. 4

The Board of Trustees of The Greater St. Albert Roman Catholic
 Separate School District No. 734
 The Board of Trustees of the High Prairie School Division No. 48
 The Board of Trustees of the Holy Family Catholic Regional
 Division No. 37
 The Board of Trustees of the Holy Spirit Roman Catholic Separate
 Regional Division No. 4
 The Board of Trustees of the Horizon School Division No. 67
 The Board of Trustees of the Lakeland Roman Catholic Separate
 School District No. 150
 The Board of Trustees of the Lethbridge School District No. 51
 The Board of Trustees of the Living Waters Catholic Regional
 Division No. 42
 The Board of Trustees of the Livingstone Range School Division
 No. 68
 The Board of Trustees of the Medicine Hat Catholic Separate
 Regional Division No. 20
 The Board of Trustees of the Medicine Hat School District No. 76
 The Board of Trustees of the Northern Gateway Regional Division
 No. 10
 The Board of Trustees of the Northern Lights School Division
 No. 69
 The Board of the Northland School Division No. 61
 The Regional authority of Northwest Francophone Education
 Region No. 1
 The Board of Trustees of the Palliser Regional Division No. 26
 The Board of Trustees of the Parkland School Division No. 70
 The Board of Trustees of the Peace River School Division No. 10
 The Board of Trustees of the Peace Wapiti School Division No. 76
 The Board of Trustees of the Pembina Hills Regional Division
 No. 7
 The Board of Trustees of the Prairie Land Regional Division
 No. 25
 The Board of Trustees of the Prairie Rose School Division No. 8
 The Board of Trustees of the Red Deer Catholic Regional Division
 No. 39
 The Board of Trustees of the Red Deer Public School District
 No. 104
 The Board of Trustees of the Rocky View School Division No. 41
 The Board of Trustees of The St. Albert Public School District
 No. 5565
 The Board of Trustees of the St. Paul Education Regional Division
 No. 1

The Board of Trustees of the St. Thomas Aquinas Roman Catholic
Separate Regional Division No. 38
The Board of Trustees of the Sturgeon School Division No. 24
The Board of Trustees of the Westwind School Division No. 74
The Board of Trustees of the Wetaskiwin Regional Division No. 11
The Board of Trustees of the Wild Rose School Division No. 66
The Board of Trustees of the Wolf Creek School Division No. 72

RECORD OF DEBATE

Stage	Date	Member	From	To

Questions and Comments	From	To

Stage	Date	Member	From	To

Questions and Comments	From	To

Stage	Date	Member	From	To

Questions and Comments	From	To

Stage	Date	Member	From	To

Questions and Comments	From	To

Rosin, Ann

From: Kelly, Colin
Sent: May-15-13 1:02 PM
To: Barrett, Donna
Cc: Rosin, Ann; Walsh, Dennis
Subject: Fwd: Board Chairs Email #58 - ASBA Key Messages Re: Bill 26

From: "Jacquie Hansen" <jhansen@gsacrd.ab.ca>
Date: 15 May, 2013 12:48:01 PM MDT
To: "Jacquie Hansen" <jhansen@gsacrd.ab.ca>
Subject: Board Chairs Email #58 - ASBA Key Messages Re: Bill 26

Good afternoon colleagues,

Please find below the key messages that I will be using with media today. The key messages will also be posted on our website after 1:30pm.

As I write this, the minister has confirmed to me that the proposed legislation will likely go through third reading today.

Many thanks to all of you for your hard work and patience through these challenging times.

Regards,

Jacquie

ASBA response: Proposed legislation to impose deal on Alberta teachers

What I am hearing from most school boards is that they are relieved these torturous labour talks are behind us. As evidenced by the local votes, most school boards decided the promise of four years of labour peace and a clear idea about what teacher salary costs will be for the next four years made this deal acceptable.

I must stress, that even as school boards signed on to this deal, they expressed concerns about the structural changes the deal makes to decision-making processes with regards to teacher assignments, classrooms, schools and jurisdictions. We don't know the details of the role the exceptions committees will play in overseeing principals' and superintendents' local decisions. We know that moving to the 907 hour limit for all teachers will be a costly proposal for some school boards.

As this process winds down, I must say the path these talks took – through all their iterations – is not a journey school boards or our association would willingly follow again. At many junctures – including this proposed legislation – democratic rights were trampled. There was undue intervention in local discussions and school board

decisions. Certainly, having the minister of education meet in the final days with school boards to seek reversal of their decisions was most unusual.

We have taken some time to review the legislation and have these observations:

1. First we are relieved that, with a key exception, Bill 26 reflects the intent and language of the Framework Agreement. This was important because teacher locals and school boards based their decisions about the Framework Agreement on that language. Significant changes in the language of the legislation would have been very problematic.
2. We are deeply concerned the government has excluded school boards, who are the employers, from finalizing a central component of the Framework Agreement: the wording of the Ministerial Order. Through this legislation, the provincial government has given the union – the Alberta Teachers' Association – the ability to “veto” the final wording of this Ministerial Order. School boards – through the ASBA – will not have the same influence on the outcome. We will be “consulted”. Therefore, under this legislation, the government will negotiate directly with the union – without the employers – school boards at the table to finalize this important document which outlines teacher working conditions.
3. We have heard a great deal from the minister of education about his dismay that not all teacher locals and not all school boards accepted this deal. And this made Bill 26 necessary for moving forward. The reality is the minister of education himself set the requirement that all 62 school board and all 62 teacher locals ratify this deal. From the outset our association urged the minister not to impose this artificial requirement on such an important decision. Our view is that this put unnecessary pressure on the process and local decision-makers. We had suggested a process whereby boards and teacher locals would “opt-in” to an agreement. To have the minister criticize the process – of his own making – is curious.
4. Finally – and this is something we totally agree with the minister on. We need a new bargaining system in this province. We look forward to working with him on this. In 2003, the Alberta Government's Learning Commission came to the same conclusion – and recommended the government change the bargaining structure. No action was taken. In 2005, based on the Learning Commission's recommendation, the Alberta School Boards Association proposed a specific bargaining model to the government http://www.asba.ab.ca/files/pdf/bargain_model.pdf . Again no action was taken. In 2008, the ASBA's Fair Bargaining for a Better Future Report http://www.asba.ab.ca/files/pdf/fair_bargaining_report.pdf also called for a change to the bargaining structure in Alberta. Again no action. I respectfully suggest that the minister of education take a look at these reports using the Learning Commission's 10-year-old document as a starting point.

Thank you.

Jacquie Hansen

Sent from FirstClass with my iPad

Rosin, Ann

From: Kelly, Colin
Sent: May-30-13 6:35 PM
To: Barrett, Donna
Cc: Walsh, Dennis; Rosin, Ann
Subject: Fwd: Board Chairs Email #59 - C2 Clause of Framework Agreement
Attachments: AB Ed email to Superintendents.pdf; ATT26622.htm

Sent from my iPhone
 Colin Kelly

Begin forwarded message:

From: "Jacquie Hansen" <jhansen@gsacrd.ab.ca>
Date: 30 May, 2013 6:31:26 PM MDT
To: "Jacquie Hansen" <jhansen@gsacrd.ab.ca>
Subject: Board Chairs Email #59 - C2 Clause of Framework Agreement

Dear Colleagues,

Now that the Framework Agreement has been legislated, I understand that boards have begun turning their attention to implementing aspects of the agreement. Specifically, many are looking at Part C, Section 2 (commonly referenced as "C2 committees"). As you will see by the attached email that was sent to superintendents this afternoon from Alberta Education, planning is underway for support to be offered to school boards and teachers in advancing this aspect of the framework agreement.

Part C, Section 2 of the framework agreement calls for the following:

Internal School Jurisdiction Review

Upon the ratification of this Framework Agreement, within each school jurisdiction a joint committee will be established and maintained for at least the duration of this Framework Agreement to design, direct and conduct internal reviews to determine what jurisdiction-initiated tasks or policies can be eliminated or modified to reduce teacher workload and improve teacher efficacy. The committee shall be comprised of representatives of the School Jurisdiction named by the School Jurisdiction, teachers named by the Association Bargaining Unit and a facilitator provided by Alberta Education. The school jurisdiction and Association Bargaining Unit shall jointly determine the size and composition of the committee such that it reflects the diversity of teaching circumstances across the jurisdiction.

The Committee shall complete an initial report by October 31, 2013 including recommendations for further study and an initial action plan. The report shall be provided to the three parties to this Framework Agreement. In implementing the initial and subsequent action plans, the School Jurisdiction shall consult with the Association Bargaining Unit, but shall make final decisions concerning the changes to School Jurisdiction determined policies and practices, reporting the same to the Committee. This Committee shall meet at least semi-annually.

Subsequent to October 31, 2013, a teacher or a group of teachers from one school may appeal to the principal and, if necessary to the superintendent, if they believe the issues in the report have not been addressed or in the event no report is released. If they are not satisfied by the decision of the superintendent, the Association may refer the matter to the Exceptions Committee as outlined in Part C 10. This Exceptions Committee will provide recommendations to all parties.

- The ASBA has agreed to work with the ATA in developing a process framework that could be used to support your local discussions. We understand Alberta Education and CASS have also agreed to work on this effort. It will be up to the local committee to determine if that process would be of assistance to them or if they wish to follow an alternate process.
- At this point the work is focusing on developing this optional framework, however, the parties seem to agree that it should be founded on the Working Together Collaborative Practices and Partnership Toolkit that was recently developed through a similar partnership between ASBA, ASCA, ATA, CASS and Alberta Education.
- <http://education.alberta.ca/media/6877700/working-together-toolkit.pdf>
- More information will be provided regarding this work as it gets developed, however, as stated in the attached email from Alberta Education, board chairs and superintendents are encouraged to attend one of the workshops being proposed for June 19 (Edmonton), 21 (Grande Prairie), or 25 (Calgary). We all understand how demanding the month of June is for school boards, however, the deadline for your committee's work is rapidly approaching. For now, please hold the dates in your calendar. More information on

registration and the agenda will be provided as they become available.

- In the mean time, please consider the following:
- Meet with your local ATA president to establish the committee
- Discuss the committee's composition of teachers
- The committee ought not to be too large to be functional
- The ATA agrees there should only be about 4-7 teachers on the committee
- If you believe a broader teaching perspective is required, then that work should be done beyond the committee level with the information and input brought back to the committee level
- Consider your needs for the board's representation on the committee
- You have a smaller cohort to call upon for participation
- Who is available to support the committee and who has the time to commit to it
- Who needs to be available to participate on this committee
- Allow flexibility for you to appoint representation from outside of your jurisdiction if necessary
- ASBA will assist with additional support for your committee if you request it
- Discuss a commitment to sharing any costs resulting from the meeting of this committee
- When will you meet?
- What costs are incurred as a result of meeting?
- Who is responsible for the costs?
- How can you share the responsibility for the costs?

Finally, on Tuesday, June 4, 2013, at the ASBA Spring General Meeting, Scott McCormack, ASBA Labour Relations Consultant, will be participating in a carousel information session where he will be available to provide updates on collective bargaining and address questions you may have relative to the framework agreement or these C2 Committees. If you are unable to attend that session, or have any other questions related to the framework agreement or the C2 Committees, please contact him directly at: smccormack@asba.ab.ca.

Once again, we do appreciate the busy days ahead of us, but realize this must be attended to and wish to support you however we are able. Stay tuned for more details about the workshops and how you can register.

Regards,

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

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A · S · B · A
Alberta School Boards
Association

For members of the Alberta School Boards Association

Communications Now

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Using Facebook to engage audiences

Facebook is most effective when it moves your communication from a one-way flow of newsletters and press releases to a two-conversation between students, parents and teachers. Using Facebook this way requires you pay attention to what people are saying and get beyond jurisdiction-generated content.

Your school's website and Facebook page are great ways to connect with your school communities. According to Pew Internet Research <http://bit.ly/H10jDy>, 67 per cent of adults who have internet access use social media. As far as teenagers are concerned, 72 per cent of them share something on Facebook at least weekly (Business Insider, The Secret Lives of Teenagers Online Report, <http://read.bi/P47yNl>).

As Meg Carnes and Kitty Porterfield note in their book, *Why Social Media Matters, School Communication in the Digital Age* (2012), Facebook is a great tool to get the word out about what's going on school. "It's one more way to communicate with parents and

community members. That's where they are so the school should be there too."

Managing negative comments

Jumping into the two-way communication made possible with social media brings up questions about how to manage a community like that. What if people say things the jurisdiction doesn't agree with? What if people aren't reacting to posts positively?

A successful and engaging forum is about trust. Not only do people in your community need to trust that you are giving them honest, timely and accurate information, but you need to trust that they genuinely want to engage with their schools in a positive manner.

That said, strong opinions are not necessarily a bad thing. While it's tempting to want to delete comments that paint your school jurisdiction in a bad light, giving people the opportunity to vent their frustrations is a good starting point for a fruitful discussion. Each jurisdiction needs to decide for itself what level of negative comments should be allowed.

As educators, we have a responsibility to host a forum that educates. When commentary devolves into vicious arguing, we've lost our way. On the other hand, there's nothing more likely to get people excited and involved than an interesting discussion. The important thing is to be able to tell which one is occurring.

Communications Now is prepared for the Alberta School Boards Association by the Washington State School Directors' Association and edited for use in Alberta. Members of the ASBA may reproduce and distribute this package as part of a local communications program. Contact ASBA Communications at 1.780.482.7311.



Communications Now

Signs of a healthy disagreement

While highly polarizing topics tend to make school jurisdictions nervous, a great debate can be very healthy. Think of it this way: would you rather have an empty site where no one says anything uncomfortable? Or would you prefer an active forum where people feel free to disagree? It's tempting to choose the former, isn't it? But that would be a missed opportunity.

According to Carnes, "If someone is critical of a policy or decision, people jump into the conversation and will defend it." In many cases, the forum will take care of itself. But what do you do if it doesn't take care of itself?

Signs the conversation is a runaway train

"We've occasionally reminded people to keep it civil when we've had responses to posts on our Facebook page. If we find someone is being abusive to someone else, we don't permit that," said Jay Remy, communications director for Salem-Keizer Public Schools in Salem, Oregon (www.salemkeizer.org).

Making sure that your page is a place where parents, students and educators can comment without fear of abuse creates trust. The rest of the community needs to know that your page is not a free-for-all, and that they won't be abused for offering their opinions.

Mcg Carnes agrees. "Not allowing personal attacks on school personnel or each other is important." Such attacks on a jurisdiction-hosted site would violate personnel policies.

Staying on top of the dialogue

Keeping a vigilant eye on the dialogue, so you can step in before there's a problem, is essential to an open exchange of ideas. Salem-Keizer uses a program called HootSuite to monitor conversations.

Remy notes this makes it a lot easier to step in before there's a problem. "We use HootSuite so we can see what people are saying about us or about our superintendent even though people are not using our Facebook page. If an issue crops up in the media or everyone is talking about it on social media, and we

should have been talking about it, we try to get active."

The jurisdiction communications office is going to want to catch public relations soft spots before they erupt into big issues, and a key element to that is being aware of how the community is reacting.

Being responsive to comments

Carnes also points out that because "Facebook is a two-way communication tool, you do need to read what people comment on your page." This doesn't mean that your communications office needs to be open 24/7, but it does mean being aware that your community doesn't close down.

Jay Remy says that Salem-Keizer has a creative way of dealing with the 24/7 problem. "We turn off the Facebook comments over the weekend or vacation breaks."

One of their main concerns is maintaining the trust they've developed in their community by being responsive. "We started doing that because we've had a few people posting legitimate questions, and it became an issue that they were not being answered in a timely fashion. We don't want something, especially a question, to just sit there over the weekend."

As social media continues to play a larger and larger part in the way schools communicate with the community, a Facebook page can become one of your most valuable tools for listening, learning and sharing your schools' activities and missions, and addressing the concerns of the community.

It starts with being open to listening to what your students, teachers and the community at large have to say.



Communications Now

Suggested rules for forums on Facebook

- No personal attacks. Be respectful.
- No profanity or posting images of a sexual nature.
- No posting personal information (i.e., phone numbers, addresses, employment)

While these rules need not be posted on your page, it's best if the moderators keep these guidelines in the back of their minds.

Alberta school jurisdictions on Facebook

Peace River School Division

<https://www.facebook.com/pages/Peace-River-School-Division-No-10/116920318387092?fref=ts>

Salem-Keizer, Salem, OR

www.facebook.com/salemkeizerschools

Papillion La Vista, Papillion, NE

www.facebook.com/PapillionLaVistaSchoolDistrict

Los Angeles Unified, Los Angeles, CA

www.facebook.com/LosAngelesSchools

Calgary Catholic School District

<https://www.facebook.com/CalgaryCatholicSchoolDistrict?fref=ts>

Contributed by Megan J. Wilson, social media consultant,

www.BlogPudding.com



Communications Now

A painless approach to setting attendance boundaries

In a perfect world, enrollment for each school in your jurisdiction would remain stable year after year. Children would be familiar with their 'neighborhood school' from a very young age, and they would look forward to spending many years in that school.

The reality is that while one school faces declining enrollment; another not very far away is bursting at the seams.

The solution is anything but simple. Parents are attached to their neighborhood or community school. They can become very emotional at the thought of sending their children to a new school and students fear losing friends if they must go to another school.

Rules for changing attendance boundaries

1. Don't do it unless you have to

If you think you have to, you must have thorough research. Gather data about birth rates, housing developments and other factors that can influence school enrollment.

Although a school may have very low enrollment today, it may be near capacity five years from now. As homes are sold in aging neighborhoods, young families with school-age children may move in. Vacant land may turn into the type of housing development that attracts young families. Or, enrollment may continue to decline.

Before fully launching a boundary change, study data that indicates the future of the schools in question.

2. Take time to do it right

Significant boundary changes usually take at least a year of preparation. Doing it right requires anticipation of anything that could go wrong and a good plan to mitigate potential problems.

3. Communicate, communicate, communicate

A potentially emotional decision that affects the lives of children requires the right type and

amount of communication, delivered in stages that help people accept the decision. It will require:

- **A well-planned awareness campaign** that helps staff, parents and others in the involved schools understand the problems and their impact on children's education.
- **Good data.** At this stage of communication, some parents and staff will question the data that shows boundaries need to be changed, so it is essential to show facts based on good data. Staff members will also need to be made aware of the impact low enrollment has on their work and their ability to deliver the best possible education.
- **Communication about how the jurisdiction is working on the problem.** Often, people who don't like a decision attack the process. That is why it is so important to establish an inclusive, thorough process for making major decisions. Communication about the process should include basic details about the problem, the reason a decision must be made about the problem, who is involved, related data, and timelines for making a decision.
- **Communication that shows sensitivity to the emotions** around school closures and deliver constant reassurances to keep those emotions from erupting into a controversy.

Of course, the most explosive issue is "making my child change schools." Many school jurisdictions "grandfather" current students, giving them the choice to stay in their current school until they graduate from that school or move to the school that has become their neighborhood school. Parent response is very positive if the jurisdiction makes a decision early in the process to offer options.



Communications Now

- **Awareness of sub-issues** that may sidetrack the entire process. This could be something like safe walking routes to school. A planning strategy that anticipates possible issues and objectively studies each potential issue and its impact on students will pay off in the end.
- **Personalized communication pieces.** Sending a personalized letter to each family within the area of a potential boundary change acknowledges awareness the decision will affect the family.
- **Closing the loop.** Anyone who has been involved in any way should receive information about the final outcome of deliberations and, if they want it, continuing information about the transition of staff and students through school newsletters and an email list.

Contributed by Gay Campbell, communications consultant

Continuing to communicate in this personal way as critical decisions are made builds trust. This personal touch demonstrates that the jurisdiction is aware of the family's situation, will try to keep them informed and is listening to their concerns.

- **Communication designed to allay the fears** of students and parents, and short-circuit rumors. This can usually be accomplished by publishing a continually evolving fact sheet that answers basic questions and is distributed to those concerned about the decision. A well-built email list and other electronic communications can be a good way to distribute this information.

If rumors are based on misinformation at meetings, try using Twitter during the meeting when decisions are made. This will help the jurisdiction control the information by sending accurate information before rumors start.

- **Many opportunities and methods for input.** Hearings, public meetings, email addresses, phone numbers and other ways of voicing opinions should be widely advertised. Questions and requests for personal contact should have a fast response.



Communications Now

A new superintendent's entry plan to build trust in a new community

A year of listening and learning

When Greg Baker was hired in spring 2010 to be the next superintendent of Bellingham Public Schools in Bellingham, Washington, he contacted Tanya Rowe, Executive Director of Communications and Community Relations, right away to start working on his entry plan.

"He wanted to be very intentional about getting to know our community," recalls Rowe. "He wanted to be open and transparent and very clear about his plan to get to know Bellingham schools."

Rather than having people who knew the system call the superintendent's office to randomly set up appointments, Baker wanted to create a strategic plan for meeting with staff, students, parents, community members, business leaders and service leaders.

"Usually the phone starts to ring when a superintendent is hired," says Rowe. "As people started to call, we said we would be sharing a plan."

Baker's Plan of Entry: Listening and Learning to Strengthen Relationships for Student Success (<http://bellingshamschools.org/sites/default/files/departments/superintendent/BakerPlanofEntry.pdf>), published just two weeks after he officially began work, set up a year-long outline of his plan to meet stakeholders, analyze performance, financial and other data and, throughout it all, listen and learn about the district and community. The plan was vetted by administrators and the leadership team. They wanted to include everyone.

"This helped level the playing field, too," says Rowe. "We did a lot of outreach with our Latino community, and with students who attended the alternative high school – groups that wouldn't always have their voices at the table through another approach."

It wasn't all formal. Students, staff, parents and community members were invited to join Baker for a before-school morning jog on "Fitness Fridays" for several weeks in the fall, after which they had an opportunity for a visit over a healthy snack at one of the schools. Listening posts, a survey, and school visits were also outlined in the Plan of Entry.

Reporting back

A key ingredient of Baker's plan included a schedule of reports back to the community of the results of his listening and learning. This helped the community track what the superintendent was doing during his first year.

"When people heard 'entry plan' they weren't quite sure what it was," says Rowe. "It was a lot of work to communicate about that. It became clearer when he shared what he had learned about the system." Baker did a mid-point video report (<http://video.bellingshamschools.org/medias/6x17dxj8n9>) in January 2011, and a summary report in fall 2011.

"There was some tension about the idea of learning without making immediate changes, but this was a way for him to say, 'This is what I'm hearing; let's think about a process to begin working on it.'"

Building an entry plan from scratch

"Bringing in a new superintendent presents a beautiful opportunity," says J. Marie Riche, communications consultant. "Engaging in a listening tour can be a research project for a new leader."

She suggests a four-part strategy for getting a new superintendent on board, created collaboratively with communications personnel.

1. Identify key audiences

Who does the superintendent need to know and listen to? Be sure to use a wide net; don't just listen to the jurisdiction's fans. "Don't leave anyone out," advises Rowe. "And use inclusive language, such as 'includes but is not limited to,' just in case."



Communications Now

2. Use different tools for different groups

Think about how you will connect with the different target audiences within your community. Who are those essential people the superintendent needs to meet with one-on-one? Who needs personal phone calls or e-mails?

Small group meetings can be effective for staff, parent council leaders, focus groups, business and community partners, and other appropriate stakeholders. Semi-targeted e-mails and community meetings can be used to raise awareness among other groups.

You have to make some decisions about the best use of time and energy. "You can't have a one-on-one meeting with everyone," says Riche, "But one-on-one is the best place to change minds. You have more influence with individuals and smaller groups."

3. Execute the plan

Schedule the meetings, and publicize them appropriately. Make sure your superintendent has been briefed about hot issues.

4. Close the loop

"Report back to the community what the superintendent heard and learned," says Riche. "Based on that, how will it shape his or her first year as superintendent?" Ideally, the direction of the jurisdiction's work and the communications plan will draw from this report.

Partnership between superintendent and communications director is essential

In Rowe's case, her new superintendent came to her to start creating the entry plan. But often the first move may fall to the communications director or other staff member who generally handles jurisdiction-wide communications.

"I would advise others: When your new superintendent is hired, approach him/her through appropriate channels and suggest the ideal entry plan," says Rowe.

"It will depend on your superintendent's experience and comfort level; it could be small or large scale."

"I want to be one of the first people to make an impact," says Gary Aungst, Director of Community Affairs and Marketing, Tempe Elementary School District, Tempe, Arizona. "I have to become a trusted advisor, and hopefully I can take their communications to the next level as their counsel."

"Bringing in a new superintendent is as varied as the person coming in," says Jim Cummings, APR, Director of Communications and Parent and Community Engagement of Glendale Elementary School District, Glendale, Arizona.

"You have to sit down with them and have an open and frank discussion with them about the culture of the jurisdiction, your strengths and weaknesses, hot button issues to the community and staff," he continues. "It's a gigantic induction."

Cummings recommends the PR person get time with the new superintendent at the very beginning. "You want to make sure they know you are part of cabinet and are in there for those discussions as soon as possible. Reading the community and reading the staff are all part of keeping the superintendent healthy," he comments.

Winning early victories

For Aungst, the pre-hiring time with the board is also crucial. "I try to make sure I am listening to the governing board that is going to hire the superintendent, so I get an idea of the type of person they want to hire, and the type they do hire," he says.

"At the end of the day, the superintendent reports to the governing board. I want the superintendent to look his or her best to the board."

Aungst then looks for ways to deliver the message to stakeholders and get the superintendent quick wins. "I believe in early victories," he says, "so I look for something quick to achieve with employees, the



Communications Now

community, or any stakeholder. You have a honeymoon period.”

The ultimate goal: building relationships

“The real key for any superintendent coming in from the outside is to make personal connections,” says Cummings. He emphasizes the importance of meeting with building staff, parents, key contacts, legislators, and community groups. “Do school-to-school visits. The idea is to connect on a more personal level.” Cummings arranges school visits that allow time for individual introductions and for the superintendent to talk with teachers.

For Bellingham Public Schools, the year spent on listening and learning has paid off. “It was a really positive experience,” says Rowe. “As we work to improve, the relationships we built allow us to have challenging and difficult conversations.”

Contributed by Candace Wilson, communications consultant



Communications Now

A video contest gets students talking about their school

People love to see and hear students talk about their schools. Kids have always been great spokespeople for the jurisdiction at board meetings, Rotary meetings and other forums. But the combination of the Web and accessible video tools give jurisdictions a whole new way of putting kids' faces and voices at the forefront of your communication plan.

Salem-Keizer School District recently completed a high school student-video contest that proved to be a major win for the kids and the district. The district got more than 50 videos for its website from their brightest and most inspirational students. And the students got the chance to show the world what they can do. A lucky few also got iPads and iPad Minis.

Message

We wanted students to focus on our district's vision statement: All students graduate, prepared for a successful life. So we called it the 'Student Vision Video Contest'. The main rule was that the video must tell how the student and his or her high school were working toward the vision. That focus would ensure that all the contest entries would be useful for promoting our district and our schools.

Students did a great job of talking about their plans and how their schools were helping prepare them to make those plans a reality. They also did a great job of showing teachers and kids in action. But the focus on the vision statement ensured that those actions were positive and meaningful.

Method

Based on experience with previous video contests, we knew that people are easily intimidated if they believe production value is the main criterion. We wanted quantity.

More participation would mean more student enrichment and more fodder for our website when the contest was done, so we made it very clear that fancy edits were not important. We let the students know that if they had something to say, it would not

matter whether they shot their videos on multiple studio cameras or a cell phone.

The emphasis was on the message and the emotional impact. Our promotional materials told kids that thoughts about their future and their schools would go a long way toward winning an iPad.

Prizes matter

We have a tremendous business partner in the Marion and Polk Counties (MAPs) Credit Union. As our premiere sponsor, they step up regularly for students and school staff. This time, they generously agreed to provide us with four prizes for the top entries — iPads for the top two prizes and iPad Minis for third and fourth place. It is important to pick prizes that are meaningful to students. And by having them donated, we avoided criticism in these tough budgetary times.

Paperwork

One of the main reasons for doing a contest is to glean great videos for the jurisdiction website. If a student is not cleared to have a video available to the whole world, that video does you no good from a public relations standpoint. Make sure every student who submits a video also submits paperwork signed by their parents stating that the student video may be shown online.

Soliciting videos

Advertise in your high schools via fliers and announcements. Ask principals and audio-visual arts teachers to promote the contest. We had several video production classes take this on as a project. Their entries were among the best in terms of both message development and production.

At first, entries were coming slowly. We had posted sample videos online featuring less-than-fancy edits, hoping that would encourage kids to use their phones or family camcorders. But halfway through, we doubted that we would get the large numbers we were hoping for, so we decided to make it extremely easy.

We let each of our high schools know that the "Squawk Box" was coming. In other words, we told



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them a cameraman and assistant would be coming at a certain time to videotape them for the contest. All they had to do was be ready to speak with passion and hopefully some forethought, about their future and how the school was preparing them for it. The results were great.

Judging

We recruited four district-level administrators and MAPs Credit Union representative to judge the videos. Our staff did a great job of making it fun for the judges and giving ample breaks to prevent fatigue. A room was set up with tables, scoring sheets and pencils for the judges. Staff even supplied popcorn and theater-style boxes of candy for the judges, who reported feeling like Siskel and Ebert of long ago.

Each judge was given seven pages of scoring sheets. Down the left side were the names of the students in the order their videos would be viewed.

Across the top of the matrix were the scoring criteria:

- clarity of message
- planning and preparation
- enthusiasm and energy
- emotional impact

Each category could receive a maximum of 25 points. Each five-point increment was labeled (poor, fair, average, really good and perfect). But judges were encouraged to differentiate down to the single point rather than simply scoring in five-point increments. We let them know that we needed to differentiate even if by only one point. Rounding to the nearest five points could have resulted in a multiple-way tie and the need to rescore. Thankfully, we did all 50-plus videos in one session and did not need a tie-breaker.

Results

The top four videos are outstanding, but all 50-plus were great. You simply cannot watch a high school student talking about his or her future without being inspired. These students are so full of energy and optimism that you cannot help smiling at every single one.

Sure, some kids were more nervous, and some were obviously making it up as they went along. But they were all worth watching, and they will all make an impact on the district web page.

How we use the videos

We used the videos in a number of ways. The first forum for using them was the superintendent's 'State of Our Schools Address' to the community. She used some of the student videos to kick off her speech with a bang. The audience loved it.

Of course, we gave top billing to the four winners. But we will use all of them on our own website (www.salemkeizer.org) as well as promoting them on our local newspaper website (www.statesmanjournal.com) and through our community partners.

Our goal is to stretch out the impact by releasing the videos in batches rather than on a large gallery all at once. Every time someone visits our website, we want them to know there is a chance that a new student video will be featured. We want to keep the student voice as a fresh and renewable asset for our site.

We have a modern website and a district webmaster, so we can embed videos and use them online in many ways. But the videos are hosted on Vimeo. Anyone can host videos there or on YouTube and provide links on a district home page.

Reaction

The kids loved doing it. The teachers reported that the kids learned a lot. As predicted, our patrons loved seeing the videos. Representatives from our premiere sponsor (MAPs Credit Union) said they wished they had the budget to give every entrant an iPad.

A video contest is a great way to get student voices onto your district website and into your local speeches and other presentations. It also gives students a chance to think about their future and how their school experience will prepare them.

Contributed by Jay Remy, communications director, Salem-Keizer Public Schools



Communications Now

Weblinks

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/>

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 Volunteer Day on December 5.

For nomination forms:

<http://culture.alberta.ca/voluntarysector/stars/default.aspx>

National Aboriginal Day

June 21, 2013

Event organized throughout Canada to celebrate first nations people and culture. For more information:

<http://www.aadnc-aandc.gc.ca/eng/1100100013248/1100100013249>

SUNIA Summer Camp

SUNIA: Seminar on United Nations and International Affairs.

The SUNIA camp is a week-long summer program for high school students aged 15-19 that inspires them to become politically engaged and globally minded citizens.

The program covers a variety of topics such as international development, immigration and international relations. Students also have the opportunity to explore the dynamics of international affairs with diplomats from the United Nations and the Canadian Department of National Defense.

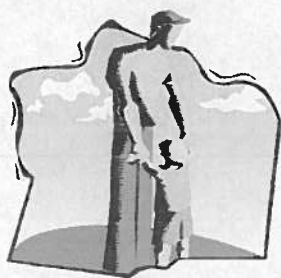
Located at the Goldeye Centre near Nordegg, Alberta

Dates:

Week A – August 11 – 16

Week B – August 18 – 23

For more information: www.sunia.ca



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

Resources for Families

June 2013

Getting back in the swing after a summer break

Tip sheet for families

The lazy days of summer will come to an end and then it will be time to prepare your family to get into a good school routine. The transition will be easier for everyone — students and adults alike — if you start early and ease back into school mode. Please consider the following suggestions to help your family get the school year off to a great start.

Build good sleep habits

Start getting up and going to bed earlier so your children are sleeping on a school-friendly schedule before the first day of school arrives. Children and teens need more — sometimes *much* more — sleep than adults.

According to the National Sleep Foundation, children ages five to twelve need 10-11 hours of sleep every night; older children and teens need to log 9-10 hours of sleep to keep their bodies and brains healthy.

Children will typically be both excited and anxious about the first day of school. Adjusting your kids' sleep and wake times slowly before the school year starts will set them up for a successful first day.

Eat breakfast

A nutritious breakfast is essential for learning. Think now about what kind of breakfast routine will work best for your family and start building that routine now.

If it doesn't work for your family to sit down for breakfast together, stock your pantry with healthy breakfast choices that can be taken with you to work or school.

Turn off technology and open a book

If your children haven't been reading regularly over the summer, encourage reading now. Reading together is a great family activity. Read to your children, listen to them read, or simply set aside time each evening when everyone reads to themselves. Books are also a great way to start conversations with your children.

Exercise together

If you have not been exercising with your child, this is a great time to start. Our bodies and brains need movement. Look for activities that everyone in your family can enjoy together and don't be afraid to try several activities to see what works best.

Choose school clothes early

Go through your family's closets before school starts and donate or discard clothes that no longer fit, have stretched, shrunk, or are otherwise worn out. It may be easier to get your kids to help with this if they know the activity is a prerequisite to back-to-school shopping.

Your kids will feel more comfortable and confident if you let them pick out their school clothes within boundaries you set. You may want to check with your neighborhood school to be sure your kids' choices also meet dress code expectations. Make sure laundry is done so they have plenty of options to choose from and help them set out their clothes the night before to simplify their morning routine.

Determine your family's transportation preferences

Don't wait until the last minute to decide whether your children will ride the school bus, ride with you, participate in a carpool, or drive themselves. Talk with them ahead of time so they know what to expect.



Resources for Families

While you're at it, talk about what they should do if an emergency happens while they are at school. Let them know who they can call if you aren't able to pick them up or meet them at your usual place. Make sure young children know their full name, your name, and your telephone number.

Meet the teacher, tour the school and pick up a supplies list

One of the best ways to ease anxiety about the first day of school is to stop by for a visit. This is especially important for families that have new kindergartners or students who will be transitioning to a new school.

Young children aren't the only ones who benefit. Middle and high school students will feel much better walking onto campus the first day if they already know where their classes are. Everyone feels better when they are well prepared. Pick up a supplies list while you are at the school and make sure your children have what they need before the first bell rings.

Set a positive tone

Children and teens pick up cues from their parents, so be mindful about the words and attitudes you choose when you and your children are talking about and getting ready for school. Help them be successful by holding and sharing positive views about the coming school year.

Contributed by: J. Marie Riche, communications consultant

Rosin, Ann

From: Kelly, Colin
Sent: June-06-13 10:07 AM
To: Rosin, Ann
Cc: Barrett, Donna
Subject: Fwd: Public School Boards' Association of Alberta: Online Survey
Attachments: Spring 2013 Member Board Survey.pdf; ATT68152.htm

Sent from my iPhone
 Colin Kelly

Begin forwarded message:

From: Executive Director <execdir@public-schools.ab.ca>
Date: 17 May, 2013 9:05:01 AM MDT
Subject: Public School Boards' Association of Alberta: Online Survey

NOTE: This email is being sent to all Board Chairs and Council Representatives.

Good morning,

On Monday 13 May 2013, all Board Chairs and Council Representatives received an email from President Dittrick indicating that the Ad Hoc Committee on PSBC Roles and Responsibilities was developing an online survey to solicit input from Member Boards. The online survey has been posted and may be accessed by clicking on the following link:

<http://www.surveymonkey.com/s/W69GZ6G>

Attached to this email is a PDF copy of the survey, for your reference; the Ad Hoc Committee asks that each Member Board complete **ONE** online survey **on or before 01 August 2013**. Please note that Member Board responses will be collated and shared with members at the August 2013 Public School Boards Council Meeting. The Ad Hoc Committee asks that each Council Representative bring a copy of their Board's response with them to the August 2013 Council Meeting.

If you have any questions regarding this matter please feel welcome to contact the Association Office,

The Ad Hoc Committee thanks you for providing your feedback,

Mary Lynne

Trustees are the architects of our children's dreams. MLR Campbell

Mary Lynne R. Campbell
 Executive Director
 Public School Boards' Association of Alberta

#12, 10227 – 118 Street
Edmonton, AB
T5K 2V4
(Office: 780 465 8022)
(Cell: 780 9406724)

1. Public School Boards Council

The Ad Hoc Committee on the PSBC Roles / Responsibilities is looking for your feedback. The Committee asks that Member Boards provide ONE Board response to the survey questions. ALL Board responses will be collated and shared with Council Representatives at the August 2013 Council Meeting.

Thank you for taking the time to complete our survey.

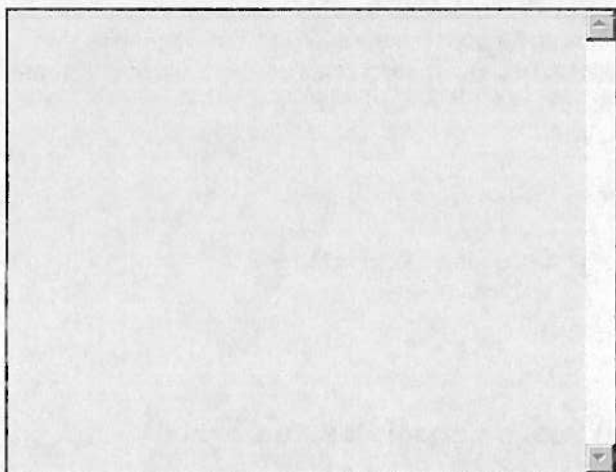
***1. Please provide your name and the name of your School Jurisdiction**

***2. What does the Board believe is the role of the Public School Boards Council?**

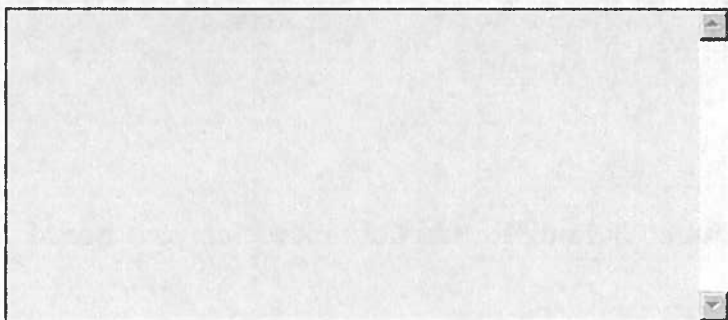
***3. Please identify two things about the Public School Boards Council which your Board finds helpful.**

***4. Please identify two things regarding the Public School Boards Council sessions that could better serve your Board.**

***5. How should the Association address emergent itmes which arise between Council Meetings?**

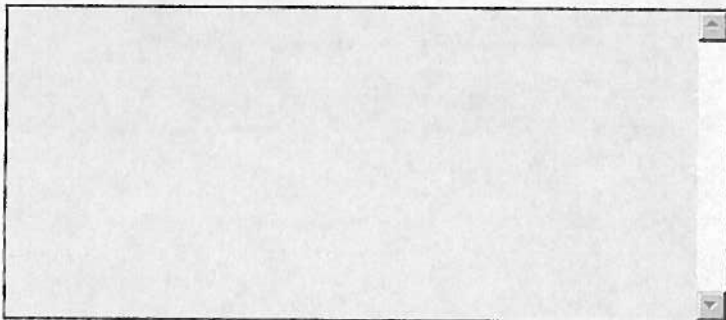


***6. What activities can the Council undertake that will support the priorities and outcomes defined in the Association's Work Plan?**



2. Public School Board Council Meeting Agendas

***1. Does the Board and/or Council representative know how to have an item placed on a Council Meeting Agenda?**



***2. Should all Council Meeting Agendas include the following as Standing Items (please note, an environmental scan is an opportunity for Council Representatives to share a brief comment regarding an emergent issue(s) faced by the Member Board, in the interest of checking to see if other Member Boards share the experience and/or have suggestions that may be of assistance)**

	Yes	No
In Camera	<input type="radio"/>	<input type="radio"/>
Environmental Scan	<input type="radio"/>	<input type="radio"/>

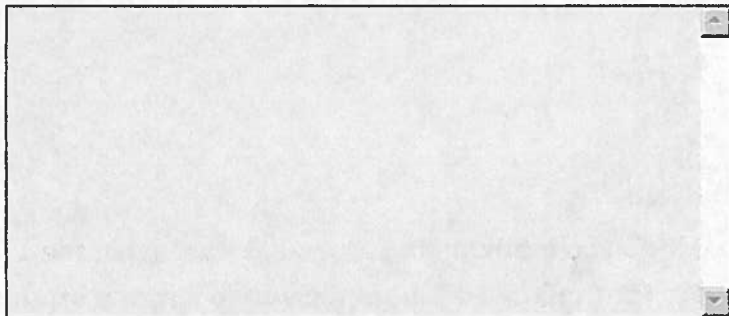
3. Public School Boards Council Meeting Format

***1. Is the current Meeting format (Thursday: evening dinner/ Friday: Business Meeting / Saturday: Presentations or PD) satisfactory?**

☐ Yes

☐ No (if no what change does the Board recommend?)

Other (please specify)



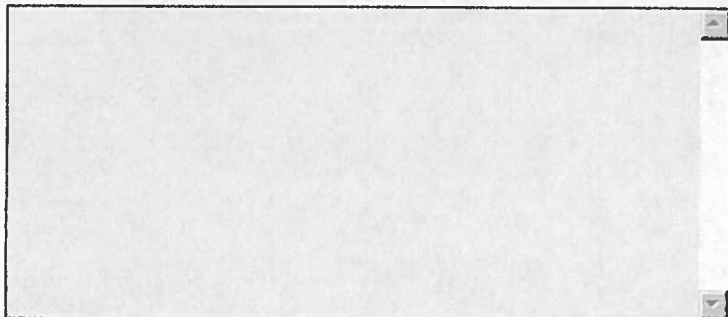
***2. Should working sessions be held in advance of the formal public meetings to allow for open discussion and debate about issues that matter to Boards, within the relative safety of a non-public meeting? (Working Session - this is a closed session for Members only, where Members discuss / work on items of timely relevance or importance to Member Boards and/or Public School Education in Alberta)**

☐ Yes

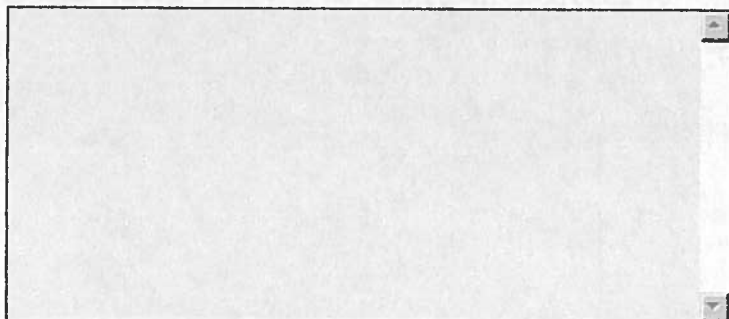
☐ No

4. The Role of the Council Representative

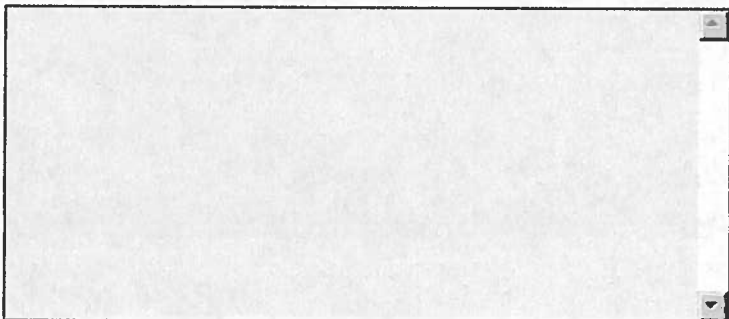
***1. What does the Board expect of their Council Representative?**



***2. When the Board selects a new Council Representative, how does the Board assist with the transition between Representatives?**

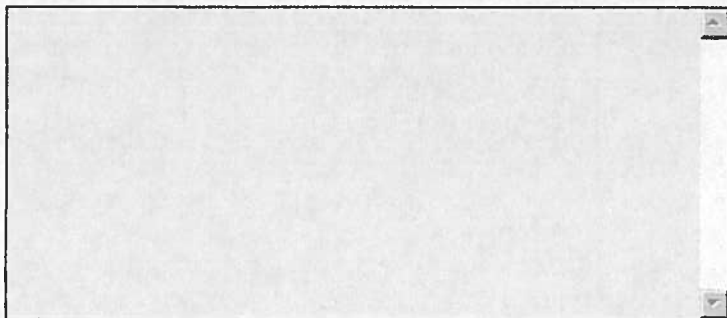


***3. How may the Association assist new Council Representatives?**



5. Role of the Observer(s)

***1. From your Board's perspective, what is the role of the Observer(s)?**



***2. As an Observer, are you satisfied with your role?**

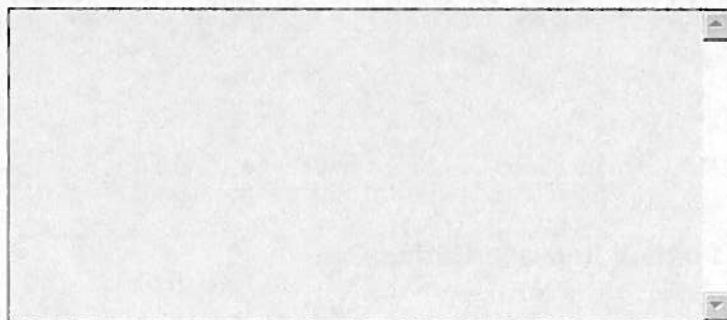
☐

Yes

☐

No (if you selected no, please let us know what you would suggest to enhance the role of the Observer.)

Other (please specify)



6. Public School Boards Council Representatives

This next series of questions are to be answered by the current Public School Boards Council Representative for your Board.

***1. As Council Representative for your Board (select responses which are applicable):**

- ☐ do you report to your Board after each Council Meeting?
- ☐ is the report given at a Board Meeting?
- ☐ is the report written?
- ☐ is the report verbal?
- ☐ is the report verbal and written?
- ☐ is there a method that you present to the Board that might be helpful to other Boards, that you would like to share?

Other (please specify)

***2. As Council Representative for your Board do you feel prepared coming into Council meetings, having reviewed the materials and obtained relevant input from your Board?**

- ☐ yes
- ☐ no (if you selected no, please let us know what further support would you need)

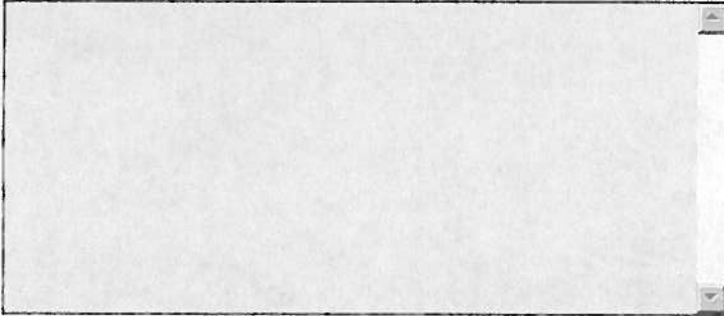
Other (please specify)

***3. As Council Representative for your Board are you confident that you fully understand your role and responsibilities?**

☐ yes

☐ no (if you selected no, please let us know what are the areas for which you require further clarity)

Other (please specify)

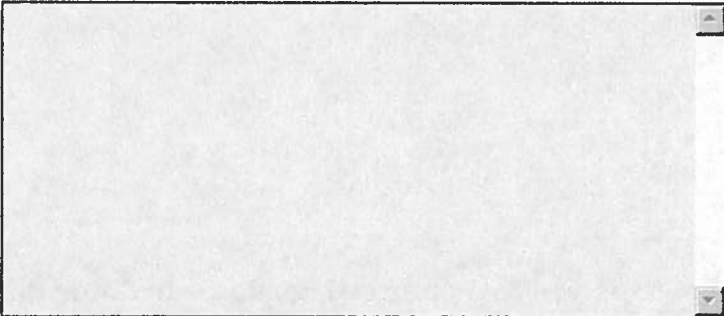
A large rectangular text area with a vertical scrollbar on the right side, intended for the respondent to specify areas requiring further clarity.

***4. As Council Representative for your Board do you have suggestions that might assist other Representatives?**

☐ yes (if you selected yes, please provide suggestions below)

☐ no

Other (please specify)

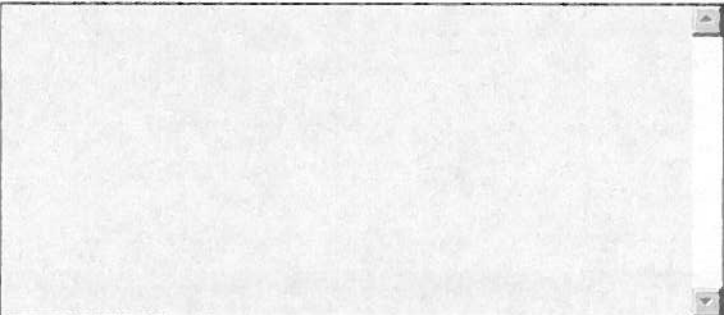
A large rectangular text area with a vertical scrollbar on the right side, intended for the respondent to provide suggestions to assist other representatives.

***5. Do you plan on maintaining the Council Representative binder you received at the April 2013 Council Meeting?**

☐ yes

☐ no

Other (please specify)

A large rectangular text area with a vertical scrollbar on the right side, intended for the respondent to specify plans regarding the Council Representative binder.

***6. If you were new to Council Meetings, when you became your Board's Representative, would it have been helpful to have had an experienced Council Representative act as mentor?**

☐ yes

☐ no

Other (please specify)

***7. Does the PSBC Highlights document provide you with the information necessary to provide a report to the Board?**

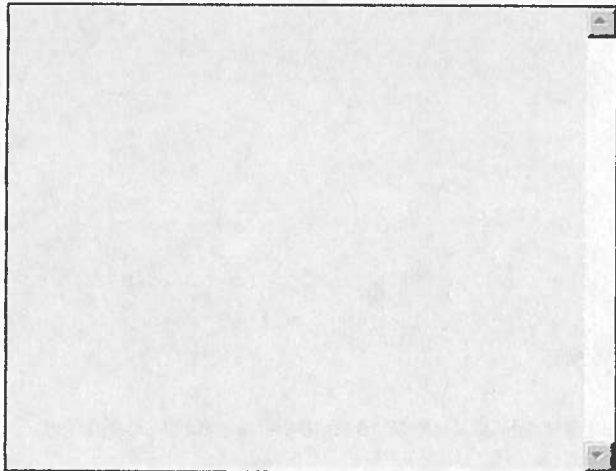
☐ yes

☐ no (If you selected no - what further information may be provided?)

Other (please specify)

7. Final Comments

***1. Are there any other comments / observations that your Board wishes to share with the Association regarding the role / responsibilities of the Public School Boards Council and its Council Representatives?**

A large, empty rectangular box with a thin black border, intended for writing comments. It occupies the lower half of the page below the question. There are small, faint marks in the top right and bottom right corners of the box, possibly from a scanning artifact or a watermark.



Public School Boards'
Association of Alberta

The Advocate

PSBAA	06/13/2013	Volume 2, Issue 6
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Thank you for participating in our recent Spring General Meeting in Red Deer, it was a great success!

Our Survey Monkey Link is still open for those of you that have yet to fill it out, your feedback is very important to us, we appreciate you taking the time to complete the Survey:

<http://www.surveymonkey.com/s/SpringGeneralMeeting2013>

Public School Boards Council Meeting



The next Public School Boards Council Meeting will be taking place August 22 - 24, 2013, at the Four Points Sheraton Gateway, Edmonton.

Registration is now open:

<https://publicschools.wufoo.eu/forms/august-2013-public-school-boards-council-meeting/>

Please contact the Four Points Sheraton Hotel to make your room reservations: (780) 801-4000.

MARK YOUR CALENDARS!



Governance Seminar for Public School Trustees: Hour Zero, one of the Association sponsors will be hosting a

full day workshop entitled **School Emergency Preparedness!**

The full event details can be viewed online now! Please click the link below to view the brochure:

<http://public-schools.ab.ca/2013/06/governance-seminar-for-public-school-trustees-school-emergency-preparedness/>

Please use the following link below to register as space will be limited.

<https://publicschools.wufoo.eu/forms/hour-zero-how-prepared-are-you/>



Fall Events – Our Save the Date Brochure can be viewed online now at:

[Fall Events Brochure](#)

Please use the following link below to register now:

<https://publicschools.wufoo.eu/forms/psbaa-fall-events-2013/>



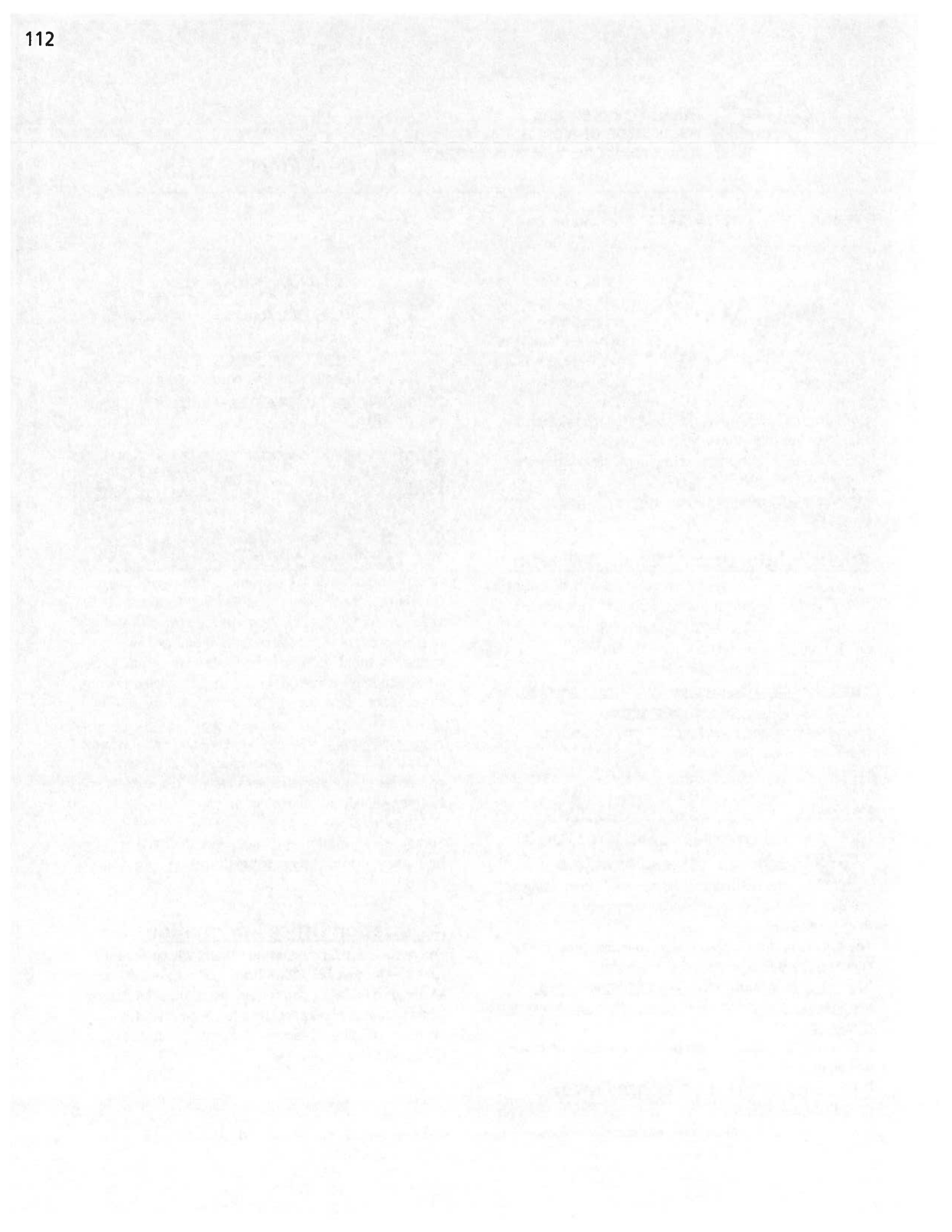
Bobby Boogaloo is doing promo out to schools across the country for his new show. Bobby Boogaloo's "Bully-Free You & Me" Concert Program is a powerful and positive way to raise awareness and deliver key messages about bullying in a school-wide setting to help set the tone for the school's anti-bully stance and bring the students together with a common vision.

www.BullyFree.ca: This is the new Teacher's Resource website with sing-along lyric videos and a video mini-course for elementary students called "The Bully Game" (coming shortly on the website).

For more information and booking details please visit his main website is www.BobbyBoogaloo.com

Association Office Information

The Association Office Summer hours will commence July 1st – August 16th, 2013 from 8:00 a.m. – 2:00 p.m. Monday to Friday. If you require assistance outside of business hours please feel free to contact Ms. Mary Lynne R. Campbell, Executive Director directly at (780)940-6724.





Secretary-Treasurer's Report

June 27, 2013

Itinerary

May/June, 2013

May 22 & 23	High Prairie	Advisory and Board Meeting
June 2 - 4	Red Deer	ASBA Spring Conference
June 5	Wabasca	Meeting with MD of Opportunity No 17
June 21	Fort Vermilion	ASBOA Meeting
June 26	Grande Prairie	FOIP Review

Secretary-Treasurer's Report
For the Period Ending MAY 31, 2013
Presented by Dennis Walsh Secretary-Treasurer

Introduction:

In the Statement of Revenues and Expenses, for the period ending May 31, 2013, our operating revenue appears to be in line with our operating budget.

The Federal Revenue may still be adjusted depending on the outcome of the AANDC (Aboriginal Affairs and Northern Development Canada) audit of the First Nations students. The audit was completed on May 31, 2013; however the result is not expected to be known until late June or mid-July.

The Actual revenue of \$49,552,154 represents 80.0% of the November Revised Budget. Expenses of \$46,205,191 represent 74.6% of the November Revised Budget.

New Account Structure

The design of the new account structure is complete. We had discussions with a Bellamy representative to convert the old account structure. There is still some work to complete in preparation of the conversion process. A test conversion will have to occur prior to "going-live" with the new structure. This conversion is scheduled to be completed for implementation in September 2013.

Inventory Count

Inventory count has been completed at all schools with the exception of Little Buffalo and Gift Lake due to extraordinary circumstances. We are in the process of scheduling the inventory counts to be completed at Central Office, Maintenance, Housing, Transportation and School Food Services. The plan is to complete this process prior to the account conversion.

2013-2014 Budget

The 2013 – 2014 Budget was completed and approved by the Board on May 28, 2013. The Division is projecting a surplus of \$302,622 based on \$60,870,953 in revenue and \$60,568,330 in expenditures. The highlights of the budget include the following:

Budget Highlights, Plans & Assumptions:

1. In 2013-2014 schools will be supported to work with staff and their school communities using school based data to determine priorities, develop plans and monitor progress to improve outcomes for students in literacy, numeracy, attendance, successful course completion through the use of culturally relevant programming.
2. School and district staff will be provided with face to face and online professional learning opportunities to support the second year of the Northland literacy initiative, experiential learning and culturally appropriate programming.
3. With the completion of the ATEP program, funds will be allocated to support professional development for language instructors and paraprofessionals.
4. Resources will be directed to support capacity building in Indigenous languages and cultural programming including land based learning and curriculum weaving.
5. Graduates of the ATEP program will return to the division as teachers.
6. The August New Teacher Orientation/Teacher Mentorship Program will support new/beginning teachers to become familiar with the Northland context and to provide quality teacher and learning opportunities for all students. All schools will host a community engagement day in August and focus on Community Engagement throughout the year.

7. Pedagogical Facilitators provide regional professional development, leadership and mentoring to improve instructional planning, instruction, management and assessment practices and mentoring of new teachers.
8. Northland for the second year will coordinate a district wide initiative to upgrade school libraries with an infusion of \$208,420.
9. We will continue our commitment to maintaining a safe and caring learning environment for students and staff, by implementing the recommendations of the 2013 maintenance review.
10. Resources will be directed to strengthen CTS programming including dual credit programming.
11. By the end of the school year all Northland schools will have access to wireless technology and vastly improved IT capacity to enhance learning opportunities.
12. Northland will implement a new Human Resources and Financial Management system to improve processes for human resources and financial management.
13. A new division website has been built into the budget.
14. Staffing in School Food Services reflects the jurisdiction ratio of cooks to students based on the projected enrolments.
15. Instructional Programming accounts for 63.6% of the total expense.
16. Board of Trustees and Local School Board Committees expenses are projected at 1.7% and Administration expenses are projected at 4.7%.

Significant Business and Financial Risks:

The current budget reflects Northland School Division's efforts to implement recommendations in the Northland Inquiry Team Report (2010) supporting improvements in the division. However, efforts are constrained by current funding as follows:

- For 2013-2014 Salaries and Benefits will be stable over the next three years as a result of a Framework Agreement signed by the Government of Alberta and the Alberta Teachers Association. In the fourth year of the agreement there will be a lump sum payment of 1% of the annual salary and a 2% salary increase. Also, based on Northlands' base instruction grant for 2012-13, 0.5% "cost" enhancements will be bargained for in local bargaining. The total will be \$47,000 spread over the last two years.
- The major financial burden on the school division will be the salary increase based on grid movement for approximately \$600,000 and Substitute and Teacher Replacement which could potentially cost \$1 million.
- We continue to provide in excess of 475 hours of instructional time for ECS students; however, current funding for ECS makes this a challenge.
- Maintaining staffing satisfaction will be a challenge until the housing situation is addressed. To bring the housing to today's standards requires an investment of approximately \$7 million dollars.
- Maintenance funding is status quo. However, as the building infrastructure continues to deteriorate there is increased potential for unexpected emergencies. These situations create health and safety issues and disrupt the education of students who have no alternate location for instruction when schools are not operational.
- There will be a reduction in the number of bus runs increasing travel times on some routes.

Human Resources and Financial Management System

Tenders have closed for the Enterprise Resource Planning Software (ERP) on the human resources and financial management system. An evaluation matrix has been completed with personnel from Human Resources, Payroll, and Accounting involved. Also, completed are Human Resources, Payroll and Accounting scenarios which will become part of the final evaluation during the demonstration process. A final decision is expected to be made on a recommendation to the Board by early July.

Land Sale – Calling Lake

The council of the Municipal District of Opportunity No. 17 approved the purchase of 6 vacant Northland School Division lots at Calling Lake for a total of \$80,278 as per the appraised value completed by AMG Valuations Group and Baldwin Appraisals.

Land Purchase – Wabasca

A meeting was held with the MD of Opportunity No 17 on June 5, 2013 in regards to Lot 1, Lot 7 and Lot 10 to house our existing teaching staff. In addition there was an expressed interest in Lot 12, Lot 13, Lot 14, Lot 15 and Lot 23. These properties would be used to house any increase in staff.

Land Transfer of Title – Fort McKay

We are in the process of requesting approval from the Minister of the Department of Education for the transfer of Lot 6 & 7 to Fort McKay Band Council.

Collective Bargaining

Government of Alberta legislated a new four year framework agreement with the Alberta Teachers' Association. A meeting was held with the ATA local representative to establish a time frame on addressing the formation of committees as outlined in the framework agreement.

Policy Review

During the Summer and Fall we will be reviewing policies related to Visa, Travel, and School Generated Funds.

Conclusion

Changes to the new account structure, updating Mybudgetfile and reviewing the Human Resource and Financial Management system will be the main focus for the remainder of this school year.

STATEMENT OF REVENUES AND EXPENSES

Year to Date May 31, 2013

(in dollars)

			May Actual	June Approved	November	April	%
	Actual	Actual	Year to Date	Budget	Revised Budget	Forecast	Remaining
	2010-2011	2011-2012	2012-2013	2012-2013	2012-2013	2012-2013	November Revised
REVENUES							
Government of Alberta	\$33,142,871	\$34,725,282	\$25,357,301	\$34,386,301	\$33,759,201	\$34,210,774	24.9%
Federal Government and First Nations	\$20,034,181	\$20,845,936	\$19,738,063	\$20,801,054	\$22,062,624	\$21,569,138	10.5%
Other sales and services (ie Rebates, SFS Hot Lunch, AMHP)	\$1,476,727	\$1,748,178	\$1,136,079	\$1,016,926	\$1,391,514	\$1,492,688	18.4%
Investment income (ie Interest on Bank Accounts)	\$9,609	\$39,891	\$8,396	\$15,000	\$15,000	\$10,843	44.0%
Gifts and donations	\$535,923	\$585,858	\$171,952	\$180,800	\$190,800	\$151,472	9.9%
Gross school generated funds	\$203,368	\$0	\$0	\$450,000	\$450,000	\$450,000	0.0%
Rental of facilities (ie Housing)	\$988,832	\$1,000,651	\$788,232	\$1,052,648	\$1,052,648	\$916,938	27.0%
Gains on disposal of capital assets (ie Sale of Capital Assets)	\$8,021	\$1,260	\$61,399	\$0		\$61,399	0.0%
Amortization of capital allocations (Depreciation on supported assets)	\$2,951,125	\$3,135,934	\$2,310,734	\$2,996,050	\$2,996,050	\$2,996,050	22.9%
Other revenue	\$0	\$0	\$0	\$0	\$0	\$0	0.0%
Total Revenues	\$59,350,657	\$62,082,990	\$49,552,154	\$60,898,779	\$61,917,837	\$61,859,300	20.0%
EXPENSES							
Certificated salaries	\$21,416,515	\$21,544,783	\$15,930,000	\$21,074,823	\$21,423,178	\$19,033,182	25.6%
Certificated benefits	\$4,459,796	\$4,218,552	\$3,271,221	\$4,325,322	\$4,250,704	\$4,052,880	23.0%
Non-certificated salaries and wages	\$13,420,164	\$13,536,225	\$9,973,127	\$12,248,989	\$12,932,548	\$5,436,751	22.9%
Non-certificated benefits	\$2,980,994	\$2,959,078	\$2,210,563	\$3,220,380	\$3,177,624	\$1,204,944	30.4%
Salaries & Benefits Central Office/Maint/Transp/SFS/Housing						\$10,952,774	
Services, contracts and supplies (ie Utilities, training, repairs, travel)	\$15,282,527	\$16,204,273	\$11,535,586	\$15,940,119	\$16,081,077	\$17,447,552	28.3%
Gross school generated funds	\$0	\$0	\$0	\$0	\$0	\$0	0.0%
Capital and debt services							
Amortization of capital assets							
Supported	\$2,950,691	\$3,138,632	\$2,312,024	\$2,996,050	\$2,996,050	\$2,996,050	22.8%
Unsupported	\$1,044,263	\$995,957	\$936,686	\$1,016,154	\$1,016,154	\$1,018,154	7.8%
Total Amortization of capital assets	\$3,994,954	\$4,134,589	\$3,248,709	\$4,012,204	\$4,012,204	\$4,012,204	19.0%
Interest on capital debt							
Supported	\$79,008	\$40,429	\$26,606	\$28,901	\$28,901	\$28,901	7.9%
Unsupported	\$866	\$650	\$433	\$784	\$784	\$784	44.8%
Total Interest on capital debt	\$79,874	\$41,079	\$27,039	\$29,685	\$29,685	\$29,685	8.9%
Other interest and charges	\$7,765	\$4,690	\$8,945	\$8,000	\$8,000	\$8,000	-11.8%
Losses on disposal of capital assets	\$7,000	\$33,167	\$0	\$0	\$0	\$0	
Other expense	\$0	\$0	\$0	\$0	\$0	\$0	0.0%
Total Expenses	\$61,649,589	\$62,676,436	\$46,205,191	\$60,859,522	\$61,915,020	\$62,176,972	25.4%
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE EXTRAORDINARY ITEM							
	(\$2,298,932)	(\$593,446)	\$3,346,964	\$39,257	\$2,817	(\$317,672)	-5.4%
Extraordinary item	(\$175,916)	\$0	\$0	\$0	\$0	\$0	0.0%
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES	(\$2,474,848)	(\$593,446)	\$3,346,964	\$39,257	\$2,817	(\$317,672)	-5.4%

Northland School Division
Federal Accounts Receivable

6/17/2013

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
Jun-13	78,657.52	-	236,979.04	-	922,377.21	-	8,566.38	-	0.40	67,172.94	1,313,753.49
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	-	-	-	868.72	-	0.40	67,172.94	305,021.10
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	-	-	-	-	-	-	-	-	-	67,172.94	67,172.94
Dec-12	-	-	-	-	-	-	-	-	-	67,172.94	67,172.94
Nov-12	-	-	-	-	-	-	-	-	-	67,172.94	67,172.94
Oct-12	-	-	-	-	-	-	-	-	-	67,172.94	67,172.94
Sep-12	-	-	-	-	-	-	-	-	-	67,172.94	67,172.94
Aug-12	-	-	-	-	-	-	-	-	-	17,902.40	17,902.40
Jul-12	-	-	-	-	-	-	-	-	-	0.00	-
Jun-12	-	-	-	-	-	-	-	-	-	0.00	-
May-12	-	-	-	-	-	-	-	-	-	0.00	-
Apr-12	-	-	-	-	-	-	-	-	-	0.00	-
Mar-12	-	-	-	-	-	-	-	-	-	0.00	-
Feb-12	-	-	-	-	-	-	-	-	-	0.00	-
Jan-12	-	-	-	-	-	-	-	-	-	0.00	-
Dec-11	-	-	-	-	-	-	-	-	-	0.00	-
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	488,112.98	797,168.61
Current	78,657.52	-	236,979.04	-	922,377.21	-	8,566.38	-	0.40	67,172.94	1,313,753.49
30 days	78,657.52	-	236,979.04	-	922,377.21	-	8,566.38	-	0.40	67,172.94	1,313,753.49
60 days	-	-	236,979.04	-	-	-	868.72	-	0.40	67,172.94	305,021.10
90 days	-	-	236,979.04	-	-	-	-	-	0.37	67,172.94	304,152.35
120 days	-	-	-	-	-	-	-	-	10,743.00	67,172.94	77,915.94
180 days	-	-	-	-	-	-	-	-	-	67,172.94	67,172.94
181 - 365	-	-	-	-	-	-	-	-	-	268,691.76	268,691.76
1 yr - 2 yr	-	-	-	-	-	-	-	-	-	17,902.40	17,902.40
Over 2 yr	-	61,333.22	-	-	(0.00)	-	-	-	-	-	61,333.22
Current	157,315.04	61,333.22	947,916.16	-	1,844,754.42	-	18,001.48	-	10,744.57	689,631.80	3,729,696.69
Long Term											-
Total Aging	157,315.04	61,333.22	947,916.16	-	1,844,754.42	-	18,001.48	-	10,744.57	689,631.80	3,729,696.69

Northland School Division No. 61

17-Jun-13

Accounts Receivable
Federal Government and First Nations

		Student Counts		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		
12-13	Student Count	Reg	E.C.S.										
Indian & Northern Affairs (INAC)	90	17	-	-	0.00	(0.00)	0.00	10,744.57	0.1	10,744.57	182,775.93	1,884.57	774.39
Lesser Slave Lake Regional Council	5	6	-	-	-	-	-	18,001.48	3.1	18,001.48	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	-	-	-	-	-	157,315.04	2.0	157,315.04	76,824.10	1,833.42	826.94
- Mikisew	129	5	-	-	(0.00)	0.00	-	947,916.16	3.9	947,916.16	240,645.88	1,833.42	826.94
Woodland Cree	34	4	-	-	-	-	17,902.40	671,729.40	10.3	689,631.80	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	120,379.50	1,884.57	774.39
Peerless 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)	17,902.40			3,729,696.69			

10-Jun-13	Bigstone Cree	922,377.21	April 2013
11-Jun-03	Chipewyan Prairie	120,379.50	June 2013
	Lubicon	165,944.97	June 2013
	Peerless Trout First Nation	405,258.00	June 2013
	INAC	182,775.53	June 2013

Bigstone Cree
Mikisew Cree Paid by INAC

\$1,796,735.21

BOARD OF TRUSTEES

**COLIN KELLY
TRUSTEE OF THE BOARD**

DATE: JUNE 27, 2013

PRESENTED BY: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

SUBJECT: EDUCATION QUARTERLY REPORT

ORIGINATOR: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

RECOMMENDATION
That the Board of Trustees discuss the Education Quarterly Report, as presented and accepted at the May 23, 2013 Board Meeting.

CURRENT SITUATION:

BACKGROUND:

OPTIONS:

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	Student Enrolment
	Bulletin #4	Student Monthly Attendance
	Bulletin #5	Staffing Update
	Bulletin #6	Staff Attendance
	Bulletin #7	School Visits
4. School and Division success stories.	Bulletin #8	Gift Lake Learning Centre Sod Turning Ceremony
	Bulletin #9	Winter Cultural Camp at Marten Lake: NSD and KTC
	Bulletin #10	New way of Learning at Grouard Northland School
	Bulletin #11	Grouard School Teacher Nominated for Edwin Parr Teacher Award
	Bulletin #12	Northland Educator Shortlisted for Excellence in Teaching Award
	Bulletin #13	Peerless Lake School Students Attend Youth Forum in Ottawa
	Bulletin #14	APPLE Schools at St. Theresa School
	Bulletin #15	Nutrition Month at Northland School Division
	Bulletin #16	Achimowin Newsletter
5. Accountability Pillar Report	Bulletin #17	
6. Possible implications for planning and budget.	Bulletin #18	

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May, 2013 Quarterly Report

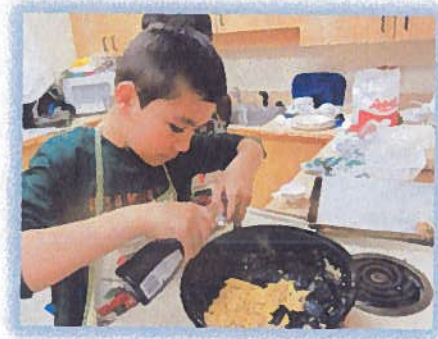
Superintendent's Message

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

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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: <ul style="list-style-type: none"> 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 will consolidate teacher learning and skill development in the delivery of effective classroom instruction with an emphasis on FNMI perspectives. Family Literacy Day, January 27 th has been celebrated in schools across the division, each putting a unique signature on the event. Parents	<ul style="list-style-type: none"> 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

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<p>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.</p>	<p>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.</p> <p>21 of 23 schools submitted their plans to address each of these areas. The administration is working with the remaining schools.</p>	<p>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.</p> <p>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.</p>	<p>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.</p> <ul style="list-style-type: none"> • 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) <ul style="list-style-type: none"> • 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.
<p>Recommendation #4</p> <p>That as part of the process to improve parent and community engagement with the school, NSD:</p> <ul style="list-style-type: none"> • 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. 	<p>As part of a Division-wide, August 2012 Orientation, all Northland Schools organized a “school and community engagement” day.</p> <p>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:</p> <ul style="list-style-type: none"> - 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 	<p>Schools continue to participate and host community engagement events. Attached is information on extracurricular activities offered at schools across the division.</p>	<p>At the May administrators meeting provided three examples of community engagement in the development of experiential learning opportunities of students.</p> <p>The 2013-14 proposed budget allocates dollars to schools additional to support community engagement and FNMI programming.</p> <p>J.F. Dion –</p> <p>Cultural Day Activities: Feb 26 (Local School Board Committee, community presenters)</p> <p>Numerous Parent Advisory Committee Meetings</p> <p>After School Clubs: drama/art</p> <p>Susa Creek School</p> <p>Spaghetti dinner for the community</p> <p>Ice Fishing Tournament</p> <p>Report Card/community agencies night</p> <p>Kateri School</p> <p>Trickster Theatre Presentation</p> <p>Parent/Teacher Interviews</p> <p>Mother’s Day Special - Makeup</p>

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Recommendation	First Quarter Update - September- November 2012	Second Quarter Update – December – February, 2013	Third Quarter Update – May, 2013
	<p>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</p>		
<p>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).</p>	<p>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 benchmarks and Jerry John's assessments. The administration is investigating the Eye Learn Kindergarten assessment as an entry measure for kindergarten students.</p>	<p>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.</p>	<ul style="list-style-type: none"> 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.
<p>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:</p> <ul style="list-style-type: none"> 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 	<p>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.</p>	<p>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.</p>	<ul style="list-style-type: none"> We have requested and received permission from Alberta Education to administer grade nine PATs one week earlier in order to increase participation rates.

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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 of 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.

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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: <i>Anzac</i> <i>Head Start, Day Care is in progress</i> <i>ADCS</i> <i>Day Care, no Head Start</i> <i>Bishop Routhier</i> <i>Head Start</i> <i>Calling Lake</i> <i>Neither program</i> <i>Conklin</i> <i>Neither program</i> <i>Dr. Mary Jackson</i> <i>Day Care</i> <i>Elizabeth</i> <i>Head Start</i> <i>Fr. R. Perin</i> <i>Head Start</i>	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.

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Recommendation	First Quarter Update - September- November 2012	Second Quarter Update – December – February, 2013	Third Quarter Update – May, 2013
	<p><i>Fort McKay</i> <i>Head Start</i> <i>Gift Lake</i> <i>Head Start</i> <i>Grouard</i> <i>Neither</i> <i>Hillview</i> <i>Neither</i> <i>J. F. Dion</i> <i>Head Start</i> <i>and Day</i> <i>Care</i> <i>Kateri</i> <i>Neither</i> <i>Little Buffalo</i> <i>Neither</i> <i>Mistassiniy/</i> <i>St. Theresa</i> <i>Day Care</i> <i>and PUF</i> <i>room</i> <i>Paddle Prairie</i> <i>Head Start</i> <i>Pelican Mountain</i> <i>Head Start</i> <i>Susa Creek</i> <i>Neither</i></p>		
Recommendation #12	Refer to Recommendation #8		Refer to recommendation #8.
<p>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.</p> <p>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.</p>	<p>Aboriginal Language Instructors attended the Mamawihtowin Conference.</p> <p>Aboriginal Language Instructors participate in the Literacy PD and are incorporating strategies into their programs.</p> <p>The NSD KTC partnership has added an additional Aboriginal Language Co-ordinator to enhance leadership in our partner schools</p>	<p>Aboriginal Language Instructors are receiving ongoing professional development on a one-to-one basis.</p> <p>Aboriginal Language Instructors have grasped the Daily 5 Strategy</p> <p>New Aboriginal Language Coordinator has been added through the KTC/NSD partnership adding to the support for language and cultural programming.</p> <p>Assistant Supervisor is linking Cree Language to the Peerless Lake Science Project guided by the FNMI Field Services Branch. Ongoing.</p> <p>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.</p>	<p>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.</p> <p>KTC Language specialist is providing ongoing support one-to-one as well as special hands-on projects to strengthen the language and cultural component.</p> <p>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.</p>
<p>Recommendation #15 and #16 Recommendation #15 That NSD establish a system-level to</p>	<p>Liaison work has continued with Fishing Lake, Grouard and Gift Lake. The administration is following up</p>	<p>System-level to system-level administrative liaison work continues at Fishing Lake Metis Settlement. The community is considering</p>	<p>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</p>

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<p>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.</p> <p>Recommendation #16</p> <p>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.</p>	<p>on a recommendation that Fishing Lake offer grade 7 in 2013 and grade 8 in 2014 due to concerns about junior high attendance.</p>	<p>expanding grade offerings to Grade 7 in 2013 and Grade 8 in 2014.</p>	<p>school year.</p> <p>We are currently seeking a grant from Alberta Education to support partnership activities.</p>
<p>Recommendation #17</p> <p>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.</p>	<p>Northland has developed a concept design for the operation of a virtual learning centre to serve high school students.</p>	<p>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.</p>	<p>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.</p> <p>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.</p> <p>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.</p>

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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: <ul style="list-style-type: none"> - 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: <ol style="list-style-type: none"> 1. FNMI perspectives 2. Literacy 3. Classroom Management 4. Open forum. Support has also been provided to 1 st and 2 nd 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: <ol style="list-style-type: none"> 1. Online resources 2. Literacy 3. Classroom Management 4. Differentiated Instruction Support has also been provided to 1 st and 2 nd year teachers in Fort McKay and ADCS. New Teacher Orientation is planned for August 19 – 23, 2013 in Grouard.

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	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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. 	
<p>Recommendation #21</p> <p>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.</p>	<p>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.</p>	<p>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</p>	<ul style="list-style-type: none"> • 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 administering 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.

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		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: <ul style="list-style-type: none"> • 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.

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	<p>maintain Divisional standards, goal attainment, recruitment, team building and ongoing development of a professional workforce.</p> <ul style="list-style-type: none"> • Supervisor of Student Services supports inclusive education. • Supervisor of Technology – monitors use of technology to support student and staff learning. 		
<p>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 school-based meetings with parents and community members to develop the school's strategic role within the future of the community. This staff position must take the lead in implementing the parent engagement process, including reflecting the concepts behind the former Community Schools program and the Integrated Services delivery model. Further, that this function also include designed resources to enable school staff to regularly host community gatherings (such as community suppers) at the school.</p>	<p>Currently this work is done through existing staff or contracting a facilitator.</p>	<p>No change</p>	<p>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.</p>
<p>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</p>	<p>Communications Coordinator was hired in October, 2012.</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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

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Bulletin 2

Recommendation	First Quarter Update - September- November 2012	Second Quarter Update – December – February, 2013	Third Quarter Update – May, 2013
<p>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.</p>		<p>happening at our schools</p> <ul style="list-style-type: none"> • 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 	<p>share ideas and work together on advertising campaigns. For example: Education Week</p> <ul style="list-style-type: none"> • 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.
<p>Recommendation #26, #27, and #28 Recommendation #26 That NSD continue to maintain and</p>	<ul style="list-style-type: none"> • Paraprofessionals and language instructors participated in the literacy 	<p>The Paraprofessionals continue to grasp and incorporate literacy into their daily classroom teachings.</p>	<p>The NSD Instructors continue to maintain and enhance the levels of their skills by working closely with the Learning Services Team.</p>

Action Taken on Inquiry Team Recommendations

Bulletin 2

Recommendation	First Quarter Update - September- November 2012	Second Quarter Update -- December -- February, 2013	Third Quarter Update -- May, 2013
<p>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.</p> <p>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.</p>	<p>professional development.</p> <ul style="list-style-type: none"> • Language Instructors attended the Mamawihtowin Conference. • NSD conducted a one-day professional development session for ATEP students. 	<p>Paraprofessionals are working with newly created resources.</p>	<p>The 2013-14 proposed budget designates funds for professional development of language instructors, teacher assistants, student assistants and other support staff.</p>
<p>Recommendation #29 That NSD ensure appropriate personnel and internal arrangements are in place for systematic quarterly financial reporting to the Board of Trustees.</p>	<p>The 2011/12 Financial Audit was completed on November 21, 2012. Monthly and quarterly financial reports are provided to the Board.</p>	<p>Ongoing.</p>	<p>A quarterly report was presented to the February Board meeting. The next report is scheduled for the May Board Meeting.</p>
<p>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,</p>	<p>NSD has provided information to Alberta Education.</p>	<p>Awaiting government response.</p>	<p>Our external maintenance review will provide recommendations to assist in addressing housing issues while we await a response from the provincial government.</p>

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	

STUDENT ENROLLMENTS FOR SEPTEMBER 30, 2012

Bulletin 3

Code	SCHOOL	May 13, 2013 All Student												Total	Home Schoolers	E.C.S.	Total
		Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12				
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:

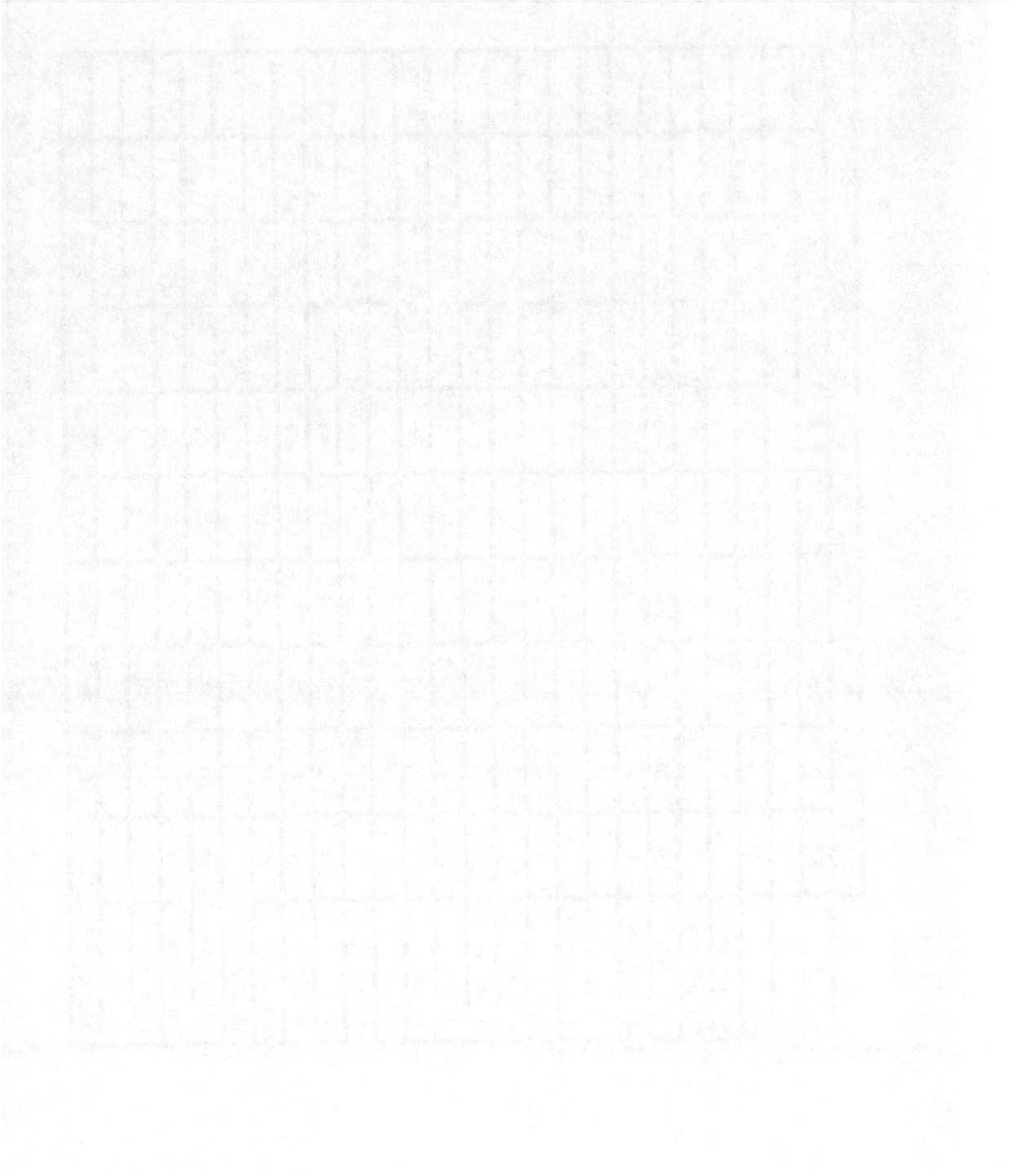
D1 = Grades 1-3

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 Liaison 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:

Annual Leave
 ATA
 Casual Sick Days
 Compassionate
 Conference
 Critical Care Leave
 Evergreen
 Family Care Days
 FNMI
 Leave – Other
 Lieu Days

Maintenance includes:

Area Maintenance Workers
 Custodial Staff

Central Office Staff includes:

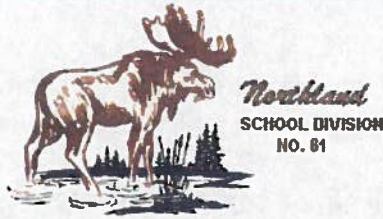
Ped Supervisors

School Visits by Department

Aug 28, 2012 - April 30, 2013

Bulletin 7

	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



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.



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



Herman Grouard participates in Aboriginal 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.

THEORY OF THE EARTH AND ITS HISTORY

CHAPTER I

THE EARTH AND ITS HISTORY

The Earth is a sphere, and its history is a story of change. It has been shaped by the forces of nature, and its surface is a record of the past. The rocks and minerals that we see around us are the remains of a world that has long since passed away. The mountains and valleys that we see are the result of the forces of nature, and the rivers and oceans are the result of the forces of nature. The Earth is a living organism, and its history is a story of growth and development. It has been shaped by the forces of nature, and its surface is a record of the past. The rocks and minerals that we see around us are the remains of a world that has long since passed away. The mountains and valleys that we see are the result of the forces of nature, and the rivers and oceans are the result of the forces of nature. The Earth is a living organism, and its history is a story of growth and development.

THE EARTH AND ITS HISTORY



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.

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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.

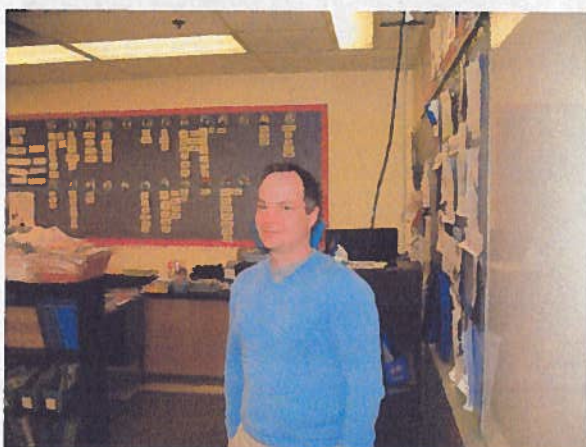
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Northland Educator Short-listed for Excellence in Teaching Award

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:

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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.

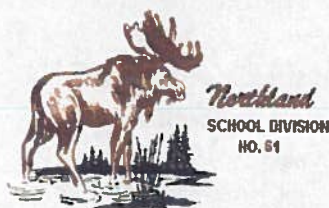
"Harper basically said the Liberals would run an ugly campaign," said Taron. Rae replied by saying the Conservatives had to only look in the mirror if they wanted to see ugly."

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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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.

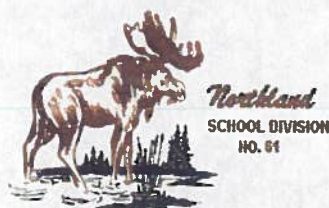
"At the February staff meeting, I did an in-service on label reading using the 5 % and 15% rule on Daily Value from Health Canada," said Narine. "So when looking at packaged foods, we should choose food that has 5 % or less of sodium, added sugar, fat, and cholesterol and look for products with at least 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.

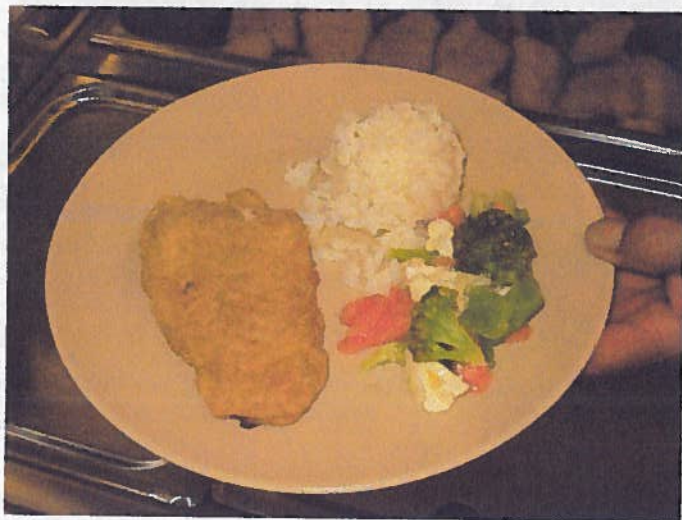
"I believe students are thinking more about what they're eating. I'm noticing that students are bringing healthier snacks for school parties and teachers are making an effort to educate parents about sending healthier snacks. Students are becoming more active as well by participating in events like Winter 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."



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 De-



Gift Lake Students participating in the sod turning event.

sign Ltd is involved in the design process. Construction is underway and the projected completion date is December, 2014.

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

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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 De-lores Pruden-Barrie, Supervisor of Aboriginal Programming.



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

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



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



Grade 1

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

Second place: Keegan Gauthier, Bishop Routhier (middle)

Third place: Kelsha Grey, Atikameg (right)

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 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: Calge 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, "Is-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 Robert-

son. 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 com-

peted 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.

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."

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.



Peerless Lake Values



Northland Community Engagement Framework

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, stu-

dents 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 Parliamentarians, a former Canadian Ambassador to Guatemala & Chile and the mayor of Ottawa while they explored the beautiful city of Ottawa.

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



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 Tallman, Darren Jr. Auger, Tanner Grey, Alanis Anderson.

"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 9:00-10:00 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 AM 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 AM Grade 6 Social Studies 9:00-10:20 AM Grade 9 Social Studies DE 9:00-11:00 AM 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

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

May, 2013

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



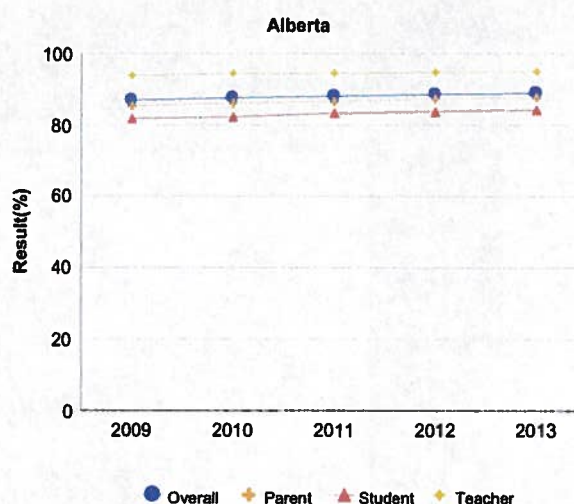
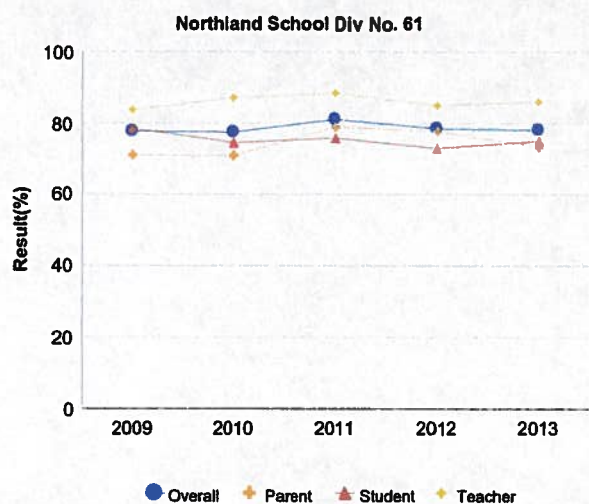
B.4 Safe and Caring History with Groups

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	180	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

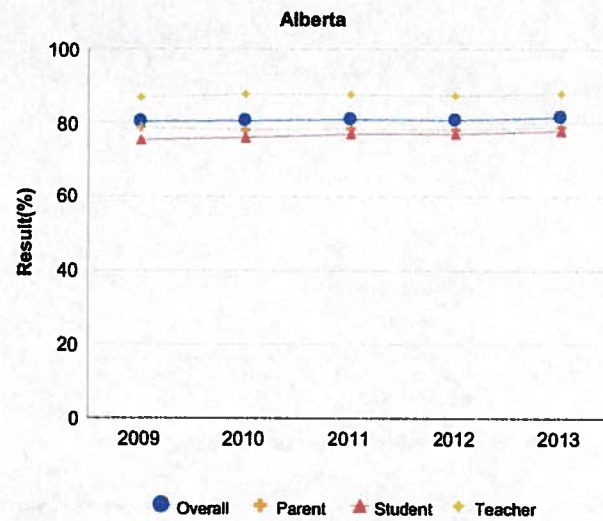
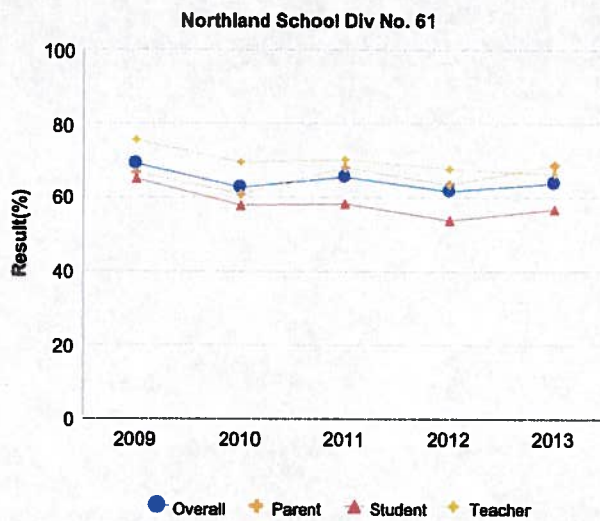
A.1b Program of Studies History with Groups

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 fine 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	488	69.1	803	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



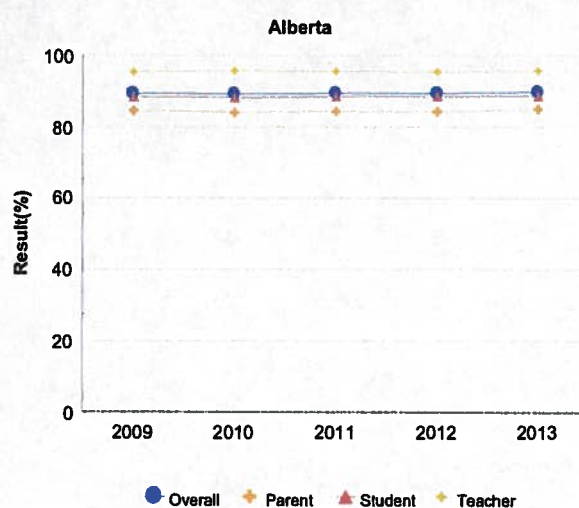
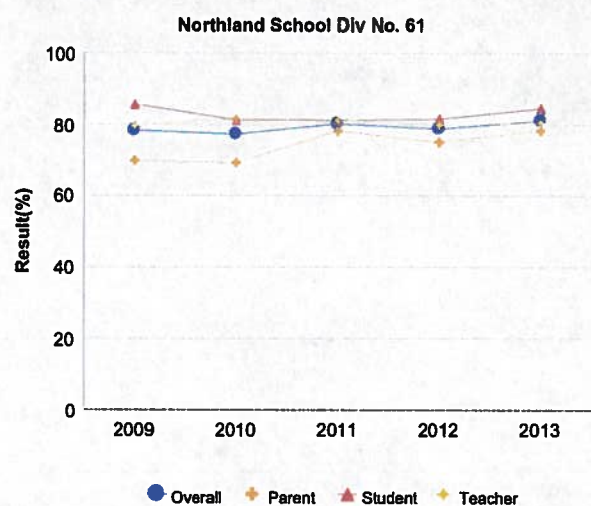
A.4 Education Quality History with Groups

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	837	80.2	1,210	78.8	1,119	81.1	171,579	89.3	187,461	89.2	191,250	89.4	201,116	89.4	206,853	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	706	81.2	488	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

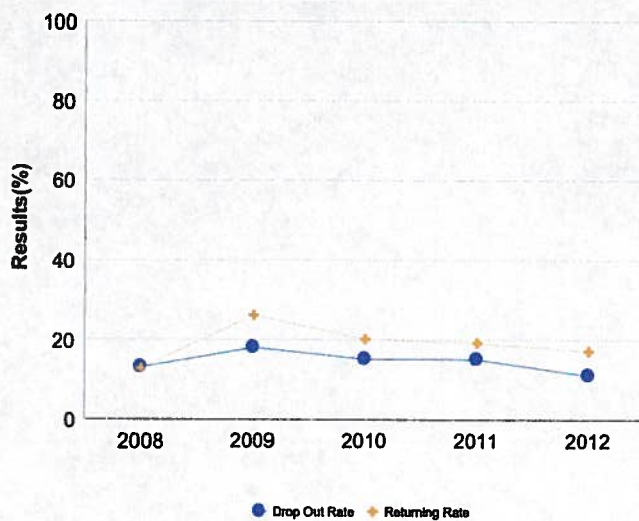
Drop Out Rate - Measure History

Authority: 1280 Northland School Division No. 61

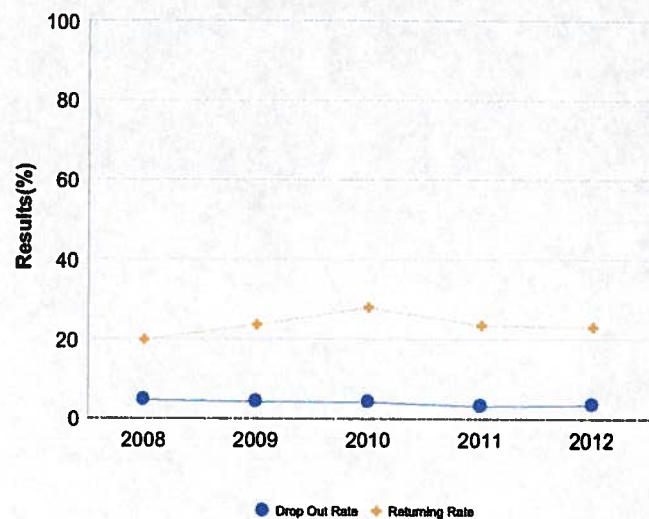
Province: Alberta

	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	13.0	622	18.0	638	15.1	647	15.0	565	11.0	179,881	4.8	179,342	4.3	178,800	4.2	179,593	3.2	179,511	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	11,408	27.9	9,869	23.4	9,006	23.0

Northland School Div No. 61



Alberta



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

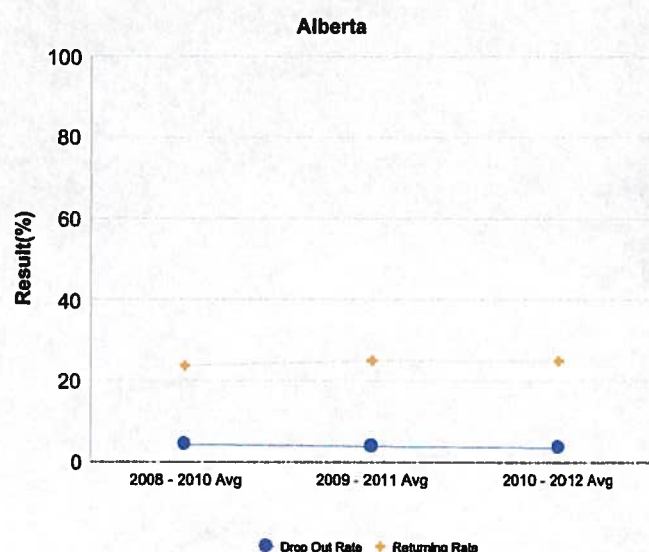
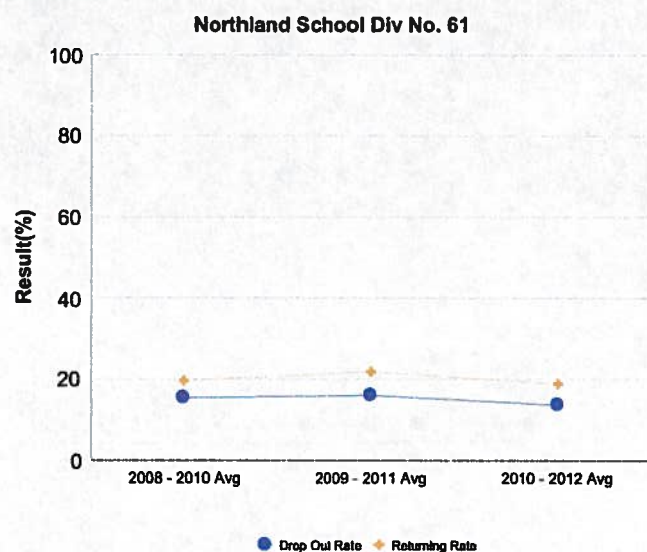
Student Learning Opportunities

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



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

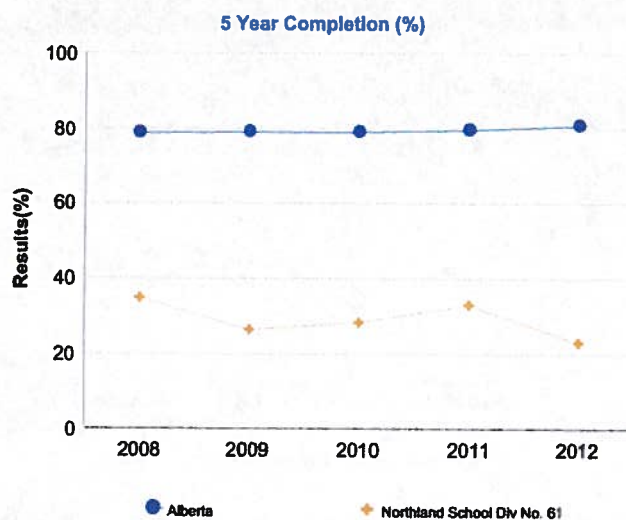
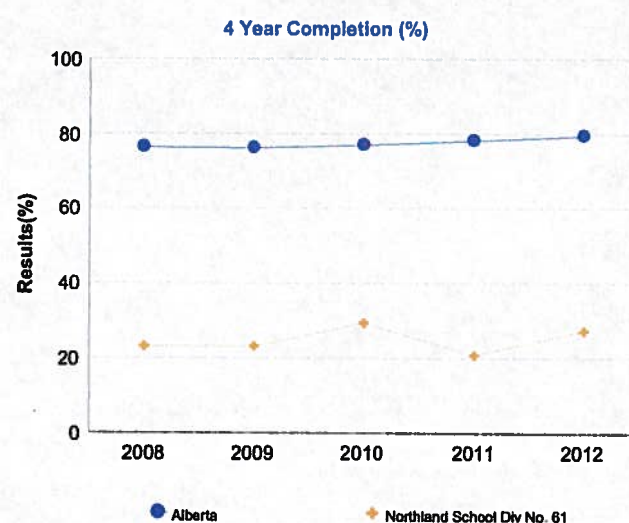
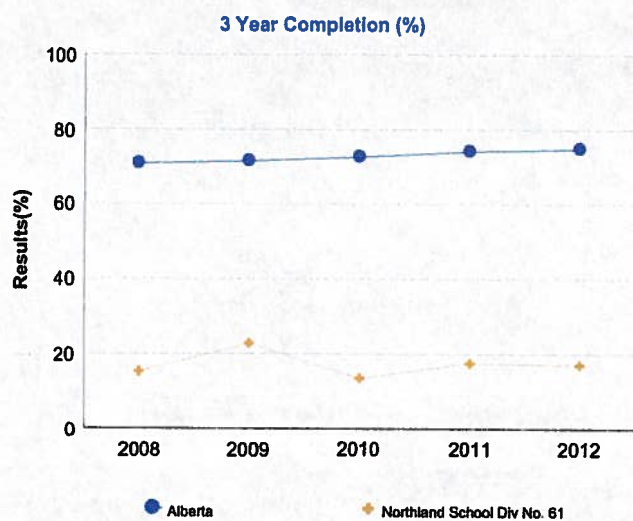
Student Learning Opportunities

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



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

Student Learning Opportunities

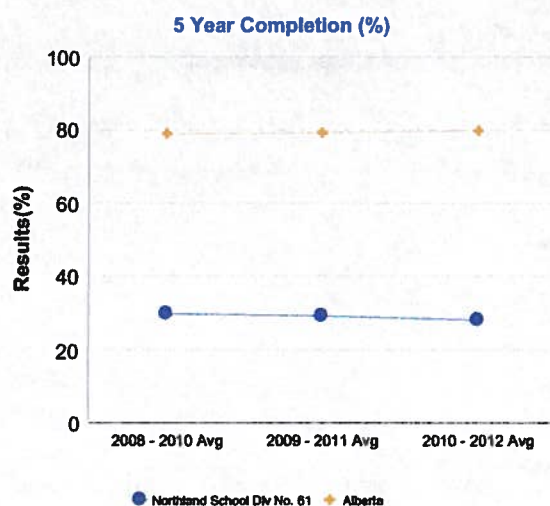
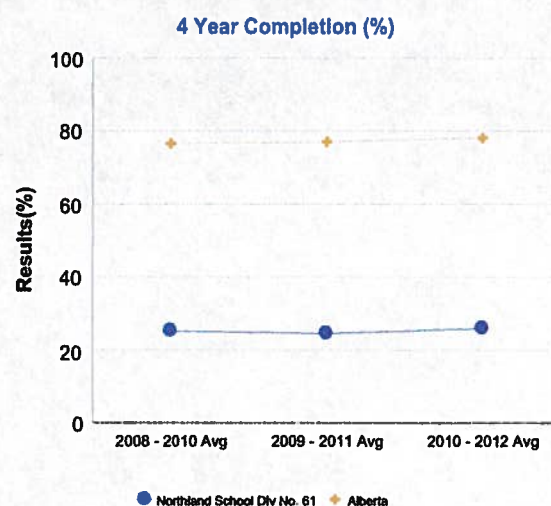
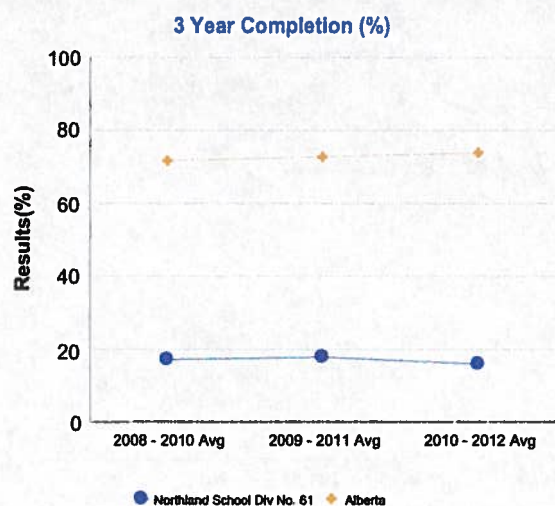


High School Completion Rates - 3 Year Rolling Average

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	%
	129	17.2	133	17.9	146	16.0	45,382	71.6	45,158	72.7	45,031	73.8
3 Year Completion												
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



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

Student Learning Opportunities



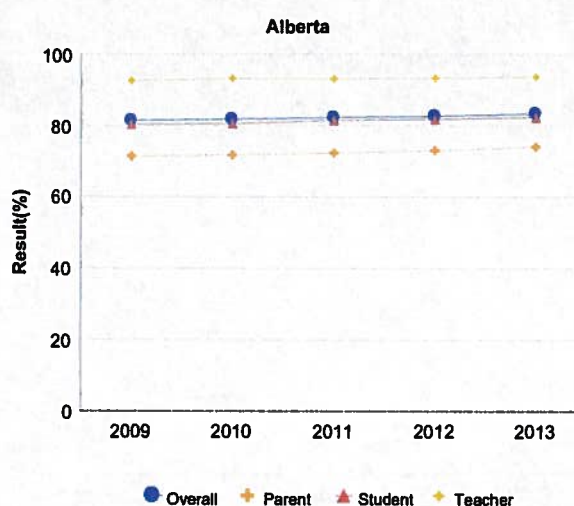
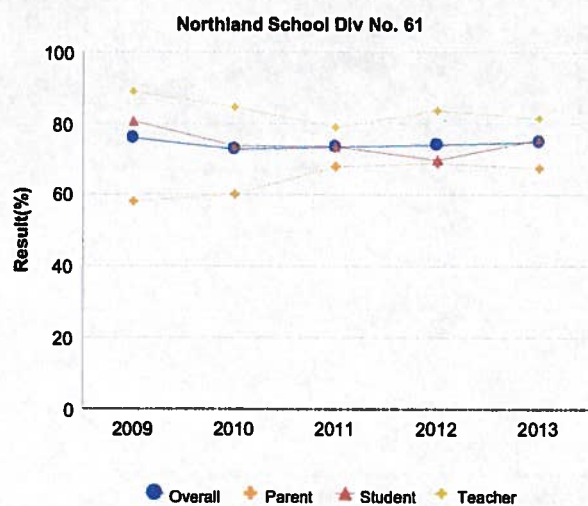
B.3 Program of Studies - At Risk Students History with Groups

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	196,262	83.4
Parent	43	58.1	284	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	25,584	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



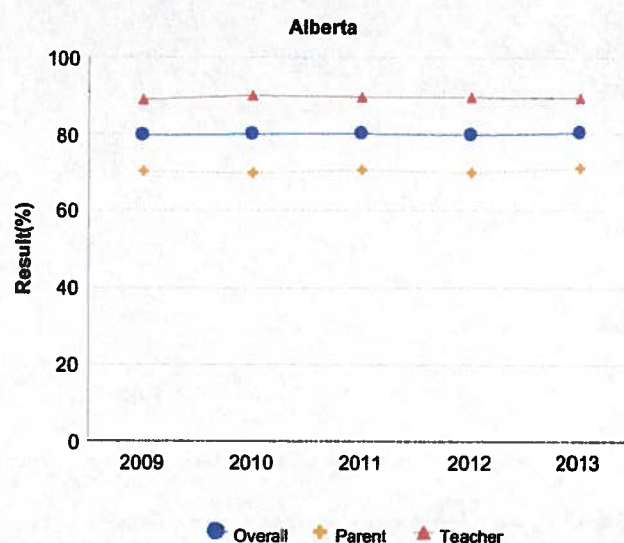
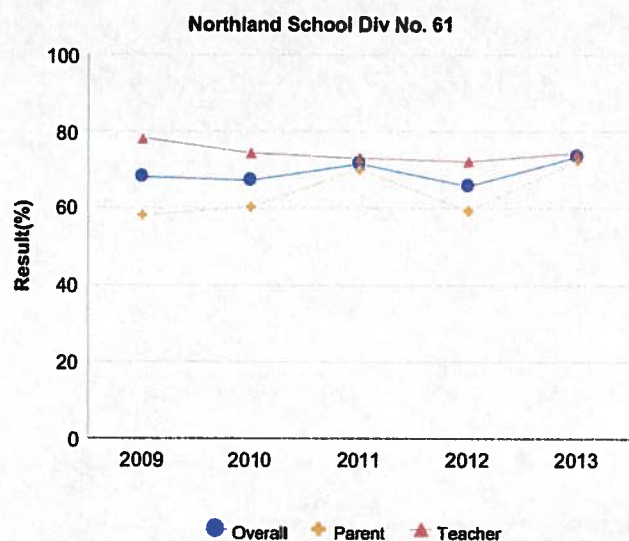
A.8 Work Preparation History with Groups

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 (*).

Preparation for Lifelong Learning, World of Work, Citizenship



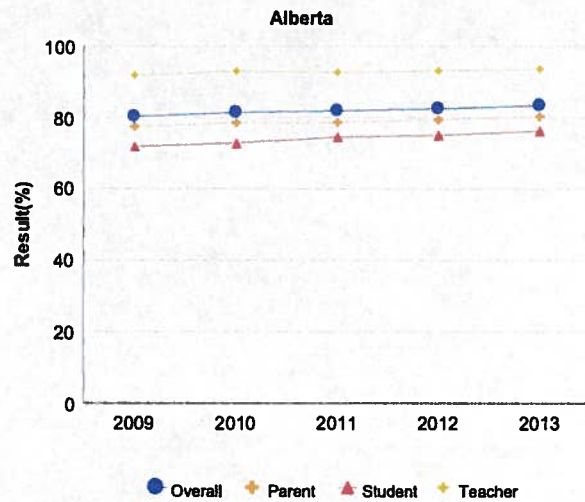
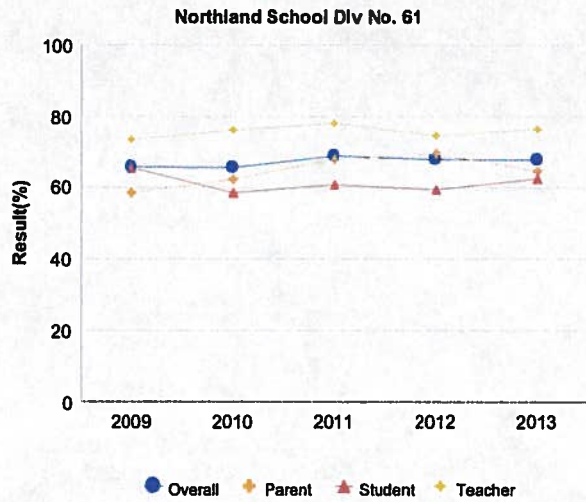
A.6 Citizenship History with Groups

Authority: 1280 Northland School Division No. 61

Province: Alberta

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

	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	65.8	1,163	65.6	837	68.9	1,209	67.9	1,118	67.8	171,495	80.3	187,346	81.4	191,149	81.9	201,016	82.5	206,735	83.4
Parent	43	58.5	284	62.3	188	67.9	158	69.5	180	64.6	33,320	77.4	34,147	78.5	33,549	78.6	34,547	79.4	32,872	80.3
Student	451	65.5	705	58.5	486	60.8	867	59.4	769	62.5	112,577	71.8	125,967	72.7	130,183	74.5	139,284	75.0	146,108	76.2
Teacher	192	73.4	174	76.1	163	78.0	184	74.6	169	76.4	25,598	91.8	27,232	93.0	27,417	92.7	27,185	93.1	27,755	93.6



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



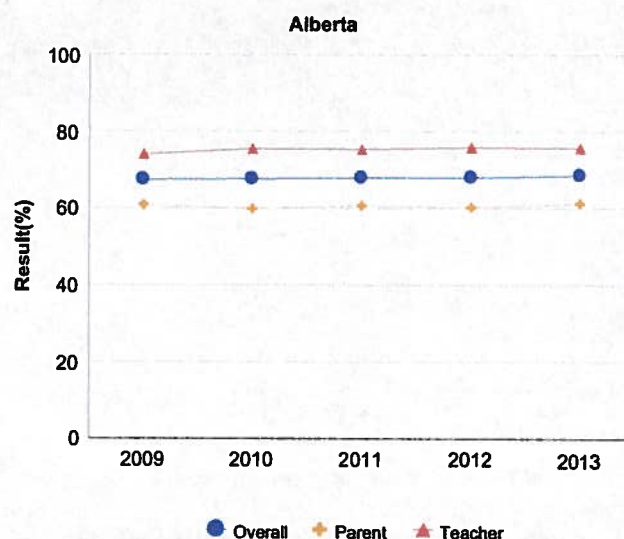
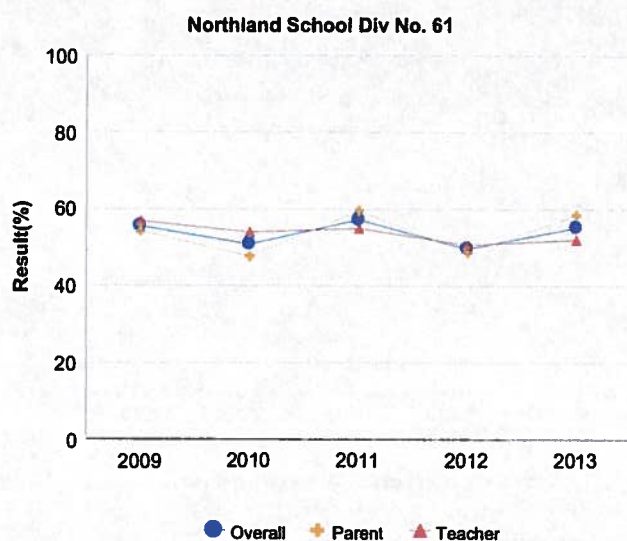
A.7 Life Long Learning History with Groups

Authority: 1280 Northland School Division No. 61

Province: Alberta

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

	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	55.5	442	50.8	337	57.2	334	49.6	343	55.2	57,967	67.4	60,273	67.6	59,912	67.9	60,677	68.0	59,553	68.5
Parent	43	54.2	271	47.6	176	59.5	150	48.6	175	58.4	32,448	60.8	33,146	59.8	32,584	60.6	33,589	60.2	31,921	61.2
Teacher	191	56.8	171	53.9	161	54.9	184	50.6	168	52.0	25,519	74.0	27,127	75.4	27,328	75.3	27,088	75.8	27,632	75.7



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

Parental Involvement



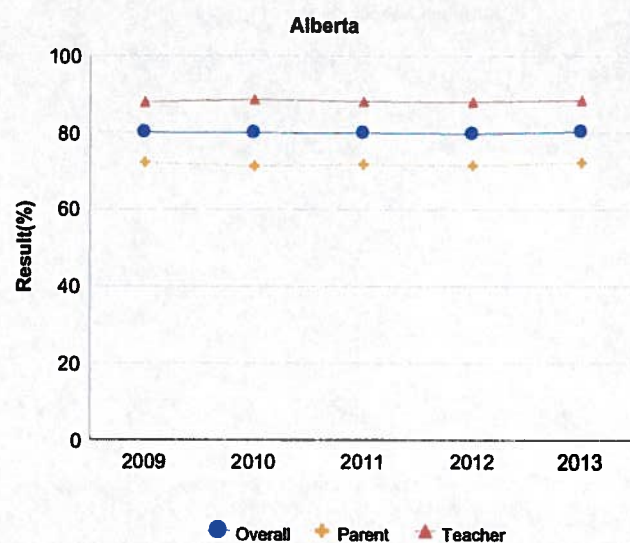
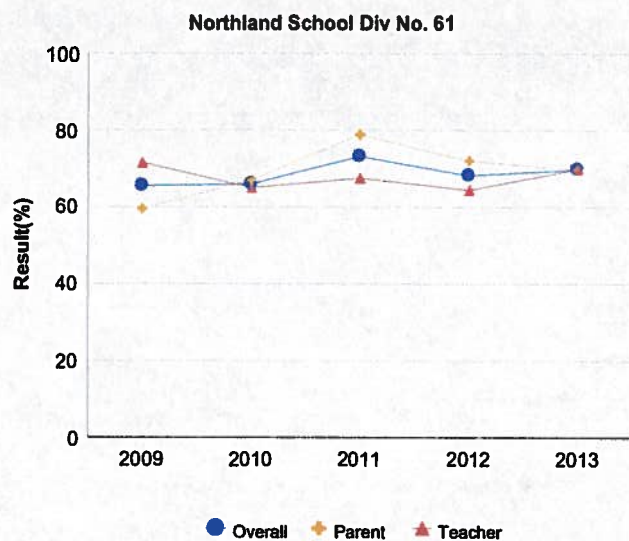
C.1 Parental Involvement History with Groups

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 (*).