

**January 22 & 23, 2014
Board Meeting
Attachments**

1.	Fort McKay Presentation	
2.	Chairman's Report	23539/14
3.	Superintendent's Report	23540/14
4.	Secretary-Treasurer's Report	23541/14
5.	2012 – 2013 IMR Statement of Costs	23543/14

Policy and/or Procedures

Information

1.	Procedure 304, Student Conduct	23542/14
2.		
3.		

Housekeeping

1.		
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General Delivery
Fort McKay, Alberta T0P 1C0
Tel: (780) 828-4222
Fax: (780) 828 4254

Fort McKay School Presentation
Thursday, January 23, 2014
11:00 AM

- 11:00 Introductions- Ruth Ryan**
- 11:05 North Wind Dancers Performance- Lexi Hynes- Redcrow, Paige Orr, Jagger Ross, Mikeela Cooper, and Audrey Redcrow. Audrey will explain the dance and the regalia.**
- 11:20 Fort McKay School Slide Show and School Initiatives Presentation - Ruth Ryan**
- 11:35 Culture Presentation - Julie Mercredi**
- 11:40 Students Presentation to the board**
- 11:50 Round Dance**
- 12:00 Lunch**

"Proud To Be A



Where every child is

McKay Kid!"

Welcome to our School



**A year in the lives
of our students
and staff.**

2013-2014



2013-2014

MS. VARDY &
MISS EGUILLON
ECS KINDERGARTEN

FORT MAC KAY SCHOOL



2013-2014

MS. BREWER &
MS. MERCREDI
GRADE 1

FORT MAC KAY SCHOOL



2013-2014

MS. LEGGE &
MS. RICHARDS
GRADES 2 & 3

FORT MAC KAY SCHOOL



2013-2014

MS. ADAMS &
MS. MC DONALD
GRADES 4 & 5

FORT MAC KAY SCHOOL



2013-2014

MS. ORICH &
MS. YOUNG
GRADES 6, 7 & 8

FORT MAC KAY SCHOOL



2013-2014

STAFF

FORT MAC KAY SCHOOL

ECS Graduation 2013



September 2013 Meet the Teacher BBQ



Terry Fox Run



Halloween Safety Presentation



Remembrance Day Ceremony



2013 Christmas Concert & Raffle



Diabetes Walk



Our School learns to Jig



Contributing to a book called – Our Stories Help the Northern Lights Dance



Visit from the Fort McMurray Fire Department



Reading Buddies



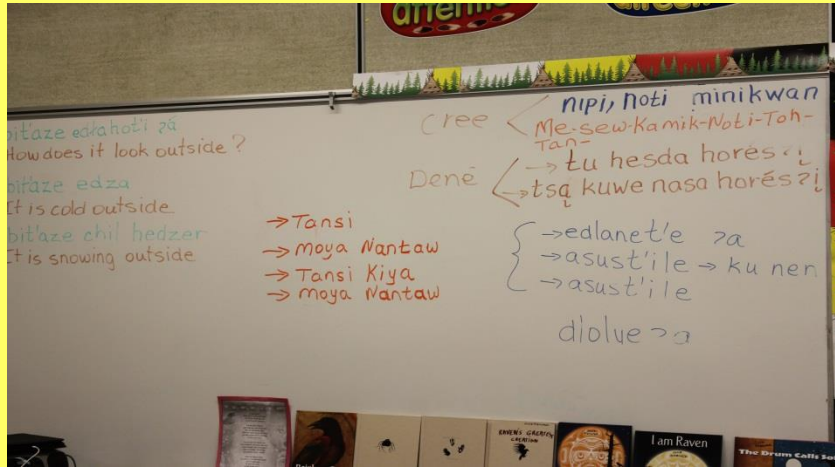
Snowmobile & ATV Safety



Wood Work – Making a Stool



Culture Class



Cree & Dene



Drumming & Round Dance



CTS - Culinary Arts



At the Fort McKay School Every Kid is:





Presented by Ruth Ryan
January 23, 2013

Fort McKay School Initiatives

Book Bonus/Morning Routine

Guess Jar

School Clothing

Fruit Exchange- Centre of Hope

Christmas Raffle-Cancer/Leukemia/Heart

Book Fairs/Bake Sales

PTBAMK

Science Fair

100th Day of School

Fort McKay School Initiatives

Extra Curriculum

Cheerleading

Lego

Drama

Dancing

Craft Club

Literacy – Daily Five

Daily Five

Precision Reading

VC Speech every Friday with Khan
Communication

Reading and Writing Buddies

I pads for teacher goals/students

Fort McKay

Community Engagement

Hockey Arena/Skating and Hockey

BBQ – Meet the Staff in Sept.

Band – funding 3 TA and 1 Cree Instructor

Industry- fund projects

Band – discussions about counsellor for the school

Band – provides housing for teachers

Family Support Centre- Addictions circle

Family Night

Fort McKay

Attendance Initiatives

- Books for students and classes with high and perfect attendance/ monthly /yearly
- Tim Cards for parents with a Thank you card/ monthly
- Attend School then able to play hockey ...25 students

Culture

Cree and Dene Language
Crafts

30 minutes per day

Drumming and Dancing

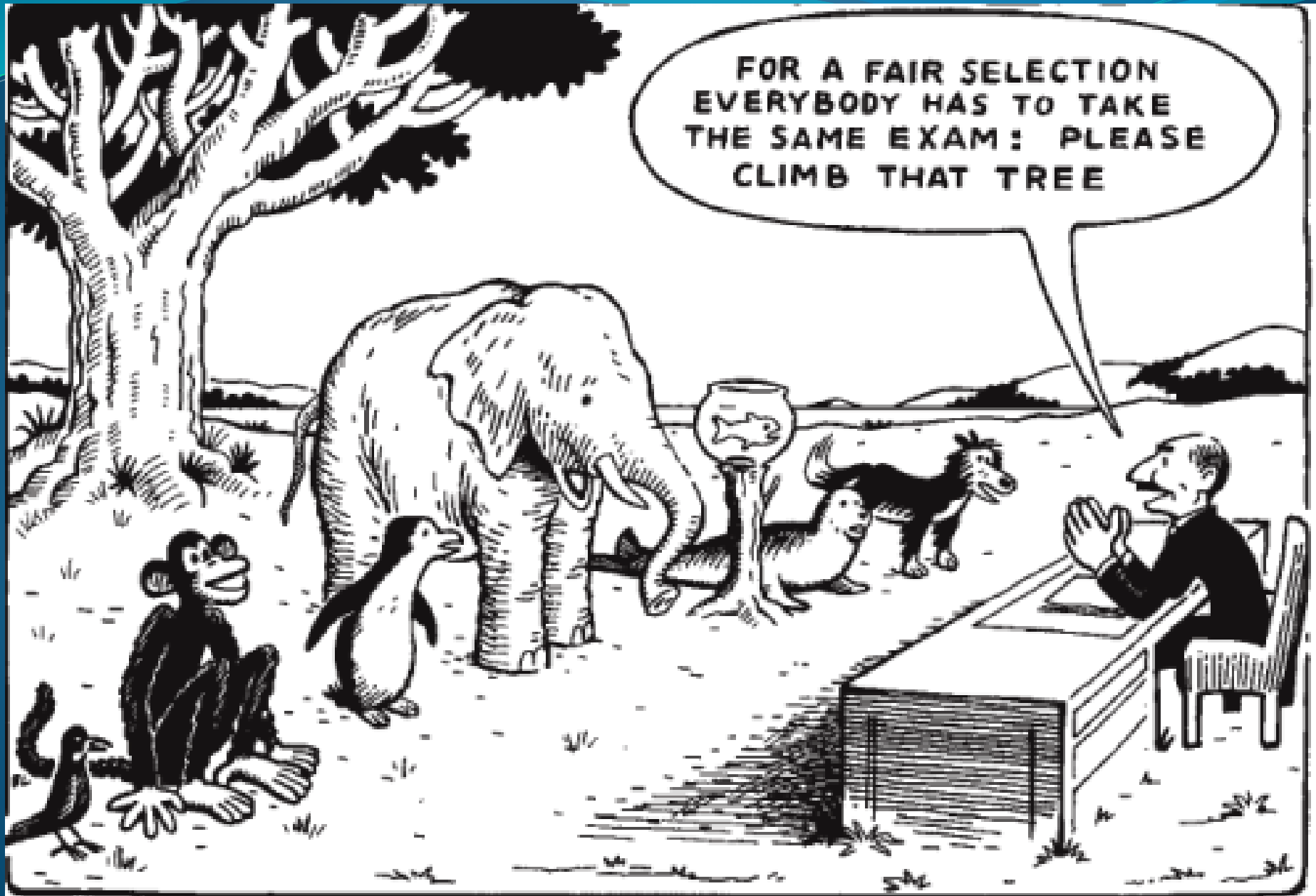
Fort McKay Band sponsored –

Drum making, Jigging,

Staff to “Knowing Our Spirits,” Conference in Nov. 13

3 TA’S and 1 Cree Instructor/Librarian

FOR A FAIR SELECTION
EVERYBODY HAS TO TAKE
THE SAME EXAM: PLEASE
CLIMB THAT TREE



Chairman's Report

January 23, 2014

November 2013

25	Edmonton	Office of the Auditor General of Alberta Exit Conference; Northland School Division No. 61 Exit Conference
	Peace River	Travel
26	Peace River	Northland School Division No. 61 Advisory Committee
27	Peace River	Corporate Board Meeting
	Slave Lake	Travel
28	Wabasca	School Visit; Mistassiniy School Meeting re: Bigstone Partnership Scheduled Meeting – Cancelled
29	Edmonton	A.M. meeting re: Kee Tas Kee Now

December, 2013

2	Peace River	P.M. Travel
3	Keg River	Local School Board Committee Meeting
	Manning	Overnight
4	Peace River	Office
	High Prairie	Overnight
5	Gift Lake	School Tour Further mould exploration and remediation problems
6	Edmonton	Meeting with the Director General, Aboriginal Affairs and Northern Development Canada (AANDC) re: First Nations School request and the Outreach Program at Wabasca
8	Edmonton	Policy 1 discussions/consultation and facilitation
9	Edmonton	Policy 1 discussions and development facilitated by the Alberta School Boards Association
	High Prairie	Travel
10	Peavine	Meeting with chairperson and Council, Peavine Metis Settlement
	Wabasca	Meeting with Acting Director of Education, Bigstone Cree First Nation
	Sandy Lake	Local School Board Committee Meeting
	Leduc	Travel
16	Gift Lake	Local School Board Committee Meeting re: On-going mould issues
	High Prairie	Overnight
17	Gift Lake	Meeting with Chairperson and Council, Gift Lake Metis Settlement
	Grouard	Meeting at Northern Lakes College
	High Prairie	Meeting with the Director of Education, Whitefish Lake First Nation
18	High Prairie	Pick up Alberta Education/Alberta Infrastructure personnel
	Peavine	Tour of Bishop Routhier New School and modular
		Tour of the old school
	Wabasca	Wake



Chairman's Report January 23, 2014

19	Wabasca	Meeting with Acting Director of Education, Bigstone Cree First Nation
		Funeral
	Leduc	Travel
23	Edmonton	A.M. Meeting with Alberta Education

January, 2014

2	Leduc	Meeting with Jim Gibbons, Alberta School Boards Association
	High Prairie	Travel
3	Gift Lake	Meeting with maintenance. Update on remediation
	Leduc	Travel
6	Peace River	Travel
7	Peace River	Meeting with Northern Sunrise County
8	Fort Chipewyan	Student Expulsion Hearings
	Peace River	Meeting with Advisory Group
9	Peace River	Office
	Leduc	Travel
13	Leduc	Calls: ASBA, Staff
	High Prairie	Travel
14	Gift Lake	Meeting with Settlement Council, Local School Board Committee, Principal and Central Office representatives
15	Peace River	Agenda Review
	Leduc	Travel

Committed Dates

17	Edmonton	ASBA
21	Gift Lake	Community Meeting
27	Elizabeth	Local School Board Committee Meeting
29	Wabasca	Literacy Evening

NORTHLAND SCHOOL DIVISION NO. 61
BOARD REPORT
2013/2014 SCHOOL YEAR
PERIOD ENDING - JANUARY 15, 2014

ELECTIONS

	ACTUAL	BUDGET	VARIANCE
REMUNERATION TRUSTEES	-	-	-
EMPLOYEE BENEFITS--TRUSTEES	-	-	-
POSTAGE--ELECTIONS	29.52	-	(29.52)
INSERVICE--ELECTIONS	-	-	-
RENUMERATION--ELECTIONS	9,732.50	30,000.00	20,267.50
TRAVEL & SUBSISTENCE--ELECTIONS	2,484.59	140,000.00	137,515.41
PRINTING & BINDING--ELECTIONS	3,201.74	10,000.00	6,798.26
ADVERTISING--ELECTIONS	18,473.69	20,000.00	1,526.31
OFFICE SUPPLIES--ELECTIONS	725.82	10,000.00	9,274.18
SUB-TOTAL	34,647.86	210,000.00	175,352.14

COMMITTEES

RENUMERATION TRUSTEES	-	-	-
EMPLOYEE BENEFITS - TRUSTEES	-	-	-
TRAVEL & SUBSISTENCE-PERSONNEL	-	-	-
TRAVEL & SUBSISTENCE-EDUCATION	-	-	-
TRAVEL & SUBSISTENCE-FINANCE	-	-	-
TRAVEL & SUBSISTENCE-NEGOTIATION	2,186.69	-	(2,186.69)
TRAVEL & SUBSISTENCE-PAC	-	-	-
TRAVEL & SUBSISTENCE-AD HOC	-	40,000.00	40,000.00
TRAVEL & SUBSISTENCE-QUALITY OF WORK LIFE	305.27	15,000.00	14,694.73
TRAVEL & SUBSISTENCE-KTC PARTNERSHIP	-	-	-
TRAVEL & SUBSISTENCE-MARTIN ABORIGINAL INITIAT	-	-	-
TRAVEL & SUBSISTENCE-POLICY REVIEW	412.50	-	(412.50)
TRAVEL & SUBSISTENCE - NCET-NSD ENGAGEMENT	-	-	-
TRAVEL & SUBSISTENCE - RED EARTH TRANSFER	-	-	-
SUB-TOTAL	2,904.46	55,000.00	52,095.54

OTHER EXPENSES

REMUNERATION TRUSTEES	-	-	-
REMUNERATION - RECRUITMENT	-	-	-
REMUNERATION TRUSTEES - RETREAT	-	-	-
EMPLOYEE BENEFITS - TRUSTEES	1,281.40	-	(1,281.40)
EMPLOYEE BENEFITS - RECRUITMENT	-	-	-
PROFESSIONAL SERVICES	15,480.02	200,000.00	184,519.98
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	8,324.39	10,000.00	1,675.61
RENUMERATION ALTERNATES	-	-	-
VISA PURCHASES - TRUSTEE	547.08	-	(547.08)
TELEPHONE - TRUSTEE	576.33	5,000.00	4,423.67
TELEPHONE - VICE CHAIRMAN	-	-	-
TRAVEL & SUBSISTENCE - BOARD/OTHER	44,949.64	110,000.00	65,050.36
TRAVEL & SUBSISTANCE - PSBA	-	-	-
TRAVEL & SUBSISTANCE - ASBA	-	-	-
TRAVEL & SUBSISTENCE - TRUSTEE	-	-	-
TRAVEL & SUBSISTENCE - VICE CHAIRMAN	-	-	-
TRAVEL & SUBSISTENCE - RECRUITMENT	-	-	-
A.S.B.A. & P.S.B.A. FEES - BOARD	35,951.02	38,000.00	2,048.98
PRINTING & BINDING	1,820.29	2,000.00	179.71
INSURANCE - BOARD OF TRUSTEES	178.79	250.00	71.21
ADVERTISING - BOARD	175.63	5,000.00	4,824.37
OFFICE SUPPLIES	1,848.93	500.00	(1,348.93)
AWARDS	108.15	16,500.00	16,391.85
POSTAGE - BOARD	622.78	4,000.00	3,377.22
FURNITURE& EQUIPMENT	-	5,000.00	5,000.00
SUB-TOTAL	111,864.45	606,250.00	494,385.55

TOTAL **149,416.77** **871,250.00** **721,833.23**

NORTHLAND SCHOOL DIVISION NO. 61
LOCAL SCHOOL BOARD COMMITTEE REPORT
2013/2014 SCHOOL YEAR
PERIOD ENDING - JANUARY 15, 2014

	Future Pay Out	Paid During Yr.	Total Pd. & Committed	Budget	Difference	Percent Expended
<u>Anzac</u>						
Quarterly Honorarium	3,606.07	808.11	4,414.18	4,920.00	505.82	
Travel & Subsistence			-	5,032.00	5,032.00	
In - Service			-		-	
Prior Year Carryover			-		-	
Casual Labour, Supplies & Awards			-	250.00	250.00	
Total	3,606.07	808.11	4,414.18	10,202.00	5,787.82	43.3%
<u>Athabasca Delta</u>						
Quarterly Honorarium	3,607.14	321.68	3,928.82	4,920.00	991.18	
Travel & Subsistence			-	5,340.00	5,340.00	
In - Service			-		-	
Prior Year Carryover			-		-	
Casual Labour, Supplies & Awards			-	250.00	250.00	
Total	3,607.14	321.68	3,928.82	10,510.00	6,581.18	37.4%
<u>Bishop Routhier</u>						
Quarterly Honorarium	3,665.82	1,066.72	4,732.54	4,920.00	187.46	
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	3,665.82	2,238.37	5,904.19	7,162.00	1,257.81	82.4%
<u>Calling Lake</u>						
Quarterly Honorarium	3,423.43	574.67	3,998.10	4,920.00	921.90	
Travel & Subsistence			-	3,060.00	3,060.00	
In - Service			-		-	
Prior Year Carryover			-		-	
Casual Labour, Supplies & Awards			-	250.00	250.00	
Total	3,423.43	574.67	3,998.10	8,230.00	4,231.90	48.6%
<u>Chipewyan Lakes</u>						
Quarterly Honorarium	2,206.50	453.40	2,659.90	4,920.00	2,260.10	
Travel & Subsistence			-	2,740.00	2,740.00	
In - Service			-		-	
Prior Year Carryover			-		-	
Casual Labour, Supplies & Awards			-	250.00	250.00	
Total	2,206.50	453.40	2,659.90	7,910.00	5,250.10	33.6%
<u>Conklin</u>						
Quarterly Honorarium	3,883.64	1,124.14	5,007.78	4,920.00	(87.78)	
Travel & Subsistence			-	4,144.00	4,144.00	
In - Service			-		-	
Prior Year Carryover			-		-	
Casual Labour, Supplies & Awards			-	250.00	250.00	
Total	3,883.64	1,124.14	5,007.78	9,314.00	4,306.22	53.8%

	Future Pay Out	Paid During Yr.	Total Pd. & Committed	Budget	Difference	Percent Expended
<u>Dr. Mary Jackson</u>						
Quarterly Honorarium	3,689.25	1,234.85	4,924.10	4,920.00	(4.10)	
Travel & Subsistence			-	2,184.00	2,184.00	
In - Service			-		-	
Prior Year Carryover			-		-	
Casual Labour, Supplies & Awards		373.32	373.32	250.00	(123.32)	
Total	3,689.25	1,608.17	5,297.42	7,354.00	2,056.58	72.0%
<u>East Prairie</u>						
Quarterly Honorarium	3,689.25	1,236.69	4,925.94	4,920.00	(5.94)	
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	3,689.25	1,508.88	5,198.13	7,298.00	2,099.87	71.2%
<u>Elizabeth</u>						
Quarterly Honorarium	3,642.25	731.60	4,373.85	4,920.00	546.15	
Travel & Subsistence			-	3,816.00	3,816.00	
In - Service			-		-	
Prior Year Carryover			-		-	
Casual Labour, Supplies & Awards			-	250.00	250.00	
Total	3,642.25	731.60	4,373.85	8,986.00	4,612.15	48.7%
<u>Father R Perin</u>						
Quarterly Honorarium	3,681.06	1,227.90	4,908.96	4,920.00	11.04	
Travel & Subsistence			-	4,144.00	4,144.00	
In - Service			-		-	
Prior Year Carryover			-		-	
Casual Labour, Supplies & Awards		143.13	143.13	250.00	106.87	
Total	3,681.06	1,371.03	5,052.09	9,314.00	4,261.91	54.2%
<u>Fort McKay</u>						
Quarterly Honorarium	2,206.50	735.50	2,942.00	4,920.00	1,978.00	
Travel & Subsistence			-	4,144.00	4,144.00	
In - Service			-		-	
Prior Year Carryover			-		-	
Casual Labour, Supplies & Awards			-	250.00	250.00	
Total	2,206.50	735.50	2,942.00	9,314.00	6,372.00	31.6%
<u>Gift Lake</u>						
Quarterly Honorarium	3,654.00	1,066.51	4,720.51	4,920.00	199.49	
Travel & Subsistence		150.00	150.00	2,292.00	2,142.00	
In - Service			-		-	
Prior Year Carryover			-		-	
Casual Labour, Supplies & Awards			-	250.00	250.00	
Total	3,654.00	1,216.51	4,870.51	7,462.00	2,591.49	65.3%
<u>Grouard</u>						
Quarterly Honorarium	3,654.00	812.02	4,466.02	4,920.00	453.98	
Travel & Subsistence		2,404.90	2,404.90	2,028.00	(376.90)	
In - Service			-		-	
Prior Year Carryover			-		-	
Casual Labour, Supplies & Awards			-	250.00	250.00	
Total	3,654.00	3,216.92	6,870.92	7,198.00	327.08	95.5%

	Future Pay Out	Paid During Yr.	Total Pd. & Committed	Percent Expended	
				Budget	Difference
<u>J.F. Dion</u>					
Quarterly Honorarium	3,672.87	1,231.38	4,904.25	4,920.00	15.75
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	3,672.87	1,269.76	4,942.63	9,222.00	4,279.37
					53.6%
<u>Kateri</u>					
Quarterly Honorarium	3,654.00	321.68	3,975.68	4,920.00	944.32
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	3,654.00	2,365.16	6,019.16	7,586.00	1,566.84
					79.3%
<u>Little Buffalo</u>					
Quarterly Honorarium	3,654.00	1,062.86	4,716.86	4,920.00	203.14
Travel & Subsistence		-	-	1,880.00	1,880.00
In - Service		-	-		-
Prior Year Carryover		-	-		-
Casual Labour, Supplies & Awards		800.00	800.00	250.00	(550.00)
Total	3,654.00	1,862.86	5,516.86	7,050.00	1,533.14
					78.3%
<u>Mistassiniy</u>					
Quarterly Honorarium	3,377.57	1,415.20	4,792.77	4,920.00	127.23
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	3,377.57	2,740.34	6,117.91	8,006.00	1,888.09
					76.4%
<u>Paddle Prairie</u>					
Quarterly Honorarium	3,654.00	1,218.01	4,872.01	4,920.00	47.99
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	3,654.00	1,318.01	4,972.01	7,458.00	2,485.99
					66.7%
<u>Peerless Lake</u>					
Quarterly Honorarium	3,654.00	1,234.85	4,888.85	4,920.00	31.15
Travel & Subsistence		-	-	2,340.00	2,340.00
In - Service		-	-		-
Prior Year Carryover		-	-		-
Casual Labour, Supplies & Awards		-	-	250.00	250.00
Total	3,654.00	1,234.85	4,888.85	7,510.00	2,621.15
					65.1%
<u>Pelican Mountain</u>					
Quarterly Honorarium	2,241.75	740.60	2,982.35	4,920.00	1,937.65
Travel & Subsistence		-	-	3,096.00	3,096.00
In - Service		-	-		-
Prior Year Carryover		-	-		-
Casual Labour, Supplies & Awards		-	-	250.00	250.00
Total	2,241.75	740.60	2,982.35	8,266.00	5,283.65
					36.1%

	Future Pay Out	Paid During Yr.	Total Pd. & Committed	Budget	Difference	Percent Expended
<u>St. Theresa</u>						
Quarterly Honorarium	3,942.25	1,221.26	5,163.51	4,920.00	(243.51)	
Travel & Subsistence		-	-	2,860.00	2,860.00	
In - Service			-		-	
Prior Year Carryover			-		-	
Casual Labour, Supplies & Awards		100.00	100.00	250.00	150.00	
Total	3,942.25	1,321.26	5,263.51	8,030.00	2,766.49	65.5%
<u>Susa Creek</u>						
Quarterly Honorarium	3,654.00	892.44	4,546.44	4,920.00	373.56	
Travel & Subsistence			-	2,984.00	2,984.00	
In - Service			-		-	
Prior Year Carryover			-		-	
Casual Labour, Supplies & Awards			-	250.00	250.00	
Total	3,654.00	892.44	4,546.44	8,154.00	3,607.56	55.8%
GRAND TOTAL	76,113.35	29,654.26	105,767.61	181,536.00	75,768.39	

TOTAL NUMBER OF LSBC WITHIN BUDGET	22	75,768.39
TOTAL NUMBER OF LSBC OVER BUDGET	0	-
TOTAL NUMBER OF LSBC	22	75,768.39

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HOT NEWS

A S B A
Alberta School Boards
Association

November 29, 2013

Published by the ASBA and distributed to members and friends of the association.

Highlights

Dr. Don Lenihan
keynote for community
engagement conference

2 new lawyers for ASBA

Meet the new
ASBA Board of Directors

Meet the new Zone chairs

Best sources for education news

Please distribute to trustees,
superintendent and the secretary-
treasurer. For more information contact
Suzanne Lundrigan at 1.780.451.7122.

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Jan. 19 to 21 Sutton Place Hotel Edmonton

Unlock your potential:

New trustees and board chairs conference

The ever-inspiring **Jamie Vollmer** will open our new trustees and school board chairs conference with *The Great Conversation: Increasing public support for your local schools*. Jamie will share practical ideas your school board can implement immediately to connect with your publics and he will demonstrate how school boards can marshal the tremendous resources at their disposal to start a conversation that produces the Four Prerequisites of Progress: community understanding, trust, permission and support.

Follow up with a choice of 7 skill building workshops – including two sessions planned especially for school board chairs and vice-chairs. **Dr. Don Lenihan** will close the conference with a presentation based on his book: *Rescuing public policy: The case for public engagement*

Book your hotel room before Dec. 30, 2013 and save
Mention the Alberta School Boards Association.
Ph.1.866.378.8866.

Watch www.asba.ab.ca for program and registration.

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Jan 21 to 22 Sutton Place Hotel Edmonton

*Engaging matters: Community
engagement for school boards conference*

If community engagement is a priority for your school board, this is the conference to attend. Bring your team and spend a day and half learning about community engagement for school boards.

Dr. Don Lenihan author of *Rescuing Policy: The Case for Public Engagement* will kick things off with a look at why local governments must engage their publics and he will follow up with the how's of effective community engagement.

Bee Calliou Schadeck, Senior Aboriginal Advisor with

Devon Canada, will talk about how to reach Aboriginal communities and Speak-out Alberta's **Eleana Yun** will talk about engaging students. Hear from Pembina Hills School Division and Northland School Division about their experiences with community engagement. We will close with advice from community engagement experts **Michael Phair** and **Gay Simpson** and **Joyce Tustian**.

Book your hotel room before Dec. 30, 2013 and save
Mention the Alberta School Boards Association.
Ph.1.866.378.8866.

Watch www.asba.ab.ca for program and registration.

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Please rate our fall conference before Dec. 5

We've received 101 responses, but we want more. Check your e-mail for your online survey and complete it by Dec. 5. In the meantime, here's a summary of what happened at FGM 2013

Conference wrap-up

School boards elect Helen Clease president

President Jacquie Hansen's speech (PDF-84K)

Disposition of motions: FGM 2013 (PDF-115K)

19 nominees for Premier's Award

Red Deer Catholic's award-winning

public engagement project (PDF-112K)

Info session presentations

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ASBA hires two new lawyers

Welcome lawyers **Maggie Baczynski** and **Shasta Desbarats** to the ASBA. There are now six lawyers on staff at the association.

Maggie Baczynski comes to the ASBA from private practice where she practiced primarily in the area of employment law. She has experience assisting both employees and employers in all aspects of employment law including wrongful dismissal claims, Employment Standards and Alberta Human Rights complaints, drafting employment contracts and policies and providing general advice and direction. She completed a Bachelor of Arts degree in Criminology with distinction at the University of Alberta and obtained her law degree from Dalhousie University. Outside of work, Maggie enjoys volunteering her time with the Goodhearts Foundation and playing volleyball with the Edmonton Sport and Social Club.

Shasta Desbarats brings over 15 years of experience in employment and labour law to the association. She has

experience advising on all employment-related matters, including labour relations matters, wrongful dismissals, employment standards and human rights complaints in the private and public sectors. Shasta completed her Bachelor of Arts degree at the University of Manitoba in political science and philosophy and her Bachelor of Laws degree at the University of Western Ontario. She has practiced labour and employment law in Ontario, Boston and Alberta.

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Meet your new ASBA Board of Directors

Photos and bios are posted for the 2013-14 ASBA Board of Directors [are here](#).

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Meet your new Zone chairs

Photos and bios of the people who will lead the ASBA Zones [are here](#).

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Best places to get your education and ASBA news

Headlines are posted [here](#) each morning.
On Twitter, follow [@cleaseh](#) (President Helen Clease) and [@newalberta](#) (Suzanne Lundrigan).
[Subscribe](#) to get *Hot news* delivered directly.

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

Minutes Board of Directors September 12-13 (PDF-137K)
Reimagining school board governance (PDF-893K)
Education Act Regulatory Review (PDF-1.29M)

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In the news...

Each day the ASBA posts education headlines on the ASBA website.

Recent headlines

Distance education cuts putting
learning centre in jeopardy, teachers say

11/29/2013, CBC News

Cyberbullying bill won't stop online taunts, critics say

11/27/2013, CBC News

CBE hires outside crisis communications firm,
despite already having dozens of internal PR staff

11/26/2013, Calgary Herald

Spirited debate about paying for private schools in Alberta

11/26/2013, Alberta Prime Time

Is It Better to Have a Great Teacher or a Small Class?

11/19/2013, The Atlantic

Helen Cleese elected ASBA President

11/25/2013, Rockyview Weekly

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HOT NEWS

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

December 16, 2013

Published by the ASBA and distributed to members and friends of the association.

Highlights

46 per cent of
trustees elected in 2013

8 biggest accomplishments

Answer strategic
plan survey: win a prize!

Please distribute to trustees,
superintendent and the secretary-
treasurer. For more information contact
Suzanne Lundrigan at 1.780.451.7122.

Forward

Know someone who might be interested
in the email? Forward this email to a
friend.

Unsubscribe

If you no longer wish to receive this
email please unsubscribe.

Closed over Christmas

The ASBA office will be closed Dec. 23 to Jan. 3, 2014
inclusive. Merry Christmas to all!

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Book before December 30, 2013 and save!

We have a block of rooms on hold at the Sutton Place Hotel
for the *Unlock your potential* new trustees and board
chairs conference and the *Engaging matters: Community
engagement for school boards* conference. To get the
conference rate, book before Dec. 30, 2013. Mention the
Alberta School Boards Association. Ph. 1.866.378.8866.

For new trustees and school board chairs

Jamie Vollmer will kick off the Jan. 19 to 21 *Unlock your
potential* conference with *The Great Conversation:
Increasing public support for your local schools*. Veteran
trustees and senior staff are welcome to attend. Fee: \$500
plus GST.

Program and registration

Community engagement for school boards

Dr. Don Lenihan author of *Rescuing public policy: The
case for public engagement* will explain why local
governments must engage their publics and share how
to's for effective community engagement at the Jan. 21 to
22 *Engaging matters* conference. Bring your community
engagement team. Fee: \$300 plus GST.

Program and registration

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How many trustees were elected vs. acclaimed

In the 2013 election, **54** per cent of trustees were
acclaimed: of these 62 were new trustees and 167 were
returning trustees. **46** per cent of trustees were elected: of
these 94 were new trustees and 101 were incumbent
trustees. In 2010 the numbers were reversed. **46** per cent
of trustees acclaimed and **54** per cent of trustees elected.

These counts do not include: Lloydminster Public, Lloydminster Catholic; Northland, Yellowknife Public and Yellowknife Catholic.

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Save the date! Next legal conference

Mark your calendars for the ASBA's *Lessons in labour: Current issues in collective bargaining & grievance administration* conference. It takes place Feb. 24-25 at the Fantasyland Hotel in Edmonton. Book before January 23, 2014 to get the special rate. Ph: 1.800.737.3783. Watch the ASBA website for program and registration.

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Our 8 biggest achievements of 2012-13

Check out the 2012-13 annual report for stories about the ASBA's 8 biggest achievements of last year. This is an interactive infographic which allows you to click through to a message from past president Jacquie Hansen; photos of the 2012-13 ASBA Board of Directors; stories about our ASBA award winners; highlights from our 5 Zones; photos of our 2012-13 Zone Chairs and detailed reports about the ASBA's financial position. It's a quick and easy read. Enjoy!

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Favorite teachers highlighted

See the ASBA staff bios for stories about their favourite teachers.

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Shape the ASBA strategic plan

School boards, who complete the strategic plan survey before January 6, will be eligible to win one complementary registration to the ASBA's *Engaging matters: Community engagement* conference. So far 15 school boards have completed the survey. The survey is here.

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

Agenda Board of Directors Dec. 12-13 (PDF-73K)
 Highlights Board of Directors Dec. 12-13 (PDF-73K)
 Draft minutes Board of Directors Nov. 12-13 (PDF-65K)
 Superintendent - Medicine Hat
 Catholic Board of Education (PDF-355K)
 Closing date: January 13, 2014

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In the news...

Each day the ASBA posts education headlines on the ASBA website.

Recent headlines

Canda too focussed on class sizes says PISA head

12/05/2013, The Edmonton Journal

Staples: Alberta schools are no longer the best

12/05/2013, The Edmonton Journal

Editorial: Math 'crisis' in Alberta doesn't compute - yet

12/05/2013, The Edmonton Journal

Alberta superintendents' salaries

outpace those of bigger boards

12/11/2013, The Metro

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A · S · B · A
Alberta School Boards
Association

For members of the Alberta School Boards Association

Communications Now

December 2013

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Social media = community outreach.....	8
How to showcase students	10
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Settling into a new school year	

Students lead creation of Sturgeon's new vision, mission and values

With the provincial direction in education towards "Inspiring Education", and 'engaged thinkers, ethical citizens, and the entrepreneurial spirit,' Sturgeon School Division sought to engage students and give them a strong voice in their own educational future.

In January 2013, seven high school students were asked to lead the development of the division's new vision, mission and values.

The jurisdiction hired a 'mentor facilitator' to prepare the students for this role. They learned facilitation skills and how to develop consultative workshops.

The workshops involved more than 150 students, parents, community members, staff and trustees.

"We are extremely proud of this initiative," said board chair Terry Jewell. "Our new Vision, Mission, and Values statement, authored by a group of student facilitators, is an exemplary beginning to student participation and engagement in setting the direction for Sturgeon Schools."

"The process of working with students to play a leadership role in the development of the school division's strategic underpinnings was meaningful, effective and fun," said Catrin Owen, Calder Bateman Communications, Mentor Facilitator. "The more conventional process would have been to build a process run by an 'expert', resulting in statements crafted externally for review. This student-driven process ensured that the perspective and voice of students was central to our work throughout."

Bateman adds, "I have never before worked so actively with young people on a project that impacts their future. Their level of engagement and commitment was remarkable. Ultimately, the student contribution improved the result and was truly integral to developing a Vision, Mission and Values statement that resonated for them and for the board of trustees."

The feedback gathered was so valuable it will not only set a new vision, mission and values, but it is also informing the division's revised three-year education plan.

The division has launched a second project, using students as researchers. The students are working with University of Alberta researchers to examine the barriers to high school completion in the division.

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

“As one of the selected individuals with the privilege of participation and shaping the future of my school division, I came into it not knowing what to expect,” says Spencer Elliott, in Grade 11 at Sturgeon Composite High School. “The experience has been greatly beneficial to my skills that I use on a daily basis and will continue to be applied throughout my life. This experience has left a lasting impact in how I view similar processes that I see occurring whether it be in local government decisions or global affairs, all parties with vested interests must be consulted and have their concerns and requirements sufficiently met.”

Submitted by Laurette Woodward, Freelance writer and communications consultant. Communications Now features school board public engagement initiatives in a bid to share best practices. Contact Suzanne Lundrigan at 780.451.7122 or slundrigan@asba.ab.ca to arrange to have a writer describe your school board's project.

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

Register for the ASBA Community engagement conference for school boards

The ASBA is hosting the *Engaging matters: Community engagement conference* January 21 and 22 at the Sutton Place Hotel in Edmonton. Book your hotel room before December 30 to get the preferred rate. Ph: 1.866.378.8866. Mention the Alberta School Boards Association.

Speakers:

- **Dr. Don Lenihan**, a leading thinker in the area of public engagement. Lenihan recently published a book: “Rescuing public policy: the case for public engagement,” and will speak about the why’s and how’s of public engagement.
- **Bee Calliou-Schadeck**, Senior Aboriginal Advisor with Devon Canada, will speak about reaching Aboriginal communities.
- **Eleana Yun**, Acting Director with “Speak-out” will discuss what they have learned about the challenges and best approaches to engaging students.
- Experts panel: **Michael Phair**, former director of community relations with U of A and former City of Edmonton Councilor, **Joyce Tustian**, former executive with the City of Edmonton and **Gay Robinson**, consultant and IAP2 certified trainer.

For more information about the conference:

www.asba.ab.ca



Communications Now

Surveys gauge and build support

The November edition of *Communications Now* explained surveys and focus groups. This article looks at how clear, strong messages can shape public opinion about an issue or goal.

As you review the responses to open-ended questions, conduct a focus group or scan focus group notes, participants will repeat certain phrases. A skilled focus group facilitator will see how opinions shift as the facilitator suggested new facts or viewpoints.

A paper, online or phone survey will reveal that respondents' attitudes evolve as they learn more about an issue. In a well-designed survey, you can look at questions about specific items and see gains or decreases in approval rating as those items are mentioned.

Responses to open-ended questions may yield the same phrases repeated by many respondents. If you asked respondents why they assigned a given rating to an item, you may detect emotions that help you understand the attitudes being expressed.

Use your results effectively

Close examination of a well-designed survey or focus group will tell you:

- Phrases that can be used in your messages to echo and re-affirm how people feel about a goal, project or organization
- How people feel about an issue at the beginning of the survey or focus group
- How people feel about the issue at the end of the survey or focus group session
- If they changed their opinion; what caused them to change their opinion

You can use that analysis to plan messages and message delivery methods to influence the larger population represented by the survey or focus group.

How three organizations used research to shape their messages

Community library builds support for relocating library through focus group

A focus group about relocating a community library started with more than half the participants expressing negative opinions. As the session progressed and participants learned more about the limits of the library's current location and possibilities at the proposed site, they gradually switched to favoring the new site.

The arguments participants presented to each other and the "what ifs" the facilitator used to probe the issue brought a definite swing in attitudes. From this the library system learned what messages to emphasize in its communications about the project and identified the key words that caused people to shift.

The reasons cited by the one woman, who didn't change her mind, gave the library system information about the kinds of resistance to expect.

Program criticism on an online survey informs messaging

More than half the respondents to an open-ended question on a jurisdiction's online survey were critical about a particular extracurricular program.

The responses and the words used gave administration good information about misperceptions and genuine issues.

The survey responses informed the school's decisions about the program and what the school communicated about those decisions.

A demographics question allowed the school to see if the responses were coming from staff or parents and allowed the school to tailor messages for each audience.



Communications Now

Survey changes people's minds about school renovation

Analysis of a written survey showed less than 50 per cent of respondents favored renovating the local school. As the survey progressed and respondents learned about how the current building was limiting student learning, they gradually swung to favoring the renovation of the school.

By the end of the survey, more than 75 per cent of respondents said they would support the renovation. Surprisingly, demographic analysis showed that women over the age of 60 were more favorable than the parents of school-age children.

The survey identified the initiatives which the community supported the most. The school district also learned it had work to do with the community before it ask citizens to support the project.

Good research is key

As these examples show, good research often identifies key messages that need to be delivered to specific audiences or the entire community.

Examination of how questions were asked revealed language that elicited more positive responses.

Gathering demographic information allows for analysis of how a specific group of respondents was influenced positively or negatively.

Each of the organizations in these examples gained greater community support through survey use and analysis. They gained a large return for minimal investment of time or money.

The trust built with their communities and the knowledge gained for planning communications and making decisions gave them a huge payoff. Each agrees that taking time to conduct and analyze research was a good investment; one they will replicate many times.

Contributed by Gay Campbell, communications consultant



Communications Now

Media relations 101

Reporters: they can be pushy and persistent at times. And they can often make or break the public's perception of your school. Although working with your local media representative may at times feel frustrating, reporters can just as often be your greatest ally.

Working with reporters comes with the territory of being a school communicator. Effective school communications means working with the media to share your jurisdiction's stories, squash rumors and articulate the facts.

School communicators – or anyone who regularly deals with the media – can have a positive relationship with reporters with the right mindset and the right attitude.

Large vs. small media markets

Before we can truly form a positive relationship with a reporter, we must first understand where they're coming from. In larger newspapers and television and radio markets, reporters are assigned beats – general areas of news on which to focus their reporting, including education.

These reporters tend to have a better understanding of education because that's the focus of their work. Their editors often assign them stories that dig a little deeper into an issue, such as why a jurisdiction's assessment scores dropped.

Reporters from smaller publications and markets often either don't have a beat assigned to them or have multiple beats that cover a large region.

These reporters may need a bit more education about education simply because schools aren't always their main focus.

Newer reporters also tend to start out at smaller publications, so reporting about schools and education may be foreign to them.

Smaller publications and markets also tend to have a revolving door of new reporters, so they often aren't up to speed on the issues surrounding your schools.

A little extra TLC

While it may initially take a little extra TLC, taking the time to educate reporters about your schools can pay dividends. Not only will they be more likely to get your story right, they may also see you as a helping hand who they, in turn, want to help in the future – an ally.

Reporters are doing a job

Remember, reporters are doing a job: they see themselves as watchdogs of our communities.

While we'd like to think great relationships with reporters can yield only positive stories about our schools, the truth is that sometimes bad things happen. The reporter isn't covering the story to be mean; they're doing their job. Their editors may also be pushing them into a certain direction with a story.

Reporters may have a vested interest

Keep in mind the vested interest reporters may have in your schools. They may have children in your schools. This can be good because they may report on a lot that goes on in your jurisdiction. It can also be not-so-good – they report on *a lot* that goes on in your jurisdiction.

There's an old adage that says if you put a penny in a jar for every positive thing that happens, you can afford to take out 25 cents when something doesn't go as planned. This can hold true with the media as well.

Keep a positive relationship with them when things are good, and they'll likely be a lot more sensitive to your jurisdiction when negative news rules the day.

How to work with – not against – reporters

So what makes a story worth reporting to the public? Conflict and controversy, unfortunately, tend to rule the headlines, as well as the impact a news item may have on the general public or a particular population, and the uniqueness of the news.



Communications Now

Be timely in your communication

This is where school communicators can really make a difference. In a world where news is reported within seconds thanks to the Internet, cell phones and social media, timeliness is everything. That means your timeliness in sending out news releases and responsiveness to media calls is more important than ever.

Send information out in advance

If you have an event coming up, send out your news release in advance – more than a day – to gain some interest from the media in attending and reporting on your event.

Regularly update information in a crisis

If a crisis situation hits, send updated news releases with new details several times a day. Respond to phone calls and emails immediately.

While you may not always have immediate answers, you can at least find out what the reporter wants to know and what the deadline is, and then get back to them with the right answers.

Being respectful of a reporter's deadline will add pennies to your jar.

Focus on individual needs

While print, television and radio reporters may all want similar details about a news story or feature (who, what, where, when, why), they all have different needs for how they report those facts, and school communicators earn points by helping to address those needs.

Print reporters, for example, have to paint a picture of an event using words and possibly a photo, since they don't have the luxury of using sound or live images to give that description to readers.

As such, expect questions from print reporters to be more detail-oriented. They also often have more space to expand on a topic, so providing these reporters with background information or history can be useful.

Television and radio reporters, on the other hand, are limited by time. They must, however, report the same news as print reporters, so the use of sound (radio and television) and video (television) helps create a similar image in a fraction of the time.

Be prepared to provide short, concise information. Make sure students who could end up being filmed have FOIP releases signed by parents.

Take control

Being cognizant of the different needs of different reporters can not only make the reporter's job a little easier, but can also help to ensure the story you want the public to hear is the one that makes the headlines.

Take control of an interview and guide the reporter toward the most important and relevant information. Keep the story you want heard about your jurisdiction as your focus.

Host a media day

Another effective way to establish a good relationship with the media, as well as how to get your stories heard, is to create a "media" day in your jurisdiction at the start of each school year.

Invite all of your local education reporters to your jurisdiction for lunch, and introduce them to the various administrators with whom they may need to talk at some point throughout the year.

At this time, you can also establish the best ways to reach one another and find out reporters' daily deadlines.

Make sure to give the media a heads up during this meeting about any impending educational issues that are anticipated to take center stage throughout the year, whether it's new legislation, initiatives, programs or even interesting new classes in your jurisdiction.

This shows the media you want to work with them to get out the news their readers want to know about, and starts the year off on a positive note.



Communications Now

Similarly, when new reporters come on board with your local newspapers, radio or TV stations, invite them in to meet with you and give them some background on your jurisdiction and any upcoming stories they may have some interest in.

Again, doing this shows reporters you're cooperative and willing to help and, in turn, they'll usually reciprocate.

The next time a reporter comes calling, don't groan. Take advantage of the opportunity to steer the story in the right direction that benefits your jurisdiction. Try to add a few pennies to the jar so you can afford to take some out down the road.

Contributed by Casey White-Zollman, Director of Communications, InterMountain Education Service District, Pendleton, Ore.



Communications Now

Social media:

A tool for community outreach

School jurisdictions today are at a crossroads when it comes to community engagement.

When today's parents and students need something, their first instinct is to go to the internet for answers. If the schools are not easily found, the school has missed an opportunity.

An example...

Student iPads create opportunity for dialogue with parents

More and more schools are recognizing that technology is becoming a daily part of students' interaction with the world.

Los Angeles Unified School District, along with many other school districts across the country, recently rolled out a pilot program giving iPads to all of the students, enabled with textbooks and limited internet access. www.citeworld.com/tablets/22178/ipad-los-angeles-unified-school-district

Mark Hovatter, the chief facilities executive for the LAUSD, points out that "the most important thing is to try to prepare the kids for the technology they are going to face when they graduate. Even in construction, you can't do those jobs now without having some familiarity with computers. Whatever jobs kids want to have, technology is likely involved. You're just not going to be able to do well in society if you don't have some experience."

While LAUSD ran up against some problems in rolling out the new technology and experienced a significant amount of bad press over students getting past the school's parental control firewall (www.cio.com/article/740746/What_s_Behind_the_iPad_Hack_at_Los_Angeles_High_Schools) it hasn't hampered the district's intention to eventually provide iPads to all students districtwide.

LA Unified recognized early on that with iPads in the home, more parents would have access to new technology as well, leading to higher technology literacy for the community.

Many school jurisdictions have similar projects in the works. For example:

- Parkland School Division's Mobile Learning Initiative:
<http://www.psdblogs.ca/mli/tag/alberta-education/>
- An article about how Alberta is moving towards digital resources in the classroom:
<http://www.canada.com/story.html?id=10133e12-75f2-4378-9d44-85e792026e65>
- Alberta Education's website page on "Technology in Schools":
<http://education.alberta.ca/admin/technology.aspx>

Whether or not students have iPads at home, it is true that more students and parents are using the internet. As such, schools and jurisdictions should assess better ways to meet the community, on the internet.

Where do today's families get their information?

Pay attention your school website. Make it the information hub of the school. As Meg Carnes and Kitty Porterfield mention in their book *Why Social Media Matters, School Communication in the Digital Age* (2012), parents are constantly seeking ways to connect with their child's school.

"Over and over, parents tell us, they need to know: where they need to be and when (to pick up their children from play practice, for instance); how many cupcakes to bring; where and how they can meet their child's teachers; and how to get timely information on their child's progress."

As the child grows up, connections with the school become more important to students and their responsibilities – what the homework assignment is, when tests are happening, what time they need to meet for band practice, etc.



Communications Now

If the school is behind the times updating their website and using social media, the student isn't going to have access to that information.

Tech connections for the jurisdiction

While your website should be the first stop for jurisdiction information, other social media may help you get information out to your community.

Facebook

While fewer students are using Facebook (www.digitaltrends.com/social-media/teens-think-facebook-is-so-yesterday/), they haven't given it up completely and Facebook is still a great way to connect with parents. Many people have their mobile phones set up to receive Facebook feeds, meaning that news has the potential to reach a wide audience quickly.

The problem you may run into is making sure all the followers of the school or jurisdiction's page are actually receiving your updates.

A secret: Once someone "likes" a page, they have to *engage* with the page within three days. They need to post on your wall, like a post or respond to a poll or a question you've posted or your page will fall out of your fan's newsfeed. This level of engagement is unlikely with a school Facebook page. In other words, unless you have a lot of regular engagement on your page, it's very likely that your posts are not reaching your fans.

Twitter

For parents and students who use Twitter, it can be invaluable for getting fast, current information.

Snow reports and school closings are perfect for Twitter, as well as bomb threats, bus delays and any other type of information that parents are going to need fast and up to date. The short, 140-character form means that you can craft a clear and concise message with little effort.

Tech connections for the classroom

Facebook

Many teachers find a Facebook page is useful for their class. Having a page that is separate from the teacher's personal page allows them to engage with students on their level, without giving up personal privacy.

Tumblr and/or Instagram

For art teachers and classrooms with a lot of visual or physical activity, like elementary school classrooms, photos are a great way to communicate with parents what's going on in school.

As long as the school's student privacy policies are honored, this is a great way to display your students' artwork. If any of your parent volunteers are photographers, recruit them to get great shots to share with the rest of the classroom community.

Pinterest

For teachers with highly involved parents, Pinterest is a great place for collecting and sharing ideas about things parents can do with their kids at home, and/or getting feedback on ideas for projects for the classroom.

Remind101

This great little app provides an easy way to send text messages to your parents such as *Science Center field trip tomorrow. Dress for the weather.* Teachers simply create an account and invite parents and students to join the group by sending a text message. It's a convenient way to reach a lot of people at the same time, and has the added benefit of privacy – teachers never see the phone numbers of the students, and the students never see the teacher's number.

www.remind101.com/learn-more

Contributed by Megan J. Wilson, commercial freelance writer and blogger



Communications Now

How a school jurisdiction showcases its students

If your community is typical, about 70 per cent of your citizens do not have any kids in school.

Surveys show voters without children in school feel less connected than people with kids in school and that makes it harder to reach out to them.

Surveys also show school employees and the news media are key sources of information for less-connected citizens.

In light of this the Salem-Keizer Public Schools (Oregon) traditionally focused on employees and the media. Increasingly, the jurisdiction is depending on its “best-looking, most believable and most inspirational spokespeople” to represent it – students.

Salem-Keizer has gotten positive feedback from many community members every time it has featured students. Salem-Keizer puts student voices and faces in front of the community in a number of ways:

Spotlights on success

Salem-Keizer honors individuals and groups of students who have won awards or competitions by putting them in the spotlight at monthly school board meetings.

Communications staff write a script detailing the award or competition and listing the students and their school principal and coach or other relevant school staff.

A senior administrator reads the citation as a regular feature of the board meeting while the honorees are greeted by the superintendent and board chair.

A certificate is presented as photos are snapped. The photos and script are posted on the district website until a new student spotlight is posted the following month.

Staff accomplishments are also highlighted, especially early in the school year when student contests and competitions are not yet plentiful.

Sample spotlight on success

Schirle students do the math

On Saturday, April 6, McKay High School hosted the “24 Challenge Math Tournament” for fourth and fifth grade students.

The first place winners in fourth and fifth grades were both Schirle Elementary students. Gavin Warner took top honors for fourth grade and Ethan Fleming triumphed with the win for fifth graders.

This year 175 students from 14 Salem-Keizer elementary schools participated in the annual event in which students find combinations of numbers that add, subtract, multiply, or divide to make the number 24.

Teresa Grindy, McKay High School math teacher, organizes the event each year with the help of adult volunteers, including McKay math staff and dozens of student helpers from McKay.

Congratulations Gavin and Ethan!

Web highlights

For student recognition that may not rise to the level of a board spotlight, the district encourages schools and students to send in their success stories for the district webpage.

The story might run as a lead feature on the web, where it will remain the leading story until some other story pushes it down in the queue.

E-updates

Salem-Keizer features student successes in emails it sends out to its email list. This periodic update on district events goes out to hundreds of community members who have signed up for the service.



Communications Now

Social media

It only takes a few minutes to tweet via Twitter or post an item to Facebook. Salem-Keizer feels that repeated highlights will have a positive effect on its public image for a minimal investment on its part.

The district uses Hootsuite to track the views of its social media posts and listens in on what others are saying about the district on social media feeds. Salem-Keizer gets a lot of 'likes' when students are featured.

Be available on slow news days

Sometimes a student activity or student work sample is just what a hungry reporter is looking for on a slow news day. Salem-Keizer develops relationships with TV and print reporters who will admit when they have run out of story ideas.

When the district gets such a call, it spreads the word among district administrators to think about what is happening in their schools, looking for "something cool" students are doing.

Often, the unique part of the story is a new approach taken by a teacher. But when the story comes out, the students steal the show.

The district tries to be proactive, but it is not always easy to establish and maintain the flow of good news from schools to the media.

School staff are busy doing the work, not reporting on it. To help them, Salem-Keizer published a sheet called "Share Positive News." It has tips to help schools share their news and highlights with us. One of the best tips is for each principal to become a news reporter or designate one at their school. Their "reporter" could be a staff member, student or volunteer. They just need to be someone with a nose for news and the willingness to call or email the district office and the news media when good things are happening.

Sometimes the news media will come up with their own ideas for regular kid features. Check out *SJ Kids* on www.statesmanjournal.com.

SJ Kids gives students a chance to get their writing featured in the local newspaper and on its website. The whole community can see that kids are smart, funny and motivated to write about their lives.

Ask your local media to consider any regular feature of student writing or artwork. It won't cost you a penny and it will help your local media draw in readers/viewers.

Advertising

Taxpayers may not like it if they see the jurisdiction spending money on feel-good advertising. However, there is little cause for objection when ads include important calendar information, immunization reminders or other useful information.

Be sure to include photos of students doing something interesting and related to learning. People see kids playing in their neighborhood all the time. It is great for them to see the kids learning.

Donated media

Perhaps the best kind of advertising is the kind that you don't pay for. Find a generous sponsor to fund a program or contribute to your school foundation.

We have had tabloids dedicated to student photos and essays, various contests and even electronic billboards sponsored by companies and featuring our students. The businesses get good exposure, and we get a rare opportunity to do some very flashy advertising without a backlash from those who would accuse us of wasting tax money.



Communications Now

Video contests

Last year Salem-Keizer we held a video contest for high school students. (See:

<http://www.salkeiz.k12.or.us/search/node/student%20video%20contest>)

Salem-Keizer gave them the district vision statement for guidance: "All students graduate, prepared for a successful life."

They were given a few guidelines and a deadline to submit their videos to the district office. A local credit union supplied iPads for prizes and helped us judge the entries.

The quality and quantity of entries was amazing. Of note, the district used students as interviewers when discussing district topics on video. They add a certain flare that is reflected in the web analytics.

Simply put, people love videos featuring students.

Essay contests

Another option is an essay contest. The topic and guidelines may be chosen by the school board, the local newspaper or community business partners.

Donated prizes and advertising will help build a buzz.

Choose a topic that helps promote your mission or vision rather than something more generic. Even serious topics are interesting through the minds and words of students.

Don't be afraid to choose something such as, "tell us how your school is helping you prepare for your future." Youth have dreams and can connect school to their future.

There are many other ways in which student faces, voices and work samples may be highlighted. The main point is to remember that you have lots of students and there is just something about all of that youthful energy that makes your PR efforts a hit.

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



Communications Now

Weblinks

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

www.volunteercanada.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

Family Literacy Day

January 27, 2014 marks the 16th annual Family Literacy Day. The initiative was first celebrated in Canada in 1999.

This year’s challenge for families is to take 15 minutes a day to learn together. Some of the suggested activities listed on the website, include making a joke book together, make up a song together, play a game or make a new recipe.

For more information, or to find a Family Literacy Event closest to you, visit: www.familyliteracyday.ca

“Think Globally” art contest

In celebration of International Education Week in November, Alberta Education launched an art competition. Students are invited to illustrate what they believe Alberta is all about.

The contest closes January 22, 2014

Selected artwork will be displayed in the Alberta Legislature Building and in Alberta’s international offices. Prizes are available for top selected artwork, and for schools that submit the most student entries.

For more information:

www.education.alberta.ca/apps/internationalEducation/EducationWeek/default.asp

Eating Disorder Support Network launches new website

The Eating Disorder Support Network recently launched its new website. The website provides resources and information to individuals struggling with eating disorders, as well as their families and other service providers.

www.eatingdisordersupportnetworkofalberta.com



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

Resources for Families

December 2013

A safe and happy holiday break with children

Coming into the Christmas holidays, your children will be home from school for a couple weeks. Also, throughout the coming months there will be statutory holidays, teachers' convention and other breaks from the classroom.

This time off doesn't have to break learning momentum. Think of it as a chance for supplemental learning. You can keep your kids engaged in academics even when they are not in school.

Here are some options to get you started:

FamilyEducation.com

Subscribe to the email newsletter at familyeducation.com. The free subscription gets you access to a printable list of winter activities for kids that includes instructions for a winter scavenger hunt, coloring pages and crafts for students in Kindergarten through Grade 8.

<http://printables.familyeducation.com/winter/childrens-art-activities/64866.html>

ABC Life Literacy Canada

This organization is another great source of information. In addition to activities and information for you and your children, ABC Life Literacy annually supports a family literacy day.

<http://abclifeliteracy.ca/flld/learning-activity-centre>

Yahoo Voices: voices.yahoo.com

Yahoo voices lists several posts for winter break activities.

Top 10 Educational Winter Break Activities for Elementary and Middle Schools

(<http://voices.yahoo.com/top-10-educational-winter-break-activities-elementary-6966556.html?cat=4>)

has links to related content that includes:

- Fun and Educational Winter Break Activities that Keep Your Kids Learning
- Winter Break Activities to Keep Your Child's Science Skills Sharp and Ready for Learning
- Winter Break + Math Activities = Keeping Math Skills Sharp

No time for flash cards

For a list of simple activities you can do in or around your own house, check out 31 things for kids to do during winter break.

www.notimeforflashcards.com/2012/12/31-things-for-kids-to-do-during-winter-break.html

Check events in your area

Don't forget to search for activities and events in your area. Some communities have library programs, camp activities and other organized events especially for children during school breaks.

Don't forget safety

School breaks, especially the prolonged break at winter, require some thought to keeping children safe. Cold weather, unattended time at home while parents work and the chaos of a crowded mall during holiday shopping all pose safety risks for children.



Resources for Families

Must-know winter health & safety tips

www.cnn.com/2010/HEALTH/12/07/winter.health.safety.parenting/index.html

Check out this refresher for a variety of winter concerns.

- Staying safe in cold weather
- Age-appropriate winter sports
- Managing cold and flu symptoms
- Keeping skin healthy during cold weather
- Dressing for weather

www.Safelyeverafter.com

Internet safe-smarts tip sheet for kids

www.safelyeverafter.com/internet_tips_kids.html

During school breaks, students may spend more time online. The 'Safely Ever After' website has tips for parents and students. These tips are in the form of a contract for the student Internet user, and include agreements, such as:

- Not giving out personal information.
- Never agreeing to meet any contacts who are online only in person
- Never sending a picture to anyone without telling parents first.
- Never sharing passwords with anyone but parents.

FamilyEducation.com

Expert advice: Strangers and safety during the holidays

<http://life.familyeducation.com/safety/stranger-safety/59187.html>

During the busy holiday season, children can get separated from parents while shopping or may be at risk for greater "stranger danger" in public places. These tips, also from SafelyEverAfter.com, were posted by family education.com.

- Make sure your child stays close enough for you to see him or her.
- Dress your young child in bright clothing to be able to spot them easily.
- If they become separated, teach them to find a "safe stranger" for help, a mom with kids or a cashier. Older kids should know a place to meet.
- Be sure that your child knows never to leave the building to go looking for you.
- Don't leave children alone in public places such as arcades, movie theatres, play areas, etc.
- Bring your children into the restroom with you. For older children of the opposite gender, wait outside and call in that you are right there if they need you.
- Be sure your child knows your cell phone number.



Public School Boards'
Association of Alberta

The Advocate

13th November, 2013 Volume 2, Issue 9

GOVERNANCE MATTERS!

Our Association office asks for your feedback regarding our Fall Events. An online evaluation link will be sent out to all participants of the 2013 Fall Events or you can also find the link in our Points of Interest box at the lower of the page. The survey will close 16 December 2013.

On January 16 our Association will be hosting a Governance Seminar on Advocating for Public School Education facilitated by Maurice Fritze. The seminar will focus on the role of the MLA, the three pillars of government relations, what is grassroots advocacy and a how-to guide to organizing a meeting with your MLA.

This Seminar will be open to all Public School Trustees and Senior Executive Members and will be hosted at the Four Points Sheraton Gateway, 10010 12th Avenue SW, Edmonton AB.

Click here to [Register](#) now.



SAVE THE DATE

COMING UP

Thursday February 6th, 2014 from 9:00 a.m. - 3:00 p.m. we will be hosting a full day orientation for new and returning Council Representatives of the Public School Boards Council.

The February Council meeting has a number of exciting guests, including: Dr. Kris Wells - Assistant Professor and Director of Programs and Services at the Institute for Sexual Minority Studies and Services at the University of Alberta, Mr. Kent Hehr - Education Critic for the Alberta Liberal Party and Mrs. Kathleen (#kikiplanet) Smith.

The agenda and online package will be sent out to all Board Chairs and Council Representatives in early December 2013.

We look forward to seeing you there.

Points of Interest

Click here to share your feedback on our recent 2013 Fall Events. [Survey Monkey](#)

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

Social Media Links





Public School Boards'
Association of Alberta

The Advocate



ASSOCIATION OFFICE WILL BE CLOSED 24 DECEMBER – 01 JANUARY

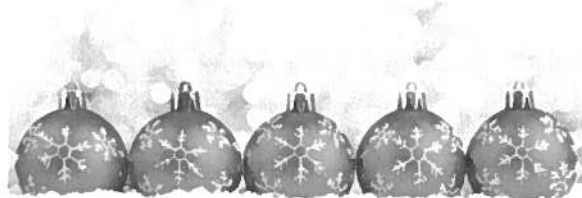
11th December, 2013 Volume 2, Issue 10

Our Fall Events Survey will be closing on 16 December click the link in our Points of Interest box below to share your feedback with us.

We would like to thank all our members who donated to the Lois Hole Hospital for Women we raised a total of \$481.00, thank you kindly for your generosity.

Don't forget to register for our **16 January Governance Seminar on Advocating for Public School Education** facilitated by Maurice Fritze.

Click here to [Register](#) now.



Update from the Deputy Minister

Further to the Deputy Minister's presentation to our members on Friday 15 November 2013, we received the following information in response to the question regarding high school funding:

Thank you again for the opportunity to speak at your association's AGM earlier this month. As promised, here is some further information regarding funding and the High School Flexibility Enhancement Project.

A new high school funding model should consider several concepts such as providing certainty of funding, providing for flexibility in the delivery of personalized learning for all students and being responsive to schools and students. An example of aligning funding with outcomes rather than time spent in class could involve reduced or changed requirements to our current Credit Enrolment Unit funding model in order to employ adaptable variables that support the positive outcomes we want to see in high schools, alongside fixed variables that provide a level of certainty school boards can expect to receive for high school programming.

As you likely know, the High School Flexibility Enhancement Project is expanding and has entered its second phase in September 2013. Participating schools still use a timetable to organize their students and teachers, but it has become clear that the timetable does not need to solely determine how, when, how long or with whom learning occurs in a one-size-fits-all model. Student learning needs and interests have allowed schools to become less focused on the school and system and more focused on the education of every learner. Breaking the link between the timetable and the pace at which students proceed through prescribed outcomes has enabled some schools to see the goal of their instructional practice as the building of competencies and not simply delivering content.

While the high school funding review has not yet begun, you may be interested to read more about the project and follow the results and updates at <http://ideas.education.alberta.ca/hsc/current-projects/flexibility-enhancement-pilot/>

I trust this information is helpful.

Greg Bass
Deputy Minister of Education

Points of Interest

Click here to share your feedback on our recent 2013 Fall Events. [Survey Monkey](#)

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

Social Media Links





Superintendent's Report January 23, 2014

December, 2013

6	Edmonton – Meeting with Deputy Minister
8	Edmonton - - Policy One Review Meeting
9	Edmonton – Policy One Review Meeting Travel to Slave Lake
10	Grouard and Gift Lake Junior High School – School Visits Travel to Peace River
12	Gift Lake School Visits
13	Little Buffalo School Visit
14	Staff Christmas Party
16	Paddle Prairie and Keg River School Visits
17	Gift Lake School Visit
19	Gift Lake - Housing

January, 2014

6	Gift Lake Local School Board Committee Meeting
7	Meeting with Northern Sunrise County re Little Buffalo Development Permit
8	Athabasca Delta Community School – Expulsion Hearings
9	Peerless Lake School Visit and Local School Board Committee Meeting
10	Peace River – KTC Partnership Meeting Meeting with Dave van Tamelin re Gift Lake Review
13	Meeting with Alberta Education – Jan Ruhl and High Prairie School Division – Laura Poloz (a.m.) Meeting with Alberta Education – Jan Ruhl re: Three Year Education Plan/Annual Education Results Report Review
14	Gift Lake – Meeting with Gift Lake Metis Settlement Council, Gift Lake Local School Board Committee and Gift Lake School Principal
15	Committee Meetings and Agenda Review
16	Online Principal's Meeting
17	Edmonton – Meeting with ASBA – Division 1 Review
20	Atikameg
21	East Prairie
22	Peace River – Advisory Committee Meeting
23	Peace River – Board Meeting
27	Elizabeth School Visit and LSBC Meeting



November 14, 2013

Superintendent
Northland School Division No.61
Peace River, AB T8S 1V2

Dear Ms. Donna Bennett,

RE: Provincial Dental Health Survey 2013-2014 – Grade 1

On behalf of Alberta Health Services (AHS), I would like to thank you for the continued support your school district has given in allowing our interaction with staff and students related to their oral health.

As you know, oral health preventive services, i.e. fluoride varnish and/or dental sealants, continue to be offered to some target schools in your jurisdiction. Additionally, during the 2013-2014 school year, we will be completing a dental health survey in the province. The survey results will provide information to further help improve the oral health of school aged children in Alberta. The survey involves a visual dental exam of a sample of grade 1 children in your jurisdiction, from selected schools that both receive and do not receive the existing preventive oral health program. Children will be required to have parental consent, and a notification will be sent home once their child has been examined.

These exams will be done in a quick and efficient manner, minimizing the impact on school time for both students and staff. We will be contacting the school principals directly to arrange completing exams on days that best suit the school schedules. We will be completing the survey in selected schools throughout the 2013-2014 school year.

We appreciate your support of this dental survey and recognize the link between healthy children and effective learning. We will provide you with a follow-up report of our findings upon completion of the survey. If you have any questions or concerns, please do not hesitate to contact me. Thank you again for your concern and support for the health of the children of our school communities.

Sincerely,

A handwritten signature in black ink, appearing to read "S. Patterson".

Steven K. Patterson, BSc, DDS, MPH
Associate Dental Public Health Officer
AHS Provincial Oral Health Office
Phone: 780-492-8240
Email: steven.patterson@ualberta.ca



Donna Barrett <donna.barrett@nsd61.ca>

Important Year-end Message from the Education Minister

1 message

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

Thu, Dec 19, 2013 at 3:48 PM

To: School Board Chairs and Superintendents of Public, Separate, Francophone and Charter Schools

Presidents and Executive Directors of Stakeholder Associations

ACSTA (Alberta Catholic School Trustees' Association)

AEFAA (Alberta Educational Facilities Administrators Association)

ASBA (Alberta School Boards Association)

AHEA (Alberta Home Education Association)

ASCA (Alberta School Councils' Association)

ATA (Alberta Teachers' Association)

AAPCS (Association of Alberta Public Charter Schools)

ACFA (Association canadienne-française de l'Alberta)

AISCA (Association of Independent Schools & Colleges in Alberta)

ASBOA (Association of School Business Officials of Alberta)

CASS (College of Alberta School Superintendents)

CCSSA (Council of Catholic Superintendents of Alberta)

Federation des parents francophones de l'Alberta

Federation des conseils scolaires francophones de l'Alberta

Learning Disabilities Association of Alberta

PSBAA (Public School Boards' Association of Alberta)

Below is a message I shared with teachers today. Please feel free to share this message and help us continue the conversation. Thank you for your contributions in 2013, and on behalf of Premier Redford and my colleagues in government, we wish you a very Merry Christmas and a joyful year ahead.

The holiday season is a time when we are reminded of our many blessings and show our gratitude to those around us. I want to take this opportunity on behalf of Premier Redford to thank you for sharing your creativity and knowledge with children across Alberta. Your contributions are making a positive difference for our students and building a stronger Alberta.

My final message for 2013 is part of my commitment to provide you with regular updates on the work being done at Alberta Education. As we look forward to 2014, we know there is plenty of work ahead in order to realize the vision of *Inspiring Education*:

- The Task Force for Teaching Excellence recently completed consultations with Albertans, including teachers. More than 2,700 Albertans responded to the online survey or participated in sessions. Input on how to support the alignment of the teaching profession with *Inspiring Education* will inform the Task Force's report, expected in the new year.

We committed to sharing the Task Force report with the Teacher Development and Practice Advisory Committee, or TDPAC – a group responsible for providing advice on the role of teachers, continuing education requirements and more. Nine of the 18 TDPAC members will be ATA representatives – giving teachers a strong voice at the table. The TDPAC will have the opportunity to respond to the report, ensuring we hear from a wide range of perspectives on teaching excellence.

- As part of Curriculum Redesign, we are working with classroom teachers and education partners to develop new Student Learning Assessments (SLAs). As you know, Grade 3 students will be the first to write the new assessments, with pilots starting in September 2014 and full implementation in September 2015.

School authorities have a choice, school-by-school, whether to administer the Grade 3 PATs in June 2014, the Grade 3 SLAs in September 2014, or both. I am pleased to report that, based on school board decisions to date, nearly all Grade 3 students in Alberta will write the Grade 3 pilot assessment in September 2014.

Another milestone in Curriculum Redesign took place with the release of a Request for Proposals (RFP) for curriculum development prototyping. The RFP invited publicly-funded school authorities to work with us to develop new K-12 provincial curriculum. Submissions from potential vendors are currently being reviewed, and I look forward to announcing the successful vendors in the new year.

- I am proud of the work we are doing to transform the educational experience of high school students. Through High School Redesign, for example, we are making significant strides towards increasing student engagement and improving student achievement by enabling schools to create inclusive and

personalized learning opportunities. It also complements our efforts in preparing kids for an increasingly knowledge-based and globalized society through initiatives such as the Provincial Dual Credit Strategy, the Review of Alberta High School Credentialing Requirements, online diploma exams, Curriculum Redesign, and increased opportunities available through Career and Technology Studies.

- The Education Act Regulatory Review Committee recently completed consultations. Almost 4,000 people responded to the online survey, and hundreds of Albertans shared their opinions in writing and participated in face-to-face meetings, ensuring that the Committee had a wide range of input on topics such as school fees, transportation, school closures and more.

Now that consultation is complete, feedback is being compiled and analyzed. The Committee will use the input to make recommendations for regulations, and draft regulations will be shared with stakeholders in 2014.

- This month, we announced six new schools and two replacement schools – part of Premier Redford's commitment to build and modernize 120 schools throughout the province. Students in Airdrie, Calgary, Edmonton, Fort McMurray, Grande Prairie and Grimshaw will benefit from these schools. A summary of 2013 school infrastructure announcements is available online, and we look forward to announcing more infrastructure projects in the new year.

Each of these initiatives will help move us closer to our goal of transforming education in Alberta, and we know that we cannot do it on our own. We recognize that we will only be successful in this transformation with the input and involvement of students, parents, teachers and administrators. I had the opportunity to hear from some parents earlier this month and they had great questions and thoughts on the future of education in Alberta. To listen to what we discussed, please visit our Inspiring Education page.

As always, please contact me with any ideas you have for the future of education in our province at education.minister@gov.ab.ca, 780-427-5010 or through the Alberta Education Engage website. There are also a number of former teachers in Caucus you can reach out to who are eager to hear from you and to advocate for the positive transformation of education in Alberta. Contact information and biographies for Members of the Legislative Assembly are available at: http://www.assembly.ab.ca/net/index.aspx?p=mla_home.

Securing a successful future for our kids depends on a strong education system, and I'm confident that we are all committed to putting students first. I am honoured that Premier Redford asked me to continue as the Minister of Education, and I look forward to our work together as we bring *Inspiring Education* to life and build Alberta for an even brighter future.

On behalf of Premier Redford and my colleagues in government, we wish you a very Merry Christmas and a joyful year ahead.


Sincerely,

Jeff Johnson

Minister of Education

MLA, Athabasca-Sturgeon-Redwater

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.

	200-10010 Franklin Ave Fort McMurray, AB, T9H 2K6 www.children1st.ca 780-748-5385 Office 780-799-0721 Cell sustainable@children1st.ca
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Vision: Children first, community success


Mission: to provide circles of support around children and families

The United Way has funded Children First: Community Child Care Network Society (Children First) to do a research project within Wood Buffalo. This research is being built upon provincial research done by the Early Childhood Mapping Project of Alberta (ECMap). ECMap was contracted by Alberta Education for a five year period (until August 2014) to conduct research on early childhood development in Alberta and to build community coalitions to respond to local needs. ECMap is part of the government of Alberta's early child development (ECD) mapping initiative <http://www.ecdmapping.alberta.ca>. The initiative was able to provide families, service providers, communities and policy makers with a picture of how young children in Alberta were doing, so that they could work together to support healthy development.

ECMap results found that children in our region had less than desirable scores on the Early Development Index (EDI), the tool used by ECMap to assess whether children were developing appropriately by age 5. One in Three children in Fort McMurray are not developing appropriately. The research that Children First is conducting about Wood Buffalo results is essentially to answer this wicked question: *Why, in a community so full of wealth and resources, are our young children not developing to their full potential?* The Children First team strives to answer this question by comparing 3 sets of information:

- A) Researching and reviewing the literature about evidence-based practices that have proven to have positive outcomes for children (0-6) & families of young children.
- B) Engaging with local community citizens to see how they are supported during parenting. This will include sessions with parents, extended family and friends, early childhood professionals, and paid caregivers.
- C) Using local data to add community context to the EDI information

This email is being sent out widely to inform the community of the research that Children First is conducting, to invite those that wish to do so to participate in community engagement, and also because finding local data has proven difficult. This can include questionnaires your patrons fill

 CHILDREN 1ST Community Child Care Network Society <i>-Circles of Support-</i>	200-10010 Franklin Ave Fort McMurray, AB, T9H 2K6 www.children1st.ca 780-748-5385 Office 780-799-0721 Cell sustainable@children1st.ca
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Vision: Children first, community success

Mission: to provide circles of support around children and families

out, statistics you count on people attending programming or testimonials. Any information that is gathered on young children 0-5 and their families is welcomed.

What we are asking as a research team is for any agency or group that is collecting information on community, young children or families to contact us and allow us to read through that information. This will enable us to fully understand what the community has to offer in terms of information, and where there are gaps in information, so we can offer solutions to help fill gaps that will be appropriate to our community. Early Childhood is often assumed to only be the responsibility of parents, and so, for those that think their data is not of value we request that you reconsider and submit any information you have anyways. Children grow up in families, families grow in communities, and sometimes things that seem not to influence actually do. We will provide your group with a memorandum of understanding that states that we will use this information in good faith and that all of our processes will be transparent.

We sure would love any help to find the best ways to improve the future development of the children in our community! If you wish to submit information, become involved or simply want more information please contact me, Tinna Ezekiel, through the methods below.

Thank you,

Tinna Ezekiel

780-715-8469

cezeki@ualberta.ca



Fwd: Council for School Leadership Distinguished Leadership Awards

Donna Barrett <donna.barrett@nsd61.ca>

Sat, Jan 11, 2014 at 2:37 PM

To: Ann Rosin <ann.rosin@nsd61.ca>, Curtis Walty <curtis.walty@nsd61.ca>

Sent from my iPhone

Begin forwarded message:

From: Leadershipfor21c <leadershipfor21c@me.com>

Subject: Council for School Leadership Distinguished Leadership Awards

Greetings Everyone,

The Council for School Leadership is pleased to invite nominations from throughout Alberta for the CSL Alberta Distinguished Leadership Awards in a new format with recipients being honoured in May.

The CSL Distinguished Leadership Awards creates a learning community of outstanding principals throughout Alberta who can share professionally, interact collegially and act as mentors to new colleagues. It provides avenues for research and sharing of best practices. The cadre of Distinguished Alberta School Leaders are people who are looking to challenge the status quo, improve learning in their contexts, and be equipped for higher levels of leadership. These individuals will become role models in a vibrant network of educational leaders with the confidence and capabilities to lead innovative change for 21st century learning - the Council for School Leadership.

Please share the invitation in blue text below and the attachment with all of your district's trustees, divisional leadership staff, teachers, school principals, and school assistant principals and encourage them to nominate a deserving school leader for consideration for this honour.

Information about the upcoming nomination process can be found below.

Professional Learning Team
Council for School Leadership
leadershipfor21c@me.com

COUNCIL FOR SCHOOL LEADERSHIP
~ Distinguished Leadership Award Nominations ~

Greetings everyone,

The Council for School Leadership is pleased to invite nominations from throughout Alberta for the

CSL Alberta Distinguished Leadership Awards with 20 recipients being honoured in May.

The CSL Distinguished Leadership Awards creates a learning community of outstanding principals throughout Alberta who can share professionally, interact collegially and act as mentors to new colleagues. It provides avenues for research and sharing of best practices. The cadre of Distinguished Alberta School Leaders are people who are looking to challenge the status quo, improve learning in their contexts, and be equipped for higher levels of leadership. These individuals will become role models in a vibrant network of educational leaders with the confidence and capabilities to lead innovative change for 21st century learning - the Council for School Leadership.

Please consider nominating a deserving school leader for consideration for this honour.

To nominate a school leader click on this link and complete your nomination online.

<http://tinyurl.com/CSL-Leadership>

Once you have entered the nomination site you will be asked to make a short comment related to your nominee's leadership in each of Alberta's Principal Quality Leadership dimensions.

The deadline for nominations is midnight, March 31, 2014. All nominees must be active members of the Council for School Leadership to be eligible to receive the award.

Nomination Committee - Distinguished Leadership Awards
Council for School Leadership - Alberta

COUNCIL FOR SCHOOL LEADERSHIP

~ Distinguished Leadership Award Nominations ~

COUNCIL FOR SCHOOL LEADERSHIP
~ Distinguished Leadership Award Nominations ~

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Nomination Committee - Distinguished Leadership Awards
Council for School Leadership - Alberta

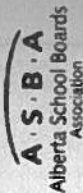
To nominate a school leader for the Distinguished Leadership Award:

Visit: <http://tinyurl.com/CSL-Leadership>



ASBA: What's in it for our SCHOOL BOARD?

VALUE STATEMENT 2012-13



Last year

Northland School Division

paid \$25,470

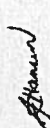
to be a member of the ASBA. What did you get in return for your membership?


See the ASBA's annual report for an overview of the work the association did for all school boards last year.

Beyond showcasing the work we do for all school boards, we feel it's important that each school board has an opportunity to assess their individual return on the investment they make in the ASBA.

We have produced this Value Statement to give trustees and senior administrators information about the savings your jurisdiction accrued because you used the direct services the ASBA offers school boards.

We believe membership adds up.


Jacquile Hansen
President


David Anderson
Executive Director

Our board used the

SPECIALIZED SERVICES

the ASBA offers

By using ASBA services we estimate your board saved

\$77,533

From September 2012 to August 2013 your board used these services:

Communications 0.00 hrs
Educational services 277.56 hrs
Labour relations 29.50 hrs
Legal services 230.30 hrs

School boards who turn to the ASBA for communications, educational services, labour relations and legal counsel get these services at below market rates.

The ASBA believes that all school boards, no matter where they are in the province, should enjoy equal access to all services; hence school boards do not have to cover the costs associated with having ASBA staff travel to meet and work with the school board.

✓ Our board participated in ASEBP

With a focus on improving the overall health of covered members, the Alberta School Employee Benefit Plan (ASEBP) is a recognized leader in Alberta's public education sector in providing comprehensive health benefits and related services, including access to a variety of health and wellness resources. Premium rates decreased 2% in September 2013. Only ASBA members may participate in ASEBP. Recognizing the impact a school board's claim/loss ratio has on this calculation, we estimate school boards who subscribe to the ASEBP save up to 15 per cent on premiums for the same services purchased from another health provider.

As a result of your participation, in 2011-12 your board saved an estimated

\$383,299

✓ Our board participated in ASBIE

Owned and governed by school boards, the Alberta School Board Insurance Exchange is an insurance and risk management program tailored to meet the needs of school boards. ASBIE members continue to enjoy rate savings of 10% to 15%. ASBIE's strength is in our membership and commitment to the ASBIE Program. ASBIE is positioned to react to rate increases by the ability to grow and invest in our own insurance program offsetting rate increases that other programs may not be able to do.

As a result of your participation, in 2012-13 your board saved an estimated

\$28,301

..... Our board participated in SIPP

Through the Supplementary Integrated Pension Plan, school boards can offer senior jurisdiction employees improved or supplemental pension benefits. School boards find this option is helpful in a competitive labour market. Currently, **45 school boards** are enrolled in SIPP.

FOR MORE INFORMATION ABOUT THE FINANCIAL CALCULATIONS CONTACT: HEATHER ROGERS, DIRECTOR OF FINANCE AND ADMINISTRATION AT 1.780.451.7114.

Inspiring Education: **What We Heard From Superintendents**

Alberta Education holds planning session with Superintendents

On December 6, 2013, Alberta Education's Executive Team met with superintendents to discuss and share the opportunities and challenges that lay before us in our efforts to implement the vision of *Inspiring Education* in the best interests of Alberta students.

Moving *Inspiring Education* forward

The morning began with a presentation by the Deputy Minister Greg Bass, who set the stage for the day's discussions. The Deputy Minister provided background information on *Inspiring Education* and provided a brief update on current initiatives.

Working in groups of five to eight, across 10 tables, attendees were asked to respond to the following three questions:

1. What opportunities do we have to move forward with implementing *Inspiring Education* and how can we do this together?
2. What challenges do we face regarding provincial implementation of *Inspiring Education* and what are some of the possible solutions?
3. In what areas can Alberta Education support field work in relation to *Inspiring Education*?

This document summarizes the captured discussions.

QUESTION ONE:

What opportunities do we have to move forward with implementing *Inspiring Education* and how can we do this together?

THEME ONE:

Increase awareness of *Inspiring Education* among stakeholder groups

- The need for storytelling: what are we already doing to align with this vision? Show our success stories.
- The vision of *Inspiring Education* needs to be better defined and understood by parents, teachers and the media.
- Develop a wide-scale communications plan with common messages that Albertans understand and can warm them up to the changes.
- Encourage boards and associations to share the message and encourage their stakeholders to embrace the changes ahead.

THEME TWO:**Clearly define roles and responsibilities**

- Provide a specific strategic plan that enables school authorities to implement change.
- Clearly define the responsibilities of each education partner when implementation takes place.
- Articulate clear expectations and practices for teachers.
- What is the role of the trustee? How can we encourage trustees to engage the community?

THEME THREE:**Collaborate and share responsibility**

- Encourage risk taking and creativity.
- Support school authorities when the naysayers are vocal.
- Encourage teachers to embrace change by setting out clear expectations.
- Tap into student thinking about what it will take to be successful in the future.
- Secure a louder voice from business and industry to show support for these changes.
- School authority and Alberta Education leaders should come together more often to collaborate.

QUESTION TWO:

What challenges do we face regarding provincial implementation of *Inspiring Education* and what are some of the possible solutions?

THEME ONE:**The need for a strategic plan**

- Challenge - *Inspiring Education* is a vision, a belief system - it is that it is being treated as a program.
Solution - Strengthen communications on what *Inspiring Education* is and what the plan to bring it to life is.
- Challenge - Individual school authorities often have to reinvent the wheel for new initiatives, e.g. having to develop policies for Google Docs.
Solution - Education take the lead to do it universally up front as it has done with province-wide Microsoft licensing.
- Challenge - Many things in flux - do we have too much going on simultaneously?
Solution - Multi-year strategic plan.

THEME TWO:**Fear of change**

- Challenge - Teachers who are afraid of change and the new paradigm - teachers in many cases excelled in the old system and may not want change.
Solution - Support change in their practice. This is not a destination, it is a journey, let's get on with the show. We need to continually talk about this.
- Challenge - Interpretation by teachers and other staff that they are at risk because of change, e.g. letting others besides teachers teach, changing roles and responsibilities.
Solution - Better communication, building consensus, collaboration (grassroots professional direction from the educators so they feel ownership and fear diminishes).
- Challenge: How do we overcome the fear of the unknown and ambiguity?
Solution: Clear, accessible communications tools that can be used in the field.

THEME THREE:**The need for clear communication**

- Challenge - We still don't know *Inspiring Education* well enough or can't explain it in simple enough language to champion it.
Solution - Clear, concise, jargon-free key messages.
- Challenge/Solution - Parents will be one of the biggest barriers unless we can be positive, consistent and coherent about why the changes are going to benefit their children.

QUESTION THREE:

In what areas can Education support field work in relation to *Inspiring Education*?

THEME ONE:**Communication**

- Alberta Education needs to play a key role in communicating with folks outside the education community. Develop a provincial communication strategy that will bring more of the public into *Inspiring Education*.
- Clear, concise, jargon-free key messages, over and over and over again.
- Hire a videographer to tell the stories of what is happening around the province. The goal is not as a marketing tool it is a learning tool.
- Common, pro-active provincial communication that counters the regressive news articles in the media.
- Communication is key, let's work together.

THEME TWO:**Defining roles and responsibilities**

- Alberta Education must be willing to publicly support initiatives that some Albertans question and don't agree with.
- Alberta Education can let go some of the strings - strive for less bureaucracy.
- Clearly define the responsibilities of each educational partner when implementation of initiatives takes place. This should be done in advance of implementation and should be consistent among initiatives.
- Regional support from the Field Managers has been great, this should be maintained.

THEME THREE:**Stay the course**

- Ensure that Alberta Education (and the GOA) stays the course. If the political will is lost on this matter, it would affirm the feelings of those opposed and would make any future 'new' initiative extremely difficult to implement.

THEME FOUR:**Remove barriers for students**

- Learning occurs in many places - government needs to recognize and acknowledge this learning and provide easy processes/structures that don't block access.
- Help make the connections to career pathways.
- The K-12 and post-secondary systems **MUST** be in alignment and K-12 must be supported by post-secondary so students can make good decisions.
- We are experiencing a high number of extreme behavioral needs. Connect more closely with other agencies in alignment with *Inspiring Education*.

Monthly Attendance By School - September, 2013 - December, 2013

SCHOOL	September, 2013	October, 2013	November, 2013	December, 2013	January, 2014	February, 2014	March, 2014	April, 2014	May, 2014	June, 2014
ANZAC	93	88	87	78						
ATHABASCA DELTA	80	73	66	54						
BILL WOODWARD	93	93	92	86						
BISHOP ROUTHIER	83	82	79	86						
CAREER PATHWAYS	72	62	43	53						
CALLING LAKE	92	79	77	75						
CHIPEWYAN LAKE	73	80	78	82						
CONKLIN	87	90	92	84						
DR. MARY JACKSON	86	83	90	90						
ELIZABETH	96	94	90	92						
FATHER R. PERIN	79	67	69	59						
FORT MCKAY	87	82	79	73						
GIFT LAKE	86	83	86	85						
GROUARD	94	87	85	86						
HILLVIEW-EAST PR	93	90	80	91						
J. F. DION	92	87	86	79						
KATERI	82	77	77	79						
LITTLE BUFFALO	81	70	72	66						
MISTASSINIY	73	62	59	51						
PADDLE PRAIRIE	87	82	92	77						
PEERLESS LAKE	89	89	81	83						
PELICAN MOUNTAIN	89	91	82	60						
ST. THERESA	90	87	84	79						
SUSA CREEK	94	83	84	80						

Secretary Treasurer's Report
For the Period Ending December 31, 2013
Presented by Dennis Walsh, Secretary-Treasurer

Introduction

Happy New Year! In our year to date, for the period ending December 31, 2013, Northland School Division's operating costs are in line with the operating budget. The Federal Revenue may still be adjusted depending on the finalization of AANDC Audit of the First Nations students. Other than minor adjustments because of priority school conflicts, and a small adjustment to Transportation, we are not expecting any substantial adjustments to our Provincial Revenues.

The Actual revenue of \$21,573,935 represents 35.45% of the budget. Expenses of \$19,541,061 represent 32% of the budget.

Current Activity**November 2012-2013 Revised Budget**

The November Revised Budget was approved at the November 29, 2013 Board Meeting and has been uploaded to our Financial System. Our comparison to the Revised Budget has started with December's cost.

Budget 2014-2015

Mybudgetfile is a budgeting software package that allows the creation, storage and modification of budgets through a web-based application. It will integrate with our current financial system and we will be able to make changes in real-time, so critical decisions can be made quicker and confidently, knowing that our data is always relevant, accurate, and up-to-the-minute. This system will be available for all Principals and Central Office starting with January's actual. This software will be used to input the 2014 - 2015 budget information.

Human Resource and Financial Management System

Implementation of our Management System will start this month with estimated completion date to be mid-May.

Conclusion

Our priorities over the next month will be the preparation of the February to August Forecast and the commencement of the 2014-2015 budget process.

STATEMENTS OF OPERATIONS

For the Period Ending December 31, 2013 (in dollars)

	Actual 2011-2012 (Restated)	Actual 2012-2013	Actual YTD December 31 2013-2014	Budget 2013-2014 June Approved	Budget 2013-2014 Nov. Revised	% Remaining
REVENUES						
Alberta Education	\$37,455,386	\$37,200,087	\$12,677,768	\$35,890,506	\$37,059,057	65.79%
Other - Government of Alberta	\$1,095,583	\$966,929	\$0	\$30,022	\$0	
Federal Government and First Nations	\$20,845,936	\$20,862,392	\$8,038,459	\$21,459,628	\$20,293,271	60.39%
Other Alberta school authorities	\$0	\$0	\$0	\$0	\$0	
Out of province authorities	\$0	\$0	\$0	\$0	\$0	
Alberta Municipalities-special tax levies	\$0	\$0	\$0	\$0	\$0	
Property taxes	\$0	\$0	\$0	\$0	\$0	
Fees	\$0	\$0	\$0	\$0	\$0	
Other sales and services	\$0	\$0	\$0	\$0	\$0	
Investment income	\$565,572	\$656,887	\$0	\$0	\$0	
Gifts and donations	\$39,891	\$10,292	\$498,564	\$1,730,185	\$1,704,496	70.75%
Rental of facilities	\$693,754	\$665,555	\$52,864	\$247,964		
Fundraising	\$1,000,651	\$973,522	\$290,716	\$1,052,648	\$170,014	68.91%
Gains (losses) on disposal of capital assets	\$347,164	\$251,134	\$0	\$450,000	\$1,173,657	75.23%
Other revenue	\$1,260	\$156,458	\$0	\$0	\$450,000	100.00%
TOTAL REVENUES	\$62,045,197	\$61,743,256	\$21,573,935	\$60,870,953	\$60,850,495	64.55%
EXPENSES						
Certificated salaries	\$21,544,783	\$21,031,068	\$6,907,205	\$21,442,507	\$21,352,159	67.65%
Certificated benefits	\$4,218,552	\$4,092,469	\$1,452,396	\$4,181,647	\$4,162,486	65.11%
Non-certificated salaries and wages	\$13,536,225	\$13,282,741	\$4,160,070	\$11,381,492	\$12,412,748	66.49%
Non-certificated benefits	\$2,959,078	\$2,916,643	\$864,167	\$3,040,196	\$2,912,775	70.33%
SUB - TOTAL SALARIES AND BENEFITS	\$42,258,638	\$41,322,920	\$13,383,838	\$40,045,842	\$40,840,168	67.23%
Services, contracts and supplies	\$16,204,273	\$15,450,160	\$4,559,045	\$16,458,785	\$16,165,900	71.80%
Amortization of supported tangible capital assets	\$3,138,632	\$3,192,543	\$1,065,814	\$2,998,969	\$2,998,969	64.46%
Amortization of unsupported tangible capital assets	\$995,957	\$1,609,872	\$531,215	\$1,027,049	\$1,027,049	48.28%
Supported interest on capital debt	\$40,429	\$23,193	\$0	\$28,901	\$28,901	100.00%
Unsupported interest on capital debt	\$650	\$433	\$0	\$784	\$784	100.00%
Other interest and finance charges	\$4,690	\$29,008	\$1,150	\$8,000	\$8,000	85.63%
Losses on disposal of tangible capital assets	\$33,167	\$67,735	\$0	\$0	\$0	
Other expense	\$0	\$0	\$0	\$0	\$0	
TOTAL EXPENSES	\$62,676,435	\$61,695,864	\$19,541,061	\$60,568,330	\$61,069,771	68.00%
OPERATING SURPLUS (DEFICIT)	(\$631,238)	\$47,392	\$2,032,874	\$302,622	(\$219,276)	91

Northland School Division
Federal Accounts Receivable

1/15/2014

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
Jan-14	(4,966.64)	-	249,482.56	(11,522.64)	695,111.18	(6,947.05)	52,732.08	(21,884.68)	47,167.92	103,485.51	1,102,658.24
Dec-13	(4,966.64)	-	249,482.56	(11,522.64)	639,067.28	(6,947.05)	-	(21,884.68)	47,170.92	103,485.51	993,885.26
Nov-13	(18,207.68)	-	274,489.60	(34,567.92)	296,623.02	(20,841.15)	-	(65,654.04)	174,808.18	176,109.45	782,759.46
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	32,935.60	37,757.62
Jan-13	-	-	-	-	-	-	-	-	-	7,172.94	7,172.94
Dec-12	-	-	-	-	-	-	-	-	-	0.00	-
Nov-12	-	-	-	-	-	-	-	-	-	0.00	-
Oct-12	-	-	-	-	-	-	-	-	-	0.00	-
Sep-12	-	-	-	-	-	-	-	-	-	0.00	-
Sep-11	-	-	-	-	-	-	-	-	-	0.00	-
Dec 2005 & older	-	61,333.22	-	-	-	-	-	-	-	0.00	61,333.22
	(55,888.00)	61,333.22	916,098.76	(70,746.80)	731,396.48	(38,166.85)	52,732.08	(118,849.80)	275,195.49	713,338.05	2,466,442.63
Current	(4,966.64)	-	249,482.56	(11,522.64)	695,111.18	(6,947.05)	52,732.08	(21,884.68)	47,167.92	103,485.51	993,885.26
30 days	(4,966.64)	-	249,482.56	(11,522.64)	639,067.28	(6,947.05)	-	(21,884.68)	47,170.92	103,485.51	782,759.46
60 days	(18,207.68)	-	274,489.60	(34,567.92)	296,623.02	(20,841.15)	-	(65,654.04)	174,808.18	176,109.45	305,805.90
90 days	1,653.88	-	236,979.04	-	-	-	-	-	0.04	67,172.94	68,826.86
120 days	1,653.88	-	-	-	-	-	-	-	0.04	67,172.94	(1,162,450.20)
180 days	(31,054.80)	-	(94,335.00)	(13,133.60)	(899,405.00)	(3,431.60)	-	(9,426.40)	1,224.80	-	-
181 - 365	-	-	-	-	-	-	-	-	-	195,911.70	313,623.89
1 yr - 2 yr	-	-	-	-	-	-	-	-	4,823.59	-	-
Over 2 yr	-	61,333.22	-	-	(0.00)	-	-	-	-	-	61,333.22
Current	(55,888.00)	61,333.22	916,098.76	(70,746.80)	731,396.48	(38,166.85)	52,732.08	(118,849.80)	275,195.49	713,338.05	2,466,442.63
Long Term	-	-	-	-	-	-	-	-	-	-	-
Total Aging	(55,888.00)	61,333.22	916,098.76	(70,746.80)	731,396.48	(38,166.85)	52,732.08	(118,849.80)	275,195.49	713,338.05	2,466,442.63

15-Jan-14

Northland School Division No. 61

Accounts Receivable
Federal Government and First Nations

Monthly Billing REG rate ECS Rate

Student Counts 13-14 Student Count Reg E.C.S.		Prior to & 2004/2005	Outstanding Aug-2011 2010/2011	Outstanding Aug-2012 2011/2012	Outstanding Aug-2013 2012/2013	Outstanding Jan-2014 2013/2014	Mths O/S	Total Outstanding
111	26	-	(0.00)	0.00	6,048.39	269,147.10	1.2	275,195.49
6	4	-	-	-	(0.00)	52,732.08	7.6	52,732.08
360	26	-	(0.00)	0.00	(899,405.00)	1,630,801.48	1.1	731,396.48
0	0	61,333.22	-	-	(31,054.80)	(24,833.20)	(0.8)	61,333.22
40	2	-	-	-	(94,335.00)	1,010,433.76	3.7	(55,888.00)
138	8	-	0.00	-	195,911.70	517,426.35	6.9	916,098.76
54	3	-	-	(0.00)	(9,426.40)	(109,423.40)	(0.8)	713,338.05
72	11	-	-	(0.00)	(3,431.60)	(34,735.25)	(0.3)	(118,849.80)
57	8	-	0.00	0.00	(13,133.60)	(57,613.20)	(0.2)	113,432.45
201	21	-	-	(0.00)				393,735.36
1039	109							2,466,442.63

Total Outstanding

61,333.22 (0.00) 0.00 (848,826.31) 3,253,935.72 2,466,442.63

Woodland Cree	Sep/Oct 2012
Athabasca Chip	Dec 2013
Lubicon Lake	Dec 2013
Chipewyan Prairie	Dec 2013
INAC	Dec 2013
Peerless Trout First Nation	Dec 2013
Athabasca Chip	Jan 2014
Lubicon Lake	Jan 2014
Chipewyan Prairie	Jan 2014
INAC	Jan 2014
Peerless Trout First Nation	Jan 2014
Woodland Cree	Nov/Dec 2012

2,142,724.00

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

BOARD OF TRUSTEES

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

DATE: JANUARY 23, 2014

FROM: DAVID COX, DIVISION FACILITY MANAGER

SUBJECT: 2012-2013 IMR STATEMENT OF COSTS

ORIGINATOR: FINANCE, MAINTENANCE, TRANSPORTATION COMMITTEE

RECOMMENDATION
That the Board of Trustees recommends the approval of the attached IMR Statement of Costs in the amount of \$545,267.

CURRENT SITUATION: We are required by the province to submit a report annually as to where we have expended our IMR allocation. This report outlines projects that the Board was previously advised of and that were started or completed during the fiscal year.

BLIMS Evaluation Module

IMP/IMR Block Funding Report - Final Cost 2012/2013

Printed On: 2014/01/14

Asset	Brief Description	Element	Event Type	Priority	Year	Cost	Event Notes
Athabasca Delta Community School B3409A	2013 Study for Boiler Replacement by SCL Engineering	D3020.02.01 Heating Boilers and Accessories: H.W.** - 2008	Study	High	2013	\$8,900	
Calling Lake School S2875	Replaced roof on portable.	F1010.02.04 Portable and Mobile Buildings** - 2004 Portables	Failure Replacement	Medium	2013	\$9,488	
Calling Lake School S2875	Extended the parking lot.	G2020.02.02 Flexible Paving Parking Lots (Asphalt)**	Program Functional Upgrade	Medium	2013	\$64,895	
Calling Lake School S2875	Replaced roof on portable	F1010.02.04 Portable and Mobile Buildings** - 1994 Portables	Failure Replacement	Medium	2013	\$9,488	
Calling Lake School S2875	Replaced roof on portable	F1010.02.04 Portable and Mobile Buildings** - 1978 Portables	Failure Replacement	Medium	2013	\$9,488	
Calling Lake School S2875	Replaced roof on portable.	F1010.02.04 Portable and Mobile Buildings** - 1997 Portables	Failure Replacement	Medium	2013	\$9,488	
Calling Lake School S2875	Replaced roof on portable.	F1010.02.04 Portable and Mobile Buildings** - 1990 Portables	Failure Replacement	Medium	2013	\$9,488	
Chipewyan Lake School B4222A	Replaced eavestroughs, downspouts and concrete splashpads. (approx. 170 eavestrough and downspouts)	B3010.08.02 Metal Gutters and Downspouts**	Failure Replacement	Low	2013	\$2,126	
Conklin Community School S2975	Replaced aged septic tank.	G3020.02 Septic Systems*	Failure Replacement	High	2013	\$3,204	
Grouard Northland School B3520A	2013 Boiler replacement proposal by SCL Engineering	D3020.02.01 Heating Boilers and Accessories: H.W.**	Study	High	2013	\$5,125	
Grouard Northland School B3520A	Installed Security Screen on Exterior Windows (~92 m2)	B2020.01.01.02 Aluminum Windows (Glass & Frame)**	Operating Efficiency Upgrade	Medium	2013	\$2,394	
Kateri School B4187A	Added new fire alarm panel	D5030.01 Detection and Fire Alarm**	Failure Replacement	High	2013	\$9,569	
Little Buffalo School B2506A	Replaced Detection and Fire Alarm System (~1,779 m/gfa)	D5030.01 Detection and Fire Alarm**	Failure Replacement	Medium	2013	\$9,206	

This report was generated without using Virtual Events.

Printed On: 2014/01/14

Asset	Brief Description	Element	Event Type	Priority	Year	Cost	Event Notes
Mistassiniy School B4225A	Completed the project, replaced home ec countertop	E2010.02 Fixed Casework** - Millwork	Failure Replacement	Medium	2013	\$24,963	
Mistassiniy School S4225	Sewer line diagnostic and repairs	G3020.01 Sanitary Sewage Collection*	Study	High	2013	\$90,640	
Mistassiniy School S4225	Complete sewer line replacement.	G3020.01 Sanitary Sewage Collection*	Failure Replacement	High	2013	\$247,857	
Paddle Prairie School B3853A	Completed phase 2 of control upgrade.	D3080.02.01 Electric and Electronic Controls**	Failure Replacement	Medium	2013	\$19,302	
Total						\$535,621	

This report was generated without using Virtual Events.

IMP/IMR Block Funding Report - Final Cost 2012/2013

BLIMS Evaluation Module

BOARD OF TRUSTEES

**COLIN KELLY
TRUSTEE OF THE BOARD**

DATE: JANUARY 23, 2014

PRESENTED BY: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

SUBJECT: PROCEDURE 304, STUDENT CONDUCT

ORIGINATOR: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

RECOMMENDATION
That the Board of Trustees approve 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 approved in principle at the November 27, 2013 Board Meeting (23518/13) with the request to bring the complete Procedure back.



Procedure 304

Student Conduct

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.