

June 26, 2015 Board Meeting Attachments

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Northland School Division CTS/CTF June 2015



Outline

- 1) Report on school CTS/CTF activity
- 2) Positive feedback
- 3) Opportunities disguised as hills
- 4) Course entry data 2012 – 2015
- 5) Budget
- 6) Moving forward

Overview of CTS for NSD students

- ADCS – Construction, Electronics, Fashion, Foods, Mechanics
- Bill Woodward – Cosmetology, Welding, Foods and ?
- Calling Lake – Communications Technology, Foods, Wildlife
- Career Pathways – Construction, Community Care Services, Esthetics Fashion Studies, Foods, Safety (EMR), Work Experience
- Mistassiniy – Construction, Communications Technology, Legal Studies, Recreation Leadership, Wildlife, Computer Science

Paddle Prairie School Gr. 4 – 12



Kateri School, Gr. 4 - 9



Calling Lake School



OPK – Gr. 6



Gift Lake



9



Gift Lake



Atikameg



Areas of Study in high schools, cont'd

- Peerless – Communications Technology, Safety, Special projects
- Little Buffalo – Construction, Electro Technology, Environmental Stewardship, Fashion, Wildlife, Foods, Mechanics, Safety, Work Experience, Special Projects
- Dr. Mary Jackson – RAP for Heavy Equipment Mechanics
- Paddle Prairie – Foods, Mechanics, Cosmetology, Safety, Work Experience

Mistassiniy School



Little Buffalo



Little Buffalo



Peerless Lake School Gr. 10 -12, 5 - 6



JF Dion



Elizabeth



ADCS



ADCS



ADCS



ADCS



ADCS



Work with other Organizations

- Alberta Education – CTF (Aspenview) – Wellness –
- Northern Lakes College – Space, good neighbours
- KTC – Paul Neethling
- ADCS, Keyano, Careers Next Generation, RMWB and Non-profits
- Skills Alberta – Try a Trade – schools had students attend
- NAIT, U of A, U of C, GPRC, Portage, RDC, Lethbridge,
- Atoske Action Group – AAG
- World ICU

St. Theresa School Grade 5/6



CJS – Loon River



Skills Alberta



Skills Alberta



Bishop Routhier School



Dr. Mary Jackson Gr. 4 - 9



Bill Woodward School



Positive Feedback

- 'Look, all students are engaged'
- 'Better than any field trip'
- Come again...
- Schedule changes...
- Careers, more thoughtful
- Hands on Math/Science
- Attitudes to learning, capacity building for staff and students
- Vocab, literacy

Opportunities that may look like hills

- Building capacity with staff having so many expectations
- Access to facilities to prep
- Teacher / staff engagement – variation, side by side vs prep
- Fundraising

Northland High School Course Entries from 2011/12 – 2014/15

School	2011/12		2012/13		2013/14		2014/15	
	CTS	All	CTS	All	CTS	All	CTS	All
ADCS	183	306	266	439	267	478	82	178
Calling Lake	93	333	21	170	116	321	64	154
Career Pathways					156	288	101	153
Dr. Mary Jackson	0	3	0	0	2	2	4	5
Kateri	84	161	30	82	7	64	0	28
Little Buffalo	230	494	198	543	172	289	198	315
Mistassiniy	1182	2273	676	1424	421	855	397	1021
Paddle Prairie	38	108	12	48	0	90	22	80
Peerless Lake	94	246	1	47	126	237	36	92

- Bill Woodward data not available on PASI

Note: The numbers represent course entries not credits, which include some withdrawals or incompletes.

Budget

- \$ 83 000 spent so far for 2014/15 school year
 - \$ 12 000 Mind Over Metal Welding camp August 17 - 21
 - \$ 15 000 Field trip and PD bills to be covered
 - \$ 40 000 mobile 'Blast' type trailer and shop/storage
 - \$150 000 total
-
- NSD budget side \$12 000 remaining

Moving Forward

- Adjusted focus, High School focus at specific times and for projects
- Staff – Capacity building, professional development (with groups), turnover, differentiated support, engaged, (KTC/NSD ...) realistic, 'the' vs 'our'
- Fundraising
- Staff engagement
- Contractor type trailer set up, Space to work from
- CNC Router operational, wood lathes, being used

'Can't start at the roof'

Friday, June 19, 2015	
Having trouble viewing this email? Go to www.erlc.ca for a complete listing of learning opportunities and PD resources.	
	You are receiving this email because of your relationship with the Edmonton Regional Learning Consortium. Please confirm your continued interest in receiving email from us by clicking on http://erlc.ca/mailling-list.php . To ensure that you continue to receive emails from us, add info@erlc.ca to your address book today.
<i>in 2015-2016!</i>	<i>To date, for 2015-2016, there are over 50 Learning Opportunities posted & planned and over 100 PD Resources at www.erlc.ca!</i>
<i>For a preview of sessions, click the links below.</i>	
<p>Assessment Sep 9 Student Learning Assessments: Develop and Extend Your Understanding with Laurie Beggs</p> <p>Curriculum Redesign Sep 29-30 Project Based Learning (PBL) Two Day Workshop, Grades K-6 with Corrie Ziegler <i>Save the date!</i> Oct 5 – Learning Commons... Seeing the Possibilities with Louise Osland Oct 8 Fine-tuning Project Based Learning - Effectively Managing Projects with Corrie Ziegler Oct 21 Looking For and Using Data to Help Achieve the Vision of Inspiring Education with Louise Osland Oct 26 Observing Inquiry Based Learning in Grades 3 - 6 Classrooms at Garneau School: Garneau Program and Child Study Centre <i>Save the date!</i> Oct 28 – Environmental Inquiry: Preparing Alberta Students to Create a Sustainable Future with Deb Rougeau-Bell Oct 29 Inquiry/Project-Based Learning Walk-Through at A. Blair McPherson School, Grades K-6 Nov 5 What to "Look For" in A Learner-Centered Classroom and How to Provide Effective Feedback with Louise Osland Nov 6 Observing Inquiry Based Learning in Grades K - 3 Classrooms at Garneau School: Garneau Program and Child Study Centre Nov 9-10 Project Based Learning (PBL) Two Day Workshop, Grades 7-12 with Corrie Ziegler Nov 18 Numeracy Focused Inquiry/Project-Based Learning at A. Blair McPherson School, Grades 7-9 Nov 25 Fine-tuning Project Based Learning - Aligning PBL with Alberta's Programs of Study and Effective Assessment Practices with Corrie Ziegler Mar 7 A. Blair McPherson School Project Based Learning Share Fair, Grades K-9</p>	



BOARD OF TRUSTEES

COLIN KELLY
TRUSTEE OF THE BOARD

DATE: JUNE 26, 2015

PRESENTED BY: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

SUBJECT: PROCEDURE 206 – EARLY CHILDHOOD SERVICES PROGRAMS

ORIGINATOR: WESLEY OGINSKI, DIRECTOR OF HUMAN RESOURCES

RECOMMENDATION

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

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

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

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

OPTIONS:



Procedure 206

Early Childhood Services Programs

Background

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

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

Procedures

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

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

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

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

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



Procedure 206

Early Childhood Services Programs

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

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



Procedure 206

Early Childhood Services Programs

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



Procedure 206

Early Childhood Services Programs

- ~~11.6~~ An ECS assistant may be hired to assist the ECS instructor if an ECS class is in excess of 14 children.
- 9.4 Holidays for the students and staff will correspond to those of the school.
- 9.5 Professional days, conventions and in-service training may coincide with those of teaching staff.
- 9.6 In the absence of the ECS instructor **teacher**, the principal shall make arrangements to have the centre remain open with the children in attendance.
- ~~12.~~ The Local School Board Committee shall act in the capacity of a Local Advisory Committee (LAC). The LAC Committee will make recommendations to the school principal in regard to the following items:
 - ~~12.1~~ ECS facilities.
 - ~~12.2~~ Program needs.
 - ~~12.3~~ Hiring of the ECS instructor/teacher.
 - ~~12.4~~ Parent involvement.
 - ~~12.5~~ Program plans that involve school and community activities.
 - ~~12.6~~ Days of operation.
- ~~10.~~ The ECS Program shall be recognized as a part of the school program and the principal shall:
 - ~~10.1~~ Coordinate the activities of the ECS Center as part of the overall administration of the school including such areas as supervision, transportation, budgeting allocation and involvement in the implementation of the instructional program.
 - ~~10.2~~ Ensure that the identification and program development requirements of special needs children are met. Parents, local community members and central office staff may also make a contribution to the special needs requirements.
 - ~~10.3~~ In consultation with the ECS instructor/teacher, ensure that a minimum of one developmental checklist per student is completed



Procedure 206

Early Childhood Services Programs

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

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

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

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

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

BOARD OF TRUSTEES

COLIN KELLY
TRUSTEE OF THE BOARD

DATE: JUNE 26, 2015

PRESENTED BY: DONNA BARRETT, SUPERINTENDENT
SUBJECT: 2015-2016 NORTHLAND SCHOOL YEAR CALENDAR
ORIGINATOR: EDUCATION COMMITTEE

RECOMMENDATION

That the Board of Trustees approve the Northland School Division 2015-2016 School Year Calendar 'A' and 'B', as attached.

CURRENT SITUATION: The 'Northland School Division 2015-2016 School Year Calendar' has received feedback from the C2 committee. Some of the suggestions offered have been incorporated into the current draft version.

BACKGROUND:

OPTIONS:



Draft Northland School Division No.61 2015-2016 SCHOOL YEAR CALENDAR 'A'



2015

August

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

18(pm)-20 - New Teacher Orientation
17(pm)-18 - New Principal Orientation
20 - Admin Meeting
24-28 - Organizational Days
31 - School Begins

September

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

7 - Labor Day

October

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

TBA - Administrators' Meetings
12 - Thanksgiving Day

November

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

11 - Remembrance Day
9-10, 12-13 - Mid-Term Break
(School closed for students and staff)

December

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

21 - 31 Christmas Break

2016

January

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

1 - Christmas Break

February

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29					

9-10 - Admin Meetings
10 - Convention Travel Day
11-12 - ATA Convention
15 - Family Day

March

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

25 - Good Friday
28- 31 - Easter Break

April

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

1 - Easter Break

May

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

5-6 - Administrators' Meetings
(Peace River)
23-Victoria Day

June

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

3 - School Closed/
Farmers' Day/Treaty Day
28 - Last Day for Students
29 - Organizational Day for Staff

179 Instructional Days (Green)
(less 5 PLC days = 174 Instructional Days)
198 Operational Days

Please add to your calendar:

- 4 Local PD Fridays (or Mondays)
- 4 Family Days
- 1 Day-in-Lieu for Parent/Teacher Interviews
- Up to the equivalent of 1 half-day Friday (or Monday) early dismissal per month for PLCs when deemed appropriate. PLEASE DO NOT deduct early dismissal time for PLC and staff meetings from the 179 days. Please record any early dismissal hours in the textbox below the calendar.

NOTE: Schools will follow common Christmas (Dec 21, 2015 - Jan 1, 2016) and Easter (March 25 - April 1, 2016) holiday breaks; however to align holidays with neighboring jurisdictions some exceptions will be made on a case by case basis.

There is an expectation that schools will organize Community Engagement Events.
Minimum Hours of Instruction: Elementary (1-9) = 950 hours; High School = 1000 hours.



Draft Northland School Division No.61 2015-2016 SCHOOL YEAR CALENDAR 'B'



2015

August

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

18(pm)-20 - New Teacher Orientation
17(pm)-18 - New Principal Orientation
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24-28 - Organizational Days
31 - School Begins

September

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

7 - Labor Day

October

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

TBA - Administrators' Meetings
12 - Thanksgiving Day

November

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

11- Remembrance Day

December

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

21 - 31 Christmas Break

2016

January

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

1 - Christmas Break

February

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
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9-10 - Admin Meetings
10 - Convention Travel Day
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March

S	M	T	W	T	F	S
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6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

25 - Good Friday
28- 31 - Easter Break

April

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

1 - Easter Break

May

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

5-6 - Administrators' Meetings
(Peace River)
23-Victoria Day

June

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

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There is an expectation that schools will organize Community Engagement Events.
Minimum Hours of Instruction: Elementary (1-9) = 950 hours; High School = 1000 hours.

BOARD OF TRUSTEES

COLIN KELLY
TRUSTEE OF THE BOARD

DATE: JUNE 26, 2015

PRESENTED BY: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

SUBJECT: NEW STAFF ORIENTATION AUGUST 2015

ORIGINATOR: EDUCATION COMMITTEE

RECOMMENDATION

That the Board of Trustees approve the New Staff August Orientation 2015 proposed program agenda and budget, as attached.

CURRENT SITUATION: The August orientation is an annual event for all new division staff.

DETAILS: This year, the community of Wabasca will host the August Orientation from August 17th through to August 20th, 2015.

A draft agenda of the New Staff August Orientation 2015 is outlined below along with a budget for the four-day event.

Monday August 17, 2015		Tuesday August 18, 2015		Wednesday August 19, 2015		Thursday August 20, 2015	
				7:45 AM	Bus will pick up new teachers at Riverside	7:45 AM	Bus will pick up new teachers at Riverside
		7:50 AM	Bus will pick up new principals at Riverside	7:50 AM	Bus will pick up new teachers at the Wabasca Inn	7:50 AM	Bus will pick up new teachers at the Wabasca Inn
		8:00 AM	Breakfast St. Theresa School	8:00 AM	Breakfast St. Theresa School	8:00 AM	Breakfast St. Theresa School
		8:45 AM	Opening Activities	8:45 AM	Opening Activities Janette	8:45 AM	Opening Activities Stephanie
		9:00 AM	New Principal Sessions	9:00 AM	Literacy - Guided Instruction P.M. Junior High/High School Teachers in Session with Randy?	9:00 AM	Literacy - Daily 5
		10:30 AM	New Teachers Arriving Opening with community Elder New Teachers	12:00	Lunch - CTF/CTS St. Theresa School	12:00	Lunch - ATA St. Theresa School
		12:00 PM	Lunch St. Theresa School	1:00 PM	FNMI Perspectives & Historical Relations (Bea)	1:30	Land Based Learning Kerri
		1:00 PM	Our Way is a Valid Way	4:15 PM	Closing Activities Maureen	2:30	Closing Activity Randy?
		4:00 PM	INCLUSION - Donna Barrett	5 - 6:00 P	Office Staff Presentation	3:00 PM	Safe Travels
		5:00 PM	Supper - St. Theresa	6:00 PM	Community Supper - St. Theresa		Bus will take new teachers back to Hotels
		6:00 PM	Organized activities that participants can take part in. golfing, kayaking, fishing etc.		Organized activities that participants can take part in. golfing, kayaking, fishing etc.		
		7:30 PM	Bus will go back to Hotels	7:30 PM	NOTE: NSD Administrators arrive for supper at 6PM and evening activities Bus will go back to Hotels		NOTE: NSD Administrator Meeting begin at 8:45 AM
5:00 PM	Supper - St. Theresa School New Administrators Organized activities that participants can take part in. Kayaking, fishing, swimming, etc. Don to take group around the community on a bus ride						

**Budget Projection for the Four Day August
New Staff Orientation 2015 in Wabasca**

Summary of Budget for Orientation:

Travel and Meals:

Mileage	20,094.90
Flights	12,000.00
Accommodations	17,338.00

Meals	5,000.00
	<u>54,432.90</u>

(If outsourced to a third
party, cost would be
\$10,000)

Honorarium and Training

Honorarium	6,400.00
Training Stipend	29,015.10
	<u>35,415.10</u>

Other Costs

Bussing	1,000.00
Venues	3,000.00
Supplies and Resources	2,950.00
	<u>6,950.00</u>

Total Budget	<u><u>96,798.00</u></u>
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BOARD OF TRUSTEES

COLIN KELLY
TRUSTEE OF THE BOARD

DATE: JUNE 26, 2015

PRESENTED BY: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

SUBJECT: RANDOM ACT OF KINDNESS DAY

ORIGINATOR: EDUCATION COMMITTEE

RECOMMENDATION

That the Board of Trustees encourage the participation of NSD61 schools to participate in Random Act of Kindness Day November 6, 2015, as attached.

BACKGROUND

For four years the Community Foundation of Northwestern Alberta has been promoting Random Acts of Kindness Day in communities to encourage acts of kindness within communities. Last year 40 different schools from 7 districts signed up to participate, with almost 12 000 students receiving Kindness Kits to support their involvement. That is a POWERFUL wave of students making a difference on the communities we all live in.

Examples of the acts of kindness demonstrated by area students are impressive and make me proud of the youth in our schools and the teachers that support them.

Random Acts of Kindness Day 2015 is scheduled for November 6th, 2015. Schools need to sign up before the end of June so that the Community Foundation of Northwestern Alberta can prepare the free Kindness Kits for distribution to schools at the start of the new school year. A copy of the information package to be shared with schools is attached.

Random Act Of KXndness Day®

51
P. 43

November 6 2015

**Teach your students
About making kindness
A priority**



**COMMUNITY
FOUNDATION**
of Northwestern Alberta





WHAT IS RANDOM ACTS OF KINDNESS DAY®?

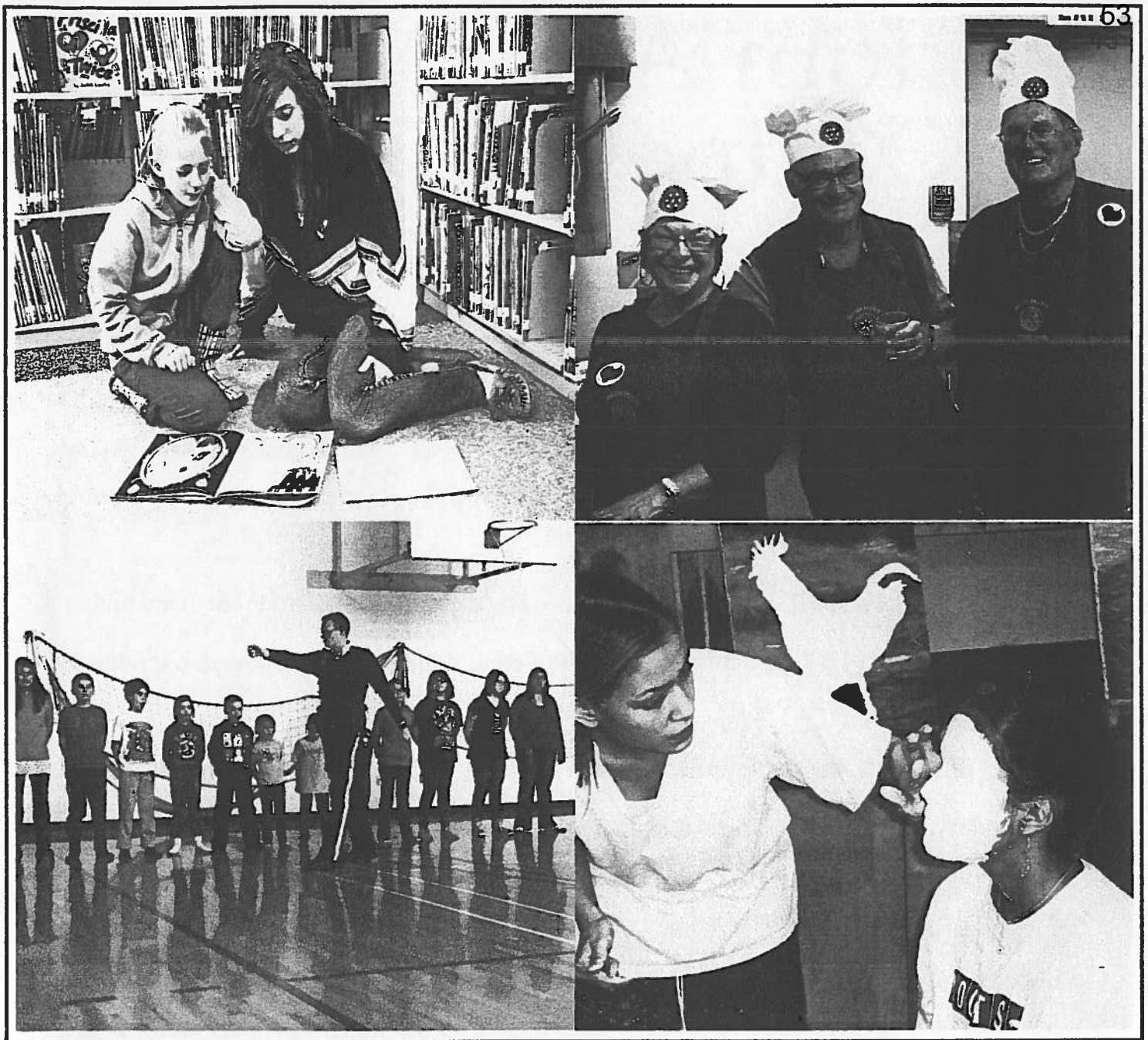
The message is simple: Do something nice for someone else. Part of the beauty of this initiative is that it doesn't have to cost a cent!

This year we want to continue reaching students in elementary and high schools to learn about how they can make a difference in their community through **kindness**.

Think of it as the ultimate anti-bullying strategy...

To teach our community to be kind

In this flyer you will find a number of ways you can engage your students in the classroom - for all ages.



The Kindness Kits!

Each participating students receives a kindness kit including:

Kindness Cards—each student will receive a card to pass along once they have completed an act of kindness

Posters— To keep or to place around the school

Kindness Bracelet— A special token for their participation

The Kindness List— A list of kind acts anyone can complete, to guide your students on the path to kindness

Random Act Of Kindness Day®

Kindness Ideas for your Classroom

- **Kindness Cards** Have your students design cards with a positive message, have the cards distributed within your community, to the police stations, seniors homes, or to anyone you think could use a little thank you
- **Helping Hands** Have your students trace their hands, decorate the hand and Write a message of a kind act they have completed, work together to create a kindness collage for your classroom
- **Free Rice** Using the internet students can visit freerice.com, they can do a vocabulary test , for every right question the United Nations donated 10 grains of rice to the World Food Program, compete together to see how many grains your class can collect
- **Volunteer your Time** In the days leading up to RAK day have your students research organizations they would like to volunteer or fundraise for. Whether it be Reading to a younger class, or holding a bake sale to raise money to buy a goat for a Family in need, work together, and give back.

You can find more kindness ideas at:

<https://www.kwcf.ca/kindness> or <https://www.randomactsofkindness.org/kindness-ideas>

Or contact Lindsey@buildingtomorrowtoday for lots more great ideas!

BOARD OF TRUSTEES

COLIN KELLY
TRUSTEE OF THE BOARD

DATE: JUNE 26, 2015

PRESENTED BY: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

SUBJECT: PELICAN MOUNTAIN SCHOOL

ORIGINATOR: EDUCATION COMMITTEE

RECOMMENDATION

That the Board of Trustees receive as information the Pelican Mountain School Survey Summary, as attached.

BACKGROUND

There was a recommendation at the March 27, 2015 Corporate Board meeting to consider the closure of Pelican Mountain School. The School Act and Closure of Schools Regulation outline a specific process for Boards to follow in the closure process. A letter was sent home to parents on April 10, 2015 outlining the consideration of closing the school. Posters were put up in the community and ads were put in the local newspaper, The Fever. The community was notified with a community meeting on May 11th, 2015. Following the community meeting a consultant completed home visits in the community and on the reserve. A summary of the school survey is attached.

Pelican Mountain School Survey (Summary)

This survey was conducted on Indian Reserve (IR) 166 that is part of the Bigstone Cree Nation. IR 166 is identified as being part of the community of Sandy Lake. This was a quick survey and was done during the following dates of June 10th, 11th, 12th, 13th, and 15th, 2015.

Sixteen (16) people were interviewed. There were thirteen (13) individuals and three (3) couples – husband & wife that chose to do the interview together and completed a combined interview. Thirteen survey forms were completed out of a possible number of 25 homes visited.

The purpose of this survey was to find out what people thought on the possibility of closing down Pelican Mountain School. They were asked to respond to the following five (5) questions:

1. Number of Elementary age students in your home?
2. Where are you planning to register students next year (2015-2016)?
3. Suggestions for increasing enrolment at Pelican Mountain School?
4. What other programs/ partnerships or uses should Northland consider for this (Pelican Mountain School) building?
5. Other comments...

1. Number of Elementary age students in your home?

This is an attempt to determine the number of children who are of Elementary school age living within the households surveyed. With the 13 households we found that there are a possible number of sixteen (16) children as follows:

Day Care	ECS 4	ECS 5	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	
Totals: 5	3	1	3	2	5	4		2	/16 Elementary age Children

Comments:

- Grandparent: I Have 19 grandchildren, 7 great grandchildren – one is ready for Play School.
- Grandparent: Grandchild in Gr. 1.

2. Where are you planning to register students next year (2015-2016)?

St. Theresa School: ECS: 1, Gr. 1 – 6: 3

Pelican Mountain School for: ECS: 2, Gr. 1 – 6: 6

Mistassiniy Gr. 7 – 12: 3

(Osiki Pasikoniwew Kamik) Band School ECS: 1, Gr. 1 – 6: 2

Day Care: 5

Why?

Family History/Preference:

- Band school is the only that my grandchildren have been going to school. They treat my grandchildren the right way. The Gr. 4 student used to attend at St. Theresa but then she switched to OPK (Band school).
- Our children go to Band school.

Bussing:

- There was no bussing available to be able to register him at Band School last September 2015.

- One goes to school at St. Theresa and two are in Day Care in Wabasca – probably go to school at the same school.

Parental Preference:

- Would like to send them to Pelican Mountain School but it depends on their father.
- Plan to register grandchild at Band School because of funding to support the First Nation School. There are good teachers there. Three older children had attended since it opened in 1998.

3. Suggestions for increasing enrolment at Pelican Mountain School?

Pelican Mountain School Teaching Approach/Practices:

- Teaching approach needs to be gentle and kind to children.
- Increase number of classes (for variety) so the children are challenged in all subjects.
- Increase and have higher (learning) expectations.
- Bring in community resource people to support the whole school program shouldn't be just for the Cree Language program.
- There should be more one-on-one teaching because there aren't many students at Pelican Mountain School.
- Young mother said, 'Based on my own experience, teachers need to give more help to the students, time to explain and spend more time with the student.'
- Provide programming for GIFTED children, address frustration /boredom.
- Work with the gifts, /strengths of a child/student.
- Teachers should have a good relationship with the students.
- Children want to have FUN!

Parental and Community Engagement:

- Work with all parents!
- More community engagement/activity, collaborate with local resource people, elders – provide authentic learning, more after school community sport programs i.e. volleyball, etc.
- Older children (siblings) need to set a good example – by being good role models and attending school.

Upper Administration Hiring practices/Incentives:

- Stop sending/transferring staff (teachers) to our school that have been ridden of or run out by another community or communities.
- Hiring practices have gone down. Pelican Mountain School used to be full. Are teachers put through an orientation to become familiar with the community they're teaching in? Local FN Education Authority should be part of the interviewing process-a representative sitting on the interview panel...since BCN is a major contributor toward NSD tuition funding. Hire teachers who help our students thrive.
- Offer a bonus/incentive at the end of the school year for teachers not taking (extended) time off.
- Get good teachers willing to work with the kids.

Teacher on Medical Leave/Substitute Teachers:

- Lessen/Lower the time off taken by staff members for medical reasons – lose connection with students or not know where students are – unable to provide 'real' grades. Subs need contingency plans done up and left by the teacher on leave.
- Parents need to know (to be informed) when teachers are going on long-term leave.

Bussing:

- Bussing from Sandy Lake to Mistassiniy/St. Theresa – Older students bully younger students.

School Use:

- Used to be able to use showers – not everyone has plumbing.
- Reinstate or allow community people to make use of the showers, the library and the gym again.
- Community suppers at the school, social events.
- Add more programs for Gr. 6 students.
- Allow community people to make use of the showers if they need to, open up the library to the community – to sign out reading material for students to practice reading
- Miss the school the way it was! (As working parents have to send children to St. Theresa because of convenience).
- The school feels dead, the way it is now! When I was attending /going to school it was much more alive!
- So many staff (positions) were cut...because of having low staff, with less programs, parents are not sending children to Pelican Mountain School.
- Now there is no secretary. When we had one she was also a school counselor. Parent's messages are not being received.
- Stay open earlier, longer after school and offer more programs – partner with MD of Opportunity.
- School needs to stay open until 8:00 pm.

Use of Classrooms:

- Use the designated ECS classroom for the ECS children (now being used as the Cree classroom).

Cree Language Program:

- The Cree Program should include cultural teachings i.e. kinship, traditional lifestyle, include Elders, etc.

Parental Role and Responsibility:

- It is the parents' responsibility to send their children to school.
- My children and grandchildren never attended Pelican Mountain School, but now I have a Grandchild in ECS. My grandchild - my grandchildren are living in Sandy Lake – one needs to start ECS.
- Parents need to send their children to school.
- Parents need to support their 'kids' i.e. get up with them, feed them... prepare children for school the night before not in the morning. This way they will have more time to themselves before the bus comes.
- To be fair to the teachers, there should be parental involvement in the school – more parents volunteering...even parents that are volunteering could pick up other parent volunteers that have no transportation.
- Just need more students! People from this community need to support their own school by sending their children there.

Positive Comment(s):

- Mother sees Pelican Mountain School as positive because the school has small classes and her son learns better with one-on-one (attention).
- There's good discipline in the school.

- Some parents are sending/bringing their children back to the (Pelican Mountain) school.
- Parent said, 'I really like the school... and I want to see it remain open!'
- Grandparent said, 'Keep the school open, because it has been here for a long time – since NSD 61 started?'

Community Programs/Services at Sandy Lake:

- Son is attracted by the programs available at the Sandy Lake Youth Outreach Centre and Skateboard Park – gets to socialize with friends other than that child lacks other social opportunities with people of his age.
- Boys & Girls Club, Scouts in the evening and other evening programs involving the community.
- Use local resource people for community programming i.e. canoeing, ice fishing, teepee making, gardening, other crafts, etc.
- Came from one room school and found it better having classrooms with smaller combined classes.

Other Comments:

- Child doesn't come home with bugs/ticks anymore!
- They have always gone to BCN Band School.
- Young mother said, 'Not into school things...'

4. What other programs/ partnerships or uses should Northland consider for this (Pelican Mountain School) building?

Programs for Early Childhood:

- Start an ECS program – Young parents living closer to Pelican Mountain School would probably register their ECS children there for ECS.
- A Full-fledged ECS and Head Start program should be in the school – for 4 and 5 year olds.
- Possibly have...Daycare for young parents with children.
- After school programming.
- Provide Day Care, Head Start, Playschool, and Kindergarten at the Sandy Lake School, the Youth Centre or Community Hall, even Day Homes...
- Another mother would like to see the offering of Baby Sitting courses, Day Home Care with flexible hours i.e. morning and evening shifts.
- Offer Drop-In Day Home/Day Care for respite for stay at home/foster moms or while parent is volunteering at the school
- Offer programs similar to PUF, Readiness Programs for 2 to 4 year olds.
- It would be 'great' if there was an (a proper) ECS program.
- Open school for sport activity every evening for children. Keep the school open especially for little ones – ECS age.
- It would also be good to utilize the Community Hall or Youth Outreach Centre to provide greater Day Care Services for the community in the community of Sandy Lake.
- Provide an After School program for working parents with children attending school.
- Wish we had a K4 & K5 program for our children along with a Head Start.
- Consider having PUF, Play School and full ECS at the school. Long bus ride to St Theresa for little ones – 4 year and 5 year olds.
- Provide Head Start, Play School for the young parents who have little ones.
- Provide a Day Care for our working parents with young children.
- Many parents have considered the safety of their children – because of heavy traffic on Secondary Highway 813 and in the end they send them to St. Theresa. But we also have to

consider how the children are on the bus for two hours in total daily – these are long hours for ECS children.

Pelican Mountain School Programs:

- Music and Drama program for students to boost their confidence.
- Future for the Pelican Mountain School could include/involve putting in a program similar to Career Pathways.
- Parent-Teacher Interviews could be done in the evening with home visits or at school.
- More fieldtrips (during the school year)!!! Fieldtrips could be put in place i.e. swimming trips, to learn to bowl, go to movies in town at a cinema.

Local Governance:

- M.D. Council should be informed of what's happening at this school and be involved.
- BCN Chief and Council should also be more involved, since most of the children attending this school are BCN members.
- All the schools of this community have to keep the funding dollars from student enrolment here for the schools in our community – not for other schools in other parts of the school division. Build up our own schools.
- BCN Band could be operating the Pelican Mountain School in partnership with NSD No. 61 – Province and Feds working together.
- It will take the whole community: Wabasca, Desmarais, Sandy Lake, the Band, the MD #17 to help build up the Sandy Lake School.

Use of School Classrooms:

- Use the ECS classroom for ECS children – so they have access to bathroom facilities appropriate for their size – no more accidents!
- Library is empty!

Cree Language Program:

- Build a strong Cree Language program with a strong cultural component – Cree Language teaching needs cultural teachings and values coming through the language – MUST be taught. More community involvement – involve the community in a bigger way to support school programming.
- Just learning language with no culture! More cultural things to do – to help children learn to make things from the culture – Include Elders, grandparents etc.
- Too many young people are doing nothing and losing their culture.
- One parent said, 'Value our Cree language – KEEP IT!'
- Children like learning cultural teachings/skills/way of life (they enjoy (like) going to Kapaskwatinahk. If in the future, things/life gets tough, how are they going to survive if they don't learn skills to survive i.e. to feed themselves and their children. As part of our family, for 4 or 5 days, we take all our children, grandchildren out to the bush to teach them traditional skills i.e. snaring rabbits, hunting ducks, moose hunting, preparing meat, etc.
- Child Welfare taking children away from their family can cause language loss. They need to step up (in meeting their mandate) their game.
- Need to encourage the preservation and keeping the Cree Language. Appreciate the students' background and their lifestyle-based on traditional Cree Language and knowledge
- Too many people are against Culture...nothing wrong with our language. Make it more fun, not so serious. Include more games.

Community Programs/Services at Sandy Lake:

- Make use of the community hall – school uses community hall gym for concerts, set up cultural programs for children, adults, all community members.
- Mother is happy with the Sandy Lake Outreach Youth Centre.
- Moms & Tots are good – reading program.
- Establish Big Brother, Big Sister programs.
- Have a Liaison Worker at the school.
- Offer an After School program at the Youth Centre.
- Provide an After School Program at the school for working parents in support of the After School program have babysitting course/training for teen girls/boys.
- Living on 166 Reserve is somewhat isolated – no programs available for young people. son will go to Sandy Lake for social programs.

Community Service Providers - Partnerships

- Would be better if Bigstone Health and Alberta Health Services (Aspen Health) could provide health, dental, hearing and vision clinics at the school – some parents do not have a way of traveling to meet these pre-school appointments – having them at the school would be helpful.
- Health, Social Services could make use of/share school building to do clinics at the school. Some parents have no way of traveling-they pay for transport (Expensive!)
- Partner with Bigstone Health and Alberta Health to provide Hearing, Vision Clinics for pre-school children. A lot of people don't have transportation – Bigstone Referral provides some transportation.
- Partner with Social Services and Child Welfare - they should be involved in the school in a supportive role (so their parents / clients) will send their children to school otherwise they're at risk of losing their children.

In-School Special Needs Programming:

- Have a stronger Special Needs support at the school – young people with Special Needs need the attention they need to read and write, provide a quality living skills program that will also meet their academic needs.
- Another mother said, 'Provide support for children with Special Needs i.e. FASD.
- Another mother agrees, 'Partner with BCN Health Services and Alberta Health Services to hold pre-screening Clinics at the school, including the provision of a 'Therapist'...
- Babysitting Clubs with Babysitting Course at Youth Centre.
- Sunday School.

High School/Adult Education Programming:

- House an Outreach High School program with an opportunity for starting Post-Secondary training, greater focus on journey man level training-apprenticeship programming. Outreach program for single parents and can go to school with their children – mother and child(ren) in the same building.
- Consider the young people not attending school.
- Have an Outreach High School for Sandy Lake students either 2x or 3x per week.
- Have a Head Start, ECS, Daycare for working & young parents.
- Adult learning provided at the school – alongside the Outreach high school program.
- Provide for young parents an out of school/After school care.
- Provide a High School Outreach program for the young people/parents not in school.
- Provide a program for early school leaver-a Career Pathways type of High School.
- Offer Outreach High School for high school students and Adult Education.
- Need journeyman level education/training.

- A parent, who's also a grandparent said that she would send her 5 teenage children to an Outreach High School if there was one at the Sandy Lake School (1 x 13 yr. old, 2 x 15 yrs. old, 1 x 16 yr. old and 1 x 17 yr. old).

5. Other comments...

- One grandparent said, 'This community is overrun with Christians.'
- Take down all barriers! Schools should be more open...other denominations to do presentations in Cree.
- Keep it open for the families that use it/need it.
- **Change to adapt to the needs of the community!**

Mistassiniy School Concerns & Programming:

- Mistassiniy seems to have lots of fighting, especially between girls.
- Building a new school? Build a proper high school. A top of the line high school – give serious consideration. Present building (Mistassiniy School building) could be a middle school.
- There are enough service buildings (infrastructure) available in the community (for Mistassiniy) ...to find and support highly experienced teaches for hire to offer a variety in the courses offered that lead to a particular career/program. Stop leading students to taking courses with EMPTY credits to lead nowhere!
- Too little with too short a time for Home Ec./Food & Nutrition, Art, provided at this time.
- Will need special needs support for young people of Jr. or Sr. high school age to continue their education. They also need to be taught to read, write, along with learning living skills.

High School/Adult Education Programming:

- Have child in Mistassiniy because there is no high school in Sandy Lake. Son was happier attending Pelican Mountain School. Sometimes find it difficult to get him to go to school.

Completed June 18, 2015

BOARD OF TRUSTEES

COLIN KELLY
TRUSTEE OF THE BOARD

DATE: JUNE 26, 2015

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

RECOMMENDATION
That the Board of Trustees receive 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: JUNE 26, 2015

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

RECOMMENDATION
That the Board of Trustees receive 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: JUNE 26, 2015

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

RECOMMENDATION
That the Board of Trustees receive 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:
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: JUNE 26, 2015

PRESENTED BY: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

SUBJECT: CURRENT EXPENDITURES BORROWING RESOLUTION

ORIGINATOR: FINANCE, MAINTENANCE & TRANSPORTATION COMMITTEE

RECOMMENDATION
That the Board of Trustees approve signing the Borrowing Resolution, if required in the amount of \$300,000,000 to meet the current operating expenditures for the years 2014-15 and 2015-16, as attached.

BACKGROUND:

The Borrowing Resolution is required by the Alberta Treasury Branch to cover borrowing, if required, for current operating expenditures during the 2014/15 and 2015/16 school year.

Borrowing Resolution

School Division/District – Current Expenditures

WHEREAS the Board of Trustees of the Northland School Division/District No. 61 (hereafter called the "Board") in the Province of Alberta considers it necessary to borrow certain sums of money from time to time to meet current expenditures for its schools for its financial year commencing September 1, 2014;

NOW THEREFORE, pursuant to the provisions of the School Act, be it resolved by the Board that:

1. The Board do borrow from Alberta Treasury Branches (hereafter called "ATB") sums of money from time to time in the said financial year as required to meet current expenditures of the Board in the said financial year, provided that the total principal amount owed to ATB at any one time hereunder shall not exceed the sum of three million DOLLARS (\$3,000,000).
2. The Chairman and Treasurer of the Board be and they are hereby authorized for and on behalf of the Board:
 - (a) to apply to ATB for the aforesaid loans to the Board;
 - (b) to obtain advance of monies from ATB in the said financial year by way of an overdraft on the Board's account at an ATB or pursuant to promissory notes or other evidence of indebtedness, as may be permitted or required by ATB; and
 - (c) to execute on behalf of the Board such bills, promissory notes or similar forms of obligation as ATB may require as evidence of and security for all sums borrowed hereunder;

and each document executed as aforesaid shall be valid and binding upon the Board according to its tenor and ATB shall never be bound to inquire whether such officers are observing the limitations on their authority as set forth in this Resolution.

3. All sums borrowed as aforesaid or so much thereof as from time to time remains unpaid shall bear interest at a rate per annum equal to zero (0.00%) PER CENT above the Prime Lending Rate established from time to time by ATB, and such interest shall be calculated and due and payable monthly.
4. All sums authorized to be borrowed hereunder, including interest, shall be due and payable in full no later than August 31 of the said financial year.
5. As security for payment of money borrowed hereunder, the Board hereby charges to and in favour of ATB the whole of the Alberta Learning Funding received or to be received by the Board, and all other money due or accruing due to the Board, and the Chairman and Secretary of the Board are hereby authorized on behalf and in the name of the Board to execute and deliver to ATB such security documents as ATB may require in relation to the foregoing charge. The said charge shall be collateral to the obligation of the Board to repay with interest all sums borrowed from ATB and ATB shall not be bound to recover any such funding or other monies before being entitled to payment from the Board.
6. ATB shall be furnished with a certified copy of this Resolution and a list of the officers of the Board together with specimens of their signatures, and the said list shall be binding on the Board until notice to the contrary or of any changes therein shall be given to the Manager of the Alberta Treasury Branch at which the account of the Board is kept.

CERTIFICATE

WE HEREBY CERTIFY that the foregoing Resolution was duly passed by the Board therein mentioned at a duly and regularly constituted meeting thereof held on the _____ day of _____ at which a quorum was present, and that the said Resolution is in full force and effect.

WITNESS our hands and the seal of the Board this _____ day of _____.

Chairman

(Seal)

Secretary

ATB Financial™

Borrowing Resolution

School Division/District – Current Expenditures

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 - (a) to apply to ATB for the aforesaid loans to the Board;
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WITNESS our hands and the seal of the Board this _____ day of _____.

Chairman

(Seal)

Secretary

ATB Financial™

BOARD OF TRUSTEES

COLIN KELLY
TRUSTEE OF THE BOARD

DATE: JUNE 26, 2015

PRESENTED BY: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

SUBJECT: 2015-2016 BUDGET

ORIGINATOR: FINANCE, MAINTENANCE, TRANSPORTATION COMMITTEE

RECOMMENDATION
That the Board of Trustees approve the 2015-2016 budget as attached.

CURRENT SITUATION: This budget must be submitted by June 30, 2015.

BACKGROUND:

School Jurisdiction Code: 1280

BUDGET REPORT

FOR THE YEAR ENDING AUGUST 31, 2016

[School Act, Sections 147(2)(b) and 276]

Northland School Division No. 61

Legal Name of School Jurisdiction

Bag 1400, 9809-77 Avenue, Peace River, AB. T8S 1V2

Telephone & Fax Numbers, Email Address

BOARD CHAIR

Dr. Colin J. Kelly

Name

Signature

SUPERINTENDENT

Dr. Donna S. Barrett

Name

Signature

SECRETARY TREASURER or TREASURER

Trudy Rasmuson, CMA

Name

Signature

**Certified as an accurate summary of the year's budget as approved by the Board
of Trustees at its meeting held on**

June 27, 2015

Date

Version: 150630

c.c. Alberta Education
c/o Robert Mah, Financial Reporting & Accountability Branch
8th Floor Commerce Place, 10155-102 Street, Edmonton AB T5J 4L5

E-MAIL: Robert.Mah@gov.ab.ca (780-427-3855)

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Color coded cells:

blue cells: require the input of data/descriptors wherever applicable.	grey cells: data not applicable - protected
salmon cells: contain referenced juris. information - protected	white cells: within text boxes REQUIRE the input of points and data.
green cells: populated based on information previously submitted	yellow cells: for Alberta Education use only

HIGHLIGHTS, PLANS, ASSUMPTIONS AND RISKS SUMMARY- 2015/2016 BUDGET REPORT

The following were presented to the Board and approved as underlying the budget. These key points and assumptions used in development of the budget take into consideration the economic environment of the jurisdiction, focus on anticipated changes from current year, and are realistic and consistent with the three year Education Plan. At a minimum, they disclose key budget assumptions, financial & business risks, and specific strategies explaining how this budget will support the jurisdiction's plans.

Budget Highlights, Plans & Assumptions:

1. Northland School Division will continue to place sustained emphasis on strengthening language (English and Aboriginal) by using multiple strategies that are tailored to the contextual needs of each community.
2. The Division will continue to implement to recommended actions from the external literacy review.
3. The Division will be implementing the actions outlined in the Attendance Initiative report.
4. Staff will continue to be provided with school-based and online professional learning opportunities that support the Northland literacy initiative, experiential learning and culturally-appropriate programming.
5. Resources will continue to be directed to support capacity-building in indigenous languages and cultural programming, including land-based learning and curriculum weaving.
6. Schools continue to work with staff and their school communities, using school-based data to determine priorities, develop plans and monitor progress to improve outcomes for students in literacy, numeracy, attendance and successful course completion through the use of culturally-relevant programming.
7. The New Teacher Orientation will continue to support new/beginning teachers to become familiar with the Northland context and to provide quality teacher and learning opportunities. All schools will host community suppers and special events and focus on community engagement throughout the year.
8. Libraries will continue to be upgraded and schools will lead projects that will encourage the dissemination of books throughout the communities.
9. Implementation of the 2013 maintenance review recommendations will continue, providing a safe and caring learning environment for teachers and staff.
10. Northland has completed the implementation of the new Human Resources and Financial Management system (SRB), and will be using the system to improve systems and processes.
11. The Division will implement the recommendations of the Auditor General's report to use community-based strategies to improve attendance.
12. Leadership staff will continue to work on community-based partnerships with the First Nations and Metis communities.

Significant Business and Financial Risks:

The current budget reflects Northland School Division's efforts to implement recommendations in the Northland Inquiry Team Report (2010), supporting improvements in the division. However, efforts are constrained by current funding as follows:

- The major financial burden on the division is the salary increase and grid movement for certificated and uncertificated staff of approximately \$1.2 million.
- Because of the small communities where the Division operates schools and the high-needs of some of the students, class sizes are well below the provincial average, adding significant salary costs.
- Although the Division received 30 mobile home units to replace some aging teacherages, the grant money received from the province to move the units was about 50% of what was required. The Division funded the additional \$850,000. Nominal rent increases were set, which left a significant funding shortfall.
- There is a potential for a significant reduction in federal revenue if the First Nations adopt the provincial funding model.
- We continue to provide in excess of 475 hours of instructional time for ECS students; however, current funding for ECS makes this a challenge.
- The high school CEU completion rate is low, which affects the funding of the Division's high school project. With the current funding model, NSD's high school program is unsustainable.
- Maintenance funding is status quo. However, as the building infrastructure continues to deteriorate, there is increased potential for unexpected emergencies. These situations create health and safety issues and disrupt the education of students who have no alternate location for instruction when schools are not operational.
- Northland School Division does not collect additional school fees of any kind.

BUDGETED STATEMENT OF OPERATIONS
for the Year Ending August 31

	Approved Budget 2015/2016	Fall Budget Update 2014/2015	Actual 2013/2014
REVENUES			
Alberta Education	\$38,334,542	\$37,011,527	\$38,136,250
Other - Government of Alberta	\$930,824	\$930,824	\$774,716
Federal Government and First Nations	\$22,175,563	\$23,696,172	\$20,838,515
Other Alberta school authorities	\$0	\$0	\$0
Out of province authorities	\$0	\$0	\$0
Alberta Municipalities-special tax levies	\$0	\$0	\$0
Property taxes	\$0	\$0	\$0
Fees	\$0	\$0	\$0
Other sales and services	\$1,186,841	\$1,494,069	\$1,162,953
Investment income	\$40,000	\$40,000	\$67,600
Gifts and donations	\$450,000	\$450,000	\$801,935
Rental of facilities	\$1,045,540	\$957,530	\$832,865
Fundraising	\$0	\$0	\$394,866
Gains on disposal of capital assets	\$0	\$0	\$200
Other revenue	\$0	\$0	\$0
TOTAL REVENUES	\$64,163,310	\$64,580,122	\$63,009,900
EXPENSES			
Instruction - Early Childhood Services	\$2,066,571	\$0	\$0
Instruction - Grades 1-12	\$38,756,733	\$41,553,778	\$39,307,283
Plant operations & maintenance	\$10,646,054	\$10,187,496	\$11,647,020
Transportation	\$3,582,035	\$3,555,872	\$3,741,924
Administration	\$3,793,603	\$3,933,415	\$3,510,503
External Services	\$5,511,916	\$5,345,664	\$5,092,838
TOTAL EXPENSES	\$64,356,912	\$64,576,225	\$63,299,568
ANNUAL SURPLUS (DEFICIT)	(\$193,602)	\$3,897	(\$289,668)

BUDGETED ALLOCATION OF EXPENSES (BY OBJECT)
for the Year Ending August 31

	Approved Budget 2015/2016	Fall Budget Update 2014/2015	Actual 2013/2014
EXPENSES			
Certificated salaries	\$21,815,258	\$21,919,528	\$20,878,113
Certificated benefits	\$4,742,909	\$4,172,140	\$4,390,192
Non-certificated salaries and wages	\$12,976,830	\$13,602,297	\$12,583,963
Non-certificated benefits	\$3,214,034	\$3,473,654	\$2,805,020
Services, contracts, and supplies	\$16,791,052	\$16,882,421	\$16,819,765
Capital and debt services			
Amortization of capital assets			
supported	\$3,562,723	\$0	\$3,526,233
unsupported	\$1,208,944	\$4,481,023	\$2,243,316
Interest on capital debt			
supported	\$0	\$0	\$9,178
unsupported	\$0	\$0	\$216
Other interest and finance charges	\$45,162	\$45,162	\$2,430
Losses on disposal of capital assets	\$0	\$0	\$41,142
Other expense	\$0	\$0	\$0
TOTAL EXPENSES	\$64,356,912	\$64,576,225	\$63,299,568

BUDGETED SCHEDULE OF FEE REVENUE
for the Year Ending August 31

	Approved Budget 2015/2016	Fall Budget Update 2014/2015	Actual 2013/2014
FEES			
Transportation fees	\$0	\$0	\$0
Basic instruction supplies, text book rental, material fees	\$0	\$0	\$0
Technology user fees	\$0	\$0	\$0
Alternative program fees	\$0	\$0	\$0
Fees for optional courses	\$0	\$0	\$0
Fees for students from other boards	\$0	\$0	\$0
Tuition fees (international & out of province)	\$0	\$0	\$0
Kindergarten & preschool	\$0	\$0	\$0
Extracurricular fees	\$0	\$0	\$0
Field trips	\$0	\$0	\$0
Lunch supervision fees	\$0	\$0	\$0
Other (describe)*	\$0	\$0	\$0
Other (describe)	\$0	\$0	\$0
Other (describe)	\$0	\$0	\$0
Other (describe)	\$0	\$0	\$0
Other (describe)	\$0	\$0	\$0
TOTAL FEES	\$0	\$0	\$0

*PLEASE DO NOT USE "SCHOOL GENERATED FUNDS" AS A CATEGORY

Please disclose amounts paid by parents of students that are recorded as "Other sales and services" or "Other revenue" (rather than fee revenue):	Approved Budget 2015/2016
Optional non-study programs	\$0
Optional extracurricular participation	\$0
Student travel	\$0
Sales or rentals of other supplies/services	\$0
Other (describe)	\$0
Other (describe)	\$0
Other (describe)	\$0
Other (describe)	\$0
Other (describe)	\$0
TOTAL	\$0

PROJECTED SCHEDULE OF CHANGES IN ACCUMULATED OPERATING SURPLUS (SUMMARY)
for the Year Ending August 31

	(1)	(2)	(3)	(4)	(5)	(6)	(7)
	ACCUMULATED OPERATING SURPLUS (2+3+4+7)	INVESTMENT IN TANGIBLE CAPITAL ASSETS	ENDOWMENTS	ACCUMULATED SURPLUS FROM OPERATIONS (5+6)	UNRESTRICTED SURPLUS	INTERNALLY RESTRICTED	
						OPERATING RESERVES	CAPITAL RESERVES
Actual balances per AFS at August 31, 2014	\$9,762,460	\$7,705,593	\$0	\$926,987	\$926,987	\$0	\$1,129,880
2014/2015 Estimated impact to AOS for:							
Prior period adjustment	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Estimated surplus(deficit)	\$3,897			\$3,897	\$3,897		
Estimated Board funded capital asset additions		\$1,714,414		(\$1,214,414)	(\$1,214,414)	\$0	(\$500,000)
Estimated Disposal of unsupported tangible capital assets	\$10,000	\$0		\$10,000	\$10,000		\$0
Estimated amortization of capital assets (expense)		(\$4,481,023)		\$4,481,023	\$4,481,023		
Estimated capital revenue recognized - Alberta Education		\$3,272,623		(\$3,272,623)	(\$3,272,623)		
Estimated capital revenue recognized - Other GOA		\$0		\$0	\$0		
Estimated capital revenue recognized - Other sources		\$0		\$0	\$0		
Estimated changes in Endowments	\$0		\$0	\$0	\$0		
Estimated Unsupported debt principal repayment		\$0		\$0	\$0		
Estimated reserve transfers (net)				\$0	\$0	\$0	\$0
Estimated Assumptions/Transfers of Operations (Explain)	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Estimated Balances for August 31, 2015	\$9,776,357	\$8,211,607	\$0	\$934,870	\$934,870	\$0	\$629,880
2015/2016 Budget projections for:							
Budgeted surplus(deficit)	(\$193,602)			(\$193,602)	(\$193,602)		
Projected Board funded capital asset additions		\$770,000		(\$770,000)	(\$770,000)	\$0	\$0
Budgeted Disposal of unsupported tangible capital assets	\$0	\$0		\$0	\$0		\$0
Budgeted Amortization of capital assets (expense)		(\$4,771,667)		\$4,771,667	\$4,771,667		
Budgeted capital revenue recognized - Alberta Education		\$3,562,723		(\$3,562,723)	(\$3,562,723)		
Budgeted capital revenue recognized - Other GOA		\$0		\$0	\$0		
Budgeted capital revenue recognized - Other sources		\$0		\$0	\$0		
Budgeted changes in Endowments	\$0		\$0	\$0	\$0		
Budgeted Unsupported debt principal repayment		\$0		\$0	\$0		
Projected reserve transfers (net)				\$0	\$0	\$0	\$0
Projected Assumptions/Transfers of Operations (Explain)	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Projected Balances for August 31, 2016	\$9,582,755	\$7,772,663	\$0	\$1,180,212	\$1,180,212	\$0	\$629,880

ANTICIPATED CHANGES IN ACCUMULATED OPERATING SURPLUS SUMMARY- 2014/2015 BUDGET REPORT

The following explains the anticipated changes to each component of the Accumulated Operating Surplus for 2014/2015 and provides detail on planned additions to unsupported capital. Additional space is provided on Page 6. The anticipated use of Unrestricted Surplus and Operating Reserves for 2015/2016 should be explained on Page 9 and detailed on 10 by cost object and program.

Reason for expected changes in Investment in Tangible Capital Assets and Endowments as well as intended uses of Operating and Capital Reserves:
2014/2015 (Additional space provided on the next page)

Reasons for changes in Investment in Tangible Capital Assets (i.e. supported tangible capital asset acquisitions or material dispositions):
See next page

**ANTICIPATED CHANGES IN ACCUMULATED OPERATING SURPLUS
for the Year Ending August 31**

The following explains the anticipated changes to each component of AOS for 2014/2015 and 2015/2016 and provides detail on the planned additions to unsupported capital. The anticipated use of Unrestricted Surplus and Operating Reserves should be explained on Page 9 and detailed on Page 10.

Reason for expected changes in Investment in Tangible Capital Assets and Endowments as well as the intended uses of the balances remaining for Unrestricted Surplus, Operating Reserves and Capital Reserves as at August 31, 2016.

2014/2015

Reasons for changes in Investment in Tangible Capital Assets (i.e. supported tangible capital asset acquisitions or material dispositions):

The following is a list of some of the major capital expenditures for the 2014-2015 Budget totalling \$1,714,414

Construction items pertaining to Gift Lake School	\$122,593
Shed at Little Buffalo	\$ 10,846
Technology items - Servers, School PA System	\$ 90,157
HR and Finance Management System	\$ 43,920
School Food Services New Kitchen Equipment	\$ 61,432
4 - New School Buses	\$337,917
2 - Vehicle Replacements	\$ 72,451
2 - Bobcat Replacements	\$ 63,268
Miscellaneous equipment	\$ 11,830
Unsupported Portion of Housing Project	\$900,000

Other information related to changes in AOS for the 2014/2015 budget year:

The Unsupported Portion of the Housing Project will be reduced when some of the existing housing units (some of which are supported) are sold and the proceeds are applied to the set-up and installation of the new housing units.

2015/2016

Reasons for changes in Investment in Tangible Capital Assets (i.e. supported tangible capital asset acquisitions or material dispositions):

Parking Lot at St Theresa	\$200,000
4 - School Buses (to replace 1 - 66 passenger and 3 - 54 passenger buses)	\$400,000
3 - Maintenance truck replacements (3/4 ton w/service boxes)	\$120,000
School Food Services Kitchen Equipment	\$ 25,000
Miscellaneous Maintenance and Custodial Equipment	\$ 25,000

Planned Uses for remaining Unrestricted Surplus, Operating Reserves, and Capital Reserves (including time frame) after August 31, 2016:

Other Information related to changes in AOS for the budgeted 2015/2016 budget year:

School Jurisdiction Code: 1280

**PROJECTED STUDENT STATISTICS
FULL TIME EQUIVALENT (FTE) ENROLLED STUDENTS**

	Budgeted 2015/2016 (Note 2)	Actual 2014/2015	Actual 2013/2014	Notes
GRADES 1 TO 12				
Eligible Funded Students:				
Grades 1 to 9	1,229	1,169	1,163	Head count
Grades 10 to 12	72	70	85	Note 3
Total	1,301	1,239	1,248	Grades 1-12 students eligible for base instruction funding from Alberta Education.
Percentage Change	5.0%	-0.7%		
Other Students:				
Total	1,109	1,165	1,064	Note 4
Total Net Enrolled Students	2,410	2,404	2,312	
Home Ed and Blended Program Students	9	7	5	Note 5
Total Enrolled Students, Grades 1-12	2,419	2,411	2,317	
Percentage Change	0.3%	4.1%		
Of the Eligible Funded Students:				
Severely Disabled Students served	79	79	155	Total eligible funded severely disabled student FTEs; including Code 40s (excluding Code 47s).
EARLY CHILDHOOD SERVICES (ECS)				
Eligible Funded Children	168	204	166	ECS children eligible for ECS base instruction funding from Alberta Education.
Other Children	93	79	110	ECS children not eligible for ECS base instruction funding from Alberta Education.
Total Enrolled Children - ECS	261	283	276	
Program Hours	997	997	997	Minimum: 475 Hours
FTE Ratio	1.049	1.049	1.049	Actual hours divided by 950
FTE's Enrolled, ECS	274	297	290	
Percentage Change	-7.8%	2.5%		
Of the Eligible Funded Children:				
Severely Disabled Children served	30	35	26	Total eligible funded severely disabled children FTEs, including Code 40 children in program units.
NOTES:				
1) Enrolment is to be completed WHEREVER APPLICABLE and are 'as at September 30th' for each year.				
2) Budgeted enrolment is to be based on best information available at time of the 2014/2015 budget report preparation.				
3) The # of FTE grade 10-12 students is determined by taking the total # of students' credits / 35; where 35 CEU's = 1 FTE.				
4) Other Grade 1-12 students that are not eligible for base instruction funding from Alberta Education include First Nations students living on reserves for which tuition fee payments are made from Band or INAC (Code 330), students younger than 5 1/2 or older than 20, and out-of-province and foreign students.				
5) Because they are funded separately, Home Education students are not included with total net enrolled students. In the blended program, funding per student is pro-rated on the percentage of the student's program which is taken at school and at home; home education students are assigned a weighting of 0.25 FTE for base funding.				

School Jurisdiction Code: 1280

**PROJECTED STAFFING STATISTICS
FULL TIME EQUIVALENT (FTE) PERSONNEL**

	Budgeted 2015/2016	Actual 2014/2015	Fall Budget 2014/2015	Actual 2013/2014	Notes
<u>CERTIFICATED STAFF</u>					
School Based	199.5	210.6	204.3	197.6	Teacher certification required for performing functions at the school level.
Non-School Based	10.2	12.0	13.0	12.0	Teacher certification required for performing functions at the system/central office level.
Total Certificated Staff FTE	209.7	222.6	217.3	209.6	FTE for personnel possessing a valid Alberta teaching certificate or equivalency.
Explanation required where change unrelated to enrolment	-5.8%	6.2%	3.7%		
Percentage change from Fall Budget	-3.5%				
Is an average standard cost used to derive certificated salaries?	Yes				
If an average standard cost is used, please disclose rate:	\$ 107,185				
Explanation of Changes:					
<u>NON-CERTIFICATED STAFF</u>					
Instructional	115.2	142.7	100.5	115.1	Personnel providing instruction support for schools under 'Instruction' program areas.
Plant Operations & Maintenance	52.1	57.5	-	-	Personnel providing support to maintain school facilities
Transportation	42.8	37.5	-	-	Personnel providing direct support to the transportation of students to and from school
Other Non-Instructional	58.3	53.9	196.0	172.6	Personnel in Board & System Admin. and External service areas.
Total Non-Certificated Staff FTE	268.4	291.6	296.5	287.6	FTE for personnel not possessing a valid Alberta teaching certificate or equivalency.
Percentage Change	-8.0%	1.4%	3.1%		
Percentage change from Fall Budget	-9.5%				
Explanation of Changes:					
Some of the Instructional non-certificated staff positions (Special Assistants, PUF Special Assistants) are included in the budget as lump sum \$ amounts as the actual number of positions required will not be known until student assessments are completed in September					
Additional Information					
Are non-certificated staff subject to a collective agreement?	No				
Please provide terms of contract for 2015/16 and future years for non-certificated staff subject to a collective agreement along with the number of qualifying staff FTE's.					

UTILIZATION OF ACCUMULATED SURPLUS FROM OPERATIONS
for the Year Ending August 31

Where boards anticipate a decline in Accumulated Surplus in Operations on Page 5 (AOS) during the 2015/16 school year, please identify the justification for the use of these reserves. Document each cost on Page 10 (ASO Use), "Detailed Breakdown for the Budgeted Utilization of Accumulated Surplus from Operations for the Year Ended August 31, 2016."

DETAILED BREAKDOWN FOR THE BUDGETED UTILIZATION OF ACCUMULATED SURPLUS FROM OPERATIONS
for the Year Ending August 31, 2016

					Expected Cost	
	Explanation	Recurring? ¹	Capital? ²	Program ³	Object ⁴	
1						\$0
2						\$0
3						\$0
4						\$0
5						\$0
6						\$0
7						\$0
8						\$0
9						\$0
10						\$0
11						\$0
12						\$0
13						\$0
14						\$0
15						\$0
16						\$0
17						\$0
18						\$0
19						\$0
20						\$0
21						\$0
22						\$0
23						\$0
24						\$0
25						\$0
Use Of A.S.O. for Budget Year 2015/2016						\$0
Unexplained Reduction of A.S.O. (Cannot be more than \$10,000)						#VALUE!
1. Use drop-down menu: If expense is recurring, indicate how the project will be funded in the future.						#VALUE!
2. Use drop-down menu: Capital items should be funded through capital reserves, if available.						
3. Use drop-down menu: If expenditure represents an "Operating" expense, indicate to which Program this item was included on the Budgeted Statement of Operations.						
4. Use drop-down menu: If expenditure represents an "Operating" expense, indicate to which Expenditure Object this item was included on the Budgeted Allocation of Expenses (by Object).						

BOARD OF TRUSTEES

**COLIN KELLY
TRUSTEE OF THE BOARD**

DATE: JUNE 26, 2015

PRESENTED BY: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

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

ORIGINATOR: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

That the Board of Trustees approve of the follow up action taken by Administration with respect to local board minutes received, as attached.

Meeting	Date of Meeting	Agenda Item	Task
LSBC (03/10/2015)	5/14/2015	Little Buffalo	Motion 18/14/15 - Moved by Larry/Cheryl - to keep the cold weather temperature at - 35 for cancellation fo the bus.
LSBC (03/25/2015)	5/14/2015	Susa Creek	Motion 69/15 - Maryanne moved that Northland School Divison No. 61 Investigate the maintenance of our school buses to ensure safe travel for our students

Superintendent's Report

June 26, 2015

May, 2015

25	Edmonton	Meeting with Fort McKay First Nation Education
26	Calling Lake	Fire Evacuation Visit
28	Grouard	Meeting with Northern Lakes College President
		Meeting with Grouard Local School Board Committee
31 (PM)	Red Deer	ASBA Spring General Meeting

June, 2015

1-2	Red Deer	ASBA Spring General Meeting
3	Peace River	Divisional Leadership Team Meeting
5	Peace River	Teleconference with Athabasca Tribal Council
8	Peace River	Meeting with Education Director of Bigstone Cree First Nation Education Authority
9	Grouard	Principal Interviews
10	Gift Lake	Gift Lake School Visit- Facilities
12	Slave Lake	Meeting with ATA
13	Keg River	Dr. Mary Jackson School ECS Graduation
14	Peace River	Peace River Powwow
15	Peace River	Teleconference with ATA
	Peace River	Meeting with Peace River School Division and Holy Family Catholic School Division Superintendents
16	Peace River	Committee Meetings and Agenda Review
17	Wabasca	Meeting with Bigstone Cree First Nation Education Authority and MD of Opportunity
	Calling Lake	Calling Lake School visit Meeting with Clifford Cardinal
18	Peace River	Meeting with Chester Auger
	Grouard	Meeting with Grouard Local School Board Committee
19	Peace River	Literacy Priority Focus Group Meeting
20	Peerless Lake	Peerless Lake Graduation
22	Grouard	Appreciation Lunch with Northern Lakes College and Gift Lake School
23	Edmonton	Meeting with Fort McKay First Nation Education
25	Trout Lake	Kateri School Graduation
26-27	Peace River	Corporate Board Meeting



May 19, 2015

Northland School Division No. 61
9809 - 77th AVE
Peace River, AB T6E 1M3

Email: donna.barrett@nsd61.ca;

Attention: Donna Barrett, Superintendent

RE: Agreement for mental health promotion, prevention and early intervention initiative called Mental Health Capacity Building in Schools between Alberta Health Services ("AHS") and Northland School Division No. 61 dated July 1, 2014 with reference number CLM200960 (the "Agreement").

Pursuant to Section 2(b) of the Agreement, AHS hereby gives written notice that it is exercising its right to extend the term of the Agreement, such extension term to commence on July 1, 2015 and expiring on June 30, 2016 ("Extension Term"). Restricted Funding during the Extension Term will be based on the budget outlined in Schedule B of the Agreement. Also, in accordance with Section 5(d) Repayment of Surplus, any Surplus will not be approved to be carried over into this Extension Term.

Sincerely,

ALBERTA HEALTH SERVICES

Per: 

Name: Reed Allinson

Title: Contract Manager

Date: May 20/2015

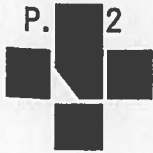
Per: 

Name: Libby Strawn

Title: Director

Date: May 20 2015

**FILED IN
DOCUShare**



**Alberta Health
Services**

Contracting, Procurement & Supply Management

Office: 403-943-0233

E-mail: Admir.Chihaluca@albertahealthservices.ca

May 19, 2015

Northland School Division No. 61
9809 - 77th AVE
Peace River, AB T6E 1M3

Email: donna.barrett@nsd61.ca;

Attention: Donna Barrett, Superintendent

RE: Agreement for mental health promotion, prevention and early intervention initiative called Mental Health Capacity Building In Schools between Alberta Health Services ("AHS") and Northland School Division No. 61 dated July 1, 2014 with reference number CLM200952 (the "Agreement").

Pursuant to Section 2(b) of the Agreement, AHS hereby gives written notice that it is exercising its right to extend the term of the Agreement, such extension term to commence on July 1, 2015 and expiring on June 30, 2016 ("Extension Term"). Restricted Funding during the Extension Term will be based on the budget outlined in Schedule B of the Agreement. Also, in accordance with Section 5(d) Repayment of Surplus, any Surplus will not be approved to be carried over into this Extension Term.

Sincerely,

ALBERTA HEALTH SERVICES

Per: 

Name: Reed Allinson

Title: Contract Manager

Date: May 20/2015

Per:  

Name: Libby Strawn

Title: Director

Date: May 20 2015

**FILED IN
DOCUSHARE**

Kee Tas Kee Now Tribal Council (KTC) & Northland School Division N0 61 (NSD)
Grouard Spring Camp
June 15 - 18, 2015

Report





Prepared by: KTC Secondary Services Team
 Kee Tas Kee Now Tribal Council (KTC) & Northland School
 Division NO 61
 Marten Lake Winter Camp
 June 15-18, 2015



- Target Audience:** Grades 1-9 students
- Target School(s):** Grouard School (NSD) and Atikameg School(KTC)
- Theme:** Woodland Cree Culture
- Funders:** Kee Tas Kee Now Tribal Council
 Northland School Division
- Coordinator's:** Jakie Sander, NSD Grouard School,
 Jason Bigcharles, KTC Outdoor Education/Cree Culture
- Camp Manager:** Jackie Sander/Jason Bigcharles
- Learning Outcomes:** See appendix 1
- Program:** See appendix 2
- Budget:** See appendix 3



Report

On June 15-18, 2015 Grouard School and Kee Tas Kee Now Tribal Council (KTC) hosted a spring culture camp at Marten Lakes Northern Lakes College. The theme of this year's camp was "Woodland Cree Culture". The target audiences were the students (grades 1-9) from KTC and KTC/NSD partnership schools. Grades 3-9 from Grouard School stayed at the camp from Monday to Thursday with grades 1 and 2 staying Tuesday and Wednesday. Grades 5 and 6 from Atikameg School came out for the day on Wednesday to take part in activities at the camp. The total number of participating students at the camp was 78 throughout the week, the highest number of students to attend the camp for programming to date.

Attending Schools and Students Numbers

Grouard School (54)
Atikameg (24)

The camp program (see appendix 2) was designed to reflect a variety of traditional and contemporary practices of the Woodland Cree peoples. Such as activities as cutting moose meat in preparation for smoking and making into drymeat, making a smoke rack, medicinal plant identification, canoeing, fishing, shelter building, storytelling, fish scale art and archery provided students with a hands-on approach to learning about and experiencing the Woodland Cree Culture.

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



Presenters and Resource persons

- 1) Jason Bigcharles (KTC) *"Cutting Moose Meat into Drymeat"*
- 2) Jason Bigcharles (KTC) *"Making a Smoke Rack and Hanging Drymeat"*
- 3) Jason Bigcharles (KTC) *"Medicinal Plant Identification"*
- 4) Russell Cardinal Jr. (Grouard) *"Shelter Building"*
- 5) Russell Cardinal Jr. (Grouard) *"Fishing Skills"*
- 6) Joyce (NSD) and Linda (Grouard School), *"Fish Scale Art"*
- 7) Jason Bigcharles (KTC) and Paul Neethling (KTC), *"Canoeing"*
- 8) Jackie Sander (Grouard School) *"Archery"*
- 9) Jason Bigcharles (KTC); *"Storytelling"*
- 10) Paul Neethling (KTC); *"Using a Telescope"*

Students had opportunities to experience hands-on learning through participation in indoor and outdoor activities. As outlined in the Cree Language and Cultural Program of Studies; students learned from all areas of the Outcomes; Applications, Language Competence, Community Membership and Strategies.

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

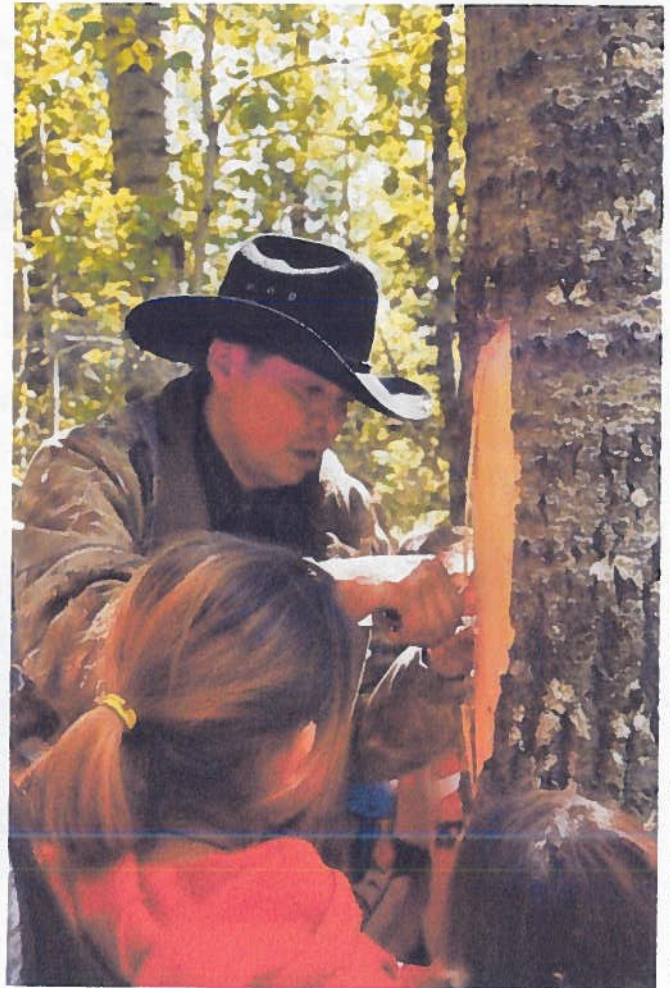
The following activities delivered in the context of the camp and fulfilled and are connected to cultural outcomes listed in appendix 1.

- Making Drymeat (Moose Meat)
- Making a Smoke Rack
- Medicinal Plant Identification
- Shelter Building
- Fishing
- Cultural art project
- Traditional skills (importance of traditional skills)

Overall students enjoyed the camp and were requesting more presentations. KTC and NSD both fully support land based learning opportunities that focus on curriculum relevant activities and are working hard to identify and offer such activities.

Recommendations for next year include:

- Offering student credit(s) for participation.
- Increasing partnership opportunities in programing and funding
- Provide a pre-camp package to schools and a pre visit by the facilitation team to encourage participation.
- Look at opportunities for community engagement by inviting parents and community members to participate in camps.



Appendix 1: Cultural Learning Outcomes (fulfilled)

The following lists the Cultural (Cree) Learning Outcomes (CREE LANGUAGE AND CULTURE TWELVE-YEAR PROGRAM KINDERGARTEN TO GRADE 12 1996) that were fulfilled during the Marten Lake Winter Camp.

Applications

- A-1 to share information
- A-1.1 share factual information
- A-3 to get things done
- A-3.1 guide action of others
- A-3.3 group action
- A-3.3a small group tasks
- A-4 to form, maintain and change interpersonal relationship
- A-4.1 manage personal relationships
- A-5 to enhance their knowledge of the world
- A-5.1 discover and explore
- A-5.1a ask questions and clarify understanding
- A-6 for imaginative purposes and personal enjoyment
- A-6.3 personal enjoyment
- A-6.3 a use the language personal enjoyment eg: pakesiwin

Language Competence

- LC-2.1 listening
- LC-2.2 b engage in simple interactions using simple sentences and/or phrases.

Strategies

- S-1.1 language use
- S-1.1a identify and use a variety of strategies to enhance Language learning and cultural learning.
- S-3.1 cultural learning
- S-3.1a identify and use a variety of strategies to enhance cultural learning.

Community Membership

- CM-1 Mother Earth
- CM-1. 1 relationships
- CM-1.1a participate in activities that show care respect for Mother Earth.
- CM-1.3 practice and products
- CM-1.3a explore basic, key practices and products related to Mother Earth.
- CM-1.4 past and present perspective
- CM-1.4a explore past and present Cree Values related to Mother Earth
- CM-1.5 diversity

CM-1.5a	explore diverse Cree Values related to Mother Earth
CM-2	others
CM-2.1	relationships
CM-2.1a	form positive relationships with others eg: peers, family, Elders.
CM-2.3	practices and products
CM-2.3a	explore cultural practices and products of Cree people in Canada.
CM-3	themselves
CM-3.1	relationships
CM3.1a	identify influences on the development of their own self-concept and self-identity.
CM-3.3	practices and products
CM-3.3a	explore Cree culture experiences, practices and products.

Literacy Benchmarks

Knowledge and Understanding

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

Strategies

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

Numeracy Benchmarks

Awareness

- I use numeracy skills to represent what I know, what I am able to do and what I need to learn

Strategies

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





Appendix 2: Winter Camp Program



Marten Lake Spring Culture Camp 2015 *(Draft)*

DAY 1: Monday, June 15th 2015
Whitefish School

School: Grouard School and

30 Students (15/field group)

Time	Group 1 Paskwâwmostos (Buffalo)	Group 2 Mahibkan (wolf)	Group 3 Kihew (Eagle)	Group 4 Makeesis (Fox)
1:00 – 2:30 p.m.	- Opening Ceremony, Opening Prayer, - Expectations, Cabin Allocations			
2:30 – 3:00 p.m.	Plant Identification/Nature Hike (Jason)		Building a Drymeat/Fish Rack	
3:00 – 5:00 p.m.	Building a Drymeat/Fish Rack		Plant Identification/Nature Hike (Jason)	
5:00 – 6:30 p.m.	Supper/Free time			
6:30 – 8:00 p.m.	Drymeat Making Demonstration/Practice (Jason)		Scaling Fish and Dying Fish Scales (Joyce/Linda)	
8:00 – 9:30 p.m.	Scaling Fish and Dying Fish Scales (Joyce/Linda)		Drymeat Making Demonstration/Practice (Jason)	
9:30 – 10:00 p.m.	Storytelling/Sing-along by the fire			
10:00 – 11:00 p.m.	Quiet time and lights out!			

DAY 2: Tuesday, June 16th 2015

Time	Group 1 Paskwâwmostos (Buffalo)	Group 2 Mahihkan (wolf)	Group 3 Kihew (Eagle)	Group 4 Makeesis (Fox)
7:30 – 8:30 a.m.	<i>Breakfast</i>			
9:00 – 10:30 a.m.	Canoeing (Jason)	Archery (Jackie)	Shelter Building	Fish Scale Art (Joyce/Linda)
10:30 – 12:00 p.m.	Fish Scale Art(Joyce/Linda)	Canoeing (Jason)	Archery (Jackie)	Shelter Building
12:00 – 1:30 p.m.	<i>Lunch</i>			
1:30 – 3:00 p.m.				
3:00 – 4:30 pm	Shelter Building	Fish Scale Art (Joyce/Linda)	Canoeing (Jason)	Archery (Jackie)
4:30 – 6:00 pm	Archery (Jackie)	Shelter Building	Fish Scale Art (Joyce/Linda)	Canoeing (Jason)
6:00 – 7:30 p.m.	<i>Supper/Freetime</i>			
7:30 – 9:30 p.m.	Complete Fish Scale Art/ Story Telling/Sing Along			
10:00 – 11:00 p.m.	Quiet time and lights out!			

DAY 3: Wednesday, June 17th 2015

Time	Group 1 Paskwâwmostos (Buffalo)	Group 2 Mahihkan (wolf)	Group 3 Kihew (Eagle)	Group 4 Makeesis (Fox)
7:30 – 8:30 a.m.	Breakfast			
8:30 – 9:00	Pack up and board bus			
9:00 – 12:00.	Drive First round group back and pick up Second Round group – Whitefish first then Grouard stops.			
12:00 – 3:00	Drive Second round group up to Martin Lake camp. – Opening Ceremony, Expectations, Cabin Allocations			
3:00 – 4:00 p.m.	Plant Identification/Nature Hike (Jason)		Building a Drymeat/Fish Rack	
4:00 – 5:00 p.m.	Building a Drymeat/Fish Rack		Plant Identification/Nature Hike (Jason)	
5:00 – 6:00 p.m.	Supper and Break			
6:00 – 7:00 p.m.	Drymeat Making Demonstration/Practice (Jason)		Scaling Fish and Dying Fish Scales (Joyce/Linda)	
7:00 – 8:00	Scaling Fish and Dying Fish Scales (Joyce/Linda)		Drymeat Making Demonstration/Practice (Jason)	
9:30 – 10:00 p.m.	Storytelling/Sing-along by the fire			
10:00 – 11:00 p.m.	Quiet time and lights out!			

DAY 4: Thursday, June 18th 2015

Time	Group 1 Paskwâwmostos (Buffalo)	Group 2 Mahihkan (wolf)	Group 3 Kihew (Eagle)	Group 4 Makeesis (Fox)
7:30 – 8:30 a.m.	<i>Breakfast</i>			
9:00 – 10:30 a.m.	Canoeing (Jason)	Archery (Jackie)	Shelter Building	Fish Scale Art (Joyce/Linda)
10:30 – 12:00 p.m	Fish Scale Art(Joyce/Linda)	Canoeing (Jason)	Archery (Jackie)	Shelter Building
12:00 – 1:30 p.m.	<i>Lunch</i>			
1:30 – 3:00 p.m				
3:00 – 4:30 pm	Shelter Building	Fish Scale Art (Joyce/Linda)	Canoeing (Jason)	Archery (Jackie)
4:30 – 6:00 pm	Archery (Jackie)	Shelter Building	Fish Scale Art (Joyce/Londa)	Canoeing (Jason)
6:00 – 7:30 p.m.	<i>Supper/Freetime</i>			
7:30 – 9:30 p.m.	Complete Fish Scale Art/ Story Telling/Sing Along			
10:00 – 11:00 p.m.	Quiet time and lights out!			

DAY 5: Friday, June 19th 2015

Time	Group 1 Paskwâwmostos (Buffalo)	Group 2 Mahihkan (wolf)	Group 3 Kihew (Eagle)	Group 4 Makeesis (Fox)
7:30 a.m. – 8:30	Breakfast			
9:00 a.m. – 11:00	Review and Talking Circle			
11:00 a.m. – 12:00	Pack and cleanup			
12:00 p.m.	Lunch Thank you, closing prayer(s) and departure			

"We are more than the sum of our Knowledge,
We are the products of our imagination"



Appendix 3: KTC/Grouard School Camp Budget

Contributions

Alberta Government Grant
Kee Tas Kee Now Tribal Council
Northland School Division

Expenditures

BUDGET

Presenter Costs

ALL INTERNAL NSD/KTC PERSONELL \$ 0.00

Expenditures

BUDGET

Materials and Supplies

Fishing equipment, baits, etc(KTC)	\$311.20
Marten Lake Camp Rental (Grouard School).....	\$892.50
Food and kitchen supplies (Grouard School).....	\$2000.00
Total	<u>\$3,203.70</u>

Total Expenditures	<u>\$3,203.70</u>
<u>Total Bussing Expenditures \$540/day x 2days (NSD)</u>	<u>\$1,080.00</u>
<u>KTC Contribution Specialist hours app. 7 days@280/day (KTC)</u>	<u>\$1,960.00</u>
<u>TOTAL 2015 Expenditures</u>	<u>\$6,243.70</u>

Summary

The camp was an overall success and all feedback from students, supervisors, camp staff and visitors was positive. There was a nice balance of student engagement in activities along with sufficient opportunities for students to socialize. Although there were a large number of students in attendance there was a low supervisor to student ratio so supervision was not an issue. Jackie Sander is to be commended on her ability to provide exceptional meals to such a high number of students and staff largely on her own as programming took place. Paul Neethling should also be recognized for his outstanding support to cultural programming within the KTC/NSD partnership.

Northland
School Division No. 61

Donna Barrett <donna.barrett@nsd61.ca>

Interim Supply Bill

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

Thu, Jun 18, 2015 at 10:05 AM

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

Private Schools and Early Childhood Operators

Presidents of Stakeholder Associations

ACSTA (Alberta Catholic School Trustees' Association)

ASBA (Alberta School Boards Association)

ASCA (Alberta School Councils' Association)

ATA (Alberta Teachers' Association)

AAPCS (Association of Alberta Public Charter Schools)

ACFA (Association canadienne-française de l'Alberta)

AISCA (Association of Independent Schools & Colleges in Alberta)

ASBOA (Association of School Business Officials of Alberta)

CASS (College of Alberta School Superintendents)

Federation des parents francophones de l'Alberta

Federation des conseils scolaires francophones de l'Alberta

PSBAA (Public School Boards' Association of Alberta)

Yesterday, this government took another important step in demonstrating our commitment to Kindergarten to Grade 12 education in Alberta.

By introducing interim supply bill, we have ensured that the education system will operate normally until a full Budget can be delivered in the fall.

Interim supply provides funding authority to government, so it can continue to provide services and carry out day-to-day operations when a Budget hasn't been passed. This includes funding for school capital projects, the Teachers' Framework Agreement, and the commitment made in May to reverse grant cuts and fully fund enrolment.

I'm pleased to say that the funding dedicated to K-12 education within interim supply covers all regular operations, as reflected in the *2015/2016 Funding Manual for School Authorities* that was updated based on our government's May 28, 2015 funding announcement. Interim supply does not reallocate priorities or provide for new policy – those types of decisions will be made in the fall Budget.

P. 228

Sincerely,

David Eggen

MLA Edmonton-Calder, Minister of Education

To All Superintendents of Public, Separate, Charter and Francophone School Boards

Secretary Treasurers

Executive Directors of Stakeholder Associations

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.



ACHIMOWIN

June 2015

NORTHLAND SCHOOL DIVISION NO.61

Northland Games 2015

A clear sky, mixed with sunshine and smiles ruled the day at the 28th annual Northland Games on May 29th at Grouard Northland School. Over 500 students from 10 schools: Grouard Northland School, Mistassiniy School, St. Theresa School, Paddle Prairie School, Dr. Mary Jackson School, Bishop Routhier School, Peerless Lake School, Little Buffalo School, Gift Lake School, Pelican Mountain School and Atikameg School (Kee Tas Kee Now Tribal Council) competed for divisional track and field glory. Click on the link below to view full story and photos on the Northland School Division website.

<http://nsd61.ca/about-us/division-news/post/28th-annual-northland-games>



Marilyn Poitras, Paddle Prairie School, won 5 gold medals at Northland Games!

Superintendent's Message

Tansi, Edlanete'e, Welcome to the June edition of the Achimowin. It is hard to believe that another school year has come to a close. During the 2014-2015 school year, we made it a priority to improve student attendance, continue to move forward with the Literacy Initiative and increase land based learning opportunities. This newsletter showcases those priorities. I would like to congratulate our high school graduates. High school graduation is a significant accomplishment. It opens the gates to adventures in the world of work and future study. Thank you students, parents, staff and community members for your support and commitment to success for our students. Have a safe and wonderful summer. Thank you, Hai, Hai, Masi chok!

Sincerely,

Donna Barrett, Superintendent of Schools

Inside this issue:

Student Attendance Summary	2/3
Congrats to 2015 High School Graduates	3
Summer Reading Program/ECS Grad in Grouard	4
ECS Graduation at Dr. Mary Jackson School/Aboriginal Day Events at Northland Schools	5
Camp Voyageur 2015 Fort Chipewyan/ J.F Dion School Students Revitalize Fishing Lake Welcome Sign	6
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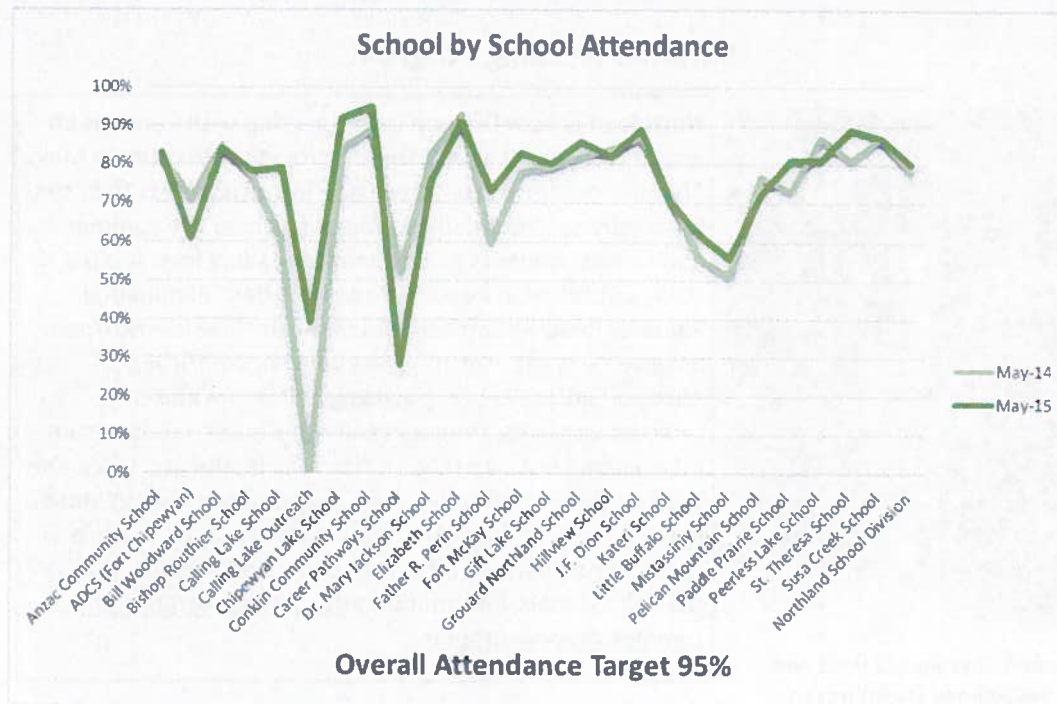
Student Attendance Summary



Students Achieving 95-100% 2014-2015	
September	47%
October	41%
November	28%
December	21%
January	32%
February	28%
March	31%
April	25%
May	31%

Students Achieving 90-94% 2014-2015	
September	12%
October	14%
November	16%
December	15%
January	8%
February	15%
March	11%
April	16%
May	9%

Northland school communities continue to implement strategies to increase student attendance. These strategies are supported by the Division-wide *Attendance Improvement Initiative— 'Every Day Counts'*. Click on the link to learn more <http://nsd61.ca/programs/attendance-improvement-initiative>. The percentages above are a snapshot of students achieving 95-100% and 90-94% between September 2014 and May 2015. As mentioned in the *Attendance Improvement Initiative— 'Every Day Counts' Report*, the Attendance Improvement Committee recommends that Northland Division establish a minimum base target of 95% for all students to strive to achieve.



NOTE: Calling Lake Outreach did not exist in 2013-2014

Congrats to 2015 High School Graduates



Northland School Division celebrated the success of three Little Buffalo School graduates who attended the 12th Annual Peace River Pow Wow and 20th Annual Aboriginal Gathering. Click on link to view article. <http://nsd61.ca/about-us/division-news/post/northland-grads-recognized-at-peace-river-pow>

Northland School Division extends congratulations to our high school graduates throughout the division. We are very proud of each and everyone one of you and wish you all the best in your future endeavors. Congratulations to high school students at Athabasca Delta Community School (ADCS), Bill Woodward School (Anzac), Calling Lake School, Career Pathways School (Wabasca-Desmarais), Kateri School (Trout Lake), Little Buffalo School, Mistassiniy School (Wabasca-Desmarais) and Peerless Lake School. Below is a list of upcoming graduation ceremonies:

June 25th: Kateri School

June 27th: ADCS and Bill Woodward School

September 12th: Career Pathways School

September 19th: Mistassiniy School

Summer Reading Program



Maureen Chernipeski (left) and Rita Yellowknee (right) unveil Summer Reading Program books for Chipewyan Lake School children!

Northland School Division in partnership with Cenovus Energy unveiled plans for a *Summer Reading Program* in May. The purpose for the program is to increase access to books for children in Northland communities over the summer and to help students avoid summer reading loss. A 2013 study published in Reading Today entitled "Eliminating Summer Reading Setback: How we can close the rich/poor achievement gap" (<http://www.rcowen.com/PDFs/Allington.pdf>) says that providing children with self-selected books for summer reading helped to reduce summer reading loss. 15 schools from Northland and three Keweenaw Tribal Council (KTC) schools are participating in the *Summer Reading Program*. Schools involved have sent notices home to inform students and parents. Click on the link for more information <http://nsd61.ca/programs/summer-reading-program>

ECS Graduation in Grouard



Front row: Abraham Yellowknee, Leslie Grey, Kaylor Gladue-Halcrow, Lenora Gladue-Cardinal, Sierra Sutherland, Addison Cloutier-Baker

Back row: Elyssa Gladue, Izabella Sutherland, Evonie Auger, Aliyah L'Hirondelle, Taejence Sutherland, Megan L'Hirondelle

Grouard Northland School hosted a graduation ceremony for ECS students on June 13th. It was a beautiful event with a surprise visit from Sparkie the Fire Dog. Sparkie presented an award to a future fire fighter and awarded grads with certificates of completion. The event also featured students performing a song and a dance and posing for pictures in the photo booth! More photos available on the Grouard Northland School website <http://www.grouardnorthlandschool.ca/about/school-news/post/ecs-graduation>

ECS Graduation at Dr. Mary Jackson School

Congratulations to ECS graduates at Dr. Mary Jackson School!



Zack Cardinal

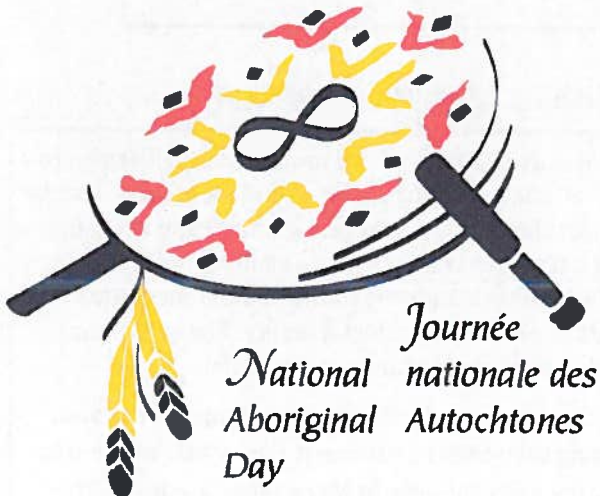


Rain Ducharme



(left) Donna Barrett, Superintendent of Schools in attendance!

Aboriginal Day Events at Northland Schools



Canada's National Aboriginal Day is annually held on June 21 to celebrate the unique heritage, diverse cultures, and outstanding achievements of the nation's Aboriginal peoples. Click on the link to see how Northland schools recognize the event!

<http://nsd61.ca/about-us/division-news/post/northland-schools-celebrate-aboriginal-day>

Camp Voyageur 2015 Fort Chipewyan



On June 15th the grade 8/9 class at Athabasca Delta Community School (ADCS) flew by float plane to the remote Camp Voyageur near Turtle Lake and camped out for 5 nights and 6 days! During their time at camp, students were immersed in land based learning. Some of the learning experiences included building a kitchen and common area at camp using basic tools, setting and routinely checking a fish net, and properly filleting both northern pike and white fish. Once the fish were brought back to camp and filleted, the elders led our students in building a smokehouse and taught them the process of drying and smoking white fish. Click on link to view the full story on the ADCS website! <http://www.adcs.ca/about/school-news/post/grade-8-9-camp-voyageur-field-trip-2015>

J.F. Dion Students Revitalize Fishing Lake Welcome Sign



Kalie Montana and Paris Callioux planting flowers by the Fishing Lake Métis Settlement sign!

Grade 4/5 students at J.F. Dion School took hands on learning to a whole new level while studying plants and plant growth. Nicola Christensen's class thought it would be a good idea to revitalize the Fishing Lake Métis Settlement sign by planting flowers around it. So students wrote letters to the settlement council requesting funds to make this project a reality. The settlement council responded by donating funds to students!

After receiving the necessary funds, students prepped the area around the Fishing Lake Métis Settlement sign which later led to a field trip to Kathy's Greenhouse in Marwayne. Grade 4/5 student Paris Callioux says visiting the greenhouse was a fun learning experience and was better than reading about it. The next day students planted the flowers and according to Paris, the engagement level was high and everyone was proud to make a difference.

Moose Hide Tanning at Conklin Community School



Students fleshing the hide!



Cultural Adviser Herman Sutherland (left) and Northland FNMI Coordinator Joyce Hunt demonstrate fleshing techniques!

Students showcase their hard work!

Students at Conklin Community School experienced the true sense of experiential learning recently. They gathered knowledge about traditional moose hide tanning. With assistance from Cultural Adviser Herman Sutherland and Northland School Division's First Nations, Métis and Inuit (FNMI) Coordinator Joyce Hunt, students participated in the tanning process. Click on the link to view full story on the Conklin Community School website <http://www.conklincommunityschool.ca/about/school-news/post/moose-hide-tanning-week>

Métis Day at Elizabeth School



Métis Sash artwork activity!

Elizabeth School held its annual Métis Day celebration on Friday, June 12th. The celebration featured a whole days worth of activities for students. Head to the Elizabeth School website to view full story <http://www.elizabethschool.ca/about/school-news/post/metis-day-at-elizabeth-school>



Students learn how to make a tipi!

Successful Golf Tournament to Benefit Mistassiniy School



Mistassiniy School students recently unveiled new hooded sweatshirts! The school hosted a golf tournament May 31st to raise money towards new sweatshirts. Michael DeRaps, Teacher and Golf Tournament Organizer, says they were able to \$9800! The dollars covered the cost of the hoodies and prizes for golf tournament participants. The school's slogan, *Mamawi Kakakistanaw (Cree) Together We Can (English)*, is showcased on the back of every sweatshirt. DeRaps says he believes the hooded sweatshirts will increase school pride for Mistassiniy. He also hopes the event creates a closer relationship between Mistassiniy School and the community of Wabasca-Desmarais.

Susa Creek News



Grade 5 Susa Creek student Rhythm Hallock (left) works on a craft project with Beth Noble, a Grade 6 student from Summitview School in Grande Cache.

Susa Creek School celebrated its 25th Anniversary on June 23rd. The event featured a meet and greet, BBQ supper, family craft (red willow dream catchers, power point presentation of "Through the years at Susa Creek School" and a prize draw!

<http://www.susacreekschool.ca/about/school-news/post/susa-creek-25th-anniversary-today>

The school is also involved in a Pen Pal Program with Summitview School in Grande Cache. The story is showcased in the Alberta Teachers' Association (ATA) News. Click on the link to view full story

<http://www.teachers.ab.ca/Publications/ATA%20News/Volume%2049%202014-15/Number-19/Pages/Program-eases.aspx>

Peerless Lake Students Build Bat Houses



April Cardinal (left) and Alex Okemow working together to build a four chamber bat house!

Peerless Lake School students constructed bat houses on June 10th. The purpose for building the houses is to provide them a home that is farther away from the school. While students constructed the houses, they were educated about how important bats are to the ecosystem. Bats consume vast amounts of insects, including some of the most damaging agricultural plants. Special thanks to Sustainable Resource Development, Peerless Lake School staff, Peerless community members and Northland School Division maintenance staff for contributing towards this project! Click on the link below to learn more about bats.

<http://www.batcon.org/why-bats/bats-are/bats-are-important>

<http://aep.alberta.ca/fish-wildlife/wild-species/mammals/bats/default.aspx>

Kateri School Students Earn Trip to Legislature



Grade 6/7 students at Kateri School experienced a once in a lifetime trip to the Legislature in May. Through a challenging application process, they earned a trip to the historic government building through the *School at the Legislature Program*. The program gives grade 6 teachers from across the province the opportunity to move their classroom to the Legislature for an entire week, with access to all sorts of behind the scenes opportunities. In addition to a tour of the building, students got to meet MLA for Lesser Slave Lake Danielle Larivee and Premier Rachel Notley, have a mock legislative session and sit in the legislative chamber. Click on link to view full story on the Kateri School website <http://katerischool.ca/about/school-news/post/grade-6-7-students-experience-a-legislative-classroom-setting>

"Every student is a lifelong learner and successful in life"

NORTHLAND SCHOOL DIVISION NO.61

Bag 1400
9809-77th Avenue
Peace River, AB

Phone: 780-624-2060
Fax: 780-624-5914



Have a wonderful summer! School resumes August 31st!



For more stories log onto to:

- ⇒ **Northland School Division website www.nsd61.ca!**
- ⇒ **School websites <http://nsd61.ca/schools>**
- ⇒ **Northland Facebook <https://www.facebook.com/NorthlandSchoolDivisionNo61?ref=hl>**
- ⇒ **Northland Twitter @northland 61 <https://twitter.com/northland61>**



SHARED VISION



June 24, 2015

Don't miss out on free eyeglasses for your kindergarten students!

You have spent the last several months shaping the minds of your young students. Now, as you set them free for the summer, give them the best chance to reach their full learning potential.

Children are only eligible to receive a free pair of eyeglasses until they begin grade one, so now is the time to act! By reminding parents about the Eye See...Eye Learn® program, you are helping to ensure your little kindergarten graduates enter the school system with healthy eyes and clear vision.

Help us spread the word about the program to kindergarten teachers and parents in your school communities. Check out our brand new YouTube video below and please post, share and tweet the content and images on your social media channels, websites and in your newsletters.

Please [click here](#) to provide your consent if you are interested in receiving these monthly emails.



Social media content

YouTube

P. 240



In Alberta, 25 per cent of children begin grade one with an undiagnosed vision or eye health problem, which can interfere with their ability to learn during their first critical years in school. Learn how a program called *Eye See...Eye Learn®* is helping children reach their full potential here:

<https://www.youtube.com/watch?v=3bXOOvMwZXU>

Facebook



Post:

Attention parents and teachers of kindergarten students! Time is running out! Kindergarten students can receive a free pair of eyeglasses through the Eye See...Eye Learn® program, but only until they begin grade one! Now is the time to book an eye exam with a Doctor of Optometry to ensure their little eyes are ready to take on the world. Learn more here: <http://bit.ly/1ChRkpo>

Twitter

Tweet #1:

Get a free pair of eye glasses for your kindergarten student! Learn more here <http://bit.ly/1ChRkpo>
#ESEL #eyehealth #ABeyehealth

Tweet #2:

Don't miss out! Kindergarten kids can get free eyeglasses until they start grade one <http://bit.ly/1ChRkpo>
 #ESEL #ABeyehealth #eyehealth

Information for websites/newsletters

Three ways to make sure your kindergarten grads start grade one with healthy eyes

By Dr. Joanna Phillips

You have spent the last several months shaping the minds of your young students. Now, as you set them free for the summer, give them the best chance to reach their full learning potential. Eighty per cent of learning is visual, so it is extremely important to ensure children can see well and don't have any hidden eye conditions that could get in their way.

Here are three ways to make sure your kindergarten graduates start grade one with healthy eyes:

1. **Encourage parents to get their children's eyes examined.** A comprehensive eye exam by a Doctor of Optometry does a lot more than test a child's sight – it's an important part of their overall health. Optometrists often catch eye conditions and diseases that are not obvious to parents, or even the children themselves. Alberta Health Care covers the cost of annual eye exams for children up to age 19.
2. **Remind parents about the Eye See...Eye Learn® program.** Kindergarten children who receive a prescription from a Doctor of Optometry are eligible for a free pair of eyeglasses through Eye See...Eye Learn®, but they are only covered until they begin grade one. If parents haven't taken advantage of the program yet, encourage them to do so over the summer.
3. **Teach your students about eye health.** Many children don't realize that they have a vision problem, because they assume the way they see the world is normal. By talking about vision and eyes in a fun way, you are helping bring awareness to your students. Check out <http://www.optometrists.ab.ca/eye-see-eye-learn> for teaching materials you can use in your classroom.



The Alberta Association of Optometrists is dedicated to educating Albertans about optometry and eye health. It represents 640 Doctors of Optometry in more than 80 communities across the province. www.optometrists.ab.ca

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Eye See...Eye Learn®

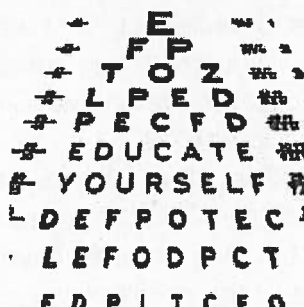
Helping Alberta kindergarten students see the future

[Click here](#) to learn more.

To find a Doctor of Optometry near you, visit

www.optometrists.ab.ca

[/find-an-optometrist](#)



Alberta Association of Optometrists

#100, 8407 Argyll Road

Edmonton, Alberta

T6C 4B2

Phone: (780) 451-6824

Fax: (780) 451-9918

Toll-Free

(Alberta Only):

1-800-272-8843



DIVISION ATTENDANCE MAY 2015

	95% - 100%	90% - 94%	80% - 89%	70% - 79%	Below 70%	Total
ECS	114	25	63	37	70	309
Gr. 1	109	19	68	28	64	288
Gr. 2	109	33	45	41	49	277
Gr. 3	92	28	58	28	38	244
Gr. 4	96	27	50	25	46	244
Gr. 5	92	23	42	31	54	242
Gr. 6	74	33	53	27	44	231
Gr. 7	45	23	53	27	73	221
Gr. 8	42	15	40	37	71	205
Gr. 9	31	9	36	19	67	162
Gr. 10	27	9	13	16	88	153
Gr. 11	28	1	9	5	73	116
Gr. 12	30	6	15	7	78	136
Student Totals	889	251	545	328	815	2828

Staff Attendance (Based on Leave Applications)

February 1 to April 30, 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	57	11856	1267	10589	188	1079	89%	11%	1.59%	9.10%
Uncertified Staff	186	57	10602	1310.5	9291.5	59.5	1251	88%	12%	0.56%	11.80%
Maintenance Staff	56	61	3416	434.5	2981.5	3	431.5	87%	13%	0.09%	13%
Central Office Staff	41	61	2501	136.5	2364.5	19	117.5	95%	5%	0.76%	5%

Types of Leaves:

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

May, 2015

21	Peavine	Meeting with the Settlement Administrator Regarding Old School Demolition
22	Peace River	Northland School Division No. 61 Corporate Board Meeting
23	Peace River	Office
25	Edmonton	Meeting with the Fort McKay First Nation Re: Co-Management Discussions
26	Leduc	Special Meeting of the Northland School Division No. 61 Board Re: Rental Increases
27	Slave Lake (pm)	Travel
28	Gift Lake	Meeting Regarding Outstanding Deficiencies, Construction Completion Issues with New Gift Lake Community Education Centre
	Slave Lake	Northern Lakes College
	High Prairie	Overnight
29	Grouard	Northland Games

June, 2015

1 -2	Red Deer	Alberta School Boards Association Annual Spring General Meeting
3	Edmonton (pm)	Meeting with McLennan-Ross Legal Re: Fort McKay First Nation Co-Management Discussions
4	Edmonton (pm)	Meeting with the CEO, Kee Tas Kee Now Tribal Council
7	Peace River	Funeral
8	Peace River	Office
9	Peace River	Office
	Grouard	Meeting with the President, Northern Lakes College
	Leduc	Travel
10	High Prairie (pm)	Travel/Overnight
11	Gift Lake	Meeting with Alberta Infrastructure and Northland School Division Re: Progress on Deficiency Completion
	Leduc	Travel
15	Peace River (pm)	Meeting with the Superintendents, Peace River and Northland School Division
16	Peace River	Education Committee, Personnel Committee and Finance, Maintenance and Transportation Committee Meetings
		Agenda Review
	Slave Lake	Overnight
17	Wabasca	Meeting with the Education Committee of the Municipal District and Bigstone Cree First Nation
	Marten Lake	Culture Camp Visit
	Leduc	Travel
19	Edmonton (am)	Meeting with the President Public School Boards Association of Alberta
20	Peerless Lake	High School Graduation Ceremony
	Leduc	Travel
22	Edmonton (am)	McLennan –Ross Legal Co-Management Agreement (Draft)
23	Edmonton	Meeting with Fort McKay First Nation



Chairman's Report

June 26, 2015

Committed Dates

June, 2015

26-27	Peace River	Corporate Board Meeting
30	Edmonton	Meeting with the Deputy Minister, Education

NORTHLAND SCHOOL DIVISION NO. 61
LOCAL SCHOOL BOARD COMMITTEE REPORT
2014/2015 SCHOOL YEAR
PERIOD ENDING - JUNE 22, 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		557.47	557.47	250.00	(307.47)	
Total	2,186.94	2,201.05	4,387.99	12,864.30	8,476.31	34.1%
<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	2,459.50	2,459.50	4,919.00	4,920.00	1.00	
Travel & Subsistence			-	1,992.00	1,992.00	
In - Service			-		-	
Prior Year Carryover			-	1,234.38	1,234.38	
Casual Labour, Supplies & Awards		-	-	250.00	250.00	
Total	2,459.50	2,459.50	4,919.00	8,396.38	3,477.38	58.6%
<u>Calling Lake</u>						
Quarterly Honorarium	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	1,747.50	1,494.50	3,242.00	4,920.00	1,678.00	
Travel & Subsistence			-	2,740.00	2,740.00	
In - Service			-		-	
Prior Year Carryover			-	4,961.85	4,961.85	
Casual Labour, Supplies & Awards			-	250.00	250.00	
Total	1,747.50	1,494.50	3,242.00	12,871.85	9,629.85	25.2%
<u>Conklin</u>						
Quarterly Honorarium	1,965.25	2,722.62	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	1,965.25	2,722.62	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	2,700.75	2,459.50	5,160.25	4,920.00	(240.25)	
Travel & Subsistence			-	2,184.00	2,184.00	
In - Service			-		-	
Prior Year Carryover			-	1,201.81	1,201.81	
Casual Labour, Supplies & Awards		210.35	210.35	250.00	39.65	
Total	2,700.75	2,669.85	5,370.60	8,555.81	3,185.21	62.8%
<u>East Prairie</u>						
Quarterly Honorarium	2,459.50	2,459.50	4,919.00	4,920.00	1.00	
Travel & Subsistence		-	-	2,128.00	2,128.00	
In - Service			-		-	
Prior Year Carryover			-	461.52	461.52	
Casual Labour, Supplies & Awards		-	-	250.00	250.00	
Total	2,459.50	2,459.50	4,919.00	7,759.52	2,840.52	63.4%
<u>Elizabeth</u>						
Quarterly Honorarium	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	1,229.75	3,620.61	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		-	-	250.00	250.00	
Total	1,229.75	6,638.99	7,868.74	12,679.39	4,810.65	62.1%
<u>Fort McKay</u>						
Quarterly Honorarium	1,471.00	1,471.00	2,942.00	4,920.00	1,978.00	
Travel & Subsistence			-	4,144.00	4,144.00	
In - Service			-		-	
Prior Year Carryover			-	6,372.00	6,372.00	
Casual Labour, Supplies & Awards			-	250.00	250.00	
Total	1,471.00	1,471.00	2,942.00	15,686.00	12,744.00	18.8%
<u>Gift Lake</u>						
Quarterly Honorarium	1,218.00	4,053.59	5,271.59	4,920.00	(351.59)	
Travel & Subsistence		298.48	298.48	2,292.00	1,993.52	
In - Service			-		-	
Prior Year Carryover			-	2,741.49	2,741.49	
Casual Labour, Supplies & Awards		-	-	250.00	250.00	
Total	1,218.00	4,352.07	5,570.07	10,203.49	4,633.42	54.6%
<u>Grouard</u>						
Quarterly Honorarium	2,206.50	2,244.84	4,451.34	4,920.00	468.66	
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		31.31	31.31	250.00	218.69	
Total	2,206.50	2,319.71	4,526.21	8,321.41	3,795.20	54.4%

	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	1,941.75	3,412.75	5,354.50	4,920.00	(434.50)	
Travel & Subsistence		842.64	842.64	1,880.00	1,037.36	
In - Service			-		-	
Prior Year Carryover			-	1,050.64	1,050.64	
Casual Labour, Supplies & Awards		1,741.72	1,741.72	250.00	(1,491.72)	
Total	1,941.75	5,997.11	7,938.86	8,100.64	161.78	98.0%
<u>Mistassiniy</u>						
Quarterly Honorarium	1,941.75	3,412.75	5,354.50	4,920.00	(434.50)	
Travel & Subsistence		200.00	200.00	2,836.00	2,636.00	
In - Service			-		-	
Prior Year Carryover			-	1,864.66	1,864.66	
Casual Labour, Supplies & Awards		1,060.63	1,060.63	250.00	(810.63)	
Total	1,941.75	4,673.38	6,615.13	9,870.66	3,255.53	67.0%
<u>Paddle Prairie</u>						
Quarterly Honorarium	1,229.75	3,118.51	4,348.26	4,920.00	571.74	
Travel & Subsistence		420.00	420.00	2,288.00	1,868.00	
In - Service			-		-	
Prior Year Carryover			-	3,517.80	3,517.80	
Casual Labour, Supplies & Awards		-	-	250.00	250.00	
Total	1,229.75	3,538.51	4,768.26	10,975.80	6,207.54	43.4%
<u>Peerless Lake</u>						
Quarterly Honorarium	1,218.00	3,436.25	4,654.25	4,920.00	265.75	
Travel & Subsistence		-	-	2,340.00	2,340.00	
In - Service			-		-	
Prior Year Carryover			-	230.65	230.65	
Casual Labour, Supplies & Awards		983.76	983.76	250.00	(733.76)	
Total	1,218.00	4,420.01	5,638.01	7,740.65	2,102.64	72.8%
<u>Pelican Mountain</u>						
Quarterly Honorarium	988.50	2,241.75	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	988.50	3,836.70	4,825.20	11,720.97	6,895.77	41.2%

	Future Pay Out	Paid During Yr.	Total Pd. & Committed	Budget	Difference	Percent Expended
<u>St. Theresa</u>						
Quarterly Honorarium	1,471.00	3,448.00	4,919.00	4,920.00	1.00	
Travel & Subsistence		200.00	200.00	2,860.00	2,660.00	
In - Service			-		-	
Prior Year Carryover			-	(284.48)	(284.48)	
Casual Labour, Supplies & Awards		906.62	906.62	250.00	(656.62)	
Total	1,471.00	4,554.62	6,025.62	7,745.52	1,719.90	77.8%
<u>Susa Creek</u>						
Quarterly Honorarium	1,953.50	2,042.68	3,996.18	4,920.00	923.82	
Travel & Subsistence			-	2,984.00	2,984.00	
In - Service			-		-	
Prior Year Carryover			-	3,275.00	3,275.00	
Casual Labour, Supplies & Awards		509.86	509.86	250.00	(259.86)	
Total	1,953.50	2,552.54	4,506.04	11,429.00	6,922.96	39.4%
GRAND TOTAL	41,887.94	78,408.67	120,296.61	244,752.66	124,456.05	

TOTAL NUMBER OF LSBC WITHIN BUDGET	22	124,456.05
TOTAL NUMBER OF LSBC OVER BUDGET	0	-
TOTAL NUMBER OF LSBC	22	124,456.05

NORTHLAND SCHOOL DIVISION NO. 61
BOARD REPORT
2014/2015 SCHOOL YEAR
PERIOD ENDING - June 22, 2015

ELECTIONS

	ACTUAL	BUDGET	VARIANCE
REMUNERATION TRUSTEES	-	-	-
EMPLOYEE BENEFITS--TRUSTEES	60.00	-	-
LEGAL FEES	6,271.27	-	-
POSTAGE--ELECTIONS	-	-	-
INSERVICE--ELECTIONS	-	-	-
RENUMERATION--ELECTIONS	2,116.25	80,000.00	77,883.75
TRAVEL & SUBSISTENCE--ELECTIONS	652.03	-	(652.03)
PRINTING & BINDING--ELECTIONS	958.62	-	(958.62)
ADVERTISING--ELECTIONS	5,337.05	-	(5,337.05)
OFFICE SUPPLIES--ELECTIONS	25.17	-	(25.17)

SUB-TOTAL **15,420.39** **80,000.00** **70,910.88**

COMMITTEES

RENUMERATION 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	16,785.76	60,000.00	43,214.24
TRAVEL & SUBSISTENCE - QUALITY OF WORK LIFE	819.96	-	(819.96)
TRAVEL & SUBSISTENCE - KTC PARTNERSHIP	-	-	-
TRAVEL & SUBSISTENCE - RECRUITMENT	-	-	-
TRAVEL & SUBSISTENCE - POLICY 1 REVIEW	3,649.46	-	(3,649.46)
TRAVEL & SUBSISTENCE - COMMUNITY ENGAGEMENT	29,807.11	-	(29,807.11)
TRAVEL & SUBSISTENCE - RED EARTH TRANSFER	-	-	-

SUB-TOTAL **51,062.29** **70,000.00** **18,937.71**

OTHER EXPENSES

REMUNERATION TRUSTEES	-	-	-
RENUMERATION - RECRUITMENT	-	-	-
RENUMERATION TRUSTEES - RETREAT	-	-	-
EMPLOYEE BENEFITS - TRUSTEES	2,669.31	4,000.00	1,330.69
EMPLOYEE BENEFITS - RECRUITMENT	-	-	-
PROFESSIONAL SERVICES	105,047.08	200,000.00	94,952.92
IN-SERVICE - BOARD	186.24	90,000.00	89,813.76
IN-SERVICE - BOARD (ORIENTATION)	-	-	-
IN-SERVICE - N.S.D. P.D. - TRUSTEES	-	-	-
LEGAL FEES - BOARD TRUSTEES	16,577.94	25,000.00	8,422.06
RENUMERATION ALTERNATES	-	-	-
VISA PURCHASES - TRUSTEE	-	-	-
TELEPHONE - TRUSTEE	1,413.58	3,000.00	1,586.42
TELEPHONE - VICE CHAIRMAN	-	-	-
TRAVEL & SUBSISTENCE - BOARD/OTHER	49,691.03	80,000.00	30,308.97
TRAVEL & SUBSISTANCE - PSBA	-	-	-
TRAVEL & SUBSISTANCE - ASBA	-	-	-
TRAVEL & SUBSISTENCE - TRUSTEE	-	-	-
TRAVEL & SUBSISTENCE - VICE CHAIRMAN	-	-	-
TRAVEL & SUBSISTENCE - RECRUITMENT	1,302.29	-	(1,302.29)
TRAVEL & SUBSISTENCE - RETREAT	285.81	-	-
A.S.B.A. & P.S.B.A. FEES - BOARD	35,221.87	38,000.00	2,778.13
PRINTING & BINDING	3,885.40	3,500.00	(385.40)
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	20,949.38	25,000.00	4,050.62
POSTAGE - BOARD	1,614.11	4,000.00	2,385.89
FURNITURE& EQUIPMENT	-	1,000.00	1,000.00

SUB-TOTAL **240,523.26** **481,750.00** **241,492.55**

TOTAL **307,005.94** **631,750.00** **331,341.14**



A · S · B · A
Alberta School Boards
Association

For members of the Alberta School Boards Association

Communications Now

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Teaching kids about being accountable

School board engages community to find niche for its two high schools

Faced with an educational landscape that is not only changing, but that is also competitive, Greater St. Albert Catholic Schools found a marketing firm's advice helpful: Find ways to differentiate its high schools from others in the area.

"That message resonated with us," says David Keohane, Superintendent, Greater St. Albert Catholic Schools. "We recognized that to be another version of what already exists wouldn't be effective. We had to find our own niche. We really wanted to understand why parents choose us and what is of value to them."

After considering the advice, the school district launched its "Shaping Our Future" initiative. The first step involved district staff gathering information about what other schools in Alberta had been doing to differentiate themselves.

With several ideas in mind, Greater St. Albert Catholic invited parents, students, staff and members of the general public to participate in focus groups, which were facilitated by an outside agency.

"We reached out to the broader community to understand what was important to them, what they valued and what improvements they would like to see," says Lydia Yeomans, District Principal.

The focus groups were offered at various times of day, and there was an online option as well, so that everyone who wanted to participate could do so. The focus group sessions drew comments from 310 participants.

"What came out of those sessions was very clear," says Keohane. "Status quo – or in other words staying the same as we are now – is not an option. But also, moving forward people didn't want a completely 'niche' approach either."

"Our stakeholders were looking for a hybrid of alternatives; not just 21st Century Learning approaches and not just online learning," says Keohane, "but rather an alternative that would take the elements that are best for our community."

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The outside agency collated the results and identified two alternatives that would be most supported by the community.

Greater St. Albert Catholic then turned to teachers and school based administrators for help. The district asked staff members to examine the two alternatives and describe how the alternatives could be brought to life. The staff's assignment was to put more substance behind the alternatives.

"This step was critical to the success of the initiative," says Keohane. Previously, efforts to make the schools more attractive to potential students had the effect of hurting staff morale. Using the "Shaping Our Future" approach instead reinforced to teachers that the district had great respect for the expertise of its educators.

"Staff were active participants in this process, rather than just passengers along the journey, where changes were being 'done to' them. Because they were active and relied upon for their expertise, they came away feeling trusted and validated by the public," says Keohane.

With the two alternatives that the staff had fleshed out, the district went back to stakeholders again. This time, Greater St. Albert Catholic used an online tool called "ThoughtExchange".

ThoughtExchange allows people to provide a response to a set of questions. Then in a second phase, the tool allows participants to see what others have said, and provides the opportunity for people to respond to those comments. It works to organize themes and identify priorities.

The district was thrilled that 2,000 people responded to this part of the "Shaping Our Future" initiative, because it represented 50 per cent of its affected population.

Of the people that participated:

- 48 per cent parents
- 38 percent students
- 12 per cent staff members
- 2 per cent general public

"We went through this final part of the process because we wanted to engage as many people as possible," says Yeomans. "Also, we really wanted to confirm what the public wants."

Greater St. Albert Catholic was surprised to learn that students, not just parents and staff, place a high value on:

- Individual health and wellness, and personal fitness (not just formal sports although they valued that as well)
- Leadership experiences
- Preparation for post-secondary/career

In fact, out of everything the district heard back from participants, it was interested to see that what students wanted aligned with what staff and parents wanted.

The school district now has seven recommendations that it will use moving forward (and it plans to post those recommendations on its website).

"I've heard our superintendent say, and I agree, that knowing what people want takes the mystery out of the equation," says Yeomans. "It allows us to move forward with confidence."

"Response from the community was affirming and is providing a wealth of input for our strategic planning process," says board chair Noreen Radford.



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“This is invaluable to understanding community priorities, in order to make collaborative and informed decisions for our schools.”

*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*



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Working with the media to tell your story

Today's print, television and radio media provide 24/7 coverage via social media as well as through traditional channels. They have more deadline pressure than ever before and don't have as much time to seek out story ideas.

This can work to your advantage. You have a greater opportunity to provide story ideas. You are more likely to get a response, and build rapport with reporters, if you suggest story ideas that tell your story well and provide the details to help reporters tell it.

Brainstorming story ideas

Consider these questions to get your started:

- What is the story you want publicized? A special event, an annual occurrence, a person, or a more complex educational topic like provincial standardized testing?
- What is the purpose of the story – the bottom line take-away you'd envision for the reader, listener or viewer?
- Is it a time-sensitive, 'hard' news story or a 'feel-good' feature that could run at any time during the month or school year?
- What facts about your story make it unique or special? What sets it apart from events or activities in other jurisdictions?
- How much lead time can you give the media about this story? The more advance notice you give, the more likely it is the media outlet(s) will have staff available to cover it.

What to do before contacting the media

The story will likely involve students at your school, a classroom, an activity or event. Ensure those students who will be in the room are FOIP cleared, or be prepared to point out which students cannot appear in media.

Is the teacher or staff person willing to have camera crews or reporters in the classroom? Don't invite the media and then have a staff member who is uncomfortable with that.

Before suggesting a story about an individual student, teacher or parent, make sure that person is willing to be the focus of a story.

Decide what makes you different

You are competing for valuable print space and air time, so you've got to sell your story. Keep in mind that you are competing with other worthy organizations. What makes your celebration different? Special? What gives your story idea the "Wow!" factor?

Getting ready for the media's arrival

Make it easy to cover the story. Include the date, time and location, including directions for parking and entering the building, and a contact person once they arrive.

If the story involves an interview, suggest a variety of backdrops and times. Be aware of reporters' deadlines and make sure the times you suggest accommodate the reporter as well as the school staff and students.

Prepare a one-page set of talking points for the reporter. It may save time in answering basic questions from the reporter and provides a quick review of all the information you want to share. Include details such as:

- Description of the activity or class
- Cost of activity



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- Participation numbers and success statistics
- Contact name and phone number/email for more information
- Brief bio sheet if the story is about an individual

Minimize disruption to learning

A television crew, a radio microphone or a newspaper photographer is likely to cause a bit of a stir when they appear at your school. There are certain stories that may disrupt a classroom. Think of ways to minimize that disruption.

The story, for example, might focus on a standardized test being taken by your students. Television reporters will want visuals or the “b-roll” of students taking the test.

Since disrupting students will be an issue, offer to stage the test taking outside the real test period. Engage a drama class to enact it or ask for student volunteers to help set up a test scene.

Responding to tight timelines

There will be times when reporters will call you about a story they want to do. They will likely have an angle and the point of the story in mind, for example, putting a local spin on some national event or following up on claims by disgruntled students and/or parents.

In a perfect world, they will discuss this with you, set up a mutually agreeable time and begin reporting. That isn’t always the case these days. They may just show up or call and want a comment. If this happens, there are ways to work with the media positively.

Often times the media is localizing a national story about issues such as school bus safety. They call with a tight deadline and want a comment from you. You know you need statistics that will take time to access.

Be honest and tell the reporter you would be glad to provide the information they requested, and explain how long it will take you. Ask if they could give you a few hours. You could get the information and perhaps line up an interview with the transportation director and a student or two.

If they do call in advance to set up an interview, ask what questions or types of questions they may ask. You can then get some data together and give some thought to the answers you will provide.

Dos and don'ts of telling your story well

- **Don't** tell the media how to use the material you've provided them, when to use it or how to tell the story.
- **Do** point out what you believe is the most important part of the material and what makes it important.
- **Don't** get defensive or antagonistic if the reporter asks the same question over and over or in different ways. Sometimes reporters are hoping you'll make your comment more concise, or say it in a different way.
- **Do** have patience. Try explaining the topic a different way. Remember, if a reporter doesn't understand what you are talking about, it is likely the reader/viewer/listener won't either.
- **Don't** use acronyms. Explain terms like FNMI, CEU's, ESL and other acronyms that are specific to education.
- **Do** watch out for educational jargon.
- **Don't** use the phrase, “No comment.”



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- **Do** give reporters an honest answer: “I don’t have all the specifics now and will answer your question when I do.” Or, “I am not the best person to answer this question.” Suggest a person to contact. If you cannot legally answer the question, say so.
- **Don’t** ever say, “This is off the record.” The reporter is there to gather a news story, and nothing you say is “off the record.”
- **Do** stay on topic. Don’t wander into a different topic that might have more interest for the reporter than the one at hand.
- **Don’t** ask the reporter to call and read the story to you prior to printing or airing it. You can offer to ‘fact check’ if the reporter feels it would be helpful.
- **Don’t** purposefully wait until after a reporter’s deadline to call them back.
- **Do** respect media deadlines. Ask when a reporter’s deadline is and make sure you get the information to them before their deadline.

Contributed by Jackie Smith, communications consultant



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Why a printed newsletter is still a useful communications tool

There are many reasons why schools are moving away from printing newsletters. The cost of printing and mailing is high, the use of paper may be considered wasteful, the process is slow and the old-school tool can make you seem out-of-touch and behind the times.

Despite the reasons against continuing with paper newsletters, there are also some compelling reasons for reaching people in this way. One of the main reasons to keep mailing out a newsletter – if it fits your budget – is that it gives you another way to reach your community. In most communities, an average of only 20-25 per cent of voters have a direct connection to schools.

Although social media is a great tool for reaching people, it isn't comprehensive and it misses members of your audience who have not embraced social media. Direct mail can help you reach people who are not a social media audience, do not visit your web page and are not paying attention to schools.

Printed materials may help you reach more of your non-parents, an important tax-paying audience. Mailing a newsletter can help spread or reinforce your messages by adding another platform for your messages.

Messages must be repeated before they resonate. The recommended number of repetition ranges from seven to 20 times, and being delivered in multiple ways. A newsletter is a great way to repeat your message.

Your mailer may not be read longer than the time it takes to travel from the mailbox to the recycling bin, but people may remember that you made an effort to communicate with them, which can improve your credibility and trustworthiness.

The minority of readers who read newsletters from start to finish will have something new to discuss with their families and friends.

Where to place your newsletter

Unless the content is date-specific, your newsletter can have a shelf life as a source of information about your school district for several weeks or months.

Be sure to display copies in your district and school offices and deliver copies to local community groups with kiosks for local information. Your chamber of commerce may be interested in copies for its lobby. You can also leave copies with local realtors who may want to share news about schools with clients.

Newsletter tips

An effective print newsletter should contain your primary messages, your positive stories and upcoming events that are open to the public.

Try not to think of it as extra work. It can simply be a new format for the same messages you use on other platforms.

There are several best practices for layout and design. (<http://companynewsletters.com/mistakes.htm>)

Publish regularly

Keeping on schedule helps your credibility. It is common to underestimate production time for a newsletter. Be sure to account for enough time to write, design and edit your publication.

Repeat your messages

Don't be afraid to use material you used elsewhere. The same content, adjusted for different platforms can and should be repeated. Use it in your newsletter, on the Web and in social media. Repetition will help your messages stick and will make your newsletter project less burdensome.



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Use descriptive headlines

Effective headlines are complete sentences with verbs. Try to use 10 words or less, and use the active, not passive voice.

Vary the size of your headlines

Vary headline length to increase reader interest. Use larger headlines for higher priority articles.

Write a strong lead

Start with the important information that helps readers understand the point of the article. If they know what the story is about, they may be more likely to continue reading.

Change the column widths

There is nothing wrong with the standard three-column design; however, varying the layout will make your publication more interesting.

Design tips

Many design practices work for printed and electronic content. The following typography tips are from Canva, a free online design tool that offers design tutorials and templates for digital and print media. (www.canva.com)

Don't crowd your type

If you are short on space, decreasing your tracking – letter spacing – decreases readability. Use this tool sparingly.

Don't crowd your lines

The same rule applies to leading – the space between lines. Lines that are too tight or too loose reduce readability.

Pay attention to readability when using reverse type

Large blocks of text in a light font against a dark background are difficult to read. Avoid text against a busy background, too.

Watch for orphans and widows

A widow is a word or line that is separated from the rest of the text at the beginning of a new page or column. An orphan is a word or line

that starts a new paragraph at the bottom of a page or column. Avoid both.

Don't double space after a period

This rule is contrary to the typing lessons many people learned a few decades ago. Double spaces create visual breaks in the text that affect readability. A useful tool for checking your spacing in a text document is Find and Replace in MS Word.

Limit your typefaces to two or three in a publication

Too many fonts can be distracting and look unprofessional.

Choose your typefaces carefully

Some fonts don't work well together. A good rule of thumb is to combine a serif and a sans serif. Also, try to match the font with the tone of the text. Comic Sans may be a favorite for student or parent communications, but it doesn't work as well in a business report.

Don't over emphasize

Overuse of underlining, italics and bold can water down the key points in your message. Used too frequently or multiple times in a block of text makes the content look messy and may cause the reader to overlook the emphasis.

Be careful of all caps

Text in all caps is difficult to read, and many people think you are screaming at them when you use all caps.

Avoid special effects in most publications

If you choose to use tools like WordArt in MS Word, treat the text like a display head that calls attention to the story and even then, only use it sparingly.



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Be sure to review your publication again before finalizing

Unintentional errors are common. Before you send to print, do a final check for typos and errors.

<https://designschool.canva.com/blog/typography-mistakes/>

Good images are a must

Photos draw readers in and make the content more memorable. They have been shown to dramatically increase readership – in print or on social media. Omitting photos is a sure way to lower readership of your publication.

If you choose to use photos, make sure that the photo – in the context of your printed newsletter – is a high enough quality that people can see what is in the photo. Depending on how you copy the newsletter that can reduce the final quality of your photos.

<http://companynewsletters.com/mistakes.htm>

In addition to photos, other images can be positive for the readability of your publication. Research on social media content shows that images drastically increase views: “Content with relevant images gets 94 per cent more views than content without.”

www.digitalinformationworld.com/2015/03/infographic-the-ultimate-guide-to-creating-visually-appealing-content.html

Images are photos, of course, but they are also charts, graphs, screenshots and icons. Break up the gray of the text, and grab attention with something visually interesting. But remember, not just any image will do.

Plan your publication with enough time to obtain or develop high-quality images. In general, avoid overused stock photos and boring or irrelevant images. Keep in mind, however, it is far better to use a professional stock photo than a poor quality amateur one.

Schools are fortunate when it comes to great photos. There are cute subjects at the elementary school level and interesting subjects doing interesting things in secondary schools. Just be sure these students are FOIP cleared before you take any photos.

Students are the best photo subjects, but they don't always suit the topic of your story. If you are reporting on an important jurisdiction staff or community meeting, avoid the photo of random meeting attendees sitting around a table. It will be a boring photo and, often, the back of someone's head is a focal point. If you must take pictures of a meeting, zoom in on one or two participants, use a different angle or take a picture of a chart instead.

Be assertive when taking photos. If you aren't close enough or in the right spot, you won't get a useful photo. Be sure your subject is well lit, and use a camera that has reasonable resolution.

All but the earliest iPads can take great pictures in good light, but they are horrible in low light. Pay attention to your camera capabilities and your subject to ensure that you get a photo with sufficient quality for publication.

You don't have to give up on printed materials. Print can extend the reach of your message to help you reach your audiences. The cost of printing and mailing is higher than digital media, but it may catch the attention of another segment of your community.

Contributed by Marcia Latta, communications consultant



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Tips for schools in dealing with cyber threats and cyber bullying

Nothing frightens parents more than the possibility of their child is the victim of violence at school. In this age of electronic messaging, it is all too easy for a child who is angry to send an anonymous electronic message to another student threatening harm for some real or perceived slight.

Electronic messages are usually sent to students' personal emails or cell phone, but the threat may mention possible harm at school. Parents look to the school to protect their child, and the student often sounds the alarm to other students. Within moments, something that did not occur at school has become the school's issue.

Whether the threat is real or implied, word will spread like wildfire and, like the old game of "gossip," the magnitude of the threat will grow with each telling.

Each threat incident is unique; however, there are general guidelines for dealing with this type of situation:

Analyze the situation and act quickly

Find out what happened. Separate the fact from the emotion. Determine who needs to know and identify any outside agency that should be involved. Think through what you need to do and take action before gossip and speculation have challenged your ability to control information.

If it isn't yours, don't claim it

Although you care deeply about students and your top priority is their safety, a threatening email is a matter for the police. They hold primary responsibility for the investigation and communication around that investigation. Work with the family to immediately contact the appropriate law enforcement officials.

If the police determine the incident is a police matter, your statement in all communications moving forward is that the police are in charge of the investigation. All communication about the alleged crime and investigation will either come from the police or be issued jointly with them. Information about school policies and actions will come from the school.

Work cooperatively with investigators

Most of us who work with students have a deep-seated desire to take charge when those students are threatened in any way. The one time to avoid taking over all communications and management of the issue is when it involves an alleged crime. All communications about the investigation should come from the police.

If the police ask you to issue statements or work cooperatively on statements, be sure to clarify that the statement is a joint one. All phone calls, media requests and other contacts that deal only with the alleged crime should be referred to the agency conducting the investigation.

Take action so student learning can continue

Depending on the incident, some families may wish to keep their children home from school. Some high school students may take advantage of the situation to take a few days of unplanned vacation.

To calm fears and/or protect students, you may need to add temporary security staff or counseling staff. The primary subject of your communications should be what the school is doing in response to the situation and what you always do to protect students.

If you anticipate the situation will cause undue student absences or similar problems, communicate clearly with parents and students about what an absence means for students.



Communications Now

Expect the news media to respond quickly

Word will spread quickly because news media feel responsible to communicate about a potential or confirmed threat. Use standard procedures for responding quickly to media calls.

If the police are in charge of the investigation, avoid revealing what you know about the investigation. Channel those questions to the police.

Emphasize your concern for student safety, that you take all threats seriously, and outline steps you are taking to try to assure student safety.

Don't make promises you can't keep

Although you can promise to do everything in your power to keep students safe, there is no way you can guarantee student safety. No matter how much you cooperate with the proper authorities, you cannot promise the culprit will be caught.

Be aware police may never identify the threat originator

Sending an anonymous electronic message is easy; tracing its origin is very difficult. It is fairly easy for even the most unsophisticated user to hide the path of an electronic message, and most providers may not reveal the names of users or sources of messages without a court order.

Assess what parents need to feel their kids are safe at school

There are many ways to do this. Parents need to feel that you share their concerns, and they need to know what you are doing to address their concerns and avoid future problems and threats. Most reassurance that matters to parents requires face-to-face conversations.

Some school jurisdictions have partnered with other community organizations to sponsor programs, seminars or community discussions about potential community problems such as substance abuse, bullying, and teenage depression.

Understand that there is no permanent solution

This era of instant messaging and the ability to remain anonymous means that students, parents or staff members may trigger, in a moment of despair or anger, a whole chain of explosive reactions.

Establishing basic procedures for dealing with this or any negative situation gives you the tools you need for shortening the duration of the crisis and turning your attention to your main focus: student learning.

Contributed by Gay Campbell, communications consultant



Communications Now

Weblinks

Environment Week

May 31 – June 6, 2015

Celebrated during the week of June 5th annually, as a part of the United Nations' World Environment Day. The week includes Clean Air Day, which is always the Wednesday in the week. Environment Week has been celebrated in Alberta since 1972.

For more information:

<http://esrd.alberta.ca/about-esrd/special-weeks/environment-week/default.aspx>

Wheel Week

May 31 – June 6, 2015

Wheel Week is held the first week of June each year, to celebrate and encourage students riding to school on a regular basis.

SHAPE (Safe, Healthy Active People Everywhere) is an Alberta wide non-profit organization that promotes the Active & Safe Routes to Schools programs throughout Alberta. To register and receive more ideas and information:

www.shapeab.com

Alberta Seniors' Week

June 1 – 7, 2015

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

For ideas and / or information:

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

National Aboriginal Day

June 21, 2015

<http://www.aadnc->

[aadnc.gc.ca/eng/1100100013248/1100100013249](http://www.aadnc.gc.ca/eng/1100100013248/1100100013249)

Stars of Alberta Volunteer Awards

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

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

Nomination forms available in June.

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



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

Resources for Families

Teaching kids to be accountable

Did you hear about the American mom who responded to her children's rowdy and disrespectful behavior toward a stranger in a movie theater with an apology on Facebook?

In a social media post on the sheriff's office page, she asked the woman to contact her about the incident. It was shared more than 50,000 times, liked more than 256,000 times and received almost 11,000 comments in support. <http://on.fb.me/1G2yg4O>

In her post, she offered an apology from her daughters and a movie and snacks that her daughters were to pay for out of their allowances.

The overwhelming response in support of this mother's actions is a sign that courtesy isn't dead and old-fashioned parental involvement is recognized and appreciated.

In her post she said, "I can assure you that these girls are being strongly dealt with and appropriately punished. This rude, disrespectful and awful behavior is unacceptable and they owe you an apology."

While the choices the girls made weren't good, it didn't make them bad kids. Their mother helped them to learn about being accountable.

Why personal accountability is important

Accountability means taking responsibility for our actions. Publicly apologizing to the woman in the theater and handing over allowance money for new movie tickets was certainly not easy for those girls, but they will surely remember the lesson. And, more importantly, they had the opportunity to learn that their actions have consequences and they have the power to address their mistakes.

Taking personal responsibility allows students and, later in life, workers to take ownership of their role in a project, job or team. Personal responsibility is also important in families. When we understand that mistakes inevitably happen, we are not as apt to make excuses for them. We can fix them and move on.

Teaching accountability

"Parents can only give good advice or put them on the right paths, but the final forming of a person's character lies in their own hands." —*Anne Frank*

Ensuring that children learn right from wrong and take responsibility for their actions is one of the most important lessons of childhood. But these lessons are not easy – for parents or children.

As parents, it can be equally difficult to teach and enforce accountability. While it is easier to assume that children will understand their mistakes and make better choices next time, it is more effective to provide a culture of expectations and accountability that set them up for success.

Accountability at home

Children should live in a culture of accountability, said counselor Megan Devine on the Empowering Parents website.

"When you have created a culture of accountability in your home, your child will know that no matter *who* started it or what happened first, everyone is responsible for their own behavior and everyone has to follow the rules...blaming someone else doesn't change the rules."



Tips include:

- Using consequences
- Being clear about expectations and setting clear limits
- Talking to your child to help them figure out how to follow the rules
- Using cues or reminders about expectations
www.empoweringparents.com/How-to-Create-a-Culture-of-Accountability-in-Your-Home.php

Holding children accountable

Michael Manos, PhD, offers more guidance for parents who want to focus on their child's behavior and increase accountability. He suggests using the "4 WHATS" to identify and change behavior:

1. What did you do? Identify the behavior
2. What happened when you did that? This helps the child monitor and describe their behavior and observe the effect of their actions.
3. What could you have done instead?
4. What would have happened if you had done that? This helps the child think about how to change their behavior.

Manos believes this is an effective behavior management strategy, but he does not recommend using the 4 WHATS when either parent or child is upset. Be sure to have this conversation when you are both in a calm and neutral mood where there is little chance of placing blame.

<http://add.about.com/od/parentingadhdchildren/a/The-Four-Whats.htm>

Accountability at school

The Alberta government has, after consultation with the public, outlined its intention to help youth develop three key qualities and abilities. According to this framework, future Albertans should be:

- Engaged thinkers
- Ethical citizens
- With an entrepreneurial spirit
http://education.alberta.ca/media/6581166/frame_work.pdf

To achieve these ideals, children will need to develop a sense of accountability and responsibility for their own success at school.

An educational organization offers several strategies to help students with this:

- **Stress the value of participating in a positive and respectful group atmosphere.** Students who understand how they contribute to the group or team will be more motivated to do their part, without excuses.
- **Help students understand they are partners in their own success.** Students who can take responsibility for their mistakes, avoid excuses or blaming, and make a plan for improvement will learn skills for succeeding in school that will carry through after graduating.
- **Set targets and encourage students to rate their progress and effort toward meeting them.** Self-reflection through a rating system or checklist of learning targets helps students identify strengths and areas for improvement.
www.nea.org/tools/54212.htm



Northland
School Division No. 61

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Krystal Potts <krystal.potts@nsd61.ca>

June 18 HotNews

ASBA <npownall@asba.ab.ca>
Reply-To: npownall@asba.ab.ca
To: "Northland SD No. 61" <krystal.potts@nsd61.ca>

Thu, Jun 18, 2015 at 3:45 PM

Published by the Alberta School Boards Association

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June 18, 2015

Highlights

93 people evaluate ASBA spring conference. Please add your views.

Govt. puts hold on proclaiming Education Act; extends current School Act regulations

Rules for disclosing expenses being developed by ASBA Board of Directors

Published by the ASBA for school trustees, the superintendent and the

Board of directors elects Mary Martin vice-president

The ASBA Board of Directors elected Calgary Catholic School District trustee **Mary Martin** as vice-president. This decision comes in the wake of incumbent vice-president **Michael Janz's** resignation. Two members of the board of directors let their name stand for the vice-presidency: **Marilyn Bergstra**, Edmonton Catholic Schools and Martin.

Martin will serve as vice-president until the ASBA's fall meeting when school boards will elect a president and vice-president for the next two year term. In her nomination submission she wrote: the vice-presidency of the ASBA "is an important role, at an important time. We all sit at this table because we believe in the incredible value that locally elected school boards bring to their communities. Every person around our table is a leader - both within their own community and within the province as a member of the board of directors. I have come to know that we are capable of building a vibrant desired

P. 270 secretary-treasurer.

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Contact

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ASBA

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future for school boards and, by extension, our students. Our strategic plan is sound, aggressive and achievable. We have the leadership in place to move this plan forward. In this role, I see an opportunity to help facilitate the realization of this plan, developed by the board of directors, supported by the membership, and critical to the success of the students we serve."

93 people evaluate ASBA spring conference. Please add your views

We have received 93 of a possible 347 evaluations of the ASBA's spring conference in Red Deer. Your input is important as we start planning the next meeting. Do take a moment to complete an evaluation, especially with suggestions for speakers and future topics. The online evaluation is here. Please complete your evaluation before June 28.

Govt. puts hold on proclaiming Education Act; extends current School Act regulations

Education Minister **David Eggen** announced June 2 the government would not be proclaiming the new Education Act until next fall. During a June 11 meeting with ASBA President **Helen Cleese**, the minister reiterated his plans for an indepth review of the proposed Act. He encouraged school boards to participate in this review. His goal: to make sure the Act is right and that the changes made are best for future students. While this review is underway, the current School Act regulations (which were to expire on August 31, 2015) will remain in force until the new Education Act is proclaimed.

Rules for disclosing expenses being developed by ASBA Board of Directors

At its June 11 meeting, the ASBA Board of Directors asked its Policy Development Advisory Committee to make recommendations about processes related to the board of directors' and executive director's expenses. Scheduled to present its recommendations this fall, PDAC will cover these topics in its review:

- expense guidelines
- disclosure of expenses
- approval of expenses and
- pre-authorization of extraordinary travel

ASBA to organize meeting of the 4 trustee organizations

The ASBA Board of Directors directed its Executive Committee (President, Vice-president and Executive Director) to invite Alberta's other three trustee organizations (the Alberta Catholic School Trustees' Association, the Federation des Conseils Scolaires francophone de l'Alberta and the Public School Boards' Association) to a facilitated discussion. The agenda will include a conversation about the role of ACSTA, FCSFA and PSBAA observers at ASBA board meetings.

In the June Communications Now

The importance of your school newsletter

Check out the June Communications Now for stories about the importance of the school newsletter to your communications efforts; Greater St. Albert Catholic Schools' community engagement project and tips for working with your local media. Each month we circulate Communications Now - a compendium of public relations and communications resources tailored to the school boards. See the index of Communications Now articles here.

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What's new @ www.asba.ab.ca

Agenda Board of Directors meeting June 11
(PDF-3M)

Highlights Board of Directors Meeting June 11
(PDF-66K)

Minutes Board of Directors meeting May 7-8
(PDF-98K)

Job postings

Superintendent of Schools/CEO - School District
No. 40 (New Westminster) (PDF-132K)
Closing date: June 22, 2015

Education in the news

**Vancouver School Board Chair Christopher
Richardson announces resignation**

16/06/2015, Vancouver Sun

**Medicine Hat Public School Board to ask
First Nations' opinion on Mohawk moniker**

17/06/2015, Medicine Hat News

**Prairie Rose School Division receives \$1M
donation for Schuler school**

16/06/2015, Medicine Hat News

**ATA critical of govt. for funding private
schools**

14/06/2015, Metro News Calgary

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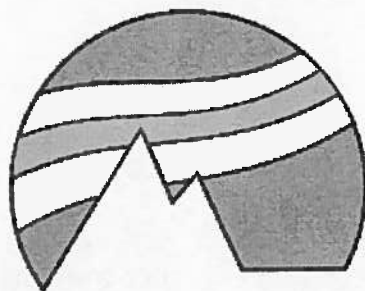
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Forward



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THE ADVOCATE

JUNE 2015

Spring General Assembly

A sincere thanks to all of our Members who generously donated financial assistance for the Students who attended our Spring General Assembly and for those Boards who mentored the Students throughout the day, this could not have been made possible without your assistance.

Please see below some words of thanks from the Students:

Thank you so much for inviting me! I had an amazing time and I really appreciated how everyone took time to listen to what I had to say.

From: Reana Szaboman

News

Letter

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

[Click to View](#)

Media Release

P. 274 *I just wanted to extend a thank you to you, your team, and all of the wonderful Trustees and Board Members I had the opportunity to interact with over the conference. It was a truly amazing experience and I felt that student voice was listened to at every step of the way, as did many of my peers. We are all so thankful for all of the hard work you do to improve education.*

Thanks so much!

From: Cole Webber

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
- 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](#)

See below a Media Release from President Hrynyk, congratulating Premier-elect Rachel Notley on a well-run election campaign.

[Click to View](#)

Letter

See below a Letter of Congratulations from President Hrynyk to Honourable Minister David Eggen regarding his appointment as Minister of Education & Minister of Culture and Tourism.

[Click to View](#)

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.

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 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

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[View our Program](#)[Bus Registration](#)

Upcoming Events

August 2015 - Public School Board Council Meeting

20 - 22 August 2015 - Sawridge Inn and Conference Centre Fort McMurray

[Register Here](#)

Fall Events

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

[Register Here](#)

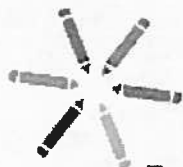
November 2015 - Public School Board Council Meeting

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





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Secretary-Treasurer's Report

For the Period Ending May 31, 2015

REVENUE

Provincial and Federal Revenue

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

EXPENSES

- As indicated in the quarterly report, the division could have a surplus of \$600,000, if the third quarter projections are accurate. Of the surplus, about \$240,000 is earmarked (the board and administration unspent portion), leaving about \$360,000 as unspent.

ACCOUNTS RECEIVABLE

Mikisew Cree is continuing to remain current; however, \$1.3 million remains outstanding from 2013-2014, and an additional \$1.3 million is outstanding from the earlier this school year.

STATEMENTS OF OPERATIONS

For the Period Ending May 31, 2015 (in dollars)

	Actual 2011-2012 (Restated)	Actual 2012-2013	Actual 2013-2014	Actual YTD May 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	\$26,031,374	\$36,668,698	\$37,011,527	\$10,980,153
Other - Government of Alberta	\$1,095,583	\$966,929	\$699,650	\$374,461	\$930,824	\$930,824	\$556,363
Federal Government and First Nations	\$20,845,936	\$20,862,392	\$20,962,847	\$19,687,792	\$20,966,622	\$23,696,172	\$4,008,380
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	\$208,475	\$1,274,650	\$1,494,069	\$1,285,594
Investment income	\$39,891	\$10,292	\$67,600	\$57,701	\$40,000	\$40,000	(\$17,701)
Gifts and donations	\$693,754	\$665,555	\$154,469	\$470,212	\$450,000	\$450,000	(\$20,212)
Rental of facilities	\$1,000,651	\$973,522	\$832,864	\$700,514	\$957,530	\$957,530	\$257,016
Fundraising	\$347,164	\$251,134	\$489,715	\$0	\$0	\$0	\$0
Gains (losses) on disposal of capital assets	\$1,260	\$156,458	\$200	\$231,095	\$0	\$0	(\$231,095)
Other revenue	\$0	\$0	\$1,365,154	\$393,619	\$0	\$0	(\$393,619)
TOTAL REVENUES	\$62,045,197	\$61,743,256	\$63,134,231	\$48,155,244	\$61,288,324	\$64,580,122	\$16,424,878
EXPENSES							
Certificated salaries	\$21,544,783	\$21,031,068	\$20,878,113	\$15,751,009	\$20,940,642	\$20,974,112	\$5,223,103
Certificated benefits	\$4,218,552	\$4,092,469	\$4,390,192	\$3,354,250	\$4,351,911	\$4,172,140	\$817,890
Non-certificated salaries and wages	\$13,536,225	\$13,282,741	\$12,583,963	\$9,769,946	\$13,306,691	\$13,602,297	\$3,832,351
Non-certificated benefits	\$2,959,078	\$2,916,643	\$2,805,020	\$2,247,173	\$3,642,980	\$3,473,654	\$1,226,481
SUB - TOTAL SALARIES AND BENEFITS	\$42,258,638	\$41,322,920	\$40,657,288	\$31,122,378	\$42,242,224	\$42,222,203	\$11,099,825
Services, contracts and supplies	\$16,204,273	\$15,450,160	\$16,819,789	\$11,810,104	\$14,683,930	\$17,777,838	\$5,967,734
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	\$738	\$45,162	\$45,162	\$44,424
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	\$42,933,220	\$61,452,339	\$64,526,226	\$21,593,006
OPERATING SURPLUS (DEFICIT)	(\$631,238)	\$47,392	(\$165,361)	\$5,222,023	(\$164,015)	\$53,896	(\$5,168,127)
EXPENSES							
Instruction	\$40,504,149	\$39,872,808	\$39,459,882	\$28,694,816	\$39,379,882	\$40,608,362	\$11,913,546
Plant operations and maintenance	\$9,968,293	\$9,696,288	\$11,636,159	\$5,817,624	\$9,438,207	\$10,187,496	\$4,369,872
Transportation	\$3,753,651	\$3,721,237	\$3,578,213	\$2,405,240	\$3,572,676	\$3,555,872	\$1,150,632
Administration	\$3,173,874	\$3,233,159	\$3,532,499	\$2,343,608	\$3,774,411	\$3,933,415	\$1,589,807
External services	\$5,274,639	\$5,172,372	\$5,092,839	\$3,671,932	\$5,287,162	\$6,241,081	\$2,569,149
TOTAL EXPENSES	\$62,674,606	\$61,695,864	\$63,299,593	\$42,933,220	\$61,452,339	\$64,526,226	\$21,593,006
OPERATING SURPLUS (DEFICIT)	(\$629,409)	\$47,392	(\$165,361)	\$5,222,023	(\$164,015)	\$53,896	(\$5,168,127)

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	Monthly Billing	REG rate	ECS Rate
Indian & Northern Affairs (INAC)	111	26	-	(0.00)	4,819.88	-	-	4,819.88	230,027.84	1,868.86	868.63
Lesser Slave Lake Regional Council	6	4	-	-	-	6,706.20	1.0	6,706.20	6,924.96	1,154.16	465.93
Bigstone Cree First Nation	360	26	-	-	-	1,692,979.98	2.4	1,692,979.98	695,373.98	1,868.86	868.63
Indian Education Authority Athabasca - Chip - Mikisew	0	0	61,333.22	-	5,208.80	-	0.1	61,333.22	-	-	-
	40	2	-	-	-	-	10.0	5,208.80	71,773.40	1,750.93	868.10
	138	8	-	-	-	1,241,276.18	-	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	-	-	-	3,808.48	-	3,808.78	144,112.85	1,868.86	868.63
Chipewyan Prairie First Nation (INAC)	57	8	-	0.00	0.00	(0.00)	-	-	113,474.06	1,868.86	868.63
Peerless Kateri First Nations (INAC)	201	21	-	(0.00)	0.00	-	-	(0.00)	393,882.09	1,868.86	868.63
985	106		61,333.22	(0.00)	10,028.48	1,241,276.48	2,954,766.32	4,267,404.50			

Total Outstanding

Athabasca Chip	77,841.02	May 2015
Peerless Trout	433,201.42	May 2015
INAC	278,344.48	May 2015
Lubicon	197,562.36	May 2015
Chipewyan Prairie	120,588.72	May 2015
Mikisew Cree	285,284.44	April 2015
Bigstone Cree	1,236,838.05	Mar 2015, 14-15 Adj
Mikisew First Nation	285,284.44	May 2015
LSLIRC	6,705.70	March 2015
LSLIRC	6,705.70	April 2015
2,928,156.33		

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

Aged Summary

Months Outstanding	ACFN	Indian Education Authority	Mikisew	Peerless Kateri First Nation	Bigstone	Chip Prairie	Lesser Slave Lake	Lubicon Cree	Indian Affairs	Woodland Cree	Aging by Month
May-15	-	-	-	-	772,725.99	-	6,705.70	1,904.24	-	-	781,335.93
Apr-15	-	-	-	-	772,725.99	-	-	1,904.24	-	-	774,630.23
Mar-15	-	-	505,552.24	-	147,528.00	-	-	-	-	-	653,080.24
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	-	1,692,979.98	-	6,706.20	3,808.78	4,819.88	(0.00)	4,267,404.50
Current	-	-	-	-	772,725.99	-	6,705.70	1,904.24	-	0.00	781,335.93
30 days	-	-	-	-	772,725.99	-	-	1,904.24	-	0.00	774,630.23
60 days	-	-	505,552.24	-	147,528.00	-	-	-	-	0.00	653,080.24
90 days	-	-	248,573.14	-	-	-	0.50	-	-	0.00	248,573.64
120 days	-	-	248,573.14	-	-	-	-	-	-	0.00	248,573.14
180 days	-	-	248,573.14	-	-	-	-	-	-	0.00	248,573.14
181 - 365	-	-	1,241,276.18	-	-	-	-	0.30	-	0.0	1,241,276.48
1 yr - 2 yr	5,208.60	-	-	-	-	-	-	-	4,819.88	0.00	10,028.48
Over 2 yr	-	61,333.22	-	-	-	-	-	-	-	0.00	61,333.22
Current	5,208.60	61,333.22	2,492,547.84	-	1,692,979.98	-	6,706.20	3,808.78	4,819.88	-	4,267,404.50
Long Term	-	-	-	-	-	-	-	-	-	-	-
Total Aging	5,208.60	61,333.22	2,492,547.84	-	1,692,979.98	-	6,706.20	3,808.78	4,819.88	-	4,267,404.50