

**October 31, 2014
Board Meeting
Attachments**

Agenda Item	Motion No.
1. World ICU Presentation	
2. Quarterly Financial Presentation	
3. Procedure 306, Student Suspension and Expulsion	23708/14
2. Literacy Priority Focus Group	23709/14
3. Procedure 436, Public Interest Disclosure	23710/14
4. Job Descriptions	23711/14
5. Procedure 426, Staff Leaves and Absences	23712/14
6. LSBC Administrative Action Follow Up on Minutes Received	23717/14
7. Superintendent's Report	23721/14
8. Chairman's Report	23722/14
9. Secretary-Treasurer's Report	23723/14

EMPLOYABILITY

WIN WIN WIN



WIN WIN WIN ????

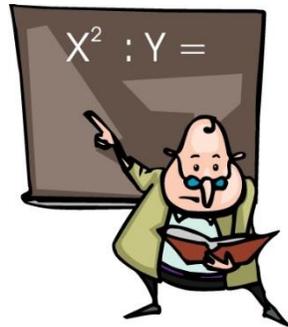
- EMPLOYERS



- STUDENTS



- TEACHERS



- Get value added from their employees (turnover as high as 37% for full time employees and 67% for part timers)*

- Become more employable (currently, 70% of students have a lack of employability skills)**

- Better prepared students for the workplace with already prepared materials

* Hay Group

** Globe & Mail, 2014

WHO IS WORLD ICU?

- A for-profit company that has been registered in Alberta for the past 7 years as WORLD ICU and as QUICK TEST INTERNATIONAL for 15 years previous to the name change
- Our VISION is that every person in Alberta (Canada) will not be under-employed
- Our MISSION is to help people grow personally and professionally and to improve their competence
- Our major GOAL is to assist people from cradle to grave to track their competence, identify strengths and weaknesses and provide ways to fill any gaps they may have in being successful and attaining their goals and aspirations



WHAT IS VALIDATED COMPETENCE?



- A guarantee that individuals possess the skills and knowledge to perform tasks in a certain environment
- A set of standards (profile) that is consistent between individuals and organizations
- An objective evaluation method
- Accepted by educators, regulatory bodies, the legal system and employers
- A guarantee that fewer errors will be made
- Cost to train an entry level employee is approximately 60% of their annual salary. This is if they come with employability skills!

HOW DO PEOPLE BECOME COMPETENT?

Where do people obtain competence?

- School
- Work
- Travel
- Extra curricular activities
- Hobbies
- Reading
- Taking courses (formal and informal)
- Trial and error

What makes people competent?

- Education (theory components)
- Training (hands-on skills)
- Experience (confidence)
- 86% of trained people cannot use what they have learned in a practical setting*

* Conference Board of Canada

HOW DO WE KNOW THAT PEOPLE ARE COMPETENT?

- Self-assessment measures confidence
- Theory components are validated by teachers
- Soft skills are validated by Reference Validators
- Practical skills are validated by Certified Validators in the environment where they will be using the competency *(the only place where competence can be measured)*
- Third party validation ensures accurate evaluation of competence



File Edit View History Bookmarks Tools Help

World ICU

https://worldicu.com/qti/servlet/qti.IndexServlet

AVG Secure Search



MY PORTFOLIO ASSESSMENT LOGOUT

World ICU UTRAC

Profile Competencies

Name:

Number of Competencies:

[View Competency Details](#) [Acquired Profiles](#)

Profile Competencies - Competency Summary

#	Competency	Status	Criticality	Type	Company SA Sort Key	Val Score
53705	Define employability		Critical	Communication		
53706	Follow instructions		Critical	Communication		
53707	Read and understand simple text (such as a novel)		Very Important	Communication		
53708	Read and understand technical text (such as an equipment users'		Critical	Communication		
53709	Interpret a schedule or timetable		Critical	Communication		
53710	Complete a form		Critical	Communication		
53711	Give basic instructions		Very Important	Communication		
53712	Listen and demonstrate understanding		Critical	Communication		

Competency #53705:

Define employability

Show Details

Status:

Not Completed

Resources:

[Click here to open Resource Window](#)

Equipment:

[Click here to open Equipment/Process Window](#)

How competent are you (includes theory and practice)?

- Work Independently Require Assistance with Theory Require Assistance with Tasks Learning No Experience Not Applicable

When was the last time you used/reviewed this competency?

- 0 to 6 months 6 months to 1 year 1 to 2 years 2 to 3 years More than 3 years Never

How much experience in this competency do you have?

- Less than 1 year 1 to 2 years 2 to 3 years 3 to 4 years More than 4 years No Experience

This button stores your self-assessment.

Process Self Assessment

Competency Navigation

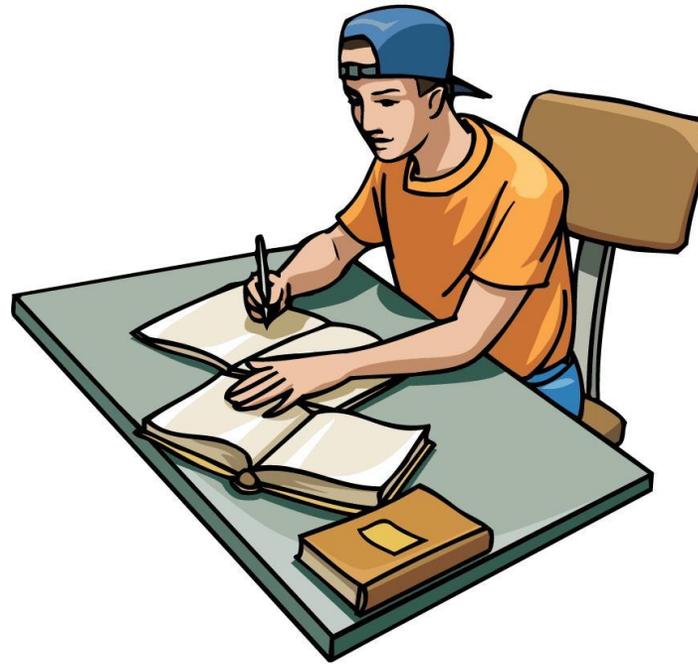
<< First Next > < Previous Last >> Go To 53705

WHAT IS EMPLOYABILITY?

- Possession of competencies that will allow an individual to be productive and help others be productive in an entry level work environment
- Traits, characteristics, skills and attitudes sought after by employers
- Made up of 5 areas (64 competencies):
 - Communication (12 competencies)
 - Interpersonal (10 competencies)
 - Self-Management (24 competencies)
 - Technical (9 competencies)
 - Technological (9 competencies)

COMMUNICATION

- Verbal
- Written
- Listening



INTERPERSONAL

- Conflict resolution
- Working with others
- Synergizing
- Civility
- Customer service



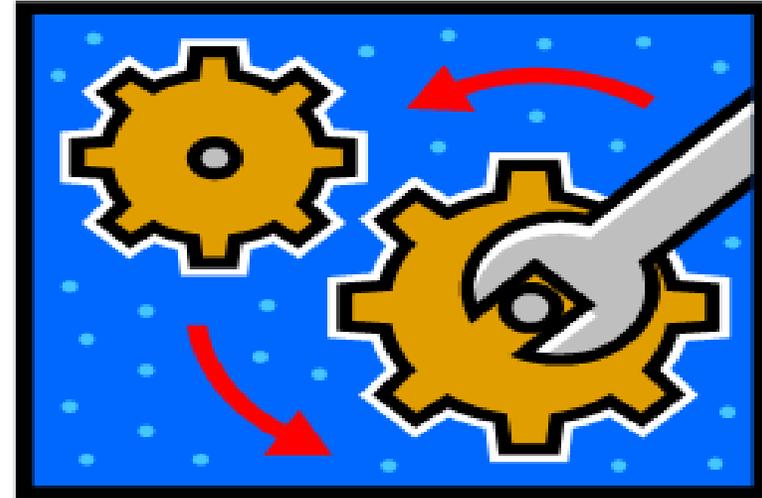
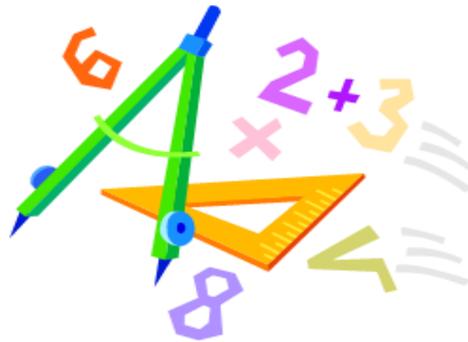
SELF-MANAGEMENT

- Work ethic
- Integrity
- Trustworthiness
- Respect
- Ability and willingness to learn
- Motivation
- Personal care for health and wellness
- Decision making and assertiveness



TECHNICAL

- Mechanical aptitude
- Mathematics
- Finance
- Ability to use tools
- Spatial relations



TECHNOLOGY

- Hardware
- Software
- Communication devices
- Research skills

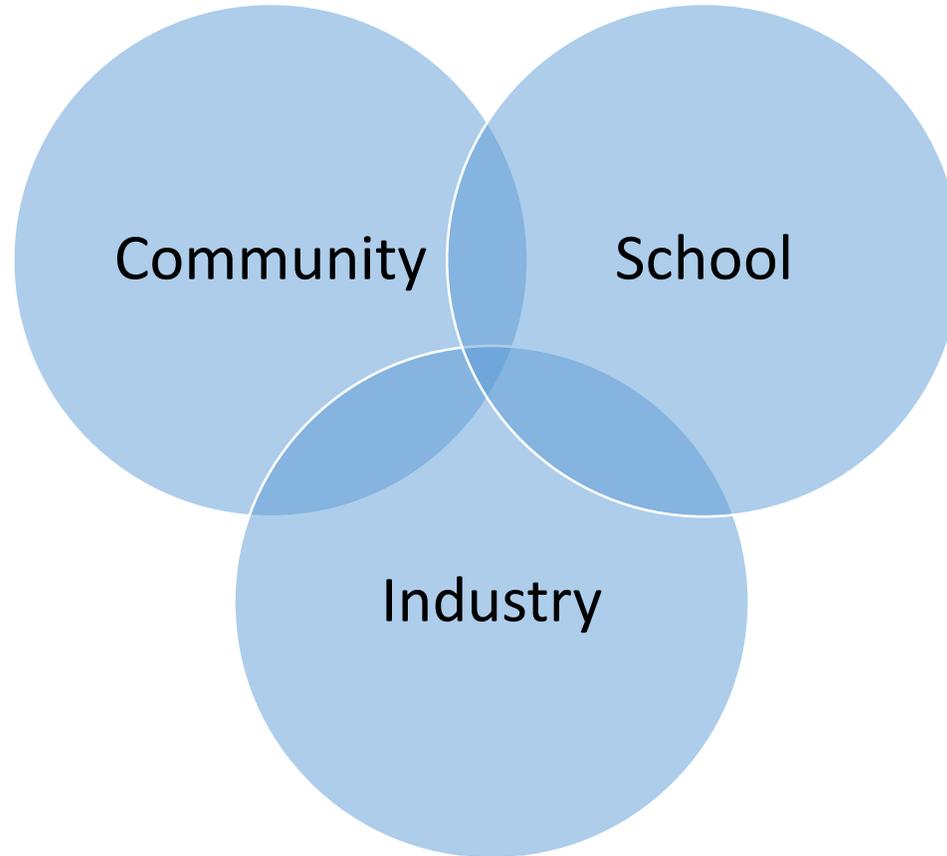


THE PROCESS

- During the course of the semester, the students go through the curriculum, completing assignments and exams
- The student completes the self-assessment which identifies possible gaps in knowledge and skills
- The teacher helps the student fill any gaps with appropriate training
- When the student is ready, validation begins:
 - Teacher (through assignments and exams)
 - Reference Validator (coaches, supervisors, club leaders, etc.)
 - Certified Validator (subject matter experts in the practical skills)



THE EMPLOYABILITY VALIDATION MODEL



COMMUNITY

- Includes any non-academic, non-work related activity
- Includes the person's home life and friends
- A place where the individual can practice and be validated on many of the practical skills



SCHOOL

- Much of the theory is taught and practiced here
- Practical components can be learned and practiced in non-classroom settings
- Many Validators will be teachers
- Feedback given to schools on areas where students need improvement



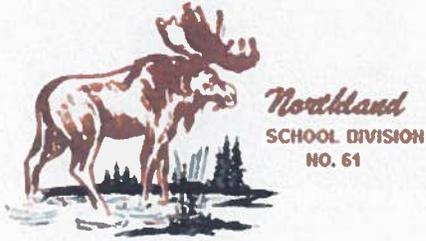
INDUSTRY (EMPLOYERS)

- Give preferential treatment to those with proven competency (hiring)
- Can help the student grow in areas of weakness
- Know the calibre of entry level employee they are getting
- Can work on a career path for new employees



CONTACT INFORMATION

- www.worldicu.com
- Ambrose Samulski Ambrose.Samulski@worldicu.com ph. 905.914.7303
- Ron Semenoff Ron.Semenoff@worldicu.com ph. 403.801.6072
- Dr. Mark Kolodziej Mark.Kolodziej@worldicu.com ph. 403.701.2262
- Ruth Moellenbeck Ruth.Moellenbeck@shaw.ca ph. 780.458.6930
- LeeAnne Comrie LeeAnne.Comrie@worldicu.com ph. 403.874.5159



PRESENTATION TO THE BOARD

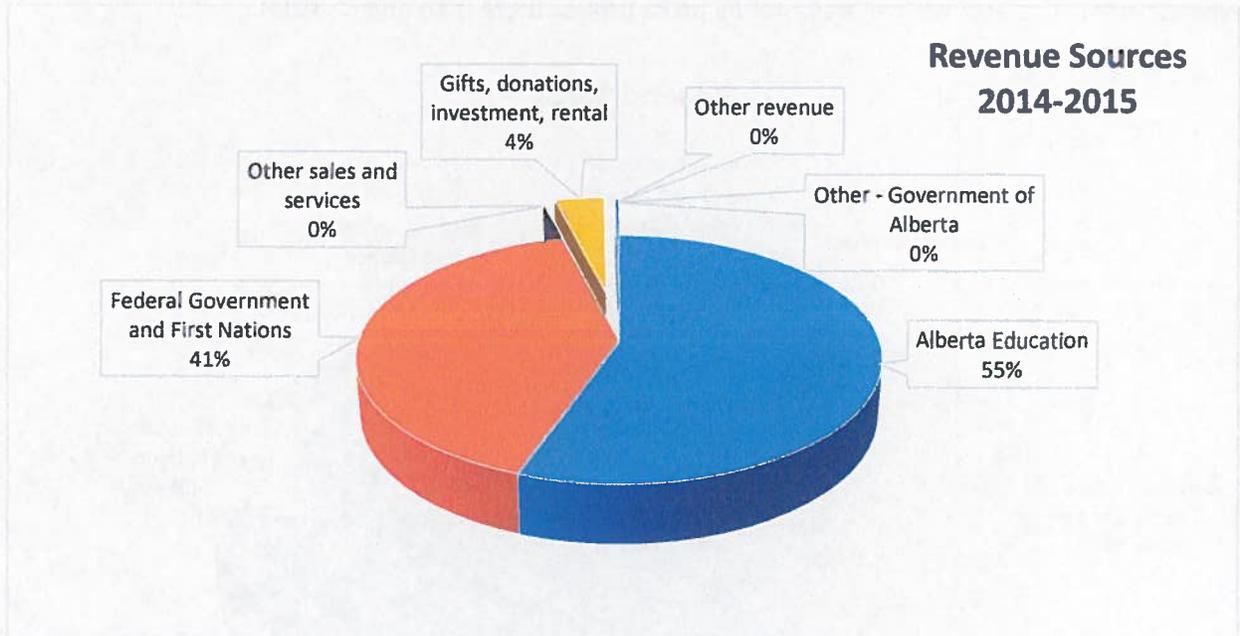
Quarterly Financial Report

TRUDY RASMUSON, SECRETARY-TREASURER

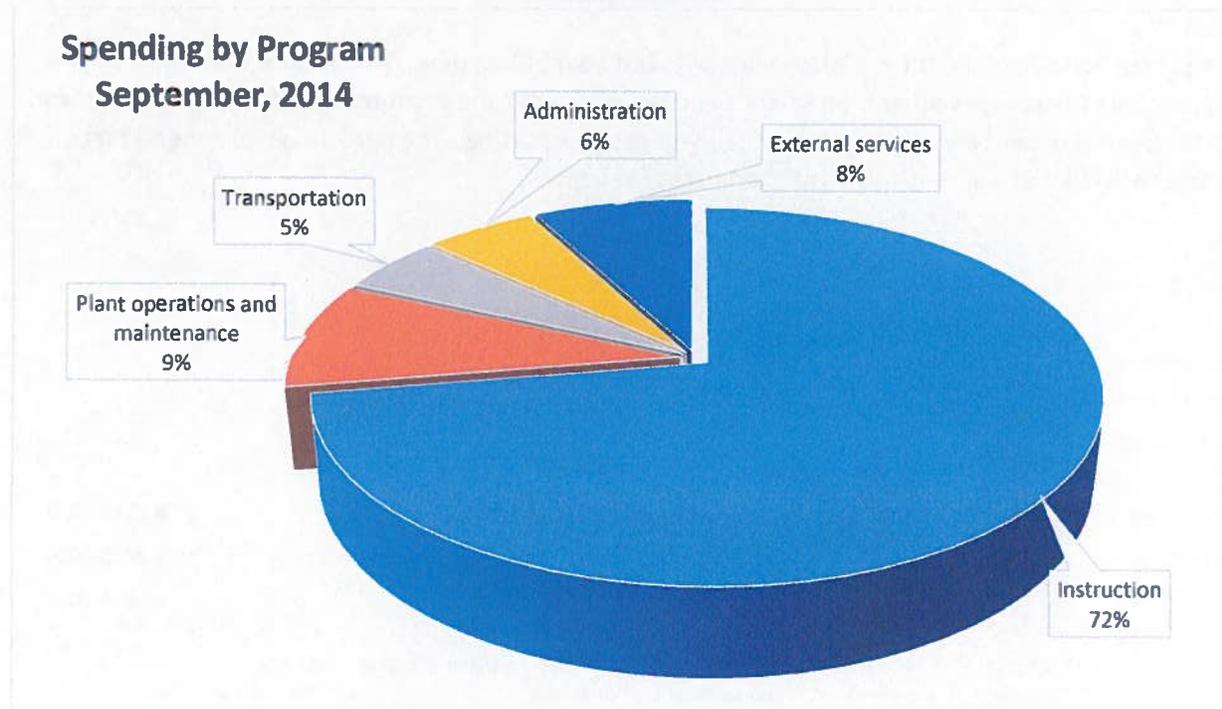
OCTOBER 31, 2014

Secretary-Treasurer's Report

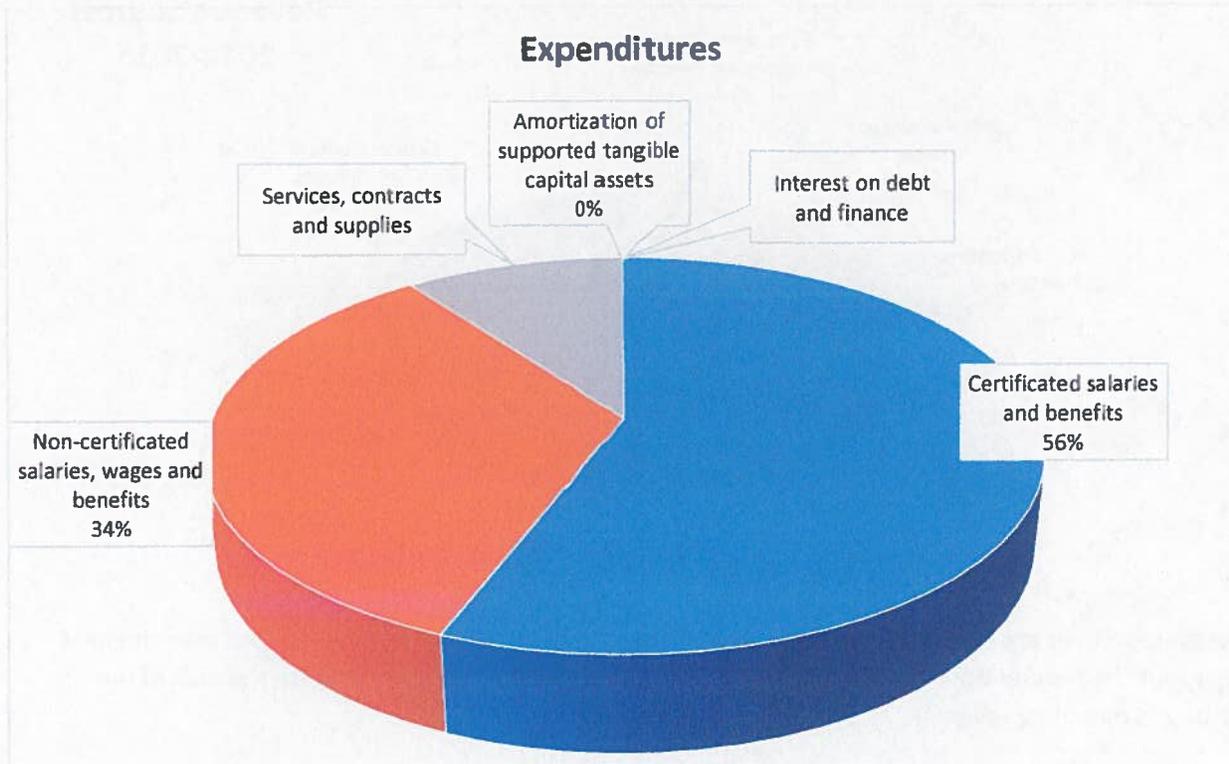
For the Period Ending September 30, 2014



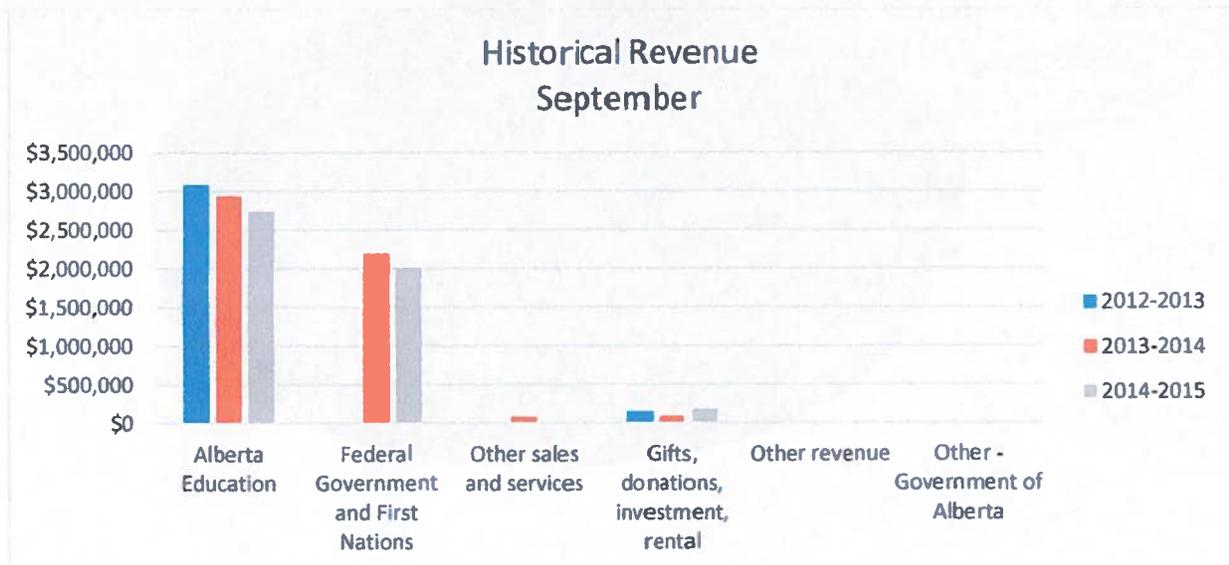
Revenue sources are consistent with last year's. There may be some small fluctuations over the next year, but the Federal Government and First Nations and Alberta Education provide the bulk of the division's operating revenue.



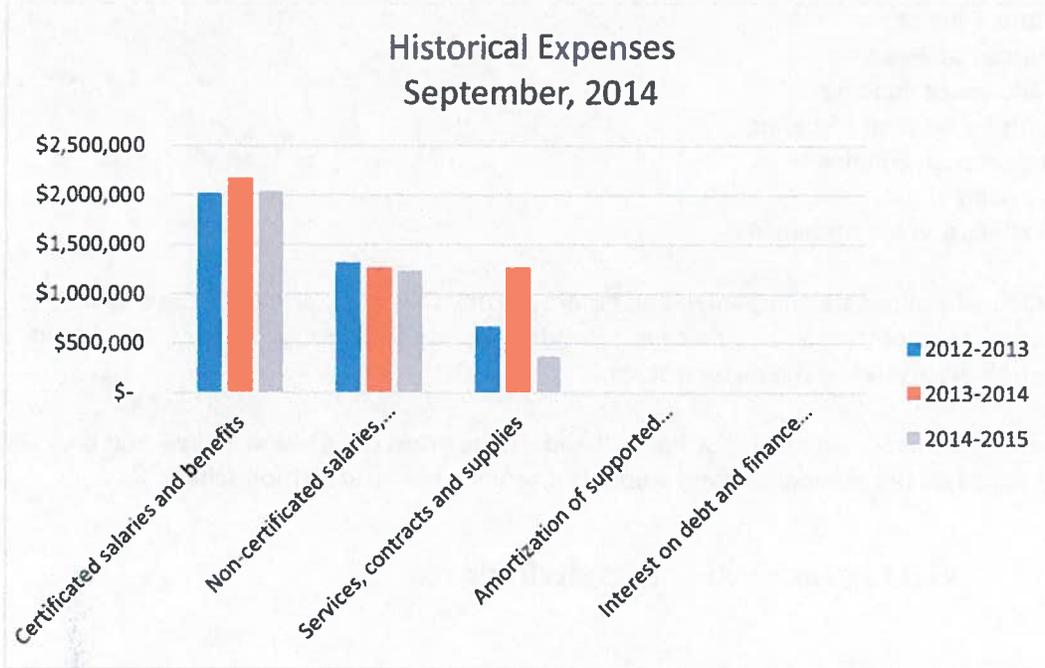
Spending by program is also consistent to last year. Throughout the year, instructional costs, as a percentage, will fall slightly, as the schools purchase supplies at the beginning of the year, to be used throughout the year. As well, maintenance costs are traditionally high in the summer, so large expenditures in this area will generally not be made (unless there is an urgent issue).



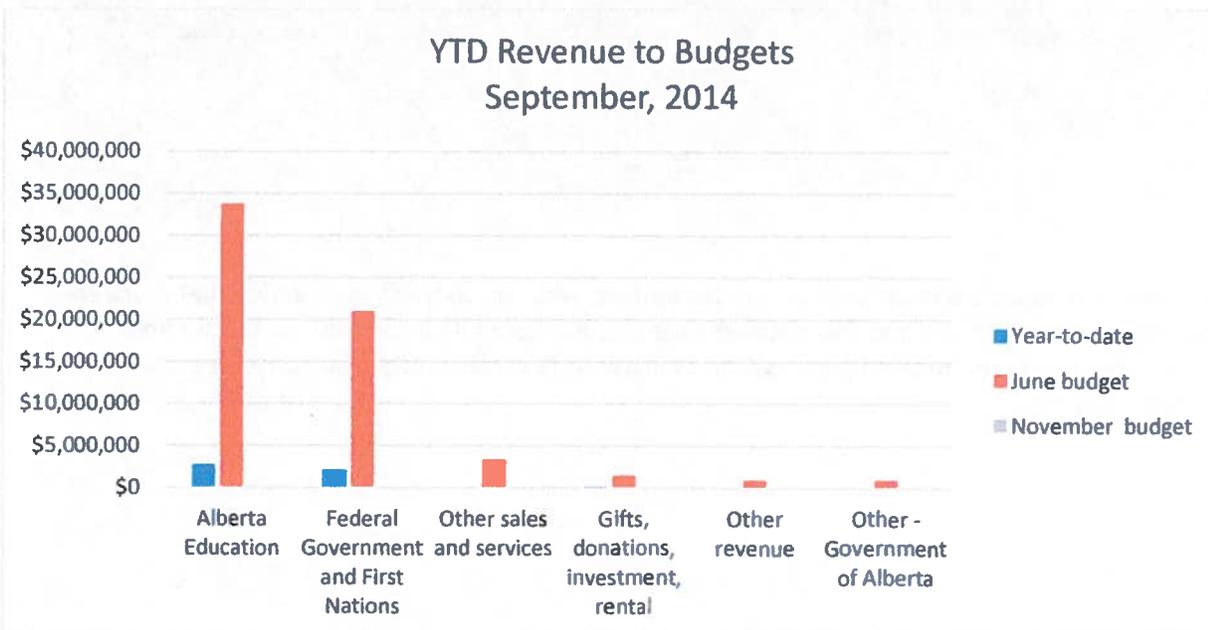
The proportion of expenditures is also in line with last year at this time. Please note that there will be adjustments to expenses other than salaries and benefits, after the accounting staff completes the work for the year-end audit and the September student count reporting. The percentage of expenditures to salaries will fall, but will remain a significant part of expenses.



This September's income from Alberta Education and the federal government and First Nations is down from the previous two years. However, this could be a result of several factors – a timing issue (more will be coming in the next months that will make up for this), a change in the grant structure that moves money from Alberta Education to Other-Government of Alberta, or a reduction in students. As the year progresses, the differences between this year and previous years will level out.



The current expenses are either in line or slightly lower than previous years. Again, this could be a bit of a timing issue – some supplies that are historically purchased in September may have been purchased in October, some staff positions may not have been filled. Again, as the year progresses, the trending will become more reliable, and more of the expenses will be entered into the system (eg: amortization).

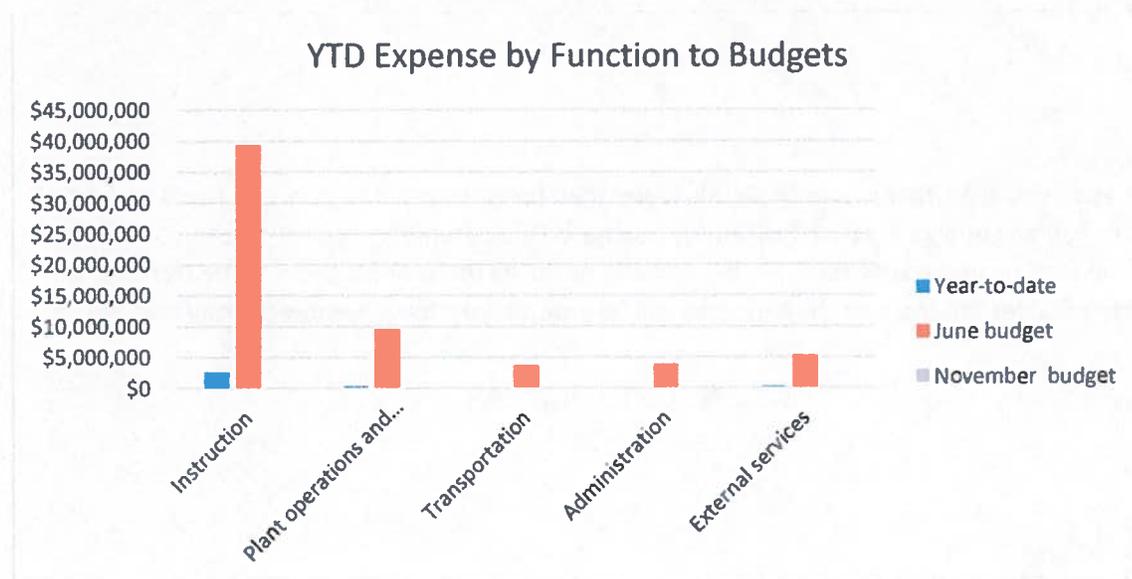


The division has received approximately 8% of this year's grants, which is 1/12 of the 2014-2015 revenue. Revenue is affected by the types of grants available. They are:

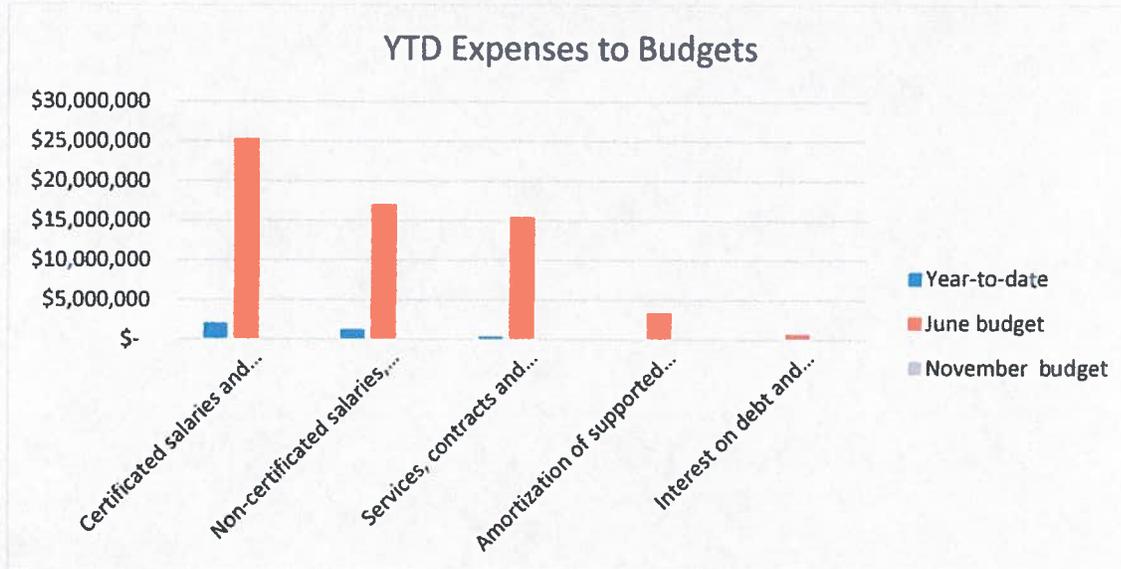
- Early Childhood Services
- Base Funding (Grades 1-9, Grades 10-12)
- Differential Cost (Outreach funding, Program Unit Funding, FMNI Funding, Socio-Economic Status Funding)
- Inclusive Education Funding
- Northern Allowance Funding
- Small Schools by Necessity Funding
- Rural Transportation Funding
- Boarding Funding
- Plant Operations and Maintenance

Funding is also available from private companies, and grants relating to specific purposes can also be accessed, if applicable. Most of the above funding is dependent upon enrolment, so it fluctuates, based on the number of students attending the division schools.

In addition, there are agreements with the First Nation bands in the areas the division serves, and they contribute funding based on the number of band students attending the local division school.



About 6% of the expenses have been paid in September, which is on track, considering that there are some unfilled staff positions and that maintenance spends a lot of its budget during the summer months. The November budget figures will be available in December, after the budget is passed at the November meeting.



This graph is a different version of the previous – indicating that most of the money spent in September relates to staffing. 7.75% of the salaries budgeted have been expensed.

Other Business

RECEIVABLES

We have received the first payment on the outstanding balance from Miskisew, as well as the payment for the September invoice. Monitoring will continue on this account.

YEAR-END AUDIT

The auditors are here, and work is progressing on the audit. So far, no major issues have been brought to my attention.

BOARD OF TRUSTEES

**COLIN KELLY
TRUSTEE OF THE BOARD**

DATE: OCTOBER 31, 2014

PRESENTED BY: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

SUBJECT: PROCEDURE 306 STUDENT SUSPENSION AND EXPULSION

ORIGINATOR: DON TESSIER, ASSOCIATE SUPERINTENDENT

INFORMATION

The Board of Trustees approve in principle, Procedure 306, Student Suspension and Expulsion, to align it with the current Northland Act, Policy 7, and direction of improving attendance, as attached.



Procedure 306

Student Suspension and Expulsion

Background

To ensure a satisfactory climate for learning, school rules and regulations must be observed by students and teachers and principals must be empowered to enforce those rules and regulations. Students who do not conform to the behavior code and discipline policy may negatively affect the school's learning environment.

The suspension or expulsion of a student from school is a very serious matter and should only be taken when other measures have proven to be ineffective or when the seriousness of the offense warrants such action.

Section 12 of the *School Act* identifies expectations for student conduct and sections 24 and 25 deals with student suspensions and expulsions.

Procedures

1. The school discipline policy shall describe the suspension procedures to be followed in the school.
2. The principal shall review, and become familiar with, the provisions in the *School Act* that provide the legal framework governing student suspensions and expulsions.
3. The following circumstances may be considered as reasons for student suspension when all other disciplinary actions have been ineffective:
 - 3.1 Habitual neglect of duty.
 - ~~3.2 Chronic truancy.~~
 - 3.3 Open opposition to authority.
 - 3.4 Use of improper or profane language.
 - 3.5 Disruptive behavior.
 - 3.6 Deliberate and wanton destruction of property.
 - 3.7 Violation of the Local School Board Committee's smoking, alcohol and the use or possession of illegal drugs **procedure** policy.

**Student
Suspension and
Expulsion**

3.8 Actions that are injurious to the moral tone or well being of the school or other individuals.

~~3.9 Chronic non-completion of schoolwork.~~

4. A teacher may suspend a student for a class period subject to the following:
 - 4.1 The teacher confers with the principal prior to making the suspension;
 - 4.2 The teacher informs the student about the suspension, its consequences and the reasons the suspension is being given;
 - 4.3 The student is provided with the opportunity to offer an explanation for his/her action;
 - 4.4 The teacher directs the student to the principal to remain under the supervision of the school until the student's normal dismissal time from that class;
 - 4.5 The teacher reports all of the circumstances surrounding the suspension to the principal in writing;
 - 4.6 The teacher informs the parents of the suspension and the circumstances surrounding it as soon as possible; and
 - 4.7 The teacher recommends follow-up designed to resolve the issue which led to the suspension.

5. A principal may suspend a student from class, from school, or from riding on a school bus subject to the following:
 - 5.1 The principal shall confer with the affected staff members or other individuals involved with the student to gather information about the student's misbehavior.
 - 5.2 The principal shall prepare a written record of all actions taken in regard to the incident.
 - 5.3 The principal will inform the student about the proposed suspension, its consequences and the reason the suspension is being considered.
 - 5.4 The student will be given an opportunity to offer an explanation for the behavior.



Procedure 306

Student Suspension and Expulsion

- 5.5 If the principal is of the opinion that a suspension is warranted, the principal will inform the student of the reasons for the suspension and the length of the suspension.
- 5.6 The principal shall inform the parents by telephone of the suspension, including reasons and length, and shall immediately report in writing all the circumstances of the suspension to the parents with a copy to the superintendent.
- 5.7 The principal shall, if requested, provide an opportunity to meet with the parents, and the student if the student is 16 years of age or older, to discuss the reasonableness of the suspension.
- 5.8 If the student is not to be reinstated within five school days of the date of suspension, the principal shall immediately report in writing all the circumstances of the suspension and provide a recommendation, ~~to the to the Local School Board Committee and to the Board office of the Superintendent.~~
- 5.9 The Principal may recommend that the board expel the student if the student has:
- 5.9.1 Displayed an attitude of willful, blatant and repeated refusal to comply with the provisions of the *School Act*; or
 - 5.9.2 Engaged in conduct that is injurious to the physical or mental well being of others in the school.
- 5.10 The ~~Board Local School Board Committee~~ shall within ten school days after the date of the suspension either reinstate or expel the student.

6. Expulsion of Students

- 6.1. Upon receiving the report from the principal and the principal's recommendation as noted in procedure 5.8 above, the ~~Board Local School Board Committee~~ shall within ten school days after the date of the suspension either reinstate or expel the student. ~~If the chairperson of the Local School Board states that the~~



Student Suspension and Expulsion

~~committee does not wish to deal with the matter, the matter will be dealt with by the board. The Superintendent shall immediately contact the Chairperson of the Local School Board Committee to determine if the Local School Board will be proceeding with the hearing in accordance with the *School Act* and the procedures as outlined in sections 2, 3, and 4 below.~~

6. Prior to the **Board board** making a decision on the recommendation of the principal, the student's parents and the student if the student is 16 years of age or older, shall be advised of the date, time and location of the board meeting at which the decision will be made and of their right to make a representation to the **Board board** with respect to the principal's recommendation. The student and the student's parents will also be advised of their right to attend the hearing with, and be represented by legal counsel.
7. The procedure to be followed in conducting the hearing into the recommendation will be as follows:
- 7.1 The ~~Board Local School Board Committee chair or a designated member of the board~~ will chair the meeting; outline the purpose of the meeting and the procedure to be followed.
 - 7.2 The principal will present the report documenting the details of the case and the recommendation to expel the student.
 - 7.3 The student and the student's parents will be given an opportunity to respond to the information presented and to add any additional information that they feel is relevant.
 - 7.4 The ~~Board members of the Local School Board Committee~~ will have the opportunity to ask questions of clarification from both the principal and the student and the student's parents.
 - 7.5 ~~The Local School Board Committee will meet, without either the administration or the student~~



Procedure 306

Student Suspension and Expulsion

~~and the student's parents present, to discuss the case and the recommendation.~~

~~7.6 Should the Local School Board Committee require additional information, both parties will be requested to return in order to provide the requested information.~~

7.7 The ~~Board Local School Board Committee~~ will then make a decision to either reinstate or expel the student.

7.8 The ~~Board's Local School Board Committee's~~ decision shall be communicated in writing to the student and the student's parents with copies being provided to the principal and the superintendent.

8. If the ~~Board's Local School Board Committee's~~ decision is to expel the student; the following information must be included in the letter to the student and the student's parents:

8.1 The length of the expulsion, which must be greater than 10 school days.

8.2 The educational program to be provided to the student and the name of the individual to be contacted in order to make the necessary arrangements.

8.3 The right of the student and the student's parents to request a review of the decision by the Minister of Learning. The Minister's telephone number and the mailing address of the Minister's office should be provided.

8.4 That if the student had completed two-thirds of a course or program, the student may write the final exam(s) and receive a grade for the course or program. It is the responsibility of the student to become informed regarding the time and place where the examination will be written

8.9 The Board ~~Local School Board Committee~~ may re-enroll a student that has been expelled.

BOARD OF TRUSTEES

**COLIN KELLY
TRUSTEE OF THE BOARD**

DATE: OCTOBER 31, 2014

PRESENTED BY: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

SUBJECT: LITERACY PRIORITY FOCUS GROUP

ORIGINATOR: EDUCATION COMMITTEE

RECOMMENDATION

That the Board of Trustees approve the terms of reference for the Literacy Priority Focus Group, as attached.

BACKGROUND

Literacy Priority Group

Terms of Reference

Oct. 22, 2014

Issue:

What action should be taken to maintain and enhance the Literacy Priority in Northland SD?

Background:

On January 21, 2010 the Minister of Education, Dave Hancock under Section 42(2)(a) of the School Act, appointed an Official Trustee to replace the Northland board. In doing so the Minister noted “concerns over student performance, achievement and high school completion as well as an ongoing trend of high teacher turnover in the Division as primary reasons for the action”. The first of six terms of reference provided to the Official Trustee was to, “...introduce measures aimed at improving student achievement and achievement in the Division.”

At the same time the Minister appointed a three-member inquiry team under Section 41 of the School Act to study the operations of Northland School Division with a mandate to focus on student achievement, governance, and instructional and administrative leadership in order to inform the making of transformative change in the Division. The focus first and foremost he stated was to be on the interests of the students. The first two terms of reference for inquiry by the Inquiry Team were as follows:

1. Student achievement in Northland School Division, and plans developed by the Division and schools to improve student learning and achievement results as measured by the Accountability Pillar.
2. The exercise of instructional and administrative leadership by the Superintendent of Schools including steps taken to improve student learning and achievement.

The Inquiry Team Report submitted to the Minister of Education November, 2010 contained 48 recommendations, some which appear to be focused on a desired end while others appear to focus more on means. The second of these 48 recommendations was that there be mandated reviews every three years. This report documents the first of these reviews.

Such a review must address the fact that the Minister intervened and removed the board because of concerns about student achievement. The follow-up studies and reports also dealt with this need and made a number of recommendations to bring about such desired improvement. For example, Recommendation #3 was that the Division, “implement an improvement strategy centered on English

language and numeracy, improved student attendance, and strengthening parents' engagement with their schools".

In addition Recommendation #8 continued with a similar focus on student achievement namely,

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

The Inquiry Report reviewed and summarized six prior studies and reports which included recommendations about NSD. The Inquiry Report concluded that there was a "striking similarity of findings and recommendations from these reports including their own. The Inquiry Report stated, "It appears NSD has been resistive to change. It is obvious that recommended changes have not been successfully implemented over a lengthy time span".

Therefore Sloan Consultants Ltd. proposed a different approach to conducting this review and the proposed approach was accepted by the contractor, NSD.

The Sloan Report contained recommendations for the 2014-2015 year.

The Board and CEO and Ministry have indicated satisfaction with the report and agreement with the recommendations.

The Board has requested that the CEO set up a structure to ensure the Literacy Priority be maintained and enhanced during the 2014-2015 year. The following structure has been established and is provided for the information of the Board.

Specific Terms of Reference:

Membership:

1. The membership shall be comprised of: The Superintendent, Donna Barrett, Associate Superintendent, Don Tessier, Literacy Supervisor, Gail Sajo, External Consultant, Leroy Sloan, Director of FNMI Education, Delores Pruden-Barrie, and local school administrators (2-4 typically) selected by the Superintendent. On a meeting by meeting basis individuals with expertise in Aboriginal and English language literacy will be invited to assist the committee.

Functions:

2. To form a Literacy Priority Group to: a) review on a quarterly basis progress relative to the recommendations, b) review student literacy data to inform administrative practice and planning on an ongoing basis, c) ensure implementation of the Literacy Priority at every school

and classroom, d) make recommendations re budget support including human resources to support for the Literacy Priority.

3. To ensure the recommendations from the Northland Review 2014 (Sloan Consultants Ltd) are implemented during the 2014-2015 year.
4. Address emerging issues and impediments to effective implementation.
5. Access external expertise for e.g. through an Expert Panel to receive additional input regarding effective Literacy practices outside the Division which Northland may wish to adapt or adopt.
6. To develop quarterly accountability reports relative to the Literacy Priority for submission to the Board.
7. To develop Literacy Priority internal and external communications on at least a quarterly basis.

BOARD OF TRUSTEES

COLIN KELLY
TRUSTEE OF THE BOARD

DATE: OCTOBER 31, 2014

PRESENTED BY: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

SUBJECT: PROCEDURE 436, PUBLIC INTEREST DISCLOSURE
 (WHISTLEBLOWER PROTECTION) ACT

ORIGINATOR: WESLEY OGINSKI, DIRECTOR OF HUMAN RESOURCES

RECOMMENDATION
That the Board of Trustees approve the draft Procedure 436 - Public Interest Disclosure.

CURRENT SITUATION: Northland School Division No. 61 is required to introduce procedures to manage and investigate public interest disclosures as per the Public Interest Disclosure (Whistleblower Protection) Act (June 2013) (PIDA).

BACKGROUND: Alberta enacted PIDA in June 2013 to provide a process whereby employees can disclose potential wrongdoing, or seek advice about disclosing a potential wrongdoing, without retribution, and are provided with clear guidance for how those disclosures may take place. All public services in Alberta, including school boards, are required to establish procedures to comply with the Act.

Northland School Division has reviewed procedures from other local school jurisdictions working to comply with PIDA. There are similarities in content and process and developed the attached documents. This version is based upon the sample provided by the Public Interest Commissioner website.



Procedure 436

Public Interest Disclosure

Background

The Northland School Division No. 61 Board of Trustees is committed to the highest standard of ethical and accountable conduct and recognizes the importance of working to deter and detect wrongdoing within the operations of the Board and to promote public confidence in the administration of the Board. To ensure this, the Board is committed to maintaining a positive and supportive environment whereby employees can disclose potential wrongdoing, or seek advice about disclosing a potential wrongdoing, without retribution, and are provided with clear guidance for how those disclosures may take place.

The Province of Alberta has enacted the Public Interest Disclosure (Whistleblower Protection) Act (PIDA) in order to:

1. Facilitate the disclosure and investigation of significant and serious matters in or relating to public bodies, including school boards that an employee believes may be unlawful, dangerous to the public, or injurious to the public interest,
2. Protect employees who make those disclosures,
3. Manage, investigate and make recommendations respecting disclosures of wrongdoings and reprisals,
4. Promote public confidence in the administration of public bodies.

The division will provide an environment that will allow employees to come forward to disclose wrongdoing without fear of reprisal, consistent with the Public Interest Disclosure (Whistleblower Protection) Act and related Regulations of the Province of Alberta.

Definitions

Wrongdoing – A wrongdoing is defined as one of the following, within or relating to the Board or its employees:

1. A contravention of an Act of Alberta or Canada or the regulations made pursuant to those Acts;
2. An act or omission that creates:



- 2.1 a substantial and specific danger to the life, health or safety of individuals other than a danger that is inherent in the performance of the duties or functions of an employee, or;
- 2.2 a substantial and specific danger to the environment; gross mismanagement of public funds or a public asset;
- 2.3 knowingly directing or counseling an individual to commit a wrongdoing mentioned above.

Reprisals – A reprisal is any adverse employment action including:

- 1. dismissal, layoff, suspension, demotion, transfer, discontinuation or elimination of a job;
- 2. change of job location, reduction in wages, changes in hours of work, reprimand;
- 3. or any other measure that adversely affects the employee's employment or working conditions, including threats to do any of the above.

No person shall take or direct, or counsel or direct a person to take or direct, any of the following measures against an employee because the employee has, in good faith, sought advice about making a disclosure, made a disclosure, cooperated in an investigation under PIDA, declined to participate in a wrongdoing or done anything in accordance with PIDA.

An employee may make a written complaint to the Public Interest Commissioner ("Commissioner") if the employee alleges that a reprisal has been taken or directed against the employee. The written complaint must be made on the prescribed PIDA Complaint or Reprisal Form.

No action lies against the board or an employee of the Board for making a reasonable human resource management decision in good faith.

Procedures

- 1. Designation of Chief Officer
 - 1.1 The Superintendent is designated the Chief Officer for the purpose of the overall administration and reporting required under PIDA.
- 2. Designation of Designated Officer
 - 2.1 The Director of Human Resources is designated the Designated Officer for the purpose of administering and investigating disclosures under PIDA.



**Public Interest
Disclosure**

3. Receipt of Disclosure

3.1 Employees seeking advice on potential disclosure under PIDA and this procedure shall be referred to the Director of Human Resources (the designated officer), who shall provide the employee with information on PIDA, the requirements of PIDA and this procedure and other alternative processes for resolution of the employee's concern.

3.2 Employees shall make disclosures for the purposes of PIDA and this procedure to the designated officer, in writing. The Public Interest Disclosure Form outlines the information required in a disclosure of wrongdoing or reprisal (Form XXXX).

3.3 Disclosures shall provide:

3.3.1 the name of the disclosing employee;

3.3.2 a description of the wrongdoing

3.3.3 the name of the individual or individuals alleged to have committed the wrongdoing or to be about to commit the wrongdoing;

3.3.4 the date of the wrongdoing.

3.3.5 any additional information the designated officer may reasonably require in order to investigate the matters set out in the disclosure.

(Form XXXX)

3.4 The designated officer shall acknowledge receipt of the disclosure to the employee making the disclosure within 5 business days from receipt of the disclosure.

4. Good Faith

4.1 An employee who submits a disclosure of wrongdoing or complaint of reprisal must act in good faith. Good faith describes that state of mind denoting honesty of purpose, being faithful to one's duty or obligation, or an honest intention to abstain from taking any advantage of another.

5. No Reprisals

5.1 An employee who, in good faith:

5.1.1 seeks advice about making a disclosure

5.1.2 makes or made a disclosure



-
- 5.1.3 co-operated in an investigation, or
- 5.1.4 declined to participate in a wrongdoing will not be subject to actions or threats of dismissal, layoff, suspension, demotion, transfer, discontinuation or elimination of a job, change of job location, reduction in wages, change in hours of work or reprimanded or any other measure that adversely affects the employee's employment or working conditions.
- 5.2 An employee may make a written complaint to the Public Interest Commissioner if the employee alleges that a reprisal has been taken or directed against the employee. Such a written complaint must, according to PIDA, be made on the Complaint of Reprisal Form (<https://yourvoiceprotected.ca/>).
6. Preliminary Handling of Disclosures
- 6.1 Where the designated officer is of the opinion that the subject matter of a disclosure would be more appropriately be dealt with by a department of the Government of Alberta, an office of the Legislature, or another public entity, the designated officer shall report the subject matter of the disclosure to the designated officer of that other entity.
- 6.2 Where an alternative process exists for the handling of the subject matter of the disclosure under:
- 6.1.1 another procedure/procedure of the Board (for example Procedure 429 Non-Discrimination and Harassment or evaluation policies).
- 6.1.2 another Act or regulation (for example, human rights or occupational health and safety legislation), or
- 6.1.3 procedures under a collective agreement or employee contract, and the designated officer is of the opinion that the subject matter of the disclosure would be more appropriately dealt with under that process, the designated officer may refer the disclosing employee to those procedures.
- 6.3 Where the disclosure:
- 6.3.1 is clearly frivolous or vexation, has not been made in good faith, has not been made in a timely enough manner to permit an investigation, or does not deal with a wrongdoing,



**Public Interest
Disclosure**

- 6.3.2 relates to a decision, action or matter that results from a balanced and informed decision-making process on a public procedure or operational issue, or
- 6.3.3 does not provide adequate particulars about the wrongdoing to permit the conduct of a fair and effective investigation the designated officer may decline to investigate the disclosure.
- 6.4 If more than one disclosure is made of a single wrongdoing, the designated officer may conduct a single investigation into the wrongdoing.
- 6.5 A disclosure of wrongdoing or complaint of reprisal shall be acknowledged not more than five (5) business days from the date on which the disclosure of wrongdoing or complaint of reprisal is received.
- 6.6 The designated officer shall advise the employee making the disclosure whether the disclosure will or will not be investigated within 10 business days from receipt of the disclosure.
- 7. Mandatory Disclosure of Others
 - 7.1 If the designated officer reasonably believes that the matter to which the disclosure relates constitutes an imminent risk of a substantial or specific danger to the life, health or safety of individuals, or to the environment, the designated officer shall as soon as reasonably practicable refer the disclosure to the Commissioner.
 - 7.2 Notwithstanding whether a disclosure is referred to the Commissioner, where the designated officer is aware:
 - 7.2.1 of a disclosure relating to an imminent risk of a substantial or specific danger to the life, health or safety of individuals, or to the environment, or
 - 7.2.2 that the alleged wrongdoing, if true, may threaten the welfare of students, staff, or the safe and caring environment of the school, the designated officer shall also ensure that appropriate persons within the school board have sufficient information to act to abate that risk.
 - 7.3 Where, at any point following a disclosure, the designated officer has reason to believe that the alleged wrongdoing, if true, could potentially give rise to the Superintendent being of the opinion that



the welfare of students is threatened by the presence of the employee, the designated officer shall advise the Superintendent of the alleged wrongdoing for consideration of a possible administrative suspension under section 105(2) of the *School Act*.

- 7.4 Where in the course of an investigation the designated officer has reason to believe that an offence has been committed under an Act of regulation of the Province of Alberta, or under an Act or regulation of the Parliament of Canada, the designated officer shall report the potential offence to the appropriate law enforcement authorities.
8. Investigation
- 8.1 The designated officer shall conduct all investigations in accordance with the principles of natural justice and procedural fairness.
- 8.2 The designated officer may utilize internal personnel and resources, and may retain outside personnel or resources, for the purpose of conducting the investigation.
- 8.3 The designated officer, and any person conducting an investigation on their behalf, may interview any person and shall have access to any documents of the school board necessary for the investigation.
- 8.4 Where, in the course of an investigation, the designated officer has reason to believe that another wrongdoing has been committed or may be committed, the designated officer shall investigate that other potential wrongdoing as if a disclosure had been made.
9. Report
- 9.1 The designated officer shall provide a written investigation report to the chief officer detailing whether the disclosure was substantiated, and providing recommendations on corrective action.
- 9.2 The investigation shall be completed and the written investigation report provided to the chief officer no later than 110 business days from the date the disclosure was received.
- 9.3 Where the designated officer is considering a recommendation to the Superintendent that the Superintendent exercise authority delegated to them by the Board of Trustees to suspend or terminate a teacher under the *School Act*, the designated officer shall consult with other board staff typically responsible for such recommendations



**Public Interest
Disclosure**

concerning the necessary process. In such event, the written investigation report shall be provided to the Superintendent in the course of any process under the *School Act* for the Superintendent to consider that recommendation.

9.4 The chief officer shall consider the recommendations in the investigation report, and shall be responsible for determining what action, if any, including disciplinary action, shall be either taken as a result or recommended to the Board of Trustees. The chief officer shall follow-up with the employees responsible to ensure those actions are taken.

9.5 The person making the complaint shall be advised when the investigation is completed, the recommendations made in the written investigation report, and the chief officer's actions resulting from the written investigation report.

10. Extensions of Timelines

10.1 The designated officer may request of the chief officer, and the chief officer may grant, extensions of timelines within this procedure, provided that the total extensions granted do not extend the overall time period for investigation and provision of the investigation report by more than 30 business days.

10.2 The chief officer may request permission from the Commissioner to extend timelines for a longer period.

10.3 In the event of an extension of a timeline, the designated officer shall promptly advise the person who submitted a disclosure of wrongdoing when he or she may expect the next procedural step to occur or be completed.

11. Conflicts of Interest/Disclosures About Chief Officer

11.1 In the event the designated officer is in a conflict of interest with respect to the nature of the disclosure or any person involved in the disclosure or alleged wrongdoing, the designated officer shall request the chief officer to designate an alternative designated officer for the disclosure. The alternative designated officer shall have all the powers of the designated officer for the purpose of the disclosure.



11.2 In the event of a disclosure to the designated officer concerning the conduct of the chief officer, or concerning which the chief officer has a conflict of interest, the designated officer shall:

11.1.1 advise the Board Chair of the nature of the disclosure, whereupon the Board of Trustees may authorize an investigation into the disclosure;

11.1.2 advise the Commissioner of the disclosure and its referral to the Board of Trustees and seek advice from the Commissioner concerning whether the disclosure should be referred to the Commissioner.

12. Confidentiality

12.1 The designated officer shall ensure all disclosures and information gathered in the course of investigation disclosures, including the identity of the person making the disclosure, those alleged to have committed the wrongdoing and witnesses, are maintained in confidence and disclosed only;

12.1.1 as necessary for this procedure and to conduct the investigation in accordance with the principles of procedural fairness and natural justice;

12.1.2 in accordance with PIDA or any other statute;

12.1.3 when the disclosure of that information is necessary due to an imminent risk of a substantial and specific danger to the life, health or safety of individuals, or to the environment.

13. Statutory Obligation

13.1 The Superintendent must ensure that information about PIDA and the internal procedures of the Board are widely communicated to the employees of the Board.

13.2 The Superintendent shall prepare a report annually on the disclosures that have been made to the designated officer.

Legal Reference

Public Interest Disclosure (Whistleblower Protection Act) PIDA

Public Interest Disclosure (Whistleblower Protection) Regulation

Appendix A

Public Interest Disclosure Form

BOARD OF TRUSTEES

**COLIN KELLY
TRUSTEE OF THE BOARD**

DATE: OCTOBER 31, 2014

PRESENTED BY: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

SUBJECT: JOB DESCRIPTIONS

ORIGINATOR: WESLEY OGINSKI, DIRECTOR OF HUMAN RESOURCES

RECOMMENDATION
That the Board of Trustees approve the attached revised job descriptions for the positions of Transportation Manager, Transportation Coordinator and Facilities and Transportation Secretary due to the transportation department reorganization.

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:

Transportation Manager

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.



Transportation Manager

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**



Transportation Manager

- 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**

IDENTIFYING INFORMATION

POSITION TITLE: Facilities and Transportation, Secretary
~~Administrative Assistant~~

CLASSIFICATION TITLE: Steno III

DEPARTMENT: Facilities and Transportation

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

REASON FOR SUBMISSION: X Change X
 Creation 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**

1. ~~In conjunction with the Transportation Coordinator d~~Distributes incoming and
 inter-office mail on a daily basis for the Facilities and Transportation,
Maintenance and Housing departments.
2. Provides assistance to visiting persons with respect to the downstairs work
 area.
3. Acts as telephone receptionist in a professional manner ~~with respect to the~~
~~Transportation Manager and Coordinator~~ and relays information on issues as they



Facilities and Transportation Secretary

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

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

Transportation Department Primary Responsibilities

- ~~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~~

Administrative Responsibilities

- ~~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.~~
- ~~8. Maintain the driver database and files~~
- ~~9. Preparation of all necessary contract information for contract bus drivers.~~



Facilities and Transportation Secretary

- ~~10. Preparation of route information and packages for distribution at start up.~~
- ~~11. Record, type and distribute minutes to the Occupational Health and Safety committee members.~~
- ~~12. Development and/or updating of all transportation forms in consultation with the Manager and Supervisor Coordinator as necessary~~
- ~~13. Other tasks as assigned by the Transportation Manager and Coordinator~~

Specific Duties and Responsibilities

Facilities Maintenance Department

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

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

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

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

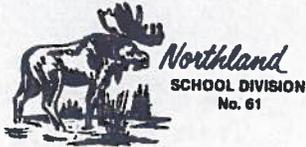
6. Maintains all necessary Housing spreadsheets on a need basis.

— 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

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

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~~



**Facilities and
Transportation
Secretary**

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

BOARD OF TRUSTEES

**COLIN KELLY
TRUSTEE OF THE BOARD**

DATE: OCTOBER 31, 2014

PRESENTED BY: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

SUBJECT: PROCEDURE 426 – STAFF LEAVES AND ABSENCES

ORIGINATOR: WESLEY OGINSKI, DIRECTOR OF HUMAN RESOURCES

RECOMMENDATION
That the Board of Trustees approve of the attached change to Procedure 426 – Staff Leaves and Absences, in principle.

CURRENT SITUATION: Non-teaching staff must wait three years before they are entitled to evergreen the full 90 day entitlement of sick leave.

BACKGROUND: Teaching staff under the collective agreement negotiated a term of two years for the evergreen entitlement. NSD in recent practice has paralleled changes in teacher benefits to all other staff.

OPTIONS:



Procedure 426

Staff Leaves and Absences

5. Leave for Illness

- 5.1 A staff member that is absent due to illness shall immediately advise their supervisor.
- 5.2 A staff member who is absent due to illness, accident, or dental treatment, may be required to provide a medical certificate if requested by the superintendent or designate.
- 5.3 An employee who is absent because of accident, disability, or sickness may be required to submit a certificate from a qualified medical practitioner when a doctor is reasonably available; and where a doctor is not reasonably available, the employee shall be required to submit to the Board a written statement forthwith.
- 5.4 The Board shall be entitled to require medical examinations by a doctor, approved by the Board before paying accumulated sick leave. In any such case, the Board agrees to pay transportation and accommodation costs at approved "Board" rates for the purpose of the examination.
- 5.5 A staff member shall be entitled to two days per month, to a maximum of twenty days for illness, accident, medical appointments or dental care per year.
 - 5.5.1 The Board will apply the sick leave for which the employee is eligible to a maximum of 20 working days during the year effective the date of commencement of service and each September thereafter, and make any adjustments necessary at the end of each August or upon termination of employment.
 - 5.5.2 The unused portion of the statutory sick leave shall be accumulated at the completion of each school year of service with the Division to the credit of each employee, to a maximum of 40 days inclusive of current 20 days. This clause applies to unbroken service.
 - 5.5.3 At the beginning of the **third second** full year of continuous employment with the Division and provided

**Procedure 426****Staff Leaves and Absences**

continuity of employment is not broken, an employee shall be granted ninety (90) calendar days of sick leave credits provided the employee is actively at work on that day. All accumulated but unused sick leave shall be cancelled.

- 5.5.4 An employee who has been absent on sick leave and returns to regular duties shall have the 90-calendar day sick leave entitlement reinstated. However, after notification by the employee of an expected date of return, the board may request, prior to that date of return that the employee provide a medical certificate, signed by a medical doctor, verifying that the employee is able to return to work on a continuing basis. In addition, if an employee uses more than 20 days casual sick leave in any one school year, the board may, by written notice, require the employee to comply with the following restriction:

After each subsequent absence in the same school year, the 90 calendar days shall not be reinstated until the employee has been actively at work for 10 consecutive days unless the absence is a result of a new medical condition confirmed by a medical doctor.

- 5.5.5 When an employee is reinstated to a position within 10 days, the accumulated sick leave will be reinstated.

6. Leave on Election Days

- 6.1 The employer will ensure that any employee eligible to vote in either a national, provincial, or municipal election, plebiscite, or referendum, shall be given the necessary time off work in which to vote in accordance with the statute under which the election, plebiscite, or referendum is being held.
- 6.2 An employee who is required to work during the period allowed to vote immediately preceding poll closing shall be allowed equivalent time off at an earlier time on the same day as authorized by his supervisor.

BOARD OF TRUSTEES

**COLIN KELLY
TRUSTEE OF THE BOARD**

DATE: OCTOBER 31, 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
LSBC (08/25/2014)	9/24/2014	Gift Lake	Motion #379.14 Dale moves to approve request for all in-school cultural trips for the 2014-2015 school year.
LSBC (08/25/2014)	9/24/2014	Gift Lake	Motion #380.14 Gordon moves to accept and receive as information the discussion regarding head lice and the request to implement a survey in the community which will provide information and gather data regarding a possible head lice policy for Gift Lake School. The response will decide whether a policy will be implemented for Gift Lake School.
LSBC (04/30/14)	8/19/2014	ADCS	Discussion - Explanation of Cree and Dene immersion program.



Superintendent's Report October 31, 2014

October, 2014

6	Calgary	ASBA Board Chairs/Superintendents Session: Reimagining School Board Governance
7	Edmonton	Meeting with Leroy Sloan ASBA Consultant
	Edmonton	Teleconference with Energy Futures Network Re: Funding
8	Slave Lake	Administrators' Meeting
9	Slave Lake	Administrators' Meeting
10	Slave Lake	Administrators' Meeting
14	Grande Cache	Teleconference with Cory Gray, Grande Yellowhead Public School Division Superintendent Re: Student Transportation and Lunch Program
	Susa Creek	School Visit and Meeting with Susa Creek Local School Board Committee
15	Edmonton	Meeting with Carlana Lindeman Re: Literacy Initiative
16	Grouard	Staff Meeting Grouard School
20	Grouard	Grouard Parents Meeting
22	Peace River	Divisional Leadership Meeting with Leroy Sloan Develop Terms of Reference for Literacy Priority Group
23	Peace River	Committee Meetings and Agenda Review
24	Wabasca	Meeting with Chester Auger, Education Director at Bigstone Cree First Nation
	Wabasca	Meeting with Terry Lynn Cook and Dafydd Thomas at Mistassiniy School
27	Slave Lake	Quality of Work/Life Committee Meeting
	High Prairie	Meeting with Jan Ruhl- Consultant Re: Grouard
29	Grouard	Dinner for CTS Culture Camp- Little Buffalo and Atikameg Schools
30	Peace River	Learning Services Team Meeting
31	Peace River	Corporate Board Meeting

Committed Dates

November, 2014

1	Peace River	Corporate Board Meeting
5	Grande Prairie	ASBA Zone One
6	Edmonton	ASBA
7	Wabasca-Desmarais	Education Planning Session

Important Dates for School Jurisdictions

- November 3, 2014 – Deadline for requesting new modular classrooms and relocations for the 2015/2016 school year
- November 14, 2014 – Applications deadline for grant funding of Family and Community Safety Program
- November 15, 2014 – Closing date for nominations for Teaching Excellence Awards
- November 30, 2014 – Posting of Three-Year Education Plans and Annual Education Results Reports

Inclusive Education

Opportunities with Alberta-Accredited International Schools

Alberta's positive reputation and international leadership in education have generated international interest in accessing Alberta's curriculum. Education developed accreditation of international schools to allow schools to offer programs of study, to strengthen Alberta's international presence, and to increase the international dimension of the province's education system.

The benefits of studying the Alberta program are significant. International students obtaining an Alberta high school diploma may continue their studies at Alberta's post-secondary institutions as well as other universities or colleges across the world.

There are currently nine Alberta pre-accredited or accredited international schools in the world and several new applicants seeking Alberta accreditation. To learn more about Alberta accredited international schools, visit <http://education.alberta.ca/students/internationaleducation/accreditation.aspx>.

School jurisdictions may contact school administrators of Alberta-accredited international schools to explore possible exchange/partnership opportunities. Opportunities for school jurisdiction involvement include student exchanges, educator exchanges, and school partnerships. These can be set up formally by enrolling in the exchange programs described on this webpage:

www.education.alberta.ca/students/internationaleducation/exchangeprograms.aspx, or informally by establishing relationships with these schools.

For further information, please contact Karen Slevinsky, Education Manager, School Accreditation and Standards Branch, at Karen.Slevinsky@gov.ab.ca or at 780-422-0126. Dial 310-0000 first for toll-free access in Alberta.

Revised Optional Individualized Program Planning Templates

Alberta Education recently revised the sample Individualized Program Planning (IPP) templates that were released last fall. The use of these templates is optional. However, they can be used for students identified with special education needs. The templates, available in English and French, incorporate all of the components currently required in the *Standards for Special Education, Amended 2004*, and focus on instructional planning and academic learning.

The format, process, and content of these templates were informed by:

- results of schools participating in the Inclusive Education Planning Tool pilot
- responses to the Individual Program Plan Components online survey
- feedback from the IPP Provincial Discussion held in February 2014.

The IPP templates are located in the Inclusive Education Library, found at www.learnalberta.ca/content/ieptLibrary/lib07.html.

For further information, please contact Leah Dushenski, Senior Manager, School Accreditation and Standards Branch at Leah.Dushenski@gov.ab.ca or at 780-427-6894; or Lise Belzile, Team Leader – Inclusive Education, French Language Education Services at Lise.Belzile@gov.ab.ca or at 780-422-7794. Dial 310-0000 first for toll-free access in Alberta.

Grant Funding – Family and Community Safety Program

The Family and Community Safety program, a grant funding initiative led by Human Services, will support community-led projects that address issues affecting family and community safety. The fund is intended to build on the existing and ongoing good work in communities, and to strengthen these efforts through supporting new and innovative programs.

Applications are being accepted until November 14, 2014 for projects that address issues such as abuse or violence prevention efforts, positive children's mental health, and the need for mentors. Community agencies or groups are strongly encouraged to partner with other organizations in their application and focus on initiatives that help build stronger families and communities. Successful applications will have an emphasis on community-initiated and led strategies and community plans that positively impact vulnerable Albertans, families and communities. Please consider sharing this information with your schools' community contacts.

For more information on the grant funding, including eligibility and how to apply, visit <http://humanservices.alberta.ca/abuse-bullying.html>.

3rd Annual Alberta Gay-Straight Student Alliance Conference, GSA 2014

The 3rd Annual Alberta Gay-Straight Student (GSA) Alliance Conference takes place Saturday, November 22, 2014 at the Faculty of Education, University of Alberta in Edmonton, as part of the province's Bullying Prevention Awareness Week activities.

This conference is free for students and teachers who have a GSA or are interested in starting one in their schools. Participants will learn strategies to help create, support and sustain GSAs, network with other students and teachers across the province, and learn more about sexual and gender minority youth issues through workshops, resources, and a keynote presentation. It is hoped that this conference will help connect, educate and inspire inclusive school communities that value diversity and difference, as part of creating safe, welcoming and respectful school environments.

For more information, including how to register, visit www.ismss.ualberta.ca/GSA2014.

Special Education Coding Criteria 2014/2015 and Handbook for the Identification and Review of Students with Severe Disabilities 2014/2015

General Information – All School Authorities

Special Education Coding Criteria and the *Handbook for the Identification and Review of Students with Severe Disabilities* have been updated for 2014/2015 and are now available on the Extranet.

Some students may require specialized supports and services to attain the educational outcomes within the programs of study in the Alberta Kindergarten to Grade 12 education system. *Special Education Coding Criteria 2014/2015* and the *Handbook for the Identification and Review of Students with Severe Disabilities 2014/2015* have been updated to support the direction established in the *Ministerial Order on Student Learning* (#001/2013).

The *Handbook for the Identification and Review of Students with Severe Disabilities* provides more detailed information to assist school authorities in identifying students requiring this support. Changes to these documents include updates from the Diagnostic and Statistical Manual of Mental Disorders – Fifth edition (DSM–5). While information from the DSM was considered, the intent of these documents is not to provide diagnostic criteria for clinicians, but to provide educators with information to help identify and program for students/early childhood services children with an identified need.

Private and Charter Schools

For the 2014/2015 school year, private and charter schools will continue to be required to use severe disabilities codes in order to receive funding for grades 1 to 12. The *Handbook for the Identification and Review of Students with Severe Disabilities* details the documentation requirements for severe disabilities funding approvals and timelines for funding applications.

For more information on severe disabilities funding, please see the 2014/2015 Funding Manual, Section 3.3, found at <http://education.alberta.ca/admin/funding/manual.aspx>

In order to access the Extranet website, please visit: <https://phoenix.edc.gov.ab.ca/login/default2.asp>, or contact the Client Services Help Desk at 780-427-5318. Dial 310-0000 first for toll-free access in Alberta.

For further information, please contact Connie Ohl, Education Manager, Learner Services Branch, at Connie.Ohl@gov.ab.ca or at 780-427-5419. Dial 310-0000 first for toll-free access in Alberta.

Services for Students with Visual Impairments

The Services for Students with Visual Impairments (SSVI) unit, part of the Program Resources Branch, continues to support students with visual impairments or blindness by providing loans of alternate format resources (e.g., braille, audio, e-text and large print), specialized learning kits, student equipment and professional resources.

A key initiative of this unit is the three-year Low Incidence Province Wide Collaborative Support project. This project will assist Regional Collaborative Service Delivery (RCSD) regions in their support of children and youth with Low Incidence Disabilities (LID), including blindness or visual impairment, deafness or hard of hearing, deaf blindness and complex communication disorders. It will involve capacity building, collegial

support, collaboration and sharing of best practices to ensure that children and youth with Low Incidence Disabilities in Alberta have fair and reasonable access to needed services within their regions.

For further information, please visit the Program Resources Branch website at <http://education.alberta.ca/teachers/resources.aspx> or contact Roy McConnell, Manager, Inclusive Resources and Supports, Learning Resources Centre, at Roy.McConnell@gov.ab.ca or at 780-427-5234. Dial 310-0000 first for toll-free access in Alberta.

Teaching and Leadership

Announcing the 2014/2015 Minister's Student Advisory Council



Alberta Education recognizes that students have a valuable perspective when it comes to their education. *Speak Out* – the Alberta Student Engagement Initiative – is committed to support students and schools in increasing Alberta youth's engagement in their education and improving student learning experiences, at the local and provincial levels.

Through the Minister's Student Advisory Council, students get involved in decision making, connect with other students, grow as leaders and become the student voices in their communities. As ambassadors of student voice, students share their perspectives collaboratively alongside all education partners, including teachers, principals, superintendents and government staff, to enhance the education system.

We are excited to announce the 2014/2015 Minister's Student Advisory Council. Recruited from as far north as Peace River and as far south as Pincher Creek, 27 students have been selected to serve a one-year term as members of the Council. The first meeting was held in Edmonton on September 18 to 21, 2014. Council members participated in several training sessions that will prepare them for the work ahead, as well as build on their already impressive leadership skills. They also spent time exploring opportunities to work more closely with their school jurisdictions and took part in interactive working sessions offered by the department.

For further information, please visit the *Speak Out* website at <http://www.speakout.alberta.ca/COUNCIL>. If you have questions or would like to explore opportunities to engage with the Council, please contact Jamie Anderson, Student Engagement Advisor, at Jamie.Anderson@gov.ab.ca or 780-422-5665. Dial 310-0000 first for toll-free access in Alberta.

FNMI Success

First Nations, Métis and Inuit Education

In August 2014, Alberta Education established a new First Nations, Métis and Inuit (FNMI) Education Division, bringing together staff and key functions from across the Ministry. The division provides a focal point for K-12 First Nations, Métis and Inuit education policies, programs and initiatives in the ministry and across the education system in order to:

- close the achievement gap between First Nations, Métis and Inuit students and all Alberta students, and

- ensure that all Alberta students are knowledgeable, understanding and respectful of the rich diversity of First Nation, Métis and Inuit peoples – their cultures, languages, and histories, the importance of Treaties, and the legacy of residential schools.

Specifically, the new division works to:

- Engage and support First Nations, Métis and Inuit peoples in fulfilling their vision for a K-12 education system that honours Indigenous history, cultures, languages, and perspectives.
- Build strong relationships with First Nations, the Treaty 6, 7 and 8 organizations, the Métis Settlements General Council, the Métis Nation of Alberta Association, provincial school authorities, Aboriginal Affairs and Northern Development Canada, and other Government of Alberta ministries to support the success of First Nations, Métis and Inuit students.
- Enable the Ministry to make stronger strategic connections on matters related to First Nations, Métis and Inuit education as the new Education Act is implemented, and the next phase of *Inspiring Education* and launch the Ten-Year Strategic Plan commences.

In the coming weeks, the new division will be working with colleagues and partners in the Ministry and the education system to develop a strategic plan for First Nations, Métis and Inuit Education in Alberta.

This work will be led by Acting Assistant Deputy Minister, Jane Martin, Acting Executive Director, Dan Smith and Directors and staff in the division's three branches:

- Curriculum – Acting Director Pauline Auger
- Collaboration and Learning Supports – Acting Director Sandra Skare
- Policy and Research – Acting Director Gabrielle Christopherson

Visit the Alberta Education website for more information on the work of this new division including FNMI curriculum development, learning supports, policies, programs and digital resources for students and teachers at <http://education.alberta.ca/fnmi> or call the First Nations, Métis and Inuit Education Division at 780-415-9300. Dial 310-0000 first for toll-free access in Alberta.

Operational Information

Submission Date for Modular Classroom Priorities – November 3, 2014

The deadline for requesting new modular classrooms and relocations for the 2015/2016 school year is November 3, 2014. Please watch for an email request from Alberta Education to complete Forms 9, 10 and 16, outlining your jurisdiction's modular classroom needs and any requests to relocate existing modular classrooms or free-standing portable classrooms. Should funding be made available, approvals will be communicated early in 2015 to initiate the process to order, construct, deliver and set up the units as quickly as possible.

For further information, please contact Michael Ediger, Director, North Region, Capital Planning Branch, at Michael.Ediger@gov.ab.ca or at 780-427-2083; or Avi Habinski, Director, South Region, Capital Planning Branch at Avi.Habinski@gov.ab.ca or at 780-427-2272. Dial 310-0000 first for toll free access in Alberta.

New Web Page for Private ECS Operators and Accredited Funded Private Schools with ECS Programs

A new web page, <http://education.alberta.ca/admin/ecs/operator.aspx>, detailing important information for private ECS operators and accredited funded private schools with ECS programs, is available on Education's website. The web page was created to be a one-stop source of information for private ECS operators and

accredited funded private schools with ECS programs. This page has been organized to allow users to access important features such as applicable legislation, policy, and programming. It also will allow users to view key contacts within the department for various questions related to programming, Program Unit funding, general funding and transportation.

For further information, contact Sheldon Bossert, Provincial Coordinator of Private Schools and Private ECS Operators, at Sheldon.Bossert@gov.ab.ca or at 780-415-9954. Dial 310-0000 first for toll-free access in Alberta.

Question from the Field

Q: Where do I get appropriate information when considering accommodation options for young students (ECS-3) with Type 1 diabetes?

A: Most school aged children with diabetes have Type 1 Diabetes and require insulin by injection or by a pump throughout the school day. Very young students may be unable to check their own blood glucose levels or administer their own insulin while at school. They also may be unaware when swings in blood sugar levels are affecting their learning.

It is important that school personnel have accurate and current information about diabetes and that the needs of the student are recognized and accommodated according to the student's Individual Care Plan. The Stollery provides annual diabetes education and training for school staff that work with children with diabetes.

The Canadian Diabetes Association recently published guidelines for care of students living with diabetes at school that can be accessed for information at the following link:

<http://www.diabetes.ca/getmedia/173678f6-1a4a-4237-bd55-aa7ba469a602/guidelines-for-students-in-school.pdf.aspx>.

Q: I've read through the *Learning and Technology Policy Framework* and I'm wondering what it looks like in a practical application. Are there examples you can point to of how school authorities are addressing the five policy directions?

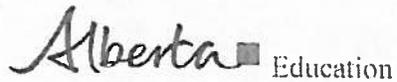
A: Alberta Education has just released a video series intended to show examples of how the *Learning and Technology Policy Framework* is coming alive in schools and school authorities across the province. These videos can be viewed on Education's YouTube channel or through the ministry's Learning and Technology Policy Framework web pages. All of the videos can also be downloaded to be viewed offline or presented at school authority or stakeholder meetings or events.

From January to June 2014, staff from the School Technology Branch travelled around Alberta with a film crew. They interviewed students, educators, IT personnel, principals and school authority leaders and captured footage of students using technology to create and share knowledge. That footage has now been assembled into six videos, one to provide an overview of the policy framework and five to illustrate each of the five policy directions.

Each of the videos covers a number of topics and runs between six and eight minutes in length. Each also is offered as a series of two or three shorter clips to make them more accessible for casual viewing. These

shorter clips also make the videos easier to use in a wider range of contexts, for example at planning meetings for school authorities, professional development events and parent information nights.

For more information about the *Learning and Technology Policy Framework* or this companion video series, please contact Karen Andrews, Research and Planning, School Technology Branch, at Karen.Andrews@gov.ab.ca or at 780-644-5194. Dial 310-0000 first for toll-free access in Alberta.



First Nations, Métis and Inuit Education
 11th Floor, 44 Capital Boulevard
 10044-108 Street NW
 Edmonton, Alberta T5J 5E6
www.education.gov.ab.ca

AR86791

October 7, 2014

Dear Superintendents:

I am pleased to announce the establishment of a new First Nations, Métis and Inuit (FNMI) Education Division in order to better address the educational success of First Nations, Métis and Inuit students in Alberta. The new Division became operational on August 18, 2014, and is engaged in providing strategic direction to the department of education and to school authorities in order to:

- work with all partners to eliminate the achievement gap between First Nations, Métis and Inuit students and all other Alberta students, and
- ensure that all Alberta students have the knowledge, understanding and respect for the rich diversity of First Nation, Métis and Inuit peoples - their cultures, languages and histories; the importance of Treaties; and the legacy of residential schools.

The Division is organized into three new branches to support your work:

1. **Curriculum:** Acting Director is Pauline Auger, Pauline.Auger@gov.ab.ca or at 780 643-1977. Dial 310-0000 first for toll-free access in Alberta.
2. **Collaboration and Learning Support:** Acting Director is Sandra Skare, Sandra.Skare@gov.ab.ca or at 780 422-0559. Dial 310-0000 first for toll-free access in Alberta.
3. **Policy and Research:** Acting Director Gabrielle Christopherson, Gabrielle.Christopherson@gov.ab.ca or at 780 427-3494. Dial 310-0000 first for toll-free access in Alberta.

Each Branch focuses on collaboration, partnerships and working together with all our students, parents and stakeholders across the province in order to engage and support First Nations, Métis and Inuit peoples in fulfilling their vision for a K-12 education system that honours Indigenous history, cultures, languages and perspectives.

Page Two
Superintendents

If you have any questions, please feel free to contact me at 780 415-6192. or Dan Smith, Acting Executive Director of the Division at Dan.K.Smith@gov.ab.ca or at 780 638-9423. Dial 310-0000 first for toll-free access in Alberta.

Sincerely,

A handwritten signature in black ink, appearing to be 'Jane Martin', with a large loop at the start and a horizontal line extending to the right.

Jane Martin, Ph.D.
Acting Assistant Deputy Minister
First Nations, Métis and Inuit Education

Staffing Update - October 24, 2014

Bulletin 5

	Certified Staff	Certified Staff - NL	Early Childhood Instructors	ECS - PUF	Teacher Assistants	Special Assistants	School Community Liaison Worker	Family Community Liaison Advisor	Library Assistant	Native Language Instructor	Clerical	Total by School
Anzac	5.5	0	0	0	0.5	0	0	0.25	0.5	0.25	1	8
ADCS	19	1	0	0	1	2	1	0	0.95	1	1	26.95
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	11	0	0	0	1	2.4	0	0	0	0.6	1	16
Career Pathways	2	0	0	0	0	0	0	0	0	0	0	2
Chipewyan Lake	2	0	0.67	0.4	0	0	0	0	0	0.33	0.3	3.7
Conklin	4	0	0	0	1	0	0	0	0	0.5	0.5	6
Dr. Mary Jackson	2	0	1	0	1	1.5	0	0	0	0	0.5	6
Elizabeth	10	0	0	1.8	0	2	0	0	1	1	1	16.8
Father R. Perin	6.5	0	1	0	0	2	0	0	0	0	0.9	10.4
Fort McKay	7	0	0	0	6	0	0	0	0	0	1	14
Gift Lake	13	0	1	0	2	4	0	0	0	1	1	22
Grouard	6	0	0	0	2	1	1	0	0	1	1	12
Hillview	3	0	0	0	0	0.5	0	0	0	0	0.5	4
J.F. Dion	6	0	0	0.5	1	0	1	0	0	0	1	9.5
Kateri	7	0	0	0	1	2	0	0	0	1	1	12
Little Buffalo	12	0	0	0	0	4	0.8	0	0	1	1	18.8
Mistassini	21	0	0	0	3	2	0	1	0	1	2	30
Paddle Prairie	8	0	0	0	2	1	0	0	0	0.5	1	12.5
Peerless Lake	9	0	0.5	0	1.5	1	0	0	0	1	1	14
Pelican Mountain	2	0	0	0	0.75	0	0	0	0	0.25	0	3
St. Theresa	22.8	0	1	3	6	7	0	1	1	2	2	45.8
Susa Creek	3.6	0	0	1	1	0	0	0	0	0.4	0.85	6.85
Totals	196.4	1	5.17	6.7	30.75	39	4.8	2.25	3.95	12.83	21.55	324.4

October, 2014

1	Peace River	Meeting with the President and Executive Director of the Public School Boards Association of Alberta
2	Peace River	Office
	High Level	Meeting with former Chairperson of the Keg River Local School Board Committee
3	Peace River	Conference call with the Office of the Auditor General of Alberta
		Corporate Board Meeting
7 (PM)	Fort McMurray	Travel
8	Fort McMurray	Meeting with the Chairperson, Anzac Local School Board Committee
	Slave Lake	Administrators' Meeting
9	Slave Lake	Administrators' Meeting
	Wabasca	Meeting with the Municipal District of Opportunity Council Member
14	Edmonton	Meeting with Leroy Sloan, Alberta School Boards Association
16	Gift Lake	Tour of New School
	Grouard	Northern Lakes College
	Slave Lake	Overnight
17	Wabasca	School Visit Teacherage Tour Outreach Program Visit Set Dates to Attend MD Meeting
	Sandy Lake	School Visit
	Calling Lake	School Visit
21	Wabasca	Community Visit Funeral
	Marten Lake	Culture Camp
	Peace River	Travel
22	Peace River	Office
	Keg River	Meeting with Parent
23	Peace River	Committee Meetings and Agenda Review
27	Slave Lake	Quality of Work/Life Committee Meeting
31	Peace River	Corporate Board Meeting

Committed Dates November, 2014

6	Edmonton	ASBA Meeting with Executive
12	Wabasca	Meeting with the MD of Opportunity
15	Edmonton	PSBAA Meeting with the Council
16-18	Edmonton	ASBA Fall Annual General Meeting

**NORTHLAND SCHOOL DIVISION NO. 61
LOCAL SCHOOL BOARD COMMITTEE REPORT
2014/2015 SCHOOL YEAR
PERIOD ENDING - OCTOBER 21, 2014**

	Future Pay Out	Paid During Yr.	Total Pd. & Committed			Percent Expended
				Budget	Difference	
<u>Anzac</u>						
Quarterly Honorarium	4,919.00	-	4,919.00	4,920.00	1.00	
Travel & Subsistence		-	-	5,032.00	5,032.00	
In - Service			-		-	
Prior Year Carryover			-		-	
Casual Labour, Supplies & Awards		-	-	250.00	250.00	
Total	4,919.00	-	4,919.00	10,202.00	5,283.00	48.2%
<u>Athabasca Delta</u>						
Quarterly Honorarium	3,907.00	-	3,907.00	4,920.00	1,013.00	
Travel & Subsistence			-	5,340.00	5,340.00	
In - Service			-		-	
Prior Year Carryover			-		-	
Casual Labour, Supplies & Awards		-	-	250.00	250.00	
Total	3,907.00	-	3,907.00	10,510.00	6,603.00	37.2%
<u>Bishop Routhier</u>						
Quarterly Honorarium	4,919.00	-	4,919.00	4,920.00	1.00	
Travel & Subsistence			-	1,992.00	1,992.00	
In - Service			-		-	
Prior Year Carryover			-		-	
Casual Labour, Supplies & Awards		-	-	250.00	250.00	
Total	4,919.00	-	4,919.00	7,162.00	2,243.00	68.7%
<u>Calling Lake</u>						
Quarterly Honorarium	3,954.00	-	3,954.00	4,920.00	966.00	
Travel & Subsistence			-	3,060.00	3,060.00	
In - Service			-		-	
Prior Year Carryover			-		-	
Casual Labour, Supplies & Awards		-	-	250.00	250.00	
Total	3,954.00	-	3,954.00	8,230.00	4,276.00	48.0%
<u>Chisewyan Lakes</u>						
Quarterly Honorarium	2,989.00	-	2,989.00	4,920.00	1,931.00	
Travel & Subsistence			-	2,740.00	2,740.00	
In - Service			-		-	
Prior Year Carryover			-		-	
Casual Labour, Supplies & Awards		-	-	250.00	250.00	
Total	2,989.00	-	2,989.00	7,910.00	4,921.00	37.8%
<u>Conklin</u>						
Quarterly Honorarium	4,922.86	-	4,922.86	4,920.00	(2.86)	
Travel & Subsistence			-	4,144.00	4,144.00	
In - Service			-		-	
Prior Year Carryover			-		-	
Casual Labour, Supplies & Awards		-	-	250.00	250.00	
Total	4,922.86	-	4,922.86	9,314.00	4,391.14	52.9%

	Future	Paid	Total Pd. &			Percent
	Pay Out	During Yr.	Committed	Budget	Difference	
<u>Dr. Mary Jackson</u>						
Quarterly Honorarium	4,919.00	-	4,919.00	4,920.00	1.00	
Travel & Subsistence			-	2,184.00	2,184.00	
In - Service			-		-	
Prior Year Carryover			-		-	
Casual Labour, Supplies & Awards			-	250.00	250.00	
Total	4,919.00	-	4,919.00	7,354.00	2,435.00	66.9%
<u>East Prairie</u>						
Quarterly Honorarium	4,919.00	-	4,919.00	4,920.00	1.00	
Travel & Subsistence			-	2,128.00	2,128.00	
In - Service			-		-	
Prior Year Carryover			-		-	
Casual Labour, Supplies & Awards			-	250.00	250.00	
Total	4,919.00	-	4,919.00	7,298.00	2,379.00	67.4%
<u>Elizabeth</u>						
Quarterly Honorarium	4,872.00	-	4,872.00	4,920.00	48.00	
Travel & Subsistence			-	3,816.00	3,816.00	
In - Service			-		-	
Prior Year Carryover			-		-	
Casual Labour, Supplies & Awards			-	250.00	250.00	
Total	4,872.00	-	4,872.00	8,986.00	4,114.00	54.2%
<u>Father R Perin</u>						
Quarterly Honorarium	4,919.00	-	4,919.00	4,920.00	1.00	
Travel & Subsistence		3,018.38	3,018.38	4,144.00	1,125.62	
In - Service			-		-	
Prior Year Carryover			-		-	
Casual Labour, Supplies & Awards			-	250.00	250.00	
Total	4,919.00	3,018.38	7,937.38	9,314.00	1,376.62	85.2%
<u>Fort McKay</u>						
Quarterly Honorarium	2,942.00	-	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	2,942.00	-	2,942.00	9,314.00	6,372.00	31.6%
<u>Gift Lake</u>						
Quarterly Honorarium	4,872.00	480.00	5,352.00	4,920.00	(432.00)	
Travel & Subsistence		298.48	298.48	2,292.00	1,993.52	
In - Service			-		-	
Prior Year Carryover			-		-	
Casual Labour, Supplies & Awards			-	250.00	250.00	
Total	4,872.00	778.48	5,650.48	7,462.00	1,811.52	75.7%
<u>Grouard</u>						
Quarterly Honorarium	3,918.75	360.00	4,278.75	4,920.00	641.25	
Travel & Subsistence		43.56	43.56	2,028.00	1,984.44	
In - Service			-		-	
Prior Year Carryover			-		-	
Casual Labour, Supplies & Awards			-	250.00	250.00	
Total	3,918.75	403.56	4,322.31	7,198.00	2,875.69	60.0%

	Future Pay Out	Paid During Yr.	Total Pd. & Committed	Budget	Difference	Percent Expended
<u>J.F. Dion</u>						
Quarterly Honorarium	4,919.00	-	4,919.00	4,920.00	1.00	
Travel & Subsistence		-	-	4,052.00	4,052.00	
In - Service			-		-	
Prior Year Carryover			-		-	
Casual Labour, Supplies & Awards		-	-	250.00	250.00	
Total	4,919.00	-	4,919.00	9,222.00	4,303.00	53.3%
<u>Kateri</u>						
Quarterly Honorarium	4,919.00	-	4,919.00	4,920.00	1.00	
Travel & Subsistence		-	-	2,416.00	2,416.00	
In - Service			-		-	
Prior Year Carryover			-		-	
Casual Labour, Supplies & Awards		-	-	250.00	250.00	
Total	4,919.00	-	4,919.00	7,586.00	2,667.00	64.8%
<u>Little Buffalo</u>						
Quarterly Honorarium	4,872.00	-	4,872.00	4,920.00	48.00	
Travel & Subsistence		-	-	1,880.00	1,880.00	
In - Service			-		-	
Prior Year Carryover			-		-	
Casual Labour, Supplies & Awards		-	-	250.00	250.00	
Total	4,872.00	-	4,872.00	7,050.00	2,178.00	69.1%
<u>Mistassiniv</u>						
Quarterly Honorarium	3,907.00	-	3,907.00	4,920.00	1,013.00	
Travel & Subsistence		-	-	2,836.00	2,836.00	
In - Service			-		-	
Prior Year Carryover			-		-	
Casual Labour, Supplies & Awards		-	-	250.00	250.00	
Total	3,907.00	-	3,907.00	8,006.00	4,099.00	48.8%
<u>Paddle Prairie</u>						
Quarterly Honorarium	4,919.00	-	4,919.00	4,920.00	1.00	
Travel & Subsistence		120.00	120.00	2,288.00	2,168.00	
In - Service			-		-	
Prior Year Carryover			-		-	
Casual Labour, Supplies & Awards		-	-	250.00	250.00	
Total	4,919.00	120.00	5,039.00	7,458.00	2,419.00	67.6%
<u>Peerless Lake</u>						
Quarterly Honorarium	4,872.00	-	4,872.00	4,920.00	48.00	
Travel & Subsistence		-	-	2,340.00	2,340.00	
In - Service			-		-	
Prior Year Carryover			-		-	
Casual Labour, Supplies & Awards		-	-	250.00	250.00	
Total	4,872.00	-	4,872.00	7,510.00	2,638.00	64.9%
<u>Pelican Mountain</u>						
Quarterly Honorarium	2,989.00	-	2,989.00	4,920.00	1,931.00	
Travel & Subsistence		-	-	3,096.00	3,096.00	
In - Service			-		-	
Prior Year Carryover			-		-	
Casual Labour, Supplies & Awards		-	-	250.00	250.00	
Total	2,989.00	-	2,989.00	8,266.00	5,277.00	38.2%

	Future Pay Out	Paid During Yr.	Total Pd. & Committed	Budget	Difference	Percent Expended
St. Theresa						
Quarterly Honorarium	4,919.00	-	4,919.00	4,920.00	1.00	
Travel & Subsistence		-	-	2,860.00	2,860.00	
In - Service					-	
Prior Year Carryover					-	
Casual Labour, Supplies & Awards				250.00	250.00	
Total	4,919.00	-	4,919.00	8,030.00	3,111.00	61.3%
Susa Creek						
Quarterly Honorarium	4,919.00	-	4,919.00	4,920.00	1.00	
Travel & Subsistence				2,984.00	2,984.00	
In - Service					-	
Prior Year Carryover					-	
Casual Labour, Supplies & Awards		125.36	125.36	250.00	124.64	
Total	4,919.00	125.36	5,044.36	8,154.00	3,109.64	61.9%
GRAND TOTAL	98,207.61	4,445.78	102,653.39	181,536.00	78,882.61	

TOTAL NUMBER OF LSBC WITHIN BUDGET	22	78,882.61
TOTAL NUMBER OF LSBC OVER BUDGET	0	-
TOTAL NUMBER OF LSBC	<u>22</u>	<u>78,882.61</u>

**NORTHLAND SCHOOL DIVISION NO. 61
BOARD REPORT
2014/2015 SCHOOL YEAR
PERIOD ENDING - OCTOBER 21, 2014**

ELECTIONS

	ACTUAL	BUDGET	VARIANCE
REMUNERATION TRUSTEES	-	-	-
EMPLOYEE BENEFITS--TRUSTEES	60.00	-	-
POSTAGE--ELECTIONS	-	-	-
INSERVICE--ELECTIONS	-	-	-
RENUNERATION--ELECTIONS	-	80,000.00	80,000.00
TRAVEL & SUBSISTENCE--ELECTIONS	-	-	-
PRINTING & BINDING--ELECTIONS	-	-	-
ADVERTISING--ELECTIONS	1,799.52	-	(1,799.52)
OFFICE SUPPLIES--ELECTIONS	-	-	-

SUB-TOTAL 1,859.52 80,000.00 78,200.48

COMMITTEES

REMUNERATION TRUSTEES	-	-	-
EMPLOYEE BENEFITS - TRUSTEES	-	-	-
TRAVEL & SUBSISTENCE-PERSONNEL	-	-	-
TRAVEL & SUBSISTENCE-EDUCATION	-	-	-
TRAVEL & SUBSISTENCE-FINANCE	-	-	-
TRAVEL & SUBSISTENCE-NEGOTIATION	-	-	-
TRAVEL & SUBSISTENCE-PAC	-	-	-
TRAVEL & SUBSISTENCE-AD HOC	1,698.06	60,000.00	58,301.94
TRAVEL & SUBSISTENCE-QUALITY OF WORK LIFE	-	-	-
TRAVEL & SUBSISTENCE-KTC PARTNERSHIP	-	-	-
TRAVEL & SUBSISTENCE-MARTIN ABORGINAL INITIAT	-	-	-
TRAVEL & SUBSISTENCE-POLICY REVIEW	-	-	-
TRAVEL & SUBSISTENCE - NCET-NSD ENGAGEMENT	-	-	-
TRAVEL & SUBSISTENCE - RED EARTH TRANSFER	-	-	-

SUB-TOTAL 1,698.06 60,000.00 58,301.94

OTHER EXPENSES

REMUNERATION TRUSTEES	-	-	-
REMUNERATION - RECRUITMENT	-	-	-
REMUNERATION TRUSTEES - RETREAT	-	-	-
EMPLOYEE BENEFITS - TRUSTEES	286.59	4,000.00	3,703.41
EMPLOYEE BENEFITS - RECRUITMENT	-	-	-
PROFESSIONAL SERVICES	-	200,000.00	200,000.00
IN-SERVICE - BOARD	265.81	90,000.00	89,734.19
IN-SERVICE - BOARD (ORIENTATION)	-	-	-
IN-SERVICE - N.S.D. P.D. - TRUSTEES	-	-	-
LEGAL FEES - BOARD TRUSTEES	-	25,000.00	25,000.00
RENUNERATION ALTERNATES	-	-	-
VISA PURCHASES - TRUSTEE	82.83	-	(82.83)
TELEPHONE - TRUSTEE	159.38	3,000.00	2,840.62
TELEPHONE - VICE CHAIRMAN	-	-	-
TRAVEL & SUBSISTENCE - BOARD/OTHER	5,012.51	80,000.00	74,987.49
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	-	38,000.00	38,000.00
PRINTING & BINDING	399.35	3,500.00	3,100.65
INSURANCE - BOARD OF TRUSTEES	169.14	250.00	80.86
ADVERTISING - BOARD	-	3,000.00	3,000.00
OFFICE SUPPLIES	270.08	5,000.00	4,729.92
AWARDS	69.09	25,000.00	24,930.91
POSTAGE - BOARD	-	4,000.00	4,000.00
FURNITURE & EQUIPMENT	-	1,000.00	1,000.00

SUB-TOTAL 6,724.78 491,750.00 475,025.22

TOTAL 10,282.36 621,750.00 611,527.64

Secretary-Treasurer's Report

For the Period Ending September 30, 2014

Introduction

The first month of the fiscal year has been completed, with no unexpected income or expenses.

REVENUE

Provincial and Federal Revenue

Revenue sources are consistent with last year's. Work is continuing on the November budget, as enrolments are up, so the division's revenue will increase slightly.

EXPENSES

Salaries and Benefits

- About 7.7% of the staff expenses have been paid in September, which is on track, considering that there are some unfilled staff positions.

Other expenses

- 6.6% of the expenses have been paid in September. This is less than 1/12th of the Division's expenses, however, discretionary maintenance costs are expensed over the summer months.

OTHER BUSINESS

Receivables

- We have received the first payment on the outstanding balance from Mikisew, as well as the payment for the September invoice. Monitoring will continue on this account.

Year-end audit

- The auditors are here, and work is progressing on the audit. So far, no major issues have been brought to my attention.

School Jurisdiction Code: 1280
STATEMENTS OF OPERATIONS
 For the Period Ending September 30, 2014 (in dollars)

	Actual	Actual	Actual	Budget	Budget	Actual	Budget	Actual	Budget	Remaining to
	2011-2012	2012-2013	YTD August 31	2013-2014	2013-2014	YTD Sept 30	2013-2014	2013-2014	2014-2015	collect or spend
	(Restated)		2013-2014	June Approved	Nov. Revised	2013-2014	Nov. Revised	2013-2014	June Approved	
REVENUES										
Alberta Education	\$37,455,386	\$37,200,087	\$34,858,240	\$35,840,506	\$36,676,777	\$2,736,767	\$36,676,777	\$2,736,767	\$33,744,630	\$31,007,863
Other - Government of Alberta	\$1,095,583	\$966,929	\$717,086	\$80,022	\$600,000	\$0	\$600,000	\$0	\$930,824	\$930,824
Federal Government and First Nations	\$20,845,936	\$20,862,392	\$20,175,747	\$21,459,628	\$20,293,271	\$1,999,741	\$20,293,271	\$1,999,741	\$20,966,622	\$18,966,881
Other Alberta school authorities	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Out of province authorities	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Alberta Municipalities-special tax levies	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Property taxes	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other sales and services	\$565,572	\$656,887	\$3,693,065	\$1,730,185	\$1,597,785	\$7,163	\$1,597,785	\$7,163	\$3,280,393	\$3,273,230
Investment income	\$39,891	\$10,292	\$67,600	\$10,000	\$10,000	\$0	\$10,000	\$0	\$40,000	\$40,000
Gifts and donations	\$693,754	\$665,555	\$154,469	\$247,964	\$222,878	\$102,758	\$222,878	\$102,758	\$0	(\$102,758)
Rental of facilities	\$1,000,651	\$973,522	\$832,864	\$1,052,648	\$1,052,648	\$72,364	\$1,052,648	\$72,364	\$957,530	\$885,166
Fundraising	\$347,164	\$251,134	\$0	\$450,000	\$450,000	\$0	\$450,000	\$0	\$450,000	\$450,000
Gains (losses) on disposal of capital assets	\$1,260	\$156,458	(\$200)	\$0	\$0	\$3,608	\$0	\$3,608	\$0	(\$3,608)
Other revenue	\$0	\$0	\$929,335	\$0	\$0	\$11,956	\$0	\$11,956	\$918,325	\$906,369
TOTAL REVENUES	\$62,045,197	\$61,743,256	\$61,428,207	\$60,870,953	\$60,903,359	\$4,934,358	\$60,903,359	\$4,934,358	\$61,288,324	\$56,353,966
EXPENSES										
Certificated salaries	\$21,544,783	\$21,031,068	\$20,875,594	\$21,442,507	\$21,352,159	\$1,752,019	\$21,352,159	\$1,752,019	\$20,865,642	\$19,113,622
Certificated benefits	\$4,218,552	\$4,092,469	\$4,390,192	\$4,181,647	\$4,162,486	\$284,983	\$4,162,486	\$284,983	\$4,351,911	\$4,086,928
Non-certificated salaries and wages	\$13,536,225	\$13,282,741	\$12,583,963	\$11,381,492	\$12,412,748	\$1,007,294	\$12,412,748	\$1,007,294	\$13,306,691	\$12,299,396
Non-certificated benefits	\$2,959,078	\$2,916,643	\$2,805,020	\$3,040,196	\$2,912,775	\$226,822	\$2,912,775	\$226,822	\$3,642,980	\$3,416,157
SUB - TOTAL SALARIES AND BENEFITS	\$42,258,638	\$41,322,920	\$40,654,769	\$40,045,842	\$40,840,168	\$3,271,119	\$40,840,168	\$3,271,119	\$42,167,223	\$38,896,104
Services, contracts and supplies	\$16,204,273	\$15,450,160	\$15,972,368	\$16,458,786	\$16,218,764	\$366,529	\$16,218,764	\$366,529	\$15,381,090	\$15,014,561
Amortization of supported tangible capital assets	\$3,138,632	\$3,192,543	\$3,575,826	\$2,998,969	\$2,998,969	\$0	\$2,998,969	\$0	\$3,272,623	\$3,272,623
Amortization of unsupported tangible capital assets	\$995,957	\$1,609,872	\$2,193,724	\$1,027,049	\$1,027,049	\$0	\$1,027,049	\$0	\$1,208,400	\$1,208,400
Supported interest on capital debt	\$40,429	\$23,193	\$9,178	\$28,901	\$28,901	\$0	\$28,901	\$0	\$6,838	\$6,838
Unsupported interest on capital debt	\$650	\$433	\$217	\$784	\$784	\$0	\$784	\$0	\$324	\$324
Other interest and finance charges	\$4,690	\$29,008	\$2,430	\$8,000	\$8,000	\$0	\$8,000	\$0	\$38,000	\$38,000
Losses on disposal of tangible capital assets	\$33,167	\$67,735	\$0	\$0	\$0	\$0	\$0	\$0	(\$622,160)	(\$622,160)
Other expense	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL EXPENSES	\$62,676,435	\$61,695,864	\$62,408,511	\$60,568,331	\$61,122,635	\$3,637,648	\$61,122,635	\$3,637,648	\$61,452,338	\$57,814,690
OPERATING SURPLUS (DEFICIT)	(\$631,238)	\$47,392	(\$980,304)	\$302,622	(\$219,276)	\$1,296,710	(\$219,276)	\$1,296,710	(\$164,014)	\$5,539,276
EXPENSES										
Instruction	\$40,504,149	\$39,872,808	\$38,641,805	\$38,500,949	\$39,261,126	\$2,630,650	\$39,261,126	\$2,630,650	\$39,379,881	\$36,749,231
Plant operations and maintenance	\$9,968,293	\$9,696,288	\$11,568,381	\$8,952,563	\$9,029,030	\$341,023	\$9,029,030	\$341,023	\$9,438,207	\$9,097,185
Transportation	\$3,753,651	\$3,721,237	\$3,578,213	\$3,801,463	\$3,678,263	\$181,398	\$3,678,263	\$181,398	\$3,572,676	\$3,391,278
Administration	\$3,173,874	\$3,233,159	\$3,527,273	\$3,706,302	\$3,547,887	\$201,139	\$3,547,887	\$201,139	\$3,774,411	\$3,573,273
External services	\$5,274,639	\$5,172,372	\$5,092,839	\$5,607,039	\$5,606,329	\$283,439	\$5,606,329	\$283,439	\$5,287,162	\$5,003,711
TOTAL EXPENSES	\$62,674,606	\$61,695,864	\$62,408,511	\$60,568,316	\$61,122,635	\$3,637,648	\$61,122,635	\$3,637,648	\$61,452,338	\$57,814,690
OPERATING SURPLUS (DEFICIT)	(\$629,409)	\$47,392	(\$980,304)	\$302,636	(\$219,276)	\$1,296,710	(\$219,276)	\$1,296,710	(\$164,014)	\$5,539,276

Northland School Division
Federal Accounts Receivable

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
Oct-14	-	-	248,573.14	-	695,373.98	-	-	-	0.10	63,541.24	1,007,488.46
Sep-14	-	-	-	-	-	-	-	-	0.10	63,541.24	63,541.34
Aug-14	-	-	-	-	-	-	-	-	-	0.00	-
Jul-14	-	-	-	-	-	-	-	-	-	0.00	-
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	-	-	-	-	-	-	-	-	-	63,541.24	63,541.24
Mar-14	-	-	243,116.62	-	-	-	8,788.68	-	-	(176,120.18)	66,996.44
Feb-14	-	-	249,482.56	-	-	-	-	-	-	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	450,599.05
Nov-13	-	-	274,489.60	-	-	-	-	-	-	176,109.45	302,725.12
Oct-13	-	-	235,552.18	-	-	-	-	-	-	67,172.94	64,012.24
Sep-13	5,208.60	-	(8,369.30)	-	-	-	-	-	-	67,172.94	(206,975.40)
Aug-13	-	-	(94,335.00)	-	-	-	-	-	-	(112,640.40)	-
Jul-13	-	-	-	-	-	-	-	-	-	(115,756.16)	(115,756.16)
Jun-13	-	-	-	-	-	-	-	-	-	7,172.94	7,172.94
May-13	-	-	-	-	-	-	-	-	-	7,172.94	7,172.94
Apr-13	-	-	-	-	-	-	-	-	-	7,172.94	7,173.31
Mar-13	-	-	-	-	-	-	-	-	0.37	7,172.94	11,994.96
Feb-13	-	-	-	-	-	-	-	-	4,822.02	7,172.94	7,172.94
Jan-13	-	-	-	-	-	-	-	-	-	7,172.94	7,172.94
Dec-12	-	-	-	-	-	-	-	-	-	7,172.94	7,172.94
Nov-12	-	-	-	-	-	-	-	-	-	7,172.94	7,172.94
Oct-12	-	-	-	-	-	-	-	-	-	7,172.94	7,172.94
Sep-12	-	-	-	-	-	-	-	-	-	7,172.94	7,172.94
Dec 2005 & older	-	61,333.22	-	-	-	-	-	-	-	-	61,333.22
Current	5,208.60	61,333.22	2,144,621.20	-	695,373.98	-	8,788.68	0.30	4,822.59	598,657.78	3,518,806.35
30 days	-	-	248,573.14	-	695,373.98	-	-	-	0.10	63,541.24	1,007,488.46
60 days	-	-	-	-	-	-	-	-	0.10	63,541.24	63,541.34
90 days	-	-	-	-	-	-	-	-	-	0.00	-
120 days	-	-	248,573.14	-	-	-	-	0.30	-	63,541.24	312,114.68
180 days	-	-	248,573.14	-	-	-	-	-	-	63,541.24	312,114.38
181 - 365	5,208.60	-	1,501,606.08	-	-	-	8,788.68	-	-	441,159.98	1,956,763.34
1 yr - 2 yr	-	-	(102,704.30)	-	-	-	-	-	4,822.39	(96,667.16)	(194,549.07)
Over 2 yr	-	61,333.22	-	-	-	-	-	-	-	0.00	61,333.22
Current	5,208.60	61,333.22	2,144,621.20	-	695,373.98	-	8,788.68	0.30	4,822.59	598,657.78	3,518,806.35
Long Term	-	-	-	-	-	-	-	-	-	-	-
Total Aging	5,208.60	61,333.22	2,144,621.20	-	695,373.98	-	8,788.68	0.30	4,822.59	598,657.78	3,518,806.35

Northland School Division No. 61

22-Oct-14

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 Aug-2014 2013/2014	Outstanding Oct-2014 2014/2015	Mths O/S	Total Outstanding	Monthly Billing	REG rate	ECS Rate
111	26	-	(0.00)	0.00	4,822.02	0.37	0.20	-	4,822.59	230,027.84	1,868.86	868.63
6	4	-	-	-	(0.00)	8,788.68	-	1.3	8,788.68	6,924.96	1,154.16	485.93
360	26	-	(0.00)	0.00	0.00	-	695,373.98	1.0	695,373.98	695,373.98	1,868.86	868.63
0	0	61,333.22	-	-	5,208.60	-	-	0.1	61,333.22	-	-	-
40	2	-	-	-	(102,704.30)	1,998,752.36	248,573.14	8.6	5,208.60	71,773.40	1,750.93	868.10
138	8	-	0.00	-	(103,840.10)	575,415.40	127,082.48	5.8	2,144,621.20	248,573.14	1,750.93	868.10
54	3	-	-	(0.00)	-	-	-	-	598,657.78	103,524.33	1,868.86	868.63
72	11	-	-	-	-	0.30	-	-	0.30	144,112.85	1,868.86	868.63
57	8	-	0.00	0.00	0.00	(0.00)	-	-	0.00	113,474.06	1,868.86	868.63
201	21	-	-	(0.00)	0.00	-	-	-	(0.00)	393,882.09	1,868.86	868.63
1039	109											
			61,333.22	0.00	(196,513.78)	2,582,957.11	1,071,029.80		3,518,806.35			

Total Outstanding

Athabasca Chip
Peerless Trout
INAC
Lubicon
Chipewyan Prairie
Mikisew Cree
Bigstone Cree

71,773.40 Oct 2014
392,881.86 Oct 2014
230,027.74 Oct 2014
184,095.94 Oct 2014
113,474.06 Oct 2014
498,573.14 Sept 2014, 13-14 Tuition
695,373.98 Sept 2014

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

2,186,200.12