

**August 28, 2014
Board Meeting
Attachments**

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BOARD OF TRUSTEES

**COLIN KELLY
TRUSTEE OF THE BOARD**

DATE: AUGUST 28, 2014

PRESENTED BY: GAIL SAJO, LITERACY COORDINATOR

SUBJECT: LITERACY PLAN PRESENTATION

ORIGINATOR: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

INFORMATION ITEM

Literacy Leadership: 2014-2015 Plan

Northland School Division No. 61

August 28, 2014

Gail Sajo, Literacy Supervisor



Literacy Plan

ñ Literacy Improvement Targets

2015\Literacy Improvement Targets 2014-2015.docx

2014-2015\Literacy PI 2014-

ñ School Literacy Plans

2014-2015 revised.docx

2014-2015\Literacy Plan 2014-2015\School Literacy PI

ñ Class Review

2014-2015\Class Reviews\Class Reviews 2014\Class Reviews 2013-2014.docx

ñ Walkthroughs

2014-2015\Class Reviews\Walkthrough Checklist Template.docx

ñ Whole School Write *

ñ 2014-2015\WS\Whole School Write 2014-15\Whole School Write (NSD).docx

ñ 2014-2015\WS\Whole School Write 2014-15\TASKS Updated Feb 2013.docx

ñ 2014-2015\WS\Whole School Write 2014-15\Rubrics Whole School Write.docx

* new for 2014-2015

* schools to pilot Fall (2014)/Spring (2015)



Literacy Plan to Support Schools

ñ Literacy Support Team:

- Emma Anso (KTC Group)
- Maureen Chernipeski (St. Theresa, Mistassiniy, Career Pathways, Chip Lake, Pelican Mountain, Calling Lake, Peerless, Kateri)
- Janette Cavanaugh (Cadotte Lake (KTC), Little Buffalo, Clarence Jaycox (KTC), Atikameg (KTC), Gift Lake, Grouard, Bishop Routhier, Hillview)
- Gail Sajo (ADCS, Fort McKay, Anzac/Bill Woodward, Father R Perin, Conklin, Elizabeth, JF Dion, Paddle Prairie, Dr. Mary Jackson, Susa Creek)
- School Literacy Leads x 25+



Literacy Plan to Support Schools

ñ PD Support in the schools

- Teach, Model, Practice process
- Longer blocks of time in schools
- More frequent interactions with teachers
- Online sessions (more on next slides); full schedule
- Local PD days include 2 devoted to literacy
- Please consult with your literacy support person to design workshops, presentations, in-class modelling/co-planning/co-teaching sessions that suit the needs of your staff and students
- We are available to in-service staff on your local PD/Literacy days



Literacy Online PD

For Administrators (all sessions will be

Date & Time (session access from 12:00 noon)	Topic	Tiny URL Link
October 2, 2014 4:00-5:00 p.m.	Classroom Observations	http://tinyurl.com/Admin-Lit-Ldrshp1
November 19, 2014 4:00-5:00 p.m.	Class Reviews	http://tinyurl.com/Admin-Lit-Ldrshp2
January 20, 2015 4:00 – 5:00 p.m.	The Principal (Fullan)	http://tinyurl.com/Admin-Lit-Ldrshp3
March 11, 2015 4:00 – 5:00 p.m.	Learning Communities	http://tinyurl.com/Admin-Lit-Ldrshp4
April 23, 2015 4:00 – 5:00 p.m.	Communities of Practice	http://tinyurl.com/Admin-Lit-Ldrshp5
May 26, 2015 4:00 – 5:00 p.m.	Principles of Sustainable Leadership	http://tinyurl.com/Admin-Lit-Ldrshp6



Literacy Leads Online PD

(all sessions will be recorded)

Literacy Leads Online 2014-2015

Date & Time	Topic	Tiny URL
August 27 2:00-3:30 p.m.	Overview	http://tinyurl.com/Lit-Lead1
September 18 4:00-5:00 p.m.	WSW/Benchmark	http://tinyurl.com/Lit-Lead2
October 16 4:00-5:00 p.m.	Literacy Coach Survival Guide 1	http://tinyurl.com/Lit-Lead3
November 20 4:00-5:00 p.m.	Class Reviews	http://tinyurl.com/Lit-Lead4
January 22 4:00-5:00 p.m.	CAFÉ	http://tinyurl.com/Lit-Lead5
March 19 4:00-5:00 p.m.	Literacy Coach Survival Guide 2	http://tinyurl.com/Lit-Lead6
April 21 4:00-5:00 p.m.	Summer Reading	http://tinyurl.com/Lit-Lead7
May 21 4:00-5:00 p.m.	Year End PAT Prep	http://tinyurl.com/Lit-Lead8



Literacy Improvement Plan

Rationale

As a result of Miriam Trehearne's Literacy Audit (2012), and Leroy Sloan's Action Plan (2014), a number of Critical Literacy Learnings have been identified:

1. Teachers choose and use high yield strategies in the classroom to engage all students.
2. Teachers use a variety of formative and summative assessments in a timely manner to inform instruction.
3. Teachers recognize and respond to students' diverse learning needs.

Goal:

To improve literacy achievement across grades, schools, divisions.

Specific Actions:

1. Complete and submit PM/Jerry Johns benchmark reading inventories minimally three (3) times per year in non-semestered schools, twice (once per semester) in semestered schools as indicated:
K-9 (non-semestered) November 7, 2014; February 27, 2015; June 4, 2015. If using Jerry Johns, use the appropriate form following this model: First Assessment = Form A or LN; Second Assessment = Form B or LE (basic benchmark to determine appropriate level is Grade 3 LN or LE)

OR

Semestered High Schools: once per semester (early in first semester; late in second semester); e.g. Semester 1: **October 17, 2014**; Semester 2: **June 4, 2015**. If using Jerry Johns, use the appropriate form following this model: First Assessment = Form A or LN; Second Assessment = Form B or LE (basic benchmark to determine appropriate level is Grade 3 LN or LE)

NOTE: The benchmarking assessments are not intended to be ELA focused. The assessments should be administered by the current classroom teacher.

2. **Establish and maintain** a minimum 2-hour block of literacy-focused instruction (90-120 minutes eyes-on-text), utilizing *Daily 5* and/or *CAFÉ* strategies to differentiate for students' needs, ensuring that reading materials are available at instructional levels for all students.
3. Northland School Division provides mandatory, ongoing professional development, focusing on the high yield strategies, informed assessment, and planning with the students' needs and strengths in mind. Staff can participate in on-line professional development specific to teaching/administrative assignments. The Literacy Leadership team and the entire Learning Services team, are prepared to assist in co-developing, delivering, and supporting schools in their quest for excellent literacy pedagogical practice. Local professional development complements the literacy initiative.
4. Each school identifies a Literacy Lead for their school who will participate in on-line professional development sessions, and support teachers in their classrooms whenever and wherever possible. We *encourage* Principals to build time into the school day for the Literacy Lead to model, co-teach, and confer with teachers.
5. Principals are key instructional leaders and learners in the improvement process. They set the mission and goals of the school, develop a culture of trust and collaboration, and focus on instruction. They interpret data, developing collaborative action plans for school improvement. They guide, support and monitor teachers in acquiring and implementing literacy teaching strategies effectively and with fidelity. They recognize excellence in their teachers' work with students. They set literacy improvement goals with their staff based on the needs and strengths of individual students. These improvement goals/targets are reviewed quarterly (at the beginning of the school year, at each reporting period (2) and at the end of the year).

Literacy Improvement Plan

School Instructional Improvement through the Literacy Lens

Goal: develop a clear action plan to improve ongoing teaching practices

Task: Prepare a one-page instructional improvement plan highlighting key actions relevant to literacy practices in your school.

Criteria: Staff collaboration in development of plan
 Whole staff shared understanding of plan
 Demonstrated improvement in classroom practice
 Student achievement and engagement

Sample Template (modify to meet your school's needs or use the Division's Literacy Improvement Plan [overleaf] to support your work):

School:

Date:

Principal:

Goal	Actions To Be Taken <i>What data will be gathered? Who is responsible?</i>	Measured Improvement (intake, mid-year, exit) <i>How will data be interpreted and used?</i>
1. Clear Plan/Shared Understanding	<ul style="list-style-type: none"> • Collaboratively developed • Plan posted • Newsletter; school website; student handbook 	<ul style="list-style-type: none"> • Revisited, adjusted quarterly, semester, term
2. Improve ongoing teaching practices relevant to literacy across curriculum	<ul style="list-style-type: none"> • Topics-of-the-Month: September – diagnostic assessment (PM/JJ)... • Strategy groups/Guided Reading • Word Work in content areas; high frequency/no excuse words • Oral Language • Daily Five/CAFÉ strategies deepening (how?) • Monthly/term Class Review • Reading Level Growth targets set for each student 	<ul style="list-style-type: none"> • Reading level changes based on reading behaviours • Stamina building • 90-120 minutes eyes on text • Extensive collection of instructional leveled text • Interventions/differentiated instruction based on Class Review evidence (monthly/term) • Individual student growth recorded and charted
3.	•	•
4.	•	•

Due: September 30, 2014 to Gail Sajo

**SCHOOL LITERACY PLAN (Submit by June 20, 2014)
Building on Goals set from 2012-2013; 2013-2014; 2014-2015**

SCHOOL: _____
 PRINCIPAL: _____
 LITERACY LEAD TEACHER: _____

The Literacy Plan below is a template for schools to use as they work toward building competency in delivering reading, writing, and oral language strategies to staff, and to build students' literacy capacity in a framework that is both flexible and structured. In 2012-2013, schools began the journey. Through 2013-2014, schools deepened their learning processes and added to their toolbox of strategies and resources. As new staff members are added to schools, their learning must be mentored. By the end of 2015, it is expected that schools will have dug deeply into the literacy components identified below to support all learning.

Please insert where your school has made strides in 2013-2014 and forecast your directions for 2014-2015.

	GOALS	STRATEGIC ACTIONS: Based on PD Visible in classrooms	RESULTS EXPECTED	RESPONSIBILITY	TIMELINE 2012-2013 2013-2014 2014-2015
1.	Weaving of FNMI resources and approaches into classroom practice				
2.	Developing Oral language competency				

SCHOOL LITERACY PLAN (Submit by June 20, 2014)
Building on Goals set from 2012-2013; 2013-2014; 2014-2015

SCHOOL: _____
 PRINCIPAL: _____
 LITERACY LEAD TEACHER: _____

3.	Daily 5 Structure/Management Classroom Environment				
4.	Extending and deepening CAFÉ Strategies: Comprehension Accuracy Fluency Expanding Vocabulary/Word Work				
5.	Developing Writing Structures (PM Writing; 6 Traits of Writing)				
6.	Reading Level Growth (tracked by PM Benchmarks/Jerry Johns Inventories) → setting targets for individual student growth				

SCHOOL LITERACY PLAN (Submit by June 20, 2014)

Building on Goals set from 2012-2013; 2013-2014; 2014-2015

SCHOOL: _____

PRINCIPAL: _____

LITERACY LEAD TEACHER: _____

7.	<p>Content Area Competencies related to Literacy (Math, Science, Socials, Health, Arts, CTS: e.g., makes predictions in science experiments; applies skills involved in retelling in Social Studies)</p>			
8.	<p>Planning with the End in Mind (assessment for learning; GRR: scaffolded learning → interactive read-aloud; shared reading and writing; guided reading/instruction/strategy groups; independence; differentiation; intervention as necessary... e.g., cross-curricular/cross-cultural connections among content areas; thematic planning; outcomes connected through units; criteria "I can" statements that address</p>			

SCHOOL LITERACY PLAN (Submit by June 20, 2014)
Building on Goals set from 2012-2013; 2013-2014; 2014-2015

SCHOOL: _____

PRINCIPAL: _____

LITERACY LEAD TEACHER: _____

					outcomes)
--	--	--	--	--	-----------

BOARD OF TRUSTEES

**COLIN KELLY
TRUSTEE OF THE BOARD**

DATE: AUGUST 28, 2014

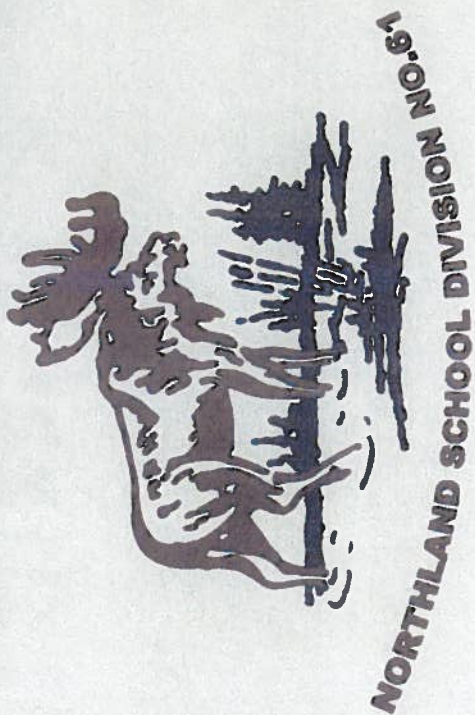
PRESENTED BY: DON TESSIER, ASSOCIATE SUPERINTENDENT

SUBJECT: ATTENDANCE "EVERY DAY COUNTS" PRESENTATION

ORIGINATOR: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

INFORMATION ITEM

Attendance: Every Day Counts!



Why should Northland launch an attendance campaign?

- Increase awareness to students, parents/guardians, educators, Official Trustee, Advisory Committee, Local School Board Committees, community members/leaders and industry/business leaders about the correlation between attendance and academic success.
- Helps to build a habit and a culture of attendance by helping everyone understand why going to school matters.



What is our message?

Students, parents/guardians, educators, Official Trustee, Advisory Committee, Local School Board Committees, community members/leaders and industry/business leaders need to understand the importance of attendance, starting in Early Child Services (ECS)/Head Start/Kindergarten and continuing through high school.

Message examples for students: *school is your first and most important job and school gets harder when you stay home too much.*

Message examples for parents/guardians: Your children can suffer academically if they miss 10 percent of school days or about 18 days. That can be just one day every two weeks!

Message examples for Official Trustee, Advisory Committee, Local School Board Committees, community members/leaders and industry/business leaders:

- **Make the social and economic case:** *Improvements in classroom teaching and curriculum won't yield results unless students are actually at school.*
- **Emphasize how the community can play a role:** *We need to use community resources to address the problems with attendance. We need to get past blaming parents and instead help them get their children to school.*

WHAT TO SAY TO FAMILIES/PARENTS (Adapt and Add to this message)

- Families can make a difference. From a child's first day of formal schooling, the family can set the expectation that school attendance matters and absences won't be allowed unless someone is truly sick.
- Some absences are unavoidable. We understand that children will get sick and need to stay home occasionally. The important thing is to get your children to school as often as possible.
- It's important to establish a habit of good attendance in the early grades. That will help children do well in high school, college and at work.
- People tend to grow concerned only about students who miss consecutive days of school, but occasional absences can be just as disruptive as they can add up before you know it – just one or two days a month can add up to nearly 10 percent of the school year.
- Your children can suffer academically if they miss 10 percent of school days or about 18 days.
- It doesn't matter if these absences are excused or unexcused. They all represent lost time in the classroom and a lost opportunity to learn.
- Too many absent students can affect the whole classroom and slowing down instruction as teachers must re-teach lessons.
- Families should avoid extended vacations that require children to miss school. Try to line up vacations with the school's schedule. The same goes for doctor's appointments.
- Remember you can turn to the school for help. Many schools offer services for the whole family to help for example, with issues concerning access to health care and reliable transportation.

What is our message?

- **Emphasize what your community is doing right: We are now tracking the right data so that we know which students have a problem with attendance. That way we can intervene to turn the problem around**



Who conveys our message?

It's important to enlist the right people to deliver your message about school attendance. Ideally, parents/guardians and students will hear about the importance of attending school from more than one audience: These include:

- Northland Board
- Local School Board Committees
- Principals / Teacher / Support Staff
- Community members and leaders
- Parents
- Students

How do we convey our message?

- Develop brochures, documents or online pages with tips for parents/guardians, students and community members
- Develop key messages for newspapers, radio, billboards, division/school websites, social media (Facebook and Twitter)
- Back to School letters
- School events and Community Engagement Events
- Create a slogan or logo that conveys your message
- Media releases
- News articles
- Blogs

Attendance Incentives for Students

Educators: *positive comments, positive, extra time on computer/iPad, chance to act as teachers assistant.*

Administrators: *recognition during morning announcements, present awards during assembly, "school money for school store.*





Information Source: Attendance Works: Make Every Day Count

<http://www.attendanceworks.org/>

BOARD OF TRUSTEES

COLIN KELLY
TRUSTEE OF THE BOARD

DATE: AUGUST 28, 2014

PRESENTED BY: DON TESSIER, ASSISTANT SUPERINTENDENT

COMMITTEE: ATTENDANCE FOCUS GROUP

SUBJECT: ATTENDANCE IMPROVEMENT INTERIM COMMITTEE – DRAFT REPORT

ORIGINATOR: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

INFORMATION ITEM

MEMBERSHIP

Don Tessier, Associate Superintendent
Nora Yellowknee, FNMI Curriculum Consultant
Elmer Gullion, Advisory Committee Member
Ken Shaw, Advisory Committee Member
Jeff Chalifoux, Committee Member
Kim Courtoreille, Advisory Committee Member
Robin Guild, Advisory Committee Member
Louie Cardinal, Advisory Committee Member
Bernard Woodfine, Principal
Charles Greening, Teacher
Maureen Chernipeski, Pedagogical Supervisor
Curtis Walty, Communications Coordinator
Don Tessier, Associate Superintendent



NORTHLAND SCHOOL DIVISION NO.61



**ATTENDANCE IMPROVEMENT
INTERIM COMMITTEE REPORT
AUGUST 2014**

[Type text]

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[Type text]

Background & Terms of Reference

With authority and direction from the Northland School Division No.61 (NSD61) Board an *Attendance Improvement Committee* was established in April, 2014 to review current Division attendance practices and offer recommendations for improvement. The committee met on four separate occasions between April and July, 2014 and future meetings are scheduled for September, October and November, 2014.

Attendance Improvement Committee members include:

- Nora Yellowknee, First Nations, Métis and Inuit Curriculum Consultant
- Jeff Chalifoux, Advisory Committee member
- Ken Shaw, Advisory Committee member
- Elmer Gullion, Advisory Committee member
- Charles Greening, Teacher, Mistassiniy School, Wabasca-Desmarais
- Peter Bailey, Vice-Principal, St. Theresa School, Wabasca-Desmarais
- Bernard Woodfine, Acting Principal, Conklin Community School
- Maureen Chernipeski, Pedagogical Supervisor
- Don Tessier, Central Office

Several new people were added to the committee on July 18th, 2014:

Kim Courtoreille, Advisory Committee member; Louie Cardinal, Advisory Committee member; Robin Guild, Advisory Committee member and Curtis Walty, Communications Coordinator. A committee vacancy position was created with Peter Bailey's resignation in June 2014.

[Type text]

Scope of Committee's Work

The *Attendance Improvement Committee* believes that any and all suggestions offered must be adapted locally to support First Nations, Métis and Inuit (FNMI) values and pedagogy including local traditional teaching, ways of knowing and community cultural practices.

The scope of the committee's work includes but is not limited to:

1. A review of Procedure 301
2. A review of student attendance practices at the school-level with a focus on:
 - Who records daily attendance and when is it taken?
 - How is attendance information communicated to the school community?
 - Attendance practices around late arrivals and departure in the morning and afternoon
3. A review of attendance practices at Central Office with a focus on:
 - Examine current Division tracking and communication methods
 - What ways might attendance gathering and communication at the central office level be improved?
4. Identification of successful attendance strategies in other jurisdictions
5. An examination of survey results from administrators as to effective improvement practices around student attendance.
6. An examination of information from 'Tell Them From Me' student surveys
 - What insights can be gleaned from 'Tell Them From Me' information?
 - What insights can be gleaned from the Accountability Pillar Surveys?
7. An examination of feedback from students, parents, Elders, community members, Métis Settlement Chairperson and Council, First Nation Chief and Council, Municipal Districts, community agencies and industry leaders about how student attendance could be improved
8. An examination of the attendance literature about effective practices that lead to improved student attendance
9. An examination of the role and responsibilities of the School Community Liaison Worker

The *Attendance Improvement Committee* also offered guidance to the Northland Board in the following areas:

- A bus operating temperature during cold weather
- A Division-wide attendance target

[Type text]

Key Components to School Attendance Improvement

The Committee believes any effort to improve school attendance must include the following:

- **Use of Data:** identify where to focus attendance improvement efforts, which students to target and to evaluate success.
- **Welcome Incentives:** schools should develop incentives to support good attendance.
- **Involve the School Community:** students, staff, parents, Elders, community members, Métis Settlement Council, First Nation Chief and Council, Municipal Districts, community agencies and industry leaders.
- **Build Capacity:** Help students, parents, Elders, community members, Métis Settlement Chairperson and Council, First Nation Chief and Council, Municipal Districts, child and family services, health agencies, local business and industry leaders understand the 'prevention and early intervention improvement plan'.

[Type text]

Attendance Improvement Committee 'Working' Recommendations

"Poor attendance is a major indicator of gradual alienation and disengagement, and may lead to a student dropping out permanently...."

(Increasing Student Attendance: Strategies from research and practice, Northwest Regional Educational Laboratory, June 2004, page 4)

The *Attendance Improvement Committee* report has tabled 21 recommendations to address attendance in the jurisdiction. Although there is overlap in a number of the recommendations, the recommendations are grouped according to division authorities:

- Schools & School Administration
- Central Office & Division Leadership

Schools and School Administration

Recommendation #1

The *Attendance Improvement Committee* recommends that NSD61 establishes a minimum base attendance target of 95% for all students to strive to achieve.

Background and Rationale:

"It is more necessary than ever before for schools to create a culture of high expectations that rewards effort that is supportive, welcoming and respectful for all ... students...."

(Increasing Student Attendance: Strategies from research and practice, Northwest Regional Educational Laboratory, June 2004, page 5)

Students need to have a high rate of attendance in order to achieve academic excellence in school and complete Grade 12.

[Type text]

Recommendation #2

The Attendance Improvement Committee recommends that schools employ the Community Engagement Framework to develop a process for involving their communities in a dialogue of how to improve student interest and engagement that results in improved school attendance rates. (See image on page 7).

Background & Rationale:

“... targeting a single area for treatment is unlikely to be effective. It is suggest[ed] that success is more probable if community members and organizations, parents, students, and school staff share the task of identifying solutions ...” (*Increasing Student Attendance: Strategies from research and practice*, Northwest Regional Educational Laboratory, June 2004, page 7)

Student attendance is a community endeavour involving Local School Board Committees, Elders, Chief and Council, Métis Settlement Council, Child & Family Services, Health agencies, industry and local businesses and NSD61 Central Administration and Leadership, students, parents and school staff.

[Type text]



[Type text]

Recommendation #3

The *Attendance Improvement Committee* recommends that NSD61 school-based leadership make attendance a high priority by leading the following initiatives:

School Attendance Committee

In September of each year, schools will create a *School Attendance Committee*. This committee will meet once per month or as needed to establish guidelines relating to attendance initiatives aimed at increasing and maintaining school attendance rates. This group may consist of teachers, school administrators, parents, students and Elders. The Local School Board Committees will be kept abreast of attendance improvement efforts at monthly board meetings.

Establish and Communicate Attendance Incentive Programs

- **Reward programs should recognize both high levels of attendance and also growth and improvement.**
- **Schools will set budget amounts to facilitate attendance reward programs.**
- **School rewards systems will be communicated to the Division as part of the Annual Education Results Report.**

Background & Rationale:

To institute change leadership is needed. There is an expectation that school administrators and their staff will support and direct student attendance improvement efforts at the school community level.

[Type text]

Recommendation #4

To heighten interest and engage students in the learning process, the *Attendance Improvement Committee* recommends that schools create alternative options/programming emphasizing hands-on and land-based learning opportunities.

School administrators and teachers will work with the CTS School/Industry Partnership Administrator to develop and implement Career and Technology Studies (CTS) and Career and Technology Foundations (CTF) program opportunities for students.

Schools will work with our First Nations, Métis and Inuit Director of Education and local community experts and resources to continue to strengthen languages (English and Aboriginal), Aboriginal cultural content within the curriculum, and the process of developing land-based learning opportunities for all students.

Background and Rationale:

“The world around us is evolving at an unprecedented rate and the speed of change is increasing every day.

We need to prepare Alberta’s students for their future—not our past. The way in which we’ve previously delivered education is no longer sufficient. So, together, we’re changing our way of thinking. ...

We’re shifting our focus and putting students first.

We want to expand on traditional methods of teaching, not replace them.

We’re investing in our students and giving educators license to be more creative. To inspire innovation and excellence....”

<https://inspiring.education.alberta.ca/what-is-inspiring-education/>

[Type text]

Recommendation #5

The Attendance Improvement Committee recommends that a community Elders program be established in each school community to support student attendance and achievement efforts.

Background and Rationale:

Community Elders are highly respected and are community knowledge holders. An Elders program is an essential aspect of any school attendance improvement initiative.

Recommendation #6

The Attendance Improvement Committee understands parents are a child's first teacher and that ECS programs are not compulsory.

Where there is evidence that parents wish to have their children attend early childhood programming, the Attendance Improvement Committee recommends that NSD61 schools recognize the importance of Early Child Services (ECS) by supporting the following actions:

- **Northland schools actively seek the support of community agencies/parents to promote kindergarten attendance**
- **Target messaging and materials to encourage kindergarten attendance using parent handbooks and key messages in school newsletters**
- **Employ the Early Years Evaluation (EYE) to screen pre-kindergarten students offering support interventions when and where needed.**
- **That schools work to develop an 'Early Grades Attendance Strategy' for kindergarten through to grade three.**
- **There is an expectation that schools work closely with the Student Services Supervisor to implement an 'Early Grades Attendance Strategy'.**

Background and Rationale:

According to recent literature, frequent absences in the early schooling years most often leads to chronic absenteeism in later grades.

Recommendation #7

The Attendance Improvement Committee recommends that all NSD61 schools with Grade 4 to Grade 12 programming participate in the *Tell Them From Me* student engagement surveys.

Background and Rationale:

Since 2009, a select number of Northland schools have participated in *Tell Them From Me* surveys. In February 2014 nine Northland schools participated in these surveys. Any school attendance improvement initiative must include student input. Student voice ensures that their needs and wants are heard and included in school improvement strategy efforts.

Recommendation #8

The Attendance Improvement Committee recommends that NSD61 ensures that attendance information is accurate by standardizing the following processes:

- **Continue to provide relevant annual training/information sessions for school staff who require Maplewood training and skill enhancement and upgrading**
- **Monitor and review school attendance monthly at the school and Central Office level**
- **Ensure attendance records are accurate and stored on Maplewood**
- **Ensure teachers are taking daily attendance**
- **Work with schools on developing initiatives to address attendance**
- **Look into incorporating monthly attendance, chronic absenteeism and suspension data into school planning and reporting**
- **Elementary students are considered late if they have missed 50% instruction time. If a student is considered late or absent and comes to class, a record needs to be kept of the exact time they entered the classroom and will be maintained on a paper copy of student attendance and recorded in Maplewood.**
- **Chronically late students will be referred to school administration and the local *School Attendance Committee* for follow-up and intervention.**
- **High School students will be considered 'late' if they have missed ½ of the class. After that time they will be welcomed to class but will be marked 'absent' for the remainder of the class.**

[Type text]

To ensure accurate ongoing school attendance information, the *Attendance Improvement Committee* further recommends that administrators implement the following attendance routines and practices:

- **Student attendance is entered into Maplewood on a daily basis**
- **Teachers must enter their own student attendance into Maplewood using their ConnectED profile. Principals are asked to ensure that teachers have a ConnectED profile. The Records Management Clerk will assist with teacher profile set up and, if necessary, the resetting of teacher passwords.**
- **When the principal is certain that a student no longer attends the school, he or she must report the exit date into Maplewood which will then show the student is not attending school.**
- **At month end, the following Maplewood attendance reports are due at Central Office: (a) Principal Monthly Reports (PMRs), (b) Student Admissions, (c) Student Retirements and (d) Daily Attendance Registers.**

Background and Rationale:

It is imperative that the collection and reporting of attendance data is accurate and that the monitoring of attendance patterns for improvement purposes is routinized.

[Type text]

Recommendation #9

The Attendance Improvement Committee recommends that NSD61 schools use the following protocol when working with daily and longer term absences.

Attendance Action Protocol

Level 1 Action Standard Action EXCUSED/UNEXCUSED

EACH DAY ABSENT

- Make a personal phone call to parent/guardian
- Document reason for absence
- Enter appropriate absent code into Maplewood
- Update student contact information

Level 2 Action (include Level 1 action)

3RD DAY ABSENT

EXCUSED	UNEXCUSED
<ul style="list-style-type: none"> • Schedule parent conference (at home/school) • Implement strategies outlined in site attendance support plan • Alert <i>School Attendance Committee</i> • If needed, refer family to appropriate school-based resources or support agencies 	<ul style="list-style-type: none"> • Classroom teacher phones home and if no contact, conducts home visit using an established protocol • Flag students on the first Notice of Truancy letter log • If needed, refer family to school-based resources and/or support agencies • Alert <i>School Attendance Committee</i>

[Type text]

Level 3 Action (include Level 1 action)

EXCUSED	UNEXCUSED
<ul style="list-style-type: none"> • Schedule parent conference (at home/school) • Implement strategies outlined in site attendance support plan • <i>School Attendance Committee Meeting</i> convened • If needed, refer family to appropriate school-based resources or support agencies • Action plan for student in place 	<ul style="list-style-type: none"> • Classroom teacher phones home and if no contact, conducts home visit • Flag students on the 2nd Notice of Truancy letter log • If needed, refer family to school-based resources and/or support agencies • <i>School Attendance Committee Meeting</i> convened • Hold a intervention meeting • Action plan for student in place

6th DAY
ABSENT**Level 4 Action (include Level 1 action)**

EXCUSED	UNEXCUSED
<ul style="list-style-type: none"> • Schedule parent conference (at home/school) • Implement strategies outlined in site attendance support plan • <i>School Attendance Committee Meeting</i> convened • If needed, refer family to appropriate school-based resources or support agencies • Action plan for student in place <ul style="list-style-type: none"> (i)Ease Back strategy outline in plan (ii)Learning modules in place for student • Mail chronic absence letter 	<ul style="list-style-type: none"> • <i>School Attendance Committee</i> representatives (Liaison worker, elder, principal) schedule meeting with parent (and child if appropriate) • Flag students on the third Notice of Truancy letter log • <i>School Attendance Committee Meeting</i> convened bringing together all available agencies (health, child and health services, school, elder and parents if possible) • Hold a intervention meeting • Action plan for student in place <ul style="list-style-type: none"> (i)Ease Back strategy outline in plan (ii)Learning modules in place for student • Mail chronic absence letter • Referred to Superintendent (or designate)

10th DAY
ABSENT

[Type text]

Background and Rationale:

To support schools, an attendance action protocol is needed to offer guidance and direction to staff when working with daily and longer term absences.

Recommendation #10

The Attendance Improvement Committee recommends that schools develop a transitioning/re-integration plan for students who have been identified as at risk/chronically absent. Strategies associated with a return-to-school plan will include but not be limited to:

- **Northland schools establish a strategy for students who have been identified as at risk/transient/chronically absent. These students require a 'transitioning back to school' intervention plan.**
- **The administration, in collaboration with the *School Attendance Committee*, will review student profiles and formulate a plan for integration. The student 'return-to-school' plan would incorporate strategies enabling the successful return of at-risk students to the school learning environment.**
- **The return-to-school plan can be part of the student Individualized Program Planning (IPP) and subject to rules associated with IPP implementation and guidelines. The student 'return-to-school' plan could be signed by administration, student, and parent as evidence of a pledge and commitment.**
- **Junior and High School interventions and return-to-school plans may include but not limited to:**
 - ✓ **Modular Based Learning**
 - ✓ **Inter-division sharing of information and online resources, and/or**
 - ✓ **Division wide Timetabling (common block)**
 - ✓ **Shortened day**
 - ✓ **Setting goals for attendance**
 - ✓ **Ongoing staff mentor support**

Background and Rationale:

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Chronic absence leads to drop out and failure. Students with chronic absenteeism face many return-to-school challenges. There is an expectation that schools will create a return-to-school transitioning plan for chronic absence.

Recommendation #11

The Attendance Improvement Committee recommends that NSD61 schools employ the services of the Alberta Attendance Board as a last resort and on a case-by-case basis after all local attendance efforts have been exhausted.

Background and Rationale:

School jurisdictions have access to the *Alberta Attendance Board* in matters of chronic absenteeism.

“Truancy is a serious concern of parents and teachers since it leads to school dropout and failure. In today’s society, the opportunity for employment and a career is severely limited without an education. The Attendance Board was established by legislation in 1988 to help students who were developing a record of truancy. When a student who is under 16 years of age fails to attend school as required by law, the school board may ask for a panel of the Attendance Board to deal with the matter. Truancy is often the first visible sign of other problems a student may be experiencing. In most cases, truancy problems are resolved at the local school level where students, parents and school board employees can work together before there is a need to involve the provincial Attendance Board. Where a truancy problem cannot be resolved locally, school boards may refer the matter to the provincial Attendance Board for assistance and a ruling.”

<http://education.alberta.ca/parents/role/workingtogether/board.aspx>

Recommendation #12

The Attendance Improvement Committee recommends that professional learning opportunities are offered to school staff in relation to the theory and practice of school climate. These PD opportunities would need to be supported by industry funds.

Background and Rationale:

“School climate impacts how students feel, their willingness to get involved, their

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excitement to contribute and their sense of self and others. School climate matters and our commitment to broadening the vision of inclusion and engagement requires school climates to reflect the characteristics of respect, equity, dignity, honesty, justice and safety. This type of school climate requires the engagement of all education stakeholders, not just students and not teachers alone; but from all administrators, school staff, parents and community partners. Thus every stakeholder is given the opportunity and expected to contribute to creating and sustaining an effective quality school climate....”

http://media.specialolympics.org/soi/files/resources/Project_Unify/TheImportanceOfSchoolClimate.pdf

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Central Office and Division Leadership

Recommendation #13

The Attendance Improvement Committee recommends that NSD61 develop and implement the following attendance procedural actions:

- **That a common definition for chronic absence is established and that it is tracked. By way of example, chronic absenteeism means missing 10 percent or more of the school year for any reason.**
- **That beginning in kindergarten, student attendance is tracked and timely interventions embarked on when absence is a problem.**
- **That chronic absence is considered a Division policy priority with clear direction for schools to identify contributing factors and outline interventions in Annual Education Results Report improvement plans.**
- **That data is shared with social service agencies to focus appropriate interventions.**
- **That a search be undertaken to identify possible grants to support the tracking of attendance and reducing chronic absenteeism.**

Background and Rationale:

“... Students need to attend school daily to succeed. ... Educators and policymakers cannot truly understand achievement gaps or efforts to close them without considering chronic absenteeism.

Chronic absenteeism is not the same as truancy or average daily attendance....Chronic absenteeism means missing 10 percent of a school year for any reason. A school can have average daily attendance of 90 percent and still have 40 percent of its students chronically absent, because on different days, different students make up that 90 percent....” (p. 3)

http://new.every1graduates.org/wpcontent/uploads/2012/05/FINALChronicAbsenteeismReport_May16.pdf

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Recommendation #14

The *Attendance Improvement Committee* recommends that when weather conditions are questionable, the principal consults with the local school bus driver(s). Barring local extenuating circumstances, school buses will operate up to and including -40 Celsius.

Background and Rationale:

A standard for operating buses during the winter months should be established across NSD61.

Recommendation #15

The *Attendance Improvement Committee* supports the recommendations set out by the Transportation Committee and recently approved by the Official Trustee and the Northland Advisory Committee.

The *Attendance Improvement Committee* is recommending that:

- **NSD61 in partnership with local industry will create a *Bus Driver Incentive Program* that incorporates monetary incentives for individuals pursuing bus driver training and employment with the Division**
- **That Northland Bus Drivers receive competitive wages comparable to industry norms for drivers to ensure a consistent, safe, and reliable transportation system for the students**
- **That the transportation budget includes provision for one emergency bus per community in the event of bus breakdown and for school-based field trips. By way of example, an extra bus could be used to support and extend classroom instruction to land stewardship experiential learning.**

Background and Rationale:

A reliable bus transportation system is needed to ensure students are able to access schooling opportunities as required by the *School Act*.

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Recommendation #16

The Attendance Improvement Committee recommends that NSD61 formally recognize the importance of schooling and regular attendance by:

- **Establishing a yearly attendance recognition program whereby deserving students are presented with 'attendance certificates' at the first school assembly in September.**

By way of example, certificates of attendance could be presented to students accordingly:

1. **Silver Attendance Certificate:** Awarded to students with a yearly attendance of 90-94%
2. **Gold Attendance Certificate:** Awarded to students with a yearly attendance of 95-100%
3. **Diamond Attendance Certificate:** Awarded to students with the greatest % growth in attendance over the course of the school year or the previous school year (the growth target is set by the school)

In June, schools will forward the above mentioned attendance information to the Records Management Clerk.

- **To provide yearly recognition to a Northland school (or schools) for creativity and innovation resulting in attendance improvements. The Long Service and Recognition Awards Banquet in May would be an appropriate venue to acknowledge schools.**

Background and Rationale:

There is a general consensus by the *Attendance Improvement Committee* that students respond favorably to attendance reward programs. Since school attendance is a division-wide priority, all authority levels have an attendance improvement role to play.

Recommendation #17

To align *Procedure 301 - Student Attendance* (original found in Appendix 1 of this report) with the Community Engagement Framework, the *Attendance Improvement Committee* recommends the following changes:

Background

“Poor attendance is a major indicator of gradual alienation and disengagement, and may lead to a student dropping out permanently....” (*Increasing Student Attendance: Strategies from research and practice*, Northwest Regional Educational Laboratory, June 2004, page 4)

Student attendance is a community priority involving the local school, Elders, First Nations Chief and Council, Métis Settlement Chief and Council, Child and Family Services, health agencies, industry and local businesses and Northland Central Office. There is an expectation that schools employ the Community Engagement Framework to develop a process for involving their communities in a dialogue of how to improve student interest and engagement resulting in improved school attendance rates.

Regular attendance by students in all of their classes enhances their performance and contributes substantially to their educational progress. While students have a right to access an educational program they also have a responsibility to attend classes regularly.

The *School Act* requires students to attend school regularly and punctually, and requires School Boards to follow procedures outlined in the Act. The Superintendent (or designate) has been designated as the attendance officer for the division.

Procedures

- 1. The principal shall ensure that an accurate record of student attendance is maintained for every registered student.**
- 2. Teachers will record attendance daily.**
- 3. Schools will follow the Attendance Protocol as outlined in Recommendation #9 of this report. This protocol details specific actions and expectations within a four tiered set of action objectives involving school staff, community resources and agencies. The attendance protocol operates with a philosophy dictating:**

- Attendance is a whole community responsibility**

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- Schools are expected to maintain home contact at all levels of absentee concern
- Tiered actions are targeted for elementary students missing 1-3-6-10 days.
- Tiered actions are targeted for Junior, Senior High students missing 1-4-7-10 days.
- Specific school actions are expected at each level and beyond
- Students missing more than 10 days will be referred to school administration for further action.

4. Each school shall form a *School Attendance Committee* including but not limited to the following roles:

- Meet monthly to discuss attendance data trends
- Meet as needed to formulate initiatives to support students and families of students showing higher levels of absenteeism
- Involve the community at large using agencies and local resources in enacting positive and proactive attendance action plans for students
- Establish a rewards system for attendance based upon the philosophy that not only students meeting attendance goals are rewarded but also students showing improvement

5. Student attendance issues will be responded to in a proactive manner within the following level of increasing actions:

- I. *School Attendance Committee* planning
- II. Teacher response (recording data, establishing cause, home contact)
- III. Principal response (in coordination with teacher and School Community Liaison Worker and the School Attendance Committee)
- IV. Referral to Superintendent or designate
- V. Referral to Truancy Board

6. Each school will develop attendance targets based on the divisional target of 95%.

6.1 It is understood that the *School Attendance Committee* can set targets as per specific student cases that may include attendance levels lower than the Division target. These goals may be individualized and based upon significant improvement.

6.2 Schools will report monthly attendance rates, incentives and initiatives related to improving attendance to central office.

7. Local School Board Committees will be advised monthly of school attendance data.

[Type text]

Background and Rationale:

There is a general consensus by the *Attendance Improvement Committee* that *Procedure 301 – Student Attendance* needs to be reworked and aligned with the Community Engagement Framework and the recommendations outlined in this report.

Recommendation #18

To ensure alignment with Northland School Division's attendance improvement initiative and the Community Engagement Framework, the *Attendance Improvement Committee* recommends the following changes to the *School & Community Liaison Worker's* job description.

The *Attendance Improvement Committee* recognizes that School & Community Liaison Workers are paraprofessionals and not trained counsellors.

- **The role of 'student counsellor' should not be imposed upon the *School & Community Liaison Worker*. SCLW have knowledge of the community and families and can therefore advocate for children by listening and engaging with students about overcoming barriers to school success.**
- **The role of the *School & Community Liaison Worker* needs to be clearly defined.**
- **The *School & Community Liaison Worker* should utilize the current resources in Northland Division to assist in the development of a communication plan to convey a positive image of the school to the community.**
- **The many roles of the *School & Community Liaison Worker* may need support (financial and otherwise) for successful implementation of school based intervention and motivational strategies focused on improving school attendance. It is recommended that Northland Division provide the *School & Community Liaison Worker* with the necessary level of support and training to carry out their responsibilities.**

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IDENTIFYING INFORMATION

POSITION TITLE: School & Community Liaison Worker
CLASSIFICATION TITLE: Paraprofessional
DEPARTMENT: Instruction
IMMEDIATE SUPERVISOR'S TITLE: Principal
REASON FOR SUBMISSION: _____ X
 Creation Change Update

Date: May 2013

POSITION SUMMARY

Reflecting Board policy and procedures, the School and Community Liaison Worker will work with the school staff and parents to coordinate a school based counseling service, which supports the personal and academic growth of each student, and to help set up a network of agencies to provide community support for the students and the school. A valid Class 4 Driver's License is required for the performance of these duties.* The School and Community Liaison Worker shall maintain strict confidentiality where appropriate in the performance of his/her duties.

*In special circumstances that would permit the transportation of students in privately owned vehicles, Procedure 312 Transportation of Students in Private Vehicles, shall be adhered to.

MAJOR DUTIES AND RESPONSIBILITIES:1. General Responsibilities

- 1.1. Develop programs and activities to promote personal development and self-esteem for students.
- 1.2. Work with parents, school and community to provide support for bussing and boarding home students attending school in other jurisdictions.
- 1.3. Work with students and staff in setting up beneficial "work experience" programs in the community. (RAP, Career counselor)
- 1.4. Work with staff to provide parents and students necessary information about existing school and community programs and activities.
- 1.5. As part of regular communication with students/parents, work with staff, parents and students to develop and implement an action plan to address attendance.

As an attendance team member, work with staff, parents, and students to investigate and address any attendance concerns utilizing a school-based attendance committee model where possible

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- 1.6. Work with staff to develop and implement an orientation system for new students/*staff* into the school.
- 1.7. Provide support and assistance for any school based intervention and/or motivational strategies to keep students in school.
- 1.8. Assist in developing and conveying a positive image of the school and community.
- 1.9. Adhere to a personal conduct contract, as well as a confidentiality agreement.
2. Career Counseling (In absence of/ in conjunction with Career Counselor)
 - 2.1. Provide students with information and contact with universities, technical schools, colleges, and industry.
 - 2.2. Work with the principal to facilitate the delivery of career workshops that are relevant to students' needs and aspirations.
 - 2.3. Provide information to parents and students regarding post-secondary education grants and assist them with applications for financial assistance, if requested.
 - 2.4. Work with the staff to *distribute* career information into all relevant grades.
3. Office Duties:
 - 3.1. Maintain accurate, up-to-date confidential files on all contacts.
 - 3.2. Maintain a file of agencies and service providers.
 - 3.3. Attend all staff meetings and *relevant* divisional initiatives.
 - 3.4. Attend in-services as approved by the school principal.
 - 3.5. Continue education through upgrading *pursuant to the role of liaison* and *review of current related literature*.
 - 3.6. Prepare, in consultation with the principal, a *flexible* personal timetable, which allows for regular home visits and agency contacts necessary to fulfill duties.
 - 3.7. Prepare reports as requested by the principal, which will be provided to the Local School Board Committee, *for discussion and action*.
4. Busing, Boarding and Home Schooling Students (Discuss with Ken and Bernard)
 - 4.1. *Assist parents in the process of requesting boarding home applications and with selecting boarding homes for approved students, as requested.*
 - 4.2. Work with parents, principals, and counselors in registrations and student orientations to receiving school and/or receiving home.
 - 4.3. In cooperation with the principal, monitor and report on the status of home schooling students.
 - 4.4. Set up informal ways and means for the home school and community to maintain contact and support for boarding students.

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- 4.5. Maintain regular written and verbal contact with the counselors at the receiving school regarding the students' progress and development.
- 4.6 Liaison workers will work with the school and home to address bussing concerns especially as they relate to attendance.

5. Other Considerations

5.1 Other duties as assigned by the principal such as

- (i) Delivering school related documents
- (ii) Translation services

Background and Rationale:

There is a general consensus by the *Attendance Improvement Committee* that the School Community Liaison Workers' job description needs to be aligned with the Community Engagement Framework.

Recommendation #19

The *Attendance Improvement Committee* recommends that a "Division Attendance Improvement Officer" role be created to oversee division-wide improvement efforts. At the present time, the superintendent assumes the role of "Division Attendance Officer".

Background and Rationale:

Division-wide initiatives that are designed to improve attendance require concerted effort, planning, collaboration and coordination. An FTE position may need to be created to oversee and coordinate the division's attendance improvement program. The alternative is to designate someone at the division level to assume this important role.

Recommendation #20

The *Attendance Improvement Committee* recommends that NSD61 continues to work with our local community agencies and Regional Collaborative Service Delivery (RCSD) partners to provide additional mental health service supports for identified high needs schools. By way of example, students 'on the spectrum' with high learning

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needs require teachers with a specialized skill set. In certain circumstances these teachers will require specialized support (i.e. training and/or professional development) and access to appropriate assistive technology.

Background and Rationale:

There is a general consensus that NSD61 will utilize student services to support attendance issues and inclusion as per policy.

Recommendation #21

The Attendance Improvement Committee recommends that schools, in collaboration with NSD61 Supervisor of Student Services, work closely with provincial and federal agencies in the delivery of appropriate learning and attendance intervention supports for students.

The Attendance Improvement Committee also recommends that schools, in partnership with Child & Family Services, work to implement supports for students in foster care. By way of example, monthly meetings between the school and Child & Family Services could be a platform for early intervention in support of families in crisis.

Background and Rationale:

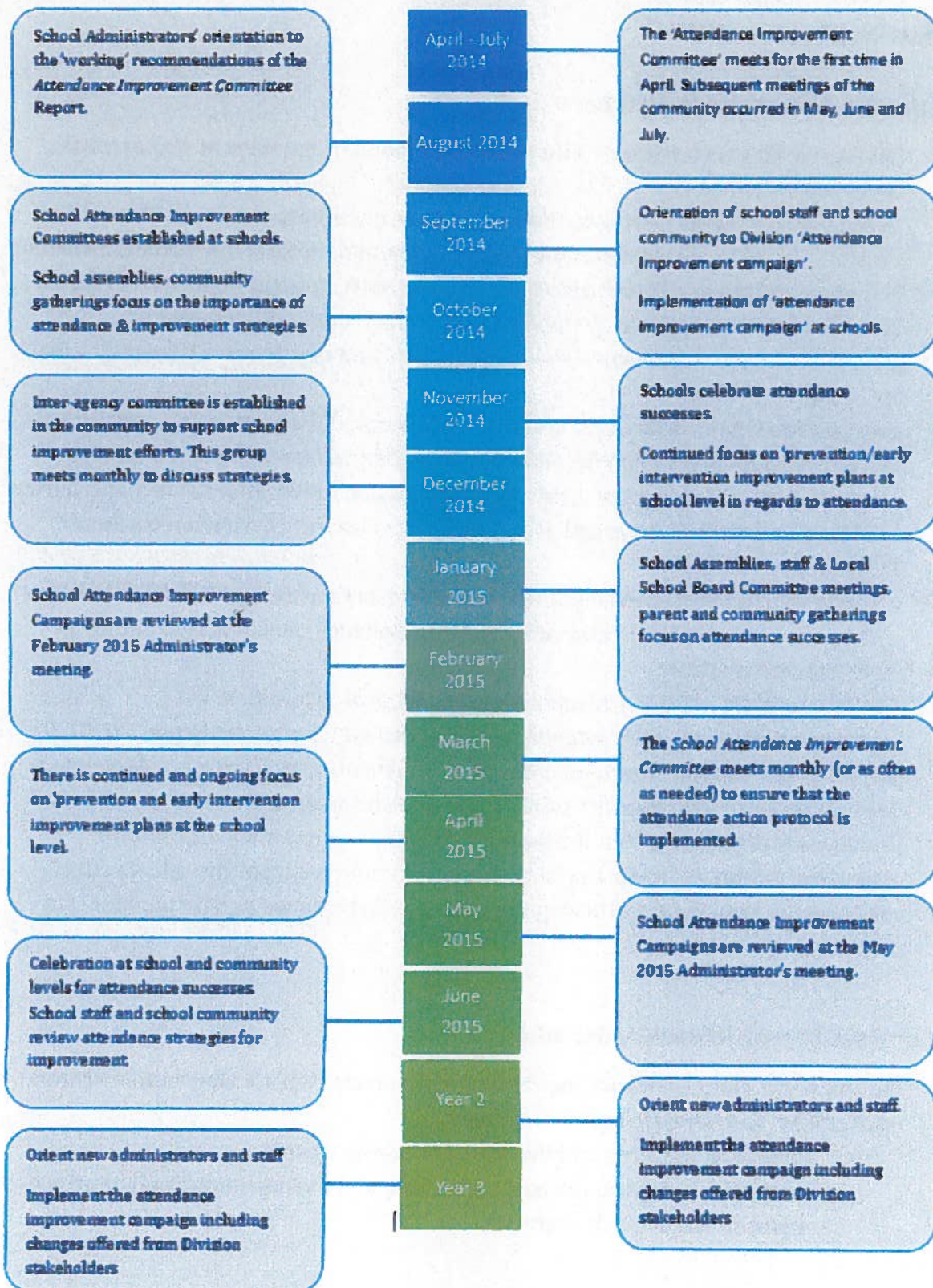
Partnering with Child & Family Services

Given that:

- ✓ Child & Family Services is responsible for the well-being of children in foster care and for the prevention of abuse and neglect.
- ✓ Success is dependent on partnerships with organizations that are already in children's lives – such as the school system.
- ✓ Attendance is a powerful data point for well-being and prevention.
- ✓ Simple data sharing techniques help both child & family services and schools better care for vulnerable children.

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Attendance Improvement Initiative Timeline-at-a-Glance



Attendance Improvement Initiative Timeline

August-September 2014

Schools & School Administrators

- Review working recommendations of the *Attendance Improvement Report* with school administrators
- Layout key messages relating to the importance of school attendance “Every Day Counts ...” at first student assembly (Share common definition for chronic absence)
- Schools to establish a *School Attendance Committee* (group may consist of teachers, school administrator, parents, students, Elder and community members)
- Develop or build onto school-wide attendance incentive programs (refer to toolkit for ideas)
- Communications Coordinator and central office staff designates will assist schools with a communications plan in relation to *Attendance Improvement Campaign* (creating posters, developing messages for radio and newspaper advertising, letters, brochures, pamphlets, news articles, and information for Division website and Division newsletter)
- School staff to work closely with literacy supervisors and leads, CTS/CTF Division principal and the FNMI Director of Education to ensure school programming is engaging and relevant.
- Familiarize staff with the *Attendance Action Protocol* as outlined in Recommendation #9 of the *Attendance Improvement Committee Report 2013-2014*
- At month end, schools to submit attendance information to Records Management Clerk (average daily school attendance, chronic absence, etc.)
- Use Community Engagement Framework to garner community support for *Attendance Improve Campaign* (i.e. this process could begin at the school’s first community engagement gathering and continue to be developed throughout the school year.)

Central Office & Division Leadership

- Share work of the *Attendance Improvement Committee* with school administrators during New Teacher Orientation in August:
 - attendance concerns and the need to address them
 - Identify ‘chronic absenteeism’ as an issue and its immediate and long term impact on student achievement

[Type text]

- Highlight the importance of tracking and monitoring of attendance; that absenteeism is routinely measured, reported and acted upon
- Communications Coordinator and central office staff designates will assist schools with a communications plan in relation to *Attendance Improvement Campaign* (creating posters, developing messages for radio and newspaper advertising, letters, brochures, pamphlets, news articles, information for Division website and Division newsletter)
- Discuss and familiarize staff with the *Attendance Action Protocol* as outlined in Recommendation #9 of the *Attendance Improvement Committee Report 2013-2014*
- Explain what is included in the attendance toolkit and how to use it

October 2014

Schools & School Administrators

- Layout key messages relating to the importance of school attendance “Every Day Counts ...” at second assembly with staff, students and parents
- Communications Coordinator and central office staff designates will assist schools with a communications plan in relation to *Attendance Improvement Campaign* (creating posters, developing messages for radio and newspaper advertising, letters, brochures, pamphlets, news articles, information for Division website and Division newsletter)
- *School Attendance Committee* creates a mechanism for gathering baseline data that could be used as a comparison for tracking attendance success.
- Work to create an Elder’s program to support attendance and achievement efforts
- School administrators will be responsible and hold staff accountable for tracking and monitoring attendance and addressing issues when they arise
- *School Attendance Improvement Committee* meets on a monthly basis (or as needed) to ensure that *Attendance Action Protocol* is being implemented
- School staff and the *School Attendance Committee* work to develop a return-to-school transitioning plan for students who have a history of chronic absenteeism.
- School administrators will inform Local School Board Committees of attendance progress and successes monthly
- Schools continue to reach out to the school community to support school attendance by organizing gatherings and opportunities for members to connect and dialogue about how attendance be improved. At the end of this gathering, another planning meeting is organized for the following month
- The school administrator meets with key members of the community to talk about how best to organize monthly inter-agency meetings with a focus on school attendance, achievement and community wellness.

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- Select schools administer 'Tell Them From Me' (TTFM) surveys. The fall/winter survey window is October 14 – December 5, 2014. The administration, TTFM School Coordinators and staff work together to glean insights from student data to improve programming.
- Annual Education Results Reports (AERR) to be completed by school and forwarded to the superintendent of schools identifying key attendance improvement strategies
- Discussion commences between administrators, kindergarten teachers/instructors and the Supervisor of Student Services to develop strategy for improving kindergarten attendance.
- At month end, schools to submit attendance information to Records Management Clerk (average daily school attendance, chronic absence, etc.)

Central Office and Division Leadership

- Administrators reflect on school attendance 'successes and challenges' at the October Administrators' Meeting
- *Attendance Improvement Committee* seeks feedback from Northland School Division stakeholders on 'working' recommendations within the *Attendance Improvement Committee Report 2013-2014*
- Communications Coordinator and central office staff designates will assist schools with a communications plan in relation to *Attendance Improvement Campaign* (creating posters, developing messages for radio and newspaper advertising, letters, brochures, pamphlets, news articles, information for Division website and Division newsletter)
- Central office staff designates to work with schools to make sure they monitor and track attendance properly and address issues when they arise
- Central office staff designates to assist schools with Annual Education Results Report (AERR's are to be submitted to the superintendent of schools and the report must include key attendance improvement strategies)
- Supervisor of Student Services will assist schools to develop a kindergarten attendance strategy
- Select schools administer 'Tell Them From Me' (TTFM) surveys – fall/winter survey window is October 14 – December 5, 2014. The administration, TTFM School Coordinator and staff work together to glean insights from student data to improve programming.

November-December 2014

Schools & School Administrators

- Continue to reinforce the importance of school attendance at assemblies

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- Continue to celebrate success stories at staff meetings, Local School Board Committee Meetings, assemblies, parent and community gathering, newsletters, website or Facebook
- Communications Coordinator and central office staff designates will assist schools with a communications plan in relation to *Attendance Improvement Campaign* (creating posters, developing messages for radio and newspaper advertising, letters, brochures, pamphlets, news articles, information for Division website and Division newsletter)
- School Administrators' will be responsible and hold staff accountable for tracking and monitoring attendance and addressing issues when they arise
- *School Attendance Improvement Committee* meets on a monthly basis (or as needed) to ensure that *Attendance Action Protocol* is being implemented
- *Division Attendance Improvement Committee* seeks feedback from Northland School Division stakeholders on 'working' recommendations
- At the monthly staff meeting, engage staff in an attendance strategy planning session with a focus on 'What's working?' 'What's not working?' - with the idea of reflecting on progress thus far and 'twigging' in areas for improvement and effectiveness
- Select schools administer 'Tell Them From Me' (TTFM) surveys - fall/winter survey window is October 14 - December 5, 2014. The administration, TTFM School Coordinators and staff work together to glean insights from student data to improve programming.
- The principal organizes an inform/formal gathering with parents and members of the community to discuss the school's achievement and attendance successes and challenges
- Discussion commences between administrators, kindergarten teachers/instructors and the Supervisor of Student Services to develop strategy for improving kindergarten attendance.
- Schools to submit attendance information to Records Management Clerk (average daily school attendance, chronic absence, etc.)
- The school administrator meets with key members of the community to formalize the establishment of an inter-agency group. The group will decide on setting a common meeting time once a month and venue.

Central Office and Division Leadership

- Communications Coordinator and central office staff designates continue to work with schools to develop an effective communications plan in relation to attendance (creating posters, developing messages for radio and newspaper advertising, letters,

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- brochures, pamphlets, news articles, information for Division website and Division newsletter)
- Central office staff designates to work with schools to ensure attendance is monitored and tracked and that absence issues are being addressed
 - Supervisor of Student Services works to assist schools with their kindergarten attendance strategy
 - Select schools administer 'Tell Them From Me' (TTFM) surveys – fall/winter survey window is October 14 – December 5, 2014. The administration, TTFM School Coordinators and staff work together to glean insights from student data to improve programming.
 - Work with schools on providing school-based professional development in the area of 'building a positive school climate'.

January-February 2015

School Administrators

- Continue to reinforce the importance of school attendance at assemblies
- Continue to celebrate success stories at staff meetings, Local School Board Committee Meetings, assemblies, parent and community gathering, newsletters, website or Facebook
- *Attendance Improvement Campaign* reviewed at February Administrators' Meeting
- School Administrators' will be responsible and hold staff accountable for tracking and monitoring attendance and addressing issues when they arise
- *School Attendance Improvement Committee* meets on a monthly basis (or as needed) to ensure that *Attendance Action Protocol* is being implemented
- The principal organizes an inform/formal gathering with parents and members of the community to discuss the school's achievement and attendance successes and challenges
- The inter-agency group meet to develop strategies/initiatives to support attendance, achievement and community wellness efforts.
- Schools reflect on ways to improve on attendance improvement efforts at the school level

Central Office and Division Leadership

- Central office staff designates to work with schools to make sure they monitor and track attendance properly and address issues when they arise
- Establish a feedback system for ongoing input into streamlining and improving the division-wide attendance

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- Communicate with principals and the school communities our attendance successes with division-wide successes.
- *Attendance Improvement Campaign* reviewed at February Administrators' Meeting
- Communications Coordinator will work with schools to showcases successes in relation to student attendance.
- *Division Attendance Improvement Committee* submits the committee's report to the Northland Board for approval

March-April 2015

School Administrators

- Continue to reinforce the importance of school attendance at assemblies
- Continue to celebrate success stories at staff meetings, Local School Board Committee Meetings, assemblies, parent and community gathering, newsletters, website or Facebook
- *School Attendance Improvement Committee* meets on a monthly basis (or as needed) to ensure that *Attendance Action Protocol* is being implemented
- The principal organizes an inform/formal gathering with parents and members of the community to discuss the school's achievement and attendance successes and challenges
- The inter-agency group meet to develop strategies/initiatives to support attendance, achievement and community wellness efforts.

Central Office and Division Leadership

- Central office staff designates continue to work with schools to ensure attendance is monitored and tracked and that there are interventions for absences.
- Establish a feedback system for ongoing input into streamlining and improving the division-wide attendance
- Communicate with principals and the school communities our attendance successes with division-wide successes.
- Communications Coordinator will work with schools to showcases successes in relation to student attendance.

May-June 2015

School Administrators

- At Administrators' Meeting in May 2015, there is critical reflection on the attendance improvement efforts – 'What's working? What's Not Working?'

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- Continue to reinforce the importance of school attendance at assemblies
- Continue to celebrate success stories at staff meetings, Local School Board Committee Meetings, assemblies, parent and community gathering, newsletters, website or Facebook
- School Administrators' will be responsible and hold staff accountable for tracking and monitoring attendance and addressing issues when they arise
- *School Attendance Improvement Committee* meets on a monthly basis (or as needed) to ensure that *Attendance Action Protocol* is being implemented
- The principal organizes an inform/formal gathering with parents and members of the community to discuss the school's achievement and attendance successes and challenges
- The inter-agency group meet to develop strategies/initiatives to support attendance, achievement and community wellness efforts. This group participates in year-end celebrations at the school.
- Schools and students are rewarded with their attendance improvement efforts at year end celebrations

Central Office and Division Leadership

- Central office staff designates continue to work with schools to ensure attendance is monitored and tracked and that there are interventions for absences.
- Establish a feedback system for ongoing input into streamlining and improving the division-wide attendance
- Communicate with principals and the school communities our attendance successes with division-wide successes.
- Communications Coordinator will work with schools to showcases successes in relation to student attendance.

Year 2015-2016

- Orient new administrators and staff
- Implement the attendance improvement campaign for the new school year including approved changes offered from division stakeholders

[Type text]

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Northland School Division No. 61 Resources

Procedure 301 – Student Attendance

Job Description: School and Community Liaison Worker

Northwest Regional Education Laboratory, *Increasing Student Attendance: Strategies from research and practice*, PORTLAND, OREGON, June 2004, pages 4.

Northwest Regional Education Laboratory, *Increasing Student Attendance: Strategies from research and practice*, PORTLAND, OREGON, June 2004, pages 5.

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[Type text]

Appendix 1

Procedure 301 – Student Attendance

Background

Regular attendance by students in all of their classes enhances their performance and contributes substantially to their education progress. While students have a right to access an educational program they also have a responsibility to attend classes regularly.

The *School Act* requires students to attend school regularly and punctually and identifies circumstances under which an absence may be deemed as excusable. The superintendent has been designated as the attendance officer for the division.

Procedures

1. The principal shall ensure that an accurate record of student attendance is kept for every student enrolled in the school.
2. Teachers will monitor the attendance of students on an ongoing basis.
3. It is the responsibility of the teacher to make every reasonable effort to inform the parent as soon as a student's attendance becomes a concern. This could be done by a telephone call or by sending a note home.
4. If a teacher judges the attendance of a student to be unacceptable, or if the student is absent 20% of the days in any one-month or more, the teacher will report this attendance information to the principal.
5. Once the principal receives a report of poor attendance on the part of a student, the principal will, in consultation with the teacher and/or school/ community liaison worker and/or parent and/or Local School Board Committee, take appropriate actions to attempt to improve the student's attendance.
6. If the local school attempts at improving a student's attendance fail, the principal shall report the case to the superintendent. This should happen no later than two months after the problem was first identified.
7. The superintendent will contact the parents of the student with poor attendance and inform them of their responsibilities and encourage them to ensure acceptable attendance on the part of their child. The superintendent shall also inform the parents of the consequences of the continuation of poor attendance by the student.
8. If after a reasonable amount of time, attendance remains at an unacceptable level, the matter may be referred to the Attendance Board or other appropriate authority.

[Type text]

9. The principal shall advise parents of the following:

- 9.1 The need, if possible, to schedule medical, dental or other such related appointments at times that do not conflict with the regular hours of instruction.**
- 9.2 That students are responsible to cover the material taken in class during their absence.**
- 9.3 The need to phone or send a written explanation to the school to give reasons for the student's absence from class.**

10. The following shall apply to students enrolled in high school programs:

- 10.1 Students who accumulate ten unexcused absences in a class shall be advised that they are in danger of not receiving credits in the class. The parents of the student and the superintendent shall also be notified in writing, that the student has accumulated ten unexcused absences.**
- 10.2 A student who has been absent for over 30% of the days in a semester for any reason shall be eligible to receive credits for the courses only after a special review of their cases by the superintendent and principal.**

BM: #21321/04 (Aug. 28/04)

BOARD OF TRUSTEES

COLIN KELLY
TRUSTEE OF THE BOARD

DATE: AUGUST 28, 2014

PRESENTED BY: DON TESSIER, ASSISTANT SUPERINTENDENT

COMMITTEE: ATTENDANCE FOCUS GROUP

SUBJECT: ATTENDANCE IMPROVEMENT INTERIM COMMITTEE – EVERY DAY
 COUNTS TOOLKIT

ORIGINATOR: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

INFORMATION ITEM

MEMBERSHIP

Don Tessier, Associate Superintendent
 Nora Yellowknee, FNMI Curriculum Consultant
 Elmer Gullion, Advisory Committee Member
 Ken Shaw, Advisory Committee Member
 Jeff Chalifoux, Committee Member
 Kim Courtoreille, Advisory Committee Member
 Robin Guild, Advisory Committee Member
 Louis Cardinal, Advisory Committee Member
 Bernard Woodfine, Principal
 Charles Greening, Teacher
 Maureen Chernipeski, Pedagogical Supervisor
 Curtis Walty, Communications Coordinator
 Don Tessier, Associate Superintendent



NORTHLAND SCHOOL DIVISION NO.61



**ATTENDANCE IMPROVEMENT
INITIATIVE - "EVERY DAY COUNTS"
TOOLKIT**

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Introduction

Dear Principals,

Northland School Division and its school communities have worked together for many years to address the issues of student attendance at all grade levels. Despite the progress we have made, far too many continue to miss so much school that their academic futures are at risk. Chronic absence is a trend that starts for some children as early as kindergarten and continues unabated leading to dropout and failure.

With authority and direction from the Northland School Division No.61 (NSD61) Board an *Attendance Improvement Committee* was established in April, 2014 to review current Division attendance practices and offer recommendations for improvement. The committee met on four separate occasions between April, May, June and July, 2014 and future meetings are scheduled for September, October and November, 2014.

Attendance Improvement Committee members include:

- Nora Yellowknee, First Nations, Métis and Inuit Curriculum Consultant
- Jeff Chalifoux, Advisory Committee member
- Ken Shaw, Advisory Committee member
- Elmer Gullion, Advisory Committee member
- Charles Greening, Teacher, Mistassiniy School, Wabasca-Desmarais
- Peter Bailey, Vice-Principal, St. Theresa School, Wabasca-Desmarais
- Bernard Woodfine, Acting Principal, Conklin Community School
- Maureen Chernipeski, Pedagogical Supervisor
- Don Tessier, Central Office

Several new people were added to the committee on July 18th, 2014:

Kim Courtoreille, Advisory Committee member; Louise Cardinal, Advisory Committee member; Robin Guild, Advisory Committee member and Curtis Walty, Communications Coordinator. A committee vacancy position was created with Peter Bailey's resignation in June 2014.

To help schools increase awareness about the importance of student attendance, the *Attendance Improvement Committee* is pleased to provide you with an *Attendance Improvement Initiative-Every Day Counts* toolkit. This toolkit offers resources, information and poster samples to help you partner with parents/guardians, community members/leaders, industry/business leaders and community agencies to ensure more students attend every day.

We hope that the toolkit will assist you and your *School Attendance Committee* to mobilize your school staff and the school community to address chronic absenteeism.

The toolkit contains attendance resources and strategies that support a prevention and early intervention approach to school attendance. The toolkit will be of some assistance to you in the following areas:

- Identify opportunities where you can personally convey the message that going to school every day matters to success in school and life
- Mobilize supporters
- Set goals and targets after reviewing school attendance data
- Strengthen or establish your current system of recognizing good and improved attendance.
- Undertake vital self-assessment

Please join us in our efforts to ensure students go to school every day so they can achieve their hopes and dreams. Improving attendance is an investment in their future

Educators and School Administrators

Attendance Improvement Initiative-Every Day Counts Communication Plan

The Attendance Improvement Initiative Communication Plan is designed to help schools develop ideas to address school attendance. The plan assists schools with the formation of *School Attendance Committees*, answering questions relating to strengths, weaknesses, opportunities, threats, and identifying target audiences, communication materials and strategies.

Identify key stakeholders in the school community to join the *School Attendance Committee*. For example; teachers, school administrators', students, parents, Elders, community members/leaders, industry/business leaders and community agency leaders.

NAME	Section of the school community represented

GOAL:

What do we want to achieve?

1.
2.
3.

SWOT ANALYSIS:

Strengths (list areas of school strength and advantages offered to teachers, school administrators, students, parents, Elders, community members/leaders, industry/business leaders and community agency leaders)

1.
2.
3.
4.
5.
6.

Weaknesses (List all areas that are weaknesses or perceived weaknesses and areas identified for improvement)

1.
2.
3.
4.
5.
6.

Opportunities (List new initiatives or other areas of change the school could capitalize on in the coming year)

1.
2.
3.
4.
5.
6.

Threats (List issues or circumstances that could negatively impact your school, how it's perceived and how it operates)

1.
2.
3.
4.
5.
6.

Attendance Communication Materials (List the full complement of tools you have or want to have to assist in reaching your goals)

Checklist	Status/needs
Website	
Brochure	
Video	
Signage	
Advertising	
Speaking appearances	
Public events	

Target Markets (List key groups you can target your message to in order to reach students, parents, Elders, community members/leaders, industry/business leaders and community agency leaders. How can you reach the people you need to reach?)

1.
2.
3.
4.
5.
6.

Key Communication Strategies (What do you need to do to achieve your goal(s) this year? Examples could be increase media exposure for the school or work with community agencies to increase understanding of the school and what it has to offer)

1.
2.
3.
4.
5.
6.

Tactics, Calendar, Staffing, Assessment and Budget

For each strategy, map out your tactics (what do you need to do to create and implement the key strategies you've identified?), timeline (when will you implement these tactics?), responsible party(ies) (who will be responsible for the specific tactic?), evaluation measure (how will you know if your tactic worked and produced results?) and any budget implication.

Strategy 1 (Carried down from section above)

Tactic	When	Person Responsible	Evaluation Measure	Budget
1.				
2.				
3.				
4.				
5.				

Strategy 2 (Carried down from section above)

Tactic	When	Person Responsible	Evaluation Measure	Budget
1.				
2.				
3.				
4.				
5.				

Strategy 2 (Carried down from section above)

Tactic	When	Person Responsible	Evaluation Measure	Budget
1.				
2.				
3.				
4.				
5.				

Strategy 3 (Carried down from section above)

Tactic	When	Person Responsible	Evaluation Measure	Budget
1.				
2.				
3.				
4.				
5.				

Strategy 4 (Carried down from section above)

Tactic	When	Person Responsible	Evaluation Measure	Budget
1.				
2.				
3.				
4.				
5.				

Strategy 5 (Carried down from section above)

Tactic	When	Person Responsible	Evaluation Measure	Budget
1.				
2.				
3.				
4.				
5.				

Establishing School Attendance Incentives

School attendance is a simple, easily understood measure of student performance. One strategy for improving attendance is engaging students, parents, community members/leaders, Elders, industry/business leaders and community agency leaders in a campaign that offers positive rewards for getting to school on time.

Overarching Issues to Consider:

- **Attendance incentives are most effective when part of a comprehensive approach** that includes outreach to families with more significant challenges to attendance. Incentives should be part of creating a school-wide culture and emphasis on attendance and accompanied by a deep commitment to ensuring students are engaged in the classroom once they show up.
- **Incentives don't need to be costly.** Simple rewards—recognition from peers and the school through certificates or assemblies, extra recess time, homework passes, even dancing in the hallways—go a long way toward motivating students. Ask students what they consider a meaningful incentive.
- **Interclass competition is a powerful motivator.** The sense of competition between classes (for example, a party for the class with the best monthly attendance) can be a powerful motivator. Such strategies encourage students to feel

accountable to each other for attending class. To broaden awareness and involve more of the community, schools should also consider launching inter-school competitions for best attendance.

- **Avoid recognizing only perfect attendance.** Perfect attendance is not always the goal since it is not wise to encourage children to come to school when they're sick. Students should be rewarded for improved attendance, not just perfect records. Offering weekly perfect attendance awards can allow students to still have a chance to succeed the next week if they are absent.
- **Reward timeliness, not just showing up to school.** Since tardiness also has an adverse impact on learning, many schools only count on-time attendance toward rewards. Consider taking this approach to ensure children are arriving to class on-time.
- **Send home information highlighting both the value of attendance and incentives and the consequences of poor attendance.** Ensure families know about the incentive program, why school attendance matters for academic success and understand school policies when poor attendance results in failing a course or being retained. Sanctions should never be used without incentives.
- **Offer incentives for families, not just students.** Often, families appreciate access to resources such as food baskets, transportation passes, etc.
- **Implement incentives school wide.** In order to foster a culture of attendance, every classroom needs to participate!

Adapted with permission from materials provided by Attendance Works
(www.attendanceworks.org)

Ideas for Incentives:

- Positive comments to children
- Positive notes home to parents
- Extra time at the computer
- Free homework pass
- First-in-line privileges for lunch or dismissal
- Smoothie coupon
- Pencils, pens, stickers, posters, book covers, book marks, etc.
- Team certificate for the best record or most improved record
- Name on the "Attendance Wall" in the classroom

- Chance to act as teacher's assistant
- Recognition during morning announcements
- Certificate/award at student assembly
- Breakfast/lunch with the principal, superintendent, Official Trustee, Local School Board Committee members, First Nation Chief, Métis Settlement Council, mayor, etc.
- School supplies, i.e. pencil with logo
- Lunch/smoothie or movie party for class with best attendance
- "School money" for the school store
- Choice of donated products, like movie tickets, gift certificates, discounts and passes to local activities or venues
- Traveling trophy for grade-level classroom with the best monthly attendance
- Attendance T-shirts/hats/buttons
- Age-appropriate rewards for most improved attendance

Sample Back to School Letter to Parents/Guardians

Dear Parent/Guardian:

Our goal this year is to ensure that every student attends school regularly.

Showing up for school has a huge impact on a student's academic success starting in kindergarten and continuing through high school. Even as children grow older and more independent, families play a key role in making sure students get to school safely every day and understand why attendance is so important for success in school and in life.

We realize some absences are unavoidable due to health problems or other circumstances. But, we also know that when students miss too much school— regardless of the reason - it can cause them to fall behind academically. Your child is less likely to succeed if he or she is chronically absent—which means missing 18 or more days over the course of an entire school year. Research shows:

- Children chronically absent in kindergarten and 1st grade are much less likely to read at grade level by the end of 3rd grade.
- By 6th grade, chronic absence is a proven early warning sign for students at risk for dropping out of school.
- By 9th grade good attendance can predict graduation rates even better than 8th grade test scores.

Absences can add up quickly. A child is chronically absent if he or she misses just two days every month!!

Clearly going to school regularly matters!

We don't want your child to fall behind in school and get discouraged. Please ensure that your child attends school every day and arrives on time. Here are a few practical tips to help support regular attendance:

- Make sure your children keep a regular bedtime and establish a morning routine.
- Lay out clothes and pack backpacks the night before.
- Ensure your children go to school every day unless they are truly sick
- Avoid scheduling vacations or doctor's appointments when school is in session.
- Talk to teachers and counselors for advice if your children feel anxious about going to school.
- Develop back up plans for getting to school if something comes up. Call on a family member, neighbor, or another parent to take your child to school.

Let us know how we can best support you and your children so that they can show up for school on time every day. We want your child to be successful in school! If you have any questions or need more information please contact your child's school.

Sincerely,

Attendance Routines & Practices

In an effort to improve school attendance, administrators are asked to implement the following attendance routines and practices:

- Student attendance is entered into Maplewood on a daily basis
- Teachers are requested to enter student attendance into Maplewood using their ConnectED profile. Principals are asked to ensure that teachers have a ConnectED profile. The Records Management Clerk for central office will assist with teacher profile set up and, if necessary, the resetting of teacher passwords.
- When the principal is certain that a student no longer attends the school, he/she are requested to report the exit date into Maplewood which will then show the student is not attending school. If this action is not taken then the student record will show as "Present" and skew the attendance data.
- At month end, the following Maplewood attendance reports are due at Central Office: (a) Principal Monthly Reports (PMR), (b) Student Admissions, (c) Student Retirements and (d) Daily Attendance Registers.

What can the school community do to support student attendance efforts?

What can schools do to improve student attendance?

- Ensure teachers take daily attendance so students know someone cares when they miss school.
- Ensure all classrooms are nurturing and engaging so children want to come to school every day.
- Invest in accurate collection and entry of attendance data into student data systems.
- Calculate and analyze chronic absence and good attendance to discern patterns for students and schools.
- Partner with families and community groups to develop and address attendance challenges.
- Educate parents and children about the importance of attendance starting in the early years.
- Develop and implement a school-wide system of incentives and rewards for good attendance
- Reach out to frequently absent students to find out in a supportive manner why they are missing school and what would help them attend more regularly.
- Invest in professional development to help teachers and administrators understand chronic absence and the power of positive school climates

What can school administration do to support student attendance improvement efforts?

- Help educate families and students about the importance of attendance and helping each other get to school.
- Partner with the school community to establish a system of incentives for good attendance.
- Reach out to chronically absent students and their families to identify and address barriers to attendance.

- Advocate for your school to set up an attendance team charged with analyzing data on chronic absence. Participate in the team and help your school community identify common barriers to getting to school and effective interventions.
- Work with teachers to help chronically absent students make up for material they missed while they were absent.
- Track, monitor and share information about student attendance.
- Work with central office on setting attendance policies, including late comers.

What can parents do to support improved student attendance?

- Establish and stick to the basic routines (going to bed early, waking up on time, etc.) that will help your child develop the habit of on-time attendance.
- Talk to your child about why going to school every day is critical and important unless they are sick. If your child seems reluctant to go to school, find out why and work with the teacher, administrator or afterschool provider to get them excited about going to school.
- Come up with back up plans for who to turn to (another family member, a neighbor or fellow parents) to help you get your child to school if something comes up (e.g. another child gets sick, your car breaks down, [missed the bus] etc.).
- Reach out for help if you are experiencing tough times (e.g. transportation, unstable housing, loss of a job, health problems) that make it difficult to get your child to school. Other parents, your child's teacher, principal, social worker, school [counselor], afterschool providers or community agencies can help you problem solve or connect you to a needed resource.
- If your child is absent, work with the teacher to make sure she or he has an opportunity to learn and make up for the academics missed.

What can Early Child Care Providers do to support student attendance improvement efforts?

- Collect and analyze attendance data for each child not just at the classroom or program level so you notice when chronic absence or tardiness is a problem.
- Hold an activity at the beginning of the morning – such as show and tell – that children are excited to participate in and don't want to miss.
- Educate children and parents about the importance of on time attendance. If you are in a neighborhood with high rates of chronic absence, partner with schools to build awareness throughout the community.
- Recognize and reward parents who regularly get their children to school on-time!
- Reach out to families who have trouble getting to your program regularly and help connect them to resources that could improve their attendance.
- Help families connect and help each other attend regularly through carpools and ride sharing (there's nothing like peer pressure to get your kids up and out the door).
- Train all adults in your early childhood program (teachers and volunteers) on the importance of attendance, so there is shared awareness of the prevalence and negative consequences of chronic absence.
- Partner with health providers to screen and assess the level of unmet physical and mental health needs among children and then use the results to help forge partnerships to address the most significant health issues.
- Build public awareness and consensus.

What can Central Office do to support improved student attendance efforts?

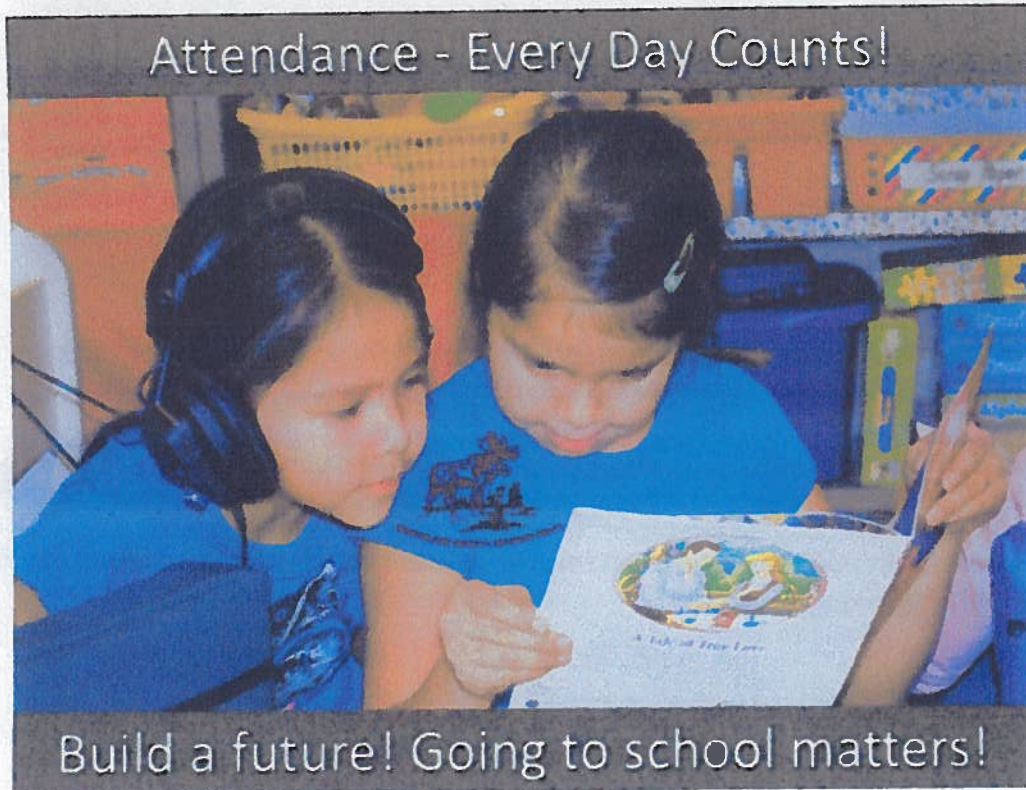
- **Leadership:** Set attendance goals and division policy.
- **Data:** Ensure attendance data is accurately entered and reports are produced, widely available, and regularly reviewed.
- **Attendance Incentives:** Promote effective school wide approaches to recognizing good and improved attendance.

- **Individual and Programmatic Intervention:** Use both individual intervention and systemic problem solving.
- **Community Partnerships:** Help schools identify and forge partnerships with community agencies.
- **Peer Learning & Professional Development:** Create opportunities for school staff to learn about the importance of attendance and share effective strategies for improving student attendance.
- **Student Data Base:** Ensure the [Division] has a longitudinal student data base—ideally beginning in preschool—that tracks attendance for each student using a unique identifier.
- **Policy Priority for Chronic Absence:** Make chronic absence a policy priority and work with schools to identify contributing factors and include in school improvement plans.
- **Common Definition for Chronic Absence:** Works towards developing a common definition for chronic absence and request that it be tracked.
- **Share Attendance Data:** Support sharing [non-specific] data with health and social services agencies to target intervention efforts.
- **Financial Support:** Seek grants for attendance tracking and chronic absence reduction.

These lists are taken with permission from materials provided by Attendance Works (www.attendanceworks.org)

Bulletin Board Advertisements and Public Services Announcement Examples

These images are examples of posters or bulletin boards to promote good attendance in our communities. Schools can work with the Communications Coordinator to develop posters with similar messages.

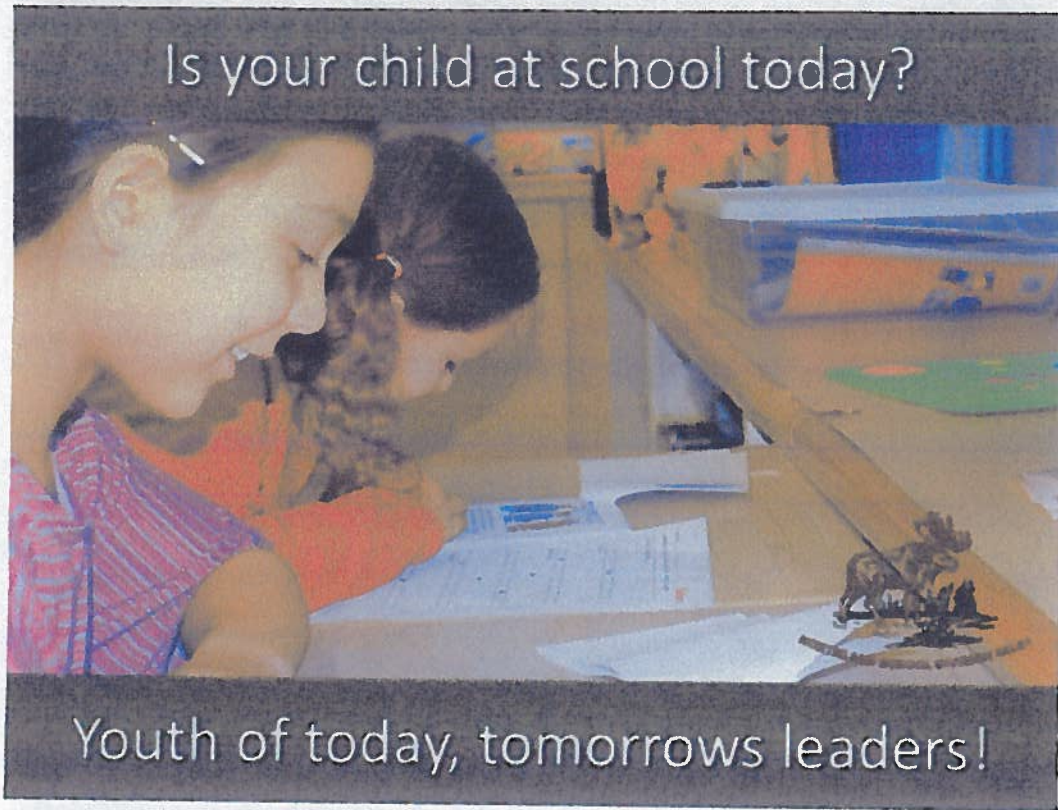




Radio public service announcements (PSAs) are offered as a community service by stations and are reserved for non-profit organizations publicizing initiatives, events or services and requesting volunteers. PSAs can play an important role in an overall communications strategy and can be done quickly with a short script and few minutes of recording time. Schools can work with the Communications Coordinator to develop public services announcements and help begin conversations with local radio stations.

Example PSA:

Did you know that your children can suffer academically if they miss 10 percent of school days? That works out to just one day every two weeks, and that can happen before you know it. So get your children off to a good start. Make sure they attend school on time every day....Because Every Day Counts!



Sources Consulted

Attendance Works - <http://www.attendanceworks.org/wordpress/wp-content/uploads/2011/06/Attendance-Works-PPT-v-4.pdf>

Balfanz, R., & Byrnes, V. (2012). *Chronic Absenteeism: Summarizing What We Know From Nationally Available Data*. Baltimore: Johns Hopkins University Center for Social Organization of Schools.



Superintendent's Report August 28, 2014

June, 2014

27	High Prairie - Luncheon for Gift Lake Staff
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July, 2014

2	Teleconference – Meeting with Charlene Bearshead, Calling Lake Community Education Project
3	Calling Lake – Local School Board Committee Meeting
4	Fort McKay – Meeting with Fort McKay First Nation
7	Edmonton – Meeting with University School
11	Peace River – Secretary Treasurer Interview
8	Peace River – Meeting with Victor Dikaitis, KTC Director of Education
14	Annual Holidays July 14 – August 18
21	Peace River – Secretary Treasurer Interview

August, 2014

18	Grouard – New Principal Orientation and New Teacher Orientation
19	Grouard – Agenda Review and Committee Meetings
19	High Prairie – Meeting with High Prairie School Division Re: Transition Planning
20	Grouard – Divisional Leadership Team Meeting
21	Grouard – Administrators' Meeting
22	Grouard – Administrators' Meeting
28	Peace River – Corporate Board Meeting

Committed Dates

September, 2014

4	Susa Creek – School Visit
4	Hinton – Meeting with Grande Yellowhead Public School Division
8	Fort Chipewyan – Meeting for New Mikisew School Project
9	Fort McKay – School Visit

June 20, 2014

The art of making learning fun with drama, music and visual arts

By KATE HAMMER

Royal Conservatory program uses drama, music and visual arts to teach core curriculum to students

At St. Anne's School in northern Alberta, teachers are stepping away from the chalkboard and using creative new techniques to teach the most confusing parts of the curriculum.

Sometimes this means using elaborate charades to act out examples of literary tools such as similes, metaphors and personification. Or turning a tarp into a giant Cartesian grid, laying it on the floor and getting the students to use mathematical equations to move between co-ordinates. Or explaining the food chain through a break-dancing competition – insects do a simple step and shuffle, apex predators must perform a more demanding move like the worm.

It's all part of the Royal Conservatory's Learning Through the Arts Youth Empowerment Program, which uses drama, music and visual arts to teach core curriculum to students in Grades 6 through 9.

The results, outlined in a report released this week by the Royal Conservatory, show that those who benefited most from the program were First Nations and Métis students.

Between 2010 and 2013, the first three years that the Learning Through the Arts program was delivered to about 3,000 students in Fort McMurray, the Grade 9 math scores of First Nations students have climbed more than 20 percentage points, beating the average for Alberta's non-aboriginal students.

First Nations students also beat the provincial average by nearly 10 points in Grade 6 language arts and posted a 20-percentage-point gain in Grade 9 social studies.

"It's thrilling," said Shaun Elder, executive director of Learning Through the Arts. "We always thought it was possible, but to see [aboriginal students] beating the provincial average in serious topics like math and language arts, that's off the charts."

Educators across the country are struggling with how to get First Nations youth – a fast-growing demographic – to live up to their academic potential. As a group they have long trailed their non-aboriginal peers on standardized tests, and only one in three graduates from high school.

The program pairs local artists with classroom teachers to develop creative ways to teach some of the drier or more confusing parts of the core curriculum. The teachers identify the concepts that their students struggle with most, and the artists help develop new ways to visualize or act out those ideas.

Grade 6 students at Fort McMurray's St. Anne School learned about a type of metaphor called personification this week using Learning Through the Arts techniques. Rather than memorizing the

definition of personification – a literary tool that lends human traits to animals and inanimate objects – 11-year-old Ryan Kelloway and his classmates acted out examples.

Ryan crouched on his hands and knees, like a chair, and pleaded with his classmates to sit on him.

"Please, please, please! Just come and sit!" he said, his eyes wide with dramatic flair.

"The chair begged me to sit on it," someone shouted, as the classroom erupted with laughter.

The program generates a more fun and informal feeling to the classroom, according to Gabby St. Martin, 16, a Métis Grade 10 student at Fort McMurray's Holy Trinity School. She remembers feeling intimidated and shy for most of her school career until she became part of Learning Through the Arts about two years ago.

"[The program] allowed me not to be worried about messing up," she said. "If you did you could laugh it off."

Gabby particularly enjoyed the elements of the program inspired by First Nations culture, many of which were developed with the help of Hazel "Issapaakii" Derange, a local elder and residential school survivor.

Issapaakii teaches students about traditional medicines, such as dandelions, and their teachers lead them in a scientific investigation of why these weeds can be used to treat skin rashes. (They contain an abundance of nutrients, including vitamins A, C and K, calcium and potassium.) First Nations and Métis students often struggle because they're intimidated by traditional classrooms, according to Issapaakii.

"For all of my life I was terrified of classrooms," she said. "I never wanted to go to school. The teacher would ask me to answer a question and my mind was blank."

Just letting kids out of their desks to move around can help them relax, she said, and the cultural elements of the program give aboriginal students a badly needed sense of validation.

Mr. Elder and his staff are exploring ways to expand the program into nearby communities with a higher density of aboriginal students, including Fort Chipewan and Fort McKay.

The challenge is finding local artists in a remote part of Canada where the cost of living is so high. The expansion will also test whether the program's success can be replicated outside the affluence of Fort McMurray and the region of Wood Buffalo, where the average household income is \$189,000.

Issapaakii, a soft-spoken great-grandmother with shoulder-length salt and pepper curls, lowers her voice and drops her easy smile when she talks about the expansion.

"It's a different way to reach kids," she said, "and there are kids who badly need that."

Aboriginal students outperform all others in Fort McMurray thanks to special learning program

‘You want to nurture their spirit, heart and mind’

BY MARTY KLINKENBERG, EDMONTON JOURNAL JUNE 21, 2014



Grade 10 student Gabby St. Martin with elder Issapaakii at Holy Trinity Catholic High School in Fort McMurray. An initiative launched in the school system by the Royal Conservatory of Music is helping Fort McMurray's aboriginal students excel.

Photograph by: Greg Halinda, Supplied

EDMONTON - Aboriginal youths in Fort McMurray are outperforming all other students as a result of an initiative launched in the local Catholic school system four years ago by the Toronto-based Royal Conservatory of Music.

First Nations, Métis and Inuit students receiving instruction through the conservatory's Learning Through the Arts Program have shown such dramatic improvement in provincial achievement tests that the curriculum will soon be introduced as a pilot project in Vancouver and Thunder Bay, Ont.

Through the program, elders from local First Nations visit schools to address students who then incorporate what they have heard into their classwork. The curriculum has been offered to more than 3,000 students in Fort McMurray thus far, and will be expanded next year to include fourth- and fifth-graders.

"When a student sees that there is something like this for them, and you infuse their culture into it, it gives them a strong feeling of belonging and hope for the future," said George McGuigan, superintendent of Fort McMurray's Catholic School District. "You want to nurture their spirit, heart and mind."

Overseen by teachers who have received training through the Royal Conservatory, the program has been offered to all students in Grades 6 through 9, but it is the aboriginal youths whose marks soared in the 2012-13 provincial achievement tests:

— In the Grade 9 math exam, aboriginals boosted their average scores from 44.7 to 66.1 per cent — beating the provincial average for all students and surpassing the average for First Nations youths by 23.3 per cent;

— In Grade 9 language arts, aboriginals' scores beat the provincial average for all students, while the entire student body in Fort McMurray's Catholic School District beat the provincial average by nearly nine per cent after trailing in the years before the program's start;

— In Grade 6 language arts, aboriginals posted a 91.7 per cent average, beating the provincial mark by 9.2 per cent, while the entire student body in the district had an average score of 96.2, surpassing the provincial average by nearly 14 per cent;

— In Grade 9 social studies, aboriginals improved by more than 19 per cent over the previous three years, and the district overall beat the provincial average by nearly nine per cent while exceeding the provincial average for the first time in years.

"There have been tremendous gains," McGuigan said. "I can't say they are solely due to one program, but I could say that it has had a significant impact."

Used in eight elementary schools and two middle/high schools, the program is flourishing with help from elders like Hazel (Issapaakii)Derange, a member of the Blackfoot Nation in southern Alberta who has lived in the north for 45 years.

"My dream and hope is that there will be a lot more aboriginal people coming in to schools to share our culture," said Derange, who is 65 with five children, 18 grandchildren and three great-great grandchildren.

"What I share in the classroom teachers don't know. We have people with so much knowledge and such a beautiful history, but not much is told about it. I hope there will be more of an aboriginal element to all of our learning programs."

Taken from her parents and placed in a residential school at age seven, Derange shares her experience with students who do art and social studies projects around it.

"When they hear my story, some are sympathetic and others are angry," she said. "They tell me, 'I want to know this so that when I have children I can tell them.'

"I see in them a growing pride and a desire to learn."

Gabby St. Martin, a 16-year-old who attends Holy Trinity High School, says she is inspired by Issapaakii.

A mixture of Cree, Ojibwe, Iroquois and French, she says her confidence and self-esteem has also grown through attending an after-school program overseen by Issapaakii and her son, Gitz, the Learning Through the Arts First Nations co-ordinator in Fort McMurray.

"When I heard about the residential school system, and how Issapaakii was stripped of her culture, it angered me at first," St. Martin, who enters Grade 11 next fall, said. "But when I heard the rest of her story, and about how she is using it to revitalize her culture, it made me want to take action.

"Now, I would say I am much more proud."

mklinkenberg@edmontonjournal.com

LEARNING THROUGH THE ARTS

What it is: The Learning Through the Arts Youth Empowerment Program was conceived by the Royal Conservatory of Music in 1984 to address concerns about the widespread loss of music and arts programming in schools.

How it works: The program brings Conservatory-trained dramatic and visual artists, musicians, dancers and writers to work with teachers and community program co-ordinators to engage students more deeply in their learning and stimulate the development of life skills through after-school activities.

Presence in Alberta: Learning Through the Arts is active in Greater Edmonton (10 classes, including Vital Grandin Catholic School in St. Albert) and Calgary (36 classes).

Aboriginal programming: The Conservatory has delivered aboriginal programming since 2001 in nearly every province, as well as the Yukon. Thanks to the success of the program in Fort McMurray's Catholic School District, in-class programming with an elder-in-residence is also being developed for Vancouver and Thunder Bay.

Cost: The program being offered in Fort McMurray currently costs \$163 per student per school year, which is funded by the provincial government and donations from the Suncor Energy Foundation.

ABORIGINAL DAY EVENTS

SATURDAY, June 21

High Level: 8 a.m.-6:30 p.m., daylong celebration at the High Level arena includes a hand games tournament, Dene Games demonstrations and competitions, competition, arts and crafts vendors, a pageant, the Friendship Idol Finale and a talent contest.

Edmonton Queen: 9 a.m.-noon, the riverboat docked along the south side of the North Saskatchewan River in downtown celebrates by staging a free breakfast. The vessel, which sails three times daily throughout summer, is operated by the Lesser Slave Lake Indian Regional Council.

Maskwacis: 10 a.m.-10 p.m., celebration put on by the Samson Cree Nation at Bear Paw Park includes dancing, barbecue, games for kids and fireworks.

Creating Hope Society, Edmonton: Pipe ceremony, 10:30 a.m., 19863 96th Street, Edmonton.

Jasper National Park: 11 a.m.-4 p.m., celebration on the lawn outside the information centre includes, drummers, singers and dancers, traditional teachings and storytelling, artists and cultural exhibits, traditional hand games, Métis jigging and fiddling, children's crafts and a round dance.

Churchill Square, Edmonton: 11:30 a.m. -6 p.m., Summer Solstice Celebration includes a grand entry, friendship dancers, Métis fiddling and jigging, a conversational Cree group, aboriginal craft vendors, country and hip-hop performances, family activities and food;

1-3 p.m., Awareness Walk for 26-year-old missing woman Shelly Tanis Dene, last seen by her family in Edmonton on Nov. 8, 2013. Speeches, traditional smudge and a prayer ceremony with drummers and singers will be held before the walk.

Muttart Conservatory, Edmonton: Noon to 4 p.m., First Nations program includes the opening of a wild prairies exhibit that will run through Aug. 17. Entertainment provided by the Heavenly Skies Dance Society and members of the Edmonton Flying Eagle Community Programs, who will lead crafts and games. 9629 96A St.

Fort McKay First Nation: Noon to midnight, Treaty Days events include hand games, a cultural festival, community dinner, Dwight Yoakam concert and fireworks.

Legislature Grounds, Edmonton: 1-4 p.m., Sun and Moon Visionaries celebration, includes a grand entry, artisan fair and cultural exhibits, grand entry and concert.

Strathcona County Museum and Archives, Sherwood Park: 12:30-3 p.m., opening of an aboriginal peoples exhibit that includes clothing and other artifacts, as well as beadwork done by students at the Amiskwacy Academy, 913 Ash Street.

Métis Crossing Aboriginal Days, Smoky Lake: 1-8 p.m., talent show and jamboree, 13 km south of Smoky Lake.

Mustard Seed Street Church, Edmonton: 3:30-10 p.m., 10635 96th St., includes a meal of bannock and venison stew, story-telling, teepee building and a performance by singer Michelle Nieviadomy.

SUNDAY, June 22

St. Albert Aboriginal Festival: Noon-4 p.m., Lion's Park, Sir Winston Churchill Avenue and Tache Street, events celebrating Métis, First Nations and Inuit culture.

Good Afternoon;

At our teleconference on June 11th, we shared with you advance information about clarifications to the mathematics program. I am pleased to share the link to the updated *Alberta Mathematics Kindergarten to Grade 9 Program of Studies* and the teacher support resource *Alberta K-9 Mathematics Achievement Indicators* which are both available on the Alberta Education [mathematics webpage](#) ([Also in French](#)). As well, at this link you will find summaries of clarifications to the program of studies and achievement indicators along with a new fact sheet for parents.

I would also like to highlight some of the other supports available on the mathematics webpage.

- [Facts about Mathematics Education in Alberta for Parents](#) ([Also in French](#)) that answer key questions that parents may have about mathematics education in Alberta.
- [Bulletin for Teachers: Helping Parents Understand the Alberta Mathematics Kindergarten to Grade 9 Program of Studies](#) ([Also in French](#)) that clarifies program expectations and supports parental engagement.
- [eleven fact sheets for parents](#) ([Also in French](#)) of students in K-9 describing key clarifications to the math program, including messages about [personal strategies](#) ([Also in French](#)), [developing number sense](#) ([Also in French](#)), and [appropriate technology use](#) ([Also in French](#));
- [six fact sheets for parents and students in high school](#) ([Also in French](#)) explaining the three high school course sequences;
- FAQs for [parents](#) ([Also in French](#)), [students](#) ([Also in French](#)) and [educators](#) ([Also in French](#)) to answer common questions regarding learning math in Alberta, including the question "How can I help my child with homework?";
- [seven videos](#) ([Also in French](#)) and accompanying [fact sheets](#) ([Also in French](#)) featuring each of the mathematical processes;
- [four videos](#) ([Also in French](#)) to promote awareness of the program and the nature of the program (*Math: It's everywhere*);
- Supports for teachers, including [Programs of Study](#) ([Also in French](#)), [Authorized Resources](#) ([Also in French](#)), [Fact Sheets and Useful Links](#) ([Also in French](#)), and other [Support Materials](#) ([Also in French](#)).

Alberta Education has recently made available a series of [five videos for parents](#) ([Also in French](#)) that show how elementary students communicate, solve problems, use technology and apply strategies in mathematics.

If anyone in your community has any questions about the mathematics programs of study, they are welcome to contact:

- Amaya Ortigosa, Team Leader, Mathematics K-9, at [780-422-5079](tel:780-422-5079) or Amaya.Ortigosa@gov.ab.ca);
- Kris Reid, Team Leader, Mathematics 10-12, at [780-427-3588](tel:780-427-3588) or Kris.Reid@gov.ab.ca); or
- Diane Stobbe, French Team Leader, Mathematics K-12, at [780-427-7489](tel:780-427-7489) or Diane.Stobbe@gov.ab.ca.

Please share this information with your community.

Your ongoing support is greatly appreciated.

Cheers!

Ellen

Thursday, July 17, 2014

Donna Barrett, Superintendent
Northlands Schools Division
P.O. Bag 1400 9809 77 Avenue
Peace River, AB T8S 1V2

Dear Dr. Barrett,

Thank you so much for all of the work you and your district leaders have done this year to support APPLE Schools and the implementation of Comprehensive School Health (CSH) in Alberta. We continue to value working with you as we strive to ensure there are healthy kids in healthy schools across the province. Attached, you will find an overview of APPLE Schools 2014 with a summary of our research and the direction we are moving as a project.

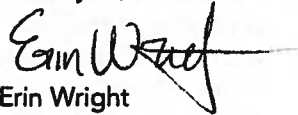
In 2008, APPLE Schools was initiated in 10 schools in the Edmonton area. In the 2014-15 school year, we will expand into four more schools in Northern Alberta, for a total of 51 APPLE Schools in 10 jurisdictions, impacting over 15,000 students. In your school jurisdiction APPLE Schools continues to support the following schools:

St. Theresa School (Wabasca)

The success of APPLE Schools described in the attached overview couldn't have been possible without the support of the students, staff, administrators and district leaders from Northlands School Division. APPLE Schools would like to take this opportunity to thank you for partnering on district wellness initiatives and continually communicating to your schools and partners on the importance of having healthy kids in healthy schools. There was a strong move toward sustainability at St. Theresa School this year, as both of us provided extra funding for Nandia Narine to continue her work as a full time School Health Facilitator during the 2013 – 2014 school year. We hope to continue and expand the collaborative partnership we have developed with your jurisdiction in the coming years.

For the 2014-2015 school year, staffing supports to schools have changed in order to provide the most effective level of support. If you are interested in meeting with us to discuss the changes, and how we can continue to partner through the 2014-2015 school year, please contact me at erin.wright@appleschools.ca. We look forward to continuing to work with your school division to 'make the healthy choice, the easy choice' for students, staff and families.

Thank you,



Erin Wright
Manager
APPLE Schools

cc: Don Tessier

**FILED IN
DOCUSHARE**



Alberta Project Promoting
active Living & healthy Eating

VISION:

**Empower students and
school communities to
"choose, lead and
be healthy."**

Alberta Project Promoting active Living and healthy Eating in Schools (APPLE Schools)
Healthy Kids in Healthy Schools

APPLE Schools is an innovative school-focused health promotion initiative that improves the lives of more than 15,000 students in 51 schools across Northern Alberta through healthy eating, active living and positive social behaviours.

Since 2008, APPLE Schools has invested \$14 million in vulnerable student populations to prevent chronic diseases related to childhood obesity and overweight. It is estimated this investment will save \$210 million through avoided health care costs, improved academic achievement, enhanced mental wellbeing, and better quality of life.¹

APPLE Schools transforms entire school communities from the bottom-up through an approach known as Comprehensive School Health (CSH). CSH changes school environments to "make the healthy choice the easy choice".

Each school is provided an APPLE School Health Facilitator (SHF) trained in nutrition, physical activity, CSH, and community development. The SHF works in partnership with students, parents, teachers, administrators, and community members to develop and implement a school action plan designed to meet the specific needs of their school.

School action plans include activities chosen by students and are designed to make healthy living fun and engaging. Examples include planting classroom gardens, providing healthy hot lunches, organizing after-school cooking classes or physical activity programs.

APPLE Schools equips students with the knowledge necessary to be confident leaders and take ownership of their own health and social behaviors. Research has shown that students in APPLE Schools eat healthier, are more physically active,

and are more likely to be a healthy weight than other students across Alberta. There is a strong link between healthy learners and academic achievement, and APPLE Schools helps students achieve more. These results extend beyond in-class behaviour to include activity outside of class, indicating a robust shift towards healthy lifestyles. Further, students from all socio-economic backgrounds benefit from APPLE Schools, which means inequalities in health are significantly reduced.

APPLE Schools focuses on data to ensure accountability and drive results. Each school's action plan is continuously improved and modified based on metrics from the previous year. Data from student pedometers, parental surveys, focus groups and interviews all help assess the relative success of each school's action plan. This helps ensure a sustainable project for the future. Eventually, the SHF transitions out of the school, while a champion teacher continues to work with APPLE to implement successful strategies.

APPLE Schools is committed to shifting the paradigm from treatment of chronic illness and disease to prevention. The project addresses health inequities by reaching vulnerable communities including many with high First Nations, Métis, and Inuit populations. APPLE Schools is a student-centred, cost-effective, evidence-based project unlike any other in Canada today where students acquire healthy habits that will translate into a lifetime of healthy living.

"Having our children attend an APPLE school has helped us to reinforce the healthy lifestyle we try to foster with our children at home. Having a school community all on the same page in terms of health makes these life lessons easier to establish."

PARENT, FORT MCMURRAY

For more information on APPLE Schools see: www.appleschools.ca



A Sound Investment for the Future

Students in APPLE schools take ownership of their own health and demonstrate:

INCREASED PHYSICAL ACTIVITY ^{2,3,4}

- 35% increase in physical activity (based on pedometer measurements)
- 2-3 times more steps taken per day
- Increases in physical activity during school hours, after-school hours, and on weekends, showing that students “own” this change in behavior

IMPROVED DIETARY HABITS ^{4,5}

- Students eat more fruits and vegetables and consume fewer calories (roughly half a serving more fruits and vegetables and 237 daily calories less)

DECREASED OBESITY ^{4,5}

- Students are nearly 40% less likely to be obese than in comparison schools, which is associated with greater physical activity and improved dietary habits

IMPROVEMENTS IN LEARNING OUTCOMES ^{6,7}

- Students show improved quality of life, leadership abilities, productivity and learning outcomes

IMPROVEMENTS IN HEALTH FOR ALL STUDENTS ²

- Increases in physical activity among low-active, active and high-active students
- Children with the lowest starting levels of activity end up with the most benefit
- The project reaches normal weight and overweight students, as well as those of distinct socioeconomic backgrounds

RETURN ON INVESTMENT ⁸

- For every \$1 spent on APPLE Schools there is a \$13 return on investment for savings of future health care costs
- ROI increases when other social factors such as grade retention, reduction of behavioral incidence, crime rates and high school completion are included. The social ROI could increase to \$15 - \$25 ⁹

PARADIGM SHIFT

- APPLE Schools represents a paradigm shift—changing the current approach to health in Alberta from a continuous focus on acute care, after-the-fact health interventions, into a truly effective and preventive approach
- Students in APPLE Schools take the message of active living and healthy eating into their own leisure time outside of school hours
- APPLE Schools represents a commitment to health promotion and disease prevention that targets children and youth at a critical stage of development when life-long habits are being formed (ages 5-7)

APPLE SCHOOLS ARE IN DEMAND

- APPLE Schools is very popular and in demand among students, parents, principals, and communities alike
- Schools request to participate in the project regularly

www.appleschools.ca

¹ Published in APPLE Schools Progress Report, December, 2012 by Dr. Paul Veugelers, University of Alberta.

² Vander Ploeg K, Maximova K, McGavock J, Veugelers P. (2014). *Do school-based physical activity interventions increase or reduce inequalities in health?* Social Science and Medicine

³ Vander Ploeg K, Wu B, McGavock J, Veugelers PJ. (2012). *Physical Activity among Canadian Children on School Days and Non-School Days.* Journal of Physical Activity & Health.

⁴ Vander Ploeg K, McGavock J, Maximova K, Veugelers PJ. (2014). *School-based health promotion and physical activity during and after school hours.* Pediatrics.

⁵ Fung, C., Kuhle, S., Lu, C., Purcell, M., Schwartz, M., Storey, K. & Veugelers, P. (2012). *From “best practice” to “next practice”: the effectiveness of school-based health promotion in improving healthy eating and physical activity and preventing childhood obesity.* International Journal of Behavioral Nutrition and Physical Activity, 9(27).

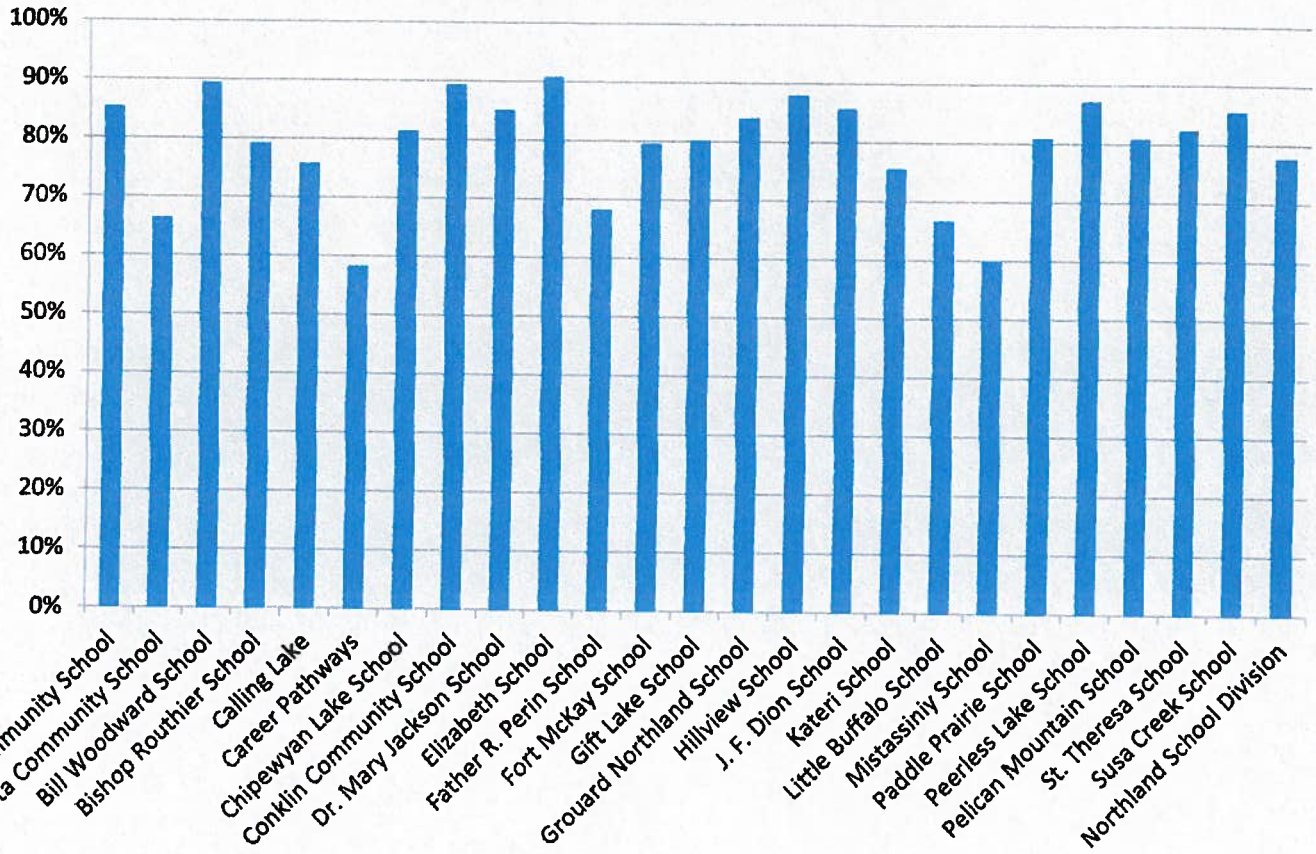
⁶ Personal communication with Dr. P. Veugelers, April 2014. Dr. Veugelers has conducted research on Comprehensive School Health programs in Nova Scotia as well as with APPLE Schools in Alberta.

⁷ Nadirova, A. & Burger, J. (2014). *Analysis of Provincial Achievement Test (PAT) Results for the Schools Participating in the Alberta Project Promoting Active Living and Healthy Eating (APPLE).*

⁸ Presented by Dr. Paul Veugelers at the National Forum on Public Health, University of Alberta, November 2013.

⁹ Published in APPLE Schools Progress Report, December, 2012 by Dr. Paul Veugelers, University of Alberta

2013-2014 Attendance Average



Northland School Division No. 61
Attendance 2013-2014
Division Wide

SCHOOL	ATTENDANCE	ELEM	JUNIOR	SENIOR	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Anzac Community School	85%	86%			65	65	66	66	68	67	68	68	67	67
Athabasca Delta Community School	66%	74%	60%	61%	238	238	242	245	257	255	257	256	229	214
Bill Woodward School	89%	85%	93%	92%	114	115	113	111	115	115	118	117	114	113
Bishop Routhier School	79%	81%			62	62	63	63	66	66	69	67	63	64
Calling Lake	76%	80%	73%	65%	139	146	150	150	163	163	145	147	150	157
Career Pathways	58%			58%	48	52	50	49	33	33	32	32	32	32
Chipewyan Lake School	81%	82%	77%	94%	21	24	24	24	19	20	20	20	21	21
Conklin Community School	89%	87%	92%		36	30	30	30	27	30	29	31	33	33
Dr. Mary Jackson School	85%	85%	76%	88%	33	35	36	35	37	38	38	37	35	35
Elizabeth School	91%	93%	88%		142	146	142	145	146	146	150	150	151	151
Father R. Perin School	68%	63%	61%	61%	74	75	75	75	76	75	75	76	77	76
Fort McKay School	80%	82%	75%		97	99	97	98	93	100	99	101	101	101
Gift Lake School	80%	84%	75%		174	181	183	183	177	178	167	164	162	166
Grouard Northland School	84%	87%	83%		101	101	105	104	98	98	97	98	98	96
Hillview School	88%	91%			48	42	41	41	34	36	33	33	35	35
J. F. Dion School	86%	89%	84%		57	59	64	64	61	65	66	66	60	60
Katerl School	76%	80%	69%	62%	93	95	91	91	90	91	90	91	90	86
Little Buffalo School	67%	70%	65%	67%	191	185	194	195	177	179	182	183	189	189
Mistassiny School	60%		71%	44%	363	372	374	375	373	372	369	371	371	371
Paddle Prairie School	81%	82%	82%	73%	104	107	103	101	99	99	97	99	98	91
Peerless Lake School	87%	89%	87%	83%	132	127	125	122	123	126	130	130	131	128
Pelican Mountain School	81%	87%			21	23	22	22	23	21	24	24	25	24
St. Theresa School	82%	82%			386	387	384	385	393	400	407	395	392	391
Susa Creek School	86%	88%	82%		43	45	38	38	41	41	41	42	42	42
Northland School Division	78%	82%	74%	60%	2782	2811	2812	2812	2789	2814	2803	2788	2766	2743

June, 2014

17	Peace River	Agenda Review
	Peace River	Little Buffalo Staff Appreciation Dinner
	High Prairie	Meet with Assistant Deputy Minister, Education
	High Prairie	Overnight
18	Peavine	School Tours with Assistant Deputy Minister, Education
	Gift Lake	
	Martin Lake	
	Wabasca	Overnight
19	Wabasca	School Tours with Assistant Deputy Minister, Education
	Wabasca	Meeting with MD of Opportunity Counsellor
	High Prairie	Travel/Overnight
20	High Prairie	Meeting with the Minister of Education and MLA Pearl Calahasen
	Leduc	Travel
23	Slave Lake	Quality of Work/Life Committee Meeting
	Peace River	Office
	Manning	Overnight
24	Paddle Prairie	School Visit
	Keg River	School Visit
	Peace River	Advisory Committee Orientation
25	Peace River	Advisory Committee Orientation/Meeting
26	Peace River	Corporate Board Meeting
	Leduc	Travel
27	Edmonton (PM)	Meeting with the Office of the Auditor General, Alberta
30	Edmonton	Meeting with Alberta Education

July

2	Edmonton (PM)	Meeting with the Superintendent of Schools, Northland School Division
3	Conklin	Community Visit
	Fort McMurray	Overnight
4	Fort McKay	Meeting with the Fort McKay First Nation Director of Education and Councillor and the University of Calgary
	Leduc	Travel
17	Leduc (AM)	Meeting with Acting Chief Administrative Officer, Gift Lake Metis Settlement
18	Edmonton (PM)	Meeting with Alberta Education
21	Peace River (PM)	Travel
22	Peace River	Office
	High Level	Travel/Overnight
23	Paddle Prairie	Alberta Education/Alberta Infrastructure Tour of Paddle Prairie School
	Keg River	Community Visit
	Peace River	Travel
24	Peace River	Office
	Leduc	Travel
28	Edmonton (PM)	Meeting with Alberta Education Re: Housing



Chairman's Report

August 28, 2014

August

5	Calling Lake	Meeting with the Chairperson, Local School Board Committee
	Wabasca	Travel
6	Wabasca	Community Visit
	Gift Lake	Community Visit/School Site Visit
	Leduc	Travel
7	Edmonton	Meeting with Assistant Deputy Minister, Education
		Meeting with Acting Assistant Deputy Minister, FNMI
11	Edmonton (PM)	Meeting with Alberta Education
13	Wabasca	Meeting with MD of Opportunity Counsellor
	Little Buffalo	School Tour
	Peace River	Overnight
14	Peace River	Office
	Leduc	Travel
18	Edmonton	Meeting with Alberta Education
	High Prairie	Travel
19	Grouard	Agenda Review and Committee Meetings
	High Prairie	Overnight
20	Grouard	Orientation
	High Prairie	Overnight
21	Grouard	Administrators' Meeting
	Grande Cache	Overnight
22	Grande Cache	Meeting with Chair, Susa Creek Local School Board Committee
	Susa Creek	School Tour
	Grande Cache	Aseniwuche Winewak Nation of Canada Twentieth Anniversary Celebration
	Leduc	Travel

**NORTHLAND SCHOOL DIVISION NO. 61
LOCAL SCHOOL BOARD COMMITTEE REPORT
2013/2014 SCHOOL YEAR
PERIOD ENDING - AUGUST 22, 2014**

	Future Pay Out	Paid During Yr.	Total Pd. & Committed	Budget	Difference	Percent Expended
<u>Anzac</u>						
Quarterly Honorarium	1,194.19	2,700.78	3,894.97	4,920.00	1,025.03	
Travel & Subsistence		-	-	5,032.00	5,032.00	
In - Service			-		-	
Prior Year Carryover			-		-	
Casual Labour, Supplies & Awards		1,650.30	1,650.30	250.00	(1,400.30)	
Total	1,194.19	4,351.08	5,545.27	10,202.00	4,656.73	54.4%
<u>Athabasca Delta</u>						
Quarterly Honorarium	1,202.38	2,018.28	3,220.66	4,920.00	1,699.34	
Travel & Subsistence			-	5,340.00	5,340.00	
In - Service			-		-	
Prior Year Carryover			-		-	
Casual Labour, Supplies & Awards		109.73	109.73	250.00	140.27	
Total	1,202.38	2,128.01	3,330.39	10,510.00	7,179.61	31.7%
<u>Bishop Routhier</u>						
Quarterly Honorarium	1,221.94	3,526.22	4,748.16	4,920.00	171.84	
Travel & Subsistence			-	1,992.00	1,992.00	
In - Service			-		-	
Prior Year Carryover			-		-	
Casual Labour, Supplies & Awards		1,171.65	1,171.65	250.00	(921.65)	
Total	1,221.94	4,697.87	5,919.81	7,162.00	1,242.19	82.7%
<u>Calling Lake</u>						
Quarterly Honorarium	1,221.56	2,383.02	3,604.58	4,920.00	1,315.42	
Travel & Subsistence			-	3,060.00	3,060.00	
In - Service			-		-	
Prior Year Carryover			-		-	
Casual Labour, Supplies & Awards			-	250.00	250.00	
Total	1,221.56	2,383.02	3,604.58	8,230.00	4,625.42	43.8%
<u>Chipewyan Lakes</u>						
Quarterly Honorarium	735.50	1,947.90	2,683.40	4,920.00	2,236.60	
Travel & Subsistence			-	2,740.00	2,740.00	
In - Service			-		-	
Prior Year Carryover			-		-	
Casual Labour, Supplies & Awards			-	250.00	250.00	
Total	735.50	1,947.90	2,683.40	7,910.00	5,226.60	33.9%
<u>Conklin</u>						
Quarterly Honorarium	1,455.38	3,583.64	5,039.02	4,920.00	(119.02)	
Travel & Subsistence			-	4,144.00	4,144.00	
In - Service			-		-	
Prior Year Carryover			-		-	
Casual Labour, Supplies & Awards			-	250.00	250.00	
Total	1,455.38	3,583.64	5,039.02	9,314.00	4,274.98	54.1%

	Future Pay Out	Paid During Yr.	Total Pd. & Committed	Budget	Difference	Percent Expended
<u>Dr. Mary Jackson</u>						
Quarterly Honorarium	1,471.00	3,694.35	5,165.35	4,920.00	(245.35)	
Travel & Subsistence			-	2,184.00	2,184.00	
In - Service			-		-	
Prior Year Carryover			-		-	
Casual Labour, Supplies & Awards		886.84	886.84	250.00	(636.84)	
Total	1,471.00	4,581.19	6,052.19	7,354.00	1,301.81	82.3%
<u>East Prairie</u>						
Quarterly Honorarium	1,229.75	3,696.19	4,925.94	4,920.00	(5.94)	
Travel & Subsistence		1,807.85	1,807.85	2,128.00	320.15	
In - Service			-		-	
Prior Year Carryover			-		-	
Casual Labour, Supplies & Awards			-	250.00	250.00	
Total	1,229.75	5,504.04	6,733.79	7,298.00	564.21	92.3%
<u>Elizabeth</u>						
Quarterly Honorarium	1,206.25	2,761.62	3,967.87	4,920.00	952.13	
Travel & Subsistence			-	3,816.00	3,816.00	
In - Service			-		-	
Prior Year Carryover			-		-	
Casual Labour, Supplies & Awards		1,026.61	1,026.61	250.00	(776.61)	
Total	1,206.25	3,788.23	4,994.48	8,986.00	3,991.52	55.6%
<u>Father R Perin</u>						
Quarterly Honorarium	1,221.56	3,687.40	4,908.96	4,920.00	11.04	
Travel & Subsistence			-	4,144.00	4,144.00	
In - Service			-		-	
Prior Year Carryover			-		-	
Casual Labour, Supplies & Awards		1,031.46	1,031.46	250.00	(781.46)	
Total	1,221.56	4,718.86	5,940.42	9,314.00	3,373.58	63.8%
<u>Fort McKay</u>						
Quarterly Honorarium	735.50	2,206.50	2,942.00	4,920.00	1,978.00	
Travel & Subsistence			-	4,144.00	4,144.00	
In - Service			-		-	
Prior Year Carryover			-		-	
Casual Labour, Supplies & Awards			-	250.00	250.00	
Total	735.50	2,206.50	2,942.00	9,314.00	6,372.00	31.6%
<u>Gift Lake</u>						
Quarterly Honorarium	1,218.00	3,502.51	4,720.51	4,920.00	199.49	
Travel & Subsistence		-	-	2,292.00	2,292.00	
In - Service			-		-	
Prior Year Carryover			-		-	
Casual Labour, Supplies & Awards			-	250.00	250.00	
Total	1,218.00	3,502.51	4,720.51	7,462.00	2,741.49	63.3%
<u>Grouard</u>						
Quarterly Honorarium	1,552.71	2,753.77	4,306.48	4,920.00	613.52	
Travel & Subsistence		2,404.90	2,404.90	2,028.00	(376.90)	
In - Service			-		-	
Prior Year Carryover			-		-	
Casual Labour, Supplies & Awards			-	250.00	250.00	
Total	1,552.71	5,158.67	6,711.38	7,198.00	486.62	93.2%

	Future Pay Out	Paid During Yr.	Total Pd. & Committed			Percent Expended
				Budget	Difference	
<u>J.F. Dion</u>						
Quarterly Honorarium	1,229.75	3,690.88	4,920.63	4,920.00	(0.63)	
Travel & Subsistence		38.38	38.38	4,052.00	4,013.62	
In - Service			-		-	
Prior Year Carryover			-		-	
Casual Labour, Supplies & Awards		1,118.39	1,118.39	250.00	(868.39)	
Total	1,229.75	4,847.65	6,077.40	9,222.00	3,144.60	65.9%
<u>Kateri</u>						
Quarterly Honorarium	1,206.25	2,045.69	3,251.94	4,920.00	1,668.06	
Travel & Subsistence		2,043.48	2,043.48	2,416.00	372.52	
In - Service			-		-	
Prior Year Carryover			-		-	
Casual Labour, Supplies & Awards			-	250.00	250.00	
Total	1,206.25	4,089.17	5,295.42	7,586.00	2,290.58	69.8%
<u>Little Buffalo</u>						
Quarterly Honorarium	1,700.50	3,498.86	5,199.36	4,920.00	(279.36)	
Travel & Subsistence			-	1,880.00	1,880.00	
In - Service			-		-	
Prior Year Carryover			-		-	
Casual Labour, Supplies & Awards		800.00	800.00	250.00	(550.00)	
Total	1,700.50	4,298.86	5,999.36	7,050.00	1,050.64	85.1%
<u>Mistassinly</u>						
Quarterly Honorarium	1,692.69	3,115.70	4,808.39	4,920.00	111.61	
Travel & Subsistence		371.12	371.12	2,836.00	2,464.88	
In - Service			-		-	
Prior Year Carryover			-		-	
Casual Labour, Supplies & Awards		954.02	954.02	250.00	(704.02)	
Total	1,692.69	4,440.84	6,133.53	8,006.00	1,872.47	76.6%
<u>Paddle Prairie</u>						
Quarterly Honorarium	1,218.00	3,030.28	4,248.28	4,920.00	671.72	
Travel & Subsistence		500.00	500.00	2,288.00	1,788.00	
In - Service			-		-	
Prior Year Carryover			-		-	
Casual Labour, Supplies & Awards		-	-	250.00	250.00	
Total	1,218.00	3,530.28	4,748.28	7,458.00	2,709.72	63.7%
<u>Peerless Lake</u>						
Quarterly Honorarium	1,218.00	3,774.35	4,992.35	4,920.00	(72.35)	
Travel & Subsistence		1,715.25	1,715.25	2,340.00	624.75	
In - Service			-		-	
Prior Year Carryover			-		-	
Casual Labour, Supplies & Awards		560.00	560.00	250.00	(310.00)	
Total	1,218.00	6,049.60	7,267.60	7,510.00	242.40	96.8%
<u>Pelican Mountain</u>						
Quarterly Honorarium	988.50	2,055.05	3,043.55	4,920.00	1,876.45	
Travel & Subsistence			-	3,096.00	3,096.00	
In - Service			-		-	
Prior Year Carryover			-		-	
Casual Labour, Supplies & Awards		550.78	550.78	250.00	(300.78)	
Total	988.50	2,605.83	3,594.33	8,266.00	4,671.67	43.5%

	Future Pay Out	Paid During Yr.	Total Pd. & Committed			Percent Expended
				Budget	Difference	
<u>St. Theresa</u>						
Quarterly Honorarium	1,229.75	3,922.01	5,151.76	4,920.00	(231.76)	
Travel & Subsistence		-	-	2,860.00	2,860.00	
In - Service			-		-	
Prior Year Carryover			-		-	
Casual Labour, Supplies & Awards		3,162.72	3,162.72	250.00	(2,912.72)	
Total	1,229.75	7,084.73	8,314.48	8,030.00	(284.48)	103.5%
<u>Susa Creek</u>						
Quarterly Honorarium	1,218.00	2,853.78	4,071.78	4,920.00	848.22	
Travel & Subsistence			-	2,984.00	2,984.00	
In - Service			-		-	
Prior Year Carryover			-		-	
Casual Labour, Supplies & Awards		1,147.55	1,147.55	250.00	(897.55)	
Total	1,218.00	4,001.33	5,219.33	8,154.00	2,934.67	64.0%
GRAND TOTAL	27,367.16	89,499.81	116,866.97	181,536.00	64,669.03	

TOTAL NUMBER OF LSBC WITHIN BUDGET	21	64,953.51
TOTAL NUMBER OF LSBC OVER BUDGET	1	(284.48)
TOTAL NUMBER OF LSBC	22	64,669.03

**NORTHLAND SCHOOL DIVISION NO. 61
BOARD REPORT
2013/2014 SCHOOL YEAR
PERIOD ENDING - AUGUST 22, 2014**

	ACTUAL	BUDGET	VARIANCE
<u>ELECTIONS</u>			
REMUNERATION TRUSTEES	-	-	-
EMPLOYEE BENEFITS-TRUSTEES	-	-	-
POSTAGE-ELECTIONS	29.52	-	(29.52)
INSERVICE-ELECTIONS	-	-	-
RENUMERATION-ELECTIONS	54,022.50	30,000.00	(24,022.50)
TRAVEL & SUBSISTENCE-ELECTIONS	2,777.84	140,000.00	137,222.16
PRINTING & BINDING-ELECTIONS	3,521.24	10,000.00	6,478.76
ADVERTISING-ELECTIONS	19,399.69	20,000.00	600.31
OFFICE SUPPLIES-ELECTIONS	725.82	10,000.00	9,274.18
SUB-TOTAL	80,476.61	210,000.00	129,523.39
<u>COMMITTEES</u>			
REMUNERATION TRUSTEES	-	-	-
EMPLOYEE BENEFITS - TRUSTEES	-	-	-
TRAVEL & SUBSISTENCE-PERSONNEL	-	-	-
TRAVEL & SUBSISTENCE-EDUCATION	-	-	-
TRAVEL & SUBSISTENCE-FINANCE	-	-	-
TRAVEL & SUBSISTENCE-NEGOTIATION	2,453.44	-	(2,453.44)
TRAVEL & SUBSISTENCE-PAC	-	-	-
TRAVEL & SUBSISTENCE-AD HOC	-	40,000.00	40,000.00
TRAVEL & SUBSISTENCE-QUALITY OF WORK LIFE	305.27	15,000.00	14,694.73
TRAVEL & SUBSISTENCE-KTC PARTNERSHIP	-	-	-
TRAVEL & SUBSISTENCE-MARTIN ABORIGINAL INITIAT	-	-	-
TRAVEL & SUBSISTENCE-POLICY REVIEW	21,348.48	-	(21,348.48)
TRAVEL & SUBSISTENCE - NCET-NSD ENGAGEMENT	-	-	-
TRAVEL & SUBSISTENCE - RED EARTH TRANSFER	-	-	-
SUB-TOTAL	24,107.19	55,000.00	30,892.81
<u>OTHER EXPENSES</u>			
REMUNERATION TRUSTEES	-	-	-
REMUNERATION - RECRUITMENT	-	-	-
REMUNERATION TRUSTEES - RETREAT	-	-	-
EMPLOYEE BENEFITS - TRUSTEES	2,808.15	-	(2,808.15)
EMPLOYEE BENEFITS - RECRUITMENT	-	-	-
PROFESSIONAL SERVICES	99,376.10	200,000.00	100,623.90
IN-SERVICE - BOARD	-	110,000.00	110,000.00
IN-SERVICE - BOARD (ORIENTATION)	49,157.80	100,000.00	50,842.20
IN-SERVICE - N.S.D. P.D. - TRUSTEES	-	-	-
LEGAL FEES - BOARD TRUSTEES	11,998.25	10,000.00	(1,998.25)
REMUNERATION ALTERNATES	-	-	-
VISA PURCHASES - TRUSTEE	695.68	-	(695.68)
TELEPHONE - TRUSTEE	1,359.47	5,000.00	3,640.53
TELEPHONE - VICE CHAIRMAN	-	-	-
TRAVEL & SUBSISTENCE - BOARD/OTHER	78,697.04	110,000.00	31,302.96
TRAVEL & SUBSISTANCE - PSBA	-	-	-
TRAVEL & SUBSISTANCE - ASBA	-	-	-
TRAVEL & SUBSISTENCE - TRUSTEE	-	-	-
TRAVEL & SUBSISTENCE - VICE CHAIRMAN	-	-	-
TRAVEL & SUBSISTENCE - RECRUITMENT	-	-	-
A.S.B.A. & P.S.B.A. FEES - BOARD	43,324.25	38,000.00	(5,324.25)
PRINTING & BINDING	8,916.10	2,000.00	(6,916.10)
INSURANCE - BOARD OF TRUSTEES	178.79	250.00	71.21
ADVERTISING - BOARD	175.63	5,000.00	4,824.37
OFFICE SUPPLIES	2,751.56	500.00	(2,251.56)
AWARDS	28,009.18	16,500.00	(11,509.18)
POSTAGE - BOARD	1,161.40	4,000.00	2,838.60
FURNITURE& EQUIPMENT	-	5,000.00	5,000.00
SUB-TOTAL	328,609.40	606,250.00	277,640.60
TOTAL	433,193.20	871,250.00	438,056.80



A · S · B · A
Alberta School Boards
Association

For members of the Alberta School Boards Association

Communications Now

September 2014

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Does your school board have a communications challenge?

Sign up to work with Incite marketing to develop your school board's plan this year

The Alberta School Boards Association is again offering 10 school boards the opportunity to work with an Edmonton marketing firm (Incite) to develop a communications plan to address a specific local issue. Our goal: To give school boards access to professional expertise and resources to support their efforts to build stronger awareness and stakeholder engagement tailored to their local circumstances

What is involved?

For your school board's \$10,000 fee you will receive the following:

- Your school board's planning team will spend 2.5 days with nine other school boards working with Incite to laying the groundwork for your school board's ready-to-implement plan for use in your jurisdiction. You will

learn about a planning template that will guide the development of your local plan.

- As follow-up to the foundation workshop, Incite will provide a half-day session in your local jurisdiction, where you will finalize your school board's communications plan.
- Over the course of the project, Incite will be offer six telephone coaching sessions as your team develops and implements your jurisdiction's plan.
- The project will conclude with an evaluation which will be reflected in a final report that will highlight your best practices and what you learned. We will share this with Alberta school boards.

We estimate this represents a \$35,000 value. By offering this to a cohort of 10 school boards we achieve economies of scale which result in savings for the participating school boards.

Who should be on our school board's team?

- Based on our 2013 project, we found a three-member team made up of: 1 trustee, 1 senior staff member and the communications person (if your jurisdiction has one) was the most effective configuration.

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.



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- We also found it very important that all team members are available to attend all project events. This sustains energy and momentum as you develop and implement your communications plan.

Draft project schedule:

- Program kickoff: October 1, 2014
- Background/prep work with individual school boards: October 1–November 15, 2014
- 2.5-day workshop in Edmonton: mid to late November, 2014
- Develop your school board plan: December 1, 2014–January 31, 2015
- Local half-day follow-up sessions: January 15–January 31, 2015
- Ongoing telephone support: February 1–September 30, 2015
- Project evaluation: October 1–October 31, 2015

How does my school board sign up?

At this writing the ASBA has nine spots available. ASBA is accepting school boards on a first-come first-serve basis.

Contact Suzanne Lundrigan at slundrigan@asba.ab.ca or at 1.780.451.7122.

Deadline: September 15, 2014



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Using FAQ's to your advantage

Does your website include a list of frequently asked questions – FAQs?

Do you add FAQs to your communications plan for special projects?

If not, you may be missing a good opportunity to provide the information your audience wants while improving your reputation for transparency and good customer service.

Effective FAQs

In her book, *Content Rules*, Anne Handley said, “Done right, the FAQ page helps build trust, educate your customers, and ultimately furthers your relationship.” She calls FAQs the unsung heroes of the company website – essential but often undervalued.

Thinking of your FAQs as a relationship-building tool will help you compile the questions your users would ask if they were talking to you and allow you to create conversational and helpful responses.

Not all special projects need FAQs, but they are a great tool if you have authentic questions that your parents, staff and community members have asked or would potentially ask.

According to Handley, this section functions as an online customer service center.

Tips for effective FAQ pages

Write answers, not descriptions

Focus on direct, simple answers that respond to questions you have heard or anticipate hearing. If you feel the need to provide additional information, be sure to answer the question succinctly in the first paragraph. Supplemental information should only be included after a concise, direct response.

Don't be afraid to ask and answer the tough questions

You may be tempted to avoid questions that you feel would invite criticism or negative feedback. This is

the right place to address them head-on. A strong, direct response will help you build credibility and ensure that you are controlling the message rather than allow rumors to circulate unanswered.

Avoid jargon

Answering a question with hard-to-understand jargon can be worse than not addressing it at all. Your responses should be written as if you are communicating with someone face-to-face. Convolved responses are not effective and can be alienating.

Keep it simple and focused

Answer questions simply and use facts. Be authentic. This is not the place for a lengthy mission statement, board goals or achievement plan. You can, however, reference them and include links to other areas of your website.

Don't ask the same question more than once

If you include the same question multiple times or asked in slightly different ways, you risk insulting your reader and damaging their trust that they will find what they need in this section.

Make your FAQs searchable

FAQ pages can be very long, especially if you continue to add new questions as they arise. If your website supports it, add a search feature to make finding answers easier. To avoid including the same question multiple times (see above), include key words to make it easier to find specific information.

Use graphics

Add visual elements if they make the information easier to understand. Graphics can help explain some things such as proposed designs for facility improvements. Supplemental materials such as PowerPoint presentations and videos can also help.

Keep the overall design simple, though. Use an easy-to-read typeface and simple layout that isn't distracting. Graphics and design elements should add to readability. If it doesn't, don't use it.



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Enable printing

Design the page to be printer friendly to allow readers to have easy access for future reference.

Organize your FAQs into sections

If you have a long list of questions, break them into sections of similar topics and include subheads. This will make navigation easier and allow readers to find more information to questions they may not have thought to ask. List the most relevant or common questions first.

Treat your FAQ page as a doorway

Links to other information or content on your website will help readers learn more about you and connect the elements of your website to the questions people have.

Keep your eyes and ears open

Add additional questions to your FAQs based on questions to your staff or questions submitted through an online contact form. Listen to feedback through social media channels and monitor keywords in searches. Use this input to add additional questions, build more content on your website, add information to community presentations or address it in your newsletters. This ready stream of new questions from your audience will add authenticity to your FAQs and build trust for listening and responding.

Other tips

What is your call to action?

The last question in your FAQ section, if appropriate, should be how to get involved. If the FAQ is part of a new facility planning process, be sure to include a list of upcoming informational meetings or who to contact for additional information.

Sometimes your visitors can't find the answers they need. Make it easy for them to find additional information by linking to contact information on your website. You can include a phone number, email address for staff member or link to an online form that allows them to ask questions, which you can add to your FAQ list.

Make it easy to find your FAQ page

Include links from the page footer or the navigation menu. Add multiple links on your website for easier access.

Update your content

Revisit this page often and delete FAQs for old projects. Remember that frequently asked questions may not change, but the answers do as the jurisdiction grows or the project progresses.

If done effectively, FAQs will dramatically reduce the number of calls to your information line, and the level of frustration for your audience. An effective FAQ page supports the other content on your website, helps improve trust that you will provide credible, useful information and ensures that users will easily find information they need about your jurisdiction.

Contributed by Marcia Latta, communications consultant



Communications Now

The value of a good spokesperson

Every school jurisdiction needs someone to handle media inquiries, field questions from the public and stay in continual contact with social and public media sources.

Whether your spokesperson is your board chair or a staff member, the role is an important one. It requires special qualities and skills.

Qualities of a good spokesperson

Knowledge of and dedication to the organization

This person knows about all areas of operation and always has basic facts about the organization. She cares deeply about your school jurisdiction, and that caring and concern is reflected in all of her actions. She is available for news media, staff and the public. They know how to reach her, and she immediately responds to any urgent request.

Credibility and respect

The spokesperson must have the authority to represent the jurisdiction and have a reputation for honesty and credibility. The level of trust he builds with media representatives will be reflected in the treatment of your jurisdiction in the news.

Knowledge of the audience

A good spokesperson plans what to say based on what the audience wants and needs to know rather than what the school jurisdiction wants them to know. The spokesperson is well acquainted with community attitudes, attitudes of certain groups, and news media. He knows the special interests of each group, how they prefer to receive communication and the likelihood of a specific group using various communications methods.

Ability to synthesize and simplify facts

The good spokesperson uses several key principles as a mantra to frame responses:

- Stick to the facts
- Personal opinions don't count

- Know how to say that you don't know and you promise to find out
- Never lie; if you make a mistake, immediately correct it
- Deliver clear, concise messages. Use simple language and avoid jargon.

A fast thinker

The ability think on her feet is critical. She must be able to react in a positive way to "zinger" questions, even those designed to startle and throw the interview off track.

Self-discipline

Even while acting quickly, the spokesperson must think before saying anything, know in advance the main messages that need to be conveyed, and deliver only those messages. A spokesperson doesn't get defensive. He stays on message while answering any and every question.

Organization, decision-making skills

These are especially important when dealing with a crisis or controversy. The spokesperson must have a plan for almost any eventuality, set priorities when there are multiple calls from media and be able to direct others who are assisting with communications in a crisis.

Sometimes a subject matter expert is needed to act as a spokesperson for a specific event or issue. These experts can speak for the jurisdiction with preparation and approval from the jurisdiction spokesperson and supervision during the interview.

In these cases, the jurisdiction spokesperson is still monitoring the interview and stepping in whenever the questions stray beyond the area of expertise.

Knowledge of news media and how they work

Some news outlets update news every 15 minutes and have high demands and expectations for response to their requests.



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To stay on top of these demands, the spokesperson must be:

- Well acquainted with all area news outlets and their needs
- Proactive rather than reactive
- Accessible at all times
- Aware of timelines and observe them
- Know how to deliver messages in different news venues

Good camera and written presence

Whether we like it or not, people tend to decide in a few minutes whether or not they trust and believe someone they see in person. The same is true for those they see on their television or hear on the radio or in an automatic-dialed message.

They also quickly judge the quality of a written message or a printed quote. No matter what the medium, the spokesperson must project an image of professionalism, competence and trustworthiness.

A good coach

Too many organizations have paid a steep price in public opinion because of a statement made with the best of intentions and the worst of results.

Administrators, principals and others who have no training in working with news media should receive coaching before they walk in front of cameras or submit to interviews.

Any jurisdiction employee who will be dealing with the public and news media should have training. A good spokesperson can provide that training as well as on-site coaching. Some of that should occur long before a major controversy or emergency that requires administrators and others to be interviewed.

Contributed by Gay Campbell, communications consultant



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Is your school a welcoming place?

Does your school's atmosphere shout, "Welcome!" to students, staff and parents?

Realtors will tell you that first impressions are key to selling a house; first impressions are also important with schools.

Even before families enter the building, they look for reassurance that they will be welcomed when they step through the door.

For instance:

- Are there friendly signs pointing out the entrance and saying that families and visitors are welcome?
- Are parking spots for parents and visitors clearly marked and near the entrance?
- Do teachers, principals and other staff go outside the building to greet and talk with parents?
- Do school staff greet visitors in a friendly way and ask if they can help?

When parents feel welcome, they are more likely to get involved in school activities and in their child's education. When children feel welcome, they have better attendance rates and higher levels of academic achievement.

In creating a welcoming environment, schools also create a sense of belonging. Parents and students feel like they not only belong to the school but that the school belongs to them. In a sense, it's like being part of a family.

Details that create a big welcome

Little things count when creating a welcoming environment. Small details that might seem unimportant can have big effects on how parents and children feel about the school.

What about that "report to the office sign"?

For safety reasons it's important that all visitors sign in at the front desk. But it's not very welcoming to have a sign on the front door that says STOP in big letters and, "All visitors must first report to the front office." A better approach is "Visitors welcome! Please sign in at the front desk."

Is a map available?

It's hard to feel welcome when you don't know where you are or how to find out. Clearly marked entrances and exits (as well as signs translated into other languages spoken by students and parents), are essential. Providing maps or guides to help visitors will always be well-received.

Student art in the front office?

Often the front office is as far as many parents ever go inside the school, so it's important for it to feel friendly and welcoming. Some cheerful student artwork and a few plants can brighten the area.

How do you greet visitors as they arrive?

The reception parents get from staff is the most important part of the welcoming atmosphere. If the secretary stays buried behind a computer screen, as if she's too busy to talk with parents, parents will feel like they are a bother and inconvenience. Your front office staff should be warm and friendly, smile as they talk with people, and address concerns quickly, without being dismissive.

All staff have a role to play in welcoming parents

Parents feel welcome when staff treat them with respect and acknowledge that they are partners in their children's education. The message should be: You are welcome here, you are important to us, and we want to work together to educate your children.



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Other tips for creating a welcoming environment

Involve children and parents in decorating the school

When you walk into a school that has student artwork and other assignments lining the walls, it gives a sense that this is a school that honors children and the work they are doing.

Maintain a welcoming bulletin board

Include visitor information, announcements, news articles and photographs of recent school events.

Communicate regularly with parents

Encourage a two-way exchange between families and schools. Send home newsletters, update the school website regularly, use an on-line homework notification system that allows teachers to post grades and for parents to check grades, respond quickly to parent inquiries.

Invite parents to school

Let parents know they are welcome at school assemblies and community events like BBQs, movie nights and other social gatherings. Invite them to volunteer in their children's classrooms and in other ways.

Offer workshops and classes

These learning opportunities can be for parents, and focused on what their children are studying, how to help children at home and how to have productive meetings with teachers. Hold information nights about a range of relevant topics, from understanding the new math curriculum to sharing the computer apps students are using in their social studies classes.

Recognize the family's role

Let parents know you see them as primary educators of their children, and that they have a lasting influence on their children's attitudes and achievements at school. They can encourage their children's learning in and out of school and are also in a position to support school goals, directions and values.

Welcome newcomers

Work with your school council to establish a welcome committee and call newcomers to welcome them to your school and help them get acquainted. Give them information about school council meetings and other school activities, give them a school calendar so they know important dates and, most of all, give them a friendly face to connect with.

Create a family center

This is a place where parent involvement activities can be centered and where parents can gather to form personal relationships. Bring in some comfortable chairs, books, games and a coffee maker.

Make it easy for families who speak little English

If you have families that speak English as a second language, offer translation and interpreters for parent activities. Make sure all parents feel welcome and included.

Ask for suggestions

Place a suggestion box with forms and pencils next to it in the front entryway or office. Invite parents to write down their ideas and respond within a short period of time. You might even want to call parents to thank them for their suggestions.

Contributed by Connie Potter, communications director, Forest Grove School District



Communications Now

Partnerships that make a difference

Partnerships with community organizations benefit schools and students. They provide classroom assistance, after-school tutoring and meals for kids who might otherwise go to bed hungry.

For example:

- Breakfast for Learning has provided more than 510 million healthy meals and snacks to Canadian children in their school day. In 2013-2014, the organization helped more than 15,000 children and provided almost 2.5 million meals to children in Alberta.
- Joplin Bright Futures in Joplin, Missouri, partners volunteers and businesses with schools. The group helps schools prepare for the start of school and supports them all year through school supply drives, community ambassador programs and fundraising events.
- Bensonville, Illinois, District 2 has more than 200 volunteer parents, senior citizens, retired teachers, professional hockey players, businesses and others who commit at least one hour a week to work with small groups or individual students on math and reading skills.

Although volunteers can never replace staff, they can enhance the important work schools do. The payback for schools that reach out to their communities is obvious.

Students come to school ready to learn. Volunteers contribute to student confidence and provide help so students can succeed in school. Community members see schools at work, understand challenges facing schools and become ambassadors for schools.

How to get started and make it work

Establishing a partnership program does not require a lot of time or resources. Piggybacking on existing outreach efforts can reduce the amount of effort to create productive partnerships

Superintendents, principals, board members and others may already be giving presentations to community groups. Adding information about school needs and how community members can help open the door to new partnerships.

In addition to telling the community you need help, here are other steps to help you get the best use of your resources as you establish partnerships.

Tips for creating a strong program

Analyze and prioritize needs

Before you ask for help, know what you need and the types of partnerships or volunteer help you want.

Look at your strategic plan and basic mission. Ask yourself how partnerships and volunteers might help you reach your goals.

Most community members want specific ideas for their involvement. They want to know the level of commitment required. Most of all, they want to feel like their work will make a significant difference.

Make a list of ways people and organizations can help. This list will help you focus on your needs and help your future volunteers respond to something concrete.

Focus on projects that will yield the greatest returns

Establish partnerships that provide help where you need it most. Avoid partnerships that would be nice or fun but don't address the problems you face every day.

Create a list of organizations that might be willing to help

Think of community groups that are most likely to be able to give help where you need it most. Know basic information about an organization before you ask its leaders to work with you. What is their specialty? What kind of resources could they offer? Do they have goals that are similar to your goals? What type of help is likely to be most appealing to them?



Communications Now

Make personal contact

Potential volunteers need to see and hear you. They need to establish a personal connection through two-way conversations about mutual goals. Meeting with them provides the opportunity to show how they could make a difference. Establishing productive partnerships built on mutual goals and trust requires face-to-face or personal meetings. Letters or written appeals asking for partnerships seldom work.

Match offers with mutual needs

If you want to create long-lasting partnerships, make sure the needs of the volunteer are met as well as the needs of the school. Partnerships that are rewarding to both parties are most likely to grow and prosper.

Most volunteers are motivated by their own needs. If that need is met through their volunteer work, they feel rewarded by the work.

Get organized

Set up a system for managing volunteers and partnerships.

The best way to get and keep business or individual volunteers is to respect their time. Work and materials needed for the job should be ready for them when they arrive.

Business or organization partners should have one school staff member assigned to nurture the partnership through frequent, responsive contact.

Look at possible unforeseen benefits

Some businesses and other organizations have added benefits for the focus of their volunteer work and for staff members who volunteer.

Some give credit to employees for their volunteer work. Some have a matching funds program that matches any donation made by a staff member with an equal amount of money from the business. Some businesses are part of large national corporations that give grants to local organizations recommended by the local business.

As your partnerships develop, explore these possibilities as ways to further strengthen the partnership.

Make sure it is working

Keep your eye on the original goal of the partnership or volunteer work. Assess each partnership in terms of your goals for students. Work hard to retain those that meet your goals. If a partnership is not working, try to steer it in another direction.

Quantify the benefits

After your partnerships are well established, take a look at the intrinsic and concrete values of the partnerships.

If something is measurable in dollars, put a dollar value on it. For example, if volunteers who are tutoring were paid minimum wage, how much would you be paying for those services? If an organization is feeding and clothing children, what are teachers saying about the difference that is making in student morale and learning?

Quantifying the benefits will help you explain why your investment of time and resources is valuable, and it will help you thank your partners.

Say thank you

Thank your partners and volunteers, assuring them they are making a difference for kids and schools.

Also, thank yourself for maximizing resources and building community support through taking time to establish partnerships.

Through successful partnerships, your efforts are paying big returns for your school and students.

Contributed by: Gay Campbell, communications consultant



Communications Now

Weblinks

Canada's Democracy Week

September 15-21, 2014

Inspired by the United Nations' International Day of Democracy, the fourth annual Canada Democracy week aims to encourage young Canadians to learn more about the importance of democracy and voting, and to become more involved in the democratic process.

There is also a National Democracy Challenge with prizes available, including a trip, laptop, tablet, digital camera or iPhone. The challenge runs from September 15 – November 30, 2014.

For more information:

<http://www.democracy-democratie.ca/content.asp?section=dmw&dir=about&document=index&lang=e>

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.

Six awards, two in each category of youth, adult and senior are presented annually on or around International Volunteer Day, December 5.

Deadline for award nominations: September 15, 2014

For more information:

www.culture.alberta.ca/voluntarysector/stars/default.aspx

World Teachers' Day

October 5, 2014

2014 theme: "Invest in the future, invest in teachers"
Sponsored by the United Nations, it is an occasion to celebrate the essential role of teachers in providing quality education at all levels.

<https://en.unesco.org/events/world-teachers-day>

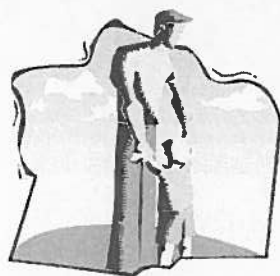
For a list of celebrations planned around the world, and other information:

<http://www.worldteachersday.org/map/>

Waste Reduction Week

October 20-26, 2014

www.recycle.ab.ca/wrw



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

Resources for Families

The link between exercise and academic success

Numerous studies have linked physical activity with better school performance. Research cited on WebMD.com attributes the mind/body connection to increased blood and oxygen flow during physical activity that enhances brain function and triggers the release of "feel-good" endorphin hormones.

Other benefits for students who participate regularly in sports activities include better classroom concentration, more energy, greater confidence and improved sleep habits.

Help your child stay active

Physical activity is essential to children's health. But how do you ensure that your child gets enough activity? Alberta Health Services recommends that children get at least 20-30 minutes of activity every day. With homework, television and computer games competing for your child's time, getting enough exercise takes guidance and planning.

Your child should be engaged in either moderate or vigorous aerobic activity during the time he or she is exercising. Classic activities include playing on playground equipment, jumping rope or kicking a soccer ball.

Tips to help your child move more

Here are some tips from Alberta Health Services and the Mayo Clinic to help your kids build healthy habits for lifelong health:

Set a good example

Model an active lifestyle for your child. Make physical activity a priority for yourself or, even better, make it a family goal. Good activities include playing catch or taking a walk or hike. Make sure to praise and encourage your child. Being active should be fun.

Limit screen time

The more time children spend in front of a television, computer or video game console, the less time they spend moving their bodies. Set time limits on screen time, don't place a TV in their bedrooms, and turn it off during meal times. Video games aren't all bad. If your child likes gaming, choose active games that require movement, such as dancing or sports games.

Establish a routine

Set aside daily active time for activity. Take the dog for a morning walk, or head outside before or after dinner.

Follow your child's lead

Team sports are great, but they won't appeal to all children. Work activity around your child's interests: dance in the living room, take a nature walk, or go for a bike ride.

Promote activity, not exercise

Make fitness fun with a variety of different activities. Get the whole family involved in classic games on the lawn. Remember jumping rope, red light, green light and Simon says? Plan an active birthday party at the roller rink or bowling alley or plan relay races at the park. Let your child choose the activity for the day or week. It doesn't matter what it is as long as it's active and fun.

For more exercise ideas, Google search: fitness activities for kids,

Secretary-Treasurer's Report
For the Period Ending July 31, 2014
Presented by Roxane Guindon, Assistant Secretary-Treasurer

Introduction

In our year to date, for the period ending July 31, 2014, Northland School Division's operating revenue and expenses are at \$57,333,861 and \$58,953,508 respectively. This represents approximately 94% of revenue received and 96% of expenses incurred when compared to the November Revised Budget. It was reported in the January Forecast that the year would end with a deficit of \$1,355,043, due primarily to increases in amortization of the Gift Lake facility. We are on par with this estimate. The final results for the year will be known after all of the expenditures for the year have been recorded and the federal revenues have been calculated.

Ongoing Items:**Human Resource and Financial Management System**

The system has been "live" for a couple of months and is working well. There are a couple of modules, such as the Fixed Asset module, which are still in progress and will be up and running soon. The Dashboards for the schools were mostly complete when this report was written, and will be available for the school administrators to access the financial information for their schools by the start of September. A couple of principals had a preliminary look at the system back in June, and positive feedback was received.

Once all modules are operational, there will continue to be implementation work at Central Office. We will be reviewing our internal processes to determine if there are efficiencies with the new system which we are not currently utilizing. Plus, we have run across a few transactions which are awkward to process in the new system, so we may be contacting other school divisions to determine how they handle similar situations. This will be an ongoing process so that we can maximize the return on our investment and further develop our staff proficiency with the new system.

Budget

It seems as though we just finalized the budget for the 2014-2015 school year. However, as the new school year is about to commence, we are starting to prepare for the November revised budget for 2014-2015. There have been some staffing adjustments which have been proposed and these items have been entered into MyBudgetFile. In September, we will be uploading the new staff into the system and, after the September 30 count is completed, we will be entering the new student numbers and recalculating our revenues and revisiting our expenditures.

Year End Financial Statements and Audit

We are also gearing up to prepare the year-end financial statements and for the audit of our financial statements. We are analyzing accounts and preparing working papers for the auditors. There are certain items which cannot be completed until all of the invoices are received and recorded toward the end of September. We will be preparing the Federal Calculation around the middle of October, and at that time we will have our final revenues for the 2013-2014 fiscal year and preliminary financial statements shortly thereafter. On a personal note, I am excited that this will be the first time in three years that I have not had to perform a major restatement on the prior year balances due to changes in accounting policies or the transfer of a school to another school jurisdiction.

New Secretary Treasurer

As you are well aware, our leader for the past 5 years, Dennis Walsh, has decided to retire. As much as we miss him and his presence, we are very excited to welcome Trudy Rasmuson as our new Secretary Treasurer. She comes to us from the banking industry and has a wealth of financial and leadership experience. Although she does not officially begin until September 2, 2014, she has taken it upon herself to orient herself with the organization and has been working to get her office space ready so that she can "hit the ground running". Trudy seems eager to face the challenges that the next few months are going to bring and we are eager to start working with her.

Conclusion

Our priorities over the next few months will be the preparation of the November revised budget, and preparation of the 2013-2014 financial statements and the completion of the audit. Implementation of the final modules in the Human Resource and Finance system will be completed shortly, and the training and improvements in various departments as a result of this change will be a continuous process.

School Jurisdiction Code:

STATEMENTS OF OPERATIONS

For the Period Ending July 31, 2014 (in dollars)

	Actual 2011-2012 (Restated)	Actual 2012-2013	Actual YTD July 31 2013-2014	Budget 2013-2014 June Approved	Budget 2013-2014 Nov. Revised	Budget 2013-2014 Jan. Forecast	Balance Remaining
REVENUES							
Alberta Education	\$37,455,386	\$37,200,087	\$32,342,038	\$35,840,506	\$36,676,777	\$36,256,138	\$4,334,738
Other - Government of Alberta	\$1,095,583	\$966,929	\$680,359	\$80,022	\$600,000	\$1,075,000	(\$80,359)
Federal Government and First Nations	\$20,845,936	\$20,862,392	\$20,175,747	\$21,459,628	\$20,293,271	\$20,293,271	\$117,524
Other Alberta school authorities	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Out of province authorities	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Alberta Municipalities-special tax levies	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Property taxes	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other sales and services	\$565,572	\$656,887	\$2,196,233	\$1,730,185	\$1,597,785	\$1,747,785	(\$598,448)
Investment Income	\$39,891	\$10,292	\$40,562	\$10,000	\$10,000	\$10,000	(\$30,562)
Gifts and donations	\$693,754	\$665,555	\$154,469	\$247,964	\$222,878	\$120,664	\$68,409
Rental of facilities	\$1,000,651	\$973,522	\$826,056	\$1,052,848	\$1,052,648	\$1,052,648	\$226,592
Fundraising	\$347,164	\$251,134	\$0	\$450,000	\$450,000	\$450,000	\$450,000
Gains (losses) on disposal of capital assets	\$1,260	\$156,458	\$0	\$0	\$0	\$0	\$0
Other revenue	\$0	\$0	\$918,395	\$0	\$0	\$0	(\$918,395)
TOTAL REVENUES	\$62,045,197	\$61,743,256	\$57,333,861	\$60,870,953	\$60,903,359	\$61,005,506	\$3,569,498
EXPENSES							
Certificated salaries	\$21,544,783	\$21,031,068	\$20,539,844	\$21,442,507	\$21,352,159	\$20,665,064	\$812,315
Certificated benefits	\$4,218,552	\$4,092,469	\$4,279,249	\$4,181,547	\$4,162,486	\$4,177,905	(\$116,763)
Non-certificated salaries and wages	\$13,536,225	\$13,282,741	\$11,603,961	\$11,381,492	\$12,412,748	\$12,416,507	\$808,787
Non-certificated benefits	\$2,959,078	\$2,916,643	\$2,568,533	\$3,040,196	\$2,912,775	\$2,913,657	\$344,242
SUB - TOTAL SALARIES AND BENEFITS	\$42,258,638	\$41,322,920	\$38,991,587	\$40,045,842	\$40,840,168	\$40,173,133	\$1,848,581
Services, contracts and supplies	\$16,204,273	\$15,450,160	\$14,988,216	\$16,458,786	\$16,218,764	\$17,081,495	\$1,230,548
Amortization of supported tangible capital assets	\$3,138,632	\$3,192,543	\$3,209,960	\$2,998,969	\$2,998,969	\$3,049,786	(\$210,991)
Amortization of unsupported tangible capital assets	\$995,957	\$1,609,872	\$1,747,233	\$1,027,049	\$1,027,049	\$2,018,451	(\$720,184)
Supported interest on capital debt	\$40,429	\$23,193	\$14,448	\$28,901	\$28,901	\$28,901	\$14,453
Unsupported interest on capital debt	\$650	\$433	\$0	\$784	\$784	\$784	\$784
Other interest and finance charges	\$4,690	\$29,008	\$2,063	\$8,000	\$8,000	\$8,000	\$5,937
Losses on disposal of tangible capital assets	\$33,167	\$67,735	\$0	\$0	\$0	\$0	\$0
Other expense	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL EXPENSES	\$62,676,435	\$61,695,864	\$58,953,508	\$60,568,331	\$61,122,635	\$62,360,549	\$2,169,127
OPERATING SURPLUS (DEFICIT)	(\$631,238)	\$47,392	(\$1,619,647)	\$302,622	(\$219,276)	(\$1,355,043)	\$1,400,371
EXPENSES							
Instruction	\$40,504,149	\$39,872,808	\$36,991,629	\$38,590,949	\$38,261,126	\$39,354,796	\$2,269,497
Plant operations and maintenance	\$9,968,293	\$9,696,288	\$10,463,593	\$8,952,569	\$9,029,030	\$10,008,711	(\$1,434,564)
Transportation	\$3,753,651	\$3,721,237	\$3,566,307	\$3,801,483	\$3,678,263	\$3,650,488	\$111,956
Administration	\$3,173,874	\$3,233,159	\$3,466,012	\$3,706,302	\$3,547,887	\$3,885,001	\$81,875
External services	\$5,274,639	\$5,172,372	\$4,465,966	\$5,607,939	\$5,606,329	\$6,650,554	\$1,140,363
TOTAL EXPENSES	\$62,674,606	\$61,695,864	\$58,953,507	\$60,568,316	\$61,122,635	\$62,360,549	\$2,169,127
OPERATING SURPLUS (DEFICIT)	(\$629,409)	\$47,392	(\$1,619,647)	\$302,636	(\$219,276)	(\$1,355,043)	

Northland School Division
Federal Accounts Receivable

8/25/2014

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-14	-	-	248,573.14	-	-	-	-	0.30	-	63,541.24	312,114.68
May-14	-	-	248,573.14	-	-	-	-	-	-	63,541.24	312,114.38
Apr-14	-	-	248,573.14	-	-	-	-	-	-	63,541.24	312,114.38
Mar-14	-	-	243,116.62	-	-	-	-	-	-	(176,120.18)	66,996.44
Feb-14	-	-	249,482.56	-	-	-	8,788.68	-	-	103,485.51	361,756.75
Jan-14	-	-	249,482.56	-	-	-	-	-	-	103,485.51	352,968.07
Dec-13	-	-	249,482.56	-	-	-	-	-	-	103,485.51	352,968.07
Nov-13	-	-	274,489.60	-	-	-	-	-	-	176,109.45	450,599.05
Oct-13	-	-	236,979.04	-	-	-	-	-	-	67,172.94	304,151.98
Sep-13	5,208.60	-	(8,369.30)	-	-	-	-	-	-	67,172.94	64,012.24
Aug-13	-	-	(94,335.00)	-	-	-	-	-	-	(112,640.40)	(206,975.40)
Jul-13	-	-	-	-	-	-	-	-	-	-	-
Jun-13	-	-	-	-	-	-	-	-	-	(115,756.16)	(115,756.16)
May-13	-	-	-	-	-	-	-	-	-	7,172.94	7,172.94
Apr-13	-	-	-	-	-	-	-	-	-	7,172.94	7,172.94
Mar-13	-	-	-	-	-	-	-	-	0.37	7,172.94	7,173.31
Feb-13	-	-	-	-	-	-	-	-	4,822.02	7,172.94	11,994.96
Jan-13	-	-	-	-	-	-	-	-	-	7,172.94	7,172.94
Dec-12	-	-	-	-	-	-	-	-	-	7,172.94	7,172.94
Nov-12	-	-	-	-	-	-	-	-	-	7,172.94	7,172.94
Oct-12	-	-	-	-	-	-	-	-	-	7,172.94	7,172.94
Sep-12	-	-	-	-	-	-	-	-	-	7,172.94	7,172.94
Dec 2005 & older	-	61,333.22	-	-	-	-	-	-	-	-	61,333.22
	5,208.60	61,333.22	2,146,048.06	-	(0.00)	-	8,788.68	0.30	4,822.39	471,575.30	2,697,776.55
Current	-	-	248,573.14	-	-	-	-	0.30	-	63,541.24	312,114.68
30 days	-	-	248,573.14	-	-	-	-	-	-	63,541.24	312,114.38
60 days	-	-	248,573.14	-	-	-	-	-	-	63,541.24	312,114.38
90 days	-	-	243,116.62	-	-	-	-	-	-	(176,120.18)	66,996.44
120 days	-	-	249,482.56	-	-	-	8,788.68	-	-	103,485.51	361,756.75
180 days	-	-	249,482.56	-	-	-	-	-	-	103,485.51	352,968.07
181 - 365	5,208.60	-	658,246.90	-	-	-	-	-	-	228,581.92	892,037.42
1 yr - 2 yr	-	-	-	-	-	-	-	-	4,822.39	21,518.82	26,341.21
Over 2 yr	-	61,333.22	-	-	-	-	-	-	-	0.00	61,333.22
Current	5,208.60	61,333.22	2,146,048.06	-	-	-	8,788.68	0.30	4,822.39	471,575.30	2,697,776.55
Long Term	-	-	-	-	-	-	-	-	-	-	-
Total Aging	5,208.60	61,333.22	2,146,048.06	-	-	-	8,788.68	0.30	4,822.39	471,575.30	2,697,776.55

Accounts Receivable
Federal Government and First Nations

13-14 Student Count Reg E.C.S.	Student Counts	Prior to & 2004/2005	Outstanding Aug-2011 2010/2011	Outstanding Aug-2012 2011/2012	Outstanding Aug-2013 2012/2013	Outstanding Jan-2014 2013/2014	Mhis O/S	Total Outstanding	Monthly Billing	REG rate	ECS Rate
Indian & Northern Affairs (INAC)	6	4	-	-	(0.00)	8,788.68	1.3	8,788.68	6,924.96	1,154.16	465.93
Lesser Slave Lake Regional Council	360	26	-	0.00	0.00	-	-	0.00	695,373.98	1,868.86	868.63
Bigstone Cree First Nation	0	0	61,333.22	-	-	-	-	61,333.22	-	-	-
Indian Education Authority	40	2	-	-	5,208.60	-	0.1	5,208.60	71,773.40	1,750.93	868.10
Athabasca - Chip	138	8	0.00	-	(102,704.30)	2,248,752.36	8.6	2,146,048.06	248,573.14	1,750.93	868.10
- Mikisew	54	3	-	(0.00)	(103,840.10)	575,415.40	4.6	471,575.30	103,524.33	1,868.86	868.63
Woodland Cree	72	11	-	(0.00)	-	0.30	-	0.30	144,112.85	1,868.86	868.63
Lubicon Cree First Nation (INAC)	57	8	-	0.00	0.00	(0.00)	-	0.00	113,474.06	1,868.86	868.63
Chipewyan Prairie First Nation (INAC)	201	21	-	(0.00)	0.00	-	-	(0.00)	393,882.09	1,868.86	868.63
Peerless Kateri First Nations (INAC)	1039	109	-	-	0.00	-	-	(0.00)			
Total Outstanding			61,333.22	(0.00)	0.00	(196,513.78)	2,832,957.11	2,697,776.55			

Bigstone Cree
Athabasca Chip
LSLIRC
Lubicon Lake
Woodland Cree
Bigstone Cree
Woodland Cree

1,390,747.96 Apr-May/14
12,153.40 12-13 ECS Adj
17,577.36 May-June 2014
535,302.00 Apr-June 2014
60,000.00 May 2013
695,373.98 June 2014
60,000.00 June 2013

2,771,154.70

Bigstone #'s does not include Career Pathways
Career Pathway is being paid by CEU's earned by the students
Liaison - Bigstone Cree
Liaison - Mikisew paid by INAC

Education Quarterly Report to the Board for August, 2014

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 August, 2014		
1. Superintendent's Message	Bulletin #1	
2. Divisional Priorities	Bulletin #2	
3. Enrolment, Staffing Positions and Staff and Student Attendance	Bulletin #3	Student Enrolment
	Bulletin #4	Student Monthly Attendance
	Bulletin #5	Student Attendance by Division
	Bulletin #6	Staff Attendance
	Bulletin #7	Staffing Update
	Bulletin #8	School Visits by Staff
4. School and Division Success Stories	Bulletin #9	2014 New Teacher Orientation

August, 2014 Quarterly Report

Superintendent's Update

Overview of Key Initiatives

Literacy Initiative

We are continuing our third year of implementation of the Northland Literacy Initiative. Following the recommendations from Leroy Sloan's review we will continue to provide strong support to schools to strengthen literacy instruction for students. All schools will be identifying improvement targets and reviewing their progress towards these targets three times a year. Each school will submit a detailed school based improvement plan as part of their school plan. This year we will be adding a diagnostic writing assessment as part of the program.

Three Pedagogical Supervisors will provide support to teachers and principals. In addition to school based support, on line professional development sessions will be provided to teachers, school literacy leads and school administrators.

Student Attendance

The attendance committee has developed a set of recommendations to improve attendance across the division. In August, all administrators were provided with a tool kit and will be used to identify and implement strategies to increase student attendance. Our goal is to increase everyone's awareness of the importance of regular school attendance. We are recommending that 95 percent attendance be our target and we will be monitoring our progress toward this goal.

Indigenous Languages and Cultural Programming

The Director of FNMI Education and her staff will continue to provide support to school to strengthen language and culture programming. Grant funding will provide additional resources to support programming. A new template is being developed to assist all schools in their planning.

Early Years Evaluation:

In August, ECS teachers received training on the administration of the Early Years Evaluation. This diagnostic assessment will be used develop programs and monitor progress of students throughout their kindergarten year. As well ECS teachers will be provided with on line professional learning opportunities throughout the year.

Career Technology Foundations and Career Technology Studies

We will continue with the support of the Cenovus grant to expand CTS and experiential learning opportunities for students.

High School Programming

We are expanding access to outreach programming at Athabasca Delta Community School, Kateri School and Calling Lake School. As well we are seeking external support to assist us to increase student engagement, attendance and course completion at the high school level.

Leadership Development

School administrators and school based literacy lead teachers will continue to have both face to face and on line professional development opportunities. We will provide training on classroom walkthroughs, and teacher supervision and evaluation.

Staffing Update**School Administration**

We have a number of new administrators this year:

Kerrie Ceretzke – Athabasca Delta Community School
Priscilla Gagnon – Father R. Perin School
Jennifer Nanooch – Kateri School
Darren Weir – Dr. Mary Jackson School
Karen Lemay – Hillview School
Gloria Cardinal – Calling Lake School

Central Office

We are very pleased to welcome the following new staff to central office:

Trudy Rasmuson: Secretary Treasurer
Crystal Smith: Facilities and Transportation Secretary
Janette Cavanaugh: Pedagogical Supervisor

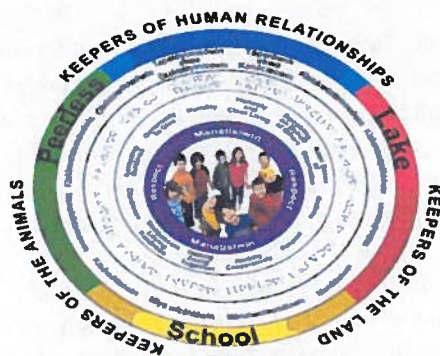
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Divisional Priorities

FNMI Programming

Program Outcomes:

- NSD First Nations and Métis Communities are engaged in education at the local level.
- Students are engaged in their learning.
- Students experience success.
- Student connect with local citizenship and identity.
- Student appreciate citizenship and identity.
- Students appreciate cultural and linguistic experiences using local language.
- Students connect to ancestral worldview.
- Students make meaningful connections to the local land and environment.
- Students develop indigenous identity.
- Students gain relevant cultural knowledge.
- **Two rounds using the NSD Community Engagement Framework as a tool.** Two rounds of professional development for all staff. Professional development on worldview, protocols and Identity.
- **Exemplars and a digitized prototype for use in developing contextual units of study in NSD.** Peerless Lake *Curriculum Weaving Project*. Wabasca Community Stewardship project. Native language resource development using voice thread.
- **Graphic representation of cultural values in one First Nation community.** Peerless Lake *Curriculum Weaving project*.



- **Graphic representation of cultural values in one First Nation outreach community school.**



- **Guide to using the NSD Community Engagement Framework.**

- A community resource list developed for schools.
- Celebrate national aboriginal day
- Celebrate treaty day
- Tea and bannock day.
- Students' interview and record stories from Elders.
- Start a school traditional drum group.
- Host literacy day.
- Host family appreciation day.
- Bake sales
- Parent volunteers for culture camps
- Staff and parent BBQ
- Sports day – traditional activities
- Teachers and community held a flea market
- Bannock making
- Develop school cultural program with community members
- School and community PD
- Mini winter carnival
- Celebrate all mothers on mothers' day
- Celebrate fathers' day
- Have monthly suppers with parents
- Technology lessons for parents

- **Increased capacity of school staff to develop units of student based on competencies and community values.** Teachers do nature walks with local resource people. Parents and teachers attend land-based cultural camps. Teach about interdependence with the land. Teach about First nation treaties and the government of Canada. Record local stories in local language and translate them. Teach local indigenous worldviews and local indigenous language.

- **Framework for individual school participation in project.** Local School committees overwhelmingly support local community engagement. Schools participate in Divisional learning goals in the following ways: All culture camps involved parents and local resource people. Students and parents learn from their Elders. The culture camps are open to all parents. Without parent involvement, culture camps would be difficult to host. Local parents teach traditional food preparation i.e. dry meat, smoking fish. Local parents teach tipi set up and teachings. Local parents teach moccasin making. Sharing circle with local Elders. Attend Wilderness camp with local school staff

Out of 26 schools, all schools host cultural events to celebrate local culture. In Métis communities, schools celebrate Métis dance, arts and crafts and history. Schools with a high First Nation student population have feasts, round dances and cultural camps. The special events celebrate FNMI identity history, language and local culture.

Metis winter carnival, Dene day, Local trapper visits school, Metis history and Identity, self-esteem day. Treaty day.

Students attended Dream Catcher conference

Community gathering and Christmas concert

Used FM radio to broadcast in Cree & English

All schools have monthly events and invite parents and community on a monthly basis. Some of the events are feasts, open houses, information night, talent shows, tea and bannock day for Elders.

- **Increased use of NSD Community engagement tool in local contexts.** Community involvement:
Develop a community engagement process. Connect with Elders and local cultural resource people.

Collaborate with community to hold cultural camps, and to develop experiential learning outcomes for students. Calling Lake and Aspenview school division in partnership to share cultural areas for educational purposes. Bigstone Education and Northland schools share Kapaskwatinak Education center for teaching local language and culture.

- **Increased opportunities for experiential learning in local contexts.**

The following opportunities for experiential learning happen in all communities:

- parent/teacher evenings at the land base camps
- culture days
- home visits
- incorporating more local knowledge through local resource people
- Local language and culture teachings
- teaching the linguistic connection to the land
- Incorporating indigenous worldviews.
- A community resource list developed for schools.
- Family support center
- Family appreciation day.
- Students record stories from Elders.
- Interview Elders
- Record local stories in local language and translate them.
- Healthy families' resource fair.
- Family literacy day
- Tea and bannock day
- Student drummer group
- Metis dance workshop
- Kapaskwatinak culture center Education activities
- Local people identify trees etc.
- Fish fry with community
- Staff attend treaty days
- Hold a fall feast.
- Give opportunity for parents to provide regular feedback
- Plan a cultural camp with the community
- Invite Aboriginal role models to share stories
- Honor students on successes
- Use the environment as a classroom to teach connections
- Ensure land based learning is incorporated as part of long range plan
- Local craftsman taught canoe making
- Making dream catchers
- Snow shoe making
- Had a round dance
- School newsletter in Cree
- Host Metis music nights

Quarterly reports on status of project(s).

All schools submit quarterly FNMI reports to central office.

Literacy Plan to Support Schools

- **Literacy Support Team:**
 - Emma Anso (KTC Group)
 - Maureen Chernipeski (St. Theresa, Mistassiniy, Career Pathways, Chip Lake, Pelican Mountain, Calling Lake, Peerless, Kateri)
 - Janette Vlanich-Cavanagh (Paddle Prairie, Dr. Mary Jackson, Susa Creek, Cadotte Lake (KTC), Little Buffalo, Clarence Jaycox (KTC), Atikameg (KTC), Gift Lake, Grouard, Bishop Routhier, Hillview)
 - Gail Sajo (ADCS, Fort McKay, Anzac/Bill Woodward, Father R Perin, Conklin, Elizabeth, JF Dion)

- **PD Support in the schools**
 - Teach, Model, Practice process
 - Longer blocks of time in schools
 - More frequent interactions with teachers
 - Online sessions (more on next slides); full schedule
 - Local PD days include 2 devoted to literacy

Online PD For Administrators (all sessions will be recorded)

Date & Time (session access from 12:00 noon)	Topic	Tiny URL Link
October 2, 2014 4:00-5:00 p.m.	Classroom Observations	http://tinyurl.com/Admin-Lit-Ldrshp1
November 19, 2014 4:00-5:00 p.m.	Class Reviews	http://tinyurl.com/Admin-Lit-Ldrshp2
January 20, 2015 4:00 – 5:00 p.m.	The Principal (Fullan)	http://tinyurl.com/Admin-Lit-Ldrshp3
March 11, 2015 4:00 – 5:00 p.m.	Learning Communities	http://tinyurl.com/Admin-Lit-Ldrshp4
April 23, 2015 4:00 – 5:00 p.m.	Communities of Practice	http://tinyurl.com/Admin-Lit-Ldrshp5
May 26, 2015 4:00 – 5:00 p.m.	Principles of Sustainable	http://tinyurl.com/Admin-Lit-Ldrshp6

Literacy Leads Online PD
(all sessions will be recorded)

Literacy Leads Online 2014-2015		
Date & Time	Topic	Tiny URL
August 27 2:00-3:30 p.m.	Overview	http://tinyurl.com/Lit-Lead1
September 18 4:00-5:00 p.m.	WSW/Benchmark	http://tinyurl.com/Lit-Lead2
October 16 4:00-5:00 p.m.	Literacy Coach Survival Guide 1	http://tinyurl.com/Lit-Lead3
November 20 4:00-5:00 p.m.	Class Reviews	http://tinyurl.com/Lit-Lead4
January 22 4:00-5:00 p.m.	CAFÉ	http://tinyurl.com/Lit-Lead5
March 19 4:00-5:00 p.m.	Literacy Coach Survival Guide 2	http://tinyurl.com/Lit-Lead6
April 21 4:00-5:00 p.m.	Summer Reading	http://tinyurl.com/Lit-Lead7
May 21 4:00-5:00 p.m.	Year End PAT Prep	http://tinyurl.com/Lit-Lead8

Attendance Focus Group

The Attendance Focus Group met several times over the summer and are bringing information to the August board meeting.

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ATTENDANCE PERCENTAGE BY GRADE, BY SCHOOL FOR THE MONTH OF NOVEMBER, 2013

SCHOOL	ECS	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
ANZAC	85	85	89	90									
ATHABASCA DELTA	77	70	81	73	71	66	67	60	63	58	51	67	53
BILL WOODWARD					90	90	86	94	97	95	92	95	
BISHOP ROUTHIER	62	67	82	85	84	86	87						
CALLING LAKE	75	87	90	77	88	84	77	88	79	65	72	56	70
CAREER PATHWAYS											39	33	51
CHIPEWYAN LAKE	38		93	90	74	88	90	78	76	100	100		
CONKLIN	81	93	87	95	100	89	94	92	97				
DR. MARY JACKSON	94	89	87	93	80	91	88	85	88		88		
ELIZABETH	96	90	86	88	96	89	89	91	84				
FATHER R. PERIN	82	66	74	66	77	67	48	61	69	72			
FORT MCKAY	69	86	80	80	89	74	86	84	72				
GIFT LAKE	90	82	86	91	83	89	87	84	93	75			
GROUARD	76	85	92	82	93	86	83	76	91	91			
HILLVIEW-EAST PR	73	24	79	82	90	94	78						
J. F. DION	94	84	87	89	78	92	97	71					
KATERI	79	92	89	91	85	78	85	93	48	49	51	58	41
LITTLE BUFFALO	63	68	63	76	74	83	68	79	74	54	72	78	90
MISTASSINIY								78	66	73	45	47	39
PADDLE PRAIRIE	99	76	100	99	70	92	84	100	97	99	96	100	97
PEERLESS LAKE	84	89	95	84	91	85	90	79	66	99	62	69	55
PELICAN MOUNTAIN	82	75	85	65	90	97	90						
ST. THERESA	82	83	84	87	84	84	85						
SUSA CREEK	87	70	86	87	87	89	87	87	78				

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ATTENDANCE PERCENTAGE BY GRADE, BY SCHOOL FOR THE MONTH OF DECEMBER 2013

SCHOOL	ECS	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
ANZAC	80	69	81	78									
ATHABASCA DELTA	67	58	66	52	60	53	55	50	54	53	40	45	47
BILL WOODWARD					80	87	76	88	91	88	88	93	
BISHOP ROUTHIER	74	82	93	90	90	86	90						
CALLING LAKE	71	87	82	84	85	83	77	86	75	56	62	61	67
CAREER PATHWAYS											51	56	52
CHIPEWYAN LAKE	55		94	82	83	93	82	68	83	100	100		
CONKLIN	43	92	57	92	100	77	93	96	93				
DR. MARY JACKSON	95	93	91	88	80	93	89	73	67				
ELIZABETH	93	92	94	92	97	91	96	93	80				
FATHER R. PERIN	67	63	60	52	64	57	55	51	58	58			
FORT MCKAY	69	83	64	73	76	77	82	67	45				
GIFT LAKE	86	81	90	89	92	90	88	77	84	72			
GROUARD	80	91	89	89	83	85	84	74	91	90			
HILLVIEW-EAST PR	84	72	95	89	96	96	93						
J. F. DION	76	73	80	84	84	93	91	65					
KATERI	78	94	92	92	93	78	98	93	44	48	57	52	67
LITTLE BUFFALO	55	66	60	74	70	70	63	73	68	54	51	61	81
MISTASSINIY								74	62	59	38	43	32
PADDLE PRAIRIE	59	80	77	73	67	88	86	88	88	88	70	82	73
PEERLESS LAKE	94	89	96	85	91	85	90	81	82	100	65	60	62
PELICAN MOUNTAIN	67	49	70	44	60	91	58						
ST. THERESA	76	78	85	83	79	77	79						
SUSA CREEK	68	60	80	82	84	86	84	88	81				

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ATTENDANCE PERCENTAGE BY GRADE, BY SCHOOL FOR THE MONTH OF JANUARY 2014

SCHOOL	ECS	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
ANZAC	87	78	87	88									
ATHABASCA DELTA	77	76	82	62	66	67	70	58	66	65	55	75	58
BILL WOODWARD					94	85	81	92	94	94	90	97	
BISHOP ROUTHIER	56	71	83	72	78	85	83						
CALLING LAKE	76	81	77	69	74	79	76	81	74	53	51	37	49
CAREER PATHWAYS											58	60	51
CHIPEWYAN LAKE	39		91	95	70	92	95	68	50	100	100		
CONKLIN	82	96	94	93	100	94	100	97	99				
DR. MARY JACKSON	94	86	100	92	89	92	89	84	84		84		
LIZABETH	90	82	92	96	88	90	92	92	82				
FATHER R. PERIN	79	80	68	63	69	50	75	59	57	63			
FORT MCKAY	65	82	79	79	79	73	87	88	71				
GIFT LAKE	78	83	78	76	85	83	85	61	79	61			
GROUARD	74	84	90	79	87	70	82	59	88	82			
HILLVIEW-EAST PR	91	89	88	94	90	91	91						
J F. DION	91	75	82	89	86	95	97	57					
KATERI	66	83	67	92	85	70	81	90	44	61	51	74	93
LITTLE BUFFALO	52	70	52	63	63	72	58	77	74	59	57	63	85
MISTASSINIY								77	65	68	39	44	37
PADDLE PRAIRIE	77	86	78	63	85	82	73	73	75	62	62	95	64
PEERLESS LAKE	90	90	90	86	84	87	94	85	100	88	70	70	
PELICAN MOUNTAIN	88	83	78	81	91	97	80						
ST. THERESA	77	82	85	84	85	81	84						
SUSA CREEK	90	83	91	90	86	79	88	88	82				

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ATTENDANCE PERCENTAGE BY GRADE, BY SCHOOL FOR THE MONTH OF February 2014

SCHOOL	ECS	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
ANZAC	85	89	84	93									
ATHABASCA DELTA	59	66	68	63	68	60	70	54	67	56	68	78	64
BILL WOODWARD					90	90	85	92	90	86	96	93	
BISHOP ROUTHIER	70	80	88	81	86	91	84						
CALLING LAKE	74	85	75	74	66	82	77	74	73	57	72	65	74
CAREER PATHWAYS											79	79	84
CHIPEWYAN LAKE	75		96	36	74	100	36	36	66	100	100		
CONKLIN	77	82	94	91	100	88	80	97	97				
DR. MARY JACKSON	83	81	93	91	87	89	87	87	87		87		
ELIZABETH	83	80	87	90	85	85	86	83	81				
FATHER R. PERIN	77	66	73	67	88	52	67	62	74	73			
FORT MCKAY	62	82	80	81	83	78	80	86	78				
GIFT LAKE	76	79	84	80	83	82	80	65	68	64			
GROUARD	73	87	89	84	85	76	86	52	89	89			
HILLVIEW-EAST PR	98	73	92	98	90	95	91						
J. F. DION	94	90	87	94	84	99	98	61					
KATERI	74	85	93	86	91	73	71	86	39	57	48	78	85
LITTLE BUFFALO	58	74	59	78	62	77	57	67	66	57	55	62	84
MISTASSINIY								76	67	64	58	48	53
PADDLE PRAIRIE	73	81	79	65	65	77	73	68	79	61	59	78	68
PEERLESS LAKE	86	91	88	84	82	82	90	91	78	83	85	82	77
PELICAN MOUNTAIN	76	41	79	74	80	100	90						
ST. THERESA	74	81	82	84	79	81	81						
SUSA CREEK	85	59	74	87	89	83	85	94	75				

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ATTENDANCE PERCENTAGE BY GRADE, BY SCHOOL FOR THE MONTH OF MARCH 2014

SCHOOL	ECS	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
ANZAC	84	87	88	85									
ATHABASCA DELTA	63	68	82	73	64	66	64	51	55	50	58	61	59
BILL WOODWARD					92	82	70	85	86	80	93	93	
BISHOP ROUTHIER	60	73	88	77	84	82	82						
CALLING LAKE	77	75	77	79	77	79	76	81	68	82	73	59	79
CAREER PATHWAYS											58	63	64
CHIPEWYAN LAKE	100		100	92	69	100	92	84	64	100	100		
CONKLIN	82	97	97	87	100	83	89	97	72				
DR. MARY JACKSON	80	94	89	93	72	80	74	75	67		67		
ELIZABETH	91	88	87	92	95	91	92	90	81				
FATHER R. PERIN	75	73	62	65	76	60	68	66	79	73			
FORT MCKAY	65	83	82	81	78	79	85	67	69				
GIFT LAKE	62	78	78	79	81	71	70	83	75	69			
GROUARD	77	85	88	84	94	90	92	54	90	83			
HILLVIEW-EAST PR	97	42	71	92	88	97	94						
J. F. DION	88	77	84	86	78	95	85	59					
KATERI	58	86	87	81	88	68	74	88	31	48	60	69	89
LITTLE BUFFALO	58	77	51	65	68	76	65	66	58	45	51	59	81
MISTASSINIY								76	65	63	46	37	41
PADDLE PRAIRIE	69	88	74	73	66	89	68	80	80	50	61		71
PEERLESS LAKE													
PELICAN MOUNTAIN	85	68	88	78	97	94	91						
ST. THERESA	81	82	82	83	79	80	82						
SUSA CREEK	87	85	91	92	83	90	93	80	68				

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ATTENDANCE PERCENTAGE BY GRADE, BY SCHOOL FOR THE MONTH OF APRIL 2014

SCHOOL	ECS	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
ANZAC	82	83	86	76									
ATHABASCA DELTA	71	82	86	75	79	72	74	55	63	65	68	77	66
BILL WOODWARD					85	80	81	89	92	86	92	93	
BISHOP ROUTHIER	59	64	86	83	86	83	91						
CALLING LAKE	61	82	71	87	68	68	66	81	70	54	68	64	64
CAREER PATHWAYS											54	55	60
CHIPEWYAN LAKE	100		100	94	83	100	100	91	73	100	100		
CONKLIN	76	91	84	91	100	90	88	97	97				
DR. MARY JACKSON	87	98	88	88	75	80	79	78	66		75		
ELIZABETH	91	88	92	97	96	93	91	91	84				
FATHER R. PERIN	77	92	84	76	86	44	71	66	77	64			
FORT MCKAY	71	83	82	81	78	79	85	67	57				
GIFT LAKE	67	82	82	78	81	78	81	77	77	73			
GROUARD	82	85	91	88	93	92	77	53	70	79			
HILLVIEW-EAST PR	93	47	78	98	87	88	98						
J. F. DION	90	78	89	87	82	98	86	64					
KATERI	55	81	88	94	89	67	66	87	45	60	52	62	95
LITTLE BUFFALO	51	63	55	67	54	76	69	76	49	32	33	46	77
MISTASSINIY								73	65	61	43	30	32
PADDLE PRAIRIE	74	87	87	82	80	92	83	89	84	71	74		70
PEERLESS LAKE	88	86	93	87	85	87	92	92	65	77	100	97	98
PELICAN MOUNTAIN	79	88	78	75	89	94	77						
ST. THERESA	77	82	81	84	84	82	83						
SUSA CREEK	90	83	83	93	90	88	100	90	79				

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ATTENDANCE PERCENTAGE BY GRADE, BY SCHOOL FOR THE MONTH OF MAY 2014

SCHOOL	ECS	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
ANZAC	81	80	83	83									
ATHABASCA DELTA	73	79	86	76	71	75	75	65	67	65	58	75	54
BILL WOODWARD					79	86	82	97	90	89	88	94	
BISHOP ROUTHIER	61	70	88	90	83	73	82						
CALLING LAKE	54	79	61	78	63	56	68	63	68	47	59	44	49
CAREER PATHWAYS											53	51	45
CHIPEWYAN LAKE	100		98	60	74	95	81	69	51	100	100		
CONKLIN	82	94	91	90	100	78	79	92	97				
DR. MARY JACKSON	82	83	84	91	90	86	76	69	71		100		
ELIZABETH	95	93	93	95	98	90	98	87	86				
FATHER R. PERIN	67	56	58	60	69	45	54	57	70	57			
FORT MCKAY	70	87	86	86	74	79	83	81	65				
GIFT LAKE	84	81	83	79	88	75	72	68	70				
GROUARD	75	78	82	78	88	89	85	76	89	70			
HILLVIEW-EAST PR	93	30	80	88	85	89	83						
J. F. DION	88	80	86	89	86	96	85	96					
KATERI	55	83	89	95	88	67	78	88	45	54	44	51	85
LITTLE BUFFALO	52	65	54	65	55	71	64	64	58	36	16	37	73
MISTASSINIY								70	60	59	39	28	34
PADDLE PRAIRIE	68	79	70	69	68	78	88	80	80	61	65		77
PEERLESS LAKE	86	92	92	88	87	87	91	87	64	71	98	95	96
PELICAN MOUNTAIN	67	74	72	75	88	90	93						
ST. THERESA	79	79	83	84	81	79	82						
SUSA CREEK	80	76	88	93	94	90	94	88	82				

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ATTENDANCE PERCENTAGE BY GRADE, BY SCHOOL FOR THE MONTH OF JUNE 2014

SCHOOL	ECS	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
ANZAC	83	79	82	82									
ATHABASCA DELTA	70	66	72	55	54	59	55	38	40	44	44	59	49
BILL WOODWARD					81	86	81	97	91	93	92	97	
BISHOP ROUTHIER	72	72	88	71	77	75	82						
CALLING LAKE	95	97	94	98	91	96	98	96	96	88	89	88	84
CAREER PATHWAYS											51	51	42
CHIPEWYAN LAKE	100		95	80	80	100	95	68	69	100	100		
CONKLIN	92	86	98	93	100	79	100	92	86				
DR. MARY JACKSON	72	70	63	83	83	91	73	57	52		83		
ELIZABETH	89	89	93	95	95	85	92	86	87				
FATHER R. PERIN	84	56	54	62	85	63	62	63	78	59			
FORT MCKAY	81	89	88	92	89	90	94	83	78				
GIFT LAKE	83	74	80	76	86	92	79	77	74	70			
GROUARD	75	80	84	78	94	84	84	76	78	51			
HILLVIEW-EAST PR	90	24	71	90	86	96	81						
J. F. DION	88	87	83	95	91	99	82	83					
KATERI	64	79	90	92	83	72	75	91	45	55	32	61	96
LITTLE BUFFALO	69	78	74	79	72	77	73	75	69	60			
MISTASSINIY								88	83	81	72	64	22
PADDLE PRAIRIE	100	98	100	100	99	100	100	100	91	91	100		100
PEERLESS LAKE	95	94	91	90	90	89	96	96	80	81	99	97	99
PELICAN MOUNTAIN	73	65	81	71	85	88	85						
ST. THERESA	83	75	81	80	76	74	72						
SUSA CREEK	95	79	87	94	96	88	79	80	72				

Student Attendance by Division

for the Month of June, 2014

School	ECS	Div 1	Div 2	Div 3	Div 4
Anzac	85	86			
ADCS	74	73	68	60	61
Bill Woodward			85	93	92
Bishop Routhier	66	81	84		
Calling Lake	75	83	80	73	65
Chipewyan Lake	69	91	82	77	94
Conklin	79	91	87	92	
Dr. Mary Jackson	85	87	85	76	88
Elizabeth	92	91	93	88	
Fr. R. Perin	72	60	63	61	
Fort McKay	71	84	82	75	
Gift Lake	79	82	84	75	
Grouard	79	85	87	83	
Hillview	90	84	91		
J.F. Dion	89	86	89	68	
Kateri	69	88	80	69	62
Little Buffalo	61	68	70	65	67
Mistassiniy				71	44
Pelican Mountain	79	78	87		
Paddle Prairie	80	84	82	82	73
Peerless Lake	89	89	89	87	83
St. Theresa	80	83	82		
Susa Creek	86	85	88	82	
All Schools	79	83	82	74	60

Bulletin 6

Staff Attendance (Based on Leave Applications)

May 1 to July 31, 2014

	# 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	197	40	7880	979.5	6900.5	67	912.5	88%	12%	0.85%	11.58%
Uncertificated Staff	176	40	7040	715	6325	15	700	90%	10%	0.21%	9.94%
Maintenance Staff	55	61	3355	200	3155	0	200	94%	6%	0.00%	6%
Central Office Staff	43	61	2623	171	2452	5	166	93%	7%	0.19%	6%

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

Staffing Update - August 25, 2014

Bulletin 7

	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	5.5	0	0	0	0.5	0	0	0.25	0.5	0.25	1	8
ADCS	16	1	0	0	1	1	0	0	0	1	1	21
Bill Woodward	9	0	0	0	0	3.2	1	0	0.5	0	1	14.7
Bishop Routhier	5	0	0	0	0	3.4	0	0	0	0	1	9.4
Calling Lake	10	0	0	0	0	2.4	0	0	0	0.6	0	13
Career Pathways	2	0	0	0	1	0	0	0	0	0	0	3
Chipewyan Lake	2	0	0	0	0.58	0	0	0	0	0.33	0.3	3.21
Conklin	3	0	0	0	1	0	0	0	0	0	0	4
Dr. Mary Jackson	2	0	0	0	1	1	0	0	0	0	0.5	4.5
Elizabeth	10	0	0	1.8	1	0	0	0	0.6	1	1	15.4
Father R. Perin	7	0	0	0	0	0	0	0	0	0	0.8	7.8
Fort McKay	7	0	0	0	6	0	0	0	0	1	1	15
Gift Lake	13	0	1	0	2	4	1	0	1	1	1	24
Grouard	6	0	0	0	3	0	1	0	0	0	1	11
Hillview	3	0	0	0	1	0	0	0	0.2	0	0.8	5
J.F. Dion	6	0	0	0	1	0	1	0	0	0	1	9
Kateri	6	0	0	0	1	1	0	0	0	1	1	10
Little Buffalo	12	0	0	0	0	4	0.8	0	0	1	1	18.8
Mistassiniy	19	0	0	0	3	2	0	2	0	1	2	29
Paddle Prairie	8	0	0	0	1	1	0	0	0	0.5	1	11.5
Peerless Lake	9	0	0	0	1	2	1	0	0	1	1	15
Pelican Mountain	2	0	0	0	0.75	0	0	0	0	0.25	0	3
St. Theresa	21.8	0	1	2	6	6	0	1	1	2	2	42.8
Susa Creek	3.5	0	0	0	1	0	0	0	0	0.4	0.85	5.75
Totals	187.8	1	2	3.8	32.83	31	5.8	3.25	3.8	12.33	20.25	303.86

School Visits by Department September 1, 2013 - August 28, 2014			
	Management	Learning Services Team	Totals
Anzac	4	16	20
ADCS	13	26	39
Bill Woodward	3	13	16
Bishop Routhier	7	10	17
Career Pathways	24	23	47
Calling Lake	19	18	26
Chipewyan Lake	3	7	10
Conklin	5	16	21
Dr. Mary Jackson	4	6	10
East Prairie/Hillview	4	16	20
Elizabeth	1	11	13
Fort McKay	10	23	33
Fr. R. Perin	11	15	26
Gift Lake	17	25	39
Grouard	7	12	19
J.F. Dion	2	9	11
Kateri	9	10	19
Little Buffalo	5	10	15
Mistassiniy	23	22	33
Paddle Prairie	5	3	8
Peerless Lake	9	6	15
Pelican Mountain	5	15	20
St. Theresa	18	21	39
Susa Creek	3	6	9

Bulletin 8



P.O. Bag 1400, 9809-77th Avenue, Peace River, AB, T8S-1V2
 Phone: 780-624-2060 or 1-800-362-1360
 Fax: 780-624-5914

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New Teacher Orientation 2014

Northland School Division No.61 (NSD61) welcomed new teachers and administrators to the division during New Teacher Orientation in Grouard!

23 new teachers and four new principals gathered for five days (August 18th-22nd) to become familiar with First Nations, Métis and Inuit (FNMI) perspectives, cultural traditions and various initiatives across NSD61. Staff participated in activities focused on student centred learning and community engagement; for example, they took part in designing dreamcatchers using willow branches, beads and animal hide. It was one example of how staff can keep students engaged.



Adem Campbell, Bill Woodward School Teacher, is in the process of designing a dreamcatcher!



New Teachers learn how to play traditional hand games!

To complement student centred learning, new teachers and principals familiarized themselves with FNMI resources such as 'Walking Together' (<http://www.learnalberta.ca/content/aswt/>), 'Our Word is a Valid Way' (<https://education.alberta.ca/media/8008818/ourwayisavalidwayprofessionaleducatorresource2013.pdf>), division-wide Literacy Initiative resources for reading, writing and assessment and Career and Technology courses such as carpentry, cosmetology, small engine mechanics and dual credit opportunities.



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The orientation provides a starting point for new educators and principals to network and receive support from learning coaches, Local School Board Committee members and central office staff.

"I really enjoyed meeting new people at the school division," said Priscilla Gagnon, Father R. Perin School Principal. "I have a better idea of how to deal with various situations relating to teaching and learning. I feel like I have joined a network of people who have education and FNMI issues very much at heart and are more than willing to share their expertise."



New Teachers filled out forms and asked questions to central office staff!

Northland School Division takes pride in creating a community setting for all events and New Teacher Orientation is no exception. Students, parents, Elders and community members attended the orientation to greet new staff, participate in ceremonies and activities, watch students perform Métis jigging and enjoyed a community feast with everyone. The orientation ended with an emotional presentation by Project Brock Society's Kim Ruether. In May, 2012, her son Brock passed away after suffering sudden cardiac arrest; he was only 16. Since Brocks death, Project Brock is working to ensure every Alberta school has an Automated External Defibrillator (AED) and making sure teachers are trained in CPR and AED use. With help from Project Brock and donations from its supporters, almost all of our schools have at least one AED! Click on the link to learn more about Project Brock http://projectbrock.com/pages/our_supporters/.



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Project Brock Society's Kim Ruether raising awareness about the importance of AED's.



Staff practice CPR with a manikin and how to properly use an AED.

NSD61 welcomes new and returning staff to the division and extends warm wishes for a successful and rewarding 2014-2015 school year.

BOARD OF TRUSTESS

COLIN KELLY
TRUSTEE OF THE BOARD

DATE: AUGUST 28 , 2014

PRESENTED BY: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

SUBJECT: BYRON ROSS MEMORIAL SCHOLARSHIP

ORIGINATOR: EDUCATION COMMITTEE

RECOMMENDATION

That the Board of Trustees recommend re-instatement of the Byron Ross Memorial Scholarship with changes to Procedure 321, as attached.

BACKGROUND

The Byron Ross Memorial Scholarship was suspended in June, 2009 (BM # 22430/09) to reallocate funds to the Teacher Training Program. The pamphlet and Procedure 321 is attached.

Byron Ross Memorial Scholarship

Byron Ross was a former Northland Teacher, Administrator and active member of the Northland A.T.A. Local #69.

- * One scholarship of **\$1,500.00** which is matched by the Northern Alberta Development Council for students pursuing studies in:
- Education
- Health
 - * It is available for 2 years, however the recipient must re-apply for the 2nd year.
- Eligibility:**
- The applicant must:
- * be a Northland School Division No. 61 graduate, or graduating this year or,
 - * be a graduate or graduating student of a school that has a current busing agreement,
 - * be pursuing post secondary education in the fields of Health or Education,
 - * have and maintain an acceptable GPA or grade average,
 - * show a need for financial assistance.

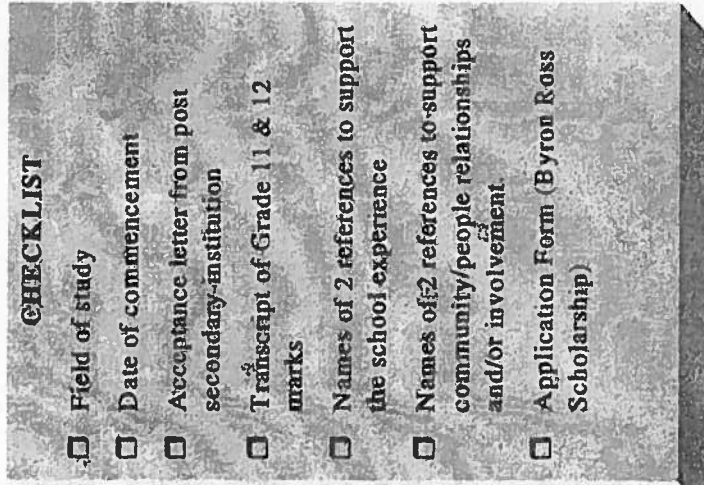
Criteria:

The applicant must:

1. complete the N.A.D.C. Bursary application form (available from your school),
2. submit transcripts from high school and/or the college or university,
3. compose a short essay explaining your need for the Byron Ross Scholarship (include any other sources of income expected during your year at the post secondary institute).

Deadline is **May 15th**

Apply to: Vice President, A.T.A. Local #69



Employees of Northland School Division No. 61 who receive financial support under Policy GDLB are not eligible for educational student support as outlined above.

The above information was taken from policy IHB in the Northland School Division Policy Handbook.

Websites for other Bursaries & Awards:

www.scholarshipscanada.com
www.alis.gov.ab.ca
www.gov.ab.ca/nadc
www.dinc-inac.gc
www.dollarsforlearners.com

Box 1400
9809-77th Ave.
Peace River, Alberta
T8S 1V2



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Fax: 780-624-5914

www.nsd61.org



Scholarships And Bursaries



Northland School Division No. 61 has available to graduating students 10 scholarships and bursaries.

**Northland School Division No. 61
Bursaries**

For students entering a University program for an education degree:

- * Two (2) Bursaries of **\$20,000.00** each, paid over a 2 year period in four installments.
- * Students must provide 2 years of teaching service to the Division in return.

**Northland School Division No. 61
Scholarships**

For students entering a University program, other than education:

- * Four (4) scholarships of **\$800.00** each.
- For students entering a College or Technical Institute:
- * Four (4) scholarships of **\$800.00** each.

Deadline is **June 15th**

Apply to: The Assistant Superintendent
Northland School Division No. 61
Bag 1400
Peace River, Alberta T8S 1V2



*The Adele Grace Carifelle
Memorial Scholarship*

Biography

Adele Carifelle was a former student, employee and Trustee of Northland School Division No. 61.

Adele believed in the value of life-long learning. She completed a Native Communications course and obtained a Diploma in Social Work from Grant MacEwan College.

At the time of her death, she had completed two years of a Bachelor of Education degree.

Three (3) scholarships of **\$1,000.00** each are available for students pursuing studies in:

- * E.C.S.
- * Computer Related Studies
- * Social Work

Criteria:

Refer to the Northland School Division No. 61 bursaries and scholarships criteria.

Deadline is **June 15th**

Apply to: The Assistant Superintendent
Northland School Division No. 61
Bag 1400
Peace River, Alberta T8S 1V2

Criteria For Bursaries

The applicant must:

1. be a Northland School Division No. 61 resident for eight years,
2. be a resident within the Northland School Division No. 61 area/jurisdiction,
3. provide evidence of acceptance and registration in a post secondary institute,
4. provide the names of 2 references to support the school experience,
5. provide the names of 2 references to support the communities/people relationships and/or involvement.

Criteria For Scholarships

The applicant must:

1. be a Northland School Division No. 61 resident for eight years,
2. be a resident within the Northland School Division No. 61 area/jurisdiction,
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4. provide the names of 2 references to support the communities/people relationships and/or involvement.

Byron Ross Memorial Scholarship

Byron Ross was a former Northland Teacher, Administrator and active member of the Northland A.T.A. Local #69.

- * One scholarship of \$1,500.00 which is matched by the Northern Alberta Development Council for students pursuing studies in:
 - Education
 - Health
- * It is available for 2 years, however the recipient must re-apply for the 2nd year.

Eligibility:

The applicant must:

- * be a Northland School Division No. 61 graduate, or graduating this year or,
- * be a graduate or graduating student of a school that has a current busing agreement,
- * be pursuing post secondary education in the fields of Health or Education,
- * have and maintain an acceptable GPA or grade average,
- * show a need for financial assistance.

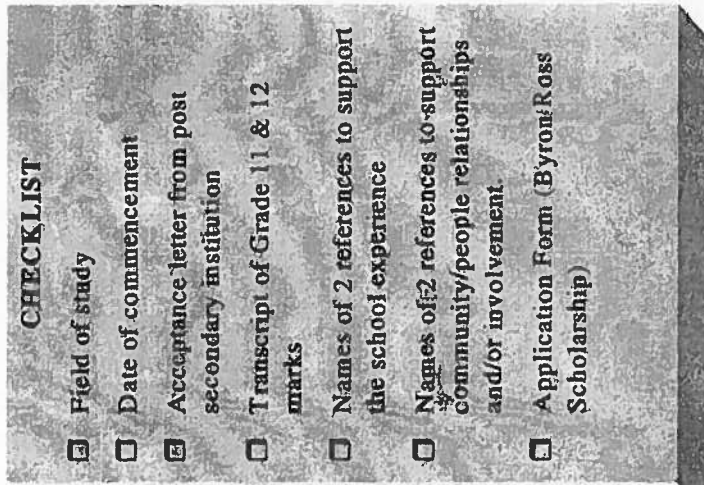
Criteria:

The applicant must:

1. complete the N.A.D.C. Bursary application form (available from your school),
2. submit transcripts from high school and/or the college or university,
3. compose a short essay explaining your need for the Byron Ross Scholarship (include any other sources of income expected during your year at the post secondary institute).

Deadline is **May 15th**

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Scholarships And Bursaries



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Northland School Division No. 61 Bursaries

For students entering a University program for an education degree:

- * Two (2) Bursaries of **\$20,000.00** each, paid over a 2 year period in four installments.
- * Students must provide 2 years of teaching service to the Division in return.

Northland School Division No. 61 Scholarships

For students entering a University program, other than education:

- * Four (4) scholarships of **\$800.00** each.
- For students entering a College or Technical Institute:
- * Four (4) scholarships of **\$800.00** each.

Deadline is **June 15th**

Apply to: The Assistant Superintendent
Northland School Division No. 61
Bag 1400
Peace River, Alberta T8S 1V2



*The Adele Grace Carifelle
Memorial Scholarship*

Biography

Adele Carifelle was a former student, employee and Trustee of Northland School Division No. 61.

Adele believed in the value of life-long learning. She completed a Native Communications course and obtained a Diploma in Social Work from Grant MacEwan College.

At the time of her death, she had completed two years of a Bachelor of Education degree.

Three (3) scholarships of **\$1,000.00** each are available for students pursuing studies in:

- * E.C.S.
- * Computer Related Studies
- * Social Work

Criteria:

Refer to the Northland School Division No. 61 bursaries and scholarships criteria.

Deadline is **June 15th**

Apply to: The Assistant Superintendent
Northland School Division No. 61
Bag 1400
Peace River, Alberta T8S 1V2

Criteria For Bursaries

The applicant must:

1. be a Northland School Division No. 61 resident for eight years,
2. be a resident within the Northland School Division No. 61 area/jurisdiction,
3. provide evidence of acceptance and registration in a post secondary institute,
4. provide the names of 2 references to support the school experience,
5. provide the names of 2 references to support the communities/people relationships and/or involvement.

Criteria For Scholarships

The applicant must:

1. be a Northland School Division No. 61 resident for eight years,
2. be a resident within the Northland School Division No. 61 area/jurisdiction,
3. provide the names of 2 references to support the school experience,
4. provide the names of 2 references to support the communities/people relationships and/or involvement.



Procedure 321

Student Bursaries and Scholarships

Background

It is essential that students graduating from high schools within the division be encouraged and supported to continue their education in post secondary institutions. Recognizing the costs involved in accessing a post secondary education, financial support may be provided by way of bursaries and scholarships.

Procedures

1. The Northland School Division will provide the following bursaries and scholarships each year students who are entering post secondary institutions:
 - 1.1 Two bursaries of \$20,000 each to students entering a university program for an education degree as follows:
 - 1.1.1 Each bursary will be paid to the student in four equal installments over a two-year period.
 - 1.1.2 The student must provide two years of teaching service to the division or repay the bursary amount.
 - 1.1.3 For bursaries only, the student must disclose other sources of support.
 - 1.1.4 Upon successful completion of their two year program, the student may apply for a second bursary.
 - 1.2 Twelve scholarships will be awarded as follows:
 - 1.2.1 Four scholarships of \$800.00 each to students entering a university program in a faculty other than the Education Faculty.
 - 1.2.2 Four scholarships of \$800.00 each to students entering a college or technical institute.
 - 1.2.3 Three scholarships of \$1,000.00 in memory of Adele Grace Carifelle for students pursuing studies in the areas of early childhood education, computer related studies or social work.
 - 1.2.4 **One scholarship of \$1500.00 in memory of Byron Ross which is matched by the Northern Alberta Development Council for students pursuing studies in Education and Health.**

**Procedure 321****Student Bursaries and Scholarships**

2. Bursaries and scholarships shall be awarded upon the basis of the following criteria:
 - 2.1 The applicant must have been registered as a Northland School Division student for a minimum of six years.
 - 2.2 A letter of intent and the application form must be submitted prior to June 15th.
 - 2.3 The applicant must provide evidence of acceptance and registration in a post secondary institution.
 - 2.4 Scholarship applicants must provide transcripts of marks from grades 11 and 12.
 - 2.5 The applicant must provide the names of two references to support the school experience.
 - 2.6 The applicant must provide the names of two references to support community and individual relationships and involvement.
3. Applications will be reviewed by the Personnel/Education Committee of the Board. The committee shall meet by June 30th to select the recipients.
4. In the event, there are less than four applicants, the Superintendent may disburse the allotted \$3,200.00 between the applicants.
5. The superintendent will advise the applicants of the selection committee's decisions prior July 1st.
6. Bursaries and scholarships will not be awarded to any employee that is being supported by the division through any of its other educational leave programs.

BOARD OF TRUSTEES

**COLIN KELLY
TRUSTEE OF THE BOARD**

DATE: AUGUST 28, 2014

PRESENTED BY: WESLEY OGINSKI, DIRECTOR OF HUMAN RESOURCES

SUBJECT: JOB DESCRIPTIONS

ORIGINATOR: PERSONNEL COMMITTEE

RECOMMENDATION
<p>That the Board of Trustees receive the attached revised job descriptions for the positions of Transportation Manager, Transportation Coordinator and Facilities and Transportation Secretary, as information due to the transportation department reorganization.</p>

CURRENT SITUATION:

BACKGROUND: Due to the reorganization of the transportation department, revised and new job descriptions were drafted for the positions of Transportation Manager, Transportation Coordinator and Facilities and Transportation Secretary.

OPTIONS:



IDENTIFYING INFORMATION

POSITION TITLE: Transportation Manager

CLASSIFICATION TITLE: Administration IV

DEPARTMENT: Transportation

IMMEDIATE SUPERVISOR'S TITLE: Superintendent

POSITION SUPERVISES: Transportation Coordinator,
Transportation Administrative Assistant,
Lead Hand(s), School Bus Drivers

REASON FOR SUBMISSION: X X
Creation Change Update

Date: April 2014

POSITION SUMMARY (Additional duties are in bold)

The Transportation Manager is responsible to the Superintendent to monitor and regulate all aspects of student conveyance and the operation of divisional and contract buses.

General Responsibilities

1. Oversee the school bus transportation department for Northland School Division: planning, budgeting, organizing, staffing and evaluation.
2. **Investigate written complaints, receive information from the public, principals, other sources, and resolve issues in the most safe, economic and efficient manner.**
3. **Act as the Transportation Safety Officer.**

Driver Responsibilities

1. Maintain contact with bus and contract drivers throughout the year.
2. Make recommendations to the Superintendent, in consultation with the principal, to suspend, with just cause, bus drivers.
3. Suspend drivers where immediate action is required and safety is a concern.



4. Communicate and implement board policy and provide direction to all drivers, as required.
5. Carry out routine inspections to ensure that all divisional policies are being adhered to by all drivers.
6. Provide immediate reports regarding the hiring and termination of drivers.
7. Review driver violations and incidents and prepare a report with recommendations to the Superintendent.
8. Evaluate driver's performance as required.
- 9. Ensure OH&S Compliance.**
- 10. Establish networks for driver training.**
11. Assist and propose solutions to drivers so as to maintain proper student discipline and behavior while transporting
12. Conduct annual meetings with divisional bus drivers as required and ensure that minutes of all meetings will be kept and maintained.
13. Ensure that each school bus driver and contractor receives start up documents and report forms in time for school opening.

Fleet Responsibilities

1. In conjunction with the Transportation Coordinator prepare specifications, tenders, etc. for the purchase of buses.
2. Submit a monthly report to the Superintendent concerning changes in personnel, extra-curricular bus trips, major route changes, recommendation for improvements in the transportation system.
- 3. Ensure National Safety Code and Carrier Service compliance.**
- 4. Review and implement requirements of the Traffic Safety Act.**
- 5. Investigate all accidents and take appropriate action.**

Route Responsibilities

1. Inspect driver's opening reports, to note unusual features respecting loads, capacity, pick up time, drop off time, length of routes and any other features that may cause concern.

2. Consult with the bus drivers/contractors/schools to establish routes and route changes from time to time, as necessary, concurring with student population changes, road conditions, etc.
3. Strive to improve the overall safety, efficiency and economy of the student transportation system.
4. **Review annual Route Assessment Checklists and determine follow up actions.**
5. **Administer procedures when in receipt of Application for Transportation on Private Property.**

Fiscal Responsibilities

1. Ensure records are received from bus drivers and contractors as well as statistical information from associated jurisdictions to prepare grant claims for Alberta Education.
2. **Prepare annual Alberta Education grant for submission by the division.**
3. **Develop the Transportation Department budget for consideration in the Division's annual budget.**
4. Verify all reports submitted by drivers, monitors and contractors, including time, pay sheets, leave applications and expense claim forms.
5. Verify all supply, repair and fuel invoices.
6. Monitor cost records to ensure compatibility with budget projections
7. Administer the divisional conveyance allowance procedures that are included in Administrative Procedure 513 – Conveyance Allowance

Executive Responsibilities

1. Notify the Superintendent immediately in the event of an emergency or crisis in transportation.
2. **Liaise with local business, MD's, local councils, local training facilities to promote driver recruitment, retention and training**
3. **Liaise with neighboring jurisdictions and prepare student transportation agreements as required for presentation to the Superintendent**



- 4. Actively promote the school bus industry to local communities.**
5. Promote safe student conveyance by organizing safety programs and bus seminars for all transportation personnel and Northland students.
6. Review and maintain the bus driver's handbook, the safety and maintenance plan and preventative maintenance plan in accordance with legislative requirements on an annual basis.
- 7. Review transportation policies and procedures to ensure they are complete and up to date**
- 8. Develop or amend current transportation policy, procedures and process for presentation to the Superintendent and board**
- 9. Plan and develop strategies to create efficiencies to best serve the transportation needs of all Northland stakeholders for presentation to the Superintendent and board.**
- 10. Attend board, committee and Local School Board Committee meetings as required in consultation with the Superintendent.**
11. Supervise and evaluate the Transportation Administrative Assistant and Transportation Coordinator.
12. Carry out such other duties from time to time as directed by the Superintendent

Professional Development

- 1. Attend Student Transportation Association Supervisor and Safety meetings, workshops and seminars.**
- 2. Attend such courses as necessary to stay abreast of new developments in the Transportation Industry**



Transportation Coordinator

IDENTIFYING INFORMATION

POSITION TITLE: Transportation Coordinator

CLASSIFICATION TITLE: Administration I

DEPARTMENT: Transportation

IMMEDIATE SUPERVISOR'S TITLE: Transportation Manager

REASON FOR SUBMISSION: Creation Change Update

Date: April 2014

POSITION SUMMARY (Additional duties are in bold)

Provides support to the Transportation Manager in a positive manner. Is capable of working independently, and possesses excellent organizational skills.

Strives to foster amicable and effective working relationships with colleagues and maintains confidentiality.

General Responsibilities

1. In conjunction with the Transportation Administrative Assistant distributes incoming and inter-office mail on a daily basis for the Transportation Department.
2. Provide assistance to visiting persons with respect to the downstairs work area.
3. Act as telephone receptionist in a professional manner with respect to the Transportation Department and relays information on issues as they arise to the Manager while he/she is in the field.
4. **Deal with general concerns and inquiries of drivers, schools and parents in consultation with the Transportation Manager.**



Transportation Coordinator

Primary Responsibilities

1. Issues all purchase orders for fleet vehicles and buses
2. **Identifies and organizes all repairs for the school bus fleet.**
3. **Identifies fleet needs for routing and adjusts the placement of buses accordingly.**
4. Transfer or coordinate the transfer of buses as required
5. Engages and oversees suitable repair facilities for school buses across the division.
6. Diarizes semi-annual inspections and advises approved inspection station and drivers as required.
7. Issues and tracks all fleet vehicle units, bus numbers and tracks bus route numbers.
8. Issues and tracks pink insurance cards for fleet vehicles and buses.
9. Receives, directs and follows up all accident reports for fleet vehicles and buses.
10. Prepares specifications for school bus and fleet vehicle tender.
11. **Remain abreast of all National Safety Code standards as these pertain to School Bus D250 standards, vehicle inspection standards and school bus driver file requirements.**
12. **Remain abreast of all provincial and federal school bus regulations as these pertain to school buses and school bus drivers.**
13. **Remain abreast of all commercial carrier regulations**
14. Inspect and/or ride contracted and division owned buses from time to time to determine that they are:
 - a. Mechanically sound.
 - b. Kept in clean condition.
 - c. Conform to Federal, Provincial and Divisional regulations and policies pursuant to safety.



Transportation Coordinator

Business Responsibilities

1. Prepare driver expense claims, regular and casual employee payroll and contractor's monthly reports for the Transportation Manager's signature.
2. **Order, issue and track fuel cards.**
3. **Reconcile and code fuel invoices for the Transportation Manager's signature.**
4. Prepare and code repair invoices for the Transportation Manager's signature.
5. **In conjunction with the Transportation Admin Assistant maintain a database to record and track driver qualifications and required certifications.**
6. **In consultation with the Transportation Manager organize required driver training courses.**
7. **Assist the Transportation Administrative Assistant and the Transportation Manager with Edulog data entry and student database upkeep.**
8. Assist the Transportation Manager with the annual grant submission
9. Attend meetings as required

Supervisory Responsibilities

1. **Direct and oversee actions of the Transportation Lead Hand(s) as they pertain to the fleet.**
2. **Direct and oversee actions of the school bus drivers as they pertain to the condition of the fleet.**
3. **Oversee the duties of the Transportation Administrative Assistant as required.**
4. **Act in the place of the Transportation Manager in his/her absence.**



Transportation Coordinator

Professional Development

- 1. Attend Student Transportation Association meetings and workshops as required.**
- 2. Attend training seminars as required.**
- 3. Cross train and is familiar with the duties of the Transportation Manager.**



**Facilities and
Transportation
Secretary**

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IDENTIFYING INFORMATION

POSITION TITLE: Facilities and Transportation Secretary

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Administrative Assistant

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CLASSIFICATION TITLE: Steno III

DEPARTMENT: Facilities and Transportation

IMMEDIATE SUPERVISOR'S TITLE: Division Facility Manager, Transportation
Manager, Housing & Facilities Manager

REASON FOR SUBMISSION: Creation Change Update
(Combining Positions)

Date: ~~November 2013~~ June 2014

POSITION SUMMARY ~~(Additional duties are in bold)~~

Provides administrative support to the Division Facility Department Manager and Transportation Department. Allocation of this administration support will be .6 to Facilities and .4 to Transportation. Manager, Facilities & Housing Manager and Transportation Coordinator in a positive manner. Is capable of working independently, and possesses excellent communication and organizational skills.

Strives to foster amicable and effective working relationships with colleagues and maintains confidentiality.

General Responsibilities ~~General Responsibilities~~

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~~2.1. In conjunction with the Transportation Coordinator~~ **2.1. Distributes incoming and inter-office mail on a daily basis for the Facilities and Transportation; Maintenance and Housing departments.**

~~3.2. Provides assistance to visiting persons with respect to the downstairs work area.~~

~~4. Acts as telephone receptionist in a professional manner with respect to the Transportation Manager and Coordinator and relays information on issues as they~~

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Facilities and Transportation Secretary

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arise to the Facilities and Transportation Departments. Managers and Transportation Supervisor ~~Coordinator while they are in the field:~~

5.3. Responsible for downstairs office machines, ~~for~~ places ordering for supplies, and arranging es for repairs for office equipment utilized Facilities and Transportation

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Transportation Department Primary Responsibilities

- ~~Responsible for Edulog, data entry and upkeep of the student database, mapping, shape files and updates.~~
- ~~Responsible for the collection of student bussing information from drivers and schools.~~
- ~~Issues trip numbers for all Sports, Educational and Cultural field trips, as requested.~~
- ~~Tracks field trips as completed and codes for invoicing~~

Administrative Responsibilities

- ~~Types, transcribes, and composes correspondence, memos, reports and all other assignments with speed, accuracy and proficiency.~~
- ~~Organizes and maintains all records, files, policy manual, the forms handbook, reports, drawings and standardized reports and statements.~~
- ~~Records and tracks incoming transportation forms, follows up on shortfalls~~
- ~~Receive and organizes bus driver's bi-weekly time logs and contractor's bi weekly reports.~~
- ~~Receive and organize regular driver Leave Applications for payment of spare drivers~~
- ~~Receive and organize casual driver and bus monitor time sheets for payment~~
- ~~Obtains copies and tracks driver abstracts, driver licenses, applications and medical reports for all Divisional staff, contract bus drivers and casual bus drivers.~~
- ~~Maintain the driver database and files~~
- ~~Preparation of all necessary contract information for contract bus drivers.~~

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Facilities and Transportation Secretary

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- ~~— Preparation of route information and packages for distribution at start up.~~
- ~~— Record, type and distribute minutes to the Occupational Health and Safety committee members.~~
- ~~— Development and/or updating of all transportation forms in consultation with the Manager and Supervisor Coordinator as necessary~~
- ~~0. Other tasks as assigned by the Transportation Manager and Coordinator~~

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Specific Duties and Responsibilities

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Facilities Maintenance Department

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1. Types, transcribes and composes correspondence, memos, reports, presentations and proposals.
2. Prepares and distributes agenda and related materials for each meeting, workshop and conference for the Maintenance Department.
3. Organizes and maintains all records, files reports, manuals, blueprints, drawings and standardized reports and statements.
4. Assists in gathering of information to prepare recommendations and department policies as required.
5. Assists in compiling of information required for the completion of all IMR and Capital Project submissions and updates to Alberta Infrastructure.
6. Prepares or assists in the preparation, development and maintenance of spreadsheets, databases and presentations on various projects or aspects of the Maintenance Department including statistical summaries of fuel costs, maintenance department personnel itineraries and time analysis, utility costs and other areas of significance to the department's operation.
7. Assists in the coding of invoicing for payments and in the costing of projects.



Facilities and Transportation Secretary

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- 8. Acquires, provides and disburses information and materials as they relate to the department.
- 9. Assists the department supervisors in maintaining historical information on work completed as it relates to warranty.
- 10. Maintains database files for building services (such as fire, security and elevator inspections and re-inspections), service contracts and all building and vessel requiring inspections.
- 11. Arranges meeting space and makes travel arrangements as requested by supervisors.
- 12. Prepares requisitions for department supplies as needed.
- 13. Performs other duties that may be assigned from time to time.

Housing Facilities & Housing Department

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- 1. Performs all clerical functions with regard to lease preparation, maintenance, distribution and receipt for Teacherages, oversees and performs Housing filing.
- 2. Prepares and sends out the lease extension letters as required as directed by the **Facilities & Housing Manager.**
- 3. Maintains a "Bring Forward File" to ensure that all leases, lease extension letters and accommodation inspection reports are received within the prescribed time frames.
- 4. Conducts and diarizes follow-up requests for the appropriate leases, lease extension letters and accommodation inspection reports to expedite these outstanding documents that are past due.
- 5. Identifies to the **Facilities & Housing Manager** - **Facilities & Housing Manager** all outstanding leases, lease extension letters and accommodation



Facilities and Transportation Secretary

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inspection reports, not received within the prescribed time frame after three requests are made to obtain the required documents.

6. Maintains all necessary Housing spreadsheets on a need basis.

— Notifies all tenants by letter of all increases in the Divisional rental and utility recovery rates as directed by the Facilities & Housing Manager. **Facilities & Housing Manager**

7. Any other tasks that may be assigned.

Transportation

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1. Responsible for Edulog, data entry and upkeep of the student database, mapping, shape files and updates.
2. Responsible for the collection of student bussing information from drivers and schools.
3. Issues trip numbers for all Sports, Educational and Cultural field trips, as requested.
4. Tracks field trips as completed and codes for invoicing
 1. Types, transcribes, and composes correspondence, memos, reports and all other assignments with speed, accuracy and proficiency.
 2. Organizes and maintains all records, files, policy manual, the forms handbook, reports, drawings and standardized reports and statements.
 3. Records and tracks incoming transportation forms, follows up on shortfalls
 4. Receive and organizes bus driver's bi weekly time logs and contractor's bi weekly reports.
 5. Receive and organize regular driver Leave Applications for payment of spare drivers
 6. Receive and organize casual driver and bus monitor time sheets for payment
 7. Obtains copies and tracks driver abstracts, driver licenses, applications and medical reports for all Divisional staff, contract bus drivers and casual bus drivers.



Facilities and Transportation Secretary

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8. Maintain the driver database and files
9. Preparation of all necessary contract information for contract bus drivers.
10. Preparation of route information and packages for distribution at start up.
11. Development and/or updating of all transportation forms in consultation with the Manager and Supervisor as necessary
12. Other tasks as assigned by the Transportation Manager and Coordinator

OTHER CONSIDERATIONS

1. Successful candidate should possess an excellent working knowledge of Microsoft Word, Excel and practical Database and Power Point experience;
2. Completes assignments with speed, accuracy and a high degree of quality and proficiency with respect to spelling, grammar and terminology;
3. Must possess excellent time management skills;
4. Should have a good working knowledge of accounting and be able to understand account coding structure;
5. Must be prepared to travel for work related reasons outside normal working hours, as needed.

Professional Development all departments

1. Cross trains and is familiar with the duties of the Transportation Coordinator
2. Attends training seminars to attain proficiency in Edulog, Maintenance Connections and other necessary computer programs
3. Attends meetings as necessary for skill development
4. Self-directed learning to become familiar with the Field Trip safety and insurance requirements

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**Facilities and
Transportation
Secretary**

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- 5. ~~Self directed learning to become familiar with transportation~~ legislation and regulations pertaining to the School Bus Industry

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BOARD OF TRUSTEES

**COLIN KELLY
TRUSTEE OF THE BOARD**

DATE: AUGUST 28, 2014

PRESENTED BY: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

SUBJECT: ADMINISTRATIVE ACTION – FOLLOW UP
LOCAL SCHOOL BOARD COMMITTEE MINUTES RECEIVED

ORIGINATOR: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

That the Board of Trustees approve of the follow up action taken by Administration with respect to local board minutes received, as attached.

Meeting	Date of Meeting	Agenda Item	Task	Due Date	Status
LSBC MOTION (05/06/2014)	6/17/2014	Conklin	SCYBER Conklin Elearning Staff Update: Outdoor lamp posts outside Conklin Elearning school need to have the LED bulbs replaced.	6/30/2014	Complete
LSBC MOTION (05/21/2014)	6/17/2014	Conklin	Motion #0159-14 - Linda Novak motions to direct Sunchild Elearning to advertise the Conklin Elearning Mentor position for a period of not less than three weeks or until filled by a qualified candidate. The qualified candidate should be a certified teacher preferably with a strong background in Math and Science. The Conklin Local School Board requires to be involved in any staffin gdecisions. The board expect this positionn to be advertised on national job sites and Education Canada.	6/30/2014	In Progress
LSBC MOTION (06/10/2014)	6/17/2014	Paddle Prairie	Motion #079:13/14 - moved to approve the Secretary's request to take 2 hours off on Wednesdays during the 2014-2015 school year, for education leave.	6/26/2014	Complete
LSBC MOTION (01/09/2014)	5/21/2014	Peerless Lake	6. Old Business: School Generated Funds (SGF). Speak to principal re: having a structure set up for the funds.	5/29/2014	Complete
LSBC MOTION (01/21/2014)	5/21/2014	Peerless Lake	108/13/14: Motion to approve the rental of a unit from Peerless Lake Teacherage to Melewka Structure & Design as requested. Are we renting the unit and for how much? School Food Services: Sheldon Coates students being bussed for hot lunch, program to look at hot lunch being delivered to the students for 10.00 and extra compensation for the cooks for the extra students	5/29/2014	Complete
LSBC MOTION (03/11/2014)	5/21/2014	Susa Creek	35/14: Moved to have NSD 61 provide an AED device for school	5/29/2014	Complete
LSBC MOTION (04/23/14)	5/21/2014	Susa Creek		5/29/2014	Complete
LSBC MOTION (01/23/2014)	4/15/2014	Calling Lake	Minutes of January 23 & 31 are the same	4/27/2014	In Progress
LSBC MOTION (01/31/2014)	4/15/2014	Calling Lake	Minutes of January 23 & 31 are the same	4/27/2014	In Progress

Meeting	Date of Meeting	Agenda Item	Task	Due Date	Status
LSBC MOTION (2/3/2014)	2/27/2014	Grouard	Motion 1599 - moves to approve the housing request for the Gift Lake resident for health reasons and educational reasons until the new Gift Lake School is ready.	6/17/2014	Complete