

# November 21, 2014

## Board Meeting

### Attachments

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**Kee Tas Kee Now Tribal Council (KTC) & Northland School Division NO 61 (NSD)  
Marten Lake Fall Cultural Camp with Atikameg and Grouard Schools  
October 20 - 24, 2014**

**Report**



Prepared by: KTC Secondary Services



**Kee Tas Kee Now Tribal Council (KTC) & Northland School Division N0 61  
Marten Lake Fall Camp With Atikameg and Grouard Schools  
October 20 – 24, 2014**

**Target Audience:** Grades 5-9

**Target School(s):** KTC and NSD/KTC Partnership Schools – Grouard and Whitefish Schools

**Theme:** Respect and Cree Cultural Practices  
(Manatisiwin-ekwa Nihyaw Pimatchiwina)

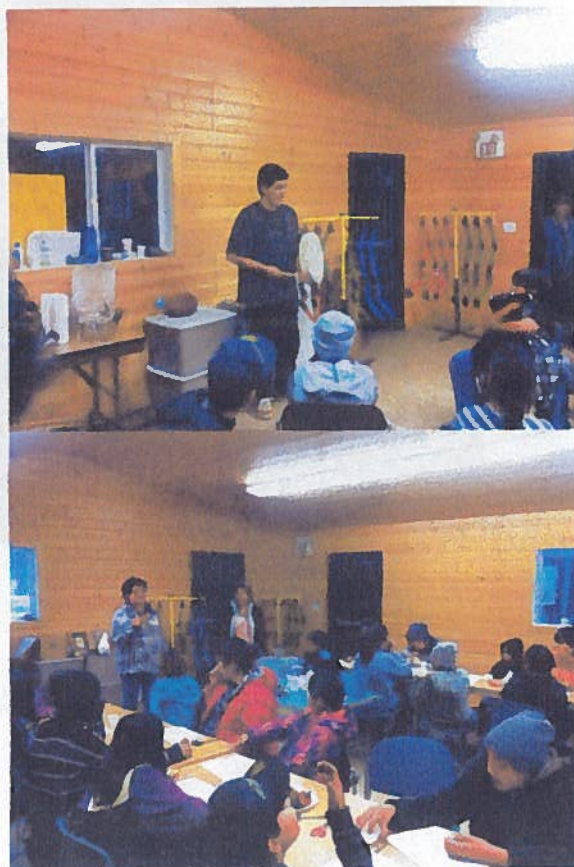
**Funders:** Grouard School, Whitefish School, NSD FNMI Program

**Facilitators:** Jason Bigcharles, Outdoor Ed/Cree Culture Specialist (KTC)  
Paul Neethling, Technology Specialist (KTC)  
Vince Dikaitis, Career Counseling Specialist (KTC)  
Joyce Hunt, FNMI Coordinator (NSD)  
Herman Sutherland, Elder  
Jackie Sander, Principal (NSD)

**Camp Manager:** Jackie Sander, Reg Bellefontaine, Jason Bigcharles

**Learning Outcomes:** See appendix 1

**Program:** See appendix 2



## Report

On October 20 - 24, 2014 the Kee Tas Nee Now Tribal Council (KTC)/Northland School Division Partnership hosted a Fall Cultural Camp at Marten Lake with two schools, Whitefish School (KTC) and Grouard School (NSD). The theme of this fall camp was "Respect and Cree Cultural Practices". The target audience was division 2 students from both participating schools. Whitefish School and Grouard School principals Reg Bellefontaine and Jackie Sander worked in collaboration with Jason Bigcharles, KTC Outdoor Education/Cree Culture Specialist and Joyce Hunt, NSD FNMI Coordinator to plan all aspects of the event. The camp was planned to run in two separate groups, Group 1 from Mon.-Wed and Group 2 from Wed.-Fri. in order to ensure a greater number of students were provided to experience the activities. A total number of 61 students attended throughout the week and another 38 division 1 students were brought out for a daily trip to partake in activities on Wednesday, October 22.

### Attending Schools and Students Numbers

Whitefish School (28)  
Grouard School (33) + (38 Wed.)

The camp program (see appendix 2) was designed to reflect a balance between cultural outdoor experiences, physical education alternative environment experiences and environmental art experiences. The schedule was open enough to allow students from different schools and communities to interact with one another in a learning environment as well as in a social environment such as during game-play.

Community members and parental volunteers were invited and catering services were supplied Grouard School. In order to minimize costs to both participating schools, Jackie Sander provided catering, Jason Bigcharles volunteered bus driving and both KTC and NSD staff were utilized as facilitators.

During the camp students were provided with the opportunity to participate in eight (formal presentations) as listed in the table below



### Presenters and Resource persons

- 1) Jason Bigcharles (KTC), **"Snaring and Moose Calling"**, two separate presentations
- 2) Jackie Sander (NSD) & Reg Bellefontaine (KTC), **"Archery Introduction and Safety"**
- 3) Vince Dikaitis (KTC), **"Teambuilding Activity – Plane Crash"**
- 4) Linda Gladue, Cree instructor & Joyce Hunt NDS FNMI Coordinator, **"Cultural Weaving: Art Workshop"**
- 5) Herman Sutherland (elder), **"Traditional Hand Games and Traditional Skills"**
- 6) Paul Neethling, Technology Specialist (KTC) & Jason Bigcharles, Outdoor Education/Cree Culture (KTC) provided musical entrainment and singsong
- 7) Paul Neethling, working with individual students to run the radio station and capture audio/video of activities
- 8) Joyce Hunt, **"Canoeing and Canoeing Safety Both Past and Present"**

Students had opportunities to experience hands-on learning through participation in indoor and outdoor activities. As outlined in the Cree Language and Cultural Program of Studies; students learned from all areas of the Outcomes; Applications, Community Membership and Strategies as well as meeting benchmarks in literacy and numeracy as identified in the Curriculum Developing Prototyping Guide (2013).

In addition, these activities were related to the interconnectedness of all things, the connection to the land and community and the dynamic and changing nature of the world as outlined in the guide to "Cree Way of Knowing".

The following activities delivered in the context of the camp and fulfilled and are connected to cultural outcomes listed in appendix 1.

- Elders
- Pakesiwin (hand games)
- Rabbit Snaring
- Talking Circle
- Drumming
- Cultural art project
- Traditional skills (importance of traditional skills)

Overall students enjoyed the camp and were commenting that they can't wait for the next cultural camp. Facilitators did note a high level of engagement during scheduled activities and students did interact and participate actively in learning activities. Elder Herman Sutherland commented that this type of event is vital in providing authentic Cree Cultural learning opportunities to students and is an invaluable tool in building both teacher-student and student-student relationships. The effectiveness of land based learning opportunities was well noted and the focus that students maintained while being instructed was evident. Students from both participating communities were given the opportunity to move out of their comfort zone and meet new peers from a different community.

Recommendations for next camp include:

- Providing an opportunity for students to complete a camp evaluation.
- Provide a pre-camp package to schools and a pre visit by the facilitation team to encourage participation.
- Ensure there are enough supervisors to provide all with some "down time" as all supervisors were somewhat fatigued during this camp as there was very little time for a break from the time students were up to lights out.
- Ensure parent and volunteer participation is well encouraged in participating communities
- Ensure proper funding is in place for all partners participating so no one partner is left to take on more costs than others.
- Continue to ensure both KTC/NSD personnel are utilized in order to minimize costs.
- Continue to ensure roles are clearly established and that the partners act cooperatively throughout the duration of the event.



## Appendix 1: Cultural Learning Outcomes (fulfilled)

The following lists the Cultural (Cree) Learning Outcomes and Literacy and Numeracy Benchmarks from the Curriculum Development Prototyping Guide (Aug 2013) that were fulfilled during the Marten Lake Winter Camp.

### **Applications**

- A-1 to share information
- A-3.1 guide action of others
- A-3.3a small group tasks
- A-4 to form, maintain and change interpersonal relationship
- A-5.1 discover and explore
- A-6.3 a use the language personal enjoyment eg: pakesiwin

### **Community Membership**

- CM-1.1a participate in activities that show care respect for Mother Earth.
- CM-1.4 past and present perspective
- CM-2.1a form positive relationships with others eg: peers, family, Elders.
- CM-2.3a explore cultural practices and products of Cree people in Canada.
- CM-3.3a explore Cree culture experiences, practices and product

### **Literacy Benchmarks**

#### Knowledge and Understanding

- I interpret and select appropriate vocabulary related to personal experiences and opinions explored in topics and subject-specific concepts.
- I explore and understand how diverse modes and media effectively represent and communicate experiences, concepts and understandings.

#### Strategies

- I clarify my information need and develop process to select the most useful and relevant sources.
- I expand or focus more deeply on a question, topic or problem to generate other ideas.

### **Numeracy Benchmarks**

#### Knowledge and Understanding

- I apply my knowledge of patterns, number, shape, space, statistics and probability to help me observe, investigate and interact in the world.

#### Strategies

- I apply the most effective estimation and mental calculation strategies for a particular situation.
- I determine the best solution by evaluating the validity of alternate solutions.
- I express generalizations about numbers, quantities, relations and functions when analyzing data.

## Appendix 2: Winter Camp Program

**KTC Marten Lake Winter Camp 2014**DAY 1: Monday, October 20<sup>th</sup> 2014  
School

School: Grouard School and Whitefish

30 Students (15/field group)

Time	Group 1 Paskwāwmostos (Buffalo)	Group 2 Mahihkan (wolf)	Group 3 Kihew (Eagle)	
1:00 – 2:30 p.m.	- Opening Ceremony, Opening Prayer in Cree by Students - Introduction			
2:30 – 3:00 p.m.	- Orientation - Cabin allocations and setup, working group assignments, and expectations			
3:00 – 5:00 p.m.	– Land Based Scavenger Hunt & 2 Groups Herman/Jason			
5:00 – 6:30 p.m.	Supper/Free time			
6:30 – 8:00 p.m.	Ice Breaker Activities – Art Activity			
8:00 – 9:30 p.m.	Fun Activity – Herman/ "Rubberman"			
9:30 – 10:00 p.m.	Storytelling/Sing-along by the fire			
10:00 – 11:00 p.m.	Quiet time and lights out!			

DAY 2: Tuesday, October 21<sup>st</sup> 2014

Time	Group 1 Paskwāwmostos (Buffalo)	Group 2 Mahihkan (wolf)	Group 3 Kihew (Eagle)	
7:30 – 8:30 a.m.	Breakfast			
9:00 – 10:30 a.m.	Career Planning Presentation – Vince Dikaitis			
10:30 – 12:00 p.m.	Fire & Tea Making Competition – All Supervisors			
12:00 – 1:30	Lunch			

p.m.				
1:30 – 3:00 p.m.	Sciences- Owl Pellet Activity Jason and Linda supported by Joyce			
3:00 – 4:30 pm	Making and Setting Snares – Land Based Learning – Jason	Archery – Reg & Jackie	Canoeing – Joyce	
4:30 – 6:00 pm	Archery – Reg & Jackie	Canoeing – Joyce	Making and Setting Snares – Land Based Learning – Jason	
6:00 – 7:30 p.m.	<b>Supper/Freetime</b>			
7:30 – 9:30 p.m.	Moose call making/Moose calling competition – Jason– Art Activity			
10:00 – 11:00 p.m.	<b>Quiet time and lights out!</b>			

DAY 3: Wednesday, October 22<sup>nd</sup> 2014

Time	Group 1 Paskwâwmostos (Buffalo)	Group 2 Mahihkan (wolf)	Group 3 Kihew (Eagle)	
7:30 – 8:30 a.m.	<b>Breakfast</b>			
8:30 – 9:00	Pack up and board bus			
9:00 – 12:00.	Drive First round group back and pick up Second Round group – Whitefish first then Grouard stops.			
12:00 – 3:00	Drive Second round group up to Martin Lake camp.			
3:00 – 4:00 p.m.	<ul style="list-style-type: none"> <li>- Opening Ceremony, Opening Prayer in Cree by Students</li> <li>- Introduction</li> </ul>			
4:00 – 5:00 p.m.	<ul style="list-style-type: none"> <li>- Orientation</li> <li>- Cabin allocations and setup, working group assignments, and expectations</li> </ul>			
5:00 – 6:00 p.m.	<b>Supper and Break</b>			
6:00 – 7:00 p.m.	<b>Ice Breaker Activities</b>			
7:00 – 8:00	Career Planning Presentation – Vince Dikaitis			
9:30 – 10:00 p.m.	Storytelling by the fire/ Sing-along			

10:00 – 11:00 p.m.	Quiet time and lights out!
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DAY 4: Thursday, October 23<sup>rd</sup> 2014

Time	Group 1 Paskwāwmostos (Buffalo)	Group 2 Mahihkan (wolf)	Group 3 Kihew (Eagle)	
7:30 – 8:30 a.m.	<b>Breakfast</b>			
9:00 – 10:30 a.m.	Making and Setting Snares – Land Based Learning – Jason	Archery – Leanne & Jackie	Canoeing – Joyce	
10:30 – 12:00 p.m	Archery – Leanne & Jackie	Canoeing – Joyce	Making and Setting Snares –Land Based Learning – Jason	
12:00 – 1:30 p.m.	<b>Lunch</b>			
1:30 – 3:00 p.m	Art Activity – Linda and Joyce			
3:00 – 4:30 pm	Moose call making/Moose calling competition – Jason			
4:30 – 6:00 pm	Fire & Tea Making Competition – All Supervisors			
6:00 – 7:30 p.m.	<b>Supper/Freetime</b>			
7:30 – 9:30 p.m.	Fun Activity – Herman/ "Rubberman"			
10:00 – 11:00 p.m.	Quiet time and lights out!			

DAY 5: Friday, October 24<sup>th</sup> 2014

Time	Group 1 Paskwāwmostos (Buffalo)	Group 2 Mahihkan (wolf)	Group 3 Kihew (Eagle)	
7:30 a.m. – 8:30	<b>Breakfast</b>			
9:00 a.m. – 11:00	Review and Talking Circle			
11:00 a.m. – 12:00	Pack and cleanup			
12:00 p.m.	<b>Lunch</b> Thank you, closing prayer(s) in Cree by students and departure			



**Kee Tas Kee Now Tribal Council (KTC) & Northland School Division NO 61 (NSD)**  
**Marten Lake Fall Cultural Camp with Little Buffalo School**  
**October 27 - 30, 2014**

**Report**



**Prepared by: KTC Secondary Services**



**Kee Tas Kee Now Tribal Council (KTC) & Northland School Division N0 61  
Marten Lake Fall Camp With Little Buffalo School  
October 27 – 30, 2014**

**Target Audience:** Grades 6-11

**Target School(s):** Little Buffalo

**Theme:** Respect and Cree Cultural Practices  
(Manatisiwin-ekwa Nihiyaw Pimatcihiwina)

**Funders:** Little Buffalo School, KTC Education, NSD FNMI Program

**Facilitators:** Jason Bigcharles, Outdoor Ed/Cree Culture Specialist (KTC)  
Paul Neethling, Technology Specialist (KTC)  
Joyce Hunt, FNMI Coordinator (NSD)  
Jen Tweedle, Teacher (NSD)

**Camp Manager:** Jen Tweedle and Jason Bigcharles

**Learning Outcomes:** See appendix 1

**Program:** See appendix 2



## Report

On October 27 - 30, 2014 the Kee Tas Nee Now Tribal Council (KTC)/Northland School Division Partnership hosted a Fall Cultural Camp at Marten Lake with Little Buffalo School (NSD). The theme of this fall camp was "Respect and Cree Cultural Practices". The target audience was division 2 and division 3 students. Little Buffalo School vice principal, Jen Tweedle worked in collaboration with Jason Bigcharles, KTC Outdoor Education/Cree Culture Specialist and Joyce Hunt, NSD FNMI Coordinator to plan aspects of the event. The camp was planned to run over four days with various planned activities that included land based learning opportunities rooted in the Woodland Cree traditional cultural practices. A total number of 33 students attended throughout the week from various grade levels from grade 6 to grade 11.

### Attending Schools and Students Numbers

Little Buffalo School (33)

The camp program (see appendix 2) was designed to reflect a balance between cultural outdoor experiences, physical education alternative environment experiences and environmental art experiences. The schedule was open enough to allow students from different schools and communities to interact with one another in a learning environment as well as in a social environment such as during game-play.

Community members and parental volunteers were invited and catering services were supplied by Little Buffalo School. In order to minimize costs to the participating school, Jen Tweedle utilized one of the two school cooks for catering and both KTC and NSD staff were utilized as facilitators.

During the camp students were provided with the opportunity to participate in six (formal presentations) as listed in the table below



### Presenters and Resource persons

- 1) Jason Bigcharles (KTC), **"Snaring and Moose Calling"**, two separate presentations
- 2) Jen Tweedle (NSD), **"Archery Introduction and Safety"**
- 3) Joyce Hunt (NSD), **"Cultural Weaving: Art Workshop"**
- 5) Paul Neethling (KTC) & Jason Bigcharles (KTC) provided musical entrainment and singsong
- 6) Paul Neethling, working with individual students to run the radio station and capture audio/video of activities

Students had opportunities to experience hands-on learning through participation in indoor and outdoor activities. As outlined in the Cree Language and Cultural Program of Studies; students learned from all areas of the Outcomes; Applications, Community Membership and Strategies as well as meeting benchmarks in literacy and numeracy as identified in the Curriculum Developing Prototyping Guide (2013).

In addition, these activities were related to the interconnectedness of all things, the connection to the land and community and the dynamic and changing nature of the world as outlined in the guide to "Cree Way of Knowing".

The following activities delivered in the context of the camp and fulfilled and are connected to cultural outcomes listed in appendix 1.

- Elders
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- Rabbit Snaring
- Drumming
- Cultural art project
- Traditional skills (importance of traditional skills)

Overall students enjoyed the camp and were commenting that they can't wait for the next cultural camp. Facilitators did note a high level of engagement during scheduled activities and students did interact and participate actively in learning activities. The effectiveness of land based learning opportunities was well noted and the focus that students maintained while being instructed was evident. Students from both participating communities were given the opportunity to move out of their comfort zone and meet new peers from a different community.

Recommendations for next camp include:

- Providing an opportunity for students to complete a camp evaluation.
- Provide a pre-camp package to schools and a pre visit by the facilitation team to encourage participation.
- Ensure there are enough supervisors to provide all with some "down time" as all supervisors were somewhat fatigued during this camp as there was very little time for a break from the time students were up to lights out.
- Ensure parent and volunteer participation is well encouraged in participating communities
- Ensure proper funding is in place for all partners participating so no one partner is left to take on more costs than others.
- Continue to ensure both KTC/NSD personnel are utilized in order to minimize costs.
- Continue to ensure roles are clearly established and that the partners act cooperatively throughout the duration of the event.



## Appendix 1: Cultural Learning Outcomes (fulfilled)

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### Applications

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- A-3.1 guide action of others
- A-3.3a small group tasks
- A-4 to form, maintain and change interpersonal relationship
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- A-6.3 a use the language personal enjoyment eg: pakesiwin

### Community Membership

- CM-1.1a participate in activities that show care respect for Mother Earth.
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### Literacy Benchmarks

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- I interpret and select appropriate vocabulary related to personal experiences and opinions explored in topics and subject-specific concepts.
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### Numeracy Benchmarks

#### Knowledge and Understanding

- I apply my knowledge of patterns, number, shape, space, statistics and probability to help me observe, investigate and interact in the world.

#### Strategies

- I apply the most effective estimation and mental calculation strategies for a particular situation.
- I determine the best solution by evaluating the validity of alternate solutions.
- I express generalizations about numbers, quantities, relations and functions when analyzing data.

## Appendix 2: Winter Camp Program

**KTC Marten Lake Winter Camp 2014**DAY 1: Monday, October 27<sup>th</sup> 2014

School: Little Buffalo, Grades 6-12

40 Students (10/field group)

Time	Group 1 Paskwâwmostos (Buffalo)	Group 2 Mahihkan (Wolf)	Group 3 Kihew (Eagle)	Group 4 Makeesis (Fox)
12:00 – 12:30 p.m.	Welcome and Opening Prayer Introduction, Expectations, Cabin Assignments, Schedule, and Drop off luggage at cabins <i>All supervisors</i>			
12:30 – 1:00 p.m.	Lunch			
1:00 – 2:30 p.m.	Ice Breakers and Team Building Activities <i>All supervisors</i>			
3:00 – 4:30 pm	Canoeing <i>Mr. Danco</i>	Archery <i>Miss Tweedle</i>	Trapping/Snaring <i>Jason</i>	Hide Scraping <i>Virginia</i>
4:00 – 5:30 p.m.	Archery <i>Miss Tweedle</i>	Trapping/Snaring <i>Jason</i>	Hide Scraping <i>Virginia</i>	Canoeing <i>Mr. Danco</i>
5:30 – 6:30 p.m.	Free time			
6:30 – 7:30 p.m.	Supper			
7:30 – 9:00 p.m.	Art Project - Joyce			
9:00 – 10:00 p.m.	Fire with smores, Snacks, Stargazing, Music <i>All supervisors</i>			
10:00 – 11:00 p.m.	Quiet time in cabins and lights out!			

DAY 2: Tuesday, October 28<sup>st</sup> 2014

Time	Group 1 Paskwâwmostos (Buffalo)	Group 2 Mahihkan (wolf)	Group 3 Kihew (Eagle)	Group 4 Makeesis (Fox)
8:00 – 9:00 a.m.	Breakfast			
9:00 – 10:30 a.m.	Trapping/Snaring <i>Jason</i>	Hide Scraping <i>Virginia</i>	Canoeing <i>Mr. Danco</i>	Archery <i>Miss Tweedle</i>
10:30 – 12:00 p.m.	Hide Scraping <i>Virginia</i>	Canoeing <i>Mr. Danco</i>	Archery <i>Miss Tweedle</i>	Trapping/Snaring <i>Jason</i>
12:00 – 12:30 p.m.	Free Time			
12:30 – 1:30 p.m.	Lunch			

1:30 – 3:00 pm	Shelter Building <i>All supervisors</i>
3:00 – 4:30 pm	Predator/Prey Game <i>All Supervisors</i>
4:30 – 5:30 p.m.	Art Project - Joyce
5:30 – 6:30 p.m.	<b>Supper</b>
6:30 – 8:00 p.m.	Fire Making and Tea Competition <i>All supervisors</i>
8:00 – 10:00 p.m.	Fire with bannock, Snacks, Art, Stargazing, Music <i>All supervisors</i>
10:00 – 11:00 p.m.	<b>Quiet time and lights out!</b>

DAY 3: Wednesday, October 29<sup>nd</sup> 2014

Time	Group 1 Paskwāwmostos (Buffalo)	Group 2 Mahihkan (wolf)	Group 3 Kihew (Eagle)	Group 4 Makeesis (Fox)
8:00 – 9:00 a.m.	<b>Breakfast</b>			
9:00 – 10:30 a.m.	Canoeing <i>Mr. Danco</i>	Archery <i>Miss Tweedle</i>	Moose Calling <i>Jason</i>	Hide Scraping <i>Virginia</i>
10:30 – 12:00 p.m.	Archery <i>Miss Tweedle</i>	Moose Calling <i>Jason</i>	Hide Scraping <i>Virginia</i>	Canoeing <i>Mr. Danco</i>
12:00 – 12:30 p.m.	<b>Free Time</b>			
12:30 – 1:30 p.m.	<b>Lunch</b>			
1:30 – 3:00 pm	Shelter Building <i>All supervisors</i>			
3:00 – 4:30 pm	Predator/Prey Game <i>All Supervisors</i>			
4:30 – 5:30 p.m.	<b>Free Time</b>			
5:30 – 6:30 p.m.	<b>Supper</b>			
6:30 – 8:00 p.m.	Team Building Activities <i>All supervisors</i>			
8:00 – 10:00 p.m.	Fire, Snacks, Art, Stargazing, Music <i>All supervisors</i>			
10:00 – 11:00 p.m.	<b>Quiet time and lights out!</b>			

DAY 4: Thursday, October 30<sup>th</sup> 2014

Time	Group 1 Paskwáwmostos (Buffalo)	Group 2 Mahihkan (wolf)	Group 3 Kihew (Eagle)	Group 4 Makeesis (Fox)
8:00 – 9:00 a.m.	<b>Breakfast</b> Pack and bring all luggage to dining hall			
9:00 – 10:30 a.m.	Moose Calling <i>Jason</i>	Hide Scraping <i>Virginia</i>	Canoeing <i>Mr. Danco</i>	Archery <i>Miss Tweedle</i>
10:30 – 12:00 p.m.	Hide Scraping <i>Virginia</i>	Canoeing <i>Mr. Danco</i>	Archery <i>Miss Tweedle</i>	Moose Calling <i>Jason</i>
12:00 – 12:30 p.m.	<b>Lunch</b>			
12:30 p.m.	<b>Depart for Little Buffalo School</b>			

**BOARD OF TRUSTEES**

**COLIN KELLY  
TRUSTEE OF THE BOARD**

**DATE: NOVEMBER 21, 2014**

**PRESENTED BY:** DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

**SUBJECT:** EDUCATION QUARTERLY REPORT

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**ORIGINATOR**

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

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### Education Quarterly Report to the Board for November, 2014

**Purpose:**

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

Quarterly Content for November, 2014		
1. Superintendent's Message	Bulletin #1	
2. Enrolment, Staffing Positions and Staff and Student Attendance	Bulletin #2	Student Enrolment
	Bulletin #3	Student Attendance
	Bulletin #4	Student Attendance by Division – in Percentage
	Bulletin #5	Staff Attendance
	Bulletin #6	Staffing Update
3. School and Division Success Stories	Bulletin #7	School Visits by Staff
	Bulletin #8	Career Explorations Camp 2014
	Bulletin #9	ADCS Moose Hunt
	Bulletin #10	Remembrance Day Assembly and Peace Fest at Conklin Community School
	Bulletin #11	New School for Wabasca-Desmarais and Gift Lake Learning Centre Construction Update

## **November, 2014 Quarterly Report**

### **Superintendent's Update**

This has been a very busy and productive fall term for schools and central office. Highlights include:

#### **Literacy and Numeracy**

Grade 3 SLAs: all schools participated in the pilot administrations of the new grade three language arts and math assessments. This involved a considerable amount of work for schools and we appreciated the efforts of the teachers in this regard. We believe that our participation in this process was important to ensure that we could learn about how our students would respond to the new format. Our participation will also enable the division to provide feedback to the province on the content and format of the assessment.

Schools continue to implement the elements of the division literacy initiative. Fall reading assessments have been completed. We have introduced a writing prompt that over time will provide information on student performance in writing.

In partnership with KTC we have started to build capacity for school based leads in numeracy.

Schools are reviewing their PAT data with staff and with their LSBC using this information for improvements. This information will be used to develop school improvement plans which were due on November 14.

Several schools involved students in fall culture camps.

#### **Student Attendance and Engagement**

Schools have begun to implement the recommendations of the "Every Day Counts" attendance initiative.

We have expanded the number of schools participating in the Tell Them From Me Assessment which will help us to understand the perspectives of our students.

#### **High School Programming**

New outreach programs have been opened at Calling Lake and Athabasca Delta Schools.

Terry Lynn Cook is working with several high schools as part of the provincial high flexibility process.

As part of a partnership between, KTC, Peace River School Division, Northland School Division and Northern Lakes College, students from three high schools participated in a three day CTS camp where students had the opportunity to experience different career, trade options.

#### **School Leadership**

Principals attended a two day session on teacher supervision and evaluation in October.

**Community Engagement**

Schools continue to host community engagement events at the local level. As well, the communities of Gift Lake and Wabasca-Desmarais were involved in an intensive community consultation and discussion related to the Attendance work lead by the Auditor General's office.

An initial meeting was held with key leaders in Wabasca Desmarais to discuss long term planning for education in the area

**Communications**

The new website will be launched at the end of November. In preparation, communications has been hosting training sessions for school and central staff

**Central Office**

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

Tina Schierman, Facilities & Transportation Secretary

## STUDENT ENROLLMENTS FOR SEPTEMBER 30, 2014

Bulletin 2

November 19, 2014

All Students

2014-2015

SCHOOL	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total	F.C.S.	Grand Total
1379 HILLVIEW-EAST PR	4	2	6	6	8	5	0	0	0	0	0	0	31	2	33
1544 BILL WOODWARD	0	0	0	10	15	15	14	13	19	16	12	15	129	0	129
1543 CAREER PATHWAYS	0	0	0	0	0	0	0	0	0	14	31	20	65	0	65
1801 ANZAC	19	12	23	0	0	0	0	0	0	0	0	0	54	11	65
1804 CALLING LAKE	10	18	11	12	13	12	13	8	4	8	7	8	124	9	133
1805 CHIPEWYAN LAKE	0	0	2	2	4	2	1	1	2	1	1	0	16	3	19
1806 CONKLIN	3	6	2	7	2	7	2	4	2	0	0	0	35	3	38
1807 MISTASSINIY	0	0	0	0	0	0	68	69	96	66	45	38	382	0	382
1808 ELIZABETH	15	19	16	14	15	11	19	13	0	0	0	0	122	22	144
1809 J. F. DION	8	12	11	9	6	7	5	4	0	0	0	0	62	14	76
1810 ATHABASCA DELTA	19	16	13	17	20	23	22	22	22	19	15	17	225	16	241
1812 FORT MCKAY	23	21	6	11	11	11	10	3	0	0	0	0	96	10	106
1817 GIFT LAKE	20	20	19	17	20	17	14	12	13	0	0	0	152	26	178
1818 GROUARD	13	10	8	12	6	5	6	4	8	0	0	0	72	14	86
1820 FATHER R. PERIN	13	8	12	9	5	4	9	6	5	0	0	0	71	11	82
1822 DR. MARY JACKSON	4	4	2	5	0	6	5	2	1	2	1	0	32	8	40
1823 LITTLE BUFFALO	21	19	18	17	19	14	10	14	11	13	7	23	186	16	202
1827 PADDLE PRAIRIE	13	13	8	7	7	4	6	8	8	9	9	0	92	12	104
1828 PEERLESS LAKE	13	11	10	10	19	8	8	9	5	10	10	19	132	13	145
1829 PELICAN MOUNTAIN	5	1	3	4	0	1	0	0	0	0	0	0	14	4	18
1830 SUSA CREEK	2	6	5	5	5	6	1	6	0	0	0	0	36	12	48
1832 KATERI	11	10	10	6	7	9	7	11	5	7	5	6	94	7	101
1833 BISHOP ROUTHIER	11	8	13	6	4	11	0	0	0	0	0	0	53	11	64
1834 ST. THERESA	60	66	47	48	59	60	0	0	0	0	0	0	340	68	408
1915 CALLING LAKE OUTREACH	0	0	0	0	0	0	0	0	0	7	4	5	16	0	16
GRAND TOTALS	287	282	245	234	245	238	220	209	201	172	147	151	2631	292	2923

## Bulletin 3

# DIVISION ATTENDANCE OCTOBER 2014

	90% or Above	80% or Above	70% or Above	Below 70%	Total
ECS	167	64	31	30	292
Gr. 1	162	56	31	36	285
Gr. 2	172	51	27	24	274
Gr. 3	166	43	22	13	244
Gr. 4	152	43	15	25	235
Gr. 5	140	41	31	30	242
Gr. 6	144	40	24	27	235
Gr. 7	129	35	19	37	220
Gr. 8	105	37	28	41	211
Gr. 9	66	37	22	46	171

**Student Attendance by Division in Percentage**  
for the Month of October, 2014

School	ECS	Div 1	Div 2	Div 3	Div 4
Anzac	92	92			
ADCS	85	83	82	70	66
Bill Woodward			91	95	91
Bishop Routhier	86	85	84		
Calling Lake	88	90	85	83	76
Calling Lake Outreach					45
Career Pathways					63
Chipewyan Lake	85	99	88	67	96
Conklin	83	90	93	94	
Dr. Mary Jackson	86	94	86	84	
Elizabeth	93	92	93	96	
Fr. R. Perin	90	89	88	74	
Fort McKay	93	87	86	91	
Gift Lake	85	89	90	88	
Grouard	81	90	92	92	
Hillview	100	79	92		
J.F. Dion	94	93	91	88	
Kateri	90	88	87	88	59
Little Buffalo	75	83	82	83	87
Mistassiniy				76	58
Pelican Mountain	80	80	76		
Paddle Prairie	75	93	88	87	72
Peerless Lake	88	94	90	90	94
St. Theresa	90	91	88		
Susa Creek	89	89	90	85	
All Schools	89	90	89	83	76

# Staff Attendance (Based on Leave Applications)

August 25 to October 31, 2014

	# of Staff	Calendar Days	Possible Days	Actual Days Recorded	Actual Attendance	# of P.D. Days Taken	# of "Other" Days Taken	% Attendance	% Absent	% Absent for PD	% of Other
Certificated Staff	199	48	9552	883.5	8668.5	57.5	826	91%	9%	0.60%	8.65%
Uncertificated Staff	166	48	7968	681	7287	24	657	91%	9%	0.30%	8.25%
Maintenance Staff	55	48	2640	206	2434	3	203	92%	8%	0.11%	8%
Central Office Staff	39	48	1872	64.5	1807.5	0	64.5	97%	3%	0.00%	3%

## Types of Leaves:

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

## Staffing Update - November 7, 2014

	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	7.5	0	1	0	0	2	0	0	0	0	0.9	11.4
Fort McKay	7	0	0	0	5	0	0	0	0	1	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
Katerl	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
Mistassiniy	21	0	0	0	3	2	0	1	0	1	2	30
Paddle Prairie	8	0	0	0	2	2	0	0	0	0.5	1	13.5
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
<b>Totals</b>	<b>197.4</b>	<b>1</b>	<b>5.17</b>	<b>6.7</b>	<b>29.75</b>	<b>40</b>	<b>4.8</b>	<b>2.25</b>	<b>3.95</b>	<b>13.83</b>	<b>21.55</b>	<b>326.4</b>

School Visits by Department September 1, 2014 - October 31, 2014			
	Management	Learning Services Team	Totals
Anzac	1	1	2
ADCS	5	9	14
Bill Woodward	2	0	2
Bishop Routhier	1	6	7
Career Pathways	1	1	2
Calling Lake	10	7	17
Chipewyan Lake	5	2	7
Conklin	2	4	6
Dr. Mary Jackson	1	1	2
East Prairie/Hillview	1	8	9
Elizabeth	1	2	3
Fort McKay	2	2	4
Fr. R. Perin	7	15	22
Gift Lake	10	2	12
Grouard	8	12	20
J.F. Dion	1	0	1
Kateri	1	2	3
Little Buffalo	1	4	5
Mistassiniy	2	3	5
Paddle Prairie	2	1	3
Peerless Lake	1	1	2
Pelican Mountain	1	2	3
St. Theresa	2	2	4
Susa Creek	1	0	1

Bulletin 7



## Bulletin 8

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## Career Explorations Camp 2014



Over 40 students from Little Buffalo, Atikameg and Red Earth Creek participated in an innovative Career Explorations Camp (October 27-30, 2014).

The camp was made possible through a partnership between Northern Lakes College (NLC), Keweenaw Tribal Council (KTC), Peace River School Division (PRSD), Alberta Distance Learning (ADLC), Alberta Education and Northland School Division No. 61 (NSD61). The purpose of the camp was to give students an opportunity to earn credits for high school graduation and experience careers such as carpentry, media studies (photography), culinary arts, oil and gas training, electrical, millwright and welding.

Donna Barrett, Superintendent of Schools for Northland School Division, says the camp was a major success.

"The Career Explorations Camp is a model that works for our students," says Barrett. Students were engaged in the content they were learning and making connections with curriculum. We are moving towards providing more of these opportunities because it increases student interest and attendance. This event is an example of what is possible when people work together to help tomorrow's leaders."



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A terrific example of student engagement occurred in the carpentry class. In two days, students built an ice fishing shack! Another highlight saw students cook delicious homemade pizzas, salad and desserts for the banquet. The camp provided ADLC with a perfect location to pilot a Service Rig Simulator course. The course was developed to help students become familiar with what a service rig is and what a service rig operator does.

"This is the first group of students we've got to observe go through it [Service Rig Simulation course]," said Frank McCallum, Associate Principal, ADLC. "What we have seen is that it is incredibly engaging. The simulation piece is really capturing them [students]. The video piece is a good way to do the instructional side and the assessment piece compels a student to pick up vital details."

ADLC believes this course could be offered as a CTS course or a locally developed five credit course.

### Northland School Division No.61

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## Bulletin 9

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## Athabasca Delta Community School Students Experience a Moose Hunt



Authentic is one way to describe a recent learning experience in Fort Chipewyan. Athabasca Delta Community School (ADCS) students, parents, teachers, community members and guests from Saskatchewan flew to the Camp Voyageur trap line to participate in a real life moose hunt. Elder Charlie Voyageur, a proud supporter of the Experiential Learning Initiative (ELI), donates his trap line to ADCS students for land-based learning opportunities. ADCS Principal Kerri Ceretzke says even though they didn't capture a moose, everyone had fun and learned lots. This experiential learning experience is an example what schools across Northland Division are doing to help students make connections with curriculum and to lead the way in First Nations, Métis and Inuit (FNMI) Education. The camp was made possible by the Lake Athabasca Youth Council, Spirit of Wood Buffalo Grant and Sustainable Communities Initiative. Click on the link to learn more about the Sustainable Communities Initiative <http://www.sciconnect.ca/>





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## ***ADCS Moose Hunt***

### ***Quotes...***

#### ***Grade 7 – 9 Class***

"Some of my favorite moments from Moose Hunt was meeting new friends and arm wrestling them. I even won a few matches." - Brendon

"Another one of my favorite moments was when we went in the homemade boat made out of canoes and called moose." – Brent

"My favorite memory from moose camp is when we heard a bull moose on the last night of camp." – Dominick

"My favorite moments from moose camp were hanging out with the girls, going for walks, chilling by the fire with the guys, and listening to music and guitar." – Destiny

"One of my favorite memories from moose camp was when we went to check the net and got 2 big Jack Fish."  
 - Jaydin

"One of my favorite memories from moose camp was when I went for a walk by myself through the bush and saw 4 chickens and a little bird followed me."- Dayna

"My favorite memory from moose camp was when we went for the long walk through the woods." - Silas



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## **Moose Hunt Reflections from our Land-Based Learning Partners Living Sky School Division**

### **Saskatchewan Student**

The moose camp was a great experience for everyone involved. I had great time hunting; I also met a lot of new people, and learnt many new things. Being able to go on a float plane was amazing to see everything below us and to see parts of Alberta that nobody else has a chance to see. I was very lucky to be able to go on this trip and I would love to do it again.

### **Saskatchewan Student**

My experience at the moose camp was extraordinary. I was very fortunate to go on a trip like this; it's a once in a life time experience. On this trip it was the first time I have ever went hunting for moose, but we weren't lucky enough to get anything...We also did other activities like collecting wood for the fire, cooking for the camp; we did group hikes and lots of other activities. It was in all a very fun and great experience.

### **Saskatchewan Student**

This trip was absolutely brilliant, filled with lots of fun, practical learning. One of my favorite parts was the land. It was a beautiful place, and if I could, I would definitely go again. While I was there I learned a lot about the local land, and different ways of hunting. The fact that I could take part in such a great trip is so insane to wrap my head around, and I would do it again in a heartbeat. Even with the slight "speed bumps" on the way, I learnt more during this trip than I would have during any other normal class. This trip was not only an excellent experience, but was a great privilege, and I am glad that I could have been a part of it.

### **Saskatchewan Student**

The moose camp was an awesome experience, one I will never forget even though we didn't shoot a moose. The scenery was very nice and a lot rockier terrain compared to what I have at home. Flying in the bush plane was very cool especially landing on the lake. Overall a very good educational experience and I made some new friends and hope we get to go on more trips like this.



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## Remembrance Day Assembly and Peace Fest at Conklin Community School

A literacy fest for the ages at Conklin Community School!

Conklin staff, students, parents and community members in partnership with Cenovus Energy organized *Peace Fest 2014*. The November 10<sup>th</sup> festival celebrated Literacy and recognized the importance of Remembrance Day.

The morning began with a Remembrance Day service in the school gymnasium. The assembly featured the singing of O' Canada, a prayer read by Local School Board Committee Chairperson Margaret Quintal, a moment of silence, a rendition of the Last Post and the laying of the wreaths. Conklin students paid tribute to the armed forces through poetry, readings and visual messages. For example, kindergarten to grade 2 students performed *In Flanders Fields* and one class shared *Messages of Peace* on t-shirts.

Following the service, the Conklin school community enjoyed stew and bannock for lunch before diving into the world of literacy! Students rotated through a series of activities:

- **Book Buddies:** Students gathered in the library to read books. They read with other students, parents, teachers or visitors from Cenovus.
- **Peace Tree:** Students gathered knowledge about peace symbols and coloured peace symbols for the Peace Tree.
- **Music:** Students experienced a music time machine listening to songs about *keeping the peace*. For example, *Buffalo Springfield – For What It's Worth*.
- **Post Cards:** Students created post cards and wrote kind messages of thanks and gratitude to the veterans who served our country in wars and peace keeping missions.
- **The Butter Battle Book by Dr. Seuss:** Students watched *The Butter Battle Book* video. The book tells the story of a land where two hostile cultures, the Yooks and the Zooks, live on opposite sides of wall similar to the Berlin Wall. The main dispute between the two cultures is that the Yooks eat their bread with the butter side up, while the Zooks eat their bread with the butter side down.

*Peace Fest* concluded with students receiving certificates from Cenovus and placing peace symbols on the Peace Tree. Conklin Community School and Northland School Division would like to thank students, parents, staff, community members and Cenovus Energy for contributing to the success of *Peace Fest*!



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## Photo Gallery





## Bulletin 11

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## **New School for Wabasca-Desmarais and Gift Lake Learning Centre Construction Update**

*For immediate release – November 24, 2014*

Northland School Division No. 61 (NSD61) is pleased to begin discussions about a new school in Wabasca-Desmarais.

The Alberta Government is committing \$263.2 million in funding, over two years, for school projects across the province. According to the Alberta Government website, Wabasca-Desmarais is in line for an education project.

"We are working with the Municipal District (MD) of Opportunity, Northern Lakes College, Bigstone Cree Nation and key stakeholders to develop a plan for education in Wabasca-Desmarais," says Donna Barrett, Superintendent of Schools. "We will explore many avenues including partnership opportunities."

The new Phase 3 commitments include \$43.2 million in funding to school boards this year to begin planning for 55 new schools and 20 modernizations. The three phase build out consists of 230 projects, including a facility for Wabasca and the nearly completed Gift Lake Learning Centre.

"The project is slated for a December completion," says Barrett. "We anticipate that students and staff will move into the new facility in early 2015."

The Gift Lake Learning Centre will house all Gift Lake students (Early Child Services-grade 9), a Head Start Program, Daycare, Northern Lakes College Outreach Campus, multi-purpose section and an extended family area.

Barrett says the first meeting to discuss a new school in Wabasca took place November 7, 2014 and future meetings are planned.

For more information about the announcement, click on the link below.

<http://education.alberta.ca/departments/ipr/capitalplanning/newschools2013.aspx>



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**BOARD OF TRUSTEES**

**COLIN KELLY**  
**TRUSTEE OF THE BOARD**

**DATE: NOVEMBER 21, 2014**

**PRESENTED BY:** DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

**SUBJECT:** 2013-2014 AERR AND THREE YEAR PLAN 2014-2017

**ORIGINATOR:** EDUCATION COMMITTEE

<b>RECOMMENDATION</b>
That the Board of Trustees approve the 2013-2014 AERR and Three Year Plan 2014-2017, as attached.

\*\*\*\*\*

**BACKGROUND**



**Northland School Division No. 61**

**Combined  
Three Year Education Plan  
For 2014-2017  
And  
Annual Education Results Report  
2013-14**



## 2014/2017 Combined Three Year Plan and Annual Education Results Report – 2013/14

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## 2014/2017 Combined Three Year Plan and Annual Education Results Report – 2013/14

### **Message from Board Chair**

Northland School Division No. 61 is committed to working in partnership with stakeholders and engaging parents, staff, students and the communities to realize a shared goal of success for each student.

Together we can encourage student success and provide learning opportunities that build on student strengths and interests. Only by working together can we support students to experience and take pride in their rich cultural heritage as they develop knowledge and skills that will prepare them to be confident, caring and contributing members of their local and expanded communities.

I invite you to become part of this important work and look forward to building the success of Northland together.

### **Accountability Statement**

The Annual Education Results Report for the 2013-14 school year and the Education Plan for September 1, 2014 for Northland School Division No. 61 was prepared under the direction of the Board in accordance with its responsibilities under the School Act and the Government Accountability Act. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2013/2014 school year and the Education Plan for 2014-2017 on November 21, 2013.

### **Publication and Communication**

Copies will be sent to each Local School Board Committee Chairperson, all principals and vice-principals and senior administrative staff.

A copy of this plan is available from the Divisional Office at 1-800-362-1360, or you may view this document on our website: <http://www.nsd61.ca>

To view a summary of the report click the following link: <http://www.nsd61.ca>

Colin Kelly, Official Trustee

Donna Barrett, Superintendent of Schools



## 2014/2017 Combined Three Year Plan and Annual Education Results Report – 2013/14

### JURISDICTION PROFILE/CONTEXT

Northland School Division No. 61 offers educational services to primarily First Nation and Métis students in twenty-four (24) schools located throughout the northern half of Alberta.

The Northland School Division Act set the boundaries of the jurisdiction as that part of Alberta lying north of the north boundary of township 55 excepting any lands contained in any other school division or county and any district or school district in the Division or any First Nation.

On January 21, 2010 the Minister of Education appointed Colin J. Kelly as Official Trustee and also appointed an Inquiry Committee to meet with key stakeholders and prepare a report of their findings. The Northland School Division Inquiry Team Report was released on January 10, 2011.

The Minister of Education also formed the Northland School Division Community Engagement Team. The Northland School Division Community Engagement Team made recommendations on key issues arising from the development of a community-based response to the Inquiry Team Report to:

- The Minister of Education
- Treaty 8 Chief of Education
- President of Metis Nation of Alberta
- President of Metis Settlements General Council

The Northland Community Engagement Team (NCET) developed a Vision Statement for Northland School Division and outlined a process for community engagement. The NCET identified five priority areas: Aboriginal Content Infusion, Combined Regional and Virtual High School, Orientation Program, Alberta Education Establish a Regional Service and Support Consortium and Governance. The NCET report was released by Minister Johnson on June 25, 2014. The government response to the recommendations contained in the Inquiry Team Report was released in June, 2014.

Vision Elements



Community Engagement Framework





## 2014/2017 Combined Three Year Plan and Annual Education Results Report – 2013/14

The Northland Inquiry Team Report provides a framework of recommended actions to achieve the provincial goals of success for every student, quality teaching and leadership and engaged effective governance. The combined 2014 /17 Three Year Plan and Annual Education Results Report – 2013/14 identifies NSD results and plans in relation to these recommendations.

The Community Engagement Team Report can be found at:

<http://education.alberta.ca/media/8874934/northland%20school%20division%20community%20engagement%20team.pdf>

The Northland Inquiry Team Report can be found at:

<http://education.alberta.ca/media/8874959/northland%20school%20division%20community%20inquiry%20team%20report.pdf>

The government response to the recommendations can be found at:

[http://education.alberta.ca/media/8875155/nsd\\_goa\\_response.pdf](http://education.alberta.ca/media/8875155/nsd_goa_response.pdf)

### **Alberta Education Goal: Success for Every Student**

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

Northland School Division is focused on the growth of children as human beings, within their own context by acknowledging their value as aboriginal children. We believe that students need to have respectful, positive images and stories in their classrooms. They need to learn about their community: its history, language, culture, and traditions.

To achieve this goal, NSD is working on a multi-year plan to engage students by creating authentic learning opportunities that reflect local community values, language, culture and knowledge as a starting point and touchstone for addressing outcomes of the Alberta curriculum. Local community engagement is essential throughout this process. Our students live in communities that are rich in cultural history and traditional knowledge. The local environment provides many opportunities for land based learning and teaching. We have a responsibility to retain a respectful context that supports students to develop a strong sense of identity, pride in themselves and their communities.

Students need to have high levels of literacy, numeracy and critical thinking and problem solving skills. These need be developed using practices and resources that are responsive to student interests, strengths and needs. While our students do reside in rural and remote communities, technology provides students with a variety of ways to learn about other communities and contexts.

Our goal is to utilize all resources to provide enriched learning opportunities that engage students so that they will be challenged and encouraged to reach their will full potential. We are committed to researching approaches that are demonstrating success for FNMI students; working with communities-in the implementation of successful practices.

As part of the FNMI strategic plan Northland has designated staff to work within and across local communities to create inventories of local cultural, traditional, and land based knowledge and resources to support our process of curriculum redesign.



## 2014/2017 Combined Three Year Plan and Annual Education Results Report – 2013/14

### **Alberta Education Goal: Quality Teaching and School Leadership**

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

Quality teaching and school leadership in NSD require teachers and principals to have a strong instructional knowledge and to be committed to working in an ongoing partnership with their communities. Community engagement is essential to the development of rich, relevant, and authentic learning opportunities aligned to the Alberta education learning outcomes. In the NSD context collaborative leadership must involve educators and local community partners to enable staff to embed local community and traditional knowledge, values and resources into education programs for students.

NSD is fortunate to have many community based staff working in the schools. These individuals can play a leadership role in embedding local community knowledge and resources into educational programming for students. NSD has and will continue to advocate for support to increase numbers of qualified FNMI professionals in the school division.

In NSD professional development is aimed at enhancing teacher practices within the local context.

### **Alberta Education Goal: Engaged and Effective Governance**

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

NSD is a large distributed school jurisdiction serving distinct northern communities. Elected Local School Board Committees serve an important role in representing local community perspectives to the overall governance structure. They also serve as a vital link and advocate to engage their local community in the development educational programs that build on traditional community knowledge and strength to create authentic cultural and land based learning opportunities.

### **Major Accomplishments**

Northland School Division is pleased to share progress made in response to Northland Inquiry Team Report and Northland Community Engagement Team Report recommendations.

### **Division Wide Focus on Literacy (Recommendations 3, 4, 5, 9, 21)**

- Division-Literacy Initiative launched in 2012 with an objective to improve literacy practices and enhance reading, writing and comprehension skills for students.
- Educator assess reading level of students three times per year.
- Schools demonstrated measurable growth in the number of students reading at grade level.

Grades	Fall Assessment 2013-2014	June Assessment 2013-2014
1,2,3	41% at grade level 284 students	57% at grade level 440 students
4,5,6	28% at grade level 177 students	41% at grade level 307 students
7-12	43% at grade level 225 students	54% at grade level 428 students



## 2014/2017 Combined Three Year Plan and Annual Education Results Report – 2013/14

- External review of the progress of the literacy initiative was conducted by Dr. Leroy Sloan was positive; working towards providing more support and resources for educators.
- Literacy Initiative is supported by Industry. Cenovus Energy is helping to fund professional development sessions and additional resources such as improving school libraries.
- Schools host Literacy Nights and Reading Fairs to increase parental and community engagement.



Literacy Night at St. Theresa School in Wabasca  
Students, parents and staff participate in read-alouds  
and other literacy learning events



Peerless Lake School students learning how to  
make dry meat over a fire at their annual Cultural  
Days.

### FNMI Education and Land-based Learning (Recommendations 8, 12, 13, 14, 19, 20, 21, 24)

- First Nations Métis and Inuit (FNMI) Strategic Plan implemented in 2013-2014 school year.
- FNMI Strategic Plan supports work to strengthen language, enhancement of FNMI resources, the utilization of community resources to develop cultural camps, land-based learning and experiential learning opportunities, partnerships to develop culturally responsive programming opportunities and support FNMI instruction.
- Educators utilize resources such as *Walking Together* and *Our Way is a Valid Way*.
- Schools using resources to educate students about residential schools.
- Promote community engagement; Elders and community members take on leadership roles in this work. For example, *Cultural Weaving Project in Peerless Lake*.
- Northland promotes the learning of local Aboriginal languages and cultural instruction. Parents are educated about the benefits of learning more than one language and the importance of preserving language and culture.



## 2014/2017 Combined Three Year Plan and Annual Education Results Report – 2013/14

### ***Career and Technology Studies (CTS) and Career and Technology Foundations (CTF)*** ***(Recommendations 17, 18, 21, 23)***

- Provide professional development and curriculum materials for CTS and CTF programs to our schools
- Working towards developing dual credit programs.
- Promote high school completion.
- Organizing portable instructional units for schools to support CTF and CTS programming; currently using a large trailer to transport materials to schools.



Keisha Thunder, one of 11 students who represented Kateri School at the Lego Robotics tournament in Fort McMurray on May 24, 2014.



Glass work by Career Pathway School's Robyn Young and Paulina Meen.



## 2014/2017 Combined Three Year Plan and Annual Education Results Report – 2013/14

### ***Priorities for the 2014/15 School Year***

For the 2014/15 school year, the following priorities have been identified by the Board. Oversight of each area will be assigned to a specific staff member and progress will be reported quarterly.

Northland Priorities	
1.	Year One Implementation of the Division Attendance Initiative
2.	Establish a Literacy Focus Group to strengthen implementation of the Division Literacy Initiative for English, Cree and Dene Languages
3.	Develop a Long Term Plan for Education in Wabasca – Desmarais
4.	Conduct a review of Mistassiniy School
5.	Develop indicators of quality teacher performance in Northland School Division
6.	Complete revisions to the Policy Manual
7.	Design and implement a strategy to address teacher housing
8.	Increase emphasis on Land-based and experiential Learning
9.	Enhance instructional leadership and strengthen teacher supervision and evaluation.
10.	Complete concept design and feasibility study for regional virtual high school.



## 2013/2016 Combined Three Year Plan and Annual Education Results Report for 2012-13

### October 2014 Accountability Pillar Overall Summary

Measure Category	Measure Category Evaluation	Measure	Northland School Div No. 61				Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall	
Safe and Caring Schools	Concern	Safe and Caring	76.1	78.1	79.2	89.1	89.0	88.6	Very Low	Declined	Concern	
	Concern	Program of Studies	61.8	63.8	63.6	81.3	81.5	81.1	Very Low	Maintained	Concern	
Education Quality		76.9	81.1	80.0	89.2	89.8	89.5	Very Low	Declined	Concern		
Drop Out Rate		12.4	11.0	13.7	9.3	3.5	3.6	Very Low	Maintained	Concern		
High School Completion Rate (3 yr)		21.8	17.1	16.0	74.9	74.8	73.8	Very Low	Improved	Issue		
Student Learning Achievement (Grades K-9)	Concern	PAT: Acceptable	26.7	26.0	27.4	74.0	75.3	75.5	Very Low	Maintained	Concern	
		PAT: Excellence	1.6	1.2	1.3	19.0	19.1	19.5	Very Low	Maintained	Concern	
Student Learning Achievement (Grades 10-12)	Concern	Diploma: Acceptable	32.1	21.0	35.4	85.4	84.2	83.4	Very Low	Maintained	Concern	
		Diploma: Excellence	0.0	0.0	0.0	21.0	19.5	19.1	Very Low	Maintained	Concern	
		Diploma Exam Participation Rate (4+ Exams)	5.9	3.8	3.2	50.5	56.6	55.9	Very Low	Maintained	Concern	
		Rutherford Scholarship Eligibility Rate (Revised)	21.8	27.1	22.1	60.9	61.3	60.8	Very Low	Maintained	Concern	
Preparation for Lifelong Learning, World of Work, Citizenship	Concern	Transition Rate (6 yr)	18.5	20.3	16.2	59.2	59.5	59.1	Very Low	Maintained	Concern	
		Work Preparation	69.4	73.4	70.2	81.2	80.3	80.0	Low	Maintained	Issue	
		Citizenship	65.2	67.8	68.2	83.4	83.4	82.6	Very Low	Declined	Concern	
Parental Involvement	Concern	Parental Involvement	69.6	69.8	70.4	80.6	80.3	80.0	Very Low	Maintained	Concern	
Continuous Improvement	Concern	School Improvement	64.5	72.1	70.0	79.8	80.6	80.2	Very Low	Declined Significantly	Concern	



## 2013/2016 Combined Three Year Plan and Annual Education Results Report for 2012-13

### October 2014 Accountability Pillar Overall Summary – FNMI

Measure Category	Measure Category Evaluation	Measure	Northland School Div No. 61			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Safe and Caring Schools	n/a	Safe and Caring	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
		Program of Studies	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Student Learning Opportunities	n/a	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
		Drop Out Rate	19.1	11.3	13.7	7.8	8.5	9.3	Very Low	Maintained	Concern
		High School Completion Rate (3 yr)	22.6	13.4	14.6	43.6	43.9	40.8	Very Low	Improved	Issue
Student Learning Achievement (Grades K-9)	Concern	PAT: Acceptable	24.8	25.6	27.2	53.4	56.2	53.6	Very Low	Maintained	Concern
		PAT: Excellence	1.2	0.7	1.0	6.3	6.3	6.4	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Concern	Diploma: Acceptable	30.3	21.5	37.2	78.2	75.2	75.7	Very Low	Maintained	Concern
		Diploma: Excellence	0.0	0.0	0.0	10.4	8.4	8.0	Very Low	Maintained	Concern
		Diploma Exam Participation Rate (4+ Exams)	3.9	1.8	1.6	18.9	21.2	20.0	Very Low	Improved	Issue
		Rutherford Scholarship Eligibility Rate (Revised)	20.5	20.6	18.0	33.0	35.1	33.9	Very Low	Maintained	Concern
		Transition Rate (6 yr)	16.8	19.5	18.3	32.1	32.2	31.2	Very Low	Maintained	Concern
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Work Preparation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Parental Involvement	n/a	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Continuous Improvement	n/a	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	n/a	School Improvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a



## 2014/2017 Combined Three Year Plan and Annual Education Results Report for 2013-14

### Goal One:

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

- There are no required performance measures for this goal. School authorities are encouraged to incorporate early development data available at the local level.

#### Strategies

- **Recommendations 10 and 11**
- NSD will continue to promote positive relations with Head Start and other preschool programs in school communities. Opportunities to partner to share space in schools are encouraged. Daycares and preschools are invited to school events and celebrations. Members of these programs are included in community engagement activities.
- NSD provides funding to support full day kindergarten programming focusing on oral language development.
- NSD will begin implementation of the Early Years Evaluation in Kindergarten classes.

### Goal Two: Success for every student

**Outcome:** *Students achieve student learning outcomes.*

Performance Measure	Results (in percentages)					Target 2014	Evaluation			Targets		
	2010	2011	2012	2013	2014		Achievement	Improvement	Overall	2015	2016	2017
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	44.9	45.6	39.6	21.0	32.1	55	Very Low	Maintained	Concern	58	60	65
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	2.5	0.0	0.0	0.0	0.0	25	Very Low	Maintained	Concern	7	9	11

Performance Measure	Results (in percentages)					Target 2014	Evaluation			Targets		
	2009	2010	2011	2012	2013		Achievement	Improvement	Overall	2015	2016	2017
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	22.8	13.5	17.5	17.1	21.8	25	Very Low	Improved	Issue	26	27	28
Drop Out Rate - annual dropout rate of students aged 14 to 18	18.0	15.1	15.0	11.0	12.4	10	Very Low	Maintained	Concern	9	8	7
High school to post-secondary transition rate of students within six years of entering Grade 10.	25.3	14.4	14.0	20.3	18.5	25	Very Low	Maintained	Concern	26	27	28



## 2014/2017 Combined Three Year Plan and Annual Education Results Report for 2013-14

Percentage of Grade 12 students eligible for a Rutherford Scholarship.	25.0	25.0	14.3	27.1	21.8	27	Very Low	Maintained	Concern	28	29	30
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	6.8	3.4	2.5	3.8	5.3	7	Very Low	Maintained	Concern	8	9	10

### Comment on Results

- *While our high school results remain unacceptably low considerable efforts are being put in place to retain students in school through use of outreach programming, community liaisons, and development of CTS programming. The initial impact of this work can be seen in the reduction in dropout rates. Many student who now stay in school have low literacy and numeracy skills as evidenced by poor achievement on grade 9 PATS.*

### Strategies

- **Recommendations 3, 4, 15, 16, 17**
- Analyze information from Tell Them from Me Assessment to increase Engagement for First Nations and Metis students
- Implement a division wide attendance initiative 'Every Day Counts' to improve attendance and engagement.
- In partnership with Kee Tas Kee Now Tribal Council, gather information from students and parents to inform a feasibility study related to the development of a regional virtual high school.
- Retain students in school through such initiatives as culture camps and experiential learning, development of CTS programs including dual credit and work experience, use of community liaisons, and outreach programming.
- Involve high schools in the high school feasibility process.
- Work with Alberta Distance Learning Consortium to support students and teachers to access quality learning resources.
- Focus on the development of strong language literacy and numeracy abilities in younger students to enable them to experience success in secondary grades.
- With support of a grant from Alberta Education introduce Career Technology Foundations at Calling Lake School.
- Provide career and counseling support to students at Mistassiniy School.
- Strengthen cultural relevance in programming through curriculum weaving.
- Strengthen transition supports to students pursuing junior senior high school programs in schools outside of NSD.
- Expand outreach programming opportunities at Career Pathways, Calling Lake and Athabasca Delta Schools



## 2014/2017 Combined Three Year Plan and Annual Education Results Report for 2013-14

**Outcome:** *Students demonstrate proficiency in literacy and numeracy.*

Performance Measure	Results (in percentages)					Target 2014	Evaluation			Targets		
	2010	2011	2012	2013	2014		Achievement	Improvement	Overall	2015	2016	2017
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	28.3	26.8	29.5	26.0	26.7	30	Very Low	Maintained	Concern	31	32	33
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	2.2	0.8	2.0	1.2	1.6	3	Very Low	Maintained	Concern	4	5	5

### Comment on Results

- Division assessments show measurable growth in reading although many students are still working below the acceptable standard.
- Full implementation of the Literacy initiative in every classroom has not been achieved.

### Strategies

#### Recommendations 3, 5, 6, 7, 8, 9, 12

- Continue professional development to support implementation of the literacy plan.
- Provide on line professional development for literacy leads, administrators, and teachers.
- Direct observation of implementation by superintendent, division leadership staff, school administration and external consultant
- Utilize a classroom walk through guide to clarify expectations and monitor implementation
- Increase student access to culturally appropriate resources
- Continue to use bench mark assessments to monitor student growth and inform teacher practice.
- Implement a leadership program to improve instructional supervision.
- Quarterly Review by the Literacy Priority Focus Group of progress and issues.
- As part of the KTC-NSD partnership offer a professional development series for 10 schools in the area of numeracy



## 2014/2017 Combined Three Year Plan and Annual Education Results Report for 2013-14

**Outcome:** *Students demonstrate citizenship and entrepreneurship.*

Performance Measure	Results (in percentages)					Target 2014	Evaluation			Targets		
	2010	2011	2012	2013	2014		Achievement	Improvement	Overall	2015	2016	2017
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	65.6	68.9	67.9	67.8	65.2	70	Very Low	Declined	Concern	72	74	76
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	67.2	71.5	65.7	73.4	69.4	72	Low	Maintained	Issue	74	76	78

### Comment on Results

- Low participation rates impacted results.
- There was an increase in the number of parents who indicated satisfaction that they were satisfied that students are taught attitudes and behaviors that will make them successful when they finish school. Parent satisfaction was equal to the provincial satisfaction rate.
- Participation rates for parents are low.

### Strategies

#### Recommendations 3, 4, 7, 8, 12, 15, 16, 17, 18

- Implement the recommendations of the External Literacy Review.
- Principals will identify in their School Plans processes and strategies that they will use to increase participation rates.
- Retain school by school data on participation rates from students, parents and staff.
- Interventions and support to schools where student conduct has been identified as a significant concern
- School based programming to address bullying.
- Develop a model for school reviews.



## 2014/2017 Combined Three Year Plan and Annual Education Results Report for 2013-14

**Outcome:** *The achievement gap between First Nations, Métis and Inuit (FNMI) students and all other students is eliminated.*

**(Results and evaluations for FNMI measures are required for Public/Separate/Francophone School Authorities only)**

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014		Achievement	Improvement	Overall	2015	2016	2017
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	30.9	26.7	29.3	25.6	24.8	30	Very Low	Maintained	Concern	31	32	33
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	2.2	0.6	1.6	0.7	1.2	3	Very Low	Maintained	Concern	4	5	5
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	40.0	47.0	43.1	21.5	30.3	55	Very Low	Maintained	Concern	58	60	65
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	1.5	0.0	0.0	0.0	0.0	5	Very Low	Maintained	Concern	7	9	11

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013		Achievement	Improvement	Overall	2015	2016	2017
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	19.0	12.9	17.7	13.4	22.6	25	Very Low	Improved	Issue	26	27	28
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	18.3	16.2	13.5	11.3	13.1	10	Very Low	Maintained	Concern	9	8	7
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	22.6	18.9	16.5	19.5	16.8	25	Very Low	Maintained	Concern	26	27	28



## 2014/2017 Combined Three Year Plan and Annual Education Results Report for 2013-14

Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	14.7	21.6	11.9	20.6	20.5	27	Very Low	Maintained	Concern	28	29	30
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	4.1	1.1	2.1	1.8	3.9	7	Very Low	Improved	Issue	8	9	10

### Comment on Results

- Virtually all students in Northland School Division claim First Nations or Metis status. For a variety of reasons the families of a number of our students do not self-identify. In Northland our approach to reducing the gap between the achievement of FNMI students and other students in the province necessitates that we monitor progress of all of our students.

### Strategies

#### Recommendations 1, 3, 4, 5, 6, 7, 8, 10, 12, 15, 16, 17, 18

For the past several years NSD has been developing approaches to address the needs of our students and in doing so address the gap between their achievement and that of other provincial students.

- NSD will continue to provide a strong cultural orientation to all new staff and ongoing going professional development for current staff to build their capacity to engage with parents and local communities to create learning experiences that build on community values, knowledge strengths and perspectives.
- Continue to support and develop graduates of the Aboriginal Teacher Training Program. These staff possess understanding of local community perspectives and along with language and culture teachers will assist teachers to develop relevant learning experiences for students.
- NSD will focus recruitment on hiring qualified applicants who are knowledgeable about northern FNMI communities.
- Increase the student access to culturally relevant resources to support literacy and learning across the curriculum by purchasing appropriate materials and training staff to use them.
- NSD, as part of the FNMI action plan, will use the community engagement process to build capacity at the local level for cultural weaving, experiential learning opportunities that address Alberta Education curriculum outcomes.
- Strengthen literacy instruction in FNMI languages.
- Develop culturally appropriate literacy benchmarks as part of curriculum redesign.



## 2014/2017 Combined Three Year Plan and Annual Education Results Report for 2013-14

### Goal Three: Quality teaching and school leadership

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014	2014	Achievement	Improvement	Overall	2015	2016	2017
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	62.7	65.5	61.6	63.8	61.8	66	Very Low	Maintained	Concern	67	68	69

#### Comment on Results

- It is challenging to offer a broad range of programs in small remote schools.

#### Strategies

Recommendations 13, 19, 20, 21, 22, 23, 25, 26, 27, 28

- Build capacity to offer CTS programming across the division.
- Professional development to support Cree and Dene Language instructors.
- Provide professional development sessions for all teachers and support staff to improve literacy instruction
- Strengthen and build capacity in providing Cultural weaving, community stewardship project, and land based learning opportunities



## 2014/2017 Combined Three Year Plan and Annual Education Results Report for 2013-14

### Goal Four:

#### Outcome:

Performance Measure	Results (in percentages)					Target 2014	Evaluation			Targets		
	2010	2011	2012	2013	2014		Achievement	Improvement	Overall	2015	2016	2017
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	66.0	73.2	68.2	69.8	69.6	75	Very Low	Maintained	Concern	77	79	80
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	77.3	80.2	78.8	81.1	76.9	80	Very Low	Declined	Concern	82	84	86

#### Comment on Results

- Low participation rates on survey questions make it difficult to interpret the results

#### Strategies

- Continue to create school based opportunities for parental involvement.
- Work with communities on development of significant projects. For example education planning in Wabasca utilizing the Northland Community Engagement Framework.



## 2014/2017 Combined Three Year Plan and Annual Education Results Report for 2013-14

**Outcome:** *Students and communities have access to safe and healthy learning environments.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014		Achievement	Improvement	Overall	2015	2016	2017
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	77.5	81.1	78.5	78.1	76.1	81	Very Low	Declined	Concern	83	85	86
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	69.3	68.8	69.1	72.1	64.5	72	Very Low	Declined Significantly	Concern	74	75	76

### Comment on Results

- Low participation rates impacted results.

### Strategies

- Expand use of the Tell Them From Me Assessment and use data to identify issues and planning.

### Class Size Survey Results

A copy of the Class Size Survey Results for 2013-2014 can be found on our website by clicking the following link:

<http://www.nsd61.ca>



## 2014/2017 Combined Three Year Plan and Annual Education Results Report for 2013-14

### Inquiry Report Recommendations: Progress and Plans

Recommendation	2013 – 2014 Progress (AERR)	2014-2015 (Plan)
<p><b>Recommendation #3 and #4:</b> That NSD implement an improve strategy requiring an action-oriented leadership structure that is centered on strategic governance and effort focused on the following three central priorities over the next nine to twelve years:</p> <p>(1) English Language and numeracy development</p> <p>(2) Improved student attendance.</p> <p>Strengthening parents' engagement with their schools through improving communication and levels of trust. In this regard, it is recommended that NSD take the lead in implementing the FNMI Services Branch parent-engagement initiative.</p> <p><b>Recommendation #4:</b></p>	<p><b>District Wide Focus on Literacy 2012-13</b></p> <ul style="list-style-type: none"> <li>• Literacy leads in each school.</li> <li>• Established a 2 hour literacy block in all elementary classes</li> <li>• Introduced Reading assessments three times per year (baseline, midyear, end year).</li> <li>• Worked with specialists at the University of Alberta to determine assessment protocols.</li> <li>• Literacy PD for all teachers and paraprofessionals targeted by grade divisions (Sept/Oct; Nov; Feb 2013).</li> <li>• Year One Focus on classroom management (Daily 5), instruction (Café, Best Practices, Continuum of Literacy Learning).</li> <li>• Schools encouraged parent/community involvement in literacy activities (Literacy Nights).</li> <li>• On-line webinars were instituted: monthly Literacy Leads meetings and In-service; a four part series for ECS teachers and instructors on Kindergarten writing, Oral Language, and 2 sessions on Intentional Play based Inquiry.</li> <li>• New FNMI resources were acquired for schools.</li> </ul> <p><b>Implement Year two of the District Wide Focus on Literacy</b></p> <ul style="list-style-type: none"> <li>• Differentiated training for new and existing/returning literacy leads.</li> <li>• Work with teachers on building literacy strategy bank.</li> <li>• Build on community engagement strategies.</li> </ul>	<p><b>Literacy and Numeracy</b></p> <ul style="list-style-type: none"> <li>• Continue to monitor implementation of year one and two school based strategies and data.</li> <li>• Provide on line PD and face to face support.</li> <li>• Introduce a school based writing prompt to be used to monitor growth and inform practice.</li> <li>• Literacy Focus Priority Group will meet Quarterly for review of progress on the implementation of the Literacy Initiative to recommend and implement changes to increase student growth.</li> <li>• Implement the NAN initiative to provide professional development for numeracy leads for schools involved in the NSD KTC partnership.</li> </ul>

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Recommendation	2013 – 2014 Progress (AERR)	2014-2015 (Plan)
<p>That as part of the process to improve parent and community engagement with the school, NSD:</p> <p>(1) Encourage and facilitate appropriate teacher involvement with their community, and where possible develop extracurricular activities with students. In support of this,</p> <p>(3) Make budget provision for schools and their staffs to regularly host community supper gatherings at the school as a means of developing awareness and engagement.</p>	<ul style="list-style-type: none"> <li>• Refinement of classroom walk-through process for Principals.</li> <li>• Build teacher capacity to implement diagnostic ongoing reading assessments to determine inform instruction and provide evidence of progress.</li> <li>• Face-to-face literacy PD facilitation for all staff, by grade divisions three times per year.</li> <li>• Strengthen and monitor implementation of Focus classroom management and instruction (Daily 5); strategy development (CAFÉ; Continuum of Literacy Learning; Prompting Guides; literacy resources and best practices).</li> <li>• Classroom implementation of flexible, frequent small group instruction (Guided Reading and Strategy groupings) for reading and writing.</li> <li>• Partnership with industry (Cenovus, Conocophillips) to develop home reading and literacy coaching support.</li> <li>• Oral language, play.</li> <li>• Schools identified local strategies to involve parents in their AERRs.</li> <li>• Administrators share strategies at admin meetings.</li> <li>• Local School Board Committees reviewed school AERR documents and recommend approval to the Northland Board.</li> <li>• Attendance reports were presented at Board Meetings.</li> </ul> <p><b>Alignment of School Improvement Planning Process</b></p> <ul style="list-style-type: none"> <li>• All schools identify goals and plans to improve literacy, numeracy, Aboriginal programming, attendance and parent engagement.</li> </ul>	<p><b>Alignment of School Improvement and Planning Process</b></p> <ul style="list-style-type: none"> <li>• Include school bench mark data in school AERRs.</li> <li>• All NSD schools will start compiling school based resource list.</li> </ul>



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Recommendation	2013 – 2014 Progress (AERR)	2014-2015 (Plan)
	<ul style="list-style-type: none"> <li>• Superintendent and Associate Superintendent provide supervision and leadership to school principals through individual follow-up.</li> <li>• Worked with FNMI Services Branch to provide in-services for school leaders to share promising practices to support teaching and learning to support language development in a culturally responsive manner, to understand the impact of residential schools, the importance of learning about local history and First Nations and Métis perspectives on leadership and mentoring.</li> <li>• Allocate budget to each Northland school to host 'school &amp; community engagement' days.</li> <li>• A week long orientation was held in Grouard for new teaching staff and each community held a community orientation event.</li> </ul> <p><b>Student Engagement and Attendance</b></p> <ul style="list-style-type: none"> <li>• Development and implemented programs including outreach, dual credit courses, cultural camps, curriculum weaving, land stewardship, the Martin Aboriginal Entrepreneurship program to support and engage students in learning.</li> </ul>	<p><b>Improving Attendance</b></p> <ul style="list-style-type: none"> <li>• Implement the recommendations of the "Every Day Counts" Attendance Improvement Initiative.</li> <li>• Allocate funds to support schools in the implementation of the attendance initiative.</li> <li>• Work with the Office of the Auditor General to provide information to assist in the development of their report focused on improving attendance for FNMI students.</li> <li>• Identify and contact community people to be part of Focus Group sessions in the community of Wabasca-Desmarais.</li> <li>• Continue to encourage and track school extracurricular programs to engage students and support the building of positive relationships among students and staff.</li> <li>• Work with schools to identify classroom and school based measures of student engagement in literacy such as stamina building and student reading logs. Principals share this information with the community, Local School Board Committees and Superintendent.</li> <li>• Review the use of Knowledge and Employability courses to enable students to experience success.</li> <li>• Central Office representation at school graduation ceremonies.</li> <li>• Increase staff involvement in graduation ceremonies.</li> </ul> <p><b>Community Engagement</b></p> <ul style="list-style-type: none"> <li>• Establish a community consultation group in Wabasca-Desmarais community to provide input for long term educational planning.</li> </ul>



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<p><b>Recommendation #5:</b> That NSD more effectively utilize locally developed measures within the Accountability Pillar to better tailor the accountability process to the unique characteristics of the jurisdiction.</p> <p><b>Recommendation #6:</b> The NSD engage teachers and parents in a process of ongoing review of Provincial Achievement Tests (PATs) as they are released in an effort to:</p> <p>(1) Build greater awareness and understanding of the tests, and</p> <p>Provide feedback to Alberta Education where there is agreement that particular test items may in fact be biased either culturally or because the items assume background experiences that students</p>	<ul style="list-style-type: none"> <li>• NSD developed Classroom Assessment Record database to track students' reading and writing achievement based on PM Benchmarks or Jerry John's assessment tool (administered three times per year, minimally).</li> <li>• Schools completed three rounds of assessments on reading benchmarks (PM/Jerry Johns).</li> <li>• PEDS assisted principals to complete PAT reviews. The Pedagogical Supervisors prepared results tables, graphs and PowerPoint presentations to enable the principals to do a presentation to their staff members and Local school Board Committees. The Pedagogical Supervisors assisted the principals in their presentations at a LSBC meeting.</li> <li>• Through this process teachers were able to set goals for improving PAT results in specific areas of need.</li> <li>• The Assessment Committee had a full day of training on assessment practices in March 2013.</li> <li>• The "Northland Policy and Procedures: Assessing and Communicating Students Performance" was developed by Anne Mulgrew from the Alberta Assessment Consortium.</li> <li>• Pedagogical Supervisors continue to meet to do detailed item analysis of individual tests and well as developing strategies to work with administrators and teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide additional time for local orientation as part of the 2015-16 school calendar.</li> <li>• Include data from school based reading assessments as part of the Accountability Pillar to document growth in reading at the school and division level.</li> <li>• Implement the Early Years Evaluation to inform programming and document growth of kindergarten students.</li> <li>• Participate in the SLA pilot and provide feedback about the appropriateness of the assessment for students in Northland School Division No. 61.</li> <li>• Include data from the TFM assessment to monitor student engagement.</li> <li>• Develop bench mark measures for Aboriginal Languages.</li> </ul> <p><b>Assessment and Reporting Procedures</b></p> <ul style="list-style-type: none"> <li>• Review and revise as appropriate procedures related to assessing and reporting student growth.</li> <li>• Develop a communications plan to ensure that this information is shared with parents.</li> <li>• Develop local indicators and measures of growth and achievement ie. FNMI action plan, literacy initiative and community engagement process – terms of reference.</li> <li>• Monitor CEU credits by grade, follow up with schools and use the data to work with students, staff and parents to develop plans to increase successful course completion.</li> <li>• Revise the Assessment policy.</li> </ul>



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<p>living in remote communities may not have. That NSD review and update its grade promotion policy and take steps to ensure that the revised policy is well communicated to parents.</p> <p><b>Recommendation #7:</b> NSD should make every effort to ensure that parents understand the distinction between grade placement and academic grade level of achievement.</p>	<ul style="list-style-type: none"> <li>Substantial in-servicing occurred for all administrators, teachers, instructors and support staff on the development of school based assessment measures and use of database.</li> <li>Schools identify local indicators as part of the requirement of their School Improvement Plans.</li> </ul>	<ul style="list-style-type: none"> <li>Review academic language and items that may not be culturally and/or experientially relevant to our students.</li> <li>Solicit teachers to be nominated to marking committees for diploma exams, PAT, and SLA writing and marking committees.</li> <li>Review academic language and items that may not be culturally and/or experientially relevant to our students.</li> <li>Solicit teachers to be nominated to marking committees for diploma exams, PAT, and SLA writing and marking committees.</li> </ul>
<p><b>Recommendation #8 and #12:</b> <b>Recommendation #8</b> 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</p>	<p><b>Progress in 2012-13</b></p> <ul style="list-style-type: none"> <li>Established the FNMI Education Committee to make recommendations to set direction for Aboriginal programming for students in the division. The committee reviewed of Use of FNMI dollars. They audited current practices related to the expenditure of FNMI dollars. The FNMI Committee reviewed the results of the school audit and developed a draft action plan. These recommendations were considered in the development of the 2013-14 budget planning process.</li> </ul>	<ul style="list-style-type: none"> <li>Utilize the Literacy Priority Focus Group to strengthen instructional practice in Indigenous Languages</li> <li>Begin developing performance benchmarks for Cree Language.</li> <li>With grant support from Alberta Education, strengthen cultural weaving to address curriculum outcomes.</li> <li>Continue to provide cultural camps and land based learning opportunities linked to the curriculum.</li> <li>Begin implementation of Career Technology Foundations at Calling Lake School.</li> </ul>



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<p>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.</p> <p><b>Recommendation #12:</b> That NSD strengthen the Aboriginal cultural content within the curriculum; and further that more emphasis, including staff development and support, be placed on Aboriginal content infusion as provided for in the Alberta curriculum. <b>Recommendation #9:</b></p> <ul style="list-style-type: none"> <li>That library enhancement for the purpose of supporting reading</li> </ul>	<ul style="list-style-type: none"> <li>The cultural weaving project at Peerless Lake used the NSD Community Engagement process to incorporate cultural knowledge and perspectives into a curriculum framework. Use of Cree language to describe key concepts is key to this process.</li> <li>Participated in the community stewardship project in partnership with Bigstone Cree First Nation, Northland, Alberta Education (curriculum). The project focuses on providing students with an opportunity to learn about their local community through authentic sources.</li> <li>Shared examples of programming initiatives from Community Stewardship Project, Peerless Lake Cultural Weaving Project and ADCS land based learning.</li> </ul> <p>Partnered with</p> <ul style="list-style-type: none"> <li>Northwestern Regional Learning Consortium, Kee Tas Kee Now, Bigstone Cree Nation, Sunchild e-Learning, Oil Sands Leadership Initiative develop a range of culturally responsive programming opportunities and supports for students.</li> <li>Further development of Cultural Camps.</li> <li>Supervisor of Aboriginal Programs provided district level leadership to support Cree and Dene cultural and language programming and inclusion of Aboriginal cultural content.</li> </ul> <p>Strategies related to the Literacy Initiative</p> <ul style="list-style-type: none"> <li>Implementation Daily 5/Café with Cree language teachers.</li> </ul>	<ul style="list-style-type: none"> <li>Identify literacy benchmarks as part of curriculum redesign at Calling Lake School.</li> <li>Collaborate with Elders, Knowledge Keepers and Cultural Advisors at the community level to create an inventory of community based resources to support community based learning.</li> <li>Further develop processes to weave student contextual variables into curriculum. Continue development of Community Stewardship Project and Cree Immersion camps.</li> </ul> <p><b>Deepen Understanding of Northland Communities</b></p> <ul style="list-style-type: none"> <li>Work with Alberta Education First Nations, Métis and Inuit Services Branch to explore possibilities for credentialing for language instructors.</li> <li>Build capacity of school leaders to utilize the Collaborative Frameworks document and the Community Engagement Framework to strengthen local community engagement.</li> <li>Provide professional development on the use of the WNCP ACV tool (tool for assessing Aboriginal Content Validation).</li> </ul>



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<p>be an integral part of the effort to strengthen languages.</p>	<ul style="list-style-type: none"> <li>Implemented embedded PD for language/culture teachers.</li> <li>Increased use of FNMI resources to support instruction – Turtle Island K-8 in use in classrooms; as available/applicable published resources (SSDEC collections).</li> <li>Introduction of indigenous authors into classroom practice (David Bouchard, Richard Wagamese, Richard van Camp, Drew Hayden Taylor, etc).</li> <li>In-serviced teachers on cultural/language practices to build understanding, sharing, sensitivity to students' needs.</li> <li>With sponsorship and support from Alberta Education FNMI Services Branch, Northland schools received "Literacy Seed Kits" containing 78 library books to support our literacy initiative. Each kit has a dollar value of \$1,000.00.</li> <li>Created "Literacy in a Box" kits for every Northland school.</li> <li>Northland School Division applied for grants to support school-based libraries across the Division.</li> </ul> <p><b>2013-14</b></p> <ul style="list-style-type: none"> <li>Implementation of Year One of the NSD FNMI Plan across jurisdiction, providing key action elements to support all learning in school division.</li> </ul>	

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	<ul style="list-style-type: none"> <li>Strengthen cultural content in curriculum by using culturally appropriate and historically accurate resources.</li> </ul> <p><b>Use of FNMI dollars</b></p> <ul style="list-style-type: none"> <li>Strengthened practice related to the expenditure of FNMI dollars.</li> <li>Continued Partnering with Northwestern Regional Learning Consortium, Kee Tas Kee Now, Bigstone Cree Nation, Sunchild e-Learning, Oil Sands Leadership Initiative to develop a range of culturally responsive programming opportunities and supports for students.</li> <li>Second level service alignment with Kee Tas Kee Now to support students and teachers; shared responsibilities and resources.</li> <li>Funding allocation to support resource acquisition in schools.</li> <li>Supervisor of Aboriginal Programs provided district level leadership to support Cree and Dene cultural and language programming and inclusion of Aboriginal cultural content.</li> <li>Monitored use of FNMI resources eg. Literacy seed kit and provide support.</li> </ul> <p>Development of Local Community Resource People</p> <ul style="list-style-type: none"> <li>Initial development of local community cultural resource list was completed in Wabasca-Desmarais, Sandy Lake, Calling Lake, and Chipewyan Lake Schools. The lists were shared with principal.</li> </ul>	<ul style="list-style-type: none"> <li>Develop a long term strategy to enhance school libraries.</li> </ul>
<b>Recommendation #10:</b>	<ul style="list-style-type: none"> <li>All Northland Schools offered full day Kindergarten programs. All but three have certificated instructors.</li> </ul>	<ul style="list-style-type: none"> <li>Provide direct training to all ECS teacher in using the Early Years Evaluation for assessment and programming</li> </ul>



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<p>That it be mandatory for NSD schools to offer full-day Kindergarten programs.</p> <p><b>Recommendation #11:</b> That NSD promote and maintain close coordination with Head Start programs as a means of helping alleviate the readiness for school deficiencies experienced by many students, and further, that in communities where no other agency offers a Head Start program, NSD should consider offering such a program.</p>	<ul style="list-style-type: none"> <li>Funding to support full day Kindergarten has been allocated.</li> <li>The division considered the appropriateness of the EYE Learn Assessment in kindergarten program.</li> <li>New school construction links early learning and school programming (Gift Lake and Bishop Routhier).</li> <li>School principals maintained contact with community head start programs, include them as appropriate in school celebrations and other events and develop a transition process to link children and their families to the school as they move from preschool to Kindergarten.</li> </ul>	<ul style="list-style-type: none"> <li>Use data from the Early Years Evaluation to Inform Kindergarten programming and assess student growth</li> <li>Provide support and professional development to build staff capacity to develop oral language and play based experiential learning.</li> </ul>
<p><b>Recommendation #12:</b></p>	<p>See Recommendation 8.</p>	
<p><b>Recommendation #13</b></p> <p>That NSD strengthen professional leadership for Aboriginal language instructors and provide training for Aboriginal language instructors to increase the capacity to deliver quality Aboriginal language programs.</p>	<ul style="list-style-type: none"> <li>Aboriginal Language Instructors received ongoing professional development on a one-to-one basis through school visits.</li> <li>Aboriginal Language Instructors began to incorporate the Daily 5 Strategy as appropriate</li> <li>New Aboriginal Language Coordinator was added through the KTC/NSD partnership increasing the support for language and cultural programming.</li> <li>Assistant Supervisor linked Cree Language to the Peerless Lake Cultural Weaving Science Project guided by the FNMI Field Services Branch.</li> </ul>	<ul style="list-style-type: none"> <li>Literacy Priority Focus Group will review progress and identify actions to strengthen instruction in Aboriginal Languages.</li> <li>Strategies will include- increased use of Alberta Education Approved resources, development local resources for the FNMI language programs, provision of support to engage students towards oral contextual learning, development of achievement benchmarks.</li> <li>In partnership with Alberta Education (FNMI) Services Branch approach the University of Alberta to develop credentialing opportunities for instructors.</li> </ul>

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	<ul style="list-style-type: none"> <li>Supervisor participated on a Working Committee for the Community Stewardship Development for the Wabasca region with Education Program Standards and Assessment Branch from Alberta Education.</li> <li>Provided regional hands-on workshops for the instructors in conjunction with their local schools PD.</li> <li>Assistant supervisor continued to increase the professional development addressing lesson and unit planning.</li> <li>ATEP graduates have been placed in NSD schools as classroom teachers.</li> <li>Continued collaboration and in-servicing through Regional Professional Development with all teachers, instructors, classroom support personnel to provide culturally appropriate instruction and resources</li> <li>Aboriginal programs provided leadership to ensure that all staff understands the importance of Aboriginal language programs and encourage co-operative planning that recognizes the cultural knowledge, perspective and expertise of these staff members.</li> <li>Collaboration with Kee Tas Kee Now Tribal Council to involve the 10 schools in Professional Development and support in schools through Pedagogical, Literacy, and Inclusive Education Supervisors. Ongoing interaction between jurisdiction personnel to provide services to students and teachers.</li> <li>Completed Special project with Peerless Lake School to build relationships between community and school in a cultural weaving experience.</li> </ul>	<ul style="list-style-type: none"> <li>Supervisor of Aboriginal Programs provide leadership, in-servicing and individual consultation to support Cree and Dene cultural and language programming. To date the program has addressed lesson and long range planning. 2013-2014 the area of support is assessment.</li> <li>Continue to involve the community and the local school board committees in discussions related to the offering of Aboriginal language and cultural programming using the community engagement process.</li> </ul>



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Recommendation	2013 – 2014 Progress (AERR)	2014-2015 (Plan)
<p><b>Recommendation #14:</b> That there be recognition of the reality that not all parents support Aboriginal language and cultural instruction within the school environment by providing an opt-out arrangement similar to the manner in which public schools generally deal with religious instruction.</p>	<ul style="list-style-type: none"> <li>Continue to educate parents on the educational benefits of learning more than one language and the importance of preserving Indigenous languages and cultures</li> </ul>	<ul style="list-style-type: none"> <li>Promote cross cultural education and continue to respect the beliefs of parents.</li> <li>Continue to educate parents on the educational benefits of learning more than one language and the importance of preserving Indigenous languages and cultures.</li> </ul>
<p><b>Recommendation #17:</b> That NSD give planning consideration to establishing a combined regional and virtual high school to serve students in the smaller communities, as an alternative to existing boarding arrangements.</p>	<p>2012-13</p> <ul style="list-style-type: none"> <li>Northland piloted a joint project with ADCS and ADLC. Three high school courses at the 30 level were jointly offered (ELA, SC, SS).</li> <li>A Student Paced Program Model was developed and presented to the Official Trustee at the March 2013 board meeting. This model was shared with Northland Local School Boards Committees and principals in May and June with the intent of moving forward on this design of instructional organization in the 2013-14 school year.</li> </ul> <p>2013-14</p> <ul style="list-style-type: none"> <li>Student Paced programming was initiated in at Mistassiniy and Grouard with limited success. A key finding was there was a need to provide more staff development and build parent and student understanding of this model before going to full implementation.</li> </ul>	<ul style="list-style-type: none"> <li>Involve high schools in the high school redesign process by working with community, business and post-secondary partners to expand the use of flexible programming such as outreach, skills camps, culture camps, land-based learning.</li> <li>NSD in partnership with KTC survey parents and students to determine community support for the development of a combined regional and virtual high school to serve students in smaller communities as an alternative to existing boarding arrangements. The survey findings will be shared with local communities and the Board of Trustees.</li> <li>Utilize attendance and successful course completion data to monitor progress of high school students.</li> </ul>

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Recommendation	2013 – 2014 Progress (AERR)	2014-2015 (Plan)
<p><b>Recommendation #18:</b> That NSD initiate and sustain discussions with Northern Lakes College and any other post-secondary institution that has a presence in communities served by NSD to capitalize on potential joint efforts in high school programming.</p>	<ul style="list-style-type: none"> <li>• Northern Lakes College continues to work closely with Northern Lakes College on Dual Credit opportunities (Welding, 2<sup>nd</sup> semester Wabasca, NLC facility).</li> <li>• Atoske Action Group in Wabasca, NLC/NSD partners with community and industry (Workforce planning and seamless access/support for education opportunities).</li> <li>• Facility use: classroom and office space in exchange for in kind contributions.</li> <li>• Career awareness, field trips and visits from NLC staff and simulators.</li> <li>• NSD representation on TOLKO Dual Credit site Advisory Committee.</li> <li>• The new Gift Lake School included a partnership with Northern Lakes College. NSD has established partnerships with Alberta Distance Learning and Kee Tas Kee Now Tribal Council to work on strengthening high school programming.</li> <li>• A student in the dual credit welding program at Mistassiniy School received honors this past April. (BRONZE MEDAL in welding at the SKILLS Regionals Competition).</li> <li>• Utilized a grant and NSD funds to support educational leave to train two teachers in advanced CTS skills. Two teachers are now providing service in Northern Lakes Schools (Little Buffalo and Mistassiniy School). They are credentialed to teach dual credit advanced CTS courses for high school students in the Division.</li> <li>• Northern Lakes College and Northern Lakes College formed a partnership for the use of the Northern Lakes CTS Trailer in Wabasca for the 2012-2013 school year. Under this</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to develop partnerships to expand CTS offerings.</li> <li>• Introduce CTF at Calling Lake School.</li> <li>• Work with partners to develop long term educational plans for Wabasca-Desmarais.</li> </ul>



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	<p>arrangement, high school students had access to a dual credit welding program.</p> <ul style="list-style-type: none"> <li>Students who meet program requirements will be eligible to write the 'Period 1 Apprenticeship' examination.</li> <li>Implemented Paul Martin Entrepreneurship Program at Mistassini.</li> </ul> <p>1) School Industry Partnership Coordinator in place:</p> <ul style="list-style-type: none"> <li>Work with <i>Careers Next Generation</i> staff to provide the Registered Apprenticeship (RAP) program with contacts in Wabasca, Fort McMurray and High Prairie.</li> <li>Build connections with local community organizations, industry, other school divisions and levels of government to support our students, staff and communities.</li> <li>Continue to seek grants to support NSD initiatives.</li> </ul> <p>2) Develop college connections</p> <ul style="list-style-type: none"> <li>NAIT, excellent contacts through the ENCANA Aboriginal Student Center,</li> <li>Bill Woodward and ADCS Schools had trips to NAIT, U of A and Grant McEwan.</li> <li>Work with staff from Keyano College, Careers the Next Generation, RMWB, OSU and several non-profits to improve career knowledge and access for students from the following Northland schools - ADCS School, Fort McKay, Father R. Perin and Conklin.</li> <li>GPRC – contacts for programs on west side – support for Skills Alberta exposure and skill development.</li> </ul>	



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	<p><b>2013-14</b></p> <ul style="list-style-type: none"> <li>Paul Martin Entrepreneurship Program offered at Career Pathways School.</li> <li>Relocated CTS trailer to Little Buffalo in support of the <i>Kee Tas Kee Now</i> Tribal Council (KTC) Partnership.</li> <li>Developed and deploy small CTS Trailers to provide mobile kits in support of junior and senior high CTS.</li> </ul>	
<p><b>Recommendation #19:</b> That as NSD is re-defined as a special purpose system for Aboriginal education, there be a requirement, over time, for persons in leadership roles to have FNMI heritage and Aboriginal language fluency along with demonstrated skill in dealing effectively with Aboriginal cultures.</p>	<p><b>Progress 2012-14</b></p> <ul style="list-style-type: none"> <li>A retreat was held in Grouard to provide all senior level leadership staff with an understanding of this direction.</li> <li>22 Northland staff completed fourth year of the Aboriginal Teacher Education Program.</li> <li>19 completed the requirements for the U of A's Bachelor of Education degree in June 2013, one continues to work through the fall 2013 semester to complete studies, and 2 elected to return to paraprofessional positions as they could not complete the program without the same level of support.</li> </ul>	<ul style="list-style-type: none"> <li>Implement a staff recruitment, retention, and capacity building process that highlights the importance of FNMI language, cultural knowledge and demonstrated ability to improve learning outcomes for students.</li> </ul>
<p><b>Recommendation #20:</b> That NSD re-establish an effective orientation program for new hires, with a substantial emphasis on community and cultural components, and further, that the placement of new employees into communities</p>	<p><b>2013-14</b></p> <ul style="list-style-type: none"> <li>A week long orientation was held in Grouard for new teaching staff and each community held a community orientation event.</li> <li>Provided a day long orientation for new principals prior to the new staff orientation.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to develop and refine the new staff orientation process that emphasizes local orientations and give consideration to hosting the division orientation in other communities.</li> <li>Work to deepen knowledge related to the impact of residential schools.</li> <li>Make orientation it available to current staff on an invitational basis.</li> </ul>



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Recommendation	2013 – 2014 Progress (AERR)	2014-2015 (Plan)
<p>be arranged with sufficient time for them to experience community-level orientation and setting-in prior to the start of teaching duties.</p> <p><b>Recommendation #21:</b> That NSD implement and maintain staff development activities that enhance teachers' skills at individualizing, differentiating instruction, employing more experiential-based learning activities and devising learning activities that include formative assessment skills, in recognition of the diverse learning levels and needs of NSD students.</p>	<p><b>2012-13</b></p> <ul style="list-style-type: none"> <li>Differentiated instruction was offered in the area of learner preferences for FNMI students. FNMI resources, Worldviews, and perspectives were introduced and modelled.</li> </ul> <p><b>2013-14</b> As part of the Literacy strategy:</p> <ul style="list-style-type: none"> <li>Emphasized the importance of strength based approaches.</li> <li>Provided materials to build teacher capacity</li> <li>Introduced Guided reading, leveled literacy intervention using appropriately leveled text.</li> <li>Development toward student independence (Gradual Release of Responsibility model – Show me, Help me, Let me).</li> <li>Growing teacher capacity in using formative assessment in reading, writing, oral language as indicators of student achievement to guide instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to use technology to provide access to initiatives in literacy, cultural learning and school leadership.</li> <li>Continue to strengthen the emphasis on being open and responsive to "Our Way is a Valid Way".</li> <li>Continue to incorporate literacy strategies that promote differentiation.</li> <li>Use of Professional Learning Communities to create viable learning teams focusing on needs of students.</li> </ul>
<p><b>Recommendation #22:</b> That NSD ensure strengthened responsibility and accountability relationships</p>	<ul style="list-style-type: none"> <li>Director of Human Resources provides assistance and direction to principals in staffing process.</li> <li>This recommendation was discussed at the orientation for Local School Board Chairs.</li> </ul>	<ul style="list-style-type: none"> <li>Provide professional development for school leaders in staff supervision and evaluation.</li> <li>Provide a clear written process for LSBC involvement in staff recruitment.</li> </ul>

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Recommendation	2013 – 2014 Progress (AERR)	2014-2015 (Plan)
<p>between students, teachers, principals and the superintendent. In particular, that the human resources management and termination (recruitment and termination of personnel) become clearly a management activity with appropriate community input only; it must cease to be regarded as a governance function subject to political processes.</p>		<ul style="list-style-type: none"> <li>Review the Teacher Recruitment and Hiring Handbook which once approved, will be distributed. The handbook provides guidelines, templates and tips for teacher recruitment specific to the Northland context.</li> <li>Implementation of Recruitment Strategies to hire qualified candidates emphasizing knowledge and/or experience with Indigenous communities, languages and cultures.</li> <li>With the support of a conditional grant from Alberta Education, build leadership capacity of principals in the overall performance management.</li> </ul>
<p><b>Recommendation #23:</b> That NSD re-establish central, regionally based, administrative and pedagogical roles by re-directing some resources away from classroom-based positions. These re-established roles should provide direction, assistance and support to principals and teachers for NSD-wide approaches, implementation and assessment of core literacy and numeracy programs.</p>	<p>2012-14</p> <ul style="list-style-type: none"> <li>Northland School Division has provided central office and regionally based leadership positions to support principals and teachers to achieve division priorities.</li> <li>One Pedagogical Supervisor to provide instructional support to 7 Northland schools and 3 KTC schools.</li> <li>Two new positions were added to support the NSD/KTC Partnership (Field IT Technician and Student Services Coordinator).</li> </ul>	<ul style="list-style-type: none"> <li>Continue to provide support to schools targeted to key division initiatives. Associate Superintendent is located in Wabasca providing on-site and regional support to schools.</li> <li>Director of FNMI Education will provide overall direction and coordination of FNMI education across the Division and provides leadership, support and direction for strengthen Aboriginal Language programming, weaving language and culture into daily classroom pedagogy.</li> <li>1 Division Literacy Supervisor provides overall direction for implementation of Division-wide literacy and AISI initiatives.</li> <li>2 pedagogical supervisors provide leadership to the literacy initiative, one literacy lead provides leadership to two schools on the east side.</li> </ul>



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Recommendation	2013 – 2014 Progress (AERR)	2014-2015 (Plan)
<p><b>Recommendation #24:</b> That NSD establish and sustain over time a school-community development function within the organization. This function should include a staff position whose job is to regularly and systematically facilitate school-based meetings with parents and community members to develop the school's strategic role within the future of the community. This staff position must take the lead in implementing the parent engagement process,</p>	<ul style="list-style-type: none"> <li>As part of the FNMI Action Plan, strengthen understanding and build the capacity of school leader and central leaders using Community Engagement.</li> </ul>	<ul style="list-style-type: none"> <li>Supervisor of Student Services supports inclusive education.</li> <li>School industry partnership principal working to develop CTF/CTS programming and access grants.</li> <li>One pedagogical supervisor provide support to high schools and the high school redesign focus.</li> <li>These staff will work with schools to develop clear plans for support that is aligned with division and school priorities.</li> <li>Where necessary contract with experts to provide school and division support in the areas of literacy, language learning and technology.</li> </ul>
<p><b>Recommendation #24:</b> That NSD establish and sustain over time a school-community development function within the organization. This function should include a staff position whose job is to regularly and systematically facilitate school-based meetings with parents and community members to develop the school's strategic role within the future of the community. This staff position must take the lead in implementing the parent engagement process,</p>	<ul style="list-style-type: none"> <li>As part of the FNMI Action Plan, strengthen understanding and build the capacity of school leader and central leaders using Community Engagement.</li> </ul>	<ul style="list-style-type: none"> <li>Work with the Wabasca Desmarais community to develop a long term plan for education.</li> <li>Continue to provide resources to schools to support community engagement.</li> </ul>

**2014/2017 Combined Three Year Plan  
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Recommendation	2013 – 2014 Progress (AERR)	2014-2015 (Plan)
<p>Including reflecting the concepts behind the former Community Schools program and the Integrated Services delivery model. Further, that this function also include designed resources to enable school staff to regularly host community gatherings (such as community suppers) at the school.</p>		
<p><b>Recommendation #25:</b> That NSD establish and sustain over time an internal communications function. This function should include a staff position whose job is to ensure that key messages about the system's priorities are directed to internal audiences through all appropriate channels. These key messages include the importance of: schooling, regular attendance, consistent parental support and the inclusion of Aboriginal culture.</p>	<ul style="list-style-type: none"> <li>• Communications Coordinator hired October, 2012.</li> <li>• Drafted media releases, parent letters to everyone informed about what's happening at our schools</li> <li>• Created partnerships with other school divisions. Example; joint advertising for encouraging parents to fill out the Accountability Pillar Surveys.</li> <li>• Provided monthly newsletter and produced a weekly communication to administrators.</li> <li>• Launched a Northland School Division No. 61 twitter account. Another way to communicate our message.</li> <li>• Produced an Annual Education Results Report and Annual Plan summary brochure.</li> <li>• Updated the current website with web stories, updated information and created an online calendar.</li> <li>• Drafted an RFP for new division and school website.</li> </ul>	<ul style="list-style-type: none"> <li>• Launch the new division website.</li> <li>• Provide training and support to school staff related to the school website.</li> <li>• Develop an updated communications plan.</li> </ul>



# 2014/2017 Combined Three Year Plan and Annual Education Results Report for 2013-14

Recommendation	2013 – 2014 Progress (AERR)	2014-2015 (Plan)
<p><b>Recommendation #26, #27 and #28:</b> That NSD continue to maintain and enhance records of the levels of training of paraprofessionals/support staff.</p> <p><b>Recommendation #27</b> That where paraprofessional/support staff members have not completed a level of training commensurate with their assignments, each staff member develop a training plan that leads to a recognized credential relating to their assignments and that NSD encourage and assist staff with in-service programs tied to course requirements.</p> <p><b>Recommendation #28:</b> That when new paraprofessional/support staff are hired, they be required to commit to an upgrading program/plan that leads to a</p>	<ul style="list-style-type: none"> <li>Native Language Instructors supported to attend Mamawihitwin Conference in October, 2012. Program included a full workshop specifically directed to Native Language and Culture teaching.</li> <li>Recommendations 27 and 28 were on hold while until the completion of the ATEP program.</li> <li>Reinstate funds for support staff education leaves focusing on increasing or attaining recognized credentials.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to allocate dollars for staff upgrading and have staff complete a commitment to upgrade where appropriate.</li> <li>Institute a personal growth plan procedure for all paraprofessional staff.</li> <li>Work with Northern Lakes College to develop and provide in-service programs that could lead to certification such as Education Assistants.</li> </ul>



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Recommendation	2013 – 2014 Progress (AERR)	2014-2015 (Plan)
recognized credential related directly to their assignment.		
<b>Recommendation #29:</b> That NSD ensure appropriate personnel and internal arrangements are in place for systematic quarterly financial reporting to the Board of Trustees.	<ul style="list-style-type: none"> <li>Quarterly reports are presented to the Board.</li> <li>Continue to provide monthly and quarterly Financial Reports to the Board.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to provide quarterly financial reports</li> </ul>
<b>Recommendation #30</b> That Alberta Education and NSD jointly explore supporting NSD teacher housing through an arms-length entity (some type of housing authority) acting on NSD's behalf, and perhaps on behalf of other public sector employers in northern Alberta communities, in order to get away from the staff relations issues associated with the employer being the landlord; further that innovative,	<ul style="list-style-type: none"> <li>Continue to seek support to address housing.</li> <li>Work with the Quality of Work/Life Committee to develop a plan to address housing.</li> <li>Seek approval from the Minister of Education to borrow 1 million dollars to address teacher housing.</li> </ul>	<ul style="list-style-type: none"> <li>Reduce housing in areas where it is not being used.</li> <li>Work with Alberta government and other partners to improve teacher housing.</li> </ul>

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Recommendation	2013 – 2014 Progress (AERR)	2014-2015 (Plan)
ongoing provincial funding be implemented to enable such an arrangement to be viable.		
<b>Recommendation #32 and #33:</b>		
<b>Recommendation #32</b> That NSD obtain title to, or an enforceable long-term interest in, land prior to commencing construction of any capital project.	<ul style="list-style-type: none"> <li>Develop a procedure dealing with third party land acquisition.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to follow this practice.</li> </ul>
<b>Recommendation #33:</b> That NSD ensure it has appropriate leases in place for all its schools situated on Métis Settlement lands.		
<b>Recommendation #46:</b> That NSD initiate school closure proceedings at Keg River.		<ul style="list-style-type: none"> <li>Monitor enrolments on an annual basis.</li> </ul>



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### **Inclusive Education Northland School Division No. 61**

Northland School Division continues to contract services. Services that have been contracted for the 2014/15 school year include: psychology, speech language pathology, occupational therapy, physiotherapy, hearing and vision services and assistive technologies; iPads, FM systems, and lap top computers.

The school division is working on building capacity to support Inclusive classrooms. This year, a focus is ensuring that the teachers have a clear understanding of differentiation and Response to Intervention. These two models can help meet the needs of all students who are in their classrooms.

#### **Regional Collaborative Service Delivery Model**

Regional Collaborative Service Delivery is a model for integrating and coordinating services, supports and programs through a cross- sector partnership. This model serves children and students from birth to age 20, including those with complex needs, from before pre-school to the end of grade 12. The model is intended to strengthen the ability of families, schools, service providers and community partners to understand and respond to the needs of children, students and youth in a timely, inclusive and equitable manner. Because the division is spread out over much of Northern Alberta, we belong to four RCSD's.

The Regional Collaborative Service Delivery Models, of which we are members, and the schools they serve are listed below.

<b>Peace Country RCSD</b>	Susa Creek	Dr. Mary Jackson
	Little Buffalo	Paddle Prairie
<b>Northern Lakes RCSD</b>	Pelican Mountain	Kateri
	Mistassiniy	Chipewyan Lake
	St. Theresa	Gift Lake
	Peerless Lake	Bishop Routhier
	Calling Lake	Grouard Northland School
<b>Wood Buffalo RCSD</b>	Fort McKay	Conklin
	Anzac	Athabasca Delta Community School
	Father. R. Perin	
	Bill Woodward	
<b>Eastern Edge RCSD</b>	Elizabeth	J.F. Dion



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### School Facilities

#### Maintenance

During the 2013-2014 school year construction for the new replacement school in Gift Lake continued. The old school was abandoned in January 2014 due to mould damage and air quality issues. With funding from Alberta Infrastructure, a temporary school was assembled with eight portable classrooms, one office, and washroom facilities which was operational September 2014.

Little Buffalo School received three new portable classrooms and one portable kitchen unit due to excessive mould damage to the old school. Additional mould repair occurred August 2014 with a facility and grounds upgrade August and September 2014.

Peerless Lake School and Kateri School received mould and bat remediation in the fall of 2014. Facility upgrades also occurred.

Grouard Northland School received a full roof replacement in August and September, 2014; Susa Creek School received a partial roof replacement and repair in October, 2014; and Father R. Perin School is scheduled for a partial roof replacement and repair in November, 2014.

Cleaning and sanitizing of the heating, ventilation, and air conditioning systems was completed in the following schools: St. Theresa, Mistassiniy, Pelican Mountain, Calling Lake, Peerless Lake, Little Buffalo, and Kateri. The following schools are slated to have cleaning and sanitizing of the HVAC system in the 2014-15 school year: Grouard, Dr. Mary Jackson, Paddle Prairie, Anzac, Janvier, JF Dion, Susa Creek, ADCS, Chipewyan Lake, Fort McKay, Hillview, Bishop Routhier, and Bill Woodward.

Upgrades and modification of the heating, ventilation, and air conditioning units was completed at Susa Creek School and are in progress at: ADCS, St. Theresa, Mistassiniy, Calling Lake, Bill Woodward, Grouard, Pelican Mountain. In the 2014-15 school year Bishop Routhier, JF Dion, Hillview, and Janvier will be completed.

Requests were made to Alberta Infrastructure and Alberta Education to move four portables from Bishop Routhier to Paddle Prairie School and three portables from Gift Lake School to Calling Lake School.

A copy of the Division's Capital Plan may be viewed by clicking on the following link:

<http://www.nsd61.ca>

#### Transportation Department

Northland School Division No. 61 operates 57 bus routes, of which 16 are contract operated covering a total of 100,000 sq. kilometers of unorganized territory in northern Alberta. Approximately 2592 students are transported daily to 47 schools in Alberta, British Columbia, and the Northwest Territories by bus or by Conveyance Allowance. The service area of the Transportation Department is 4370 square kilometers; 6456 daily kilometers are travelled or 1,291,200 kilometers annually. The fleet of 65 buses is distributed to provide optimum service to the Northland Communities. Northland does not operate division owned repair facilities. Nine garages are engaged by Northland to conduct semi-annual inspections and maintain the fleet.

The Transportation Department operates on a budget of approximately \$3,300,000.



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Northland School Division changed carrier status from a Federal Carrier to a Provincial Carrier in August 2013. An Alberta Carrier Services audit was performed by Carrier Services in July 2014. Northland Transportation passed the audit with a score of 90.77% compliance. Driver recruitment strategies proved successful in 2013-2014 with a reduction from 10% in 2012-2013 to 4.7% in bus route non-operational days due to drivers' absence. The transportation department was restructured with board approval in June 2014 to support a transportation manager, transportation coordinator, and the addition of a .4 transportation secretary.

### **Housing**

Northland Housing Services operates as a separate service within Northland School Division, with the primary objective of providing affordable accommodation to members of the teaching staff in those communities where housing is not readily available from alternative sources.

Operating with a budget of approximately \$1,000,000 (one million dollars), Northland Housing Services maintained 138 residences throughout 17 communities during the 2013 – 2014 school year. There are deficiencies in several areas including furnaces, hot water tanks, flooring, re-roofing, bathrooms, windows, cabinets and vanities, exterior and interior paint, and major appliances in several communities. The Board of Trustees for Northland School Division has approved to secure a loan of \$1,000,000 over a 10 year period to bring housing back up to standard. A Housing Committee was formed and along with Quality of Work Life Committee will facilitate a comprehensive plan to utilize the dollars to bring housing up to an acceptable standard for Northland teachers. This process was put on hold as we work with Alberta Education on a comprehensive plan to address housing.

Housing Services continued to:

- 1) Be client focused with professional staff as clients.
- 2) Provide quality maintenance service to tenants within the budget constraints of housing rental income.
- 3) Work toward the establishment of a functional preventative maintenance program.
- 4) Pursue a policy of continuous improvement in the provision of housing services.

### **School Food Services**

School Food Services operates as a division of Northland School Division No. 61 and had an annual budget of approximately \$3,200,000 for the 2013-2014 school year.

A central administrative staff complement of 4 positions worked with twenty-three Local School Board Committees, three Non-Profit Associations, and two other school divisions to provide nutritionally balanced school lunches to approximately 2,772 registered students.

Local administration was provided by Local School Board Committees and by Non-Profit Associations for the three lunch programs operating in other school divisions. Fort Vermilion School Division provided complete administration for two of its school service sites. Local responsibility included recommendations for administration, and the community interaction necessary for each lunch program's delivery. Local people are employed exclusively as kitchen staff.

A daily morning nutrition break is also being provided which is designed to enhance student performance, improve attendance and reduce the number of students arriving late.

During the 2013-2014 school year, plans continued for the lunch program kitchen which will be in the new school at Gift Lake. The new kitchen at Little Buffalo School was completed. Plans were finalized to install dishwashers in



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the commercial lunch program kitchens in four locations. Funding was received from the Alberta Healthy School Community Wellness Fund to continue the development of a division wide wellness policy. School Food Services staff worked with the schools to get as much input as possible for the nutrition component of the policy. Activities included the purchase of grow boxes, Vitamixers to make healthy smoothies, pedometers, and the development of a list of healthy options that could be sold in the school tuck shop.

### Parental Involvement Strategies

Local School Board Committees work with school staff and administration on the development and updating of school plans. Schools report their processes for involving parents as part of their local school plan. The members of the Local School Board Committee review the plans and indicate their support by recommending the approval of school plans through a local board motion.

Following the 2014 elections, a two session orientation was provided for LSBC members. The official trustee and superintendent attend LSBC meetings and are available to provide assistance and clarification on procedures and responsibilities.

### AERR-PIDA Report 2013-2014

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 (June 2013) in order to:

- 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,
- Protect employees who make those disclosures,
- Manage, investigate and make recommendations respecting disclosures of wrongdoings and reprisals,
- Promote public confidence in the administration of public bodies.

As required by Section 32 of the Act the Superintendent (Chief Executive Officer) must provide an annual report:

#### Chief Officer's Annual Report

- 32(1)** Every chief officer must prepare a report annually on all disclosures that have been made to the designated officer of the department, public entity or office of the Legislature for which the chief officer is responsible.
- (2)** The report under subsection (1) must include the following information:
- (a) the number of disclosures received by the designated officer, the number of disclosures acted on and the number of disclosures not acted on by the designated officer;



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- (b) the number of investigations commenced by the designated officer as a result of disclosures;
- (c) in the case of an investigation that results in a finding of wrongdoing, a description of the wrongdoing and any recommendations made or corrective measures taken in relation to the wrongdoing or the reasons why no corrective measure was taken.
- (3) The report under subsection (1) must be included in the annual report of the department, public entity or office of the Legislature if the annual report is made publicly available, and if the annual report is not made publicly available, the chief officer must make the report under subsection (1) available to the public on request.

*(Public Information Disclosure Act – June 2013)*

In the 2013-2014 school year, Northland School Division No 61 has had:

- 0 disclosures and
- 0 investigations.



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### Financial Results

The following pages outline the finances of the Division. More information on the sources of school-generated funds and their uses, as well as a copy of the Audited Financial Statement can be requested by contacting the Secretary-Treasurer of the Division. Phone: 1-800-362-1360 or visit our website.

A copy of our budget report for the year ending August 31, 2014 can be obtained by contacting the Secretary-Treasurer.

The current budget reflects Northland School Division's efforts to implement recommendations in the Northland Inquiry Team Report (2010) supporting improvements in the division and the 2014-2015 priorities.

#### ***Key Financial Information about the Upcoming School Year***

1. Instructional programming accounts for 64.34% of the total expenses.
2. Board and administration expenses are projected at 6.7%.
3. This is the second year of a three-year grant (\$150,000 each year) that has been directed to strengthen CTS programming, including dual credit programming.
4. Funding for the above priorities is reflected in the 2014-2015 budget, which includes:
  - Division Attendance Initiative - \$85,000.
  - Literacy Focus Group – extension of the external review.
  - Funding to work with stakeholders to develop a long-term plan in the Wabasca-Desmarais area.
  - Review of Mistassiniy School.
  - Land-based and experiential learning – utilizing government and industry grants.
  - Instructional leadership and teacher supervision and evaluation.
5. Increased IMR funding will allow the division to complete some outstanding school upgrading projects.
6. Instructional programming accounts for 64.34% of the total expenses.
7. Board and administration expenses are projected at 6.7%.

Efforts to implement the recommendations and priorities are constrained by current funding as follows:

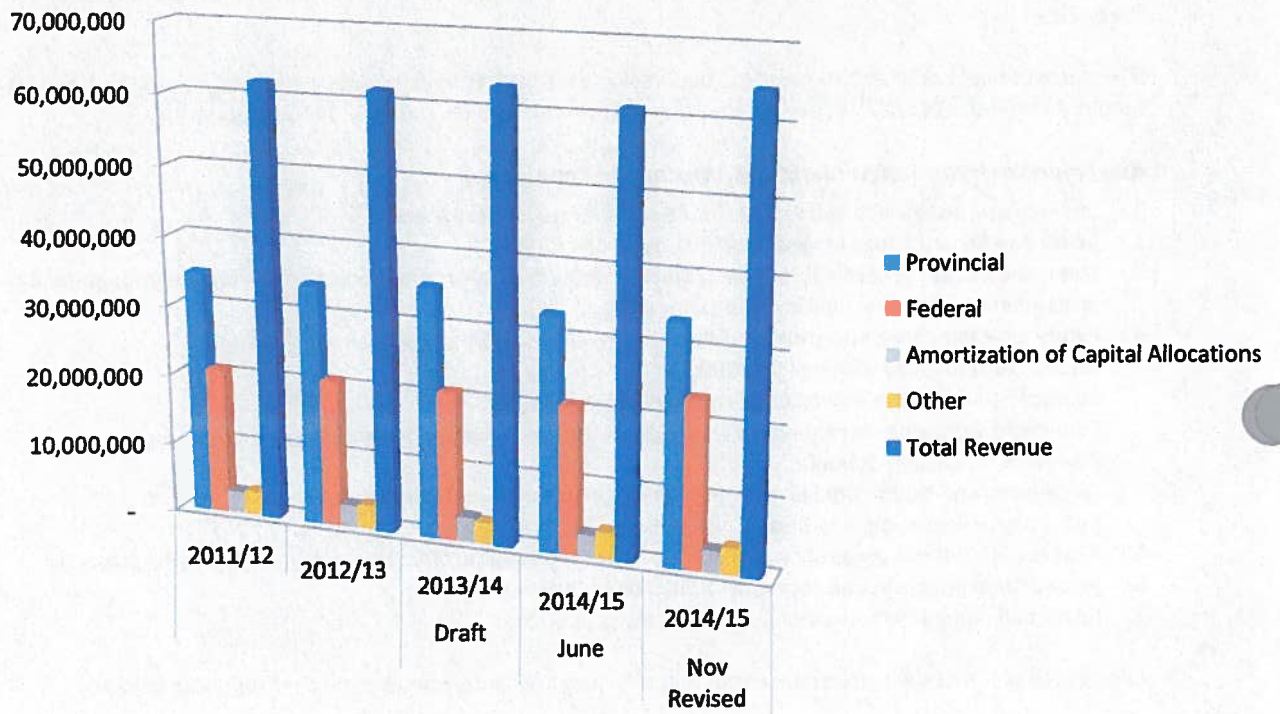
- For 2014-2015, salaries and benefits will be stable. However, in the next school year a lump sum payment of 1% of the annual salary and a 2% salary increase will be in effect. This will be a major financial burden on the division.
- We continue to provide in excess of 475 hours of instructional time for ECS students; however, current funding for ECS makes this a challenge.
- Maintaining teacher satisfaction will be a challenge until the housing situation is addressed.
- Although IMR funding has increased, there is no provision for staff to actually do the work. Finding and using qualified contractors in the northern half of Alberta continues to be a challenge.
- The current model of funding using CEUs presents a challenge to run high school programming,



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**2014-2015 Budget Operating Revenue By Type**

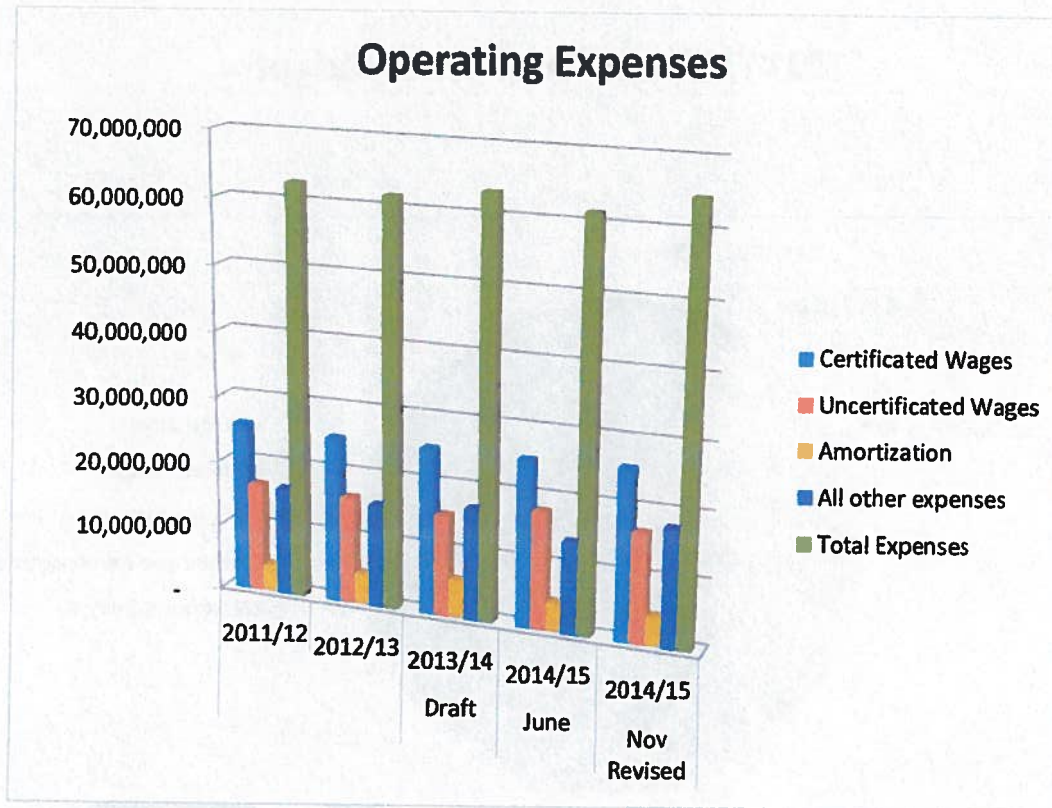
**Operating Revenue by Type**





## 2014/2017 Combined Three Year Plan and Annual Education Results Report for 2013-14

### Budget 2014-2015 Operating Expenses – historical to budget

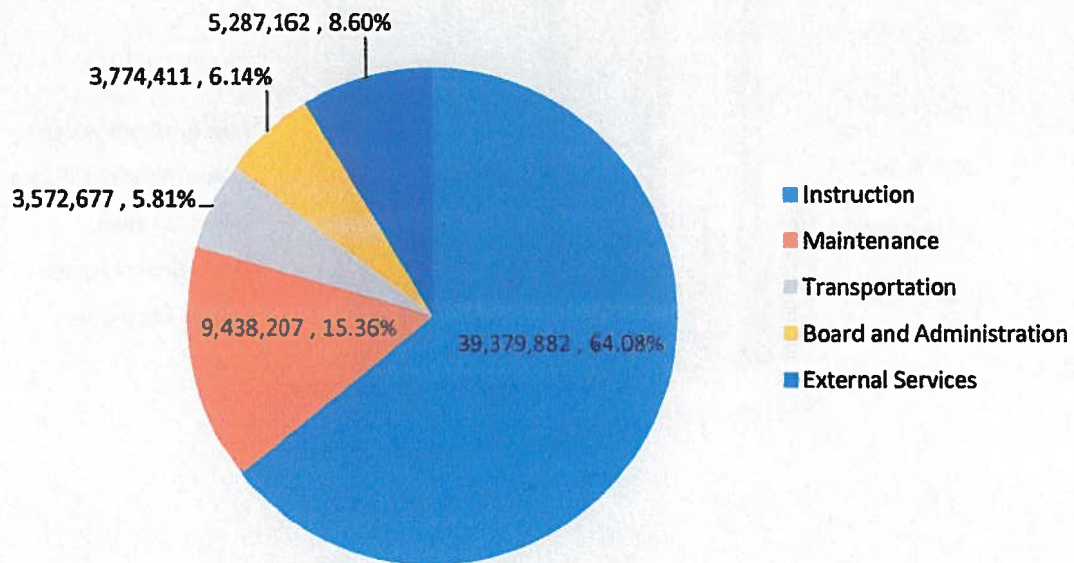




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**June Budget 2014-2015 Operating Expenses**

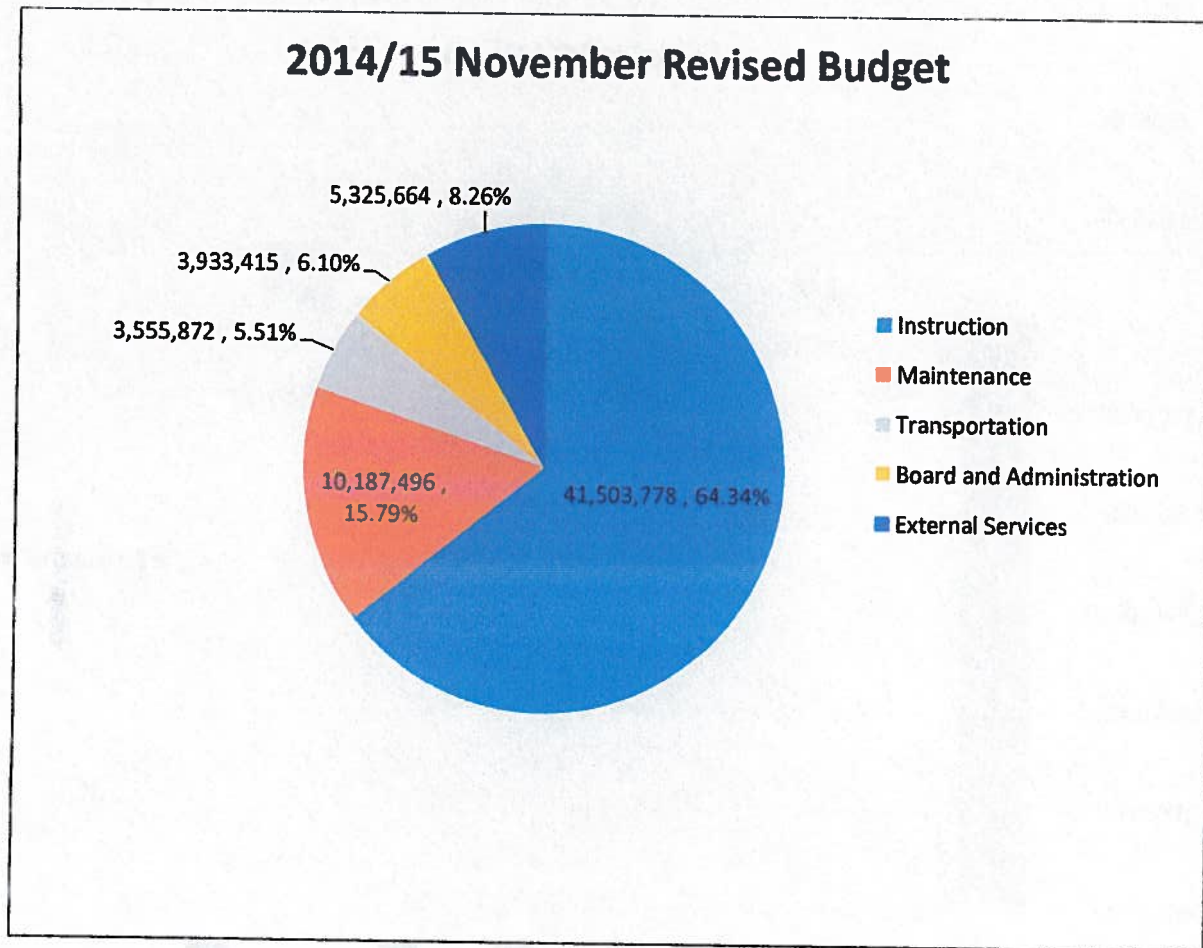
**2014/15 June Approved Budget**





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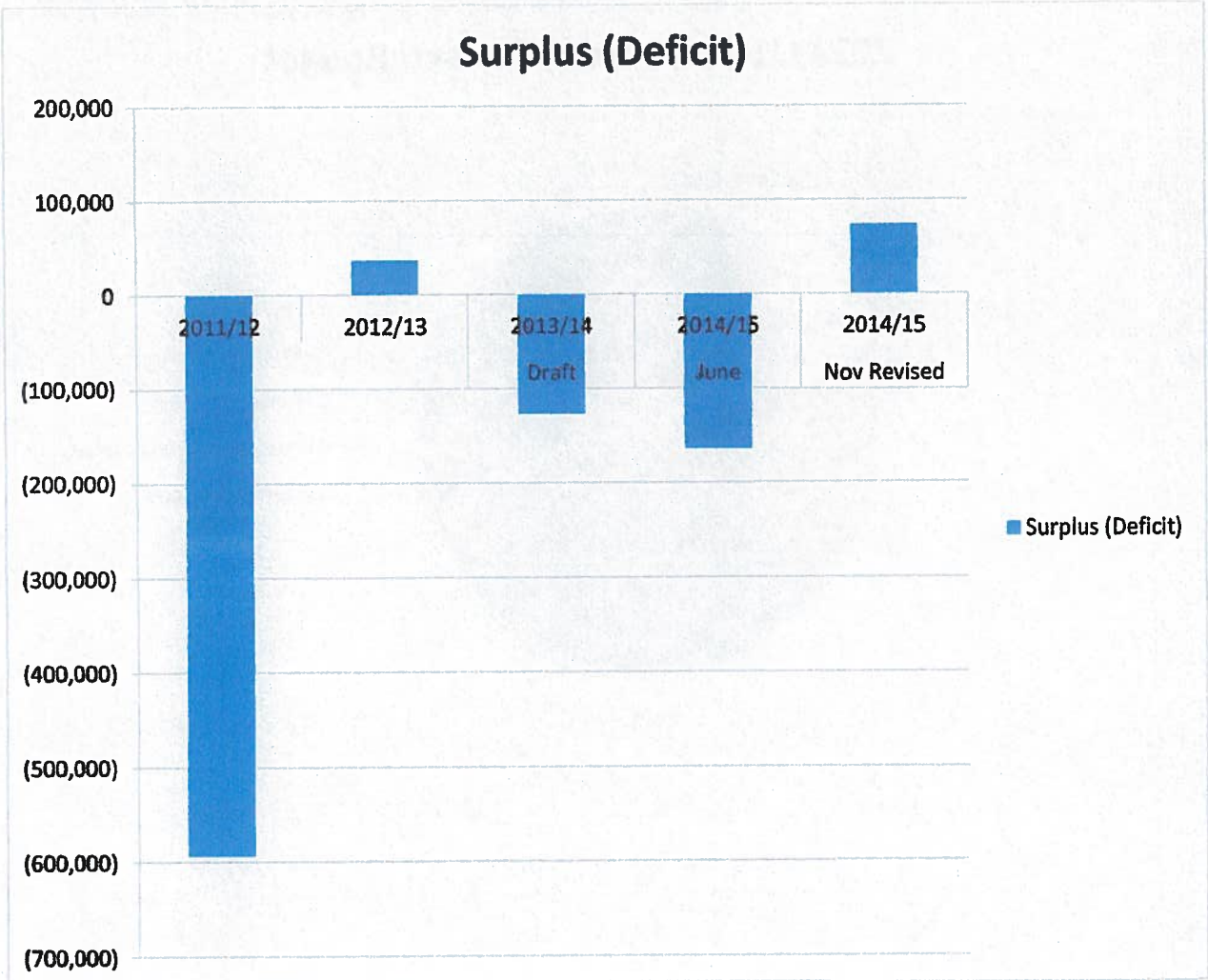
***November Revised Budget 2014-2015 Operating Expenses***





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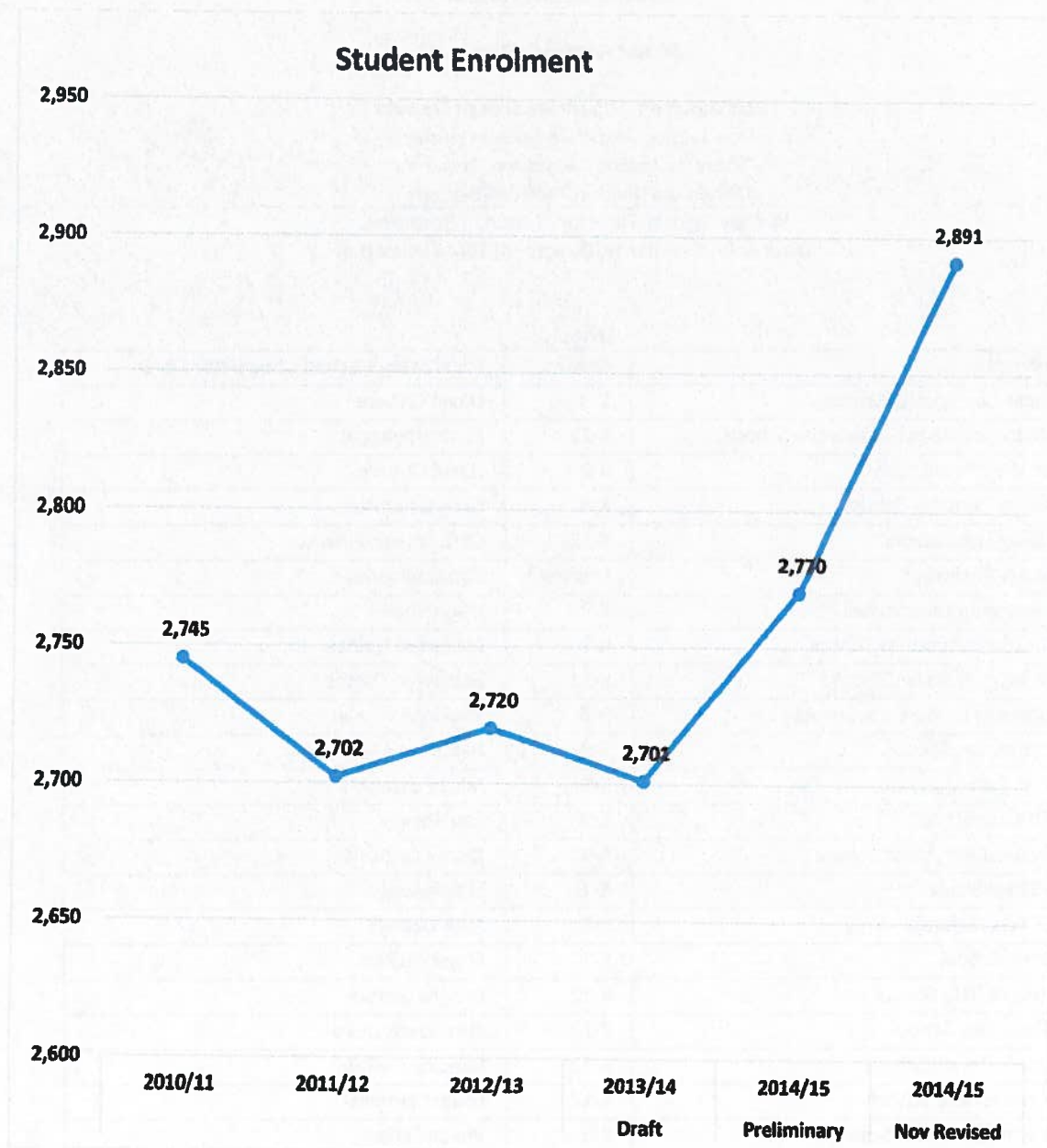
Operating Expenses vs. Revenues – historical to budget





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### Student Counts





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### Board

Colin Kelly, Official Trustee

### Senior Administration

Donna Barrett, Superintendent of Schools  
Don Tessier, Associate Superintendent  
Trudy Rasmuson, Secretary-Treasurer  
David Cox, Division Facilities Manager  
Wesley Oginski, Director of Human Resources  
Delores Pruden-Barrie, Director of FNMI Education

### Schools

Schools	Grades	Local School Board Committee Chair
Anzac Community School	K-3	David Czibere
Athabasca Delta Community School	K-12	Claris Voyageur
Bill Woodward School	4-9	David Czibere
Bishop Routhier School	K-6	Greg Gauchier
Calling Lake School	K-12	Cora Weber-Pillwax
Career Pathways	Outreach	Kim Courtorielle
Chipewyan Lake School	K-9	Jason Yuck
Conklin Community School	K-9	Margaret Quintal
Dr. Mary Jackson School	K-12	Katherine Omoth
Elizabeth Community School	K-8	Shelley Bartman
Fort McKay School	K-9	Janet Lynn McDonald
Fr. R. Perin School	K-9	Alice Fontaine
Gift Lake School	K-9	Ken Shaw
Grouard Northland School	K-9	Jesse Lamouche
Hillview School	K-6	Shelly Auger
J.F. Dion School	K-6	Joan Daniels
Kateri School	K-12	Elmer Gullion
Little Buffalo School	K-12	Dwight Gladue
Mistassiniy School	7-12	Kim Courtorielle
Paddle Prairie School	K-12	Candice Calliou
Peerless Lake School	K-12	Louie Cardinal
Pelican Mountain School	K-6	Violet Carlson
St. Theresa School	K-6	Robin Guild
Susa Creek School	K-8	Rachelle McDonald

**BOARD OF TRUSTEES**

**COLIN KELLY**  
**TRUSTEE OF THE BOARD**

**DATE: NOVEMBER 21, 2014**

**PRESENTED BY:** DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

**SUBJECT:** PROCEDURE 426 – STAFF LEAVES AND ABSENCES

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**ORIGINATOR:** WESLEY OGINSKI, DIRECTOR OF HUMAN RESOURCES

<b>RECOMMENDATION</b>
That the Board of Trustees approve of the attached change to Procedure 426 – Staff Leaves and Absences.

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**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**

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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**

**TO: COLIN KELLY,  
TRUSTEE OF THE BOARD**

**DATE: NOVEMBER 21, 2014**

**PRESENTED BY: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS**

**SUBJECT: APPENDIX 2 – ORGANIZATIONAL CHART**

**ORIGINATOR: WESLEY OGINSKI, DIRECTOR OF HUMAN RESOURCES**

<b>RECOMMENDATION</b>
That the Board of Trustees approve changes to Appendix 2 – Organizational Chart as presented and attached.

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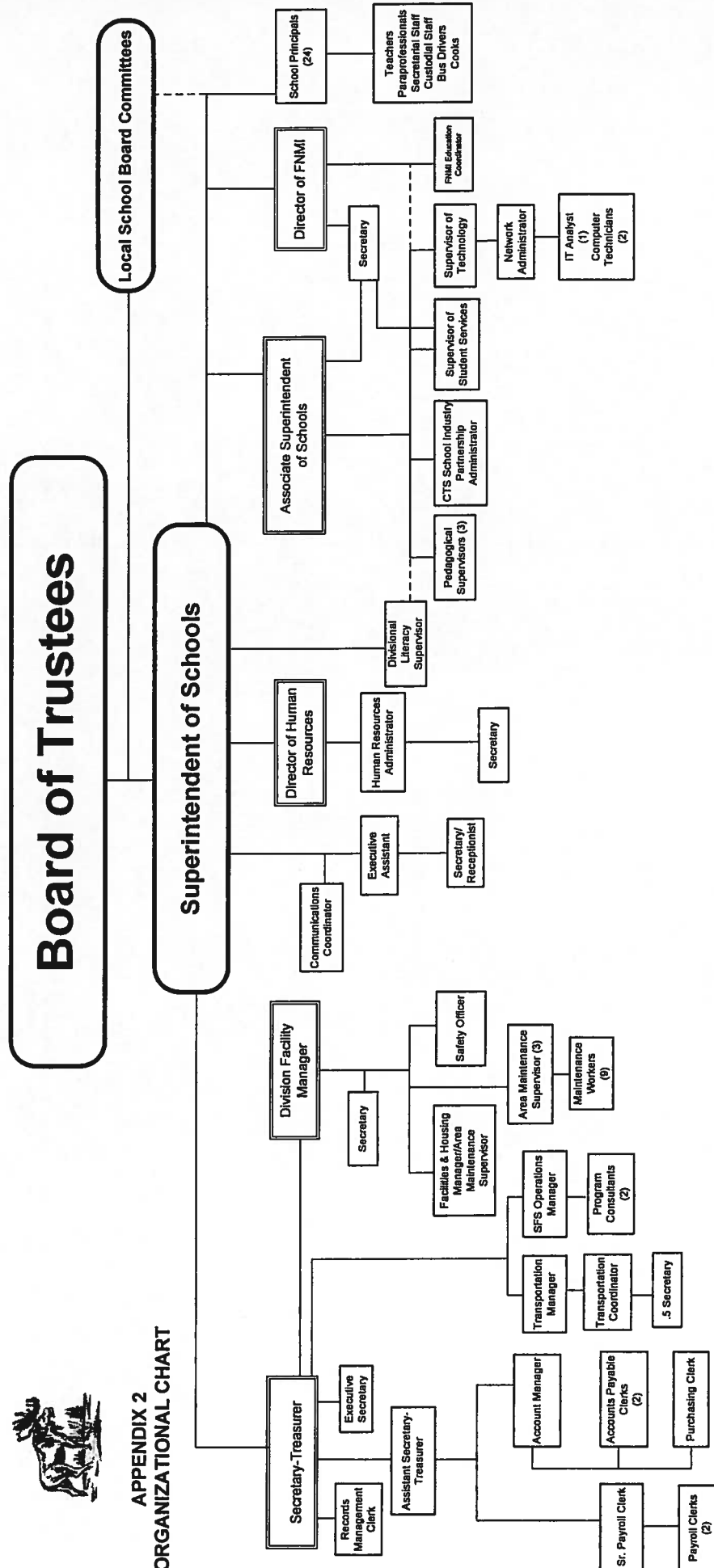
**CURRENT SITUATION:**

**BACKGROUND:**

**OPTIONS:**



APPENDIX 2  
ORGANIZATIONAL CHART



## **BOARD OF TRUSTEES**

**COLIN KELLY**  
**TRUSTEE OF THE BOARD**

**DATE: NOVEMBER 21, 2014**

**PRESENTED BY:** DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

**SUBJECT:** PROCEDURE 404 – RECRUITMENT AND RE-ASSIGNMENT OF  
CERTIFICATED STAFF

**ORIGINATOR:** WESLEY OGINSKI, DIRECTOR OF HUMAN RESOURCES

<b>RECOMMENDATION</b>
That the Board of Trustees receive as information, the attached changes to Procedure 404 – Recruitment and Re-Assignment of Certificated Staff to align with recommendations from the Northland School Division Inquiry Report and revised division priorities.

\*\*\*\*\*

**CURRENT SITUATION:** NSD has operated under the direction of the Northland School Division Inquiry Team Report recommendations since November 2010. NSD priorities and goals have changed to reflect the recommendations, and relevant procedures and policies have been revised as needed.

**BACKGROUND:** Procedure 404 – Recruitment and Re-Assignment of Certified Staff has not been revised/modified since 2004. In that time, NSD has changed and modified its priorities and goals to align with the 2010 Northland School Division Inquiry Report.

Proposed changes are meant to reinforce the recommendations:

- 3: action oriented leadership
- 4: improve parent/community engagement
- 19: leadership with FNMI heritage and aboriginal language
- 21: staff development/skills
- 22: HR management

These changes will also reinforce the proposed Recruitment Strategy.



## Procedure 404

### Recruitment and Re-Assignment of Certificated Staff

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#### Background

The selection and appropriate assignment of certificated staff members is essential to providing a high quality educational program to the students of the division. As certificated staff will be working in local communities it is also vital that opportunities for community input into the selection process be provided.

Wherever possible, the Board will provide opportunity for local interviews of certificated staff.

#### Procedures

1. The superintendent shall ensure that an effective recruitment process is developed and implemented in order to ensure that quality applicants are attracted to the division.
2. Advertisements for vacant positions shall be posted within the province of Alberta. Advertisements will be made outside of the province, if necessary.
3. All advertisements shall provide some background information about the division and/or a specific location where a specific vacancy may exist. In addition advertisements shall describe the multi-cultural nature of the division.
4. Applicants shall be directed to submit their application to the superintendent, or designate who will ensure that all applicant files are carefully reviewed for interviews.
5. The review of the applicant's file **for teaching positions** shall consist of a consideration of:
  - 5.1 Academic preparation, including overall achievement and program content.
  - 5.2 Coursework in ~~English as a~~ Second Language **Learning, multicultural indigenous education, experiential learning, inclusive instruction** and individual differences.



**Recruitment and  
Re-Assignment of  
Certificated Staff**

- 
- 5.3 Competency in **the Alberta Teacher Quality Standard, including** classroom routines and management, teacher/student/**parent** relations, and lesson development and delivery.
  - 5.4 **Proficiency, knowledge and or skills in a First Nations, Métis and Inuit language and cultural settings.**
  - 5.5 Previous employment history based on assessment reports and letter of recommendation.
  - 5.6 Overall suitability based on areas of expertise and personal background including philosophy of education, extracurricular and community interests.
  6. Candidates that have been selected for a preliminary interview shall be provided with a career information package that will be updated annually and contains:
    - 6.1 A map of the Northland School Division.
    - 6.2 Information of the governance and administrative structure.
    - 6.3 Information on school facilities and the curriculum being offered.
    - 6.4 A copy of the Collective Agreement outlining salary and benefits.
    - 6.5 Information on selection procedures
  7. Preliminary interviews shall be conducted by interview teams **approved by the Superintendent** in order to determine the overall suitability of each candidate. **Interview teams shall be representative of the Division's and/or community's FNMI makeup.** A summary statement of each interview shall be submitted to the human resources department.
  8. The principal may, in consultation with the Local School Board Committee, advise the human resources department of any special qualifications or considerations for vacant positions prior to the selection of candidates for a local interview.



## Procedure 404

### Recruitment and Re-Assignment of Certificated Staff

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9. Suitable candidates, as well as teachers currently on staff seeking reassignment, may be given a local interview. Whenever possible, it is desirable to have three applicants for each position attend a local interview.
10. **A Local School Board Committee may recommend a teacher for a position in the school using the process outlined.**
11. Local interviews **for certificated staff** shall be conducted in the following manner:
  - 11.1 **Whenever possible, interviews shall take place on a face-to-face setting. Should face-to-face setting not be available, then alternate media such as video-conferencing or teleconferencing shall be used.** A Northland senior administrative officer may accompany qualified candidates to the local interview.
  - 11.2 The interview shall be conducted by a committee consisting of the principal and Local School Board Committee members. At the discretion of the **Superintendent (or designate) and/or** Local School Board Committee, a representative of any respective First Nations Band, Local Métis Settlement and/or Local Community Association may be present.
  - 11.3 Any individual that is in a conflict of interest with any of the candidates shall be excluded from the interview and selection process.
  - 11.4 **Interviews need to occur in a timely manner.** The Principal or a Northland senior administrative representative shall notify all of the members of the interview committee of the interview date and time once it has been agreed to by the chairperson, principal and senior administrative staff.
    - 11.4.1 **Should a date be set and the Interview Committee members not be available, the**



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**interviews shall proceed as scheduled with the principal and senior administrative staff, who will then inform the Local School Board Committee of the recommendation.**

11.5 The interview committee will recommend **in order their preferred a** candidates to the superintendent for employment based upon overall suitability. **The interview committee shall, where all other factors are equal, preference will be given to candidates with the requisite FNMI language and cultural skills and/or knowledge.** Whenever possible, the recommendation should be arrived at by consensus. In the event that this is not possible, the recommendation will be based upon a majority vote.

11.6 **Interviews are part of the recruitment and assignment process. The Superintendent will make the final decision based on:**

**11.6.1 The needs and priorities at the Division and the school;**

**11.6.2 A Local School interview committee recommendation; and**

**11.6.3 The candidate(s) have a verified and reviewed resumé and references.**

~~12~~ A Local School Board Committee may nominate a teacher for a position in the school in accordance with the following:

~~12.1~~ The nominated candidate will be required to submit a complete resume to the human resources department.

~~12.4~~ The resume will be reviewed and references checked.

12. The superintendent will review the recommendation of the local interview committee and make the final determination.



## Procedure 404

### Recruitment and Re-Assignment of Certificated Staff

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13. The superintendent shall make the written offer of employment which will include:

**13.1 Assignment;**

**13.2 Salary range, estimated allowance and benefits;  
and**

**13.3 Start date.**

14. For all staff new to the division the offer of employment shall not exceed one full school year.

**BOARD OF TRUSTEES**

**COLIN KELLY**  
**TRUSTEE OF THE BOARD**

**DATE: NOVEMBER 21, 2014**

**PRESENTED BY:** DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

**SUBJECT:** NORTHLAND CERTIFICATED STAFF RECRUITMENT STRATEGY

**ORIGINATOR:** WESLEY OGINSKI, DIRECTOR OF HUMAN RESOURCES

**RECOMMENDATION**

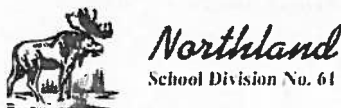
That the Board of Trustees approve the attached, Northland Certificated Staff Recruitment Strategy.

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**CURRENT SITUATION:** NSD, on average the past few years, hires 20-30 teachers and 4-6 principals/vice-principals. Most hiring occurs late in the school year as hiring postings are not displayed until the division and school budgets are confirmed. Lately, the selection of qualified Canadian candidates has been dropping.

**BACKGROUND:** Northland should be proactive in its search for both certificated leadership and instructional staff, recognizing the search for instructional staff will be different from that for divisional leaders.

Part of recruitment is having recognition and understanding of who the Northland student is and what the benefits of working for Northland School Division are. Building recognition and understanding requires Northland's Human Resource Department to actively participate in career fairs and pre-interview forums when available. Even though the budget cycle is often out of synch with the prime recruitment time, identifying appropriate candidates as soon as possible is critical to successful staffing processes.



## RECRUITMENT STRATEGY 2014-2015

Northland School Division No. 61 is an Alberta public education system whose population is primarily First Nations, Metis and Inuit (FNMI). The division requires certificated leaders and instructional staff who enable Indigenous Learning and support FNMI Language and Culture to help lead education in its communities. Appropriate recruitment and assignment of division leaders and instructional staff is essential to providing high quality educational programs and services to the students of the division. As certificated staff will be working in local communities it is also vital that opportunities for community input into the selection process be provided.

### Teacher Recruitment

Northland School Division will need to be proactive in its search for both certificated leadership and instructional staff. However, the search for instructional staff will be different from the search for divisional leaders. Teachers or instructional staff will be recruited from university faculties of education, with an emphasis on those that provide or are affiliated with Aboriginal Teacher Education Programs (ATEP). Northland will also advertise nationally for potential applicants from other universities and school boards.

Part of recruitment is having recognition and understanding of who the Northland student is and what the benefits of working for Northland School Division are. Building recognition and understanding requires Northland's Human Resource Department actively participate in career fairs and pre-interview forums when available. Even though the budget cycle is often out of synch with the prime recruitment time, identifying appropriate candidates as soon as possible is critical to successful staffing processes.

Northland School Division's Human Resource Department will establish a Recruitment Team, that includes the Directors of Human Resources and FNMI Education, with a principal representative of the division and a Northland Board Advisor, whose activities will include the following:

- Attend faculty of education career fairs Canadian universities, with a priority being placed on programs with affiliations with ATEP (January-February)
- Attend student forums at colleges and universities offering ATEP (January-March).
- Participate in pre-interview forums to identify potential instructional candidates from education students in Canada to short-list for interviews in communities at a later date (January-March).
  - Recommend for a contract with the assignment to be determined later exceptional candidates who display a significant match and value to the needs

and priorities of Northland School Division to the superintendent. These employees would be the first brought to local school board interview committees for consideration when hiring begins in the spring.

- Every year the board will establish a cap on the number of such contracts that can be offered.
- Work with ATEPs in Canada to develop awareness of Northland School Division (year round).

The Northland Recruitment Team will look to identify certificated teaching staff who demonstrate relevant:

- Academic preparation, including overall achievement and program content.
- Coursework in second language learning, indigenous education, experiential learning, inclusive instruction and individual differences.
- Competency in the Alberta Teacher Quality Standard, including classroom routines and management, teacher/student/parent relations, and lesson development and delivery.
- Experience with indigenous language and cultural settings. Qualified indigenous and/or local applicants shall be considered for employment equity.
- Overall suitability based on areas of expertise and personal background including philosophy of education, extracurricular and community interests.

#### Principal Recruitment:

Principal recruitment is much different than teacher recruitment. There is no ready source of new principals like there is of new teachers. School boards look to identify established successful leaders looking for a change or potential new principals with successful teaching experience looking for a move to a leadership position.

Northland is also looking for instructional leaders who have successful experience in Aboriginal and rural communities, school-based leadership, can build on the current strengths of the school, and can work towards improvement of literacy and language improvement through common Division goals and initiatives. Qualifications will include:

- Experience with and a passion for promoting educational success for Aboriginal learners, especially in their indigenous language and culture. Fluency in the language would be an asset.
- Focus on improving student success in achievement, literacy, numeracy and Aboriginal languages and culture.
- Ability to work closely with the community to build relationships in order to create a positive, inviting school environment that is integrated into the life of the community.
- Able to actively seek local partnerships to create innovative program opportunities to engage and challenge students and promote a sense of pride and accomplishment.
- Strong instructional leader who will work with staff to ensure that students have high quality learning experiences.
- Leads by example and is active in the life of the community.

- Has a minimum of 5 successful years of teaching experience. Completion of or progress towards a post-graduate program in Education Administration or equivalent will be a definite asset.

Northland leaders will hold as priority, improved student achievement, literacy, attendance, and professional development and training opportunities for all staff.

Recruitment will involve advertising regionally and nationally. The Northland Recruitment Team will pre-interview candidates who display a significant number of the identified qualifications desirable in a principal in the division. These pre-interviews is intended to create a pool of candidates every year that local school board interview committees can draw upon to interview for local leadership positions.

## **BOARD OF TRUSTEES**

**COLIN KELLY**  
**TRUSTEE OF THE BOARD**

**DATE: NOVEMBER 21, 2014**

**PRESENTED BY:** DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

**SUBJECT:** 2015-2016 NEW MODULAR REQUEST

<b>RECOMMENDATION</b>
That the Board of Trustees ratify the administrative action and approve of the 2015-2016 New Modular Request that was sent to Alberta Education and Alberta Infrastructure on November 3, 2014, as attached.

**CURRENT SITUATION:** On November 3, 2014, Northland School Division No. 61 submitted the 2015-2016 New Modular Request to Alberta Education and Alberta Infrastructure, as attached.

Jurisdiction: Northland School Division No. 61

Board Priority #	Facility Name	Location	Is this a PS school?	Number of Type A Units Required	Number of Type B Units Required	Number of Washroom Units	Link Required (Yes or No)	Category Code	Required Documents Attached?	Age of unit (in years)	Site Ready Date	Site Layout Attached?	Detailed Explanation for Category Code / Modular Request
1	Paddle Prairie School	Paddle Prairie	No	2	2	0	Yes	4		0-15	6/30/2015	Yes	NSD wants to move 4 portables from Bishop Routhier School to Paddle Prairie School
2	Calling Lake School	Calling Lake	No	2	1	0	Yes	4		0-15		Yes	NSD wants to move 3 portables from Gift Lake School to Calling Lake School
3													
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21													
22													
23													
				Total of New Units Requested	4	3							

Category Codes:  
1 = Health and Safety (Please explain)  
2 = Enrolment Pressures (Please explain)  
3 = Program Delivery (Please explain)  
4 = Evergreening (Please Explain)

Superintendent or Designate  
(Signature req'd on last sheet only)

Please e-mail the original Excel document to [edc.cpdata@gov.ab.ca](mailto:edc.cpdata@gov.ab.ca)

**BOARD OF TRUSTEES**

**COLIN KELLY**  
**TRUSTEE OF THE BOARD**

**DATE: NOVEMBER 21, 2014**

**PRESENTED BY:** DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

**SUBJECT:** POLICY 10, BOARD DELEGATION OF AUTHORITY

**ORIGINATOR:** TRUDY RASMUSON, SECRETARY TREASURER

**RECOMMENDATION**

That the Board of Trustees accept the attached changes to Policy 10, Board Delegation of Authority, as information.

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**CURRENT SITUATION:** Policies and Procedures related to the governance and day to day operation of School Food Services need to be revised to align and better reflect current direction set by the Northland School Division Review Team Recommendations, priorities and goals. NSD has two policies that govern School Food Services:

- Policy 10 – Board Delegation of Authority (6)
- Policy 15 – School Lunch Programs

These procedures are out of step with revisions to Policy 7 – Local School Board Committees.

**BACKGROUND:** The first School Lunch Program started at Conklin School in October 1973. Four native communities were selected as a result of a request by the Metis Association of Alberta to the Alberta Government to fund a nutritional hot lunch program for children in northern Alberta.

The Program was founded on a community development concept allowing individual programs to be managed and operated by people in each of the designated communities. It

initially operated under Alberta Health, transferred to Alberta Education, then was absorbed by Northland School Division in the 1990s. There are currently 26 School Lunch Programs operating in 29 communities.

School Food Services operates as a separate entity within Northland School Division. It provides consulting services for 26 hot lunch programs (24 of which are Northland schools) and employs approximately 65 kitchen staff / book keepers, 3 office staff and 1 driver.

**OPTIONS:**

Receive as information

**Board Delegation  
Of Authority**

The *School Act* allows for the Board to delegate certain of its responsibilities and powers to others.

1. The Board authorizes the Superintendent to do any act to exercise any power that the Board may do, or is required to do, or may exercise, except those matters which in accordance with section 61 (2) of the *School Act*, cannot be delegated. This delegation of authority to the Superintendent specifically:
  - 1.1 Includes any authority or responsibility set out in the *School Act* and regulations as well as authority or responsibility set out in other legislation or regulations;
  - 1.2 Includes the ability to enact Administrative Procedures, practices or regulations required to carry out this authority; and also
  - 1.3 Includes the ability to sub-delegate this authority and responsibility as required.

Notwithstanding the above, the Board reserves to itself the authority to make decisions, on specific matters requiring Board approval. This reserved authority of the Board is set out in Board policies, as amended from time to time.

Further, the Board requires that any new provincial, regional or local initiatives must be initially brought to the Board for discussion and determination of decision-making authority.

2. The Superintendent is authorized to suspend a teacher from the performance of the teacher's duties or to terminate the services of a teacher. The suspension or termination shall be conducted in accordance with the requirements of the *School Act*, and the decision shall not be appealable to the Board.
3. The Superintendent is delegated the authority to develop Administrative Procedures that are consistent with provincial policies and procedures for the following program areas:
  - 3.1 Locally Developed / Acquired and Authorized Junior and Senior High School Complementary Courses
  - 3.2 Special Education



- 3.3 Services for Students and Children
  - 3.4 Home Education
  - 3.5 Early Childhood Services
  - 3.6 Outreach Programs
  - 3.7 Integrated Occupational Programs
  - 3.8 Off-Campus Education
  - 3.9 English as a Second Language
  - 3.10 Guidance and Counseling
  - 3.11 School-Based Decision Making
  - 3.12 School Authority Accountability
  - 3.13 Teacher Growth, Supervision and Evaluation
  - 3.14 **School Food Services**
- 4. The Superintendent is delegated the authority to deal with appeals in accordance with the requirements of the *School Act* with the exception of the following which will be delegated to the Personnel and Education Committee of the Northland Board or another body.
    - 4.1 Placement of a student in a special education program
    - 4.2 The expulsion of a student
    - 4.3 The amount and payment of fees and costs
  - 5. The Superintendent is delegated the responsibility for developing role descriptions and staffing below the senior levels in the Division.
  - 6. The Superintendent is delegated the authority to develop Administrative Procedures in those operational and administrative areas of the Division that the Northland Board has not chosen to retain for itself.
    - 6.1 The Superintendent is required to develop an administrative procedure to fulfill Board obligations created by any federal legislation or provincial legislation other than the *School Act*.

**Board Delegation  
Of Authority**

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- ~~7. The Local School Board Committee is delegated the authority to develop the overall policy under which the Local School Lunch Program Association will operate within the school facility. It is to be understood that such policies will be consistent with those of the Northland Board and the Administrative Procedures established for the Division.~~
7. The Personnel and Education Committee is delegated the authority to serve as the Northland Board's Appeal Committee for those matters not expressly retained by the Northland Board, or delegated to the Superintendent or another body.
8. The Northland Board has delegated its signing authority to individuals holding designated positions in the Division and in accordance with the following:
- 8.1 Cheques for specified items shall be under signature plate.
    - 8.1.1 All cheques prepared to accommodate provincial and federal regulations will be under signature plate.
    - 8.1.2 All electronic transactions issued to Chartered Banks/Trust Companies, that are prepared to accommodate direct deposit of payroll earnings, and Accounts Payable Vendors, will be under signature plate.
    - 8.1.3 Electronic transfers shall be pre-approved by the Assistant Secretary-Treasurer.
    - 8.1.4 All Accounts Payable submissions shall be approved by the Department Head or Principal and included as a standing agenda item for review and ratification by the Northland Board.
  - 8.2 Positions designated to sign contracts are as follows:
    - 8.2.1 Superintendent for contracts with individual teachers.
    - 8.2.2 Human Resources Department upon the recommendation of the Principal for school instructional assistants.
    - 8.2.3 Human Resources for hiring of central office support staff.
    - 8.2.4 Secretary-Treasurer and Board Chairman for corporate contracts.



- 8.2.5 Secretary-Treasurer and Board Chairman for contracts with the Alberta Teachers' Association.
  - 8.2.6 Secretary-Treasurer for contracts to purchase supplies and materials.
  - 8.2.7 Human Resources Department upon the recommendation of the principal for support staff, caretakers and bus drivers.
9. The Superintendent is delegated the authority to maintain a comprehensive and efficient system of personnel records.

Legal Reference: Sections 123, 61, 105, School Act – RSA 2000  
Section 11, Northland School Act

**BOARD OF TRUSTEES**

**COLIN KELLY**  
**TRUSTEE OF THE BOARD**

**DATE: NOVEMBER 21, 2014**

**PRESENTED BY:** DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

**SUBJECT:** POLICY 15, SCHOOL LUNCH PROGRAMS

**ORIGINATOR:** TRUDY RASMUSON, SECRETARY TREASURER

**RECOMMENDATION**

That the Board of Trustees accept the attached changes to Policy 15, School Lunch Programs, as information.

\*\*\*\*\*

**CURRENT SITUATION:** Policies and Procedures related to the governance and day to day operation of School Food Services need to be revised to align and better reflect current direction set by the Northland School Division Review Team Recommendations, priorities and goals. NSD has two policies that govern School Food Services:

- Policy 10 – Board Delegation of Authority (6)
- Policy 15 – School Lunch Programs

These procedures are out of step with revisions to Policy 7 – Local School Board Committees.

**BACKGROUND:** The first School Lunch Program started at Conklin School in October 1973. Four native communities were selected as a result of a request by the Metis Association of Alberta to the Alberta Government to fund a nutritional hot lunch program for children in northern Alberta.

The Program was founded on a community development concept allowing individual programs to be managed and operated by people in each of the designated communities. It

initially operated under Alberta Health, transferred to Alberta Education, then was absorbed by Northland School Division in the 1990s. There are currently 26 School Lunch Programs operating in 29 communities.

School Food Services operates as a separate entity within Northland School Division. It provides consulting services for 26 hot lunch programs (24 of which are Northland schools) and employs approximately 65 kitchen staff / book keepers, 3 office staff and 1 driver.

**OPTIONS:**

Receive as information

**School Lunch Programs**

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The school lunch program is an important component of the services provided to students by the Division. The Board believes that the Local School Board Committees should play an integral role ~~in the liaison with the School Lunch Program Associations.~~ The Board also recognizes that the administration of the lunch program is a difficult and complex task and has established the following conditions under which it will operate.

**Specifically**

1. The Board may enter into a contract with a Local School Lunch Program Association, which will be a non-profit community based association, to operate the lunch program in a community **outside the Division.**
2. The Local School ~~Board Committee~~ **Lunch Program Association** is able to determine the overall policy under which the Local School Lunch Program ~~Association~~ will operate within the school facility. Such a policy shall be consistent with the policies of the Board's **School Food Services.**
3. ~~The Board may enter into a contract with a Local School Board Committee to operate the Local School Lunch Program should the Committee make such a request to the Board. The Local School Board Committee will be subject to the same terms and conditions as is the case with the School Lunch Program Association.~~

**The Board will provide a School Lunch Program in Division schools.**

4. The School Lunch Program will be operated in accordance with the requirements and procedures specified in the School Lunch Procedures Handbook that has been prepared to guide and administer the Program throughout the Division.

Legal Reference: Section 61, School Act – RSA 2000

## **BOARD OF TRUSTEES**

**COLIN KELLY**  
**TRUSTEE OF THE BOARD**

**DATE: NOVEMBER 21, 2014**

**PRESENTED BY:** DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

**SUBJECT:** 2014-2015 NOVEMBER REVISED BUDGET

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**ORIGINATOR:** TRUDY RASMUSON, SECRETARY-TREASURER

<b>RECOMMENDATION</b>
That the Board of Trustees approve the 2014-2015 November Revised Budget, as presented and attached.

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**November 2014-2015 Revised Budget****Budget Commentary****GENERAL COMMENTS**

Enrolment is up by 121 over June's projection. Enrolment drives many of the sources of our revenue; therefore, revenue overall is up. As well, there are some small increases in some wages and salaries over June – this is due to some single positions (where there are not a group of people in that position) being budgeted at actual wages versus projected.

**REVENUE**

Revenue is up by about \$3.2 million. This is due to the increased enrolment (mostly Federal students), the addition of grant and industry revenue to the budget and an increase in Infrastructure Maintenance and Renewal (IMR) funding, which was announced by the provincial government this fall.

**EXPENSES****School-Based Operations**

- Additional staff were hired, due to increased enrolment. Some positions have been filled, others are awaiting budget approval.

**Native Language (FNMI)**

- Addition of grant expenses that were not included in the June budget.

**System Computers**

- The addition of a System Computer Supervisor. This was omitted in the June budget, but was meant to carry forward into this school year.

**Testing and Achievement**

- This includes a position of Special Education Coordinator – Testing and Achievement. This position may not be a Special Education Coordinator, but we put this position in as a placeholder until a decision is made as to what the job description and final position title will be.
- A decrease in the PUF Special Assistant allocation as the positions have been filled, and are expensed under School-Based Operations.

#### Literacy

- The Special Projects Coordinator is a new position, and like the Special Education Coordinator, is a placeholder until the exact job title and description is finalized. This position is a result of pooling the unfilled part-time Literacy Lead positions at the schools and hiring a full-time contract staff member.

#### KTC Partnership

- The supply budget has increased, due to increase in carry forward in the revenue section.

#### Other Instructional Support

- A decrease in the Special Assistant allocation as the positions have been filled, and are expensed under School-Based Operations.
- \$100,000 has been budgeted for a Wellness Account, for non-certificated staff.
- Grant expenses have been allocated here, to correspond with the increase in grant revenue.
- Attendance Initiative expenses have been added.

#### Maintenance

- Staffing costs reflect closer to what NSD actually has.
- An addition of an administrative position – the title and job description have not been finalized yet, but would be a position to help the Divisional Facilities Manager co-ordinate and manage the workflow of staff and projects.
- The addition of expenses to offset the additional IMR revenue.
- The replacement of operating expenses that were cut in the June budget.

#### Transportation

- The replacement of operating expenses that were cut in the June budget.

#### Local School Boards

- The carry forward from 2013-2014 was added to their budgets.

#### Corporate Board

- The addition of the Attendance Committee expenses.

#### Human Resources and Communication

- The addition of the costs for the evaluation of two schools and some teacher evaluation support.

School Food Services

- The replacement of operating expenses that were cut in the June budget.

Alberta Mental Health Project

- An increase in the expenses to offset the revenue.

Additions

Additions to the budget, either after the budget was completed, or for capital items, or the dollar-value was unknown at budget time. They were:

Increase to school budgets for field trips	\$50,000
St. Theresa parking lot	\$100,000 each year over 2 years
Certificated ECS teachers (vs. instructors)	unknown at this time
Red Earth SFS	\$20,000

The plan is to draw up an IMR budget and a capital budget (after year-end audit is completed).

Trudy Rasmuson  
Secretary-Treasurer  
Nov. 18, 2014



**NORTHLAND SCHOOL DIVISION NO. 61**  
**2014-2015 BUDGET ANALYSIS**

	2012-2013 ACTUAL		2014-2015 JUNE BUDGET		2014-2015 NOVEMBER REVISED	
<b>REVENUES:</b>						
Provincial Revenues	31,093,716.03	50.36%	30,335,824.00	49.50%	30,678,652.00	47.50%
Federal Revenues	20,862,391.38	33.79%	20,966,622.00	34.21%	23,696,172.00	36.69%
Other Revenues	9,787,148.35	15.85%	9,985,878.00	16.29%	10,205,297.00	15.80%
<b>Total Revenues</b>	<b>61,743,255.76</b>		<b>61,288,324.00</b>		<b>64,580,121.00</b>	
<b>INSTRUCTIONAL EXPENSES:</b>						
<b>SCHOOL BASED OPERATIONS:</b>						
<b>SALARIES AND BENEFITS:</b>						
Certificated Salaries and Benefits	20,883,394.40	33.84%	21,085,449.00	34.31%	21,608,888.00	33.50%
Uncertificated Salaries and Benefits	6,595,021.65	10.69%	6,284,361.00	10.23%	6,754,646.00	10.47%
<b>Total Salaries and Benefits</b>	<b>27,478,416.05</b>	<b>44.5%</b>	<b>27,369,810.00</b>	<b>44.5%</b>	<b>28,363,534.00</b>	<b>44.0%</b>
<b>SUPPLY ALLOCATIONS TO SCHOOLS:</b>						
Transferable	1,873,045.91	3.04%	1,430,470.00	2.33%	1,445,442.00	2.24%
FNMI	149,885.42	0.24%	273,882.00	0.45%	271,709.00	0.42%
Technology	172,117.77	0.28%	48,674.00	0.08%	48,674.00	0.08%
<b>Total Supply Allocations</b>	<b>2,195,049.10</b>	<b>3.6%</b>	<b>1,753,026.00</b>	<b>2.9%</b>	<b>1,765,825.00</b>	<b>2.7%</b>
<b>CALLING LAKE OUTREACH:</b>			314,348.00	0.5%	314,348.00	0.5%
<b>Total School Based Operations</b>	<b>29,673,465.15</b>	<b>48.09%</b>	<b>29,437,184.00</b>	<b>47.90%</b>	<b>30,443,707.00</b>	<b>47.19%</b>
<b>INSTRUCTIONAL SUPPORT:</b>						
<b>HOME EDUCATION/</b>	<b>6,925.62</b>	<b>0.0%</b>	<b>20,000.00</b>	<b>0.0%</b>	<b>20,000.00</b>	<b>0.0%</b>
<b>NATIVE LANGUAGE</b>						
Salaries and Benefits	117,028.33	0.19%	235,903.00	0.38%	201,792.00	0.31%
Supplies	202,038.33	0.33%	97,565.00	0.16%	282,565.00	0.44%
<b>Total Native Language</b>	<b>319,066.66</b>	<b>0.5%</b>	<b>333,468.00</b>	<b>0.5%</b>	<b>484,357.00</b>	<b>0.8%</b>
<b>SYSTEM COMPUTERS,</b>						
Salaries and Benefits	497,972.49	0.81%	353,689.00	0.58%	484,551.00	0.75%
Supplies	270,270.77	0.44%	356,100.00	0.58%	356,100.00	0.55%
Supernet at schools			243,800.00	0.40%	243,800.00	0.38%
Evergreen plan (computers, projectors, servers)			366,600.00	0.60%	366,600.00	0.57%
<b>Total System Computers</b>	<b>768,243.26</b>	<b>1.2%</b>	<b>1,320,189.00</b>	<b>2.1%</b>	<b>1,451,051.00</b>	<b>2.2%</b>
<b>TESTING AND ACHIEVEMENT/</b>						
Salaries and Benefits	186,375.36	0.30%	286,010.00	0.47%	281,936.00	0.44%
Supplies	397,727.51	0.64%	421,277.00	0.69%	421,277.00	0.65%
PUF Special Assistant Allocation			480,000.00	0.78%	250,000.00	0.39%
<b>Total Testing and Achievement</b>	<b>584,102.87</b>	<b>0.9%</b>	<b>1,187,287.00</b>	<b>1.9%</b>	<b>953,213.00</b>	<b>1.5%</b>
<b>LITERACY</b>						
Salaries and Benefits	87,304.58	0.14%	125,638.00	0.20%	257,954.00	0.40%
Supplies	11,442.50	0.02%	138,839.00	0.23%	138,839.00	0.22%
<b>Total Literacy</b>	<b>98,747.08</b>	<b>0.2%</b>	<b>264,477.00</b>	<b>0.4%</b>	<b>396,793.00</b>	<b>0.6%</b>
<b>AISI</b>						
Salaries and Benefits	40,808.79	0.07%	0.00	0.00%	0.00	0.00%
Supplies	305,989.58	0.50%	0.00	0.00%	0.00	0.00%
<b>Total AISI</b>	<b>346,798.37</b>	<b>0.6%</b>	<b>0.00</b>	<b>0.0%</b>	<b>0.00</b>	<b>0.0%</b>

Salaries and Benefits	362,871.66	0.59%	377,896.00	0.61%	373,388.00	0.58%
Supplies	139,572.25	0.23%	104,176.00	0.17%	104,176.00	0.16%
Total Pedagogical	502,443.91	0.8%	482,072.00	0.8%	477,564.00	0.7%
OCCUPATIONAL HEALTH AND SAFETY						
Salaries and Benefits	74,919.23	0.12%	82,929.00	0.13%	83,055.00	0.13%
Supplies	17,043.41	0.03%	31,350.00	0.05%	31,350.00	0.05%
Total Occupational Health and Safety	91,962.64	0.1%	114,279.00	0.2%	114,405.00	0.2%
KTC PARTNERSHIP						
Salaries and Benefits	0.00	0.00%	77,625.00	0.13%	77,625.00	0.12%
Supplies	17,657.39	0.03%	22,375.00	0.04%	122,375.00	0.19%
Total KTC Partnership	17,657.39	0.0%	100,000.00	0.2%	200,000.00	0.3%
OTHER FUNDING						
Salaries and Benefits	254,477.07	0.41%	125,638.00	0.20%	137,399.00	0.21%
Supplies	87,773.18	0.14%	0.00	0.00%	0.00	0.00%
Total Other Funding	342,250.25	0.6%	125,638.00	0.2%	137,399.00	0.2%
BOARDING ALLOWANCES						
	170,434.11	0.3%	165,200.00	0.3%	165,200.00	0.3%
OTHER INSTRUCTIONAL SUPPORT						
Certificated Substitutes	469,804.38	0.76%	350,000.00	0.57%	350,000.00	0.54%
Uncertificated Substitutes	178,230.82	0.29%	200,000.00	0.33%	200,000.00	0.31%
Special Assistants		0.00%	200,000.00	0.33%	100,000.00	0.16%
Teachers' Retirement Fund	2,004,548.44	3.25%	1,951,290.00	3.18%	1,951,290.00	3.02%
Education Leave - Certificated	154,423.83	0.25%	85,000.00	0.14%	85,000.00	0.13%
Education Leave - Paraprofessionals	0.00	0.00%	150,000.00	0.24%	150,000.00	0.23%
Training	1,333,603.92	2.16%	556,000.00	0.90%	581,500.00	0.90%
Wellness Account					100,000.00	
Tuition Fees (Special Approvals)	1,006,418.10	1.63%	600,000.00	0.98%	600,000.00	0.93%
CTS Cenovus Project	345,147.87	0.56%	100,000.00	0.16%	142,000.00	0.22%
Grant expenses					687,500.00	1.07%
School Generated Fund expenditures	782,738.00	1.27%	500,000.00	0.81%	500,000.00	0.78%
Amortization	629,229.47	1.02%	661,599.00	1.08%	661,599.00	1.03%
Other Instructional Support	164,264.17	0.27%	476,197.00	0.77%	551,200.00	0.85%
Total Other Instructional Support	7,068,409.00	11.5%	5,830,086.00	9.5%	6,660,089.00	10.3%
Total Instructional Support	10,317,041.16	16.72%	9,942,696.00	16.18%	11,060,071.00	17.15%
Total Instructional Expenses	39,990,506.31	64.80%	39,379,880.00	64.08%	41,503,778.00	64.34%
* Flow through funding received from the Provincial Government						
MAINTENANCE						
Caretakers	2,196,434.55	3.56%	2,272,547.00	3.70%	2,151,809.00	3.34%
Salaries and Benefits	1,163,462.73	1.89%	1,224,335.00	1.99%	1,297,997.00	2.01%
Supplies	6,296,167.37	10.20%	5,939,729.00	9.67%	6,737,690.00	10.45%
Total Maintenance	9,656,064.65	15.65%	9,436,611.00	15.36%	10,187,496.00	15.79%
TRANSPORTATION						
Bus Drivers	1,054,879.64	1.71%	1,116,598.00	1.82%	1,141,706.00	1.77%
Salaries and Benefits	190,611.50	0.31%	236,510.00	0.38%	223,118.00	0.35%
Supplies	2,336,535.28	3.79%	2,219,569.00	3.61%	2,191,048.00	3.40%
Total Transportation	3,582,026.42	5.80%	3,572,677.00	5.81%	3,555,872.00	5.51%
BOARD AND ADMINISTRATION						
LOCAL SCHOOL BOARDS						
Supplies	134,931.38	0.22%	181,536.00	0.30%	181,536.00	0.28%
Carryforwards			0.00	0.00%	63,217.00	0.10%
	134,931.38	0.2%	181,536.00	0.3%	244,753.00	0.4%

CORPORATE BOARD,						
Supplies	489,297.92	0.8%	541,750.00	0.9%	551,750.00	0.9%
ELECTIONS						
Supplies	1,245.22	0.0%	80,000.00	0.1%	80,000.00	0.1%
SUPERINTENDENT'S OFFICE,						
Salaries and Benefits	426,008.41	0.69%	515,812.00	0.84%	474,506.00	0.74%
Supplies	285,973.78	0.46%	293,360.00	0.48%	293,360.00	0.45%
Total Superintendent's Office	711,982.19	1.2%	809,172.00	1.3%	767,866.00	1.2%
HUMAN RESOURCES AND COMMUNICATION						
Salaries and Benefits	339,582.20	0.55%	364,531.00	0.59%	390,885.00	0.61%
Supplies	138,435.29	0.22%	292,175.00	0.48%	350,175.00	0.54%
Total Human Resources and Communication	478,017.49	0.8%	656,706.00	1.1%	741,060.00	1.1%
BUSINESS OFFICE						
Salaries and Benefits	963,209.67	1.56%	1,009,552.00	1.64%	1,052,291.00	1.63%
Supplies	529,958.32	0.86%	495,695.00	0.81%	495,695.00	0.77%
Total Business Office	1,493,167.99	2.4%	1,505,247.00	2.4%	1,547,986.00	2.4%
TOTAL BOARD AND ADMINISTRATION	3,308,642.19	5.36%	3,774,411.00	6.14%	3,933,415.00	6.10%
EXTERNAL SERVICES						
HOUSING						
Salaries and Benefits	111,364.36	0.18%	143,254.00	0.23%	157,234.00	0.24%
Supplies	1,071,639.34	1.74%	1,052,837.00	1.71%	1,052,837.00	1.63%
Total Housing	1,183,003.70	1.9%	1,196,091.00	1.9%	1,210,071.00	1.9%
SCHOOL FOOD SERVICES						
Cooks	1,139,725.85	1.85%	1,033,049.00	1.68%	1,013,472.00	1.57%
Salaries and Benefits	275,697.14	0.45%	286,028.00	0.47%	326,749.00	0.51%
Supplies	1,773,009.85	2.87%	1,900,678.00	3.09%	2,000,713.00	3.10%
Total School Food Services	3,188,432.84	5.2%	3,219,755.00	5.2%	3,340,934.00	5.2%
ALBERTA MENTAL HEALTH PROJECT						
Salaries and Benefits	570,696.23	0.92%	726,397.00	1.18%	629,740.00	0.98%
Supplies	230,238.90	0.37%	144,919.00	0.24%	144,919.00	0.22%
Total Alberta Mental Health Project	800,935.13	1.3%	871,316.00	1.4%	774,659.00	1.2%
TOTAL EXTERNAL PROJECTS	5,172,371.67	8.38%	5,287,162.00	8.60%	5,325,664.00	8.26%
TOTAL EXPENSES	61,709,611.24		61,450,741.00		64,506,225.00	
SURPLUS / (DEFICIT)	33,644.52		(162,417.00)		73,896.00	

## **BOARD OF TRUSTEES**

**COLIN KELLY  
TRUSTEE OF THE BOARD**

**DATE: NOVEMBER 21, 2014**

**PRESENTED BY:** DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

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

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**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.

# LSBC Follow Up.

P. 183

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.
LSBC (09/15/2014)	10/24/2014	ADCS	Principal's Report b: Motion 521.14.09 Administrators' Days In lieu
LSBC (10/23/2014)	10/24/2014	Gift Lake	Motion 385.14 Gordon moves to set as per policy (10 days) as days in lieu for Gift Lake school administration for the 2014-2015 school year.

# Superintendent's Report

## November 21, 2014

### November 1, 2014

1	Peace River	Corporate Board Meeting
3	Peace River	Telephone Meeting with KTC Numeracy Specialist
	Peace River	Central Office Staff Meeting
4	Peace River	Divisional Leadership Team Meeting
5	Grande Prairie	ASBA Zone 1 Meeting
	Peace River	Teleconference with Auditor General's Office
6	Peace River	Teleconference with Auditor General's Office
7	Peace River	Teleconference with Auditor General's Office
	Wabasca	Long Term Planning for Education in Wabasca/Desmarais at Kapaskwatinak
12	Wabasca	MD of Opportunity No. 17 Council Meeting
	Gift Lake	Gift Lake New School and Old School Planning Meeting with Gift Lake Settlement Council and Northern Lakes College
	Gift Lake	Community Meeting
13	High Prairie	Committee Meetings and Agenda Review
	Wabasca	Community Meeting
14	Wabasca	Mistassiniy School Visit
	Calling Lake	Calling Lake School Visit
15	Edmonton	PSBAA Meeting
17	Edmonton	ASBA and ASBA Awards Gala
18	Edmonton	ASBA
21	Peace River	Meeting with KTC Director of Education
	Peace River	Corporate Board Meeting
22	Peace River	Corporate Board Meeting

### Committed Dates

#### November, 2014

24	Peace River	Literacy Priority Focus Group Meeting
27	Peace River	Maplewood Presentation

Dear Superintendent:

I am excited to tell you about our new *Closing the Achievement Gap Success Stories*. These stories of inspiration come from schools and jurisdictions that are using innovative approaches to support success and close the achievement gap for their First Nation, Métis and Inuit students.

This fall, we will be posting six success stories on the Alberta Education website with a new story appearing weekly. These stories will be of interest to teachers, principals, staff, parents, students, school councils and many others who make up your district communities. They speak to the many ways that schools across the province are supporting their First Nations, Métis and Inuit students' journeys towards high school completion.

To date, we have shared stories from:

- Bassano School - where relationships shape their success;
- École Springfield Elementary School - where their key strategy is tracking every student's progress; and
- Ben Calf Robe School - where a family atmosphere permeates the school.

These stories are available on our website: <http://education.alberta.ca/admin/fnmi.aspx>. I also encourage you to keep visiting our website as the Collaboration and Learning Supports Branch will be adding the following success stories in the coming weeks:

- Livingstone Range School Division - where collaboration means sharing information, resources and students;
- St. Andrew's School - where First Nations, Métis and Inuit worldviews are part of lesson planning and practices; and
- St. Matthew's School - where there is a pedagogy of inclusion.

I hope you enjoy reading these success stories, and that you find them both informative and inspirational as you look for new ways to support student success in your district and in your schools.

Sincerely,

Jane Martin, Ph.D  
A/Assistant Deputy Minister  
First Nations, Métis and Inuit Education Division



Donna Barrett &lt;donna.barrett@nsd61.ca&gt;

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## Community Based Bachelor of Education

1 message

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Patricia Danyluk <patricia.danyluk@ucalgary.ca>  
To: Patricia Danyluk <patricia.danyluk@ucalgary.ca>

Thu, Nov 13, 2014 at 12:04 PM

Hello Superintendents and Directors of Education,

The Werklund School of Education at the University of Calgary is pleased to offer the 4 Yr. Community Based B.Ed. beginning in July 2015.

The purpose of this new program is to:

Attract students who cannot commit to a residency based program

Allow students to remain in their local communities

Allow students to gain teaching experience in their local communities

Mitigate the high turnover of teachers in rural and remote areas

The program will be blended delivery. Students will come to campus for two weeks each July and complete the remainder of their courses in their home community either through distance learning, partner providers or on-line.

All applicants require five level 30 courses. The five required courses are determined by subject specializations which include: English, Math, Science or Social Studies. Graduates will be qualified to teach grades K-12.

We will be accepting only direct entry students next year. Transfer students with previous degrees or university credits will not be eligible in 2015 but we are considering other options for these students in the future.

If you would like further information or would like someone to come and speak to potential applicants please contact Patricia Danyluk (see below).

Patricia Danyluk, PhD  
Director, Field Experience  
Werklund School of Education  
EDT 516, 2500 University Drive NW  
Calgary, AB T2N 1N4  
T-1-403-220-6798  
E-patricia.danyluk@ucalgary.ca



Donna Barrett &lt;donna.barrett@nsd61.ca&gt;

## Trends in International Mathematics and Science Study (TIMSS) 2015 Participation

1 message

Education Deputy Minister &lt;EducationDeputyMinister@gov.ab.ca&gt;

Tue, Nov 18, 2014 at 3:05 PM

TO: Select Board Chairs, Superintendents and Education Directors

I am writing to request your support in carrying out a very important study in your school district. The Trends in International Mathematics and Science Study (TIMSS) is an educational research project sponsored by the International Association for the Evaluation of Educational Achievement (IEA). TIMSS is investigating student achievement in mathematics and science in over 50 education systems around the world. It is designed to measure and interpret differences in the education systems of different countries in order to help improve the teaching and learning of mathematics and science worldwide.

Canada is participating in this important project. A brochure providing additional information about TIMSS 2015 is attached, in both English and French. A random sample of schools for the study has now been drawn, and the sample includes some schools in your school district. The confidential list of schools in Alberta, including schools in your district, is attached. Initially, only schools listed in the column titled "Sampled Schools" will be contacted. Schools listed in columns titled "1<sup>st</sup> Replacement" and "2<sup>nd</sup> Replacement" will only be contacted if the corresponding "Sampled School" is unable to participate. In each school, one Grade 4 class will be chosen to take part in the study.

The testing must be completed between April 7, 2015 and May 1, 2015. The test takes approximately 90 minutes to administer. The TIMSS testing instruments include multiple choice and open-response questions on mathematics and science. The study also includes a series of questionnaires that will be administered to participating students, their teachers, their parents/guardians and the principals of their schools. These questionnaires are designed to measure key aspects of students' home and school environments. Students will respond to questions about their background and learning experiences. Teachers of the selected Grade 4 classes will be asked to complete a questionnaire about their background and educational practices. The parents/guardians of the Grade 4 students being tested will also be asked to respond to a brief questionnaire. School principals will be asked to complete a questionnaire as well, and their responses will help illustrate the current school systems in Canadian provinces.

To ensure confidentiality, no TIMSS results will be reported for individual students, teachers or schools. All publications will refer to aggregated data.

Alberta Education will keep you fully informed of the survey's progress. We will be writing to the principals of the selected schools in your school district in the next few days, and the materials and instructions for principals will be sent directly to schools by department staff.

If you have any questions about the project, please do not hesitate to call Janusz Ziemiński, Senior Manager, Research, at janusz.ziemiński@gov.ab.ca or 780-415-2446 (dial 310-000 first for toll-free access).

I appreciate your support and co-operation as this study progresses.

Sincerely,

Gene Williams

Acting Deputy Minister of Education

Attachments:

- 1) List of sampled and replacement schools by jurisdiction
- 2) TIMSS 2015 brochure – English
- 3) TIMSS 2015 brochure – French

This communication is intended for the use of the recipient to which it is addressed, and may contain confidential, personal, and or privileged information. Please contact us immediately if you are not the intended recipient of this communication, and do not copy, distribute, or take action relying on it. Any communication received in error, or subsequent reply, should be deleted or destroyed.

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**3 attachments**



**2015 Brochure-French.pdf**  
1320K



**2015 Brochure-English.pdf**  
1255K



**List of Sampled and replacement Schools Jurisdiction.xlsx**  
22K



*TIMSS is a renowned international assessment that has been monitoring changes in educational achievement in mathematics and science since 1995. Countries use TIMSS for educational improvement by evaluating the effectiveness of their mathematics and science teaching and learning in comparison to other countries around the world.*



TIMSS is a project of IEA (International Association for the Evaluation of Educational Achievement). Headquartered in Amsterdam, IEA has been conducting international comparative studies of student educational achievement since 1959. IEA pioneered studies relating cross-national achievement to the different methods for teaching and learning used across the globe, so that countries may learn about effective educational approaches from each other.



TIMSS is directed by the TIMSS & PIRLS International Study Center at Boston College. TIMSS and PIRLS (which assesses reading) comprise IEA's core cycle of studies, designed to provide participating countries with regular information about achievement in three fundamental subjects—mathematics, science, and reading.



The provincial participation in TIMSS is coordinated by the Council of Ministers of Education, Canada (CMEC). Founded in 1967, CMEC provides leadership in education at the pan-Canadian and international levels on behalf of the provinces and territories.



CMEC is involved in the design, implementation, and analysis of both pan-Canadian and international assessment programs, as well as other large-scale studies that examine educational environments and the degree to which they are meeting expectations for students' performance at strategic points in their education.

### *For Further Information*

The TIMSS 2015 Assessment Framework, which includes sample questions in mathematics and science, is available at: <http://timssandpirls.bc.edu/timss2015/frameworks.html>. General information about TIMSS is available at: [http://www.iea.nl/timss\\_2015.html](http://www.iea.nl/timss_2015.html)

Pierre Brochu — [p.brochu@cmecc.ca](mailto:p.brochu@cmecc.ca)  
TIMSS National Research Coordinator

Alberta: Roy Jaffray — [roy.jaffray@gov.ab.ca](mailto:roy.jaffray@gov.ab.ca)  
Psychometrician, National and International Studies  
Manitoba: Jennifer Maw — [jennifer.maw@gov.mb.ca](mailto:jennifer.maw@gov.mb.ca)  
Assistant Coordinator, Assessment Unit

Ontario: Monica Paabo — [Monica.Paabo@ontario.ca](mailto:Monica.Paabo@ontario.ca)  
Coordinator, Assessment Policy and Agency Liaison  
Richard Jones — [richard.jones@eqao.com](mailto:richard.jones@eqao.com)  
Director, Assessment and Reporting  
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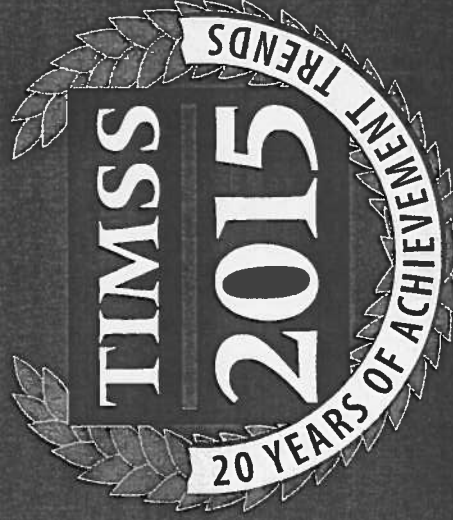
International Association  
for the Evaluation of  
Educational Achievement



cmecc



BOSTON  
COLLEGE



Trends in International  
Mathematics and Science  
Study



TIMSS & PIRLS  
International Study Center  
Lynch School of Education, Boston College



cmecc  
Council of  
Ministers of  
Education,  
Canada

## TIMSS 2015— 20 Years of Trend Data



Every four years since 1995, TIMSS has reported on international trends in mathematics and science achievement at the fourth and eighth grades. TIMSS 2015 will be the sixth assessment,

resulting in a 20-year trend line. Because TIMSS monitors changes in achievement at regular intervals, it is a valuable vehicle for studying whether new or revised educational policies impact achievement. Fully 63 countries participated in TIMSS 2011.

The TIMSS mathematics and science assessments are based on comprehensive assessment frameworks developed collaboratively with the participating countries. The frameworks specify in some detail the knowledge, skills, and understandings to be assessed.

TIMSS reports overall mathematics and science achievement. In addition, results are provided according to four international benchmarks (advanced, high, medium, and low) and by major content domains (for example, algebra, geometry, biology). Countries also obtain item-by-item results for diagnostic purposes for approximately 200 items per subject per grade (e.g., Grade 4 mathematics, Grade 8 science).

A major purpose of TIMSS is to provide important background information that can be used to improve teaching and learning in mathematics and science. For example, TIMSS collects detailed information about curriculum and curriculum implementation, instructional practices, and school resources.

### TIMSS in Canada

Canada participated in TIMSS 1995 and TIMSS 1999. In 2003, only Ontario and Quebec participated (as benchmarking participants), while in 2007 they were joined by Alberta (at the Grade 4 level only) and British Columbia. In 2011, Alberta, Ontario, and Quebec participated as benchmarking participants at both the Grade 4 and Grade 8/Secondary Two levels.

Five Canadian provinces will participate in TIMSS 2015: Alberta (Grade 4 only); Ontario and Quebec (as benchmarking participants); and Manitoba and Newfoundland and Labrador (as part of the Canadian sample). The Canadian participation is coordinated by the Council of Ministers of Education (Canada).

Across Canada, it is expected that approximately 550 schools in the participating provinces will be randomly selected. In each participating school, one or two entire Grade 4 and/or Grade 8 classrooms will be chosen at random.

The assessment will take about 70 minutes to complete at the Grade 4 level and 90 minutes at the Grade 8 level. An additional 30 minutes will be required for students to complete a contextual questionnaire intended to collect information on students' characteristics and attitudes toward learning. Parents or guardians of participating students will be asked to complete a Home Questionnaire on home contexts, while teachers will provide valuable information on the classroom contexts in which mathematics and science are taught. School principals will also respond to a School Questionnaire on their school environment and organization. The information in these questionnaires will remain confidential and will not permit individual participants to be identified.



### Benefits of Participating in TIMSS

Participation in TIMSS enables evidence-based decisions for educational improvement. High-quality, internationally comparative data about student achievement in mathematics and science are important for monitoring and improving a country's education system. Evidence of underperforming areas often spurs education reform, with subsequent assessments being effective monitors of changes in the educational system.

TIMSS results are disseminated through the TIMSS International Reports and via the internet. A well-documented international database provides opportunities for research both within and across countries. Participating countries use the TIMSS assessment process and data to:

- Monitor system-level achievement trends in a global context
- Establish achievement goals and standards for educational improvement
- Stimulate curriculum reform
- Improve teaching and learning through research and analysis of TIMSS data
- Conduct related studies, such as monitoring equity or assessing students in additional grades
- Train researchers and teachers in assessment and evaluation

In Canada, a detailed national report will provide provincial-level results not only in terms of achievement in mathematics and science at the Grade 4 and Grade 8 levels but also in terms of factors associated with achievement at home, in the classroom, and in the school.

Schools can benefit from participating in TIMSS as it provides school administrators, classroom teachers, and students with an opportunity to be involved with a high-quality assessment that will influence how mathematics and science are taught and learned in the future.

### Schedule Highlights

2013—February <i>Development of the Framework and of the Assessment</i>	2014—April <i>Field Test in Canada</i>	2015—April <i>Main Administration in Canada (April 7<sup>th</sup> to May 1<sup>st</sup>, 2015)</i>	2016—December <i>Release of International and Canadian Reports</i>
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### November, 2014

1	Peace River	Corporate Board Meeting
5	Edmonton	Meeting with ADM, FNMI Services
6 (PM)	Edmonton	Presentation to the Alberta School Boards Association Executive
7	Wabasca	Education Focus Group Meeting
11 (PM)	Wabasca	Travel
12	Wabasca	Meeting with the Municipal District of Opportunity
	Gift Lake	Meeting with Settlement Council and Chairperson, Local School Board Committee, Northern Lakes College and Infrastructure Re: New School Update
		Community Meeting; Office of the Auditor General; What We Heard
13	High Prairie	Meeting with the Office of the Auditor General
		Agenda Review and Committee Meetings
	Wabasca	Community Meeting, Office of the Auditor General; What We Heard Follow-Up Meeting
15	Edmonton	Presentation to the Public School Boards Association of Alberta (PSBAA)
16 (PM)	Edmonton	Alberta School Boards Association (ASBA) Fall General Meeting
17	Edmonton	Alberta School Boards Association (ASBA) Fall General Meeting
	High Prairie	Travel
18	Peavine	Meeting with the Peavine Metis Settlement Council and Chairperson
	Peace River	Office
19	Edmonton	Education Partners' Task Force: First Nation Metis and Inuit Student Success and Wellbeing

### Committed Dates

#### November, 2014

24	Little Buffalo	Local School Board Committee Meeting
25	Driftpile First Nation	Meeting with Band Manager
26	Edmonton	Exit Conference

**NORTHLAND SCHOOL DIVISION NO. 61  
LOCAL SCHOOL BOARD COMMITTEE REPORT  
2014/2015 SCHOOL YEAR  
PERIOD ENDING - NOVEMBER 13, 2014**

	Future Pay Out	Paid During Yr.	Total Pd. & Committed	Budget	Difference	Percent Expended
<b><u>Anzac</u></b>						
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	
<b>Total</b>	<b>4,919.00</b>	<b>-</b>	<b>4,919.00</b>	<b>10,202.00</b>	<b>5,283.00</b>	<b>48.2%</b>
<b><u>Athabasca Delta</u></b>						
Quarterly Honorarium	3,907.00	-	3,907.00	4,920.00	1,013.00	
Travel & Subsistence		1,077.06	1,077.06	5,340.00	4,262.94	
In - Service			-		-	
Prior Year Carryover			-		-	
Casual Labour, Supplies & Awards		-	-	250.00	250.00	
<b>Total</b>	<b>3,907.00</b>	<b>1,077.06</b>	<b>4,984.06</b>	<b>10,510.00</b>	<b>5,525.94</b>	<b>47.4%</b>
<b><u>Bishop Routhier</u></b>						
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	
<b>Total</b>	<b>4,919.00</b>	<b>-</b>	<b>4,919.00</b>	<b>7,162.00</b>	<b>2,243.00</b>	<b>68.7%</b>
<b><u>Callina Lake</u></b>						
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	
<b>Total</b>	<b>3,954.00</b>	<b>-</b>	<b>3,954.00</b>	<b>8,230.00</b>	<b>4,276.00</b>	<b>48.0%</b>
<b><u>Chipewyan Lakes</u></b>						
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	
<b>Total</b>	<b>2,989.00</b>	<b>-</b>	<b>2,989.00</b>	<b>7,910.00</b>	<b>4,921.00</b>	<b>37.8%</b>
<b><u>Conklin</u></b>						
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	
<b>Total</b>	<b>4,922.86</b>	<b>-</b>	<b>4,922.86</b>	<b>9,314.00</b>	<b>4,391.14</b>	<b>52.9%</b>

	Future Pay Out	Paid During Yr.	Total Pd. & Committed	Budget	Difference	Percent Expended
<b><u>Dr. Mary Jackson</u></b>						
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%
<b><u>East Prairie</u></b>						
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%
<b><u>Elizabeth</u></b>						
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%
<b><u>Father R Perin</u></b>						
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%
<b><u>Fort McKay</u></b>						
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%
<b><u>Gift Lake</u></b>						
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%
<b><u>Grouard</u></b>						
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
<b><u>J.F. Dion</u></b>						
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%
<b><u>Kateri</u></b>						
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%
<b><u>Little Buffalo</u></b>						
Quarterly Honorarium	4,872.00	-	4,872.00	4,920.00	48.00	
Travel & Subsistence		353.21	353.21	1,880.00	1,526.79	
In - Service			-		-	
Prior Year Carryover			-		-	
Casual Labour, Supplies & Awards		-	-	250.00	250.00	
Total	4,872.00	353.21	5,225.21	7,050.00	1,824.79	74.1%
<b><u>Mistassiniy</u></b>						
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%
<b><u>Paddle Prairie</u></b>						
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%
<b><u>Peerless Lake</u></b>						
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		194.07	194.07	250.00	55.93	
Total	4,872.00	194.07	5,066.07	7,510.00	2,443.93	67.5%
<b><u>Pelican Mountain</u></b>						
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	36.2%

	Future Pay Out	Paid During Yr.	Total Pd. & Committed	Budget	Difference	Percent Expended
<b><u>St. Theresa</u></b>						
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		129.93	129.93	250.00	120.07	
Total	4,919.00	129.93	5,048.93	8,030.00	2,981.07	62.9%
<b><u>Susa Creek</u></b>						
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%
<b>GRAND TOTAL</b>	<b>98,207.61</b>	<b>6,200.05</b>	<b>104,407.66</b>	<b>181,536.00</b>	<b>77,128.34</b>	

TOTAL NUMBER OF LSBC WITHIN BUDGET	22	77,128.34
TOTAL NUMBER OF LSBC OVER BUDGET	0	-
TOTAL NUMBER OF LSBC	22	77,128.34

**NORTHLAND SCHOOL DIVISION NO. 61**  
**BOARD REPORT**  
**2014/2015 SCHOOL YEAR**  
**PERIOD ENDING - NOVEMBER 13, 2014**

**ELECTIONS**

	ACTUAL	BUDGET	VARIANCE
REMUNERATION TRUSTEES	-	-	-
EMPLOYEE BENEFITS-TRUSTEES	60.00	-	-
POSTAGE-ELECTIONS	-	-	-
INSERVICE-ELECTIONS	-	-	-
RENUMERATION-ELECTIONS	60.00	80,000.00	79,940.00
TRAVEL & SUBSISTENCE-ELECTIONS	47.08	-	(47.08)
PRINTING & BINDING-ELECTIONS	958.62	-	(958.62)
ADVERTISING-ELECTIONS	3,577.71	-	(3,577.71)
OFFICE SUPPLIES-ELECTIONS	-	-	-
<b>SUB-TOTAL</b>	<b>4,703.41</b>	<b>80,000.00</b>	<b>75,356.59</b>

**COMMITTEES**

RENUMERATION TRUSTEES	-	-	-
EMPLOYEE BENEFITS - TRUSTEES	-	-	-
TRAVEL & SUBSISTENCE-PERSONNEL	-	-	-
TRAVEL & SUBSISTENCE-EDUCATION	-	-	-
TRAVEL & SUBSISTENCE-FINANCE	-	-	-
TRAVEL & SUBSISTENCE-NEGOTIATION	-	-	-
TRAVEL & SUBSISTENCE-PAC	-	-	-
TRAVEL & SUBSISTENCE-AD HOC	1,698.06	60,000.00	58,301.94
TRAVEL & SUBSISTENCE-QUALITY OF WORK LIFE	-	-	-
TRAVEL & SUBSISTENCE-KTC PARTNERSHIP	-	-	-
TRAVEL & SUBSISTENCE-MARTIN ABORIGINAL INITIAT	-	-	-
TRAVEL & SUBSISTENCE-POLICY REVIEW	-	-	-
TRAVEL & SUBSISTENCE - NCET-NSD ENGAGEMENT	-	-	-
TRAVEL & SUBSISTENCE - RED EARTH TRANSFER	-	-	-
<b>SUB-TOTAL</b>	<b>1,698.06</b>	<b>60,000.00</b>	<b>58,301.94</b>

**OTHER EXPENSES**

REMUNERATION TRUSTEES	-	-	-
RENUMERATION - RECRUITMENT	-	-	-
RENUMERATION TRUSTEES - RETREAT	-	-	-
EMPLOYEE BENEFITS - TRUSTEES	593.18	4,000.00	3,406.82
EMPLOYEE BENEFITS - RECRUITMENT	-	-	-
PROFESSIONAL SERVICES	4,500.00	200,000.00	195,500.00
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	2,124.46	25,000.00	22,875.54
RENUMERATION ALTERNATES	-	-	-
VISA PURCHASES - TRUSTEE	20.82	-	(20.82)
TELEPHONE - TRUSTEE	303.00	3,000.00	2,697.00
TELEPHONE - VICE CHAIRMAN	-	-	-
TRAVEL & SUBSISTENCE - BOARD/OTHER	10,880.67	80,000.00	69,119.33
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	29,040.88	38,000.00	8,959.12
PRINTING & BINDING	515.68	3,500.00	2,984.32
INSURANCE - BOARD OF TRUSTEES	169.14	250.00	80.86
ADVERTISING - BOARD	-	3,000.00	3,000.00
OFFICE SUPPLIES	332.92	5,000.00	4,667.08
AWARDS	69.09	25,000.00	24,930.91
POSTAGE - BOARD	55.18	4,000.00	3,944.82
FURNITURE & EQUIPMENT	-	1,000.00	1,000.00
<b>SUB-TOTAL</b>	<b>48,870.83</b>	<b>481,750.00</b>	<b>432,879.17</b>
<b>TOTAL</b>	<b>55,272.30</b>	<b>621,750.00</b>	<b>566,537.70</b>

# Disbanded northern school board should be revived: report

BY ANDREA SANDS, EDMONTON JOURNAL    NOVEMBER 16, 2014



Northland School Division trustee Colin Kelly.

Photograph by: Edmonton Journal, File

**EDMONTON** - A northern Alberta school board disbanded nearly five years ago when Alberta Education deemed it too dysfunctional should be rebuilt in a new form, says a report from a community-engagement team.

The Northland School Division serves about 2,700 mainly aboriginal students in 24 schools across a large swath of northern Alberta.

It's the only school jurisdiction in Alberta without elected representation, said Colin Kelly. Kelly has been the division's official trustee since the previous board was fired, and he co-chaired the community-engagement team of about 15 representatives from across northern Alberta.

"They were very direct in saying we need that board of trustees back in place as soon as we can, and I support that 100 per cent," said Kelly.

In its Kids First report, the team examined ways to improve the troubled school division and recommended the Alberta government immediately establish a nine-person board of trustees. Seven of the trustees should be elected under a ward system based on geography and student populations,

and two should be nominated by First Nations and Métis communities and appointed by the education minister, the report said.

It would be difficult for a nine-person board to represent so many schools and communities with such diverse education needs across such a large area, said Ken Shaw, chairman of the local school board committee for Gift Lake, which is part of the Northland School Division. The previous board had 23 representatives.

"From a community perspective, we need that representation at the table from each community," Shaw said in an interview. "For the most part it was effective."

Although the Kids First report was written more than two years ago, it was quietly released this summer by the provincial government.

"It's been sitting, waiting, and nothing has ever happened. Everybody's confused by that," Shaw said. "It just seems like we're being brushed aside."

Alberta Education spokeswoman Tamara Magnan said in an email the department continues to work with communities and the school division, which is starting to see some successes. "For instance, we have taken steps to address teacher and principal recruitment and retention and are now seeing some improvements."

The government would have to amend the Northland School Division Act to re-establish an elected school board and implement other recommendations.

Alberta Education would first have to consult with communities, Magnan said.

The school division has launched initiatives to improve results in some key areas, including literacy, student attendance, graduation rates and provincial achievement test results.

Reliable busing and infrastructure issues such as mould in school buildings have also been problems for the district.

"Are we happy with the progress that has come to this point in time? No, we're not," said Kelly. "But there are some major initiatives that have taken place within the jurisdiction ... It's going to take some time and it's also going to take a lot of community support and community involvement, which is another reason we want to see a board of trustees in place."

In April, the school division established a committee designed to improve attendance. According to the division's September-October newsletter, Northland students are missing more than four school days a month, 40 days a year or 200 days over five years.

Across the division, most students didn't meet the acceptable standard for achievement test results for 2013-14. In Grade 3 math, 39 per cent met the acceptable standard versus 74 per cent across the province. In Grade 9 social studies, 14 per cent of Northland students met that standard versus 65 per cent across Alberta.

In January 2010, the former education minister, Dave Hancock, fired all 23 elected trustees and appointed Kelly to run the division, citing poor and declining student performance and problems with governance.

Hancock also appointed a three-member inquiry team that later made 48 recommendations, giving the division nine years to turn things around or face being carved into pieces to be administered by neighbouring jurisdictions.

In January 2011, Hancock appointed the Northland School Division community engagement team to analyze and respond to the recommendations. The team is co-chaired by Kelly and Pearl Calahasen, MLA for Lesser Slave Lake, with representatives from Treaty 8 and Métis communities, elders, other northern communities, Northern Lakes College, Alberta Education and the First Nations, Métis and Inuit Education Partnership Council.

[asands@edmontonjournal.com](mailto:asands@edmontonjournal.com)

[Twitter.com/Ansands](https://twitter.com/Ansands)

### Engagement team's recommendations

The Northland School Division community engagement team recommends a series of steps to improve education for about 2,700 students in northern Alberta communities where attendance, graduation rates and provincial achievement test results have been poor.

The team looked at ways to implement five priority recommendations, including:

#### 1. Infuse division schools with aboriginal cultural content by:

- mobilizing cultural resources in communities to deliver content in classrooms about aboriginal history, language, culture, beliefs and world views
- recognizing through government legislation that elders and other community members can share their knowledge in classrooms even if they don't hold a teaching certificate
- training aboriginal language teachers
- making education about the impact of residential schools mandatory throughout Alberta

#### 2. Establish a combined regional and virtual high school to serve students in smaller communities:

- start work to establish partners, sort out what services should be accessible, and figure out where to build the school and what the building should look like
- establish a homework-help hotline

3. Establish an orientation program and give new teachers more time to settle into communities before starting work:

- offer ongoing orientation that's division-wide and cross-cultural as well as local to the community
- work with local communities on that orientation

4. Establish a regional consortium, or "centre for aboriginal learning excellence," to serve and support First Nations and Métis education:

- consult with communities for advice about what's needed in a centre of excellence
- consider partnering with Treaty 6, Treaty 7, Treaty 8 and the federal government

5. Establish a nine-member board of trustees, with seven elected under a ward system based on geography and student population, plus one First Nations representative and another Métis representative nominated by those communities and appointed by the education minister



A · S · B · A  
Alberta School Boards  
Association

For members of the Alberta School Boards Association

# Communications Now

## November 2014

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## Getting the best use from your phone dialer system

Phone dialers have come a long way since the days when a simple message to parents kept the school's phone line busy for hours. Modern dialers are Internet-based and send messages to multiple parents or staff simultaneously without using the school's phone lines at all. Standard messages may be pre-recorded and translated for quick activation in times of crisis.

### The benefits

Phone messages are quicker and easier to send than letters. They also don't end up in the bottom of backpacks or under the bus seats like many notes sent home with kids. A call featuring the principal's own voice is more personal than any letter.

If used properly, the phone dialer can be a great tool for engaging parents and staff. It can be used to invite parents to school events and share positive news. Literacy nights, concerts, conferences and family

nights can all get a boost in attendance when the principal leaves a message for parents.

## Setting up a phone dialer system

If not used properly, the phone dialer can confuse and annoy patrons and staff. The key is knowing how to use the program and how often to use it.

## Choose the right program

The first step is to buy a program that is compatible with your jurisdiction's student information system and to ensure the vendor will support your system when you need that help most.

## Get the right phone numbers

To be effective, schools must get the right phone numbers from parents. Make sure parents give the right phone numbers to the school at registration and remind them to update their information if it changes. When a parent gets a new cell phone number without updating the school, two things can happen: the parent misses phone messages and someone else gets the old number and a bunch of messages from school they probably won't appreciate.

## Decide how to handle call backs

Another important consideration is how to handle inquiries from people who don't listen to the whole message. A surprising number of people call to ask what your message was about. Try to keep your message short and start with your key points.

In the Salem-Keizer School District in Oregon, jurisdiction-wide messages are programmed to appear on caller ID as coming from a number that is

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



## Communications Now

dedicated to phone dialer message storage. If patrons hang up before the end of the message, they can just hit the callback button on their phone and get the entire message without tying up a regular phone line and person at the jurisdiction office.

### When to use a phone dialer

#### Jurisdiction office

- **For major events or incidents.** Jurisdiction-wide use should be limited to major events and incidents. Routine messages about registration and immunizations should not be done via dialer because if messages come too often, parents might begin ignoring phone messages. When the superintendent's voice comes on the phone, it should be an attention-getter, not phone spam.
- **A back-to-school welcome** from the superintendent is appropriate, as are jurisdiction-wide messages about large initiatives or temporary school closures during inclement weather. A very limited number of individuals should have access to sending jurisdiction-wide messages to staff or parents. Limited access ensures the dialer will not be misused or overused.
- **Inclement weather closures.** Jurisdiction-wide closures for inclement weather should be handled by the jurisdiction office to ensure consistency of message, especially during winter storms early in the morning when the message may change from a delay to a closure. In such cases, you don't want all of the schools sending their own message updates at staggered times. That only leads to confusion for staff and students. If the decision has been made to close due to snow and ice, then the call to parents should go out as early as possible.

In Salem-Keizer, a parent survey about the best time to call with school closure information indicated 6 a.m. is not too early

because parents need time to arrange child care on short notice.

You can also use your phone dialer for specific groups. Staff notification can be handled two ways. Either send customized messages for different employee groups or have a more general message that each employee group knows how to interpret for their own work and their reporting duties.

#### Schools

There are a lot of school-level crises that could be communicated at the school level, by the principal, via phone dialer.

- **Power and heating outages.** In the case of a power outage, someone in another school or the jurisdiction office may need to help get the messages out.

Tell parents what happened and what it means for their children, especially if it will lead to a closure or earlier release. Even a brief evacuation for power or heating issues can cause a lot of rumors and anxiety.

Sometimes a simple message can prevent false rumors about a much more serious reason for an evacuation.

- **Sickness outbreaks** and how to prevent it may be communicated. Look to your Alberta Health Services contacts to provide guidance about when and how to communicate about outbreaks. If your message is approved by AHS, it can be helpful in stopping the spread of illness and getting the school back to business as usual.
- **Lockdowns.** Perhaps one of the most valuable crisis-related uses of the dialer is the routine lockdown for police activity in the neighborhood. In jurisdictions where schools are placed on lockdown as police pursue a car thief or other suspect within a few blocks of a school, a phone dialer can help reduce parent



## Communications Now

anxiety and rumors about the reason for the lockdown.

The dialer provides great rumor control. You don't want parents to come to the school during a lockdown, so don't send the message until later in the day. The kids may come home with wild tales of criminals on campus, but when the principal's voice comes on the phone, the rumors fly out the window. With a simple message saying that the lockdown had nothing to do with the school and was a precaution related to police activity elsewhere, parents are reassured that the school is safe and the principal is vigilant and transparent.

Unfortunately, lockdowns occasionally extend past normal release time. In those cases, the dialer is invaluable. There would be no time to write a letter and no way to send it home with the kids because they are locked in. So the phone dialer to parents' daytime numbers is the way to go. Let the parents know the kids are safe and how and when they should expect to pick their kids up at the school or the bus stop.

- Always use your voice instead of the computer generated option.
- Translate your message – if you have a significant number of families who speak a language other than English as their native tongue.
- Listen to your message before sending.

The phone dialer is a great tool. But like all tools it should not be overused or underused. If used properly, it will help you engage your parents, staff and patrons. That familiar voice on the line will provide a sense of connection that is not there with a type-written letter.

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

- **School events.** For calls about school events, we recommend calling between 6 and 8 p.m. Messages may be pre-recorded at any time and programmed to go out at a set time. We want to engage parents but not to overload them with calls.

In Salem-Keizer, we recommend two to three proactive calls per month, plus emergency calls as needed.

### Message guidelines

- Be proactive. Engage your community.
- Keep the message short. About 30 seconds is about right.



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

# Resources for Families

## Dealing with bullies and “mean girls”

Although the school year is well underway, some of your children might still be concerned about friends and bullies in school hallways, classrooms and playgrounds.

### What bullying is and is not

Bullying has been on the rise among youth for many years. According to Bully Free Alberta, bullying is “behavior that makes the person being bullied feel afraid or uncomfortable.” The four most common types of bullying are:

- **Verbal** – name calling, sarcasm, teasing, spreading rumours, threatening, making negative references to one’s culture, ethnicity, race, religion, gender, or sexual orientation, unwanted sexual comments.
- **Social** – mobbing, scapegoating, excluding others from a group, humiliating others with public gestures or graffiti intended to put others down.
- **Physical** – hitting, poking, pinching, chasing, shoving, coercing, destroying or stealing belongings, unwanted sexual touching.
- **Cyber** – using the internet or text messaging to intimidate, put-down, spread rumors or make fun of someone.

[www.bullyfreealberta.ca/bullying.htm](http://www.bullyfreealberta.ca/bullying.htm)

Many people believe that the teasing, name-calling, social exclusion, tripping and pushing among children is normal childhood behavior, which it is. It rises to the level of bullying when it is targeted and frequent.

Not all mean behavior among children is bullying. Unfortunately, kids test the social order with unkind behavior from time to time. Bullying is unkind, but

not all unkind behavior is bullying, especially in young children who are learning about appropriate behavior and how to get along with peers.

### A universal experience

Most people can remember being on either end of the bullying spectrum – the bullied or the bully. Some statistics show that as many as half of all children are bullied at some point during their education.

[www.eduguide.org/article/girls-who-bully-what-when-where-why-and-how](http://www.eduguide.org/article/girls-who-bully-what-when-where-why-and-how)

Those are the reported numbers. The actual numbers are likely even higher. Most adults, when asked, can recount some event or personal tormentor that made them avoid a social situation or question their self-worth at some point in their education.

### Who does it hurt?

Bullying is harmful to students. Bullying can cause serious long-term harm to the victims, including depression, physical ailments and sleep problems, academic problems, self-esteem issues and even suicide. ([www.eduguide.org/article/girls-who-bully-what-when-where-why-and-how](http://www.eduguide.org/article/girls-who-bully-what-when-where-why-and-how)).

Even the bully feels the negative consequences of their behavior, with increased rates of alcohol and drug abuse, absenteeism and fights.

[www.stopbullying.gov/at-risk/effects/index.html#bully](http://www.stopbullying.gov/at-risk/effects/index.html#bully)

### Mean girls

While bullying is not limited to either boys or girls, female bullying – mean girls – is in the spotlight because girl-on-girl social aggression is increasing and has a variety of emotional and relational negative consequences

The worst consequence of bullying is suicide. Bully victims are between two and nine times more likely to consider suicide. In Canada, suicide is the second highest cause of death for youth aged 10 to 24.



## Resources for Families

“Each year, on average, 294 youths dies from suicide. Aboriginal teens and gay and lesbian teens may be at particularly high risk, depending on the community they live in and their own self esteem.”

<http://www.edmontonandareacfsa.gov.ab.ca/publish/551.cfm>

Researchers aren't sure what causes mean girl behavior. It could be the result of parental or sibling influences, hormones from early onset puberty or the amount and type of media exposure, especially socially aggressive shows, which have a negative effect on girl behavior that hasn't been found in boys.

<http://nyti.ms/1oXaaBU>

One study found that students trying to climb the social ladder and increase their popularity is a cause of aggression among students. Students who were secure in their place in the social structure were unaffected, but students who tried to increase their social standing were at greater risk of bullying or being bullied. <http://bit.ly/1wbhYsF>

### What can we do?

Research shows that anti-bullying programs work when implemented consistently throughout the whole school. Teachers must respond to bullying on a daily basis, and the school must have a culture of zero-tolerance for bullying behavior.

Many websites have good tips to help girls respond to bullies. The Society for Safe and Caring Schools has a number of resources to help parents understand bullying, and to help children to respond to a bully, including:

- **Be confident.** Tell the person who is bullying you to stop. If they don't – either laugh at what they are saying or walk away confidently. Remember that a person who bullies wants to see you scared. If you just walk away or make a joke about what he or she says, then the person bullying may get bored and quit.
- **Find a friend** – or just be with other people. Make sure the person who is bullying never finds you alone. Try not to go to the washroom when there is no one else there.

- **Tell an adult.** An adult can make you feel better and help end the bullying.
- **Do not fight back.** Engaging in a fight with a bully could land you in trouble, too, and will prolong the conflict. Ignore your bully if you can.
- **Keep notes.** Keep a diary and write about each time you are bullied. Your diary will help you prove what has been happening.
- **Talk to the 'good guys'.** If you are being bullied by a gang of kids, pick out the nicest one. Ask her why you are being picked on and why she is joining in. If you talk to her alone, you might get her to stop picking on you, and then the gang leader will have less support.
- **Build your own confidence.** Look for others who enjoy the same things as you do, join a club or team, etc. so you can have opportunities to make friends. Feeling good about yourself is the best defense against those who bully.

<http://safeandcaring.wordpress.com/2012/07/17/resources-for-parents/>

## **Secretary-Treasurer's Report**

### **For the Period Ending October 31, 2014**

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#### **REVENUE**

- Revenue received to date is in line with historical numbers.
- Gifts and donations are not in the budget, as they are difficult to predict. The majority of the \$108,758 received is a donation from the band to the Fort McKay school.

#### **EXPENSES**

##### **Salaries and Benefits**

- 20 % of the salaries and benefits have been expensed, and we are about 20% into the new school year.

##### **Other**

- After the year-end audit is complete, the accounting staff will begin work on the amortization expenses for the division.

#### **OTHER BUSINESS**

##### **Receivables**

- Mikisew is continuing to make the promised payments against the outstanding balance.

##### **Year-end Audit**

- The exit conference will be held next week. No major issues have been brought to our attention.

## STATEMENTS OF OPERATIONS

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

	Actual 2011-2012 (Restated)	Actual 2012-2013	Actual YTD August 31 2013-2014	Budget June Approved 2013-2014	Budget 2013-2014 Nov. Revised	Actual YTD Oct 31 2013-2014	Budget 2014-2015 June Approved	Balance to be received or spent
<b>REVENUES</b>								
Alberta Education	\$37,455,386	\$37,200,087	\$34,930,635	\$35,840,506	\$36,676,777	\$5,343,804	\$33,744,630	\$28,400,827
Other - Government of Alberta	\$1,095,583	\$966,929	\$699,650	\$80,022	\$600,000	\$35,487	\$930,824	\$895,337
Federal Government and First Nations	\$20,845,936	\$20,862,392	\$20,962,847	\$21,459,628	\$20,293,271	\$3,999,483	\$20,966,622	\$16,967,139
Other Alberta school authorities	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Out of province authorities	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Alberta Municipalities-special tax levies	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Property taxes	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other sales and services	\$565,572	\$656,887	\$3,631,096	\$1,730,185	\$1,597,785	\$14,141	\$3,280,393	\$3,266,252
Investment Income	\$39,891	\$10,292	\$67,600	\$10,000	\$10,000	\$0	\$40,000	\$40,000
Gifts and donations	\$693,754	\$665,555	\$154,469	\$247,964	\$222,878	\$108,758	\$0	(\$108,758)
Rental of facilities	\$1,000,651	\$973,522	\$832,864	\$1,052,648	\$1,052,648	\$152,570	\$957,530	\$804,960
Fundraising	\$347,164	\$251,134	\$489,715	\$450,000	\$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)
Other revenue	\$0	\$0	\$1,365,154	\$0	\$0	\$22,774	\$918,325	\$895,551
<b>TOTAL REVENUES</b>	<b>\$62,045,197</b>	<b>\$61,743,256</b>	<b>\$63,134,231</b>	<b>\$60,870,953</b>	<b>\$60,903,359</b>	<b>\$9,680,624</b>	<b>\$61,288,324</b>	<b>\$51,607,700</b>
<b>EXPENSES</b>								
Certificated salaries	\$21,544,783	\$21,031,068	\$20,878,113	\$21,442,507	\$21,352,159	\$3,497,144	\$20,865,642	\$17,368,498
Certificated benefits	\$4,218,552	\$4,092,469	\$4,390,192	\$4,181,647	\$4,162,486	\$402,409	\$4,351,911	\$3,949,502
Non-certificated salaries and wages	\$13,536,225	\$13,282,741	\$12,583,963	\$11,381,492	\$12,412,748	\$2,066,789	\$2,066,789	\$0
Non-certificated benefits	\$2,959,078	\$2,916,643	\$2,805,020	\$3,040,196	\$2,912,775	\$455,806	\$3,642,980	\$3,187,174
<b>SUB - TOTAL SALARIES AND BENEFITS</b>	<b>\$42,258,638</b>	<b>\$41,322,920</b>	<b>\$40,657,288</b>	<b>\$40,045,842</b>	<b>\$40,840,168</b>	<b>\$6,422,148</b>	<b>\$30,927,322</b>	<b>\$24,505,173</b>
Services, contracts and supplies	\$16,204,273	\$15,450,160	\$16,819,789	\$16,458,786	\$16,218,764	\$2,667,156	\$15,381,090	\$12,713,934
Amortization of supported tangible capital assets	\$3,138,632	\$3,192,543	\$3,526,233	\$2,998,969	\$2,998,969	\$0	\$3,272,623	\$3,272,623
Amortization of unsupported tangible capital assets	\$995,957	\$1,609,872	\$2,232,457	\$1,027,049	\$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	\$6,838	\$6,838
Unsupported interest on capital debt	\$650	\$433	\$216	\$784	\$784	\$0	\$324	\$324
Other interest and finance charges	\$4,690	\$29,008	\$2,430	\$8,000	\$8,000	\$0	\$38,000	\$38,000
Losses on disposal of tangible capital assets	\$33,167	\$67,735	\$52,002	\$0	\$0	\$0	(\$622,160)	(\$622,160)
Other expense	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>TOTAL EXPENSES</b>	<b>\$62,676,435</b>	<b>\$61,695,864</b>	<b>\$63,299,592</b>	<b>\$60,568,331</b>	<b>\$61,122,635</b>	<b>\$9,089,304</b>	<b>\$50,212,436</b>	<b>\$41,123,133</b>
<b>OPERATING SURPLUS (DEFICIT)</b>	<b>(\$631,238)</b>	<b>\$47,392</b>	<b>(\$165,361)</b>	<b>\$302,622</b>	<b>(\$219,276)</b>	<b>\$591,321</b>	<b>\$11,075,888</b>	
<b>EXPENSES</b>								
Instruction	\$40,504,149	\$39,872,808	\$39,459,882	\$38,500,949	\$39,261,126	\$5,894,601	\$39,379,881	\$33,485,280
Plant operations and maintenance	\$9,968,293	\$9,696,288	\$11,636,159	\$8,952,563	\$9,029,030	\$1,291,509	\$9,438,207	\$8,146,698
Transportation	\$3,753,651	\$3,721,237	\$3,578,213	\$3,801,463	\$3,678,263	\$517,498	\$3,572,676	\$3,055,179
Administration	\$3,173,874	\$3,233,159	\$3,532,499	\$3,706,302	\$3,547,887	\$560,730	\$3,774,411	\$3,213,681
External services	\$5,274,639	\$5,172,372	\$5,092,839	\$5,607,039	\$5,606,329	\$824,966	\$5,287,162	\$4,462,196
<b>TOTAL EXPENSES</b>	<b>\$62,674,606</b>	<b>\$61,695,864</b>	<b>\$63,299,593</b>	<b>\$60,568,316</b>	<b>\$61,122,635</b>	<b>\$9,089,304</b>	<b>\$61,452,338</b>	<b>\$52,363,724</b>
<b>OPERATING SURPLUS (DEFICIT)</b>	<b>(\$629,409)</b>	<b>\$47,392</b>	<b>(\$165,361)</b>	<b>\$302,636</b>	<b>(\$219,276)</b>	<b>\$591,321</b>	<b>(\$164,014)</b>	

# Accounts Receivable Federal Government and First Nations

		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 Nov-2014 2014/2015	Mths O/S	Total Outstanding	Monthly Billing		REG rate	ECS Rate
13-14 Reg	Student Count E.C.S.														
Indian & Northern Affairs (INAC)	111	26	-	(0.00)	0.00	4,820.01	0.37	0.30	-	-	4,820.68	230,027.84	1,868.86	868.63	
Lesser Slave Lake Regional Council	6	4	-	-	-	(0.00)	8,788.68	-	-	1.3	8,788.68	6,924.96	1,154.18	465.93	
Bigstone Cree First Nation	360	26	-	(0.00)	0.00	0.00	-	695,373.98	695,373.98	1.0	695,373.98	695,373.98	1,868.86	868.63	
Indian Education Authority Athabasca - Chip - Mikisew	0 40 138	0 2 8	61,333.22 - -	- 0.00	- -	5,208.60 (102,704.30)	- 1,748,752.36	- 248,573.14	- 248,573.14	0.1 7.6	61,333.22 5,208.60 1,894,621.20	71,773.40 248,573.14	1,750.93 1,750.93	868.10 868.10	
Woodland Cree	54	3	-	-	(0.00)	(103,840.10)	575,415.40	190,623.72	190,623.72	6.4	662,199.02	103,524.33	1,868.86	868.63	
Lubicon Cree First Nation (INAC)	72	11	-	-	-	-	0.30	-	-	-	0.30	144,112.85	1,868.86	868.63	
Chipewyan Prairie First Nation (INAC)	57	8	-	0.00	0.00	0.00	(0.00)	-	-	-	0.00	113,474.06	1,868.86	868.63	
Peerless Kateri First Nations (INAC)	201	21	-	-	(0.00)	0.00	-	-	-	-	(0.00)	393,882.09	1,868.86	868.63	
<b>Total Outstanding</b>	<b>1039</b>	<b>108</b>	<b>61,333.22</b>	<b>(0.00)</b>	<b>0.00</b>	<b>(196,515.79)</b>	<b>2,332,957.11</b>	<b>1,134,571.14</b>	<b>3,332,345.68</b>						
												Bigstone Cree		Oct 2014	
												Athabasca Chip		Nov 2014	
												Peerless Trout		Nov 2014	
												INAC		Nov 2014	
												Lubicon		Nov 2014	
												Chipewyan Prairie		Nov 2014	
												Mikisew Cree		Nov 2014	
														Oct 2014, 13-14 Tuition	
												<u>2,186,200.12</u>			

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

Northland School Division  
Federal Accounts Receivable

11/13/2014

Aged Summary

Months Outstanding	ACFN	Indian Education Authority	Mikisew	Peerless Kateri First Nation	Bigstone	Chip Prairie	Lesser Slave Lake	Lubicon Cree	Indian Affairs	Woodland Cree	Aging by Month
Nov-14	-	-	248,573.14	-	695,373.98	-	-	-	0.10	63,541.24	1,007,488.46
Oct-14	-	-	-	-	-	-	-	-	0.10	63,541.24	63,541.34
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	-	-	-	-	-	-	(176,120.18)	66,996.44
Feb-14	-	-	249,482.56	-	-	-	8,788.68	-	-	103,485.51	361,756.75
Jan-14	-	-	249,482.56	-	-	-	-	-	-	103,485.51	352,968.07
Dec-13	-	-	249,482.56	-	-	-	-	-	-	103,485.51	352,968.07
Nov-13	-	-	157,337.48	-	-	-	-	-	-	176,109.45	333,446.93
Oct-13	-	-	-	-	-	-	-	-	-	67,172.94	67,172.94
Sep-13	5,208.60	-	-	-	-	-	-	-	-	67,172.94	72,381.54
Aug-13	-	-	-	-	-	-	-	-	-	(112,640.40)	(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	7,172.94
Mar-13	-	-	-	-	-	-	-	-	0.37	7,172.94	7,173.31
Feb-13	-	-	-	-	-	-	-	-	4,820.01	7,172.94	11,992.95
Jan-13	-	-	-	-	-	-	-	-	-	7,172.94	7,172.94
Dec-12	-	-	-	-	-	-	-	-	-	7,172.94	7,172.94
Nov-12	-	-	-	-	-	-	-	-	-	7,172.94	7,172.94
Oct-12	-	-	-	-	-	-	-	-	-	7,172.94	7,172.94
Sep-12	-	-	-	-	-	-	-	-	-	7,172.94	7,172.94
Dec 2005 & older	-	61,333.22	-	-	-	-	-	-	-	-	61,333.22
	5,208.60	61,333.22	1,894,621.20	-	695,373.98	-	8,788.68	0.30	4,820.68	662,199.02	3,332,345.68
Current	-	-	248,573.14	-	695,373.98	-	-	-	0.10	63,541.24	1,007,488.46
30 days	-	-	-	-	-	-	-	-	0.10	63,541.24	63,541.34
60 days	-	-	-	-	-	-	-	-	0.10	63,541.24	63,541.34
90 days	-	-	-	-	-	-	-	-	-	0.00	-
120 days	-	-	248,573.14	-	-	-	-	0.30	-	0.00	248,573.44
180 days	-	-	248,573.14	-	-	-	-	-	-	63,541.24	312,114.38
181 - 365	5,208.60	-	1,148,901.78	-	-	-	8,788.68	-	-	571,874.16	1,734,773.22
1 yr - 2 yr	-	-	-	-	-	-	-	-	4,820.38	(163,840.10)	(159,019.72)
Over 2 yr	-	61,333.22	-	-	-	-	-	-	-	0.00	61,333.22
Current	5,208.60	61,333.22	1,894,621.20	-	695,373.98	-	8,788.68	0.30	4,820.68	662,199.02	3,332,345.68
Long Term	-	-	-	-	-	-	-	-	-	-	-
Total Aging	5,208.60	61,333.22	1,894,621.20	-	695,373.98	-	8,788.68	0.30	4,820.68	662,199.02	3,332,345.68