

**August 28, 2015
Board Meeting
Attachments**

Agenda Item	Motion No.	Page No.
1. Education Quarterly Report	23892/15	2
2. Finance Quarterly Report	23893/15	25
3. Job Description – Facilities Manager	23896/15	28
4. Job Description – Construction Project Foreman	23897/15	32
5. Job Description – Executive Secretary	23898/15	35
6. Job Description – School Custodian	23899/15	42
7. Job Description – Housing Coordinator	23900/15	47
8. Job Description –Student Data and Education Technology Coach	23901/15	53
9. Procedure 516 – Disposal of Divisional Property	23902/15	57
10. Procedure 500 – Budget	23903/15	62
11. Superintendent’s Report	23912/15	65
12. Chairman’s Report	23913/15	72
13. Secretary-Treasurer’s Report	23914/15	99

BOARD OF TRUSTEES

COLIN KELLY
TRUSTEE OF THE BOARD

DATE: AUGUST 28, 2015

PRESENTED BY: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

SUBJECT: EDUCATION QUARTERLY REPORT

ORIGINATOR DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

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

Purpose:

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

Quarterly Content for August, 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 in Percentage
	Bulletin #5	Staff Attendance
	Bulletin #6	Staffing Update
	Bulletin #7	School Visits by Staff
3. School and Division Success Stories	Bulletin #8	Literacy Update
	Bulletin #9	Land-based Learning Camp
	Bulletin #10	Graduation 2015
	Bulletin #11	Northland Website Wins Award

August, 2015 Quarterly Report

Superintendent's Update

Work continued over the summer on key division initiatives.

New Staff Orientation

A very successful new staff orientation was held in Wabasca and hosted at St. Theresa School. At the opening ceremonies representatives from St. Theresa and Mistassiniy Local School Board Committees, the MD of Opportunity, and the Northland Advisory Group welcomed participants. They encouraged new staff to learn about and become involved in their respective communities and emphasized that education is a priority for parents and communities. They emphasized the importance of working in partnership to achieve success for each of their students.

The Division is very grateful to the St. Theresa staff and Local School Board Committee for making everyone feel so welcome.

Every Day Counts Attendance Initiative

Warren Griffiths joined our Division at the beginning of August. During the last week of August he led an inservice to train administrative assistants in the use of Maplewood. As well during the New Staff Orientation he made sure that all new teachers were trained in the correct use of Maplewood for attendance.

Literacy

A Summer Reading Program was implemented in many Northland Communities to encourage students to be engaged in reading over the holidays.

Summer School

Summer School was offered for students at Calling Lake, Athabasca Delta Community Schools and a Physical Education course was offered for students in Wabasca. These programs provided students with additional opportunities to earn high school credits.

School Community Orientations

Local School- Community Orientations were held August 24-28th. The intent of this week was to provide school staff the time to prepare for school opening on August 31, to learn about and connect with their communities and for professional development. Each principal was required to provide a plan for activities to the Associate Superintendent.

August Administrator Meeting

The agenda for the August Administrator Meeting focused on providing time for principals and assistant principals to discuss and share plans and strategies for literacy and attendance initiatives.

August, 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 a 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' and are implementing *Procedure 301 – Student Attendance* as specified in the '*Every Day Counts Final Report*'. 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.

All schools provided a June 2015 Summary Report outlining first year attendance implementation successes and challenges. By way of example, one principal reported the following attendance successes and barriers to implementation in the June 2015 Attendance Summary Report:

Attendance Successes

- "Data tracking indicates an average of over 90 % attendance each month
- Recognition monthly of students with perfect attendance (pizza lunch) has been effective
- Regular calls to homes if student's are absent for any extended times
- Implemented greater use of area counselling services for student's at risk
- Reviewing (with a slideshow presentation) the importance of being at school every day at monthly assemblies
- Setting an attendance section for the monthly newsletter"

Attendance Barriers to Implementation

- "Lack of a sense of urgency because the school has maintained good student attendance.
- Absenteeism can many times be attributed to minor colds and flus, of which many can be prevented with proper hygiene and hand washing. Steps are being taken to address this next year.
- The school culture is related to school avoidance behaviours as well as students perception of the school. Greater efforts and strategies are being developed to improve the learning environment for next year.

- Changing instructional practices and emphasizing personalization and greater student engagement is hoped to improve student attendance next year.
- We are confident that increasing parental engagement with the school will have a direct, positive effect on school attendance.
- We hope that encouraging students to come to the school before they are eligible for kindergarten will assist in getting them to like and attend school.”

Division Attendance Data for Year One of the Attendance Improvement Initiative

A comparison between 2013-2014 and 2014-2015 school years shows that even at this early stage in the attendance initiative, NSD61 is already realizing improvements in division attendance patterns:

- There is an overall 2% improvement in NSD61 attendance
- 61% of NSD61 schools (14) have average attendance increases of 1% to 10% over the previous school year; all high schools improved their overall attendance rates from the previous school year
- 3 schools recorded average overall attendance rates of 91% or better for 2014-2015 – Elizabeth School (91%), Bill Woodward School (91%) and Conklin Community School (93%); only 2 schools achieved 90% or better in 2013-2014
- 7 schools have an average overall attendance rate of between 85% - 89% for 2014-2015

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.

	<p style="text-align: center;">AERR Priority 2:</p> <p>Establish a Literacy Focus Group to strengthen implementation of the Division Literacy Initiative for English, Cree and Dene Languages</p>	
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Literacy Priority Focus Meetings

The fourth Literacy Priority Focus group meeting occurred in mid-June. Several principals and division leadership staff attended the meeting. The meeting was facilitated by Leroy Sloan. At the meeting the literacy benchmark data from the third division assessment was reviewed. The data was used to develop plans for the upcoming school year.

The results of the year end assessments were presented at the June Board meeting. The division information was shared at the August Administrators meeting.

Literacy Data

Positive Trends

- 30 % of Kindergarten students were ready to participate in the June assessment
- 70 % of elementary students showed growth
- 53 % of students in grades 4-6 achieved a year or more of growth in literacy.

- Across the Division 45.5% of students are reading at grade level. This result indicates the need to continue to focus on strengthen literacy skills across the division.

Literacy Leadership

Janette Cavanaugh has taken on the role of Division Literacy Lead. At the August administrators meeting she worked with administrators to review plans for the upcoming year. Central support will focus on working with principals and literacy leads. Clear roles have been developed for literacy leads.

All schools submitted draft plans for literacy for the 2015-16 school year.

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

Created Community Education Planning Coordinator position in May 2015 and searched for appropriate candidate June 2015. Re-Posted Community Education Planning Coordinator after preferred candidate declined July 2015.

Alberta Education indicated in May that the community consultation to develop a proposal for education facility planning would occur in the fall of the 2015-16 school year.

	AERR Priority 4:	
	Conduct a review of Mistassiniy School	

A formal review was not conducted in 2015-2016. During the year Mistassiniy worked with our pedagogical supervisor, Terry Lynn Cook to develop a proposal to be included in the provincial high school re-design initiative. Mistassiniy was accepted along with Paddle Prairie and Kateri to participate in the high school redesign process.

In August, the new administration, the superintendent and associate superintendent met with representatives from Alberta Education to discuss plans and offer supports for the upcoming year. During the orientation week in August teachers participated in professional development activities aligned with the high school re-design process.

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

Indicators were distributed for feedback to NSD administrators and feedback utilized to modify in June 2015.

	AERR Priority 6:	
	Complete revisions to the Policy Manual	

The Division contracted a consultant through Alberta School Board's Association to draft proposed revisions to the Policy Manual to ensure that policy are aligned with the Education Act. The administration has been informed that proclamation of the Education Act is being delayed to allow additional consultation. A revised draft of Policy One was received as information. Opportunities for community feedback will occur in the fall.

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

Northland School Division received 25 new mobile home units from the Alberta government in early 2015. NSD is in the process of replacing older housing with the new units and the anticipated completion time is August 31, 2015. In the spring of 2015, an additional five units were received from the Alberta government. NSD is in the process of acquiring land to house the units. Anticipated completion of the second project is spring, 2016.

Christy Jellett has been assigned as housing coordinator to replace Bob Friedel who retired in July.

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

Through our partnerships with Kee Tas Kee Now Tribal Council and the Sustainable Communities Initiative we now have some excellent examples of land based and experiential learning opportunities. Schools with community based teachers are also moving forward with strengthening the weaving of language and cultural programming with curriculum outcomes. These positive examples are highlighted and shared with other schools and communities at administrator meetings and through internal and external communications.

We are currently advertising for a Director of FNMI Student Learner Success to provide divisional leadership for these initiatives.

Our industry partnership principal has worked with schools to increase access to career and technology courses. Discussions are taking place to increase access to facilities at Northern Lakes College for career technology and land based learning for the upcoming school year.

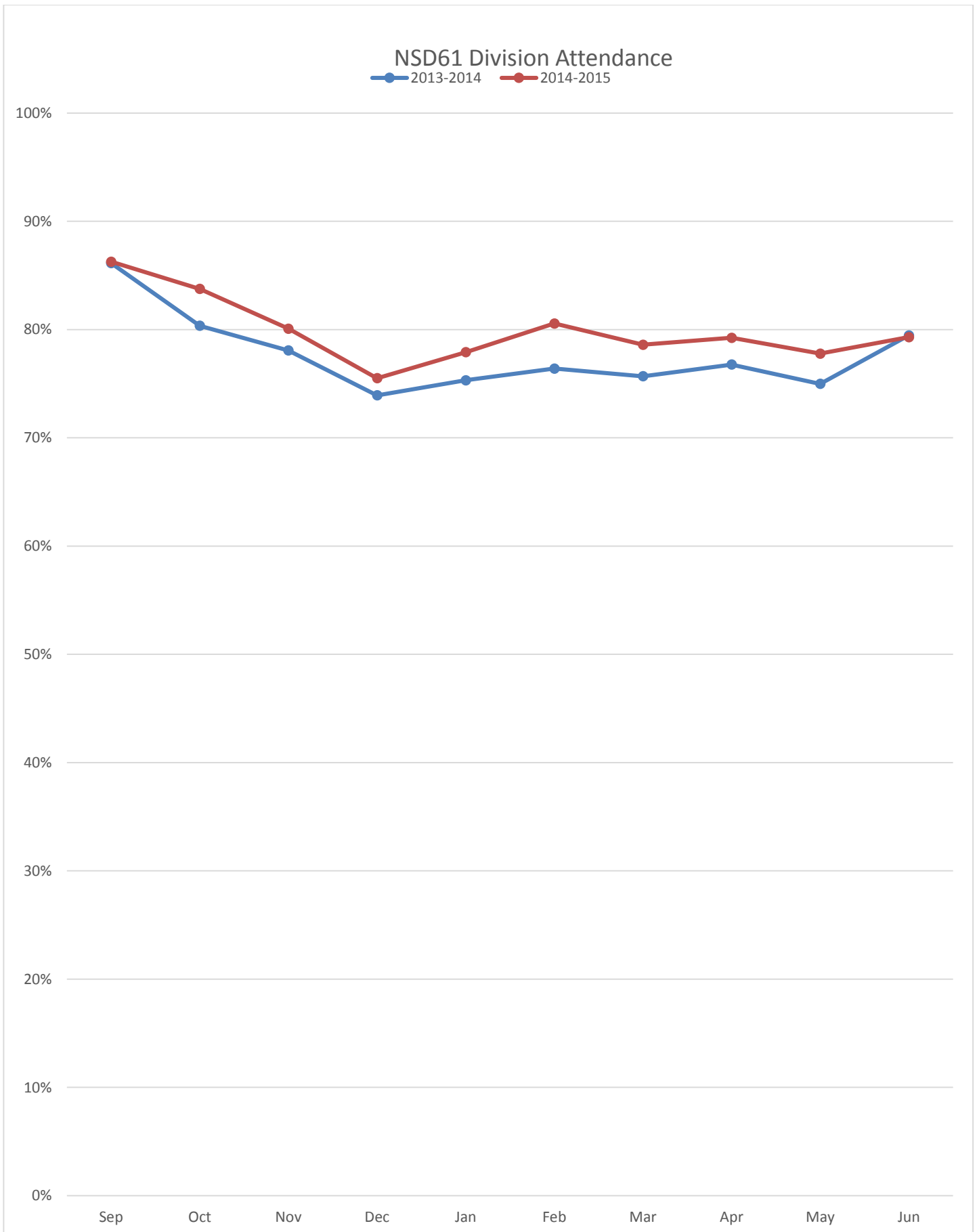
Students demonstrate high levels of engagement with these activities.

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

At the August 2015 Administrators Meeting, principals were reminded of teacher growth, supervision and evaluation timelines. At the August 2015 New Principal Orientation, new principals reviewed Teacher Quality Standards and relation to Teacher Growth, Supervision and Evaluation procedure.

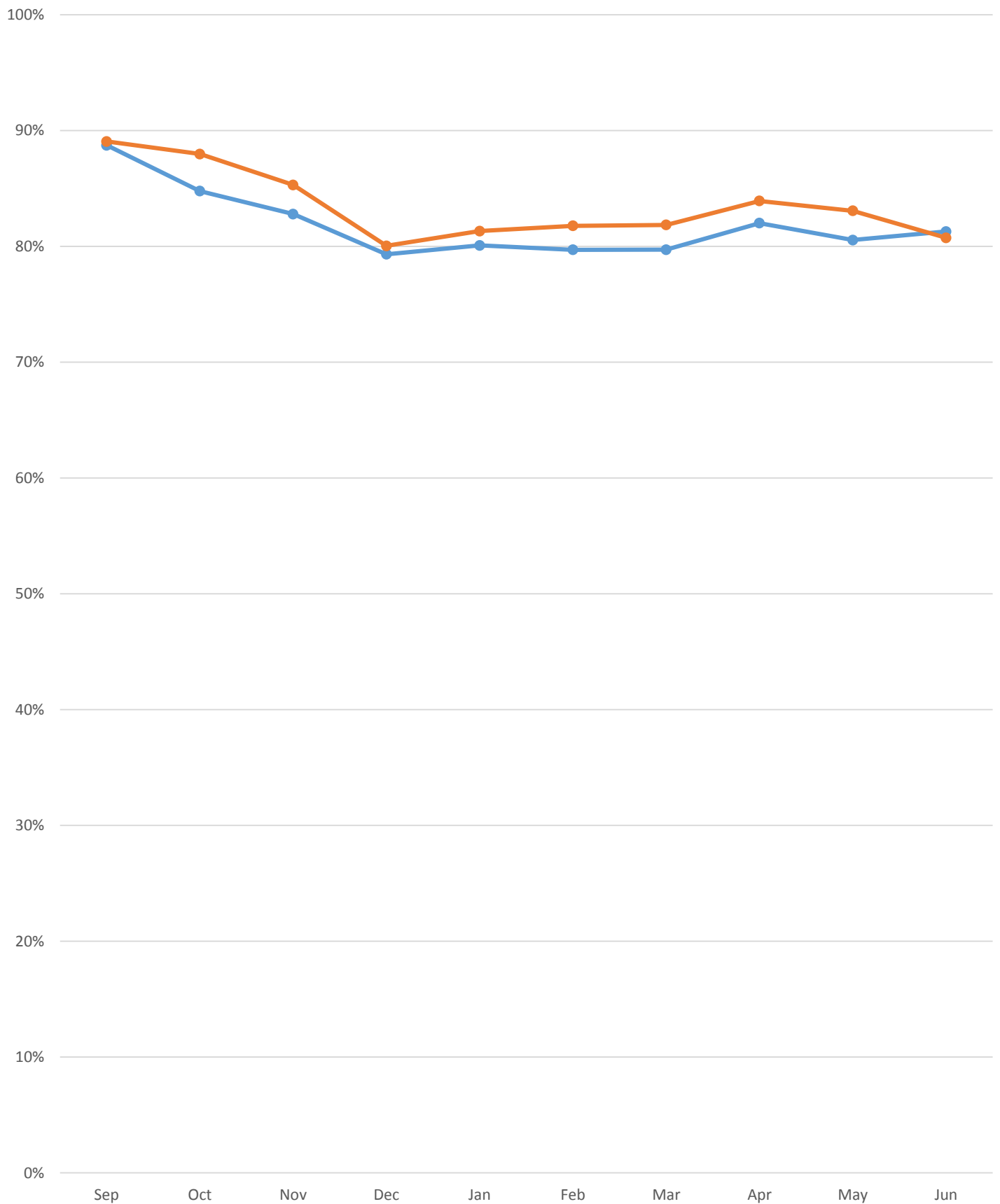
	AERR Priority 10:	
	Complete concept design and feasibility study for regional/virtual high school	

Through our partnership with Kee Tas Kee Now, a concept and feasibility discussion document was completed in July.



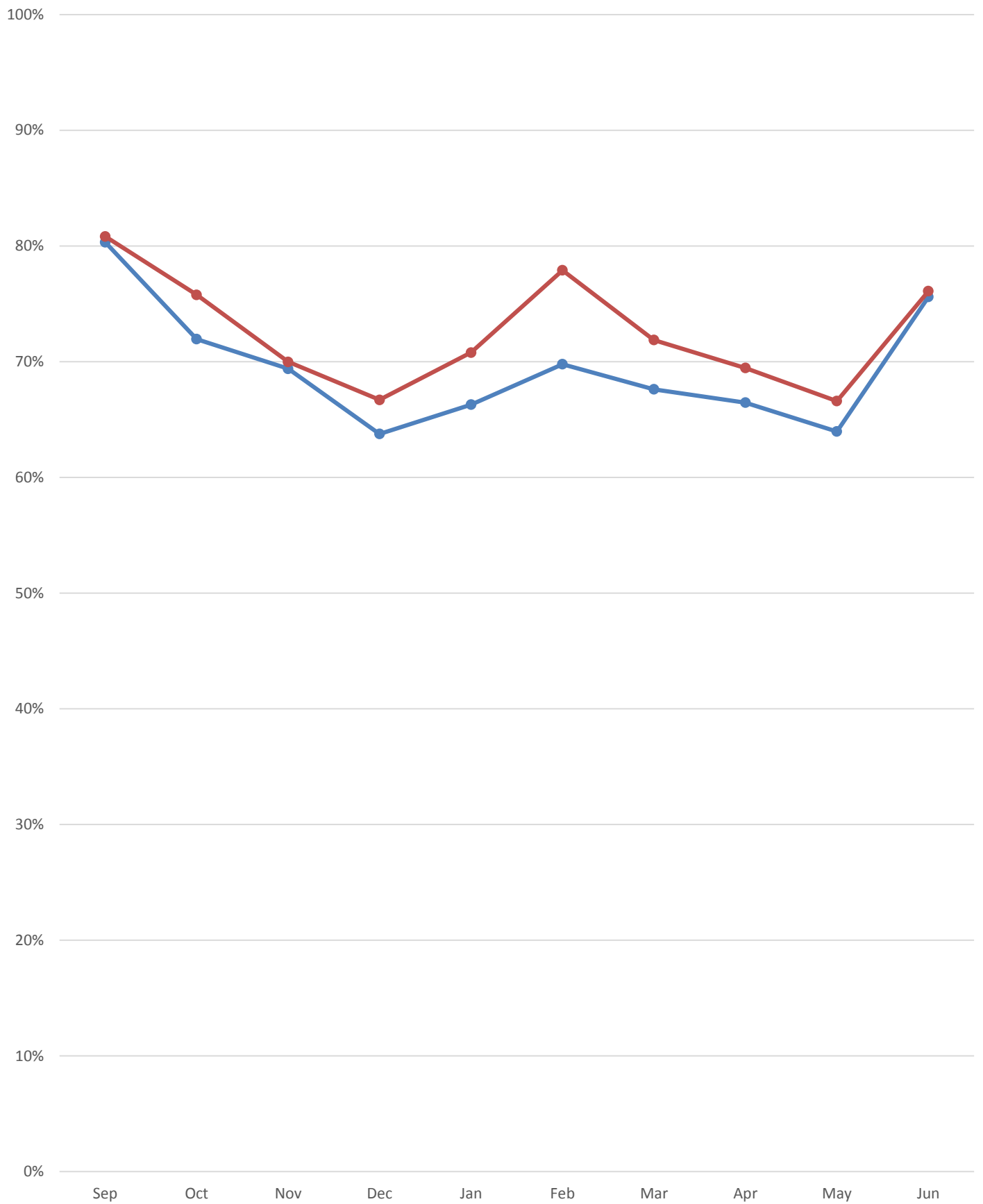
NSD61 ECS - Grade 6 Division Attendance

2013-2014 2014-2015



NSD61 Grade 7 - 12 Division Attendance

2013-2014 2014-2015



90%+ Attendance Summary (K-12)

September 2014 – June 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	444 (16%)	695 (25%)
May	251 (9%)	889 (31%)
June	<u>373 (13%)</u>	<u>658 (23%)</u>
Total (Avg.)	368 (13%)	877 (31%)

44% of our students have achieved 90% or better attendance for the 2014-2015 school year.

Student Attendance by Division in Percentage

Year to Date June 30, 2015

School	ECS	Div 1	Div 2	Div 3	Div 4
Anzac	86	87			
ADCS	70	76	70	66	55
Bill Woodward			88	92	88
Bishop Routhier	79	79	79		
Calling Lake	82	84	83	80	64
Calling Lake Outreach					44
Career Pathways					43
Chipewyan Lake	87	98	91	76	94
Conklin	91	91	94	93	
Dr. Mary Jackson	80	92	86	81	
Elizabeth	91	91	92	93	
Fr. R. Perin	73	78	77	65	
Fort McKay	87	84	86	84	
Gift Lake	80	83	88	82	
Grouard	81	84	89	86	
Hillview	88	80	88		
J.F. Dion	89	86	89	82	
Kateri	81	76	80	79	54
Little Buffalo	60	72	72	66	76
Mistassiniy				71	51
Pelican Mountain	72	78	75		
Paddle Prairie	77	88	78	88	81
Peerless Lake	77	91	87	87	82
St. Theresa	87	86	85		
Susa Creek	82	83	88	84	
All Schools	82	84	84	77	65

Staff Attendance (Based on Leave Applications)

May 1 to July 31, 2015

	# of Staff	Calendar Days	Possible Days	Actual Days Recorded	Actual Attendance	# of P.D. Days Taken	# of "Other" Days Taken	% Attendance	% Absent	% Absent for PD	% of Other
Certificated Staff	208	40	8320	842	7478	37.5	804.5	90%	10%	0.45%	9.67%
Uncertified Staff	186	40	7440	613.5	6826.5	9	604.5	92%	8%	0.12%	8.13%
Maintenance Staff	56	63	3528	499	3029	0	499	86%	14%	0.00%	14%
Central Office Staff	41	63	2583	467	2116	24.5	442.5	82%	18%	0.95%	17%

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

Bulletin 6

School Visits by Department September 1, 2014 - June 30, 2015			
	Management	Learning Services Team	Totals
Anzac	9	2	11
ADCS	18	14	32
Bill Woodward	6	2	8
Bishop Routhier	7	8	15
Career Pathways	2	3	5
Calling Lake	22	21	43
Chipewyan Lake	6	7	13
Conklin	4	7	11
Dr. Mary Jackson	5	9	14
East Prairie/Hillview	4	13	17
Elizabeth	6	4	10
Fort McKay	4	3	7
Fr. R. Perin	12	29	41
Gift Lake	21	6	27
Grouard	13	29	42
J.F. Dion	5	2	7
Kateri	3	11	14
Little Buffalo	4	11	15
Mistassiniy	8	16	24
Paddle Prairie	4	6	10
Peerless Lake	5	3	8
Pelican Mountain	3	12	15
St. Theresa	4	7	11
Susa Creek	3	2	5

Staffing Update - August 26, 2015

Bulletin 7

	Certified Staff	Certified Staff - NL	Early Childhood Instructors	ECS - PUF	Teacher Assistants	Special Assistants	School Community Liaison Worker	Family Community Liaison Advisor	Library Assistant	Native Language Instructor	Clerical	Total by School
Anzac	4	0	0	0	0.5	1.75	0	0	0.5	0	1	7.75
ADCS	18	1	0	0	1	3	1	0	0	1	1	26
Bill Woodward	8	0	0	0	0	1.2	1	0	0.5	1	1	12.7
Bishop Routhier	5	0	0	0	0.5	2	0	0	0	0	0.5	8
Calling Lake	11	0	0	0	1.5	1.5	0.5	0	0	0	1	15.5
Career Pathways	3	0	0	0	1.5	0	0	0	0	0	0.5	5
Chipewyan Lake	2	0	0	0	0.67	0	0	0	0	0.33	0	3
Conklin	4	0	0	0	1	0	0	0	0	0	0	5
Dr. Mary Jackson	2	0	0	0	1	1.5	0	0	0	0	0.9	5.4
Elizabeth	10	0	0	1	0.8	1	0	0	0.2	1	1	15
Father R. Perin	7	0	0	0	0	0.4	0	0	0	0.6	0.9	8.9
Fort McKay	7	0	0	0	5	0	0	0	0	1	1	14
Gift Lake	14	0	1	0	2	4	0	0	0	1	1	23
Grouard	7	0	0	0	2	1	1	0	0	1	0	12
Hillview	3	0	0	0	0	0.5	0	0	0	0	0.5	4
J.F. Dion	6	0	0	0	1	0.75	0	0	0	0	1	8.75
Kateri	7	0	0	0	1	1.5	0	0	0	0.75	0.75	11
Little Buffalo	11	0	0	0	0.8	3	0	0	0	1	1	16.8
Mistassiniy	19	0	0	0	3	1	0	1	0	0.5	1.5	26
Paddle Prairie	8	0	0	0	0.8	0.2	0	0	0	0.5	0.9	10.4
Peerless Lake	9	0	0	0	2	1	0	0	0	1	1	14
Pelican Mountain	2	0	0	0	0.2	0	0	0	0	0.25	0	2.45
St. Theresa	23	0	0	0	7	10	0	2	1	1	2	46
Susa Creek	3.6	0	0	0	0.9	0	0	0	0	0.4	0.8	5.7
Totals	193.6	1	1	1	34.17	35.3	3.5	3	2.2	12.33	19.25	306.35

Positive Literacy Results for Northland Schools

For immediate release – June 30, 2015



Kindergarten students at St. Theresa School are demonstrating what can happen when there is a division-wide Literacy focus. Juliana Anguilar and Elias Auger are both reading at a PM Benchmarks level of 8, which is mid-grade 1 instructional level. St. Theresa School Literacy Lead Peggy Wheeler says this is rarely seen in kindergarten but it is becoming more common.

Northland School Division No.61's (NSD61) long term vision for the division-wide Literacy Initiative is coming to fruition after three years. Gail Sajo, Literacy Supervisor, presented the latest progress report to the Northland Board on June 26th. The presentation illustrated short-term and long-term student growth when it comes to reading. The long-term picture is positive when comparing year 1 and year 3 percentages for students reading at grade level. Since October 2013, the number of students reading at grade level in grades 1-8 has increased by 19 percent. Sajo says she is pleased with immediate gains as well.

"We are pleased to see a large majority of students are achieving a year's growth or more when it comes to reading comprehension," said Sajo. "It's important to note that kindergarten students have begun the process of reading growth as a result of the teachers understanding the students' specific strengths and needs based on the Early Years Evaluation (EYE). Our kindergarten teachers have been involved in online and face to face early literacy training."

“The Literacy Initiative is moving in the right direction,” said Donna Barrett, Superintendent of Schools. “Even though we fell short of our 10 percent division goal to increase in the number of students reading at grade level from June 2014 to June 2015, we are pleased to see steady growth from year 1 to year 3.”

When asked about the next steps during the Board Meeting Sajo says support, community engagement and staying the course are critical.

“We need to help teachers better utilize literacy strategies and hire additional support,” said Sajo. “This will lead to more student growth and allow staff to dedicate more time towards promoting literacy understanding to parents, elders and community members.”

Moving forward to next year, principals will continue to work with staff to follow a literacy plan that includes assessing reading level of students three times per year, utilizing writing evaluations, integrating additional First Nations, Métis and Inuit (FNMI) materials and hosting literacy events to involve the community. The Literacy Focus Group, which was assembled in 2014, will continue to monitor growth, mentor teachers, make recommendations and guide the process.

For more information please contact:

Curtis Walty, Communications Coordinator
Office: 1-780-624-2060 extension: 6183
Cell: 1-780-219-1870

Students Participate in Land-based Learning Camp

For immediate release – July 2, 2015



Grade 1-9 students from Grouard Northland School and Atikameg School stepped outside the classroom walls to attend a land-based learning experience at the Northern Lakes College Marten Lakes Wilderness Campus. The camp was organized through the Kee Tas Kee Now Tribal Council (KTC) and Northland School Division Partnership Agreement and designed to reflect a variety of traditional and contemporary practices instilled in Woodland Cree culture. Over a four day period between June 15th and June 18th, 78 students stayed in cabins and participated in hands-on learning activities such as dry meat making, building a smoke rack, identifying plants for medicinal purposes, constructing shelters and fish scale art. In addition to these activities, students acquired knowledge and self-confidence while learning how to fish, how to properly operate a canoe and how to properly use archery equipment.

High School Graduation Photos 2015



Little Buffalo School: Adam Muskwa, Amy Williams, Holly Laboucan, Adam Muskwa, Amy Williams, Holly Laboucan, Wade Seeseequon, Lourdes Laboucan, Erica Laboucan, Desiree Laboucan, Mark Laboucan, Bradley Ominayak, Shania Calliou, Teryn Laboucan, Vanessa Whitehead, Janiva Letendre



Kateri School: Cheyenne Alook, Trina Gladue, Adrianna Metsikassus and Alyssa Metsikassus



Peerless Lake School: Ashley Cardinal, Joey Auger, Jaclyn Cardinal, Bradley Cardinal, Samantha Okemow, Tristen Metsikassus, Serena Okemow, Lyle Okemow and Haley Ossimeemas



Bill Woodward School: Back Row L-R: Brittany McKenzie, Donnie Janvier, Brandon Bradley, Kyliena Gibbs, Desiree Fetzko Front Row L-R: Bree Braumberger, Matieu Cote, Javeleigh Seguin, Jerelyn Joy Seguin

Northland Website Wins Award

For immediate release – July 14, 2015



Northland School Division is pleased to announce that our new website is now award winning! The website design has been awarded the Interactive Media Awards (IMA) Best in Class Award in the school website category. The award was received by our design company Box Clever, an Edmonton based website design and media agency.

"We are pleased to see the judges recognized the planning and effort that went in our new website", said Curtis Walty, Northland School Division Communications Coordinator. "Box Clever helped us design a beautiful website that showcases the FNMI culture in the jurisdiction and serves the needs of our students, parents, staff and community members."

BOARD OF TRUSTEES

**COLIN KELLY
TRUSTEE OF THE BOARD**

DATE: AUGUST 28, 2015

PRESENTED BY: TRUDY RASMUSON, SECRETARY TREASURER

SUBJECT: FINANCE QUARTERLY REPORT

ORIGINATOR TRUDY RASMUSON, SECRETARY-TREASURER

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

Secretary-Treasurer's Report

For the Period Ending July 31, 2015

REVENUE

NSD has received \$56 million of the \$64 million budgeted, with \$8 million left to be received. The bulk of this is to be received from the provincial government. Keep in mind that the federal revenue is adjusted at year-end, so the final numbers in regards to the federal revenue won't be available until November.

There was an additional \$900,000 in revenue received that was not in the November revised budget:

- \$30,000 additional investment income
- \$36,000 additional gifts and donations
- \$234,000 unbudgeted gain on disposal of assets
 - Buses - \$9,000
 - Other vehicles - \$4,250
 - Mobile homes and Grouard housing - \$220,000
- \$593,000 unbudgeted other revenue
 - Specific funding for positions - \$253,000
 - Grant income - \$266,000

EXPENSES

NSD has expensed almost \$52 million of the \$64 million budget, leaving almost \$13 million left to expense. Payroll costs are approximately \$3.5 million a month, and there is \$4.5 million left in the personnel budget. Additional year-end costs in addition to wages will be a teacher payout of approximately \$100,000 and layoff packages budgeted at \$165,000. Other operating costs are about \$14 million of the \$22 million budget, leaving about \$8 million left to spend in the budget. Additional costs will include about \$700,000 in unsupported depreciation that has not been included in the expenses yet. The mobile home project is expected to be completed in August as well, with any unsupported amortization costs to be added to the expenses.

OTHER BUSINESS

Receivables

- Mikisew is continuing to pay the current invoices, but has an outstanding receivable of \$2.4 million, which is at the same level as last year. Collection efforts continue, with no plan in place by Mikisew.

Financial Management System

- The fixed asset information has been imported into SRB, and the staff will be working over the next several months to input the current information to prepare for the year-end audit.

Year-end audit

- Business Services had made a decision that the position of Accounts Payable Clerk would not be filled after the resignation of Elaine Best late this spring, due to budgetary constraints. However, the plans for assigning the work to other staff members has not worked, and is not being completed in a timely manner, and is putting the completion of the year-end work in jeopardy. A part-time, entry-level Accounts Payable Clerk is needed to put the work back on track.

Transportation Grant

- The completion of the transportation grant by the Acting Transportation Manager is a lengthy, time-consuming project, requiring full-time work for ten weeks. Without full-time secretarial support from Oct. 1 to Dec. 15, the Manager will not be able to complete the grant on time and accurately, which will put grant funding at risk. Additional part-time secretarial help is needed during that period (there is a part-time secretary currently employed).

BOARD OF TRUSTEES

COLIN KELLY
TRUSTEE OF THE BOARD

DATE: AUGUST 28, 2015

PRESENTED BY: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS
SUBJECT: JOB DESCRIPTION – DIVISIONAL FACILITIES MANAGER
ORIGINATOR: PERSONNEL COMMITTEE

RECOMMENDATION
That the Board of Trustees approve in principle, the newly created job description for the position of Divisional Facilities Manager, as attached.

CURRENT SITUATION:

BACKGROUND:

OPTIONS:



Divisional Facilities Manager

IDENTIFYING INFORMATION

POSITION TITLE: Divisional Facilities Manager
 CLASSIFICATION TITLE: Administration VI
 DEPARTMENT: Maintenance
 IMMEDIATE SUPERVISOR'S TITLE: Secretary-Treasurer
 POSITION SUPERVISES: Area Maintenance Supervisors
 Project Foreman
 Maintenance Secretary
 Housing Manager
 REASON FOR SUBMISSION: X
 Creation Change Update
 Date: April 22, 2015

POSITION SUMMARY

MAJOR DUTIES AND RESPONSIBILITIES:

This position is responsible for directing and supervising the construction, care and maintenance of all school buildings, grounds and equipment.

1. Manages facilities through a comprehensive plan.
 - 1.1 Establishes a plan for proactive needs assessment and a consequent scheduled maintenance program.
 - 1.2 In accordance with the Code and regulatory requirements and in consultation with the Area Maintenance Supervisors, develops a system of preventative maintenance for the Division.
 - 1.3 Develops and implements a long-term plan for facility maintenance.
 - 1.4 Develops a strategy to leverage local capacity for minor maintenance.



Divisional Facilities Manager

- 1.5 Implements a management process of regular reviews of facility maintenance projects, issues and work inventories.
- 1.6 In collaboration with Area Maintenance Supervisors, coordinates the day-to-day maintenance program and ensures all work is carried out in a timely fashion.
- 1.7 Monitors operation of the departments and, in conjunction with principals and staff, makes any necessary changes that would improve the operation of the department.
- 1.8 Meets with sales representatives; coordinates evaluation of all new and existing equipment and supplies.
- 1.9 Purchases and ensures the functionality of school security systems.
- 1.10 Screens all work requests; prioritizes individual requests.
- 1.11 Coordinates the transfer of furniture and equipment between schools. Acts as a technical consultant to the School Principal in matters related to custodial tasks and the use of janitorial supplies and equipment.
- 1.12 Serves as Division representation at any start-up/construction phase meetings for any new construction or major modernization.
- 1.13 Maintains procedures for Housing and ensures implementation.
2. Provides leadership in facilities management.
 - 2.1 Supports the provision of quality facility services to all division-owned sites.
 - 2.2 Ensures the inspection of facilities and the preparation of reports concerning the status of all division buildings.
 - 2.3 Ensures compliance with all building codes, fire safety regulations and Occupational Health and Safety requirements in all division buildings.
 - 2.4 Provides for the professional development and certification requirements of facility staff and custodians.
 - 2.5 Practices leadership in a manner that is viewed positively and has the support of peers and reports in carrying out the Superintendent's expectations.



**Divisional
Facilities
Manager**

- 2.6 Exhibits a high level of personal, professional and organizational integrity.
- 2.7 Demonstrates effective organizational skills, resulting in compliance with all legal and Board mandates and timelines and adherence to Superintendent directives.
- 2.8 Ensures response to any intrusion or building alarm.
- 2.9 Contributes to a division culture which facilitates positive results, effectively handles emergencies, and deals with crisis situations in a team-oriented, collaborative and cohesive fashion.
- 3. Administers the maintenance budget, policies and procedures in a responsible and effective manner.
 - 3.1 Ensures that the physical environment is safe, conducive to student learning, and supports staff health and wellness.
 - 3.2 Prepares, in conjunction with the Secretary-Treasurer, and administers annual operational budget for facility maintenance.
 - 3.3 Updates the three-year IMR Plan for the division annually, ensuring consideration of changing priorities.
 - 3.4 In conjunction with the Secretary-Treasurer, develops a Capital Plan, as required.
 - 3.5 Reviews and authorizes purchase orders and invoices for maintenance expenditures and capital building projects, including major modernizations.
 - 3.6 Provides directions to the tendering process for the purchasing of goods and services within areas of responsibility.

BOARD OF TRUSTEES

**COLIN KELLY
TRUSTEE OF THE BOARD**

DATE: AUGUST 28, 2015

PRESENTED BY: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS
SUBJECT: JOB DESCRIPTION – CONSTRUCTION PROJECT FOREMAN
ORIGINATOR: PERSONNEL COMMITTEE

RECOMMENDATION

That the Board of Trustees approve in principle, the newly created job description for the position of Construction Project Foreman, as attached.

CURRENT SITUATION:

BACKGROUND:

OPTIONS:



Construction Project Foreman

IDENTIFYING INFORMATION

POSITION TITLE: Construction Project Foreman

CLASSIFICATION TITLE: Administration 1

DEPARTMENT: Maintenance

IMMEDIATE SUPERVISOR'S TITLE: Division Maintenance Supervisor

POSITION SUPERVISES: Maintenance Workers and Sub-Contractors

REASON FOR SUBMISSION: X
Creation Change Update

Date: April 7, 2015

POSITION SUMMARY

MAJOR DUTIES AND RESPONSIBILITIES:

1. Plans and supervises all construction projects in the division, including mechanical, architectural and other related systems, in accordance with current code and regulatory requirements.
2. Participates in capital building projects, modernizations and demolitions, in consultation with the Division Maintenance Supervisor.
3. Consults with appropriate school-based staff, Local School Board Committees, Central Office staff, community groups and government departments in regards to the assigned projects, and keeps them informed.
4. Acts as an on-site technical expert regarding OHS issues, building codes, environmental regulations, disposal of hazardous waste, and any other relevant legislation or regulation.



Construction Project Foreman

5. Performs the project management role during large construction/demolition/modernization projects by:
 - 5.1 Ensuring that a high standard of work is being performed by all personnel, and that the completed work meets quality standards.
 - 5.2 Maintaining a safe, secure and healthy work environment by following and enforcing standards and procedures' complying with legal regulations.
 - 5.3 Manages sub-contractors by locating, evaluation and selecting sub-contractors; monitoring and controlling performance.
 - 5.4 Providing reports as required.
 - 5.5 Meeting construction budget by monitoring project expenditures; identifying variances; and implementing corrective actions.
 - 5.6 Accomplishing construction project results by defining project purpose and scope; calculating resources required; establishing standards and protocols; allocating resources; scheduling and coordinating staff and sub-contractors; evaluating milestone assumptions and conclusions; resolving design problems; evaluating and implementing change orders.
- 6 Other duties as assigned.

BOARD OF TRUSTEES

**COLIN KELLY
TRUSTEE OF THE BOARD**

DATE: AUGUST 28, 2015

PRESENTED BY: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS
SUBJECT: JOB DESCRIPTION – EXECUTIVE SECRETARY FINANCE
ORIGINATOR: PERSONNEL COMMITTEE

RECOMMENDATION
That the Board of Trustees approve in principle, the changes in the job description for the position of Executive Secretary Finance, as attached.

CURRENT SITUATION:

BACKGROUND:

OPTIONS:



Executive Secretary Finance

IDENTIFYING INFORMATION

POSITION TITLE: Executive Secretary, **Finance**

CLASSIFICATION TITLE: Grade 25

DEPARTMENT: Finance/~~Learning Services~~

IMMEDIATE SUPERVISOR'S TITLE: ~~Senior Management (Secretary
Treasurer/Associate Superintendent)~~

REASON FOR SUBMISSION: X
Creation Change Update

Date: ~~October 2012~~ **April 2015**

POSITION SUMMARY

The Executive Secretary is responsible for providing administrative and office support to Senior Management in Northland School Division. The incumbent performs routine secretarial duties with speed, accuracy and a high degree of professionalism which relieves the management team of routine paper work and projects. As well, the incumbent performs a variety of tasks requiring the use of planning and organizational skills which complement the division's structure. The incumbent is committed to excellence and is flexible and dependable in dealing with staff, administration and the Board. The incumbent is self-motivated, works independently and makes decisions within the scope of the incumbent's authority.

MAJOR DUTIES AND RESPONSIBILITIES

The Executive Secretary is responsible for:

1. Handling and maintaining all information with a high degree of confidentiality.



**Executive
Secretary
Finance**

-
2. Providing direct administrative and office management support with speed, accuracy and high degree of quality and proficiency in spelling, grammar usage and terminology as directed verbally or by written instruction.
 3. Maintaining working schedules and engagement calendars and making necessary arrangements for same, which includes travel, accommodation, meeting facilities and ensuring appropriate information/supplies are available **and, if necessary, preparing honoraria.**
 4. Preparing documents, reports, and correspondence for signature. Ensuring documents have been reviewed for format, content, grammar, spelling and makes edits as necessary.
 5. Screening telephone calls by providing information and assistance to callers regarding concerns, complaints, or general enquiries about the division, and relaying messages to the appropriate persons.
 6. Maintaining and promoting appropriate communication processes with the public, school personnel, Trustees, and Local School Board Committee members.
 7. Assisting in the preparation of meetings, reports, **including background documentation and writing drafts** and presentations as required by the Senior Management Team.
 8. **Arranging, participating in and implementing conferences and committee meetings.**
 - 8.1 **Working with senior staff in preparing and distributing of meeting agendas for the Board, committee meetings as well as other meetings that may be called.**
 - 8.2 **Drafting recommendations for inclusion in committee meetings and Board meetings.**
 - 8.3 **Taking and transcribing minutes of meetings, including the Board meeting, committee meetings as well as other meetings that may be called.**



**Executive
Secretary
Finance**

8.4 Preparing and distributing follow-up task lists, including assigning timelines for completion and collecting and distributing data.

8.5 Posting Board Agendas, Board attachments and Board minutes on the web, and circulating to proper distribution list as required, as well as updating contact lists on the web in a timely manner.

9. **Assisting** the Executive Assistant (or in her absence) in arranging, participating in and implementing conferences and committee meetings as required.

Skills

1. Able to work independently and take initiative. Must possess leadership, multitasking, team building, and motivational skills.
2. Excellent time management skills; attention to detail; the capacity to prioritize by assessing situations to determine urgency; ability to develop a work schedule, set goals, create/implement action plans and monitor progress towards goals; and ability to make clear, timely decisions.
3. Ability to write and format correspondence including memos, letters, reports, etc.
4. High level of sound and independent judgment, reasoning and discretion.
5. Strong communication skills: written, oral and listening.
6. Ability to work well with all levels of management and staff.
7. **Maintaining** positive working relationships with others, both internally and externally.
 - 7.1. Ability to deal with difficult situations: concerned Community Members, Board Members, and staff members.
 - 7.2. Ability to get along with a variety of personalities in an ethical, diplomatic and flexible manner.



Executive Secretary Finance

- 7.3. Ability to work cooperatively and effectively with others to set goals, resolve problems and make decisions to enhance organizational effectiveness; ability to undertake self-directed tasks when necessary.
8. Organizing and maintaining effective office procedures and efficient workflow scheduling to meet department deadlines.
9. Work closely with the Executive Assistant in coordinating and distributing project work to junior staff ensuring tasks are completed in a timely manner and updated as required.
10. Organizing work to meet long and short-term deadlines with minimal supervision.
11. Performing duties with a high degree of responsibility and initiative.
12. Maintaining effective and efficient working relationships with other staff members.
13. Possessing good communication and organizational skills, openness to new ideas and flexibility.

Finance Responsibilities

1. Demonstrate competency in the following:
 - 1.1 Proficiency and creativity ~~the preparation~~ **preparing of** preparing reports and presentations.
 - 1.2 Composing and word processing of letters.
 - 1.2 ~~Maintenance~~ **Maintaining** and ~~coordination~~ **coordinating of** up to date itineraries.
2. On an annual basis:
 - 2.1 Prepare **Preparing** T2200 Income Tax Forms for all teachers who attended the Teachers' Convention.
 - 2.2 Prepare **Preparing** Capital Asset Inventory Worksheets to be sent to Schools, and Departments for the annual inventory count.



Executive Secretary Finance

3. Organizes **Organizing** general elections, which includes the ~~distribution~~ **distributing** of the election material, advertising, and preparation of ballots, **training of election staff** and provision of election supplies to the schools prior to election date. Coordinates **Coordinating** by-elections as they occur.
4. Maintaining a database of Local School Board Committee members, preparing quarterly honoraria according to attendance records, coordinating payment of interviews for Local School Board Committee members and providing new members with basic information on meetings and their duties/ responsibilities.
5. Keeping informed of FOIP legislation as it relates to the division.
6. Performing other duties as may be assigned by the Secretary-Treasurer.

Learning Services

1. ~~Perform clerical duties and provide administrative support to the Associate Superintendent and the Learning Services Team. The incumbent will be highly proficient in vocabulary, spelling, grammar, editing and accuracy.~~
2. ~~Demonstrate competency in the following:~~
 - 2.1 ~~Proficiency and creativity in the preparation of reports and presentations.~~
 - 2.2 ~~Composing and word processing of letters.~~
 - 2.3 ~~Maintenance and coordination of up to date itineraries.~~
3. ~~Provide assistance to person meeting with the Associate Superintendent and the Learning Services Team.~~
4. ~~Scheduling appointments for the Associate Superintendent and the Learning Services Team.~~
 - 4.1 ~~Book all travel arrangements for the Associate Superintendent and the Learning Services Team.~~
5. ~~Prepare the agenda for Supervisors meetings in consultation with the Associate Superintendent as well as attending the meetings, taking minutes and transcribing them and distributing them as required.~~



**Executive
Secretary
Finance**

-
- ~~6. Providing assistance for the organization of the new employee orientation including accommodation arrangements, meals, etc.~~
 - ~~7. Coordinating and planning of regional professional development, conferences and workshops in consultation with Associate Superintendent and the Learning Services Team.~~
 - ~~8. Working on special projects as requested, ie: AISI Projects, Administrators Handbook.~~
 - ~~9. Performing any other duties as assigned by the Associate Superintendent and the Learning Services Team.~~

BOARD OF TRUSTEES

**COLIN KELLY
TRUSTEE OF THE BOARD**

DATE: AUGUST 28, 2015

PRESENTED BY: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

SUBJECT: SCHOOL CUSTODIAN JOB DESCRIPTION

ORIGINATOR: WESLEY OGINSKI, DIRECTOR OF HUMAN RESOURCES

RECOMMENDATION
That the Board accept as information, the revisions to the job description for the position of School Custodian, as attached.

CURRENT SITUATION:

BACKGROUND:

OPTIONS:

IDENTIFYING INFORMATION

Date: August 2004

~~This position is responsible to maintain his/her local school in a clean and tidy manner by fulfilling the minimum requirements as set out in the School Cleaning Standards.~~

This person(s) is responsible for maintaining a healthy, high standard of cleaning based on the minimum standards checklist.

1. Sweeps, cleans, and maintains the school building in a neat and tidy condition **including washing and waxing of floors to maintain high standards.**
2. **Ensures** Maintains washrooms ~~are in~~ a clean and sanitary condition **at all times, wastepaper is removed and they are supplied with essential materials including:**
 - 2.1 **Paper towels**
 - 2.2 **Toilet paper**
 - 2.3 **Soap**



School Custodian

3. ~~Ensures that washrooms are supplied at all times with paper towels, toilet paper, and soap, and that the wastepaper is removed.~~
4. Ensures that porches, steps, and walks ~~within a minimum of ten feet from all school buildings~~ are kept free from snow and ice during the winter months.
5. Ensures the school grounds are kept in a tidy condition, **grass and weeds are cut as required, and removes** ~~and sees that all rubbish is removed.~~
6. ~~Cuts grass and weeds in the school grounds as required.~~
7. Replaces light bulbs and fluorescent tubes as required.
8. Unplugs toilets and sinks that require only the use of a plunger or snake.
9. Assists the maintenance ~~men~~ **personnel** when required to do so.
10. Informs the **Principal and** maintenance department of any repairs identified during the course of their normal duties.
11. Receives technical advice from Maintenance department on use of cleaning products and equipment.
12. Washes windows inside and out once in the spring as soon as weather permits, and once in the fall ~~before freeze-up.~~
13. Makes all minor repairs to school buildings **when and where applicable.**
14. ~~Washes and waxes the school floors to maintain a high standard of cleaning.~~
15. Responsible for maintaining an adequate inventory of approved janitor supplies at all times.



School Custodian

16. Co-operates fully with all other school personnel **and maintenance staff.**
17. The caretaker's duties must be performed to the satisfaction of the School Principal and the maintenance staff.
18. Ensures that the School will be ready for normal use prior to the commencement of the school day.
19. ~~Keeps all chalk rails clean.~~ **Upon request, clean chalk rails and boards.**
20. Ensures that all windows and doors are locked at the close of the day, **and the alarm is set prior to leaving the building.**
21. Checks ~~periodically~~ **monthly** ~~and keeps in repair~~ all fire equipment, panic bolts, and sees that all exit doors operate freely **and reports to Principal/Maintenance staff any deficiencies.**
22. Is present at fire drills and takes all precautions against fires **hazards** in the school buildings **and on school grounds.**
23. Must maintain their storage area in a clean and tidy manner at all times.
24. Ensures all duties ~~not already mentioned in this position description but~~ included in the Minimum School Cleaning Standards Checklist are completed.
25. ~~Assists Maintenance department by completing monthly inspections of playground equipment and advising the department of any conditions that require attention.~~
26. **Complete all** ~~All other janitorial duties~~ **custodial requirements** related to the school as may be assigned ~~from time to time~~ by the School Principal.
27. Walk through with the principal quarterly.



School Custodian

OTHER CONSIDERATIONS

- Ability to perform duties to an acceptable standard.
- Willingness to take training courses in the use of custodial products and equipment to assist them in providing a positive educational environment including those courses as described in Policy GEA, Support Staff Classification.
- WHMIS training.
- Understanding of the potential hazards of the products used in the performance of his/her duties.
- **Assists Maintenance department by completing monthly inspections of playground equipment and advising the department of any conditions that require attention.**

BOARD OF TRUSTEES

**COLIN KELLY
TRUSTEE OF THE BOARD**

DATE: AUGUST 28, 2015

PRESENTED BY: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

SUBJECT: HOUSING COORDINATOR JOB DESCRIPTION

ORIGINATOR: WESLEY OGINSKI, DIRECTOR OF HUMAN RESOURCES

RECOMMENDATION
That the Board accept as information, the revisions to the job description for the position of Housing Coordinator, as attached.

CURRENT SITUATION:

BACKGROUND:

OPTIONS:



**Facilities
Manager—
Housing
Housing
Coordinator**

IDENTIFYING INFORMATION

POSITION TITLE: **Facilities Manager—Housing
Housing Coordinator**

CLASSIFICATION TITLE: Administration

DEPARTMENT: Facilities & Maintenance

IMMEDIATE SUPERVISOR'S TITLE: ~~Director of Business Services~~
Secretary-Treasurer

POSITION SUPERVISES: ~~Area Maintenance Supervisors~~
~~Maintenance Secretary~~

REASON FOR SUBMISSION: X
Creation Change Update

Date: July 6, 2015

POSITION SUMMARY

The ~~Facilities Manager—Housing~~ **Housing Coordinator**, in collaboration with the ~~Director of Business Affairs~~, school administrators, and jointly with the ~~Facilities Manager—Projects~~ **Division Facility Manager** plans for all future housing facilities and ensures the viability, from a maintenance perspective, of all divisional housing and ~~Mobile CTS~~ facilities in a professional and confidential manner.

MAJOR DUTIES AND RESPONSIBILITIES:

1. Maintenance services for the housing and ~~Mobile CTS~~ equipment;
2. The long and short term planning of the department in consultation with central office, field staff, Board Committees;



**Facilities
Manager—
Housing
Housing
Coordinator**

3. Compliance with all Building code and Fire Safety Regulations, Occupational Health and Safety requirements in ~~all Divisional buildings~~ **all division-owned housing**;
4. The joint development of a maintenance **housing** budget with the Facilities Manager—Projects for assigned areas and services;
5. Supervision of Area Maintenance Supervisors and Maintenance Secretary;
6. ~~Assists the Director of Business Affairs~~ **Division Facility Manager** with the development and implementation of long and short term plans for the Division;

Develops long-range plans and processes to

6.1 Review housing equity across communities

6.2 Achieve a reduction of housing obligations to Northland School Division.

7. ~~Develops a system of preventative maintenance and repairs services for the Division, including engineering, mechanical, electrical and other related systems, in accordance with Code and regulatory requirements in consultation with the Area Maintenance Supervisors;~~

Utilizes the system of preventative maintenance and repairs for the housing units, using maintenance repair requests and tracking software – specifically maintenance connections.

8. Provides an ongoing review of policy implementation and development relative to facility **housing** maintenance, in consultation with the Director of Business Affairs—**Division Facility Manager**;
9. Is responsible for the joint evaluation of Area Maintenance Supervisors, and **input into the** Maintenance Secretary's appraisal;
10. ~~Makes recommendations for training programs and in-services for the maintenance staff;~~



**Facilities
Manager—
Housing
Housing
Coordinator**

-
11. ~~Jointly Monitors the quality of services related to facilities~~ **housing** and makes related recommendations to the ~~Director of Business Affairs~~
Division Facility Manager;
 12. Ensures that all pertinent documents are prepared, including design drawings, building development permits, cost estimates, purchase orders, bid specifications, for capital and major R & M projects in assigned area;
 13. Monitors the work of contractors for capital and R & M projects in assigned area;
 14. Reviews and authorizes purchase orders and invoices for **housing** maintenance expenditures, capital building projects, and the major R & M projects in assigned area **with Division Facility Manager;**
 15. Ensures the inspection of ~~facilities~~ **housing** and the preparation of reports concerning the status of all Northland School Division Housing buildings and ~~Mobile CTS equipment;~~
 16. Liaises with:
 - 16.1 Alberta Labour Safety Branch concerning compliance with building(s), fire and safety codes in assigned area.
 17. Participates in Finance/Maintenance/Transportation Committee in an advisory capacity when requested;
 18. ~~Jointly calls meetings with Area Maintenance Supervisors~~ **Meets regularly with Division Facilities Manager** to review and discuss pertinent departmental issues;
 19. Attends Northland Board meetings, providing answers to directed queries concerning maintenance, housing or capital projects, as requested;
 20. Attends the following meetings, upon request:
 - 20.1 Local School Board Committees
 - 20.2 Settlement Offices
 - 20.3 Alberta Building Services



**Facilities
Manager—
Housing
Housing
Coordinator**

-
- 20.4 Consultant reviews
 - 20.5 Project deficiency reviews
 - 20.6 Quality of Work Life
 - 21. ~~In the absence of the Facilities Manager—Projects assumes the respective duties.~~ **New staff orientation and administrative meetings.**
 - 22. Carries out additional duties as assigned by the ~~Director of Business Affairs~~ **Secretary-Treasurer.**
 - 23. Jointly work in collaboration with the Area Maintenance Supervisors to address maintenance concerns and ensures adherence to the appropriate standards within budget constraints.
 - 24. Inspects each residence with maintenance personnel annually (or more frequently if required) to review condition of housing unit and to establish maintenance priorities and projects that may be required.
 - 25. **Ensures efficient check-ins/outs in a timely manner by maintaining trained local community personnel.**
 - 26. **Ensures leases, utility information and tenant check-in/check-outs are up-to-date.**
 - 27. **Ensures that tenants understand their responsibilities.**
 - 28. Conducts accommodation inspections reports and/or ensures that all required inspections are completed.
 - 29. Works collaboratively to resolve tenant concerns.
 - 30. Develops and maintains a three-year housing plan, which must be updated annually.
 - 31. Ensure that housing leases are current for all residences.



**Facilities
Manager—
Housing
Housing
Coordinator**

OTHER CONSIDERATIONS

1. Proficient in Microsoft Office Professional, with an excellent command of Excel and Word. Working knowledge of Microsoft Access Database is desirable **and Maintenance Connection.**
2. Strong working knowledge of the Government of Alberta Residential Tenancies Act.
3. Working knowledge of the tendering process in a public service agency setting.
4. Excellent interpersonal skills.

BOARD OF TRUSTEES

COLIN KELLY
TRUSTEE OF THE BOARD

DATE: AUGUST 28, 2015

PRESENTED BY: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

SUBJECT: STUDENT DATA AND EDUCATION TECHNOLOGY COACH JOB
DESCRIPTION

ORIGINATOR: WESLEY OGINSKI, DIRECTOR OF HUMAN RESOURCES

RECOMMENDATION

That the Board accept as information, the newly created job description for the position of Student Data and Education Technology Coach, as attached.

CURRENT SITUATION:

BACKGROUND:

OPTIONS:



**Student Data and
Education
Technology
Coach**

IDENTIFYING INFORMATION

POSITION TITLE: Student Data and Education Technology Coach

CLASSIFICATION TITLE:

DEPARTMENT: Administration

IMMEDIATE SUPERVISOR'S TITLE:

REASON FOR SUBMISSION: X
Creation Change Update

Date: July 29, 2015

POSITION SUMMARY

The Student Data and Education Technology Coach will play a key role in improving the quality of education in Northland School Division by providing services to students and staff through supporting the use of the Division's electronic Student Information System and technology.

The incumbent:

1. Oversees the implementation of the Division's electronic student information system throughout the jurisdiction
2. Strives to foster amicable and effective working relationships with colleagues and
3. Maintains confidentiality

The Student Data and Education Technology Coach works collaboratively with the Accounts Manager, Records Management Clerk and the IT Network Administrator.



Student Data and Education Technology Coach

MAJOR DUTIES AND RESPONSIBILITIES:

1. Assist and train school secretaries with/for the use of the following software:
 - 1.1 Student Information System (SIS) (currently Maplewood)
 - 1.1.1 New Year rollover
 - 1.1.2 Secondary grade reporting
 - 1.1.3 Provincial reporting
 - 1.1.4 Period attendance
 - 1.1.5 Scheduling
 - 1.1.6 Gradebook
 - 1.1.7 Divisional support contact for SIS concerns and assistance
 - 1.2 PASI
 - 1.2.1 PASI Core Integration and SIS
 - 1.2.2 SysPrep
 - 1.2.3 Edulink
 - 1.2.4 Divisional contact between SIS and PASI Core
 - 1.3 MS Word, Excel, Google Docs and Email
 - 1.4 Blackboard Collaborate
 - 1.4.1 Training site webmasters
 - 1.4.2 Divisional support team member
2. Coordinate the preparation and submission of student count data to Alberta Education for the purpose of receiving appropriate funding for school – inclusive of:
 - 2.1 Instructing schools on procedures
 - 2.2 Gathering and compiling data inclusive of verifying grant codes for students (funding)
 - 2.3 Checking data for errors, additions and/or deletions, then instructing secretaries to make changes as required.
 - 2.4 Work with the Transportation Department to ensure congruence of data between VersaTrans system and SIS
 - 2.5 Work with Alberta Education to make necessary changes to complete September and March counts



Student Data and Education Technology Coach

3. Liaison between Alberta Education, schools and Division.
 - 3.1 Developing and testing of reports using Maplewood generate information
 - 3.2 Assist school secretaries in standardizing office procedures
 - 3.3 Prepare training materials and present workshops on office software packages and procedures to Northland School Division staff
 - 3.4 Maintain and administer the Black board Collaborate system for automated calls to parents
 - 3.5 Engage with learning support services in data analysis of accountability pillar information (ie: literacy benchmark information, SLA's, PAT's, diploma exams)
4. Maintain software subscriptions for Education Tech
 - 4.1 IRC Streaming Services, Access Learning, Learn 360, Discovery Ed, Mathletics, Tumblebooks, ReadWriteGold
 - 4.2 Assist teachers/students with any username and password requirement

Technology Coach

5. The Student Data and Education Technology Coach shall:
 - 5.1 Provide educational focus and direction for the integration of technology into the jurisdiction
 - 5.1.1 Research methods and strategies for teaching technology concepts and skills
 - 5.1.2 Provide and/or coordinate training and support to staff for curricular integration of technology
 - 5.1.3 Provide and/or coordinate training and support to staff in acquiring skills in technology
6. Provide consultative services for the deployment and use of technology in schools, in consultation with other Departments.
7. Assist schools in the delivery of small high school programs through a variety of alternative delivery modes, including video conferencing.



**Student Data and
Education
Technology
Coach**

8. Attend meetings and workshops to ensure province wide standards and initiatives are implemented.
9. Provide leadership to the Northland School Division Technology committee in fulfilling mandate of the Division's technology plan.
10. Collaborate with the IT Services Department to coordinate educational initiatives pertaining to technology.
11. Collaborate with the IT Services Department to establish an ongoing budget, priorities and ensure smooth implementation of technology.
12. Perform other duties as assigned by Supervisor.

BOARD OF TRUSTEES

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

DATE: AUGUST 28, 2015

PRESENTED BY: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

SUBJECT: PROCEDURE 516, DISPOSAL OF DIVISIONAL PROPERTY

ORIGINATOR: TRUDY RASMUSON, SECRETARY-TREASURER

RECOMMENDATION

That the Board of Trustees receive as information, the attached changes to Procedure 516, Disposal of Divisional Property.

CURRENT SITUATION: Colin Kelly, Official Trustee requested that this procedure be revised and brought to the August FMT meeting for review.



Procedure 516

Disposal of Divisional Property

Background

The requirements of Section 200 of the *School Act* and the ***Disposition of Property Regulations*** shall be adhered to when divisional property is being disposed of.

Procedures

Non-Real Estate Fixed Assets

1. Prior to any such **non-real estate fixed assets** property having a value in excess of \$10,000.00, being submitted for write-off and disposal, the following shall occur:
 - 1.1 A written rationale for disposal of property must be submitted to the board by the Secretary-Treasurer along with the following documentation:
 - 1.1.1 A written assessment of the said property
 - 1.1.2 A written appraisal as to the value
 - 1.1.3 A completed fixed asset disposal request signed by the Assistant Secretary-Treasurer.
 - 1.2 ~~When the board has approved the disposal of any real or personal property with a value of \$10,000.00 or more, the Finance/Maintenance/Transportation Committee has the authority to review the bids and make a recommendation to the Board.~~
 - 1.3 **After board approval, portable items will be sent to Edmonton, for auction. For items too large to move to Edmonton to auction, a bid process will be used.**
 - 1.4 **Information regarding the action and the items will be posted on the divisional website and in the newsletter, posted on the Alberta Purchasing Connection website, emailed to each school and posters developed and provided to the school**



Procedure 516

Disposal of Divisional Property

administration, for posting in the communities and at the schools.

2. Where divisional property having a value of less than \$10,000.00 is being disposed of, the following shall ~~apply~~ **occur**:
 - 2.1 The Superintendent or the Secretary-Treasurer will recommend the disposal of such property. A list of property recommended for disposal will be submitted to the board for approval. The superintendent or the Secretary-Treasurer may also recommend that an item not be approved for sale and ~~will be disposed of at a local dump-site because of its condition~~ **due to condition**.
 - 2.2 Divisional **school** property which has been approved for disposal will be disposed of in the following manner:
 - 2.1.1 The Secretary-Treasurer will advise the principal which items are to be disposed of.
 - 2.1.2 The ~~principal~~ **Secretary-Treasurer** shall advertise in the community for a period of at least two weeks, the items that are to be sold. The advertisement should state where and when the items can be seen, state the closing date and time for accepting bids, state the items to be sold and that the highest or any bid may not necessarily be accepted.
 - 2.1.3 ~~The principal shall only accept written bids on the authorized form.~~
 - 2.1.4 The ~~principal~~ **Secretary-Treasurer** shall compile a list of bids received and ~~forward it to the Secretary-Treasurer along with all bids, a cheque or money order, and a copy of the advertisement.~~ If no bid is received, the Secretary-Treasurer, in conjunction with the principal, will arrange to have the property disposed of. The items will either be moved to another location and offered for sale or disposed of at the local dump-site.
 - 2.1.5 The principal shall notify the successful bidder. In all cases a cheque or money order made payable to Northland School Division No. 61 shall be received by central office and a



Procedure 516

Disposal of Divisional Property

receipt forwarded to the principal prior to releasing the property.

3. The following procedures shall be observed where non-functioning equipment is to be discarded:
 - 3.1 The Secretary-Treasurer may request that a repair company provide a cost of repairs before determining whether the item shall be repaired or will recommend disposal of such items.
 - 3.2 The Secretary-Treasurer will determine whether the items shall be repaired or will recommend the disposal of such items to the Superintendent.
4. In cases where divisional property has been lost or stolen from any facility, the following steps shall be undertaken:
 - 4.1 The principal, in case of schools and the area maintenance supervisors, in case of other facilities, will immediately report any such losses to the R.C.M.P. and prepare a vandalism report, Form E200, which is included in the Forms Manual, ensuring the R.C.M.P. file number is noted on the document. The principal shall submit copies to the Local School Board Committee and the Superintendent. The area maintenance supervisors will submit copies to the superintendent and the relevant Local School Board Committee.
 - 4.2 If items are missing as a result of a break-in or theft, and not recovered within 90 days, the secretary-treasurer will submit a claim for such losses to ~~our~~ **the** insurance company. ~~The items would then be replaced with Insurance monies if applicable.~~
 - 4.3 If items are noted as "missing" when the annual school physical inventory is taken, the Secretary-Treasurer will be notified.

Bid Process:

- 1. Relevant information about the sale item is to be collected – location, make, model, serial number, condition.**

**Procedure 516****Disposal of
Divisional
Property**

-
- 2. A schedule for viewing, if required, is developed – times, location.**
 - 3. An ad is drafted, and placed for at least two weeks in the local newspapers.**
 - 4. Bids to be submitted to the Secretary-Treasurer, sealed, with the bid description on the front of the envelope.**
 - 5. Bids are to be accompanied by a 10% deposit.**
 - 6. Bid opening date to be open to the public.**
 - 7. Highest bid may not be accepted.**
 - 8. An analysis of the bids is to be completed, and a recommendation for the winning bid is to be submitted to the Finance, Maintenance and Transportation committee.**

BOARD OF TRUSTEES

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

DATE: AUGUST 28, 2015

PRESENTED BY: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

SUBJECT: PROCEDURE 500, BUDGET

ORIGINATOR: TRUDY RASMUSON, SECRETARY-TREASURER

RECOMMENDATION

That the Board of Trustees receive as information, the attached changes to Procedure 500, Budget.



Procedure 500

Budget

Background

The preparation of the annual operating budget is a major undertaking and essential to ensure that available funds are available, and appropriately allocated, in order to provide a high quality educational programming. The Superintendent is responsible to the board for the preparation and presentation of the budget. The coordination of the budget development process has been assigned to the Secretary-Treasurer.

Procedures

1. Budget planning will be a year-round process involving the participation of the board, Local School Board Committees, central office administrators, school principals, teachers, other staff members.
2. The budget proposal submitted to the board for approval shall be balanced, but may require funds from accumulated surplus, and shall provide:
 - 2.1 Programs **and staffing** to meet the needs of the entire student body.
 - 2.2 ~~Staffing arrangements adequate for the proposed programs.~~
 - 2.3 Maintenance of the division's equipment and facilities.
 - 2.4 Efficiency and economy.
3. The Secretary-Treasurer shall provide each department and school with an initial allocation upon which to begin the development of the budget. Funding will be distributed on the basis of an equitable per student grant and earmarked funds for specific programs.
4. Each department head shall develop and submit a budget based on initial allocations after seeking the advice and suggestion of staff members and other advisory groups.
5. Each school principal shall develop and submit a school budget based upon the initial allocation after seeking the advice and suggestions of staff members and the Local School Board Committee. The budget submitted must be supported by a Local School Board Committee motion.

**Budget**

6. Department heads and school principals will develop and submit requests for new programs and services only after seeking the advice and suggestions of staff members and related advisory groups.
7. The budget submitted to the board for approval shall include:
 - 7.1 A consolidation and consideration of the submissions made by the department heads and school principals.
 - 7.2 The details on proposed programs and service changes such as additions and reductions.
 - 7.3 The current year's budget for comparison purposes.
 - 7.4 The year-end projection of the current year's data for comparison purposes.
 - 7.5 The most recent year-end actual data for comparison purposes.
8. The Secretary-Treasurer shall present the proposed budget to the Finance and Transportation/Maintenance Committee for discussions and consideration before presenting it to the board for final consideration and approval.
9. **Two budgets are developed annually – one due May 31 for the next school year and an update due November 30, incorporating actual September 30 enrolment.**
10. **A draft budget will be presented to the Board at the April board meeting and adjustments made, if any, for final presentation at the May board meeting.**
11. **The November updated budget will be presented at the November board meeting. If extensive changes are required, a draft update will be presented at the October board meeting.**



Superintendent's Report August 29, 2015

June, 2015

29	Edmonton	FNMI Associate Superintendent Interviews
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July, 2015

6-7	Peace River	Board Policy Handbook Meeting
8	Slave Lake	Meeting with President of Northern Lakes College
14	Edmonton	Meeting with Education Director of Bigstone Cree Nation Education Authority

August, 2015

10	Edmonton	Meeting with Assistant Deputy Minister, Alberta Education
		Meeting with Safe and Caring Schools
13	Peace River	Divisional Leadership Team Meeting
17	Fort McMurray	Meeting with Athabasca Tribal Council
18	Wabasca	New Teacher Orientation at St. Theresa School
19	Wabasca	Committee Meetings and Agenda Review at St. Theresa School
20	Wabasca	Administrators' Meeting at St. Theresa School
21	Wabasca	High School Redesign Meeting at Mistassiniy School
23-24	Fort Chipewyan	Experiential Learning Gathering
25	Edmonton	Meeting with Alberta Education
26	Wabasca	Mistassiniy School Visit
28-29	Peace River	Corporate Board Meeting

Collaboration makes a difference in remote *Wabasca benefiting from partnership with Safe and Caring*

Meaghan Trewin and Barb Milne
The Society for Safe and Caring
Schools & Communities

As an organization that has been around since 2001, the Society for Safe and Caring Schools & Communities has worked with many Alberta communities. One of our longest-standing relationships has been with the small northern community of Wabasca, home of the Bigstone Cree Nation and many hardworking people in a strongly oil, gas and forestry-based economy.

Safe and Caring has been working in partnership with the Wabasca community for more than a decade, and in 2009 we were awarded the opportunity to deliver Stop Now And Plan (SNAP) training to help local students build skills to form positive relationships within their school and broader communities.

Located 300 kilometres north of Edmonton, and with limited access to many valuable government services, Wabasca residents face many of the challenges that are common in remote Alberta communities: poverty, housing scarcity, unemployment and a prevalence of family violence. Within Alberta as a whole, the impact of violence against women and their families is dramatic, representing more than a quarter of all reported violent crimes, according to a 2013 Statistics Canada report.

Despite the challenges that they face, Wabasca residents and leaders are passionate about their community, and passionate about the safety of their women, children and elders. Thanks to the generous ongoing support of Status of Women Canada, as well as from corporate sponsor Cavalier Energy Inc., Safe and Caring has experienced firsthand how this community can come together to support the well-being of its people.

Each community has unique needs and priorities. When Safe and Caring first came to Wabasca, we connected



Overall, the program has helped students develop an awareness and common language for dealing with violence and empowered them to build healthy relationships for the rest of their lives.

from start to end, beginning our research with a community-driven needs assessment and consultation to identify Wabasca's specific needs. Using findings from this preliminary research, we developed a steering committee of local leaders, educators, businesses and support services to help interpret findings and oversee program implementation.

Overall, this evidence-based and collaborative approach has not only ensured that the work we do is relevant and contributing to lasting change — this approach has also helped empower the Wabasca community to build its own long-term capacity.

Through the steering committee, Safe and Caring has witnessed the people of Wabasca work together to identify the issues that are most important to

and support collective action to impact change.

Safe and Caring has continued to work closely with the Wabasca steering committee, finding ways to adapt SNAP program delivery to better meet the needs of the community.

This has included using interactive classroom instruction that emphasizes role modelling and role playing, as well as providing opportunities for students to give back to their communities through individualized mentorship and community volunteering, with the goals of strengthening positive relationships and developing trust among students, families and the community as a whole.

Further, with a high First Nations population in the schools involved, the steering committee and Safe and Car-



Northland
School Division No. 61

Donna Barrett <donna.barrett@nsd61.ca>

Student Learning Assessments Update - Grade 3 - Funding to Help with Local Marking of Performance Tasks

1 message

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

Tue, Jul 14, 2015 at 1:49 PM

To: All Superintendents of Public, Separate, Francophone, FNMI and Charter School Boards, and Executive Directors of the following

Stakeholder Associations:

ASBA (Alberta School Boards Association)
 AHEA (Alberta Home Education Association)
 ASCA (Alberta School Councils' Association)
 ATA (Alberta Teachers' Association)
 AAPCS (Association of Alberta Public Charter Schools)
 ACFA (Association canadienne-française de l'Alberta)
 ASBOA (Association of School Business Officials of Alberta)
 CASS (College of Alberta School Superintendents)
 CCSSA (Council of Catholic Superintendents of Alberta)
 Federation des parents francophones de l'Alberta
 Federation des conseils scolaires francophones de l'Alberta
 PSBAA (Public School Boards' Association of Alberta)

Le texte français suit le texte anglais. French text follows English text.

Following my June 26, 2015 email, Alberta Education received a number of questions about the funding that will be provided to help school authorities with local marking of performance tasks during the fall 2015 Student Learning Assessment (SLA) pilot. I am pleased to provide additional information in response to these questions.

Alberta Education will provide school authorities with the approximately \$300,000 in funding it previously used to centrally mark the former Grade 3 Provincial Achievement Tests (PATs) in order to help them with local marking of performance tasks by teachers during the fall 2015 SLA Pilot, based on Grade 3 student enrolment.

As student enrolment for the 2015/2016 school year will be confirmed later in the upcoming school year, this funding allocation will, for simplicity during this pilot, be based on 2014/2015 school year Grade 3 student enrolment. School authorities will receive a \$6 per Grade 3 student allocation for the fall 2015 SLA pilot. Given

84 that there are school authorities with a relatively small number of Grade 3 students, there will be a \$100 minimum allocation to each school authority. This funding will be provided in August 2015, as part of the grant payment to school authorities.

Given that local practices for marking Grade 3 SLA performance tasks may vary among school authorities, and that each authority is in the best position to meet local needs, each school authority has the flexibility to determine how their funding allocation will best support their teachers in local marking of the performance tasks.

While this funding may only cover a portion of the costs of marking the SLA performance tasks during this pilot, it offers school authorities the opportunity to further enhance teacher assessment capacity and promote rich dialogue about assessment among teachers.

If you have questions, please contact Paul Lamoureux, Executive Director of Provincial Assessment, by email at paul.lamoureux@gov.ab.ca or by phone at 780-422-4848 (toll-free by first dialing 310-0000).

Destinataires : Tous les directeurs généraux des conseils scolaires publics, séparés, francophones, des PNMI et des écoles à charte

Objet : Mise à jour concernant les évaluations de l'apprentissage des élèves – 3^e année – fonds qui seront alloués pour aider les autorités scolaires lors de la notation locale des tâches de rendement

Suite à mon courriel du 26 juin, Alberta Education a reçu plusieurs questions concernant les fonds qui seront alloués pour aider les autorités scolaires lors de la notation locale des tâches de rendement durant l'administration du pilote de l'Évaluation de l'apprentissage des élèves (EAE) à l'automne 2015. J'ai le plaisir de vous communiquer des renseignements supplémentaires en réponse à ces questions.

Alberta Education fournira des fonds d'environ 300 000 \$, précédemment utilisés pour la notation centralisée des anciens tests de rendement provinciaux de 3^e année, afin d'aider les autorités scolaires dont les enseignants effectueront la notation locale des tâches de rendement durant l'administration du pilote des EAE à l'automne 2015. Ces fonds seront basés sur le nombre d'élèves inscrits en 3^e année.

Étant donné que le nombre d'élèves inscrits en 3^e année pour l'année scolaire 2015-2016 sera confirmé plus tard au cours de la prochaine année scolaire, et pour des raisons de simplicité durant l'administration de ce pilote, les fonds alloués seront basés sur le nombre d'élèves qui étaient inscrits en 3^e année pour l'année scolaire 2014-2015. Les autorités scolaires recevront 6 \$ par élève de 3^e année pour le pilote des EAE cet automne. Vu qu'il y a des autorités scolaires qui ont un nombre relativement petit d'élèves de 3^e année, chaque autorité scolaire recevra un minimum de 100 \$. Ces fonds seront fournis en août 2015 dans le cadre des subventions accordées aux autorités scolaires.

Étant donné que les pratiques locales de notation des tâches de rendement des EAE en 3^e année peuvent varier d'une autorité scolaire à l'autre, et que chaque autorité est le mieux placée pour répondre aux besoins

locaux, Alberta Education offrira aux autorités scolaires la flexibilité de déterminer la meilleure façon dont les fonds alloués pourront le mieux appuyer leurs enseignants dans la notation à l'échelle locale des tâches de rendement.

Malgré le fait que ces fonds pourraient ne couvrir qu'une partie seulement des coûts de la notation des tâches de rendement des EAE durant l'administration de ce pilote, ils permettront aux autorités scolaires de renforcer encore plus la capacité d'évaluation des enseignants et de promouvoir un riche dialogue entre les enseignants au sujet de l'évaluation.

Si vous avez des questions à ce sujet, veuillez communiquer avec Paul Lamoureux, Executive Director of Provincial Assessment, par courriel à paul.lamoureux@gov.ab.ca ou en composant le 780-422-4848. Pour appeler sans frais de l'extérieur d'Edmonton, composez d'abord le 310-0000.

Sincerely/Cordialement,

Lorna Rosen

Deputy Minister of Education

cc: Communication contacts at school divisions

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



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

July 27, 2015

Donna Barrett
Superintendent of Schools
Northland School Division
Bag 1400, 9809 - 77 Avenue
Peace River, AB T8S 1V2

Dear Donna,

Re: Renaming of East Prairie School to Hillview School

Your request to rename East Prairie School to Hillview School has been approved.

If you have any questions, please feel free to contact me.

Regards,

A handwritten signature in black ink, appearing to read "Nathan Freed", written over a series of horizontal lines.

Nathan Freed
Director
North Services Branch, Alberta Education

**FILED IN
DOCUSHARE**



Chairman's Report

August 29, 2015

72

189

June, 2015

26	Peace River	Northland School Division No. 61 Corporate Board Meeting
27	Peace River	Northland School Division No. 61 Corporate Board Meeting
29	Edmonton	Interviews for Senior Administrative Position Associate Superintendent
30	Edmonton	Meeting with Alberta Education, Capital Planning
		Meeting with the Deputy Minister, Education

July, 2015

6	Peace River	Office - High School Feasibility Study Review - Maintenance Update Gift Lake - Preparation For Gift Lake School Meeting
7	Peace River	Office - Policy Review - Construction Deficiencies Report - Review of Quarterly Report and Preparation of Follow-up
8	Peace River	Office - Review of Co-Management Agreement; Northland School Division No.61 and Fort McKay First Nation - Call/Correspondence
	High Prairie	Travel/Overnight
		Maintenance Meeting
9	Gift Lake	New School Meeting with Contractor, Architect, Northern Lakes College, Alberta Education and Northland School Division
16	Edmonton (am)	Meeting with Alberta Education, Capital Planning
		Meeting with Provincial Land Claims Negotiator
17	Edmonton (am)	Meeting with Superintendent Of Schools
20	Edmonton	Meeting, McLennan-Ross Legal
	Peace River	Travel
21	Peace River	Maintenance Meeting; Preparation For Capital Planning and Alberta Infrastructure Visit to New Gift Lake School
22	Gift Lake	Meeting with Alberta Education; Capital Planning and Alberta Infrastructure Re: Gift Lake School
30	Wabasca	Community Visit Teacherage Review/Check
	Gift Lake	Review and Update of Construction Deficiencies with Maintenance Personnel

August, 2015

7	Gift Lake	New School Visit - Check Remaining Deficiencies - Review all Completions - Update Deficiency List
10	Peace River	Travel
11	Peace River	Correspondence Signing Executive Summaries



Chairman's Report August 29, 2015

12	Peace River	Maintenance Update Housing Updates Co Management Agreement Review
13	Peace River	Meeting with Superintendent <ul style="list-style-type: none"> - Orientation Review - Calendar - Policy Meeting - Elders Group Meeting - Agenda Review - Camp Meeting
14	Edmonton	Meeting with McLennan-Ross Re: Draft 4 of the Co-Management Agreement
18	Gift Lake	New School Meeting with Alberta Infrastructure, Marshal-Lee Contractors, Group 2 Architects, Northland School Division No. 61 and Settlement Council CAO
19	Wabasca	New Teacher Orientation Personnel Committee Meeting Education Committee Meeting Finance, Maintenance, Transportation Committee Meeting Agenda Review
20	Wabasca	New Teacher Orientation
		Marten Lake – Camp Tour with Alberta Education
24	Gift Lake	Community Meeting
		LTA Agreement Implementation Education – Community Engagement Sessions
	Peace River	Overnight
25	Peace River	Office - Reports <ul style="list-style-type: none"> - Calls - Updates

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

	Future Pay Out	Paid During Yr.	Total Pd. & Committed	Budget	Difference	Percent Expended
<u>Anzac</u>						
Quarterly Honorarium	2,186.94	1,643.58	3,830.52	4,920.00	1,089.48	
Travel & Subsistence		-	-	5,032.00	5,032.00	
In - Service			-		-	
Prior Year Carryover			-	2,662.30	2,662.30	
Casual Labour, Supplies & Awards		3,096.01	3,096.01	250.00	(2,846.01)	
Total	2,186.94	4,739.59	6,926.53	12,864.30	5,937.77	53.8%
<u>Athabasca Delta</u>						
Quarterly Honorarium	1,933.94	2,781.18	4,715.12	4,920.00	204.88	
Travel & Subsistence		4,319.07	4,319.07	5,340.00	1,020.93	
In - Service			-		-	
Prior Year Carryover			-	7,420.88	7,420.88	
Casual Labour, Supplies & Awards		-	-	250.00	250.00	
Total	1,933.94	7,100.25	9,034.19	17,930.88	8,896.69	50.4%
<u>Bishop Routhier</u>						
Quarterly Honorarium	253.00	4,666.00	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	253.00	4,666.00	4,919.00	8,396.38	3,477.38	58.6%
<u>Calling Lake</u>						
Quarterly Honorarium	3,934.06	2,708.60	6,642.66	4,920.00	(1,722.66)	
Travel & Subsistence			-	3,060.00	3,060.00	
In - Service			-		-	
Prior Year Carryover			-	4,943.17	4,943.17	
Casual Labour, Supplies & Awards		94.34	94.34	250.00	155.66	
Total	3,934.06	2,802.94	6,737.00	13,173.17	6,436.17	51.1%
<u>Chipewyan Lakes</u>						
Quarterly Honorarium	494.25	2,747.75	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	494.25	2,747.75	3,242.00	12,871.85	9,629.85	25.2%
<u>Conklin</u>						
Quarterly Honorarium	735.50	3,952.37	4,687.87	4,920.00	232.13	
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	735.50	3,952.37	4,687.87	13,320.36	8,632.49	35.2%

	Future Pay Out	Paid During Yr.	Total Pd. & Committed	Budget	Difference	Percent Expended
<u>Dr. Mary Jackson</u>						
Quarterly Honorarium	241.25	4,919.00	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		717.95	717.95	250.00	(467.95)	
Total	241.25	5,636.95	5,878.20	8,555.81	2,677.61	68.7%
<u>East Prairie</u>						
Quarterly Honorarium	-	4,919.00	4,919.00	4,920.00	1.00	
Travel & Subsistence		-	-	2,128.00	2,128.00	
In - Service		-	-	-	-	
Prior Year Carryover		-	-	461.52	461.52	
Casual Labour, Supplies & Awards		-	-	250.00	250.00	
Total	-	4,919.00	4,919.00	7,759.52	2,840.52	63.4%
<u>Elizabeth</u>						
Quarterly Honorarium	1,941.75	3,091.11	5,032.86	4,920.00	(112.86)	
Travel & Subsistence		-	-	3,816.00	3,816.00	
In - Service		-	-	-	-	
Prior Year Carryover		-	-	3,703.01	3,703.01	
Casual Labour, Supplies & Awards		182.60	182.60	250.00	67.40	
Total	1,941.75	3,273.71	5,215.46	12,689.01	7,473.55	41.1%
<u>Father R Perin</u>						
Quarterly Honorarium	-	4,850.36	4,850.36	4,920.00	69.64	
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		540.76	540.76	250.00	(290.76)	
Total	-	8,409.50	8,409.50	12,679.39	4,269.89	66.3%
<u>Fort McKay</u>						
Quarterly Honorarium	-	2,942.00	2,942.00	4,920.00	1,978.00	
Travel & Subsistence		-	-	4,144.00	4,144.00	
In - Service		-	-	-	-	
Prior Year Carryover		-	-	6,372.00	6,372.00	
Casual Labour, Supplies & Awards		-	-	250.00	250.00	
Total	-	2,942.00	2,942.00	15,686.00	12,744.00	18.8%
<u>Gift Lake</u>						
Quarterly Honorarium	241.25	5,030.34	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	241.25	5,328.82	5,570.07	10,203.49	4,633.42	54.6%
<u>Grouard</u>						
Quarterly Honorarium	2,206.50	2,373.53	4,580.03	4,920.00	339.97	
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		191.31	191.31	250.00	58.69	
Total	2,206.50	2,608.40	4,814.90	8,321.41	3,506.51	57.9%

	Future Pay Out	Paid During Yr.	Total Pd. & Committed	Budget	Difference	Percent Expended
<u>J.F. Dion</u>						
Quarterly Honorarium	1,229.75	3,448.00	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	1,229.75	4,478.30	5,708.05	12,366.60	6,658.55	46.2%
<u>Kateri</u>						
Quarterly Honorarium	2,459.50	2,290.85	4,750.35	4,920.00	169.65	
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	2,459.50	2,391.81	4,851.31	10,351.25	5,499.94	46.9%
<u>Little Buffalo</u>						
Quarterly Honorarium	723.75	4,630.75	5,354.50	4,920.00	(434.50)	
Travel & Subsistence		1,439.75	1,439.75	1,880.00	440.25	
In - Service		-	-	-	-	
Prior Year Carryover		-	-	1,050.64	1,050.64	
Casual Labour, Supplies & Awards		1,741.72	1,741.72	250.00	(1,491.72)	
Total	723.75	7,812.22	8,535.97	8,100.64	(435.33)	105.4%
<u>Mistassiniy</u>						
Quarterly Honorarium	723.75	4,630.75	5,354.50	4,920.00	(434.50)	
Travel & Subsistence		331.27	331.27	2,836.00	2,504.73	
In - Service		-	-	-	-	
Prior Year Carryover		-	-	1,864.66	1,864.66	
Casual Labour, Supplies & Awards		3,868.48	3,868.48	250.00	(3,618.48)	
Total	723.75	8,830.50	9,554.25	9,870.66	316.41	96.8%
<u>Paddle Prairie</u>						
Quarterly Honorarium	1,229.75	3,118.51	4,348.26	4,920.00	571.74	
Travel & Subsistence		620.00	620.00	2,288.00	1,668.00	
In - Service		-	-	-	-	
Prior Year Carryover		-	-	3,517.80	3,517.80	
Casual Labour, Supplies & Awards		-	-	250.00	250.00	
Total	1,229.75	3,738.51	4,968.26	10,975.80	6,007.54	45.3%
<u>Peerless Lake</u>						
Quarterly Honorarium	-	5,026.00	5,026.00	4,920.00	(106.00)	
Travel & Subsistence		1,544.85	1,544.85	2,340.00	795.15	
In - Service		-	-	-	-	
Prior Year Carryover		-	-	230.65	230.65	
Casual Labour, Supplies & Awards		1,081.00	1,081.00	250.00	(831.00)	
Total	-	7,651.85	7,651.85	7,740.65	88.80	98.9%
<u>Pelican Mountain</u>						
Quarterly Honorarium	241.25	2,989.00	3,230.25	4,920.00	1,689.75	
Travel & Subsistence		886.68	886.68	3,096.00	2,209.32	
In - Service		-	-	-	-	
Prior Year Carryover		-	-	3,454.97	3,454.97	
Casual Labour, Supplies & Awards		708.27	708.27	250.00	(458.27)	
Total	241.25	4,583.95	4,825.20	11,720.97	6,895.77	41.2%

St. Theresa

Quarterly Honorarium
 Travel & Subsistence
 In - Service
 Prior Year Carryover
 Casual Labour, Supplies & Awards
 Total

Future Pay Out	Paid During Yr.	Total Pd. & Committed	Budget	Difference
241.25	4,677.75	4,919.00	4,920.00	1.00
	200.00	200.00	2,860.00	2,660.00
		-		-
		-	(284.48)	(284.48)
	1,036.48	1,036.48	250.00	(786.48)
241.25	5,914.23	6,155.48	7,745.52	1,590.04

Percent
 Expended
 79.5%

Susa Creek

Quarterly Honorarium
 Travel & Subsistence
 In - Service
 Prior Year Carryover
 Casual Labour, Supplies & Awards
 Total

1,953.50	2,042.68	3,996.18	4,920.00	923.82
		-	2,984.00	2,984.00
		-		-
		-	3,275.00	3,275.00
	705.96	705.96	250.00	(455.96)
1,953.50	2,748.64	4,702.14	11,429.00	6,726.86

41.1%

GRAND TOTAL

22,970.94	107,277.29	130,248.23	244,752.66	114,504.43
-----------	------------	------------	------------	------------

TOTAL NUMBER OF LSBC WITHIN BUDGET
 TOTAL NUMBER OF LSBC OVER BUDGET
 TOTAL NUMBER OF LSBC

21
<u>1</u>
<u>22</u>

114,939.76
 (435.33)
114,504.43

NORTHLAND SCHOOL DIVISION NO. 61
BOARD REPORT
2014/2015 SCHOOL YEAR
PERIOD ENDING - AUGUST 21, 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	1,517.09	-	(1,517.09)
PRINTING & BINDING--ELECTIONS	958.62	-	(958.62)
ADVERTISING--ELECTIONS	5,042.62	-	(5,042.62)
OFFICE SUPPLIES--ELECTIONS	25.17	-	(25.17)
SUB-TOTAL	15,991.02	80,000.00	70,340.25

COMMITTEES

REMUNERATION TRUSTEES	-	-	-
EMPLOYEE BENEFITS - TRUSTEES	-	-	-
TRAVEL & SUBSISTENCE - PERSONNEL	-	-	-
TRAVEL & SUBSISTENCE - EDUCATION	-	10,000.00	10,000.00
TRAVEL & SUBSISTENCE - FINANCE	-	-	-
TRAVEL & SUBSISTENCE - NEGOTIATION	-	-	-
TRAVEL & SUBSISTENCE - PAC	-	-	-
TRAVEL & SUBSISTENCE - AD HOC	16,906.05	60,000.00	43,093.95
TRAVEL & SUBSISTENCE - QUALITY OF WORK LIFE	819.96	-	(819.96)
TRAVEL & SUBSISTENCE - KTC PARTNERSHIP	-	-	-
TRAVEL & SUBSISTENCE - RECRUITMENT	-	-	-
TRAVEL & SUBSISTENCE - POLICY 1 REVIEW	6,227.05	-	(6,227.05)
TRAVEL & SUBSISTENCE - COMMUNITY ENGAGEMENT	29,901.03	-	(29,901.03)
TRAVEL & SUBSISTENCE - RED EARTH TRANSFER	-	-	-
SUB-TOTAL	53,854.09	70,000.00	16,146.91

OTHER EXPENSES

REMUNERATION TRUSTEES	-	-	-
REMUNERATION - RECRUITMENT	-	-	-
REMUNERATION TRUSTEES - RETREAT	-	-	-
EMPLOYEE BENEFITS - TRUSTEES	3,262.49	4,000.00	737.51
EMPLOYEE BENEFITS - RECRUITMENT	-	-	-
PROFESSIONAL SERVICES	142,351.89	200,000.00	57,648.11
IN-SERVICE - BOARD	386.24	90,000.00	89,613.76
IN-SERVICE - BOARD (ORIENTATION)	-	-	-
IN-SERVICE - N.S.D. P.D. - TRUSTEES	-	-	-
LEGAL FEES - BOARD TRUSTEES	18,755.25	25,000.00	6,244.75
RENUMERATION ALTERNATES	-	-	-
VISA PURCHASES - TRUSTEE	200.40	-	(200.40)
TELEPHONE - TRUSTEE	2,353.69	3,000.00	646.31
TELEPHONE - VICE CHAIRMAN	-	-	-
TRAVEL & SUBSISTENCE - BOARD/OTHER	60,502.14	80,000.00	19,497.86
TRAVEL & SUBSISTENCE - PSBA	-	-	-
TRAVEL & SUBSISTENCE - 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	4,157.11	3,500.00	(657.11)
INSURANCE - BOARD OF TRUSTEES	169.14	250.00	80.86
ADVERTISING - BOARD	667.66	3,000.00	2,332.34
OFFICE SUPPLIES	862.42	5,000.00	4,137.58
AWARDS	26,323.34	25,000.00	(1,323.34)
POSTAGE - BOARD	1,629.36	4,000.00	2,370.64
FURNITURE & EQUIPMENT	-	1,000.00	1,000.00
SUB-TOTAL	298,411.10	481,750.00	183,604.71

TOTAL **368,256.21** **631,750.00** **270,090.87**



Deputy Minister
7th Floor, Commerce Place
10155 - 102 Street
Edmonton, Alberta T5J 4L5
Canada
Telephone 780-427-3659
Fax 780-427-7733

JUL 17 2015

AR89876

Mr. Colin J. Kelly
Board Chair
Northland School Division No. 61
Bag 1400, 8909 - 77 Avenue
Peace River AB T8S 1V2

Dear Mr. Kelly:

Paul MacLeod, Registrar, has forwarded your May 25, 2015, request for the Minister's approval of the reappointment of Donna Barrett as Superintendent of Schools for Northlands School Division No. 61. Attached was a completed *Notice of Intent to Reappoint the Superintendent*, Form 5. Thank you for providing this information.

Given your strong endorsement, your request has been approved for the reappointment of Ms. Barrett as Superintendent of Schools for Northlands School Division No. 61, effective September 1, 2015 to August 31, 2016, pursuant to Section 114 of the *School Act*.

Please extend my congratulations to Ms. Barrett on her reappointment.

Sincerely,

A handwritten signature in black ink, appearing to read "L. Rosen".

Lorna Rosen
Deputy Minister

**FILED IN
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ALBERTA
EDUCATION

Office of the Minister

JUL 28 2015

AR89760

Ms. Arlene Hrynyk
President
Public School Boards' Association of Alberta
12, 10227 - 118 Street
Edmonton AB T5K 2V4

Dear Ms. Hrynyk:

Thank you for your June 4, 2015 letter expressing your members' support for a return to an elected school board in Northland School Division.

I share your belief that locally elected governors and effective governance are essential in Northland communities, as they are in every community and school authority across Alberta.

I also found the Truth and Reconciliation Commission Alberta National Event to be a moving experience. The stories we heard were powerful and inspiring. This government is committed to taking action to ensure a positive future for the students of Northland School Division. I assure you we remain focused on establishing a governance structure that allows Northland residents to have a voice in decisions about education. While we work toward this goal, we will continue to collaborate with the Official Trustee and local communities to support student learning and success.

I appreciate the Public School Boards' Association of Alberta's commitment to education and to advocating for students in Northland and across the province. All Alberta students deserve a high-quality education. I assure you I share your members' wishes to honour the communities and children served by Northland School Division.

Sincerely,


David Eggen
Minister

cc: Dr. Colin Kelly
Official Trustee, Northland School Division

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ALBERTA
EDUCATION

Office of the Minister

AR89326

July 31, 2015

Dr. Colin Kelly
Official Trustee
Northland School Division
Bag 1400 Station Main
Peace River AB T8S 1V2

Dear Dr. Kelly:

Thank you for submitting Northland School Division's Attendance Improvement Operational Plan as per the recommendations contained in the *Report of the Auditor General of Alberta – March 2015*. I am pleased that Northland's plan includes strategies with which to address the recommendations.

As recommended by the Auditor General, Alberta Education developed an action plan to enhance oversight of Northland's efforts to improve attendance. Northland School Division's efforts will focus on the development and implementation of your comprehensive plan with specific goals related to improved governance, student achievement and reduce the gap between First Nations, Métis and Inuit (FNMI) learners and non-FNMI learners.

As part of this plan, Nathan Freed, Director, North Services Branch, will meet with you on a quarterly basis to review progress in relation to the implementation of your plan. In addition, he will continue to work closely with the superintendent to monitor developments throughout the school jurisdiction. If you have any questions, please contact Mr. Freed at nathan.freed@gov.ab.ca or 780-422-0795 (toll-free by first dialing 310-0000).

In the coming months, I look forward to the updates on the implementation of the Auditor General's recommendations for improving student attendance in Northland School Division.

Sincerely,

David Eggen
Minister

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A · S · B · A
Alberta School Boards
Association

For members of the Alberta School Boards Association

Communications Now

September 2015

Make the back to school experience warm and welcoming	4
Motivating your staff.....	7
Breathe new life into your website	9
In Weblinks	
Alberta Culture Days.....	12
In Resources for Families	
Tips for a healthier school year	

“Flat Doug” tells Fort McMurray Public Schools story

Have you ever heard of Flat Stanley? Students all over the world have enjoyed imaging the adventures of this fictional character from a children’s book. (For more information: https://en.wikipedia.org/wiki/Flat_Stanley, <https://www.flatstanley.com/>, and <http://www.flatstanleybooks.com/>.)

For those who don’t know, Stanley is accidentally flattened and decides to make the best of the situation: including being mailed to his friends in an envelope.

After reading the book, students often create their own Stanley; they mail Flat Stanley to destinations around the world and record his travels in a journal.

Fort McMurray Public Schools is using their own version of Flat Stanley to engage students, but the staff and community as well.

“Flat Doug” came to life in the spring of 2015. He bears striking resemblance to Superintendent of Schools Doug Nicholls.

Flat Doug travels from school to school. The host teacher (and students) post his activities on Twitter. Teachers invite Flat Doug to a specific school event or to see something they are doing in their own classroom. To book a visit, they check in to Flat Doug’s website and sign up for a specific day.

Flat Doug hitches a ride with the IT or maintenance staff who are visiting schools. Sometimes, the principal or teacher will pick Flat Doug up at central office.

Flat Doug comes with instructions so the teachers can post his adventures on Twitter.

“Flat Doug is going to be very knowledgeable,” jokes Superintendent Doug Nicholls. Nicholls does not use Flat Doug to replace his own personal visits to schools. Rather, Flat Doug has a different purpose.

“We liked the idea because we could see it would be a fun way to tell the story of our schools,” says Nicholls. “It’s great because Flat Doug can help us showcase a variety of examples of the good work that happens in our schools: from transportation, to maintenance, to instruction. Flat Doug helps us tell the story from our own perspective, and builds the pride

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of staff, students and the entire community. When people see him, it brings a smile to their face.”

This spring Flat Doug:

- visited a Grade 3 toy and book exchange
- observed how kindergarten students keep their lockers neat and tidy
- watched a creative art lesson in an elementary school
- helped students write thank you cards to parent volunteers
- participated in a ‘culture’ day
- offered advice about a solar irrigation layout at a school

His adventures are recorded here:

https://twitter.com/FMPSD_FlatDoug

The jurisdiction’s Technology Director, Ali Syed, came up with the idea. Nancy Gauthier, Communications Coordinator, says “Our technology department doesn’t just think outside the box. They live outside the box.”

At first, she says, Flat Doug just started showing up at school events, transported there by technology. Then the district discussed the potential for Flat Doug to help schools tell good news stories in an engaging way, and it formally became a district project.

“As a classroom teacher, I’ve used Flat Stanley before,” says Ali Syed, Technology Director. “I thought having Flat Doug in our jurisdiction would give schools and teachers a vehicle to share what they want to communicate, and take control over their own message.”

Its success happened faster than Syed expected. Fort McMurray Public had planned on running Flat Doug as a pilot in the spring of 2015, anticipating they would need to do professional development to help it expand in the 2015-16 school year. However, the idea took off, and educators and students are already embracing the initiative.

“It’s a low energy and high impact,” says Syed. “Kids are excited and when they meet the real superintendent, they’ll tell him they’ve already met him.”

“Because of our location, it’s hard to bring everyone together physically,” says Gauthier. “Flat Doug helps us to share what’s happening with each other.”

“It kind of fits the district culture,” says Nicholls. “It speaks to the collaborative way we work with each other, and tells everyone we like to have fun along the way.”

How to set up your Flat Doug program

1. **Choose the person to be your real life model.** It could be the superintendent, associate superintendent or someone else you choose. You should pick someone who is outgoing and friendly in real life. That way, when students who have had an experience with the character meet the real life person, the personality is consistent.

Syed says younger students in Fort McMurray Public (kindergarten through Grade 3) sometimes see Flat Doug and the real Doug as the same person, or even as brothers. “Even high school students play on that too, telling the real Doug that they’ve met him before at an event,” says Syed. “Our superintendent is really good at playing along with that. You need that for this project to be successful.”



Communications Now

2. **Design the artwork.** Get someone to draw a Flat character that looks like the real life person. Keep in mind that young children will be viewing this character, so he or she should be friendly looking.
3. **Set up an account for sharing information.** Fort McMurray Public uses Twitter. Syed says Instagram would work as well. He does not recommend Facebook because it has a minimum age, and that creates difficulties for younger children who want to view Flat Doug visits from their home computer or device.
4. **Create an online repository.** Because Twitter can be cumbersome to use when going through past posts, it's important to create an online repository for Flat Doug photos that can be easily accessed from classrooms across the jurisdiction. That way teachers can conveniently refer back to what has happened all year long. Fort McMurray uses Google sites as its repository.

Syed says an unexpected benefit of this has been students are learning about how to use online tools such as Google sites.
5. **Set expectations and rules, and communicate them.** Set the do's and don'ts for your Flat Doug. In Fort McMurray Public, for instance, Flat Doug doesn't leave school property – he doesn't go home with students or on field trips. The district wants to keep the focus on what is happening in its own schools. Also, Fort McMurray has requested photos posted to Twitter feature Flat Doug interacting with students, not adults.
6. **Assign someone to coordinate your Flat character's visits, and how he will get to those destinations.** In Fort McMurray Public, Syed coordinates the visits. As Flat Doug becomes busier in the fall he is considering setting up a separate online calendar schools can access. Right now the district's technology and maintenance departments transfer Flat Doug to schools. School based administrators visiting the district office sometimes help. Syed says jurisdictions could also use an interoffice mail system.

*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*

Once you've set the rules, record those on a paper that travels with your Flat Doug, and post them to your online repository or anywhere else you would choose to communicate.



Communications Now

Make the back-to-school experience warm and welcoming

The beginning of a new school year is exciting and the back-to-school activities are energizing, but both can be overwhelming. You may worry about all that should and could be done.

Don't get sidetracked by what you aren't doing and unintentionally overlook some easy tasks that can make a powerful impact on returning students and their parents.

Use this check list to review things you may need to accomplish, and to help generate ideas for new activities that will make your school more warm and welcoming:

Written communications

Does your welcome letter have a warm and welcoming tone? Have you shared a bit of information about yourself and your summer and introduced new staff members and programs. How about facility upgrades? *(We've included a sample letter)*

Does your back-to-school information packet/email to parents and students have the following information:

- a school calendar
- school hours and hours the school office is open with telephones being answered
- transportation information
- information on how to access school policies and procedures
- a statement explaining student use of cell phones at school
- costs of extra-curricular athletics and activities, school yearbooks and other incidentals

- price of school meals and any free programs such as a breakfast program
- rules on harassment, bullying, weapons, drugs, and other behaviors that need to be emphasized

Have you considered ESL families? Are all of your written communications available in formats that accommodate families who don't speak English as their first language? Ensure these members of your community feel welcome too.

Contact your school council president and other parent volunteer groups to let them know how much you are looking forward to working with them during the coming year. If time permits, schedule a social coffee time, and bring them all together before school starts. Keep it informal; this is a gathering to encourage informal two-way conversation about the upcoming year.

Invite your student leadership officers to join you in a similar informal conversation over refreshments. Talk to them about the upcoming year, explain your expectations, and set the tone for the year. Let them know the important role they play as student leaders. Most importantly, give them the opportunity to offer suggestions and ask questions.

Your 'front line team' is your office staff when dealing with parents and students. Take them to lunch or host a special coffee break after they've returned from summer break and before students return to school. Talk about the office environment; what do they think they will need from you and what support will you need from them to keep it running smoothly?



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Call each of your teachers to welcome them back. It doesn't need to be a long conversation; just enough to tell the new teachers how excited you are to have them joining the team and let returning teachers know how much you appreciate them. Let them know you support them and are excited to be working with them. A phone conversation is more personal, but you can send a text message if you have difficulty connecting.

Drop by neighboring businesses. Meet the managers. Leave a business card with your name and phone number and ask them to give you a call if they have any concerns or compliments about your students' behavior in their business before or after school in the coming year.

Work with your Chamber of Commerce or other business/civic organizations, and your teachers' association to host a new teacher welcome breakfast. As an alternative, work with all your employee associations and make it a new staff welcome breakfast.

Hold a back-to-school pep rally or event for staff, students and parents a few days before the first day of school. The purpose is to build enthusiasm and team-spirit. Keep it short. A few inspirational words, a welcome from you and someone from the school board is all you need. Music and/or cheerleaders can help set the tone.

First impressions count

Have you overlooked your school's sign?

Start putting welcome messages on your reader board as soon as you return to the office from your summer break. In addition to any important dates, include messages like: "Welcome Mrs. Smith, our new first-grade teacher." "Our football team has started practicing – first game is..." "Welcome to our 697 students and their parents"

Is your signage clear and welcoming?

Are the doorways clearly marked as to which can be used for entry to the building and which are being kept locked for safety? Do signs on the entry door and hallways clearly direct visitors to the school office to sign in and pick up visitor badges? Is the signage welcoming? Is there signage near the parking lot and along the way that directs the visitor to the office/main entrance?

Are bulletin boards along the hallways leading to the office decorated and have display cases been cleaned? Both bulletin boards and display cases can be used to showcase programs in your school, awards that have been earned or other kudos that have come to you and your students. They can help you communicate your most important messages. Do they?

Have you put up a "Welcome Back" banner? Keep it up prior to school's start and a few weeks into the new school year.

How's the office counter looking? Does the counter look stark or cluttered with forms? Or does it have some flowers or other items such as framed art, stuffed toys or mascots to make it a bit more warm and welcoming? Consider a digital photo display unit on the counter that plays photos of school activities.

Are there chairs for visitors to sit on while waiting in the office?

How about reading material like jurisdiction and school newsletters, parent magazines, and school brochures?



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Sample welcome letter

Dear Parent/Guardian and (School Name) Student,

I want to take just a moment to tell you how excited I am to welcome you to the 2015-16 school year at our school, Home of the (Mascot Name). There will be _____ (number of students) and _____ (number of staff) at our school this year.

I hope you had an enjoyable summer with fun memories and a chance to spend some quality time together. My family and I enjoyed (if you have a hobby or a pet or if you traveled or went back to school tell them a bit about it here). I know I feel rested and ready for an action-packed school year. I hope you do as well!

If you have a facilities update:

You'll probably notice that we've had some changes to our school (update any facilities changes).

Or

The jurisdiction's facilities team has been busy in our building the last few weeks, cleaning, polishing and (whatever they have done to the building and grounds).

Staff update:

We have (number) new teachers with us: (name them and the grade/subject they will be teaching) and new classified staff include: (name and job).

Curriculum/technology update:

If you are introducing new curriculum or new technology include a paragraph about it.

Closing – invite to stay in touch:

I am looking forward to meeting each of our new students and their families as well as getting

reacquainted with our returning students and their families. If at any time during the year, you have a question or concern, just give me a call at (office and cell phone numbers). Please feel free to stop by and visit in person. To make an appointment to come by and see me, call (name at phone number) to make sure I'll be available.

Here's to a great school year!

Sincerely,

Name and title

Contributed by Jackie Smith, communications consultant



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Motivating your staff

The desire to do good work and be seen doing your best is basic to the human condition and is an important part of helping you be successful in your career. But the *motivation* to do your best doesn't come from just anywhere.

If you think back to a time when you felt inspired to do your best, you may remember wanting to please a superior, experiencing the challenge of a demanding task or enjoying the excitement of doing something new.

While 89 per cent of employers believe that employees leave for more money, only 12 per cent of employees who leave actually earn more in their next position (*The Hidden Reason Employees Leave*, by Leigh Branham).

The reasons employees move on vary from boredom to frustration with superiors, but some of those reasons can be avoided by learning ways to motivate your team.

As administrators, one of the best ways we can improve the quality of work that comes from our office is to motivate everyone to do their best. While not all the things that motivate us personally can be duplicated in the work environment, a staff that feels happy, enthusiastic and confident in their work is a staff that is willing to go to the wall for you and your goals.

Set a good example

How many times have you heard of a happy, optimistic and understanding department with an angry, frustrated department head? Not many.

As a leader, you set the tone. Your attitude trickles down. If you seek out the best opportunities for your people, your school, and your children, that attitude will rub off on your staff, creating a positive environment for everyone they meet.

"Relating it to why it is best for our students and linking it to our SMART goals or vision helps a lot. Effective educators want what is best for children," says Kimberly Hromada, Superintendent of the Edinburg Common School, in Northville, New York.

The most important example that you need to set relates to how people see you representing your office and the school jurisdiction. Being a team player who is supportive of changes made by the board means that even when you may privately disagree with the new direction, your staff knows that loyalty is paramount and that everyone is expected to collaborate.

"External motivators are short term at best," says Virginia Rhodes, Ed.D., an education consultant in Cincinnati, Ohio. Rhodes believes lasting results come from staff "really owning the decisions made for the schools and for the students. It means administrators sharing power completely. It means real collaboration."

Individual attention reaps big dividends

Forty-three per cent of highly engaged employees receive feedback at least once a week, compared to 18 percent of employees with low engagement (*Towers Watson Global TMR Survey*, 2012). Also, highly engaged employees are 87 per cent less likely to leave their companies than their disengaged counterparts. (*Driving Performance and Retention through Engagement*, Corporate Leadership Council, 2004)

What does all this mean for you? It means that in your focus on teamwork, you need to also take the time to pay attention to each person individually. Even those of your staff who have been there for years still need to feel they are a part of something.



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One of the best ways to give feedback is direct praise. This is also one of the easiest ways, as it often requires little planning. A simple 'thank you for getting that to me so quickly' is an easy way to let an employee know that their responsiveness and attention to detail are appreciated by you.

Of course, not all employees work with you in a way that makes opportunities for direct praise come up easily. Keep an eye on people who are in need of feedback, so they aren't left out.

Sometimes a team member needs coaching instead of praise. If that's the case, take them aside to discuss what you would like to see in their performance, and give them achievable goals with clear markers of success. Then, stay on top of it. If they are able to achieve the performance goals you have set out for them, then it's time for direct praise.

Pay attention to opportunities for advancement and growth

While many of the challenges of working in a school jurisdiction can be new and varied, the truth is that any job can reach a certain level of tedium, which leads to boredom.

There may not be much you can do about the regular paper flow requirements of your department, but knowing where your employees are on their career curve and keeping them in mind when opportunities for advancement come up, means that not only will they not stagnate in a position for too long, but you will have their undivided loyalty up to and including when they move up.

Take the time to find out your team members' interests and career goals. Think about how you can encourage them to be the best they can be, and keep an eye open for training opportunities and courses that you can make available.

Not only will your school benefit from the new knowledge, but your employees will feel that you are looking out for their needs, which is a great way to inspire loyalty.

Good communication is motivational

A key part of being a good example, and sharing power, is making sure that everyone is on the same page. Does your staff understand what the big picture is and the part they have to play in it? Knowing what your responsibilities are is the first step to being motivated to act on them.

Transparency builds trust, and that that goes both ways. When staff members feel supported when they bring up problems and suggestions, they will feel inspired to do their best work. When you demonstrate trust in your team, you are more likely to have a cooperative team environment.

Keeping your team motivated to do its best work for you means paying attention to the career goals and needs of individual team members, in addition to your own responsibilities.

The rewards for creating an environment where they feel they are supported and informed are impressive. Employees that feel they are a collaborative part of your team will show optimism, focus and a greater sense of purpose to keep doing the important work that you all do.

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



Communications Now

Breathe new life into your website

Is your website dead to your audience? Is it a static online brochure that is impossible to find in the graveyard of hundreds of thousands of websites?

It's time to bury the dead

These days, people expect more from organizations. They'll look at your website to help them decide if you're credible.

Examine your content, message, images, layout and navigation. Put yourself in your audiences' shoes.

If you were looking for your jurisdiction, what would you see? What is "the thing" you would understand about your schools from the website? What content or valuable information could you view or download? Do you have content that shows knowledge, expertise and credibility?

A website is a vital tool. Studies have shown that it takes many "touches" and interactions before someone believes your messages. Many of those interactions are now online, nearly invisible to the website owner.

Create life instead

A new movement is afoot to bring life to websites that are dead and dying. The goal of the movement is to create engaging interactions with website visitors by delivering information of value, which in turn generates and keeps interest.

It's called inbound marketing, and it happens when people come to you for information rather than wait to receive it. It involves strategies to:

- have your website be found by those seeking what you offer

- offer audience-focused information and content for the visitor
- track those who have found your site and connected
- create a continuum of contact with those who have expressed interest

A website that is alive and growing offers:

- An engaging message and persona that people will notice and remember
- A visual layout and navigation that make it easy to find what they're looking for
- Content that will help the visitor understand the value provided by the organization
- Valuable information that can be downloaded and shared
- A tone and persona that is tuned for the audience, free of acronyms or stuffy language
- A clear call to action to take the next step in engagement

Your website must be an expression of your brand, who you are, and your value. But it also must be created for ongoing interaction with the audiences you seek to reach; not just a summary of your goods and services, or a description of what you do.

If your website was created three or more years ago, chances are you need to re-envision your site. It's time to create a website that draws people in, keeps them interested and informed, provides value and inspires them to return again and again.



Communications Now

It's not flash and bling

Just because you're re-examining your website doesn't mean you have to incorporate all the latest bells and whistles – lots of movement, crazy graphics, pop up views or spinning photos.

Your purpose is not to overwhelm people. Be clear and straightforward, presenting interesting, informative and easy-to-follow content.

Test your credibility first

As you consider your website, you might check of these website guidelines for credibility, compiled from a study by Stanford University: <http://optimize.creativeco.com/website-guidelines-for-credibility>. They will give you a quick snapshot of where you are now.

How do people find you?

- **Use Google Analytics**
Do you have analytics installed to track who is coming to your site and what keywords they're using? Google Analytics is free and will provide that information.
- **Consider what people see when they first land on your website**
What do people see when they land on your home page? If someone didn't know who you are, would it be clear to them when they see your home page? If it's confusing at first glance, it's time for a change.
- **Speak the audience's language**
Review the content and language on your site. Are you providing information of value to the visitor in their terms? Your website should talk to the viewer in their language, and answer his or her questions or concerns.

- **Use bite sized pieces**

Is information broken up so it's easy to scan? People *scan* websites and *read* brochures. Knowing that, your website should have short sections of text, subheads, lists and bullets and links to further information to break up long copy. If your website has long sections of text, with no breaks, make a change!

- **Ensure clear navigation**

Is there a clear next step in your navigation or page layout?

Website vs. social media: When?

People look for information on both social media and websites. Facebook, of course, is the most visited social platform.

When deciding what to place where, consider your audiences and what they are accustomed to. Check your analytics. Do more people visit your website or your Facebook page?

For schools, it's likely your website. If you don't have analytics, they're easy and inexpensive. To get started check the Google Analytics site, www.google.com/analytics or just do a search for free website analytics.

Next, think about information hierarchy and context

When using Facebook, remember it's a social platform, and your information will be in someone's feed along with all of their other friends and likes. On average, every adult has 338 friends. If your content is only on your website, readers must choose to visit the website to find that piece of news or information.



Communications Now

Social media and websites work well together. An alert and link can be posted on Facebook that links back to more details on the website. Use visuals, including videos, on social – our brains process pictures thousands of times faster than text, and social posts with visuals receive far more likes and shares.

Timely information

Important and timely information – like school closures due to weather and board meetings or hearings – should be posted wherever your audiences might look, so make sure you ask them on your surveys. Usually it's the website home page, but Facebook is also checked. Just make sure timely information is on both.

Static and staffing information

General “static” information about classes, curriculum, teachers and your budget or school board elections belongs on the website along with regular updated news stories. Brief news updates and stories about people, such as awards, new staff, and accomplishments, can be celebrated on Facebook where it will be easily shared.

Facebook is good for appealing to emotion

Facebook is social and people want to know about people. Use it to appeal to the emotional side, which builds trust and leads to support and loyalty. People will check the sites they trust first. If you earn trust, readers will believe the information you post on the website.

Websites and Facebook are great partners, like getting your “mind and heart” in sync. Use both platforms to integrate communication styles.

Inform them with facts and touch them with stories. Build lots of links from both platforms to lead readers back and forth. For example, announce a new principal on your website, then link to his or her profile or blog on the school's Facebook page.

*Contributed by Jennifer Larsen Morrow,
President/Marketing Visionary, The Creative
Company jlmorrow@creativeco.com*



Communications Now

Weblinks

Alberta Culture Days

September 25 - 27, 2015

This is a three-day province-wide celebration to raise awareness, accessibility, participation and engagement of all Canadians in the arts and cultural life of their communities.

<http://culture.alberta.ca/culturedays/>

Canada's Democracy Week

September 14-21, 2015

Theme: "Let's Get Canada Ready to Vote"

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

For more information:

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

Stars of Alberta Volunteer Awards

The Stars of Alberta Volunteer Awards recognize extraordinary Albertans whose volunteer efforts have contributed to the well-being of their community and fellow community members. Six awards, two in each category of youth, adult and senior are presented annually on or around International Volunteer Day, December 5.

Deadline for award nominations: September 15, 2015

For more information:

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

World Teachers' Day

October 5, 2015

2015 theme: Empowering teachers, building sustainable societies

Sponsored by the United Nations, it is an occasion to celebrate the essential role of teachers in providing quality education at all levels.

<http://www.ctf-fce.ca/en/Pages/Events/WTD.aspx>

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

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

Fire Prevention Week

October 4-10, 2015

Theme: "Hear the Beep when you sleep"

<http://www.ofc.alberta.ca/ofc-fire-prevention-week>

Waste Reduction Week

Third week of October annually

An opportunity for Canadian in businesses, municipalities and schools across the country spread waste reduction messages and engage their fellow citizens in activities that help to reduce waste and divert waste from landfill.

For more information:

<http://esrd.alberta.ca/waste/waste-reduction-week.aspx>



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

Resources for Families

Tips for a healthy school year

Each year, parents hear tried-and-true tips for a successful school year, but they hear repeating. Students can start the year off right – and parents can help them – with proven advice for a healthy year that works for every grade.

Go to bed early

Getting enough sleep is a game changer for students. Health professionals say that sleep affects behavior, mood and academic performance for the more than two-thirds of all children estimated to have a sleep problem.

Studies suggest that poor sleepers are more depressed, tired, moody, stressed and irritable and they do poorly in school compared to their rested peers. One study found that students who got Cs, Ds and Fs slept about 25 minutes less per night than students who earned As and Bs.

www.humana.com/learning-center/health-and-wellbeing/healthy-living/kids-health

Tips for better sleep habits

An abrupt transition from long summer days to an early school wake up schedule is difficult. It is important to begin phasing in a school night schedule before summer ends. Move your child's bedtime up a little each night. Start a few weeks before the first day.

Here are some additional tips to help children develop good sleep habits:

- Keep a consistent sleep and wake schedule
- Avoid high-stimulation activities before bed
- Avoid caffeine in the afternoon and evening
- Exercise during the day
- Delay bedtime if not drowsy

For more information, read Sleep Hygiene for Children. www.seattlechildrens.org/pdf/PE1066.pdf

Eat for success

The right foods can have a big impact on school success, affecting concentration, problem solving, coordination, alertness, creativity and endurance.

A study in the American Journal of Clinical Nutrition found that skipping breakfast can result in lower academic performance. <http://bit.ly/1C9WgNo>

Cereal isn't the only breakfast option. Healthy choices include half a whole grain bagel with peanut butter and raisins; low-fat yogurt and toast; scrambled eggs with shredded cheese and salsa. Good choices contain protein, low fat and low sugar.

Pick the right backpack

For many adults, back pain can be traced to childhood and heavy backpack burdens. Even at very young ages, students are carrying too much weight on their backs.

Daily carrying of books, clothing, musical instruments and other items is often too much weight on children's still-forming muscles and bones.

Heavy backpacks can take a physical toll by sapping students' energy and even causing orthopedic damage, such as stress fractures, inflammation of cartilage and nerve damage.

Parents can help minimize risks for back problems with these tips recommended by health experts:

- If affordable, consider buying a second heavy instrument or, if possible, borrowing one from school so children don't have to carry it every day.
- Ask teachers which items must be packed every day and which items can be left at school or home.



Resources for Families

- Find a well-designed backpack and adjust the straps so the bottom of the pack hits no lower than four inches below the waist.
- Select a pack that is no bigger than necessary.

<http://nyti.ms/1R4yJUH>

Manage school stress

Too much stress is not healthy and can be counterproductive. Many students feel stress from academic pressure, which can turn into depression and anxiety. The start of a new school year is a good time to watch for signs of stress and practice ways to manage it.

Health experts recommend these tips:

- **Watch for signs of stress**
Extreme behavior, such as cutting, is stress-related and easy to spot. Other less obvious signs are expressions of despair or hopelessness and complaints of headaches, stomach-aches and reluctance to go to school.
- **Teach time management skills**
Organizational skills can significantly reduce school stress. Teach kids to keep on top of homework rather than cramming.
- **Re-evaluate activities and avoid overscheduling**
Too many activities and advanced courses contribute to high stress in students. This is a greater problem for older students, but younger students are at-risk, too. It's important to strike a balance between school work, organized activities and play. Watch for the signs of stress and then help your child take a break. Students need time to recharge and remember to have fun during these brief school years.

- **Encourage sleep, exercise and family meals**

Adequate sleep is essential to health, school performance and stress levels. Exercise and strong family connections can also significantly reduce stress levels. Health experts suggest family mealtimes – a minimum of 20 minutes at least four to five times a week – for communicating and connecting with children.

- **Beware of parental pressure**

Parents inadvertently stress their kids by pressuring them to excel in school. Shift the focus from grades to questions about how students feel and what they are learning.

www.webmd.com/parenting/features/coping-school-stress

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The Advocate: Volume 3 - Issue 4

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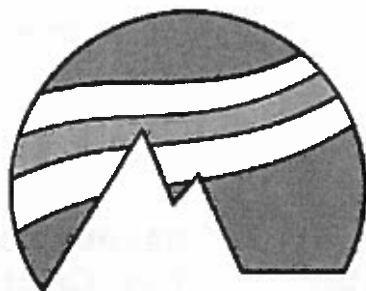
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**Public School Boards'
Association of Alberta**

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THE ADVOCATE

JULY 2015

Fall Events

Our 2015 Fall Events will be hosted at the Sutton Place Hotel, Edmonton, AB on 21 - 23 October 2015 (Inclusive)

Our Fall Events schedule includes:

- **Wednesday 21 October 2015 (8:30 a.m. - 3:00 p.m.)** New Government. New Advocacy with Maurice Fritze;
- **Wednesday 21 October 2015 (6:00 p.m.)** Annual MLA Reception;
- **Thursday 22 October 2015 (8:00 a.m. - 3:30 p.m.)** Trustee University III: Maintaining the Dream with Dr. Paul Newton;
- **Thursday 22 October 2015 (6:00 p.m.)** 14th Lt. Gov. Lois E. Hole Dinner & Lecture with David Hancock Q.C.; and

News

Letter

See below a Letter from President Hrynyk to Honourable Minister David Eggen, regarding Northland School Division.

[Click to View](#)

Government &

- **Friday 23 October 2015 (9:00 a.m. - 3:00 p.m.)**
2015 Annual General Meeting.

We encourage you to join us by registering for this exciting event, online at:

[Register Here](#)

[Save the Date Brochure](#)

Fort McMurray PSBC Meeting



Fort McMurray Public Schools will be hosting the August 2015 meeting of the Public School Boards Council!

On Thursday 20 August 2015 attendees will have the option of attending a Golf Tournament generously sponsored by KAOS 91.1.

OR

Attendees also have the option of attending and Oil Sands Tour sponsored by Syncrude.

The Council Meeting will officially kick off with Dinner and Conversation with Ken Chapman on Thursday 20 August 2015 at 6:00 p.m. On Friday 21 August 2015 morning our Council Meeting will begin at 9:00 a.m. we will be joined by Dr. Clark School Aboriginal Leadership & Drumming Group to lead the Council in singing

MLA Contacts

If you need the contact information for Premier Notley, Cabinet or any MLAs, just click on the link below, all information is just a click away.

[View Contacts](#)

Association Four Year Calendar

Our Four Year Calendar provides you with an outline of our Upcoming Events for 2015 - 2018.

[View Calendar](#)

Safe and Caring Newsletter

See below the June 2015 Safe and Caring Newsletter.

[View Newsletter](#)

Sponsors

O' Canada. On Friday Evening we have a BBQ Dinner planned at Vista Ridge All Seasons Park beginning at 6:00 p.m. On Saturday 22 August 2015 at 8:30 a.m. we have a buffet breakfast then at 9:00 a.m. our Council Meeting will resume, adjourning at 11:30 a.m.

Family is welcome to join us in Fort McMurray - further details regarding the August 2015 Council meeting are available by clicking on the Program link below.

Deadline for Registration is 01 August 2015!

[Register Here](#)

[View our Program](#)

[Bus Registration](#)

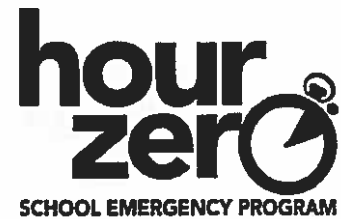
Association Office Hours

Please note that our Summer Office Hours will be 8:00 a.m. - 2:00 p.m. Monday-Friday from 02 July 2015 and run up to and including 14 August 2015. We revert to regular Office Hours on Monday 17 August 2015.

Upcoming Events

August 2015 - Public School Board Council Meeting
20 - 22 August 2015 - Sawridge Inn and Conference Centre Fort McMurray

[Register Here](#)



*The leading provider of school emergency solutions.
 From Classroom to Board Room, we have you covered*

www.hour-zero.com



Fall Events

21 - 23 October 2015 - Sutton Place Hotel, Edmonton, AB

[Register Here](#)

November 2015 - Public School Board Council Meeting

13 - 14 November 2015 - DoubleTree by Hilton Hotel, West Edmonton

[Register Here](#)

Arlene Hrynyk President Rick Massini First Vice President Kathy Cooper Second Vice President Kathleen Linder Director



Public Schools
Alberta's First Choice

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School Jurisdiction Code: **1280**
STATEMENTS OF OPERATIONS
 For the Period Ending July 31, 2015 (in dollars)

	Actual 2011-2012 (Restated)	Actual 2012-2013	Actual 2013-2014	Actual YTD July 31 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	\$31,616,356	\$36,668,698	\$37,011,527	\$5,395,171
Other - Government of Alberta	\$1,095,583	\$966,929	\$699,650	\$470,756	\$930,824	\$930,824	\$460,068
Federal Government and First Nations	\$20,845,936	\$20,862,392	\$20,962,847	\$21,861,751	\$20,966,622	\$23,696,172	\$1,834,421
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	\$215,525	\$1,274,650	\$1,494,069	\$1,278,544
Investment income	\$39,891	\$10,292	\$67,600	\$74,548	\$40,000	\$40,000	(\$34,548)
Gifts and donations	\$693,754	\$665,555	\$154,469	\$486,605	\$450,000	\$450,000	(\$36,605)
Rental of facilities	\$1,000,651	\$973,522	\$832,864	\$836,706	\$957,530	\$957,530	\$120,824
Fundraising	\$347,164	\$251,134	\$489,715	\$0	\$0	\$0	\$0
Gains (losses) on disposal of capital assets	\$1,260	\$156,458	\$200	\$234,096	\$0	\$0	(\$234,096)
Other revenue	\$0	\$0	\$1,365,154	\$593,550	\$0	\$0	(\$593,550)
TOTAL REVENUES	\$62,045,197	\$61,743,256	\$63,134,231	\$56,389,893	\$61,288,324	\$64,580,122	\$8,190,229
EXPENSES							
Certificated salaries	\$21,544,783	\$21,031,068	\$20,878,113	\$19,307,006	\$20,940,642	\$20,974,112	\$1,667,106
Certificated benefits	\$4,218,552	\$4,092,469	\$4,390,192	\$3,675,004	\$4,351,911	\$4,172,140	\$497,136
Non-certificated salaries and wages	\$13,536,225	\$13,282,741	\$12,583,963	\$11,963,343	\$13,306,691	\$13,602,297	\$1,638,954
Non-certificated benefits	\$2,959,078	\$2,916,643	\$2,805,020	\$2,761,462	\$3,642,980	\$3,473,654	\$712,192
SUB - TOTAL SALARIES AND BENEFITS	\$42,258,638	\$41,322,920	\$40,657,288	\$37,706,815	\$42,242,224	\$42,222,203	\$4,515,388
Services, contracts and supplies	\$16,204,273	\$15,450,160	\$16,819,789	\$13,996,947	\$14,683,930	\$17,777,838	\$3,780,891
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	\$912	\$45,162	\$45,162	\$44,250
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	\$51,704,674	\$61,452,339	\$64,526,226	\$12,821,552
OPERATING SURPLUS (DEFICIT)	(\$631,238)	\$47,392	(\$165,361)	\$4,685,219	(\$164,015)	\$53,896	(\$4,631,323)
EXPENSES							
Instruction	\$40,504,149	\$39,872,808	\$39,459,882	\$34,815,443	\$39,379,882	\$40,608,362	\$5,792,919
Plant operations and maintenance	\$9,968,293	\$9,696,288	\$11,636,159	\$6,963,314	\$9,438,207	\$10,187,496	\$3,224,182
Transportation	\$3,753,651	\$3,721,237	\$3,578,213	\$2,860,027	\$3,572,676	\$3,555,872	\$695,845
Administration	\$3,173,874	\$3,233,159	\$3,532,499	\$2,797,568	\$3,774,411	\$3,933,415	\$1,135,847
External services	\$5,274,639	\$5,172,372	\$5,092,839	\$4,268,323	\$5,287,162	\$6,241,081	\$1,972,758
TOTAL EXPENSES	\$62,674,606	\$61,695,864	\$63,299,593	\$51,704,674	\$61,452,339	\$64,526,226	\$12,821,552
OPERATING SURPLUS (DEFICIT)	(\$629,409)	\$47,392	(\$165,361)	\$4,685,219	(\$164,015)	\$53,896	(\$4,631,323)

Northland School Division
Federal Accounts Receivable

8/21/2015

Aged Summary

Months Outstanding	ACFN	Indian Education Authority	Mikisew	Peerless Kaleri First Nation	Bigstone	Chip Prairie	Lesser Slave Lake	Lubicon Cree	Indian Affairs	Woodland Cree	Aging by Month
Jun-15	-	-	-	-	36,450.26	-	-	1.35	22,910.39	-	59,362.00
May-15	-	-	-	-	-	-	0.50	0.00	-	-	0.50
Apr-15	-	-	-	-	-	-	-	0.00	-	-	0.00
Mar-15	-	-	505,552.24	-	-	-	-	-	-	-	505,552.24
Feb-15	-	-	248,573.14	-	-	-	-	-	-	-	248,573.14
Jan-15	-	-	248,573.14	-	-	-	0.50	-	-	-	248,573.64
Dec-14	-	-	248,573.14	-	-	-	-	-	-	-	248,573.14
Nov-14	-	-	-	-	-	-	-	-	-	-	-
Oct-14	-	-	-	-	-	-	-	-	-	-	-
Sep-14	-	-	-	-	-	-	-	-	-	-	-
Aug-14	-	-	222,000.60	-	-	-	-	-	-	-	222,000.60
Jul-14	-	-	-	-	-	-	-	-	-	-	-
Jun-14	-	-	248,573.14	-	-	-	-	0.30	-	-	248,573.44
May-14	-	-	248,573.14	-	-	-	-	-	-	-	248,573.14
Apr-14	-	-	-	-	-	-	-	-	-	-	-
Mar-14	-	-	249,482.56	-	-	-	-	-	-	-	249,482.56
Feb-14	-	-	249,482.56	-	-	-	-	-	-	-	249,482.56
Jan-14	-	-	23,164.18	-	-	-	-	-	-	-	23,164.18
Dec-13	-	-	-	-	-	-	-	-	-	-	-
Nov-13	-	-	-	-	-	-	-	-	-	-	-
Oct-13	-	-	-	-	-	-	-	-	-	-	-
Sep-13	5,208.60	-	-	-	-	-	-	-	-	-	5,208.60
Aug-13	-	-	-	-	-	-	-	-	-	-	-
Jul-13	-	-	-	-	-	-	-	-	-	-	-
Jun-13	-	-	-	-	-	-	-	-	-	-	-
May-13	-	-	-	-	-	-	-	-	-	-	-
Apr-13	-	-	-	-	-	-	-	-	-	-	-
Mar-13	-	-	-	-	-	-	-	-	-	-	-
Feb-13	-	-	-	-	-	-	-	-	4,819.88	-	4,819.88
Jan-13	-	-	-	-	-	-	-	-	-	-	-
Dec-12	-	-	-	-	-	-	-	-	-	-	-
Nov-12	-	-	-	-	-	-	-	-	-	-	-
Oct-12	-	-	-	-	-	-	-	-	-	-	-
Sep-12	-	-	-	-	-	-	-	-	-	-	-
Dec 2005 & older	-	61,333.22	-	-	-	-	-	-	-	-	61,333.22
	5,208.60	61,333.22	2,492,547.84	-	36,450.26	-	1.00	1.65	27,730.27	(0.00)	2,623,272.84
Current	-	-	-	-	36,450.26	-	-	1.35	22,910.39	0.00	59,362.00
30 days	-	-	-	-	-	-	0.50	0.00	-	0.00	0.50
60 days	-	-	-	-	-	-	-	0.00	-	0.00	0.00
90 days	-	-	505,552.24	-	-	-	-	-	-	0.00	505,552.24
120 days	-	-	248,573.14	-	-	-	-	-	-	0.00	248,573.14
180 days	-	-	248,573.14	-	-	-	0.50	-	-	0.00	248,573.64
181 - 365	-	-	248,573.14	-	-	-	-	0.30	-	0.0	248,573.44
1 yr - 2 yr	5,208.60	-	1,241,276.18	-	-	-	-	-	4,819.88	0.00	1,251,304.66
Over 2 yr	-	61,333.22	-	-	-	-	-	-	-	0.00	61,333.22
Current	5,208.60	61,333.22	2,492,547.84	-	36,450.26	-	1.00	1.65	27,730.27	-	2,623,272.84
Long Term	-	-	-	-	-	-	-	-	-	-	-
Total Aging	5,208.60	61,333.22	2,492,547.84	-	36,450.26	-	1.00	1.65	27,730.27	-	2,623,272.84

Accounts Receivable Federal Government and First Nations

Monthly Billing REG rate ECS Rate

Student Counts 13-14 Student Count Reg E.C.S.	Prior to & 2004/2005	Outstanding Aug-2011 2010/2011	Outstanding Aug-2012 2011/2012	Outstanding Aug-2013 2012/2013	Outstanding Aug-2014 2013/2014	Outstanding Feb-2015 2014/2015	Mths O/S	Total Outstanding				
Indian & Northern Affairs (INAC)	111	26	-	0.00	4,819.88	(0.00)	22,910.39	0.1	27,730.27	230,027.84	1,868.86	868.63
Lesser Slave Lake Regional Council	6	4	-	-	-	1.00	-	1.00	-	6,924.96	1,154.16	465.93
Bigstone Cree First Nation	360	26	-	-	-	36,450.26	0.1	36,450.26	-	695,373.98	1,868.86	868.63
Indian Education Authority	0	0	61,333.22	-	5,208.60	-	-	61,333.22	-	-	-	-
Athabasca - Chip	40	2	-	-	-	-	0.1	5,208.60	-	71,773.40	1,750.93	868.10
- Mikisew	138	8	-	-	-	1,241,276.18	10.0	2,492,547.84	-	248,573.14	1,750.93	868.10
Woodland Cree	0	0	-	(0.00)	-	-	-	(0.00)	-	-	1,868.86	868.63
Lubicon Cree First Nation (INAC)	72	11	-	-	-	0.30	1.35	1.65	-	144,112.85	1,868.86	868.63
Chipewyan Prairie First Nation (INAC)	57	8	0.00	0.00	0.00	(0.00)	-	0.00	-	113,474.08	1,868.86	868.63
Peelless Kateri First Nations (INAC)	201	21	-	(0.00)	0.00	0.00	-	0.00	-	393,882.09	1,868.86	868.63
	985	106	-	-	-	-	-	-	-	-	-	-

Total Outstanding

Mikisew First Nation	285,284.44	June 2015
LSLIRC	6,705.20	May 2015
LSLIRC	6,705.70	June 2015
Bigstone Cree	1,545,451.98	April/May 2015
Lubicon	153,557.04	14-15 Adj
INAC	(603.89)	14-15 Adj
Peerless Trout	(13,326.53)	14-15 Adj
Chipewyan Prairie	(7,599.10)	14-15 Adj
Lubicon	71,721.53	14-15 Adj
INAC	(258.81)	14-15 Adj
Peerless Trout	(5,711.37)	14-15 Adj
Chipewyan Prairie	(3,243.90)	14-15 Adj
INAC	9,819.00	14-15 Liaison
Bigstone Cree	772,725.99	June 2015

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

2,821,257.28