

**February 27, 2014**  
**Board Meeting**  
**Attachments**

1.	Early Development Instrument Results (EDI) Presentation	
2.	Superintendent's Report	23553/14
3.	Chairman's Report	23554/14
4.	Education Quarterly Report	23555/14
5.	Secretary-Treasurer's Report	23556/14
6.	Finance Quarterly Report	23557/14
7.	2014 – 2014 School Calendar	23558/14
8.	Revised Northland Staff Supervision and Evaluation Review	23559/14

# Early Development Instrument Results (EDI)

Board Presentation

February, 27 2014

Stephanie Ritcey

# Early Child Development Mapping

- The Early Child Development (ECD) Mapping Initiative, led by Alberta Education, is a five year research and community development activity that includes the implementation of the Early Development Instrument (EDI) in Kindergarten classes across the province. The initiative will help Albertans to better understand how their young children are doing and to work together to support their healthy development.

# Early Child Development Mapping

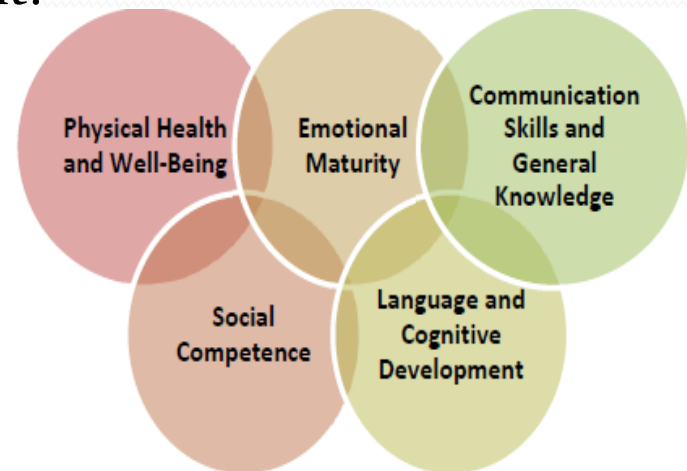
- The EDI was completed by teachers for all children in Kindergarten classes across the province. Students who have been identified with a Special Education code are pulled out.
- The Early Development Instrument was designed to measure children's developmental outcomes during their early years before school, as they influence their readiness to learn at school.



# Early Child Development Mapping

The Early Development Instrument (EDI) measures children's development health at school entry by asking questions covering five different areas of their early development:

- Physical health and well being
- Social competence
- Emotional maturity
- Language and cognitive development
- Communication skills and general knowledge



# Early Child Development Mapping

## Physical Health and Well Being-

- gross and fine motor (skills-e.g., holding a pencil, running on the playground)
- motor coordination
- adequate energy levels for classroom activities.

# Early Child Development Mapping

## Social Competence-

- curiosity about the world
- eagerness to try new experiences
- knowledge of standards of acceptable behaviour in a public place
- ability to control own behaviour
- cooperation with others
- following rules
- ability to play and work with other children.

# Early Child Development Mapping

## Emotional Maturity-

- ability to reflect before acting
- balance between being too fearful or too impulsive
- ability to deal with feelings at the appropriate level
- empathetic responses to other people's feelings.

# Early Child Development Mapping

## Language and Cognitive Development

- reading awareness
- age-appropriate reading, writing and numeracy skills (including manipulatives such as board games)
- ability to understand similarities and differences
- ability to recite back specific pieces of information from memory.

# Early Child Development Mapping

## Communication Skills and General Knowledge

- The ability to communicate needs and wants in socially-appropriate ways
- Symbolic use of language, story-telling, and age-appropriate knowledge about the life and world around them.

# Early Child Development Mapping

Results are interpreted for groups of children. EDI

- does not provide diagnostic information on individual children,
- nor is it designed to measure an individual school's performance.

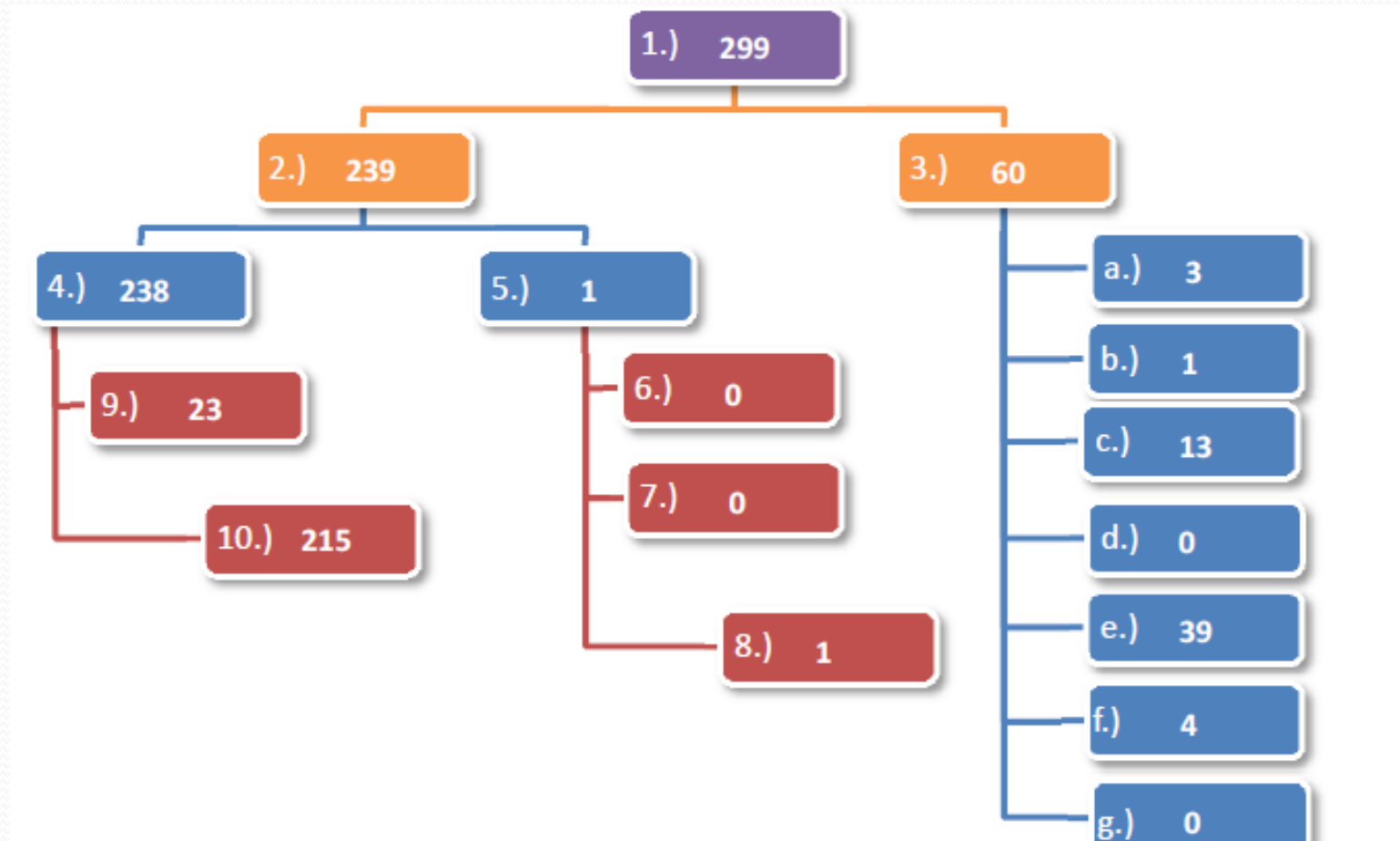
# Early Child Development Mapping

The results provide a generic snapshot of how children are doing. This can assist in mobilizing community, local, jurisdictional, regional, provincial, federal, and industry resources to support children's development in their first five years of life.



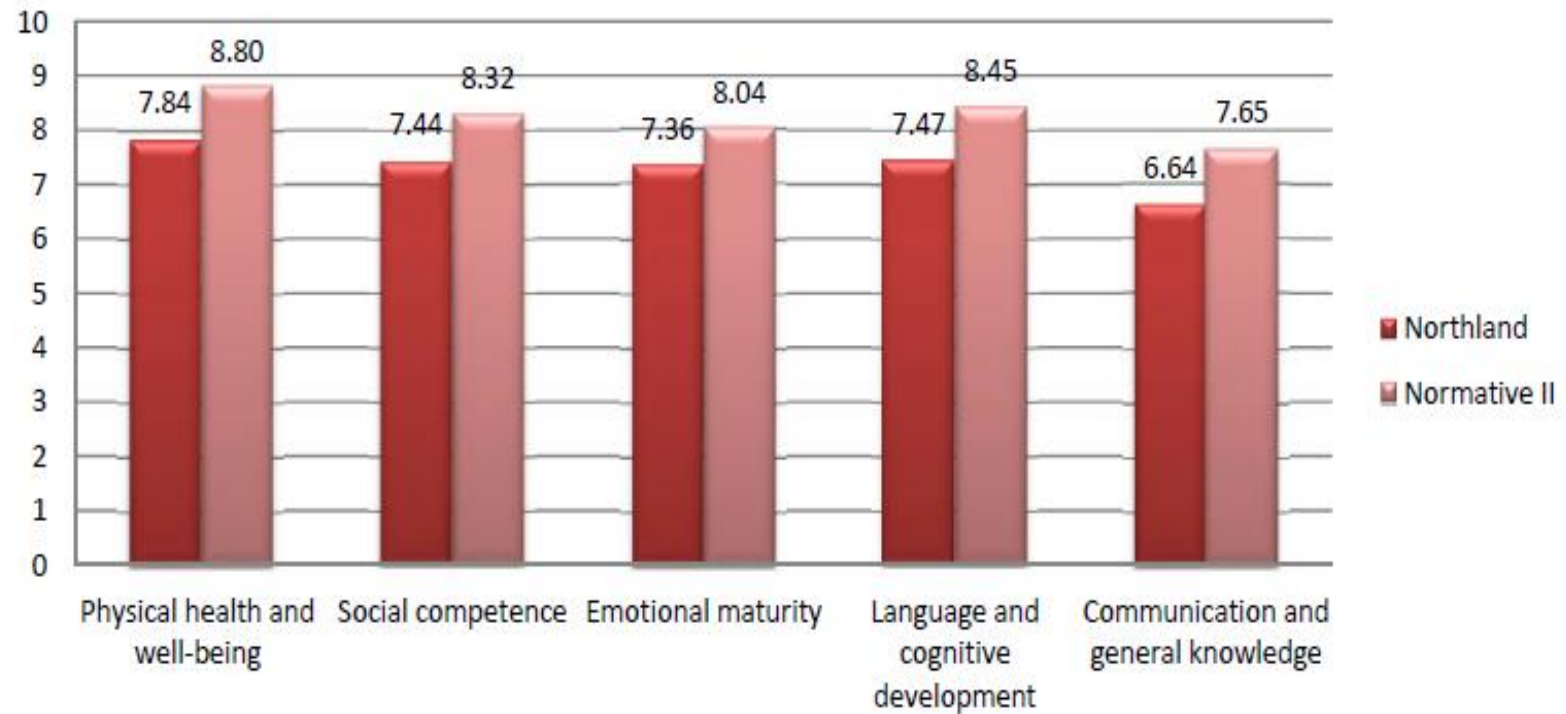


# Early Child Development Mapping

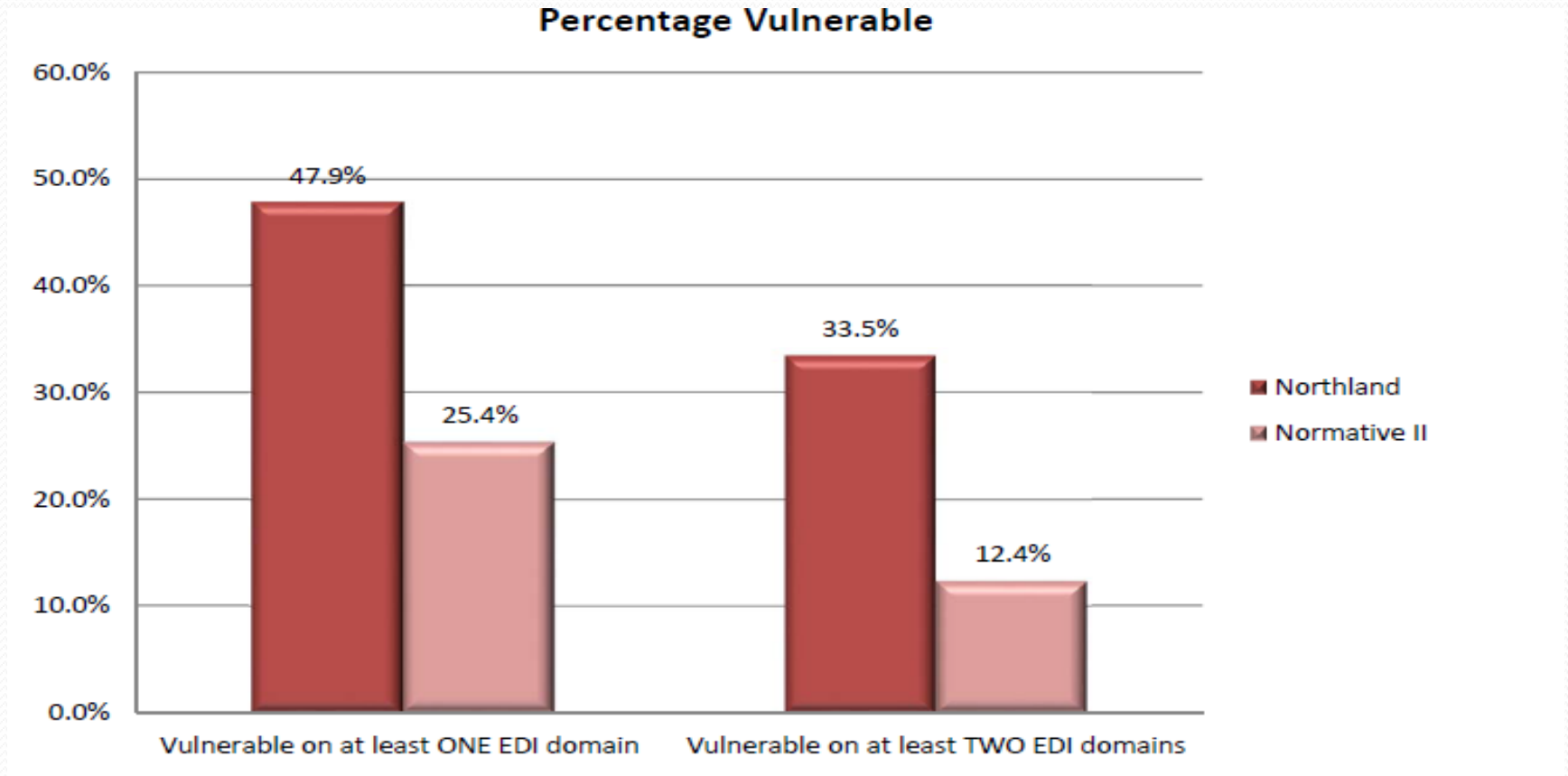


# Early Child Development Mapping

EDI Mean Scores



# Early Child Development Mapping



# Early Child Development Mapping

Domains	% Vulnerable	
	2012/2013 Northland School Division No. 61 (Normative II cut-offs)	Normative II
Physical Health Well-Being	28.4%	9.7%
Social Competence	20.9%	9.2%
Emotional Maturity	23.7%	10.7%
Language & Cognitive Development	21.9%	8.7%
Communication Skills & General Knowledge	24.2%	13.0%

# Early Child Development Mapping

What do the results mean for Northland Students?

- Screening of children in spring for Early Entry
- Students need to have access to early interventions – Head-Start, Early entry into ECS as a PUF student.
- Programming for these student should be experiential play-based learning and focus on oral language, self-regulation routines, and social development.

# Early Child Development Mapping

What do the results mean for Northland Students?

- Programming needs to focus on where the students are at, and build from that point.
- Implementing the Early Years Evaluation Tool (EYE) will give the teachers diagnostic and ongoing formative information on the level that the students are currently working at.

# Early Year Development Mapping

## Questions





## Superintendent's Report February 27, 2014

### January, 2014

28	Community Stewardship – Wabasca
29	Community Stewardship – Literacy Night/Cenovus Announcement – St. Theresa
31	Gift Lake – Chinese New Year Celebration Wabasca – Area Local School Board Committee Orientation

### February, 2014

1	Wabasca – Area Local School Board Committee Orientation
3	Wabasca – Cultural Centre
5	Edmonton – Advisory Committee Meeting
6	Edmonton – Advisory Committee Meeting and Travel to Grouard Grouard – Area Local School Board Committee Orientation
7	Grouard – Area Local School Board Committee Orientation
11	Edmonton – Administrators' Meeting
12	Edmonton – Administrators' Meeting
13	Edmonton – Northeast Teachers Convention
14	Edmonton – Northeast Teachers Convention
19	Calgary – Inspiring Education Symposium
21	Edmonton – Metis LTA Education Initiatives Travel to Peace River Peace River – Area Local School Board Committee Orientation
22	Peace River – Area Local School Board Committee Orientation
24	High Prairie – Meeting with High Prairie School Division re: transitioning students Travel to Edmonton
25	Edmonton - Meeting with Felix Schroeder
26	Edmonton – AANDC Meeting Travel to Peace River
27	Peace River – Board Meeting
28	Fort McMurray – Area Local School Board Committee Orientation

### March 1, 2014

1	Fort McMurray – Area Local School Board Committee Orientation RARA Awards
3	Conklin – School Visit
4	Janvier – School Visit





**From:** Education Deputy Minister <[EducationDeputyMinister@gov.ab.ca](mailto:EducationDeputyMinister@gov.ab.ca)>  
**Date:** January 13, 2014 at 10:40:04 AM MST  
**To:** EDC-All Education Staff <[EDC-All\\_Education\\_Staff17575@learning.gov.ab.ca](mailto:EDC-All_Education_Staff17575@learning.gov.ab.ca)>  
**Cc:** Raj Gill <[Raj.Gill@gov.ab.ca](mailto:Raj.Gill@gov.ab.ca)>  
**Subject:** 2013-14 Stakeholder Satisfaction with Education in Alberta Telephone Surveys

**To:** All Superintendents of Public, Separate, Francophone and Charter School Boards  
All Executive Directors  
ACSTA (Alberta Catholic School Trustees' 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)  
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)

As in previous years, the Ministry of Education will be conducting its annual stakeholder satisfaction telephone surveys to collect public, employer and stakeholder perceptions of Alberta's education system.

The surveys gather responses from a random sample of parents, the general public, business and industry, high school students, teachers, principals, superintendents and school board trustees in the province. The total number of completed surveys will be over 7,000, ensuring that survey results for each of the eleven respondent groups are statistically representative. The survey responses are completely confidential, and only aggregate data will be reported.

The purpose of the surveys is to determine stakeholders' satisfaction with:

- the overall quality of the education system;
- the education system meeting the needs of students and supporting our society and the economy;
- schools providing a safe and caring environment for students;
- preparation of students for lifelong learning, employment and active citizenship;
- the education system having effective working relationships with partners and stakeholders;

- leadership and continuous improvement of the education system;
- knowledge, skills and abilities of recent high school graduates; and
- facilities and equipment in the education system.

Your participation is important as it provides valuable information to help the ministry identify areas of strength and areas needing improvement, thus helping to provide a more effective and accountable education system. Some survey results are also used in specific business plan performance measures and will be reported in the ministry's 2013-14 Annual Report.

CCI Research Inc. has been contracted to administer the telephone interviews beginning on January 15, 2014 and finishing at the end of March 2014. A summary of the information resulting from the surveys will be posted on Education's website. Last year's survey instruments and survey results are available at [www.education.alberta.ca/admin/resources/satisfaction.aspx](http://www.education.alberta.ca/admin/resources/satisfaction.aspx).

If you have questions about the survey, please contact Raj Gill, Senior Manager, Corporate Planning Branch, at 780-427-3748 (toll-free by first dialing 310-0000) or at [raj.gill@gov.ab.ca](mailto:raj.gill@gov.ab.ca).

Sincerely,

Greg Bass  
Deputy Minister of Education

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Ann Rosin  
Executive Assistant  
Phone: 780.624.2060 Extension 6103

Please note my new e-mail: [Ann.Rosin@nsd61.ca](mailto:Ann.Rosin@nsd61.ca)

## THE COMMUNIQUE

Friday February 7, 2014

### Accountability Pillar Surveys

The 2013-2014 Accountability Pillar Surveys are being fielded from January to March 2014. By completing this survey, you are giving your school, your school authority and your provincial government important information to gauge the quality of education that Alberta children are receiving and make improvements where needed.

The following contains key information regarding the 2013-2014 Accountability Pillar Surveys.

#### **Student Survey Administration through TELL them FROM me (TTFM) Survey**

- In November, Alberta Education signed a 3-year contract with The Learning Bar for the TELL them FROM me Survey. The contract supports a cost sharing model between the Ministry and school authorities choosing to use the TTFM survey. Included in the contract is the embedding of the Accountability Pillar Survey questions for students with the TTFM Survey, thus streamlining survey administration and reducing survey fatigue.
- In those schools participating in TTFM under this provincial contract, students who complete the TTFM survey during the first TTFM survey administration period (ending February 28) will complete the AP questions as well, so there is no need for these students to do the AP survey separately.
- At the minimum, schools should survey one complete grade per division (4-6) 7-9, 10-12) through TTFM, with grades 4, 7, and 10 being recommended for consistence with the standard AP survey administration.
- The deadline for schools to join in the combined TTFM-AP survey for this administration has passed.
- The combined TTFM-AP surveys are only for students. All schools still need to survey their teachers through the standard AP survey process.

#### **PARENT SURVEY:**

- Northland School Division Parent Surveys have been forwarded to Central Office. They will be distributed to schools or distributed to principals at The Administrators' Meeting February 11, 2014. In an attempt to increase the number of surveys completed, I am asking that you and your staff implement strategies such as inviting parents to the school to explain the survey, or home visits, involving your local school board, to assist the parents to complete these forms in order to increase our participation rates.
- Parents of Francophone-enrolled students receive their survey in French. All other parents receive their survey in English. In addition to English and French, the survey is available in Chinese, Punjabi, Arabic, Blackfoot, Cree, Korean, Spanish and Tagalog. Parents wishing to get the survey in another language will be instructed to contact their principal. The principal will then contact Alberta Education (send email to [keith.bowen@gov.ab.ca](mailto:keith.bowen@gov.ab.ca)) and receive a copy by email to print for the parent, which will ensure that the grade, school and jurisdiction codes are correct on the survey.
- Based on school authority requests for more reportable survey data at the school level, the parent survey in small schools (fewer than 120 students in grades 4-12) was expanded to

include parents of all students in grades 4 and above. In larger schools, the survey will continue to include only parents of students in grades 4, 7 and 10.

- Level 2 private schools, most charter schools and those schools participating in the High School Flexibility Enhancement Project also have the surveying expanded to include parents of all students in grades 4 and above.

#### **STUDENT AND CERTIFIED TEACHER ONLINE SURVEYS:**

- The fielding of the student and teacher surveys will be from **January 24, 2014 to March 7, 2014**. As in previous years, these surveys will be done online.
- Each student and teacher will have a Random Access Code (RAC), which will be required to access the AP Survey. RACs for each school are available now on the Extranet.
- Principals need to access the Extranet prior to fielding to access RACs for their teachers and students. To simplify this process, a pre-generated list of codes will be available for download and printing by principals. If a principal has issues with Extranet access, they should contact the Client Services Help Desk (780-427-5318) (toll free using 310-0000) or by email at [cshelpdesk@gov.ab.ca](mailto:cshelpdesk@gov.ab.ca). If "additional" RACs are needed, please contact Regina Yan ([reginia.yan@gov.ab.ca](mailto:reginia.yan@gov.ab.ca)).
- These RACs identify the school and survey type (e.g. teacher survey, grade 4 student survey, etc.). The RACs **cannot** identify individuals.
- The teacher survey is applicable to all certificated staff in the school.
- The student survey is applicable to the following groups:
  - ✦ **Public, Separate and Francophone Schools:**
    - ◆ Small schools (fewer than 120 students in grades 4-12) – based on jurisdiction requests for more reportable survey data at the school level, small schools are being provided with sufficient RACs to include all students in grades 4 and above in the survey.
    - ◆ Schools participating in the High School Flexibility Enhancement Project also receive sufficient RACs to include all students in grades 4 and above in the survey.
    - ◆ Large schools (120 or more students in grades 4-12) will continue to include only students in grades 4, 7 and 10 in the survey.
  - ✦ **Charter Schools and Level 2 Private Schools:** The student survey is applicable to all students in grade 4 and above.
  - ✦ The table below shows which survey is to be administered to the different grades:

Student Survey	Student groups the survey is applicable to:		
	Public, Separate and Francophone Schools		Charter Schools and Level 2 Private Schools
	Large schools	Small Schools, High School Flexibility Enhancement Project Schools	
Grade 4 survey	Grade 4	Grades 4, 5, 6	Grades 4, 5, 6
Grade 7 survey	Grade 7	Grades 7, 8, 9	Grades 7, 8, 9
Grade 10 survey	Grade 10	Grades 10, 11, 12	Grades 10, 11, 12

Students and teachers access the survey between January 24 and March 7 at <http://www.education.gov.ab.ca/acctpillar/>

- Once the survey introduction page is presented, the respondent types in his/her RAC and then completes the survey.
- Once the survey is submitted, the respondent will see a confirmation screen indicating that the survey has been received by Alberta Education.
- If the school authority has its own online survey linked (see below), the respondent will be given the opportunity to begin that survey after the AP Survey has been completed.

- Teachers and students are encouraged to complete the surveys online in the first two weeks of the fielding window, as this provides the school authority time to follow-up with any schools that may have missed the notification or forgotten about the surveys.

#### **Jurisdiction Survey "Link"**

- School authorities are reminded that they can link their online surveys for teachers and students to the AP Surveys through their extranet page.
- The "Jurisdiction Specific" option on the Extranet page under "Accountability Pillar - Online Survey Admin" (from menu on left of screen), allows authorities to link their surveys. More detailed instructions for linking the surveys are available on the "Jurisdiction Specific" option page.
- This option allows for a seamless transition for students and teachers to complete an online survey designed and hosted by their school authority immediately after completing the AP Surveys.

#### **Attachments:**

- ✕ Accountability Pillar Survey Fact Sheet
- ✕ Sample Newsletter/Memo for Principals

The website <http://education.alberta.ca/admin/funding/accountability/surveys.aspx> contains material related to the survey, including:

- Example questionnaires in English and French
- Information flyers that accompanied the parent surveys (these may be printed and passed along to parents or posted to advertise the survey in the schools).

**NOTE: Accountability Pillar Survey radio advertisements have been running on various stations since January 15, 2014. The first advertisement ran on YL Country/KIX FM in Peace River, CFWE Radio and Prairie FM in High Prairie.**

## **Accountability Pillar Surveys Fact Sheet**

The survey has been expanded to include all students in grades 4 and above and their parents if the school has fewer than 120 students in grades 4-12, or if the school is participating in the High School Flexibility Enhancement Project.

In all other schools, the survey continues to be focused on parents of students in grades 4, 7 and 10.

- The Accountability Pillar provides an opportunity for Alberta Education and school authorities to ensure that we're equipping students for success.
- The Accountability Pillar uses a set of 16 indicators consisting of surveys of students, parents and teachers on various aspects of quality; student outcomes such as dropout and high school completion rates; and provincial assessments of student learning.
- All surveys are anonymous and ask questions about experiences with the school. In addition to English and French, the parent survey is available in Chinese, Punjabi, Arabic, Blackfoot, Cree, Korean, Spanish and Tagalog.
- Your participation in the survey helps provide important information on the quality of education your child is receiving, so we encourage you to return your survey promptly.
- Survey results will be available to school authorities in May 2014, and will be reported publicly as part of their 3-Year Education Plans and Annual Education Results Reports.

## Accountability Pillar Survey

### Sample Newsletter Memo for Principals

Principals are encouraged to include the following message (or one similar) in their newsletter to inform parents of the survey process. Please note that there are three situations in which the surveying is expanded to include all students in grades 4 and above and their parents:

1. the school has fewer than 120 students in grades 4-12,
2. the school is a private or charter school,
3. the school is participating in the High School Flexibility Enhancement Project.

In other schools, the survey continues to be focused on parents of students in grades 4, 7 and 10.

#### Information for parents:

As an annual check-up on the education system, the Accountability Pillar provides an opportunity for Alberta Education and school authorities to ensure that we're equipping students for success.

The Accountability Pillar uses a set of 16 indicators consisting of surveys of students, parents and teachers on various aspects of quality; student outcomes such as dropout and high school completion rates; and provincial assessments of student learning.

From January to the end of February, Alberta Education will be conducting the annual Accountability Pillar Survey. In January, parents of students in grades 4, 7 and 10 (*change to grades 4-12 if applicable*) will receive a survey from Alberta Education. In February, students in grades 4, 7 and 10 (*change to grades 4-12 if applicable*) and all teachers will be completing their surveys online at school.

All surveys are anonymous and ask questions about experiences with the school. In addition to English and French, the parent survey is available in Chinese, Punjabi, Arabic, Blackfoot, Cree, Korean, Spanish and Tagalog.

Your participation in the survey helps provide important information on the quality of education your child is receiving, so we encourage you to return your survey promptly.

Survey results will be available to school authorities in May 2012, and will be reported publicly as part of their 3-Year Education Plans and Annual Education Results Reports.

**Name:** Don Tessier  
**Title:** Associate Superintendent  
**Phone:** 780-624-2060 Extension: 6180  
**Cell:** 780-618-4635  
**Email:** Don.Tessier@nsd61.ca





**From:** Education Deputy Minister <EducationDeputyMinister@gov.ab.ca>  
**Cc:** Chrenan Borradaile <Chrenan.Borradaile@gov.ab.ca>  
**Subject:** Inspiring Education Symposium

**To: All Superintendents**

I am pleased to invite you to join me in Calgary on February 19, 2014 for the Inspiring Education Symposium, which will bring Alberta Education staff and education stakeholders from across the province together to talk about the work we are all doing to transform our education system.

Through the *Inspiring Education* dialogues, Albertans identified a vision for the future of education in which all students are inspired to achieve success and fulfilment as engaged thinkers and ethical citizens with an entrepreneurial spirit. This vision drives all the work within my ministry and sets the direction for working collaboratively to transform our education system.

We all have a role to play in building our next generation of successful Albertans. By working together, we can realize the benefit of an integrated implementation in the best interest of all Alberta students.

During the Inspiring Education Symposium, participants will have a chance to learn more about the initiatives currently underway that are designed to help us move forward with transforming our education system. The event will also provide opportunities for participants to share information about how they are moving forward with transformation, and to explore additional ways they can help bring the vision of *Inspiring Education* to life.

Those attending will also have an opportunity to hear presentations by speakers who will add their own perspectives to the discussion, including the Honourable John Manley, President and Chief Executive Officer of the Canadian Council of Chief Executives; and Andreas Schleicher, the Organisation for Economic Co-operation and Development's Deputy Director for Education and Skills and Special Advisor on Education Policy, as well as head of programmes on indicators and analysis including the Programme for International Student Assessment (PISA).

Other scheduled presenters include Dr. Glenn Feltham, President and Chief Executive Officer of the Northern Alberta Institute of Technology and chair of the Task Force for Teaching Excellence; Stephen Hurley, an educator, writer and facilitator and member of the Editorial Board for the Canadian Education Association's magazine, *Education Canada*; and John Kershaw, President of C21 Canada and 21st Century Learning Associates, who was recently appointed to Aboriginal Affairs and Northern Development Canada's National Selection Committee on Aboriginal education funding.

The symposium will be held at the BMO Centre at Stampede Park, located at 20 Roundup Way SE in Calgary, from 8 a.m. to 5 p.m. Registrations for the event can be completed online at [www.curriecom.com/inspiringeducation2014/register.asp](http://www.curriecom.com/inspiringeducation2014/register.asp). Registration will close at noon on Monday, February 10, 2014.

If you have any questions, please contact Chrenan Borradaile, Director, Corporate Planning, at [chrenan.borradaile@gov.ab.ca](mailto:chrenan.borradaile@gov.ab.ca) or by phone at 780-422-0870 (toll-free by first dialing 310-0000).

I am excited at the prospect of so many of us gathering together in one place to learn from each other and share ideas about how we can ensure our education system continues to meet the learning needs of Alberta's students and position them for success. I hope you are able to attend the symposium and take part in this important discussion.

Sincerely,

Greg Bass  
Deputy Minister of Education

Attachments (2)

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Ann Rosin  
Executive Assistant  
Phone: 780.624.2060 Extension 6103

Please note my new e-mail: [Ann.Rosin@nsd61.ca](mailto:Ann.Rosin@nsd61.ca)

## AGENDA

### Inspiring Education Symposium

February 19, 2014  
Stampede Park, Calgary

Time	Agenda Item
7:15 – 8:40	Registration
8:40 – 8:50	Welcome / Overview of the Day / Housekeeping
8:50 – 9:20	Honourable Jeff Johnson, Minister of Education – Opening Comments
9:20 – 10:05	Presentation – Andreas Schleicher, OECD
10:05 – 10:20	<i>Transition Time – coffee &amp; snack provided</i>
10:20 – 11:05	Breakout Session 1
11:05 – 11:20	<i>Transition Time</i>
11:20 – 12:05	Breakout Session 2
12:05 – 12:15	<i>Transition Time</i>
12:15 – 12:40	<i>Lunch</i> Presentation – Greg Bass, Deputy Minister, Alberta Education
12:40 – 1:20	Presentation – John Manley, Canadian Council of Chief Executives
1:20 – 1:35	<i>Transition Time</i>
1:35 – 2:20	Breakout Session 3
2:20 – 2:35	<i>Transition Time</i>
2:35 – 3:20	Breakout Session 4
3:20 – 3:35	<i>Transition Time – coffee &amp; snack provided</i>
3:35 – 4:15	Presentation – Dr. Glenn Feltham, Task Force on Teacher Excellence
4:15 – 4:45	Table Exercise on Task Force on Teacher Excellence
4:45 – 5:00	Minister Johnson's Closing and Call to Action



**From:** Education Minister <[Education.Minister@gov.ab.ca](mailto:Education.Minister@gov.ab.ca)>

**Date:** February 14, 2014 at 10:50:49 AM MST

**Subject:** Recognizing the Completion of Canada's Mission to Afghanistan: Flag Ceremony on March 12, 2014

**To:** Board Chairs of Public, Separate, Francophone, Charter and Accredited Private Schools

As I am sure you are aware, Canada is in the process of completing its 12-year mission in Afghanistan. The symbolic end of the most visible component will be the lowering of the Canadian flag in Kabul, Afghanistan upon completion of the military mission which is scheduled for March 12. This is a very significant day for Canadians and for Alberta and a great opportunity to teach our children valuable lessons. With that in mind and on behalf of Premier Redford, I request that your school authority take part in activities to mark this historic event and to provide your students with an opportunity to learn about and commemorate the contributions of all Canadians, whether they were in uniform or not, to the international effort in Afghanistan.

When the military mission in Afghanistan comes to an end, the Canadian military presence in that country will have lasted almost as long as Canadian military involvement in the First World War, the Second World War and the Korean War combined. More than 45,000 Canadians have taken part in the mission, and 162 people from all walks of life have made the ultimate sacrifice. Forty-six of those were either from Alberta or stationed in Alberta when they deployed. Reflecting the democratic nature of the Canadian effort, these deaths were not just suffered by soldiers in uniform, but also included a diplomat working in the aid effort, accountants working on managing reconstruction projects and a journalist reporting to Canadians on the effort.

In a country where tens of thousands of children and mothers died annually in childbirth and where girls were denied a basic education, Canada's efforts and those of its international partners helped to improve the lives of Afghans. These improvements will continue to positively change the lives of people well after we have lowered our flag for the last time in Kabul.

Ultimately, we recognize that education will be key to Afghanistan's and indeed the world's success. Incredibly, and as a direct result of the international effort, the number of children in school has increased from one million to more than seven million. Of great significance, the portion of girls in school increased from 5 per cent to 37 per cent. We can all be proud to tell our children about the contribution of everyday Albertans including reservists, police officers and teachers.

As a testament to this, I recently had the chance to speak with one Canadian working hard at building this foundation for the future. Dr. Tim Goddard suffered a tremendous loss in 2006 when his daughter Captain Nicola Goddard, the first Canadian female soldier to die in combat operations, was killed in Kandahar Province. As Minister of Education, I am thankful that the Calgary Board of Education recognized her role as a leader and named a school in her honour. As a parent, I am in awe of the fact that despite his personal loss, Dr. Goddard is now working in

Afghanistan as part of the Canadian aid effort to improve teacher certification and accreditation to ensure a better future for Afghanistan's children. Dr. Goddard is an example of the commitment and sacrifice that many Albertans are making to foster a better future for Afghanistan's children. It is a burden that has been shared by many of our military families and one we need to ensure we do not forget.

On March 12 we will begin the day by lowering to half-mast and then at noon will raise to full height the flags at all government buildings. This recognizes both the sacrifice of the fallen and celebrates the mission's end and gives thanks for those returning safely home.

I am requesting that you follow the lead of the Alberta Government with the flag protocol and plan appropriate ceremonies or teaching moments to complement that day's events. I would also encourage you to include your local community in your events. In the coming days, additional resources will also be made available to support your jurisdiction's participation in this event and assist teachers with their planning. The event web page will have a link to the Government of Canada's video of the flag lowering in Kabul where Alberta students will have a chance to witness this moment of living history by viewing a video of the March 12 ceremony.

This event offers a tremendous opportunity for your students to learn about Canada's role on the international stage, the significant contributions Albertans have made and how that spirit has helped build and define this great province. I know we will all be very proud to see Alberta's schools as the focal point on March 12 when together we commemorate and honour the commitment and dedication demonstrated by all Canadians who have served in Afghanistan.

Sincerely,

Jeff Johnson  
Minister of Education  
Ministerial Liaison to the Canadian Armed Forces  
MLA, Athabasca-Sturgeon-Redwater

cc: Superintendents of public, separate, Francophone and charter schools  
Presidents and Executive Directors of stakeholder organizations

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**From:** Education Minister <[Education.Minister@gov.ab.ca](mailto:Education.Minister@gov.ab.ca)>

**Date:** February 19, 2014 at 2:43:57 PM MST

**Subject:** Curriculum Prototyping Announcement

**To: School Board Chairs of Public, Separate, Francophone and Charter Schools  
Presidents 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)

As we continue our work in building on one of the best education systems in the world and ensuring today's students are prepared for tomorrow's challenges, one of our key priorities is to provide every student in our province with relevant, personalized and engaging learning opportunities. This objective was an underlying theme of *Inspiring Education* and the vision for enabling students to become engaged thinkers and ethical citizens with an entrepreneurial spirit.

We want to build on the excellent educational practices already underway in the province. We also recognize that the extent to which we can fulfill such a commitment for all students will depend largely on establishing new provincial curriculum that allows students to develop 21<sup>st</sup> century competencies such as innovation, creativity, ingenuity and collaboration—all built on a solid foundation of literacy and numeracy. It's why we've embarked on a Curriculum Redesign initiative that involves, as its centerpiece, a collaborative approach to Curriculum Development Prototyping.

As you may recall, Alberta Education issued a request for proposals last summer and invited all publicly funded school authorities to submit proposals to work with the ministry on developing various aspects of new curriculum across subjects at all grade levels.

Today, it gives me great pleasure to announce the selection of the publicly funded school authorities



and their many partners who will be working with us. Each of these school authorities has in turn created a network of dynamic and innovative partnerships that will contribute to the prototyping process.

In fact, together, these partnerships include more than 30 school authorities across the province, including public, separate, private, charter, and Francophone regional authorities and First Nations schools—as well as post-secondary institutions, business and industry, and First Nations, Métis and Inuit partners.

To put it another way, the networks and partners involved with this initiative are as diverse as our province and communities.

For more information about the work that will commence on curriculum development, including an overview, timelines, a Q&A and other details, I encourage you to visit Curriculum Development Prototyping.

This is an exciting time for education in our province. While prototyping represents a fundamentally new way of working for Alberta Education, it is firmly grounded in the spirit of collaboration and cooperation that we employ each and every day in supporting a world-class education for students in communities throughout our province.

Once again, thank you to everyone who submitted a proposal. I want to assure you that we will continue to engage all of our education partners through ongoing opportunities to help shape the future of provincial curriculum and student learning in our province. We look forward to keeping you apprised of those opportunities while further building on the momentum generated through this and other initiatives that are helping to realize the vision of Inspiring Education.

Jeff Johnson  
Minister of Education  
MLA for Athabasca-Sturgeon-Redwater  
Phone: 780-427-5010  
Email: [education.minister@gov.ab.ca](mailto:education.minister@gov.ab.ca)

cc: Superintendents of Public, Separate, Francophone and Charter School Boards  
  
Executive Directors of Stakeholder Associations  
Accredited Funded Private Schools and Private ECS Operators

This communication is intended for the use of the recipient to which it is addressed, and may



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

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## Fwd: SLA Update and Field Testing

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

Tue, Feb 25, 2014 at 9:12 AM

- The jurisdiction SLA survey that was conducted in December indicated that virtually all grade 3 students will participate in this fall's pilot
- Feedback from the proof-of-concept testing has been very positive, and has helped refine the question types and application that will be used to administer these assessments
- Technical specifications for the SLA have been determined and will be distributed to school authorities in early March
- Practice question types have been developed and will be released in early March

In order to ensure the questions and the interactions for the SLA instrument are age-appropriate and valid, field testing is necessary. School participation in the field testing process will not only provide Alberta Education with key data for the SLA instrument, but will also allow teachers and students the opportunity to work with the technology and question types prior to this fall.

### Key SLA Field Testing Information:

- The SLA field tests will be delivered in a digital format and include the following field test types:
  - Literacy, machine-scored
  - Literacy, performance task
  - Numeracy, machine-scored
  - Numeracy, performance task
- Teachers can select which field test types they wish to administer.
- Since the SLAs will be administered at the beginning of grade 3, this year's field tests will be administered to end-of-year grade 2 students.
- The field test request system will be open for SLA field test requests between March 3 and 21. Information on how to request field tests can be found by clicking this link: [Field Test Request Guide](#).
- The SLA field testing period will take place between April 22 and May 30. Instructions on how to administer digital format SLA field tests will be distributed prior to this period.
- Alberta Education will attempt to fulfill as many SLA field test requests as possible.
- Field testing is not a mandatory activity.

Additional information or assistance with the field test request process can be obtained by emailing the Field Test Team, [field.test@gov.ab.ca](mailto:field.test@gov.ab.ca).

or, Please contact me if you have any Questions.

Regards,  
Rick

—

Rick Horon  
Pedagogical Supervisor - Northland School Division #61  
Office @ JF Dion School  
[Rick.Horon@nsd61.ca](mailto:Rick.Horon@nsd61.ca)  
780-573-9680 (cell)

***"If a child can't learn the way we teach, maybe we should teach the way they learn"***  
Michael J. Fox

ASBA ZONE 1 PRESENTS

# Engaging matters: Reaching out to First Nations, Métis and Inuit communities

## SESSIONS

### Keynote speaker: Seek first to understand



Bee Calliou Schadeck delivers Aboriginal awareness education with factual information, laughter and personal experiences. "Explaining how our history has influenced the present is what gives me great joy," says Bee. "I use historical

facts, humor and my own experiences to bring awareness, understanding and compassion to the realities faced by Aboriginal people across Canada. Bee is a member of the Michel Band, Treaty No. 6, Alberta. She is currently the Senior Aboriginal Advisor with Devon Canada.

### School board success stories

School boards will share the work they are doing to engage First Nations, Métis and Inuit communities. They have been invited to answer these questions: What were the barriers to engaging this community? Who did you involve? How did you reach them? What did you do? What did you learn?

### Facilitated discussion

We will close the day with a facilitated discussion about these questions:

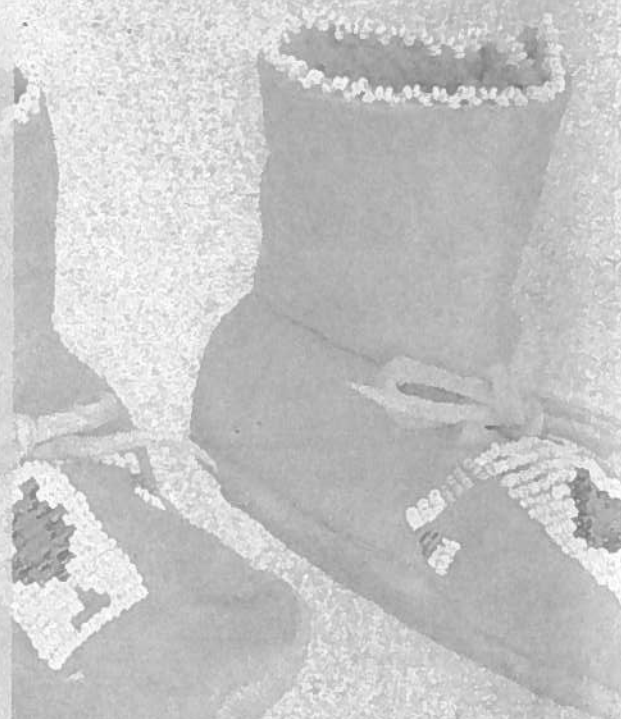
1. What are our barriers to reaching out to these communities in our jurisdiction?
2. Who can help us with this work locally?
3. What are our next steps?

The results of this discussion will be recorded and shared with participants.

March 12, 2014

12 to 4 pm

The Catholic Education and  
Conference Center  
10307 - 99 Street, Peace River



### PLEASE JOIN US

We ask that you please pre-register for this event so we can plan for lunch numbers. ASBA Zone 1 welcomes all trustees and senior administrators to this workshop. Note: If there is someone else in your community who might benefit from this session, please bring them along.

Please register before March 7. To register e-mail: Carmen Doris at [Carmen.Doris@hfcrd.ab.ca](mailto:Carmen.Doris@hfcrd.ab.ca).





Truth and  
Reconciliation  
Commission of Canada

For the child taken,  
For the parent left behind

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IT'S ABOUT WISDOM\* – A NATIONAL JOURNEY FOR HEALING AND RECONCILIATION



The PROGRAM for the Alberta National Event is being developed now. As soon as it's ready, you'll be able to download a pdf of the program [HERE](#).

# ALBERTA NATIONAL EVENT MARCH 27-30, 2014

EDMONTON | SHAW CONFERENCE CENTRE

All TRC events will be held at the Shaw Conference Centre, 9797 Jasper Avenue, from March 27 to 30, 2014.

For 116 years, thousands of Aboriginal children in Alberta were sent to Indian Residential Schools funded by the federal government and run by the churches. They were taken from their families and communities in order to be stripped of language, cultural identity and traditions. Canada's attempt to wipe out Aboriginal cultures failed. But it left an urgent need for reconciliation between Aboriginal and non-Aboriginal peoples.

There were more Indian Residential Schools in Alberta than in any other province.

The Truth and Reconciliation Commission of Canada (TRC) is holding its Alberta National Event in Edmonton from March 27 to 30, 2014. Come and share your truth about the schools and their legacy. Witness and celebrate the resilience of Aboriginal cultures!

- Statement Gathering
- Traditional Ceremonies
- Survivor Gatherings
- Education Day

- Witnessing Survivor Statements
- Cultural Performances
- Films, and more

**Be a part of the National Journey for Healing and Reconciliation!**

**All gatherings are open to the public. Admission is free.**

**\*Each TRC National Event is dedicated to one of the Seven Sacred Teachings – love, respect, courage, honesty, wisdom, humility and truth.**

Truth and Reconciliation Commission of Canada

1500-380 Main Street Winnipeg, Manitoba R3C 3Z3

Toll Free: 1-888-872-5554 (1-888-TRC-5554) Telephone: (204) 984-5885 Fax: (204) 984-5915 email [info@trc.ca](mailto:info@trc.ca)

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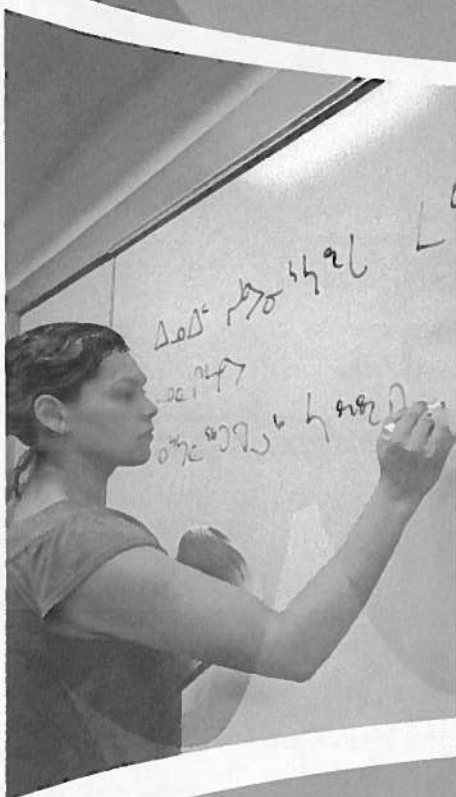
Government  
of Canada

Gouvernement  
du Canada



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# Prime Minister's Awards for Teaching Excellence



## NOMINATION GUIDELINES 2014



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RBC Fondation<sup>®</sup>

Canada



This publication is also available online in HTML at [www.pma.gc.ca](http://www.pma.gc.ca).

To obtain a copy of this publication or an alternate format (Braille, large print, etc.), please contact:

**Prime Minister's Awards for Teaching Excellence**

Industry Canada  
Jean Edmonds Tower North  
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Ottawa, ON Canada  
K1A 0C8  
Telephone: 613-991-4255  
Fax: 613-998-0943  
Email: [pmate-pmace@gc.ca](mailto:pmate-pmace@gc.ca)

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**For most of us, at least one teacher stands out in our memories —someone who encouraged, enabled and inspired us to do our very best. Teachers play a tremendous role, not only in the academic achievement of students, but in the skills, attitudes and abilities they carry with them beyond the classroom.**

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The Prime Minister's Awards (PMA) for Teaching Excellence honour outstanding and innovative elementary and secondary school teachers in all disciplines who instil in their students a love of learning and who utilize information and communications technologies (ICT) to better equip their students with the knowledge and skills needed to excel in a 21st century society and economy.

## Awards

- Up to 10 Certificates of Excellence (national level), each including a financial award of \$5,000.
- Up to 25 Certificates of Achievement (regional level), each including a financial award of \$1,000.

Certificates of Excellence are awarded to the 10 top-ranked nominees. Up to 25 of the next top-ranked nominees each receive a Certificate of Achievement, with at least one award (Excellence or Achievement) designated for each of the following regions, provided standards of excellence are met: British Columbia; the Prairies; the North (Yukon, Northwest Territories and Nunavut); Ontario; Quebec; and Atlantic Canada. In addition, at least one Certificate of Excellence and

one Certificate of Achievement are awarded to top-ranked Aboriginal teachers.

Financial awards for the Certificates of Excellence are to be shared equally between the recipient and their school or teaching institution (as identified on the nomination form) and **spent under the recipient's direction**. If a winning teacher changes schools, financial awards (school portion) go to the school at which the recipient was teaching at the time of nomination. Financial awards for the Certificates of Achievement are sent directly to recipients.

Award funds may be used for professional development, equipment, resource materials or other tools to improve teaching and student learning related to the teacher's work. For recipients of the Certificate of Excellence, a portion of the school's award funds (up to 25%) may be used to cover teacher replacement costs should the recipient be asked to attend a national awards ceremony.



## Recognition

All winning teachers receive a certificate, a PMA pin and a congratulatory letter signed by the Prime Minister.

Certificate of Excellence recipients may also be invited to participate in best practice sessions and attend a national awards ceremony with the Prime Minister, or his designate, traditionally held in Ottawa. Costs for the Certificate of Excellence recipients to attend the national awards ceremony are covered by the PMA program.

Certificate of Achievement recipients are to be honoured at local school or community events involving principals, peers, students and, local Members of Parliament or local leaders, as appropriate.

Each recipient's school also receives a certificate signed by the Prime Minister to recognize its support and contribution to the recipient's achievement.

## Promotion

The achievements of all recipients are promoted both nationally and in the teachers' home communities. Certificate of Excellence recipients are profiled, with their permission, in the annual Prime Minister's Awards Exemplary Practices publication.

“

***What an incredible honour it has been to be a recipient of the Prime Minister's Award for Teaching Excellence, and to be in the company of all the remarkable teachers (...) It has been inspiring and humbling (...)***”

”

***2013 PMA Recipient***

## *Nomination Deadline: April 15, 2014*

### Eligibility

**At the time of nomination**, all nominees must meet the following criteria:

- Nominees must be Canadian citizens or permanent residents.
- Nominees must be certified to teach in a public or private school in a Canadian province/territory. A copy of the nominee's original teaching certificate must be provided.
- A nominee's teaching certification must be in good standing with their provincial/territorial governing body. Evidence of teaching certification status is required, such as a letter from their province/territory or College of Teachers.
- Nominees must teach full-time in a Canadian school at the elementary or secondary level. Part-time teachers may be nominated, provided they teach the equivalent of 2.5 days a week in a classroom setting, or as defined by provincial/territorial guidelines.
- Nominees must have taught in a Canadian school for at least three years and still be employed at the time of nomination.

**Note:** If the certification to teach is withdrawn between the time of nomination and the award presentation, the PMA program office reserves the right to withdraw the candidacy. If eligibility status of a nomination is compromised or changes (e.g. due to loss of certification as a result of professional misconduct), the nominator and/or nominee has the responsibility to inform the PMA program office of a change in status in writing. See the **PMA Recipient Code of Conduct** at [www.pma.gc.ca](http://www.pma.gc.ca) for further information.

Posthumous nominations are not accepted.

The PMAs are designed to honour the overall accomplishments of an individual or team of up to three teachers. The program is not intended to recognize the achievements of an entire school or teaching staff. Cash awards are to be shared equally among the team members. When team members teach in different schools, cash awards are to be shared equally among the institutions.

Teachers of young children who are not eligible for this award may be eligible for the Prime Minister's Award for Excellence in Early Childhood Education. Nomination guidelines are available at [www.pma.gc.ca](http://www.pma.gc.ca).

## Team Nominations

Successful team nominations address the overall accomplishments of a team of up to three teachers. Each member of a team must meet the eligibility requirements described above. A team nomination should reflect a true collaboration, not simply a collection of individual accomplishments. The nomination text should describe how the team worked together to meet each of the selection criteria.

Letters of support should endorse the accomplishments of all team members.

**Note:** Page restrictions for the nomination text and letters of support are the same for team and individual nominations. Do not submit separate applications if part of a team nomination. However, please provide a copy of each nominee's teaching certification, evidence of each nominee's teacher certification is in good standing, and evidence of each nominee's experience.

## Nominators

Nominators may be any person or group with direct knowledge of the nominee's contribution (e.g. parent, school principal, supervisor, fellow teacher, etc.). Self-nominations or nominations received from a nominee's direct family member will not be accepted.

## Re-nomination

Recipients of a Certificate of Achievement may be re-nominated for a Certificate of Excellence in a subsequent year, but are ineligible for a second Achievement award. Unsuccessful nominees may be re-nominated in a subsequent year. In all cases, **complete and updated nomination packages must be submitted, including letters of support written during the current nomination period.**

Previous recipients of a Certificate of Excellence are not eligible.

## Selection Process

After an initial screening for basic eligibility, copies of the nomination text and letters of support are sent to our selection committee members for review. Selection committee members include representatives of major education stakeholders from across Canada. See the current list of organizations represented on the selection committee at [www.pma.gc.ca](http://www.pma.gc.ca).

Nomination packages are evaluated and ranked by selection committee members based on how well the nominee meets the selection criteria. A final list of top-ranked individuals is then provided to the Prime Minister for recognition.



## Selection Criteria

Award recipients are selected based on the excellence and innovation of their teaching practices, their ability to achieve outstanding results with students, to inspire them to learn and continue learning and to equip them with the knowledge, attitudes and skills they will need to succeed in a 21st century society and economy. While a specific exemplary project or practice may form part of a nomination, **nominees are judged on their overall and ongoing merits as teachers.**

In selecting award recipients, the committee looks for clear evidence that nominees have excelled in all of the following **five areas**:

### *1. Innovative and Exemplary Teaching Practices*

The nomination text must describe and provide concrete examples of the teaching practices that best show the teacher's contribution to his or her students' learning, such as:

- creating a particularly stimulating and innovative learning environment;
- creatively integrating a subject with, and across, other disciplines;
- integrating hands-on strategies and problem-solving activities into daily teaching practices;
- using ICT in the classroom in innovative ways to improve student learning and outcomes;
- implementing provincial or territorial policies and curricula in an exceptional fashion to meet the specific needs of his or her students;
- involving parents in student learning;
- developing community or business-education partnerships;

- demonstrating the relevance of a subject to society; and,
- providing constructive feedback to students.

### *2. Digital Literacy and Information and Communications Technologies (ICT) in the Classroom*

The nomination text must clearly describe and provide concrete examples of teaching practices such as:

- innovative and effective use of ICT in the classroom;
- integrating ICT into the curriculum and across disciplines;
- incorporating best practices related to ICT into lesson plans;
- developing collaborative computer or Internet-based projects, learning materials and resources, or showing leadership in the use of these resources;
- educating students about media awareness, cyber bullying and the safe and ethical use of the Internet—in turn, helping them become good “cyber citizens”;
- using assistive devices (such as speech readers, etc.) to support children with special needs;
- providing opportunities for students to be actively engaged in hands-on learning, using a variety of multimedia technologies; and,
- helping students in remote communities access quality learning materials and providing them with equal opportunities for success through the use of ICT.

### 3. Student Skills Development

The nomination text must describe and provide concrete examples of evidence of student skills development such as students' ability to do the following<sup>1</sup>:

- listen, understand and communicate effectively;
- demonstrate positive attitudes and behaviours;
- be creative and innovative;
- be flexible and adaptable;
- work independently or collaboratively with others as a team;
- think critically and act logically;
- identify problems and implement solutions;
- show leadership and take initiative;
- use tools, technology and information systems effectively;
- find, organize and apply knowledge and information from various fields;
- set goals and manage time effectively;
- be responsible for actions taken;
- work safely; and,
- learn continuously.

### 4. Student Achievement and Participation

The nomination text must describe and provide concrete examples of the teachers' role in fostering student achievement and participation with individual students, groups, classes, or the community. Evidence may include the following:

- fostering high attendance rates;
- receipt of individual awards or scholarships;
- outstanding engagement of students regardless of their level or abilities;
- superior student participation in extracurricular activities, educational partnerships, and co-op or apprenticeship programs, beyond course requirements;
- superior student participation in collaborative online learning;

- superior voluntary participation of students in Advanced Placement courses;
- superior student tutoring or mentoring activities;
- superior in-class assessment, district, or school board examination results;
- high achievement in provincial, territorial, national and international contests or exams; and,
- positive testimonials, such as letters from parents, students, administrators, businesses, and education partners.

### 5. Teacher Commitment and Leadership

The nomination text must describe and provide concrete examples of evidence of teacher commitment and leadership, such as:

- demonstrating a passion for teaching;
- organizing or delivering professional development courses, workshops or other in-service activities;
- organizing or participating in extracurricular activities for students and/or the school as a whole;
- developing and disseminating curricula and learning materials;
- preparing articles or newsletters that contribute to the teaching profession;
- developing subject matter and teaching expertise through professional development;
- doing volunteer work; and,
- mentoring new teachers in all aspects of the profession and acting as a role model.

<sup>1</sup> Skills are drawn from The Conference Board of Canada's Employability Skills 2000+. For more information, go to The Conference Board of Canada: Education and Learning.

***“I think it’s the ‘Nobel Prize of Teaching’ - a major highlight of my teaching career. Professionally, it gives me a chance to make a bigger difference.”***

*2000 PMA Recipient*

## How to Apply

Once you have identified one outstanding teacher or a team of teachers, develop a nomination package using the nomination guidelines and checklist found at [www.pma.gc.ca](http://www.pma.gc.ca).

- Each nomination package must include a completed copy of the nomination form.
- Nomination forms must be signed by the nominee and the nominator, as well as by the nominee’s principal or supervisor.
- When there is more than one nominee, please complete a separate nomination form for each nominee.
- When more than one nomination package is received for a teacher, nominators will be asked to combine their packages.

## Nomination Deadline

Nomination packages must be submitted to the PMA program office no later than April 15, 2014.

## Assembling a Nomination Package

**LENGTH:** Your nomination package must **not exceed 20 pages**, excluding teacher certification and checklist.

**FORMAT:** All information should be typed in a font no smaller than 10 points and double-spaced on 8½” x 11” paper.

**PACKAGING:** Simple packaging is recommended. Creative packaging can certainly make a nomination package stand out. Unfortunately, selection committee members do not get the opportunity to see it.

**BINDING:** For ease of reproduction, please do not bind your nomination package.

**COPIES:** Please send only one original copy by mail.



## Helpful Hints in Preparing a Nomination Text

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**An effective nomination package illustrates the outstanding achievements of the nominee and clearly explains why he or she should receive one of Canada's highest honours in teaching. As a nominator, you are "painting a picture" of a nominee's achievements for a selection committee that reviews hundreds of applications, so the package should be compelling.**

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Although self-nominations are not accepted, nominators are encouraged to seek advice from the nominee while developing a nomination text.

Follow the criteria set out in the nomination guidelines. Provide adequate detail for each of the **five categories** of selection criteria. Organize your text using the same headings.

Provide concrete examples and details to show how the nominee has met the selection criteria and explain the impact of the nominee's efforts. Describe any special projects, philosophies, unique learning environments, extracurricular activities, student reactions, outcomes or special achievements that make this nominee stand out.

Focus on the nominee's overall achievements. Show that the nominee is well rounded and meets all **five criteria** in his or her overall work, not just in one particular project. Include other activities the nominee participates in for his or her students, fellow educators or school, such as extracurricular activities, volunteer work, or professional development.

Please refer to the checklist to ensure you have included all necessary information. To facilitate the preparation of the nomination package and its review by the PMA program office, a copy of the completed checklist is required for each nomination package.

### Address

Please send nomination packages to the following address:

Prime Minister's Awards for Teaching Excellence  
Industry Canada  
Jean Edmonds Tower North  
300 Slater Street, 20th floor  
Ottawa Ontario K1A 0C8

For more information, please contact the PMA program office at [pmate-ppmee@gc.ca](mailto:pmate-ppmee@gc.ca) or 613-991-4255, or visit [www.pma.gc.ca](http://www.pma.gc.ca).



## Acknowledgments

Industry Canada is grateful to the RBC Foundation for its generous support of the PMA for Teaching Excellence. Industry Canada would also like to acknowledge Aboriginal Affairs and Northern Development Canada for its support of the awards for Aboriginal teachers. In addition, the program could not function without the important contributions of countless volunteers from education organizations across Canada who take part in the selection process. These include teachers' federations, parent-teacher associations, post-secondary institutions, provincial and territorial ministries of education, business organizations and student groups.

Visit [www.pma.gc.ca](http://www.pma.gc.ca) for a complete list of participating organizations.



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## Nomination Checklist

Please print and complete one checklist for each nominee found at [www.pma.gc.ca](http://www.pma.gc.ca).

## Nomination Form

Please complete one nomination form for each nominee found at [www.pma.gc.ca](http://www.pma.gc.ca).

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*Northland School Division #61*  
**ATTENDANCE 2013-2014**

**DIVISION WIDE**

SCHOOL	ATTENDANCE	ELEM	JUNIOR	SENIOR	Sept	Oct	Nov	Dec	Jan
Anzac Community School	87%	87%			65	65	66	66	68
Athabasca Delta Community School	68%	81%	63%	60%	238	238	242	245	257
Bill Woodward School	91%	87%	93%	93%	114	115	113	111	115
Bishop Routhier School	80%	81%			62	62	63	63	66
Calling Lake	77%	83%	74%	60%	139	146	150	150	163
Career Pathways				57%	48	52	50	49	33
Chipewyan Lake School	78%	83%	78%	86%	21	24	24	24	19
Conklin Community School	89%	88%	92%		36	30	30	30	27
Dr. Mary Jackson School	88%	88%	81%	81%	33	35	36	35	37
Elizabeth School	92%	94%	90%		142	146	142	145	146
Father R. Perin School	69%	70%	67%		74	75	75	75	76
Fort McKay School	80%	82%	77%		97	99	97	98	93
Gift Lake School	83%	86%	78%		174	181	183	183	177
Grouard Northland School	86%	87%	89%		101	101	105	104	98
Hillview School	89%	92%			48	42	41	41	34
J. F. Dion School	86%	90%	84%		57	59	64	64	61
Kateri School	78%	83%	71%	61%	93	95	91	91	90
Little Buffalo School	70%	73%	70%	74%	191	185	194	195	177
Mistassiniy School	60%		73%	44%	363	372	374	375	373
Paddle Prairie School	82%	83%	84%	74%	104	107	103	101	99
Peerless Lake School	86%	90%	91%	72%	132	127	125	122	123
Pelican Mountain School	83%	85%			21	23	22	22	23
St. Theresa School	85%	85%			386	387	384	385	393
Susa Creek School	85%	87%	84%		43	45	38	38	41
<b>Northland School Division</b>	<b>78%</b>	<b>83%</b>	<b>77%</b>	<b>54%</b>	<b>2782</b>	<b>2811</b>	<b>2812</b>	<b>2812</b>	<b>2789</b>

*Northland School Division #61*  
**ATTENDANCE 2013-2014**

**DIVISION WIDE**





## Chairman's Report

### January 23, 2014

#### January, 2014

16	Edmonton	Meeting with Alberta Education Meeting with the CEO, Kee Tas Kee Now Tribal Council
17	Edmonton	Meeting with Alberta School Boards Association Consultant re: Three Year Review of Northland School Division No. 61 centering on Literacy Initiative
20	High Prairie (pm)	Travel
21	East Prairie	School Visit
	Gift Lake	Community Meeting re: School Facility
22	Peace River	Office Corporate Board Meeting
23	Peace River	Corporate Board Meeting – Northland School Division
	Grouard	Community Visit/Funeral
	Leduc	Travel
27	Elizabeth	Local School Board Committee Meeting
	Bonnyville	Overnight
28	J.F. Dion	School Visit
	Kikino	School Visit
	Leduc	Travel
29	Wabasca	Cenovus/Northland School Division Partnership Presentation
	High Prairie	Overnight
30	Atikameg	Meeting with the CEO, Kee Tas Kee Now Tribal Council re: Little Buffalo School/Partnership Presentation/Field Trip
	Gift Lake	School Visit
	High Prairie	Overnight
31	Grouard	School Visit: Gift Lake Junior High Students – Chinese New Year Celebration
	Wabasca	Local School Board Committee Orientation

#### February, 2014

1	Wabasca	Local School Board Committee Orientation
	Leduc	Travel
3	Peace River	Meeting with the Director of Education – Whitefish Lake First Nation re: Use of Atikameg School
4	Peace River	Office
	Leduc	Travel
6	Edmonton (pm)	Policy 1 Meeting
7	Edmonton	Policy 1 Meeting
	Grouard	Local School Board Committee Orientation
	High Prairie	Overnight
8	Grouard	Local School Board Committee Orientation
12	Edmonton	Meeting with Pearl Calahasen, MLA
		Administrators' Meeting
13	Edmonton	Meeting with the Office of the Auditor General
18	Leduc	Agenda Review



## Chairman's Report

### January 23, 2014

	Calgary	Travel
19	Calgary	Inspiring Education Symposium
20	Edmonton	Meeting with the Chair, Gift Lake Metis Settlement Council
		Meeting with CEO Kee Tas Kee Now Tribal Council
21	Peace River	Local School Board Committee Orientation
22	Peace River	Local School Board Committee Orientation
	Leduc	Travel

#### Committed Dates

Feb 25	Edmonton	Housing Meeting
Feb 26	Edmonton	Presentation to Aboriginal Affairs and Northern Development Council (AANDC) re: Partnerships
Feb 27	Peace River	Corporate Board Meeting
Feb 28	Anzac	Local School Board Committee Orientation
Mar 1	Anzac	Local School Board Committee Orientation

**NORTHLAND SCHOOL DIVISION NO. 61**  
**LOCAL SCHOOL BOARD COMMITTEE REPORT**  
**2013/2014 SCHOOL YEAR**  
**PERIOD ENDING - FEBRUARY 21, 2014**

	Future Pay Out	Paid During Yr.	Total Pd. & Committed	Budget	Difference	Percent Expended
<b><u>Anzac</u></b>						
Quarterly Honorarium	3,606.07	976.77	4,582.84	4,920.00	337.16	
Travel & Subsistence			-	5,032.00	5,032.00	
In - Service			-		-	
Prior Year Carryover			-		-	
Casual Labour, Supplies & Awards		211.34	211.34	250.00	38.66	
Total	3,606.07	1,188.11	4,794.18	10,202.00	5,407.82	47.0%
<b><u>Athabasca Delta</u></b>						
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		109.73	109.73	250.00	140.27	
Total	3,607.14	431.41	4,038.55	10,510.00	6,471.45	38.4%
<b><u>Bishop Routhier</u></b>						
Quarterly Honorarium	2,443.88	2,296.47	4,740.35	4,920.00	179.65	
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	2,443.88	3,468.12	5,912.00	7,162.00	1,250.00	82.5%
<b><u>Calling Lake</u></b>						
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%
<b><u>Chipewyan Lakes</u></b>						
Quarterly Honorarium	1,471.00	1,200.65	2,671.65	4,920.00	2,248.35	
Travel & Subsistence			-	2,740.00	2,740.00	
In - Service			-		-	
Prior Year Carryover			-		-	
Casual Labour, Supplies & Awards			-	250.00	250.00	
Total	1,471.00	1,200.65	2,671.65	7,910.00	5,238.35	33.8%
<b><u>Conklin</u></b>						
Quarterly Honorarium	2,669.51	2,353.89	5,023.40	4,920.00	(103.40)	
Travel & Subsistence			-	4,144.00	4,144.00	
In - Service			-		-	
Prior Year Carryover			-		-	
Casual Labour, Supplies & Awards			-	250.00	250.00	
Total	2,669.51	2,353.89	5,023.40	9,314.00	4,290.60	53.9%



	Future Pay Out	Paid During Yr.	Total Pd. & Committed	Budget	Difference	Percent Expended
<b><u>Dr. Mary Jackson</u></b>						
Quarterly Honorarium	2,459.50	2,464.60	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		676.08	676.08	250.00	(426.08)	
Total	2,459.50	3,140.68	5,600.18	7,354.00	1,753.82	76.2%
<b><u>East Prairie</u></b>						
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%
<b><u>Elizabeth</u></b>						
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%
<b><u>Father R Perin</u></b>						
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%
<b><u>Fort McKay</u></b>						
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%
<b><u>Gift Lake</u></b>						
Quarterly Honorarium	2,436.00	2,284.51	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	2,436.00	2,434.51	4,870.51	7,462.00	2,591.49	65.3%
<b><u>Grouard</u></b>						
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	Budget	Difference	Percent Expended
<b><u>J.F. Dion</u></b>						
Quarterly Honorarium	2,451.31	2,461.13	4,912.44	4,920.00	7.56	
Travel & Subsistence		38.38	38.38	4,052.00	4,013.62	
In - Service			-		-	
Prior Year Carryover			-		-	
Casual Labour, Supplies & Awards		824.26	824.26	250.00	(574.26)	
Total	2,451.31	3,323.77	5,775.08	9,222.00	3,446.92	62.6%
<b><u>Kateri</u></b>						
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%
<b><u>Little Buffalo</u></b>						
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%
<b><u>Mistassiniy</u></b>						
Quarterly Honorarium	2,420.38	2,380.20	4,800.58	4,920.00	119.42	
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	2,420.38	3,705.34	6,125.72	8,006.00	1,880.28	76.5%
<b><u>Paddle Prairie</u></b>						
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%
<b><u>Peerless Lake</u></b>						
Quarterly Honorarium	2,436.00	2,544.60	4,980.60	4,920.00	(60.60)	
Travel & Subsistence			-	2,340.00	2,340.00	
In - Service			-		-	
Prior Year Carryover			-		-	
Casual Labour, Supplies & Awards		480.00	480.00	250.00	(230.00)	
Total	2,436.00	3,024.60	5,460.60	7,510.00	2,049.40	72.7%
<b><u>Pelican Mountain</u></b>						
Quarterly Honorarium	1,735.75	1,296.05	3,031.80	4,920.00	1,888.20	
Travel & Subsistence			-	3,096.00	3,096.00	
In - Service			-		-	
Prior Year Carryover			-		-	
Casual Labour, Supplies & Awards		550.78	550.78	250.00	(300.78)	
Total	1,735.75	1,846.83	3,582.58	8,266.00	4,683.42	43.3%

	Future Pay Out	Paid During Yr.	Total Pd. & Committed	Budget	Difference	Percent Expended
<b><u>St. Theresa</u></b>						
Quarterly Honorarium	2,459.50	2,692.26	5,151.76	4,920.00	(231.76)	
Travel & Subsistence		-	-	2,860.00	2,860.00	
In - Service			-		-	
Prior Year Carryover			-		-	
Casual Labour, Supplies & Awards		594.89	594.89	250.00	(344.89)	
Total	2,459.50	3,287.15	5,746.65	8,030.00	2,283.35	71.6%
<b><u>Susa Creek</u></b>						
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		816.35	816.35	250.00	(566.35)	
Total	3,654.00	1,708.79	5,362.79	8,154.00	2,791.21	65.8%
<b>GRAND TOTAL</b>	<b>65,108.53</b>	<b>44,798.48</b>	<b>109,907.01</b>	<b>181,536.00</b>	<b>71,628.99</b>	

TOTAL NUMBER OF LSBC WITHIN BUDGET	22	71,628.99
TOTAL NUMBER OF LSBC OVER BUDGET	0	-
TOTAL NUMBER OF LSBC	22	71,628.99

**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	53,512.50	30,000.00	(23,512.50)
TRAVEL & SUBSISTENCE-ELECTIONS	2,484.59	140,000.00	137,515.41
PRINTING & BINDING-ELECTIONS	3,521.24	10,000.00	6,478.76
ADVERTISING-ELECTIONS	18,473.69	20,000.00	1,526.31
OFFICE SUPPLIES-ELECTIONS	725.82	10,000.00	9,274.18
<b>SUB-TOTAL</b>	<b>78,747.36</b>	<b>210,000.00</b>	<b>131,252.64</b>

**COMMITTEES**

RENUMERATION TRUSTEES	-	-	-
EMPLOYEE BENEFITS - TRUSTEES	-	-	-
TRAVEL & SUBSISTENCE-PERSONNEL	-	-	-
TRAVEL & SUBSISTENCE-EDUCATION	-	-	-
TRAVEL & SUBSISTENCE-FINANCE	-	-	-
TRAVEL & SUBSISTENCE-NEGOTIATION	2,453.44	-	(2,453.44)
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	8,371.24	-	(8,371.24)
TRAVEL & SUBSISTENCE - NCET-NSD ENGAGEMENT	-	-	-
TRAVEL & SUBSISTENCE - RED EARTH TRANSFER	-	-	-
<b>SUB-TOTAL</b>	<b>11,129.95</b>	<b>55,000.00</b>	<b>43,870.05</b>

**OTHER EXPENSES**

REMUNERATION TRUSTEES	-	-	-
RENUMERATION - RECRUITMENT	-	-	-
REMUNERATION TRUSTEES - RETREAT	-	-	-
EMPLOYEE BENEFITS - TRUSTEES	1,586.75	-	(1,586.75)
EMPLOYEE BENEFITS - RECRUITMENT	-	-	-
PROFESSIONAL SERVICES	17,254.71	200,000.00	182,745.29
IN-SERVICE - BOARD	-	110,000.00	110,000.00
IN-SERVICE - BOARD (ORIENTATION)	11,886.13	100,000.00	88,113.87
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	158.93	-	(158.93)
TELEPHONE - TRUSTEE	736.72	5,000.00	4,263.28
TELEPHONE - VICE CHAIRMAN	-	-	-
TRAVEL & SUBSISTENCE - BOARD/OTHER	56,995.39	110,000.00	53,004.61
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	37,471.02	38,000.00	528.98
PRINTING & BINDING	2,410.30	2,000.00	(410.30)
INSURANCE - BOARD OF TRUSTEES	178.79	250.00	71.21
ADVERTISING - BOARD	175.63	5,000.00	4,824.37
OFFICE SUPPLIES	1,868.81	500.00	(1,368.81)
AWARDS	169.11	16,500.00	16,330.89
POSTAGE - BOARD	653.28	4,000.00	3,346.72
FURNITURE& EQUIPMENT	-	5,000.00	5,000.00
<b>SUB-TOTAL</b>	<b>139,869.96</b>	<b>606,250.00</b>	<b>466,380.04</b>

<b>TOTAL</b>	<b>229,747.27</b>	<b>871,250.00</b>	<b>641,502.73</b>
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THE OFFICE OF THE ATTORNEY GENERAL  
 DEPARTMENT OF JUSTICE  
 WASHINGTON, D. C. 20530

MEMORANDUM FOR THE ATTORNEY GENERAL

SUBJECT: [Illegible]

DATE: [Illegible]

TO: [Illegible]

FROM: [Illegible]

RE: [Illegible]

[Illegible]

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# HOT NEWS

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

February 7, 2014

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

## Highlights

Wanted: Health  
and wellness consultant

New Shining star  
award for aboriginal students

Protocol for special events intros

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.

## Provincial budget to be unveiled March 6

The province announced it will unveil the 2014-15 budget on March 6. See this report summarizing what the government heard during its budget consultations: [Budget 2014 consultation report](#).

Minister of Education **Jeff Johnson** seems to be tamping down expectations with regard to education funding in this Feb. 6 Calgary Herald article titled: [Minister dashes funding hopes](#). ASBA President **Helen Clease** will be available to media to provide the ASBA response to the provincial budget announcement and its impact on students.

[back to top](#) ↑

*Apply before Feb. 18*

## ASBA hiring Health and Wellness consultant

The ASBA is hiring a part-time consultant to support the work of its Task Force on Student Health and Wellness and the Canadian School Boards Association's National Committee on Student Health. The ideal candidate will have a keen interest in student health, a strong background and experience in school board governance and knowledge of and connections with provincial and national health agencies and organizations. [Details here](#).

[back to top](#) ↑

## 3 vacancies on ASBA insurance/pension boards

School trustees interested in representing school boards on the ASBIE, ASEBP or SIPP governance boards should [apply here](#) before Feb. 26.

Details about each opening are posted here:

Alberta School Boards Insurance Exchange  
Alberta School Employee Benefit Plan  
Supplemental Integrated Pension Plan

[back to top](#) ↑

*Read a leadership book that inspired you?*

*Book crossing at the Spring General Meeting*

Read a good book about leadership or school board governance? Want to share it with your colleagues? Donate it to the *Book-crossing* table at the Spring General Meeting. Wondering what other people are reading? Browse the *Book-crossing* table at the SGM and pick up something new. Want to open a conversation about the book you recommend? Write your name and contact info so the person who "inherits" your book can contact you. **Please note:** Books dropped off at the *Book-crossing* table will not be returned.

#### Instructions:

1. Pick a leadership book you want to share.
2. Write your name and contact info in the book.
3. Drop the book off at the  
*Book-crossing* table at the SGM.
4. Bid it a fond farewell.
5. Browse the table to pick up a book  
a colleague has recommended.

[back to top ↑](#)

*Deadline March 30, 2014*

#### New award for aboriginal students

The associations representing school boards, school councils, teachers and superintendents have launched a new award to recognize a First Nations, Métis or Inuit student who leads and inspires others, through embracing and respecting aboriginal perspectives. Sponsored by Xerox, the *Shining Star* award recipient will win attendance to a leadership conference. Details here.

[back to top ↑](#)

*Feb. 24-25 Fantasyland Hotel Edmonton*

#### *Lessons in labour:* Legal conference

Current issues in collective bargaining, grievance administration and labour law affecting school boards will top the agenda at the Feb. 24-25 *Lessons in Labour* legal conference. Featuring the association's legal and labour relations staff. Register before: Feb. 14. Fee: \$490 plus GST. Program and registration.

[back to top ↑](#)

#### Guide to introducing trustees at special events

Having a special event? Wonder what order to introduce dignitaries in? Want to make sure school trustees are included? Check out this protocol guide developed by the ASBA. There is also a letter you can use to introduce the protocol to jurisdiction staff and schools.

Protocol (draft) (PDF–24K)

Introduce the protocol to staff: (PDF–16K)

[back to top ↑](#)

### What's new @ [www.asba.ab.ca](http://www.asba.ab.ca)

What the ASBA told the provincial  
task force on Teaching Excellence (PDF–218K)  
Agenda Board of Directors Jan. 17 (PDF–33K)  
Highlights Board of Directors Jan. 17 (PDF–33)  
Draft Minutes Board of Directors Dec. 12 (PDF–138K)  
Minutes Board of Directors Dec. 12 (PDF–138K)  
Governance handbook: Dec. 2013 (PDF–837K)  
Strategic Plan First report: Jan. 2014 (PDF–136K)

[back to top ↑](#)

### In the news...

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

#### **Recent headlines**

Manitoba school tells native youth he  
can't smudge before classes because of scent policy  
**2/06/2014, National Post**  
Extra education dollars for AB school  
boards may be 'gobbled' by rising numbers  
**2/05/2014, Calgary Herald**  
Saskatoon school board hears  
complaints about racist mascot  
**2/04/2014, Calgary Herald**  
B.C. government can't afford \$1 billion  
needed to honour court case on teacher bargaining rights  
**2/05/2014, Calgary Herald**  
Staples: Family doctor will take angry  
petition about new math to Alberta Education Tuesday  
**1/27/2014, Edmonton Journal**

[back to top ↑](#)







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

For members of the Alberta School Boards Association

# Communications Now

## February 2014

8 steps to developing a  
vision with your community ..... 2

Community surveys:  
Audience-driven communication planning ..... 5

Real life tragedies showcase  
importance of crisis communication ..... 8

Engaging public during legal issues ..... 11

13 amazing apps for administrators ..... 14

### In **Weblinks**

Child Development Professional  
Awards of Excellence ..... 16

### In **Resources for Families**

How to handle homework: tips for parents

## Elk Island Catholic Schools goes online to talk with community

When Elk Island Catholic Schools received word in 2009 that it would be getting a new high school, the school board wanted to ensure the best configuration of schools and programs throughout the division to ensure high quality learning. The board saw this as an opportunity to engage stakeholders.

The board developed “EICS TALKS... Join the Conversation” a website to be used as a tool to guide the consultation process. (TALKS stands for Together Advocating for the Love of our Kids and Schools). The website gave community members access to subject-matter experts, fact-based data and opportunities for collaboration. It was advertised through email, division and school websites, newsletters, flyers sent home with students, school councils and staff meetings.

On-going dialogue about the future of the division was made possible through *Thoughtstream*. The tool allowed participants to answer open-ended questions. This data was processed into ‘like themes’ which stakeholders then prioritized.

Based on this input, Elk Island Catholic developed three scenarios, which it presented at an open house for feedback. Minor modification to the favored scenario allowed the jurisdiction to move forward with confidence that it had captured the best option for learners.

According to Elk Island Catholic, the true value of EICS Talks was that it proved to be a credible, trusted, respected and sustainable community engagement tool that EICS can continue to use in the future.

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

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## Communications Now

### 8 steps to developing a vision with your community

School jurisdictions are a vital part of the community. They provide a well-trained workforce, employ many and provide hope for the success of a community's children and future.

School jurisdictions should reflect the community's values for its children. Use a community visioning process to determine what those values are and to create a plan to put them into action. The visioning session can also increase community support for your schools.

A community visioning process centers on wide engagement and face-to-face conversations with diverse stakeholder groups. These conversations will result in a set of priorities and recommendations to help the school board improve student outcomes.

A well done community visioning process will create:

- Stronger relationships with community members and partners
- A community empowered to take an active role in education
- Support for the decisions a school board makes
- Programs that lead to increased opportunities and partnerships to benefit students

### Expect the process to take time

The process requires a jurisdiction to commit to a process that is likely to take months to complete. It takes time to engage the community and create a vision and recommendations.

Implementation will take even longer – several years. Although it seems like a large time commitment, the results are worth the effort. Also, you can adapt the process to address different levels of need and funding.

### An 8-step community visioning process:

1. **Planning.** Identify two to three guiding questions to build the process around. For example, "What learning experiences and opportunities should we provide for our students?"

Build in opportunities for *all* of your jurisdiction's stakeholders to participate, including groups that may not be involved in local schools such as senior groups, employers, colleges or universities, etc. If all groups are not involved in the visioning process, it will be difficult to get community-wide support for its outcomes.

While face-to-face interactions should be the cornerstone of the process create other options via web, mail and telephone surveys for those not able to participate in person.

Decide how to facilitate community engagement events. An outside consultant or jurisdiction administrators are good options.

2. **Launch.** Launch the visioning process with a kick-off event to mark its official start. This will be the first community-wide forum for feedback.

Continue the process with smaller, stakeholder-specific facilitations including, for example: parents, staff, students, French-speaking families, First Nations or Metis communities or a local chamber of commerce.

At the kick-off event, introduce your guiding questions and speak to the school board's goals and purposes for the process. Gather feedback. Let participants know about the other ways they will be able to participate and provide feedback.



## Communications Now

3. **Community engagement.** This is the most important part the process and should take the most time. It's the step from which all information, the overall vision and recommendations will be drawn.

During the community engagement phase, facilitated sessions should be scheduled with the different stakeholder groups identified during planning. Each group should respond to the guiding questions.

4. **Large group meeting/culminating event.** Community engagement is brought to a close with a final, summarizing event that all stakeholder groups are invited to attend. It is an opportunity for the jurisdiction to share the feedback collected to date. It's also a chance to ask for help refining the information through prioritization or identification of things that may have been overlooked.
5. **Synthesizing group.** A diverse group of stakeholders should be identified to collaborate on the final recommendations based on information from the community engagement step.

The synthesizing group should represent different stakeholder groups from the community, especially if these groups were active and engaged earlier in the process.

As the group becomes familiar with the community feedback, it lists the areas to be addressed. A vision and recommendations are then set for each area.

6. **Commitment to action.** The recommendations should be printed in a final vision document and distributed throughout the community. It is the responsibility of the school board and other administrators to prioritize the recommendations and decide which ones to start with and schedule the rest.

If no action is taken as a result of the community visioning process, trust and the jurisdiction's credibility will be damaged.

7. **Monitor, evaluate and celebrate.** This step starts with the implementation of recommendations.

After publishing the vision document, school boards regularly update progress. This allows the community to monitor and evaluate the school board's progress.

Not only should the community monitor and evaluate progress, the school board needs to actively observe its own progress to ensure that it remains on track and makes adjustments as necessary.

8. **Sustain community engagement.** Just as the jurisdiction should continue to monitor and evaluate, it should also provide opportunities for the community to stay engaged. This doesn't need to be as formal as the initial process, but is an important step to maintain community support for the jurisdiction's programs and initiatives.

While these steps should be included in any visioning process, each jurisdiction and community is unique and the process can be adjusted to fit each community and each budget.

Once a jurisdiction has reached the final three steps, the hard work really begins. It is incredibly important to start enacting the recommendations soon after the report is completed. It may not be feasible to begin working on all of them right away, but they should be prioritized and a timeline set. This can be done by the synthesizing committee and included in the final report.



## Communications Now

### Examples of successful visioning

In 2004, Springfield Public Schools in Oregon adopted its “Springfield Quality Education Model” (S-QEM) based on a year-long community engagement process. Afterward, every decision about programs and curriculum was weighed against how well it supported the vision outlined in the *S-QEM*.

Springfield immediately began addressing one of the community’s highest priorities: expand educational offerings to engage all learners, including those who do not thrive in traditional settings.

This resulted in the creation of the Academy of Arts and Academics (A3), an arts-focused high school that opened in 2006. It has since successfully re-engaged hundreds of students in their education. A3 enjoyed community support and the momentum created by the community visioning process. It is only one example of the opportunities that a community visioning process can help create.

In recent years, several Oregon school jurisdictions have engaged in community visioning processes.

These jurisdictions used a community visioning process to create a community-wide vision of what education should look like in the year 2020 and the steps needed to reach that vision. To read the final vision documents and learn more about the process these jurisdictions used, visit the websites listed below.

- [www.sherwood.k12.or.us/district/vision-2020](http://www.sherwood.k12.or.us/district/vision-2020)
- [www.lebanon2020vision.org](http://www.lebanon2020vision.org)
- [www.springfield.k12.or.us/page/21](http://www.springfield.k12.or.us/page/21)

*Contributed by Devon Ashbridge, communications specialist,  
Springfield Public Schools*



## Communications Now

### Community surveys: audience-driven communication planning

Your jurisdiction has a monthly newsletter, a phone notification system and sends all of its news to a local radio station – good for you!

But are those methods really the best way to reach your community? Rather than basing communications on assumptions, why not base it on evidence?

Audience-driven communication planning can help you choose the best ways to communicate with your community.

Why put time and effort into a monthly newsletter if parents don't even read it and it ends up in the recycle bin? That's not to say newsletters aren't effective ways to communicate – for some jurisdictions, they are.

Still, it would be more effective to learn exactly how your community wants to receive information and the types of information they want to receive, and then respond appropriately.

Community communication surveys are an effective way to find out what your community really wants and how they want to receive it.

The surveys also provide a great way to gauge your community's sentiments toward your jurisdiction and the issues they find particularly important.

### Sample questions and survey topics

#### Who is taking the survey?

- Are you a parent, staff member or community member? Do you have children in school?
- What school(s) does your child attend?

If community members frequent your buildings, having information available inside your schools may be an effective way to reach those individuals.

- How long has it been since you've been in a school building in our jurisdiction?

#### What are people hearing?

The survey could ask people about what they're hearing on topics such as: high student achievement, low drop-out rate, clean schools, safe and caring schools, respectful students, good school lunches, low rate of crime/drugs, etc.

- What are some positive things you've heard about our schools?
- On the flip side, ask about negative things they've heard about your schools (same topics).

#### How do people get their information?

- What are your main information sources? Have people choose sources from a list like this: your jurisdiction website, local media – including newspapers, radio and TV – social media, students, newsletters, parent notification systems, key communicator network.
- What sources do you rely on most to receive information about our schools?

#### Are there alternative sources of information about your schools?

- Ask: do you volunteer in the school, rely on word-of-mouth information and observations, attend parent organizations, school board meetings, reader boards, etc.?
- Ask how often the respondent visits your jurisdiction and/or school websites. If they're not visiting often, it could mean your jurisdiction isn't providing enough new information to keep them coming back frequently.
- List all of your local newspapers, radio stations and TV stations, and ask respondents which ones they utilize most. Make sure to provide space to list additional media outlets.



## Communications Now

- Ask if the respondent has a Twitter and/or Facebook account, and if they do, ask if they “like” or “follow” your jurisdiction’s account (if applicable).
- Ask if respondents have access to the Internet at home? This will let you know if accessing your website or emails from the jurisdiction may be difficult.
- Ask if they own a smart phone with access to the Internet and mobile apps? This could help you determine if a mobile app is right for your jurisdiction.
- Ask about the frequency of which the respondents want to receive information from your jurisdiction: Daily? Weekly? Monthly?
- Ask how the respondent would prefer to receive information: email, jurisdiction website, social media, phone calls, flyers/newsletters sent home with students, flyers/newsletters sent home via mail, local media, mobile app, in-person.
- Ask about the types of information the respondents would like to receive from your jurisdiction: student achievement, board meetings, new policies/procedures, staff changes, provincial education issues, new/interesting jurisdiction programs, upcoming events, awards, parenting issues, etc.
- Finally, ask respondents to voluntarily provide an updated email address and/or phone number so you can update the system.

The answers to these questions can help your jurisdiction develop a comprehensive communications plan that will reach a wide audience in the most effective and efficient ways possible.

The best part is that when you respond with the communication the community asked to receive, your community will know your jurisdiction really listened and cares about what they have to say. That goes a long way in developing trust between your jurisdiction and the community.

### Three main ways to survey

#### Online surveys

There are several useful online survey companies. Survey Monkey ([www.surveymonkey.com](http://www.surveymonkey.com)) is one of the most popular sites. It has several options that range from free to several hundred dollars annually, depending on how many surveys you’ll conduct each year and how many questions you want to ask.

Your jurisdiction may want to conduct surveys throughout the year to gauge community interest in a particular board decision, to get a feel for staff morale or measure other internal communications.

Online surveys allow you to create and customize a survey – even using your jurisdiction’s colors and logo. They allow participants to receive and respond to the survey in multiple ways.

The traditional mode of sending out an online survey is to either provide a link to the survey on your website or embed the survey on your website.

Survey Monkey, for example, provides an easy link to embed your survey onto your website with a simple copy and paste procedure. This allows your community to take the survey via your website, a place they are ideally already visiting regularly. You can send emails to parents and community members announcing the survey’s availability on your jurisdiction’s website, or notify them of the survey through the jurisdiction’s parent notification system.

You can also embed the online survey link into an email that your jurisdiction sends out to all parents, or at least to those for whom you have email addresses.



## Communications Now

This allows recipients to participate in the survey without having to take the extra step of going to a website. Embedding the survey onto your jurisdiction's Facebook page is another great option. Many parents are on Facebook regularly, so rather than waiting for them to come to your website to take the survey, go to them.

### Phone surveys

Phone surveys can be costly, but can provide your jurisdiction with more scientific results and can potentially reach community members who might not take an online survey.

Check with neighboring school jurisdictions to see if they have any companies they can recommend. Make sure whichever company your jurisdiction chooses, has experience surveying for schools.

Phone surveying companies will often assist your jurisdiction with developing the right questions for your survey. After all, these companies spend all of their time surveying people, so they are the experts at framing questions to acquire the type of information your jurisdiction needs.

Phone survey results will most often come with an executive summary, as well as question-by-question results and open-ended responses.

Ask the survey company representative to go over these results with your jurisdiction's administration and board. They may even be willing to attend a board work session in person or via phone conference. Sometimes phone survey results can be difficult to decipher, so having someone available to answer your questions is important in understanding what your community wants.

### Community forums

Face-to-face communication is always effective. Allowing your community to meet with your jurisdiction administration and board is a great way to gather information. Some jurisdictions call these community forums listening sessions.

Listening sessions can be set up in a couple of different ways. Either have your board and administration available to answer questions in a large group setting, or set up several tables and divide your board and administrators among these tables. Community members can visit to ask questions and talk with jurisdiction officials. During the forum, have your board members and administrators ask survey questions to acquire the information you're looking for.

Not only will you find out how your community wants you to communicate, but you'll also be able to answer additional questions your public may have about your schools.

These listening sessions demonstrate your jurisdiction's willingness to listen to the community and the desire to improve.

No matter how your jurisdiction decides to survey your community about communication issues, make sure you take the results and develop a plan that your jurisdiction will implement. Your public will appreciate knowing that your jurisdiction listened.

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





## Communications Now



## Communications Now

### Real life tragedies showcase importance of crisis communication

*Rick Kaufman, APR, Executive Director of Community Relations and Emergency Management, and Jim Dunn, of Jim Dunn & Associates, both have first-hand experience in crisis communications. In this article they share tips based on what they learned from two school crises and from years of working with crises of every kind.*

#### Columbine

Rick Kaufman was one of the first on the scene at Columbine High School that dreadful morning of April 20, 1999. He was executive director of communications for Jefferson County Public Schools at the time, and Columbine was one of 17 high schools in the jurisdiction.

He was one of two crisis response leaders and assumed leadership of all strategic communications, media relations, and coordination of events, including anniversary remembrances for the following five years.

#### Plan and train

Kaufman was as well prepared as anyone could be that day. He had served as an emergency medical technician (EMT) and studied workplace violence with a belief that these incidents would one day carry over to schools.

In 1996, he partnered with a retired police officer to develop a mock crisis scenario involving an active shooter in the school to test their new emergency response plan.

“We’re in a new age of communicating in a crisis,” he says. “It used to be our response needed to take place in the first 24 hours; now it needs to be in minutes. We are now focusing our training on school leaders to know how to respond in this age of instant communication.”

Today most school jurisdictions have a crisis plan, which is a shift from even a decade ago. But Kaufman questions how many take the plan off the shelf, review it, and train with it.

“Knowing what to do in a crisis can be the difference between chaos and calm, and life and death. How one responds ensures student and staff safety in the long term,” he says. Training creates a culture of teamwork and shows people what they need to do.

Kaufman recommends “table top” training, where staff work through mock scenarios together to figure out what they will do in different situations. “Plan for the worst and hope for the best,” he says.

#### Provide information – fast

Kaufman points out that media has changed in the last 14 years and schools can’t rely on media anymore for regular communication.

“Parents have come to rely on jurisdictions for their school communications, so we have to be prepared to respond, inform, and engage them in a crisis,” he says.

A major focus for jurisdictions should be on what Kaufman calls uncertainty avoidance. “What’s interesting when you have a crisis, such as a lockdown, is the insatiable desire to know what’s going on,” he says. “People are going to search every place for information. We want to drive our stakeholders to our sources of information.”

The important things to share include:

- what happened
- the plan for returning to normal

People need to know the jurisdiction is leading the way, caring for the victims and has a strategy for getting school up and running again. How a jurisdiction handles this is crucial to building trust and support in the community.

“Our top jobs are: number one, teaching and learning, and number two, keeping kids safe,” Kaufman said. “If we don’t handle those well, the organization suffers. And people will remember how we handled the crisis more than they will remember the details of the crisis itself.”



## Communications Now

### Frame your message

"You can't put the toothpaste back in the tube," says Jim Dunn, APR, of Jim Dunn & Associates, a communications consulting firm.

Dunn had been communication director for Liberty Public Schools in Missouri for 20 years prior to opening his own firm, and when the tornado hit Joplin, Missouri, on May 22, 2011, he went there to help out. The communications department in Joplin was in transition and they asked him to stay on.

"The basics are always the same: Treat people with dignity and respect, be open and honest at every turn, and be careful about what you say," he says. "You have to be a leader and think through what is happening, where people are coming from, and what are the real concerns. You have to craft a plan to respond to those questions."

Dunn talks about the "golden hour" – that very short time period in which you have to respond. "If you don't, other people will frame your message," he says.

"Media and everybody will converge on your district and look for one, the hero, two, the villain, and three, the victim. You have got to be the hero."

Dunn goes on to say that being a hero means doing the right thing. "But you have to have a ton of courage," he says. "This is why leadership really counts."

Dunn stresses the need to have one appointed spokesperson. "You can't tell people they can't talk," he says. "But as an employer you can tell people to refer questions and concerns to someone who really knows what is happening."

### Do the right thing

"To me, crisis management really is just doing the right thing," Dunn says.

In Joplin, national media were reporting all the death, destruction and sadness. "It was everywhere, and it was compelling," Dunn said.

"We got together, and we just knew that we had to change this message. What we tried to do was to change the message to all the heroes we had, and we set the remarkable goal of opening school 86 days later."

Half the jurisdiction's classrooms were completely destroyed. People did not know what to do.

"We had an institution of people who love and care for kids but didn't know the nuts and bolts of crisis management. They knew how to teach and to get school going, so they bought into it," he says. The whole community bought into it – construction workers who contributed their overtime, officials who cut red tape, companies that rushed orders.

### Focus on the victim

"If somebody dies, it changes the crisis completely," said Dunn. "It makes it much, much more serious. You have to be much more careful and document everything you do. And your first and total concern has to be for the victims and possible victims, the families, and all the people who are affected."

People are often afraid of doing the wrong thing, but paralysis is worse, he advises. "It is much better to do something wrong than to do nothing."

In Joplin, they decided they would find every student. To make that happen, teams of teachers walked completely devastated areas calling out names of children; they found every student and every employee – in record time.

"You have to have leadership and a plan," he said. "People need to know that somebody's in charge, somebody they can trust."

### Return to normal as soon as possible

Along with managing the crisis, it is essential to make every effort to get schools up and running as quickly as possible. And this needs to be communicated.

"People have a profound need to help people," said Dunn. "At some point you have to look at the big picture – what are we going to do to recover? In your heart you know it will never be normal again."



## Communications Now

But 86 days after the tornado, Joplin students started school. And Dunn was able to visit the rebuilt Irving Elementary School in Joplin on December 6, 2013. "Slowly, but surely, normal is coming back into play."

People at Columbine also had to find a new normal. "One of our realities was that our school and community would never be the same, that we would experience a 'new normalcy.' Our new normalcy began the day after the shooting," said Kaufman.

"Jefferson County Public Schools survived because along with everything we were dealing with, we still managed to communicate and engage our public with the understanding of what happened and how we were going to survive."

*Contributed by Candace Wilson, communications consultant*



## Communications Now

### Engaging the public when it has legal implications

Sooner or later your school board will be involved in some kind of legal issue. Legal issues are tricky to communicate, so they pose a risk to public relations.

If you communicate effectively, you may emerge from the legal interaction with higher levels of public trust. If you fail to be proactive, you may look like you are covering something up, resulting in diminished public trust.

Every good story has a victim, a villain and a hero. The goal is to keep your jurisdiction from ever being cast as the villain in the community and the media.

However, it can be hard to appear heroic when you cannot be as transparent as you'd like.

Withholding information can make you look guilty, so you have to be clear about *why* you cannot be transparent.

Parents generally want to know the basics of any situation, from a lawsuit to the investigation of a student death. They want to know what happened, why it happened and what it means. They want this information in order to judge whether jurisdiction employees are trustworthy enough to care for their children.

The other 70 per cent of your community, those without students in your schools, simply want to know the basic facts so they can judge whether your jurisdiction can be trusted with their tax dollars. They just want the story: What happened? Who is the victim, the villain and the hero?

### The tricky part

Everyone has the right to due process in a legal proceeding. That is great for impartial resolution of disputes, but it puts pressure on your communications.

The public has the right to know whether someone works with kids in your jurisdiction.

Beyond that, privacy rights protect employees and students who stand accused of something serious.

Discipline records of staff and students are private. So are academic and health records. Many aspects of legal and Human Resources investigations are private as well.

Many school boards have formal complaint processes. This prevents the two sides of a legal issue being fought in the public arena.

To protect the legal, Human Resources or formal complaint process, you may need to keep a lot of information confidential.

### How transparent can you be?

When communicating about sensitive legal or Human Resources matters be very clear about which processes are in play and why they limit your ability to be transparent.

When the community and media understand that a formal process is under way, they can more easily trust that the jurisdiction is handling the situation correctly. They can also understand better why you may not share all information on an issue or incident.

It is vital that all the players know what you are telling the public. It is also important that all players (police, trustees, superintendent, key communicators) know there are limits to information due to the processes involved. All internal team members need to cite the same reasons for staying quiet about particular information.

For instance, if a student has taken his or her own life at home and rumors of bullying abound on social media, you need to coordinate your message with the police. Hopefully, you will agree that any information about the circumstances or factors in the student's passing should be given to the police.

The jurisdiction should not speculate as to contributing factors to a student death. That is what the police will determine through their investigation. You just have to be sure that the police will say the same thing when questioned.



## Communications Now

### Never say, “No comment.”

The keys are to be proactive and honest. If you anticipate questions about a lawsuit, consult with your lawyer and find out what agreements may have been entered into regarding communication. Often, lawyers for both sides will develop a joint message and agree that neither side will comment beyond that.

Return media calls. Develop your message, brief as it might be, and return media calls in short order. Be sure to take a few minutes to practice your message, but do not add needless delay.

### Useful phrases for talking to the media:

- “We are cooperating fully with the police investigation.”
- “Everyone is entitled to due process, so I cannot jump to conclusions.”
- “Right now we are in the (legal, HR, formal complaint) process and that process does not include sharing details in the media.”
- “It is too early to say what our next steps will be. We need to let the current process work.”
- “That is all the information I have to release on this issue for now.”
- “I am not free to discuss that aspect due to privacy laws.”
- “We prefer not to discuss that aspect of the issue because we do not want to hinder the investigation.”

### Next step: Bridging statements

The next step in talking with media is to use bridging statements that bring the discussion back around to your basic message:

- “The most important thing at this point is helping with the investigation.”
- “We really need to focus on getting the kids back to normal and back to learning.”

- “What people need to know is that we are aware of it and we are cooperating with authorities.”

### Message for parents and community

If you have a legal issue that has just begun: (arrest of an administrator, death of a student, notice of intent to file a lawsuit) you need to develop a message.

Normally, your message would be simply what happened, why it happened, what it means and perhaps what will change as a result.

In troubled legal waters, your message may follow the same basic outline, but you need to be upfront about the fact that it will not be very satisfying to interested parties.

1. **What happened:** We are aware of the issue but we do not have details to release yet. We need to coordinate the release of details or leave it up to the police.
2. **Why it happened:** That is exactly why there is an investigation (or legal process or complaint process) to determine what really happened. We won’t speculate or respond to first reports.
3. **What it means:** We will not know the meaning of this incident until after the process has run its course. Again, we will not use early reports and rumors to determine the meaning for our policies and procedures. We simply need to let the process work itself out first.

Compile your message using sympathetic terms such as, “we understand that everyone would like more information, but we cannot release anything more at this time.”

Your message should be sent out to parents at the affected schools via normal channels, letter, phone dialer or social media. However, be sure to keep it short and to the point.



## Communications Now

### Pitfalls

- **Lack of coordination.** Your jurisdiction will look disorganized at best if the jurisdiction office is contradicting the police, the lawyers or other jurisdiction staff.
- **Pointing fingers.** Don't give the impression that the police or lawyers are telling you what you can and cannot say, unless that is true. If you choose not to risk hindering their investigation, be clear that it is your choice to do so.
- **Inconsistency.** Resist the temptation to release types of information based on whether it makes your jurisdiction look good. If you tell people "no" in one case, they will be watching you in the future. Patrons and media will quickly determine if you are cherry-picking and giving out information only when it makes your jurisdiction look good.

### Conclusion

The reality of investigations is that your hands are partially tied in terms of transparency. The sooner you can let your audiences know that, the better.

If you act with consistency, over time, the community and media will learn to trust that you share what you can and that your only reasons for not revealing some information is to help the process that will resolve the issue.

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



## Communications Now

### 13 amazing apps for administrators

Even though we're well into the new year, people are still considering their resolutions. A goal might be to make better use of social media. For many, it's right up there with "manage my time better" and "read more books." But where do you start?

Fortunately, there are a lot of apps available that are especially helpful for school administrators. Check out these apps, popular among superintendents and principals, that help you manage your time better and organize all your documents in one place.

#### **Evernote** ([www.evernote.com](http://www.evernote.com)).

This app acts as that extra brain we all sometimes wish we had.

All the data that crosses your mind or your desk during the day, everything that you might be tempted to put on an easily lost Post-It note can now safely be kept here.

Evernote lets you take notes, save websites, capture photos, create to-do lists, and record voice reminders, all in a searchable database. Also, it's cloud-based, so if you save a note to Evernote on your computer at home or work, it automatically populates onto your tablet or phone. This lifesaver means you will never mourn another lost Post-It.

#### **Hootsuite** ([www.hootsuite.com](http://www.hootsuite.com))

This is the ultimate social media management app.

Hootsuite lets you monitor and respond to your school or jurisdiction's Twitter and Facebook accounts and even the school's blog. On one page, you can manage multiple accounts and see and respond to parents' and teachers' questions in real time. Once you use it, you'll wonder how you lived without it.

#### **Dropbox** ([www.dropbox.com](http://www.dropbox.com))

Set up a Dropbox cloud storage account and access it anywhere through this app. It is like having your office file cabinet on your tablet, phone or multiple computers.

You can also set this account up to automatically receive any photos you take with your phone or tablet.

#### **USB Disk.** *Available on iTunes.*

This Apple app works with iTunes to allow you to store and view documents on your iPad or iPhone. Just drag and drop.

It effectively turns your smart phone into a thumb drive. You also have the ability to link it to your Dropbox account, meaning your thumb drive is now accessible anywhere you need it.

#### **CloudOn.** ([www.cloudon.com](http://www.cloudon.com))

Tired of trying to use some other Apple program when you just want to use good old Word and Excel?

This app lets you use your iPad to create, view and edit files directly in Microsoft Word, Excel & PowerPoint and have them look and act just like you created them in Windows.

#### **DocuSign.** ([www.docusign.com](http://www.docusign.com))

As anyone who works in a superintendent's office knows, there are always documents to read, sign and send back, and they all have to be signed "right now." With Docusign, sign, save and return any document on your tablet or smart phone in seconds. Never scan, fax or ship a signature again.

#### **CamScanner.** ([www.camscanner.net](http://www.camscanner.net))

If paper clutter is your archenemy, then CamScanner is your sidekick. CamScanner is a free app that turns your phone or tablet into a document scanner, allowing you to scan items and then store them as PDF files.

#### **Slideshare.** ([www.slideshare.com](http://www.slideshare.com))

This Apple slideshow presentation app lets you view and edit PowerPoint presentations without having to load PowerPoint software onto your iPhone or iPad.

Plus, it's another cloud-based app, meaning that you can make some quick changes, and then all the other people on your team have the new version right away.





## Communications Now

### PowerPoint Keynote Remote.

*Available in the Android store.*

This Android presentation app doesn't have the same editing or sharing capabilities as Slideshare, but what it loses in editing, it makes up for in leading presentations. It effectively turns your phone or tablet into a remote control, allowing you to preview the next slide, connect to Wi-Fi and much more.

### iTranslate. ([www.itranslateapp.com](http://www.itranslateapp.com))

This free translator never fails to come in handy. It combines voice recognition, translation and voice output for over 50 languages.

### Ustream. ([www.ustream.tv](http://www.ustream.tv))

Developed by three guys who wanted to help their buddies deployed overseas in Iraq communicate with their families, Ustream has the ability to revolutionize how you call a meeting.

Do you have a hard time getting all your principals together in one room? With live video that enables you to lead an interactive meeting of unlimited size, you may finally get that face time.

### Kindle/iBooks.

*Available on iTunes or in the Android store.*

If you were hoping to get more reading done this year, Amazon's Kindle or iBooks for the smartphone or tablet will help.

An increasing number of popular and education-related titles are available for Amazon's Kindle app or the iBooks reading app. Having your reading materials with you all the time means that you are more likely to read during limited downtime like waiting for the doctor or waiting in line.

Both of these apps also allow you to highlight important passages, make notes, and view a list of the highlighted sections later.

### Start slow in choosing apps

While all these apps can be great tools for educators, it's important to start slow if you're not accustomed to using them.

The best advice is to pick an app and try it for a few weeks. See if it fits in with your lifestyle and if it is saving you time or simply taking more time out of your day. Then try another one.

Using an app is just like using any other tool. Finding what works for you, specifically, is a matter of trial and error.

*Contributed by Megan Wilson*



## Communications Now

### Weblinks

#### Excellence in Teaching Awards

Submission deadline: February 7, 2014

Parents, teacher-colleagues, principals, superintendents and all Albertans are encouraged to nominate educators for an Excellence in Teaching Award.

For nomination packages and information :

[www.education.alberta.ca/teachers/excellence.aspx](http://www.education.alberta.ca/teachers/excellence.aspx)

#### Safer Internet Day

February 11, 2014

Theme: "Let's create a better internet together"

Safer Internet Day is organized in February each year to promote safe and more responsible use of online technology and mobile phones, especially among children and young people across the world.

For more information and resources:

[www.saferinternetday.org/web/guest/sid-2014](http://www.saferinternetday.org/web/guest/sid-2014)

#### Child Development

##### Professional Awards of Excellence

Nominations close: February 21, 2014

Alberta Human Services and Alberta Education have partnered with the Alberta Child Care Association to recognize professionals who work with children.

Eligible programs include: parent link centres, early childhood development programs, day care programs, out-of-school care programs, family day home agencies, preschool programs and approved early childhood services programs.

In 2014, there are nine awards given in three categories:

- Individual: one child development professional working with children
- Team: a team of two or more child development professionals working with children
- Program: an entire program

The award ceremony will happen in Edmonton in May 2, 2014. For more information:

[www.humanservices.alberta.ca/departement/15373.html](http://www.humanservices.alberta.ca/departement/15373.html)

#### Emerald Award Nominations due

Deadline is February 28, 2014

There are several cash awards available including a \$5,000 education award. This category acknowledges nominees that have gone beyond normal practices to show creativity and leadership in educating students about environmental matters.

Another category – youth – recognizes young people for initiatives that contribute to the future environmental well-being of Alberta. The recipient of the youth award will receive \$5,000.

For more information and applications:

[www.emerald.foundation.ca](http://www.emerald.foundation.ca)

#### 6<sup>th</sup> Annual Speak Out Conference

The 6<sup>th</sup> annual Speak-Out Conference will be held April 11 – 13, 2014

The event will bring almost 250 students aged 14-19 together, along with their chaperones, and Alberta Education staff to talk about the future of education in Alberta.

Deadline for applications is February 28, 2014.

[www.speakout.alberta.ca/Conference/tabid/64/Default.aspx](http://www.speakout.alberta.ca/Conference/tabid/64/Default.aspx)





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

# Resources for Families

**February 2014**

## Homework tips for parents

Homework is an important part of school. There has been some debate among parents and educators about the amount and value of homework, but most students can expect to bring school work home.

Homework can help students master academics they learned in the classroom and build good study habits they will need in their post-secondary studies, and work habits they will use in life.

Focusing on the work and completing assignments on time are skills that don't come naturally to many students. Parents can help their children build good study habits.

## Tips for parents

### When homework is appropriate

According to Alberta Education, valuable homework should fulfill at least one of these three purposes:

- To finish work not completed in school;
- To provide extra practice;
- To help students develop independent work and study skills.

Homework should be based on what has already been covered in school. Alberta Education's website points out, "if your child doesn't understand what's expected, try having him or her think back to what the teacher said and what they did that day. If this is a frequent occurrence, you should consult with the teacher."

### How much homework is ok?

There is no guideline in Canada for appropriate amounts of homework. Some Canadian schools agree with a rule-of-thumb outlined by the National Parent Teacher Association in the United States: 10 minutes of daily homework per each grade increment.

The bottom line is: you can expect the amount of homework will gradually increase as your child progresses through the grades.

### Help your child make the most of study time

Alberta Education encourages parents to help their child study in these ways:

- **Establish a routine.** Setting a regular time and sticking to it helps children complete their homework assignments.
- **Set the mood.** Ensure the room your child studies in is quiet, has plenty of light, and has school supplies close at hand. Remove distractions by turning off the television and discouraging social phone calls during homework time.
- **Show an interest.** Ask your child about school activities and talk about what was discussed in school that day. Take your child to the library to check out materials for homework, and make time to read with your child as often as you can.

In addition, parents can help their child be successful by making themselves aware of what homework is assigned.



## Resources for Families

### Apps that might help

**MyHomework** ([www.myhomeworkapp.com](http://www.myhomeworkapp.com)): This app is available for iPhone, iPad, Android, Kindle or as a web-based tool. It is a student planner that helps track homework assignments, set reminders or follow class schedules.

**StudyBlue** ([www.studyblue.com](http://www.studyblue.com)). This app is available for iPhone, iPad, Android and the web. It provides study materials, allows students to make flashcards and track progress through study scores. You can collaborate with classmates and allow teachers to review your progress.

**SchoolFuel** ([www.schoolfuelapps.com](http://www.schoolfuelapps.com)): This app is available for iPhone, iPad, Android and the web. It allows teachers to connect with students in and out of class. It provides resources libraries aligned to Common Core Standards.

**Evernote** ([www.evernote.com](http://www.evernote.com))

**Springpad** ([www.springpad.com](http://www.springpad.com))

Both of these apps are available for iPhone, iPad, Android and the web. They allow you to save and share notes, ideas, checklists, photos, URLs, etc. Data is searchable and available on your devices.



Public School Boards'  
Association of Alberta

# The Advocate

[www.public-schools.ab.ca](http://www.public-schools.ab.ca)

17<sup>th</sup> January, 2014 Volume 2, Issue 11

# 2014

## HAPPY NEW YEAR

On January 16 our Association hosted a Governance Seminar on Advocating for Public School Education facilitated by Maurice Fritze. Our Association office asks for your feedback regarding this Seminar. An online evaluation link will be sent out to all participants.

Thursday February 6th, 2014 from 1:00 p.m. - 3:30 p.m. we will be hosting an 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.

We look forward to seeing you there.

### REGISTER

[February Public School Board Council Meeting Orientation Seminar for Council Representatives](#)

On Wednesday 12 March 2014 at 9:00 a.m. – 3:30 p.m. Maureen Towns will be facilitating a Government Seminar with the focus on The Education Act and Governance Responsibilities of Public School Boards.

Topics to be reviewed at this seminar are;

- Board Responsibilities.
- Residency – the shift from parent/guardian to student.
- Student Responsibilities.
- Natural Person Powers.
- Expulsions/Suspensions and the setting of conditions.
- Board Delegation of Authority.
- Education Act: Relationship to regulations.
- Education Act: Policy Requirements.

The event will be hosted at the Holiday Inn Conference Centre, 4485 Gateway Blvd, Edmonton, AB.

***Register now space is limited!***

[March 12 Governance Seminar Registration](#)



## Points of Interest

Click here to share your feedback on our recent January Governance Seminar: [Survey Monkey](#)

View our March 12 Education Act [Save the Date Flyer](#)

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

## Social Media Links



**Public Schools**  
Alberta's First Choice

# The Advocate

Vol. 1, No. 1, January 1, 1901

The Advocate is a monthly publication of the American Society for the Advancement of the Colored People, 1212 Broadway, New York City.

It is published for the purpose of promoting the social and political advancement of the colored people of the United States, and of maintaining the highest standards of morality and justice.

The Advocate is a non-sectarian, non-partisan, and non-racial publication, and is open to all who are interested in the advancement of the colored people.

Subscription price, \$1.00 per annum in advance.

Single copies, 10 cents.

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Public School Boards'  
Association of Alberta

# The Advocate

## Happy Valentine's Day

14<sup>th</sup> February, 2014 Volume 2, Issue 12

On Thursday February 6<sup>th</sup>-8<sup>th</sup>, 2014 we hosted our PSBC meeting and orientation for new and returning Council Representatives of the Public School Boards Council. We would love to hear your feedback on this event! An online evaluation link will be sent out to all participants of the February PSBC Meeting and you can also find the link in our Points of Interest box at the bottom of the page.

Don't forget our March 12 Governance Seminar is quickly approaching and space is limited! Maureen Towns will be facilitating the Governance Seminar with the focus on The Education Act and Governance Responsibilities of Public School Boards. The event will be hosted at the *Holiday Inn Conference Centre, 4485 Gateway Blvd, Edmonton, AB.*

### Register Now March 12 Governance Seminar

In Early March we will be sending out a very exciting program that we have planned for our Spring General Assembly!



Our April 10<sup>th</sup>-12<sup>th</sup> Public School Board Council Meeting is drawing near and Registration is opening soon!

On 10 April we are hosting a Governance Seminar for Public School Trustees regarding **The Education Act: Policy Development Working Session**, facilitated by Eleanor Olszewski, Q. C. Partner and Amelia Pask-Snook, Associate –with MacPherson, Leslie & Tyerman LLP.

Some key points that Boards will walk away with are:

- A comprehensive list of the Education Act areas which direct the need for Board Policy.
- The fundamental principles which must be part of all Policies.
- Sample policies from collaborative work during the Seminar, as you and your colleagues review and draft Board Policies.

The event will be hosted at the *Four Points Sheraton Gateway Hotel, 10010-12th Avenue S.W. Edmonton, AB*

We look forward to seeing you there!

**Registration Opening Soon.**

[www.public-schools.ab.ca](http://www.public-schools.ab.ca)

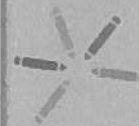
### Points of Interest

Click here to share your feedback on our recent February PSBC Meeting: [Survey Monkey](#)

View our March 12 Education Act [Save the Date Flyer](#)

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

### Social Media Links



**Public Schools  
Alberta's First Choice**



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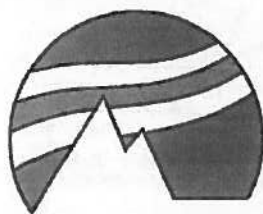
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## Public School Boards' Association of Alberta



28 January 2014

Hon. Jeff Johnson,  
Minister of Education  
424 Legislature Building  
10800 97 Avenue  
Edmonton, AB T5K 2B6

Dear Minister Johnson,

Re: **Alberta Education Website Information for Parents**

The Alberta Education website link: ***Kindergarten to Grade 12: Discover the Kindergarten to Grade 12 curriculum***, states that it provides parents with a "better understanding of Alberta's curriculum" and how parents can help their child(ren); it is a resource that enables parents to "discover what your child is learning, how they're assessed and what resources are available to help them be successful from Kindergarten to Grade 12"; the website "also contains information on the variety of education choices" parents have for their child(ren). The "choices" link on the front page of the website, takes one directly to an Alberta Education website with links and information related to:

*School Choice*  
*Public and Separate Schools*  
*Francophone Schools*  
*Private Schools*  
*Charter Schools*  
*Home Education / Blended Programs*  
*Online Learning Programs*  
*Authorities and Schools Directory*

The ***Kindergarten to Grade 12: Discover the Kindergarten to Grade 12 curriculum*** link also provides information through the ***My Child's Learning: A Parent Resource***. Alberta Education's website clearly states that the information contained within the site is to "provide parents with a better understanding of Alberta's curriculum" yet it singles out one faith based group through the provision of direct access to and detailed information regarding the Catholic Catechism offered in Separate Roman Catholic Schools. Our Association has significant concern that catechism related to one faith is provided through this online resource. The Catholic Catechism provided in Separate Roman Catholic Schools in Alberta, is developed and directed for implementation by the Canadian Conference of Catholic Bishops (CCCB), not Alberta Education.

Over the past several months our Association has had many meetings / conversations with representatives from Alberta Education, with the hope that a positive and appropriate resolution to our concern could be found. I acknowledge that as a result of those conversations, Alberta Education changed references on the website to align with language which is more appropriate. I also note that Alberta Education has recently replaced the phrase



## Public School Boards' Association of Alberta



Public Schools  
Alberta's First Choice

"*Spiritual Development*" as the link on the *Religious Education: What Your Child Is Learning* with "*Religious Education*", however the information that is contained within "*General Information About Religious Education*", the grade specific "*Religious Education*" as well as the "*How Your Child Is Assessed*" portions of the resource, continues to be that of one faith based curriculum created by a third party.

We have heard Alberta Education's comments regarding the Constitutional right of minority faith rate payers and do not agree that the right includes the posting of faith based information on the Alberta Education website. In our meetings with Alberta Education, the Association has made two requests which we believe are respectful of the provisions contained within the Constitution as well as Alberta Education's policy regarding choice. Our first request is that of all the detailed information describing the Catholic Catechism that is directed for implementation by the CCCB within Separate Roman Catholic Schools within Alberta, be removed and replaced with a direct link to each of the websites for each of Separate School Districts within Alberta. Parents would be able to access detailed information directly from their Separate School District, in the same manner that the '*choice*' link on the front page of the *Kindergarten to Grade 12: Discover the Kindergarten to Grade 12 curriculum* takes the reader to links for the various programs / schools / jurisdictions available within Alberta. This we believe is a fair and simple solution.

The second request we have made of Alberta Education, is that if they wish the website to truly provide parents with "information on the variety of educational choices" parents have for their children, and are not prepared to remove all references as requested, then the website should include detailed information regarding every faith based program which is offered within Alberta's publicly funded School Divisions and Districts.

We believe that we have offered two viable solutions and believe that both are respectful of the Constitutional right of minority faith rate payers, as well as Alberta Education's policy regarding choice. Beyond a few minimal changes to the online resource, as I noted earlier, no further changes that we have requested, have been accepted by Alberta Education; in fact we have been advised that further changes to the online resource will require your assistance.

Parents are one of the many important partners we collectively work with as we create an inclusive public school "education system that inspires and enables all students to achieve success and fulfillment as engaged thinkers and ethical citizens, with an entrepreneurial spirit". It is important that the online information provided to parents through the Alberta Education website include only curriculum developed by Alberta Education. On behalf of our Members, I look forward to achieving, with your assistance, a timely and positive resolution to this concern.

Sincerely,

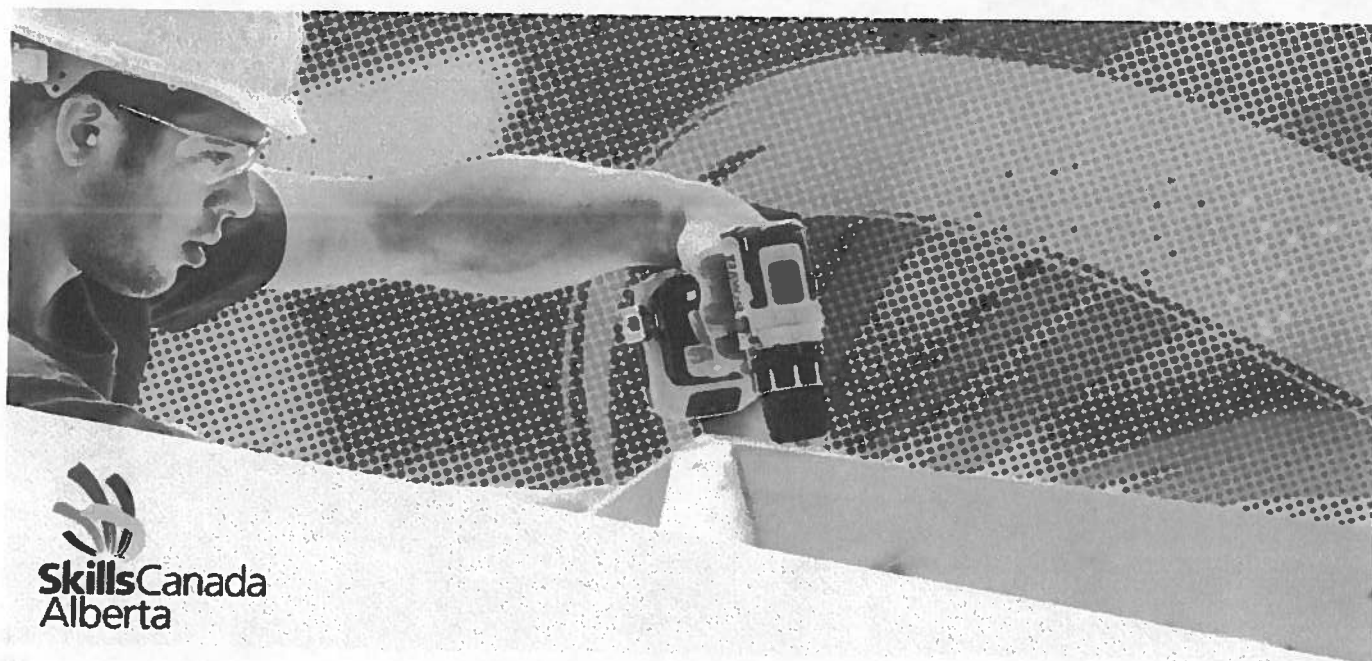
Arlene Hrynyk  
President

- c. Member Boards  
Executive Committee  
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Arlene Hrynyk, President • Rick Massini, First Vice President • Kathy Cooper, Second Vice President • Cheryl MacIsaac, Director • Kathleen Linder, Director

# We Are Skills

## Skills Canada Alberta - January Update

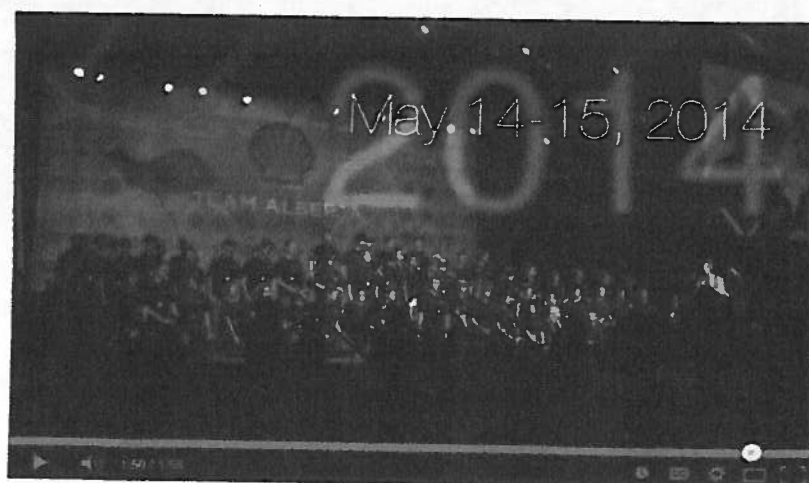


The Skills Team is hard at work and gearing up for the Skills Season ahead! This newsletter is full of information, updates and links that you will find valuable in your Skills preparation.

### Important Dates

- February 1 - [Registration at Skills School](#)
- February 10 - [Regional](#) High School Registration Open 8am
- February 18 - [Provincial](#) High School Registration Open 8am
- March 6 - [Wood Buffalo](#) RSOC
- April 14, 22 & 25 - [Calgary](#) RSOC
- April 18 - [North East](#) RSOC
- April 17 & May 1 - [Central](#) RSOC
- April 22 - [Edmonton](#) RSOC
- April 25 - [South West](#) RSOC
- April 28 - [South East](#) RSOC
- May 2 - [North West](#) RSOC

Watch our Latest Video Profiling the 22nd Annual Provincial Skills Canada Alberta Competition!



Provincial Posters are Here!

May 14 - 15 - Provincial Skills Canada Competition

May 15 - Girls Exploring Trades and Technologies Conference (GETT)

June 4 - 7 - Skills Canada National Competition

August 11 - 16 2015 - WorldSkills International  
Sao Paulo, Brazil

Four designs of our new 2014 poster are available for you to enjoy and use. Visit our [website](#) to download a copy today!

Copies of these posters will be sent to all of our Skills Teachers in an upcoming mailout. Email [AshleyC@skillsalberta.com](mailto:AshleyC@skillsalberta.com) to receive a copy.



## Quick Links

[Skills Canada Alberta Website](#)  
[Regional Competition Information](#)  
[Provincial Competition Information](#)  
[Skills Champion Login](#)

## Suncor - Competition Ambassador

Suncor is proud to support Skills Canada Alberta's Ambassador Program for a third year!

Suncor brings over 10 skilled and trained staff to our event annually in support of Automotive, Heavy Equipment Technician, Millwright, Electrical Installations and Welding. Competition projects are showcased and explained by the Ambassadors through virtual tours, finished products, models and replicas to teach and involve students in exploring their options and opportunities within the trades.

Suncor is dedicated to economic development and opportunities in the trades. You can learn more by reading about their recent campaign, [What Yes Can Do](#).



What Yes Can Do.

## Junior Culinary Challenge



Skills Canada Alberta is proud to host a Jr. High Culinary Challenge at the 2014 Provincial Skills Canada

Competition. The Junior High Culinary Arts Challenge introduces grade 8 students to the spirit of a professional cooking environment in a fun and interactive way.

## Professional Development Days

Skills Canada Alberta is pleased to partner with technical institutes, high schools, industry, and labour groups to connect our talented technical committee to high school teachers.

The Skill Development Program provides classroom relevant training to teachers through SCA's network of experienced technical volunteers and Professional Development (PD) Days hosted in post-secondary institutions and high schools. Teachers are connected to industry and post-secondary contacts, and are given resources to prepare students for SCA programs.

Sessions are hosted in various locations across Alberta from October - March. Check [here](#) to see what is currently being offered, and to get more details. Professional Development Days are exclusively supported by [Syncrude](#), our Presenting Education Sponsor.

## High School Registration



Registration time is almost upon us! Are you ready for the Sam opening on Monday, February 10th for Regionals, and the Sam opening on Tuesday, February 18 for Provincials?

Make life easier, sign up works ahead of time by verifying your password and login [here](#) first.

[Download](#) our full high school Registration Package.

## Post Secondary Registration

Postsecondary students are asked to compete at the Provincial Skills Canada Challenge at IPSC, City Skills Canada Alberta.

Competition, at the Edmonton EXPO Centre, May 14 or 15, 2014. Before and after their participation in the Jr High Challenge, students will be inspired by watching competing senior high and post-secondary student chefs, tour the Provincial Skills Canada Competition to learn more about careers in the trades and technologies, and increase their motivation to participate in future Skills Canada Competitions.

To learn more about the competition, details can be found in the [scope](#), and in the [registration package](#)

## Featured Article

### Government Partner



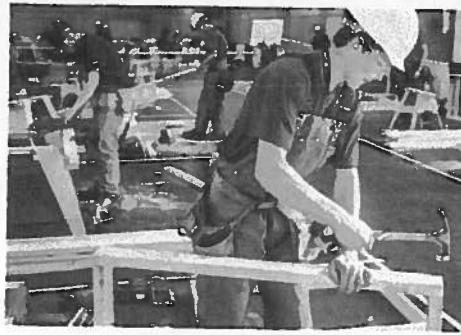
### Skills Champion



### Skills Leader



### Platinum Partners



Training or their Technical Institute by April 1, 2014.

Students can **nominate themselves** or be nominated.

Sold Medalists from the PSCC will be given the opportunity to continue their skills

journey and compete at the 2014 Skills Canada National Competition (SCNC) being held June 4-7 in Toronto, Ontario. It is at the 2014 SCNC that Team Canada will be selected to compete at WorldSkills Sao Paulo, Brazil in 2015!

To participate in the 2014 Provincial Skills Canada Competition you must be born on or after January 1, 1993, currently be apprenticing in a trade or attending a post-secondary institution and an Alberta resident and a Canadian citizen.

Instructors can contact Gord King, Project Coordinator, at [GordK@skillsalberta.com](mailto:GordK@skillsalberta.com) for additional information.

### Details...

## New Partnership with UA Local 488

Skills Canada Alberta is proud to announce a partnership with United Association of Journeymen and Apprentices of the Plumbing and Pipefitting Industry, Local Union 488, as the Pipe Trades & Construction Hall Sponsor at the 2014 Provincial Skills Canada Competition.



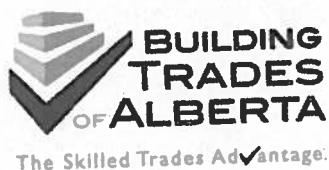
UA Local 488 represents and trains world class piping professionals that deliver productivity and safety to the construction industry. The Pipe Trades & Construction Hall, Presented by UA Local 488 at the Provincial Skills Canada Competition will include some of Alberta's high growth trades such as Steamfitter/Pipefitter, Plumber, Refrigeration, Welder and Electrician.

In addition to featuring 11 competitions in the Pipe Trades & Construction Hall at the Provincial Skills Canada Competition, UA Local 488 is hosting a Steamfitter/Pipefitter Try-A-Trade and is a Supporting Partner of the **Skills in the Classroom** program, which brings the excitement of the event to 10,000 students across Alberta annually.

## Field Trip Subsidies



### Elite Partners



### Gold Partners



Did you know... that your school is eligible for a \$200 Travel Subsidy when you bring your students on a Field Trip to the Provincial Skills Canada Competition? You can request the subsidy while you register, right [here](#)!



There are plenty of reasons to book a Field Trip to the PSCC, watch competitors in action as they compete, your students can try their hand at many trades through our [Try-A-Trades®](#), they can interact with industry leaders and experts in the fields they are curious about, and will be introduced to the vast opportunities a career in the trades can provide! Field Trip Subsidies are exclusively supported by [Pembina](#).

## Skills in the Classroom



Our Education Coordinator Becky Skopyk is out and about visiting schools and getting students excited about careers in the trades, and in the Regional and Provincial Skills Canada Competitions. If you would like Becky to bring her dynamic, interactive [Skills in](#)

[the Classroom](#) presentation to you, contact her at [BeckyS@skillsalberta.com](mailto:BeckyS@skillsalberta.com), and learn more about her informative presentations [here](#)!

## Skill City Booth Registration is Open!

Spots in our Skills City are filling up fast! If you are interested in exposing your organization to thousands of students, teachers, parents, volunteers, and industry leaders you can learn more information [here](#).





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ALBERTA  
EDUCATION

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

AR83579

FEB 12 2014  
Dr. Colin Kelly  
Official Trustee  
Northland School Division  
Bag 1400 PO Box Station Main  
Peace River, AB T8S 1V2

Dear Dr. Kelly:

Upon careful consideration of the circumstances at two school facilities in your jurisdiction, I have decided that relocating four underutilized modular classrooms from Bishop Routhier School to the Gift Lake Métis Settlement is the optimal course of action.

As you are aware, the closure of Gift Lake School due to the presence of mould has created an immediate need for temporary classroom space in this community until the new replacement school is completed and operational. Based on discussions involving representatives from Northland School Division, the Peavine Métis Settlement and government staff, I understand that relocating four modular classrooms for such purposes is recognized as being necessary and acceptable.

Pearl Calahasen, MLA for Lesser Slave Lake, joins me in thanking you for the leadership and collaboration you and your staff demonstrated in addressing this matter. Government staff will continue to provide support to ensure the timely and effective relocation of these units.

Sincerely,

Jeff Johnson  
Minister  
MLA, Athabasca-Sturgeon-Redwater

cc: Honourable Ric McIver, Minister of Infrastructure  
Pearl Calahasen, MLA, Lesser Slave Lake

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DOCUSHARE



ALBERTA  
EDUCATION

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

FEB 12 2014

AR83579

Mr. Ken Noskey  
Chairperson  
Peavine Métis Settlement  
Bag 4  
High Prairie, AB T0G 1E0

Dear Mr. Noskey:

Thank you for the proposal relating to the modular classrooms at Bishop Routhier School that the Peavine Métis Settlement recently submitted in response to our meeting on May 29, 2013.

As you are likely aware, the closure of Gift Lake School due to the presence of mould has created an immediate need for temporary classroom space in this community until the new replacement school is completed and operational. In light of this emergent situation and having carefully considered the circumstances at Bishop Routhier School, I have determined that relocating four modular classrooms to the Gift Lake Métis Settlement is the optimal course of action.

I have been informed that representatives from the Peavine Métis Settlement, Northland School Division and government collaborated in assessing the programming and community needs to enable an understanding and acceptance that such action is necessary. I appreciate the efforts and dedication of the Peavine Métis Settlement in respect to this matter and the education of children in the community. I assure you that the removal of the modular classrooms will not impact the programming or future of Bishop Routhier School.

I look forward to continuing to work together in shaping our province's education system and future.

Sincerely,

Jeff Johnson  
Minister  
MLA, Athabasca-Sturgeon-Redwater

cc: Honourable Frank Oberle, Minister of Aboriginal Relations  
Honourable Ric McIver, Minister of Infrastructure  
Pearl Calahasen, MLA, Lesser Slave Lake  
Dr. Colin Kelly, Official Trustee, Northland School Division

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DOCUSHARE

**Purpose:**

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

<b>Quarterly Content for November, 2013</b>		
1. Superintendent's Message	Bulletin #1	
2. Divisional Priorities	Bulletin #2	
3. Enrolment, Staffing Positions and Staff and Student Attendance	Bulletin #3 Bulletin #4 Bulletin #5 Bulletin #6 Bulletin #7 Bulletin #8	Student Enrolment Student Monthly Attendance Student Attendance by Division Staff Attendance Staffing Update School Visits by Staff
4. School and Division success stories.	Bulletin #9 Bulletin #10 Bulletin #11 Bulletin #12	Cenovus donates \$900,000 to NSD Author/Illustrator Visits Elizabeth School Randy Chernipeski Visits Fort McKay School Career Expectations at Chipewyan Lake School

*[The page contains extremely faint, illegible text, likely bleed-through from the reverse side. The text is organized into several paragraphs and possibly a list or table structure, but the characters are too light to transcribe accurately.]*

## February, 2014 Quarterly Report

### Superintendent's Update

**Northland AERR 2013-6:** Northland received positive feedback from Alberta Education on the AERR that was submitted in November 2013. Progress to date on Key Initiatives is included in the February Quarterly Report.

**School Visits:** School and classroom visits continued in December, January and February. It is anticipated that all schools will have been visited at least once by the end of March.

**Review of School AERRs:** We are in the process of meeting with school administrators to discuss progress on their 2013-14 AERR.

**Fall Literacy Assessments:** The results of the fall literacy assessments for students have been put together and will be presented at the February Board Meeting.

**Meetings with School and Central Administrators:** Three meetings have been held with Administrators in this Quarter: two on line on one two day face to face session in February. On line sessions allow for timely information sharing and allow school and central leaders to focus on discussion and dialogue on important initiatives during face to face meetings.

Key topics for the February meetings included discussions concerning:

- the role of the principals in teacher supervision to support and monitor the implementation of the literacy initiative through classroom observations and working with staff to strengthen programming in response to information from fall reading assessments,
- using protocol to access local community knowledge to strengthen FNMI programming,
- a review of key provincial documents that provide a framework for the development of school improvement plans ,
- school calendar 2013-14,
- division one literacy review,



## February, 2014 - Quarterly Report

Bulletin 2

### Divisional Priorities

AERR Priority	Funding Source	Progress	Next Steps
Compilation of an Inventory of local community resources	Grant 2013-0277	<p><u>Goal 1:</u> Local Community Resources With the compilation of local community resources, the school demonstrates working with the community</p> <ul style="list-style-type: none"> <li>• Elder and Parent Meeting</li> <li>• Community Engagement Meeting between school and local</li> <li>• Document Elder Stories</li> <li>• Community history and storytelling (local)</li> <li>• Instruction of traditional music and dance</li> <li>• Use protocol to access specific knowledge in community</li> <li>• Interagency Committee Meeting</li> </ul>	<p>Recognition and honoring Celebrate</p> <p>Put a feast in their honor</p> <p>List contact people and services they provide.</p> <p>Teach local protocols</p> <p>Incorporate traditional music and dance into music program.</p> <p>Start an Elder room</p> <p>Record local stories in digital format.</p> <p>Network with local agencies to provide better services for students.</p>
Increase emphasis on Land Based Experiential Education	Grant 2013-0277	<p><u>Goal 3:</u> With all these activities in Goal 3, students are taught the linguistic and cultural connection to land. The following land based learning and teaching activities</p> <ul style="list-style-type: none"> <li>• Attend Marten River Camp – accompany Elders to trapline</li> <li>• Ice Fishing</li> </ul>	<p>Incorporate into core areas of the curriculum. Do all activities following the cultural calendar. Expand concepts into seasonal teachings through linguistic ways of learning. Teach language in holistic concepts and in context.</p>



AERR Priority	Funding Source	Progress	Next Steps
		<ul style="list-style-type: none"><li>• Sharing Circle with Elders</li><li>• Field Trips to Boreal forest</li><li>• Teaching of the 4 Elements of Land, Fire, Air, Water</li><li>• Tipi Teachings</li><li>• Plant identification and uses in context with language in local land</li><li>• Traditional food preparation (i.e.: dry meat, fish)</li><li>• Cook outs and food preparation (i.e.: cooking)</li><li>• Hand-games, songs</li><li>• Traditional games</li><li>• Weather/months/moons</li><li>• Natural laws</li></ul> <p><b>Indicators</b></p> <ul style="list-style-type: none"><li>- Rubrics/scales on experiential learning</li><li>- Rubrics on mental, physical, emotional, spiritual</li><li>- Observation notes on participation</li><li>- Journaling</li><li>- Projects</li><li>- Self-assessments</li></ul>	
Development of strategies to assist in building relationships between teachers and parents.	FNMI – Grant 2013-2077	<p><u>Goal 2</u> Building relationships between teachers and parents. With these strategies, teachers and parents encourage working in collaboration with the school.</p> <ul style="list-style-type: none"><li>• Host parent/teacher evenings</li></ul>	<p>Start a school parent advisory committee Parent/teacher open house Start traditional parenting classes</p>

AERR Priority	Funding Source	Progress	Next Steps
		<ul style="list-style-type: none"> <li>• Organize special events (i.e.: cultural days)</li> <li>• Community Engagement home visits</li> <li>• Phone calls home by making direct contact</li> <li>• Parent/Teacher interviews</li> <li>• Regular monthly newsletters in English and Cree</li> <li>• Classrooms hold monthly suppers or events to celebrate or problem solve</li> <li>• Incorporate more land base activities with parents to teach local ways of knowing</li> </ul>	<p>Host regular Elder, parent, teacher, student tea parties or craft nights.</p> <p>Offer Cree Language and culture classes to the community.</p> <p>Start a community literacy program</p> <p>Offer classes on personal development for teachers and parents</p> <p>Start a program on healing and human development in collaboration with other community agencies.</p>
Strengthen Instructional Leadership	Grant 2013-0278	Principal Orientation held February 11, 2014 Bill Hoppins provided in service on Coaching and Mentoring processes for Leaders: while Gail Sajo linked coaching and mentoring to the Northland Literacy Initiative.	
Complete revisions to the Policy Manual	Grant 2012-0535	<p>A committee comprised of the following people have met with a writer and prepared a draft Policy 1 – which will set the tone for all other policies.</p> <ul style="list-style-type: none"> <li>- Jeff Chalifoux, Advisory Committee</li> <li>- Elmer Gullion, Advisory Committee</li> <li>- Ken Shaw, Advisory Committee</li> <li>- Pauline Ominayak, Elder</li> <li>- Delores Pruden Barrie, Director of FNMI Education</li> <li>- Gloria Cardinal, FNMI Programs supervisor</li> </ul>	

AERR Priority	Funding Source	Progress	Next Steps
Implement an Orientation for Local School Board Committees		<p>A schedule has been prepared and two sessions have been completed. A document entitled "What We Heard" will be prepared and presented to the Board.</p> <p><b>January 31 &amp; Feb 1/14</b> <b>Mistassiniy School – Wabasca</b></p> <ul style="list-style-type: none"><li>- Calling Lake</li><li>- Chipewyan Lake</li><li>- Desmarais</li><li>- Pelican Mountain</li><li>- Wabasca</li></ul> <p><b>February 7 &amp; 8/14 - Grouard School</b></p> <ul style="list-style-type: none"><li>- Bishop Routhier</li><li>- Hillview</li><li>- Gift Lake</li><li>- Grouard</li></ul> <p><b>February 21 &amp; 22, 2014</b> <b>Peace River</b></p> <ul style="list-style-type: none"><li>- Trout Lake</li><li>- Peerless Lake</li><li>- Little Buffalo</li><li>- Keg River</li><li>- Paddle Prairie</li></ul> <p><b>February 28 &amp; March 1/14</b> <b>Bill Woodward School – Anzac</b></p> <ul style="list-style-type: none"><li>- Anzac</li><li>- Conklin</li><li>- Janvier</li><li>- Fort McKay</li><li>- Fort Chipewyan</li></ul> <p><b>March 7 &amp; 8, 2014 – Edmonton</b></p>	

AERR Priority	Funding Source	Progress	Next Steps
Superintendent's visits to schools and classrooms		<ul style="list-style-type: none"> <li>- Elizabeth</li> <li>- J. F. Dion</li> <li>- Susa Creek</li> </ul> <p>The superintendent has visited the following schools this year:</p> <p>Athabasca Delta Community School  Bishop Routhier  Calling Lake  Career Pathways  East Prairie  Elizabeth  Gift Lake Elementary School  Gift Lake Jr. High School  Grouard  J.F. Dion  Keg River  Little Buffalo  Mistassiniy  Paddle Prairie  St. Theresa  Trout Lake</p>	
Development of additional measures to document student engagement and student progress	Grant 2013-0276 Literacy Grant	<p><b>"Tell Them From Me" Student Survey Update</b></p> <p>Nine Northland schools are participating in the <i>Tell Them From Me</i> (TTFM) surveys for this first round to February 28<sup>th</sup>, 2014. The surveys will shed light on our students' level of engagement in the learning process, wellness, and classroom and school climate. The information gleaned will support our school and Division three-year education improvement plans. To date, the nine Northland schools have selected their school-based coordinators. These school coordinators</p>	



AERR Priority	Funding Source	Progress	Next Steps
		<p>have participated in online training and are aware of their roles and responsibilities. Notices have been sent to parents informing them of the purpose and importance of the surveys. Five district area coordinators have also been selected to assist individual schools with survey implementation and compliance. The district coordinators will support administrators and teachers with school level data analysis and improvement planning.</p> <p>All participating schools are set to administer the surveys before the February 28, 2014 deadline.</p> <p><b>Literacy Evidence Gathering Tool</b></p> <p>In compliance with an Alberta Education grant, a 'fillable' evidence gathering tool has been developed for use by NSD schools. This tool will show evidence of literacy growth in three main areas:</p> <ul style="list-style-type: none"><li>• Increased staff capacity to provide exemplary literacy instruction</li><li>• Increased student engagement in literacy, and</li><li>• Increased student engagement in literacy</li></ul> <p>The gathering tool uses quantitative and qualitative data as evidence of growth.</p> <p>St. Theresa School is currently field testing the 'tool' for ease of use. Field testing will continue until the end of February 2014 after which the 'tool' will be refined for general implementation across the Division.</p>	
Research and report on strategies to improve student attendance		<p><b>Progress on "Effective Northland School Division Attendance Strategies"</b></p> <p>Attendance surveys were sent to all Northland schools. The two most significant factors identified by administrators for continued good attendance</p>	<p><b>Next Possible Steps</b></p> <p>The next steps could involve strategies to encourage positive relationships between students and their teachers.</p>

AERR Priority	Funding Source	Progress	Next Steps
		<p>in their schools were; "parent involvement" and evidence of a "great relationship between teacher and students". The next most important factor is a "student's sense of belonging". Here is the breakdown of the findings on this question.</p> <p>Parental Involvement</p> <p>Community Involvement</p> <p>Extra-curricular Programing</p> <p>Student Preparedness</p> <p>Student Sense of Belonging</p> <p>Quality Academic Programing</p> <p>Evidence of Strong Leadership in School</p> <p>Evidence of great relationship between teacher and students</p> <p>Other</p> <p>Members of the NSD PED Team and one Teacher/Counselor went to observe the 'Grad Coach Program' at St. Joseph's High School in Edmonton. We felt that this program would have a significant impact on student attendance and achievement in high school. The Grad Coach Program focuses on relationships and a sense of belonging.</p>	<p>We also need to take a very close look at the grad coach program and brainstorm ways to implement it in our schools. Some strategies could include:</p> <ol style="list-style-type: none"> <li>1. Positive notes regarding student success sent home on a regular basis to all parents.</li> <li>2. Phone calls home the day students are missing from class with the goal of letting them know they were missed from class and we are concerned about them.</li> <li>3. Teachers encouraged to build in activity based projects so teachers have additional opportunities to strengthen relationships with their students.</li> <li>4. Parents invited to the school on a monthly basis for non-academic or academic activities where students and parents are involved in a positive way with teachers.</li> </ol> <p>Further analysis of the data collected and conversations around attendance will be conducted to gather other strategies used in success classrooms.</p>

AERR Priority	Funding Source	Progress	Next Steps
Develop indicators of quality teacher performance in Northland School Division.		<p>Teacher and Principal Supervision and Evaluation</p> <ul style="list-style-type: none"><li>- Attempted to acquire outside provincial assistance but outside of mandate.</li><li>- Revising Terms of Reference to conduct focus groups with local stakeholders on what does good teaching look like in Northland Communities.</li></ul>	
Review of Literacy Program		<p>In January, the Official Trustee and superintendent met with Dr. Leroy Sloan to discuss the terms of reference for the literacy review. He was provided with AERRs for the past three years and a copy of the Literacy Audit completed in 2011-12 by Miriam Trehearne. Dr. Sloan met with principals at the February administrators meeting, provided an overview of the process and gathered information from principals about their perceptions of the current literacy initiative and met with Gail Sajo. He attended the presentation and discussion of the division data gathered by schools in the fall of 2013. Dr. Sloan will begin visits to selected schools in April.</p>	

## 13-14 STUDENT COUNT

## Bulletin 3

## STUDENT ENROLLMENTS FOR SEPTEMBER 30, 2013

February 28, 2014		Active Student		2013-2014		SCHOOL																Incl In Regular Count															
						Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total	Home Schoolers	E.C.S.	ECS Students coded 30	ECS Students coded 43	ECS Students coded 47	Sev. Disabled Grades 1-12	Mild & Moderate Grades 1-12	Gifted & Talented	ESL ECS	ESL Grade 1-12	ECS - FMNI	Gr. 1-12 - FMNI							
1378	HILLVIEW-EAST PR	1	6	5	8	4	6	0	0	0	0	0	0	0	0	0	0	30	0	5	0	0	0	6	3	0	0	10	3	29							
1543	CAREER PATHWAYS	0	0	0	0	0	0	0	0	0	0	0	0	0	22	20	4	46	0	0	0	0	0	1	0	0	12	0	42								
1544	BILL WOODWARD	0	0	0	15	16	17	12	16	11	14	13	0	0	14	13	0	114	0	0	0	0	0	8	10	0	0	8	0	60							
1801	ANZAC	10	23	11	0	0	0	0	0	0	0	0	0	0	0	0	0	44	0	21	7	0	4	0	14	0	0	2	7	18							
1804	CALLING LAKE	13	13	9	11	10	12	6	6	9	9	11	19	128	0	8	0	128	0	8	0	0	0	13	12	0	0	72	5	129							
1806	CHIPEWYAN LAKE	0	2	1	4	2	2	1	3	1	3	1	0	0	2	0	0	18	0	3	0	0	0	1	2	0	0	0	3	18							
1806	CONKLIN	4	3	6	3	7	1	5	4	0	0	0	0	0	0	0	0	33	0	4	0	0	0	0	3	0	0	1	4	32							
1807	MISTASSINI	0	0	0	0	0	0	0	0	54	70	60	74	40	49	347	2	0	0	0	0	0	32	53	0	0	329	0	250								
1808	ELIZABETH	19	16	14	16	12	15	16	17	0	0	0	0	0	0	0	0	125	0	16	2	0	2	28	0	0	0	13	125								
1808	J. F. DION	11	9	8	6	4	5	4	0	0	0	0	0	0	0	0	0	47	0	8	0	0	1	2	4	0	0	1	8	46							
1810	ATHABASCA DELTA	18	13	20	19	24	21	23	21	18	19	11	15	222	0	14	0	222	0	14	0	0	1	17	22	0	1	6	12	221							
1812	FORT MCKAY	19	6	12	11	10	9	4	4	0	0	0	0	0	0	0	0	75	0	22	1	0	2	8	10	0	19	68	22	75							
1817	GIFT LAKE	24	17	17	15	20	17	15	12	20	0	0	0	0	0	0	0	157	0	16	0	0	0	5	20	0	16	157	16	157							
1818	GROUARD	12	8	11	9	11	9	4	12	7	0	0	0	0	0	0	0	83	2	15	2	0	0	5	13	0	0	16	12	75							
1820	FATHER R. PERIN	9	12	9	6	5	8	9	3	5	0	0	0	0	0	0	0	66	0	9	0	0	0	6	5	0	0	63	9	66							
1822	DR. MARY JACKSON	5	4	4	0	4	3	1	1	0	1	0	0	0	0	0	0	23	0	9	0	0	1	1	1	0	0	0	7	19							
1823	LITTLE BUFFALO	21	15	17	18	12	8	14	13	13	4	19	9	163	0	21	0	163	0	21	0	0	0	9	15	0	0	8	20	156							
1827	PADDLE PRAIRIE	14	8	6	5	3	7	8	10	8	12	2	4	87	1	12	0	87	1	12	0	0	0	7	10	0	0	1	9	86							
1828	PEERLESS LAKE	11	5	12	17	9	9	9	7	9	9	12	11	120	0	10	0	120	0	10	0	0	0	6	8	0	0	89	10	120							
1828	PELICAN MOUNTAIN	4	4	3	3	1	3	0	0	0	0	0	0	0	0	0	0	18	0	4	0	0	0	1	0	0	0	6	3	13							
1830	SUBA CREEK	4	5	7	5	6	4	3	5	0	0	0	0	0	0	0	0	39	0	3	0	0	1	3	1	0	0	2	33								
1832	KATERI	8	10	5	8	7	5	11	5	6	6	6	3	81	0	11	0	81	0	11	0	0	0	1	2	0	1	45	11	81							
1833	BISHOP ROUTHIER	8	11	7	6	12	7	0	0	0	0	0	0	0	0	0	0	51	0	12	0	0	2	4	12	0	10	50	11	50							
1834	ST. THERESA	79	41	52	60	54	42	0	0	0	0	0	0	0	0	0	0	328	0	53	12	1	12	16	86	0	6	209	44	293							
Sub - Total		295	231	236	245	233	210	188	208	167	172	134	114	2445	5	276	24	1	26	155	335	0	53	1153	231	2194											
HOME SCHOOLERS		1	0	1	0	0	0	1	0	1	0	0	1	5																							
Sub - Total		296	231	237	245	233	210	189	209	168	172	134	115	2450	5	276																					
CADOTTE LAKE		3	0	2	0	1	0	0	0	0	1	1	0	8																							
DAWSON CREEK		0	0	0	1	0	0	1	0	1	0	0	1	4																							
FORT SMITH		0	0	0	0	0	0	0	0	0	0	0	0	0																							
FORT SMITH H/S		0	0	0	0	0	0	0	0	0	0	0	0	1																							
BIGSTONE COMM SCH		7	11	6	4	7	3	2	0	0	0	0	0	40																							
Sub-Total Special App		10	11	8	5	8	3	3	0	1	1	1	2	53																							
GRAND TOTALS		306	242	245	250	241	213	203	209	169	173	135	117	2503	5	278																					

Incl In Regular Count





## ATTENDANCE PERCENTAGE BY GRADE, BY SCHOOL

November, 2013

SCHOOL	EC8	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
ANZAC	85	85	89	90									
ATHABASCA DELTA	77	70	81	73	71	66	67	60	63	58	51	67	53
BILL WOODWARD					90	90	86	94	97	95	92	95	
BISHOP ROUTHIER	62	67	82	85	84	86	87						
CALLING LAKE	75	87	90	77	88	84	77	88	79	65	72	56	70
CAREER PATHWAYS											39	33	51
CHIPEWYAN LAKE	38		93	90	74	88	90	78	76	100	100		
CONKLIN	81	93	87	95	100	89	94	92	97				
DR. MARY JACKSON	94	89	87	93	80	91	88	85	88		88		
ELIZABETH	98	90	86	88	96	89	89	91	84				
FATHER R. PERIN	82	66	74	66	77	67	48	61	69	72			
FORT MCKAY	69	86	80	80	89	74	86	84	72				
GIFT LAKE	90	82	86	91	83	89	87	84	93	75			
GROUARD	78	85	92	82	93	86	83	76	91	91			
HILLVIEW-EAST PR	73	24	79	82	90	94	78						
J. F. DION	94	84	87	89	78	92	97	71					
KATERI	79	92	89	91	85	78	85	93	48	49	51	58	41
LITTLE BUFFALO	63	68	63	76	74	83	68	79	74	54	72	78	90
MISTASSINIY								78	66	73	45	47	39
PADDLE PRAIRIE	99	76	100	99	70	92	84	100	97	99	96	100	97
PEERLESS LAKE	84	89	95	84	91	85	90	79	66	99	62	69	55
PELICAN MOUNTAIN	82	75	85	65	90	97	90						
ST. THERESA	82	83	84	87	84	84	85						
SUSA CREEK	87	70	86	87	87	89	87	87	78				

THE UNIVERSITY OF CHICAGO

DEPARTMENT OF CHEMISTRY

Date		Time		Location		Remarks	

**Student Attendance by Division**  
for the Month of January, 2014

School	ECS	Div 1	Div 2	Div 3	Div 4
Anzac	86	87			
ADCS	81	74	70	63	60
Bill Woodward			87	93	93
Bishop Routhier	67	81	86		
Calling Lake	78	86	83	74	60
Chipewyan Lake	43	92	83	78	86
Conklin	74	92	88	92	
Dr. Mary Jackson	88	89	88	81	81
Elizabeth	94	92	94	90	
Fr. R. Perin	83	66	70	67	
Fort McKay	72	84	82	77	
Gift Lake	84	86	86	78	
Grouard	81	87	87	89	
Hillview	86	86	92		
J.F. Dion	89	86	90	66	
Kateri	78	89	83	71	61
Little Buffalo	64	69	73	70	74
Mistassiniy				73	44
Pelican Mountain	84	81	86		
Paddle Prairie	83	86	83	84	74
Peerless Lake	88	89	90	91	72
St. Theresa	81	86	85		
Susa Creek	85	85	87	84	
All Schools	80	84	84	77	54

TABLE I	
Summary of the results of the experiments	
Experiment	Results
1	...
2	...
3	...
4	...
5	...
6	...
7	...
8	...
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# Staff Attendance (Based on Leave Applications)

November 1, 2013 to January 31, 2014

	# of Staff	Calendar Days	Possible Days	Actual Days Recorded	Actual Attendance	# of P.D. Days Taken	# of "Other" Days Taken	% Attendance	% Absent	% Absent for PD	% of Other
Certificated Staff	199	55	10945	1196	9749	160.5	1035.5	89%	11%	1.47%	9.46%
Uncertified Staff	180	55	9900	1103	8797	40	1063	89%	11%	0.40%	10.74%
Maintenance Staff	55	57	3135	286	2849	0	286	91%	9%	0.00%	9%
Central Office Staff	41	57	2337	69	2268	7.5	61.5	97%	3%	0.32%	3%

## Types of Leaves:

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



# Staffing Update - February 11, 2014

Bulletin 7

	Certified Staff	Certified Staff - NL	Early Childhood Instructors	ECS - PUF	Teacher Assistants	Special Assistants	School Community Liaison Worker	Family Community Liaison Advisor	Library Assistant	Native Language Instructor	Clerical	Total by School
Anzac	6	0	0	0	1	0	0	0.25	0.5	0.25	1	9
ADCS	17	0	0	0	1	4	1	0	0	2	1	26
Bill Woodward	8	0	0	0	0	4.2	1	0	0.5	0	1	14.7
Bishop Routhier	6	0	0	0	0	4	0	0	0	0	1	11
Calling Lake	13	0	0	0.5	0	4	0	0	0	1	1	19.5
Career Pathways	2	0	0	0	1	0	0	0	0	0	0	3
Chipewyan Lake	2	0	0	0.6	0.58	0	0	0	0	0.33	0.27	3.78
Conklin	4	0	0	0	1	0	0	0	0	0	1	6
Dr. Mary Jackson	2	0	1	0	1	1	0	0	0	0	1	6
Elizabeth	9.4	0	1	1.8	1	0	0	0	0	0	1	15.2
Father R. Perin	8	0	0	0	0	0.6	0	0	0	0.6	0.6	9.8
Fort McKay	7	1	0	0	5.5	0.5	0	0	0	1	1	16
Gift Lake	13	0	1	0	2	4.5	1	0	1	1	1	24.5
Grouard	7	1	0	1	3	1	1	0	0	0	1	15
Hillview	3	0	0	0	1.5	0	0	0	0	0.5	1	6
J.F. Dion	5.58	0	0	0.4	0	0.74	1	0	0	0	1	8.72
Kateri	7	0	0	0	1	1	0	0	0	1	1	11
Little Buffalo	11	0	0	0	1	4	1	0	0	1	1	19
Mistassiniy	20	0	0	0	3	3	0	2	0	1	2	31
Paddle Prairie	8	0	0	0	2	1	0	0	0	0.5	1	12.5
Peerless Lake	10	0	0	0	1	2	1	0	0	1	1	16
Pelican Mountain	2	0	0	0	0.75	0	0	0	0	0.25	0	3
St. Theresa	22	0	1	5	6	4.5	0	1	1	2	2	44.5
Susa Creek	3.6	0	0	1	1	0	0	0	0	0.4	0.85	6.85
Totals	196.58	2	4	10.3	34.33	40.04	7	3.25	3	14.83	22.72	338.05





## Bulletin 8

School Visits by Department September 1, 2013 - January 31, 2014			
	Management	Learning Services Team	Totals
Anzac	0	15	15
ADCS	9	20	29
Bill Woodward	1	13	14
Bishop Routhier	3	7	10
Career Pathways	18	23	41
Calling Lake	9	15	24
Chipewyan Lake	0	7	7
Conklin	4	16	20
Dr. Mary Jackson	1	3	4
East Prairie/Hillview	2	12	14
Elizabeth	0	11	11
Fort McKay	6	22	28
Fr. R. Perin	9	15	24
Gift Lake	14	23	37
Grouard	1	8	9
J.F. Dion	1	9	10
Kateri	6	7	13
Little Buffalo	3	9	12
Mistassiniy	12	13	25
Paddle Prairie	1	2	3
Peerless Lake	5	4	9
Pelican Mountain	0	12	12
St. Theresa	11	16	27
Susa Creek	0	4	4

THE UNIVERSITY OF CHICAGO  
DEPARTMENT OF CHEMISTRY  
JANUARY 1954  
MEMORANDUM FOR THE RECORD  
SUBJECT: [Illegible]  
[The following text is extremely faint and largely illegible due to the quality of the scan. It appears to be a multi-paragraph memorandum.]

## News Release

### Cenovus donates \$900,000 to Northland School Division No.61



**Calgary, Alberta (January 29, 2014)** – Cenovus Energy Inc. today announced a \$900,000 donation to be made over three years to Northland School Division No.61 (NSD61). The donation will support two key programs that will benefit students across the division. Cenovus is investing \$450,000 in the Literacy Initiative and \$450,000 in Career and Technology Studies.

"At Cenovus, we know investing in all types of education will help to create a vibrant future for our communities," said Vicki Reid, Cenovus Director, Community Affairs. "Cenovus supports programs that help students stay in school, increase graduation rates in the communities where we operate and teach life skills that lead to better futures."

The NSD61 programs, with support from parents and community members, help set students up for success by creating an opportunity to develop strong literacy skills and build the confidence needed to pursue their dreams.

"Cenovus's donation for the Literacy Initiative will enhance various reading and writing materials that support Aboriginal culture, community resources and professional development sessions," said Gail Sajo, NSD61's Literacy Supervisor.



Career and Technology Studies (CTS) uses hands-on learning to help students stay engaged in school and find careers that match their skills and interests. Because most NSD61 high schools are small, they don't have the same kinds of resources that larger schools in urban centres do. The CTS curriculum, equipment and materials will enable students across the division to gain exposure to a wider range of experiences and career possibilities to help them achieve their goals.

"Cenovus's donation will support the creation of CTS trailers and kits for schools, field trips to Skills Canada events, post-secondary school visits and professional development sessions for staff," said Randy Chernipieski, NSD61's CTS School/Industry Partnership Administrator.

"We value our partnership with Cenovus in an effort to enhance literacy materials and CTS programs across our jurisdiction," said Donna Barrett, NSD61's Superintendent of Schools. "Support from Cenovus will increase our ability to provide quality learning experiences for all students."

### **Cenovus Energy Inc.**

Cenovus Energy Inc. is a Canadian integrated oil company. It is committed to applying fresh, progressive thinking to safely and responsibly unlock energy resources the world needs. Operations include oil sands projects in northern Alberta, which use specialized methods to drill and pump the oil to the surface, and established natural gas and oil production in Alberta and Saskatchewan. The company also has 50% ownership in two U.S. refineries. Cenovus shares trade under the symbol CVE, and are listed on the Toronto and New York stock exchanges. For more information, visit [cenovus.com](http://cenovus.com).

Find Cenovus on [Facebook](#), [Twitter](#), [Linkedin](#) and [YouTube](#).

### **Northland School Division No.61**

Northland School Division No.61 (NSD61) offers educational services, primarily to First Nation and Métis students. The school division is located in the northern half of Alberta that serves over 2,500 students and employs over 500 staff in 24 schools. Our programs encompass all cultures which reflect community values within a global context. This allows children to retain their distinctive cultural identity while achieving academic excellence. For more information, visit <http://www.northland61.ab.ca/>

Find NSD61 on [Facebook](#) and [Twitter](#).

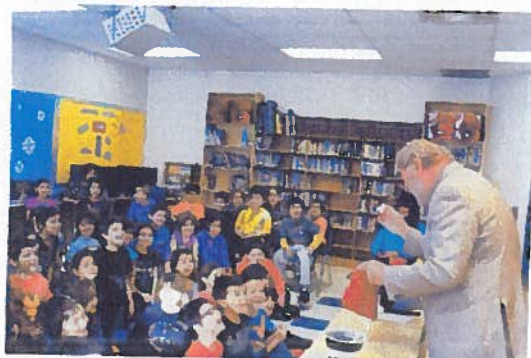
### **CONTACTS:**

**Cenovus Energy Inc.**  
Patricia Doherty  
Media Relations Analyst  
**403-766-2030**

Media Relations general line  
**403-766-7751**

**Northland School Division No.61**  
Curtis Walty  
Communications Coordinator  
**780-219-1870**

### Author/Illustrator Visits Elizabeth School



Staff and students at Elizabeth School had the honour of welcoming Author/Illustrator Henry Ripplinger on January 9th. Mr. Ripplinger is from Saskatchewan and is one of Canada's foremost prairie artists. He is the author of the Canadian bestselling series **"The Angelic Letters"**. He is also the illustrator of **"If You're Not From the Prairie"**, a beautiful poetic and visually descriptive book which he collaborated on with David Bouchard.

Students were spellbound as Mr. Ripplinger read excerpts from his books and described the artistic process he goes through when creating a painting. Mr. Ripplinger encouraged students to follow their passion and pursue their dreams. He shared with students that he did not become an author until later in life and how following his passion has guided him in creating a 6 book series, something he would never have dreamt was possible.

Creative and multitalented, Mr. Ripplinger also demonstrated his magical powers! Students were awed as he made a block pass through solid wood, caused balls to magically multiply, disappear and appear in unexpected places, and made scarves and ropes change colours and size.

Several students from the Mike Jackknife family, were especially thrilled and proud to have Mr. Ripplinger visit Elizabeth School because he is known to them as grandpa! Mr. Ripplinger also donated copies of his book to the school library.

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### Randy Chernipeski Visits Fort McKay School



CTS School/Industry Partnership Administrator Randy Chernipeski visited Fort McKay School on Wednesday January 7th. During the visit, students were learning how to make wooden stools. The students were very proud of their accomplishments and a big thank you to Randy for making this project possible.

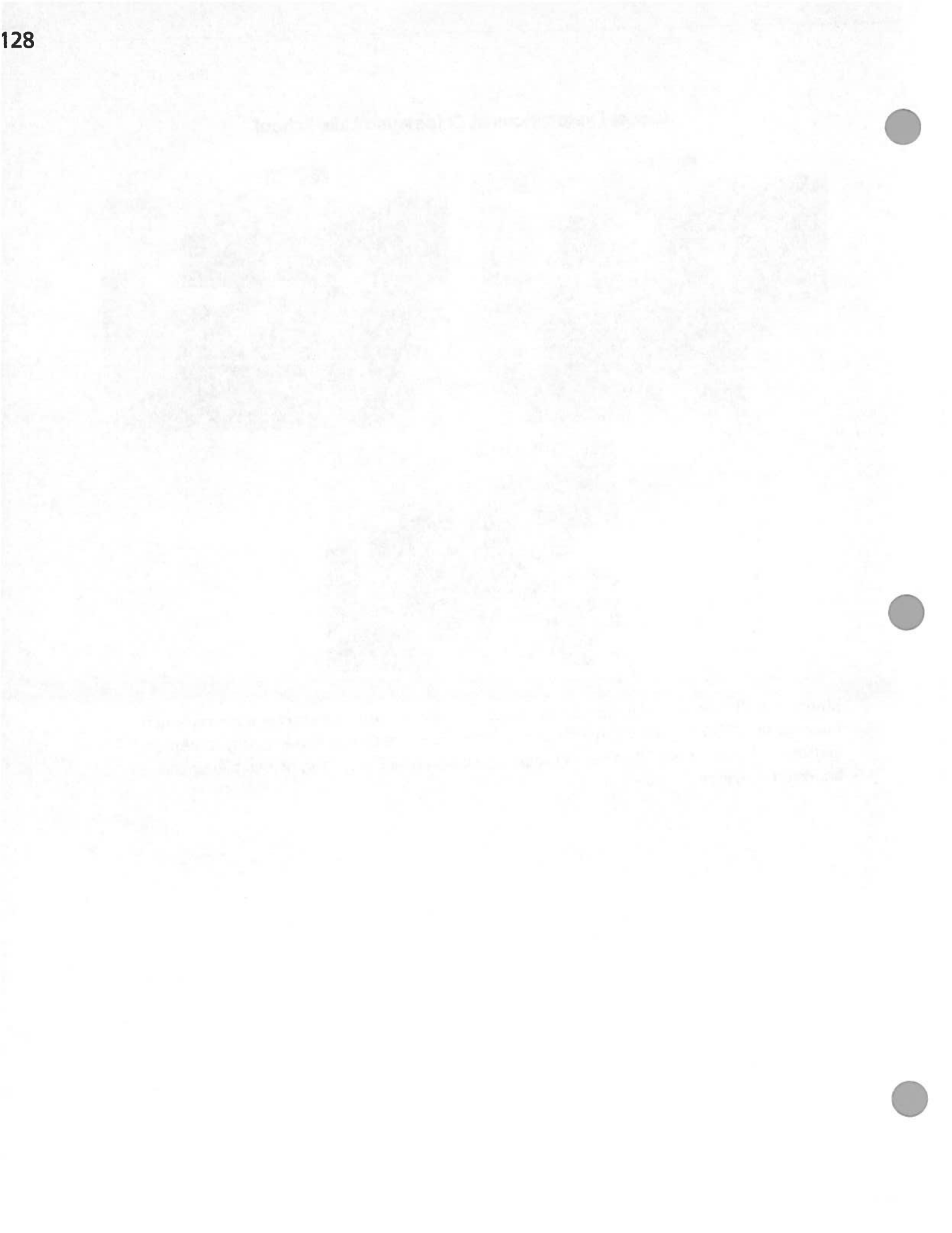




### Career Explorations at Chipewyan Lake School



Students at Chipewyan Lake School had an opportunity to learn some carpentry from Randy Chernipeski, CTS School/Industry Partnership Administrator. During Randy's visit, students constructed little stools! Maureen Chernipeski, Pedagogical Supervisor, helped students learn hands-on cooking!



## Secretary Treasurer Report

January 31, 2014

Presented by Dennis Walsh, Secretary Treasurer

### Human Resource and Financial System Update

Our conversion to SRB is fast approaching. There is a tremendous amount of work which is required in preparation for the conversion to ensure that the program is customized to meet the unique needs of Northland School Division. Cindy Mooney is the SRB Project Manager who is coordinating the conversion and we have been in regular contact with her since December. We are looking forward to working closely with her and the rest of her team for the next four months.

The new server for the system has been ordered, received, and setup by our IT department. Additional assistance will be requested on occasion from our IT department during the conversion process. On February 19, we uploaded a number of extracted files and completed questionnaires. These files will be reviewed by SRB as part of the preliminary setup for the new system and will be followed by additional questions and extractions. The upcoming significant project milestones and dates are as follows:

March 11	2 <sup>nd</sup> File extraction for Payroll
March 18	Software installation to workstations
March 25	Pre-Live for Payroll; dual system use
April 4	Finance forms reviewed and approved
April 25	2 <sup>nd</sup> File extraction for Finance
May 5	Go-Live for Finance
May 5-9	On-site training
May 9	HR forms and templates due
May 13	3 <sup>rd</sup> File extraction for Payroll
May 20-23	Go-Live for Payroll
May 26-30	Go-Live for HR

Although all systems will be "Live" by the end of May, there will still be ongoing contact and items to finalize with SRB. For instance, the Employee Self-Service will be completed after the main systems are operational. This may involve some training for the staff located at the schools.

### Budget 2014 – 2015

Work is well underway on preparation of the 2014 – 2015 Budget. This year we will be using MyBudgetfile software, a program that will be available to all persons who are responsible for input of their budget. The unit costs are calculated for salaries and benefits and the grouping of job classifications.

During the process we will be providing assistance to all staff who requires help.

On the following page is the 2014 – 2015 Budget Timelines.

**Secretary Treasurer Report**

January 31, 2014

Presented by Dennis Walsh, Secretary Treasurer

**2014 BUDGET TIMELINES**

Date		Item
1.	March 5	DLT
2.	March 6	Provincial Budget
3.	March 14	Roll out MBF
4.	March 14-April 17	Final Submissions Due Back
5.	May 2	Review of Final Submissions by Schools and Departments
6.	May 7 (week)	Approve by Special Board Meeting



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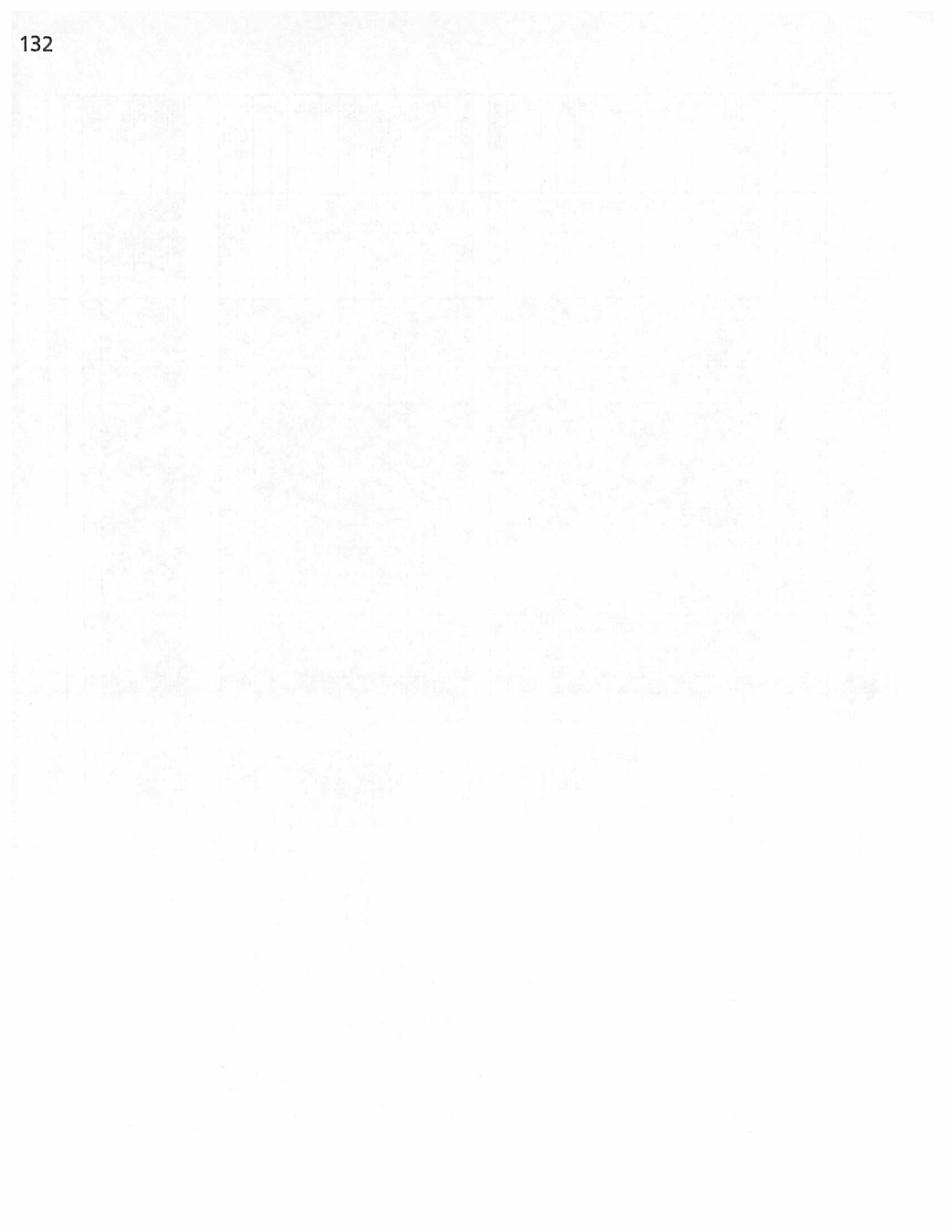
School Jurisdiction Code:

## STATEMENTS OF OPERATIONS

For the Period Ending January 31, 2014 (in dollars)

	Actual 2011-2012 (Restated)	Actual 2012-2013	Actual YTD January 31 2013-2014	Budget 2013-2014 June Approved	Budget 2013-2014 Nov. Revised	Budget 2013-2014 Jan. Forecast	Variance
<b>REVENUES</b>							
Alberta Education	\$37,455,386	\$37,200,087	\$14,577,866	\$35,840,506	\$36,676,777	\$36,256,138	(\$420,639)
Other - Government of Alberta	\$1,095,583	\$966,929	\$307,729	\$80,022	\$600,000	\$1,075,000	\$475,000
Federal Government and First Nations	\$20,845,936	\$20,862,392	\$10,128,840	\$21,459,628	\$20,293,271	\$20,293,271	\$0
Other Alberta school authorities	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Out of province authorities	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Alberta Municipalities-special tax levies	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Property taxes	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other sales and services	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Investment income	\$565,572	\$656,887	\$1,409,686	\$1,730,185	\$1,597,785	\$1,747,785	\$150,000
Gifts and donations	\$39,891	\$10,292	\$21,117	\$10,000	\$10,000	\$10,000	\$0
Rental of facilities	\$693,754	\$665,555	\$85,495	\$247,964	\$222,878	\$120,664	(\$102,214)
Fundraising	\$1,000,651	\$973,522	\$365,791	\$1,052,648	\$1,052,648	\$1,052,648	\$0
Gains (losses) on disposal of capital assets	\$347,164	\$251,134	\$0	\$450,000	\$450,000	\$450,000	\$0
Other revenue	\$1,260	\$156,458	\$0	\$0	\$0	\$0	\$0
<b>TOTAL REVENUES</b>	<b>\$62,045,197</b>	<b>\$61,743,256</b>	<b>\$27,306,122</b>	<b>\$60,870,953</b>	<b>\$60,903,359</b>	<b>\$61,005,506</b>	<b>\$102,148</b>
<b>EXPENSES</b>							
Certificated salaries	\$21,544,783	\$21,031,068	\$8,550,503	\$21,442,507	\$21,352,159	\$20,665,064	(\$687,095)
Certificated benefits	\$4,218,552	\$4,092,469	\$1,878,177	\$4,181,647	\$4,162,486	\$4,177,905	\$15,419
Non-certificated salaries and wages	\$13,536,225	\$13,282,741	\$5,213,237	\$11,381,492	\$12,412,748	\$12,416,507	\$3,759
Non-certificated benefits	\$2,959,078	\$2,916,643	\$1,105,444	\$3,040,196	\$2,912,775	\$2,913,657	\$882
<b>SUB - TOTAL SALARIES AND BENEFITS</b>	<b>\$42,258,638</b>	<b>\$41,322,920</b>	<b>\$16,747,361</b>	<b>\$39,045,842</b>	<b>\$40,840,168</b>	<b>\$40,173,133</b>	<b>(\$667,035)</b>
Services, contracts and supplies	\$16,204,273	\$15,450,160	\$5,807,061	\$16,458,786	\$16,165,900	\$17,081,495	\$915,595
Amortization of supported tangible capital assets	\$3,138,632	\$3,192,543	\$1,331,821	\$2,998,969	\$2,998,969	\$3,049,786	\$50,817
Amortization of unsupported tangible capital assets	\$995,957	\$1,609,872	\$664,019	\$1,027,049	\$1,027,049	\$2,018,451	\$991,402
Supported interest on capital debt	\$40,429	\$23,193	\$14,448	\$28,901	\$28,901	\$28,901	\$0
Unsupported interest on capital debt	\$650	\$433	\$0	\$784	\$784	\$784	\$0
Other interest and finance charges	\$4,690	\$29,008	\$1,598	\$8,000	\$8,000	\$8,000	\$0
Losses on disposal of tangible capital assets	\$33,167	\$67,735	\$0	\$0	\$0	\$0	\$0
Other expense	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>TOTAL EXPENSES</b>	<b>\$62,676,435</b>	<b>\$61,695,864</b>	<b>\$24,566,309</b>	<b>\$60,568,331</b>	<b>\$61,069,771</b>	<b>\$62,360,549</b>	<b>\$1,290,778</b>
<b>OPERATING SURPLUS (DEFICIT)</b>	<b>(\$631,238)</b>	<b>\$47,392</b>	<b>\$2,739,813</b>	<b>\$302,622</b>	<b>(\$166,412)</b>	<b>(\$1,355,043)</b>	<b>(\$1,188,631)</b>
<b>EXPENSES</b>							
Instruction	\$40,504,149	\$39,872,808	\$15,470,967	\$38,500,949	\$39,208,262	\$39,354,796	60.69%
Plant operations and maintenance	\$9,968,293	\$9,696,288	\$4,200,069	\$8,952,563	\$9,029,030	\$10,009,711	58.04%
Transportation	\$3,753,651	\$3,721,237	\$1,453,678	\$3,801,463	\$3,678,263	\$3,650,488	60.18%
Administration	\$3,173,874	\$3,233,159	\$1,417,658	\$3,706,302	\$3,547,887	\$3,695,001	61.63%
External services	\$5,274,639	\$5,172,372	\$2,013,937	\$5,607,039	\$5,606,329	\$5,650,554	64.38%
	\$62,674,606	\$61,695,864	\$24,556,309	\$60,568,316	\$61,069,771	\$62,360,549	60.62%
<b>Operating surplus (deficit)</b>	<b>(\$629,409)</b>	<b>\$47,392</b>	<b>\$2,749,813</b>	<b>\$302,636</b>	<b>(\$166,412)</b>	<b>(\$1,355,043)</b>	





Northland School Division  
Federal Accounts Receivable

2/21/2014

**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
Feb-14	72,037.00	-	249,482.56	393,735.36	695,111.18	113,432.45	8,788.68	144,060.29	229,946.81	103,485.51	2,010,079.84
Jan-14	(4,966.84)	-	249,482.56	(11,522.64)	36,357.46	(6,947.05)	-	(21,884.68)	47,167.92	103,485.51	391,172.44
Dec-13	(4,966.84)	-	249,482.56	(11,522.64)	-	(6,947.05)	-	(21,884.68)	47,170.92	103,485.51	354,817.98
Nov-13	(18,207.68)	-	274,489.60	(34,567.92)	-	(20,841.15)	-	(65,654.04)	151,500.68	176,109.45	462,828.94
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)	-	(3,431.60)	-	(9,426.40)	1,224.80	(112,888.60)	(263,045.20)
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	-	61,333.22	-	-	-	-	-	-	-	0.00	-
Dec 2005 & older	-	-	-	-	-	-	-	-	-	0.00	61,333.22
	16,149.00	61,333.22	1,165,581.32	322,988.56	731,468.64	75,265.60	8,788.68	25,210.49	481,834.80	816,823.56	3,705,443.87

Current	72,037.00	-	249,482.56	393,735.36	695,111.18	113,432.45	8,788.68	144,060.29	229,946.81	103,485.51	354,817.98
30 days	(4,966.84)	-	249,482.56	(11,522.64)	36,357.46	(6,947.05)	-	(21,884.68)	47,167.92	103,485.51	462,828.94
60 days	(4,966.84)	-	249,482.56	(11,522.64)	-	(6,947.05)	-	(21,884.68)	47,170.92	103,485.51	305,805.90
90 days	(18,207.68)	-	274,489.60	(34,567.92)	-	(20,841.15)	-	(65,654.04)	151,500.68	176,109.45	68,826.86
120 days	1,653.88	-	236,979.04	-	-	-	-	-	0.04	67,172.94	(263,045.20)
180 days	1,653.88	-	-	-	-	-	-	-	0.04	67,172.94	-
181 - 365	(31,054.80)	-	(94,335.00)	(13,133.60)	-	(3,431.60)	-	(9,426.40)	1,224.80	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	16,149.00	61,333.22	1,165,581.32	322,988.56	731,468.64	75,265.60	8,788.68	25,210.49	481,834.80	816,823.56	3,705,443.87
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Long Term

Total Aging	16,149.00	61,333.22	1,165,581.32	322,988.56	731,468.64	75,265.60	8,788.68	25,210.49	481,834.80	816,823.56	3,705,443.87
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## Northland School Division No. 61

21-Feb-14

Accounts Receivable  
Federal Government and First Nations

Monthly Billing REG rate ECS Rate

13-14 Student Count Reg E.C.S.	Student Counts	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	Monthly Billing	REG rate	ECS Rate
111	26	-	(0.00)	0.00	6,048.39	475,786.41	2.1	481,834.80	229,946.81	1,868.13	868.63
6	4	-	-	-	(0.00)	8,788.68	1.3	8,788.68	6,924.96	1,154.16	465.93
360	26	-	(0.00)	0.00	-	731,468.64	1.1	731,468.64	695,111.18	1,868.13	868.63
0	0	61,333.22	-	-	(31,054.80)	47,203.80	0.2	16,149.00	-	-	-
40	2	-	0.00	-	(94,335.00)	1,259,916.32	4.7	1,165,581.32	72,037.00	1,757.52	868.10
138	8	-	-	-	195,911.70	620,911.86	7.9	816,823.56	249,482.56	1,757.52	868.10
54	3	-	-	(0.00)	(9,426.40)	34,636.89	0.2	25,210.49	103,484.91	1,868.13	868.63
72	11	-	-	(0.00)	(3,431.60)	78,697.20	0.7	75,265.60	144,060.29	1,868.13	868.63
57	8	-	0.00	(0.00)	(13,133.60)	336,122.16	0.8	322,988.56	113,432.45	1,868.13	868.63
201	21	-	-	(0.00)	-	-	-	-	393,735.36	1,868.13	868.63
1039	109	-	-	-	-	-	-	-	-	-	-
Total Outstanding		61,333.22	(0.00)	0.00	50,578.69	3,593,531.96		3,705,443.87			

23,307.50 Partial Liaison Costs 13/14  
 36,285.30 12-13 Adj/Nov-Dec 2013  
 695,111.18 Jan 2014  
 52,732.08 Sept-Jan 2014

807,436.06

INAC  
 Bigstone Cree  
 Bigstone Cree  
 LSLIRC

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**

**COLIN KELLY  
TRUSTEE OF THE BOARD**

**DATE: FEBRUARY 27, 2014**

**PRESENTED BY:** DENNIS WALSH, SECRETARY TREASURER

**SUBJECT:** FINANCE QUARTERLY REPORT

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**ORIGINATOR** DENNIS WALSH, SECRETARY-TREASURER

That the Board of Trustees approve the Finance Quarterly Report, as presented and attached.

\*\*\*\*\*

# BOARD OF DIRECTORS

OFFICE OF THE SECRETARY

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## FINANCE QUARTERLY REPORT

### February – August Forecast Summary

February 27, 2014

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#### Introduction:

The main focus of this report will be the February to August forecast, which is a snapshot of the financial results for the Division at the end of the January 2014, and an estimate of the financial results to the end of the year. The forecast information is an estimate and may be subject to change. The following is a summary of forecast revenue and expenses for the year ending August 31, 2014:

#### Revenues:

Total revenue received to date represents approximately 45% of the forecast or \$27.3 million. Overall, revenue is expected to be approximately \$102,148 higher than budgeted.

#### Provincial Revenues:

Provincial Revenues are estimated to increase by \$102,148. However this is offset by Project Funding which increased by \$475,000 compared to the November Revised Budget. Overall provincial revenue increased by \$276,344. This difference consists of:

- Basic instruction revenue decrease by \$101,021 as follows:

Revenue Description	Amount- Inc./Dec (+/-)
ECS Program	+\$24,837
Basic Instruction Grades 1 - 9	+\$222,661
Basic Instruction Grades 10 - 12	+\$55,823
Teacher Retirement Fund	+\$156,264
Socio Economic Status	+\$8,987
ESL Funding	-\$249,168
Equity of Opportunity	-\$52,234
First Nations Metis Inuit Funding	-\$64,084
Northern Allowance	-\$15,142
Supernet Funding	-\$17,800
Inclusive Education	<u>-\$166,289</u>
Total	<u>-\$96,145</u>

- Funding for Student Transportation decreased by \$251,560
  - 141 fewer weighted average students      -\$199,422.00
  - \$2.41 less per 1683 eligible student      -\$4,056.00
- Provincial Project Funding increased by \$475,000
  - Ed Opport & Outcomes Students      +\$325,500.00
  - Student Learning and Achievement      +\$100,000.00
  - NSD Policy Review      +\$50,000.00
- Administration Claw back increased from budget by \$68,059
  - Represents 10% reduction in Administration
- Gifts and Donations are reduced by \$102,214
  - This adjustment reflects actual year to date.

## FINANCE QUARTERLY REPORT

### February – August Forecast Summary

February 27, 2014

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- Other Sales and Services increased by \$150,000
  - Two grants for \$130,000 and \$112,250 was received from ConocoPhillips for two positions on the east side operating from Anzac. The estimated cost applied against this revenue will be approximately \$150,000.

#### Federal Revenue

The January Forecast is the same as the November Revised at an estimate of \$20,293,271. This revenue was adjusted in November after the nominal roll audit was complete (not finalized). Also, the new spending formula based on CEU for Career Pathway Outreach Program was included in the November Revised.

Of note, Aboriginal Affairs and Northern Development Canada (ADNDC) is revisiting the funding model for the Outreach Program, because of concerns related to the coverage of cost.

#### Expenses:

##### Salaries and Benefits:

Certificated Salaries and Benefits are on target with approximately 42.0% expended. In the forecast Certificated Salaries are projected to decrease by \$687,095. This is as a result of the following:

- Decrease in three staff at Mistassiniy for remainder of year
- Decrease in one staff at Bishop Routhier on sick leave replaced by .5 SA
- Actual salaries unit cost lower than projected from \$95,815 to \$92,819

Certified Benefits are as projected in the November Revised.

Uncertificated Salaries and Benefits estimates are the same as the November Revised.

##### Services, Contracts, and Supplies:

There is an increase of \$915,595 in Services, Contracts, and Supplies as follows:

- Higher cost for Insurance on Building, Residences etc. for \$146,976
- Increase in Project Funding cost offset by Revenue for \$549,831
- Increase in Caretakers Salaries by \$210,230

##### Extraordinary Events:

With Gift Lake School not expected to open after it shutdown in January, the remaining unsupported cost on this building (mainly mould remediation) will have to be written off. This amounts to \$943,227.

##### January Forecast Concluding Remarks

The projected deficit of \$1,355,043 is realistic given our current spending levels and the unsupported depreciation expense of \$943,227 related to Gift Lake School. The Federal Revenues may change depending on the approval of the revised funding model for Career Pathway Outreach by AANDC. Staffing levels, including the use of substitutes, will have to continue to be monitored closely. Finally, NSD has received over \$1 million dollars for Government Funded Projects. It is important that expenditures related to these projects are properly coded. Given the extensive repairs which have been required at some of our facilities this year, further spending may need to be curtailed.

## **BOARD OF TRUSTEES**

**COLIN KELLY**  
**TRUSTEE OF THE BOARD**

**DATE: FEBRUARY 27, 2014**

**PRESENTED BY:** DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

**SUBJECT:** 2014-2015 SCHOOL CALENDAR

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**ORIGINATOR:** DON TESSIER, ASSOCIATE SUPERINTENDENT OF SCHOOLS

<b>RECOMMENDATION</b>
<p>That the Board of Trustees approve the 2014-2015 School Calendar, as attached.</p>

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### **BACKGROUND**

This calendar has been reviewed by the Principals at the February 12, 2014 Administrators' Meeting.

**Calendar Highlights:**

182 Instructional Days

198 Operational Days

New Teacher Orientation – August 18-22, 2014

First Day for Staff – August 25, 2014

Last Day for Staff – June 26, 2015

First Day for Students – August 28, 2014

Last Day for Students – June 25, 2015

5 Family Fridays (with assignment flexibility)

2 Local PDs to be added to the calendar

2 Regional PDs to be added to the calendar

1 Day-in-lieu to be added to the calendar

5 half-day early dismissals for PLCs to be added to the calendar







# Draft NSD Calendar 2014-2015 SCHOOL YEAR CALENDAR



## 2014

### August

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

18 (evening) – 22 (noon) - New Teacher Orientation (Grouard)

August 21 / 22 – New Principal Orientation / Adm. Meeting in Grouard

25-27 Organizational Days  
28- First Day of School

### September

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

1 - Labour Day

### October

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

13 - Thanksgiving Day

31 - School Closed/Mel's Proclamation Day

### November

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

11- Remembrance Day

28 - School Closed

### December

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

22 - 31 Christmas Break

## 2015

### January

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

1-2 Christmas Break

30 - School Closed

### February

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

10/11 - Admin Meetings

11 - Travel/Org. Day

12-13 - ATA Convention

16 - Family Day

### March

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

20 - School Closed

### April

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

April 3 - Good Friday

April 6-10 - Easter Break

### May

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

7/8 - Administrators' Meetings (Peace River)

18-Victoria Day

### June

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

5 - School Closed/  
Farmers' Day/Treaty Day

25 - Last Day for Students

26 - Organizational Day

182 Instructional (Green)  
198 Operational Days

Please add to your calendar:

- 2 Local PD Fridays (or Mondays)
- 2 Regional PD (Date TBA)
- 1 Day-in-Lieu for Parent/Teacher Interviews
- Up to the equivalent of 1 half-day Friday (or Monday) early dismissal per month for PLCs when deemed appropriate. PLEASE remember to deduct early dismissal time in your school organizational planning document.

NOTE: Schools will follow common Christmas (Dec 22, 2014 - Jan 2, 2015) and Easter (Apr 6-10, 2015) holiday breaks; however to align holidays with neighboring jurisdictions some exceptions will be made on a case by case basis.

There is an expectation that schools will organize a Community Engagement Event.  
Minimum Hours of Instruction: Elementary (1-9) = 950 hours; High School = 1000 hours. Teacher instruction time 907 hours.



Principals, please complete the Operational / Instructional Days Summary Table in your Organizational Planning document.

Month	Operational Days	Instructional Days
2014		
August	2	0
September		
October		
November		
December		
2015		
January		
February		
March		
April		
May		
June		

**BOARD OF TRUSTEES**

**COLIN KELLY**  
**TRUSTEE OF THE BOARD**

**DATE: FEBRUARY 27, 2014**

**PRESENTED BY:**

WESLEY OGINSKI, DIRECTOR OF HUMAN RESOURCES

**SUBJECT:**

REVISED – NORTHLAND STAFF SUPERVISION AND EVALUATION  
REVIEW

**ORIGINATOR:**

PERSONNEL COMMITTEE

**RECOMMENDATION**

That the Board of Trustees approve of the terms of reference for the Northland Staff Supervision and Evaluation Review, as attached.

\*\*\*\*\*

**CURRENT SITUATION:**

The Superintendent has identified a need to review procedures related to Staff Supervision and Evaluation (Procedures 417, 421, and 423) based on work from the Northland Inquiry Team Recommendation Report (Oct 2011) and the development of the Northland School Division FNMI Action Plan. Specifically, we need to look at Supervision and Evaluation from a lens based on the FNMI foundation that makes up Northland School Division. This review is intended to assist schools in enhancing the quality of education offered to the students within goals set by the school, Northland School Division and Alberta Education.

**BACKGROUND:**

At the November 2013 Committee Meeting, a Terms of Reference was presented then modified after feedback from the November 2013 Board Meeting. A directive was made to involve Alberta Education and other partners as necessary in assisting with the work of refining Teacher Quality Standards and their descriptors with an FNMI foundation. Alberta Education and other partners are unable to provide support as the request falls outside their provincial mandates.

Teacher and Principal Supervision and Evaluation is governed by Alberta's Teacher Profession Act, Teacher Growth and Evaluation Policy, the Teaching Quality Standards (Ministerial Order 016/97), and the Principal Quality Practice Guideline (Feb 2009). For supervision and evaluation of school teacher and leadership staff, administrators rely upon the Practice Guidelines for indicators of practice to determine if these staff are meeting the acceptable standards. What we do not have are indicators that weave teacher and administrator standards to the Northland Aboriginal perspectives and settings.

To develop descriptors of teacher and leadership quality standards with a FNMI foundation requires we have conversations about what good teaching and leading looks like in Northland communities. A new strategy would be for a Northland Working Group to have focus group meetings in Northland communities with community members, students, parents and staff to discuss what good teaching and leading looks like. The Workgroup would take the feedback to distill descriptors that could be used to assist the supervision and evaluation of staff.

**OPTIONS:**



## Northland School Division Staff Supervision and Evaluation Review

### Preamble

In accordance with the needs of the Division identified by the Northland Inquiry Team Recommendation Report (Oct 2011) and with the development of the Northland School Division FNMI Action Plan, the Superintendent has identified the need to review Procedures related to Staff Supervision and Evaluation (Procedures 417, 421, and 423). Specifically, there is a need to look at Supervision and Evaluation in terms of how it relates to the FNMI foundation that makes up Northland School Division. This review is intended to assist the school in enhancing the quality of education offered to the students within goals set by the school, Northland School Division No. 61 and Alberta Education.

Teacher and Principal Supervision and Evaluation is governed by Alberta's Teacher Profession Act, Teacher Growth and Evaluation Policy, the Teaching Quality Standards (Ministerial Order 016/97), and the Principal Quality Practice Guideline (Feb 2009). For supervision and evaluation of school teacher and leadership staff, administrators rely upon the Practice Guidelines for indicators of practice to determine if these staff are meeting the acceptable standards. What we do not have are indicators that weave teacher and administrator standards to the Northland Aboriginal perspectives and settings.

A division work group will be established and be facilitated by the Directors of FNMI Education and Human Resources. The role of these facilitators is to identify the members of the review team for approval by the Superintendent, assist the division workgroup with all necessary materials and documents during the review, debrief the team as necessary and assist in the final report presentations to staff and the local school board workgroup.

The members of the review team will consist of up to three administrators, three teachers and three paraprofessional staff from within Northland School Division, as well as a Northland Supervisor and up to three community representatives and advisory board members. The Directors will select a chairperson who would coordinate the workgroup assignments in this review and complete the final report for the division. The workgroup will look at the pertinent provincial and jurisdiction documents, interview stakeholder groups and draft descriptors of the Quality Standards and Guidelines that also reflect the FNMI perspective. These descriptors will then be used to develop Staff Supervision and Evaluation Guidelines.

Led by the Superintendent of Schools, Local School Board Committees, school staff and the community would work together to implement the recommendations of the Staff Supervision and Evaluation review.

**Timeline:**

March 2014	Strike Division Workgroup
March 2014	Organizational Meeting (Teleconference or Elluminate)
May-June 2014	Review relevant documents
September-December 2014	Focus Groups
January-February 2015	Draft Exemplars and Evaluation Forms
February-March 2015	Validate Exemplars and Evaluation Forms with relevant stakeholders
April-May 2015	Pilot Exemplars and Evaluation Forms
June/September 2015	Final Revisions and Implementation



## TEACHING QUALITY STANDARD APPLICABLE TO THE PROVISION OF BASIC EDUCATION IN ALBERTA

MINISTERIAL ORDER (#016/97)

- 1 Pursuant to Section 39(1)(f) of the School Act, I approve the following as the Teaching Quality Standard which shall apply to teacher certification, professional development, supervision and evaluation, and which is supported by descriptors of selected knowledge, skills and attributes appropriate to teachers at different stages of their careers:

### (1) Teaching Quality Standard

Quality teaching occurs when the teacher's ongoing analysis of the context, and the teacher's decisions about which pedagogical knowledge and abilities to apply result in optimum learning by students.

All teachers are expected to meet the Teaching Quality Standard throughout their careers.

However, teaching practices will vary because each teaching situation is different and in constant change. Reasoned judgment must be used to determine whether the Teaching Quality Standard is being met in a given context.

### (2) Descriptors of Knowledge, Skills and Attributes Related to Interim Certification

Teachers who hold an Interim Professional Certificate must possess the Knowledge, Skills and Attributes Related to Interim Certification (Interim KSAs), and apply them appropriately toward student learning. During their first two years of teaching, teachers should use the Interim KSAs to guide their teaching, reflect on their practice, and direct their professional development in collaboration with their supervisors and evaluators.

As situations warrant, teachers who hold an Interim Professional Certificate are expected to demonstrate consistently that they understand:

- a) contextual variables affect teaching and learning. They know how to analyse many variables at one time, and how to respond by making reasoned decisions about their teaching practice and students' learning;
- b) the structure of the Alberta education system. They know the different roles in the system, and how responsibilities and accountabilities are determined, communicated and enforced, including the expectations held of them under the Certification of Teachers Regulation, A.R.3/1999 as amended and their school authority's teacher's evaluation policy;

- c) the purposes of the Guide to Education and programs of study germane to the specialization or subject disciplines they are prepared to teach. They know how to use these documents to inform and direct their planning, instruction and assessment of student progress;
- d) the subject disciplines they teach. They have completed a structured program of studies through which they acquired the knowledge, concepts, methodologies and assumptions in one or more areas of specialization or subject disciplines taught in Alberta schools;
- e) all students can learn, albeit at different rates and in different ways. They know how (including when and how to engage others) to identify students' different learning styles and ways students learn. They understand the need to respond to differences by creating multiple paths to learning for individuals and groups of students, including students with special learning needs;
- f) the purposes of short, medium and long term range planning. They know how to translate curriculum and desired outcomes into reasoned, meaningful and incrementally progressive learning opportunities for students. They also understand the need to vary their plans to accommodate individuals and groups of students;
- g) students' needs for physical, social, cultural and psychological security. They know how to engage students in creating effective classroom routines. They know how and when to apply a variety of management strategies that are in keeping with the situation, and that provide for minimal disruptions to students' learning;
- h) the importance of respecting students' human dignity. They know how to establish, with different students, professional relationships that are characterized by mutual respect, trust and harmony;
- i) there are many approaches to teaching and learning. They know a broad range of instructional strategies appropriate to their area of specialization and the

subject discipline they teach, and know which strategies are appropriate to help different students achieve different outcomes;

- j) the functions of traditional and electronic teaching/learning technologies. They know how to use and how to engage students in using these technologies to present and deliver content, communicate effectively with others, find and secure information, research, word process, manage information, and keep records;
- k) the purposes of student assessment. They know how to assess the range of learning objectives by selecting and developing a variety of classroom and large scale assessment techniques and instruments. They know how to analyse the results of classroom and large scale assessment instruments including provincial assessment instruments, and how to use the results for the ultimate benefit of students;
- l) the importance of engaging parents, purposefully and meaningfully, in all aspects of teaching and learning. They know how to develop and implement strategies that create and enhance partnerships among teachers, parents and students;
- m) student learning is enhanced through the use of home and community resources. They know how to identify resources relevant to teaching and learning objectives, and how to incorporate these resources into their teaching and students' learning;
- n) the importance of contributing, independently and collegially, to the quality of their school. They know the strategies whereby they can, independently and collegially, enhance and maintain the quality of their schools to the benefit of students, parents, community and colleagues;
- o) the importance of career-long learning. They know how to assess their own teaching and how to work with others responsible for supervising and evaluating teachers. They know how to use the findings of assessments, supervision and evaluations to select,

develop and implement their own professional development activities;

- p) the importance of guiding their actions with a personal, overall vision of the purpose of teaching. They are able to communicate their vision, including how it has changed as a result of new knowledge, understanding and experience; and
- q) they are expected to achieve the Teaching Quality Standard.

### (3) Descriptors of Knowledge, Skills and Attributes Related to Permanent Certification

Teachers who hold a Permanent Professional Certificate must demonstrate, in their practice, professional repertoires that are expanded beyond the Interim KSAs.

The following descriptors comprise a repertoire of selected knowledge, skills and attributes from which teachers who hold a Permanent Professional Certificate should be able to draw, as situations warrant, in order to meet the Teaching Quality Standard. Teachers, staffs, supervisors and evaluators should use the descriptors to guide professional development, supervision, evaluation and remediation strategies in order that teachers can meet the Teaching Quality Standard consistently throughout their careers.

- a) Teachers' application of pedagogical knowledge, skills and attributes is based in their ongoing analysis of contextual variables.

Teachers' analysis of contextual variables underlies their reasoned judgments and decisions about which specific pedagogical skills and abilities to apply in order that students can achieve optimum learning. Selected variables are outlined below.

#### STUDENT VARIABLES

demographic variables, e.g. age, gender  
maturation  
abilities and talents  
relationships among students  
subject area of study  
prior learning  
socio-economic status  
cultural background



linguistic variables  
 mental and emotional states and conditions  
 resource availability and allocation  
 teaching assignment  
 class size and composition  
 collegial and administrator support  
 physical plant

#### TEACHER VARIABLES

teaching experience  
 learning experiences

#### REGULATORY VARIABLES

*Government Organization Act*  
*School Act* and provincial regulations,  
 policies and Ministerial Orders  
*Child, Youth and Family Enhancement Act*  
*Canadian Charter of Rights and Freedoms*

school authority policies  
 Guide to Education  
 Program of Studies

#### PARENT AND SOCIETAL VARIABLES

parental support  
 parental involvement in children's learning  
 socio-economic variables  
 community support for education  
 multiculturalism  
 cultural pluralism  
 inter-agency collaboration  
 provincial, national and global influences

- b) Teachers understand the legislated, moral and ethical frameworks within which they work.

Teachers function within a policy-based and results oriented education system authorized under the School Act and other legislation.

Teachers also function within policy frameworks established by school authorities.

This includes policies which require: a commitment to teaching practices that meet their school authority's teaching quality standard(s); and that teachers engage in ongoing, individualized professional development.

Teachers recognize they are bound by standards of conduct expected of a caring, knowledgeable and reasonable adult who is entrusted with the custody, care or education

of students or children. Teachers recognize their actions are bound in moral, ethical and legal considerations regarding their obligations to students, parents, administrators, school authorities, communities and society at large. Teachers acknowledge these obligations and act accordingly.

- c) Teachers understand the subject disciplines they teach.

Teachers understand the knowledge, concepts, methodologies and assumptions of the subject disciplines they teach. This includes an understanding of how knowledge in each discipline is created and organized, and that subject disciplines are more than bodies of static facts and techniques - they are complex and evolving. Their understanding extends to relevant technologies, the linkages among subject disciplines, and their relevance and importance in everyday life at the personal, local, national and international levels.

Teachers understand that students typically bring preconceptions and understandings to a subject. They know strategies and materials that are of assistance in furthering students' understanding.

- d) Teachers know there are many approaches to teaching and learning. Teachers appreciate individual differences and believe all students can learn, albeit at different rates and in different ways. They recognize students' different learning styles and the different ways they learn, and accommodate these differences in individuals and groups of students including students with special learning needs.

Teachers understand the fluidity of teaching and learning. They constantly monitor the effectiveness and appropriateness of their practices and students' activities, and change them as needed.

- e) Teachers engage in a range of planning activities.

Teachers' plans are founded in their understanding of contextual variables

and are a record of their decisions on what teaching and learning strategies to apply. Plans outline a reasoned and incremental progression toward the attainment of desired outcomes, for both teachers and students. Teachers monitor the context, their instruction, and monitor and assess students' learning on an ongoing basis, and modify their plans accordingly.

Teachers strive to establish candid, open and ongoing lines of communication with students, parents, colleagues and other professionals, and incorporate information gained into their planning.

- f) Teachers create and maintain environments that are conducive to student learning.

Teachers establish learning environments wherein students feel physically, psychologically, socially and culturally secure. They are respectful of students' human dignity, and seek to establish a positive professional relationship with students that is characterized by mutual respect, trust and harmony. They model the beliefs, principles, values, and intellectual characteristics outlined in the Guide to Education and programs of study, and guide students to do the same.

Teachers work, independently and cooperatively, to make their classrooms and schools stimulating learning environments. They maintain acceptable levels of student conduct, and use discipline strategies that result in a positive environment conducive to student learning. They work with students to establish classroom routines that enhance and increase students' involvement in meaningful learning activities. They organize facilities, materials, equipment and space to provide students equitable opportunities to learn, and to provide for students' safety.

Where community members work with students either on-campus or off-campus and where students are engaged in school-sponsored off-campus activities, teachers strive to ensure these situations also are secure

and positive environments conducive to students' learning.

- g) Teachers translate curriculum content and objectives into meaningful learning activities.

Teachers clearly communicate short and long range learning expectations to students, and how the expectations are to be achieved and assessed. They engage students in meaningful activities that motivate and challenge them to achieve those expectations. They integrate current learning with prior learning, and provide opportunities for students to relate their learning to the home, community and broader environment.

Teachers apply a broad range and variety of instructional and learning strategies.

The strategies vary in keeping with contextual variables, subject content, desired objectives, and the learning needs of individuals and groups of students. The strategies are selected and used to achieve desired outcomes, primarily the expectations outlined in the Guide to Education, programs of study and other approved programs.

- h) Teachers apply a variety of technologies to meet students' learning needs.

Teachers use teaching/learning resources such as the chalkboard, texts, computers and other auditory, print and visual media, and maintain an awareness of emerging technological resources. They keep abreast of advances in teaching/learning technologies and how they can be incorporated into instruction and learning. As new technologies prove useful and become available in schools, teachers develop their own and their students' proficiencies in using the technologies purposefully, which may include content presentation, delivery and research applications, as well as word processing, information management and record keeping.

Teachers use electronic networks and other telecommunication media to enhance their own knowledge and abilities, and to communicate more effectively with others.

- i) Teachers gather and use information about students' learning needs and progress.

Teachers monitor students' actions on an ongoing basis to determine and respond to their learning needs. They use a variety of diagnostic methods that include observing students' activities, analysing students' learning difficulties and strengths, and interpreting the results of assessments and information provided by students, their parents, colleagues and other professionals.

Teachers select and develop a variety of classroom assessment strategies and instruments to assess the full range of learning objectives. They differentiate between classroom and large-scale instruments such as provincial achievement tests, administer both and use the results for the ultimate benefit of students. They record, interpret and use the results of their assessments to modify their teaching practices and students' learning activities.

Teachers help students, parents and other educators interpret and understand the results of diagnoses and assessments, and the implications for students. They also help students develop the ability to diagnose their own learning needs and to assess their progress toward learning goals.

Teachers use their interpretations of diagnoses and assessments as well as students' work and results to guide their own professional growth. They assist school councils and members of the community to understand the purposes, meanings, outcomes and implications of assessments.

- j) Teachers establish and maintain partnerships among school, home and community, and within their own schools.

Teachers engage in activities that contribute to the quality of the school as a learning environment. They work with others to develop, coordinate and implement programs and activities that characterize effective schools. They

also work cooperatively with school councils.

Teachers strive to involve parents in their children's schooling. Partnerships with the home are characterized by the candid sharing of information and ideas to influence how teachers and parents, independently and cooperatively, contribute to students' learning.

Teachers seek out and incorporate community resources into their instruction, and encourage students to use home and community resources in their learning. Teachers make connections between school, home and community in order to enhance the relevance and meaning of learning. Home and community resources are utilized to make learning meaningful and relevant, and so students can gain an increased understanding of the knowledge, skills and attitudes needed to participate in and contribute positively to society.

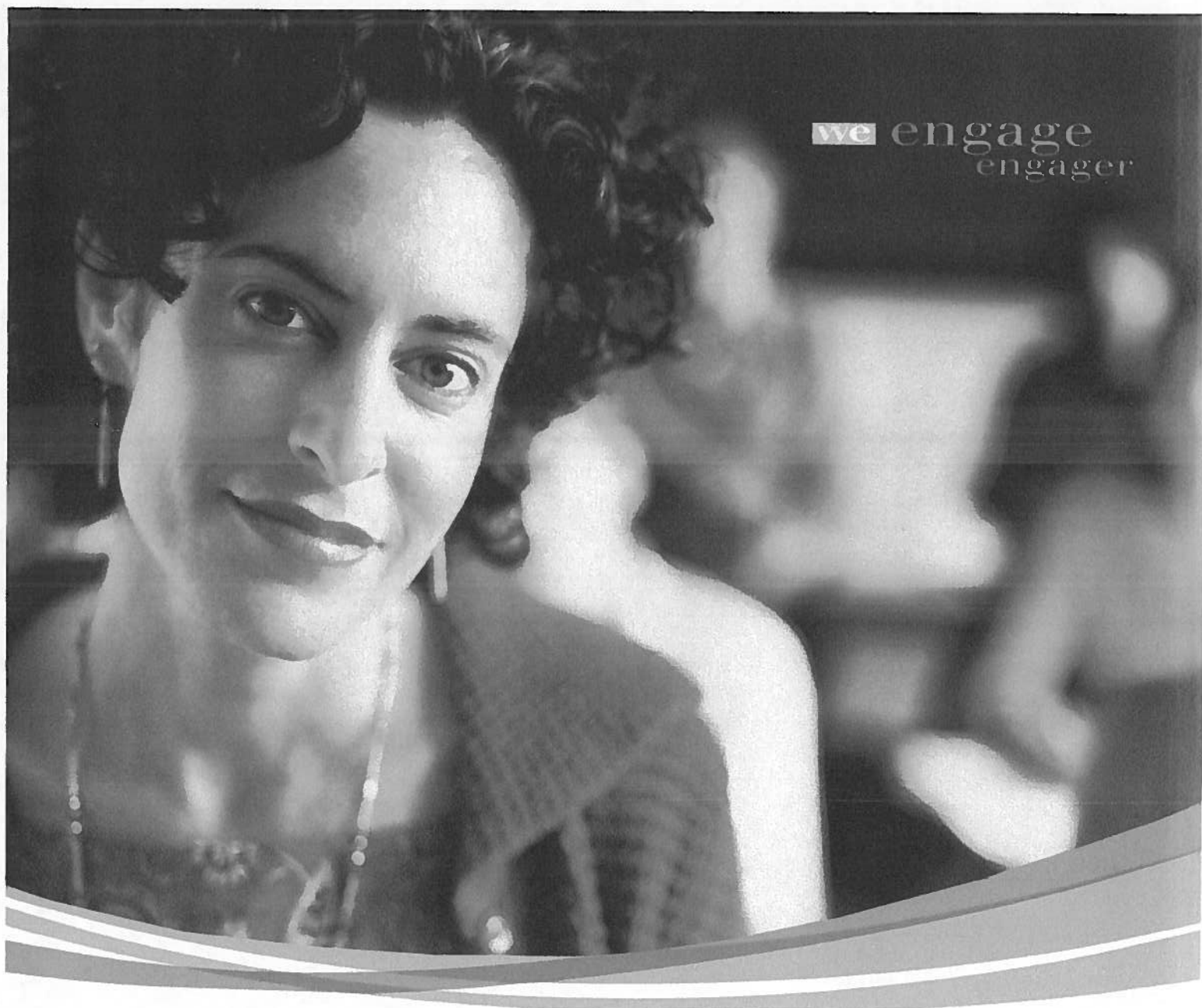
- k) Teachers are career-long learners.

Teachers engage in ongoing professional development to enhance their: understanding of and ability to analyze the context of teaching; ability to make reasoned judgments and decisions; and, pedagogical knowledge and abilities. They recognize their own professional needs and work with others to meet those needs. They share their professional expertise to the benefit of others in their schools, communities and profession.

Teachers guide their actions by their overall visions of the purpose of teaching.

They actively refine and redefine their visions in light of the ever-changing context, new knowledge and understandings, and their experiences. While these visions are dynamic and grow in depth and breadth over teachers' careers, the visions maintain at their core a commitment to teaching practices through which students can achieve optimum learning.

# The Principal Quality Practice Guideline: Promoting Successful School Leadership in Alberta



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## ACKNOWLEDGEMENTS

Alberta has earned an international reputation for excellence in education. The contributions of principals in fostering commitment, collaboration and cooperation among community members are key factors in this achievement. In recent years, the duties and expectations of the principal have expanded and become increasingly complex. As a consequence, all school leaders need to acquire sophisticated knowledge and develop the skills that research and experience have concluded are necessary for effective practice. The Principal Quality Practice Guideline (PQPG) takes into account the leadership responsibilities and expectations that principals face today and will face for the foreseeable future.

The Ministry of Education (Education) acknowledges with sincere appreciation the contributions that the following educational partners have made, through their representation on the Alberta Commission on Learning Recommendation 76 Stakeholder Advisory Committee and their commitment to use the PQPG as a means of ensuring that Alberta schools are led by qualified, dedicated and effective leaders.

- Ms. Elizabeth Dobrovolsky, Alberta Home and School Councils' Association (AHSCA)
- Mr. Sig Schmold, Alberta School Boards Association (ASBA)
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- Dr. Alyce Oosterhuis, Association of Independent Schools and Colleges in Alberta
- Ms. Diane Gibson, Alberta Association of Public Charter Schools
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- Mr. Gérard Bissonnette, La Fédération des conseil scolaires francophone de l'Alberta
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- Dr. Glenn Rideout, The King's University College
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- Dr. Jacqueline Ottmann, University of Calgary
- Dr. George Bedard, University of Lethbridge
- Dr. Garry McKinnon, Committee Facilitator
- Dr. Mark Swanson, Alberta Education
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- Mr. Henri Lemire, La Fédération des conseil scolaires francophone de l'Alberta
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- Mr. Duane Plantinga, Association of Independent Schools and Colleges in Alberta (AISCA)

## FOREWARD

Alberta's Commission on Learning (ACOL) made 95 recommendations to government in its report, *Every Child Learns, Every Child Succeeds*, released in October 2003. Recommendation 76 identified the need to develop a principal quality practice standard and to identify the knowledge, skills and attributes required of principals.

The Commission noted that a principal quality practice standard with clearly stated knowledge, skills and attributes should form the basis for:

- recruiting principals,
- preparing school principals and
- assessing each principal's performance.

Education reviewed the Commission's recommendation, current provincial legislation and policies related to the role of the school principal, Canadian and international school leadership research literature regarding the competencies required of principals, as well as the standards of practice or performance expected of school principals in their complex and multi-faceted roles as school-based instructional and education leaders.

Based on this review, Education believes that the opportunities for all students to learn and achieve expected learning outcomes would be further enhanced if a document were created that outlines the competencies for the quality practice of Alberta principals.

Presently, provincial legislation does not specify the competencies required of a school principal in Alberta; it only requires that a principal be a certificated teacher. Section 19 of the *School Act (Act)* states that a school board shall designate a number of teachers as principals and assign a principal to each school. Section 20 of the *Act* outlines current legislated duties and obligations of the principal of a school. Section 95 of the *Act* allows a board to designate a teacher to be an acting principal for a period of not more than one year.

## DOCUMENT DEVELOPMENT

In June 2005, a stakeholder advisory committee was formed and, through a process of roundtable discussion and consensus building, developed a draft Principal Quality Practice document outlining the dimensions and relevant descriptors of a principal's role.

The Alberta Commission on Learning Recommendation 76 Stakeholder Advisory Committee (Committee) referred to the work of the ASBA, ATA, CASS, AHSCA and the United States Interstate School Leaders Licensure Consortium (ISLLC) and concluded that the research literature and Education stakeholders appear to agree that individuals designated as principals require a broad repertoire of competencies to successfully fulfill their complex and critical roles within the education system.

In May 2006, a draft of the Principal Quality Practice document was sent to all school principals, superintendents of schools, school boards, school council chairpersons and stakeholder groups for their review and comments. A field review response draft of the document was made available on Education's website for public comment.

Regional focus groups were held throughout the province in fall 2006. Principals employed in public and private schools, teachers, school council members, school superintendents, and school trustees and key stakeholder groups were invited to attend. The Committee reviewed and revised the draft Principal Quality Practice document on the basis of the feedback collected. In December 2008, the Committee supported Education's issue of the document as the *Principal Quality Practice Guideline*; Education will issue the document in Spring 2009.

Education, in cooperation with its stakeholders, is developing a School Leadership Framework to establish supports for the *Principal Quality Practice Guideline* that will serve to promote its future use as a provincial requirement.

## INTRODUCTION

### THE CHANGING ROLE OF THE PRINCIPAL

The role of school principal has evolved over the past half-century. As schools became larger, the traditional role of the school principal as head- or principal-teacher responsible for teaching and learning within a school was expanded with the addition of greater administrative responsibilities. The principal's role has become more focused on the management of teaching and learning within the school, consistent with local school board and provincial policies and directions.

Policymakers assumed that significant, positive teaching experience generally provided individuals with sufficient preparation to assume the office of school principal. Therefore, Alberta, like most other Canadian provinces, required only that an individual designated as a school principal be a certificated teacher. However, some Alberta school authorities increasingly recognized that teaching qualifications and successful teaching experience alone were insufficient to prepare individuals to serve as school principals. Over time, school boards have increasingly required that individuals interested in being considered for the principalship hold post-graduate diplomas or degrees in education administration or leadership.

To ensure that all students across Alberta have the best possible opportunities to learn, Education maintains responsibility for key provincial standards and policies, such as approved programs of study, provincial achievement and diploma testing programs and the development of the *Teaching Quality Standard Ministerial Order*. In the interest of ensuring the best possible quality of basic education for all Alberta students, Education also strengthened the accountability of school authorities, schools and teachers.

In this context, the responsibilities of principals and key competencies they require have significantly increased. School mission and goal development, issue identification, priority-setting, school improvement planning, financial and human resource management and development, information gathering and data-based decision-making, public and community relations and educational accountability and reporting system requirements are now key expectations of the Alberta school principal.

Moreover, as part of an accountable and open education system, the school principal is required to focus more than ever on the core purpose of the school – providing all students with the best possible opportunities to learn. Consequently, school principals must have a deep and thorough knowledge of teaching and learning so that they are able to serve as instructional, educational and organizational leaders focused on the school's core purpose.

This PQPG represents a first step in a process to develop a framework for quality school leadership in Alberta. It includes a statement on Principal Quality Practice and seven leadership dimensions, with supporting descriptors, reflecting the Alberta context. The PQPG is to be used as a basis for many activities including: principal preparation and recruitment, principals' self-reflection and daily practice, principals' initial and ongoing professional growth and principal supervision, evaluation and practice review. It also provides a reference for faculties of education in developing and delivering principal preparation programs, for teachers and vice-principals who are preparing for school leadership roles, for beginning principals in their efforts to meet stakeholder expectations and for superintendents in their supervision and evaluation of principals.



## PRINCIPAL QUALITY PRACTICE AND LEADERSHIP DIMENSIONS

### Principal Quality Practice

*The principal is an accomplished teacher who practices quality leadership in the provision of opportunities for optimum learning and development of all students in the school.*

Principal Quality Practice applies to all formal school leaders, including assistant and vice principals. In accepting the legislated and school authority mandated leadership responsibilities, all school leaders are expected to commit to fulfilling the leadership dimensions contained in the PQPG throughout their careers. The leadership dimensions and their descriptors are interrelated and link to school leaders' daily practice; however, they are not presented in rank order. Reasoned, evidence-based, professional judgment must be used to determine whether these leadership dimensions are demonstrated by a school leader in a given context.

#### 1. Leadership Dimension - Fostering Effective Relationships

The principal builds trust and fosters positive working relationships, on the basis of appropriate values and ethical foundations, within the school community -- students, teachers and other staff, parents, school council and others who have an interest in the school.

##### Descriptors

The principal:

- a) acts with fairness, dignity and integrity
- b) demonstrates a sensitivity to and genuine caring for others and cultivates a climate of mutual respect
- c) promotes an inclusive school culture respecting and honouring diversity
- d) demonstrates responsibility for all students and acts in their best interests
- e) models and promotes open, inclusive dialogue
- f) uses effective communication, facilitation, and problem-solving skills
- g) supports processes for improving relationships and dealing with conflict within the school community
- h) adheres to professional standards of conduct.

#### 2. Leadership Dimension - Embodying Visionary Leadership

The principal collaboratively involves the school community in creating and sustaining shared school values, vision, mission and goals.

##### Descriptors

The principal:

- a) communicates and is guided by an educational philosophy based upon sound research, personal experience and reflection
- b) provides leadership in keeping with the school authority's vision and mission
- c) meaningfully engages the school community in identifying and addressing areas for school improvement
- d) ensures that planning, decision-making, and implementation strategies are based on a shared vision and an understanding of the school culture
- e) facilitates change and promotes innovation consistent with current and future school community needs
- f) analyzes a wide range of data to determine progress towards achieving school goals

- g) communicates and celebrates school accomplishments to inspire continuous growth.

### **3. Leadership Dimension - Leading a Learning Community**

The principal nurtures and sustains a school culture that values and supports learning.

#### **Descriptors**

The principal:

- a) promotes and models life-long learning for students, teachers and other staff
- b) fosters a culture of high expectations for students, teachers and other staff
- c) promotes and facilitates meaningful professional development for teachers and other staff
- d) facilitates meaningful parental involvement and ensures they are informed about their child's learning and development.

### **4. Leadership Dimension - Providing Instructional Leadership**

The principal ensures that all students have ongoing access to quality teaching and learning opportunities to meet the provincial goals of education.

#### **Descriptors**

The principal:

- a) demonstrates a sound understanding of current pedagogy and curriculum
- b) implements strategies for addressing standards of student achievement
- c) ensures that student assessment and evaluation practices throughout the school are fair, appropriate and balanced
- d) implements effective supervision and evaluation to ensure that all teachers consistently meet the Alberta Teaching Quality Standard
- e) ensures that appropriate pedagogy is utilized in response to various dimensions of student diversity
- f) ensures that students have access to appropriate programming based on their individual learning needs
- g) recognizes the potential of new and emerging technologies, and enables their meaningful integration in support of teaching and learning
- h) ensures that teachers and other staff communicate and collaborate with parents and community agencies, where appropriate, to support student learning
- i) supports the use of community resources to enhance student learning.

### **5. Leadership Dimension - Developing and Facilitating Leadership**

The principal promotes the development of leadership capacity within the school community — students, teachers and other staff, parents, school council for the overall benefit of the school community and education system.

#### **Descriptors**

The principal:

- a) demonstrates informed decision making through open dialogue and consideration of multiple perspectives
- b) promotes team building and shared leadership among members of the school community

- c) facilitates meaningful involvement of the school community, where appropriate, in the school's operation using collaborative and consultative decision-making strategies
- d) identifies and mentors teachers for future educational leadership roles.

#### **6. Leadership Dimension - Managing School Operations and Resources**

The principal manages school operations and resources to ensure a safe and caring, and effective learning environment.

##### **Descriptors**

The principal:

- a) effectively plans, organizes and manages the human, physical and financial resources of the school and identifies the areas of need
- b) ensures that school operations align with legal frameworks such as: provincial legislation, regulation and policy; as well as school authority policy, directives and initiatives
- c) utilizes principles of teaching, learning and student development to guide management decisions and the organization of learning.

#### **7. Leadership Dimension - Understanding and Responding to the Larger Societal Context**

The principal understands and responds appropriately to the political, social, economic, legal and cultural contexts impacting the school.

##### **Descriptors**

The principal:

- a) advocates for the needs and interests of children and youth
- b) demonstrates a knowledge of local, national, and global issues and trends related to education
- c) assesses and responds to the unique and diverse community needs in the context of the school's vision and mission
- d) advocates for the community's support of the school and the larger education system.