

**March 27, 2015
Board Meeting
Attachments**

Agenda Item	Motion No.	Page No.
1. Attendance Improvement Planning Document		2
2. Procedure 206 – Early Childhood Services Programs	23800/15	18
3. Procedure 437 – School Volunteers	23801/15	24
4. Procedure 435 – Criminal Records Checks	23802/15	28
5. Policy 15 – School Lunch Programs	23804/15	31
6. 2016-2017 Capital Plan	23805/15	34
7. Superintendent’s Report	23816/15	36
8. Chairman’s Report	23817/15	53
9. Secretary-Treasurer’s Report	23818/15	73



PRESENTATION TO THE BOARD

ATTENDANCE
IMPLEMENTATION
PLAN UPDATE

PRESENTED BY: DON TESSIER, ASSOCIATE SUPERINTENDENT

MARCH 27, 2015



ATTENDANCE IMPROVEMENT PLANNING DOCUMENT MARCH 2015 TO JUNE 2016

[Click here to enter text.](#)

Principal

[Click here to enter text.](#)

LSBC Approval Motion #

[Click here to enter text.](#)

School

Together with the ongoing improvements in leadership, curriculum and instruction, the final attendance report and this planning tool – *Attendance Improvement Planning Document*, acknowledges recommendation #3 of the *Northland Inquiry Team Report* by setting into motion actions that further support student engagement by building bridges with our parents and school communities

Directions

1. The 'School Implementation Planning Document' is considered to be a living document that requires updating and reflects your school's current practices with improving student attendance.
2. The first section describes the two phases of implementation:
 - 2.1 Phase 1 (March to June 2015) – Building school capacity and community engagement. Reporting of progress to Central Office occurs once during Phase 1 – June 15, 2015.
 - 2.2 Phase 2 (September 2015 to June 2016) –
 - 2.2.1 Reporting of School Attendance Implementation to Central Office occurs three times during Phase 2 – end of September 2015, mid-February 2016 and June 2016.
 - 2.2.1.1 The end of September document will outline your targets, strategies/actions for the coming school year.
 - 2.2.1.2 Mid-February document – mid-year progress and reflection on targets and strategies / actions
 - 2.2.1.3 The June summary report document provides evidence of successful implementation of targets, strategies and actions.
- 3 Division and School Targets, Timelines and Responsibilities. Targets #1 & #2 are mandatory for each school. There is space to identify three additional targets and the corresponding strategies/actions. Please feel free to add other targets if deemed desirable.
- 4 Identify any barriers to implementation.
- 5 The final section of the planning document asks that you provide evidence of implementation. At June year-end, please provide a summary of your successful strategies/actions that have been implemented during the course of the school year. Examples of suitable evidence are provided.
- 6 The Local School Board Committee will review and approve the 'Attendance Improvement Planning Document' – at the June 2015 LSBC meeting; September 2015 LSBC meeting; February 2016 LSBC meeting and June 2016 LSBC meeting.

School Implementation Planning Document

Phase 1

March 2015 to June 2015

Distribute Attendance Improvement Planning Document to Schools

- March 31, 2015 – distribution to school administration
- May 7/8, 2015 – Principals Share Draft Attendance Plans at Administrators' Meeting
- June 15, 2015 – deadline for completed school planning document to Central Office

Community Attendance Improvement Engagement Meetings:

- March 2015 – Elizabeth, JF Dion, Conklin, Janvier, Anzac, Fort McKay
- April 2015 – ADCS, Susa Creek, DMJ, Paddle Prairie, Grouard & Hillview
- May 2015 – Little Buffalo, Peerless, Kateri, Gift Lake, & Peavine
- June 2015 – St. Theresa, Mistassiniy, Outreach, Chip Lakes, Pelican, & Calling Lake

(Note: Visitation dates will be coordinated with principals)

NSD61 Board Monthly Attendance Review & Progress

- March 27th & 28th, 2015 (Division Attendance Lead (DAL) to report to the Trustee & Board on progress to date)
- May 29th & 30th, 2015 (School Report: Conklin Community School – Bernard Woodfine)
- June 26th & 27th, 2015 (DAL to report to the Trustee & Board on progress to date)

Awards & Recognition from Central Office

- Year-end Certificates for outstanding student attendance (Marj & Curtis)

Advertise and Hire Maplewood Expert

- Assess the Maplewood Training needs of the Division. Organize and implement training for Secretaries, administrators, teachers for year-end rollover

September 2015 to
June 2016

- Completion of this planning document: (a) List of Attendance Improvement Targets, Strategies/Actions due end of September, report progress mid-February (b) List barriers to Implementation and (c) Provide evidence of successful Implementation due at year-end.

		Sept	Feb	June	Sept	Feb	June
Anzac/Bill Woodward	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Gift Lake	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Athabasca Delta	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Grouard Northland	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bishop Routhier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Hillview	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Calling Lake	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	J.F. Dion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Calling Lake Outreach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Kateri	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Career Pathways	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Little Buffalo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chipewyan Lake	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Mistassiniy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conklin Community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Paddle Prairie	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dr. Mary Jackson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Peerless Lake	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Elizabeth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Pelican Mountain	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Father R. Perin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	St. Theresa	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fort McKay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Susa Creek	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- Central Office will offer data analysis support to schools. Division Attendance Lead will meet once a year with individual Principals and Local School Board Committees to review school data.

- Coordinate and Implement Maplewood training and in-service program for all schools and Central Office – where there is a need

Division Attendance Targets

To increase the number of students achieving 90 – 94% attendance by 5% by June 2015 & June 2016
To increase the number of students achieving 95 – 100% attendance by 5% by June 2015 & June 2016



School Attendance Target: Improving Attendance

(Prioritized List of Targets based on the Attendance Improvement Initiative)



Strategy #1

(With Timeline & Responsibility)

Implement fully Procedure 301 – Student Attendance. Until this Procedure is revised/ updated, the principal will ensure all aspects of the Procedure are implemented. The principal, in cooperation with staff, are responsible for immediate implementation. **Timeline:** Immediate implementation; **Responsibility:** Principal, Teachers, Support staff and Superintendent.

Strategy #2

(With Timeline & Responsibility)

Implement a "School Attendance Improvement Committee that meets monthly to discuss ongoing attendance initiatives, prevention and early intervention efforts. Each school will maintain a log of meeting dates and minutes. **Timeline:** Immediate implementation; **Responsibility:** Principal

Strategy #3

(With Timeline & Responsibility)

Click here to enter text.

Strategy #4

(With Timeline & Responsibility)

Click here to enter text.

Strategy #5

(With Timeline & Responsibility)

Click here to enter text.

Evidence that Strategy #1 is being implemented
(at year-end use the last two pages of this document to demonstrate specific success evidence)

**ACTIONS to
Support
Strategy#1
(Implement
Procedure 301)**

Action Components	Responsibility	Timelines
(a) The school establishes and implements an 'attendance action protocol'	Principal, Classroom teachers	Ongoing daily
(b) The school's attendance patterns are monitored, tracked and analyzed on a daily / weekly and monthly basis.	Principal, Classroom Teachers, Support Staff	Ongoing
(c) Teachers monitor and track student attendance on a daily basis. Unacceptable attendance or a student absent 20% of the days in any one month or more, the teacher reports this attendance information to the principal.	Classroom Teachers, Support Staff and Principal	Ongoing
(d) The principal acts on poor attendance reports from teachers. In cooperation with the school attendance committee, appropriate steps are taken to improve the student's attendance.	Principal, Attendance Improvement Committee and members of the school staff	Ongoing
(e) If every effort has been expended to the student's attendance fails then the Principal reports in writing the case(s) to the Superintendent (or designate) – identifying students by name and providing all interventions taken to remediate the poor attendance.	Principal, Superintendent	Ongoing
(f) The Superintendent contacts parents, seeks their support, discusses consequences if attendance doesn't improve.	Superintendent	Ongoing
(g) A continuation of poor attendance results in a referral to the Attendance Board or other appropriate local authority.	Superintendent	Ongoing

Evidence that Strategy #2 is being implemented
(at year-end use the last two pages of this document to demonstrate specific success evidence)

**ACTIONS to
Support
Strategy #2
(Implement
School
Attendance
Improvement
Committees**

Action Components	Responsibility	Timelines
(a) A School Attendance Improvement Committee (SAIC) is established at the start of the school year	Principal	Immediate implementation
(b) The SAIC is made up of school and school community representatives with the principal (or designate) as Chairperson	Principal (or designate)	Immediate implementation
(c) The School Attendance Improvement Committee meets at minimum once a month to discuss: (a) attendance initiatives, (b) ongoing attendance concerns, (c) support & follow-up on student early interventions and prevention strategies, (d) successes and challenges, (e) school community communication efforts and (f) other	Principal, Appointed Recorder	Immediate implementation
(d) The meeting agenda and minutes are maintained electronically and forwarded to the DAL following each meeting	Principal (or designate)	Immediate implementation

ACTIONS to
Support Strategy
#3
Enter Name of
Strategy

[illegible]

Evidence that Strategy #4 is being implemented
(at year-end use the last two pages of this document to demonstrate specific success evidence)

**ACTIONS to
Support
Strategy #4**

Enter Name of
Strategy

Action Components	Responsibility	Timelines
Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.

[illegible][illegible]

List any Barriers to Implementation

[Click here to enter text.](#)

Evidence of Implementation: June Year End Summary that the implemented strategies are successful

Objective Evidence that Short/Long Term Strategies are being implemented –

For example:

- Student attendance is tracked and data shows that it increases,
- Processes are in place for follow-up with absent students to eliminate any barriers that may impact attendance such as transportation, food/clothing issues, homework support
- Students that were considered at risk or have transitioned back to school are now re-engaged in their learning,
- Each high school student has an academic plan and career options. They are tracked regularly for progress and success,
- Dates of school-based attendance committees are listed,
- Attendance meetings dates with the school community/parents, attendance initiatives

Click here to enter text.

Evidence of Implementation: June Year End Summary that the implemented strategies are successful
(continued)

Objective Evidence that Short/Long
Term Strategies are being
implemented –

For example:

- Initiatives are implemented to support cultural pride
- Initiatives are implemented to support a positive school climate & nutrition & wellness
- Students are engaged in CTS/CTF programs,
- 'Tell Them From Me' survey data analysis has resulted in a positive change to school programming,
- An elders program has been established and there is evidence that student attendance has improved as a result,
- An 'Attendance Action Protocol' is established and being implemented (i.e. Recommendation #13)

Click here to enter text.

If you need more space please go to the next page.

BOARD OF TRUSTEES

**COLIN KELLY
TRUSTEE OF THE BOARD**

DATE: MARCH 27, 2015

PRESENTED BY: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

SUBJECT: PROCEDURE 206 – EARLY CHILDHOOD SERVICES PROGRAMS

ORIGINATOR: EDUCATION COMMITTEE

RECOMMENDATION

The Board of Trustees recommends the attached changes to Procedure 206 – Early Childhood Services Programs as information, to align with changes to Alberta Early Childhood Regulations and to better align with forthcoming changes in the new Alberta Education Act, as attached.

CURRENT SITUATION: NSD has followed Procedure 206 – Early Childhood Services Programs as a guideline to outline how the communities can establish early childhood education programs, more commonly called Kindergarten.

BACKGROUND: Alberta regulations governing Early Childhood Services (ECS) programs were changed in 2012. NSD's current procedure is out of date with the required regulations and needs to be changed.

This is also an opportunity to think ahead and align the procedure with changes and regulations that will be approved under the new Alberta Education Act.

OPTIONS:

**Early Childhood
Services
Programs**

Background

An integrated Early Childhood Services Program (ECS) will be provided to children in order to facilitate the transition from home to the school setting. The intent of the ECS Program is to strengthen the sense of dignity and self worth of the child and permit parents with opportunities to actively participate in their children's education.

The ECS Program is a voluntary program and will be provided in accordance with provincial legislation and requirements.

Procedures

- ~~1. A minimum of five eligible children must be enrolled in a regular ECS Program in order to open and operate an ECS Center in a community.~~

An ECS Program will operate when an acceptable number of students are enrolled.

2. The ECS projected enrollment form shall be submitted by the principal to the superintendent, on or before June 30th of the preceding school term.
3. An eligible child may be admitted to an ECS program during the month of September in any school year provided that child's 5th birthday falls on or before the 1st day of March of that school year **(4½ years of age by September 1 of that school year)**.

3.1 ECS child with a mild/moderate disability/delay – a child who is assessed as having mild or moderate cognitive disabilities, visual or hearing impairments, emotional, behavioural, physical, medical or multiple disabilities, or communication delays, base instruction (maximum of 2 years of funding. The child is required to be 4 years of age by March 1st.

3.2 ECS child with a severe disabilities/delays. A child who is assessed and coded as having a severe disability/delay according to the criteria and

**Early Childhood
Services
Programs**

categories set out in the current Special Education Coding Criteria, base instruction (maximum of 3 years of funding. The child is required to be 3 years of age as of March 1st.

4. The principal, ~~in consultation with the Local School Board Committee,~~ shall submit notification of an intention to participate in an ECS Program to the superintendent, on or before January 31st of the preceding school term if they do not already have an ECS. Program in operation.
5. The 'per child served' count shall be submitted by principals on the last operating day of the beginning month in which the ECS Program commenced operation in order to verify enrollment for funding purposes.
6. Once an ECS Program is in operation, it will be allowed to continue for the remainder of the year provided enrollments remain at an acceptable level.
7. The superintendent will ensure that the following responsibilities will be completed within the appropriate time frames as set by the division or Alberta Education:
 - 7.1 Establish and maintain the legal status for each ECS Center.
 - 7.2 Employ a qualified ~~instructor/~~teacher to implement the ECS Program.
 - 7.3 Establish approved facilities.
 - 7.4 Procure assessments of special needs children in application for special government grants.
8. ~~A combined ECS/Playschool Program may be established where there are less than the five eligible ECS children that are required to operate an ECS Program if the Local School Board Committee approves.~~

~~In such cases the superintendent will make contact with the appropriate agency and establish a contract that includes a financial commitment from the agency that is responsible for playschool.~~

**Early Childhood
Services
Programs**

-
- ~~9. In order for a playschool child to be eligible for the combined ECS/Playschool Program, the child must be 3 1/2 years of age on or before September 1st.~~
8. A combined ECS/Primary Grade Program may be established when there are not a **sufficient number of students** to operate regular ECS Program.
9. ECS centers will operate in accordance with the following:
- ~~9.1 Provide services for at least nine months of the school year. The Local School Board Committee will recommend the hours, days, and months of operation in accordance with the policies and regulations governing teacher contracts and in the best interest of the child and school operation.~~
- 9.1 The instructional program shall consist of a minimum 475 instructional hours.
- ~~9.2 ECS Centers should be open for **minimum of** three full days each week or the equivalent.~~
- ~~11.4 Where the number of children enrolled at the ECS Center is 14 or more, and when the Local School Board Committee determines that the ECS or a combined ECS/Playschool enrollment at an ECS Center merits consideration for special programming, one of the two following options may be exercised:~~
- 9.3 The program **operate 5 half days every day of the week or** may be split and the groups cycled on a rotational basis of 3 days one week and 2 days the following week. Each group would receive the same number of instructional hours.
- ~~9.3.1 An ECS assistant may be hired to assist the ECS instructor.~~
- ~~11.5 Where special circumstances require some other type of program arrangement, the principal shall prepare a proposal describing the circumstances and the proposed program arrangement to the Local School Board Committee for consideration and approval~~
- ~~11.6 An ECS assistant may be hired to assist the ECS instructor if an ECS class is in excess of 14 children.~~



Early Childhood Services Programs

- 9.4 Holidays for the students and staff will correspond to those of the school.
- 9.5 Professional days, conventions and in-service training may coincide with those of teaching staff.
- 9.6 In the absence of the ECS instructor **teacher**, the principal shall make arrangements to have the centre remain open with the children in attendance.
- ~~12. The Local School Board Committee shall act in the capacity of a Local Advisory Committee (LAC). The LAC Committee will make recommendations to the school principal in regard to the following items:~~
 - ~~12.1—ECS facilities.~~
 - ~~12.2—Program needs.~~
 - ~~12.3—Hiring of the ECS instructor/teacher.~~
 - ~~12.4—Parent involvement.~~
 - ~~12.5—Program plans that involve school and community activities.~~
 - ~~12.6—Days of operation.~~
- 10. The ECS Program shall be recognized as a part of the school program and the principal shall:
 - 10.1 Coordinate the activities of the ECS Center as part of the overall administration of the school including such areas as supervision, transportation, budgeting allocation and involvement in the implementation of the instructional program.
 - 10.2 Ensure that the identification and program development requirements of special needs children are met. Parents, local community members and central office staff may also make a contribution to the special needs requirements.
 - 10.3 In consultation with the ECS instructor/teacher, ensure that a minimum of one developmental checklist per student is completed during the school term and kept on file. **The recommended tool would be Early Years Evaluation Tool.**



**Early Childhood
Services
Programs**

- 10.4 Ensure that parent – teacher interviews are conducted throughout the school term.

BOARD OF TRUSTEES

COLIN KELLY
TRUSTEE OF THE BOARD

DATE: MARCH 27, 2015

PRESENTED BY: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

SUBJECT: PROCEDURE 437 – SCHOOL VOLUNTEERS

ORIGINATOR: WESLEY OGINSKI, DIRECTOR OF HUMAN RESOURCES

RECOMMENDATION
That the Board of Trustees approve in principle, the attached draft of Procedure 437 – School Volunteers.

**School
Volunteers**

Policy

The Board believes that volunteers are a valuable part of the school community and can enhance educational services.

Guidelines

1. The assignment of duties for a volunteer rests with the school principal.
2. For those volunteers who work with students in a school on a regular, ongoing basis, it is expected that volunteers will be entitled to:
 - 2.1 Know what is expected of them
 - 2.2 Be treated in a respectful manner.
3. Volunteers shall:
 - 3.1 Follow through with commitments,
 - 3.2 Abide by the directions of the principal/classroom teacher,
 - 3.3 Maintain confidentiality,
 - 3.4 Accept guidance and direction.

Procedures

1. The principal shall approve all volunteers expected to be working in the school.
2. Volunteers shall:
 - 2.1 Sign a Pledge of Confidentiality in a format acceptable to the Superintendent of Schools,
 - 2.2 Abide by Division and School policies and procedures,
 - 2.3 Where required, complete any safety training,
 - 2.4 Where the volunteer works with children unsupervised by a school staff member, the volunteer must "Criminal Records Check", "Local Indices Search (RCMP)", "Vulnerable Sector Search" and "Child Intervention Check", at the school's expense,
 - 2.5 Advise the school principal of any criminal charges that occur after the initial "Criminal Record Check" and/or "Child Family Services Authority Intervention Record Check" has been completed.
3. Volunteers whose services are no longer required will be notified in writing by the principal.



4. The school principal must communicate to staff if a volunteer may be left unsupervised with students. Unless staff are instructed otherwise, staff must ensure the volunteer is supervised where the volunteer is in contact with students.

**School
Volunteers****APPENDIX 1*****Pledge of Confidentiality***

I _____
(Name of Volunteer Taking Pledge)

understand that in the course of my volunteer work with Northland School Division No. 61 that I may possess information about the operations of the Division, and about its students, parents, and other staff ("confidential information"). I understand that the Division is subject to the *Freedom of Information and Protection of Privacy Act* ("FOIPP"), and that the release of confidential information may harm the interest of the Division, violate the FOIPP Act, or both. I agree that I will not, without authorization, disclose or make known confidential information which comes into my knowledge by reason of volunteering, either during the period of my volunteer work with the Division or afterwards. I understand that my right to access or make use of confidential information is restricted to my need to know that information to perform my responsibilities.

I understand that unauthorized disclosure, copying and/or misuse of confidential information is a serious breach of duty, and may result in termination of my volunteer work with Northland School Division No. 61.

Signed this _____ day of _____, 20____ A.D.

(Signature of Person Taking Pledge)

(Witness)

BOARD OF TRUSTEES

COLIN KELLY
TRUSTEE OF THE BOARD

DATE: MARCH 27, 2015

PRESENTED BY: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

SUBJECT: PROCEDURE 435 – CRIMINAL RECORDS CHECKS

ORIGINATOR: WESLEY OGINSKI, DIRECTOR OF HUMAN RESOURCES

RECOMMENDATION
That the Board of Trustees approve in principle, the attached changes to Procedure 435 – Criminal Records Checks.

**Criminal Records Checks**

Background

In order to ensure the safety of both students and staff within the division, all new employees must provide an RCMP check to the school/divisional office.

Procedure

~~As a condition of employment, all new staff must provide an updated RCMP check within 30 days of commencement of employment. Failure to provide all documentation may result in termination of employment.~~

- 1. Most positions with the Division involve contact with students. For this reason applications shall include a Criminal Check, Local Indices Search (RCMP), Vulnerable Sector Search and a Child Intervention Record Check, and shall be a condition of employment, which shall be submitted to Human Resources.**
- 2. Applicants must provide current documentation, dated within the previous six (6) months from the appropriate agency verifying his/her status. Documentation shall include:**
 - 2.1 Criminal Records Check**
 - 2.2 Local Indices Search (RCMP) – from the employee's home detachment**
 - 2.3 Vulnerable Sector Search**
 - 2.4 Child Intervention Check**
- 3. Applicants with criminal convictions are required to obtain and submit an official detailed statement in writing to the Superintendent or designate. Conviction of a crime does not automatically disqualify an applicant from employment. The Superintendent will consider the nature of any conviction in relation to the position.**

**Criminal Records Checks**

-
- 4. Any break in employment with the Division, longer than six (6) months, will require the submission of new documentation as stated in section 5.1.**

Should the RCMP check indicate a charge, all charges including the date of the occurrence must be disclosed in writing to the Superintendent.

- 5. A ~~current~~ staff member ~~may be required to~~ **must** provide additional RCMP **documentation** checks should a **charge or** conviction occur.**
- 6. Principals are to ensure that all casual and substitute staff working at the school, provide an ~~updated RCMP check~~ **updated documentation** which is to be filed at the school.**

BOARD OF TRUSTEES

COLIN KELLY
TRUSTEE OF THE BOARD

DATE: MARCH 27, 2015

PRESENTED BY: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

SUBJECT: POLICY 15, SCHOOL LUNCH PROGRAMS

ORIGINATOR: TRUDY RASMUSON, SECRETARY TREASURER

RECOMMENDATION

That the Board of Trustees approve the attached changes to Policy 15, School Lunch Programs.

CURRENT SITUATION: Second reading of Policy 15, School Lunch Programs was deferred from the January 30/31, 2015 Regular Board Meeting to February 28, 2015, so Section 2 could be reviewed.

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 Enquiry 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 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.

**School Lunch Programs**

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. **When a School Lunch Program operates in a community outside the Division, 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: MARCH 27, 2015

PRESENTED BY: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

SUBJECT: 2016-2017 CAPITAL PLAN

ORIGINATOR: TRUDY RASMUSON, SECRETARY-TREASURER

RECOMMENDATION
That the Board of Trustees approve the 2016-2017 Capital Plan, as attached.

CURRENT SITUATION: The attached capital plan lists the proposed projects for the division along with detailed information on each project.
This must be submitted to the department by April 1.

BACKGROUND:

BLIMS Projects - Web Access for Capital Plan Submission

WAP2000 - Summary Report

Printed: March 26, 2015 11:11:26 AM

EPR Id	Location	Title	Key Driver(s)	Asset Name	Submission Status	Project Sub - Category	Client Ranking File #	Scheduled Start Date	Capital Plan Submission Year	Total Project Cost	Total Provincial Support (GOA/Fed/Private)	Other
7859	PADDLE PRAIRIE	Paddle Prairie School - Modernization	Infrastructure condition	Paddle Prairie School	Unsubmitted	Preservation - Facility	1	2010	2017	\$9,230,334.80	\$9,230,334.80	\$0.00
7881	WABASCA - DESMARAIS	Wabasca New School	Demographics, Economic growth, Environmental factors, Infrastructure condition, Social changes	Wabasca Middle School	Unsubmitted	New - New Facilities	2	2011	2017	\$17,097,717.39	\$17,097,717.39	\$0.00
7872	CALLING LAKE	Calling Lake - Modernization	Infrastructure condition, Social changes	Calling Lake School	Unsubmitted	Expansion - Site Servicing Costs	3	2010	2017	\$10,232,200.01	\$10,232,200.01	\$0.00
7890	COLD LAKE	Elizabeth - Gym Addition and conversion of Activity Room	Infrastructure condition, Social changes	ELIZABETH COMMUNITY SCHOOL	Unsubmitted	Preservation - Facility	4	2010	2017	\$5,990,742.40	\$5,990,742.40	\$0.00
7886	WABASCA - DESMARAIS	Mistassiny - Modernization	Economic growth, Infrastructure condition, Program changes	Mistassiny School	Unsubmitted	Preservation - Facility	5	2011	2017	\$14,794,708.50	\$14,794,708.50	\$0.00
9303	CONKLIN	Conklin School - New School	Demographics, Economic growth, Infrastructure condition, Social changes	CONKLIN COMMUNITY SCHOOL	Unsubmitted	New - Replacement Facilities	6	2012	2017	\$8,195,959.22	\$8,195,959.22	\$0.00
7878	FORT CHIPEWYAN	Athabasca Delta Community School - Modernization	Environmental factors, Infrastructure condition, Social changes	Athabasca Delta Community School	Unsubmitted	Preservation - Facility	7	2013	2017	\$11,816,318.14	\$11,816,318.14	\$0.00
7879	CHARD	Father R. Perin - Modernization	Infrastructure condition, Social changes	Father R Perin School	Unsubmitted	Preservation - Facility	8	2013	2017	\$4,802,309.37	\$4,802,309.37	\$0.00
7891	SPUTINOW	J.F. Dion School - Modernization	Infrastructure condition, Social changes	J. F. Dion School	Unsubmitted	Preservation - Facility	9	2010	2017	\$6,504,655.52	\$6,504,655.52	\$0.00
7881	FORT MACKAY	Fort McKay - Modernization	Infrastructure condition, Social changes	Fort McKay School	Unsubmitted	Preservation - Facility	10	2013	2017	\$3,135,342.47	\$3,135,342.47	\$0.00
Final Submission Sign-off:					Total	10 Project(s)				\$91,600,285.63	\$91,600,285.63	\$0.00

Representative Name Signature Date

Superintendent's Report March 27, 2015

March, 2015

2	Keg River	Dr. Mary Jackson School Visit
	Paddle Prairie	Paddle Prairie School Visit
3	Slave Lake	Meeting with ATA
4	Anzac	Anzac Community School and Bill Woodward School Visits
	Janvier	Father R. Perin School Visit
	Fort McMurray	Sustainable Communities Initiative Teleconference
5-6	Fort McMurray	Athabasca Tribal Council Regional Education Conference
10	Peace River	Divisional Leadership Team Meeting
		Professional Improvement Leave Teleconference
11	Peace River	Special Board Meeting
12-13	Edmonton	CASS Conference
16	Edmonton	Metis Settlements Education Initiative Meeting
17	Peace River	Staff Breakfast
		Committee Meetings and Agenda Review
18-19	Gift Lake	Gift Lake School Visit
23	Edmonton	Meeting with Felix Schroeder
24	Gift Lake	Gift Lake New School Meeting
25	Wabasca	Mistassiniy School Visit
		Long Term Education Planning Meeting
26	High Prairie	ASBA Meeting
	Gift Lake	Gift Lake School Visit
27-28	Peace River	Corporate Board Meeting

When we had our Parent Teacher interview night in November as a stand alone evening, we had a very poor turn out with only a handful of parents showing up. We decided as a staff, that we needed to do something different to not only get the parents and care givers into the school for the interviews, but to attract the whole family from the community into the school. We published the attached poster and promoted the evening as a family event. We hired a face painter and balloon artist to entertain the kids. We provided free hamburgers and hot dogs for everyone that showed up. We had a Scholastic Book Fair in the library to promote literacy. We also included handing out the report cards and the opportunity for the parent teacher interviews as part of the night.

Firstly, we served over 200 hamburger and hot dogs and ran out as the crowd exceeded our expectations.

Over 100 of our 140 students had their report cards picked up by a parent or care giver and had interviews with the teachers.

Please Join Us
"Community Engagement Night"
March 17 4:00 to 7:00 pm
PARENT TEACHER INTERVIEWS (GYM)



FREE HAMBURGERS AND HOT DOGS FOR THE WHOLE FAMILY



FACE PAINTER & BALLOON ARTIST (FOR THE KIDS)



BOOK FAIR IN THE LIBRARY



Both the face painter and the balloon artist were big hits and worked non stop for the whole evening catering to the kids wishes.

In our book fair, we set a goal of \$1500.00 in sales before its finished with its one week run next Monday, but sold more than \$2500.00 yesterday alone.

All in all, it was a very successful evening and event and we just look forward to bigger and better events.

Unfortunately, since all of our staff were so busy making sure that everything was running smoothly, I'm not sure if we have any pictures.

I just wanted to let you know of a real positive community event that we had at our school.

Thanks,
 Rick

Rick Horon
 Principal - Elizabeth School
 Elizabeth Metis Settlement

THE COMMUNIQUE

Friday March 20, 2015

Career Pathway Students Complete 5 Credit Course Bundle

Career Pathways School students recently completed a 5 credit course bundle in Nail Art with local Nail Technician Kim Dillion and teacher, Angela Bigstone. Students spent several weeks learning proper procedures of manicures, pedicures, gel nail polish and the art of nail stamping designs. Students practiced their newly acquired nail art skills on peers and staff within school. There were 14 students who were successful in completing the 5 credit bundle course earning a total of 70 credits as a group.





Name: Angela Bigstone
Title: Teacher, Career Pathways School
Phone: 780-773-9136
Email: Angela.Bigstone@nsd61.ca

THE COMMUNIQUE

Friday March 20, 2015

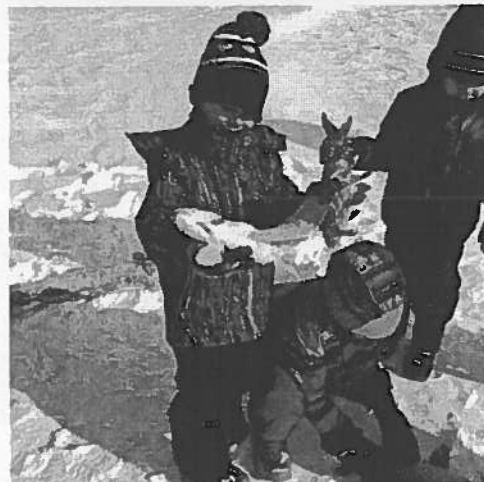
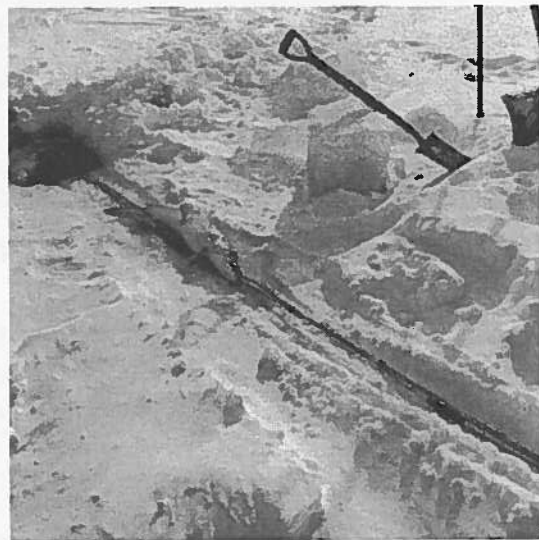
Father R. Perin Students and the Winefred Lake Fish Camp

The first week of March was an exciting time for Father R. Perin Students. All classes had the opportunity to experience a fish camp on their ancestral lands at Winefred Lake. Community members and elders came together to teach our students about the traditional ways of fishing using a jigger and nets. The children had the opportunity to hear tales of long ago from the elders and learn about how to clean fish, among other traditional activities.

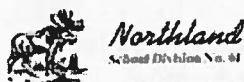
On Monday and Tuesday, Ms. Cole's ECS class, Mrs. Hammond's 6/7 class and Miss Best's gr. ½ class sorted fish and learned how to identify them from their external characteristics. The 6/7 class extended the activity and measured the fish and related it to fractions. Other classes throughout the week learned about the use of the internal organs and how they are traditionally cooked. They were very impressed to learn that all parts of the fish are used for specific purposes. All the students enjoyed traditionally cooked meals prepared by Norma Black and her helpers from Sekwekha. Brian Janvier, the ELI (Experiential Learning Initiative) rep and various community members assisted with the activities and several older students like John Harpe, went every day to help with the younger children.

It was a wonderful week in spite of the bitter cold. Our kids learned a lot about their traditional ways, ate some great food, and it was all curriculum linked!





Name: Priscilla Gagnon
Title: Acting Principal, Father R. Perin School
Phone: 780-624-2060 Extension: 2701
Email: Priscilla.Gagnon@nsd61.ca



Donna Barrett <donna.barrett@nsd61.ca>

Amendments to Bill 10

1 message

Education Minister <Education.Minister@gov.ab.ca>

Fri, Mar 20, 2015 at 10:58 AM

Resending to corrected email address.

From: Education Minister
Sent: Wednesday, March 11, 2015 2:50 PM
Subject: Amendments to Bill 10

To: Board Chairs of Public, Separate, Francophone and Charter School Boards

Private Schools Presidents

Presidents of Stakeholder Associations

ACSTA (Alberta Catholic School Trustees' Association)

AEFAA (Alberta Educational Facilities Administrators Association)

ASBA (Alberta School Boards Association)

AHEA (Alberta Home Education Association)

ASCA (Alberta School Councils' Association)

ATA (Alberta Teachers' Association)

AAPCS (Association of Alberta Public Charter Schools)

ACFA (Association canadienne-française de l'Alberta)

AISCA (Association of Independent Schools & Colleges in Alberta)

ASBOA (Association of School Business Officials of Alberta)

CASS (College of Alberta School Superintendents)

CCSSA (Council of Catholic Superintendents of Alberta)

Federation des parents francophones de l'Alberta

Federation des conseils scolaires francophones de l'Alberta

Learning Disabilities Association of Alberta

PSBAA (Public School Boards' Association of Alberta)

Promoting safe, dignified and respectful education environments is a priority for Albertans and for this government. I remain committed to working with school boards—and our other education partners—to ensure we achieve this goal.

Since December 2014, government has been discussing gay-straight alliances with various groups throughout the province, including students, parents, teachers, principals, school boards, the Alberta Teachers' Association (ATA) and community leaders. Through these conversations, Albertans have sent a clear message: students who want GSAs should be able to have them on school property.

During these conversations, Albertans have also made it clear that they expect government to have a clear and definitive role in supporting GSAs.

I am pleased to provide you with information on how the amendments to Bill 10 will seek to accomplish all of this.

Establishment of groups and activities including GSAs and QSAs

The amendments to Bill 10 will make it clear that school authorities are required to allow groups to be formed, including gay-straight alliances (GSAs) or queer-straight alliances (QSAs) on school property if students express an interest in forming these peer-support groups.

We believe these amendments are in the best interests of our students and demonstrate the importance we place in ensuring safe and positive learning environments for all of Alberta's children.

Next Steps

Over the next few weeks, Education will be putting supports in place to help school authorities fulfill their obligations under the amended legislation. We will be sharing more information on these supports very soon.

Please find attached the amendment to Bill 10.

Sincerely,

Gordon Dirks

Minister
MLA, Calgary – Elbow

Attachment: Amendment

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

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.

 **Amendment.pdf**
1658K

PP

GOVERNMENT AMENDMENT

AMENDMENTS TO BILL 10

AN ACT TO AMEND THE ALBERTA BILL OF RIGHTS TO PROTECT OUR CHILDREN

The Bill is amended as follows:

A Section 1(2)(a) is struck out and the following is substituted:

- (a) by striking out "or sex" and substituting ", sexual orientation, sex, gender identity or gender expression";

B Section 2(2) is amended in the the proposed clause (d) by striking out "sections 35.1 and" and substituting "section".

C Section 2(4) is amended by striking out the proposed section 35.1 and substituting the following:

Support for student organizations

35.1(1) If one or more students attending a school operated by a board request a staff member employed by the board for support to establish a voluntary student organization, or to lead an activity intended to promote a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging, the principal of the school shall

- (a) permit the establishment of the student organization or the holding of the activity at the school, and
- (b) designate a staff member to serve as the staff liaison to facilitate the establishment, and the ongoing operation, of the student organization or to assist in organizing the activity.

(2) For the purposes of subsection (1), an organization or activity includes an organization or activity that promotes equality and non-discrimination with respect to, without limitation, race, religious belief, colour, gender, gender identity, gender expression, physical disability, mental disability, family status or sexual orientation, including but not limited to organizations such as gay-straight alliances, diversity clubs, anti-racism clubs and anti-bullying clubs.

(3) The students may select a respectful and inclusive name for the organization, including the name "gay-straight alliance" or "queer-straight alliance", after consulting with the principal.

(4) The principal shall immediately inform the board and the Minister if no staff member is available to serve as a staff liaison referred to in subsection (1), and if so informed, the Minister shall appoint a responsible adult to work with the requesting students in organizing the activity or to facilitate the establishment, and the ongoing operation, of the student organization at the school.

D Section 3(5) is amended by striking out the proposed section 16.1 and substituting the following:

Support for student organizations

16.1(1) If one or more students attending a school operated by a board request a staff member employed by the board for support to establish a voluntary student organization, or to lead an activity intended to promote a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging, the principal of the school shall

- (a) permit the establishment of the student organization or the holding of the activity at the school, and
- (b) designate a staff member to serve as the staff liaison to facilitate the establishment, and the ongoing operation, of the student organization or to assist in organizing the activity.

(2) For the purposes of subsection (1), an organization or activity includes an organization or activity that promotes equality and non-discrimination with respect to, without

limitation, race, religious belief, colour, gender, gender identity, gender expression, physical disability, mental disability, family status or sexual orientation, including but not limited to organizations such as gay-straight alliances, diversity clubs, anti-racism clubs and anti-bullying clubs.

(3) The students may select a respectful and inclusive name for the organization, including the name "gay-straight alliance" or "queer-straight alliance", after consulting with the principal.

(4) The principal shall immediately inform the board and the Minister if no staff member is available to serve as a staff liaison referred to in subsection (1), and if so informed, the Minister shall appoint a responsible adult to work with the requesting students in organizing the activity or to facilitate the establishment, and the ongoing operation, of the student organization at the school.

E Section 3(7) is amended in the proposed subsection (7) by striking out "sections 16.1 and" and substituting "section".

F Section 5 is amended by striking out "March 1, 2015" and substituting "June 1, 2015".

Budget 2015

1 message

Education Minister <Education.Minister@gov.ab.ca>

Thu, Mar 26, 2015 at 3:20 PM

To: Board Chairs of Public, Separate, Francophone and Charter School Boards

Presidents of Stakeholder Associations

ACSTA (Alberta Catholic School Trustees' Association)

ASBA (Alberta School Boards Association)

ASCA (Alberta School Councils' Association)

ATA (Alberta Teachers' Association)

AAPCS (Association of Alberta Public Charter Schools)

AISCA (Association of Independent Schools & Colleges in Alberta)

ASBOA (Association of School Business Officials of Alberta)

CASS (College of Alberta School Superintendents)

PSBAA (Public School Boards' Association of Alberta)

With Budget 2015, the Minister of Treasury Board and Finance outlined a long-term fiscal plan for Alberta that provides a blueprint for our government and all Albertans to live within our means. We take our responsibility for supporting our students seriously and are committed to funding education in a fiscally prudent manner. As such, we will work with our stakeholders to manage our commitments within the funding envelope we have been allotted, while maintaining a focus on student success. It is a priority to protect our front-line teachers in order to help ensure our long-term success, while providing minimal disruption to students as Alberta adjusts to our new economic realities. After parents, teachers are the single most important contributor to student success.

While we can be proud of our education system, we must also be aware of the significant fiscal challenges facing us. Collectively, as system leaders, we must commit to working together during this period of transition and toward a new fiscal structure. Alberta's per-student spending is approximately 10 per cent above the national average. Under the current fiscal realities, this is not sustainable.

Budget 2015 Overview

- Despite a very challenging fiscal situation, Education's total operating budget increases by \$125 million, or 1.9 percent. To complete the final year of the framework agreement with teachers, Alberta Education will fund a two per cent increase in the average teacher compensation

P. 188 costs reported by school boards in November 2014. Funding for the one per cent lump sum payment to teachers in November 2015 will also be provided.

- In addition, Education's budget will support the completion of the 2014/2015 school year and the associated enrolment and grant increases that occurred last September. There will be no funding adjustments on April 1, 2015.
- However, government must reduce spending, given the fiscal position Alberta is facing. Therefore, enrolment growth will not be funded in the upcoming school year. In addition, a 3.1 per cent reduction is required in the remaining non-teacher cost areas. I have been able to mitigate this reduction to an average of 2.7 per cent across school boards by insulating certain grants from any reduction; by reducing funding to private schools by an equivalent amount; and by reallocating \$10 million of my department's administration spending to Inclusive Education and Transportation funding. To reiterate, school boards will be required to reduce non-classroom teaching budgets by approximately 2.7 per cent.
- School jurisdictions and charter schools are required to deliver balanced annual operating budgets and not reduce classroom-based, full-time equivalent (FTE) teacher positions from the level projected in their 2014/2015 fall budget updates. Classroom-based teacher FTEs may only be reduced if a decline in funded enrolments occurs.

The Government of Alberta's fiscal management plan is a multi-year plan. The five-year fiscal plan is based on a flat funding profile for the next three years, with potential funding increases in years four and five. Given that the constrained circumstances will exist beyond 2015/2016, financial management approaches will need to encompass strategies that are sustainable for the longer term.

Accessing Accumulated Surplus from Operations (ASO) for One Year

- The total of ASO funds for all school boards at August 31, 2014 was \$461 million. These ASO funds can be part of a transition strategy, but should be viewed as a one-year bridge to a revised financial/cost structure. To that end, utilization of your ASO is subject to obtaining my prior approval and will require you to have a transition plan in place that describes appropriate rationale for the use of the funds. It is expected that your revised financial cost structure will be fully implemented for the 2016/2017 school year.
- Further, the expectation is that boards' August 31, 2015 ASO balances will not be less than the level projected by each jurisdiction in their fall 2014 budget update.
- I recognize that in some cases these funds have been set aside for specific or planned purposes. While government respects local school board decisions, given the need to transition to a new fiscal approach, you will have to prioritize and justify any previously identified uses of your ASO in the context of the aforementioned transition planning. Therefore, no expenditures, even those already planned, are to be funded through your ASO without prior ministerial approval.
- School boards are required to seek permission of the Minister to use any ASO amount that exists as of August 31, 2015 via your 2015/2016 budget report submission that is due May 31, 2015.

The budget report template has been expanded to allow for inclusion of the information required to monitor classroom-based teacher retention and to seek approval for use of ASO funds. I will provide your board with a decision on a request for use of ASO funds no later than June 30, 2015. Therefore,

it is imperative that the May 31, 2015 budget report submission deadline be met.

P. 187

If an emergency situation arises that requires your board to access its ASO after your board has submitted its 2015/2016 budget report, please contact my office in writing to describe the action taken and the amount of ASO expended. These expenditures will be reviewed and commentary provided on whether they are deemed appropriate.

Deputy Minister Lorna Rosen will be providing expanded budget information and the revised budget report template to your superintendents in a separate email.

I want to thank you in advance for the leadership I know you will provide in ensuring that students are our first priority as we deal with this difficult fiscal situation. Your leadership in implementing strategies that will allow for economies of scale, alternate delivery methods and spending focused on performance and student achievement is critical to our collective success.

Sincerely,

Gordon Dirks

Minister

MLA, Calgary – Elbow

cc: Superintendents of Public, Separate, Francophone and Charter School Boards

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.

DIVISION ATTENDANCE FEBRUARY 2015

	95% - 100%	90% - 94%	80% - 89%	70% - 79%	Below 70%	Total
ECS	64	43	68	39	89	303
Gr. 1	77	45	59	44	66	291
Gr. 2	74	47	61	39	55	276
Gr. 3	69	52	43	33	48	245
Gr. 4	77	49	54	23	35	238
Gr. 5	71	42	49	30	47	239
Gr. 6	70	34	46	29	46	225
Gr. 7	79	34	42	21	48	224
Gr. 8	51	28	34	32	62	207
Gr. 9	51	13	24	16	57	161
Gr. 10	39	18	22	22	65	166
Gr. 11	35	12	18	11	47	123
Gr. 12	45	16	20	18	49	148
Student Totals	802	433	540	357	714	2846

90%+ Attendance Summary (K-12)

P. 191

September 2014 – February 2015

	<u>90-94%</u>	<u>95-100%</u>
September	356 (12%)	1352 (47%)
October	394 (14%)	1179 (41%)
November	458 (16%)	799 (28%)
December	441 (15%)	602 (21%)
January	224 (8%)	911 (32%)
February	<u>433 (15%)</u>	<u>802 (28%)</u>
Total (Avg.)	385 (13%)	941 (33%)

46% of our students have achieved 90% or better attendance for the first 6 months of the school year



Chairman's Report

March 27, 2015

P. 193

February, 2015

25 (PM)	Edmonton	McLennan – Ross Legal Services Re: Joint Use Agreements
		Meeting with the Kee Tas Kee Now Tribal Council CEO
26	Edmonton	Meeting with Assistant Deputy Ministers Re: Community Conversations
	High Prairie	Travel
27	Gift Lake	Signing of Agreements
	Peace River	Corporate Board Meeting
28	Peace River	Corporate Board Meeting

March, 2015

3	Fishing Lake	Local School Board Committee Meeting
	Lac La Biche	Overnight
4	Slave Lake	Meeting with the President, Northern Lakes College
	Sandy Lake	Set Up Local School Board Committee Meeting
	Leduc	Travel
6	Edmonton	Meeting with a Literacy Consultant
		Treaty 8 First Nations of Alberta
		Pick up signed Joint Development Agreements
10 (PM)	Edmonton	Meeting with the Director, Alberta Education Re: Community Conversations and Northland School Division Update
		Capital Planning; Joint Development Agreements
11	Leduc	Special Meeting of the Corporate Board Re: Education Leaves
	Calling Lake	School Visit
	Sandy Lake	Local School Board Committee Meeting
	Slave Lake	Overnight
12	Gift Lake	Air Quality Issues at Temporary School Facility
		Tour of New School
	Leduc	Travel
13	Edmonton	Alberta Education Presentation/Workshop on Education Services Agreement (ESA) Draft Standards
16 (PM)	Peace River	Travel
17	Peace River	Personnel Committee Meeting
		Education Committee Meeting
		Finance/Maintenance/Transportation Committee Meeting
		Agenda Review
	High Level	Overnight
18	High Level	Meeting with MD Representative
	Paddle Prairie	School Visit
		Metis Settlement Council Office
	Keg River	School Visit
	Peace River	Office
		Overnight
19	Gift Lake	Air Quality Issues at Temporary School Facility
		Tour of New School Related to Substantial Completion
	Travel	Leduc
20	Edmonton (PM)	Meeting with Alberta Infrastructure Regarding Gift Lake School Completion



Chairman's Report

March 27, 2015

21	Edmonton	Meeting with Developer Regarding Housing/Teacherages
		Meeting with the Kee Tas Kee Now Tribal Council CEO
22	Gift Lake	New School Planning Meeting

Committed Dates

April, 2015

8	Grouard	Northern Lakes College
15	Fort Chipewyan	Mikisew Cree School Meeting

NORTHLAND SCHOOL DIVISION NO. 61
LOCAL SCHOOL BOARD COMMITTEE REPORT
2014/2015 SCHOOL YEAR
PERIOD ENDING - MARCH 23, 2015

	Future Pay Out	Paid During Yr.	Total Pd. & Committed	Budget	Difference	Percent Expended
<u>Anzac</u>						
Quarterly Honorarium	4,405.19	743.33	5,148.52	4,920.00	(228.52)	
Travel & Subsistence		-	-	5,032.00	5,032.00	
In - Service			-		-	
Prior Year Carryover			-	2,662.30	2,662.30	
Casual Labour, Supplies & Awards		-	-	250.00	250.00	
Total	4,405.19	743.33	5,148.52	12,864.30	7,715.78	40.0%
<u>Athabasca Delta</u>						
Quarterly Honorarium	3,151.94	1,796.59	4,948.53	4,920.00	(28.53)	
Travel & Subsistence		3,550.57	3,550.57	5,340.00	1,789.43	
In - Service			-		-	
Prior Year Carryover			-	7,420.88	7,420.88	
Casual Labour, Supplies & Awards		-	-	250.00	250.00	
Total	3,151.94	5,347.16	8,499.10	17,930.88	9,431.78	47.4%
<u>Bishop Routhier</u>						
Quarterly Honorarium	2,459.50	2,459.50	4,919.00	4,920.00	1.00	
Travel & Subsistence			-	1,992.00	1,992.00	
In - Service			-		-	
Prior Year Carryover			-	1,234.38	1,234.38	
Casual Labour, Supplies & Awards		-	-	250.00	250.00	
Total	2,459.50	2,459.50	4,919.00	8,396.38	3,477.38	58.6%
<u>Calling Lake</u>						
Quarterly Honorarium	5,152.06	1,478.85	6,630.91	4,920.00	(1,710.91)	
Travel & Subsistence			-	3,060.00	3,060.00	
In - Service			-		-	
Prior Year Carryover			-	4,943.17	4,943.17	
Casual Labour, Supplies & Awards		57.13	57.13	250.00	192.87	
Total	5,152.06	1,535.98	6,688.04	13,173.17	6,485.13	50.8%
<u>Chippewyan Lakes</u>						
Quarterly Honorarium	1,747.50	1,494.50	3,242.00	4,920.00	1,678.00	
Travel & Subsistence			-	2,740.00	2,740.00	
In - Service			-		-	
Prior Year Carryover			-	4,961.85	4,961.85	
Casual Labour, Supplies & Awards			-	250.00	250.00	
Total	1,747.50	1,494.50	3,242.00	12,871.85	9,629.85	25.2%
<u>Conklin</u>						
Quarterly Honorarium	3,198.86	2,218.25	5,417.11	4,920.00	(497.11)	
Travel & Subsistence			-	4,144.00	4,144.00	
In - Service			-		-	
Prior Year Carryover			-	4,006.36	4,006.36	
Casual Labour, Supplies & Awards			-	250.00	250.00	
Total	3,198.86	2,218.25	5,417.11	13,320.36	7,903.25	40.7%

	Future Pay Out	Paid During Yr.	Total Pd. & Committed	Budget	Difference	Percent Expended
<u>Dr. Mary Jackson</u>						
Quarterly Honorarium	2,700.75	2,459.50	5,160.25	4,920.00	(240.25)	
Travel & Subsistence			-	2,184.00	2,184.00	
In - Service			-		-	
Prior Year Carryover			-	1,201.81	1,201.81	
Casual Labour, Supplies & Awards		210.35	210.35	250.00	39.65	
Total	2,700.75	2,669.85	5,370.60	8,555.81	3,185.21	62.8%
<u>East Prairie</u>						
Quarterly Honorarium	2,459.50	2,459.50	4,919.00	4,920.00	1.00	
Travel & Subsistence		-	-	2,128.00	2,128.00	
In - Service			-		-	
Prior Year Carryover			-	461.52	461.52	
Casual Labour, Supplies & Awards		-	-	250.00	250.00	
Total	2,459.50	2,459.50	4,919.00	7,759.52	2,840.52	63.4%
<u>Elizabeth</u>						
Quarterly Honorarium	3,159.75	2,033.93	5,193.68	4,920.00	(273.68)	
Travel & Subsistence			-	3,816.00	3,816.00	
In - Service			-		-	
Prior Year Carryover			-	3,703.01	3,703.01	
Casual Labour, Supplies & Awards		36.52	36.52	250.00	213.48	
Total	3,159.75	2,070.45	5,230.20	12,689.01	7,458.81	41.2%
<u>Father R Perin</u>						
Quarterly Honorarium	2,459.50	2,459.50	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			-	3,365.39	3,365.39	
Casual Labour, Supplies & Awards		-	-	250.00	250.00	
Total	2,459.50	5,477.88	7,937.38	12,679.39	4,742.01	62.6%
<u>Fort McKay</u>						
Quarterly Honorarium	1,471.00	1,471.00	2,942.00	4,920.00	1,978.00	
Travel & Subsistence			-	4,144.00	4,144.00	
In - Service			-		-	
Prior Year Carryover			-	6,372.00	6,372.00	
Casual Labour, Supplies & Awards			-	250.00	250.00	
Total	1,471.00	1,471.00	2,942.00	15,686.00	12,744.00	18.8%
<u>Gift Lake</u>						
Quarterly Honorarium	2,436.00	2,835.59	5,271.59	4,920.00	(351.59)	
Travel & Subsistence		298.48	298.48	2,292.00	1,993.52	
In - Service			-		-	
Prior Year Carryover			-	2,741.49	2,741.49	
Casual Labour, Supplies & Awards			-	250.00	250.00	
Total	2,436.00	3,134.07	5,570.07	10,203.49	4,633.42	54.6%
<u>Grouard</u>						
Quarterly Honorarium	3,448.00	854.25	4,302.25	4,920.00	617.75	
Travel & Subsistence		43.56	43.56	2,028.00	1,984.44	
In - Service			-		-	
Prior Year Carryover			-	1,123.41	1,123.41	
Casual Labour, Supplies & Awards			-	250.00	250.00	
Total	3,448.00	897.81	4,345.81	8,321.41	3,975.60	52.2%

	Future Pay Out	Paid During Yr.	Total Pd. & Committed	Budget	Difference	Percent Expended
<u>J.F. Dion</u>						
Quarterly Honorarium	2,459.50	2,218.25	4,677.75	4,920.00	242.25	
Travel & Subsistence		-	-	4,052.00	4,052.00	
In - Service			-		-	
Prior Year Carryover			-	3,144.60	3,144.60	
Casual Labour, Supplies & Awards		969.34	969.34	250.00	(719.34)	
Total	2,459.50	3,187.59	5,647.09	12,366.60	6,719.51	45.7%
<u>Kateri</u>						
Quarterly Honorarium	3,689.25	1,467.09	5,156.34	4,920.00	(236.34)	
Travel & Subsistence		-	-	2,416.00	2,416.00	
In - Service			-		-	
Prior Year Carryover			-	2,765.25	2,765.25	
Casual Labour, Supplies & Awards		100.96	100.96	250.00	149.04	
Total	3,689.25	1,568.05	5,257.30	10,351.25	5,093.95	50.8%
<u>Little Buffalo</u>						
Quarterly Honorarium	3,159.75	2,194.75	5,354.50	4,920.00	(434.50)	
Travel & Subsistence		842.64	842.64	1,880.00	1,037.36	
In - Service			-		-	
Prior Year Carryover			-	1,050.64	1,050.64	
Casual Labour, Supplies & Awards		-	-	250.00	250.00	
Total	3,159.75	3,037.39	6,197.14	8,100.64	1,903.50	76.5%
<u>Mistassini</u>						
Quarterly Honorarium	3,159.75	2,194.75	5,354.50	4,920.00	(434.50)	
Travel & Subsistence		352.14	352.14	2,836.00	2,483.86	
In - Service			-		-	
Prior Year Carryover			-	1,864.66	1,864.66	
Casual Labour, Supplies & Awards		-	-	250.00	250.00	
Total	3,159.75	2,546.89	5,706.64	9,870.66	4,164.02	57.8%
<u>Paddle Prairie</u>						
Quarterly Honorarium	2,459.50	2,049.59	4,509.09	4,920.00	410.91	
Travel & Subsistence		420.00	420.00	2,288.00	1,868.00	
In - Service			-		-	
Prior Year Carryover			-	3,517.80	3,517.80	
Casual Labour, Supplies & Awards		-	-	250.00	250.00	
Total	2,459.50	2,469.59	4,929.09	10,975.80	6,046.71	44.9%
<u>Peerless Lake</u>						
Quarterly Honorarium	2,436.00	2,459.50	4,895.50	4,920.00	24.50	
Travel & Subsistence		-	-	2,340.00	2,340.00	
In - Service			-		-	
Prior Year Carryover			-	230.65	230.65	
Casual Labour, Supplies & Awards		678.81	678.81	250.00	(428.81)	
Total	2,436.00	3,138.31	5,574.31	7,740.65	2,166.34	72.0%
<u>Pelican Mountain</u>						
Quarterly Honorarium	1,735.75	1,494.50	3,230.25	4,920.00	1,689.75	
Travel & Subsistence		766.71	766.71	3,096.00	2,329.29	
In - Service			-		-	
Prior Year Carryover			-	3,454.97	3,454.97	
Casual Labour, Supplies & Awards		708.27	708.27	250.00	(458.27)	
Total	1,735.75	2,969.48	4,705.23	11,720.97	7,015.74	40.1%

	Future Pay Out	Paid During Yr.	Total Pd. & Committed	Percent Expended	
				Budget	Difference
<u>St. Theresa</u>					
Quarterly Honorarium	2,459.50	2,459.50	4,919.00	4,920.00	1.00
Travel & Subsistence		-	-	2,860.00	2,860.00
In - Service			-		-
Prior Year Carryover			-	(284.48)	(284.48)
Casual Labour, Supplies & Awards		389.72	389.72	250.00	(139.72)
Total	2,459.50	2,849.22	5,308.72	7,745.52	2,436.80
					68.5%
<u>Susa Creek</u>					
Quarterly Honorarium	3,183.25	1,222.84	4,406.09	4,920.00	513.91
Travel & Subsistence			-	2,984.00	2,984.00
In - Service			-		-
Prior Year Carryover			-	3,275.00	3,275.00
Casual Labour, Supplies & Awards		509.86	509.86	250.00	(259.86)
Total	3,183.25	1,732.70	4,915.95	11,429.00	6,513.05
					43.0%
GRAND TOTAL	62,991.80	55,478.50	118,470.30	244,752.66	126,282.36

TOTAL NUMBER OF LSBC WITHIN BUDGET	22	126,282.36
TOTAL NUMBER OF LSBC OVER BUDGET	0	-
TOTAL NUMBER OF LSBC	22	126,282.36

NORTHLAND SCHOOL DIVISION NO. 61
BOARD REPORT
2014/2015 SCHOOL YEAR
PERIOD ENDING - MARCH 23, 2015

ELECTIONS

	ACTUAL	BUDGET	VARIANCE
REMUNERATION TRUSTEES	-	-	-
EMPLOYEE BENEFITS-TRUSTEES	60.00	-	-
LEGAL FEES	6,271.27	-	-
POSTAGE-ELECTIONS	-	-	-
INSERVICE-ELECTIONS	-	-	-
RENUMERATION-ELECTIONS	2,116.25	80,000.00	77,883.75
TRAVEL & SUBSISTENCE-ELECTIONS	652.03	-	(652.03)
PRINTING & BINDING-ELECTIONS	958.62	-	(958.62)
ADVERTISING-ELECTIONS	5,042.62	-	(5,042.62)
OFFICE SUPPLIES-ELECTIONS	25.17	-	(25.17)
SUB-TOTAL	15,125.96	80,000.00	71,205.31

COMMITTEES

REMUNERATION TRUSTEES	-	-	-
EMPLOYEE BENEFITS - TRUSTEES	-	-	-
TRAVEL & SUBSISTENCE - PERSONNEL	-	-	-
TRAVEL & SUBSISTENCE - EDUCATION	-	-	-
TRAVEL & SUBSISTENCE - FINANCE	-	-	-
TRAVEL & SUBSISTENCE - NEGOTIATION	-	-	-
TRAVEL & SUBSISTENCE - PAC	-	-	-
TRAVEL & SUBSISTENCE - AD HOC	13,771.58	60,000.00	46,228.42
TRAVEL & SUBSISTENCE - QUALITY OF WORK LIFE	350.24	-	(350.24)
TRAVEL & SUBSISTENCE - KTC PARTNERSHIP	265.81	-	(265.81)
TRAVEL & SUBSISTENCE - RECRUITMENT	1,302.29	-	(1,302.29)
TRAVEL & SUBSISTENCE - POLICY 1 REVIEW	88.89	-	(88.89)
TRAVEL & SUBSISTENCE - COMMUNITY ENGAGEMENT	21,922.91	-	(21,922.91)
TRAVEL & SUBSISTENCE - RED EARTH TRANSFER	-	-	-
SUB-TOTAL	37,701.72	60,000.00	22,298.28

OTHER EXPENSES

REMUNERATION TRUSTEES	-	-	-
RENUMERATION - RECRUITMENT	-	-	-
REMUNERATION TRUSTEES - RETREAT	-	-	-
EMPLOYEE BENEFITS - TRUSTEES	1,779.54	4,000.00	2,220.46
EMPLOYEE BENEFITS - RECRUITMENT	-	-	-
PROFESSIONAL SERVICES	57,654.24	200,000.00	142,345.76
IN-SERVICE - BOARD	186.24	90,000.00	89,813.76
IN-SERVICE - BOARD (ORIENTATION)	-	-	-
IN-SERVICE - N.S.D. P.D. - TRUSTEES	-	-	-
LEGAL FEES - BOARD TRUSTEES	15,178.92	25,000.00	9,821.08
RENUMERATION ALTERNATES	-	-	-
VISA PURCHASES - TRUSTEE	34.36	-	(34.36)
TELEPHONE - TRUSTEE	1,282.55	3,000.00	1,717.45
TELEPHONE - VICE CHAIRMAN	-	-	-
TRAVEL & SUBSISTENCE - BOARD/OTHER	30,395.42	80,000.00	49,604.58
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	1,663.10	3,500.00	1,836.90
INSURANCE - BOARD OF TRUSTEES	169.14	250.00	80.86
ADVERTISING - BOARD	172.87	3,000.00	2,827.13
OFFICE SUPPLIES	661.06	5,000.00	4,338.94
AWARDS	381.97	25,000.00	24,618.03
POSTAGE - BOARD	1,045.82	4,000.00	2,954.18
FURNITURE& EQUIPMENT	-	1,000.00	1,000.00
SUB-TOTAL	139,646.11	481,750.00	342,103.89

TOTAL **192,473.79** **621,750.00** **435,607.48**



A · S · B · A
Alberta School Boards
Association

For members of the Alberta School Boards Association

Communications Now

March 2015

Being sensitive to cultural differences 4

Establishing rapport with your new reporter 6

Tips for strengthening your volunteer program 9

In *Weblinks*

"Shakespeare Selfie" youth writing challenge 11

In *Resources for Families*

Teaching kids goal setting skills

Tips for getting the public to attend your public meetings

A big turn-out for controversial school board meetings is guaranteed. The challenge is to get as many people to come to meetings about issues that are just as important but not as controversial.

Good attendance requires some planning and work. Be aware of possible scheduling conflicts. Your meeting is competing for time with other events in your community and the daily demands in your community members' lives.

Consider community events

Make sure your meeting time doesn't conflict with major sporting events, church services or other community events. For instance in your community, maybe Wednesdays are popular church nights and high school sports dominate Thursday and Friday. If this community was yours, Monday and Tuesday evenings are better choices for meetings.

Retirees and seniors may be interested in afternoon meetings. They have the freedom to attend during normal work hours, and some would prefer to be back at home before dark. Often, earlier meetings offer a less formal way for staff and patrons to connect and start fleshing out issues in preparation for meetings in the prime time evening hours.

For most parents, meetings need to be scheduled well after work is over and the family has been fed. Starting too early in the evening is not advised for an event with parents involved.

Think about the location

Make sure the location is convenient for the maximum number of participants. Car ownership may vary by neighborhood, so choose a location where walkers and bus riders will have an easy time getting there. People often feel more welcome in their neighborhood schools, so hold meetings in a number of locations throughout your school jurisdiction if possible.

Some patrons may feel more welcome in a local church or other meeting place. Too often, the default is to hold all of our meetings in schools or in the jurisdiction office because we own those facilities and manage their after-hour use. While this is true, there are times when the venue should be more neutral than a school or jurisdiction office.

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

Accommodate foreign language speakers

Whenever possible, accommodate foreign languages. Translate materials and have live translation service available. These accommodations show speakers of other languages that their participation is important to you. They will feel more welcome and will encourage friends and colleagues to attend future meetings.

If you are translating into a foreign language, don't simply advertise that fact in English. Find community groups and media outlets that cater to the speakers of that language and ask them to help you get the word out. Paying a few dollars for advertising in foreign language media not only gets you better attendance, it can also result in more news coverage in those non-English news outlets.

Consider providing child care

If your budget allows, provide child care during the meeting. Many parents will be more likely to attend if they know they will not have to worry about leaving their kids with someone else for the evening.

Invite your internal audience

Encourage staff to attend. Think of the attendance boost at your meetings if even 10 per cent of your jurisdiction's employees showed up.

You can encourage staff attendance in a variety of ways. Structure the meeting to provide a venue for in-depth discussion of issues they care about, and ask them to participate in the meeting.

Let the staff know why you want to hear their thoughts and concerns. For instance, you could let staff know that your budget information meetings will be a great place to hear from staff about impacts that only they would know.

For six years, the Salem-Keizer school district in Oregon hosted an annual School Talk Summit, a districtwide meeting a different high school each year. Speeches at the meeting addressed student achievement, the district strategic plan and other hot topics. It also gave the district an opportunity to hear from staff, students and patrons. The district used handheld classroom response units to reveal audience answers to a variety of questions on a large movie screen. And it included an open-mic session where the superintendent would field any and all questions from the audience.

Salem-Keizer felt the key to making the event meaningful each year was ensuring ample attendance. Its messages would not have reached many people and the audience feedback would not have been very helpful if the crowd was tiny.

You can also expand your reach by using social media channels, including live tweeting the event.

In order to maximize attendance, Salem-Keizer invited all district administrators to come and bring the following guests with them: A teacher, a parent, another school staff member and a key communicator or neighbor without children in school. This became a tradition in the district, with principals expecting the invitation from our superintendent and planning ahead regarding whom to bring. As the years went by, additional staff and parents joined principals and attendance was good.

Advertise

All of the planning and preparation doesn't matter if people don't know about your event. Therefore, you must advertise in the widest possible variety of media to get a decent crowd.



Communications Now

Paid newspaper advertising helps draw a crowd, especially among older patrons. But many younger people have switched to digital media. So the jurisdiction website, Facebook and Twitter are essential.

People do not simply need to be informed about an upcoming meeting; they need to be invited. Give all the basic information, but be sure to add why you want people to attend. What is it you want to tell them in person? What is it you need to hear from them in person?

People are more likely to attend a session if they know you want to hear their opinions and concerns.

Gather feedback

Feedback during meetings may be mostly verbal, but let patrons know that you will have comment cards for patrons who do not wish to speak or who do not have time to stay for the entire meeting.

Feedback sheets can be as simple as a few blank lines with a spot for optional name and contact information. They can also be more complex, including survey questions or multiple choice prioritizing exercises. Keep in mind that everyone has opinions but some people will never speak in public.

Report what you heard

After the meeting, it is critical to close the feedback loop with participants. Circulate a sign-in sheet and gather email addresses for participants. Sending out a brief summary soon after the meeting proves that you cared that people took the time to share. It increases their trust in you as well.

It's also a good thing to tell participants how the board or the administration will use their feedback.

Invite some key people by phone

A personal phone call is probably the best way to invite someone to a meeting; however, staff time is limited. Make a few key personal invites, and then plan your meeting to maximize your attendance.

The jurisdiction should structure the time, place, content and audience accommodations to generate public interest and ensure high turnout. Once the basic structure is sound, use a wide variety of communication media to get the word out.

Plan a good meeting, get the word out and close the loop with stakeholders who offered feedback. A few basic steps can mean the difference between success and failure in a competitive environment to get a decent turnout at your next meeting.

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



Communications Now

Being sensitive to cultural differences

In Canada, we appreciate the many nationalities and cultures that make up our population. Our schools are a wonderful reflection of that.

In some jurisdictions, multiple languages are spoken in a single school. This diversity offers a rich learning environment, but it also poses challenges in trying to create a cohesive school community.

Create a welcome environment

There is no “one size fits all” way of communicating so that you successfully reach people from all of these cultures. Each comes with its own set of family values and its own preferred methods of communication. A good place to start is by creating a welcoming, inclusive environment.

Parents are sometimes nervous about coming to school for any reason. They need all the visual and verbal help you can provide to make them feel welcome and comfortable. They “scan” offices, classrooms and hallways for clues about how inclusive your school may be.

How to make your building more inclusive:

- Post photos of students and student artwork on the walls
- Include lessons in the classroom that incorporate various cultures and traditions
- Offer school-wide cultural activities
- Recruit staff and volunteers who come from different backgrounds

Becoming familiar with the cultural traditions of all of your families and including them in the school culture enhances your ability to create a welcoming and respectful school environment.

Go to the families

Sometimes, when families can't come to the school, the school has to go to the families. Meeting families in other settings, such as

community centers or churches, can provide an informal way to start building a relationship, especially if your non-English speaking families feel shy or nervous about going to the school.

You might also try planning parent or family events around the schedules of the families, especially if there are a number of parents who work more than one job.

Reaching out to parents:

- Visit your students' neighborhoods. Find out where families are congregating and who local community leaders are that can connect you with parents.
- Consider contacting parents' employers about parent schedules or holding conferences closer to parents' workplaces.
- Don't limit yourself to meetings. Ask your families what kinds of events they would find enjoyable, beneficial and convenient.

10 tips for reaching out to families

There are big and small actions that you can take in order to reach families effectively. Here are 10 tips to help build communication bridges to the cultures in your school community:

1. Avoid scheduling important events such as conferences or tests on major holidays and celebrations that large numbers of students are likely to miss.
2. Do an “inventory” of your student population to find out the countries and cultures they represent. If most are English speakers and Canadian-born, they may be acclimated to the culture and would resent being singled out for any special attention.



Communications Now

If they aren't English speakers or Canadian-born, then find out more about their family values and who the primary person to contact is. For example, in some cultures, involving fathers as well as mothers is essential.

3. Share information about cultural celebrations with teachers so that they are able to positively support them and incorporate them into lessons. Even a simple memo that explains why students will be away from their school on certain dates, and perhaps even offers some ideas for follow-up activities, will be helpful.

Use the diversity of your school population as a teaching opportunity. Invite families to share their cultural celebrations, plan an International Day, encourage teachers to include lessons in other cultures and diversity as part of the curriculum.

4. Create a parent room (such as a lounge or classroom) with bilingual information and magazine subscriptions, a bulletin board, a lending library and a computer.
5. Invite parents to share food, activities, and music at school events and in the classroom. Encourage students to share traditions in school assemblies, talent shows, potlucks, and fairs.
6. Offer cafeteria food that reflects the cultural influences of your families.
7. Explore a variety of options for communicating with diverse populations, such as a French (or other) language newspapers, radio and television stations.
8. Create a welcome DVD in multiple languages. This may even be a great student project!

9. Connect new families with a contact person who speaks their language as soon as they enroll in the school for guidance and information.
10. Create an "ambassador" program in which students and parents are trained to give tours.

Web resources:

- Government of Canada resources for new immigrants:
www.cic.gc.ca/english/residents/new_immigrants.asp
- Community Resources Serving Immigrant and Refugee Families:
www.kidsnewtocanada.ca/beyond/resources
- A Newcomer's guide to elementary education in Alberta
(Grasslands School Division):
www.teachingrefugees.com/wp-content/uploads/2011/05/Newcomer-Parent-Guides.pdf

*Contributed by Connie Potter, chief of staff,
Forest Grove School District, Ore.*



Communications Now

How to establish rapport with your new reporter

Turnover is a fact of life in the media. Young reporters move around in order to move up.

That mobility is good for the reporters' careers but it can be frustrating for school jurisdiction leaders who feel like they are constantly "breaking in" a new education reporter.

It takes time to develop any working relationship, but the following tips can reduce the time it takes to get the new reporter up to speed and your media relations firing on all cylinders just like it was with the previous reporter.

Connect with the editor

The period between education reporters is the time to reconnect with the editor. Reporters come and go much more frequently than the editors who supervise them.

Send your news items to the editor until a new reporter is hired. Let the editor know how much you appreciate their paper or station's commitment to covering your schools. Express your excitement about the opportunity to meet a new reporter and help get them cranking out stories as soon as possible.

Be proactive

When a new reporter is hired, take the first step.

Call and introduce yourself. Let them know how happy you are that they are going to be covering your schools and offer your help in any way possible.

Reporters are like anyone else. Some have outgoing personalities and others are more introverted. An outgoing reporter will engage right away in light conversation and will appreciate your outreach. A quieter journalist may tend to keep conversations very short and to the point as they get to know you.

Remember, you have probably had your job and lived in your community much longer than the new reporter, so even if the new reporter is quiet, you could comfortably reach out a hand of welcome first.

Offer a tour of your schools

During your introductory conversation offer the new reporter a guided tour of your schools and review the organization chart. Pick them up at their office and drive them to key buildings including the school board meeting room and central office.

If you have a communications department, show them that office and introduce them to staff. Introduce them to other key staff.

Drive the reporter to some of your schools. Show them the variety of neighborhoods and the age of your buildings. If you take them to a brand new building, be sure to take them to an older one as well. Take them to the schools in your most well-off neighborhood and your least well-off so they can get a sense of the range of students you work with.

Depending on your jurisdiction's size, that might be enough for the first meeting.

Consider scheduling another time to meet at the reporter's office or a coffee shop to talk about common issues and protocols. Your goal shouldn't be to "tell the reporter how it is" but to share what has worked in the past with other reporters and why it works from the jurisdiction's perspective.

Talk about how you handle 'good news' stories

Your second meeting is a good time to share pride points. Let the reporter know some good things that have happened recently and that are coming up soon. Share stories that have been covered by the media and a few ideas that have not been covered yet.



Communications Now

Then move into a discussion about how the jurisdiction and your schools share their good news with the media. Explain that some principals are skilled at sending good news to the media, but others are more modest, or get caught up in their daily school schedules and forget to inform the media of events. Great things are going on, but the local news media might not learn about it from each of the principals. Share your commitment to helping them get good stories from your schools.

Ask the reporter how they like to work. Ask what kinds of stories they are interested in. Ask what their daily deadline is and discuss how that aligns with jurisdiction and school workday schedules.

From a jurisdiction perspective, explain how you share highlights with the media. Do you post success stories on your website? So you send an email? Tell the reporter who the best sources for news stories are and who can help hunt for stories. Invite the reporter to call you when they need story ideas and then honor that commitment when they do call.

Help a new reporter understand the way your jurisdiction deals with Freedom of Information and Protection of Privacy (FOIPP), and how that applies to their interactions with students.

Explain your work flow

If the reporter has never covered a school jurisdiction before, the monthly and annual work routine will be foreign to them. Even if they covered another school board they may have had other protocols and norms.

A discussion about the jurisdiction business functions and timelines can help set realistic expectations and prevent wasted effort and frustration.

- Discuss your school board proceedings and your budget process. Ask if they have covered budget processes in other public agencies. Find out what kind of budget stories interest them.
- Talk about your school board meeting format and your school board's role in media relations.
- Provide an overview of timelines for the release of provincial achievement test / diploma exam results which the reporter will probably want to localize.
- Share contact information for your internal experts on each issue unless you have a designated contact for all media requests.

And if there is bad news

As much as we'd rather it not be true, bad things do happen every year in schools.

Seasoned education reporters have a sense of how to cover a bomb threat or a teacher being arrested because they have covered similar issues in the past.

A new reporter may have no idea what to expect and how to pursue the story when things go awry at school.

If a reporter comes from the police beat, they are used to receiving fairly detailed police reports on incidents. They may not be prepared for the smaller amount of detail your jurisdiction may provide on discipline issues involving students or personnel issues involving staff.

A frank conversation at the beginning of your working relationship is better than a heated discussion during an incident or crisis later.



Communications Now

Share past incidents and what you released versus what you could not release. Share your reasons. Talk about FOIPP which protects student academic records and discipline records. Talk about employment law that protects staff personnel information.

Common occurrences that you might consider discussing include:

- bomb threats
- fights
- students arrested / staff arrested
- lawsuits against the jurisdiction
- parent complaints and inflammatory testimony at board meetings

Discuss how you handle each of these issues and what kind of information you release versus withhold. Offer to follow up anytime if the reporter questions why the jurisdiction handles certain types of incidents in a certain way.

After hours stories

Nobody looks forward to media calls on the weekend or in the evening. But sometimes, it benefits the jurisdiction to get messages out after hours, so that the morning paper or the evening news has your side of the story right away.

Consider sharing your home phone number or cell number with the reporter and discuss what kinds of issues you can help with during off hours.

If you have a young family, let the reporter know that nights and weekends can be very busy so those calls should be reserved for emergencies.

It is a matter of time

No amount of preparation can take the place of simply spending time with someone and working through issues. But by reaching out right away and setting the stage for a positive relationship, a jurisdiction and a new reporter can get off to a better and quicker start than by simply just letting time pass.

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



Communications Now

12 tips for strengthening your volunteer program

1. **Examine your needs.** Know why you want volunteers and how you'll use their skills before you issue a blanket invitation to parents and others in your community to volunteer. What tasks can volunteers perform to help your staff become more effective?
2. **Set objectives** for having a volunteer program at your school. Volunteers can enrich specific educational programs. They can also become key school supporters in the community.
3. **Pave the way internally.** Be sure that your teachers are comfortable with the thought of working with volunteers and committed to spending the extra time planning so the volunteers' time will be well-used.
4. **Have a volunteer coordinator.** That person could be a staff member or a volunteer who agrees to serve in the position. Create a job description for this person who will supervise the program, interview and screen applicants and coordinate school needs with volunteers' schedules.
5. **Recruit creatively.** Look in new places for volunteers. By first identifying the long- and short-term tasks with which volunteers can assist at school or at home, you provide a better match of people's available time, skills and commitment level to what needs to be done.

Senior citizens, business people, working parents, even high school students can be motivated to help if they can see a benefit that is meaningful.
6. **Provide an orientation** for volunteers. Introduce them to your site, the resources available to them and the people with whom they'll be working. Be sure they know what kind of work they will be doing and how their time and help will benefit both them and students.
7. **Provide opportunities** for volunteers to learn new skills. Volunteers are like employees; most like to stretch and grow in their job. Think about bringing volunteers from all over the jurisdiction together two or three times a year for a special program that will not only interest them as volunteers, but as parents, too.
8. **Create a friendly, welcome environment** for volunteers. This can be done by assigning a "buddy" to a new volunteer, making sure volunteers feel comfortable in the staff room and/or providing volunteers with their own work room.
9. **Evaluate your program.** How do teachers and the volunteers feel about the program? Is the training adequate? Do the volunteers feel a sense of responsibility toward the program? Is there proper communication between teachers and volunteers? Knowing this information can help you improve your program.
10. **Keep in touch.** Recognize and acknowledge volunteers and establish a warm rapport with them. Ask for their advice and impressions. Listen and you might find out what frustrates them, allowing you to address concerns before they stop volunteering.
11. **Recognize them.** Be sure volunteers have nametags and are periodically spotlighted in your school and jurisdiction newsletters. Keep alert for an interesting story for the local media concerning volunteers.



Communications Now

12. **Express your appreciation.** Recognize volunteers in the fall and spring with a tea, breakfast or staff-prepared luncheon. Give them lapel pins or special coffee mugs.

Honor them at a school assembly with student performances and certificates of appreciation. Write their spouses notes thanking them for sharing their partners with your school. Ask the local newspaper to sponsor a page listing the names of all the volunteers in your school. Write letters to volunteers' employers, thanking them for their indirect support and requesting future cooperation.

Contributed by: Judy McDaniel, communications consultant



Communications Now

Weblinks

Try the Spirit Runner Wellness App

The ASBA's First Nations, Metis and Inuit Student Success and Wellbeing Task force and the Student Health and Wellness Task force have endorsed a free app which tracks physical activity and honours Aboriginal culture.

Designed and tested by Aboriginal youth and artists, the app can be used by anyone. The Spirit Runner Wellness App features Aboriginal art, inspirational quotes, a GPS, a step counter and it records over 30 activities. You can find the app here: www.spiritrannerapp.com.

5th Annual Speak Out Conference

The 5th annual Speak-Out Conference will be held April 17 - 19, 2015 in Edmonton. The event will bring about 200 students aged 14-19 together, along with their chaperones, and Alberta Education staff and other partners talk about the future of education in Alberta. Application forms will soon be available at: www.speakout.alberta.ca/Conference/tabid/64/Default.aspx

Celebrate an outstanding first-year teacher

March 20, 2015

Nominate a first-year teacher for the Edwin Parr Award.

For more information:

www.asba.ab.ca/services/awards.asp

Celebrate an outstanding FNMI student

March 20, 2015

The Indigenous Shining Student Award is presented to a grade 10 to 12 student of First Nations, Metis or Inuit heritage who demonstrates leadership and inspires others, through embracing and respecting an aboriginal perspective.

For more information:

www.asba.ab.ca/services/awards.asp

"Shakespeare Selfie" youth writing challenge

April 13 – May 1, 2015

This year's CBC "Canada writes" challenge involves writing a modern-day soliloquy or monologue by a Shakespearean characters. Modern syntax or iambic pentameter accepted.

The competition is for students in grades 7-9 or 10-12. Kenneth Oppel, a Canadian writer from British Columbia, is the competition's judge this year. For more information:

www.cbc.ca/books/canadawrites/challenges/shakespeareselfie/index.html

International Children's Book Day

April 2, 2015

Theme: "Many Cultures, One Story"

www.ibby.org (click on activities, then on International Children's Book Day)

Administrative Professionals' Week

April 19 – 25, 2015

www.iaap-hq.org/events/apw



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

Resources for Families

Teaching kids how to set goals

The beginning of the year is one of the best times to evaluate personal and professional priorities and set goals for the new year. Unfortunately, many people abandon their New Year's resolutions shortly after they make them.

The problem isn't a lack of commitment but, rather, the need for a better process for identifying goals.

Goal setting is a good skill for anyone, but can be especially helpful for children and teens who can benefit from learning how to set goals and follow through on them.

Kidshealth.org outlines five facts about setting goals. Use these to help your children at school and help them establish life-long habits:

1. Specific, realistic goals work best.

When it comes to making a change, the people who succeed are those who set realistic, specific goals. "I'm going to recycle all my plastic bottles, soda cans, and magazines" is a much more doable goal than "I'm going to do more for the environment." And that makes it easier to stick with.

2. It takes time for a change to become an established habit.

It will probably take a couple of months before any changes become a routine part of your life. That's because your brain needs time to get used to the idea that this new thing you're doing is part of your regular routine.

3. Repeating a goal makes it stick.

Say your goal out loud each morning to remind yourself of what you want and what you're working for. (Writing it down works, too.) Every time you remind yourself of your goal, you're training your brain to make it happen.

4. Pleasing other people doesn't work.

The key to making any change is to find the desire within yourself — you have to do it because you want it, not because a girlfriend, boyfriend, coach, parent, or someone else wants you to. It will be harder to stay on track and motivated if you're doing something out of obligation to another person.

5. Roadblocks don't mean failure.

Slip-ups are actually part of the learning process as you retrain your brain into a new way of thinking. It may take a few tries to reach a goal. But that's OK — it's normal to mess up or give up a few times when trying to make a change. So remember that everyone slips up and don't beat yourself up about it. Just remind yourself to get back on track. - http://kidshealth.org/teen/drug_alcohol/getting_help/goals_tips.html

Habits move us toward our goals

Establishing good habits is the basis for the goals we set. Some researchers estimate that actions become habits after anywhere from 21-66 days.

<http://blogs.psychcentral.com/adhd/2010/05/how-long-does-it-take-an-action-to-become-a-habit-21-28-or-66-days/>



Resources for Families

The specific number of days isn't as important as the repetition. Goal-related actions become habits after doing that action regularly. This sounds easier than it actually is, especially for children. There are tools that can help with setting and reaching goals. Worksheets can be useful for younger kids and teens. And there are apps that offer reminders, timers, calendars, checklists and tracking resources.

Printables

Sometimes the key to success is finding the right tools. Worksheets are helpful tools, especially for young kids. Simplekids.net suggests using simple charts, displaying them in an accessible area at home, starting small, clearly stating the goal with an "I" statement (e.g., I will make my bed.) and celebrating successes.

www.simplekids.net/goal-setting-charts-for-young-kids-2013/

An online search will provide hundreds of sample worksheets, such as these for young kids:

My goals: Three boxes for three goals with space for listing "things I can do to reach my goals."

www.teacherspayteachers.com/Product/Planning-Out-My-Goals-532264

Setting goals worksheet: This worksheet would work for older students. It provides boxes for stating the goal, the target date, three things to do to reach the goal, space to describe what reaching the goal looks like, and two things to help with sticking to the goal. www.specialed.about.com/od/worksheets/ss/goalsetting_2.htm

Parents and students can make worksheets, too. Students may feel a greater sense of ownership for the goals if they help personalize the worksheet, chart, poster or list with their own terms, colors or art.

Apps

Many students have devices with them at all times. Their phones and tablets may be a key to their success in setting and reaching their goals. There are hundreds of apps that fit the bill on both Apple and Android devices. These are a few that may help your child:

Calendar: The most basic goal-setting tool that is pre-loaded on your phone or tablet. Add your daily tasks, color code and/or set alarms. A calendar of tasks also lets students review what they have accomplished in the day, month or week.

Evernote: This app stores notes, reminders, photos, website URLs, and files. It allows easy sharing and is accessible on computers and devices.

<https://evernote.com/>

Reminders: This comes pre-loaded on most devices. It allows list-making, color coding and alarms for reminders.

Readometer: This is a study-specific app. Developed by a library, this app tracks reading like a pedometer tracks walking. If the goal is to increase reading and homework time, this one will help measure it.

Android:

www.play.google.com/store/apps/details?id=com.readometer&hl=en

Apple:

www.itunes.apple.com/us/app/readometer/id658819682?mt=8

Secretary-Treasurer's Report
For the Period Ending February 28, 2015

REVENUE

- Revenue received to date is in line with historical numbers, despite the changes discussed in last month's report (provincial revenue adjusted upwards by \$1.1 million, federal revenue adjusted downwards of \$500,000). Revenue received to date is slightly less than 50% of budgeted.

EXPENSES**Salaries and Benefits**

- Less than 50 % (48.9%) of the salaries and benefits have been expensed; however, we have some positions that haven't been filled...and may not be filled until September.

OTHER BUSINESS**Receivables**

- Mikişew hasn't met its payment commitments. As of the end of February, almost \$2 million remains outstanding from the last school year, and \$745,000 is owed for this school year.

2015-2016 BUDGET

- Some preliminary work has been done on the budget; however, we are on hold until the provincial budget is released and we have an opportunity to understand the impact it will have on our operations.

STATEMENTS OF OPERATIONS

For the Period Ending February 28, 2015 (in dollars)

	Actual 2011-2012 (Restated)	Actual 2012-2013	Actual 2013-2014	Actual YTD Feb 28 2014-2015	Budget 2014-2015 June Approved	Budget 2014-2015 Nov. Revised	Balance to be received or spent
REVENUES							
Alberta Education	\$37,455,386	\$37,200,087	\$34,930,635	\$17,294,978	\$36,668,698	\$37,011,527	\$19,716,549
Other - Government of Alberta	\$1,095,583	\$966,929	\$699,650	\$286,752	\$930,824	\$930,824	\$644,072
Federal Government and First Nations	\$20,845,936	\$20,862,392	\$20,962,847	\$11,966,353	\$20,966,622	\$23,696,172	\$11,729,819
Other Alberta school authorities	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Out of province authorities	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Alberta Municipalities-special tax levies	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Property taxes	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other sales and services	\$565,572	\$656,887	\$3,631,096	\$138,817	\$1,274,650	\$1,494,069	\$1,355,252
Investment income	\$39,891	\$10,292	\$67,600	\$34,271	\$40,000	\$40,000	\$5,729
Gifts and donations	\$693,754	\$665,555	\$154,469	\$285,539	\$450,000	\$450,000	\$164,461
Rental of facilities	\$1,000,651	\$973,522	\$832,864	\$484,115	\$957,530	\$957,530	\$493,415
Fundraising	\$347,164	\$251,134	\$489,715	\$0	\$0	\$0	\$0
Gains (losses) on disposal of capital assets	\$1,260	\$156,458	\$200	\$163,245	\$0	\$0	(\$163,245)
Other revenue	\$0	\$0	\$1,365,154	\$213,786	\$0	\$0	(\$213,786)
TOTAL REVENUES	\$62,045,197	\$61,743,256	\$63,134,231	\$30,847,855	\$61,288,324	\$64,580,122	\$33,732,267
EXPENSES							
Certificated salaries	\$21,544,783	\$21,031,068	\$20,878,113	\$10,461,905	\$20,940,642	\$20,974,112	\$10,512,207
Certificated benefits	\$4,218,552	\$4,092,469	\$4,390,192	\$2,314,788	\$4,351,911	\$4,172,140	\$1,857,352
Non-certificated salaries and wages	\$13,536,225	\$13,282,741	\$12,583,963	\$6,491,528	\$13,306,691	\$13,602,297	\$7,110,769
Non-certificated benefits	\$2,959,078	\$2,916,643	\$2,805,020	\$1,409,056	\$3,642,980	\$3,473,654	\$2,064,598
SUB - TOTAL SALARIES AND BENEFITS	\$42,258,638	\$41,322,920	\$40,657,288	\$20,677,278	\$42,242,224	\$42,222,203	\$21,544,925
Services, contracts and supplies	\$16,204,273	\$15,450,160	\$16,819,789	\$7,614,368	\$14,683,930	\$17,777,838	\$10,163,470
Amortization of supported tangible capital assets	\$3,138,632	\$3,192,543	\$3,526,233	\$0	\$3,272,623	\$3,272,623	\$3,272,623
Amortization of unsupported tangible capital assets	\$995,957	\$1,609,872	\$2,232,457	\$0	\$1,208,400	\$1,208,400	\$1,208,400
Supported interest on capital debt	\$40,429	\$23,193	\$9,178	\$0	\$0	\$0	\$0
Unsupported interest on capital debt	\$650	\$433	\$216	\$0	\$0	\$0	\$0
Other interest and finance charges	\$4,690	\$29,008	\$2,430	\$512	\$45,162	\$45,162	\$44,650
Losses on disposal of tangible capital assets	\$33,167	\$67,735	\$52,002	\$0	\$0	\$0	\$0
Other expense	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL EXPENSES	\$62,676,435	\$61,695,864	\$63,299,592	\$28,292,158	\$61,452,339	\$64,526,226	\$36,234,068
OPERATING SURPLUS (DEFICIT)	(\$631,238)	\$47,392	(\$165,361)	\$2,555,697	(\$164,015)	\$53,896	(\$2,501,801)
EXPENSES							
Instruction	\$40,504,149	\$39,872,808	\$39,459,882	\$18,818,439	\$39,379,882	\$40,608,362	\$21,789,923
Plant operations and maintenance	\$9,968,293	\$9,696,288	\$11,636,159	\$3,897,175	\$9,438,207	\$10,187,496	\$6,290,321
Transportation	\$3,753,651	\$3,721,237	\$3,578,213	\$1,612,009	\$3,572,676	\$3,555,872	\$1,943,863
Administration	\$3,173,874	\$3,233,159	\$3,532,499	\$1,564,376	\$3,774,411	\$3,933,415	\$2,369,039
External services	\$5,274,639	\$5,172,372	\$5,092,839	\$2,400,159	\$5,287,162	\$6,241,081	\$3,840,922
TOTAL EXPENSES	\$62,674,606	\$61,695,864	\$63,299,593	\$28,292,158	\$61,452,339	\$64,526,226	\$36,234,068
OPERATING SURPLUS (DEFICIT)	(\$629,409)	\$47,392	(\$165,361)	\$2,555,697	(\$164,015)	\$53,896	(\$2,501,801)

Northland School Division
Federal Accounts Receivable

Aged Summary

Months Outstanding	ACFN	Indian Education Authority	Mikisew	Peerless Kateri First Nation	Bigstone	Chip Prairie	Lesser Slave Lake	Lubicon Cree	Indian Affairs	Woodland Cree	Aging by Month
Feb-15	71,773.40	-	248,573.14	392,881.86	695,373.98	113,474.06	6,705.70	184,095.94	230,027.84	0.00	1,942,905.92
Jan-15	-	-	248,573.14	-	-	-	6,705.70	-	-	63,541.24	319,820.08
Dec-14	-	-	248,573.14	-	-	-	-	-	0.00	63,541.24	312,114.38
Nov-14	-	-	-	-	-	-	-	-	0.00	63,541.24	63,541.24
Oct-14	-	-	-	-	-	-	-	-	0.00	63,541.24	63,541.24
Sep-14	-	-	-	-	-	-	-	-	0.00	63,541.24	63,541.24
Aug-14	70,366.40	-	246,074.20	78,688.60	216,791.96	23,120.50	-	37,753.80	39,586.31	(387,280.68)	325,101.09
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	-	-	-	-	-	-	103,485.51	352,968.07
Jan-14	-	-	249,482.56	-	-	-	-	-	-	103,485.51	352,968.07
Dec-13	-	-	249,482.56	-	-	-	-	-	-	43,485.51	292,968.07
Nov-13	-	-	157,337.48	-	-	-	-	-	-	116,109.45	273,446.93
Oct-13	-	-	-	-	-	-	-	-	-	7,172.94	7,172.94
Sep-13	5,208.60	-	-	-	-	-	-	-	-	7,172.94	12,381.54
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	-	-	-	-	-	-	-	-	0.37	7,172.94	7,173.31
Mar-13	-	-	-	-	-	-	-	-	4,820.01	7,172.94	11,992.95
Feb-13	-	-	-	-	-	-	-	-	-	7,172.94	7,172.94
Jan-13	-	-	-	-	-	-	-	-	-	7,172.94	7,172.94
Dec-12	-	-	-	-	-	-	-	-	-	7,172.94	7,172.94
Nov-12	-	-	-	-	-	-	-	-	-	7,172.94	7,172.94
Oct-12	-	-	-	-	-	-	-	-	-	7,172.94	7,172.94
Sep-12	-	-	-	-	-	-	-	-	-	7,172.94	7,172.94
Dec 2005 & older	-	61,333.22	-	-	-	-	-	-	-	-	61,333.22
	75,575.00	61,333.22	2,389,268.54	78,688.60	216,791.96	23,120.50	6,705.70	37,754.10	44,406.69	162,000.82	3,095,645.13
Current	71,773.40	-	248,573.14	392,881.86	695,373.98	113,474.06	6,705.70	184,095.94	230,027.84	63,541.24	2,006,447.16
30 days	-	-	248,573.14	-	-	-	6,705.70	-	0.00	63,541.24	318,820.08
60 days	-	-	248,573.14	-	-	-	-	-	0.00	63,541.24	312,114.38
90 days	-	-	-	-	-	-	-	-	0.00	63,541.24	63,541.24
120 days	-	-	-	-	-	-	-	-	0.00	63,541.24	63,541.24
180 days	-	-	-	-	-	-	-	-	0.00	(387,280.68)	(387,280.68)
181 - 365	70,366.40	-	1,892,122.26	78,688.60	216,791.96	23,120.50	-	37,754.10	39,586.31	388,242.5	2,746,672.59
1 yr - 2 yr	5,208.60	-	-	-	-	-	-	-	4,820.38	(156,667.16)	(146,638.18)
Over 2 yr	-	61,333.22	-	-	-	-	-	-	-	0.00	61,333.22
Current	147,348.40	61,333.22	2,637,841.68	471,570.46	912,165.94	136,594.56	13,411.40	221,850.04	274,434.53	162,000.82	5,038,551.05
Long Term	-	-	-	-	-	-	-	-	-	-	-
Total Aging	147,348.40	61,333.22	2,637,841.68	471,570.46	912,165.94	136,594.56	13,411.40	221,850.04	274,434.53	162,000.82	5,038,551.05

Northland School Division No. 61

23-Mar-15

Accounts Receivable
Federal Government and First Nations

Student Counts 13-14 Student Count Reg E.C.S.		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 Feb-2015 2014/2015	Mhts O/S	Total Outstanding	Monthly Billing	REG rate	ECS Rate
111	26	-	(0.00)	0.00	4,820.01	39,586.68	230,027.84	1.2	274,434.53	230,027.84	1,868.86	868.63
6	4	-	-	-	(0.00)	-	13,411.40	1.9	13,411.40	6,924.96	1,154.16	465.93
360	26	-	(0.00)	0.00	0.00	216,791.96	695,373.98	1.3	912,165.94	695,373.98	1,868.86	868.63
0	0	61,333.22	-	-	5,208.60	70,366.40	71,773.40	2.1	147,348.40	71,773.40	1,750.93	868.10
40	2	-	0.00	-	(102,704.30)	1,994,826.56	745,719.42	10.6	2,637,841.68	248,573.14	1,750.93	868.10
138	8	-	-	(0.00)	(103,840.10)	(51,865.28)	317,706.20	1.6	162,000.82	103,524.33	1,868.86	868.63
54	3	-	-	-	-	37,754.10	184,095.94	1.5	221,850.04	144,112.85	1,868.86	868.63
72	11	-	-	0.00	0.00	23,120.50	113,474.06	1.2	136,594.56	113,474.06	1,868.86	868.63
57	8	-	-	(0.00)	0.00	78,688.60	392,881.86	1.2	471,570.46	393,882.09	1,868.86	868.63
201	21	-	-	-	-	-	-	-	-	-	-	-
1039	109	-	-	-	-	-	-	-	-	-	-	-
Total Outstanding		61,333.22	(0.00)	0.00	(196,515.79)	2,409,269.52	2,764,464.10		5,038,551.05			

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

0.00