

**May 22, 2015
Board Meeting
Attachments**

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PRESENTATION TO THE BOARD

BISHOP ROUTHIER SCHOOL

ATTENDANCE INITIATIVE

UPDATE

PRESENTED BY: BRUCE JOUDREY, PRINCIPAL

MAY 22, 2015

Hand in Hand: Literacy and Attendance

Bishop Routhier School - 2014 - 2015
Successes and Challenges

Literacy Support

Bishop Routhier has a long standing tradition of supporting community literacy. The library is open to community members and families are encouraged to read daily to their children.

BRS Adopt a Book Project



BRs promotes evening routines

- we encourage children to read for a minimum of 15 minutes each evening
- parents are also asked to check agendas for homework and important school messages. The agenda is a key link between the parent and the teacher.
- we also encourage parents to read to their children at bedtime

BRIS promotes morning routines

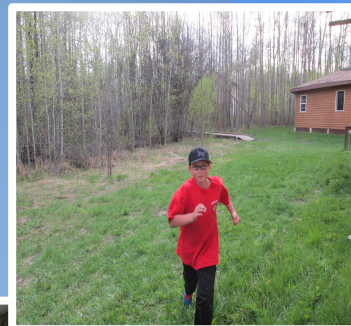
- we encourage parents to start their child/ren off with positive thoughts for the day, with healthy snacks, and to be properly dressed for the weather

BRS Supports Attendance

Skating Program



Travel Club



Health Fair



Mother's Day Tea



Early to Rise



Principal of the Day



Most Improved Attendance



Gift Cards/Movie Pass



Class Incentives



CTFS

Home Economics



Woodworking



Breakfast Club



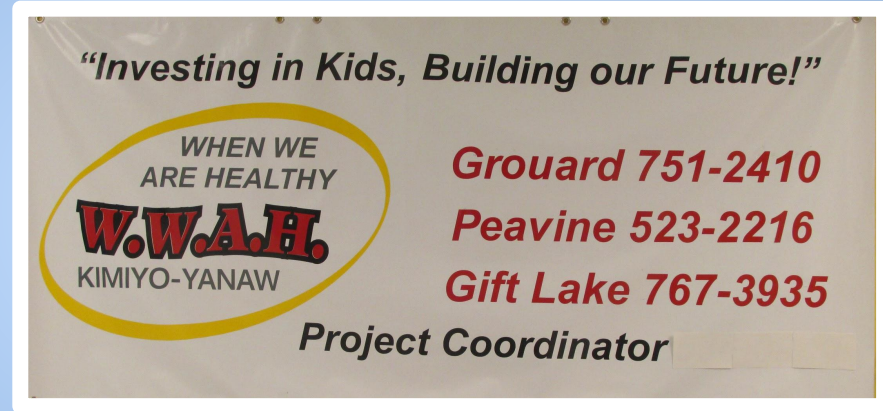
Music

Fiddles



Guitars





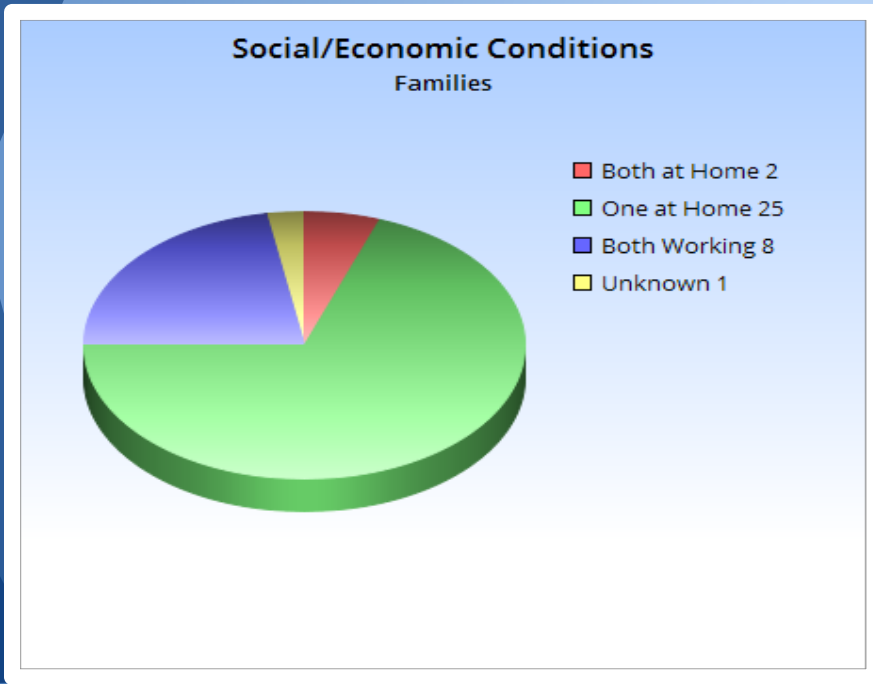
Classroom Garden

As well as...

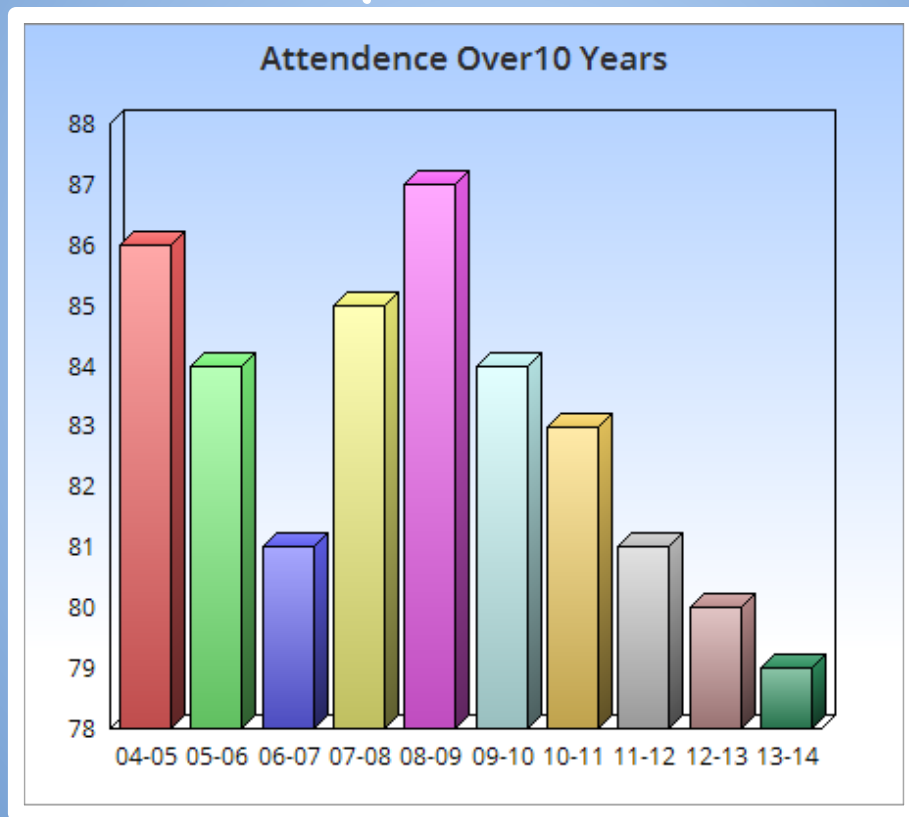
- Tiger Bucks
- Shining Star
- phone calls home
- music program
- letters home/monthly letter to central office
- social/home visits
- parent meetings
- community meetings
- individual class incentives (attendance and reading certificates)
- breakfast club
- changed school opening time so parents could drop students off prior to going to work
- When we Are Healthy Program

Changes in Socio/Economic Factors

- one or more parent(s) at home, parents no longer working
- apathy towards school/ineffective enforcement of truancy laws

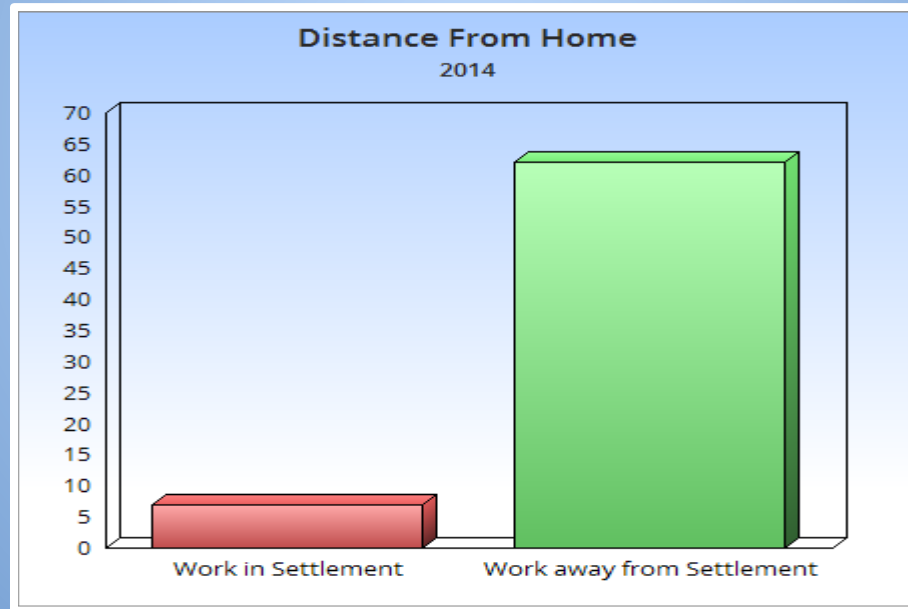


A 10 Year Perspective



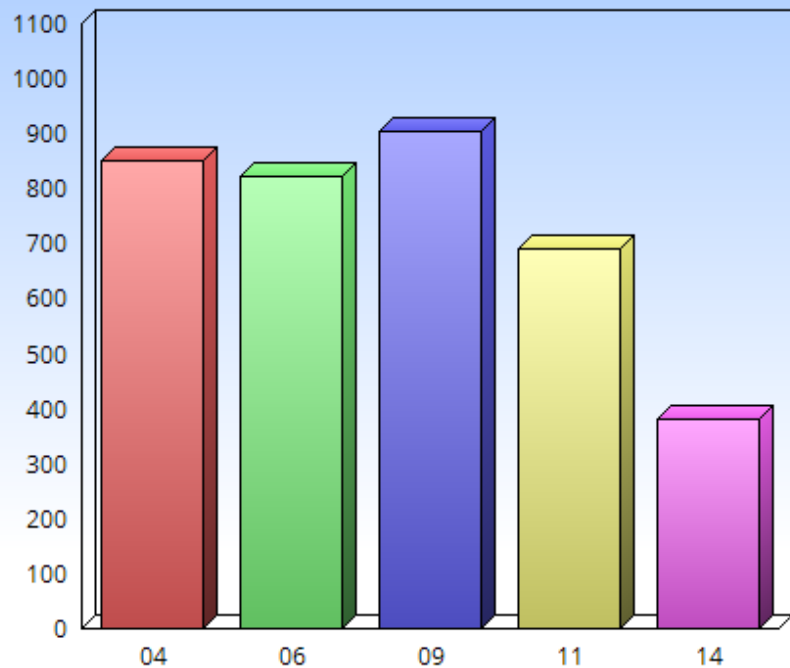
Family Structures and Attendance

There is a direct correlation between attendance and parents working.

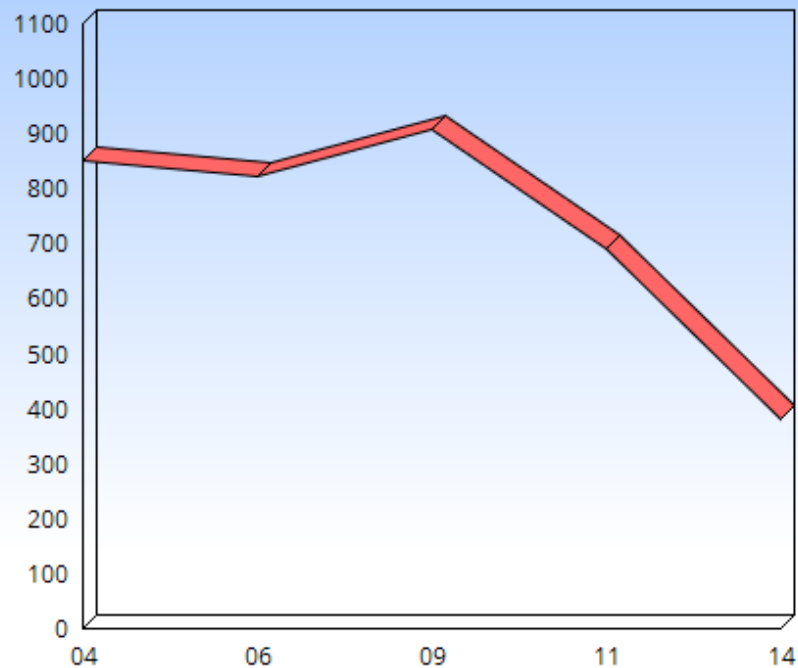


Population: Then and Now

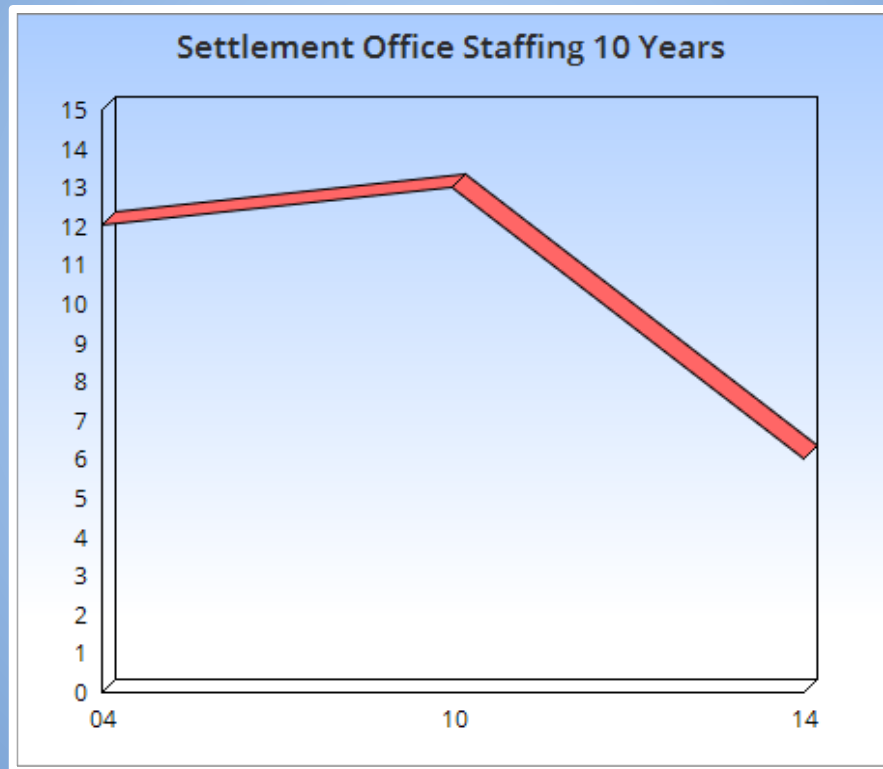
Population Over 10 Years



Population Over 10 Years



Community Employment



Enrollment: Then and Now

number of students declined from a high of 120
to 62 over 10 years

WHY?

- removal of junior high program
- decrease in student/community population
- housing situation

Attitudes Towards Attendance

94% of students, staff and outside agencies surveyed felt attending school was important. The 6% who felt school attendance was not important, are chronic absentee students.

Some of the given reasons for absences are:

- illness/doctor appointments
- someone dies
- going to bed late/tired/sleepy/stay up all night/sleep in/lazy
- miss friends
- family emergency/issues
- out of town
- missed bus/taking too long to get dressed/don't want to go/don't like school

Attitudes in Attendance

According to the same survey, some reasons for regular school attendance are:

- best education for their child, success as an adult
- school as a job
- misses instruction
- gain employment in career of their choice
- make friends/peer bonding
- critical thinking and decision making
- win a draw
- need to learn/learn new things
- need to work/don't fail
- be smart
- I care about my future, I want a great education that gives me a diploma that gets me a job that gives me money to pay for bills, rent and food

Community Attendance Improvement Meeting

- root causes
- local field trips
- lack of volunteers
- teacher emails
- parents are primary teachers
- attendance is not an issue

Responsibility/Accountability

- Clearly the primary responsibility for ensuring that students attend school regularly has been laid at the feet of educators.
- Although parents are legally responsible for their children... .. it is extremely rare for parents in Alberta to be held accountable by the court for their children's truancy.

Is Attendance Important?

The simple fact of the matter is that; Only in the classroom can the student hear the teacher's presentation, participate in class discussions, and enjoy the benefits of academic interactions between students and teachers.

https://uleth.ca/dspace/bitstream/handle/10133/876/Senecal_Aza_A.pdf?sequence=1

It Isn't Just a School Thing...

Attendance is a crucial element in a child's education. However schools are only one third of a three part model for success. Home and society make up the rest of the model. Responsibility needs to rest equally on all key players. Government, Schools, and Parents each need to assume an equal role in maintaining the highest percentage of attendance possible.

I would like to express thanks to, Heather Hempstock, Tara Gauchier, and Norma Noskey who helped in the making of this presentation.



PRESENTATION TO THE BOARD

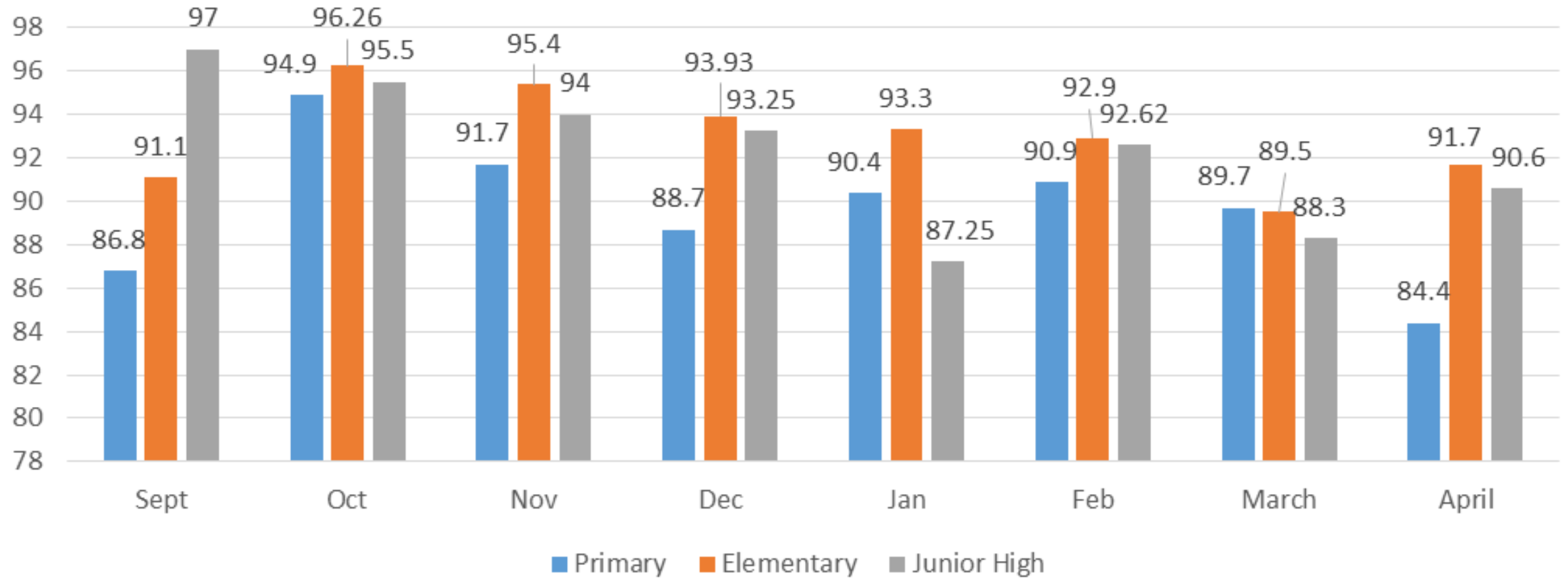
CONKLIN SCHOOL
ATTENDANCE INITIATIVE
UPDATE

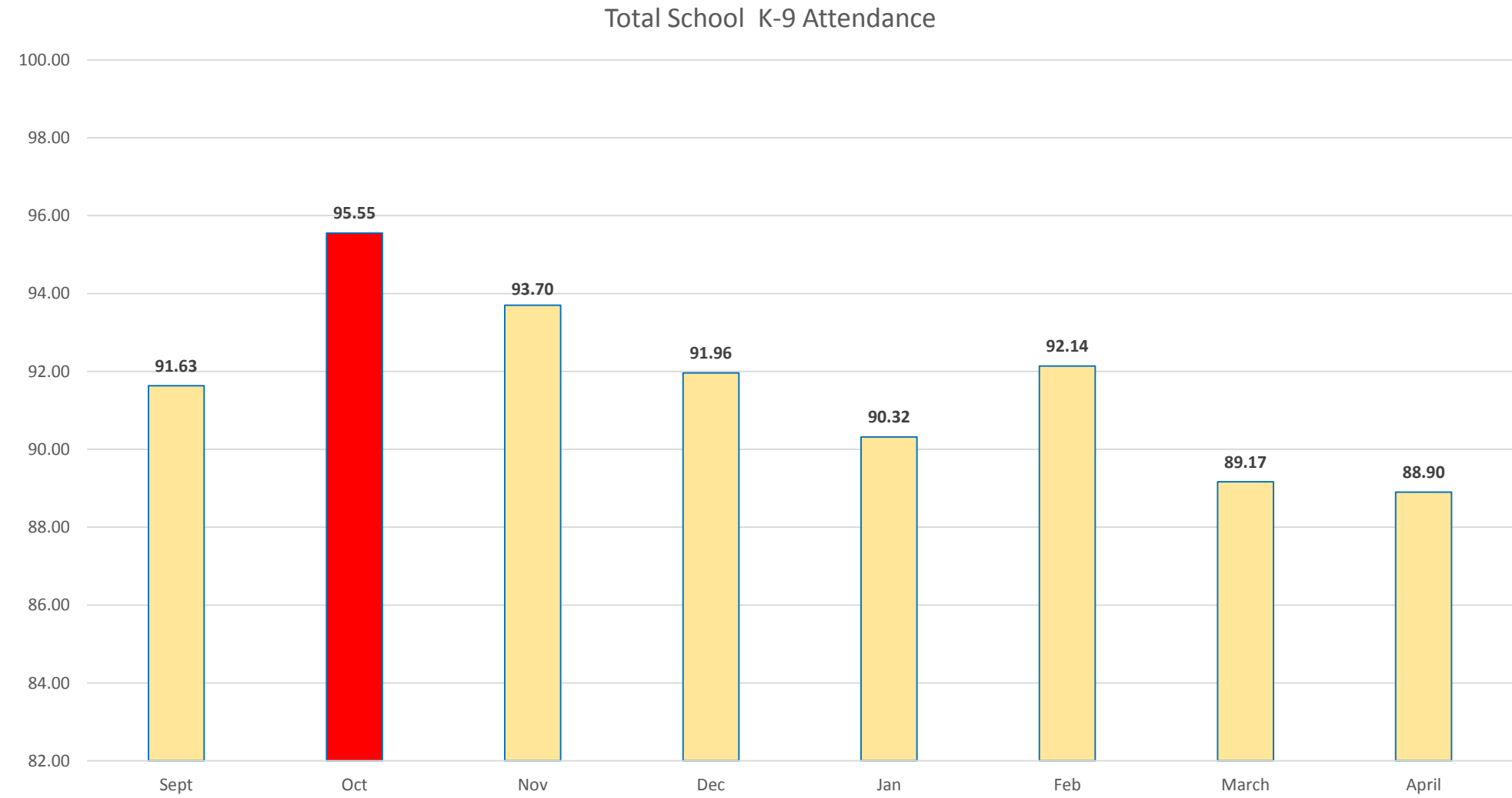
PRESENTED BY: BERNARD WOODFINE, PRINCIPAL

MAY 22, 2015



Attendance by Division K-3 4-6 7-9





- Monthly swim lessons
- School specialty days (PJ day, Retro day, crazy hair day etc)
- Metis showcase days (jigging lessons)
- Literacy days
- Author school tours (we have had 3 this year)
- Quest theatre work (week long)
- Hide Tanning week (June 1-4)
- Aboriginal painting lessons
- Pottery and music with Joyce Hunt
- Conklin Attendance store (Student Debit Card)
- Monthly attendance awards (Gold and Silver)
- Student of the month awards (*)
- Northland Games
- Roots of Empathy

See
Miracles
In
Life
&everyday!

S.M.I.L.E

There is something we all can do
to lift the spirits of another.

- It costs nothing
- No special talent is needed
- No education is required

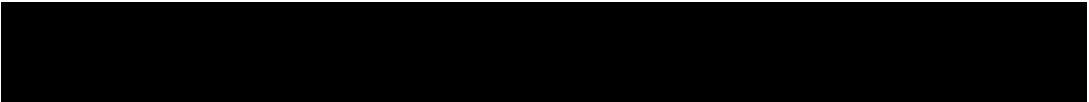
Facial Feedback theory

As found in other studies, facial expressions did affect the participants' mood: Mood did not change in the control group who simply viewed the expressions. Participants who matched the positive expressions experienced a positive change in mood (they were in a more positive mood after making positive facial expressions) and participants who matched the negative expressions experienced a negative change in mood.

Kleinke, C.L., Peterson, T.R., & Rutledge, T.R. (1998). Effects of self-generated facial expressions on mood. *Journal of Personality and Social Psychology*, 74, 272-279.

Let's test the theory
Prepare to feel better...

What would happen if
Brian Dewar and Colin Kelly were twins?



*Coming Soon
to a
Theater Near You*





The man from



River



Imagine what a teacher's smile can do !



STUDENT OF THE MONTH

Colin Kelly



PRESENTED BY: *Bernard M. Woodfine (Principal)*

ON THIS DAY: *October 30, 2014*



CONKLIN COMMUNITY SCHOOL

THIS CERTIFIES THAT

GAIL SAJO

has reached the GOLD Attendance level with

13 Days In School Attendance

and

2 Excused Days Absent

For a total of 100 % attendance

GOLD CERTIFICATE

April 30 2015

Principal: Bernard M. Woodfine



CONKLIN COMMUNITY SCHOOL

THIS CERTIFIES THAT

DON TESSIER

has reached the SILVER Attendance level with

19 Days In School Attendance

and

0 Excused Days Absent

For a total of 95 % attendance

SILVER CERTIFICATE

March 31 2015

Principal: Bernard M. Woodfine



Conklin School Debit Card



ELAINE BEST

Conklin Cash Credit 22

Use this card at the Conklin Store

Credits Used

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22

Conklin Community School Student Performance Report

256 Northland Drive
Conklin, AB
T0P1H1
Phone: 780 559 2228



Student Name _____

Term 1 Report

Grade Level _____

Kiskinwahamâtowin

- teaching one another
- learning
- education



Attendance Information

My Strengths

Choose an item.

Choose an item.

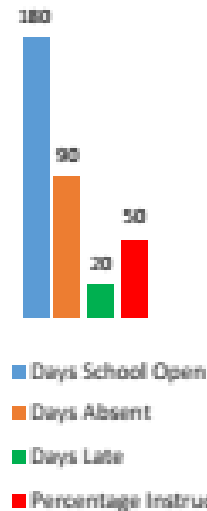
Choose an item.

Ways I Can Improve

Choose an item.

Choose an item.

Choose an item.



Sometimes I have to miss school so what can I do about the instructional time I miss?

- I can check with the teacher before I leave to find out what I will miss
- I can complete classwork missed for homework
- I can ask a classmate what I have missed

Teacher Signature _____

Principal Signature *Bernard Woodfine*

May 16, 2015

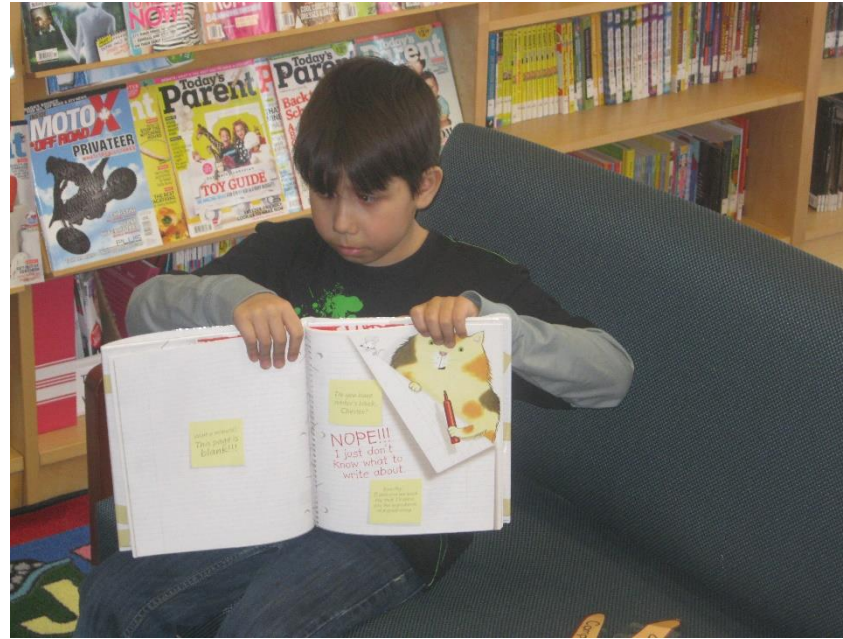
If you have any concerns or perhaps some suggestions as to how your child might improve please chat with us.

We Want To Hear From You

Leadership: A leadership process, ability to motivate a group of people, organizing a group of people to achieve a common goal, intentional influence.

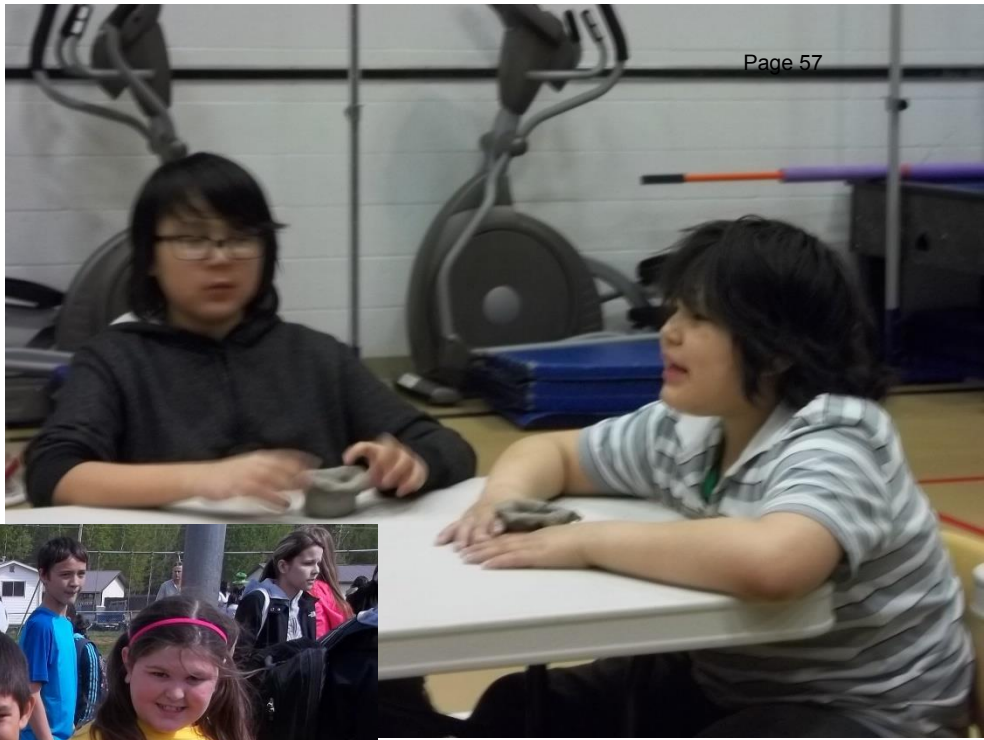
Thank You











Alter Egos



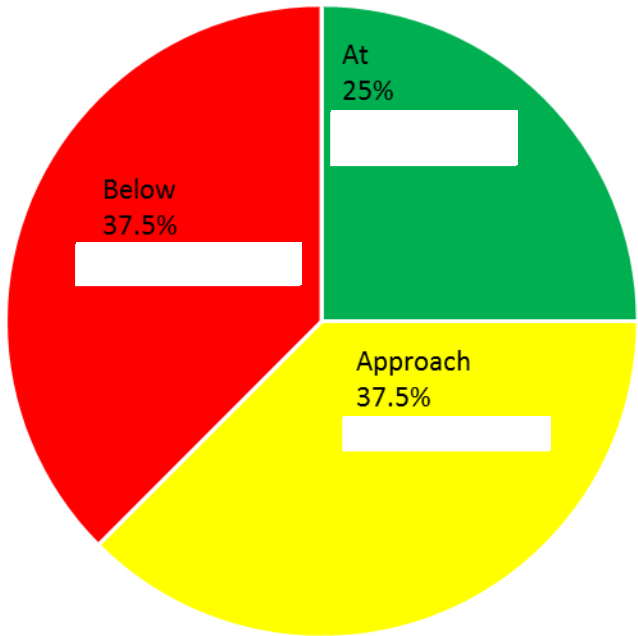
So now we have them and what
Do we do when they are here ?

READING GROWTH NOVEMBER 2014 - FEBRUARY 2015

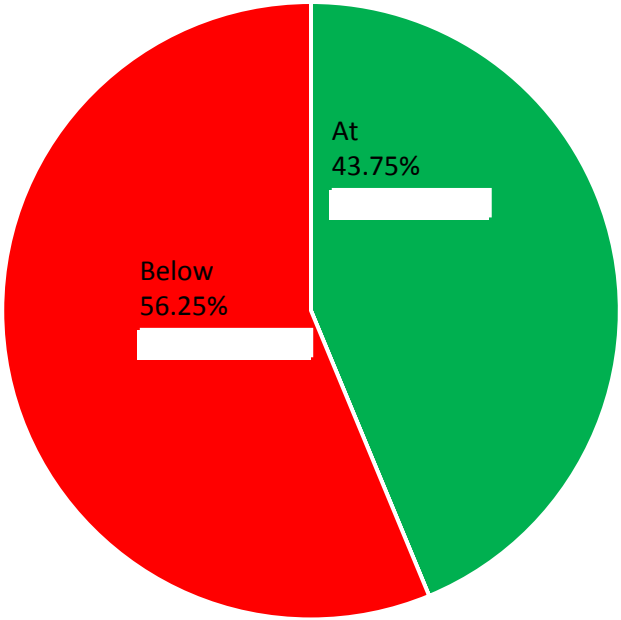
Reading Level and Stanine (Grade Level) Increase

# STUDENTS READING LEVEL GROWTH	% INCREASE	STANINE (Grade Level) INCREASE			GRADES
		3	2	1	
18/33	54		2	8	1-7

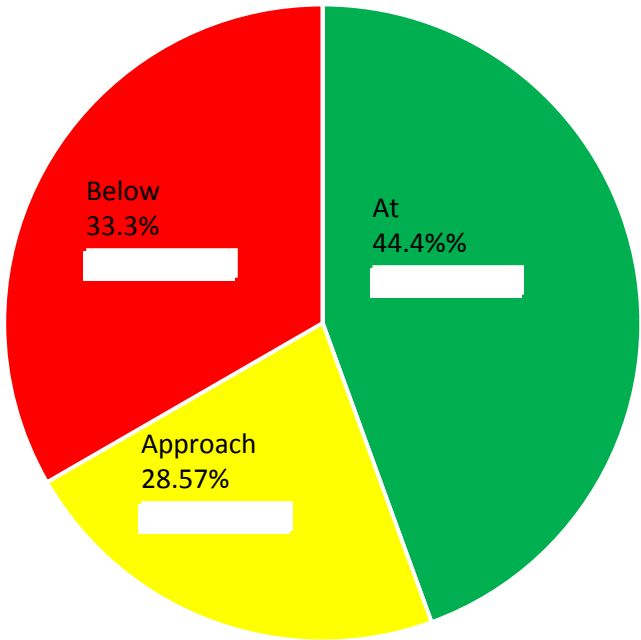
Conklin School Feb 2015 PM Div 1 (Gr 1, 2, 3)



Conklin School Feb 2015 PM & JJ Div 2(Gr 4, 5, 6)



Conklin School Feb 2015 PM & JJ Div 3 (Gr 7, 8, 9)



How do we respond to data

Be flexible

- Change teaching schedules
- Allowing more instructional time with grade 6 class

Coordinated effort to focus upon challenge areas

Example: Native studies classes opposite ELA for 6 and 789

Principal teaches 100%

- All teachers including EA registered for Daily 5 online PD

Daily 5, CAFE, and Math Daily 3 Online Seminars

Date	Daily 5	CAFE	Math Daily 3
May 31–Jun. 27, 2015	FULL	FULL	FULL

Daily 5

[Allison Behne](#) presents the foundational elements along with the brain and learning research underlying The Daily 5 framework for teaching literacy. Participants learn about the five core literacy components that, when practiced every day, create independent readers and writers: Read to Self, Work on Writing, Read to Someone, Listen to Reading, and Word Work. Daily 5 techniques are covered, providing the information necessary for structuring classroom literacy time so students can work independently and productively while you deliver instruction in small groups and one-on-one. All sessions are prerecorded and available for playback at your convenience.

Participants learn how to

- apply the Daily 5 structure for their classroom's grade level (K–12),
- launch each Daily 5 task, and
- support students who have a difficult time building independence and stamina.

CAFE

In this seminar, [Allison Behne](#) focuses on the four skills associated with reading mastery: Comprehension, Accuracy, Fluency, and Expanding Vocabulary (CAFE) and how to teach students to apply a menu of strategies related to each skill. Meeting the instructional needs of each student is the goal and outcome of the CAFE system.

All sessions are prerecorded and available for playback at your convenience.

Participants learn how to

- assess students and determine next instructional steps using the CAFE Menu,
- establish strategy-based student groups,
- monitor progress and student learning for every group and one-on-one interaction, and
- meet Common Core requirements through CAFE strategy instruction.

Math Daily 3

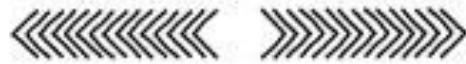
This seminar provides teachers with information how to structure the K–6 math block using Math Daily 3: Math by Myself, Math with Someone, and Math Writing. [Allison Behne](#) reviews the brain research, teaching and learning motivators, and key concepts upon which the framework is based. Participants learn the Math Daily 3 methods that result in student math mastery, including classroom design, how to create focused lessons that develop student independence through a gradual release process, organizing student data, and differentiation in the mathematics classroom.

All sessions are prerecorded and available for playback at your convenience.

Participants learn how to

- apply the Math Daily 3 structure for their classroom's grade level (K–6),
- launch each Math Daily 3 task,
- break each new concept into a three-part lesson using the gradual release process, and
- support their current math curriculum with the Math Daily 3 structure.

THINGS TO DO:



- ☐ **Initiate a homework policy**
- ☐ **Pair strongest teachers with most challenging needs**
- ☐
- ☐ **Find ways to make students more responsible for their own learning**
- ☐
- ☐ **Focus on comprehension activities**
- ☐
- ☐ **Summer Reading program**
- ☐ **Course rotation and class reviews**
- ☐
- ☐

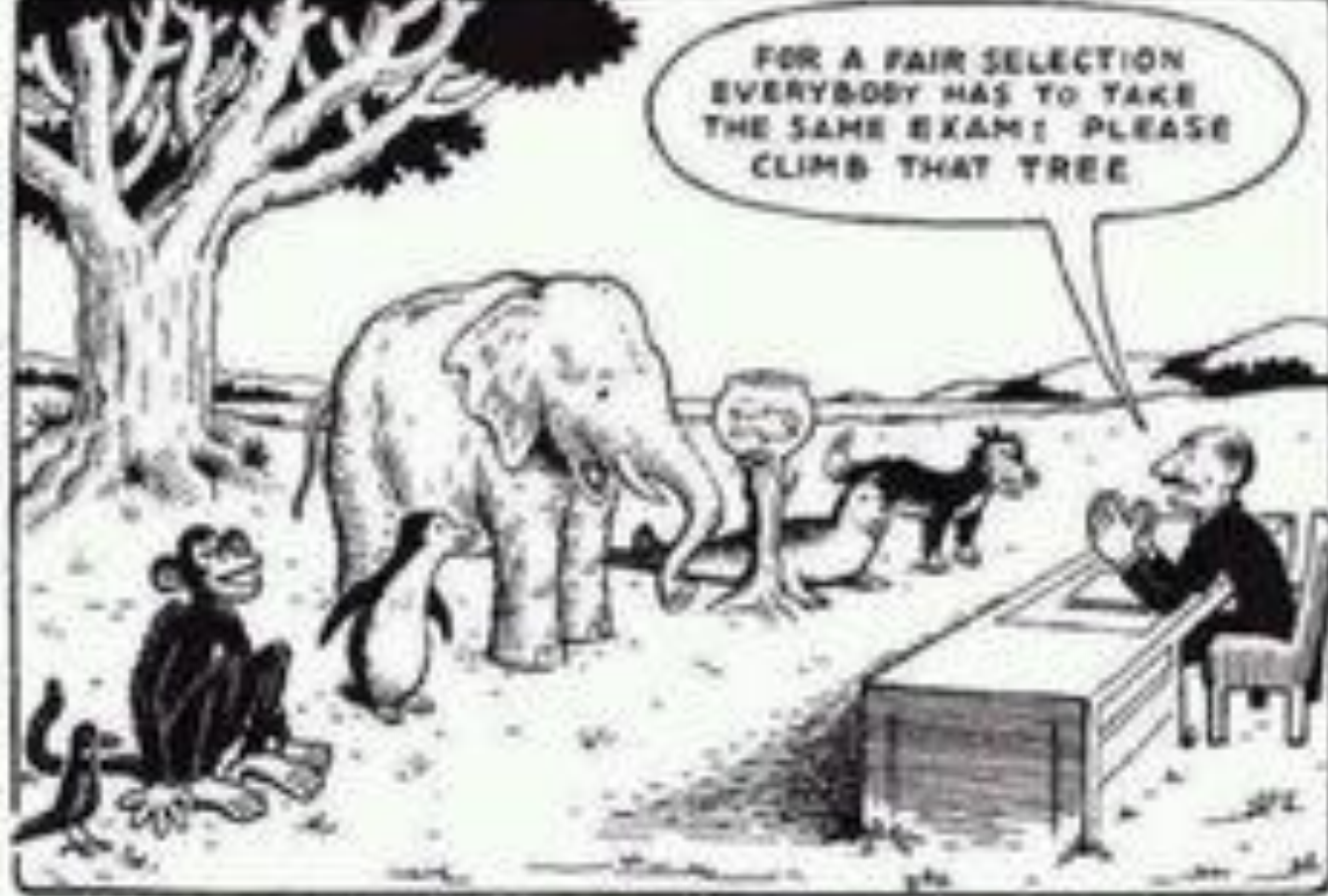
Teachers do not have an inherent claim to a class or a grade

Tie in attendance rewards with effort in class

This needs to be a focus in every subject and not just ELA

- Community Bookshelf
 - Book Drive
- Partnered with Public Lib.

We need to
re-think our
assessment
strategies



Our Education System

"Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid."

- Albert Einstein



PRESENTATION TO THE BOARD

FNMI ADVISORY MEETING UPDATE

PRESENTED BY:

DELORES PRUDEN-BARRIE, DIRECTOR OF FNMI EDUCATION

MAY 22, 2015

FIRST NATIONS, MÉTIS AND INUIT (FNMI) DIVISION
CURRICULUM BRANCH
FIRST NATIONS, MÉTIS AND INUIT ADVISORY COMMITTEE
MARCH 2, 2015
8:30 am to 4:00 pm
1220, 12th Floor, 44 Capital Boulevard
10044 - 108 Street

A G E N D A – Day 1

TIME	TOPIC-PRESENTATION	FACILITATOR
8:15 – 9:00	Breakfast (provided) and Networking	
9:00 -9:10	Opening Prayer (Elder) Welcome	Pauline Auger Team Lead, FNMI Cultures, Curriculum Branch, First Nations, Métis and Inuit Education Division
9:10-9:40	Welcome and introductions (new members)	Shauna-Leigh Wright Acting Director, Curriculum Branch, FNMI ED Division
9:40- 10:20	Greetings from FNMI Education Division	Jane Martin Acting Assistant Deputy Minister First Nations, Métis and Inuit Education Division
10:20-10:35	Wellness Break	
10:35-12:00	Community Stewardship Project update	Ken Ealey Manager, Curriculum Branch First Nations, Métis and Inuit Education Division
12:00– 1:00	Lunch	
1:00 – 2:00	Update on Curriculum Redesign	Jennifer Bushrod Director, Cross Curriculum Infusion Branch, Student Learning Standards Division Joanne Neal Director, Sciences and Wellness Branch, Student Learning Standards Division
2:00- 2:15	Wellness Break	
2:15-3:00	<i>Guiding Voices: a Curriculum Development Tool for Infusion of First Nations, Métis and Inuit Perspectives</i>	Ken Ealey Manager, Curriculum Branch First Nations, Métis and Inuit Education Division
3:00-4:00	Honouring our Elder Narcisse Blood	FNMI Curriculum Branch Team
4:00	Elder Blessing – Closing	Pauline Auger Team Lead, FNMI Cultures, Curriculum Branch

Please note that due to staff with extreme sensitivities, we request that all visitors refrain from wearing fragrances. Thank you.

FIRST NATIONS, MÉTIS AND INUIT (FNMI) DIVISION
CURRICULUM BRANCH
FIRST NATIONS, MÉTIS AND INUIT ADVISORY COMMITTEE
MARCH 3, 2015
8:30 am to 4:00 pm
1220, 12th Floor, 44 Capital Boulevard
10044 - 108 Street

A G E N D A – Day 2

TIME	TOPIC-PRESENTATION	FACILITATOR
8:15 – 9:00	Breakfast (provided) and Networking	
9:00 – 9:20	Opening Prayer (Elder) Welcome	Dan Smith Acting Executive Director, First Nations, Métis and Inuit Division
9:20 – 9:30	Indian Residential School and Treaties Education: Revisiting our Commitment	Shauna-Leigh Wright
9:30-9:40	What has been done nationally and internationally in terms of Indigenous education?	Ken Ealey
9:40-10:10	Group Activities	Jamie MedicineCrane and Ken Ealey
10:10-10:25	Wellness Break	
10:25-10:55	What do we need to include in teaching and learning about Residential Schools?	Jamie MedicineCrane Manager, Curriculum Branch, First Nations, Métis and Education Division
10:55-11:35	How can we take these themes and enrich the current curriculum?	Carla Badger
11:35- 12:15	What are our next steps?	Melanie Brice Team Lead, FNMI Languages and Literacy, Curriculum Branch
12:15 – 1.15	Lunch	
1:15 – 2:00	How do we co-create curriculum with our FNMI colleagues?	Shauna Leigh Wright
2:00-2:25	Roundtable	Pauline Auger
2:25– 2:30	Wellness Break	
2:30- 3:30	Meet and Greet First Nations, Métis and Inuit Education Division Staff	Pauline Auger
3:30– 3:45	Closing Remarks Elder Blessing – Closing	Pauline Auger
3:45 - 4:00	Expense Claims (Please attach receipts)	Jayne McKay Greenaway, Administrative Support, Curriculum Branch, First Nations, Métis and Inuit Education Division

Please note that due to staff with extreme sensitivities, we request that all visitors refrain from wearing fragrances. Thank you.

BOARD OF TRUSTEES

COLIN KELLY
TRUSTEE OF THE BOARD

DATE: MAY 22, 2015

PRESENTED BY: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

SUBJECT: EDUCATION QUARTERLY REPORT

ORIGINATOR DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

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

Education Quarterly Report to the Board for May, 2015

Purpose:

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

Quarterly Content for May, 2015		
1. Superintendent's Message	Bulletin #1	
2. Enrolment, Staffing Positions and Staff and Student Attendance	Bulletin #2	Divisional Priorities
	Bulletin #3	Student Attendance Charts
	Bulletin #4	Student Attendance by Division
	Bulletin #5	Staffing Update
	Bulletin #6	School Visits by Staff
3. School and Division Success Stories	Bulletin #7	2015 Edwin Parr Nominee
	Bulletin #8	Conklin Cree Class
	Bulletin #9	Indigenous Shining Student Award
	Bulletin #10	Summer Reading Program
	Bulletin #11	Susa Creek Pen Pal Program
	Bulletin# 12	Students Go Wild For Wilderness Camps
	Bulletin # 13	Our Experiential Learning
	Bulletin # 14	2015 Northland Photography Contest Winners

May, 2015 Quarterly Report

Bulletin 1

Superintendent's Update

Attendance Initiative

In the last quarter the division has continued to focus on priorities to improve attendance. At the May administrators' meeting, school leaders reviewed the planning document that schools will use to develop and monitor their plans to improve attendance. Community meetings are being held to increase awareness and understanding of the Every Day Counts Attendance Initiative. The division has submitted a plan to Alberta Education indicating actions that will be taken in response to the recommendations in the Auditor General's Report on Attendance in Northland.

Literacy Initiative

All schools have been provided with the data from their mid-year literacy benchmark assessments. They also have a process for conducting class reviews to ensure that action is taken to assist student to continue to grow. A focus for this quarter is to provide small group guided reading instruction on a regular basis for all students. Pedagogical supervisors are providing support to assist schools to conduct class reviews and strengthen practice with guided reading. Initial work is underway to gather information to support benchmarking in Aboriginal languages.

High School Redesign

In early May Mistassiniy, Paddle Prairie and Kateri Schools submitted proposals to Alberta Education to participate in the high school redesign process. The schools have been working with Terry Lynn Cook to look at ways they can use this process to improve outcomes for students and increase high school completion rates.

Budget Implications

The administration has been working with schools and central staff to determine how the division can continue to move forward with education initiatives in light of the budget implications.

May, 2015 - Quarterly Report Divisional Priorities

	AERR Priority 1:	
	Year One Implementation of the Attendance Initiative	

A final *Attendance Improvement Initiative – Every Day Counts Report* was approved by the NSD61 Board in January 2015.

School administrators, have developed or are in the process of developing attendance gathering systems to identify where to focus attendance improvement efforts and to evaluate ongoing successes and challenges.

All NSD61 schools have established 'school-based attendance improvement committees' as described in the *Every Day Counts Final Report Required Action #6* and are implementing *Procedure 301 – Student Attendance* as described in the *Every Day Counts Final Report Required Action #27*. Schools are tasked with recording and monitoring student attendance. Schools are also required to report non-attendance to the Division Attendance Lead (DAL) for school community follow-up and compliance.

A school-based attendance improvement planning tool has been developed to assist schools with establishing targets, implementing appropriate strategies, determining responsibilities and requiring schools to identify progress at specific reporting times throughout the school year.

Division Attendance Data for the First Six Months of 2014-2015 School Year

The first six months of this school year shows a significant number of students are achieving our attendance target of 95%. At this juncture, 46% of our student population have an overall attendance rate of 90% or better. With support and encouragement, a further 20% of students within the 80% to 89% attendance range are now poised to reach the 90% plus levels. At this early stage in the attendance initiative, NSD61 is already realizing improvements in division attendance patterns.

Division Attendance Improvement Budget

School administrators and school staff continue to develop extrinsic and intrinsic incentives to support and encourage regular attendance. An attendance improvement budget has been established to support school incentive programs throughout the school year and division attendance celebrations at year-end.

AERR Priority 2:	
Establish a Literacy Focus Group to strengthen implementation of the Division Literacy Initiative for English, Cree and Dene Languages	

Literacy Focus Group

The third meeting was held in Peace River in April. Mid-year literacy data was reviewed. Key Observations and Implications of mid-year results are listed below.

- 1.1. Behaviour is an impediment to success. So we need in-service re: social responsibility
- 1.2. Attendance (or lack thereof) is an impediment to success. So we need to be committed to our attendance initiative.
- 1.3. The transient nature of our students (approximately 25%) is an impediment to success. We need to be able to assess quickly and provide instructional supports.
- 1.4. The data are as reliable as the skill of the assessor. So principals and literacy coaches must have expertise in assessment to support teachers.
- 1.5. Kindergarten needs to be more focused on language learning so we have implemented the EYE and we need to review our Kindergarten programs to increase the language/literacy focus.
- 1.6. The lack of resources to implement the literacy program is an impediment to success in some schools. So principals need to ensure required resources are available.
- 1.7. Age of entry is a factor in student success but the new act will at least standardize this date.
- 1.8. There is a need to clarify the purposes of assessment and then need to accurately assess so principals and literacy leads need to have the skills and a common understanding of purpose.
- 1.9. There are many distractions that need to be managed so principals must take actions to keep effective literacy instruction the priority. Ex/ Scheduling instructional leadership, make PLC time and staff meetings focus on literacy and capacity building, using data to inform practice.
- 1.10. Literacy coaches in each school are an important priority so within the constraints of budget lit lead role will be protected.
- 1.11. Principal's main job is instructional leadership to advance the literacy initiative and ensure quality classroom instruction. This has implications for recruitment induction, supervision, and evaluation in-service, mentorship (internal and external) of principals.

Recommendations

- Retain the position of Literacy Supervisor and clarify organizational structure and authority (ex/ dotted line authority).
- Adjust the role description to focus on principal mentorship and skill development.
- Highlight the instructional role of the principal at principal meetings through the in-service component.
- Continue to celebrate school and divisional progress through communications, sharing promising practices at administrators meetings, school literacy nights, parent teacher conferences and feedback to students

AERR Priority 3:

	AERR Priority 3:	
	Develop a Long Term Plan for Education in Wabasca – Desmarais	

Monthly meetings continue with administrators and local school board committee members of area schools and some community members. The group is in the process of hiring a community engagement facilitator. Initial discussions have occurred with Alberta Education. Community consultation to develop plans for either a new middle school or a modernization to Mistassiniy has been postponed to early fall at the request of Alberta Education. On May 11, the official trustee and superintendent met with representatives from Bigstone Education Authority and the MD of Opportunity. That evening a community meeting was held at Pelican Mountain School as enrolment challenges and possible programming alternatives for the school. In 2014-2015 Wabasca Community Education Planning meetings were held on November 7th, December 2nd, January 14th, February 19th, March 25th, April 28th, and May 19th.

AERR Priority 4:

	AERR Priority 4:	
	Conduct a review of Mistassiniy School	

The administration has made initial contact with Palliser School Division who have developed an effective process for school reviews. The administration is recommending that this process be implemented for all schools in the Wabasca Desmarais area early in the new school year.

AERR Priority 5:

	AERR Priority 5:	
	Develop indicators of quality teacher performance in Northland School Division	

Principals reviewed and developed local indicators of Teacher Quality Standard at the February 2015 workshop. Indicators collated and shared with Principals at May 2015 administrators' meeting

AERR Priority 6:

	AERR Priority 6:	
	Complete revisions to the Policy Manual	

A revised draft of Policy one is being presented for information at the May board meeting. Other policies are on hold until the regulations for the School Act are brought into effect.

AERR Priority 7:

	AERR Priority 7:	
	Design and implement a strategy to address teacher housing	

NSD received 25 new mobile units from the Alberta government in early 2015. NSD is in the process of replacing older housing teacherages with the new units and the anticipated completion time is August 31, 2015.

AERR Priority 8:

	AERR Priority 8:	
	Increase emphasis on Land-based and experiential Learning	

The administration is proposing to include a position for an Associate Superintendent of First Nation, Metis and Inuit Learner Success to provide division leadership to this focus for the 2015-16 school year.

There have been 25 cultural field trips since mid-January 2015 till now. There have been 18 approved for using FNMI Cultural budget.

The range of cultural/land base/experiential are: Inuit storytelling, Marten Lakes cultural camp, Aboriginal cultural awareness career fair, Fort Edmonton, Treaty Heritage centre of Alberta, Fort Edmonton-Fur trade route, Grouard Museum, Buffalo Jump Park, Slave Lake & Wabasca to learn about ponds/bogs/marshes, journey to reconciliation, interpretive centre, Fort Macleod theatrical presentations, hide tanning, water activities, cultural activities set up at Twin Lakes, and Northland games to participate in hand games with Herman Sutherland.

AERR Priority 9:

	AERR Priority 9:	
	Enhance instructional leadership and strengthen teacher supervision and evaluation	

Expectations for evaluation and recommendation of teachers for continuous contracts were discussed with administrators at the May administrators' meeting. The session emphasized the importance of only recommending the strongest teachers for continuous contracts.

AERR Priority 10:

	AERR Priority 10:	
	Complete concept design and feasibility study for regional/virtual high school	

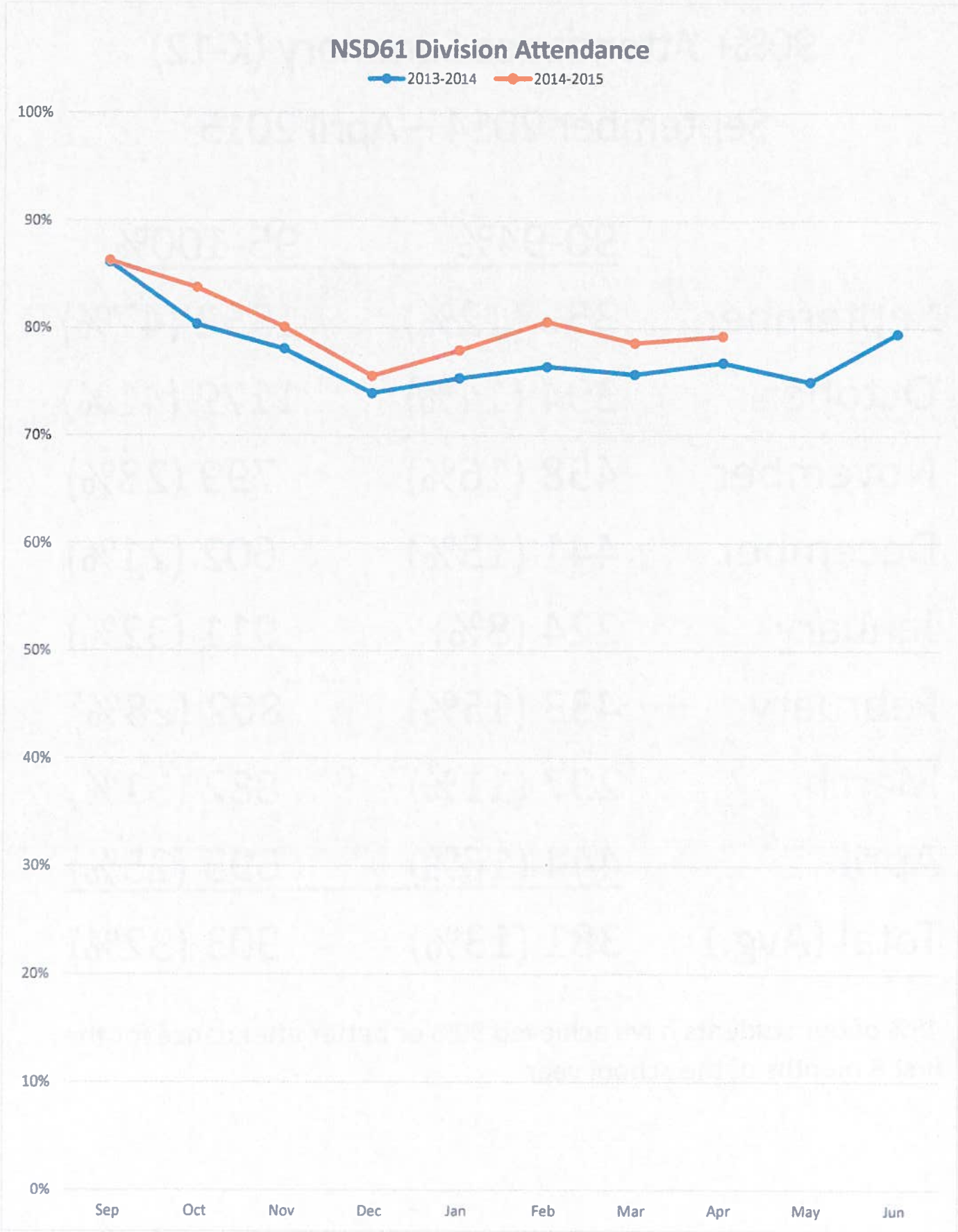
NSD vice principal has been seconded to the KTC partnership to conduct regional high school discussions with local community leaders from March – June, 2015.

90%+ Attendance Summary (K-12)

September 2014 – April 2015

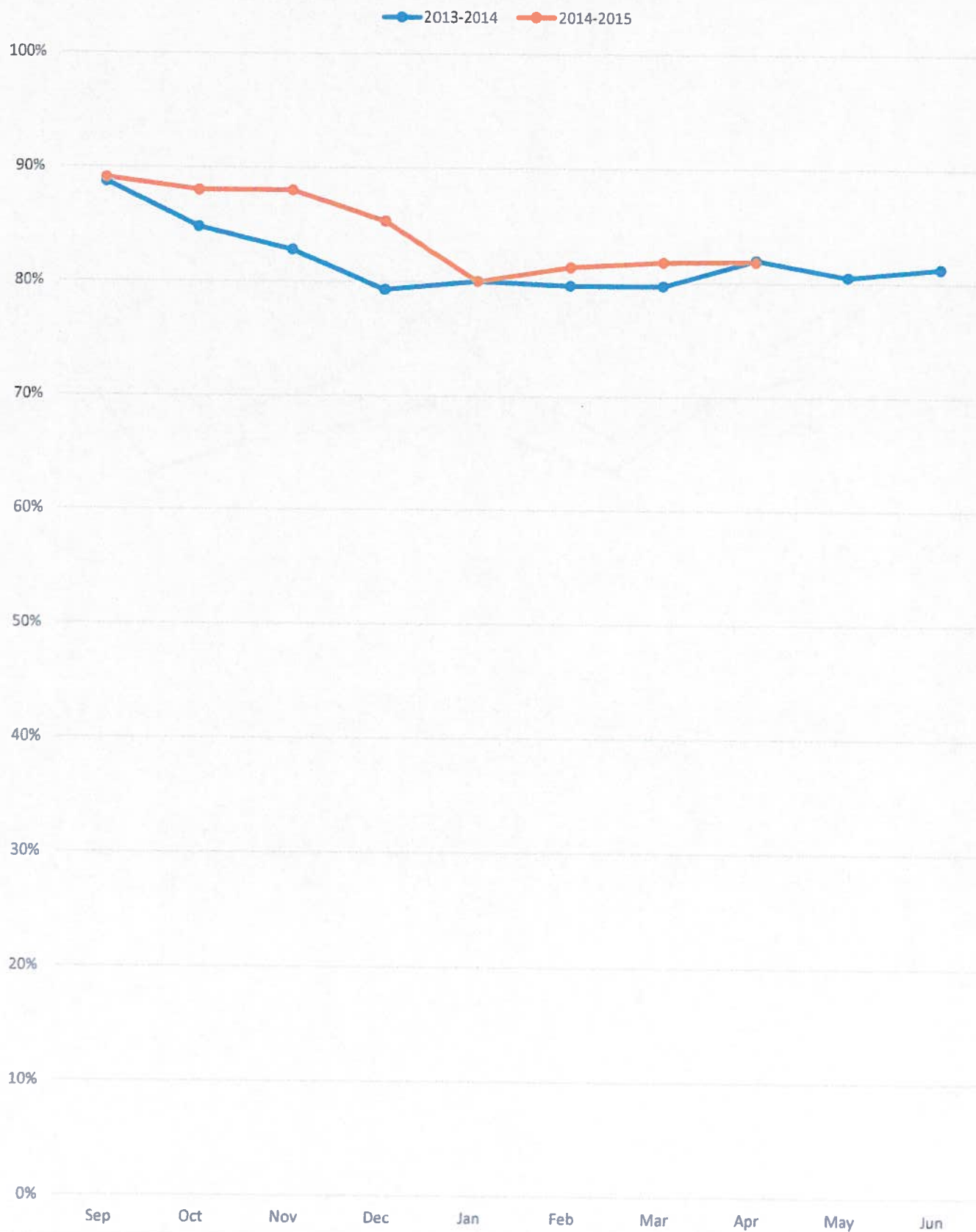
	<u>90-94%</u>	<u>95-100%</u>
September	356 (12%)	1352 (47%)
October	394 (14%)	1179 (41%)
November	458 (16%)	799 (28%)
December	441 (15%)	602 (21%)
January	224 (8%)	911 (32%)
February	433 (15%)	802 (28%)
March	297 (11%)	882 (31%)
April	<u>444 (16%)</u>	<u>695 (25%)</u>
Total (Avg.)	381 (13%)	903 (32%)

45% of our students have achieved 90% or better attendance for the first 8 months of the school year

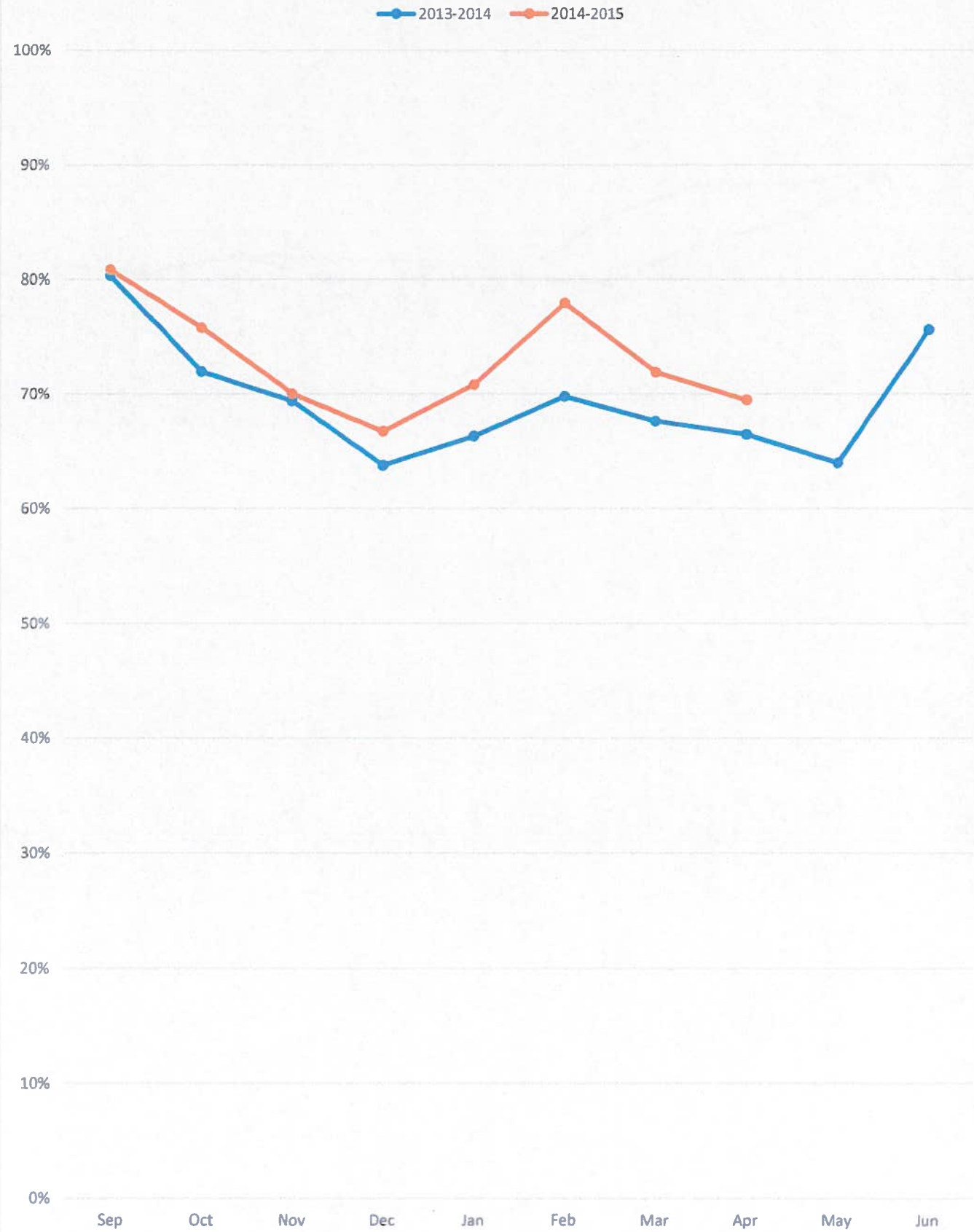


Bulletin 3

NSD61 ECS - Grade 6 Division Attendance



NSD61 Grade 7 - 12 Division Attendance



Student Attendance by Division in Percentage Year to Date, April 2015

School	ECS	Div 1	Div 2	Div 3	Div 4
Anzac	86	88			
ADCS	72	77	72	66	57
Bill Woodward			89	93	87
Bishop Routhier	79	79	79		
Calling Lake	81	85	83	82	65
Calling Lake Outreach					45
Career Pathways					45
Chipewyan Lake	86	98	90	73	93
Conklin	90	90	93	92	
Dr. Mary Jackson	79	93	87	82	
Elizabeth	91	90	92	93	
Fr. R. Perin	72	77	77	65	
Fort McKay	85	83	85	84	
Gift Lake	81	85	89	83	
Grouard	81	85	91	85	
Hillview	86	80	90		
J.F. Dion	90	86	89	81	
Kateri	79	77	81	80	55
Little Buffalo	62	75	74	70	82
Mistassiniy				71	49
Pelican Mountain	74	78	75		
Paddle Prairie	75	88	79	88	80
Peerless Lake	81	92	87	87	84
St. Theresa	86	86	85		
Susa Creek	83	82	87	83	
All Schools	82	84	85	78	66

Staffing Update - May 21, 2015

	Certified Staff	Certified Staff - NL	Early Childhood Instructors	ECS - PUF	Teacher Assistants	Special Assistants	School Community Liaison Worker	Family Community Liaison Advisor	Library Assistant	Native Language Instructor	Clerical	Caretaker	Bus Driver	Cook	Total by School
Anzac	5.5	0	0	0	0.5	1	0	0.25	0.5	0.25	1	1	0	0.75	10.75
ADCS	20	1	0	0	1	4	1	0	0.95	1	1	4	1	2.63	37.58
Bill Woodward	9	0	0	0	0	2.2	1	0	0.5	0	1	2	0	1.25	16.95
Bishop Routhier	6	0	0	0	0	3.4	0	0	0	0	1	2	0	0.81	13.21
Calling Lake	11	0	0	0	1	2.4	0	0	0	0.6	1	1.5	1	1.75	20.25
Career Pathways	2	0	0	0	0	0	0	0	0	0	0	0	0	0	2
Chipevyan Lake	2	0	0.67	0.4	0	0	0	0	0	0.33	0.3	1	0	0.5	5.2
Conklin	4	0	0	0	1	0	0	0	0	0.5	0.5	1	1	0.63	8.63
Dr. Mary Jackson	2	0	1	0	1	1.5	0	0	0	0	0.5	1	2	0.63	9.63
Elizabeth	10	0	0	1	0	2.8	0	0	1	1	1	1	1	1.63	20.43
Father R. Perin	7.5	0	0.5	0	0	2.9	0	0	0	0.6	0	1	1	1.12	14.62
Fort McKay	7	0	0	0	6	0	0	0	0	1	1	1	1	0.08	17.08
Gift Lake	13	0	1	0	2	4	0	0	0	1	1	2	4	1.75	29.75
Grouard	8	0	0	0	2	2	1	0	0	1	1	2	1	1.63	19.63
Hillview	3	0	0	0	0	0.5	0	0	0	0	0.5	1	4	0.63	9.63
J.F. Dion	6	0	0	1	1	0	1	0	0	0	1	1.36	1	0.94	13.3
Kateri	7	0	0	0	1	2	0	0	0	1	1	2	2	1.25	17.25
Little Buffalo	13	0	0	0	0	4	0.8	0	0	1	1	1.58	1	1.38	23.76
Mistassini	23	0	0	0	3	2	0	2	0	1	2	5	6	3	47
Paddle Prairie	8	0	0	0	2	1.4	0	0	0	0.5	1	2	2	1.34	18.24
Peerless Lake	10	0	0.5	0	1.5	1	0	0	0	1	1	2	2	1.75	20.75
Pelican Mountain	2	0	0	0	0.75	0	0	0	0	0.25	0	1	1	0.5	5.5
St. Theresa	23	0	1	4	6	8	0	1	1	2	2	4	4	3	59
Susa Creek	3.6	0	0	1	1	0	0	0	0	0.4	0.85	1	1	1.25	10.1
Totals	205.6	1	4.67	7.4	30.75	45.1	4.8	3.25	3.95	14.43	20.65	41.44	37	30.2	450.24

Bulletin 6

School Visits by Department			
February 1, 2015 - April 30, 2015			
	Management	Learning Services Team	Totals
Anzac	8	2	10
ADCS	16	13	29
Bill Woodward	5	1	6
Bishop Routhier	6	7	13
Career Pathways	2	3	5
Calling Lake	22	19	41
Chipewyan Lake	6	7	13
Conklin	4	7	11
Dr. Mary Jackson	4	9	13
East Prairie/Hillview	4	12	16
Elizabeth	4	4	8
Fort McKay	4	3	7
Fr. R. Perin	11	29	40
Gift Lake	21	6	27
Grouard	13	26	39
J.F. Dion	5	1	6
Kateri	3	10	13
Little Buffalo	4	10	14
Mistassiniy	5	16	21
Paddle Prairie	3	6	9
Peerless Lake	4	3	7
Pelican Mountain	3	11	14
St. Theresa	3	6	9
Susa Creek	2	0	2

**Bulletin 7**

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Gift Lake Educator Nominated for Edwin Parr Teacher Award

For immediate release – April 29, 2015



Northland School Division No.61 (NSD61) is pleased to announce that Erica Cunningham, Gift Lake School Teacher, has been selected as NSD61's 2015 Edwin Parr Teacher Award Nominee. The Edwin Parr Teacher Award recognizes first year teachers that demonstrate exemplary dedication and commitment in the field of education.

"When I first heard that I had been nominated for this award [Edwin Parr Teacher Award], I was surprised," said Cunningham. "However, after I processed the information, I knew that it was a confirmation of my chosen career path."

Cunningham, a mother of five children and originally from the community, worked at Gift Lake School for several years as a special needs assistant before completing a Bachelor of Arts and a Bachelor of Education at the Kings University College. Following in her mother's footsteps, she says she is fortunate to begin her career in familiar territory.

"Being a community member from Gift Lake has definitely helped me as a first year teacher because I know the children and their families," said Cunningham. "It is beneficial for both me and my students that I can converse with them in the Cree language. Although most students do not speak the language, they do hear it in their home and can often times understand what I am saying to them. I think using my language in our classroom helps to instill a positive image on the Cree culture which in turn will give a sense of identity for our students of Gift Lake."

Delores Pruden-Barrie, Director of First Nations, Métis and Inuit (FNMI) of Education, was involved in nominating Erica. She says students are fortunate to have a confident grade 4-5 teacher.



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"As I observed Erica, she really inspired me to reflect on the teaching profession and the great memorable things for change," said Pruden-Barrie. "She has the ability to make students think and feel confident."

Erica is praised for creating a classroom environment that adapts to various learning styles. She believes her approach will help her build towards a student-centred learning style.

"Although I am still working to find my exact style, I know that I want all my students to take responsibility and work towards excellence in all their learning," said Cunningham. "I expect my students to ask questions, give feedback, offer support to others and work cooperatively within our classroom."

Erica, who participates in various community initiatives, believes showing that you care will help students succeed.

"For many years, I have worked alongside great teachers who have modelled such exemplary teaching methods," said Cunningham. "Their love and care made an absolute difference on student achievements in terms of academics and social skills. I am a firm believer that students succeed best when they know they are cared for, respected and have the support they need."

Each year, the Alberta School Boards Association (ASBA) honours outstanding first year teachers representing six zones throughout the province. Cunningham will be recognized at the NSD61 Long Service and Recognition Awards on Thursday, May 7, 2015 and at the ASBA Zone 1 Awards Luncheon in the fall.

"Erica is a strong and dedicated teacher who understands and advocates for her students," said Donna Barrett, Superintendent of Schools, Northland School Division. "She is a very deserving recipient of this award."

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Bulletin 8

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Cree Class at Conklin Community School



Art Pottery Pots

Cree class students had the opportunity to experience hands on learning working with clay and developing beautiful art pottery pots. Students were able to target Cree vocabulary phrases describing their artworks through Language learning and Language use. Students also participated, practiced and learned Cree songs. Students developed musical coordination skills and listening skills.

Supporting outcomes:

Applications: To share information, to get things done, for imaginative purposes and personal enjoyment.

Language competence: Attend to form the language in guided lesson.

Community Membership: Mother Earth and themselves.

Strategies: Language learning, language use and cultural learning.



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Wabasca Student Nominated for Provincial Award

For immediate release – May 11, 2015



Northland School Division No.61 (NSD61) is pleased to recognize Janae Logan, a grade 12 student from Mistassiniy School, for being nominated for the Indigenous Shining Student Award.

This annual recognition is awarded to a student of First Nations, Métis or Inuit heritage, who demonstrates leadership and inspires others, through embracing and respecting aboriginal perspectives. Janae was nominated by Mistassiniy School Educator Charles Greening.

"Janae is a young lady that defines all that is great in an aboriginal youth," said Greening. A great daughter, grand-daughter, friend, student and role model. She strives to be the best she can be and represent all the youth of her school and community."

Janae, who plans to attend the University of Alberta to pursue nursing, says guidance and support from family and teachers has helped her develop leadership skills and the ability to achieve lifelong success.

"My family encourages me to go to school and my teachers are always proud of me and tell me to keep going and here I am graduating and planning to go to university," said Logan.

Janae is well on her way when it comes to achieving a career in nursing. She was involved in a health internship at Bigstone Cree Nation's Elders Lodge.



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"I like to help people a lot; I am that kind of person," said Logan. "People always say to find a career that makes you happy and I would be happy helping people."

Janae volunteers her time at events such as Treaty Days, Round Dances, weddings and funerals. Through her Kookum (grandmother), she has practiced and learned aboriginal cooking and helps cater events to hundreds of people. Janae also mentors younger students on sports teams and through student council.

"Janae represents herself, her culture and the community well. With leaders like her providing guidance and citizenship our future is bright."

Janae was one of 29 students in the province nominated for the Indigenous Shining Student Award. This annual recognition is made possible by the Alberta School Boards Association (ASBA), Alberta School Councils Association (ASCA), Alberta Teachers Association (ATA) and the College of Alberta School Superintendents (CASS).

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Bulletin 10

Summer Reading Program at Northland School Division

For immediate release – May 14, 2015



Career Pathway School students review some of the books for Summer Reading Program

*"The more you read, the more things you will know.
The more you learn, the more places you'll go."*

– Dr. Seuss

This quote perfectly defines the reason behind the Summer Reading Program developed by Northland School Division No.61 (NSD61) in partnership with Cenovus Energy.

The purpose of the program is to increase access to books for children in Northland communities over the summer and to help students avoid summer reading loss. A 2013 study published in *Reading Today* entitled "Eliminating Summer Reading Setback: How we can close the rich/poor achievement gap" (<http://www.rcowen.com/PDFs/Allington.pdf>) says that providing children with self-selected books for summer reading helped to reduce summer



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reading loss. Maureen Chernipeski, Pedagogical Supervisor, says that Northland is looking for champions within NSD61 communities to help support the Summer Reading Program.

"We are looking for individuals or groups willing to partner with the schools," said Chernipeski. "Individuals or groups will need to have a space open and available for children to come and check out some books."

Northland introduced the Summer Reading Program to school communities last summer and Chernipeski says the program is designed to be flexible.

"In one community for example, books were available at a teacher's house because the teacher was willing to do that," said Chernipeski. "Many of the books were made available to readers at community halls and youth centres because kids are going there anyway."

The Summer Reading Program is funded by Cenovus Energy which covers the cost of books and book bags. Smaller school communities who sign up will receive around 100 books and larger schools would get approximately 200.

NSD61 school communities who wish to participate in the Summer Reading Program are asked to contact Maureen Chernipeski at 780-891-2265 or maureen.chernipeski@nsd61.ca before the end of May. Chernipeski adds that schools who sign up early will be eligible for Telus World of Science tickets.

For more information please contact:

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Bulletin 11

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Pen Pal Program at Susa Creek School

For immediate release – May 11, 2015



Rhythm Hallock, grade 5 Susa Creek School and Beth Noble, grade 6 Summitview School, Grande Cache

Transitioning from one school community to another is never easy for youth. It's a reality Susa Creek School student's face every year before moving to high school in Grande Cache. Jenni McDonald, a former Susa Creek School student, says the transition made it difficult to make friends, especially when you're used to being around family all the time. It got to a point where she turned to drugs and alcohol and dropped out of school.

Jenni, who is now in her 20's, shared her story with Program Therapist Trish St. Aubin. St. Aubin says the conversation motivated her to introduce a possible solution to Susa Creek School.

"I told her [Jenni] about the Pen Pal Program, which is originally from southern Ontario and she thought the program would be really good for Susa Creek School," said St. Aubin. "So that motivated me to talk to some people and ask questions."

Those conversations lead to rolling out the program during the 2013-2014 school year. The program is a partnership between Susa Creek School, Summitview School in Grande Cache, Homework Connections and various community organizations.

Joanne D'Lugos, Susa Creek School Teacher, says the whole point of the program is to try to get the kids here [Susa Creek School] to have friends in town [Grande Cache] that they will know when they go to high school when they have to merge. She explains that Susa Creek students in grades 5-8 interact with a grade 6 class at Summitview School in Grande Cache.



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"We have a blog on KidBlog where students talk back and forth and communicate with each other, leave comments and things like that," said D'Lugos. "We have had a few gatherings with each other. They have been out here, we have been into Summitview to do a drumming presentation, we went swimming together and we will have a year-end wind up at Hide-A-Way Camp."

On April 24th, students from Summitview School traveled to Susa Creek School to participate in various activities such as making tipis and cooking bannock. Students from both schools are glad to be a part of the Pen Pal Program.

"I think if we didn't have the Pen Pal Program, I wouldn't get to know the people in here and they're actually pretty cool," said Madison Williams, Grade 6 Student, Summitview School.

"We share artwork with Pen Pals and what we learn in class," said Jade Desmarais, Grade 8 Student, Susa Creek School. "It's a fun experience."

D'Lugos believes this program will be successful and there's evidence to suggest that.

"Some of the kids have actually hung out together outside of school," said D'Lugos. "They see each other up town and they talk to each other and they go on the blog and say I got to see my Pen Pal up town today. For sure they are making some connections that should ease the transition before they have to go into town [Grande Cache]."

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Students go wild for wilderness camps

Northern division pursuing land-based learning



CTJ teacher Kayley Van Schaik (left) and Grade 11 students Celeste Anderson, of Atikameg School (right), and Shenekeh Cardinal, of Cadotte Lake School, learn how to build a quinzee, a hut of branches and snow that could be used for winter survival.



Little Buffalo School teacher Colin Mackay (left) and Cree language, culture and literacy instructor Kevin Lewis prepare for a dog sledging run around Marten Lakes, near Slave Lake.

Cory Hare
ATA News Managing Editor

The last six months have been an eye-opening experience for Jason Bigcharles. After spending the first eight years of his teaching career in a traditional classroom setting, the 41-year-old is now co-ordinating an effort to bring experiential learning to students in the Northland School Division.

This focus on learning about the land and traditional aboriginal practices has seen Bigcharles organize several wilderness camps for student groups.

At a recent camp at the Marten Lakes Wilderness Campus near Slave Lake, elders, educators and community members shared wisdom in areas like meal preparation, ice fishing, snowshoeing, building survivor shelters, dog sledging, trapping, hand games, Cree language development, storytelling and traditional art.

The camp involved high school students from Little Buffalo School, Atikameg School and Cadotte Lake School and followed a brief introduction to these outdoor concepts in a classroom

setting.

"When we did take them out to the camps, get out on the land focused on land-based learning, we noticed a phenomenal jump in the level of student engagement," Bigcharles said.

Most of the students taking part in the camps are aboriginal, but the vast majority of them have little knowledge of these traditional practices, Bigcharles says.

"I'd say maybe 10 per cent of our aboriginal students are aware of their cultural practices or past cultural practices so it's an alarmingly low number that actually know about these things."

But the students are very interested in what they're learning. They're going back to their schools and lobbying their teachers and principals for more. Bigcharles is now hearing from many principals who are interested in getting their schools involved in hands-on learning of aboriginal culture and practices.

"It's something that the elders within our communities have been really pushing hard for and as program providers, we're starting to see why they're

pushing so hard, because the kids are constantly asking for either further teachings or more in-depth teachings."

And while he's purposely avoided getting into the religious or spiritual aspects of aboriginal culture, those are aspects that students are demanding to learn about as well, Bigcharles says.

"That was interesting to see them bring that to the table themselves."

Curriculum

The camps have been organized to deliver on the curricular elements of language and culture, literacy and numeracy.

The literacy component is addressed through storytelling and report writing after the camps. Numeracy is built into some of the lessons. For example, students learning how to set up a snare must measure its circumference, diameter and distance from the trail, as well as the trail length.

As Bigcharles continues to develop the program, he's looking to build a logical progression of activities that follows the seasonal rounds of the Woodland Cree people. His primary focus at the moment is to develop effective assessment tools.

"That's something we're having a little bit of trouble with, especially when it comes to culture. How do you assess culture? That's been a difficult question," he says.

As he works to address the various challenges of growing the program, he's working hard to convey the message that land-based lessons involve real learning and are not simply recreational activities, a perception that's persisted in the past.

"We want to make sure that land-based learning is just as credible as any other programming in the schools," he says.

For him, there's no question that real learning takes place at these camps, and the engagement he's seen has been eye opening.

"One of the biggest questions on the minds of educators is, how do I engage my students? That's one question that's really been answered for me these past few months," Bigcharles says.

"Experiential learning — I think that's the way to go."



Jason Bigcharles is an outdoor education/Cree culture specialist with the Koo-See-Kee-Haw Tribal Council, which is a council representing six first nations in remote parts of northern Alberta. Through a partnership agreement formed in 2012, the Northland School Division helps provide education programming in schools to the council's communities.

Through a partnership agreement formed in 2012, the Northland School Division helps provide education programming in schools to the council's communities.

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2014 - 2015

Our Experiential Learning

Athabasca Delta Community School (ADCS), Experiential Learning Initiative (ELI), Lake Athabasca Youth Council (LAYC) & Partners



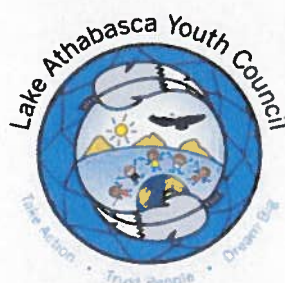
ADCS Mission

Together with our community, we will support and empower students to be healthy and happy life-long learners.

LAYC Background

TAKE ACTION*TRUST PEOPLE*DREAM BIG

LAYC stands for Lake Athabasca Youth Council. Established as a non-profit organization in 2012, LAYC's vision is for a healthy, safe, sustainable community, helping youth to gain the knowledge, confidence and skills they need to be successful in life and make positive contributions to their community. LAYC's mission is: community working together to provide support for youth-led activities. LAYC is run by a volunteer board who each represent partner organizations within the community (Athabasca Chipewyan First Nation, Mikisew Cree First Nation, Metis Local, Nune Health Board, RCMP, Regional Municipality of Wood Buffalo, Athabasca Delta Community School), as well as adults and youth of the community at large; LAYC also has a full-time Coordinator and hires summer students each year.



ELI Vision



What is

Experiential Learning?

...opportunities for community members, teachers, youth and community partners to engage in learning that champions the vision of being able to 'walk in two worlds'; through the collaborative integration of traditional, skills, knowledge, language, values and culture within the current living and learning environment.

EXPERIENTIAL LEARNING

SPRING 2016



Having hot
dogs @ Big
Island



Fur Lessons @
Ross on the
Athabasca River



Grade 6/7 @
Big Ray in Big
Point

Winter Camps Sponsor

Shell Canada \$21 000

Land – Based Day Trips

- Mike, Kendrick, Walter, Tegan & Elsie guided, taught and cared for the grade 8/9 class in spring ice fishing at Big Island.
- Kendrick & three male youth were taken for day trip moose tracking, fishing and learning about furs.

Overnight Land-Based Trips

- Lisa M., Mike and Walter for the grade 7 – 9 class at Andrew Ladouceur's cabin/trap line (Richardson River).
- Grade 6/7 class was split into three camping locations for 3 days: Big Ray at Big Point, Lawson Cardinal's cabin/trap line (Old Fort Bay) and Andrew Ladouceur's cabin/trap line (Richardson River).

Dear Shell Canada

Thank you for giving us money
to go on the camping trip / Bush
it was really fun and I caught 8
fish when we went ice fishing
and moose hunting but we didn't get
a moose but we learned how to
make a homemade fishing hook
we play cards and laughed and had
a really good time and we slept
in a cabin and we went skiing

and

Thank You!

From Jada wanderingpirit

Gr 6/7



Kiesha @ Old
Fort

Dear Shell Canada

Thank you so much for the wonderful
trip to the bush. I had so much fun
learning to set snares and going ice
fishing. I even caught a big Jackfish
when we went. When we went hunt
moose, we were so close to catching
one, but owell. Just thank you again for
the trip to the bush.

Kayden Halle Tuccaro

Grade 6 ☺

Tyson, Cardinal

Date March 20

SPRING 2016

Dear Shell!

Thank you so much for letting us go on this trip we learned how to live of the land and how to set traps like marten traps and beaver traps and set snares for we went ice fishing we got 3 fish and ate them. It was fun thanks for letting us go I hope we can go again.

Majlon

dear shell Canada Thanks for giving us money to buy our food and letting us stay in the bush for a night. I had really fun setting martin traps and ice fishing.

Date 03/20/15

Dear shell I thank you for the wonderful trip 4 guys that planned it for us and I have had a lot of fun setting traps and ice fishing and thanks to shell I wouldn't have had fun that week

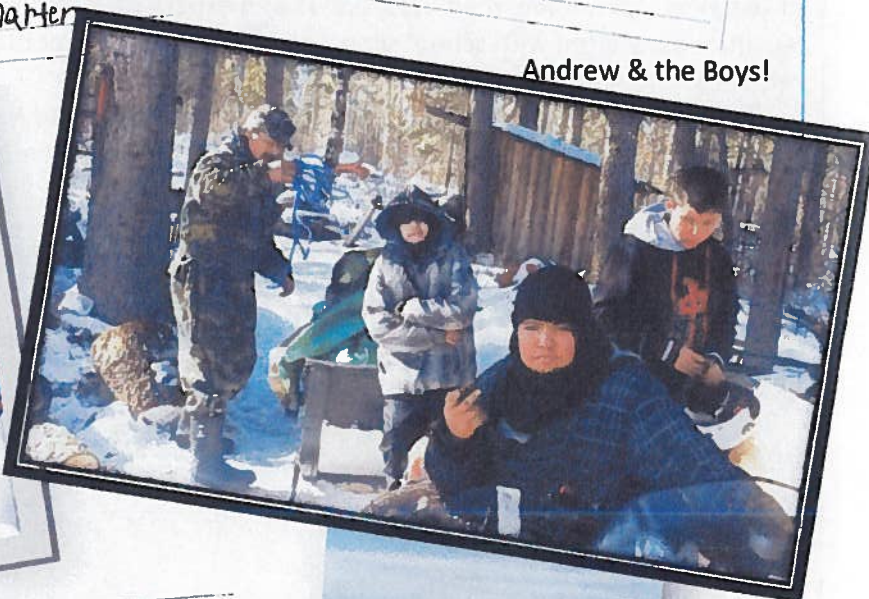
THANKS!!!

Name austin james antoine-tadenceur
Grade 6/7

Railen Frank cokey Marten
6/7

Andrew & the Boys!

Connor,
Mahailla &
Kayden



dear shell Canada thanks for giving us money to go to the bush we learned how to cut a fish learned how to put a hook on a string for ice fishing we learned how to moose hunt

Chase Arrin GrandJambie
moore



Fishing
in Old
Fort

EXPERIENTIAL LEARNING

SPRING 2016

Thank you shell for let in us go in the
 Bush what we did we set snares when we
 went moose hunting we went fishing we had fun
 we went in a overflow we went go get water
 from the lake and we had a awesome
 time.

Connor. tuccaro grade 6/7
 thanks once again

Thank you

- Andrew, Mike & 3 Youth
Andrew's Cabin
- Judy Ann, Lawson, Mike & 4 Youth
Lawson's Trapline
- Brian, Linda, Kendrick, Big Ray & 4 Youth
Big Ray's Cabin
- Jocelyn Martin (Sled Rental)

Dear Shell Canada,

During the second week of March my class was given the opportunity to participate in a three day Experiential Learning camping trip. I teach the grade 6/7 class at Athabasca Delta Community School in Fort Chipewyan and would like to thank you for your support for allowing my students to participate in this event. Experiential learning adventures are expensive and to make this trip possible my class needed three separate camps, twelve skidoos and a minimum of nine adult supervisors. This trip is only possible with a combination of teachers, community members, elders and experiential learning experts. As you know there are many legalities associated with school sponsored events and in order to make this trip possible many resources are required.

As a teacher this was my first time going on such an adventure. I learned that it is very important for the education of Aboriginal children to be able to connect their curriculum with hands on experiences out in the bush. Furthermore, establishing relationships with students often takes time in Northern communities and these trips allow teachers such as myself to establish a rapport with those students who are often difficult to reach. This allows for a transfer of an improved teaching and learning environment back in the classroom.

Again, thank you for the ongoing support with this learning initiative and we look forward to continuing the relationship.

Brian Evans
 Teacher Grade 6/7



Students loving the ice fishing in
 Old Fort!



Experiential Learning Initiative

By Mike Mercredi

ELI in Fort Chipewyan has had a very successful seasonal learning experience with the ADCS, LAYC and community members. We had several winter camps and one spring ice fishing day trip. Along the ADCS teachers, students and community members, we were able to have land based learning activities out in the surrounding areas of Fort Chipewyan. This was a dream come true for Elders, community land users, teachers and especially the students. The opportunities we provided for the students in a land based learning environment, went a long way by giving us the experiences needed to keep it all going, along with big hopes of continuing ELI in the community of Fort Chipewyan. After each camp, we hear from the students and teachers repeatedly asking, "When is the next camping trip" or "Can I go with you on the next camping trip". This not only gives us the drive to want to continue but it reminds of why we took on this initiative in the first place. We took on this initiative to ensure the traditional way of life for the Dene, Cree and Metis continue and remain sustained in the hearts and minds of the next generation. The first trips out on the land consisted of going out the campsites to complete the camp assessments required by ADCS for the Northland School Division. We travelled out to the campsites with the owners of the trap lines that were used for ELI's Land Based Learning activities.

We started our year in the spring of 2014 by travelled to Camp Voyageur via floatplane with an Elder, community members, teachers and students. At Camp Voyageur we decided on a Seasonal Learning Wheel, the seasonal Learning Wheel was used to map out a year of learning by adapting traditional ways of knowledge and (western educational teachings).

The next activity was the fall moose hunting camp, where we took out the Grade 8/9 Class from ADCS and Condo high school students from Saskatchewan. The students gained many skills required for land-based living. They hunted, tracked, fished, cleaned fish, snared, build fires, build camp, slept in tent frames, sustained camp, took down camp, cooked over the fire, hiked, canoed, and had fun while doing it all.

During the winter season we travelled by snowmobile for winter camp, along with the grades 6, 7, 8, and 9's. Each class travelled at different times to several camps with different community members who owned the trap lines and cabins. The students were taught how hunt, trap fur bearing animals, snare, fish, winter fire building, cooking, winter travel, and embracing winter. The students recorded their own experiences by journaling their daily experiences.

The Grade 9/8 class got to go ice fishing, they watched us punch holes in the ice, almost all of the students were able to get their own fishing line going and all waited patiently to get started. Several students caught fish, some caught as many as 3, including their teacher.

One of the most important things said after each camp was; "I don't want to go back yet". In fact one the lasts camps, two of the students asked to stay behind. They asked us to tell their parents that they're ok and wanted to stay. Of course we did not allow any students to remain behind, but the look in their eyes was one of someone who was serious. I'll never forget that moment, because I realized at that moment, that even I didn't want to leave camp either.



Big Island 2015

2014-2015

Land-Based Learning: Learnings & Memories

Good Day to All,

Well its been a wonderful year at ADCS, the students and staff have been really busy with cultural activities and lots of 'land-based learning'. The students have covered much of their school curriculum which include forms of biology, dissecting fish and moose, questions were asked about certain organs, parts and also life of both animals and fish. A lot was taught to the youth about respect, quality and the importance of it, and living a positive lifestyle. The topics of Heritage and Safety were introduced by traveling safely including way the wind blows for boating or even how to follow the sun (rising in the east and setting in the west). Students expressed concern on many different teachings. This is why I am glad to say that 2014-2015 school year was a huge success for land-based learning and our culture. We are pushing for a more improved year.

Next for 2015 -2016 we have more trips and camps planned. We would like to take names for more people with boats, sleds and cabins so we can go more places and make it fair to all community members. We were given a boat and boat motor from John and Alice Rigney and a huge ADCS thank you goes out to them. Although the boat needs a little work, we at ADCS will try our best to make it safe and fully operational. At the school we are also building a sweat lodge and would like to invite Elders to come and give advice to the 'skapews'. The sweat lodge is for those who are interested in participating.

It's been a pleasure working with everyone all year including: Experiential Learning Initiative, ADCS, LAYC, Shell Canada, Pat Flett, Imperial Oil, Tina Fraser, Sustainable Communities Initiative, Stu McMillians (Parks), Jason Straka (Parks), Mikisew Tech, Queeny Grey (Parks), Kerri Ceretzke, Mike Mercredi, Judy Ann Cardinal, Marina Cardinal, David Simpson, Walter Ladouceur, Andrew Ladouceur, Ross Campbell, Northern Store, Jocelyn Marten, Elsie Cardinal, Tegan Vacheresse, Brian Evans, Irene Redwood, Steve Tait, Lisa Murphy, Big Ray, Lynda Marten, Bandon Voyageur, Jermeny Cardinal, Charlie Voyageur, Margot Simonot, Saskatchewan Group and many more!

Kendrick Cardinal

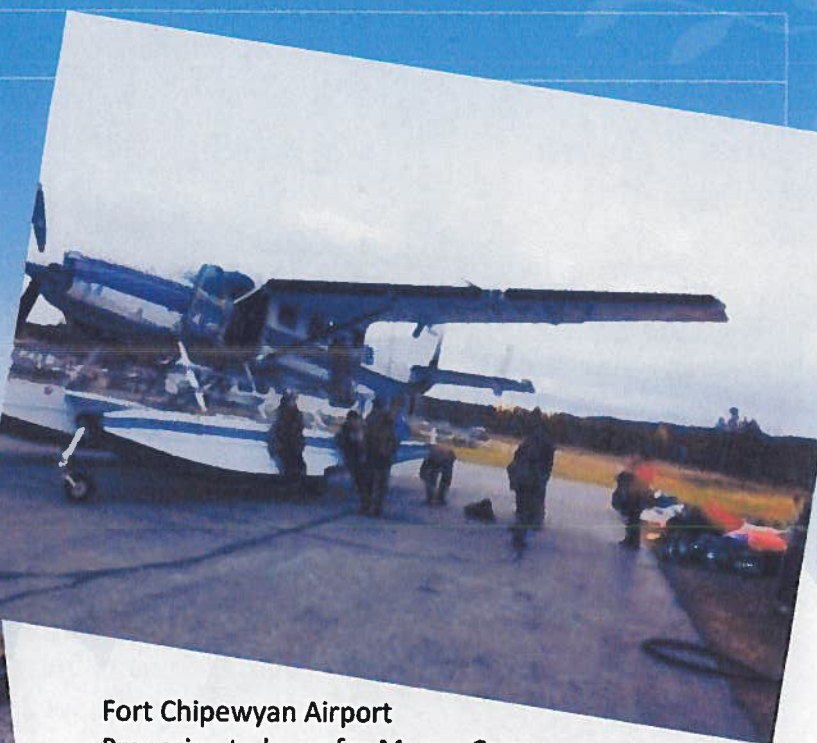
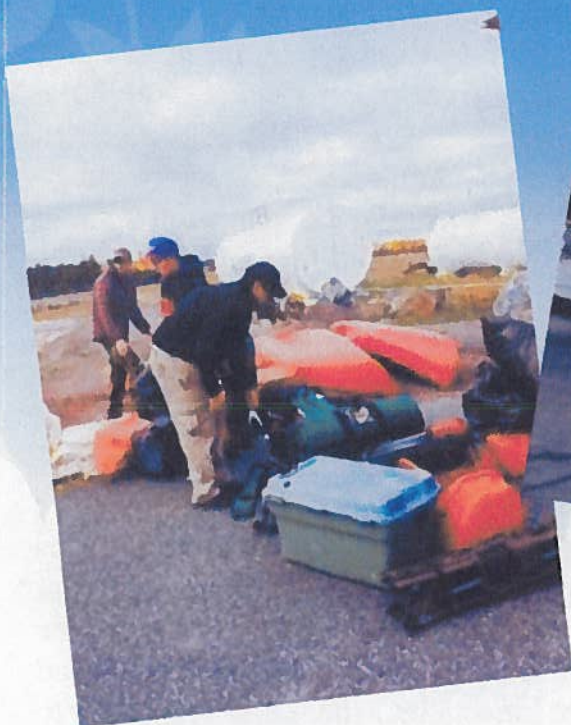
Cultural Coordinator



We are very thankful to all who have participated and helped out with our school. On behalf of ADCS we would like to thank Shell Canada for sponsoring our winter adventures.

Thank you to the Elders Big Ray Ladouceur, Lawson Cardinal, Archie Antoine, Michael Rene Cardinal and Joe Ratfat.

Deboning moose, plucking ducks and filleting a walleye



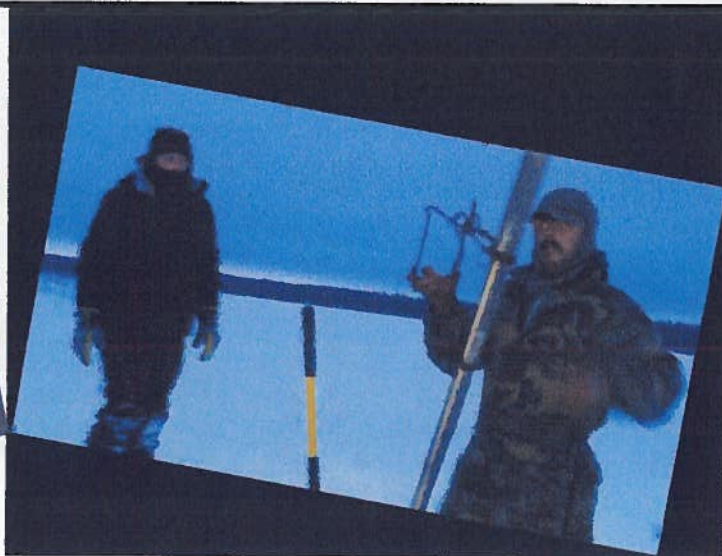
Fort Chipewyan Airport
Preparing to leave for Moose Camp

2015 Experiential Learning Initiative Gathering

August 24-27

Fraser Bay, Fort Chipewyan. AB

Last year's ELI Gathering happened in Winifred Lake on the Chipewyan Prairie Dene First Nations Reserve. It was a huge success because of the collaboration of the many partners involved Sustainable Community Initiative (SCI).



Reflection from the Grade 7-9 Teacher

As long as I can remember I have always had experiences in the outdoors, whether it was boating, fishing, skidooing, cross-country skiing, down hill skiing or snowboarding, hiking or camping. My experience in the outdoors has shaped the person I am today. I have learned how to be curious and caring for the environment, orienteering skills, problem solving, testing and pushing my limits, and how to prepare myself for excursions in the outdoors.

Over the past 8 months I have been able to share with my students the same outdoor learning opportunities that I had. Since the beginning of the 2014/2015 school year we have made canoe paddles, we've gone on a canoeing trip, learned how to build shelters and fires, we went to moose camp, cross country skied, participated in winter camps where we trapped, gathered firewood, learned about nutrition and how to prepare meals as well became familiar with general camp routine. The class has also had an opportunity to use kinect kits, where they learn how to build levers, pulley systems and other construction projects.

Through these experiences students have been able to learn life skills including how to follow budgets, planning what they need to bring on trips, teamwork and cooperation to achieve common goals, respect for the environment, and positive social behavior.

– **Lisa Murphy**



Grade 7 – 9 Class Adventures!

ECS & Grade 1 Experiential Learning

- Watched a canvas wall tent go up & stove be assembled
- Watched a snared rabbit from a previous camp be skinned & prepared for cooking
- Learn about the uses for tents & rabbits



Thank you for everyone's time and energy into this newsletter. Amazing photos too ☺

Sustainable Communities Initiative (SCI) works with communities through LAYC and ELI.

SCI consists of a partnership between ConocoPhillips, Nexen, Suncor, StatOil, RMWB, RCMP, community of Janvier and many more!

Limitless learning on the land

The clock at camp may show 3:30 p.m. but that doesn't mean students stop learning. Actually, students do not know when to stop learning at camp except maybe when their stomachs start to growl? But even that's not true. Camp suppers include giving thanks for the food, reflecting on the day, sharing new and old ideas, healthy eating, cleaning up, not wasting food and so much more. Wait a minute - many of the camp meals were prepared by students and teachers themselves! They learned food safe rules, how to prepare and cook on a wood stove, kitchen safety, following written and oral recipes, food timing, cleaning up and the great satisfaction of serving a meal to hungry campers.

Camp staff and teachers agree that it is difficult to express all the learning that happens at camp. People have long known that land-based camps are the natural environment for using the language, passing on knowledge, skills and stories, allowing students to try out their new skill sets and work together. Countless times camp staff and teachers paused in amazement as students demonstrated strong traditional and academic knowledge and skills. Some of this learning was documented in the students' booklets or in pictures, video clips, reports and in the students' writing in the classroom. However, some of the learning and student growth etched deeply in the teachers' and camp staffs' memories, and shared through stories.

Working as community, problem solving, socializing, entertaining, giving thanks, keeping one's self and others safe and comfortable, listening to stories and instructions, 'unplugging' from technology, environmental awareness, hygiene and the list grows... limitless student learning on the land. And, how about the learning that occurs within the teachers? Teachers are given the opportunity to learn about the local culture: traditional foods, camp set up, traditional values, the community and the list goes on. Through this, teachers build stronger relationships with their students and community members. By creating this understanding they are able to meet the needs of their students more effectively especially back at the classroom and in future trips.

The energy and curious nature of youth rubs off on camp staff, parents and guardians. They pick up new information and test new skills. Teachers gain new teaching and learning methods. Everyone benefits from stepping outside! *Originally Written by Kerri Ceretzke for PushUp Press Vuntut Gwitchin First Nation 2012

Sample Teacher Lessons for Camp by Brian Evans

Grade 6/7

English Language Arts

General Learning Outcome: Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

Specific Outcome: engage in exploratory communication to share personal responses and develop own interpretations
Students will establish these outcomes by keeping a three day (daily) journal of their experiences during our trip out in the bush. They will talk about the activities we complete, things they learn, how they feel and what they are enjoying or find challenging.

Science

General Learning Outcome: Design and carry out an investigation in which variables are identified and controlled, and that provides a fair test of the question being investigated.

Specific Learning Outcome: Recognize evidence of recent animal activity in a natural outdoor setting and observe the footprints to determine direction and speed of travel.

Students will establish these outcomes by taking some time to look for animal activity out in the bush. Through a teacher led discussion we will determine the direction and speed of travel. If possible we will set a trap for marten.

Social Studies

General Learning Outcome: Students will demonstrate an understanding and appreciation of the dynamic relationship between governments and citizens as they engage in the democratic process.

Specific Learning Outcome: Demonstrate an understanding of the fundamental principles of democracy by exploring and reflecting upon questions and issues:

This learning outcome will be established by making decisions as a group. The teacher/group leader will make students aware that by simply making decisions as a group, we are participation in a form of democracy called consensus. All decisions from what food we will eat to what activities we will do are all to be made to as a group and the group will have to come to a consensus.

Bulletin # 14

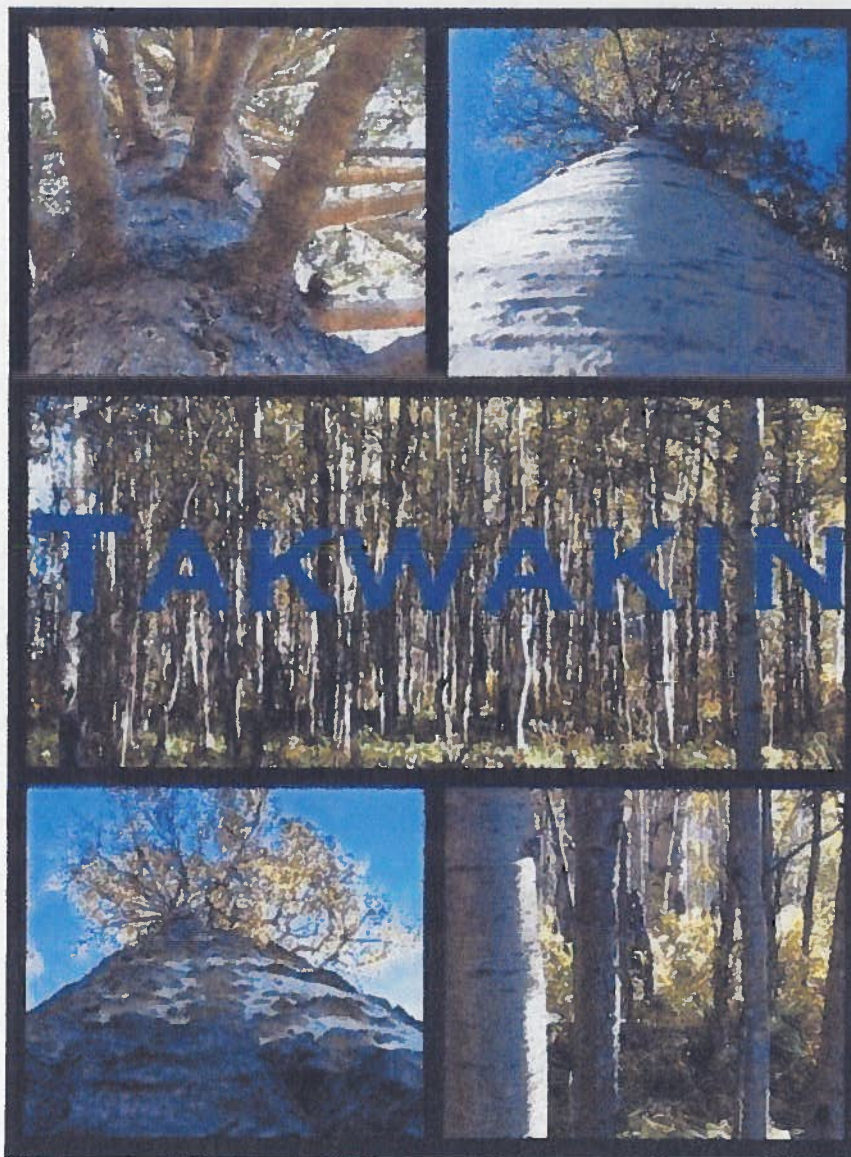
Northland School Division announces the winners for the 2015 Northland Photography Contest



Junior High 2nd place Isaiah Alook Grade 7 Kateri

Randy Chernipeski, Contest Organizer and CTS School/Industry Partnership Administrator says it is wonderful to see creativity from our students!

"Thank you to all participants and staff who supported students as they put their creativity and work into entering the Northland Photography Contest," says Chernipeski. "Thank you students for sharing aspects of life in your community."



Junior High 1st place Hannah McDonald Grade 8

Students who finished 1st, 2nd and 3rd place will receive cash card prizes. Honourable mentions will be receiving prizes for their efforts as well.

Congratulations everyone!

Results Junior High

1st place: Hannah McDonald, Grade 7, Susa Creek School

2nd place: Isaiah Alook, Grade 7, Kateri School

3rd place: Iris MacPhee, Grade 7, Susa Creek School

Honourable Mention: Marie Blackman, Grade 7 Elizabeth School

Honourable Mention: Vern Ominayak, Grade 8, Little Buffalo School

Honourable Mention: Leah Jackknife Cardinal, Grade 8, Elizabeth School

Honourable Mention: Jade Joahim, Grade 8, Susa Creek School

Honourable Mention: Burton Gambler, Grade 8, Calling Lake School

Results Senior High

1st place Haley Sowan, Grade 10, Paddle Prairie School

2nd place: Brittany Christian, Grade 11, Paddle Prairie School

3rd place: Tia Rae Woodward, Grade 10, Athabasca Delta Community School

Honourable Mention: Amythyst Williams, Grade 12, Little Buffalo School

Honourable Mention: Dillan Crawford, Grade 11, Calling Lake School

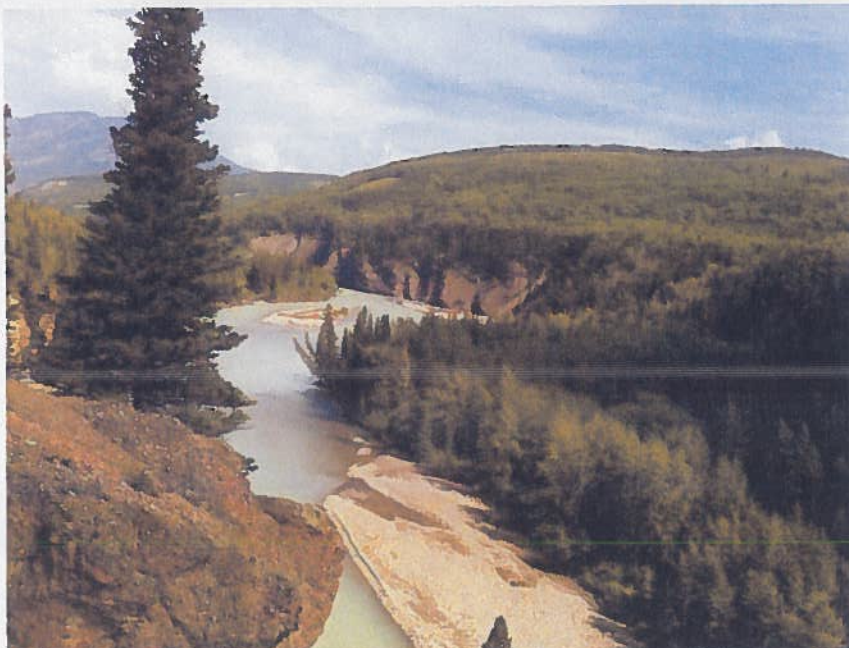
Honourable Mention: Taylor Houle, Grade 10, Peerless Lake School

Honourable Mention: Erica Sinclair, Grade 11, Peerless Lake School

Honourable Mention: Shavannah Anderson, Grade 10, Peerless Lake School



Junior High 3rd place Iris MacPhee Grade 7 Susa Creek



High School 1st Place Haley Sowen Paddle Prairie



High School 2nd place Brittany Christian



High School Tia Woodward Grade 10 ADCS

BOARD OF TRUSTEES

COLIN KELLY
TRUSTEE OF THE BOARD

DATE: MAY 22, 2015

PRESENTED BY: TRUDY RASMUSON, SECRETARY TREASURER

SUBJECT: FINANCE QUARTERLY REPORT

ORIGINATOR TRUDY RASMUSON, SECRETARY-TREASURER

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

Finance Quarterly Report For the Period Ending April 30, 2015

INTRODUCTION

2015-2016 divisional budget has been the focus over the past several months. However, there has been some work completed on a YTD comparison to budget.

REVENUE

Provincial and Federal Revenue

- There are no significant deviations from budget expected. Revenue is expected to remain as budgeted.

EXPENSES

School-based salaries	\$390,000 under budget
Schools budgeted at unit cost – actual may be under	
Instructional Support	\$202,000 under budget
Two positions unfilled	
Testing and Achievement	\$46,000 under budget
One position unfilled for part of the year	
Maintenance	(\$330,000) over budget
Increase in repair budget and staffing	
Transportation	\$50,000 under budget
Transportation manager position unfilled part of the year	
Board and administration	\$240,000 under budget
Inservice and elections – not held	
LSBC – projected unspent portion of budget	

CONCLUSION

The division could have a surplus of \$600,000, if the third quarter projections are accurate. Of the surplus, about \$240,000 is earmarked (the board and administration unspent portion).

OTHER BUSINESS

Mikisew Cree has paid two additional invoices since the document in the package was printed. To date, the receivable has been reduced to \$2.5 million from \$2.7 million.

BOARD OF TRUSTEES

COLIN KELLY
TRUSTEE OF THE BOARD

DATE: MAY 22, 2015

PRESENTED BY: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

SUBJECT: PROCEDURE 206 – EARLY CHILDHOOD SERVICES PROGRAMS

ORIGINATOR: WESLEY OGINSKI, DIRECTOR OF HUMAN RESOURCES

RECOMMENDATION

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

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.~~

7. Evaluation shall be in accordance with Alberta Education's Kindergarten Program statement.

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.
- 9.3 Programs, calendars and schedules shall follow their appropriate school calendar.**
 - ~~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~~



Early Childhood Services Programs

- ~~11.6~~ An ECS assistant may be hired to assist the ECS instructor if an ECS class is in excess of 14 children.
- 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

**Early Childhood
Services
Programs**

during the school term and kept on file. ~~The recommended tool would be Early Years Evaluation Tool.~~

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

10. The Principal has the same responsibilities for the ECS Programs as for all other programs operating in the school. Accordingly, the Principal shall:

10.1 Set daily, weekly and monthly schedules in conjunction with the ECS teachers and other staff of the school to include playground supervision, scheduling of facilities, safety measures, emergency situations, fire drills, etc.

10.2 Approve any field trips or excursions requiring students to leave the school grounds.

BOARD OF TRUSTEES

**COLIN KELLY
TRUSTEE OF THE BOARD**

DATE: MAY 22, 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, the attached draft of Procedure 437 – School Volunteers.

**Procedure 437****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 is responsible for approving school volunteers.
 - 1.1 The Principal will bring a list of school volunteers as information to the Local School Board Committee at the beginning, middle and end of the school year.
 - 1.2 In consultation with the Local School Board Committee, the principal shall approve all volunteers expected to be working in the school.
2. Volunteers shall:
 - 2.1 Sign a Volunteer Code of Conduct 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 provide a "Criminal Records Check", "Local Indices Search (RCMP)", "Vulnerable Sector Search" and "Child Intervention Check", at the school's expense,

**Procedure 437****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 is responsible for approving school volunteers.
 - 1.1 The Principal will bring a list of school volunteers as information to the Local School Board Committee at the beginning, middle and end of the school year.
 - 1.2 In consultation with the Local School Board Committee, the principal shall approve all volunteers expected to be working in the school.
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 - 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 provide "Criminal Records Check", "Local Indices Search (RCMP)", "Vulnerable Sector Search" and "Child Intervention Check", at the school's expense, Provide



Procedure 437

School Volunteers

-
- 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. When there is conflict between a school volunteer and a staff member that the Principal is unable to resolve or mediate, the Principal shall bring the issue to the Local School Board Committee for input.
 4. Volunteers whose services are no longer required will be notified in writing by the principal.
 5. 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.

**Procedure 437****School
Volunteers****APPENDIX 1****Volunteer Code of Conduct**

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: MAY 22, 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, 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.~~

Purpose

- 1. The purpose of this Administrative Regulation is:**
 - 1.1 To provide guidelines for the provision and use of police information checks for Northland School Division No. 61 employees.**

Scope

- 2. The Administrative Regulation applies to:**
 - 2.1 All Northland School Division No. 61 employees.**

This Administration Regulation does not apply to Northland School Division students under the age of 18 years.

Compliance

- 3. All employees are responsible for knowing, understanding and complying with this Administrative Regulation.**

Principles



**Criminal Records
Checks**

4. The following apply:

- 4.1 Northland School Division No. 61 strives to ensure and maintain a safe and secure working and learning environment.**

Definitions

- 5. Criminal record:** means a statement of all convictions registered under any federal, provincial or local indices Act or regulation and for which an official pardon granted under section 3 of the Criminal Record Act, has not been granted.

Police Information Check: means a document prepared by the police service identifying a criminal record resulting from a search of federal, provincial or local indices. This includes a Vulnerable Sector Search Check.

Vulnerable Sector Check: means a document containing the results of a criminal record search completed by the police service using the local database and the Canadian Police Information Centre (CPIC) system which identifies the existence of any criminal record and/or a pardoned sexual offence conviction.

Regulation Statement

Conditions of employment:

- 1. Employment with Northland School Division No. 61 is conditional on a satisfactory Police Information Check**



Criminal Records Checks

2. All successful applicants for positions of employment must obtain and provide the results of a Police Information Check.
3. Employment with Northland School Division No. 61 will not commence until the results of a Police Information Check have been provided and confirmed.

Employment Information

4. All applications for employment, job postings and advertisements for positions with Northland School Division No. 61 must state that all applicants not currently employed by Northland School Division No. 61 will be required to obtain and provide a Police Information Check before employment is confirmed or commenced.

Criminal Record Declaration

5. All applicants for employment with Northland School Division No. 61 must declare any criminal record.

Undeclared Criminal Record

6. If an applicant is being considered for employment and a Police Information Check discloses a criminal record which the application has not previously declared, the applicant must be offered the opportunity to explain the discrepancy.

Suitability for Employment

7. If an applicant who is being considered for employment discloses a criminal record, that information must be



Criminal Records Checks

forwarded to the Director of Human Resources or designate for review.

8. The Director of Human Resources or designate will review the applicant's suitability for employment based on the following factors:

- 8.1 Type of charge or offence;
- 8.2 The age of the charge or offence;
- 8.3 The type of work the applicant is being considered for;
- 8.4 Whether the criminal record impacts on the applicant's ability to perform those duties;
- 8.5 Whether the behavior associated with the offence(s) is repeated, will pose a threat of physical or sexual abuse to children or other; and
- 8.6 Any other factor which the Director of Human Resources or designate determines to be relevant.

9. If it is determined that the applicant is deemed unsuitable for employment, the applicant will not be offered that position.

History

Approval	Date
Next Review	Date
Revision/Review Dates	Date

Related Information



Criminal Records Checks

NSD Procedure 401 Staff Code of Conduct

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

~~A staff member may be required to provide additional RCMP checks should a conviction occur.~~

~~Principals are to ensure that all casual and substitute staff working at the school, provide an updated RCMP check which is to be filed at the school.~~



Superintendent's Report

May 22, 2015

March, 2015

27-28	Peace River	Corporate Board Meeting
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April, 2015

8	Edmonton	Meeting with Alberta Infrastructure
11	Edmonton	Alberta Association for Community Living Conference
13	Gift Lake	School Visit
	Grouard	Local School Board Committee Meeting
14	Peace River	Divisional Leadership Team Meeting
15	High Prairie	High Prairie Student Transitions Partnership Meeting
16	Peace River	Literacy Priority Focus Group Meeting
21	Peace River	Committee Meetings and Agenda Review
23	Calling Lake	Calling Lake School Visit
24	Slave Lake	Meeting with Terry Lynn Cook RE: High School Redesign
		Quality of Work/Life Meeting
27	Gift Lake	Gift Lake New School Meeting
28	Sandy Lake	Long Term Education Planning for Wabasca Meeting
30	Edmonton	2015-2016 Budget Allocation Meeting

May, 2015

1	Edmonton	2015-2016 Budget Allocation Meeting
4	Peace River	High School Redesign Meeting
5	Peace River	Divisional Leadership Team Meeting
6	Peace River	High Prairie Transitions Partnership Teleconference
7	Peace River	Administrators' Meeting
		Central Office Lunch and Recognition
		Long Service and Recognition Awards Ceremony
11	Wabasca	Bigstone Cree Nation and MD of Opportunity Meeting
	Sandy Lake	Pelican Mountain Community Meeting
13	Fort Chipewyan	Mikisew Cree Meeting
14	Peace River	Committee Meetings and Agenda Review
19	Wabasca	Wabasca Community Meeting
	Calling Lake	School Visit
20	Atikameg	Meeting with CEO, Kee Tas Kee Now Tribal Council
	Gift Lake	School Visit
21	Peace River	CASS Dinner
22-23	Peace River	Corporate Board Meeting

Land serves as classroom for learning

Alberta Sweetgrass

Author:

Compiled by Shari Narine

Volume: Issue: Year:
22 4 2015

Little Buffalo school teacher Colin Mackay (left) and Kevin Lewis made sure everything was ready to go for dog sledding around Marten Lakes. High school students from Little Buffalo, Atikameg and Cadotte Lake schools stepped out of a classroom environment to experience land-based learning Feb. 17-20 at the Marten Lakes Wilderness Campus near Slave Lake. Nineteen students stayed in cabins to gather knowledge, develop relationships and build self-confidence. The winter camp was organized through the Kee Tas Kee Now Tribal Council and Northland School Division partnership agreement.

**FILED IN
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the **Director's Report**

APRIL 2015

FIELD SERVICES

Important Dates for School Jurisdictions

- April 17–19, 2015 – 7th Annual Speak Out Conference, Edmonton
- April 24–26, 2015 – Alberta School Councils' Association Conference, Edmonton

Certificate of School Completion

As of April 1, 2015, a new process will be in place for Certificate of School Completion applications. Certificates will now be automatically generated using student information in the Provincial Approach to Student Information (PASI) upon nomination through the Credentials tab by the principal/assistant principal of the student's school. This will bring the certificate in line with the other high school credentials that are automatically generated through PASI. The submission period for the 2014/2015 school year will open on April 1, 2015 and extend to December 31, 2015.

The Certificate of School Completion can be awarded to students with a significant cognitive disability who have completed their high school education.

This certificate can be awarded based on the criteria below:

- The student, due to a significant cognitive disability, is not able to achieve any of the following certificates or diplomas:
 - Alberta High School Diploma
 - Diplôme d'études secondaires de l'Alberta
 - High School Equivalency Diploma
 - Diplôme d'équivalence d'études secondaires
 - Certificate of Achievement (IOP)
 - Certificat de réussite
 - Certificate of High School Achievement (Knowledge and Employability)
 - Certificat de réussite d'études secondaires (Connaissances et employabilité)
- The student has worked on the goals and objectives in their instructional support plan
- By the end of the current school year, the nominee has been a student for at least 12 years (and is 17 years of age by March 1 of the current year)
- The nomination is submitted during the student's last year of high school
- The student's registration on PASI usually includes one of the following special education codes at the time of school completion: 41, 43, 44, 52. Registrations containing other special education codes can be submitted through PASI but will be reviewed manually by Learner Services.

If you require access to PASI, please contact your school authority's data coordinator.

Information on the Certificate of School Completion can be found at
<http://education.alberta.ca/admin/supportingstudent/schoolleaders/certificate.aspx>

For additional information regarding student eligibility for the certificate, contact Learner Services Branch, at LearnerServices@gov.ab.ca or at 780-415-0783. Dial 310-0000 first for toll-free access in Alberta.

Early Learning and Care Curriculum Framework

As part of the Early Childhood Development provincial priority initiative, Education and Human Services have been working with MacEwan University and Mount Royal University on the development of an Early Learning and Care Curriculum (ELCC) Framework. The framework, while developed primarily for the child care field, was also piloted in a few sites that have Early Childhood Services (ECS) programming in addition to child care in the same location. School authorities have expressed interest about the applicability of the curriculum framework in ECS programs serving children younger than Kindergarten age. Additional field testing in school-based classroom settings is planned in the upcoming year. There are also plans for French translation.

The ELCC Curriculum Framework: *Play, Participation, and Possibilities: An Early Learning and Child Care Curriculum Framework for Alberta*, is now available at www.childcareframework.com. Please share this with staff to support professional conversations and influence pedagogical practice. Please provide acknowledgement, according to the terms of the resource's copyright, found on page ii. An interactive eBook is planned for release soon.

For additional information, contact Karen Sliwkanich at karen.sliwkanich@gov.ab.ca or at 780-422-6527. Dial 310-0000 first for toll-free access in Alberta.

Education Act and Resources to Support Welcoming, Caring, Respectful and Safe Environments

Alberta's new Education Act was passed in the Legislative Assembly and received Royal Assent on December 10, 2012 and work to prepare for proclamation of the Education Act is ongoing, including the work that will lead to final approval of the regulations developed in support of the Education Act. The Education Act acknowledges that all education partners have a responsibility to ensure schools are welcoming, caring, respectful and safe. Everyone has a right to feel safe at school. Resources developed to support schools and school authorities with implementation of the Education Act can be found at <http://education.alberta.ca/departments/policy/education-act.aspx>.

For further information, please contact Marilyn Huber, Senior Manager, School and Community Supports for Children and Youth, Marilyn.Huber@gov.ab.ca or at 780-422-3231. Dial 310-0000 first for toll-free access in Alberta.

Speak Out Conference 2015 ... What makes a leader?



A leader is somebody who can imagine the future and help others get there. A leader thinks outside the box, fails, gets feedback and tries again because they believe in making a difference. The best part is that we all have the ability to be a leader. At this year's *Speak Out* Conference in Edmonton, April 17 to 19, 2015, students 14 to 19 years of age will get the chance to demonstrate and strengthen leadership skills that will continue to serve them through school and beyond.

Teams of four to eight students will work with a coach to practice their leadership skills. Students will take leadership roles in action projects that involve planning, organizing, creating, designing and presenting. Action project topics include citizenship, leadership, safe and caring schools, student engagement, and well-being. Through this process, they will be supported by topic experts from government, business and not-for-profit organizations and experts in entrepreneurship, technology and communications.

Don't miss out on this student leadership opportunity. Register online at www.timewise.biz/speakout.

For further information, please contact the *Speak Out* Team at speakout@gov.ab.ca.

Questions from the Field

Q: What does “assure Albertans” mean when the Deputy Minister indicates that one of the three purposes of SLAs is to assure Albertans the education system is meeting the needs of students and achieves the outcomes of the Ministerial Order on Student Learning? How will the assurance reports be shared and with who? Where will they be shared?

A: SLA information should support students, parents and teachers in planning personalized student learning. The format of the reports and how they will be communicated with Albertans will be shared when it becomes available.

Q: Why did principals and vice-principals not have access to the SLA reports, and only teachers could access the results? School and district administrators need access to the results to plan for improvement. Will administrators have access next year and in the future? What is the plan going forward?

A: The SLA application developers are currently working to add this functionality.

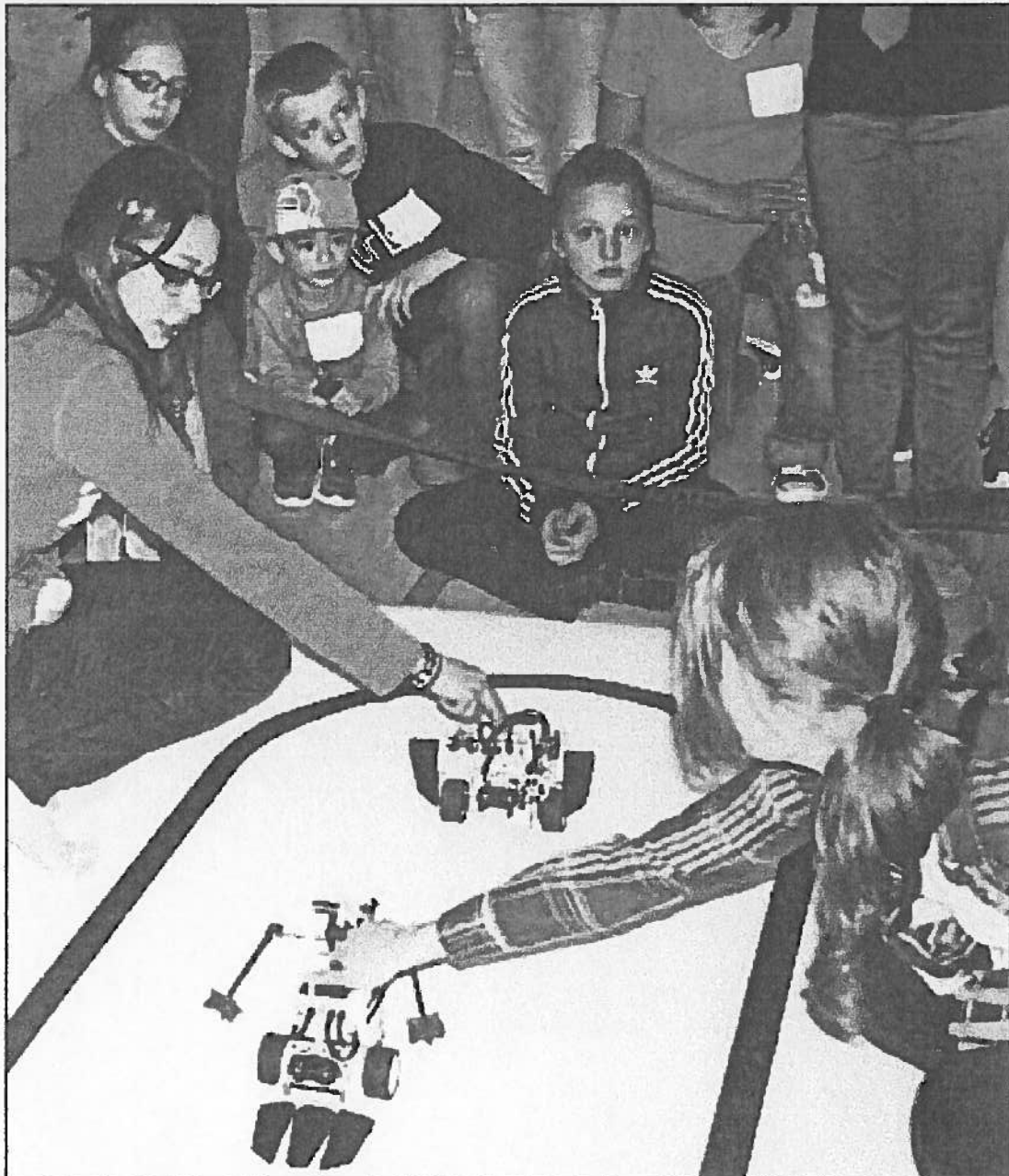
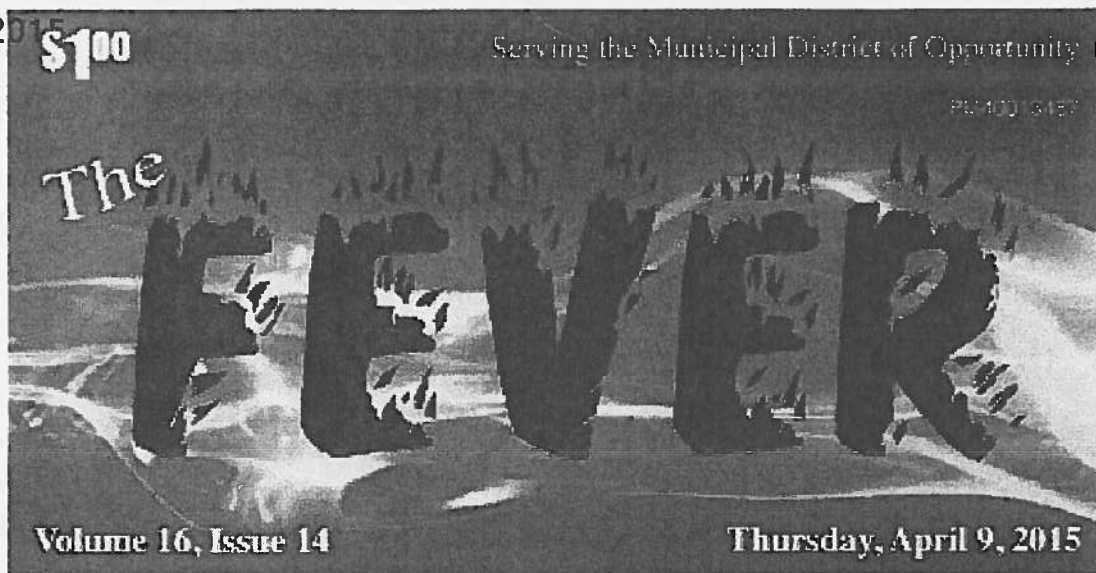
The Deputy Minister communicated to Superintendents on December 3, 2014, that individual student results were available to teachers through the SLA Digital Dashboard. Parent, school and authority reports will not be released by the ministry during the first year of the Grade 3 SLA Pilot.

Please continue to check the website for updates on the Fall 2015 Grade 3 SLAs at <http://education.alberta.ca/admin/testing/student-learning-assessments.aspx>.

Q: Will SLA reports include school and authority results as well as individual results?

A: Yes, the intention is to provide school and authority reports in the future.

Please contact Paul Lamoureux at paul.lamoureux@gov.ab.ca or Sean Wells at sean.wells@gov.ab.ca if you have further questions.



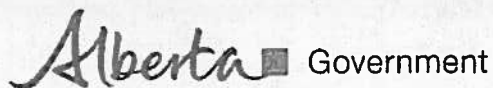
At the first annual Kee Tas Kee Now Tribal Council and Northland School Division Robotics Tournament at Red Earth Creek, student Alayah Loonskin (left) and an unidentified student set up their schools' team robot for the sumo challenge. More photos and other details on Page 3. Photo provided by Curtis Wally, Northland School Division



**Northland School Division and KTC
Lego Robotics Tournament Results
March 28 at Red Earth Creek arena**

Place - Event - Participating Grades - School
1st Lego WeDo Builder, K-2, Grouard School
1st Junior Oval & Ellipse, 3-6, Red Earth Creek School
2nd Junior Oval & Ellipse, 3-6, Peerless Lake School
3rd Junior Oval, 3-6, Kateri School
3rd Junior Ellipse, 3-6, Hillview School
1st Senior Oval & Ellipse, 7-12, Red Earth Creek School
2nd Senior Oval & Ellipse, 7-12, Grimshaw Jr/Sr High
3rd Senior Oval & Ellipse, 7-12, John D'or Prairie School
1st Junior Sumo Challenge, 3-6, Kateri School
2nd Junior Sumo Challenge, 3-6, Grouard School
3rd Junior Sumo Challenge, 3-6, Peerless Lake School
1st Senior Sumo Challenge, 7-12, Grimshaw Jr/Sr High
2nd Senior Sumo Challenge, 7-12, John D'or Prairie
3rd Senior Challenge, 7-12, Red Earth Creek School

Red Earth Creek School Principal Darren George (left) and Paul Neethling of Kee Tas Kee Now Tribal Council (right) join Red Earth Creek student Hailey Bessette, Jordan Bosomworth, Darian Savard, Blake Wyngards and Johnathan Bohay, in celebrating their win in Senior Oval & Ellipse Robotics Tournament.



Field Services
Program and System Support
44 Capital Boulevard
10044 - 108 Street
Edmonton, Alberta T5J 5E6
Canada
www.education.alberta.ca

May 4, 2015

Dr. Donna Barrett,
Superintendent
Northland School Division
9809 77 Ave, PO Bag 1400
Peace River, AB
T8S 1V2

Dear Dr. Barrett:

Thank you for meeting with Debbie Mineault, Trish Randolph-Beaver, and me to discuss Northland's **2014/2015-2016/2017 Three Year Education Plan and 2013/2014 Annual Education Results Report**. I enjoyed the dialogue focused on your plan and results for continuous improvement in the jurisdiction.

I appreciated the information you provided and our discussion of the planning activities underway, highlights of significant accomplishments, and the challenges within the jurisdiction. I commend the jurisdiction for the improvement results in the High School Completion Rate and I am pleased to note the strategies in place this year to address areas of issue including Education Quality and Student Learning Achievement. I am confident that the Attendance Plan that has recently been implemented will have far reaching effects not only in improving student attendance but in the areas of student engagement and parental satisfaction. I look forward also to learning more about the initiative to place instructional coaches in every school.

From my review, the planning and reporting processes established by the jurisdiction are aligned with the planning and reporting requirements established by the Ministry of Education in the ***Policy and Requirements for School Board Planning and Results Reporting April 2014***. The plan and annual report now include all required elements. Please express my appreciation to those who coordinated and assisted in the development of this ambitious and strategic plan and report. I hope that our ongoing dialogue will support your efforts to enhance student success in your jurisdiction.

If I can be of assistance in your planning or reporting process or any other matter, please do not hesitate to contact me at 310.0000, then 780-422-0795 or nathan.freed@gov.ab.ca.

Sincerely,

A handwritten signature in black ink, appearing to read "Nathan Freed", written over the word "Sincerely,".

Nathan Freed
Director,
North Services Branch

cc. Dr. Colin Kelly, Official Trustee
Debbie Mineault, Education Manager, First Nations, Metis, Inuit Services
Trish Randolph-Beaver, Education Manager, First Nations, Metis, Inuit Services

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Donna Barrett <donna.barrett@nsd61.ca>

2015 Excellence in Teaching Awards Announcement

1 message

Education Deputy Minister <EducationDeputyMinister@gov.ab.ca>
Cc: Karen Shipka <Karen.Shipka@gov.ab.ca>

Fri, May 15, 2015 at 3:12 PM

To: Superintendents of Public, Separate and Francophone School Boards

AADE (Association of Alberta Deans of Education)

Executive Directors of the following Stakeholder Associations

ASBA (Alberta School Boards Association)

ASCA (Alberta School Councils' Association)

ATA (Alberta Teachers' Association)

AISCA (Association of Independent Schools & Colleges in Alberta)

CASS (College of Alberta School Superintendents)

For the 2015 Excellence in Teaching Awards, I am proud to say that Alberta Education received over 290 nominations. This year's nominees were a great reflection of educators from across Alberta who model leadership, encourage a desire for learning and instill confidence and pride in their students.

I am pleased to announce the nominees who have been selected for the 2015 Excellence in Teaching Awards in the following categories:

SEMI-FINALISTS

Melita Bishop	Discovering Choices School
Laura Crosby	Branton School
Crystal DeJong	Strathcona High School
Carrie Edwards	Varsity Acres School
Jackie Flynn	St. Jerome Science Academy
Rob Jetten	Catholic Central High School
Ken Meraw	École Mother Teresa School
John Neufeld	Harry Ainlay High School
Austin Nunn	Cardston Junior High School
Gaylene Soifer	Talmud Torah School

FINALISTS

P. 292

Michelle Bence	Westmount Charter School
Auriana Burns	Belgravia School
Jodi Emsley	Win Ferguson Community School
Iris Frankiw	George P. Nicholson School
Kelly Harding	Centre High Campus
Kamal Johal	F.E. Osborne School
Stephanie Jones	Piitoayis Family School
Nancy Krar	Father Lacombe High School
Dave Madole	St. Edmund Elementary/Junior High School
Tahani Mikhael	École Marie Poburan
Haley Mikula	Westmount Junior High School
Kerri Neitsch	Lillian Osborne High School
Scott Onuczko	Spruce Grove Composite High School
Scott Reiling	Vauxhall Junior and Senior High School
Myra Rybotycki	Spruce Grove Composite High School
Thomas Stahlke	M.E. LaZerte High School
Catherine Sveinson	West Park Elementary School
Cameron Tully	Lillian Osborne High School
Joe Vanderhelm	École J.H. Picard
Jason Zackowski	École Secondaire Lindsay Thurber Comprehensive High School

Semi-finalists can be acknowledged in a presentation ceremony by their school board. The certificates for presentation have been sent to these offices.

Finalists will be honoured at a dinner and awards presentation at the Westin Hotel in Edmonton on May 23, 2015. All finalists are invited to bring up to three guests.

If you have any questions regarding the Excellence in Teaching Awards program, please contact Karen Shipka, Director, Engagement Branch at karen.shipka@gov.ab.ca or 780-643-6103 (toll-free by first dialing 310-0000).

Thank you for your support.

Sincerely,

Lorna Rosen

Deputy Minister of Education

cc: Board Chairs of Public, Separate and Francophone School Boards

DIVISION ATTENDANCE MARCH 2015

	95% - 100%	90% - 94%	80% - 89%	70% - 79%	Below 70%	Total
ECS	96	37	65	46	61	305
Gr. 1	85	37	61	34	69	286
Gr. 2	93	38	67	35	41	274
Gr. 3	88	29	53	34	41	245
Gr. 4	88	29	53	34	34	238
Gr. 5	83	24	45	23	67	242
Gr. 6	75	27	51	36	38	227
Gr. 7	78	20	46	22	56	222
Gr. 8	51	25	40	33	58	207
Gr. 9	39	8	34	16	63	160
Gr. 10	43	13	20	18	70	164
Gr. 11	30	7	15	12	55	119
Gr. 12	33	3	27	15	70	148
Student Totals	882	297	577	358	723	2837

DIVISION ATTENDANCE APRIL 2015

	95% - 100%	90% - 94%	80% - 89%	70% - 79%	Below 70%	Total
ECS	78	59	72	40	55	304
Gr. 1	89	58	57	22	63	289
Gr. 2	80	52	69	29	45	275
Gr. 3	74	49	60	25	36	244
Gr. 4	80	41	53	22	46	242
Gr. 5	51	49	62	27	52	241
Gr. 6	55	39	55	32	46	227
Gr. 7	57	31	43	35	57	223
Gr. 8	30	22	50	39	65	206
Gr. 9	28	16	21	14	67	146
Gr. 10	25	14	24	12	82	157
Gr. 11	22	7	17	1	70	117
Gr. 12	26	7	23	10	72	138
Student Totals	695	444	606	308	756	2809



Chairman's Report

May 22, 2015

March, 2015

23	Edmonton	Meeting with a Housing Developer Regarding Potential Housing Teacherage Development/Rental
		Meeting with the CEO, Kee Tas Kee Now Tribal Council
24	Gift Lake	New School Planning Meeting
26	High Prairie	Zone 1 Alberta School Boards Association Meeting
27	Peace River	Corporate Board Meeting
28	Peace River	Corporate Board Meeting
30	Edmonton	Meeting with MLA'S Assistant Re: Northland School Division No.61 Update
	Fort McMurray	Travel/Overnight
31	Fort McMurray	Meeting with the Education Director, Ft. McKay First Nation
	Janvier	School Visit
	High Prairie	Travel/Overnight

April, 2015

1	Gift Lake	Meeting with the Gift Lake Metis Settlement Council and MLA
		Tour of New School Facility with MLA
		Community Meeting Regarding Concerns With Temporary School Facility
	High Prairie	Overnight
2	Gift Lake	Walk – Through of New School Facility with Alberta Infrastructure and Northland Maintenance
7	Edmonton (am)	Meeting with Superintendent of Schools
		Meeting with the CEO, Kee Tas Kee Now Tribal Council
8	Edmonton	Meeting with Alberta Infrastructure Regarding the Gift Lake, New School Facility
13	Gift Lake	New School Walk-Through/Deficiency Update
	Peace River	Overnight
14	Peace River	Office - Quarterly Report - Attendance Package - Correspondence
	Leduc	Travel
15	Fort Chipewyan	New School Initiative Meeting
		Teacherage Tour
17	Edmonton (pm)	Meeting With The Executive Director, Alberta Education
20	Peace River (pm)	Office
		Travel/Overnight
21	Peace River	Budget Meeting
		Correspondence
		Quarterly Report
	Leduc	Travel
22	Edmonton	Alberta Education
	Conklin	Travel/Overnight
23	Conklin	Meeting With Parent
		Meeting with The Chair, Conklin Local School Board Committee
		School Visit

Chairman's Report May 22, 2015

23	Slave Lake	Overnight
24	Slave Lake	Quality of Work/Life Committee Meeting
	Grouard	Community Visit
	Leduc	Travel
30	Edmonton	2015/16 Budget Meeting

May, 2015

1	Edmonton	2015/16 Budget Meeting
5	High Prairie (pm)	Planning Meeting/Consultation
	Peace River	Overnight
6	Peace River	Office
7	Peace River	Administrators' Meeting
		Long Service Awards
8	Peace River	Administrators' Meeting
		Office
11	Wabasca	Meeting With Bigstone Cree First Nation and The Municipal District of Opportunity Education Representatives
	Sandy Lake	Community Dinner and Meeting
	Leduc	Travel
12	Peace River (pm)	Travel
		Office
13	Fort Chipewyan	Meeting with Mikisew Cree First Nation Chief and Council and Treaty 8 First Nations of Alberta Director of Education
14	Peace River	Education Committee, Personnel Committee and Finance, Maintenance and Transportation Committee Meetings
		Agenda Review
	Leduc	Travel
15	Edmonton (pm)	Meeting with Provincial Land Claims Negotiator

Committed Dates

May, 2015

25-26	Edmonton	Meeting with Fort McKay First Nations regarding an Education Services Agreement
28	Grouard	Northern Lakes College
29	Grouard	Northland Games

**NORTHLAND SCHOOL DIVISION NO. 61
LOCAL SCHOOL BOARD COMMITTEE REPORT
2014/2015 SCHOOL YEAR
PERIOD ENDING - MAY 15, 2015**

	Future Pay Out	Paid During Yr.	Total Pd. & Committed	Budget	Difference	Percent Expended
<u>Anzac</u>						
Quarterly Honorarium	3,416.69	1,233.67	4,650.36	4,920.00	269.64	
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	3,416.69	1,233.67	4,650.36	12,864.30	8,213.94	36.1%
<u>Athabasca Delta</u>						
Quarterly Honorarium	3,151.94	1,796.59	4,948.53	4,920.00	(28.53)	
Travel & Subsistence		5,217.89	5,217.89	5,340.00	122.11	
In - Service		-	-		-	
Prior Year Carryover		-	-	7,420.88	7,420.88	
Casual Labour, Supplies & Awards		-	-	250.00	250.00	
Total	3,151.94	7,014.48	10,166.42	17,930.88	7,764.46	56.7%
<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>Chipewyan 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		109.56	109.56	250.00	140.44	
Total	3,159.75	2,143.49	5,303.24	12,689.01	7,385.77	41.8%
<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	3,183.25	1,750.59	4,933.84	4,920.00	(13.84)	
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	3,183.25	1,794.15	4,977.40	8,321.41	3,344.01	59.8%

	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		60.96	60.96	4,052.00	3,991.04	
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	3,248.55	5,708.05	12,366.60	6,658.55	46.2%
<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		-	-	2,836.00	2,836.00	
In - Service			-		-	
Prior Year Carryover			-	1,864.66	1,864.66	
Casual Labour, Supplies & Awards		1,060.63	1,060.63	250.00	(810.63)	
Total	3,159.75	3,255.38	6,415.13	9,870.66	3,455.53	65.0%
<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		983.76	983.76	250.00	(733.76)	
Total	2,436.00	3,443.26	5,879.26	7,740.65	1,861.39	76.0%
<u>Pelican Mountain</u>						
Quarterly Honorarium	1,735.75	1,494.50	3,230.25	4,920.00	1,689.75	
Travel & Subsistence		646.71	646.71	3,096.00	2,449.29	
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	2,849.48	4,585.23	11,720.97	7,135.74	39.1%

	Future Pay Out	Paid During Yr.	Total Pd. & Committed	Budget	Difference	Percent Expended
<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		648.17	648.17	250.00	(398.17)	
Total	2,459.50	3,107.67	5,567.17	7,745.52	2,178.35	71.9%
<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	61,738.55	59,818.39	121,556.94	244,752.66	123,195.72	

TOTAL NUMBER OF LSBC WITHIN BUDGET	22	123,195.72
TOTAL NUMBER OF LSBC OVER BUDGET	0	-
TOTAL NUMBER OF LSBC	22	123,195.72

NORTHLAND SCHOOL DIVISION NO. 61
BOARD REPORT
2014/2015 SCHOOL YEAR
PERIOD ENDING - MAY 15, 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

RENUMERATION TRUSTEES	-	-	-
EMPLOYEE BENEFITS - TRUSTEES	-	-	-
TRAVEL & SUBSISTENCE - PERSONNEL	-	-	-
TRAVEL & SUBSISTENCE - EDUCATION	-	-	-
TRAVEL & SUBSISTENCE - FINANCE	-	-	-
TRAVEL & SUBSISTENCE - NEGOTIATION	-	-	-
TRAVEL & SUBSISTENCE - PAC	-	-	-
TRAVEL & SUBSISTENCE - AD HOC	16,597.56	60,000.00	43,402.44
TRAVEL & SUBSISTENCE - QUALITY OF WORK LIFE	819.96	-	(819.96)
TRAVEL & SUBSISTENCE - KTC PARTNERSHIP	-	-	-
TRAVEL & SUBSISTENCE - RECRUITMENT	-	-	-
TRAVEL & SUBSISTENCE - POLICY 1 REVIEW	3,649.46	-	(3,649.46)
TRAVEL & SUBSISTENCE - COMMUNITY ENGAGEMENT	29,891.90	-	(29,891.90)
TRAVEL & SUBSISTENCE - RED EARTH TRANSFER	-	-	-
SUB-TOTAL	50,958.88	60,000.00	9,041.12

OTHER EXPENSES

REMUNERATION TRUSTEES	-	-	-
RENUMERATION - RECRUITMENT	-	-	-
RENUMERATION TRUSTEES - RETREAT	-	-	-
EMPLOYEE BENEFITS - TRUSTEES	2,372.72	4,000.00	1,627.28
EMPLOYEE BENEFITS - RECRUITMENT	-	-	-
PROFESSIONAL SERVICES	101,333.17	200,000.00	98,666.83
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	16,344.77	25,000.00	8,655.23
RENUMERATION ALTERNATES	-	-	-
VISA PURCHASES - TRUSTEE	120.58	-	(120.58)
TELEPHONE - TRUSTEE	1,368.08	3,000.00	1,631.92
TELEPHONE - VICE CHAIRMAN	-	-	-
TRAVEL & SUBSISTENCE - BOARD/OTHER	45,136.37	80,000.00	34,863.63
TRAVEL & SUBSISTANCE - PSBA	-	-	-
TRAVEL & SUBSISTANCE - ASBA	-	-	-
TRAVEL & SUBSISTENCE - TRUSTEE	-	-	-
TRAVEL & SUBSISTENCE - VICE CHAIRMAN	-	-	-
TRAVEL & SUBSISTENCE - RECRUITMENT	1,302.29	-	(1,302.29)
TRAVEL & SUBSISTENCE - RETREAT	265.81	-	-
A.S.B.A. & P.S.B.A. FEES - BOARD	35,221.87	38,000.00	2,778.13
PRINTING & BINDING	3,678.83	3,500.00	(178.83)
INSURANCE - BOARD OF TRUSTEES	169.14	250.00	80.86
ADVERTISING - BOARD	172.87	3,000.00	2,827.13
OFFICE SUPPLIES	786.25	5,000.00	4,213.75
AWARDS	13,982.30	25,000.00	11,017.70
POSTAGE - BOARD	1,422.52	4,000.00	2,577.48
FURNITURE & EQUIPMENT	-	1,000.00	1,000.00
SUB-TOTAL	223,863.81	481,750.00	258,152.00

TOTAL	289,948.65	621,750.00	338,398.43
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Alberta School Boards
Association

For members of the Alberta School Boards Association

Communications Now

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Student voice getting stronger in Northern Gateway Schools

It's a new initiative, but already it's showing a lot of promise. Northern Gateway Public Schools has started a new program to give students a stronger voice. Northern Gateway Jurisdictional Student Engagement Team (NGJSET) started in the fall of 2014. At that time, Northern Gateway decided it wanted more student voice to contribute to decisions at the jurisdiction level.

"As we learn about our students' school experiences and, in turn, our students learn about how the board and the jurisdiction operate, an important foundational relationship is built and fortified," says Board Chair Judy Muir. "Informed planning and decision making takes place at both the student level and the system level through engaging with one another."

The division asked administrators from five high schools located along a 375 km stretch of Highway 43 to recommend two students from each school, with diverse backgrounds, who would have an interest and enthusiasm for engaging their fellow students. For the first year, the jurisdiction wanted students in grades nine through 11, so that in 2015-16 there will be some consistency of membership.

The first meeting with the students happened in December 2014. Two representatives from the province's Speak Out team attended and worked with the students to set goals and write a vision. In a few hours the students had decided on this mission statement: "We are equal. We make changes. We create community. We are students and we have a voice."

"It was a really powerful first day," says Jennifer Ferguson, Learning Service Coordinator for Northern Gateway Public Schools. "In a period of a few hours, and not knowing each other before, the students worked together and showcased their desire to make a difference. It was exciting to see how quickly it came together."

"We're striving to start positive change in our schools, and make the school community feel more connected," says Claire Patience, a member of the NGJSET team and student at Onoway High School.

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"We want kids to feel comfortable and know they have a voice and a choice," she says.

The students also met in February just prior to presenting their goals and mission to the school board. They have decided that at an upcoming meeting before the end of the school year, they will look at the "Tell Them From Me" survey data that has been collected. They will examine how their peers feel about their school experiences, and whether they have a sense of belonging and if they are engaged in academic work. After looking at the survey results, the group will develop an action plan for the following year.

The division anticipates the student voice will help the board and other senior leaders have better information on which they can base decisions.

"Decisions informed by the input of students can be made in the best interest of students," says Ferguson.

Superintendent Kevin Andrea says, "Student engagement cannot simply be promoted: it must also be maintained. Northern Gateway Public Schools will continue to adjust its process for engaging students to align with both research based best practices and the direction provided from the voice of our students."

*Submitted by Laurette Woodward
Communications Consultant*

Communications Now features school board public engagement initiatives in a bid to share best practices. Contact Suzanne Lundrigan at 780.451.7122 or slundrigan@asba.ab.ca to arrange to have a writer describe your school board's project.

*ASBA resources on public engagement are here:
www.asba.ab.ca/public-engage-tools.asp*



Communications Now

Brand journalism: Using story-telling to get your message out

Brand journalism is the latest buzz in the PR industry – and school jurisdictions and boards are rich with more resources to “mine” than almost anyone. What is brand journalism? Simply put, it’s content (or stories) written by a company about its products or services.

Brand journalism offers a win-win opportunity for school boards and staff, so don’t worry that it might translate into a new PR program with higher costs for money and people.

Adjust your approach to work the art of story-telling into your communication plan. If you don’t have a formal plan, focus on telling great stories about students, staff and programs, knowing that your audience wants to see how well your students are learning and how wisely and creatively you spend their tax dollars.

Every day, your jurisdiction brims with amazing stories; you just have to switch your PR gears to listen. Tell stories at your board meetings, in your newsletters, blogs, through social media and on your website. School board trustees should have at least two or three quick stories “in their pocket” when chatting with community members.

Where are the stories?

Where do stories come from? Telling stories about jurisdiction and school activities is not new for most jurisdictions, but thinking about board reports and newsletter articles as stories may be new.

You may already have a storytelling plan in place if you salute successful students, staff or programs at board meetings. Just don’t let it die there – and don’t worry about finding amazing big stories.

Stories are best if they’re your own – something you’ve seen or experienced. When visiting a school, keep your eyes and ears open.

Walk into a school or classroom and you’ll find amazing things students are doing. When you talk to administrators or teachers, ask them for story ideas.

Think like a reporter

Reporters are always looking for something new, a situation that stands out, because it’s unusual, funny or even sad. Good stories involve people winning or losing – like students learning something in math that leads to joining a robotics club. It could be a new initiative that has inspired the people involved. It doesn’t have to just be about getting better test scores.

Connect your stories to your messages

Here’s a classic example: Superintendents can turn the “I can’t believe the year is almost over and we’re nearing budget season” message into “When I visited with our high school principal last week, you wouldn’t believe what I saw the students doing...” Amazing things don’t happen every day, but you get the idea: focus on relating a story about what’s happening in school.

Don’t just talk about your facilities, test scores, tight resources or budget numbers. You can still do that, but engage your audience first. The human brain is “wired” to remember stories that touch them emotionally, and brand journalism is also about building trust.

Get your audience to listen first. They will be more likely to be interested in your “key messages and mission statement” later. Also, they’re more likely to trust those messages if you touch their hearts.



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Amplify all of your stories through your traditional communication channels – stories are perfect fodder for blogs and speeches.

A more effective way to reach your audiences

Brand journalism is storytelling that helps build trust and credibility. Top PR companies are increasingly using this approach over traditional public relations tactics to connect with audiences. Remember the commercial from Super Bowl 2015? The ads centered on stories, not on touting the benefits of a product.

Many companies have online newsrooms or blogs. See The Network by Cisco (<http://newsroom.cisco.com/home>), Merck (www.mercknewsroom.com/), Boeing (www.boeingblogs.com/andy/) and Redbull (www.redbullstratos.com/). Companies are producing a range of content to build and engage their audiences.

The truth is that people care less about you and more about what people are doing in your school jurisdiction.

The good news is that they care about the things you care about, too – kids who will grow up to succeed, which is why you work in education right?

So tell them what they want to hear!

Contributed by Shannon Priem



Communications Now

Communicating with parents before, during and after a crisis

A parent's worst nightmare is something terrible happening to their child, especially when the situation is out of their control. A school jurisdiction crisis can send parents into panic-mode.

To minimize anxiety during a school crisis, the jurisdiction must make efforts ahead of time to inform parents of school and jurisdiction safety plans.

During the crisis, the jurisdiction must provide consistent communication during the incident.

After the incident has been resolved, parents want to know how a jurisdiction learns from an incident, so follow-up is also important after a crisis ends.

Before a crisis

Preparation is the key to preventing mass hysteria when a crisis occurs. We prepare students and staff for a crisis by holding drills and practicing procedures so the actions are familiar – not scary – when an incident actually occurs. The same holds true for parents.

Informing parents ahead of time about the jurisdiction's safety/emergency procedures and how they will receive communication during an incident will assure parents that the jurisdiction can handle a crisis situation well, and that it has prioritized the safety of their children.

Remind parents about safety policies and procedures

Each year, the jurisdiction should plan to remind parents of policies, procedures and plans related to school crisis events. This information can be sent home with registration information, and it can be housed on the jurisdiction's website. The link and a reminder

should be included in other, regular communications to parents.

Put safety info on your website

A jurisdiction's website can link parents to policies, explain procedures and outline the steps that will likely occur in a crisis at a school. If you have a committee that oversees safety in schools, you could also post information about the committee's work there.

Be sure to have an easily accessible and visible link to emergency procedures during an emergency. A great example of this is on the Pendleton School District website, www.pendleton.k12.or.us. There is a School Safety button at the top of the page that includes an "In Case of Emergency" link for parents to click on during a crisis. This information outlines exactly what will happen in a variety of situations.

Post procedures in schools and buildings

Make sure emergency plans are visible in classrooms and offices. That way, when parents visit school, they can easily see that plans are in place.

Help parents know how you'll communicate

Will it be through email? Automated phone notifications? Information on the website and Facebook or Twitter?

Make a plan and inform parents, so they know where to look when a crisis occurs – it could reduce the number of parents driving directly to the school to figure out what's going on. Assure parents the jurisdiction plans to keep parents updated throughout an incident.

Your jurisdiction may consider involving parents in safety planning efforts, such as sitting on the safe schools committee. This will show parents they have a voice in the process and



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that the jurisdiction wants collaborative efforts along the way.

During a crisis

When a crisis occurs, keeping parents informed is critical. Remember, the safety of their children is in your hands and out of their control. Constant communication will reassure them of their children's safety and make them less likely to contribute to the chaos at the school.

Use an automated notification system

An automated parents notification systems can be used to send out a mass communication to parents very quickly. Many of these systems allow jurisdictions to simultaneously send an email, text message and phone call. In addition, post the information to the home page on your jurisdiction's website, and social media pages. If you have a mobile app, send out a push notification with details.

Keep information up to date

Once you have additional or updated information that can be released, make sure to update all of these communication portals.

Utilize local media to help get the information out as well – media, especially radio and television, can easily be allies in these situations.

Forward the school phones to a central call center

Many parents (and nosy neighbors) will likely try to call the school and/or the jurisdiction office during a crisis to find out information. This can tie up phone lines and burden staff. In addition, school staff likely won't be able to answer phones during an emergency.

Streamline the process by having all of that school's phone lines rerouted temporarily to the jurisdiction office. Then, staff several phones at the jurisdiction office with employees who have the latest information and a scripted response to

provide to callers. If possible, have three to four staff members ready to help out in this situation so that all calls are answered quickly.

After a crisis

Plan a debrief meeting

This will allow you to discuss what went right – and what went wrong. Once a crisis has been resolved and the dust has settled, it's time for the jurisdiction to debrief and determine the lessons learned and what might change in the safety plan for the potential next time around – hoping, of course, that there isn't a next time around.

Parents should be told that the jurisdiction has done this due diligence follow-up work. This is particularly important if response to a crisis didn't go as planned or as well as jurisdiction staff would have hoped. Parents will want to know what you are doing to remedy the situation and make sure it doesn't happen again.

While we all hope we never have to deal with a crisis situation in our schools, we do need to be prepared. Be proactive, involve parents and keep them informed for a smoother, less frantic process.

*Contributed by Casey White-Zollman, Vice President
Public Relations for Blue Mountain Community College
in Pendleton, Ore.*



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Dealing with difficult people

We all have to deal with angry people and difficult situations at one time or another. The best approach is prevention. Do what you can to keep people from getting upset in the first place.

Sometimes, however, you don't have that option. You are in the right place at the right time to be on the receiving end of someone's built-up anger. You may represent your department on a day when things go terribly wrong, or you genuinely made a mistake that people are angry about. It happens.

When it's not possible to prevent people from getting angry, the best thing you can do is learn how to defuse them effectively.

Safety first

Raising one's voice, gesturing wildly, and making abusive comments does not necessarily mean that the situation is going to become violent, but you should understand that a person exhibiting those characteristics has already lost some form of control. The safety of you and the people around you needs to be foremost in your mind.

Glenn Krause, a high school counselor in the Chicago area, is accustomed to dealing with angry parents. He said, "If they become irate, I simply tell them, 'If you continue this type of behavior and language, this meeting will end.'" Krause says it is up to you to then follow the guidelines you have set and end the meeting if they can't behave appropriately.

Listen well and use logic

Pamela Redd, a principal in the Spring Branch Independent School District in Houston, said, "I let them vent – respectfully. And I listen."

Redd has found that, in most cases, parents can calm down when she is fair and people know where the boundaries are. "In the rare cases that they don't, they know that I will not even

address their concerns until they are calm and reasonable."

Patricia Clarkson, M.Ed, former high school principal and current CEO of Stachlen LLC in Carrizo Springs, Texas, said her approach depends on why parents are irate in the first place.

"One thing that often worked for me was listening to them and acknowledging their concern. Before I start to seek a solution, I ask them what they want the outcome of this problem to be. Then I spend time with them working with them to find a solution," she said.

If your angry parent can be calmed down enough to discuss ways to resolve their problem, you are in a good place to continue the discussion. Sometimes, however, the anger seems to have no end, and then you have to start looking at the less logical reasons.

Anger is a symptom

Licensed clinical psychologist Nadia Persun, Ph.D, points out that most angry people are suffering from a core issue of feeling that their needs are not being met or respected.

These are the feelings behind the obnoxious behavior, shouting and gesturing. "Most likely they are trying to tell you that they are feeling hurt, ignored, disrespected, unappreciated and unloved," said Persun.

<http://psychcentral.com/blog/archives/2012/07/26/how-to-switch-off-an-angry-person/>

Neill Gibson, author of *What's Making You Angry*, suggests that it is important not to take anger personally because their anger is never about you. "This can be challenging, but you can start learning how to avoid taking things personally by understanding this: Everything people do or say comes from a desire to meet their needs or to support something they value. For example, an angry person may need consideration or value responsibility. And they



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are doing the best they can to express their needs and values.”

Give out an imaginary cupcake

After you recognize that the angry parent or colleague in front of you has some core feelings that are not being respected, Persun has a silly-sounding suggestion with some good psychology behind it. She suggests giving out an ‘imaginary cupcake’ to soothe your angry colleague.

“Cupcakes are sweet, peaceful, calming and smile-inducing,” she explains. “Raging people often are in dire need of an imaginary cupcake. A big part of their anger is driven by their belief or feeling that they never get any or someone stole or damaged their cupcakes,” Persun said. “So, generously give them one or even a couple, even when they seem to be undeserving of any sweetness.”

Persun suggests that listening and responding to the angry person’s unmet needs calmly and emphatically can serve as the key to getting more cooperation from emotionally agitated people. She suggests saying, “I think I understand what is going on here, but feel free to correct me,” and so on. “Then offer some reflective listening, validating their concerns to an extent,” she said.

Even if you do not agree with their point of view, you can usually find a way to agree with them in theory without assigning any blame or offering any argument.

What about when you’ve used up all the cupcakes?

Sometimes, despite using all of the above techniques, your colleague or parent still remains upset. What do you do then?

Keep in mind that beyond a certain point, anger isn’t your problem – it’s theirs.

After you have done your best to actively solve the problem, taken responsibility for mistakes you or your department made and/or put in place methods to prevent the problem from occurring in the future, their emotions are their responsibility, and beyond your control.

Clarkson has her own technique for dealing with an angry person who simply refuses to be soothed or helped. She says, “That’s when I have a cup of tea and move forward.”

Contributed by Megan J. Wilson, freelance writer and communications consultant



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Remember the power of radio as an important communication tool

Have you ever known someone who dropped their old friends to hang out with a flashy new friend only to regret it later? School jurisdictions may be doing that with radio. In the rush to keep up the jurisdiction Web page, Twitter feed and Facebook page, many jurisdictions miss one of the best ways to send positive messages to targeted audiences.

The Canadian Radio and Television Commission data shows that people are listening to the radio just as much as they were five years ago. The average number of hours per week, per Canadian listener is between 10 and 20 (depending on how you measure).

<http://www.crtc.gc.ca/eng/publications/reports/PolicyMonitoring/2014/cmr4.htm>

Evidently, not everyone is constantly using social media – or they have radio playing in the background while they post and tweet.

Mature people listen to a lot of radio, and they vote at higher rates than younger people who are savvier about social media. Younger people still listen to the radio when driving their cars, working and just hanging out with friends.

Each station can tell you who their listeners are so you can target your messages to the right audiences. Older music and talk shows draw older listeners – and they vote. Newer music draws students and young parents who need to know a different type of information than the older voter. These are all important audiences, and radio helps you tailor messages for them.

The public service announcement

A public service announcement (PSA) is one place where public schools have an advantage over businesses in getting their messages out on radio. Stations have an obligation and desire to help the community by contributing to

discussion about social issues. Public schools provide a public service, so there are radio stations will help them via free advertising on issues of societal importance.

Consult your local stations to see if and how they do PSAs. Every station has a slightly different approach. It is an announcement; not a story. But what you announce tells the audience what you care about.

The best PSA is short, clear and appeals to emotions. Student health issues, volunteer opportunities and public meetings are all good candidates for public service announcements.

A simple PSA could be, “It’s hard to learn when you’re hungry. This radio station and School Jurisdiction X ask you to help a hungry child by donating canned food at your local school anytime in April. Orange food barrels will be outside the front door at each school between 7 a.m. and 6 p.m. every school day this month. Please take five minutes to make a donation and a difference.”

News

Radio newscasts are among the shortest but also the most local reports available. Larger news stations take more time with the news, but – smaller stations often limit the news segment to two or three items. This is due to lack of reporting staff at most small stations, not a lack of desire to provide local coverage. Therefore, if you supply your local stations with short, easy-to-use local copy, they benefit as much as you do.

The best way to start is by calling the news director at your local station and asking how they would like to get news tips or stories. Stations that are looking for local news will be happy to work with you.

The easiest product for the small station is the ready-made news story with sound bites. Your



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local station may appreciate an email with a script and sound bites as an attached file. If the radio station is open to this kind of submission, the radio personality can record the script in his or her own voice and plug in the sound bites from the superintendent, students or teachers that you supply. This allows the jurisdiction to get its messages to the audience and it gives the station an easy news story.

Other stations want good, old fashioned media releases. It is wonderful when radio reporters come to school but, in reality, it is rare that they have the time. They need the basic facts in the media release (email is fine) followed with a quick phone interview. Media releases are fine as long as you are committed to setting up a phone interview with the right person to answer questions and provide interesting quotes.

Talk shows

National talk shows may be contentious at times, but local talk radio is often more civil and focused on being informative. Before asking to be a guest on a talk show, the first step is to listen.

- Is the host respectful?
- Do they allow caller questions?
- Are they interested in discourse or verbal jousting?

If a show has a good reputation and you have listened enough to know, give them a call and offer to be a guest or set up your superintendent to be a guest.

Offer a specific topic or a bunch of topics rather than expecting the host to come up with the ideas. In most interviews, the jurisdiction spokesman or superintendent is not going to talk about themselves; they are going to talk about jurisdiction operations, goals and progress on improved outcomes for students.

Supply the host with background information and suggested questions. Of course the host may choose not to use your questions, but most of the time they will use them because they want you to be comfortable (usually), and because it saves them time. By supplying a list of questions ahead of time, you help the host save time researching and developing questions.

Offer to do a regular monthly appearance, or to supply someone from your jurisdiction. Identify the guest when you define the topic. Ideas are as simple as the issues on your board meeting agenda each month, or the key topics on your school calendar: what's new for back-to-school, graduation, etc.

Request that the first experience on the talk show be a simple talk segment with no callers. As you or your superintendent become more comfortable, you could try a segment with a few callers. The best approach is to add call-in questions later. Dealing with angry questions and comments on the radio is a skill that takes time to develop.

As your relationship with the station evolves and trust increases, you can expand your guest list to include jurisdiction employees with less media experience. Real people who are closer to the work are the best guests. But they do need a little coaching about staying on topic and dealing with off-topic questions politely.

Give radio a try

Video did not kill radio and neither did the Internet or social media. Radio is still one of your oldest and dearest friends as a PR person. Don't forget radio for sending out positive messages to targeted audiences.

Contributed by Jay Remy



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Graduation speech (2015)

Thank you, *(Name of person who introduced you)*.

(Thank other appropriate presenters and dignitaries.)

Thank you and congratulations.

Good evening I would like to welcome each of you here this evening to celebrate the graduation of the *(insert High School)* class of 2015.

There are many here who have made it possible for these young people to graduate this evening. I would like to start by introducing some of these people who are present on stage and who have had a positive influence on this jurisdiction *(or division or district. Name appropriate presenters and dignitaries.)*

There is another group of individuals who cannot go unrecognized. Our teachers have had a great impact on these students. This team of educators spent many hours preparing and delivering lessons in class. They have also spent hours establishing relationships through extra instruction with our students outside of class time as well as through coaching and advising groups.

Our support staff, secretaries, custodians, and educational assistants also play a significant role in students' education. I have a great amount of respect for all these groups and the work they do to make our students successful. Many of them have spent four years with these students. I would like to ask the teachers and support staff of *(High School name)* to please stand and be recognized.

Graduation is a time to recognize the special accomplishments of a class and to pay tribute to the contributions of all of these wonderful young men and women.

(You could announce awards here if you usually do that during a graduation ceremony).

Not every one of our graduates tonight fit into the categories of outstanding academics, athletics, or activities. Those categories do not represent all the different achievements of our students. Many more of our students have contributed to such positive organizations such as.... *(name some)*

Nothing has such a positive impact on a person as giving to others. That's because giving is the highest level of living. Generous people focus their time and energy on what they can give to others rather than what they can get from them. Please join me in recognizing these students who gave of themselves, who have a heart for service, who are leaders today and will be great leaders for tomorrow.

There is another group sitting here this evening that need to be congratulated as well. These are students whose accomplishments may not be transparent to most of you, but we know as a staff that they have had to overcome huge odds just to be graduating. Some of these obstacles are ones that many of us as adults have never had to experience. As a staff, we are in awe of these students who have had to persevere through tough challenges to be here tonight. I applaud your courage and your accomplishments. You too are a success.

Every person graduating tonight deserves to be recognized. At this time I would like the entire *(High School name)* graduating class of 2015 to please stand so we can congratulate every one of you for this accomplishment.

We would be remiss not to include one more group who has had the greatest possible influence on these graduates in their journey to reach this moment. I would like to recognize the parents and guardians who are present tonight. Please stand and be recognized.



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Men and women, class of 2015, life is a matter of choices, and every choice you make makes you. What will you do for your career? Who will you marry? Where will you live? How much education will you get?

One of the most important choices you will make is *who you will become!* Life is not merely a matter of holding and playing a good hand as you would hope to do in a card game. What you start with is not always up to you. Life is playing the hand you have been dealt and playing it well.

I remember reading a Dr. Seuss book to my children when they were younger. In *Oh, The Places You'll Go*, I found a wonderful truth that I would like to share with you.

"You have brains in your head. You have feet in your shoes. You can steer yourself any direction you choose."

I believe that for the class of 2015 with all my heart. I know I speak for our staff. It is our hope that we have helped steer you in the right direction

It is our hope that we at (*High School name*) have helped you make good choices. It is our hope that all of you will become all that you were meant to be.

Thank you again class of 2015. Your contributions to the culture and success of (*High School name*) have been significant. You will be missed.

Ladies and gentlemen, fellow staff members, Superintendent and members of the school board, I proudly present to you the class of 2015.

Contributed by Bend-La Pine School District



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Weblinks

Education Week 2015

Theme: We are Teachers

May 4 – May 8, 2015

Shine a light on Alberta's education system

www.teachers.ab.ca/News%20Room/IssuesandCampaigns/Pages/Education-Week.aspx

Alberta Seniors' Week

June 1 – 7, 2015

Take the opportunity to celebrate the seniors in your community. Seniors make a difference in the lives of Albertans every day. From supporting family members and friends to assisting charities and volunteering in schools, seniors are deeply involved in our communities and their contributions benefit Albertans of all ages.

For ideas and / or information:

<http://www.seniors.alberta.ca/seniors/seniors-week.html>

National Aboriginal Day

June 21, 2015

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

Stars of Alberta Volunteer Awards

The Stars of Alberta Volunteer Awards recognize extraordinary Albertans whose volunteer efforts have contributed to the well-being of their community and fellow community members.

There are three categories for awards including youth, adult and senior. There will be two awards for each category making a total of six awards, to be presented on or around International Volunteer Day on December 5.

Nomination forms available in June.

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



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

Resources for Families

What parents need to know about gangs

While gang activity in Canada isn't as prominent as it is in the United States, it is still an issue. It is important to be aware of what is happening so that you can help your child avoid becoming involved.

According to Public Safety Canada, gangs generally consist of young people who:

- Self-identify as a group (usually they have a name)
- Are generally perceived by others as a distinct group
- Are involved in a significant number of delinquent incidents that produce consistent negative responses from the community and / or law enforcement agencies.

About gangs in Canada

- Canada has an estimated 7,000 youths involved in gangs
- In 2008, 25 per cent of all gang-related homicides occurred in Alberta.
- While 90 per cent of gang-related homicides were committed in Edmonton or Calgary, rural communities are not immune.
- According to The Alberta Gang Reduction Strategy, "the top ten communities with the highest level of reported violent crime were all located in rural Alberta. Aboriginal communities are heavily represented in these figures."
- One study found that 16 per cent of alleged young offenders who were classified as chronic offenders were responsible for 58 per cent of all alleged criminal incidents.

For more information about gangs in Canada and Alberta:

<http://www.publicsafety.gc.ca/cnt/rsrscs/pblctns/gn-gs-cnd/index-eng.aspx#s1>
http://justice.alberta.ca/programs_services/safe/documents/alberta-gang-reduction-strategy-20101206.pdf

Gang recruitment

Gang activity is not just a big city problem. Gang members have expanded their recruitment efforts into suburban and rural areas and through social media channels.

According to the FBI National Gang Threat Assessment report, "A majority of gang members use the Internet for recruitment, gang promotion and cyber-bullying or intimidation." Gangs use social media, such as Facebook, to promote their gang, post photos and boast about their lifestyle. That pattern exists in Canada as well. (See:

<http://metronews.ca/news/regina/573797/gangs-recruiting-members-through-social-media/>, and
<https://www.publicsafety.gc.ca/cnt/rsrscs/pblctns/rgnz-d-crm-brf-13/rgnz-d-crm-brf-13-eng.pdf>).

Although police are using social media strategies to counter this activity, parents should be aware of the influence of gangs on potential recruits through digital channels.

Staying out of gangs

"Youth who are doing well, have good role models and support in their lives are least likely to be involved in gangs," according to British Columbia's Justice Education Society.



Youth who join gangs have these things in common:

- Minimal time spent with family
- Poor communication and constant conflict with family members
- Strong ties with the wrong friends
- Low school attendance or achievement
- Minimal participation in school sports or clubs
- High levels of school-based discipline and behavior challenges
- Negative and anti-social behavior (like vandalism, theft or a lot of time alone / playing video games)
- Unhealthy, excessive and unrealistic interest in gangs
- Lack of personal identity

Youth can avoid gang involvement if they:

- Develop a strong sense of self and have life goals
- Maintain good and supportive relationships with their family members or any other positive role model
- Make friends who have positive and similar interests and goals
- Attend school, try their best to do well and participate in school-based clubs and teams
- Become active members in their community activities, teams and clubs
- Talk to their parents and their friends to get support for achieving their goals

Parent involvement

Parent involvement is key to recognizing and preventing gang involvement.

- Continue to strengthen the relationship you have with your child
- Talk to your children about gangs and tell them how to avoid them. Let them know that they could be hurt or arrested
- Get to know your children's friends and friend's parents
- Talk to your child about resisting peer pressure. Offer to role play a pushy friend and offer tips to respond
- Set firm limits with children and teens. Be clear about expectations and consequences. Specifically, prohibit gang association, hanging out where gangs meet, attending parties sponsored by gangs, using gang hand signals, wearing clothing with gang affiliation

For more tips and specific information about gangs in your community, contact your local law enforcement agency. Also check out these websites:

http://justice.alberta.ca/programs_services/safe/Pages/GangReductionCommunityResources.aspx#agrn

<http://www.youcan.ca/edmonton/programs/alberta-gang-reduction-network>

<http://www.justiceeducation.ca/themes/framework/documents/yg-enfactsheet.pdf>

From:

<http://www.justiceeducation.ca/themes/framework/documents/yg-enfactsheet.pdf>

School Jurisdiction Code: 1280
STATEMENTS OF OPERATIONS
For the Period Ending April 30, 2015 (in dollars)

	Actual 2011-2012 (Restated)	Actual 2012-2013	Actual 2013-2014	Actual YTD April 30 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	\$23,512,020	\$36,668,698	\$37,011,527	\$13,499,507
Other - Government of Alberta	\$1,095,583	\$966,929	\$699,650	\$363,261	\$930,824	\$930,824	\$567,563
Federal Government and First Nations	\$20,845,936	\$20,862,392	\$20,962,847	\$17,513,834	\$20,966,622	\$23,696,172	\$6,182,338
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	\$200,077	\$1,274,650	\$1,494,069	\$1,293,992
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	\$461,189	\$450,000	\$450,000	(\$11,189)
Rental of facilities	\$1,000,651	\$973,522	\$832,864	\$622,981	\$957,530	\$957,530	\$334,550
Fundraising	\$347,164	\$251,134	\$489,715	\$0	\$0	\$0	\$0
Gains (losses) on disposal of capital assets	\$1,260	\$156,458	\$200	\$215,795	\$0	\$0	(\$215,795)
Other revenue	\$0	\$0	\$1,365,154	\$338,777	\$0	\$0	(\$338,777)
TOTAL REVENUES	\$62,045,197	\$61,743,256	\$63,134,231	\$43,262,205	\$61,288,324	\$64,580,122	\$21,317,917
EXPENSES							
Certificated salaries	\$21,544,783	\$21,031,068	\$20,878,113	\$13,951,766	\$20,940,642	\$20,974,112	\$7,022,346
Certificated benefits	\$4,218,552	\$4,092,469	\$4,390,192	\$3,144,717	\$4,351,911	\$4,172,140	\$1,027,423
Non-certificated salaries and wages	\$13,536,225	\$13,282,741	\$12,583,963	\$8,652,711	\$13,306,691	\$13,602,297	\$4,949,586
Non-certificated benefits	\$2,959,078	\$2,916,643	\$2,805,020	\$2,001,525	\$3,642,980	\$3,473,654	\$1,472,129
SUB - TOTAL SALARIES AND BENEFITS	\$42,258,638	\$41,322,920	\$40,657,288	\$27,750,720	\$42,242,224	\$42,222,203	\$14,471,483
Services, contracts and supplies	\$16,204,273	\$15,450,160	\$16,819,789	\$10,479,175	\$14,683,930	\$17,777,838	\$7,298,663
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	\$423	\$45,162	\$45,162	\$44,739
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	\$38,230,318	\$61,452,339	\$64,526,226	\$26,295,908
OPERATING SURPLUS (DEFICIT)	(\$631,238)	\$47,392	(\$165,361)	\$5,031,888	(\$164,015)	\$53,896	(\$4,977,992)
EXPENSES							
Instruction	\$40,504,149	\$39,872,808	\$39,459,882	\$25,659,523	\$39,379,882	\$40,608,362	\$14,948,839
Plant operations and maintenance	\$9,968,293	\$9,696,288	\$11,636,159	\$5,181,092	\$9,438,207	\$10,187,496	\$5,006,404
Transportation	\$3,753,651	\$3,721,237	\$3,578,213	\$2,146,045	\$3,572,676	\$3,555,872	\$1,409,827
Administration	\$3,173,874	\$3,233,159	\$3,532,499	\$2,096,043	\$3,774,411	\$3,933,415	\$1,837,372
External services	\$5,274,639	\$5,172,372	\$5,092,839	\$3,147,615	\$5,287,162	\$6,241,081	\$3,093,466
TOTAL EXPENSES	\$62,674,606	\$61,695,864	\$63,299,593	\$38,230,318	\$61,452,339	\$64,526,226	\$26,295,908
OPERATING SURPLUS (DEFICIT)	(\$629,409)	\$47,392	(\$165,361)	\$5,031,888	(\$164,015)	\$53,896	(\$4,977,992)

5/21/2015

Accounts Receivable
Federal Government and First Nations

Student Counts		13-14 Student Count		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	Mths O/S	Total Outstanding	Monthly Billing		REG rate	ECS Rate
Reg	E.C.S.	13-14 Student Count	E.C.S.												
111	26			-	0.00	(0.00)	4,819.88	(0.00)	-	-	4,819.88	230,027.84	1,868.86	868.63	868.63
6	4			-	-	-	-	-	13,411.90	1.9	13,411.90	6,924.96	1,154.16	465.93	465.93
360	26			-	-	-	-	-	2,157,092.04	3.1	2,157,092.04	695,373.98	1,868.86	868.63	868.63
0	0			61,333.22							61,333.22	-	-	-	-
40	2			-	-	-	5,208.60	-	-	0.1	5,208.60	71,773.40	1,750.93	868.10	868.10
138	8			-	-	-	-	1,241,276.18	1,536,556.10	11.2	2,777,832.28	248,573.14	1,750.93	868.10	868.10
54	3			-	-	(0.00)	(103,840.10)	(51,865.28)	-	(1.5)	(155,705.38)	103,524.33	1,868.86	868.63	868.63
72	11			-	-	-	-	0.30	1,904.24	-	1,904.54	144,112.85	1,868.86	868.63	868.63
57	8			-	0.00	0.00	0.00	0.00	(0.00)	-	0.00	113,474.06	1,868.86	868.63	868.63
201	21			-	-	(0.00)	0.00	0.00	0.00	-	0.00	393,882.09	1,868.86	868.63	868.63
1039	109														
Total Outstanding				61,333.22	0.00	(0.00)	(93,811.62)	1,189,411.20	3,708,964.28		4,865,897.08				

Bigstone Cree
LSLJRC
Athabasca Chip
INAC
Peerless Trout
Lubicon
Chipewyan Prairie
Mikisew First Nation

1,043,121.72 13-14 Adj, Career Pathways, Feb 2015
6,705.70 Feb 2015
424,915.56 13-14 Adj, 14-15 Adj, Feb -Apr 2015
1,208,011.82 13-14 Adj, 14-15 Adj, Feb -Apr 2015
1,717,310.66 13-14 Adj, 14-15 Adj, Feb -Apr 2015
881,910.48 13-14 Adj, 14-15 Adj, Feb -Apr 2015
459,624.66 13-14 Adj, 14-15 Adj, Feb -Apr 2015
650,846.08 Nov 2013, Dec 2013, Jan 2014

6,392,446.68

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

5/11/2015

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
Apr-15	-	-	285,284.44	-	772,725.99	-	6,705.70	1,904.24	-	0.00	1,066,620.37
Mar-15	-	-	505,552.24	-	1,384,366.05	-	6,705.70	-	-	(317,706.20)	1,578,917.79
Feb-15	-	-	248,573.14	-	-	-	-	-	-	0.00	248,573.14
Jan-15	-	-	248,573.14	-	-	-	0.50	-	-	63,541.24	312,114.88
Dec-14	-	-	248,573.14	-	-	-	-	-	-	63,541.24	312,114.38
Nov-14	-	-	-	-	-	-	-	-	-	63,541.24	63,541.24
Oct-14	-	-	-	-	-	-	-	-	-	63,541.24	63,541.24
Sep-14	-	-	-	-	-	-	-	-	-	63,541.24	63,541.24
Aug-14	-	-	222,000.60	-	-	-	-	-	-	(387,280.88)	(165,280.08)
Jul-14	-	-	-	-	-	-	-	-	-	0.00	-
Jun-14	-	-	248,573.14	-	-	-	-	0.30	-	63,541.24	312,114.88
May-14	-	-	248,573.14	-	-	-	-	-	-	63,541.24	312,114.38
Apr-14	-	-	-	-	-	-	-	-	-	63,541.24	63,541.24
Mar-14	-	-	249,482.56	-	-	-	-	-	-	(176,120.18)	73,362.38
Feb-14	-	-	249,482.56	-	-	-	-	-	-	103,485.51	352,968.07
Jan-14	-	-	23,164.18	-	-	-	-	-	-	103,485.51	126,649.69
Dec-13	-	-	-	-	-	-	-	-	-	43,485.51	43,485.51
Nov-13	-	-	-	-	-	-	-	-	-	116,109.45	116,109.45
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	-	-	-	-	-	-	-	-	-	-	-
Jun-13	-	-	-	-	-	-	-	-	-	(115,756.16)	(115,756.16)
May-13	-	-	-	-	-	-	-	-	-	7,172.94	7,172.94
Apr-13	-	-	-	-	-	-	-	-	-	7,172.94	7,172.94
Mar-13	-	-	-	-	-	-	-	-	-	7,172.94	7,172.94
Feb-13	-	-	-	-	-	-	-	-	4,819.88	7,172.94	11,992.82
Jan-13	-	-	-	-	-	-	-	-	-	7,172.94	7,172.94
Dec-12	-	-	-	-	-	-	-	-	-	7,172.94	7,172.94
Nov-12	-	-	-	-	-	-	-	-	-	7,172.94	7,172.94
Oct-12	-	-	-	-	-	-	-	-	-	7,172.94	7,172.94
Sep-12	-	-	-	-	-	-	-	-	-	7,172.94	7,172.94
Dec 2005 & older	-	61,333.22	-	-	-	-	-	-	-	-	61,333.22
	5,208.60	61,333.22	2,777,832.28	-	2,157,092.04	-	13,411.90	1,904.54	4,819.88	(155,705.38)	1,971,785.78
Current	-	-	285,284.44	-	772,725.99	-	6,705.70	1,904.24	-	0.00	1,066,620.37
30 days	-	-	505,552.24	-	1,384,366.05	-	6,705.70	-	-	(317,706.20)	1,578,917.79
60 days	-	-	248,573.14	-	-	-	-	-	-	0.00	248,573.14
90 days	-	-	248,573.14	-	-	-	0.50	-	-	63,541.24	312,114.88
120 days	-	-	248,573.14	-	-	-	-	-	-	63,541.24	312,114.38
180 days	-	-	-	-	-	-	-	-	-	63,541.24	63,541.24
181 - 365	-	-	1,241,276.18	-	-	-	-	0.30	-	135,217.2	1,376,493.68
1 yr - 2 yr	5,208.60	-	-	-	-	-	-	-	4,819.88	(163,840.10)	(153,811.62)
Over 2 yr	-	61,333.22	-	-	-	-	-	-	-	0.00	61,333.22
	5,208.60	61,333.22	2,777,832.28	-	2,157,092.04	-	13,411.90	1,904.54	4,819.88	(155,705.38)	4,865,897.08
Current	-	-	-	-	-	-	-	-	-	-	-
Long Term	-	-	-	-	-	-	-	-	-	-	-
Total Aging	5,208.60	61,333.22	2,777,832.28	-	2,157,092.04	-	13,411.90	1,904.54	4,819.88	(155,705.38)	4,865,897.08