

**May 27/28, 2016
Board Meeting
Attachments**

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BOARD OF TRUSTEES

COLIN KELLY
TRUSTEE OF THE BOARD

DATE: MAY 27, 2016

PRESENTED BY: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

SUBJECT: EDUCATION QUARTERLY REPORT

ORIGINATOR DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

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

Education Quarterly Report to the Board for May, 2016

Purpose:

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

Quarterly Content for May, 2016		
1. Superintendent's Message	Bulletin #1	
2. Enrolment, Staffing Positions and Staff and Student Attendance	Bulletin #2	Divisional Priorities
	Bulletin #3	Student Attendance
	Bulletin #4	Student Attendance by Division in Percentage
	Bulletin #5	Staff Attendance
	Bulletin #6	Staffing Update
	Bulletin #7	School Visits by Staff
	3. School and Division Success Stories	Bulletin #8
Bulletin #9		Edwin Parr Media Release
Bulletin #10		Esquao Awards
Bulletin #11		Excellence in Teaching

May, 2016 Quarterly Report

Superintendent's Update

Literacy

Principals have been meeting in small groups to review their benchmark reading level data and develop processes to work with staff. Grade level indicator levels were adjusted to more accurately represent reading requirements at the grade one and two levels. At the May administrator meetings, principals began developing their literacy plans for the 2016-17 school year with the support of the pedagogical supervisors and division literacy leads. Detailed planning to support schools is also occurring in May. Next year the Division is planning to use the CAT 4 to assess students who have reached level 30 on the PM Benchmarks.

At the May Board meeting there will be a presentation on the work that has been completed in the 2015-16 school year.

Northland continues to work with our partners in Kee Tas Kee Now to co-ordinate supports related to the literacy initiative.

First Nation, Métis and Inuit Learning

Northland School Division, in partnership with Kee Tas Kee Now Tribal Council, is continuing to build our capacity to connect community knowledge, culture and curriculum through locally developed experiential learning camps. In April, the partners received conditional grant funding from Alberta Education to provide professional development to staff and to operate land based learning camps for students. On May 13-16 the first weekend professional development session was held at Marten Lakes Camp. Highlights of this camp will be presented at the May board meeting.

Attendance Initiative

Student attendance is showing modest gains when compared with previous years. Attendance committee meetings continue and more community partners are seeing how they can play a role in supporting regular school attendance. At the May administrators meeting principals shared and reviewed their attendance data and discussed strategies to re-engage chronic non-attenders.

Quality Teaching and Leadership

Alberta Education is working on a new draft of the Teaching Quality Standard and School Leadership Quality Standard. These documents were reviewed at the May administrators meeting. A key addition to these draft documents is the addition of requirements related to applying knowledge of First Nations, Metis and Inuit peoples. At the May administrators' meeting principals had an opportunity to review these draft documents. Copies of both draft documents are included in the board package.

Partnerships

Kee Tas Kee Now Tribal Council, Northern Lakes College and Northland School Division are discussing the possibility of entering into a tripartite agreement to use the Marten Lakes Camp.

Wabasca Desmarais Education Group

Northland School Division and Bigstone Cree Nation have received a collaborative grants to work on shared initiatives. The community engagement co-ordinator has initiated several projects to promote student leadership and engagement. The value scoping for modernization and expansion of Mistassiniy School is scheduled for mid-June.

School Review Process

School reviews will be piloted in the 2016-17 school year focused on key Division initiatives

May, 2016 - Quarterly Report Divisional Priorities

Literacy Plan to Support Schools	AERR Priority:	
	Continue the Literacy Focus Group, principal PLC's and working with schools to improve Literacy instruction for English, Cree and Dene Languages to meet or exceed division annual improvement targets.	
<p>This year NSD61 literacy plans have centred on Principal and Literacy Lead PLC's reviewing literacy practices based on research, data analysis and cross referencing data with students on IPP's. We have also worked with the Literacy Leads providing updated training in assessment. Our focus this year has also been on providing in service for kindergarten and grade one teachers. We have been working on resource management in the schools and ensuring that schools have the training and materials necessary to implement their instructional plans. Guided reading has been a focus for all of our schools. In addition we have focussed on ensuring all certified staff have had updated training in the assessment tool we use for determining reading levels. A renewed focus has been taken with regards to Response to Intervention and we provided training in Levelled Literacy Intervention to schools that had the resource. We continue to travel to schools to provide support and training for teachers. NSD61 works collaboratively with the Kee Tas Kee Now partnership as well as Oski Pasikoniwew Kamik School in Wabasca.</p> <p>School administrators received guidance to begin working on their literacy plans for the 2016-17 school year at the May administrators' meeting.</p> <p>An update on the literacy initiative will be presented to the Board and the May Board Meeting.</p>		
First Nation, Métis, Inuit Learning	AERR Priority:	
	<p>Strengthen implementation of land-based and experiential learning to improve student engagement, attendance, learning, and achievement.</p> <p>Complete the Community Resource List for all Northland Communities.</p>	
<p>What does it mean to think of the land as a source of knowledge and understanding? What can the land teach us? How can we develop capacity to connect community, culture and curriculum to the living and learning experience? How can we work, learn and teach collaboratively with our communities?</p> <p>On May 13-16, 2016, approximately 11 teachers, a Cree language Instructor, Elders, Local Knowledge Keepers, KTC Education Staff, NSD61 Director of First Nation, Métis, and Inuit Education, and Beverley Barca, attended Marten Lake Camp as a beginning step in answering these questions. The camp opened with a pipe ceremony and a teaching about the pipe and its meaning from the Elders. Our teachers from Cadotte Lake, Clarence Jaycox, Little Buffalo, Grouard and Peerless Lake had the option of participating in the ceremony.</p>		

During the weekend, the teachers were in groups that participated in learning from the land and learning from the classroom. Land activities included hiking, medicinal plants and trees, canoeing, bannock and moccasin making. Learning from the classroom introduced the concept of 'Two-Eyed Seeing' as a partnership to develop capacity of educators, community and Elders to embrace a bicultural model that weaves culture, traditions, language and land-based learning into the Alberta Program of Studies.

Sessions facilitated by Beverley Barca included an introduction to:

- Developing an understanding and vision of land based learning
- Developing an understanding of what value does land based learning have for students, school staff and community
- Understanding the barriers to implementing land based learning
- Ways of knowing - understanding assessment purposes in the land based learning context.
- Reviewing the role of the teachers as Planner, Coach, Judge and Reporter in the land based learning environment.
- Unpacking the curriculum to determine essential learning outcomes connected to land based experiences.
- Game of 'Muskrats and Beavers' to show how math, science and social can be woven into a land based experience.

Attendance Initiative	AERR Priority:	
	Continue working with the Attendance Improvement Committee and schools to improve division wide attendance.	

NSD61 Attendance Continues to Improve

When compared to the previous two years, NSD61 division-wide attendance patterns continue to improve. The following attendance information shows a modest 2% improvement in student attendance over the previous school year:

- 2013-2014 = 78%
- 2014-2015 = 80%
- 2015-2016 = 82% (September 2015 to March 2016)

To date, there has been a 4% improvement in attendance since September 2013. We are pleased with this modest but gradual improvement in our student attendance rates.

Attendance Improvement Committee Activities

Since the last Quarterly Report, the Attendance Improvement Committee met on Saturday, April 30, 2016 in Wabasca to discuss:

- Follow-up on the Attendance Improvement Agency Meeting in Wabasca on March 7th, 2016 – discussion of the feedback from participants
- Division-wide attendance update for the period of September 2015 through to March 2016 – presentation of attendance information and discussion
- Minimum attendance - discussion
- Attendance Award Criteria – discussion
- Resources to help support attendance improvement at the school level – Alberta Education website (<https://education.alberta.ca>)
- Administrators' Extranet Access to Attendance Board link for reporting non-attenders, and
- 4-Day Boreal forest Campout at Marten Lakes:

- Youth Leadership Mentorship Retreat – Wabasca schools
- Non-Attendees Retreat

The next Attendance Improvement Committee meeting is scheduled for Saturday, June 18, 2016 at Northern Lakes College in Wabasca.

Administrators' Meeting – May 5/6 in Peace River

A portion of the May 2016 Administrators' Meeting was devoted to Division attendance. Principals were provided with the following attendance information for their respective schools: (a) monthly attendance information from September 2015 through to March 2016, (b) line graph attendance data showing individual school attendance averages (2013-2014, 2014-2015, & 2015-2016) compared with NSD61 averages, and (c) individual school attendance data for March 2016.

Principals engaged roundtable discussions on attendance success, challenges and specific strategies on how best to target those students whose attendance patterns are below 69%. Table discussions were then brought to the larger group for further strategizing and follow-through at the school level. Individual table and large group discussion notes will be distributed to principals. The summary discussion notes will also form part of the next Quarterly Report.

School Attendance Improvement Summary Reports

Principals will submit their school-based attendance improvement summary planning reports in central office by June 15, 2016. These reports will highlight school progress for the 2015-2016 school year; including school attendance successes, challenges and particular barriers to strategy implementation at the school and community levels.

Quality Teaching and Leadership	AERR Priority:	
	Develop indicators of quality teacher performance related to key improvement areas and enhance instructional leadership and strengthen teacher supervision and evaluation to improve teacher practice.	

Human Resources is working with a sub-committee to develop a Northland School Division Teaching Quality Standard rubric/guide for principals based on the feedback provided earlier this year. This guide provides indicator of what principals should look for when supervising teachers in the Northland context.

At the May 2016 Administrators' Meeting, administrators looked at the new draft Teaching Quality Standard and the School Leader Quality Standard. Principals started to identify the supports and resources they will need to use these documents within the Northland School Division context.

Partnership with KTC	AERR Priority:	
	In partnership with KTC, move forward with the regional/virtual high school.	

We continue to work in partnership to support students in the ten schools. In early April we received confirmation of three year conditional grant funding to support further development of land based learning and the establishment of an interschool sports program for the partnership schools. The funds

from this grant will be used in part to build the capacity of staff to make links between land based learning experiences and the learning outcomes of the provincial curriculum. Principals continue to be involved in implementation plans related to this grant. Second level service staff from NSD and KTC continue to work together to co-ordinate delivery of CTS programs and support for literacy.

Wabasca-Desmarais Education	AERR Priority:	
	In consultation with the school community, develop and begin implementation of a multi-year operational plan to improve student attendance, achievement and high school completion for junior and senior high school students beginning in Wabasca – Desmarais.	

A meeting was held on April 13. The meeting focused on a discussion of the challenges presented when students are required to upgrade after graduation prior to being accepted in post-secondary. Regular attendance and guidance are particularly important in helping students ensure that they have the graduation requirements for the programs they wish to enter.

Value scoping for the modernization and expansion of Mistassiniy School has now been scheduled for mid-June. We will receive confirmation of the dates at the end of May.

Darrell Anderson, our community engagement facilitator is making a significant contribution to student and community engagement through such things as the development of a student mentorship program. Northland School Division and Bigstone Cree First Nation each received a conditional grant to support collaboration to improve student learning. We are in discussions with the Nation and the University of Calgary to develop a partnership.

School Review Process	AERR Priority:	
	Formalize the Northland school review process related to key improvement focuses and pilot in selected schools.	

Initial meetings were held with NSD61 staff regarding the School Review Process and we decided to develop our own process based on NSD61 initiatives. We will plan to meet again before the end of the year and develop a process that we will implement in pilot schools for the 2016-17 school year.

2015-2016 Division Attendance

	95-100%	90-94 %	80-89%	70-79%	60-69%	50-59%	Below 50%	Total
September 2014	1347 (48%)	347 (12%)	470 (17%)	272 (10%)	149 (5%)	82 (3%)	146 (5%)	2807
September 2015	1445 (52%)	305 (11%)	450 (16%)	249 (9%)	127 (5%)	79 (3%)	116 (4%)	2771
October 2014	1168 (42%)	390 (14%)	496 (18%)	294 (10%)	170 (6%)	84 (3%)	204 (7%)	2806
October 2015	1229 (45%)	245 (9%)	516 (19%)	287 (10%)	152 (6%)	101 (4%)	228 (8%)	2758
November 2014	793 (28%)	456 (16%)	579 (21%)	316 (11%)	235 (8%)	133 (5%)	271 (10%)	2783
November 2015	873 (32%)	399 (14%)	603 (22%)	303 (11%)	184 (7%)	121 (4%)	270 (10%)	2753
December 2014	596 (21%)	439 (16%)	531 (19%)	355 (13%)	290 (10%)	161 (6%)	426 (15%)	2798
December 2015	895 (32%)	396 (14%)	478 (17%)	362 (13%)	212 (8%)	129 (5%)	283 (10%)	2755
January 2015	902 (32%)	223 (8%)	529 (19%)	372 (13%)	249 (9%)	173 (6%)	338 (12%)	2798
January 2016	846 (31%)	402 (15%)	554 (20%)	305 (11%)	250 (9%)	128 (5%)	267 (10%)	2752
February 2015	793 (29%)	430 (16%)	536 (19%)	350 (13%)	239 (9%)	174 (6%)	240 (9%)	2762
February 2016	909 (34%)	393 (15%)	527 (20%)	295 (11%)	228 (9%)	114 (4%)	200 (8%)	2666
March 2015	873 (32%)	296 (11%)	569 (21%)	352 (13%)	225 (8%)	146 (5%)	296 (11%)	2557
March 2016	603 (23%)	424 (16%)	577 (22%)	395 (15%)	229 (9%)	178 (7%)	262 (10%)	2665
April 2015	688 (25%)	443 (16%)	598 (22%)	306 (11%)	225 (8%)	152 (6%)	317 (12%)	2729
April 2016	653 (24%)	417 (16%)	573 (21%)	384 (14%)	228 (9%)	176 (7%)	242 (9%)	2673

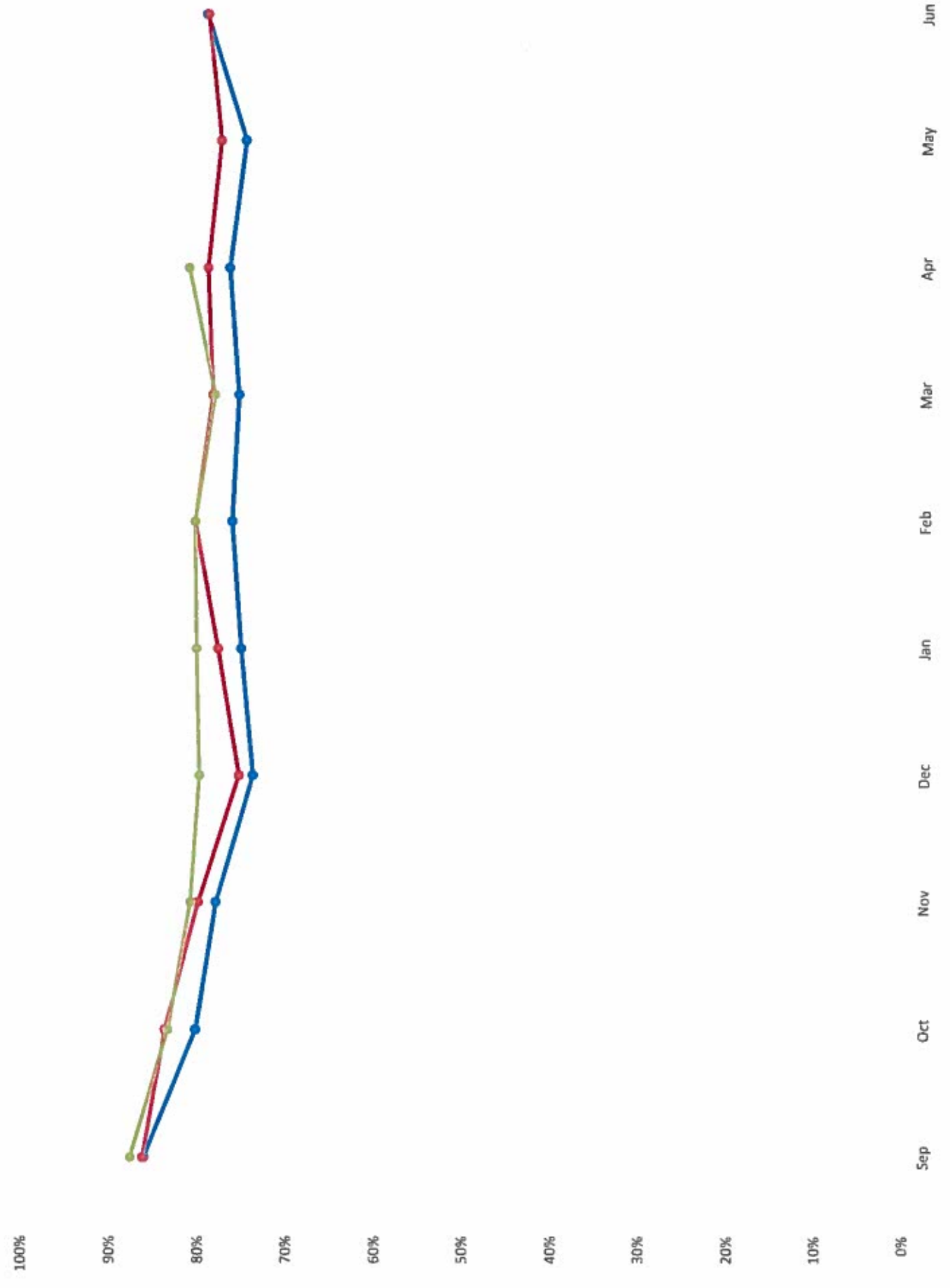
*Does not include Outreach

DIVISION ATTENDANCE APRIL 2016

	95% - 100%	90% - 94%	80% - 89%	70% - 79%	60% - 69%	50% - 59%	Below 50%	Total
ECS	55	40	63	42	32	27	19	278
Gr. 1	63	48	61	45	22	18	16	273
Gr. 2	70	41	65	38	24	14	19	271
Gr. 3	82	52	55	30	21	13	13	266
Gr. 4	68	47	53	32	19	13	6	238
Gr. 5	71	49	45	34	17	11	11	238
Gr. 6	66	37	61	24	20	16	16	240
Gr. 7	45	26	50	43	11	12	25	212
Gr. 8	43	27	46	27	15	13	26	197
Gr. 9	18	17	24	33	19	14	42	167
Gr. 10	28	13	22	10	15	11	16	115
Gr. 11	19	14	15	14	9	10	19	100
Gr. 12	25	6	13	12	4	4	14	78
Student Totals	653	417	573	384	228	176	242	2673

*Does not include Outreach

NSD61 Division Attendance



April 2016 Division Attendance by School

	95-100%	90-94 %	80-89%	Column1	60-69%	50-59%	Below 50%	Total
Anzac Community School	12 (14%)	15 (18%)	18 (21%)	18 (21%)	12 (14%)	7 (8%)	3 (4%)	85
ADCS	44 (19%)	12 (5%)	38 (16%)	32 (14%)	20 (9%)	32 (14%)	54 (23%)	232
Bill Woodward School	3 (3%)	12 (11%)	37 (34%)	25 (23%)	19 (18%)	9 (8%)	3 (3%)	108
Bishop Routhier School	13 (21%)	6 (10%)	11 (17%)	13 (21%)	5 (8%)	7 (11%)	8 (13%)	63
Calling Lake School	26 (22%)	23 (19%)	27 (23%)	16 (14%)	10 (8%)	5 (4%)	11 (9%)	118
Chipewyan Lake School	1 (4%)	3 (13%)	8 (33%)	6 (25%)	5 (21%)	0 (0%)	1 (4%)	24
Conklin Community School	8 (21%)	10 (26%)	11 (29%)	5 (13%)	3 (8%)	0 (0%)	1 (3%)	38
Dr. Mary Jackson School	7 (23%)	10 (32%)	9 (29%)	4 (13%)	1 (3%)	0 (0%)	0 (0%)	31
Elizabeth School	65 (46%)	21 (15%)	29 (21%)	17 (12%)	1 (1%)	6 (4%)	1 (1%)	140
Father R. Perin School	21 (26%)	14 (18%)	24 (30%)	8 (10%)	9 (11%)	4 (5%)	2 (3%)	82
Fort McKay School	29 (32%)	10 (11%)	19 (21%)	11 (12%)	13 (14%)	2 (2%)	7 (8%)	91
Gift Lake School	44 (25%)	20 (11%)	44 (25%)	29 (16%)	21 (12%)	13 (7%)	6 (3%)	177
Grouard Northland School	26 (33%)	13 (17%)	13 (17%)	14 (18%)	5 (6%)	5 (6%)	2 (3%)	78
Hillview School	10 (37%)	8 (30%)	2 (7%)	4 (15%)	2 (7%)	0 (0%)	1 (4%)	27
JF Dion School	31 (35%)	20 (23%)	20 (23%)	5 (6%)	7 (8%)	3 (3%)	2 (2%)	88
Kateri School	21 (24%)	14 (16%)	12 (14%)	11 (13%)	9 (10%)	4 (5%)	16 (18%)	87
Little Buffalo School	50 (29%)	31 (18%)	34 (20%)	8 (5%)	14 (8%)	11 (6%)	26 (15%)	174
Mistassinny School	39 (12%)	40 (13%)	54 (17%)	59 (19%)	24 (8%)	29 (9%)	69 (22%)	314
Paddle Prairie School	45 (40%)	21 (18%)	21 (18%)	13 (11%)	5 (4%)	6 (5%)	2 (2%)	113
Peerless Lake School	44 (35%)	23 (19%)	23 (19%)	16 (13%)	11 (9%)	4 (3%)	3 (2%)	124
Pelican Mountain School	1 (4%)	6 (25%)	6 (25%)	5 (21%)	3 (13%)	2 (8%)	1 (4%)	24
St. Theresa School	100 (24%)	79 (19%)	99 (24%)	57 (14%)	25 (6%)	27 (7%)	23 (6%)	410
Susa Creek School	13 (29%)	6 (13%)	14 (31%)	8 (18%)	4 (9%)	0 (0%)	0 (0%)	45

	95-100%	90-94 %	80-89%	70-79%	60-69%	50-59%	Below 50%	Total
Career Pathways School	20 (20%)	3 (3%)	4 (4%)	5 (5%)	5 (5%)	9 (9%)	54 (54%)	100
Calling Lake Outreach School	2 (25%)	2 (25%)	1 (13%)	1 (13%)	1 (13%)	0 (0%)	1 (13%)	8

Student Attendance by Division in Percentage
For the Month of April, 2016

School	ECS	Div 1	Div 2	Div 3	Div 4
Anzac	81	86			
ADCS	83	76	74	64	64
Bill Woodward			90	86	86
Bishop Routhier	81	74	84		
Calling Lake	74	83	81	71	65
Calling Lake Outreach					54
Career Pathways					45
Chipewyan Lake	82	81	84	69	
Conklin	85	91	92	89	
Dr. Mary Jackson	88	90	91	86	100
Elizabeth	82	92	93	92	
Fr. R. Perin	80	77	78	75	
Fort McKay	82	87	85	78	
Gift Lake	75	85	87	84	
Grouard	79	86	90	86	
Hillview	84	91	84		
J.F. Dion	88	90	89	91	
Kateri	74	81	89	73	54
Little Buffalo	72	77	79	71	54
Mistassiniy				77	62
Pelican Mountain	81	87	91		
Paddle Prairie	89	89	87	91	69
Peerless Lake	85	90	88	79	79
St. Theresa	84	87	87		
Susa Creek	96	89	94	85	
All Schools	83	86	86	79	66

Staff Attendance (Based on Leave Applications)

February 1, 2016 to April 30, 2016

	# 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	200	58	11600	1243	10357	106	1137	89%	11%	0.91%	9.80%
Uncertified Staff	177	58	10266	1044.5	9221.5	31	1013.5	90%	10%	0.30%	9.87%
Maintenance Staff	53	62	3286	314.5	2971.5	1	313.5	90%	10%	0.03%	9.54%
Central Office Staff	41	62	2542	111	2431	1.5	109.5	96%	4%	0.06%	4.31%

Types of Leaves:

ATA
 Mentorship Teachers
 Casual Sick Days
 Personal Paid Leave
 Compassionate
 Personal Unpaid Leave
 Conference
 Principals' Meeting
 Critical Care Leave
 Professional Development
 Evergreen
 School Business
 Family Care Days
 FNMI
 Leave – Other
 Lieu Days

Maintenance includes:

Area Maintenance Workers
 Custodial Staff

Central Office Staff includes:

Ped Supervisors

Staffing Update - May 12, 2016											Bulletin 6	
Certified Staff	Certified Staff - NL	ECS - PUF	Teacher Assistants	Special Assistants	School Community Liaison Worker	Family Community Liaison Advisor	Library Assistant	Native Language Instructor	Clerical	Total by School		
Anzac	5.5	0	1.5	0.6	1.5	0	0	0.5	1	11.6		
ADCS	19	1	0	1	8	1	0	0	1	32		
Bill Woodward	7.5	0	0	0	2.6	1	0	0.5	0	12.6		
Bishop Routhier	5	0	1.5	0	2	0	0	0	0.5	9		
Calling Lake	10	0	0	1	1	0.5	0	0	0.5	14		
Career Pathways	3	0	0	1.5	0	0	0	0	0	5		
Chipewyan Lake	2	0	0	0.67	0.5	0	0	0	0.33	4		
Conkin	4	0	0	1	0	0	0	0	0	5		
Dr. Mary Jackson	2	0	0	1	1.5	0	0	0	0	5.4		
Elizabeth	10	0	2.8	0.5	1.4	0	0	0.5	1	17.2		
Father R. Perin	8	0	0	0	0.4	0	0	0	0.6	9.9		
Fort McKay	7	0	0	5	0	0	0	0	1	14		
Gift Lake	14	0	0	3	4.7	0	0	0	1	23.7		
Grouard	7	0	0.8	2	1	0	0	0	1	12.8		
Hillview	3	0	0	0	0.5	0	0	0	0	4		
J.F. Dion	6	0	1.75	1	0	0	0	0	0	9.75		
Kateri	7	0	0	1	1.5	0	0	0	1	11.25		
Little Buffalo	11	0	0	0.8	4	0	0	0	1	17.8		
Mistassiniy	21	0	0	3	1	0	1	0	2	28		
Paddle Prairie	8	0	0	0.8	1	0.2	0	0	0.5	11.4		
Peerless Lake	9	0	0	2	1	0	0	0	0.9	13.8		
Pelican Mountain	2	0	0	0.75	0	0	0	0	0.25	3		
St. Theresa	25	0	6	7	11	0	2	1	1	55		
Susa Creek	3	0	1	0.9	0	0	0	0	0.4	6.1		
Totals	199	1	15.35	34.52	44.6	2.7	3	2.5	12.98	336.3		

School Visits by Department			
September 1, 2015 -April 30, 2016			
	Management	Learning Services Team	Totals
Anzac	3	4	7
ADCS	5	7	12
Bill Woodward	3	3	6
Bishop Routhier	6	5	11
Career Pathways	4	6	10
Calling Lake	7	8	15
Chipewyan Lake	3	4	7
Conklin	4	3	7
Dr. Mary Jackson	4	2	6
East Prairie/Hillview	4	7	11
Elizabeth	3	4	7
Fort McKay	3	5	8
Fr. R. Perin	5	11	16
Gift Lake	4	5	9
Grouard	7	8	15
J.F. Dion	4	4	8
Kateri	2	3	5
Little Buffalo	7	6	13
Mistassiniy	5	5	10
Paddle Prairie	4	5	9
Peerless Lake	5	2	7
Pelican Mountain	4	6	10
St. Theresa	4	5	9
Susa Creek	3	2	5

Bulletin 7



P.O. Bag 1400, 9809-77th Avenue, Peace River, AB, T8S-1V2
 Phone: 780-624-2060 or 1-800-362-1360
 Fax: 780-624-5914

www.nsd61.ca

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Wabasca-Desmarais student nominated for Indigenous Shining Student Award

For immediate release – April 20, 2016



Northland School Division No.61 (NSD) is pleased to announce that Wabasca-Desmarais student Chantelle Manybears has been nominated for the Indigenous Shining Student Award. This annual award is presented to a student of First Nations, Métis or Inuit heritage, who demonstrates leadership and inspires others, through embracing and respecting Aboriginal perspectives. Chantelle, a grade 12 student from Career Pathways School, was nominated by one of her teachers Angela James.

“When I first met Chantelle, she was quiet, shy and withdrawn,” said James. Within the first year at Career Pathways School, Chantelle utilized her artistic skills and immersed her rich Indigenous cultures of both Woodland Cree and Blackfoot into the school logo design. She continues to be a leader and role model by sharing her Indigenous knowledge on various topics and issues we discuss within the school.”

Chantelle’s willingness to talk about her heritage goes beyond sharing. She says embracing her worldview helps her to understand people’s perspectives on aboriginal culture.

“The reason why I’m so intrigued by knowing other people’s perspectives is because I learn what my place is on the world stage,” said Manybears. “I share this knowledge at my school by encouraging people to share their worldviews by talking about it. My hopes for people at my school is for them to know their culture by continuing their education and to learn about Aboriginal history. I truly believe that’s the way to bridge two worldviews and be blended respectfully.”

In addition to leading by example at the school, Chantelle demonstrates role model qualities outside of school by volunteering for the Bigstone Cree Nation Fire Department. Despite the busy schedule, Chantelle says it doesn’t get in the way of pursuing her dreams.



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“My dream is to become a botanist (plant scientist) or something similar to that,” said Manybears. “Art is a part of my life, so it’d be nice to go to school for that also. But whatever happens, I just mainly want to be happy.”

When asked about being nominated for the Indigenous Shining Student Award, Chantelle says it’s an honour just to be considered for the award and appreciates the support from everyone.

“I feel like my principal, and teachers really helped me tons,” said Manybears. “They make my education experience pleasant and enjoyable. When I wake up for school, I don’t dread it. Sure there’s days when I don’t feel the greatest. But I’m still comfortable going to school because I know I’m welcomed, supported, and wanted there. So thank you to everyone who supported and never gave up on me. You guys helped me sprouted and enabled me to grow.”

Chantelle was one of 41 students nominated for the Indigenous Shining Student Award. This annual recognition is made possible by the Alberta School Boards Association (ASBA), Alberta School Councils Association (ASCA), Alberta Teachers Association (ATA) and the College of Alberta School Superintendents (CASS). Chantelle will be recognized at NSD’s Long Service and Recognition Awards on May 5th in Peace River.

For more information please contact:

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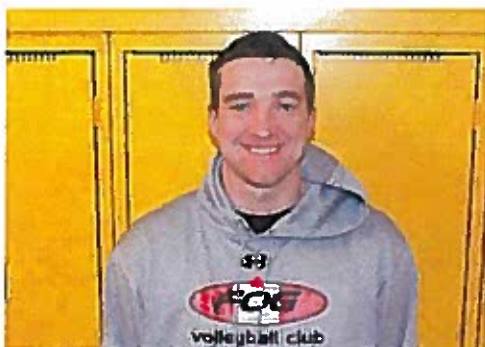
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Gift Lake educator Nominated for Edwin Parr Teacher Award

For immediate release – May 5, 2016



Northland School Division No.61 (NSD) is pleased to announce that Andrew Bots, Gift Lake School Teacher, has been selected as NSD's 2016 Edwin Parr Teacher Award Nominee. The Edwin Parr Teacher Award recognizes first year teachers who demonstrate exemplary dedication and commitment in the field of education. Andrew, who teaches Physical Education and Health, says, "It is a tremendous honour to be nominated for the Edwin Parr Teacher Award and to be placed in the same conversation as great first year teachers this year and from years past".

Robert Heyde, Gift Lake School Vice-Principal says, "Every time I walk into the gymnasium, students are activity engaged in a wide variety of activities. There may be a perception that Physical Education is an easy subject to teach. But, like any other subject, teaching it well, adding variety to your program, having all of the students engaged – that takes a tremendous amount of planning, skill, and persistence. Mr. Bots is well respected by his peers, his students, and our administration. He is an excellent candidate for the Edwin Parr Teacher Award."

Andrew's ability to connect with students could very well be attributed to his teaching style. He says, "I provide the key points that students need to understand but allow the students to discover what way works best for them to get the desired result. I think this has been successful for me because it provides a balance between the structured delivery of information that some students require, but also the freedom to try things in a new or challenging way."

In addition to teaching Physical Education and Health, Andrew and another staff member provide afterschool programs and coach the school's junior high boys' basketball team. The team made history this season by going undefeated and by winning the Smoky River Basketball League and the Northwest Alberta Athletic Association 1J Zones for the first time ever.

"Mr. Bot's skills as a coach are of a national standard," said Heyde. "But his commitment to his players remains on a personal level. He and another colleague approached outside resources to provide players shoes, uniforms, and road trip opportunities worth thousands of dollars. "In a school where extracurricular activities are always in short supply, Mr. Bots has been a tremendous example to his peers."

Donna Barrett, Superintendent of Schools says, "Outstanding teachers like Andrew make a difference in the lives of students they teach. On behalf of Northland School Division, I want to extend our congratulations and our appreciation for the contribution."



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Each year, the Alberta School Boards Association (ASBA) honours outstanding first year teachers representing six zones throughout the province. Andrew will be recognized at the Zone 1 ASBA Awards Luncheon in the fall. At the divisional level, Andrew was honoured at NSD's Long Service and Recognition Awards May 5th in Peace River. Graham Collier, who was nominated for the Edwin Parr Teacher Award by Kateri School, was also recognized at the awards.

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Northland celebrates Esquao Award recipients

For immediate release – April 29, 2016



Joyce Hunt, First Nations, Métis Coordinator

*Former NSD Director of First Nations, Métis Education
 Delores Pruden-Barrie*

Northland School Division No.61 (NSD) congratulates First Nations, Métis Coordinator Joyce Hunt and former NSD Director of First Nations, Métis Education Delores Pruden-Barrie on receiving Esquao Awards! Hunt and Pruden-Barrie were honoured at the Esquao Awards Gala in Edmonton on April 15th. The award, which recognize the achievements of Aboriginal Women in Canada, are unique because when a community nominates an Aboriginal woman and provides three letters of support, she will be honoured. Joyce, who was nominated for preserving and maintaining the Cree Language and culture, says she hopes being nominated for this award will inspire the next generation of Aboriginal women.

“This is an important message to all of our Indigenous young ladies,” said Hunt. “It means that the creator is watching us all the time and when your time comes to be recognized, its message needs to be heard and seen. I am proud of my culture. This is who I am.”

Pruden-Barrie, who worked at NSD for many years, is now Director of First Nations, Métis and Inuit Learning and Achievement at Aspen View Public Schools. She was nominated for an Esquao Award by NSD Superintendent of Schools Donna Barrett, Cultural Advisor Herman Sutherland and Joyce Hunt. Delores says the award is a reminder of accomplishments made at NSD to strengthen language and culture.

“While working at NSD, we strengthened literacy programing by focusing on cultural competency where every child and educator became more aware of valuing diversity,” said Pruden-Barrie. “We had the opportunity to build on these cultural competencies with a variety of teaching strategies and incorporate land base learning in school communities.”



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In her current role as First Nations, Métis Coordinator, Joyce spends many hours preparing and planning activities and projects, which are aimed at preserving the Cree language and culture both in and out of the classroom. She believes understanding your language and culture improves quality of life.

“Teach what you know, we are all born to teach,” said Hunt. “Be helpful to each other and learn your language and culture.”

During her acceptance speech, Pruden-Barrie shared a powerful message from a Peerless Lake Elder. She says it resonates with her to this day.

“At an NSD meeting, I clearly recall, Elder Louis Cardinal from Peerless Lake say in Cree “You must know where you come from; to understand yourself in order to move forward, once that happens, then success will follow,” said Pruden-Barrie. “That comment resonates with me because my late dad Harry Pruden always said don’t try to be something you’re not.”

Joyce and Delores will both be recognized for their Esquao Awards at the NSD Long Service and Recognition Awards on Thursday May 5, 2016 in Peace River.

For more information please contact:

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Trout Lake educator nominated for Excellence in Teaching Award

For immediate release – May 5, 2016



Northland School Division No.61 (NSD) is pleased to announce that Kateri School's Andrea Horton has been nominated for an Excellence in Teaching Award. The award recognizes innovative and outstanding teaching that takes place every day in classrooms across the province.

"I am honoured that my principal, colleagues and students see something in my instructional practices which they believe merits this award," said Horton. "I am especially grateful to my students: my principal invited my class to submit letters in support of my nomination, and I had the opportunity to read these before they were sent away. To have their perspective on my instruction and support of their learning over the years is absolutely priceless."

"Outstanding teachers like Andrea make a difference in the lives of the students they teach," said Donna Barrett, Superintendent of Schools. "On behalf of Northland School Division, I want to extend our congratulations and our appreciation for the contribution."

Horton's theory about creating a stimulating environment for students is simply to show interest in the subject you are teaching to students.

"I try to be very open with them about what is interesting to me," said Horton. "If I am genuinely enthusiastic about a topic, our level of trust is such that they are willing to give it a chance. If I can connect a lesson to something I know they enjoy, or if I can help them see the connection between a task and something they are already interested in, it's much easier to get them revved up for the subject."

Andrea is the jack of all trades at Kateri School. In addition to educating grade 7/8 students, she teaches Career and Technology studies courses, fills in as acting principal, provides tech support and works with parents and community members to organize field trips.

"I am a big fan of field trips to promote student engagement, especially for students in isolated areas like ours," said Horton. "This year we are planning our most ambitious trip yet, with stops in Montreal, Ottawa, Quebec City and Toronto. The students will have a chance to tour the Parliament buildings, explore a traditional longhouse, and walk on the Plains of Abraham. They have learned about all these places from textbooks and now they are thrilled to have the chance to see them in person."



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Horton is a third generation educator in her family. She credits family support for helping her improve as a teacher.

"After I accepted my position at Kateri School my great-uncle Len wrote me a beautiful letter in which he reflected on his own years as a teacher and principal," said Horton. "He offered advice and encouragement based on the experience of a long career and assured me that he saw my potential to live up to our family vocation. I think with that level of familial support and involvement in a profession, it's almost impossible not to develop certain ideals for the classroom."

Excellence in Teaching Award recipients will be announced in June. At the divisional level, Andrea was recognized at the Northland Long Service and Recognition Awards in Peace River.

For more information please contact:

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BOARD OF TRUSTEES

COLIN KELLY
TRUSTEE OF THE BOARD

DATE: MAY 27, 2016

PRESENTED BY: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

SUBJECT: FINANCE QUARTERLY REPORT

ORIGINATOR TRUDY RASMUSON, SECRETARY-TREASURER

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

Secretary-Treasurer's Report For the Period Ending April 30, 2016

INTRODUCTION

In our year-to-date, for the period ending April 30, 2016, Northland School Division's operating costs are in line with the operating budget. There is about 33% left of the year, with 33% left of the budget. There are pockets of activities that will be over budget (eg: boarding home allowances), but others that are under budget (eg: transportation). As well, there are some departments in which spending is heavy during the summer months (maintenance), and some departments have less spending over summer (School Food Services). However, overall, the budget is on track.

REVENUE

- Revenue received to date is in line with historical numbers and the budget.
- Confirmation of provincial numbers has been made, and no substantial changes to the budget need to be made.

EXPENSES

- Expenses are also in line with historical data and the budget.
- An analysis of the salaries was completed, and the salary expenses are almost identical to budget. This analysis is critical, as the November budget was submitted using actual salary costs as of September, versus using averages, which are used for budgeting in June.

OTHER BUSINESS

Receivables

- Two receivables are causing cash flow issues with the division (see below) – the \$4 million owed by Mikisew Cree First Nation and Woodland Cree First Nation, for \$672,000. The Official Trustee met with INAC on Tuesday, May 24, and reported that INAC will be responsible, going forward, for the Mikisew tuition payments, starting in July. On Tuesday, May 31, INAC will provide the division with a plan to repay the arrears.

Cash flow

- A cash flow analysis was completed, and as the receivable to Mikisew Cree First Nation grows, the division's cash flow gets tighter. More frequent monitoring of bank balances increases as the amount of cash to months of payroll begins to fall under two. As of May, our cash flow falls to 1.79 months of payroll, and the division will be using the \$3 million line of credit in July, and will be overdrawn in August. This plan includes about \$2.5 million of maintenance projects over the summer. Administration will be meeting to review the projects, and determine what can be postponed. A plan will be drafted to apply to Alberta Education for help, as the issue is the \$4 million outstanding amount owed by Mikisew Cree First Nation.

Reserve Projection

- In January, a reserve projection was presented, with \$1.7 million projected for an unrestricted surplus and \$62,000 in restricted capital reserves. With the Mikisew Cree First Nation outstanding receivable at \$4 million, the division may have to expense the amount of the

current receivable to doubtful accounts. This may have to be done as a result of not having a written commitment from either the First Nations or INAC for the repayment of the arrears. If this happens, the unrestricted surplus drops from \$1.7 million to a deficit of \$35,000. The restricted capital reserve may change slightly, depending on the capital projects approved for the summer. If the majority of the projects proposed for capital funding are postponed, the restricted capital reserve may rise to as much as \$500,000.

BOARD OF TRUSTEES

COLIN KELLY
TRUSTEE OF THE BOARD

DATE: MAY 27, 2016

PRESENTED BY: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

SUBJECT: PROCEDURE 100, SAFE & CARING SCHOOLS

ORIGINATOR: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

RECOMMENDATION
That the Board of Trustees approve the attached changes to Procedure 100, Safe & Caring Schools.

BACKGROUND

Following the March 31, 2016 Special Board meeting which first reading was approved, this procedure was sent in its draft form to Alberta Education for review.

Following the April 22, 2016 Board meeting, copies of this draft procedure was sent to all Local School Board Committee members and principals with a request for feedback. To date NSD has not received any feedback.



Procedure 100

Safe and Caring and Inclusive Schools

Background

The goal of the division is to develop responsible, caring and respectful members of a just, peaceful and democratic society. In order to achieve this goal, it is essential that all members of the school community: **students, family, staff and community members**, assist and promote the development of a safe and caring school environment.

Creating a safe, caring and inclusive school requires all schools to identify and implement strategies that ensure the safety, belonging and full participation of all members of the school community.

Procedures

- 1. Practices that support safe, caring and inclusive learning environments include:**
 - 1.1 providing supports that respond to a student's individual needs**
 - 1.2 defining appropriate expectations, behaviours, language and actions in order to prevent discrimination, prejudice and harassment through greater awareness of, and responsiveness to, their harmful effects.**
 - 1.3 ensuring that discriminatory behaviours and complaints are taken seriously, documented and dealt with expeditiously.**
 - 1.4 respecting an individual's right to self-identification;**

- 2. Principals shall:**
 - 2.1 ensure all staff members share responsibility for proactively creating and maintaining welcoming, caring, respectful, safe and inclusive learning**

**Procedure 100****Safe and Caring
and Inclusive
Schools**

-
- environments that acknowledge and promote understanding and appreciation of the diversity, equity and human rights of all students and families within the school community;**
- 2.2 ensure all members of the school community are aware of the expectation to model respectful conduct, inclusive behaviour, and an understanding of and appreciation for diversity, equity and human rights;**
 - 2.3 provide equity of opportunity, and equity of access to programs, services, and resources to support all students in realizing their full potential;**
 - 2.4 receive, investigate, report on and respond to inappropriate behaviour and actions, such as discrimination, intimidation or bullying;**
 - 2.5 create a clear reporting and investigative process and a safe environment for students and parents/guardians to bring concerns forward in a timely manner;**
 - 2.6 provide information about these processes, including, if appropriate, supports and strategies to resolve complaints;**
 - 2.7 hold everyone accountable for their behaviour and actions such as discrimination, intimidation or bullying;**
 - 2.8 ensure dress codes respect an individual's culture, gender identity and gender expression;**
 - 2.9 provide professional learning opportunities that build the capacity of staff to understand and support diverse learners;**
 - 2.10 use a comprehensive whole-school approach to promote healthy relationships and prevent and respond to bullying behaviour;**



Procedure 100

Safe and Caring and Inclusive Schools

- 2.11 work alongside staff, students and families to provide supports and resolve issues and concerns in a timely fashion.**
- 3. Staff shall:**
- 3.1 help all students work to their full potential and develop their sense of self-worth;**
 - 3.2 assist students to be positive contributors to their classroom, school and community by building social, interpersonal, assertiveness, empathy, conflict resolution and leadership skills;**
 - 3.3 maintain consistent standards of behaviour for all students to contribute to a positive school climate;**
 - 3.4 communicate regularly and meaningfully with parents/guardians; and**
 - 3.5 report all incidents of discrimination, intimidation; and bullying, and assist administration when conducting an investigation into such incidents.**
4. The principal shall advise parents of the following expectations for them in the creation of a safe and caring school:
- 4.1 To have input into the development of school policies and procedures.
 - 4.2 To support the school policies and procedures and encourage their children to understand and respect them.
 - 4.3 To encourage their children to pursue their studies diligently.
 - 4.4 To maintain communication with school staff regarding the progress of their children and attend scheduled conferences with their children.
 - ~~4.5 To encourage and support the regular and punctual attendance of their children.~~



Procedure 100

Safe and Caring and Inclusive Schools

- ~~3.6 — To advise the principal and/or the school staff of any problems and issues their children are having with other students or members of the school community.~~
- ~~5. — The principal and teachers are to advise students that they are expected to:~~
- ~~4.1 — Be diligent in pursuing their studies.~~
 - ~~4.2 — Attend school regularly and punctually.~~
 - ~~4.3 — Co-operate fully with everyone authorized by the board to provide educational programs and other services.~~
 - ~~4.4 — Comply with the rules of the school.~~
 - ~~4.5 — Respect the rights of others.~~
 - ~~4.6 — Be accountable to the school staff for their own conduct.~~
- ~~6. — The resolution of any problems or issues arising from the application of these procedures will be dealt with in accordance with the specific procedures established for that issue or problem.~~

Procedures

- ~~7. — The principal shall work with, and direct, the staff of the school to maintain order and discipline in the school, on school grounds, buses and during school-approved activities.~~
- ~~8. — The principal shall, in cooperation with the Local School Board Committee, strive to:~~
- ~~2.1 — Ensure that students in the school have the opportunity to achieve provincial standards of education.~~
 - ~~2.2 — Develop an action plan in consultation with all community stakeholders that will:~~
 - ~~8.1.1 — Ensure the development of a basic package of essential information such as class lists, school timetable, student demographics, blue-prints and school maps, emergency services and emergency plans.~~



Procedure 100

Safe and Caring and Inclusive Schools

- ~~8.1.2—Contain an identification of the internal and external communication systems necessary to communicate with all components of the division.~~
- ~~8.1.3—Review and update on an annual basis the roles and responsibilities of students, staff, parents and appropriate community agencies to support safe and caring schools.~~
- ~~8.1.4—Ensure crisis management and school disaster plans are in place.~~
- ~~8.1.5—Encourage staff development and training necessary to create a safe and caring school.~~

BOARD OF TRUSTEES

COLIN KELLY
TRUSTEE OF THE BOARD

DATE: MAY 27, 2016

PRESENTED BY: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

SUBJECT: PROCEDURE 304, STUDENT CONDUCT

ORIGINATOR: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

RECOMMENDATION

That the Board of Trustees approve the attached changes to Procedure 304, Student Conduct.

BACKGROUND

Following the March 31, 2016 Special Board meeting which first reading was approved, this procedure was sent in its draft form to Alberta Education for review.

Following the April 22, 2016 Board meeting, copies of this draft procedure was sent to all Local School Board Committee members and principals with a request for feedback. The feedback received to date is attached.

Since the April 22, 2016 Board meeting Section 4 has been changed to align with the *School Act*.



Background

If all students are to benefit from the instructional program in school and from the wide variety of activities planned for them by the teaching staff, both inside and outside of the school building, then students must conduct themselves in an acceptable manner. ~~The establishment and enforcement of standards of student conduct and behaviour consistent with the school's mission statement, vision, values, core commitments and goals that support the creation of a favorable learning environment must occur.~~

Procedure

Student Rights and Responsibilities

- 1. Students shall be treated with dignity, respect, and fairness by other students and staff.**
- 2. Students have a right to be provided a learning environment that is free from physical, emotional, social abuse, bullying and cyber bullying.**
- 3. Students and parents shall be informed of the Division's and school's expectations for student behaviour within the school, the school grounds, and during school activities.**
- 4. In the event of student misbehaviour, students and parents shall have the right to offer an explanation, and to be informed about consequences of misbehaviour.**
- 5. Students shall exercise their responsibilities to:**
 - 5.1 use their abilities and talents to gain maximum learning benefits from their school experiences;**
 - 5.2 contribute to a climate of mutual trust and respect conducive to effective learning, personal development, and social living; and**
 - 5.3 attend school regularly and punctually.**



6. **Appropriate opportunities for student consultation and involvement in student related matters shall be provided.**

STUDENT BEHAVIOUR AND CONDUCT

The Division supports the endeavours of staff, students, parents, and the community to ensure positive student behaviour and conduct. In addition, the Division expects parents and students to recognize their responsibility in developing student self-discipline.

1. **Students shall be responsible and accountable for their behaviour and conduct:**
 - 1.1 **while involved in school-sponsored or related activities;**
 - 1.2 **while on school property;**
 - 1.3 **during any recess or lunch periods on or off school property;**
 - 1.4 **while travelling to and from school; and**
 - 1.5 **beyond the hours of school operation if the behaviour or conduct detrimentally affects the welfare of individual students or the governance, climate, or efficiency of the school(s) (*School Act* Sections 24(1)(b) and 24(7)(b)).**
2. **Parents play a vital role in developing student behaviour and conduct. It is the Division's expectation that parents:**
 - 2.1 **be aware of the Division administrative procedures and the school's expectations for student behaviour and conduct;**



- 2.2 review the Division administrative procedures and the school's expectations for student behaviour and conduct with their child(ren);
 - 2.3 work with the school to resolve student behavioural issues when they affect their child(ren); and
 - 2.4 co-operate with the school's or Division's recommended course of action prior to re-admission of the student following a student suspension.
3. Students shall show respect for:
- 3.1 school authority;
 - 3.2 others and their property;
 - 3.3 ethnic, racial, religious, and gender differences;
 - 3.4 school attendance and punctuality;
 - 3.5 work habits, assignments and homework;
 - 3.6 school property;
 - 3.7 textbooks and equipment;
 - 3.8 fire alarms and safety equipment; and
 - 3.9 Division administrative procedures relating to smoking, alcohol, drugs and inhalants.
4. Failure to meet the expectations for behaviour and conduct shall result in some or all of the following consequences **which must take into account the student's age, maturity and individual circumstances.**
- 4.1 problem solving, monitoring or reviewing behaviour expectation with student and reprimand;
 - 4.2 parental involvement;
 - 4.3 temporary removal of privileges;
 - 4.4 detention of student;
 - 4.5 temporary exclusion of student from class;
 - 4.6 in-school suspension;
 - 4.7 out-of-school suspension;



- 4.8 behaviour contract with student;
 - 4.9 restitution for property damage to an individual or Division;
 - 4.10 referral for assessment of student to develop appropriate programming;
 - 4.11 referral to Attendance Board;
 - 4.12 involvement of police; and
 - 4.13 expulsion from a school or all Division's schools.
5. Grounds for disciplinary action that could lead to suspension or expulsion exist where a student has demonstrated unacceptable behaviour such as:
- 5.1 conduct which threatens the safety of students and/or staff;
 - 5.2 possession of a weapon on a student's person, or in a student's locker or desk, that is dangerous to students and staff. A weapon is anything used, designed to be used or intended for use in causing death or injury to any person, or for the purpose of threatening or intimidating any person.
 - 5.3 displaying or brandishing a weapon in a threatening or intimidating manner;
 - 5.4 assaulting another person;
 - 5.5 possession or use of illegal drugs, alcohol, or inhalants in school and on school property;
 - 5.6 contravention of Division's policies and regulations related to student harassment, smoking, student attendance, and student rights and responsibilities;
 - 5.7 theft;
 - 5.8 wilful disobedience and/or open opposition to authority;
 - 5.9 use or display of improper or profane language;
 - 5.10 wilful damage to school or others' property;



- 5.11 interfering with the orderly conduct of class(es) or the school;
 - 5.12 contravention of the code of conduct as set out in the *School Act* Section 12;
 - 5.13 contravention of the provisions of Section 27 of the *School Act* related to trespassing, loitering, and causing a disturbance; and/or
 - 5.14 use of technology such as computers, cameras, cell phones, and other digital equipment for purposes that are illegal, unethical, immoral, or inappropriate.
- 6. The principal and school staff shall inform students of their responsibility to comply with the requirements identified in Section 12 of the *School Act*.
 - 7. The principal, in consultation with the Local School Division Committee, superintendent and staff, ~~and with the approval of the Local School Division Committee~~ shall develop a code of behaviour and discipline policy for the school consistent with this procedure.
 - 8. The teaching staff shall be guided by "reasonableness" and fair and just treatment of all students when developing classroom rules of conduct and disciplinary measures.
 - 9. The local code of conduct and discipline policy is to focus upon:
 - 9.1 developing as far as possible in every student the capacity for intelligent self-control.
 - 9.2 establishing clearly understood and reasonable limits to student behaviour that can be consistently respected and updated.



-
- 9.3 recognizing that the maintenance of effective student behaviour is the responsibility of students, staff and parents.
 - 9.4 establishing regulations and procedures in the school through the cooperative involvement of students, staff and parents.
 10. The principal shall be responsible for making parents, staff and students fully aware of the code of behaviour and discipline policy of the school.
 11. The teacher shall identify the rules of conduct within the classroom and for identifying disciplinary measures that must conform to the expectations of the school and the division.

Procedures

- ~~9. The principal and school staff shall inform students of their responsibility to comply with the requirements identified in Section 12 of the *School Act*.~~
- ~~10. The principal, in consultation with the superintendent and staff, and with the approval of the Local School Division Committee shall develop a code of behaviour and discipline policy for the school.~~
- ~~11. The local code of conduct and discipline policy should focus upon:
 - 3.1 Developing as far as possible in every student the capacity for intelligent self-control.
 - 3.2 Establishing clearly understood and reasonable limits to student behaviour that can be consistently respected and updated.
 - 3.3 Recognizing that the maintenance of effective student behaviour is the responsibility of students, staff and parents.
 - 3.4 Establishing regulations and procedures in the school through the cooperative involvement of students, staff and parents.~~



Procedure 304

Student Conduct

- ~~12. The principal shall be responsible for making parents, staff and students fully aware of the code of behaviour and discipline policy of the school.~~
- ~~13. The teacher shall identify the rules of conduct within the classroom and for identifying disciplinary measures that must conform to the expectations of the school and the division.~~
- ~~14. The teaching staff shall be guided by "reasonableness" and fair and just treatment of all students when developing classroom rules of conduct and disciplinary measures.~~
- ~~15. If a principal believes that the school has insufficient resources or expertise to deal with a disciplinary issue, the superintendent must be advised.~~
- ~~16. Teachers should consider the following guidelines when dealing with situations requiring disciplinary measures:~~
- ~~8.1 Teachers may temporarily remove from their classroom a student whose conduct continues to be detrimental to the work of the class after having been given reasonable warning. The exclusion is to be used temporarily to settle the class down, provide a "cooling off period" if necessary and should be followed up with an individual conference with the student in order to secure the desired behaviour.~~
 - ~~8.2 Penalties or consequences for misbehaviour should be appropriate to the circumstances. Discipline systems that bear a poor relationship to appropriate process and consequence involving the automatic imposition of pre-determined penalties for certain acts should be avoided. Consequences selected should be chosen to encourage the desired changes in student behaviour or attitude.~~
 - ~~8.3 Teachers should avoid getting into power struggles with students. While upholding the dignity and authority of the teacher's position is important, students will generally respond more effectively to a quietly worded request that respects their dignity than strongly voiced public reprimands.~~
 - ~~8.4 A "cooling off" period between the commission of the offense and the imposition of punishment is usually advisable. When either the teacher or students are angry or upset, judgment is often impaired and focusing on issues is more difficult.~~

**Procedure 304****Student Conduct**

- ~~8.5— Teachers should recognize that “good discipline” often depends on their ability to spot and check unacceptable behaviour in its early stages before it escalates into a disruptive confrontation. This requires constant monitoring of the class throughout the class period. Moving around the class during a lesson is highly recommended.~~
- ~~8.6— As an educational institution the school must provide an environment that allows children’s’ creative talents and abilities to emerge. This implies that students will test the boundaries and make mistakes. Use of positive reinforcement for desired behaviour is a powerful tool that teachers can use to consistently encourage desired growth. The freedom to make mistakes must be respected. Mistakes and their correction are important aspects of learning.~~
- ~~8.7— Unacceptable methods of discipline will not be supported. Examples of these are:~~
- ~~8.7.1— Physical attacks by the teacher upon a student.~~
 - ~~8.7.2— Use of corporal punishment.~~
 - ~~8.7.3— Mass detentions and mass punishments imposed to punish a small number of offenders~~
 - ~~8.7.4— Detaining students for disciplinary purposes in an arbitrary or inflexible fashion that prevents students from meeting other legitimate, important, commitments.~~
 - ~~8.7.5— Verbal attack by a teacher upon a student including such things as name calling, use of sarcasm, profanity, and unfavorable personal references and attempts to belittle the student.~~

BOARD OF TRUSTEES

COLIN KELLY
TRUSTEE OF THE BOARD

DATE: MAY 27, 2016

PRESENTED BY: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

SUBJECT: POLICY ONE, BOARD PHILOSOPHY MANDATE, CORE PURPOSE, VISION BELIEFS AND VALUES

ORIGINATOR: EDUCATION COMMITTEE

RECOMMENDATION
That the Board of Trustees approve the attached changes to Policy One, Board Philosophy Mandate, Core Purpose, Vision Beliefs and Values.

BACKGROUND

Northland School Division No. 61 is taking an important step to lead the way in First Nations, Metis education in Alberta. Policy One has been changed to reflect with NSD61's approach to educational programming and to align with the Education Act.

Following the February 19, 2016 and January 22/23, 2016 Board meetings, copies of the draft policy were sent to all Local School Board Committee Members and principals with a request for feedback. Feedback received to date is attached.

FEEDBACK: DRAFT POLICY ONE 2015/2016 REVISION

February 17, 2016 – Received from Gift Lake, LSBC Chair, Ken Shaw

A comment has been posted on your blog titled "Division News" and needs moderation.

"In policy one under "Metis" some dates need to be verified in 1938 the Metis population betterment act was established and in 1989 the Metis settlements Accord was adopted which included the new metis settlement act."

Posted by: Ken Shaw

2016-March-10th

**Colin KELLY
Official Trustee
Northland School Division #61
9809- 77th Avenue
Bag 1400
Peace River, AB
T8S 1V2**

Dear Mr. KELLY,

Re: Policy One

Thank you for sending a copy of the a/n policy. We, the local board committee reviewed the policy on Monday March 7th, 2016.

There were some concerns raised at our meeting with the whole policy itself. We appreciate the fact a policy simply describes the way things are done, however, there were questions raised at our meeting, which are as follows:

What is the overall purpose of the policy? Are there attachments to come later to compliment this policy?

Who was the author of this policy?

There were expectations listed for Northland School Division, teachers, parents, community members and elders. The question posed at our meeting was, who was consulted within the Peavine Metis Settlement?

There were other minor flaws noted on the policy itself. The Cree translations need a little work and the last page describing Metis Settlements. The 1955 and 1970 Metis Settlements Act and Federation of Metis Settlements do not exist.

Northland School Division services 6 Metis Settlements out of eight and we felt Northland School Division should be more knowledgeable pertaining to the Metis Settlements if Northlands wants to promote and establish respectful relationships with communities.

We are sorry but the Bishop Routhier School Board Committee cannot support this policy.

Regards,

**Don Cunningham,
Acting Chair,
Bishop Routhier School Board Committee
Peavine Metis Settlement**

**FILED IN
DOCUSHARE**

FEEDBACK: DRAFT POLICY ONE 2015/2016 REVISION

----- Forwarded message -----

From: Gloria Cardinal <gloria.cardinal@nsd61.ca>
 Date: Tue, Mar 15, 2016 at 1:29 PM
 Subject: Re: Cree translations
 To: Lorraine Cardinal-Roy <lorraine.cardinalroy@nsd61.ca>

I got Charles to proof them. Policy one Cree words

kisēwâtisowin – loving kindness also: miyohtwâwin
 wâhkôhtowin – kinship – relationship
 mâmawihkamâtowin – working together.
 miyo-wîcēhitowin - getting along well
 manâcihitowin – respect
 âhkamēhtamowin – perseverance; determination
 kâywâtisowin – working diligently – consistency

On Mon, Mar 14, 2016 at 4:04 PM, Lorraine Cardinal-Roy <lorraine.cardinalroy@nsd61.ca> wrote:
 Tansi Gloria
 can you send me the correct Cree translations from the Policy One.

thanks

Lorraine Cardinal-Roy
 Director of First Nation Métis Inuit Education
 Northland School Division No. 61
 Phone [780-624-2060](tel:780-624-2060) Ext. 6161
 Cell [780-523-1507](tel:780-523-1507)
lorraine.cardinalroy@nsd61.ca

East Prairie Local School Board Committee Meeting Minutes – February 17, 2016

5. Principals Report

m) Draft Policy One: it states the revised division vision, mission statement, adding gender sensitivity and items bolded are being changed.

Board issues/concerns

- How the document's perspective follows First Nation identity however there is nothing for METIS
- This document doesn't identify who is responsible for what.
- The board recommends that the division meet with the local elected leaders prior to any adoption.

Division will set up a meeting with the local school board. So board members need to read the document and make notes of their concerns to this meeting.

FEEDBACK: DRAFT POLICY ONE 2015/2016 REVISION

Gift Lake School Board Meeting Minutes – February 22, 2016

4. Policy One

443:16 motion with recommendation #38 changes

Howard Shaw moves, second by Gordon Belcourt; AIF: Carried

Priority 5: Governance – Recommendation #38 of the Northland School Division Inquiry Team Report:

- Recognize our metis members (both professional and paraprofessional) to become a part of our teaching compliment. Under Purpose/Mandate Statement
- Under Mandate – Add word – Teachers – on the last bullet.
- Metis Settlements – add MGSC acts as a political voice and pursues goals instead of The Federation of Metis Settlements/Settlements

444:16 Gift Lake School board after discussion does not agree with Recommendation No. #38. The focus point of the discussion is the contradictory nature of the policy which encourage and invites community engagement yet the community as well as governance may not be represented at the board table.

Motion made by Dale Laderoute, Second by Gordon Belcourt; AIF: Carried

Janvier Local School Board Meeting Minutes – April 27, 2016

- Policy 1

No response or issue with any statements but the only concern raised was one of financial/personnel resources to fully realize.



NORTHLAND SCHOOL DIVISION NO.
61

POLICY ONE

PREAMBLE

A policy simply describes the way things are done. Policies set the direction for an organization. Alberta school division policies ensure leaders, staff, children and parents understand where they are going, how to get where they are going and why it is important to get there.

95% of learners in Northland are of First Nation and Métis Ancestry.

BACKGROUND

Northland School Division No. 61 is an Alberta school system located in the northern half of Alberta. The Division is recognized as being culturally and geographically unique because its student population is primarily First Nation and Métis learners. Twenty-four schools serve approximately two thousand nine hundred (2900) students and employ five hundred (500) staff. Included in the division's geographic service area are six Métis Settlements, other Metis communities, eleven First Nation communities and other non-indigenous communities. Most of the communities in Northland School Division No. 61 are remote. The overall geographic locations include diverse terrain such as agricultural parklands, mountainous foothills, boreal forests, the Canadian Shield and northern prairies.

VISION

Northland School Division No. 61 is committed to providing a culturally responsive curricula that honors and respects the uniqueness, the diversity, the strengths and the talents of each of its communities and its students. Education and lifelong learning is viewed as a partnership between parents, teachers, administrators, communities and its Leadership. Each partner has a role and shared responsibility in the education of the children of Northland School Division No. 61.



Northland School Division No. 61: Policy One

Northland School Division No. 61 Leadership will:

- Actively promote and establish respectful relationships with community leaders and their representatives following the principle of 'good relations'.
- Establish welcoming, caring, respectful, and safe learning environments that respect diversity and nurture a sense of belonging and positive sense of self.
- Co-create shared goals and strategies to reach and celebrate the division's vision of 'Kids First'.
- Identify wise practices and implement together with community and school partnerships the most appropriate methods and strategies.
- Champion our values on a daily basis in the living and learning environment.
- Engage purposefully with First Nations and Metis community leadership and members in the education of their children.

Northland School Division No. 61 Community Leadership, Parents, Elders, Community Members will:

- Recognize the school as a compliment to their role as their child's first teacher.
- Share responsibility for developing their children to be lifelong learners.
- Engage as active partners in the education of their children in the living and learning environment.
- Support the learning path of their children and emphasize the importance of learning in the classroom.

"The Creator loans
us children to raise
them to be the best
they can be."

Elder Pauline Omnyak

Northland School Division No. 61: Policy One

Northland School Division No. 61 Teachers, Administrators and Staff will:

- Collaborate with community to build lived experiences for shared ownership of learning in and out of the classroom.
- Participate authentically as members within the communities they serve.
- Facilitate learning with caring, honor and respect.
- Nurture every student's learning style.
- Be culturally knowledgeable and competent.
- Develop an understanding of the history and protocols of communities they serve.
- Understand and respect diversity, leadership, kinship connections and social influencers in communities they serve.

Northland School Division No. 61 Students will:

- Have a clear vision of where they come from, who they are and where they want to go.
- Feel that their schools are welcoming, caring, respectful and safe learning environments that respect diversity and nurture a sense of belonging and a positive sense of self.
- Know that their culture, language and community history is valued.
- Feel empowered by different teaching approaches that build upon what they already know and what talents they bring to the learning environment.
- Experience learning using the land as a teaching tool to reflect and embrace an understanding of their community's history, language and culture. (For example: trap line, animal husbandry, gardening and harvest of wild foods).

Our youth are lifelong learners who have different learning styles. Some achieve better in experientially based learning environments.

PURPOSE STATEMENT

Northland School Division 61's purpose is to effectively respond to the uniqueness of its student population and the cultural diversity in the communities it serves by providing culturally rich, collaborative, learner/child focused education. Our students will be provided with opportunities to gain knowledge, skills and attitudes that promote self-determination and self-confidence; so they can champion their own lifelong path to walk in two worlds.

VALUES

Northland School Division No 61 is guided by the core values reflective of the collaboration among First Nation, Métis, Cree, and Dene representatives in the region (Source: *Cree Language and Culture: 12-year Program Guide to Implementation*).

Cree	Dene	English Translation
Manâcihitowin		Respect
Wâhkohtowin		Kinship, relationships
Kisewâtisowin		Loving kindness
Mîyo-wîcehitowin		Getting along together
Mâmawihkamâtowin		Working Together
Ahkamîtamowin		Perseverance and determination
Kâyawatisew		Working diligently.
		Trust
Mamisewâtikosiwin		Integrity, Accountability and taking responsibility

Northland School Division No. 61; Policy One

Northland School Division No.61 is also guided by the Seven Sacred Teachings of; Love, Trust, Courage, Honesty, Humility, Truth and Wisdom.

MANDATE

The primary mandate of Northland School Division No. 61 is to provide leadership and allocate resources in support of educational programming for youth from kindergarten through to grade 12. We do this by:

- Focusing on a 'Kids First' approach.
- Facilitating the Community Engagement Framework.
- Ensuring parents, Elders and community members are welcomed at the school and respected for their roles and contributions to learner success.
- Weaving historical, social, language and cultural content relevant for First Nation and Métis experiences to instructional programming.
- Partnering with community, local knowledge keepers, elders and the school to co-create shared land-based learning experiences.

GLOSSARY OF TERMS

Key to understanding a policy is understanding the nuances of terminology describing a policy. The definitions provided here reflect the content of this document. In other documents the terms may have different or more in-depth meanings.

Denè – A First Nation tribe located in Northern Alberta who speaks an Athabaskan language. They were called Chipewyan by the Cree. Denè (Chipewyan) are situated in Fort McKay, Fort Chipewyan, Janvier and Anzac.

Culture – Culture is a broad concept describing “the way life was and the way life is”. The term ‘culture’ represents a culmination of the history, beliefs, language and values of a group of people. Culture is a collection of customs, practices, protocols and roles that make a group of people distinct from others.

Northland School Division No. 61: Policy One

Family – The term ‘family’ includes an all-encompassing set of relatives including extended family members such as grandparents, uncles, aunts and cousins.

First Nations – This term was adopted by Aboriginal peoples in Canada in the 1970s to replace the word ‘band’ when referring their communities. The term can include both status and non-status peoples. Each First Nation shares a common heritage and cultural practices.

Métis – According to the Métis Nation of Alberta, “Métis means a person who self-identifies as a Métis, is distinct from other Aboriginal peoples, is of historic Métis Nation ancestry and is accepted by the Metis Nation.”

‘Kid’s First’ – It is a non-political statement reflecting the idea of considering the well-being of the whole child in all decision making.

Land Based Learning – is a collaborative partnership that connects community, culture and the curriculum to co-create hands on learning experiences from the land as a source of knowledge and a recognition of First Nations and Metis *ways of being*.

Protocols – Respectful codes of behavior considered to be appropriate when communicating with First Nations and Métis peoples. Each community (and groups within communities) have their own set of protocols.

Good Relations – is the interactions with communities and its leadership to foster; support and mutual understanding.

BOARD OF TRUSTEES

COLIN KELLY
TRUSTEE OF THE BOARD

DATE: MAY 27, 2016

PRESENTED BY: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS
SUBJECT: JOB DESCRIPTION – SUPERVISOR OF STUDENT SERVICES

ORIGINATOR: PERSONNEL COMMITTEE MEETING

RECOMMENDATION

That the Board of Trustees approve the housekeeping changes to the job description for the position of Supervisor of Student Services, as attached.

CURRENT SITUATION: The Supervisor of Students Services provides leadership to Division personnel in planning, developing, coordinating and evaluating inclusive education curriculum and instruction for Grades K-12. The Supervisor's job description was last reviewed in March 2010.

BACKGROUND: Alberta has significantly shifted from a special education model of services to identified students to an inclusive education model. The current job description needs to reflect this shift.

OPTIONS:



Supervisor of Student Services

-
4. Supervises the ~~Special Education Coordinator~~ **Inclusive Education Lead Teacher, Mental Health Capacity Building Projects and School Based Counsellors**.
 5. Oversees the maintenance of the ~~Special Education~~ **Student Services** Department filing system.
 6. Interprets testing results based upon the Alberta Education guidelines.
 7. Coordinates the involvement of specialist services from outside agencies as needed.
 8. Evaluates and recommends materials, teaching aids, equipment, and programs to improve instruction.
 9. Provides teachers with counsel and assistance regarding the instructional programs and educational environment for ~~special needs~~ **all** children.
 10. Plans educational in-services for ~~special education~~ **school** staff.
 11. Initiates, coordinates and monitors ~~special~~ **inclusive** educational reform and instruction.
 12. Attends board meetings upon request.
 13. Maintains liaison and active participation with educational leaders in ~~special~~ **inclusive** education at the local, provincial, and regional level.
 14. Is a consultant for staff in-service and ~~special~~ **inclusive** educational materials.
 15. Monitors divisional budget allocations within areas of responsibility.
 16. Assists with budget development in areas of ~~special~~ **inclusive** education.
 17. Recommends changes in policy appropriate to assigned areas.
 18. Conducts teacher observations to promote professional improvement in the classroom.
 19. Evaluates ~~special education staff~~ **school-based personnel** as directed by the Assistant Superintendent.
 20. Assists with student referrals, observations, screenings and the identification procedure.
 21. Act as a liaison between special education teachers, administrators and parents.
 22. Completes necessary Alberta Education reports.



Supervisor of Student Services

23. Maintains open communication with parents of children on **Individual Program Plans (IPPs)**.
24. **Complete and submit the Program Unit Fund application.**
25. **Oversee the Mental Health Capacity Building, budgets, staffing, and programing.**
26. **Coordinate regional counselling, caseloads and programing for the students.**

OTHER DUTIES AND RESPONSIBILITIES:

1. Cooperate with senior administration and other staff in the development and implementation of administrative procedures and board policies.
2. Perform other duties as assigned.

BOARD OF TRUSTEES

COLIN KELLY
TRUSTEE OF THE BOARD

DATE: MAY 27, 2016

PRESENTED BY: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS
SUBJECT: JOB DESCRIPTION – DIRECTOR OF FNMI LEARNER SUCCESS

ORIGINATOR: PERSONNEL COMMITTEE

RECOMMENDATION
That the Board of Trustees approve in principle, the attached job description for the position of Director of First Nations, Metis and Inuit Learner Success.

CURRENT SITUATION: A draft job description has been in development since 2013/14 when the then Supervisor was promoted to Director, but has not been formalized.

BACKGROUND: Roles and responsibilities documents establish the expectations and parameters of positions in school jurisdictions.

With a new Director in place, it is important to update her job description document to both aid her and support the direction of the jurisdiction.

OPTIONS:



**Director of First
Nations, Metis and
Inuit Learner Success**

Draft

IDENTIFYING INFORMATION

POSITION TITLE: Director of First Nations, Metis and Inuit Learner Success

CLASSIFICATION TITLE: Division Level Leadership Position

DEPARTMENT: First Nations, Metis and Inuit Education

IMMEDIATE SUPERVISOR'S TITLE: Superintendent

REASON FOR SUBMISSION:
Creation Change Update

Date: March 2016

POSITION SUMMARY

The Director of First Nations, Metis and Inuit Learner Success provides division wide leadership in the development and delivery of First Nations, Metis and Inuit language and culture programming and planning. This includes advocating for language revitalization and leading the weaving of First Nations, Metis and Inuit history and perspectives into curriculum. The Director will foster amicable and effective working relationships with and between the local and school community. Other primary responsibilities include coordination of key actions as determined by the division's Annual Education Plan.

MAJOR DUTIES AND RESPONSIBILITIES:

Fostering Effective Relationships:

1. Promote and support relationship building
2. Implement programs that celebrate student, teacher and staff accomplishments. Incorporate recognition of the role of parents, family members and community contributions to student success.
3. Works in conjunction with the Senior Management Team to implement division plans, projects, and initiatives.
4. Attends Local School Board Committee meetings, as requested, to provide information or resolve concerns in the areas of FNMI content and delivery, instruction, or any other area designated by the Superintendent of Schools.
5. Maintains liaison with other professional, social and community agencies and groups having an interest in the schools.
6. Works cooperatively with all departments to ensure cohesive delivery of education within the Division.

Embodying Visionary Leadership:

7. Provides division leadership in the areas of FNMI language and culture revitalization; weaving First Nations, Metis and Inuit history and perspectives into curriculum; and fostering amicable and effective working relationships with between the local and school community.
8. Provides division leadership and strategies for improving student achievement in the Division as it relates to First Nations, Metis and Inuit Learner Services.
9. Chairs meetings as required to discuss issues, trends and changes in First Nations, Metis and Inuit curriculum development.
10. Coordinate and supervise committee work with regard to First Nations, Metis and Inuit Learner outcomes with Alberta Education/ First Nations, Metis and Inuit Education.
11. Assists with the recruitment of professional staff for the Division.

Leading a Learning Community:

12. Enhance First Nations, Metis and Inuit Professional Development
13. Provide First Nations, Metis and Inuit Language Instructors with training to deliver quality programs and design a rotational process where advanced language instructors can share with other instructors.
14. Respond to requests for program needs as identified by Local School Board Committee.
15. Plan and implement in-services or training programs for Native Language Instructors and teachers.
16. Guides and oversees First Nations, Metis and Inuit in-service to the schools, staff and local school board committees of the Division.

Providing Instructional Leadership:

17. Monitor and evaluate the effectiveness of programs under the department.
18. Assists with the evaluation of Principals, teachers and other staff, as required.
19. Participate in the coordination of school/program evaluations, as requested.
20. Facilitate school access to First Nations, Metis and Inuit Materials, program models, cultural camps, consultants and other resources.
21. Develop approval criteria for First Nations, Metis and Inuit teaching processes, teaching materials, cultural camp content and consultants.

Supporting Application of Foundational Knowledge about First Nations, Metis and Inuit:

22. Communicates to the Superintendent of Schools the requirements and needs of the Division as it relates to FNMI Learner Outcomes.
23. Ensures that First Nations, Metis and Inuit learner initiatives and requirements are communicated to Principals.
24. Establish division guidelines for First Nations, Metis and Inuit English and Numeracy teaching materials, digital resources, artifacts to be acquired for school libraries and classroom resources.
25. Work with principals on establishing, maintaining and evaluate all programming for First Nations, Metis and Inuit content and English Language Learner considerations.
26. Identify viable ways to share resources and program models between schools.

Developing and Facilitating Leadership:

27. Coordinate with principals on establishing, maintaining and evaluating all programs for First Nations, Metis and Inuit considerations.
28. Provide information to assist principals in the supervision of the Native Language Instructors.
29. Access resource people to assist principals/instructors with the Native Language program.
30. Plan and implement in-services or training programs for Native Language Instructors and teachers.

Managing Operations and Resources:

31. Maintain updated inventory of materials and resources to aid incorporation of First Nations, Metis and Inuit content into curriculum.
32. Responsible for the development and administration of the annual budget of the First Nations, Metis and Inuit Learner Services department.
33. Attends Corporate Board and Committee meetings and is responsible for arranging other meetings, as needed.
34. Guide School First Nations, Metis and Inuit Spending and Measure Outcomes

Other:

35. Provides input in the implementation of policies related to the First Nations, Metis and Inuit Learner Services, school and student evaluation.
36. Perform other duties as assigned

BOARD OF TRUSTEES

**COLIN KELLY
TRUSTEE OF THE BOARD**

DATE: MAY 27, 2016

PRESENTED BY: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

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

ORIGINATOR: PERSONNEL COMMITTEE MEETING

RECOMMENDATION
That the Board of Trustees receive the attached changes to Procedure 404 – Recruitment and Re-Assignment of Certified Staff, as information.

CURRENT SITUATION:

BACKGROUND:

OPTIONS:



Procedure 404

Recruitment and Re-Assignment of Certificated Staff

Background

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

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

Procedures

1. The Superintendent ~~shall~~ **will** ensure that an effective recruitment process is developed and implemented in order to ensure that quality applicants are attracted to the division.
2. Advertisements for vacant positions shall be posted within the province of Alberta. Advertisements will be made outside of the province, if necessary.
3. All advertisements shall provide some background information about the division and/or a specific location where a specific vacancy may exist. In addition advertisements shall describe the multi-cultural nature of the division.
4. Applicants shall be directed to submit their application to the ~~superintendent, or designate~~ **Director of Human Resources**, who will ensure that all applicant files are carefully reviewed for interviews.
5. **The Human Resources department will collect and review all applicants for certificated positions.**
 - 5.1 The review of the applicant's file **for certificated positions** shall consist of a consideration of:
 - 5.2 Competency in **the Alberta Teaching Quality Standard, including** classroom routines and management, teacher/student/ **parent** relations, and lesson development and delivery.

**Procedure 404****Recruitment and
Re-Assignment of
Certificated Staff**

-
- 5.3 **Relevant or successful experience related to the**
 - 5.4 **teaching assignment.**
 - 5.5 **Proficiency, knowledge and/or skills in First Nations, Métis and Inuit language and cultural settings.**
 - 5.6 Academic preparation, including overall achievement and program content.
 - 5.7 Coursework in ~~English as a~~ Second Language **Learning, multicultural indigenous education, experiential learning, inclusive instruction** and individual differences.
 - 5.8 Previous employment history based on assessment reports and letter of recommendation.
 - 5.9 Overall suitability based on areas of expertise and personal background including philosophy of education, extracurricular and community interests.
 - 5.10 The principal may, in consultation with the Local School Board Committee, advise the ~~human resources department~~ **Director of Human Resources** of any special qualifications or considerations for vacant positions prior to the selection of candidates for a local interview.
6. ~~8~~-**Whenever possible**, preliminary interviews shall be conducted by interview teams **approved by the Superintendent** in order to determine the overall suitability of each candidate. **Interview teams shall be representative of the Division's and/or community's First Nations, Metis and/or Inuit makeup.** A summary statement of each interview shall be submitted to the ~~human resources department~~ **Director of Human Resources.**
 - 6.1 ~~7~~-Candidates that have been selected for a preliminary interview shall be provided with a career information package that will be updated annually and contains:



Procedure 404

Recruitment and Re-Assignment of Certificated Staff

- 6.1.1 A map of the Northland School Division.
 - 6.1.2 Information of the governance and administrative structure.
 - 6.1.3 Information on school facilities and the curriculum being offered.
 - 6.1.4 A copy of the Collective Agreement outlining salary and benefits.
 - 6.1.5 Information on selection procedures
- 7. The Human Resources department will forward suitable applications to the principal or supervisor of the open position for consideration at the local interview level. Human Resources will also inform the principal or supervisor whether any of the applicants have a recent reference check on file.**
- 8. Principals or supervisors should review the applications provided by the Human Resources department and shortlist for local interviews.**
- 8.1 Whenever possible, a minimum of three candidates should be considered.**
 - 8.2 If a shortlisted candidate does not have a reference check on file with Human Resources, whenever possible, reference checks should be conducted by the principal or supervisor to assist with the shortlist. If reference checks cannot be done until after the interview, then only the preferred candidate(s) reference(s) need to be completed.**
 - 8.2.1 All reference checks need to be submitted to Human Resources when they are completed.**
- 9. Local interviews for certificated staff shall be conducted in the following manner:**
- 9.1 Whenever possible, interviews shall take place on a face-to-face setting. Should face-to-face setting not be available, then alternate media such as video-conferencing or teleconferencing shall be used. A Northland senior administrative officer may be**

**Procedure 404****Recruitment and
Re-Assignment of
Certificated Staff**

-
- designated by the Superintendent to participate with the local interview committee and may accompany qualified candidates to the local interview.**
- 9.2 The interview shall be conducted by a committee consisting of the principal and Local School Board Committee members. At the discretion of the **Superintendent and/or** Local School Board Committee, a representative of any respective First Nations Band, Local Métis Settlement and/or Local Community Association may be present.
- 9.3 Any individual that is in a conflict of interest with any of the candidates shall be excluded from the interview and selection process.
- 9.4 **Interviews need to occur in a timely manner.** The Principal or a Northland senior administrative representative shall notify all of the members of the interview committee of the interview date and time once it has been agreed to by the chairperson, principal and senior administrative staff.
- 9.4.1 **Should a date be set and the interview committee members are not available, the interviews shall proceed as scheduled with the principal and a senior administrative staff person, who will then inform the Local School Board Committee of the recommendation.**
- 9.4.2 **Should the local interview committee be unable to set a timely date, the principal in consultation with a Northland senior administrator shall act in place of the local interview committee, set a date, conduct the interviews, and then inform the Local School Board Committee of the recommendation.**
- 9.4.3 The interview committee will recommend **in order their preferred a** candidate(s) to the Superintendent for employment based upon overall suitability. **The local interview committee shall, where all other factors are equal, preference will be given to candidates with the requisite First Nations, Metis and/or Inuit language and cultural skills and/or knowledge.** Whenever possible, the recommendation should be arrived at by consensus. In the

**Procedure 404****Recruitment and
Re-Assignment of
Certificated Staff**

-
- event that this is not possible, the recommendation will be based upon a majority vote.
- 9.5 Suitable candidates, as well as teachers currently on staff seeking reassignment, may be given a local interview. Whenever possible, it is desirable to have three applicants for each position attend a local interview.
- 9 A Local School Board Committee may nominate a teacher for a position in the school in accordance with the following:
- 9.1 The nominated candidate will be required to submit a complete resume to the human resources department.
- 9.2 The resume will be reviewed and references checked.
- 10 The Superintendent will review the recommendation of the local interview committee and make the final determination.
- 11 The Superintendent ~~shall~~ **will** make the written offer of employment which will include:
- 11.1 Assignment;**
 - 11.2 Salary range, estimated allowance and benefits;**
 - and**
 - 11.3 Start date.**
15. For all staff new to the division the offer of employment shall not exceed one full school year.

BOARD OF TRUSTEES

COLIN KELLY
TRUSTEE OF THE BOARD

DATE: MAY 27, 2016

PRESENTED BY: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

SUBJECT: PROCEDURE 431 – EMPLOYEE BENEFITS

ORIGINATOR: PERSONNEL COMMITTEE MEETING

RECOMMENDATION

That the Board of Trustees receive the attached changes to Procedure 431 – Employee Benefits, as information.

CURRENT SITUATION: Teaching couples under the current collective agreement are allowed to choose which benefit plan (single or family) under Alberta School Board Employee Benefit Plan (ASEBP) they want. Non-teaching staff are restricted one of the pair can choose the Family plan while the other must elect the single plan.

BACKGROUND: In the last round of collective bargaining, the Board and the ATA agreed to remove the restriction of only one ASEBP family plan per teaching couple. NSD usually parallels the intent of the collective agreement with relevant policies and procedures.

This requires removing section 2.2.1 of Procedure 431 Employee Benefits.

OPTIONS:



Procedure 431

Employee Benefits

The Board recognizes that benefits, in addition to salary, are an integral part of the total compensation plan for employees. These benefits are intended to promote employees' economic security and include a comprehensive health insurance program.

A number of health benefits are established through negotiations with the Alberta Teachers' Association. In an effort to be fair, health benefits granted to teachers will generally be granted to other employee groups, as detailed in the guidelines.

Guidelines

1. Alberta Health Care

The Board shall pay the premiums with accordance with the percentages prescribed by the current collective agreement for Alberta Health Care for all employees, except those classified as casual.

2. Alberta School Employee Benefit Plans

2.1 The Board shall pay the premiums, in accordance with the percentages prescribed by the current collective agreement, for:

- 2.1.1 Alberta School Employee Benefit Plan Extended Health Care
- 2.1.2 Alberta School Employee Benefit Plan Dental Care
- 2.1.3 Alberta School Employee Benefit Plan Vision Care
- 2.1.4 Alberta School Employee Benefit Plan Life Insurance
- 2.1.5 Alberta School Employee Benefit Plan Long Term Disability

for all employees except those classified as casual, provided that they meet the Alberta School Employee Benefit Plan eligibility requirements.

2.2 Participation in the plans shall be a condition of employment unless the employee has Treaty Indian status and wishes to exercise the option of waiving Extended Health Care, Dental Care, and Vision Care only, or the employee has spousal coverage through Northland School Division.



Procedure 431

Employee Benefits

~~2.2.1 In the case where the spouse is a teacher or employed in another capacity with the Board, couples have the option of choosing whose cheque their benefits will be deducted from, or either spouse may select single coverage only, but not a combination of family and single coverage.~~

- 2.3 All premiums for Alberta Health Care and ASEBP in excess of the Board's contribution shall be paid for by the employee through Payroll Deduction.
 - 2.4 Effective September 1, 1999, employees employed on a temporary contract are not eligible for the Alberta Health Care and ASEBP coverage outlined herein until they have provided service on a continuous basis for one full calendar month. The coverage will begin on the first day of the following month. Where an employee is employed on a temporary contract and wishes to be covered under the ASEBP, such employees may apply for coverage and shall be responsible for the total cost of all premiums for the first month. Should an employee be hired for more than one temporary period per school year or consecutive temporary periods of employment, they will be required to adhere to the one (1) month waiting period, once.
 - 2.5 For staff who have made application for EDB benefits and who do not have enough accumulated sick days to extend through the 90 day waiting period, the Board will be responsible for the EDB, Life Insurance, EHC, Dental, Vision and AHC premiums for those months without pay to the 90th day. After the 90th day, the employee will be responsible for all premiums.
3. Pension Plan
 - 3.1 The Board shall enroll each employee who holds an Alberta Teacher's Certificate in the Teachers' Retirement Fund Pension Plan.
 - 3.1.1 Contributions to this plan shall be made solely by the teacher.



3.2 The Board shall enroll, and pay employer contributions, for all eligible non-teaching staff in the Local Authorities Pension Plan.

3.2.1 For purposes of this clause, eligibility is determined by the Local Authorities Pension Plan on the basis of a minimum 30 hours worked per week, and who do not have a predetermined-end date.

3.2.2. Participating classes are: Administrative staff not covered by the New Teachers' Salary Agreement, Support Staff (Divisional Office Secretaries, Clerks and School Secretaries) Caretakers and Paraprofessional staff excluding Special Assistants who have a pre-determined end date and bus drivers.

3.2.3 Staff serving a probationary period and who qualify to contribute to LAPP shall participate.

3.2.4. During an approved leave of absence without salary or on approved Extended Disability Benefits or receiving WCB payments and no salary from the employer, no contribution to LAPP will be made by the employer unless the plan member purchases their leave. The Local Authority Pension Plan guidelines will be followed.

3.2.5 All employees currently receiving a monthly pension from LAPP are excluded from membership.

3.2.6 All employees 71 years of age and older are excluded from LAPP membership

4. Voluntary Life Insurance

4.1 The Board shall make available the Alberta School Employee Benefit Plan Voluntary Life Insurance Plan for all interested eligible employees; however, the Board is not responsible to administer the plan in any respect.

5. Worker's Compensation

5.1 The Board shall pay 100% of the premiums for Worker's Compensation Benefits to designated employees.



**Employee
Benefits**

- 5.2 If in the event of injury, an employee's sick leave will be debited and full salary paid until sick leave accrued is completely utilized, up to and including 90 calendar days.
 - 5.2.1 After 90 calendar days or upon the expiry of accrued sick leave, the employee receives benefits directly from Worker's Compensation and sick leave is no longer debited.
 - 5.2.2 In the event the illness causes the employee to be relieved from his duties beyond 90 calendar days, an application shall be made for Long Term Disability Benefits to begin upon expiration of Worker's Compensation Benefits.

BOARD OF TRUSTEES

**COLIN KELLY
TRUSTEE OF THE BOARD**

DATE: MAY 27, 2016

PRESENTED BY: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

SUBJECT: BORROWING RESOLUTION

ORIGINATOR: FINANCE, MAINTENANCE, TRANSPORTATION COMMITTEE

RECOMMENDATION
That the Board of Trustees approve the Borrowing Resolution, if required, in the amount of \$3,000,000 to meet the current operating expenditures for the 2016-17 school year, as attached.

CURRENT SITUATION: The Borrowing Resolution is required by the Alberta Treasury Branch to cover borrowing, if required, for current operating expenditures during the 2016/17 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, 2016;

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 (\$300,000,000).
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 less (.25%) PER CENT below 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™

BOARD OF TRUSTEES

**COLIN KELLY
TRUSTEE OF THE BOARD**

DATE: MAY 27, 2016

PRESENTED BY: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

SUBJECT: WABASCA HOUSING PLAN

ORIGINATOR: FINANCE, MAINTENANCE, TRANSPORTATION COMMITTEE

RECOMMENDATION
That the Board of Trustees approve the Wabasca housing plan, as attached.

CURRENT SITUATION: Housing Coordinator, Christy Jellett was asked to draft a plan that would see NSD get out of housing in Wabasca.

**Draft Proposal for
Five Year Plan to
Exit Northland School Division No. 61 Teacher Housing
in Wabasca-Desmarais**

Northland School Division offers teachers housing in communities where there is little or no rental housing available. It is the intent of the division to divest itself of teacherages wherever possible, as the combined role of landlord and employer can be difficult to manage.

With the growth of the Wabasca-Desmarais area, there are opportunities for teachers to rent from landlords other than the school division. Due to the increase in rental properties, it appears to be an ideal time for the division to reduce its teacherages in the area. This is a first step towards building a strategy to improve teacher retention.

Partners:

Northland School Division No. 61
Local rental unit developer(s)

Background:

Historically, the division has offered teachers housing. Retention and attrition has long been an issue with qualified staff in the division. Presently, housing needs to be improved due to deferred maintenance as a result of lack of funding and the age of the properties. Improvements to housing, including security, will help with overall staff well-being and increase the health of the workplace environment. Living accommodations and working environments will no longer be controlled by the school administrator, thereby allowing a separation of work and leisure. Quality of teaching will be improved by the separation of the two. The plan would take place over three years.

Proposed Development Schedule

PHASE 1:

In the first year, 6 townhouses will be built by private developer(s). These units will be available to teachers, and will have increased square footage, a garage, additional washrooms, an unfinished basement for storage, security and grounds maintenance.

The rent for the units will be higher than what the teachers are currently paying. In order to ease the transition, the three acres, zoned commercially, that currently house the Mistassiniy School teachers will be sold for approximately \$200,000 an acre. The proceeds will be used to subsidize the rents for \$500 a month for the first year, then decreasing \$100 per month per year, until the

subsidy is gone after the fifth year. Any teachers that cannot be accommodated in the new units in the first year can rent divisional teacherages located in another area of the community, or rent elsewhere.

PHASE 2:

In the second year, an additional 6 townhouses will be built, and the plan will follow similarly to Phase 1, with the exception of the sale of the land. A second set of teachers will be moved to the new development, and the teacherages either demolished or, if they are mobile homes, sold. Again, proceeds of the sales will be used to finance the demolition of the houses, and/or the additional 12 rental subsidies.

PHASE 3:

In the third year, additional townhouses/apartments will be available for rent, which will accommodate the remaining teachers when the final property and mobile homes are sold. Rent will be subsidized as in years one and two, if renting the townhouses. The rent for apartments will be less than the townhouses, and may not require subsidization.

Other items:

Consideration was given to the repair of the units in the area. There are 23 units and mobiles that need major renovations and repairs. With an approximate cost of \$45,000 to repair each unit, bring them up to code and make sewer repairs (without cosmetic renovations), the total cost would be over \$1 million. This would do little to improve the quality of living for the teachers, and would not separate the landlord from the employer.

Next Steps

- Meeting with private developer(s)
- Appraisal of Northland School Division teacherage properties
- Discussion of plan with Mistassiniy and St. Theresa teachers
- Discussion at June Quality of Work Life meeting

Year One**Budget**

Enter into agreement with local developer to provide at least 6 rental units

Put Mistassiniy land and five houses (for demolition) up for tender

(\$200,000 per acre x 3 acres, less \$20,000 cost per demolition x 5 houses)

\$500,000

Tender for sale any mobile homes on the Mistassiniy site

Subsidize new units by \$500/month, from sale proceeds

Tender Stump Hollow for sale (3 acres @ \$15,000 acre, less

\$25,000

\$20,000 to demo)

Year Two

Enter into agreement with local developer to provide an additional 6 rental units

Put St. Theresa land and houses (for demolition) up for tender.

Price received for land will cover the cost of demolition

\$0

Year Three

The local developer will add an additional 12 townhouses and apartment building to the community. These will be available for rent by NSD staff. At this point, subsidies will

be reviewed to see if there is any capital left.

Sell mobile homes on Noel Drive

Years One - Six

Subsidize 12 units at \$500/month for the first year, then reduce the subsidy by \$100/month annually over the remaining four years.

-\$180,000

Remaining from sale proceeds

\$345,000

BOARD OF TRUSTEES

**COLIN KELLY
TRUSTEE OF THE BOARD**

DATE: MAY 27, 2016

PRESENTED BY: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

SUBJECT: PROCEDURE 526, FRAUD

ORIGINATOR: FINANCE, MAINTENANCE & TRANSPORTATION COMMITTEE

RECOMMENDATION

That the Board of Trustees, approve in principle, the attached changes to Procedure 526, Fraud.

CURRENT SITUATION: At the April 22, 2016 Board meeting Official Trustee, Colin Kelly requested administration obtain legal advice on the use of will and may on Section 11 in Procedure 526, Fraud.

Legal came back with the following response, "Reporting Fraud to the RCMP is discretionary".

**Fraud**

Background:

Northland School Division is committed to maintaining the highest standards of honesty, integrity and ethical conduct and has adopted this procedure to ensure consistent and effective investigation, reporting and disclosure of fraud occurrences within ~~Northland School Division~~ **the division**. Further, the ~~Division~~ **division** is committed to protecting its revenue, property, information and other assets from any attempt, either by members of the public, contractors, sub-contractors, agents, or its own employees, to gain by deceit, financial or other benefits.

This procedure does not refer to students.

The terms fraud, defalcation, misappropriation, and other fiscal irregularities refer to, but are not limited to:

1. Any dishonest or fraudulent act.
2. Forgery or alteration of any document or account belonging to ~~Division~~ **division**.
3. Destruction, alteration, mutilation, concealment, covering up, falsification or making of a false entry in any record, document or tangible object with the intent to impede, obstruct or influence any investigation.
4. The destruction, alteration or concealment of any records used in the conduct of an audit.
5. Forgery or alteration of a cheque, bank draft, or any other financial document.
6. Misappropriation of funds, securities, supplies, equipment, or other assets.
7. Impropriety in the handling or reporting of money or financial transactions.
8. Disclosing confidential and proprietary information to ~~outside~~ **non-divisional employees** or inappropriate parties.

**Fraud**

-
9. Accepting or seeking anything of material value from contractors, vendors, or persons providing goods or services to the Division. Exception: ~~gifts less than a nominal amount of \$75.00 or less in value~~ **gifts worth a nominal value of \$75 or less.**
 10. Destruction, removal or inappropriate use of records, furniture, fixtures, and equipment.
 11. Improperly influencing or attempting to improperly influence the conduct of any audit of the ~~Division's~~ **division's** finances or accounts.
 12. Any similar or related irregularity.

Procedures:

1. Management is responsible for the detection and prevention of fraud, misappropriations, and other irregularities. Each member of the management team will be familiar with the types of improprieties that might occur within his or her area of responsibility, and be alert for any indication of irregularity.
2. The Secretary-Treasurer is responsible for ~~the~~ instituting and maintaining a system of internal control**s** to provide reasonable assurance for the prevention and detection of fraud, misappropriations and other irregularities.
3. Any employee who has knowledge of an occurrence of irregular conduct, or has reason to suspect that a fraud has occurred, shall immediately notify his/her supervisor. If the employee has reason to believe that the employee's supervisor may be involved, the employee shall immediately notify the Superintendent-~~of Schools~~ or the Secretary-Treasurer.
4. It is the ~~Division's~~ **division's** ~~intention~~ **duty** to fully investigate any suspected acts of fraud, misappropriation or other similar irregularity. An objective and impartial investigation will be conducted regardless of the position, title, length of service or relationship with the ~~Division~~ **division** of any party who might be or becomes involved in or becomes the subject of such investigation.



Fraud

5. The employee shall not discuss the matter with anyone other than his/her supervisor, Superintendent ~~of Schools~~ or the Secretary-Treasurer. Employees who knowingly make false allegations will be subject to discipline up to and including dismissal.
6. Upon notification from an employee of suspected fraud, or if the supervisor has reason to suspect that a fraud has occurred, the supervisor shall immediately notify the Superintendent ~~of Schools~~. The supervisor shall not attempt to investigate the suspected fraud or to discuss the matter with anyone other than the Superintendent ~~of Schools~~ or designate.
7. Once a suspected fraud is reported, the Secretary-Treasurer shall take immediate action to prevent the theft, alteration, or destruction of relevant records. Such actions include, but not limited to, removing the records and placing in a secure location, limiting access to the location where the records currently exist, and preventing the individual suspected of committing the fraud from having access to the records. **The Secretary-Treasurer will co-ordinate the investigation.**
8. The Superintendent ~~of Schools~~ will notify the Chair of the Finance, **Maintenance** and Transportation Committee and the Chair of the Board of a reported allegation of fraudulent or irregular conduct upon the commencement of the investigation to the extent practical. Throughout the investigation these individuals should be informed of pertinent investigative findings.
9. Upon conclusion of the investigation, the results will be reported to Chair of the Finance, **Maintenance** and Transportation Committee and the Chair of the Board.
10. All participants in a fraud investigation shall keep the details and results of the investigation confidential.
11. In all circumstances where there are reasonable grounds to indicate that a fraud may have occurred, the Superintendent ~~of Schools~~, subject to the advice of legal counsel, ~~will~~ **may** contact the RCMP.



Fraud

-
12. At the conclusion of the investigation, the Secretary-Treasurer will document the results in a confidential memorandum report to the Superintendent of ~~Schools~~. If the report concludes that the allegations are founded, the report will **may** be forwarded to the RCMP.
 13. Any staff person or elected official contacted by the media with respect to an audit investigation shall refer the media to the Superintendent of ~~Schools~~. The alleged fraud or audit investigation shall not be discussed with the media by any person other than the Superintendent of ~~Schools~~.
 14. Unless exceptional circumstances exist, a person under investigation for fraud shall be given notice in writing of the essential particulars of the allegations following the conclusion of the audit and prior to final disciplinary action being taken. Where notice is given, the person against whom allegations are being made may submit a written explanation to the Superintendent of ~~Schools~~ no later than seven calendar days after the notice is received.
 15. If a suspicion of fraud is substantiated by the investigation, disciplinary action, up to and including dismissal, shall be taken by management in consultation with legal counsel.
 16. The ~~Division~~ **division** will pursue every reasonable effort, to obtain recovery of the ~~Division's~~ **division's** losses from the offender, or other appropriate sources.
 17. The Secretary-Treasurer will be required to make recommendations which will assist in the prevention of future similar occurrences.
 18. The Secretary-Treasurer will report to the external auditors all information relating to investigations.
 19. (Whistle-Blower Protection) No employer or a person acting on behalf of an employer shall:
 - 17.1 dismiss or threaten to dismiss an employee,
 - 17.2 discipline or suspend or threaten to discipline or suspend an employee,
 - 17.3 impose any penalty upon an employee or,

**Fraud**

17.4 intimidate or coerce an employee,

because the employee has acted in accordance with the requirements of this procedure. The violation of this section will result in discipline up to and including dismissal.

- ~~20. Any fraud that is detected or suspected must be reported immediately to the Superintendent of Schools or, alternatively, to the Secretary-Treasurer.~~
- ~~21. Management should be familiar with the types of improprieties that might occur within their area of responsibility and be alert for any indication of such conduct.~~
- ~~22. The Superintendent of Schools or designate has the primary responsibility for the investigation.~~
- ~~23. Upon notification or discovery of a suspected fraud, the Superintendent of Schools will promptly investigate the fraud. In all circumstances where there appears to be reasonable grounds for suspecting that a fraud has taken place, the Superintendent of Schools, in consultation with legal counsel, will contact the RCMP.~~
- ~~24. After the initial review and determination that the suspected fraud warrants additional investigation, the Superintendent of Schools will notify the Chair of the Finance and Transportation Committee and the Chair of the Board of the allegations. The Secretary-Treasurer shall co-ordinate the investigation.~~



Superintendent's Report May 27, 2016

April, 2016

25	Keg River	Dr. Mary Jackson School Visit
26	Gift Lake	Gift Lake School Visit
27	Paddle Prairie	Paddle Prairie High School Redesign Tour with Alberta Education
28	Peace River	Teleconference with Alberta Education
	Grouard	Grouard Community Meeting Re: Possible Junior High Program Closure at Grouard Northland School

May, 2016

5	Peace River	Administrators' Meeting
		Long Service & Recognition Award Banquet
6	Peace River	Administrators' Meeting
11	Wabasca	Principal Interviews at Mistassiniy School
		Meeting with Community Engagement Coordinator
12	Wabasca	Housing Meeting
	Peerless Lake	Peerless Lake Community Supper
13	Edmonton	Meeting with Superintendents and Alberta Education Re: Fort McMurray Fire Evacuation Update
		Meeting with Bigstone Cree Nation and University of Calgary
		Meeting with CEO and Director of Education, Kee Tas Kee Now Tribal Council
17	Peace River	Committee Meetings and Agenda Review
18	Edmonton	Peerless Trout First Nation Meeting
19	Edmonton	Meeting with Superintendents and Alberta Education Re: Fort McMurray Fire Evacuation Update
		Student Transition Partnership Conference Call
		Bill Woodward School Graduation Ceremony
25	High Prairie	Student Transition Partnership Administrators' Meeting
	Gift Lake	Student Transition Partnership Gift Lake Community Dinner
26	Peace River	Teleconference with Superintendents and Alberta Education Re: Fort McMurray Fire Evacuation Update
27	Wabasca	Northland Games
	Peace River	Corporate Boarding Meeting
28	Peace River	Corporate Boarding Meeting



Donna Barrett <donna.barrett@nsd61.ca>

INFORMATION: Teacher Workload Study

1 message

Barry Litun <barry.litun@cass.ab.ca>
To: Barry Litun <barry.litun@cass.ab.ca>

Mon, Apr 25, 2016 at 2:14 PM

Superintendents

Earlier this month, the GoA media release related to the Malatest Teacher Workload Study was issued. I became aware this morning that it was not sent to Superintendents, so I am providing as information to you.

Feel free to distribute as you believe appropriate.

Barry

Government, Alberta Teachers' Association and school boards release teacher workload survey

April 08, 2016 Media inquiries

On average, teachers are working approximately 48 hours a week, including weekends, during the busy school year, according to a new study.

The report, a first of its kind in Canada, tracked hours spent before and after school, as well as weekends. More than 1500 teachers from across the province, teaching all grade levels, participated in the survey.

The survey results show that teachers work an average of 48 hours during a typical week, during the school year. This excludes weeks such as Christmas and spring break, as well as the final week of June when school calendars are shortened. The study examines time spent on instruction (which makes up 50% of teachers' time) as well as time spent on educational supports, such as planning, administration, grading assignments, communicating with parents and extra-curricular activities.

"This confirms what Albertans already know, that teachers are professionals who dedicate their time and energy to our future generations. This survey will help inform discussions with education partners as we move forward."

Minister of Education, David Eggen

The survey identified workload issues such as an increase in the number of high-needs students in the classroom, as well as increased expectations from parents and the community.

"This is rich data that confirms the complexity of teachers' practice. Clear concerns arise about how teachers are being distracted from their core work with students, and we will need to have discussions about conditions that impact the classroom experience."

Mark Ramsankar, President of the Alberta Teachers' Association (ATA)

"The survey reflects the reality that learning environments have become more complex. It is critically important that teaching staff have adequate supports. Locally elected school boards work with their communities – including staff, students and parents – to achieve these outcomes."

Helen Cleese, President of the Alberta School Boards Association

The survey, administered by R.A. Malatest and Associates, was commissioned as part of the 2013 Assurance for Students Act, which established collective agreements for teachers in Alberta through to August 2016. An advisory committee consisting of representatives from the Government of Alberta, ATA, and Alberta School Boards Association (ASBA) partnered on this project. The cost of the survey was approximately \$500,000, paid for by the Government of Alberta.

Related information

- [Alberta Teacher Workload Study \(pdf\)](#)

Media inquiries

Larissa Liepins

780-868-4200

Press Secretary, Education



Chairman's Report May 27, 2016

April, 2016

18	Peavine	Community Meeting
	High Prairie	Overnight
19	Peavine	Meeting with the Peavine Métis Settlement Council regarding Demolition/Reclamation Contract
20 (PM)	Edmonton	Meeting with the CEO, Kee Tas Kee Now Tribal Council · Regional/Virtual High School Proposal · Tuition Payments · Lagoon/Land Transfer
21	Peace River	Office
	High Level	Overnight
22	High Level	Meeting with Municipal Council Representative
	Paddle Prairie	School Visit
	Keg River	School Visit
	Peace River	Corporate Board Meeting
23	Peace River	Corporate Board Meeting
25 (PM)	High Prairie	Travel/Overnight
26	Gift Lake	Meeting with Architect and Maintenance Staff Regarding Deficiencies
27	Slave Lake	Travel/Overnight
28	Slave Lake	Meeting with Northern Lakes College and University of Alberta Senate Representatives
	Grouard	Community Meeting Regarding Possible Closure of the Junior High Program, Grouard Northland School
29	Edmonton	Meeting with the Alberta School Boards Association (ASBA) Re: Superintendent Search

May, 2016

2	Edmonton	Meeting with the Office of the Auditor General of Alberta
4	Edmonton	Meeting with the Alberta School Boards Association (ASBA) Consultant Re: Superintendent Search
	Peace River	Travel
5	Peace River	Office
		Administrators' Meeting
		Northland School Division Long Service & Recognition Awards Banquet
6	Peace River	Administrators' Meeting
		Office
9	Edmonton	McLennan –Ross Legal · Gift Lake Education Centre Joint Use Agreement · Land Access Agreement Fort McKay
10	Edmonton	McLennan-Ross Legal · Gift Lake Education Centre · Janvier Land Use



Chairman's Report May 27, 2016

11	Edmonton	McLennan-Ross Legal · Insurance Clause · Kee Tas Kee Now Education Services Agreement Draft
	Wabasca	Travel
12	Wabasca	Housing Meeting
	Peerless Lake	Community Function
	Wabasca	Travel/Overnight
13	Sandy Lake	School Visit
	Calling Lake	School Visit
16	Peace River	Travel
17	Peace River	Committee Meetings and Agenda Review
	Leduc	Travel
18	Edmonton	Meeting with Peerless Trout First Nation Chief and Council and the Trout Lake and Peerless Lake Local School Board Committee
		Meeting with the Fort McKay First Nation Director of Education Re: Evacuation and Return Plans
19	Edmonton	Bill Woodward School Graduation Ceremony
20	Edmonton	McLennan-Ross Legal · Draft Education Services Agreement
		First Nation, Métis, and Inuit Programs, Alberta Education · Update
24	Edmonton	Alberta Education
		Indigenous and Northern Affairs Canada
		McLennan-Ross Legal

**NORTHLAND SCHOOL DIVISION NO. 61
 LOCAL SCHOOL BOARD COMMITTEE REPORT
 2015/2016 SCHOOL YEAR
 PERIOD ENDING - APRIL 30, 2016**

	Future Pay Out	Paid During Yr.	Total Pd. & Committed	Budget	Difference	Percent Expended
<u>Anzac</u>						
Quarterly Honorarium	3,424.50	1,161.07	4,585.57	4,920.00	334.43	
Travel & Subsistence		-	-	5,032.00	5,032.00	
In - Service			-		-	
Prior Year Carryover			-	7,879.00	7,879.00	
Casual Labour, Supplies & Awards		-	-	250.00	250.00	
Total	3,424.50	1,161.07	4,585.57	18,081.00	13,495.43	25.4%
<u>Athabasca Delta</u>						
Quarterly Honorarium	2,436.00	1,682.78	4,118.78	4,920.00	801.22	
Travel & Subsistence		407.36	407.36	5,340.00	4,932.64	
In - Service			-		-	
Prior Year Carryover			-	9,265.00	9,265.00	
Casual Labour, Supplies & Awards		-	-	250.00	250.00	
Total	2,436.00	2,090.14	4,526.14	19,775.00	15,248.86	22.9%
<u>Bishop Routhier</u>						
Quarterly Honorarium	2,700.75	2,459.50	5,160.25	4,920.00	(240.25)	
Travel & Subsistence		1,500.00	1,500.00	1,992.00	492.00	
In - Service			-		-	
Prior Year Carryover			-	3,477.00	3,477.00	
Casual Labour, Supplies & Awards		-	-	250.00	250.00	
Total	2,700.75	3,959.50	6,660.25	10,639.00	3,978.75	62.6%
<u>Calling Lake</u>						
Quarterly Honorarium	2,057.43	2,700.75	4,758.18	4,920.00	161.82	
Travel & Subsistence		-	-	3,060.00	3,060.00	
In - Service			-		-	
Prior Year Carryover			-	10,040.00	10,040.00	
Casual Labour, Supplies & Awards		638.02	638.02	250.00	(388.02)	
Total	2,057.43	3,338.77	5,396.20	18,270.00	12,873.80	29.5%
<u>Chipewyan Lakes</u>						
Quarterly Honorarium	1,494.50	1,494.50	2,989.00	4,920.00	1,931.00	
Travel & Subsistence			-	2,740.00	2,740.00	
In - Service			-		-	
Prior Year Carryover			-	10,124.00	10,124.00	
Casual Labour, Supplies & Awards			-	250.00	250.00	
Total	1,494.50	1,494.50	2,989.00	18,034.00	15,045.00	16.6%
<u>Conklin</u>						
Quarterly Honorarium	2,057.42	2,459.50	4,516.92	4,920.00	403.08	
Travel & Subsistence			-	4,144.00	4,144.00	
In - Service			-		-	
Prior Year Carryover			-	9,367.00	9,367.00	
Casual Labour, Supplies & Awards		508.68	508.68	250.00	(258.68)	
Total	2,057.42	2,968.18	5,025.60	18,681.00	13,655.40	26.9%

	Future Pay Out	Paid During Yr.	Total Pd. & Committed	Budget	Difference	Percent Expended
<u>Dr. Mary Jackson</u>						
Quarterly Honorarium	2,942.00	1,977.00	4,919.00	4,920.00	1.00	
Travel & Subsistence		-	-	2,184.00	2,184.00	
In - Service			-		-	
Prior Year Carryover			-	2,644.00	2,644.00	
Casual Labour, Supplies & Awards		562.74	562.74	250.00	(312.74)	
Total	2,942.00	2,539.74	5,481.74	9,998.00	4,516.26	54.8%
<u>East Prairie</u>						
Quarterly Honorarium	2,459.50	2,459.50	4,919.00	4,920.00	1.00	
Travel & Subsistence		1,650.00	1,650.00	2,128.00	478.00	
In - Service			-		-	
Prior Year Carryover			-	2,528.00	2,528.00	
Casual Labour, Supplies & Awards		300.00	300.00	250.00	(50.00)	
Total	2,459.50	4,409.50	6,869.00	9,826.00	2,957.00	69.9%
<u>Elizabeth</u>						
Quarterly Honorarium	1,704.44	2,436.00	4,140.44	4,920.00	779.56	
Travel & Subsistence		600.00	600.00	3,816.00	3,216.00	
In - Service			-		-	
Prior Year Carryover			-	7,487.00	7,487.00	
Casual Labour, Supplies & Awards		-	-	250.00	250.00	
Total	1,704.44	3,036.00	4,740.44	16,473.00	11,732.56	28.8%
<u>Father R Perin</u>						
Quarterly Honorarium	2,459.50	2,459.50	4,919.00	4,920.00	1.00	
Travel & Subsistence		-	-	4,144.00	4,144.00	
In - Service			-		-	
Prior Year Carryover			-	4,269.00	4,269.00	
Casual Labour, Supplies & Awards			-	250.00	250.00	
Total	2,459.50	2,459.50	4,919.00	13,583.00	8,664.00	36.2%
<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			-	11,961.00	11,961.00	
Casual Labour, Supplies & Awards		1,331.96	1,331.96	250.00	(1,081.96)	
Total	1,471.00	2,802.96	4,273.96	21,275.00	17,001.04	20.1%
<u>Gift Lake</u>						
Quarterly Honorarium	2,194.75	2,286.92	4,481.67	4,920.00	438.33	
Travel & Subsistence		1,500.00	1,500.00	2,292.00	792.00	
In - Service			-		-	
Prior Year Carryover			-	4,874.00	4,874.00	
Casual Labour, Supplies & Awards		-	-	250.00	250.00	
Total	2,194.75	3,786.92	5,981.67	12,336.00	6,354.33	48.5%
<u>Grouard</u>						
Quarterly Honorarium	2,137.84	2,918.50	5,056.34	4,920.00	(136.34)	
Travel & Subsistence		1,065.60	1,065.60	2,028.00	962.40	
In - Service			-		-	
Prior Year Carryover			-	5,713.00	5,713.00	
Casual Labour, Supplies & Awards		351.89	351.89	250.00	(101.89)	
Total	2,137.84	4,335.99	6,473.83	12,911.00	6,437.17	50.1%

	Future Pay Out	Paid During Yr.	Total Pd. & Committed	Budget	Difference	Percent Expended
<u>J.F. Dion</u>						
Quarterly Honorarium	2,459.50	2,459.50	4,919.00	4,920.00	1.00	
Travel & Subsistence		900.00	900.00	4,052.00	3,152.00	
In - Service			-		-	
Prior Year Carryover			-	6,658.00	6,658.00	
Casual Labour, Supplies & Awards		712.15	712.15	250.00	(462.15)	
Total	2,459.50	4,071.65	6,531.15	15,880.00	9,348.85	41.1%
<u>Kateri</u>						
Quarterly Honorarium	3,195.00	1,237.59	4,432.59	4,920.00	487.41	
Travel & Subsistence		-	-	2,416.00	2,416.00	
In - Service			-		-	
Prior Year Carryover			-	7,710.00	7,710.00	
Casual Labour, Supplies & Awards		-	-	250.00	250.00	
Total	3,195.00	1,237.59	4,432.59	15,296.00	10,863.41	29.0%
<u>Little Buffalo</u>						
Quarterly Honorarium	2,436.00	2,436.00	4,872.00	4,920.00	48.00	
Travel & Subsistence		1,101.80	1,101.80	1,880.00	778.20	
In - Service			-		-	
Prior Year Carryover			-	288.00	288.00	
Casual Labour, Supplies & Awards		-	-	250.00	250.00	
Total	2,436.00	3,537.80	5,973.80	7,338.00	1,364.20	81.4%
<u>Mistassiniy</u>						
Quarterly Honorarium	2,459.50	2,436.00	4,895.50	4,920.00	24.50	
Travel & Subsistence	-	-	-	2,836.00	2,836.00	
In - Service			-		-	
Prior Year Carryover			-	1,040.00	1,040.00	
Casual Labour, Supplies & Awards		1,831.62	1,831.62	250.00	(1,581.62)	
Total	2,459.50	4,267.62	6,727.12	9,046.00	2,318.88	74.4%
<u>Paddle Prairie</u>						
Quarterly Honorarium	2,712.50	1,567.08	4,279.58	4,920.00	640.42	
Travel & Subsistence	-	2,050.00	2,050.00	2,288.00	238.00	
In - Service	-	-	-	-	-	
Prior Year Carryover	-	-	-	6,907.00	6,907.00	
Casual Labour, Supplies & Awards	-	500.00	500.00	250.00	(250.00)	
Total	2,712.50	4,117.08	6,829.58	14,365.00	7,535.42	47.5%
<u>Peerless Lake</u>						
Quarterly Honorarium	2,459.50	2,459.50	4,919.00	4,920.00	1.00	
Travel & Subsistence		80.00	80.00	2,340.00	2,260.00	
In - Service			-		-	
Prior Year Carryover			-	1,474.00	1,474.00	
Casual Labour, Supplies & Awards		576.38	576.38	250.00	(326.38)	
Total	2,459.50	3,115.88	5,575.38	8,984.00	3,408.62	62.1%
<u>Pelican Mountain</u>						
Quarterly Honorarium	1,494.50	1,494.50	2,989.00	4,920.00	1,931.00	
Travel & Subsistence		278.04	278.04	3,096.00	2,817.96	
In - Service			-		-	
Prior Year Carryover			-	6,343.00	6,343.00	
Casual Labour, Supplies & Awards		1,383.08	1,383.08	250.00	(1,133.08)	
Total	1,494.50	3,155.62	4,650.12	14,609.00	9,958.88	31.8%

	Future Pay Out	Paid During Yr.	Total Pd. & Committed	Budget	Difference	Percent Expended
St. Theresa						
Quarterly Honorarium	2,459.50	2,459.50	4,919.00	4,920.00	1.00	
Travel & Subsistence		-	-	2,860.00	2,860.00	
In - Service			-		-	
Prior Year Carryover			-	1,237.00	1,237.00	
Casual Labour, Supplies & Awards		789.94	789.94	250.00	(539.94)	
Total	2,459.50	3,249.44	5,708.94	9,267.00	3,558.06	61.6%
Susa Creek						
Quarterly Honorarium	1,153.26	2,459.50	3,612.76	4,920.00	1,307.24	
Travel & Subsistence		93.61	93.61	2,984.00	2,890.39	
In - Service			-		-	
Prior Year Carryover			-	8,084.00	8,084.00	
Casual Labour, Supplies & Awards		-	-	250.00	250.00	
Total	1,153.26	2,553.11	3,706.37	16,238.00	12,531.63	22.8%
GRAND TOTAL	50,368.89	67,688.56	118,057.45	310,905.00	192,847.55	

TOTAL NUMBER OF LSBC WITHIN BUDGET	22	192,847.55
TOTAL NUMBER OF LSBC OVER BUDGET	0	-
TOTAL NUMBER OF LSBC	22	192,847.55

**NORTHLAND SCHOOL DIVISION NO. 61
BOARD REPORT
2015/2016 SCHOOL YEAR
PERIOD ENDING - April 30, 2016**

	ACTUAL	BUDGET	VARIANCE
<u>ELECTIONS</u>			
REMUNERATION TRUSTEES	-	-	-
EMPLOYEE BENEFITS--TRUSTEES	60.00	-	(60.00)
LEGAL FEES	-	-	-
POSTAGE--ELECTIONS	-	-	-
INSERVICE--ELECTIONS	658.75	-	(658.75)
RENUMERATION--ELECTIONS	-	80,000.00	80,000.00
TRAVEL & SUBSISTENCE--ELECTIONS	342.14	-	(342.14)
PRINTING & BINDING--ELECTIONS	524.22	-	(524.22)
ADVERTISING--ELECTIONS	2,196.62	-	(2,196.62)
OFFICE SUPPLIES--ELECTIONS	-	-	-
SUB-TOTAL	3,781.73	80,000.00	76,218.27
<u>COMMITTEES</u>			
RENUMERATION TRUSTEES	-	-	-
EMPLOYEE BENEFITS - TRUSTEES	-	-	-
TRAVEL & SUBSISTENCE - PERSONNEL	-	-	-
TRAVEL & SUBSISTENCE - EDUCATION	-	-	-
TRAVEL & SUBSISTENCE - FINANCE	-	-	-
TRAVEL & SUBSISTENCE - NEGOTIATION	-	-	-
TRAVEL & SUBSISTENCE - PAC	-	-	-
TRAVEL & SUBSISTENCE - AD HOC	9,204.68	30,000.00	20,795.32
TRAVEL & SUBSISTENCE - QUALITY OF WORK LIFE	328.17	-	(328.17)
TRAVEL & SUBSISTENCE - KTC PARTNERSHIP	-	-	-
TRAVEL & SUBSISTENCE - RECRUITMENT	-	-	-
TRAVEL & SUBSISTENCE - POLICY 1 REVIEW	8,671.88	-	(8,671.88)
TRAVEL & SUBSISTENCE - COMMUNITY ENGAGEMENT	-	-	-
TRAVEL & SUBSISTENCE - MENTAL HEALTH INITIATIVE	761.79	-	(761.79)
SUB-TOTAL	18,966.52	30,000.00	11,033.48
<u>OTHER EXPENSES</u>			
REMUNERATION TRUSTEES	-	-	-
RENUMERATION - RECRUITMENT	-	-	-
REMUNERATION TRUSTEES - RETREAT	-	-	-
EMPLOYEE BENEFITS - TRUSTEES	3,747.44	4,000.00	252.56
EMPLOYEE BENEFITS - RECRUITMENT	-	-	-
PROFESSIONAL SERVICES	66,957.51	200,000.00	133,042.49
IN-SERVICE - BOARD	93.16	60,000.00	59,906.84
IN-SERVICE - BOARD (ORIENTATION)	-	-	-
IN-SERVICE - N.S.D. P.D. - TRUSTEES	-	-	-
LEGAL FEES - BOARD TRUSTEES	14,737.96	25,000.00	10,262.04
RENUMERATION ALTERNATES	-	-	-
VISA PURCHASES - TRUSTEE	83.05	-	(83.05)
TELEPHONE - TRUSTEE	337.45	3,000.00	2,662.55
TELEPHONE - VICE CHAIRMAN	-	-	-
TRAVEL & SUBSISTENCE - BOARD/OTHER	38,939.40	40,000.00	1,060.60
TRAVEL & SUBSISTANCE - PSBA	-	-	-
TRAVEL & SUBSISTANCE - ASBA	-	-	-
TRAVEL & SUBSISTENCE - TRUSTEE	-	-	-
TRAVEL & SUBSISTENCE - VICE CHAIRMAN	-	-	-
TRAVEL & SUBSISTENCE - RECRUITMENT	5,575.19	-	(5,575.19)
TRAVEL & SUBSISTENCE - RETREAT	-	-	-
A.S.B.A. & P.S.B.A. FEES - BOARD	41,671.08	38,000.00	(3,671.08)
PRINTING & BINDING	2,084.12	3,500.00	1,415.88
INSURANCE - BOARD OF TRUSTEES	169.28	250.00	80.72
ADVERTISING - BOARD	939.14	3,000.00	2,060.86
OFFICE SUPPLIES	1,134.84	5,000.00	3,865.16
AWARDS	6,824.70	25,000.00	18,175.30
POSTAGE - BOARD	210.48	4,000.00	3,789.52
FURNITURE& EQUIPMENT	-	1,000.00	1,000.00
SUB-TOTAL	183,504.80	411,750.00	228,245.20
TOTAL	206,253.05	521,750.00	315,496.95

ASBA Key Messages
Public Funding for Private Schools
April 29, 2016

Issue: On Monday, April 18, 2016 Motion 504 was introduced in the Legislature. This motion calls on the Legislative Assembly to “urge the Government to affirm its commitment to allowing parents the choice of educational delivery for their children, including home, charter, private, francophone, separate, or public education programs.” This motion has again raised the concern of using public funding for private and charter schools.

General Messages:

- The Alberta School Boards Association believes every child deserves the opportunity to achieve their full potential, and this potential is best achieved within a strong public education system.
- In 2008, private schools received a 21 per cent funding increase. By comparison, public schools only received a 4.5 per cent increase in funding.
- Over the years, many other grants including transportation, plant operations and maintenance, and special needs funding have not kept up with inflation.
- With tight budgets and the current state of the Alberta economy, it is even more important we adequately fund our public education system.
- In the 2016-2017 school year, private schools and private early childcare operators will receive \$248 million in public funding – a 2.5 per cent increase from this year.
- Redirecting those dollars to the public system could help address issues like class size, more supports for complex needs students, school fees, nutrition programs, and new or modernized schools.
- We support the policy of parental choice in education, but we do not believe public dollars should be used to pay for private education. We know that private schools are often not accessible to all Alberta students – reserved for those who can afford it.
- In 2013, the ASBA approved a policy stating: “In order to build a viable, sustainable, equitable public education system, public funding currently provided to private schools should be reallocated to public education.”
- We believe public, separate and francophone schools offer an abundance of program choices for Alberta students, and publicly-funded education in Alberta is widely recognized as being among the best in Canada – and the world – because of this abundance.
- The ASBA believes this discussion is part of a larger conversation around the education funding model. We have long been asking for the opportunity to work collaboratively with the government in a review of the current funding model, and we look forward to continuing the conversation with them on how our membership can engage in that process in an authentic way.
- Public dollars must support a public education system that is accessible to all Alberta students.

Background:

- Since 1967, as a result of Bill 29, the *Schools Grants Act*, accredited funded private schools in Alberta have been recognized with some level of government funding (\$100 per full-time student in Grades 1-12). To receive funding, private schools had to be operating for three years, serving at least 30 students, and employing two full-time teachers where none of the teachers taught more than three grades. Further, the schools had to be approved, employ certificated teachers, and were to be inspected regularly.
- In 1974, the funding system was changed to reflect a percentage of the base instructional per funded student grants paid to public school authorities. Base instructional grants varied by grade. There were three different rates: elementary students, junior high students, and high school students. In 1974 and 1975, private schools were eligible for 33 1/3 per cent of the base instructional rate.
- In 1976, the percentage was raised to 40%. In 1977, the percentage was raised to 50%. The percentage was further raised by an additional five per cent per year for the next three years, to 65% in 1980.
- Private schools have never been eligible for funding supported through property taxes.
- In 1994, the Alberta government authorized the creation of 13 charter schools.
- In June 1997, the Private Schools Funding Task Force was established with the goals of providing Albertans with opportunity to express their views on how private schools should be funded, and to recommend a funding framework for Alberta's accredited private schools.
- In keeping with the recommendations of the task force, private schools received 60% of the basic instruction funding as of the 1999/2000 school year. Additionally, private schools received 60% of public school funding for ESL, Alberta Initiative for School Improvement, Daily Physical Activity, and SuperNet funding. Private schools further received full funding for students with severe disabilities and for home education students.
- In 2008, private schools became eligible for 70% of the base instruction funding based on the premise that 70% of funding for education comes from the General Revenue Fund, while 30% is supported by property tax revenue. This represented a 21% increase in the public funding provided to private schools. The number of grants for which private schools were eligible was also expanded to include: Early Literacy, Education Program in an Institution, English as a Second Language, Equity of Opportunity (per-student component), First Nation, Metis and Inuit, Home Education, Northern Allowance, and Plant Operations and Maintenance.
- In August 2008, as the 21% increase in public funding provided to private schools drew the attention of education stakeholders and the public, ASBA, ASCA, CASS and ASBOA sent a letter to the Premier expressing their concern about the increase compared to the public system, which only received a 4.5% increase.
- In the 2015-2016 budget, the provincial government year gave \$151 million to 94 private schools to fund 60–70% of the basic per-student instructional grant. Alberta's 13 charter schools received another \$83 million.
- In the 2016-2017 school year, private schools and private early childcare operators will receive \$248 million in public funding – an increase of 2.5%.
- A Mainstreet Research poll conducted in mid-April 2016 indicated 61% of those surveyed believe taxpayer dollars should not go to private schools.
- The same survey indicated 47% of those surveyed believe taxpayer dollars should not go to charter schools.

From: Education Deputy Minister <EducationDeputyMinister@gov.ab.ca>
Date: May 16, 2016 at 9:12:01 AM MDT
Subject: Message from Deputy Minister of Education

**To: Superintendents of Public, Separate, Francophone and Charter School Boards
 Executive Directors of Stakeholder Associations**

AAMDC (Alberta Association of Municipal Districts and Counties)
 ACSTA (Alberta Catholic School Trustees' Association)
 AEFAA (Alberta Educational Facilities Administrators Association)
 ASBA (Alberta School Boards Association)
 AHEA (Alberta Home Education Association)
 ASCA (Alberta School Councils' Association)
 ATA (Alberta Teachers' Association)
 AAPCS (Association of Alberta Public Charter Schools)
 ACFA (Association canadienne-francaise de l'Alberta)
 AISCA (Association of Independent Schools & Colleges in Alberta)
 ASBOA (Association of School Business Officials of Alberta)
 AUMA (Alberta Urban Municipalities Association)
 CASS (College of Alberta School Superintendents)
 CCSSA (Council of Catholic Superintendents of Alberta)
 Federation des parents francophones de l'Alberta
 Federation des conseils scolaires francophones de l'Alberta
 Learning Disabilities Association of Alberta
 PSBAA (Public School Boards' Association of Alberta)

As I prepared for the transition to Alberta Education I dusted off one of my favourite quotes from Abraham Lincoln. He viewed education "as the most important subject which we as a people can be engaged in" (1832). Upon reflection I realized what an honour it is to be the Deputy Minister for Alberta Education and how privileged I am to be given the opportunity to work in partnership with each of you. I look forward to meeting with many of you in the near future and to continue the important work we are so passionate about. In the meantime, I wanted to take this opportunity to introduce myself.

I have been with the Government of Alberta (GoA) public service for 10 years working for Justice and Solicitor General. My most recent role was as Associate Deputy Solicitor General. Prior to joining the GoA public service, I held the position of Associate Professor and Coordinator of the Criminal Justice program at Athabasca University, where I was responsible for the development of on-site and on-line programming, implementation of Prior Learning assessment criteria and partnership development with colleges, universities and public sector stakeholders. I have also carried out studies on competency based curriculum design, experiential learning and adult education.

In my role as President of the Canadian Association of Police Educators, Board member of the National Police Sector Council and a founding member of the INTERPOL Group of Experts in Training, I helped design and implement national and international models of competency based curriculum design and delivery. And as the Executive Director of the JSG Staff College, I guided

the revision of the provincial training and curriculum model for Alberta's Sheriffs, Correctional Peace Officers and Community Peace Officers.

I am eager to start and to continue conversations on our strong education system and how, by working together, we can strengthen it even more. As Deputy Minister, I look forward to working with you as we share in our commitment to Alberta's education system.

Sincerely,

Dr. Curtis Clarke
Deputy Minister

cc: Board Chairs of Public, Separate, Francophone and Charter School
Boards
Presidents of Stakeholder Associations
First Nations Directors of Education
Communications Contacts at School Divisions

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A · S · B · A
Alberta School Boards
Association

For members of the Alberta School Boards Association

Communications Now

May 2016

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Education Week 11

In *Resources for Families*

Nutrition is key to academic performance for students

Plan to start off the new school year right with new employee breakfasts

Students are not the only ones with “new kid jitters” at the beginning of the year. New teachers – fresh out of university or new to the school – may also be nervous when school starts. New rules, routines, friends and facilities can seem overwhelming at first.

So, while you are thinking about hiring staff for the 2016-2017 school year, it is also a good idea to consider how you will welcome new employees, and put that into your action plan for fall.

Many divisions help ease the jitters of those new teachers by inviting them to an event called The New Teachers Breakfast. Another variation could be The New Employee Breakfast, depending on the size of your division and your new hires. You might want to consider a separate but similar event for classified staff.

The event should be an upbeat gathering that brings together members of the school division’s team, the school council leaders and members from your division’s schools, the school board and other

division-level administrators, and could extend into your community’s business community as well.

At these events, new teachers and employees are introduced and welcomed. This celebratory event can be the prelude to a series of morning meetings with personnel department staff for the administrative details and other formalities of employment, or it can be a stand-alone event.

These welcome get-togethers can have a positive impact on the new employee. And if a single event could have an impact, just think what a series of such gatherings could do.

Use the suggestions below to create your new teacher/employee breakfast, or a series of them spanning the school year. Mix and match the ideas to create events that best fit your division.

Staging the kick-off breakfast

1. Select a location large enough to accommodate the sit-down breakfast, such as a school cafeteria, a hotel ballroom or a community centre meeting room. Consider using round tables to encourage conversations among the small groups at each of those tables.
2. Get a date for the breakfast on the division calendar and book the facility early.
3. Send a personalized invitation to each new employee. Don’t use a bulk computer program like Evite.

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4. Whether you serve buffet or plated meals will depend on your budget and facility. Consider whether a community co-sponsor like the Chamber of Commerce or a large business in the area, your school council association or the Alberta Teachers' Association local would be willing to help share its costs.
5. Decorate with "Welcome" signs and table adornments. Do you have a horticulture class that could provide table centrepieces? Is there a florist in town willing to donate some flowers?
6. Have a table at the entryway staffed with greeters who will provide guests with name tags. Make sure the person's name and title or association they represent is on the name tag.
7. Before the event, ensure each new teacher will be paired up with a "buddy" – a school council representative, a teacher's association representative or an administrator who will act as their individual host during the event.
8. Allow 20 minutes of 'meet and greet' mingle time before the meal begins.
9. If a plated meal is served, don't compete with the wait staff. Allow another 10 minutes of table talk time before starting the program.
10. Keep the overall program relatively short – no more than 30-40 minutes – upbeat, and welcoming. Don't provide a lot of detailed information that could be overwhelming to a new staff member.

The program

Resist the urge to make the program detailed or overly formal. New teachers are already trying to process and remember many names and faces, facts and places in a short period of time. The program can be both entertaining and educational. Limit the number of welcome speeches to one or two.

Consider having a short slide show or PowerPoint that gives an overview of your school division. Make sure it includes a map of the area and photos of the

various schools and support buildings within it. Make the program interactive by including some interesting facts about your division. You might even make it fun and interesting by sharing your information with a multiple choice game that involves modest prizes for the most correct answers.

For example:

1. Our fleet of *x-number* of school buses travels every school day, and by the end of the year they have covered:
 - a. 25,000 kilometres
 - b. 100,000 kilometres
 - c. 250,000 kilometres
2. Our school division's food service program serves *x-number* of hot lunches to students. The litres of milk the students consumed, the amount of apple sauce and the number of hamburgers served are among the facts you could provide.
3. The school division's payroll each month is how many dollars:
 - a. \$1.6 million
 - b. \$800,000
 - c. \$300,000

You might also conclude the breakfast with a tour of your school division on one of your yellow buses. Have your on-board tour guide – the one who describes the schools and buildings included on the tour – also highlight the services of the transportation department. If your division is geographically too spread out to go on an actual tour, consider providing a virtual tour by including images of each school or facility in a presentation, along with a map.

Host more breakfasts throughout the year

To keep building momentum, continue the welcome breakfasts throughout the year with a series of smaller-scale breakfast get-togethers. The frequency



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and format – it could be quarterly or monthly and range from a quick continental breakfast to a late morning brunch – would depend on the size of your school division, the instructional day calendar, the community and the number of new staff. Try different small-sized gatherings that could include events hosted by:

- **The instruction/curriculum department at your division's administration building.** Teachers can meet the resource staff on an informal basis and learn about the services they provide. Include a tour of the building and the various departments it houses.
- **The superintendent and board of directors.** Many people, and likely some new teachers, do not understand the governance structure of public schools. Some of these staff members may not have the opportunity to attend a board meeting, so provide the opportunity for them to meet the central office staff who are responsible for the administration of the school division, as well as giving them a primer on governance structure.
- **School councils.** These key volunteers can talk about the role of school councils in your division and introduce volunteer leaders. They can also explain the importance of parent involvement, the changing face of parent ethnicity and give important insights about the unique personality of your school division.
- **Your local Chamber of Commerce.** New staff members will gain a better understanding of the important partnerships and business relationships in your community.
- **The social service/safety net providers in the community.** This breakfast could highlight the supports and services available

to students and families in the community and help staff know how can help students access these supports.

- **Host a breakfast without any presentations.** Give new staff members time to talk informally among themselves about their experiences. Allow time at the end for verbalizing some of their observations to the group.

End-of-the-year evaluation

Ask new teachers/new employees to complete a survey about the breakfasts. This will help you improve the events in future years. Include questions about the convenience of the times and locations and the helpfulness of the information provided. Ask for suggestions to improve the event. What could be changed, and what should not be changed? And don't forget to ask if those staff members would like to be part of the committee that plans and executes these events the following year.

Contributed by Jackie Smith, communications consultant



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The importance of having a communications plan

“If you don't know where you're going, any road will get you there.” That old adage applies to road trips... and communicating with stakeholders.

If you're taking your kids on a cross-country road trip to learn first-hand about Canadian history, the first thing you will likely do is Google the directions and begin planning your route. Then you'll choose which sites along the way you'd most like to visit, while factoring in your budget and time.

If you want to communicate with stakeholders about your school division, you will want to develop a solid communications plan to make sure your efforts are a success. The communications plan is like the road map that will guide your family's trip. It outlines what you want to accomplish and how you will get it done.

Why develop a communications plan?

Having a written communications plan helps you do thoughtful, strategic planning and stay focused throughout the year. The time you spend on planning at the start of school can save you time later because you know exactly what you need to do at any point during the year.

Writing down your plan also helps you decide what you want to do and say, and who you want to target for your communications. Each group of stakeholders has unique characteristics. Through planning, you can identify the most effective ways to communicate with them.

How to develop a communication plan

Identify the purpose of your communication

What you say and the tools you use to communicate your message depends on what you're trying to accomplish. Are you trying to educate your community about a change in policy? Increase parent engagement? More actively engage families who have recently immigrated to Canada? By when do you want to achieve these goals? How will you measure your progress toward these goals? Once you're

specific about your goals and your timelines, you will be able to better target your audience and methods of communication.

Identify your audience

You'll need different messages for different groups, and you'll need different communications channels and methods to reach each of those groups. How does each of your audiences prefer to receive their information, and how do they prefer to communicate? Where do they gather?

It's important to place your message where they'll see it and believe it. For instance, those age 60 and older like printed materials and are likely to read materials that come in the mail as well as articles in the newspaper. Younger adults are more likely to read electronic posts. Some cultures generally prefer attending meetings at their children's school rather than at the school division's central office, because they know and trust the staff and are comfortable in the surroundings. By focusing on the outlets where your audiences prefer to receive their information, you're more assured that they'll receive it and read it.

Consider your resources

What is your budget? Do you have enough help? If you're going to spend money, will the results will be worth the expense? Your communications plan should take into account how much you can spend and how much staff time it's reasonable to use.

There are a variety of communication tools available, some that cost nothing more than your time, such as presentations to community groups or posting on social media.

Others will cost more money, depending on how you do them. For instance, are you going to design your flyers and posters yourself and print on the office copier, or will you hire a graphic designer and print at a commercial printer? If you're hosting an event, did you budget for food and child care? Some families are more likely to turn out in much greater numbers if food and child care are provided. Those considerations should be part of your planning process. <http://ctb.ku.edu/en/table-of->



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contents/sustain/long-term-sustainability/share-positions/main

Hampton City Schools, Virginia

www.hampton.k12.va.us/departments/publicrelations/communicationPlan.pdf

Evaluate

Evaluation is a critical part of any good plan to ensure your strategies are actually working. In fact, you may find yourself changing your tactics based on your ability to evaluate your success. Your plan needs to include evaluation checkpoints along the way to ensure you're on the right path, as well as an evaluation at the end of the project to ensure you achieved your goals.

Your plan is a living document that you should monitor and adjust as needed. It should not live on a shelf until it's time to develop the next one.

While it takes some work to develop a good communication plan, the rewards can be huge. When you know what your purpose is and who you need to reach and how to reach them, you can concentrate your efforts in getting your message out. By having your staff and stakeholders on the same page, you can articulate and deliver a consistent message.

Samples of strategic communication plans:

Foothills Composite High School / Alberta High School of Fine Arts

http://fchs.fsd38.ab.ca/wp-content/uploads/FCHSCommPlan_2014-15_R.pdf

Grande Yellowhead Public School Division

<http://www.gvpsd.ca/documents/general/2015-16%20Final%20GYPSD%20Communications%20Plan.pdf>

Jeffco Public Schools, Colorado

www.jeffcopublicschools.org/media/2013-14%20Communications%20Plan_newpix.pdf

Orange Unified School District, California

www.orangeusd.k12.ca.us/superintendent/strategic_plan/OUSDCommPlanFinal.pdf

Tucson Unified School District, Arizona

www.tusd1.org/contents/govboard/packet11-13-12/11-13-12-BA15-Att-TUSD-CommunicationsPlan.pdf

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



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Build trust and credibility by making first impressions count

Sometimes, the simple everyday things that happen in your schools can undermine your best efforts to build credibility and trust within your school community. It can be something you do – or don't do – so routinely that you may not even notice it.

Staff behaviours or attitudes, lack of building signage and out-of-date social media are among the many things that can turn off parents and community members, to the point of impacting your credibility as an administrator.

The good news is that many things are easily fixed or changed. First impressions count. And it doesn't matter whether that first impression comes from your website, a telephone call, an announcement or flyer or a visit to the school.

Take a critical look at the most routine situations and actions. The list below is designed to help you start assessing ways you might unintentionally be undermining your credibility, followed by a solution for each.

Technology / social media

Your school website

Is it filled with outdated information because the web designer hasn't yet perfected the new one?

While you and the designer know how great the new site will be, parents and community members don't care. What they need is current and correct information. Lack of information is going to undermine your communication efforts far more than a new flashy website will bolster it. Parents may question your ability to manage a school if you can't manage something as simple as keeping a website current.

Solution: Regularly update the old website until the new one is introduced and proven to work.

Your school Facebook page

Social media was fun to set up during the summer

months and then school started and it became another thing that requires your precious time. Taking photos – and getting permissions to use student photos – writing posts and responding to comments is just too time consuming to do on a daily basis. Parents continue to check the page and wonder why there is nothing newsworthy going on at your school. Certainly the athletic awards, or other such awards, are worthy of noting, especially since their child won one.

Solution: Create a pinned post that appears at the top of the Facebook page every time it is opened. In it explain the schedule for posting information and when commenters on the page can expect a reply. If you don't have time to look at the page daily, assign that duty to someone in the office and have them alert you to or remove inappropriate comments.

Consider periodically asking parents and your community to evaluate your social media channels as a source of information. If a tool is not being used, eliminate it but publicize the fact you are doing so.

Emails

Is your inbox full, but you've been so busy that you just can't get to your email each day? While thinking how tired you are and that you'll respond to emails 'tomorrow,' the person who has written to you may be thinking that your lack of response means their request/question isn't important enough to get back to them.

Solution: Set up an automatic reply to emails saying 1) you've received it 2) it is important to you and 3) that you will respond by the end of the next school day. Then make sure you do it.

Include a sentence or two that advises calling the school office during work hours if it is something requiring immediate attention. Include hours and a phone number. If you are going to be away from the office and unable to respond to emails for any period of time, have your administrative assistant or assistant principal take responsibility for responding to emails.



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Directional signage

Visitors must report to the main office

Nothing irritates a first-time visitor to your school campus as much as being greeted by a sign that reads, “Visitors MUST report to the main office,” and then doesn’t tell them how to find it. While its location is abundantly clear to you and your staff, visitors don’t know where the office is, or even which entrance to use. Also, if your campus has multiple buildings, that can add confusion.

Solution: In the parking lot or lots, expand your “Visitors must report to the office” sign to include a simple “You are here” map with the office location noted on the map. Install directional signs “to office” on all sidewalks leading from parking lots.

Exterior doors are locked

A first-time visitor may not understand that security requires keeping most exterior doors locked. Bad weather or taking a ‘short-cut’ to the office may lead them to a set of locked doors. Someone who is in a hurry or already irritated about something will find those locked doors adding to their agitation.

Solution: Put signs on locked doors explaining why they are closed, “For the safety of our students and staff, these doors are locked. Please use our main entrance near the school office.” Add a directional arrow or map that shows the way to the office.

Soften your language

At the main entrance, you have posted regulations like visitor requirements to check in at the office. While that may be necessary, it doesn’t provide a very warm welcome message.

Solution: Rethink the wording of the signs. Can you emphasize that safety of staff and students is a top priority and then go into the rules and regulations? How about adding a large “Welcome to Our School” banner written in the languages that are spoken by students and their families? And don’t forget the directional sign to the office if it can’t be seen from the entryway.

Once inside...

What type of welcome?

Visitors may have had to work up a lot of courage to come to school or they may have taken time off work or hired a babysitter for children at home.

Imagine how they feel if front office staff tell them to “take a seat and someone will be right with you,” and then leaves them sitting. That initial greeting – good or bad - will make a long lasting impression. People don’t want to be treated as if they are after-thoughts. Think how you feel when you are met with such a greeting.

Solution: Unless staff are dealing with a health or safety issue, there is no reason they can’t talk to visitors for a minute or two – just long enough to welcome them to the school, learn their name and the purpose of their visit. Perhaps they don’t need to see the principal who is in a meeting but could be helped by someone else. If the office work load is simply too much to juggle both clerical and customer service, enlist student office assistants or parent volunteers to help during the busiest hours.

Treat them like a visitor

A parent or volunteer arrives at the office and wants to go to a particular classroom and you tell them they must sign in, wear a ‘Visitor’ ID badge and sign out before leaving. Some will understand the security issues and others will be insulted by it; some may even claim you are questioning their integrity.

Solution: Point out that safety is a priority at the school and it is required of all visitors – even other school division staff members. Let them know that in the event of an emergency situation, you will want first responders to know where to look for everyone in the building.

Telephone etiquette

Student aides

Student office helpers can develop office skills while providing much needed assistance to the front office staff, but sometimes their telephone manner is rather



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abrupt or lacking. An upset parent who needs to speak with someone immediately will only be more upset to have a student answer the phone using a form of 'no one can talk to you right now' and hang up.

Solution: All students who work in the office and answer phones must be trained to answer phones, take messages and repeat names and phone numbers. That training should include what to do if they happen to take a bomb threat or other safety issue call.

Parent relations

A parent calls repeatedly and leaves messages for you but you've been, for a variety of reasons, unable to return calls. The parents may see this lack of response as you avoiding them because you don't want to talk to them, or they may believe you don't think they are important enough to return the call.

Solution: Unless you are out of town, make sure that you return phone calls that day, even if it is to let them know you got the message. If you aren't able to provide an answer or a solution to their problem, let them know when they can expect another contact from you or an appropriate staff member.

Parents are calling the school between the end of the school day and the end of the business day. When they reach an answering machine that tells them to leave a message and their call will be returned the next day, they assume that staff members don't work a full day or don't want to bother answering the phone. If it is a case of a missing student, this inability to reach someone at the school will make a frantic parent even more hysterical.

Solution: Have a human answer a phone while the office is staffed. Use the answering machine for after-hours calls and check it immediately the next morning. Make sure the message on the machine states your office hours. If you have an after-hours emergency number that is answered by a person, state that too.

Contributed by Jackie Smith, communications consultant



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Share good news to build support... in and out of your school division

Employees and students are the backbone of any school division. But, too often, their accomplishments go unheralded outside their immediate circle of peers. By recognizing the outstanding work of students and staff, the division increases morale and boosts its public image.

Publicity will not happen organically. School staff need to be intentional about sharing good news with the division's office, and the larger community outside of school walls. The school division needs to develop systems for promoting accomplishments to the school board and other stakeholders. Drawing attention to the success of each student and employee strengthens public opinion about the division and its work.

Each principal should understand and take on the role of reporter, or delegate the role to a specific person at the school. Gathering the stories – or the details for someone else to write the story – is only part of the work. Follow up by a division-level communications contact is key.

If the division does not have a communications professional, someone at central office should be tapped to collect and distribute staff and student highlights.

Students

Students often impress adults with their accomplishments. From sports to studies and activities, there are many ways to prove that today's students are doing just as well as any prior generation.

The problem is that school and division staff sometimes forget that people outside of the school have no way of hearing about these students and their impressive accomplishments unless the educators get the word out.

Sports

For sports, consider a partnership with local media

to highlight the athlete of the week. Show readers profiles of each student athlete, highlighting academic and athletic achievements. Nominations may come from division staff, parents or sports reporters. Nobody loses in this contest because it is simply a method of drawing attention to some great kids.

Regional and provincial champions should be featured on the division website and social media. With so many news outlets using Twitter and Facebook, it is easy to retweet and share their content with your stakeholders.

Academic

Academic achievements can be highlighted in a number of ways. Individual students should be presented at school board meetings. They can be chosen according to their academic average, or their standing in their class. There are also a number of competitions, such as the Pythagoras Math Competition, or local science fairs that produce winners to be highlighted.

More and more, companies and associations are sponsoring academic contests that highlight students with knowledge as well as hands-on skills. Some schools have robotics teams or student clubs entering contests that encourage engineering and creative problem solving on scientific challenges. Check with your schools and encourage them to send you the details of any students involved in such competitions so you can share them with your school board and news media.

Consider building a page on the division website that highlights student achievements of all types. This gives you a repository of story ideas to pitch to news media and gives stakeholders a window into student excellence whenever they visit the website.

Staff

Newsletter editors have long known that staff are most interested in reading about their peers. They want to know that the administration cares enough about employees to highlight their accomplishments. Therefore, sometimes simply profiling employees



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with interesting jobs or long service make interesting features and are good for morale.

Division staff are often honoured by professional associations and community groups. Sometimes those awards are deemed newsworthy by the media. More often these awards will not be noted in the news, so it is important for the division to find a way to let the community know that outside groups are recognizing their staff for excellence.

Staff who have won awards should be presented at school board meetings and their photos should be posted on the division website and social media with a short explanation of the award.

As with students, nobody outside of the school or department will know about their accolades if nobody gets the word out. Each principal and department supervisor should be asked to pass along news of employee awards to the division office. Once supervisors notice employees in other departments and schools being honoured, it will be easier to get them to pass along their own good employee news.

Staff can also be recognized internally by their peers. Each division should have a program by which staff may nominate each other for excellent service on behalf of students and/or other staff.

Some divisions have regular awards for custodians or bus drivers. Others simply allow staff to nominate their peers. These awards should include an easy nomination process. Whenever peer recognition is used, it should be clearly labeled as such so that nobody confuses peer recognition with an official performance evaluation or endorsement.

A culture of celebrating success

The superintendent and other division leaders have a huge impact on the culture of celebrating success. Given that, the highest levels of the division administration need to set the tone and lead by example. They should highlight staff and student accomplishments at leadership meetings and community meetings where they speak. Each

supervisor should know that an important part of their job is to ensure that the fantastic work of their students or staff is shared with all the patrons who support them.

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



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Weblinks

Education Week 2016

Theme: We are Teachers

May 2 – May 6, 2016

Shine a light on Alberta's education system

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

Science Odyssey

May 6 – 15, 2016

This is a collaborative event, designed to “engage and inspire Canadians of all ages with activities in science, technology and engineering, and mathematics. Events include anything from science-to-the-streets type of celebrations, to visits to labs, science fairs, talks / conferences, school field trips, encounters with researchers, museums and science centres special exhibits, and more.

Science Odyssey evolved from the National Science and Technology Week, into what is now a celebration of science from the whole Canadian scientific community.

Anyone can participate by taking part in the hundreds of activities planned.

For more information:

<http://www.science.gc.ca/default.asp?lang=En&n=F90AC2D1-1>

National Aboriginal Day

June 21, 2016

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

Alberta Seniors' Week

June 6-12, 2016

30th Anniversary celebration

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>

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 are available in June 2016.

<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

Nutrition is key to academic performance for students

According to the Centers for Disease Control and Prevention (CDC), and Health Canada (<http://www.hc-sc.gc.ca/fn-an/nutrition/child-enfant/index-eng.php>), student health has a strong effect on academic achievement.

“No matter how well teachers are prepared to teach, no matter what accountability measures are put in place, no matter what governing structures are established for schools, educational progress will be profoundly limited if students are not motivated and able to learn. Health-related problems play a major role in limiting the motivation and ability to learn...” says Charles Basch, professor of health and education at Columbia University.

It is not surprising that students who are distracted by health issues related to illness, sleep deficits and poor nutrition will not – or cannot – focus on school work.

Many schools are taking steps to minimize distractions related to unhealthy or inadequate foods by offering a school breakfast program to ensure that students start the day with an adequate meal.

Research has shown these connections between dietary behaviors or issues and academic achievement.

Connections between food and performance:

Issue: Participation in a school breakfast program

Outcomes: Increased academic grades and standardized test scores; reduced absenteeism; and improved cognitive performance

Issue: Skipping breakfast

Outcome: Decreased cognitive performance

Issue: Lack of adequate consumption of healthy foods

Outcome: Lower grades

Issue: Deficits in specific nutrients

Outcomes: Lower grades and higher rates of absenteeism and tardiness

Issue: Insufficient food intake

Outcome: Lower grades; higher rates of absenteeism; repeating a grade; inability to focus

In addition to these food-related issues, the CDC has found that the more soda pop students drink, the lower their grades.

www.cdc.gov/healthyschools/health_and_academics/pdf/2014_8_29_health-academics_508tagged.pdf

Brain food for kids

Starting the day with a healthy meal is essential for school success. WebMD has the following healthy food tips for kids:

- **Twenty-five percent of daily calories should come from breakfast.** Low-carb, high-protein foods, such as oatmeal, whole wheat toast and eggs are good choices. Calcium is important, so the meal should include milk to drink or with cereal. Yogurt and fruit are also healthy options. Be sure to look for low-sugar brands.



Resources for Families

- **Inadequate water can make students feel tired and less alert.** Offer children water with every meal. Busy kids can get dehydrated. Water keeps their brains functioning well and is a better option for health and protection against sugary drinks on teeth enamel.
- **Fish supplies great food for the brain.** Fish with omega-3 oil found in fish may be beneficial to brain health and function. Try to offer children one serving per week of salmon, sardines or tuna.
- **Iron can help kids learn.** A lack of iron can affect concentration and increase feelings of fatigue. Most balanced diets provide enough of the required daily allowance of iron. Iron can be found in red meat, oily fish, eggs, some cereals and leafy green vegetables. Citrus fruits can help improve iron absorption. Children should never be given iron supplements without a recommendation from a physician.
- **Eat a rainbow.** Students who eat a variety of fruits and vegetables are more likely to get enough **vitamins** and minerals that contribute to health and school success. Offer a range of fruits and vegetables. Cut them up and serve with dip, cook them into foods, and make smoothies.
- **Avoid sugar.** One study found that children who eat a high-sugar diet at age three have a lower IQ at age eight. Junk food is hard to avoid, but there is growing evidence that it is harmful to students' health and intelligence. <http://bit.ly/IQAtG9>
- One portion of lean protein, such as chicken, ham, tuna, eggs, beans or lentils.
- Lots of fruit and vegetables. Remember to make it colourful.
- One portion of dairy, such as milk, cheese or yogurt.
- Plenty to drink. Aim for non-sugar beverages. Water is best.

Nutritionists suggest offering a variety of foods to keep students interested. Think beyond sandwiches. Homemade soup, salads and leftovers from dinner can be good options. But be careful of food temperatures. Pack foods that can wait, unrefrigerated, until lunch time. <https://bit.ly/1QEnQji>

Suggestions for a healthy lunch

Combine food from these categories when you pack your child's lunch:

- One portion of starchy food, preferably whole grain or whole wheat. If your child only eats white bread, try to compromise by making a sandwich with one slice of white and wheat.

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The Advocate: Volume 3 - Issue 15

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PUBLIC SCHOOL BOARDS'
ASSOCIATION OF ALBERTA



THE ADVOCATE

MAY 2016

Spring General Assembly 2016

The Public School Boards' Association of Alberta is pleased to announce that our 2016 Spring General Assembly Program, *A Celebration of Public School Education in Alberta: Every day heroes in the lives of our Students* begins the evening of Friday 03 June 2016 and will conclude at noon on Sunday 05 June 2016. Our Spring General Assembly will be hosted at the Sheraton Red Deer Hotel, 3310 – 50th Ave., Red Deer, AB.

Registration closes Friday 20 May 2016 at 5:00 p.m.

[View our Program](#)

[Register now!](#)

Spring General Assembly: Developing Student Voice

Please see an important video message from President Hrynyk, Public School Boards' Association of Alberta and Tyler Waye, Facilitator, regarding the Association's *Developing Student Voice Program*. You may view the video message by clicking the link below.

We are very pleased to welcome Student Leaders to our *2016 Spring General Assembly* and have created an exciting *Student Voice Program* as part of our *2016 Spring Assembly Program*. Member Boards are encouraged to bring Student Representatives to our *Spring Assembly*. Please register your Student Leaders by accessing the link below, please also find a Liability Waiver form below that **MUST** be completed and uploaded when registering.

[Video message](#)

[Register now!](#)

[Liability Waiver Form](#)

Provincial GSA Coordinator

Lauren Alston is the Provincial GSA Coordinator for Alberta, a new position within the Institute for Sexual Minority Studies and Services (iSMSS) at the University of Alberta in Edmonton. Lauren's role is to support students, teachers, and admin in the formation & maintenance of alliance clubs between straight and sexual & gender minority (SGM) students in K-12 schools throughout Alberta. The alliance clubs are often known as Gay-Straight-Alliances (GSA's) or Queer-Straight-Alliances (QSA's), however names may vary. Lauren is in the process of creating a network that tracks services for SGM students and staff in Alberta, with an emphasis on developing supports in rural communities. If Lauren is unable to locate resources close to your community, she will either visit your school or connect you with workshops that can travel to you! The ultimate goal of the GSA Coordinator is to foster student

leadership within their schools and communities with the purpose of creating safer and more inclusive spaces.

If you would like information, support, or resources regarding GSA/QSA's you are welcome to contact Lauren by email at lalston@ualberta.ca or by phone at (780) 492-0766.

Other news


Government & MLA Contacts

If you need the contact information for Premier Notley, Cabinet or any MLAs, just click [here](#).

Public School Boards' Association's Four Year Calendar

Our [Four Year Calendar](#) provides you with an outline of our Upcoming Events for 2016 - 2019.

Sponsors



If you have unionized employees and require the services of an expert labour relations professional, get in touch for a free consultation.

Dave Johnson
HR and Labour Relations Consultant

DaveJohnsonConsulting.com
(780) 976-3142



Good governance isn't this complicated.

Good board governance practices help you establish policies that empower your teachers. Our practical advice will take you to the top of the class.

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Secretary-Treasurer's Report

May 27, 2016

School Jurisdiction Code: 1280
 STATEMENTS OF OPERATIONS
 For the Period Ending April 30, 2016 (in dollars)

	Actual 2012-2013	Actual 2013-2014	Actual 2014-2015	Actual YTD Apr 30 2015-2016	Budget 2015-2016 June Approved	Budget 2015-2016 Nov. Revised	Balance to be received or spent
REVENUES							
Alberta Education	\$37,700,087	\$38,136,250	\$39,642,357	\$23,178,924	\$35,134,527	\$37,358,938	\$11,955,603
Other - Government of Alberta	\$966,929	\$774,716	\$477,229	\$374,230	\$930,824	\$930,824	\$556,594
Federal Government and First Nations	\$20,862,392	\$20,838,515	\$22,880,096	\$18,010,481	\$22,175,563	\$22,486,874	\$4,165,082
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	\$556,887	\$1,162,953	\$1,160,007	\$2,492,424	\$3,822,439	\$1,329,483	\$1,330,015
Investment income	\$10,292	\$67,600	\$77,530	\$39,458	\$40,000	\$40,000	\$542
Gifts and donations	\$665,555	\$801,935	\$1,205,389	\$111,733	\$0	\$450,000	(\$111,733)
Rental of facilities	\$973,522	\$832,864	\$883,937	\$656,538	\$1,045,540	\$1,045,540	\$389,002
Fundraising	\$251,194	\$394,866	\$375,109	\$0	\$0	\$0	\$0
Gains (losses) on disposal of capital assets	\$156,458	\$200	\$94,037	\$157,285	\$0	\$0	(\$157,285)
Other revenue	\$0	\$0	\$0	\$238,889	\$1,014,417	\$0	\$775,528
TOTAL REVENUES	\$61,743,256	\$63,009,899	\$65,995,631	\$45,259,963	\$64,163,310	\$63,641,659	\$18,903,347
EXPENSES							
Certificated salaries	\$21,031,068	\$20,878,193	\$20,617,010	\$14,032,940	\$21,740,258	\$20,995,435	\$7,707,318
Certificated benefits	\$4,092,469	\$4,390,192	\$4,569,529	\$2,902,389	\$4,742,909	\$4,630,577	\$1,840,519
Non-certificated salaries and wages	\$13,282,741	\$12,583,969	\$13,408,813	\$9,018,990	\$12,976,830	\$13,089,026	\$3,957,839
Non-certificated benefits	\$2,916,648	\$2,805,020	\$2,988,222	\$2,078,587	\$3,214,034	\$3,309,589	\$1,135,447
SUB - TOTAL SALARIES AND BENEFITS	\$41,322,920	\$40,657,288	\$41,563,574	\$28,032,907	\$42,674,030	\$42,024,627	\$14,641,124
Services, contracts and supplies	\$15,450,160	\$16,819,764	\$17,667,159	\$10,142,415	\$16,946,083	\$17,007,445	\$6,803,668
Amortization of supported tangible capital assets	\$3,192,543	\$3,526,233	\$9,208,958	\$2,382,305	\$3,562,723	\$3,443,090	\$1,180,418
Amortization of unsupported tangible capital assets	\$1,609,872	\$2,232,457	\$1,700,256	\$822,632	\$1,208,944	\$1,208,400	\$386,312
Supported interest on capital debt	\$23,193	\$9,178	\$0	\$0	\$6,838	\$0	\$6,838
Unsupported interest on capital debt	\$433	\$216	\$0	\$0	\$324	\$0	\$324
Other interest and finance charges	\$29,008	\$2,430	\$954	\$2,027	\$38,000	\$41,137	\$35,973
Losses on disposal of tangible capital assets	\$67,735	\$52,002	\$22,935	\$0	(\$80,029)	\$0	(\$80,029)
Other expense	\$0	\$0	\$2,492,548	\$0	\$0	\$0	\$0
TOTAL EXPENSES	\$61,695,864	\$63,299,567	\$66,156,384	\$41,382,285	\$64,356,913	\$63,724,699	\$22,974,628
OPERATING SURPLUS (DEFICIT)	\$47,392	(\$289,668)	(\$160,753)	\$3,877,678	(\$193,603)	(\$83,040)	(\$4,071,281)
EXPENSES							
Instruction	\$39,872,808	\$39,307,282	\$42,362,054	25,852,158.00	\$40,823,304	\$40,261,986	\$14,409,828
Plant operations and maintenance	\$9,696,288	\$11,647,020	\$11,576,495	\$7,343,467	\$10,646,054	\$10,401,915	\$3,058,448
Transportation	\$3,721,737	\$3,741,924	\$3,581,793	\$2,361,010	\$3,582,035	\$3,579,355	\$1,218,345
Administration	\$3,233,159	\$3,510,503	\$3,370,913	\$2,240,626	\$3,793,603	\$3,997,735	\$1,757,109
External services	\$5,172,972	\$5,092,839	\$5,266,129	\$3,585,024	\$5,511,916	\$5,483,708	\$1,898,684
TOTAL EXPENSES	\$61,695,864	\$63,299,568	\$66,156,384	\$41,382,285	\$64,356,913	\$63,724,699	\$22,342,414
OPERATING SURPLUS (DEFICIT)	\$47,392	(\$289,668)	(\$160,753)	\$3,877,678	(\$193,603)	(\$83,040)	(\$3,439,067)

Northland School Division
Federal Accounts Receivable

Aged Summary

Months Outstanding	ACFN	Indian Education Authority	Mikisew	Peerless Kateri First Nation	Bigstone	Chip Prairie	Lesser Slave Lake	Lubicon Cree	Indian Affairs	Woodland Cree	Aging by Month
May-16	67,533.84	-	288,906.16	388,945.62	852,289.74	128,462.22	13,254.86	177,948.00	244,087.83	74,738.16	2,236,166.43
Apr-16	67,533.84	-	277,206.16	388,945.62	852,289.74	128,462.22	-	176,168.52	244,087.83	74,738.16	2,209,432.09
Mar-16	-	-	288,906.16	-	-	-	-	-	-	74,738.16	363,644.32
Feb-16	-	-	288,906.16	-	-	-	-	-	-	74,738.16	363,644.32
Jan-16	-	-	303,394.13	-	-	-	-	-	39,865.50	373,690.80	716,950.43
Dec-15	-	-	285,284.44	-	-	-	-	0.00	-	-	285,284.44
Nov-15	-	-	285,284.44	-	-	-	-	0.00	-	-	285,284.44
Oct-15	-	-	-	-	-	-	-	0.00	-	-	0.00
Sep-15	-	-	-	-	-	-	-	0.00	-	-	0.00
Aug-15	55,758.29	-	303,816.20	(183,564.29)	(0.00)	(47,838.56)	-	(95,090.87)	(117,006.68)	-	(83,925.91)
Jul-15	-	-	-	-	-	-	-	-	-	-	-
Jun-15	-	-	-	-	36,450.26	-	-	0.00	-	-	36,450.26
May-15	-	-	-	-	-	-	0.50	-	-	-	0.50
Apr-15	-	-	-	-	-	-	-	-	-	-	-
Mar-15	-	-	505,552.24	-	-	-	-	-	-	-	505,552.24
Feb-15	-	-	248,573.14	-	-	-	-	-	-	-	248,573.14
Jan-15	-	-	248,573.14	-	-	-	0.50	-	-	-	248,573.64
Dec-14	-	-	248,573.14	-	-	-	-	-	-	-	248,573.14
Nov-14	-	-	-	-	-	-	-	-	-	-	-
Oct-14	-	-	-	-	-	-	-	-	-	-	-
Sep-14	-	-	-	-	-	-	-	-	-	-	-
Aug-14	-	-	222,000.60	-	-	-	-	-	-	-	222,000.60
Jul-14	-	-	-	-	-	-	-	-	-	-	-
Jun-14	-	-	248,573.14	-	-	-	-	0.00	-	-	248,573.14
May-14	-	-	-	-	-	-	-	-	-	-	-
Apr-14	-	-	-	-	-	-	-	-	-	-	-
Mar-14	-	-	-	-	-	-	-	-	-	-	-
Feb-14	-	-	24,073.60	-	-	-	-	-	-	-	24,073.60
Jan-14	-	-	-	-	-	-	-	-	-	-	-
Sep-13	5,208.60	-	-	-	-	-	-	-	-	-	5,208.60
Feb-13	-	-	-	-	-	-	-	-	4,819.88	-	4,819.88
Sep-12	-	-	-	-	-	-	-	-	-	-	-
Dec 2005 & older	-	61,333.22	-	-	-	-	-	-	-	-	61,333.22
	196,034.57	61,333.22	4,067,622.85	594,326.95	1,741,029.74	209,085.88	13,255.86	259,025.65	415,854.36	672,643.44	8,230,212.52
Current	67,533.84	-	288,906.16	388,945.62	852,289.74	128,462.22	13,254.86	177,948.00	244,087.83	74,738.16	2,236,166.43
30 days	67,533.84	-	566,112.32	388,945.62	852,289.74	128,462.22	-	176,168.52	244,087.83	74,738.16	2,496,336.25
60 days	-	-	288,906.16	-	-	-	-	-	-	74,738.16	363,644.32
90 days	-	-	303,394.13	-	-	-	-	0.00	39,865.50	448,428.96	791,688.59
120 days	-	-	285,284.44	-	-	-	-	0.00	-	0.00	285,284.44
180 days	-	-	285,284.44	-	-	-	-	0.00	-	0.00	285,284.44
181 - 365	55,758.29	-	1,555,087.86	(183,564.29)	-	(47,838.56)	1.00	(95,090.87)	(117,006.68)	0.0	1,167,346.75
1 yr - 2 yr	5,208.60	-	494,647.34	-	36,450.26	-	-	0.00	4,819.88	0.00	541,126.08
Over 2 yr	-	61,333.22	-	-	-	-	-	-	-	0.00	61,333.22
Current	196,034.57	61,333.22	4,067,622.85	594,326.95	1,741,029.74	209,085.88	13,255.86	259,025.65	415,854.36	672,643.44	8,230,212.52
Long Term	-	-	-	-	-	-	-	-	-	-	-
Total Aging	196,034.57	61,333.22	4,067,622.85	594,326.95	1,741,029.74	209,085.88	13,255.86	259,025.65	415,854.36	672,643.44	8,230,212.52

Accounts Receivable
Federal Government and First Nations

15-16 Student Count Reg	E.C.S.	Prior to & 2004/2005	Outstanding Aug-2012 2011/2012	Outstanding Aug-2013 2012/2013	Outstanding Aug-2014 2013/2014	Outstanding Aug-2015 2014/2015	Outstanding Mar-2016 2015/2016	Mths O/S	Total Outstanding	Monthly Billing	REG rate	ECS Rate
126	21	-	0.00	4,819.88	(0.00)	(117,006.68)	528,041.16	1.7	415,854.36	244,087.83	1,779.48	946.35
8	0	-	-	-	-	1.00	13,254.86	1.5	13,255.86	9,079.93	1,134.99	476.44
463	30	-	-	-	-	44,422.68	1,696,607.06	2.0	1,741,029.74	852,289.74	1,779.48	946.35
0	0	61,333.22	-	-	-	-	-	-	61,333.22	-	-	-
30	6	-	-	5,208.60	-	55,758.29	135,067.68	2.9	196,034.57	67,533.84	2,124.31	634.09
138	0	-	-	-	1,241,276.18	1,555,087.86	1,271,258.81	14.1	4,067,822.85	288,906.16	2,124.31	634.09
42	0	-	(0.00)	-	-	-	672,643.44	9.0	672,643.44	74,738.16	1,779.48	946.35
100	0	-	-	-	-	-	259,025.65	1.5	259,025.65	177,948.00	1,779.48	946.35
70	6	-	0.00	0.00	0.00	(47,838.56)	256,924.44	1.6	209,085.88	130,241.70	1,779.48	946.35
209	18	-	(0.00)	0.00	0.00	(183,564.29)	777,891.24	1.5	594,326.95	388,945.62	1,779.48	946.35
1184	81											
		61,333.22	(0.00)	10,028.48	1,241,276.18	1,306,860.30	5,610,714.34		8,230,212.52			

Total Outstanding

355,448.67 Career Pathways/Calling Lk Outreach
318,255.00 Adj. Sep-Dec 2015
852,289.74 Feb 2016

Bigstone Cree
Bigstone Cree
Bigstone Cree

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

1,525,991.41