

## November 27, 2013 Board Meeting Attachments

1.	Superintendent's Report	23514/13
2.	Chairman's Report	23515/13
3.	Education Quarterly Report	23516/13
4.	Secretary-Treasurer's Report	23517/13
5.	Borrowing Resolution – Current Expenditures	23519/13
6.	Combined Annual Education Results Report	23520/13
7.	Community Engagement Protocol	23521/13
8.	Project Brock, Automated Defibrillation for Schools	23525/25
9.	Educational Services Agreement- Bigstone Cree, First Nation and Bigstone Cree	23529/13
10.	School Bus Driver Incentives	23530/13

### Policy and/or Procedures

#### Information

1.	Procedure 304, Student Conduct	23518/13
2.		
3.		

#### Housekeeping

1.		
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# Superintendent's Report November 27, 2013

## October, 2013

28	Gift Lake School Visit
29	Peace River – Conference Call with Alberta Education & Wes Oginski re Grant Structure
30	Peace River - Meeting with Alvin Johnson re negotiations
31	Peace River – Budget Meeting with DLT Slave Lake – Meeting to discuss Housing Issues

## November, 2013

1	Slave Lake – Quality of Work/Life Committee Meeting
4	Edmonton – Collective Bargaining
5	Fort Chipewyan
6	Fort Chipewyan and return to Edmonton
8	Edmonton – Collective Bargaining
12	Calling Lake – School Visit
13	Wabasca - Mistassiniy School Visit Career Pathways Visit Desmarais Local School Board Committee Meeting
14	Wabasca – Meeting with Bigstone First Nation Gift Lake – School Visit
15	Trout Lake – School Visit
17	Edmonton – ASBA Fall General Meeting
18	Edmonton – ASBA Fall General Meeting
19	Edmonton – ASBA Fall General Meeting Edmonton – Advisory Committee Meeting
20	Edmonton – ATEP Convocation – University of Alberta Travel to Peace River
21	Fort Chipewyan – School Visit and Parent Meeting
22	Peace River – Agenda Review
25	Edmonton – Alberta Education – FNMI Achievement Gap Edmonton - Exit Conference with Auditor General
26	Peace River – Advisory Committee Meeting
27	Peace River – Board Meeting





## Fwd: Fall Meetings to Address the FNMI Achievement Gap

**Donna Barrett** <donna.barrett@nsd61.ca>

Fri, Sep 27, 2013 at 10:30 AM

To: Ann Rosin <ann.rosin@nsd61.ca>

Please add to the board package

Sent from my iPhone

Begin forwarded message:

**From:** Dean Lindquist <Dean.Lindquist@gov.ab.ca>

**Date:** 27 September, 2013 8:43:08 AM MDT

**To:** Laura Poloz <lpoloz@hpsd48.ab.ca>, Carol Ann MacDonald <carolann.macdonald@gppsd.ab.ca>, "donna.barrett@northland61.ab.ca" <donna.barrett@northland61.ab.ca>, Paul Bennett <bennettp@prsd.ab.ca>, "nejohnson@cbe.ab.ca" <nejohnson@cbe.ab.ca>, Gary Strother <gary.strother@cssd.ab.ca>, Darrel Robertson <darrel.robertson@epsb.ca>, "carj@ecsd.net" <carj@ecsd.net>, "Brian.lemessurier@asperview.org" <Brian.lemessurier@asperview.org>, Cory Gray <corygray@gypsd.ca>, "jarruda@mymal.lcsd150.ab.ca" <jarruda@mymal.lcsd150.ab.ca>, Carol Lemay <carol.lemay@livingwaters.ab.ca>, Kevin Andrea <kandrea@ngrd.ab.ca>, "Roger James Nippard" <roger.nippard@nlsd.ab.ca>, Timothy Monds <tmonds@psd70.ab.ca>, Glen Brodziak <glen\_brodziak@sperd.ca>, Dave Driscoll <driscoll@lrsd.ab.ca>, "Chris.smeaton@holyspirit.ab.ca" <Chris.smeaton@holyspirit.ab.ca>, "Cheryl Gilmore" <cheryl.gilmore@lethsd.ab.ca>, Ken Sommerfeldt <ken.sommerfeldt@westwind.ab.ca>, Denise Rose <rosed@fsd38.ab.ca>, "Susan Williams" <susanwilliams@rockyview.ab.ca>, Bevan Daverne <bevan.daverne@ghsd75.ca>, Grant Henderson <grant.henderson@sd76.ab.ca>

**Cc:** Greg Bass <Greg.Bass@gov.ab.ca>, Rick Hayes <Rick.Hayes@gov.ab.ca>, "Linda Antunes" <Linda.Antunes@gov.ab.ca>

**Subject:** Fall Meetings to Address the FNMI Achievement Gap

Superintendent colleagues,

I hope that your school year has had a positive start, and I realize this email is arriving during a busy time for you. However, I want to share our determined focus to collaborate with you on narrowing the gap that exists between the achievement of Alberta's FNMI student population and the non-FNMI student population. This achievement gap is a long-standing challenge in our province, and despite the acknowledgement that the status quo is unacceptable, the measures we use to assess FNMI student learning outcomes suggest that the job we are doing is not addressing this challenge.

In an effort to prepare for a coordinated effort, I have asked Rick Hayes and his management staff in FNMI and Field Services to contact each superintendent whose jurisdiction has a significant population of FNMI learners to establish fall meeting dates for data-focused conversations on FNMI student performance. Ideally, I would like these meetings to occur before November 15, 2013.



P. 18

Just as you have local trend data that informs decision making and planning for Goal 2 of the Ministry Business Plan (*The achievement gap between FNMI students and all other students is eliminated*), the Ministry has provincial data. I have asked Rick and his team to meet with you and with other system leaders you identify to discuss what is working, what is not working, and what might be done to make a bigger difference, both at your school authority and at the provincial level.

There will be opportunities to discuss common challenges and to identify strategies that are particularly successful in one school authority or another. Perhaps these meetings will lead to further networking that enables us to capitalize on "what works." My commitment is to ensure your needs and challenges are understood and to offer the support and resources possible from the department to enable the implementation of local action plans that will address the achievement gap.

I know that FNMI and Field Services managers meet regularly with you over the course of the year, and that FNMI student learning challenges are often part of these conversations. However, in view of the urgency and importance of this matter, I have asked it to be a priority.

I encourage your cooperation, and recognize that any significant provincial improvement in addressing the current gap will occur only because of increased FNMI learner success in Alberta's school authorities.

Thank you for your support!

Sincerely,

Dean Lindquist, Ed.D.

Assistant Deputy Minister

Learning Supports and Information Management

Alberta Education

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

Professional Standards Branch  
2nd Floor, 44 Capital Blvd  
10044 - 108 Street  
Edmonton, Alberta T5J 5E6  
Canada  
Telephone 780-427-2045  
Fax 780-422-4199  
www.education.alberta.ca

October 15, 2013

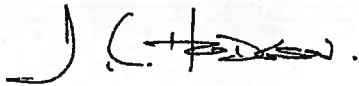
**RE: 2014 EXCELLENCE IN TEACHING AWARDS PROGRAM**

The Excellence in Teaching Awards is gearing up for another year of honouring excellence in Alberta classrooms. We are asking that you display the enclosed posters and brochure in prominent areas in your school/central office so teachers, students and parents are aware that the program opens for nominations on Friday, October 18, 2013 and closes on February 7, 2014.

The Excellence in Teaching Program gives Albertans an excellent opportunity to honour teachers and principals for the outstanding work they do in classrooms across the province. I encourage you to promote the Excellence in Teaching Program and consider nominating deserving teachers in your school.

Also enclosed, please find a nomination package. Additional nomination packages can be obtained by downloading them from [www.education.alberta.ca/teachers/excellence.aspx](http://www.education.alberta.ca/teachers/excellence.aspx), emailing us at [edc.excellenceinteaching@gov.ab.ca](mailto:edc.excellenceinteaching@gov.ab.ca), or calling our office at 780-422-0203 or toll-free by dialing 1-866-590-1660.

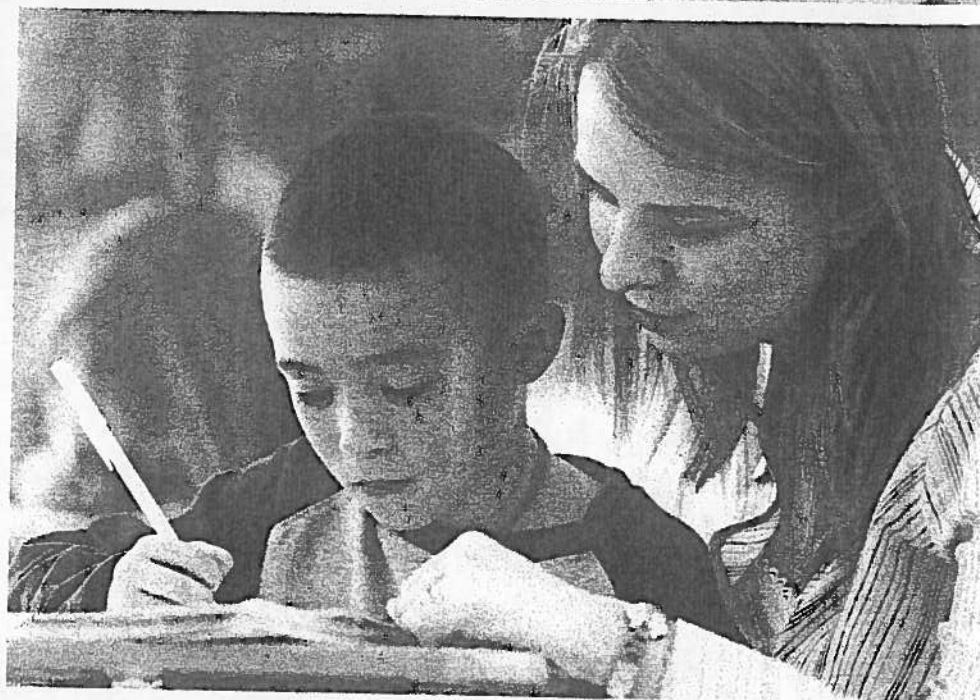
Sincerely,



John Hodgson  
Program Manager  
Excellence in Teaching Awards

FILED IN  
DOCUSHARE





## CELEBRATING ALBERTA'S TEACHERS AND PRINCIPALS

2014 EXCELLENCE IN TEACHING AWARDS

# NOMINATION PACKAGE

*Alberta*  Government

# EXCELLENCE IN TEACHING AWARDS

The Excellence in Teaching Awards was initiated in 1989 by the Minister of Education to:

- recognize outstanding Alberta teachers
- honour creative, innovative and effective teaching
- focus public attention on the teaching profession and
- involve Albertans in celebrating teaching excellence.

Over the years the Excellence in Teaching Awards has been administrated by Professional Standards Branch on behalf of the Minister of Education. Current supporters of the program include: the Alberta School Boards Association, the Alberta School Councils' Association, the Alberta Teachers' Association, the Association of Alberta Deans of Education, the College of Alberta School Superintendents, and the Edmonton Journal.

In the Excellence in Teaching Awards:

- eligible nominees receive certificates of recognition
- semi-finalists, who are not award recipients, receive certificates of recognition and access to \$1500 for professional development
- semi-finalists are honoured at regional celebrations in April
- Provincial Excellence in Teaching Award recipients receive certificates of recognition, commemorative pins and access to \$4000 for professional development
- award recipients' schools receive monetary awards and certificates of recognition
- Provincial Excellence in Teaching Award recipients are honoured at a special dinner and ceremony in May.

Since the inception of the Excellence in Teaching Awards, 9,980 teachers and principals have been nominated and 535 have been award recipients.

## PRESENTED BY:



## SUPPORTED BY:



# HOW TO

## Nominate a Teacher or a Principal for a 2014 Excellence in Teaching Award

### IMPORTANT! PLEASE READ!

- 1. Designate a Nomination Coordinator.** This person can be you. You also can act as one of the nominators who writes a letter of support.
  - 2. The Nomination Coordinator will:**
    - a) complete the Nomination Coordinator form (Form A). Do not include a letter of support.
    - b) distribute the Nominee Consent form (Form F) to the nominee.
    - c) distribute forms to the nominators (Principal, Superintendent, Teacher Colleague, Public Member):
      - ensure that all the nominators are aware of the award the individual is being nominated for
      - ensure that all the nominators are familiar with the selection criteria listed on the back of each form.
    - d) inform the nominators that they must complete a **letter of support of no more than two pages in length, typed in 12 pt font and double-spaced:**
      - all letters of support must be dated and signed
      - Principal or Superintendent letter of support must be on official letterhead
    - e) place the complete package in a large envelope.
  - 3. A nomination package is considered complete** only if all forms and three letters of support are submitted, **dated** and **signed**. A checklist to assist in completing the nomination package is provided on the following page.
  - 4. Only one nomination package** per teacher or principal will be accepted.
  - 5. Completed nomination packages must be submitted:**
    - a) by mail to the Excellence in Teaching Awards Selection Committee, 2nd floor, 10044-108 Street, NW, Edmonton, AB T5J 5E6. **Only those nomination packages postmarked on or before Friday, February 7, 2014 will be accepted.**

OR

    - b) by drop-off to the Excellence in Teaching Awards Selection Committee, 2nd floor, 10044-108 Street, NW, Edmonton, AB T5J 5E6. **Only those nomination packages dropped-off before the close of business at 4:30 pm on Friday, February 7, 2014 will be accepted.**
- ★ **Letters must meet the above criteria or will need to be resubmitted.**
- ★ **Letters need to describe why you support the nomination. Successful letters of support provide concrete examples of how the nominee demonstrates the selection criteria and how their students are empowered to reach their full potential as engaged thinkers and ethical citizens with an entrepreneurial spirit.**



# CHECKLIST FOR NOMINATION COORDINATOR:

## Check your nomination package. Did you include all required forms?

### For Teacher Nominee:

- ☐ Form A, page 3 - Nomination Coordinator  
[NO LETTER OF SUPPORT]
- ☐ Form B, page 5 - Principal  
[ONE LETTER OF SUPPORT ON SCHOOL  
LETTERHEAD]
- ☐ Form C, page 7 - Superintendent  
[NO LETTER OF SUPPORT]
- ☐ Form D, page 11 - Teacher Colleague  
[ONE LETTER OF SUPPORT]
- ☐ Form E, page 13 - Public  
[ONE LETTER OF SUPPORT]
- ☐ Form F, page 15 - Nominee Consent

### For Principal Nominee:

- ☐ Form A, page 3 - Nomination Coordinator  
[NO LETTER OF SUPPORT]
- ☐ Form C1, page 9 - Superintendent  
[ONE LETTER OF SUPPORT ON JURISDICTION  
LETTERHEAD]
- ☐ Form D, page 11 - Teacher Colleague  
[ONE LETTER OF SUPPORT]
- ☐ Form E, page 13 - Public  
[ONE LETTER OF SUPPORT]
- ☐ Form F, page 15 - Nominee Consent

Please confirm that **all** forms and letters of support have been **signed** and **dated** prior to submission to the Excellence in Teaching Awards Selection Committee.

# NOMINATION FORM

Nomination Coordinator



Nomination packages can be downloaded at [www.education.alberta.ca/teachers/excellence.aspx](http://www.education.alberta.ca/teachers/excellence.aspx) or can be requested by e-mailing [edc.excellenceinteaching@gov.ab.ca](mailto:edc.excellenceinteaching@gov.ab.ca) or calling toll free 1-866-590-1660.

**Mailing/Drop-off Address:**  
Excellence in Teaching Awards  
Selection Committee  
2nd floor, 10044 - 108 Street  
Edmonton, Alberta T5J 5E6

## DO NOT INCLUDE A LETTER OF SUPPORT

DR. MR. MRS.  
MS. MISS

FIRST NAME	SURNAME
ADDRESS	
CITY/TOWN	POSTAL CODE
TELEPHONE (DAY TIME)	FAX
E-MAIL ADDRESS	

**CHECK ONLY ONE** (If you are nominating more than one individual, a separate package of all required forms must be submitted for each nominee.)

☐ The teacher I wish to nominate is:

☐ The principal I wish to nominate is:

FIRST NAME	SURNAME
ADDRESS	
CITY/TOWN	POSTAL CODE
TELEPHONE (DAY TIME)	FAX
E-MAIL ADDRESS	
SIGNATURE	DATE

Alberta Education collects personal information about the Excellence in Teaching Awards Program nominees pursuant to section 33(c) of the Freedom of Information and Privacy Act. Information about nominators is collected for purposes necessary to allow the program Selection Committee to make its decisions. Personal information provided by nominators about themselves is restricted to use by the Selection Committee. Nominators also should be aware that the teacher has the right to access all documents about him or her which are in the custody of the awards program. The Minister of Education, local school authorities, MLAs, a master of ceremonies and the media may use the names of nominators and excerpts from nominators' statements to publicize the achievements of nominees. If you have any questions about the collection and use of personal information for the 2014 Excellence in Teaching Awards, you may contact the awards liaison at (780) 427-2045, or write c/o Professional Standards Branch, 2nd floor, 10044 - 108 Street, Edmonton, AB T5J 5E6



# P<sup>26</sup> 2014 Excellence in Teaching Awards

**To be nominated for an Excellence in Teaching Award is an Honour.**

## PURPOSE:

- recognizes outstanding Alberta teachers and principals who are champions of Alberta's vision for education
- honours creative, innovative and outstanding teaching
- focuses public attention on the teaching profession
- involves Albertans in celebrating teaching excellence.

## RECOGNITION:

- eligible nominees receive certificates of recognition
- semi-finalists, who are not award recipients, receive certificates of recognition and access to \$1500 for professional development
- semi-finalists are honoured at regional celebrations in April
- Provincial Excellence in Teaching Award recipients receive certificates of recognition, commemorative pins and access to \$4000 for professional development
- award recipients' schools receive monetary awards and certificates of recognition
- Provincial Excellence in Teaching Award recipients are honoured at a special dinner and ceremony in May.

## ELIGIBILITY:

- nominees must, at the time of nomination:
  - hold an Alberta permanent professional teaching certificate
  - teach or support the teaching of courses of study and education programs authorized by the *School Act* during the current school year
  - work directly with students in a school setting on a daily basis (may be a principal or other certificated staff member).

## RESTRICTIONS:

- only one nomination per certificated teacher is accepted
- previous Provincial Excellence in Teaching Award recipients and SMART Technologies Innovative Use of Technology Award recipients are not eligible
- teachers must be nominated individually; teacher teams are not eligible
- any teacher who was selected as a semi-finalist in 2011, 2012 or 2013 is not eligible for nomination in 2014.

## DEADLINE:

- February 7, 2014.

## SELECTION CRITERIA

### PROVINCIAL EXCELLENCE IN TEACHING AWARD

Teachers and administrators are vital to empowering students to reach their full potential. They do this by putting students first and developing engaged thinkers and ethical citizens with an entrepreneurial spirit.

The Selection Committee will look for **specific examples** of:

- A. How the nominee's teaching or leadership excels at:
- fostering the development of students and their intellectual, social, emotional and physical growth
  - establishing a stimulating learning environment
  - motivating students to exceed their own expectations
  - attending to individual student needs
  - working collaboratively with colleagues
  - demonstrating an in-depth knowledge of subject matter and curriculum
  - being involved in professional growth activities
  - achieving positive results in student learning
  - demonstrating caring for the well-being of students and colleagues, thereby contributing to a positive school climate.
- AND –
- B. How the nominee's teaching or leadership is **innovative or creative in supporting student learning** in one or more of the areas identified under section A.

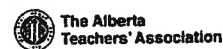
**Innovative or creative teaching that supports student learning may refer to:**

- introducing or applying successful or proven practices or approaches new to a classroom or a school
- adapting approaches advocated in the literature or elsewhere for specific contexts of teaching and learning
- championing a successful or proven approach throughout a school or school district/division
- developing teacher resources or materials that complement an existing approach.

## SELECTION PROCESS

- A rigorous selection process reviews each eligible nomination package to ensure the criteria have been met.
- The Selection Committee is made up of representatives from: Alberta Education, the Alberta School Boards Association, the Alberta School Councils' Association, the Alberta Teachers' Association, the Association of Alberta Deans of Education, the Association of Independent Schools and Colleges, and the College of Alberta School Superintendents.

## SUPPORTED BY:



EDMONTON JOURNAL

PRESENTED BY:



# NOMINATION FORM

## Principal

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### Letter of Support Guidelines

**Letter of support must be on school letterhead and no more than two pages in length (MUST be typed in 12 pt font & double spaced).** The letter must describe why you support this nominee for a Provincial Excellence in Teaching Award. Address the "Criteria for Selection" found on the back of this form and support all statements with clear, concise examples that show how the teacher positively affected students and their learning. The Selection Committee will base its decisions on the statements and examples provided by you and the other nominators. **Please do not submit additional material. BE SURE TO SIGN AND DATE YOUR LETTER OF SUPPORT.**

### SIGN AND DATE THIS FORM AND YOUR LETTER OF SUPPORT AND SUBMIT TO THE NOMINATION COORDINATOR. FORM B IS NOT REQUIRED IF THE NOMINEE IS A PRINCIPAL

☐ I am the nominee's **current** Principal

☐ I am the nominee's **former** Principal (within the last two years) and I have advised the current Principal about this nomination

SCHOOL NAME AS IT SHOULD APPEAR ON A CERTIFICATE

☐ I confirm the nominee holds an Alberta Permanent Professional Certificate

DR. MR. MRS.  
MS. MISS

SCHOOL NAME

SCHOOL ADDRESS

CITY/TOWN

POSTAL CODE

TELEPHONE (DAY TIME)

FAX

E-MAIL ADDRESS

SIGNATURE

DATE

### THE TEACHER I WISH TO SUPPORT IS

SCHOOL NAME

FIRST NAME

SURNAME

SCHOOL ADDRESS

ONLY ONE NOMINATION PER TEACHER WILL BE ACCEPTED.

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# P<sup>28</sup> 2014 Excellence in Teaching Awards

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## PURPOSE:

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- involves Albertans in celebrating teaching excellence.

## RECOGNITION:

- eligible nominees receive certificates of recognition
- semi-finalists, who are not award recipients, receive certificates of recognition and access to \$1500 for professional development
- semi-finalists are honoured at regional celebrations in April
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- award recipients' schools receive monetary awards and certificates of recognition
- Provincial Excellence in Teaching Award recipients are honoured at a special dinner and ceremony in May.

## ELIGIBILITY:

- nominees must, at the time of nomination:
  - hold an Alberta permanent professional teaching certificate
  - teach or support the teaching of courses of study and education programs authorized by the *School Act* during the current school year
  - work directly with students in a school setting on a daily basis (may be a principal or other certificated staff member).

## RESTRICTIONS:

- only one nomination per certificated teacher is accepted
- previous Provincial Excellence in Teaching Award recipients and SMART Technologies Innovative Use of Technology Award recipients are not eligible
- teachers must be nominated individually; teacher teams are not eligible
- any teacher who was selected as a semi-finalist in 2011, 2012 or 2013 is not eligible for nomination in 2014.

## DEADLINE:

- **February 7, 2014.**

## SELECTION CRITERIA

### PROVINCIAL EXCELLENCE IN TEACHING AWARD

Teachers and administrators are vital to empowering students to reach their full potential. They do this by putting students first and developing engaged thinkers and ethical citizens with an entrepreneurial spirit.

The Selection Committee will look for **specific examples** of:

- A. How the nominee's teaching or leadership excels at:
- fostering the development of students and their intellectual, social, emotional and physical growth
  - establishing a stimulating learning environment
  - motivating students to exceed their own expectations
  - attending to individual student needs
  - working collaboratively with colleagues
  - demonstrating an in-depth knowledge of subject matter and curriculum
  - being involved in professional growth activities
  - achieving positive results in student learning
  - demonstrating caring for the well-being of students and colleagues, thereby contributing to a positive school climate.

- AND -

- B. How the nominee's teaching or leadership is **innovative or creative in supporting student learning** in one or more of the areas identified under section A.

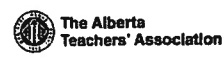
**Innovative or creative teaching that supports student learning may refer to:**

- introducing or applying successful or proven practices or approaches new to a classroom or a school
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- championing a successful or proven approach throughout a school or school district/division
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## SELECTION PROCESS

- A rigorous selection process reviews each eligible nomination package to ensure the criteria have been met.
- The Selection Committee is made up of representatives from: Alberta Education, the Alberta School Boards Association, the Alberta School Councils' Association, the Alberta Teachers' Association, the Association of Alberta Deans of Education, the Association of Independent Schools and Colleges, and the College of Alberta School Superintendents.

## SUPPORTED BY:



EDMONTON JOURNAL

PRESENTED BY:



# NOMINATION FORM

## Superintendent



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### DATE AND SIGN THIS FORM AND SUBMIT TO THE NOMINATION COORDINATOR.

(The Superintendent may designate an Area or Associate Superintendent to complete this form. The Board Chair may complete this form for nominees from private schools.)

DR. MR. MRS.  
MS. MISS

FIRST NAME

SURNAME

TITLE

JURISDICTION NAME

JURISDICTION ADDRESS

CITY/TOWN

POSTAL CODE

TELEPHONE (DAY TIME)

FAX

E-MAIL ADDRESS

### THE TEACHER I WISH TO SUPPORT IS

FIRST NAME

SURNAME

SCHOOL NAME

SCHOOL ADDRESS

ONLY ONE NOMINATION PER TEACHER OR PRINCIPAL WILL BE ACCEPTED.

Please indicate whether or not you support this nomination by checking the appropriate box. If, for some reason, you cannot support this nomination it is incumbent on you to discuss with the nominee the reason for not supporting the nomination prior to March, 2014.

☐ I support ☐ I do not support

SIGNATURE

DATE

# P 30 2014 Excellence in Teaching Awards

***To be nominated for an Excellence in Teaching Award is an Honour.***

## **PURPOSE:**

- recognizes outstanding Alberta teachers and principals who are champions of Alberta's vision for education
- honours creative, innovative and outstanding teaching
- focuses public attention on the teaching profession
- involves Albertans in celebrating teaching excellence.

## **RECOGNITION:**

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## **ELIGIBILITY:**

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## **DEADLINE:**

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## **SELECTION CRITERIA**

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  - working collaboratively with colleagues
  - demonstrating an in-depth knowledge of subject matter and curriculum
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## **SUPPORTED BY:**

PRESENTED BY:

 Alberta Government

 A.S.B.A.  
Alberta School Boards Association

 Alberta School Councils' Association

 The Alberta Teachers' Association

 AADE  
Association of Alberta Deans of Education

 CASS  
College of Alberta School Superintendents

EDMONTON JOURNAL



# NOMINATION FORM

## Superintendent



Nomination packages can be downloaded at [www.education.alberta.ca/teachers/excellence.aspx](http://www.education.alberta.ca/teachers/excellence.aspx) or can be requested by e-mailing [edc.excellenceinteaching@gov.ab.ca](mailto:edc.excellenceinteaching@gov.ab.ca) or calling toll free 1-866-590-1660.

### Letter of Support Guidelines

**Letter of support must be on jurisdiction letterhead and no more than two pages in length (MUST be typed in 12 pt font & double spaced).** The letter must describe why you support this nominee for a Provincial Excellence in Teaching Award. Address the "Criteria for Selection" found on the back of this form and support all statements with clear, concise examples that show how the teacher positively affected students and their learning. The Selection Committee will base its decisions on the statements and examples provided by you and the other nominators. **Please do not submit additional material. BE SURE TO SIGN AND DATE YOUR LETTER OF SUPPORT.**

### SIGN AND DATE THIS FORM AND YOUR LETTER OF SUPPORT AND SUBMIT TO THE NOMINATION COORDINATOR.

(The Superintendent may designate an Area or Associate Superintendent to complete this form. The Board Chair may complete this form for nominees from private schools.)

DR. MR. MRS.  
MS. MISS

FIRST NAME

SURNAME

TITLE

JURISDICTION NAME

JURISDICTION ADDRESS

CITY/TOWN

POSTAL CODE

TELEPHONE (DAY TIME)

FAX

E-MAIL ADDRESS

SIGNATURE

DATE

### THE PRINCIPAL I WISH TO SUPPORT IS

SCHOOL NAME AS IT SHOULD APPEAR ON A CERTIFICATE

☐ I have attached my letter of support for this principal

FIRST NAME

SURNAME

SCHOOL NAME

SCHOOL ADDRESS

ONLY ONE NOMINATION PER TEACHER OR PRINCIPAL WILL BE ACCEPTED.

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# P<sup>32</sup> 2014 Excellence in Teaching Awards

**To be nominated for an Excellence in Teaching Award is an Honour.**

## PURPOSE:

- recognizes outstanding Alberta teachers and principals who are champions of Alberta's vision for education
- honours creative, innovative and outstanding teaching
- focuses public attention on the teaching profession
- involves Albertans in celebrating teaching excellence.

## RECOGNITION:

- eligible nominees receive certificates of recognition
- semi-finalists, who are not award recipients, receive certificates of recognition and access to \$1500 for professional development
- semi-finalists are honoured at regional celebrations in April
- Provincial Excellence in Teaching Award recipients receive certificates of recognition, commemorative pins and access to \$4000 for professional development
- award recipients' schools receive monetary awards and certificates of recognition
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## ELIGIBILITY:

- nominees must, at the time of nomination:
  - hold an Alberta permanent professional teaching certificate
  - teach or support the teaching of courses of study and education programs authorized by the *School Act* during the current school year
  - work directly with students in a school setting on a daily basis (may be a principal or other certificated staff member).

## RESTRICTIONS:

- only one nomination per certificated teacher is accepted
- previous Provincial Excellence in Teaching Award recipients and SMART Technologies Innovative Use of Technology Award recipients are not eligible
- teachers must be nominated individually; teacher teams are not eligible
- any teacher who was selected as a semi-finalist in 2011, 2012 or 2013 is not eligible for nomination in 2014.

## DEADLINE:

- February 7, 2014.

## SELECTION CRITERIA

### PROVINCIAL EXCELLENCE IN TEACHING AWARD

Teachers and administrators are vital to empowering students to reach their full potential. They do this by putting students first and developing engaged thinkers and ethical citizens with an entrepreneurial spirit.

The Selection Committee will look for **specific examples** of:

- A. How the nominee's teaching or leadership excels at:
- fostering the development of students and their intellectual, social, emotional and physical growth
  - establishing a stimulating learning environment
  - motivating students to exceed their own expectations
  - attending to individual student needs
  - working collaboratively with colleagues
  - demonstrating an in-depth knowledge of subject matter and curriculum
  - being involved in professional growth activities
  - achieving positive results in student learning
  - demonstrating caring for the well-being of students and colleagues, thereby contributing to a positive school climate.

– AND –

- B. How the nominee's teaching or leadership is **innovative or creative in supporting student learning** in one or more of the areas identified under section A.

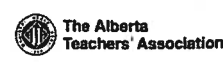
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## SELECTION PROCESS

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- The Selection Committee is made up of representatives from: Alberta Education, the Alberta School Boards Association, the Alberta School Councils' Association, the Alberta Teachers' Association, the Association of Alberta Deans of Education, the Association of Independent Schools and Colleges, and the College of Alberta School Superintendents.

## SUPPORTED BY:



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PRESENTED BY:



# NOMINATION FORM

## Teacher Colleague



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### SIGN AND DATE THIS FORM AND YOUR LETTER OF SUPPORT AND SUBMIT TO THE NOMINATION COORDINATOR.

DR. MR. MRS.  
MS. MISS

FIRST NAME

SURNAME

TITLE

ALBERTA TEACHING CERTIFICATE NUMBER

SCHOOL NAME

SCHOOL ADDRESS

CITY/TOWN

POSTAL CODE

TELEPHONE (DAY TIME)

FAX

E-MAIL ADDRESS

SIGNATURE

DATE

### CHECK ONLY ONE

(If you are nominating more than one individual, a separate package of all required forms must be submitted for each.)

☐ The teacher I wish to support is:

☐ The principal I wish to support is:

FIRST NAME

SURNAME

SCHOOL NAME

SCHOOL ADDRESS

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# P 34 2014 Excellence in Teaching Awards

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## **PURPOSE:**

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- honours creative, innovative and outstanding teaching
- focuses public attention on the teaching profession
- involves Albertans in celebrating teaching excellence.

## **RECOGNITION:**

- eligible nominees receive certificates of recognition
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- Provincial Excellence in Teaching Award recipients receive certificates of recognition, commemorative pins and access to \$4000 for professional development
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## **ELIGIBILITY:**

- nominees must, at the time of nomination:
  - hold an Alberta permanent professional teaching certificate
  - teach or support the teaching of courses of study and education programs authorized by the *School Act* during the current school year
  - work directly with students in a school setting on a daily basis (may be a principal or other certificated staff member).

## **RESTRICTIONS:**

- only one nomination per certificated teacher is accepted
- previous Provincial Excellence in Teaching Award recipients and SMART Technologies Innovative Use of Technology Award recipients are not eligible
- teachers must be nominated individually; teacher teams are not eligible
- any teacher who was selected as a semi-finalist in 2011, 2012 or 2013 is not eligible for nomination in 2014.

## **DEADLINE:**

- **February 7, 2014.**

## **SELECTION CRITERIA**

### **PROVINCIAL EXCELLENCE IN TEACHING AWARD**

Teachers and administrators are vital to empowering students to reach their full potential. They do this by putting students first and developing engaged thinkers and ethical citizens with an entrepreneurial spirit.

The Selection Committee will look for **specific examples** of:

- A. How the nominee's teaching or leadership excels at:
- fostering the development of students and their intellectual, social, emotional and physical growth
  - establishing a stimulating learning environment
  - motivating students to exceed their own expectations
  - attending to individual student needs
  - working collaboratively with colleagues
  - demonstrating an in-depth knowledge of subject matter and curriculum
  - being involved in professional growth activities
  - achieving positive results in student learning
  - demonstrating caring for the well-being of students and colleagues, thereby contributing to a positive school climate.
- AND -
- B. How the nominee's teaching or leadership is **innovative or creative in supporting student learning** in one or more of the areas identified under section A.

### **Innovative or creative teaching that supports student learning may refer to:**

- introducing or applying successful or proven practices or approaches new to a classroom or a school
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## **SUPPORTED BY:**

PRESENTED BY:

 Alberta Government

 A.S.B.A.  
Alberta School Boards Association

 Alberta School Councils' Association

 The Alberta Teachers' Association

 AADE  
Association of Alberta Deans of Education

 CASS  
College of Alberta School Superintendents

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## NOMINATION FORM



Public (Parent, Student, Member of the community at large who doesn't hold a teaching certificate)

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**SIGN AND DATE THIS FORM AND YOUR LETTER OF SUPPORT AND SUBMIT TO THE NOMINATION COORDINATOR.**

DR. MR. MRS.  
MS. MISS

FIRST NAME

SURNAME

ORGANIZATION REPRESENTED (IF APPLICABLE)

ADDRESS

CITY/TOWN

POSTAL CODE

TELEPHONE (DAY TIME)

FAX

E-MAIL ADDRESS

☐ I DO NOT HOLD A TEACHING CERTIFICATE (Individuals who hold or have held teaching certification cannot act as public nominators)

SIGNATURE

DATE

**CHECK ONLY ONE**

(If you are nominating more than one individual, a separate package of all required forms must be submitted for each.)

☐ The teacher I wish to support is:

☐ The principal I wish to support is:

FIRST NAME

SURNAME

SCHOOL NAME

SCHOOL ADDRESS

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– AND –

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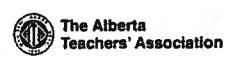
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## **SUPPORTED BY:**

PRESENTED BY:



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# NOMINATION FORM

## Nominee Consent



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### DATE AND SIGN THIS FORM AND SUBMIT TO THE NOMINATION COORDINATOR.

All eligible nominees receive a certificate of recognition.

**TO BE NOMINATED IS, IN ITSELF, AN HONOUR.**

ALBERTA PERMANENT PROFESSIONAL  
TEACHING CERTIFICATE NUMBER

YOUR NAME AS YOU WOULD LIKE IT TO APPEAR ON A CERTIFICATE

DR. MR. MRS.  
MS. MISS

FIRST NAME

SURNAME

HOME ADDRESS

CITY/TOWN

POSTAL CODE

TELEPHONE

E-MAIL ADDRESS

CURRENTLY TEACHING GRADE(S)

SCHOOL NAME

SCHOOL ADDRESS

CITY/TOWN

POSTAL CODE

TELEPHONE (DAY TIME)

FAX

### IMPORTANT! Please Read!

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☐ I consent to this nomination, and authorize the collection and use of personal information about me that may be submitted from individual nominators and meet all the requirements listed under "Eligibility" on the reverse. I further understand that by consenting to the nomination that my image, name, school, town/city and jurisdiction together with statements submitted by nominators, may be used by Alberta Education and the media for publicity purposes as described above.

Disclosure of my name and home address to my MLA and the MLA of the school where I teach for purpose of congratulatory messages.

☐ I consent  
☐ I DO NOT consent

SIGNATURE

DATE

# P 38 2014 Excellence in Teaching Awards

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## **SUPPORTED BY:**

PRESENTED BY:

 Alberta Government

 ASBA  
Alberta School Boards Association

 Alberta School Councils' Association

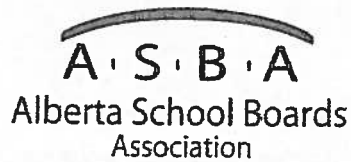
 The Alberta Teachers' Association

 AADE  
Alberta Association of Deans of Education

 CASS  
College of Alberta School Superintendents

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October 8, 2013

Honourable Jeff Johnson  
Minister of Education  
424 Legislature Building  
10800 - 97 Avenue  
Edmonton AB T5K 2B6

Dear Minister:

I am writing to express my concern that the Northland School Division will not have the opportunity for trustee elections this fall.

The community served by Northland has been patient and understanding of the complexities of addressing the *Northland School Division Act* and the *School Act*. Furthermore, they have been patient in the significant time this process has taken and have recognized that there has been a succession of ministers of education over the past several years which made consistency of direction difficult.

Similarly, our Association has been patient as your government worked through the issues and circumstances that led to the then Minister of Education, Dave Hancock, to dissolve the corporate board of Northland School Division No. 61 and appoint an official trustee to oversee the jurisdiction.

Now that the issues which led to the dissolution of the board have been addressed, it is time for decision and action.

The constituents of the Northland School Division are no less deserving of local governance and direction of their education system than any other Albertans. We strongly feel that to make them wait longer is unjust and unwarranted.

Following dissolution of the board, the Minister of the day appointed a three-member inquiry team to review and make recommendations regarding the operations of Northland School Division. The Inquiry Team reviewed documents, visited all 23 distinct communities of Northland, met with key individuals, and engaged the views

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of neighbouring jurisdiction educational leaders. The *Northland School Division Inquiry Team Report*, containing 48 recommendations for improvement, was completed in November 2010 and forwarded to then Minister of Education Dave Hancock.

In January 2011 the Minister named a Northland School Division Community Engagement Team to provide strategic advice, direction and leadership in securing community engagement and to make recommendations on key issues arising from the development of a community-based response to the Northland School Division Inquiry Report. It is my understanding that the Community Engagement Team completed its work in January 2012 and its findings and draft recommendations were forwarded to then Minister Thomas Lukaszuk.

In May 2012, the Alberta School Boards Association was invited to submit a proposal to the ministry to establish a new policy governance model for Northland School Division that would focus on aspects of student success in an inclusive system, embrace and sustain the aboriginal culture, clearly delineate the roles of governance and system administration, establish community engagement and collaboration as key roles, improve internal and external communications, support staff in their professional growth in aboriginal teaching and learning, and orient and support trustees of an elected board toward excellence in their newly defined roles of governance. Also requested was that ASBA, in alignment with the Inquiry Report recommendations, work with the official trustee and Alberta Education to define the boundaries of seven wards within the Northland School Division in preparation for elections.

The ASBA proposal *Northland School Division Governance: Leading the Way Forward* has guided the work of our association in this task. The seven ward boundaries were defined with consideration of area, population and future opportunities for communities to join other provincial school divisions or establish federally regulated schools. Policy 1- Foundations of purpose, vision, beliefs and values was developed through engagement with Northland School Division constituents and is in draft form. Work on remaining policies has begun, but awaits clarity and direction from the Minister regarding acceptance of the Northland School Division Inquiry Team Report recommendations.

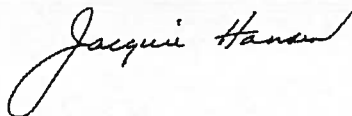
In order that the Northland School Division can begin operating in a way that is reflective of the needs of their community, and of government, may I request that you:

- Approve the seven wards as described in the Northland School Division bylaw and call for trustee elections in these seven wards as soon as possible.

- If this is not possible, that you appoint an interim board of trustees at the time of the October, 2013 general elections, and schedule an election date within the next six months.
- That you provide clarity about the future of the Northland Board by formally accepting the recommendations of the Northland School Division Inquiry Report and Northland School Division Community Engagement Team Report.
- That you clearly define an expectation of a date for introduction and proclamation of a new Northland School Division Act.
- That the Ministry continue to support ASBA in its work with the Northland School Division board and official trustee in transforming governance practices.

Trustees across Alberta and the constituents of Northland School Division are keen to have locally elected trustees govern the Northland School Division education system. The framework is there to implement. I urge you to consider our suggestions and timelines to complete this lengthy process.

Yours sincerely,



Jacquie Hansen  
President

JH:mj

c.c.: ✓ Dr. Colin Kelly, Official Trustee  
Northland S. Div. #61

School Board Chairs

JH/C/B/J







LEGISLATIVE ASSEMBLY  
ALBERTA

**Pearl Calahasen, MLA**  
**Lesser Slave Lake Constituency**

September 30, 2013

Ms. Donna Barrett, Ed.D  
Superintendent of Schools  
Northland School Division No. 61  
Bag 1400  
9809 – 77 Avenue  
Peace River AB T8S 1V2

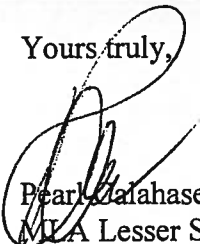
Dear Ms. Barrett

Thank you for sending me the Northland School Division No. 61 school calendar for 2013-2014.

I am always so amazed at the wonderful artwork produced by the students! We have such a wealth of talented budding artists!

Thank you again.

Yours truly,

  
Pearl Calahasen  
MLA Lesser Slave Lake

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DOCUSHARE**

622 Legislature Annex  
9718 – 107 Street  
Edmonton AB T5K 1E4  
Ph: (780) 427-5285  
Fx: (780) 415-0951

Lesser Slave Lake Constituency  
PO Box 598, 5001 – 49 St.  
High Prairie AB T0G 1E0  
Ph: (780) 523-3171  
Fx: (780) 523-5150





**PEACE WAPITI PUBLIC  
SCHOOL DIVISION NO. 76**  
WWW.PWSD76.AB.CA

**CENTRAL OFFICE**

8611A - 108 Street, Grande Prairie, Alberta T8V 4C5  
Telephone: (780) 532-8133 | Fax: (780) 532-4234

October 31, 2013

Office of the Deputy Minister, Education  
7th Floor Commerce Place  
10155 - 102 Street  
Edmonton, AB T5J 4L5  
E-mail: [greg.bass@gov.ab.ca](mailto:greg.bass@gov.ab.ca)

**Attention: Greg Bass, Deputy Minister**

Dear Greg:


At its meeting of September 23, 2013, the Governance Team for the Peace Country Regional Collaborative Service Region passed the following motion:

*"That the Governance Team appeal to the Cross Ministry Service Branch to reconsider its decision regarding the retention of the Peace Country SHP surplus."*

As a follow up to this motion, I appealed the provincial decision to remove our SHP reserves. This appeal was sent to Lori Mandrusiak, Cross Ministry Services Branch (please see attached letter). The decision of the Provincial Working Group who reviewed the appeal, was to not support the appeal. Unfortunately, this returns the Peace Country Regional Collaboration Governance Team to the position of passing a budget which significantly restricts our ability to meet the needs of our students and which will reduce the level of success that we had hoped to reach by reorganizing the services of CASE, SHP and CNC into one group.

Please accept this letter as a request for you to review the decision of the PWG regarding our appeal to keep some or all of our SHP and CNC reserves. While I greatly appreciate that provincial budgets need to be balanced, I hope that there is enough room within the budget to support our work in addressing the student needs in our region. Should you have any questions regarding this appeal, please contact me at (780) 532-8133 or [sheldonrowe@pwsd76.ab.ca](mailto:sheldonrowe@pwsd76.ab.ca).

Sincerely,

  
Sheldon Rowe  
Superintendent

Enclosure





**PEACE WAPITI PUBLIC  
SCHOOL DIVISION NO. 76**  
WWW.PWSD76.AB.CA

**CENTRAL OFFICE**

8611A - 108 Street, Grande Prairie, Alberta T8V 4C5  
Telephone: (780) 532-8133 | Fax: (780) 532-4234

September 26, 2013

Lori Mandrusiak  
Education Manager  
Cross Ministry Services Branch, Education  
Main Floor, 44 Capital Boulevard  
10044 - 108 Street  
Edmonton, AB T5J 5E6

E-mail: [lori.mandrusiak@gov.ab.ca](mailto:lori.mandrusiak@gov.ab.ca)

Dear Lori:

At its meeting of September 23, 2013, the Governance Team for the Peace Country Regional Collaborative Service Region passed the following motion:

*"That the Governance Team appeal to the Cross Ministry Service Branch to reconsider its decision regarding the retention of the Peace Country SHP surplus."*

Due to geographic factors and despite ongoing attraction and retention strategies, the Peace Country has found it difficult to fully staff our Student Health Program positions. While these staff vacancies have translated into a decrease in expenditures and an increase in reserves, it was at the cost of services critical to the children in our region. To help address the shortage in service caused by staff vacancies, we have historically balanced our annual budget by using SHP reserves to support some additional positions. This was done with the understanding that we would likely have new vacant positions within the year which would address expenditure issues. In the event that this was not the case we would expect to balance the budget through staff reductions the following year.

The 2013/14 school year finds us in a position where we are finally fully staffed and we need to access our reserves to maintain service levels. From our perspective, the approximately \$500,000 in Peace Country SHP reserves resulted from a decrease of services to the children of the Peace Country, and the reserves should be used to replace the services lost in previous years rather than returned to the provincial government.

As you are aware, the Peace Country Regional Collaborative Service Region was formed when services from CASE, Peace Country SHP and Complex Needs were moved into one organization. The purpose of this amalgamation was not to save funds but to improve the effectiveness and efficiencies in meeting the needs of children by enabling providers to better coordinate and integrate their services. Not being able to access our SHP reserves will not only create a significant barrier to moving the Regional Service model ahead but also will result in significant limitations to the services we provide to children.

Should you have any questions regarding this appeal, please contact me at (780) 532-8133 or [sheldonrowe@pwsd76.ab.ca](mailto:sheldonrowe@pwsd76.ab.ca).

Sincerely,

A handwritten signature in black ink, appearing to be 'Sheldon Rowe', written over a horizontal line.

Sheldon Rowe  
Superintendent  
Peace Wapiti School Division #76

cc Terry Wendel, Director, Zone 1 Services



## More mentors to help Alberta youth succeed

November 5, 2013

**New provincial funding for the Alberta Mentoring Partnership will ensure more youth get support from a caring role model.**

The partnership will work to increase the number of mentors across the province, particularly for Aboriginal, immigrant, rural and at-risk youth. It will continue providing research, training and resources on [albertamentors.ca](http://albertamentors.ca), and work with communities and organizations to develop and enhance mentoring programs in Alberta.

Every young person in Alberta needs positive role models in their lives to help them reach their potential. We are pleased to announce continued provincial funding for this tremendous partnership between communities, schools, agencies, and government that is making such a positive difference in the lives of so many children.

*Dave Hancock, Minister of Human Services*

We're working hard to ensure students across Alberta have the chance to mentor others and be mentored themselves. It's a great learning opportunity and it can have a very positive impact on a young person's ability to succeed in their future world.

*Jeff Johnson, Minister of Education*

This important funding will allow us to continue to work with communities to increase the number of caring mentors for our children and youth. Together, we will continue to strive to ensure that all young people who can benefit from a mentor will have access to one.

*Liz O'Neill, AMP Co-chair and Executive Director of Big Brothers Big Sisters Society of Edmonton and Area*

Minister Hancock announced \$750,000 in new funding, over the next three years, on behalf of Premier Redford in his address to 250 delegates attending the National Mentoring Symposium in Banff.

Created in 2008, the partnership has 100 members, including: Government of Alberta, community agencies, businesses and youth who work together to increase mentoring opportunities in Alberta. The initiative is co-led by Human Services, Education and Boys & Girls Club, Big Brothers Big Sisters Society of Edmonton and Area. Visit [albertamentors.ca](http://albertamentors.ca) to learn more about the partnership.

Our government was elected to keep building Alberta by investing in families and communities, to live within its means and to fight to open new markets for Alberta's resources. We will continue to deliver the responsible change Albertans voted for.

### Related information







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## CBC - Dragons' Den - Future Dragon Fund and Student Special

---

MICHELLE ASELTINE <michelle.aseltine@cbc.ca>  
To: MICHELLE ASELTINE <michelle.aseltine@cbc.ca>  
Bcc: ann.rosin@nsd61.ca

Fri, Nov 1, 2013 at 12:30 PM

Hello -

My name is Michelle and I'm a Production Assistant on CBC's *Dragons' Den*. ([cbc.ca/dragonsden/](http://cbc.ca/dragonsden/))

I'm writing to let you know about an **exciting opportunity** for students in **Grade 11, 12 and CEGEP** across Canada. *Dragons' Den* star and entrepreneur Kevin O'Leary has \$50,000 to support the next generation of "Dragons". His *Future Dragon Fund* contest will award 10 successful students with \$5,000 each to fund and pursue entrepreneurial projects of their choice. The *Future Dragon Fund* contest portal opens **October 23** and it's easy to apply! Details and regulations can be found online at [www.cbc.ca/futuredragon](http://www.cbc.ca/futuredragon) **Starting November 13 one deserving student will win \$5,000 cash each week.**

Along with that exciting news, our long-awaited **Student Special** will air on **Wednesday, November 13th, at 8:00 PM** (8:30 in NFLD) on the CBC nationally. This has become one of our most popular specials each season, so don't miss it!

We are very excited for this fan-favourite episode to air, and I was hoping you could help us to **spread the word** about the upcoming airing. We would really appreciate if you could circulate the provided **press releases** to your friends, families and community and various networks. You're also encouraged to post it online and send it out through social media.

We hope you tune in to support Canada's inspiring young entrepreneurs. We are thrilled to be able to offer such a great opportunity for them to showcase their ideas and inventions.

Attached are **two press releases**: Details regarding the *Future Dragon Fund* and our *Student Special* episode release. Please feel free to **spread the word** to friends, classmates and your networks!

Please don't hesitate to contact me with any questions. Thank you!

Best,

11/10/13

Northland School Division No. 61 Mail - CBC - Dragons' Den - Future Dragon Fund and Student Special

**P. Michelle Aseltine**

Program Assistant

Dragons' Den

CBC Television

michelle.aseltine@cbc.ca

W: 416.205.8987

<http://www.cbc.ca/dragonsden/>

**2 attachments**



**DD8 STUDENT EPISODE PRESS RELEASE.pdf**

456K



**FUTURE DRAGON FUND PRESS RELEASE FINAL.pdf**

454K



## CANADIAN STUDENTS PROVE ENTREPRENEURSHIP HAS NO AGE LIMIT ON CBC-TV's DRAGONS' DEN

*The all-student episode of DRAGONS' DEN airs Wednesday, November 13 at 8 p.m. (8:30 NT) on  
CBC-TV*

**October 30, 2013** – It's time for Canada's youngest and brightest entrepreneurs to teach the Dragons a thing or two in a special all-student episode of **DRAGONS' DEN**, airing **Wednesday, November 13 at 8 p.m. (8:30 NT)**. Students as young as eight years old brave the Den, and while not every aspiring Dragon leaves with an investor on board, each story is a testament to the entrepreneurial spirit of students across the country.

From pitches that focus on social responsibility, to products that aim to simplify day-to-day tasks, this season's all-student episode of **DRAGONS' DEN** demonstrates that young entrepreneurs are motivated to turn ideas into action. **Bruce Croxon** emphasizes this initiative, advising students on the show that "it doesn't matter what age, if you have an idea, the earlier the better, get working at something, help others and the money will come."

For the first time ever, more students will have the chance to turn their entrepreneurial dreams into reality, thanks to the exciting new **Future Dragon Fund Contest**, in which **Kevin O'Leary** will award Canadian teens with \$50,000 cash over 10 weeks. The contest, funded by the sale of photographs from O'Leary's first-ever photography exhibit **Kevin O'Leary 40 Years of Photography**, will award \$5,000 to 10 ambitious grade 11 and 12 students who show promise as current or future entrepreneurs. The first winner of the **Future Dragon Fund Contest** will be revealed the same day as the all-student episode.

The contest portal opens **Oct. 23**; details and regulations can be found online at [cbc.ca/futuredragon](http://cbc.ca/futuredragon). Current grade 11 and 12 students can apply by submitting videos pitching why they deserve to win one of the \$5,000 prizes and what they would do with the money. The winners will be announced each week until mid-March, 2014.

**DRAGONS' DEN** is the highest-rated Canadian unscripted program on during the regular television season, with an average audience of more than 1.2 million Canadians each week. In addition to its success on-air, **DRAGONS' DEN** is also a hit online, boasting an active and engaged online community averaging more than 650,000 page views per month. Full episodes and exclusive behind-the-scenes content can be viewed at [cbc.ca/dragonsden](http://cbc.ca/dragonsden). **DRAGONS' DEN** is filmed at the CBC Broadcast Centre in Toronto and airs Wednesdays at 8 p.m. (8:30 NT) and Sundays at 9 p.m. (9:30 NT) on CBC Television. Tracie Tighe is executive producer and Molly Middleton is senior producer. Dianne Buckner hosts.

Find the show online at:

[cbc.ca/dragonsden](http://cbc.ca/dragonsden)

[facebook.com/dragonsden](https://facebook.com/dragonsden)

[@cbcdragon](https://twitter.com/cbcdragon) #cbcdragonsden

-30-

**About CBC/Radio-Canada**

CBC/Radio-Canada is Canada's national public broadcaster and one of its largest cultural institutions. The Corporation is a leader in reaching Canadians on new platforms and delivers a comprehensive range of radio, television, internet, and satellite-based services. Deeply rooted in the regions, CBC/Radio-Canada is the only domestic broadcaster to offer diverse regional and cultural perspectives in English, French and eight Aboriginal languages.

*For a complete list of publicity contacts and for more information including series synopses, press releases, hi-res images, video clips and bios, please visit the new **CBC Media Centre** at [cbc.ca/mediacentre](http://cbc.ca/mediacentre). Follow CBC's publicity team on Twitter [@CBC Publicity](https://twitter.com/CBC_Publicity).*

**For media inquiries, please contact:**

Kylie McGregor

Unit publicist, Unscripted Programming

[Kylie.McGregor@CBC.ca](mailto:Kylie.McGregor@CBC.ca)

416 205 8638 (office) / 416 948 6181 (mobile)



## 'FUTURE DRAGON FUND CONTEST' AWARDS \$50,000 TO CANADIAN TEENS

*Dragon Kevin O'Leary to give 10 prizes of \$5,000 to future entrepreneurs in grades 11 and 12*

Tweet this release: <http://cbc.sh/AOBsU7F>

**October 7, 2013** – **DRAGONS' DEN** star and entrepreneur Kevin O'Leary is on the hunt for the next generation of "Dragons." The *Future Dragon Fund Contest*, will award 10 ambitious grade 11 and 12 students who show promise as current or future entrepreneurs. Each successful student will each be awarded \$5,000 to fund and pursue entrepreneurial projects of their choice.

Outspoken business and television personality O'Leary will announce the *Future Dragon Fund Contest* at the launch of his first-ever photo exhibit, *Kevin O'Leary 40 Years of Photography*, at First Canadian Place in Toronto on Tuesday, October 8, 2013. Funds raised from the sale of his photographs will go toward the *Future Dragon Fund Contest* prizes, with the goal of encouraging innovation and entrepreneurship in our future generations.

"**DRAGONS' DEN** has been a lightning rod for entrepreneurial culture in this country, and I'm lucky to be a part of that," said **O'Leary**. "Every day I meet bright, motivated, young people who want to become entrepreneurs. With this contest, I hope to encourage them, and help them get a head start on their future."

The *Future Dragon Fund Contest* portal opens **October 23**; details and regulations can be found online at [www.cbc.ca/futuredragon](http://www.cbc.ca/futuredragon). Current grade 11 and 12 students can apply by submitting videos pitching why they deserve to win one of the \$5,000 prizes and what they would do with the money. The winners will be announced each week until mid-March, 2014, with the first prize announced the same day as the student edition of **DRAGONS' DEN** on November 13 at 8 p.m. (8:30 NT) on CBC Television.

Kevin O'Leary is an entrepreneur, investor and one of the stars of CBC's **DRAGONS' DEN**, as well as a contributor on CBC News Network's *Lang & O'Leary Exchange*. He is chairman of O'Leary Funds and O'Leary Mortgages, as well as the founder of O'Leary Fine Wines. Previously, O'Leary founded and was president of SoftKey (later called The Learning Company), a global educational software company.

**DRAGONS' DEN** is the highest-rated Canadian unscripted program on during the regular television season, with an average audience of more than 1.2 million Canadians each week. In addition to its success on-air, **DRAGONS' DEN** is also a hit online, boasting an active and engaged online community averaging more than 650,000 page views per month. Full episodes and exclusive behind-the-scenes content can be viewed at [cbc.ca/dragonsden](http://cbc.ca/dragonsden). **DRAGONS' DEN** is filmed at CBC Headquarters in Toronto, ON and airs Wednesdays at 8 p.m. (8:30 NT) and Sundays at 9 p.m. (9:30 NT) on CBC Television. Tracie Tighe is executive producer and Molly Middleton is senior producer. Dianne Buckner hosts.

**Find the show online at:**

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**[facebook.com/dragonsden](https://facebook.com/dragonsden)**

**[@cbcdragon](https://twitter.com/cbcdragon) #cbcdragonsden**

-30-

**About CBC/Radio-Canada**

CBC/Radio-Canada is Canada's national public broadcaster and one of its largest cultural institutions. The Corporation is a leader in reaching Canadians on new platforms and delivers a comprehensive range of radio, television, internet, and satellite-based services. Deeply rooted in the regions, CBC/Radio-Canada is the only domestic broadcaster to offer diverse regional and cultural perspectives in English, French and eight Aboriginal languages.

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**For media inquiries, please contact:**

Kylie McGregor

unit publicist, unscripted programming

**[Kylie.McGregor@CBC.ca](mailto:Kylie.McGregor@CBC.ca)**

416 205 8638 (office) / 416 948 6181 (mobile)

## Explorations: Learning Through Inquiry and Play

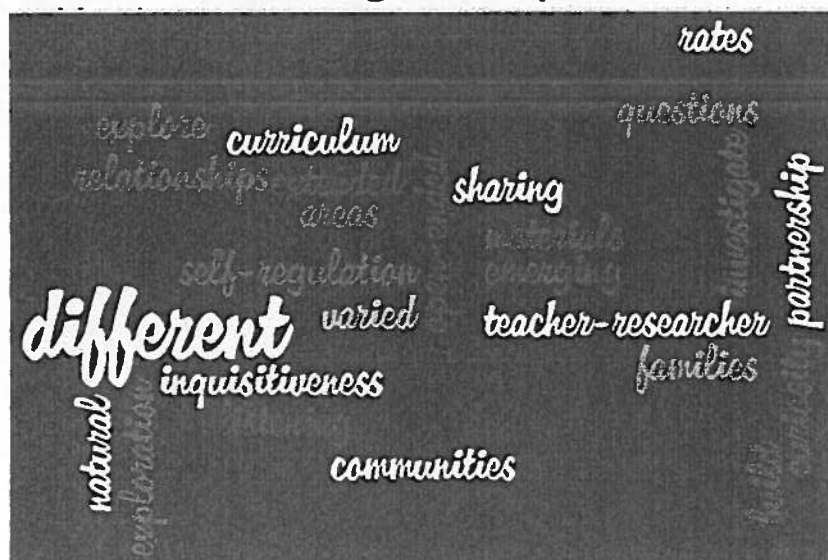
ECS On-line PD

October 23, 2013

Stephanie Ritcey, Gail Sajo



## Guiding Principles





## Questions to Ponder



- What are natural ways to respond to, expand on, and challenge children's interests and ideas?
- How might a project build and expand on what children already know?
- What opportunities are there for children to share points of view, learning, and ideas?

## More Questions to Ponder



- What different meaningful ways are there to connect children's interests and questions to literacy and numeracy, and to other curriculum areas?
- How might I help children plan and implement some of their thinking?
- How can families or other community resources be involved in meaningful and relevant ways?

## The Young Child

"A child looks at something we might have passed by without noticing. She watches closely and gives the ant her full attention. She exclaims, "Look! A red ant. I saw lots of black ones before, but not red." She crouches and watches. She asks many questions about ants before continuing and includes information about them she believes to be true.

What is happening here?



## At the Park...



When the child gets to the park, she runs to meet her friend. They quickly decide to play on the climber. Her friend hangs and sways, and reaches the next bar. She watches and says, "I'm going to try that, too." And she does. She succeeds and calls, "I did it! I got to the bar!"

What happens here?

How is this an example of learning through play?

## Learning Through Inquiry and Play

A child is building towers with blocks. The blocks topple, but he tries again only to see the blocks topple once more. Another child begins building a wall of blocks nearby. As the structure starts to get closer, blocks are requested and passed.

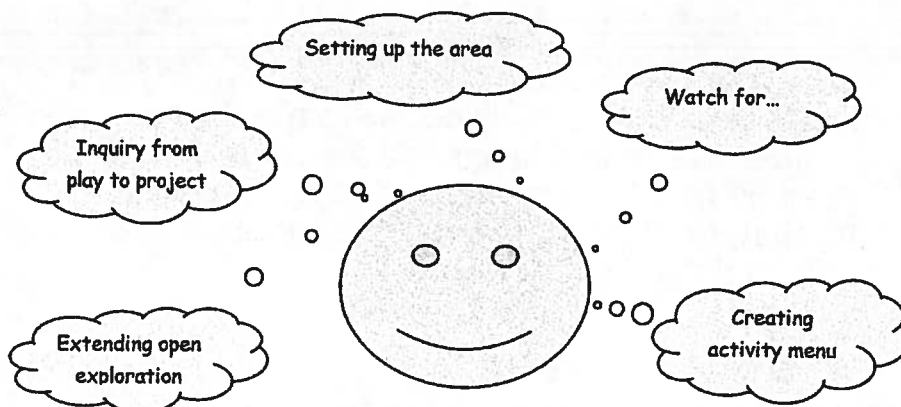
The children chat and a shared plan for a castle emerges. They encounter problems related to balance and design. They talk through solutions and try them, noticing how to revise and refine.

Agreeing that the castle is complete, their play shifts as they take on roles of kings defending their new environment against roaming dragons.

What is happening here?



## The Teacher's Role



## Observing and Documenting

Observations BEFORE Play	Observations DURING Play	Observations AFTER Play
Which children are the focuses of observation?	How is the child communicating?	What is the best way to share observations and with whom?
What method of observation works here? (video, note-taking, checklist, photographs, audio recording...)	In what type of play is the child engaged? (social, pretend, physical, object manipulation...)	How might the child's interests and questions be supported and responded to?
How can I streamline the observation to facilitate communication with learning team and/or parent?	What connections or relationship does the child seem to understand?	What resources and materials might be added to the area to enhance this child's learning and to motivate more engagement?
When might I collect portfolio evidence?	Is the child playing independently, with a classmate, or working alongside others but not really interacting?	What curricular area(s) might connect in a meaningful way with the play observed?
What is my specific focus for the observation? (interest, skill development...)	In what does the child seem most interested? Does the child approach the area with intention? Does the child remain committed to the area?	What intentional activities seem best to scaffold the child's learning?
	How does the child handle frustration, conflict, distraction, or novelty? Is the child able to self-regulate?	What new questions have been raised about the child's development, learning, and thinking?

"You can discover more about a person in an hour of play than in a year of conversation." - Plato

## Helping Curriculum Emerge from Children's Play



Responding to children's play by asking open-ended, inquiry-based questions, and offering supportive prompts can lead children to make powerful connections while promoting an emergent curriculum.

What does curriculum emerging from play look like in your learning space?



## Your Learning Environment

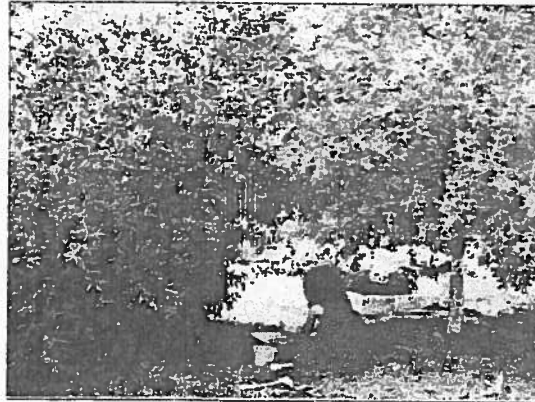
Indoor Spaces?



What do you see here?

## Your Learning Environment

Outdoor Spaces?



What do you see here?

## Exploring Language

What you Need to Establish the Environment:

- Quiet area; noisy areas
- Listening, writing, reading locations
- Table and chairs, surrounded by print resources and materials to encourage and record story-telling and writing



## Oral Language

- Allow for many types of conversation.
- Offer open and reflective questions and comments that invite responses.
- Invite questions and respect different ideas and points of view.
- Offer time and opportunity to share knowledge, discoveries, and questions.
- Invite storytelling, role-playing, and creative expression.
- Include listening, responding, and creating songs, poems, rhymes, and stories.
- Support children through modelling authentic experiences.
- Be sensitive to language needs and backgrounds of the children.
- Have opportunities for formal and informal chatter between children and adults.



## Language in Print



- Invite and display child generated print.
- Provide literacy rich materials and resources at each learning area (menus, maps, brochures, flyers, magazines, seed packets...).
- Offer functional and authentic environmental print (labels on classroom objects, displays).
- Include different genres of books and reading materials.
- Offer children access to different forms of print (books, posters, computers, word walls, charts...).
- Support print with visuals whenever possible.
- Encourage children to contribute and use print.
- Model literacy behaviours such as reading and writing in different content areas and for different purposes.



## Inquiry: From Play to Project



Consider the three explorations on pages 36-69: Collection A, B, and C.

What are some of your ah-ha moments from your explorations within these pages and your experiences within your learning spaces?

What are some challenges that you will encounter as you implement these ideas and strategies?

Share with the group what is working, and new ideas that you are going to try.

## Your Ideas, Thoughts, Comments



## Something to Think About

### Play = learning

As children move from the sandbox to the boardroom, play should be the cornerstone of their education.

The research is clear, playful pedagogy supports social, emotional, and academic strength while instilling the love of learning.

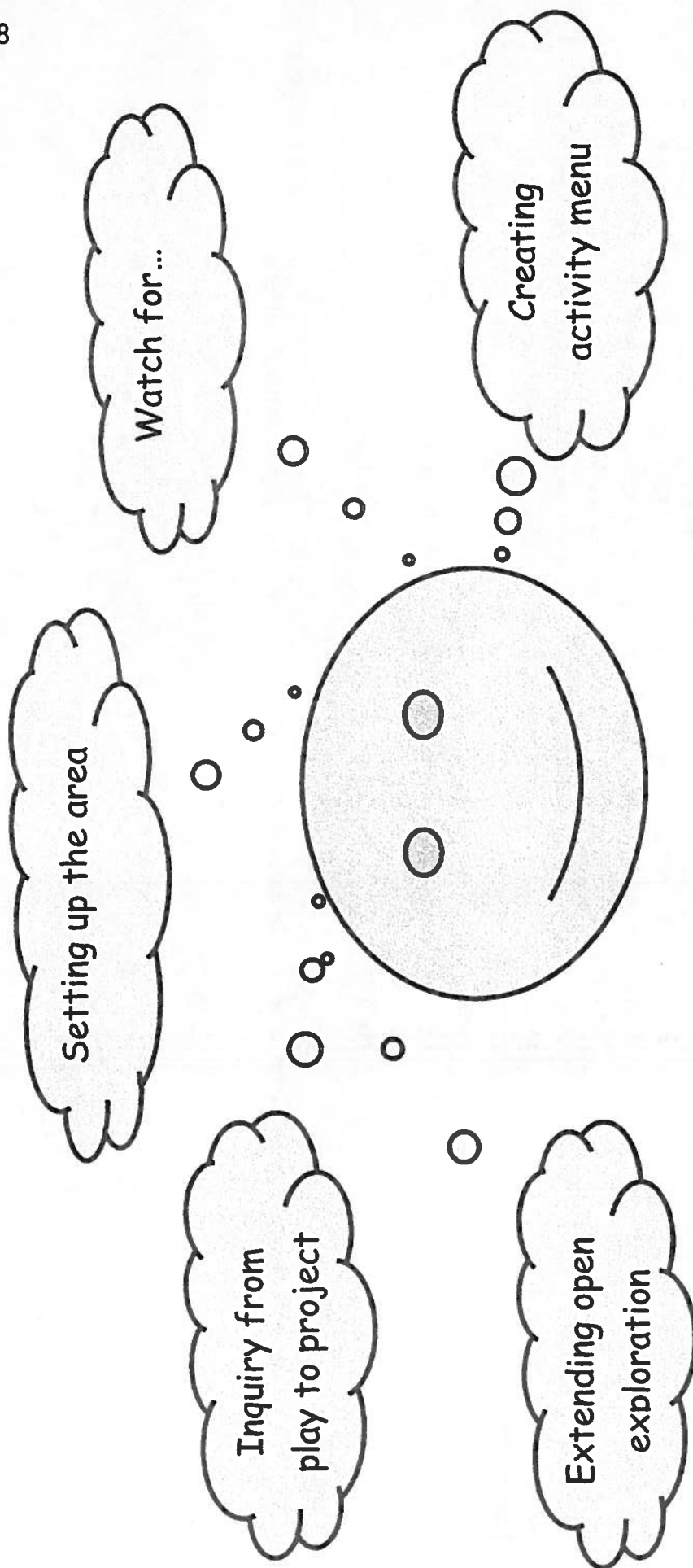
## Mark Your Calendars...

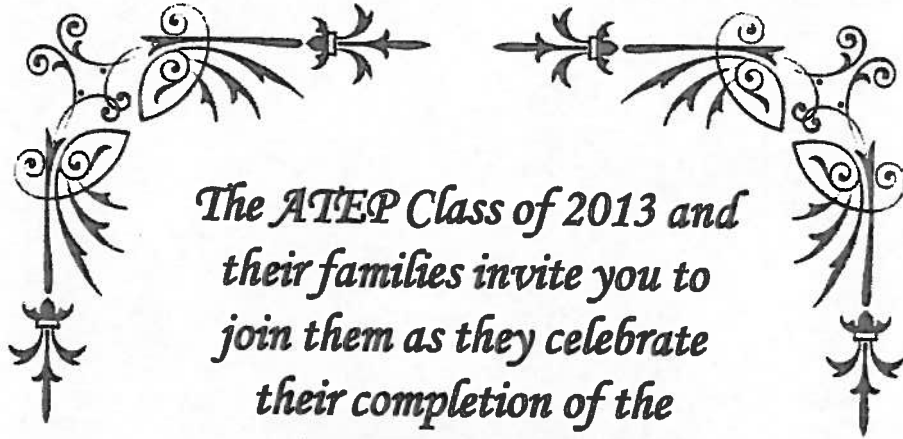


- December 10      Math; Outdoors
- January 21      Blocks and Building; Science
- February 25      Dramatic Play; Visual Arts
- April 22      Sand and Water

<b>Observations BEFORE Play</b>	<b>Observations DURING Play</b>	<b>Observations AFTER Play</b>
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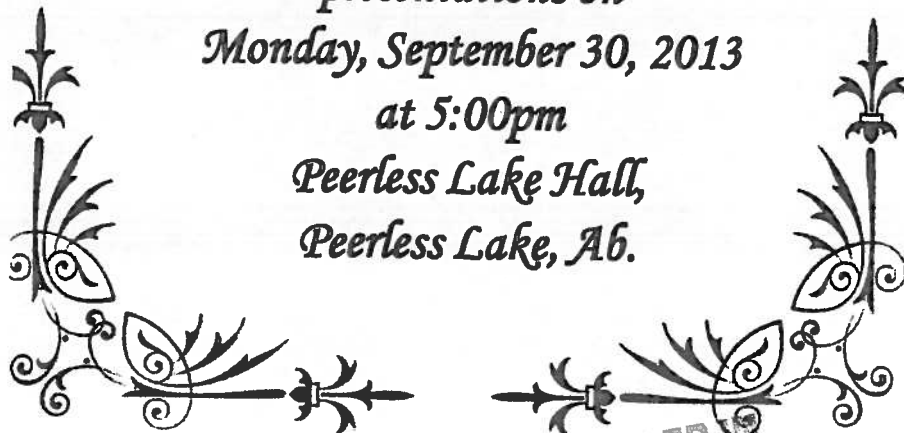
*The ATEP Class of 2013 and  
their families invite you to  
join them as they celebrate  
their completion of the  
Aboriginal Teaching  
Education Program.*

*Charlene Cardinal, Rose Oar,  
Louise Houle and Janet  
Yellowknee request your  
presence for dinner and  
presentations on*

*Monday, September 30, 2013*

*at 5:00pm*

*Peerless Lake Hall,  
Peerless Lake, Ab.*



FILED IN  
DOCUSHAPE





## Northland adopts Aboriginal-focused action plan

Delores Pruden-Barrie leads the FMNI action plan committee.

A new action plan launched by Northland School Division in northern Alberta focusing on First Nations, Métis and Inuit (FNMI) needs has educators hopeful that culture and community will improve division-wide student success.

"We have to meet the needs of the students first and our students are Métis and First Nation," Delores Pruden-Barrie, Northland's director of FNMI education, said in an interview with *The Journal*.

Pruden-Barrie led the drafting of the division wide FNMI Action Plan and said it's a crucial and historic moment for the school division.

"It's teaching beyond the four walls of our schools," she said. "This is what we feel is a very important role and need for our students to improve success: learning in their environment and learning about the well-being and connectedness of the community."

Northland serves 24 schools in northern Alberta and of the 2,400 students, 90 to 95 per cent are of First Nations, Métis or Inuit background.

For years, the division has been under pressure to address student success with achievement exam results consistently placing the majority of schools below the national and provincial average.

In 2010, Alberta Education drafted an Inquiry Team Report for the school division, which suggested strengthening Aboriginal language and content in Northland's schools.

Northland's committee of school administrators, Aboriginal language instructors and advisory board members, led by Pruden-Barrie, drew on recommendations from the report to create the FNMI Action Plan.

The plan was approved by the school board in September and will see implementation over a number of years, said Donna Barrett, superintendent of Northland.

"This is something that is going to happen over time," Barrett said. "We'll see growth, but this is not something that is going to be started and then done. It will be ongoing as we redesign the educational system to meet the needs of our students."



The FMNI action plan puts into writing many Aboriginal content and programming initiatives that Northland schools are already implementing, such as basket weaving programs and cultural camps.

“What we are trying to do now is go further with that, broaden the base of initiatives so that more things are happening across the curriculum in all of our schools. So it’s kind of building on that,” Barrett said.

She said that cultural content must be introduced around the standardized Alberta curriculum that all provincial schools adhere to. For example, students must do novel studies, but have flexibility as to which books are selected. The FMNI Action Plan would see Aboriginal authors or stories taught to students.

Another aspect of the action plan calls for an increase in community engagement through use of gatherings, newsletters and social media.

“Northland serves students in communities that are spread out through the North and there are different perspectives in each community about language and culture, and so part of the community engagement process, when you are designing curriculum that is responsive to the local context, you need to engage the community in that,” Barrett said.

Northland recently hired nearly 20 educators graduated from the Aboriginal Teachers Education Program (ATEP) who will be returning to their home communities to teach. The local teaching force will ideally provide guidance to current staff in community engagement.

As a Métis woman, Pruden-Barrie said an important aspect of her own education was tapping into her culture, and she would like to see the same for all students in Northland.

“This project is very, very important to me,” she said. “Everyone should have ownership in their own community and have a sense of belonging.”

Tags [northland school division](#) [student success](#)

## Share:



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Like 3

## Leave a Reply

You must be [logged in](#) to post a comment.

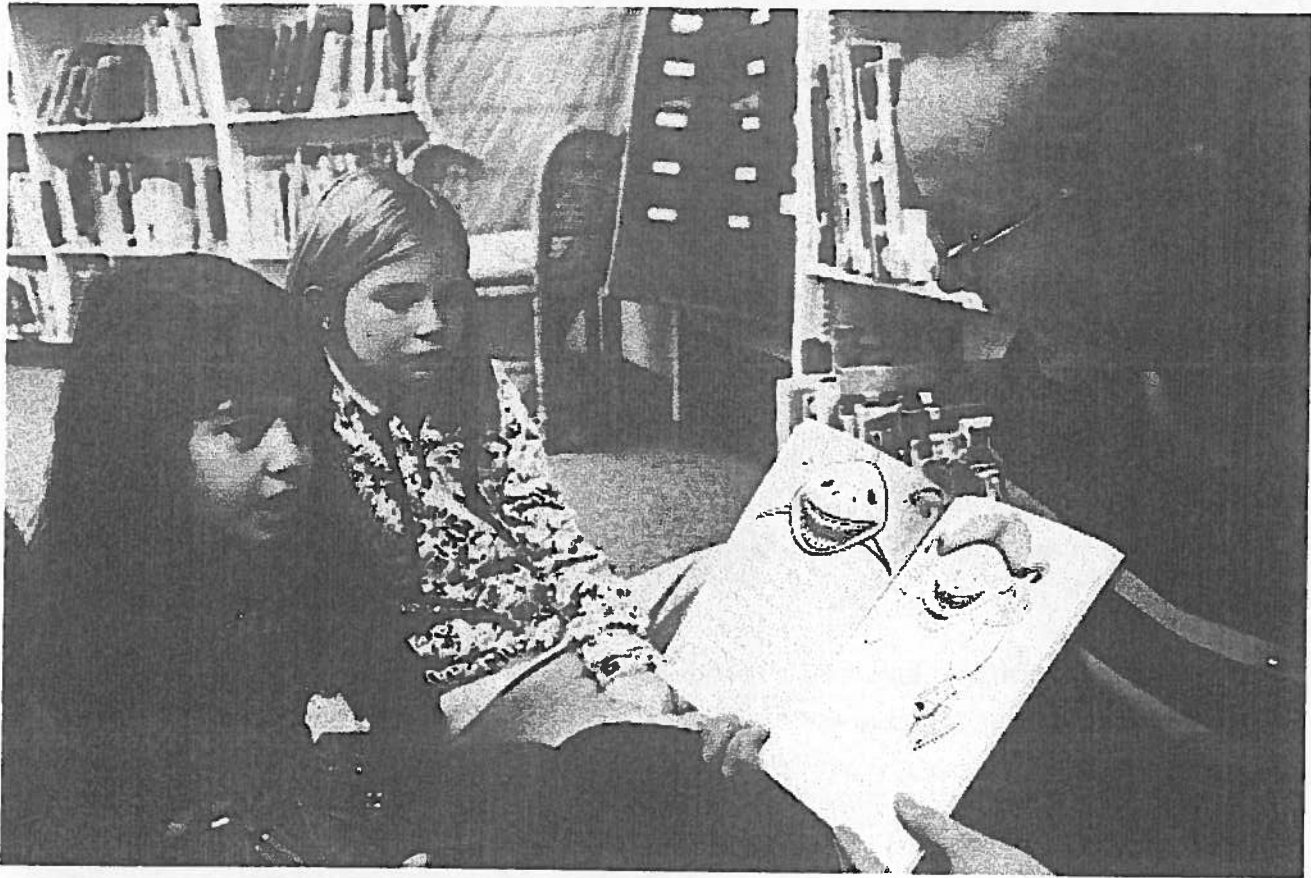
## Social Networks

-  [Facebook](#)
-  [Twitter](#)

# Early risers devour breakfast and books at Dunluce Elementary School

P. 73

BY ANDREA SANDS, EDMONTON JOURNAL NOVEMBER 11, 2013



Mylie Maldomeado, five (left), Shyann Dejong 9 and reading Dana Sargent are part of Dunluce School's early risers reading club. Kids in the school, which has lots of immigrant families who speak other languages, go to school early to eat breakfast and read. The program appears to be boosting literacy rates in its second year.

Photograph by: Bruce Edwards, Edmonton Journal

EDMONTON - Eight-year-old Marisa Au struggled with her reading when she joined Dunluce Elementary School's early risers reading club last spring.

Now in Grade 3, Marisa was one of about 20 students who regularly attended the club when it was established last March, after school staff decided it would be a fun way to combine breakfast and books.

This year, about 60 kids attend the reading club that meets at 8 a.m. three days each week. Teachers and parent volunteers serve up whole grain toast, fresh fruit, cereal and smoothies, then students head to the library to relax with some good books.

"Since last year, her reading has improved 100 per cent," said Marisa's mom, Brandi Middaugh. "Last year, she could barely write a sentence. This year she is writing pages of paragraphs."

The school, at 11735 162nd Ave., serves a diverse population of students, principal Bryan Evans said. Many kids come from families who speak other languages at home, including Arabic, Somali, Vietnamese, Punjabi, Urdu, Ormo, Turkish, Tagalog and Spanish. About 30 per cent of Dunluce students are English language learners and some have recently moved to Canada. Evans said.

languages. Banjac helped the early risers club win a grant recently from the Junior League of Edmonton that will help fund supplies and food for the next three years.

"To offer breakfast is vital for these kids, plus an opportunity to read with an adult. In our demographic, we have families that don't speak English at home," Banjac said. "Literacy is so important and some of these children haven't had the families that were able to read with them at home in those crucial years."

Although many schools offer literacy programs in and around Edmonton, a check with several other area school shows Dunluce might be the only school that combines a reading club with breakfast.

The early risers reading club started after Grade 1 French immersion teacher Marla Korcek, who previously ran a recess reading club at Dunluce, found time was too short. So she asked the principal if she could start an after-school club.

"He said, 'Well, why not in the morning and then we can also give them something to eat?' because I was seeing kids who don't eat breakfast, for whatever reason. ... By lunchtime, if they haven't eaten, their heads are on their desks and there's no learning going on," Korcek said. "I really see a difference in the kids who have been coming."

The club emphasizes reading for pleasure and builds the school's sense of community, Korcek said. Students see teachers working together with each other and with parents, and older students help distribute breakfast and act as reading mentors to younger students.

In the open, cheerful library, students gather in groups on the floor and at tables to hear stories read aloud. Others find a quiet spot alone to settle down with a book. Curious George, Clifford the Big Red Dog, Franklin the Turtle and Pippi Longstocking are painted on the library walls. Bulletin boards and posters promote reading with enthusiastic messages: "Books are treasures waiting to be discovered." "Turn the pages of your imagination."

Grade 4 student Perla Al-Hassanieh read a picture book called Song and Dance Man Wednesday morning in the library, but said she mostly reads chapter books and loves mysteries best.

"It just takes me into the story," said the eight-year-old student who speaks Arabic and reads often at home. "It's really fun."

[asands@edmontonjournal.com](mailto:asands@edmontonjournal.com)

[Twitter.com/Ansands](https://twitter.com/Ansands)

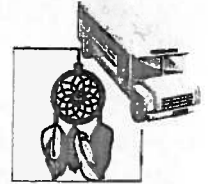
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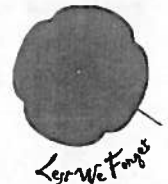
# YAHKOHTEW



November 2013

Tansi

I hope all of you had a great Halloween. Thank you to the drivers who sent Halloween photos in for Curtis to share! In most of the division the little ghosts and goblins had good weather. Quite a difference from last year!



November is here and so far we have had less winter than last year. With a little luck winter will give us a break, however we know it will arrive. Be prepared for winter, make sure that you have winter windshield washer fluid in your bus. Check the block heater to make sure it is operating. Find a good place with access to a plug in to park your bus for the winter. Try out your extension cord to make sure that it is not broken. Please read and become familiar with the Northland Emergency and Indement Weather Procedures. These are available in the Transportation Bulletin or in the Driver Handbook.

Please call if you have any questions. Thank you and safe driving!



## Driver Bi-Weekly Time Sheet Corrections:

Please accept our apologies for errors made in the recent time sheet corrections. The legislation is a little convoluted and we applied it incorrectly. (The correct instructions are indicated on the inside cover of the Bi-Weekly Time Log). This is how the legislation pertains to:

**Regular route drivers** using the new Bi Weekly time logs are required to **record every day** whether driving, on duty and off duty time.

**Spare drivers** on a regular route using the new Bi-Weekly time logs are required to **record the two previous days** whether driving, on duty or off duty time in addition to the days they drive.

**Spare or Regular Drivers** who are driving a field trip that is over 160 km from the school or overnight are required to **complete a daily log** for the days of the trip. It is these drivers who **must record 7 previous days** of driving/on duty or off duty time. Regular drivers may use their Bi-Weekly Time Log as the record. Spare drivers will have to record the 7 days on a Bi-Weekly Time Log sheet OR separate pages of the daily log.

Please call if you have any questions and we will be happy to assist you. Thank you

## WELLNESS CORNER

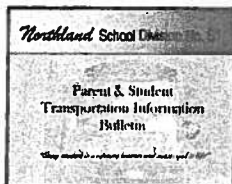
HEALTH

## CELL PHONE TIME



Northland Transportation is asking that school bus drivers and schools standardize their time by using the clocks displayed on their cell phones. Using cell phone time will help guarantee we are all running on time.

Drivers have you handed out the transportation bulletins to the families on your bus routes? Help to keep us all on the same page, if you need extras, please contact the office for more or pick them up at your local school.



## Christmas Photo Contest

The transportation department is sponsoring a Christmas Photo Contest. The contest is open to all regular drivers, contract or employees of Northland. Contest closes on Dec 20th. We have Christmas presents for three lucky contestants and we will show your photos off in upcoming newsletters.



ment is sponsoring a Christmas Photo Contest. The contest is open to all regular drivers, contract or employees of Northland. Contest closes on Dec 20th. We have Christmas presents for three lucky contestants and we will show your photos off in upcoming newsletters.

The criteria for the contest is:

Any photo in a Christmas scene with snow, decorations, students, Santa, reindeer, elves etc and your school bus. The photo can be from the inside or the outside of the bus..... but get a bus in the photo.

Email your photos to [Carmen.smith@nsd61.ca](mailto:Carmen.smith@nsd61.ca), text to 780 618-6736 or send it by mail to the transportation department at Northland School Division. Make sure to include your name so we can enter it into the contest.



Good Luck!



# Big Thank You!!

Thank you to all the drivers who worked so hard and did a great job getting their paperwork in on time. We had a very good response this year. As a Thank You transportation has a \$50.00 credit gift card for the first three drivers who got all their paperwork completed accurately and in on time. The winners are:

- ♦ Randall Sawan—Route #402 in East Prairie
- ♦ Agnes Sinclair—Route #431 in Sandy Lake
- ♦ Madeleine Andrew—Route #421 in East Prairie

For those of you who haven't turned in all the necessary documents, we need the following documents ASAP. Bus Passenger List & Route Map, Odometer Reading, Seating Plan, Bus Emergency Evacuation Helper, Route Assessment Checklist and First School Bus Evacuation Report! Thank you!



## NORTHLAND BUSES THAT REQUIRE NOVEMBER CVIP'S

#503 #510 #544 #543

Please ensure that these busses are taken to an approved repair facility prior to the end of November. Make certain that you inform the mechanics if you have any items that need repair!

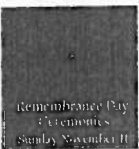
## NORTHLAND DRIVER OF THE MONTH.....



..... IS THIS  
WHAT HAPPENS TO  
PERFECTLY  
NORMAL BUS  
DRIVERS ON  
HALLOWEEN  
EEK!!!  
GUESS WHO??

**GREAT COSTUME..... THANKS FOR SHARING**

## Dates to Remember



Nov 3rd—Daylight Savings Time (turn your clocks back )

Nov 7th —casual driver pay

Nov 11th—Remembrance Day

Nov 14th—regular driver advance

Nov 21st —casual driver pay

Nov 28th—regular driver pay day

Dec 20th—Christmas Contest deadline



## SAFETY

5

### Defensive Driving

Each year Canadians are involved in over 650,000 motor vehicle collisions.

"Defensive driving is driving to prevent collisions in spite of the incorrect actions of others and adverse conditions"

There are six conditions affecting driving: light, weather, road, traffic, vehicle and driver. Of these condition "driver" is the one over which you have the most influence. As the school bus driver; are you ready and able to drive? Are you well rested and alert? Are you going out to do the best job that you can do?

The correct attitude towards school bus driving will lead to correct actions. Actions can assist you to deal with light, weather, road, traffic and vehicle.

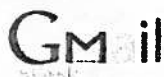
Do not allow yourself to become complacent about vehicle inspections, rules of the road and correct student safety procedures.

A good attitude towards driving encourages good driving habits which in turn provide a safe ride for you and your passengers in your school bus and personal vehicle.

**Drive Safe!**



INFORMATION CORNER



## Fwd: Economic Benefit of APPLE Schools & Follow Up from November 12 Meeting

Donna Barrett <donna.barrett@nsd61.ca>  
To: Ann Rosin <ann.rosin@nsd61.ca>

Thu, Nov

Include in Supt package

Sent from my iPhone

Begin forwarded message:

From: Erin Wright <ewright@ualberta.ca>  
Date: November 21, 2013 at 11:11:21 AM MST  
To: Cheryl Shinkaruk <Cheryl.Shinkaruk@ecsd.net>, joan.cam@ecsd.net, Brian LeMessurier <brian.lemessurier@aspenview.org>, Darrel Robertson <darrel.robertson@epsb.ca>, C Jackson <Debbie.Jackson@epsb.ca>, nancy.petersen@epsb.ca, Michael Hauptman <michaelh@eics.ab.ca>, Alene Mutaia <alenem@eics.ab.ca>, jodyarcand@yahoo.ca, Donna.Barrett@nsd61.ca, Don.Tessier@nsd61.ca, Ed <ed.wittchen@telus.net>, Kent.Pharis@epsb.ca  
Subject: Economic Benefit of APPLE Schools & Follow Up from November 12 Meeting

Dear Superintendents and District Senior Staff,

Thank you again to those who were able to attend the APPLE Schools meeting on Tuesday November 12, 2013. Following the meeting, some research related to APPLE Schools has shared by our Principal Investigator, Dr. Veugelers at the National Forum for Public Health.

Initially, using preliminary data, it was reported that for every dollar spent in APPLE Schools, there is a \$4 savings for future health care costs. Upon further analysis, Dr. Veugelers has that the actual cost savings to future health care costs from APPLE Schools is a one dollar to \$13 ratio. This economic benefit of APPLE Schools does not include the cost-savings in mental health and self-esteem, quality of life, or academic achievement.

This incredible cost-effective impact is a result of all of your hard work to create sustainable healthy school communities. Schools in your school jurisdiction not only provide great learning health outcomes, but the life-long effects on individual health will greatly reduce health care costs in the future.

We hope you found value in getting together on November 12th, and would appreciate your participation in a quick survey to help us continue to improve in the future.

Please complete survey prior to Dec. 2, 2013: <https://www.surveymonkey.com/s/WJR2Z4Y>

The last question of the survey asks for your vote on a proposed new tagline for APPLE Schools. Please see the attached document for a visual of the options for a new tagline. Even if you did not attend the meeting, we would like your input on a new tagline for APPLE Schools.

As always, if you have any questions or concerns please don't hesitate to ask.

Erin

Erin Wright  
Edmonton Regional Manager, APPLE Schools  
Centre for Education  
1 Kingsway Avenue  
Edmonton, Alberta T5H 4G9  
P: 780-429-8470  
C: 780-278-3746  
[erwright@ualberta.ca](mailto:erwright@ualberta.ca)  
[www.appleschools.ca](http://www.appleschools.ca)



A

Today's Healthy Learners,  
Tomorrow's Effective Leaders



B

Planting the Seeds Today  
for a Healthy Tomorrow



C

Choose...  
Live...  
Be...  
Healthy  
apple  
SCHOOLS

What do YOU think APPLE Schools' new tagline should be?

D

Healthy Bodies, Healthy Minds,  
Healthy Communities



E

Leading the Way to a  
Healthy and Active Alberta







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**Fwd: Nominate a Great Kid!**

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**Donna Barrett** <donna.barrett@nsd61.ca>  
To: Ann Rosin <ann.rosin@nsd61.ca>

Wed, Oct 23, 2013 at 5:40 PM

Include in the next board package.

Sent from my iPhone

Begin forwarded message:

**From:** "Minister Dave Hancock" <hs.minister@gov.ab.ca>  
**Date:** 22 October, 2013 10:13:12 AM MDT  
**To:** "donna.barrett@northland61.ab.ca" <donna.barrett@northland61.ab.ca>  
**Subject:** **Nominate a Great Kid!**

If you are having difficulty viewing this email properly, please click here:  
<http://www.industrymailout.com/Industry/View.aspx?id=498023&q=649792339&qz=5dccd4>

## 2014 Great Kids Awards

I am pleased to open nominations for the 2014 Great Kids Award.

Every year, young leaders make a positive difference through their outstanding contributions - at home, at school, and in their communities. We want to thank them for their great achievements and share their stories to inspire other Albertans to reach their full potential and build a better Alberta.

The Alberta government will honour 16 Great Kids and all nominees at an awards ceremony at the Fantasyland Hotel in Edmonton in April 2014. All winners will receive a trophy, accommodations at Fantasyland Hotel and a prize package from IBM. Investing in youth is one way the Alberta government is investing in families and communities to build a better Alberta.

### Nominate a Great Kid!

We encourage you to nominate a special child or youth whose generosity, leadership, courage, and compassion have made a positive impact on your life or community.

Print off the nomination form; fill it out and fax, mail or email it to:

**GREAT KIDS AWARD**  
Alberta Human Services  
Community Partnerships Branch  
10th Floor, Sterling Place  
9940 106 Street  
Edmonton, Alberta T5K 2N2  
**Fax:** 780-644-2671

11/21/13

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Northland School Division No. 61 Mail - Fwd: Nominate a Great Kid!

**Email:** [HS.greatkids@gov.ab.ca](mailto:HS.greatkids@gov.ab.ca)

All nominations must be received by **December 9, 2013 at 4:00 p.m.**

For more information, please visit [www.greatkids.alberta.ca](http://www.greatkids.alberta.ca), call 780-415-8150 (for toll-free access, dial 310-000) or email [HS.greatkids@gov.ab.ca](mailto:HS.greatkids@gov.ab.ca).

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# Chairman's Report November 27, 2013

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## October, 2013

25	Peavine	Meeting with Settlement Council Administrator
	Grouard	School Visit
	Gift Lake	School Visit
	Wabasca	Meeting with Chair Local School Board Committee
29 (pm)	Edmonton	Meeting with Alberta Education
31	Calling Lake	School Visit
	Wabasca	School Visit (Mistassiniy)
		Meeting with Bigstone Cree First Nation – Education
		Slave Lake – Maintenance Committee Meeting

## November 2013

1	Slave Lake	Quality of Work Life Committee Meeting
3 (pm)	Grande Prairie	Travel
4	Grande Prairie	Zone 1 Alberta School Boards Association (ASBA) Meeting
5	Ft. Chipewyan	Community Meeting
6	Ft. Chipewyan	School Visit/Community Visit
8 (am)	Edmonton	Pre-negotiations Meeting
13	Gift Lake	School Visit/ Meeting with principal re: health concerns
	Wabasca	Travel
14	Wabasca	Meeting with Chief and Council Bigstone Cree First Nation
15	Edmonton	Meeting with Chairperson, Gift Lake Metis Settlement
		Meeting with CEO Kee Tas Kee Now Tribal Council
18	Edmonton	Alberta School Boards Association (ASBA) Fall Annual General Meeting
19	Edmonton	Alberta School Boards Association (ASBA) Fall Annual General Meeting
		Special Board Meeting
		Meeting with MLA, Pearl Calahasen
20	Edmonton	University of Alberta Fall Convocation
	Peace River	Travel
21	Ft. Chipewyan	Expulsion Hearing
22	Peace River	Agenda Review Committee Meeting
25	Edmonton	Meeting with the Auditor General re: Northland School Division #61, Annual Financial Statement- Exit Meeting
26	Peace River	Advisory Committee Meeting
27	Peace River	General Board Meeting

## Committed Dates

November 28	Wabasca	Literacy Evening
December 3	Keg River	LSBC Meeting
December 10	Sandy Lake	LSBC Meeting



**NORTHLAND SCHOOL DIVISION NO. 61  
LOCAL SCHOOL BOARD COMMITTEE REPORT  
2013/2014 SCHOOL YEAR  
PERIOD ENDING - NOVEMBER 14, 2013**

	<b>Future Pay Out</b>	<b>Paid During Yr.</b>	<b>Total Pd. &amp; Committed</b>	<b>Budget</b>	<b>Difference</b>	<b>Percent Expended</b>
<b><u>Anzac</u></b>						
Quarterly Honorarium	4,920.00		4,920.00	4,920.00	-	
Travel & Subsistence			-	5,032.00	5,032.00	
In - Service			-		-	
Prior Year Carryover			-		-	
Casual Labour, Supplies & Awards			-	250.00	250.00	
Total	4,920.00	-	4,920.00	10,202.00	5,282.00	48.2%
<b><u>Athabasca Delta</u></b>						
Quarterly Honorarium	4,920.00		4,920.00	4,920.00	-	
Travel & Subsistence			-	5,340.00	5,340.00	
In - Service			-		-	
Prior Year Carryover			-		-	
Casual Labour, Supplies & Awards			-	250.00	250.00	
Total	4,920.00	-	4,920.00	10,510.00	5,590.00	46.8%
<b><u>Bishop Routhier</u></b>						
Quarterly Honorarium	4,920.00		4,920.00	4,920.00	-	
Travel & Subsistence			-	1,992.00	1,992.00	
In - Service			-		-	
Prior Year Carryover			-		-	
Casual Labour, Supplies & Awards		1,171.65	1,171.65	250.00	(921.65)	
Total	4,920.00	1,171.65	6,091.65	7,162.00	1,070.35	85.1%
<b><u>Calling Lake</u></b>						
Quarterly Honorarium	4,920.00		4,920.00	4,920.00	-	
Travel & Subsistence			-	3,060.00	3,060.00	
In - Service			-		-	
Prior Year Carryover			-		-	
Casual Labour, Supplies & Awards			-	250.00	250.00	
Total	4,920.00	-	4,920.00	8,230.00	3,310.00	59.8%
<b><u>Chipewyan Lakes</u></b>						
Quarterly Honorarium	4,920.00		4,920.00	4,920.00	-	
Travel & Subsistence			-	2,740.00	2,740.00	
In - Service			-		-	
Prior Year Carryover			-		-	
Casual Labour, Supplies & Awards			-	250.00	250.00	
Total	4,920.00	-	4,920.00	7,910.00	2,990.00	62.2%
<b><u>Conklin</u></b>						
Quarterly Honorarium	4,920.00		4,920.00	4,920.00	-	
Travel & Subsistence			-	4,144.00	4,144.00	
In - Service			-		-	
Prior Year Carryover			-		-	
Casual Labour, Supplies & Awards			-	250.00	250.00	
Total	4,920.00	-	4,920.00	9,314.00	4,394.00	52.8%

	Future Pay Out	Paid During Yr.	Total Pd. & Committed	Percent Expended	
				Budget	Difference
<b><u>Dr. Mary Jackson</u></b>					
Quarterly Honorarium	4,920.00		4,920.00	4,920.00	-
Travel & Subsistence			-	2,184.00	2,184.00
In - Service			-		-
Prior Year Carryover			-		-
Casual Labour, Supplies & Awards		101.60	101.60	250.00	148.40
Total	4,920.00	101.60	5,021.60	7,354.00	2,332.40
					68.3%
<b><u>East Prairie</u></b>					
Quarterly Honorarium	4,920.00		4,920.00	4,920.00	-
Travel & Subsistence		272.19	272.19	2,128.00	1,855.81
In - Service			-		-
Prior Year Carryover			-		-
Casual Labour, Supplies & Awards			-	250.00	250.00
Total	4,920.00	272.19	5,192.19	7,298.00	2,105.81
					71.1%
<b><u>Elizabeth</u></b>					
Quarterly Honorarium	4,920.00		4,920.00	4,920.00	-
Travel & Subsistence			-	3,816.00	3,816.00
In - Service			-		-
Prior Year Carryover			-		-
Casual Labour, Supplies & Awards			-	250.00	250.00
Total	4,920.00	-	4,920.00	8,986.00	4,066.00
					54.8%
<b><u>Father R Perin</u></b>					
Quarterly Honorarium	4,920.00		4,920.00	4,920.00	-
Travel & Subsistence			-	4,144.00	4,144.00
In - Service			-		-
Prior Year Carryover			-		-
Casual Labour, Supplies & Awards			-	250.00	250.00
Total	4,920.00	-	4,920.00	9,314.00	4,394.00
					52.8%
<b><u>Fort McKay</u></b>					
Quarterly Honorarium	4,920.00		4,920.00	4,920.00	-
Travel & Subsistence			-	4,144.00	4,144.00
In - Service			-		-
Prior Year Carryover			-		-
Casual Labour, Supplies & Awards			-	250.00	250.00
Total	4,920.00	-	4,920.00	9,314.00	4,394.00
					52.8%
<b><u>Gift Lake</u></b>					
Quarterly Honorarium	4,920.00		4,920.00	4,920.00	-
Travel & Subsistence			-	2,292.00	2,292.00
In - Service			-		-
Prior Year Carryover			-		-
Casual Labour, Supplies & Awards			-	250.00	250.00
Total	4,920.00	-	4,920.00	7,462.00	2,542.00
					65.9%
<b><u>Grouard</u></b>					
Quarterly Honorarium	4,920.00		4,920.00	4,920.00	-
Travel & Subsistence		1,800.34	1,800.34	2,028.00	227.66
In - Service			-		-
Prior Year Carryover			-		-
Casual Labour, Supplies & Awards			-	250.00	250.00
Total	4,920.00	1,800.34	6,720.34	7,198.00	477.66
					93.4%

	Future Pay Out	Paid During Yr.	Total Pd. & Committed	Budget	Difference	Percent Expended
<b><u>J.F. Dion</u></b>						
Quarterly Honorarium	4,920.00		4,920.00	4,920.00	-	
Travel & Subsistence		38.38	38.38	4,052.00	4,013.62	
In - Service		-	-		-	
Prior Year Carryover		-	-		-	
Casual Labour, Supplies & Awards			-	250.00	250.00	
Total	4,920.00	38.38	4,958.38	9,222.00	4,263.62	53.8%
<b><u>Kateri</u></b>						
Quarterly Honorarium	4,920.00		4,920.00	4,920.00	-	
Travel & Subsistence		2,043.48	2,043.48	2,416.00	372.52	
In - Service		-	-		-	
Prior Year Carryover		-	-		-	
Casual Labour, Supplies & Awards			-	250.00	250.00	
Total	4,920.00	2,043.48	6,963.48	7,586.00	622.52	91.8%
<b><u>Little Buffalo</u></b>						
Quarterly Honorarium	4,920.00		4,920.00	4,920.00	-	
Travel & Subsistence			-	1,880.00	1,880.00	
In - Service			-		-	
Prior Year Carryover			-		-	
Casual Labour, Supplies & Awards			-	250.00	250.00	
Total	4,920.00	-	4,920.00	7,050.00	2,130.00	69.8%
<b><u>Mistassiniy</u></b>						
Quarterly Honorarium	4,920.00		4,920.00	4,920.00	-	
Travel & Subsistence		371.12	371.12	2,836.00	2,464.88	
In - Service		-	-		-	
Prior Year Carryover		-	-		-	
Casual Labour, Supplies & Awards		954.02	954.02	250.00	(704.02)	
Total	4,920.00	1,325.14	6,245.14	8,006.00	1,760.86	78.0%
<b><u>Paddle Prairie</u></b>						
Quarterly Honorarium	4,920.00		4,920.00	4,920.00	-	
Travel & Subsistence		100.00	100.00	2,288.00	2,188.00	
In - Service		-	-		-	
Prior Year Carryover		-	-		-	
Casual Labour, Supplies & Awards		-	-	250.00	250.00	
Total	4,920.00	100.00	5,020.00	7,458.00	2,438.00	67.3%
<b><u>Peerless Lake</u></b>						
Quarterly Honorarium	4,920.00		4,920.00	4,920.00	-	
Travel & Subsistence			-	2,340.00	2,340.00	
In - Service			-		-	
Prior Year Carryover			-		-	
Casual Labour, Supplies & Awards			-	250.00	250.00	
Total	4,920.00	-	4,920.00	7,510.00	2,590.00	65.5%
<b><u>Pelican Mountain</u></b>						
Quarterly Honorarium	4,920.00		4,920.00	4,920.00	-	
Travel & Subsistence			-	3,096.00	3,096.00	
In - Service			-		-	
Prior Year Carryover			-		-	
Casual Labour, Supplies & Awards			-	250.00	250.00	
Total	4,920.00	-	4,920.00	8,266.00	3,346.00	59.5%

	Future Pay Out	Paid During Yr.	Total Pd. & Committed	Budget	Difference	Percent Expended
<b><u>St. Theresa</u></b>						
Quarterly Honorarium	4,920.00		4,920.00	4,920.00	-	
Travel & Subsistence		-	-	2,860.00	2,860.00	
In - Service			-		-	
Prior Year Carryover			-		-	
Casual Labour, Supplies & Awards			-	250.00	250.00	
Total	4,920.00	-	4,920.00	8,030.00	3,110.00	61.3%
<b><u>Susa Creek</u></b>						
Quarterly Honorarium	4,920.00		4,920.00	4,920.00	-	
Travel & Subsistence			-	2,984.00	2,984.00	
In - Service			-		-	
Prior Year Carryover			-		-	
Casual Labour, Supplies & Awards			-	250.00	250.00	
Total	4,920.00	-	4,920.00	8,154.00	3,234.00	60.3%
<b>GRAND TOTAL</b>	108,240.00	6,852.78	115,092.78	181,536.00	66,443.22	

TOTAL NUMBER OF LSBC WITHIN BUDGET	22	66,443.22
TOTAL NUMBER OF LSBC <b>OVER BUDGET</b>	0	-
TOTAL NUMBER OF LSBC	22	66,443.22



**NORTHLAND SCHOOL DIVISION NO. 61**  
**BOARD REPORT**  
**2013/2014 SCHOOL YEAR**  
**PERIOD ENDING - NOVEMBER 14, 2013**

**ELECTIONS**

	ACTUAL	BUDGET	VARIANCE
REMUNERATION TRUSTEES	-	-	-
EMPLOYEE BENEFITS--TRUSTEES	-	-	-
POSTAGE--ELECTIONS	11.23	-	(11.23)
INSERVICE--ELECTIONS	-	-	-
RENUMERATION--ELECTIONS	5,810.00	30,000.00	24,190.00
TRAVEL & SUBSISTENCE--ELECTIONS	2,313.56	140,000.00	137,686.44
PRINTING & BINDING--ELECTIONS	3,201.74	10,000.00	6,798.26
ADVERTISING--ELECTIONS	12,242.11	20,000.00	7,757.89
OFFICE SUPPLIES--ELECTIONS	725.82	10,000.00	9,274.18
<b>SUB-TOTAL</b>	<b>24,304.46</b>	<b>210,000.00</b>	<b>185,695.54</b>

**COMMITTEES**

REMUNERATION TRUSTEES	-	-	-
EMPLOYEE BENEFITS - TRUSTEES	-	-	-
TRAVEL & SUBSISTENCE-PERSONNEL	-	-	-
TRAVEL & SUBSISTENCE-EDUCATION	-	-	-
TRAVEL & SUBSISTENCE-FINANCE	-	-	-
TRAVEL & SUBSISTENCE-NEGOTIATION	67.74	-	(67.74)
TRAVEL & SUBSISTENCE-PAC	-	-	-
TRAVEL & SUBSISTENCE-AD HOC	-	40,000.00	40,000.00
TRAVEL & SUBSISTENCE-QUALITY OF WORK LIFE	-	15,000.00	15,000.00
TRAVEL & SUBSISTENCE-KTC PARTNERSHIP	-	-	-
TRAVEL & SUBSISTENCE-MARTIN ABORIGINAL INITIAT	-	-	-
TRAVEL & SUBSISTENCE-POLICY REVIEW	-	-	-
TRAVEL & SUBSISTENCE - NCET-NSD ENGAGEMENT	-	-	-
TRAVEL & SUBSISTENCE - RED EARTH TRANSFER	-	-	-
<b>SUB-TOTAL</b>	<b>67.74</b>	<b>55,000.00</b>	<b>54,932.26</b>

**OTHER EXPENSES**

REMUNERATION TRUSTEES	-	-	-
RENUMERATION - RECRUITMENT	-	-	-
REMUNERATION TRUSTEES - RETREAT	-	-	-
EMPLOYEE BENEFITS - TRUSTEES	610.70	-	(610.70)
EMPLOYEE BENEFITS - RECRUITMENT	-	-	-
PROFESSIONAL SERVICES	-	200,000.00	200,000.00
IN-SERVICE - BOARD	-	110,000.00	110,000.00
IN-SERVICE - BOARD (ORIENTATION)	-	100,000.00	100,000.00
IN-SERVICE - N.S.D. P.D. - TRUSTEES	-	-	-
LEGAL FEES - BOARD TRUSTEES	-	10,000.00	10,000.00
RENUMERATION ALTERNATES	-	-	-
VISA PURCHASES - TRUSTEE	45.19	-	(45.19)
TELEPHONE - TRUSTEE	287.56	5,000.00	4,712.44
TELEPHONE - VICE CHAIRMAN	-	-	-
TRAVEL & SUBSISTENCE - BOARD/OTHER	24,792.02	110,000.00	85,207.98
TRAVEL & SUBSISTENCE - PSBA	-	-	-
TRAVEL & SUBSISTENCE - ASBA	-	-	-
TRAVEL & SUBSISTENCE - TRUSTEE	-	-	-
TRAVEL & SUBSISTENCE - VICE CHAIRMAN	-	-	-
TRAVEL & SUBSISTENCE - RECRUITMENT	-	-	-
A.S.B.A. & P.S.B.A. FEES - BOARD	4,135.64	38,000.00	33,864.36
PRINTING & BINDING	194.12	2,000.00	1,805.88
INSURANCE - BOARD OF TRUSTEES	178.79	250.00	71.21
ADVERTISING - BOARD	175.63	5,000.00	4,824.37
OFFICE SUPPLIES	74.94	500.00	425.06
AWARDS	4.05	16,500.00	16,495.95
POSTAGE - BOARD	-	4,000.00	4,000.00
FURNITURE& EQUIPMENT	-	5,000.00	5,000.00
<b>SUB-TOTAL</b>	<b>30,498.64</b>	<b>606,250.00</b>	<b>575,751.36</b>
<b>TOTAL</b>	<b>54,870.84</b>	<b>871,250.00</b>	<b>816,379.16</b>





# EDMONTON CATHOLIC SCHOOLS

Growing in the **SPIRIT**

November 12, 2013

Dear Members of the Alberta School Boards Association:

It is with pleasure that I announce my support for the candidacy of Trustee Debbie Engel for the position of Vice-President of the Alberta School Boards Association.

Debbie has a wealth of experience and much to offer. In addition to being an outstanding trustee, Vice-Chair (3 years) and Chair (7 years) of Edmonton Catholic Schools, Debbie also served on the ASBA Board of Directors for three 18 month terms. As our Board Chair, Debbie has demonstrated excellent communication skills in dealing with the media, conducting Board meetings, and advocating for public education. Debbie is a quintessential relationship builder, and has a deep understanding of current issues in education.

Please support Debbie Engel for Vice-President of the Alberta School Boards Association.

Sincerely,

Cindy Olsen  
Board Chair

Board of Trustees  
Joan Carr, Superintendent

#### BOARD OF TRUSTEES

**Patricia Grell**

Ward 71

**Larry Kowalczyk**

Ward 72

**Cindy Olsen**

Ward 73

**Debbie Engel**

Ward 74

**John Acheson**

Ward 75

**Marilyn Bergstra**

Ward 76

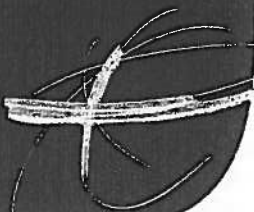
**Laura Thibert**

Ward 77

**Joan Carr**

Superintendent

Catholic Education Services  
9807-106 Street  
Edmonton AB T5K 1C2  
T: 780 441-6002  
F: 780 423 6739  
www.ecsd.net






**CALGARY CATHOLIC SCHOOL DISTRICT**
**Office of the Board of Trustees**

**Chair**  
 Mary Martin

November 5, 2013

Dear Colleagues:

**Vice-Chair**  
 Linda Wellman

Margaret Belcourt

The Board of Trustees of Calgary Catholic School District is pleased to announce our endorsement of Trustee Cathie Williams as candidate for President of the Alberta School Boards Association (ASBA).

Cheryl Low

Serafino Scarpino

Cathie was first elected to the Board of Trustees of CSSD in 2001. She has served our board as Chair (2004-2007), Vice-Chair (2002-2004), Zone 5 representative ASBA (2001-2003), ASBA Director (2003-2004, 2011-2013), Chair of our Audit Committee (2010-2013) and as a Director of ASBA has presented the budget (2012, 2013) and was just recently appointed to PDAC.

Peter Teppler

Cathie Williams

Acclaimed in this past election, Cathie has been a strong advocate for public education and has had a positive impact on decisions regarding education, governance and advocacy initiatives. Our district serves just over 51,000 students from metro Calgary, the urban area of Airdrie and the rural areas of Chestermere and Cochrane. As a trustee of CSSD Cathie is conversant with the diversity of needs of those we serve.

Cathie has supported and been an active community volunteer for over 20 years with organizations that support public education and is committed to providing quality education for all that comes to us.

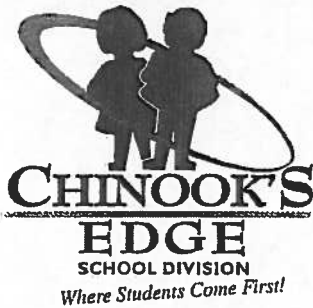
We ask for your support of Cathie Williams as President of ASBA. Cathie believes in Alberta's public education system and that ASBA is and should be the united voice of elected school boards in Alberta.

Sincerely,

Mary Martin  
 Chair, Board of Trustees

cc: Board of Trustees  
 Gary Strother, Chief Superintendent





November 4, 2013

Dear Board Chairs/Trustees:

I am pleased to recommend to you Sherry Cooper for the position of President of the Public School Boards' Association of Alberta (PSBAA). Sherry has been a trustee with Chinook's Edge for nine years, and was our representative on the PSBAA Council for three years. She has served as 2nd Vice President of PSBAA for the past four years and has been very active serving on and chairing various committees of our Board.

Sherry is a hard worker who has the ability to think 'outside the box'. She is very perceptive and is solution oriented. When she decides to do something, it happens.

Sherry is a "political animal" with many connections within government and with the MLAs generally. These connections will serve PSBAA well as she lobbies government on our behalf. She is approachable, a good listener, and meets and talks to people easily.

Sherry will be very effective in carrying forward the goals of PSBAA and the interests of member boards as she worked closely with our past President and is well poised to carry on that very important work.

On behalf of Chinook's Edge, I ask for your Board's support for Sherry at the PSBAA AGM this month.

Yours truly,

Colleen Butler  
Chair, Board of Education





Phone: (780) 826-3145  
 Fax: (780) 826-4600  
 Website: [www.nlsd.ab.ca](http://www.nlsd.ab.ca)  
 Twitter: @NLSD69



Division Office  
 6005 - 50 Avenue  
 Bonnyville, Alberta  
 T9N 2L4

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**Working Together to Help Every Student Learn and Excel**

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November 2013

Dear Colleagues:

It is with great pleasure that the Board of Trustees for Northern Lights School Division No. 69 (NLSD) unanimously support Arlene Hrynyk in her bid to run for President of the Public School Boards' Association of Alberta.


Arlene is entering her 5<sup>th</sup> term as a trustee and has served as either the Chair or Vice-Chair for NLSD for most of that time. In addition, she has served as Vice Chair and Chair of Alberta School Boards' Association (ASBA) Zone 2/3 for the past 3 years and has been well respected in those positions. She has chaired the NLSD Political Advocacy Committee for most of her trusteeship, the Zone 2/3 Edwin Parr Awards for the past 3 years and played a strong role in the annual MLA Advocacy event for the Zone, and she understands the importance of strong advocacy for metro, rural and urban issues. Her work in these areas has gained her much respect within our Board and across the Zone.

Arlene is well organized, progressive, reflective, well-spoken and very supportive of Public Education in Alberta. We are very confident that Mrs. Hrynyk has the passion, time, energy and social skills to handle this job. Her passion for children coupled with her vision, ability to listen and learn, and address the current trends and realities, make her a positive and inspirational leader.

Arlene clearly represents the voice of Public School Education in Alberta and will be an asset to the organization as the opportunities of the new Education Act, corresponding Regulations, and Inspiring Education remain a priority in the Province. Her strong belief in the value of relationships and the importance of working together for the greater good of all children is visible in her leadership.

We know that Arlene could make significant contributions to the work of the Public School Boards' Association of Alberta (PSBAA) and respectfully request your support at the upcoming Annual General Meeting.

Sincerely,

  
 Rod Soholt  
 Vice Chair- NLSD No. 69

cc. PSBAA Membership

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*Recipient of the Premier's Award for School Board Innovation and Excellence for our Literacy Programs*





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**Fwd: Hansard from yesterday - NSD - Ms. Calahasen & Minister Johnson**1 message

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**Colin Kelly** <colin.kelly@nsd61.ca>

Wed, Oct 30, 2013 at 10:55 AM

To: Donna Barrett &lt;donna.barrett@nsd61.ca&gt;

Cc: Ann Rosin &lt;Ann.Rosin@northland61.ab.ca&gt;

Sent from my iPhone

Colin Kelly

Begin forwarded message:

**From:** Terry Wendel <Terry.Wendel@gov.ab.ca>**Date:** October 30, 2013 at 10:30:55 AM MDT**To:** Colin Kelly <colin.kelly@northland61.ab.ca>**Subject:** Fw: Hansard from yesterday - NSD - Ms. Calahasen & Minister Johnson

Fyi.

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Sent from my BlackBerry Wireless Device

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**From:** Doreen Lupaschuk**Sent:** Wednesday, October 30, 2013 09:36 AM**To:** Rick Hayes; Terry Wendel; Jan Ruhl; Linda Pelly; Roberta Broekhuizen**Subject:** Hansard from yesterday - NSD - Ms. Calahasen & Minister Johnson**Thought you would be interested.....****Ms Calahasen:**

Thank you, Mr. Speaker. On October 21, 2013, many citizens had the opportunity to vote for their preferred candidates for municipal governments and school boards. This was not the case in Northland school division. Yet section 10(3) of the Northland School Division Act stipulates that "members of the board [shall] hold office for 3 years and shall remain in office until the organizational meeting of the board following the next ensuing election of local school board committees" arises. My question is to the Minister of Education. As elections were held for local school board committees, why is section 10(3) not being enacted to have a corporate board for constituents of Northland school division? Is it because they're predominantly aboriginal people?

**Mr. J. Johnson:**

Mr. Speaker, all Alberta students deserve a quality education that prepares them for their future, and the students in Northland school division are no exception. Now,

P. 98

that being said, I do want to commend the member from Lesser Slave River. [interjection] She's an incredible advocate for the aboriginal students in our province and for her constituents, and I thank her for the question.

Mr. Speaker, we're going to continue to ensure this school division continues to make progress on the 48 recommendations that came forward from the inquiry report. We've got an official trustee who was appointed and will be in place until we can change some legislation to put a proper board in.

**Ms Calahasen:** Thank you, Mr. Speaker. If I didn't love that minister so much, I'd throw my moccasin at him.

To the same minister: given that these communities have been patient and understanding in addressing the educational issues of their children, their patience and understanding are running out. When can they have a board of trustees in place?

**Mr. J. Johnson:** Mr. Speaker, I do regret the delay, and I appreciate their patience. It isn't about rushing to get the job done. It's about trying to make sure that we're working to get the job done right. In order to meet the requirements that came forward in the inquiry report and from the engagement team – and there are 48 of them – we do need to change legislation. We haven't had the opportunity to do that yet but hope to do that in the year to come. I do want to underscore, though, that there have been many improvements made already in the work that's taken place with the official trustee, including the development of a literacy strategy, full-day kindergarten, and a dramatic reduction in complaints from parents and community.

**Ms Calahasen:** Mr. Speaker, thank you very much. Given that the release from the Northland inquiry team had been already done and we had the Northland Community Engagement Team, which was represented by a lot of people within that community who expended a lot of energy and a lot of blood, sweat, and tears, can you tell me when we can expect the release of that Northland Community Engagement Team report?

**Mr. J. Johnson:** I hope very soon, Mr. Speaker. As a matter of fact, it's on my desk as we speak. You know, one of the reasons this thing has taken a little bit longer than we hoped is because of a lot of great work that's been done through the MOU, that has been led and championed by our Minister of Aboriginal Relations. There have been some great advancements and great developments made with the treaty chiefs right around the province, and this folds into that work. I don't want anyone to think that there haven't been great strides made. It's just that the legislation isn't ready which would have allowed us to put a proper board in place. But for many of the 48 recommendations we've got action. Like the other examples I just gave, there's some good work happening there with your community.

**Doreen Lupaschuk**, Senior Education Manager, Executive Director's Office

FNMI and Field Services | Alberta Education | T - 780 415 5877 | F - 780 422 9682 | E - doreen.lupaschuk@gov.ab.ca

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**Fwd: Northland Letter to the Minister**

1 message

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Colin Kelly <colin.kelly@nsd61.ca>  
To: Donna Barrett <donna.barrett@nsd61.ca>  
Cc: Ann Rosin <Ann.Rosin@northland61.ab.ca>

Tue, Oct 8, 2013 at 9:09 PM

Sent from my iPhone  
Colin Kelly

Begin forwarded message:

**From:** "Jacquie Hansen" <jhansen@gsacrd.ab.ca>  
**Date:** 8 October, 2013 8:24:59 PM MDT  
**To:** "Jacquie Hansen" <jhansen@gsacrd.ab.ca>  
**Subject:** Northland Letter to the Minister

Good evening Colleagues,

As promised at the zone meetings and for your information, please find attached a copy of the letter that I have sent to Minister Johnson regarding the situation at Northland School Division as it relates to trustee elections. Given the fact that we are in the middle of elections in most of Alberta, we are concerned and very disappointed that Northland School Division has not been afforded the same opportunity.

Warm regards,

Jacquie

Sent from FirstClass with my iPad

**This email and any files transmitted with it may be confidential and are intended solely for the use of the individual or entity to whom they are addressed. If you have received this email in error please notify the system manager. If you are not the named addressee you should not disseminate, distribute or copy this email.**





October 8, 2013

Honourable Jeff Johnson  
Minister of Education  
424 Legislature Building  
10800 - 97 Avenue  
Edmonton AB T5K 2B6

Dear Minister:

I am writing to express my concern that the Northland School Division will not have the opportunity for trustee elections this fall.

The community served by Northland has been patient and understanding of the complexities of addressing the *Northland School Division Act* and the *School Act*. Furthermore, they have been patient in the significant time this process has taken and have recognized that there has been a succession of ministers of education over the past several years which made consistency of direction difficult.

Similarly, our Association has been patient as your government worked through the issues and circumstances that led to the then Minister of Education, Dave Hancock, to dissolve the corporate board of Northland School Division No. 61 and appoint an official trustee to oversee the jurisdiction.

Now that the issues which led to the dissolution of the board have been addressed, it is time for decision and action.

The constituents of the Northland School Division are no less deserving of local governance and direction of their education system than any other Albertans. We strongly feel to make them wait longer is unjust and unwarranted.

Following dissolution of the board, the Minister of the day appointed a three-member inquiry team to review and make recommendations regarding the operations of Northland School Division. The Inquiry Team reviewed documents, visited all 23 distinct communities of Northland, met with key individuals, and engaged the views

of neighbouring jurisdiction educational leaders. The *Northland School Division Inquiry Team Report*, containing 48 recommendations for improvement, was completed in November 2010 and forwarded to then Minister of Education Dave Hancock.

In January 2011 the Minister named a Northland School Division Community Engagement Team to provide strategic advice, direction and leadership in securing community engagement and to make recommendations on key issues arising from the development of a community-based response to the Northland School Division Inquiry Report. It is my understanding that the Community Engagement Team completed its work in January 2012 and its findings and draft recommendations were forwarded to then Minister Thomas Lukaszuk.

In May 2012, the Alberta School Boards Association was invited to submit a proposal to the ministry to establish a new policy governance model for Northland School Division that would focus on aspects of student success in an inclusive system, embrace and sustain the aboriginal culture, clearly delineate the roles of governance and system administration, establish community engagement and collaboration as key roles, improve internal and external communications, support staff in their professional growth in aboriginal teaching and learning, and orient and support trustees of an elected board toward excellence in their newly defined roles of governance. Also requested was that ASBA, in alignment with the Inquiry Report recommendations, work with the official trustee and Alberta Education to define the boundaries of seven wards within the Northland School Division in preparation for elections.

The ASBA proposal *Northland School Division Governance: Leading the Way Forward* has guided the work of our association in this task. The seven ward boundaries were defined with consideration of area, population and future opportunities for communities to join other provincial school divisions or establish federally regulated schools. Policy 1- Foundations of purpose, vision, beliefs and values was developed through engagement with Northland School Division constituents and is in draft form. Work on remaining policies has begun, but awaits clarity and direction from the Minister regarding acceptance of the Northland School Division Inquiry Team Report recommendations.

In order that the Northland School Division can begin operating in a way that is reflective of the needs of their community, and of government, may I request that you:

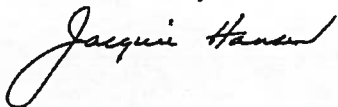
- Approve the seven wards as described in the Northland School Division bylaw and call for trustee elections in these seven wards as soon as possible.



- If this is not possible, that you appoint an interim board of trustees at the time of the October, 2013 general elections, and schedule an election date within the next six months.
- That you provide clarity about the future of the Northland Board by formally accepting the recommendations of the Northland School Division Inquiry Report and Northland School Division Community Engagement Team Report.
- That you clearly define an expectation of a date for introduction and proclamation of a new Northland School Division Act.
- That the Ministry continue to support ASBA in its work with the Northland School Division board and official trustee in transforming governance practices.

Trustees across Alberta and the constituents of Northland School Division are keen to have locally elected trustees govern the Northland School Division education system. The framework is there to implement. I urge you to consider our suggestions and timelines to complete this lengthy process.

Yours sincerely,



Jacquie Hansen  
President

JH:mj

c.c.: Dr. Colin Kelly, Official Trustee  
Northland S. Div. #61

School Board Chairs

JH/C/B/J





**A · S · B · A**  
Alberta School Boards  
Association

For members of the Alberta School Boards Association

# Communications Now

## October 2013

Working with volunteers .....	3
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Use board meetings to celebrate success .....	7
Tips for welcoming multilingual families to your school .....	10
<b>In Weblinks</b>	
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<b>In Resources for Families</b>	
Raise successful kids by helping them develop 'grit'	

You'll want someone who listens well and can make participants feel comfortable, but who can steer the conversation back on track if necessary.

Whether you choose someone from your jurisdiction who is recognizable, such as the superintendent, or someone who is external to your jurisdiction, it can be a fairly strategic decision, and is one that should be carefully considered.

### Use your focus to determine who to invite

Getting the right people to attend the meeting will be essential if you want information that will make a difference. Think about what you're trying to achieve.

Even if you have a broad focus, like developing your jurisdiction's strategic plan, try to narrow your purpose for the event to one or two key items in your strategic plan. Think of who could be impacted by those items and you'll see the types of people who should be invited. Consider: policy-makers/local politicians, special interest groups, business and civic leaders, community members without children in their homes, employees, parents and families. You may want to target specific representatives based on your topic.

### Good invitations

Remember that when you are inviting people, personalized invitations such as phone calls are usually the most effective, even if they take the most time.

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**Communications Now** is prepared for the Alberta School Boards Association by the Washington State School Directors' Association and edited for use in Alberta. Members of the ASBA may reproduce and distribute this package as part of a local communications program. Contact ASBA Communications at 1.780.482.7311.

## How to host a town hall meeting

A Town Hall meeting is a common and effective approach to public engagement. When it's done well, this approach can move you into a two-way flow of communication with stakeholders that not only builds trust but also makes your jurisdiction stronger.

Town Hall meetings work best when you want to gather qualitative information from stakeholders and when you are prepared to move past 'informing' to 'consulting' or 'collaborating'. Here are some tips to consider in your planning.

### Choose a skilled moderator

A moderator who knows what he or she is doing is essential to a successful meeting. He or she should feel comfortable speaking in front of groups, while also being able to present a neutral or objective stance.



## Communications Now

If it is critical that certain groups are represented, you might want to invest the time to make a personal connections.

When extending invitations it is also important to include not only the meeting particulars, like meeting place, date, time, etc. but also to consider why an individual might want to attend. What will they get out of the meeting? What will they see as a benefit? Including the 'what's-in-it-for-me' in your invitation can help people want to take time out of their busy lives to participate.

### Consider e-participation

One of the most challenging aspects with any type of public meeting is getting people to attend. People are busy. Daytime meetings conflict with work schedules, and evening events conflict with families' activities, as well as with the commitments of shift workers.

Fortunately the online world offers some solutions. If you are able to tap into these resources, you can extend your reach to people who might not otherwise be able to participate. Online surveys or discussion groups certainly require a time investment, but may be well worth the effort.

### The right structure

When you structure the meeting, work to find the right balance between providing plenty of time for discussion, but also providing enough presentation time to give background information required.

Consider how you will present background information in a concise and meaningful way. Would a short video, or PowerPoint or Prezi ([www.prezi.com](http://www.prezi.com)) be helpful? If you plan on having an individual speaker introduce the topic for discussion, ensure that person is prepared to make the best use of the time. It is equally important to ensure that your discussion periods are structured so that each voice will be heard.

### Sharing your findings and decision

Participants want to know what you will do with the information you gather during your event. If you will use their feedback to help you make a decision, be sure to communicate that to participants.

Also, let people know whether you plan to:

1. post a report to your website;
2. announce /discuss findings at a board meeting;
3. send out email updates; or
4. take another approach to sharing your information.

Let them know your timelines as well. This builds trust in your organization, and encourages people to stay engaged with you.

### For more information...

If you'd like more information about how to set up a Town Hall meeting, there are resources available on ASBA's website. The following items related to Town Hall meetings are currently posted:

- Sample agenda
- Meeting checklist
- Discussion sheet
- Invitation letter
- Script notes

[www.asba.ab.ca/public-engage-tools.asp](http://www.asba.ab.ca/public-engage-tools.asp)

*Submitted by Laurette Woodward,  
Woodward Communications*

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*Communications Now features school board public engagement initiatives in a bid to share best practices.*

*Contact Suzanne Lundrigan at 780.451.7122 or [slundrigan@asba.ab.ca](mailto:slundrigan@asba.ab.ca) to arrange to have a writer describe your school board's project.*



## Communications Now

### Working with volunteers

According to Volunteer.ca, more than 13.3 million Canadians contribute 2.1 billion hours of work as a volunteer. That adds up to 2.1 billion hours, or 1.1 million full-time jobs. Why do people volunteer?

Community or volunteer service provides many benefits not only to the people or organizations receiving the service, but to those who are giving it, including youth.

Community service can positively impact students who are at various levels of engagement. However, specifically if attendance and/or low standardized test scores are a concern in your jurisdiction, a focus on community service can make a difference.

There are a wide variety of ways to approach a community service program. For instance, Paisley IB Magnet School in Winston-Salem, North Carolina (<http://wsfcs.k12.nc.us/Page/17019>) uses its program to encourage students to participate in school-community activities.

It counts students' attendance in after-school bands and academic teams toward their "Community and Service" requirements. These are 20 hours for sixth graders and up to 40 hours for 10th graders. It also counts students' participation in canned food drives, peer tutoring and more standard volunteering opportunities.

### Volunteerism has hidden benefits

Using community service to encourage student involvement can have an outsized effect on academic performance. Research indicates that youth who participate in extracurricular activities are more likely to:

- Have better grades (Marsh, 1992);
- Have higher standardized test scores (Gerber, 1996);
- Have higher educational attainment (Hanks & Eckland, 1976);

- Attend school more regularly (Mahoney & Cairns, 1997);

Youth who participate also have been found to be less likely to:

- Use substances (Cooley, Henriksen, Nelson & Thompson, 1995);
- Drop out of school (Mahoney & Cairns, 1997);
- Misbehave at school (Marsh, 1992);
- Commit delinquent acts (Landers & Landers, 1978).

*Statistics credit: University of Nevada, Reno*  
([www.unce.unr.edu/publications/files/cy/other/fs9932.pdf](http://www.unce.unr.edu/publications/files/cy/other/fs9932.pdf))

### Starting small is a good idea

One way to implement a community service program, or restart a stagnant program, is to start small.

Pathways Academy of Technology and Design High School in Windsor, Connecticut, ([www.pathwaystotechnology.com/page.cfm?p=1](http://www.pathwaystotechnology.com/page.cfm?p=1)) recently reaffirmed its support for community service by setting a 60-hour requirement for each graduate. The school is phasing the program in over the next three years.

By starting small you have the opportunity to find weak spots in the program without jeopardizing the graduation rates of your students.

For those who are ready to make more of an investment in volunteerism, Forest Park Elementary (<http://schools.lrsd3.org/?q=content/forest-park-elementary-school>) in Little Rock, Arkansas, is a great example of a school that has made community service a school-wide focus. This has led to great community involvement, including record-breaking donations to fund the school's new playground pavilion.

The school has consistently ranked at the top in Little Rock for community service hours per student.



## Communications Now

Forest Park PTA's Facebook page (<https://www.facebook.com/pages/Forest-Park-Elementary-School-PTA/147303628626421>) is emblematic of that focus. It is regularly updated with volunteering opportunities in addition to the usual updates on building construction and photos of students on field trips.

The school's Facebook page also proudly boasts in the header of the 80+ hours of service per student that the school averages. This year Forest Park was honored for averaging 100+ hours of community service per student, the most hours per student of any other elementary school in Little Rock.

### Get the families involved

Getting students involved in community service can be easier in jurisdictions with high parental involvement.

According to the Corporation for National and Community Service, "A youth from a family where at least one parent volunteers is almost twice as likely to volunteer as a youth with no family members who volunteer – and nearly three times as likely to volunteer on a regular basis."

([www.nationalservice.gov/sites/default/files/documents/YHLA.pdf](http://www.nationalservice.gov/sites/default/files/documents/YHLA.pdf)). Statistics Canada indicates Canadian parents have a similar influence on their children.

<http://www.statcan.gc.ca/pub/11-008-x/2012001/article/11638-eng.htm#a13>

Stats Canada further states "people who were involved in community activities in their childhood or adolescence have a greater tendency to become adults who are involved in more kinds of civic activities like formal and informal volunteering, political organizations, service clubs, community associations, and so on."

What this means for your jurisdiction is that encouraging children to become involved while they are young is important. Also, parental involvement is a good way to reach the students in your charge.

If your jurisdiction has consistent problems sustaining parent involvement, encouraging extended family members to participate can help. Offer family-oriented volunteer opportunities that are tailored to the interests of your community. The family is a student's support network. The more you bring family members to school and involve them, the more likely it will be for the student to engage with his or her community.

Also, according to Stats Canada, the biggest barrier to Canadians volunteering is 'lack of time'. Since this likely impacts a number of parents, if you are going to involve them in volunteer work, you might first think of small, one-time volunteering opportunities that could be more attainable for busy people.

Community service "can have positive and lasting impacts that reach beyond the immediate service experience... Service can help [people] gain valuable skills, pursue higher education, and jumpstart their careers, which can provide immediate and long-term benefits to those individuals, as well as the communities in which they serve." (*Presidential National Service Memo, July 15, 2013*)

While this is true for people of all ages, it is especially true for schoolchildren. They have an opportunity to engage on a fundamental level while still deciding what roles they play in their communities. The benefits of a school focus on community service can be profound for all involved.

*Contributed by Megan J. Wilson, communications consultant*



## Communications Now

### Communicating with volunteers

Volunteers can make a significant difference in student achievement and in how schools are perceived in the community. A satisfied volunteer who feels good about making a valuable contribution to student learning can become a goodwill ambassador for the school.

A very small investment of time and caring on your part can bring large returns in service to children and spread enthusiasm about what you are doing in the classroom.

The longer you have a volunteer, the more valuable that person is likely to be to your organization. Good communication is key to ensure you retain volunteers.

How to build relationships with volunteers:

### Find out what motivates each volunteer

People volunteer for different reasons. Some want to contribute to children's learning; others want to be around other adults working for the same cause, and still others want to build their own skills so they can become more employable.

The main reasons people volunteer are for:

- Affiliation (desire to be around other people)
- Accomplishment (desire to know they have done a good job of completing a worthwhile endeavor)
- Power/influence (desire to influence decisions)
- Praise (desire to receive personal affirmation from others)

### Find the 'right' task for volunteers

Match each volunteer with a job that meets his or her needs as well as the needs of your students. Learn what each volunteer likes to do, is willing to do and wants to gain from the volunteer experience. Then assign him or her jobs that match that information. If the volunteer is motivated by a need to learn new

computer programs, assign work that will give that opportunity or refer that person to another area at the school where he or she can gain this experience.

### Don't ask a volunteer to do a task you wouldn't do yourself

Although volunteers are usually willing to do some routine, behind-the-scenes work such as preparing large mailings to go to the post office, a volunteer who is repeatedly asked to perform menial tasks that staff would rather not perform will probably not keep returning to do more of the same. A good guide is to never ask a volunteer to do something you wouldn't do yourself.

### Offer them training

Make volunteers feel comfortable in their positions by providing the training they need. New staff members are trained in particular ways to do their jobs. Volunteers can benefit from training as well.

They need to know how you want the job done before they start so they can use your time and their time well and be successful.

### Make volunteers part of the school team

Just as regular staff members need a place to hang their coats and a place of their own for possessions, each volunteer needs a place where he or she can store supplies, complete the work that needs to be done, store personal possessions while volunteering and get a cup of coffee.

When appropriate, include volunteers in staff meetings and training sessions. Ask them about the students they are helping. Provide help when they need it.

If the volunteer's main motivation is learning and growth, check occasionally to see if those needs are being met and if the volunteer would like to progress into handling a more difficult task.



## Communications Now

### Show that you value a volunteer's work

Be sure volunteers know the work they are doing is very important and you are depending on them. Give them feedback on their work. Honor their time by having work ready when they arrive or a system established so they know what they are to do and where to get the things they need in order to do it.

### Give a meaningful thank you

If you want to make your thanks really special, consider matching the recognition with the motivation the person had for volunteering.

- Those who volunteer because they want power or to influence decisions will appreciate receiving public recognition, being photographed in their role and being mentioned in newsletters and newspapers. They also like being promoted to a more responsible volunteer job.
- Those who are volunteering because they like a feeling of accomplishment also like public recognition, especially when it describes what they have accomplished. They like to see a description of the project's purpose, goals and successes along with recognition for what they did.
- Those who volunteer because they seek affiliation will like social gatherings. They will appreciate being rewarded with something that signifies they are part of the team such as a school T-shirt, cap, badge, pin or button.
- Those who volunteer because they like praise will appreciate receiving written thank you notes and cards, small gifts and public recognition on bulletin boards or in newsletters.

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*Contributed by: Gay Campbell, APR, communications consultant*





## Communications Now

### Use your board meeting to celebrate success

The tone of a school board meeting is most often set by whatever happens to be on the agenda. Usually, it is regular business, but occasionally the tenor shifts with a difficult agenda item that requires tough decisions and testimony from unhappy patrons.

Tough issues will always be there and unhappy people will come and go. These issues do not need to control your meetings or dictate your messages to the public afterwards.

### Celebrate success during board meetings

You can add a constant and predictable element of positive feelings to every board meeting by setting aside time to celebrate success. By so doing, you can guarantee that you will have something positive to report before and after the meeting.

Every jurisdiction should have least 12 programs, schools or initiatives to brag about. Each month, one of them should be on the calendar for a report to the board.

One positive staff report per month guarantees that regardless of other topics on the agenda or raised by an audience member, you will have something positive to tweet, blog and otherwise report about.

Create a name for these presentations, so people become familiar with the format and purpose – Staff Highlights, School Spotlight, Program of the Month, etc.

### Bring in students and teachers

The format should be consistent to provide structure for presenters and the audience.

The report may be presented orally by students and teachers, but an informative, concise staff report should be submitted as well. Include a brief overview of the program, the benefits to students, and recent successes. Have a few students and school staff give personal stories about what the event or program has meant to them.

The reports should be consistent with your jurisdiction's vision or strategic plan. Any worthy program has some tie to the mission, which should be stated up front.

Then, concentrate on keeping it short, interesting and focused on staff and students.

High-level administrators should only help introduce and wrap up the report. The sharpest administrator in your jurisdiction cannot compete with students and instructional staff in terms of pleasing the crowd.

### Highlight individual schools

Some jurisdictions simply choose a school to highlight each month. As an introduction, the principal can provide a brief overview of the demographics, programs and staffing are given by.

Students or staff can follow the principal with a brief presentation about a unique or particularly interesting aspect of their school community.

### Recognize excellence

Another great way to celebrate success is with an award or recognition of excellence. These can be generated by the jurisdiction or they may be based on third-party recognition of staff and students.

Third-party awards can pack a real punch because they are evidence that other organizations have -- recognized excellence in your staff and students.

These are awards from service clubs, municipal groups, essay contests, sports championships, music championships and other groups or events.

When staff receive awards such as the Award of Excellence or Edwin Parr Award, or any other award that indicates their teaching skill, these are worth celebrating.

Again, these celebrations should be branded and become a part of the regular meeting agenda. Most months will have several, but in some months there may be not be any.



## Communications Now

Recipients are invited to the meeting and presented with a citation or certificate followed by a brief statement from jurisdiction staff about the award and what it means.

Teachers and principals from the appropriate school should be invited to accompany the staff member or student receiving the award.

### Create your own awards

Jurisdiction-generated awards reaffirm what your board values and they give your board and administration the opportunity to show their appreciation for people who are promoting the mission and vision of your jurisdiction.

### Staff awards

"These awards give the board members insight into great things going on in the jurisdiction," said Joe Krumm, president of the National School Public Relations Association.

"In my district, anyone can nominate a person for a board True North award for any reason. So everyone in the district has their eyes and ears constantly searching for good things happening. It is very positive."

"A lot of the people at the meeting are touched when a person they know is recognized by the board for something," said Krumm, also executive director for community and government relations at North Clackamas School District in Oregon.

"And the board is touched because trustees are sometimes meeting amazing people they would never have met otherwise."

### Awards for volunteers

You do not have to limit recognition to staff. Many jurisdictions depend on volunteers to keep schools running and kids learning.

Schools often show their appreciation – principals, teachers and even students let the volunteers know how much their efforts mean to them. However, most jurisdictions could do a better job letting the

community know what those volunteers do and how much it means to the students and school staff.

It is one thing to speak of volunteers as a group. It is another, much more powerful thing to bring an actual volunteer up in front of the crowd and thank them in a public way for their specific contributions.

Other potential volunteers will see that it only takes a normal person doing normal things to make a big difference for kids.

A volunteer or business partner of the month recognition will take about five minutes of board time but can pay off in hundreds of hours of free volunteer labor down the road. Recruitment of volunteers is easier when the public is aware that the district truly appreciates volunteers.

Awardees do not need to do something spectacular. Rather, each school should nominate a volunteer based on their helpful attitude and consistent contributions to the school.

Again, a short statement about their efforts should be read aloud and a certificate or other token given.

### The benefits of recognition

All of the above strategies pay off in several ways. They have the obvious positive effect on the morale of the people receiving the awards and recognition. –

The awards also give board members a regular reminder of why they believe in the school jurisdiction and new good things to talk about with friends, family and community members. But they also do some less obvious things:

### A positive influence at meetings

First, having recognition at the meetings helps to fill the audience with positive people. At the very least, they help counter-balance the number of dissatisfied patrons who may be there for a hearing or other testimony.



## Communications Now

Everyone behaves better when there are children, teachers and citizen volunteers in the audience waiting for a positive recognition. It simply adds a positive energy to the room.

### Something good to report

Second, awards give you something positive to report about before, during and after the meeting.

Put positive messages out ahead of the morning newspaper by tweeting and/or blogging before and during the meeting.

It's also a good idea to take photos and post them online with the written remarks about each recipient. This will automatically give you something positive to email your community supporters about right after the meeting.

### Story ideas for media

Third, a recognition program may generate ideas for positive stories in your local media. Each report and award is a prepackaged positive news story.

Make an extra effort after the meeting to see if your local reporters would like to follow up with any staff or students who were recognized. The business of the meeting will most likely be the lead in the media the next morning, but the positive features may come later.

You cannot prevent the negative issues and personalities from making their way into your board room. But you can guarantee a certain amount of positive energy during the meeting and positive news to report after the meeting if you take time to make a celebration of success part of every meeting.

### See these examples for more ideas:

Rocori School District in Minnesota gives out the Rocori Proud award at each board meeting for students and staff the exhibit pride and excellence.

[www.rocori.k12.mn.us/rocoriproud](http://www.rocori.k12.mn.us/rocoriproud)

Duval County Public Schools in Florida recognizes a business partner and volunteer every month at their board meetings.

[www.duvalschools.org/static/ourschools/recognition/](http://www.duvalschools.org/static/ourschools/recognition/)

Cape Girardeau Public School District in Missouri honors a student every month as a "Terrific Tiger."

[pr.capeptigers.com](http://pr.capeptigers.com)

North Clackamas Public Schools in Oregon give the True North Award as events warrant. Some months have several, and some months do not have any.

[www.nclack.k12.or.us](http://www.nclack.k12.or.us)

*Contributed by Marcia Latta, communications consultant*



## Communications Now

### Tips for welcoming multilingual families to your school

Schools are one of the main ways immigrants connect with their communities. Educating immigrant students effectively and communicating with families go hand-in-hand.

Here are a few tips to reach families where language and low-income levels can be barriers to student success.

Consider these statistics about immigration to Canada:

- More 27,000 children from 0 to 14 years old were granted permanent residency in Canada in 2012
- Of that number about 3,000 were refugees
- Of all of the permanent residencies granted in Canada in 2012, more than 36,000 were in Alberta.
- Of the total of almost 258,000 permanent residents in Canada in 2012, nearly 71,000 did not speak French or English.

<http://www.cic.gc.ca/english/resources/statistics/facts2012/index.asp>

The best way to reach these families differs among regions and ethnic populations. No matter who and where the students are, an early school connection can prevent a multitude of difficulties later on.

### Immigrant children face educational challenges

Educational goals are the same for all students – to prepare them for their futures. Reaching this goal, however, may require different approaches for different populations.

The more welcoming schools can be to immigrant students and their families, the better their chances of success.

In addition to a lack of English or French, some immigrant children can come from a low socioeconomic background, which is often linked to additional difficulties in school such as learning problems, poor academic performance, summer loss and many other academic-related issues.

Given the challenges facing non-English speaking students, Macomb Intermediate School District in Clinton Township, Michigan, has created a tip list for how best to educate their immigrant student population.

### Tips for educators

1. On the very first day, teach your incoming immigrant student to give his name, address and phone number.
2. Determine students' literacy backgrounds and whether they are already literate in their native languages.
3. Find out about students' school background to make the adjustment to the new school easier.
4. Arrange for translators to communicate with parents who do not speak English (or French).
5. Meet with parents jointly – ESL specialist and the classroom teacher.
6. Recruit and train student peer tutors.
7. Recognize successes in effective bilingual instruction.
8. Use natural language with bilingual students (contractions, normal speed, tone and pitch.) Teach students to ask for clarification: "Could you repeat that, please?" "Would you help me, please?"

See the complete list from Macomb Intermediate School: [www.misd.net/bilingual/TIPS.pdf](http://www.misd.net/bilingual/TIPS.pdf).



## Communications Now

### **Good communication can help students succeed**

*Most of these tips involve teachers in the classroom; however, the most important indicators to a student's success actually occur in the home.*

"Since immigrants parents in low-socioeconomic status can work long hours, many children are left at home by themselves after-school without any adult supervision... The parents of these children do not have time or may not have adequate skills for activities as reading books to their children or helping them with homework" (*University of Michigan study: "Challenges for Immigrant Children" – or CFIC*).

Family support of academics is the leading indicator of a student's future success. Communicating with families about their child's education is essential.

That means that an immigrant student's success is impacted by the ability of the school and jurisdiction to communicate effectively enough to reach non-English or French speaking parents.

### **Where do families get their information?**

The first step is to learn how to reach families. Many immigrants get their news from a native language newspaper, radio or television station. Plan to submit regular good news stories in these local media.

Creating a relationship between schools and these news outlets creates another opportunity to reach parents with your message. Ask educators to actively keep an eye out for successes that you can include in press releases for each community.

### **Make sure parents know about opportunities for students**

For instance, if children are at home alone after school, you might communicate about available opportunities in your areas, such as after school programs. Parents may not know about them.

Make sure that the opportunities are broadcast regularly through media outlets, as well as being sent home in handouts in the family's native language.

### **Face-to-face contact is the most effective way to communicate**

Many lower income parents do not have the ability to take time off for school functions. This puts the responsibility on the jurisdiction to reach out more directly to families with difficult schedules.

Consider changing the schedule to include some late-night and early morning town-hall style meetings to meet these parents who can't otherwise make it to the school. And be sure to provide translators.

While they may not have the time or the resources to help with their children's educations, immigrant parents are as interested in their child's future as any other parent. Taking steps to make them partners in their child's education is essential to student success.

*Contributed by Megan J. Wilson, communications consultant*

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## Communications Now

### Weblinks

#### World Teachers' Day

October 5, 2013

2013 theme: "A call for teachers"

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

[www.unesco.org/new/en/unesco/events/public-events/?tx\\_browser\\_pi1%5BshowUid%5D=13245&cHash=355aaaf7e5](http://www.unesco.org/new/en/unesco/events/public-events/?tx_browser_pi1%5BshowUid%5D=13245&cHash=355aaaf7e5)

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

[www.worldteachersday.org/map/reports](http://www.worldteachersday.org/map/reports)

#### Waste Reduction Week

October 21-27, 2013

[www.recycle.ab.ca/wrw](http://www.recycle.ab.ca/wrw)

Also, "Sort it Out" provides resources for Alberta students and educators about Waste Management.

See: [www.sortitout.ca/](http://www.sortitout.ca/)

#### International Education Week 2013

November 18-22, 2013

Organized under the Council of Minister of Education in Canada, to recognize the importance of international education, and communicate it to administrators, teachers, students and parents. Check out the International Education Week toolkit and other information by clicking here:

[www.education.alberta.ca/students/internationaleducation/intedweek.aspx](http://www.education.alberta.ca/students/internationaleducation/intedweek.aspx)

#### National Child Day

November 20, 2013

National Child Day is celebrated in Canada on November 20 in recognition of the UN Declaration, and the UN Convention, on the Rights of the Child.

The event also encourages engagement with youth through a "Bring your MP to School Day", during the week of November 11 – 15, 2013.

For more information including an event kit:

[www.unicef.ca/en/take-action/article/celebrate-national-child-day-2013](http://www.unicef.ca/en/take-action/article/celebrate-national-child-day-2013)

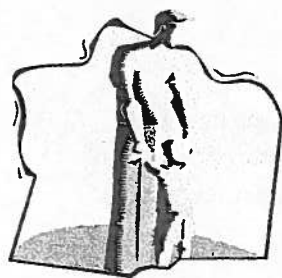
#### International Volunteer Day

December 5, 2013

A day to celebrate and promote the contributions of volunteers. The day was established by the United Nations in 1985. For more information, as well as resources:

[www.unv.org/what-we-do/intl-volunteer-day.html](http://www.unv.org/what-we-do/intl-volunteer-day.html)

[www.volunteeractioncounts.org/en/](http://www.volunteeractioncounts.org/en/)



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

# Resources for Families

October 2013

## Raise successful kids by helping them develop 'grit'

How do you ensure that students have the tools to succeed in school? The most important tool may be the hardest to develop, but it will be an asset your child can benefit from throughout his or her life: *self-discipline*.

Also called persistence, perseverance, delayed gratification and grit, this trait is drawing attention from educators and psychologists as a key to academic achievement that surpasses I.Q.

In her TED talk, Psychologist and former teacher Angela Lee Duckworth said:

"I started studying kids and adults in all kinds of super challenging settings, and in every study my question was, who is successful here and why? My research team and I went to West Point Military Academy.

"We tried to predict which cadets would stay in military training and which would drop out. We went to the National Spelling Bee and tried to predict which children would advance farthest in competition.

"We studied rookie teachers working in really tough neighborhoods, asking which teachers are still going to be here in teaching by the end of the school year, and of those, who will be the most effective at improving learning outcomes for their students?

"We partnered with private companies, asking, which of these salespeople is going to keep their jobs? And who's going to earn the most money?

"In all those very different contexts, one characteristic emerged as a significant predictor of success. And it

wasn't social intelligence. It wasn't good looks, physical health, and it wasn't I.Q. It was grit.

"Grit is passion and perseverance for very long-term goals. Grit is having stamina. Grit is sticking with your future, day in, day out, not just for the week, not just for the month, but for years, and working really hard to make that future a reality. Grit is living life like it's a marathon, not a sprint."

[www.ted.com/talks/angela\\_lee\\_duckworth\\_the\\_key\\_to\\_success\\_grit.html](http://www.ted.com/talks/angela_lee_duckworth_the_key_to_success_grit.html)

Duckworth believes that grit can be learned. She is currently conducting further research.

Other factors that are key to success in school and later in life are:

- Optimism: believing in a positive outcome
- Passion for the long-term goal or task at hand
- Ambition to set and reach long-term goals

[www.psychologytoday.com/articles/200510/the-winning-edge](http://www.psychologytoday.com/articles/200510/the-winning-edge)

## How 'gritty' are you?

Take Duckworth's grit test for a score and comparison to your peer group:

<http://bit.ly/Q2QLLD>

## Start building grit early

Students should begin building their academic stamina from the very beginning. In a study of preschoolers, researchers found indicators of long-term academic success.

Concentration, paying attention and following directions were all markers of how well the students would do as they advanced through the school system.



According to a study conducted at Oregon State University, “Kids who could pay attention to teacher instruction and keep at a difficult task the longest were 50 per cent more likely to earn a college degree than their peers.”

[www.educationnews.org/parenting/paying-attention-persistence-are-keys-to-academic-success/](http://www.educationnews.org/parenting/paying-attention-persistence-are-keys-to-academic-success/)

### How to teach these skills to young children

In ‘7 Secrets to Self-Disciplined Kids’, Mark Merrill suggests the following tips for developing self-discipline in young kids:

1. Teach children to **come when they are called**. Children who stop what they are doing when called learn to put aside what they would like to be doing to respond to what they need to be doing.
2. Teach children to **respond positively to correction**. Most of us do not enjoy criticism or being forced to follow directions from others. Learning to respond positively is important for impulse control and will be a useful skill throughout life and work.
3. A number of **social skills require self-control**. Listening, controlling anger and completing tasks all require self-control, a skill that we can work on throughout life.
4. Encourage children to take on **activities that build self-discipline**. Help your child practice these skills in group settings and in a variety of extracurricular activities.
5. When a child receives a reward, like payment for a job or a special treat, **talk about self-discipline**. External rewards are a good opportunity to talk about internal rewards. Discuss what your child did to earn the reward. This reinforces the connection between his or her effort and the achievement.

6. **Use bed times** to teach self-discipline. Set a bedtime, develop a routine for bedtime tasks, and teach your child to stay in bed.

7. **Morning routines, chores, and family schedules** are opportunities for children to learn responsibility and self-discipline. Responsible kids complete tasks without constant supervision. Privileges for being responsible should follow. These can include choosing their own clothes when they get dressed on time and staying up a bit later if they prove they can be ready on time in the morning.

[www.familyminute.com/articles/parenting/discipline/7-secrets-to-self-disciplined-kids/](http://www.familyminute.com/articles/parenting/discipline/7-secrets-to-self-disciplined-kids/)





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

# Resources for Families

November 2013

## Tips for Internet safety

Teach your child basic safety skills to stay safe while surfing the Web with these tips from CommonSenseMedia.org.

### 5 essential facts of digital life

- **Kids are the creators.** It's all about participating, communicating, making music, images, videos, and posting written content. And the content that's there? Kids must be able to know if it's credible or not.
- Everything happens in front of a **vast, invisible, and often anonymous audience.**
- Once something is out there, it doesn't go away. **Everything leaves a digital footprint.**
- **Information cannot be controlled.** Anything can be copied, changed, and shared instantly.
- **Distance and anonymity separate actions and consequences.** Kids think they can get away with unethical or unacceptable behavior because they don't see immediate consequences.

Internet safety is more than protecting kids from strangers or blocking inappropriate content. It's about helping kids use the Internet and practice safe, responsible online behavior. Getting involved in your kids' online life is the key to helping them reap the benefits while minimizing the risks.

## Online safety for kids

### Best "starter" websites

Three things are important when evaluating websites for little ones: age-appropriate games and activities that won't frustrate your child, audio instructions for pre-readers, and little or no advertising. Sites that emphasize early learning, positive social skills, and imagination are all great for little ones. Aggressive characters, flashing graphics, and ads for junk food and pricey toys aren't. See

[www.commonsensemedia.org/website-lists/online-games-for-kids](http://www.commonsensemedia.org/website-lists/online-games-for-kids) for recommendations.

### The "right" age for online activity

The age children begin online activity is up to you. These guidelines will give you a good start:

- Always sit with little kids while they're online so you can explain things.
- Put a time limit on your sessions.
- Find age-appropriate sites with high learning potential.
- Avoid just-before-bed computer time. It can be stimulating and interrupt sleep.

### The do's and don'ts of the internet, for kids

#### Do

- Ask your parents if you can use the Internet
- Have basic social skills
- Understand the site's rules and know how to flag other users for misbehavior
- Recognize "red flags," like if someone asks you personal questions

#### Don't

- Go online without a parent's permission
- Share passwords
- Pretend to be someone else
- Share personal details, like name and address
- Be mean



### Think about multiplayer games

Multiplayer games (called “massively multiplayer online games” or MMOGs or MMO for short) let kids play against their friends and other people they meet on the game network. Most of these sites allow instant messaging and conversation through headsets. Players are supposed to be 13 to register for an account.

Some MMO’s are free and some will need a credit card to play, so that’s a good time to check the age-appropriateness. Also, look at the privacy settings the site offers and talk to your kids about responsible online communication. Read through the site’s “parent section” if it has one. Beyond that, be sure to set time limits.

### Facebook pages and kids

Kids must be 13 to go on Facebook, but younger kids can — and do — register with a false birthdate. We advise kids to wait until they’re 13 for both safety and privacy reasons. If your kids want to go on Facebook, stay involved and help them follow these five rules:

- Think before you post.
- Be respectful.
- Call out cyber-bullying if you see it.
- Know that anything you post online can be used in ways you never intended.
- Use privacy settings.

### Basic rules of online behavior

It really all boils down to respect. Respect for other people, respect for other people’s work, and respect for yourself. The Internet is a community. Here’s how to keep it a nice place to hang out:

- Share, but don’t overshare. Information spreads quickly to unknown audiences online
- Treat others kindly. Stand up for people who are targeted
- Respect creative work. Give proper attribution to any work you use — whether for school reports, videos, or music remixes

### Privacy issues and kids

Privacy means two things: Personal privacy refers to your own online reputation; consumer privacy refers to the data that companies can collect about you. Kids need to manage both by being careful about what they post and by being aware of what kinds of data companies collect.

Strict privacy settings can help protect both personal and consumer privacy. But kids who are active online must understand that it is up to them to manage their own online reputation.



**A · S · B · A**  
Alberta School Boards  
Association

For members of the Alberta School Boards Association

# Communications Now

## November 2013

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## Positive response to online engagement in Red Deer Catholic

Red Deer Catholic Schools' Board of Trustees is very pleased with the quantity and quality of feedback it received as a result of its most recent public engagement efforts.

After a number of years of using more traditional approaches such as face-to-face meetings, surveys and joint-council forums, the school board tried something new. Online engagement allowed it to overcome the barriers of time and distance and it provided an appropriate venue for those wishing to make comments of a more sensitive nature.

Participants responded to this question: "If you were Superintendent, what would you do to make your school even better?"

Red Deer Catholic received more feedback than ever before, with 280 participants, 400 ideas submitted, 1,600 comments made and about 8,000 votes cast on ideas.

Board Chair Adriana LaGrange said, "This venture was successful beyond our expectations. Public engagement is always a challenge, but this program has given us another tool with which to reach a broader audience."

The online approach cost Red Deer Catholic significantly less than other methods of engagement.

"Your School Your Voice" was promoted through posters which were translated for ESL families, and a social media campaign, including a YouTube video invitation to participate from the superintendent.

The conversation was monitored seven days a week for six weeks; only three comments were changed for appropriateness, and one removed. A draw for two iPads helped to increase interest.

*Communications Now features school board public engagement initiatives in a bid to share best practices.*

*Contact Suzanne Lundrigan at 780.451.7122 or [slundrigan@asba.ab.ca](mailto:slundrigan@asba.ab.ca) to arrange to have a writer describe your school board's project.*

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**Communications Now** is prepared for the Alberta School Boards Association by the Washington State School Directors' Association and edited for use in Alberta. Members of the ASBA may reproduce and distribute this package as part of a local communications program. Contact ASBA Communications at 1.780.482.7311.



## Communications Now

### Use content to tell your story

Your jurisdiction is a wealth of great stories, and interesting stories engage people. Most jurisdictions are good at sharing their highlights in some form – on the Web, in presentations, in newsletters – but those highlights could create a greater impact if they become part of the jurisdiction's broader content marketing plan.

### What is content marketing?

Content marketing is not new. Two early examples are: the Michelin Guide, started in 1900 to help drivers maintain their cars and find lodging, and radio soap operas sponsored by Procter and Gamble in the 1930s.

See: <http://contentmarketinginstitute.com/what-is-content-marketing>.

Recipes on food packaging and in branded magazines are also good examples.

Content marketing is “creating useful or desirable content, distributing it to those that can benefit most from it, and personalizing it to encourage engagement.”

[www.jeffkorban.com/2011/03/what-is-content-marketing.html](http://www.jeffkorban.com/2011/03/what-is-content-marketing.html)

The Content Marketing Institute says the purpose of content marketing is “to attract and retain customers by consistently creating and curating relevant and valuable content with the intention of changing or enhancing consumer behavior. It is an ongoing process that is best integrated into your overall marketing strategy, and it focuses on owning media, not renting it. Basically, content marketing is the art of communicating with your customers and prospects without selling. It is non-interruption marketing.”

Marketing your schools in this way is no different than communicating about your schools. The goal is the same – building trust and sharing information on a regular basis.

“We need to get and keep attention by creating valuable, compelling and consistent storytelling programs.”

<http://contently.com/strategist/2013/09/05/it-all-started-with-a-tractor-magazine-in-1895-getting-schooled-by-the-content-marketing-institute/>

### Digital content marketing

Today's popular forms of content marketing include social media, web or print articles, e-newsletters, print newsletters, case studies, blogs, white papers, webinars, digital or print magazines, reports, podcasts and e-books.

The Content Marketing Institute suggests starting with a content strategy before a social media strategy.

“You can't succeed in social media if you don't have something interesting to say. Social media is the vehicle for communicating and distributing interesting stories (content) across the Internet. In turn, readers share the content they think is compelling. The purpose of content strategy is to facilitate the consistent delivery of interesting stories. The end result is that you will attract and retain the attention of the targeted audience that you want to reach.”

<http://contentmarketinginstitute.com/2011/05/content-strategy-before-social-strategy/>

### Building a content marketing strategy

Understand 1) who you are trying to reach, 2) what you want to share and 3) why you are engaging them.

Are you speaking to parents? The community in general? Staff? Senior citizens?

A few tips about understanding your audience:

1. Be clear. Your audience doesn't know what you know. They may need background or context.



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2. Your audience is eager to get to the point. Make sure it is clear why you are telling your story.
3. Your audience wants a reason to retell your story: Tell a good, compelling story that people would want to share.

<http://contently.com/strategist/2013/08/03/storytelling-for-an-audience-3-tips-from-an-editor/>

What is the best content for each? Stories on your website should be appropriate for a general audience, but your social media presence for your schools may be targeted for parent engagement. Figure out what you want to say, and then plan where you want to say it.

An editorial calendar is a good way to start planning your content. Be sure to include information sharing for events like board decisions and your budget process.

What is your goal? For schools, the primary goal is to build trust and support within your community.

### Own your media

The web has significantly expanded opportunities for content marketing.

Websites and blogs allow anyone to own media and curate and produce content. Going digital means you do not have to wait for media coverage. You decide what to share and when to share it.

Most school jurisdictions have a website, but many aren't using them to effectively tell their stories and engage their community. This is often a problem of lack of staff resources to report the story, take the photo and post the news online. For those jurisdictions, adding content like videos is out of the question, at least initially.

Don't leave your stories untold. Even a minimal plan is better than no plan. Although it would be ideal to have someone on staff who could do this, possible alternatives are for volunteers or students to gather news for your website.

An amateurish story is still engaging if there are personal connections to the subject – updates on students in your community, for example.

A student-written story has an additional hook because it showcases a student. Be sure to provide enough details about what is happening to make it worth reading, and be sure there is a visible subject in your photo, not a scatter shot of a room or event.

For a helpful reference, see the Content Marketing Institute's Webpage Content Template:

<http://contentmarketinginstitute.com/wp-content/uploads/2013/06/Web-Copy-Template-Allure-New-Media.pdf>

### Photo tips

See News Photography for Non-Photographers (PPT):

[www.powershow.com/view/c36-YjI1Y/News\\_Photosgraphy\\_for\\_NonPhotographers\\_powerpoint\\_ppt\\_presentation](http://www.powershow.com/view/c36-YjI1Y/News_Photosgraphy_for_NonPhotographers_powerpoint_ppt_presentation)

A good photo adds to the story, tells a story without words, gives context, is compelling and shows action and/or has a specific, easily identifiable subject.

With these tips in mind, you do not need a fancy DSLR camera. A cellphone will work, but be sure to have high enough resolution to also meet your print quality needs if you plan to add it to print as well as digital content.



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### Video tips

Videos are a growing source of content, and mobile (streaming) video traffic through tools like Vine and Instagram make it easy to produce and share. Consider this fact: two-thirds of the world's mobile data traffic will be video by 2017.

[http://digiday.com/brands/15-stats-vine-and-instagram-video/?utm\\_source=Sailthru&utm\\_medium=email&utm\\_term=Digiday%20Brands%20Newsletter&utm\\_campaign=Brands\\_Sailthru\\_July2013](http://digiday.com/brands/15-stats-vine-and-instagram-video/?utm_source=Sailthru&utm_medium=email&utm_term=Digiday%20Brands%20Newsletter&utm_campaign=Brands_Sailthru_July2013)

Instagram and Vine are relatively new video apps. If your website can support streaming video, they may be a good way to introduce fun video glimpses of your programs. Vine videos are only six seconds; Instagram videos are 15 seconds.

If you want to expand your video to tell a slightly longer story, keep these tips in mind:

### Vary your shots

Some options are:

- Establishing or wide shot
- Wide shot
- Mid shot
- Medium close up
- Close up
- Extreme close up
- Cut-in
- Two-person shot
- Over the shoulder shot

<https://vimeo.com/videoschool/lesson/101/varying-your-shot-composition>

### Don't forget audio

Viewers are more forgiving of shaky video than of poor audio quality.

### Keep it short

Two minutes should be the maximum length for most videos. The longer the video, the more likely people will lose interest and click away.

Don't forget to post your video on Twitter, Facebook, YouTube/Vimeo, your blog, etc. You can't plan for a viral video, but you never know what may happen if you tell a good story and share it.

One of the best examples of content marketing in education is the viral Kid President video series which started as one marketing video for Freed-Hardeman University. See:

<http://www.youtube.com/watch?v=l-gQLqv9f4o> or [http://en.wikipedia.org/wiki/Kid\\_President](http://en.wikipedia.org/wiki/Kid_President). New episodes are now posted every week, and the videos have had millions of views.

### Resources

#### 100 Content Marketing Examples

[http://contentmarketinginstitute.com/wp-content/uploads/2013/05/Ultimate\\_eBook\\_mayrev.pdf](http://contentmarketinginstitute.com/wp-content/uploads/2013/05/Ultimate_eBook_mayrev.pdf)

#### Vimeo Video School

<https://vimeo.com/videoschool>

#### How to Use Story: 10 Points from Steve Stockman's Workshop @VIMEO Festival

[www.stevestockman.com/how-to-use-story/?utm\\_source=feedburner&utm\\_medium=email&utm\\_campaign=Feed%3A+SteveStockman+%28Steve+Stockman+%27C+How+to+Shoot+Video+that+Doesn%27t+Suck%29](http://www.stevestockman.com/how-to-use-story/?utm_source=feedburner&utm_medium=email&utm_campaign=Feed%3A+SteveStockman+%28Steve+Stockman+%27C+How+to+Shoot+Video+that+Doesn%27t+Suck%29)

#### Likes & Tweets: J Lab, Knight Community News Network

[www.kcnn.org/socialmedia/starting\\_with\\_the\\_basics](http://www.kcnn.org/socialmedia/starting_with_the_basics)

Contributed by Marcia Latta, communications consultant



## Communications Now

*This is part one of a two part series*

### How to listen to your community on the cheap

Today's ever-increasing communication tools bring a greater demand for meaningful, two-way communications and community involvement.

Our stakeholders want to be "in the know" about their schools. They want to know their opinions are sought and considered, and have ready access to key decision makers. They expect fast responses with clear explanations.

Fulfilling these public expectations requires refining our old bag of listening tricks. Surveys that take four weeks to design, administer and analyze are still valuable for some purposes, but they no longer meet the needs of the fast-news participant – the social media users and texters who want immediate attention.

It's also challenging to balance limited resources and the desire to adequately listen to and respond to all community members.

Here are some ideas for gathering public opinion in ways that build trust without generating a large cost.

#### **'Everyone's welcome' survey**

This is a short online survey with a wide invitation to anyone and everyone who might want a say on the issue.

The survey can be placed online at one of the Internet sites specializing in surveys (e.g., Survey Monkey, Zoomerang), costs very little for unlimited use for one year, and produces fairly comprehensive reports of results.

Postcard invitations can be sent to every potential respondent with the URL for the survey and information about how to get a

paper version for people who prefer a hard copy.

A library system in Washington State uses this type of online survey for everything from asking every household in a community to rank the services they most desire to asking staff members to evaluate training sessions.

The online service provides results in many formats and the ability to sort by demographic groups or compare answers to several questions by any factor included in the survey. Results are widely published and used for evaluating programs, making budget decisions and planning future programs.

The **advantage** of using this kind of survey is that everyone has the opportunity to express an opinion. In some cases, the survey questions provide new information and help people know more about the organization.

The **disadvantage** of this kind of survey is you don't have the statistically accurate results you would have if you had conducted a formal, random-sample survey.

To extend the results to the greater community, you would need 40 percent of all possible respondents to take the survey. Forty percent is the statistical rule of thumb for validity in voluntary written surveys. Reaching that response rate is difficult to achieve.

The people who tend to take this kind of survey are the members of your fan club and your detractors, leaving out those who are less interested but may share their opinions later.

#### **The respondent-controlled survey**

This type of survey, which gathers opinions from a pre-determined group of respondents, is increasingly used by firms and organizations. Some of these firms draw a random sample of people whose opinions they will seek on various issues. They then





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contact these potential respondents and ask them if they will take future surveys for the firm.

Some firms offer a small incentive, such as credit toward purchases or free admission to events, in return for every survey they submit. Other organizations find volunteers who fit various profiles and promise to take surveys when asked.

Another way to use this survey method and assure a fairly accurate sample is to build a large pool of potential respondents.

In this case, you have information about each respondent, such as their age, their geographic location, whether they have a school-age child in their home, how long they have lived in the community, or any other factor you might need to know when selecting respondents for a survey.

Each of these people has agreed to take your surveys when asked. Surveys can be administered as needed to respondents with characteristics most desired that particular survey.

Any electronic survey, including this or the "everyone's welcome" survey can be designed in many ways for many purposes. The survey can ask respondents to give their reactions to materials such as a sample publication, logo, marketing materials, short video clips or other visuals.

A respondent-controlled survey may be placed online or administered as a phone survey.

If it is a phone survey, callers are staff members or others who have been trained in interview techniques that do not influence answers. If the survey is an online survey and the desired number of responses has not been reached by the time the survey closes, some

firms phone those who promised to take the survey but have not yet done so and urge them to respond.

The **advantages** of the controlled-sample survey is having more accurate results for a particular group than those obtained in the "everyone's welcome" survey.

The main **disadvantage** is the necessity of building a database of random-sample respondents, obtaining needed information about those respondents and getting them to take the surveys.

### Focus groups

A focus group consists of 10 to 15 carefully selected participants who meet with a skilled facilitator who asks probing questions about a given subject.

Focus groups are especially valuable for identifying potential attitudes and reactions. They may be used to glean a specific piece of information, explore potential questions for a more comprehensive survey or follow up on survey responses to further define the attitudes behind those responses.

Participants should be selected from groups that are likely to have the strongest opinion about the subject. They should be invited in a personal way that piques their interest and motivates them to participate.

Focus groups sessions are usually one hour and are most successful when the facilitator has a neutral attitude toward the item under discussion and is skilled in guiding deep thought and probing for answers.

Someone who is very proficient at taking copious notes should record as many comments as possible, and participants should be assured that their comments will be completely anonymous. Audio taping of the systems is also often helpful, although





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videotaping can be distracting and may intimidate some participants.

The **advantages** of focus group research are the opportunity for face-to-face communications, group conversations and the ability to probe for reactions, deeper answers and rationale.

The **disadvantage** of focus group research is the results are usually nothing more than the opinions of the 15 or 20 people who participated rather than a true sampling of community opinion.

It is difficult to get attendance of those who are not already interested in the subject unless participants are paid for attending, something most public agencies are reluctant to do.

### Be clear about your purpose

The key factors in selecting the right research method are:

1. Knowing exactly what you want to learn. This often means discarding things that would be "nice to know" in favor of the subject you need to explore in depth.
2. Determining whose opinions you need. In some cases, you may need to provide an opportunity for the entire community to participate. In other cases, you may want those who will be most affected by a decision.

No matter what you do, don't leave participants wondering.

Be sure to report results to those who participated or were invited to participate. In some cases, you will want to report results to the entire community.

This sends the message that you value and are using the information you gained and sets the stage for increasingly successful research. Community members will realize you do value

their opinions, and it is worth their time to participate in future surveys.

*Contributed by Gay Campbell, communications consultant*

### Use survey data to build an effective communications plan

After conducting a community survey don't put it on a shelf. Use the results to plan an effective year-round communications program.

Once the survey results are in and the analysis of the results is complete, be sure the data includes:

- A careful review of the survey demographics to determine who's who in your community and how many community members each group represents.
- What each group's attitudes are about your jurisdiction, its operations and programs.
- Which groups should be a top communications priority.

Then do an even deeper analysis to determine how to reach each group with messages that resonate with that specific audience.



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### Know your audience and how they get their information

Your survey should tell you about your audiences, how they get their information and, more importantly, how they would prefer to get their information.

The communications preferences can be sorted by audience characteristics such as age, gender and parent/non-parent status.

A careful examination of the data will help you divide the audience into different groups and tailor your communications to their preferences. Your survey results will tell you what information different audiences want to receive and how they want to receive it.

Senior citizens, for example, might want more mailings or news media because they do not have children in school. Parents might want more information directly from school staff.

This knowledge is key in forming an effective communications plan that brings a maximum return on your communications investment and leads to greater community support

### Regular surveys help you keep up with public opinion

The Accountability Pillar data completed annually by the Alberta government can provide helpful information.

In addition, you may want to consider doing some of your own survey work in areas the satisfaction survey doesn't cover, or to get more qualitative data that would help you understand more about the satisfaction survey results.

Having quality data available to you regularly helps you do your job better. A communication plan should be a living, growing document. Survey data keeps your communication plan alive.

### Put your comm. plan in place

The following communications planning form will get you started. The format is designed to help you think about your research, audiences, messages and ways to evaluate results.

An easy way to start building a comprehensive, year-round plan is to use a form like this for small communications projects. Using this method, you will gradually build a plan that includes all of those projects and helps reflect the big picture in your comprehensive plan.

As you build your plan, keep in mind it is better to complete one strategic action 100 percent, than list 10 strategic actions and only complete each one 10 percent.

After you complete one of the plan's actions, you may want to add two more columns. Label the first column "Actual evaluation" and the second column "What now?"

Using as much concrete data as possible, evaluate the action to determine if the results are what you desired.

This will turn your communications plan into a living, evolving document that brings proven results for you and your organization.

*Contributed by Jeanne Magmer, communications consultant*



## Communications planning form

Target audience:

---

Research we have about this group and what it tells us:

---

Primary messages to deliver to this audience: 

---

Strategic Actions for Reaching This Group	Responsible Person(s)	Timeline		Desired outcome	How we will evaluate the results
		Start	Complete		
1.					
2.					
3.					
4.					
5.					



## Using social media for professional development

Educational professional development is not just training for teachers. In a growing number of jurisdictions, professional development is expanding to principals and other school administrators.

Many of the newest and best training tools can be found online. As the authors of *No Dream Denied* put it, "Technology is perhaps the most important-and most underutilized-tool for providing access to the targeted professional development they need, when and how they need it. Online courses, informal support groups, and other network-supported resources open the door to professional development opportunities far beyond what any school or district might be able to offer." <http://nctaf.org/wp-content/uploads/2012/01/no-dream-denied-summary-report.pdf>

According to a survey of teachers in professional development programs, sharing best practices increases teachers' knowledge and skills. It has a substantial positive influence on change in teacher practice. [www.edgateway.net/cs/wrel/view/lib/24](http://www.edgateway.net/cs/wrel/view/lib/24)

## Benefits of technology for PD

- Using technology for professional reasons can improve fluency in social media and using social media is good technology practice.
- Technology provides a personal or self-directed approach to professional development, which allows you to focus on areas you believe are most useful for your career and profession, not simply the courses available through your employer.
- Social media frees you from time and place constraints, allowing you to fit professional development into the limited time you have available wherever you are.

- By learning and using social media skills, you also become more able to understand and relate to youth who are just entering the workforce. Keeping up with new skills and trends is important as more and more tech-savvy youth enter the workforce.

## Social media PD opportunities

According to SimpleK12, an online teacher learning community, using social media is a great way to stay up to date on all the latest events in education. Using Twitter and Facebook to connect with like-minded learning professionals and actively following bloggers in the field are great ways to find and learn from peers.

You can use your social media connections and education blogs to find out about education webinars and local networking events.

Google+'s Hangout feature allows video conferencing for up to 10 people. It's a great way to bounce around ideas, find out what teachers and principals need and want, as well as offer solutions to existing problems. For the complete list, see <http://blog.simplek12.com/social-media/10-ways-to-use-social-media-for-professional-development/>

## Getting started with social tools

Jay Bernhardt, PhD, MPH, Center for Digital Health and Wellness, offers a primer for professionals interested in the basics of starting out with Twitter and LinkedIn for professional development, including suggestions for joining groups of like-minded professionals:

<http://www.slideshare.net/jaybernhardt/bernhardt-social-media-slides-sopbe-2013>



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### Professional development resources

#### [www.2Learn.ca](http://www.2Learn.ca)

Supported by the Government of Alberta, The Alberta Teachers' Association, The University of Alberta and the College of Alberta School Superintendents, this website offers a number of webinars and other professional development.

#### **BC Teachers Federation**

[www.bctf.ca/professionaldevelopment.aspx](http://www.bctf.ca/professionaldevelopment.aspx)

#### **The National Staff Development Council: Learning forward**

[www.learningforward.org/standards/index.cfm](http://www.learningforward.org/standards/index.cfm)

If you want to know about staff development, NSCD is an absolute must.

#### **Professional development for special educators**

[http://www.cec.sped.org/Professional-Development?sc\\_lang=en](http://www.cec.sped.org/Professional-Development?sc_lang=en)

Most of The Council for Exceptional Children (CEC)'s materials and videos are appropriate for learning how to address the educational needs of children with disabilities, but CEC also offers an entire service devoted to professional development.

#### **Association for Supervision and Curriculum Development (ASCD)**

[www.ascd.org/professional-development.aspx](http://www.ascd.org/professional-development.aspx)

ASCD is a nonprofit that represents superintendents, supervisors, principals, teachers, professors of education, and school board members, addressing all aspects of effective teaching and learning, such as professional development, educational leadership, and capacity building. ASCD offers a wide variety of professional development opportunities.

#### **American Teachers' Unions Resources**

*AFT:* [www.aft.org/issues/teaching/profdevel/index.cfm](http://www.aft.org/issues/teaching/profdevel/index.cfm)

*NEA:* [www.nea.org/assets/img/content/espacection.pdf](http://www.nea.org/assets/img/content/espacection.pdf)

The two largest teacher membership groups in the United States are the American Federation of Teachers and the National Education Association. Each has its own plentiful resources as well.

Between building connections with administrators and education professionals across the globe and benefitting from their experience and expertise, to finding and using online videos, classes and seminars, social media is an amazing tool for professional development.

Adding social media to your professional toolkit can enable you to be a better teacher, paraprofessional or administrator, which is good news any day of the -- week.

*Contributed by Megan Wilson, communications consultant*



## Communications Now

### Weblinks

#### International Education Week 2013

November 18-22, 2013

Organized under the Council of Minister of Education in Canada, to recognize the importance of international education, and communicate it to administrators, teachers, students and parents. Check out the International Education Week toolkit and other information by clicking here:

[www.education.alberta.ca/students/internationaleducation/intedweek.aspx](http://www.education.alberta.ca/students/internationaleducation/intedweek.aspx)

#### National Child Day

November 20, 2013

National Child Day is celebrated in Canada on November 20 in recognition of the UN Declaration, and the UN Convention, on the Rights of the Child.

The event also encourages engagement with youth through a "Bring your MP to School Day", during the week of November 11 – 15, 2013.

For more information including an event kit:

[www.unicef.ca/en/take-action/article/celebrate-national-child-day-2013](http://www.unicef.ca/en/take-action/article/celebrate-national-child-day-2013)

#### International Volunteer Day

December 5, 2013

A day to celebrate and promote the contributions of volunteers. The day was established by the United Nations in 1985. For more information, as well as resources:

[www.unv.org/what-we-do/intl-volunteer-day.html](http://www.unv.org/what-we-do/intl-volunteer-day.html)

[www.volunteeractioncounts.org/en/](http://www.volunteeractioncounts.org/en/)

#### Nominations open for "Great Kids Award"

The Government of Alberta is now accepting nominations for its 2014 "Great Kids" award. The purpose of the award is to recognize Alberta's children and youth for their outstanding determination, generosity, and compassion.

Sixteen winners, and all nominees, will be honoured at a ceremony in Edmonton.

Nomination deadline: December 9, 2013 at 4 p.m.

For more information: [www.greatkids.alberta.ca](http://www.greatkids.alberta.ca)


**18<sup>th</sup> October, 2013    Volume 2, Issue 8**

## FALL 2013 EVENTS



Click here to [Register now](#).

Our Fall 2013 Events will be starting off this year on Wednesday, November 13<sup>th</sup> at the Sutton Place Hotel with a great line up of engaging sessions with a focus on being a Public School Trustee.

The day will begin with a keynote presentation by Brian Woodland entitled "Making Education Leadership Matter in a Kim Kardashian World".

The keynote presentation will be followed by three breakout sessions for our newly elected Trustees facilitated by Brian Woodland, Maureen Towns and President Patty Dittrick. For our returning Trustees there will be a full day mentorship session with Maurice Fritze. Superintendents and Senior Executive staff are welcome to attend all sessions.

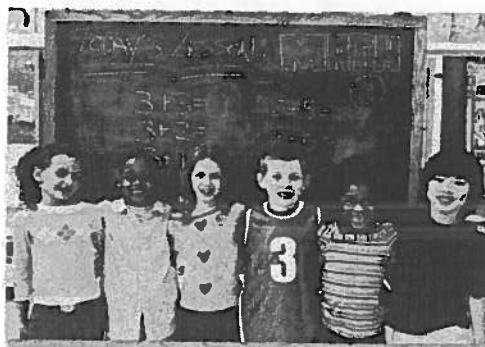
The MLA reception will be held the same evening at 5:30 p.m. Responses to our invitations have been very positive.

On Thursday November 14<sup>th</sup> the day will begin with a Buffet Breakfast followed by our Trustee University One with Dr. Fred Renihan and Dr. Pat Renihan.

Our 12<sup>th</sup> Annual Lt. Gov. Lois E. Hole Dinner and Lecture will be begin 6:00 p.m. at the Sutton Place Hotel with guest speaker, The Honorable A. Anne MacLennan P.C., O.C., sharing her perspective and insights into the Public School Education

Our Annual General Meeting will commence on Friday, November 15<sup>th</sup>, with a Buffet Breakfast with Deputy Minister Greg Bass at 8:00 a.m. The AGM will continue throughout the day with Executive Committee Candidate Speeches, Association Awards and presentations, Consideration and Approval of the 2014 Fee Schedule and Budget, and Elections.

We look forward to seeing you at our Fall Events.



### Points of Interest

Click here to view our Fall Events [Program at a Glance](#)

Our Save the Date Brochure can be viewed online now at [Fall Events Brochure](#)

Click here to view our [Four Year Calendar](#)

### Social Media Links









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*Office of the Minister  
MLA, Athabasca-Sturgeon-Redwater*

OCT 16 2013

AR82288

Ms. Jacquie Hansen  
President  
Alberta School Boards Association  
1200, 9925 - 109 Street  
Edmonton, AB T5K 2J8

Dear Ms. Hansen:

Thank you for your October 8, 2013 letter regarding school trustee elections in the Northland School Division.

I respect locally elected governments and the local autonomy of school boards. It is my goal to create a governance structure in the Northland School Division that will ensure improved student learning. In order for this to occur, the *Northland School Division Act* needs to be amended. As you know, this legislation was not amended in time for the 2013 school board elections, and the legislative agendas for future sessions are not yet finalized.

It is very important to me that proper consultation on this Act occurs and that the governance structure best serves the communities, parents and, most importantly, the students of Northland School Division. It may be possible that the electoral boundaries in the Northland School Division will be defined in conjunction with a new Act.

On October 21, 2013, as per normal practice in the Northland School Division, Local School Board Committee Members will be elected in 22 electoral subdivisions. It is my expectation that the Official Trustee will work co-operatively with the locally elected school board committee members on the governance matters of the Northland School Division. Under current legislation, I do not have the authority to appoint an interim board of trustees, as you suggest.

Progress has been made on many of the recommendations of the Northland School Division Inquiry Team Report and also into the subsequent recommendations of the Northland School Division Community Engagement Team. As you know, some of these recommendations require action from both Alberta Education and Northland School Division. However, many of the recommendations are directed to the Northland School Division.

*Alberta*

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I believe that the formal acceptance or rejection of the recommendations directed to the Northland School Division is best made by the division. I commit to working with the Northland School Division to implement the recommendations and other strategies that are required to improve student learning in the area.

I will continue to work with colleagues and community members on the new *Northland School Division Act*. I commend the work of the Alberta School Boards Association (ASBA) in support of the Northland School Division and the Ministry of Education as we continue to co-operate on this matter.

It is encouraging to see that both ASBA and Alberta Education are supportive of a locally elected governance structure for the Northland School Division. Although this process has taken longer than anticipated, it is imperative that the new legislation and governance structure will benefit the students of Northland School Division for many years to come.

Sincerely,



Jeff Johnson  
Minister  
MLA, Athabasca-Sturgeon-Redwater

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

## Education Quarterly Report to the Board for May, 2013

### **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.

<b>Quarterly Content for November, 2013</b>		
1. Superintendent's Message	Bulletin #1	
2. Progress on Division Initiatives and Programs to support Inquiry Report Recommendations.	Included in the Annual Education Results Report	
3. Staffing Positions and Attendance Rates	Bulletin #2	Student Enrolment
	Bulletin #3	Student Monthly Attendance
	Bulletin #4	Staff Attendance
	Bulletin #5	School Visits
4. School and Division success stories.	Bulletin #6	CTS Trailer
	Bulletin #7	FNMI Action Plan
	Bulletin #8	Literacy PD Round 2
	Bulletin #9	Anzac Wolves – Football Team
	Bulletin #10	Zone 1 Edwin Parr Award
	Bulletin #11	Zone 1 Friends of Education Award

*[The following text is extremely faint and largely illegible. It appears to be a list or index of names and locations, possibly related to a historical survey or expedition. The text is organized into several columns and rows, with some entries appearing to be names of places or individuals. Due to the low contrast and quality of the scan, specific details cannot be accurately transcribed.]*

## November, 2013 Quarterly Report

Bulletin 1

### Superintendent's Update

#### Follow up to 2013 PAT Results

Northland's overall results on the Provincial Achievement Tests have resulted in the administration undertaking a serious review of our current practices.

Administrators reviewed the PAT results at the October Administrators meeting. The remainder of the day was spent identifying strategies to improve results through effective supervision and evaluation. This work will continue at subsequent meetings with the support of a grant to support instructional leadership.

All schools have worked with their staff to review the PAT results and have developed improvement plans in their school AERRs. Follow up conferences between school administration and the superintendent will occur in December and January.

Two rounds of professional development involving all school educational staff have been completed. Sessions highlighted the critical need for teachers to create learning opportunities for students that are meaningful and culturally appropriate; to focus on literacy and language development; appropriate use of technology for learning; inclusive education and new developments in CTS. Sessions provided opportunities for teachers of similar grades to learn together. The learning services team will be reviewing evaluations and making adjustments for the third session that will occur in the new year.

On line, after school professional development sessions have been instituted. The content of these sessions has been retained so that teachers who were unable to participate in the session can access the information.

#### Superintendent's School Visits

During October and November the superintendent visited eight schools focusing on implementation of the literacy initiative at the elementary level and student engagement at all grades. The following observations are based on visits to elementary, junior high and senior high classrooms.

#### Implementation of the Literacy Initiative:

Schools have structurally implemented the literacy initiative at the elementary level. They have a two hour literacy block in place and a literacy lead is identified. Schools also have professional learning groups however they are not all focused on literacy. One school is addressing math through this process. The daily five is a classroom organizational and management structure that builds students stamina or ability to practice aspects of literacy learning independently. This structure enables the teacher to work with small groups of students at their instructional level. It is this combination of sufficient time for independent practice and regularly scheduled supported learning through direct interaction with the teacher that promotes growth. Teachers are implementing elements of the daily five however many teachers require additional support to implement the model effectively.

While most classrooms are using leveled reading material a number of teachers indicated the need for additional culturally relevant materials. Several teachers indicated a need for additional resources for students reading below grade level. For example, although each school received a set of the Turtle

Island Books teachers indicated that they needed more than one set of these materials to accommodate the range of reading needs.

All schools have identified Literacy Leads. These teachers serve as excellent “in-school” role models for effective literacy instruction. Further work needs to be done with school administrators and the literacy leads themselves to take advantage of these classrooms as demonstration sites to assist other teachers. We have reviewed the correlation between the PATS for grades 3 and 6 and PM benchmarks and Jerry Johns assessments. There is evidence of positive correlation, however there are also cases where teacher marks are higher or lower than the PATS. Training on assessment was a part of this the literacy professional development this fall.

### **Student Engagement**

Based on observations, student engagement was more evident when students are participating in hands on activities. For junior high students this was observed when they were in their option classes or involved in small group activities in core courses. Younger students in one grade three class were very excited to share their journal writing where they were able to share their personal experiences about duck hunting or Halloween. Stronger implementation of the literacy model does seem to be linked to increased student engagement. For example, in one grade one class where there was strong implementation of the model, students many students were confident in their reading ability and very excited to read aloud.

Students were observed to be more passive, quiet and at times disruptive in situations of whole group instruction. Students in some classes at the secondary level seemed disconnected from the content of the curriculum. Some elementary teachers effectively interspersed short in class breaks for physical activity after which students were able to return to a focus on their school work.

Student responses to self-paced learning are mixed. Some high school students miss the access to teachers. However many students appear to be experiencing success and seem to like the fact that they can work at their own pace. The school administration will be providing information on student progress toward course completion following the first reporting period so that we can begin to assess the impact of this approach on student learning.

### **Next Steps**

1. The senior administration will be meeting with the Learning Services team in December to review its current model of working with schools to increase the impact of interventions at the classroom level.
2. Review of school AERRs and superintendent visits to schools will continue with individual follow up and direction to school administrators to improve student learning.



## Bulletin 2

### Active Student

As of November 21, 2013		Active Student																										
SCHOOL		Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total	Home Schoolers	E.C.S.	Grand Total Enrollment	ECS Students coded 10	ECS Students coded 30	ECS Students coded 42	ECS Students coded 44	ECS Students coded 47	Sev. Disabled Grades 1-12	Mild & Moderate Grades 1-12	ESL ECS	ESL Grade 1-12	ECS - FMNI	Gr. 1-12 - FMNI
1379	HILLVIEW-EAST PR	2												31		5	36											
1543	CAREER PATHWAYS													49			49											
1544	BILL WOODWARD													49			49											
1801	ANZAC	10	23	11	15	16	17	12	16	11	14	13		114			114											
1804	CALLING LAKE	13	13	9	11	10	12	6	6	10	9	11	20	44		21	65											
1805	CHIPLEWYAN LAKE	2	1	4	2	2	1	3	1	2				130		9	139											
1806	CONKLIN	5	3	6	3	7	1	5	4					18			18											
1807	MISTASSINIV													34		4	38											
1808	ELIZABETH	20	17	14	16	12	15	16	17			42	52	367			367											
1809	J. F. DION	11	9	8	6	4	5	5						127		15	142											
1810	ATHABASCA DELTA	18	13	20	19	24	21	23	21	18	19	11	16	48		10	58											
1812	FORT MCKAY	19	6	12	11	10	9	4	4					223		15	238											
1817	GIFT LAKE	24	17	17	15	20	17	15	12	20				75		22	97											
1818	GROUARD	12	8	12	9	11	9	5	12	7				157		16	173											
1820	FATHER R. PERIN	9	12	9	6	5	8	9	3	5				85		16	101											
1822	DR. MARY JACKSON	5	4	4		4	3	1	1					66		9	75											
1823	LITTLE BUFFALO	21	15	17	18	12	8	14	13	13	4	19	9	23		9	32											
1827	PADDLE PRAIRIE	16	9	6	6	3	7	8	10	8	12	2	5	163		21	184											
1828	PEERLESS LAKE	11	5	12	17	9	9	9	7	9	9	12	11	82		12	104											
1829	PELICAN MOUNTAIN	4	4	3	3	1	3							120		10	130											
1830	SUSA CREEK	4	5	7	5	6	4	3	6					18		5	23											
1832	KATERI	9	10	5	8	7	5	11	5	6	6	3		40		4	44											
1833	BISHOP ROUTHIER	8	11	7	6	12	7							81		11	92											
1834	ST. THERESA	81	42	52	60	54	44							51		11	62											
	Sub - Total	302	234	237	246	233	212	202	212	173	183	135	120	333		56	389											
	HOME SCHOOLERS													2469	0	281	2770	0	0	0	0	0	0	0	0	0	0	0
	Sub - Total													0														
	ATIKAMEG	302	234	237	246	233	212	202	212	173	183	135	120	2469	0	281	2770											
	CADOTTE LAKE																											
	DAWSON CREEK																											
	FORT SMITH													0			0											
	FORT SMITH H/S													0			0											
	BIGSTONE COMM SCH													0			0											
	BOARD DIRECTED													0			0											
	Sub-Total Special App	0	0	0	0	0	0	0	0	0	0	0	0	0			0											
	GRAND TOTALS	302	234	237	246	233	212	202	212	173	183	135	120	2469	0	281	2770	0	0	0	0	0	0	0	0	0	0	0
																		Incl In Regular Count										





## ATTENDANCE PERCENTAGE BY GRADE, BY SCHOOL FOR THE MONTH OF SEPTEMBER, 2013

SCHOOL	FCs	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Percent
ANZAC	90	95	92	97										93
ATHABASCA DELTA	93	78	91	78	79	78	80	79	78	74	82	80	73	80
BILL WOODWARD					90	88	87	98	98	99	91	97		93
BISHOP ROUTHIER	84	75	89	68	83	90	82							83
CALLING LAKE	90	95	95	99	94	90	93	94	88	84				92.0
CAREER PATHWAYS														
CHIPEWYAN LAKE	33		95	80	76	95	90	43	86	60	71	74	73	72
CONKLIN	80	92	96	92	78	83	95	89	84		47			73
DR. MARY JACKSON	83	90	85	85		95	85	78	81		81			87
ELIZABETH	95	96	95	95	98	99	97	96	95					86
FATHER R. PERIN	98	84	79	69	82	67	79	85	68	68				96
FORT MCKAY	81	92	95	83	90	85	84	92	82					79
GIFT LAKE	85	86	90	90	86	90	78	90	89	76				87
GROUARD	93	88	95	93	98	95	90	98	100	93				86
HILLVIEW-EAST PR	93	82	89	98	97	92	94							94
J. F. DION	92	94	92	96	81	99	97							93
KATERI	83	96	90	93	89	70	94	93	57	71	51	82	72	92
LITTLE BUFFALO	82	82	77	83	77	86	74	90	81	70			95	82
MISTASSINIY														81
PADDLE PRAIRIE	89	91	95	96	88	99	89	90	79	80	59	57	47	73
PEERLESS LAKE	93	88	95	92	96	95	98	91	85	78	74	61	80	87
PELICAN MOUNTAIN	90	93	82	90	90	100	87	95	95	80	77	91	68	89
ST. THERESA	86	88	91	92	90	91	89							89
SUSA CREEK		89	96	98	96	88	95	98	91					90
Total														94

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# Staff Attendance (Based on Leave Applications)

August 1, 2013 to October 31, 2013

	# 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	45	9000	860.5	8139.5	127	733.5	90%	10%	1.41%	8.15%
Uncertificated Staff	172	45	7740	692	7048	25	667	91%	9%	0.32%	8.62%
Maintenance Staff	54	63	3402	205.5	3196.5	0	205.5	94%	6%	0.00%	6%
Central Office Staff	42	63	2646	75.5	2570.5	10.5	65	97%	3%	0.40%	2%

## Types of Leaves:

Annual Leave  
ATA  
Casual Sick Days  
Compassionate  
Conference  
Critical Care Leave  
Evergreen  
Family Care Days  
FNMI  
Leave - Other  
Lieu Days

Mentorship Teachers  
Personal Paid Leave  
Personal Unpaid Leave  
Principals' Meeting  
Professional Development  
School Business

## Maintenance includes:

Area Maintenance Workers  
Custodial Staff

## Central Office Staff includes:

Ped Supervisors

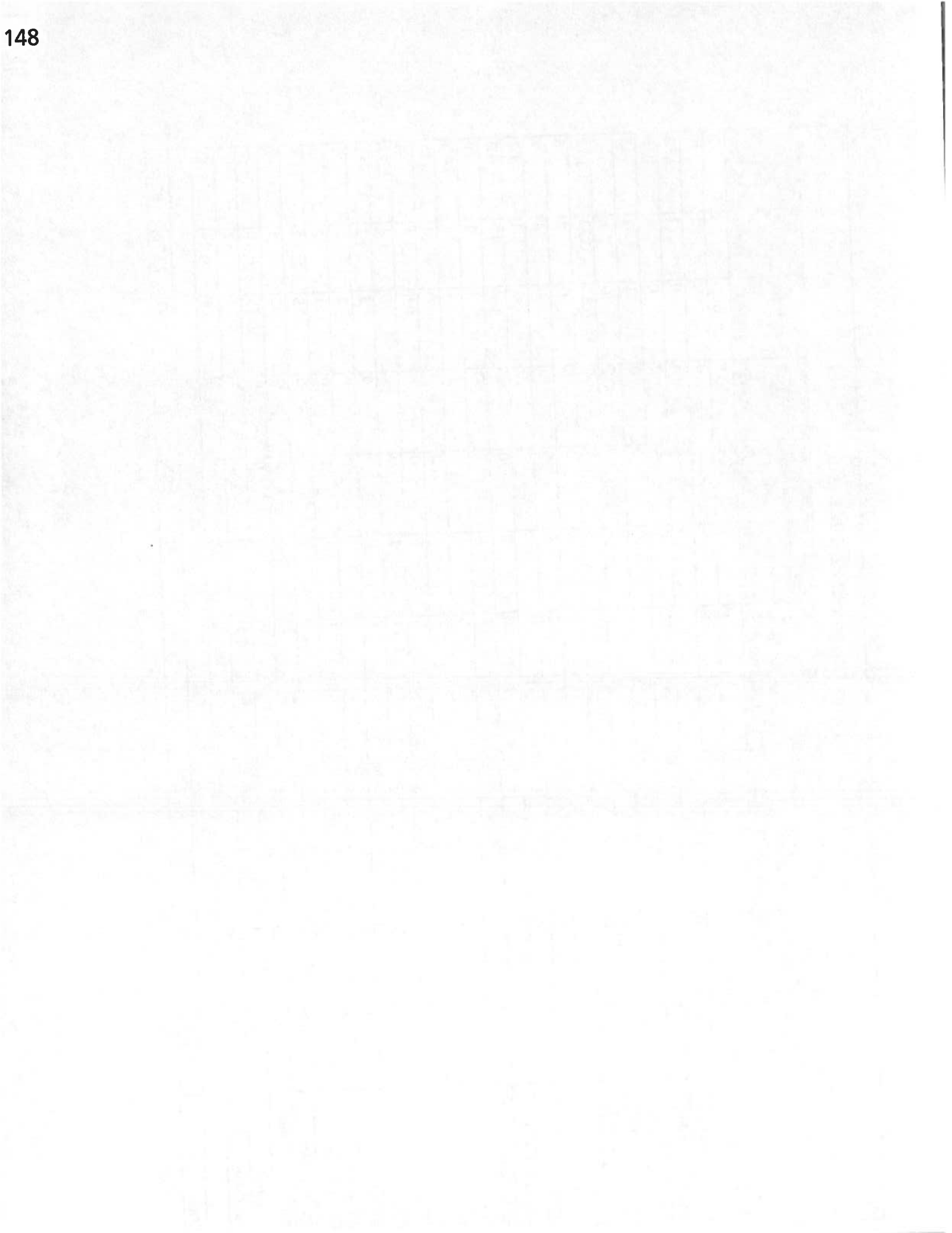




# Staffing Update - November 22, 2013

Bulletin 5

	Certified Staff	Certified Staff - NL	Early Childhood Instructors	ECS - PUF	Teacher Assistants	Special Assistants	School Community Liaison Worker	Family Community Liaison Advisor	Library Assistant	Native Language Instructor	Clerical	Total by School
Anzac	5	0	0	0	1	0	0	0.25	0.5	0.25	1	8
ADCS	17	0	0	0	1	3	1	0	0	2	1	25
Bill Woodward	8	0	0	0	0	2.6	1	0	0.5	0	1	13.1
Bishop Routhier	6	0	0	0	0	3.5	0	0	0	0	1	10.5
Calling Lake	13	0	0	0	0	3	0	0	0	1	1	18
Career Pathways	2	0	0	0	0	0	0	0	0	0	0	2
Chipewyan Lake	2	0	0	0.6	0.58	0	0	0	0	0.33	0.27	3.78
Conklin	4	0	0	0	1	0	0	0	0	0	0	6
Dr. Mary Jackson	2	0	1	0	1	1	0	0	0	0	1	6
Elizabeth	9.4	0	1	0.8	1	0	0	0	0	0	1	6
Father R. Perin	8	0	0	0	0	0.6	0	0	0	1	1	14.2
Fort McKay	7	1	0	0	5.5	0.5	0	0	0	0.6	0.6	9.8
Gift Lake	13	0	1	0	2	4.5	1	0	1	1	1	16
Grouard	7	1	0	1	3	1	1	0	0	0	1	24.5
Hillview	3	0	0	0	1.5	0	0	0	0	0.5	1	15
J.F. Dion	5.58	0	0	0.4	0	0.74	1	0	0	0	1	6
Kateri	7	0	0	0	1	1	0	0	0	0	1	8.72
Little Buffalo	11	0	0	0	2	3	1	0	0	1	1	11
Mistassiniy	22	0	0	0	3	3	0	2	0	1	1	19
Paddle Prairie	7	0	1	0	1	1	0	0	0	0.5	1	33
Peerless Lake	10	0	0	0	1	2	1	0	0	1	1	11.5
Relican Mountain	2	0	0	0	0.75	0	0	0	0	0.25	0	16
St. Theresa	22	0	1	4.5	6	4.5	0	1	1	2	2	44
USA Creek	3.6	0	0	0	1	0	0	0	0	0.4	0.85	5.85
Totals	196.58	2	5	7.3	33.33	34.94	7	3.25	3	14.83	22.72	329.95



## November, 2013 Quarterly Report

### CTS Trailer Unveiled at Northland Board Meeting



Northland School Division No.61 (NSD61) staff members got a glimpse as to what is being done to improve Career and Technology Studies (CTS) across the jurisdiction during the October 24th Board Meeting.

Randy Chernipeski, CTS School/Industry Partnership Administrator, showcased a newly purchased CTS mobile trailer that is funded by Cenovus and NSD61. The trailer is filled with 16 work station carts to start teaching "**Small Engine Mechanics**".

Each cart includes a four stroke engine and the standard and specialized tools required to perform an engine tear down and rebuild.

Chernipeski says the general goals for the CTS trailer are to facilitate programs to expose and engage students to earn CTS credits and learn practical skills and knowledge.

"We are looking to strengthen students' connection to learning the core courses such as literacy, math and science," says Chernipeski. "For some students the experience they gain will be the beginning of a career path in a mechanical trade. For others it may lead to being a business owner or a vehicle sales person. We decided to develop "**Small Engine Mechanics**" first because there is a high student interest in that subject area.

The **Small Engine Mechanics** course allows students to learn skills such as how a four stroke engine works, how to perform basic maintenance for vehicles and what to look for when buying a vehicle.

The trailer has started its journey in Little Buffalo and is destined for Athabasca Delta Community School (ADCS) second semester.

To help educate teachers, Paul Neethling, Technology Specialist, Kee Tas Kee Now Tribal Council, will provide training.

When it comes to future course development for similar CTS trailers, Chernipeski added that the next CTS trailers being developed will have **Cosmetology/Esthetics and Wildlife/Forestry** courses.





**November, 2013 Quarterly Report**

**Bulletin 7**

## **NSD61 Approves First Nations Métis and Inuit Strategic Action Plan**

*For immediate release – October 16, 2013*



Northland School Division No.61 (NSD61) is pleased to announce the implementation of a division-wide First Nations, Métis and Inuit (FNMI) Strategic Action Plan.

The plan was developed by the FNMI Working Committee and was approved at the September Board meeting.

The committee involved school administrators, Aboriginal language instructors and Advisory Board members.

Delores Pruden-Barrie, Director of FNMI Education, spearheaded the development of the FNMI Strategic Action Plan.

She says this is a historic moment for the jurisdiction.

"The FNMI Strategic Action Plan is a huge step for us to lead the way in FNMI Education in Alberta," said Pruden-Barrie. "The plan is designed to respond to local community and school aspirations and strengthen Aboriginal culture and language."

The FNMI Working Committee developed the plan by reviewing recommendations such as the NSD61 Inquiry Team Report.

The report calls for NSD61 to strengthen Aboriginal language, Aboriginal content within the

curriculum, staff development and support and to capitalize on its opportunity to provide excellence in First Nations and Métis education.

The Plan addresses the Aboriginal content direction, identifies success factors, different funding models and three action items.

The first action delves into identifying strengths that already exist at NSD61 such as organizing cultural camps and cultural weaving projects.

Action 2 provides recommendations to improve community engagement through the use of newsletters, social media, community gatherings and developing materials to promote Aboriginal culture and action 3 calls for NSD61 to enhance library materials.

Donna Barrett, Superintendent of Schools, says the FNMI Strategic Action Plan is a positive step in the right direction.

"95 per cent of our student population is First Nations and Métis," said Barrett. "The FNMI Strategic Action Plan will help us create a successful environment for students, parents, staff and community members."

The FNMI Strategic Action plan is available online at [www.northland61.ab.ca](http://www.northland61.ab.ca).

## November, 2013 Quarterly Report

Bulletin 8

### Literacy PD's: Round 2

***For immediate release – November 6, 2013***

Northland School Division No.61 (NSD61) has started the second round of face to face Literacy Professional Development (PD) for staff at all 24 schools and for Kee Tas Kee Now Tribal Council (KTC) staff.

The PD's are organized by NSD61's Learning Services Team that includes Gail Sajo, Supervisor of Literacy, Sherrie Buchner, Supervisor of Technology, Stephanie Ritcey, Supervisor of Student Services, Gloria Cardinal, First Nations, Métis Programming Supervisor, Maureen Chernipeski, Pedagogical Supervisor, TerryLynn Cook, Pedagogical Supervisor, Rick Horon, Pedagogical Supervisor and Randy Chernipeski, CTS School/Industry Partnership Administrator.

In round 2, educators will gather knowledge about what to do after you assess students.

This will be a continuation from round 1 where teachers reviewed current assessment tools that are used throughout the jurisdiction.

Other sessions will focus on allowing students to have multiple ways for taking in information, making sense of it and expressing what they learn and figuring out solutions as to how to make sure all students feel included in Literacy activities.

Throughout the PD, educators will also review current procedures and strategies to support reading, writing, oral language and comprehension skills and how to incorporate more technology into the classroom.

To support the three face to face Literacy PD's, The Learning Services Team is hosting 46 Online Literacy PD's (OLLPD) during the 2013-2014 school year.

The OLLPD's allow teachers to gather advice from other presenters such as Siobhan Murphy, Teacher, Greater St. Albert Catholic Regional Division and David Booth, Professor Emeritus in

Education at the Ontario Institute for studies in Education at the University of Toronto. Please turn to **page 10** to view upcoming PD's for the month of November.

*[The following text is extremely faint and largely illegible. It appears to be a multi-paragraph document, possibly a letter or a report, with several lines of text visible across the page. The content is too light to transcribe accurately.]*



## November, 2013 Quarterly Report

Bulletin 10

### Elizabeth Chant Celebrated as NSD61's Edwin Parr Teacher Award Nominee



Northland School Division No.61 (NSD61) was pleased to celebrate a prestigious nomination for a very special teacher at the Alberta School Boards Association Zone One Fall Award Ceremony on September 19, 2013.

Elizabeth Chant, former Grouard Northland School educator, was selected as NSD61's 2013 Edwin Parr Teacher Award nominee.

The Edwin Parr Teacher Award recognizes first year teachers that demonstrate exemplary dedication and commitment in the field of education.

Elizabeth, who graduated from the University of Calgary (U of C), was nominated by a collective group that included Jackie Sander, Grouard Northland School Principal, Delores Pruden, Delores

Pruden-Barrie, Director of First Nations and Métis Education and TerryLynn Cook, Pedagogical Supervisor.

"I was surprised, shocked and honoured," said Chant. "I'm really grateful for the support from Jackie and the rest of the Grouard Northland School team."

"She's very committed to her students and her teaching career," said Sander. She works hard to create a stimulating learning environment for students and she strives to involve parents and community members. Her skills and talents are outstanding for a first year teacher and she's striving to become an even better educator."

Following 2012-2013 school year, Elizabeth decided to move south and is currently teaching in Red Deer.

NSD61 wishes Elizabeth all the best in her future endeavors!



## November, 2013 Quarterly Report

Bulletin 11

### Northern Lakes College and Gift Lake Métis Settlement Celebrated as NSD61's Friends of Education Award Nominee



Archie Cunningham, Board Chair, Northern Lakes College (left), Donna Barrett, Superintendent of Schools, Northland School Division No.61 (second from the left), Chris Lamouche, Vice-President, Gift Lake Métis Settlement (middle), Ann Everatt, President and CEO, Northern Lakes College (second from the right) and Colin Kelly, Official Trustee, Northland School Division No.61 (right).

Northland School Division No. 61 (NSD61) celebrated the contributions of Northern Lakes College (NLC) and Gift Métis Settlement by presenting them the Alberta School Boards Association (ASBA) Zone One "Friends of Education Award" on September 19, 2013.

The Award recognizes individuals and organizations in the community who have made a special contribution to education in Alberta.

Donna Barrett, Superintendent of Schools says Northern Lakes College (NLC) and Gift Lake Métis Settlement are very deserving of this award.

"Northern Lakes College and Gift Lake Métis Settlement are important partners in our mission to provide quality educational experiences in a culturally rich environment for all students," said Barrett. We are proud to recognize both organizations for significant contributions to help students and communities."

On April 29, 2013, NSD61, NLC, Gift Lake Métis Settlement and the Government of Alberta announced a partnership to build the Gift Lake Learning Centre. The new facility will replace the aging Gift Lake School and will also be the new home for a Head Start Program, Daycare, Northern Lakes College Outreach Campus, multi-purpose section and an extended family area.

Ann Everatt, President and CEO, NLC, is pleased they can contribute to improving the community of Gift Lake.

"This is a good example of how partnerships and collaboration can solve problems," said Everatt. "Having us in the same facility will allow us to do even more in terms of providing more dual credit programs and university transfers."

Chris Lamouche, Vice-Chairperson, Gift Lake Métis Settlement, says the community is very excited.

"We have community pride where people are actually seeing full on construction," said Lamouche. "Everyone is very excited to see the finished product. We would like to thank everyone involved in making this facility possible."

NSD61 also recognized NLC and the Gift Lake Métis Settlement for their efforts to accommodate students when the Gift Lake School was temporarily closed in 2012 because of mould and asbestos inside the building.

The Gift Lake Métis Settlement supported the school by providing space in community facilities and NLC stepped up to supply room at the Grouard campus.

NLC and Gift Lake Métis Settlement received the award at the ASBA Zone Fall General Meeting with nominees from other school boards in northern Alberta.



**Secretary-Treasurer's Report**  
**Year to Date October 31, 2013**  
**Presented by Dennis Walsh Secretary-Treasurer**

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**Introduction:**

The Statement of Revenues and Expenses, for the month of October is included for information only. The main focus of this report is an update on the unaudited financial statements for 2012 – 2013 school year, an analysis of our Federal Revenue for the 2012 – 2013 school based on our November Revised Budget and an analysis of the 2013-2014 Federal Revenue.

**Audited 2012 – 2013 Financial Statements**

At the time of writing this report, the exit conference for the 2012 – 2013 Audited Financial Statement was not held. It will take place on November 25<sup>th</sup>. Currently, the statements have been forwarded to the Auditor General for review prior to the exit conference. In Appendices A and B, you will note that revenue compared to our June Approved Budget increased by \$814,455 and expenses increased by \$836,342 for a net surplus of \$47,392 compared to the June Approved Budget of \$69,279. This is the first time since 2008 that a surplus has been realized. The preparation of the financial statements was substantially different from prior years due to the conversion to Public Sector Accounting Standards (PSAS) which required major restatements and reclassifications affecting current and prior years.

**Federal Revenue (2012-2013)**

You will note that the September Secretary Treasurer's Report was anticipating a surplus in the range of \$1.5 million with the major factor that could affect this amount of surplus being the adjustment to our Federal Revenue based on the nominal role which was finalized in October.

In Appendix C, an analysis of the Federal Revenue shows a loss of \$1,146,258.40 compared to the November Revised Budget. The November Revised Budget was based on September count of 1119 Grade 1 to 12 students and 102 ECS students. This compares to an actual of 1073 Grade 1 to 12 and 102 ECS Students. Also there was a decrease in the federal rate for Grade 1 – 12 from \$1,884.57 to \$1,868.57 and a decrease in the ADCS rate for Grade 1 - 12 from \$1,833.42 to \$1,757.52. This decrease is partially offset by an increase in rate for ECS students from \$774.39 to \$868.63 and for ADCS ECS students from \$744.17 to \$868.10. The following is a summary of the analysis in Appendix C:

**2012 - 2013 FEDERAL REVENUE ANALYSIS**

Description	Summary				
	November Revised	Actual 2012 - 2013	Variance	Variance Rate	Enrolment
GD 1 - 12	21,096,123.30	19,858,104.00	-1,238,019.30	-276,888.60	-961,130.70
ECS	787,762.40	885,965.50	98,203.10	98,203.10	0.00
<b>TOTAL</b>	<b>21,883,885.70</b>	<b>20,744,069.50</b>	<b>-1,139,816.20</b>	<b>-178,685.50</b>	<b>-961,130.70</b>

The enrolment loss is a result of the nominal roll audit at Misitassiniy School and Career Pathway Outreach in which 46 students were removed.

**Federal Revenue (2013-2014)**

The nominal roll audit was completed by Aboriginal Affairs and Northern Development Canada on November 15<sup>th</sup>. The audit focused on Mistassiniy School and the Career Pathway Outreach. Prior to the audit, Bigstone removed 20 student from the September count which was mainly based on withdrawals. After the audit, a preliminary review shows an additional 20 students will be removed. At the rate of \$1,868.13 per month per student this will result in a decrease in revenue of \$1,500,092. Also, there will be a reduction in revenue from Career Pathway Outreach because of the change in funding from cost-recovery based on the federal calculation to funding per CEUs completed. This reduction in revenue will be approximately \$265,185 based on 19 students. Finally, there will be a rate adjustment of approximately \$321,726. The total adjustment to Federal Revenue will be a decrease of approximately \$1.8 million. The following is a summary of the changes to federal revenue:

**2013 - 2014 FEDERAL REVENUE ANALYSIS**

Description	Actual 2012 - 2013	June Approved 2013 - 2014	Summary November Revised 2013 - 2014		Variance	
					Rate	Enrolment
GD 1 - 12	19,858,104.00	20,493,572.40	18,727,271.10	-1,766,301.30	-272,376.00	-1,493,925.30
ECS	885,965.50	973,545.90	912,008.50	-61,537.40	-49,350.00	-12,188.20
<b>TOTAL</b>	<b>20,744,069.50</b>	<b>21,467,118.30</b>	<b>19,639,279.60</b>	<b>-1,827,838.70</b>	<b>-321,726.00</b>	<b>-1,506,113.50</b>

**Career Pathway Outreach**

The Federal Revenue generated by Career Pathway Outreach will be approximately \$90,000, based on 32 students completing 15 CEUs each. The Provincial base rate is \$63,000 for total revenue of \$153,000. The June Approved Budget for expenses is \$282,376 and in preparing the November Revised operating expenses will increase to \$389,535 as a result of an additional Certified Teacher (.75), a part time Secretary (.5) and Teacher Assistant (.2). The net deficit operating Career Pathway Outreach will be \$237,000.

**2013-2014 November Revised Budget**

Work is continuing on the November Revised Budget. Strategies are being discussed to reduce our expenditures going forward. We are reviewing areas where staff reduction must take place because of low enrolment.

**Collective Bargaining**

The collective bargaining team for ATA and NSD have signed off on an agreement between both parties. The next step in the process is ATA to ratify the agreement after which it will be brought to the Board for approval.

**Summary**

With the completion of the Audited Financial Statements, Collective Bargaining, and the November Revised Budget, our focus will shift to getting ready for the implementation of our Human Resources and Financial Management System.

## Appendix A

School Jurisdiction Code: 1280

**STATEMENTS OF OPERATIONS**  
 For the Years Ended August 31 (in dollars)

	Budget 2013	Actual 2013	Actual 2012 (Restated)
<b>REVENUES</b>			
Alberta Education			
Other - Government of Alberta	\$37,383,472	\$37,200,087	\$37,455,386
Federal Government and First Nations	\$28,901	\$966,929	\$1,095,583
Other Alberta school authorities	\$20,801,054	\$20,862,392	\$20,845,936
Out of province authorities	\$0	\$0	\$0
Alberta Municipalities-special tax levies	\$0	\$0	\$0
Property taxes	\$0	\$0	\$0
Fees	\$0	\$0	\$0
Other sales and services	\$0	\$0	\$0
Investment income	\$1,016,926	\$656,887	\$565,572
Gifts and donations	\$15,000	\$10,292	\$39,891
Rental of facilities	\$180,800	\$665,555	\$693,754
Fundraising	\$1,052,648	\$973,522	\$1,000,651
Gains (losses) on disposal of capital assets	\$450,000	\$251,134	\$347,164
Other revenue	\$0	\$156,458	\$1,260
Total revenues	\$60,928,801	\$61,743,256	\$62,045,197
<b>EXPENSES</b>			
Instruction			
Plant operations and maintenance	\$38,800,179	\$39,872,808	\$40,504,149
Transportation	\$8,854,121	\$9,696,288	\$9,968,293
Administration	\$3,894,477	\$3,721,237	\$3,753,651
External services	\$3,773,351	\$3,233,159	\$3,173,874
Total expenses	\$55,537,394	\$55,172,372	\$55,274,639
Operating surplus (deficit)	\$69,279	\$47,392	(\$629,409)

The accompanying notes and schedules are part of these financial statements.

Note: Please input "(Restated)" where Actual 2012 comparatives are not as presented in the finalized 2011/2012 Audited Financial Statements  
 Alberta Education.

AOS = AOS on Statement of Financial Position  
 (Decrease) / Increase in Endowments as per Statement of Cash Flow  
 Net Change

\$0 \$1  
 \$0 \$0  
 \$0 \$1



**SCHEDULE OF PROGRAM OPERATIONS**  
**for the Year Ended August 31, 2013 (in dollars)**

School Jurisdiction Code:

1280

REVENUES	2013					2012
	Instruction (ECS- Grade 12)	Plant Operations and Maintenance	Transportation	Board & System Administration	External Services	TOTAL
(1) Alberta Education	\$25,887,038	\$5,005,843	\$2,583,123	\$479,253	\$3,224,830	\$37,200,087
(2) Other - Government of Alberta	\$0	\$140,785	\$0	\$0	\$826,143	\$866,929
(3) Federal Government and First Nations	\$12,826,609	\$4,400,211	\$1,079,473	\$2,756,099	\$0	\$20,862,392
(4) Other Alberta school authorities	\$0	\$0	\$0	\$0	\$0	\$0
(5) Out of province authorities	\$0	\$0	\$0	\$0	\$0	\$0
(6) Alberta Municipalities-special tax levies	\$0	\$0	\$0	\$0	\$0	\$0
(7) Property Taxes	\$0	\$0	\$0	\$0	\$0	\$0
(8) Fees	\$0		\$0		\$0	\$0
(9) Other sales and services	\$475,011	\$18,847	\$15,709	\$6,379	\$141,141	\$656,887
(10) Investment Income	\$9,449	\$0	\$0	\$0	\$643	\$10,292
(11) Gifts and donations	\$627,825	\$37,730	\$0	\$0	\$0	\$665,555
(12) Rental of facilities	\$0	\$0	\$0	\$0	\$973,522	\$973,522
(13) Fundraising	\$251,134	\$0	\$0	\$0	\$0	\$251,134
(14) Gains on disposal of tangible capital assets	\$1	\$103,647	\$52,810	\$0	\$0	\$156,458
(15) Other revenue	\$0	\$0	\$0	\$0	\$9	\$0
(16) TOTAL REVENUES	\$39,887,067	\$9,706,864	\$3,741,115	\$3,241,731	\$5,166,479	\$61,743,256
EXPENSES						
(17) Certificated salaries	\$20,583,514			\$447,553	\$0	\$21,031,067
(18) Certificated benefits	\$4,064,061			\$28,408	\$0	\$4,092,469
(19) Non-certificated salaries and wages	\$6,694,708	\$2,835,626	\$1,047,717	\$974,060	\$1,730,630	\$13,282,741
(20) Non-certificated benefits	\$1,440,691	\$638,835	\$197,774	\$259,830	\$381,513	\$2,916,643
(21) SUB - TOTAL	\$32,782,974	\$3,472,461	\$1,245,491	\$1,709,851	\$2,112,143	\$41,322,920
(22) Services, contracts and supplies	\$6,417,165	\$2,825,091	\$2,230,733	\$1,297,066	\$2,680,085	\$16,204,273
(23) Amortization of supported tangible capital assets	\$255,314	\$2,773,791	\$0	\$12,727	\$150,711	\$3,192,543
(24) Amortization of unsupported tangible capital asset	\$417,335	\$544,992	\$245,013	\$184,507	\$218,025	\$1,609,872
(25) Supported interest on capital debt	\$0	\$21,748	\$0	\$0	\$1,445	\$23,193
(26) Unsupported interest on capital debt	\$0	\$0	\$0	\$0	\$433	\$433
(27) Other interest and finance charges	\$0	\$0	\$0	\$29,008	\$0	\$29,008
(28) Losses on disposal of tangible capital assets	\$0	\$58,205	\$0	\$0	\$9,530	\$67,735
(29) Other expense	\$0	\$0	\$0	\$0	\$0	\$0
(30) TOTAL EXPENSES	\$39,872,808	\$9,696,288	\$3,721,237	\$3,233,159	\$5,172,372	\$61,695,864
(31) OPERATING SURPLUS (DEFICIT)	\$14,259	\$10,576	\$19,878	\$8,572	(\$5,893)	\$47,392
						\$62,674,606
						(\$629,409)

## Appendix C

Regular	June Approved	November Revised	January Forecast	Actual 2012 - 2013	Actual vs November
GD 1 - 12	17,077,170.11	17,997,643.50	17,356,889.70	16,887,895.20	-1,109,748.30
ECS	767,673.60	735,670.50	836,341.20	825,198.50	89,528.00
<b>Total Regular</b>	<b>17,844,843.71</b>	<b>18,733,314.00</b>	<b>18,193,230.90</b>	<b>17,713,093.70</b>	<b>-1,020,220.30</b>

ADCS	June Approved	November Revised	January Forecast	Actual 2012 - 2013	Actual vs November
GD 1 - 12	2,761,044.72	3,098,479.80	3,098,479.80	2,970,208.80	-128,271.00
ECS	77,301.96	52,091.90	57,885.80	60,767.00	8,675.10
<b>Total ADCS</b>	<b>2,838,346.68</b>	<b>3,150,571.70</b>	<b>3,156,365.60</b>	<b>3,030,975.80</b>	<b>-119,595.90</b>
<b>TOTAL NSD</b>	<b>20,683,190.39</b>	<b>21,883,885.70</b>	<b>21,349,596.50</b>	<b>20,744,069.50</b>	<b>-1,139,816.20</b>

20,862,392.00

Lessor Slave Lake

88,434.06

Liason Position

29,888.44

Regular	June Approved	November Revised	January Forecast	Actual (Unaudited) 2012-2013	Actual Variance to November Revised Rate	Enrolment
Gr 1 - 12	883.00	955.00	921.00	904.00		-961,130.70
Lower Rate	1,933.99	1,884.57	1,884.57	1,868.13	-148,617.60	
ECS	83.00	95.00	108.00	95.00		0.00
Higher Rate	924.91	774.39	774.39	868.63	89,528.00	
<b>Total Variance Regular</b>					-59,089.60	-961,130.70

Note: Student Count does not include LSLIRC

ADCS	June Approved	November Revised	January Forecast	Actual (Unaudited) 2012-2013	Actual Variance to November Revised Rate	Enrolment
Gr 1 - 12	168.00	169.00	169.00	169.00		0.00
Lower Rate	1,643.48	1,833.42	1,833.42	1,757.52	-128,271.00	
ECS	8.00	7.00	7.00	7.00		0.00
Higher Rate	966.27	744.17	826.94	868.10	8,675.10	
<b>Total Variance ADCS</b>					-119,595.90	0.00
<b>TOTAL NSD</b>					<b>-178,685.50</b>	<b>-961,130.70</b>

*[The body of the page contains extremely faint, illegible text, likely bleed-through from the reverse side. The text is organized into several paragraphs and possibly a list or table structure, but the characters are too light to transcribe accurately.]*



School Jurisdiction Code:

**STATEMENT OF REVENUES AND EXPENSES**  
 Year to Date October 31, 2013  
 (in dollars)

	Actual 2010-2011	Actual 2011-2012	Actual 2012-2013 (Unaudited)	Actual YTD Oct. 31 2013	Budget 2013-2014	% Remaining
<b>REVENUES</b>						
Government of Alberta						
Federal Government and First Nations						
Other sales and services (le Rebates, SFS Hot Lunch, AMHP)	\$33,142,871	\$34,725,282	\$34,910,658	\$5,512,671	\$32,833,659	83.2%
Investment Income (le Interest on Bank Accounts)	\$20,034,181	\$20,845,938	\$21,919,694	\$4,359,090	\$21,459,629	79.7%
Gifts and donations	\$1,476,727	\$1,748,178	\$1,449,943	\$150,129	\$2,246,799	0.0%
Gross school generated funds	\$9,609	\$39,891	\$10,292	\$0	\$10,000	100.0%
Rental of facilities (le Housing)	\$535,923	\$585,858	\$171,952	\$25,914	\$247,984	89.5%
Gains on disposal of capital assets (le Sale of Capital Assets)	\$203,388	\$0	\$0	\$0	\$450,000	0.0%
Amortization of capital allocations (Depreciation on Supported Assets)	\$988,832	\$1,000,651	\$973,522	\$140,883	\$1,052,848	86.6%
Other revenue	\$8,021	\$1,260	\$214,295	\$0	\$0	0.0%
	\$2,851,125	\$3,135,934	\$3,180,840	\$535,118	\$3,020,254	82.3%
<b>EXPENSES</b>						
Certificated salaries	\$59,350,657	\$62,082,990	\$62,841,193	\$10,723,604	\$61,320,953	82.5%
Certificated benefits						
Non-certificated salaries and wages	\$21,416,515	\$21,544,783	\$21,031,088	\$3,428,190	\$21,459,109	84.0%
Non-certificated benefits	\$4,459,796	\$4,218,552	\$4,082,499	\$812,581	\$4,184,228	85.4%
Salaries & Benefits Central Office/Maint/Transp/SFS/Housing	\$13,420,184	\$13,536,225	\$13,282,741	\$2,031,046	\$11,354,921	82.1%
Services, contracts and supplies (le Utilities, training, repairs, travel)	\$2,980,994	\$2,959,078	\$2,916,843	\$437,180	\$3,046,012	85.6%
Gross school generated funds						
Capital and debt services	\$15,282,527	\$16,204,273	\$14,645,223	\$2,004,212	\$16,460,357	87.8%
Amortization of capital assets	\$0	\$0	\$0	\$0	\$450,000	0.0%
Supported						
Unsupported						
Total Amortization of capital assets	\$2,950,691	\$3,138,632	\$3,187,601	\$532,907	\$2,988,969	82.2%
Interest on capital debt	\$1,044,263	\$985,957	\$1,615,376	\$265,608	\$1,027,049	74.1%
Supported	\$3,994,954	\$4,134,588	\$4,802,977	\$798,516	\$4,026,018	80.2%
Unsupported						
Total Interest on capital debt	\$79,008	\$40,429	\$23,193	\$0	\$28,901	100.0%
Other interest and charges	\$866	\$650	\$433	\$0	\$784	100.0%
Losses on disposal of capital assets	\$79,874	\$41,079	\$23,626	\$0	\$28,685	100.0%
Other expense	\$7,765	\$4,690	\$29,008	\$0	\$8,000	100.0%
	\$7,000	\$33,187	\$0	\$0	\$0	0.0%
<b>Total Expenses</b>	\$61,649,599	\$62,676,435	\$60,823,754	\$9,312,725	\$61,018,330	84.7%
<b>EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE EXTRAORDINARY ITEM</b>						
Extraordinary item	(\$2,288,932)	(\$593,445)	\$2,017,439	\$1,410,880	\$302,823	-2.2%
<b>EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES</b>	(\$175,916)	\$0	\$0	\$0	\$0	0.0%
	(\$2,474,848)	(\$593,445)	\$2,017,439	\$1,410,880	\$302,823	-2.2%





Accounts Receivable  
Federal Government and First Nations

14-Nov-13

Student Counts		Reg	13-14 Student Count	E.C.S.	Prior to & 2004/2005	Outstanding Aug-2011 2010/2011	Outstanding Aug-2012 2011/2012	Outstanding Aug-2013 2012/2013	Outstanding Nov-2013 2013/2014	Mhts O/S	Total Outstanding	Monthly Billing	REG rate	ECS Rate
Indian & Northern Affairs (INAC)		111	26		-	(0.00)	0.00	6,048.39	141,512.76	0.6	147,561.15	229,946.81	1,868.13	868.63
Lesser Slave Lake Regional Council		6	4		-	-	-	(0.00)		-	(0.00)	6,924.96	1,154.16	465.93
Bigstone Cree First Nation		370	26		-	(0.00)	0.00	(899,405.00)	296,623.02	(0.8)	(602,781.98)	713,792.48	1,868.13	868.63
Indian Education Authority Athabasca - Chip - Mikisew		0	0		61,333.22	-	-	(31,054.80)	(14,899.92)	(0.6)	61,333.22		-	-
Woodland Cree		40	2		-	0.00	-	(94,335.00)	511,468.64	1.7	(45,954.72)	72,037.00	1,757.52	868.10
		138	8		-	-	-	435,911.70	310,455.33	7.2	417,133.64	249,482.56	1,757.52	868.10
Lubicon Cree First Nation (INAC)		54	3		-	-	(0.00)	(9,426.40)	(65,654.04)	(0.5)	746,367.03	103,484.91	1,868.13	868.63
Chipewyan Prairie First Nation (INAC)		72	11		-	-	(0.00)	(3,431.60)	(20,841.15)	(0.2)	(24,272.75)	144,060.29	1,868.13	868.63
Peerless Kateri First Nations (INAC)		57	8		-	0.00	0.00	(13,133.60)	(34,567.92)	(0.1)	(47,701.52)	113,432.45	1,868.13	868.63
		201	21		-	-	(0.00)					393,735.36	1,868.13	868.63
Total Outstanding		1049	109		61,333.22	(0.00)	0.00	(608,826.31)	1,124,096.72		576,603.63			

Bigstone #'s does not include Career Pathways  
Career Pathway is being paid by CEU's earned by the studentsChipewyan Prairie  
Lubicon Lake  
Peerless Trout First Nation  
INAC120,379.50 Nov 2013  
165,944.97 Nov 2013  
405,258.00 Nov 2013  
182,775.89 Nov 2013  
77,003.64 Nov 2013  
922,377.21 Oct 2013  
1,873,739.21Liaison - Bigstone Cree  
Liaison - Mikisew paid by INAC697-3740  
0-629-3945

Northland School Division  
Federal Accounts Receivable

11/14/2013

**Aged Summary**

Outstanding Months	ACFN	Indian Education Authority	Mikisew	Peerless Kateri First Nation	Bigstone	Chip Prairie	Lesser Slave Lake	Lubicon Cree	Indian Affairs	Woodland Cree	Aging by Month
Nov-13	(18,207.68)	-	274,489.60	(34,567.92)	296,623.02	(20,841.15)	-	(65,654.04)	141,512.68	176,109.45	749,463.96
Oct-13	1,653.88	-	236,979.04	-	-	-	-	-	0.04	67,172.94	305,805.90
Sep-13	1,653.88	-	-	-	-	-	-	-	0.04	67,172.94	68,826.86
Aug-13	(31,054.80)	-	(94,335.00)	(13,133.60)	(899,405.00)	(3,431.60)	-	(9,426.40)	1,224.80	(112,888.60)	(1,162,450.20)
Jul-13	-	-	-	-	-	-	-	-	-	0.00	-
Jun-13	-	-	-	-	-	-	-	-	0.40	67,172.94	67,173.34
May-13	-	-	-	-	-	-	-	-	0.40	67,172.94	67,173.34
Apr-13	-	-	-	-	-	-	-	-	0.40	67,172.94	67,173.34
Mar-13	-	-	-	-	-	-	-	-	0.37	67,172.94	67,173.31
Feb-13	-	-	-	-	-	-	-	-	4,822.02	67,172.94	71,994.96
Jan-13	-	-	-	-	-	-	-	-	-	67,172.94	67,172.94
Dec-12	-	-	-	-	-	-	-	-	-	67,172.94	67,172.94
Nov-12	-	-	-	-	-	-	-	-	-	67,172.94	67,172.94
Oct-12	-	-	-	-	-	-	-	-	-	67,172.94	67,172.94
Sep-12	-	-	-	-	-	-	-	-	-	11,416.78	11,416.78
Sep-11	-	61,333.22	-	-	-	-	-	-	-	0.00	-
Dec 2005 & older	-	-	-	-	-	-	-	-	-	0.00	-
	(45,954.72)	61,333.22	417,133.64	(47,701.52)	(602,781.98)	(24,272.75)	-	(75,080.44)	147,561.15	746,367.03	576,603.63
Current	(18,207.68)	-	274,489.60	(34,567.92)	296,623.02	(20,841.15)	-	(65,654.04)	141,512.68	176,109.45	749,463.96
30 days	1,653.88	-	236,979.04	-	-	-	-	-	0.04	67,172.94	305,805.90
60 days	1,653.88	-	-	-	-	-	-	-	0.04	67,172.94	68,826.86
90 days	(31,054.80)	-	(94,335.00)	(13,133.60)	(899,405.00)	(3,431.60)	-	(9,426.40)	1,224.80	(112,888.60)	(1,162,450.20)
120 days	-	-	-	-	-	-	-	-	0.40	67,172.94	67,173.34
180 days	-	-	-	-	-	-	-	-	0.40	67,172.94	67,173.34
181 - 365	-	-	-	-	-	-	-	-	0.40	414,454.42	414,454.82
1 yr - 2 yr	-	-	-	-	-	-	-	-	4,822.39	-	4,822.39
Over 2 yr	-	61,333.22	-	-	(0.00)	-	-	-	-	-	61,333.22
Current	(45,954.72)	61,333.22	417,133.64	(47,701.52)	(602,781.98)	(24,272.75)	-	(75,080.44)	147,561.15	746,367.03	576,603.63
Long Term											
Total Aging	(45,954.72)	61,333.22	417,133.64	(47,701.52)	(602,781.98)	(24,272.75)	-	(75,080.44)	147,561.15	746,367.03	576,603.63

## **BOARD OF TRUSTEES**

**COLIN KELLY  
TRUSTEE OF THE BOARD**

**DATE: NOVEMBER 27, 2013**

**PRESENTED BY: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS**

**SUBJECT: PROCEDURE 304, STUDENT CONDUCT**

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**ORIGINATOR: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS**

<b>RECOMMENDATION</b>
That the Board of Trustees approve in principle, changes to Procedure 304, Student Conduct, as attached.

\*\*\*\*\*

### **BACKGROUND**

Clause 8.1 of the current procedure does not conform to current practices and must be removed.

This Procedure was received as information at the September 26, 2013 Board Meeting (23473/13) with the request to bring the complete Procedure back.



**Student Conduct****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 behavior consistent with the school's mission statement, vision, values, care commitments and goals that support the creation of a favorable learning environment must occur.

**Procedures**

1. The principal and school staff shall inform students of their responsibility to comply with the requirements identified in Section 12 of the *School Act*.
2. The principal, in consultation with the superintendent and staff, and with the approval of the Local School Board Committee shall develop a code of behavior and discipline policy for the school.
3. The local code of conduct and discipline policy should focus upon:
  - 3.1 Developing as far as possible in every pupil the capacity for intelligent self-control.
  - 3.2 Establishing clearly understood and reasonable limits to pupil behavior that can be consistently respected and updated.
  - 3.3 Recognizing that the maintenance of effective student behavior 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.
4. The principal shall be responsible for making parents, staff and students fully aware of the code of behavior and discipline policy of the school.
5. 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.



6. 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.
7. If a principal believes that the school has insufficient resources or expertise to deal with a disciplinary issue, the superintendent must be advised.
8. Teachers should consider the following guidelines when dealing with situations requiring disciplinary measures:
  - 8.1 ~~The use of sufficient force to restrain a student who is about to carry out some destructive act or to prevent a student from attacking another individual is justified.~~
  - 8.2 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 behavior.
  - 8.3 Penalties or consequences for misbehavior 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 behavior or attitude.
  - 8.4 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.
  - 8.5 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.



## Student Conduct

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6. 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.
7. If a principal believes that the school has insufficient resources or expertise to deal with a disciplinary issue, the superintendent must be advised.
8. Teachers should consider the following guidelines when dealing with situations requiring disciplinary measures:
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  - 8.5 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.





## **BOARD OF TRUSTEES**

**COLIN KELLY  
TRUSTEE OF THE BOARD**

**DATE: NOVEMBER 27, 2013**

**PRESENTED BY: DENNIS WALSH, SECRETARY – TREASURER**

**SUBJECT: BORROWING RESOLUTION – CURRENT EXPENDITURES**

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**ORIGINATOR: DENNIS WALSH, SECRETARY – TREASURER**

<b>RECOMMENDATION</b>
That the Board of Trustees approve the Borrowing Resolution – Current Expenditures in the amount of \$3,000,000.00 to meet the current operating expenditures for the year 2013/14, as attached.

\*\*\*\*\*

**BACKGROUND:**

The Borrowing Resolution is required by the Alberta Treasury Branch to cover borrowing, if required, for current operating expenditures during the 2013/14 school year.

**OPTIONS:**



## 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, 2013;

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

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

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

3. All sums borrowed as aforesaid or so much thereof as from time to time remains unpaid shall bear interest at a rate per annum equal to Zero (0%) PER CENT above the Prime Lending Rate established from time to time by ATB, and such interest shall be calculated and due and payable monthly.
4. All sums authorized to be borrowed hereunder, including interest, shall be due and payable in full no later than August 31 of the said financial year.
5. As security for payment of money borrowed hereunder, the Board hereby charges to and in favour of ATB the whole of the Alberta Learning Funding received or to be received by the Board, and all other money due or accruing due to the Board, and the Chairman and Secretary of the Board are hereby authorized on behalf and in the name of the Board to execute and deliver to ATB such security documents as ATB may require in relation to the foregoing charge. The said charge shall be collateral to the obligation of the Board to repay with interest all sums borrowed from ATB and ATB shall not be bound to recover any such funding or other monies before being entitled to payment from the Board.
6. ATB shall be furnished with a certified copy of this Resolution and a list of the officers of the Board together with specimens of their signatures, and the said list shall be binding on the Board until notice to the contrary or of any changes therein shall be given to the Manager of the Alberta Treasury Branch at which the account of the Board is kept.

#### CERTIFICATE

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

WITNESS our hands and the seal of the Board this \_\_\_\_\_ day of \_\_\_\_\_.

\_\_\_\_\_  
Chairman

[Seal]

\_\_\_\_\_  
Secretary

**ATB Financial™**



## **BOARD OF TRUSTEES**

**COLIN KELLY**  
**TRUSTEE OF THE BOARD**

**DATE: NOVEMBER 27, 2013**

**PRESENTED BY:** DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

**SUBJECT:** COMBINED THREE YEAR EDUCATION PLAN FOR 2014-2016 AND  
ANNUAL EDUCATION RESULTS REPORT FOR 2013-14

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**ORIGINATOR:** EDUCATION COMMITTEE

<b>RECOMMENDATION</b>
That the Board of Trustees approve the combined Three Year Education Plan for 2014-2016 and The Annual Education Results Report for 2013-14, as attached.

\*\*\*\*\*

**CURRENT SITUATION:**

**BACKGROUND:**

**OPTIONS:**





**Northland School Division No. 61**

**Combined  
Three Year Education Plan  
For 2014-2016  
And  
Annual Education Results Report  
2013-14**

**November 29, 2013**





## 2013/2016 Combined Three Year Plan and Annual Education Results Report – 2012/13

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## 2013/2016 Combined Three Year Plan and Annual Education Results Report – 2012/13

### Message from Board Chair

Northland School Division No. 61 is committed to working in partnership with stakeholders and engaging parents, staff, students and the communities to realize a shared goal of success for each student.

Together we can encourage student success and provide learning opportunities that build on student strengths and interests. Only by working together can we support students to experience and take pride in their rich cultural heritage as they develop knowledge and skills that will prepare them to be confident, caring and contributing members of their local and expanded communities.

I invite you to become part of this important work and look forward to building the success of Northland together.

### Accountability Statement

The Annual Education Results Report for the 2011-12 school year and the Education Plan for September 1, 2012 for Northland School Division No. 61 was prepared under the direction of the Board in accordance with its responsibilities under the School Act and the Government Accountability Act. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2011/2012 school year and the Education Plan for 2012-2013 on November 29, 2012.

### Publication and Communication

Copies will be sent to each Local School Board Committee Chairperson, all principals and vice-principals and senior administrative staff.

A copy of this plan is available from the Divisional Office at 1-800-362-1360, or you may view this document on our website: [http://www.northland61.ab.ca/main/documents/AERR\\_2012\\_13\\_Annual\\_Plan\\_2013\\_16\\_000.pdf](http://www.northland61.ab.ca/main/documents/AERR_2012_13_Annual_Plan_2013_16_000.pdf)

To view a summary of the report click the following link:

<http://www.northland61.ab.ca/main/documents/AERRBrochure2013-2014.pdf>

Colin Kelly, Official Trustee

Donna Barrett, Superintendent of Schools



## 2013/2016 Combined Three Year Plan and Annual Education Results Report – 2012/13

### JURISDICTION PROFILE/CONTEXT

Northland School Division No. 61 offers educational services to primarily First Nation and Métis students in twenty-four (24) schools (including Career Pathways – Outreach Program) located throughout the northern half of Alberta.

The Northland School Division Act set the boundaries of the jurisdiction as that part of Alberta lying north of the north boundary of township 55 excepting any lands contained in any other school division or county and any district or school district in the Division or any First Nation.

On January 21, 2010 the Minister of Education appointed Colin J. Kelly as Official Trustee and also appointed an Inquiry Committee to meet with key stakeholders and prepare a report of their findings. The Northland School Division Inquiry Team Report was released on January 10, 2011.

The Minister of Education also formed the Northland School Division Community Engagement Team. The Northland School Division Community Engagement Team made recommendations on key issues arising from the development of a community-based response to the Inquiry Team Report to:

- o The Minister of Education
- o Treaty 8 Chief of Education
- o President of Metis Nation of Alberta
- o President of Metis Settlements General Council

The Northland Community Engagement Team (NCET) developed a Vision Statement for Northland School Division and outlined a process for community engagement. The NCET identified five priority areas: Aboriginal Content Infusion, Combined Regional and Virtual High School, Orientation Program, Alberta Education Establish a Regional Service and Support Consortium and Governance. The NCET completed its work in October, 2011 and submitted their report to the Minister.

Vision Elements



Community Engagement Framework







## 2013/2016 Combined Three Year Plan and Annual Education Results Report – 2012/13

The Northland Inquiry Team Report provides a framework of recommended actions to achieve the provincial goals of success for every student, quality teaching and leadership and engaged effective governance. The combined 2013 /16 Three Year Plan and Annual Education Results Report – 2012/13 identifies NSD results and plans in relation to these recommendations.

### ***Alberta Education Goal: Success for Every Student***

*Students achieve Alberta's learning outcomes and demonstrate citizenship, entrepreneurship and proficiency in literacy and numeracy. The achievement gap between First Nations, Metis and Inuit (FNMI) students and all other students is eliminated. Student learning needs are supported.*

We are focused on the growth of children as human beings, within their own context by acknowledging their value as aboriginal children. We believe that students need to have respectful, positive images and stories in their classrooms. They need to learn about community: its history, language, culture, and traditions.

To achieve this goal, NSD is working on a multi-year plan to engage students by creating authentic learning opportunities that reflect local community values, language, culture and knowledge as a starting point and touchstone for addressing outcomes of the Alberta curriculum. Local community engagement is essential throughout this process. Our students live in communities that are rich in cultural history and traditional knowledge. The local environment provides many opportunities for land based learning and teaching. We have a responsibility to retain a respectful context that supports students to develop a strong sense of identity, pride in themselves and their communities.

Students need to have high levels of literacy, numeracy and critical thinking and problem solving skills. These need be developed using practices and resources that are responsive to student interests, strengths and needs. While our students do reside in rural and remote communities, technology provides students with a variety of ways to come to learn about other communities and contexts.

Our goal is to utilize all resources to provide enriched learning opportunities that engage students so that they will be challenged and encouraged to reach their will full potential. We are committed to researching models that are demonstrating success for FNMI students; to engage in a process in which communities can take advantage of those models by working with local school boards and administrators.

As part of the FNMI strategic plan Northland has designated staff to work within and across local communities to create inventories of local cultural, traditional, and land based knowledge and resources support our process of curriculum redesign.

### ***Alberta Education Goal: Quality Teaching and School Leadership***

*Teacher preparation and professional growth focus on the competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership.*

Quality teaching and school leadership in NSD require teachers and principals to have a strong instructional knowledge and to be committed to working in an ongoing partnership with their communities. Community



## 2013/2016 Combined Three Year Plan and Annual Education Results Report – 2012/13

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engagement is essential to the development of rich, relevant, and authentic learning opportunities aligned to the Alberta education learning outcomes. In the NSD context collaborative leadership must involve educators and local community partners to enable staff to embed local community and traditional knowledge, values and resources into education programs for students to realize the goal of community and land based learning.

NSD is fortunate to have many community based staff working in the schools. These individuals can play a leadership role in embedding local community knowledge and resources into educational programming for students. NSD has and will continue to advocate for support to increase numbers of qualified FNMI professionals in the school division.

In NSD professional development is aimed at enhancing teacher practices within the local context.

### ***Alberta Education Goal: Engaged and Effective Governance***

*The education system demonstrates collaboration and engagement with Aboriginal communities, business, industry, and the public. Students and communities have access to safe and healthy learning environments.*

NSD is a large distributed school jurisdiction serving distinct northern communities. Elected Local School Board Committees serve an important role in representing local community perspectives to the overall governance structure. They also serve as a vital link and advocate to engage their local community in the development educational programs that build on traditional community knowledge and strength to create authentic cultural and land based learning opportunities.



## 2013/2016 Combined Three Year Plan and Annual Education Results Report – 2012/13

### ***Priorities for the 2013/14 School Year***

For the 2013/14 school year, the following priorities have been identified by the Board. Oversight of each area will be assigned to a specific staff member and progress will be reported quarterly.

Northland Priorities	
Compilation of an inventory of local community resources	
Review of literacy program	
Superintendent's visits to schools and classrooms	
Development of additional measures to document student engagement and student progress	
Development of strategies to assist in building relationships between teachers and parents	
Develop indicators of quality teacher performance in Northland School Division	
Research and report on strategies to improve student Attendance	
Complete revisions to the Policy Manual	
Increase emphasis on Land Based Experiential Education	
Strengthen Instructional Leadership	
Implement an Orientation for Local School Board Committees	





## 2013/2016 Combined Three Year Plan and Annual Education Results Report for 2012-13

### October 2013 Accountability Pillar Overall Summary

Measure Category	Measure Category Evaluation	Measure	Northland School Div No. 61			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Safe and Caring Schools	Issue	Safe and Caring	78.1	78.5	79.0	89.0	88.6	88.1	Low	Maintained	Issue
		Program of Studies	63.8	61.6	63.3	81.5	80.7	80.7	Very Low	Maintained	Concern
Student Learning Opportunities	Issue	Education Quality	81.1	78.8	78.8	89.8	89.4	89.3	Low	Improved	Acceptable
		Drop Out Rate	11.0	15.0	16.0	3.5	3.2	3.9	Very Low	Improved Significantly	Acceptable
		High School Completion Rate (3 yr)	17.1	17.5	17.9	74.8	74.1	72.7	Very Low	Maintained	Concern
Student Learning Achievement (Grades K-9)	Concern	PAT: Acceptable	35.2	37.9	38.5	79.0	79.1	79.2	Very Low	Declined	Concern
		PAT: Excellence	1.2	1.5	1.9	18.9	20.8	19.9	Very Low	Declined	Concern
Student Learning Achievement (Grades 10-12)	Concern	Diploma: Acceptable	26.7	51.1	47.8	84.6	83.1	82.5	Very Low	Declined Significantly	Concern
		Diploma: Excellence	0.0	0.0	0.5	21.7	20.7	20.1	Very Low	Maintained	Concern
		Diploma Exam Participation Rate (4+ Exams)	3.8	2.5	4.2	56.6	56.2	54.9	Very Low	Maintained	Concern
		Rutherford Scholarship Eligibility Rate (Revised)	27.1	14.3	21.4	61.3	61.5	59.4	Very Low	Maintained	Concern
Preparation for Lifelong Learning, World of Work, Citizenship	Issue	Transition Rate (6 yr)	20.3	14.0	17.9	59.5	58.4	59.2	Very Low	Maintained	Concern
		Work Preparation	73.4	65.7	68.1	80.3	79.7	79.9	Intermediate	Improved	Good
		Citizenship	67.8	67.9	67.5	83.4	82.5	82.0	Low	Maintained	Issue
Parental Involvement	Concern	Parental Involvement	69.8	68.2	69.1	80.3	79.7	79.8	Very Low	Maintained	Concern
Continuous Improvement	Good	School Improvement	72.1	69.1	69.1	80.6	80.0	80.0	Intermediate	Improved	Good



## 2013/2016 Combined Three Year Plan and Annual Education Results Report for 2012-13

### October 2013 Accountability Pillar Overall Summary – FNMI

2023 Accountability Pillar Overall Summary – FNMI												
Measure Category	Measure Category Evaluation	Measure	Northland School Div No. 61				Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall	
Safe and Caring Schools	n/a	Safe and Caring	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
		Program of Studies	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Student Learning Opportunities	n/a	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
		Drop Out Rate	11.3	13.5	16.0	8.5	9.0	10.2	Very Low	Improved Significantly	Acceptable	n/a
Student Learning Achievement (Grades K-9)	Concern	High School Completion Rate (3 yr)	13.4	17.7	16.5	43.9	40.2	37.5	Very Low	Maintained	Concern	n/a
		PAT: Acceptable	34.9	37.8	39.5	61.8	58.4	58.6	Very Low	Declined	Concern	n/a
Student Learning Achievement (Grades 10-12)	Concern	PAT: Excellence	0.8	1.3	1.6	6.1	6.6	6.3	Very Low	Declined	Concern	n/a
		Diploma: Acceptable	25.0	53.3	48.2	77.1	75.8	76.0	Very Low	Declined	Concern	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Diploma: Excellence	0.0	0.0	0.0	9.5	9.2	8.5	Very Low	Maintained	Concern	n/a
		Diploma Exam Participation Rate (4+ Exams)	1.8	2.1	2.4	21.2	19.6	18.5	Very Low	Maintained	Concern	n/a
Parental Involvement Continuous Improvement	n/a	Rutherford Scholarship Eligibility Rate (Revised)	20.6	11.9	16.1	35.1	34.4	31.4	Very Low	Maintained	Concern	n/a
		Transition Rate (6 yr)	19.5	16.5	19.3	32.2	30.2	31.8	Very Low	Maintained	Concern	n/a
School Improvement	n/a	Work Preparation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
		Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
School Improvement	n/a	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
		School Improvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a





## 2013/2016 Combined Three Year Plan and Annual Education Results Report for 2012-13

### Goal One: An excellent start to learning

**Outcome:** *Children are reaching emotional, social, intellectual and physical development milestones and are ready for school.*

- There are no required performance measures for this goal. School authorities are encouraged to incorporate early development data available at the local level.

#### Strategies

- NSD will continue to promote positive relations with Head Start and other preschool programs in school communities. Opportunities to partner to share space in schools are encouraged. Daycares and preschools are invited to school events and celebrations. Members of these programs are included in community engagement activities.
- NSD will allocate funding to support full day kindergarten programming focusing on oral language development.
- Recommendations # 10 and 11

### Goal Two: Success for every student

**Outcome:** *Students achieve student learning outcomes.*

Performance Measure	Results (in percentages)					Target 2013	Evaluation			Targets		
	2009	2010	2011	2012	2013		Achievement	Improvement	Overall	2014	2015	2016
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	50.0	44.6	47.8	51.1	26.7	55	Very Low	Declined Significantly	Concern	55	60	65
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	0.0	1.5	0.0	0.0	0.0	5	Very Low	Maintained	Concern	7	9	11

Performance Measure	Results (in percentages)					Target 2013	Evaluation			Targets		
	2008	2009	2010	2011	2012		Achievement	Improvement	Overall	2014	2015	2016
High School Completion Rate - Percentage of students who completed high school within three	15.2	22.8	13.5	17.5	17.1	28	Very Low	Maintained	Concern	28	30	32



### 2013/2016 Combined Three Year Plan and Annual Education Results Report for 2012-13

years of entering Grade 10.												
Drop Out Rate - annual dropout rate of students aged 14 to 18	13.0	18.0	15.1	15.0	11.0	9	Very Low	Improved Significantly	Acceptable	8	7	6
High school to post-secondary transition rate of students within six years of entering Grade 10.	14.5	25.3	14.4	14.0	20.3	22	Very Low	Maintained	Concern	23	24	25
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	16.4	25.0	25.0	14.3	27.1	28	Very Low	Maintained	Concern	29	30	31
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	5.6	6.8	3.4	2.5	3.8	5	Very Low	Maintained	Concern	6	7	8

#### Comment on Results

- While our high school results remain unacceptably low considerable efforts are being put in place to retain students in school through use of outreach programming, community liaisons, and development of CTS programming. The initial impact of this work can be seen in the reduction in dropout rates. Many student who now stay in school have low literacy and numeracy skills as evidenced by poor achievement on grade 9 PATS.

#### Strategies

- In support of Inquiry Team Recommendations 3, 4, 15, 16, 17
- Board established committee to research and report on effective strategies to improve attendance and engagement for First Nations and Metis students as a way to co-ordinate and strengthen individual school initiatives.
- In partnership with Kee Tas Kee Now Tribal Council, gather information from students and parents to inform a feasibility study related to the development of a regional virtual high school.
- Work to retain students in school through such initiatives as culture camps and experiential learning, development of CTS programs including dual credit and work experience, use of community liaisons, and outreach programming.
- Introduce a self-paced learning approach that will allow students who attend regularly to progress at a faster rate and at the same time enable students who have poor attendance to experience some success.
- Assess the effectiveness ADLC virtual school package to support students and teachers to access quality learning resources.
- Focus on the development of strong language literacy and numeracy abilities in younger students to enable them to experience success in secondary grades.
- With support of a grant from Alberta Education introduce Career Technology Foundations at Calling Lake School.



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- Provide career and counseling support to students at Mistassiniy 5 school.
- Strengthen cultural relevance in programming through curriculum weaving as part of our FNMI action plan. With grant support from Alberta Education, the Associate Superintendent will establish a point of contact with receiving jurisdictions assign Pedagogical Supervisors to design a process to monitor the success of NSD students pursuing junior senior high school programs in schools outside of NSD.

Outcome: Students demonstrate proficiency in literacy and numeracy.

Performance Measure	Results (in percentages)					Target 2013	Evaluation			Targets		
	2009	2010	2011	2012	2013		Achievement	Improvement	Overall	2014	2015	2016
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	41.1	39.1	38.7	37.9	35.2	50	Very Low	Declined	Concern	55	57	59
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	2.7	2.9	1.3	1.5	1.2	1.5	Very Low	Declined	Concern	3	4	5

- Comment on Results
- Lower participation rates at grade three had a negative impact on results
  - Full implementation of the Literacy initiative in every classroom has not been achieved

- Strategies
- Recommendations 3, 5,6,7,8,9,12,
- Continue professional development to support implementation of the literacy plan.
  - Provide on line professional development for literacy leads and administrators.
  - Direct observation of implementation by superintendent, division leadership staff , school administration
  - Utilize a classroom walk through guide to clarify expectations and monitor implementation
  - Increase student access to culturally appropriate resources
  - Continue to use bench mark assessments to monitor student growth and inform teacher practice.
  - Implement a leadership program to improve instructional supervision.





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**Outcome:** *Students demonstrate citizenship and entrepreneurship.*

Performance Measure	Results (in percentages)					Target 2013	Evaluation			Targets		
	2009	2010	2011	2012	2013		Achievement	Improvement	Overall	2014	2015	2016
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	65.8	65.6	68.9	67.9	67.8	73	Low	Maintained	Issue	73	75	77
Percentage of teachers and parents who agree that students are taught attitudes and behaviors that will make them successful at work when they finish school.	68.1	67.2	71.5	65.7	73.4	75	Intermediate	Improved	Good	76	78	80

### Comment on Results

- There was an increase in the number of parents who indicated satisfaction that they were satisfied that students are taught attitudes and behaviors that will make them successful when they finish school. Parent satisfaction was equal to the provincial satisfaction rate.
- Participation rates for parents are low.

### Strategies

#### Recommendations 3, 4, 7, 8, 12, 15,16, 17, 18

- NSD will continue to work with school administrators to encourage participation in completion of these surveys.
- Principals will identify in their School Plans processes and strategies that they will use to increase participation rates.
- Retain school by school data on participation rates from students, parents and staff.



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**Outcome:**        *The achievement gap between First Nations, Métis and Inuit (FNMI) students and all other students is eliminated.*

*(Results and evaluations for FNMI measures are required for Public/Separate/Francophone School Authorities only)*

Performance Measure	Results (in percentages)					Target 2013	Evaluation			Targets		
	2009	2010	2011	2012	2013		Achievement	Improvement	Overall	2014	2015	2016
Overall percentage of self-identified FNMI students in Grades 3, 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	42.2	41.0	39.5	37.8	34.9	50	Very Low	Declined	Concern	55	57	59
Overall percentage of self-identified FNMI students in Grades 3, 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	3.3	2.6	0.9	1.3	0.8	1.5	Very Low	Declined	Concern	3	4	5
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	51.6	41.2	50.0	53.3	25.0	55	Very Low	Declined	Concern	55	60	65
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	0.0	0.0	0.0	0.0	0.0	5	Very Low	Maintained	Concern	7	9	11



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Performance Measure	Results (in percentages)					Target 2013	Evaluation			Targets		
	2008	2009	2010	2011	2012		Achievement	Improvement	Overall	2014	2015	2016
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	15.3	19.0	12.9	17.7	13.4	28	Very Low	Maintained	Concern	21	22	23
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	11.7	18.3	16.2	13.5	11.3	9	Very Low	Improved Significantly	Acceptable	8	7	6
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	11.7	22.6	18.9	16.5	19.5	22	Very Low	Maintained	Concern	23	24	25
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	12.1	14.7	21.6	11.9	20.6	22	Very Low	Maintained	Concern	23	24	25
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	4.5	4.1	1.1	2.1	1.8	3	Very Low	Maintained	Concern	5	7	9





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**Comment on Results**

- Virtually all students in Northland School Division claim First Nations or Metis status. For a variety of reasons the families of a number of our students do not self-identify. In Northland our approach to reducing the gap between the achievement of FNMI students and other students in the province necessitates that we monitor progress of all of our students.

**Strategies**

Recommendations 1, 3, 4, 5, 6, 7, 8, 10, 12, 15, 16, 17 18

For the past several years NSD has been developing approaches to address the needs of our students and in doing so address the gap between their achievement and that of other provincial students.

- NSD will continue to provide a strong cultural orientation to all new staff and ongoing going professional development for current staff to build their capacity to engage with parents and local communities to create learning experiences that build on community values, knowledge strengths and perspectives.
- 19 new graduates of the Aboriginal Teacher Training Program joined NSD staff this year. These staff possess understanding of local community perspectives and along with language and culture teachers will assist teachers to develop relevant learning experiences for students.
- NSD will focus recruitment on hiring qualified applicants who are knowledgeable about northern FNMI communities.
- Increase the student access to culturally relevant resources to support literacy and learning across the curriculum by purchasing appropriate materials and training staff to use them.
- NSD, as part of the FNMI action plan, will use the community engagement process to build capacity at the local level for cultural weaving, experiential learning opportunities that address Alberta Education curriculum outcomes.





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### Goal Three: Quality teaching and school leadership

**Outcome:** *Teacher preparation and professional growth focus on the competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership.*

Performance Measure	Results (in percentages)					Target 2013	Evaluation			Targets		
	2009	2010	2011	2012	2013		Achievement	Improvement	Overall	2014	2015	2016
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	69.1	62.7	65.5	61.6	63.8	71	Very Low	Maintained	Concern	71	75	75

#### Comment on Results

- It is challenging to offer a broad range of programs in small remote schools.

#### Strategies

**Recommendations 13,19,20,21,22, 23,25, 26,27,28**

- Building capacity to offer CTS programming across the division.
- Professional development to support Cree and Dene Language instructors.
- Three face to face professional development sessions for all teachers and support staff to improve literacy instruction
- Strengthen and build capacity in providing Cultural weaving, community stewardship project, and land based learning opportunities



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### Goal Four: Engaged and effective governance

**Outcome:** *The education system demonstrates collaboration and engagement.*

Performance Measure	Results (in percentages)					Target 2013	Evaluation			Targets		
	2009	2010	2011	2012	2013		Achievement	Improvement	Overall	2014	2015	2016
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	65.5	66.0	73.2	68.2	69.8	77	Very Low	Maintained	Concern	75	77	79
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	78.3	77.3	80.2	78.8	81.1	83	Low	Improved	Acceptable	83	85	87

#### Comment on Results

Low participation rates on survey questions make it difficult to interpret the results

#### Strategies

- Strengthen understanding and use of the Northland community engagement process and the FNMI Collaborative Frameworks.



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**Outcome:** *Students and communities have access to safe and healthy learning environments.*

Performance Measure	Results (in percentages)					Target 2013	Evaluation			Targets		
	2009	2010	2011	2012	2013		Achievement	Improvement	Overall	2014	2015	2016
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	77.7	77.5	81.1	78.5	78.1	96.5	Low	Maintained	Issue	83	85	87
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	69.7	69.3	68.8	69.1	72.1	79	Intermediate	Improved	Good	75	78	81

### Comment on Results

There was a typing error in the target for 2013. The actual target should have been 86.5

### Strategies

- Continue working with schools to use the Northland Community Engagement Model to ensure that our strategies are responsive to local community expectations and desires.

### Class Size Survey Results

A copy of the Class Size Survey Results for 2012-2013 can be found on our website by clicking the following link:  
[http://www.northland61.ab.ca/main/documents/ClassSizeSurveyReport\\_2012\\_2013.pdf](http://www.northland61.ab.ca/main/documents/ClassSizeSurveyReport_2012_2013.pdf)





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## Inquiry Report Recommendations: Progress and Plans

Recommendation	2012 – 2013 Progress (AERR)	2013-2014 (Plan)
<p><b>Recommendation #3 and #4:</b> That NSD implement an improvement strategy requiring an action-oriented leadership structure that is centered on strategic governance and effort focused on the following three central priorities over the next nine to twelve years:</p> <p>(1) English Language and numeracy development</p> <p>(2) Improved student attendance.</p> <p>Strengthening parents' engagement with their schools through improving communication and levels of trust. In this regard, it is recommended that NSD take the lead in implementing the FNMI Services Branch parent-</p>	<p><b>Completed year one of District Wide Focus on Literacy</b></p> <ul style="list-style-type: none"> <li>Literacy leads in each school</li> <li>Established a 2 hour literacy block in all elementary classes</li> <li>Involved principals to exercise pressure and support</li> <li>Introduced Reading assessments three times per year (baseline, midyear, end year)</li> <li>Worked with specialists at the University of Alberta to determine assessment protocols</li> <li>Literacy PD for all teachers and paraprofessionals targeted by grade divisions (Sept/Oct; Nov; Feb 2013)</li> <li>Year One Focus on classroom management (Daily 5), instruction (Café, Best Practices, Continuum of Literacy Learning)</li> <li>AISI project – student engagement through improved teacher practice in literacy instruction</li> <li>Schools encouraged parent/community involvement in literacy activities (Literacy Nights),</li> <li>Secondary teachers attended university training aimed at developing strategies to enhance literacy across the curriculum.</li> <li>On-line webinars were instituted: monthly Literacy Leads meetings and in-service; a four part series for ECS teachers and instructors on Kindergarten writing, Oral Language, and 2 sessions on Intentional Play based Inquiry.</li> </ul>	<p><b>Implement Year two of the District Wide Focus on Literacy</b></p> <ul style="list-style-type: none"> <li>Differentiated training for new and existing/returning literacy leads.</li> <li>Work with teachers on building literacy strategy bank</li> <li>Build on community engagement strategies</li> <li>Offer online and face to face professional development for division staff.</li> <li>Refinement of walk-through process for Principals; clear understanding of look-fors</li> <li>Build teacher capacity to implement diagnostic ongoing reading assessments to determine inform instruction and provide evidence of progress</li> <li>Face-to-face literacy PD facilitation for all staff, by grade divisions three times per year</li> <li>Strengthen and monitor implementation of Focus classroom management and instruction (Daily 5); strategy development (CAFÉ; Continuum of Literacy Learning; Prompting Guides; literacy resources and best practices)</li> <li>Classroom implementation of flexible, frequent small group instruction (Guided Reading and Strategy groupings) for reading and writing.</li> <li>Partnership with industry (Cenovus, Conocophillips) to develop home reading and literacy coaching support.</li> <li>Oral language, play.</li> </ul>



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Recommendation	2012 – 2013 Progress (AERR)	2013-2014 (Plan)
<p>engagement initiative.</p> <p><b>Recommendation #4:</b> That as part of the process to improve parent and community engagement with the school, NSD:</p> <p>(1) Encourage and facilitate appropriate teacher involvement with their community, and where possible develop extracurricular activities with students. In support of this,</p> <p>(3) Make budget provision for schools and their staffs to regularly host community supper gatherings at the school as a means of developing awareness and engagement.</p>	<ul style="list-style-type: none"> <li>• New FNMI resources were acquired for schools (Schools identified local strategies to involve parents in their AERRs.) Administrators share strategies at admin meetings.</li> <li>• A week long orientation was held in Grouard for new teaching staff and each community held a community orientation event.</li> <li>• All NSD schools organized a 'School and Community Engagement Day' in their respective communities.</li> <li>• Local School Board Committees reviewed school AERR documents and recommend approval to the Northland Board.</li> <li>• Attendance reports were presented at Board Meetings.</li> </ul> <p><b>Alignment of School Improvement Planning Process</b></p> <ul style="list-style-type: none"> <li>• All schools identify goals and plans to improve literacy, numeracy, Aboriginal programming, attendance and parent engagement.</li> <li>• Superintendent and Associate Superintendent provide supervision and leadership to school principals through individual follow-up.</li> <li>• Worked with FNMI Services Branch to provide in-services for school leaders to share promising practices to support teaching and learning to support language development in a culturally responsive manner, to understand the impact of residential schools, the importance of learning about local history and First Nations and Métis perspectives on leadership and mentoring.</li> <li>• Allocate budget to each Northland school to host 'school &amp; community engagement' days.</li> </ul>	<p><b>Student Engagement and Attendance</b></p> <ul style="list-style-type: none"> <li>• Ongoing development and implementation of programs including outreach, dual credit courses, cultural camps, curriculum weaving, land stewardship, the Martin Aboriginal Entrepreneurship, program to support and engage students in learning</li> <li>• Continue to encourage and track school extracurricular programs to engage students and support the building of positive relationships among students and staff.</li> <li>• Work with schools to identify classroom and school based measures of student engagement in literacy such as stamina building, student reading logs. Principals share this information with community, Local School Board Committees and Superintendent</li> <li>• Review the use of Knowledge and Employability courses to enable students to experience success.</li> <li>• Central Office representation at school graduation ceremonies</li> <li>• Increase staff involvement in graduation ceremonies</li> </ul> <p><b>Deepen Understanding of Northland Communities</b></p> <ul style="list-style-type: none"> <li>• Continue to work with Alberta Education First Nations, Métis and Inuit Services Branch to explore possibilities for credentialing for language instructors</li> <li>• Build capacity of school leaders to utilize the Collaborative Frameworks document and the Community Engagement Framework to strengthen local community engagement.</li> </ul>





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Recommendation	2012 – 2013 Progress (AERR)	2013-2014 (Plan)
<p><b>Recommendation #5:</b> That NSD more effectively utilize locally developed measures within the Accountability Pillar to better tailor the accountability process to the unique characteristics of the jurisdiction.</p> <p><b>Recommendation #6:</b> The NSD engage teachers and parents in a process of ongoing review of Provincial Achievement Tests (PATs) as they are released in an effort to:</p> <p>(1) Build greater awareness and understanding of the tests, and</p> <p>Provide feedback to Alberta Education where there is agreement that particular test items may in fact be biased either culturally or because the items assume background experiences that students</p>	<ul style="list-style-type: none"> <li>• NSD developed Classroom Assessment Record database to track students' reading and writing achievement based on PM Benchmarks or Jerry John's assessment tool (administered three times per year, minimally).</li> <li>• Schools completed three rounds of assessments on reading benchmarks (PM/Jerry Johns).</li> <li>• This data was input into the new database constructed with Intellimedia.</li> <li>• Early Years Evaluation-Kindergarten entry assessment measure was discussed</li> <li>• PEDS assisted principals to complete PAT reviews. The Pedagogical Supervisors prepared results tables, graphs and Power Point presentations to enable the principals to do a presentation to their staff members and Local school Board Committees. The Pedagogical Supervisors assisted the principals in their presentations at a LSBC meeting.</li> <li>• Teachers were shown where to find pertinent information such as...Released Items, Scoring Guides, Subjects Bulletin, significant dates and parent guides. Through this process teachers were able to set goals for improving PAT results in specific areas of need.</li> <li>• We administered grade nine PATs one week earlier in order to increase participation rates.</li> <li>• The Assessment Committee had a full day of training on assessment practices in March. This work will be continued in the next school year.</li> </ul>	<ul style="list-style-type: none"> <li>• School based measures to assess and monitor student growth will be incorporated into the accountability pillar to assess student growth as part of our literacy initiative.</li> <li>• Substantial in-servicing will occur early in the new school year for all administrators, teachers, instructors and support staff on the database's use.</li> <li>• Develop local indicators and measures of growth and achievement (ie. FNMI action plan, literacy initiative and community engagement process – terms of reference)</li> <li>• Schools will identify local indicators as part of the requirement of their School Improvement Plans.</li> <li>• Monitor CEU credits by grade, follow up with schools and use the data to work with students, staff and parents to develop plans to increase successful course completion.</li> <li>• Pedagogical Supervisors do detailed item analysis of individual tests and develop strategies to work with administrators and teachers on the use and implementation of academic language with our students.</li> <li>• Review academic language and items that may not be culturally and/or experientially relevant to our students.</li> <li>• Solicit teachers to be nominated to marking committees for diploma exams, PAT, and SLA writing and marking committees.</li> <li>• Request to be involved in the development of the Provincial Achievement Test questions.</li> </ul>



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Recommendation	2012 – 2013 Progress (AERR)	2013-2014 (Plan)
<p>living in remote communities may not have. That NSD review and update its grade promotion policy and take steps to ensure that the revised policy is well communicated to parents.</p> <p><b>Recommendation #7:</b> NSD should make every effort to ensure that parents understand the distinction between grade placement and academic grade level of achievement.</p>	<ul style="list-style-type: none"> <li>The "Northland Policy and Procedures: Assessing and Communicating Students Performance" was developed by Anne Mulgrew from the Alberta Assessment Consortium.</li> <li>The three Pedagogical Supervisors met and continue to meet to do detailed item analysis of individual tests and well as developing strategies to work with administrators and teachers on the use and implementation of academic language with our students.</li> </ul>	<ul style="list-style-type: none"> <li>Request teachers to report PAT questions they found were culturally or contextually inappropriate.</li> <li>Continue development of assessment policy and procedures.</li> </ul>
<p><b>Recommendation #8 and #12:</b> <b>Recommendation #8</b> That NSD place sustained emphasis on strengthening languages (English and Aboriginal) by multiple strategies that are tailored to the contextual needs of each community. In this regard specifically that NSD leadership research a successful approach for the acquisition of Aboriginal languages, English language and numeracy. Further, that NSD leadership establish</p>	<ul style="list-style-type: none"> <li>Established the FNMI Education Committee to make recommendations to set direction for Aboriginal programming for students in the division. The committee reviewed of Use of FNMI dollars. They audited current practices related to the expenditure of FNMI dollars. The FNMI Committee reviewed the results of the school audit and developed a draft action plan. These recommendations were considered in the development of the 2013-14 budget planning process.</li> <li>The cultural weaving project at Peerless Lake used the NSD Community Engagement process to incorporate cultural knowledge and perspectives into a curriculum framework. Use of Cree language to describe key concepts is key to this process.</li> <li>Participated in the community stewardship project in partnership with Bigstone Cree First Nation, Northland,</li> </ul>	<ul style="list-style-type: none"> <li>Implementation of Year One of the NSD FNMI Plan across jurisdiction, providing key action elements to support all learning in school division.</li> <li>Collaborate with Elders, Knowledge Keepers and Cultural Advisors at the community level to create an inventory of community based resources to support community based learning</li> <li>Further develop processes to weave student contextual variables into curriculum. Continue development of Community Stewardship Project and Cree Immersion camps.</li> </ul>





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Recommendation	2012 – 2013 Progress (AERR)	2013-2014 (Plan)
<p>baseline data on these areas and train all staff in effective teaching of selected programs or approaches. That NSD also maintain longitudinal data to track student progress, adjust strategies as needed and carry out ongoing assessment.</p> <p><b>Recommendation #12:</b> That NSD strengthen the Aboriginal cultural content within the curriculum; and further that more emphasis, including staff development and support, be placed on Aboriginal content infusion as provided for in the Alberta curriculum. <b>Recommendation #9:</b></p> <ul style="list-style-type: none"><li>• That library enhancement for the purpose of supporting reading be an integral part of the effort to strengthen languages.</li></ul>	<p>Alberta Education (curriculum). The project focuses on providing students with an opportunity to learn about their local community through authentic sources.</p> <ul style="list-style-type: none"><li>• At the May 2 administrators meeting shared examples of programming initiatives from Community Stewardship Project, Peerless Lake Cultural Weaving Project and ADCS land based learning.</li></ul> <p>Partnered with</p> <ul style="list-style-type: none"><li>• Northwestern Regional Learning Consortium, Kee Tas Kee Now, Bigstone Cree Nation, Sunchild e-Learning, Oil Sands Leadership Initiative develop a range of culturally responsive programming opportunities and supports for students.</li><li>• Further development of Cultural Camps.</li><li>• Supervisor of Aboriginal Programs provided district level leadership to support Cree and Dene cultural and language programming and inclusion of Aboriginal cultural content.</li></ul> <p>Strategies related to the Literacy Initiative</p> <ul style="list-style-type: none"><li>• Implementation Daily 5/Café with Cree language teachers</li><li>• Implemented embedded PD for language/culture teachers;</li><li>• Increased use of FNMI resources to support instruction – Turtle Island K-8 in use in classrooms; as available/applicable published resources (SSECC collections)</li><li>• Introduction of indigenous authors into classroom practice (David Bouchard, Richard Wagamese, Richard van Camp, Drew Hayden Taylor, etc)</li><li>• In-serviced teachers on cultural/language practices to build understanding, sharing, sensitivity to students' needs.</li><li>• With sponsorship and support from Alberta Education FNMI Services Branch, Northland schools received "Literacy Seed</li></ul>	<ul style="list-style-type: none"><li>• Strengthen cultural content in curriculum by using culturally appropriate and historically accurate resources.</li></ul> <p><b>Use of FNMI dollars</b></p> <ul style="list-style-type: none"><li>• Strengthen practices related to the expenditure of FNMI dollars.</li><li>• Continuing Partnering with Northwestern Regional Learning Consortium, Kee Tas Kee Now, Bigstone Cree Nation, Sunchild e-Learning, Oil Sands Leadership Initiative to develop a range of culturally responsive programming opportunities and supports for students.</li><li>• More formal relationship with Kee Tas Kee Now to support students and teachers; shared responsibilities and resources.</li><li>• Funding allocation to support resource development in schools.</li><li>• Supervisor of Aboriginal Programs will provide district level leadership to support Cree and Dene cultural and language programming and inclusion of Aboriginal cultural content.</li><li>• Provide professional development on the use of the WNCP ACV tool (tool for assessing Aboriginal Content Validation).</li><li>• Monitor use of FNMI resources eg. Literacy seed kit and provide support.</li><li>• Develop a long term strategy to enhance school libraries.</li></ul>



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Recommendation	2012 – 2013 Progress (AERR)	2013-2014 (Plan)
<p><b>Recommendation #10:</b> That it be mandatory for NSD schools to offer full-day Kindergarten programs.</p> <p><b>Recommendation #11:</b> That NSD promote and maintain close coordination with Head Start programs as a means of helping alleviate the readiness for school deficiencies experienced by many students, and further, that in communities where no other agency offers a Head Start program, NSD should consider offering such a program.</p>	<ul style="list-style-type: none"> <li>Kits' containing 78 library books to support our literacy initiative. Each kit has a dollar value of \$1,000.00.</li> <li>Created "Literacy in a Box" kits for every Northland school.</li> <li>Northland School Division applied for grants to support school-based libraries across the Division</li> <li>All Northland Schools offered full day Kindergarten programs. All but three have certificated instructors.</li> <li>Funding to support full day Kindergarten was allocated.</li> <li>The division considered the appropriateness of the EYE Learn Assessment in kindergarten program.</li> <li>Schools were asked to facilitate collaboration with Head Start Programs</li> <li>New school construction links early learning and school programming (Gift Lake and Bishop Routhier).</li> </ul>	<ul style="list-style-type: none"> <li>Continue to offer full day programming for kindergarten students in the 2013-14 school year.</li> <li>School principals will establish and maintain contact with community head start programs, include them as appropriate in school celebrations and other events and develop a transition process to link children and their families to the school as they move from preschool to Kindergarten.</li> </ul>
<b>Recommendation #12:</b>	See Recommendation 8.	
<p><b>Recommendation #13</b> That NSD strengthen professional leadership for Aboriginal language instructors and provide</p>	<ul style="list-style-type: none"> <li>Aboriginal Language Instructors received ongoing professional development on a one-to-one basis through school visits.</li> <li>Aboriginal Language Instructors incorporated the Daily 5 Strategy as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Work with the Alberta Education K-12 Program of Studies (P.O.S.), the Guide to Implementation as well as adapting outcomes in response to community engagement.</li> </ul>



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Recommendation	2012 – 2013 Progress (AERR)	2013-2014 (Plan)
<p>training for Aboriginal language instructors to increase the capacity to deliver quality Aboriginal language programs.</p>	<ul style="list-style-type: none"> <li>• New Aboriginal Language Coordinator was added through the KTC/NSD partnership increasing the support for language and cultural programming.</li> <li>• Assistant Supervisor linked Cree Language to the Peerless Lake Cultural Weaving Science Project guided by the FNMI Field Services Branch.</li> <li>• Supervisor participated on a Working Committee for the Community Stewardship Development for the Wabasca region with Education Program Standards and Assessment Branch from Alberta Education.</li> <li>• Provided regional hands-on workshops for the instructors in conjunction with their local schools PD.</li> <li>• Assistant supervisor continued to increase the professional development addressing lesson and unit planning.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase the quality of programming by using Alberta Education Approved resources</li> <li>• Develop LOCAL resources for the FNMI language programs</li> <li>• Provide ongoing immediate support to engage students towards oral contextual learning.</li> <li>• 18 ATEP graduates have been placed in NSD schools as classroom teachers</li> <li>• Continue collaboration and in-servicing through Regional Professional Development with all teachers, instructors, classroom support personnel to provide culturally appropriate instruction and resources</li> <li>• Supervisor of Aboriginal Programs provide leadership, in-servicing and individual consultation to support Cree and Dene cultural and language programming as part of a five year plan to strengthen instructional programming. To date the program has addressed lesson and long range planning. 2013-2014 the area of support is assessment.</li> <li>• Aboriginal programs provides leadership to ensure that all staff understands the importance of Aboriginal language programs and encourage co-operative planning that recognizes the cultural knowledge, perspective and expertise of these staff members.</li> <li>• In partnership with Alberta Education (FNMI) Services Branch approach the University of Alberta to develop credentialing opportunities for instructors.</li> <li>• Collaboration with Kee Tas Kee Now Tribal Council to involve the 10 schools in Professional Development and support in schools through Pedagogical, Literacy, and</li> </ul>





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Recommendation	2012 – 2013 Progress (AERR)	2013-2014 (Plan)
<p><b>Recommendation #14:</b> That there be recognition of the reality that not all parents support Aboriginal language and cultural instruction within the school environment by providing an opt-out arrangement similar to the manner in which public schools generally deal with religious instruction.</p>	<ul style="list-style-type: none"> <li>Recognition that parents have a choice in opting out of Aboriginal Language and cultural instruction as per the School Act.</li> </ul>	<p>Inclusive Education Supervisors. Ongoing interaction between jurisdiction personnel to provide services to students and teachers.</p> <ul style="list-style-type: none"> <li>Continue Special project with Peerless Lake School to build relationships between community and school in a cultural weaving experience.</li> <li>Continue to involve the community and the local school board committees in discussions related to the offering of Aboriginal language and cultural programming using the community engagement process.</li> <li>Continue to educate parents on the educational benefits of learning more than one language and the importance of preserving Indigenous languages and cultures</li> </ul>
<p><b>Recommendation #17:</b> That NSD give planning consideration to establishing a combined regional and virtual high school to serve students in the smaller communities, as an alternative to existing boarding arrangements.</p>	<ul style="list-style-type: none"> <li>Northland has piloted a joint project with ADCS and ADLC. Three high school courses at the 30 level were jointly offered (ELA, SC, SS).</li> <li>A Student Paced Program Model was developed and presented to the Official Trustee at the March 2013 board meeting. This model was shared with Northland Local School Boards Committees and principals in May and June with the</li> </ul>	<ul style="list-style-type: none"> <li>NSD in partnership with KTC survey parents and students to determine community support for the development of a combined regional and virtual high school to serve students in smaller communities as an alternative to existing boarding arrangements. The survey findings will be shared with local communities and the Board of Trustees</li> </ul>



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Recommendation	2012 – 2013 Progress (AERR)	2013-2014 (Plan)
<b>Recommendation #18:</b> That NSD initiate and sustain discussions with Northern Lakes College and any other post-secondary institution that has a presence in communities served by NSD to capitalize on potential joint efforts in high school programming.	<ul style="list-style-type: none"><li>• Northland School Division continues to work closely with Northern Lakes College on<ul style="list-style-type: none"><li>- Dual Credit opportunities (Welding, 2<sup>nd</sup> semester Wabasca, NLC facility)</li><li>- Atoske Action Group in Wabasca, NLC/NSD partners with community and industry (Workforce planning and seamless access/support for education opportunities)</li><li>- Facility use: classroom and office space in exchange for in kind contributions</li><li>- Career awareness, field trips and visits from NLC staff and simulators</li><li>- NSD representation on TOLKO Dual Credit site Advisory Committee</li></ul></li><li>• The new Gift Lake School included a partnership with Northern Lakes College. NSD has established partnerships with Alberta Distance Learning and Kee Tas Kee Now Tribal Council to work on strengthening high school programming.</li><li>• Partnered with Northern Lakes College in the development of dual credit programs.</li><li>• A student in the dual credit welding program at Mistassiniy School received honors this past April. (BRONZE MEDAL in welding at the SKILLS Regionals Competition).</li><li>• Utilized a grant and NSD funds to support educational leave to train two teachers in advanced CTS skills. Two teachers are now providing service in Northland Schools (Little Buffalo and Mistassiniy School). They are credentialled to teach dual credit advanced CTS courses for high school students in the Division.</li></ul>	<ol style="list-style-type: none"><li>1) School Industry Partnership Coordinator in place:<ul style="list-style-type: none"><li>- Work with <i>Careers Next Generation</i> staff to provide the Registered Apprenticeship (RAP) program with contacts in Wabasca, Fort McMurray and High Prairie.</li><li>- Build connections with local community organizations, industry, other school divisions and levels of government to support our students, staff and communities.</li><li>- Continue to seek grants to support NSD initiatives.</li></ul></li><li>2) Develop college connections<ul style="list-style-type: none"><li>- NAIT, excellent contacts through the ENCANA Aboriginal Student Center,</li><li>- Bill Woodward and ADCS Schools are planning trips that include NAIT, U of A and Grant McEwan. NAIT will tailor visits for student groups from grade 4 and up.</li><li>- Work with staff from Keyano College, Careers the Next Generation, RMWB, OSLI and several non-profits to improve career knowledge and access for students from the following Northland schools - ADCS School, Fort McKay, Father R. Perin and Conklin.</li><li>- GPRC – contacts for programs on west side – support for Skills Alberta exposure and skill development</li></ul></li><li>3) Paul Martin Entrepreneurship Program will be offered at Career Pathways School for the second semester of 2013-2014 school year.<ul style="list-style-type: none"><li>• Relocated CTS trailer to Little Buffalo in support of the Kee Tas Kee Now Tribal Council (KTC) Partnership.</li></ul></li></ol>



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Recommendation	2012 – 2013 Progress (AERR)	2013-2014 (Plan)
	<ul style="list-style-type: none"> <li>Northland School Division and Northern Lakes College formed a partnership for the use of the Northland CTS Trailer in Wabasca for the 2012-2013 school year. Under this arrangement, high school students had access to a dual credit welding program.</li> <li>Students who meet program requirements will be eligible to write the 'Period 1 Apprenticeship' examination.</li> <li>Implemented Paul Martin Entrepreneurship Program at Mistassini.</li> </ul>	<ul style="list-style-type: none"> <li>Develop and deploy small CTS Trailers to provide mobile kits in support of junior and senior high CTS</li> </ul>
<b>Recommendation #19:</b> That as NSD is re-defined as a special purpose system for Aboriginal education, there be a requirement, over time, for persons in leadership roles to have FNMI heritage and Aboriginal language fluency along with demonstrated skill in dealing effectively with Aboriginal cultures.	<ul style="list-style-type: none"> <li>A retreat was held in Grouard to provide all senior level leadership staff with an understanding of this direction.</li> <li>22 Northland staff completed fourth year of the Aboriginal Teacher Education Program.             <ul style="list-style-type: none"> <li>19 completed the requirements for the U of A's Bachelor of Education degree in June 2013, one continues to work through the fall 2013 semester to complete studies, and 2 elected to return to paraprofessional positions as they could not complete the program without the same level of support.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Implement recruitment strategy to hire qualified candidates emphasizing knowledge and/or experience of Indigenous communities, languages and cultures</li> </ul>
<b>Recommendation #20:</b> That NSD re-establish an effective orientation program for new hires, with a substantial emphasis on community and cultural	<ul style="list-style-type: none"> <li>A one-day workshop was held for all Northland teachers new to the profession or new to the province in their first and second year. The focus was to support these staff with further integrating Northland priorities in their practices around:             <ol style="list-style-type: none"> <li>FNMI perspectives</li> <li>Literacy</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>Develop induction process to support ATEP teachers as they transition back to Northland.</li> <li>Work with FNMI Services Branch to deepen knowledge related to the impact of residential schools.</li> <li>Continue providing orientation for all new staff and make it available to current staff on an invitational basis</li> </ul>





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Recommendation	2012 – 2013 Progress (AERR)	2013-2014 (Plan)
<p>components, and further, that the placement of new employees into communities be arranged with sufficient time for them to experience community-level orientation and setting-in prior to the start of teaching duties.</p>	<ul style="list-style-type: none"> <li>3. Classroom Management</li> <li>4. Open forum.</li> <li>• Support was also provided to 1<sup>st</sup> and 2<sup>nd</sup> year school administrators through development of a new principal network. This network was brought together in October and February for a New Principal Symposium hosted by the ATA. New Teacher Orientation was held August 18 – 23, 2013 in Grouard.</li> <li>• A week long Division orientation was held in a Northland School Division Community, and community orientations were held in each community. Sessions included:               <ul style="list-style-type: none"> <li>- Assessing FNMI Learning Styles with Art Wood</li> <li>- My Story with Bea Calliou</li> <li>- Our Words, Our Ways: Teaching First Nations, Métis and Inuit Learners</li> <li>- Land Based Learning &amp; Traditional Storytelling</li> <li>- Weaving Aboriginal Perspective into the Classroom: Planning and Instruction</li> </ul> </li> <li>• Weave ATEP Graduates into New Teacher Orientation.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide on-going orientation and mentorship through activities described in Recommendations 8 and 12.</li> </ul>
<p><b>Recommendation #21:</b> That NSD implement and maintain staff development activities that enhance teachers' skills at individualizing, differentiating instruction, employing more</p>	<ul style="list-style-type: none"> <li>• Differentiated instruction was offered in the area of learner preferences for FNMI students. FNMI resources, Worldviews, and perspectives were introduced and modelled.</li> </ul> <p>As part of the Literacy strategy:</p> <ul style="list-style-type: none"> <li>• Emphasized the importance of strength based approaches.</li> <li>• Provided materials to build teacher capacity</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to strengthen the emphasis on being open and responsive to "Our Words, Our Ways".</li> <li>• Continue to incorporate literacy strategies that promote differentiation.</li> <li>• Use of Professional Learning Communities to create viable learning teams focusing on needs of students</li> </ul>





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Recommendation	2012 – 2013 Progress (AERR)	2013-2014 (Plan)
<p>experiential-based learning activities and devising learning activities that include formative assessment skills, in recognition of the diverse learning levels and needs of NSD students.</p>	<ul style="list-style-type: none"> <li>Introduced Guided reading, leveled literacy intervention using appropriately leveled text</li> <li>Development toward student independence (Gradual Release of Responsibility model – Show me, Help me, Let me)</li> <li>Growing teacher capacity in using formative assessment in reading, writing, oral language as indicators of student achievement to guide instruction</li> </ul>	
<p><b>Recommendation #22:</b> That NSD ensure strengthened responsibility and accountability relationships between students, teachers, principals and the superintendency. In particular, that the human resources management function (recruitment and termination of personnel) become clearly a management activity with appropriate community input only; it must cease to be regarded as a governance function subject to political processes.</p>	<ul style="list-style-type: none"> <li>New School leaders participated in a Division Leadership Development Program.</li> <li>Director of Human Resources appointed September 2012. Primary role to guide and manage delivery of human resources services, policies and programs for Northland School Division.</li> </ul>	<ul style="list-style-type: none"> <li>Review the Teacher Recruitment and Hiring Handbook which once approved, will be distributed. The handbook provides guidelines, templates and tips for teacher recruitment specific to the Northland context.</li> <li>Introduction of HR Management Module with new Finance System to assist with HR serves.</li> <li>Implementation of Recruitment Strategies to hire qualified candidates emphasizing knowledge and/or experience with Indigenous communities, languages and cultures.</li> <li>With the support of a conditional grant from Alberta Education, build leadership capacity of principals in the overall performance management.</li> </ul>
<p><b>Recommendation #23:</b> That NSD re-establish central, regionally based, administrative and</p>	<p>Northland School Division has the following central office and regionally based leadership positions to support principals and teachers:</p>	<p>The following changes will be made in 2013-14:</p> <ul style="list-style-type: none"> <li>1 of 3 Area Pedagogical Supervisor to provide instructional support to 7 Northland schools and 3 KTC schools,</li> </ul>



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Recommendation	2012 – 2013 Progress (AERR)	2013-2014 (Plan)
<p>pedagogical roles by re-directing some resources away from classroom-based positions. These re-established roles should provide direction, assistance and support to principals and teachers for NSD-wide approaches, implementation and assessment of core literacy and numeracy programs.</p>	<ul style="list-style-type: none"><li>• 3 Area Pedagogical Supervisors to provide instructional support to 23 Northland schools,</li><li>• 1 Division Literacy Supervisor provides overall direction for implementation of Division-wide literacy and AISI initiatives,</li><li>• Director of Human Resources provides overall direction to establish and maintain Divisional standards, goal attainment, recruitment, team building and ongoing development of a professional workforce.</li><li>• Supervisor of Student Services supports inclusive education.</li><li>• Supervisor of Technology – monitors use of technology to support student and staff learning.</li><li>• School industry partnership principal working to develop CTS programming and access grants.</li></ul>	<ul style="list-style-type: none"><li>• Director of FNMI Education will provide overall direction and coordination of FNMI education across the Division.</li><li>• Supervisor of FNMI Programs – provides support and direction for weaving language and culture into daily classroom pedagogy.</li><li>• Associate Superintendent is now located in Wabasca providing on-site and regional support to schools.</li><li>• Two new positions are being added to support the NSD/KTC Partnership (Field IT Technician and Student Services Coordinator).</li></ul>
<p><b>Recommendation #24:</b> That NSD establish and sustain over time a school-community development function within the organization. This function should include a staff position whose job is to regularly and systematically facilitate school-based meetings with parents and community members to develop the school's strategic role within the future of the community. This staff position must take the lead in</p>		<ul style="list-style-type: none"><li>• As part of the FNMI Action Plan, strengthen understanding and build the capacity of school leader and central leaders using Community Engagement.</li></ul>



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Recommendation	2012 – 2013 Progress (AERR)	2013-2014 (Plan)
<p>implementing the parent engagement process, including reflecting the concepts behind the former Community Schools program and the Integrated Services delivery model. Further, that this function also include designed resources to enable school staff to regularly host community gatherings (such as community suppers) at the school.</p>		
<p><b>Recommendation #25:</b> That NSD establish and sustain over time an internal communications function. This function should include a staff position whose job is to ensure that key messages about the system's priorities are directed to internal audiences through all appropriate channels. These key messages include the importance of: schooling,</p>	<ul style="list-style-type: none"> <li>• Communications Coordinator hired October, 2012.</li> <li>• Drafted media releases, parent letters to everyone informed about what's happening at our schools</li> <li>• Created partnerships with other school divisions. Example; joint advertising for encouraging parents to fill out the Accountability Pillar Surveys.</li> <li>• Provided monthly newsletter and produced a weekly communication to administrators.</li> <li>• Launched a Northland School Division No. 61 twitter account.</li> <li>• Another way to communicate our message.</li> <li>• Produced an Annual Education Results Report and Annual Plan summary brochure.</li> </ul>	<ul style="list-style-type: none"> <li>• Developing an updated communications plan. This will be a guide that will need input because we want to look at ways we can improve our external and internal communications.</li> <li>• Development of a new Northland website.</li> </ul>





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Recommendation	2012 – 2013 Progress (AERR)	2013-2014 (Plan)
regular attendance, consistent parental support and the inclusion of Aboriginal culture.	<ul style="list-style-type: none"><li>• Updated the current website with web stories, updated information and created an online calendar.</li><li>• Drafted an RFP for new division and school websites.</li><li>• Developing an updated communications plan.</li></ul>	
<b>Recommendation #26, #27 and #28:</b> That NSD continue to maintain and enhance records of the levels of training of paraprofessionals/support staff.	<ul style="list-style-type: none"><li>• Native Language Instructors supported to attend Mamawihitowin Conference in October, 2012. Program included a full workshop specifically directed to Native Language and Culture teaching.</li><li>• Recommendations 27 and 28 were on hold while until the completion of the ATEP program.</li></ul>	<ul style="list-style-type: none"><li>• Reinstate funds for support staff education leaves focusing on increasing or attaining recognized credentials.</li><li>• Work with Northern Lakes College to develop and provide in-service programs that could lead to certification such as Education Assistants.</li><li>• Institute a personal growth plan procedure for all paraprofessional staff.</li></ul>
<b>Recommendation #27</b> That where paraprofessional/support staff members have not completed a level of training commensurate with their assignments, each staff member develop a training plan that leads to a recognized credential relating to their assignments and that NSD encourage and assist staff with in-service programs tied to course requirements. <b>Recommendation #28:</b> That when new paraprofessional/support staff		



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Recommendation	2012 – 2013 Progress (AERR)	2013-2014 (Plan)
are hired, they be required to commit to an upgrading program/plan that leads to a recognized credential related directly to their assignment.		
<b>Recommendation #29:</b> That NSD ensure appropriate personnel and internal arrangements are in place for systematic quarterly financial reporting to the Board of Trustees.	Quarterly reports are presented to the Board.	Continue to provide monthly and quarterly Financial Reports to the Board.
<b>Recommendation #30</b> That Alberta Education and NSD jointly explore supporting NSD teacher housing through an arms-length entity (some type of housing authority) acting on NSD's behalf, and perhaps on behalf of other public sector employers in northern Alberta communities, in order to get		<ul style="list-style-type: none"> <li>• Continue to seek support to address housing.</li> <li>• Work with the Quality of Work/Life Committee to develop a plan to address housing.</li> <li>• Seek approval from the Minister of Education to borrow 1 million dollars to address teacher housing.</li> </ul>



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Recommendation	2012 – 2013 Progress (AERR)	2013-2014 (Plan)
away from the staff relations issues associated with the employer being the landlord; further that innovative, ongoing provincial funding be implemented to enable such an arrangement to be viable.		
<b>Recommendation #32 and #33:</b> <b>Recommendation #32</b> That NSD obtain title to, or an enforceable long-term interest in, land prior to commencing construction of any capital project. <b>Recommendation #33:</b> That NSD ensure it has appropriate leases in place for all its schools situated on Métis Settlement lands.		Develop a procedure dealing with third party land acquisition.
<b>Recommendation #46:</b> That NSD initiate school closure proceedings at Keg River.		





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### **Inclusive Education Northland School Division No. 61**

The school division continues to contract services. Services that have been contracted for the 2013/14 school year include: psychology, SLP, OT, PT, hearing and vision services and assistive technologies; iPads, FM systems, and lap top computers.

The school division is working on building capacity to support Inclusive classrooms. This year, a focus is ensuring that the teachers have a clear understanding of differentiation and RTI. These two models can help meet the needs of all students who are in their classrooms.

Our literacy professional development sessions include support for differentiated instruction.

#### Regional Collaborative Service Delivery Model

In the past, Northland School Division No.61 has received services from its local Student Health Initiative Partnerships (SHIP). Because the division is spread out over much of Northern Alberta, we were members of 5 SHIPs.

As of September 2013, we will begin a new Regional Collaborative Service Delivery Model. The new model includes the old SHIP plus Complex Needs. The boundaries for the new model will remain the same; therefore the division will belong to 5 RCSDs. Each RCSD develops its own annual service plan, based on the needs of the various partners.

Regional Collaborative Service Delivery is a model for integrating and coordinating services, supports and programs through a cross- sector partnership. This model serves children and students from birth to age 20, including those with complex needs, from before pre-school to the end of grade 12. The model is intended to strengthen the ability of families, schools, service providers and community partners to understand and respond to the needs of children, students and youth in a timely, inclusive and equitable manner.

The Regional Collaborative Service Delivery Models, of which we are members, and the schools they serve are listed below.

<b>Peace Country RCSD</b>	Susa Creek	Dr. Mary Jackson
	Little Buffalo	Paddle Prairie
<b>Northern Lakes RCSD</b>	Pelican Mountain	Kateri
	Mistassiniy	Chipewyan Lake
	St. Theresa	Gift Lake
	Peerless Lake	Bishop Routhier
<b>Wood Buffalo RCSD</b>	Fort McKay	Grouard Northland School
	Anzac	Conklin
	Fr. R. Perin	Athabasca Delta Community School
<b>Aspen RCSD</b>	Bill Woodward	
<b>Eastern Edge RCSD</b>	Calling Lake	
	Elizabeth	J.F. Dion



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### School Facilities

#### *Maintenance*

During the 2012-2013 school year construction for the new replacement school in Gift Lake began. Gift Lake School underwent mould and asbestos remediation and three portables were removed from the site due to mould damage. Little Buffalo School was partially re-roofed and 4 portables were removed along with the kitchen trailer due to mould damage. The old Bishop Routhier School had hazardous materials removed for pre-demolition. We continue our dialogue with Alberta Infrastructure, Alberta Education and the Auditor General about the state of our facilities.

IMR (Infrastructure Maintenance and Renewal) funding projects completed or in process include the fire alarm replacement at Little Buffalo School and Kateri School. Calling Lake School was partially re-roofed. A replacement sewer line was put in at Mistassiniy School and housing compound. The gym at St. Theresa School was re-floored. A new septic tank was installed for Conklin Community School. New eaves troughs were put on Chipewyan Lake School; and numerous other small projects under \$10,000.

Alberta Infrastructure has been involved in the process of finding the source of major heating issues at Athabasca Delta School in Fort Chipewyan. Complete boiler replacement has been recommended and is slated to be completed in the 2013-2014 school year.

A copy of the Division's Capital Plan may be viewed by clicking on the following link:

[http://www.northland61.ab.ca/main/documents/Capital\\_Plan\\_November\\_30\\_2012.pdf](http://www.northland61.ab.ca/main/documents/Capital_Plan_November_30_2012.pdf)

#### **Transportation Department**

Northland School Division No. 61 operates 59 bus routes, of which 17 are contract operated covering a total of 100,000 sq. kilometers of unorganized territory in northern Alberta. Approximately 2646 students are transported daily to 47 schools in Alberta, British Columbia and the Northwest Territories by bus or by Conveyance Allowance. The service area of the Transportation Department is 4370 square kilometers; 6860 daily kilometers are travelled or 1,303,400 kilometers annually. A fleet of 65 buses are maintained throughout the Division to serve the needs of the community.

The Transportation Department operates on a budget of approximately \$3,500,000.

The Division is implementing a number of strategies to improve recruitment of bus drivers.

#### **Housing**

Northland Housing Services operates as a separate service within Northland School Division, with the primary objective of providing affordable accommodation to members of the teaching staff in those communities where housing is not readily available from alternative sources.

Operating with a budget of approximately \$1,000,000 (one million dollars), Northland Housing Services maintained 138 residences throughout 17 communities during the 2012 – 2013 school year. There are deficiencies in several areas including furnaces, hot water tanks, flooring, re-roofing, bathrooms, windows, cabinets and vanities, exterior and interior paint, and major appliances in several communities. The Board of Trustees for Northland School Division has approved to secure a loan of \$1,000,000 over a 10 year period to bring housing back up to standard. A Housing Committee was formed and along with Quality of Work Life Committee will facilitate a comprehensive plan to utilize the dollars to bring housing up to an acceptable standard for Northland teachers.



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Housing Services continued to:

- 1) Be client focused with professional staff as clients.
- 2) Provide quality maintenance service to tenants within the budget constraints of housing rental income.
- 3) Work toward the establishment of a functional preventative maintenance program.
- 4) Pursue a policy of continuous improvement in the provision of housing services.

### **School Food Services**

School Food Services operates as a division of Northland School Division No. 61 and had an annual budget of approximately 3.2 million dollars for the 2012-2013 school year.

A central administrative staff complement of 4 positions worked with twenty-three Local School Board Committees, three Non-profit Associations, and two School Divisions to provide nutritionally sound school lunch programs to approximately 3,400 registered students.

Local administration was provided by Local School Board Committees and by Non-Profit Associations for the three lunch programs operating in other school divisions. Fort Vermilion School Division provided complete administration for two of its school service sites. Local responsibility included personnel management, financial administration, and the community interaction necessary for each lunch program's delivery. Local people are employed exclusively as kitchen staff.

A daily morning nutrition break is also being provided which is designed to enhance student performance, improve attendance and reduce the number of students arriving late.

During the 2012-2013 school year, plans continued for the lunch program kitchen which will be in the new school at Gift Lake, and plans to replace the kitchen at Little Buffalo School commenced. Funding was received from the Alberta Healthy School Community Wellness fund to continue the development of a division wide wellness policy. School Food Services staff is working with communities to get as much local input as possible for the nutrition component of the policy.

### **Parental Involvement Strategies**

Local School Board Committees work with school staff and administration on the development and updating of school plans. Schools report their processes for involving parents as part of their local school plan. The members of the Local School Board Committee review the plans and indicate their support by recommending the approval of school plans through a local board motion.





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**Financial Results**

The following pages outline the finances of the Division. More information on the sources of school generated funds and their uses, as well as a copy of the Audited Financial Statement can be requested by contacting the Secretary-Treasurer of the Division. Phone: 1-800-362-1360 or by visiting our website:

[http://www.northland61.ab.ca/main/documents/2013\\_AFS\\_Final\\_with\\_notes.pdf](http://www.northland61.ab.ca/main/documents/2013_AFS_Final_with_notes.pdf)

A copy of our budget report for the year ending August 31, 2013 can be viewed on our website at the following link:

[http://www.northland61.ab.ca/main/documents/2013\\_2014\\_Budget\\_Report.pdf](http://www.northland61.ab.ca/main/documents/2013_2014_Budget_Report.pdf)

Comparative information is available in a provincial report at the following website:

[www.education.gov.ab.ca/funding/afs](http://www.education.gov.ab.ca/funding/afs)

***Key Financial Information about the Upcoming School Year***

1. Schools are supported to work with staff and their school communities using school based data to determine priorities, develop plans and monitor progress to improve outcomes for students in literacy, numeracy, attendance, successful course completion through the use of culturally relevant programming.
2. School and district staff will be provided with face to face and online professional learning opportunities to support the second year of the Northland literacy initiative, experiential learning and culturally appropriate programming.
3. The ATEP program, has been completed and funds have been allocated to support professional development for language instructors and paraprofessionals.
4. Resources have been directed to support capacity building in Indigenous languages and cultural programming including land based learning and curriculum weaving.
5. Graduates of the ATEP program have returned to the division as teachers.
6. The August New Teacher Orientation/Teacher Mentorship Program has supported new/beginning teachers to become familiar with the Northland context and has provided quality teaching and learning opportunities for all students.
7. Pedagogical Supervisors are providing regional professional development, leadership and mentoring to improve instructional planning, instruction, management and assessment practices and mentoring of new teachers.
8. Northland for the second year are coordinating a district wide initiative to upgrade school libraries with an infusion of \$208,420. This amount will be augmented by additional grants.
9. We are continuing our commitment to maintaining a safe and caring learning environment for students and staff, by implementing the recommendations of the 2013 maintenance review.
10. A grant of \$150,000 has been directed to strengthen CTS programming including dual credit programming.
11. By the end of the school year all Northland schools will have access to wireless technology and vastly improved IT capacity to enhance learning opportunities.
12. Northland will implement a new Human Resources and Financial Management system to improve processes for human resources and financial management.
13. A new division website has been built into the budget.



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14. Staffing in School Food Services reflects the jurisdiction ratio of cooks to students based on the projected enrolments.
15. Instructional Programming accounts for 63.6% of the total expense.
16. Board of Trustees and Local School Board Committees expenses are projected at 1.7% and Administration expenses are projected at 4.7%.

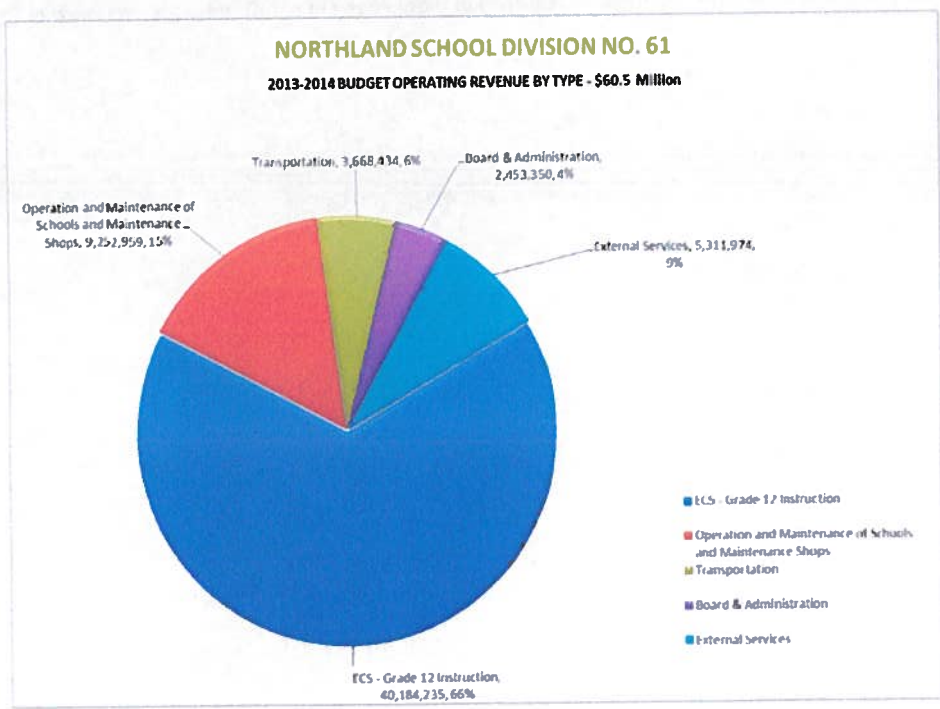
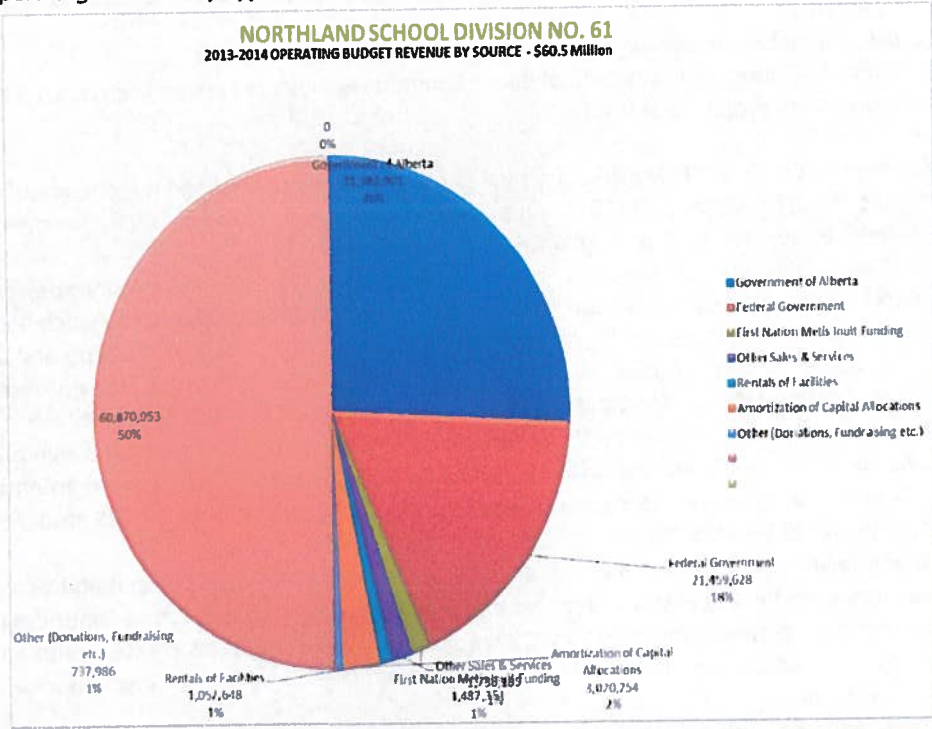
The current budget reflects Northland School Division's efforts to implement recommendations in the Northland Inquiry Team Report (2010) supporting improvements in the division. However, efforts are constrained by current funding as follows:

- For 2013-2014 Salaries and Benefits will be stable over the next three years as a result of a Framework Agreement signed by the Government of Alberta and the Alberta Teachers Association. In the fourth year of the agreement there will be a lump sum payment of 1% of the annual salary and a 2% salary increase. Also, based on Northlands' base instruction grant for 2012-13, 0.5% "cost" enhancements will be bargained for in local bargaining. The total will be \$47,000 spread over the last two years.
- The major financial burden on the school division will be the salary increase based on grid movement for approximately \$600,000 and Substitute and Teacher Replacement which could potentially cost \$1 million.
- We continue to provide in excess of 475 hours of instructional time for ECS students; however, current funding for ECS makes this a challenge.
- Maintaining staff satisfaction will be a challenge until the housing situation is addressed.
- Maintenance funding is status quo. However, as the building infrastructure continues to deteriorate there is increased potential for unexpected emergencies. These situations create health and safety issues and disrupt the education of students who have no alternate location for instruction when schools are not operational.
- There will be a reduction in the number of bus runs where possible.
- A reduction in federal revenue has resulted in a decrease in funding by approximately \$800,000.



# 2013/2016 Combined Three Year Plan and Annual Education Results Report for 2012-13

## 2013-2014 Budget Operating Revenue By Type

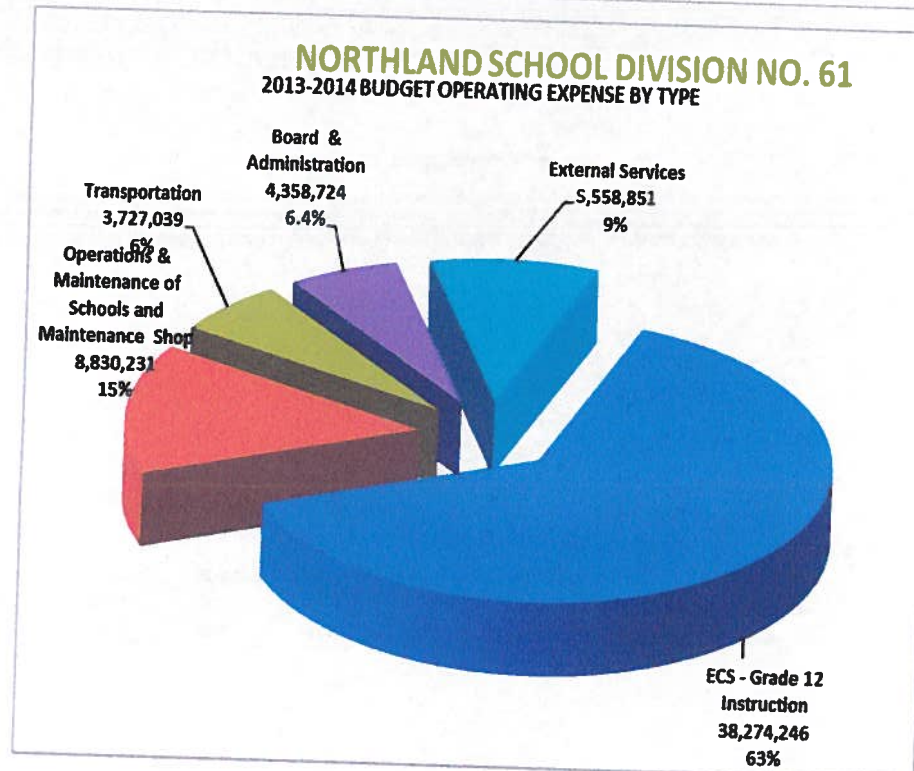
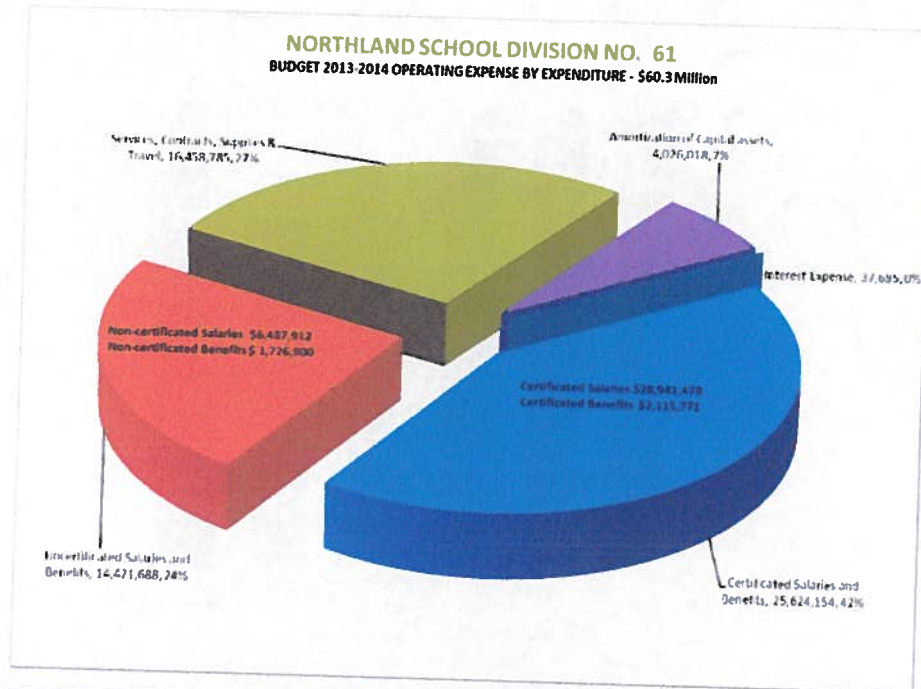






## 2013/2016 Combined Three Year Plan and Annual Education Results Report for 2012-13

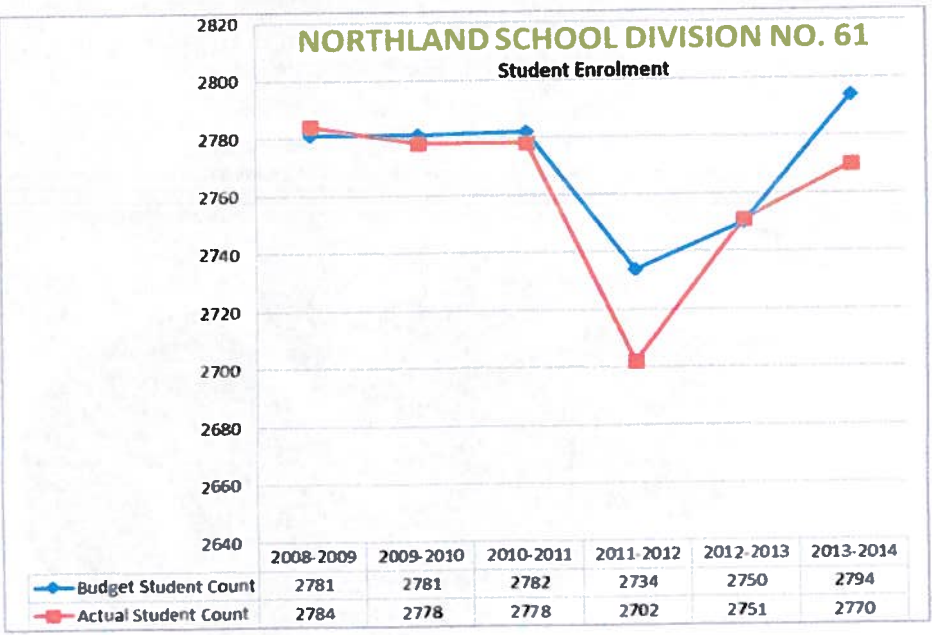
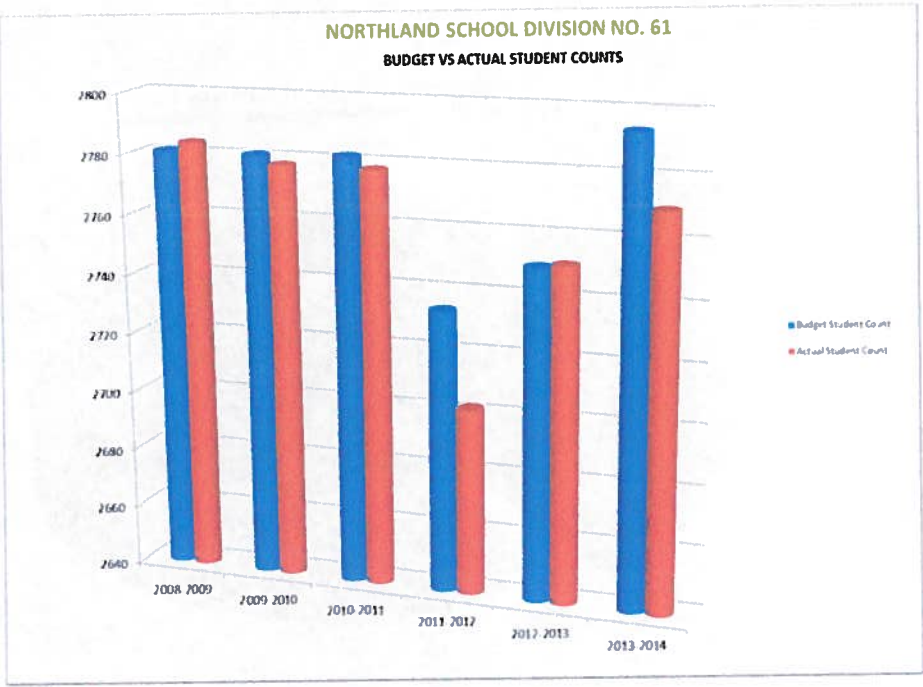
### Budget 2013-2014 Operating Expenses





2013/2016 Combined Three Year Plan  
and Annual Education Results Report for 2012-13

Student Counts





## 2013/2016 Combined Three Year Plan and Annual Education Results Report for 2012-13

### Board

Colin Kelly, Official Trustee

### Senior Administration

Donna Barrett, Superintendent of Schools  
Don Tessier, Associate Superintendent  
Dennis Walsh, Secretary-Treasurer  
David Cox, Division Facilities Manager  
Wesley Oginski, Director of Human Resources

Schools		Schools
Schools	Grades	Local School Board Committee Chair
Anzac Community School	K-3	David Czibere
Athabasca Delta Community School	K-12	Julia Cardinal
Bill Woodward School	4-9	David Czibere
Bishop Routhier School	K-6	Greg Gauchier
Calling Lake School	K-12	Clifford Cardinal
Career Pathways	Outreach	Kim Courtorielle
Chipewyan Lake School	K-9	Jason Yuck
Conklin Community School	K-9	Wendy Tremblay
Dr. Mary Jackson School	K-12	Ken Tupper
Elizabeth Community School	K-8	Shelley Bartman
Fort McKay School	K-9	Janet Lynn McDonald
Fr. R. Perin School	K-9	Alice Loftstrom
Gift Lake School	K-9	Ken Shaw
Grouard Northland School	K-9	Sue Sutherland
Hillview School	K- 6	Shelly Auger
J.F. Dion School	K-6	Joan Daniels
Kateri School	K-12	Elmer Gullion
Little Buffalo School	K-12	Dwight Gladue
Mistassiniy School	7-12	Kim Courtorielle
Paddle Prairie School	K-12	Candice Calliou
Peerless Lake School	K-12	Louis Cardinal
Pelican Mountain School	K-6	Violet Carlson
St. Theresa School	K-6	Robin Guild
Susa Creek School	K-8	Rachelle McDonald



## **BOARD OF TRUSTEES**

**COLIN KELLY**  
**TRUSTEE OF THE BOARD**

**DATE: NOVEMBER 27, 2013**

**PRESENTED BY:** DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

**SUBJECT:** COMMUNITY ENGAGEMENT PROTOCOL

---

**ORIGINATOR:** DONNA BARRETT

<b>RECOMMENDATION</b>
That the Board of Trustees approve the Community Engagement Framework developed by Alberta Education for Peerless Lake Cultural Weaving Project as attached.

\*\*\*\*\*

**CURRENT SITUATION:**

**BACKGROUND:**

**OPTIONS:**

CONFIDENTIAL - SECURITY

1. CONFIDENTIAL - SECURITY

2. CONFIDENTIAL - SECURITY

3. CONFIDENTIAL - SECURITY

4. CONFIDENTIAL - SECURITY

5. CONFIDENTIAL - SECURITY

6. CONFIDENTIAL - SECURITY

7. CONFIDENTIAL - SECURITY

8. CONFIDENTIAL - SECURITY

9. CONFIDENTIAL - SECURITY

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11. CONFIDENTIAL - SECURITY

12. CONFIDENTIAL - SECURITY

13. CONFIDENTIAL - SECURITY

14. CONFIDENTIAL - SECURITY

15. CONFIDENTIAL - SECURITY

16. CONFIDENTIAL - SECURITY

17. CONFIDENTIAL - SECURITY

18. CONFIDENTIAL - SECURITY

19. CONFIDENTIAL - SECURITY

20. CONFIDENTIAL - SECURITY





## Using the Northland Community Engagement Framework

Peerless Lake Cultural Weaving Project



# Overview

## Cultural weaving Project

Northland School Division serves a primarily First Nation, Métis and Inuit population. It serves about 3,000 students in 22 schools spread across northern Alberta. Many of the communities are remote; approximately 60 per cent of the students are provincially funded while the remaining 40 per cent of the students are First Nations and supported federally through Education Service Agreements.

The cultural weaving project is a partnership project between the Peerless Lake School of Northland School Division, Peerless Trout Lake First Nation and First Nations, Métis and Inuit Services Branch of Alberta Education. It is intended to develop ways of learning and teaching that are meaningful and relevant to the First Nation or Métis students of Northland School Division.

One unit, the grade 5 unit on Wetlands, was selected as a prototype for Phase 1 of the project. From June 2012 to June 2013, a small team identified the Cree values that were essential to the Peerless Lake Cree people and wove the outcomes from the elementary science program of studies around these values.

The Northland community engagement framework was used as the process for the project. Steps 1-12 were completed within 9 months.



## Acknowledgements

A partnership project is always a group task and there are many people deserving of gratitude.

We would like to thank the Peerless Lake Elders for their wisdom, knowledge and stories added value to the development of the cultural weaving project. Aye Aye, Kinânaskômitinawaw.

Thank you to the teachers, parents, guardians, and other individuals and groups who contributed to the development of this resource including the following:

### Peerless Lake Community

Chief and Council  
Elders and Knowledge Keepers  
2012-2013 Grade Five students  
Louis Cardinal, Local School Board Member

### Northland school Division

Albina Allok, Cree language Instructor, Peerless Lake School  
Audrey Anderson, Principal of Peerless Lake School  
Donna Barrett, Superintendent  
Donna Bahsler, teacher  
Rosie Cardinal, School Community Liaison Worker, Peerless Lake School  
Louise Houle, preservice teacher  
Colin Kelly, Official Trustee  
Linda Laboucan, Assistant Supervisor, FNMI Language and Culture  
NSD Advisory Board  
Northland Community Engagement team for the framework used in this project

### Alberta Education

Carla Badger, FNMI Cultures, Cross Curriculum Infusion Branch  
Lorraine Cardinal-Roy, FNMI Services Branch  
Margaretha Ebbers, FNMI Services Branch

A special thank you to Doug Monsma for helping the team develop a model of curriculum transformation that would work for our purposes, based on extensive work done in the Praire Centre for Christian Education



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Cultural weaving Project

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Thank you to the teachers, parents, guardians, and other individuals and groups who contributed to the development of this resource including the following:

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Peerless Lake Community

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Chief and Council

3

Northland school Division

3

Alberta Education

3

3

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## From Inquiry to Action

In 2011, the Minister released the *Northland School Division Inquiry Team Report* and took action on Recommendation #48 by naming a community – based team, Northland Community Engagement Team. It was tasked with providing strategic advice, direction, and leadership in securing community engagement and making recommendations on key issues arising from the development of a community-based response to the *Northland School Division Inquiry Team Report*.

**Figure 1: NSD Community Engagement Framework**



- *Inspiring education: A Dialogue with Albertans*, Government of Alberta, 2010
- *Moving Forward: Implementing Collaborative Frameworks*, FNMI and Field Services, Alberta Education, 2012.
- *Northland School Division Inquiry Team Report*, Government of Alberta, 2010.
- *Northland Community Engagement Team Report*, (have to check citation, official release date)



# Using the Community Engagement Framework

## It all begins with an IDEA

### Idea for Cultural weaving project

Ideas can come from anywhere. Ones that are truly student centred are the ones that can bring communities together.

First Nations, Métis and Inuit Services Branch was tasked with addressing Recommendation #12 of the Northland Inquiry team Report.

Examination of work in the area revealed multiple projects over the past 20 years on cultural infusion. We recognized that the premise behind all the infusion projects was that current programs of studies would be enriched by adding on additional information related to Indigenous ways of knowing. We wanted to start with the knowledge valued by a specific First Nation, and then link a program of studies to that knowledge.

The first step of the process was asking the Superintendent and Official Trustee if they thought the idea had merit. They invited us to present the idea to the

Northland Advisory Board, made up of members from different communities in Northland. At the same time, Audrey Anderson, Principal of Trout Lake school was at a conference and had a discussion with the Superintendent about the need to work on science in the division, and on different ways to make it meaningful and relevant for First Nation and Métis students.

Feedback from that presentation to the Northland Advisory Board led to the decision by the Superintendent to offer Audrey Anderson, principal of Trout Lake School, the opportunity to partner in this project.

Our final step was to seek approval from the Chief and Council Peerless Trout Lake First Nation.

To: Donna Barrett, Superintendent, NSD

May 2, 2012

Hello Donna

We have an idea that relates to recommendation #12 of the Northland Inquiry Team Report. The recommendation reads as follows:

**That NSD strengthen the Aboriginal cultural content within the curriculum.**

Our idea is to work with the science program of studies K-9 as the platform for the first core subject that is done. By creating a template, other subject areas can follow.

The additional part of the idea is to use a model created by the Prairie Centre for Christian Education. Educators from the Christian School Society were asking themselves what made their education different from other education and out of that arose a way of wrapping (we use the term "weaving") the curriculum around particular concepts or values.

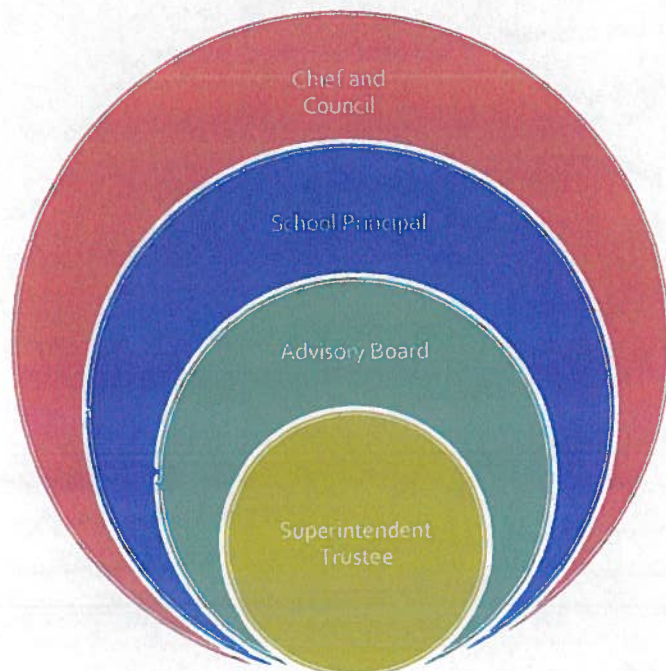
We like the model, although of course we envision is using FNM perspectives. We like it because it is centred on kids. It involves the community and the program of studies is re-framed.

Lorraine and Margaretha

## Seeking Approval

One of the advantages of going through an approval process is the feedback that you receive on the idea. While the initial cultural weaving idea originated in a government office, by the time it moved into the community, it was much richer and more relevant to the Peerless Lake School and community.

Not all ideas require an extensive approval process. You may be beginning a project that is part of a district approach, or a series of projects that are developed in response to guidelines set out by your central administration. It is important to make sure that all those in a governance role have given you their go-ahead to take the idea through the engagement process.



**Figure 2: Our approval process**

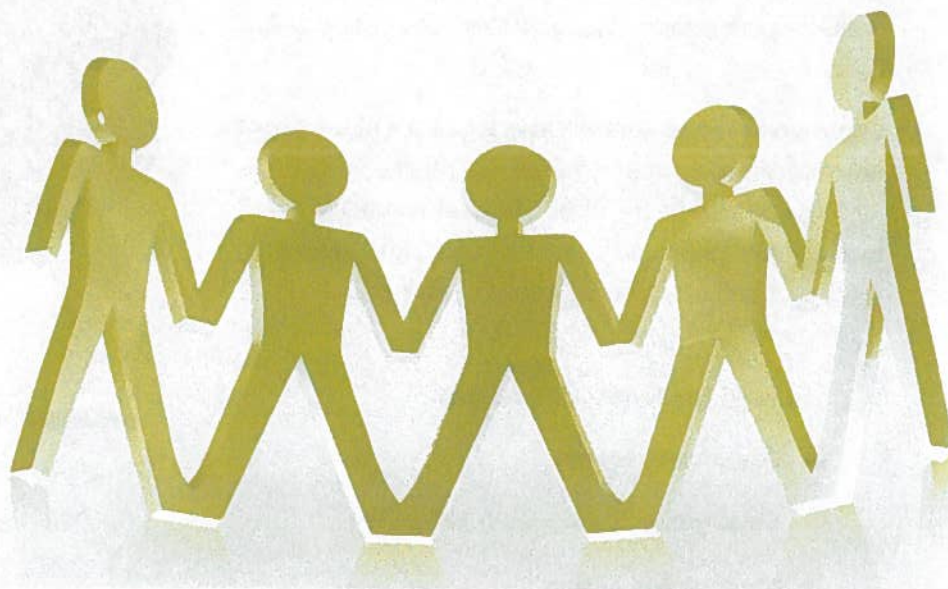
*While the initial cultural weaving idea started in a government office, by the time it moved into the community, it was much richer and more relevant to the Peerless Lake School and community.*



## Step 1: Assemble a key community connector team

There are leaders everywhere, not just those that are elected. In communities, it is important to find the right people that will offer you guidance and support. These leaders –key community connectors–will be able to help you with any or all of the following related to their community:

- Identifying the Elders and the community members that know the oral history and traditions
- Recommending the people with whom you will need to speak.
- Sharing what is culturally appropriate.
- Sharing the best ways to get information out into the community.
- When to do what!



## Step 2: Consult with community Elders and leaders

It is vital to learn the community protocol. For example, some Elders are offered tobacco along with a request. Others are offered a gift and tobacco. Still others only a gift, or nothing but the request. Be aware of the community protocol, then respectfully, as described by the key community connectors, share the idea.

Community Elders and leaders will also direct you to other people in the community who need to be included at this point. These community members may come from other family groups, different faiths or from other areas you may have overlooked. It is important to heed this advice, otherwise you may not be getting to hear from all the points of view in the community.

It is also crucial to know the language of the community. Peerless Lake is a Cree community, with a high level of Cree fluency, particular amongst the Elders who are more fluent in Cree than in English. We had Cree

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*We had Cree speakers and translators at every meeting and active in all conversations to ensure that the voices of the community were both heard and understood.*

---

speakers and translators at every meeting, and active in all conversations to ensure that the voices of the community were both heard and understood.

### Step 3: Meet key community connectors

Your community connectors will help determine the best venue and occasions to meet. They will be able to advise and assist you in explaining your idea to the community as well as the messaging related to information gathering. This messaging will include why you are gathering information and how this information will be used.

Community connectors will also suggest a place where other community members will feel most comfortable. As a sign of hospitality, offer some refreshments. In many of the communities in Northland, an offering of food is a traditional way of being respectful and welcoming.

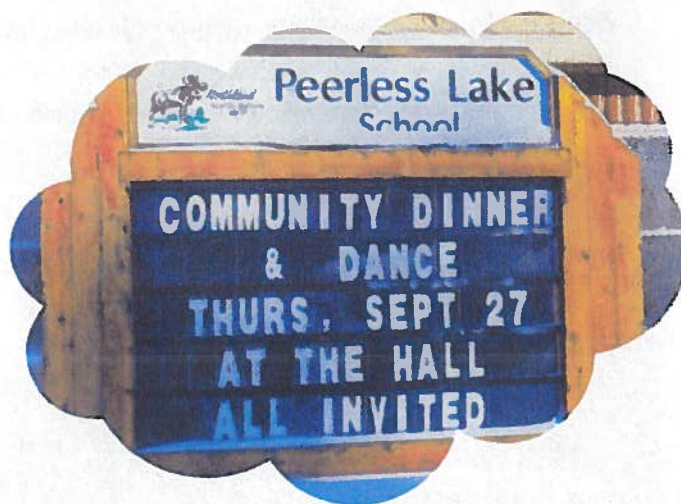
Ways to meet the community include:

- ☀ Community supper
- ☀ Small group conversation and coffee
- ☀ Meeting one by one
- ☀ Going to different houses (if you are invited)
- ☀ Hosting a community event
- ☀ Hold professional learning opportunities that bring together the school staff and community members
- ☀ Tagging onto a community event with a booth

It is important to be flexible and change plans midstream if you feel that you are not meeting enough people, or if you receive feedback that you are missing some people. We found that we needed to connect with new key community connectors at every stage during the first phase of the project.

Letting people know about the event will require support from the community connectors. Often sharing the information is done in multiple ways. Phone calls and personal invitations are sometimes the most effective, and give you another avenue for building a relationship with the community. If you are relying on email make sure that the community has internet connections in the homes you are intending to reach.

This event drew a lot of people out. We used the school sign, invitations that went home with the students, telephone calls by some of the school staff and Audrey Anderson, the principal asking the students and families in the hallway if they would attend.



*This event drew a lot of people out. We used the school sign, invitations that went home with students, telephone calls by some of the school staff and the principal asking the students and families in the hallway if they would attend.*



## Step 4: Collect and Consider Advice

Before the visit begins, clarify for yourself how you will be gathering the information. If you do any of the following, you will need to be prepared to gather the appropriate consent forms:

- note taking
- recording/videoing
- photographs

Make sure you ask if you will be allowed to take notes, photographs, or recordings if that is what you intend. If you are going to record, spell out exactly what they recordings will be used for—possibly with another family member present to make sure the Elders understand what is being recorded and how it will be used.

Gathering advice is time consuming and illuminating. If at all possible, have someone that will speak with Elders in their own language so that you can be assured that you are hearing what is intended.

Listening requires that you wait and be attentive. For those not raised in a traditional way, it takes practice and patience to refrain from commenting or asking questions, until the appropriate time. Know the community protocols prior to the community visit.

While this may be the only opportunity to capture the voices of the Elders and those community members that know the oral history and traditions of the community, there have been many occasions when First Nations people have provided information and it has been used inappropriately or out of context. It is important that this practice is discontinued.

Ask the Elders and leaders to suggest other community members that could provide advice and ensure all kinship groups are included.

**CAN WE HAVE A PICTURE OF THE ELDERS –FROM CURTIS OR AUDREY**

We are in danger of losing our Cree language, connect it to what children learn in school.

Education is not just in the building, it is in the community. It is outside on the land.

If there is a disaster, how will our children survive without our knowledge?

We used spruce boughs to sleep on. Children today don't know that.

Traditional values  
-humility  
-respect  
-kinship  
-wakhotwin

## Step 5: Develop a draft action plan

The draft plan is the starting place. Here you put together all the advice, suggestions and information you have received and begin to move from an idea to an action plan. By this time you may have seen the idea evolve into something very different from the original idea. That is good, it indicates that you are taking what the community has told you and changing from "your idea" to the community idea.

Our original idea now included determining the values of the Peerless Lake community, and how these values could be described in both Cree and English.



Figure 3: Developing a draft plan

For three days we met in a central location and labored. Our intent was to move from an idea to an action plan that engaged the community in multiple ways. We discussed and tested values to see if they were broad

enough. We examined curricular documents. We shared stories, built bridges and found a common language to navigate between the Cree language and the Cree world view and English and a Western worldview.

Eventually we came up with a way of representing our thoughts. Each of us believed that the Cree language needed to be front and centre and the children should remain at the heart of our work. We also agreed that a model should be circular to represent the way learning is continuous and interconnected.

The model shown in Figure 3 is the result of this work, along with the realization that we required more input from the community.

A lot of time was also spent on how to access community knowledge, and how to have more of the community members involved in the process. A task plan was developed to lead us into the next step.

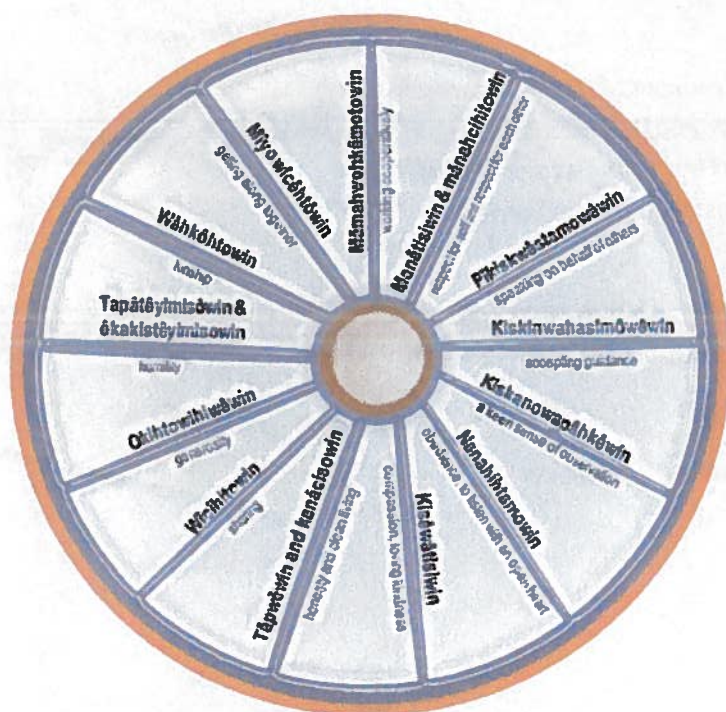
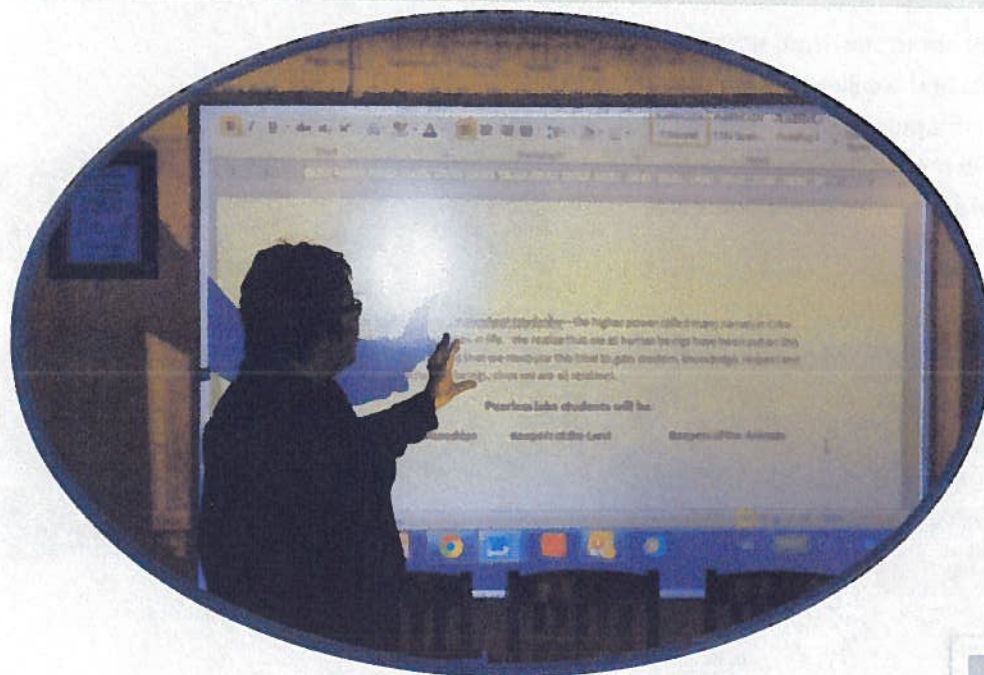


Figure 4: Graphic Representation of Cree Values, based on Cree Language and Culture documents.



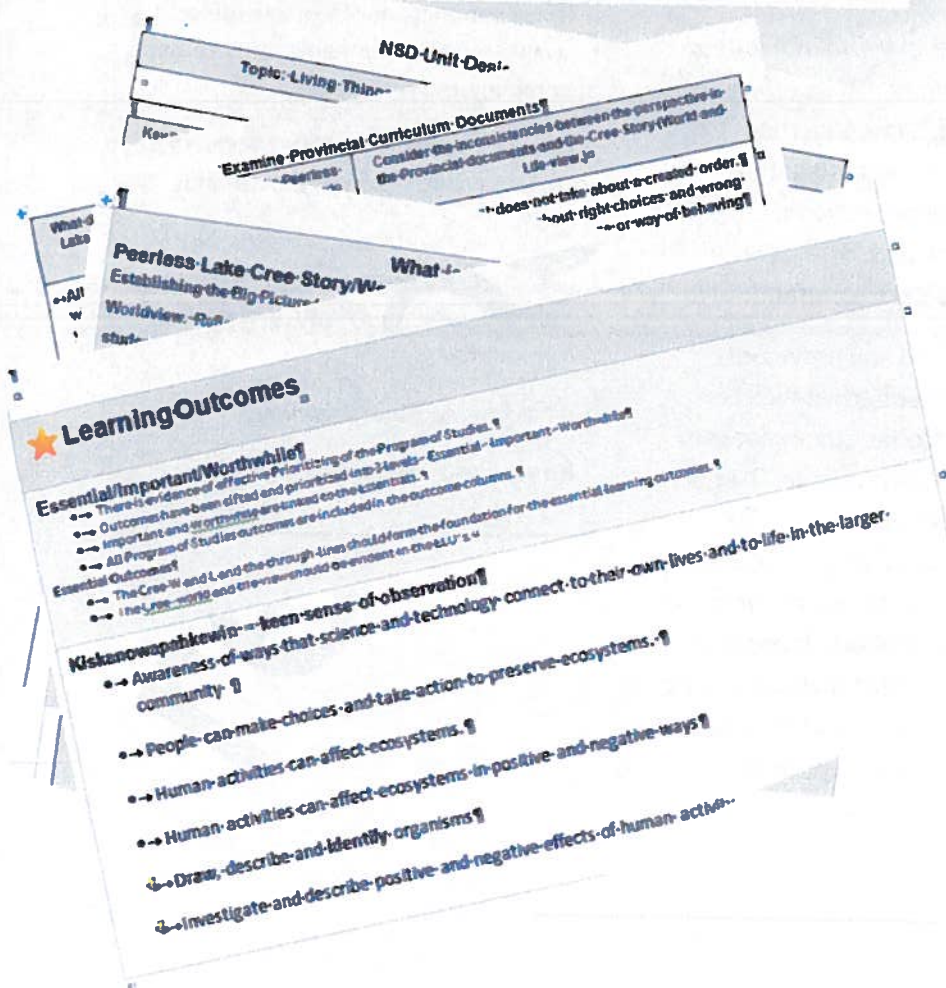
## Step 6: Inform and invite



Start to spread the word about the draft action plan. Ask your key community connectors to explain the best way to generate interest within the community:

- ☀ personal visits,
- ☀ posters,
- ☀ letters from school,
- ☀ email or others.

Figure 5: Audrey Anderson, principal of Peerless Lake School



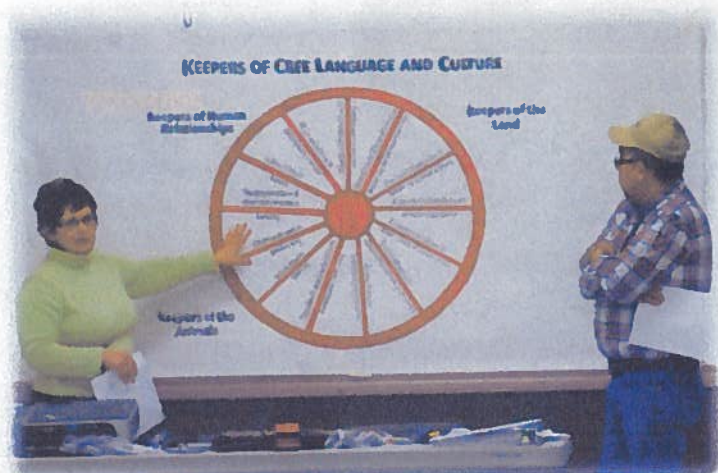
The above wheel was enlarged by Rosie Cardinal, school community Liaison worker and one of our working group committee members. It was translated into Cree and into Cree and Cree syllabics by Elder Elizabeth Quintal.

This collection of documents was a part of our draft action plan, developed in Step 5. We presented them to the community in Steps 6 and 7.



## Step 7: Hold Public Meetings

Use this step to share information about the draft action plan. Honestly discuss its benefits and challenges with the community. Provide opportunity for participants to delve into the action plan and into the way the idea has evolved. Use this opportunity to collect information, gather feedback and to ask for guidance.



We decided to have two meetings; one with the staff of Peerless Lake school, and the other with the community. The staff, which included a number of community members, came together together in the morning to collage their ideas regarding their collective meanings of three Cree values. It was an opportunity for teachers that came from other parts of Canada to work closely with staff members that came from the Peerless Lake community.

In the afternoon, community members arrived and provided



feedback as well as stories about places in Peerless Lake. This was an opportunity for teaching staff to listen to the stories of community members. It became evident that the stories were rich with possibility for use in different subject areas.



### Consider.....

The community may have scheduled events—hockey tournaments in in other communities, jambourees.

Parents may have younger children that need care at the time of the meeting.

Elders may need transportation, and may prefer not to meet in the evening when they are more tired, or have other commitments.

What food will you be serving?

Do you have interpreter/translators?

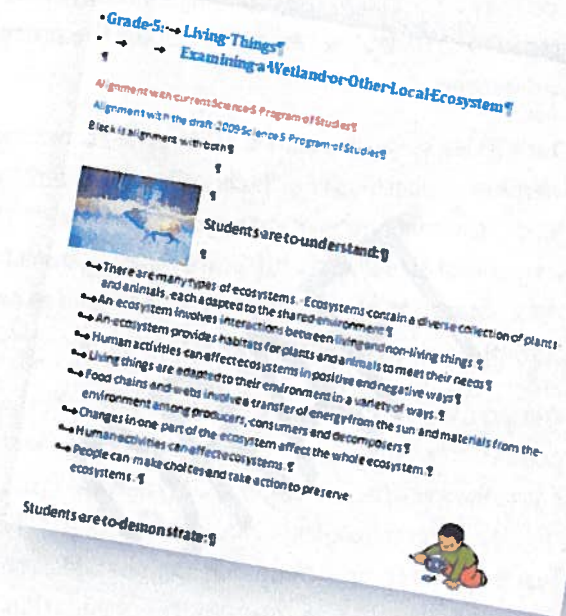


## Step 8: Develop a Plan of Action

This next step is an opportunity to revise the draft and create the plan of action that includes the input from the community. The feedback collected during the community meetings will help to define what needs tweaking, what is ready to go, and what needs to be added.

We decided to do this work right on the heels of the community visits, and in fact, to work on the Action Plan in the community. During the day, different community members dropped in to ask for more information, or for some clarity regarding the project. The feedback and advice we received was extremely helpful and as a result, rather than simply getting the plan completed, we were able to build the new unit, and finesse some of the resources.

It was during this time that the importance of community stories became reinforced. Audrey, the



Appendix 3: Learning Activities linked to the Peerless Lake Cree Values

Learning Activities linked to the Peerless Lake Cree Values			
Aiskooonapahkwin		Wahkoitowin	
Visit various ecosystems in Peerless Lake, Peerless Lake, muskeg, stream, riverbanks, ditch, and park.	Visit and Peerless Lake ecosystems.	Develop a lake study for a specific ecosystem in Peerless Lake - Narrows, Trout River, Peerless Lake etc.	Peerless ecosystems impacted in Peerless Lake?
Write a story of the Peerless Lake Ecosystems and web it out (identify producers, consumers and decomposers).		Discuss how the ecosystem will be affected by the following: - Forest Management Road - Old Mill - Logging - Forest Fire - Addition/removal of the living and non-living.	
Conduct a sensory feeding to a specific area in Peerless Lake and journal what you see, hear and feel (positively/negatively).	Visit and Peerless Lake ecosystems.	Learn about traditional land community people about traditions, hunting, gathering and uses of plants and animals in Peerless Lake.	Peerless ecosystems impacted in Peerless Lake?
Create a photo journal of land and animals in a Peerless Lake ecosystem and compare to past photos from the area.	Visit and Peerless Lake ecosystems.	Learn to community members about traditional land practices (past & present). - water levels and forest fires - land and animal changes.	Peerless ecosystems impacted in Peerless Lake?
Write the stories and journal in a specific ecosystem or wetland in Cree and English.	Visit and Peerless Lake ecosystems.	Learn traditional stories from Peerless Lake community members that depict reciprocity as in <i>How the People Became the Moose</i> .	Peerless ecosystems impacted in Peerless Lake?
Write a lake study for a specific ecosystem in the Peerless Lake area.	Visit and Peerless Lake ecosystems.	Investigate using traditional techniques to find out human activity influences the adaptations of animals and plants in Peerless Lake and other ecosystems. Students will identify if the adaptation is for protection, nutrition, or recreation.	Peerless ecosystems impacted in Peerless Lake?
Conduct a photo tour of a Peerless Lake ecosystem, capturing plants and animals in the area, their adaptations, and their relationships.	Visit and Peerless Lake ecosystems.	Create a photo tour of a Peerless Lake ecosystem or how to become keepers of the land, animals and human relationships.	Peerless ecosystems impacted in Peerless Lake?
Compare and contrast an ecosystem in Peerless Lake to one in a more industrialized area.	Visit and Peerless Lake ecosystems.	Share a Peerless Lake ecosystem with another community. Learn about ecosystems in other communities.	Peerless ecosystems impacted in Peerless Lake?

administrator of Peerless Lake school, used the opportunity to record the stories of the Elders with the intent of using the stories for this project and in different areas of the curriculum. Thus, this process became the impetus for involving community Elders and the members that knew the oral history and traditions of Peerless Lake community.

in another area of community education. These stories will remain part of the community archives.

During the day, different community members dropped in to ask for more information, or for some clarity regarding the project.

## Step 9: Consult again with community Elders and leadership

You may be thinking that you have already done a lot of consulting already, and that it is tempting to skip this step. Do to resist the temptation to cut the process short. It is another opportunity to clarify what everyone has understood.

During this step, you will be asking the community members questions like *"Is this what you said?"* and *"Did I stay true to the vision originally shared?"* This stage helps develop trust because suggestions from the community are becoming part of the idea and community members will see this happen.

During Step 7, the graphic representation of the community values had taken on a new life. Ideas came forward on the colours, on the way it was divided and on how the values fit together. The result of this conversation was the next draft seen in Figure 6, brought to a community consultation meeting in March.

This wheel stimulated even richer conversation, and the flag of the Nation was brought out. The community members requested that the flag colour and border design be added to the value wheel.

As well, in this meeting, all the documents and resources developed since the last meeting, were brought forward for examination. These documents

can be seen in the next section.

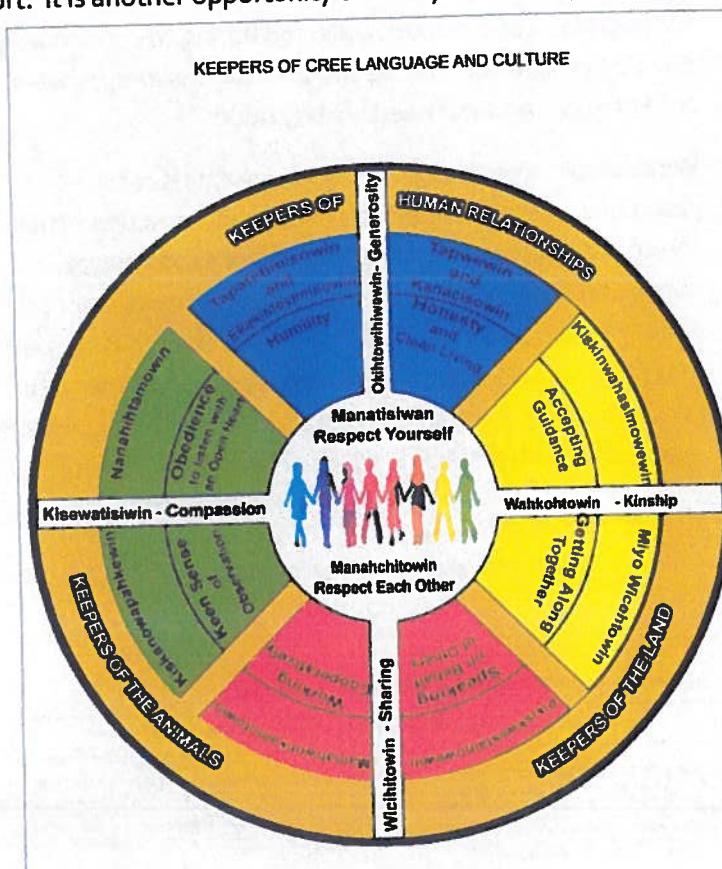


Figure 6: Next draft of the Community Values

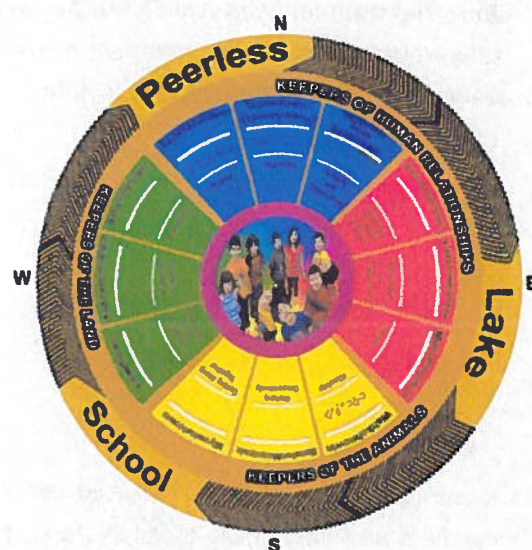




## Step 10: Validate with the community

As you did with the Elders and leadership, ask the questions "Is this what you said?" and "Did I stay true to the vision originally shared?" of the community. Explain what was done with the information the community shared and how it links to the development of the plan.

When we shared the documents with the community, we received the go-ahead on the curricular weaving documents, but were given additional modifications to make on the Peerless Lake Cree Value wheel. This was done quickly so that we were ready to begin engaging the key resources: teacher, students, texts, units and the people within the community with traditional and local knowledge.



### Learning outcomes from science program of studies connected to values:

#### Kiskinowān kinship – kin sense of observation

- Awareness of ways that science and technology connect to their larger community
- People can make choices and take action to preserve ecosystems
- Human activities can affect ecosystems

#### ★ Step Five: Planning for learning using Cree values and science learning outcomes – See Appendix 3, 4 for samples

#### Peerless Lake Cree values highlighted in this unit

##### Kiskinowān kinship – kin sense of observation

##### Wīkīkī kinship – kinship

#### Learning Outcomes from program of studies connected to Cree Values

##### Kiskinowān kinship – kin sense of observation

- Awareness of ways that science and technology connect to their own lives and to life in the larger community
- People can make choices and take action to preserve ecosystems
- Human activities can affect ecosystems in positive and negative ways
- Observe, describe and identify organisms
- Investigate and describe positive and negative effects of human activity on a local ecosystem including:
  - Changes in water quality/quantity
  - Addition or removal of living things
  - Addition or removal of non-living things
- Investigate how animals and plants are adapted to their environment by observing and researching how they:
  - obtain nutrients and/or water
  - move and protect themselves
  - use structures
  - behave
- Investigate through observation and research the food of several organisms from the ecosystem
- Observe and describe living and non-living things in a local ecosystem

##### Wīkīkī kinship – kinship

- Changes in one part of the ecosystem affect the whole ecosystem
- An ecosystem involves interactions between living and non-living things

#### ★ Step Two: How does the unit relate to Peerless Lake community knowledge?

#### Topic: Living Things: Examining a Local Ecosystem in Peerless Lake

This unit overview will help educators to localize the program of studies in terms of a specific community. A community is made up of people, places, history, language, culture and other animate and inanimate beings. This unit is a living document, as more community engagement and capacity building occurs, more information and ideas can be added.

#### Key Points about the topic

- Ecosystems were created with balance and harmony
- Ecosystems are homes to the animate and inanimate
- Ecosystems are gifts given to the community. We need to be Keepers of our Ecosystems
- An ecosystem can be compared to kinship ties. Affecting one part of an ecosystem can affect the relationships in the rest of the ecosystem

#### How can a student become passionate about this topic? How is it relevant to the children in the community? How can we engage them?

- Protecting our ecosystems means protecting hunting, trapping and fishing for the next generations
- There are multiple ecosystems in Peerless Lake: community wetlands, lake, muskeg, streams, riverbanks, fields, Trout Mountain etc.
- The words of Treaty 8 (as long as the rivers flow...) relate to protecting the ecosystems
- Ecosystems are changing. Some changes are due to human activities
- It is our responsibility to monitor all of the lakes connected to Peerless Lake
- Quad rallies impact the environment in Peerless Lake

## Step 11: Engage Key Resources

Once the community has validated the plan, you can move forward to engage all the resources needed to make the plan a success. These resources may include:

- people
- time
- places
- money
- books, video, internet
- supplies

In our case, we shared the resources and the process with the teachers who were going to teach the unit.



Figure 7: one of the many wetland areas in Peerless Lake

Curriculum Cultural Weaving Project: Phase 1  
Draft Unit: Science Grade 5 Topic E



Peerless Lake First Nations Community  
Peerless Lake School, NSD  
Northland School Division  
Alberta Education



Figure 8: Literacy resources from the Literacy seed kit that link to science.



## Step 12: Take Action

This step involves implementing the plan.

In the curriculum weaving project, the teachers took the Community Cree value wheel, and the science unit based on the wheel and used the in the grade five classroom of Peerless Lake School. Only part of the unit was taught at this time, due to a number of factors, including the weather and season. Feedback from the teachers, principal and community members indicated a number of positive practices including:

- ☀ Students were engaged, and shared information about what they were learning with their parents.
- ☀ Parents began to tell stories about the ecosystems they remembered and knew, and sent in photographs with their children.
- ☀ Visits were made to Elders in order to learn traditional knowledge firsthand. In spite of the cold they went out to touch, feel, smell and identify parts of different ecosystems.
- ☀ Grandparents, parents and Elders began to drop by the school to share what they knew.
- ☀ Chief Alook came to share with the classroom
- ☀ Increased use of Cree language in school

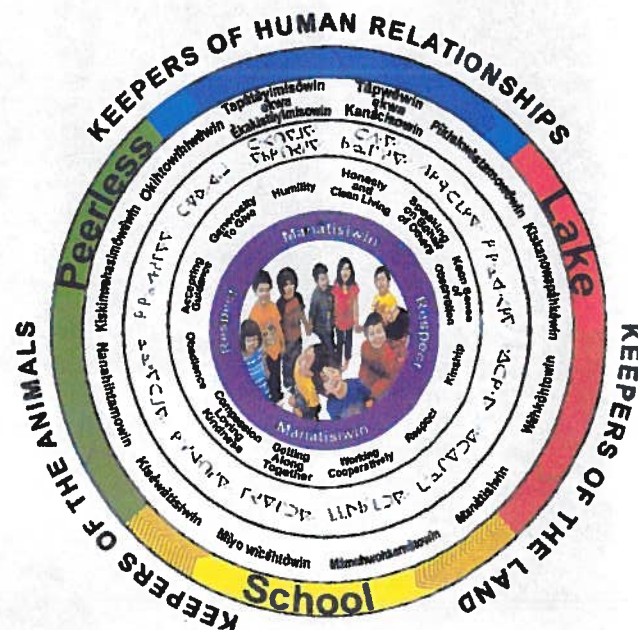


Figure 9: Peerless Lake Cree Values



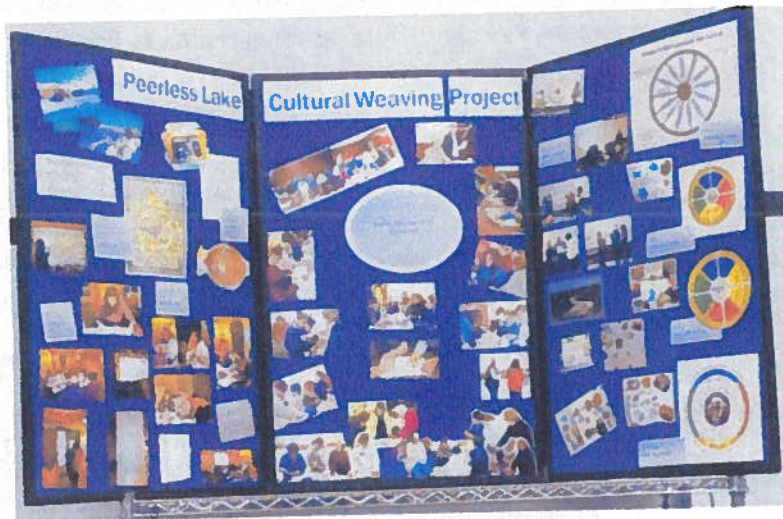
*Grandparents, parents and Elders began to drop by the school to share what they knew.*



## Step 13: Inform and Celebrate

Now it is time to share and give an overview to the community—

**Revisit the beginning ....**



**...and celebrate the process**



## **BOARD OF TRUSTEES**

**COLIN KELLY**  
**TRUSTEE OF THE BOARD**

**DATE: NOVEMBER 27, 2013**

**PRESENTED BY:** DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

**SUBJECT:** PROJECT BROCK, AUTOMATED EXTERNAL DEFIBRILLATORS (AED)  
FOR SCHOOLS

---

**ORIGINATOR:** EDUCATION COMMITTEE

<b>RECOMMENDATION</b>
That the Board of Trustees enter into an agreement with the Project Brock Society and Northland School Division No. 61, for the donation of Automated External Defibrillators to our schools, as attached.

\*\*\*\*\*

### **BACKGROUND**

The goal of the Project Brock Society is to have AEDs in all schools. The society is based out of Fairview, Alberta and are aware that many of our schools are not in this area however they have made a commitment to provide all Northland Schools with AEDs as they become available.

The OHS Department will oversee the installation of these units and will track them and ensure maintenance and training is up to date.

The only cost to the Division will be the installation of the units and that will be minimal.

THE NEW YORK PUBLIC LIBRARY

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## DONATION AND RELEASE AGREEMENT

THIS DONATION AND RELEASE AGREEMENT ("Agreement") is made and entered into by and between Project Brock Society and \_\_\_\_\_ (the 'Recipient').

The parties hereto agree as follows:

### 1) DONATION

- A) The Recipient (or School Board associated) has expressed a need for the donation of an Automated External Defibrillator (AED) to Project Brock Society and associated one-time training of site responders.
- B) Project Brock Society agrees to donate the AED to the Recipient, and the Recipient agrees to accept the AED, and display it in a public location, to be used exclusively for the purpose of improving public access to AEDs and defibrillation.
- C) The Recipient represents and warrants that the AED shall not be used for any purpose other than as set out in Section 1(B).
- D) As owner of the AED, the Recipient shall be responsible for the routine care and maintenance of the AED and ongoing training of site responders, as appropriate. Project Brock Society shall not retain any obligation with respect to the donated AED.

### 2) INDEMNITY

- A) The Recipient, for itself, and any and all of its subsidiaries, affiliates, related companies, divisions, agents, directors, officers, employees, contractors, administrators, successors and assigns hereby agrees to indemnify and defend Project Brock Society, its directors, officers, employees, agents, administrators, successors and assigns, from and against any liabilities, actions, damages, injuries (including without limitation, claims of personal injury or property damage), costs and expenses, including reasonable attorneys' fees and expenses ("Losses") arising out of, resulting from or in any way attributable to the use, storage, or possession of the AED by the Recipient, except any proportion of such liability which is attributable to the grossly negligent acts or omissions of Project Brock Society, its affiliated corporations, officers or employees.

### 3) DISCLAIMERS

- A) Project Brock Society makes no representation or warranty, express or implied, regarding the condition, quality, durability, performance, or capacity of the AED and assumes no liability in this regard.
- B) EXCEPT FOR THE SPECIFIC REPRESENTATIONS AND WARRANTIES SET FORTH HEREIN, THE AED IS BEING DONATED "AS IS AND WITH ALL FAULTS" AND Project Brock Society HEREBY DISCLAIMS ALL OTHER WARRANTIES, WHETHER EXPRESS OR IMPLIED, INCLUDING WARRANTIES OF MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE.

Box 1912  
Fairview, AB T0H 1L0

4) RELEASE

- A) The Recipient does remise, release and forever discharge Project Brock Society and its employees, agents, officers, directors, representatives, advisors, successors, assigns, administrators, and insurers from any and all manner of actions, causes of action, suits, debts, sums of money, damages, costs, claim of any nature, description and kind at law and in equity or under any statute, whether asserted or unasserted, which the Recipient may now have or may hereafter have as a result of, without limitation, any loss, damage or injury to person or property, howsoever caused, arising out of the use, storage, or possession of the AED by the Recipient after it is donated to, and in the possession of, the Recipient.
- B) The Recipient agrees that neither it, nor anyone claiming under or through it, shall commence or maintain any action against Project Brock Society, or any other person or legal entity which might result in a claim for indemnity or contribution against Project Brock Society, regarding the AED.
- C) This release shall act as a complete and total bar to commencing or maintaining any action in any forum, and may be and intended to be presented to any forum as a complete and total bar to such action.

5) UNDERSTANDING

- A) The Release set out in Section 4 shall extend to and include all matters now existing and known, or hereafter arising or discovered regarding the AED, whether or not any such fact or matter is now known to the Recipient.
- B) The Recipient, in executing this Agreement, has not relied upon anything told or promised to it by Project Brock Society or any other persons on behalf of Project Brock Society. The Recipient has satisfied itself of all matters pertaining to this Agreement entirely from and by its own knowledge and investigation, and has taken independent legal advice and counsel concerning this matter.

6) GENERAL

- A) Waiver. The silence, negligence or delay in a party in exercising a right or an action hereunder shall not be construed against such party as a waiver of its rights and recourses as long as the legal or conventional time limitation has not expired or been prescribed.
- B) Successors and Assigns. This Agreement shall inure to the benefit of and be binding upon the parties hereto and their respective heirs, executors, administrators, successors and assigns.



IN WITNESS WHEREOF, the parties have caused this Agreement to be executed by their respective duly authorized representative as of the last date set out below.

**Project Brock Society**

\_\_\_\_\_  
Director Signature

\_\_\_\_\_  
Director Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Witness Signature

\_\_\_\_\_  
Witness Name

\_\_\_\_\_  
Date

**RECIPIENT SITE**

\_\_\_\_\_  
Name of Site

\_\_\_\_\_  
Recipient Signature

\_\_\_\_\_  
Recipient Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Witness signature

\_\_\_\_\_  
Witness Name

\_\_\_\_\_  
Date



When you know better,  
you do better. *Maya Angelou*

On average, a seemingly healthy young person suffers a sudden cardiac arrest every three days in the US and Canada. It's the leading cause of death in exercising young athletes.

In most cases of sudden cardiac arrest, cardiac abnormalities are not detected, there are no warning signs, and unless a normal heart rhythm is restored within minutes, death is the end result.

Project Brock is working to assist in the provision of AEDs and education to foster an awareness of SCA and help lessen its hidden potential to strike children and young adults at any time.

Brock, we forever miss you...



Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has. *Margaret Mead*

[www.projectbrock.com](http://www.projectbrock.com)

95% of these young athletes are saved if shocked in the first minute of arrest.  
As per 'Sudden Cardiac Arrest in Athletic Medicine'



On May 22, 2012 Brock Ruether went to the Fairview, AB, St. Thomas More school for volleyball practice to prepare for the upcoming fall season. Half an hour into practice, he collapsed and died of Sudden Cardiac Arrest.

Although an AED (Automated External Defibrillator) was at the school, and placed on the floor beside him, no one knew how critical it was to use it quickly.

Nor did the 911 dispatch operator tell anyone to actually use it, merely to get it 'in case we need it later'.

As per 'Sudden Cardiac Arrest in Athletic Medicine' - 95% of these young athletes are saved if shocked in the first minute of arrest.

### Project Brock Society

Box 1912  
Fairview, Alberta T0H 1L0  
Facebook - AED Project Brock Ruether (Brock's mom) / Project Brock

E: [projectbrock@hotmail.com](mailto:projectbrock@hotmail.com)  
P: 780 835-4243  
F: 780 835-4246

## Project Brock

Basic Resuscitation of Cardiac myopathy kids

### Project Brock Society

- Dedicated to educating schools, athletes, families, and communities about Sudden Cardiac Arrest (SCA) and lifesaving Automated External Defibrillators (AEDs).

P. 253

# Prepare to shock- with Project Brock

Project Brock Society will offer assistance with AED placement, CPR/ AED educational training programs and presentations for communities and schools.

By helping communities understand Sudden Cardiac Arrest and the importance of learning CPR as well as being trained to use Automated External Defibrillators, we will significantly reduce the incidence of sudden cardiac death.

If you are interested in having an awareness event in your community, please contact [projectbrock@hotmail.com](mailto:projectbrock@hotmail.com)

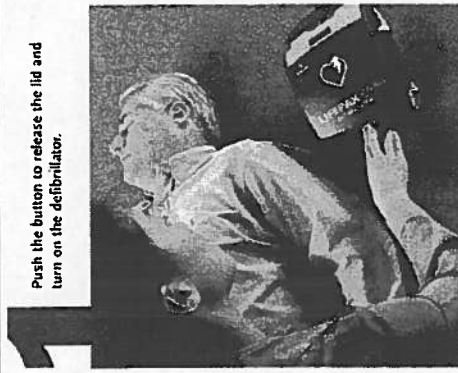
To donate to Project Brock Society (Non-profit) please donate to:  
Project Brock Society  
Box 1912 Fairview, AB T0H 1L0

For tax donation receipts you may donate to:  
Grande Prairie Regional EMS Foundation  
with 'For Project Brock' on your donation.

## PROJECT BROCK SOCIETY

- Provision of Automated External Defibrillators (AEDs) for schools
- Education via presentations/workshops
- AED Skill Drills for schools (like fire and lockdown drills)
- Lobbying for teachers and students to be trained in CPR/AED use and First Aid.

EARLY INTERVENTION ACCESS CPR DEFIBRILLATION ACLS POST RESUS CARE



1 Push the button to release the lid and turn on the defibrillator.



2 Pull the handle to get the electrode pads and adhere them to the person's chest as shown.



3 Press the flashing button if told to do so.

## What can you do?

LEARN CPR AND NEVER BE AFRAID TO USE AN AED!!!

Help us speak up about change.

Request that AEDs /skill drills be available in all schools with training for teachers and students!

*Alberta* Education

[www.speakout.alberta.ca](http://www.speakout.alberta.ca)

## Contact your local MLA & M

Write a letter to support AEDs with training in schools and public access facilities, including a return address- ask for a response!

## Contact Premier Redford

Office of the Premier Room 307, Legislature Building  
10800-97 Avenue Edmonton, Alberta T5K 2B6  
780-427-2251

## Contact the Prime Minister

The Prime Minister greatly values the thoughts and suggestions of Canadians. You may write or fax his office at:

Office of the Prime Minister  
80 Wellington Street  
Ottawa, ON K1A 0A2  
Fax: 613-941-6900

Saving a life is as easy as

## **BOARD OF TRUSTEES**

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

**DATE: NOVEMBER 27, 2013**

**FROM: DENNIS WALSH, TREASURER-SECRETARY**

**SUBJECT: EDUCATIONAL SERVICES AGREEMENT – BIGSTONE CREE FIRST  
NATION AND BIGSTONE CREE NATION EDUCATION AUTHORITY**

**ORIGINATOR: FINANCE, MAINTENANCE, TRANSPORTATION COMMITTEE**

### **RECOMMENDATION**

That the Board of Trustees approves the amendment to the Educational Services Agreement – Bigstone Cree First Nation and Bigstone Cree Nation Education Authority and Northland School Division No. 61 as attached.

\*\*\*\*\*

**CURRENT SITUATION:** The agreement has been amended by adding clause: 7. (a) The number of students enrolled on September 30th in a given school year in an Early Childhood Services Program, and in grades 1 to 9 in the First Nation schools, multiplied by the applicable Basic Instruction per student support available from Alberta Education. The current education agreement does not include funding for ECS students.

**BACKGROUND:**

**OPTIONS:**





EDUCATIONAL SERVICES AGREEMENT  
(The School Act, Section 46(2))

DATED THIS \_\_\_\_\_ DAY OF \_\_\_\_\_ A.D. 2013

BETWEEN:

THE BOARD OF TRUSTEES  
OF THE NORTHLAND SCHOOL DIVISION No. 61

of the first part

-and-

THE BIGSTONE CREE FIRST NATION  
and

THE BIGSTONE CREE NATION EDUCATION AUTHORITY

of the second part

The Parties to this Agreement agree as follows:

1. a) "The School Act" where used in this agreement means The School Act, Statutes of Alberta, 1988, S-3.1, as amended from time to time.
- b) "Students" where used in this agreement means students as defined in the School Act who have parents or guardians, as the case may be, who are residents of the party of the first part.
- c) "Board" where used in this agreement, means The Board of Trustees of the Northland School Division No. 61 and the party of the first part.
- d) "Authority" where used in this agreement, means The Bigstone Cree Nation Education Authority, and one of the two parties of the second part.
- e) "First Nation" where used in this agreement, means The Bigstone Cree First Nation, and one of the two parties of the second part.
- f) "Minister" where used in this agreement, means the Minister of Education for the Province of Alberta.

2. a) Subject to space and programs being available, the Authority shall admit to and provide accommodation within its schools for resident students of the Board. The educational services to be provided for such students shall be equal to those provided for other students enrolled in schools operated by the Authority in the First Nation region.
- b) This agreement shall apply only to students attending the schools of the First Nation who are residents of the Board.
3. The First Nation shall:
  - a) Maintain the school plant including school grounds and equipment used by students in a reasonable safe condition having regard to the purpose for which they are to be used.
  - b) Provide adequate supervision of all students enrolled in schools owned by the First Nation, while such students are on school premises owned by the First Nation.
  - c) Provide instruction for students by teachers with Alberta teaching certificates.
  - d) Use the Alberta curriculum in the instruction of students.
  - e) Provides for the writing by students of the provincial achievement tests in grades 3, 6, and 9.
  - f) Maintain written policies at the school for student, teacher, and program evaluation.
4. The First Nation shall, at all times, well and sufficiently indemnify and keep indemnified the Board from and against all actions, proceedings, claims, costs, and expenses and demands of any nature in consequence of:
  - b) Bodily injury, sickness, disease, or death, sustained by a student while on school property owned by the First Nation, or while riding in, boarding or alighting from, any vehicle provided by the First Nation, and,
  - c) Damage to, destruction of or loss of property where such property was damaged, destroyed or lost while situated upon school property owned by the First Nation after having been brought upon such property by a student enrolled in a school owned by the First Nation or while situated in any vehicle provided by the First Nation as aforesaid after having been brought upon such vehicle by students.

5. The Board shall, at all times, well and sufficiently indemnify and keep indemnified the First Nation and the Authority from and against all actions, proceedings, claims, costs, and expenses and demands of any nature in consequence of:
  - a) Bodily injury, sickness, disease, or death, sustained by a student while on school property owned by the Board, or while riding in, boarding or alighting from, any vehicle provided by the Board, and,
  - b) Damage to, destruction of or loss of property where such property was damaged, destroyed or lost while situated upon school property owned by the Board after having been brought upon such property by a student enrolled in a school owned by the Board or while situated in any vehicle provided by the Board as aforesaid after having been brought upon such vehicle by students.
6. The Board shall pay to the Authority on account of the costs to be incurred by the First Nation and the Authority in educating students enrolled in its schools during each year, a fee to be computed and paid to the Authority in accordance with the provisions of paragraph 7 hereof. Provided that if this agreement shall have effect during a portion only of any school year, such annual fee shall be pro-rated accordingly.
7. The fee for educating the students to be paid by the Board will be determined as follows:

The sum of:

- a) The number of students enrolled on September 30th in a given school year in an Early Childhood Services Program, and in grades 1 to 9 in the First Nation schools, multiplied by the applicable Basic Instruction per student support available from Alberta Education.  
~~The number of students enrolled on September 30th in a given school year in grades 1 to 9 in First Nation schools multiplied by the applicable Basic Instruction per student support available from Alberta Education.~~

- b) The number of credit enrollment units (C.E.U's) taken and/or completed that qualify for funding by Alberta Education multiplied by the applicable Alberta Education rate per C.E.U. taken and/or completed by students enrolled in grades 10 to 12 in First Nation schools.
- c) Special program funding for which any of the students are eligible and which the Board receives from Alberta Education.

The fee to be paid by the Board to the Authority shall be in two installments, the first, which shall be 50% of the estimated fees for the school year as calculated above, to be paid on or before February 28<sup>th</sup> in the school year, and the remainder, which shall be the total actual fees as calculated above less the first installment, to be paid on or before August 31<sup>st</sup> in the same school year.

- 8. For the purposes of this educational services agreement, the First Nation shall provide to the Board, on or before October 7 in a given school year, a list of resident students of the Board attending the First Nation schools on September 30<sup>th</sup> of that same school year: including in the list residential address and name of parent(s) and/or guardian(s), and any other information relevant to that student requested by the Board and/or Alberta Education.
- 9. This agreement will be effective September 1, 1995 and will continue in force from year to year unless and until terminated as hereinafter provided.
- 10. This agreement may be amended from time to time by mutual consent of both parties hereto in writing, subject to the approval of the Minister.
- 11. This agreement may be terminated by either party giving notice to the other party in writing on or before the first day of January in any year, and upon notice being given, the agreement ceases and terminates on the last day of the month of June in the same year, unless the Minister otherwise orders.
- 12. This agreement shall inure to the benefit of and be binding upon the parties hereto together with their respective successors and assigns.
- 13. Nothing in this agreement or resulting from this agreement is intended to derogate or derogate from any Aboriginal or Treaty Rights referred to in Section 35 of the Constitution of Canada 1982, Articles of Treaty 8 of 1899 or Government of Canada's Indian Act.



IN WITNESS WHEREOF, the parties hereto have executed these presents the day and year first above written.

NORTHLAND SCHOOL DISTRICT NO. 61

\_\_\_\_\_  
Chairman

\_\_\_\_\_  
Secretary-Treasurer

BIGSTONE CREE FIRST NATION

\_\_\_\_\_  
Chief

BIGSTONE CREE FIRST  
NATION EDUCATION  
AUTHORITY

\_\_\_\_\_  
Chairman

**THE FOREGOING AGREEMENT IS HEREBY APPROVED.**

**DATED** at the City of Edmonton, in the Province of Alberta, this \_\_\_\_ day of \_\_\_\_\_, A.D. 2013.

\_\_\_\_\_  
Minister of Education



## BOARD OF TRUSTEES

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

**DATE: NOVEMBER 27, 2013**

**FROM:** CARMEN GEISSER-SMITH, TRANSPORTATION COORDINATOR  
**SUBJECT:** SCHOOL BUS DRIVER INCENTIVES  
**ORIGINATOR:** FINANCE, MAINTENANCE, TRANSPORTATION COMMITTEE

<b>RECOMMENDATION</b>
<p>That the Board of Trustees approves the School Bus Driver Recruitment and Retention Strategy Implementation Timelines, as attached.</p>

\*\*\*\*\*

**CURRENT SITUATION:** Northland currently has route #420 vacant in Chipewyan Lake and route #411 staffed with temporary drivers in Wabasca. The prospect for hiring permanent drivers remains bleak. Most Northland schools do not have any spare drivers.

**BACKGROUND:** Northland School Division is struggling with acute school bus driver shortages. A number of routes were staffed sporadically last year. The transportation department compiled statistics and in 2012-2013 there was a 10% vacancy rate across the division. Based on 63 routes transporting 180 days per year, this translates to 1,134 bus days whereby busses did not operate due to driver absence. The correlation to student absence has not been documented however there is no question that it has impacted student attendance and achievement.

Northland formed a Driver Recruitment and Retention Committee to develop strategies to attract and retain sufficient school bus drivers. The committee met on a number of occasions to draft and prioritize strategies.

**OPTIONS:**

Attached strategies as prioritized by the committee.

The items identified in green are currently partially or completely implemented by the transportation department.

The items identified in black require a financial commitment. An appropriate amount has been budgeted in the 2013-2014 transportation budget to accommodate the financial commitment required for the driver incentives.

The items identified in red require a time commitment by transportation department staff. Funds to increase staffing in transportation have been approved in the 2013-2014 budget. Staffing is currently insufficient to permit implementation of the time related strategies. A staffing proposal is being prepared for presentation to the superintendent.

**School Bus Driver Recruitment & Retention Committee Strategies April 2013  
For Presentation to the Board**

**Prioritized at May 17, 2013 VC Meeting – (Carmen, Bob, Elmer, Darren, Ken & Christoph)**

<b>Recruitment</b>	
<b>Current Strategies:</b>	<b>Proposed Implementation</b>
<ol style="list-style-type: none"> <li>1. Obtain and pay for the driver abstract</li> <li>2. Cover the cost of the training, driver medical, written test, road test &amp; license upgrade*</li> <li>3. Provide school bus for training and road test</li> <li>4. Schools advertise locally using word of mouth, school newsletters, local papers, face book, posters</li> </ol> <p><i>*with an agreement to remain employed with Northland for the remainder of the year</i></p>	In progress – Sept 2012
<b>Proposed Strategies:</b>	
<ol style="list-style-type: none"> <li>1. Partner with schools to provide full time employment (ie dual roles - secretary/bus driver) partially implemented</li> </ol>	Partially implemented Pending staffing proposal
<ol style="list-style-type: none"> <li>2. Partner with local business, Municipal Districts and local councils to provide full time employment</li> </ol>	Pending staffing proposal
<ol style="list-style-type: none"> <li>3. Partner training with NCL, STI, HRDC and local MD's to provide additional training opportunities</li> </ol>	Pending staffing proposal
<ol style="list-style-type: none"> <li>4. Signing bonus/cash card – pay for up to 20 hours of training time once the individual has been with the division 3 months and driven a minimum of 10 times Provide mentorship for trainees with seasoned drivers – select individuals from each community with an interest in assisting novice drivers when difficulties arise - approx. cost \$5000.00</li> </ol>	Sept 2013
<ol style="list-style-type: none"> <li>5. Blanket mail flyers to communities advertising for school bus drivers</li> </ol>	Pending staffing proposal
<ol style="list-style-type: none"> <li>6. Prepare and post large recruitment posters in community locations</li> </ol>	Pending staffing proposal
<ol style="list-style-type: none"> <li>7. Attend community events to promote school bus driving (ie fairs/farmer's markets)</li> </ol>	Pending staffing proposal
<ol style="list-style-type: none"> <li>8. More accessible driver examiner hours and locations– pursue this through the STAA (Student Transportation Association of Alberta) as this is felt in other rural communities.</li> </ol>	In progress
<b>Retention</b>	
<b>Current Strategies:</b>	
<ol style="list-style-type: none"> <li>1. Obtain and pay for the driver abstract</li> <li>2. Cover the cost of the driver medical, license renewal</li> <li>3. Pay for the cost of additional training i.e. air brakes/ S' endorsement/ first aide/license upgrades</li> <li>4. Simplify training by reducing number of busses with air brakes</li> <li>5. Reduce required paperwork by pursuing Provincial Carrier Status</li> <li>6. Northland promotional items given to drivers as recognition – jackets in</li> </ol>	In progress



<p>2011/vests in 2012/Bags in 2013/gifts</p> <ol style="list-style-type: none"> <li>7. Contests and draws for cash &amp; prizes associated with a job well done. (ie \$50.00 cash cards to first three drivers with complete paperwork)</li> <li>8. Educate parents as to the role and importance of bus drivers – Transportation Bulletin</li> <li>9. Pay regular drivers for leave days as per Northland policies (medical, bereavement, etc.)</li> <li>10. Pay scheduled spare drivers and regular drivers when busses don't operate for inclement weather days and mechanical breakdown days</li> <li>11. Treaty drivers may receive a letter in order to claim tax free status on all areas of the route driven on reserve</li> </ol>	
<b>Proposed:</b>	
<ol style="list-style-type: none"> <li>1. Retention Bonus for regular drivers. \$100.00 per month bonus to be paid at the end of June. Must be employed as a regular bus driver and actively on the job for a minimum of 6 months to receive the bonus. May be rolled into RRSP or paid out.</li> </ol>	<b>Commence Sept 2013</b>
<ol style="list-style-type: none"> <li>2. Return service agreement. Additional \$100.00 bonus paid at the end of September for any returning regular drivers. It would be mandatory that drivers attend start up meetings to be eligible.</li> </ol>	<b>Commence Sept 2014</b>
<ol style="list-style-type: none"> <li>3. Recognition in the form of appreciation in local newspapers, bus driver contests at the school level and central office level. "Driver of the Month" award in the Transportation Newsletter and on CFWE FM in Edmonton</li> </ol>	<b>Pending staffing proposal</b>
<ol style="list-style-type: none"> <li>4. Provide opportunities for more contact with drivers for team building and inclusion               <ol style="list-style-type: none"> <li>a. Driver training, professional evaluations and professional development sessions provided personally by transportation department.</li> <li>b. Minimum of two driver meetings per year. Attendance by the principal and senior central office staff recommended.</li> </ol> </li> </ol>	<b>Pending staffing proposal</b>
<ol style="list-style-type: none"> <li>5. Long term benefits such as RRSP/CSB plan</li> </ol>	<b>Commence Sept 2014</b>
<ol style="list-style-type: none"> <li>6. Proposed year end contests. A draw for a prize package (ie weekend trip to Edmonton, accommodation, meals and \$200.00 cash. Regular drivers must be actively employed for a minimum of 85% of the operational days in the school year and have attended scheduled transportation training and meetings. A second draw (ie \$100.00 gift card) would be established for all spare drivers employed by Northland during the current school year.</li> </ol>	<b>Partially implemented. Pending staffing proposal</b>
<ol style="list-style-type: none"> <li>7. Provide mentorship for trainees with seasoned drivers – select individuals from each community with an interest in assisting novice drivers when difficulties arise</li> </ol>	<b>Pending staffing proposal</b>
<ol style="list-style-type: none"> <li>8. Involve the community elders in educating communities to encourage respect for bus drivers</li> </ol>	<b>Pending staffing proposal</b>
<ol style="list-style-type: none"> <li>9. Letter and pin recognising new drivers and welcoming them on board with Northland after three months continuous service</li> </ol>	<b>In progress, Sept 2013</b>
<ol style="list-style-type: none"> <li>10. <i>Benefits (dental, vision, extended health) paid out as salary when not required – must be more carefully examined for divisional implications</i></li> </ol>	<b>On hold Indefinitely</b>